

Teacher's Edition



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

1.5

SAVVAS

Teacher's Edition

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myView  
L I T E R A C Y

1.5

**SAVVAS**  
LEARNING COMPANY

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

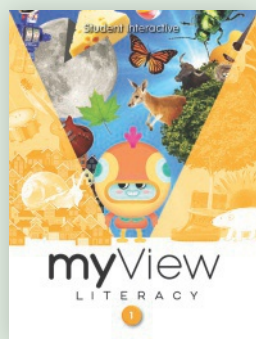


# Grade 1 Resources

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

## STUDENT RESOURCES

Whole Group



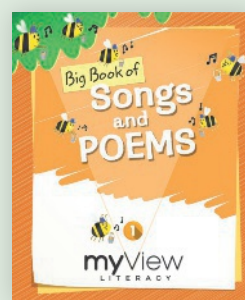
Student Interactive  
5 Volumes

Read **ALoud**

Mentor **STACK**



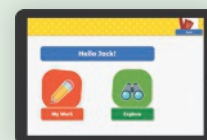
Trade Book Read Alouds



Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

Small Group & Independent

**BOOK CLUB**  
with Trade Books



**WRITING CLUB**

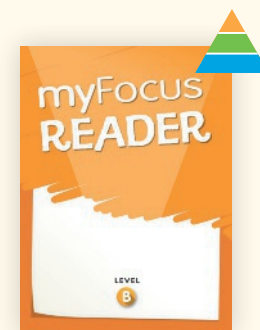


Digital Games



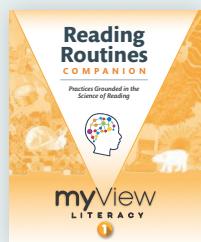
Leveled Content Readers with Access Videos

**SuccessMaker**



myFocus Reader

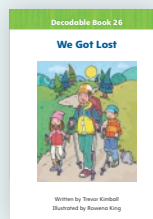
Foundational Skills



Reading Routines Companion



Decodable Stories

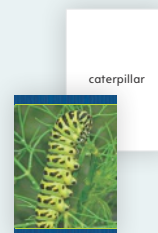


Decodable Readers



High-Frequency Word Cards

Letter Tiles



Picture Word Cards



Alphabet Cards



Sound Spelling Cards

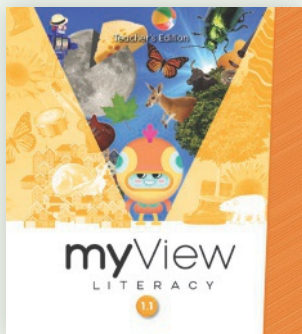


### Savvas Realize™

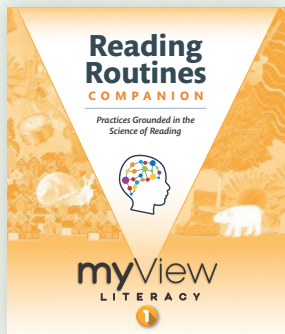
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

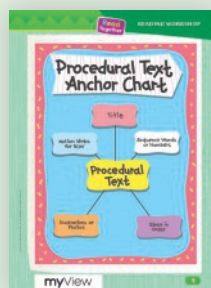
## TEACHER RESOURCES



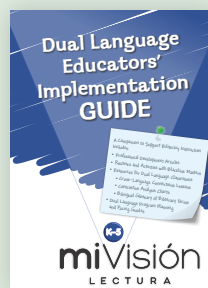
Teacher's Edition  
5 Volumes



Reading Routines Companion



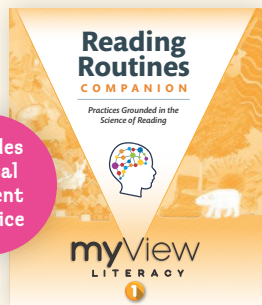
Anchor Charts



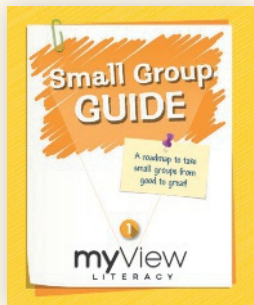
Dual Language Educators' Implementation Guide

### Printables Include:

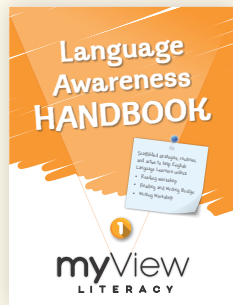
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



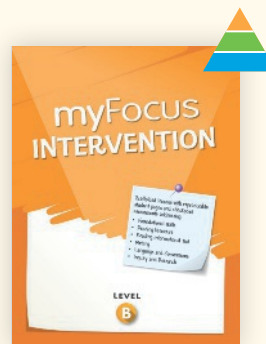
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

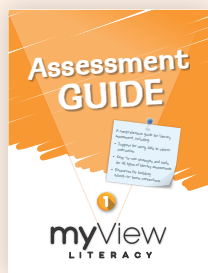


myFocus Intervention Teacher's Guide

### Printables Include:

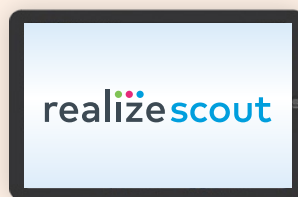
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## 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.





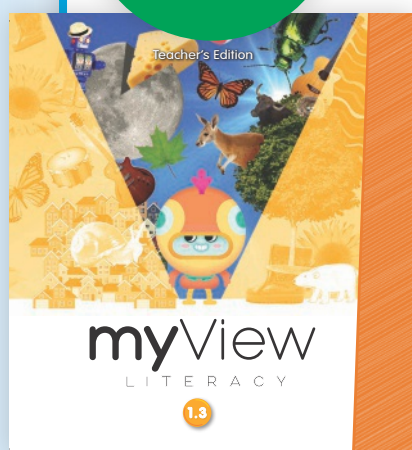
# A Continuum of Resources to Meet the Needs of Your Students



*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

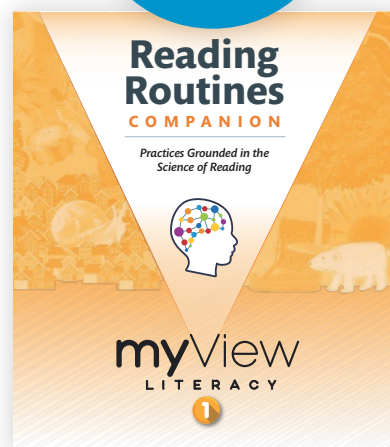
### Teacher's Edition



### 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

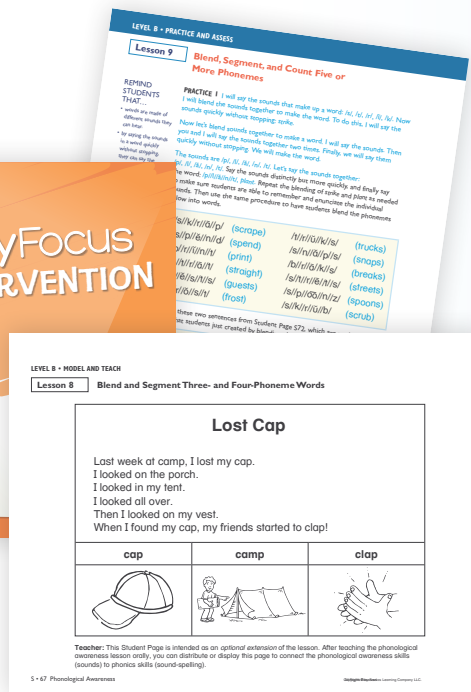


## SuccessMaker®

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

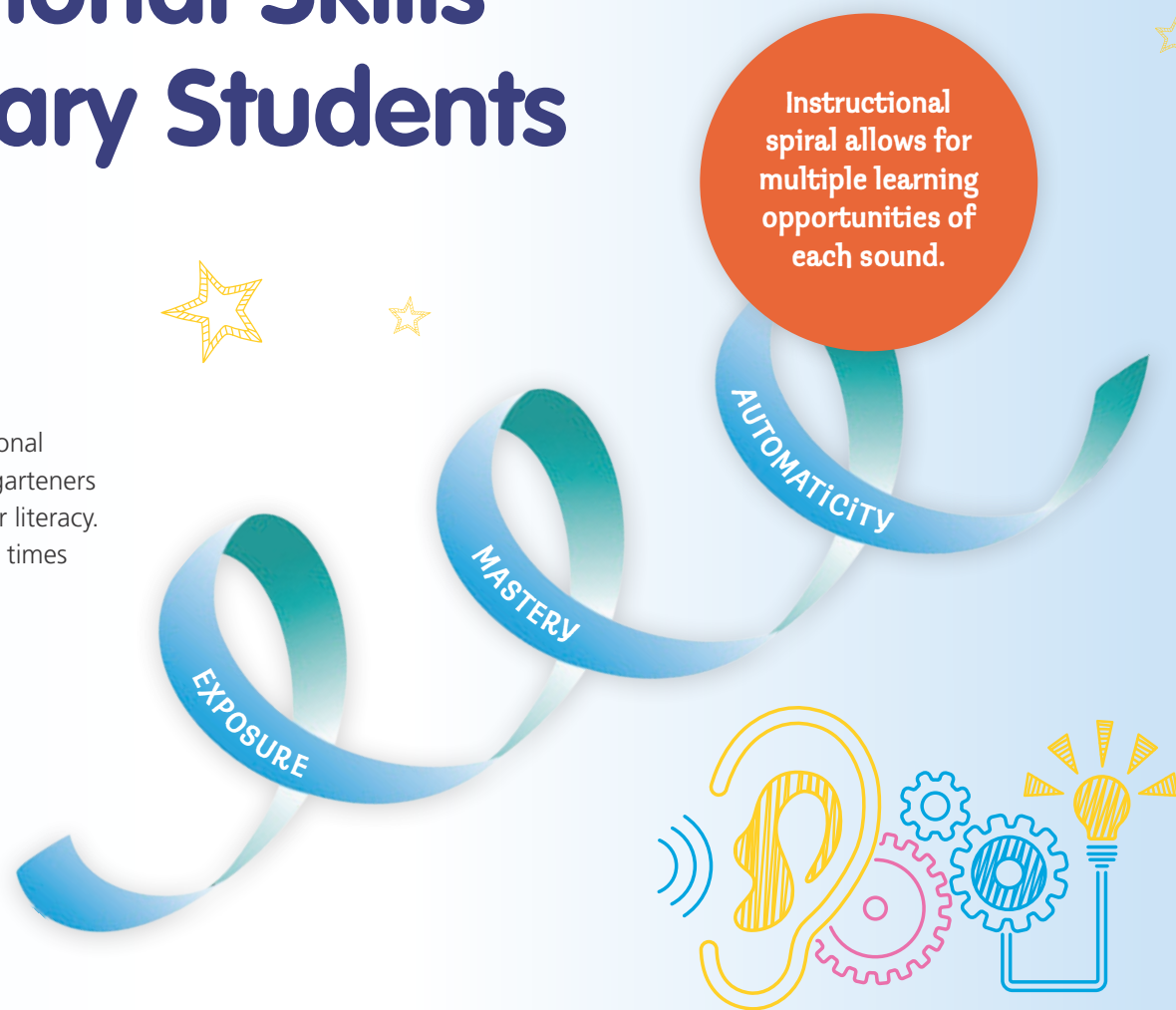
Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

- 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*.

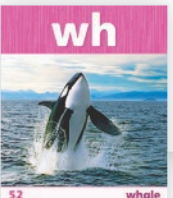
**Phonics: Decode and Write Words with Digraphs and Trigraphs**

**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



52 whale

myView Digital

**FORMATIVE ASSESSMENT OPTIONS**

**Apply** **TURN TALK AND SHARE** Have students complete the rest of p. 15 and p. 16 in the *Student Interactive*.

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

**Decide**

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

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

**HIGH-FREQUENCY WORDS**  
good  
no  
put  
round  
said

**STUDENT INTERACTIVE, p. 15**

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

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

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

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

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

WEEK 1 LESSON 2  
READING-WRITING WORKSHOP BRIDGE

## Spelling Spell Words with Digraphs and Trigraphs

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

**LESSON 2**

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

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

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

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

**HIGH-FREQUENCY WORDS**  
good said

**LESSON 2**  
**Teach Spell Words with Digraphs and Trigraphs**

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

**LESSON 4**  
**Review and More Practice Spell Words with Digraphs and Trigraphs**

**LESSON 5**  
**Assess Understanding**

Dictation practice is included in the Student Interactive.


## A Systematic Reading Progression

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

DECODABLE STORY FOUNDATIONAL SKILLS

## On the Run

Highlight the words with the long o sound.



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

**AUDIO**  
Audio with highlighting

**ANNOTATE**

23

Decodable Book 5

## We Make It



Written by Hugo Delmar  
Illustrated by Sandy Brightman

Decodable Reader

## Kate Wins the Game

Written by Moira McGinty

21

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

High-Frequency Words  
is her the you

Decodable Reader

## The Bravest

Written by Ramona Vargas

14

Comparative Endings  
braver bravest  
taller tallest  
smarter smartest

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

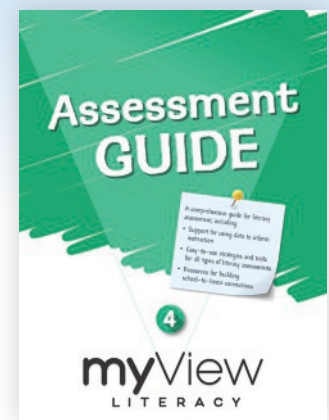
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## 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

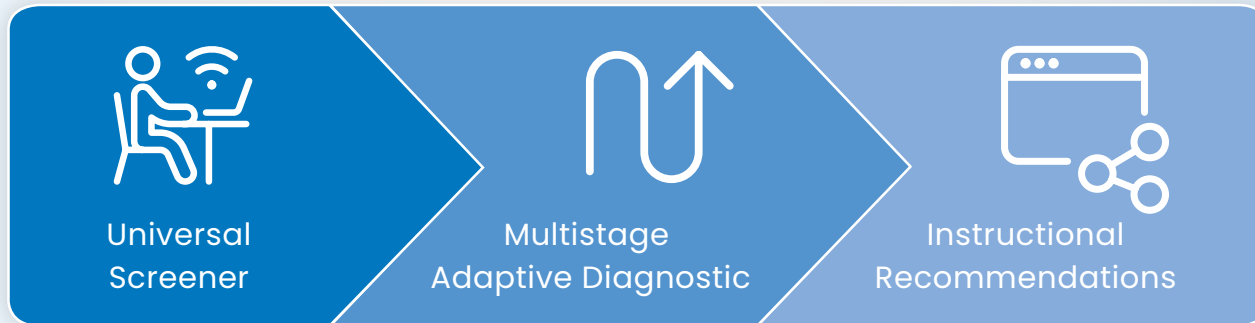
### Test Preparation (Grades 2–5)



- 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.

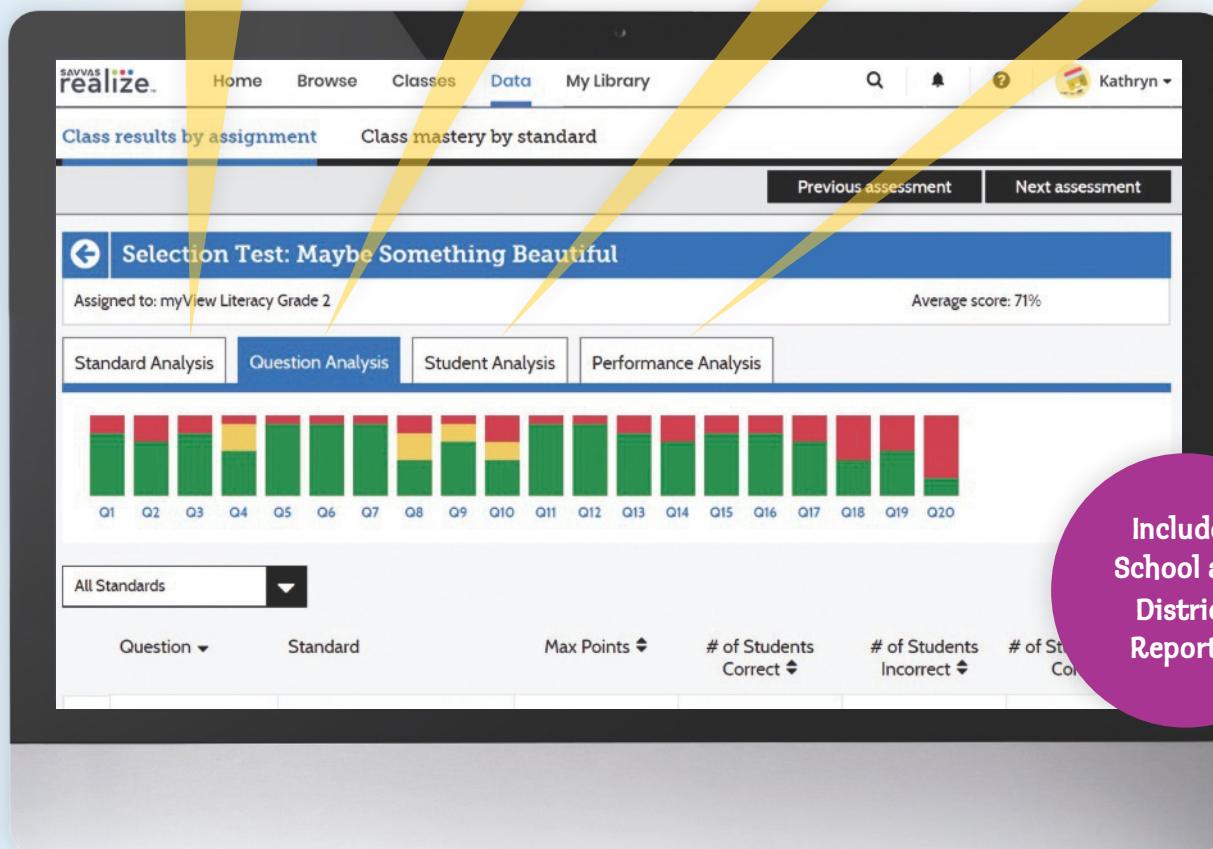
Student data connects skills to instructional supports and resources.

**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.**

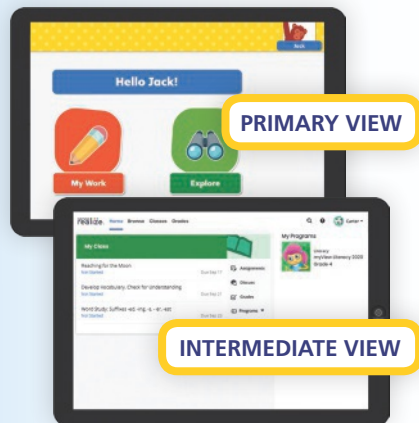
# The Digital Difference



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.

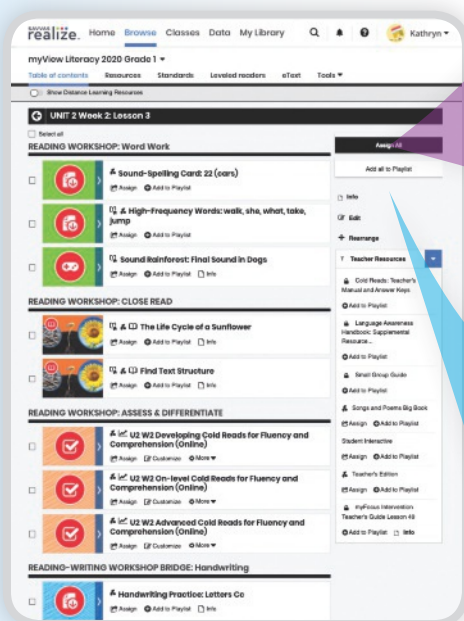


### Digital Games

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

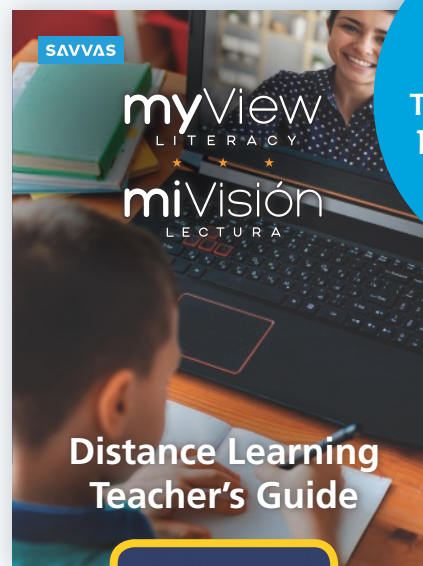
Add content, rearrange lessons, delete what you don't need—**make it your own!**

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 Teacher's Guide



# Engaged, Motivated Classrooms

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



## Social-Emotional Learning

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



## Inclusive and Equitable Instruction

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

## Professional Learning and Program Implementation

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



### Program Activation

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

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

### Jump-start Your Teaching!

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

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



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

### Live Instructional Coaching Chat

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

### On-Demand Training Library

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

### Teacher Webinars

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



UNIT THEME

# Beyond My World

## Essential Question

How do the seasons affect us?

SAVVAS  
realize™

Go ONLINE for all lessons.

myView  
Digital



REALIZE  
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT



## WEEK 1



**Every Season** pp. T14–T73  
by Shelley Rotner and Anne Love Woodhull

Informational Text

**WEEKLY QUESTION** What happens during the seasons?

## WEEK 2



**Seasons Around the World** pp. T74–T131  
by Ana Galán

Informational Text

**WEEKLY QUESTION** What are seasons like around the world?

## WEEK 3



**In Spring** pp. T132–T187  
by Angela Johnson

Persuasive Text

**WEEKLY QUESTION** What do people like about the seasons?

## WEEK 4

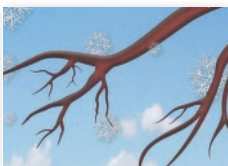


**My Autumn Book** pp. T188–T247  
by Wong Herbert Yee

Fiction

**WEEKLY QUESTION** How do we know when the seasons are changing?

## WEEK 5



**Signs of Winter** pp. T248–T305  
by Colleen Dolphin

Informational Text

**WEEKLY QUESTION** What do living things do in the winter?

## WEEKS 1–5

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

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

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





UNIT THEME

# Beyond My World



WEEK  
**3**

## In Spring

What do people like about the seasons?

## Essential Question

How do the seasons affect us?

WEEK  
**2**



BOOK  
CLUB

## Seasons Around the World

What are seasons like around the world?



WEEK  
**1**

## Every Season

What happens during the seasons?



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



## My Autumn Book

How do we know when the seasons are changing?



WEEK  
4



WEEK  
5

## Signs of Winter

What do living things do in the winter?



## Project

WEEK  
6










## Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they have learned about “Beyond My World” in the **WEEK 6 PROJECT: The Best Season.**

UNIT THEME

# Beyond My World

	WEEK 1	WEEK 2	WEEK 3
<b>READING WORKSHOP</b>	<p><b>Informational Text</b> </p>  <p><b>Every Season</b></p> <p>Use text structure to learn more about the different seasons.</p>	<p><b>Informational Text</b> </p>  <p><b>Seasons Around the World</b></p> <p>Use text features to locate more information about seasons around the world.</p>	<p><b>Persuasive Text</b></p>  <p><b>In Spring</b></p> <p>Recognize the features of persuasive text in order to identify it.</p>
<b>FOUNDATIONAL SKILLS</b>	Phonological Awareness, Phonics, High-Frequency Words		
 <b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing informational text through: <ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Handwriting</li> <li>• Read Like a Writer</li> <li>• Write for a Reader</li> </ul>		
<b>BOOK CLUB SEL</b>	<i>Moving with the Seasons</i> by Christopher Cheng What can we learn about the seasons?		
<b>WRITING WORKSHOP</b>	Introduce Mentor Stacks and immerse in informational research texts.	Develop elements of informational research texts.	Develop the structure of informational research texts.
 <b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing informational text through: <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Language &amp; Conventions</li> </ul>		

## UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others about the seasons.

### READING WORKSHOP

- Read informational text and understand the elements of the genre.

### READING-WRITING WORKSHOP BRIDGE

- Use language to make and use words to read and write informational text.

### WRITING WORKSHOP

- Write a how-to book using elements of informational research text.

## WEEK 4

### Fiction



#### My Autumn Book

Determine the theme of the text to determine what it is mainly about.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing informational text through:

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

Choose Your Book  
What is your favorite season?

Apply writer's craft and conventions of language to develop and write an informational research text.

Bridge reading and writing informational text through:

- Spelling
- Language & Conventions

## WEEK 5

### Informational Text



#### Signs of Winter

Use pictures and text to learn about what the season of winter looks like.

## WEEK 6



#### The Best Season Research Articles

### FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

### Project-Based Inquiry

- Generate questions for inquiry
- Pick which season you think is the best and then think of reasons why it is the best
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect



# UNIT 5 SKILLS OVERVIEW

## UNIT THEME

# Beyond My World

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text		Informational Text		Persuasive Text	
		Every Season		Seasons Around the World		In Spring	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Middle and Final Sounds; Segment and Blend Phonemes; Distinguish Between /o/ and /ō/	RL.1.1; RF.1.2.c; RF.1.2.d	Phonological Awareness: Distinguish Between /u/ and /ū/; Segment and Blend Phonemes	RF.1.2.a; RF.1.2.d	Phonological Awareness: Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2; RF.1.2.d
		Phonics: Long o Spelled oa, ow, oe; Consonant Blends and Trigraphs	RF.1.3; RF.1.3.c	Phonics: Long i Spelled igh; Suffixes -er, -or	RF.1.3; L.1.4.b	Phonics: Vowel Teams ue, ew, ui; Prefixes re-, un-	RF.1.3
		High-Frequency Words: would, buy, people, about, write	RF.1.3.g	High-Frequency Words: once, done, water, wash, upon	RF.1.3.g	High-Frequency Words: sentence, off, because, laugh, open	RF.1.3.g
	Minilesson Bank	Infographic: Seasons of an Apple Tree	SL.1.2	Web Site: Seasons Here and There	RI.1.5	Infographic: Seasonal Activities	SL.1.2
		Informational Text: Every Season	RI.1.10	Informational Text: Seasons Around the World	RI.1.10	Persuasive Text: In Spring	RI.1.10
		Words that Tell About the Seasons	L.1.6	Words that Tell About the Weather	L.1.6	Words that Tell About Animals	L.1.6
		Use Text Structure	SL.1.1.a	Use Text Features	RI.1.5	Identify Persuasive Text	RI.1.8
		Make Connections	SL.1.1	Correct and Confirm Predictions About Text Features	RI.1.5	Correct and Confirm Predictions About Persuasive Text	SL.1.1
	Talk About It: Response to Informational Text	SL.1.6	Write to Sources: Opinion	W.1.1	Write to Sources: Response to Informational Text	RI.1.9	
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.5	Antonyms	L.1.6	Context Clues
Handwriting		Numerals 1, 2 and Numerals 3, 4	W.1.8	Numerals 5, 6 and Numerals 7, 8	W.1.8	Numerals 9, 0 and Write Sentences	RF.1.1
Read Like a Writer, Write for a Reader		Text Structure	RI.1.8	Graphic Features	RI.1.6	Word Choice	L.1.5.d
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	How-to Books	RI.1.10	Introduction and Conclusion	W.1.2	Organize with Structure	W.1.2
		How-to Books: Instructions	SL.1.1	Explore Instructions	W.1.2	Explore Steps in a Process	W.1.2
		How-to Books: Graphics	SL.1.1.a	Apply Instructions	W.1.2	Apply Steps in a Process	W.1.2
		Generate Ideas	W.1.2	Explore Simple Graphics	W.1.2	Explore Features and Simple Graphics	SL.1.5
		Plan Your How-to Book	SL.1.6	Apply Simple Graphics	SL.1.5	Apply Features and Simple Graphics	SL.1.5
	Spelling	Spell Words with Long o Spelled oa, ow, oe	RF.1.2.a	Spell Long i Words	L.1.2.e	Spell Words with Vowel Teams ue, ew, ui	L.1.2.d
Language & Conventions	Adverbs	L.1.2.c	Transitions and Conjunctions	L.1.1.g	Prepositions	L.1.1.i	

# Essential Question

How do the seasons affect us?

## WEEK 4

### Fiction

#### My Autumn Book



CCSS

Phonological Awareness: Remove Phonemes; Segment and Blend Phonemes; Manipulate Phonemes	RF.1.2; RF.1.2.d
Phonics: Long <i>i</i> , Long <i>o</i> ; Suffixes <i>-ly</i> , <i>-ful</i>	RF.1.3
High-Frequency Words: <i>move</i> , <i>learn</i> , <i>eight</i> , <i>house</i> , <i>only</i>	RF.1.3.g

Poem: Season to Season	RL.1.4
Fiction: <i>My Autumn Book</i>	RL.1.10
Words that Describe Autumn Weather	L.1.4.a
Determine Theme	RL.1.2
Find Important Details About Theme	RL.1.2
Talk About It: Retell	RL.1.2

Word Parts	L.1.4.b
Write Answers	RF.1.1
Word Choice	RL.1.4

#### Writer's Craft

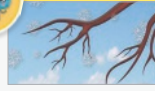
Prepositions	L.1.1.i
Explore Adverbs That Convey Time	W.1.2
Apply Adverbs That Convey Time	W.1.2
Explore Punctuation Marks	L.1.2.b
Apply Punctuation Marks	L.1.2

Spell Long <i>i</i> and Long <i>o</i> Words	L.1.2.e
Prepositional Phrases	L.1.1.i

## WEEK 5

### Informational Text

#### Signs of Winter



CCSS

Phonological Awareness: Segment and Blend Phonemes; Manipulate Sounds; Manipulate Phonemes	RF.1.2; RF.1.2.b
Phonics: Open and Closed Syllables; Vowel Teams <i>oo</i> , <i>ou</i>	RF.1.3
High-Frequency Words: <i>today</i> , <i>warm</i> , <i>years</i> , <i>should</i> , <i>world</i>	RF.1.3.g

Infographic: Animals in Winter	SL.1.2
Informational Text: <i>Signs of Winter</i>	RF.1.4.a
Words that Tell About Conditions Outside	L.1.6
Use Pictures and Text	RI.1.7
Make Inferences About Illustrations and Words	W.1.8
Talk About It: Opinion	SL.1.1.a

Oral Language	W.1.8
Write Answers	RF.1.1
Graphics	RF.1.1; RF.1.1.a

#### Publish, Celebrate, and Assess

Edit for Spelling	L.1.1.i
Edit for Prepositions	L.1.1.i
Prepare for Celebration	W.1.6
Publish and Celebrate	SL.1.1.a
Assessment	L.1.1

Spell Words with Open and Closed Syllables	L.1.2.e
Commas in Dates and Sentences	L.1.2.c

## WEEK 6

### Inquiry and Research

#### The Best Season



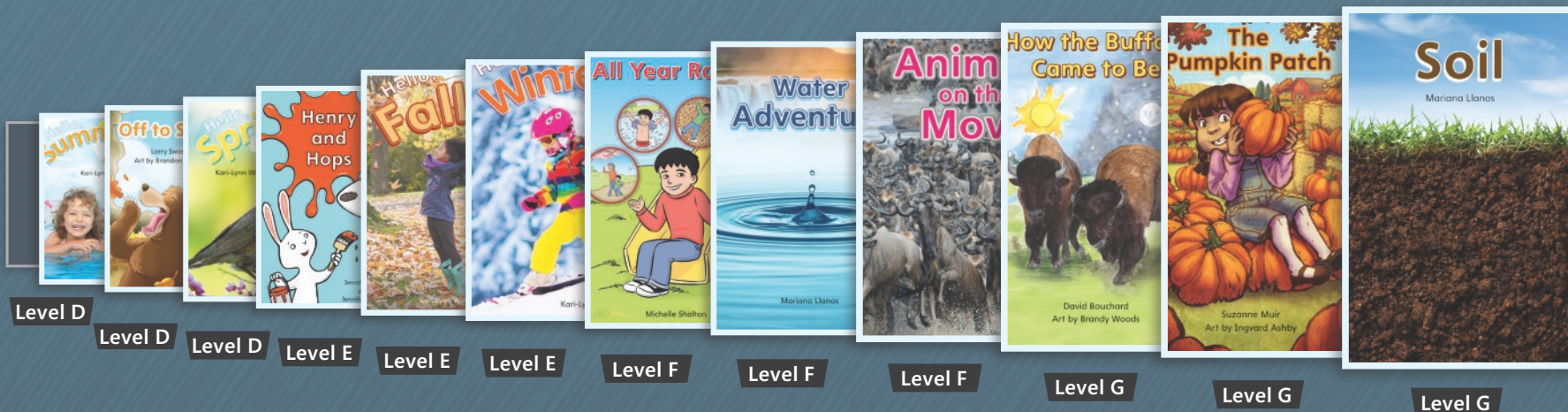
CCSS

#### FOUNDATIONAL SKILLS

Phonological Awareness: Segment and Blend Phonemes; Manipulate Sounds; Segment and Blend Phonemes	RF.1.2; RF.1.2.b
Phonics: Vowel Sound in <i>foot</i> ; Final Stable Syllable <i>-le</i>	RF.1.3; RF.1.3.e
High-Frequency Words: <i>mother</i> , <i>father</i> , <i>another</i> , <i>through</i> , <i>picture</i>	RF.1.3.g
Spelling: Spell Words with Vowel Sound in <i>foot</i>	L.1.2.d

Compare Across Texts: "Beyond My World"	RI.1.2
Inquire: The Season I Like Best	SL.1.1.a
Leveled Research Articles	RF.1.4.a
Academic Words	L.1.5
Explore and Plan: Explore Persuasive Writing	L.1.4
Conduct Research: Search Online	W.1.8
Collaborate and Discuss: Analyze Student Model	W.1.8
Create a Fact Sheet	W.1.8
Extend Research: Explore Props and Costumes	L.1.1.i
Revise and Edit	L.1.1.i
Celebrate and Reflect	SL.1.3

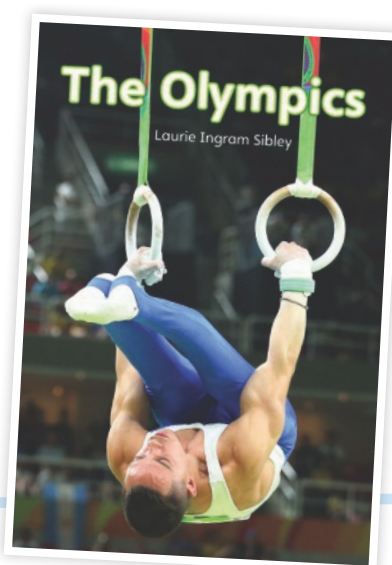
# UNIT 5 LEVELED READERS LIBRARY



## LEVEL D

### Leveled Readers for Unit 5

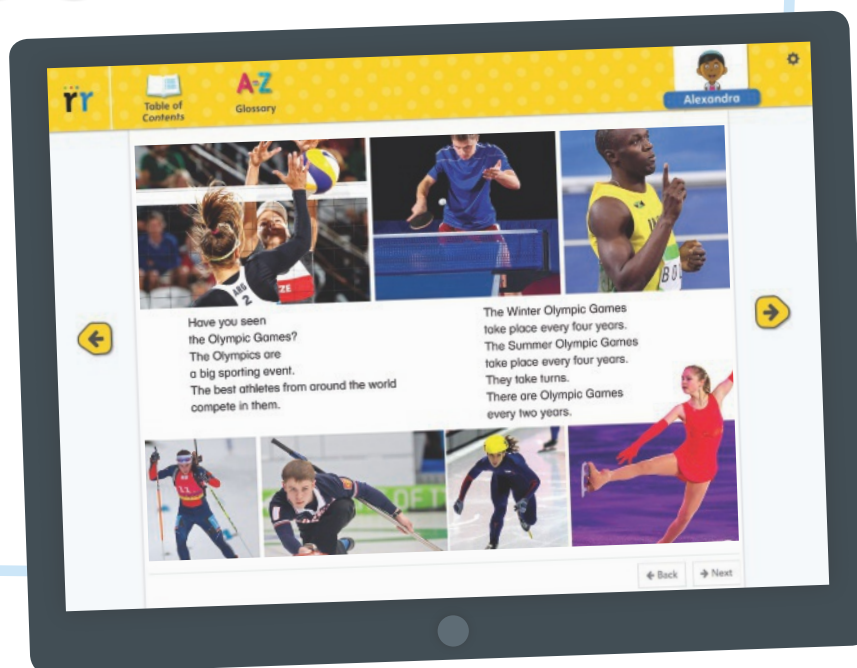
- Unit 5 guided reading levels range from Level D through Level I.
- Readers align to the unit theme, Beyond My World, and to the unit Spotlight Genre, Informational Text.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.

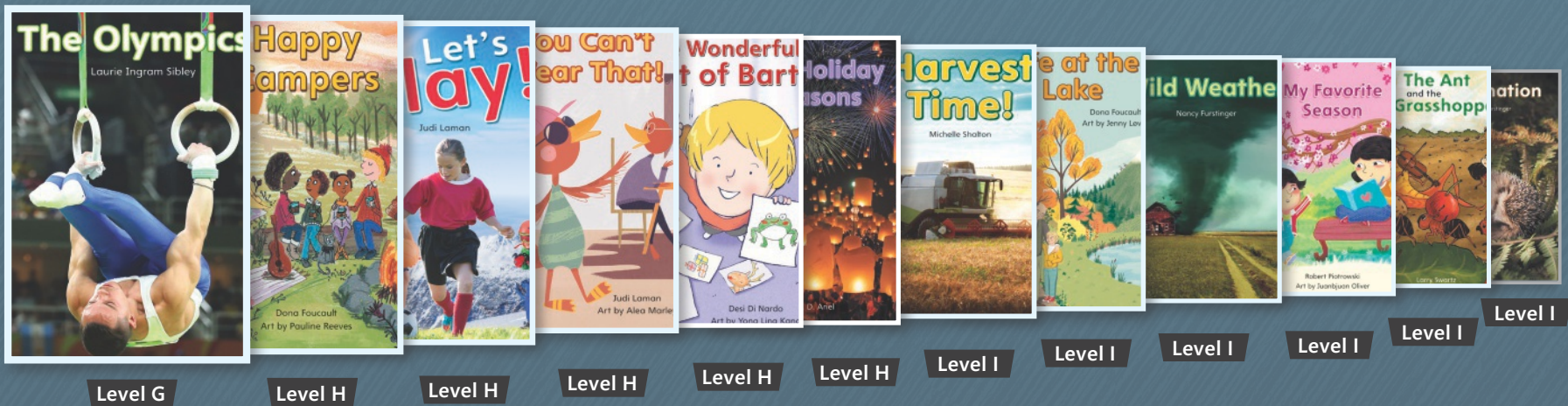


### Complete Online Access to the Grade 1 Leveled Library



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





LEVEL I

## Teaching Support

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

### Guided Reading

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

### Differentiation

- Support for ELLs
- Language Development suggestions

### Guided Writing

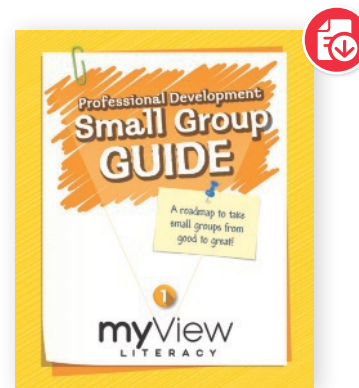
- Prompts for responding to text

LEVELED READER TEACHER'S GUIDE



See the **Small Group Guide for**

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



SMALL GROUP GUIDE

# Beyond My World

## 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.

Recognize characteristics of multimedia and digital texts.

Identify characteristics of the seasons of the year and day and night.

## Essential Question

Introduce the Essential Question for Unit 5: *How do the seasons affect us?* Tell students they will read many texts to learn about the seasons. Explain that reading different texts about the seasons helps us learn about what the different seasons are and the characteristics of each.

**Watch the Unit Video** Tell students that a video gives information through sound and pictures. Have students listen to and watch the Unit 5 Video, “Four Fun Seasons.” 

**TURN, TALK, AND SHARE** Tell partners to discuss what they can learn about how to describe the seasons by watching the video. Use the following questions to guide their discussions.

- How is each season different?
- Describe the season you like most and explain why.

STUDENT INTERACTIVE, pp. 6-7

The screenshot shows a student interactive page for Unit 5, titled "Beyond My World". The background is a vibrant autumn forest scene. The page is divided into several sections:

- Unit 5:** Indicated by a circular icon in the top left corner.
- Essential Question:** A red banner with the text "Essential Question" and a white box containing the question: "How do the seasons affect us?"
- Watch:** A yellow banner with a play button icon and the text "Watch". Below it, a video player shows a winter scene with snow and purple flowers. The text reads: "“Four Fun Seasons” See how the four seasons are different."
- Turn and Talk:** A purple banner with two cartoon characters and the text "TURN and TALK How can you describe each season?"
- Savvas Realize:** A purple sidebar with the text "Go ONLINE for all lessons." and buttons for VIDEO, AUDIO, GAME, ANNOTATE, BOOK, and RESEARCH.
- Spotlight on Informational Text:** A yellow banner at the top right.
- Reading Workshop:** A green-bordered box containing a list of resources:
  - Infographic: Seasons of an Apple Tree
  - Every Season ..... Informational Text by Shelley Rotner & Anne Love Woodhull
  - Web Site: Seasons Here and There
  - Seasons Around the World ..... Informational Text by Ana Galán
  - Infographic: Seasonal Activities
  - In Spring ..... Persuasive Text by Angela Johnson
  - Poem: Season to Season
  - My Autumn Book ..... Fiction by Wong Herbert Yee
  - Infographic: Animals in Winter
  - Signs of Winter ..... Informational Text by Colleen Dolphin
- Reading-Writing Bridge:** A blue-bordered box with a cartoon character and the text: "Academic Vocabulary", "Read Like a Writer, Write for a Reader", "Spelling • Language and Conventions".
- Writing Workshop:** A purple-bordered box with a cartoon character and the text: "Plan Your How-To Book", "Create Simple Graphics • Features and Simple Graphics", "Edit for Punctuation Marks • Publish and Celebrate".
- Project-Based Inquiry:** A yellow-bordered box with the text: "Inquire • Research • Collaborate".
- Page Number:** A small blue circle with the number "7" in the bottom right corner.

**ELL Targeted Support Prior Knowledge** Play the video “Four Fun Seasons.”

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

Begin by asking students what words they know related to weather, and then move on to facts in the video. **DEVELOPING**

# Independent Reading

**Self-Select Texts** Read aloud p. 8 in the *Student Interactive*. Remind students that readers interact with texts for increasing periods of time. Then have them:

- Select a text and try to read for longer periods of time.
- Prepare to Think, Talk, and Share their independent book with a partner. Tell them to establish, or set, a purpose for reading their self-selected text. This will help them think about what they are reading. Then they can talk and share their ideas.
- Record the time they spend interacting independently with the text on p. 9.

STUDENT INTERACTIVE, pp. 8-9

**UNIT 5**

**INDEPENDENT READING**

**Read Together**
















## Independent Reading

Select a book to read on your own. Each time you read, try reading for a longer period of time. It may be helpful to check a clock or use a timer. After you read, you can meet with friends to tell about your book.

**MY TURN** Use this list to get ready to tell about your book.

- Think** about what you are reading.  
 I think \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- Talk** about what you read with a partner. Remember to:
  - take turns speaking.
  - listen to each other.
  - ask each other questions.
- Share** your ideas with the class.

## My Reading Log

Date	Book	Pages Read	Minutes Read	My Ratings
				  
				  
				  
				  
				  

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

# UNIT 5

## 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:

- information: *información*
- process: *proceso*

### 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 seasons. Read aloud 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:** Sight, sound, smell, taste, and touch are the five **senses**.

**Ask:** What things can you **sense** in this room?

**Expand:** To **expect** something means that you think it will happen.

**Ask:** What weather do you **expect** when it is dark and cloudy outside?

**Expand:** The word **process** can be used in different ways, but it has to do with a series of events that have a specific end goal.

**Ask:** What is your **process** to get ready for school in the morning?

**Expand:** **Information** can be knowledge that you gain through study or instruction.

**Ask:** What is a piece of **information** that you learned recently?

**TURN, TALK, AND SHARE** Have students use knowledge of the Academic Vocabulary words as they talk about the picture.



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

“Prior knowledge is critical to comprehension. It is students’ knowledge of the topic of a text that makes a text easy or hard. In *myView*, we are not asking teachers to give students the prior knowledge needed to be proficient readers in college, careers, and communities. Rather, *myView* involves students in reading texts to gain background knowledge and in acquiring the vocabulary that underlies proficient reading.”

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

**ELL Targeted Support Use Academic Language** Use the oral vocabulary routine to help students internalize new academic language.


Use the Language Transfer note to internalize the meanings of the two academic words. Have students spell the words aloud in English. **EMERGING**

Use sentence stems to help students compose short, meaningful phrases that include one of the academic words. Then have students read their phrases aloud. **DEVELOPING**


Have student pairs ask and answer one of the “ask” questions with their partner. **EXPANDING**


Have student pairs take turns asking and answering the “ask” questions from the oral vocabulary routine. **BRIDGING**

STUDENT INTERACTIVE, pp. 10-11



**UNIT 5**  
INTRODUCTION














### Unit Goals

In this unit, you will:

- read informational texts.
- write a how-to book.
- learn about the seasons.



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


I can read informational texts.		
I can make and use words to read and write informational text.		
I can write a how-to book.		
I understand the seasons.		

### Academic Vocabulary

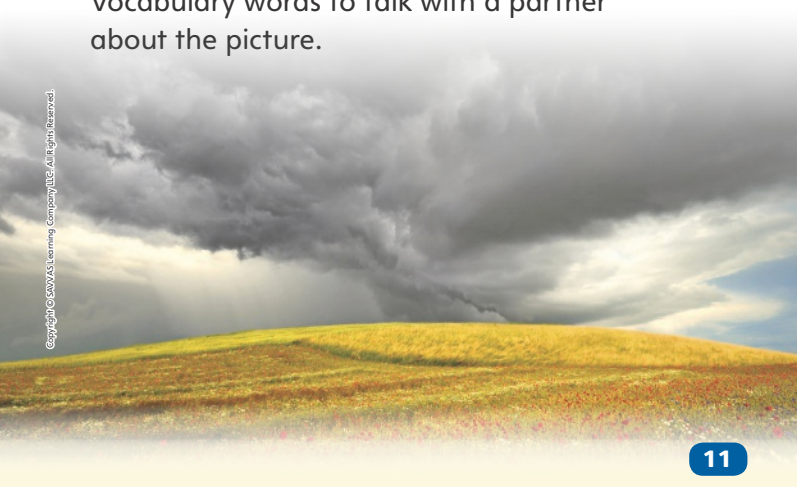
sense
expect
process
information

Using academic vocabulary helps you talk about ideas in meaningful ways.

In this unit, you will learn **information** about the seasons. How can you use each **sense** to **process** what to **expect** during the seasons?



**TURN and TALK** Use the Academic Vocabulary words to talk with a partner about the picture.



**10**

**11**



# UNIT 5 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 informational text.
- I can make and use words to read and write informational text.
- I can write a how-to book.

#### 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

RI.1.1, RI.1.4, RF.1.2, W.1.7, SL.1.2, L.1.1j

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Middle and Final Sounds
  - » Phonics: Decode Words with Long o Spelled oa, ow, oe
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Sunlight and Seasons” T22–T23
- Informational Text T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Numerals 1 and 2 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
- Conferencing T31

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

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

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T316–T317
  - » How-to Books
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T317
- Conferences T314

#### WRITING BRIDGE

- Spelling: Spell Words with Long o Spelled oa, ow, oe T318
  - ☑ Assess Prior Knowledge T318
- Language & Conventions: Spiral Review: Compound Sentences T319

#### LESSON 2

RI.1.1, RI.1.4, W.1.7, SL.1.2, L.1.1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Long o Spelled oa, ow, oe
  - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

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

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

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

##### INDEPENDENT/COLLABORATIVE

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

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T320–T321
  - » How-to Books: Instructions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T321
- Conferences T314

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Long o Spelled oa, ow, oe T322
- Language & Conventions: Oral Language: Adverbs T323

## LESSON 3

RI.1.1, RF.1.2.b, W.1.7,  
SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T50–T51
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode and Write Words with Consonant Blends and Trigraphs
  - » High-Frequency Words

#### CLOSE READ

- Use Text Structure T52–T53
- Close Read: *Every Season*
  - ✔ **Quick Check** T53

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Text Structure T54–T55
- Handwriting: Numerals 3 and 4 T54–T55

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

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

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T324–T325
  - » How-to Books: Graphics
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T325
- Conferences T314

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Long o Spelled *oa*, *ow*, *oe* T326
- Language & Conventions: Teach Adverbs T327

## LESSON 4

RI.1.1, RF.1.2.b, W.1.7,  
SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T58–T59
  - » Phonics: Decode and Write Words with Consonant Blends and Trigraphs
    - ✔ **Quick Check** T59
  - » Decodable Story: Read *Spring Is Here* T60–T61

#### CLOSE READ

- Make Connections T62–T63
- Close Read: *Every Season*
  - ✔ **Quick Check** T63

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

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

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T328–T329
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T329
- Conferences T314

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Diphthongs *oi* and *oy* T330
- Language & Conventions: Practice Adverbs T331

## LESSON 5

RI.1.1, RF.1.2, W.1.7,  
SL.1.3, SL.1.4, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T68–T69
  - » Phonological Awareness: Distinguish Between /o/ and /ō/
  - » Phonics: Spiral Review: Adding Endings; Vowel Digraph *ie*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T70–T71
  - » Talk About It
    - ✔ **Quick Check** T71
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

**BOOK CLUB** T73 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T332
  - » Plan Your How-to Book
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T333 **SEL**
- Conferences T314

### WRITING BRIDGE

- Spelling: Spell Words with Long o Spelled *oa*, *ow*, *oe* T334
  - ✔ **Assess Understanding** T334
- Language & Conventions: Standards Practice T335

# Materials

**Seasons of an Apple Tree**

**Spring**  
Apple trees begin to sprout leaves and flowers from their branches.

**Summer**  
The apples begin to grow and change color. But they are not ready yet.

**Autumn**  
The fruit is ready! People pick the apples from the trees. It's time for lots of good treats!

**Winter**  
In some places, apple trees rest during the winter. The cold gets the trees ready for another growing season.

**Weekly Question:** What happens during the seasons?

**Discussion:** Discuss how the apple trees are similar and different during the seasons.

**INFOGRAPHIC**  
"Seasons of an Apple Tree"

**Informational Text Anchor Chart**

The details describe the topic.

**READING ANCHOR CHART**  
Informational Text

**Informational Text Anchor Chart**

The details describe the topic.

**EDITABLE ANCHOR CHART**  
Informational Text

**Decodable READER**

UNIT 5

**DECODABLE READER**

**Resource Download Center**

Additional Practice

**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 Features
• Cloze passage	• Fluency passage • Diagram

**Guided Reading Level:** 1  
**ORF Level:** 10  
**Lexile Measure:** 150L  
**Word Count:** 176

**Preview the Text:** Read the text aloud to students and say 'Sharks' as an example of informational text. Ask students to identify and name parts of the text. (Single the word 'sharks' to find out more about these amazing animals.)

**Preview the Content:** Read up the back to students and say 'Sharks' as an example of informational text. Ask students to identify and name parts of the text. (Single the word 'sharks' to find out more about these amazing animals.)

**Preview the Vocabulary:** (List of words: shark, fin, predator, prey, ocean, water.)

**Observe and Monitor:** As students begin to read, observe their reading behaviors and monitor their understanding. If students have trouble identifying main ideas from the text, have them reread the passage and diagram to guide their understanding. If students struggle to understand words, have them reread the end of the sentence and predict what the word might be. If students are able to read fluently within a paragraph, have them reread the text and monitor their understanding. Ask them what they do as they come to the end of a sentence.

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

about  
buy  
people  
would  
write

### Develop Vocabulary

autumn  
spring  
summer  
winter

### Spelling Words

about  
boat  
coat  
doe  
grow  
snow  
toast  
toe  
would  
yellow

### Unit Academic Vocabulary

expect  
information  
process  
sense

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively, use relevant strategies to earth information, and answer questions about a text word recognition.  
Use appropriate reading strategies to understand and analyze informational text.

**Read Aloud**  
Tell students that you are going to read aloud an informational text, "Sunlight and Seasons." Tell students to be active listeners by looking at you and thinking about what you are reading. Have them ask and answer questions about key words in the text aloud.

**FLUENCY**  
Also complete the Read Aloud Fluency Routine. Read aloud "Sunlight and Seasons." Before reading aloud a short section of the text, reread aloud to yourself. Then, read aloud to your students. Listen for fluency. Listen for the author's voice. Listen for the text's meaning. Listen for the text's structure. Listen for the text's style.

**Sunlight and Seasons**  
Why is there more daylight in summer than in winter? The answer has to do with how the Earth moves.  
Imagine putting a toothpick right through the middle of a grape. If you twist the toothpick between your fingers, the grape will spin like a top. The Earth spins too. It has an imaginary line that runs from the North Pole to the South Pole, sort of like the toothpick in the grape. That line is the Earth's axis. As the Earth spins on its axis, day turns to night and night turns to day.  
The reason the amount of daylight changes is because Earth's axis is tilted a little bit. The part of the Earth that is tilted toward the sun gets more sunlight and warm weather. It is summer there.

**READ ALOUD**  
"Sunlight and Seasons"



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• Engages students to look about their independent reading level.  
• Engages students' comprehension.  
• Engages students' critical language development.  
• Provides an opportunity to model fluency and expression reading.  
• Foster a love and enjoyment of reading.

**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Read the text aloud to the students.  
• Determine the Teaching Point.  
• Write your own 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.  
• Discuss key vocabulary essential for understanding.

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

**DURING READING**  
• You can choose to stop and reading to students get to get on the next and apply Think Alouds and open-ended questioning for a deeper dive into the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Alouds to model strategies and make sure use to monitor comprehension and correct reading that text.  
• Help students draw connections to their own experiences, text they have read or learned in the past, or the world.

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

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**

**Shared Read**

**Every Season**

Shelley Rotner and Anne Love Woodhull  
Photographs by Shelley Rotner

**SHARED READ**  
Every Season

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T472-T477

**Mentor STACK**

Writing Workshop T313

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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

**Assessment GUIDE**

myView LITERACY

**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

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

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  
86, 99

## FOUNDATIONAL SKILLS EXTENSION

See p. T43 for a long *o* spelled *oa*, *ow*, *oe* extension activity that can be used as the text is read.

## Phonological Awareness: Middle and Final Sounds

**SEE AND SAY** Point to the picture of the boat on p. 14 in the *Student Interactive*. Say: *This is a picture of a boat. Listen carefully to each sound in the word boat: /b/ (pause) /ō/ (pause) /t/. What sound do you hear in the middle of boat?* Repeat the sounds with students, then say: *Yes, the sound /ō/ is in the middle of the word boat.* Repeat with the pictures for *toe* and *crow*. Ask students to name the final sounds in *toe* and *crow*.

**PRACTICE** Say the first word from the following list: *row, poem, goat, soap, bow, rope, tote, grow*. Work with students to segment the sounds in the word and tell what sound they hear at the end. Continue with the other words, asking students to identify the middle or final sound.

## Phonics: Decode Words with Long *o* Spelled *oa, ow, oe*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 86 (*soap*) and 99 (*snow*) to introduce long *o* spelled *oa* and *ow*. Use the word *toe* to introduce long *o* spelled *oe*. Tell students that the vowel sound they hear in the word *soap*, /ō/, can be spelled *oa*. Write the word *soap* on the board. Say the word again and have students repeat the word with you as you underline *oa*. Repeat using the words *snow* and *toe* to introduce long *o* spelled *ow* and *oe*.

**MODEL AND PRACTICE** Write and read the word *toe*, emphasizing the long vowel sound. Say: *The word toe has the long o vowel sound.* Point to the spelling of the long *o* sound, *oe*. Say: *In the word toe, long o is spelled with the vowel digraph oe.* Have students repeat the word and the spelling. Repeat with the words *goal* and *grow* to practice the sound long *o* spelled with the vowel digraphs *oa* and *ow*.

**APPLY My TURN** Have students practice blending and decoding the words with long *o* on the bottom of p. 14 in the *Student Interactive*.



**ELL Targeted Support Long Vowel Spellings** To help students understand how the vowel sound is spelled in a particular word, emphasize the spelling of the vowel sound by underlining or pointing to the letters.

Write the word *road*. Segment the sounds as you point to the letters. Underline the letters *oa* to emphasize that the sound long *o* is spelled *oa*. Erase the letter *r* and replace it with the letter *t*. Repeat the procedure but ask students to say the sound when you underline *oa*. **EMERGING/DEVELOPING**

Write the words *coat*, *toe*, *toast*, and *snow*. Have partners decode the words and identify the letters that spell the sound long *o*. Then have them use the words in sentences. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *buy*, *about*, *would*, *write*, *people*. Tell students that they have 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.
- Tell students to write the words in their notebooks.

buy

write

about

people

would

STUDENT INTERACTIVE, p. 14

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Middle and Final Sounds

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



Students should say *boat*, *toe*, *crow*.

## Long o Spelled oa, ow, oe

The long *o* sound is spelled *oa* in *boat*.

The long *o* sound is spelled *ow* in *crow*.

The long *o* sound is spelled *oe* in *toe*.

**MY TURN** Read these words.

**b** **l** **o** **w**



**g** **o** **a** **l**



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# Interact with Sources

## OBJECTIVES

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

Identify characteristics of the seasons of the year and day and night.

## 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 infographic, ask: [What information does this infographic give about changes during the seasons? What other changes do you expect to see as the seasons change?](#)

- information
- expect
- sense
- process



### Songs and Poems Big Book

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

## Explore the Infographic

Remind students of the Essential Question for Unit 5: *How do the seasons affect us?* Point out and read the Week 1 Question: *What happens during the seasons?*

Have students follow along in their *Student Interactive*, pp. 12–13, as you read aloud “Seasons of an Apple Tree.” Then organize students into small groups and have them discuss how the pictures support the textual information. During the group discussions, encourage students to ask questions to make sure they understand the infographic.

Display the following statements as ideas groups might discuss:

- Trees change throughout the seasons.
- Each season has an effect on the life of a tree.

Then ask: [What can you learn about trees and seasons by looking at this infographic?](#) Guide students to go back to the infographic and make note of the type of information they find.

**TURN, TALK, AND SHARE** Have students interact with the infographic source by comparing the photographs that show how an apple tree changes from season to season.

**WEEKLY QUESTION** Remind students of the Weekly Question: *What happens during the seasons?* Tell them that the changes in trees are one effect of the changing seasons that we can see. Explain that this week students will read about other changes that occur as seasons change.

**ELL Targeted Support Use Prior Experiences** Engage students to recall prior experiences of seasons and apply their experience to language comprehension.

Have students discuss what happens during each season. Have them use their prior experiences for support. **EMERGING**

Ask students questions about each season, directing them to consider their own experiences. For example, ask: **Are you cold or hot in this season?** Continue until students have discussed each season. **DEVELOPING**

Have student pairs take turns describing an experience that has to do with a specific season. The partner will guess in which season that experience took place. **EXPANDING**

Have students silently read the infographic text and draw their own visuals to support the text. Remind them to draw visuals that reflect their own experiences with the seasons. Assign pairs and have each student show his or her visual. Ask the listener how the visual helped him or her understand the season. **BRIDGING**

STUDENT INTERACTIVE, pp. 12-13

WEEKLY LAUNCH: INFOGRAPHIC


**Read Together**

**Weekly Question** What happens during the seasons?


**WEEK 1**

## Seasons of an Apple Tree


**Spring**  
Apple trees begin to sprout leaves and flowers from their branches.




**Summer**  
The apples begin to grow and change color. But they are not ready yet.



**Autumn**  
The fruit is ready! People pick the apples from the trees. It's time for lots of good treats!



**Winter**  
In some places, apple trees rest during the winter. The cold gets the trees ready for another growing season.



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**TURN and TALK** Discuss how the apple trees are similar and different during the seasons.

12 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 characteristics and structures of informational text.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in “Sunlight and Seasons”:

- center : *centro*
- imaginary : *imaginario*
- December : *diciembre*

## FLUENCY

After completing the Read-Aloud Routine, display “Sunlight and Seasons.” Model reading aloud a short section of the text, asking students to pay attention to how you read. Explain that fluency is about reading in a manner that is most natural for the type of text. Tell students that this week they will read a text called *Every Season*. When it is time to read it, they should practice reading it in an interesting, natural way.

**THINK ALOUD** Analyze Informational Text After you reread the first two paragraphs, say: *The title and the first paragraph let me know right away that this is an informational text. The title mentions sunlight and seasons. The first sentence asks a question about daylight and two seasons—summer and winter. So the amount of daylight in the season is the main idea. I will read on for more details about this idea.*

## Read Aloud

Tell students that you are going to read aloud an informational text, “Sunlight and Seasons.” Tell students to be active listeners by looking at you and thinking about what you are reading. Have them ask and answer questions about key details in the read-aloud.

### START-UP

#### READ-ALoud ROUTINE

**Purpose** Have students listen actively for elements of informational texts.

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

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

## Sunlight and Seasons

Why is there more daylight in summer than in winter? The answer has to do with how the Earth moves.

Imagine putting a toothpick right through the middle of a grape. If you twirl the toothpick between your fingers, the grape will spin like a top. The Earth spins too. It has an imaginary line that runs from the North Pole to the South Pole, sort of like the toothpick in the grape. That line is the Earth’s axis. As the Earth spins on its axis, day turns to night and night turns to day.

The reason the amount of daylight changes is because Earth’s axis is tilted a little bit. The part of the Earth that is tilted toward the sun gets more sunlight and warm weather. It is summer there.



“Sunlight and Seasons,” continued

The part of the Earth that is tilted away from the sun gets less sunlight and cooler weather. It is winter there.

The areas that tilt toward the sun change as the Earth travels around it. In July, the northern part of the Earth tilts toward the sun, so it is summer in Texas. But in Australia, it is winter in July because the southern part of the Earth is tilted away from the sun. In December, it is just the opposite—summer in Australia and winter in Texas!



**THINK ALOUD** Analyze **Informational Text** After you reread the last paragraph, say: Each paragraph includes more information about how the amount of sunlight changes and what this has to do with seasons. I like how the information is organized. First, we read about the main idea. Then we learned about the Earth’s movement. Now we are reading about how that movement changes sunlight on specific parts of Earth. Authors of informational texts try to organize the information in a way that will make sense to the reader.

**ELL Targeted Support** **Retell** Reread “Sunlight and Seasons.” Then have students retell the text.

Have students retell the Read Aloud to a partner. Ask pairs to talk about the elements of informational text they noticed in the Read Aloud. **EMERGING/DEVELOPING**

Have student pairs retell the Read Aloud to the group. Ask students to prepare for their retelling by practicing their retelling before sharing with the group. **EXPANDING/BRIDGING**

## WRAP-UP

### Sunlight and Seasons

Main Idea	Details

Have students identify the main idea and supporting details of the text. Use a chart to record student responses. Remind students to think about how the author organizes the details of an informational text.

## 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

# Informational Text

## LEARNING GOAL

I can read informational text.

## 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 informational texts.

- main idea
- text structure
- details

## FLEXIBLE OPTION

### ANCHOR CHARTS

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

- Have students talk about what informational texts do.
- Ask them to identify the main topic.
- 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 informational text:

- information : *información*
- structure : *estructura*
- description : *descripción*

## Minilesson

**FOCUS ON STRATEGIES** An informational text tells facts about real people, places, or things. It includes a main, or central, idea that tells what the text is mostly about. The author organizes ideas in an informational text using a text structure that suits the topic.

- Think about the text structure, or how the author gives the information. Can you tell how each idea is connected to the big idea?
- The author may use organizational patterns that connect the supporting ideas to one another. For example, chronological order gives details in time order.
- How did description help you understand the main idea better?

**MODEL AND PRACTICE** Read the informational text “Winter” on p. 24 in the *Student Interactive*. Say: *This text tells about changes that come in winter. The title gives a clear idea of a real topic. In the text, we read descriptions that help us understand the topic. A text like this that tells facts about a topic is an informational text.* Then read the anchor chart on p. 25 together.

**ELL Targeted Support Respond to Questions** Read “Winter” aloud to students and have them respond to questions.

Ask students questions to identify the characteristics of informational text in “Winter,” such as: *What real things does the text talk about?* (Possible response: *trees*) **EMERGING**

Have students respond to questions using sentence frames, such as: *The topic of the text is \_\_\_\_\_. I know it is an informational text because it tells about \_\_\_\_\_. DEVELOPING*

Have students develop their own questions about “Winter.” Have students respond to the questions developed by others. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify informational text.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about the informational text “Winter” on p. 24 in the *Student Interactive*. Students should identify the text structure. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Text** Have students make concept webs, time-order charts, or other suitable graphic organizers to keep track of the elements of informational text they find in the texts they are reading.

### QUICK CHECK

**Notice and Assess** Can students identify the elements of informational text?

#### Decide

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

STUDENT INTERACTIVE, pp. 24–25

GENRE: INFORMATIONAL TEXT

Read Together

My Learning Goal I can read informational text.

SPOTLIGHT ON GENRE

**Informational Text**

An informational text tells facts about real people, places, or things. Sometimes the information is organized to describe a topic.

Real Topic

• **Winter**

In winter, the weather gets cold. The trees are bare, and many animals leave for warmer places.

Description

TURN and TALK Talk about how the information is organized in “Winter.”

Read Together

READING WORKSHOP

**Informational Text Anchor Chart**

Detail

Detail

Detail

The details describe the topic.

24

25

# Academic Vocabulary

## LEARNING GOAL

I can make and use words to read and write informational text.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Language Transfer

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

- information : *información*
- sense : *sentido*
- process : *proceso*

## Related Words

### Minilesson

**FOCUS ON STRATEGIES** Remind students of the Academic Vocabulary for the unit: *sense*, *expect*, *process*, and *information*. Explain that related words are words that have base or root words in common or share similar meanings.

- Look for words that have a similar base word or root as 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?

**MODEL AND PRACTICE** Model how to draw connections between related words. Write the words *information* and *informative* on the board. Then say: *We are learning the word information in this unit, but I read the word informative. Informative looks very similar to information. I see the base word inform in both of them. I think information and informative are related words.*

# Handwriting

## OBJECTIVE

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

## Numerals 1 and 2

**FOCUS** Display the handwritten numerals 1 and 2. Explain that, as with letters, numerals must be written legibly so that they can be read correctly.

**MODEL** Model writing the numerals 1 and 2. Have students practice writing the numerals in the air with their fingers. Then write 1, 2, 11, 12, 21, and 22, showing proper formation and correct numeral size and spacing.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete the activity on p. 49 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 49

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write informational text. **My Learning Goal**

### Academic Vocabulary

**Related words** share the same base word or root. Knowing the meaning of one word can give you clues about the meanings of related words.

**MYTURN** Read each sentence. Underline the word that is related to the bold word.

- information**  
Lee will inform his friends about the party.
- sense**  
I have a funny sensation in my nose.
- expect**  
The ending of that show was unexpected.
- process**  
The food in this meal is all unprocessed.

49


**PRACTICE** Have students use *Handwriting* p. 291 in the *Resource Download Center* to practice writing numerals 1 and 2.

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

### Handwriting


**Numbers 1, 2**  
Where do you start the number 1? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 1.

 \_\_\_\_\_

Where do you start the number 2? What do you do next? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 2.

 \_\_\_\_\_

Grade 1 • Unit 5 • Week 1  
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*Handwriting*, p. 291

# 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 D

**Genre** Informational Text

**Text Elements**

- Prepositional phrases
- One to three lines of text per page

**Text Structure**

- Simple factual



LEVEL E

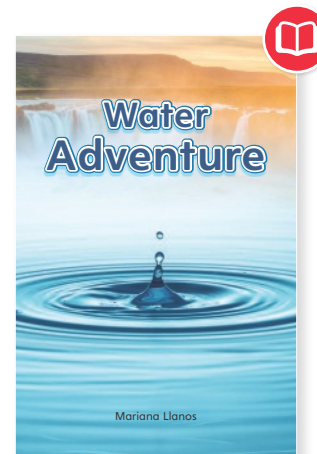
**Genre** Informational Text

**Text Elements**

- Easy content and ideas
- Two to five lines of text per page

**Text Structure**

- Simple factual



LEVEL F

**Genre** Informational Text

**Text Elements**

- Two to three lines of text per page
- Content-specific words explained in the text

**Text Structure**

- Description

## Guided Reading Instruction Prompts

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

### Identify Informational Text

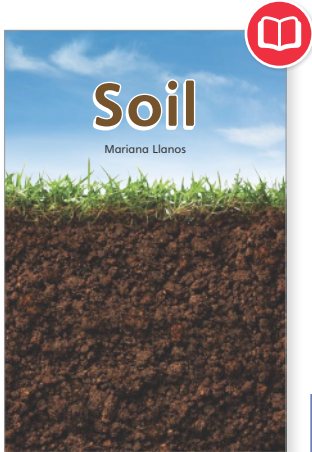
- What is the main idea of the text? How can you tell?
- Does the text tell about real people, places, or things?
- How does the author organize the information in the text? Is it in time order, or does it describe facts about a topic?

### Develop Vocabulary

- How does the word \_\_\_ help you understand the information in the text?
- Are there any photographs or illustrations that help you understand what a word means?
- Why would an author choose to use this particular word?

### Use Text Structure

- How are the details of the informational text organized, in time order or some other way?
- How does this way of organizing help you understand the information better?
- Why is text structure important in an informational text?



LEVEL G

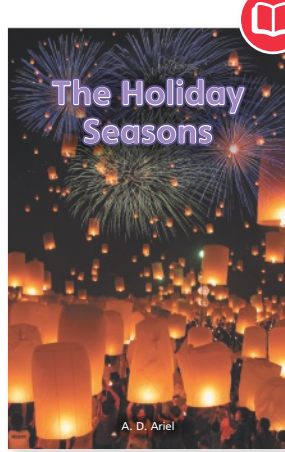
**Genre** Informational Text

**Text Elements**

- Section heads
- Two to five lines of text per page

**Text Structure**

- Description



LEVEL H

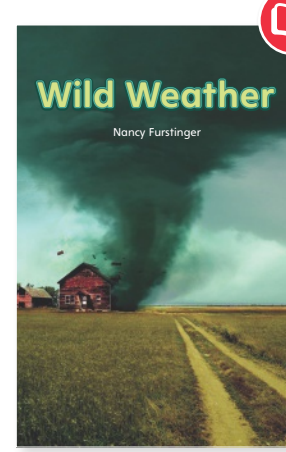
**Genre** Informational Text

**Text Elements**

- Some concepts supported by photographs
- Two to eight lines of text per page

**Text Structure**

- Description



LEVEL I

**Genre** Informational Text

**Text Elements**

- Four to eight lines per page
- Section heads and maps

**Text Structure**

- Description

**Make Connections**

- When have you experienced something like what you read about?
- Which of your five senses does this information make you think about?
- When you make a connection, how does it help you understand the text better?

**Compare Texts**

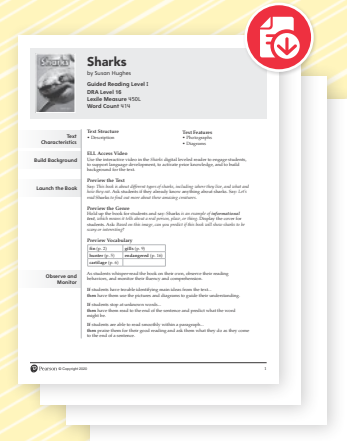
- What are the titles of informational texts you read?
- What text structure does each text have? How are the text structures alike and different?

**Word Work**

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

**Leveled Reader Teacher's Guide**

For full lesson plans for these and other leveled readers, go to [SavvasRealize.com](http://SavvasRealize.com).





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

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** An informational text gives facts about real people, places, or things. It has a main, or central, idea that tells what the text is mostly about. The author organizes the details in an informational text in a way that makes the information easy to understand. Look back at the infographic “Seasons of an Apple Tree” with students and discuss what they can learn from the title, pictures, and facts. Point out how the information is presented in time order—the same order as the seasons progress.

### ELL Targeted Support

Use the sentence frames provided to give students practice using the language of the genre to talk about the infographic on pp. 12–13 in the *Student Interactive*.

Ask: **What is the main idea?** Have students complete this sentence frame: *The main idea is \_\_\_\_.* Ask students to read the completed sentence aloud. **EMERGING**

Use these questions and sentence frames: **What details tell about the main idea?** *\_\_\_\_ tell(s) about the main idea. In what order does the author put details?* *The author puts details in \_\_\_\_ order.*

Have students read aloud the completed sentences. **DEVELOPING/EXPANDING**



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 recognizing 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** Have students use the infographic on pp. 12–13 in the *Student Interactive* to generate questions about seasonal changes and how they affect us. Throughout the week, have them conduct research about one of the questions. See *Extension Activities* pp. 334–338 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to explain how they know the book or text they are reading this week is an informational text.

### Possible Conference Prompts

- What is the main idea of the text?
- What details describe the topic?
- Are there pictures? Do they help you understand what you read?

**Possible Teaching Point** Look through the text at illustrations and headings or boldfaced words to get an idea about the important details. These details will make the main idea clearer and easier to understand.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on identifying characteristics of informational text, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite several students to share what they find most interesting about the informational text they are reading.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the myView games.
- refer to the anchor chart on p. 25 in the *Student Interactive* and tell a partner about the main ideas and important details in an informational text they are reading.

## BOOK CLUB



See Book Club pp. T472–T477 for

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

# Word Work

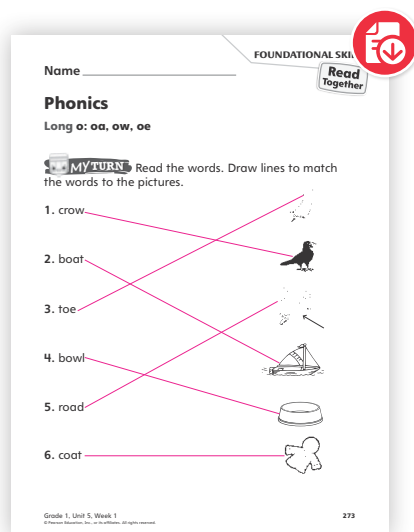
## OBJECTIVES

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

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with long o spelled *oa*, *ow*, *oe*, use *Phonics* p. 273 from the *Resource Download Center*.



*Phonics*, p. 273

## Phonics: Decode and Write Words with Long o Spelled *oa*, *ow*, *oe*

### Minilesson

**FOCUS** Explain to students that the sound long o can be spelled *oa*, *ow*, and *oe* and that they need to see a word written to know how the vowel sound is spelled.

**MODEL AND PRACTICE** Write the following words on the board: *oak*, *foam*, *boast*. Say: **Long o can be spelled *oa* as in the word *oak*.** Have students repeat the word with you as you underline the letters *oa*. Then point to the word *foam* and have students say the sounds. Ask: **What vowel sound do you hear in the word *foam*? (/ō/)** **How do you spell the sound /ō/ in *foam*? (*oa*)** Repeat for the word *boast*. Then write the words *mow*, *flow*, and *snow* on the board. Read the word *mow* as you point to each letter. Say: **Long o can be spelled *ow*, as in the word *mow*.** Have students repeat the word with you as you underline the vowel spelling. Then point to the word *flow* and have students sound it out. Ask: **What vowel sound do you hear in the word *flow*? (/ō/)** **How do you spell the sound /ō/ in *flow*? (*ow*)** Continue with the word *snow*. Then repeat with the words *foe*, *woe*, and *toe* and the vowel spelling *oe*.

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

## FORMATIVE ASSESSMENT OPTIONS

## Apply

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

**OPTION 2 Independent Activity** Write the following words: *road, coat, snow, glow, toe, doe*. Partners form the words with Letter Tiles and name the letters that spell long o.


 QUICK CHECK

**Notice and Assess** Are students able to decode and write words with long o spelled *oa, ow, oe*?

**Decide**

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

## HIGH-FREQUENCY WORDS

Write the high-frequency words *buy, about, would, write, people*.







- Say and spell each word. Then have students repeat.
- Cover the words. Then dictate 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

### Long o Spelled oa, ow, oe


**TURN and TALK** Read these long o words.

 coat	 doe	 row
 road	 tow	 snow


**MYTURN** Say the picture name. Circle the word that names the picture. Then read the word.




soap   sap



get   goat



top   toe



brow   bowl

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15

STUDENT INTERACTIVE, p. 16

Read Together
PHONICS | PHONOLOGICAL AWARENESS

### Long o Spelled oa, ow, oe

**MYTURN** Use the words to finish the sentences. Then read the sentences.

slow

boat

toad

blow

Joe floats a boat in the pond.

Will the breeze blow the boat?

A slow breeze moves the boat.

Joe spots a toad in the pond.

**MYTURN** Write a sentence about the boat.

**Possible response:**

Joe will show the boat to Mom.

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16

# Introduce the Text



## 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 by making connections to prior knowledge and experience. Invite students to share personal knowledge or experiences of the seasons.

## 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 *autumn*, *spring*, *summer*, and *winter* from p. 26 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as: *What is the weather like in spring? What is something you like to do in summer? What do you expect to see in autumn?*
- 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. *These words will help you understand the informational text Every Season.*

## 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 through the text and ask questions about what they will learn in *Every Season*.

**READ** Tell students to read or listen as you read the text. During the first read, guide students to listen for details about the seasons of the year.

**ASK** Have students generate, or ask, questions about anything that is confusing or unclear to them in the text.

**TALK** Guide students to talk to a partner about what they found interesting in 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 Activate Prior Experience** Help students make connections to their experiences with seasons to enhance their understanding of the selection vocabulary.

Display a variety of scenes showing different seasons. Have students select one that is familiar and identify the season, using the selection vocabulary. **EMERGING**

Discuss the meaning of each of the vocabulary words. Invite students to share their personal experiences with each season. **DEVELOPING**

Write one of the vocabulary words on the board. Have students use their own experiences to suggest theme-related words and write their words on the board. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 26-27



Read  
Together

## Every Season

### Preview Vocabulary

You will read these words in *Every Season*.

autumn

spring

summer

winter

### Read

**Look** through the text and ask questions.

**Read** to learn about the seasons of the year.

**Ask** questions during reading.

**Talk** about what you found interesting.

### Meet the Author



Shelley Rotner is an author and photographer of over 30 children's books. She hopes to help children talk openly about their thoughts and feelings.

26

Read  
Together

Genre Informational Text

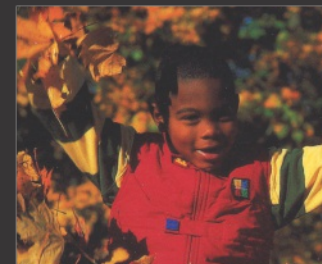


AUDIO

Audio with  
Highlighting

ANNOTATE

## Every Season



Shelley Rotner and Anne Love Woodhull  
Photographs by Shelley Rotner

27

STUDENT INTERACTIVE, pp. 28–29



# I Love Spring

when grass grows green.

**spring** season when temperatures warm and plants begin growing

Speckled eggs  
fill woven nests.  
Showers soak.  
Seeds sprout.  
Flowers bloom.



CLOSE READ

Underline the words the author uses to describe spring.

28

29

## First Read

### Look

**THINK ALOUD** When I start to read, I want to get an idea about what the text is about. I look through the text to see what I can learn. I see some pictures that show nature and some that show people doing things. The scenery changes from the beginning of the text to the end. I wonder why the scenery changes. I will read to find out the answers to my questions.

## CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Years ago, many northern countries celebrated a holiday called May Day. May Day was usually celebrated on May 1 to welcome spring and mark the start of the planting season. Children held long ribbons attached to the top of a maypole and danced around it. Spring flowers were given as gifts and special cakes and foods were shared. Today, May Day is still celebrated in some towns.



STUDENT INTERACTIVE, pp. 30–31



Crocuses pop.  
Daffodils open,  
then  
lilacs **s p r e a d**  
their sweet smell.  
Salamanders  
slither out  
from under mossy  
rocks.  
Ducklings follow,  
all in a row.



30

We hold rabbits,  
lambs,  
puppies,  
and chicks.  
Spring  
is the time  
to dig  
and plant.  
But then summer comes, and ...

CLOSE READ 

**Highlight** a detail that connects to a personal experience you have had in spring.

31

### Possible Teaching Point



#### Language & Conventions | Adverbs

Use the lesson on p. T327 in the Reading-Writing Workshop Bridge to teach students about adverbs that convey time. Remind them that some adverbs tell when or how often something happens. Then guide students to find the adverb on pp. 30 and 31 in the *Student Interactive* that tells when something happens. (*then*)

## Close Read



### Find Text Structure

Remind students that authors use descriptions to help readers understand a topic. Have them follow the prompt on p. 29. **DOK 1**

### Make Connections

Remind students that readers can make connections to personal experiences. Have them highlight a detail on pp. 30–31 that connects to a personal experience. **DOK 3**

#### OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society 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. 32–33



# I Love Summer Too

The sun  
shines strong  
and hot.

You can wear  
a straw hat, or  
go barefoot  
in the grass.



**summer** the hot season

32

Bees sip,  
frogs hop,  
butterflies  
f l u t t e r  
and  
land.



We taste strawberries, lemonade,  
watermelon, ice cream.



CLOSE READ

Underline the words the author uses to describe summer.

33

## First Read

### Read

**THINK ALOUD** We read about spring before, and now we are reading about summer. I like learning about the seasons. I am learning about the weather, about things people do during the different seasons, and about nature. I will keep reading to find out more about the seasons of the year.

### Possible Teaching Point



#### Read Like a Writer | Text Structure

Use the instruction on p. T54 in the Reading-Writing Workshop Bridge to teach students how authors use text structure to support their purpose, or reason, for writing. Refer to the sentence on p. 34 in the *Student Interactive*: “I hear the roar of ocean waves.” Ask students how this description helps them understand what happens in summer. Have students look for other examples in the text where the authors use description to tell readers about the seasons.



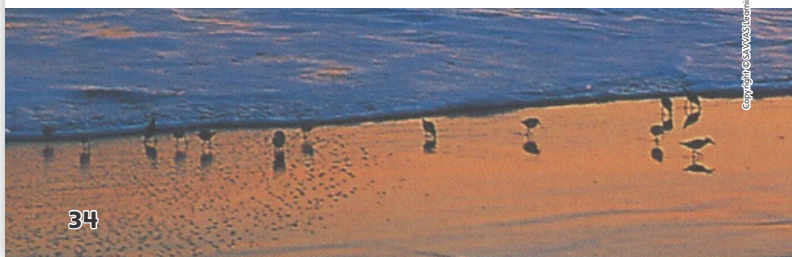
STUDENT INTERACTIVE, pp. 34–35



Shorebirds scurry and peck.  
I hear the  
**roar**  
of ocean waves.  
Summer is the time to splash  
and swim.  
But then autumn  
comes and ...



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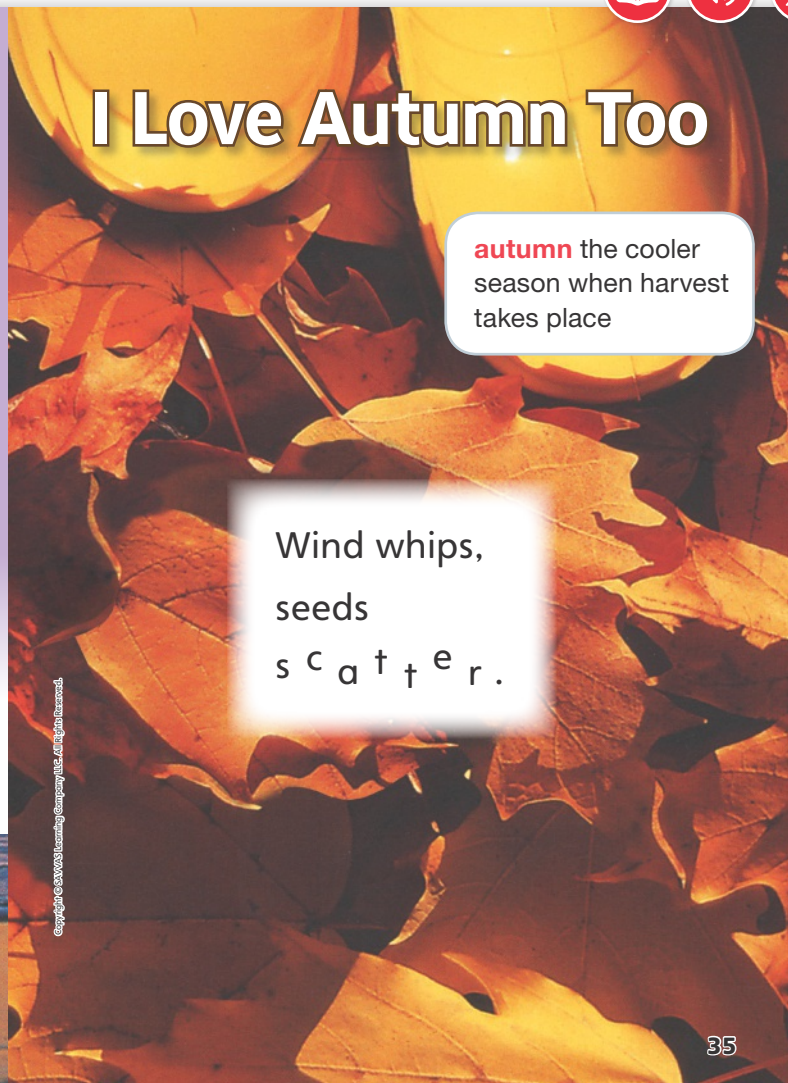
34

# I Love Autumn Too

**autumn** the cooler  
season when harvest  
takes place

Wind whips,  
seeds  
s c a t t e r .

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35

## Foundational Skills Extension

### Consonant Blends and Trigraphs

Read the first sentence on p. 32 in the *Student Interactive* and point out the word *strong*. Ask: **What letters do you see at the beginning of the word *strong*?** **What sounds do you hear?** Remind students that when they encounter words with consonant blends, they will pronounce each letter in the blend as they read it. Have students find other words with three-letter blends on pp. 32–34. (*straw*, *strawberries*, *splash*) Emphasize the blends as you read the words aloud with students.

## Close Read



### Find Text Structure

Have students use the text on pp. 32–33 to make note of the description text structure of this selection. Ask: **Which words does the author use to describe summer?** Students should underline the words in the text.

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. 36–37



We pull up  
our hoods  
and zip up  
our jackets.  
Leaves turn  
and  
fall.



Orange maple, red oak,  
yellow ash.  
We pick pumpkins,  
taste apples,  
pears,  
and pies.



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CLOSE READ



**Highlight** a detail about autumn that connects to a personal experience you have had.

36

37

## First Read

### Ask

**THINK ALOUD** While I am reading, I ask questions about what I read to help me learn more. On page 36 I read, “Leaves turn and fall.” I ask myself, “What does it mean that a leaf turns?” I read on to see if there will be more information about that.

Yes, here on page 37, I see a picture of leaves and I read, “Orange maple, red oak, yellow ash.” I think leaves turning means they change colors. I will keep asking questions to make sure I understand what I’m reading.

## CROSS-CURRICULAR PERSPECTIVES

Science



Some wild animals change their furry coats with the seasons. In summer, the snowshoe hare has a brown or tan coat. This color lets it blend in with the environment and keeps it safe from predators. In winter, the hare has a thicker white coat, which makes it hard to see in the snow. It also keeps the hare warmer.



STUDENT INTERACTIVE, pp. 38–39



Geese honk  
and head south.

Chipmunks  
store acorns

in a secret  
spot.

Autumn  
is the time

to rake  
and

jump.

But then winter comes, and ...



38

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# I Love Winter Too

**winter** the cold  
season

The cold brings icicles  
and snowflakes  
that swirl.

CLOSE READ 

Underline the words the author uses to  
describe autumn.

39

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## Possible Teaching Point



### Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on p. T26 in the Reading-Writing Workshop Bridge to teach about building vocabulary by identifying related words. Then point out this sentence on p. 38 in the *Student Interactive*: “Chipmunks store acorns in a secret spot.” Ask students to tell you what *secret* means. Then use the following related words in sentences: *secrecy*, *secretive*, *secretly*. For each word, ask students to use what they know about the word *secret* to figure out the meaning of the new words.

## Close Read

### Make Connections

Have students follow the prompt on p. 37. Then ask: *Have you ever seen or done something like you read here?* **DOK 3**

### Find Text Structure

Remind students that authors use descriptions to help readers understand a topic. Have them follow the prompt on p. 39. **DOK 1**

### OBJECTIVES

Make connections to personal experiences, ideas in other texts, and society 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. 40–41



We make snow angels  
then sip hot chocolate.

Mmmm ...

Horses grow thick coats  
to keep warm.

Chickadees search  
for seeds.

Snow blankets  
branches  
and buds.

Animals leave their t  
r  
a  
c  
k  
s.



VOCABULARY IN CONTEXT

Words and pictures can help you learn  
the meaning of a word. Underline  
the words that help you understand the  
meaning of the word **tracks**. How does  
the picture help you?



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First Read

Talk

**THINK ALOUD** When I read a text,  
I like to talk about the interesting things I  
read about. I can find interesting  
information in the words and the pictures.  
On page 40, I read that horses grow thick  
coats to keep warm. I didn't know that! How  
interesting! Animals can do interesting  
things. I will talk to a partner about the  
interesting things she or he found in  
the text.

CROSS-CURRICULAR PERSPECTIVES

Science



In far northern places, winter days are very short and the nights are very long. The Alaskan city of Fairbanks is one such place. On December 21, the first day of winter, Fairbanks enjoys less than 4 hours of daylight. The sky is dark for almost 20 hours on that date. That means it is dark when students go to school and when they come home!



STUDENT INTERACTIVE, pp. 42–43



We wear hats,  
mittens,  
scarves,  
and skates.

Winter is the time to coast  
and slide.

But then spring comes, and ...



42

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# I Love Spring



43

## Foundational Skills Extension

### Long o Spelled oa, ow, oe

Remind students of the long o spelling patterns they have been learning this week. Reread the second sentence on p. 42 in the *Student Interactive* and point out the word *coast*. Ask: *Which letters spell the sound /ō/ in coast?* (oa) Have students review pp. 40–41 in the *Student Interactive* for another example of a word with the sound /ō/ spelled oa. (*coats*) Then have them locate another word with the sound /ō/ and identify the spelling pattern it uses. (*snow; ow*)

## Close Read

### Vocabulary in Context

Tell students that readers can use pictures, such as illustrations or photos, to learn or clarify word meanings. Then read the second sentence on p. 41 and point to the word *tracks*. Ask them to use the picture and text to figure out what *tracks* means in this context. Have students underline the words that help them understand what the word means. Then ask: *How does the picture help you?* **DOK 2**

### OBJECTIVE

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

# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

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 *Every Season*.

- **Retell** Tell a partner about the part of the text that interested you most. Why was it interesting?
- **Describe Photographs** Have partners tell about how a photograph in *Every Season* supports the information in the text.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors of informational texts use words that tell about the topic. The words *spring*, *summer*, *autumn*, and *winter* tell the names of the seasons and are very important for understanding *Every Season*. Help students use strategies for learning vocabulary words like these:

- Remind yourself of the word's meaning.
- Look for pictures that help you understand the word.
- Think about why the word is important in a text about seasons.

**MODEL AND PRACTICE** Have students turn to p. 44 in the *Student Interactive*. Model how to complete the activity using the word *spring*.  
*Which picture reminds me of spring?*

**ELL Targeted Support Develop Vocabulary** Help students explain their thought process as they develop new vocabulary.

Guide students by asking simple questions to help them explain how they completed the activity on p. 44 in the *Student Interactive*.

#### EMERGING/DEVELOPING

Have students explain to a partner how they completed the activity on p. 44. **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. 44 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find and list words that are necessary for discussing the topic 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 developing vocabulary in Small Group on pp. T48–T49.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T48–T49.

**Check for Understanding MyTURN** Have students complete p. 45 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 44–45



**VOCABULARY** **Read Together**

### Develop Vocabulary

**MYTURN** Write a word from the box to label each picture.



autumn
spring
summer
winter

spring

winter

summer

autumn

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**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. How do the pictures help you know this is informational text? **Possible response:**  
The pictures show real people and things.

2. Why does the author use a lot of photos for each season? **Possible response:**  
**DOK 3** Many things happen in the seasons.

3. How are the seasons similar? Use text evidence.  
**DOK 2** People have fun in every season.

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

# Teacher-Led Options

## Word Work Strategy Group

### LONG *o* SPELLED *oa*, *ow*, *oe*

#### Sound-Spelling Cards

Display Sound-Spelling Card 86. Say: *The letters oa spell the sound /ō/ in soap.*

Repeat with Sound-Spelling Card 99 (*snow*) for /ō/ spelled *ow*. Use the word *toe* to review /ō/ spelled *oe*.



Display the words *road*, *grow*, and *doe*. Have students read the words. Ask them to tell how the vowel sound /ō/ is spelled in each word.

### ELL Targeted Support

Have students illustrate words with the sound /ō/ spelled *oa*, *ow*, and *oe*.

Have students say words with the sound /ō/, such as *grow*, *toe*, *coat*, *bowl*, and *doe*. Have them illustrate one word and label their drawing.

#### EMERGING

Ask students to list words with the sound /ō/ spelled *oa*, *ow*, or *oe*. Have them illustrate one word and write a sentence using the word.

#### DEVELOPING

Ask students to list words with the sound /ō/ spelled *oa*, *ow*, or *oe*. Have them illustrate two words and exchange drawings with a partner. Ask them to label their partner's drawings and write a sentence about each one.

#### 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 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.

**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*, *see*, *tree*. 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*: /b/. 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.



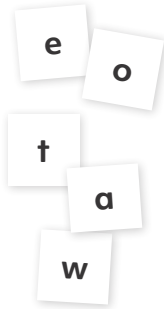
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students practice forming words with the sound /ō/ spelled *oa*, *ow*, and *oe*, such as *soap*, *toe*, *blow*, *coach*, *doe*, *snow*.



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

### Decodable Reader



Students can read the Decodable Reader *Our State* to practice reading long o words spelled *oa*, *ow*, or *oe* 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. The other student begins.

### High-Frequency Words

Have students make word cards to practice reading this week's high-frequency words: *buy*, *about*, *would*, *write*, *people*.

### Centers



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

## Decodable Reader

**Our State**  
Written by Leo Albiani

Decodable Reader  
49

Long o: oa, ow, oe  
boats float road soaked  
coast Joe shows tow  
coats Moe snow

High-Frequency Words  
about some who  
people there would  
put what write

1

There is a prize.

2

**Our State**

We like to \_\_\_\_\_

We can \_\_\_\_\_

The best part \_\_\_\_\_

Write what you like best about our state.  
You need to write as a team to win.

3

Joe and Lee write about when we have snow and ice.  
They like to put on their coats.

4

Moe and Peg write about people who buy beads.  
Their art shows a float going down the road.

5

Fran and Josh write about people on boats.  
The boats are near the coast and can tow rafts.

6

Ben and Kim write about fun on the coast.  
Some people get soaked.

7

Our State

Ben and Kim win the prize!  
What would you write about your state?

8

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

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Certain words in a text name something very important about the topic. The descriptions in the text help you understand these words better. As you read, use the descriptions to help you understand what those words mean. Use pp. 28–31 in the *Student Interactive* to demonstrate how text details can help them understand the word *spring*.

### ELL Targeted Support

Have students use the picture dictionary on p. 235 in the *Student Interactive* as linguistic support to enhance and confirm their understanding of the vocabulary words.

After reviewing the picture dictionary, help each student make a new picture that represents a season. Have the class listen as students take turns telling what season they drew. **EMERGING**

Have student pairs review the picture dictionary before drawing their own pictures representing two seasons. Have the class listen as pairs tell which seasons they drew. **DEVELOPING**

Have groups review the vocabulary words in the picture dictionary. Then have groups listen as each member describes something he or she likes about one of the seasons. **EXPANDING**

Ask students to pick one season from the picture dictionary. Have the class listen as students use the vocabulary words to explain what makes that season special. **BRIDGING**



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

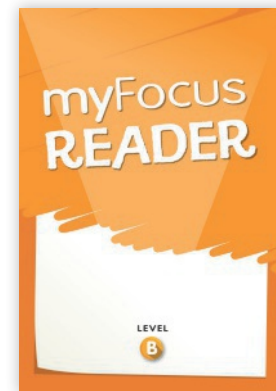
## Intervention Activity



### myFOCUS READER

Read pp. 54–55 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students about seasons and how they affect us.

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 reading their passage at an appropriate rate, paying attention to punctuation such as commas. If needed, model reading with appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share new words they acquired from their reading. Ask them to share the strategies they used to determine word meanings.

### Possible Conference Prompts

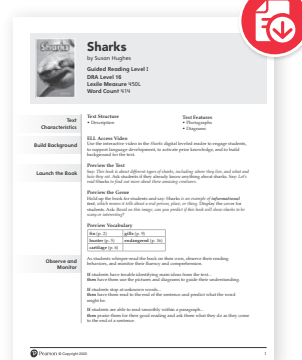
- What was an important word in the text?
- How does the word help you understand the text?

**Possible Teaching Point** Readers need to understand important words to read informational texts. Look for clues to help you identify important words and understand what those words mean.

## Leveled Readers

### DEVELOP VOCABULARY

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



## Whole Group

**Share** Bring together the whole group. Invite two or three students to share the new words they found and describe the strategies they used to learn the meanings.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Every Season*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

### Centers



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

### Literacy Activities



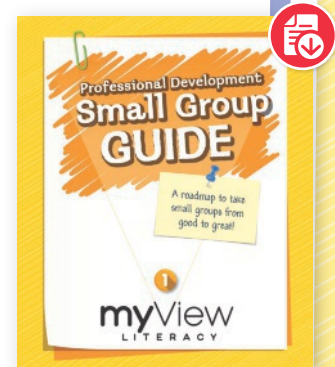
Students can

- work with a partner to discuss and answer the questions on p. 45 in the *Student Interactive*.
- play the myView games.
- choose a passage from the text and, with a partner, take turns reading the passage at an appropriate rate.

### SUPPORT COLLABORATION

Provide opportunities for collaborative conversations during instructional time. If needed, refer to *Speaking and Listening* from the *Resource Download Center*.

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



# Word Work

## OBJECTIVES

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

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

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

Identify and read common high-frequency words.



Sound-Spelling Cards  
30, 32

## FOUNDATIONAL SKILLS EXTENSION

See p. T39 for a consonant blends and trigraphs extension activity that can be used as the text is read.

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the street on p. 17 in the *Student Interactive*. Explain that sometimes a word begins with more than one consonant sound. Tell students to listen to each sound as you segment *street*: /s/ /t/ /r/ /ē/ /t/. Repeat the sounds several times and then blend the sounds to say *street* again. Ask students to repeat with the pictures for *string* and *spring*. They should segment and blend the sounds in each picture name.

**PRACTICE** Divide the class into three groups. Give each group one picture: a street, a spring, or water splashing for *splash*. Explain that you will say a word. If the word has the same beginning blend as the group's picture name, the group should raise their hands. Use these words: *stream*, *sprint*, *split*, *stray*, *straw*, *sprinkle*, *sprout*, *splint*.

## Phonics: Decode and Write Words with Consonant Blends and Trigraphs

### Minilesson

**FOCUS** Use Sound-Spelling Cards 30 (*splash*) and 32 (*strawberry*) to introduce consonant blends and trigraphs. Tell students that the sounds at the beginning of *splash* are /s/ /p/ /l/. The sounds /s/ /p/ /l/ are spelled *spl*. Sometimes three letters at the beginning of a word are blended together, like *spl* in *splash*. Repeat with *sprint*, *straw*, *throw*, and *squeak*. Now let's use what we know to spell the words *splash*, *sprint*, *straw*, *throw*, and *squeak*.

**MODEL AND PRACTICE** Write and read the word *split* aloud, emphasizing the blend *spl*. Say: The word *split* starts with a three-letter consonant blend. Point to the spelling of the blend, *spl*. Say: The word *split* starts with the blend *spl*. Have students repeat the word and the spellings. Repeat with the words *strap* and *spread* to practice decoding words with blends. Then have students decode and spell the words *split*, *strap*, *spread*, *squash*, and *three*.

**APPLY My TURN** Have students read the word on the bottom of p. 17 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Write or display the high-frequency words: *buy, about, would, write, people*.


**MODEL AND PRACTICE** Write *buy* on the board. Say: *This is the word buy. It has three letters: b, u, y.* Have students say and spell the word and then use it in a sentence. Repeat with the remaining high-frequency words.




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

STUDENT INTERACTIVE, p. 17

FOUNDATIONAL SKILLS
Read Together

### Segment and Blend Sounds

 **SEE and SAY** Sometimes you hear more than one consonant sound at the beginning of a word. Segment the sounds in each picture by saying each sound. Then blend the sounds to say the picture name again.

**Students should say street, string, spring.**

### Consonant Blends and Trigraphs

Three consonants at the beginning of a word are spelled together and make a blended sound, like the **thr** in *throw* and the **spl** in *split*.

**MYTURN** Read the word.

s	p	l	a	s	h
---	---	---	---	---	---

→ → → → →

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STUDENT INTERACTIVE, p. 18

HIGH-FREQUENCY WORDS | PHONICS
Read Together

### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

buy	about	would	write	people
-----	-------	-------	-------	--------

**MYTURN** Complete each sentence with a word from the box.

**Handwriting** Print the answers legibly, or clearly. Leave spaces between the words.

1. Dave watches people feed birds.
2. Dave would like to feed them.
3. Where can he buy seeds?
4. He will write about birds.

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# Use Text Structure



## OBJECTIVES

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

Discuss how the use of text structure contributes to the author's purpose.

## ACADEMIC VOCABULARY

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

- What kind of information is in the text?
- Your sense of touch tells you something is cold.
- We expect to have snow in winter.

## Minilesson

**FOCUS ON STRATEGIES** The way details in an informational text are organized is called text structure. Authors will choose a text structure to organize their writing to help readers understand the information in the text.

- Note if text details are given as a series of descriptions.
- See how the details in the text are organized.
- Pay attention to words the author uses to describe or organize information.

**MODEL AND PRACTICE** Choose an informational text that students have read, or use the Read Aloud “Sunlight and Seasons” on pp. T22–T23. **The author uses text structure to help readers understand the text. When I read, I want to think about the text structure so I can understand how the author wrote and organized the details.** Read aloud the text to students. Then ask: **How would you describe the structure of this text?** Have students go back to the Close Read notes on pp. 29, 33, and 39 in the *Student Interactive* and underline the word or words that helped them recognize the description text structure.

**ELL Targeted Support Routine Language** Have students discuss text structure to develop comfort with routine classroom language.

Help students recognize the relationship between the words *describe* and *description*. Use these sentence frames: *The words \_\_\_ describe \_\_\_. This is a description of \_\_\_.* **EMERGING/DEVELOPING**

Ask students to retell descriptions in the text to a partner, using the words *describe* and *description* in their retellings. **EXPANDING/BRIDGING**



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

“Texts are not neutral. Authors always have a purpose in mind when they write, but they may not always say it directly. There is a difference between text and subtext—what the text says versus what the text means. In order to truly understand the text, you have to understand what the author is trying to do. When you can help students balance what the text says with what the text means, you will lead them naturally to deeper understanding and critical thinking.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for recognizing and understanding text structure, including organizational patterns. Provide assistance as needed.

**OPTION 1 MyTURN** Have students complete p. 46 in the *Student Interactive*.

**TURN, TALK, AND SHARE** Have students discuss how the text structure contributes to the author's purpose.

**OPTION 2 Use Independent Text** Have students place sticky notes in their independent reading texts when they recognize something about the text structure.


### QUICK CHECK

**Notice and Assess** Can students identify the text structure of an informational text?

#### Decide


- **If students struggle**, revisit instruction about using text structure to understand the text in Small Group on pp. T56–T57.
- **If students show understanding**, extend instruction about using text structure to understand the text in Small Group on pp. T56–T57.

STUDENT INTERACTIVE, p. 46

CLOSE READ 

### Find Text Structure

Informational texts have an organizational pattern, or the way the information is presented. The information can describe a topic.


 **MY TURN** Write a word or phrase to describe these seasons. Look back at what you underlined in the text.

**Possible responses:**

spring showers soak

summer sun shines

autumn geese honk

 **TURN and TALK** Discuss how these descriptions support the authors' reason for writing the text.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss how the use of text structure contributes to the author's purpose.

## ELL Access

### Visual/Contextual Support

Remind students that authors often build visual and contextual clues into a text to support and enhance understanding. After reading aloud the selection, point out the photographs that are connected to words or phrases in the text. Then point to some of the playfully typeset words in the selection and ask students to tell what they think these words mean.

## Text Structure

### Minilesson

**FOCUS ON STRATEGIES** Authors organize details based on the type of information being shared. The authors of *Every Season* structured the text by describing the seasons in the order they happen.

- Look for ways the author organizes the details in a text.
- Remember that authors use different structures for different types of information. What kind of information is being shared in the text?
- Think about why the author chose the text structure and how it helps you understand the topic.

**MODEL AND PRACTICE** Discuss with students how the text structure contributes to the author's purpose using the example on p. 50 in the *Student Interactive*. The text says, "Wind whips, seeds scatter." This sentence describes the season. It helps readers picture the season. The text structure is description.

# Handwriting

## OBJECTIVE

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

## Numerals 3 and 4

**FOCUS** Display the handwritten numerals 3 and 4. Reinforce the importance of writing legibly.

**MODEL** Model writing the numerals 3 and 4. Have students practice writing the numbers in the air with their fingers. Then write 3, 4, 13, 23, 33, 34, 43, and 44, showing proper formation and correct numeral size and spacing.



## ASSESS UNDERSTANDING

## Apply

**TURN, TALK, AND SHARE** **My TURN** Have students complete the activities on p. 50 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 50

**AUTHOR'S CRAFT** **Read Together**

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

Authors organize information in a text to support their reason for writing.

**I LOVE AUTUMN TOO**  
Wind whips, seeds scatter.

The author informs readers by describing what happens in autumn.

**TURN and TALK** Find another example from the text where the author uses description. Talk about how the description supports the author's purpose.

**MY TURN** Write a sentence that describes a season you want to inform readers about.

**Possible response:**  
**The sun shines bright in summer.**

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**PRACTICE** Have students use *Handwriting* p. 292 from the *Resource Download Center* to practice writing the numerals 3 and 4.





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

**Handwriting**

**Numbers 3, 4**





Where do you start the number 3? What do you do next? How do you end the number?

**MY TURN** Trace the numbers. Then write the number 3.

Where do you start the number 4? What do you do next? How do you end the number?

**MY TURN** Trace the numbers. Then write the number 4.

Grade 1 • Unit 5 • Week 1 292

*Handwriting*, p. 292

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

# Teacher-Led Options

## Strategy Group



### USE TEXT STRUCTURE

**Teaching Point** Readers of informational texts should identify the text structure of what they are reading. They can use the text structure to help them understand the information in the text. Look back at *Every Season* and model using the text structure to add to one's understanding of the text. Then invite students to explain how the text structure in different sections of the text contributes to their understanding.

### ELL Targeted Support

Have students use support from peers and teachers to examine the section about winter in the text on pp. 39–42 in the *Student Interactive*.

Reread the section aloud and have students echo. Then have them retell the text by responding to yes/no questions about the text structure, such as: **Does the information describe what winter is like?** (yes) **EMERGING**

Reread the section with students. Then ask them to retell the section by completing sentence frames about the text structure, such as: *The text describes what \_\_\_ is like.* (winter) **DEVELOPING**

Have students read the section with a partner. Prompt pairs to retell the topic of the section (winter) and note words they read that describe this topic. **EXPANDING**

Ask students to read the section with a partner. Then have pairs summarize the section to others. Prompt them to talk about the descriptions that tell what winter is like. **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 using text structure.

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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## Fluency

Assess 2–4 students



### PROSODY

Have student pairs practice reading smoothly.

### ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### USE TEXT STRUCTURE

**Talk About Independent Reading** Have students tell about the structure of an informational text and how it helps them understand the information presented.

### Possible Conference Prompts

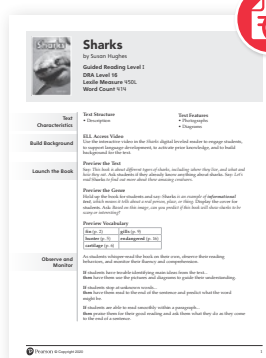
- How is the information organized?
- How does the structure help you understand the topic?

**Possible Teaching Point** The structure of an informational text is very important. An author organizes details in a way that helps readers understand the big ideas better.

## Leveled Readers

### USE TEXT STRUCTURE

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



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to tell the reading strategies they used during their independent reading.

## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to *Every Season* or another text they have previously read.
- 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



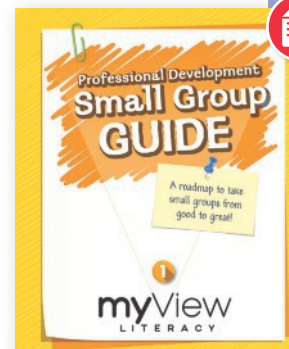
Students can

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

## SUPPORT PARTNER READING

Provide opportunities for students to practice reading skills with a peer. Help partners select texts that are accessible to both readers.

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



# Word Work

## OBJECTIVES

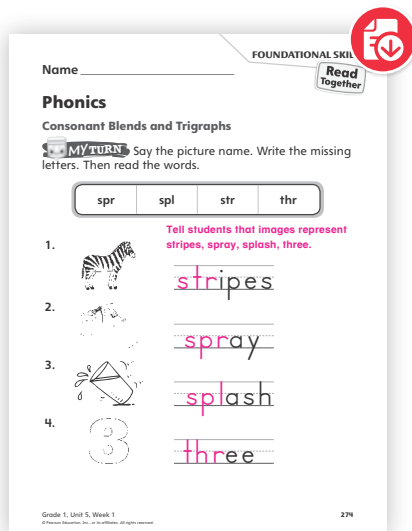
Decode words with initial and final consonant blends, digraphs, and trigraphs.

Identify and read common high-frequency words.

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

## ADDITIONAL PRACTICE

For additional student practice with consonant blends and trigraphs, use *Phonics* p. 274 from the *Resource Download Center*.



*Phonics*, p. 274

## Phonics: Decode and Write Words with Consonant Blends and Trigraphs

### Minilesson

**FOCUS** Some words begin with a blend or a trigraph. A blend is two or more consonants together and each consonant's sound is heard. A trigraph is three letters together that spell one sound.

**MODEL AND PRACTICE** Write the following words: *sprout*, *strong*, *splint*, *thrill*, and *squeeze*. Say: *The letters spr form a three-letter blend as in the word sprout.* Have students read the word with you as you underline the spelling pattern *spr*. Then point to the word *strong* and have students decode it. Ask: *What consonant sounds do you hear at the beginning of the word strong? (/s/ /t/ /r/)* Repeat for the words *splint*, *thrill*, and *squeeze*. Then write the word *street*. Have students decode the word with you as you underline the three-letter blend. Repeat with the words *splash* and *spring*.

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

### ELL Targeted Support Blends and Trigraphs

Say the word *street*. Write the word on the board as you say it sound by sound. Underline the letters *str*. Say the consonant sounds and ask students to echo. Then blend the word and ask students to repeat and write it in their notebooks. Continue with the word *straw*. **EMERGING/DEVELOPING**

Have students sort the sounds of the blends and trigraphs *str*, *spr*, and *spl*. Tell students to draw three columns on a sheet of paper with the headings *str*, *spr*, and *spl*. Say the word *street* and use it in a sentence. Write the word on the board as you say it sound by sound. Tell students to repeat the word and write it in the column with *str*. Continue with the following words without telling students in which column to write each word: *splash*, *spread*, *strong*, *spring*, *split*, *strip*, *spruce*, *splice*. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 19 and p. 20 in the *Student Interactive*. Have them decode and spell the words with consonant blends and trigraphs.

**OPTION 2 Independent Activity** Write a different three-letter consonant blend or trigraph on note cards, such as *spr*, *str*, *thr*, *squ*, and *spl*. Have students choose two spelling patterns and draw a picture of a word that begins with each pattern. Then have partners trade drawings, name the pictures, identify the three-letter consonant blends and trigraphs, and write the words.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with three-letter consonant blends and trigraphs?

## Decide

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

STUDENT INTERACTIVE, p. 19

**Read Together** FOUNDATIONAL SKILLS

### Consonant Blends and Trigraphs

**TURN and TALK** Read these words.

	stripe	spray	split	three
	strict	sprint	splash	squish

**MYTURN** Say the picture name. Spell the words. Write the letters to finish the word.

**Tell students images represent street, spray, splash, straw.**

street	spray
splash	straw

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STUDENT INTERACTIVE, p. 20

**PHONICS** **Read Together**

### Consonant Blends and Trigraphs

**MYTURN** Read the sentences. Underline words that begin with a blend or trigraph.

They spray the car on a spring day.

It splashes on the street.

A spray cat with stripes got wet.

The cat goes squish, squish!

**Listen for words that begin with a blend or trigraph.**

**MYTURN** Write a sentence about the story. Use a word with a blend or trigraph. Read your sentence to a partner.

**Possible response:**

**The cat with stripes stops at the street.**

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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.

## ELL Access

Before reading the decodable story, have students monitor their own pronunciation of words with three-letter consonant blends or trigraphs. Write the words *string*, *straw*, *street*, *spring*, and *splash*. Have partners take turns saying the words aloud. Explain that they should help each other check that they are correctly pronouncing each sound in the blend.

## Read *Spring Is Here*

**FOCUS** Have students turn to p. 21 in the *Student Interactive*. Say: *We are going to read a story today about spring. Point to the title of the story. The title of the story is *Spring Is Here*. I hear the blend /s/ /p/ /r/ at the beginning of *spring*. The blend /s/ /p/ /r/ is spelled *spr*. In this story, we will read other words with three-letter blends and trigraphs, and we will read words with long o spelled *oa*, *ow*, or *oe*.*

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *buy*, *about*, *would*, *write*, *people*. Display the words. Have students read them with you. Say: *When you see these words in today's story, you will know how to read them.*

STUDENT INTERACTIVE, p. 21



DECODABLE STORY
FOUNDATIONAL SKILLS

### Spring Is Here

Joe looks **below** from a branch.  
 The **snow** has melted.  
 The grass would **grow** green.  
 Spring is about to start.



 **AUDIO**  
 Audio with Highlighting

 **ANNOTATE**

Read the story. **Highlight** the three words with the long o sound spelled **ow**.

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 long o sound spelled ow?** Students should supply the words *below*, *snow*, and *grow*. Have students highlight the words.

Have students turn to pp. 22–23. Ask: **Which words have the long o sound spelled oa on page 22?** Students should supply the words *boats*, *float*, and *coast*. Have them underline the words. Ask: **Which words on page 23 start with a three-letter consonant blend or trigraph?** Students should supply the words *street*, *splash*, *squish*, and *spring*. Have students highlight the words. Then have students spell the words with consonant blends or trigraphs.

STUDENT INTERACTIVE, pp. 22–23



## DECODABLE STORY

## FOUNDATIONAL SKILLS

Joe is happy that spring is here.  
He waits all winter to fly home.  
Joe sits in his straw nest.  
He sees boats float by the coast.

People buy seeds to feed Joe.  
Kids with chalk write on the **street**.  
They **splash** and **squish** in the rain.  
Joe is smiling that **spring** is here!



Underline the three words with the long o sound spelled oa.



**Highlight** the four words that begin with a blend or trigraph.



# Make Connections



## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

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

- What does this information tell you about?
- How does this description appeal to your sense of sight?
- What do you expect to see or hear in the summer?

## Minilesson

**FOCUS ON STRATEGIES** Using background knowledge is one way readers can monitor their comprehension, or make adjustments to improve their understanding of a text. When readers can make a connection to something they know or have experienced, that connection helps them make sense of the text.

- Think about if the text reminds you of something you have learned about or experienced before.
- Try to connect what you know to what you have read to help you understand the text.

**MODEL AND PRACTICE** Say: *As I read, I sometimes come to text that I don't understand. When this happens, I think about how this information reminds me of something else I know. On page 30, we read about crocuses, daffodils, and lilacs. I don't know what these are. But when I think about my own experience of springtime, I know flowers grow in spring. That helps me understand these sentences. I think crocuses, daffodils, and lilacs are all flowers.* Have students go back to the Close Read notes on pp. 31 and 37 in the *Student Interactive* and highlight their answers.

**ELL Targeted Support Develop Background Knowledge** Have students use teacher and peer support as they work on a K-W-L chart to make connections to and monitor their comprehension of *Every Season*.

Support students by working with them to fill in the *What I Know* column, using their background knowledge about the seasons. **EMERGING**

Have partners use peer support to fill in the *What I Know* column. Then help students add at least one note for each season in the *What I Learned* column. **DEVELOPING**

Support students by working with them to complete a K-W-L chart about the seasons. **EXPANDING**

Have students use peer support to complete a K-W-L chart about the seasons. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections to better understand the text.

**OPTION 1 My TURN** Have students complete p. 47 in the *Student Interactive*.

**OPTION 2 Use Independent Text** On a separate sheet of paper, have students make notes about personal connections they can make to the text they are reading.

### QUICK CHECK

**Notice and Assess** Can students make connections to the text as they read?

#### Decide

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

STUDENT INTERACTIVE, p. 47

**Read Together** READING WORKSHOP

### Make Connections

Readers make connections when they find ways to relate to a text. They can make connections to personal experiences.

**MY TURN** Draw and describe your experiences in these seasons. Use what you highlighted in the text.

Spring	Autumn
Possible drawing could show flowers.	Possible drawing could show a pile of leaves.

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

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT BLENDS AND TRIGRAPHS

#### Sound-Spelling Cards

Display Sound-Spelling Card 30. Say: *The word splash has the consonant blend spl.* Repeat with Sound-Spelling Card 32 (*strawberry*) for the blend *str*. Use the word *squish* to review the initial trigraph *squ*.



#### ELL Targeted Support


Have student pairs make picture books featuring images or drawings of words with the consonant blends and trigraphs *spl*, *str*, *thr*, *squ*, and *spr*.

Prompt student pairs to take turns saying the names of pictures from their picture books. Ask them to identify the spelling of the blends and trigraphs they hear. **EMERGING/DEVELOPING**

Have students write a list of words with the blends and trigraphs that they did not include in their picture books. Ask them to share their lists with the group. **EXPANDING**

Challenge student pairs to write sentences about images in their picture books that include the words that have consonant blends and trigraphs.

#### BRIDGING

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

## Intervention Activity

### DECODE WORDS: INITIAL AND FINAL BLENDS

Use Lesson 15 in the *myFocus Intervention Teacher's Guide* for instruction on initial and final blends.

LEVEL B • MODEL AND TEACH

**Lesson 15** Decode Words: Initial and Final Blends

**INTRODUCE** Today we will listen carefully to the sounds at the beginning and end of words and learn to recognize the letters that make each sound. Sometimes the sounds come very close together. We say that the sounds blend, even though you still hear each sound. For example, *fst* is a blend. Do you hear both *fs* and *ft*? The blend *fst* is formed from the letters *s* and *t*: *fs/ft, fst*. Say it with me: *fs/ft, fst*. You can hear this blend at the beginning of the word *stop*: *fst/ol/pl*. You can hear it at the end of the word *fast*: *ff/ll/stl*.

**MODEL** Display the chart and passage from Student Page S99. Point to each word and to each letter and sound combination as you say it. Two sounds are blended at the beginning or end of these words. These are called blends. Listen carefully to how I blend the *s* and *k* when I say *skin* and *mask*: *sk/ni/nl, /m/ta/skl*. Repeat the process for the two remaining blends.

sk	sp	st
skin	spot	stop
mask	gasp	best

**The Costume**

I got the best costume! It has a mask with blue skin. Mom let out a gasp when she saw it. If you spot me, you will stop to look. Or you could want to run away!

**TEACH** Now I will read the passage. Listen carefully for words with blends. Then we will go back and read those words together very slowly. After reading the passage, go back and read sentence by sentence. Have students raise their hands when they hear words with blends. Then have students say the words with you slowly. For example: *fs/ol/pl*. What is the blend? Yes, *fst* is the blend; it comes at the end. The letters *s* and *t* make up the blend. We have to remember to say each sound when we read *best* and to write each letter when we spell *best*.

Repeat for each word with a blend. Tell students they will learn more words with blends—some blends that come only at the beginning of words, and some that come only at the end of words.

Phonics, Morphology, and Spelling T • 99

## 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. Students can build words with initial blends, such as *splash*, *stripe*, *squish*, *throw*, *splat*, *scrape*. Students can then read each of the words and identify the blend 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 Decodable Reader *Wait for Spring*, they can practice reading words with three-letter blends and high-frequency words.

After reading *Wait for Spring*, have students place a sticky note near high-frequency words and words with a three letter blend in the text. Then have students write the words in their notebooks.

### Centers



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

## Decodable Reader

**Wait for Spring**  
Written by Renée McLean

Decodable Reader  
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<b>Three-Letter Consonant Blends</b>	scrap	sprang	sprung	sprinted
<b>Long o: Vowel Digraph oo</b>	boat	coat	loaf	Toad
<b>Long o: Vowel Digraph ow</b>	pillow	row	showed	snow
<b>Adding Endings (Change y to i)</b>	cried	dried	tried	
<b>High-Frequency Words</b>	a	said	the	was
	come	saw	to	you
	have	soon		

9

Toad saw a scrap.  
It was a map.  
He made a plan.  
"I must see Bird!" he cried.

10

Toad sprang up.  
He tried to pack his pillow  
and a hot loaf.

11

He sprinted to Bird's home.  
"Bird!" he yelled.  
"Can you read this map?"

12

Toad showed Bird the map.  
"We must row in that boat.  
We must follow this map.  
We will be rich!"

13

"But, Toad," said Bird,  
"I have jobs at home.  
And snow may come soon."

14

Toad did not like snow.  
"That is smart," said Toad.  
"We will wait for spring."

15

Toad stuck the map in his coat.  
He went to his snug home.  
Then Toad dried his feet by the fire.

16

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

# Teacher-Led Options

## Strategy Group

### MAKE CONNECTIONS

**Teaching Point** When readers do not understand a text, they can think about what they already know about the topic. Perhaps they had an experience that is like what they are reading about. This helps them make a connection to the text. Looking for these connections helps readers better understand the text. Look back at the infographic on pp. 12–13 in the *Student Interactive* and work with students to make personal connections to and to monitor their comprehension about the information presented.

### ELL Targeted Support

Tell students that responding to questions about a text is a good way to check their understanding.

As you ask questions, support students in forming answers orally in simple, complete sentences. **EMERGING**

Model asking questions of the text. Ask students to explain or describe to answer the question. Prompt students to answer questions in complete sentences. **DEVELOPING**

Ask students questions they can answer by identifying a detail from the text. Suggest that students write their answers in complete sentences. **EXPANDING/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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## Fluency

Assess 2–4 students

### PROSODY

Have student pairs practice reading a short passage smoothly.

### ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 Week 1 *Cold Reads* to assess students. 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 refer to their notes and share some of the personal connections they made during reading.

### Possible Conference Prompts

- Did any part of the text confuse you?
- Did any part remind you of another experience?
- Could you make a connection to the text? Did it help you understand it better?

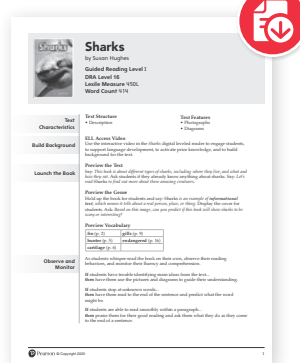
**Possible Teaching Point** Readers can use what they already know or have experienced to help them understand new information as they read a text.

## Leveled Readers



### MAKE CONNECTIONS

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



## Whole Group

**Share** Bring the class together and invite one or two volunteers to briefly tell about the connections they made to the informational text they read.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to another text they have previously read.
- read a self-selected trade book or their Book Club text.
- practice reading fluently with a partner.

### Centers



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

### Literacy Activities



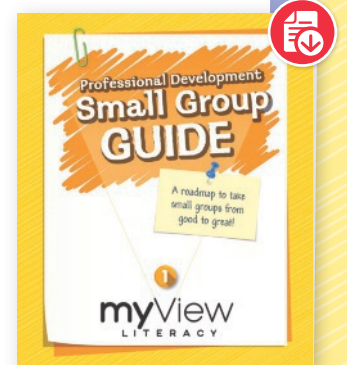
Students can

- complete the My Turn activity on p. 47 in the *Student Interactive*.
- write about their book in a notebook.
- play the myView games.

### SUPPORT INDEPENDENT READING

Encourage students to pursue independent reading in all parts of the curriculum. Help them find books and texts on different topics that interest them.

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 inflectional endings, including -ed, -s, and -es.

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. 285 from the *Resource Download Center*.

*My Words to Know*, p. 285

## Phonological Awareness: Distinguish Between /o/ and /ō/

**MODEL** Listen as I say the sounds in the word *on*: /o/ /n/. Now I'll say the sounds in another word: /ō/ /n/ (pause) *own*. Which word has the sound long o? (*own*) Which word has the sound short o? (*on*)

**PRACTICE** Tell students you will say two words and they should tell which word has the sound /ō/ and which word has the sound /o/: *globe/glob, slop/slope, smoke/smock, cot/coat, goat/got, crock/croak, hope/hop, rode/rod*.

## Phonics: Spiral Review Adding Endings; Vowel Digraph *ie*

### Minilesson

**FOCUS** Write the words *try* and *like* on the board. Explain to students that sometimes words that end in *y* or *e* change before an ending is added. Say: *Try* ends in *-y*. I will add the ending *-ed*, *tried*. Write *tried* on the board. Say: I changed the *y* in *try* to *i* before I added the ending *-ed* to make the word *tried*. Repeat with the word *like* to demonstrate dropping the final *e* in a word.

Write the words *piece* and *cried* on the board and say them aloud. Tell students that different sounds can have the same spelling. Point to and say the word *piece*. Say: *In the word piece, the sound long e is spelled ie.* Underline the *ie* spelling. Repeat for the sound long *i* in the word *cried*.

**MODEL AND PRACTICE** Have partners decode the words below.

piece	cried	chief	flies	skies	brief	field	fried
-------	-------	-------	-------	-------	-------	-------	-------



**ELL Targeted Support Basic Vocabulary** Explain to students that they will be writing using high-frequency words, or basic vocabulary. Display this week's high-frequency words (*buy, about, would, write, people*) and additional basic vocabulary from previous weeks.

Review reading and spelling the displayed words with students. Then provide simple sentence frames for students to copy or trace. Ask students to dictate or write words to complete the sentences. For example, use this sentence frame: *I like to write about \_\_\_\_*. If students are ready, have them write their own sentences using the high-frequency words. **EMERGING**

Have partners work together to write using the high-frequency words. Allow students to discuss what they will write first, and then monitor for correct usage of the words. If necessary, prompt students with suggestions on how to use the words in correct sentences, such as: *I would like to read a new book*. **DEVELOPING**

Have students write their own sentences using the high-frequency words. Ask students to write a sentence for as many of the displayed words as they can. Monitor students' use of the words to be sure they are using the words correctly in sentences. If not, guide them to understand how to revise as needed. **EXPANDING**

Have students write using the displayed high-frequency words. Ask students to try to write different types of sentences (declarative, interrogative, exclamatory). Verify that students are using the words correctly in sentences. **BRIDGING**

## HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words that come up many times when we read, talk, and write. Write this week's high-frequency words: *buy, about, would, write, people*. Have students

- read the words.
- use the words in sentences.
- find the words in books or other printed documents in the classroom.



# Reflect and Share



## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

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

Ask students:

- Which sense does this description appeal to?
- What information about seasons was new or interesting to you?
- What is the process you used to understand these texts better?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Readers can compare the structures of different texts in order to understand the texts better. We can compare texts by talking about how authors organize information. In order to compare text structures by talking, students should

- share what is the same and different about the structures of texts.
- speak clearly and use complete sentences.
- listen attentively as others share their ideas, and think about how their ideas and other students' ideas work together.

**MODEL AND PRACTICE** Model sharing ideas and information about the topic under discussion using the Talk About It prompt on p. 48 in the *Student Interactive*. Speaking clearly and at an appropriate pace, say: *In Every Season, the author uses descriptions to help readers understand what the seasons are like. The author of "Sunlight and Seasons" uses information to describe why the amount of sunlight in summer is different from the amount of sunlight in winter. Both texts organize information to help readers understand what they are reading.*

**ELL Targeted Support Retelling** Help students internalize vocabulary by retelling simple stories and basic information supported by pictures.

Have small groups retell and compare details from pictures in a text.

#### EMERGING

Have students take turns choosing a picture from a familiar text and retelling story details in that picture. **DEVELOPING**

Have students work with a partner to retell and compare details in two pictures from different texts. **EXPANDING**

Have students choose an illustrated page from two texts. Then have them use the pictures to retell and compare details from each text. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

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

**OPTION 1 Use the Shared Read** Have students make comparisons between the structure of *Every Season* and the structure of other texts they have read.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading texts to discuss how seasons affect us.

### QUICK CHECK

**Notice and Assess** Can students make comparisons across texts?

#### Decide

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

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

STUDENT INTERACTIVE, p. 48

RESPOND TO TEXT

Read Together

### Reflect and Share

**Talk About It**

You read an informational text that describes each season. How is the structure of this text similar to other texts you have read about the seasons?



-----

**Share Information and Ideas**

When talking with others, it is important to:

- Speak clearly.
- Use complete sentences.

Use the words on the note to help you share ideas with others.



Now share your ideas with others.

-----

**Weekly Question**

What happens during the seasons?

48

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

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Readers look for similarities and differences between the structures of informational texts to help them understand how authors organize information. Look back at the infographic on pp. 12–13 in the *Student Interactive* and the main text *Every Season*. Help students compare the structures of the texts.

### ELL Targeted Support

Have students demonstrate their comprehension by responding to questions that help them make comparisons between the infographic on pp. 12–13 and the main selection *Every Season*.

Have students respond to simple questions that guide them to compare one or more of the seasons as represented in the infographic and the text. **EMERGING**

Have students respond to questions that guide them to compare elements of text structure, such as description. **DEVELOPING**

Have students respond to questions that guide them to compare the information given in each text. **EXPANDING**

Have students respond to questions about how the structures of the two texts compare with a third text they have read, and guide them to give detailed answers. **BRIDGING**



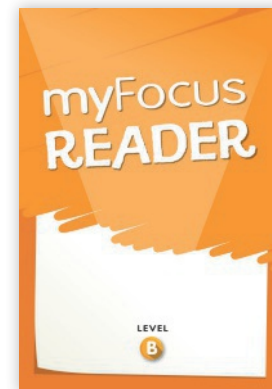
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 54–55 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what happens during the seasons. Encourage students to use the unit's Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Help students organize their findings about seasonal changes and how they affect us 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. 334–338 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 are learning in the informational text they are reading and how the text structure helped them understand the information. Have them consider how their independent reading text is like *Every Season*.

### Possible Conference Points

- What have you learned from these texts?
- How were the text structures similar or different?
- Did you have experiences that were like ones mentioned in the text?

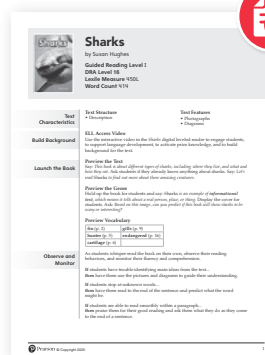
**Possible Teaching Point** Readers can make comparisons to other informational texts they have read about a topic to help them understand the book they are reading now.

## Leveled Readers



### COMPARE TEXTS

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



## Whole Group

**Share** Bring together the whole group. Invite one or two students to share comparisons of different texts. Celebrate your students' reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to "Seasons of an Apple Tree" on pp. 12–13 in the *Student Interactive* with a partner.
- read a self-selected trade book or text.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in their notebooks 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. T472–T477 for

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

# UNIT 5 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 informational text.
- I can make and use words to read and write informational text.
- I can write a how-to book.

#### 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

RI.1.1, RF.1.1.a, RF.1.4.a, W.1.2, SL.1.1, L.1.2.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work: T78–T79
  - » Phonological Awareness: Distinguish Between /u/ and /ū/
  - » Phonics: Decode Words with Long *i* Spelled *igh*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Web Site: Weekly Question T80–T81
- Listening Comprehension: Read Aloud: “Weather Balloons” T82–T83
- Informational Text T84–T85
  - ☑ Quick Check T85

#### READING BRIDGE

- Academic Vocabulary: Antonyms T86–T87
- Handwriting: Numerals 5 and 6 T86–T87

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

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

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T91
- Literacy Activities T91

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

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T340–T341
  - » Introduction and Conclusion
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T341
- Conferences T338

#### WRITING BRIDGE

- Spelling: Spell Long *i* Words T342
  - ☑ Assess Prior Knowledge T342
- Language & Conventions: Spiral Review: Adverbs T343

#### LESSON 2

RI.1.1, RF.1.3, W.1.2, SL.1.1, L.1.1.g

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

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

##### SHARED READ

- Introduce the Text T94–T101
  - » Preview Vocabulary
  - » Read: *Seasons Around the World*
- Respond and Analyze T102–T103
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T103

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T107
- Strategy and Intervention Activities T104, T106
- Fluency T106 • Conferencing T107
- ELL Targeted Support T104, T106

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T105
- Independent Reading T107
- Literacy Activities T107

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T344–T345
  - » Explore Instructions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T345
- Conferences T338

#### WRITING BRIDGE

- Spelling: Teach Spell Long *i* Words T346
- Language & Conventions: Oral Language: Transitions and Conjunctions T347

## LESSON 3

RI.1.5, RF.1.3, W.1.2,  
SL.1.1, L.1.1.g

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T108–T109
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Suffixes *-er, -or*
  - » High-Frequency Words

#### CLOSE READ

- Use Text Features T110–T111
- Close Read: *Seasons Around the World*
  - ✔ **Quick Check** T111

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T112–T113
- Handwriting: Numerals 7 and 8 T112–T113

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T115
- Literacy Activities T115
- Partner Reading T115

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T348–T349
  - » Apply Instructions
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T349
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Long *i* Words T350
- Language & Conventions: Teach Transitions and Conjunctions T351

## LESSON 4

RI.1.1, RF.1.3, W.1.2,  
SL.1.1, L.1.1.g

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T116–T117
  - » Phonics: Decode and Write Words with Suffixes *-er, -or*
    - ✔ **Quick Check** T117
  - » Decodable Story: Read *The Sailor* T118–T119

#### CLOSE READ

- Correct and Confirm Predictions T120–T121
- Close Read: *Seasons Around the World*
  - ✔ **Quick Check** T121

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T125
- Strategy and Intervention Activities T122, T124
- Fluency T124 • Conferring T125
- ELL Targeted Support T122, T124

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T123
- Independent Reading T125
- Literacy Activities T125

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T352–T353
  - » Explore Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T353
- Conferences T338

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Long *o* Words Spelled *oa, ow, oe* T354
- Language & Conventions: Practice Transitions and Conjunctions T355

## LESSON 5

RI.1.1, RF.1.3, W.1.2,  
SL.1.5, L.1.2

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T126–T127
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Spiral Review: Long *o* Spelled *oa, ow, oe*; Three-Letter Consonant Blends
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T128–T129
  - » Write to Sources
    - ✔ **Quick Check** T129
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T131
- Strategy, Intervention, and On-Level/Advanced Activities T130
- ELL Targeted Support T130
- Conferring T131

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131

**BOOK CLUB** T131 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T356
  - » Apply Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

**WRITING CLUB** T357 **SEL**

- Conferences T338

### WRITING BRIDGE

- Spelling: Spell Long *i* Words T358

✔ **Assess Understanding** T358

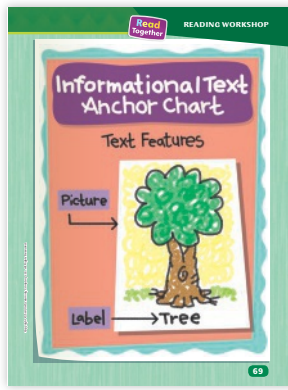
#### FLEXIBLE OPTION

- Language & Conventions: Standards Practice T359

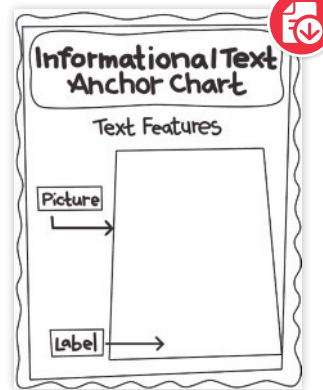
# Materials



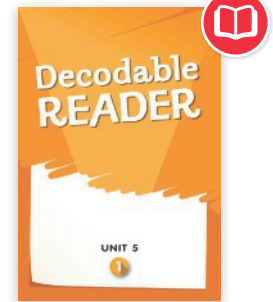
**WEB SITE**  
"Seasons Here and There"



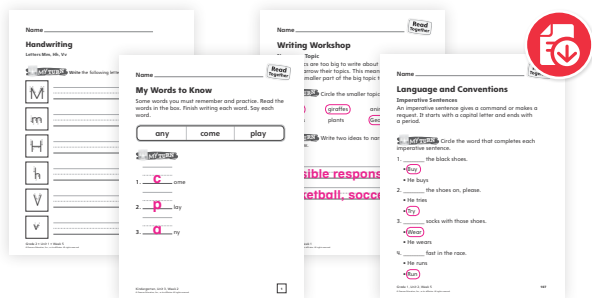
**READING ANCHOR CHART**  
Informational Text



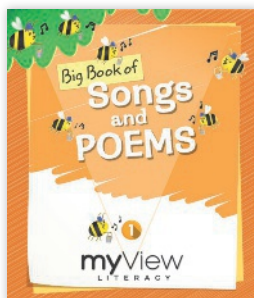
**EDITABLE ANCHOR CHART**  
Informational Text



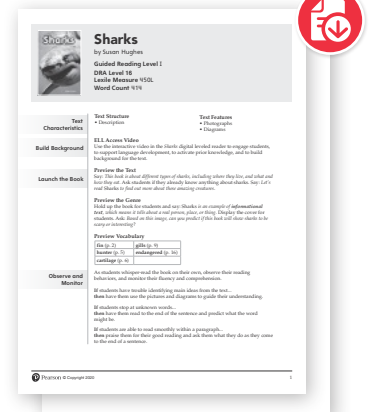
**DECODABLE READER**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

done  
once  
upon  
wash  
water

### Develop Vocabulary

dry  
rain  
snow  
sunlight

### Spelling Words

bright  
high  
flight  
fright  
light  
might  
night  
sight  
done  
once

### Unit Academic Vocabulary

expect  
information  
process  
sense

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively. Use relevant strategies to clarify information, and answer questions with a clear word response.  
Use appropriate fluency skills to read aloud when reading grade-level text.  
Recognize and describe the structure of informational text.

**Read Aloud**  
Tell students that you are going to read aloud an informational text. Have students listen to you read, "Weather Balloons." Set examples to be active listeners by looking at you and listening about what you are reading.

**START-UP**  
**READ-ALoud ROUTINE**  
Prepare: Have students listen actively for elements of informational text.  
**READ** the entire text aloud without stopping for the Think Aloud callouts.

**Weather Balloons**  
We have all seen different kinds of balloons. There are small balloons you might find at a party and then there are balloons big enough to take you for a ride. But did you know that there are also balloons that have jobs? One of these balloons is called a weather balloon.  
Scientists send weather balloons high up into the sky to get information on what is happening with the weather. These balloons are special. They carry equipment that measures the temperature and the speed of the wind. This information is sent back to Earth. Then scientists use what they learn to forecast, or predict, what the weather will be like for the next few days.

**READ ALOUD**  
"Weather Balloons"



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• enables students to learn about their independent reading levels.  
• allows students to compare comprehension.  
• enhances students' overall language development.  
• provides an opportunity to model fluency and expression reading.  
• fosters a love and enjoyment of reading.

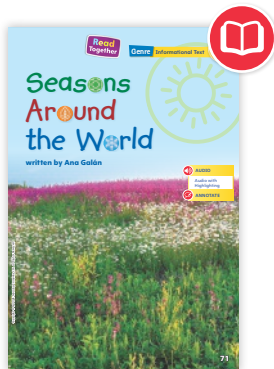
**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Identify the key idea of the story.  
• Determine the Teaching Point.  
• Write your independent reading level number (Think Alouds are still used) and place in the book at the point where you plan to stop to think and model.  
• Prepare your vocabulary for understanding.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Ask the kids to take a moment of the story.  
• Point out interesting artwork or photos.  
• Gather prior knowledge and use relevant background necessary for understanding.  
• Discuss key vocabulary essential for understanding.

**DURING READING**  
• You can choose to stop and model to students get to get 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 model use to monitor comprehension and correct reading level.  
• Help students make connections to their own experiences, link they have read or learned in the past, or the world.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Request student comprehension by reading the text or key part of the story.  
• Choose and assign a Student Response form available on Read.com

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Seasons Around the World*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T478-T481

**Mentor STACK**

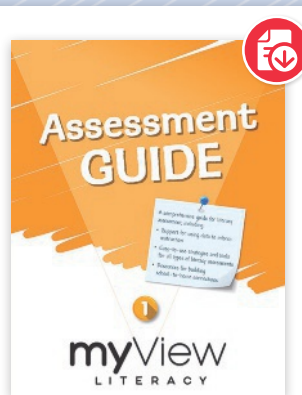
Writing Workshop T337

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**



# Word Work

## OBJECTIVES

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 71

## FOUNDATIONAL SKILLS EXTENSION

See p. T99 for a long *i* spelled *igh* extension activity that can be used as the text is read.

## Phonological Awareness: Distinguish Between /ū/ and /u/

**SEE AND SAY** Point to the picture of the cube on p. 58 in the *Student Interactive*. Tell students to say the name of the picture: *cube*. Have them segment the sounds and listen to the middle sound. Then have them name the picture of the duck and listen to the middle sound. Ask: *Which picture name has the long *u* sound? Which picture name has the short *u* sound?*

**PRACTICE** Tell students that you will say words, and they should tell whether the word has the sound /u/ or the sound /ū/. Use these words: *cute, nut, bugle, mule, much, huge, tube, sun, hunt, flute, lump, music*.

## Phonics: Decode Words with Long *i* Spelled *igh*

### Minilesson

**FOCUS** Use Sound-Spelling Card 71 (*lightbulb*) to introduce long *i* spelled *igh*. Tell students that the vowel sound /ī/ they hear in the word *light* can be spelled *igh*. Write the word *light* on the board. Say the word again and have students repeat the word with you as you underline *igh*. Repeat using the word *night*.

**MODEL AND PRACTICE** Write and read the word *bright*, emphasizing the long vowel sound. Say: *The word *bright* has the long *i* vowel sound*. Point to the letters *igh*. Say: *In the word *bright*, long *i* is spelled *igh**. Have students repeat the word and the spelling. Repeat with the words *sight* and *tight*.

**APPLY MyTURN** Have students practice blending and decoding the words with long *i* spelled *igh* on the bottom of p. 58 in the *Student Interactive*.



**ELL Targeted Support Long Vowel Spellings** Write the words *light*, *tie*, *bike*, and *sky*. Explain that students have learned many ways to spell the long *i* sound.

Read the words with students. Have students point to or write how the sound long *i* is spelled in each word. Ask: **Can the long *i* sound be spelled in different ways?** **EMERGING/DEVELOPING**

Have students read and then write the words in columns across the top of a sheet of paper. Then ask them to write other words that spell long *i* the same way under each column heading. For example: *right*, *pie*, *spike*, and *try*. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *done*, *once*, *upon*, *wash*, and *water*. Tell students to practice these words.

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

done

wash

once

water

upon

STUDENT INTERACTIVE, p. 58

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Different Sounds

**SEE and SAY** Say the name of each picture. Listen for the vowel sound. Tell which picture name has the long *u* sound. Tell which picture name has the short *u* sound.

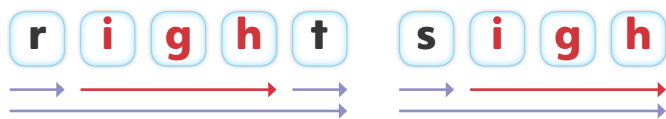


Students should say *cube*, *duck*. *Cube* has long *u*. *Duck* has short *u*.

## Long *i* Spelled igh

The letters *igh* make the long *i* sound in *tight*.

**MY TURN** Read these words.



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# Interact with Sources

## OBJECTIVE

Recognize characteristics of multimedia and digital texts.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the Web site, ask: [What is some information you can learn from this Web site? Did you expect that seasons were the same all over the world?](#)

- information
- expect
- sense
- process



Songs and Poems Big Book

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

## Explore the Web Site

Review the Essential Question for Unit 5: *How do the seasons affect us?* Point out the Weekly Question: *What are the seasons like around the world?*

Ask students to follow along in their *Student Interactive*, pp. 56–57, as you read aloud “Seasons Here and There.” Explain that the pages show a Web site on a digital device. A Web site has digital features, such as videos, an address bar, and a search bar. Web sites can be multimedial. That means they have a combination of words, pictures, videos, and sounds. Point to and explain the digital features as you discuss the information shown on the Web site. During the discussion, encourage students to ask questions to clear up any confusion about vocabulary used on the Web site.

Display the following questions for discussion:

- On the Web site, where is it winter? What clues do you get?
- On the Web site, where is it summer? What clues do you get?

Organize students into small groups. Then ask: [How are the seasons different in these two places in the world?](#) Guide students to return to the Web site. Then have each group discuss the answer to the question and share their group's answer with the class.

**MyTURN** Have students recognize and then circle the digital and multimedia features of the Web site on pp. 56–57.

**WEEKLY QUESTION** Remind students of the Weekly Question: *What are the seasons like around the world?* Explain that seasons are different in different parts of the world. Tell them that they will learn about these differences in the text we are reading this week.



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

“All kids want to succeed. They come to school wanting to be successful. When kids say, “This is boring” or “I don’t like this,” they are saying that they don’t like the way it makes them feel or that they think they are going to fail. If students become disengaged, we need to find out what has happened to make their confidence wane and work with students to increase their confidence in themselves and their ability to learn.”

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

**ELL Targeted Support Environmental Print** Tell students that environmental print is the letters, numbers, and shapes they see every day, such as in street signs, logos, and Web sites. Read aloud the text on the Web site on pp. 56–57 in the *Student Interactive*.

Point out environmental print on the Web site on pp. 56–57 that students would see on a real Web site. Tell students what certain symbols and words mean. **EMERGING**

Point to different environmental print on the Web site and ask students what that symbol is called. **DEVELOPING**

Ask students questions about how they can interact with environmental print on the Web site to accomplish tasks. **EXPANDING**

Have student pairs use a computer together and direct them to a safe, preplanned Web site. Give students directions that require them to demonstrate understanding of environmental print. For example, ask pairs to use the search bar. **BRIDGING**

STUDENT INTERACTIVE, pp. 56–57

**WEEKLY LAUNCH: WEB SITE**

**Read Together**

## Seasons Here and There

What season is it in different parts of the world? Check a Web site! A Web site has digital features, such as videos and a search bar. A Web site can be multimodal—it has a combination of words, pictures, videos, and sounds.

**Weekly Question** **WEEK 2**  
What are seasons like around the world?

**MY TURN** Circle the digital and multimodal features on this Web site.

**Chicago, Illinois, U.S.A.**  
It's winter here!

**Sydney, Australia**  
It's summer here!

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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.

## FLUENCY

After completing the Read-Aloud Routine, display “Weather Balloons.” Model reading aloud a short section of the text, asking students to pay attention to how you read. Explain that fluency is reading with accuracy, a good rate, and expression. Tell students that this week they will read a text called *Seasons Around the World*. When it is time to read the text, practice reading with good expression.

 **THINK ALOUD** Analyze **Informational Text** After you reread the first paragraph, say: *In this paragraph, I read facts about different types of balloons. Balloons are real things. Informational texts tell facts about real things, so I think this is an informational text.*

## Read Aloud

Tell students that you are going to read aloud an informational text. Have students listen as you read, “Weather Balloons.” Tell 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 informational texts.

**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.

## Weather Balloons

We have all seen different kinds of balloons. There are small balloons you might find at a party and then there are balloons big enough to take you for a ride. But did you know that there are also balloons that have jobs? One of these balloons is called a weather balloon.

Scientists send weather balloons high up into the sky to get information on what is happening with the weather. These balloons are special. They carry equipment that measures the temperature and the speed of the wind. This information is sent back to Earth. Then scientists use what they learn to forecast, or predict, what the weather will be like for the next few days.



“Weather Balloons,” continued

The balloon is usually in the air for about two hours. It can go more than 115,000 feet into the air! As the balloon rises, it gets bigger and bigger. When it gets gigantic, the balloon bursts. The equipment it was carrying gently glides back down to the ground attached to a parachute. The balloon has done its job. It has given scientists the information they need about the weather.

**THINK ALOUD** Analyze **Informational Text** After you reread the third paragraph, say: *In this paragraph, I read about what happens to weather balloons when they go up in the air, and how they help scientists. These details tell about a real topic, weather balloons. Informational texts have details that tell about real topics, so I know this is an informational text.*

**ELL Targeted Support Respond to Questions** Display the Read Aloud. Have students demonstrate listening comprehension by responding to questions about “Weather Balloons.”

Ask students leading questions about the Read Aloud, such as: *What is a detail that tells about the topic?* **EMERGING/DEVELOPING**

Have students form their own questions about the Read Aloud. Then have them respond to the questions developed by others. **EXPANDING/BRIDGING**

## WRAP-UP

### WEATHER BALLOONS

Prompt students to list facts about weather balloons they learned from the Read Aloud. Ask them how the facts help them know this is an informational text.

## 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

# Informational Text

**LEARNING GOAL**

I can read informational text.

**OBJECTIVES**

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

Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.

**LANGUAGE OF THE GENRE**

As you review the anchor chart, check that students understand the text features that can appear in informational text.

- picture
- label

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

If you wish, you can expand upon the anchor chart you created previously for informational text.

- Have students talk about the text features.
- Have them suggest headings and graphics.

**Minilesson**

**FOCUS ON STRATEGIES** When you read informational text, you can learn facts about a topic. Special text features in informational text can help you find and learn information. Two of these text features are pictures and labels. Pictures help you see what the text is about. The label can help you understand the picture. An informational text also has a purpose. The purpose, or reason, for reading informational text is to learn about a topic.

- Ask yourself, what does the picture show me?
- Look for a label. Does it help me understand the picture and the text?

**MODEL AND PRACTICE** Review the anchor chart on p. 69 together. Point out that an informational text can have pictures and labels. Say: **An informational text can have some text features that point out important or new information. Visual aids are things you can see. They can be photos, drawings, or other types of pictures. They can show you how something in the text looks. Often, the picture also has a label near it. The label can tell you about the picture. It can help you learn something new and interesting.**

**ELL Targeted Support Visual Support** Review the anchor chart on p. 69 in the *Student Interactive*. Point to the picture and label as you explain the text features of informational texts.

Ask students leading questions about the picture and label. Discuss how these text features help readers understand the text. **EMERGING**

Have pairs take turns reviewing the anchor chart and telling how the text features help readers understand the text. **DEVELOPING**

Have pairs scan an informational text for pictures and labels. Have students take turns explaining how these text features help them understand the text.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify informational text.

**OPTION 1 Use the Anchor Chart** Have students work with a partner to discuss the characteristics of informational text. Circulate to determine if students show understanding.

**OPTION 2 Use Independent Text** Have students draw or write to show characteristics of informational texts they find in their text.

### ✓ QUICK CHECK

**Notice and Assess** Can students identify the text features of informational text?

#### Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T90–T91.
- **If students show understanding**, extend instruction about informational text in Small Group on pp. T90–T91.

**TURN, TALK, AND SHARE** Have students complete the Turn and Talk activity on p. 68 in the *Student Interactive*. Call on volunteers to share their purpose with the class.

STUDENT INTERACTIVE, pp. 68–69

GENRE: INFORMATIONAL TEXT


**Read Together**

**My Learning Goal** I can read informational text.

**SPOTLIGHT ON GENRE**

### Informational Text

An informational text can have text features. Text features help readers find and learn information. A label names what is in a picture.



frog

**Set a Purpose** Readers set a purpose before they begin reading. They think of a reason for reading a text.

**TURN and TALK** Look at the title and pictures before reading this week's text. Talk about a purpose, or reason, for reading the text.

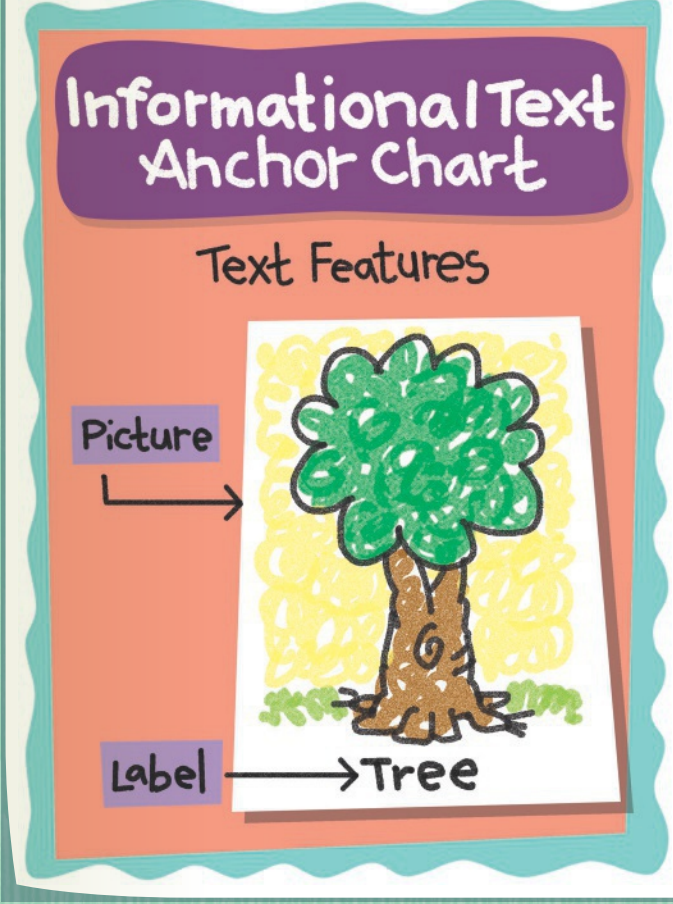
68

**Read Together**

READING WORKSHOP

## Informational Text Anchor Chart

### Text Features



Picture

Label → Tree

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# Academic Vocabulary

## LEARNING GOAL

I can make and use words to read and write informational text.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

To increase their understanding of academic language, ELLs need frequent exposure to the language of school. Help them find ways to incorporate the Academic Vocabulary words as they discuss topics and texts in groups, answer questions orally and in writing, and create drafts in Writing Workshop.

## Antonyms

### Minilesson

**FOCUS ON STRATEGIES** Review the Academic Vocabulary for the unit: *information, sense, expect, and process*. Remind students that an antonym is a word that has the opposite or almost opposite meaning of another word. Explain that not all words have antonyms.

- Antonyms are words that have opposite meanings. For example, *day* and *night* are antonyms.
- Sometimes describing what a word does not mean helps you understand what the meaning of that word is. For example, to help you understand the meaning of the word *difficult*, it helps to know that something difficult is not easy.

**MODEL AND PRACTICE** Model using antonyms to clarify the meaning of a word. Say: *I read a story. The story was about a kind old woman who lived alone in the forest. Write *kind* on the board. The woman was not mean in any way. Write *mean* on the board. When someone is kind, that person is good to others. What is the opposite of *kind*? (*mean*) Add the heading *Antonyms* over the words on the board. Ask a volunteer for another word that is an antonym for *kind* and write it on the board. (*unkind, cruel*)*

# Handwriting

## OBJECTIVE

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

## Numerals 5 and 6

**FOCUS** Display the handwritten numerals 5 and 6. Explain that, as with letters, numerals must be written legibly so that they can be read correctly.

**MODEL** Model writing the numerals 5 and 6. Have students practice writing the numerals in the air with their fingers. Then write 5, 6, 15, 16, 56, and 65, showing proper formation and correct numeral size and spacing. Have student volunteers circle the numeral 5 and underline the numeral 6 in each number.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete the activity on p. 87 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 87

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write informational text. **My Learning Goal**

### Academic Vocabulary

Antonyms are words that have opposite meanings.

**MYTURN** Circle the word that is an antonym for the underlined word or words.

1. I did not expect the surprise rainstorm that happened yesterday.
2. I prefer fiction books about the seasons instead of informational books.
3. I just finished writing about summer. Now I have my fall writing in process.

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**PRACTICE** Have students use *Handwriting* p. 293 in the *Resource Download Center* to practice writing the numerals 5 and 6.

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

### Handwriting


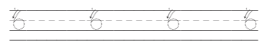
**Numbers 5, 6**  
Where do you start the number 5? What do you do next? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 5.

Where do you start the number 6? What do you do next? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 6.

Grade 1 • Unit 5 • Week 2  
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*Handwriting*, p. 293

# 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 D**

**Genre** Informational Text

**Text Elements**

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

**Text Structure**

- Simple factual



**LEVEL E**

**Genre** Informational Text

**Text Elements**

- Concepts supported by photographs
- Two to four lines of text per page

**Text Structure**

- Simple factual



**LEVEL F**

**Genre** Informational Text

**Text Elements**

- Two to three lines of text per page
- Content-specific words explained in the text

**Text Structure**

- Description

## Guided Reading Instruction Prompts

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

### Identify Informational Text

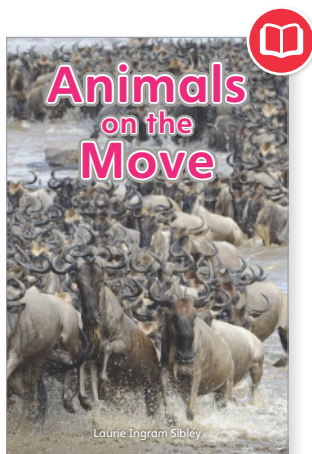
- Does the text tell facts about a topic?
- Does the text include pictures with labels?
- Does the title help you set a purpose for reading?

### Develop Vocabulary

- Are there any photographs that help you understand the meaning of a word?
- Can you find clue words to help you find the meaning of unfamiliar words?
- Why might an author use this particular word?

### Use Text Features

- Which text features are in the book?
- How did these features help you understand the text?



LEVEL F

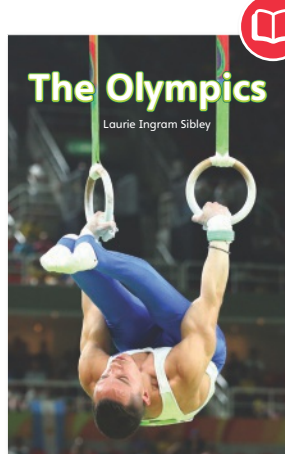
**Genre** Informational Text

**Text Elements**

- Two to five lines of text per page
- Content-specific words explained in the text

**Text Structure**

- Description



LEVEL G

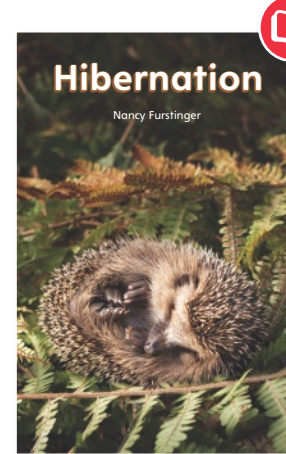
**Genre** Informational Text

**Text Elements**

- Most content carried by the text
- Seven lines of text per page

**Text Structure**

- Description



LEVEL I

**Genre** Informational Text

**Text Elements**

- Four to eight lines of text per page
- Most content carried by the text

**Text Structure**

- Description

**Correct and Confirm Predictions**

- What predictions did you make before you read the text?
- How did your ideas change as you read the text?
- Did you need to correct a prediction? If so, how?
- Were you able to confirm your prediction? If so, how?

**Compare Texts**

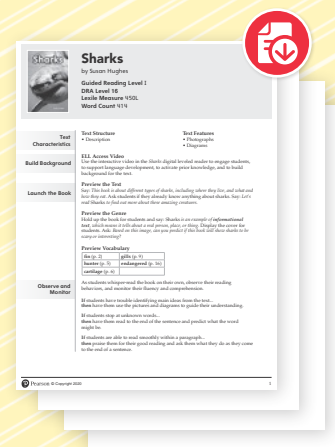
- What other informational texts have you read?
- Which text features do the texts use? How are the features the same? Different?

**Word Work**

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

**Leveled Reader Teacher's Guide**

For full lesson plans for these and other leveled readers, go to [SavvasRealize.com](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T85 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** Today I want to teach you that readers can look at pictures and labels to help them understand informational text. The pictures can show ideas from the text. Often you will see labels that can help point out important information about the picture. Look back at the “Seasons Here and There” Web site with students to help them identify the pictures and the purpose of the labels.

### ELL Targeted Support

Read aloud the labels on pp. 56–57 in the *Student Interactive* with students, pausing to ask students leading questions about what they see in the pictures. Point out that the text can be called labels. **EMERGING**

Ask student pairs to take turns reading the labels. Then ask students to discuss what they see in the pictures. Have students share their answers with the class. **DEVELOPING**

Have students read the labels silently. Then ask them to complete these sentence starters: *It is winter in \_\_\_\_\_.* *It is summer in \_\_\_\_\_.* Have students share their answers with the class. **EXPANDING/BRIDGING**



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

## Intervention Activity



### INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49 in the *myFocus Intervention Teacher’s Guide* for instruction on identifying 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** Have students use pp. 56–57 in the *Student Interactive* to generate questions about the seasons and then choose one to investigate. This week, have them conduct research about the question. See *Extension Activities* pp. 334–338 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to explain how they know the book they are reading is an informational text.

#### Possible Conference Prompts

- Does the book give you facts about a topic?
- Which pictures helped you understand the text?
- Did the author use labels? How did the labels help you understand the text?

**Possible Teaching Point** Readers of informational text can use pictures and labels to clarify facts before, during, and after reading.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on discussing text features, 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 information they learned from a label in an informational text.

## 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 *Student Interactive* p. 69 and, working with a partner, share pictures and labels in an informational text they are reading.
- complete an activity from the *Resource Download Center*.

## BOOK CLUB



See Book Club pp. T478–T481 for

- ideas for continuing Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Moving with the Seasons*.

# Word Work

## OBJECTIVES

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

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with long *i* spelled *igh*, use *Phonics* p. 275 from the *Resource Download Center*.

Name \_\_\_\_\_

FOUNDATIONAL SKILLS **Read Together**

**Phonics**  
Long i: igh

**MY TURN** Circle the words with the same vowel sound as *right*.

night winter high sight  
spring bright light tight

**MY TURN** Complete each sentence with a word you circled. Then read the sentences.

- You can see stars at night.
- That ladybug is bright red.
- Sight is one of the five senses.
- It is dark because the tight is not on.
- Dad yelled, "Hold the rope tight!"

Grade 1, Unit 5, Week 2  
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*Phonics*, p. 275

## Phonics: Decode and Write Words with Long *i* Spelled *igh*

### Minilesson

**FOCUS** Explain to students that the sound long *i* can be spelled *igh* and that they need to see a word written to know how the vowel sound is spelled.

**MODEL AND PRACTICE** Write the following words on the board: *sight*, *bright*, *fight*. Say: Long *i* can be spelled *igh* as in the word *sight*. Have students repeat the word with you as you underline the vowel spelling *igh*. Then point to the word *bright* and have students say the sounds. Ask: **What vowel sound do you hear in the word *bright*? (/i/)** **How do you spell the vowel sound /i/ in *bright*? (*igh*)** Repeat for the word *fight*. Continue with the words *night*, *high*, and *sigh*.

**TURN, TALK, AND SHARE** Have partners read the words at the top of p. 59 in the *Student Interactive*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete the rest of p. 59 and p. 60 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students use Letter Tiles to spell these words with long *i* spelled *igh*: *night, light, bright, high, sigh*.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with long *i* spelled *igh*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T104–T105.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T104–T105.

## HIGH-FREQUENCY WORDS

Write the words *done, once, upon, wash, water*.

- Say and spell each word and then have students repeat.
- Cover the words and then dictate each word.
- Display the words and have students read the words and then check their spellings.
- Have students correct any misspellings and practice the words they missed.

STUDENT INTERACTIVE, p. 59

Read Together
FOUNDATIONAL SKILLS

## Long i Spelled igh

**TURN and TALK** Decode these words.

right	bright	fright
light	sight	flight
sigh	night	flashlight
high	tight	nightlight

**MY TURN** Write **igh** to finish the words. Then read the sentences.

- I like the bright sunlight.
- She likes the stars at night.

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STUDENT INTERACTIVE, p. 60

PHONICS | PHONOLOGICAL AWARENESS
 Read Together

## Long i Spelled igh

**MY TURN** Read the sentences. Underline the words with the long *i* sound spelled **igh**.

Dwight looks out at night.

He grips his flashlight tight.

It is very bright.

The light helps his sight.

Listen for the sound you hear in **right**.

**MY TURN** Write another sentence about Dwight using a word with long *i* spelled **igh**.

**Possible response:**

Dwight

**went right to bed.**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Introduce the Text



## OBJECTIVES

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

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

Use the illustrations and details in a text to describe its key ideas.

## ELL Access

### Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Tell students to share personal knowledge about the seasons.

## 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 *dry*, *rain*, *snow*, and *sunlight* from p. 70 in the *Student Interactive*.
- Invite students to share what they already know about the words. Ask questions such as: *What do you like to do in the rain? Have you ever seen snow? What is sunlight good for?*
- Have students demonstrate what they know about the words. They can draw pictures that describe the words and label them.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. Say: *These words will help you understand what is happening in the informational text *Seasons Around the World*.*

## Read

Discuss the First Read Strategies with students. Tell students that a prediction, or guess, is something you think might happen. Readers can make predictions by looking for clues in text features such as titles and illustrations. In the text features, readers might find information that will help them guess what might happen next. For the first read, tell students to read for understanding and enjoyment.

### FIRST READ STRATEGIES

**LOOK** Tell students to look at the text features. Ask them to make a prediction about the text. Provide assistance as needed.

**READ** Have students read to learn about seasons around the world.

**ASK** Tell students that they should ask questions if they become confused or don't understand something in the text.

**TALK** Guide students to talk to a partner about what they found interesting in 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** Help students use strategic learning techniques to acquire basic and grade-level vocabulary before reading. Display the words *dry*, *rain*, *snow*, and *sunlight*.

Discuss the meaning of each of the vocabulary words. Show a picture of each word. Have students repeat each vocabulary word three times. **EMERGING**

Discuss the meaning of the words. Divide students into groups and give each one a word. Ask them to draw a picture that represents that word and label it with the vocabulary word. Have students share their work with the class. **DEVELOPING**

Have student pairs create a word web for each vocabulary word. Ask them to fill in their word webs with words that are related to *dry*, *rain*, *snow*, and *sunlight*. **EXPANDING**

Have students work in pairs to come up with sentences that include each of the vocabulary words. Ask pairs to share their sentences with the class. **BRIDGING**

STUDENT INTERACTIVE, p. 70



## Seasons Around the World

### Preview Vocabulary

You will read these words in *Seasons Around the World*.

dry

rain

snow

sunlight

### Read

**Look** at the text features. Make a prediction about the text.

**Read** to learn about seasons around the world.

**Ask** questions during reading.

**Talk** about what you found interesting.

### Meet the Author



**Ana Galán** is an author of books written in both English and Spanish. She was born in Spain and later moved to the United States. Ana loves animals, especially dogs!

STUDENT INTERACTIVE, p. 71

## First Read

### Look

**THINK ALOUD** Before I read the text, I can look at the text features in the book. I see headings when I look through the pages. The headings are *Winter*, *Spring*, *Summer*, and *Fall*. I can look at the photographs too. I predict that I will learn about what people do in other parts of the world during different seasons.

## CROSS-CURRICULAR PERSPECTIVES

Science



The equator is an imaginary line that divides Earth into a northern part and a southern part. In both parts, the hours of daylight change with the seasons. Summer brings longer days, and winter brings longer nights. But on the equator, the night and day are always the same length. They both last for twelve hours all year round.



STUDENT INTERACTIVE, pp. 72–73



## Table of Contents

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Spring	75
Summer	77
Fall	79
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## WINTER

During winter, the days are shorter than they are during other seasons. In many places, the air gets cold and it snows. Most plants and trees stop growing. Some die. Some animals hibernate.



**snows** when it snows, white bits of frozen water fall from the sky

CLOSE READ

**Highlight** the words that help you make a prediction about the text.

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## Possible Teaching Point



### Read Like a Writer | Text Features

Tell students that one text feature of informational text is a Table of Contents. The author places it at the beginning of a book. It shows the important topics that are in the text and gives page numbers that tell where the text for that topic begins. Sometimes the purpose for reading an informational text is to find special facts and information. You don't always have to read the whole book from start to finish. You can just read a section of the book. You can use the Table of Contents to find the topic you are interested in reading about. Model how to find information about winter. Then ask: **On what page will you find information about fall?** (page 79)

## Close Read



### Correct and Confirm Predictions

Remind students that a prediction tells what you think the text will be about. You can use text features to make a prediction. Say: **Look at the Table of Contents. What do you think you might learn about winter on page 73?** (what winter is like in different parts of the world) Ask students to read the Close Read note and highlight the words. **DOK 2**

### OBJECTIVE

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

STUDENT INTERACTIVE, pp. 74–75



**Did You Know?**

When it is winter in the northern part of the world, it is summer in the southern part!



Near the North Pole, the sun never shines in winter. It is dark all day!

74

 **SPRING**

Spring comes after winter. In many places, baby animals are born. Flowers bloom and leaves appear on the trees. It can rain a lot during spring. The rain and warmer weather help plants grow.

**rain** drops of water that fall from clouds




CLOSE READ 

Underline the information that the picture and graphic on page 74 help you understand.

75

**First Read**

**Read**

 **THINK ALOUD** The text box on page 74 says: “When it is winter in the northern part of the world, it is summer in the southern part!” So I understand now that the seasons in these two parts of the world are opposite. In one place it is winter; in the other place it is summer.

**Possible Teaching Point**



**Read Like a Writer | Graphic Features**

Use the lesson about graphic features on pp. T112–T113 in the Reading-Writing Bridge to teach students about how using globe illustrations can help them understand the text. Ask them to look at the photographs and illustrations on pp. 74 and 76. Ask students to tell how the globe illustrations helped them understand the text. (The globes show how close the countries are to the North Pole and the equator.)



STUDENT INTERACTIVE, pp. 76–77

**Did You Know?**

In some parts of the world, there are only two seasons: a rainy season and a dry season!



The seasons don't change much near the equator. Spring is like all the other seasons.

76

**SUMMER**

During summer, the days are longer than they are during other seasons. The sunlight helps plants grow in the summer. People like to spend time in the sun too.

**dry** not wet  
**sunlight** the light that comes from the sun



CLOSE READ

**Highlight** the words that make you change or confirm a prediction you have about this text.

77

**Foundational Skills Extension****Long i Spelled igh**

Remind students the sound /i/ can be spelled in different ways. Say: *We have learned that the sound /i/ can be spelled igh. Find the word on page 77 with the sound /i/ spelled igh. (sunlight)*

**Close Read****Use Graphics**

Have students follow the prompt on p. 75. Then ask: *Where do you think the homes in the picture are? (Norway)*

DOK 2

**Correct and Confirm Predictions**

Have students follow the prompt on p. 77. Then ask: *Do you need to correct your prediction?*

DOK 2

**OBJECTIVES**

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

Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.

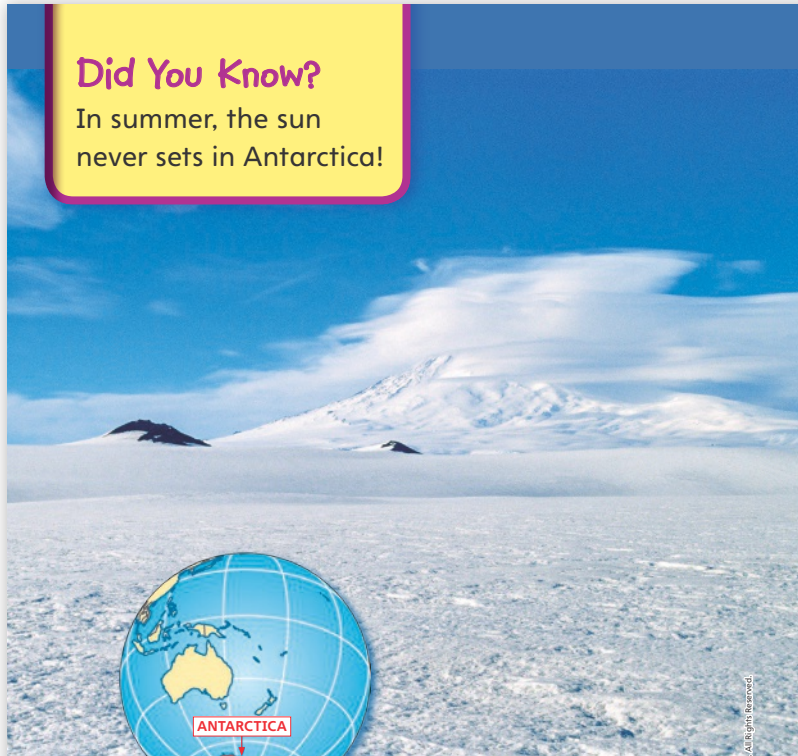


STUDENT INTERACTIVE, pp. 78–79



**Did You Know?**

In summer, the sun never sets in Antarctica!



This is the coldest place on Earth. Even in summer, it never gets warm here.

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 **FALL**


During fall, the days start to get shorter again. The leaves on some trees change colors and drop to the ground. Animals start getting ready for winter too. They eat a lot. Some animals store food.



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**First Read**

**Talk**

 **THINK ALOUD** I will turn to a partner and talk about the parts of the text we thought were most interesting. I think the fact that some places in the world have only two seasons was the most interesting to me. I thought that there were four seasons everywhere in the world. I learned something new.

**Possible Teaching Point**



**Language & Conventions | Conjunctions**

Use the lesson on p. T351 in the Reading-Writing Workshop Bridge to teach students about conjunctions. Ask them to circle the conjunction *and* on p. 79 in the *Student Interactive*.



STUDENT INTERACTIVE, pp. 80–81

**Did You Know?**

Some butterflies travel all the way from the United States to Mexico in the fall so they can stay warm in winter!



In fall, many birds and animals move to warmer places where they can find food.

80

**Index**

animals 73, 75, 79, 80

equator 76

fall 79, 80

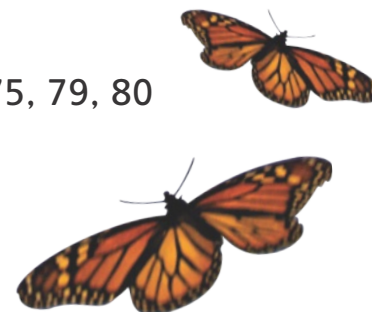
rain 75

spring 75, 76

summer 74, 77, 78

trees 73, 75, 79

winter 73, 74, 75, 79, 80



CLOSE READ



Underline the information that the picture and graphic on page 80 help you understand.

81

**Possible Teaching Point****Read Like a Writer | Text Features**

Tell students that another text feature of informational text is an Index. The author places it at the end of the book. It shows the important words that are in the text and the page numbers where those words appear. The words in the Index are always in alphabetical order. Say: **You can use the Index to quickly find the pages where the topic you are interested in reading about is located.** Model how to find information about summer. Point out that information about summer appears in other places than just under the heading *Summer* (see p. 74 in the *Student Interactive*).

**Close Read****Use Graphics**

Have students look at the text on p. 80 again. Ask: **What does the globe illustration help you understand?** (It shows where to find Mexico.) Then have students read the Close Read note on page 81 and answer the question. Ask: **Why do animals and birds travel in the fall?** (to move to warmer places; to find food)

DOK 2

**OBJECTIVE**

Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.





# Respond and Analyze



Seasons Around the World

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to reading *Seasons Around the World*.

- **Reflect** Tell a partner about the part of the text that reminded you of something you experienced. What did it make you think of in your own life?
- **Use Labels** Have students draw and label a picture showing their favorite season.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Remind students that they learned some new words as they read *Seasons Around the World*: *dry*, *rain*, *snow*, and *sunlight*. These words tell about the seasons.

- Remind yourself of the meaning of each word.
- Look for photographs and illustrations that help you picture and understand the words.
- Think about why the author chose these words. What information is the author giving the reader?

**MODEL AND PRACTICE** Have students turn to p. 82 in the *Student Interactive*. Model how to complete the activity with the word *rain*. Read the directions aloud and ask students to look at the pictures. **Which picture shows rain?**

**ELL Targeted Support Vocabulary** Demonstrate how students can use context to help them understand what words mean.

Choose pictures from a book or magazine that illustrate the words *dry*, *rain*, *snow*, and *sunlight*. Ask students leading questions about each picture.

#### EMERGING/DEVELOPING

Ask students to draw a picture that shows the meaning of the words *dry*, *rain*, *snow*, or *sunlight*. Have them label the picture. Ask students to share their pictures and labels with the class. **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. 82 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find and list words from their independent reading that tell about the seasons.

### 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. T104–T105.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T104–T105.

**Check for Understanding MyTURN** Have students complete p. 83 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 82–83

**VOCABULARY**

**Read Together**

### Develop Vocabulary

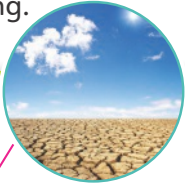



**MYTURN** Draw a line from each word to the picture that shows the meaning.

rain

sunlight

dry

snow

**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 makes this an informational text?  
Possible response:  
**The text tells about real things.**

**DOK 3** 2. Why does the author use Did You Know? boxes?  
Possible response:  
**to tell readers interesting information**

**DOK 1** 3. What is the weather like near the equator? Use text evidence.  
Possible response:  
**It is usually the same throughout the year.**

82

83

Use the  **QUICK CHECK** on p. T93 to determine small group instruction.

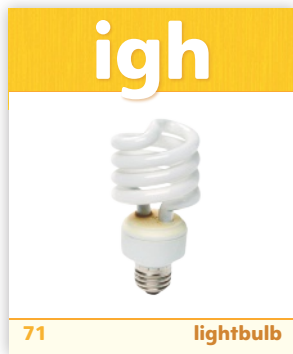
# Teacher-Led Options

## Word Work Strategy Group

### /i/ SPELLED *igh*

#### Sound-Spelling Cards

Display Sound-Spelling Card 71. Point to the picture of the *lightbulb*. Say: The letters *igh* make the sound /i/ in *light*. Display or write the words *high*, *bright*, and *sigh*. Have students read the words. Ask them to tell how the vowel sound /i/ is spelled in each word.



### ELL Targeted Support

Have students illustrate words with the sound /i/ spelled *igh*.

Have students identify words with the sound /i/ spelled *igh*. Have them choose one word to illustrate. Have them label their drawings and read the word for the group.

### EMERGING/DEVELOPING

Ask students to list words they know with the sound /i/ spelled *igh*. Have them illustrate two words and exchange drawings with a partner. Ask them to label their partner's drawings and write a sentence about each one.

### 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 and vowel patterns.

LEVEL B • PRACTICE AND ASSESS

**Lesson 26** Diphthongs and Vowel Patterns

**REMINDE STUDENTS THAT...**

- they can identify words they hear that have the vowel sounds /oi/ and /ow/.
- they can read and spell words with different letter combinations for /oi/ and /ow/.

**PRACTICE 1: Letter Combinations for Diphthongs (/oi/ and /ow/)**  
Listen to these words. Then say them with me: *toy, join*. Do *toy* and *join* have the same vowel sound? (yes) What is the vowel sound in *toy* and *join*? (/oi/) Yes! Both words have the vowel sound /oi/. But the words use different letter combinations for this sound.

Display Student Page S152 and have students read the words *toy* and *join* as you run your hand under each word. How is /oi/ spelled in *toy*? (oy) How is /oi/ spelled in *join*? (oi) Now let's look at other words with these letter combinations for /oi/. As you run your hand under the next row of words, have students read the words with you. Repeat for the next row of words. Then read aloud the passage beside the word lists. Have students raise their hands when they hear an /oi/ word. Ask them to identify the letter combination used in each word for the /oi/ sound. (Roy, oy, coiled, oi)

toy	join	Roy saw a snake. The
boy	coin	snake was coiled up. Roy
joy	soil	got away fast!

Repeat this procedure for the /ow/ vowel sound and the two spellings for it (ou, ow). Start with the familiar words *now* and *out*. Then use the word lists and passage on the bottom of Student Page S152 in the same way suggested above.

now	out	I do not like it when you
how	loud	put. Your mouth turns
town	couch	down in a frown. It is sad!

**MONITOR PROGRESS** Write these words: *coy, cow, cloud, coin*. Have students read the words. Ask them to point to two words with the same vowel sound. (*coy* and *coin* or *cow* and *cloud*) Have them underline the letter combinations that make the vowel sound in each word.

**IF...** students cannot read the words, identify the words with the same vowel sounds, or identify the letter combinations for the sounds. **THEN...** read the words aloud, having students repeat them after you. Then say the pairs of words that share the same vowel sound, running your hand under each word as you say it. Guide students to locate and underline the letter pairs in each word that make its vowel sound.

T • 152 Phonics, Morphology, and Spelling

## Intervention Activity

### PHONOLOGICAL AWARENESS

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

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Students can use Letter Tiles to form these words with the sound /i/ spelled *igh*: *light, sight, night, high, sigh, right, bright*.



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 the vowel sound /i/ spelled *igh* by reading and listening to the Decodable Reader *Out of Sight*.

After students finish reading *Out of Sight*, ask them to look through the story to find a word in the story with the vowel sound /i/ spelled *igh* or a high-frequency word. Have students write a sentence about their chosen word.

### High-Frequency Words

Have students make word cards to practice reading this week's high-frequency words: *done, once, upon, wash, water*.

### Centers



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

## Decodable Reader

**Out of Sight**  
Written by Natasha Berlinger

Decodable Reader  
51

**Long I igh**  
bright sight night  
high might sighed

**High-Frequency Words**  
done put wash  
once upon water

17

Once upon a time, a man planted a seed.  
He went to wash his hands.  
He hoped the seed might grow.

18

He put water on the soil each night.

19

The seed did grow.  
The plant was as high as the man!

20

The man put tall sticks in the soil.  
The plant could lean on the sticks.

21

Soon the plant was up as high as the sky.  
The birds cawed with fright!

22

The plant hid the bright sun.  
"It is done growing, but there is no light," sighed the man.

23

The man felt a small ball hit his head.  
Peas fell from high in the sky!  
He would give peas to all!

24

Use the  **QUICK CHECK** on p. T103 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Sometimes you might not understand a word used in the text that you are reading. Today we will practice a way to figure out the meaning of an unfamiliar word. You can sometimes use the photographs in the text to help you. Look back at p. 73 in the *Student Interactive* to demonstrate with the word *snow*.

### ELL Targeted Support

Help students develop the meanings of basic vocabulary used in classroom materials.

Choose photographs from a classroom magazine or book that show the meanings of the basic vocabulary words *dry*, *rain*, *snow*, and *sunlight*. Ask students questions about each picture. Then have students read the words aloud. **EMERGING**

Assign student pairs one of these basic vocabulary words: *dry*, *rain*, *snow*, or *sunlight*. Ask each pair to find a photograph in a magazine that matches their word. Have students share their findings with the class. **DEVELOPING**

Ask students to find photos of the basic vocabulary words in magazines. Have them paste the photos in a notebook and label each one to make a picture dictionary. **EXPANDING**

Have students work in pairs to make a picture dictionary of basic vocabulary words that tell about the seasons. **BRIDGING**



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

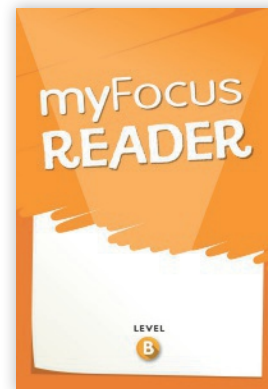
## Intervention Activity



### myFOCUS READER

Read pp. 56–57 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional information on seasons around the world.

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. Model reading with proper intonation and inflection. Ask pairs to take turns practicing reading their passage. Provide encouragement and feedback.

### ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students/3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share their lists of words that tell about the seasons. Have students share the strategies they used to determine word meanings.

### Possible Conference Prompts

- What words did the author use to tell about the seasons?
- What helped you understand that word?

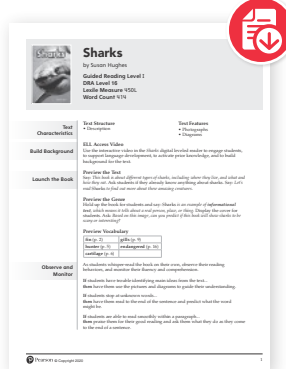
**Possible Teaching Point** Readers can use graphics and labels around an unfamiliar word to figure out the word's meaning and to clarify information.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on using graphic elements to help determine the meaning of unfamiliar words, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite students to share a few season-related words they found in their readings. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- read or reread the text on pp. 56–57 in the *myFocus Reader*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, pausing to ask questions about the book.

### Centers



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

### Literacy Activities



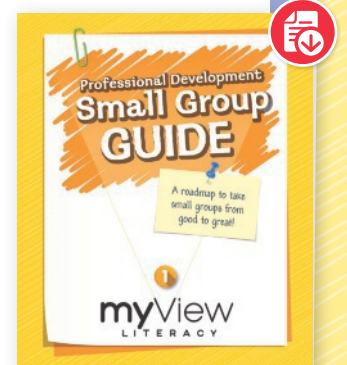
Students can

- work with a partner to discuss and answer the questions on p. 83 in the *Student Interactive*.
- play the myView games.
- complete an activity from the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

Setting a purpose or goal for reading can motivate students and help them get more out of the text. Guide students to set goals for their reading and track their progress.

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



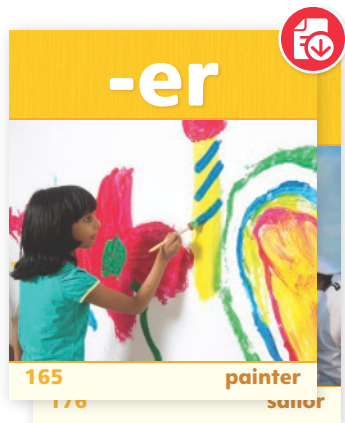
# Word Work

## OBJECTIVES

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

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

Identify and read common high-frequency words.



Sound-Spelling Cards 165, 176

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the teacher on p. 61 in the *Student Interactive*. Say: *This is a picture of a teacher. Listen to the sounds in teacher: /t/ (pause) /ē/ (pause) /ch/ (pause) /ər/. Say the word with me. Listen carefully to the ending sound in the word. Ask: What sound do you hear at the end of teacher? (/ər/)* Continue with the picture of the sailor and the word *sailor*.

**PRACTICE** Tell students to listen to the ending sounds in the words you say. If they hear the sound /ər/, they should hop. If they do not hear /ər/, they should stay still. Say these words one at a time: *dreamer, act, trainer, actor, sailor, paint, sail, painter*.

## Phonics: Decode Words with Suffixes -er, -or

### Minilesson

**FOCUS** Use Sound-Spelling Cards 165 (*painter*) and 176 (*sailor*) to introduce the suffixes -er and -or. Explain to students that a suffix is a word part added to the end of a word to make a new word. Write the words *paint* and *painter* on the board. Read the words and have students repeat them with you. Say: *I paint my house. I am a painter*. Repeat the sentence, emphasizing the words *paint* and *painter*. Say: *A person who paints is a painter. The suffix -er means “someone who,” so someone who paints is a painter. I added the suffix -er to say I am someone who paints.* Repeat using Sound-Spelling Card 176 to introduce the suffix -or.

**MODEL AND PRACTICE** Write and read the word *reader*. Say: *Raise your hand if you are a reader. Yes, you are all people who read, so you are all readers.* Underline the suffix -er. Say: *We add the suffix -er to the word read to mean “someone who reads.”* Repeat with the word *inventor* and the suffix -or.

**APPLY My TURN** Have students read the word on the bottom of p. 61 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Write or display the high-frequency words: *done, once, upon, wash, water.*

**MODEL AND PRACTICE** Write *done* on the board. Say: *This is the word done.* It has four letters: *d, o, n, e.* Have students say and spell the word and then use it in a sentence. Repeat with the remaining high-frequency words.

**APPLY MyTURN** Have students identify, read, and write the high-frequency words on p. 62 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 61

**Read Together** FOUNDATIONAL SKILLS

### Segment and Blend Sounds

**SEE and SAY** What is each person's job? Say each sound as you name each picture. Then say the picture names again.

**Students should say teacher, sailor.**

### Suffixes -er, -or

A suffix is a word part added to the end of a word to make a new word. The suffixes **-er** and **-or** mean "one who \_\_\_\_." **Reader** means "one who reads." **Sailor** means "one who sails."

**MYTURN** Read the word.

**a c t o r**

→ → → → →

61

STUDENT INTERACTIVE, p. 62

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

### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

done	once	upon	wash	water
------	------	------	------	-------

**MYTURN** Use these words to complete the sentences. Read the sentences.

- Tell me about a place you went once.
- Did you wash the dishes in the water?
- I am done with the dishes.
- Then sit upon the couch. I will tell you.

62



# Use Text Features



*Seasons Around the World*

## OBJECTIVES

Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.

Discuss with adult assistance the author's use of print and graphic features to achieve a specific purpose.

## ACADEMIC VOCABULARY

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

- This text gives a lot of information about the seasons in different places.
- The author uses photographs so we can sense what the seasons are like in different countries.

## Minilesson

**FOCUS ON STRATEGIES** Readers recognize the characteristics and structures of informational text, including features and simple graphics to locate or gain information.

- Look through the text. What types of features and graphics does it have?
- Note the types of text features and graphics. Does the text include photographs and maps?
- Examine the text features and graphics. Do they help you find or learn more information?

**MODEL AND PRACTICE** Use *Every Season* from the *Student Interactive* on pp. 27–43. In an informational text, I can use text features and graphics to help me understand the topic. I can look for photographs that show more information. Read aloud pp. 30–31 to the students. Ask: How do the photographs help you understand the text? Guide students to identify the photographs of the crocuses and the lamb. Then have them go back to the Close Read note on p. 75 and underline the information that the picture and graphic on p. 74 help them understand about *Seasons Around the World*.

**ELL Targeted Support Use Text Features and Graphics** Have students look at what they underlined during the Close Read on p. 74 in the *Student Interactive*. Circle the word *Norway* on the globe.

Read the underlined sentences aloud. Ask leading questions about the information in the photograph and globe to connect to students' own experiences of winter and snow: Did the author use the word Norway in the text? (no) Did the author want to tell me more information? (yes) Do you think this is a picture of Norway in the winter? (yes) Explain that authors may provide information in a photo or map that is not in the text.

### EMERGING/DEVELOPING

Have students work in small groups and ask one student to read the underlined sentences aloud. Ask students to discuss what they see in the photo and globe. Then have them take turns asking and answering yes/no questions. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for using text features to increase understanding of a topic.

**OPTION 1 MyTURN** Have students complete p. 84 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark text features in informational texts they are reading.


### QUICK CHECK

**Notice and Assess** Can students use text features in informational text to understand the topic?

#### Decide


- **If students struggle**, revisit instruction about using text features in Small Group on pp. T114–T115.
- **If students show understanding**, extend instruction about using text features in Small Group on pp. T114–T115.

STUDENT INTERACTIVE, p. 84

CLOSE READ 

### Use Text Features


Text features and graphics, such as photographs, help readers find and learn information. Photographs show more information about a topic.

 **MYTURN** What information do you learn from the graphics? Go back to what you underlined in the text to help you answer.

**Possible response:**

**I learned what the North Pole is like.**

**I learned where Mexico is on a map.**

 **TURN and TALK** Talk about why the author uses graphics in this text.

84

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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

**Illustrations** Tell students that an author can use illustrations to give more information. After reading aloud p. 76 in the *Student Interactive*, have students look at the photograph and globe. Ask: *What country does the globe show?* (Uganda) *What is it near?* (the equator) Guide students in a discussion of how the globe illustration provides more information and helps the text become clearer to the reader.

## Graphic Features

### Minilesson

**FOCUS ON STRATEGIES** Authors use pictures and illustrations in texts to help readers learn more information. These images are called graphic features. One type of image is a globe illustration, or a map of the world.

- Use a globe illustration to find a place in the world or how far one place is from another.
- Look for new information that is not written in the text.

**MODEL AND PRACTICE** Model using the example on p. 88 in the *Student Interactive* to show how authors use globe illustrations. Say: *The author wrote this sentence: "This is the coldest place on Earth." The author used the globe illustration to show that Antarctica is the coldest place on Earth. It shows where Antarctica is located and how big it is. This information is not in the sentence.* Provide assistance as you discuss with students an author's use of graphic features to achieve specific purposes.

# Handwriting

## OBJECTIVE

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

## Numerals 7 and 8

**FOCUS** Display the handwritten numerals 7 and 8. Reinforce the importance of writing legibly.

**MODEL** Model writing the numerals 7 and 8. Have students practice writing the numerals in the air with their fingers. Then write 7, 8, 17, 18, 78, and 87, showing proper formation and correct numeral size and spacing. Have student volunteers circle the numeral 7 and underline the numeral 8 in each number.



## ASSESS UNDERSTANDING

## Apply


**TURN, TALK, AND SHARE** **MyTURN** Have students complete the activities on p. 88 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 88

**AUTHOR'S CRAFT** **Read Together**

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

Authors use graphic features, such as pictures and illustrations, to help readers learn more information.



The author uses the globe and label to show readers where the coldest place on Earth is.

This is the coldest place on Earth.

**TURN and TALK** Find another graphic feature in the text and talk about why the author uses it.

**MYTURN** Draw a graphic, or picture, to help readers learn more about summer.

**Possible response: Drawing could show people swimming on a sunny day.**

88

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## Writing Workshop

Have students use simple graphics to help readers understand their Writing Workshop texts. Assist students in finding or creating graphics, such as a map, to enhance their writing. During conferences, support students' writing by helping them find opportunities to meaningfully include graphics in their writing.

**PRACTICE** Have students use *Handwriting* p. 294 in the *Resource Download Center* to practice writing the numerals 7 and 8.

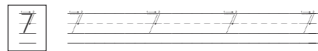
Name \_\_\_\_\_ **Read Together**

**Handwriting**

**Numbers 7, 8**

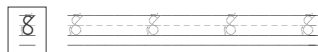
Where do you start the number 7? What do you do next? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 7.



Where do you start the number 8? What do you do next? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 8.



Grade 1 • Unit 5 • Week 2  
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*Handwriting*, p. 294

Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### USE TEXT FEATURES

**Teaching Point** Say: Pictures, photos, maps, and globes are called text features. Text features can help you understand the text and learn new information about the topic. Photographs can show you more details or help you understand the words the author uses. Guide students to discuss how text features on p. 74 in the *Student Interactive* clarify the text and provide more information.

### ELL Targeted Support

Tell students that text features can provide information and understanding.

Read aloud p. 76 in the *Student Interactive*. Point to the globe and read the labels. Ask students questions: *Is Uganda near the equator?* (yes) *Does Uganda have four seasons?* (no) *Where are the children in the photo?* (Uganda) *What season do you think it is?* (dry) **EMERGING**

Have students read p. 76 and look at the text features. Then have them work in small groups to answer the yes/no questions above. **DEVELOPING**

Have students read p. 76 and look at the text features. Have students share what new information they got from the photograph and globe. Ask how those features helped them understand the text. **EXPANDING/BRIDGING**



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

## Intervention Activity

### UNDERSTAND ILLUSTRATIONS IN A TEXT

Use Lesson 52 in the *myFocus Intervention Teacher's Guide* for instruction on understanding illustrations in a text.

LEVEL B • READ

**Lesson 52** Understand Illustrations in a Text

**DIRECTIONS** Look at the passage and study the illustrations. Follow along as your teacher reads aloud "Change of Season."



**Change of Season**

There are four seasons. They are spring, summer, fall, and winter. What happens in each season? The magic of nature happens. Each season is special.

In spring, the air gets warmer. It rains. The rain feeds the plants. Everything turns green. People plant seeds in their gardens. Seeds sprout and plants start to grow. Flowers bloom. Grass covers your yard. Trees get their leaves. Birds lay and hatch their eggs. Animal babies are born. Days get longer.

Next comes summer. The sun shines bright and warms the air. Oceans and lakes warm up as the sun hits the water. Flowers keep blooming. Vegetables grow and soon they are ready to eat.

Trees give shade from the hot sun. Sometimes it thunders and rains hard. Lightning strikes. Weather can be hot and sunny. It can be rainy and wild, too.

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## Fluency

Assess 2–4 students



### PROSODY

Have students practice reading declarative, exclamatory, and interrogative sentences with appropriate expression.

### ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students/3–4 minutes  
per conference

### USE TEXT FEATURES

**Talk About Independent Reading** Ask students to share how text features helped them understand the text.

### Possible Conference Prompts

- How did the picture of \_\_\_\_\_ help you?
- What else did you learn from the picture/map/globe?

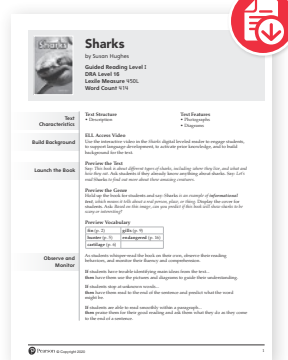
**Possible Teaching Point** Connecting information from a text with the text features that support it helps expand and deepen readers' understanding of important ideas.

## Leveled Readers



### USE TEXT FEATURES

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on using text features, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Invite students to display a text feature that helped them understand a text they are reading independently.

## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to *Seasons Around the World* or another text they previously read.
- read a self-selected trade book or their Book Club text.
- discuss with a partner different text features in their independent reading books.

## Centers



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

## Literacy Activities



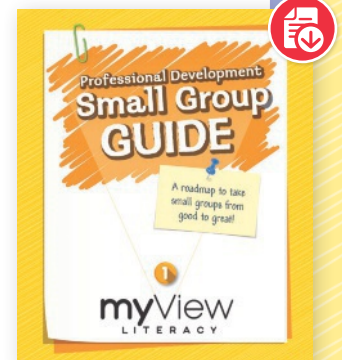
Students can

- practice this week’s word study focus by creating a chart of *igh* words.
- play the myView games.
- complete an activity from the *Resource Download Center*.

## SUPPORT PARTNER READING

Students can explore text features during partner reading. Partners can discuss how the features in the book they are reading helped them understand the text.

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



# Word Work

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with suffixes *-er* and *-or*, use *Phonics* p. 276 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

**Phonics**  
Suffixes *-er, -or*

**MY TURN** Circle the correct spelling.

1. actor                      2. teachor  
   acter                      teacher

3. paintor                    4. sailer  
   painter                    sailer

**MY TURN** Use the words you circled to answer the questions.

5. Who works in a school? teacher

6. Who acts in a play? actor

7. Who makes works of art? painter

8. Whose job is on a ship? sailor

Grade 1, Unit 5, Week 2  
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*Phonics*, p. 276

## Phonics: Decode and Write Words with Suffixes *-er, -or*

### Minilesson

**FOCUS** Tell students that suffixes are added to words to make new words. The suffixes *-er* and *-or* are added to words to make words that mean “someone who does” the action of the base, or root, word.

**MODEL AND PRACTICE** Write the following words on the board: *play*, *player*. Say: *I play baseball. I am a player.* Have students repeat the sentences with you as you underline the suffix *-er*. Ask: *What is the base word in the word **player**? Yes, the base word is **play**. What did I add to the base word **play**? Yes, I added the suffix **-er**. What does the word **player** mean?* (someone who plays) Repeat for the words *sail* and *sailor*. Then write the word *farm* on the board and read it aloud. Have students repeat the word with you. Add the suffix *-er*. Have students read the new word and tell what it means. Repeat with the words *lead*, *sing*, *act*, and *invent*.

**TURN, TALK, AND SHARE** Direct students’ attention to the words with suffixes at the top of p. 63 in the *Student Interactive*. Have them read each word, and then identify its base, or root, word.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 63 and p. 64 in the *Student Interactive*.

**OPTION 2 Independent Activity** Give each student two word cards. On the front of each card, write *-er* or *-or*. Then give students cards with the words *play*, *sail*, *teach*, *lead*, *act*, and *paint*. Have partners take turns reading the word on a card and adding the appropriate suffix to indicate “someone who.” Tell one partner to show a word. The other partner should say the word and tell what the word with the ending would be.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the suffixes *-er* and *-or*?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T122–T123.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T122–T123.

STUDENT INTERACTIVE, p. 63

**Read Together** FOUNDATIONAL SKILLS

### Suffixes -er, -or

**TURN and TALK** Read these words.

	player	sailor	trainer
	actor	leader	painter

**MYTURN** Say each picture name. Draw a line to match the picture with the word that names the picture.

	teacher
	farmer
	sailor

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STUDENT INTERACTIVE, p. 64

**Read Together** PHONICS

### Suffixes -er, -or

**MYTURN** Complete the sentences by adding the correct words from the box.

actor	player	painter	teacher
-------	--------	---------	---------

Joe wishes to be a baseball player.

He will be an actor in a play too.

Then he will make art as a painter.

**MYTURN** Write a sentence with the word from the box that you did not use.

**Possible response:**

Joe can be a teacher

too.

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# Decodable Story

## OBJECTIVES

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

Identify and read common high-frequency words.

## ELL Access

Students may need more practice understanding how suffixes change words and their meanings. Begin by writing the word *sailor*. Erase the suffix *-or*. Segment and blend the sounds in *sail*. Ask yes/no questions to help students determine what *sail* means. Add the suffix *-or* and tell students its meaning. Lead students to understand what *sailor* means.

## Read *The Sailor*

**FOCUS** Have students turn to p. 65 in the *Student Interactive*. Say: *We are going to read a story today about a girl named Jen and her friend. Point to the title of the story. The title of the story is *The Sailor*. I see the suffix *-or* in the word *sailor*. What is a sailor? Yes, a sailor is someone who sails. In this story, we will read words with long *i* spelled *igh* and other words with the suffix *-or* or *-er*.*

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *done, once, upon, wash, water*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *The Sailor*.

STUDENT INTERACTIVE, p. 65



DECODABLE STORY
FOUNDATIONAL SKILLS

## The Sailor

Jen got up at the **sight**  
of **sunlight**.

She met the sailor at the dock.  
He sat upon his boat.  
It is on the water.

AUDIO  
Audio with  
Highlighting

ANNOTATE

Read the story. **Highlight** the two words with the long *i* sound.

65



**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. 65 in the *Student Interactive*. Ask: **Which words have the long *i* sound spelled *igh*?** Students should supply the words *sight* and *sunlight*. Have students highlight the words.

Have students turn to pp. 66–67. Ask: **Which words have the suffix *-or* on page 66?** Students should supply the words *sailor*, *actor*, and *sailor*. Have them highlight the words. Ask: **Which words on page 67 have the suffix *-er*?** Students should supply the words *painter* and *teacher*. Have students underline the words.

STUDENT INTERACTIVE, pp. 66–67



DECODABLE STORY

FOUNDATIONAL SKILLS

Jen helped the **sailor** wash his boat.

“I went far away as an **actor**,” the **sailor** said.



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**Highlight** the three words with the suffix **-or**.

66

He was a painter once.  
He was a teacher helping kids.  
Jen leaves the dock when the day is done.



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**Underline** the two words with the suffix **-er**.

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# Correct and Confirm Predictions



*Seasons Around the World*

## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- What new **information** did you learn as you read *Seasons Around the World*?
- What **process** can you use to correct or confirm a prediction?

## Minilesson

**FOCUS ON STRATEGIES** Readers can use text features to help them correct and confirm predictions as they read.

- Look at headings, labels, and other text features.
- Confirm your prediction if it matches the text features.
- Correct, or change, your prediction if it does not match the text features.

**MODEL AND PRACTICE** Say: *I used the title *Seasons Around the World* to predict that this text will be about what seasons are like in different places. The globe feature on page 74 helps me confirm my prediction about different places around the world.* Have students go back to the Close Read notes on pp. 73 and 77 in the *Student Interactive* to review what they highlighted. Discuss how the text features helped them.

**ELL Targeted Support Correct and Confirm Predictions** Guide students to use support from peers and teachers to correct or confirm predictions.

Ask students leading questions to help them make a prediction about the text. Then direct students' attention to the text features. Model how to confirm or correct the prediction using the text features. **EMERGING**

Read the text with students. Then ask them to work with a partner to make a prediction about the text. Guide them to confirm or correct the prediction using the text features. **DEVELOPING**

Have students take turns reading the text with a partner. Then ask pairs to make a prediction about the text. Prompt students to share with the class how the text features helped them either confirm or correct their predictions. **EXPANDING**

Ask partners to find a text feature in the text and make a prediction about the text using only that feature. Have them explain to their peers how they can correct or confirm the prediction. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for correcting and confirming predictions.

**OPTION 1 MyTURN** Have students complete p. 85 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students read informational text during independent reading. Ask them to complete a four-column graphic organizer for one of their books. Use these headings: *Prediction/Evidence/Corrected/Confirmed*. Have them write their prediction in the first column and tell about the text features that helped them correct or confirm their prediction in the second column. Then they can place a check mark in either the third or fourth column to show whether they corrected or confirmed the prediction.

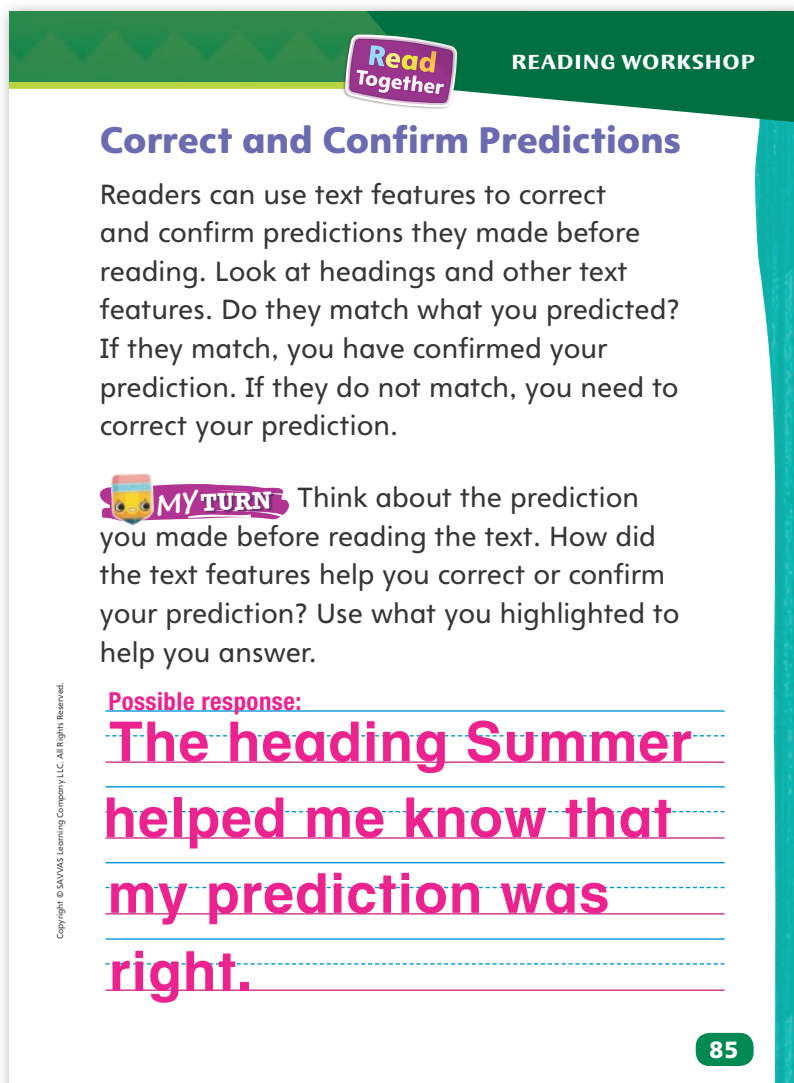
### QUICK CHECK

**Notice and Assess** Can students use text features to correct and confirm predictions?

#### Decide

- **If students struggle**, revisit instruction for correcting and confirming predictions in Small Group on pp. T122–T123.
- **If students show understanding**, extend instruction for correcting and confirming predictions in Small Group on pp. T122–T123.

STUDENT INTERACTIVE, p. 85



The screenshot shows a page from a student interactive. At the top, there is a green header with the text 'Read Together' in a purple box and 'READING WORKSHOP' in white. The main title is 'Correct and Confirm Predictions'. Below the title, there is a paragraph explaining that readers can use text features to correct and confirm predictions. A 'MYTURN' section with a cartoon character icon asks students to think about their prediction and how text features helped them. Below this, there is a 'Possible response:' followed by a sample answer written in pink on lined paper: 'The heading Summer helped me know that my prediction was right.' The page number '85' is in a green circle at the bottom right. A vertical teal bar is on the right side of the page.

**Correct and Confirm Predictions**

Readers can use text features to correct and confirm predictions they made before reading. Look at headings and other text features. Do they match what you predicted? If they match, you have confirmed your prediction. If they do not match, you need to correct your prediction.

**MYTURN** Think about the prediction you made before reading the text. How did the text features help you correct or confirm your prediction? Use what you highlighted to help you answer.

**Possible response:**  
The heading Summer helped me know that my prediction was right.

85

Use the  **QUICK CHECK** on p. T117 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SUFFIXES *-er, -or*

#### Sound-Spelling Cards

Display Sound-Spelling Card 165. Have students determine the word depicted in the image on the card (*painter*). Say: **The word *painter* has the suffix *-er*.**

Repeat with Sound-Spelling Card 176 (*sailor*) for the suffix *-or*. Have student

pairs make a picture book featuring images or drawings of words with the suffixes *-er* and *-or* (e.g., *sailor, teacher, actor, painter*). Make sure students label their pictures. Ask pairs to share their picture books with the group.



### ELL Targeted Support

Help students practice reading and writing words with the suffixes *-er* and *-or*.

Prompt student pairs to take turns sounding out the words from their picture books. Then ask them to identify the suffixes.

### EMERGING/DEVELOPING

Have students write a list of words with the suffixes *-er* and *-or* to add to their picture books. Ask them to share their lists with the group.

### EXPANDING/BRIDGING



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

## Intervention Activity

### PREFIXES AND SUFFIXES

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* for instruction on words with prefixes and suffixes.

LEVEL 8 • PRACTICE AND ASSESS

**Lesson 29** Prefixes and Suffixes

**PRACTICE 2: Suffixes -er and -or** Explain that a suffix is a word part found at the end of a word. Say: *Since suffixes have their own meanings, they change a base word's meaning. For example, the suffixes -er and -or both mean "one who," so it turns an action word into a word that names a person. For example, the action word lead becomes leader when the suffix -er is added. Leader means "one who leads." The suffix -or works the same way. You just have to remember whether to use -er or -or.*

REMINDE STUDENTS THAT...

- they know words can be made of different parts.
- they have learned one type of word part is called a suffix, which comes at the end of a word.
- they know the suffixes -er and -or both mean "one who."

Distribute Student Page S165. Read aloud the words on the word cards. Have students repeat each word after you and say its meaning.

actor	farmer	governor	player
rancher	speaker	teacher	visitor

Have students work in pairs to cut apart the word cards and sort them into two categories: suffix -er and suffix -or. Then have them shuffle the cards and turn them face down. One partner draws a card and says the word, and the other identifies which suffix the word uses.

**MONITOR PROGRESS** Have students look at the following short passages from Student Page S165. Read each passage aloud as students follow along. Ask them to identify the word that has a suffix and to say what the word means.

All TV shows and movies have a director. This is the person who makes sure everything is done right. (*one who directs*)

Dad says I am a good thinker. He feels proud when I do the right thing. It makes me happy. (*one who thinks*)

**IF...** students cannot identify a word with a suffix, **THEN...** focus on the word, running your hand under it as you say the word slowly in two parts. Then guide students to underline the suffix, recall its meaning, and finally define the word.

Phonics, Morphology, and Spelling T • 165

## Intervention Activity

### PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 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: *player, leader, actor,* and *sailor*. Then students can read each of the words to a partner and tell the suffix 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 *Dreams*, they can practice reading words with the suffixes *-er* and *-or* and high-frequency words.

### High-Frequency Words



Have students place a sticky note near high-frequency words and words with a target suffix found in *Dreams*. Then have students write the words in their notebooks.

### Centers



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

## Decodable Reader

**Dreams**  
Written by Victor Rodriguez

Decodable Reader  
52

Long <i>i_igh</i>	Suffix <i>-or</i>
high night sight	actor editor valor
Suffix <i>-er</i>	
dancer trainer singer teacher	
High-Frequency Words	
done once upon	wash your water what

25

Dancer  
Inventor  
Actor

What is your dream job?

26

I dream of being a writer or editor. My pages will start, "Once upon a time."

27

I dream of being a sailor on a boat in the water.

28

Once I saw sailors on a ship sail out of sight.

29

I might be a singer. I'll sing high notes each night. When I'm done, the crowd will cheer.

30

I might be a dog trainer. I'll wash the dogs. I'll teach them tricks.

31

I might be a teacher. I'll help kids dream big dreams.

32

Use the  **QUICK CHECK** on p. T121 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### CORRECT AND CONFIRM PREDICTIONS

**Teaching Point** We can use text features to correct or confirm our predictions. Let's review some predictions we made while reading *Seasons Around the World* to see how we can correct or confirm our predictions. Review pp. 73 and 77 in the *Student Interactive* and guide students through the process of changing or confirming their predictions.

### ELL Targeted Support

Model how to confirm or correct a prediction using a short text that students have not read. Be sure to choose a text that has text features. Then display these headings: *My Prediction* and *Why I Think This*.

Read aloud the beginning of the text. Ask students leading questions to develop a prediction based on the text features they have seen so far. Write it in the first column. Continue with questions about text evidence for the prediction. Write it in the second column. Then read the rest of the text. Model how to confirm the prediction. **EMERGING/DEVELOPING**

Have a student read aloud the beginning of the text. Ask a volunteer for a prediction and have the student write it on the board. Then have new volunteers read aloud the rest of the text. Ask students to confirm or correct the predictions based on text evidence.

### EXPANDING/BRIDGING



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

## Intervention Activity



### MAKE, CORRECT, OR CONFIRM PREDICTIONS

Use Lesson 43 in the *myFocus Intervention Teacher's Guide* for instruction on making, correcting, and confirming predictions.

LEVEL 8 • READ

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

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

**Ready to March**

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

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


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

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

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

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

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



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Reading Literature T • 243

## Fluency

Assess 2–4 students



### PROSODY

Have student pairs take turns reading a short passage smoothly.

### ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 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

### CORRECT AND CONFIRM PREDICTIONS

**Talk About Independent Reading** Ask students to share their graphic organizers for correcting and confirming predictions about their reading.

#### Possible Conference Prompts

- What prediction did you make?
- What helped you make that prediction?
- Could you confirm your prediction? What helped you confirm it?
- Did you have to correct your prediction?

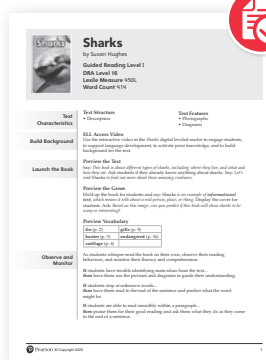
**Possible Teaching Point** Tell students that it is okay to adjust a prediction. Active readers change what they think as they read, based on text evidence.

## Leveled Readers



### CORRECT AND CONFIRM PREDICTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on correcting and confirming predictions, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together. Have one student share a prediction he or she confirmed or corrected during independent reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Seasons Around the World* or another text they previously read.
- read a trade book or their Book Club text.
- practice with a partner to confirm or correct predictions about their independent reading books.

### Centers



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

### Literacy Activities



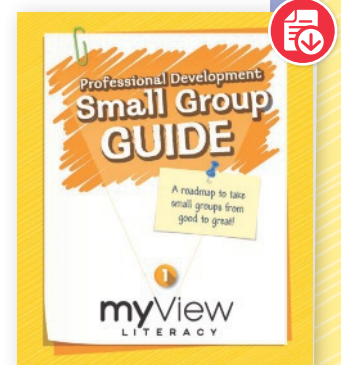
Students can

- write about their books in their notebooks.
- play the myView games.
- with a partner, take turns reading a passage at an appropriate rate.

### SUPPORT INDEPENDENT READING

It is important to reinforce students’ progress as readers. Encourage them to show how they’ve grown as readers by recommending that they try more challenging books.

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





# Word Work

## OBJECTIVES

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

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

Decode words with 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.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 286 from the *Resource Download Center*.

Grade 1, Unit 5, Week 2  
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*My Words to Know*, p. 286

## Phonological Awareness: Segment and Blend Phonemes

**MODEL** Explain that segmenting sounds means saying each sound in a word. Blending sounds means combining the sounds to say the word.

Listen as I say the sounds in the word *row*: /r/ /ō/. Say the sounds in the word *row* with me. Then blend the sounds to say the word. Have students blend the sounds with you. Continue with the word *flight*.

**PRACTICE** Have students listen to each of the following words, segment the sounds in each word, and then blend the sounds to say the word: *string*, *goat*, *spring*, *stow*, *street*, *flow*, *grow*, *splash*.

## Phonics: Spiral Review Long o Spelled oa, ow, oe; Three-Letter Consonant Blends

### Minilesson

**FOCUS** Write the words *coat*, *row*, and *toe* on the board. Point to and read aloud the word *coat*. Ask: *What vowel sound do you hear in the word coat?* Yes, long o. How is the long o sound spelled in the word *coat*? Yes, long o is spelled *oa*. Underline the letters *oa*. Continue with the words *row* and *toe*.

Write the words *splint*, *street*, and *spring*. Explain to students that consonant blends can have three letters. Ask: *What three letters make up the consonant blend in the word splint?* Underline the letters *spl*. Repeat with the words *street* and *spring*.

**MODEL AND PRACTICE** Write these words and have students decode them: *slow*, *boat*, *splash*, *street*, *doe*, *toad*, *sprint*, *snow*.

**ELL Targeted Support Letter-Sound Relationships**

Provide practice for students to listen to individual sounds and represent them phonetically in writing.

Say the following sentence: *I am a teacher*. Point out that the first three words in the sentence are high-frequency words. Then say the word *teacher* again. Ask yes/no questions about the sounds in the word. For example, ask: **Does the word *teacher* begin with the sound /t/ or /d/? What letter spells the sound /t/?** For the long e sound spelled *ea*, provide spelling options for students to choose from. For example, write *ea* and *ai*. Guide students to know that *ea* can spell the long e sound, not *ai*. Continue with other simple sentences with target sounds for the week. **EMERGING/DEVELOPING**

Say simple, decodable sentences for students to write in a notebook. Ask them to say each sound they hear in a word and write the letter or letters that spell the sound. After students have written the sentence, review what they wrote with them. Identify letter-sounds they did correctly, and provide feedback and corrective actions for letter-sounds that need to be fixed. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Write this week's high-frequency words on the board: *once, done, upon, wash, water*. Ask students to copy each word on a note card. Then have partners take turns displaying a word card for the other partner to read and use in a sentence. Ask partners to switch roles. For practice with spelling the high-frequency words, ask the first partner to read one word aloud for his or her partner to spell. The first partner can check the spelling using the card.

# Reflect and Share



Seasons Around the World

## OBJECTIVES

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

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

Write brief comments on literary or informational texts.

## ACADEMIC VOCABULARY

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

- What process do butterflies undertake in the fall?
- What new information did you learn about seasons around the world?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Students have read texts about the seasons. Students can compare the texts they have read by writing their opinions. Students should

- think about what they liked or disliked in what they read, and why.
- look for details and information in the texts that support their opinion.
- write their opinion and how it is supported by text evidence.
- provide closure by restating their opinion.

**MODEL AND PRACTICE** Model forming an opinion while comparing texts. Have students look at the Reflect and Share prompt on p. 86 in the *Student Interactive*. Say: *I would like to live near the equator because the weather is never too cold or too hot. In Seasons Around the World, I read that the seasons don't change much by the equator. In the infographic "Seasons Here and There," I saw that it gets cold in Chicago and hot in Sydney. Those places are far from the equator. I would like to live near the equator where the temperature stays nearly the same all year.* As students form an opinion about where they would like to live, remind them to compare texts and use text details. Have them repeat their opinion at the end of their writing to give readers a sense of closure.

**ELL Targeted Support Text Evidence** Model sharing an opinion using supporting text evidence.

As students listen to you read p. 77 in the *Student Interactive*, ask questions about summer days and how the text supports your opinion. Write this sentence on the board: "People like to spend time in the sun too." Say: *This shows support for my opinion that summer is the best season because you can have fun in the sun.* Then, have students complete these sentence starters: *The text says, "People like to \_\_\_\_\_." (spend time in the sun too) This supports my opinion that summer is the best season because \_\_\_\_\_.* (you can have fun in the sun) **DEVELOPING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for sharing an opinion and supporting it using text evidence.

**OPTION 1 Use the Shared Read** Have students form opinions by comparing texts, and then have them write their opinions.

**OPTION 2 Use Independent Text** Ask students to write their opinions about seasons around the world using text evidence from their self-selected independent reading informational book.

### QUICK CHECK

**Notice and Assess** Can students write using text evidence to share an opinion?

#### Decide

- **If students struggle,** revisit instruction for writing to sources in Small Group on pp. T130–T131.
- **If students show understanding,** extend instruction for writing to sources in Small Group on pp. T130–T131.

**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.

STUDENT INTERACTIVE, p. 86


RESPOND TO TEXT

Read Together

### Reflect and Share

**Write to Sources**

You read about the seasons in different parts of the world. On a separate sheet of paper, write about in which part of the world you would like to live and why.



**State an Opinion**

When stating your opinion, you should:

- Share what you think or believe.
- Use text evidence to support your opinion.

Use the word **because** to show your reasons that support your opinion.

**Weekly Question**

What are seasons like around the world?

86

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Use the  **QUICK CHECK** on p. T129 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to remind you how you can support your opinion about what you have read in informational texts. One thing you can do is compare information from different texts to find text evidence that supports what you think. Look back at *Seasons Around the World* and *Every Season*. Help students compare information about the seasons in both texts to determine which season they like best.

### ELL Targeted Support

Scaffold the Reflect and Share activity for English learners. Help them compare the seasons and develop an opinion.

Review *Seasons Around the World*. Ask leading questions about the features of each season. Have students respond orally.

### EMERGING

Have students work in small groups to review *Seasons Around the World*. Ask each group to vote on their favorite season. Have volunteers present their groups' opinions to the class. **DEVELOPING**

Ask students to review *Seasons Around the World*. Have them complete this sentence frame:

I like the \_\_\_\_\_ season best because \_\_\_\_\_.

Then have small groups share their opinions on the best season.

### EXPANDING/BRIDGING



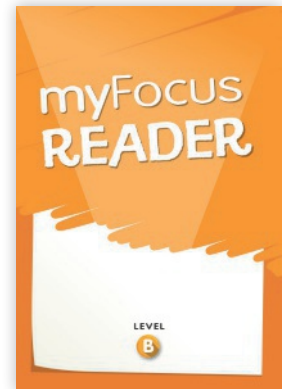
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 56–57 with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in writing about how the texts they read this week support their understanding of what the seasons are like around the word. Encourage students to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize the information they collected on a season into a format they can share with others.

**Critical Thinking** Talk with students about what they learned about supporting opinions and ask them to explain the process they used.

See *Extension Activities* pp. 334–338 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share their opinions about seasons around the world and explain how they formed those opinions, based on their independent reading.

### Possible Conference Prompts

- What seasons did you read about?
- Which season is your favorite? Why?
- What information from the text helped you decide on your favorite season?

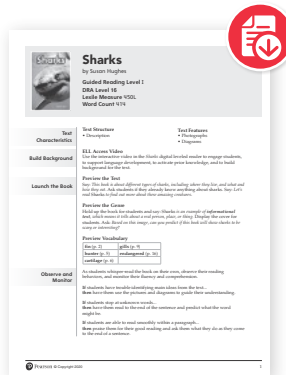
**Possible Teaching Point** Remind students that they need to support their opinions with text evidence. When they write their opinions, they can use the word *because* to show the reasons that support their opinions.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on comparing texts and developing opinions, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share their opinions about a favorite season. Congratulate them on sharing ideas.

## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to *Seasons Around the World* with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

## Centers



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

## Literacy Activities



Students can

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

## BOOK CLUB



See Book Club pp. T478–T481 for

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

# UNIT 5 WEEK 3

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

- I can read about the seasons.
- I can make and use words to connect reading and writing.
- I can write a how-to book.

#### 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

RI.1.8, RF.1.4.c, W.1.2, SL.1.2, L.1.1.g

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T136–T137
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Vowel Teams *ue, ew, ui*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T138–T139
- Listening Comprehension: Read Aloud: “Fall Is the Best Season” T140–T141
- Persuasive Text T142–T143
  - ☑ Quick Check T143

#### READING BRIDGE

- Academic Vocabulary: Context Clues T144–T145
- Handwriting: Numerals 9 and 0 T144–T145

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T149
- Strategy, Intervention, and On-Level/Advanced Activities T148
- ELL Targeted Support T148
- Conferencing T149

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T149
- Literacy Activities T149

**BOOK CLUB** T149 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T364–T365
  - » Organize with Structure
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T365
- Conferences T362

#### WRITING BRIDGE

- Spelling: Spell Words with Vowel Teams *ue, ew, ui* T366
  - ☑ Assess Prior Knowledge T366
- Language & Conventions: Spiral Review: Transitions and Conjunctions T367

#### LESSON 2

RI.1.4, RF.1.3.c, W.1.2, SL.1.1, L.1.1.i

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T150–T151
  - » Phonics: Decode and Write Words with Vowel Teams *ue, ew, ui*
  - ☑ Quick Check T151
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T152–T157
  - » Preview Vocabulary
  - » Read: *In Spring*
- Respond and Analyze T158–T159
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T159
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T163
- Strategy and Intervention Activities T160, T162
- Fluency T162 • Conferencing T163
- ELL Targeted Support T160, T162

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T161
- Independent Reading T163
- Literacy Activities T163

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T368–T369
  - » Explore Steps in a Process
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T369
- Conferences T362

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Vowel Teams *ue, ew, ui* T370
- Language & Conventions: Oral Language: Prepositions T371

## LESSON 3

RI.1.8, RF.1.2.b, W.1.2,  
SL.1.1, L.1.1.i

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T164–T165
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Prefixes *re-*, *un-*
  - » High-Frequency Words

#### CLOSE READ

- Identify Persuasive Text T166–T167
- Close Read: *In Spring*
  - ✔ **Quick Check** T167

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T168–T169
- Handwriting: Write Sentences T168–T169

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T171
- Strategy and Intervention Activities T170
- Fluency T170 • Conferring T171
- ELL Targeted Support T170

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T171
- Literacy Activities T171

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T372–T373
  - » Apply Steps in a Process
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T373
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Vowel Teams *ue*, *ew*, *ui* T374
- Language & Conventions: Teach Prepositions T375

## LESSON 4

RI.1.2, RF.1.3.e, W.1.2,  
SL.1.1, L.1.1.i

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T172–T173
  - » Phonics: Decode and Write Words with Prefixes *re-*, *un-*
  - ✔ **Quick Check** T173
  - » Decodable Story: *Read Best Time of the Year* T174–T175

#### CLOSE READ

- Correct and Confirm Predictions T176–T177
- Close Read: *In Spring*
  - ✔ **Quick Check** T177

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T181
- Strategy and Intervention Activities T178, T180
- Fluency T180 • Conferring T181
- ELL Targeted Support T178, T180

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T179
- Independent Reading T181
- Literacy Activities T181

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T376–T377
  - » Explore Features and Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T377
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Long *i* Spelled *igh* T378
- Language & Conventions: Practice Prepositions T379

## LESSON 5

RI.1.1, RF.1.2, W.1.2,  
SL.1.1, L.1.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T182–T183
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Long *i* Spelled *igh*; Suffixes *-er*, *-or*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T184–T185
  - » Write to Sources
  - ✔ **Quick Check** T185
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T187
- Strategy, Intervention, and On-Level/Advanced Activities T186
- ELL Targeted Support T186
- Conferring T187

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T187
- Literacy Activities T187

**BOOK CLUB** T187 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T380
  - » Apply Features and Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T381 **SEL**
- Conferences T362

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spell Words with Vowel Teams *ue*, *ew*, *ui* T382
  - ✔ **Assess Understanding** T382
- Language & Conventions: Standards Practice T383



# Materials

**Seasonal Activities**  
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 circling the name of a season.

**Spring**  
People can plant flowers and watch them bloom.

**Summer**  
People can cool off in the hot summer by swimming in a pool, lake, or ocean.

**Autumn**  
Some people jump in the colorful leaves that fall off the trees.

**Winter**  
Many people go sledding, skiing, and snowboarding.

INFOGRAPHIC  
“Seasonal Activities”

**Persuasive Text Anchor Chart**

Opinion

Reason Reason Reason

What the Reader Should Think or Do

READING ANCHOR CHART  
Persuasive Text

**Persuasive Text Anchor Chart**

Opinion

Reason Reason Reason

What the Reader Should Think or Do

EDITABLE ANCHOR CHART  
Persuasive Text

**Decodable READER**

UNIT 5

DECODABLE READER

DECODABLE READER

**Resource Download Center**

Additional Practice

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  
Lexile Measure 1050  
Word Count 176

Test Structure  
• Comprehension  
• Fluency  
• Vocabulary

Build Background  
ELL Access Video  
Use the interactive video in the digital reader to engage students, to support language development, to add on prior knowledge, and to build background for the text.

Preview the Text  
Use the text to preview the text in the digital reader to engage students, to support language development, to add on prior knowledge, and to build background for the text.

Preview the Content  
Read up the text to students and say 'Sharks' is an example of informational text. Ask students to identify and name parts of the text. Single the text and students. Ask: Based on the image, can you predict what kind of shark this is? (great white shark)

Preview Vocabulary  
Use the text to preview the text in the digital reader to engage students, to support language development, to add on prior knowledge, and to build background for the text.

Observe and Monitor  
As students begin to read the text, observe their reading behaviors and discuss their thinking and comprehension.  
If students have trouble identifying main ideas from the text, have them use the process and diagrams to guide their understanding.  
If students stop at unknown words, have them use the end of the sentence and predict what the word might be.  
If students are able to read fluently within a paragraph, have them use their good reading skills and think about how they do so at the end of a sentence.

LEVELED READER  
TEACHER'S GUIDE

## Words of the Week

### High-Frequency Words

because  
laugh  
off  
open  
sentence

### Develop Vocabulary

fawns  
squirrels  
worms

### Spelling Words

because  
blue  
clue  
crew  
fruit  
glue  
juice  
laugh  
new  
threw

### Unit Academic Vocabulary

expect  
information  
process  
sense

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively. Use relevant strategies to clarify information, and answer questions with a clear word response.  
Use appropriate body cues, such as eye contact, facial expressions, and posture, to show you are listening.

**Read Aloud**  
Tell students you are going to read aloud a persuasive text. Explain that authors of persuasive texts write to persuade, or convince, the reader to do something or think in a certain way. Have students listen as you read aloud "Fall Is the Best Season." Tell 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 persuasive text.  
**READ** the text aloud, pausing to model Think Aloud strategies related to the genre.

**FLUENCY**  
After comparing the Read Aloud Routine Strategy with the Read Aloud Routine Strategy, have students read aloud the text "Fall Is the Best Season" in small groups. Encourage students to use the strategies they learned from the Read Aloud Routine Strategy to make their reading more effective. Encourage students to use the strategies they learned from the Read Aloud Routine Strategy to make their reading more effective. Encourage students to use the strategies they learned from the Read Aloud Routine Strategy to make their reading more effective.

**Interactive Read Aloud**  
Purpose: The interactive read aloud strategy is a strategy that allows students to hear a text read aloud while they follow along with the text. This strategy is used to help students develop their reading fluency and comprehension. It is a strategy that allows students to hear a text read aloud while they follow along with the text. This strategy is used to help students develop their reading fluency and comprehension.

**Fall Is the Best Season**  
I love all the seasons, but fall is definitely the best one in my town! There are many fun things to do, inside and out.  
The weather gets cool and crisp in the fall. The leaves change color and fall to the ground. I love the reds, yellows, and oranges.  
My family bundles up in jackets and jeans, and we gather leaves outside. My brother and I rake the leaves into a big pile and jump into it. Then we roast marshmallows together.  
School starts in the fall too. Meeting my new teacher is fun, and I always make new friends.

**READ ALOUD**  
"Fall Is the Best Season"



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• allows students to hear about their independent reading level.  
• allows students to hear about their independent reading level.  
• allows students to hear about their independent reading level.  
• allows students to hear about their independent reading level.

**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Read the text aloud to the students.  
• Determine the teaching point.  
• Write your own questions and model Think Aloud as you read, and pause to the book at the points where you plan to stop to think with students.

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

**DURING READING**  
• You can choose to do a full reading or modeling part of the read and apply Think Aloud and open-ended questioning for a longer time into the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Aloud to model strategies and make use of student comprehension and connect reading to real life.  
• Help students make connections to their own experiences. Ask them how they would respond to the text, or the world.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Engage in a discussion by modeling the teacher's big idea of the story.  
• Choose and assign a Student Response Form available on ReadAloud.com

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*In Spring*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T482-T485

**Mentor STACK**

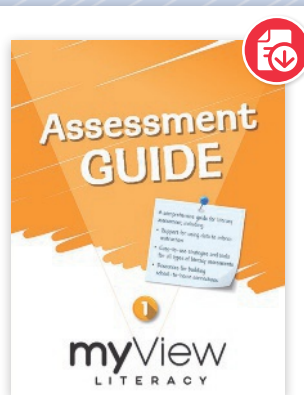
Writing Workshop T361

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

# 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 68, 102, 103

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the suit on p. 96 in the *Student Interactive*. Say: **This is a picture of a suit.** Listen carefully to each sound in the word *suit*: /s/ (pause) /ü/ (pause) /t/. Repeat the sounds in *suit* with students. Then repeat the activity with the pictures for *screw* and *blue*.

**PRACTICE** Say the following words and have students segment and blend the phonemes: *dew*, *clue*, *fruit*, *true*, *juice*, *knew*, *bruise*, *flew*, *glue*.

## Phonics: Decode Words with Vowel Teams *ue*, *ew*, *ui*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 68 (*newt*), 102 (*glue*), and 103 (*fruit*) to introduce the sound /ü/ spelled by the vowel teams *ew*, *ue*, and *ui*. Explain to students that a vowel team is two or more letters that work together to spell a vowel sound. Display Sound-Spelling Card 68. Tell students that the vowel sound they hear in the word *newt*, /ü/, is spelled *ew*. Write the word *newt* on the board. Say the word again as you underline *ew*. Repeat using Sound-Spelling Cards 102 (*glue*) and 103 (*fruit*) to introduce /ü/ spelled *ue* and *ui*.

**MODEL AND PRACTICE** Write and read the word *blue*, emphasizing the vowel sound. Say: **The word *blue* has the vowel sound /ü/.** Point to the letters *ue*. Say: **In the word *blue*, the sound /ü/ is spelled *ue*.** Have students repeat the word and the spelling. Repeat with the words *suit* and *knew*.

**APPLY MyTURN** Direct students to decode the words on the bottom of p. 96 in the *Student Interactive*.



**ELL Targeted Support Vowel Spellings** Have students build words with vowel teams *ue*, *ew*, and *ui* using Letter Tiles. Give each student two *u*'s, two *e*'s, one *i*, and one *w*.

Build these words with Letter Tiles: *suit*, *few*, *blue*. Guide students to match the Letter Tiles for the vowel team in each word by placing their Letter Tiles on top of your tiles. Then read the words with students. Ask them to point to the letters that spell the vowel sound /ü/. **EMERGING/DEVELOPING**

Build these words with Letter Tiles, leaving space for the vowel team *ue*, *ew*, or *ui*: *suit*, *few*, *blue*. Guide students to add the correct Letter Tiles to complete the words. Then read the words with students.

**EXPANDING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *off*, *open*, *laugh*, *because*, *sentence*. Tell students that they need 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.
- Tell students to write the words in a notebook.

off

because

open

sentence

laugh

STUDENT INTERACTIVE, p. 96

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Segment and Blend Sounds

**SEE and SAY** Say each picture name. Then segment the words by saying each sound. Blend the sounds together as you say the picture names again.



Students should say *suit*, *screw*, *blue*.

## Vowel Teams *ue*, *ew*, *ui*

The letters *ue*, *ew*, and *ui* make the vowel sound in *blue*, *screw*, and *suit*.

**MY TURN** Read these words.

t r u e



d r e w



# Interact with Sources

## OBJECTIVES

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

Identify characteristics of the seasons of the year and day and night.

## ACADEMIC VOCABULARY

**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: *What kind of information does each picture give about a season? What do you expect will happen after you plant a seed during the spring?*

- information
- expect
- sense
- process

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



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 5: *How do the seasons affect us?* Point out the Weekly Question: *What do people like about the seasons?*

Direct students' attention to the infographic on pp. 94–95 in the *Student Interactive*. Have them follow along as you read it aloud. Then place students in groups and ask them to discuss some of the reasons people like each season.

Display the following questions as ideas that groups might discuss:

- Which season do you like the best? Why?
- Why don't people go sledding in the summer?
- What is the weather like during the spring?

**My TURN** Have students interact with the infographic source. Explain that interacting with a text in a meaningful way means reading and then responding to what you read. Writing and drawing are two ways to interact with a text. Say: *Now that we have read the text, let's respond to it by writing and drawing. Circle your favorite season. Then draw a picture to show an activity you like to do during that season. Be sure it's an activity you can do during the weather of the season.*

**WEEKLY QUESTION** Remind students of the Weekly Question: *What do people like about the seasons?* Explain that all the pictures show activities people enjoy during each season. Explain that students will learn more about the seasons this week.



### EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“The results of standardized tests may be misleading for evaluating English language learners' progress. Because it typically takes at least four to five years for ELLs to get on grade level academically, it may appear that students are not making adequate progress. Keep in mind that native speakers of English are increasing their literacy skills every year and so ELLs have to 'run faster' to catch up.”

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

**ELL Targeted Support Visual Support** Have students look closely at the visuals in the infographic for support.

Have students discuss what is happening in the visuals and name the season in which each activity occurs. Then choral read each section of text. **EMERGING**

State the name of each season and assist students to read the corresponding text in the infographic. Provide additional visuals to show activities that are typical of each season. Have students draw a picture to show something people do in the spring. Repeat for each season. **DEVELOPING**

Have small groups read the infographic together. Then have groups divide a sheet of paper into four squares of equal size. Tell students to label each section with the name of one of the seasons, showing the seasons in order. Have students draw visuals in each section to show typical activities during the season. Then have students work together to write a sentence to describe each activity. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 94-95

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

## Seasonal Activities

**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 circling the name of a season.

### Spring

People can plant flowers and watch them bloom.



### Summer

People can cool off in the hot summer by swimming in a pool, lake, or ocean.



### Autumn

Some people jump in the colorful leaves that fall off the trees.



### Weekly Question

What do people like about the seasons?

**MY TURN** Draw a picture of an activity you might do in the season you circled.

**Possible response: drawings will show an activity connected to the season that is circled.**

### Winter

Many people go sledding, skiing, and snowboarding.

# Listening Comprehension

## OBJECTIVES


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

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

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## FLUENCY

After completing the Read-Aloud Routine, display “Fall Is the Best Season.” Model reading aloud the first two paragraphs of the text, asking students to pay attention to the way you read. Explain that fluency in reading a persuasive text is about reading aloud with phrasing and intonation to get readers to agree with the author. Tell students that they will read persuasive texts this week. Point out that, when it is time to read the texts, students should practice reading with appropriate phrasing and intonation.

 **THINK ALOUD** Analyze **Persuasive Text** After you reread the first paragraph, say: *In this paragraph, I read the words *love* and *best*. These are persuasive words. Authors use words like these to tell how they feel and to get you to think the same way. Finding persuasive words helps me identify this text as persuasive.*

## Read Aloud

Tell students you are going to read aloud a persuasive text. Explain that authors of persuasive texts want to persuade, or convince, the reader to do something or think in a certain way. Have students listen as you read aloud “Fall Is the Best Season.” Tell 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 persuasive text.

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

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

## Fall Is the Best Season

I love all the seasons, but fall is definitely the best one in my town! There are many fun things to do, inside and out.

The weather gets cool and crisp in the fall. The leaves change color and fall to the ground. I love the reds, yellows, and oranges.

My family bundles up in jackets and jeans, and we gather leaves outside. My brother and I rake the leaves into a big pile and jump into it. Then we roast marshmallows together.

School starts in the fall too. Meeting my new teacher is fun, and I always make new friends.



“Fall Is the Best Season,” continued

The squirrels and other animals in my neighborhood get ready for the cold weather. I love to watch them scurry around, gather food, and prepare for winter.

But my favorite thing about fall is snuggling up with my family after dinner each night. We get out blankets to keep us warm as we sit on the sofa, and my grandpa tells us stories about growing up. It makes me grateful for what we have and for the time we can spend together. Now you must agree that no other season is quite like fall!



**THINK ALOUD** Analyze **Persuasive Text** After you reread the paragraphs on this page, say: *In this text, the author tells his or her thoughts and feelings about why fall is the best season. The author wants me to agree. That makes this a persuasive text.*

**ELL Targeted Support Use Support** Prepare students for the oral reading of “Fall Is the Best Season.”

Read aloud this short explanation: *Weather is not the same in seasons in all places. Fall is a cooler season in some places. It is a time when leaves fall from the trees and people begin to wear warmer clothes.* Then ask students to add information they know about fall. **EMERGING/DEVELOPING**

Have partners discuss what they already know about fall. Then have them write about what they discussed. Provide sentence starters as needed, such as: *I know that fall has . . .* **EXPANDING**

**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**

**Fall Is the Best Season**

Author's  
Opinion

Why Author  
Feels This Way

Ask students: *What is the opinion of the author? Why does the author feel this way?* Record student responses in a chart.



# Persuasive Text

## LEARNING GOAL

I can read about the seasons.

## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## LANGUAGE OF THE GENRE

As you review the anchor chart, check to make certain students understand the words that help them talk about persuasive texts.

- persuade
- opinion
- reasons

## FLEXIBLE OPTION ANCHOR CHARTS

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

- Have students discuss the ways they can tell a text is persuasive text.
- Ask students to look for an opinion.
- Tell students to look for reasons for the opinion.
- Add to the anchor chart as students learn about the genre.

## ELL Language Transfer

**Cognates** Point out Spanish cognates related to persuasive text.

- persuade : *persuadir*
- opinion : *opinión*
- reason : *razón*

## Minilesson

**FOCUS ON STRATEGIES** In a persuasive text, the author writes to persuade, or convince, the reader to think or do something.

- Ask yourself whether the author states an opinion. A persuasive text tells an opinion. This is the way the author thinks or feels.
- Notice whether the author gives reasons for the opinion. A persuasive text tells reasons why the reader should think or feel the same way the author does.
- Remember that the author of a persuasive text wants the reader to think or do something.

**MODEL AND PRACTICE** Model determining whether a text is persuasive. Display “Reading Is Fun!” from p. 106 in the *Student Interactive*, and read the text aloud. *I want to figure out if this text is persuasive text. The first sentence has the word like. I know the word like tells a feeling, so this is the author’s opinion. Next, the author writes: You should like to read too. The author uses the word should to get the reader to like reading. Then the author states reasons that tell why: It is fun. You can learn. You can see pictures you like. At the end, the author states what the reader should do. The reader should like to read. All of this means this text is persuasive.*

Review the anchor chart on p. 107 with students.

**ELL Targeted Support Retell** Reread “Reading Is Fun!” on p. 106 in the *Student Interactive*. Then have students demonstrate listening comprehension by retelling the author’s opinion and reasons.

Ask students leading questions, such as: *What does the author think? Why does he or she feel this way?* Allow students to point to the text to respond. Then guide students to retell the text. **EMERGING/DEVELOPING**

Have students retell the opinion and the reasons in “Reading Is Fun!” to a partner. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify persuasive text.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 106 in the *Student Interactive*. Circulate as students work to determine whether they are able to distinguish between persuasive text and informational text.

**OPTION 2 Use Independent Text** Have students find and list characteristics of persuasive text in their independent reading text.

### ✓ QUICK CHECK

**Notice and Assess** Can students identify the elements of persuasive text?

#### Decide

- **If students struggle**, revisit instruction about persuasive text in Small Group on pp. T148–T149.
- **If students show understanding**, extend instruction about persuasive text in Small Group on pp. T148–T149.

STUDENT INTERACTIVE, pp. 106–107

GENRE: PERSUASIVE TEXT **Read Together**

**My Learning Goal** I can read about the seasons.

### Persuasive Text

A persuasive text gives an opinion and reasons to persuade, or convince, readers to think something or do something.

**Reading Is Fun!**

**Opinion** — I like to read. You should like to read too. It is fun to

**Reasons** — read. You can learn new things. You can see pictures you like. We should all like to read.

**TURN and TALK** How is persuasive text different from informational text?

106

**Read Together** READING WORKSHOP

### Persuasive Text Anchor Chart

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# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

## ELL Access

ELLs may want to ask about each word they do not understand when reading, but remind students that they can get a general sense of a word's meaning by using surrounding words and pictures. After students figure out the word's meaning using context clues, confirm the word's meaning for them.

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Remind students of the Academic Vocabulary for the unit: *information*, *sense*, *expect*, and *process*. Say: **Context clues are words and pictures that can help you understand what a word means.**

- Read the sentence with the unfamiliar word again.
- Look for clues about the word's meaning. Read the nearby words. Examine the pictures, such as the illustrations and photos, and think about what you see.
- When you think you know the meaning, read the sentence again. Does what you think the word means make sense in the sentence?

**MODEL AND PRACTICE** Model using context clues to find a word's meaning. Write the following on the board: *I see a flock of birds.* Also draw birds flying in a V. Then say: **I'm not sure what *flock* means. I'll look for nearby words and pictures that can help me with the meaning. In the illustration, there are many birds, so I think *flock* means "group." I will reread the sentence to see if that meaning makes sense.**

# Handwriting

## OBJECTIVE

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

## Numerals 9 and 0

**FOCUS** Display numerals 9 and 0.

**MODEL** Model how to write the numeral 9 using correct formation. Have students practice writing the letter in the air with their fingers. Then repeat with the numeral 0.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students complete the activity on p. 123 in the *Student Interactive*.

## STUDENT INTERACTIVE, p. 123

VOCABULARY **Read Together** READING-WRITING BRIDGE

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

**My Learning Goal**

### Academic Vocabulary

**Context clues** are words or pictures that can help you understand the meaning of a word.

**MYTURN** Read the sentences. Highlight the context clues that help you understand the meanings of the underlined words.

1. I sensed something. It was the wind that I felt.
2. I expect an early spring because I predict warmer weather is coming.
3. Some informational books can tell you facts about spring.

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



**PRACTICE** Have students use *Handwriting* p. 295 from the *Resource Download Center* to practice printing the numerals 9 and 0.

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

### Handwriting






**Numbers 9, 0**  
Where do you start the number 9? What do you do next? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 9.

Where do you start the number 0? What do you do next? How do you end the number?

**MYTURN** Trace the numbers. Then write the number 0.


    

Grade 1 • Unit 5 • Week 3  
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*Handwriting*, p. 295

# 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 D**

**Genre** Informational Text

**Text Elements**

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

**Text Structure**

- Simple factual



**LEVEL E**


**Genre** Informational Text

**Text Elements**

- Concepts supported by photographs
- Two to four lines of text per page

**Text Structure**

- Simple factual



**LEVEL F**

**Genre** Realistic Fiction

**Text Elements**

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

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

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

### Identify Theme

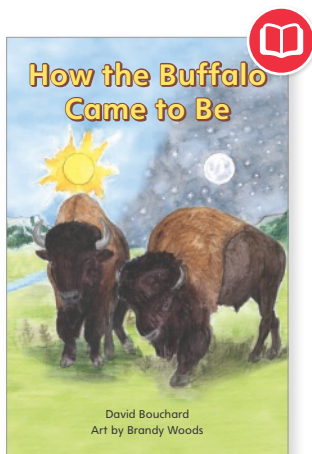
- What do people do in each season?
- How are activities in summer different from activities in winter?
- Why do people like to \_\_\_\_ in the season \_\_\_\_?

### Develop Vocabulary

- Which pictures can help you understand the word's meaning?
- Why does the author use this word?
- What is another way you could find this word's meaning?

### Identify Persuasive Text

- Does the author state an opinion in the text?
- Does the text give reasons for the opinion?
- Does the author try to get readers to think or do something?



LEVEL G

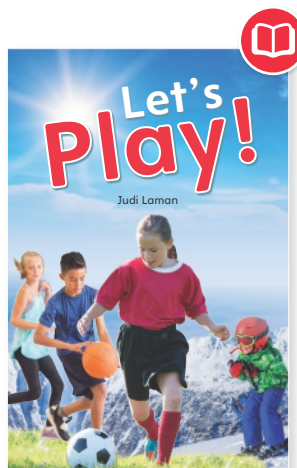
**Genre** Traditional Story

**Text Elements**

- Sentences with clauses
- Simple and split dialogue

**Text Structure**

- Chronological



LEVEL H

**Genre** Narrative Nonfiction

**Text Elements**

- Compound words and prepositional phrases
- Four to six lines of text per page

**Text Structure**

- Description



LEVEL I

**Genre** Realistic Fiction

**Text Elements**

- Text and illustrations
- Simple and split dialogue

**Text Structure**

- Chronological

**Correct and Confirm Predictions**

- What prediction did you make?
- Did you need to correct your prediction? Why?
- How can you confirm your prediction is right?

**Compare Texts**

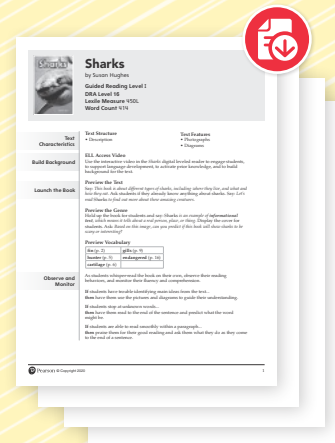
- How are the texts alike and different?
- What text evidence shows how the texts are alike and different?

**Word Work**

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

**Leveled Reader Teacher's Guide**

For full lesson plans for these and other leveled readers, go to [SavvasRealize.com](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T143 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY PERSUASIVE TEXT

**Teaching Point** Persuasive text tells an opinion. An opinion is something someone feels or thinks. The author of persuasive text tells the reader what to do or think. Then the author gives reasons that tell why. Look back at “Fall Is the Best Season,” pp. T140–T141, and discuss the ways students can tell this text is persuasive text.

### ELL Targeted Support

Have students use support from peers and teachers to enhance and confirm their understanding of persuasive text.

Ask the following yes/no questions to help students identify persuasive text: **Does the text tell the way the author thinks or feels?** (yes) **Does the text explain how to do something?** (no) **Does the author give reasons that tell why the reader should think or do something?** (yes) **Is “Fall Is the Best Season” persuasive text?** (yes) **EMERGING**

Have students support each other as they complete the sentence frame: *I can tell “Fall Is the Best Season” is a persuasive text because \_\_\_\_\_ and \_\_\_\_\_.* **DEVELOPING**

Ask student pairs to examine “Fall Is the Best Season.” Then have partners support each other as they share with the class how they know it is persuasive text. **EXPANDING**

Have partners support each other as they discuss how they know “Reading Is Fun!” and “Fall Is the Best Season” are both persuasive texts. **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 recognizing persuasive 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** Have students use “Seasonal Activities” on pp. 94–95 to form a question about what happens during their favorite season, such as weather events or animal behaviors. This week, have them conduct research to answer the question. See *Extension Activities* pp. 334–338 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY PERSUASIVE TEXT

**Talk About Independent Reading** Have students share the list of persuasive elements they found in their texts.

### Possible Conference Prompts

- Does the author state how the reader should think or act? If so, what does he or she want you to think or do?
- Does the author give reasons to get readers to act or think in this way?

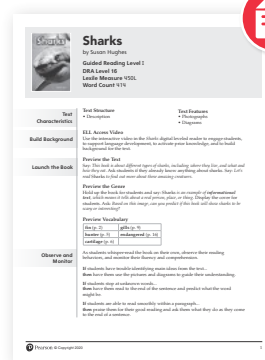
**Possible Teaching Point** Readers need to understand that an opinion is how someone thinks or feels, so it cannot be right or wrong.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T146–T147.
- For instructional support on discussing theme, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Have two volunteers discuss opinions and reasons in persuasive texts they are reading. They can explain whether the authors gave strong reasons for support.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected text.
- reread and listen to a previously read leveled reader.
- read a self-selected persuasive text and create a diagram to show what the author wants the reader to do and the reasons given by the author.

### Centers



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

### Literacy Activities



Students can

- write their opinion about a book they are reading.
- play the myView games.
- have a round-robin discussion about a text they have read, sharing their opinions about the text.

## BOOK CLUB



See Book Club pp. T482–T485 for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Moving with the Seasons*.



# 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 vowel teams *ue*, *ew*, and *ui*, use *Phonics* p. 277 from the *Resource Download Center*.

*Phonics*, p. 277

## Phonics: Decode and Write Words with Vowel Teams *ue*, *ew*, *ui*

### Minilesson

**FOCUS** Explain to students that the sound /ü/ can be spelled *ue*, *ew*, and *ui*. They will need to see the word written to know how the vowel sound is spelled.

**MODEL AND PRACTICE** Write the following words on the board: *true*, *chew*, *cruise*. Say: *The sound /ü/ can be spelled ue as in the word true.* Have students repeat the word with you as you underline the letters *ue*. Then point to the word *chew* and have students decode it. Ask: *What vowel sound do you hear in the word chew? (/ü/)* *How do you spell the sound /ü/ in chew? (ew)* Repeat for the word *cruise*. Then write the words *clue*, *stew*, *bruise*, *juice*, *glue*, *new*, *screw*, *flew*, and have students decode them.

Create a three-column chart with the headings *ue*, *ew*, and *ui*. Ask students to sort the words they decoded according to the spelling of the vowel sound /ü/. Invite volunteers to write the words in the appropriate columns.

**TURN, TALK, AND SHARE** Have partners read the words at the top of p. 97 in the *Student Interactive*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 97 and p. 98 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have partners use Letter Tiles to spell *true*, *chew*, *juice*, *clue*, *screw*, and *suit*, and then sort the words by vowel spellings.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with vowel teams *ue*, *ew*, and *ui*?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T160–T161.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T160–T161.

## HIGH-FREQUENCY WORDS

Write the words *off*, *open*, *laugh*, *because*, *sentence*.

- Say and spell each word and then have students repeat.
- Cover the words. Then say each word and have students spell them on paper.
- Display the words and have students check their spellings.
- Have students correct and practice the words they missed.

STUDENT INTERACTIVE, p. 97




**Read Together** FOUNDATIONAL SKILLS

### Vowel Teams *ue*, *ew*, *ui*

**TURN and TALK** Read these words.

	true	grew	cruise
	due	chew	juice
	clue	flew	fruit

**MY TURN** Say each picture name.  
**Highlight** the words that name the pictures.

suit ring box screw red blue

97

STUDENT INTERACTIVE, p. 98

PHONICS | PHONOLOGICAL AWARENESS **Read Together**

### Vowel Teams *ue*, *ew*, *ui*

**MY TURN** Use a word from the box to finish each sentence.

new	glue	juice
-----	------	-------

- I help things stick together. I am glue.
- I am a sweet drink. I am juice.
- We are not old. We are new.

**MY TURN** Write a new sentence with one of the words you wrote.  
**Possible response:**  
I got a new bike.

98

# Introduce the Text



In Spring

## OBJECTIVE

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

## ELL Access

### Background Knowledge

Students make meaning from the words they learn and their prior knowledge. Have students share their personal experiences or ideas from texts they have read about fawns, squirrels, worms, and springtime.

## Shared Read Plan

**First Read** Read the text. Pause to discuss the First Read notes.

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

## Preview Vocabulary

- Introduce the vocabulary terms *fawns*, *worms*, and *squirrels* from p. 108 in the *Student Interactive*.
- Display images that depict each of the vocabulary words. Have students echo each word as you use it to identify an image.
- Ask: **What is the same about all of these words?** (*They all name animals.*)
- Invite students to share what they already know about the words. You can, for example, ask students to pretend they are fawns, worms, and squirrels and act out how each animal behaves.
- Provide definitions as needed. Definitions appear on the selection pages that follow. Say: **These words will help you understand the persuasive text** *In Spring*.

## Read

Discuss the First Read Strategies with students. Prompt them to read for understanding and enjoyment during the first reading of the text.

### FIRST READ STRATEGIES

**LOOK** Ask students to look through the text. Then have each student make a prediction about the text.

**READ** Have students read the text to learn about spring.

**ASK** Prompt students to ask questions to confirm whether their predictions are correct.

**TALK** Have students identify and discuss the author's opinion about spring.

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



**ELL Targeted Support Use Vocabulary to Express Ideas** Display the vocabulary words *fawns*, *worms*, and *squirrels*.

Read aloud one of the vocabulary words. Have students draw a picture to illustrate the word. Guide students to write the vocabulary word below the picture. Then have students take turns saying a sentence with the word to describe the picture and its connection to spring. Repeat with the remaining vocabulary words.

**EMERGING/DEVELOPING**

Have small groups work together to draw a scene that illustrates all the vocabulary words. Ask students to label the animals in the picture. Then have students discuss how all of the creatures named by a vocabulary word are connected to spring.

**EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 108-109

**Read Together**

## In Spring

### Preview Vocabulary

You will read these words in *In Spring*.

fawns	worms	squirrels
-------	-------	-----------

### Read

**Look** through the text. Make a prediction about the text.

**Read** to learn about spring.

**Ask** questions to check if your prediction is correct.

**Talk** about the author's opinion about spring.

**Meet the Author**

Angela Johnson used to be a gardener. Now she likes to walk through other people's gardens and think about her writing.

108

**Read Together** Genre Persuasive Text

# In Spring

written by Angela Johnson illustrated by Giovana Medeiros

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

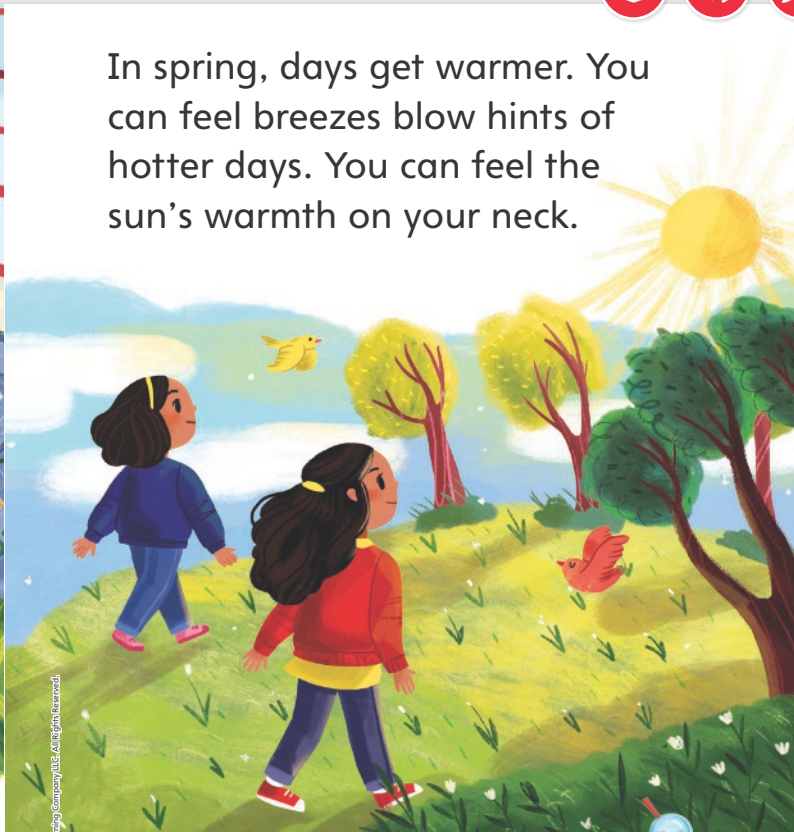
109

STUDENT INTERACTIVE, pp. 110–111



Why is spring the best season?  
There are so many reasons.  
Just ask me!

110



In spring, days get warmer. You  
can feel breezes blow hints of  
hotter days. You can feel the  
sun's warmth on your neck.

CLOSE READ

**Highlight** the words that help you make a prediction about the text.

111

## First Read

### Look

**THINK ALOUD** Before I read, I'm going to look through the text and make a prediction. I know this is a persuasive text, so the author is going to try to convince me to think or do something. When I look at the pictures, I see two girls in nature. I think the author might try to tell me that walking in the woods is the best thing to do in spring.

## CROSS-CURRICULAR PERSPECTIVES

Science

In the United States, spring begins on March 20 or 21 each year. The first day of spring is called the vernal equinox. The vernal equinox happens when day and night are both about the same length—twelve hours.



STUDENT INTERACTIVE, pp. 112–113



In spring, days get longer. You can run outside after dinner without a coat. You can watch squirrels dart around.

112

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**squirrels** small animals with bushy tails that usually live in trees and eat nuts

CLOSE READ

Underline the reasons the author gives to persuade readers that spring is the best season.

113

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### Possible Teaching Point



#### Read Like a Writer | Word Choice

Use the lesson on p. T168 in the Reading-Writing Workshop Bridge to teach students that authors use words to help readers visualize information. Explain that authors choose words that help readers create mental images to deepen their understanding of the text. Ask students to identify words or phrases on pp. 112–113 that help them visualize spring. (*squirrels dart around*; *flowers hiding behind trees*)

## Close Read



### Correct and Confirm Predictions

Have students follow the prompt on p. 111 and make a prediction. Then ask: *Was your prediction correct?* **DOK 2**

### Identify Persuasive Text

Have students follow the prompt on p. 113. Then ask: *What reasons does the author give?* **DOK 3**

#### OBJECTIVES

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

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

STUDENT INTERACTIVE, pp. 114–115



In spring, you can see worms coil up from underneath the wet ground. You can wear boots and splash through puddles.

114

In spring, animals have babies. You can see tadpoles swimming beneath the pond's melting ice. You can see fawns struggling to walk on their young legs.

**worms** small, crawling animals that have soft bodies and no legs  
**fawns** young deer



CLOSE READ

Underline the reasons the author gives to persuade readers that spring is the best season.

115

## First Read

### Ask

**THINK ALOUD** As I read, I can ask questions to help me confirm whether my prediction was correct. I ask myself, *What is the author telling me about spring?* On page 114, the author writes about what people can see and do in spring. On page 117, the author writes that there are many reasons to like spring. I think I need to correct, or adjust, my prediction. This text is about persuading readers that spring is the best season.

## Foundational Skills Extension

### Prefixes *re-*, *un-*

Remind students that prefixes are letters added to the beginning of a word to change the word's meaning. Read aloud the first sentence on p. 114. Display the word *coil*. Then say: *The word coil means "to wind into a spring shape."* Draw a simple sketch of a coiled worm. Then say: *You can add the prefix un- to the word coil.* Below *coil*, write and read aloud *uncoil*. Circle the prefix *un-* and explain: *The prefix un- can mean "not," so what does the word uncoiled mean? ("not coiled")* Draw a simple sketch to show an uncoiled worm.



STUDENT INTERACTIVE, pp. 116–117



Spring is the best season. It links the cold of winter with the heat of summer. It waves good-bye to one season and welcomes another.

116

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There are so many reasons to like spring. Don't you think so too?



CLOSE READ

Underline what the author is trying to persuade readers to think.

117

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### Possible Teaching Point



#### Language & Conventions | Prepositions

Use the lesson on p. T375 in the Reading-Writing Workshop Bridge to teach students about prepositions. Stress that a preposition creates a connection between the preposition—and the words that follow it—to the rest of the sentence. Read aloud this sentence from p. 116: *It waves good-bye to one season and welcomes another.* Guide students to identify the preposition. (*to*)

## Close Read



### Identify Persuasive Text

Ask students to read the Close Read note on p. 115. Have them underline the reasons the author thinks spring is the best season. **DOK 3**

Have students read the Close Read note on p. 117 and underline the author's opinion. (*Spring is the best season.*) Ask students how identifying the opinion helps them know the text is a persuasive text. (A persuasive text states an opinion.) **DOK 2**

#### OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.



# Respond and Analyze



## 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 *In Spring*.

- **Discuss** Have students discuss what the author thinks about spring. Ask students to use persuasive words such as *opinion*, *persuade*, and *reasons*.
- **Illustrate** Have students create an illustration that shows two ways the author tries to persuade the reader.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors use words that help the reader connect to the text. Review the vocabulary words *fawns*, *worms*, and *squirrels*.

- Think about what you already know about the word's meaning.
- Check for pictures that help you understand the word.
- Think about the reasons these words are important in the text.

**MODEL AND PRACTICE** Have students turn to p. 118 in the *Student Interactive*. Read the directions, and model identifying the image of fawns by drawing a line from the word to the image.

**ELL Targeted Support Pronunciation** There are some sounds in English that might not exist in students' native languages.

Model pronouncing *squirrels*. Point out the positions of your mouth and tongue. Ask students to repeat the word. Repeat this process with the remaining vocabulary words. **EMERGING/DEVELOPING**

Tell students to pay attention to the position of your mouth and tongue as you say *squirrels*. Ask students to repeat the word. Then read aloud the sentence with *squirrels* on p. 112 in the *Student Interactive* and have students echo. Repeat this process with the remaining words and sentences. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students practice developing vocabulary by completing the activity on p. 118 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Tell students to find and list unfamiliar words from texts during their independent reading time. Ask them to explain why they think the author chose these 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. T162–T163.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T162–T163.

**Check for Understanding MyTURN** Have students complete p. 119 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 118–119

**VOCABULARY**

**Read Together**




### Develop Vocabulary

**MYTURN** Draw a line from each word to the picture that shows its meaning.

fawns

worms

squirrels

**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. How can you tell this is a persuasive text?  
Possible response:  
The author is trying to get readers to think spring is the best season.

2. Why does the author use words such as **dart** and **melting**? Possible response:  
**DOK 3** These words help readers see what is happening in the text.

3. How are plants and animals similar in spring?  
**DOK 2** Use text evidence. Possible response:  
They grow in spring.

118

119

Use the  **QUICK CHECK** on p. T151 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### VOWEL TEAMS *ue, ew, ui*

#### Sound-Spelling Cards

Display Sound-Spelling Card 68. Say: **The vowel team *ew* spells the sound /ü/ in *newt*.** Continue with Sound-Spelling Cards 102 (*glue*) and 103 (*fruit*).



Display the words *clue*, *new*, and *suit*. Have students read the words.

Then ask them how the vowel sound /ü/ is spelled in each word.

### ELL Targeted Support

Tell students that pictures can help them become more familiar with sound-letter relationships.

Have students tell words they know with the sound /ü/ spelled *ue*, *ui*, or *ew*, such as *glue*, *newt*, and *fruit*. Have them choose one word to illustrate. Then help them label their drawings and read the word for the group. **EMERGING**

Ask students to list words they know with the sound /ü/ spelled *ue*, *ui*, or *ew*. Then have them choose a word to illustrate and label. **DEVELOPING**

Have partners list words they know with the sound /ü/ spelled *ue*, *ui*, or *ew*. Then have each student choose two words with different spelling patterns to illustrate, label, and use in a sentence. Have them share their work with their partners. **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 reading 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—*ie*, *oi*, and *ir*—that are spelled differently.

**MODEL** Display Student Page S127. Read aloud the first two sentences in the passage. Point to the word *She*, read it aloud, and have students repeat after you. Point to the letter *e*. *She* is a word with a long e sound that is spelled differently from the word *Pete*.

**OBJECTIVES:**

- Learn sound-letter correspondences besides the silent e rule for long e (e and y), long i (i, y, and igh), and long o (o).
- Use knowledge of these correspondences to decode long vowel words in isolation and in context.
- Apply knowledge of these correspondences to spell long vowel words properly.

**Hi!**

She is a young girl.  
Pete is a cold boy.  
The young girl says hi to the cold boy.  
The boy is too cold to say hi back!

e	o	i
she	cold	hi

**TEACH** Direct students' attention to the chart and run your finger under relevant letters and words as you read it aloud. Draw out and blend the sounds. Say the long e sound with me: /ē/. Say the word with me: /Shē/. Point to the drawing of snowflakes falling. Is it warm outside? No! It is cold. /ō/. Cold uses a long o sound, but it is spelled differently from bone. Say the long o sound with me: /ō/. Now say the word with me: /kōld/. Point to the word hi in the last column. Hi uses a long i sound, but it is spelled differently from kite. Say the long i sound with me: /ī/. Now say the word with me: /hī/.

Phonics, Morphology, and Spelling T • 127

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



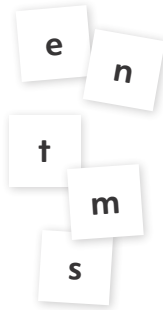
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Form these words with Letter Tiles, leaving out *ue*, *ui*, and *ew*: *glue*, *suit*, *new*, *juice*, *clue*, *newt*. Students can use the Letter Tiles *ue*, *ew*, and *ui* to complete the words. They can then tell a partner how the sound /ü/ is spelled in each word.



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

### Decodable Reader



Have students practice reading high-frequency words and words with vowel teams *ue*, *ew*, and *ui* before reading and listening to the Decodable Reader *The Mix-Up*.

After students finish, have them find a word in the story with the vowel sound /ü/ or a high-frequency word. Have students draw a picture of or write a sentence with their chosen word.

### High-Frequency Words

Have students practice reading this week's high-frequency words: *off*, *open*, *laugh*, *because*, *sentence*.

### Centers



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

## Decodable Reader

**The Mix-Up**  
Written by Noel Vilan

Decodable Reader  
53

**Vowel Team: ue, ew, ui**  
blue Drew Newton  
clue flew suitcase  
cruise new swimsuits

**High-Frequency Words**  
because laugh off put their  
here looks open sentence they

33

Drew and Ben flew here on a new jet. They are going on a cruise.

34

They go to their room and take off their coats. They frown because their suitcases will not open.

35

Why won't the blue suitcases open? They don't have a clue!

36

They will not let the trip end. They need to think of a new plan.

37

Drew looks at the sentence on the tag. It reads, "This bag is for Ben Newton."

38

Ben looks at the sentence on the tag. It reads, "This bag is for Drew Newton."

39

They laugh because it was a snap to fix. They put on swimsuits and go have fun.

40

Use the  **QUICK CHECK** on p. T159 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** When you are reading a persuasive text, and you find a word you do not understand, you can use nearby words and pictures to help you. Direct students' attention to p. 112 of *In Spring*. Have students choral read the last sentence with you. I see the girl pointing to the tree, and I see the squirrels darting around. This picture shows me the meaning of *darting*. Have students use the illustration on p. 114 in the *Student Interactive* to determine the meaning of the word *puddles*.

### ELL Targeted Support

Explain that students might find words they do not understand when they read persuasive text. Point out that using nearby words and pictures can help them figure out word meanings.

Direct students' attention to p. 112 of *In Spring*. Read aloud the page. Ask: *What is the girl pointing at?* (squirrels) *What are the squirrels doing?* (running up the tree) *The text says they are darting. Using the picture, what must darting mean?* (moving quickly). **EMERGING**

Have students work in pairs. One student can point out an unfamiliar word. The other can point to clues that will help the student figure out its meaning. Then have students reverse roles.

### DEVELOPING

Have students orally complete the following sentence frame about a new word they learned in the text: *I know the word \_\_\_\_\_ means \_\_\_\_\_ because \_\_\_\_\_.* **EXPANDING/BRIDGING**



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

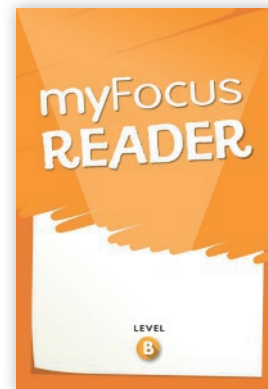
## Intervention Activity



### myFOCUS READER

Read the text on pp. 58–59 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students regarding seasons.

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



## Fluency

Assess 2–4 students



### PROSODY

Guide students to choose a short passage from a persuasive text. Have them take turns reading with appropriate phrasing and intonation to persuade the reader. If necessary, model reading with appropriate phrasing and intonation.

### ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5, *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 and tell what they learned from the words.

### Possible Conference Prompts

- How did you find the words' meanings?
- What do these words tell about the author's opinion?
- Why do you think the author chose these words?

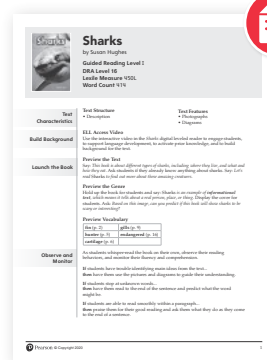
**Possible Teaching Point** Readers remember to look at text features, such as graphics and labels, to find clues about the meanings of unfamiliar words.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T146–T147.
- For instructional support on using pictures and context clues to determine word meanings, see the *Leveled Reader Teacher's Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to *In Spring* and note the persuasive words the author uses.
- read a self-selected persuasive text or the Book Club text.

## Centers



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

## Literacy Activities



Students can

- work with a partner to discuss and complete the activity on p. 119 in the *Student Interactive*.
- play the myView games.
- partner-read sections of a persuasive text with appropriate phrasing and intonation.

## SUPPORT PARTNER READING

Students can often better understand unfamiliar texts through partner reading. This activity allows students to guide each other through difficult passages.

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



## Whole Group

**Share** Bring the class back together as a whole group. Have students share new words they found in persuasive texts. Celebrate the new knowledge and understanding they have acquired.

# 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.

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.



Picture Cards



Sound-Spelling Cards 162, 163

## FOUNDATIONAL SKILLS EXTENSION

See p. T156 for a prefixes *re-* and *un-* extension activity that can be used as the text is read.

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the brick on p. 99 in the *Student Interactive*. Segment the sounds in *brick*: /b/ /r/ /i/ /k/. **When you segment sounds, you separate the word into each of the sounds.** Then say the word *brick*. **When you blend sounds, you combine the sounds to say the word.** Have students segment and blend the picture names *plant* and *snow*.

**PRACTICE** Display the *block* Picture Card. Have students segment the sounds in the picture name, and then blend the sounds to name the picture. Continue with the *boat*, *clock*, *dress*, *green*, and *nest* Picture Cards.

## Phonics: Decode Words with Prefixes *re-*, *un-*

### Minilesson

**FOCUS** Tell students that a prefix is a word part added to the beginning of a word that changes the word's meaning.

**MODEL AND PRACTICE** Use Sound-Spelling Cards 162 (*replant*) and 163 (*unwrap*) to introduce the prefixes *re-* and *un-*. Say: **The prefix *re-* means "again."** The prefix *re-* is added to the word *plant* to make the word *replant*. The word *replant* means "to plant again." Repeat with the word *unwrap* on Card 163. Then write the words *remake* and *unsafe* for students to decode and tell the meanings.

**APPLY My TURN** Have students read the words on the bottom of p. 99 in the *Student Interactive*.

# High-Frequency Words

## Minilesson

**FOCUS** Write or display the high-frequency words: *off, open, laugh, because, sentence.*


**MODEL AND PRACTICE** Write *off* on the board. Say: *This is the word off. It has three letters. The letters in off are o, f, and f.* 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 MyTURN** Have students identify, read, and print the high-frequency words on p. 100 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 99

FOUNDATIONAL SKILLS
Read Together

### Segment and Blend Sounds

 **SEE and SAY** To make words, we segment, or separate, sounds and then blend, or combine, them. Segment the sounds in each picture name. Then blend the sounds to say the picture name again.

**Students should say brick, plant, snow.**

### Prefixes re-, un-

A **prefix** is a word part that is added to the beginning of a word to make a new word.



The prefix **re-** means “again.”



The prefix **un-** means “not” or “the opposite of.”

**MYTURN** Read these words.

u
n
d
o

r
e
d
o

99

STUDENT INTERACTIVE, p. 100


HIGH-FREQUENCY WORDS | PHONICS
Read Together

### My Words to Know

Some words you will see a lot when you read.


**MYTURN** Read these words.

off
open
laugh
because
sentence

 **MYTURN** Finish the sentences.

1. I take a book off the shelf.
2. I open it and read a sentence.

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

 **MYTURN** Print a sentence using a word you did not use. Leave spaces between the words.

**Possible response:**

I laugh when you are  
funny.

100



# Identify Persuasive Text



## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## ACADEMIC VOCABULARY

**Integrate** As you discuss identifying persuasive text, model using the Academic Vocabulary words.

- The author of *In Spring* uses words that relate to the five senses.
- What does the author expect readers to think or do?

## Minilesson

**FOCUS ON STRATEGIES** Authors of persuasive texts state opinions and reasons to try to convince readers to think or do something.

- Notice whether the author states an opinion in the text.
- Ask yourself: Does the author give reasons to support the opinion?
- Notice persuasive words the author uses, such as *best* or *should*.

**MODEL AND PRACTICE** To model recognizing persuasive text, display and read aloud “Fall Is the Best Season” on pp. T140–T141. Guide students to identify the opinion and the reasons the author gives. Explain that these elements make the text persuasive. Then have students follow the Close Read notes on pp. 113, 115, and 117 of *In Spring* in the *Student Interactive* to practice finding the author’s opinion and reasons that support them.

**ELL Targeted Support Identify Genre** Guide students to identify the elements of persuasive text in “Fall Is the Best Season.” Reread the text aloud.

Ask simple questions to help students determine the genre. **Does the author tell what he or she thinks or feels?** (yes) **Does the author give reasons why he or she thinks that way?** (yes) **What are some reasons the author gives?** **EMERGING/DEVELOPING**

Have partners write the author’s opinion and the reasons provided by the author to support the opinion. Then have pairs exchange papers and compare the reasons they included. **EXPANDING/BRIDGING**



## EXPERT’S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“When doing multiple readings of an anchor text, the first reading is about the whole—the genre, the key ideas, the author’s purpose. The second reading is about the parts, and students may only need to reread parts of the text, not the whole text. You might focus on the structure of the text, author’s word choice, or perhaps the problem and resolution. Then return to the whole text for application and practice: What is the author of this text trying to communicate?”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Ask students to use the strategies for identifying characteristics of persuasive text.

**OPTION 1 MyTURN** Have students complete p. 120 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to complete a two-column chart with the following headings to tell about their independent text: *Author's Opinion; Reasons the Author Gives*.

### QUICK CHECK

**Notice and Assess** Are students able to recognize characteristics of persuasive text?

#### Decide

- **If students struggle**, revisit instruction for identifying persuasive text in Small Group on pp. T170–T171.
- **If students show understanding**, extend instruction for identifying persuasive text in Small Group on pp. T170–T171.

STUDENT INTERACTIVE, p. 120

CLOSE READ Read Together

### Identify Persuasive Text

Persuasive text has opinions and reasons that try to convince readers to think something or do something.

 **MYTURN** What is the author trying to persuade readers to think? Go back to what you underlined in the text to help you answer.

The author wants readers to think that

spring is the best  
season.

What is one reason the author uses?

**Possible responses:**  
Days are longer. Plants  
start growing again.

120

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

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

## ELL Access

**Visualize** Guide students to understand that when you speak of readers making pictures in their minds, they are not actually making or drawing these pictures. Instead, they are having the experience the author wants them to have. They are seeing what the author would show if the author were showing pictures.

## Word Choice

### Minilesson

**FOCUS ON STRATEGIES** Authors often choose words that will help readers visualize—or see in their minds—information in the text.

- Look for sensory words, or words relating to the five senses, to help you visualize information in the text.
- Ask yourself why an author used a certain word. For example, instead of using *walk*, an author could use *race*, *dash*, *tiptoe*, *skip*, or another word to show the reader exactly what the author means. How does the word help you visualize?

**MODEL AND PRACTICE** Read aloud the example at the top of p. 124 of the *Student Interactive*. Say: *The author could have written, “You see worms move.” This sentence would not have helped readers visualize, or see in their minds, what the author wants them to see. So, the author wrote, “You can see worms coil up.” The words coil up help readers visualize exactly what the author wants to show.* Guide students to develop ideas about spring before beginning the activity on p. 124 in the *Student Interactive*.

# Handwriting

## OBJECTIVE

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

## Write Sentences

**FOCUS** Tell students that it is important to include the right amount of space between words when writing a list of words or a sentence. It is also important to print legibly, or clearly, so others can read your writing.

**MODEL** Model printing the following words and sentences, leaving the appropriate space between words: *big red pen; I am happy. We are in our room.* Model how to place a finger at the end of one word to use as a “spacer” before writing the next word. Model writing slowly so your words are legible.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students use the bottom of p. 124 in the *Student Interactive* to write about spring in a way that helps readers visualize the information.

STUDENT INTERACTIVE, p. 124

**AUTHOR'S CRAFT**

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

Authors choose words that help readers visualize information in the text.

You can see worms coil up . . .

The author uses these words to help readers picture what the worms are doing.

**MYTURN** Write about something else you see in spring. Use words that will help readers visualize your writing.

**Possible response:**  
**Birds chirp and sing from the trees.**

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## Writing Workshop

As students work on their Writing Workshop how-to books, remind them to include words that will help readers visualize important information. During conferences, support students' writing by helping them find opportunities to meaningfully add specific words in their writing.

**PRACTICE** Have students print the following words and sentences: *one two three four; My bike is fast. Look at me go.* Tell them to print legibly, leaving appropriate spaces between words.

Have students use *Handwriting* p. 296 from the *Resource Download Center* to practice correct spacing between words when writing sentences.

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.

We went to Michigan.

They visited Houston, Texas.

She lives at 1045 Rock Lane.

Grade 1 • Unit 5 • Week 3  
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Handwriting, p. 296

Use the  **QUICK CHECK** on p. T167 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY PERSUASIVE TEXT

**Teaching Point** As readers read a persuasive text, they look for the author’s opinion and the reasons the author gives to support the opinion. Direct students’ attention to *In Spring* on p. 110 in the *Student Interactive*. Read aloud the paragraph on this page. Guide students to recognize that the word *best* and the sentence *There are so many reasons* are elements that make this text persuasive.

### ELL Targeted Support

Ask students yes/no questions, such as: **Does the girl tell an opinion?** (yes) **What opinion does she give?** (Spring is the best season.) **Does she give reasons that tell why spring is the best season?** (yes) Then have students point to and read sentences that tell the opinion and reasons. **EMERGING**

Have partners use the following sentence frame to explain why this is a persuasive text: *I can tell this is a persuasive text because \_\_\_\_\_ and \_\_\_\_\_.* Then have pairs read their completed sentence to the group. **DEVELOPING**

Tell partners to discuss how they figured out that *In Spring* is a persuasive text. Then have students switch partners and share what they discussed. **EXPANDING/BRIDGING**



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

## Intervention Activity



### AUTHOR’S PURPOSE AND REASONS

Use Lesson 53 in the *myFocus Intervention Teacher’s Guide* for instruction on determining author’s purpose and reasons.


LEVEL B • READ

**Lesson 53** Determine Author’s Purpose and Reasons

**DIRECTIONS** Follow along as your teacher reads aloud “Breakfast Is Best.” Look for important points and the reasons that support them.

**Breakfast Is Best**

Breakfast is the best meal of the day. Breakfast gets my day off to a great start. A healthy breakfast gives my body what it needs to grow. Breakfast gives me energy to get ready for school. Eating breakfast helps keep me awake. With a full stomach, I can listen and learn.



I can eat my favorite foods at breakfast. Some mornings I eat cereal with milk. Some mornings I eat toast with jelly. Some mornings I eat eggs and fruit. I can drink my favorite drinks, too. Some mornings I drink orange juice. Some mornings I drink apple juice. Some mornings I drink milk. These are my favorite foods and drinks.

It does not take too long to eat breakfast. I can eat a bowl of cereal or a piece of toast quickly. I make sure to chew every bite!

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Reading Informational Text T • 309

## Fluency

Assess 2–4 students



### PROSODY

Have partners practice reading a short passage smoothly.

### ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY PERSUASIVE TEXT

**Talk About Independent Reading** Ask students to discuss the charts they made about the author’s opinion and reasons from their independent reading text.

### Possible Conference Prompts

- How do you know this is a persuasive text?
- What is the author’s opinion?
- What reasons does the author give?

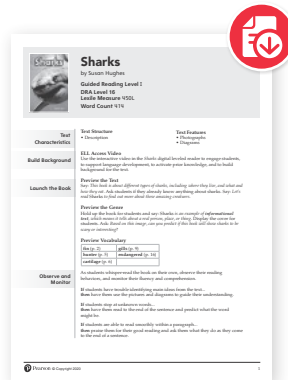
**Possible Teaching Point** Readers look for persuasive words, such as *should*, *must*, and *best*, to help them identify persuasive text.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T146–T147.
- For instructional support on identifying theme, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Have volunteers discuss the reading strategies they used during independent reading to help them recognize features of persuasive text.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *In Spring* as they think about the author’s opinion and reasons.
- read a persuasive text and note the author’s opinion.
- continue reading the Book Club text.

### Centers



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

### Literacy Activities



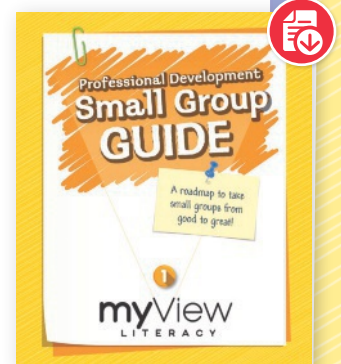
Students can

- complete the activity on p. 120 in the *Student Interactive*.
- play the myView games.
- work with a partner to discuss persuasive texts they have read.

### SUPPORT INDEPENDENT READING

Help students set goals for their reading. Then provide them with tools that will help them to track their progress toward their goals.

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



# Word Work

## OBJECTIVE

Demonstrate and apply phonetic knowledge.

## ADDITIONAL PRACTICE

For additional student practice with prefixes *re-* and *un-*, use *Phonics* p. 278 from the *Resource Download Center*.

*Phonics*, p. 278

## Phonics: Decode and Write Words with Prefixes *re-*, *un-*

### Minilesson

**FOCUS** Explain to students that prefixes are added to words to change their meanings. The prefix *re-* means “again.” The prefix *un-* means “not” or “the opposite of.”

**MODEL AND PRACTICE** Write the word *replay* on the board. Say: *I played my favorite song. Now I will replay it.* Have students repeat the sentences with you as you underline the prefix *re-*. Ask: *Which word has a prefix added to it? (play) What prefix was added? (re-) What does the word replay mean? (to play again)* Write the word *unlock* on the board: Say: *I lock the door when I leave the house. I unlock it when I come home.* Have students repeat the sentences with you as you underline the prefix *un-*. Ask: *Which word has a prefix added to it? (lock) What prefix was added? (un-) What does the word unlock mean? (the opposite of lock)* Repeat with the words *reread*, *resend*, *unclear*.

**TURN, TALK, AND SHARE** Have partners read the words at the top of p. 101 in the *Student Interactive*.

**ELL Targeted Support Prefixes** Demonstrate the meanings of the prefixes *re-* and *un-*. Take a ribbon, string, or piece of yarn and tie a bow. Say: *I tie a bow.* Then untie the bow, saying: *I untie the bow.* Tie the bow again and say: *I retie the bow.* Write the words *tie*, *untie*, and *retie*.

Have students take turns pointing to the prefixes that are added to *tie*.

#### EMERGING

Have students point to a word with a prefix and tell what the word means. Prompt them with questions as needed. **DEVELOPING**

Have students write the words *untie* and *retie* and circle the prefixes.

#### EXPANDING



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 101 and p. 102 in the *Student Interactive*.

**OPTION 2 Independent Activity** Display the prefixes *re-* and *un-*. Then distribute word cards such as *fill*, *make*, *play*, *pack*, *safe*, and *lock*, to which the prefix *re-* or *un-* can be added. Tell students to add the appropriate prefix to each word and then tell what the new word means.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the prefixes *re-* and *un-*?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T178–T179.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T178–T179.

STUDENT INTERACTIVE, p. 101

**Read Together** FOUNDATIONAL SKILLS

### Prefixes re-, un-

**TURN and TALK** Read these words.

	reset	remake	reopen
	unsafe	unlock	unpack

**MY TURN** Write the correct prefix to create a word that fits the definition.

replay	play again
unseen	not seen
unzip	the opposite of zip
retry	try again

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STUDENT INTERACTIVE, p. 102

**PHONICS** **Read Together**

### Prefixes re-, un-

**MY TURN** Write **un-** or **re-** to finish each word. Then read the sentences.

I have to unpack my suitcase.

Can you refill the ice bucket?

I will unlock the door.

**Un-** means “not.”  
**Re-** means “again.”

**MY TURN** Write a sentence using a word with the prefix **re-** or **un-**.

**Possible response:**  
I need to refill my cup.

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# Decodable Story

## OBJECTIVES

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

Identify and read common high-frequency words.

## ELL Access

Students will benefit from reading and listening to decodable text. Have partners take turns reading *Best Time of the Year*. Have the listener raise a hand when he or she hears a word with the vowel sound in *clue*. Ask him or her to say the word. After the story is read, have partners switch roles.

## Read *Best Time of the Year*

**FOCUS** Have students turn to p. 103 in the *Student Interactive*. Say: *We are going to read about Drew, Sue, and Newt and which season of the year they like best.* Point to the title of the story. Say: *The title of the story is **Best Time of the Year**.* Then tell students they will be reading words with the vowel teams *ue*, *ew*, and *ui*, and words with the prefixes *re-* and *un-*.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *off*, *open*, *laugh*, *because*, *sentence*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *Best Time of the Year*.

STUDENT INTERACTIVE, p. 103



DECODABLE STORY
FOUNDATIONAL SKILLS

## Best Time of the Year

Drew likes summer because of the hot sun and blue sky. He can unzip his coat. He can take off his hat.



 **AUDIO**  
 Audio with Highlighting  
 **ANNOTATE**

Read the story. Highlight the two words that have the same vowel sound as **clue**.

103



**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. 103 in the *Student Interactive*. Ask: **Which words have the same vowel sound as the word *clue*?** Students should supply the words *Drew* and *blue*. Have students highlight the words and name the letters that spell the vowel sound.

Have students turn to pp. 104–105. Ask: **Which words on page 104 have prefixes?** Students should supply the words *unlike* and *unpacks*. Have them underline the words. Ask: **Which words on page 105 have the same vowel sound as the word *clue*?** Students should supply the words *Newt* and *fruit*. Have students highlight the words. Then have students name the letters that spell the vowel sound.

STUDENT INTERACTIVE, pp. 104–105



## DECODABLE STORY

## FOUNDATIONAL SKILLS

Unlike Drew, Sue picks winter.  
This sentence makes her laugh:  
“It will snow ten inches!”  
She unpacks her snowsuit.



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Underline the two words with prefixes.

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**Newt** likes spring because  
that’s when things regrow.  
The **fruit** trees start to bud.  
Then the buds start to open.



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**Highlight** the two words that have the same vowel sound as **clue**.

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# Correct and Confirm Predictions



## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Provide oral practice with unit Academic Vocabulary words as students discuss ways to make predictions about a text.

- The process for making predictions includes confirming or changing a prediction.
- The information I have already read in a text helps me make and correct or confirm predictions.

## Minilesson

**FOCUS ON STRATEGIES** Before reading, readers can make predictions.

Then readers can use text structure, or how text is organized, to correct and confirm predictions. They can change their prediction or check that the prediction is right. Thinking about the characteristics of the genre they are reading can also help a reader correct and confirm predictions.

- Determine the text structure. Is there an opinion and reasons? Is there a sequence?
- Think about the genre. Is the author trying to make you think or do something?
- Use the text structure and genre to help correct or confirm a prediction.

**MODEL AND PRACTICE** Use the Read Aloud “Fall Is the Best Season” on pp. T140–T141 to correct or confirm a prediction using text structure and genre. Say: *I predicted that this text is going to be about fall. As I read the first paragraph, I read that the author thinks fall is the best season and she has many reasons. So now I know that the text structure has an opinion and reasons. I also know that a persuasive text is written by an author who is trying to make me do or think something. This author must be trying to make me think that fall is the best season. So I can use text structure and genre to correct, or change, my prediction. I predict this text is about reasons fall is the best.* Have students return to the Close Read note on p. 111 in the *Student Interactive* to highlight words that help them make a prediction. Then they will use text structure to correct and confirm that prediction. Provide assistance as needed.

**ELL Targeted Support Predictions** Guide students to correct or confirm their predictions.

Present a prediction about a new leveled text using text features or characteristics of genre. As you read the text, stop to point out places in the text that lead you to correct or confirm your prediction. Discuss with students. **EMERGING/DEVELOPING**

Guide partners to make predictions about a new leveled text using text features or characteristics of genre. Then have them read and discuss details that help them correct or confirm their predictions.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Ask students to use the strategies for correcting and confirming predictions.

**OPTION 1 MyTURN** Have students complete p. 121 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students record a prediction they made about their independent text. Then have them use text structure to correct or confirm their predictions.

### QUICK CHECK

**Notice and Assess** Are students able to use text structure to correct and confirm predictions?

#### Decide

- **If students struggle**, revisit instruction for correcting and confirming predictions in Small Group on pp. T180–T181.
- **If students show understanding**, extend instruction for correcting and confirming predictions in Small Group on pp. T180–T181.

STUDENT INTERACTIVE, p. 121

**Read Together** READING WORKSHOP

### Correct and Confirm Predictions

During reading, readers can correct, or adjust, a prediction. After reading, they can confirm, or check, if their prediction was right. Looking at how text is organized, or text structure, will help you correct and confirm predictions. What is the text structure? Do you see an opinion and reasons?

**MYTURN** What did you predict about the text? Look back at what you highlighted. I predicted this text would be about  
**Possible response:**  
**spring**  
**Possible response:**  
because **the title is about**  
**spring.**

Was my prediction correct?  Yes  No

**TURNandTALK** Talk with your partner about how the structure helped you correct or confirm your prediction.

121

Use the  **QUICK CHECK** on p. T173 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### PREFIXES *re-*, *un-*

#### Sound-Spelling Cards

Display Sound-Spelling Card 162. Say: *The word replant has the prefix re-. What does replant mean? Yes, to plant again.* Repeat with Sound-Spelling Card 163 (*unwrap*) for the prefix *un-*.



Have partners make a picture book featuring images or drawings of words with the prefixes *re-* and *un-*. Images might include someone *unwrapping* a present or *retying* a shoelace. Make sure students label their pictures. Then ask pairs to share their picture books with the group.

### ELL Targeted Support

Have students work in small groups to discuss words with prefixes *re-* and *un-*.

Provide a list of words such as *redo*, *undo*, *unwrap*, and *replay*. Ask students to share how they can use these words in conversation. Demonstrate with the word *untie*.

### EMERGING/DEVELOPING

Ask small groups to generate a list of words with prefixes *re-* and *un-*. If necessary provide base words, such as *paint*, *shape*, *able*, and *happy*, for students to create words. Then have them tell how and when they can use these words. Have each student choose a word to demonstrate.

### EXPANDING/BRIDGING



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

## Intervention Activity

### PREFIXES AND SUFFIXES

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* for instruction on prefixes and suffixes.

LEVEL B • PRACTICE AND ASSESS

**Lesson 29** Prefixes and Suffixes

**PRACTICE 2: Suffixes -er and -or** Explain that a suffix is a word part found at the end of a word. Say: *Since suffixes have their own meanings, they change a base word's meaning. For example, the suffixes -er and -or both mean "one who," so it turns an action word into a word that names a person. For example, the action word lead becomes leader when the suffix -er is added. Leader means "one who leads." The suffix -or works the same way. You just have to remember whether to use -er or -or.*

**REMINDE STUDENTS THAT...**

- they know words can be made of different parts.
- they have learned one type of word part is called a suffix, which comes at the end of a word.
- they know the suffixes -er and -or both mean "one who."

Distribute Student Page S165. Read aloud the words on the word cards. Have students repeat each word after you and say its meaning.

actor	farmer	governor	player
rancher	speaker	teacher	visitor

Have students work in pairs to cut apart the word cards and sort them into two categories: suffix -er and suffix -or. Then have them shuffle the cards and turn them face down. One partner draws a card and says the word, and the other identifies which suffix the word uses.

**MONITOR PROGRESS** Have students look at the following short passages from Student Page S165. Read each passage aloud as students follow along. Ask them to identify the word that has a suffix and to say what the word means.

All TV shows and movies have a director. This is the person who makes sure everything is done right. (*one who directs*)

Dad says I am a good thinker. He feels proud when I do the right thing. It makes me happy. (*one who thinks*)

**IF...** students cannot identify a word with a suffix, **THEN...** focus on the word, running your hand under it as you say the word slowly in two parts. Then guide students to underline the suffix, recall its meaning, and finally define the word.

Phonics, Morphology, and Spelling T • 165

## Intervention Activity

### PHONOLOGICAL AWARENESS

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

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles so that students can form these words:  
*undo, redo, unpack, repack.*

Students can then read each word and identify its prefix.

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



### Decodable Reader



When students read and listen to the Decodable Reader *The List*, they can practice reading words with the prefixes *re-* and *un-* and high-frequency words.

Before reading, review high-frequency words used in the text. Display the words for students to read aloud.

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

**The List**  
Written by Hector Torres


Decodable Reader  
54



<b>Prefix: re-</b> redo return	<b>Prefix: un-</b> unloads unlock unpacks	<b>Vowel Team: ee, ew, ed</b> blue fruit glue juice
--------------------------------------	--	---


**High-Frequency Words**  
because  
going  
laugh  
off  
open  
sentence

41




Dad makes a list because he is going to town. He writes each sentence on the list.

42




I need a jug of fruit juice.

43



I need some cans of beans for stew. I need to get glue to redo the lid that came off.

44




I need to return the new blue suit. It does not fit.

45




He needs to unlock and open the trunk. Then he unloads and unpacks the cart.

46



He starts to laugh because he did not return the blue suit.

47



He will have to retry after lunch! He opens the beans and starts to make stew.

48

Use the  **QUICK CHECK** on p. T177 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### CORRECT AND CONFIRM PREDICTIONS

**Teaching Point** Readers use what they know about text features, text structure, and types of texts to make a prediction. Then readers can read to confirm, or find out, if the prediction was right. If the prediction was wrong, the reader can correct, or adjust, the prediction.

Guide students to make, correct, and confirm predictions using an independent text.

### ELL Targeted Support

Guide students to use an appropriate leveled, independent text to make, correct, and confirm predictions.

Prompt students to use the following sentence frames to make and check their predictions: *I think \_\_\_\_ will happen in this text. I know that my prediction was \_\_\_\_ because \_\_\_\_.* **EMERGING**

Have students use a four-column chart with the headings *Prediction, Keep, Change, Why* to help them check predictions about their text. Tell them to write a prediction in the first column, then mark whether to keep it or change it as they read. They should note what helped them decide. **DEVELOPING**

Have small groups work together to make and then confirm or correct predictions.

Have each group share their work with the others. **EXPANDING/BRIDGING**



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

## Intervention Activity



### MAKE, CORRECT, AND CONFIRM PREDICTIONS

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

LEVEL B • READ

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

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

**Ready to March**

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

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


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

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

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

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

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



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## Fluency

Assess 2–4 students



### PROSODY

Have partners read a passage with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5, 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

### CORRECT AND CONFIRM PREDICTIONS

**Talk About Independent Reading** Ask students to explain how they used text features, text structure, or characteristics of genre to make, correct, and confirm predictions.

#### Possible Conference Prompts

- What was your prediction?
- Did you have to correct your prediction? How did you change your prediction?
- How did you confirm your prediction?

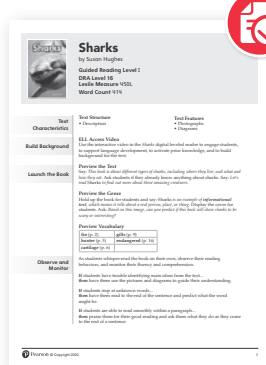
**Possible Teaching Point** Readers can look at the cover and title of a book to help them make a prediction.

## Leveled Readers



### CORRECT AND CONFIRM PREDICTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T146–T147.
- For instructional support on making, correcting, and confirming predictions, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Ask one volunteer to discuss how he or she corrected and/or confirmed a prediction.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to an appropriate leveled reader.
- discuss predictions with a partner as they read.
- discuss with a partner whether making, correcting, and confirming predictions seemed easier or harder with the Book Club text than with *In Spring*.

### Centers



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

### Literacy Activities



Students can

- write about a book they are reading.
- play the myView games.
- build words using the Letter Tile activity on p. T179.

### SUPPORT INDEPENDENT READING

It is important to build students’ confidence. As students read, provide any necessary support and point out aspects of students’ reading that have improved since the start of the year.

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





# Word Work

## OBJECTIVES

Manipulate phonemes within base words.

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. 287 from the *Resource Download Center*.

Grade 1, Unit 5, Week 3  
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*My Words to Know* p. 287

## Phonological Awareness: Manipulate Phonemes

**MODEL** Tell students that when you manipulate sounds in a word, you move, or switch, the sounds to different places. Say: *We are going to manipulate the sounds in a word. Let's say the sounds in bat: /b/ /a/ /t/. Now let's switch the first sound, /b/, and the last sound, /t/: /t/ /a/ /b/, tab.*

**PRACTICE** Have students manipulate the first and last phonemes in each word to say a new word: *bus* /b/ /u/ /s/, to *sub* /s/ /u/ /b/; *tip* /t/ /i/ /p/, to *pit* /p/ /i/ /t/; *sum* /s/ /u/ /m/, to *muss* /m/ /u/ /s/.

## Phonics: Spiral Review Long *i* Spelled *igh*; Suffixes *-er*, *-or*

### Minilesson

**FOCUS** Write the word *light* on the board. Tell students that long *i* can be spelled *igh*. Point to and read aloud the word *light*. Ask: *How is the long i sound spelled in the word light?* Underline the letters *igh*.

Display the words *teacher* and *actor*. Underline the suffixes *-er* and *-or*. Say: *The suffixes -er and -or can mean "someone who \_\_\_."* Have students tell what the words *teacher* and *actor* mean.

**MODEL AND PRACTICE** Display the following sentences. Have students read them with a partner.

1. The painter uses light blue paint.
2. I met a baseball player on my flight.
3. I might not see a sailor at night.



**ELL Targeted Support High-Frequency Words** Provide extra practice for students to spell high-frequency words. Provide students with Letter Tiles to spell this week's high-frequency words and any previously learned high-frequency words that require more practice.

Spell each high-frequency word with students. First say the word and have students repeat. Then begin spelling the word, letter by letter. As you name a letter, hold up the letter and ask students to find the letter in their Letter Tiles. Model arranging the letters left to right to spell the words. After the word is spelled, chorally name the letters. **EMERGING**

Display the high-frequency words students will spell and read. Point to each word and read it with students. Then have students spell the words with Letter Tiles. Monitor students' spelling. Prompt students with questions and suggestions if you notice spelling errors.

**DEVELOPING**

Review the high-frequency words that students will be spelling. Then tell students they will listen to you say a word. Students will spell the word using their Letter Tiles. Have partners check each other's work. To extend the practice, have partners read words to each other to spell. **EXPANDING**

Have partners take turns reading high-frequency words to each other to spell. The student who reads the word will check his or her partner's spelling. Then they can switch roles. **BRIDGING**

## HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words that they will hear, read, and use over and over. Display the words *off*, *open*, *laugh*, *because*, *sentence*. Have partners take turns

- spelling the words.
- using the words in sentences.

# Reflect and Share



*In Spring*

## OBJECTIVES

Write brief comments on literary or informational texts.

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** Connect the Academic Vocabulary back to the Weekly Question and unit theme.

- The information I read tells what people like about spring.
- I expect to read more about the different seasons.

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that they can compare texts by writing about how the topics are alike and different. When students compare and contrast texts in this way, they should

- remember that the topic of an informational text has to do with the text's main idea.
- know that the topic of a persuasive text has to do with the author's opinion.
- use writing as a way to express how the topics of two texts compare.

**MODEL AND PRACTICE** Model comparing *In Spring* to last week's text, *Seasons Around the World* using the prompt on p. 122 in the *Student Interactive*. Both *In Spring* and *Seasons Around the World* tell about seasons. *In Spring* states the author's opinion about why one season is the best. *Seasons Around the World* tells what different seasons are like without expressing an opinion.

**ELL Targeted Support Informational and Persuasive Texts** Students must be able to distinguish between informational and persuasive texts. To guide their understanding, provide a short example of each that students have already read.

Present this simple informational sentence to students: *Winter is the cold season.* Guide students to understand that this is an informational sentence that states a fact. Erase or change the word *cold* to *best*. Guide students to see how the purpose of the sentence is different. Ask: **What does the word *best* tell us?** **EMERGING**

Pair students to say one fact and one opinion about *winter*. Encourage them to tell how they know which sentence is an opinion. **DEVELOPING**

Have student pairs complete a Venn diagram by comparing and contrasting the informational and persuasive texts. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing and contrasting texts.

**OPTION 1 Use the Shared Read** Have students compare the topics of this week’s text and an informational text they have read.

**OPTION 2 Use Independent Text** Ask students to take notes comparing and contrasting two independent reading texts. Tell them to identify the genre and use evidence from both texts in their writing.

### QUICK CHECK

**Notice and Assess** Can students make comparisons across texts?

#### Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T186–T187.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T186–T187.

**WEEKLY QUESTION** As students respond to the Weekly Question, have them use evidence from this week’s texts to tell what people like about the seasons. Have them discuss their responses in small groups.


STUDENT INTERACTIVE, p. 122

RESPOND TO TEXT

Read Together

### Reflect and Share

**Write to Sources**  
You have read informational texts and a persuasive text about the seasons. On a separate sheet of paper, tell how the topics of these texts are similar and different.



**Use Text Evidence**  
When comparing and contrasting two texts, it is important to:

- Use text evidence from both texts.
- Explain how the text evidence shows ways in which the texts are alike and different.

**Weekly Question**  
What do people like about the seasons?

122

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Use the  **QUICK CHECK** on p. T185 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When readers read two or more texts, they can take notes and write comments to compare and contrast them.

Remind students of one of the informational texts they have read in this unit. Have them consider how that text is like *In Spring* and how it is different. Then ask them to think about how they would write about the comparison. Ask volunteers to give a beginning sentence. Then ask another volunteer to give a second sentence, and so on.

### ELL Targeted Support

Students need to be able to use text to support comparisons across texts.

Discuss with students what each text is about. Then ask them to find one piece of evidence that shows how the texts are similar. The evidence can be a picture or words from the text.

#### EMERGING

Ask students to find one piece of evidence that tells the main idea of the informational text, and one piece that tells the author's opinion in *In Spring*. Remind them that supporting text evidence can be pictures as well as words.

#### DEVELOPING

Have students work in pairs to find all the pieces of text evidence that show how the two texts are similar. **EXPANDING/BRIDGING**



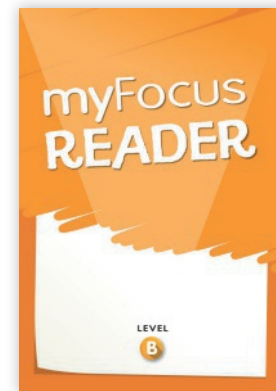
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread the text on pp. 58–59 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how comparing texts they have read this week helps them support opinions about seasons. Encourage students to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students gather together their findings about what happens during their favorite season. Guide them to organize their research into a format they can share with others.

**Critical Thinking** Discuss information students learned and the processes they used.

See *Extension Activities* pp. 334–338 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share their written comments comparing and contrasting two texts.

### Possible Conference Prompts

- How are the texts alike or different?
- Are the texts in the same genre or about the same topic?
- Is it easier to compare or contrast the texts? Why do you think that is?

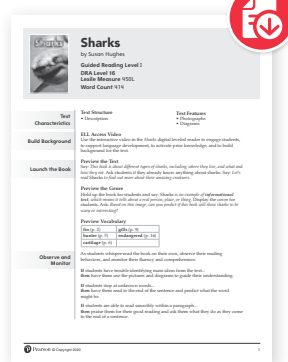
**Possible Teaching Point** Readers look for text evidence from both texts when comparing and contrasting two texts.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T146–T147.
- For instructional support on comparing topics of texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Have two volunteers briefly share their comparisons and the evidence they used as support.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to “Seasonal Activities.”
- read a self-selected text and note whether the text expresses an opinion or gives information without expressing an opinion.
- read the Book Club text or a leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in their notebooks in response to the Weekly Question.
- find persuasive texts to compare to *In Spring*.
- play the myView games.

## BOOK CLUB



See Book Club pp. T482–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 *Moving with the Seasons*.

# UNIT 5 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 the seasons.
- I can make and use words to connect reading and writing.
- I can write a how-to book.

#### SEL SOCIAL-EMOTIONAL LEARNING

### ✓ Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RL.1.5, RF.1.3, RF.1.4, SL.1.1.c, L.1.2.e, L.1.4

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T192–T193
  - » Phonological Awareness: Remove Phonemes
  - » Phonics: Decode Words with Long *i*, Long *o*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T194–T195
- Listening Comprehension: Read Aloud: “Winter Food” T196–T197
- Fiction T198–T199
  - ✓ **Quick Check** T199

#### READING BRIDGE

- Academic Vocabulary: Word Parts T200–T201
- Handwriting: Write Answers T200–T201

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T205
- Strategy, Intervention, and On-Level/Advanced Activities T204
- ELL Targeted Support T205
- Conferencing T205

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

**BOOK CLUB** T205 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T388–T389
  - » Prepositions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T389
- Conferences T386

#### WRITING BRIDGE

- Spelling: **FLEXIBLE OPTION** Spell Long *i* and Long *o* Words T390
  - ✓ **Assess Prior Knowledge** T390
- Language & Conventions: **FLEXIBLE OPTION** Spiral Review: Prepositions T391

#### LESSON 2

RF.1.2, RF.1.4.a, SL.1.1, L.1.1.i, L.1.4.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T206–T207
  - » Phonics: Decode and Write Words with Long *i*, Long *o*
  - ✓ **Quick Check** T207
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T208–T217
  - » Preview Vocabulary
  - » Read: *My Autumn Book*
- Respond and Analyze T218–T219
  - » My View
  - » Develop Vocabulary
  - ✓ **Quick Check** T219
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T223
- Strategy and Intervention Activities T220, T222
- Fluency T222 • Conferencing T223
- ELL Targeted Support T220, T222

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T221
- Independent Reading T223
- Literacy Activities T223
- Partner Reading T223

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T392–T393
  - » Explore Adverbs That Convey Time
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T393
- Conferences T386

#### WRITING BRIDGE

- Spelling: Teach Spell Long *i* and Long *o* Words T394
- Language & Conventions: **FLEXIBLE OPTION** Oral Language: Prepositional Phrases T395

## LESSON 3

RL.1.4, RF.1.2.b, RF.1.3.g,  
W.1.5, SL.1.1, L.1.4.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T224–T225
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode and Write Words with Suffixes *-ly*, *-ful*
  - » High-Frequency Words

#### CLOSE READ

- Determine Theme T226–T227
- Close Read: *My Autumn Book*
  - ✔ **Quick Check** T227

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T228–T229
- Handwriting: Write Answers T228–T229

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T231
- Strategy and Intervention Activities T230
- Fluency T230 • Conferring T231
- ELL Targeted Support T230

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T231
- Literacy Activities T231

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T396–T397
  - » Apply Adverbs That Convey Time
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T397
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Long *i* and Long *o* Words T398
- Language & Conventions: Teach Prepositional Phrases T399

## LESSON 4

RL.1.1, RF.1.3, RF.1.4.a,  
SL.1.1.a, L.1.1.i, L.1.4.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T232–T233
  - » Phonics: Decode and Write Words with Suffixes *-ly*, *-ful*
    - ✔ **Quick Check** T233
  - » Decodable Story: Read *Signs of Change* T234–T235

#### CLOSE READ

- Find Important Details T236–T237
- Close Read: *My Autumn Book*
  - ✔ **Quick Check** T237

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T241
- Strategy and Intervention Activities T238, T240
- Fluency T240 • Conferring T241
- ELL Targeted Support T238, T240

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T239
- Independent Reading T241
- Literacy Activities T241

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T400–T401
  - » Explore Punctuation Marks
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T401
- Conferences T386

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review : Vowel Teams *ue*, *ew*, *ui* T402
- Language & Conventions: Practice Prepositional Phrases T403

## LESSON 5

RL.1.2, RF.1.3.a, SL.1.1,  
SL.1.4, L.1.2.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T242–T243
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Vowel Teams *ue*, *ew*, *ui*; Prefixes *re-*, *un-*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T244–T245
  - » Talk About It
    - ✔ **Quick Check** T245
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T247
- Strategy, Intervention, and On-Level/Advanced Activities T246
- ELL Targeted Support T246
- Conferring T247

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T247
- Literacy Activities T247

**BOOK CLUB** T247 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T404–T405
  - » Apply Punctuation Marks
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T405 **SEL**
- Conferences T386

### WRITING BRIDGE

- Spelling: Spell Long *i* and Long *o* Words T406
  - ✔ **Assess Understanding** T406
- Language & Conventions: Standards Practice T407



# Materials

**WEEKLY LAUNCH: POEM**

**Season to Season**  
In springtime, I smell the sweet air.  
In summer, I feel the sun's glare.  
In autumn, I hear the crisp leaves blow.  
In winter, I see the falling snow.

**Weekly Question**  
How do we know when the seasons are changing?

**MY TURN** Interacting with a text means you read and respond to it in a way that helps you understand it. Interact with this poem by writing about a season using one of the five senses.

**Possible response:** In springtime, I see pretty flowers.

**POEM**  
"Season to Season"

**READING WORKSHOP**

**Fiction Anchor Chart**

characters  
setting  
plot  
theme

Fiction made up by the author

**READING ANCHOR CHART**  
Fiction

**Fiction Anchor Chart**

Fiction made up by the author

**EDITABLE ANCHOR CHART**  
Fiction

**Decodable READER**

UNIT 5

**DECODABLE READER**

**Handwriting**

**Writing Workshop**

**My Words to Know**

any come play

**Language and Conventions**

any come play

**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

eight  
house  
learn  
move  
only

### Develop Vocabulary

breeze  
chilly  
crisp

### Spelling Words

gold  
hold  
host  
kind  
learn  
mild  
mind  
most  
move  
old

### Unit Academic Vocabulary

expect  
information  
process  
sense

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively. Use relevant questions to clarify information, and answer questions about a text word-by-word.  
Use appropriate body cues, facial expressions, and gestures to give oral feedback.

**Read Aloud**  
Tell students you are going to read aloud a fiction text. Have them listen as you read "Winter Food." 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 fiction that they can use to make predictions.  
**READ:** Use think-aloud, pausing to model Think Aloud strategies related to the genre.

**Winter Food**  
Squirrel was scurrying so fast that she bumped right into Wren.  
"What are you doing there, Squirrel?" asked Wren.  
"Mmmmmph mmmph mmmph," mumbled Squirrel.  
Wren looked confused, but he could see that something was in Squirrel's mouth. It was full.  
Squirrel held up one paw and then hurried off up her tree. She was back just a few minutes later, panting.  
"Sorry, Wren!" she exclaimed. "I didn't mean to be so rude. I've been helping my family gather as many acorns as we can find. Auntie heard it's going to be a long, cold winter!"

READ ALOUD  
"Winter Food"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**WHY**  
**Interactive Read Aloud**  
• Encourage students to look about their independent reading level.  
• Develop 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.  
• Check the title, author or illustrator, and genre.  
• Determine the Teaching Point.  
• Select the key points of the story.  
• Write open-ended questions and model Think Aloud as you think and pause in the book at the points where you plan to stop to think with students.  
• Discuss key vocabulary necessary for understanding.

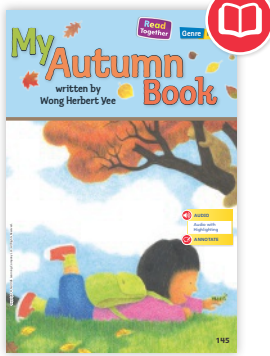
**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Ask the key, title or theme of the story.  
• Point out interesting artwork or photos.  
• Connect prior knowledge and provide essential background necessary for understanding.  
• Discuss key vocabulary necessary for understanding.

**DURING READING**  
• You can consider also stop reading to students get to get on the next 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 ensure use to monitor comprehension and correct reading that may occur.  
• Help students make connections to their own experience, text they have read or learned in the past, or the world.

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

**Finals Teaching Points**  
• Monitor the story.  
• Monitor the characters.  
• Monitor the Teaching Point.  
• Monitor the Theme.  
• Monitor the Genre.  
• Monitor the Point of View.

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE



SHARED READ  
*My Autumn Book*

### BOOK CLUB

Titles related to  
Spotlight Genre and  
Theme: T468-T471

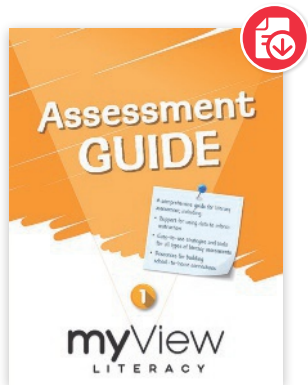
### Mentor STACK

Writing Workshop T385



## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Word Work

## OBJECTIVES

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

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.



Sound-Spelling Cards 79, 83

## FOUNDATIONAL SKILLS EXTENSION

See p. T216 for a long *i* extension activity that can be used as the text is read.

## Phonological Awareness: Remove Phonemes

**SEE AND SAY** Point to the picture of the pants on p. 132 in the *Student Interactive*. Say: *This is a picture of pants. Listen carefully to each sound in the word pants: /p/ (pause) /a/ (pause) /n/ (pause) /t/ (pause) /s/. We can remove, or take away, the beginning sound /p/ to make a new word. Listen to the sounds again: /a/ /n/ /t/ /s/. What new word did we make? Yes, the word ants.* Repeat with the pictures for *ball (all)* and *cup (up)*.

**PRACTICE** Tell students to listen to the word pairs you say. Ask them to tell the sound that was removed, or taken away. Use these word pairs: *hold/old, chair/air, land/and, nice/ice, pinch/inch*.

## Phonics: Decode Words with Long *i*, Long *o*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 79 (*child*) and 83 (*gold*) to introduce long *i* spelled *i* and long *o* spelled *o*. Say: *When the letter *i* is followed by the consonant blend *ld* or *nd*, the vowel *i* is often the long *i* sound. When the letter *o* is followed by the consonant blend *ld* or *st*, the vowel *o* is often the long *o* sound.*

**MODEL AND PRACTICE** Write and read the word *kind*, emphasizing the vowel sound. Say: *When I see the pattern *\_ind*, I will use the sound /i/. This word is *kind*.* Repeat with long *i* pattern *\_ild* and the long *o* patterns *\_ost* and *\_old*. Then write the words *find*, *mild*, *most*, and *hold* for students to decode.

**APPLY My TURN** Direct students to the bottom of p. 132 in the *Student Interactive* to practice blending and decoding the words with long *i* and long *o*.



**ELL Targeted Support Long Vowel Spelling Patterns** The long vowel spelling patterns *\_ild*, *\_ind*, *\_ost*, and *\_old* may be confusing to students because words with one vowel tend to have the short vowel sound. Give each student Letter Tiles to make the patterns *\_ild*, *\_ind*, *\_ost*, and *\_old*.

Tell students which letter to add to each pattern to make the words *wild*, *find*, *most*, and *fold*. Read the words with students, emphasizing the vowel sound. **EMERGING/DEVELOPING**

Say these words one at a time: *mild*, *blind*, *host*, *sold*. Have students make the words with Letter Tiles and point to the letters that help them know the vowel sound is long. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *move*, *only*, *learn*, *eight*, *house*. Display the words. Tell students to practice these words.

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

move

eight

only

house

learn

STUDENT INTERACTIVE, p. 132

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Remove Sounds

**SEE and SAY** Name the pictures. Remove, or take away, the first sound in each picture name. Then say the new words.

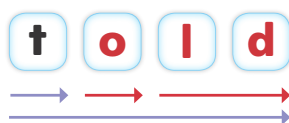
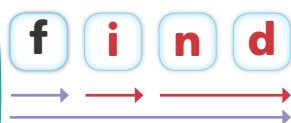


Students should say pants, ball, cup. Then they should say ants, all, up.

## Long i, Long o

Words that end in *i* plus the consonant blend **ld** or **nd** often have the long *i* sound, as in **mild** or **mind**. Words that end in *o* plus the consonant blend **ld** or **st** often have the long *o* sound, as in **hold** or **host**.

**MY TURN** Read these words.



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# Interact with Sources

## OBJECTIVES

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

Identify characteristics of the seasons of the year and day and night.

## ACADEMIC VOCABULARY

**Language of Ideas** Academic language helps students access ideas. After you discuss the poem, ask: *How does the poem use the senses to tell about seasons? What is the information the poem tells about leaves in autumn?*

- information
- expect
- sense
- process

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



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

## Explore the Poem

Direct students' attention to the poem on pp. 130–131 in the *Student Interactive*. Explain that a poem is a text that has a least one stanza, or set of lines. Tell students that authors often write about the senses in poems, which helps the reader connect to and enjoy the text. Write the five senses on a display surface, using the language of the poem: smell, feel, hear, see. Then add touch to the list. Ask students to read the poem and discuss the things people smell, feel, hear, and see during each season.

Display the following statements and questions as ideas the group might discuss:

- What else can you smell in springtime?
- What else can you feel in summer?
- What else can you hear in autumn?
- What else can you see in winter?

**My TURN** Tell students that when they interact with a text, they read it and respond to it in a meaningful way that helps them better understand it. One way to interact with a text is to write about it. Say: *You can interact with this poem now that you have discussed it with your group. Circle each word that names one of the five senses. Write about your experiences with one of your senses during a particular season.*

**WEEKLY QUESTION** Remind students of the Weekly Question: *How do we know when the seasons are changing?* Explain that the senses help us tell when seasons are changing. Point out that students will learn more about autumn this week.

**ELL Targeted Support Learn a New Expression** Read aloud the poem as students listen. Point out and discuss the expression *crisp leaves*.

To help students learn the new expression, explain what the word *crisp* means. Then ask: *What is this word in your native language? How do we say that in English?*

**EMERGING**

Help students use the following sentence frames to learn the new expression: *Crisp means \_\_\_\_\_. Leaves are crisp during the season of \_\_\_\_\_.* **DEVELOPING**

Have student pairs use the expression in their own sentences that show meaning.

**EXPANDING**

Tell student pairs to work together to learn the new expression by creating a drawing or concept map that supports its meaning. **BRIDGING**

STUDENT INTERACTIVE, pp. 130-131

WEEKLY LAUNCH: POEM

Read Together

Weekly Question

WEEK 4

## Season to Season

In springtime, I smell the sweet air.

In summer, I feel the sun's glare.

In autumn, I hear the crisp leaves blow.

In winter, I see the falling snow.

How do we know when the seasons are changing?

**MY TURN** Interacting with a text means you read and respond to it in a way that helps you understand it. Interact with this poem by writing about a season using one of the five senses.

Possible response: In springtime, I see pretty flowers.

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

## FLUENCY

After completing the Read-Aloud routine, display “Winter Food.” Model reading several paragraphs of the text, asking students to pay attention to the way you read. Explain that in fiction, some text may be dialogue between characters. Reading aloud with expression and phrasing makes the characters come to life. Tell students that this week, they will read more fiction texts. Point out that when it is time to read aloud, students should practice reading with appropriate expression and phrasing.

### THINK ALOUD

**Analyze Fiction** After you reread the first six paragraphs say: *I understand that animals are speaking and thinking like people do. I know this can not happen in real life, and I can see that this is the beginning of a story, so I think this is fiction.*

## Read Aloud

Tell students you are going to read aloud a fiction text. Have them listen as you read “Winter Food.” 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 fiction that they can use to make predictions.

**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.

## Winter Food

Squirrel was scurrying so fast that she bumped right into Wren.

“What are you doing there, Squirrel?” asked Wren.

“Mmmmfph mmph mrph,” mumbled Squirrel.

Wren looked confused, but he could see that something was in Squirrel’s mouth. It was full!

Squirrel held up one paw and then hurried off up her tree. She was back just a few minutes later, panting.

“Sorry, Wren!” she exclaimed. “I didn’t mean to be so rude. I’ve been helping my family gather as many acorns as we can find. Auntie heard it’s going to be a long, cold winter!”



“Winter Food,” continued

“Aaaahh,” said Wren. “But why don’t you just go south with me? It’s nice and cozy warm there!”

“You’re lucky you have wings. We squirrels could never travel that far. And we have all our food here. We save it up all fall, and when it gets too cold, we stay in our snug den and sleep.”

Wren looked up to the darkening sky. “My family will have to leave soon. But I will be back when the weather warms up again.”

“Safe travels,” said Squirrel. “Stay warm!”

“You too!” called Wren as she flew away.

**THINK ALOUD**

**Analyze Fiction** After you reread the paragraphs on this page, say: I understand that this text is a story with a beginning, middle, and end. I also know that there is a setting, the time and place when and where story events happen. These help me know that this is fiction.

**ELL Targeted Support Use Background Knowledge** Some students may not have experienced cold winters in the past. Call on their background knowledge to help them connect to the story.

Ask students to tell or draw where they store food in their homes. Display a picture of a squirrel in winter. Tell students that squirrels store nuts in fall to eat in winter. Have students draw pictures of where they think squirrels might store their food. **EMERGING/DEVELOPING**

Have small groups discuss where they store food in their homes. Then show students pictures of a winter landscape, and ask them to come up with reasons how and why some animals like squirrels store food.

**EXPANDING/BRIDGING**

**WRAP-UP****Winter Food**

Beginning	Middle	End

Guide students to provide details for each column of the graphic organizer. When the graphic organizer is complete, point out that this is a fiction text; it has a beginning, middle, and end.

**FLEXIBLE OPTION** 

**INTERACTIVE**

**Trade Book Read Aloud**

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

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





# Fiction

## LEARNING GOAL

I can read about the seasons.

## OBJECTIVE

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

## LANGUAGE OF THE GENRE

As you review the anchor chart, check to make certain students understand the words that help them talk about fiction.

- characters
- setting
- plot
- theme

## FLEXIBLE OPTION ANCHOR CHARTS

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

- Ask students to discuss the ways they can tell a text is fiction.
- Have students identify characters.
- Tell students to identify the time and place of story events.
- Ask students to explain whether the text has a clear beginning, middle, and end.

## ELL Language Transfer

**Cognates** Point out Spanish cognates related to fiction.

- fiction : *ficción*
- event : *evento*

## Minilesson

**FOCUS ON STRATEGIES** A fiction text is a made-up story with a beginning, middle, and an end. A fiction text has characters who are not real people. The things the characters do are the plot of the story. The setting is the time and place of the story. The characters, plot, and setting all connect to the story's theme, or big idea.

- Are the characters in the text real people?
- Does the text tell a story with a beginning, middle, and end?
- Do the characters, setting, and plot connect to one big idea (the theme)?

**MODEL AND PRACTICE** Model determining whether a text is fiction by reviewing the Read Aloud, “Winter Food.” *I want to figure out if this text is fiction. First, I’ll check to see if there are characters who are not real people. Read aloud the first three paragraphs. Yes, the text does have characters who are not real people. They are talking animals, so I know this is a made-up story. Complete the reading of the story. This text has a beginning, middle, and an end. Everything that happens in the text is about a big idea: Animals talk about how they prepare for the winter season. I can tell this is a fiction text.*

Review the model fiction text and the anchor chart on pp. 142–143 in the *Student Interactive*.

**ELL Targeted Support Identifying Genre** Have students reference the anchor chart and “A Fall Day” from pp. 142–143 in the *Student Interactive* to explain how they can tell whether the text is fiction.

Ask students the following questions, one at a time: *Who is the character? What is the setting? What happens in the beginning? What happens in the middle? What happens at the end?* Permit students to point to the text to indicate their responses. After each correct response, have students echo-read each sentence of the corresponding part of the text with you. After students have responded to all of the preceding questions, ask: *Is this a fiction text?* (yes) **EMERGING/DEVELOPING**

Ask student pairs to discuss how they can figure out the genre of “A Fall Day.” **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify fiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 142 in the *Student Interactive*. As students work to contrast fiction and informational text, circulate to be certain they are identifying elements of each kind of text in their discussions.

**OPTION 2 Use Independent Text** Have students use a Venn diagram to compare and contrast a fiction text they have read with their independent reading texts.

### QUICK CHECK

**Notice and Assess** Can students identify fiction?

#### Decide

- **If students struggle**, revisit instruction about fiction in Small Group on pp. T204–T205.
- **If students show understanding**, extend instruction about fiction in Small Group on pp. T204–T205.

STUDENT INTERACTIVE, pp. 142–143


GENRE: FICTION

Read Together

My Learning Goal I can read about the seasons.

### Fiction

Fiction is a made-up story with characters, setting, plot, and a theme. A theme is the message or big idea.



#### A Fall Day

**Character** • Seth looks outside. The leaves on the big tree in

**Setting** • his front yard are changing. Seth grabs his coat and

**Plot** • rushes outside. It's a great fall day to play outside.

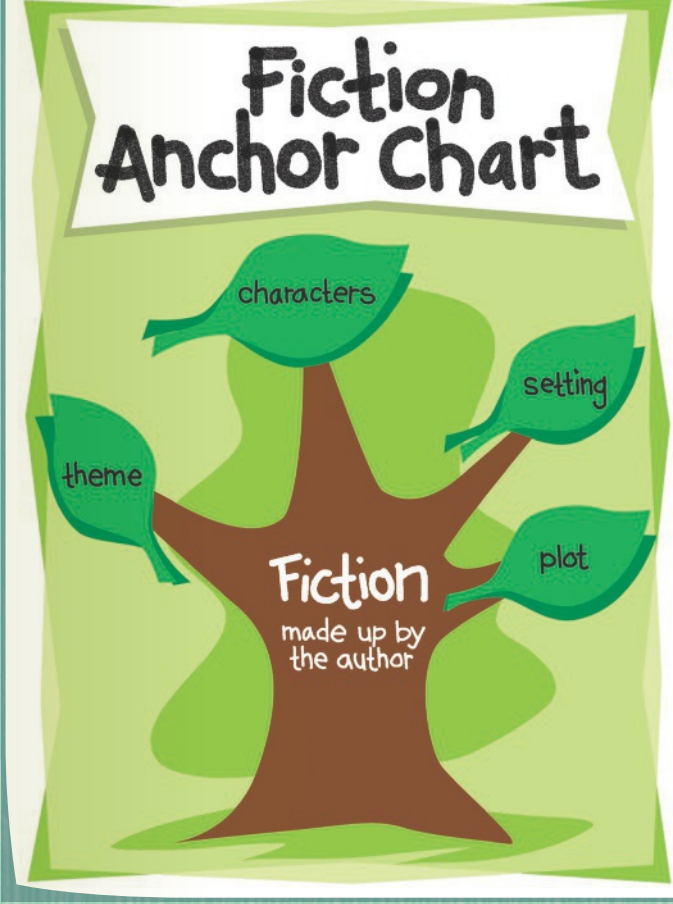
TURN and TALK How is fiction different from informational text?

142

Read Together

READING WORKSHOP

## Fiction Anchor Chart



143

# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

Speakers of monosyllabic languages, such as Cantonese, Hmong, Khmer, Korean, and Vietnamese, may have difficulty understanding that multisyllabic words are single words. Have students read a short paragraph and circle words with prefixes and suffixes. Help students practice saying and writing the words with prefixes and suffixes as single words.

## Word Parts

### Minilesson

**FOCUS ON STRATEGIES** Remind students of the Academic Vocabulary for the unit: *information*, *sense*, *expect*, and *process*. Tell students that word parts change the meaning of a word in different ways.

- Look for the base word and the word part. When a word part is added, the word has a new meaning.
- If a word has the word part *un-* at the beginning, then the word means “not \_\_\_\_.”
- If a word has the word part *-ible* at the end, then the word means “able to be \_\_\_\_,” or “able to have \_\_\_\_.”

**MODEL AND PRACTICE** Model an example by writing the word *unhappy* on the board. Say: I see the word *happy* and the word part *un-*, which means “not.” *Unhappy* means “not happy.” That is the same as *sad*. Point out that the word part *un-* changes the word *expected* in a similar way. Repeat the process for the word *sensible* and the word part *-ible*.

# Handwriting

## OBJECTIVE

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

## Write Answers

**FOCUS** Display these sentences: *What kind of bird is it? The bird is a wren.*

**MODEL** Model writing the second sentence, using appropriate spacing between words. Point out that the space between words is greater than the space between letters within each word.

Have students write the sentence on their own papers, making certain to leave appropriate spaces between words.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activity on p. 165 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 165

VOCABULARY **Read Together** READING-WRITING BRIDGE

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

**My Learning Goal**

### Academic Vocabulary

Word parts can be added to some words to make new words with different meanings.

**MY TURN** Read the words. Use a word from the box to complete the sentences.

sensible	unexpected
----------	------------

- The weather quickly changed.  
It was **unexpected**.
- It was chilly, so Jenny grabbed her jacket.  
She is **sensible**.

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**PRACTICE** Have students use *Handwriting* p. 297 from the *Resource Download Center* to practice writing answers, using appropriate spacing between words.

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

### Handwriting

**Write Answers to Questions**  
It is important to write an answer to a question that has correct spacing between the words.

**MY TURN** Answer the following questions. Watch the space between the words as you write your answers.

What is your name? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

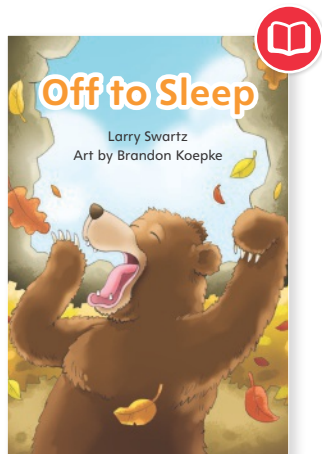
What is your favorite food? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grade 1 • Unit 5 • Week 9  
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*Handwriting*, p. 297

# Matching Texts to Learning

To select other texts that match your instructional focus and your groups' instructional range, use the **Leveled Reader Search** functionality at [SavvasRealize.com](https://www.savvasrealize.com).



LEVEL D

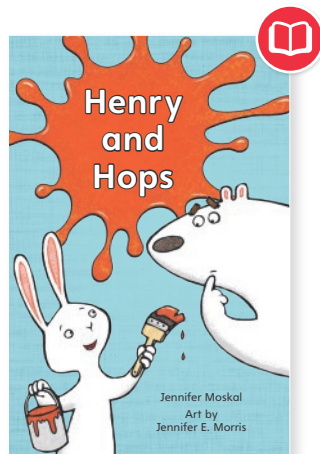
**Genre** Animal Fantasy

**Text Elements**

- Simple dialogue
- Some sentences go to the next line

**Text Structure**

- Chronological



LEVEL E

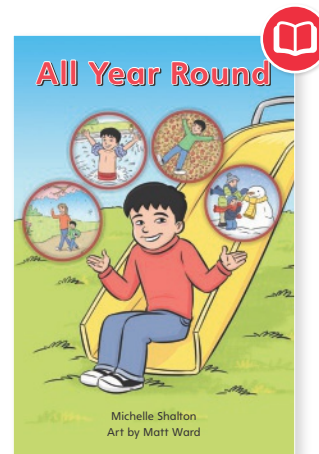
**Genre** Animal Fantasy

**Text Elements**

- Simple and split dialogue
- Two to four lines of text per page

**Text Structure**

- Chronological



LEVEL F

**Genre** Realistic Fiction

**Text Elements**

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

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

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

### Identify Fiction

- Does the text tell a story with a beginning, middle, and an end?
- Are there characters who speak and do things as part of a plot?
- Can you tell where and when the story takes place?

### Develop Vocabulary

- Are there any photographs or illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell us about the big idea, or theme, of the text?
- Why did the author use this particular word to tell about this character?

### Identify Theme

- Does the title of the book give you clues about the theme of the text?
- What message do you think the author wants to share?
- Do the things that happen in the story connect to one big idea?



LEVEL G

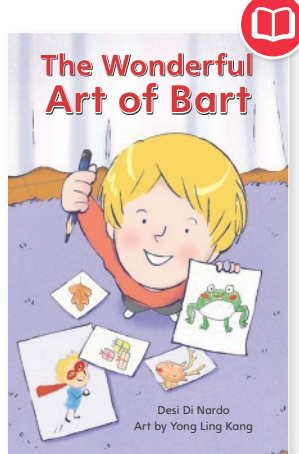
**Genre** Realistic Fiction

**Text Elements**

- Sentences with clauses
- Simple and split dialogue

**Text Structure**

- Chronological



LEVEL H

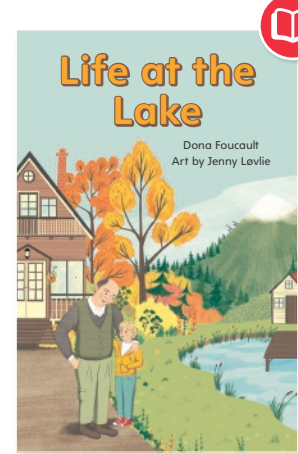
**Genre** Realistic Fiction

**Text Elements**

- Words with complex spelling patterns
- Three to seven lines of text per page

**Text Structure**

- Chronological



LEVEL I

**Genre** Realistic Fiction

**Text Elements**

- Text and illustrations
- Longer sentences carry over three lines

**Text Structure**

- Chronological

**Find Important Details**

- Which details support the story's topic or theme?
- What big idea connects the story details?
- What details tell what the text is mostly about?

**Compare Texts**

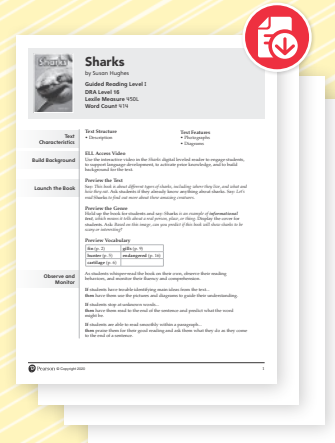
- How is this book like other fiction books you have read?
- What makes this text different from an informational text you read?

**Word Work**

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

**Leveled Reader Teacher's Guide**

For full lesson plans for these and other leveled readers, go to [SavvasRealize.com](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T199 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY FICTION

**Teaching Point** Fiction texts have characters that are not real, and events that happen in a setting that is not real. Everything in a fiction text is connected to the big idea, or theme, of the text. Use a short fiction text to discuss the characteristics of the fiction genre. Use a graphic organizer to record students' responses.

### ELL Targeted Support

Review the content area vocabulary necessary to speak about the fiction genre, such as: *character, setting, event, real, theme*.

Ask the following *yes/no* questions about fiction: **Does fiction have characters?** (yes) **Is fiction about real events that really happen?** (no) **Does fiction tell facts?** (no) **Does fiction have a theme, or big idea?** (yes) Then have students use content area vocabulary in one sentence about fiction. **EMERGING**

Have partners talk about the fiction genre using the content area vocabulary. Monitor the discussion to check that students are describing the genre correctly. **DEVELOPING**

Have students take turns describing one characteristic of the fiction genre using the content area vocabulary. Use questions to guide students in using the words while speaking. **EXPANDING**

Have partners discuss the fiction genre. Ask them to use content area vocabulary and examples to help explain the characteristics. Students can create their own examples or use examples from texts they have heard or read. **BRIDGING**



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

## Intervention Activity

### FICTION

Use Lesson 39 in the *myFocus Intervention Teacher's Guide* for instruction on recognizing fiction.

LEVEL B • READ

**Lesson 39** Genre: Fiction

**DIRECTIONS** Follow along as your teacher reads aloud "The Green Kite" and "The Stubborn Horse." Look at the pictures.

**The Green Kite**

It was summer. Tom was at the park with his pal Max. Tom had a new green kite.

"We can have fun with my kite," Tom said. Tom got the kite up. It was fun to fly his kite. He could see his kite up in the sky.

"Now you try, Max," said Tom. He gave the kite to Max. Max got the kite up, but then he let go of the string. The kite went up, up, up. Soon it was a dot of green. The kite went way up over the park.

"How can we find my kite?" said Tom. He was sad.


"Let me take a look under this bush," said Max. He had a look.

"Do you see the kite?" Tom said. Max did find a bug, but he did not find the kite.

Max said, "We can take a look over at the lake." They did find a duck, but they did not find the kite.

Then Tom saw a boy on a bike. The boy had a green kite. "Is this your kite?" said the boy. "It was in a tree over there in the park."

"Yes!" said Tom. "That kite is mine. Thank you!"



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## On-Level and Advanced

### INQUIRY

**Question and Investigate** Ask students to think about autumn and winter. Have them work to generate lists of questions about these seasons. Tell students to choose one question from the list. Throughout the week, have them conduct research needed to answer the question. See *Extension Activities* pp. 334–338 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY FICTION

**Talk About Independent Reading** Ask students to discuss the Venn diagrams they made to compare and contrast their texts to a fiction text.

### Possible Conference Prompts

- How are the texts alike? How are they different?
- Can you identify the characters, setting, plot, and theme of a fiction text?

**Possible Teaching Point** To help determine the theme of a text, readers can ask themselves “What does the author want us to learn from this text? How can we use that idea in our own lives?”

## Leveled Readers



### IDENTIFY FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T202–T203.
- For instructional support on identifying characteristics of fiction, see the *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- read a self-selected fiction text.
- read and listen to a previously read leveled reader.
- continue reading the Book Club text.

## Centers



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

## Literacy Activities



Students can

- write a short fiction text with a clear beginning, middle, and end.
- play the myView games.
- review the anchor chart on p. 143 in the *Student Interactive* and work with a partner to identify elements of fiction in texts they are reading.

## BOOK CLUB



See Book Club pp. T468–T471 for

- ideas for facilitating Book Club with a trade book of your choice.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

## Whole Group

**Share** Bring the class back together in whole group. Have volunteers share details about interesting settings in fiction texts they are currently reading. Ask them to explain how details about the setting help them tell the text is fiction.



# Word Work

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with long *i* and long *o* words, use Phonics p. 279 from the *Resource Download Center*.

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Phonics, p. 279

## Phonics: Decode and Write Words with Long *i*, Long *o*

### Minilesson

**FOCUS** Explain that when the letter *i* is followed by *ld* or *nd*, the vowel sound is long. When the letter *o* is followed by *st* or *ld*, the vowel sound is long. Say: *When you see the letters \_ild or \_ind, the vowel sound is /ī/. When you see the letters \_ost or \_old, the vowel sound is /ō/.*

**MODEL AND PRACTICE** Write the following words on the board: *mild*, *mind*, *post*, *told*. Point to the word *mild*. Have students read it. Ask: *What letters come after the *i* in *mild* that help you know the *i* should have the long sound, /ī/? (ld)* Repeat for the words *mind*, *post*, and *told*. Continue with the words *child*, *find*, *most*, and *hold*.

Create a four-column chart with the headings *\_old*, *\_ost*, *\_ild*, and *\_ind*. Ask students to take turns adding a word to the chart in any column. If necessary, prompt students with clues about words, such as *this is a word for a young kid (child)*, *this is another word for nice (kind)*, *this word is the opposite of hot (cold)*, *this is a word for almost all of something (most)*. Then read the completed columns with students. Ask them to name the vowel sound for the words in each column.

**TURN, TALK, AND SHARE** Have partners read the words at the top of p. 133 in the *Student Interactive*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete the rest of p. 133 and p. 134 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students practice writing and reading words with the endings *\_ild*, *\_ind*, *\_ost*, *\_old*.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with long *i* and long *o*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T220–T221.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T220–T221.

## HIGH-FREQUENCY WORDS

Write the words *move*, *only*, *learn*, *eight*, *house*.

- Say and spell each word, and then have students repeat.
- Ask partners to use each word in a sentence.

STUDENT INTERACTIVE, p. 133


**Read Together** FOUNDATIONAL SKILLS

### Long i, Long o


**TURN and TALK** Read these words.

	mild	wild	child
	old	bold	cold
	find	kind	mind
	host	most	post

**MY TURN** Say each picture name. Write *i* or *o* to finish each word. Read the words.



gold



child

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STUDENT INTERACTIVE, p. 134

**Read Together** PHONICS | PHONOLOGICAL AWARENESS

### Long i, Long o

**MY TURN** Read the sentences. Underline words with the long *i* sound. Circle words with the long *o* sound.

Sandy finds gold in the wild.  
She holds it in her old bag.  
A kind man sold her a new bag.  
Sandy has most of the gold.

Look for the letters **-old**, **-ost**, **-ild**, and **-ind**.

**MY TURN** Write a new sentence about the gold.  
**Possible response:**  
The gold  
**is in a cold shack.**

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# Introduce the Text



## OBJECTIVES

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

Identify the main topic and retell key details of a text.

## ELL Access

**Cognates** Help Spanish speakers access new vocabulary by pointing out words that are Spanish cognates.

- breeze : *brisa*

## Shared Read Plan

**First Read** Read the text. Pause to discuss the First Read notes.

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

## Preview Vocabulary

- Introduce the vocabulary terms *crisp*, *chilly*, and *breeze* from p. 144 in the *Student Interactive*.
- Have students show or tell what they know about each word. Ask: **How do you feel when it's *chilly* outside? What does *crisp* air feel like? What does a *breeze* sound and feel like?**
- Provide definitions as needed. Definitions appear on the selection pages that follow. Say: **These words will help you understand what is happening in the fiction text, *My Autumn Book*.**

## Read



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

### FIRST READ STRATEGIES

**THINK** Tell students to think about the characteristics of fiction. Have them use those characteristics to make a prediction about the text.

**READ** Have students read to learn more about the theme of the story.

**ASK** Tell students to ask themselves what ideas in the text are the most important.

**TALK** Direct students to talk about what in the text they found interesting.

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



### EXPERT'S VIEW Pamela Mason, Harvard University

“We assume that kids know when to use reading strategies because as skilled readers, we don't necessarily think about applying a specific skill or strategy to a specific text until we are immersed in reading the text. Strategies do need to be taught, but we also need to help students bring what they know to the text to help them access the text.”

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



**ELL Targeted Support Use Accessible Language** Help students use words they already know to learn new and essential language. Display the words *crisp*, *chilly*, and *breeze*.

Discuss the meaning of each word. Ask students to share words in their home language that relate to the vocabulary words. Then guide them to say the words in English.

**EMERGING**

Prompt students with questions to help them use words they already know to figure out the meanings of the vocabulary words. **DEVELOPING**

Have partners discuss the meanings of the vocabulary words by using words they already know. **EXPANDING**

Ask students to create a word web for each vocabulary word. They can draw or write in the outer circles, and then share their web with the group. **BRIDGING**

STUDENT INTERACTIVE, p. 144



Read  
Together

## My Autumn Book

### Preview Vocabulary

You will read these words in *My Autumn Book*.

crisp

chilly

breeze

### Read

**Think** about the type of text. Make a prediction.

**Read** to learn about the theme.

**Ask** what ideas are most important.

**Talk** about what you found interesting.

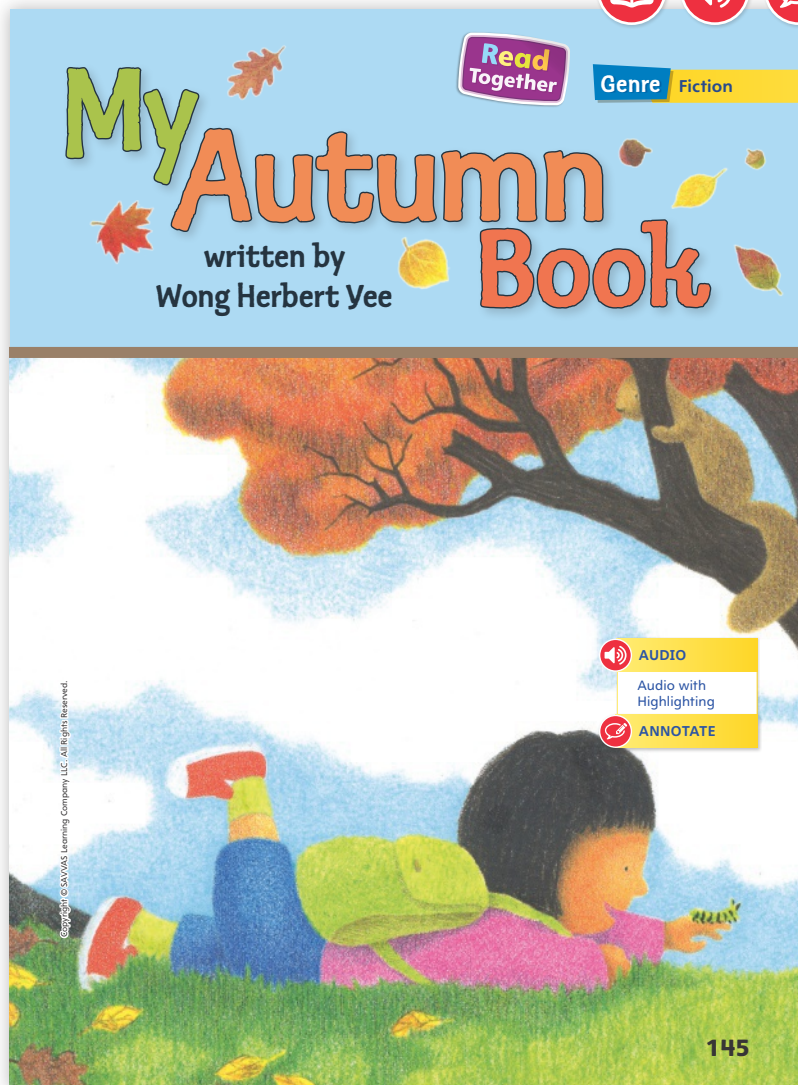
### Meet the Author



Wong Herbert Yee writes and illustrates picture books. His love for drawing started in first grade after his teacher pinned one of his drawings to the class bulletin board.

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STUDENT INTERACTIVE, p. 145



**AUDIO**  
Audio with  
Highlighting

**ANNOTATE**

145

## First Read

### Think

**THINK ALOUD** I know we are reading a fiction book. I know about that kind of text. It is a made-up story. The picture on the cover and the title are clues that can help me predict what the story will be about. I predict it will be about a girl who reads a book about autumn.

## CROSS-CURRICULAR PERSPECTIVES

Science



The character in the story sees a spider building a web. It is common to see some types of spiders in early autumn. These types of spiders have particular life cycles. The spiders hatch from their eggs in spring. They eat and grow larger in early summer. They build larger webs in late summer and early autumn. The new eggs will hatch the following spring. The life cycle begins again.



STUDENT INTERACTIVE, pp. 146–147



The air is crisp.  
The sky turns gray.  
Is autumn really on the way?  
Downstairs I rush.  
I can hardly wait,  
To go outside and investigate.

146

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In a corner of the garden shed,  
Spider spins a silken thread.  
Hello, Spider!  
What are you weaving?  
Is it true that summer  
Is leaving?  
Crickets chirruping in the clover ...  
Another sign that warm days are over.

**crisp** cool and freshCLOSE READ 

Underline the words that tell the topic, or what the text is about.

147

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## Possible Teaching Point



### Read Like a Writer | Word Choice

Use the lesson on p. T228 in the Reading-Writing Workshop Bridge to teach students how authors use sensory words. Point out that authors often use words that appeal to readers' senses and help them create mental images to deepen their understanding. Assist students with creating mental images by having them identify phrases in the text that are sensory words, and name the senses they appeal to. (touch: crisp air; sight: gray sky, silken thread; hearing: crickets chirruping)

## Close Read



### Determine Theme

Remind students that the topic is what the text is about. Authors use details to describe and tell about the topic. Then say: **The topic and most important details are also part of a big idea or theme. We can tell that the big idea in this text has something to do with the girl and autumn coming.** Have students read the Close Read note and complete the underlining activity. **DOK 2**

### OBJECTIVE

Discuss topics and determine theme using text evidence with adult assistance.

STUDENT INTERACTIVE, pp. 148–149



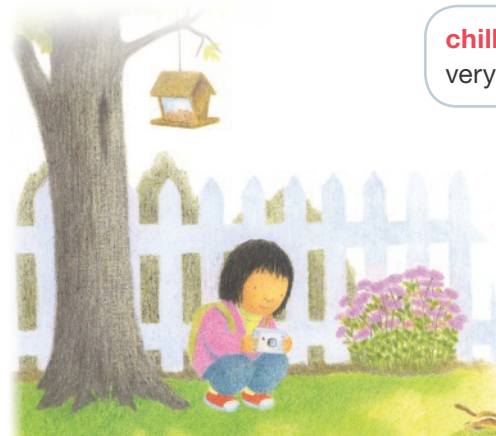
Chipmunk scampers past,  
Seeds packed in its cheeks,  
Finding food for the upcoming weeks.  
Squirrel digs a hole to bury its treasure.  
Squirrel is expecting a change in the  
weather.

**chilly** cold or very cool

A chilly wind blows. I zip my jacket.  
From the treetops I hear a racket.  
The buzzing gets louder. It fills the air.  
Cicada is warning us: Better beware!  
Summer is leaving! Autumn coming!  
Woodpecker agrees, *rap-a-tap*  
drumming.

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CLOSE READ

**Highlight** the details that tell autumn is coming.

## First Read

### Read

**THINK ALOUD** I think the theme of this story has something to do with the girl and autumn. I read that the girl is watching what different animals are doing. Bugs and birds are making noise. Squirrels and chipmunks are finding food. These seem like important details. I will read on to get more clues about what the story's theme might be.

## CROSS-CURRICULAR PERSPECTIVES

Science

Only adult insects can sing. Insects such as crickets and cicadas sing in summer and early autumn, when they are fully grown.



STUDENT INTERACTIVE, pp. 150–151



Caterpillar knows it's time to cocoon.

Ker-YAK! Blue Jay cries.

Autumn so soon?

150

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Geese honk above,  
Fly south in formation.  
Trees dressing up for the fall  
celebration.



## VOCABULARY IN CONTEXT

Context clues are words and pictures that can help readers understand the meaning of a word. What does the word **cocoon** mean? What part of the picture helps you understand?

151

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## Possible Teaching Point



## Language &amp; Conventions | Prepositional Phrases

Use the lesson on p. T399 in the Reading-Writing Workshop Bridge to teach students about prepositional phrases. Then ask students to locate a prepositional phrase in the second line on p. 149. (in its cheeks) Ask: **Which word is the preposition?** (*in*) **What is the noun in the prepositional phrase?** (*cheeks*) **What does the prepositional phrase tell about the rest of the sentence?** (where the seeds are packed)

## Close Read



## Find Important Details

Have students read the Close Read note on p. 149. Guide them to highlight the details that tell autumn is coming. **DOK 2**

## Vocabulary in Context

Remind students that readers can use illustrations to learn or clarify word meanings. Have them use the text and the illustration of the caterpillar wrapping itself up to figure out the meaning of the word *cocoon*. **DOK 2**

## 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.



STUDENT INTERACTIVE, pp. 152–153



Dogwood shows off  
A new **crimson** gown.



Oak changes into  
A suit of rust **brown**.



Ash cloaked in **yellow**.



Maple wears **red**.



Aspen, a crown of **gold**  
on its head.



152



**breeze** a light,  
cool wind

Together they whisper and sway  
in the breeze,

Shaking loose acorns and batches  
of leaves.

Swirling and twirling, leaves spinning  
round,

A whirlwind of color that blankets  
the ground.

CLOSE READ

**Highlight** the words that describe what  
happens to the trees' leaves. Use the  
pictures to help you.

153

## First Read

### Talk

**THINK ALOUD** The author uses words that make the trees seem as though they are dressed up in colorful clothes. The dogwood wears a crimson gown. The oak tree wears a brown suit. The aspen wears a gold crown. These are strong descriptions that help me imagine the beauty of the trees. What an interesting way to describe trees! Talk to a partner about something that you found interesting in the story.

### Possible Teaching Point



#### Read Like a Writer | Word Choice

Have students echo-read p. 153 with you. Point out the words *sway*, *swirling*, *twirling*, and *whirlwind*. Ask: *What are these words talking about? (moving) Why do you think the author used those words instead of the word moving?* Have students pantomime moving, then twirling to show the difference. Guide students to recognize that authors often use strong, descriptive words to paint word pictures for readers and to make a text more interesting.



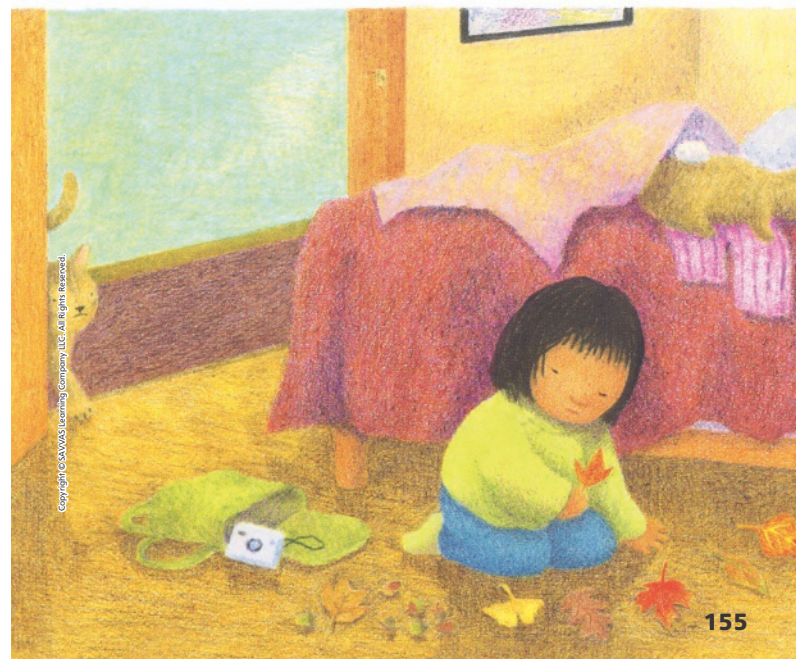
STUDENT INTERACTIVE, pp. 154–155



I search high and low,  
Find one of each—  
A ginkgo, a willow,  
An elm, birch, and beech.  
Summer is leaving, fall's on its way.  
The seasons are changing,  
No time to delay.

154

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I dash up to my room  
And open the door.  
Empty my pack,  
Spread things on the floor.

155

## CROSS-CURRICULAR PERSPECTIVES

Science



Not all trees turn colors in autumn. Some trees stay green all year round. These trees are called evergreens. Most evergreens, such as pine and fir trees, have needles instead of leaves.

## Close Read



## Find Important Details

Ask students to read the Close Read note on p. 153. Guide them to highlight the details that describe what happens to the trees' leaves. Ask students to compare the trees and say what is different and similar about them. (Possible response: Their leaves turn different colors, but they all fall to the ground in autumn.) **DOK 2**

## OBJECTIVE

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

STUDENT INTERACTIVE, pp. 156–157



I find a jar for the acorns ...  
Fetch scissors and glue—  
A pad of paper,  
And crayons, too.

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I decorate pages,  
Arrange to make space ...  
There, it's all done!  
Everything is in place.

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**CLOSE READ**

Underline the text that helps you figure out the theme, or big idea.

156

157

## First Read

### Ask

**THINK ALOUD** I can ask questions when I am reading. What are the most important things that happen in the story? One important thing that happens is the girl finds scissors and glue. What is another important thing that happens?

## Foundational Skills Extension

### Long *i*

Reread the first two lines on p. 154, and ask students to locate the two words with the sound /ī/. (*high, find*) Remind them that there is more than one way to spell the sound /ī/. Have them point out the letters that make the sound /ī/ in each word.



STUDENT INTERACTIVE, pp. 158–159

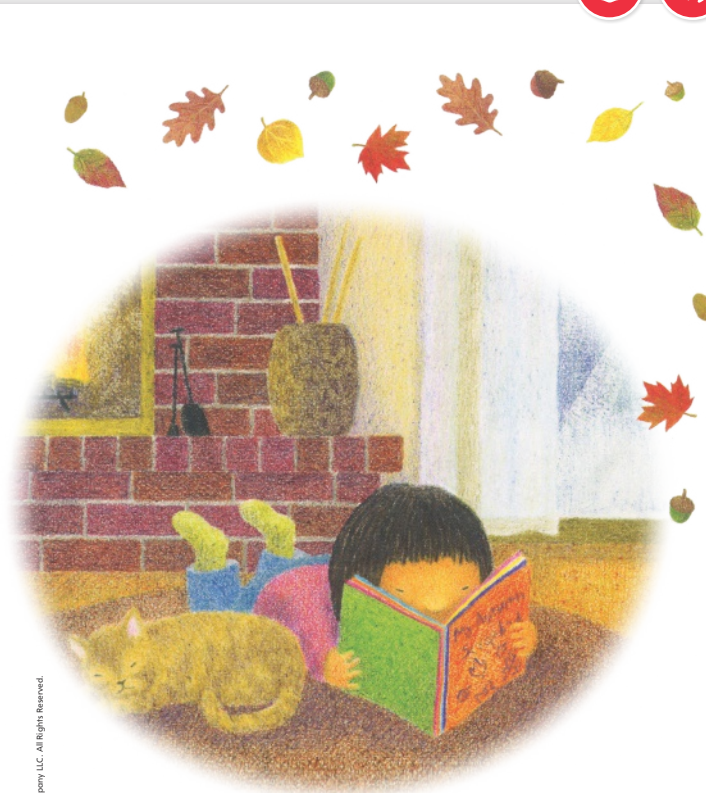


When crickets no longer sing late  
at night  
And the world outside  
Has turned cold, black and white ...

... I'll lie by the fire  
With my book and remember,  
Until autumn returns  
Once more in September.

158

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CLOSE READ 

Highlight the details that tell winter  
is here.

159

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CROSS-CURRICULAR  
PERSPECTIVES

## Social Studies



Autumn is a special time in many parts of the world. People hold festivals and celebrate holidays. They give thanks for farm harvests and the food that will feed them through the long winter. In the United States, people celebrate and give thanks on the autumn holiday of Thanksgiving.

## Close Read



## Determine Theme

Have students read the Close Read note on p. 157. Guide them to underline the text that describes what the girl is doing. **DOK 3**

## Find Important Details

Ask students to read the Close Read note on p. 159. Have them highlight the details that tell winter is here. **DOK 2**

## OBJECTIVES

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

Discuss topics and determine theme using text evidence with adult assistance.

# Respond and Analyze



## OBJECTIVES

Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.

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 *My Autumn Book*.

- **Discuss** How do you think the child felt when winter was coming? Do you think the child will make a winter book?
- **Brainstorm** What would you put in your own autumn book?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Remind students of the new words in *My Autumn Book*: *crisp, chilly, breeze*. Tell students that they can use what they already know and other words in a sentence to help them understand new words.

- Look at other words in the sentence to help you figure out a word's meaning.
- Think about similar words you already know that can help you figure out a word's meaning.

**MODEL AND PRACTICE** Model completing the first sentence on p. 160 in the *Student Interactive*. The first sentence says: *The air feels \_\_\_\_*. I know that *breeze* is a thing. It is not a way that something feels. The other two words are *crisp* and *chilly*. I know that air can feel *crisp* or *chilly*. The story told about air feeling *crisp*, so I will choose *crisp* to complete the sentence. Then I'll read the sentence: *The air feels crisp*. This makes sense.

**ELL Targeted Support Develop Vocabulary** Show how students can use contextual support to help them understand and use new words.

Read the vocabulary words and have students echo. Then work with students to complete sentence frames, such as *I put on a sweater because it was \_\_\_\_*. (chilly) **EMERGING/DEVELOPING**

Have student pairs read each vocabulary word. Then ask them to write a new sentence for one or more of the vocabulary words, leaving a blank where the vocabulary word should go. Students should exchange and try to complete each other's sentences. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing the activity on p. 160 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to find and list unfamiliar words in fiction texts they are reading. Have students use what they already know, and other words in the sentences, to figure out the meaning of unfamiliar words.

### QUICK CHECK

**Notice and Assess** Can students identify and use new vocabulary?

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T222–T223.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T222–T223.

**Check for Understanding My TURN** Have students complete p. 161 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 160–161

**VOCABULARY** **Read Together**

### Develop Vocabulary


**MY TURN** Use the words from the box to complete the sentences about autumn.

crisp   chilly   breeze

1. The air feels crisp.

2. Can you feel the breeze?

3. A chilly wind makes me shiver.



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

### Check for Understanding

**MY TURN** Write the answer to each question. You can look back at the text.

**DOK 2** 1. What makes the text fiction? **Possible response:**  
The story is made up.

**DOK 3** 2. Find an adjective the author uses. Why does he use this word? **Possible response:**  
Chilly; it tells how the wind feels.

3. How are the animals and trees similar? Use text evidence. **Possible response:**  
They change when autumn is coming.

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Use the  **QUICK CHECK** on p. T207 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### LONG *i*, LONG *o*

#### Sound-Spelling Cards

Share with students Sound-Spelling Card 79. Say: **The sound /ī/ in *child* is spelled *i*.** Continue with Sound-Spelling Card 83 (*gold*) to review the sound /ō/ spelled *o*.



Display the words *cold*, *told*, *find*, and *wild*. Have students read the words, and then tell how the vowel sounds /ī/ and /ō/ are spelled in each word.

### ELL Targeted Support

Have students illustrate and write words with the sounds /ī/ and /ō/ to help them learn relationships between sounds and letters.

Have students tell words they know with the sound /ī/ spelled *i* and /ō/ spelled *o*, such as *child*, *wild*, *kind*, *gold*, and *bold*. 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 target vowel sounds and spellings. 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

### LONG VOWEL PATTERNS

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on long vowel patterns.

LEVEL B • MODEL AND TEACH

**Lesson 21 Long Vowel Patterns**

**INTRODUCE** Remind students that long vowel sounds sound like the letter name. Remind students they have learned to recognize and say words with long vowel sounds in words with a silent final e. Today we will learn to recognize words with these long vowel sounds—/ī/, /ō/, and /ī/—that are spelled differently.

**MODEL** Display Student Page S127. Read aloud the first two sentences in the passage. Point to the word *She*, read it aloud, and have students repeat after you. Point to the letter *e*. *She* is a word with a long e sound that is spelled differently from the word *Pete*.

**OBJECTIVES:**

- Learn sound-letter correspondences besides the silent e rule for long e (e and y), long i (i, y, and igh), and long o (o).
- Use knowledge of these correspondences to decode long vowel words in isolation and in context.
- Apply knowledge of these correspondences to spell long vowel words properly.

**Hi!**

She is a young girl.  
Pete is a cold boy.  
The young girl says hi to the cold boy.  
The boy is too cold to say hi back!

e	o	i
she	cold	hi

**TEACH** Direct students' attention to the chart and run your finger under relevant letters and words as you read it aloud. Draw out and blend the sounds. Say the long e sound with me: /ē/. Say the word with me: /Shē/. /ē/. Point to the drawing of snowflakes falling. Is it warm outside? No! It is cold. /ō/. /ō/. 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: /hī/.

Phonics, Morphology, and Spelling T • 127

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



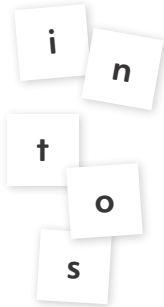
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles and have students form these incomplete words: *g\_ld*, *w\_ld*, *m\_st*, *ch\_ld*, *f\_nd*, *\_ld*. Students can then use the tiles *i* and *o* to finish the incomplete words (*gold*, *wild*, *most*, *child*, *find*, *old*).



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

### Decodable Reader



Have students practice reading high-frequency words and words with long *i* spelled *i* and long *o* spelled *o* by reading and listening to the Decodable Reader *A New Game*.

After students finish, ask them to find a word in the story with the vowel sound */i/* or */o/*, and a high-frequency word. Have students draw a picture of or write a sentence about their chosen words.

### High-Frequency Words

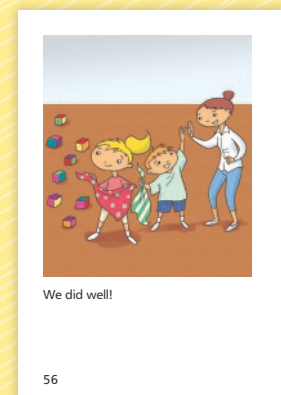
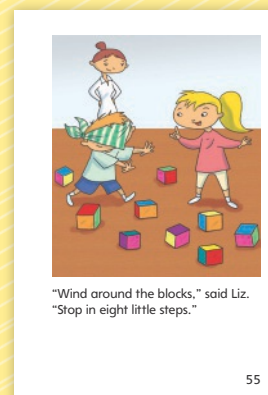
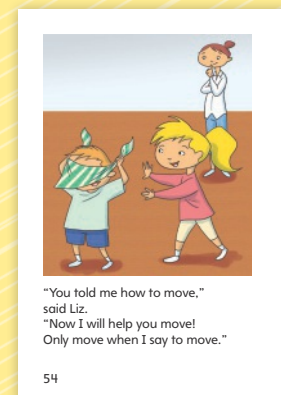
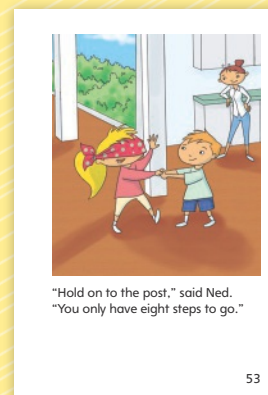
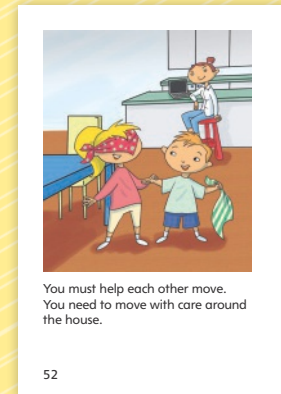
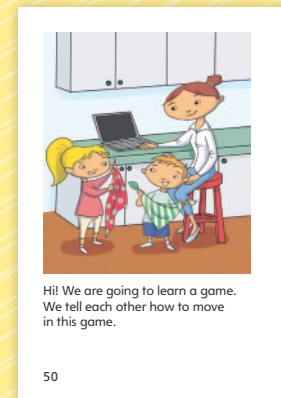
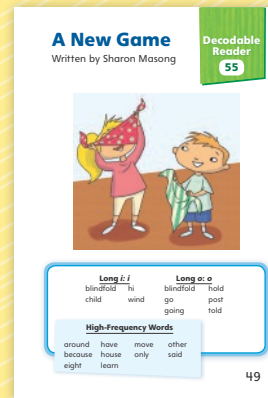
Have students make word cards to practice this week's high-frequency words: *move*, *only*, *learn*, *eight*, *house*.

### Centers




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

## Decodable Reader





Use the  **QUICK CHECK** on p. T219 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Readers can find other words in the text to use as clues to help them understand unknown words. Direct students' attention to the second sentence on p. 149 of *My Autumn Book* in the *Student Interactive*. Have students choral read the sentences with you. Then do a think-aloud showing how to use text clues to understand new words. *I'm not sure what bury means. I can use nearby words to help me figure out the meaning. The sentence has the words hole and treasure. I know that people sometimes dig a hole to hide treasure, so bury must have to do with hiding something under ground. I think that the word bury means "to hide under ground."*

### ELL Targeted Support

Display the words *chilly* and *breeze*.

Tell students you will act out each word and they must guess which word you are showing. Mime each word and have students identify that word orally. **EMERGING/DEVELOPING**

Have students work in small groups. Tell each group to choose one vocabulary word. Have each group mime that word for the class and see if they can guess which word it is.

### EXPANDING



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

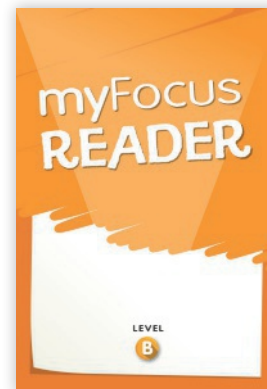
## Intervention Activity



### myFOCUS READER

Read the text on pp. 60–61 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on seasons changing.

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



## Fluency

Assess 2–4 students



### PROSODY

Invite partners to choose one of the two opening pages from *My Autumn Book*. Then have them take turns reading with appropriate phrasing and expression. Remind them to think about the rhythm of the text as they read.

### ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5, 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** Ask students to share the strategies they used to figure out the meanings of unfamiliar words in their text.

### Possible Conference Prompts

- Which words were new to you?
- What did they describe?
- How did you figure out what the words mean?

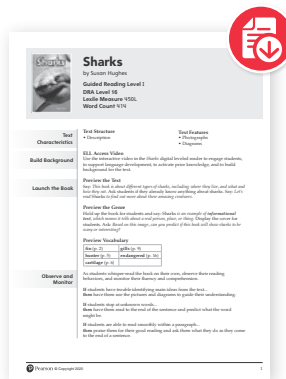
**Possible Teaching Point** Authors choose strong words to help readers visualize. For example, instead of writing the word *said*, an author might choose *yelled*, *whispered*, or *screamed* to help the reader imagine the story better.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T202–T203.
- For instructional support on using context clues to determine word meanings, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Ask students to share the new words they have found in the fiction texts. Celebrate the knowledge students have acquired.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *My Autumn Book*.
- read a trade book or the Book Club text.
- partner-read a fiction text, to discuss elements of fiction.

### Centers



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

### Literacy Activities



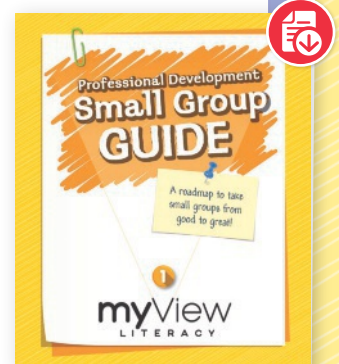
Students can

- work with a partner to complete the fill-in-the-blank activity on *Student Interactive* p. 160.
- play the myView games.
- complete an activity from the *Resource Download Center*.

### SUPPORT PARTNER READING

Partner reading activities may help students understand unfamiliar texts. Partners can guide each other through difficult passages.

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



# 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.

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.



Picture Cards



Sound-Spelling Cards  
167, 173

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the desk on p. 135 in the *Student Interactive*. Say: *This is a picture of a desk. Listen as I segment the sounds in desk: /d/ (pause) /e/ (pause) /s/ (pause) /k/. Say the sounds with me. Now let's blend the sounds to say the word desk. When we blend sounds, we combine them to make words.* Have students repeat the activity with the pictures of *train* and *cloud*.

**PRACTICE** Display the *block, brown, green, lamp, mask, and quilt* Picture Cards. Have students name each picture, segment the sounds in the picture names, and then blend the sounds.

## Phonics: Decode and Write Words with Suffixes *-ly, -ful*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 167 (*cheerful*) and 173 (*loudly*) to introduce the suffixes *-ful* and *-ly*. Explain to students that a suffix is a word part added to the end of a base word to change its meaning. Say: *The suffix -ly means "in a \_\_ way."* Display Sound-Spelling Card 173. Say: *Loudly means "in a loud way."* Have students repeat the word and the meaning with you. Repeat using Sound-Spelling Card 167 and explain that the suffix *-ful* means "full of."

**MODEL AND PRACTICE** Write and read the word *joyful*. Say: *If I am joyful, I am full of joy.* Underline the suffix *-ful*. Say: *We add the suffix -ful to the word joy to mean "full of joy."* Repeat with the word *slowly* and the suffix *-ly*.

**APPLY MyTURN** Have students read the words on the bottom of p. 135 in the *Student Interactive* and write the meaning of each word on the line provided.

# High-Frequency Words

## Minilesson

**FOCUS** Write or display the high-frequency words: *move, only, learn, eight, house*.


**MODEL AND PRACTICE** Write *move* on the board. Say: *This is the word move. It has four letters. The letters in move are m, o, v, and e.* 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.



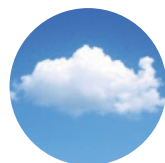
**APPLY MyTURN** Have students identify, read, and write the high-frequency words on p. 136 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 135

FOUNDATIONAL SKILLS
Read Together

### Segment and Blend Sounds

 **SEE and SAY** We blend, or combine, sounds to make words. Say each sound as you name each picture. Then blend the sounds to say the picture name again.






**Students should say desk, train, cloud.**

### Suffixes -ly, -ful

A **suffix** is a word part added to the end of a word. It makes a new word.

The suffix **-ly** means “in a \_\_ way.”  
The suffix **-ful** means “full of \_\_.”

 **MYTURN** Read the words. Write their meanings.

hopeful **full of** hope

loudly **in a loud way**

135

STUDENT INTERACTIVE, p. 136


HIGH-FREQUENCY WORDS | PHONICS
Read Together

### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

move	only	learn	eight	house
------	------	-------	-------	-------

 **MYTURN** Write words from the box to complete the sentences. Read the sentences.

1. We can leave your house by **eight**.
2. We have to **move** before it snows.
3. When did you **learn** about the snow?
4. I found out **only** last night.

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# Determine Theme



## OBJECTIVE

Discuss topics and determine theme using text evidence with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** As you discuss theme, model using the Academic Vocabulary words:

- What **information** can you use to figure out a story's theme?
- As you read a fiction text, think about what the details lead you to **expect**.

## Minilesson

**FOCUS ON STRATEGIES** In fiction, the theme is the big idea, or central message, of the text. Readers can use text evidence and their own experiences to determine the theme of the text.

- Look for important details as you read the text.
- Figure out how these important details connect to one another.
- Think about the big idea that these connections support.

**MODEL AND PRACTICE** Use “Winter Food” on pp. T196–T197 to model identifying theme. *When I read “Winter Food,” I paid attention to important details. One important detail explained that squirrels were preparing for winter by gathering nuts. It reminded me of a time my family prepared for a storm. I can use text evidence and my experience to determine that the theme is *Preparing now can make things easier later*.* Have students go back to the Close Read notes on pp. 147 and 157, and assist them with underlining the words that helped them determine the topic and theme.

**ELL Targeted Support Identify Important Details** Use “Winter Food” to show students how to identify important details in a text.

Provide simple *yes/no* questions to guide students in identifying important details. *Are details about birds flying away important?* (yes) *Are details about squirrels being rude important?* (no) **EMERGING/DEVELOPING**

Have pairs list important details from the Read Aloud. Tell them to come up with a theme that is supported by the details. **EXPANDING/BRIDGING**



## EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Small group instruction has many advantages. One advantage is that it is much easier to differentiate instruction for each learner within a small group setting than it is within whole group. Differentiating instruction is a highly effective way to both better engage students in the content and to target their individual needs. Through small group instruction you can strategically differentiate the questions you ask, the activities you assign, and the feedback you provide.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for determining theme.

**OPTION 1 My TURN** Have students complete p. 162 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students list several important details from the fiction text they are reading independently. Ask them to use the details to determine the theme of the story.

### ✓ QUICK CHECK

**Notice and Assess** Are students able to determine the theme of a text?

#### Decide

- **If students struggle**, revisit instruction for determining theme in Small Group on pp. T230–T231.
- **If students show understanding**, extend instruction for determining theme in Small Group on pp. T230–T231.

STUDENT INTERACTIVE, p. 162

CLOSE READ Read Together

### Determine Theme

A **theme** is the central message, or big idea, of a text. Details and your own experiences can help you determine the theme.

**MY TURN** Draw a picture of the theme of *My Autumn Book*. Use what you underlined in the text to help you determine the theme.

**Possible response: drawing of girl exploring autumn's changes, such as leaves changing**

**MY TURN** Write about the theme.

**Possible response:**

**A lot can change in autumn.**

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# Read Like a Writer, Write for a Reader

## OBJECTIVES

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

Identify words and phrases that suggest feelings or appeal to the senses.

### ELL Access

**Visualize** Explain that the five senses are touch, smell, taste, sound, and sight. Have students look through *My Autumn Book* to find words that tell how something feels, smells, tastes, sounds, or looks. Record the words in a five-column chart. Discuss how each column of words helps them visualize, or see, what is happening in the story.

## Word Choice

### Minilesson

**FOCUS ON STRATEGIES** Explain that writers often use words that help readers “see” story events in their minds. The words help readers visualize, or imagine, what the writers describe. Writers often use words that tell how things look, feel, smell, taste, or sound. These words appeal to the senses.

- As you visualize, imagine feelings and experiences.
- Look for words that tell how things feel, smell, taste, sound, and look. Use the words to imagine what something is like.

**MODEL AND PRACTICE** Read aloud the example at the top of p. 166 of the *Student Interactive*. The writer could have written these sentences: *There is a noise. I hear it.* But those sentences do not help readers imagine what is happening. So, the writer writes: *The buzzing gets louder. It fills the air.* These sentences have words that help readers visualize the events.

# Handwriting

## OBJECTIVE

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

## Write Answers

**FOCUS** Display these sentences: *What season is it? The season is autumn.*

**MODEL** Model writing the second sentence, using appropriate spacing between words. Remind students that the space between words in a sentence is greater than the space between letters within each word. Explain that if the space between words is too great or too small, it is hard to tell where one word ends and the next begins.

Have students write the sentence on their own paper, making certain to leave appropriate spaces between words.



## ASSESS UNDERSTANDING

## Apply

**TURN, TALK, AND SHARE** **MyTURN** Have students complete the activities on p. 166 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 166

**AUTHOR'S CRAFT**

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

Authors choose words that make readers use their senses. The words help readers visualize, or imagine, how things feel, sound, taste, smell, and look.

The buzzing gets **louder**.  
It fills the air.

The author uses these words to help readers imagine what the buzzing sounds like.

**TURN and TALK** Talk about other words the author uses in the text to help readers visualize.

**MYTURN** Write sentences about the weather. The words should help you use your senses. **Possible response:**

**The leaves crunch**  
**when I step on them.**  
**The colors are bright.**

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## Writing Workshop

Have students use sensory words that will help readers visualize their Writing Workshop texts. Support students during conferences by helping them find ways to incorporate sensory words in their writing.

**PRACTICE** Have students use *Handwriting* p. 298 from the *Resource Download Center* to practice writing answers, using correct spacing between words.

Name \_\_\_\_\_

**Handwriting**

**Write Answers to Questions**  
It is important to write an answer to a question that has correct spacing between the words.

**MYTURN** Answer the following questions. Watch the space between the words as you write your answers.

What is your school's name?  
\_\_\_\_\_  
\_\_\_\_\_

What city do you live in?  
\_\_\_\_\_  
\_\_\_\_\_

Grade 1 • Unit 5 • Week 9  
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*Handwriting*, p. 298



Use the  **QUICK CHECK** on p. T227 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DETERMINE THEME

**Teaching Point** Fiction texts can have a theme, which is the big idea of the story. Writers use important details about the setting, characters, and plot to show the theme. Connecting important details is one way readers can understand the big idea and figure out the theme. Revisit *My Autumn Book* on p. 158 in the *Student Interactive*. Have students connect details on that page to arrive at the theme “seasons change.”

### ELL Targeted Support

Help students understand the difference between the topic and theme of a fiction text. Refer to “Winter Food” on pp. T196–T197.

Read the title of the Read Aloud to students. Tell them that the title usually tells the topic of a story. (winter food) Reread the story and ask students what theme, or big idea, the story is telling. (It’s good to be prepared.) Explain that the theme is the message of the text.

### EMERGING/DEVELOPING

Ask students to identify the topic of the Read Aloud. Direct their attention to the title if necessary. Then ask students what message the story is telling. Write the theme for “Winter Food” on the board. (It’s good to be prepared.) Have students work together to determine the themes of other fiction texts they’ve read. **EXPANDING/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 • PRACTICE AND ASSESS

**Lesson 45** Story Elements

**PRACTICE 2:** Use Key Details to Describe Characters, Settings, Major Events, and Theme Tell students that they can use important details in a story to help them understand more about the characters, setting, major events, and theme. Display or distribute Student Page S261 and read the top excerpt aloud.

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 didn’t 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.

**REMINDE STUDENTS THAT...**

- a story contains characters, settings, major events, and a theme.
- authors use names to identify characters.
- authors use descriptive words to depict settings and major events.
- authors show theme through characters’ words and actions.
- they can write brief responses to understand a text.

Tell students that this passage gives some key details about the story’s characters. You already know that Benny and Jack are dogs, and Benny is big and that Jack is little. Now you can tell some more things about them. Benny smells the air to learn about the world around him. Jack barks to warn Benny about a bear. What else can you learn about the dogs? Have students look at the third paragraph of the above excerpt. Guide students to recognize that these details suggest the dogs are fast runners and that the dogs help each other.

Repeat with the setting and the major event of the dogs encountering a bear. Invite students to write a brief response about how Benny and Jack likely felt during this event.

✓ **MONITOR PROGRESS** Have students read the bottom excerpt on Student Page S261. Ask students what they learn about the setting from this text.

“The river!” Together they ran down the path. There were ducks. There were fish.

**IF...** students cannot identify details about the setting.  
**THEN...** ask students to draw a picture of the setting, emphasizing the animals described, and point out that students can use these details to help them understand the setting.

Reading Literature T • 261

## Fluency

Assess 2–4 students

### PROSODY

Have student pairs practice reading a short passage smoothly.

### ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5, 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

### DETERMINE THEME

**Talk About Independent Reading** Ask students to discuss how they used important details in their independent reading text to determine the theme.

### Possible Conference Prompts

- Which details in the story seemed most important to you?
- What big idea did those details support?
- What do you think is the theme of the story?

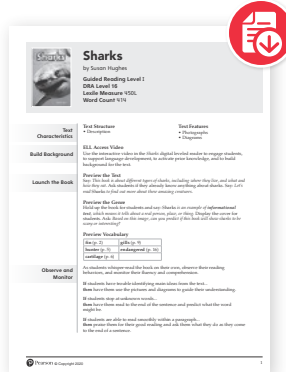
**Possible Teaching Point** A fiction author uses strong words to help readers understand the details and big idea of the story.

## Leveled Readers



### DETERMINE THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T202–T203.
- For instructional support on determining and comparing theme, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a group. Ask volunteers to discuss the reading strategies they used during independent reading to help them better understand how to determine theme.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *My Autumn Book*.
- read or listen to fiction in a previously read reader that has a clear, strong theme.
- continue reading the Book Club text.

### Centers



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

### Literacy Activities



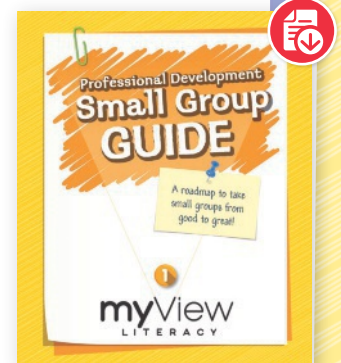
Students can

- work in pairs to complete the activity on p. 162 in the *Student Interactive*.
- play the myView games.
- work in small groups to find important details in a text and explain how those important details support the theme of a text.

### SUPPORT INDEPENDENT READING

One way to support independent reading is to have students set goals for their reading. Help students set a purpose and a plan for reading. Tell them they should track progress toward their goals.

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



# Word Work

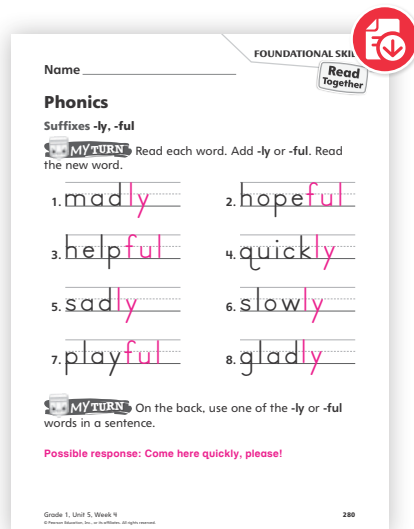
## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with suffixes *-ly* and *-ful*, use *Phonics* p. 280 from the *Resource Download Center*.



*Phonics*, p. 280

## Phonics: Decode and Write Words with Suffixes *-ly*, *-ful*

### Minilesson

**FOCUS** Tell students that suffixes are word parts added to base words to make new words with new meanings. Then review the meanings of the suffixes *-ly*, “in a \_\_\_ way,” and *-ful*, “full of.”

**MODEL AND PRACTICE** Write the word *quickly* on the board: Say: *I finished my chores quickly.* Have students repeat the sentence with you as you underline the suffix *-ly*. Ask: *What is the base word in the word quickly? Yes, the base word is quick. What suffix is added to the base word quick? Yes, the suffix -ly is added to quick. What does the word quickly mean? (in a quick way)* Write the word *hopeful* on the board: Say: *I am hopeful that I will get a good grade.* Have students repeat the sentence with you as you underline the suffix *-ful*. Ask: *What is the base word in the word hopeful? Yes, the base word is hope. What suffix is added to the base word hope? Yes, the suffix -ful is added to hope. What does the word hopeful mean? (full of hope)* Repeat with the words *gladly*, *sadly*, *helpful*, and *cheerful*.

**TURN, TALK, AND SHARE** Have partners read the words at the top of p. 137 in the *Student Interactive*.

**ELL Targeted Support Suffixes *-ly*, *-ful*** Help students understand how suffixes add meaning to base words.

Say: *If I am full of cheer, I am \_\_\_.* Help students finish the sentence. Write *cheer* and *cheerful*. Have students say them with you. Continue with *help/helpful*, *thanks/thankful*. Then say: *If I do something in a slow way, I do it \_\_\_.* Help students finish the sentence. Write the words *slow* and *slowly*. Have students say them with you. Continue with *safe/safely*, *quiet/quietly*.

#### EMERGING/DEVELOPING

Write and read the words *loud*, *slow*, *grace*, and *play*. Add the suffixes *-ly* and *-ful* one at a time to each word. Discuss which suffix makes sense for each base word. Use the phrases *tell what it is like* and *tell how it is done* to help students decide on the correct suffix and what the new words mean.

#### EXPANDING/BRIDGING



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 137 and p. 138 in the *Student Interactive*.

**OPTION 2 Independent Activity** Provide each student with two cards: one with the suffix *-ly* on it, and one with the suffix *-ful* on it. Also give students these word cards: *mad, sad, glad, help, play, joy*. Have partners take turns reading the word on a card, adding the appropriate suffix, and reading the new word. Then have partners use the words in sentences that demonstrate meaning.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the suffixes *-ly* and *-ful*?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T238–T239.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T238–T239.

STUDENT INTERACTIVE, p. 137

**Read Together** FOUNDATIONAL SKILLS

### Suffixes -ly, -ful

**TURN and TALK** Read these words.

	madly	sadly	gladly
	helpful	playful	joyful

**MYTURN** Write *-ly* or *-ful* to make a word that fits the definition.

sadly	in a sad way
skillful	full of skill
hopeful	full of hope
safely	in a safe way

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STUDENT INTERACTIVE, p. 138

**PHONICS** **Read Together**

### Suffixes -ly, -ful

**MYTURN** Write the suffix *-ly* or *-ful* to finish the words. Then read each sentence.

1. We made it home safely.
2. It is storming loudly.
3. I am hopeful that it will end soon.

**MYTURN** Write another sentence that includes a word with the suffix *-ly* or *-ful*.

**Possible response:**

I am joyful that it will snow!

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# Decodable Story

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.

## ELL Access

Suffixes are common in various European languages. Invite students to share examples of words with suffixes in their home languages, such as *rápidamente/rapidly*. If possible, show these words in written form and divide them between the base word and the suffix. Examples in Spanish: *lentamente (slowly)*; *completamente (completely)*.

## Read *Signs of Change*

**FOCUS** Have students turn to p. 139 in the *Student Interactive*. Say: *We are going to read about the changing seasons.* Point to the title of the story. Say: *The title of the story is *Signs of Change*. In this story, we will read words with long o and long i, as well as words with the suffixes *-ly* and *-ful*.*

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *move, only, learn, eight, house*. Display the words. Have students read them with you. Tell them that they will also practice reading high-frequency words in the story *Signs of Change*.

STUDENT INTERACTIVE, p. 139



DECODABLE STORY
FOUNDATIONAL SKILLS

## Signs of Change

The sun beams brightly.  
Ice melts from every house.  
People are more cheerful.  
No one minds the mild air.

Read the story. Highlight the two words with suffixes.

**139**



**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.139 in the *Student Interactive*. Ask: **Which words have the suffix *-ly* or *-ful*?** Students should supply the words *brightly* and *cheerful*. Have students highlight the words.

Have students turn to pp. 140–141. Ask: **Which words on page 140 have long o spelled *\_ost* or *\_old*?** Students should supply the words *most* and *gold*. Have them underline the words. Ask: **Which words on page 141 have long i spelled *\_ild* or *\_ind*?** Students should supply the words *wild* and *find*. Have students highlight the words.

STUDENT INTERACTIVE, pp. 140–141



## DECODABLE STORY

## FOUNDATIONAL SKILLS

Most trees turn gold and red.  
It's time to learn again!  
Some are joyful as they enter.  
Others move more slowly.

The wind blows wild and cold.  
Eight inches of snow fall.  
Only the bold go out in that.  
How can they find their way?



Underline the two words with the long o sound spelled o.

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Highlight the two words with the long i sound spelled i.

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# Find Important Details



## OBJECTIVES

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

Discuss topics and determine theme using text evidence with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** Provide oral practice with unit Academic Vocabulary words as students discuss important details that can be used to determine theme.

- Once I figure out important details, I can expect them to lead me to the theme.
- Using important details to determine theme is a process that will make my understanding stronger.

## Minilesson

**FOCUS ON STRATEGIES** Readers can use the important details in a fiction text to help them determine the theme.

- Ask yourself whether a detail is important. Does the story need this detail to make sense?
- Try to find the big idea that connects the important details. This will be the story's theme.

**MODEL AND PRACTICE** Read aloud the first line on p. 148 of *My Autumn Book* in the *Student Interactive* as you model finding important details. I read two details here. One detail says that a chilly wind blows. The other detail tells me the girl zips her jacket. I want to figure out whether these details are important. Does it matter that a chilly wind blows? Yes. This detail helps the story make sense. Does it matter that the girl zips her jacket? She zips her jacket because of the chilly wind, so this detail is not as important as the other one. Have students go back to the Close Read notes on pp. 149, 153, and 159 and highlight the words that helped them find important details.

**TURN AND TALK** Have students complete the Turn and Talk activity at the bottom of p. 163 in the *Student Interactive* by discussing the topic and theme using text evidence. Provide assistance as needed.

**ELL Targeted Support Use Graphic Organizers** Give students a simple stair-step graphic organizer, with four steps, allowing space to write text on each “step.” Students can use the organizer to show important details that will lead them to the theme.

Reread the first two lines on p. 148 of *My Autumn Book*. Ask students which is the most important detail. Have them sketch or write about that detail on the first step. Repeat the process with other sections of the story. Once the organizer is filled, work with the group to figure out the theme from the details. **EMERGING/DEVELOPING**

Have small groups work to fill the steps with important details, and then write the theme at the top of the graphic organizer.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding important details about a topic.

**OPTION 1 MyTURN** Have students complete the activity on p. 163 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students draw a picture of the most important detail that tells about the topic and supports the theme in an independent reading fiction text.

### ✓ QUICK CHECK

**Notice and Assess** Are students able to find important details?

#### Decide

- **If students struggle**, revisit instruction for finding important details in Small Group on pp. T240–T241.
- **If students show understanding**, extend instruction for finding important details in Small Group on pp. T240–T241.

STUDENT INTERACTIVE, p. 163

**Read Together** READING WORKSHOP

### Find Important Details

Details are the important pieces of information in a text. Details can help you figure out the theme.

**MYTURN** Draw an important detail that tells about the theme. Look back at what you highlighted in the text.

**Possible responses:** Drawing could show a chilly wind, squirrels digging a hole, leaves changing colors, or leaves blowing around.

**TURNandTALK** How do the details relate to the topic and theme of the text?

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Use the  **QUICK CHECK** on p. T233 to determine small group instruction.

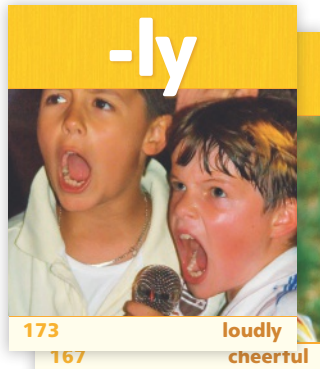
# Teacher-Led Options

## Word Work Strategy Group

### SUFFIXES *-ly*, *-ful*

#### Sound-Spelling Cards

Direct students' attention to Sound-Spelling Card 173. Say: *The word **loudly** has the suffix **-ly**.* Repeat with Sound-Spelling Card 167 (*cheerful*) for the suffix *-ful*.



Have partners make a picture book featuring images or drawings of words with the suffixes *-ly* and *-ful*. Have pairs label their pictures and share their picture books with the group.

### ELL Targeted Support

Help students practice reading and writing words with the suffixes *-ly* and *-ful*.

Work with students to read these words and use the meanings of the base word and suffix to tell what the words mean: *playful*, *quickly*.

### EMERGING/DEVELOPING

Have students write a list of words with the suffixes *-ly* and *-ful*. Ask them to share their lists with the group. **EXPANDING**

Challenge students to write sentences that include the words with the suffixes *-ful* and *-ly*.

### BRIDGING



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

## Intervention Activity

### PREFIXES AND SUFFIXES

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* for instruction on prefixes and suffixes.

LEVEL B • PRACTICE AND ASSESS

**Lesson 29** Prefixes and Suffixes

**PRACTICE 2: Suffixes -er and -or** Explain that a suffix is a word part found at the end of a word. Say: *Since suffixes have their own meanings, they change a base word's meaning. For example, the suffixes -er and -or both mean "one who," so it turns an action word into a word that names a person. For example, the action word **lead** becomes **leader** when the suffix -er is added. **Leader** means "one who leads." The suffix -or works the same way. You just have to remember whether to use -er or -or.*

**REMINDE STUDENTS THAT...**

- they know words can be made of different parts.
- they have learned one type of word part is called a suffix, which comes at the end of a word.
- they know the suffixes -er and -or both mean "one who."

Distribute Student Page S165. Read aloud the words on the word cards. Have students repeat each word after you and say its meaning.

actor	farmer	governor	player
rancher	speaker	teacher	visitor

Have students work in pairs to cut apart the word cards and sort them into two categories: suffix -er and suffix -or. Then have them shuffle the cards and turn them face down. One partner draws a card and says the word, and the other identifies which suffix the word uses.

**MONITOR PROGRESS** Have students look at the following short passages from Student Page S165. Read each passage aloud as students follow along. Ask them to identify the word that has a suffix and to say what the word means.

All TV shows and movies have a **director**. This is the person who makes sure everything is done right. (*one who directs*)

Dad says I am a good **thinker**. He feels proud when I do the right thing. It makes me happy. (*one who thinks*)

**IF...** students cannot identify a word with a suffix, **THEN...** focus on the word, running your hand under it as you say the word slowly in two parts. Then guide students to underline the suffix, recall its meaning, and finally define the word.

Phonics, Morphology, and Spelling T • 165

## Intervention Activity

### PHONOLOGICAL AWARENESS

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

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Hand out Letter Tiles to students. Students can form these words: *joyful*, *helpful*, *loudly*, and *gladly*. They can then read each of the words and identify the suffix in each word.



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

### Decodable Reader



As students read the Decodable Reader, *Helpful Eve*, they can practice decoding words with the suffixes *-ly* and *-ful* and high-frequency words.

After reading *Helpful Eve*, have students place a sticky note near high-frequency words and words with a target suffix found in the text. Then have students write the words in their notebooks.

### Centers



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

## Decodable Reader

**Helpful Eve**  
Written by Eli White

Decodable Reader  
56

**Suffix -ly**  
quickly - safely

**Suffix -ful**  
careful - helpful  
grateful - useful

**Long o: o**  
foe - hois  
goes - most

**Long i: i**  
child - kind

**High-Frequency Words**  
around house little only what  
eight learn move people

57

Eve is a kind child.  
She is only eight.

58

She is more helpful than most people.

59

She quickly goes to her dad to help him.  
Eve likes to be useful around the house.

60

She helps little Len learn to walk safely.  
She holds his hand.

61

Eve is careful.  
She helps Mom move the lamp.

62

She doesn't mind helping Ben fold shirts.  
She quickly finds his lost sock.  
He is grateful.

63

Eve is a kind and helpful child.  
If she is this nice at eight, what will she be like at nine?

64

Use the  **QUICK CHECK** on p. T237 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### FIND IMPORTANT DETAILS

**Teaching Point** Readers know that as they read fiction, they can find important details that will help them figure out the theme of the text. One way to tell if a detail is important is to ask if it helps the story make sense. Refer students to pp. 154–155 of *My Autumn Book* in the *Student Interactive*. Guide them to find the two lines that contain important details. (*Summer is leaving, fall's on its way. The seasons are changing.*) Ask how they know these details are important.

### ELL Targeted Support

Help students sort story details to identify those that are most important.

Display p. 154 of *My Autumn Book*. Tell students they will sort the details on that page into two groups: *important* and *not important*. After you read each line, ask: **Does this detail help the story make sense?** Have students circle those that do, and tell students these are the most important details. **EMERGING/DEVELOPING**

Display p. 154 of *My Autumn Book*. Have students work in pairs to sort the details on that page into two lists: *important* and *not important*. Have students share their lists with the class and explain why they sorted the details as they did. Guide the discussion by asking, **If we take that detail out of the story, will the story still make sense?** **EXPANDING**



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 finding important 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 student pairs practice reading with appropriate phrasing.

### ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5, 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 share their drawings of important details from their fiction book, and explain how they identified them.

### Possible Conference Prompts

- How can you tell whether a detail is important?
- What questions did you ask to help you find important details?

**Possible Teaching Point** Fiction writers know that readers all have personal experiences.

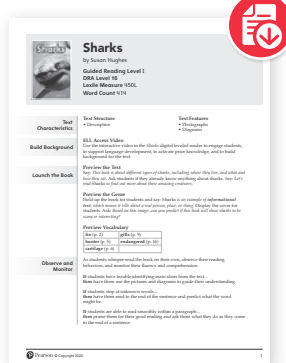
Writers expect readers to connect their personal experiences to what they are reading. This helps readers understand the text better.

## Leveled Readers



### FIND IMPORTANT DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T202–T203.
- For instructional support on distinguishing between important details and minor details, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Ask students to discuss success in finding important details. Explain that students should be proud of their efforts to find important details as they read fiction texts.

## Independent/Collaborative

### Independent Reading



Students can

- create their own graphic organizers to record important details, and show how these details lead to determining theme.
- discuss finding important details as they read the Book Club text.
- practice fluent reading with a partner.

### Centers



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

### Literacy Activities



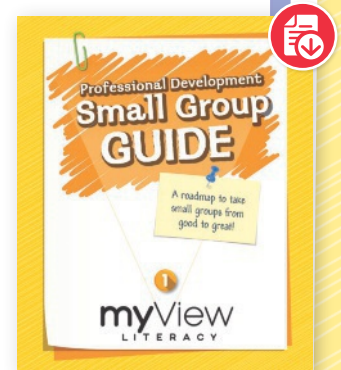
Students can

- write about their reading in their notebooks.
- play the myView games.
- complete an activity from the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

Help build students’ confidence. As students read, provide any necessary support as you point out aspects of their reading that were performed well.

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



# Word Work

## OBJECTIVES

Manipulate phonemes within base words.

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. 288 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

**My Words to Know**

Some words you will use a lot when you write.

move   only   learn   eight   house

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

- There are eight of us.
- We live in a small house.
- There is only one bathroom.
- We need to move.
- We learn how to find a new house.

Grade 1, Unit 5, Week 4  
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*My Words to Know*, p. 288

## Phonological Awareness: Manipulate Phonemes

**MODEL** Tell students that when you manipulate sounds in a word, you move, or switch, the sounds to different places. Say: *We are going to manipulate the sounds in a word. Let's say the sounds in pit: /p/ /i/ /t/. Now let's switch the first sound, /p/, and the last sound, /t/: /t/ /i/ /p/, tip.*

**PRACTICE** Have students manipulate the first and last phonemes in each word to say a new word: *tame /t/ /ā/ /m/ to mate /m/ /ā/ /t/; tub /t/ /u/ /b/ to but /b/ /u/ /t/; pat /p/ /a/ /t/ to tap /t/ /a/ /p/.*

## Phonics: Spiral Review Vowel Teams *ue, ew, ui*; Prefixes *re-, un-*

### Minilesson

**FOCUS** Review the spellings of the sound /ü/ spelled *ue, ew, and ui*. Then review the prefixes *re-* and *un-* and their meanings. Tell students that prefixes are added to base words to make new words with new meanings.

**MODEL AND PRACTICE** Write the following words on the board and read them aloud. Have students identify the words with the vowel sound /ü/ and sort them by the spelling of the vowel sound. Then have students identify and sort the words with prefixes according to the prefix.

redo	clue	chew	unlock	fruit	replay	due
drew	unhappy	return	bruise	blue	revisit	true



**ELL Targeted Support Prefixes** Some English prefixes have equivalent forms in other languages. Create word cards with these prefixes and base words: *un-*, *re-*, *like*, *heat*, *use*, *lucky*, *lock*, *read*, *fold*. Review the meanings of the prefixes *re-* (“again”) and *un-* (“not” or “the opposite of”).

Display a prefix card and a base word card, such as *re-* and *use*. Guide students to put the parts together to read the word *reuse*. Discuss the meaning of the word, using the meanings of the prefix and base word. **EMERGING**

Have partners use the cards in different combinations to make words that have prefixes. Then have them show you a base word, add a prefix, say the new word, and tell you what the new word means.

**DEVELOPING**

Have students use the word cards to make new words with prefixes. Ask them to write the new words they make on a sheet of paper, underline the prefixes, and circle the base words. Then have them tell what the new words mean. If time allows, have them use some of the new words in sentences. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that there are some words that they will read, hear, and write over and over. Display the words *move*, *only*, *learn*, *eight*, and *house*. Ask partners to take turns spelling and then reading the words.

# Reflect and Share



## OBJECTIVES

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## ACADEMIC VOCABULARY

**Integrate** Provide oral practice with the unit Academic Vocabulary words when asking students to reflect on the text and its theme.

Ask:

- What **information** should you include as you retell the story?
- Did you **expect** the story events to happen the way they did?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that retelling can help them better understand how one text they have read compares with another. Point out that retelling can also make the theme of a text clearer.

- Choose only the most important ideas when you retell a story.
- Start at the beginning. Then tell events that happened in the middle and at the end. Make sure to retell the events so they have the same meaning as the text.
- Think about what the theme of the text is.
- Think about how the text is like another text you read. How are the themes the same or different?

**MODEL AND PRACTICE** Use “Winter Food” on pp. T196–T197 to model retelling and comparing themes. **I’m going to retell the story “Winter Food.” “Winter Food” is about two characters: Squirrel and Wren. They talk about what they will do to prepare for the winter. Squirrel is preparing by gathering nuts. Wren is preparing by getting ready to fly somewhere warm. The theme of the text is how different animals prepare for winter. The theme of *My Autumn Book* was about what it is like when autumn starts. So both texts have themes about the seasons. But one is about winter, and the other is about autumn.** Then have students use the Talk About It prompt on p. 164 in the *Student Interactive* to retell the text and then compare its theme to another text.

**ELL Targeted Support Retell** Guide students in their retelling as they work to complete the activity on p. 164 in the *Student Interactive*.

Have students go through *My Autumn Book* and place a sticky note next to each detail they want to include in their retelling. Let them refer to the notes as they retell the story. **EMERGING/DEVELOPING**

Have pairs jot notes to prepare for the retelling. Then have them retell the story to each other and discuss their reasons for selecting the details they did in their retelling. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for retelling and comparing texts.

**OPTION 1 Use the Shared Read** Have students use a section from this week's text to retell the most important details in the story, and draw comparisons between the story's theme and the themes of other texts they have read.

**OPTION 2 Use Independent Text** Ask students to list important details from the fiction text they are reading, and use that list to retell the story to a reading partner.

### QUICK CHECK

**Notice and Assess** Can students retell texts and make comparisons?

#### Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T246–T247.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T246–T247.

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

STUDENT INTERACTIVE, p. 164

RESPOND TO TEXT

Read Together

### Reflect and Share

**Talk About It**  
Retell *My Autumn Book*. How is the theme of *My Autumn Book* similar to themes in other texts you have read?



-----

**Retell a Text**  
When retelling a text, you should:

- Tell the important events in your own words.
- Use important details from the text.

Use the words on the note to help you retell the text.

Now retell the text.

-----

**Weekly Question**  
How do we know when the seasons are changing?

In the beginning . . .

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Use the  **QUICK CHECK** on p. T245 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When readers read two or more fiction texts, they can look for the big idea or theme in each one. Then they can compare the themes of the texts and say how they are the same or different. Remind students of fiction texts they have read. Have them select two texts to retell and compare. Guide them to focus on theme.

### ELL Targeted Support

Help students compare themes across fiction texts.

Help students choose an appropriate fiction text to compare to *My Autumn Book*. Work with students to identify the big idea, or theme, of each text. Then guide students to compare the themes of the two books.

### EMERGING/DEVELOPING

Make a two-column table on the board: one column for *My Autumn Book* and the other for a fiction text students have read. Have students work in groups to determine the themes of both stories. Record student responses in the table, then have them list the similarities and differences between the themes of the texts.

### EXPANDING/BRIDGING



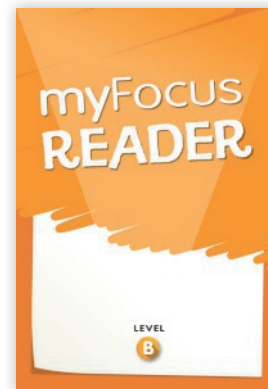
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread the text on pp. 60–61 with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how finding important details to determine theme in two or more texts helps them better understand the texts and improve their writing. Encourage students to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize what they have learned about autumn and winter 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. 334–338 in the *Resource Download Center*.



## Conferring

3 students / 3-4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Have students use the list of important details about their fiction book to retell the story. Ask them to explain how they decided which details were important.

### Possible Conference Prompts

- Why is each detail you chose important?
- How can you tell a detail is not important?
- How is this text similar to another text you have read?

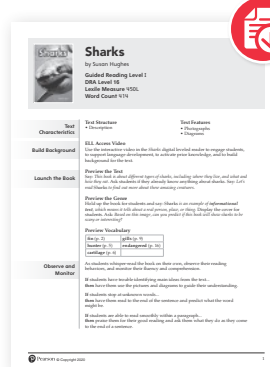
**Possible Teaching Point** Readers pay attention to the text. They stop and think about the details they have read. They ask themselves: *Is this detail important for understanding the text?*

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T202–T203.
- For instructional support on comparing fiction texts with similar themes, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Have one or two students share their theme comparisons.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *My Autumn Book* with a partner.
- read a self-selected fiction text.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write in their notebooks in response to the Weekly Question.
- find additional fiction texts about seasons.
- play the myView games.
- complete an activity from the *Resource Download Center*.

## BOOK CLUB



See Book Club pp. T468–T471 for

- ideas for facilitating a Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

# UNIT 5 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 informational text.
- I can make and use words to read and write informational text.
- I can write a how-to book.

#### 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

RF.1.4, RF.1.4.b, RI.1.6, SL.1.1.a, L.1.2.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T252–T253
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Decode Words with Open and Closed Syllables
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T254–T255
- Listening Comprehension: Read Aloud: “What Animals Do in the Winter” T256–T257
- Informational Text T258–T259
  - ☑ Quick Check T259

#### READING BRIDGE

- Academic Vocabulary: Oral Language T260–T261
- Handwriting: Write Answers T260–T261

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T265
- Strategy, Intervention, and On-Level/Advanced Activities T264
- ELL Targeted Support T264
- Conferring T265

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T265
- Literacy Activities T265

**BOOK CLUB** T265 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T412–T413
  - » Edit for Spelling
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T413
- Conferences T410

#### WRITING BRIDGE

- Spelling: Spell Words with Open and Closed Syllables T414
  - ☑ Assess Prior Knowledge T414
- Language & Conventions: Spiral Review: Prepositional Phrases T415

#### LESSON 2

RF.1.3.e, RF.1.4, RF.1.4.c, RI.1.6, SL.1.5, L.1.1.i

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T266–T267
  - » Phonics: Decode and Write Words with Open and Closed Syllables
  - ☑ Quick Check T267
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T268–T275
  - » Preview Vocabulary
  - » Read: *Signs of Winter*
- Respond and Analyze T276–T277
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T277
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T281
- Strategy and Intervention Activities T278, T280
- Fluency T280 • Conferring T281
- ELL Targeted Support T278, T280

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T279
- Independent Reading T281
- Literacy Activities T281

#### WRITING WORKSHOP

##### MINILESSON

- How-to Book T416–T417
  - » Edit for Prepositions
  - » Share Back

##### INDEPENDENT WRITING

- How-to Book T417
- Conferences T410

#### WRITING BRIDGE

- Spelling: Teach Spell Words with Open and Closed Syllables T418
- Language & Conventions: Oral Language: Commas in Dates and Sentences T419

## LESSON 3

RF.1.1, RI.1.7, W.1.5,  
L.1.1, L.1.2.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T282–T283
  - » Phonological Awareness: Manipulate Sounds
  - » Phonics: Decode Words with Vowel Teams *oo*, *ou*
  - » High-Frequency Words

#### CLOSE READ

- Use Pictures and Text T284–T285
- Close Read: *Signs of Winter*
  - ✔ **Quick Check** T285

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphics T286–T287
- Handwriting: Write Answers T286–T287

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T289
- Strategy and Intervention Activities T288
- Fluency T288 • Conferring T289
- ELL Targeted Support T288

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T289
- Literacy Activities T289
- Partner Reading T289

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T420–T421
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- How-to Book T421
- Conferences T410

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words with Open and Closed Syllables T422
- Language & Conventions: Teach Commas in Dates and Sentences T423

FLEXIBLE OPTION

## LESSON 4

RF.1.3.a, RF.1.4.b, RI.1.1,  
SL.1.1.b, L.1.1, L.1.2.c

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T290–T291
  - » Phonics: Decode and Write Words with Vowel Teams *oo*, *ou*
  - ✔ **Quick Check** T291
  - » Decodable Story: Read *In Winter* T292–T293

#### CLOSE READ

- Make Inferences T294–T295
- Close Read: *Signs of Winter*
  - ✔ **Quick Check** T295

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T299
- Strategy and Intervention Activities T296, T298
- Fluency T298 • Conferring T299
- ELL Targeted Support T296, T298

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T297
- Independent Reading T299
- Literacy Activities T299

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T424–T425
  - » Publish and Celebrate

#### INDEPENDENT WRITING

- How-to Book T425
- Conferences T410

### WRITING BRIDGE

- Spelling: Spiral Review: Long *i* and Long *o* Words T426
- Language & Conventions: Practice Commas in Dates and Sentences T427

FLEXIBLE OPTION

## LESSON 5

RF.1.3, RF.1.4.a, W.1.2,  
SL.1.1.c, SL.1.4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T300–T301
  - » Phonological Awareness: Manipulate Phonemes
  - » Phonics: Spiral Review: Long *i*, Long *o*; Suffixes *-ly*, *-ful*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T302–T303
  - » Talk About It
  - ✔ **Quick Check** T303
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T305
- Strategy, Intervention, and On-Level/Advanced Activities T304
- ELL Targeted Support T304
- Conferring T305

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T305
- Literacy Activities T305

**BOOK CLUB** T305 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- How-to Book T428
  - » Assessment

#### INDEPENDENT WRITING

- Writing Assessment T428–T429
- Conferences T410

### WRITING BRIDGE

- Spelling: Spell Words with Open and Closed Syllables T430
  - ✔ **Assess Understanding** T430
- Language & Conventions: Standards Practice T431

FLEXIBLE OPTION

# Materials

**Animals in Winter**

**Migrate**  
Some animals move to a warm place. Monarch butterflies fly from Canada to Mexico each winter—that is about 3,000 miles!

**Hibernate**  
Certain animals hibernate, or sleep through winter. This painted turtle will bury itself in mud and stay there all winter.

**Change**  
Some animals' bodies change to survive through the winter. American bison grow thick fur for warmth.

**TURN AND TALK** Talk about which animal in winter is most interesting to you.

**INFOGRAPHIC**  
“Animals in Winter”

**Informational Text Anchor Chart**

**Words and Pictures**  
Many birds fly south for the winter.

Words and pictures work together to help readers understand a topic.

**READING ANCHOR CHART**  
Informational Text

**Informational Text Anchor Chart**

**Words and Pictures**

Words and pictures work together to help readers understand a topic.

**EDITABLE ANCHOR CHART**  
Informational Text

**Decodable READER**

UNIT 5

**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**

**Test Features**

**Build Background**

**Preview the Text**

**Preview the Content**

**Preview Vocabulary**

**Observe and Monitor**

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

should  
today  
years  
warm  
world

### Develop Vocabulary

daylight  
seasons  
temperature  
weather

### Spelling Words

begin  
cabin  
hotel  
label  
melon  
robot  
seven  
topic  
should  
today

### Unit Academic Vocabulary

expect  
information  
process  
sense

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively. Use relevant questions to clarify information, and answer questions about main ideas and supporting details.  
Use appropriate fancy dress, costumes, and props to enhance your role-play.  
Recognize the structure and structure of informational text.

**FLUENCY**  
Read fluently with accuracy and expression. Use appropriate intonation and phrasing to convey meaning. Read with confidence and fluency. Read with confidence and fluency. Read with confidence and fluency.

**THINK ALoud**  
Use the Think Aloud strategy to model the process of reading and thinking. Use the Think Aloud strategy to model the process of reading and thinking. Use the Think Aloud strategy to model the process of reading and thinking.

**Read Aloud**  
Explain to students that you are going to read aloud an informational text. Ask them to listen actively as you read to help them better understand the text.

**START UP**  
**Purpose** Have students listen for the characteristics of an informational text.  
**READ** "What Animals Do in the Winter" aloud without stopping for the Think Aloud aloud.  
**REAP** the text aloud. This time pause to model the Think Aloud strategies related to the genre.

**What Animals Do in the Winter**  
Animals don't have homes with heaters like people do, so they have to adapt, or make changes, to stay safe through the winter.  
Many birds and other animals migrate, or travel, to warmer environments during the winter. They travel long distances in flocks or alone. Some mammals, such as bats, elk, and even whales, also migrate.  
Other animals adapt to stay in the same habitat they live in all year long. They grow thicker fur or even change color to blend into the snow. Animals that don't migrate collect and store lots of food to eat during the coldest months.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

**Fiction Lesson Plan**

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

**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Read the text aloud to the class.  
• Determine the Teaching Point.  
• Write your independent reading level number (Think Aloud) on sticky notes and place in the book at the point where you plan to stop to think aloud.  
• Discuss key vocabulary essential for understanding.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Ask the class to share or discuss 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 think aloud to students just to get the story and enjoy. Think Aloud and open-ended questions 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 students use to monitor comprehension and construct meaning from text.  
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

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

**Finals Teaching Points**  
• Monitor the story.  
• Monitor characters.  
• Monitor the Teaching Point.  
• Monitor Theme.  
• Monitor Comprehension.  
• Monitor Point of View.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "What Animals Do in the Winter"



SHARED READ Signs of Winter

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T468-T471

**Mentor STACK**

Writing Workshop T409

LITERACY STATIONS

SCOUT

## Assessment Options for the Week

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

ASSESSMENT GUIDE

# Word Work

## OBJECTIVES

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 148, 149

## FOUNDATIONAL SKILLS EXTENSION

See p. T273 for an open and closed syllables extension activity that can be used as the text is read.

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the slide on p. 174 in the *Student Interactive*. Tell students to listen as you segment and blend the phonemes to say the word: /s/ /l/ /ī/ /d/, *slide*. Then have students repeat with the pictures for *clown* and *train*.

**PRACTICE** Say each of the following words and have students segment and then blend the phonemes: *shake, land, clock, break, moon, blue, find, gold*.

## Phonics: Decode Words with Open and Closed Syllables

### Minilesson

**FOCUS** Explain to students that they can figure out long words by dividing them into syllables. Say: *Words are made up of syllables and each syllable has only one vowel sound. There are open syllables and closed syllables. An open syllable ends in a vowel and usually has a long vowel sound. A closed syllable ends in a consonant and usually has a short vowel sound.*

**MODEL AND PRACTICE** Use Sound-Spelling Cards 148 (*lemon*) and 149 (*tiger*) to introduce open and closed syllables in VCV words. Point to the word *tiger*. Say: *If a two-syllable word has one consonant between two vowels, like the word tiger, the consonant usually goes with the second syllable and the first vowel sound is long: /tī/ /gēr/.* Point to the word *lemon*. Sometimes, a two-syllable word with one consonant between two vowels, like the word *lemon*, must be divided so the consonant goes with the first syllable. Then the vowel sound in the first syllable is short: /lem/ /ən/. Write the words *pilot* and *wagon* for students to decode using what they learned about the vowel-consonant-vowel pattern and open and closed syllables.

**APPLY My TURN** Direct students to read the words on the bottom of p. 174 in the *Student Interactive*.



**ELL Targeted Support Distinguishing Sounds** Students may need more practice distinguishing syllables as well as vowel sounds in two-syllable words.

Say the word *raven*. Guide students to name the first syllable they hear in the word. Work with students to say the vowel sound they hear in the first syllable. (/ā/) Repeat with the word *seven*. **EMERGING/DEVELOPING**

Say the words *raven* and *seven*. Have students name the syllables they hear in each word. Then ask them to name the vowel sound in the first syllable of each word. Explain that open syllables end in a long vowel sound, and closed syllables are closed off by a consonant sound and often have a short vowel sound. Have students identify the type of first syllable in each word. **EXPANDING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *warm*, *today*, *world*, *years*, and *should*. Tell students they need 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.
- Tell students to write the words in a notebook.

warm

years

today

should

world

STUDENT INTERACTIVE, p. 174

### PHONOLOGICAL AWARENESS | PHONICS

Read  
Together

## Segment and Blend Sounds

**SEE and SAY** Say each sound as you name the pictures. Then say the words again.



Students should say *slide*, *clown*, *train*.

## Open and Closed Syllables

An **open syllable** ends in a vowel.

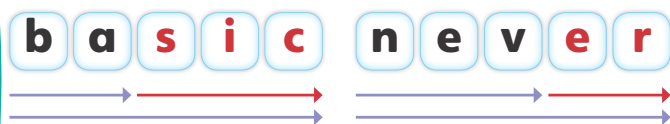
It usually has a long vowel sound.

A **closed syllable** is closed off by a consonant.

The vowel sound is usually short.

A word with one consonant between two vowels can be divided into syllables before or after the consonant.

**MY TURN** Read the words.





# Interact with Sources

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Language of Ideas** The Academic Vocabulary words help students make sense of the ideas presented each week. These words can reinforce instruction through the lesson. For example, as you talk about the infographic, ask: [Do some animals behave differently than you'd expect? Is this information helpful?](#)

- information
- expect
- sense
- process



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 5: *How do the seasons affect us?* Next, look at the Weekly Question: *What do living things do in the winter?*

Ask students to follow along in their *Student Interactive* while you read “Animals in the Winter” out loud. Have students get into groups to discuss the infographic. Ask them if they can think of the ways that different kinds of animals deal with winter. Encourage students to ask any questions they may have while they are discussing the infographic.

Use the following statements as prompts to guide discussion:

- Some animals hide in warm or cozy places during the winter to avoid the cold.
- Some animals travel very long distances to stay in places where it's warm.

Then ask students: [What kinds of things do animals do to survive in the winter?](#) Ask them to go back to the infographic and come up with a response as a group. Have them present the answers to the class.

**TURN, TALK, AND SHARE** Have students interact with the infographic source by asking them to discuss which animal in winter they think is the most interesting.

**WEEKLY QUESTION** Revisit the Weekly Question with students: *What do living things do in the winter?* Tell students that all animals get through winter in different ways. They will learn more about what animals do in the winter as the week progresses.

**ELL Targeted Support Visual and Context Support** Ask students to pay attention to clues provided by the words and pictures used in the infographic as you read. These will help students gain a better understanding of the text.

Ask students to identify one clue that helped them better understand the text. **EMERGING**

Have students identify one visual element of the text that provided them with a better understanding of a word from the corresponding section of text. **DEVELOPING**

Have students find and read a word aloud in the text that corresponds to one of the visuals in the infographic. **EXPANDING**

Ask students to pick a context clue they found in the text, and create a drawing to go along with it. **BRIDGING**

STUDENT INTERACTIVE, pp. 172-173

WEEKLY LAUNCH: INFOGRAPHIC

**Read Together**

## Animals in Winter

**Migrate**  
Some animals move to a warm place.  
**Monarch butterflies** fly from Canada to Mexico each winter—that is about 3,000 miles!



**Hibernate**  
Certain animals hibernate, or sleep through winter. This **painted turtle** will bury itself in mud and stay there all winter.



**Weekly Question**

What do living things do in the winter?

**Change**  
Some animals' bodies change to survive through the winter. **American bison** grow thick fur for warmth.



**TURN and TALK** Talk about which animal in winter is most interesting to you.

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WEEK 5

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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.

## FLUENCY

Model reading a short section of the text aloud for students, and have them pay attention to the rate at which you read. Explain that when they read, they should read at an appropriate pace. By doing so, students can strengthen their comprehension of a text.

 **THINK ALOUD** Analyze **Informational Text** Once you reread the first paragraph, stop and say: I read that animals have to adapt, or make changes, to stay safe through the winter. This is a topic about something real. Informational texts have topics about real things, so I know this is an informational text.

## Read Aloud

Explain to students that you are going to read aloud an informational text. Ask them to listen actively as you read to help them better understand the text.

### START-UP

#### READ-ALLOUD ROUTINE

**Purpose** Have students listen for the characteristics of an informational text.

**READ** “What Animals Do in the Winter” aloud without stopping for the Think Aloud callouts.

**REREAD** the text aloud. This time pause to model the Think Aloud strategies related to the genre.

## What Animals Do in the Winter

Animals don’t have homes with heaters like people do, so they have to adapt, or make changes, to stay safe through the winter.

Many birds and other animals migrate, or travel, to warmer environments during the winter. They travel long distances in flocks or alone. Some mammals, such as bats, elk, and even whales, also migrate.

Other animals adapt to stay in the same habitat they live in all year long. They grow thicker fur or even change color to blend into the snow. Animals that don’t migrate collect and store lots of food to eat during the coldest months.



“What Animals Do in the Winter,” continued

Some animals will hibernate, or sleep all winter. They eat a lot in the fall to fatten up, then find a cozy space, like a den, to sleep until it warms up outside. These animals live off the fat they gained in the fall.

Animals have many ways to take care of themselves through the cold months of winter.



**THINK ALOUD** Analyze **Informational Text** After you reread the fourth paragraph say: I just read about how some animals hibernate, or sleep all winter. These details tell facts about real animals. Informational texts have facts about real people, places, and things. So, this is an informational text.

**ELL Targeted Support Listening Comprehension** Have students respond to questions or requests to demonstrate listening comprehension of the Read Aloud.

Ask students to draw a picture that summarizes the Read Aloud. Have them talk about their drawings with a partner. **EMERGING**

Provide sentence starters for students to use as they summarize to demonstrate listening comprehension of the Read Aloud. For example: *Some animals \_\_\_ in winter.* **DEVELOPING**

Ask students to demonstrate comprehension by answering these questions: *Why do some animals have to adapt in winter? What do animals do so they can stay in their homes during winter?* **EXPANDING/BRIDGING**

## WRAP-UP

### What Animals Do in the Winter

Migrate	Change	Hibernate

Ask students: **How do animals migrate, change, and hibernate during the winter?** Record their responses in the chart.

## FLEXIBLE OPTION

### INTERACTIVE Trade Book Read Aloud



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

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





SPOTLIGHT ON GENRE

# Informational Text

## LEARNING GOAL

I can read informational text.

## OBJECTIVES

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

Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.

Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

## LANGUAGE OF THE GENRE

While you go over the anchor chart with students, review words that can help them talk about informational texts.

- graphics
- visual
- details
- information

## FLEXIBLE OPTION ANCHOR CHARTS

To make an anchor chart that supports your instruction, start with the genre, informational text.

- Have students discuss the elements of informational texts.
- Ask them what kinds of headings and graphics would be appropriate.
- Build up your anchor chart as students learn more about the genre.

## Minilesson

**FOCUS ON STRATEGIES** An informational text often has graphics, or pictures, that add details or show information in a visual way.

- Look at the pictures. What do they tell you about the topic?
- How do the words and pictures work together to help you understand the topic?

**MODEL AND PRACTICE** Ask students to turn to p. 184 in the *Student Interactive*. Use the photo and caption to show students how graphics and words work together to tell about a topic. *I read the text: Squirrels gather food to prepare for winter. Then I look at the picture. I see a squirrel and I see some nuts. I know that squirrels like to eat nuts. The squirrel must be getting food to prepare for winter. The picture and text help me understand how squirrels prepare for winter.* Have students point out what information they learned from the pictures and what different information they learned from the text.

Review the anchor chart. Guide students to discuss graphics used in informational texts they have read in the past.

**ELL Targeted Support Respond to Questions** Display *Seasons Around the World*. Have students respond to questions about *Seasons Around the World* to help them understand the characteristics of informational text.

Ask students leading questions about *Seasons Around the World*, such as: *What do the pictures tell you about the seasons in different places?*

**EMERGING/DEVELOPING**

Have student pairs use reasons from the text to write three sentences that answer the question: *What are seasons like around the world?* **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify informational text.

**OPTION 1 Use the Anchor Chart** Have students work with a partner to discuss the characteristics of informational text. Circulate to determine if students show understanding.

**OPTION 2 Use Independent Text** Have students place sticky notes beside words and pictures that help them identify the text as an informational text.

### QUICK CHECK

**Notice and Assess** Can students identify the elements of an informational text, such as graphics?

#### Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on pp. T264–T265.
- **If students show understanding**, extend instruction about informational text in Small Group on pp. T264–T265.

**Be a Fluent Reader** Explain that fluent readers can read accurately, or read every word in a text without making a mistake. Have students work with a partner to complete the fluency activity on p. 184 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 184–185

GENRE: INFORMATIONAL TEXT


**Read Together**

**My Learning Goal** I can read informational text.

**SPOTLIGHT ON GENRE**

### Informational Text

An informational text often uses graphics, or pictures, to add details or show information in a visual way.



Squirrels gather food to prepare for winter.

**Be a Fluent Reader** Fluent readers read with accuracy. That means they read every word without any mistakes. It takes practice to read accurately. After you read this week's text, practice reading accurately with a partner.

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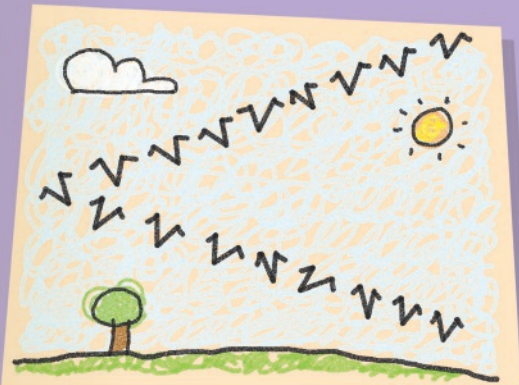
**Read Together**

READING WORKSHOP

## Informational Text Anchor Chart

### Words and Pictures

Many birds fly south for the winter



Words and pictures work together to help readers understand a topic.

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# Academic Vocabulary

## LEARNING GOAL

I can make and use words to read and write informational text.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

ELLs have limited exposure to Academic Vocabulary and therefore do not have opportunities to practice using the language. Provide time for classroom interactions that allow students to read, write, and listen to the many forms of the Academic Vocabulary words for the unit. Once students have more exposure, have them create a chart to record when they hear Academic Vocabulary in the classroom.

## Oral Language

### Minilesson

**FOCUS ON STRATEGIES** Revisit the Academic Vocabulary for the unit: *information, sense, expect, and process*. Explain that using oral language (saying words aloud) can help students understand word meanings and how to use the words.

- Say the word aloud a few times to hear how it sounds.
- Read the sentence in which the word appears to hear the word in the appropriate context.
- Read a sentence with the word to a partner. Then talk about the word's meaning with your partner.

**MODEL AND PRACTICE** Have students turn to p. 203 in the *Student Interactive*. Demonstrate the activity using the word *information*. Say: *Some information I learned about seasons is . . .* Guide students to complete the sentence using details they learned from the unit. (Possible answer: *Squirrels store food in autumn.*)

# Handwriting

## OBJECTIVE

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

## Write Answers

**FOCUS** When writing answers to questions, it is important to print legibly and leave spaces between words.

**MODEL** Display the question: *What day is today?* Ask students for the answer and then model how to write the answer legibly with appropriate spaces between words. Use the sentence frame: *Today is \_\_\_\_*. Point out the appropriate spaces as well as the uppercase letter at the beginning of the sentence.



## ASSESS UNDERSTANDING

## Apply

**TURN, TALK, AND SHARE** Ask students to work with a partner to complete the activity on p. 203 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 203

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write informational text. **My Learning Goal**

**Academic Vocabulary**

**TURN and TALK** Read the sentence starters. Finish the sentences together.

1. Some information I learned about seasons is . . .  
Possible response: squirrels store food in autumn.
2. My sense of smell is important because . . .  
Possible response: it lets me smell the pretty flowers.
3. When it is summer, I expect to . . .  
Possible response: play outside a lot.
4. A process I know about is . . .  
Possible response: how to make a salad.

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**PRACTICE** Have students use *Handwriting* p. 299 in the *Resource Download Center* to practice writing simple sentences as answers to simple questions.

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

**Handwriting**

**Write Answers to Questions**  
It is important to write an answer to a question that has correct spacing between the words.

**MY TURN** Answer the following questions. Watch the space between the words as you write your answers.

How old are you? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

When is your birthday? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Grade 1 • Unit 5 • Week 5  
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*Handwriting*, p. 299



# 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 E**

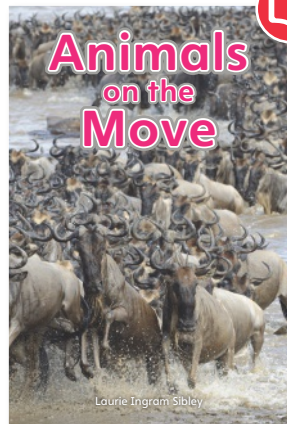
**Genre** Informational Text

**Text Elements**

- Concepts supported by photographs
- Two to four lines of text per page

**Text Structure**

- Simple factual



**LEVEL F**

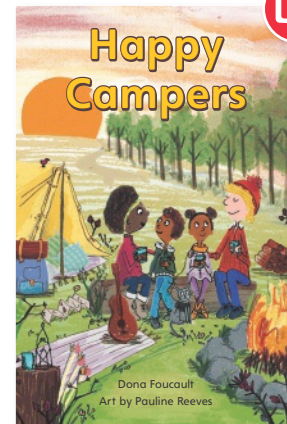
**Genre** Informational Text

**Text Elements**

- Two to five lines of text per page
- Content-specific words explained in the text

**Text Structure**

- Description



**LEVEL H**

**Genre** Realistic Fiction

**Text Elements**

- Simple and split dialogue
- Variety of words to assign dialogue

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

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

### Identify Informational Text

- What makes the text different from informational text?
- How do graphics, or pictures, add detail to the text?
- How do the words and pictures work together to help you understand the topic?

### Develop Vocabulary

- Can you find any familiar words in the text that help you understand words that are unfamiliar to you?
- What words in the text support the topic?
- Are there any graphics, or pictures, in the text that help you understand unfamiliar words?

### Use Pictures and Text

- Which pictures tell you information about the topic?
- What key ideas does the text describe?
- How can you use the pictures and words to describe the key ideas in the text?



LEVEL H

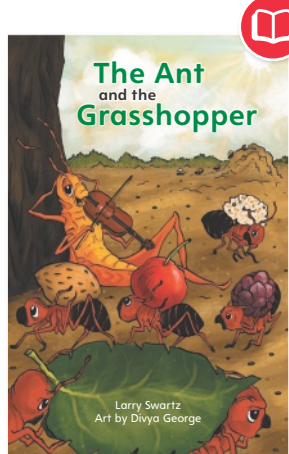
**Genre** Animal Fantasy

**Text Elements**

- Easy compound words
- Four to eight lines of text per page

**Text Structure**

- Chronological



LEVEL I

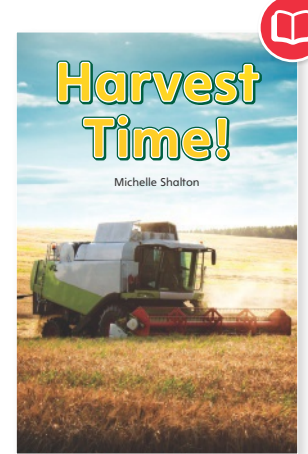
**Genre** Folktale

**Text Elements**

- Text and illustrations
- Simple dialogue

**Text Structure**

- Chronological



LEVEL I

**Genre** Informational Text

**Text Elements**

- Four to eight lines per page
- Charts and diagrams

**Text Structure**

- Description

**Make Inferences**

- What new information did you learn about the topic of the text?
- What did you already know about the topic of the text?
- What inference can you make about the text?

**Compare Texts**

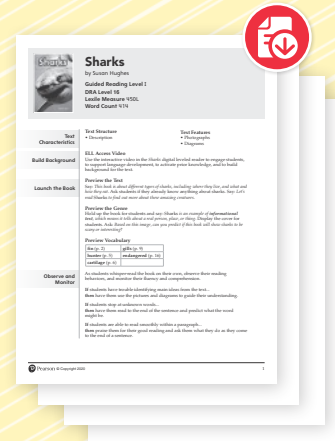
- How are the topics of the informational texts alike and different?
- What is your opinion about the topics of these informational texts?

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



Use the  **QUICK CHECK** on p. T259 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** When you read an informational text, you can use the words and pictures in the text to help learn more about the topic. Guide students back to the infographic “Animals in Winter,” and talk with students about what the pictures add to the text.

### ELL Targeted Support

Guide students to tell about one detail—from the text or pictures—that helped them understand the topic of the infographic. **EMERGING**

Ask students to explain how the pictures and text help them understand the topic of the infographic. Use sentence starters, such as: *The map shows me . . .* **DEVELOPING**

Have student pairs create a visual, such as a poster, that shows how the pictures and text details work together to tell about the topic of the infographic. Prompt students to share their visuals with the class. **EXPANDING**

Have students present a detailed explanation of how the text and pictures help them understand the topic of the infographic. **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 recognizing informational texts.

LEVEL B • READ

**Lesson 49** Recognize Types of Text: Informational, Procedural, and Persuasive Texts


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

**A Secret Note**

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

**What You Need**

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp



**Directions**

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use pp. 172–173 to think about what animals do in the winter. Have them pick one animal to research throughout the week. Students should focus their research on what the animal does during winter. See *Extension Activities* pp. 334–338 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to talk about the words and pictures that helped them identify the text as an informational text.

#### Possible Conference Prompts

- What is the text about?
- What words were clues that the text is informational?
- Did you learn any information from the pictures?

**Possible Teaching Point** Readers can figure out if they are reading informational text by asking, “Does this text tell facts about real people, places, or things?”

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T262–T263.
- For instructional support on noticing how pictures and text provide information about the topic, see the *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to a previously read leveled reader.
- read a book of their own choosing.
- continue reading their Book Club text.

### Centers



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

### Literacy Activities



Students can

- play the myView games.
- write about a book in a notebook.
- complete an activity from the *Resource Download Center*.

## BOOK CLUB



See Book Club pp. T468–T471 for

- ideas for facilitating Book Club with a trade book of your choice.
- suggested texts to support the unit theme and spotlight genre.
- support for groups’ collaboration.

## Whole Group

**Share** Gather the class back to whole group. Have student volunteers share a clue they discovered that helped them understand the topic of the informational text they read. Celebrate what students learned today.

# 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 open and closed syllables, use *Phonics* p. 281 from the *Resource Download Center*.

NAME \_\_\_\_\_

FOUNDATIONAL SKILL **Read Together**

**Phonics**  
Open and Closed Syllables

**MY TURN** Read the words. Circle the number of syllables.

1. slide ① 2	2. never 1 ②
3. basic 1 ②	4. train ① 2
5. clown ① 2	6. limit 1 ②

**MY TURN** Read the words. Underline the open first syllable. Circle the closed first syllable.

7. pilot	8. river
9. wagon	10. frozen

Grade 1, Unit 5, Week 5  
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*Phonics*, p. 281

## Phonics: Decode and Write Words with Open and Closed Syllables

### Minilesson

**FOCUS** Explain to students that words are made up of syllables and that each syllable has only one vowel sound. When a word has a vowel-consonant-vowel pattern, the word can be divided into syllables before or after the consonant. The word is usually divided before the consonant so that the consonant goes with the second syllable. This makes the first syllable have a long vowel sound. It is called an open syllable. Sometimes a word is divided so the consonant goes with the first syllable. Then the vowel in the first syllable is the short sound. This is called a closed syllable.

**MODEL AND PRACTICE** Write the word *robot*. The word *robot* is a two-syllable word. Remember, if a word has one consonant between two vowels, the consonant usually goes with the second syllable and the first vowel sound is long. Draw a line between *o* and *b*. This is how I segment and blend the word: *ro-bot, robot*. Continue with the words *never, baby, melon, and lazy*

**TURN, TALK, AND SHARE** Have partners read the words at the top of p. 175 in the *Student Interactive*.



### EXPERT'S VIEW Pat Cunningham, Wake Forest University

“Rather than introducing words in isolation, conduct a picture walk and introduce words in the context of the text. For example, if you want to introduce the word *gorilla*, you could ask children to find a long word that starts with a *g* and that names an animal that is pictured on the page. Or if you want to introduce the word *frightened*, say: *On this page there is a long word, frightened. What is the first letter of frightened? Find the word on the page.* When you teach words in the context of the text, they have more relevance and meaning for students.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 My TURN** Have students complete the rest of p. 175 and p. 176 in the *Student Interactive*.

**OPTION 2 Independent Activity** On cards, write the words *hotel*, *rapid*, *robin*, *lemon*, and *paper*. Have students read the words and sort them into categories: words whose first syllable has a short vowel sound and words whose first syllable has a long vowel sound.

### QUICK CHECK

**Notice and Assess** Are students able to decode and write words with open and closed syllables?

#### Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T278–T279.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T278–T279.

## HIGH-FREQUENCY WORDS

Write the words *warm*, *today*, *world*, *years*, and *should*.

- Say and spell each word and then have students repeat.
- Cover the words and then dictate each word.
- Display the words and have students check their spellings.
- Ask students to correct any misspellings and practice the words they missed.

STUDENT INTERACTIVE, p. 175

FOUNDATIONAL SKILLS
Read Together

### Open and Closed Syllables

**TURN and TALK** Decode these words.

	<b>silent</b>	<b>music</b>	<b>frozen</b>
	<b>limit</b>	<b>lemon</b>	<b>travel</b>

**MY TURN** Write the word for each picture name. Draw a line to divide the words into syllables. Read the words.

 pilot	 wag/on
 seven	 ti/ger

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STUDENT INTERACTIVE, p. 176

PHONICS | PHONOLOGICAL AWARENESS
Read Together

### Open and Closed Syllables

**MY TURN** Use a word from the box to finish each sentence. Then read the sentences.

silent
spider
shadow

Robin makes a shadow on the wall.

Her arms make the shape of a spider.

Robin has fun with this silent game!

**MY TURN** Write your own sentence using one of the words from the box.

**Possible response:**

**I am silent when** \_\_\_\_\_

**I read.** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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# Introduce the Text



## OBJECTIVES

Use the illustrations and details in a text to describe its key ideas.

Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

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

## ELL Access

### Prereading

Taking the time to study vocabulary words and looking at the illustrations or pictures in a text can help students gain a better understanding of the text before they start reading. Have students practice prereading strategies whenever they are introduced to a new 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 instruction for Lessons 3 and 4.

## Preview Vocabulary

- Guide students to p.186 in the *Student Interactive*, and introduce the words *seasons*, *weather*, *daylight*, and *temperature*.
- Have students share what they already know about the words. Ask questions, such as: *How many seasons are there in a year? Which season usually has the coldest weather?*
- Have students demonstrate what they know about the words. They can act out some activities they might do in *daylight*. They can show you how it feels when the *temperature* is high.
- Provide definitions if needed. Definitions can be found on the following selection pages. *These words will help us understand the informational text, Signs of Winter.*

## Read

Explain that readers monitor their comprehension as they read a text. Readers can make adjustments by using their background knowledge, or what they already know, when their understanding breaks down.

Talk about the First Read Strategies with students. Have them read for understanding and enjoyment during this first read.

### FIRST READ STRATEGIES

**READ** Have students monitor their comprehension as they read to learn the big idea in the text. If students' understanding of the text breaks down, prompt them to make adjustments by using their background knowledge.

**LOOK** Ask students to look at the photos and use them to build on their understanding of the text.

**ASK** Prompt students to generate questions about confusing parts of the text before, during, and after reading to deepen their understanding and gain information about the topic.

**TALK** Have students talk about how the illustrations and text work together.

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** Display the vocabulary words *seasons*, *weather*, *daylight*, and *temperature*.

Model reading each of the vocabulary words. Have students draw a picture that illustrates the word. Prompt them to write the vocabulary word as a label beneath their illustration. **EMERGING**

Have students use sentence frames to practice using the vocabulary words in sentence form. For example, provide students with the following sentence frame: *Winter is one of the four \_\_\_\_.* (seasons) **DEVELOPING**

Ask student pairs to work together to create word webs for each vocabulary word. Partners can use their background knowledge to add words and pictures to webs to better understand the meanings. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 186



Read  
Together

## Signs of Winter

### Preview Vocabulary

You will read these words in *Signs of Winter*.

seasons weather daylight temperature

### Read

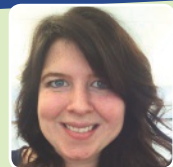
**Read** to learn the big idea in this text.

**Look** at the photos to help you understand the text.

**Ask** questions about confusing parts.

**Talk** about how the illustrations and text work together.

#### Meet the Author



**Colleen Dolphin** writes children's books about science and math topics. She also wrote books about the signs of autumn, spring, and summer.



STUDENT INTERACTIVE, p. 187

**Read Together**

Genre Informational Text

**AUDIO**  
Audio with Highlighting

**ANNOTATE**


**SIGNS OF  
Winter**

written by  
Colleen Dolphin

187

## First Read

### Read

 **THINK ALOUD** I don't understand why winter happens in places farthest from the sun. When I don't understand something in a text, I think about what I know. I know that it's colder outside when it's winter, and I know that sunlight warms things up. So, I guess it makes sense that it would be colder in places that don't get as much sunlight. Now I understand the text better.

## CROSS-CURRICULAR PERSPECTIVES

Science



Each season does not always start on the same date every year. In the United States, winter either starts on December 21 or 22. Spring begins on March 20 or 21. The start of summer happens on June 20, 21, or 22. Autumn, or fall, begins on September 22 or 23.



STUDENT INTERACTIVE, pp. 188–189

# Seasons



Winter



Spring

There are four seasons during the year. They are called spring, summer, autumn, and winter. The weather, plants, animals, and daylight hours change during each season.



Summer



Autumn

188

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# Winter



**seasons** the four periods of a year  
**weather** what it is like outside, determined by conditions such as rain, sunshine, clouds, and wind  
**daylight** the light during the day

## Did You Know?

In France it is winter in December. In New Zealand it is winter in July.

During the year, Earth travels around the sun. This brings some parts of Earth closer to the sun. Other parts of Earth get farther from the sun. Winter happens in the parts farthest from the sun.

CLOSE READ

Underline what can change during each season.

189

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## Possible Teaching Point



### Language & Conventions | Commas in Sentences

Use the lesson on p. T423 in the Reading-Writing Workshop Bridge to teach students about commas in sentences. Prompt students to examine p. 188. Ask them to identify the two sentences that use commas to separate parts of a series, or list. (“They are called spring, summer, autumn, and winter. The weather, plants, animals, and daylight hours change during each season.”)

## Close Read



### Use Pictures and Text

Remind students that readers use pictures and words to describe key ideas in a text. Then have them follow the prompt on p. 189.

DOK 1

### OBJECTIVE

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

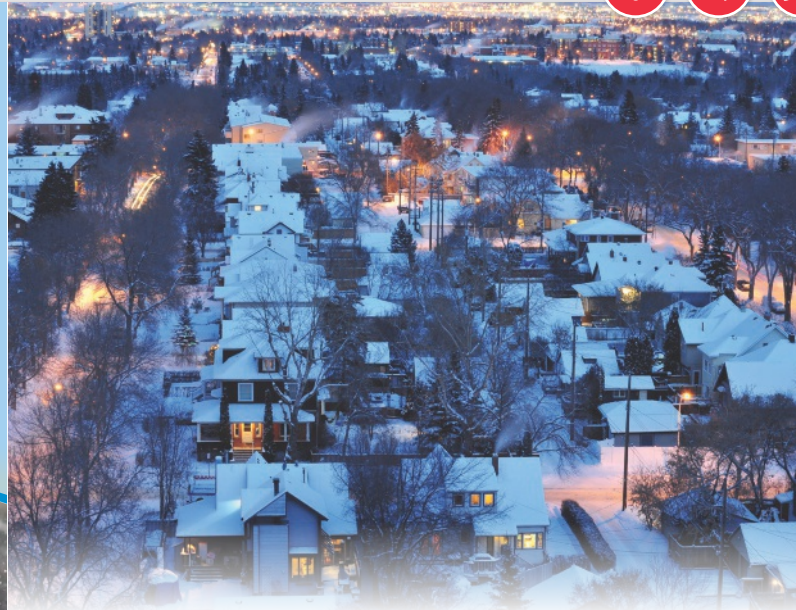
STUDENT INTERACTIVE, pp. 190–191



In the winter, there are many clouds in the sky. Instead of raining, it snows. Vanessa and Tom are building a snowman. They start by making a huge snowball.



190



There is very little daylight in winter. It gets dark out early in the evening.


CLOSE READ 

Look at the text and illustrations on these two pages. Underline the words that describe what you see in each illustration.

191

## First Read

### Ask

 **THINK ALOUD** When I read, I can ask questions when something is confusing. My questions can help me look for information that can help me understand what I am reading. I'm confused about the information on page 191. Is there daylight in winter?

The text says that there is very little daylight and that it gets dark early in the evening. So now I understand that night starts earlier in winter.

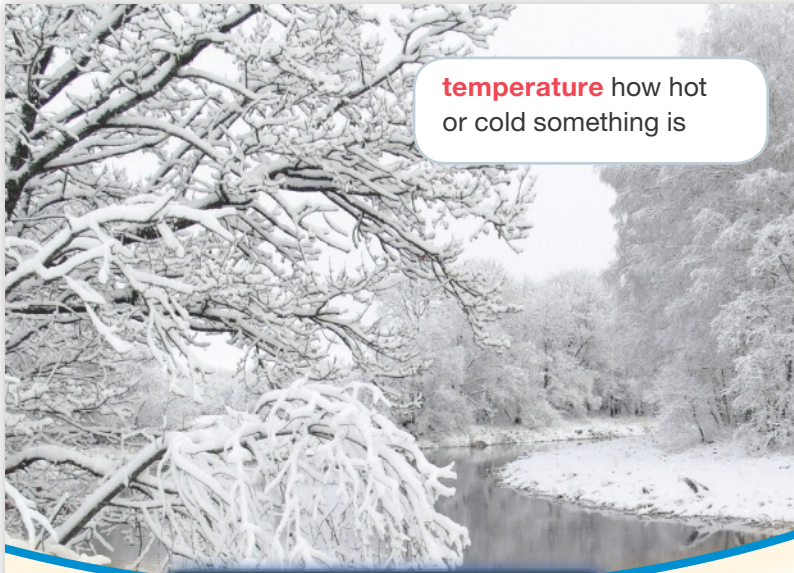
### Possible Teaching Point

#### Read Like a Writer | Graphics

Use the Read Like a Writer, Write for a Reader lesson on pp. T286–T287 to teach students about graphics. Have students examine the photo on p. 190. Then ask: *Why did the author choose this picture?* (possible response: to show Vanessa and Tom building a snowman)



STUDENT INTERACTIVE, pp. 192–193



**temperature** how hot or cold something is

### Did You Know?

Pine and fir trees have **needles**. The needles stay on the trees during winter.

In winter many trees are bare. Their branches don't have any leaves.

192

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The **temperature** can get very cold during the winter. People need to wear extra clothes to keep warm. James is making a snow angel. His coat and snow pants keep him from getting cold.



### VOCABULARY IN CONTEXT

Context clues are words or pictures that can help you understand what a word means. Underline the words that help you understand what the word **bare** means. Use the picture too.

193

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## Foundational Skills Extension

### Open and Closed Syllables

Review open and closed syllables with students. Point out the word *winter* on p. 192. Ask: **Does the first syllable in the word *winter* have a short or long vowel sound?** (short vowel sound)

## Close Read

### Use Pictures and Text

Read with students the Close Read note on p. 191. Have them underline words that describe the illustrations on pp. 190–191. **DOK 2**

### Vocabulary in Context

Have students use the text and the picture to clarify the meaning of the word *bare*. Have students confirm their understanding and recognition of the the word *bare* by pointing to the sentence that explains what the word *bare* means. Discuss how students recognized the word within the text as well. **DOK 2**

### OBJECTIVES

Use pictures or text to clarify word meanings.  
Use text evidence to support an appropriate response.



STUDENT INTERACTIVE, pp. 194–195



**Did You Know?**

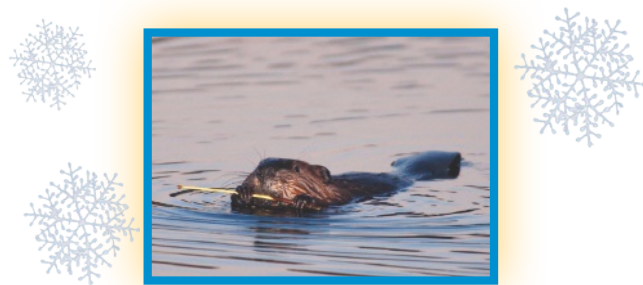
An American bison's coat grows extra long and thick in the winter.

The **temperature** is cold for animals too. Some move to warmer places for the winter. Animals that have a lot of fur stay during the winter. Their fur keeps them warm.

194

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It is hard for animals to find food in the winter. In autumn, beavers **collect** extra sticks and logs. They keep them in the water near their lodges. They eat the bark during the winter.



**Did You Know?**

Winter comes after autumn and before spring.

What inference can you make about what bison do in cold temperatures? **Highlight** the text that helped you.

CLOSE READ



195

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**First Read**

**Talk**

**THINK ALOUD** The text explains that animals have a lot of fur to stay warm in the winter. The pictures show a shaggy bison. I think the bison grows extra fur to stay warm in the winter. The “Did You Know?” box tells some information about the bison in the picture. Talk to a partner about the information in one of the “Did You Know?” boxes.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Many festivals and holidays take place during the winter months. Different cultures from around the world have their own traditions and celebrations that make winter a very special time of the year. Italy, for example, has a famous winter festival known as Carnevale. This festival has lots of parades and music. Many people wear masks to celebrate Carnevale.



STUDENT INTERACTIVE, pp. 196–197



Bobby likes to go **sledding** in the winter. What do you do in the winter?

196

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## Glossary

**change**—to be altered or become different.

**collect**—to pick up or gather things from different places.

**needle**—a thin, pointy leaf on a pine or fir tree.

**sled**—a wooden or plastic vehicle that you sit on to ride down a snowy hill. Doing this is called sledding.

**temperature**—a measure of how hot or cold something is.

### FLUENCY

Read pages 192 and 193 aloud with a partner to practice reading accurately.

197

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## Foundational Skills Extension

### Vowel Teams *oo*, *ou*

Review vowel teams *oo*, *ou* with students. Have students find the two words on pp. 194–195 that have the sound /ü/ spelled *oo* (*too*, *food*) and the word that appears twice on pp. 195–196 that has the sound /ü/ spelled *ou*. (*you*)

## Close Read

### Make Inferences

Remind students that readers use what they know and what they read to figure out something about the text. Then have them follow the Close Read prompt on p. 195.

DOK 2

### Fluency

Have partners reread pp. 192–193 aloud to practice using fluency by reading for accuracy. Students should self-correct to confirm both word recognition and word understanding.

DOK 1

### OBJECTIVES

Read for accuracy when reading grade-level text.

Make inferences to support understanding with adult assistance.



# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to reading *Signs of Winter*.

- **Clarify** Have partners seek clarification by asking each other questions about words, sentences, pictures, and ideas from the text.
- **Pictures** What do the pictures tell you about the text? How do the pictures and text work together to help you understand the topic?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Review the vocabulary words *seasons*, *weather*, *daylight*, and *temperature*. Tell students that the author chose these words to help readers understand important ideas in the text.

- Review the meaning of the word.
- Draw or find a picture that goes with the word. How does the picture help you remember the word's meaning?
- How does this word help readers understand the text?

**MODEL AND PRACTICE** Have students turn to p. 188 in the *Student Interactive*. Model how to complete the activity using the word *seasons*.

**ELL Targeted Support Visual Connections** Tell students that visuals can help them make connections to new vocabulary.

Provide images commonly associated with each vocabulary word (e.g., a thermometer for *temperature*). Point to one word, read it aloud, and have students repeat. Guide students to point to the picture associated with the word. **EMERGING/DEVELOPING**

Have students draw their own pictures that represent the vocabulary words. Have them trade pictures with a partner. Ask partners to guess the word that each picture represents. **EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Ask students to use the strategies for developing vocabulary.

**OPTION 1 My TURN** Ask students to complete p. 198 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students draw pictures to help them learn the meaning of new words they find in a text. Have them label their pictures.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T280–T281.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T280–T281.

**Check for Understanding My TURN** Have students complete the activity on p. 199 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 198–199

VOCABULARY	<b>Read Together</b>	COMPREHENSION	<b>Read Together</b>	READING WORKSHOP								
<h3>Develop Vocabulary</h3> <p><b>MY TURN</b> Read the word in each box. Then draw a picture that helps you remember what each word means.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="background-color: #e8f5e9; text-align: center;">seasons</td> <td style="background-color: #e8f5e9; text-align: center;">weather</td> </tr> <tr> <td>Possible response: drawing could show rain, sun, leaves, snow.</td> <td>Possible response: drawing could show sun, clouds, rain, snow.</td> </tr> <tr> <td style="background-color: #e8f5e9; text-align: center;">daylight</td> <td style="background-color: #e8f5e9; text-align: center;">temperature</td> </tr> <tr> <td>Possible response: drawing could show the sun.</td> <td>Possible response: drawing could show a thermometer.</td> </tr> </table> <p><b>TURN and TALK</b> Talk about what each vocabulary word means.</p>		seasons	weather	Possible response: drawing could show rain, sun, leaves, snow.	Possible response: drawing could show sun, clouds, rain, snow.	daylight	temperature	Possible response: drawing could show the sun.	Possible response: drawing could show a thermometer.	<h3>Check for Understanding</h3> <p><b>MY TURN</b> Write the answers to the questions. You can look back at the text.</p> <p><b>DOK 2</b> 1. How do the photos help you know this text is an informational text? Possible response: <b>They show real people and places.</b></p> <p><b>DOK 3</b> 2. Why does the author write about people and animals in winter? Possible response: <b>because they both experience winter</b></p> <p>3. What are signs of winter? Use text evidence. <b>DOK 1</b> Possible responses: <b>snow, little daylight, dark early</b></p>		
seasons	weather											
Possible response: drawing could show rain, sun, leaves, snow.	Possible response: drawing could show sun, clouds, rain, snow.											
daylight	temperature											
Possible response: drawing could show the sun.	Possible response: drawing could show a thermometer.											
198	199											



Use the  **QUICK CHECK** on p. T267 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group



### OPEN AND CLOSED SYLLABLES

**Sound-Spelling Cards** Share Sound-Spelling Card 149.

Write the word *tiger* on the board. Say: **There are two syllables in this word. I wonder if the first syllable has a long vowel or a short one. I will try each one. Oh, I know the word *tiger* and see that this is a picture of a tiger. The word is *tiger*.**



Use Sound-Spelling Card 148 (*lemon*) to review closed syllables. Work with students to break the words *remix*, *compact*, *spider*, and *never* into syllables and tell whether the vowel in the first syllable of each word is long or short.

### ELL Targeted Support

Tell students that using pictures is a way to learn new words. Display words with open and closed syllables, such as *pilot*, *tiger*, *lemon*, *bacon*, and *wagon*.

Have students choose one word to illustrate. Then have them label their drawings. **EMERGING**

Have students choose one word to illustrate. Then ask them to label their drawing and say a sentence using the word. **DEVELOPING**

Have students choose two words to illustrate. Then have them trade drawings with a partner and label each other's work. **EXPANDING/BRIDGING**



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

## Intervention Activity



### SYLLABLE PATTERNS

Use Lesson 24 in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL B • MODEL AND TEACH


**Lesson 24** Syllable Patterns

**INTRODUCE** Remind students that words have small parts, or syllables. They have already practiced clapping the syllables in words. Today we will look at spelling patterns to learn how some words are broken into syllables.

**MODEL** Display or share copies of the following passage "Find the Dragons" from Student Page S141, and read it aloud. Some words in this passage have the patterns we will learn for finding syllables.

**Find the Dragons**

Seven little dragons are hidden in a picture.  
One peeks from under a table.  
Find the rest.  
You will get a bonus.



**TEACH** Remind students that they have been identifying syllables and vowels in syllables. Explain that some syllable patterns will help them read words. The word *hidden* shows one pattern. Write *hidden*. When I see a word with two consonants in the middle, I divide the word after the first consonant. Cover *den*. Say the first syllable with me: *hid*. Then cover *hid* and read the final syllable aloud: *den*. Now read the syllables one after the other to say the word. The syllables are *hid* and *den*. I read: *hid, den, hidden*.

Use the routines that follow to review the spelling pattern VC/CV, and to introduce the V/CV (specifically, the final stable syllable ending in -le) and the V/CV and VC/V patterns.

Phonics, Morphology, and Spelling T • 141

## Intervention Activity



### PHONOLOGICAL AWARENESS

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



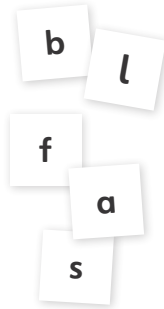
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Spread out Letter Tiles for students to see. Have them form the following words using the Letter Tiles: *baby, lemon, finish, paper, even, wagon*. They can then tell whether the first syllable in each word has a short vowel or a long one.



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

### Decodable Reader



Have students practice decoding high-frequency words and words with open and closed syllables by reading and listening to the Decodable Reader *Time for Bed*.

After students finish reading, ask them to find a word in the story with an open or a closed syllable and a high-frequency word. Have students draw a picture of or write a sentence about their chosen word.

### High-Frequency Words

Have students practice reading this week's high-frequency words: *warm, today, world, years, and should*.

### Centers



See the myView Literacy Stations in the [Resource Download Center](#).

## Decodable Reader

**Time for Bed**  
Written by Leslie Lin

Decodable Reader  
57

**Syllables VCV, VCV**  
began never opened silent

**Vowel Patterns ow, ou**  
brow down frowned know mouth  
couch downy growing loud  
count found howl low

**High-Frequency Words**  
behind to what  
said was

65

"What time is it?" asked Mom. Ted's brow went up but he was silent.

66

"Is it time to eat?" asked Ted. Ted opened his mouth. "No, it's not time to eat," said Mom.

67

"Is it time to count?" asked Ted. "No, it's not time to count," said Mom.

68

"Is it time to hide and be found?" asked Ted. Ted hid down low behind the couch. "No, it's not time to hide," said Mom.

69

"Is it time to howl?" asked Ted. Ted began to be loud. "No, it's never time to howl," said Mom.

70

Ted was growing sleepy. "I know it's time for bed," he said. Mom nodded. Ted frowned.

71

Ted's lids became drowsy. "It's time to close my eyes," said Ted. He went to sleep.

72

Use the  **QUICK CHECK** on p. T277 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Readers can use pictures to help them remember the meaning of new words. Refer students back to *Signs of Winter*, and demonstrate using the word *weather*.

### ELL Targeted Support

Have students use support from peers and teachers to develop vocabulary.

Support students in developing vocabulary by first writing *weather* on the board and displaying a picture associated with weather, such as rain. Then say the word aloud before pointing to the image. Have students echo. **EMERGING**

Draw or display a picture commonly associated with the word *weather*. Then support students in developing vocabulary by providing the following sentence frame: *The picture reminds me of \_\_\_\_\_ because \_\_\_\_\_*. **DEVELOPING**

Have students use peer support to develop their vocabulary by asking pairs to draw pictures that will help them remember the meanings of the vocabulary words. **EXPANDING**

Have students use peer support to develop their vocabulary by asking pairs to create a poster with definitions and drawings of the vocabulary words. Prompt students to share their posters with others. **BRIDGING**



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

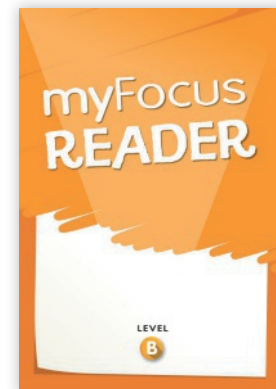
## Intervention Activity



### myFOCUS READER

Read pp. 62–63 in *the myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on the signs of winter.

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



## Fluency

Assess 2–4 students



### PROSODY

Have students select a passage in a leveled reader. Ask students to work in pairs to practice reading aloud until they can read without stopping or pausing to think about the words they are reading. Guide students as needed.

### ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Have students share the pictures they created to help them reinforce the meaning of new vocabulary words.

### Possible Conference Prompts

- How did the pictures help you understand the meaning of the words?
- Do these pictures help you understand the meaning of the words more easily?
- Can you think of other pictures that could also help you learn the meaning of the words?

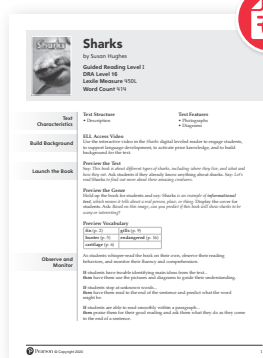
**Possible Teaching Point** Readers can write a sentence that includes a new vocabulary word to help them learn the word's meaning.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T262–T263.
- For instructional support on connecting pictures and words while reading, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Ask one volunteer to share a picture he or she drew that helps him or her remember a newly acquired vocabulary word. Celebrate students’ use of reading strategies.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Signs of Winter*.
- read a self-selected trade book.
- partner-read an informational text, focusing on reading smoothly.

### Centers



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

### Literacy Activities



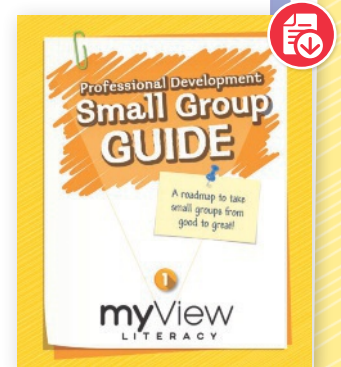
Students can

- discuss their answers to the questions on p. 199 in the *Student Interactive* with a partner.
- complete an activity from the *Resource Download Center*.
- play the myView games.

### SUPPORT INDEPENDENT READING

Independent reading is a good time for students to revisit books they enjoyed reading in the past. Encourage students to use these opportunities to practice using reading strategies.

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



# Word Work

## OBJECTIVES

Manipulate phonemes within base words.

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 90, 95

## FOUNDATIONAL SKILLS EXTENSION

See p. T275 for a vowel teams *oo*, *ou* extension activity that can be used as the text is read.

## Phonological Awareness: Manipulate Sounds

**SEE AND SAY** Point to the picture of a net on p. 177 in the *Student Interactive*. Say: *This is a picture of a net. Listen as I say the sounds in net: /n/ /e/ /t/. Now let's manipulate the sounds. When you manipulate sounds, you move, or switch, the sounds to different places. Let's switch the first sound /n/ and the last sound /t/: /t/ /e/ /n/, ten.* Then repeat the activity with the pictures for *step* (*pets*) and *bus* (*sub*).

**PRACTICE** Have students manipulate the phonemes in each word to say a new word: *back* (*cab*), *mug* (*gum*), *stop* (*pots*).

## Phonics: Decode Words with Vowel Teams *oo*, *ou*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 90 (*moon*) and 95 (*soup*) to introduce the vowel teams *oo* and *ou*. Remind students that a sound can have more than one spelling. Display the Sound-Spelling Cards and say the words *moon* and *soup*. Point out the spellings of the sound /ü/ in each word. Say: *The letters oo and ou can both spell the vowel sound you hear in the word moon, /ü/.* Have students repeat the sound with you. Then have them repeat the words *moon* and *soup*, emphasizing the vowel sound /ü/.

**MODEL AND PRACTICE** Write and read the word *loop*. Say the word sound by sound. Ask: *What vowel sound do you hear in the word loop? Yes, you hear the vowel sound /ü/. How is the sound /ü/ spelled in the word loop? Yes, the sound /ü/ is spelled oo in the word loop.* Continue with the words *troop*, *you*, *room*, *group*, *youth*, and *pool*.

**APPLY My TURN** Have students read the words on the bottom of p. 177 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Write or display the high-frequency words: *warm, today, world, years, should*.


**MODEL AND PRACTICE** Write *warm* on the board. Say: *This is the word warm. It has four letters. The letters in warm are w, a, r, and m.* Have students say and spell the word. Then ask them to tell you a sentence using the word. Repeat with *today, world, years, and should*.


**APPLY MyTURN** Have students read and write the high-frequency words on p. 178 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 177

**Read Together** FOUNDATIONAL SKILLS

### Manipulate Sounds

 **SEE and SAY** Say each sound as you name the pictures. Then manipulate the sounds to make a new word. When you manipulate the sounds, you switch them around in a new order.




Students should say *net, step, bus*.  
Then they can say *ten, pets, sub*.

### Vowel Teams oo, ou

The letters **oo** and **ou** can make the vowel sound you hear in *moon*.

**MYTURN** Read these words.

**r o o m**      **y o u**



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STUDENT INTERACTIVE, p. 178

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

### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

warm	today	world	years	should
------	-------	-------	-------	--------

 **MYTURN** Complete each sentence with a word from the box. Read the sentences.

- Today is a **warm** fall day.
- But it **should** turn cold soon.
- The **world** might turn white with snow.
- The cold lasts so long some **years**.

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# Use Pictures and Text



## OBJECTIVES

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

Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

Use the illustrations and details in a text to describe its key ideas.

## ACADEMIC VOCABULARY

**Integrate** Model the Academic Vocabulary for the unit as you discuss the text during the Close Read.

- What kind of information do you get from the pictures?
- How do the pictures help you process information in the text?

## Minilesson

**FOCUS ON STRATEGIES** Pictures and words in a text give information about the topic and describe key ideas in the text.

- See what the pictures and words tell you about the topic.
- Find which words and pictures describe key ideas in the text.

**MODEL AND PRACTICE** To model using pictures and text, display p. 75 of *Seasons Around the World*. Say: *The text tells me that flowers bloom in spring. I know that when flowers bloom, it means they come out of their buds. The picture shows flowers that have bloomed. So, both the picture and the text tell me what spring is like.* Then have students go back to the Close Read notes on pp. 189 and 191 in the *Student Interactive* and underline the text features they used to understand the text.

**ELL Targeted Support Visual and Contextual Support** Tell students that they can use pictures and text to confirm their understanding of what they are reading.

Have students use sentence frames to help them discuss key ideas they find in the pictures and text in *Signs of Winter: The picture shows* \_\_\_\_, *and the text says* \_\_\_\_. *Both the picture and text tell about* \_\_\_\_\_. **EMERGING/DEVELOPING**

Prompt student pairs to list key ideas related to the topic of *Signs of Winter* they learn from the pictures and text. Have them discuss how these details help them understand the topic. **EXPANDING/BRIDGING**



### EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“Instructional feedback is as important as instruction, but what should feedback look like? It doesn't just mean telling the student, “Good job!” Feedback means asking questions about what students are learning from text and asking them to demonstrate how the text supports their response. Good feedback is asking students to engage in purposeful activities through oral expression or in writing.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Ask students to use the strategies for using pictures and text to find key ideas in text.

**OPTION 1 My TURN** Ask students to complete p. 200 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students write in their notebooks examples of how the text and pictures tell information about the topic.


### QUICK CHECK

**Notice and Assess** Can students use pictures and words to find key ideas in the text?

#### Decide


- **If students struggle**, revisit instruction about using pictures and text in Small Group on pp. T288–T289.
- **If students show understanding**, extend instruction about using pictures and text in Small Group on pp. T288–T289.

STUDENT INTERACTIVE, p. 200


**CLOSE READ** 

### Use Pictures and Text

The pictures and words in a text give information about the topic. Both the pictures and words describe the key ideas in a text.

 **MY TURN** Read the questions. Circle if you find the answer in the pictures, words, or both. Look back at what you underlined in the text.

How much daylight is in winter?	Picture	Words	<u>Both</u>
How can trees change during the seasons?	Picture	Words	<u>Both</u>

 **TURN and TALK** Use the pictures and words to describe the key ideas in *Signs of Winter*.

**200**

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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

**Visual Support** Authors use pictures to provide clues about the topic and words that may be unfamiliar to readers. Encourage students to look at the pictures when they read something they do not understand.

## Graphics

### Minilesson

**FOCUS ON STRATEGIES** Authors use graphics, or pictures, to help readers understand a topic. The pictures can provide examples. They can also give more information.

- How do pictures in the text help you understand the topic?
- Do the pictures have a clear connection to the text?
- Can the pictures help you understand specific ideas in the text?

**MODEL AND PRACTICE** Have students refer back to *Signs of Winter*. Say: The text talks about making a snowman. It said the first step is making a huge snowball. The picture on the page shows two kids making a large snowball. I think they're making a snowman.

**TURN, TALK, AND SHARE** Have students talk with a partner about the author's use of graphics.

# Handwriting

## OBJECTIVE

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

## Write Answers

**FOCUS** When writing answers to questions, it is important to print legibly and leave spaces between words.

**MODEL** Display the question: *What color is your shirt?* Model how to write an answer legibly with appropriate spaces between words. Use the sentence frame: *My shirt is \_\_\_\_.* Point out the appropriate spaces as well as the uppercase letter at the beginning of the sentence.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activities on p. 204 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 204

**AUTHOR'S CRAFT**

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

Authors use graphics, or pictures, to help readers understand the topic.

An American bison's coat grows **extra long and thick** in the winter.

The author chose the picture to help readers understand what the bison's coat looks like.

**TURN and TALK** Find another graphic in the text and talk about why the author uses it.

**MY TURN** Draw a picture that will help readers understand this sentence.

**Butterflies fly to warm places.**

**Possible response: Drawing could show a butterfly and a sun.**

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## Writing Workshop

As students work on their Writing Workshop how-to books, remind them to include graphics that will help readers understand the topic of their writing.

**PRACTICE** Ask students to use *Handwriting* p. 300 in the *Resource Download Center* to practice printing answers in response to simple questions. Remind them to write legibly and leave spaces between words.

Name \_\_\_\_\_

**Handwriting**

**Write Answers to Questions**  
It is important to write an answer to a question that has correct spacing between the words.

**MY TURN** Answer the following questions. Watch the space between the words as you write your answers.

What is your favorite game? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

What is your favorite color? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Grade 1 • Unit 5 • Week 5  
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*Handwriting*, p. 300

Use the  **QUICK CHECK** on p. T285 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### USE PICTURES AND TEXT

**Teaching Point** Today we will talk about how pictures and words can help you understand the topic of a text. These pictures and words describe key ideas. Guide students back to the “Animals in Winter” infographic on pp. 172–173 in the *Student Interactive*, and demonstrate using pictures and text to understand the topic.

### ELL Targeted Support

Prompt students to examine the picture of the American bison in the infographic. Guide them to find text that relates to the picture. **EMERGING**

Have student pairs find an example from the infographic in which pictures and text work together to help them better understand the topic. **DEVELOPING**

Ask students to work in pairs to find words that tell about a key detail in the infographic. Have them draw their own pictures that support the connection between the text and the key detail.

### EXPANDING

Ask students to create a list of words and a separate collection of pictures that help them better understand the topic. Then have students trade lists and pictures with a partner. Tell them to try to match the pictures to the words.

### BRIDGING



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

## Intervention Activity



### UNDERSTAND ILLUSTRATIONS IN A TEXT

Use Lesson 52 in the *myFocus Intervention Teacher’s Guide* for instruction on understanding illustrations in a text.

LEVEL B • READ

**Lesson 52** Understand Illustrations in a Text

**DIRECTIONS** Look at the passage and study the illustrations. Follow along as your teacher reads aloud “Change of Season.”



**Change of Season**

There are four seasons. They are spring, summer, fall, and winter. What happens in each season? The magic of nature happens. Each season is special.

In spring, the air gets warmer. It rains. The rain feeds the plants. Everything turns green. People plant seeds in their gardens. Seeds sprout and plants start to grow. Flowers bloom. Grass covers your yard. Trees get their leaves. Birds lay and hatch their eggs. Animal babies are born. Days get longer.

Next comes summer. The sun shines bright and warms the air. Oceans and lakes warm up as the sun hits the water. Flowers keep blooming. Vegetables grow and soon they are ready to eat.

Trees give shade from the hot sun. Sometimes it thunders and rains hard. Lightning strikes. Weather can be hot and sunny. It can be rainy and wild, too.

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Reading Informational Text T • 303

## Fluency

Assess 2–4 students



### PROSODY

Ask student pairs to practice reading aloud a short passage smoothly.

### ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5, 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

### USE PICTURES AND TEXT

**Talk About Independent Reading** Have students explain how the text and pictures help them understand the text’s topic.

### Possible Conference Prompts

- How do these words and pictures tell about the topic?
- Which was more helpful, the pictures or the text?
- What words or pictures would you have used to make the text easier to understand?

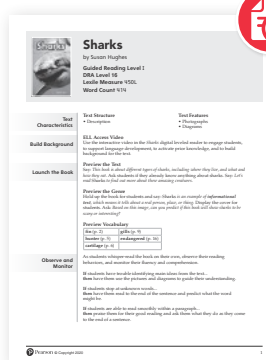
**Possible Teaching Point** Readers can use the Internet or other texts to learn more about a key idea from the text they are reading.

## Leveled Readers



### USE PICTURES AND TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T262–T263.
- For instructional support on using pictures and words to better understand key ideas in a text, see the *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to *Signs of Winter*.
- read their Book Club book.
- reread a previously read text, looking for words and pictures that tell about the text’s topic.

## Centers



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

## Literacy Activities



Students can

- complete a *Resource Download Center* activity.
- play the myView games.
- practice reading aloud with accuracy with a partner.

## SUPPORT PARTNER READING

Have students use partner reading to build their confidence. Students can provide encouragement to their partners when they face a difficult text. Find ways to structure your classroom environment so students feel supported by their fellow classmates.

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



## Whole Group

**Share** Call the class back to whole group. Have a student share the chart he or she made with the pictures and words that helped him or her better understand the text.

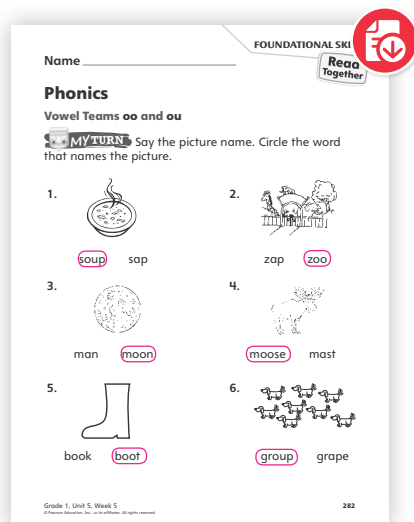
# Word Work

## 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 teams *oo*, *ou*, use *Phonics* p. 282 from the *Resource Download Center*.



*Phonics*, p. 282

## Phonics: Decode and Write Words with Vowel Teams *oo*, *ou*

### Minilesson

**FOCUS** The vowel teams *oo* and *ou* both spell the vowel sound you hear in the word *moon*.

**MODEL AND PRACTICE** Write the following words: *spoon*, *group*. Point to the word *spoon*. Say: **The sound /ü/ can be spelled *oo* as in the word *spoon*.** Have students repeat the word with you as you underline the letters *oo*. Then point to the word *group* and have students decode it. Ask: **What vowel sound do you hear in the word *group*? (/ü/)** **How do you spell the sound /ü/ in the word *group*? (*ou*)** Continue with the words *soup* and *broom*.

**APPLY TURN, TALK, AND SHARE** Have partners read the words at the top of p. 179 in the *Student Interactive*.

**ELL Targeted Support Vowel Teams** Some English learners may have difficulty distinguishing the differences in vowel teams with the same spelling but different sounds such as /ü/ spelled *oo* (*moon*) and /ü/ spelled *oo* (*book*), /ü/ spelled *ou* (*soup*) and /ou/ spelled *ou* (*mouse*). Have students practice saying word pairs that contain the different sounds and spellings. Write the words *moon* and *book* on the board.

Pronounce each word for students and then have them repeat the words. Point out to students that the spelling *oo* can sound like the vowel sound in *moon* and it can sound like the vowel sound in *book*. The only way to know is to try both pronunciations to see which one sounds correct. Have students practice with the following word pairs: *soon/book*, *boot/hook*, *loop/look*. **EMERGING/DEVELOPING**

Ask student volunteers to read each word. Review the vowel sound in each word. Then have student pairs practice with these word pairs: *soon/book*, *boot/hook*, *loop/look*. Repeat for the spelling *ou* and the sounds /ü/ *soup* and /ou/ *mouse* with word pairs, such as *soup/sound*, *group/ground*, *through/hound*. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 179 and p. 180 in the *Student Interactive*.

**OPTION 2 Independent Activity** Display the vowel teams *oo* and *ou*. Give students cards with these words: *boot, soup, tooth, group, you, food, spoon*. Have partners take turns reading the words and telling how the sound /ü/ is spelled.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the vowel teams *oo, ou*?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T296–T297.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T296–T297.

STUDENT INTERACTIVE, p. 179


Read Together
FOUNDATIONAL SKILLS


## Vowel Teams oo, ou


**TURN and TALK** Read these words.


zoo	moose	tooth
you	soup	group

**MY TURN** Say each picture name. Underline the word that names each picture.

  
 boot bat

  
 pool poll

  
 stop soup

  
moon man

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STUDENT INTERACTIVE, p. 180


PHONICS
 Read Together

## Vowel Teams oo, ou

**MY TURN** Underline the words with the same vowel sound as **moon**.

Where did all of you go?  
 Our group went outside.  
 I hope Mike wore his boots.  
 Let's eat some food soon.

The letters **oo** and **ou** can spell the vowel sound in **moon**.



**MY TURN** Write sentences with **oo** and **ou** words.

**Possible response:**

**I see the moon.**

**I like soup.**

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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 monosyllabic languages such as Cantonese, Korean, and Vietnamese may pronounce two-syllable words as two separate words. Provide additional practice with pronouncing the two-syllable words used in the decodable story, first in isolation and then in context of a sentence from the story. Correct students as necessary.

## Read *In Winter*

**FOCUS** Have students turn to p. 181 in the *Student Interactive*. Say: *We are going to read about the winter.* Point to the title of the story. Say: *The title of the story is **In Winter**.* Point to the word *Winter*. Say: ***Winter** is a two-syllable word. It has two consonants between two vowels, so we can divide between the consonants. The vowel sound is short in the first syllable.* Then tell students they will read other two-syllable words and words with vowel teams *ou* and *oo* in the story.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, review this week's high-frequency words: *warm, today, world, years, should*. Display the words. Have students read them with you. Tell them that they will also practice reading the high-frequency words in the story *In Winter*.

STUDENT INTERACTIVE, p. 181



DECODABLE STORY
FOUNDATIONAL SKILLS

### In Winter

We saw geese fly over us.  
The group flew in a V shape.  
They **travel** to locate food  
and a warm place for  
the **winter**.



**AUDIO**  
Audio with Highlighting

**ANNOTATE**

Read the story. **Highlight** the three two-syllable words that begin with a closed syllable.

181



**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. 181 in the *Student Interactive*. Ask: **Which words have two syllables?** Students should supply the words *travel* and *winter*. **What is the vowel sound in the first syllable in the word *winter*?** (/i/) **Does the first syllable have a short vowel sound or a long vowel sound?** (short vowel sound) Repeat for the word *travel*. Then have students highlight the words and tell them that these words begin with a closed syllable.

Have students turn to pp. 182–183. Ask: **What words have a vowel between two consonants?** Students should supply the words *frozen* and *major*. **How should we divide those words into syllables to read them?** (*fro/zen*; *ma/jor*) **Do the first syllables have a long vowel sound or a short vowel sound?** (long vowel sound) Have them underline the words and tell students that these words begin with an open syllable. Ask: **Which words on page 183 have the same vowel sound as *moon*?** Students should supply the words *soup*, *spoons*, and *boots*. Have students underline the words.

STUDENT INTERACTIVE, pp. 182–183



## DECODABLE STORY

## FOUNDATIONAL SKILLS

Should moose leave too?  
Their world is frozen solid.  
So, bark is their major food.



Underline the two two-syllable words that begin with an open syllable.

182

Today we stay warm in  
our cabin.  
We sip hot soup  
with spoons.  
We put on boots and coats.  
It feels like years until spring.



Underline the three words with the same vowel sound as **moon**.

183



# Make Inferences



*Signs of Winter*

## OBJECTIVE

Make inferences and use evidence to support understanding with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** Model the Academic Vocabulary words as you discuss the text during the Close Read.

- What do you expect to learn from this text?
- What do animals do when they sense winter is coming?

## Minilesson

**FOCUS ON STRATEGIES** Readers can make inferences by using what they already know and what they read to figure out something about a text.

- Ask yourself what you already know about the topic. Can you think of any signs of winter?
- What text evidence can you find that tells you some of the signs of winter?
- What conclusions can you make based on what you know and what you've read?

**MODEL AND PRACTICE** Refer students to p. 191 of *Signs of Winter* in the *Student Interactive*. Say: **I read that there is very little daylight in the winter. I already know that there is a lot of daylight in the summer. I can make an inference from these details. My inference is that the amount of daylight changes with the seasons.** Have students go back to the Close Read note on p. 195 and highlight the text evidence that helps them make an inference about what bison do in cold temperatures.

**ELL Targeted Support Prior Experiences** Tell students that readers use prior experiences, or things that have happened to them, to help them make inferences about a text.

Using p. 189 of *Signs of Winter* in the *Student Interactive*, ask simple questions to guide students. **Is it winter in France in December?** (yes) **Is it winter in New Zealand in July?** (yes) **Do we have winter in December or July?** (December) Guide students to make an inference from the answers to the questions. **EMERGING/DEVELOPING**

Have students talk with a partner about a prior experience that helped them connect to the text. Then have them share how remembering that experience helped them make an inference about the text. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making inferences.

**OPTION 1 My TURN** Ask students to complete the activity on p. 201 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to make inferences about the text. Have them record their inferences in a chart.

### QUICK CHECK

**Notice and Assess** Can students make inferences about an informational text?

#### Decide

- **If students struggle**, revisit instruction for making inferences in Small Group on pp. T298–T299.
- **If students show understanding**, extend instruction for making inferences in Small Group on pp. T298–T299.

STUDENT INTERACTIVE, p. 201

**Read Together** READING WORKSHOP

### Make Inferences

Readers make inferences. They use what they know and what they read to figure out something about the text.

**MY TURN** Make an inference about bison in *Signs of Winter*. Go back to what you highlighted in the text.

<b>What I Read</b> Possible response: <b>Bison grow thick coats in winter.</b>	<b>What I Already Know</b> Possible response: <b>Thick coats can keep animals warm.</b>
<b>My Inference</b> Possible response: <b>Bison don't leave for warmer places during the winter.</b>	

201

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Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### VOWEL TEAMS *oo*, *ou*

#### Sound-Spelling Cards

Display Sound-Spelling Card 90. Have students name the image on the card (*moon*). Say: **The word *moon* has the vowel sound /ü/ spelled *oo*.** Repeat with Sound-Spelling Card 95 (*soup*) for /ü/ spelled *ou*.



Have student pairs make a picture book featuring images or drawings of words with the sound /ü/ spelled *oo* and *ou* (e.g., *soup*, *moon*, *room*, *group*). Make sure students label their pictures. Then ask pairs to share their picture books with the group.

### ELL Targeted Support

Help students practice reading and writing words with /ü/ spelled *oo* and *ou* by using the words they included in their picture books.

Prompt student pairs to take turns decoding the words from their picture books. Then ask them to identify the vowel teams that spell the sound /ü/.

### EMERGING/DEVELOPING

Have students write a list of words with /ü/ spelled *oo* and *ou* that they did not include in their picture books. Ask them to share their lists with the group. Invite the group to try saying each word in a sentence.

### 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? (-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. Have students form these words: *you*, *food*, *boots*, and *group*. They can then read each of the words and tell how the sound /ü/ is spelled.

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



### Decodable Reader



When students read and listen to the Decodable Reader *My Youth Troop*, they can practice reading words with the sound /ü/ spelled *oo* and *ou* and high-frequency words.

Before reading, display the high-frequency words that are in the story. Tell students to practice reading these words because they will see them in *My Youth Troop*.

Pair students to read the Decodable Reader. Have them take turns reading each page. Circulate to observe students' understanding of the letter-sound relationships and knowledge of high-frequency words. Tell partners to reread the story with the other student starting this time.

### Centers



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

## Decodable Reader

**My Youth Troop**  
Written by Manuel Lopez

Decodable Reader  
58

**Vowel Team oo**  
booth moon food zoom  
food room troop group youth  
soup

**Vowel Team ou**  
group youth  
soup

**High-Frequency Words**  
look should warm world  
put today where years

73

My youth troop is going camping today.

74

**CAMP WEST WORLD**

We go to Camp West World. The group has camped here for years.

75

We packed food to make warm soup on the campfire.

76

There isn't much room in the van for us kids!

77

We stop at the booth. They tell us where we should park.

78

We use tools to put up our tents. We fill our cups with warm soup.

79

When it gets dark we tell tales. We look at the moon and see a star zoom past.

80

Use the  **QUICK CHECK** on p. T295 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE INFERENCES

**Teaching Point** Readers can make inferences about the text they are reading. To make an inference, think about what you already know about the topic of a text, and then think about what you read in the text. Revisit *Signs of Winter* and help students make inferences using what they already know and what they read.

### ELL Targeted Support

Guide students to cooperatively share information as a way to help each other make inferences about a text.

Have student pairs share information by pointing out words in the text that helped them make an inference about *Signs of Winter*. **EMERGING**

Have student pairs share information about the inferences they made by completing sentence frames, such as: *I read that \_\_\_\_\_. I already knew that \_\_\_\_\_.* **DEVELOPING**

Ask students to share the information about the text that helped them make inferences. Have them put the details into a chart so others can practice forming similar inferences. **EXPANDING**

Have students work in pairs to make an inference about the text. Then ask them to write or draw the steps they followed when making their inference. Prompt students to share this information with others. **BRIDGING**



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

## Intervention Activity



### MONITOR COMPREHENSION

Use Lesson 47 in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL B • READ

**Lesson 47** Monitor Comprehension

**DIRECTIONS** Look at the title and illustration. Then follow along as your teacher reads aloud "The Field Trip."

**The Field Trip**

Cole's class was going on a field trip. They were going to the science museum in the city. The teacher Ms. Peg told the kids to line up. She said, "The bus is here. Please find a seat with a friend."

Cole got on the bus. He sat with his friend, Ed. They sat in the back. Cole told Ed a joke. "Why did the melon jump into the lake? It wanted to be a water-melon!"

Ed told Cole a joke. "How can the ocean say hello? It can wave!"


"You may have a snack now," said Ms. Peg. Cole had grapes and Ed had pretzels. Cole ate some of Ed's pretzels. And Ed ate some of Cole's grapes.

Then, all the kids sang songs and played a game. It was fun.

"Are we there yet?" said Kate.

"It will be a little while until we get there," said Ms. Peg. "You can have a nap now."

"A nap?" Cole said. "We are not babies." But he closed his eyes and soon he was asleep. Ed fell asleep too.



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## Fluency

Assess 2–4 students



### PROSODY

Ask students to find a partner and practice reading aloud. Have them read a short passage until they can read it aloud at a rate that is not too fast and not too slow. Model as needed.

### ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### MAKE INFERENCES

**Talk About Independent Reading** Ask students to share the chart they used to make inferences.

### Possible Conference Prompts

- What did you already know about the topic?
- What did you learn from reading the text?
- How did you make an inference?

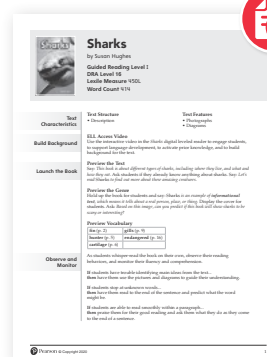
**Possible Teaching Point** Readers can make inferences by using ideas they learned from other texts. As they think about what they already know, have them consider not only their experiences, but also information in texts they have read.

## Leveled Readers



### MAKE INFERENCES

- For suggested titles, see “Matching Texts to Learning,” pp. T262–T263.
- For instructional support on making inferences, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Gather the class back together as a whole group. Ask one or two volunteers to share one inference they made about the text they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Signs of Winter* or “What Animals Do in the Winter.”
- read a new text of their choosing.
- practice reading aloud on their own.

### Centers



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

### Literacy Activities



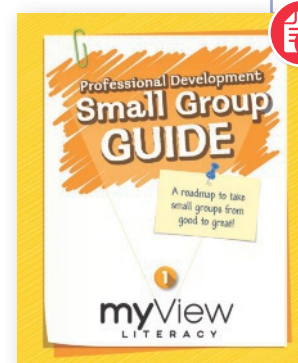
Students can

- write about inferences they made in their notebooks.
- play the myView games.
- complete an activity from the *Resource Download Center*.
- practice reading aloud at an appropriate pace with a partner.

### SUPPORT INDEPENDENT READING

Prompt students to break challenging texts into smaller pieces. Doing so can make these texts easier for students to navigate and understand.

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



# Word Work

## OBJECTIVES

Manipulate phonemes within base words.

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. 289 from the *Resource Download Center*.

*My Words to Know*, p. 289

## Phonological Awareness: Manipulate Phonemes

**MODEL** Tell students that when you manipulate sounds in a word, you move, or switch, the sounds to different places. Say: *Let's manipulate the sounds in a word. Listen to the sounds in the word list: /l/ /i/ /s/ /t/. Now let's switch the first sound, /l/, and the final blend, /s/ /t/: /s/ /t/ /i/ /l/, still.*

**PRACTICE** Have students manipulate the phonemes in each word to say a new word: *late (tale), teen (neat), leap (peal), tone (note).*

## Phonics: Spiral Review Long i, Long o; Suffixes -ly, -ful

### Minilesson

**FOCUS** Review the long *i* spelling patterns *\_ild* and *\_ind* and the long *o* spelling patterns *\_ost* and *\_old*. Then review the suffixes *-ly* and *-ful*. Remind students that suffixes are word parts that are added to base words to make new words with new meanings. The suffix *-ly* means “in a \_\_\_ way.” The suffix *-ful* means “full of \_\_\_.”

**MODEL AND PRACTICE** Write the sentences on the board and read them aloud. Have students identify the words with the sound long *o* spelled *o* and the sound long *i* spelled *i*. Ask students to name the spelling pattern that spells the sound. Then have volunteers circle the words with the suffixes *-ly* and *-ful*.

The joyful dog runs wildly in the yard.  
He needs to find the old post.  
When he finds it, he is peaceful and mild.



**ELL Targeted Support Suffixes** Some students may struggle to understand that a suffix is added to a word to make a new word with a new meaning. They can then use the meaning of the base word and the meaning of the suffix to figure out what the new word means. Create word cards. On one side, write a base word. On the other side, write a phrase that will give students a clue about which suffix to add. For example: *safe* / tells how it is done (*safely*); *play* / tells what it is like (*playful*).

Have students point to the base word and read the word with you. Then read the phrase on the back to them. Ask: *What suffix should we add to the base word? Should we add -ly or -ful to tell how it is done?* Then say the new word and have students repeat it.

**EMERGING/DEVELOPING**

Have students read the base word and then read the phrase with you. Have them decide on the correct suffix to add to the base word and then tell you the new word. Prompt them to explain what the new word means. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS

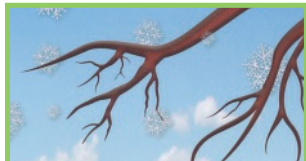


Display this week's high-frequency words *warm*, *today*, *world*, *years*, and *should*. Include any previously taught high-frequency words for extra practice. Have students work with a partner.

- One student identifies and reads a word.
- The other student spells the word.
- Repeat.



# Reflect and Share



Signs of Winter

## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

**Integrate** Connect the Academic Vocabulary back to the Weekly Question and unit theme.

- What **information** did you learn about what living things do in winter?
- What did you **expect** to learn at the start of the unit?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that they can form opinions that express what they think or feel about a text. They can think of what they have read in other texts and compare or contrast that information with the text they are talking about to form an opinion. Explain that they can share their opinions with other students during a discussion. Before they share their opinions, students should:

- Remember other texts they have read that helped shape their opinion on the topic.
- Consider what they learned that changed an opinion they already had about that topic.
- Think of the words they will use to express their opinion.

**MODEL AND PRACTICE** Demonstrate how to share ideas and opinions when making comparisons across texts. Say: *I like winter. I read about building a snowman in *Signs of Winter*, and I think that building a snowman sounds like fun. You can go sledding in the snow too. I also read in *Every Season* that in winter we can make snow angels and drink hot chocolate, and that also sounds like fun.* Have students practice sharing opinions about another season they have read about.

**ELL Targeted Support Express Opinions** Explain to students that an opinion is a statement that tells how someone thinks or feels about something. Ask questions to help students share their opinion about winter and use details from the text to explain the reasons.

Ask: *Do you like winter?* Then have them point out details in *Signs of Winter* they can use to support their opinion. **EMERGING/DEVELOPING**

Have students share their opinions of winter with a partner. Ask them to discuss their opinions, using details from the text. Then, prompt them to discuss how their opinions are similar and different. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts to form opinions.

**OPTION 1 Use the Shared Read** Have students form opinions about winter using text evidence from *Signs of Winter* and another text they have read in this unit as support, following the Talk About It prompt on p. 202 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to write their opinions about a topic, and list the reasons for their opinions using text support from two texts they have previously read.

### QUICK CHECK


**Notice and Assess** Can students compare texts to form opinions?

#### Decide

- **If students struggle**, revisit instruction for making text comparisons during discussions in Small Group on pp. T304–T305.
- **If students show understanding**, extend instruction for making text comparisons during discussions in Small Group on pp. T304–T305.


**WEEKLY QUESTION** Ask students to answer the Weekly Question using evidence they collected from what they read this week. Have them discuss their answers in small groups and provide reasons for their thinking.

STUDENT INTERACTIVE, p. 202

RESPOND TO TEXT 

### Reflect and Share

**Talk About It**  
You just read a text about winter. You also read other texts about the seasons. What is your opinion of winter? Use text evidence.

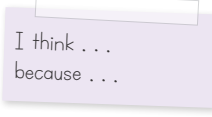


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**Sharing Your Opinion**  
When sharing an opinion, it is important to:

- Express what you think or feel.
- Use reasons to support your opinion.

Use the words on the note to help you form an opinion.



Now share your opinion.

-----

**Weekly Question**  
What do living things do in the winter?

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Use the  **QUICK CHECK** on p. T303 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Readers can make comparisons across texts to form opinions. They can share these opinions with others during a discussion. Have students think about the animals they read about in the infographic “Animals in Winter,” the Read Aloud “What Animals Do in the Winter,” and *Signs of Winter*. Have them practice forming opinions by determining which animal is the most interesting. Guide students to use support from the three texts when forming their opinions.

### ELL Targeted Support

Help students express their opinions on which animal is the most interesting.

Guide students to identify words and pictures in the two texts that give information they can use to express an opinion. **EMERGING**

Have students express their opinions with a partner. Prompt them to use sentence frames during their discussion, such as: *I think \_\_\_\_\_ is the most interesting animal.* **DEVELOPING**

Ask students to express their opinions with the group. Have them cite specific details from the texts in support of their ideas. **EXPANDING**

Challenge students to lead a discussion with others. Prompt them to express their opinions while also asking other students questions that require multi-word responses. **BRIDGING**



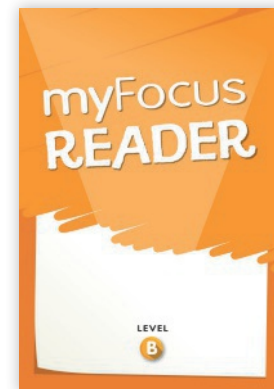
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 62–63 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 animals do during the seasons. Encourage students to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Have students gather together their research findings on what their chosen animal does in the winter. Guide them to organize their information into a format that is easy to present to others.

**Critical Thinking** Ask students to discuss what their research findings tell them about what living things do in the winter and how they researched their chosen animal.

See *Extension Activities* pp. 334–338 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Text** Ask students to share their opinions about a topic and support their opinion using evidence from their two texts.

### Possible Conference Prompts

- What is your opinion about the topic?
- What details helped you form your opinion?
- Did you find pictures or text more useful when forming your opinion?

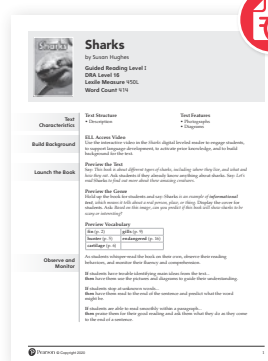
**Possible Teaching Point** Before you discuss your opinion, think about what someone who doesn't agree with your opinion might say.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T262–T263.
- For instructional support on comparing and evaluating texts using text evidence, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Assemble students in a whole group. Ask a few students to share their opinion about a text they have read and the details that helped them form their opinion.

## Independent/Collaborative

### Independent Reading



Students can

- read or listen to *Signs of Winter* or an appropriate leveled reader.
- read a self-selected text.
- work as partners and support each other in retelling their independent reading books.

### 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.
- complete an activity from the *Resource Download Center*.

## BOOK CLUB



See Book Club pp. T468–T471 for

- ideas for weekly Book Club Sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.



# Resources

## Stacks of Mentor Texts

### Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

## myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

## Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

## Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

## Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
  - ▶ write in different genres and styles.
  - ▶ apply writing conventions.



# Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

*The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.*

## Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.)



## Conference Routine



<b>Research</b>	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
<b>Name a Strength</b>	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
<b>Decide on a Teaching Point</b>	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
<b>Teach</b>	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.

## Writing Assessment

Week 5 • Day 5

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on [SavvasRealize.com](https://www.savvasrealize.com).

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## Writing Workshop Unit Overview

**WEEK 1** Introduce and Immerse

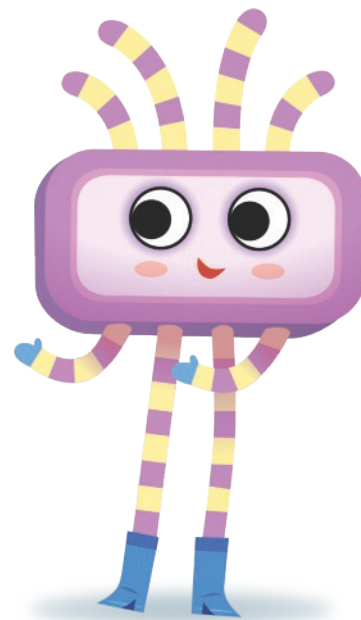
**WEEK 2** Develop Elements

**WEEK 3** Develop Structure

**WEEK 4** Writer's Craft

**WEEK 5** Publish, Celebrate, and Assess

FLEXIBLE PATH





# Units of Study

## This Unit: Informational Text

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  
**5**

## INFORMATIONAL TEXT: HOW-TO BOOK

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• How-to Books</li><li>• Generate Ideas</li><li>• Plan Your How-to Book</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Introduction and Conclusion</li><li>• Apply Instructions</li><li>• Apply Simple Graphics</li></ul>
<b>WEEK 3</b> <b>DEVELOP STRUCTURE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Organize with Structure</li><li>• Apply Steps in a Process</li><li>• Apply Features and Simple Graphics</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Prepositions</li><li>• Apply Adverbs That Convey Time</li><li>• Apply Punctuation Marks</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Spelling</li><li>• Edit for Prepositions</li><li>• Assessment</li></ul>

# Weekly Overview

This week, students will be introduced to procedural texts (how-to books). They will:

- learn characteristics of procedural texts (how-to books).
- read a variety of procedural texts to see how authors write in this genre.
- begin writing their own how-to books.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	How-to Books T316	How-to Books: Instructions T320	How-to Books: Graphics T324
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T317	Independent Writing and Conferences T321	Independent Writing and Conferences T325
<b>SHARE BACK FOCUS</b> 5–10 min.	Characteristics of the Genre T317	Restate Instructions T321	Examples of Graphics T325
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T318</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Compound Sentences T319</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Long o Spelled oa, ow, oe T322</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Adverbs T323</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T326</li> <li>• <b>Language &amp; Conventions</b> Teach Adverbs T327</li> </ul>



# Mentor STACK



- *How to Teach a Slug to Read*  
by Susan Pearson
- *How to Make a Pancake*  
by Dave Max
- *How to Make Slime*  
by Lori Shores
- *Walk On! A Guide for Babies of All Ages* by Marla Frazee

### Use the following criteria to add to your how-to book stack:

- The instructions tell about things to do or to make.
- The steps are in a clear order, using numbers or sequence words.
- Simple graphics help clarify steps in the process.

Preview these selections for appropriateness for your students. Selections are subject to availability.

**FAST TRACK**

**LESSON 4**

**FAST TRACK**

**LESSON 5**




Generate Ideas T328	Plan Your How-to Book T332
Independent Writing and Conferences T329	Writing Club and Conferences T332–T333
Ideas for a How-to Book T329	Topic Ideas T332
<p><b>FLEXIBLE OPTION</b> →</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T330</li> <li>• <b>Language &amp; Conventions</b> Practice Adverbs T331</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <b>Assess Understanding</b> T334</li> </ul> <p><b>FLEXIBLE OPTION</b> →</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T335</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Establish a Purpose and Audience	Imaginative How-to Books
<b>INDEPENDENT WRITING AND CONFERENCES</b>		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b>		
5–10 min.	Topic, Purpose, and Audience	Topic of Book
 <p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	 <p>See the <i>Small Group Guide</i> for additional writing support.</p>	

# Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of procedural texts to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Genre Immersion Lessons</b>		
<b>If</b> students need additional support,		<b>Then</b> review a book from the stack together and discuss the characteristics that show it is a how-to book.
<b>If</b> students show understanding,		<b>Then</b> ask: What part of the how-to book is most important?
<b>Generate Ideas</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: What is something you know how to do really well?
<b>If</b> students show understanding,		<b>Then</b> say: I see that you have several ideas. How will you choose just one?
<b>Plan Your How-to Book</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: Which steps are you having the most trouble with?
<b>If</b> students show understanding,		<b>Then</b> ask: Which part of your how-to book are you most excited to write?

## 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 how-to book.

### DEVELOPING

- Discuss students' Plan Your How-to Book list.
- Model drawing for students so they know it is an acceptable form of communication.
- Use modeled writing to help students plan a how-to book.

### EXPANDING

- Use real-life experiences to help students generate ideas.
- Think aloud while planning your own how-to book.
- Use guided writing to help students brainstorm and plan writing.

### BRIDGING

- Use visuals from stack texts to discuss elements of a how-to book.
- Invite students to read and think aloud about procedural elements in books from the stack.
- Use guided writing to teach the characteristics and structure of a how-to book.

### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure** and **adverbs**.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness and understanding of the genre and helps them make connections to their own motivation to write. These targeted supports were chosen to help students better understand the planning process.

Use this note for the minilesson on p. T324.

#### ELL Targeted Support

##### HOW-TO BOOKS: GRAPHICS

Read a stack text with graphics aloud. Model for students how they can use visual support to enhance and confirm their understanding of the text they are listening to as you read it aloud.

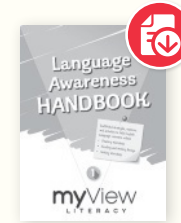
Read aloud one step in a book and ask students to point to the graphic that supports the information. **EMERGING**

Tell students to work in pairs. Have one partner read aloud a step in a how-to book. The other partner listens and points to the graphic that relates to the text. Then the partners switch and follow the same process for a second step.

**DEVELOPING**

Read aloud two steps in a set of instructions. Ask students to talk about the visual support on each page. Do the visuals match the text? Did they learn anything new by looking at the visuals? **EXPANDING**

Read aloud three different steps from a set of directions. Provide students one graphic and ask them to discuss for which step it enhances or confirms their understanding. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T328.

#### ELL Targeted Support

##### GENERATE IDEAS

Students can use strategic learning techniques, such as concept mapping, drawing, or comparing and contrasting, by using graphic organizers. Graphic organizers can be a useful tool in generating or organizing ideas about a topic to help students learn vocabulary necessary for their writing.

Help students complete a KWL chart with ideas about things they already know how to do, want to learn how to do, and learned how to do after more research. **EMERGING**

Have students draw pictures of things they know how to do. Then have them choose one picture and describe it aloud to a partner.

**DEVELOPING**

Have students work with partners to talk about where they can get ideas for their how-to books. They can create a web graphic organizer to keep track of their ideas. **EXPANDING**

Have students work in small groups to present their ideas and give one another feedback. They can create a Venn diagram to compare their two best ideas and decide on the one to write about. **BRIDGING**

## FAST TRACK

# How-to Books

## OBJECTIVES

Recognize characteristics and structures of informational text.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 53

HOW-TO BOOK WRITING WORKSHOP

I can write a how-to book.

**How-To Book**  
A how-to book is a procedural text. It gives directions on how to make or do something. It has:

- numbered steps in order.
- pictures that show what to do.

**Building a Snowman**

1. Roll a small, medium, and large snowball.
2. Stack the snowballs.
3. Add a face and buttons.
4. Add a hat and stick arms.

53

## Minilesson

Mentor STACK



**TEACHING POINT** Tell students that how-to books are procedural texts. Authors compose how-to books to tell readers how to do or make something. Authors compose how-to books by:

- writing a set of instructions, or directions.
- numbering the steps.
- including pictures to help readers understand what to do.

**MODEL AND PRACTICE** Tell students that they will be learning to compose how-to books over the next few days. Today, they will focus on the parts of a how-to book.

Direct students' attention to p. 53 in the *Student Interactive*. Explain that this is a how-to text. Read aloud the introduction and "Building a Snowman," making certain to read each numeral. After reading, explain: *I can tell this is a how-to text because the author tells how to make something: a snowman. The author numbers the steps: 1, 2, 3, 4. The steps are shown in order. The author includes a picture that helps me understand how to make the snowman.* Ask students to retell the steps in order.

Display a text from the stack. Read aloud the title. Ask: *Does the title help you figure out the type of text?* Then read the text aloud, pausing to discuss what the author did to compose the how-to book. Use these questions:

- What does this book explain how to do?
- How many steps does the author include?
- How do pictures help you understand the steps?

## Independent Writing

Mentor **STACK**

### FOCUS ON CHARACTERISTICS OF HOW-TO BOOKS

- During independent writing, students should read additional texts from the stack to continue developing their understanding of how-to books.

### WRITING SUPPORT

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- **Modeled** Choose a stack text and do a Think Aloud to model identifying characteristics of a how-to book.
- **Shared** Ask students to choose a stack text. Prompt them to identify characteristics of a how-to book.
- **Guided** Use the stack texts to provide explicit instruction on what makes a piece of writing a how-to text.

 **Intervention** Refer to the *Small Group Guide* for support.

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- For students who demonstrate understanding, have them begin composing their how-to books.

See the **Conference Prompts** on p. T314.

## Share Back

Ask a few students to each describe a feature of a how-to book.



# Spelling Spell Words with Long o Spelled *oa, ow, oe*

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

toe	coat
boat	snow
grow	toast
doe	yellow

### HIGH-FREQUENCY WORDS

would  
 about

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each long o word and the two high-frequency words.

#### Spelling Sentences

1. The **snow** is very white.
2. They **grow** pumpkins on this farm.
3. Have you traveled on a **boat** before?
4. I **would** like to read a poem.
5. We had **toast** for breakfast.
6. The **doe** quietly walked through the woods.
7. The button came off my **coat**.
8. Those flowers are **yellow**.
9. I read a book **about** bugs.
10. She accidentally stepped on my **toe**.

## ELL Targeted Support

**Spelling Patterns** Display the words *toe*, *snow*, and *boat*.

Read aloud the words and underline the long o vowel teams. Then have students write each word and identify the spelling patterns. **EMERGING**

Have students find words with these spelling patterns in books and write the words. **DEVELOPING**

Have students write as many words as possible with these spelling patterns. Ask pairs to check the accuracy of their spelling. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Long o Spelled *oa, ow, oe*


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Long o Spelled *oa, ow, oe*

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:** Spell Words with Diphthongs *oi, oy*

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Compound Sentences

**FOCUS** Review with students that a compound sentence is two simple sentences joined by a comma and a conjunction, such as *and*, *so*, or *but*.

**MODEL AND PRACTICE** Display these sentences for students: *I went to the bookstore. My brother went to the grocery store. I went to the bookstore, and my brother went to the grocery store.* Underline the word *and* and circle the comma in the last sentence. Point out that the last sentence is a compound sentence formed from the first two sentences.

**APPLY** Have partners write compound sentences of their own. Ask them to underline the conjunctions and circle the commas in their compound sentences.

#### OBJECTIVES

Edit drafts using standard English conventions.

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. 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/EXPANDING**

Have students write their own compound sentences using a variety of sentence lengths. Prompt them to share their compound sentences with the class. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Compound Sentences

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Adverbs

### LESSON 3

Teach Adverbs

### LESSON 4

Practice Adverbs

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# How-to Books: Instructions

## OBJECTIVES

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

Recognize characteristics and structures of informational text.

Dictate or compose informational texts, including procedural texts.

## Minilesson

Mentor STACK 

**TEACHING POINT** How-to books include instructions, or directions, that tell how to do or make something.

- Instructions are explained in order.
- Instructions are often numbered to show the order.

**MODEL AND PRACTICE** Read a book from the stack. Pause to ask students to name the topic, or what the author is explaining how to do or make. After reading, ask: **What is the first step? Then what do you do?** Continue until students have explained the instructions in order. Use pictures as a guide. Say: **You just told me the instructions of this how-to book.** Repeat the instructions using numbers and then sequence words and then ordinal words.

Read another stack text and work with students to retell the steps in order. Prompt them with questions, such as: What is the first step? How do you know? What is the next step? How do you know?

Then have partners take turns following, restating, and giving instructions for something they know how to do well, such as tying their shoes or snapping their fingers. Say: **When you follow instructions, you do what the instructions say to do. When you restate them, you say them in your own words. When you give instructions, you tell someone else what to do.**

## Possible Teaching Point

### Spelling | Spell Words with Long o Spelled *oa*, *ow*, *oe*

Remind students that some vowel teams can produce the long o sound:

- *oa* (*boar*, *toast*)
- *ow* (*grow*, *snow*)
- *oe* (*toe*, *doe*)

As you read and discuss texts from the stack, invite students to identify any words they notice that use these vowel teams to spell the long o sound. As students write their drafts, have them check that they are spelling long o words correctly.

## Independent Writing

Mentor **STACK**

### FOCUS ON INSTRUCTIONS

- During independent writing time, students should read additional stack texts to explore how authors use instructions in their how-to books.

### WRITING SUPPORT

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- **Modeled** Choose a stack text and do a Think Aloud to model identifying steps in time order.
- **Shared** Have students choose a stack text. Prompt them to tell the steps in their own words in time order, while using words such as *first*, *next*, *then*, and *last*.
- **Guided** Use the stack texts to provide explicit instruction on time order in how-to texts.

 **Intervention** Refer to the *Small Group Guide* for support.

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- If students demonstrate understanding, they should transition to writing their own how-to books.

See the **Conference Prompts** on p. T314.

## Share Back

Ask a few students to restate the instructions they read or wrote.

# Spelling Spell Words with Long o Spelled oa, ow, oe

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

toe	coat
boat	snow
grow	toast
doe	yellow

### HIGH-FREQUENCY WORDS

would  
 about

## LESSON 2

### Teach

**FOCUS** Explain that some vowel sounds are formed by vowel teams. For example, the long o sound can be spelled with the vowel teams *oa*, *ow*, or *oe*.

**MODEL AND PRACTICE** Display these words: *load*, *mow*, *Joe*. Say each word aloud. Point out the vowel team in each word.

**APPLY MyTURN**  
 Have students complete p. 51 in the *Student Interactive* independently.

SPELLING **Read Together** READING-WRITING BRIDGE

### Spell Long o Words

Long o can be spelled *oa*, *ow*, and *oe*.

**MYTURN** Sort and spell the words.

Spelling Words			
toe	grow	coat	toast
boat	doe	snow	yellow

**oa**

coat  
 toast  
 boat

**ow**

grow  
 snow  
 yellow

**oe**

toe  
 doe

**My Words to Know**  
 would about  
 would  
 about

51

## LESSON 2

Teach Spell Words  
 with Long o Spelled  
*oa, ow, oe*


## FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

## FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long o Spelled *oa, ow, oe*

## FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with Diphthongs *oi, oy*

## LESSON 5

Assess Understanding



# Language & Conventions

## Adverbs

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Adverbs

**FOCUS** Tell students that adverbs are words that tell more about verbs, adjectives, or other adverbs. Adverbs of time help us tell about when events take place or in which order steps are done.

**MODEL AND PRACTICE** Read aloud these sentences: *I went to school. I went to tennis practice. I went to the library.*

Say: *These sentences tell about events in my day. They are a little boring, and they don't give a good idea of the order.* Repeat the sentences, adding the adverb *First* before the first sentence, *Then* before the second sentence, and *Finally* before the third sentence. Say: *Adverbs that tell about time make the sentences clearer and more interesting.*

**APPLY** Have students tell partners a series of events, using time adverbs. Have partners listen to each other to check for natural-sounding adverb usage in the oral sentences.

#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:  
Adverbs**

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:  
Compound  
Sentences**

**LESSON 3**

Teach Adverbs

**LESSON 4**

Practice Adverbs

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# How-to Books: Graphics

## OBJECTIVES

Recognize characteristics and structures of informational text.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 53

HOW-TO BOOK WRITING WORKSHOP

I can write a how-to book.

**How-To Book**  
A how-to book is a procedural text. It gives directions on how to make or do something. It has:

- numbered steps in order.
- pictures that show what to do.

**Building a Snowman**

1. Roll a small, medium, and large snowball.
2. Stack the snowballs.
3. Add a face and buttons.
4. Add a hat and stick arms.

53

## Minilesson

Mentor STACK



**TEACHING POINT** How-to books often have graphics, or pictures, to help the reader understand how to do or make something. These might be photographs, drawings, or diagrams.

- The author might include just one picture, if the one picture shows the details the reader needs to know.
- The author might include a picture for each step, to make it easier for the reader to understand how to complete the task.

**MODEL AND PRACTICE** Explain that graphics are very important in how-to books. A graphic can be a photograph, a drawing, or a diagram. Then direct students' attention to p. 53 in the *Student Interactive*. Say: **There is one picture for this how-to text. The directions tell the reader the steps to take to complete the task. The picture shows the reader the completed task. The author includes the picture to show the reader how to do the steps. In the picture, the reader can see a small (point to the small snowball), a medium (point to the medium snowball), and a large (point to the large snowball) snowball. The reader can see how the snowballs are stacked. And the reader can see the face and buttons, as well as the sticks for arms. This picture helps the reader understand how to do the task: building a snowman.**

Read aloud and display images in a book from the stack, explaining how each graphic helps the reader understand a step in the directions. Repeat with additional stack books until students show understanding.

## Possible Teaching Point

### Language & Conventions | Adverbs

Point out that remembering that some adverbs (for example, *first*, *next*, and *then*) tell when things happen can help students create their how-to books. Work with students to create a list of such adverbs. Then post the list in a prominent place. Encourage students to refer to the list as they plan and write the steps in their instructions.

## Independent Writing

Mentor **STACK**

### FOCUS ON GRAPHICS

- Students should read additional books from the stack to continue developing their understanding of graphics in how-to books.

### WRITING SUPPORT

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- **Modeled** Choose a stack text and do a Think Aloud to model how a graphic supports the text.
- **Shared** Have students choose a stack text. Prompt students to discuss how the graphics guide the reader to complete the steps.
- **Guided** Use the stack texts to provide explicit instruction on the ways graphics can help a reader understand a how-to text.

 **Intervention** Refer to the *Small Group Guide* for support.

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- If students demonstrate understanding, they should begin writing their how-to books.

See the **Conference Prompts** on p. T314.

## Share Back

Ask a few students to show a graphic from a stack text or their own books and explain why it is helpful.



# Spelling Spell Words with Long o Spelled *oa, ow, oe*

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

### SPELLING WORDS

toe	coat
boat	snow
grow	toast
doe	yellow

### HIGH-FREQUENCY WORDS

would  
 about

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that the long o sound can be spelled *oa, ow, or oe*.

**MODEL AND PRACTICE** Have students spell the following words as you say them: *coal, snow, doe*.

**APPLY** Have students complete *Spelling* p. 301 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
 Words with Long o  
 The letters oa, ow, and oe can spell the long o sound.

Spelling Words			
toe	grow	coat	toast
boat	doe	snow	yellow

**MY TURN** Write oa, ow, or oe to complete each word.

- doe
- snow
- boat
- grow
- yellow
- coat
- toe
- toast

Grade 1, Unit 5, Week 1  
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## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Long o Spelled *oa, ow, oe*

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Long o Spelled *oa, ow, oe*

## FLEXIBLE OPTION

### LESSON 4

📖 Spiral Review: Spell Words with Diphthongs *oi, oy*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Adverbs

### LESSON 3

#### Teach Adverbs

**FOCUS** Explain that adverbs are words that tell more about verbs, adjectives, or other adverbs. Adverbs of time tell when, how often, or in what order something happens. Say: **Something that happens daily happens every day. Something that happens weekly happens every week. The words *daily* and *weekly* are adverbs of time that tell how often an action or event happens.**

**MODEL AND PRACTICE** To reinforce the instruction on adverbs of time, say and then write a simple story or series of steps with adverbs of time. Write the sentences on the board and invite students to underline the adverbs. As an adverb is identified, ask students whether it tells when, how often, in what order, or something else about the action.

#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

#### ELL Targeted Support

**Adverbs** Help students use adverbs in their writing.

Display this sentence starter: *I often go to \_\_\_\_\_*. Have students use the starter to write a complete sentence. Ask them to read aloud their sentences. **EMERGING**

Display these sentences: *First they sing. Then they dance.* Have student pairs identify the adverbs and explain what they communicate. (*order*) Then have them employ increasingly

complex grammatical structures in writing, such as by using the adverbs to write sentences of their own. **DEVELOPING**

Have students write one sentence using an adverb to tell how often an action happens and one sentence to tell when an action happens. Have student pairs check each other's sentences for correct grammar and spelling.

**EXPANDING/BRIDGING**

### LESSON 3

#### Teach Adverbs

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Compound  
Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Adverbs

#### LESSON 4

**Practice Adverbs**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

FAST TRACK

# Generate Ideas

## OBJECTIVES

Recognize characteristics and structures of informational text.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 54

**HOW-TO BOOK** Read Together

**Generate Ideas**

A **topic** is what an author writes about. Authors choose a topic they know a lot about.

**MY TURN** What do you know how to do or make really well? Brainstorm some topics for your how-to book.

**MY TURN** Circle the topic you like best. Draw a picture of what you will write about.

54

## Minilesson

Mentor STACK

**TEACHING POINT** Before an author writes a how-to book, the author thinks of a topic, or what the book will be about. The topic must be something the author can make or do well. Good writers generate, or come up with, many ideas and then choose the best one.

**MODEL AND PRACTICE** Display the covers of some texts from the stack. Say: *The authors of these books first had to think of ideas to write about. They came up with many ideas and then chose the best one.*

Gather a large sheet of paper and say: *I want to think of ideas for a how-to book, so I am going to brainstorm. Brainstorming means that I write any ideas that pop into my head. None of these ideas are bad ideas. My goal is to come up with many ideas and then choose the one that will be the best topic for my book. Let's see. I am really good at planting flowers. Write *planting flowers*. Continue with other items such as: *writing, helping my brother, putting together shelves, making sandwiches, fixing broken things at home.**

Model how to narrow your list down to one final idea to write about. Then say: *I will keep all of my ideas because I can write a new book later.*

Tell students to turn to p. 54 in the *Student Interactive*. Ask students to brainstorm ideas and write their ideas on the lines. Suggest these steps:

- Write ideas that name something you make or do well.
- Think about things you make or do at home, at school, or outside.
- Think about hobbies or things you are really proud of doing.

### Possible Teaching Point

### Writing Process

#### Prewriting | Using Pictures as Inspiration

Students can use photographs or drawings to help them choose a writing topic. Have students

- look in their books or classroom magazines for pictures of finished tasks (for example, a completed craft project or a food that might have been made by following a recipe)
- talk with a partner about pictures that interest them
- decide which interesting task they think they can explain in writing

## Independent Writing

Mentor **STACK**

### FOCUS ON IDEAS

- Students should choose an idea from the list they brainstormed.

### WRITING SUPPORT

---

- **Modeled** Examine posters and other objects in the room, and do a Think Aloud to model how one of them gives you an idea.
- **Shared** Have students look at a stack text. How does it help them think of an idea of their own?
- **Guided** Have students think about activities, such as making a sports play, playing music, or doing a school project.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should start writing their own how-to book.

See the **Conference Prompts** on p. T314.

## Share Back

Ask a few students to share their ideas and explain how they chose the topic for their how-to book.

# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

### SPELLING WORDS

toe	coat
boat	snow
grow	toast
doe	yellow

### HIGH-FREQUENCY WORDS

would  
about

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words with diphthongs *oi* and *oy* and words with the long *o* vowel teams *oa*, *ow*, and *oe*.

## FLEXIBLE OPTION

### LESSON 4



#### Spiral Review: Spell Words with Diphthongs *oi*, *oy*

**FOCUS** Have students recall the diphthongs *oi* and *oy*.

**MODEL AND PRACTICE** Read aloud the following words and have students spell them: *foil*, *joy*, *coin*, *spoil*, *toy*, *boy*.

**APPLY** Write the words on the board. Have pairs work together to sort the words according to their spelling pattern. (*oi*: *foil*, *coin*, *spoil*; *oy*: *joy*, *toy*, *boy*)

## FLEXIBLE OPTION

### LESSON 4



#### Spiral Review: Spell Words with Diphthongs *oi*, *oy*

### LESSON 5

Assess  
Understanding

## FLEXIBLE OPTION

### LESSON 1

Assess Prior  
Knowledge

### LESSON 2

Teach Spell Words  
with Long *o* Spelled  
*oa*, *ow*, *oe*

## FLEXIBLE OPTION

### LESSON 3

Review and More  
Practice Spell Words  
with Long *o* Spelled  
*oa*, *ow*, *oe*



# Language & Conventions

## Adverbs

### LESSON 4

#### Practice Adverbs

**APPLY My TURN** Have students complete the activity on p. 52 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

**Adverbs**  
**Adverbs** are words that tell about verbs, adjectives, or other adverbs. Some adverbs convey time, or tell when or how often something happens.

We go to the store **daily**. (tells how often)  
**Then** we have lunch. (tells when)

**MY TURN** Edit this draft by writing the sentences in the correct order. Use the adverbs as a guide.

She will water the seeds soon. Then she planted the seeds. She found a sunny place first.

**She found a sunny place first.**

**Then she planted the seeds.**

**She will water the seeds soon.**

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#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

#### Writing Workshop

During Writing Workshop, tell students to use adverbs that tell *when* or *how often* something occurs to help readers better understand their writing.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Compound Sentences

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Adverbs

**LESSON 3**

**Teach Adverbs**

**LESSON 4**

**Practice Adverbs**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

**FAST TRACK**

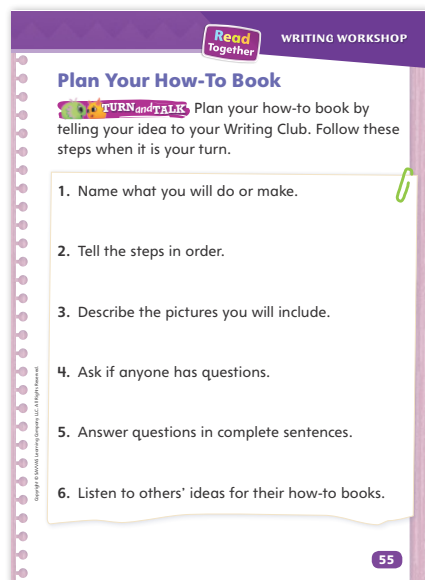
# Plan Your How-to Book

## OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 55



## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors make plans before they start writing a how-to book. They choose the topic. They plan the steps they will include for directions. One way to plan a first draft is to talk about ideas with others.

**MODEL AND PRACTICE** Hold up a book from the stack that you have already read as a group. Say: *This author took time to plan this book before he or she started writing it. Maybe the author talked with a friend about his or her idea.*

Direct students' attention to the directions on p. 55 in the *Student Interactive*. Say: *We can use this list to help us plan our books with our Writing Clubs.*

Tell students that you chose a topic to write about during brainstorming: planting flowers. Model how to plan your book using the numbered list in the *Student Interactive*. Say: *I have already completed number 1. I have decided to write about how to plant a flower. Now, I need to tell the steps in order. First, I need to make a hole and then put a flower in it. Then I push the soil around the roots. Finally, I water it. For graphics, or pictures, I'm going to show how big the hole should be. Now I will find out if any of you have questions about my plan.* Allow students to ask questions and answer them in complete sentences. *Now I will listen to others share their how-to book plans.* Point out that this is the procedure students will use when they tell their ideas in Writing Club.

## WRITING CLUB

Place students into Writing Club groups. See p. T333 for details of how to run Writing Club. See the **Conference Prompts** on p. T314.

## Share Back

Ask a few students to share their topic ideas.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their ideas for their how-to books.

As students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups discussing the following:

- The importance of speaking loudly and clearly
- The importance of asking relevant questions
- The role of the audience when someone is reading aloud

**What Are We Sharing?** Tell students they should share their plans for their how-to books using the directions on p. 55 in the *Student Interactive*.

## 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 \_\_\_\_?
- How did you learn to do or make \_\_\_\_ well?
- What is the first step you will write? Why is it important for you to tell this step first?
- What is the last step you will write? Why is it important for you to tell this step last?
- How will the pictures you draw help readers understand the directions?



# Spelling Spell Words with Long o Spelled *oa, ow, oe*

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

toe	coat
boat	snow
grow	toast
doe	yellow

### HIGH-FREQUENCY WORDS

would  
about

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Have students spell the words with long o spelled *oa, ow, oe* and the high-frequency words they have been practicing this week.

### Spelling Sentences

1. The farmers **grow** corn and beans.
2. Don't burn the **toast**.
3. The **doe** nibbled on the grass.
4. I **would** like to go with you.
5. When it is cold, I wear my **coat**.
6. She wore a **yellow** hat.
7. In winter, we play in the **snow**.
8. He sang a song **about** rainbows.
9. She dropped a rock on her **toe**.
10. The **boat** has a white sail.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Long o Spelled *oa, ow, oe*

FLEXIBLE OPTION  
LESSON 3

Review and More Practice Spell Words with Long o Spelled *oa, ow, oe*

FLEXIBLE OPTION  
LESSON 4

 Spiral Review: Spell Words with Diphthongs *oi, oy*

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Adverbs

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to complete the question.

We go to the library weekly.

Which word in the sentence is an adverb?

- A We
- B go
- C to
- D weekly**

**APPLY** Have students complete *Language and Conventions* p. 307 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Adverbs**  
Adverbs are words that tell about verbs. They say when or how often something happens.

**MY TURN** Underline the adverbs that tell when or how often.

- In the winter it can snow daily.
- The sun was shining yesterday.
- It is cold now.
- In some places it's always cold.
- It's never hot in the winter.

**MY TURN** Use one of the underlined adverbs in a sentence.

Possible response: I check daily for snow in the winter.

Grade 1, Unit 5, Week 1

#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Compound  
Sentences

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Adverbs

### LESSON 3

**Teach Adverbs**

### LESSON 4

**Practice Adverbs**

# Weekly Overview

Students will

- learn how to compose an introduction and conclusion.
- learn how to compose instructions.
- create simple graphics.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Introduction and Conclusion T340	Explore Instructions T344	Apply Instructions T348
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T341	Independent Writing and Conferences T345	Independent Writing and Conferences T349
<b>SHARE BACK FOCUS</b> 5–10 min.	Introduction or Conclusion T341	The First Step T345	How-to Steps T349
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Assess Prior Knowledge T342</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Adverbs T343</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Long <i>i</i> Words T346</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Transitions and Conjunctions T347</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T350</li> <li>• <b>Language &amp; Conventions</b> Teach Transitions and Conjunctions T351</li> </ul>



# Mentor STACK



The following criteria may be helpful in selecting texts from the stack to teach students about the elements of how-to books:

- Gather texts with clear and engaging introductions and conclusions.
- Use texts that include clear step-by-step instructions.
- Use texts that include simple graphics that give more details about the instructions or final product.

**FAST TRACK**


**LESSON 4**

**LESSON 5**

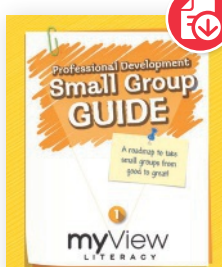
Explore Simple Graphics T352	Apply Simple Graphics T356
Independent Writing and Conferences T353	Writing Club and Conferences T356–T357
Graphics T353	Graphics Add Details T356
<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T354</li> <li>• <b>Language &amp; Conventions</b> Practice Transitions and Conjunctions T355</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T358</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T359</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Conclusion	List of Materials
<b>INDEPENDENT WRITING AND CONFERENCES</b>		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b>		
5–10 min.	Conclusions	List of Materials



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 how-to books, including introduction, conclusion, instructions, and graphics, to gauge where students might need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Introduction and Conclusion</b>		
If students need additional support,	 Then review an introduction and conclusion from a stack text.	
If students show understanding,	Then ask: What will you write in your introduction to make sure readers will be interested in reading the rest of your book?	
<b>Instructions</b>		
If students need additional support,	 Then prompt them with questions such as: What do you do first? What do you do next?	
If students show understanding,	Then ask: How will you make sure each step you write is important?	
<b>Simple Graphics</b>		
If students need additional support,	 Then review a graphic from a stack book and ask students to describe it.	
If students show understanding,	Then ask: Are there any places in your book where you could use a different kind of graphic, like a photograph or a diagram?	

## Conference Support for ELL

### EMERGING

- Ask yes/no questions about students' ideas for instructions and graphics.
- Have students use their home language to describe a graphic for their how-to book.

### DEVELOPING

- Discuss the materials needed for students' how-to topics.
- Use modeled writing to help students develop clear instructions.

### EXPANDING

- Discuss students' steps and the way their graphics might make the steps clearer.
- Use guided writing to help students develop clear steps.

### BRIDGING

- Discuss students' ideas for written steps, as well as supporting graphics.
- Use guided writing to help students develop clear steps and clear details in graphics.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphic features** and **transitions and conjunctions**.



## ELL Minilesson Support

### Week 2: Develop Elements

During the Develop Elements week, your ELLs will benefit from additional writing support that helps them understand the importance of instructions and graphics in how-to books. These targeted supports were chosen to help students better understand how to use these elements in their own writing.

Use this note for the minilesson on p. T348.

#### ELL Targeted Support

##### APPLY INSTRUCTIONS

Use the following support to guide students in writing instructions with a variety of sentence lengths and increasing accuracy.

Help students write phrases or short sentences to show the steps in planting a tree. Guide students to add words to increase some sentence lengths. **EMERGING**

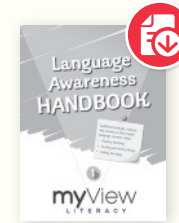
Have students work together to write short but complete sentences that describe a process, such as tying their shoes or making a sandwich. **DEVELOPING**

Have students work in small groups to write the steps to do something, such as playing a game they know well. Challenge them to add details to their explanations. **EXPANDING**

Have students write out steps for doing something, such as preparing for a presentation.

Challenge individual students to vary the lengths of their sentences by adding details that tell why each step is important and in what order the steps should be completed.

**BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T356.

#### ELL Targeted Support

##### APPLY SIMPLE GRAPHICS

Discuss how-to texts the students have read. Help students practice speaking about simple graphics and other visual media to build or reinforce concepts.

Guide students to draw their own graphic for a step in a stack text. Ask them to explain why they made the picture. **EMERGING**

Provide simple graphics and ask students to describe what the graphics show. Have them draw their own graphic and discuss with a partner how the picture explains something. **DEVELOPING**

Have student pairs read a short paragraph together. Ask them to work together to create a graphic that supports the text. Students should explain how they decided on that picture. **EXPANDING**

Have students analyze the use of graphics in a stack text by identifying each graphic and explaining how it helps them understand the book. Then provide a step or two of instructions and have students create graphics to support the text. **BRIDGING**

**FAST TRACK**

# Introduction and Conclusion

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 91

**HOW-TO BOOK** **WRITING WORKSHOP**

Read Together

I can write a how-to book.

**My Learning Goal**

**Compose an Introduction and a Conclusion**

An **introduction** gets readers interested in the topic. A **conclusion** provides a sense of closure on the topic.

**MY TURN** Write an introduction and conclusion for the how-to topic.

Topic: How to Make a Bed

**Introduction**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conclusion**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MY TURN** Compose an introduction and conclusion for your how-to book.

91

## Minilesson

Mentor **STACK**



**TEACHING POINT** A how-to book includes an introduction and a conclusion. An introduction is at the beginning of the book. It introduces the topic of the writing. A conclusion is at the end of the book. It provides a sense of closure and summarizes what the book was about.

**MODEL AND PRACTICE** Select a book from the stack that has a strong introduction and conclusion. Read the introduction and use the following questions to lead a discussion:

- What information does the author include in the introduction?
- How does the author introduce what the book is about?
- What kinds of words does the author use to get readers to want to know more?

Then read aloud the conclusion and ask students to discuss the following:

- How can you tell you are reading the conclusion?
- What information does the author include in the conclusion?
- How does the author provide a sense of closure, or an ending that is clear and connects to the rest of the book?

Read aloud the directions at the top of p. 91 in the *Student Interactive*. Model writing a strong introduction for a how-to book about growing plants: *You can have a beautiful garden when you know how to plant a flower.*

Then have students complete the activity on p. 91 in the *Student Interactive* by writing an introduction and a conclusion to tell how to make a bed.

## Independent Writing

Mentor **STACK**

### FOCUS ON INTRODUCTIONS AND CONCLUSIONS

- Students should begin independent writing. Have them compose an introduction and conclusion for their how-to books.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and conduct a Think Aloud to model what makes the introduction and conclusion effective.
- **Shared** Have students choose a stack text. Prompt them to explain why the introduction is strong.
- **Guided** Use the stack texts to provide explicit instruction on elements that make an introduction strong in a how-to text.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T338.

## Share Back

Ask a few students to share their introduction or conclusion.



# Spelling Spell Long *i* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

high	might
light	flight
sight	fright
night	bright

### HIGH-FREQUENCY WORDS

done  
once

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each *igh* word and the two high-frequency words.

#### Spelling Sentences

1. It gets dark at **night**.
2. I **might** go to the library today.
3. Please turn the **light** off when you leave the room.
4. The birds took **flight**.
5. The sun is **bright**.
6. I am **done** with my homework.
7. The swing went way up **high**.
8. The flowers are a pretty **sight**.
9. When you said, “Boo,” you gave me a **fright**.
10. **Once** upon a time, a prince turned into a frog.

## ELL Targeted Support

**Spelling Long *i* Words** Write the words *high* and *night* on the board.

Say the two words aloud as you underline the *igh* pattern. Have students write the words in their notebooks.

EMERGING/DEVELOPING

Challenge students to write down as many words as possible with the *igh* spelling pattern. Then have students share their words with the class. EXPANDING/BRIDGING

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Long *i* Words


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Long *i* Words

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Spell Words with Long *o* Spelled *oa, ow, oe*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Adverbs

**FOCUS** Remind students that adverbs tell about verbs, adjectives, or other adverbs. They can tell how often and when. Ask students for examples of adverbs that tell how often or when, and write them on the board.

**MODEL AND PRACTICE** Display this sentence starter: *The boy played the piano \_\_\_\_\_*. Have students read the sentence aloud. Then ask volunteers for adverbs that complete the sentence by telling how often or when (how often? *weekly*; when? *today*). Write their answers on the board. Repeat the process with this sentence: *We walked to school \_\_\_\_\_*.

**APPLY** Have partners work together to write sentences that include adverbs. Ask partners to share their sentences, identifying the adverb and what it tells about.

#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

#### ELL Targeted Support

**Adverbs** Help students use adverbs in their writing.

Display this sentence starter: *I often go to \_\_\_\_\_*. Have students use the starter to write a complete sentence. Ask them to read aloud their sentences. **EMERGING**

Display these sentences: *First they sing. Then they dance.* Have student pairs identify the adverbs and explain what they communicate. (*order*) Then have them employ increasingly

complex grammatical structures in writing, such as by using the adverbs to write sentences of their own. **DEVELOPING**

Have students write one sentence using an adverb to tell how often an action happens and one sentence to tell when an action happens. Have student pairs check each other's sentences for correct grammar and spelling. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Adverbs

FLEXIBLE OPTION

### LESSON 2

### LESSON 3

### LESSON 4

FLEXIBLE OPTION

### LESSON 5

Oral Language: Transitions and Conjunctions

Teach Transitions and Conjunctions

Practice Transitions and Conjunctions

Standards Practice

# Explore Instructions

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Dictate or compose informational texts, including procedural texts.

## Minilesson

Mentor STACK



**TEACHING POINT** The main part of a how-to book is the instructions. Instructions are the steps, in order, that tell how to do or make something. The steps in the instructions often begin with a verb, or action word. Authors can use numbers or sequence words to show the steps in order.

**MODEL AND PRACTICE** Read aloud a book from the stack. Ask students to identify verbs in the steps. Ask: **Why are the verbs important in each step? What do verbs tell readers?** Draw attention to any sequence words or numbers that come before the steps. Use the following questions to discuss the instructions in the stack text:

- What do you notice about the order of the steps?
- Why do you think the author chose to start the instructions with that first step?
- What kinds of words does the author use? Why?
- How does the author make sure the instructions are clear and in order?
- What details does the author include?
- Do you think you can do or make what the author is telling about?

## Possible Teaching Point

## Writing Process

### Drafting | Writing Clear Instructions

Students should be working at making their instructions clear.

Remind students that

- sequence words (or numbers) help show the clear order of “how-to” steps
- well-chosen verbs help make the action needed in each step clear
- sequence words and verbs usually come at the beginning of most “how-to” sentences

## Independent Writing

Mentor STACK



### FOCUS ON INSTRUCTIONS

- During independent writing time, students should continue writing their how-to books.

### WRITING SUPPORT

---

- **Modeled** Choose another stack text and do a Think Aloud to identify the verbs in the instructions.
- **Shared** Have students choose a stack text. Prompt them to identify verbs that appear at the beginning of steps in directions.
- **Guided** Use the stack texts to provide explicit instruction on using a verb to begin a step in directions.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Tell students to include specific and relevant details in their drafts. They should also number their steps and use action verbs.

See the **Conference Prompts** on p. T338.

## Share Back

Ask a few students to share a step they have already written that begins with a verb.

# Spelling Spell Long *i* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

high	might
light	flight
sight	fright
night	bright

**HIGH-FREQUENCY WORDS**  
 done  
 once

## LESSON 2


### Teach

**FOCUS** Explain that the letters *igh* spell the long *i* sound. The *gh* letters are silent.

**MODEL AND PRACTICE** Write or display these words: *right*, *sigh*. Say each word aloud and point out that the three letters, *igh*, make just one sound, the /ī/ (long *i*) sound. Circle the *igh* in each word. Then show students how to alphabetize the words.


### APPLY My TURN

Have students complete the activity on p. 89 in the *Student Interactive* independently.

SPELLING  READING-WRITING BRIDGE

### Spell Long *i* Words

The letters *igh* spell the long *i* sound in *tight*.

 **MY TURN** Alphabetize each set of words. Look at the first letter and then the second letter.

Spelling Words			
high	sight	might	fright
light	night	flight	bright

bright

flight

fright

high

light

might

night

sight

**My Words to Know**  
 done    once

done

once

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## LESSON 2

Teach Spell Long *i* Words


FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Long *i* Words

FLEXIBLE OPTION  
**LESSON 4**

 **Spiral Review:** Spell Words with Long *o* Spelled *oa*, *ow*, *oe*

**LESSON 5**

Assess Understanding



# Language & Conventions

## Transitions and Conjunctions

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Transitions and Conjunctions

**FOCUS** Display a chart of transition words and conjunctions, such as: *first, next, then, last, and but, so, and, or, because*. Read the words aloud. Tell students that transition words and conjunctions act like glue, for they put two ideas together. Then discuss how transition words signal a relationship between ideas, such as time order.

**MODEL AND PRACTICE** Display this sentence: *I like to hike and bike*. Ask: **Which word is a conjunction?** (*and*) Discuss how the word *and* connects the two things you like to do. Then display these sentences: *First I like to hike. Then I like to bike*. Ask: **Which words are transition words?** (*first, then*) Discuss how these words tell the order of things you like to do.

**APPLY** Have student partners work together to create oral sentences that include one transition word and one conjunction. Then ask partners to share their sentences with the class, identifying which words are transition words and which are conjunctions.

#### OBJECTIVES

Edit drafts using standard English conventions.

Dictate or compose informational texts, including procedural texts.

Use frequently occurring conjunctions.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Transitions and  
Conjunctions

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Adverbs

**LESSON 3**

Teach Transitions  
and Conjunctions

**LESSON 4**

Practice Transitions  
and Conjunctions

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

FAST TRACK

# Apply Instructions

## OBJECTIVES

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 92

**HOW-TO BOOK** Read Together

**Compose Instructions**

Instructions are the directions on how to make or do something. Instructions include sentences that often begin with a verb. They use specific and relevant details to develop their ideas. That means the details are exact and on topic.

Plant the sunflower seed.  
Water the soil with enough water so that the soil is wet.

**MY TURN** Write instructions on how to brush your teeth. Use specific and relevant details.

**MY TURN** Compose instructions for your how-to book. Use specific and relevant details.

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## Minilesson

Mentor STACK 

**TEACHING POINT** How-to books include instructions, or steps that tell how to make or do something. The author uses verbs and many details so that a reader can easily follow the steps, which are written in order using sequence words. Authors use specific and relevant details, or details that are exact and on the topic.

**MODEL AND PRACTICE** Use a text from the stack to explain how an author writes instructions. Read aloud the first step and ask: *What makes this a good first step? What does the author use in this sentence to make it clear what needs to be done first? What specific, or exact, details does the author include?*

Continue with each step, guiding students to understand that the author uses clear verbs, relevant details, and sequence words or numbers to keep the instructions in order.

Say: *Now you will practice saying and following instructions. You can use sequence words to say steps in order.* Write sequence words for students to reference. Have partners take turns following, restating, and giving oral instructions that involve a short, related sequence of actions, such as how to put on a coat. Say: *When you follow instructions, you do what the instructions say to do. When you restate instructions, you say them back in your own words. When you give instructions, you tell what to do or make.*

Allow time for partners to follow, restate, and give instructions.

Have students complete the activity on p. 92 in the *Student Interactive*.

## Possible Teaching Point

### Language & Conventions | Transitions and Conjunctions

Remind students that transitions and conjunctions play an important part in instructions. Review that

- both conjunctions and transitions connect ideas
- connecting words also can show a relationship between ideas (such as steps in a process)

Ask students to review their drafts and identify places where they might add transitions or conjunctions to make their instructions clearer.

## Independent Writing

### FOCUS ON INSTRUCTIONS

- During independent writing time, students should continue to compose their how-to books, focusing on the instructions.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model creating a short list of instructions.
- **Shared** Have partners work together to give clear instructions.
- **Guided** Provide explicit instruction on writing clear instructions.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Tell students to develop their ideas by using specific and relevant details.

See the **Conference Prompts** on p. T338.

## Share Back

Call on a few students to share the steps they have written for their how-to books.



# Spelling Spell Long *i* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

high	might
light	flight
sight	fright
night	bright

### HIGH-FREQUENCY WORDS

done  
 once

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that the letters *igh* spell the sound /ī/. The *gh* letters are silent.

**MODEL AND PRACTICE** Have students spell the following words as you isolate each phoneme: *sigh*, /s/ /ī/; *fight*, /f/ /ī/ /t/; *bright*, /b/ /r/ /ī/ /t/. Have students identify the letters in each word that spell the long *i* sound.

**APPLY** Have the students complete *Spelling* p. 302 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
 Words with Long *i*  
 The letters *igh* can spell the long *i* sound.

**Spelling Words**

high	sight	might	fright	done
light	night	flight	bright	once

**MY TURN** Sort the words and write them below.

4 letters	5 letters	6 letters
high	light	flight
done	sight	fright
once	night	bright
	might	

Grade 1, Unit 5, Week 2  
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## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Long *i* Words

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Long *i* Words

## FLEXIBLE OPTION

### LESSON 4

📖 Spiral Review: Spell Words with Long *o* Spelled *oa*, *ow*, *oe*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Transitions and Conjunctions

### LESSON 3

#### Teach Transitions and Conjunctions

**FOCUS** Explain to students that conjunctions are used to join ideas together. Transition words signal a relationship.

**MODEL AND PRACTICE** Display these sentences: *John eats an apple. John eats a pear.* Then ask: **How can I put these sentences together?** Write this sentence: *John eats an apple and a pear.* Underline the conjunction. Then ask: **How can I rewrite this sentence to add transition words to tell about time?** Write these sentences: *First John eats an apple. Then he eats a pear.* Underline the transition words. Ask students to work with partners to write sentences using the conjunction *but* and the transition word *last*.

#### OBJECTIVES

Edit drafts using standard English conventions.

Dictate or compose informational texts, including procedural texts.

Use frequently occurring conjunctions.

#### ELL Targeted Support

**Connecting Words** Tell students they can use connecting words, such as transitions and conjunctions, to combine phrases and sentences.

Write these sentences: *Bill likes to read. Jen likes to write.* Invite pairs to join the two sentences using a connecting word. Then have them write the new sentence. **EMERGING**

Have students combine two of the following sentences using a grade-appropriate connecting word: *I have a cat. You have*

*a cat. Elena has one fish. Marco has two fish.* Ask students to circle the conjunctions. **DEVELOPING**

Provide a list of various grade-appropriate connecting words. Ask students to write sentences using these words.

**EXPANDING**

Have students write as many sentences as they can using a variety of grade-appropriate connecting words. **BRIDGING**

### LESSON 3

#### Teach Transitions and Conjunctions

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Adverbs

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Transitions and  
Conjunctions

#### LESSON 4

**Practice Transitions  
and Conjunctions**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Simple Graphics

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Add drawings or other visuals to descriptions when appropriate to clarify ideas.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors of how-to texts often use graphics, or pictures or drawings, to support the steps in their instructions. Authors can use graphics to illustrate each step in the instructions.

- Authors include pictures that show more details about the steps.
- Authors include pictures that help make the steps clearer and easier to follow.
- Authors sometimes include labels for the graphics.

**MODEL AND PRACTICE** Read aloud a book from the stack that has effective graphics and labels that add detail and provide clarification for steps in a process. Read aloud the entire book. Then return to read aloud each step and discuss the graphic that supports the step. Use the following questions to prompt discussion about each image in the book:

- What does the picture show?
- How does the picture help make the step clearer?
- Is there a label? Why is the label useful?
- Why do you think the author decided to include this picture in the book?

## Possible Teaching Point

### Spelling | Spell Long *i* Words

Remind students that when the letters *igh* appear in a word,

- the letters spell a long *i* sound
- the *gh* letters are silent

Have students check their drafts for words with the long *i* sound. Offer assistance, if needed, as students consider whether any of those words should have *igh* in their spelling.

## Independent Writing

Mentor **STACK**

### FOCUS ON GRAPHICS

- After the minilesson, students should use independent writing time to continue their how-to book drafts.

### WRITING SUPPORT

---

- **Modeled** Choose another stack text and do a Think Aloud to model the purpose of a graphic.
- **Shared** Have students choose a stack text. Prompt them to explain how graphics help make steps clearer.
- **Guided** Use the stack texts to provide explicit instruction on graphics that support steps in a how-to text.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Have students focus on adding simple graphics.

See the **Conference Prompts** on p. T338.

## Share Back

Ask a few students to share an idea for a graphic or to share a graphic they have drawn in their books.

# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

### SPELLING WORDS

high	might
light	flight
sight	fright
night	bright

### HIGH-FREQUENCY WORDS

done  
 once

### Writing Workshop

As students proofread their writing, remind them to check the spellings of words with the long *i* spelled *igh* and long *o* spelled *oa*, *ow*, and *oe*.

FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Spell Words with Long o Spelled *oa*, *ow*, *oe*

**FOCUS** Have students recall the previous spelling rule for long *o* words spelled *oa*, *ow*, and *oe*.

**MODEL AND PRACTICE** Read the following words and have students spell them: *boat*, *grow*, *toe*, *coat*, *snow*, *doe*.

**APPLY** Have pairs work together to sort the words according to their spelling patterns. (*oa*: *boat*, *coat*; *ow*: *grow*, *snow*; *oe*: *toe*, *doe*)

FLEXIBLE OPTION

## LESSON 4



**Spiral Review:**  
 Spell Words with  
 Long *o* Spelled  
*oa*, *ow*, *oe*

FLEXIBLE OPTION

## LESSON 1

✓ Assess Prior Knowledge

## LESSON 2

Teach Spell Long *i* Words

FLEXIBLE OPTION

## LESSON 3

Review and More Practice Spell Long *i* Words

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Transitions and Conjunctions

### LESSON 4

#### Practice Transitions and Conjunctions

**APPLY MyTURN** Have students complete the activity on p. 90 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

#### Transitions and Conjunctions

Transition words and conjunctions are used to connect two ideas. **First, next, then, and last** are transition words. **But, so, and, or,** and **because** are conjunctions.

**First,** we walked to the park. **Then** we played on the swings **and** went down the slide. We had fun **because** we played together.

**MYTURN** Use the words in the box to complete these sentences.

so	but	and	then	first
----	-----	-----	------	-------

**First** Lucy **and** I played basketball. **Then** we wanted to see a movie, **but** we were too tired. **So** we decided to have a snack.

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#### OBJECTIVES

Edit drafts using standard English conventions.

Dictate or compose informational texts, including procedural texts.

Use frequently occurring conjunctions.

#### Writing Workshop

Guide students to use adverbs, conjunctions, and transition words appropriately as they revise their drafts during Writing Workshop.

FLEXIBLE OPTION

#### LESSON 1



Spiral Review:  
Adverbs

FLEXIBLE OPTION

#### LESSON 2

Oral Language:  
Transitions and  
Conjunctions

#### LESSON 3

Teach Transitions  
and Conjunctions

### LESSON 4

#### Practice Transitions and Conjunctions

FLEXIBLE OPTION

#### LESSON 5

Standards Practice

**FAST TRACK**

# Apply Simple Graphics

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Add drawings or other visuals to descriptions when appropriate to clarify ideas.

STUDENT INTERACTIVE, p. 93

**Read Together** WRITING WORKSHOP

### Create Simple Graphics

How-to books use simple graphics to give more details about the instructions. **Simple graphics** are pictures or drawings that can have labels.

**MY TURN** Read the step. Then draw a simple graphic that adds details to the writing. Add a label.

- Fill a bucket with water.

**Possible response:** Drawing can show a kid filling a bucket with a hose. Label could be hose or bucket.

**MY TURN** Include simple graphics as you develop your draft for your how-to book.

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## Minilesson

Mentor **STACK**



**TEACHING POINT** When authors write how-to books, they often include graphics, or pictures, to help make the instructions clear. Authors can use graphics to show more complicated or new steps. Graphics can accompany each step, or they can show the final product.

**MODEL AND PRACTICE** Display texts from the stack that use graphics to support the steps. Read aloud the step or steps that connect to the graphic. Ask: *Why did the author choose to include a graphic here? How does the graphic support the instructions? Is there a different graphic the author could use?*

Model how to decide on what graphics to include in a how-to book. Say the following as you write the step: *I am writing a how-to book about how to make bread. Here is a step from my book: Gather all the tools. And here is my picture.* Sketch the following: bowl, spoon, measuring cup. *You can see how my picture shows more about this step. My picture shows what the tools are. I'll add labels. Write bowl, spoon, and cup beneath each picture.* Say: *Graphics are a very important part of how-to books. When you write your own book, make sure you include graphics that give more details about each step. The graphics should include relevant details, or details that are about the topic.*

Direct students to complete p. 93 in the *Student Interactive*.

## WRITING CLUB

Have students gather with their Writing Club groups. See p. T357 for details about how students should act during Writing Club. See the **Conference Prompts** on p. T338.

## Share Back

Ask a few students to share their graphics and explain how the graphics add details to the steps.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their steps in a process and their supporting graphics with labels.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- What makes a question relevant
- How to make appropriate contributions
- What rules of discussion the group should follow

**What Are We Sharing?** Prior to sharing their ideas, students should determine which element of a how-to book they would like feedback on in today's Writing Club. Do they want feedback on their introduction, conclusion, instructions, or graphics? Students should inform their Writing Club of the element before they begin reading their how-to books. This will help direct the group's focus as students are sharing their writing.



## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Why did you include \_\_\_\_ in your introduction?
- Can you add more details to this step in the instructions?
- How did you decide which details to include in your drawings?
- I like that you \_\_\_\_.





# Spelling Spell Long *i* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

high	might
light	flight
sight	fright
night	bright

### HIGH-FREQUENCY WORDS

done  
once

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Have students spell each *igh* word and the two high-frequency words.

### Spelling Sentences

1. The bird flies **high** in the sky.
2. My mother goes to work at **night**.
3. We took a long **flight** to Dallas.
4. The dog barked and gave the baby a **fright**.
5. I **once** found a penny on the ground.
6. Joanna has a **bright** smile.
7. Are you **done** reading the book?
8. We lost **sight** of the balloon as it floated away.
9. The clouds are **high** in the sky.
10. We **might** go to the beach today.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Long *i* Words

FLEXIBLE OPTION  
LESSON 3

Review and More Practice Spell Long *i* Words

FLEXIBLE OPTION  
LESSON 4

 Spiral Review: Spell Words with Long *o* Spelled *oa, ow, oe*

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Transitions and Conjunctions

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

Display the following sentences and have students answer the question.

(1) Mom turned off the light. She went to bed.

Which conjunction best joins these two sentences?

- A. and
- B. but
- C. if
- D. or

**APPLY** Have the students complete *Language and Conventions* p. 308 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Transitions and Conjunctions**  
Transition words and conjunctions connect ideas in sentences.

**MY TURN** Rewrite the sentences using the word in parentheses.

1. It rains in spring. The sun shines in summer. (and)  
It rains in spring and the sun shines in summer.

2. I wear a warm coat. It is cold. (because)  
I wear a warm coat because it is cold.

Grade 1, Unit 5, Week 2

**OBJECTIVES**

Edit drafts using standard English conventions.

Dictate or compose informational texts, including procedural texts.

Use frequently occurring conjunctions.

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Adverbs

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Transitions and  
Conjunctions

**LESSON 3**

**Teach Transitions  
and Conjunctions**

**LESSON 4**

**Practice Transitions  
and Conjunctions**

# Weekly Overview

Students will

- organize their how-to books with an introduction, ordered steps, and a conclusion.
- learn how to number the steps in a process.
- include drawings or pictures to show readers how to follow steps.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Organize with Structure T364	Explore Steps in a Process T368	Apply Steps in a Process T372
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T365	Independent Writing and Conferences T369	Independent Writing and Conferences T373
<b>SHARE BACK FOCUS</b> 5–10 min.	Introductions and Conclusions T365	Numbers and Sequence Words T369	Using Numbers to Order Steps T373
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Assess Prior Knowledge T366</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Transitions and Conjunctions T367</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Vowel Teams <i>ue, ew, ui</i> T370</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Prepositions T371</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T374</li> <li>• <b>Language &amp; Conventions</b> Teach Prepositions T375</li> </ul>



# Mentor STACK



The following criteria may be helpful in selecting books from the stack to teach students about the structure of procedural texts.

- Use texts with clear and identifiable introductions and conclusions.
- Use texts that include clear steps that begin with sequence words.
- Use texts that include a variety of graphics.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Explore Features and Simple Graphics T376

Apply Features and Simple Graphics T380

Independent Writing and Conferences T377

Writing Club and Conferences T380–T381

Ideas for Graphics T377

Choosing Graphics T380

**FLEXIBLE OPTION** ←

- **Spelling** Spiral Review T378

- **Language & Conventions** Practice Prepositions T379

- **Spelling** *Assess Understanding* T382

**FLEXIBLE OPTION** ←

- **Language & Conventions** Standards Practice T383

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Use Diagrams

Photographs

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

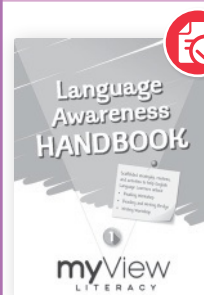
Independent Writing and Conferences

**SHARE BACK FOCUS**

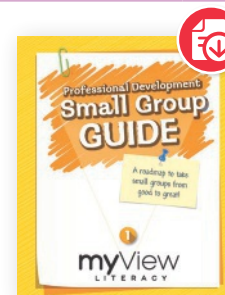
5–10 min.

What Diagrams Support

What Photos to Use



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of introductions, numbered steps, conclusions, and graphics in how-to books to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Organize with Structure

**If** students need additional support,


 **Then** read a procedural text from the stack together, identifying its introduction, ordered steps, and conclusion.

**If** students show understanding,

**Then** ask: Why did you put this step first in your how-to book?

#### Steps in a Process

**If** students need additional support,


 **Then** prompt them with questions, such as: What step comes first? What step comes next?

**If** students show understanding,

**Then** ask: Are any steps missing in your book? Are any steps not needed?

#### Features and Simple Graphics

**If** students need additional support,

 **Then** review the student's how-to book and model drawing a simple graphic based on a step.

**If** students show understanding,

**Then** ask: What additional information can the reader learn by looking at this graphic?

## Conference Support for ELL

### EMERGING

- Tell the steps in a process using objects as visual aids. Make sure you begin and end with statements that introduce the process and provide closure.
- Provide students with a graphic from a procedural text. Allow them to describe the graphic in their home language.

### DEVELOPING

- Read a procedural text together. Ask questions to guide students in summarizing its introduction, ordered steps, and conclusion.
- Use modeled writing to help students draw a simple graphic based on a step described in a procedural text.

### EXPANDING

- Read aloud a procedural text. Have students copy the steps in their own words, including numbers.
- Provide students with a blank, numbered worksheet. Have students fill in the steps of a familiar process.

### BRIDGING

- Have students read a grade-level procedural text, and then identify the elements of its structure.
- Use guided writing to help students correctly order and number steps in a process.
- Invite students to think aloud and describe a graphic in a procedural text.



### Reading-Writing Workshop Bridge

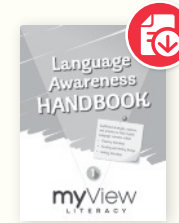
While conferring with students, refer back to the Bridge minilessons on **word choice** and **prepositions**.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, ELLs will benefit from additional writing support that expands their understanding of the structure of procedural text. These targeted supports were chosen to help students incorporate that structure into their own how-to books.



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T368.

### ELL Targeted Support

#### EXPLORE STEPS IN A PROCESS

Remind students that good writers use time-order words to describe the steps in a process. Display the words *first*, *next*, *last* where students can see them. Students will write using content-based, grade-level vocabulary, such as time-order words.

Provide students with three simple graphics that show the steps in a process, such as making a sandwich. Ask students to label the steps of the process with time-order words. **EMERGING**

Provide a small group with sentence strips that each state a step of a simple process. Have students order the steps and then write them in order, using the appropriate time-order words. **DEVELOPING**

Have students in pairs write the steps of a procedural text together, using the correct time-order words. **EXPANDING**

Have students work in small groups to write a model how-to book about something they already know how to do. Remind them to use time-order words correctly. **BRIDGING**

Use this note for the minilesson on p. T376.

### ELL Targeted Support

#### EXPLORE FEATURES AND SIMPLE GRAPHICS

Help students write or draw to explain graphics and other features with increasing specificity and detail.

Model for students how to write and draw to explain the visual elements of a stack text. Then guide students to add details to your work.

#### **EMERGING**

Have students practice explaining the visual elements of a stack text by writing or drawing with a partner. Guide them to add details to each other's work. **DEVELOPING**

Provide pairs of students with a graphic that shows how to complete the step in a process. Have them add details by writing or drawing to explain the graphic with increasing specificity.

#### **EXPANDING**

Provide small groups of students with examples of how-to books from the stack. Have them write or draw to explain the process with specific and relevant details. **BRIDGING**

## FAST TRACK

# Organize with Structure

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 127

HOW-TO BOOK **Read Together** WRITING WORKSHOP

I can write a how-to book. **My Learning Goal**

**Organize with Structure**  
Authors organize the structure of their how-to books. They include an introduction, steps in order, and a conclusion.

**MY TURN** Organize the text. Circle the introduction. Highlight the steps. Underline the conclusion.

Soon your plant will start to grow!  
I will show you how to grow a plant.  
Plant a seed in a pot of soil. Then water the soil.  
Next, place the pot in a sunny spot.

**MY TURN** Develop your how-to draft by organizing the structure.

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## Minilesson

Mentor STACK



**TEACHING POINT** Authors organize the structure of their how-to books by beginning with an introduction, stating the steps in order, and ending with a conclusion.

- An introduction introduces, or presents, what the book will be about.
- The steps tell the order of how to do or make something.
- A conclusion tells a summary of the book.

**MODEL AND PRACTICE** Say: *Today I will teach you how to develop the draft of your how-to book by organizing with structure.* Hold up a text from the stack. Explain that authors use a structure when writing their how-to books. Point out the introduction of the text. Say: *The introduction comes in the beginning of the text. It explains what the reader will do or make.*

Point out the ordered steps. Say: *The main part of the text describes the steps. The author writes steps in order so readers know what to do first, next, and last.*

Point out the conclusion. Say: *At the end of the text, the author writes a conclusion. The conclusion is a summary of the process.*

Direct students to p. 127 in the *Student Interactive* and read the instructions. Then say: *Let's work together to organize this draft. The introduction comes first. Which sentence is the introduction? The steps in the process come next. Which sentences are the steps? Finally, the conclusion comes last. Which sentence is the conclusion? Now, we have put this draft in order! You can do the same when you develop your own how-to book.*

## Independent Writing

Mentor **STACK**

### FOCUS ON STRUCTURE

- During independent writing time, students should continue to develop the drafts of their how-to books by organizing with structure.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the introduction and conclusion.
- **Shared** Have partners choose a stack text. Prompt them to take turns reading the steps in order.
- **Guided** Use the stack texts to provide explicit instruction on how to write an introduction, ordered steps, and a conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T362.

## Share Back

Call on a few students to share how they introduce or conclude their how-to books.



# Spelling Spell Words with Vowel Teams *ue, ew, ui*

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

fruit	new
clue	juice
threw	crew
blue	glue

### HIGH-FREQUENCY WORDS

because  
 laugh

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell the words with vowel teams *ue, ew, and ui*, and the high-frequency words.

#### Spelling Sentences

1. I like to eat **fruit**.
2. I used a **clue** to find the answer.
3. She **threw** the ball.
4. The sky looks very **blue** today.
5. The cat has a **new** toy.
6. The apple **juice** is good.
7. The **crew** on the ship works hard.
8. I need **glue** to stick the pages together.
9. You should share my ideas **because** of the reasons I give.
10. Did you **laugh** at the joke?

## ELL Targeted Support

**Spelling Patterns** Tell students that the sound /ü/ can be spelled with the spelling pattern *ue, ew, or ui*. Display the words *clue, new, fruit*.

Say each word aloud. Have students write each word and circle the letters that spell the sound /ü/.

EMERGING/DEVELOPING

Have student pairs write sentences using words with the spelling pattern *ue, ew, or ui*. Have them check the accuracy of their spelling with a partner. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Vowel Teams *ue, ew, ui*


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Vowel Teams *ue, ew, ui*

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Spell Long *i* Words

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Transitions and Conjunctions

**FOCUS** Review with students that transition words and conjunctions are used to connect two ideas.

**MODEL AND PRACTICE** On a display surface, write: *First you and I went to the mall.* Prompt students to tell you which word is the conjunction. (*and*) Underline the word *and*. Then ask students to tell you which is the transition word. (*First*) Circle the word *First* in the sentence.

**APPLY** Have students write the following sentences: *Later they ate lunch and went to class. Then they were cold, so they put on their coats.*

Ask students to underline the conjunctions and circle the transition words in both sentences. (underline *and, so*; circle *Later, Then*)

#### OBJECTIVES

Edit drafts using standard English conventions.

Use frequently occurring conjunctions.

#### ELL Targeted Support

**Connecting Words** Tell students they can use connecting words, such as transitions and conjunctions, to combine phrases and sentences.

Write these sentences: *Bill likes to read. Jen likes to write.* Invite pairs to join the two sentences using a connecting word. Then have them write the new sentence. **EMERGING**

Have students combine two of the following sentences using a grade-appropriate connecting word: *I have a cat. You have*

*a cat. Elena has one fish. Marco has two fish.* Ask students to circle the conjunctions. **DEVELOPING**

Provide a list of various grade-appropriate connecting words. Ask students to write sentences using these words. **EXPANDING**

Have students write as many sentences as they can using a variety of grade-appropriate connecting words. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Transitions and Conjunctions

FLEXIBLE OPTION

### LESSON 2

### LESSON 3

### LESSON 4

FLEXIBLE OPTION

### LESSON 5

Oral Language: Prepositions

Teach Prepositions

Practice Prepositions

Standards Practice

# Explore Steps in a Process

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Dictate or compose informational texts, including procedural texts.

## Minilesson

**Mentor STACK**

**TEACHING POINT** When authors write the steps of a process, they often use numbers to show the order of steps. They can also use sequence words to show the steps, such as *first*, *then*, *next*, and *last*.

**MODEL AND PRACTICE** Hold up a text from the stack. Point out the numbered steps. Explain that authors use numbers to show the order of steps when describing a process. Read the text, pausing to emphasize the connection between numbers and ordered steps. Ask: **Why do authors use numbers? How do numbers help readers understand a process?** Discuss answers, reinforcing how numbers show order so that readers know what to do.

Use another stack text to write a list of steps on the board. However, write them out of order and do not include numbers.

Say: **Today we will learn how to organize the steps in a process. Let's put these steps in order. What happens first?** Have students name the step that comes first. Write a *1* next to it. Continue the routine, asking what comes next and last. Refer back to the stack text to check the order.

## Possible Teaching Point

### Language & Conventions | Prepositions

Explain that a preposition

- is a word such as *in*, *above*, *into*, *with*, or *beside*
- shows how the noun that follows it is related to some other word in the sentence
- can give readers information about time, place, direction, or movement

Invite students to identify prepositions in the steps in the text that you discuss. Remind students to include prepositions in their drafts to help make their steps clearer.

## Independent Writing

Mentor STACK



### FOCUS ON STEPS IN A PROCESS

- Have students transition to independent writing to work on their own how-to books. Tell them to focus on the steps in the process they are writing about.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the order of steps.
- **Shared** Read a stack text aloud. Write a list of numbers (e.g., 1, 2, 3). Have students cite what information should go with each number.
- **Guided** Use stack texts to provide explicit instruction on how numbers show order of steps.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding of using steps, have them review their writing to check the order and completeness of the steps.
- If students struggle, have them write the numbers first and then say each step aloud before writing it.

See the **Conference Prompts** on p. T362.

## Share Back

Call on a few students to share their steps and tell what words or numbers they used to indicate the sequence.

# Spelling Spell Words with Vowel Teams *ue, ew, ui*

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

fruit	new
clue	juice
threw	crew
blue	glue

### HIGH-FREQUENCY WORDS

because  
 laugh

## LESSON 2

### Teach

**FOCUS** Tell students that the vowel teams *ui, ew, and ue* all spell the sound /ü/.

**MODEL AND PRACTICE** Display the following words, have students read them, and invite volunteers to circle the vowel team in each word: *suit, crew, fruit, blue, threw, glue*.

### APPLY MyTURN

Have students complete the activity on p. 125 in the *Student Interactive* independently.

**SPELLING** **READING-WRITING BRIDGE**

### Spell Words with Vowel Teams

The letters *ue, ew, and ui* spell the vowel sound in *true, flew, and suit*.

**MYTURN** Sort and spell the words.

Spelling Words			
fruit	clue	threw	blue
new	juice	crew	glue

**ue**

\_\_\_\_\_

\_\_\_\_\_ clue \_\_\_\_\_

\_\_\_\_\_ blue \_\_\_\_\_

\_\_\_\_\_ glue \_\_\_\_\_

**ew**

\_\_\_\_\_

\_\_\_\_\_ threw \_\_\_\_\_

\_\_\_\_\_ new \_\_\_\_\_

\_\_\_\_\_ crew \_\_\_\_\_

**My Words to Know**

because laugh

\_\_\_\_\_ because \_\_\_\_\_

\_\_\_\_\_ laugh \_\_\_\_\_

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## LESSON 2

**Teach Spell Words with Vowel Teams *ue, ew, ui***

FLEXIBLE OPTION  
**LESSON 1**

**Assess Prior Knowledge**

FLEXIBLE OPTION  
**LESSON 3**

**Review and More Practice Spell Words with Vowel Teams *ue, ew, ui***

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review: Spell Long *i* Words**

## LESSON 5

**Assess Understanding**



# Language & Conventions

## Prepositions

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Prepositions

**FOCUS** Tell students that a preposition shows how the noun that follows it connects to other words in the sentence. This connection can be about time, place, direction, or movement.

**MODEL AND PRACTICE** Read the following sentence aloud: *We work at school.* Then say: *The noun **school** follows the preposition **at**. The preposition **at** shows that school is where we work.*

Guide students to determine the preposition of the following sentence: *The ball flew over the fence.* (*over*)

**APPLY** Have students play a game in small groups. Students should sit in a circle, facing the other members of their group. Students will take turns discussing a topic (e.g., favorite seasons). They can speak only in sentences with prepositions. If a student forgets to include a preposition, he or she can no longer participate in the conversation. The last student remaining wins.

#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Prepositions

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Transitions and  
Conjunctions

**LESSON 3**

Teach Prepositions

**LESSON 4**

Practice Prepositions

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

**FAST TRACK**

# Apply Steps in a Process

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Revise drafts by adding details in pictures or words.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 128

**Steps in a Process**  
Authors often use numbers to write the steps of their how-to books in order.

- Buy a birdfeeder.
- Pour seeds into the birdfeeder.

**MY TURN** Draw a line to match each step to the correct number so that the steps are in order.

**Planting a Seed**

1	Place the seed in the hole.
2	Cover up the seed with soil.
3	Dig a small hole in the soil.

**MY TURN** Use numbered steps to develop your how-to book.

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## Minilesson

Mentor **STACK**



**TEACHING POINT** Remind students that a how-to book is a procedural text. Authors often compose how-to books that include numbered steps to help readers understand the order of steps they need to take to complete a process. Authors often use numbers in a how-to book in order to make the steps clear.

**MODEL AND PRACTICE** Read aloud the steps from a stack text. Then read the steps using numbers before each step. Ask: *How do the numbers help you follow the steps? Are the numbers necessary?* Explain how numbers help readers understand the order of steps. Provide students with the steps needed to pour a glass of milk.

- Choose a cup.
- Open the carton.
- Fill the cup.

Ask: *What comes first? What comes second? What comes third or last?*

Discuss how it makes sense to put steps in order and that it doesn't make sense to fill a cup without choosing one first. As a class, come up with three similar steps and write them in numbered steps.

Direct students to complete the activity on p. 128 in the *Student Interactive*. Then say: *We have learned how to organize our drafts by putting the steps in order. When you write your own book, make sure you put the steps in order using numbers and sequence words.*

## Possible Teaching Point

### Spelling | Spell Words with Vowel Teams *ue, ew, ui*

Remind students that some vowel teams can produce the long *u* sound:

- ue* (*clue, glue*)
- ew* (*threw, crew*)
- ui* (*fruit, juice*)

As you read and discuss steps from a stack text, invite students to identify words that use these vowel teams to spell the long *u* sound. As they write their drafts, have students check that they are spelling long *u* words correctly.

## Independent Writing

### FOCUS ON ORDERING STEPS

- During independent writing time, students should continue working on their how-to book drafts.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how to add numbers to a list of ordered steps.
- **Shared** Have partners work together where one student reads the steps of a process aloud while the other copies the steps in numerical order.
- **Guided** Provide explicit instruction on how to write steps in numerical order.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Have students locate places in their drafts where they could use numbers to order the steps.

See the **Conference Prompts** on p. T362.

## Share Back

Call on a few students to share examples of numbered steps from their drafts.



# Spelling Spell Words with Vowel Teams *ue, ew, ui*

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

fruit	new
clue	juice
threw	crew
blue	glue

### HIGH-FREQUENCY WORDS

because  
 laugh

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that the vowel teams *ue, ew, and ui* can all spell the sound /ü/.

**MODEL AND PRACTICE** Have students spell the following words: *fruit, clue, threw*. Use the words to review how to put words in alphabetical order.

**APPLY** Have students complete *Spelling* p. 303 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
 Words with Vowel Teams  
 The letters *ue, ew, and ui* spell the vowel sound in *due* and *grew*.

Spelling Words				
fruit	clue	threw	blue	because
new	juice	crew	glue	laugh

**MY TURN** Write the words in alphabetical order.

- because
- blue
- clue
- crew
- fruit
- glue
- juice
- laugh
- new
- threw

Grade 1, Unit 5, Week 3  
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## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Vowel Teams *ue, ew, ui*

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Vowel Teams *ue, ew, ui*

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Spell Long *i* Words

### LESSON 5

Assess Understanding



# Language & Conventions

## Prepositions

### LESSON 3

#### Teach Prepositions

**FOCUS** Remind students that a preposition shows how the noun that follows it is related to the rest of the sentence.

**MODEL AND PRACTICE** Display the following prepositions, and have students read each one with you: *in, on, at, above, over, into, to, with, before, after*. Use several prepositions in oral sentences, and have students tell if the preposition tells time, place, direction, or movement.

Write the following sentence on the board, and ask students to identify the preposition:

*She finds a bug in the dirt. (in)*

#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

#### ELL Targeted Support

**Sentence Lengths** Help students use prepositions to write sentences of various lengths.

Model adding a prepositional phrase to a sentence, such as: *The pencil fell on the floor*. Guide students to write their own sentences, focusing on making the sentences different lengths. **EMERGING**

Have pairs position two classroom objects in different ways to demonstrate prepositions. Help them write sentences of different lengths to describe the relationship between the two objects in each position. **DEVELOPING**

Have small groups collaborate to write sentences of different lengths about people or objects in the room using prepositions. **EXPANDING**

Have students write sentences of different lengths to accurately describe the relationship between two classroom objects. **BRIDGING**

### LESSON 3

#### Teach Prepositions

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Transitions and  
Conjunctions

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Prepositions

#### LESSON 4

**Practice Prepositions**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Features and Simple Graphics

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Dictate or compose informational texts, including procedural texts.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors include graphics, or photos and drawings, with their procedural texts to help readers understand how to follow the steps.

**MODEL AND PRACTICE** Hold up a text from the stack. Read the title. Identify its accompanying graphic. Explain that graphics help readers follow steps. When an author organizes a how-to book, he or she makes sure that there is a graphic to help explain the steps or the overall process. The graphics should support the words.

Read the first step, and then display the graphic on the page. Ask: *What does this graphic show? How does this graphic help you understand the step?*

Repeat the above routine with additional pages from the book. Finally, read aloud the steps from another procedural stack text. Have students work in pairs to come up with ideas for a graphic that supports a particular step. Have students each sketch the graphic and then compare and contrast their graphics.

## Possible Teaching Point

## Writing Process

### Drafting | Considering Word Choice

Explain to students that words that appeal to the readers' senses are important in all kinds of writing—including "how-to" writing. Sensory words can help readers "see" the steps in a process. As students write, urge them to choose sensory words. Also remind students that they will have time to review their word choices when they revise their drafts.

## Independent Writing

Mentor STACK



### FOCUS ON GRAPHICS

- During independent writing time, students should make sure they have drawn graphics to go along with each step. They should make sure the graphics match what is written in the text on each page.

### WRITING SUPPORT

---

- **Modeled** Read a stack text and do a Think Aloud to model identifying how to connect its graphic to the text.
- **Shared** Have students choose a stack text. Prompt students to identify how a graphic supports a step in a process.
- **Guided** Use the stack texts to provide explicit instruction on how graphics help describe a step in a process.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students can continue writing and drawing their how-to books.

See the **Conference Prompts** on p. T362.

## Share Back

Call on a few students to share their ideas for graphics and explain how a specific graphic helps readers understand a step in a process.

# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

## SPELLING WORDS

fruit	new
clue	juice
threw	crew
blue	glue

## HIGH-FREQUENCY WORDS

because  
laugh

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words that have long *i* spelled *igh* and vowel teams *ue*, *ui*, *ew*.

## FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Spell Long *i* Words

**FOCUS** Have students recall the spelling lesson from the previous week: the letters *igh* can spell the sound /ī/.

**MODEL AND PRACTICE** Display these words: *sight*, *high*, *light*, *might*. Say each word aloud, circling *igh* and pointing out that these letters spell the sound /ī/. Guide students to practice spelling each word.

**APPLY** Read aloud the following words for students to spell: *night*, *flight*, *fright*.

## FLEXIBLE OPTION

## LESSON 1

✓ Assess Prior Knowledge

## LESSON 2

Teach Spell Words with Vowel Teams *ue*, *ew*, *ui*

## FLEXIBLE OPTION

## LESSON 3

Review and More Practice Spell Words with Vowel Teams *ue*, *ew*, *ui*

## FLEXIBLE OPTION

## LESSON 4



Spiral Review: Spell Long *i* Words

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Prepositions

### LESSON 4

#### Practice Prepositions

**APPLY MyTURN** Have students complete the activity on p. 126 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

#### Prepositions

A **preposition** shows how the noun that follows it is related to other words in the sentence. The connection can be about time, place, direction, or movement.

I see buds **during** spring. (time)

I planted tulips **in** the pots. (place)


**MY TURN** Edit the sentences by writing the best preposition from the box.

at	near	beyond
----	------	--------

I look at the sunflowers.

They are far **beyond** the fence.

We can plant near the sunflowers.

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#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

#### Writing Workshop

Tell students that as they begin writing drafts during Writing Workshop, they should pay attention to using transitions, conjunctions, and prepositions correctly.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Transitions and  
Conjunctions

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Prepositions

**LESSON 3**

**Teach Prepositions**

**LESSON 4**

**Practice Prepositions**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

**FAST TRACK**

# Apply Features and Simple Graphics

## OBJECTIVES

Develop drafts in oral, pictorial, or written form by organizing with structure.

Revise drafts by adding drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Dictate or compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 129

The screenshot shows a page from a student interactive with the following content:

**Read Together** WRITING WORKSHOP

**Features and Simple Graphics**

How-to books have features and simple graphics that show readers how to follow steps or instructions. Simple graphics can be pictures or drawings.

**MY TURN** Read the steps. Draw a simple graphic that shows how to follow one of the steps.

1. Fill a watering pot with water.
2. Pour water over the flower.

**Possible response:** drawing of flower being watered

**MY TURN** Add text features and simple graphics to one of your drafts.

129

## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors include graphics, or photos and drawings, with their procedural texts to help readers understand how to follow the steps.

**MODEL AND PRACTICE** Display a text from the stack. Ask students to help you point out all of the pages on which a graphic appears, including the cover. Say: *Authors organize their books by putting words and pictures on each page. They make sure the pictures match what is said in the text. When you organize your own books, make sure you have graphics in all the places they should be. Also make sure those graphics match what is said in the text.*

Next, return to the book you are holding and choose one of its steps that is supported by a graphic. Read the step but do not display the graphic. Call on students to suggest graphics that could help readers understand it.

Model drawing a simple graphic to support the instruction in the step. Have students spend a few minutes drawing their own simple graphic. Then call on students to share their graphic. Ask students to explain why they chose that graphic. Lastly, display the author's graphic. Discuss how the author's graphic compares and contrasts with students' graphics.

Explain that students should draw graphics on their cover and on each page of their books. When they organize their books, they should make sure each graphic matches the text on the page.

Direct students to complete the activity on p. 129 in the *Student Interactive*.

## WRITING CLUB

Place students into Writing Club groups. See p. T381 for details of how to run the Writing Club. See the **Conference Prompts** on p. T362.

## Share Back

Call on a few students to discuss how they will use a graphic to support their own texts.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will discuss how they can apply the structure of procedural texts to their own how-to books.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- How to fully listen while others are sharing
- Process for taking turns during discussions
- How to respectfully suggest feedback

**What Are We Sharing?** Inform students that they will read their how-to books. Their classmates should offer feedback on introductions, numbered steps, and conclusions and how to include graphics that will help readers understand the processes they've written about.

## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Why did you choose that graphic?
- I'm not sure which step that graphic goes with.
- Could you add any more information to your introduction?
- Why is your conclusion a good ending for your book?
- Which step comes first, second, third . . . ?



# Spelling Spell Words with Vowel Teams *ue, ew, ui*

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

fruit	new
clue	juice
threw	crew
blue	glue

### HIGH-FREQUENCY WORDS

because  
laugh

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Have students spell the words with vowel teams *ew, ui, ue*, and the two high-frequency words.

### Spelling Sentences

1. I **threw** the ball to Jon.
2. She likes movies that make her **laugh**.
3. Bob dives into the clear **blue** water.
4. **Fruit** is healthy and yummy.
5. Look for the **clue** in the text.
6. They can't play **because** of the rain.
7. We have a **new** student in our class.
8. I like grape **juice** the best.
9. The **crew** works on the ship.
10. I use a lot of **glue** in art class.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Vowel Teams *ue, ew, ui*

FLEXIBLE OPTION  
LESSON 3

Review and More Practice Spell Words with Vowel Teams *ue, ew, ui*

FLEXIBLE OPTION  
LESSON 4

 Spiral Review: Spell Long *i* Words

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Prepositions

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

Have students answer the question using the sentence that follows:

I see a frog in the pond.

Which word in the sentence is the preposition?

- A the
- B in
- C see
- D I

**APPLY** Have students complete *Language and Conventions* p. 309 from the *Resource Download Center*.

Name \_\_\_\_\_

#### Language and Conventions

**Prepositions**  
Prepositions show how nouns or pronouns relate to other words in a sentence. They can show time, place, direction, or movement.

**MY TURN** Read the sentences. Then draw what the sentences say to do.

1. Draw the sun above the tree.
2. Draw a flower beside the tree.
3. Draw apples in the tree.

Students should draw a sun above the tree, a flower next to the tree, and apples in the tree.

**MY TURN** Underline the prepositions in the sentences.

Grade 1, Unit 5, Week 3  
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#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Transitions and  
Conjunctions

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Prepositions

### LESSON 3

**Teach Prepositions**

### LESSON 4

**Practice Prepositions**

# Weekly Overview

Students will


- understand and edit for prepositions.
- explore and edit for adverbs that convey time.
- use and edit for punctuation marks.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Prepositions T388	Explore Adverbs That Convey Time T392	Apply Adverbs That Convey Time T396
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T389	Independent Writing and Conferences T393	Independent Writing and Conferences T397
<b>SHARE BACK FOCUS</b> 5–10 min.	Use Prepositions T389	Identify Adverbs T393	Use Adverbs That Convey Time T397
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Assess Prior Knowledge T390</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Prepositions T391</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Long <i>i</i> and Long <i>o</i> Words T394</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Prepositional Phrases T395</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T398</li> <li>• <b>Language &amp; Conventions</b> Teach Prepositional Phrases T399</li> </ul>



# Mentor STACK



The following criteria may be helpful in selecting books from the stack to teach students about writer's craft.

- Choose texts that use a variety of prepositions.
- Use texts that have examples of adverbs that convey time.
- Use texts that use a variety of sentence types (declarative, interrogative, exclamatory).

**FAST TRACK**

**LESSON 4**

**LESSON 5**




Explore Punctuation Marks T400	Apply Punctuation Marks T404
Independent Writing and Conferences T401	Writing Club and Conferences T404–T405
Practice Punctuation Marks T401	Choose Punctuation Marks T404
<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T402</li> <li>• <b>Language &amp; Conventions</b> Practice Prepositional Phrases T403</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T406</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T407</li> </ul>

**ADDITIONAL RESOURCES**

<p><b>MINILESSON</b></p> <p>5–10 min.</p>	Transition Words and Phrases	Add More Steps to Clarify the Process
<p><b>INDEPENDENT WRITING AND CONFERENCES</b></p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p><b>SHARE BACK FOCUS</b></p> <p>5–10 min.</p>	Identify Transition Words and Phrases	One Takeaway from Minilesson
 <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 prepositions, adverbs, and end punctuation to gauge where students may need support in revising their how-to books. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Prepositions</b>		
<b>If</b> students need additional support,	 <b>Then</b> review the prepositions in a stack text together and identify the author's use of prepositions.	
<b>If</b> students show understanding,	<b>Then</b> ask: What prepositions do you use in your writing?	
<b>Adverbs That Convey Time</b>		
<b>If</b> students need additional support,	 <b>Then</b> review common adverbs that show time.	
<b>If</b> students show understanding,	<b>Then</b> ask: Where can you add adverbs to your writing to show when something should happen?	
<b>Punctuation Marks</b>		
<b>If</b> students need additional support,	 <b>Then</b> review an author's use of end punctuation in a stack text.	
<b>If</b> students show understanding,	<b>Then</b> ask: How do you use punctuation in your how-to book?	

## Conference Support for ELL

### EMERGING

- Ask students questions that they can answer with adverbs that convey time. Accept single word responses.
- Model inflection for declarative, interrogative, and exclamatory sentences.

### DEVELOPING

- Use modeled writing to help students add prepositions and adverbs that convey time to their texts.
- Use a graphic organizer to help students understand declarative, interrogative, and exclamatory sentence types.

### EXPANDING

- Have students copy a list of common prepositions.
- Use guided writing to help students use adverbs and end punctuation.

### BRIDGING

- Supply students with a list of common prepositions and a list of nouns. Have them write sentences that pair various prepositions and nouns.
- Invite students to use adverbs to discuss real-life experiences.
- Provide students with sentence strips and ask them to form declarative, interrogative, and exclamatory sentences with the correct choice of punctuation.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **prepositional phrases**.



## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, ELLs will benefit from additional support on how to correctly use prepositions, adverbs, and end punctuation when they write. These targeted supports were chosen to help students better understand and use prepositions and end punctuation.

Use this note for the minilesson on p. T388.

#### ELL Targeted Support

##### PREPOSITIONS

Students can learn new language structures by listening for specific information during classroom instruction.

Discuss common prepositions and their meanings. Then use the prepositions in oral instructions for students to follow to demonstrate their understanding. For example, ask students to put a book *on* the table.

##### EMERGING

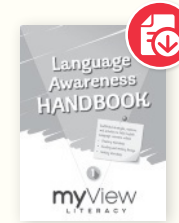
Act out the steps of a procedure. Call attention to the prepositions you used in your instruction, and have students copy them in a personal vocabulary journal. **DEVELOPING**

Read aloud a stack text with prepositions. Have students identify the prepositions they hear and then discuss what the words mean.

##### EXPANDING

Have students create a list of prepositions and prepositional phrases they hear in the classroom. As time allows, ask them to draw pictures to help them learn the meanings.

##### BRIDGING



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T400.

#### ELL Targeted Support

##### EXPLORE PUNCTUATION MARKS

Students can employ increasingly complex grammatical structures in their writing by understanding proper use of punctuation marks.

Read sentences from a stack text, modeling the proper intonation for declarative, interrogative, and exclamatory sentences. Help students to write the appropriate punctuation for each sentence. Have them apply this knowledge to write their own sentences. **EMERGING**

Provide student pairs with sentence frames, and have them write a period, question mark, or exclamation mark to end each sentence.

##### DEVELOPING

Have student pairs work together to create a chart that displays the structures of the declarative, interrogative, and exclamatory sentences they have written. **EXPANDING**

Have students use their knowledge of punctuation marks to write sentences with different grammatical structures. **BRIDGING**

FAST TRACK

# Prepositions

## OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

STUDENT INTERACTIVE, p. 169

The screenshot shows a page from a student interactive. At the top, it says 'HOW-TO BOOK' and 'WRITING WORKSHOP'. There are icons for 'Read Together' and 'My Learning Goal'. The main heading is 'Edit for Prepositions'. Below it, a paragraph explains that authors use prepositions to show relationships between nouns or pronouns. A sample sentence is provided: 'You need to spread the materials on the floor.' A 'MY TURN' section asks students to edit sentences by replacing underlined words with prepositions from a box containing 'on', 'for', and 'below'. Three numbered tasks are listed: 1. 'Grab the leaves after the tree.' with 'below' written above. 2. 'Find a jar in the leaves.' with 'for' written above. 3. 'Draw the leaves off the pages.' with 'on' written above. A final 'MY TURN' prompt asks students to edit their own how-to book for prepositions. The page number '169' is in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** A preposition is a word that shows a relationship between a noun or pronoun and another word in a sentence. Some prepositions are *above, beside, by, down, to, through, in, and over*.

**MODEL AND PRACTICE** Say: Authors use prepositions in a sentence to connect a noun or pronoun to another part of a sentence. Listen to this sentence: The student sits *at* the table. The word *at* is the preposition. It tells us where the student sits: *at* the table.

Explain that when authors edit how-to books, they make sure they used prepositions correctly. They also look for places to add prepositions to make the steps clearer. Say: If a how-to book says *Use glue, you might wonder how you should use the glue. So an author might edit the sentence to say Use glue on the craft stick. Now readers will know what to do with the glue.*

Read aloud a text from the stack. Pause to identify prepositions as you read. Have students discuss which parts of the sentence are connected by the preposition. Create a list of the prepositions for students to refer to as they write.

Direct students to p. 169 in the *Student Interactive*. Say: Today I will teach you to edit a sentence for the correct use of prepositions. Let's read the first sentence together: Grab the leaves *after* the tree. The word *after* is not correct. Which preposition should we replace it with to describe the relationship between the leaves and the tree? That's right, we will replace it with the word *below*. Have students complete the activity.

## Independent Writing

Mentor **STACK**



### FOCUS ON CORRECT PREPOSITIONS

- During independent writing time, students should edit their how-to books for the correct use of prepositions.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying prepositions.
- **Shared** Have students read a stack text. Write the prepositions they read.
- **Guided** Use the stack texts to provide explicit instruction on how to use prepositions.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should continue writing.

See the **Conference Prompts** on p. T386.

## Share Back

Have a few students share how they use prepositions in their how-to books.



# Spelling Spell Long *i* and Long *o* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

mild	host
kind	old
hold	mind
most	gold

### HIGH-FREQUENCY WORDS

move  
 learn

## 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. We had a **mild** summer.
2. My **kind** friend helped me.
3. Please **hold** my hand.
4. We have the **most** snow in winter.
5. The **host** had a good party.
6. The **old** tree fell in the storm.
7. It is hard for me to make up my **mind**.
8. The leaves turned red and **gold**.
9. The breeze makes the leaves **move**.
10. I will **learn** more about autumn.

## ELL Targeted Support

Display the words *kind* and *gold*. Circle the *-ind* and underline the *-old* as you say the long *i* and long *o* sounds. Have students repeat the sounds. Then have them write one word with the long *i*, *-ild* spelling pattern, and one word with the long *o*, *-ost* spelling pattern. **EMERGING/DEVELOPING**

Have students write a list of long *i* words spelled *-ild* and *-ind* and long *o* words spelled *-old* and *-ost*. Have students put the words in alphabetical order. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Long *i* and Long *o* Words


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Long *i* and Long *o* Words

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:**  
 Spell Words with Vowel Teams  
*ue, ew, ui*

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Prepositions

**FOCUS** Review by reminding students that a preposition shows how the noun that follows it is related to the rest of the sentence. Prepositions can answer the questions *when* and *where*.

**MODEL AND PRACTICE** On a display surface, write this sentence: *They go to the park.* Explain: *The word to is the preposition. The noun park is related to the rest of the sentence because it tells where “they” go.*

**APPLY** Write the following sentences, and have students identify the preposition in each: *We put it in the box. (in) They went to a party. (to) I made a sandwich after the game. (after)*

#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

#### ELL Targeted Support

**Sentence Lengths** Help students use prepositions to write sentences of various lengths.

Model adding a prepositional phrase to a sentence, such as: *The pencil fell on the floor.* Guide students to write their own sentences, focusing on making the sentences different lengths. **EMERGING**

Have pairs position two classroom objects in different ways to demonstrate prepositions. Help them write sentences of

different lengths to describe the relationship between the two objects in each position. **DEVELOPING**

Have small groups collaborate to write sentences of different lengths about people or objects in the room using prepositions. **EXPANDING**

Have students write sentences of different lengths to accurately describe the relationship between two classroom objects. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Prepositions

FLEXIBLE OPTION

### LESSON 2

Oral Language: Prepositional Phrases

### LESSON 3

Teach Prepositional Phrases

### LESSON 4

Practice Prepositional Phrases

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Adverbs That Convey Time

## OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

## Minilesson

Mentor STACK 

**TEACHING POINT** An adverb is a word that modifies, or describes, a verb, an adjective, or another adverb. Adverbs that convey time tell how often or when something happens.

- Adverbs that tell how often: *monthly, regularly, usually, never*
- Adverbs that tell when: *early, today, later, first, now*

**MODEL AND PRACTICE** Explain that verbs tell what is happening in a sentence, and adverbs can tell when it is happening. Say: **Adverbs can convey time in a sentence—they show when something happens.**

Read aloud sentences from stack texts that include adverbs that convey time. Write the sentences. For additional practice, include the following sentences:

- You can add the buttons later.
- Let the paint dry today.
- The kids never take the bus.

Read aloud each sentence. For each example, ask a *when* question, such as: **When can you add the buttons? When should you let the paint dry? When do the kids take the bus?** As students answer, underline the adverbs in the sentences. Say: **Authors edit their how-to books for adverbs to help readers know when to do something in a step.**

## Possible Teaching Point

## Writing Process

### Revising and Editing | Reviewing Multiple Times

Tell students that it often is a good idea for them to review their writing several times, focusing on something different each time. For example, in one review they might check spelling (especially the spelling of adverbs, for not all adverbs end in *-ly*); in another, they might make sure that the steps in their instructions are in the correct order.

## Independent Writing

Mentor STACK



### FOCUS ON ADVERBS THAT CONVEY TIME

- After the minilesson, students should transition to independent writing time.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying adverbs.
- **Shared** Have partners choose a stack text. Prompt them to identify adverbs and copy them on paper.
- **Guided** Provide explicit instruction on how adverbs convey time in a sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Have students continue working on their how-to books by editing for adverbs that convey time. Then they should continue writing and editing.

See the **Conference Prompts** on p. T386.

## Share Back

Call on a few students to share a step from their how-to book that uses an adverb.

# Spelling Spell Long *i* and Long *o* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

mild	host
kind	old
hold	mind
most	gold

### HIGH-FREQUENCY WORDS

move  
learn

## LESSON 2

### Teach

**FOCUS** Explain that the letter *i* in *-ind* or *-ild* can spell the long *i* sound. Explain that the letter *o* in *-old* or *-ost* can spell the long *o* sound.

**MODEL AND PRACTICE** Display the words *mild*, *kind*, *gold*, and *host*. Circle each letter *i*. Underline each letter *o*. Explain the spelling pattern for each long vowel sound.

### APPLY MyTURN

Have students independently complete the activity on p. 167 in the *Student Interactive*.

SPELLING **Read Together** READING-WRITING BRIDGE

### Spell Long *i* and Long *o* Words

The letters *-ild* and *-ind* can spell the long *i* sound. The letters *-old* and *-ost* can spell the long *o* sound.

**MYTURN** Sort and spell the words.

Spelling Words			
mild	kind	hold	most
host	old	mind	gold

**-ild** mild

**-ind** kind  
mind

**-ost** most  
host

**-old** hold  
old  
gold

**My Words to Know**  
move learn

move  
learn

167

## LESSON 2

Teach Spell Long *i* and Long *o* Words

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Long *i* and Long *o* Words

### FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Vowel Teams *ue, ew, ui*

### LESSON 5

Assess Understanding



# Language & Conventions

## Prepositional Phrases

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Prepositional Phrases

**FOCUS** Remind students that a preposition shows how the noun that follows it is related to the rest of a sentence. Explain that a prepositional phrase has a preposition and a noun, and sometimes other words between them.

**MODEL AND PRACTICE** Give students a list of simple prepositions, such as: *in, on, from, for, with*. Model identifying a prepositional phrase: *In the sentence I got flowers from the garden, the word from is a preposition. The words the garden follow the word from. The prepositional phrase in this sentence is from the garden. This prepositional phrase answers the question where.*

**APPLY** Pair students and have them say sentences using a prepositional phrase. Ask students to identify the prepositional phrase in their partners' sentences.

#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

---

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Prepositional Phrases

FLEXIBLE OPTION

### LESSON 1

Spiral Review:  
Prepositions

### LESSON 3

Teach Prepositional  
Phrases

### LESSON 4

Practice Prepositional  
Phrases

FLEXIBLE OPTION

### LESSON 5

Standards Practice

## FAST TRACK

## Apply Adverbs That Convey Time

## OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time.

STUDENT INTERACTIVE, p. 170

**HOW-TO BOOK** Read Together

**Edit for Adverbs That Convey Time**

Authors use adverbs to tell about a verb. Adverbs can tell when something happens.

The leaves will be changing **soon**. (tells when)

**MY TURN** Edit the sentences by adding an adverb that conveys time from the box.

early   always   tomorrow   sometimes

We will help rake the leaves **tomorrow**.

Mom thinks autumn came **early**.

**Sometimes** we jump in the pile!

We **always** have fun with Mom.

**MY TURN** Edit your how-to book for adverbs that convey time.

170

## Minilesson

Mentor STACK



**TEACHING POINT** Authors edit their writing to make sure adverbs are used correctly. Adverbs are words that modify verbs, adjectives, or other adverbs. Adverbs that convey time tell when or how often something happens. In a procedural text, adverbs can help readers know when to do something.

- Adverbs that tell how often: *monthly, regularly, usually, never*
- Adverbs that tell when: *early, today, later, first, now*

**MODEL AND PRACTICE** Find a sentence in a stack text that includes an adverb that conveys time. Write the sentence on the board but omit the adverb. Call on students to suggest possible adverbs. Discuss how adverbs can tell readers when to do something, and without adverbs a reader does not have enough information.

Direct students to p. 170 in the *Student Interactive*. Read the top of the page together. Then say: **Today I will teach you to edit a draft for the correct use of adverbs. Look at this sentence.** On the board, copy the sample sentence: *We will help rake the leaves.* Say: **This sentence doesn't say when we will rake the leaves. We will edit the sentence by adding an adverb at the end.** Have students suggest possible adverbs. Write the adverbs on the board and read the sentence again using each one. Finally, have students choose a word from the bank on p. 170 to complete the sentence. Have them complete the page, editing each sentence by adding an adverb.

## Possible Teaching Point

**Spelling | Spell Long *i* and Long *o* Words**

Have students read their drafts aloud and listen for

- words that should end in *-ind* or *-ild* (having a long *i* sound)
- words that should end in *-old* or *-ost* (having a long *o* sound)

Then have students check the spelling of these words to make sure that each one correctly uses the spelling pattern for its long vowel sound.

## Independent Writing

### FOCUS ON ADDING ADVERBS THAT CONVEY TIME

- During independent writing time, students should edit their how-to books for adverbs that convey time.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model choosing the correct adverb for a sentence.
- **Shared** Ask students when something needs to happen in their steps and then write their answers.
- **Guided** Provide explicit instruction on editing sentences for correct adverb use.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should continue writing and editing.

See the **Conference Prompts** on p. T386.

## Share Back

Call on a few students to share how they corrected adverbs in their writing.



# Spelling Long *i* and Long *o* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

mild	host
kind	old
hold	mind
most	gold

### HIGH-FREQUENCY WORDS

move  
learn

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that the letters *-ind* or *-ild* can be part of a word that has the long *i* sound, and that the letters *-old* or *-ost* can be part of a word that has the long *o* sound.

**MODEL AND PRACTICE** Have students spell the following words: *most*, *old*, *kind*, *mild*.

**APPLY** Have students complete *Spelling* p. 304 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
Words with Long *i* and Long *o*

Spelling Words				
mild	kind	hold	most	move
host	old	mind	gold	learn

**MY TURN** Write the correct word next to its clue.

- largest amount most
- your brain mind
- opposite of young old
- nice kind

**MY TURN** Write the spelling words that are left on the back of this page: *host, learn, gold, mild, hold, move*

Grade 1, Unit 5, Week 4  
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## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Long *i* and Long *o* Words

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Long *i* and Long *o* Words

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Spell Words with Vowel Teams *ue, ew, ui*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Prepositional Phrases

### LESSON 3

#### Teach Prepositional Phrases

**FOCUS** Remind students that a prepositional phrase tells how a noun or pronoun is related to the rest of a sentence. It can answer the questions *where* or *when*.

**MODEL AND PRACTICE** Display the following sentences: *I walked to the store. They are in the room. I often see rain during spring.* Read aloud each sentence, first underlining the preposition (*to, in, during*) and then circling the prepositional phrase (*to the store, in the room, during spring*).

#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

#### ELL Targeted Support

**Word Usage** Provide a list of common prepositions: *in, on, to, for, with, during, into*. Use props, such as a box, to demonstrate the meaning and proper usage of each.

Place an object, such as a book, in a box. Say: **The book is in the box.** Emphasize the word *in*. Have students say the sentence. Repeat with the word *on*. Write the sentences on the board, and help students read and circle the words *in* and *on*. **EMERGING**

Place a book in a box, and ask students to write a sentence that answers the question “Where is the book?” Repeat for the word *on*. Have more advanced students write sentences of their own using other prepositions. **DEVELOPING/EXPANDING**

Have students work together to write sentences about the relationship between the book and the box. Then have them trade papers, read their partner’s sentences, and offer each other support in using prepositions correctly. **BRIDGING**

### LESSON 3

#### Teach Prepositional Phrases

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Prepositions

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Prepositional Phrases

#### LESSON 4

**Practice Prepositional**  
Phrases

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** Every sentence ends with a punctuation mark.

- Declarative sentences end with a period.
- Interrogative sentences end with a question mark.
- Exclamatory sentences end with an exclamation mark.

**MODEL AND PRACTICE** Use a stack text to explore punctuation marks. Find examples of declarative sentences, interrogative sentences, and exclamatory sentences. Point to and name the punctuation marks. Ask students to use the punctuation marks to identify the types of sentences. Ask:

- Why does an author use different types of sentences?
- How does the punctuation mark affect how you read the sentence?

Write the following phrase on the board with no end punctuation: *the bird flies*.

Ask: When I want to simply state that the bird flies, which mark do I use?

That's right, I use a period. Let's edit this sentence to be a declarative sentence. Edit the sentence so it reads: *The bird flies*. Read the sentence with the proper inflection. Then ask: If I want to show excitement that the

bird flies, which mark do I use? That's right, I use an exclamation mark. Let's edit this sentence to be an exclamatory sentence. Edit the sentence so it reads: *The bird flies!* Call on a student to read the sentence with

proper inflection. Then ask: If I want to ask if the bird flies, which mark do I use? That's right, I use a question mark. Let's edit this sentence to be an interrogative sentence. Edit the sentence so it reads: *Does the bird fly?* Read the sentence with proper inflection.

## Possible Teaching Point

### Language & Conventions | Prepositional Phrases

Review the fact that a prepositional phrase

- begins with a preposition, ends with a noun, and often has other words in between
- can give readers information that answers readers' questions

Have students review their drafts to check that they are using prepositional phrases correctly and to add them where they might make the writing clearer.

## Independent Writing

Mentor **STACK**

### FOCUS ON PUNCTUATION

- Students should edit for punctuation in their how-to books.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model the effect of various punctuation marks.
- **Shared** Use stack texts to discuss the author's choice of punctuation.
- **Guided** Provide explicit instruction on choosing correct punctuation marks for a desired effect.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should continue writing and editing.

See the **Conference Prompts** on p. T386.

## Share Back

Call on students to share examples of sentences and the punctuation marks used. Ask them to explain why they chose the particular punctuation mark.

# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

## SPELLING WORDS

mild	host
kind	old
hold	mind
most	gold

## HIGH-FREQUENCY WORDS

move  
learn

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words that have *-ind* or *-ild* that spell long *i*, words that have *-old* or *-ost* that spell long *o*, and words that have the sound /ü/ spelled *ui*, *ue*, or *ew*.

## FLEXIBLE OPTION

### LESSON 4



#### Spiral Review: Spell Words with Vowel Teams *ue*, *ew*, *ui*

**FOCUS** Have students recall the spelling lesson from the previous week: the vowel teams *ue*, *ew*, and *ui* can spell the sound /ü/.

**MODEL AND PRACTICE** Display these words: *fruit*, *clue*, *threw*. Say each word aloud, circling the vowel team that spells the sound /ü/ in each word (*fruit*: *ui*; *clue*: *ue*; *threw*: *ew*). Remind students that in words such as these, they must remember the correct vowel team spelling for the sound /ü/.

**APPLY** Say each of the following words aloud, and have students spell them: *juice*, *crew*, *blue*.

## FLEXIBLE OPTION

### LESSON 4



**Spiral Review:**  
Spell Words with  
Vowel Teams  
*ue*, *ew*, *ui*

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior  
Knowledge

### LESSON 2

Teach Spell Long *i* and  
Long *o* Words

## FLEXIBLE OPTION

### LESSON 3

Review and More  
Practice Spell Long  
*i* and Long *o* Words

### LESSON 5

✓ Assess  
Understanding



# Language & Conventions

## Prepositional Phrases

### LESSON 4

#### Practice Prepositional Phrases

**APPLY My TURN** Have students complete the practice activity on p. 168 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

#### Prepositional Phrases

A **prepositional phrase** shows how a noun or pronoun is related to other words in a sentence.

The leaves change **during autumn**.  
(tells when the leaves change)

We made a pile of leaves **under the tree**.  
(tells where the pile is)

**MY TURN** Edit the sentences by adding a prepositional phrase from the box.

in the window    for winter    off the tree

- The leaves fall **off the tree**.
- The wind blows **in the window**.
- The squirrel finds food **for winter**.

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#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

#### Writing Workshop

Tell students that as they write drafts during Writing Workshop, they should use prepositional phrases to add details to their writing.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Prepositions

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Prepositional Phrases

**LESSON 3**

**Teach Prepositional**  
Phrases

### LESSON 4

**Practice Prepositional**  
Phrases

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. 171

**Read Together** WRITING WORKSHOP

**Edit for Punctuation Marks**

Punctuation marks show where a sentence ends. Authors check that every sentence has a punctuation mark.

Declarative sentences end with periods. Interrogative sentences end with question marks. Exclamatory sentences end with exclamation marks.

**MY TURN** Edit the punctuation marks in the draft.

Do you see that The caterpillar is changing .

I can't believe it can make a cocoon . What will happen next ? Let's look it up in a book .

**MY TURN** Edit the punctuation marks in your how-to book.

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## Minilesson

Mentor STACK

**TEACHING POINT** Authors edit their writing to check that the punctuation marks are correct. They look for:

- Periods at the ends of declarative sentences.
- Question marks at the ends of interrogative sentences.
- Exclamation marks at the ends of exclamatory sentences.

**MODEL AND PRACTICE** Find examples of each type of sentence in a text from the stack. Display each sentence and ask: *Why does this sentence use a period/question mark/exclamation point?*

Discuss answers, reviewing each type of sentence. Have students work together to edit the end punctuation on the same sentences, and discuss the different effects.

Direct students to p. 171 in the *Student Interactive* and have them edit for punctuation marks.

Then have students refer to their own how-to books. Prompt them to edit their drafts for punctuation marks by asking:

- Did you use question marks when you wrote questions?
- Did you use exclamation marks when you wanted to show excitement?
- Did you use a period when you were making a statement?
- Did you use a variety of punctuation marks? If not, edit your drafts to incorporate some different marks to make your book more interesting.

## WRITING CLUB

Have students join their Writing Club groups. See p. T405 for details on how to run Writing Club. See the **Conference Prompts** on p. T386.

## Share Back

Call on a few students to discuss how they used punctuation marks in their how-to books.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their how-to books to garner feedback from classmates.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- How to respond to questions
- How to take turns during discussion
- How to listen actively

**What Are We Sharing?** Tell students that they should share questions they have about editing their own how-to books. Their classmates can help them edit for prepositions, adverbs, and punctuation marks.

## How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- Are there any adverbs in your how-to book?
- Have you used the correct adverb to show time?
- You might want to use this punctuation mark \_\_\_\_ instead of this \_\_\_\_.
- Is that sentence a statement or a question?
- Do you want to show excitement or make a simple statement?



# Spelling Spell Long *i* and Long *o* Words

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

mild	host
kind	old
hold	mind
most	gold

### HIGH-FREQUENCY WORDS

move  
learn

## LESSON 5


### Assess Understanding

Read aloud the words and sentences. Have students spell the words that have long *i* and long *o*, as well as the two high-frequency words. Repeat each word as needed and allow time for students to spell it.

### Spelling Sentences

1. The weather has been **mild**.
2. Our teacher is **kind**.
3. **Hold** on tight.
4. **Most** storms pass quickly.
5. Our family decided to **host** a barbecue.
6. The **old** car broke down.
7. My imagination is in my **mind**.
8. The runner won a **gold** medal.
9. Don't **move** the camera.
10. I like to **learn** about the seasons.

FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**


**LESSON 2**

Teach Spell Long *i* and Long *o* Words

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice Spell Long *i* and Long *o* Words

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review:**  
Spell Words with Vowel Teams  
*ue, ew, ui*

## LESSON 5

 **Assess Understanding**



# Language & Conventions

## Prepositional Phrases

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

Display the following sentences and guide students to complete the question.

Which sentence has a prepositional phrase?

- A Trees are growing.
- B I see many leaves.
- C Summer is a hot season.
- D** Flowers are in the garden.

**APPLY** Have students complete *Language and Conventions* p. 310 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Prepositional Phrases**  
A prepositional phrase shows how a noun or pronoun relates to other words in a sentence.

**MY TURN** Circle the prepositional phrase that completes the sentence.

- The leaves blow \_\_\_\_\_.  
a. up  
b. **in the wind**
- There are some apples \_\_\_\_\_.  
a. here  
b. **in the tree**
- The sun shines \_\_\_\_\_.  
a. brightly  
b. **in the sky**
- The apples fall \_\_\_\_\_.  
a. **off the tree**  
b. down
- The bear sleeps \_\_\_\_\_.  
a. **in the cave**  
b. now
- The birds make nests \_\_\_\_\_.  
a. **in the spring**  
b. quickly

Grade 1, Unit 5, Week 11  
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**OBJECTIVE**

Edit drafts using standard English conventions, including prepositions.

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Prepositions

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Prepositional Phrases

**LESSON 3**

**Teach Prepositional**  
Phrases

**LESSON 4**

**Practice Prepositional**  
Phrases

# Weekly Overview

Students will

- edit their how-to books for spelling and prepositions.
- choose and prepare their best book for publication.
- publish and celebrate their how-to 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.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Spelling T412	Edit for Prepositions T416	Prepare for Celebration T420
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T413	Independent Writing and Conferences T417	Independent Writing and Conferences T421
<b>SHARE BACK FOCUS</b> 5–10 min.	Check Spelling T413	Use Prepositions Correctly T417	Plans to Publish and Celebrate T421
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T414</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Prepositional Phrases T415</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Open and Closed Syllables T418</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Commas in Dates and Sentences T419</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T422</li> <li>• <b>Language &amp; Conventions</b> Teach Commas in Dates and Sentences T423</li> </ul>



# Mentor STACK



The following criteria may be helpful in selecting texts from the stack to teach students how to edit and publish their how-to books.

- Use texts that have spelling patterns.
- Use texts with a variety of prepositions.
- Use texts that are published using interesting pictures and diagrams.

**FAST TRACK**

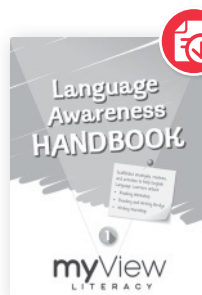
**LESSON 4**

**LESSON 5**

Publish and Celebrate T424	Assessment T428
Celebrate T425	Assessment T428–T429
Celebrate T424–T425	Assessment T428–T429
<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T426</li> <li>• <b>Language &amp; Conventions</b> Practice Commas in Dates and Sentences T427</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T430</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T431</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Demonstrate Your How-to	Apply Prepositions
<b>INDEPENDENT WRITING AND CONFERENCES</b>		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b>		
5–10 min.	How to Demonstrate	Identify Prepositions in Writing






See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences Mentor STACK

During this time, assess for understanding of spelling, grammar, and the publishing and celebrating process to gauge where students may need support in their revising. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Edit for Spelling</b>		
<b>If</b> students need additional support,	 <b>Then</b> review the student's book and circle the spelling errors. Work with the student to use spelling patterns to correct the errors.	
<b>If</b> students show understanding,	<b>Then</b> ask: What else do you need to do to prepare your book for the celebration?	
<b>Edit for Prepositions</b>		
<b>If</b> students need additional support,	 <b>Then</b> show a list of common prepositions. Ask: Where can you use a preposition in your book?	
<b>If</b> students show understanding,	<b>Then</b> ask: How will you publish your book?	
<b>Prepare for Celebration</b>		
<b>If</b> students need additional support,	 <b>Then</b> have students practice sharing their writing. Offer feedback.	
<b>If</b> students show understanding,	<b>Then</b> ask: Which page from your book are you most proud of?	

## Conference Support for ELL

### EMERGING

- Help students create a picture dictionary that contains common spelling patterns.
- Display a word wall with common prepositions.
- Ask students yes/no questions about their writing.

### DEVELOPING

- Use a graphic organizer to teach common spelling patterns.
- Create a list of prepositions with students.
- Use stack texts to review procedural writing skills.

### EXPANDING

- Say some common Words to Know and have students practice spelling them aloud.
- Model preposition use when discussing everyday processes.
- Invite students to do a Think Aloud about their writing experiences.

### BRIDGING

- Have students practice spelling words with spelling patterns, such as *ay* and *oa*.
- Have students describe everyday processes that include prepositions.
- Help students practice discussing the writing process.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphics** and **commas**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, and Assess

During the Publish, Celebrate, and Assess week, ELLs will benefit from additional spelling instruction and support that reinforces what they've learned about how-to books. These targeted supports were chosen to help students better understand the writing mode and planning process.

Use this note for the minilesson on p. T412.

#### ELL Targeted Support

##### EDIT FOR SPELLING

Tell students that in order to spell familiar words with increasing accuracy, they can learn and apply spelling rules and spelling patterns for some words, but they will need to practice and remember some other words.

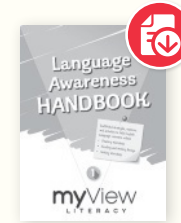
Pull a few stack books and read aloud to the class. Call attention to spelling rules or patterns you encounter while reading, and have students write/draw a rule and an example in a personal picture dictionary. **EMERGING**

Have students work in pairs to identify spelling patterns in texts from the stack. Have them copy the words on flashcards. **DEVELOPING**

Provide students with a list of common spelling patterns. Have students work in pairs to write words that contain the spelling pattern.

##### **EXPANDING**

Have students work in small groups to create an anchor chart of words with common spelling patterns or spelling rules. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T428.

#### ELL Targeted Support

##### ASSESSMENT

Help students speak about the elements of a how-to book before they work on the assessment.

Provide examples from the stack for each element of a how-to book. Help students to share information about the elements by asking each other yes/no questions. **EMERGING**

Review the elements of a how-to book with students and help them work together to identify examples in a sample stack text.

##### **DEVELOPING**

Have students work in small groups to ask each other questions about the structure of a how-to book from your class stack. **EXPANDING**

Read the skills listed on p. T428 with students. Ask them to explain each skill to a partner in their own words. **BRIDGING**

## FAST TRACK

# Edit for Spelling

## OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words with adult assistance.

STUDENT INTERACTIVE, p. 207

The screenshot shows a page from a 'HOW-TO BOOK' with the heading 'WRITING WORKSHOP'. It includes a 'Read Together' icon and a 'My Learning Goal' icon. The main text reads: 'I can write a how-to book.' Below this is the section 'Edit for Spelling' with the definition: 'Authors edit, or fix, spelling in their writing. They use spelling patterns and rules to check that words are spelled correctly.' An example sentence is 'I am seven years old!' with 'seven' underlined. A 'MY TURN' section follows: 'Edit for spelling. Underline the misspelled words. Write the words correctly.' Three numbered tasks are listed: 1. 'It is hot today.' with 'today' underlined; 2. 'We can play games outside.' with 'play' underlined; 3. 'Should we put on a coat?' with 'coat' underlined. A second 'MY TURN' section says: 'Use spelling patterns and rules to edit for spelling in your how-to book.' The page number '207' is in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors are careful to check the spelling of all the words in their writing. When words are spelled incorrectly, it makes it hard for readers to understand and enjoy the writing. Authors use spelling patterns and rules to help figure out if words are spelled correctly.

- Many words follow spelling rules and patterns.
- Some common words that do not follow a pattern are *move*, *once*, *because*, *today*, *through*, and *picture*.

**MODEL AND PRACTICE** Explain that authors make sure to spell words correctly. Say: **Spelling patterns and rules help us know how to spell many words. A spelling pattern is when a certain letter or group of letters makes the same sound in many different words. A spelling rule helps you remember how to spell a word. The rule is usually true but has exceptions. Other words don't follow a rule or pattern.**

Read through a stack text and identify words that follow a spelling pattern, such as long vowel CVCe words, and words that follow a spelling rule, such as final /k/ is most often spelled *ck*. Point out any high-frequency words.

Direct students to p. 207 in the *Student Interactive*. Read through the instruction and the first example to help students understand how to edit their writing. Then have them complete the activity.

## Independent Writing

### FOCUS ON SPELLING

- During independent writing time, have students review all of the books they have written in this unit and choose the one they would like to publish.
- Today they should edit their how-to books by correcting the spelling of high-frequency words and words with spelling patterns and rules. Provide assistance as needed.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model identifying spelling patterns.
- **Shared** Have partners work together to look up words in a dictionary.
- **Guided** Provide explicit instruction on how to identify spelling patterns in students' writing.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- After students have edited for spelling, they should continue to write and edit for other things.

See the **Conference Prompts** on p. T410.

## Share Back

Call on a few students to share the words they corrected and how spelling rules or patterns helped them know the correct spelling.



# Spelling Spell Words with Open and Closed Syllables

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

melon	robot
seven	label
cabin	hotel
topic	begin

### HIGH-FREQUENCY WORDS

today  
should

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read the sentences aloud to students. Ask students to spell the words with open and closed syllables and the two high-frequency words.

#### Spelling Sentences

1. I ate the **melon**.
2. My friend just turned **seven**.
3. Our **cabin** is by a lake.
4. My favorite **topic** in school is English.
5. My sister has a toy **robot**.
6. The picture in the text has a **label**.
7. We are staying in a big **hotel**.
8. I can't wait to **begin** reading!
9. Jon starts school **today**.
10. I **should** take out the trash.

## ELL Targeted Support

**Spelling Rules** Review the spelling rules for open and closed syllables.

Say the word *melon* as you clap for each syllable. Have students mimic and then write the word. **EMERGING**

Say the word *lemon* and guide students to write the word correctly. **DEVELOPING**

Have students use the spelling rules to write a spelling word from memory. **EXPANDING**

Have students write a sentence using as many spelling words as possible. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Open and Closed Syllables


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Open and Closed Syllables

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Spell Long *i* and Long *o* Words

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Prepositional Phrases

**FOCUS** Remind students that a prepositional phrase shows how a noun or pronoun is related to other words in a sentence.

**MODEL AND PRACTICE** Write the following sentence on the board: *The dog hides under the bed.* Guide students to identify the prepositional phrase in the sentence. (*under the bed*)

**APPLY** Ask student pairs to come up with their own sentences that have prepositional phrases. Have them place a sticky note underneath the prepositional phrase in each of their sentences.

#### OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

#### ELL Targeted Support

**Word Usage** Provide a list of common prepositions: *in, on, to, for, with, during, into.* Use props, such as a box, to demonstrate the meaning and proper usage of each.

Place an object, such as a book, in a box. Say: *The book is in the box.* Emphasize the word *in.* Have students say the sentence. Repeat with the word *on.* Write the sentences on the board, and help students read and circle the words *in* and *on.* **EMERGING**

Place a book in a box, and ask students to write a sentence that answers the question “Where is the book?” Repeat for the word *on.* Have more advanced students write sentences of their own using other prepositions. **DEVELOPING/EXPANDING**

Have students work together to write sentences about the relationship between the book and the box. Then have them trade papers, read their partner’s sentences, and offer each other support in using prepositions correctly. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Prepositional  
Phrases

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Commas in Dates and  
Sentences

### LESSON 3

Teach Commas in  
Dates and Sentences

### LESSON 4

Practice Commas in  
Dates and Sentences

FLEXIBLE OPTION

### LESSON 5

Standards Practice

## FAST TRACK

## Edit for Prepositions

## OBJECTIVE

Edit drafts using standard English conventions, including prepositions.

STUDENT INTERACTIVE, p. 208

**HOW-TO BOOK** Read Together

**Edit for Prepositions**

Authors use a **preposition** to show how the noun that it follows is related to words in other parts of the sentence.

I wear gloves **in** winter.

**MY TURN** Read the sentences. Edit by writing the correct prepositions for the crossed-out word.

I am scared ~~from~~ spiders. of

They arrived ~~to~~ school early. at

We live **in** Washington Street. on

My birthday is ~~on~~ July. in

**MY TURN** Edit the prepositions in your how-to book draft.

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## Minilesson

Mentor STACK



**TEACHING POINT** A preposition is a word that shows a relationship between a noun or pronoun and another word in a sentence. Authors edit for prepositions to help make their writing clear for readers.

**MODEL AND PRACTICE** Use a stack text to identify prepositions and how they show a relationship between the noun or pronoun and the rest of the sentence.

Draw or display a picture of a tree on the board. Write the prepositions *over*, *on*, *under*, *beside*, *down*, and *in*. Call on students to brainstorm sentences that use a preposition and the tree, such as: *A bird flew over the tree. A squirrel runs on a branch. A girl lies under the tree*, and so on.

Say: *When you edit your writing, you will make sure that you have used prepositions correctly. First you can find each preposition you used, and then decide if it is used correctly. If it is not, find a preposition that is a better fit for the sentence.*

Direct students to p. 208 in the *Student Interactive*. Read the top of the page, and then copy the first sentence on the board. Say: *Today I will teach you to edit for prepositions. Let's read this sentence together: I am scared from spiders. Which word is a preposition? Underline the word from. Is this the correct preposition to use in this sentence? No, it is not. We need to edit this sentence. Which word should go here instead?* Model how to cross out the word *from*, and listen to suggestions from students. Read the sentence aloud again using the words that students suggest. Model how to decide on and write the correct word, *of*, above the crossed-out word.

## Possible Teaching Point

## Language &amp; Conventions | Commas in Dates and Sentences

Remind students that a comma is a way to separate items in writing. A comma can separate parts of sentences, parts of dates, and items in a series (list). After students edit their how-to books for correct choice of prepositions, urge them also to review their comma usage, especially if their writing includes items in a series.

## Independent Writing

### FOCUS ON EDITING FOR PREPOSITIONS

- Students should continue to edit their how-to books during independent writing time.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model editing for correct use of prepositions.
- **Shared** Ask students questions to help them decide which preposition to use in a sentence.
- **Guided** Provide explicit instruction on how prepositions are used in a sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T410.

## Share Back

Call on a few students to share examples of their edited prepositions.

# Spelling Spell Words with Open and Closed Syllables

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

melon	robot
seven	label
cabin	hotel
topic	begin

### HIGH-FREQUENCY WORDS

today  
 should

## LESSON 2

### Teach

**FOCUS** Explain that open syllables end in vowels and closed syllables end in consonants.

**MODEL AND PRACTICE** Display the words *begin* and *topic*. The first syllable in *begin*, *be*, ends in a vowel. It has an open syllable. The first syllable in *topic*, *top*, ends in a consonant. It is a closed syllable.

**APPLY MyTURN** Have students complete p. 205 in the *Student Interactive*.

The screenshot shows a page titled "SPELLING READING-WRITING BRIDGE" with a "Read Together" icon. The main heading is "Spell Words with Open and Closed Syllables". Below the heading, it explains: "The end of an open syllable is spelled with a vowel. The end of a closed syllable is spelled with a consonant." A "MYTURN" icon is followed by the instruction: "Sort and spell the words." There are two columns: "Closed Syllable" and "Open Syllable". Under "Closed Syllable" are the words: cabin, melon, topic, seven. Under "Open Syllable" are the words: robot, begin, label, hotel. To the right, there are two boxes: "Spelling Words" containing robot, cabin, melon, begin, label, topic, seven, hotel; and "My Words to Know" containing today, should. A page number "205" is in the bottom right corner.

## LESSON 2

Teach Spell Words with Open and Closed Syllables

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Open and Closed Syllables

### FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Long *i* and Long *o* Words

### LESSON 5

Assess Understanding



# Language & Conventions

## Commas in Dates and Sentences

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Commas in Dates and Sentences

**FOCUS** Tell students that a comma is a punctuation mark. A comma is used to separate parts of sentences, parts of dates, and parts of a series, or list.

**MODEL AND PRACTICE** Say the following sentence: *We went to the park, the grocery store, and the beach on July 7, 2020.* Ask: *Where should we put commas in this sentence?* (after *park*, after *store*, after *7*)

**APPLY** Ask each student to think of one sentence that contains a list. Have one student say the sentence to a partner. Prompt the partner to decide where the commas should go. Then have students switch roles.

#### OBJECTIVES

Edit drafts using standard English conventions.

Use commas in dates and to separate single words in a series.

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Commas in Dates and Sentences

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Prepositional Phrases

**LESSON 3**

Teach Commas in Dates and Sentences

**LESSON 4**

Practice Commas in Dates and 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 make decisions about how they will publish and present their final writing. It is important to make a final version of the writing before sharing.

**MODEL AND PRACTICE** Explain to students that as they prepare for the celebration, they will make sure to revise their how-to books one final time and decide how they will publish and share them with the class.

Display a text from the stack. Guide a brief discussion about what the author had to do to prepare his or her writing for celebration. Ask: **How does the author share his or her writing?**

Say: **As you edit your how-to books one last time, ask yourself:**

- Have I used interesting details?
- Have I written easy-to-follow steps that are in order?
- Do I use prepositions and adverbs correctly so readers know when and how to do certain things?
- Do I try to get readers excited for the activity?

**Make any changes you need to and then read your book a final time. Make sure there are no spelling, grammar, and punctuation errors.**

Lastly, call on students to brainstorm how they will present their work. As needed, suggest methods such as reading aloud while demonstrating, using a digital tool to make a copy, or creating an illustrated book or poster.

## Possible Teaching Point

### Spelling | My Words to Know

Remind students that being an effective speller includes knowing how to spell words that do not follow regular rules or patterns. List the Unit 5 My Words to Know on the board:

- *would*
- *done*
- *because*
- *move*
- *today*
- *about*
- *once*
- *laugh*
- *learn*
- *should*

Encourage students to check their how-to books one more time, focusing on the spelling of any of the My Words to Know that they have used.

## Independent Writing

Mentor STACK



### FOCUS ON FINAL PREPARATIONS

- Students should decide how they would like to publish their how-to book. Have them create a list of things they still need to do.

### WRITING SUPPORT

---

- **Modeled** Read a stack text and do a Think Aloud to identify something the author had to do to prepare the book to be shared.
- **Shared** Have students work together to identify areas for revision in their writing.
- **Guided** Provide explicit instruction on how to prepare for publishing and celebrating.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then students should complete their list in order to prepare for the celebration.

See the **Conference Prompts** on p. T410.

## Share Back

Call on a few students to share their plans for publishing and celebrating.



# Spelling Spell Words with Open and Closed Syllables

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

melon	robot
seven	label
cabin	hotel
topic	begin

### HIGH-FREQUENCY WORDS

today  
 should

## FLEXIBLE OPTION

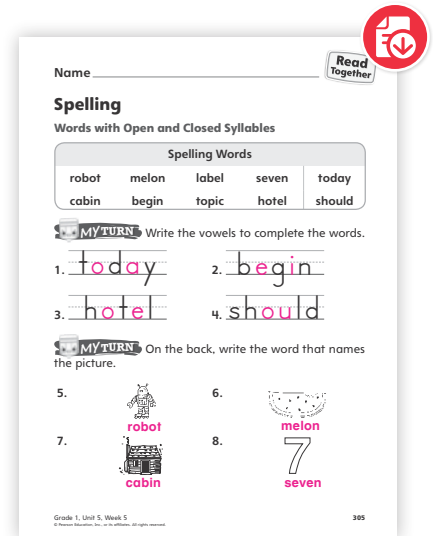
### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that an open syllable ends in a vowel, and a closed syllable ends in a consonant.

**MODEL AND PRACTICE** Display these words: *basic, wagon, limit, music, travel, tiger*. Have students sort the words into open first syllables and closed first syllables. (open: *basic, music*; closed: *wagon, limit*)

**APPLY** Ask students to complete *Spelling* p. 305 from the *Resource Download Center*.



## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Open and Closed Syllables

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Open and Closed Syllables

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Spell Long *i* and Long *o* Words

### LESSON 5

Assess Understanding



# Language & Conventions

## Commas in Dates and Sentences

### LESSON 3

#### Teach Commas in Dates and Sentences

**FOCUS** Explain to students that a comma is a punctuation mark that is used to separate parts of sentences, parts of dates, and parts of a list.

**MODEL AND PRACTICE** Write the following sentence on the board, but leave out the commas: *My favorite sandwich is ham, lettuce, tomato, and cheese.*

Have student volunteers come to the board and add commas to the proper positions in the sentence.

Repeat the activity, but display today's date (such as *Friday, January 21, 2020*) instead of a sentence.

#### OBJECTIVES

Edit drafts using standard English conventions.

Use commas in dates and to separate single words in a series.

#### ELL Targeted Support

**Commas in Dates and Sentences** Tell students that good writers edit their work to make sure that they use the correct verb tenses and punctuation.

Help students to think of three things they like to do on a Saturday morning. Write them as a list of actions in the present tense. Then help students to write them into one sentence, ensuring they are separated by two serial commas. **EMERGING**

Have students work in pairs to write one sentence that describes three things they like to do on Saturday mornings. **DEVELOPING**

Have students work in small groups to think of a list of more than three outside activities they like to participate in. Then have each student write a sentence that lists those activities and correctly separates them with commas. **EXPANDING**

Have students work independently to write a sentence that lists three or more activities they like to participate in outside of school. Then have them review the correct placement of commas in that list of activities. **BRIDGING**

### LESSON 3

#### Teach Commas in Dates and Sentences

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Prepositional  
Phrases

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Commas in Dates and  
Sentences

#### LESSON 4

**Practice Commas in**  
Dates and Sentences

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Publish and Celebrate

## OBJECTIVES

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

Publish and share writing.

STUDENT INTERACTIVE, p. 209

## Minilesson

**TEACHING POINT** Tell students that they will celebrate the writing process by publishing and then sharing their work with the class. Before students read their how-to books, they will practice social communication, such as

- introducing themselves
- talking about their writing experience by sharing what they needed while writing and how they felt about the process

**MODEL AND PRACTICE** Have students publish their writing by making a final copy with no mistakes. Then they can celebrate all their hard work. Say: *We are going to share our writing today. First, we are going to take turns sharing our thoughts and feelings about the writing process.* Direct students to p. 209 in the *Student Interactive* and read through the bullet points. Model how to form a statement for each point. Say: *Here is how I will introduce myself. I will say: Hi, my name is \_\_\_\_. I want to share my how-to book called How to Make a Drum.* Continue modeling how to talk about your writing experience, what you needed while writing, and how you felt during the writing process.

## Possible Teaching Point

## Writing Process

### Publishing | Use Audiovisual Aids

Sharing a set of instructions gives students an ideal opportunity to incorporate audiovisual aids into a presentation. Offer these suggestions to students as they plan their presentations:

- Have someone photograph you following the instructions at home. Then show each photo at the relevant step.
- Work with a classmate to demonstrate how to follow the instructions.
- Display the finished product as you give the instructions and describe your writing experience.

## Independent Writing

### FOCUS ON PRESENTING AND REFLECTING

#### WRITING SUPPORT

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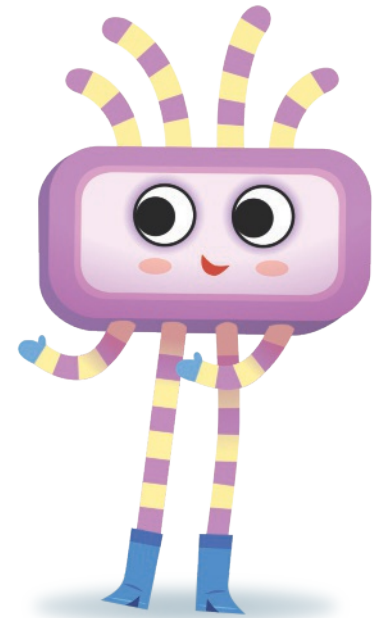
- **Modeled** Use a Think Aloud to model a question you might ask after an author presents his or her writing.
- **Shared** Ask students questions about the writing process. Help them respond in complete sentences.
- **Guided** Provide explicit instruction on how to slowly read a text aloud.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Using the bulleted list on p. 209 in the *Student Interactive*, students should share their books and celebrate what they learned.

See the **Conference Prompts** on p. T410.



# Spelling Spiral Review

## OBJECTIVE

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

### SPELLING WORDS

melon	robot
seven	label
cabin	hotel
topic	begin

### HIGH-FREQUENCY WORDS

today  
should

## Writing Workshop

When students edit their Writing Workshop how-to book, remind them to check the spellings of words with open and closed syllables, words with the /i/ sound that end in *-ild* and *-ind*, and words with the /o/ sound that end in *-old* and *-ost*.

## FLEXIBLE OPTION

### LESSON 4



#### Spiral Review: Spell Long i and Long o Words

**FOCUS** Review the rules for spelling words with the /i/ sound that end in *-ild* and *-ind* and words with the /o/ sound that end in *-old* and *-ost*.

**MODEL AND PRACTICE** Read the following words aloud: *mild*, *kind*, *gold*, *host*. Guide students to spell each word as you write it on the board. Underline *-ild* in *mild*, *-ind* in *kind*, *-old* in *gold*, and *-ost* in *host*.

**APPLY** Ask students to work in pairs to think of additional words with the /i/ sound that end in *-ild* and *-ind*, and the /o/ sound that end in *-old* and *-ost*. Have them practice spelling the words.

## FLEXIBLE OPTION

### LESSON 4



**Spiral Review:**  
Spell Long i and  
Long o Words

### LESSON 5

**Assess Understanding**

## FLEXIBLE OPTION

### LESSON 1

**Assess Prior Knowledge**

### LESSON 2

Teach Spell Words with Open and Closed Syllables

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Open and Closed Syllables



# Language & Conventions

## Commas in Dates and Sentences

### LESSON 4

#### Practice Commas in Dates and Sentences

**APPLY MyTURN** Ask students to complete the activity on p. 206 of the *Student Interactive*.


LANGUAGE AND CONVENTIONS **Read Together**

#### Commas in Dates and Sentences

A **comma** is a punctuation mark that is used to separate parts of sentences, parts of dates, and parts of a series, or list.

Monday, December 21, 2020  
We need coats, gloves, and boots.

**MYTURN** Edit the sentences by adding commas.



Yesterday was Saturday, January 2, 2021. We built snowmen, went sledding, and made snowballs. Tomorrow I hope we ice skate, play hockey, and make snow angels.

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#### OBJECTIVES


Edit drafts using standard English conventions.

Use commas in dates and to separate single words in a series.

#### Writing Workshop

Remind students to pay attention to commas when they are editing their own work. Commas are used in lists or a series, as well as when writing dates.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Prepositional  
Phrases

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Commas in Dates and  
Sentences

**LESSON 3**

**Teach Commas in  
Dates and Sentences**

**LESSON 4**

**Practice Commas in  
Dates and Sentences**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

## FAST TRACK

# Assessment

**OBJECTIVE**

Dictate or compose informational texts, including procedural texts.

**Minilesson**

**TEACHING POINT** Before completing an assessment, students can review their understanding of the skills they learned and practiced over the course of this unit.

**MODEL AND PRACTICE** Explain to students that they will be assessed on their procedural writing skills. Say: *You have practiced many skills to write how-to books. Let's review these skills before taking the assessment.*

Display and review the following checklist with students. Use texts from the stack as necessary to show the elements and structure of the genre. Have students list the numbers 1–7. As you review the checklist, have students write *yes* or *no* next to each number. Have them mark a question mark if they're unsure. Call on students to share their triumphs and challenges with each skill.

**Procedural Writing Skills Checklist****I know how to . . .**

- 1) structure a how-to book with an introduction, steps, and conclusion.
- 2) write steps of a process in order and use numbers.
- 3) use adverbs to convey time in my writing.
- 4) draw graphics to show readers how to do something.
- 5) use prepositions correctly.
- 6) end sentences with different punctuation marks.
- 7) use correct spelling in my writing.

Have pairs of students review skills they've had trouble with. Offer additional support as needed.

**Assessment**

Inform students that they are going to take a writing assessment. Using the skills they have learned in this unit, they should respond to the prompt. See the unit assessment on p. T429. Another form of assessment is to score students' published writing using the rubric on p. T429.



## WRITING ASSESSMENT

**Procedural/How-to Books**

Provide students the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**PROMPT** Write a how-to book about how to get ready for school.

Be sure to

- write an introduction and conclusion.
- write steps in order and number each step.
- include a simple drawing.
- edit for spelling, punctuation, and adverbs.

**4-Point Procedural Text Writing Rubric**

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	How-to book is clearly developed and focused.	How-to book tells the steps in a clear order with an introduction and conclusion.	How-to book includes details about each step.	How-to book uses precise language and/or domain-specific vocabulary.	Writing has correct grammar, usage, spelling, and punctuation.
3	How-to book is mostly focused and developed.	How-to book steps may not be completely clear, and the introduction and conclusion are adequate.	How-to book includes adequate details about the steps.	How-to book uses adequate language and/or domain-specific vocabulary.	Writing has some slight grammar, usage, spelling, and/or punctuation errors but is understandable.
2	How-to book is developed but may lack some key details.	How-to book has some steps, but they are incomplete. The introduction and/or conclusion are missing.	How-to book includes only a few details about the steps.	Language in how-to book is not precise; lacks domain-specific vocabulary.	Writing has some errors in usage, grammar, spelling, and/or punctuation.
1	How-to book may be confusing or unclear.	How-to book has little organization of steps.	How-to book includes almost no details about the steps.	Language in how-to book 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 procedural writing traits.				



# Spelling Spell Words with Open and Closed Syllables

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

melon	robot
seven	label
cabin	hotel
topic	begin

### HIGH-FREQUENCY WORDS

today  
should

## LESSON 5

### Assess Understanding

Read the words and sentences aloud to students. Ask them to spell the words with open and closed syllables, as well as the high-frequency words.

### Spelling Sentences

1. We have a **cabin** in the woods.
2. I like the **topic** of this book.
3. I got to stay in a **hotel** last week.
4. Now we **begin** our next lesson.
5. **Today** has been a great day!
6. I think I **should** go outside.
7. We got a **melon** from the store.
8. I know someone with **seven** dogs.
9. Barb wants to build a **robot**.
10. He always reads the **label**.

## LESSON 5

### Assess Understanding

FLEXIBLE OPTION   
**LESSON 1**

### Assess Prior Knowledge


### LESSON 2

Teach Spell Words with Open and Closed Syllables

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice Spell Words with Open and Closed Syllables

FLEXIBLE OPTION   
**LESSON 4**

 Spiral Review: Spell Long *i* and Long *o* Words



# Language & Conventions

## Commas in Dates and Sentences

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

Have students complete the question using the following sentence.

Today is Sunday August 27.

Where should a comma go in this sentence?

- A after *Sunday*
- B after *is*
- C after *Today*
- D after *August*

**APPLY** Ask students to complete *Language and Conventions* p. 311 of the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Commas in Dates and Sentences**  
A comma is used to separate information in sentences. Commas separate the day, month, and year in dates. They separate items in a series or list.

**MY TURN** Add commas to the sentences.

- Yesterday was Wednesday, December 25, 2020.
- I got games, socks, and toys.
- We played on the swings, slides, and bars at the park.
- My favorite winter clothes are hats, gloves, and scarves.
- School starts on Tuesday, September 10, 2019.
- What holiday is on October 31, 2019?

Grade 1, Unit 5, Week 5  
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**OBJECTIVE**

Use commas in dates and to separate single words in a series.

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Prepositional  
Phrases

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Commas in Dates and  
Sentences

**LESSON 3**

**Teach Commas in  
Dates and Sentences**

**LESSON 4**

**Practice Commas in  
Dates and 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
<b>MINILESSON</b> 5–10 min.	Opinion Writing WW2	Opinion Writing: Topics and Opinions WW3	Opinion Writing: Reasons WW4
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
<b>SHARE BACK FOCUS</b> 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4



## Mentor STACK



- *The Perfect Pet* by Margie Palatini
- *A Pig Parade Is a Terrible Idea* by Michael Ian Black
- *In My Opinion* by Deb Bird

**Use the following criteria to add to your opinion writing stack:**

- The topic is interesting to students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Brainstorm Ideas WW5

Plan Your Opinion Writing WW6

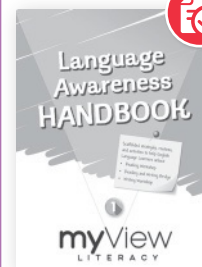
Independent Writing and Conferences WW5

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



Mentor STACK




During this time, assess for understanding of the elements of opinion writing to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

## Conference Prompts

### Opinion Writing

**If** students need additional support,


 **Then** show a stack book the students are familiar with. Ask: What does the person in this book believe or think about the topic? How do you know?

**If** students show understanding,

**Then** ask students to tell different opinions people might have about the same topic in the stack book.

### Brainstorm Ideas

**If** students need additional support,


 **Then** ask about some of the students' favorite things, movies, heroes, or sports teams.

**If** students show understanding,

**Then** ask students to state a reason someone might have that is different from their own reason.

### Plan Your Opinion Writing

**If** students need additional support,

 **Then** have students practice stating their opinion and one reason aloud.

**If** students show understanding,

**Then** ask: Which of your reasons is most important to you? Why?

## Conference Support for ELL

### EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like \_\_\_\_ better than \_\_\_\_ because \_\_\_\_.*
- Explain that reasons tell why.

### DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know the character has that opinion.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Model how to choose a favorite from options within a topic and give a reason to explain the choice.

### EXPANDING

- Have students review several stack books and restate the opinions and reasons found.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the stack books.
- Discuss additional reasons the author could have given to support the opinion in one of the stack books.

### BRIDGING

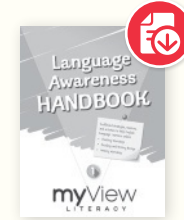
- Ask students to work with partners to plan their opinion pieces and generate additional reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students make a word bank of specific words that help state opinions and reasons.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion piece.



See the Language Awareness Handbook for additional writing support.

Use this note for the minilesson on p. WW2.

### ELL Targeted Support

#### OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

Work individually with students to identify the opinion and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *He likes \_\_\_ because \_\_\_*. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite fruit, favorite sport, or favorite story. **EXPANDING**

Have students talk about which reason in one of the stack books is the strongest and why. **BRIDGING**

Use this note for the minilesson on p. WW5.

### ELL Targeted Support

#### BRAINSTORM IDEAS

Students may need support generating words to identify reasons that support their opinion.

Display pictures that fit within the same category such as animals, plants, or types of cars. Help students name how the items within a category are different. Help students use those different features to frame their reasons. Provide a sentence frame such as *I like \_\_\_ best because \_\_\_*. **EMERGING**

Have students choose two related pictures. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons such as, *I think \_\_\_ is better because it has \_\_\_*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several simple topics and provide several reasons. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about their opinions and reasons related to a topic such as the best day of the week. Then ask them to restate their partner's opinion and reasons to the larger group. **BRIDGING**

FAST TRACK

# Opinion Writing

## OBJECTIVE

Identify characteristics of opinion writing.

STUDENT INTERACTIVE 1.5, p. 235

I can write an opinion book.

**Opinion Writing**  
An opinion tells what you think about something. Opinion books have:

- a topic
- reasons
- an opinion
- a conclusion

**Opinion Writing Sandwich**

**Topic and Opinion**  
My favorite \_\_\_\_\_ is the best.  
I like \_\_\_\_\_ I think \_\_\_\_\_  
I feel \_\_\_\_\_ I believe \_\_\_\_\_

**Reason**  
\_\_\_\_\_ because \_\_\_\_\_

**Conclusion**  
These are the reasons why \_\_\_\_\_  
Now you know why \_\_\_\_\_  
That explains why \_\_\_\_\_  
That is why \_\_\_\_\_

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## Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to explain why it is an example of opinion writing.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing.

**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK

**TEACHING POINT** An opinion book expresses the writer's opinion or preference. It includes

- an introduction that tells the topic and opinion.
- reasons that support and explain the opinion.
- a conclusion that restates the opinion in a different way.

**MODEL AND PRACTICE** Tell students that they will be learning about opinion writing and then write opinion books of their own. Introduce opinion writing by selecting an opinion book from the stack. Read the title aloud and display the cover. Ask students if they can tell what opinion this writer might be expressing in the book. Read the book aloud. As you read, pause to reinforce the topic, opinion, and reasons.

After reading, tell students: *The writer helps us know what he or she likes, thinks, or believes. What words does the author use to do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What are some of the reasons given in this book?* Help students identify the reasons that support the opinion.

*This book is an example of opinion writing. You will be writing your own opinion books during this unit. You can share an opinion about a topic you choose.* Read additional books from the stack, pointing out the elements of good opinion writing.

Have students turn to p. 235 in *Student Interactive* 1.5. Review the parts of an opinion piece: the clear introduction, the supporting reasons, and a solid conclusion.

## Independent Writing

Mentor STACK

After the immersion lesson, students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin jotting down ideas for their own opinion book. See the **Conference Prompts** for suggestions.

## Share Back

Call on students to tell an element one can find in good opinion writing. Ask students to cite an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

# Opinion Writing: Topics and Opinions

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion piece includes a topic, a clearly stated opinion, and reasons that explain and support that opinion.

**MODEL AND PRACTICE** Select a book from the stack and read it aloud to the class. Ask students to tell why the text is an example of opinion writing. Encourage and model the use of the terms *introduction*, *topic*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a choice or preference and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion.

Use questions similar to these to prompt discussion:

- What words in the text let you know that this is an opinion?
- What reasons are given to support the opinion?
- Which reason do you think is the strongest?
- What question might you ask the author or a character in this book?

## OBJECTIVE

Answer questions about important details in a text.

## Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and a reason.
- **Shared** Prompt students to identify the topic and opinion from one of the books from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

As students begin their independent writing time, invite them to continue studying the stack books if they need more time to learn about the elements found in opinion writing. If some students are ready to write, they can use this time to write ideas about how they could introduce their topic and opinion. See the **Conference Prompts** for suggestions.

## Share Back

Ask students to share the topics and opinions from either stack books or the opinion pieces they are starting to write. Ask listeners to restate the writer's topic and opinion in their own words. Remind students to use different words in their restatements.




# Opinion Writing: Reasons

## OBJECTIVE

Retell the important details in opinion texts.

### Writing Support

- **Modeled** Read a stack book aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text and retell a reason given in the text.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Good opinion writing provides not just an opinion, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented.

**MODEL AND PRACTICE** Read aloud from a text in the stack. Ask students to restate the opinion in the text. Write the opinion on a chart or the board. Ask students to retell a reason given in the text. Write that reason on the chart. Have students tell you if the reason is a good connection to and support for the opinion. If the reason supports the opinion, put a check mark by the reason. Provide a non-example of a reason that would not be supportive of the opinion. Ask students to explain why that reason would not be a good one to include.

Read another stack text aloud. Invite students to suggest a reason given that would earn a check mark. Encourage them to explain their thinking.

## Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack books to see how writers use reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions. See the **Conference Prompts**.

## Share Back

Invite students to share a reason from their opinion piece. Model how to ask clarifying questions that may help the writer strengthen the reason even more.

# Brainstorm Ideas

## Minilesson

Mentor STACK 

**TEACHING POINT** Writers often brainstorm ideas before finalizing what they will write. The writer will then choose the opinion that interests them most. Opinion writers also may generate many reasons and then choose only the strongest reasons to include in the final opinion book.

**MODEL AND PRACTICE** Show several opinion examples from the stack. Help students recall the opinions and reasons in each text. Say: *We all have opinions about many things. First, we need to decide on a topic to write about.* Model listing several topics and circling the topic of your choice, such as hobbies. Follow the same thinking-aloud process for listing choices within that topic, such as types of hobbies. Circle one choice, such as gardening, that will become the basis of your opinion.

Have students turn to p. 236 in *Student Interactive* 1.5. Explain that they will use this page to help them choose a topic. They will list choices or items that belong with that topic and then develop an opinion by circling one of the choices. Help them state their topic and opinion as a sentence. Model an example: *My topic is hobbies. I could choose swimming, gardening, or dancing. I think gardening is the best hobby.*

## OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.

STUDENT INTERACTIVE 1.5, p. 236

Read Together

OPINION WRITING

### Brainstorm Ideas

The topic of an opinion book should be something the author cares about. The author should have a strong opinion or feeling about the topic.

**MY TURN** What topics are interesting to you? List some of those topics. Circle the topic you will write about.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MY TURN** What choices belong in that topic? List some of those. Circle the one you like the best.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## Independent Writing

Mentor STACK 


Following the minilesson, have students begin independent writing. If students haven't yet determined a topic and opinion that interests them, have them look through stack books for ideas. If students are comfortable with their topics and opinions, they may continue developing their opinion piece in their stapled booklets. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share the topics and opinions they have chosen. Ask them to explain why they made those choices. Model different ways students might state their topics and opinions.

## Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for an opinion book.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion doesn't fit.
- **Guided** Help students think of multiple possible topics by looking through picture cards and determining a category that a picture might belong to, such as vehicles, times of day, or animals that fly.

 **Intervention** Refer to the *Small Group Guide* for support.

**FAST TRACK**

# Plan Your Opinion Writing

## OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 237

**Plan Your Opinion Writing**

**MY TURN** Plan your opinion book by writing down your ideas.

Topic

Opinion

Reason Reason

237

## Minilesson

**TEACHING POINT** An opinion piece focuses on one opinion about one topic. After selecting a topic, the writer considers several opinions within that topic before selecting one. Once the writer has chosen an opinion, the writer uses a reason or reasons to explain that opinion to readers.

**MODEL AND PRACTICE** Remind students that all the authors of the books in the stack had a plan before beginning to write. When writing an opinion book, writers need to first decide the category or topic they will write about.

Direct students to p. 237 in *Student Interactive 1.5*. Model selecting a topic and writing in the graphic organizer. Have students assist you in naming and listing choices that fall in that topic or category. Think aloud as you try to decide on an opinion. Then choose your favorite item and write it. State your choice as an opinion. *I like taking the train best. It is my favorite way to travel.* When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion piece. Follow the same process for planning a reason.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

## WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

## Share Back

Invite students to share their topics and opinions with the class. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics and opinions for their opinion book.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen politely to the speaker
- How to give a helpful suggestion
- How to stay focused

**What Are We Sharing?** Students should share the topics, opinions, and reasons they are planning to use in their opinion writing. Students may give helpful feedback by suggesting other reasons that might be used to support each opinion. This conversation will help students begin to plan their opinion books.

### How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Clubs.

- What opinion did you choose?
- What are some of the other opinions you thought about?
- What other reasons are you thinking about giving to support your opinion?

# Weekly Overview

Students will

- learn how to introduce a topic.
- learn how to state an opinion.
- learn how to supply reasons that support their opinion.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Introduce a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
<b>SHARE BACK FOCUS</b> 5–10 min.	State the Topic WW12	Identify Opinions WW13	State Opinions WW14



## Mentor STACK



Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books that include a clearly stated opinion.
- Books containing reasons that support the opinion.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Explore Supply Reasons  
WW15

Apply Supply Reasons  
WW16

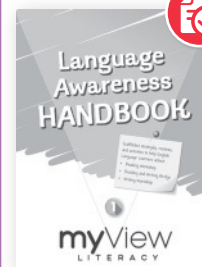
Independent Writing  
and Conferences WW15

Writing Club and  
Conferences  
WW16–WW17

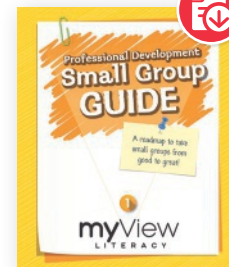
Reasons WW15

Reasons WW16

#### ADDITIONAL RESOURCES



See the online  
*Language  
Awareness  
Handbook*  
for additional  
writing support.



See the *Small  
Group Guide*  
for additional  
writing support.




# Conferences



Mentor STACK



During this time, assess for understanding of the elements of opinion writing to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Introduce a Topic</b>		
<b>If</b> students need additional support,		<b>Then</b> choose a book from the stack and guide students to identify the topic.
<b>If</b> students show understanding,		<b>Then</b> ask: What ideas do you have for introducing your topic?
<b>State an Opinion</b>		
<b>If</b> students need additional support,		<b>Then</b> review a book from the stack and help students identify which words tell the opinion.
<b>If</b> students show understanding,		<b>Then</b> ask: How else could you have stated that same opinion?
<b>Supply Reasons</b>		
<b>If</b> students need additional support,		<b>Then</b> state an opinion and work with students to develop possible reasons to explain and support that opinion.
<b>If</b> students show understanding,		<b>Then</b> have students evaluate which of the reasons given in a stack book is the strongest.

## Conference Support for ELL

### EMERGING

- Show students pictures of foods. Have students give a “thumbs up” or “thumbs down” signal for each picture. Use a sentence frame such as *I like \_\_\_\_\_. I do not like \_\_\_\_\_.*
- Have students draw pictures of a favorite food or place. Help them generate a sentence as a reason that explains why they like it.

### DEVELOPING

- Work with students to create a word bank of words to state opinions such as *like, love, favorite, and best.*
- Have students talk about a favorite snack or type of vehicle.
- As students state opinions and reasons, transcribe what they have said. Encourage them to refer back to this as they draft their own writing.

### EXPANDING

- Prompt students to tell about a favorite character. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite wild animal and ask questions of each other.
- Have students retell information about their partner’s favorite wild animal.

### BRIDGING

- Invite students to create a topic list for conversations about favorites.
- Encourage students to tell a partner their opinions and reasons before writing.
- Encourage students to provide feedback to partners who are planning their opinion books.



## ELL Minilesson Support

### Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing. These targeted supports help students better understand how to draft their own opinion books.

Use this note for the minilesson on p. WW13.

#### ELL Targeted Support

##### EXPLORE STATE AN OPINION

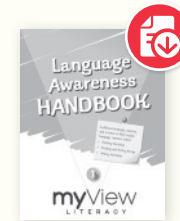
Use stack books to identify the stated opinion.

Work with individual students to identify the opinion. Help students draw a picture that shows their own opinion on the same topic. Model and transcribe as needed. **EMERGING**

Using a stack book, help students form sentences to state whether they have the same opinions as or different opinions from the one stated in a stack book. If students have the same opinions, encourage them to supply different reasons. **DEVELOPING**

Have students look through stack books with partners and talk about whether they agree or disagree with the opinions and reasons in the books. **EXPANDING**

Have students state an opposite or differing opinion from one stated in a stack book. Encourage them to give reasons to support their opinions. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

#### ELL Targeted Support

##### APPLY SUPPLY REASONS

Support students as they develop and state reasons that support their opinions.

Have students draw what they want to express an opinion about. Help students develop a reason sentence that uses the word *because*.

**EMERGING**

Have students describe the items they are expressing opinions about. Help students use those descriptive words as a bank for writing sentences to state reasons. **DEVELOPING**

Have students tell partners the reasons for their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state reasons someone might give who has the opposite opinion from theirs. **BRIDGING**



**FAST TRACK**

# Introduce a Topic


## OBJECTIVE

Select and introduce a topic for an opinion piece.

STUDENT INTERACTIVE 1.5, p. 238

## Writing Support

- **Modeled** Choose a stack book to do a Think Aloud to model identifying the topic and noting how it is introduced.
- **Shared** Have students choose one of their opinion books and talk with partners about what the topic is and how it is introduced.
- **Guided** Use students' opinion books to provide explicit support to identify the topic and the words they chose to introduce it.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The topic of an opinion book is the subject the writer will be writing about. The writer introduces the topic at the beginning of the book. The writer then chooses a position or preference related to that topic.

**MODEL AND PRACTICE** On small pieces of paper write the titles of several topics such as: first grade, holidays, movies, superheroes, games, books, colors, teams, and baby animals. Place the pieces of paper in a bag. Remind students that a topic is what a person talks or writes about. Invite one student to select a paper from the bag and read the topic aloud. Invite other students to name things that would fall in that category or topic. Ask the first student to then state an opinion about which of those things is his or her favorite. Continue the process with other topics from the bag.

Review several of the stack books, and ask students to identify the topic of each. Discuss how the author introduces the topic to the readers.

Work with students to complete the activity on p. 238 of *Student Interactive 1.5*.

## Independent Writing

During independent writing time, students should write or edit their topic sentences. Then they should continue to write their opinion books. If students have difficulty selecting a topic, encourage them to review topics that were in the bag. See the **Conference Prompts** for suggestions.

## Share Back

Invite several students to read what they have written to introduce their topics. If multiple students select the same topic, discuss different words that are used to introduce it. You may use some of the stronger introductions to create sentence frames as models for future use.

# Explore State an Opinion

## Minilesson

Mentor **STACK** 

**TEACHING POINT** An opinion tells a choice or preference. The writer may write about the best or favorite within a topic. Some writers might write about the worst or least favorite within a topic.

**MODEL AND PRACTICE** Display a book from the stack. Say: *This book is an example of opinion writing. You are writing opinion books. The author of this book wrote an opinion that tells how a character thinks or feels about something. Let's find the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a graphic organizer with *Topic* written in a box. Draw an arrow from the topic box down to another box in which you write the word *Opinion*. Using the stack books, do a Think Aloud to model identifying and then writing the topics and the opinions. Work as a group to identify the topics and opinions from several other stack books and record the results on the graphic organizer. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

## Independent Writing

During independent writing time, students should state an opinion in their opinion piece. Provide support for students who have difficulty making a choice. Remind students that their opinions are their own and that different people will likely have different opinions on the same topic. Use **Conference Prompts** as needed.

## Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference. You may use some of those words to create an Opinion Word Bank for future use in their writing.

## OBJECTIVE

Identify and state an opinion.

## Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students look through the stack books with partners and find examples of the opinion in both text and images. Invite students to jot down the opinion sentences they find.
- **Guided** Use stack books to provide explicit instruction to identify and discuss strong opinion sentences.



**Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

# Apply State an Opinion

## OBJECTIVE

State an opinion clearly when writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 239

**Read Together** WRITING WORKSHOP

**State an Opinion**  
An author clearly states, or tells, the opinion.

**MY TURN** Read the text. Underline the opinion.

Not all animals make good pets. I think a fish would be a great pet.

**MY TURN** Write a sentence that tells your opinion about your topic.

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## 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.

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## Minilesson

Mentor STACK 

**TEACHING POINT** Opinion pieces need reasons to support and explain the opinions. Reasons help readers understand why a character likes or doesn't like something. Authors plan reasons that support the opinions.

**MODEL AND PRACTICE** Tell students that readers like to understand why a character holds an opinion. Display one of the stack books the students know well. *What were some of the reasons we read in this book? What would the book have been like if the author didn't include any reasons? Do you think we would have enjoyed it as much?*

Have students look at p. 240 in *Student Interactive 1.5*. Say: *What if a book just said that sharks do not make good pets? Would that be very interesting?* Talk together about some of the reasons that explain why sharks do not make good pets. Ask students to choose a reason to add to the page. Remind students that it is natural for different people to have different reasons even if they share the same opinion. Encourage students to then add reasons to their own opinion books.

## WRITING CLUB

Use p. WW17 to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

## Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion.

## WRITING CLUB



**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and reasons in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Listening actively to others
- Making certain everyone has a chance to participate
- Having different opinions from each other is natural

**What Are We Sharing?** Tell students that they will be sharing their topics, opinions, and reasons with their Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.



### **How Do We Get Started?** Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- What is the opinion you want to share?
- I think your strongest reason was \_\_\_\_.
- How did you decide which reasons to include?



# Weekly Overview

Students will

- identify the parts of an opinion book.
- organize and draft their own opinion writing.
- develop a conclusion to an opinion book.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Organize Parts of the Page WW22	Explore Organize Introduction WW23	Apply Organize Introduction WW24
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
<b>SHARE BACK FOCUS</b> 5–10 min.	Parts of Opinion Pieces WW22	Elements of Introductions WW23	Write Introductions WW24



## Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The book clearly introduces a topic and opinion.
- The author provides strong reasons.
- The book has an identifiable conclusion that restates the opinion.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Explore Write a Conclusion WW25

Apply Write a Conclusion WW26

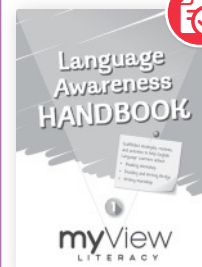
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

Elements of Conclusions WW25

Write Strong Conclusions WW26

#### ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences



Mentor STACK




During this time, assess for understanding of the structure and organization of opinion writing including introductions and conclusions. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Organize Parts of the Page

**If** students need additional support,


 **Then** review a selection from the stack together and discuss the parts.

**If** students show understanding,

**Then** ask: How do you plan to organize your writing?

#### Organize Introduction

**If** students need additional support,


 **Then** have students choose a book from the stack. Read the introduction together and point out what is included.

**If** students show understanding,

**Then** ask: What makes your introduction clear to the readers?

#### Write a Conclusion

**If** students need additional support,

 **Then** work together to compare their conclusions to their introductions and note what is different and what is similar.

**If** students show understanding,

**Then** ask: How did you word your opinion differently in the conclusion?

### Conference Support for ELL

#### EMERGING

- Create a color-coded diagram to make the parts of an opinion book more visible.
- Have students create pictures to remind them of each section of an opinion book.
- Do a picture walk through the parts of a stack book. Have students repeat your simple retelling.

#### DEVELOPING

- Have students retell the parts of an opinion book.
- Use sentence frames to practice stating an opinion with reasons.  
*I think \_\_\_ is the best \_\_\_ because \_\_\_\_\_. \_\_\_ is my favorite \_\_\_ because \_\_\_\_\_.*
- Help students create their own anchor charts to remember how to organize an opinion book.

#### EXPANDING

- Have students explain how they will organize their opinion books.
- Discuss how the introduction in opinion writing is different than in other types of writing.
- Prompt students to identify the part in their opinion books.

#### BRIDGING

- Help students do their own Think Aloud as they plan their own opinion books.
- Use guided writing to help students write strong introductions and conclusions by using targeted questions.
- Invite students to talk about how their introductions and conclusions are different.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that helps them become more aware of how an opinion book is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the first minilesson on page WW22.

#### ELL Targeted Support

##### ORGANIZE PARTS OF THE PAGE

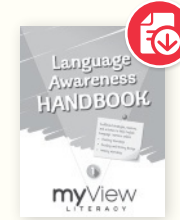
Use the stack books to increase student familiarity with the parts of an opinion piece. Guide students to identify the introduction, topic, opinion, reasons, and conclusion in each book. Talk together about why all the parts are important.

Have students fold a paper in three sections horizontally. Help them name and label what would go in the top introduction section, the middle section with reasons, and the conclusion on the bottom. **EMERGING**

Help students create several sentence frames that may be helpful in opinion writing. Model how the sentence frames might be useful in the different parts of the page. **DEVELOPING**

Have students choose a book from the stack and use different color sticky notes to identify the parts of the opinion book. Ask students to share how they decided where the sticky notes should go. **EXPANDING**

Challenge students to tell two options within the topic and explain why they would choose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on page WW25.

#### ELL Targeted Support

##### EXPLORE WRITE A CONCLUSION

Students may need support finding different words to use in their conclusions from what they wrote in their introductions.

Write one of their introduction sentences on word cards with one word per card. Demonstrate how the words can be rearranged with only a few new words added to create a similar, but different, sentence for the conclusion. **EMERGING**

Have students read their introductions to a partner. Ask the partners to restate the introduction in their own words. Have the writers listen for ideas on how to restate their opinions in new ways to use in the conclusion. **DEVELOPING**

Ask students to work with a partner to pull apart a sentence that states an opinion and reword it at least two different ways for the conclusion. **EXPANDING**

Tell students to swap drafts with a partner and each draft a conclusion for the other's opinion piece and then read it aloud to the partner. **BRIDGING**

FAST TRACK

# Organize Parts of the Page

## OBJECTIVES

Identify the elements of opinion writing.

Develop drafts of opinion books in oral, pictorial, and written form by organizing ideas.

STUDENT INTERACTIVE 1.5, p. 241

## Writing Support

- **Modeled** Use a stack book to model identifying the elements of opinion writing.
- **Shared** On a flip chart or the board, have students help you list and describe the sections of an opinion book.
- **Guided** Ask questions to help students describe the elements of opinion writing and how the parts are organized.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** A well-written opinion book should include an introduction to the topic and the opinion, reasons that support the opinion, and a conclusion or sense of closure.

**MODEL AND PRACTICE** Tell students that an opinion book should first include an introduction that introduces the topic and the opinion, followed by one or more reasons that support and explain the opinion. A conclusion should remind readers of the author’s opinion and restate it in a new way.

Use a book from your stack. Reread the book and then ask students to identify the elements of opinion writing they noticed in the book. Encourage them to be as specific as possible when telling where an element is found.

After discussing the book, create a three-row chart on a flip chart or the board. Say: *When I plan my opinion book, I’ll first think of how I will introduce the topic and my opinion.* In the top section of the chart write *Introduction = Topic + Opinion.* I then need to support my opinion with reasons so everyone will understand my opinion. Add the Word *Reasons* in the center section of the chart. *I end with a conclusion that reminds readers of my opinion.* Add *Ending or Conclusion* to the bottom section of the chart.

Have students turn to p. 241 in *Student Interactive 1.5*. Read and discuss the page together and have them work with a partner to complete the page.

## Independent Writing

After completing the minilesson, students should transition to independent writing. If students need extra support, remind students they can use the parts listed on p. 241 in *Student Interactive 1.5* as a model for their plans. Students who are confident with their plans may continue working on their opinion books. Use the **Conference Prompts** as needed.

## Share Back

Have students share what they will include in each part of their opinion books. Show how to check that all parts of opinion writing are included and model giving constructive feedback.

# Explore Organize Introduction

## Minilesson

Mentor STACK 

**TEACHING POINT** The introduction of an opinion book gives important information to the reader. It lets readers know the topic and opinion clearly. A good introduction sets up the rest of the opinion book.

**MODEL AND PRACTICE** Talk about the value of a strong introduction in opinion writing. Say: *A strong introduction is very important in an opinion book. Your introduction should quickly let the readers know the topic you are writing about and the opinion you will be explaining.*

Read several introductions from the stack. Discuss the introduction of each book. Ask: *How did the author introduce the topic? How did the author express an opinion? How did the author help us know what the rest of the text would be about?*

After reading several models, conduct a shared writing to generate some introductory sentence models that introduce the topic and opinion. Transcribe for the class and display the suggestions on a flip chart or the board.

## OBJECTIVES

Draft an introduction to an opinion book.

Identify the topic and opinion in an opinion book.


## Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting an introduction, have them review a few stack books for ideas. Encourage them to make a short list of what they want to include, and work with them to craft those thoughts into a sentence or sentences. Students who understand strong conclusions should be encouraged to try several versions of their introductions before deciding on one. See the **Conference Prompts** for additional suggestions.

## Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students as you write several introduction sentences. Transcribe the ideas of the group or student.
- **Guided** Ask targeted questions to guide students to include any missing information in their introductions.

 **Intervention** Refer to the *Small Group Guide* for support.

## Share Back

Invite several students to share the drafts of their introductions. Ask the class to check that both the topic and the opinion are stated. Point out particularly strong words or phrases and create an Introduction Bank for future reference.

**FAST TRACK**

# Apply Organize Introduction

## OBJECTIVES

Draft an introduction to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 242

Read Together

**OPINION WRITING**

**Organize Introduction**

The **introduction** should include the topic and your opinion.

**MY TURN** Write a sentence that introduces the topic of the best pet. Write a sentence that states what you think would be the best pet.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MY TURN** Draft an introduction to your own opinion book. Be sure to include the topic and your opinion.

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## Writing Support

- **Modeled** Walk through a stack text with students to help them identify introductions that might be used as models for their writing.
- **Shared** Have students work with you to stretch a short introduction sentence by adding stronger and more interesting words.
- **Guided** Provide explicit instruction if elements of the introduction are missing or unclear.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The introduction to an opinion book must clearly state the topic and opinion.

**MODEL AND PRACTICE** Refer to a stack book and review that a strong introduction needs to let the reader know the topic and opinion that will be the focus of the book. Say: *We know that the introduction needs to be a strong beginning to our writing. The introduction of an opinion book needs to tell the topic and opinion. If I decide to write about my favorite type of weather, which is rain, how could I begin?* Transcribe several possible sentences of introduction to your topic using suggestions from the class.

Work with the group to revise the sentence or sentences to make a compelling introduction. Continue modeling how you will follow the introduction by stating reasons for your opinion.

Direct students to p. 242 in *Student Interactive* 1.5. Read the text on the page and make certain students know the task. Encourage students to try saying several options aloud before deciding what to write.

## Independent Writing

Following the minilesson, have students continue working on the introductions to their opinion books. If students have difficulty, suggest they add a descriptive word or words to their introductions. If students feel confident in their writing, encourage them to stretch and strengthen the introduction to make it more interesting. Students may then go on to crafting the reasons in their opinion books. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share the introductions they have written. Ask them to share how they stretched and strengthened their original introduction. Model how to give feedback that restates the introduction and encourages the writer's efforts.

# Explore Write a Conclusion

## Minilesson

Mentor STACK 

**TEACHING POINT** The conclusion of an opinion book gives the author one more chance to state his or her opinion on a topic. A good conclusion states the opinion in a new way and gives a sense of closure to the book.

**MODEL AND PRACTICE** Explain the importance of a strong conclusion or ending statement in an opinion piece. Read the conclusion of a stack book aloud and discuss the role the conclusion plays. Say: *When we read this conclusion we know that the text is finished. We are reminded of the opinion. A good conclusion restates the same opinion, but does so in a new way.* Repeat this process with several other stack books.

As you talk through conclusions in the stack books, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

Have students work with a partner to review what they have written and plan what they will draw.

## OBJECTIVE

Identify the conclusion in opinion writing.

---


## Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft possible conclusions to their opinion books. Students who understand the elements of conclusions should continue writing their opinion books. If students have difficulty, encourage them to modify one of the models or review a stack text as a jumpstart. See the **Conference Prompts** for additional suggestions.

## Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways for use in a conclusion.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion for use in the conclusion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check their conclusions to see that they have provided closure and also reworded their opinions in new ways.

 **Intervention** Refer to the *Small Group Guide* for support.

## Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way and provide a sense of closure. If an element is missing, invite the group to offer suggestions.

FAST TRACK

# Apply Write a Conclusion

## OBJECTIVES

Draft a conclusion to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 243

Read Together WRITING WORKSHOP

**Write a Conclusion**

The **conclusion** ends an opinion book by reminding the reader of the author's opinion.

**MY TURN** Read the text. Write a sentence that would be a good conclusion.

I think a parrot is the most interesting wild animal. Parrots are interesting because they can make many different sounds. Some parrots can live longer than a person.

Possible response:

**You can see that** .....

**parrots are very** .....

**interesting animals.** .....

**MY TURN** Revise your opinion book to include a strong conclusion.

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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.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Use Capitalization WW32	Explore Conjunctions WW33	Apply Conjunctions WW34
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
<b>SHARE BACK FOCUS</b> 5–10 min.	Edit for Capitalization WW32	Identify Conjunctions WW33	Use Conjunctions WW34

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- The book includes examples of conjunctions.
- The book contains example sentences with series that are separated by commas.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Commas  
WW35

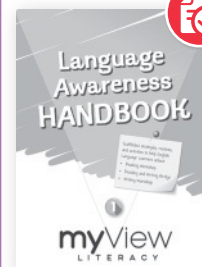
Apply Commas  
WW36

Independent Writing  
and Conferences WW35

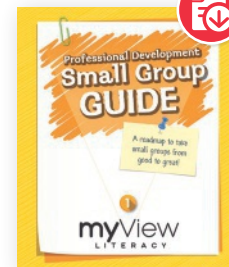
Writing Club and  
Conferences  
WW36–WW37

Identify How to Use  
Commas WW35

Use Commas in a Series  
WW36



See the online  
*Language  
Awareness  
Handbook*  
for additional  
writing support.



See the *Small  
Group Guide*  
for additional  
writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of how to use capitalization, conjunctions, and commas to determine where students need support. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Capitalization

**If** students need additional support,


 **Then** review a book from the stack. Have students point out capitalized words that begin each sentence.

**If** students show understanding,

**Then** ask: Your sentences begin with capital letters. When else do we use capital letters?

#### Conjunctions

**If** students need additional support,


 **Then** model how to create sentences using conjunctions. Have students copy the sentences as reminder models.

**If** students show understanding,

**Then** ask: How did you choose which conjunction to use here?

#### Commas

**If** students need additional support,

 **Then** have students draw or name several items that fit within the topics of their opinion books. Work together to turn that list into a sentence that includes a series.

**If** students show understanding,

**Then** ask: How did you know that a comma was needed here?

## Conference Support for ELL

### EMERGING

- Write a sentence for each student. Have students circle the initial capital letter and ending punctuation. Tell them to use this as a reminder when they write.
- Model sentences with conjunctions. Have students repeat each sentence and snap their fingers when the conjunction is said.

### DEVELOPING

- Use modeled writing to focus attention on the use of capital letters.
- During shared writing, write a sentence that includes a series. Invite students to add the commas where they belong and explain why they should be there.

### EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Ask several students to suggest items that belong in the same category. Turn that list into a sentence with a series. Ask students to circle the conjunction in the sentence and tell where the commas should be placed.

### BRIDGING

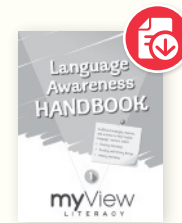
- Have students work with partners to create a sentence that contains a series. Ask which word in the sentence is a conjunction. Check for correct use of initial capitalization and placement of commas.
- Ask students to do a Think Aloud as they place commas in a sentence containing a series.



## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

### ELL Targeted Support

#### EXPLORE CONJUNCTIONS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice using conjunctions in sentences.

Write the word *because* on a word card for each student. Say a sentence including *because* and ask students to hold up the card when they hear that word. Have students repeat your sentence and then say a sentence of their own. Remind students to hold up the word card when they hear or say *because*. **EMERGING**

Write a sentence that includes a conjunction. Point to and say each word and ask students to stop you when you get to the conjunction. Repeat with several sentences. Invite students to create their own sentences and then lead the group to identify the conjunctions. **DEVELOPING**

Write conjunctions on an index card with one conjunction per card. Ask students to choose a card and then work with partners to develop sentences using that conjunction. Have partners share the sentences with the group. **EXPANDING**

Challenge students to find sentences that include a conjunction in books from the stack or classroom library. Have them share their findings and tell what two sentences were joined. **BRIDGING**

Use this note for the minilesson on p. WW35.

### ELL Targeted Support

#### EXPLORE COMMAS

Help students understand how to create a series that includes correct comma usage.

Use picture cards to have students create categories such as animals or vehicles. Create sentences using those cards. "The animal cards I see are lions, bears, and seals." Write the sentences and have students repeat them with you. Point to each comma and pause slightly.

#### EMERGING

Tell students a category and have them suggest words that fit the category. Transcribe their suggestions. Model a sentence that uses at least three words on the list, and write the sentence for all to see. Discuss where the commas should be placed. **DEVELOPING**

Write a sentence containing a series. Invite students to place commas where they belong and explain why they belong there. **EXPANDING**

Have students write a sentence with a series and ask them not to include any commas. Have students exchange sentences with partners and add commas to the other person's sentence. Check for understanding. **BRIDGING**

**FAST TRACK**

# Use Capitalization

## OBJECTIVES

Identify that sentences begin with initial capitalization. Capitalize the pronoun *I*.

Edit drafts using standard English conventions including capitalization for the beginning of sentences and the pronoun *I*.

STUDENT INTERACTIVE 1.5, p. 244

**OPINION WRITING** **Read Together**

**My Learning Goal** I can write an opinion book.

**Use Capitalization**  
Every sentence needs to begin with a capital letter. The word *I* is always a capital letter.

**MY TURN** Edit the capital letters in these sentences. Write the correct words.

- a dog is my favorite pet.    A
- This is what i think is the worst pet.    I
- frogs might hop out of a cage. Frogs


**MY TURN** Write a complete sentence on a separate sheet of paper. Remember to begin the sentence with a capital letter.

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## Writing Support

- **Modeled** Use stack books to point out initial capitalization.
- **Shared** Have partners work together to check for correct capitalization in their opinion books.
- **Guided** Use stack books to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

**Mentor STACK** 

**TEACHING POINT** Authors use the rules of capitalization when writing opinion books. They check to be certain that every sentence begins with a capital letter. The word *I* is also capitalized.

**MODEL AND PRACTICE** Tell students that when writing, it is important to be certain that their writing follows the rules of English. One important rule is to begin every sentence with a capital letter. Show a page from one of the stack books. Point out that every sentence begins with a capital letter.

Write a sentence on the board that contains the pronoun *I* somewhere other than as the first word. Say: **There is another rule for using capital letters. The word *I* should be capitalized. In this sentence, there should be two capital letters. What should be capitalized?**

Have students turn to p. 244 in *Student Interactive* 1.5. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

## Independent Writing

**Mentor STACK** 

After the minilesson, students should transition to independent writing and check their opinion books for the correct usage of capital letters. If students need extra support, help them find capitalization rules that are followed in a stack text. Students who are using capital letters correctly should continue writing their opinion books. See the **Conference Prompts** on p. WW30 for more suggestions.

## Share Back

Have students share sentences in their opinion books and tell what capitalization rules they used. Check that examples are given of initial capitalization and capitalization of *I*.

# Explore Conjunctions

## Minilesson

Mentor STACK 

**TEACHING POINT** A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions.

**MODEL AND PRACTICE** Write the words *and* and *because* on a chart or the board and have students read them with you. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences.

Select a book from the stack that has several uses of the words *and* and *because*. Read a sentence containing one of those conjunctions aloud. Have students repeat the sentence and snap their fingers when they say the conjunction. Write the sentence on a flip chart or the board and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunctions *and* and *because*.

Talk with students about why the word *because* is especially useful in writing opinion books. Remind them that *because* can be helpful when writing reasons to explain or support opinions. Write a sentence using *because* that contains a reason. Say: **I might write, “I enjoy swimming because it is good exercise.” That sentence sounds better to me than writing, “I enjoy swimming. It is good exercise.”**


Have students work with partners to create several sentences that use a conjunction. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the conjunction.

## OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

## Writing Support

- **Modeled** Demonstrate how to use *and* and *because* to join two smaller sentences. “I have a dog. I have a cat. I have a dog and a cat.” “I like this book. It is so funny. I like this book because it is so funny.”
- **Shared** Work with students to practice using *because* to state a reason. Show how a *because* sentence can be written as two sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and* or *because*.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

Students should continue writing their opinion books and include conjunctions correctly. If students are struggling with using conjunctions, remind them to look through stack books for examples. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use conjunctions, they should proceed independently to make those changes. See the **Conference Prompts** on p. WW30 for additional suggestions.

## Share Back

Call on students to share sentences from their opinion books that use conjunctions. Talk together about what words or ideas are joined together.

FAST TRACK

# Apply Conjunctions

## OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

STUDENT INTERACTIVE 1.5, p. 245

**Read Together** WRITING WORKSHOP

### Conjunctions

Conjunctions are words that can join words or thoughts. The word **because** and the word **and** are both conjunctions.

**MY TURN** Circle the conjunction in each sentence.

I think a fly is the worst pet **because** it is so small. Flies are tiny **and** are not fun to play with.

**MY TURN** Revise your opinion book to include at least one conjunction.

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## Writing Support

- **Modeled** Walk through a stack text with students to help them identify conjunctions and how they are used.
- **Shared** Have students dictate sentences using conjunctions as you transcribe them.
- **Guided** Ask focused questions as students work with partners to write sentences that include conjunctions.

**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Conjunctions, such as *and* and *because*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences. Authors of opinion books often use the conjunction *because* to connect a reason to the opinion in supports.

**MODEL AND PRACTICE** Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal the reader that the sentence contains a reason. Say: **I could write, "I love rainy days because the rain helps the plants grow." You know that I'm giving a reason why I love rainy days. The conjunction *because* connects the reason to the opinion.** Have students help you think of another sentence about your topic that uses the conjunction *and*.

Direct students to p. 245 in *Student Interactive* 1.5. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion books with the inclusion of conjunctions.

## Independent Writing

Have students continue working on their opinion books. Remind them to use conjunctions when joining words or parts of sentences. If students are struggling with conjunctions, have them refer to how conjunctions are modeled on p. 245 in *Student Interactive* 1.5. If you observe students using conjunctions correctly, encourage them to continue writing their opinion books independently. See **Conference Prompts** on p. WW30 for suggestions.

## Share Back

Invite a student to share a sentence containing a conjunction. Ask listeners to tell what words or ideas the conjunction brought together. Continue with several more examples.

# Explore Commas

## Minilesson

Mentor STACK 

**TEACHING POINT** When a sentence contains a list of three or more items, commas are used to separate the listed items.

**MODEL AND PRACTICE** Select a book from the stack that contains a series of items in a sentence that are separated by commas. Read the sentence aloud and then write it on a flip chart or the board. Point out the commas and say: *When three or more items are listed in a sentence, we put a comma between each of them. Commas are like a pause in a sentence.* Read the sentence again with a clear pause as you get to each comma.

Ask students to name a topic about which you might state an opinion. Using the topic suggested, ask for several items that fit in that category. Use sentence frames such as: *\_\_\_\_, \_\_\_\_, and \_\_\_\_ are all types of \_\_\_\_.* Say: *Let's read that sentence together and pause when we get to a comma.* Repeat the process with several other examples that use student suggestions.


Tell students that when they are writing opinion books, they might think about telling several items that belong in the topic before stating a favorite. Provide an example such as, "Apples, oranges, and pears are all fruits I enjoy. Pears are my favorite."

## OBJECTIVE

Use commas to separate words in a series.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if commas are needed and where they should be placed.
- **Shared** If students are uncertain that they have placed commas correctly, encourage them to read the sentence aloud to a partner. Have them listen for a natural pause.
- **Guided** Use leading questions to guide students in determining whether there are enough items in a sentence so as to require separation by commas, as well as the correct placement of those commas.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

Have students continue working on their opinion books and encourage them to include sentences that include a series separated by commas. If students are uncertain where serial commas go, have them review stack books for examples of comma placement. Students who can use serial commas correctly should continue writing their opinion books. See the **Conference Prompts** on page WW30 for additional suggestions.

## Share Back

Ask a student to read a sentence that contains a series separated by commas. Remind students to pause, but not stop, when they come to a comma as they are reading aloud.



FAST TRACK

# Apply Commas

## OBJECTIVES

Use commas to separate words in a series.

Edit drafts with adult assistance using standard English conventions, including using commas to separate words in a series.

STUDENT INTERACTIVE 1.5, p. 246

OPINION WRITING Read Together

### Commas

Commas separate words in a list.

**MY TURN** Add commas where they are needed in each sentence.

- Sam, Liz, and I love animals.
- We like frogs, toads, and lizards.
- We find them near ponds, under leaves, or by rocks.

**MY TURN** Add a sentence to your opinion book that includes a list. Remember to add commas where they are needed.

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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.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Conjunctions WW42	Edit for Commas WW43	Prepare for Celebration WW44
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
<b>SHARE BACK FOCUS</b> 5–10 min.	Include Conjunctions in Opinion Books WW42	Use Serial Commas Correctly WW43	Revise Opinion Books WW44

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that are strong examples of opinion writing with clear topics and strong reasons.
- Texts that include conjunctions.
- Texts that include serial commas.

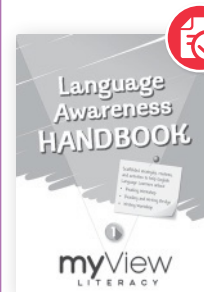
**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

Assessment WW46

Independent Writing  
and Conferences WW45Assessment  
WW46–WW47

Celebration WW45

Assessment  
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of conjunctions and the use of commas to separate words in a series. Determine where students may need extra support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Conjunctions

**If** students need additional support,


 **Then** have them read their opinion books aloud. Point out sentences that could be improved with the use of conjunctions.

**If** students show understanding,

**Then** ask: How does the conjunction improve the sentence?

#### Edit for Commas

**If** students need additional support,


 **Then** point out an opportunity for a series in the students' writing. Work together to correctly use commas in the sentence.

**If** students show understanding,

**Then** ask: How do the commas you used help make the sentence easier to read?

#### Prepare for Celebration

**If** students need additional support,

 **Then** review their opinion books. Help them each decide on the two most important edits to make before sharing their writing.

**If** students show understanding,

**Then** have students take turns practicing reading their opinion books aloud to partners who will then offer feedback.

## Conference Support for ELL

### EMERGING

- Use stack books to identify conjunctions and how they are used.
- Model revising a sentence involving a reason so that it now includes the word *because*.

### DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- Do a Think Aloud as you insert commas in a sentence that includes a series.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

### EXPANDING

- Have students tell how they know where to place commas in sentences that have a series.
- Ask students to find examples of conjunctions in a stack book. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills.

### BRIDGING

- Challenge students to work with partners to create an anchor chart to remind themselves and others where to use commas in a sentence that includes a series.
- Have students practice reading their opinion books fluently and with expression.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on using conjunctions and serial commas. These targeted supports help students build confidence when sharing their opinion writing.

Use this note for the minilesson on p. WW42.

#### ELL Targeted Support

##### EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunctions *and* and *because* correctly.

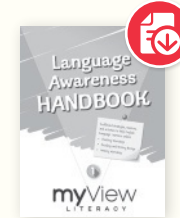
Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students create sentences similar to the models using those conjunctions. **EMERGING**

Provide students practice sentences with the conjunction missing. Example: *I like dancing \_\_\_\_ it is good exercise.* Help students determine which conjunction makes more sense in the sentence. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion.

##### EXPANDING

Have students find several examples of *because* in stack texts. Ask them to explain how they can tell if the word is used to connect a reason to an opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

#### ELL Targeted Support

##### EDIT FOR COMMAS

Have students practice creating sentences that include a series and placing the commas correctly.

Display the following on a chart or the board: *I ate fruit cheese and bread for lunch.* Read the sentence and ask students to help you decide where the commas should be placed. Repeat with several other examples. **EMERGING**

Point out sentences in stack texts that include a series. Have students note where the commas are placed. Then have students write similar sentences with the correct placement of commas. **DEVELOPING**

Have partners check each other's writing for the correct use of commas in sentences with series. Students should discuss what they find.

##### EXPANDING

Have each student write a sentence that includes a series, but without any commas. Have students exchange sentences and insert commas in the correct locations. **BRIDGING**

**FAST TRACK**

# Edit for Conjunctions

## OBJECTIVES

Identify and use the conjunctions *and* and *because* correctly in speaking and writing.

Edit writing for proper use of conjunctions.

STUDENT INTERACTIVE 1.5, p. 247

**Read Together** WRITING WORKSHOP  
My Learning Goal

I can write an opinion book.

**Edit for Conjunctions**  
Remember that conjunctions join words and thoughts.

I like owls. They have large eyes.  
I like owls because they have large eyes.

**MY TURN** Choose the better conjunction. Write *and* or *because* to complete each sentence.

I like butterflies and bees.

One reason I like them is because they fly near flowers.

**MY TURN** Edit for conjunctions in your opinion book.

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## Writing Support

- **Modeled** Use stack books to point out the conjunctions *and* and *because*.
- **Shared** Read aloud a page of a stack book that includes the conjunctions *and* or *because*. Have students snap their fingers when they hear the conjunction. Talk together about how it is used.
- **Guided** Provide examples of specific places in students' opinion books where *and* could be used.

**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

**Mentor STACK**



**TEACHING POINT** Before publishing their writing, authors check their writing and make changes that are needed. Authors try to avoid using short, choppy sentences by using the conjunctions *and* and *because* to join parts together.

**MODEL AND PRACTICE** Choose an opinion book from the stack that includes several examples of the conjunctions *and* and *because*. Read one of the sentences aloud. Ask students if they heard a conjunction. Ask them to tell what it might have sounded like if the author had written two short sentences and not used the conjunction. Repeat the process with several other sentences.

After discussing the sentences, remind students that not every short sentence needs to be revised to include a conjunction. Talk with students about the value of editing and making changes that are needed.

Have students turn to p. 247 in *Student Interactive* 1.5. Talk together about what they need to do to complete the activity.

## Independent Writing

**Mentor STACK**



If students need extra support, help them identify more examples of sentences using conjunctions in different stack books. Students who are comfortable using conjunctions should continue adding to their opinion books and choosing what they will share at the Celebration. See the **Conference Prompts** on p. WW40.

## Share Back

Have students share sentences that they improved with the addition of a conjunction. Talk as a class about what the conjunction joined together in each sentence.

**FAST TRACK**

# Edit for Commas

## Minilesson

**TEACHING POINT** When editing, authors check to make certain they have used proper punctuation. When writing sentences that include series or lists, commas are placed between the words in the series or lists.

**MODEL AND PRACTICE** Explain that reading sentences that include lists or series can be confusing if the commas are not there to separate the items. Write: *I like days that are sunny rainy and cloudy.* Say: **I want to include a sentence that tells some types of weather before telling my favorite. Help me decide where the commas should be placed.** Have students show where the commas belong and explain their thinking. Check for any misconceptions. Read the corrected sentence aloud, and pause slightly at each comma.

Have students complete the activity on p. 248 in *Student Interactive 1.5*. Check that students understand where the commas belong. If students need extra support, work together to complete a model and discuss that commas are a pause between each item in a series or list.

## Independent Writing

If students need assistance, work with them as they check each sentence. Students who show understanding should edit their opinion books for the correct use of serial commas. See the **Conference Prompts** on p. WW40 for additional suggestions.

## Share Back

Call on students to read a sentence they changed. Prompt students to tell why that change was made. Explain that editing and making changes is one of the most important steps in writing.

## OBJECTIVES

Correctly use commas to separate items in a series.

Edit drafts with adult assistance using standard English conventions, including usage of commas.

STUDENT INTERACTIVE 1.5, p. 248

Read Together

**OPINION WRITING**

**Edit for Commas**

Commas are used to separate words in a list.

My kitten is smooth, soft, and fuzzy.

**MY TURN** Add commas to the correct place in each sentence.

1. Lions,tigers,and leopards are all big cats.
2. They are large,strong,and can roar.
3. They can be found in Asia,Africa,and in other parts of the world.


**MY TURN** Edit your opinion book for commas.

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## Writing Support

- **Modeled** Do a Think Aloud to model how to use commas to separate words in a series.
- **Shared** Help students correct any errors of their usage of serial commas in their opinion books.
- **Guided** Provide explicit instruction on editing for serial commas.

 **Intervention** Refer to the *Small Group Guide* for support.



# Prepare for Celebration

## OBJECTIVE

Publish and share writing.

### Writing Support

- **Modeled** Choose a stack text and do a Think Aloud as you prepare to share the book with the class.
- **Shared** Have students identify speaking skills they need to practice using the checklist to assist them.
- **Guided** As students practice sharing their opinion books, direct them to individual points on the checklist to guide them in presenting their work.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

**TEACHING POINT** Before they celebrate their writing, authors get their opinion books ready to share. They check for all of the necessary elements of an opinion book and ensure the writing is clear and polished. They make certain each sentence begins with a capital letter. They check that they have used conjunctions and commas correctly.

**MODEL AND PRACTICE** Create a checklist with students for sharing their opinion books aloud. Model each of the checklist items and discuss why it is important to remember.

- Speak clearly.
- Read with expression.
- Speak loud enough to be heard by everyone.
- Look at the audience at times.

Reread each item on the list and ask if students have any questions. Remind students to review the checklist as they practice. Display the checklist as students move into independent writing.

## Independent Writing

Have students revise and edit their opinion books. Encourage students to practice reading their opinion books aloud quietly using the checklist as a guide. See **Conference Prompts** on p. WW40 for suggestions.

## Share Back

Invite students to share revisions they made. Reinforce the value of making sure their opinion books have all the necessary elements before sharing them with the class.

# Celebration

## Minilesson

**TEACHING POINT** Celebrations help students see their own progress and grow in confidence. While students write at different levels, celebrate the growth each student has made throughout the unit. Students will be motivated to write throughout the unit if they have a goal to work toward.

**MODEL AND PRACTICE** Tell students that you are going to celebrate the writing of your opinion book by reading it aloud to them. Do a Think Aloud before sharing by stating what you need to remember when speaking to a group. Say: *I want to do a good job reading my work in front of people. I practice so I can read my opinion book with confidence. I need to speak clearly and loudly enough for everyone to hear me. I need to stand tall and be proud of my work. I know that the listeners will tell me the parts of my writing they thought were written especially well.*

Model reading aloud your opinion book. When finished, invite students to give positive feedback about your opinion writing. Prompt students to ask questions and share parts of the opinion books that they thought were especially well done. They should state specific examples. Remind students that they do not need to have the same opinions as the writers to admire the opinion books.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins. You may also have students audio record themselves practicing and do a self-assessment of their reading.

## OBJECTIVE

Publish and share opinion books.

## Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your opinion books.
- **Shared** Ask questions to help students think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Give students prompts to help them think about the comments they heard that were helpful and positive.

## Independent Writing

Ask students to share their opinion books. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done.

Have students reflect on what they have learned about opinion writing. Have them write or tell about something new they learned.

FAST TRACK

# Assessment

## OBJECTIVE

Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

STUDENT INTERACTIVE 1.5, p. 249

**Read Together** WRITING WORKSHOP

**Assessment**  
You have learned how to write an opinion book.

**MY TURN** Read the list. Put a check next to what you can do.

- I can write about a topic.
- I can state an opinion clearly.
- I can supply reasons that support my opinion.
- I can write an introduction and a conclusion.
- I begin each sentence with a capital letter.
- I use commas when writing a list.
- I use conjunctions correctly.

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## Minilesson

**TEACHING POINT** Assessing and looking back at writing helps students identify all that they have learned and see any areas where they may still need more practice. As you review their assessments, notice what they did well and what areas need improvement. Consider how you will share your feedback with students to help them make improvements and to celebrate what they have learned.

**MODEL AND PRACTICE** Tell students that today they will be looking back on what they have learned about opinion writing. They will assess what they learned and how their writing has improved. Have students recall the opinion books they have written and also the books they have read from the stack.

Have students turn to p. 249 in *Student Interactive 1.5*. Review the list as a class to remind them what they have learned. Have students check each skill they have learned and included in their opinion books. Remind students that they should look back at the opinion books they have written to find evidence that they understand and have used that skill.

## Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment to demonstrate all they have learned. Explain that they should respond to the writing prompt on WW47 using all they have learned about opinion writing. Another form of assessment is to score students' writing using the rubric on p. WW47.



## WRITING ASSESSMENT



## Opinion Writing

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**Prompt** Write an opinion piece about your favorite place or favorite sound. First, state the topic and your opinion about the topic. Then supply reasons and include a conclusion.

## 4-Point Opinion Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	The opinion is clearly stated and well supported.	Organization is clear and effective, creating a sense of cohesion.	The reasons closely connect to, and clearly support, the opinion.	The ideas are clearly conveyed using precise language.	The command of conventions is clearly shown.
3	The opinion is fairly well stated and generally supported.	Organization is generally clear though some ideas are not well connected.	The reasons connect to, and somewhat support, the opinion.	The ideas are adequately conveyed using more general language.	The command of conventions is somewhat shown.
2	The opinion is stated and somewhat supported.	Organization is inconsistent and some elements are missing.	The reasons somewhat connect to the opinion.	The ideas are unevenly conveyed using very simple language.	The command of conventions is weak or uneven.
1	The opinion is not clearly stated and not well supported.	Organization is poor or nonexistent.	The reasons do not connect to the opinion or are missing.	The ideas are conveyed in a vague or confusing manner.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				



**Week 6**

**PROJECT FOCUS**

This week students will

- research the best season.
- write a persuasive play.

**Lesson 1**

**Foundational Skills**

T438–T439, T440  
T436–T437  
T456–T457

RF.1.2.b, RF.1.2.d,  
RI.1.2, RI.1.9,  
SL.1.1.a

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Vowel Sound in *foot*
- Spelling

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “Summer and Winter Sports”
- Choose the best season
- Use Academic Words

**Lesson 2**

**Foundational Skills**

T442–T445, T440  
T458–T459  
T460–T461

RF.1.3.a, RF.1.4, RI.1.8,  
W.1.7, SL.1.1.a

- Phonics: Vowel Sound in *foot*
- Spelling: Spell Words with the Vowel Sound in *foot*

**Explore and Plan**

- Explore Persuasive Writing
- Read “Happy in Hawaii”
- Explore characteristics of persuasive writing

**Conduct Research**

- Search Online
- Identify and gather sources

**Lesson 3**

**Foundational Skills**

T446–T447,  
T441  
T462–T463

RF.1.2, RF.1.3.a,  
RF.1.4, RI.1.8,  
W.1.7

- Phonological Awareness: Manipulate Sounds
- Phonics: Final Syllable *-le*
- High-Frequency Words
- Spelling

**Collaborate and Discuss**

- Analyze Student Model
- Read “Shine On, Sunshine!”
- Create a Fact Sheet

**Lesson 4**

**Foundational Skills**

T448–T453,  
T441  
T464–T465

RF.1.3.a, RF.1.3.e,  
RF.1.4.a, L.1.1.e,  
L.1.1.i

- Phonics: Final Syllable *-le*
- Decodable Story: *Spring Rain*
- Spelling

**Extend Research**

- Explore Props and Costumes
- Revise
- Edit

**Lesson 5**

**Foundational Skills**

T454–T455, T441  
T466 T467

RF.1.2.b, RF.1.2.c,  
W.1.8, SL.1.1.b,  
SL.1.4

- Phonological Awareness: Segment and Blend Phonemes
- Phonics: Spiral Review
- Spelling

**Celebrate and Reflect**

- Share your persuasive play
- Reflect on your project

**Reflect on the Unit**

- Reflect on Your Goals
- Reflect on Your Reading
- Reflect on Your Writing



# INTEGRATE your INSTRUCTION

## English Language Arts

- Write opinion pieces.
- Participate in shared research and writing projects.
- Participate in collaborative conversations.

## u Engineer It!



For alternative inquiry projects with a science focus, go online to [SavvasRealize.com](http://SavvasRealize.com).

## Science

- Use science knowledge to understand the world.
- Ask questions to begin investigations.

## 4-Point Research Project Rubric



Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Opinion is clearly stated.	Two or more relevant sources are used to discover applicable facts.	Dialogue is correctly formatted. Opinion and reasons are logically presented.	Verb tenses and prepositions are used appropriately.	Student introduces himself or herself and the play, speaks clearly at a good rate, and listens actively.
3	Opinion is stated.	At least one relevant source is used.	Opinion and reasons are not directly stated. Dialogue may not be formatted properly.	Writing has few errors in past and present verb tense and prepositions.	Student may forget to make introductions, speak too fast or too slow, or be somewhat unclear. Student mostly pays attention.
2	Opinion may be unspecific.	One source may be used but facts may be off topic.	Opinion, reasons, and facts are not obviously connected.	Errors in verb tense and prepositions are sprinkled throughout writing.	Student makes no introductions and struggles to read clearly and/or with appropriate rate. Student may interrupt performances.
1	Opinion is confusing and unclear.	No outside sources were consulted.	Sentences are incomplete and disorganized.	Writing contains numerous errors in verb tense and preposition usage.	Student does not introduce himself or herself. Speech is unclear and interruptions frequent.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of a persuasive play.</li> <li>• Response is unintelligible, illegible, or off topic.</li> </ul>				



Have students complete the student-friendly Research Project Checklist, p. 317, 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.

## Beyond My World

The selections in this unit have helped students understand more about different seasons. Remind students of the unit theme, *Beyond My World*, and the Essential Question: *How do the seasons affect us?*

**TURN, TALK, AND SHARE** **Describing Seasons** Have students look back at each text from this unit to find a word or phrase that describes a season. Have them write the word or phrase in the *Student Interactive* on pp. 210–211. Students should think about how the text evidence can help them answer the Essential Question.

### Compare Across Texts

Have students explain their understanding of the unit theme, *Beyond My World*. Ask volunteers to briefly retell each selection from the unit and share the theme of each selection. Use the prompts below to discuss the unit texts.

- *Seasons Around the World* and *Every Season* have different genres but share the same topic. Which text helped you understand more about seasons? Why? (Possible responses: *Every Season* helped me feel what each season was like. *Seasons Around the World* explained how the seasons are different around the world.)
- *Signs of Winter* tells what winter is like. What are some signs of autumn in *My Autumn Book*? (Possible responses: crisp air, chipmunk gathering seeds, geese flying south, leaves changing color.)
- How do the authors of *Every Season* and *In Spring* feel about the season of spring? How do you know? (Possible responses: They love spring. The title of the first poem in *Every Season* is “I Love Spring.” The author of *In Spring* tells many reasons why spring is the best season.)

### Essential Question

**MyTURN** Have students answer the Unit 5 Essential Question: *How do the seasons affect us?*



**ELL Targeted Support Enhance Understanding** Have students work in small groups to enhance and confirm their understanding of the seasons based on the unit texts.

Have students draw a picture based on the text they read showing signs of each season. Ask them to show and describe their drawings in groups. Encourage groups to ask questions about the drawings. **EMERGING**

Have students share information about each season. Invite groups to confirm the facts by looking for evidence by reading the unit selections. **DEVELOPING**

Have students make a T-chart to compare two seasons of their choice. Have them work with their groups to read and find descriptions of the two seasons in the unit selections and write them in their charts. **EXPANDING**

Challenge students to read and compare descriptions of the same season in different unit selections. Have them explain how the descriptions help form a complete picture of the season. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 210-211

COMPARE ACROSS TEXTS

UNIT THEME  
**Beyond My World**

MYTURN  
Look back at each text.  
Find a word or phrase that describes a season.  
Write the word or phrase.

WEEK 1  
**Every Season**  
Possible response: **hot**

WEEK 2  
**Seasons Around the World**  
**bloom**

WEEK 3  
**In Spring**  
**puddles**

WEEK 4  
**My Autumn Book**  
**chilly**

WEEK 5  
**Signs of Winter**  
**cold**

WEEK 6  
**Project**  
Now it's time to apply what you learned about the seasons in your WEEK 6 PROJECT: The Best Season.

Essential Question  
How do the seasons affect us?

BOOK CLUB

210 211

# 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  
89, 101

## Phonological Awareness: Segment and Blend Phonemes

**SEE AND SAY** Point to the picture of the bull on p. 212 in the *Student Interactive*. Tell students to listen to each sound as you say the word *bull*: /b/ /û/ /l/. Say: **There are three sounds in the word *bull*. Let's blend the sounds: /b/ /û/ /l/, *bull*.** Repeat with the pictures for *book* and *hood*.

**PRACTICE** Have students segment and then blend the following words: *cook*, *good*, *wood*, *stood*, *hook*.

## Phonics: Decode Words with the Vowel Sound in *foot*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 89 (*book*) and 101 (*push*) to introduce the vowel sound /û/ spelled *oo* or *u*. Remind students that a sound can have more than one spelling. Display the Sound-Spelling Cards and say the words *book* and *push*. Point out the spellings of the sound /û/ in each word. Say: **The letters *oo* and *u* can both spell the vowel sound you hear in the words *book* and *push*, /û/.** Have students repeat the sound with you.

**MODEL AND PRACTICE** Write and read the word *look*. Then point to the letter or letters as you say each sound. Have students blend the sounds and tell you the word, *look*. Ask: **What vowel sound do you hear in the word *look*? Yes, you hear the vowel sound /û/. How is the sound /û/ spelled in the word *look*? Yes, the sound /û/ is spelled *oo* in the word *look*.** Repeat with the word *put*. Then write these words for students to decode: *bush*, *hook*, *cook*, *full*, *bull*, *stood*.

**APPLY My TURN** Have partners read the words on the bottom of p. 212 in the *Student Interactive*.



**ELL Targeted Support Vowel Sound in *foot*** Students may have difficulty distinguishing between the sound /ü/ spelled oo and the sound /ü/ spelled oo. Provide extra practice for students to hear the difference between word pairs.

Say the words *took* and *tool*. Ask: **Which word has the sound /ü/?** (*took*) **Which word has the sound /ü/?** (*tool*) Then write the words and underline oo in each word. Say: **The letters oo can spell the sound /ü/ or the sound /ü/. We need to listen closely to words to know which sound to say when we see these letters.** **EMERGING/DEVELOPING**

Say the word pairs *cook/cool*, *food/foot*, and *nook/noon*. Ask students to raise their hands when they hear words with the sound /ü/ and clap when they hear words with the sound /ü/. Then write the word pairs to discuss how both sounds can be spelled oo, so it's important to listen to the sounds in words. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *mother*, *father*, *picture*, *another*, and *through*. Remind students they need 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.
- Ask students to write the words in a notebook.

mother

another

father

through

picture

STUDENT INTERACTIVE, p. 212

PHONOLOGICAL AWARENESS | PHONICS **Read Together**

### Segment and Blend Sounds

**SEE and SAY** Say each picture name. Say each sound in the word. Then blend the sounds to say the word.



Students should say **bull, book, hood**.

### Vowel Sound in foot

The letters **oo** and **u** can make the vowel sound in **foot**.

**MY TURN** Read these words.

**p u t**      **g o o d**



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# Spelling: Spell Words with the Vowel Sound in *foot*

## OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

### SPELLING WORDS

book	shook
full	put
good	pull
stood	push

### HIGH-FREQUENCY WORDS

another  
through

### ELL Targeted Support

#### Vowel Sounds in *foot*

Write *stood* and *push*. Read the words as you underline the *oo* in *stood* and the *u* in *push*. Have students tell how the sound /ù/ is spelled in each word. **EMERGING**

Say words with the sound /ù/. Ask students to spell the words, reminding them that the sound can be spelled *oo* or *u*. **DEVELOPING**

Ask students to write as many words as possible with the vowel sound they hear in the word *foot*. Then have students share their words with the class. **EXPANDING**

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Read aloud the words and sentences. Have students write each word.

#### Spelling Sentences

1. The **book** is on the table.
2. The pool is **full** of water.
3. It is **good** to be polite.
4. Marie **stood** by her desk.
5. I **shook** from the cold.
6. **Put** your books in your desk.
7. Can you **pull** the wagon?
8. **Push** the chair to the wall.

#### HIGH-FREQUENCY WORDS

9. Do you want **another** piece?
10. She walked **through** the door.

### LESSON 2

#### Teach

**FOCUS ON STRATEGIES** Explain that most of the spelling words have the sound /ù/ spelled *oo* or *u*.

**MODEL AND PRACTICE** Write or display the words *book* and *full*. Say each word aloud and point out that *book* has the sound /ù/ spelled *oo* and *full* has the same sound, but it is spelled *u*.

**APPLY My TURN** Have students complete the activity on p. 215 in the *Student Interactive*.

The screenshot shows a page titled "SPELLING" with a "Read Together" icon and "FOUNDATIONAL SKILLS". The main heading is "Spell Words with the Vowel Sound in foot". Below it, it says "The vowel sound in **foot** can be spelled **oo** or **u**." There is a "MY TURN" icon and the instruction "Sort and spell the words." The page is divided into two columns. The left column is for the vowel sound "oo" and lists the words: book, good, stood, shook. The right column is for the vowel sound "u" and lists the words: full, put, pull, push. On the far right, there are two boxes: "Spelling Words" which lists all the words from both columns, and "My Words to Know" which lists "another" and "through". A page number "215" is in the bottom right corner.

Use the leveled support in the side column for additional support for ELLs.



## FLEXIBLE OPTION

## LESSON 3

## Review and More Practice

**FOCUS ON STRATEGIES** Remind students that the vowel sound they hear in the word *foot* can be spelled *oo* or *u*.

**MODEL AND PRACTICE** Write or display the following sentences. Have students work in pairs to fill in the blanks.

1. What \_\_\_\_ movies have you seen? (good)
2. He \_\_\_\_ the cup away. (put)
3. She \_\_\_\_ the bottle. (shook)
4. I \_\_\_\_ the wagon. (pull)

**APPLY** Have students complete *Spelling* p. 306 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**

Words with the Vowel Sound in foot  
The letters oo or u can spell the vowel sound in foot.

Spelling Words				
book	good	shook	pull	another
full	stood	put	push	through

**MYTURN** Write u or oo to complete the words.

1. good
2. full
3. push
4. shook
5. book
6. stood
7. put
8. pull

**MYTURN** On the back, write a sentence for each word from the box that was not used above.

Grade 1, Unit 5, Week 6  
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## FLEXIBLE OPTION

## LESSON 4

## Spiral Review

**FOCUS ON STRATEGIES** Have students recall the previous spelling words with endings.

**MODEL AND PRACTICE** Write the following words, and have students read them aloud to you: *baby, babies, city, cities, give, giving, baking, living*.

**APPLY** Have pairs work together to sort the words into two groups. One group should be words that change *y* to *i* before adding the ending. The second group should be words that drop the final *e* before adding the ending. Then have them identify the words that are left. Ask: **What would you label the group that is left?** (They are words without endings.)

**Project-Based Inquiry** As students proofread their writing, remind them to check their spelling, including the spelling of words with endings.

## LESSON 5

## Assess Understanding

Use the following sentences for a spelling test.

## Spelling Sentences

1. It is fun to read a good **book**.
2. I am **full** from eating dinner.
3. That was a **good** movie.
4. We **stood** in line for a long time.
5. Mom **shook** the crumbs off the tablecloth.
6. Where did you **put** your homework?
7. Try not to **pull** a thread in your sweater.
8. I can **push** the cart.

## HIGH-FREQUENCY WORDS

9. I have **another** sheet of paper.
10. The ball came **through** the window.

# Word Work

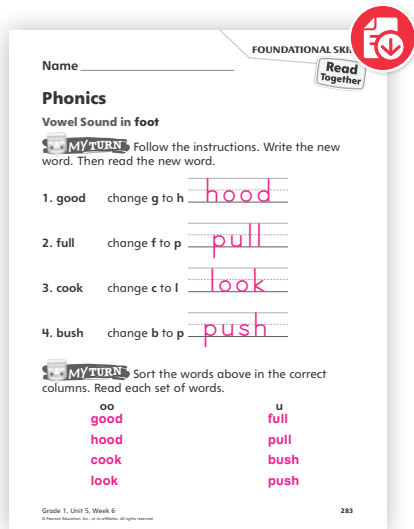
## OBJECTIVES

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 words with the vowel sound in *foot*, use *Phonics* p. 283 from the *Resource Download Center*.



*Phonics*, p. 283

## Phonics: Decode and Write Words with the Vowel Sound in *foot*

### Minilesson

**FOCUS TURN, TALK, AND SHARE** Tell students that the vowel sound in *foot* can be spelled *oo* or *u*. Then have partners practice decoding the words at the top of p. 213 in the *Student Interactive*.

**MODEL AND PRACTICE** To help students practice words with the sound /ù/ spelled *oo* or *u*, write the following words on the board.

b	—	—	k
p	—	s	h
c	—	—	k
w	—	—	d
b	—	s	h

Say *book* slowly and have students repeat the word. Then point to the blank lines in *b\_\_k* and ask: **What letters could go in the blank to make a word that means something you can read?** (*oo*) Write *oo* on the lines and read the word slowly. Continue by asking students to fill in the letters on the lines to create words with the following meanings.

- shove something (push)
- make food (cook)
- what a tree is made of (wood)
- a plant (bush)



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete the rest of p. 213 and p. 214 in the *Student Interactive*.

**OPTION 2 Independent**

**Activity** Have students decode and write these words with the sound /û/ spelled *oo* or *u*: *took, full, cook, bull, look, pull*. Write the words on the board or on paper strips for each student. Have students read the words and then write the words on a sheet of paper. Students can also use Letter Tiles to form the words.

**QUICK CHECK**

**Notice and Assess** Are students able to decode and write words with the sound /û/ spelled *oo* and *u*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T444–T445.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T444–T445.

## HIGH-FREQUENCY WORDS

Write and then read this week's high-frequency words: *mother, father, another, through, picture*.

Have students

- spell the words.
- use the words in sentences.

STUDENT INTERACTIVE, p. 213

**Read Together** FOUNDATIONAL SKILLS

### Vowel Sound in foot

**TURN and TALK** Read these words.

took	cook	look
full	pull	bull

**MY TURN** Say each picture name. Circle the word that names the picture.

book	back	bull	ball
bash	bush	hook	hot

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STUDENT INTERACTIVE, p. 214

**PHONICS** **Read Together**

### Vowel Sound in foot

**MY TURN** Read the sentences. Highlight words with the same vowel sound as **foot**.

Butch is my pet bull.

He can pull rocks from the brook.

He can push wood logs.

Butch sleeps in a nook in the barn.

**MY TURN** Write a new sentence about Butch the bull.

Butch the bull \_\_\_\_\_

Possible response: \_\_\_\_\_

is a good pet.

The letters **oo** or **u** can make the vowel sound you hear in **foot**.

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Use the  **QUICK CHECK** on p. T443 to determine small group instruction.

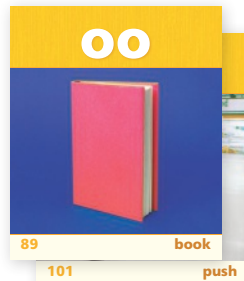
# Teacher-Led Options

## Word Work Strategy Group

### VOWEL SOUND IN FOOT

**Sound-Spelling Cards** Display Sound-Spelling Card 89 (*book*).

Say: *The word book has the vowel sound /û/ spelled oo.* Repeat with Sound-Spelling Card 101 (*push*) for /û/ spelled *u*.



Display the words *look, put, shook, bull, took, bush*. Have students read the words. Then ask them how the vowel sound is spelled in each word.

### ELL Targeted Support

Write and read these words with students: *bull, hood, cook*. Guide them to name the letters that spell the sound /û/. Then have them illustrate one word and dictate a label for their drawing.

### EMERGING

Ask students to list words they know with the vowel sound they hear in the word *foot*. Help them spell the words as necessary. Then have them choose a word to illustrate. Have them label their drawing. **DEVELOPING**

Ask students to list words they know with the vowel sound they hear in the word *foot*. Then have them choose two words to illustrate and label. **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 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? (û) 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 (/û/), and new (/û/).
- 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/	/ûû/	/ûû/
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 *oy* 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? (oi) 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.

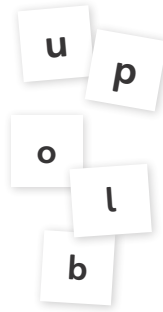
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them form these words: *put*, *hook*, *look*, *push*, *book*, *bull*. Then have students tell how the vowel sound is spelled in each word.



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

### Decodable Reader



Have students read and listen to the Decodable Reader *The Big Game*. The story will help reinforce students' understanding of words with the vowel sound in *foot* and high-frequency words.

Have student practice reading high-frequency words before reading and listening to the Decodable Reader *The Big Game*. 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 so the other student can begin.

### High-Frequency Words

Have students write this week's high-frequency words on word cards. Have partners take turns holding up a card for the other student to read and then use in a sentence.

### Centers



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

## Decodable Reader

**The Big Game**  
Written by Rachel Walker

Decodable Reader  
59

**Vowel Sound in foot: oo**  
good scrapbook stood  
looked shook took

**Vowel Sound in foot: u**  
full pushed  
put

**High-Frequency Words**  
another off was  
father pictures what  
mother through year

81

This was the last ball game of the year for Luke. His mother and father stood on the sidelines.

82

The teams pushed through the gate. Then they shook hands.

83

The Rams hit the ball first. Luke was a good catcher.

84

The ball fell. Luke picked it up and ran at full speed. What a good play!

85

The Rams hit the ball very high. Luke put out his arm and looked up.

86

He got up and shook off the dirt. Luke would try to catch another time.

87

Luke and the Wildcats scored more. His mother and father took pictures to put in the scrapbook.

88

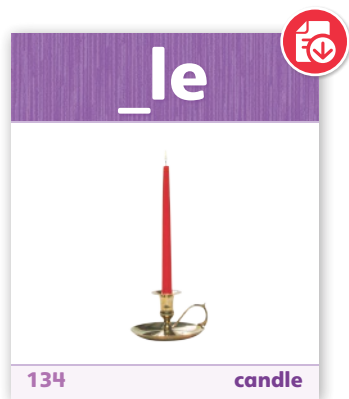
# Word Work

## OBJECTIVES

Manipulate phonemes within base 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 134

## Phonological Awareness: Manipulate Sounds

**SEE AND SAY** Point to the picture of a pan on p. 216 in the *Student Interactive*. Say: *This is a picture of a pan. Listen as I say the sounds in pan: /p/ /a/ /n/. Now let's manipulate the sounds. When you manipulate sounds, you move, or switch, the sounds to different places. Let's switch the first sound /p/ and the last sound /n/: /n/ /a/ /p/, nap.* Then have students repeat with the pictures for *pot (top)* and *mane (name)*.

**PRACTICE** Have students manipulate the phonemes in each word to say a new word: *dome (mode)*, *side (dice)*, *peek (keep)*.

## Phonics: Decode Words with Final Syllable -le

### Minilesson

**FOCUS** Use Sound-Spelling Card 134 (*candle*) to introduce final syllable *-le*. Write the word *candle* on the board and read it aloud. Say: *A consonant and the letters le at the end of a word form one syllable.* Point to and read the word *candle* again. Say: *In the word candle, the letters dle, the consonant d with the letters le, form a syllable.* Write the word *candle* in syllables: *can dle*. Have students say each syllable. Then have them blend the syllables to say the word *candle*.

**MODEL AND PRACTICE** Write the word *handle* on the board and read it aloud. Have students say the word. Then have students divide the word into syllables and tell how the last syllable is spelled. Continue with the following words:

tumble puzzle bottle snuggle

**APPLY My TURN** Have students practice decoding the word at the bottom of p. 216 in the *Student Interactive*.



# High-Frequency Words


## Minilesson

**FOCUS** Review this week's high-frequency words: *mother, father, picture, another, through*.


**MODEL AND PRACTICE** Display the word *picture*. Say: *This is the word picture. How many letters are in the word picture? Yes, there are seven letters. Let's name the letters together to spell the word.* Have students use the word in sentences. Repeat with the other high-frequency words.


**APPLY MyTURN** Have students identify, read, and write the high-frequency words on p. 217 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 216

PHONOLOGICAL AWARENESS | PHONICS 

### Manipulate Sounds

 **SEE and SAY** Say each picture name. Manipulate the sounds to make a new word. When you manipulate the sounds, you switch them around in a new order.



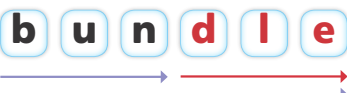
Student should say **pan, pot, mane, and then nap, top, name.**

### Final Syllable -le

A consonant and the letters **-le** at the end of a word form one syllable, such as the letters **dle** in **handle**.

**MYTURN** Read the word. Clap once for each syllable.

**b u n d l e**




Students should clap twice.

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STUDENT INTERACTIVE, p. 217


HIGH-FREQUENCY WORDS  FOUNDATIONAL SKILLS

### My Words to Know

Some words you will see a lot when you read.

**MYTURN** Read these words.

mother father picture another through

 **MYTURN** Complete each sentence with a word from the box. Read the sentences.

1. My mother and father will go on a walk.
2. They want to walk through the woods.
3. They will pose for a picture.
4. Then they can go on another walk.

217

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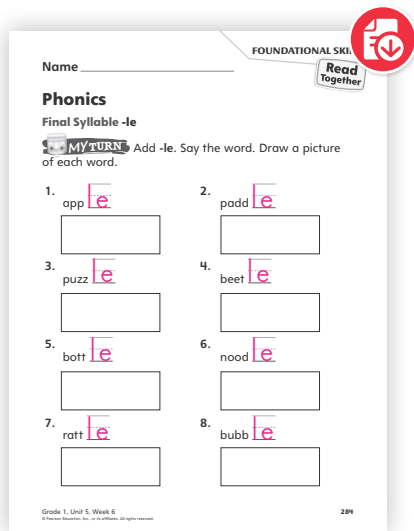
# Word Work

## 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 words with final syllable *-le*, use *Phonics* p. 284 from the *Resource Download Center*.



*Phonics*, p. 284

## Phonics: Decode and Write Words with Final Syllable *-le*

### Minilesson

**FOCUS TURN, TALK, AND SHARE** Remind students that a consonant plus the letters *le* at the end of a word form one syllable as in the word *candle*. Then have student pairs practice blending and reading the words on the top of p. 218 in the *Student Interactive*.

**MODEL AND PRACTICE** To help students practice recognizing and reading the final syllable *consonant + -le*, write the words below on the board. Have students read each word as you point to it. Model dividing the words into syllables and point out the *consonant + -le* spelling in each word. Monitor and correct as needed.

bundle	riddle	dazzle	cattle	sample	fizzle
rattle			settle	sparkle	

To check for comprehension, have students sort the words into the following columns. Write the column headings on the board and say the spelling of the final syllable. Then have students explain in which column each word belongs.

dle	zle	tle	ple	kle
bundle	dazzle	cattle	sample	sparkle
riddle	fizzle	rattle		
		settle		

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 218 and p. 219 in the *Student Interactive*.

**OPTION 2 Independent Activity** Write the words *ripple*, *beetle*, *noodle*, and *bubble* on the board. Have students write them on paper. Have students identify and underline the final syllable in each word. Then have them tell how the final syllable in each word is spelled.

### QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the final syllable *consonant + -le*?

#### Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T452–T453.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T452–T453.

STUDENT INTERACTIVE, p. 218

PHONICS
Read Together

### Final Syllable -le

**TURN and TALK** Read the words.

handle	middle	puzzle
gentle	simple	purple
bottle	little	struggle

**MYTURN** Look at the pictures and write the words on the lines. Be sure each word ends with the letters **-le**. Then read the words.

apple	beetle
noodle	bubble

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STUDENT INTERACTIVE, p. 219

Read Together
FOUNDATIONAL SKILLS

### Final Syllable -le

**MYTURN** Draw a line to divide the words into syllables.

rattle	sample
paddle	wiggle
giggle	jungle

Students should divide the words as follows: sam/ple, pad/dle, wig/gle, gig/gle, jun/gle.

**MYTURN** Write a sentence using a word with the final syllable **-le**.  
Possible response:

The joke made me giggle.

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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 Chinese, Korean, and Spanish may have difficulty distinguishing /û/ spelled *oo* in *foot* and /ü/ spelled *oo* in *food*. Help them practice saying and writing word pairs, such as these: *took/tool*, *cook/cool*.

## Read *Spring Rain*

**FOCUS** Have students turn to p. 220 in the *Student Interactive*. Say: *We are going to read a story today about a little boy named Woody who likes to play in the spring rain. In this story, we will read words with the same vowel sound as in the word *foot* and words with final syllable consonant + *-le*. Point to the title. Say: Today's story is called *Spring Rain*.*

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Before reading, remind students of this week's high-frequency words: *mother*, *father*, *picture*, *another*, *through*. Tell them that they will practice reading these words in the story *Spring Rain*. Display the words. Have students read them with you. Say: *When you see these words in today's story, you will know how to read them.*

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

Have students turn to p. 221 in the *Student Interactive*. *I see the first word is **Woody**. What letters spell the sound /û/?* Students should supply the answer the letters *oo*. Have students read and say the word *Woody* and then underline it. Repeat with the word *put* in the same sentence. Ask: *What other words have the same vowel sound as you hear in the word **book**?* Students should supply the words *pulled* and *look*. Have them underline all the words with the same vowel sound as *book*.

Have students turn to p. 222. Remind students that some words have a final syllable with a consonant and the letters *-le*. Ask: *Which words have the final syllable **-le**?* Students should supply the words *little*, *puddle*, and *giggle*. Have them highlight the words.

Have students turn to p. 223. Ask: *Which words have the same vowel sound as the word **book**?* Students should supply the words *Butch*, *Woody*, and *good*. Have them underline the words and identify the letter or letters that spell the vowel sound.



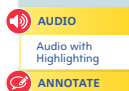
## STUDENT INTERACTIVE, pp. 220-221



## DECODABLE STORY

## FOUNDATIONAL SKILLS

## Spring Rain



220

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Woody put on his raincoat.  
He pulled on his rain boots.  
Look at that huge puddle!  
He walked through  
the middle.



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Read the story. Underline the four words with the same vowel sound as **book**.

221

## STUDENT INTERACTIVE, pp. 222-223



## DECODABLE STORY

## FOUNDATIONAL SKILLS

His mother laughed a little.  
His father took a picture.  
Woody saw another  
big puddle.  
With a giggle, he jumped in it.



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Highlight the three words with the final syllable **-le**.

222

His beagle Butch joins Woody.  
They like a gentle spring rain.  
It is good for the plants.  
It is also a lot of fun. Splash!



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Underline the three words with the same vowel sound as **book**.

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Use the  **QUICK CHECK** on p. T449 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### FINAL SYLLABLE *-le*

**Sound-Spelling Card** Display Sound-Spelling Card 134 (*candle*). Say: *The word candle has the final syllable -dle.*



Have student pairs make a picture book with labels of words with the final syllable *consonant + -le*. For example, students can include images of a candle, a puzzle, a handle, a bottle, a beetle, a bubble, and so forth.

### ELL Targeted Support


Have students learn the relationships between sounds and letters when writing words with *consonant + -le*.

Display the *bubble* Picture Card. Work with students to say the syllables and write the letters for each sound. Help them focus on the letters that spell the final syllable *-ble*. **EMERGING**

Display the *bubble* and *puzzle* Picture Cards. Have partners say the sounds and write the letter or letters for each sound. Help them focus spelling and writing the letters for the final syllable. **DEVELOPING**

Display the *bubble*, *apple*, and *puzzle* Picture Cards. Ask students to write the words that name the pictures. Then have them underline the letters that spell the final syllables. **EXPANDING**

Display the *bubble*, *apple*, and *puzzle* Picture Cards. Ask students to write the words that name the pictures. Then have them write other words with the final syllables *-ble*, *-ple*, or *-zle*. **BRIDGING**

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

## Intervention Activity

### SYLLABLE PATTERNS

Use Lesson 24 in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL B • PRACTICE AND ASSESS

**Lesson 24 Syllable Patterns**

**REMINDE STUDENTS THAT...**

- they know there are different syllable types.
- they can use what they know about different syllable types to read and spell words.

**WORD LIST**

- kettle
- basket
- sister
- napkin
- able

**PRACTICE 1: Syllable Patterns VC/CV and V/CVCV** Follow the routine to review the VC/CV syllable pattern and to introduce the V/CVCV pattern.

**Routine**

**1. Introduce the strategy.**

Write and read aloud *picture* and have students say the word several times. This word has two syllables. You know the word can be divided between the two consonants. Then write and read aloud *table* and have students say it. This word also has two syllables, but it is not divided between the consonants. That is because the word ends in *-le*. When a word ends in *-le*, think of those letters as strong. They are strong enough to pick up the consonant in front of them to make a syllable. Say it in *table* with me: *to-ble*.

**2. Model the strategy.**

Write *little*. I see that this word ends in *-le*, so I remember that the *t* in front of those letters goes with them to form the syllable *tle*. So now I say the word: *lit-tle*. Yes, that makes sense. Say the syllables and then the word with me: *lit-tle, little*.

**3. Guide practice.**

Write *picture*. Where would you break the word into parts? (between *c* and *t*) Say the syllables: *pic-ture*. Now blend the syllables and say the word: *picture*. Repeat with *under, kitten*, and *picnic*. Then practice with the words *handle* and *giggle*.

For additional practice, use the Word List in the side column.

Have students cut apart the word cards on Student Page S142. Have pairs read each word, decide where it breaks into syllables, and draw a line between the syllables.

rabbit	panda	mitten
dinner	cable	inside
bottle	hammer	sentence

**MONITOR PROGRESS** Write the following sentences: *What will happen if I walk in a puddle? I will get my new cotton pants wet!* Have students identify the words with two syllables.

**IF...** students do not recognize *happen, puddle*, and *cotton*, **THEN...** review the routine and the practice words in the lesson.

T • 142 Phonics, Morphology, and Spelling

## Intervention Activity

### PHONOLOGICAL AWARENESS

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

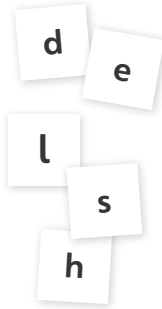
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Hand out Letter Tiles to students. Ask them to form these words: *gentle*, *struggle*, *purple*, *puzzle*, *handle*. Then have students read each of the words and name the final syllable in each word.



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

### Decodable Reader



Have students read and listen to Decodable Reader *What a Good Year!* The story will help reinforce students' understanding of words with the final syllable *-le* and high-frequency words.

After reading *What a Good Year!*, have students place a sticky note near high-frequency words and words with the final syllable *-le* in the text. Then have students write the words in their notebooks.

### Centers



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

## Decodable Reader

**What a Good Year!**  
Written by Shonda Parr

Decodable Reader  
60

**Final Stable Syllable -le**  
bundles samples table  
little simple

**Vowel Sound in foot: oo**  
cook hoods took  
good stood wood

**High-Frequency Words**  
another of together  
father picture year  
mother through

89

It was the end of the year.

90

A man took the last group picture. The kids all stood by the table with a big card.

91

It was a good year!

92

Kids made books full of pictures. Each page was a sample of what they did this year.

93

Every book was put together as a gift for a mother or father.

94

The group learned to cook. They made simple little hoods out of bundles of wool.

95

They waved to one another. They went through the gate one last time.

96

# 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.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 290 from the *Resource Download Center*.

FOUNDAITIONAL SK Read Together

Name \_\_\_\_\_

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

father mother another picture through

**MY TURN** Read the words in the box. Write a word to complete each sentence. Then read the sentences.

1. My mother had one dog.
2. My father had three dogs!
3. I see a picture of the dogs.
4. I ask, "Can I have another dog?"
5. I want to run through the park with them.

Grade 1, Unit 5, Week 6  
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*My Words to Know*, p. 290

## Phonological Awareness: Segment and Blend Phonemes

**MODEL** Explain that segmenting means to say each sound in a word. Blending is when you put all the sounds together to say a word.

Listen as I segment the sounds in the word *brake*: /b/ (pause) /r/ (pause) /ā/ (pause) /k/. Then blend the sounds to say the word. Have students blend the sounds with you. Continue with the word *brick*.

**PRACTICE** Using the following words, have students listen to each word, segment the sounds in the word, then blend the sounds to say the word: *strand, boot, shout, soup, sick, snow, puddle, tone*.

## Phonics: Spiral Review Open and Closed Syllables; Vowel Team oo, ou

### Minilesson

**FOCUS** Open syllables end in a long vowel sound. Closed syllables are closed off by a consonant and have a short vowel sound. The vowel sound /ü/ can be spelled *oo* in *boot* or *ou* in *soup*.

**MODEL AND PRACTICE** Write each of the words listed below. Have students read the words and point out the open or closed first syllable or the letters that spell the sound /ü/.

robot	never	lemon	frozen
room	you	soup	boot

**APPLY** Have pairs say or write other words they know with the vowel teams *oo* and *ou*. Ask volunteers to share their words with the class. Then have them write and read other VCV words they know with an open or closed first syllable, such as *wagon* or *pilot*.



**ELL Targeted Support Syllable Patterns** Some students whose home language is monosyllabic may pronounce two-syllable words as two separate words. Have students practice saying multisyllabic words. Create word cards with these word parts: *lem, on, ze, bra, ro, bot, wag, on*.

Work with students to put the various word parts together to make complete words. Explain that each word part is a syllable, and when you put the syllables together, you blend them together to say a word. **EMERGING**

Have partners work together to make words using the word cards. Explain that each word card has a syllable. Review what open and closed syllables mean for the vowel sound. Then guide students to read the words. **DEVELOPING**

Have students put the word cards together to make words. Ask them to read the final word and use the words in sentences. Point to each first syllable, and ask students if it is an open or closed syllable. If necessary, review what open and closed syllables mean before students respond. **EXPANDING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words they will hear and see over and over in texts. Write each high-frequency word on the board: *mother, father, picture, another, through*. 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. Then 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.

Participate in shared research and writing projects.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

## RESEARCH ARTICLES

<b>Summer and Winter Sports</b>	<b>390L, 450L, 590L</b>
Happy in Hawaii	380L, 410L, 570L
Shine On, Sunshine!	360L, 430L, 580L

See the *Small Group Guide* for additional information on how to distribute the articles.

## ELL Language Transfer

**Adjectives** In Spanish, adjectives may follow nouns, such as in the name *Río Grande*, or “big river.” Have students practice saying or writing the following adjectives before nouns in English: *cold, soft, fast, wet*.

## Introduce the Project

Tell students that they will write and perform a short play to persuade an audience that a season of their choice is the best. Display p. 224 in the *Student Interactive*, and read aloud the prompt. Guide students in building background knowledge and setting a purpose for the project.

### CRITICAL LITERACY

### Build Background

**Read-Pause-Make Connections** Distribute copies of “Summer and Winter Sports.” Use the research article to help students build background knowledge about seasons. Have students take turns reading a paragraph and sharing connections to the text. Write these stems on the board.

- In this season, I . . .
- This reminds of a time when . . .

Ask pairs to share their connections with the class.

### COLLABORATE

Have pairs discuss what they do or do not like about each season. Ask students to generate two research questions about seasons. Explain that students will develop a plan for research with a partner. A research plan tells the steps for the project. Point out the first step of the Best Season Research Plan on p. 225 in the *Student Interactive*. Ask questions to help students develop a plan.

## Use Academic Words

### COLLABORATE

Review the Academic Vocabulary words *sense, expect, process, and information* with students. Have them use the words to talk about the background images on pp. 224–225. Encourage students to think about which words they can use in their play.



### EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Reading often puts students in contact with other people, but writing puts students in contact with themselves. Writing is the true intellectual exercise and has a wide range of benefits for students.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** On the board, draw a four-square chart with a circle in the center. Label the center circle “Seasons.” Elicit the names of the seasons from students, and write each season name in one square in the chart. Have students describe the weather, landscape, and activities for each season. Then have students use the chart to determine which season they like best, and generate two questions about seasons.

**OPTION 2 Extend** Have pairs complete a KWL chart about what they know about seasons, what they want to know, and what they learn from the research article.

## ELL Targeted Support

Have students review the definitions of the Academic Vocabulary for the unit. Help students discuss seasons with a partner using sentence frames, such as: *The information I want to know is \_\_\_\_\_. I expect that \_\_\_\_\_.* *The first step in the process is \_\_\_\_\_.* *This season, I sense that \_\_\_\_\_.*

**NEXT STEPS** Assist students by having them continue to develop and follow a research plan with a partner. Invite partners to share their research plan in small groups. Make sure that students can cross off the first step by choosing a season and generating questions for research. Explain that students will learn more about persuasive writing and finding sources in the following lessons.

STUDENT INTERACTIVE, pp. 224–225

**INQUIRE**

# The Best Season

**Activity**

Choose a season of the year. Write and perform a short play to persuade an audience that this season is the best.

**RESEARCH**

**Let's Read!**

This week you will read three articles about seasons.

- 1 Summer and Winter Sports
- 2 Happy in Hawaii
- 3 Shine On, Sunshine!

**COLLABORATE** With a partner, talk about which season is the best. Ask two questions for research.

224

**Read Together** PROJECT-BASED INQUIRY

## Use Academic Words

**COLLABORATE** Talk about the pictures with your partner. Respond using the academic words.

**COLLABORATE** With a partner, develop, or make, a research plan.

### Best Season Research Plan

Ask questions.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

225

# Explore and Plan

## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## Explore Persuasive Writing

Help students recall that authors write persuasive texts to convince readers to think or do something. As students read the research article “Happy in Hawaii,” have them discuss what the author is trying to persuade readers to think or do.

### RESEARCH ARTICLES

Summer and Winter Sports	390L, 450L, 590L
<b>Happy in Hawaii</b>	<b>380L, 410L, 570L</b>
Shine On, Sunshine!	360L, 430L, 580L

See the *Small Group Guide* for additional information on how to distribute the articles.

## CUSTOMIZE IT!

Have students think about the persuasive texts they have read in the past. Guide them to discuss how the authors try to convince readers. Then ask students to imagine ways they can convince their readers.

### CRITICAL LITERACY

### Challenge the Text

Distribute copies of the research article. Explain that students will read critically to understand the author’s purpose for writing the text. Have students take turns reading paragraphs aloud with a partner. After reading, have students discuss the prompts below.

- What is the topic of this article?
- What does the author want us to think about the topic?
- Who do you think this article is written for?
- What reasons does the author give to persuade readers?

Record students’ responses. Facilitate a discussion about characteristics of persuasive text.

### COLLABORATE

Have students work in pairs to write responses to the prompts on p. 226 in the *Student Interactive*.

### Write for a Reader

**Audience** Remind students that they should be considering their audience as they begin writing their plays. Ask guiding questions, such as: *Who will you perform your play for? What do you want them to think or do? How will you convince your audience to think or do that?*



**ELL Targeted Support Listening Comprehension** Preteach vocabulary words from the article to support students' understanding.

Show a map of the United States. Have students listen as you point out Hawaii on the map, and explain that it is a state made up of several islands. **EMERGING**

Read the article aloud for students. If they hear an unfamiliar word, have them raise a hand. Then write the word on the board and give a definition. **DEVELOPING**

Have students scan the article for unfamiliar words. Define words as students listen so they can point out and write the unfamiliar words on the board with their definitions. **EXPANDING**

Have students scan the article for unfamiliar words. Have them listen as you say the words and give their definitions. Then have students use the words in sentences. **BRIDGING**

**NEXT STEPS** Explain that students will conduct research for their plays. Remind them that they will look for answers to their research questions, and they will use the information to write their persuasive plays.

STUDENT INTERACTIVE, p. 226

EXPLORE AND PLAN

Read Together

### Power to Persuade

Sometimes authors write to persuade, or convince, readers to think or do something.

COLLABORATE Read "Happy in Hawaii" with a partner. Write your responses.

Possible response: \_\_\_\_\_

The author wants me to **think that living in** \_\_\_\_\_

**Hawaii is better than living in Alaska.**

One reason why the author would rather live in \_\_\_\_\_

Possible response: \_\_\_\_\_

Hawaii is **because Hawaii is colorful.** \_\_\_\_\_

Did the author persuade you?  Yes  No

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# Conduct Research

## OBJECTIVES

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

Identify and gather relevant sources and information to answer the questions with adult assistance.

## Search Online

**TEACHING POINT** Tell students that a relevant source has information that will help them answer questions. Students will gather, or collect, a list of relevant Web sites to use to find information to answer their questions. Explain that they will use key words or phrases to find Web sites. Use the Model and Practice to help students search for a Web site.

**MODEL AND PRACTICE** Remind students that their task is to write a play to persuade an audience that a certain season is better than the rest. Explain that to search online, students must come up with key words, or important words, that relate to their research questions or season. The key words will help them identify and gather relevant sources.

Model brainstorming key words and phrases. Say: *The season I want to research is summer. I have two questions about summer: What are fun things to do in summer? Why are days longer in summer?* Write the topic and questions on the board. Say: *Now I will come up with key words and phrases using my topic and questions. Key words are important words that I will use to search online. They help narrow my topic so that I can find exactly what I need.* Underline the phrase *things to do in summer*. Explain that some key words or phrases, like the underlined phrase, can be found directly in the research question. Other key words will have to be determined using related words. Underline the phrase *days longer in summer*. Say: *Using this phrase, I will write the key words long summer days. What other key words or phrases can we come up with?* Guide students as you brainstorm search words.

Show students how to access a student-friendly Web site. Demonstrate finding the search box and typing in key words from the model and practice. Then show students how to identify and gather relevant sources, or Web sites.

**COLLABORATE** Have student pairs work collaboratively to write their season and one question about their season on p. 227 of the *Student Interactive*. Then have them brainstorm key words or phrases to use to identify and gather relevant sources. Tell them to follow rules for discussion, including listening to each other, speaking when recognized, and making appropriate contributions.



### EXPERT'S VIEW Julie Coiro, University of Rhode Island

“Talking and conversation are important elements of reading and building understanding. Rather than having kids working individually on a computer with a headset on, students should be collaborating, talking, discussing, and questioning. Reading on the Internet often involves two students sitting at one computer and making sense of information together. This develops a collaborative give and take—questioning, thinking, responding.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle to write key words and phrases based on their questions, have them practice determining key words from their topic using word webs. In the center, have them write their season. Then have students write important words related to their season in the surrounding circles.

**OPTION 2 Extend** After students complete p. 227, allow them to begin searching online using their key words and phrases.


## ELL Targeted Support

Allow students to use their home language to brainstorm key words for their online search. Then have them write the key words in English. Group students who have chosen the same season. Have them share their key words with their groups.

**NEXT STEPS** Have students finalize their topics and research questions. Explain that they will begin writing their persuasive plays in the next lesson.

STUDENT INTERACTIVE, p. 227

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY

**Search Online** 

A **relevant source** has information that will help you answer questions. A Web site is one kind of source. You can use key words and phrases to search for relevant Web sites. Then you can gather, or collect, a list of Web sites you will use in your research.

**Possible response:**

My season is **summer.**

One question about my season is  
**Possible response:**

1. **What are fun things to do in**  
**summer?**

**COLLABORATE** Write key words and phrases you will use to find and gather relevant sources.  
**Possible response:**  
**sunshine, longest day of the year,**  
**summer activities**

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# Collaborate and Discuss

## OBJECTIVES

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

Identify and gather relevant sources and information to answer the questions with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

## RESEARCH ARTICLES



Summer and Winter Sports	390L, 450L, 590L
Happy in Hawaii	380L, 410L, 570L
<b>Shine On, Sunshine!</b>	<b>360L, 430L, 580L</b>

See the *Small Group Guide* for additional information on how to distribute the articles.

## CUSTOMIZE IT!

Have students write a persuasive movie script instead of plays. Students can add acting directions to characters in the middle of the dialogue. They can draw pictures of the sequence of events to create a storyboard. Have students think about what they want the audience to see as they visualize their movie.

## Analyze Student Model

**TEACHING POINT** Direct students to the student model on p. 228 and read the play aloud. Use the Model and Practice to discuss characteristics of persuasive plays.

**MODEL AND PRACTICE** Say: *A play has a title and characters and dialogue. It may tell the setting.* Have students identify the title, setting, and characters in the student model. Point out the special formatting of the character names and dialogue. Then say: *A persuasive play uses the dialogue between characters to convince the audience to think or do something. What does the author want the audience to think?* Help students identify the author’s opinion and supporting reasons.

## CRITICAL LITERACY

### Compare Viewpoints



Distribute copies of “Shine On, Sunshine!” Use the research article to help students discover how sunlight affects mood. Instruct pairs to take turns reading aloud the article. When they are finished, have them complete the following tasks:

1. Write two interesting facts from the article.
2. Explain why someone might like summer better than winter.
3. Tell one way this article is the same and one way this article is different from “Happy in Hawaii.”

## Create a Fact Sheet

**COLLABORATE** Students will encounter a multitude of facts during their research. Explain that they should identify and gather relevant information that answers their questions. Tell students that, by answering the questions, they demonstrate an understanding of the information they gathered. Have students review their inquiry questions. On p. 229, ask student pairs to demonstrate, or show, their understanding of the information they identified and gathered by writing three facts about their seasons from their sources. Invite pairs to tell how their facts answered their questions.

**ELL Targeted Support Express Opinions** Provide sentence frames to help students express their opinions through dialogue.

Model by saying: *I think the best season is summer. It is warm and we can swim. What do you think is the best season?* Provide a sentence frame for students to communicate their opinions: *\_\_\_\_\_ is the best season because \_\_\_\_\_.* **EMERGING**

Use the student model to make an outline of a persuasive play for students to fill in. Encourage pairs to take turns expressing their opinions through dialogue. **DEVELOPING**

Provide sentence starters for an opinion, reasons, and facts to help students discuss dialogue for a play. Then have students read their dialogue aloud. **EXPANDING**

Have pairs work together to write a persuasive play. Challenge pairs to incorporate as many convincing facts from their research as possible. Then have students read their plays to the class. **BRIDGING**

**NEXT STEPS** Explain that students will revise and edit their persuasive plays before performing them for the class. Check in with each student pair to be sure they are on track to complete their plays before the end of the day.

STUDENT INTERACTIVE, pp. 228–229

<p>COLLABORATE AND DISCUSS </p>	<p>REFINE RESEARCH  PROJECT-BASED INQUIRY </p>
<p><b>Persuasive Play</b> A persuasive play can use characters and dialogue to persuade the audience to think or do something.</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p style="text-align: center;"><b>Summer Is the Best</b></p> <p><b>Setting</b> Carla's backyard in winter</p> <p><b>Carla:</b> I'm cold! The pool is ice. Snow is everywhere.</p> <p><b>Brooks:</b> Summer is <span style="background-color: #ADD8E6;">What the Author Wants Readers to Think</span></p> <p>the best season. <span style="background-color: #FFD700;">It is always warm. We could go swimming in the pool!</span> <span style="background-color: #FFD700;">Reasons</span></p> <p><b>Carla:</b> <span style="background-color: #FFD700;">In summer, it is sunny. Every day is happy and bright.</span></p> <p><b>Brooks and Carla:</b> <span style="background-color: #90EE90;">It should be summer all the time!</span> <span style="background-color: #90EE90;">Persuasive Phrase</span></p> </div> <p style="font-size: small; text-align: right;">Copyright © Savvas Learning Company LLC. All Rights Reserved.</p>	<p><b>Just the Facts</b> When you identify and gather information, you find facts that answer your questions.</p> <p> <b>COLLABORATE</b> Gather three facts about your season from your relevant sources.</p> <p><b>Possible responses:</b></p> <ol style="list-style-type: none"> <li>1. <span style="background-color: #FF69B4;">The longest day of the year is in</span> _____ <span style="background-color: #FF69B4;">summer.</span> _____</li> <li>2. <span style="background-color: #FF69B4;">Earth is tilted toward the sun in</span> _____ <span style="background-color: #FF69B4;">summer.</span> _____</li> <li>3. <span style="background-color: #FF69B4;">You can see fireflies in the</span> _____ <span style="background-color: #FF69B4;">summer.</span> _____</li> </ol> <p> <b>COLLABORATE</b> Discuss how your facts answer your questions.</p> <p style="font-size: small; text-align: right;">Copyright © Savvas Learning Company LLC. All Rights Reserved.</p>
<p>228</p>	<p>229</p>

# Extend Research

## OBJECTIVES

Edit drafts using standard English conventions, including past and present verb tense.

Edit drafts using standard English conventions, including prepositions

## CUSTOMIZE IT!

Have students record their plays as movies. Help students use a student-friendly video editor to show the title at the beginning of their movie and add credits at the end of the movie. Encourage students to add special effects to their movies using a video editor or simple camera tricks.

**Primary Source** SCIENCE



Go to [SavasRealize.com](https://www.savasrealize.com) for primary sources that will help students with their research.

## Explore Props and Costumes

**COLLABORATE** Have students turn to p. 230 in the *Student Interactive*. Point to the picture and say: *You add different things to your performance to make your play more fun for your audience. Costumes are special clothing worn by actors to show what their character is like. Props are objects that actors use on stage. A visual is a large drawing that can show the setting or other things to help the audience imagine a part of the play.* Have pairs discuss what props, costumes, and visuals they will use for their play. Provide supplies for students to begin creating materials for their performance.

## Revise

**COLLABORATE** Have students read their persuasive plays aloud to a partner. Students should use the checklist on p. 231 to evaluate their plays and provide constructive feedback. Ask students to check that their opinion persuades readers that their season is the best.

## Edit

**COLLABORATE** Define *past tense*, *present tense*, and *preposition* for students. Give examples of each. Tell students to read their plays again and check for correct verb tense and prepositions.

## Write for a Reader

**Audience** Have students make sure that their plays will be understandable and enjoyable to their intended audience. Remind them to make sure that their reasons will be convincing to the people they want to persuade.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle to edit their plays, write sentences on the board with mistakes in verb tense or prepositions. Invite volunteers to correct the mistakes and explain their reasoning.

**OPTION 2 Extend** Have students practice performing their plays with their props, costumes, and visuals.

## ELL Targeted Support

Have students work in small groups to revise and edit their plays. Distribute copies of students' plays so all members of the group can follow along and mark up their copies.

**NEXT STEPS** Remind students that they will be performing their plays for the class. Encourage students to choose roles and practice performing their plays.

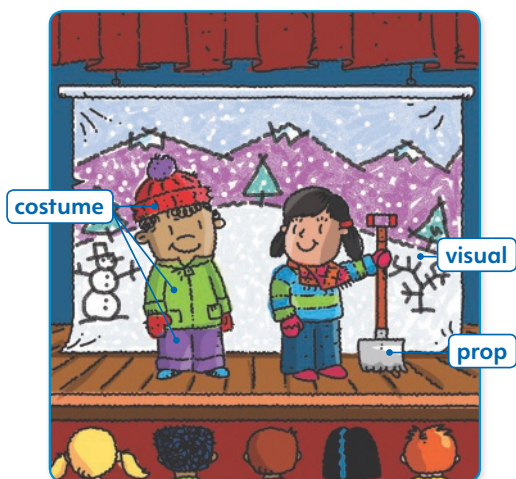
### STUDENT INTERACTIVE, pp. 230-231

EXTEND RESEARCH

Read Together

#### Set the Stage

Props, costumes, and visuals can help make your play more enjoyable for an audience.



**COLLABORATE** With a partner, talk about props, costumes, and visuals you can use to perform your play.

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COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

#### Revise

**COLLABORATE** Read your play with a partner.

##### Did you check your

opinion?	yes	no
reasons?	yes	no
persuasive words?	yes	no

Does your opinion persuade readers to think your season is best?



#### Edit

**COLLABORATE** Read your play again.

##### Check for

- past and present verb tense
- prepositions

231

# Celebrate and Reflect

## OBJECTIVES

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

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

Synthesize information to create new understanding with adult assistance.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

---

## CUSTOMIZE IT!

Set up the classroom like a movie theater and have a viewing party of students' movies. Invite students and teachers from other classrooms to view students' movies.

## ELL Access

Have small groups discuss their reflections on their plays and the unit. Ask them to share one thing they learned from writing their plays and one thing they learned about seasons this unit.

## Share

**COLLABORATE** Read aloud the options for sharing their persuasive play on p. 232 of the *Student Interactive*. Explain to students that they can choose a way to share their play. Say: *There are many ways to share our writing. We can think of the best way to present.* Explain that they can perform their play, read it aloud, or make a final copy for others to read and maybe perform.

Model introducing yourself and your play. Have volunteers introduce themselves and their plays. Model listening actively.

Invite students to explain why they chose their way to share their writing.

## Reflect

**MyTURN** Have students turn to p. 232 and complete the sentences. Model completing the prompts: *One thing I like about my play is how funny the dialogue is. The most fun part about this project is acting out my play with props and costumes.*

Encourage students to think about the steps in their research plan. Ask students to reflect on how well they executed each step. Use prompts, such as the ones below, to encourage reflection.

- Have students explain how their inquiry questions guided their research.
- Ask students to think about how they wrote their plays. Ask questions, such as: *What was the hardest part about writing your play? What would you do differently?*
- Have students recall their performances. Ask questions, such as: *How did your props, costumes, or visuals add to your play? If you had more time, what would you add to your performance?*



# 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: *How do the seasons affect us?* Then have them assess their progress on the Unit Goals.

**MyTURN Reflect on Your Reading** Invite students to return to the Compare Across Texts section on pp. 210–211 in the *Student Interactive* to reflect on the unit’s reading. Have students briefly summarize each text. Ask volunteers which text was their favorite and why.

**Reflect on Your Writing** Help students recount the writing they did in this unit. Ask students to reflect on their writing with prompts, such as: *Which type of writing did you most enjoy? Why? What did you like about writing a how-to book? What was difficult about writing a how-to book?*

## Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



### STUDENT INTERACTIVE, pp. 232–233

**CELEBRATE AND REFLECT**

**Share**

**COLLABORATE** Share your play.

- Perform your play using props, costumes, and visuals.
- Read your play aloud.
- Make a final copy for others to read.

**Reflect**

**MYTURN** Complete the sentences.

One thing I like about my play is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

The most fun part about this project 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**

My favorite text from this unit is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Reflect on Your Writing**

My favorite writing from this unit is \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# 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 *Moving with the Seasons*, 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. T469.
- 2 KNOW THE BOOK** Skim the book in advance, so that you are familiar with the details and can guide students' conversations when necessary.
- 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Briefly preview the book's main idea without giving away too much information. Then allow students to explore the book on their own.
- 4 ENJOY THE BOOK** Remember that Book Club is a time for students to learn to read for enjoyment. 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 conversations with club members as they share their observations and personal responses to the book.

★ **CONNECT TO THE THEME** To help students make text connections, you might help them choose a book related to the theme, *Beyond My World*, or the Essential Question for the unit: *How do the seasons affect us?* As a class, discuss how the book relates to both.

★ **CONNECT TO THE SPOTLIGHT GENRE** To help students focus on elements of informational text, consider helping them choose a book in that genre.






## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

- Moving with the Seasons* by Christopher Cheng 
- Toad Weather* by Sandra Markle 
- Ling & Ting: Together in All Weather* by Grace Lin
- Skip Through the Seasons* by Stella Blackstone
- Seasons* by Robin Nelson 
- Henry and Mudge and the Wild Wind* by Cynthia Rylant

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 from the reading.

**TEACHER'S ROLE** Since Book Club is a time for students to enjoy reading in an informal setting, the teacher's role should be as an observer and occasional facilitator, helping to focus or jump-start conversations among students.

**COLLABORATION** One key aspect of Book Club is the oral interaction among students. Model constructive conversation with sentence frames such as these. **SEL** SOCIAL-EMOTIONAL LEARNING

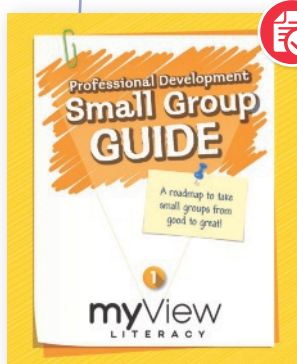
- I liked your idea about \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- Do you agree with me that \_\_\_\_\_?
- What do you think about \_\_\_\_\_?



### 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, and then they will meet with their Book Club group to explore more deeply what was read.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

**WEEKLY FOCUS** Over the course of Book Club, groups will discuss the book multiple times, focusing on three different aspects of the book.

**Text** Students discuss the text of the book. What information do they learn from the words the author uses?

**Images** Students study the book's photographs and graphics to see how they add to and fit with the words on the page.

**Design** Students examine the look of the pages, the visual connection between words and pictures, and the choices the designer 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 help you understand the topic?
- How do the photographs add information?
- How did the designer use color to draw your attention to important information?

# 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 of some questions that they can answer as a group.

**Connections** Students should make connections between the text, illustrations or photographs, and design, and their own experiences and background knowledge.

**Wonderings** Students should think of questions that they still have after looking at the text, images, and design. Create another Discussion Chart to record their connections and wonderings. Share the ideas with the whole class.

Talk about each Book Club's ideas when the whole class comes together.




## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

# BOOK

- Moving with the Seasons* by Christopher Cheng 
- Toad Weather* by Sandra Markle 
- Ling & Ting: Together in All Weather* by Grace Lin
- Skip Through the Seasons* by Stella Blackstone
- Seasons* by Robin Nelson 
- Henry and Mudge and the Wild Wind* by Cynthia Rylant

# 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, *Moving with the Seasons*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T468–T471, you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## *Moving with the Seasons*

**BOOK CLUB ROUTINE** Book Club will meet twice each week, during Small Group time. On each Book Club day, students will continue a collaborative discussion about the book, focusing on different elements from week to week.

**WEEKLY FOCUS** Over the course of Book Club, groups will consider different aspects of the book.

**Week 1: Text** Students will discuss the text of the book. What do they learn about the topic from the words on the page?

**Week 2: Pictures** How do the pictures contribute to students’ understanding of the topic?

**Week 3: Design** How does the designer use color, shape, and position of words and pictures to stress certain ideas and information?

**TEACHER’S ROLE** Since Book Club gives students a chance to read for fun, the teacher’s role should be as an observer and occasional facilitator, helping to restart stalled conversations or keep students focused.



### **EXPERT’S VIEW** Frank Serafini, Arizona State University

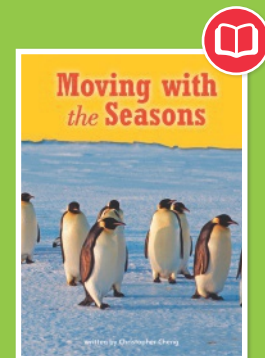
“Literacy assessments should help you come to know children as readers and writers. Use them to gather information to drive your instruction. In order to support readers and writers, we need to know what they can and cannot do. It takes a variety of assessment tools to get to know children as readers and writers—literature logs, running records, observational notes, think aloud protocols, and conferences all help us get to know our students.”

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



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

**Moving with  
the Seasons** by  
Christopher Cheng**Toad Weather** by  
Sandra Markle**Ling & Ting:  
Together in All  
Weather** by  
Grace Lin**Skip Through the  
Seasons** by Stella  
Blackstone**Seasons** by  
Robin Nelson**Henry and Mudge  
and the Wild Wind**  
by Cynthia Rylant

# 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 read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

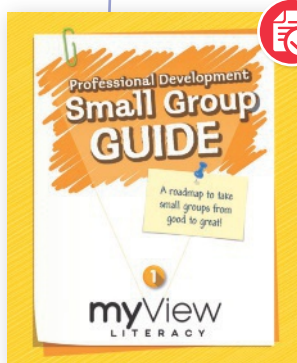
**COLLABORATION** Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



## Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or 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 *Moving with the Seasons*

**INTRODUCE** Remind students that Book Club is a time to enjoy books. They will listen to *Moving with the Seasons* as it is read aloud.

**READ ALOUD** Tell students to listen closely as you read aloud from *Moving with the Seasons*. Then they will meet with their Book Club group to explore more deeply what was read. Today they will focus on understanding the words in the text.

**CONNECT TO THE THEME** Tell students that *Moving with the Seasons* connects both to the unit theme, *Beyond My World*, and to the Essential Question for the unit: *How do the seasons affect us?* As a class, discuss how the book relates to both.

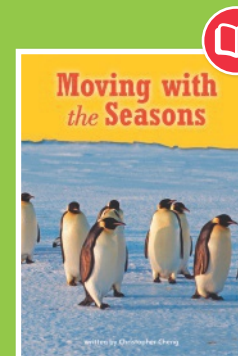
**CONNECT TO THE SPOTLIGHT GENRE** Remind students that the genre for this unit is informational text, writing that gives facts and details about real people, places, and things. *Moving with the Seasons* fits this genre.

- This book's purpose is to give information about animal migration.
- *Moving with the Seasons* presents facts and details about different animals and their movements at different seasons of the year.

**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

- Moving with the Seasons** by Christopher Cheng 
- Toad Weather** by Sandra Markle 
- Ling & Ting: Together in All Weather** by Grace Lin
- Skip Through the Seasons** by Stella Blackstone
- Seasons** by Robin Nelson 
- Henry and Mudge and the Wild Wind** by Cynthia Rylant

## Focus on Text: Noticings

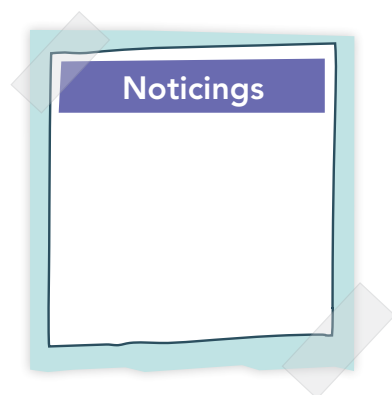
## Session 1

## GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If they have trouble getting started, introduce the following points to get groups talking about their noticings based on the text:

- What does the author mean by *migration*?
- I noticed that humpback whales swim to warmer water in fall and back to colder water in spring.
- What did you notice about the reason wildebeests migrate?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?



**COLLABORATION** Tell students that people of all ages join Book Clubs to talk about books and learn from each other. Students should listen carefully and build on the ideas of others. Offer sentence frames such as these as examples of how students should phrase their ideas productively and respectfully. **SEL** SOCIAL-EMOTIONAL LEARNING

- Your idea about \_\_\_\_\_ is interesting because \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.



# BOOK CLUB

## OBJECTIVES

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

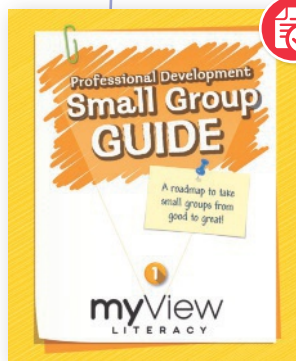
Describe personal connections to a variety of sources.

## Week 1

### Focus on Text

Today students will continue to focus on understanding what the text of *Moving with the Seasons* says, or what the text is about. They will listen closely during Read Aloud time. They will explore the text further in their Book Clubs, using the Discussion Chart to focus today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 1 by having students name some of the animals they learned about in *Moving with the Seasons*. 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

Ask students to discuss the book in their groups. If conversation stalls, introduce a question or observation to get them talking about their connections and wonderings about the text.

- I have seen garter snakes in my garden, but I never knew they went underground in cold weather!
- I wonder how Arctic terns have the energy to make such long trips from north to south and back again.
- Can anyone tell the group about a long trip they took to a new place?

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

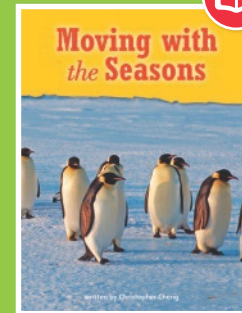
**COLLABORATION** Remind students of the importance of listening politely and taking turns in any group discussion. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I talking more than my classmates are?
- Do I have something important to add?
- Have I listened carefully to the conversation so far?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Moving with the Seasons* by Christopher Cheng

*Toad Weather* by Sandra Markle

*Ling & Ting: Together in All Weather* by Grace Lin

*Skip Through the Seasons* by Stella Blackstone

*Seasons* by Robin Nelson

*Henry and Mudge and the Wild Wind* by Cynthia Rylant

# BOOK CLUB

## OBJECTIVES

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

Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the photographs and maps in *Moving with the Seasons* add information to the text. Students will pay close attention to the pictures during Read Aloud time. They will explore the pictures further in their Book Clubs using the Discussion Chart. 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 *Moving with the Seasons*. Display the Connections and Wonderings Chart from Session 2 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 3

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If necessary, model a noticing or ask a question about what students notice.

- I notice that there seem to be thousands of butterflies in the trees.
- What do you notice about the map on page 15? What do you see when you look at the paths that the wildebeests take in spring and fall?
- How do the arrows on the maps help you understand the animals' migration?

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.

### Noticings

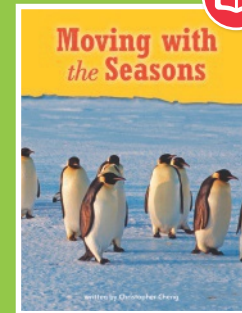
**COLLABORATION** Remind students to listen actively to their fellow club members.

As students share their noticings, ask them to keep these points in mind: **SEL** SOCIAL-EMOTIONAL LEARNING

- What is the main point my classmate is making?
- Do I agree with what my classmate just said?
- Could I contribute something to what was just said?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



*Moving with the Seasons* by Christopher Cheng



*Toad Weather* by Sandra Markle



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*Skip Through the Seasons* by Stella Blackstone



*Seasons* by Robin Nelson



*Henry and Mudge and the Wild Wind* by Cynthia Rylant

# BOOK CLUB

## OBJECTIVES

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

Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the photographs and maps in *Moving with the Seasons* add interest to the book. Students will observe the photographs and maps closely during Read Aloud time. They will explore them 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 one picture from *Moving with the Seasons* 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 students have trouble focusing, introduce a question or observation to get them talking about their connections and wonderings about the pictures.

- Do we live near any of the whale routes on the map? Which route comes closest to where we live?
- I wonder how many butterflies migrate in a group.

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 photographs.

Connections	Wonderings

**COLLABORATION** Tell students that communicating clearly means speaking slowly and loudly enough to be heard easily.

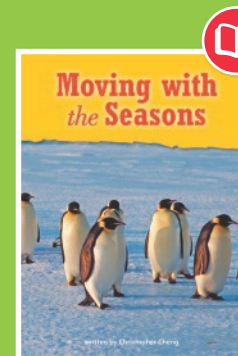
### SEL SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to think about these questions:

- Am I mumbling my words or am I speaking clearly?
- Is there a better way to say this?
- Can everyone in the group hear what I say?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



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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 *Moving with the Seasons* is aided by the book's design. They will look at headings on the pages, the use of bright colors, the location of text, and the design of the maps. Students 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 name a photograph or map that amazed or puzzled them from *Moving with the Seasons* 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

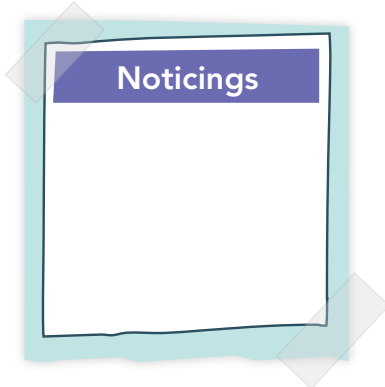
## Session 5

### GUIDE BOOK CLUB

Have students talk about the book in their groups. If they have trouble focusing specifically on design, use some examples to spark discussion.

- I notice that sometimes the words are in colorful boxes, but other times they seem to be part of a picture.
- How does the designer let you know the topic of each pair of pages?
- What do you notice about how the designer separates the information about fall and spring?

Reconvene the class. 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 one of the purposes of Book Club is to learn about books from each other's observations and ideas.

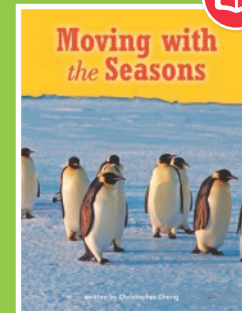
### SEL SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Did anyone's idea make me think differently about the book?
- What should I do if I am confused?
- Do I have something to add that will interest my classmates?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



*Moving with the Seasons* by Christopher Cheng



*Toad Weather* by Sandra Markle



*Ling & Ting: Together in All Weather* by Grace Lin



*Skip Through the Seasons* by Stella Blackstone



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# BOOK CLUB

## OBJECTIVES

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

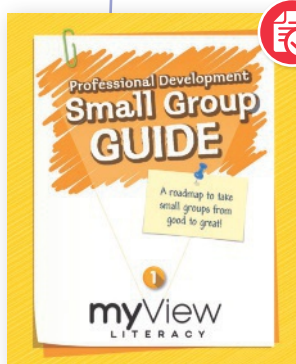
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will continue to focus on understanding how the design of *Moving with the Seasons* contributes to the experience of reading the book. They will observe the design closely during Read Aloud time. They will explore the design further in their Book Clubs, using the Discussion Chart to focus today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design of *Moving with the Seasons*. Display the Noticings Chart from Session 5 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 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:

- What other informational texts have you read that have headings on the pages?
- I wonder why the designer used circles around some art and squares around other art.

Reconvene the class. 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 belongs to Book Club and has the right to share.

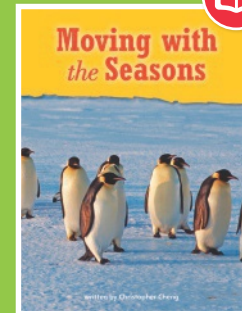
### SEL SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Have I shared anything yet today?
- Is anyone feeling left out?
- Am I listening quietly until it's my turn?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



*Moving with the Seasons* by Christopher Cheng



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# Picture Dictionary

## OBJECTIVES

Use a resource such as a picture dictionary or digital resource to find words.

Identify and use words that name actions, directions, positions, sequences, categories, 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 photographs that show what the words mean. 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. Why does the word belong in that group? Why do all the words belong in that group?

**MODEL AND PRACTICE** Have students turn to pp. 250–251 in the *Student Interactive*. Say: *This is a resource called a picture dictionary. We can find words and then use the pictures to help figure out the definitions, or meanings, of the words. This picture dictionary has words that fit into categories, or groups. We can use the name of the category to help us understand the group of words.* Ask students to point to the word *turtle*. Say: *The word turtle names an animal. The picture can help us understand what a turtle is.* Have students turn to p. 251. Point out and read the names of the categories. Ask: *In which category does turtle belong? What other words belong in that category?*

Have partners identify and use the words that name categories on p. 251 in the *Student Interactive*. Then ask them to explain why each set of words belongs in the category.

Have students consider the key attributes of each of the objects shown on pp. 250–251 in the *Student Interactive*. For example, after students name and categorize *turtle*, have them state a sentence that defines the word using its key attributes, such as “A turtle is an animal with a shell.”

## ASSESS UNDERSTANDING

### Apply

**TURN, TALK, AND SHARE** Have students complete the activity on p. 250 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 250–251

#### 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 **categories**. 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.

turtle



**TURN and TALK** Find the word **summer** in the picture dictionary. Name the other words in the same category. Use the words in sentences.

250

#### PICTURE DICTIONARY

##### Categories

##### Colors



green



orange



purple



blue

##### Seasons



spring



summer



autumn



winter

##### Transportation



car



motorcycle



boat



helicopter

##### Animals



hen



giraffe



turtle



walrus

251

# Glossary

## OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

## How to Use a Glossary

### Minilesson

**FOCUS ON STRATEGIES** A glossary is a dictionary at the back of a book. It tells the definitions, or meanings, of important words that are used in the book. Sometimes there is a picture to help you understand the definition. The words in a glossary are listed in alphabetical, or ABC, order.

- Look at the first letter of the word you want to find in the glossary.
- Use the guide words in the glossary to help you find the right page. Guide words are at the top of each page. They are the first and last word on the page. Ask yourself, *Does my word come before or after these guide words? Does my word come in between these guide words?*
- Use the second letter in your word to help you find the word on the page.
- Read the sentence to help you understand the definition.

**MODEL AND PRACTICE** Have students turn to p. 252 in the *Student Interactive*. Read aloud the introduction. Then discuss the model. Say: *This shows what a word and its definition look like in this glossary. What do the green letters Tt tell you? Yes, all words that begin with t come after Tt. Which word shows the word we want to find? Yes, the blue word is the word we are looking for. That word is used in a sentence to help us understand the definition, or meaning. What is the definition of temperature?* Read aloud the sentence. Say: *Now let's use the alphabet and the guide words to find temperature in the glossary.* Guide students to determine that *temperature* is on p. 256. Ask: *How do the guide words on page 256 help you find the word temperature?*


Write these words on the board for partners to find in the glossary: *breeze, fawns, summer, winter*. Ask them to find each word and read the sentence. Then ask partners to use each word in their own sentence.

## ASSESS UNDERSTANDING

### Apply

**TURN, TALK, AND SHARE** Have partners complete the activity on p. 252 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 252

**GLOSSARY INSTRUCTION** 

### How to Use a Glossary

A glossary can help you find the meanings of words you do not know. The words in a glossary are in alphabetical, or ABC, order. Guide words at the top of the pages can help you find words. They are the first and last words on the page.


All words that begin with the letter T will be after Tt.

The word is in dark type.

**Tt**

**temperature** The temperature is how hot or cold something is.

This sentence will help you understand what the word means.

 **TURN and TALK** Talk with a partner about how a glossary in a book is different from a digital resource.

252

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STUDENT INTERACTIVE, p. 253

## GLOSSARY

Read Together

autumn • daylight

### Aa

**autumn** Autumn is the season between summer and winter.



### Bb

**breeze** A breeze is a light, gentle wind.

### Cc

**chilly** If the air is chilly, it is cold.

**crisp** If the air is crisp, it is cool and fresh.

### Dd

**daylight** Daylight is the light during the day.

253

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STUDENT INTERACTIVE, p. 254

## GLOSSARY

Read Together

dry • process

**dry** When something is dry, it is not wet.



### Ee

**expect** If you expect something, you think it will probably happen.

### Ff

**fawns** Fawns are young deer.



### Ii

**information** Information is the facts or details you get about someone or something.

### Pp

**process** When you process information, you take the information in and use it.

254

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STUDENT INTERACTIVE, p. 255

## GLOSSARY

Read Together

rain • spring

### Rr

**rain** Rain is the drops of water that fall from clouds.

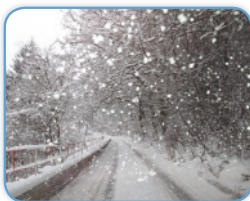


### Ss

**seasons** The seasons are the four periods of a year.

**sense** A sense is one of the five ways in which you know what happens around you. Touch, taste, smell, sight, and hearing are the five senses.

**snows** When it snows, white bits of frozen water fall from the sky.



**spring** Spring is the season between winter and summer. It is the season when plants begin to grow.

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STUDENT INTERACTIVE, p. 256

## GLOSSARY

Read Together

squirrels • temperature

**squirrels** Squirrels are small animals with bushy tails that usually live in trees and eat nuts.



**summer** Summer is the warmest season of the year between spring and autumn.

**sunlight** Sunlight is the light that comes from the sun.

### Tt

**temperature** The temperature is how hot or cold something is.

256

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weather • worms

## Ww

**weather** The **weather** is the condition of the air outside at any given time. It includes information about temperature, sun, rain, wind, and so on.

**winter** **Winter** is the coldest season of the year between autumn and spring.

**worms** **Worms** are small, crawling animals that have soft bodies and no legs.

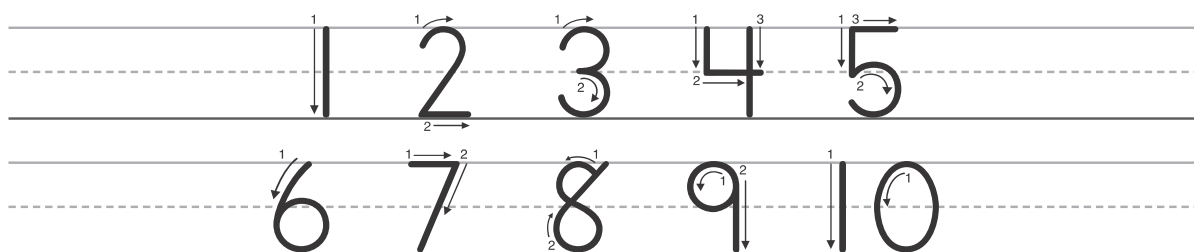
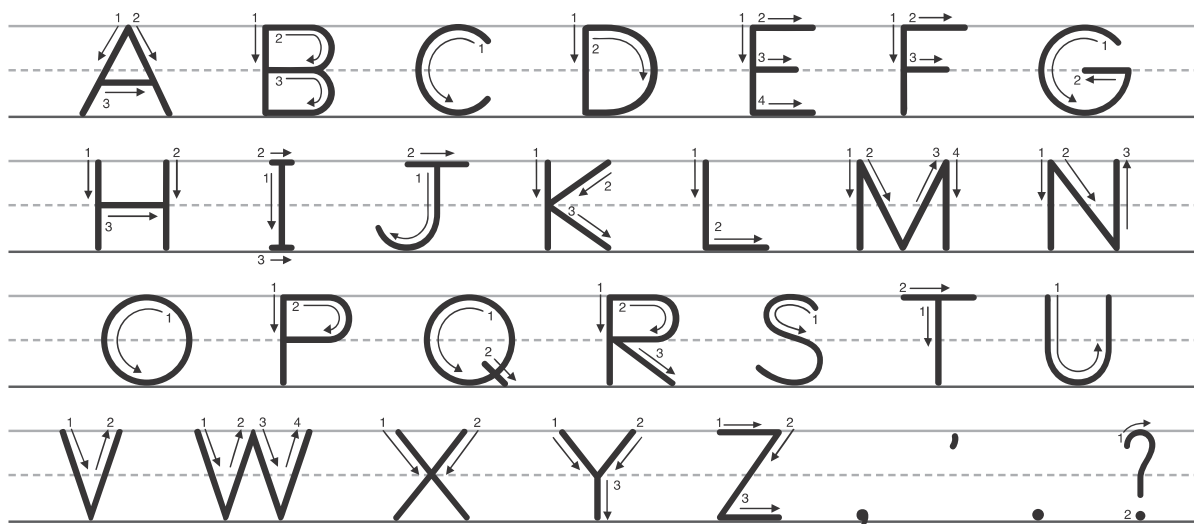
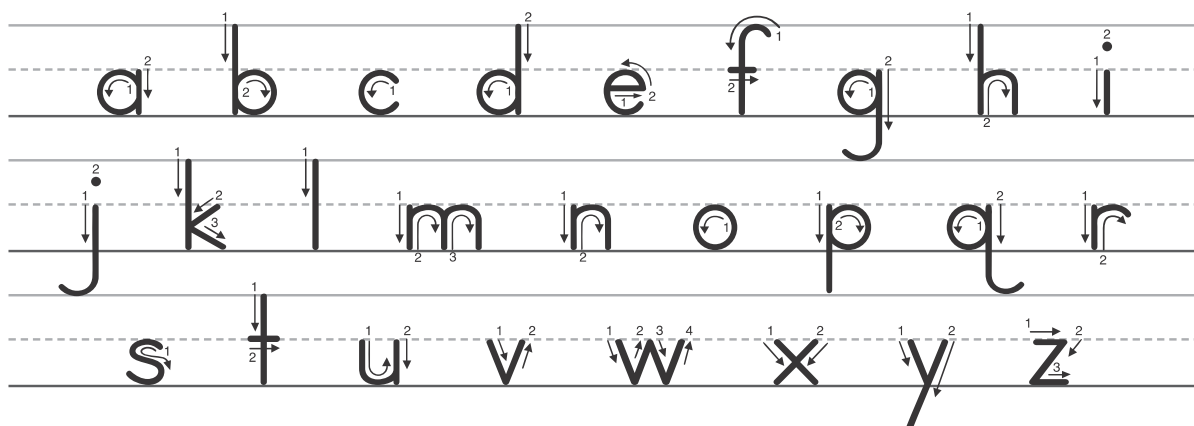


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# Handwriting Model

## 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

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### **Illustrations**

**Unit 5:** **21–23** Carlos Aón; **25, 69, 107, 143, 185, 230** Ken Bowser; **65–67** Caroline Hu; **103–105** Linda Prater; **109–117** Giovana Medeiros; **139–141** Jok Coglitore; **145–160** Wong Herbert Lee; **181–183** Dana Regan; **220–223** Lucia Makuc

# TEXT COMPLEXITY CHARTS

## Every Season

By Shelley Rotner and

Anne Love Woodhull

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: Poetic-like structure of text
- Knowledge Demands: Features of each season

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: **5.846**

Word Frequency: **3.044**

Word Count: **228**

#### Complexity Level

#### Qualitative Measures

##### Author's Purpose



Simple

Very Complex

The informational text **implies** its purpose: to describe enjoyable features of each season. Most ideas are **concrete** and familiar to students, although some students may need support for seasons they have not experienced.

##### Text Structure



Simple

Very Complex

While **headings** organize each season (*I Love Spring; I Love Summer Too*), the text uses a creative, poem-like structure with line breaks, spacing between letters and words, and different font sizes. Photos **support** the text, but the structure may be **challenging** to some students.

##### Language Conventinality and Clarity



Simple

Very Complex

Language is **largely explicit and easy to understand**. There are several instances of **more complex** verbs (*slither, swirl, flutter, scurry*) and some potentially unfamiliar concepts, such as holding baby animals, going to the beach, raking fall leaves, and playing in the snow. Students may need support with unfamiliar seasonal experiences.

##### Knowledge Demands



Simple

Very Complex

Knowledge of the features mentioned for each season may be **unrecognizable** or **abstract** to students without those experiences. Students may need **background knowledge** of the main features of each season (temperatures, precipitation, plant and animal life).

### Reader and Task Considerations

#### English Language Learners

#### Intervention

#### On Level/Advanced

**Knowledge Demands** Have students draw pictures to show the four seasons. Students can add details to their pictures as you guide them to understand what the seasons are like where you live. **Ask:**

- What is the temperature?
- What is the weather like?
- Are plants growing?
- What are animals doing?

**Structure** Explain that writers sometimes have fun with how text appears. Display some books of poetry that use line breaks, creative spacing between words and letters, and other text treatments. **Ask:**

- Why do you think the author wrote the text this way?
- Does the way the text is written make reading it more fun? How?

**Language Say:** Authors use sensory words—words about how things look, taste, feel, sound, and smell.

- Have partners select an object in the classroom and create a **web** that describes it, using the senses.
- Have pairs share their web, hiding the object's name. Have the rest of the class guess the object.

**Seasons Around the World**  
By Ana Galán  
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: Index, table of contents, callout boxes
- Knowledge Demands: World map and seasons

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **510L**

Average Sentence Length: **8.6**

Word Frequency: **3.656**

Word Count: **258**

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



The text's purpose is **clear and explicit**: to inform readers about seasons around the world. There is an additional **implied** purpose of identifying specific places and the weather that occurs there. Students may need help determining that secondary purpose.

**Text Structure**



**Text features** (table of contents, headings, index) organize the information **explicitly**. However, callout boxes with additional information and the globe graphic may be challenging for students. Support in how to use each feature will be beneficial. Photos **support** the descriptive text but are not essential.

**Language Conventionalty and Clarity**



Language is **clear and conversational**, but the text includes some **complex sentence structures** (*When it is winter in the northern part of the world, it is summer in the southern part!*). Students may need support with **introductory phrases** (*Near the North Pole,... During summer,...*).

**Knowledge Demands**



Some students may be **unfamiliar** with features of certain seasons. The information provided by the globe graphic will also need explanation. Some **background knowledge** of globes, different areas of the world, and different seasons will be needed.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Knowledge Demands** Display a world map and a globe. Explain that both show the location of places in the world.

- Point out specific, familiar locations and features (bodies of water, the equator, the poles).
- Point out a location on the map and then point to the same location on the globe.

Have students practice using the map and globe to locate a country.

**Structure** Explain that text features can help you find text. Display examples of a table of contents and an index.

- Define each feature and demonstrate how to use it.
- Have students use each feature to locate specific information.

Have students share how each feature can help them read the text and better understand it.

**Language Say:** **Introductory phrases can tell more about when or where something happens.** Use the following sentences to illustrate.

- In fall, leaves fall from the trees. (tells when)
- At home, I can eat dinner on my couch. (tells where)

Have pairs **write** examples of sentences with introductory phrases and share them with the class.

# TEXT COMPLEXITY CHARTS

## In Spring

By Angela Johnson  
Genre: Persuasive Text

### Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: Characteristics of spring

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: **480L**      Average Sentence Length: **7.619**      Word Frequency: **3.522**      Word Count: **160**

#### Complexity Level

#### Qualitative Measures

##### Author's Purpose



Simple      Very Complex

The author's purpose is **explicitly stated** on the first page: *Why is spring the best season? There are so many reasons. Just ask me!* The author's reasons **clearly** follow, and at the end of the text, the author asks readers to like spring: *There are so many reasons to like spring! Don't you think so too?*

##### Text Structure



Simple      Very Complex

The text is **generally sequential** in that most pages present the author's reasons. The repetition of the phrases *In spring* and *you can* (*you can see, you can run, you can feel*) remind readers that the author is "talking to them" about why spring is the best. Illustrations **closely support the text** by showing the characteristics of the spring season.

##### Language Conventinality and Clarity



Simple      Very Complex

Sentences are **mainly simple**, with some introductory phrases (*In spring ...*) and prepositional phrases (*beneath the pond's melting ice*). Language is easy to understand but does include **figurative language** (*breezes blow hints of hotter days; It waves good-bye to one season and welcomes another*).

##### Knowledge Demands



Simple      Very Complex

Students who are **unfamiliar** with the spring season may struggle to understand the author's reasons. **Background knowledge** of the spring season will help students' understanding of the text.

### Reader and Task Considerations

#### English Language Learners

#### Intervention

#### On Level/Advanced

**Knowledge Demands** Create a **four-column chart** with each season listed at the top. Discuss each season, using the following categories.

- Temperature
- Precipitation
- Plant life
- Animal life

Have students share their favorite season.

**Purpose** Explain to students that sometimes authors want readers to think the same way about a topic. **Say:** *I think the morning is the best time of day. What reasons can I give to get you to think the same way?*

- Guide students to identify reasons to support your argument. **List** ideas.
- When the list is complete, ask students if they agree with you. Discuss reasons why.

**Language Say:** *Figurative language is language that describes but doesn't always have a literal meaning. Figurative language can compare two things or talk about the senses.*

- Provide examples of figurative language from books.
- Have students find other examples from books.
- Have students share examples and discuss the meaning as a class.

**My Autumn Book**

By Wong Herbert Yee  
Genre: Fiction

**Recommended Placement**

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 1. Use the **Qualitative** analysis below to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language; unusual sentence structures
- Knowledge Demands: Characteristics of autumn; plant and animal life in autumn

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: **6.979**

Word Frequency: **3.358**

Word Count: **335**

**Complexity Level**

**Qualitative Measures**

**Levels of Meaning**



Simple Very Complex

While the author **clearly** describes autumn, there is a central idea that is **implied**: the author is creating a book that shows all the wonders of autumn. This is suggested by the title but is not evident until the end of the story.

**Text Structure**



Simple Very Complex

The descriptive text structure follows an **unconventional pattern**, with fragments (*Empty my pack*) and reversed word order (*Downstairs I rush*). Continued lines often begin with capitalization reminiscent of poetry. Students will need support tracking text and understanding these patterns.

**Language Conventinality and Clarity**



Simple Very Complex

Several instances of **figurative language** (*Dogwood shows off a new crimson gown; Trees dressing up for the fall celebration*) and **onomatopoeia** (*rap-a-tap; KER-yak*) will require support for student understanding. Many words are **challenging** (*crisp, silken, investigate, beware, scamper, formation, delay, fetch*).

**Knowledge Demands**



Simple Very Complex

Students who are **unfamiliar** with autumn will require **background knowledge** of the characteristics of the season. Most students will need support understanding leaves changing color, animals preparing to hibernate, and birds migrating.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Knowledge Demands** Share images of autumn: leaves changing color, animals gathering food for winter, and birds flying south. **Say:** *In many places, autumn is the season right before winter. In winter, it gets very cold. Plants and animals change to stay safe and warm.*

Have students **draw** pictures of themselves gathering food for winter and as trees changing color.

**Language** Explain that authors compare things in order to describe them. **Say:** *My car is a gray elephant. I'm comparing my car to an elephant because it is gray and very big.*

Discuss with students the meaning of this figurative language:

- The dog's fur was a warm, brown blanket.
- The soup was a golden pool of warmth.

**Structure Say:** *Sometimes authors use different sentence types and features, such as using new lines and capital letters.* Display a book of poetry by Shel Silverstein, Emily Dickinson, or another poet. Point out the varied sentences, capitalizations, and line breaks.

Discuss how the formatting makes the text more interesting.



# TEXT COMPLEXITY CHARTS

**Signs of Winter**

By Colleen Dolphin  
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: Descriptive and cause-and-effect organization
- Knowledge Demands: The effect of Earth’s orbit on seasons; characteristics of winter

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: 480L      Average Sentence Length: 8.029      Word Frequency: 3.592      Word Count: 281

Complexity Level	Qualitative Measures
<p><b>Author’s Purpose</b></p> <p>Simple      Very Complex</p>	<p>The author’s <b>explicit</b> purpose is mainly to describe the characteristics of winter, but the changes of each season and Earth’s orbit around the sun are <b>implied</b>. Students may need support understanding the concept of the impact the Earth’s position relative to the sun has on weather and seasons.</p>
<p><b>Text Structure</b></p> <p>Simple      Very Complex</p>	<p>The author mostly uses a descriptive text structure to show the characteristics, features, and examples of winter. However, the text begins with a cause-and-effect text structure, explaining how the movement of Earth causes winter.</p>
<p><b>Language Conventinality and Clarity</b></p> <p>Simple      Very Complex</p>	<p>Language is <b>largely explicit and easy to understand</b>, with some occasions of more complex meaning. Most sentences are <b>simple</b> with some including introductory phrases (<i>In the winter, Instead of raining</i>). Content-area vocabulary (<i>seasons, weather</i>) is defined in the text.</p>
<p><b>Knowledge Demands</b></p> <p>Simple      Very Complex</p>	<p>Students who are <b>unfamiliar</b> with winter will need <b>background knowledge</b> of the characteristics of the season. Most students will benefit from information on weather and the position of Earth in relation to the sun and on animal preparation for winter and hibernation.</p>

**Reader and Task Considerations**

English Language Learners	Intervention	On Level/Advanced
<p><b>Language</b> Display a <b>glossary</b> and explain that it tells what words in a text mean. Provide students with words and have partners work together to practice using a glossary, locating the word in the text, and then in the glossary. Help students read the definition and then reread the word in the text.</p>	<p><b>Knowledge Demands</b> Display photos of winter, including snow, people bundled up, and animals preparing for winter. Create a <b>web graphic organizer</b> and prompt students to help you complete it with information about the following:</p> <ul style="list-style-type: none"> <li>• Temperature</li> <li>• Precipitation</li> <li>• Plant life</li> <li>• Animal life</li> </ul>	<p><b>Structure</b> Explain that authors sometimes include additional information in texts. Display examples of callout boxes or sidebars in a text. Review the information discussed in the main text and in the callout box. Discuss how the information is connected or relates.</p> <p>Have small groups <b>write</b> a callout box or sidebar for a page in an informational text they are reading. Remind them to connect the information to the main text.</p>



SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>FOUNDATIONAL SKILLS</b>						
	<b>Print Concepts</b>						
	Hold a book upright and turn from page to page	•	•				
	Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
	Know uppercase and lowercase letters	•	•				
	Understand that words are separated by spaces	•	•				
	Identify the correspondence between oral words and printed words	•	•				
	Show awareness of information in different parts of a book	•	•				
	Recognize the upper- and lowercase letters of the alphabet	•	•				
	Alphabetize to the first or second letter		•	•			
	<b>Phonological Awareness</b>						
	Recognize and produce rhyming words	•	•	•			
	Count syllables in spoken words	•	•				
	Segment and blend syllables in words	•	•				
	Segment and blend onset and rime	•	•				
	Identify the same and different initial sounds in words	•	•				
	Identify the same and different ending sounds in words	•	•				
	Identify the same and different medial sounds in words	•	•				
	Isolate the initial, medial, or ending sounds in words	•	•				
	Add or delete beginning or ending phonemes in words	•	•	•			
	Segment a word or syllable into sounds	•	•				
	<b>Phonics</b>						
	Connect sounds and letters to consonants	•	•	•	•	•	•
	Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
	Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
	• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
	• Short and long vowels	•	•	•	•	•	•
	• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
	Decode multisyllabic words	•	•	•	•	•	•
	Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
	<b>High-Frequency Words</b>						
	Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
<b>Fluency</b>						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
<b>Key Ideas and Details</b>						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Analysis</b>						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
<b>Response to Sources</b>							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	<b>VOCABULARY ACQUISITION</b>						
	<b>High-Frequency Words</b>						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	<b>Word Study</b>						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Learning Strategies</b>						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Spelling (cont.)</b>						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
<b>Grammar and Usage</b>						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
<b>Capitalization and Punctuation</b>						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	



SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	<b>Genre Immersion: Modes and Products</b>						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	<b>SPEAKING</b>						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	<b>LISTENING</b>						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	<b>COLLABORATION</b>						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	<b>RESEARCH SKILLS AND PROCESS</b>						
	<b>Conduct Short Research Projects</b>						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
<b>Identify and Gather Information</b>							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	<b>Author's Craft and Structure</b>						
Identify the author's purpose and craft	•	•	•	•	•	•	



## A

### Academic vocabulary

integrate/integration, **U1**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T230, T240, T248, T286, T296, T304; **U2**:T50, T60, T68, T108, T118, T126, T164, T174, T182, T220, T230, T238, T276, T286, T294; T52, T62, T70, T116, T126, T134, T172, T182, T190, T228, T238, T246, T284, T294, T302; **U4**:T56, T66, T74, T118, T128, T136, T174, T184, T192, T234, T244, T252, T292, T302, T310; **U5**:T52, T62, T70, T110, T120, T128, T166, T176, T184, T224, T244, T284, T294, T302

language of ideas, **U1**:T20, T140, T196, T258; **U2**:T20, T78, T136, T192, T248; **U3**:T20, T80, T144, T200, T256; **U4**:T20, T84, T146, T202, T262; **U5**:T20, T80, T138, T194, T254

use/using academic vocabulary, **U1**:T458; **U2**:T448; **U3**:T456; **U4**:T464; **U5**:T456

Word Wall, **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

**Accuracy.** See Fluency, reading

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U1**:T276, T417, T421, T425, T429, T433; **U2**:T311

articles, **U1**:T397, T401, T405, T409, T417; **U4**:T424–T425

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Adverbs, U3**:T400–T401, T404; **U5**:T37, T343, T392–T393, T396–T397

**Affixes.** See Phonics/decoding, suffixes; Word Work, suffixes

**Agreement, subject-verb, U2**:T392–T393, T396; **U3**:T416–T417

**Anchor chart, U1**:T24, T82, T144, T200, T262; **U2**:T24, T82, T140, T196, T252; **U3**:T24, T84, T148, T204, T260; **U4**:T24, T88, T150, T206, T266; **U5**:T24, T84, T142, T198, T258

**Articles.** See Adjectives, articles

### Assess and Differentiate

Quick Check, **U1**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T167, T169, T179, T187, T201, T209, T223, T231, T237, T241, T249, T263, T271, T279, T287, T293, T297, T305, T445, T451; **U2**:T25, T33, T43, T51, T57, T61, T69, T91, T101, T109, T115, T119, T127, T141, T149, T157, T165, T171, T175, T183, T197, T205, T213, T221, T227, T231, T239,

T253, T261, T269, T277, T283, T287, T295, T435, T441; **U3**:T25, T32, T45, T53, T59, T63, T71, T85, T93, T109, T117, T123, T127, T135, T149, T157, T165, T173, T179, T183, T191, T205, T213, T221, T229, T235, T239, T247, T261, T269, T277, T285, T291, T295, T303, T443, T449; **U4**:T25, T33, T49, T57, T63, T67, T75, T89, T97, T111, T119, T125, T129, T137, T151, T159, T167, T175, T181, T185, T193, T207, T227, T235, T241, T245, T249, T253, T267, T275, T285, T293, T299, T303, T311, T451, T457; **U5**:T25, T33, T45, T53, T59, T63, T71, T85, T93, T103, T111, T117, T121, T129, T143, T151, T159, T167, T173, T177, T185, T199, T207, T219, T225, T233, T237, T245, T259, T267, T277, T285, T295, T303, T443, T449

Small Group, **U1**:T28–T29, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T224–T227, T234–T235, T242–T245, T250–T251, T266–T269, T280–T283, T290–T291, T298–T301, T306–T307, T446–T447, T454–T455; **U2**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T102–T105, T112–T113, T120–T123, T128–T129, T144–T147, T158–T161, T168–T169, T176–T179, T184–T185, T200–T203, T214–T217, T224–T225, T232–T235, T240–T241, T256–T258, T270–T273, T280–T281, T288–T291, T296–T297, T436–T437, T444–T445; **U3**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T110–T113, T120–T121, T128–T131, T136–T137, T152–T155, T166–T169, T176–T177, T184–T187, T192–T193, T208–T211, T222–T225, T232–T233, T240–T243, T248–T249, T264–T267, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453; **U4**:T28–T31, T50–T53, T60–T61, T68–T71, T76–T77, T92–T95, T112–T115, T122–T123, T130–T133, T138–T139, T154–T157, T168–T171, T178–T179, T186–T189, T194–T195, T210–T213, T228–T231, T238–T239, T246–T249, T254–T255, T270–T273, T286–T289, T296–T297, T304–T307, T312–T313, T452–T453, T460–T461; **U5**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T104–T107, T114–T115, T122–T125, T130–T131, T146–T149, T160–T163, T170–T171, T178–T181, T186–T187, T202–T205, T220–T223, T230–T231, T238–T241, T246–T247, T262–T265, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453

Independent/Collaborative, **U1**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T225, T227, T235, T243, T245, T251, T269, T281, T283, T291, T299, T301, T307, T447, T455; **U2**:T31, T45, T47, T55, T63, T65, T71, T89, T103, T105, T113, T121, T123, T129, T147, T159, T161, T169, T177, T179, T185, T203, T215, T217, T225, T233, T235, T241, T258, T271, T273, T281, T289, T291, T297, T437, T445; **U3**:T31, T47, T49, T57, T65, T67, T73, T91, T111, T113, T121, T129, T131, T137,

T155, T167, T169, T177, T185, T187, T193, T210–T211, T223, T225, T233, T241, T243, T249, T267, T279, T281, T289, T297, T299, T305, T445, T453; **U4:**T31, T51, T53, T61, T69, T71, T77, T95, T113, T115, T123, T131, T133, T139, T157, T169, T171, T179, T187, T189, T195, T213, T229, T231, T239, T247, T249, T255, T273, T287, T289, T297, T305, T307, T313, T453, T461; **U5:**T31, T47, T49, T57, T65, T67, T73, T91, T105, T107, T115, T123, T125, T131, T149, T161, T163, T171, T179, T181, T187, T204–T205, T221, T223, T231, T239, T241, T247, T265, T279, T281, T289, T297, T299, T305, T445, T453

Book Club, **U1:**T31, T71, T89, T133, T151, T189, T207, T251, T269, T307; **U2:**T31, T71, T89, T129, T147, T185, T203, T241, T258, T297; **U3:**T31, T73, T91, T137, T155, T193, T211, T249, T267, T305; **U4:**T31, T77, T95, T139, T157, T195, T213, T255, T273, T313; **U5:**T31, T73, T91, T131, T149, T187, T205, T247, T265, T305

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;

**U2:**T34, T58, T92, T116, T149, T172, T206, T228, T284, T458;

**U3:**T26, T34, T60, T86, T94, T124, T150, T158, T180, T206, T214, T236, T262, T292; **U4:**T34, T64, T90, T98, T126, T152,

T160, T176, T182, T216, T222, T242, T300; **U5:**T34, T60, T86, T94, T118, T144, T152, T174, T200, T234, T260, T292, T450

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context clues, **U1:**T92; **U4:**T276

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photos, **U4:**T120

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taking notes, **U3:**T286

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visual/contextual support, **U5:**T54

visualization, **U1:**T232; **U2:**T52; **U4:**T58; **U5:**T168, T228

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visual support, **U1:**T288; **U3:**T270; **U5:**T286

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conference support, **U1:**T316, T340, T364, T388, T412;

**U2:**T306, T330, T354, T378, T402; **U3:**T314, T338, T362, T386, T410; **U4:**T322, T346, T370, T394, T418; **U5:**T314, T338, T362, T386, T410

language transfer

adjectives, **U5:**T456

cognates, **U1:**T12, T22, T26, T80, T84, T142, T198, T260;

**U2:**T12, T22, T24, T26, T80, T138, T194, T250, T448;

**U3:**T12, T22, T202; **U4:**T12, T22, T26, T150, T204, T264;

**U5:**T12, T22, T26, T142, T198

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subjects, **U3:**T456

titles, **U1:**T458

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- describe setting, **U3**:T228
- details, **U3**:T238
- develop background knowledge, **U5**:T62
- develop language, **U3**:T164
- develop vocabulary, **U1**:T42, T278; **U3**:T437; **U4**:T226, T284; **U5**:T44, T218
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- digraph *ea*, **U4**:T298
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**Emerging reading.** See Print awareness

**Endings, Word Work, endings**

**English, conventions of.** See Language and conventions

**Essential Question, U1**:T2, T7, T10, T438; **U2**:T2, T7, T10, T428; **U3**:T2, T7, T10, T436; **U4**:T2, T7, T10, T444; **U5**:T2, T7, T10, T436. See also Unit Overview

**Evaluation.** See Assessment

## Expert's View

Coiro, Julie, **U2**:T452; **U3**:T460; **U4**:T468; **U5**:T460  
 Cummins, Jim, **U1**:T140; **U2**:T136; **U3**:T144; **U4**:T146;  
**U5**:T138  
 Cunningham, Pat, **U1**:T270; **U2**:T260; **U3**:T268; **U4**:T274;  
**U5**:T266  
 Hiebert, Elfrieda “Freddy,” **U1**:T12; **U2**:T12, T20; **U3**:T12;  
**U4**:T12; **U5**:T12  
 Mason, Pamela, **U1**:T240; **U3**:T246; **U4**:T234; **U5**:T208  
 Morrell, Ernest, **U1**:T314; **U2**:T78; **U3**:T80; **U4**:T84; **U5**:T80  
 Pearson, P. David, **U1**:T50; **U2**:T50; **U3**:T52; **U4**:T56; **U5**:T52  
 Serafini, Frank, **U1**:T474; **U2**:T464; **U3**:T472; **U5**:T472  
 Tatum, Alfred, **U1**:T458; **U2**:T448; **U3**:T456; **U4**:T464; **U5**:T456  
 Vaughn, Sharon, **U1**:T286; **U2**:T293; **U3**:T260; **U4**:T302; **U5**:T284  
 Wallis, Judy, **U1**:T168; **U2**:T164; **U3**:T172; **U4**:T174; **U5**:T166  
 Wright, Lee, **U2**:T220; **U3**:T228; **U4**:T244; **U5**:T224

**Expression/intonation.** See Fluency, reading

## F

**Fable.** See Genres, fable

**Fact and opinion.** See Listening, listening comprehension

**Facts and details, U2**:T336–T337, T340–T341

**Fiction.** See Genres, fiction

**First read, U1**:T36–T38, T40, T156, T158, T212, T214, T218, T220, T274, T276; **U2**:T38, T40, T94, T96, T98, T152, T154, T208, T210, T264, T266; **U3**:T36–T38, T40, T42, T96, T98–T100, T102, T104, T106, T160, T162, T216, T218, T272, T274; **U4**:T36, T38, T40, T42, T44–T46, T100, T102, T104, T106, T108, T162, T164, T218, T220, T224, T278, T280, T282; **U5**:T36, T38, T40, T42, T96, T98, T100, T154, T156, T210, T214, T215, T270, T272, T274. See *also* First-read strategies

## First-read strategies

ask, **U1**:T34, T40, T92, T94, T100, T154, T210, T212, T216, T218, T272, T276; **U2**:T34, T92, T98, T149, T206, T210, T262; **U3**:T34, T37, T42, T94, T98, T100, T106, T158, T162, T214, T216, T270, T274; **U4**:T34, T42, T44, T98, T102, T160, T162, T216, T220, T222, T276, T280; **U5**:T34, T40, T94, T152, T156, T208, T212, T215, T268, T272  
 compare, **U1**:T216; **U4**:T222  
 look, **U1**:T34, T38, T92, T96, T154, T158, T210, T216, T220; **U2**:T34, T38, T92, T96, T149, T152, T206, T208, T262, T264; **U3**:T34, T36, T94, T96, T158, T160, T214, T270, T272; **U4**:T34, T36, T98, T100, T160, T164, T216, T218, T222, T276, T282; **U5**:T34, T36, T94, T96, T152, T154, T268

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read, **U1**:T34, T36, T92, T102, T154, T156, T210, T214, T216, T272, T274; **U2**:T34, T36, T92, T94, T149, T154, T206, T262, T266; **U3**:T34, T38, T94, T104, T158, T214, T270; **U4**:T34, T38, T45, T46, T98, T106, T160, T216, T222, T224, T276, T278; **U5**:T34, T38, T94, T98, T152, T208, T212, T268, T270

talk, **U1**:T34, T37, T92, T98, T154, T210, T272; **U2**:T34, T40, T92, T149, T206, T262; **U3**:T34, T40, T94, T99, T102, T158, T214, T218, T270; **U4**:T34, T40, T98, T104, T108, T160, T216, T276; **U5**:T34, T42, T94, T100, T152, T208, T214, T268, T274

think, **U1**:T216; **U5**:T208, T210

## Fluency, reading, U1

:T103; **U3**:T219; **U4**:T109

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modeling by teacher, **U1**:T22, T80, T142, T198, T260; **U2**:T22, T80, T138, T194, T250; **U3**:T22, T82, T146, T202, T258; **U4**:T22, T86, T148, T204, T264; **U5**:T22, T82, T140, T196, T256

rate, **U2**:T112; **U3**:T232, T242; **U4**:T52; **U5**:T48

See *also* Oral reading ability

**Folk tale.** See Genres, folk tale

**Format (of text).** See Text structure

**Formative assessment.** See Assessment

**Foundational skills.** See Fluency, reading; Phonics/decoding; Phonological Awareness

## G

### Genres

biography, **U4**:T24–T25, T88–T89, T266–T267  
 drama/play, **U2**:T252–T253, T256, T265, T267, T276–T277  
 fable, **U3**:T24–T25, T204–T205  
 fiction, **U5**:T198–T199  
 folk tale, **U3**:T84–T85  
 historical fiction, **U4**:T150–T151  
 how-to book, **U5**:T316–T317, T320–T321, T324–T325  
 informational text, **U1**:T144–T145, T460–T461; **U2**:T24–T25, T82–T83, T140–T141, T308–T309; **U4**:T206–T207, T466–T467; **U5**:T24–T25, T84–T85, T258–T259

personal narrative, **U4**:T324–T325, T328–T329, T332–T333  
persuasive text, **U2**:T450–T451; **U3**:T260–T261, T264, T273,  
T275, T284–T285, T458–T459; **U5**:T142–T143, T146, T155,  
T157, T166–T167, T458–T459  
poetry, **U2**:T196–T197, T200, T209, T211, T220–T221,  
T248–T249; **U3**:T148–T149, T152, T174–T175, T200–T201;  
T316–T317, T320–T321, T324–T325, **U4**:T202–T203;  
**U5**:T194–T195  
procedural text, **U1**:T262–T263  
realistic fiction, **U1**:T24–T25, T82–T83, T200–T201  
traditional tale. See Genres, fable; Genres, folk tale  
web site, **U4**:T84–T85; **U5**:T80–T81

**Gifted students.** See Assess and Differentiate

### Goals

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T146, T192, T200, T202, T254, T262, T264; **U2**:T14,  
T24, T26, T74, T84, T132, T140, T142, T188, T196, T198,  
T244, T252, T254; **U3**:T14, T24, T26, T76, T84, T86,  
T140, T148, T150, T196, T204, T206, T252, T260, T262;  
**U4**:T14, T24, T26, T80, T88, T90, T142, T150, T152, T198,  
T206, T208, T258, T266, T268; **U5**:T14, T24, T26, T76, T84,  
T86, T134, T142, T144, T190, T198, T200, T250, T258,  
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T12  
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T188, T244; **U3**:T14, T76, T140, T196, T252; **U4**:T14, T80,  
T142, T198, T258; **U5**:T14, T76, T134, T190, T250

**Grammar and usage.** See Adjectives; Adverbs; Agreement,  
subject-verb; Conjunctions; Nouns; Prepositions;  
Pronouns; Sentences; Verbs

**Graph.** See Graphic sources

### Graphic organizers

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T-Chart, **U1**:T23; **U2**:T23, T195, T251; **U3**:T259; **U4**:T265  
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**Graphics, simple, U2**:T316–T317, T344–T345, T348,  
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### Graphic sources

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**U4**:T87, T149; **U5**:T23, T141, T257  
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**Grouping students for instruction.** See Assess and  
Differentiate

**Guided reading, U1**:T28–T29, T86–T87, T148–T149,  
T204–T205, T266–T267; **U2**:T28–T29, T86–T87,  
T144–T145, T200–T201, T256–T256; **U3**:T28–T29,

T88–T89, T152–T153, T208–T209, T264–T265;  
**U4**:T28–T29, T92–T93, T154–T155, T210–T211,  
T270–T271; **U5**:T28–T29, T88–T89, T146–T147,  
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## Handwriting

answers, **U5**:T200–T201, T228–T229, T260–T261, T286–T287  
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backward, **U1**:T170–T171

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*Aa*, **U2**:T166–T167

*Bb*, **U3**:T18–T19

*Cc*, **U2**:T110–T111

*Dd*, **U2**:T198–T199

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*Jj*, **U3**:T54–T55

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*Oo*, **U2**:T84–T85

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**Homonyms.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Homophones.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

## I

**Implied message.** See Literary devices/terms, theme; Main idea, and details

**Independent Reading.** See Self-selected text

**Inferring.** See Make Inferences

**Inflected endings.** See Word Work, endings, inflected

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*How Do Baby Animals Grow?*, **U2**:T149–T157

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*Jackie Robinson*, **U4**:T98–T111

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*Red-Tailed Hawks at Big Bend*, **U2**:T464

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*Seasons Around the World*, **U5**:T94–T103

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*Signs of Winter*, **U5**:T268–T277

“Sunlight and Seasons,” **U5**:T22–T23

*Through Georgia’s Eyes*, **U4**:T34–T49

*Thumbs Up for Art and Music!*, **U3**:T270–T277

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*What Is the Story of Our Flag?*, **U4**:T216–T220

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**Instructions.** See Genres, procedural text

**Integrated curriculum.** See Cross-Curricular Perspectives

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**Internet.** See Technology

**Intervention.** See Assess and Differentiate

**Interview.** See Listening; Reference sources, interview; Research/study skills, interview

# J

**Judgments, making.** See Author's purpose; Predict

# L

**Language, oral.** See Fluency, reading; Listening; Oral reading ability

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## Literary devices/terms

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*Big Biff*, **U1**:T176–T177  
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*Click Clack Click*, **U1**:T216–T221  
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*Deep Sleep*, **U3**:T180–T181  
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*Garden Party*, **U1**:T210–T215  
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*Henry on Wheels*, **U1**:T92–T105  
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*Nurse Joy*, **U4**:T300–T301  
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*Tip the Cat*, **U1**:T120–T121  
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## M

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### Main idea

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**Media, incorporate**, **U1**:T466–T467; **U2**:T456–T457; **U3**:T464–T465

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**Multiple-meaning words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

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**Narrator.** See Literary devices/terms, narrator

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## O

**On-level learners.** See Assess and Differentiate

**Onomatopoeia.** See Sound devices and poetic elements, onomatopoeia

### Oral reading ability

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**Oral vocabulary development.** See Academic vocabulary; Oral Reading Ability

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### Parts of a book

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**Parts of speech.** See Adjectives; Adverbs; Conjunctions; Nouns; Prepositions; Pronouns; Verbs

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consonant digraphs, **U2:**T190–T191, T204–T205, T292–T293; **U3:**T18–T19, T32–T33, T132–T133

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T239, T293–T294, T452–T453; **U2:**T58–T59, T116–T117, T172–T173, T228–T229, T284–T285, T442–T443; **U3:**T60–

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-ing, **U2:**T218–T219, T226–T227, T292–T293

-s, **U2:**T162–T163, T170–T171, T236–T237

-ing, **U4:**T116–T117, T124–T125, T190–T191

plural, -es, **U4:**T54–T55, T62–T63, T134–T135

prefixes

re-, un-, **U5:**T164–T165, T242–T243

sounds

sound /k/ spelled ck, **U2:**T76–T77, T90–T91

sound /ó/ spelled a, al, and aw, **U2:**T274–T275, T282–T283

sound /s/ and sound /z/ spelled s, **U2:**T106–T107,

T114–T115

## suffixes

-er, -or, **U5**:T108–T109, T116–T117, T182–T183  
 -ly, -ful, **U5**:T224–T225, T232–T233, T300–T301

## syllables

final, **U5**:T446–T449  
 open, **U3**:T282–T283, T290–T291  
 open and closed, **U5**:T252–T253, T266–T267, T454–T455

trigraphs, **U4**:T172–T173, T180–T181

vowels, **U1**:T246–T247, T302–T303; **U3**:T198–T199, T212–T213, T300–T301; **U5**:T438–T439, T442–T443

digraphs, **U4**:T232–T233, T240–T241, T290–T291, T298–T299, T308–T309; **U5**:T68–T69

diphthongs, **U4**:T200–T201, T214–T215, T260–T261, T274–T275, T308–T309, T462–T463

long vowels, **U2**:T246–T247, T260–T261, T430–T431, T434–T435, T446–T447; **U3**:T68–T69, T78–T79, T92–T93, T114–T115, T122–T123, T142–T143, T156–T157, T188–T189, T244–T245; **U5**:T18–T19, T78–79, T126–T127, T182–T183, T192–T193, T206–T207, T300–T301

r-controlled, **U3**:T438–T439, T442–T443; **U4**:T18–T19, T32–T33, T72–T73, T82–T83, T96–T97, T134–T135, T190–T191

short vowels, **U1**:T18–T19, T32–T33, T56–T57, T66–T67, T76–T77, T90–T91, T138–T139, T152–T153, T194–T195, T208–T209, T256–T257, T270–T271

vowel teams, **U4**:T454–T457; **U5**:T136–T137, T150–T151, T242–T243, T282–T283, T290–T291, T454–T455

## words

compound, **U3**:T446–T449; **U4**:T72–T73  
 with *Qu*, *qu*, **U1**:T440–T441, T444–T445

## Phonological awareness

alliteration, **U1**:T48–T49, T110–T111, T166–T167

consonants, distinguish/discriminate

final consonant sounds, **U1**:T448–T449  
 initial consonant sounds, **U1**:T448–T449

phonemes

add, **U1**:T184–T185; **U2**:T106–T107, T162–T163; **U3**:T300–T301, T454–T455

change, **U1**:T456–T457; **U2**:T66–T67, T246–T247, T430–T431; **U4**:T72–T73, T134–T135, T250–T251

manipulate, **U2**:T236–T237; **U3**:T68–T69, T244–T245; **U5**:T182–T183, T242–T243

remove, **U2**:T124–T125, T180–T181; **U3**:T78–T79, T142–T143; **U4**:T190–T191; **U5**:T192–T193

segment and blend, **U1**:T66–T67, T128–T129, T302–T303, T246–T247; **U2**:T18–T19, T134–T135, T446–T447; **U3**:T18–T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–T447; **U4**:T18–T19, T82–T83, T116–T117, T446–T447; **U5**:T51, T58, T108–T109, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455

## sounds

final sounds, **U2**:T48–T49; **U3**:T254–T255; **U4**:T54–T55, T144–T145, T172–T173, T200–T201, T260–T261, T290–T291, T454–T455; **U5**:T18–T19

initial /kw/, **U1**:T440–T441

initial sounds, **U1**:T228–T229, T284–T285; **U4**:T290–T291

manipulate, **U5**:T282–T283, T446–T447

medial sounds, **U2**:T274–T275; **U4**:T200–T201, T454–T455; **U5**:T18–T19

syllables, **U3**:T282–T283

vowels, distinguish/discriminate, **U2**:T292–T293, T438–T439;

**U3**:T132–T133, T188–T189; **U4**:T232–T233

final vowel sounds, **U1**:T448–T449; **U3**:T198–T199

initial vowel sounds, **U1**:T448–T449

long vowels and short vowels, **U4**:T308–T309, T462–T463; **U5**:T68–T69, T78–T79

medial vowel sounds, **U1**:T18–T19, T76–T77, T138–T139, T194–T195, T256–T257; **U3**:T114–T115

## words

rhyming, **U2**:T190–T191, T218–T219  
 identify and produce, **U2**:T76–T77

**Phrasing.** See Fluency, reading

**Play.** See Genres, drama/play

**Plot, U3**:T28, T41, T43, T52–T53; **U4**:T332–T333. See also Listening, listening comprehension

**Plurals.** See Nouns, plural

**Poetic devices.** See Literary devices/terms; Sound devices and poetic elements

**Poetry.** See Genres, poetry

**Possible Teaching Point.** See Teaching strategies, Possible Teaching Point

## Predict

confirm predictions, **U1**:T267, T275, T296–T297; **U3**:T29, T39, T41, T62–T63; **U5**:T89, T97, T99, T120–T121, T147, T155, T176–T177

## Prefixes

*re-*, *un-*, **U5**:T164–T165, T172–T173

See also Phonics/decoding, prefixes; Word Work, prefixes

**Prepositions and prepositional phrases, U5**:T157, T213, T371, T375, T379, T383, T388–T389, T391, T395, T399, T403, T407, T415, T416–T417

## Print awareness

author/illustrator/titles, identify, **U2**:T262; **U3**:T214; **U4**:T34  
 parts of a book. See Parts of a book

**Prior knowledge.** See Background knowledge; ELL (English Language Learners)

**Procedural text.** See Genres, procedural text

**Project-Based Inquiry**, **U1**:T437–T469; **U2**:T427–T459;  
**U3**:T435–T467; **U4**:T443–T475; **U5**:T435–T467  
celebrate and reflect, **U1**:T468–T469; **U2**:T458–T459;  
**U3**:T466–T467; **U4**:T474–T475; **U5**:T466–T467  
collaborate and discuss, **U1**:T464–T465; **U2**:T454–T455;  
**U3**:T462–T463; **U4**:T470–T471; **U5**:T462–T463  
compare across texts, **U1**:T438–T439; **U2**:T428–T429;  
**U3**:T436–T437; **U4**:T444–T445; **U5**:T436–T437  
explore and plan, **U1**:T460–T461; **U2**:T450–T451; **U3**:T458–  
T459; **U4**:T466–T467; **U5**:T458–T459  
inquire, **U1**:T458–T459; **U2**:T448–T449; **U3**:T456–T457;  
**U4**:T464–T465; **U5**:T456–T457  
research, **U1**:T462–T463, T466–T467; **U2**:T452–T453, T456–  
T457; **U3**:T460–T461, T464–T465; **U4**:T468–T469, T472–  
T473; **U5**:T460–T461, T464–T465

**Pronouns**, **U3**:T162, T217, T371, T375, T379, T383, T388–  
T389, T391, T395, T399, T403, T407; **U4**:T420–T421

**Prosody**, **U1**:T46, T54, T64, T108, T116, T126, T164, T172,  
T182, T226, T234, T244, T282, T290, T300; **U2**:T46,  
T54, T64, T104, T216, T224, T234, T272, T280, T290;  
**U3**:T48, T56, T66, T112, T120, T130, T168, T176, T186,  
T224, T280, T288, T298; **U4**:T60, T70, T114, T122, T132,  
T170, T178, T188, T230, T238, T248, T288, T296, T306;  
**U5**:T56, T66, T106, T114, T124, T162, T170, T180, T222,  
T230, T240, T280, T288, T298. *See also* Assess and  
Differentiate, Small Group

**Publish, Celebrate, and Assess**, **U1**:T410–T415, T418–  
T419, T422–T423, T426–T427, T430–T431; **U2**:T400–  
T405, T408–T409, T412–T413, T416,–T417, T420–T421;  
**U3**:T408–T413, T416–T417, T420–T421, T424–T425,  
T428–T429; **U4**:T416–T421, T424–T425, T428–T429,  
T432–T433, T436–T437; **U5**:T408–T413, T417–T418,  
T420–T421, T424–T425, T428–T429

**Punctuation**. *See* Comma

**Purpose and audience**. *See* Author's purpose



**Quick Check**. *See* Assess and Differentiate, Quick Check



**Rate**. *See* Fluency, reading

**Read aloud**. *See* Reading to students

**Reader response**. *See* Connections

**Reading fluency**. *See* Fluency, reading; Oral reading ability

**Reading rate**. *See* Fluency, reading

**Reading to students**, **U1**:T22, T142, T198, T260, T316;  
**U2**:T22, T80, T138, T194, T250; **U3**:T22, T82, T146,  
T202, T258; **U4**:T22, T86, T148, T204, T264; **U5**:T22,  
T82, T140, T196, T256

### Reading Workshop

#### Foundational Skills

fluency. *See* Fluency, reading

high-frequency words. *See* Vocabulary development, high-  
frequency words

listening comprehension. *See* Listening, listening  
comprehension

phonics. *See* Phonics/decoding

phonological awareness. *See* Phonological Awareness  
word structure and knowledge. *See* Phonics/decoding;  
Prefixes; Spelling; Suffixes

reading comprehension analysis. *See* Strategies/skills  
compare across texts

compare two or more texts, **U1**:T29, T68–T69, T87,  
T130–T131, T149, T186–T187, T205, T248–T249,  
T267, T304–T305, T438–T439; **U2**:T29, T68–T69, T87,  
T126–T127, T145, T182–T183, T201, T238–T239,  
T256, T294–T295, T428–T429; **U3**:T29, T70–T71,  
T89, T134–T135, T153, T190–T191, T209, T246–T247,  
T265, T302–T303, T436–T437; **U4**:T29, T74–T75, T93,  
T136–T137, T155, T192–T193, T211, T252–T253,  
T310–T311, T444–T445; **U5**:T29, T70–T71, T89,  
T128–T129, T147, T184–T185, T203, T244–T245,  
T263, T302–T303, T436–T437

genre characteristics. *See* Genres

response to sources

interact with sources, **U1**:T20–T21, T140–T141, T178–  
T179, T196–T197, T258–T259; **U2**:T20–T21, T78–T79,  
T136–T137, T192–T193, T248–T249; **U3**:T20–T21,  
T80–T81, T144–T145, T200–T201, T256–T257;  
**U4**:T20–T21, T84–T85, T146–T147, T202–T203, T262–  
T263; **U5**:T20–T21, T80–T81, T138–T139, T194–T195,  
T254–T255

reflect on reading and respond, **U1**:T42–T43, T104–  
T105, T160–T161, T222–T223, T278–T279; **U2**:T42–  
T43, T100, T100–T101, T156–T157, T212–T213,  
T268–T269; **U3**:T44–T45, T108–T109, T164–T165,  
T220–T221, T276–T277; **U4**:T48–T49, T110–T111,  
T166–T167, T226–T227, T284–T285; **U5**:T44–T45,  
T102–T103, T158–T159, T218–T219, T276–T277

### Reading-Writing Workshop Bridge

analyze author's craft

dialogue, **U3**:T230–T231

elements of poetry, **U3**:T174–T175

first-person text, **U1**:T26–T27, T38; **U4**:T163, T176–T177  
 persuasive words, **U3**:T275  
 print and graphic features, **U1**:T159, T170–T171; **U4**:T103, T108, T120–T121, T218, T236–T237; **U5**:T98, T112–T113, T272, T286–T287  
 text features, **U5**:T97, T101  
 text structure, **U2**:T37, T166–T167; **U5**:T38, T54–T55  
 third-person text, **U3**:T39, T54–T55; **U4**:T282, T294–T295  
 visualize, **U4**:T36  
 word choice, **U1**:T100, T114–T115, T215, T232–T233, T275, T288–T289; **U2**:T52–T53, T95, T110–T111, T210, T222–T223, T266, T278–T279; **U3**:T99, T105, T118–T119, T286–T287; **U4**:T43, T44, T58–T59; **U5**:T155, T168–T169, T211, T214, T228–T229  
 conventions of language. See Language and conventions  
 spelling. See Spelling  
 vocabulary acquisition  
   academic language/vocabulary. See Vocabulary skills/  
   strategies, academic vocabulary  
   Word Study. See Word Work

**Read Like a Writer.** See Teaching strategies, Possible Teaching Point

**Realism and fantasy.** See Listening, listening comprehension

**Realistic fiction.** See Genres, realistic fiction

**Reference sources**  
 audio sources, **U3**:T460–T461  
 digital sources, **U2**:T452–T453  
 Internet. See Technology  
 interview, **U4**:T468–T469  
 print sources, **U1**:T462–T463; **U2**:T452–T453  
 relevant sources, **U1**:T464  
 technology. See Technology  
 video sources, **U3**:T460–T461

**Research/study skills**  
 interview, **U4**:T468–T469  
 review/revise topic, **U1**:T466; **U2**:T456; **U3**:T464; **U4**:T472; **U5**:T464  
 take notes, **U4**:T470  
 See also Graphic organizers; Graphic sources; Parts of a book; Reference sources

**Response to literature.** See Connections; Literary response

**Rhyme.** See Sound devices and poetic elements, rhyme

**Routines.** See Teaching strategies, routines

**Rubric.** See Assessment, scoring guide/rubric; Writing rubrics; Writing Workshop

## S

**Science activities.** See Cross-Curricular Perspectives, science

**Science in reading, U2**:T427; **U5**:T435. See also Cross-Curricular Perspectives, science

**Self-selected text, U1**:T11, T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2**:T11, T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3**:T11, T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4**:T11, T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5**:T11, T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

**Sentences**  
 complete, **U2**:T392–T393, T396; **U3**:T416–T417  
 kinds of  
   compound, **U4**:T280, T427, T431, T435, T439; **U5**:T319  
   declarative, **U2**:T94, T339, T343, T347, T351, T250  
   exclamatory, **U2**:T387, T391, T395, T399, T358  
   imperative, **U2**:T264, T411, T415, T419, T423; **U3**:T78  
   interrogative, **U2**:T154, T363, T367, T371, T375, T383  
 structure, simple, **U1**:T222–T223, T298; **U2**:T41, T315, T319, T323, T327, T335

**Sequence**  
 sequence of events, **U4**:T372–T373, T376–T377, T380–T381, T384–T385, T388  
 steps in a process, **U5**:T368–T369, T372–T373  
 See also Listening, listening comprehension

**Setting.** See Listening, listening comprehension; Literary devices/terms, setting

**Shared Read, U1**:T34–T43, T92–T105, T154–T161, T210–T223, T272–T279; **U2**:T34–T43, T92–T101, T150–T157, T206–T213, T262–T269; **U3**:T34–T45, T94–T109, T158–T165, T214–T221, T270–T277; **U4**:T34–T49, T98–T111, T160–T167, T216–T227, T276–T285; **U5**:T34–T45, T94–T103, T152–T159, T208–T219, T268–T277

**Small Group.** See Assess and Differentiate, Small Group

**Social studies activities.** See Cross-Curricular Perspectives, social studies

**Social studies in reading, U1:**T437; **U3:**T435; **U4:**T387.  
See *also* Cross-Curricular Perspectives, social studies

**Sound devices and poetic elements**

imagery, **U3:**T344–T345, T348–T349

onomatopoeia, **U3:**T368–T369, T372–T373

rhyme, **U3:**T376–T377, T380

sensory details, **U3:**T340–T341

**Sources.** See Interact with Sources; Reference sources; Technology

**Sources, Interact with.** See Interact with Sources

**Speaking.** See Listening, listening comprehension

**Speaking and listening.** See Listening

**Spelling, U5:**T412–T413

patterns and rules, **U3:**T392–T393, T396–T397

phonics, connection to

consonant blends, final, **U2:**T358, T362, T366, T374

consonant blends, initial, **U2:**T310, T314, T318, T326

consonant digraphs, **U2:**T382, T386, T390, T398; **U3:**T318, T322, T326, T334

consonant patterns, **U2:**T334, T338, T342, T350; **U3:**T414, T418, T422, T430

trigraphs, **U3:**T318, T322, T326, T334

vowel diphthongs, **U4:**T398, T402, T406, T414, T422, T426, T430, T434, T438

vowels, **U3:**T390, T394, T398, T406

vowels, long, **U2:**T406, T410, T414, T422, T432–T433;

**U3:**T342, T346, T350, T358, T366, T370, T374, T378, T382; **U5:**T318, T322, T326, T334, T354, T390, T394, T398, T406

vowels, *r*-controlled, **U3:**T440–T441; **U4:**T326, T330, T334, T342, T350, T354, T358, T366

vowels, short, **U1:**T74–T75, T150–T151, T220–T221, T296–T297, T366–T367

vowel sound in *foot*, **U5:**T440–T441

vowel teams, **U5:**T366, T370, T374, T382

words

with endings, **U4:**T448–T449

with open and closed syllables, **U5:**T414, T418, T422, T430

with *Qu, qu*, **U1:**T442–T443

that compare, **U4:**T374, T378, T382, T390

**Spiral review, U1:**T184, T246, T302, T321, T332, T345, T356, T369, T380, T393, T404, T417, T428, T443, T456; **U2:**T66, T180, T236, T292, T311, T322, T335, T346, T359, T370, T383, T394, T407, T418, T433, T446; **U3:**T68, T132, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454; **U4:**T72,

T134, T308, T327, T338, T351, T362, T375, T386, T399, T410, T423, T434, T449, T462; **U5:**T182, T242, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454

**Story elements.** See Literary devices/terms, characters, events, plot, setting, theme

**Story structure.** See Plot; Text structure

**Strategies/skills**

analyze text features, **U2:**T360–T361, T364–T365

ask and answer questions, **U1:**T87, T99, T101, T122–T123, T406; **U2:**T145, T155, T174–T175; **U4:**T29, T41, T47, T66–T67, T271, T281, T283, T302–T303

assessment, **U1:**T378; **U2:**T420; **U3:**T428; **U4:**T436; **U5:**T376  
author's purpose, **U2:**T144, T164–T165; **U3:**T97, T103, T105, T116–T117

brainstorm topic and main idea, **U2:**T320–T321

compare and contrast texts, **U4:**T210, T219, T225, T234–T235

compose introduction and conclusion, **U2:**T368–T369, T372

correct and confirm predictions, **U1:**T267, T296–T297; **U5:**T89, T97, T99, T120–T121, T147, T155, T176–T177

create new understandings, **U2:**T201, T209, T211, T230–T231; **U4:**T93, T101, T107, T128–T129

describe connections, **U4:**T28, T39, T41, T43, T56–T57

describe/discuss characters, **U1:**T28, T39, T50–T51, T204, T215, T219, T221, T230–T231

describe elements of poetry, **U2:**T200, T209, T211, T220–T221

describe main events, **U3:**T219

describe main events and settings, **U3:**T228–T229

describe plot, **U3:**T28, T41, T43, T52–T53

describe setting, **U1:**T86, T97, T101, T112–T113; **U3:**T217

determine theme, **U4:**T154, T163, T174–T175; **U5:**T211, T217, T224–T225

discuss author's purpose, **U2:**T155; **U3:**T88

elements of drama, **U2:**T256, T265, T267, T276–T277

elements of poetry, **U3:**T152, T161, T163, T172–T173

facts and details, **U2:**T336–T337, T340–T341

find graphics, **U1:**T266, T275, T277, T286–T287

find/identify main idea, **U2:**T28, T37, T50–T51, T332–T333; **U4:**T23, T293, T270, T279, T283

find important details, **U2:**T29, T39, T41, T60–T61; **U4:**T211, T220, T225, T244–T245; **U5:**T203, T213, T215, T217, T236

find text features, **U1:**T148, T157, T159, T168–T169

find text structure, **U2:**T86; **U5:**T37, T39, T41

fluency, **U5:**T275

generate ideas, **U3:**T328–T329

identify events and settings, **U3:**T208

identify persuasive text, **U3:**T264, T273, T275, T284–T285; **U5:**T146, T155, T157, T166–T167

identify theme, **U5:**T202

incorporating peer and teacher suggestions, **U1:**T282

main idea and details, **U2**:T312–T313  
 make and/or confirm predictions, **U1**:T275; **U3**:T29, T39, T41, T62–T63  
 make connections, **U3**:T89, T97, T103, T107, T126–T127, T153, T163, T182–T183, T265, T273, T294–T295; **U4**:T155, T165, T184–T185; **U5**:T29, T37, T41, T62–T63  
 make inferences, **U2**:T87, T97, T118–T119, T256, T265, T267, T286–T287; **U5**:T263, T275, T294–T295  
 organize with structure, **U2**:T356–T357; **U5**:T364–T365  
 text structure, **U2**:T95, T97, T108–T109  
 use graphics, **U5**:T376–T377, T380  
 use pictures and text, **U5**:T262, T271, T273, T284–T285  
 use text evidence, **U1**:T29, T41, T60–T61, T149, T157, T178–T179  
 use text features, **U5**:T88, T99, T101, T110–T111  
 use text structure, **U4**:T92, T103, T105, T107, T109, T118–T119; **U5**:T28, T52–T53  
 visualize details, **U1**:T205, T240–T241; **U3**:T209, T217, T238–T239  
 See also Unit Overview

**Strategy Group.** See Assess and Differentiate, Small Group, Teacher-Led Options

**Structures of informational text.** See Informational text

**Struggling readers.** See Assess and Differentiate

**Study strategies.** See Graphic organizers; Graphic sources; Research/study skills

**Subject-verb agreement.** See Agreement, subject-verb

## Suffixes

-er, -or, **U5**:T108–T109, T116–T117, T182–T183  
 -ly, -ful, **U5**:T224–T225, T232–T233, T300–T301  
 See also Word Work

**Syllables.** See Phonics/decoding; Word Work, common syllable patterns



**Taking notes.** See Research/study skills, take notes

## Teaching strategies

Possible Teaching Point, **U1**:T31, T37, T38, T47, T55, T65, T71, T89, T97, T98, T100, T109, T117, T127, T133, T151, T158, T159, T165, T173, T183, T189, T207, T213, T215, T220, T221, T227, T235, T245, T251, T269, T275, T276, T283, T291, T301, T307, T322, T326, T330, T346, T350, T354, T370, T374, T378, T394, T398, T402, T418, T422, T426; **U2**:T31, T37, T40, T41, T47, T55, T65, T71, T94, T95, T97, T105, T113, T123, T129, T147, T153, T154, T161, T169, T179, T185, T203, T208, T210, T217, T225, T235, T241, T258, T264, T266, T273, T281, T291, T297, T312, T316,

T320, T336, T340, T344, T360, T364, T368, T384, T388, T392, T408, T412, T416; **U3**:T31, T37, T39, T40, T42, T49, T57, T67, T73, T91, T97, T99, T101, T102, T104–T106, T113, T121, T131, T137, T155, T161, T162, T169, T177, T187, T193, T211, T217, T218, T225, T233, T243, T249, T267, T272, T275, T281, T289, T299, T305, T320, T324, T328, T344, T348, T352, T368, T372, T376, T392, T396, T400, T416, T420, T424; **U4**:T31, T36, T39, T41, T43, T44, T53, T61, T71, T77, T95, T101, T103, T106–T108, T115, T123, T133, T139, T157, T163, T165, T171, T179, T189, T195, T213, T218, T219, T220, T231, T239, T249, T255, T273, T280, T282, T289, T297, T307, T313; T328, T332, T336, T352, T356, T360, T376, T380, T384, T400, T404, T408, T424, T428, T432; **U5**:T31, T37, T38, T41, T49, T57, T67, T73, T91, T97, T98, T100, T107, T115, T125, T131, T149, T155, T157, T163, T171, T181, T187, T205, T211, T213, T214, T223, T231, T241, T247, T265, T271, T272, T281, T289, T299, T305, T320, T324, T328, T344, T348, T352, T368, T372, T376, T392, T396, T400, T416, T420, T424

## routines

Book Club. See Book Club

read-aloud, **U1**:T22, T80, T142, T198, T260; **U2**:T22, T80, T138, T194, T250; **U3**:T22, T82, T146, T202, T258; **U4**:T22, T86, T148, T204, T264; **U5**:T22, T82, T140, T196, T256

See also Assessment; Writing Club

## Technology

Internet, **U4**:T84–T85; **U5**:T80–T81, T460, T460–T461

**Testing, formal and informal.** See Assessment

**Text Complexity Charts, U1**:R2–R7; **U2**:R2–R6; **U3**:R2–R6; **U4**:R2–R7; **U5**:R2–R6

**Text elements.** See Text features

**Text evidence, U1**:T29, T41, T60–T61, T149, T193, T178–T179

**Text features, U1**:T148, T157, T159, T168–T169; **U2**:T360–T361, T364–T365; **U5**:T88, T97, T99, T101, T110–T111

**Text structure, U2**:T37, T86, T166–T167, T356–T357; **U4**:T92, T103, T105, T107, T109, T118–T119; **U5**:T28, T37, T38, T39, T41, T52–T53, T54–T55, T364. See also Text features

**Text types.** See Genres

**Theme, of literature.** See Literary devices/terms, theme

**Theme, of unit.** See Unit Overview

**Timeline.** See Graphic sources

**Time sequence.** See Sequence

**Title page.** See Parts of a book, title page

**Types of literature.** See Genres

# U

**Unfamiliar words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Unit goals.** See Goals, unit

**Unit Overview, U1:T2–T9; U2:T2–T7; U3:T2–T7; U4:T2–T7; U5:T2–T7**

**Usage.** See Adjectives; Adverbs; Agreement; Conjunctions; Nouns; Prepositions; Pronouns; Sentences; Verbs

# V

**Venn diagram.** See Graphic organizer, Venn diagram

**Verbs, U1:T276, T421, T425, T429, T433; U4:T165, T219, T375, T379, T383, T387, T391, T399, T403, T407, T408–T409, T411, T412, T415, T423**

tense

future, **U4:T399**

past, **U4:T106, T355, T359, T363, T367, T375**

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See also Agreement, subject-verb

**Visualize.** See Strategies/skills, visualize

**Vocabulary development, U1:T42–T43, T104–T105, T160–T161, T222–T223, T278–T279; U2:T42–T43, T100–T101, T156–T157, T212–T213, T268–T269; U3:T44–T45, T108–T109, T164–T165, T220–T221, T276–T277; U4:T48–T49, T110–T111, T166–T167, T226–T227, T284–T285; U5:T44–T45, T102–T103, T158–T159, T218–T219, T276–T277**

high-frequency words, **U1:T19, T49, T69, T77, T91, T111, T129, T139, T153, T167, T185, T195, T209, T229, T247, T257, T271, T285, T303, T441, T445, T449, T457; U2:T19, T33, T49, T67, T77, T91, T107, T125, T135, T149, T163, T181, T191, T205, T219, T237, T247, T261, T275, T293, T431, T435, T439, T447; U3:T19, T33, T51, T69, T79, T93, T115, T133, T143, T157, T171, T189, T199, T213, T227, T245, T255, T269, T283, T301, T439, T443, T447, T455; U4:T19, T33, T55, T73, T83, T97, T117, T135, T145, T159, T173, T191, T201, T249, T233, T251, T261, T275, T291, T309, T447, T451, T455, T463; U5:T19, T33, T51, T69, T79, T93, T109, T127, T137, T151, T173, T183, T193, T207, T225, T243, T253, T267, T283, T301, T439, T443, T447, T455**

preteach. See ELL (English Language Learners), vocabulary support

preview, **U1:T34, T92, T154, T210, T216, T272; U2:T34, T92, T149, T206, T262; U3:T34, T94, T158, T214, T270; U4:T34, T98, T160, T216, T222, T276; U5:T34, T94, T152, T208, T268**

selection vocabulary, **U1:T28, T86, T148, T204, T266; U2:T28, T86, T144, T200, T256; U3:T28, T88, T152, T208, T264; U4:T28, T92, T154, T210, T270; U5:T28, T88, T146, T202, T262**

See also Vocabulary skills/strategies

## Vocabulary skills/strategies

academic vocabulary strategies

antonyms, **U1:T97; U3:T86–T87, T102, T106; U4:T90–T91, T101, T107; U5:T86–T87**

context clues, **U1:T146–T147, T194; U2:T142–T143; U3:T150–T151, T161; U4:T152–T153; U5:T144–T145**

oral language, **U1:T12, T264–T265; U2:T12, T254–T255; U3:T12, T262–T263; U4:T12, T268–T269; T12, T260–T261**

related words, **U1:T26–T27; U2:T26–T27, T40; U3:T26–T27, T37, T40; U4:T26–T27, T41; U5:T26–T27, T41**

synonyms, **U1:T84–T85, T119; U2:T97, T84–T85; U3:T86–T87, T97, T102**

word parts, **U1:T202–T203, T221; U2:T208, T198–T199; U3:T206–T207, T218; U4:T208–T209, T220; U5:T200–T201**

vocabulary in context, **U1:T39, T95, T159, T213, T277; U2:T39, T99, T153; U3:T101; U4:T37, T105, T220, T281; U5:T43, T213, T273**

See also Word Work

**Vowels.** See Phonics/decoding, vowels

# W

**Web site.** See Technology, Internet

**Word attack skills.** See Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word identification.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word Wall.** See Academic vocabulary, Word Wall

**Word Work, U1:T29, T87, T149, T205, T267; U2:T29, T87, T145, T201, T256; U3:T29, T89, T153, T209, T265; U4:T29, T93, T155, T211, T271; U5:T29, T89, T147, T203, T263**

alliteration, **U1:T48–T49, T110–T111, T166–T167**



- common syllable patterns
  - CV, **U3**:T454–T455
  - CVCe, **U3**:T188–T189
  - VCCV, **U3**:T226–T227, T234–T235, T300–T301
  - VCe, **U2**:T260–T261, T434–T435; **U3**:T78–T79, T92–T93, T114–T115, T122–T123
- consonant blends, **U5**:T50–T51, T58–T59, T126–T127
  - final, **U2**:T134–T135, T148–T149, T236–T237
  - initial, **U2**:T18–T19, T32–T33, T124–T125
- consonant digraphs, **U2**:T190–T191, T204–T205, T292–T293; **U3**:T18–T19, T32–T33, T132–T133
- consonant patterns, **U3**:T254–T255, T268–T269, T454–T455
- consonants, **U1**:T128–T129, T174–T175, T184–T185, T236–T237, T246–T247, T292–T293, T302–T303, T448–T451, T456–T457; **U2**:T66–T67, T180–T181, T438–T441; **U3**:T68–T69
  - final, **U1**:T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T166–T167; **U2**:T48–T49, T56–T57
  - final consonant sounds, **U1**:T448–T449
  - initial, **U1**:T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T166–T167, T228–T229, T284–T285
  - initial consonant sounds, **U1**:T448–T449
- consonant trigraphs, **U3**:T18–T19, T32–T33, T132–T133; **U4**:T250–T251; **U5**:T50–T51, T58–T59
- contractions, **U3**:T50–T51, T58–T59, T132–T133
- endings, **U4**:T446–T447, T450–T451
  - add, **U5**:T68–T69
  - comparative, **U4**:T144–T145, T158–T159, T250–T251
  - ed, **U4**:T116–T117, T124–T125, T190–T191
  - inflected
    - ed, **U3**:T170–T171, T178–T179
    - es, **U4**:T54–T55, T62–T63, T134–T135
    - ing, **U2**:T218–T219, T226–T227, T292–T293
    - s, **U2**:T162–T163, T170–T171, T236–T237
    - ing, **U4**:T116–T117, T124–T125, T190–T191
  - plural, -es, **U4**:T54–T55, T62–T63, T134–T135
- phonemes
  - add, **U1**:T184–T185; **U2**:T106–T107, T162–T163; **U3**:T300–T301, T454–T455
  - change, **U1**:T456–T457; **U2**:T66–T67, T246–T247, T430–T431; **U4**:T72–T73, T134–T135, T250–T251
  - manipulate, **U2**:T236–T237; **U3**:T68–T69, T244–T245; **U5**:T182–T183, T242–T243
  - remove, **U2**:T124–T125, T180–T181; **U3**:T78–T79, T142–T143; **U4**:T190–T191; **U5**:T192–T193
  - segment and blend, **U1**:T66–T67, T128–T129, T246–T247, T302–T303; **U2**:T18–T19, T134–T135, T446–T447; **U3**:T18–T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–T447; **U4**:T18–T19, T82–T83, T116–T117, T446–T447; **U5**:T50–T51, T108–T109, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455
- prefixes
  - re-*, *un-*, **U5**:T164–T165, T172–T173, T242–T243
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  - final sounds, **U2**:T48–T49; **U3**:T254–T255; **U4**:T54–T55, T144–T145, T172–T173, T200–T201, T260–T261, T290–T291, T454–T455; **U5**:T18–T19
  - initial /kw/, **U1**:T440–T441
  - initial sounds, **U1**:T228–T229, T284–T285; **U4**:T290–T291
  - manipulate, **U5**:T282–T283, T446–T447
  - medial sounds, **U2**:T274–T275; **U4**:T200–T201, T454–T455; **U5**:T18–T19
  - sound /k/ spelled *ck*, **U2**:T76–T77, T90–T91
  - sound /ó/ spelled *a*, *al*, and *aw*, **U2**:T274–T275, T282–T283
  - sound /s/ and sound /z/ spelled *s*, **U2**:T106–T107, T114–T115
- suffixes
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  - ly, -ful, **U5**:T224–T225, T232–T233, T300–T301
- syllables
  - final, **U5**:T446–T449
  - open, **U3**:T282–T283, T290–T291
  - open and closed, **U5**:T252–T253, T266–T267, T454–T455
- trigraphs, **U4**:T172–T173, T180–T181
- vowels, **U1**:T194–T195, T256–T257; **U3**:T198–T199, T212–T213, T300–T301; **U5**:T438–T439, T442–T443
  - digraphs, **U4**:T232–T233, T240–T241, T290–T291, T298–T299, T308–T309; **U5**:T68–T69
  - diphthongs, **U4**:T200–T201, T214–T215, T260–T261, T274–T275, T308–T309, T462–T463
  - final vowel sounds, **U2**:T260–T261, T270–T271; **U4**:T290
  - initial vowel sounds, **U4**:T290
  - long vowels, **U2**:T246–T247, T260–T261, T430–T431, T434–T435, T446–T447; **U3**:T68–T69, T78–T79, T92–T93, T114–T115, T122–T123, T142–T143, T156–T157, T188–T189, T244–T245; **U5**:T18–T19, T32–T33, T78–T79, T92–T93, T126–T127, T182–T183, T192–T193, T206–T207, T300–T301
  - medial vowel sounds, **U1**:T18–T19, T76–T77, T138–T139, T194–T195, T256–T257; **U3**:T114–T115
  - r*-controlled, **U3**:T438–T439, T442–T443; **U4**:T18–T19, T32–T33, T72–T73, T82–T83, T96–T97, T134–T135, T190–T191
  - short vowels, **U1**:T18–T19, T32–T33, T56–T57, T76–T77, T138–T139, T152–T153, T194–T195, T208–T209, T256–T257, T270–T271
  - vowel teams, **U4**:T454–T457; **U5**:T136–T137, T150–T151, T242–T243, T282–T283, T290–T291, T454–T455
- vowels, distinguish/discriminate, **U2**:T292–T293, T438–T439; **U3**:T132–T133, T188–T189; **U4**:T232–T233
  - final vowel sounds, **U3**:T198–T199

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**U5**:T68–T69, T78–T79

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See also Vocabulary skills/strategies

**Write for a Reader.** See Teaching strategies, Possible Teaching Point

**Writing, with technology.** See Technology

**Writing assessment.** See Assessment, writing; Writing rubrics

**Writing Club, U1**:T334, T335, T358, T359, T382, T383, T406, T407; **U2**:T324, T325, T348, T349, T372, T373, T396, T397; **U3**:T332, T333, T356, T357, T380, T381, T404, T405; **U4**:T340, T341, T364, T365, T388, T389, T412, T413; **U5**:T332, T333, T356, T357, T381, T404, T405

**Writing forms/products**

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T360–T361, T364–T365, T392–T397, T400–T401, T404–T405, T408–T409, T412–T413, T416–T421, T424–T425, T428–T429, T432–T433, T436–T437

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**Writing process.** See Writing Workshop, composition

**Writing rubrics, U1**:T379; **U2**:T421; **U3**:T429; **U4**:T437; **U5**:T429

**Writing traits**

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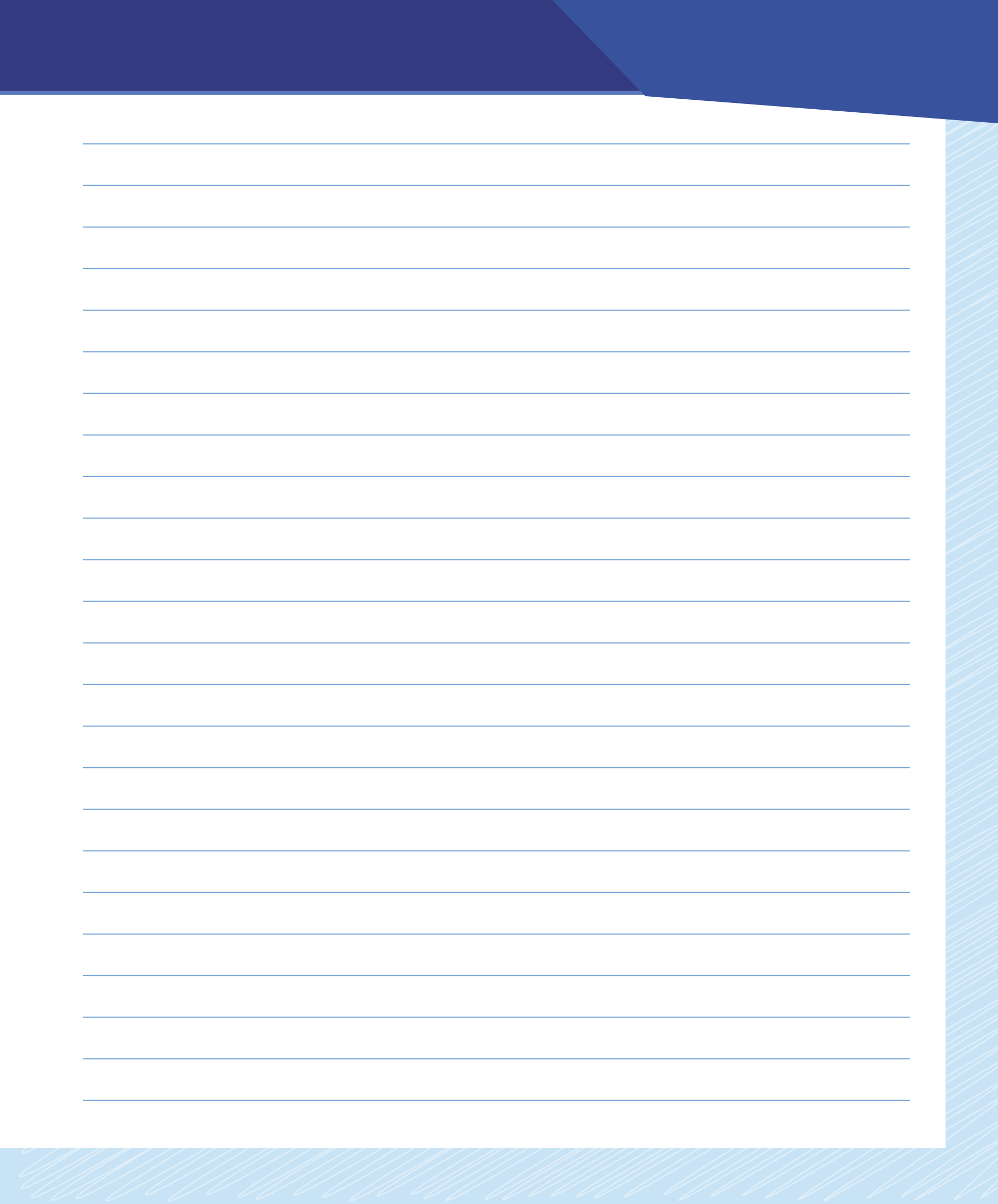
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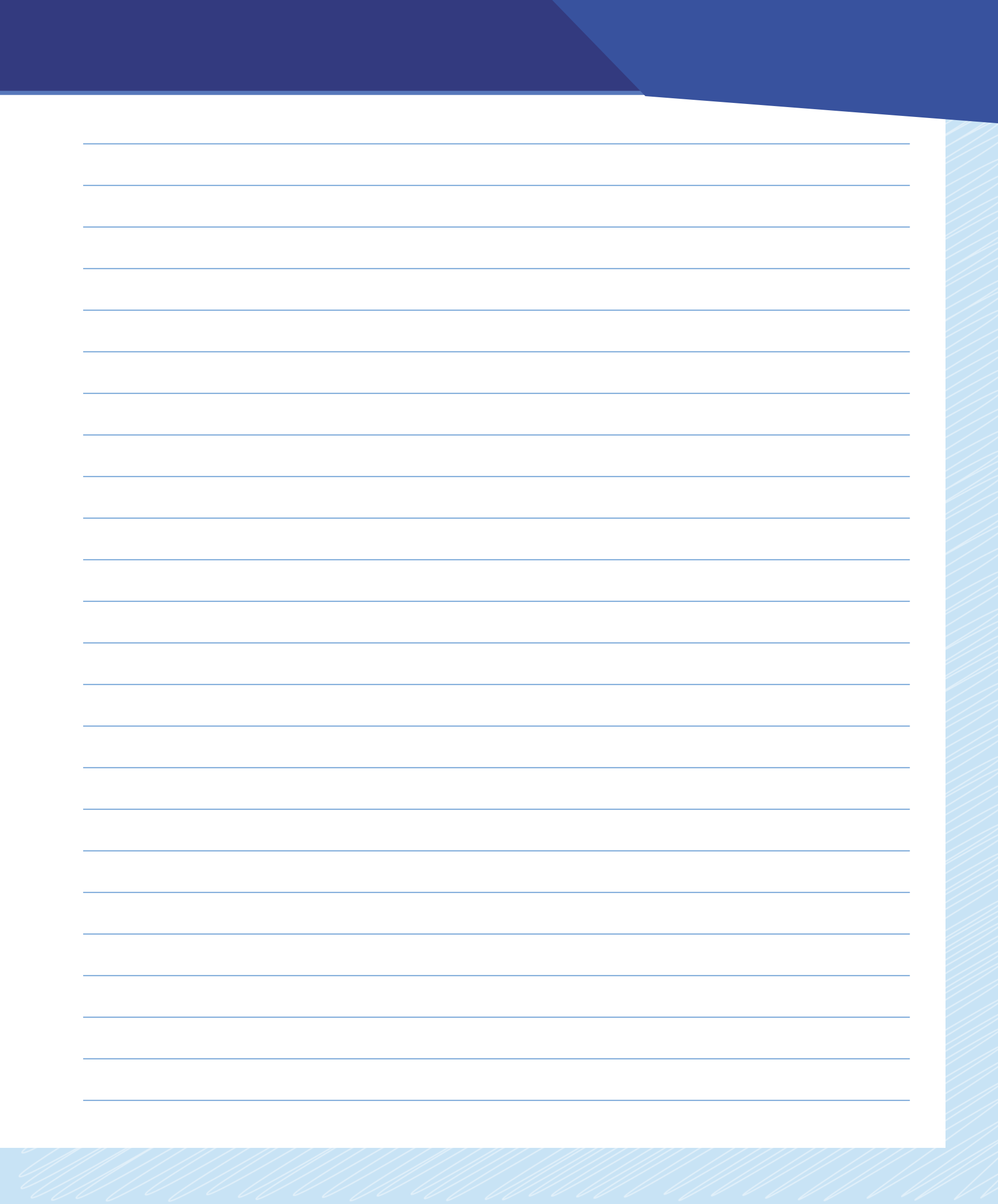
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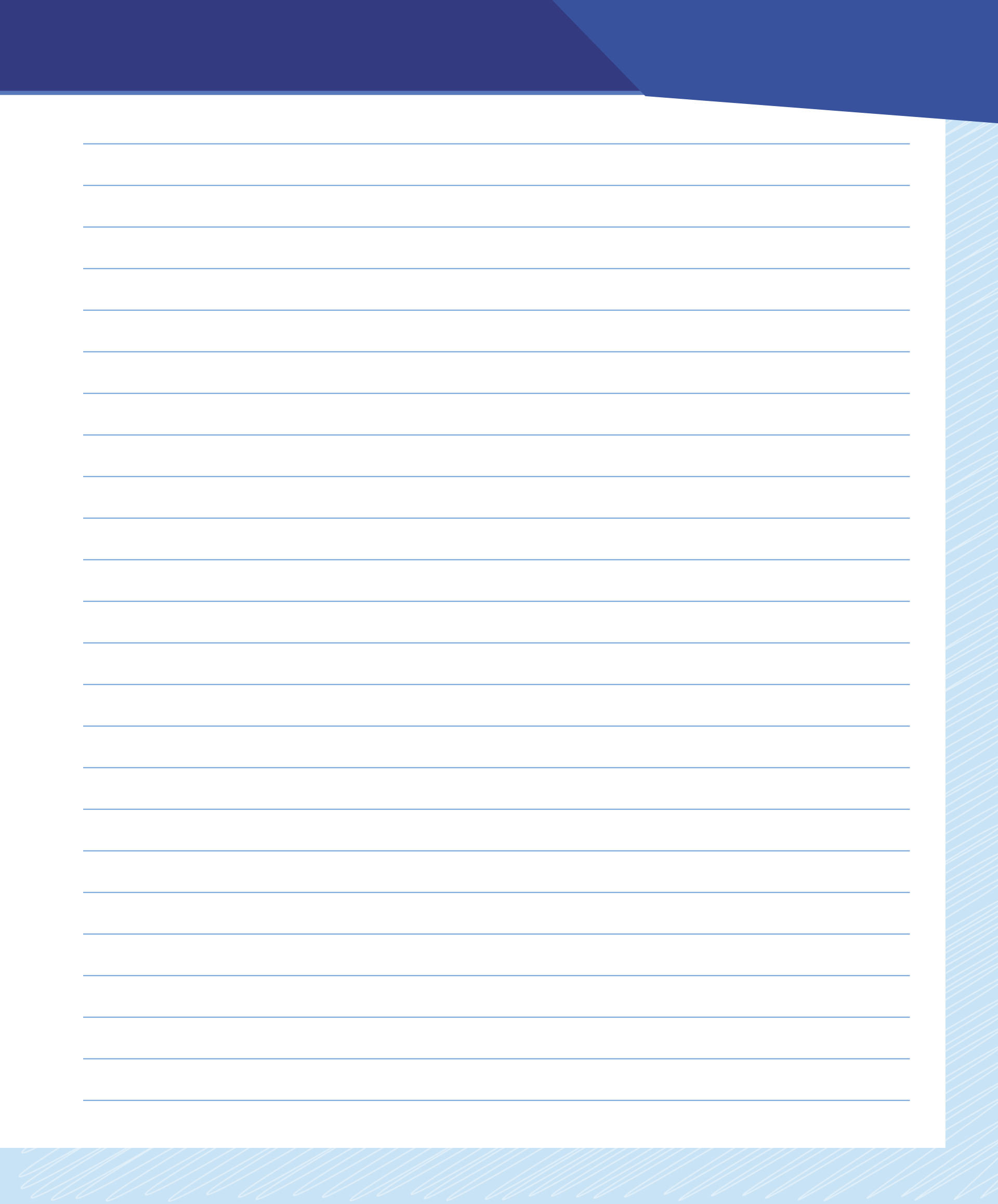














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