

Teacher's Edition



myView®

L I T E R A C Y

2.5

SAVVAS

Teacher's Edition

myView

L I T E R A C Y

2

SAVVAS
LEARNING COMPANY

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



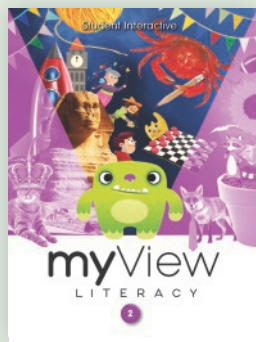
Grade 2 Resources



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

STUDENT RESOURCES

Whole Group



Student Interactive
2 Volumes

Read **ALoud**

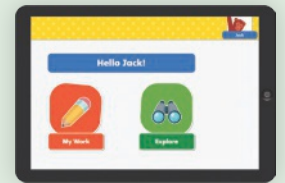
Mentor **STACK**



Trade Book Read Alouds



Genre, Skill, and
Strategy Videos



Savvas Realize™
Primary Student
Interface

Small Group & Independent

BOOK CLUB
with Trade Books



WRITING CLUB



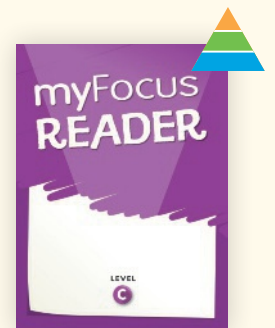
Digital Games



Leveled Content Readers
with Access Videos

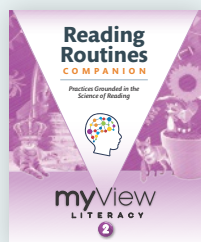


SuccessMaker



myFocus Reader

Foundational Skills



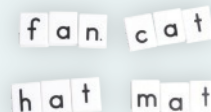
Reading
Routines
Companion



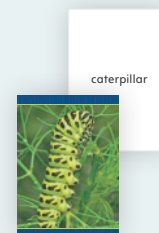
Decodable
Readers



High-Frequency
Word Cards



Letter Tiles



Picture
Word Cards



Alphabet
Cards



Sound
Spelling Cards

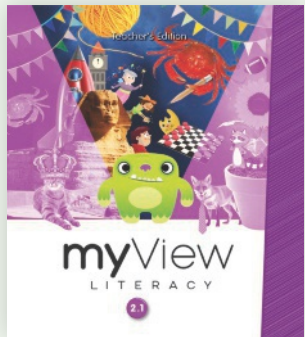


Savvas Realize™

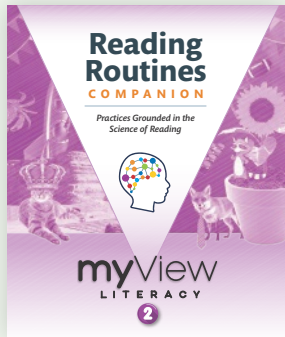
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

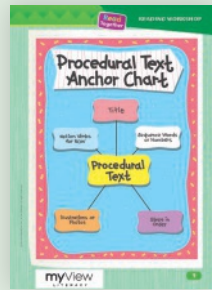
TEACHER RESOURCES



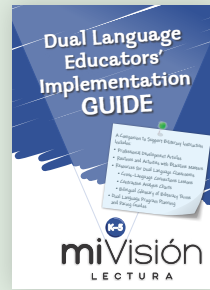
Teacher's Edition
5 Volumes



Reading Routines Companion



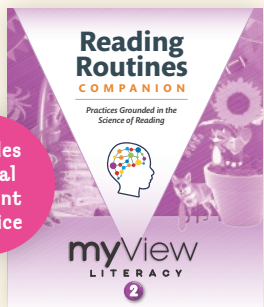
Anchor Charts



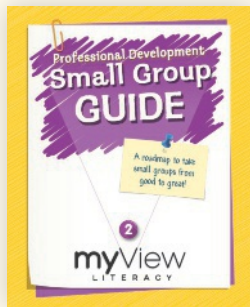
Dual Language Educators' Implementation Guide

Printables Include:

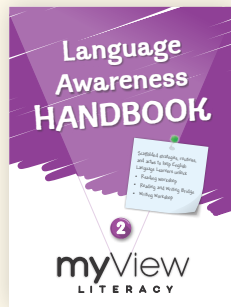
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



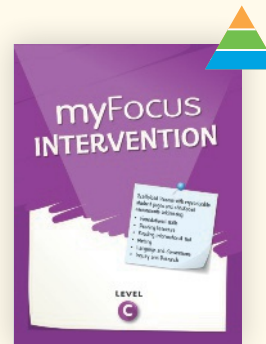
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

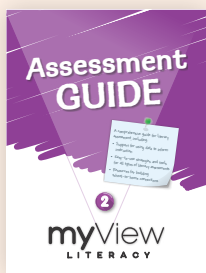


myFocus Intervention Teacher's Guide

Printables Include:

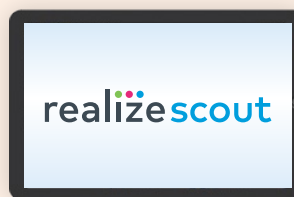
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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



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



Foster a Love of Reading

Student Interactive

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



Read **ALOUD**

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



Mentor **STACK**



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

BOOK CLUB

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

*Titles are subject to change.

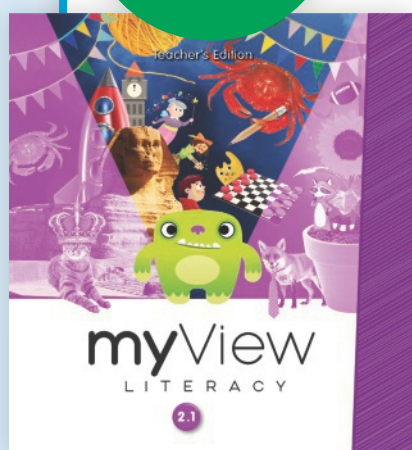
A Continuum of Resources to Meet the Needs of Your Students



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

LEVEL OF SUPPORT

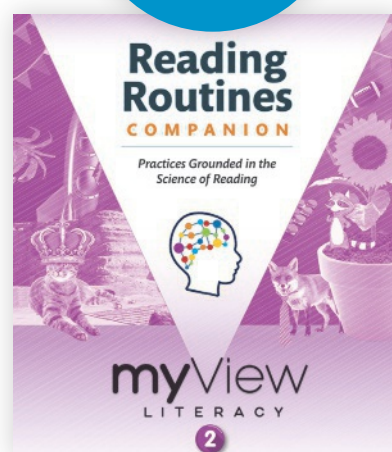
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

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

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





SuccessMaker



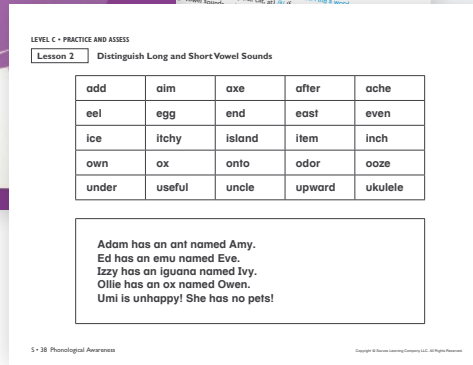
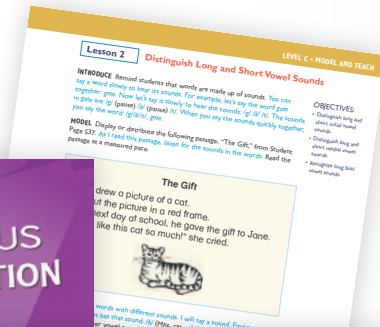
SuccessMaker®

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



myFocus Intervention

myFOCUS INTERVENTION



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

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

myFocus Intervention

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

Lessons follow a routine of:

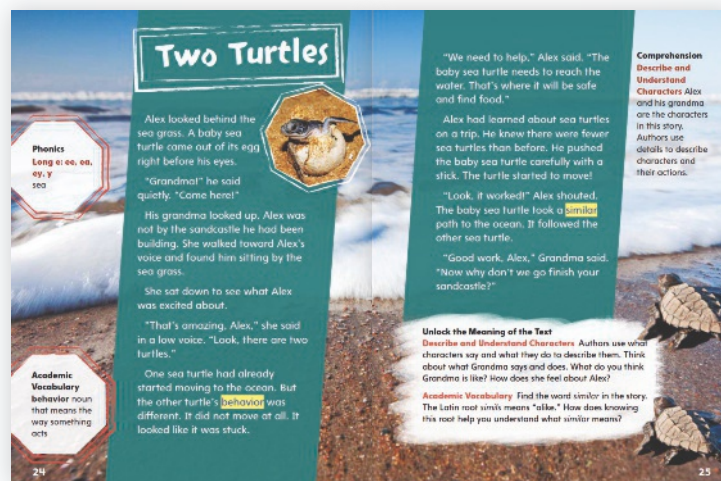
- Model (*I Do!*)
- Teach (*We Do!*)
- Practice (*You Do!*)



myFocus Reader

myFOCUS READER

LEVEL C



myFocus Reader

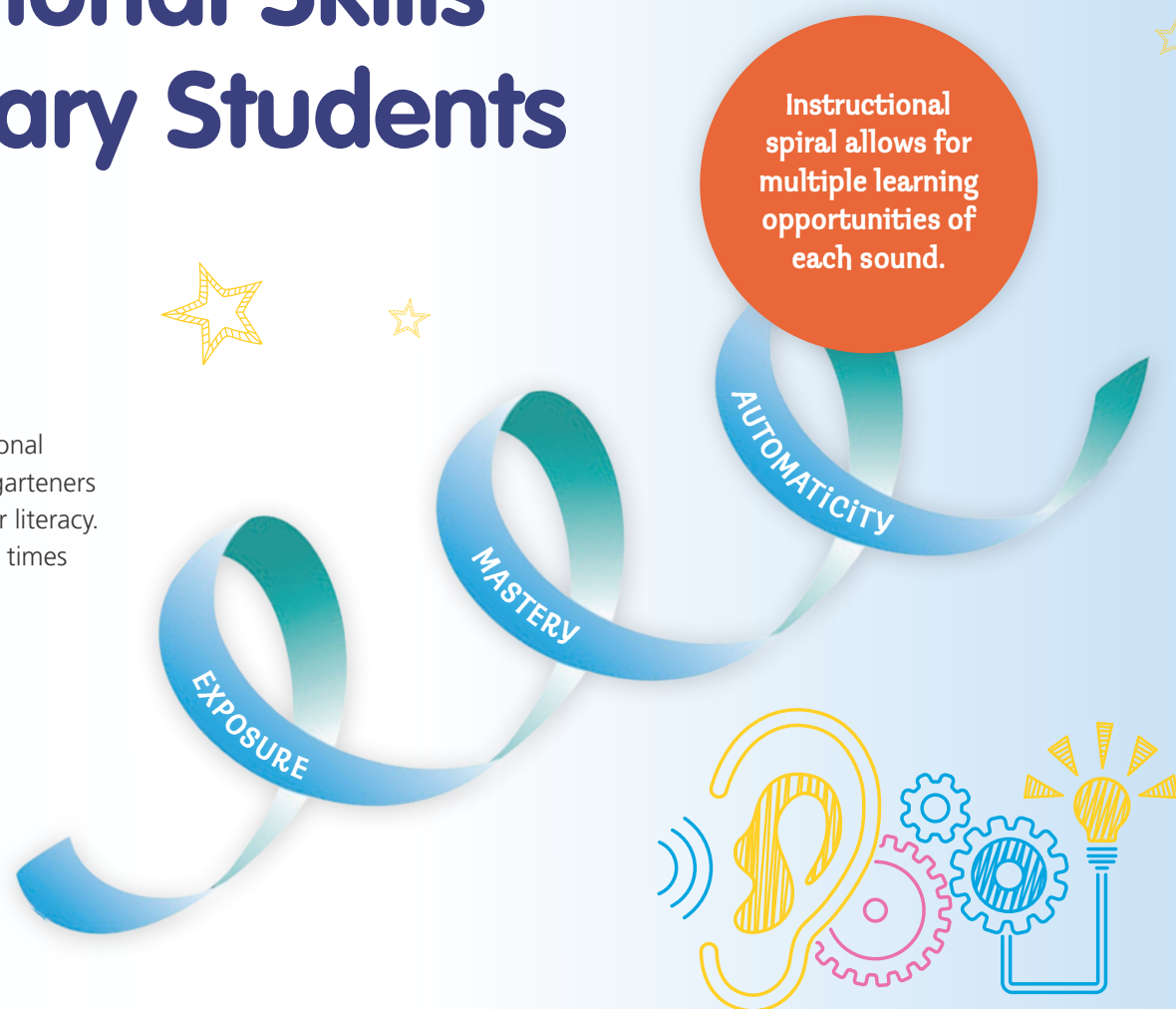
Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

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

Foundational Skills for Primary Students

Phonological to Phenomenal

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



Sequence of Instruction

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

EARLY

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

BASIC

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

ADVANCED

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

Connected Phonics and Spelling

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

WEEK 1 LESSON 2
READING WORKSHOP FOUNDATIONAL SKILLS

Word Work

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

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

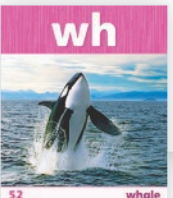
Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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

Phonics, p. 137



132 UNIT 2 • WEEK 1

myView Digital

FORMATIVE ASSESSMENT OPTIONS

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

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

Decide

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

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

HIGH-FREQUENCY WORDS
good
said

STUDENT INTERACTIVE, p. 15

Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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 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.

The Art and

WEEK 1 LESSON 2
READING-WRITING WORKSHOP BRIDGE

Spelling Spell Words with Digraphs and Trigraphs

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

LESSON 2

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

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

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

SPELLING WORDS
catch inch
check inch
chip while
graph which

HIGH-FREQUENCY WORDS
good said

LESSON 2

Teach Spell Words with Digraphs and Trigraphs

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

LESSON 4 Spell Words with Long e Spelled at the End

LESSON 5 Assess Understanding

Dictation practice is included in the Student Interactive.


A Systematic Reading Progression

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

DECODABLE STORY FOUNDATIONAL SKILLS

On the Run

Highlight the words with the long o sound.



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

AUDIO
Audio with highlighting

ANNOTATE

23

Decodable Book 5

We Make It



Written by Hugo Delmar
Illustrated by Sandy Brightman

Decodable Reader

Kate Wins the Game

Written by Moira McGinty

21

Long e: e 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

Other Words
know others
live they
move what

105

Decodable Stories (K-1)

Located inside the Student Interactive, these perforated decodable stories provide application of the week's skill.

Decodable Readers (K-3)

A library of Decodable Readers allows for even more application of skills!

Megan's Robot Decodable Practice Passage 6B

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

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

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

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Purposeful Assessments, Powerful Results

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

Formative Assessments – Daily/Weekly

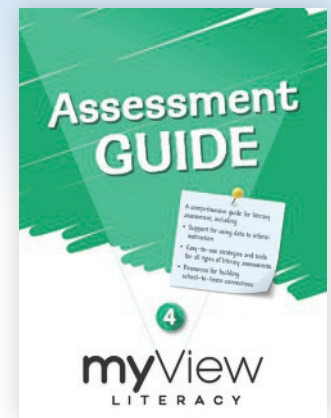
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

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

Summative Assessments – 3x Year

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



Data-Driven Assessment Guide

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

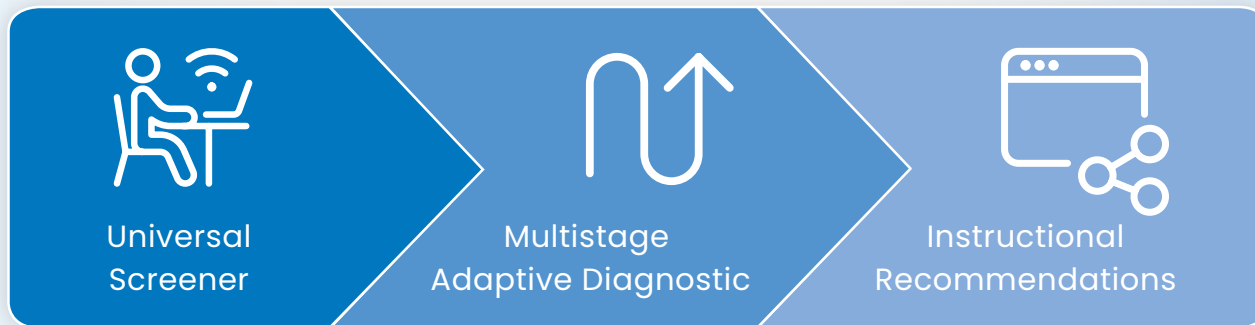
Test Preparation (Grades 2–5)



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

SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

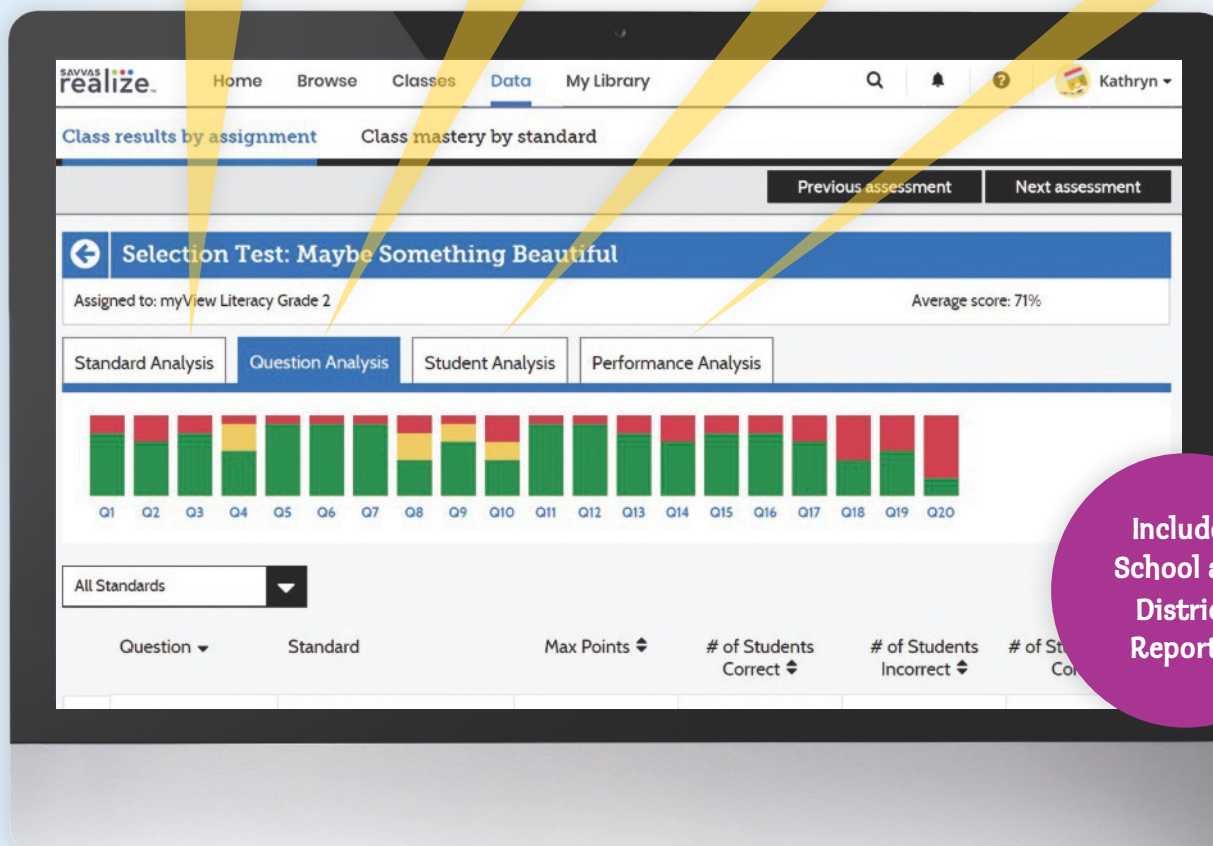
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

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

Includes School and District Reports.

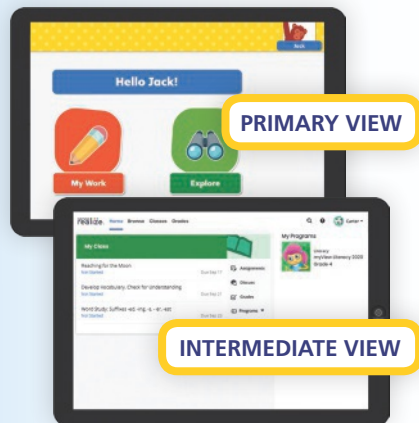
The Digital Difference



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

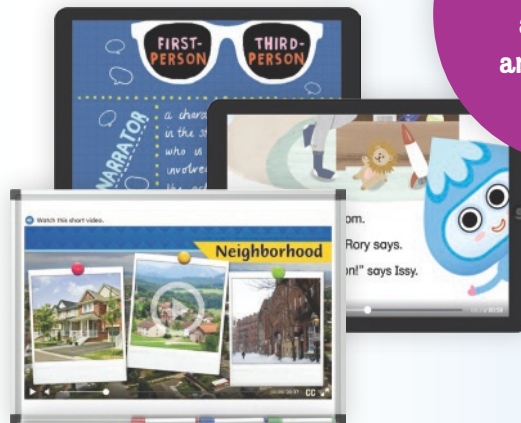
The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

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

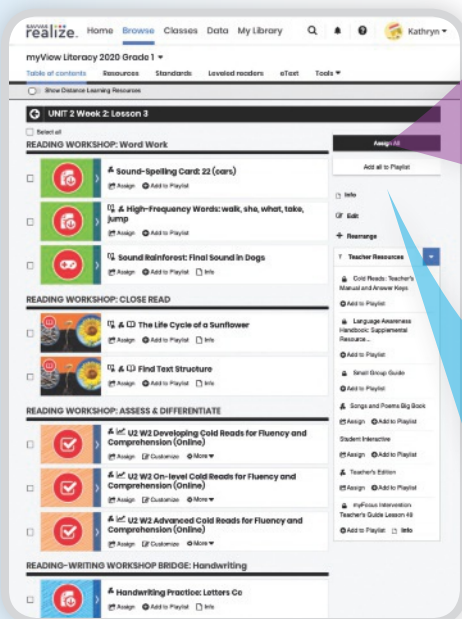


Digital Games

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

The Teacher Experience

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



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

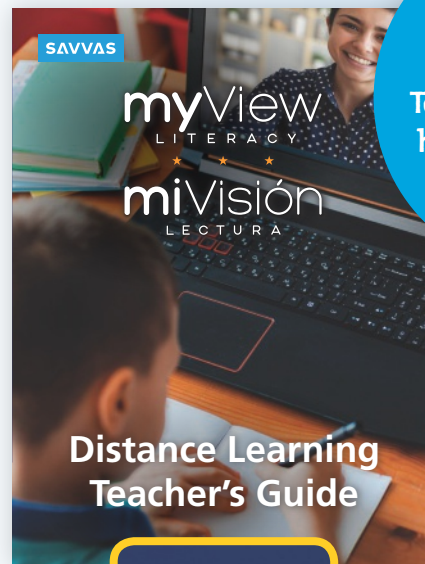
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



Engaged, Motivated Classrooms

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



Social-Emotional Learning

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



Inclusive and Equitable Instruction

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

Professional Learning and Program Implementation

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



Program Activation

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

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

Jump-start Your Teaching!

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

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



[mySavvasTraining.com](https://www.mysavvas.com/training)

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

Our Incredible Earth

Essential Question

How does Earth change?

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

myView
Digital



REALIZE
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT

Spotlight on Informational Text



WEEK 1



Introducing Landforms pp. T14–T79
by Bobbie Kalman and Kelley MacAulay

Informational Text

WEEKLY QUESTION What are some of Earth’s changing features?

WEEK 2

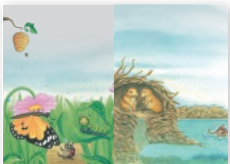


from *How Water Shapes the Earth* | from *How Earthquakes Shape the Earth* pp. T80–T147
by Jared Siemens | by Aaron Carr and Megan Cuthbert

Informational Texts

WEEKLY QUESTION How do natural events change the Earth?

WEEK 3



Where Do They Go in Rain or Snow? pp. T148–T211
by Melissa Stewart

Drama

WEEKLY QUESTION How does weather change Earth?

WEEK 4



Volcano Wakes Up! pp. T212–T279
by Lisa Westberg Peters

Poetry

WEEKLY QUESTION How does a volcano eruption change Earth?

WEEK 5



Rocks! pp. T280–T341
by Christopher Cheng

Informational Text

WEEKLY QUESTION What can rocks reveal about how Earth changes?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T470–T495

UNIT THEME

Our Incredible Earth

Essential Question

How does Earth change?

WEEK
3

Where Do They Go in Rain or Snow?

How does weather change Earth?



WEEK
2

How Water Shapes the Earth/How Earthquakes Shape the Earth

How do natural events change the Earth?



WEEK
1

Introducing Landforms

What are some of Earth's changing features?





Volcano Wakes Up!

How does a volcano eruption change Earth?



WEEK
4



WEEK
5

Rocks!

What can rocks reveal about how Earth changes?



Project

WEEK
6



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they have learned about "Our Incredible Earth" in the **WEEK 6 PROJECT: This Is So Exciting!**

UNIT THEME

Our Incredible Earth

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Informational Text



Introducing Landforms

Make connections and monitor comprehension of an informational text.

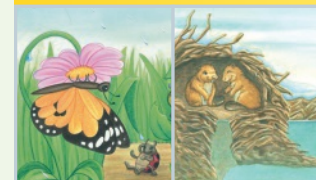
Informational Text



How Water Shapes the Earth/How Earthquakes Shape the Earth

Compare and contrast important points from two texts and develop new understandings.

Drama



Where Do They Go in Rain or Snow?

Identify the elements of a play and confirm or adjust predictions.

FOUNDATIONAL SKILLS

Phonics, High-Frequency Words, Decodable Text



READING-WRITING WORKSHOP BRIDGE

Bridge reading informational text through:

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

BOOK CLUB SEL

Disaster Alert! by Christine Taylor-Butler

What can we learn about how Earth changes?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in procedural texts.

Develop elements of procedural writing.

Develop the structure of procedural writing.



READING-WRITING WORKSHOP BRIDGE

Bridge writing informational text through:

- Spelling
- Language & Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Talk with others about how Earth changes.

READING WORKSHOP

- Read different types of informational text and understand their features and structures.

READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing informational text.

WRITING WORKSHOP

- Use elements of informational text to write a procedural text.

WEEK 4

Poetry



Volcano Wakes Up!

Explain the patterns and structures found in a poem and make connections.

Phonics, High-Frequency Words, Decodable Text

Bridge reading informational text through:

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

Choose Your Book

What can we learn about how Earth changes?

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

WEEK 5

Informational Text



Rocks!

Identify the main idea of an informational text and make inferences.

WEEK 6

Inquiry and Research



This Is So Exciting! Research Articles

FOUNDATIONAL SKILLS

Phonics, High-Frequency Words

Project-Based Inquiry

- Generate questions for inquiry
- Research how Earth changes and choose what you think is the most exciting way that Earth changes.
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Publish, celebrate, and assess procedural writing.

Bridge writing informational text through:

- Spelling
- Language & Conventions

UNIT THEME

Our Incredible Earth

WEEK 1

Informational Text

Introducing Landforms



WEEK 2

Informational Text

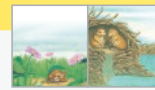
How Water Shapes the Earth/How Earthquakes Shape the Earth



WEEK 3

Drama

Where Do They Go in Rain or Snow?



READING WORKSHOP	Foundational Skills	Phonics: Homographs	Phonics: Double Consonants	Phonics: Vowel Patterns <i>aw, au, augh, al</i>
		High-Frequency Words: <i>heard, door, sure</i>	High-Frequency Words: <i>become, across, during</i>	High-Frequency Words: <i>hours, products, happened</i>
		Decodable Text: <i>The Best Place</i>	Decodable Text: <i>The Changing River</i>	Decodable Text: <i>A Small Tree in a Big Wind</i>
	Minilessons Bank	Infographic: Earth's Features	Infographic: The Grand Canyon	Infographic: Lightning!
		Informational Text: Introducing Landforms	Informational Text: How Water Shapes the Earth/How Earthquakes Shape the Earth	Drama: Where Do They Go in Rain or Snow?
		Words That Tell About Landforms	Words That Tell About Natural Disasters	Words That Tell About How Animals Take Shelter from Rain
Describe Connections		Compare and Contrast Texts	Identify Elements of Drama	
Monitor Comprehension		Create New Understandings	Confirm or Adjust Predictions	
Talk About It: Respond to Informational Text	Write to Sources: Respond to Informational Text	Talk About It: Respond to Literature		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Synonyms	Context Clues
	Handwriting	Write Proper Nouns and Letters <i>J</i> and <i>Q</i>	Letters <i>T, F, G,</i> and <i>S</i>	Letters <i>L, P, R,</i> and <i>B</i>
	Read Like a Writer/Write for a Reader	How Graphic Features Support Purpose	Cause and Effect	Word Choice
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure
	Minilessons Bank	How-To Books	How to Write a Command	Organize with Structure
		How-To Books: Instructions	Explore Writing Precise Instructions	Explore Writing in Steps
		How-To Books: Graphics	Apply Writing Precise Instructions	Apply Writing in Steps
		Generate Ideas	Explore Graphics	Explore Introduction and Conclusion
		Plan Your How-To Book	Apply Graphics	Apply Introduction and Conclusion
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Words That Are Homographs	Spell Words with Double Consonants	Spell Words with Vowel Patterns <i>aw, au, augh, al</i>
	Language & Conventions	Prepositions and Prepositional Phrases	Contractions	Commas in Sentences

Essential Question

How does Earth change?

WEEK 4

Poetry

Volcano Wakes Up!



Phonics: Prefixes *un-*, *re-*, *pre-*, *dis-*

High-Frequency Words: *color*, *questions*, *area*

Decodable Text: *Cleaning the Beach*

Infographic/Diagram: Earth Erupts

Poetry: Volcano Wakes Up!

Words That Tell About Volcanoes

Explain Patterns and Structures

Make Connections

Write to Sources: Respond to Literature

Word Parts

Write Proper Nouns and Practice Cursive Writing

Patterns and Structures of Poetry

Writer's Craft

Edit for Adverbs

Explore Adding or Deleting Words

Apply Adding or Deleting Words

Explore Rearranging Words

Apply Rearranging Words

Spell Words with Syllable Pattern VCCCV

Compound Subjects and Predicates

WEEK 5

Informational Text

Rocks!



Phonics: Syllable Pattern VCCV

High-Frequency Words: *horse*, *problem*, *complete*

Decodable Text: *Kent's Idea*

Infographic: Famous Rocks

Informational Text: Rocks!

Words That Tell About the Earth's Surface

Identify Main Idea

Make Inferences

Talk About It

Oral Language

Practice Cursive Writing

Descriptive Details

Publish, Celebrate, and Assess

Edit for Pronouns

Edit for Capitalization

Prepare for Celebration

Publish and Celebrate

Assessment

Spell Abbreviations

Spell Words Correctly

WEEK 6

Inquiry and Research

This Is So Exciting!



Foundational Skills

Phonics: Final Stable Syllables *-le*, *-tion*, *-sion*

High-Frequency Words: *toward*, *against*, *numeral*

Spelling: Spell Words with Final Stable Syllables *-le*, *-tion*, *-sion*

Compare Across Texts: "Our Incredible Earth"

Inquire: TV Infomercial

Leveled Research Articles

Academic Vocabulary

Explore and Plan: Introduce Argumentative Writing

Conduct Research: Use Media to Research

Collaborate and Discuss: Analyze Student Model

Cite Your Sources

Extend Research: Make a Video or Record Infomercial

Revise and Edit

Celebrate and Reflect

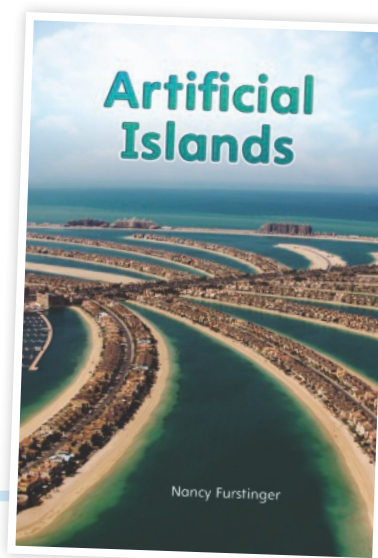
UNIT 5 LEVELED READERS LIBRARY



LEVEL J

Leveled Readers for Unit 5

- Unit 5 guided reading levels range from Level J through Level M.
- Readers align to the unit theme, Our Incredible Earth, 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 2 Leveled Library

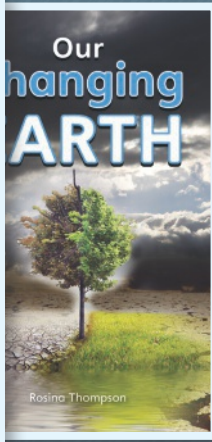


- A range of levels from Level H through Level M
- A rich variety of genres, including informational texts, realistic fiction, mystery, adventure, and more
- Text structures and features aligned to the continuum of text levels
- Readers provide audio and word-by-word highlighting to support students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

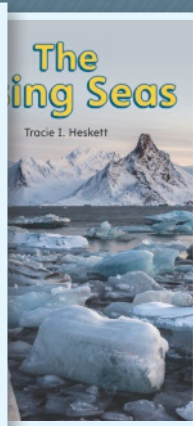




Level L



Level L



Level L



Level M



Level M



Level M



Level M



Level M



Level M

LEVEL M

Teaching Support

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

Guided Reading

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

Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

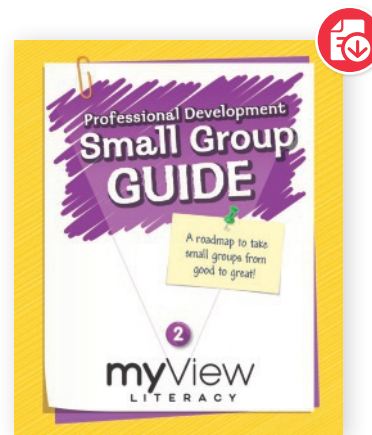
- Prompts for responding to text

LEVELED READER TEACHER'S GUIDE



See the **Small Group Guide for**

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



SMALL GROUP GUIDE

Our Incredible Earth

OBJECTIVES

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


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

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

Establish purpose for reading assigned and self-selected texts.

Essential Question

Introduce the Essential Question for Unit 5: *How does Earth change?* Tell students they will read many texts to learn about how the surface of Earth changes. Remind students that reading texts in a variety of genres helps build their vocabulary and strengthen their reading skills.

Watch the Unit Video Tell students that they will watch a video that shows different ways the surface of Earth changes. Have students pay attention to the different ways it changes as they watch the video. 

TURN, TALK, AND SHARE Have partners discuss what they learned from watching the video. Use these questions to guide their discussions.

- What types of changes did you see happen to the surface of Earth?
- What is one example of how Earth's surface can change? Describe this change.

STUDENT INTERACTIVE, pp. 460–461

5

Our Incredible Earth

Essential Question

How does Earth change?

Watch

“Our Changing Earth” to see how many ways Earth can change.

TURN and TALK

What kinds of changes did you see in the video?

SAVVAS realize
Go ONLINE for all lessons.

VIDEO

AUDIO

GAME

ANNOTATE

BOOK

RESEARCH

Spotlight on Informational Text

Reading Workshop

Infographic: Earth's Features
Introducing Landforms Informational Text
 by Bobbie Kalman and Kelley MacAulay

Infographic: The Grand Canyon
from How Water Shapes the Earth | from How Earthquakes Shape the Earth Informational Text
 by Jared Siemens | by Aaron Carr and Megan Cuthbert

Infographic: Lightning!
Where Do They Go in Rain or Snow? Drama
 by Melissa Stewart

Infographic/Diagram: Earth Erupts
Volcano Wakes Up! Poetry
 by Lisa Westberg Peters

Infographic: Famous Rocks
Rocks! Informational Text
 by Christopher Cheng

Reading-Writing Bridge

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

Writing Workshop

- Introduce and Immerse
- Develop Elements • Develop Structure
- Writer's Craft • Publish, Celebrate, and Assess

Procedural Text

Project-Based Inquiry

- Inquire
- Research
- Collaborate

460

461

ELL Targeted Support Learning Techniques Have students use strategic learning techniques to help them understand the content of the video.

Have students draw and label one change featured in the video. **EMERGING**

Have students compare and contrast two changes featured in the video and then draw and label these changes using correct vocabulary. **DEVELOPING**

Independent Reading

Self-Select Texts Discuss pp. 462–463 in the *Student Interactive*. Have students:

- Self-select texts neither too hard nor too easy.
- Select texts by favorite authors, on topics that interest them, or in particular genres.
- Spend increasing periods of time reading independently throughout the unit to build stamina.

STUDENT INTERACTIVE, pp. 462–463

5
INDEPENDENT READING

Independent Reading

Reading on your own is a good way to become a better reader. The more you read, the easier it will become. When choosing a book, first decide what your purpose is for reading. Then select a book that matches that purpose.

After you have read a book, review it. Think about the answers to these questions:

- What did I like about the book?
- What didn't I like about the book?
- Did the book meet my purpose for reading?
- Overall, did I like this book? Would I suggest it to a friend?

My Reading Log

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

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:

- destroy : *destruir*
- reaction : *reacción*

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 Unit Goals on p. 464 in the *Student Interactive*.
- **MyTURN** Have students color the “thumbs up” if they feel they have already accomplished the Unit Goals, or the “thumbs down” if they think they have more to learn.

Students will revisit their ratings in Week 6.

Academic Vocabulary

Oral Vocabulary Routine Academic vocabulary is the language students need to understand and complete their work in school. Explain that as students work through the unit, they will learn and use these academic words to talk about the changing environment on Earth. Read aloud the paragraph on p. 465 in the *Student Interactive*. Have students do a Turn and Talk to respond to the questions below. Assign partners or have students turn to face a student sitting next to them. Pose one question to the partners. Tell them that they will have two minutes to discuss their responses to the question, using the newly acquired Academic Vocabulary. When time is up, have partners share their responses with the class. Repeat the process for the second question.

Have partners respond to the following questions:

- What are ways that nature causes Earth's surface to change?
- How might these changes affect Earth's resources?

TURN, TALK, AND SHARE Have students use the Academic Vocabulary words and pictures on p. 465 in the *Student Interactive* as they talk with their partner about ways Earth can change.



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 Acquire Academic Vocabulary Use the oral vocabulary routine as a strategic learning technique to help students build on the concept of changes to Earth’s surface and to acquire and internalize new Academic Vocabulary.

Use the Language Transfer note to help students internalize the meanings of two academic words. Then, employ the use of question prompts as a strategic learning technique to help students compose short sentences that include one of the academic words. **EMERGING**

Write one of the questions from the oral vocabulary routine on the board. Have pairs ask and answer the question. Have partners use and reuse the academic words in their answers to acquire and internalize the academic vocabulary. **DEVELOPING**

To help students acquire and internalize academic vocabulary, have pairs take turns reading each academic word. Then have them take turns asking and answering the question prompts from the oral vocabulary routine. Finally, challenge pairs to write a sentence that shows how one of the words would be used in another subject area. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 464–465

5 INTRODUCTION

Unit Goals

In this unit, you will

- read informational text
- write a procedural text
- learn about changes on Earth

MY TURN
Color the pictures to answer.

I know about different types of informational text and understand their features and structures.		
I can use language to make connections between reading and writing informational text.		
I can use elements of informational text to write a procedural text.		
I can talk with others about how Earth changes.		

Academic Vocabulary

destroy
environment
reaction
balance
resources

In this unit, you will read about the changing **environment** on Earth. You will learn how forces of nature act on the Earth and the **reaction** they cause when landforms move and change. You'll read how volcanoes **destroy** things around them when they erupt. You may wonder how the Earth keeps itself in **balance**. You may also think about how these changes affect **resources** on Earth.

TURN and TALK
Use the Academic Vocabulary words to talk with your partner about ways Earth can change. The picture will help you.

464
465

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 and learn facts about a topic.
- I can use language to make connections between reading and writing informational texts.
- I can use elements of informational text to write a procedural text.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonics: Decode Homographs
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: "The Grand Canyon" T22–T23
- Informational Text T24–T25
 - ☑ **Quick Check** T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Write Proper Nouns T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T352–T353
 - » How-To Books: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T352–T353
- Conferences T350

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Homographs T354
 - ☑ **Assess Prior Knowledge** T354
 - FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Reflexive Pronouns T355

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T32–T33
 - » Phonics: Decode and Write Homographs
- ☑ **Quick Check** T33
 - » High-Frequency Words

SHARED READ

- Introduce the Text T34–T53
 - » Preview Vocabulary
 - » Read: *Introducing Landforms*
- Respond and Analyze T54–T55
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T55
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T56
- Guided Reading/Leveled Readers T59
- Strategy and Intervention Activities T56, T58
- Fluency T56, T58
- ELL Targeted Support T56, T58
- Conferring T59

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T57
- Independent Reading T59
- Literacy Activities T59

WRITING WORKSHOP

MINILESSON

- Procedural Text T356–T357
 - » How-To Books: Instructions: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T356–T357
- Conferences T350

WRITING BRIDGE

- Spelling: Teach Homographs T358
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Prepositions and Prepositional Phrases T359

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T60–T61
 - » Phonics: Review Homographs
 - » High-Frequency Words

CLOSE READ

- Describe Connections T62–T63
- Close Read: *Introducing Landforms*
 - ✔ Quick Check T63

READING BRIDGE

- Read Like a Writer, Write for a Reader: How Graphic Features Support Purpose T64–T65
- Handwriting: Letters J and Q T64–T65

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T67
- Strategy and Intervention Activities T66
- Fluency T66
- ELL Targeted Support T66
- Conferring T67

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

WRITING WORKSHOP

MINILESSON

- Procedural Text T360–T361
 - » How-To Books: Graphics: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T360–T361
- Conferences T350

WRITING BRIDGE

- Spelling: Review and More Practice: Homographs T362 **FLEXIBLE OPTION**
- Language and Conventions: Teach Prepositions and Prepositional Phrases T363

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T68–T69
 - » Read Decodable Text: *The Best Place*

CLOSE READ

- Monitor Comprehension T70–T71
- Close Read: *Introducing Landforms*
 - ✔ Quick Check T71

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T73
- Strategy and Intervention Activities T72
- Fluency T72
- ELL Targeted Support T72
- Conferring T73

INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

WRITING WORKSHOP

MINILESSON

- Procedural Text T364–T365
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- How-To Book T364–T365
- Conferences T350

WRITING BRIDGE

- Spelling: Spiral Review: Words with Syllable Pattern VCCV T366 **FLEXIBLE OPTION**
- Language and Conventions: Practice Prepositions and Prepositional Phrases T367

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T74–T75
 - » Revisit Decodable Text: *The Best Place*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T76–T77
 - » Talk About It
 - ✔ Quick Check T77
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T79
- Strategy, Intervention, and On-Level/Advanced Activities T78
- ELL Targeted Support T78
- Conferring T79

INDEPENDENT/COLLABORATIVE

- Independent Reading T79
- Literacy Activities T79

BOOK CLUB T79 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T368
 - » Plan Your How-To Book
 - » Share Back

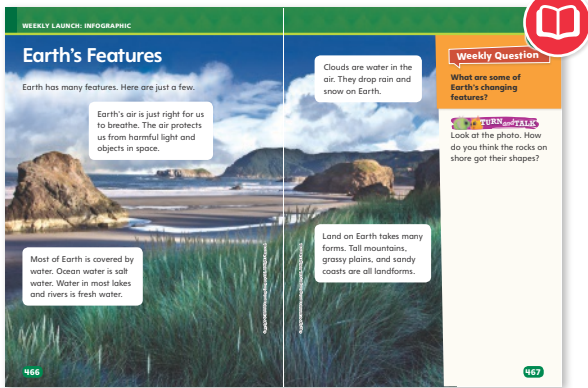
INDEPENDENT WRITING

- **WRITING CLUB** T368–T369 **SEL**
- Conferences T350

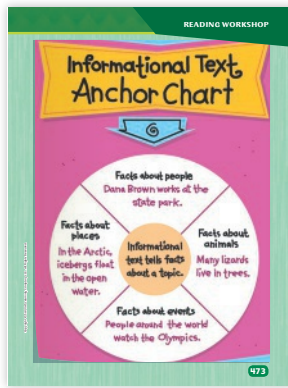
WRITING BRIDGE

- Spelling: Homographs T370
 - ✔ Assess Understanding T370
- Language and Conventions: Standards Practice T371 **FLEXIBLE OPTION**

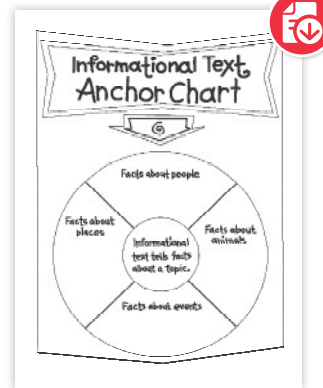
Materials



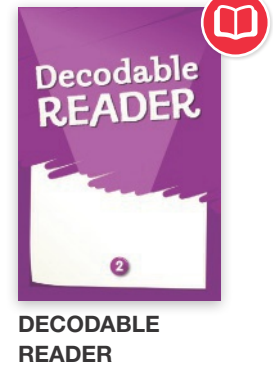
INFOGRAPHIC
"Earth's Features"



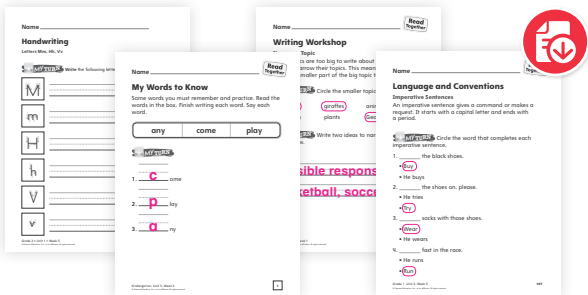
READING ANCHOR CHART
Informational Text



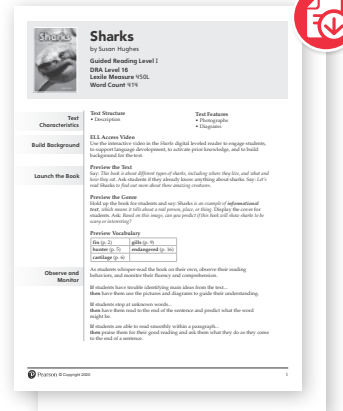
EDITABLE ANCHOR CHART
Informational Text



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

heard
door
sure

Develop Vocabulary

coast
plains
canyons
volcano
desert

Spelling Words

lead
wind
down
foot
upset
does
wound
match
tear
second

Unit Academic Vocabulary

destroy
environment
reaction
balance
resources

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

Objectives
Listen actively, use relevant strategies to identify information, and answer questions about main ideas and supporting details.

ELL Language
Translate Point out the Spanish cognates in "The Grand Canyon."

FLUENCY
After completing the Read Aloud routine, read together.

Interactive Read Aloud
Read aloud to students. Use the information in "The Grand Canyon" to answer questions about the text. Use the information to answer questions about the text.

Interactive Read Aloud
Read aloud to students. Use the information in "The Grand Canyon" to answer questions about the text. Use the information to answer questions about the text.

Interactive Read Aloud
Read aloud to students. Use the information in "The Grand Canyon" to answer questions about the text. Use the information to answer questions about the text.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Engage students to learn about their independent reading level.
• Build student comprehension.
• Enhance students' overall language development.
• Provide an opportunity to model fluency and expression reading.
• Foster a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the title, cover, and back cover of the story.
• Discuss the title, cover, and back cover of the story.
• Read the story aloud to students. Model Think Aloud as you read, and pause to talk 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, and genre.
• Ask the title, author, and genre of the story.
• Point out interesting artwork or photos.
• Gather prior knowledge and build essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and reading to students get to get to the end and apply Think Aloud and make questions for a deeper dive into the text.
• Read with expression to draw in students.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use to monitor comprehension and correct reading when needed.
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage student comprehension by modeling the Think Aloud. Use the end of the story.
• Choose and assign a Student Response Form available on ReadAbout.com.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "The Grand Canyon"

Genre: Informational Text

Introducing Landforms

by Bobbie Kuhn and Kelly Macaulay

1. Read
2. Listen
3. Watch



SHARED READ Introducing Landforms

BOOK CLUB

Titles related to Spotlight Genre and Theme: T500-T505

Mentor STACK

Writing Workshop T349



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

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

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T38 for a homograph extension activity students can use while reading the text in Lessons 2 and 3.

Phonics: Decode Homographs

Minilesson

FOCUS Explain to students that there are many words that are spelled the same way but have different meanings. Write the following sentences: *There is a fly on my food; A bird can fly.* Read aloud the two sentences as students read with you. Underline the word *fly* in each sentence. Point out that context, or words around an unfamiliar word, can help you determine the meaning of *fly* in each sentence. Explain that in the first sentence, *fly* means a type of insect. In the second sentence it means to flutter in the air, using wings.

MODEL AND PRACTICE Say: *The words fly and fly are homographs. When I see the word fly by itself, I don't know which meaning it has. I only know which meaning fly has when I see its context, or how it is used in a sentence.* Ask students to read aloud the text at the top of p. 468 with you. Call on a student to say a sentence using the word *can* and another student to say a sentence with a different meaning of *can*. Remind students to include context to show which meaning of *can* they are using.

APPLY My TURN Have students read the homographs and their meanings on *Student Interactive* p. 468.

TURN, TALK, AND SHARE Have students read the sentences at the bottom of p. 468 with a partner. Ask them to write the meaning of each homograph next to each sentence. Then challenge them to identify other homographs and give their meanings.



ELL Targeted Support Homographs Tell students that some words in English have the same spelling but different meanings.

Draw a sketch of a bat (animal) and a baseball bat. Write these sentences: *A bat has wings. I can hit the ball with a bat.* Underline *bat*. Ask students to read the sentences aloud with you. **EMERGING**

Write: *We took a trip to Canada. Don't trip on the stairs!* Read aloud the sentences with students. Discuss the meaning of *trip* in each sentence. Have pairs draw a picture for each sentence and then use the homographs in oral sentences. **DEVELOPING**

Have pairs look up the meanings of *bark* and draw pictures with captions for two different meanings of the word. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *heard*, *door*, and *sure*.

- Point to each word as you read it aloud.
- Point to *heard* again and have students read and spell the word.
- Repeat the routine for each word, having students read and spell each word.
- Have students choose a word, say it, and use it in a sentence. Challenge students to use one of the homographs they learned in their sentence.

heard

sure

door

STUDENT INTERACTIVE, p. 468

PHONICS

Homographs

Homographs are words that are spelled the same but have different meanings.

Can means “able to”: I **can** ride a bike.

Can may also mean “a metal container”: The soup is in a **can**.

Look at the words around a homograph in a sentence to figure out its meaning.

MY TURN Read the words and their meanings.

- | | | |
|------|---|--|
| bat | — | a flying animal |
| | | what you use to hit a ball in baseball |
| fall | — | go or move down |
| | | the season after summer |

TURN and TALK Read the sentences with a partner.

Decide which meaning is used. Then use the word **bat** in two sentences with two different meanings. Then identify two other homographs. **Possible responses: fly, ring, tear, wind, bow**

1. Bats fill the sky in the evening. **a flying animal**
2. The leaves turn yellow in the **fall**. **the season after summer**

Interact with Sources

OBJECTIVES

Make inferences and use evidence to support understanding.

Explore the processes in the water cycle, including evaporation, condensation, and precipitation, as connected to weather conditions.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [Which landforms do you see in our environment?](#) [What are some of Earth's resources?](#)

- destroy
- balance
- environment
- resources
- reaction

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

Explore the Infographic

Remind students of the Essential Question for Unit 5: *How does Earth change?* Point out the Week 1 Question: *What are some of Earth's changing features?*

Have students follow along in their *Student Interactive*, pp. 466–467, as you read aloud “Earth’s Features.” Organize students into small groups and have them share information about Earth’s many features. During the group discussions, encourage students to ask questions to clear up any confusion about the topic of the infographic.

Use the following questions to guide the group discussions and invite students to make inferences about Earth’s features and the water cycle based on the text and photos:

- How does the air protect us from harmful light and objects in space?
- What are the different types of water on Earth?
- Why do clouds drop rain and snow on Earth?
- Where does the rain go?

WEEKLY QUESTION Reread the Week 1 Question: *What are some of Earth's changing features?* Remind students they learned about the different types of features on Earth. Explain that they will learn about how and why those features change.

TURN, TALK, AND SHARE Have students make inferences about how the rocks on the shore got their shapes. Then have students share their responses.

ELL Targeted Support Use Visual Support Have students use visual support to enhance and confirm their understanding of spoken language. Tell students to listen closely as you read aloud the text from the infographic.

Have students confirm their understanding of vocabulary by asking them to name familiar features in the visuals and then find the corresponding words in the text. Supply words as needed: *ocean water, clouds, mountains, grassy plains, and sandy coasts*. **EMERGING**

Ask students to confirm their understanding of vocabulary by having them connect each sentence or sentences to the corresponding visual. Then ask: *What are some ways that Earth's features can change?* **DEVELOPING**

Have partners enhance and confirm their understanding of vocabulary by directing them to create labels for the visuals using the words from the text. Then ask: *How do Earth's features change?* **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 466-467

WEEKLY LAUNCH: INFOGRAPHIC

Earth's Features

Earth has many features. Here are just a few.

Earth's air is just right for us to breathe. The air protects us from harmful light and objects in space.

Most of Earth is covered by water. Ocean water is salt water. Water in most lakes and rivers is fresh water.

Clouds are water in the air. They drop rain and snow on Earth.

Land on Earth takes many forms. Tall mountains, grassy plains, and sandy coasts are all landforms.

WEEK 1

Weekly Question

What are some of Earth's changing features?

TURN and TALK

Look at the photo. How do you think the rocks on shore got their shapes?

466

467

Listening Comprehension

OBJECTIVES

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

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


ELL Language Transfer

Cognates Point out the Spanish cognates in “The Grand Canyon.”

- natural : *natural*
- river : *río*
- national : *nacional*

FLUENCY

After completing the Read-Aloud Routine, show students the informational text, “The Grand Canyon.” Read a short section aloud, and ask students to pay attention to your prosody, or expression. Remind students that fluency is about reading for meaning, not speed. Invite partners to practice expressive reading using their favorite sentence from the informational text.

 **THINK ALOUD** Analyze Informational Text I notice that there are many facts about the main topic, the Grand Canyon. The facts tell me information about where it is, how big it is, and how it was made. I know that informational text is written to inform readers about a topic.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “The Grand Canyon.” Explain that students should listen actively, paying careful attention to the key information and facts as you read. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules. Then have students recount or describe key details from the read-aloud.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen closely to identify elements of informational text.

READ the whole passage aloud without stopping.

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

The Grand Canyon

The Grand Canyon is considered to be one of the seven natural wonders of the world. Located in Arizona, it is 277 miles long and a mile deep in places.

The Colorado River has eroded the sides of the Canyon for millions of years. The river carves into the Canyon, which continues to grow.

Interesting weather visits the Canyon every year. At the bottom, temperatures can rise above 100 degrees Fahrenheit in the summer. And at the top of the Canyon, winter temperatures can hit 0 degrees Fahrenheit.

The North Rim and South Rim of the Canyon are only 10 miles apart—if you could fly across it. But



“The Grand Canyon,” continued

to travel from one side of the Canyon to another takes about 5 hours and 215 miles.

The ancient Pueblo Indians lived in the Canyon thousands of years ago, and they lived in some of the 1,000 hidden caves throughout the Canyon. This is where archaeologists found human artifacts that dated back 12,000 years. It was a sacred site and is still believed to be sacred by area Native Americans.

In 1919, the Grand Canyon was named a National Park. It stretches more than 1 million acres of land, which is bigger than the state of Rhode Island! About 5 million people from all over the world visit it every year, making it one of the most-visited national parks in the country. Many people think it’s the largest or deepest canyon in the world, but it’s not. But it just might be the most popular.

THINK ALOUD Analyze Informational Text As I read the second half of the text, I’m noticing that this includes the history of the Grand Canyon. Informational text gives many different types of facts about a topic, including its history.

ELL Access

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

The Grand Canyon is in Arizona. It is one mile deep. It is 277 miles long. The Canyon formed when the Colorado River kept wearing away the land. Pueblo Indians lived in the Canyon thousands of years ago. The Grand Canyon is a national park. About 5 million people visit it each year.

WRAP-UP

“The Grand Canyon”

Main Ideas	Details

Use the T-chart to help students identify main ideas of several of the paragraphs and their supporting details.

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 and learn facts about a topic.

OBJECTIVE

Recognize characteristics and structures of informational text.

LANGUAGE OF THE GENRE

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

- facts
- information
- details
- main idea/central idea

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Draw a concept web with the words *Informational Text* in the center.
- Review the genre throughout the week by having students work with you to add information to the concept web.

ELL Language Transfer

Cognates Point out the Spanish cognates:

- information : *información*
- detail : *detalle*
- idea : *idea*
- photograph : *fotografía*

Minilesson

FOCUS ON STRATEGIES Tell students that informational text is a genre that tells facts about people, animals, places, or events. Often, photographs or graphics such as charts, graphs, and diagrams are included to help readers understand the information in a visual way. To determine if a text is an informational text, ask yourself these questions:

- Does the text contain facts and details about a topic?
- Does it include graphic features or photographs?
- Does it include a central idea with details to support it?

MODEL AND PRACTICE Model determining that a text is an informational text. *I can tell that “The Grand Canyon” is an informational text because it contains facts about the topic that can be checked and proven. The text is organized into paragraphs, each with a main idea supported by details.* Ask students to read the text on p. 472 and then use their own words to tell a partner what informational text is. Have them use the Anchor Chart on p. 473 if they need to.

ELL Targeted Support Supporting Details Help students understand the concept of main idea and details.

Write *fruit* on the board. Ask students to tell some facts about fruit and write them on the board. For example: *good for you, tastes good, many kinds, have seeds.* **EMERGING**

Use the activity above and extend it by having partners take turns saying sentences about fruit using the facts. **DEVELOPING**

Ask students to work with a partner to think of a person, animal, place, or event they know a lot about. Have them create a chart listing facts about their topic. Have partners use their facts to come up with a central idea for their text. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 MyTURN Have students complete the My Turn activity on p. 472. Call on several students to read aloud their description.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice a feature of informational text. Direct them to write on the sticky note why each is a feature of informational text.

QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T31–T32.
- **If students show understanding**, have them continue practicing the strategies for informational text using the Independent Reading and Literacy Activities in Small Group on pp. T31–T32.

STUDENT INTERACTIVE, pp. 472–473

GENRE: INFORMATIONAL TEXT

My Learning Goal I can read informational text and learn facts about a topic.

Spotlight on Genre

Informational Text

Science books and how-to texts are examples of informational text. Informational text:

- tells facts about people, animals, places, or events.
- may include text and graphic features that add or explain information.
- includes a main topic with details that support it.

Facts are bits of information that can be proved true.

MYTURN Describe someone or something important to you. You might talk about a family member, your home, or a favorite place. Use facts.

472

READING WORKSHOP

Informational Text Anchor Chart

Informational text tells facts about a topic.

- Facts about people**
Dana Brown works at the state park.
- Facts about places**
In the Arctic, icebergs float in the open water.
- Facts about animals**
Many lizards live in trees.
- Facts about events**
People around the world watch the Olympics.

473

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates

Encourage Spanish speakers to apply knowledge of their native language as a strategy to help them understand and remember the academic vocabulary words. Point out the following cognates:

- destroy : *destruir*
- reaction : *reacción*
- balance : *balancear*

Related Words

Minilesson

FOCUS ON STRATEGIES Often, related words share word parts. The meanings of related words can change depending on the word parts. Word parts can change the tense of a word or change the part of speech. Knowing related words can help readers expand their vocabulary.

- When you come across a word with a prefix or suffix, notice the base word.
- Think about the meaning of the word parts by using what you know about the base word.

MODEL AND PRACTICE Model this strategy using the academic vocabulary in the chart on p. 499 in the *Student Interactive*.

If I encountered the word *destroyed* in a text, I might realize that I already know the word *destroy*. I know that when *-ed* is added to verbs, it shows past tense. I can use this information to figure out that *destroyed* means “defeated or ruined,” or the past tense of *destroy*.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Write Proper Nouns

FOCUS Use proper letter formation when writing proper nouns in cursive.

MODEL Words that are proper nouns begin with an uppercase letter. Uppercase cursive letters, with the exception of *I*, *V*, *W*, and *X*, connect to the second letter of the word. They can be written so that the pencil does not have to be lifted off the page. Model writing an uppercase letter. Tell students that all of their lowercase letters will connect. Remind students that they do not lift their pencil off the paper for the uppercase letter, unless it is an *I*, *V*, *W*, or *X*.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 499 in the *Student Interactive*.

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 499

VOCABULARY READING-WRITING BRIDGE

I can use language to make connections between reading and writing informational texts. **My Learning Goal**

Academic Vocabulary

Related words often share word parts. Their meanings may change depending on the word parts.

MY TURN For each vocabulary word, write a word that is related to it. **Possible responses:**

Word	Related Word	How Word Changed
destroy	destroyed	Verb changes from present tense to past tense
reaction	react	Noun changes to a verb
balance	unbalanced	Meaning is opposite
resources	resourceful	Noun changes to an adjective

499

PRACTICE Have students use *Handwriting* p. 261 in the *Resource Download Center* to practice writing proper nouns in cursive.

Name _____

Handwriting

Write Proper Nouns

All proper nouns begin with uppercase letters. Uppercase cursive letters *x, y, z* are connected to the next letter in the word. Uppercase cursive letters *f, v, w, z* are not connected to the next letter in the word.

Look at the word *Kansas* below. As the uppercase letter *K* is finished, it connects to the beginning of the lowercase letter *a*. Trace the word. Look at the word *Wendy* below. When the uppercase letter *W* is finished, it ends. It does not connect to the lowercase letter *e*. Trace the word. the word.

Kansas *Wendy*

MY TURN Trace each word. Then write each word on your own. Work carefully to make sure the letters are joined correctly.

Texas _____

Virginia _____

Alabama _____

Alaska _____

Grade 2 • Unit 5 • Week 1 261

Handwriting p. 261

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 J

Genre Informational Text

Text Elements

- Some concepts supported by images
- Chapter titles, glossary, and index

Text Structure

- Description



LEVEL J

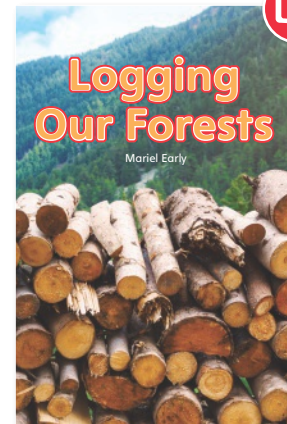
Genre Procedural/How-to

Text Elements

- Some ideas new to most readers
- Many lines of print per page

Text Structure

- Compare and Contrast



LEVEL K

Genre Informational Text

Text Elements

- Varied organization of information
- Sentences of more than fifteen words

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

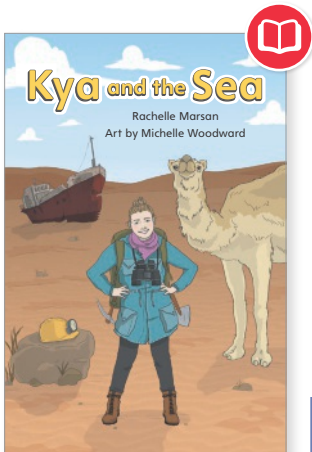
- What characteristics of informational text does this text have?
- What is the topic of this text?
- What is the central idea?
- What are the supporting details?

Develop Vocabulary

- What graphic features help you understand what a word means?
- What does the word _____ tell us about the topic of the text?
- How can you use context clues to figure out word meanings?

Describe Connections

- What key ideas are in the text?
- What details support each key idea?
- What is the connection between each detail and key idea?



LEVEL K

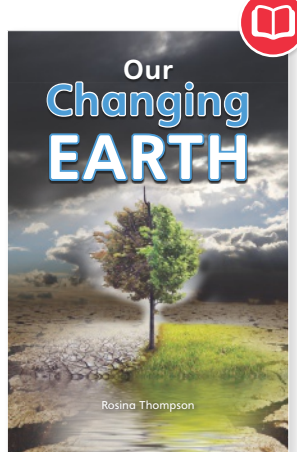
Genre Adventure

Text Elements

- Longer, more complex sentences
- Content carried by print

Text Structure

- Chronological



LEVEL L

Genre Procedural/How-to

Text Elements

- Table of contents, glossary, and index
- Variety of text features

Text Structure

- Description



LEVEL M

Genre Informational Text

Text Elements

- Some new vocabulary explained in the text
- Diagrams and maps

Text Structure

- Description

Monitor Comprehension

- What is one strategy for monitoring your comprehension?
- How do the visuals help you better understand the text?
- What questions do you have about the text?

Compare Texts

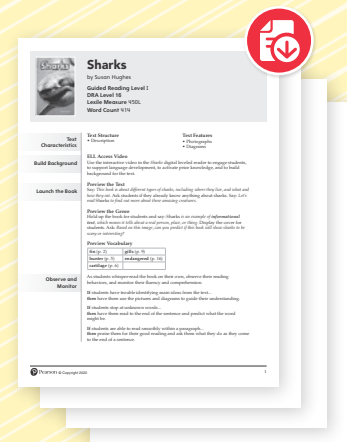
- What connections can you make to other books you have read?
- What features does each text use?

Word Work

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

Leveled Reader Teacher's Guide

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



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

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to review with you the characteristics of informational text. The purpose of informational text is to give facts and details about a topic. Informational text is organized by paragraphs with main ideas and supporting details. Some informational text includes photographs and features such as charts, graphs, and diagrams. Look back at “The Grand Canyon” with students and discuss why it is an informational text.

ELL Targeted Support

Tell students that informational text provides facts about people, places, or events. The facts can be proved true and are based on a central idea.

Ask students to think of a person, place or event. Help them say two true statements about their topic. **EMERGING**

Ask students to describe two facts from “The Grand Canyon.” Work with students to determine if the facts could be proved true. **DEVELOPING**

Have students work with a partner to identify facts from “The Grand Canyon.” Ask partners to share their fact list with the class. **EXPANDING**

Have students work with a partner to create a list of facts from “The Grand Canyon” and determine if the facts can be proved true. Ask partners to share their fact list and reasoning with the class.

BRIDGING



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

Intervention Activity

IDENTIFY INFORMATIONAL TEXT

Use Lesson 36, pages T217–T222, in the *myFocus Teacher’s Guide* for instruction on informational and persuasive text.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

DIRECTIONS Follow along as your teacher reads “Farm to Table” and “Fun Fruit Salad.” Think about what the author wants you to know.

Farm to Table

1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let’s look at two different ways fruits and vegetables make it from the farm to your table.

Farmers’ Markets

2 Your local farmers’ market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers’ market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.

Supermarkets

3 Walk through your local supermarket. You’ll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won’t grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.

4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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Reading Informational Text T • 217

On-Level and Advanced

INQUIRY

Organize and Investigate Have students use the infographic on pp. 466–467 to generate questions about “The Grand Canyon.” Throughout the week, have them conduct research on one question. See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to tell why the book they are reading is an informational text.

Possible Conference Prompts

- What is the main idea of the text?
- How is the information in the text organized?
- How can understanding the structure and features of informational text help you understand it?

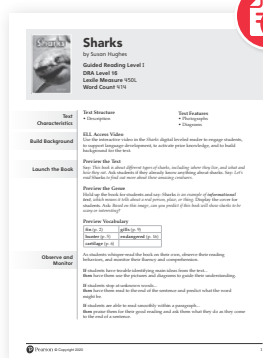
Possible Teaching Point Graphic features provide extra information on a topic. They can include charts, graphs, diagrams, timelines, and sidebars. Pay attention to the graphic features as you read.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share characteristics of informational text in a text they are reading. Have them tell how the features helped them read the text.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the myView games.
- refer to the anchor chart on SI/ p. 473 and tell a partner the central idea and facts from the book they are reading.

BOOK CLUB



See Book Club, p. T500–T505, 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 *Disaster Alert!*

Word Work

OBJECTIVES

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

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with homographs, use Phonics p. 249 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name _____

Phonics

Homographs
A homograph is a word that is spelled the same as another word but has a different meaning. Some examples are *bow*, *read*, and *duck*. Use context to identify which meaning of the homograph is being used.

MY TURN Read the homographs in the sentences below. Pick the meaning of the word from the two choices under the sentence. Circle the correct meaning.

1. We heard the phone ring loudly.
ring: an item to wear on a finger ring: a sound

2. Just then my brother bent to tie his shoe.
tie: an item to wear on your neck tie: the act of making a knot

3. Then I saw the school bus coming.
saw: past tense of see saw: to cut wood

4. My mom and dad walked over to wave good-bye to us.
wave: to move a hand back and forth wave: water rising up

MY TURN Identify another pair of homographs and write a sentence for each homograph.

Grade 2, Unit 5, Week 1
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Phonics, p. 249

Phonics: Decode and Write Homographs

Minilesson

FOCUS Remind students that homographs are words that are spelled alike but have different meanings. When readers identify a homograph, they determine its meaning from the context of the sentence in which it appears. Review the definitions they learned for *can*, *bat*, and *fall*. Call on several students to choose one of the words and use it in a sentence. Challenge other students to use a word in a sentence with a different meaning.

MODEL AND PRACTICE I know that some words look the same but have different meanings. When I read a sentence with a homograph, I know I need to pay attention to the context, or how the word is used in the sentence, to make sure I know which meaning of the homograph is being used. Ask students to read the first sentence on p. 469 of the *Student Interactive* with you. Have them tell what the sentence is about and identify context clues related to the homograph. Then have students circle the letter that indicates the meaning of the word *saw* in the sentence: *I saw a good movie*.

APPLY My TURN Have students read the remaining sentences on p. 469 and circle the letter that corresponds to the correct meaning.

ELL Targeted Support Homographs Provide practice in reading and using homographs.

Tell students that in English, some words have more than one meaning. Demonstrate with the word *fly*. Write it and use it in oral sentences. Write the words *fall* and *bark*. Guide students to use the words in oral sentences in which the words have different meanings. **EMERGING/DEVELOPING**

Reinforce that some English words have more than one meaning using the words *fall*, *bat*, and *can* as examples. Provide students with other homographs: *bark*, *bit*, *foot*, and *mean*. Guide them to create oral sentences using the words in different ways. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding homographs.

OPTION 1

TURN, TALK, AND SHARE Have partners complete the activity on p. 469.

OPTION 2 Independent Activity

Have students write a sentence for the meaning that was not used for each homograph on p. 469.

QUICK CHECK

Notice and Assess Are students able to identify, decode, and write homographs?

Decide

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

HIGH-FREQUENCY WORDS



Display the high-frequency words *heard*, *door*, and *sure*.

- Point to each word and ask students to read it with you.
- Have students read the words again and suggest a sentence using all of the words, such as: *I am sure I heard a knock on the door*. Challenge partners to make up their own oral sentence with all the words.

heard

sure

door

STUDENT INTERACTIVE, p. 469

FOUNDATIONAL SKILLS

Homographs

Homographs are spelled the same but have different meanings. The context of the sentence will help you identify which meaning of the homograph is being used.

MY TURN Read each sentence. Circle the meaning of each homograph in **bold** print.

1. I **saw** a good movie.
 - a. past tense of **see**
 - b. a tool to cut wood
2. The toy boat can't **sink**.
 - a. where you wash up
 - b. go under water
3. Marsha **left** her keys at home.
 - a. the opposite of **right**
 - b. let stay behind
4. A big **wave** washed away Ted's sand castle.
 - a. move your hand to greet
 - b. a ridge of water

TURN and TALK Use the word **fly** in a sentence. Then have your partner use the word in a sentence in which it has a different meaning. Then identify another pair of homographs, and repeat the activity.

Introduce the Text



Preview Vocabulary

- Introduce and define the vocabulary words on p. 474.
- **coast:** the land along the sea
- **plains:** flat areas of land
- **desert:** a dry, sandy area of land without water and trees
- **canyons:** narrow valleys, with high, steep sides, often with a stream at the bottom
- **volcano:** an opening at the top of a high hill or mountain through which steam, ashes, and lava are sometimes forced out
- Say: *These words will help you understand information in **Introducing Landforms**. As you read, highlight the words when you see them in the text. Ask yourself what they tell you about landforms.*

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

ELL Access

Prior Knowledge

Help students connect what they already know about informational text to their reading. Ask them to talk about informational texts they have previously read.

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.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn about landforms.

FIRST READ STRATEGIES

READ Tell students to pay attention to main ideas and key details about landforms.

LOOK Have students use the photos to understand the text.

ASK Help students generate questions about parts that were unclear to them.

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

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

EXPERT'S VIEW **P. David Pearson, Professor Emeritus of Instructional Science, University of California, 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.



ELL Targeted Support To support students' reading, preteach the vocabulary.

Read aloud each vocabulary word and its definition as students follow along in their texts. Use sketches and pictures to help them understand the words. **EMERGING**

Read aloud the vocabulary words on p. 474 with students. Discuss the meaning of each of the words. Have students work in small groups to create one sentence for each word. **DEVELOPING**

Have students work in small groups to illustrate each vocabulary word. Ask them to write a sentence beneath each illustration. Have each group display their illustrations and read aloud their sentences. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 474–475



Genre Informational Text

Introducing Landforms

Preview Vocabulary

Look for these words as you read *Introducing Landforms*.

coast plains desert canyons volcano

First Read

Read to learn about landforms.

Look at the photos to help you understand the text.

Ask questions to clarify information.

Talk about the text with a partner.

Meet the Author



Bobbie Kalman

Bobbie Kalman and Kelley MacAulay have written many children's books together. They have written about deserts, storms, zebras, reptiles, and karate. In this excerpt from *Introducing Landforms*, they focus on the many interesting features of planet Earth.

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Introducing Landforms

by **Bobbie Kalman and Kelley MacAulay**

AUDIO


Audio with
Highlighting

ANNOTATE

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First Read

Look

 **THINK ALOUD** The map helps me understand what the text is describing when it talks about the large areas of land called *continents*. The text explains that there are seven continents, also known as landforms, with oceans around the continents. By looking at the map, I am able to understand how huge the areas of water are around the continents.



How Earth looks

- 1 There are seven huge areas of land on Earth. The areas of land are called **continents**. The continents are North America, South America, Europe, Asia, Africa, Australia and Oceania, and Antarctica. There are huge areas of water around the continents. The areas of water are called **oceans**.

What are landforms?

- 2 The continents are Earth's biggest **landforms**. Landforms are different shapes of land on Earth. In some places, the land is flat. In other places, the land is tall and steep. There are many kinds of landforms on Earth.

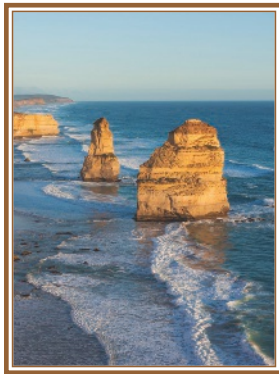
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CROSS-CURRICULAR PERSPECTIVES

Science



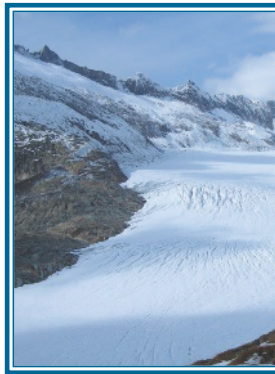
About 70 percent of Earth's surface is covered by oceans. The largest ocean is the Pacific Ocean. It covers 30 percent of Earth's surface. Up until the year 2000, there were only four oceans: the Pacific, the Atlantic, the Arctic, and the Indian Oceans. In 2000, scientists named the water at the South Pole the Southern Ocean. Much of the Southern Ocean freezes in the winter. Oceans provide a home for thousands of plants and animals. Although the ocean is divided up into five major oceans, they are actually all connected. Most are divided by the world's seven continents.



Wind and water
shape rocks.



Fire shapes some
mountains.



Ice creates many
landforms.

What shapes the land?

- 3 Landforms are shaped by wind, fire, water, and ice. Landforms are also shaped by movements of the Earth under the ground. Some landforms are shaped by animals or people.

Small underwater
animals created
this island.



People created these peninsulas.

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CLOSE READ



Describe Connections

Underline
the words in
paragraph 3 that
tell what shapes
the land.

First Read

Read

THINK ALOUD As I read, I see that this text is about how landforms are shaped. Some landforms are shaped by movements under the ground while others are shaped by animals or people. Reading this helps me understand that landforms are shaped in many ways.

Close Read

Describe Connections

Explain that landform shapes have connections to events that happen on the Earth. Some of these events happen in nature and some happen because of living things.

Have students reread **paragraph 3**. Then have them underline words that tell what shapes landforms. **See student page for possible responses.**

Ask students to choose a picture on the page and talk about how nature or a living being may have shaped the landform.

Possible Response: Wind may create big waves in the ocean that wash away pieces of a rock on the shore and change its shape.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

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Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to review related words. Direct students to reread paragraph 3 and the captions. Call their attention to the words *creates/created* and *shape/shaped*. Ask them to talk about how the words and their meanings are similar.

First Read

Ask

THINK ALOUD As I read, I am going to think of questions I have about the landforms that are being described. I will circle paragraph 4 because I have questions about coasts. I know most coasts have beaches, but I want to know more about other kinds of coasts.

Close Read

Monitor Comprehension

Explain that illustrations in informational texts help readers understand what they read. When understanding breaks down during reading, it may help to look at an illustration for visual cues that will clarify information.

Have students scan **paragraph 4** to highlight words that the larger picture helps them understand. **See student page for possible response.**

Ask students to consider how the illustration helps them understand the text.

Possible Response: From the sentences “Some are rocky with cliffs. A cliff is a tall, steep rock,” I know that the tall rocks in the picture are cliffs.

DOK 2

OBJECTIVE

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

CLOSE READ



Monitor Comprehension

Readers can make adjustments when their understanding breaks down. **Highlight** the sentences in the text that the larger picture helps you understand.

coast the land along the sea



The water in oceans is salt water. Salt water has a lot of salt in it. This girl is playing in shallow ocean water on a beach.

Ocean meets land

- 4 A coast is a landform. It is the edge of land where it meets an ocean. Coasts can be very different. Some are rocky with cliffs. A cliff is a tall, steep rock. Other coasts have beaches. A beach is an area of sand or pebbles next to water. The water at many beaches is shallow and clear.



This rocky coast has tall cliffs.

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Foundational Skills Extension

Homographs

Explain that homographs are words that are spelled the same and may be pronounced the same, but they have different meanings. To help students develop a clear understanding of homographs, display the following example from paragraph 4: “A coast is a landform.”

Discuss the meaning of the word “coast.” Ask students for another meaning for the word that is not related to landforms. Correct any misconceptions that students may have.



The coast and water

- 5 Peninsulas and sea caves are landforms that are parts of some coasts. Some coasts give the ocean waters near them different shapes. **Bays, coves, and harbors** are ocean waters that are shaped by coasts. They are shown below.



A sea cave is a large hole in the side of a cliff. The cave is made by waves that hit the cliff many times.



1. A peninsula is land that has water around three sides.
2. A bay is water that has land almost all around it.
3. A cove is a small bay.
4. A harbor is an area of water near a coast where boats are protected from the wind and waves.

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First Read

Talk

THINK ALOUD There is a lot of information on this page about coasts and the waters around them. When I read texts with a lot of information, talking about the information with a partner can help me understand what I am reading.

Possible Teaching Point



Language & Conventions | Prepositions and Prepositional Phrases

Use the Language & Conventions lesson on p. T363 in the Reading-Writing Workshop Bridge to review prepositions and prepositional phrases. Point out the words “an area of water” and “near a coast” in item 4 in the list on p. 479. Ask: *Where is the area of water?* (near a coast) Explain that the word *near* is a preposition that begins the prepositional phrase *near a coast*. *Near* shows how the area of water and the coast are related.

First Read

Talk

THINK ALOUD Rivers and lakes are bodies of water on continents. The water in rivers and lakes is fresh water, and there is not much salt in it. I can talk with a partner about the difference between fresh water and salt water. We can discuss which bodies of water are fresh water and which are salt water. Talking about a text helps us understand and remember it better.

Close Read

Describe Connections

Explain that making connections while you read can help you understand the text. On this page, readers learn how rivers and lakes are connected.

Have students scan **paragraph 6** to underline sentences that describe how rivers and lakes are connected. **See student page for possible response.**

Ask students to consider how rivers and lakes are different.

Possible Response: Rivers flow into lakes, so the water is moving, often from a higher place to a lower place. The water in lakes is surrounded by land.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ



Describe Connections

Underline sentences that describe how rivers and lakes are connected.

Rivers and lakes

- 6 Rivers and lakes are bodies of water that are on continents. A river is a large stream of water that flows into a lake or an ocean. A lake is a body of water that has land all around it. The water in rivers and lakes is fresh water. Fresh water does not have very much salt in it.



Most rivers start high up on mountains and flow downhill. Some rivers crash over cliffs in waterfalls. As the rivers flow, they carry rocks and dirt with them. Over time, rivers wear away the land. Rivers can even cut through mountains! In this way, rivers help shape the land on Earth.

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CROSS-CURRICULAR PERSPECTIVES

Science



If you have swum in the ocean, you know that the water there has a salty taste to it. Most of the water on Earth is salt water. The oceans that surround the continents on Earth all contain salt water. We all need water to live, but we cannot live on salt water. Most of our drinking water comes from rivers, lakes, and water that is deep under the ground. This is called fresh water, or water that is not salty. All precipitation that falls to Earth's surface is fresh water. Only about 3 percent of Earth's water is fresh water. Have students connect this information to the infographic on pp. 466–467 of the *Student Interactive*.



What makes lakes?

- 7 Lakes form in large **basins** in the Earth.

A basin is like a bowl. Many lakes form from melting **glaciers**. A glacier is a slow-moving river of ice. The water in lakes comes mainly from the rivers and streams that flow into them. Some of the water comes from rain and melting snow.



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When glaciers melt, the water flows down mountains in rivers. Some of the rivers empty into lakes.

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First Read

Ask

THINK ALOUD As I read this page, questions about lakes pop up in my mind. If a basin is like a bowl, that makes me think of an object that collects something. Glaciers are slow-moving rivers of ice. If glaciers are on mountains, and lakes form from melting glaciers, what direction must glaciers move so they flow into lakes as they melt? This makes me think of other questions about how streams flow into lakes. I will write down my questions and keep on reading to see if the text answers them.

ELL Targeted Support Tell students that paying attention to pictures and captions can help them understand the key ideas in informational text.

Reread the caption several times. Then have students read it with you as they trace with a finger the action of a glacier melting and emptying into a lake.

EMERGING/DEVELOPING

Reread paragraph 7. Have students draw a simple diagram of the formation of a lake and restate the information on the page in their own words.

EXPANDING/BRIDGING

First Read

Look

THINK ALOUD I know that writers of informational text often include photographs to give more information about the text. By looking at the photographs on the page, I can see the difference between a mountain and a hill that is discussed in the text.

Close Read

Monitor Comprehension

Explain that sometimes writers ask questions that help readers connect what they already know about a topic with what they are reading. Readers can make text-to-self connections to help them understand informational text.

Have students scan **paragraph 8** and underline the question the writer asks that helps them think about something they may have done that relates to mountain climbing. **See student page for possible response.**

DOK 1

OBJECTIVE

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

CLOSE READ



Monitor Comprehension

Highlight the words that help you think about something you may have done that relates to the topic of this section.

High mountains

- 8 Have you ever climbed a mountain? A mountain is a very high area of rocky land. It is wide at the bottom and narrow at the top. It has steep sides. Mountains that are small and not steep are called hills.



This girl has climbed a mountain. The mountain is rocky and steep. How did she get up there?

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Possible Teaching Point



Read Like a Writer | Author's Craft

Descriptive Language To help students understand how writers use descriptive language to illustrate ideas, point out the description of a mountain on p. 482: “a very high area of rocky land, wide at the bottom and narrow at the top, steep sides.” Discuss how the descriptive language, combined with the photographs on the page, help the reader understand what the author is describing. For more instruction on Author's Craft, see pp. T64–T65.



The weather is cold high on mountains.
Few plants and animals live there.

Some mountain ranges are very long. The Rocky Mountain range stretches from British Columbia, Canada, to New Mexico in the United States.

Alone or in groups?

- 9 Some mountains stand alone. A mountain that stands alone does not have other mountains around it. Most mountains are in groups. A group of mountains is called a **mountain range**. There are many mountain ranges on Earth.



Mount Fuji is a mountain in Japan. There are no other mountains around it.

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Explain how authors use graphic features to help readers understand the information in the text. Point out how, on p. 483, the author uses two pictures to compare and contrast mountains. One picture shows us what a mountain range is. The other picture shows us a mountain that stands alone. The author uses these graphic features to show the reader something about mountains that may not have been understood from just the text. For more instruction on Author's Craft, see pp. T64–T65.

First Read

Read

THINK ALOUD Before I read, I notice there are photographs of mountains on the page and the heading "Alone or in groups?" These two things let me know I will be reading about mountains that stand alone and mountains that are in groups.

First Read

Talk

The space between mountains is also a landform. Turn and talk with a partner about the different shapes of valleys discussed in the text. Talk about how the different shapes might affect life in the valleys.

Close Read

Monitor Comprehension

Graphic features such as pictures can help you understand the meanings of the words.

Have students highlight the words in **paragraph 10** that the picture on page 484 helps them understand. **See student page for possible response.**

Ask: [How does the picture help you understand the text in paragraph 10?](#)

Possible Response: The text “a V-shaped valley” gives me a clue to look for a V-shape in the picture. This helps me understand what a valley looks like and how it is located between mountains.

DOK 2

OBJECTIVE

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



CLOSE READ



Monitor Comprehension

Pictures can help you understand the meanings of words. **Highlight** the words that the picture helps you understand.

The valleys below

10 **Valleys** are low landforms that are between mountains. They are also below mountains. Some valleys have curved sides. Valleys with curved sides are U-shaped. Other valleys have steep sides. Valleys with steep sides are V-shaped. This picture shows **a V-shaped valley.**

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Possible Teaching Point



Language & Conventions | Prepositions and Prepositional Phrases

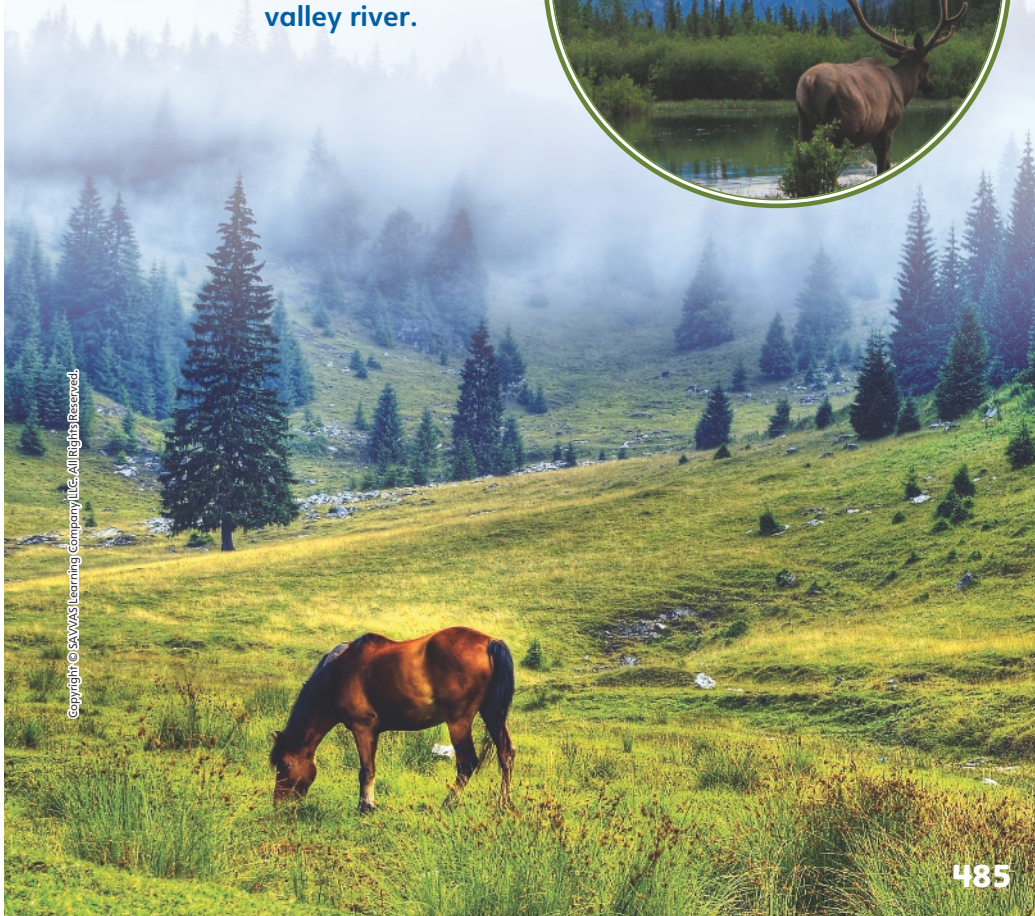
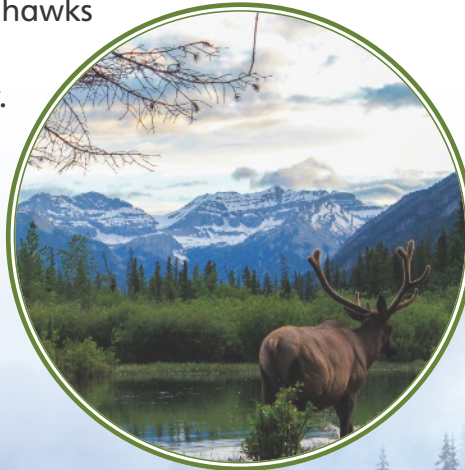
Use the Language & Conventions lesson on p. T363 in the Reading-Writing Workshop Bridge to review prepositions and prepositional phrases. Point out the preposition *between* in paragraph 10. Explain that *between* is a preposition that shows how the words *valleys* and *mountains* are related. Valleys are *between* mountains. Remind students that prepositions often show where something is located. Ask: [Where are valleys located?](#)



Down in the valley

- 11 The weather is warmer in valleys than on the mountains around them. Trees, grasses, and flowers grow in valleys. There are rivers, too. Elk, rabbits, chipmunks, and hawks live in valleys. This horse has found food to eat in a valley.

This elk finds food and water in this valley river.



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First Read

Ask

THINK ALOUD I read that the weather in a valley is warmer than in the mountains around them. This information helps me generate some questions about the differences between the weather on the sides and tops of two mountains and the valley between them. What plants are on the sides and tops of mountains? Are there any animals on the tops of mountains? If so, which animals are on the tops of mountains?

I will keep reading to find out if my questions are answered.

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Explain that one type of graphic feature authors use to help readers understand the text is an inset. An inset is a picture, map, or other graphic that is set inside or over a larger graphic. The inset picture on p. 485 shows a green valley with an elk, but we can see the mountains around the valley with snow on them. This reinforces the text that says the weather is warmer in valleys. For more instruction on Author's Craft, see pp. T64–T65.

First Read

Read

THINK ALOUD At the beginning of paragraph 12, I read that much of Earth's land is made up of large areas of nearly flat land called *plains*. I will read on to find out more about the landforms known as plains.

Close Read

Describe Connections

Authors use words that give details about a topic to connect ideas. Readers can connect the text to the photos on the page.

Have students underline words in **paragraph 12** that describe what plains are like in different places. **See student page for responses.**

Ask students to connect each photo to one type of plain described in the text.

Possible Response: The photo of the deer shows a plain that is covered by a forest. The photo of the rabbit shows a plain that is covered in grasses.

DOK 2

OBJECTIVE

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

CLOSE READ



Describe Connections

Underline words that describe what plains are like in different places.

plains flat areas of land

Wide, flat plains

12 Much of the land on Earth is made up of **plains**. Plains are huge areas of nearly flat land. Some plains are covered in bushes or forests. Forests are areas with many trees. Other plains are covered in grasses and flowers. They are called **grasslands or prairies**.



These deer live on a plain with a forest. They are drinking from a river that flows through the plain.



Rabbits live in grasses on plains. This rabbit is hiding in the long grass.

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Possible Teaching Point



Academic Vocabulary | Related Words

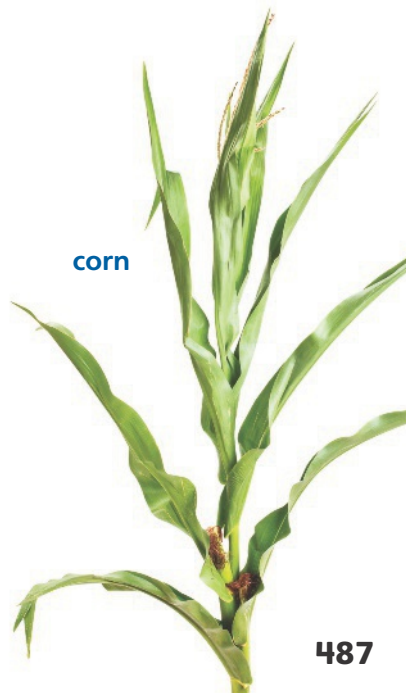
Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to review related words. Point out the words *grasses* and *grasslands* in paragraph 12. Ask students which base word appears in both longer words. (*grass*) Then have students predict the meanings of *grasses* and *grasslands* based on the meaning of *grass*.



These sheep are grazing, or eating grass, on a plain. Cows and horses also graze on plains.

Good for farming

- 13 The soil on plains is good for growing **crops**. Crops are plants that people grow for food. Plains are also good places to raise farm animals. On plains, there is plenty of grass to eat for cows, horses, and sheep.



ELL Targeted Support Multiple-Meaning Words Tell students that some words have more than one meaning. Reading other words in a sentence and looking at pictures can help students figure out a word's meaning. Point out the word *plains*. Explain that *plain* can mean "a flat piece of land," as in the text, but it can also mean "without decoration," as in a *plain white sweater*.

Have students complete the following sentences: *I have a plain _____ to wear to the park. _____ find food to eat on the plain.* **EMERGING/DEVELOPING**

Have students write and share two sentences, each using one meaning of the word *plain*. **EXPANDING/BRIDGING**

First Read

Talk

In paragraph 13, we learn about the purpose and use for plains on Earth's surface. Turn and talk with a partner about the ways that plains are helpful to both animals and people.

Possible Response: Since the soil on plains is good for crops, plains help people grow food. Since the soil is good for plants, animals also have plenty of food to eat.

First Read

Look

We can see by the headings that this page is all about desert landforms. Before we read, look at the pictures and tell what you notice about deserts.

Possible Response: They look dry and hot without much plant life.



These palms are growing in a desert oasis.

CLOSE READ

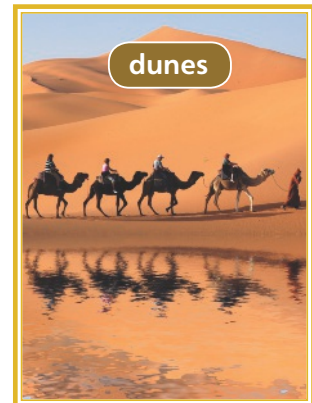
desert a dry, sandy area of land without water and trees

Desert landforms

- 14 Deserts are dry areas that get very little rain. Strong winds blow in deserts. The winds push sand into huge piles called **dunes**. Dunes are desert landforms.

Desert oasis

- 15 In some parts of deserts, there is water under the ground. When the water comes up from the ground, it makes an **oasis**. An oasis is an area in a desert where plants grow.



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ELL Targeted Support Spanish Cognates Explain that some words are the same or similar in English and Spanish. Write the following English and Spanish words on the board and have students repeat them: *desert—el desierto, dunes—las dunas, oasis—el oasis*.

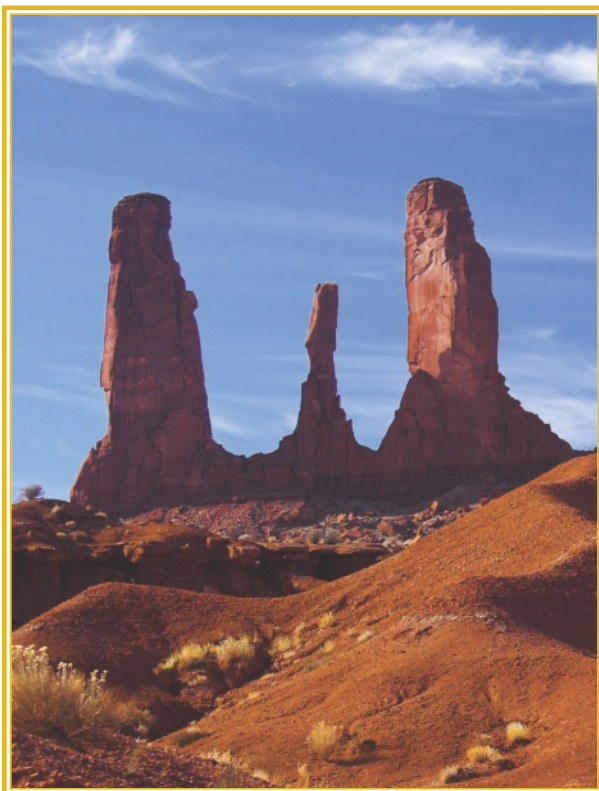
Point to each item in the text and repeat the words. Have students draw a desert that includes dunes and an oasis. Have them point to and name the parts of the drawing in English or Spanish. **EMERGING/DEVELOPING**

Have students draw a desert with dunes and an oasis. Have them label the drawing and tell what they know about each part. **EXPANDING/BRIDGING**



Mesas and buttes

- 16 Mesas are other desert landforms. Mesas are hills and mountains with flat tops and very steep sides. Wind blows sand against the sides of mesas. Over time, the mesas become very narrow. When they become narrow, the mesas are called buttes.



These buttes are called the “Three Sisters.”

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CLOSE READ

Vocabulary in Context

Underline words that help you understand what **buttes** are.

First Read

Ask

THINK ALOUD As I read, I am going to think of questions I have about mesas and buttes. I will circle the sentence “Over time, the mesas become very narrow.” I want to know more about how mesas form into buttes. I also want to know more about how long it might take for a mesa to become narrow enough to be called a butte.

Close Read

Vocabulary In Context

Remind students that context clues are the words before and after unfamiliar words that help us understand a word’s meaning.

Have students underline words in **paragraph 16** that help them understand what **buttes** are. **See student page for possible responses.**

Ask students how the words they underlined helped them understand what **buttes** are.

Possible Responses: The words “When they become narrow, the mesas are called buttes” help me understand that buttes are mesas that have become narrow, or tall and thinner than mesas.

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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CROSS-CURRICULAR PERSPECTIVES

Science



Mesas are formed by erosion, the weathering or wearing away of rocks by water and wind. The word *mesa* is a Spanish word that means “table.” The top of a mesa is flat, and it looks like the top of a table. Mesas are usually found in dry areas. In the United States, mesas are found in the Western and Southwest regions.

First Read

Read

THINK ALOUD At the beginning of paragraph 17, I read that canyons are much deeper than the land around them. This makes me connect canyons to valleys. I will read on to learn more about how canyons compare to valleys.



The Colorado River flows through the Grand Canyon. The Grand Canyon is a huge, wide canyon.

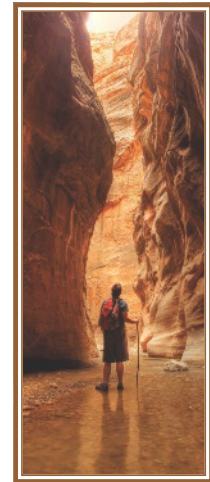
CLOSE READ



canyons narrow valleys with high, steep sides, often with a stream at the bottom

Deep canyons

17 Canyons are landforms that are also found in dry areas. Canyons are much deeper than the land around them is. Many canyons have rivers running through them. The rivers wear away the rocks in the canyons. Over time, the rivers change the shapes of the canyons.



Some canyons are very narrow.

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Possible Teaching Point



Academic Vocabulary | Related Words

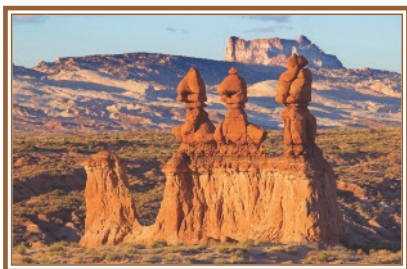
Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to review related words. Point out the words *Deep* and *deeper*. Ask students to name the base word in *deeper*. Discuss how adding *-er* to the end of a word often means two things are being compared. Ask students to use what they know about the meaning of *deep* to identify the meaning of *deeper* and what is being compared.



Strange shapes

- 18 Some canyons have **hoodoos**. Hoodoos are thin rocks that rise up from the ground in dry areas. They have interesting shapes. Some hoodoos look like giant mushrooms. Other hoodoos look like weird creatures.

These hoodoos are in Goblin Valley, Utah. What are goblins?



There are more hoodoos in Bryce Canyon, Utah, than in any other place on Earth. The hoodoos were formed by wind, water, and ice. People see many shapes in the hoodoos. What do you see?

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CLOSE READ

Vocabulary in Context

Find the picture that helps you understand the meaning of **creatures**. Underline that picture's caption.

First Read

Look

THINK ALOUD The pictures on the page help me understand what the text means when it says that hoodoos look like weird creatures.

Close Read

Vocabulary In Context

Pictures can help readers understand the meaning of words in informational text.

Have students find the picture that helps them understand the meaning of *creatures*. Have them underline the picture's caption. **See student page for possible response.**

How does the picture and its caption help you understand the meaning of the word **creatures**?

Possible Response: The caption next to the smaller picture is: "These hoodoos are in Goblin Valley, Utah. What are goblins?" The caption and picture help me understand that the word **creatures** in paragraph 18 refers to a created or imaginary being, just like a goblin is an imaginary elf-like creature.

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Making Comparisons To help students understand how authors make comparisons in order to make a description more vivid, point out the comparisons in the text between hoodoos and giant mushrooms or weird creatures. Ask why the author may have used these comparisons to describe the odd-shaped rocks. For more instruction on Author's Craft, see pp. T64–T65.

First Read

Ask

THINK ALOUD I can make sure I understand what a volcano is by asking and answering questions about it. For example, I can ask myself what happens when a volcano erupts.

Possible Response: When a volcano erupts, liquid rock called *lava* shoots out of its opening. The lava dries up and gets hard.



This volcano is erupting. Hot lava is pouring down the sides of the volcano.

Close Read

Describe Connections

Explain that, to better understand a text, it is helpful to look for connections in what you are reading. One way events in a text might be connected is through cause and effect. In other words, one event might cause another to happen. Have students underline words in **paragraph 19** that help them understand what dried lava does to volcanoes. **See student page for possible responses.**

Ask students to tell what the effect is when a volcano erupts many times.

Possible Response: Each time a volcano erupts, the dried lava builds up. The volcano gets bigger.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ



Describe Connections

Underline words that help you describe what dried lava does to volcanoes.

volcano an opening in the Earth's crust through which steam, ashes, and lava are sometimes forced out

What is a volcano?

- 19 A **volcano** is an opening in the Earth's surface. Some volcanoes are **active**, and some are **dormant**, or not active. An active volcano still erupts, or explodes. Smoke, ash, and lava shoot out from its opening. Lava is hot liquid rock. After lava pours out, it dries and gets hard. Each time a volcano erupts, the dried lava builds up. The volcano gets bigger and bigger.

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Possible Teaching Point



Language & Conventions | Prepositions and Prepositional Phrases

Use the Language & Conventions lesson on p. T363 in the Reading-Writing Workshop Bridge to review prepositions and prepositional phrases. Point out the preposition *in* in the phrase "in the Earth's surface." Remind students that prepositions show how a noun and another word or words in a sentence are related. Prepositions often show where things are located. Ask students what is in the Earth's surface. (an opening) Then ask where the opening is. (in the Earth's surface)



Mountains of lava

20 Dried lava can get so tall that it makes a mountain! Some volcanoes erupt every day, and the mountains keep growing. Volcanoes that erupt under water become mountains, too. They grow until their tops reach above the surface of water. Their tops become islands.

These mountains formed from dried lava.



Wizard Island is a volcano that formed in the water. It is found in a lake in Oregon.

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First Read

Talk

Talk with a partner about mountains above and below water.

What might the ground on an island formed from a volcano be like? What would it be made of?

Possible Response: The ground on an island formed by a volcano might be black and ashy. Volcanoes shoot out lava, smoke, and ash. When it dries, it may be dark and ashy.

Possible Teaching Point



Read Like a Writer | Author's Craft

Exclamatory Sentences Remind students that exclamation points are used to express strong feelings. Explain that authors sometimes use exclamation points at the ends of sentences that contain surprising information. Point out the sentence “Dried lava can get so tall that it makes a mountain!” Ask students why they think the author used an exclamation point at the end of that sentence. For more instruction on Author's Craft, see pp. T64–T65.

Respond and Analyze



OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

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

My View

Use these suggestions to prompt students' initial responses to reading *Introducing Landforms*.

- **Retell** Tell a partner which type of landform you found most interesting and why.
- **Discuss** What landforms are located in your town, and what other landforms have you experienced?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that informational texts about scientific topics often introduce new terms to the reader. Readers need to learn these words to understand the central idea of the text. The vocabulary words *coast*, *plains*, *canyons*, *volcano*, and *desert* are words about landforms.

- Remind yourself of the word's meaning.
- Look for photographs or illustrations that help you picture each landform.

MODEL AND PRACTICE Model filling out the chart on p. 494 using the word *coast*.

- The word *coast* means the land along the sea.
- An example of the word *coast* is Padre Island.

ELL Targeted Support Vocabulary Help students learn vocabulary by defining it in their own words.

Ask students to say the vocabulary words. Have students read the words aloud. Discuss the meaning of each and have students retell the meanings in their own words. **EMERGING/DEVELOPING**

Have partners work together to find the meaning of each vocabulary word in the text and rewrite it in their own words. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students respond using newly acquired vocabulary as they complete p. 494 of the *Student Interactive*. They should determine the meaning of each word and write an example of it.

OPTION 2 Use Independent Text Have students find and list related words from independent reading in their reading notebook.

QUICK CHECK

Read and Ask Can students define vocabulary words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T58–T59.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T58–T59.

Check for Understanding My TURN Have students complete p. 495 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 494–495

Word	Meaning	Example
coast	the land along the sea	Possible answer: Padre Island
plains	flat areas of land	Possible answer: the Great Plains
canyons	narrow valleys with high, steep sides	Possible answer: the Grand Canyon
volcano	an opening in the Earth's crust through which ashes and lava are forced out	Possible answer: Mount St. Helens
desert	a dry, sandy area of land without water and trees	Possible answer: the Sahara Desert

VOCABULARY

Develop Vocabulary

MY TURN Write the meanings of these words from *Introducing Landforms*. Then write an example of each kind of landform.

COMPREHENSION **READING WORKSHOP**

Check for Understanding

MY TURN Look back at the text to answer the questions. Write the answers.

DOK 2 1. What makes this text informational?
Possible response: It tells facts about different kinds of landforms.

2. Many of the words in this text are in bold print. Why do you think the author did this?
Possible response: The words in bold print name the most important landforms.

3. Which type of landform is most interesting to you? Why?
DOK 3 Possible response: Desert landforms are most interesting to me. I think dunes and mesas are beautiful, and they are always changing.

The author of *Introducing Landforms* used headings to tell me what the paragraph under each heading is about.

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

Teacher-Led Options

Word Work Strategy Group

HOMOGRAPHS

Write *left* and read it aloud. Say: *Left is a homograph. One meaning is “the opposite of right.” Have students tell you the other meaning of left and use each meaning in a sentence.*

Refer students to *SI* pp. 468–469. Read the text together. Have students tell the different meanings of each homograph.

ELL Targeted Support

Have students use illustrations to better understand homographs.

Write: *saw* and *wave*. Have students read each word. Then have them draw a picture to illustrate one meaning of each word. **EMERGING**

Have students write a sentence for each meaning of a homograph, then draw a picture to illustrate one of their sentences. **DEVELOPING**

Challenge students to look through their books to find other homographs. Then have them choose one, write a sentence for each of its meanings, and illustrate their sentences.

EXPANDING/BRIDGING



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

Intervention Activity

HOMOGRAPHS

Use Lesson 21, pp. T127–T130, in the *myFocus Intervention Teacher’s Guide* for instruction on understanding homographs.

LEVEL C • MODEL AND TEACH

Lesson 21 Understand Multiple-Meaning Words


INTRODUCE Explain that multiple-meaning words are words that can have different meanings. The word *wave* can mean “to move your hand back and forth to say hello or goodbye.” It can also mean “the way water moves in the ocean.” With both meanings, we spell and say *wave* the same way.

Explain that some multiple-meaning words are pronounced differently. These words are called homographs. The word *wind* can mean “air that blows.” Say the word *wind*, emphasizing the short *i* sound. Now pronounce the word *wind* with a long *i* sound. The word *wind* with a long *i* sound can mean “to turn or twist,” as in *I wind up the toy car*. To understand the meaning of a multiple-meaning word, you have to see how it is used in a sentence.

MODEL Display the passage “Block Party” from Student Page S127, and read it aloud.

Block Party

Kim and her neighbors had a block party. The party was in a little park on the corner. There was a band. It was so much fun people decided to stick around. Finally, the sun set and the wind blew. The band took a break. People left.



TEACH After you read the passage aloud, point out the word *block*. The word *block* has more than one meaning. It can mean “a city street.” A *block* is also a toy children can use to build things. In this sentence, a *block* is a city street. Point to the word *wind*. Remind students that *wind* is a homograph. In this sentence, *wind* means “air that blows.” We say it with a short *i* sound. Repeat the process with the other underlined words.

OBJECTIVES:

- Understand that multiple-meaning words are words that have the same spelling but different meanings.
- Understand that homographs are words that have the same spelling but different meanings and different pronunciations.
- Identify multiple-meaning words and homographs and use them in sentences.

Vocabulary T • 127

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. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

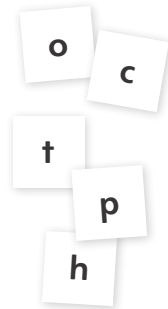
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making homographs. Have them say each homograph and tell the different meanings of the word.

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



Decodable Reader



Students can read the decodable reader, *A Goose in Need*, to practice reading homographs and high-frequency words.

Before reading, remind students of this week's high-frequency words: *heard*, *door* and *sure*. **When you see these words in today's story, you will know how to read them.**

Pair students for reading and listen carefully as they use letter-sound relationships to decode.

High-Frequency Words

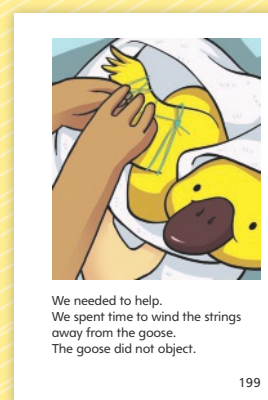
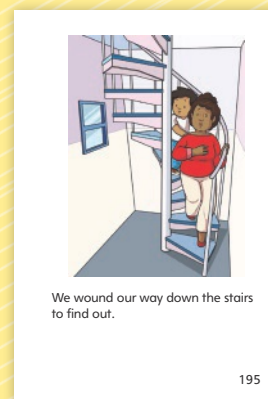
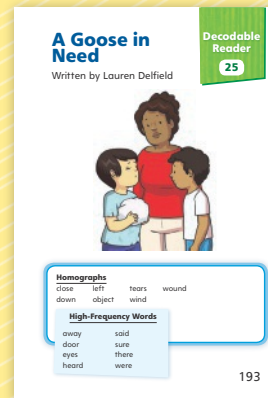
Have students make word cards for this week's high-frequency words: *heard*, *door*, and *sure*, and have them write a sentence for each word or a paragraph using all three.

Centers



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

Decodable Reader



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

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers of informational text notice words that are related to the main idea of the text. They think of words they know that have similar meanings to help them understand the topic. Look back at *Introducing Landforms* with students and discuss the meanings of the vocabulary words.

ELL Targeted Support

Tell students that vocabulary words in informational text often appear in bold. Write: *coast* and *plains*. Read the words aloud and have students find them in the text.

Discuss the definition of each word based on what students have read about each landform.

EMERGING

Discuss the definition of each word. Have students write each word in a sentence and share their sentences with the class.

DEVELOPING

Discuss the definition of each word. Have students work in pairs to draw a picture to illustrate each word and write a sentence beneath their illustrations. Have partners share their work with the class. **EXPANDING/**

BRIDGING



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

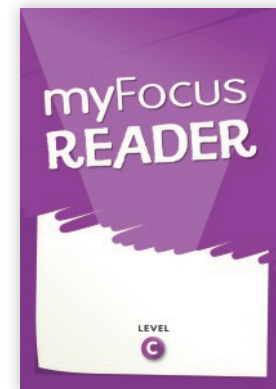
Intervention Activity



DEVELOP VOCABULARY

Have students read pp. 54–55 in the *myFocus Reader*. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

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



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask partners to work together reading their passage until it sounds like conversation. Remind them to use the punctuation as a clue to the type of expression to use for each sentence.

ORAL READING RATE AND ACCURACY

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



Conferring

3 students / 3-4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their list of words and state the meaning of each. Ask them to share examples of each word based on prior knowledge.

Possible Conference Prompts

- What helped you understand the words?
- Can you think of other words to describe the main topic?

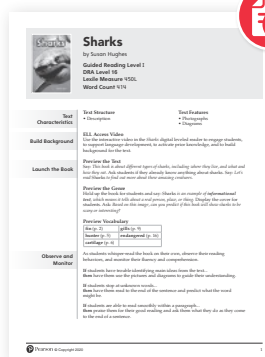
Possible Teaching Point Readers look for words that are important to the topic of the book they are reading.

Leveled Readers



DEVELOP VOCABULARY

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



Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Introducing Landforms*.
- 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



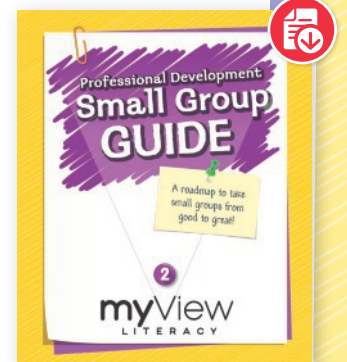
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 495.
- choose a passage from the story and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games.
- complete Phonics p. 249 in the *Resource Download Center*.

SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar books so that they can help each other with difficult parts.

See *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 one or two students share vocabulary words they found while reading their informational text.

Word Work

OBJECTIVES

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

Identify and read high-frequency words.

Phonics: Review Homographs

FOCUS Tell students that homographs are words that are spelled the same but have different meanings.

Write the word *batter* on the board and read it aloud. **This word has more than one meaning. A batter is a baseball player who is at bat. A batter is also a mixture used to make a cake.**

MODEL AND PRACTICE Write the following words on cards: *bark, bank, box, can, duck, fan, fly, foot, last, mean, bit, can, fall, fan, bat, back, match, and sink*. Model how students will play a game using the cards. **I will draw a card and use it in a sentence. Then I will use it in another sentence that shows a different meaning for the word.** Model drawing a card and making sentences. Mix up the cards and place them face down. Have students work with a partner. One partner draws a card and uses the word in a sentence. The other partner uses the word in a different sentence using a different meaning. Partners get a point for each correct sentence. If time allows, mix up the cards and play again.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Discuss the research-based high-frequency words listed on *SI* p. 470. Read the words aloud and have students repeat.

MODEL AND PRACTICE Have students write the words and practice reading the words with a partner.

APPLY **My TURN** Have students complete the My Turn activity.


TURN, TALK, AND SHARE Ask partners to complete the Turn and Talk activity. Call on several partners to share their sentences.

STUDENT INTERACTIVE, p. 470

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know

Some words you will see a lot when you read. These words are called high-frequency words.

 **MY TURN** Read the words in the box. Underline each word in the sentences below. Read the sentences. Then write a sentence that uses each word. Form the letters correctly as you write each word. Use connecting strokes to connect the letters.

heard


door

sure

Mark heard someone knocking. He went to the door. He wasn't sure who it was, so he asked, "Who's there?"

Possible responses:

1. *I heard someone call my name.*
2. *Please close the door behind you.*
3. *I am sure of the answer.*

 **TURN and TALK** Work with a partner. Read each other's sentences. Help with any corrections.

Describe Connections



Introducing Landforms

OBJECTIVE

Evaluate details read to determine key ideas.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to describe connections. Give students sentence frames such as:

- Some different resources we find on Earth are _____ and _____.
- Our environment can be affected by _____.

ELL Access

Discuss with students how to describe connections between details and key ideas in a text. Guide them in finding two details in a section, and model how to connect the details with a key idea.

Minilesson

FOCUS ON STRATEGIES Readers learn about a topic in an informational text by connecting key ideas.

- Identify the key ideas of a section of the text.
- Find the details that support each key idea.
- Think about how each detail connects to the key idea.
- Repeat for other sections, and connect the key ideas.

MODEL AND PRACTICE Use the Close Read note on p. 477 of the *Student Interactive* to model how to make connections in informational texts.

- The key idea of paragraph 3 is that landforms are shaped by different things. I can connect details to this idea by identifying what things shape the land.
- Have pairs of students find and underline text in paragraph 3 that tells what shapes the land. Then have them write a sentence that connects the details they underlined to the key idea of the section.

ELL Targeted Support Responding to Questions Tell students that responding to questions will help them describe connections in an informational text.

Read paragraph 3 on p. 477 aloud, and then ask: **What are three things that shape landforms?** Have students fill in the following sentence frame: *Landforms are shaped by _____, _____, and _____.* **EMERGING/DEVELOPING**

Have student pairs choose a section header that asks a question. Have one student ask the question aloud and the other read the section to find the answer and respond aloud in his or her own words. Ask students to switch roles and repeat the exercise with a different section.

EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing connections.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Describe Connections and then use text evidence from their annotations to complete the chart on p. 496.

OPTION 2 Use Independent Text Have students use sticky notes to mark details that connect to the section they are reading. Direct them to write the details on the sticky note and describe how they connect to the key idea.

QUICK CHECK

Notice and Assess Can students describe connections?

Decide


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

STUDENT INTERACTIVE, p. 496

CLOSE READ

Describe Connections

You can connect details to key ideas. Understanding the connection between ideas in a text can help you figure out what the text is all about.

 **MYTURN** Go to the Close Read notes. Follow the directions to underline the text. Use the details you underlined to complete the chart. **Possible responses:**

Section Title	Key Ideas
What shapes the land?	Land is shaped by wind, fire, water, ice, movements of Earth, animals, and people.
Rivers and lakes	Rivers often flow into lakes. Both rivers and lakes have fresh water.
Wide, flat plains	Some plains have bushes and trees. Other plains have grasses and flowers.
Mountains of lava	Dried lava builds up each time a volcano erupts and makes the volcano bigger.

Describe how the ideas you underlined are connected.

All the ideas are about land and water on Earth.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Discuss the author's use of print and graphic features to achieve specific purposes.

ELL Access

Graphic Features

Tell students that authors use describing words, or adjectives, in informational text. Pictures and other graphic features support the adjectives in the text by providing examples of what things look like or where they are located. Often, the graphic features have captions, or a description of what is in the graphic. Group students and ask groups to page through the selection and identify descriptive words and accompanying graphics. Have group members share this information in cooperative learning interactions.

How Graphic Features Support Purpose

Minilesson

FOCUS ON STRATEGIES Authors use graphic features to help readers understand information in a text. Graphic features include pictures, diagrams, maps, and photographs.

- Authors can use graphic features to show where things are located.
- Graphic features are used to show what something looks like.

MODEL AND PRACTICE Model using the example on p. 500 in the *Student Interactive*: In the section “How Earth Looks,” a map is included with the text. The text teaches us about oceans and continents on Earth’s surface. The map helps us understand that most of Earth’s surface is water. Photographs in the section “Strange Shapes” show us an example of the new word *hoodoo*. These graphic features help me understand the text.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters J and Q

FOCUS Display cursive letters *J* and *Q*.

MODEL Remind students to sit up in their chair with their feet on the floor in front of them. Model writing an uppercase *J*. Tell students that an uppercase *J* begins on the bottom line, rises up to the top line, then drops below the line. Emphasize that the pencil stays on the paper when writing this letter. Next, model writing an uppercase *Q*. Tell students that the pencil does not lift from the paper. Show how the tail of the *Q* connects to the next letter.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 500 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 500

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors use graphic features such as maps, photographs, pictures, and diagrams to help readers understand information in the text. In *Introducing Landforms*, the author used a map and many photographs.

Graphic Features	Why the Author Included It (Author's Purpose)
map in the section "How Earth Looks"	to help me see where continents and oceans are
photographs in the section "Strange Shapes"	to show me what hoodoos look like

MY TURN Suppose you are writing about landforms where you live. What graphic features would you include?

Possible responses: A photograph or drawing of a landform in your region, such as a mountain, valley, plain, or canyon.
A map showing the locations of local landforms.

500

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Writing Workshop

Have students choose graphic features to help readers understand information in their Writing Workshop texts. During conferences, support students' writing by giving them opportunities to select information to support with a graphic feature and discuss which type of graphic feature would be best to use.

PRACTICE Have students use *Handwriting* p. 262 in the *Resource Download Center* to practice writing *J* and *Q* in cursive.

Name _____

Handwriting

Cursive Letters J, Q

Look at the uppercase cursive *J* in the box. What kinds of strokes are used? Where do you start an uppercase cursive *J*? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter *J*.

Look at the uppercase cursive *Q* in the box. What kinds of strokes are used? Where do you start an uppercase cursive *Q*? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter *Q*.

Grade 2 • Unit 5 • Week 1

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Handwriting p. 262

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

Teacher-Led Options

Strategy Group



DESCRIBE CONNECTIONS

Teaching Point Authors include details in informational text to help readers understand key ideas. The connections readers make between ideas help them understand what the text is about. Look back at *Introducing Landforms* with students and discuss the connections between ideas.

ELL Targeted Support

Have students talk about the key ideas in *Introducing Landforms*.

Read aloud a short section from the text, including the heading. Have students complete the sentence frame: *The author chose this heading for the section because _____.*

EMERGING

Read aloud a short section from the text, including the heading. Have students describe how the heading connects to the section.

DEVELOPING

Have student pairs read a short section of the text and identify details. Ask them to take notes on how the details connect to the key idea and share their findings with the class. **EXPANDING**

Have partners find details from a section of the text and use them to write a new heading for the section. Ask them to share their heading and reasoning with the class. **BRIDGING**



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

Intervention Activity



DESCRIBE CONNECTIONS

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on reading strategies.


LEVEL C • READ

Lesson 31 Apply Reading Strategies

DIRECTIONS Read the story "A Trip to the Library."

A Trip to the Library

- 1 Sam hopped into the car and said, "Let's go!"
- 2 Mom was taking him and his sisters to City Library. Grandpa was coming, too. Sam could not wait! He had been to the library at school many times. He often went there to take out books or use a computer. But Sam had never been to the big library downtown.
- 3 City Library was huge. It had three floors. The children's room was on Floor 3. One side of the room was filled with books. The other side was for story time. Kids were sitting on a rug. A nice lady was reading a book to them. It was a funny story about a cat named Pete.
- 4 Sam's little sister wanted to hear the story, so she and Mom sat down. Sam's big sister went to find some books about trains. Sam stayed with Grandpa.
- 5 Grandpa and Sam walked down to Floor 2. That was where the computers were. There were rows and rows of them! Grandpa wanted to look up news about some baseball games. He wanted to find out the scores of the games. Grandpa typed quickly, then grinned as he saw that his favorite teams had won.



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Fluency

Assess 2-4 students



PROSODY

Have students practice reading a short passage with appropriate phrasing and 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

DESCRIBE CONNECTIONS

Talk About Independent Reading Ask students to share the details they wrote on their sticky notes, including how each detail is connected to a key idea in the text.

Possible Conference Prompts

- What is a key idea in this section of text?
- Why did you choose to add a sticky note to that detail?
- How does the detail connect to the key idea?

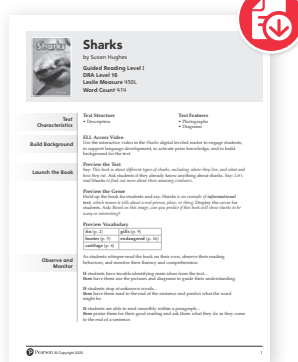
Possible Teaching Point Readers make connections between details and key ideas in a text to understand what they read.

Leveled Readers



DESCRIBE CONNECTIONS

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on making connections between key ideas and details, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the connections they made in their texts. Have the students tell the reading strategies they used.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Introducing Landforms* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- work with a partner to retell an independent-reading text.

Centers



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

Literacy Activities



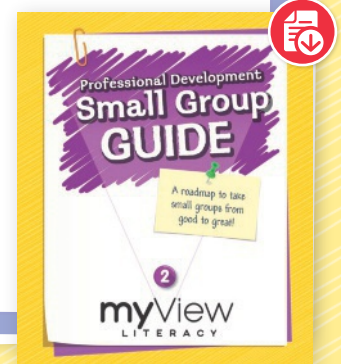
Students can

- work with a partner to discuss *Student Interactive* p. 496.
- choose a section from the text and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games.

SUPPORT INDEPENDENT READING

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

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



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words presented in the decodable story. Remind students that words are made up of sounds and that they can listen for sounds in words.

Read *The Best Place*

FOCUS Have students turn to p. 471 in the *Student Interactive*. Say: *We are going to read a story today about two people who think where they live is the best place to live. What do you think makes a place a good place to live?*

READ Review how to monitor comprehension. Ask students what they do when they monitor comprehension. Then reinforce that they pay attention to their reading and use fix-up strategies when their reading does not make sense. Ask students to read the story silently, making sure to monitor their comprehension as they read. Then have partners read the story together, taking turns to read paragraphs while the other partner follows along and provides support if needed.





Reread *The Best Place*

FOCUS ON COMPREHENSION Discuss the story with students. Ask: *What does Abby see where she lives? Show me where it says this in the text. What does Dale see?*

Read aloud the first question on p. 471 with students. Have them write their answers. Call on a student to read aloud the second question as other students follow along. Ask students to write their answers. Call on several students to share their answers.

RETELL Have students work with a partner to retell *The Best Place* to each other.

STUDENT INTERACTIVE, p. 471



FOUNDATIONAL SKILLS

The Best Place

Abby lives on the coast. From the beach, she sees crashing waves and tall cliffs. She is sure this is the best place on Earth.

Dale lives in the mountains. When he stands on the rocks, he sees their snowy tops. He is sure this is the best place.

Who is right? They both are! To Abby and Dale, where they live is the best.



1. Where do Abby and Dale live? **Abby lives on the coast. Dale lives in the mountains.**
2. How are Abby and Dale alike? **They both think where they live is the best place.**
3. Underline the words **rocks** and **tops** in the passage. Then **circle** the letter of the meaning used.

rocks: a. moves back and forth **(b.)** large stones

tops: **(a.)** the highest points b. toys that spin

Monitor Comprehension



Introducing Landforms

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to monitor comprehension. Ask:

- How does lava from a volcanic eruption destroy the land?
- What reaction do you have to pictures of erupting volcanoes?

Minilesson

FOCUS ON STRATEGIES Readers pay attention to how well they understand a text as they read. When they come across something that is difficult or confusing, they use strategies to help them understand.

- Reread anything you do not understand, looking for details you may have missed.
- Think about what you already know about the topic. Does what you read change what you already knew?
- Ask yourself why a photograph or illustration was used for that section of the text.
- Ask teachers or partners what they think.

MODEL AND PRACTICE Use the Close Read note on p. 478 of the *Student Interactive* to model annotating to monitor comprehension.

In paragraph 4, we learn that coasts can be very different. The text “some are rocky with **cliffs**. A cliff is a tall, steep rock” is detailed information. If I still do not understand what a cliff is, or how coasts are very different, I will look at the photographs on the page. The photographs show me an ocean with cliffs. I now know what a cliff looks like.

ELL Targeted Support Information Supported by Pictures Explain that a cue is like a hint or a suggestion about what words mean. Tell students that visual cues in illustrations or photos can help them monitor their comprehension of written text. Ask questions to help students discuss visual cues.

Have students look at the large photograph on *SI* p. 478. Say: This is a picture of a cliff. What words would you use to describe the cliff? **EMERGING**

Read aloud paragraph 4 on p. 478. Ask: Which words describe what a cliff looks like? Do the words do a good job of describing the cliff in the picture? Have students write their answers. **DEVELOPING/EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension to determine if they understood what they read.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Monitor Comprehension, and then use the text evidence from their annotations to complete p. 497.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they used a strategy to monitor their comprehension. Have them write what strategy they used.

QUICK CHECK

Notice and Assess Can students monitor comprehension while they are reading?

Decide

- **If students struggle**, review instruction for monitoring comprehension in Small Group on pp. T72–T73.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group on pp. T72–T73.


STUDENT INTERACTIVE, p. 497

READING WORKSHOP

Monitor Comprehension

As you read, stop to monitor comprehension, or think about whether you understand what you read. If you don't understand something, try making these adjustments:

- Reread the part you didn't understand.
- Use background knowledge.
- Check for visual cues in illustrations or photos.
- Ask questions.

 **MYTURN** Go back to the Close Read notes and follow the instructions to highlight the text. Then complete the chart. **Possible responses:**

Parts of the Text I Did Not Understand	Strategy I Used to Understand It
the sentences about cliffs	I used the picture to help me understand cliffs.
the sentences about mountains	I remembered seeing mountains on a vacation.
the words "V-shaped valley"	I looked at the picture.

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

Teacher-Led Options

Strategy Group



MONITOR COMPREHENSION

Teaching Point As you read an informational text, pay attention to what you understand and what you don't. Pause in your reading when you hit a difficult section and use strategies to improve your understanding. Look back at *Introducing Landforms* with students and discuss what they can do to monitor their comprehension.

ELL Targeted Support

To help students internalize new English words, guide them to speak, draw, or write adjectives that describe the landforms in *Introducing Landforms*.

Have students choose a landform from the text. Ask them to identify a describing word about the landform they chose. **EMERGING**

Have students choose a landform from the text. Have them describe the landform to a partner, asking the partner to name the landform.

DEVELOPING

Have partners each choose a landform from the text and draw a picture of it. Then have partners guess the name of each other's landform.

EXPANDING

Have partners each choose a landform from the text. Have them each write three describing words about the landform they chose. Then have partners read the words and guess the name of each other's landform. **BRIDGING**



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

Intervention Activity



MONITOR COMPREHENSION

Use Lesson 32, pp. T189–T194, in the *myFocus Teacher's Intervention Guide* for instruction on monitoring comprehension.

LEVEL C • READ

Lesson 32 Monitor Comprehension

DIRECTIONS Read the following story.

The Year of the Horse

- 1 After Kate had soccer practice, her mom explained the family's weekend plans. "We're going to New York City today to see Grandma Chin! We will stay at her apartment overnight."
- 2 Kate groaned. "But wait, *I can't go*. Tara invited me to sleep over tonight."
- 3 "You can do that another time. This visit is special," said Kate's mom. "It's Chinese New Year, and you haven't seen your grandmother for a long time."
- 4 Although Kate knew she looked Chinese, she didn't feel Chinese. Her dad was born in China and moved to New York City with his parents when he was just a baby. But Kate never knew her father. He had died a month before she was born. Kate's mom was born in the States and spoke only English. Grandma Chin spoke almost *no* English.
- 5 Kate thought about the long weekend ahead. She sighed all the way through the train ride into the city.
- 6 "Okay, let's go!" Kate's mom said when the train pulled into the station. "I'm glad we brought your winter coat. I'm not sure whether it's going to snow, but it certainly looks like it." Kate and her mom walked several blocks to the Golden Unicorn restaurant. The sky was gray, and so was Kate's mood. It was going to be a l-o-o-o-o-ng weekend.

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Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage to read with expression.

ORAL READING RATE AND ACCURACY

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



Conferring

3 students / 3-4 minutes
per conference

MONITOR COMPREHENSION

Talk About Independent Reading Ask students to share the strategies they used to monitor their comprehension and to discuss how well they worked.

Possible Conference Prompts

- What do you do to make sure you understand what you read?
- How can illustrations or photos help?
- How does background knowledge help?

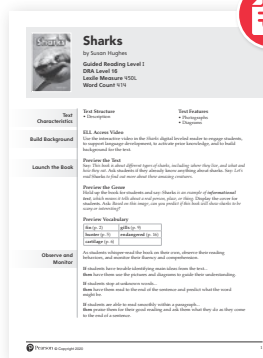
Possible Teaching Point Readers can monitor their comprehension by slowing their pace as they read. They should also make sure they read every word and pay attention to key ideas and details.

Leveled Readers



MONITOR COMPREHENSION

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



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to describe what they do to monitor their comprehension.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



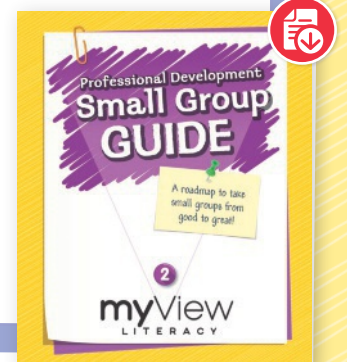
Students can

- complete the chart on *Student Interactive* p. 497.
- write about their book in their reader's notebook.
- play the *myView* games.
- choose a passage from a text and with a partner, take turns reading the passage with appropriate expression.

SUPPORT INDEPENDENT READING

It is important to tell students what they are doing right as readers. As you listen to readers, look for opportunities to pause and praise them.

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



Decodable Text

OBJECTIVES

Demonstrate and apply phonetic knowledge.

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

Identify and read high-frequency words.

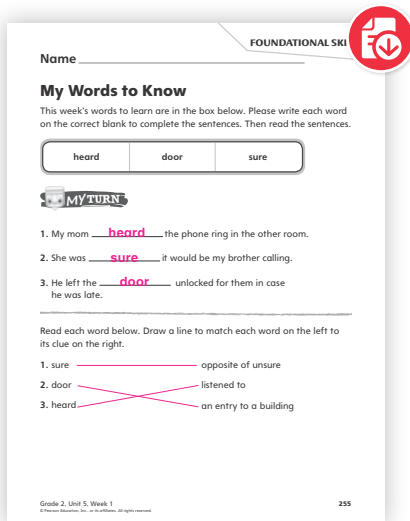
ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 255 in the *Resource Download Center*.


Revisit *The Best Place*

FOCUS Have students turn to p. 471 in the *Student Interactive*. Say: *We are going to revisit a story today about two people who think where they live is the best place to live. In this story, we will read words that are homographs and will use the sentence to help us know what each homograph means.*

READ Call students' attention to the words *rocks* and *tops* in the second paragraph of the story. Read the word *rocks* aloud. Say: *In this story, the word rocks means "stones," but I know that the word rocks is a homograph and also has a different meaning. My mother rocks the baby to soothe her. What do you think the meaning of rocks is in that sentence?* Have students supply the answer, "moves back and forth." Then have students say the word with you. Repeat for the word *tops* in the same paragraph.



Name _____

FOUNDATIONAL SKI 

My Words to Know

This week's words to learn are in the box below. Please write each word on the correct blank to complete the sentences. Then read the sentences.

heard door sure

MY TURN

- My mom heard the phone ring in the other room.
- She was sure it would be my brother calling.
- He left the door unlocked for them in case he was late.

Read each word below. Draw a line to match each word on the left to its clue on the right.

- sure — opposite of unsure
- door — an entry to a building
- heard — listened to

Grade 2, Unit 5, Week 1
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My Words to Know, p. 255



Reread *The Best Place*

FOCUS ON PHONICS AND FLUENCY Remind students that reading fluently does not necessarily mean reading fast. Rather, it means reading at a comfortable rate and understanding the text. Review with students what *The Best Place* is mostly about.

Remind students that they practiced using context to find the meaning of homographs. Ask volunteers to find homographs in the story and explain their meanings. Have students complete question 3 on p. 471.

Then write and read the words *heard*, *door*, and *sure*. Have students identify and read the high-frequency word that appears in the story.

PRACTICE Have students practice reading the story with accuracy, expression, and appropriate oral reading rate.

STUDENT INTERACTIVE, P. 471



FOUNDATIONAL SKILLS

The Best Place

Abby lives on the coast. From the beach, she sees crashing waves and tall cliffs. She is sure this is the best place on Earth.

Dale lives in the mountains. When he stands on the rocks, he sees their snowy tops. He is sure this is the best place.

Who is right? They both are! To Abby and Dale, where they live is the best.



1. Where do Abby and Dale live? Abby lives on the coast. Dale lives in the mountains.
2. How are Abby and Dale alike? They both think where they live is the best place.
3. Underline the words **rocks** and **tops** in the passage. Then circle the letter of the meaning used.

rocks: a. moves back and forth b. large stones

tops: a. the highest points b. toys that spin

471

Fluency

PROSODY

Display *The Best Place*. Model reading aloud the first paragraph of the text, asking students to pay attention to your reading accuracy and to how you emphasize the key words. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading using their favorite sentences from the text.

Reflect and Share



Introducing Landforms

OBJECTIVES

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

Develop social communication such as distinguishing between asking and telling.

ACADEMIC VOCABULARY

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

- [How do rivers change an environment?](#)
- [What resources help animals live in grasslands and prairies?](#)

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions with other readers, they are developing social communication skills. They are learning how to discuss by knowing when to ask a question and when to tell about something they know. They can help build on what others say by asking relevant questions, and they can clarify, or explain, what they said.

- Before making a comment, wait until the other person stops talking.
- Politely ask what the person meant, making sure your question is relevant, or related to the topic of the conversation.
- When asked about what you said, explain what you meant by using words that are easier to understand.
- Explain what you meant using complete sentences.

MODEL AND PRACTICE Model asking for clarification using the Talk About It prompt on p. 498 in the *Student Interactive*. Tell students that asking clarifying questions will help them understand what facts are being presented. Model asking for clarification with a relevant question.

I listen to my discussion partner's explanation of how rivers flow, and then I say: I do not understand why the water in a river moves. Can you explain again how rivers flow? My partner might answer by saying: Rivers flow down from mountains and spill into lakes or oceans.

ELL Targeted Support Seek Clarification Help students learn how to ask questions when they do not understand spoken language.

Describe a detail about landforms from the text and have students complete the sentence frame aloud: *I did not understand what you meant when you said _____.* Can you please explain it again? **EMERGING/DEVELOPING**

Have partners practice asking for clarification. One partner should explain a fact from *Introducing Landforms*. The other should politely ask for clarification, and the first partner should explain again using different words. Then have partners switch roles. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies to ask for clarification.

OPTION 1 Use the Shared Read Have students use this week's texts to practice asking relevant questions to clarify information.

OPTION 2 Use Independent Text Students should use their independent reading to practice asking relevant questions to clarify information and to practice explaining what they mean.

✓ QUICK CHECK

Notice and Assess Can students ask for clarification as they compare texts?

Decide

- **If students struggle,** revisit instruction for comparing texts in Small Group on pp. T78–T79.
- **If students show understanding,** extend instruction for comparing texts in Small Group on pp. T78–T79.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question.


STUDENT INTERACTIVE, p. 498

RESPOND TO TEXT

Reflect and Share

Talk About It

Discuss the landforms you learned about this week. Talk about the ones you've seen and the ones you'd like to see. Use examples from the texts to support your response.



Ask for Clarification

You can develop social communication, or learn how to discuss, by knowing when to ask a question and when to tell something you know.

- Wait until the other person stops talking.
- Ask politely what he or she meant.

When you are speaking, other people may request clarification. This is your chance to explain what you meant.

- Use words that will make what you said easier to understand.
- Produce complete sentences.

Weekly Question

What are some of Earth's changing features?

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Use the  **QUICK CHECK** on p. T77 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Readers use background knowledge to help them understand an informational text. They think about what else they have read and compare it to the new information. They also ask for clarification to better understand what they learn. Have students reread the section about coasts on *SI* pp. 478–479. Have them compare this section with the infographic on *SI* pp. 466–467. Ask: *What new information did you learn about coasts from **Introducing Landforms?***

ELL Targeted Support

Help students compare texts and then ask for clarification. Have them review p. 466 of the infographic and pp. 478–479 of *Introducing Landforms*.

Have student pairs discuss something that is similar about both texts and something that is different. Then have them compose an oral question they could ask an author to request clarification of what they have read. **EMERGING/DEVELOPING**

Have students work individually to write a sentence or two comparing and contrasting the texts, and then to compose a written sentence asking for clarification of something they read in one or both texts. **EXPANDING/BRIDGING**



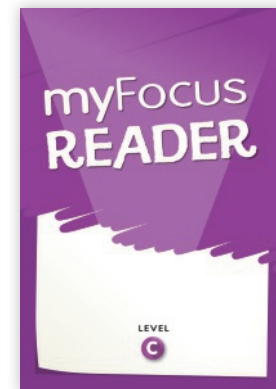
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 54–55 of the *myFocus Reader*. Use the teaching support at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of Earth's changing features and encourages them to use Academic Vocabulary.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Help students organize their research into a format they can share with others.

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

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

COMPARE TEXTS

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

Possible Conference Prompts

- How are the informational texts similar and different?
- How did you use what you know about informational texts to compare?
- How did you ask for or give clarification?

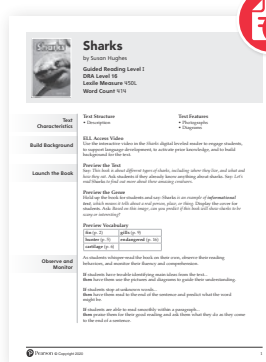
Possible Teaching Point Readers think about other texts they have read to make connections. They ask for clarification to better understand connections.

Leveled Readers



COMPARE TEXTS

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



Whole Group

Share Bring the class back together. Invite one or two students to share comparisons they made between texts.

Independent/Collaborative

Independent Reading



Students can

- reread the infographic “Earth’s Features” with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write about the comparisons they make between texts in a reading notebook.
- retell facts about Earth’s features based on the infographic.
- talk with a partner about their self-selected text.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T502–T505, for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group’s collaboration.
- facilitating use of the trade book *Disaster Alert!*

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 and learn facts about a topic.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T84–T85
 - » Phonics: Decode Words with Double Consonants
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T86–T87
- Listening Comprehension: Read Aloud: “Volcanoes” and “Shifting Plates” T88–T89
- Informational Text T90–T91
 - ☑ Quick Check T91

READING BRIDGE

- Academic Vocabulary: Synonyms T92–T93
- Handwriting: Letters *T* and *F* T92–T93

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T97
- Strategy, Intervention, and On-Level/Advanced Activities T96
- ELL Targeted Support T96
- Conferring T97

INDEPENDENT/COLLABORATIVE

- Independent Reading T97
- Literacy Activities T97

BOOK CLUB T97 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T376–T377
 - » How to Write a Command
 - » Share Back

INDEPENDENT WRITING

- How-To Book T376–T377
- Conferences T374

WRITING BRIDGE

- Spelling: Words with Double Consonants T378
 - FLEXIBLE OPTION

☑ Assess Prior Knowledge T378

- Language and Conventions: Spiral Review: Prepositions and Prepositional Phrases T379
 - FLEXIBLE OPTION

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T98–T99
 - » Phonics: Decode and Write Words with Double Consonants
- ☑ Quick Check T99
 - » High-Frequency Words

SHARED READ

- Introduce the Texts T100–T121
 - » Preview Vocabulary
 - » Read: *How Water Shapes the Earth*
 - » *How Earthquakes Shape the Earth*
- Respond and Analyze T122–T123
 - » My View
 - » Develop Vocabulary
- ☑ Quick Check T123
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T124
- Guided Reading/Leveled Readers T127
- Strategy and Intervention Activities T124, T126
- Fluency T124, T126
- ELL Targeted Support T124, T126
- Conferring T127

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T125
- Independent Reading T127
- Literacy Activities T127

WRITING WORKSHOP

MINILESSON

- Procedural Text T380–T381
 - » Explore Writing Precise Instructions
 - » Share Back

INDEPENDENT WRITING

- How-To Book T380–T381
- Conferences T374

WRITING BRIDGE

- Spelling: Teach Words with Double Consonants T382

- Language and Conventions: Oral Language: Contractions T383
 - FLEXIBLE OPTION

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T128–T129
 - » Phonics: Review Words with Double Consonants
 - » High-Frequency Words

CLOSE READ

- Compare and Contrast Texts T130–T131
- Close Read: *How Water Shapes the Earth*
 - » *How Earthquakes Shape the Earth*
 - ✔ Quick Check T131

READING BRIDGE

- Read Like a Writer, Write for a Reader: Cause and Effect T132–T133
- Handwriting: Letters G and S T132–T133

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T135
- Strategy and Intervention Activities T134
- Fluency T134
- ELL Targeted Support T134
- Conferring T135

INDEPENDENT/COLLABORATIVE

- Independent Reading T135
- Literacy Activities T135

WRITING WORKSHOP

MINILESSON

- Procedural Text T384–T385
 - » Apply Writing Precise Instructions
 - » Share Back

INDEPENDENT WRITING

- How-To Book T384–T385
- Conferences T374

WRITING BRIDGE

- Spelling: Review and More Practice: Words with Double Consonants T386 **FLEXIBLE OPTION**
- Language and Conventions: Teach Contractions T387

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T136–T137
 - » Read Decodable Text: *The Changing River*

CLOSE READ

- Create New Understandings T138–T139
- Close Read: *How Water Shapes the Earth*
 - » *How Earthquakes Shape the Earth*
 - ✔ Quick Check T139

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T141
- Strategy and Intervention Activities T140
- Fluency T140
- ELL Targeted Support T140
- Conferring T141

INDEPENDENT/COLLABORATIVE

- Independent Reading T141
- Literacy Activities T141

WRITING WORKSHOP

MINILESSON

- Procedural Text T388–T389
 - » Explore Graphics
 - » Share Back

INDEPENDENT WRITING

- How-To Book T388–T389
- Conferences T374

WRITING BRIDGE

- Spelling: Spiral Review: Homographs T390 **FLEXIBLE OPTION**
- Language and Conventions: Practice Contractions T391

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T142–T143
 - » Revisit Decodable Text: *The Changing River*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T144–T145
 - » Write to Sources
 - ✔ Quick Check T145
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T147
- Strategy, Intervention, and On-Level/Advanced Activities T146
- ELL Targeted Support T146
- Conferring T147

INDEPENDENT/COLLABORATIVE

- Independent Reading T147
- Literacy Activities T147

BOOK CLUB T147 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T392
 - » Apply Graphics
 - » Share Back

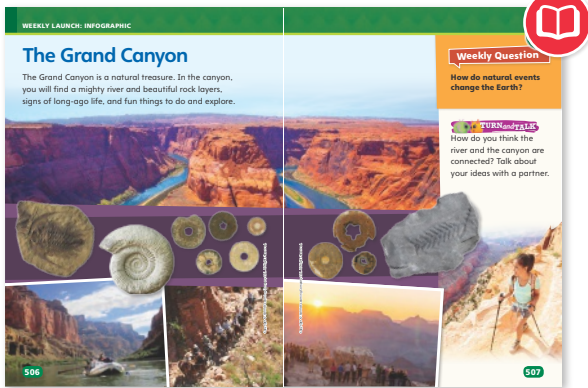
INDEPENDENT WRITING

- **WRITING CLUB** T392–T393 **SEL**
- Conferences T374

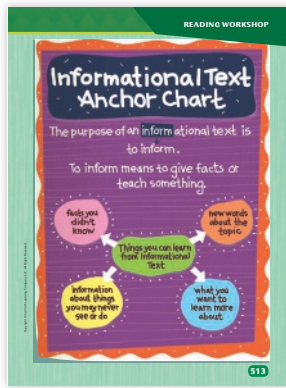
WRITING BRIDGE

- Spelling: Words with Double Consonants
 - ✔ Assess Understanding T394
- Language and Conventions: Standards Practice T395 **FLEXIBLE OPTION**

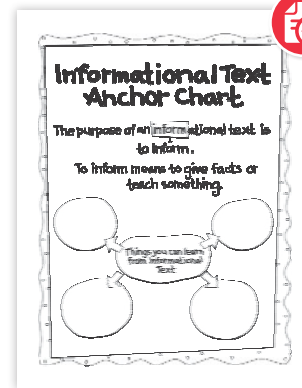
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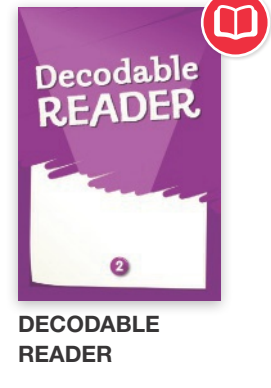
INFOGRAPHIC
"The Grand Canyon"



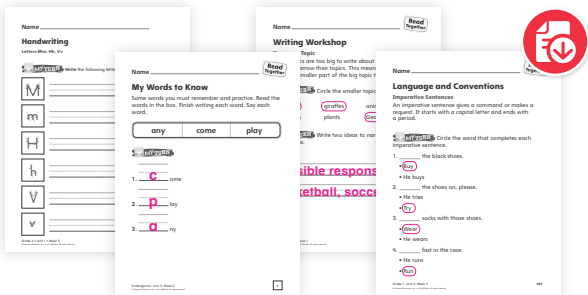
READING ANCHOR CHART
Informational Text



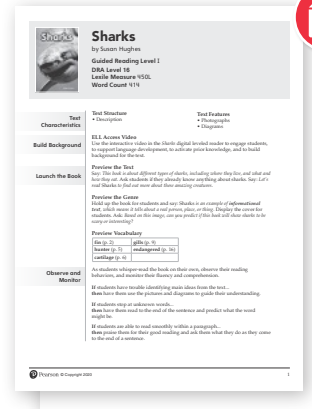
EDITABLE ANCHOR CHART
Informational Text



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

become
across
during

Develop Vocabulary

ruin
disasters
damage
flows
amount

Spelling Words

dinner
winner
dollar
summer
bitter
attic
sudden
supper
swimmer
better

Unit Academic Vocabulary

destroy
environment
reaction
balance
resources

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

Informational Text

OBJECTIVES

Listen actively and respond to text information.

FLUENCY

Read the Read Aloud Trade Book Library with accuracy and fluency.

READ-ALoud ROUTINE

Preview: Have students actively listen in order to compare and contrast text information.

READ the entire text about without rereading for the Think Aloud rubric.

RETELL the text aloud, pausing to model Think Aloud strategies related to the genre, the structure, and how the texts are similar and different.

Volcanoes

Volcanoes erupt when the tectonic plates in the Earth's surface shift. This allows magma, which is what we call lava that's still under the surface, to escape above ground.

In 1980, Mount Saint Helens in Washington erupted, causing dust particles and volcanic debris to shoot up to 15 miles high. Trees and wildlife died up to 15 miles away. Volcanoes can be very destructive to both nature and man-made structures.

Volcanoes can be destructive, but they can also be good for the environment. The lava and ash from a volcano is good for the soil, making it easier to grow crops later. Volcanoes are also a good source of energy, if scientists are able to capture it.

READ ALOUD "Volcanoes"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY

Interactive Read Aloud:

- Encourages students to look about their independent reading level.
- Encourages students to compare and contrast text information.
- Encourages students to compare and contrast text information.
- Encourages students to compare and contrast text information.
- Encourages students to compare and contrast text information.

PLANNING

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

• Preview the text.

• Determine the reading level.

• Determine the reading level.

• Determine the reading level.

• Determine the reading level.

• Determine the reading level.

BEFORE READING

• Show the cover of the book to introduce the title, author, illustrator, and genre.

• Ask the students to share their thoughts about the cover.

• Ask the students to share their thoughts about the cover.

• Ask the students to share their thoughts about the cover.

DURING READING

• Read with expression to share the text.

• Ask questions to guide the discussion and draw attention to the text.

• Ask questions to guide the discussion and draw attention to the text.

• Ask questions to guide the discussion and draw attention to the text.

AFTER READING

• Encourage and allow students to share thoughts about the story.

• Encourage and allow students to share thoughts about the story.

• Encourage and allow students to share thoughts about the story.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ

How Water Shapes the Earth and **How Earthquakes Shape the Earth**

by David Simons

by Aaron Carr and Megan Culbert

SHARED READ How Water Shapes the Earth and How Earthquakes Shape the Earth

BOOK CLUB

Titles related to Spotlight Genre and Theme: T506–T509

Mentor STACK

Writing Workshop T373

LITERACY STATIONS

rs 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

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

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T104 for a double consonants extension activity students can use while reading the text in Lessons 2 and 3.

Phonics: Decode Words with Double Consonants

Minilesson

FOCUS Review with students that each syllable in a word has one vowel sound. Explain that they can use what they know about vowel patterns to decode multisyllabic words, which are words with two or more syllables. Then tell students that a syllable that ends in a consonant is called a closed syllable.

Write the word *rabbit*. Say: *This word has double consonants in the middle. When we decode a word with double consonants, we listen for the vowel sounds and divide the syllables between the consonants. This means the first syllable will be a closed syllable.* Demonstrate dividing *rab/bit*. *We have two syllables with a CVC pattern. Both are closed syllables.* Point to the closed syllables *rab* and *bit* and make sure students see the final consonants. Then say: *We know that a vowel between two consonants is usually short, and this helps us sound out the word: /r/ /a/ /b/ /b/ /i/ /t/.*

Write: *jelly*. Have students identify the vowel sounds and the number of syllables. Point out the double consonants. Ask students where they should divide the word *jelly*. Then divide it: *jel/ly*. Point out that the first syllable is a closed syllable because it ends in a consonant. Ask what vowel sound a closed syllable has. Point out that the second syllable is an open syllable, or one ending with a vowel. The syllable *ly* ends with the *y*, which acts like a vowel in this word. Have students sound out the word with you.

MODEL AND PRACTICE Have students look at the words in the boxes on p. 508 of the *Student Interactive*. Say: *To decode these multisyllabic words, I think about vowel sounds, closed syllables, and open syllables. I see double consonants in this first word. I know that I divide the word into two closed syllables between the two consonants.* Ask students to divide the word between the two consonants. Ask what kind of syllables they have. (closed) Call on a student to read the word.

APPLY MyTURN Have students divide the rest of the words into syllables and then read them.

TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk.



ELL Targeted Support Double Consonants Show students how to break words into syllables and to recognize syllable patterns in words.

Write the word *bigger* on the board. Circle the double consonants. **I can divide this word into syllables between the consonants.** Divide the word: *big/ger*. Sound out each syllable and have students repeat as you point to the letters. Write the words: *happen*, *attic*, and *happy*. Ask students where to divide the words. **EMERGING/DEVELOPING**

Work with students to divide the words in the boxes on p. 508 into syllables. Then write the following words and ask students where to divide them: *yellow*, *better*, and *cannot*. Ask them to use the words in oral sentences. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *become*, *across*, and *during*.

- Point to each word as you read it aloud and have students repeat.
- To ensure students know the meaning of the words, provide oral sentences: *Juan wants to become a doctor one day; The rabbit ran across the road; We will write stories during class.*
- Reread the words. Randomly point to the words and ask students to read them. Repeat several times.
- Have students work with a partner to make oral sentences using the words.

become

during

across

STUDENT INTERACTIVE, p. 508

PHONICS

Double Consonants

A word with a VCCV pattern has two consonants. The word has a double consonant when the two consonants are the same. The syllables break between the double consonants (VC/CV). The first syllable is closed and usually has a short vowel sound.

rabbit rab/bit jelly jel/ly

MY TURN Draw a line between the syllables in each word. Then read, or decode, the words.

happen lesson pillow cotton butter

hap/pen les/son pil/low cot/ton but/ter

TURN and TALK With a partner, check where you drew the lines to divide the syllables. Then read the words together, blending the syllables.

The second syllable can have a short, long, or r-controlled vowel.



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Interact with Sources

OBJECTIVE

Make inferences and use evidence to support understanding.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [How might storms and other natural events destroy nature?](#) [How can we help the environment?](#) [What are examples of natural resources?](#) [What is your reaction when you see a natural wonder?](#) [How do you balance what you take from and what you give to Earth?](#)

- destroy
- balance
- environment
- resources
- reaction

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

Explore the Infographic

Remind students of the Essential Question for Unit 5: *How does Earth change?* Remind students of the Week 2 Question: *How do natural events change the Earth?*

Direct students to the infographic on pp. 506–507 in the *Student Interactive*. Have students read the infographic and freewrite about the Grand Canyon and what kinds of things people can see and do there.

Use the following questions to guide discussion and to allow students to make inferences about the features of the Grand Canyon:

- What do you see in the small stones in the middle of the page? What are these called? How do you think they got there?
- How do you think the Grand Canyon got its different layers of rock?
- What do you think you might find if you explored the Grand Canyon?
- How is the Grand Canyon a natural treasure?

WEEKLY QUESTION Reread the Week 1 Question: *What are some of Earth’s changing features?* Then point out the Week 2 Question: *How do natural events change the Earth?* Explain to students that this week they will learn about natural events that can change Earth.

TURN, TALK, AND SHARE Have students read the Turn and Talk question and think about how they would answer it. Then tell students to discuss their ideas with a partner. Ask volunteers to share their ideas with the class.



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 for more professional development on research-based best practices.

ELL Targeted Support Oral Response Have students respond orally to the content of the infographic to build and reinforce concept attainment. Read aloud the infographic as students follow along. Discuss how the visuals relate to the topic.

Have students identify features in the photos. Review key vocabulary such as: *river*, *canyon*, *rock layer*, and *treasure*. Then have students respond orally to the infographic by answering these questions: **How can we see signs of life from long ago at the Grand Canyon? What do people do at the Grand Canyon? How do you think it was formed?** **EMERGING/DEVELOPING**

Review key vocabulary as needed. Then have students respond orally to the infographic by using the visuals to tell a short story about exploring the features of the Grand Canyon. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 506-507

WEEKLY LAUNCH: INFOGRAPHIC

The Grand Canyon

The Grand Canyon is a natural treasure. In the canyon, you will find a mighty river and beautiful rock layers, signs of long-ago life, and fun things to do and explore.

WEEK 2
Weekly Question
How do natural events change the Earth?

TURN and TALK
How do you think the river and the canyon are connected? Talk about your ideas with a partner.

506

507

Listening Comprehension


OBJECTIVES

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

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

FLUENCY

Review the Read Aloud Routine and display “Volcanoes” and “Shifting Plates.” Model reading aloud a short part of the text. Tell students to pay attention to your reading rate or speed and your prosody or expression. Have students practice their fluency skills with a partner using two or three sentences from the Read Aloud text.

 **THINK ALOUD** Analyze **Informational Text** The title tells me that the topic is volcanoes. The text also has many words that are only used when talking about volcanoes, such as *magma* and *lava*. Finally, the text gives a lot of facts about the topic. I can tell this is an informational text.

Informational Text

Tell students you are going to read two informational texts aloud. Have students listen as you read “Volcanoes” and “Shifting Plates.” Explain that students should listen actively, paying careful attention to how the texts are alike and how they are different. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students actively listen in order to compare and contrast two 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, the structure, and how the texts are similar and different.

Volcanoes

Volcanoes erupt when the tectonic plates in the Earth’s surface shift. This allows magma, which is what we call lava that’s still under the surface, to escape above ground.

In 1980, Mount Saint Helens in Washington erupted, causing dust particles and volcanic debris to shoot up to 15 miles high. Trees and wildlife died up to 15 miles away. Volcanoes can be very destructive to both nature and man-made structures.

Volcanoes can be destructive, but they can also be good for the environment. The lava and ash from a volcano is good for the soil, making it easier to grow crops later. Volcanoes are also a good source of energy, if scientists are able to capture it.



Shifting Plates

The Earth's crust, or surface, is made up of tectonic plates. These large pieces of Earth's crust are in constant motion.

A sudden shift in the movement of plates can cause disasters, such as volcanic eruptions and earthquakes. Plate motion can also cause the ground to shift and push in on itself, making mountains grow over long periods of time. For example, Mount Everest, in the Himalayas, rises roughly two inches every year. The entire range of the Himalayas rises a little under half an inch every year.

Scientists think that millions of years ago, the Earth's surface looked very different from what it looks like now. From looking at fossils and studying the plates, scientists think that some of today's continents were once a large landform. They think that tectonic plates shifted and moved, causing whole pieces of land to move, too.

THINK ALOUD Analyze and Compare Informational Text The title and first few sentences give me the topic: tectonic plates. *Tectonic* is a vocabulary word I learned in the text about volcanoes. The two texts are about different topics, but they share several details about how plates move and how volcanoes happen. Both texts provide facts, and they both give information about Earth. Both texts use science vocabulary related to the topic.

ELL Access

To help prepare students for the oral readings “Volcanoes” and “Shifting Plates,” read this summary of the texts aloud:

“Volcanoes” is an informational text. We learn about what causes a volcano and the damage it can do. We also learn that volcanoes can be good for the environment. “Shifting Plates” is also an informational text. It gives facts about Earth's surface. Earth's surface is broken into large pieces. These pieces, called *tectonic plates*, are always moving. When they move a certain way, an earthquake or volcanic eruption can happen.

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

Venn Diagram

Volcanoes

Shifting Plates

Use a Venn diagram to help students compare and contrast the information in the two texts.



SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can read informational texts and learn facts about a topic.

OBJECTIVE

Establish purpose for reading assigned and self-selected texts.

LANGUAGE OF THE GENRE

Discuss the genre and anchor chart. Remind students to use words related to informational text in their discussion.

- information
- topic
- purpose
- facts

FLEXIBLE OPTION ANCHOR CHARTS

Display a poster-sized anchor chart in the classroom.

- Review the genre throughout the week by having students work with you to add examples to the class chart.
- Have students add specific titles of informational text as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- text : *texto*
- photographs : *fotografías*
- descriptions : *descripciones*
- information : *información*
- purpose : *propósito*

Minilesson

Informational texts inform readers about a topic. They give the reader facts. Authors try to make the topic interesting for the reader, so they use a few tools to achieve that purpose.

- Detailed photographs help the reader see what the writer is writing about.
- Interesting words and descriptions, information about unusual sights or events, and interesting and unusual facts help the reader remember the topic and the information in the text.

MODEL AND PRACTICE Model how you compare texts. The text “Volcanoes” and the text “Shifting Plates” are similar in some ways. They both contain facts and some interesting details. They both use scientific vocabulary related to the topics. While one text focuses on volcanoes, the other focuses more on the plates that can cause volcanoes and earthquakes. We will read another text about what causes changes to Earth. Before I begin reading, I will set a purpose for reading that will guide my reading. Call on one or two students to tell a fact they learned from the read aloud text. Then ask students to read about setting a purpose on p. 512 in the *Student Interactive*.

ELL Targeted Support Use Contextual Support Provide background knowledge to help students comprehend the language of comparison.

Write the words: *like* and *both*. Show students objects with similarities and model describing them using simple sentences, such as: *Both pencils are blue. My pen is like your pen.* Have students repeat after you. Then repeat the routine with the contrasting words *different* and *but*. **EMERGING**

Use the activity above. Then have students use the words in sentence frames: *_____ books are big. My book is _____ your book. The pens are _____ colors. My pen is blue, _____ your pen is black.* **DEVELOPING**

Give students different informational texts. Ask partners to compare the texts, telling what is similar and different about them. Remind them to use the words *like*, *both*, *different*, and *but* in their discussions. **EXPANDING**

Have partners choose two books, movies, or places to compare using the words *like*, *both*, *different*, and *but*. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

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 write two things they learned from an informational text they are reading. Tell students to write about what helped them to remember this information, such as a photograph, caption, or an interesting description.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 512 of the *Student Interactive*. Call on volunteers to share their purpose with the class.

QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T96–T97.
- **If students show understanding**, have them continue using the strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on pp. T96–T97.

STUDENT INTERACTIVE, pp. 512–513

GENRE: INFORMATIONAL TEXT

My Learning Goal: I can read informational texts and learn facts about a topic.

Spotlight on Genre: Informational Text

Authors write informational text to inform, or to give facts. They try to make the topic interesting or engaging for the reader. They often include:

- detailed photographs
- interesting words and descriptions
- information about unusual sights or events

You can learn more when text looks interesting and exciting.

Establish a Purpose Setting a purpose helps you understand more as you read. Your purpose for reading informational texts could be to learn about a topic.

TURN and TALK With a partner, look through *How Water Shapes the Earth* and *How Earthquakes Shape the Earth*. Read the heads and look at the pictures. Write two things you want to learn.

512

READING WORKSHOP

Informational Text Anchor Chart

The purpose of an informational text is to inform.

To inform means to give facts or teach something.

facts you didn't know

new words about the topic

information about things you may never see or do

what you want to learn more about

Things you can learn from Informational Text

513

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

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

ELL Access

Synonyms

Help students recall that synonyms are words that have the same or almost the same meaning. Display the word *act* and help students brainstorm synonyms for this word, such as *do* or *behave*. Then have students use the word *act* and its synonyms in verbal sentences that convey the correct meaning.

Synonyms

Minilesson

FOCUS ON STRATEGIES Synonyms are words that mean the same thing. Using synonyms can make writing interesting. Use a thesaurus to find synonyms of new words.

MODEL AND PRACTICE Write *ruin* and *amount*. *My thesaurus shows that **destroy** and **spoil** are synonyms of **ruin**.* Have students look up and share synonyms for *amount*. Then, say: ***Ruin, destroy, and spoil** all mean that **something is wrecked or cannot be used**.* Have students share a meaning for *amount* based on the synonyms they found.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters T and F

FOCUS Display cursive letters *T* and *F*.

MODEL Model writing the cursive letters *T* and *F*. Point out the swings in each letter. Remind students that uppercase letters take up the entire space between the lines on the paper. Write several of each letter in a row on the board. Air-write the letters and have students follow along with you.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 541 in the *Student Interactive*.

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 541

VOCABULARY
READING-WRITING BRIDGE

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

My Learning Goal

Academic Vocabulary

Synonyms are words that mean the same thing. Writers choose synonyms to make their writing more interesting. Sometimes you can figure out the meaning of a word by looking for a synonym near it.

MYTURN Use a dictionary or a thesaurus to find a synonym for each of these words. Then, in your own words, explain the meaning of both words. On a piece of paper, use a word and its synonym in two sentences.

Word	Synonym	Meaning
destruction	Possible responses: demolition, devastation	Possible responses: wrecking or damage
act	Possible responses: behave, do, carry out	Possible response: do something
environmental	Possible responses: ecological, "green"	Possible response: having to do with nature

541

PRACTICE Have students use *Handwriting* p. 263 in the *Resource Download Center* to practice writing cursive letters *T* and *F*.

Name _____

Handwriting

Cursive Letters T, F

Look at the uppercase cursive *T* in the box. What kinds of strokes are used? Where do you start an uppercase cursive *T*? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write uppercase cursive letter *T*.

Look at the uppercase cursive *F* in the box. What kinds of strokes are used? Where do you start an uppercase cursive *F*? What do you do next? How do you finish it?

MYTURN Write uppercase cursive letter *F*.

Grade 2 • Unit 5 • Week 2
263

Handwriting p. 263

Matching Texts to Learning

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



Genre Informational Text

Text Elements

- Some concepts supported by images
- Chapter titles, glossary, and index

Text Structure

- Description



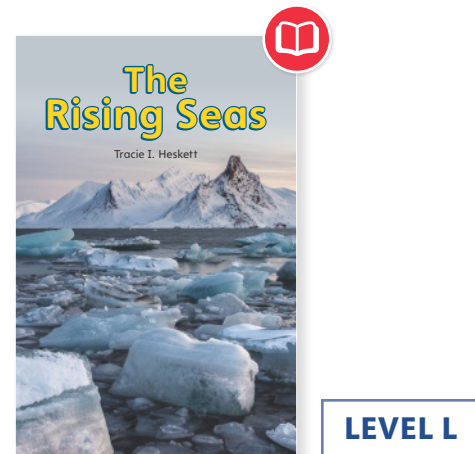
Genre Informational Text

Text Elements

- Varied organization of information
- Sentences of more than fifteen words

Text Structure

- Compare and Contrast



Genre Informational Text

Text Elements

- Some new vocabulary explained in text
- Challenging multisyllable words

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

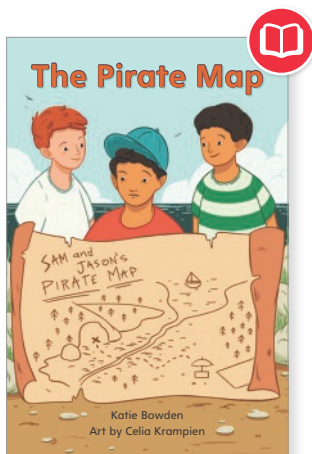
- What is the topic of the text?
- How do the photographs help you understand the text?
- What interesting words, descriptions, or unusual facts are included?

Develop Vocabulary

- What new words did you learn?
- How did the text help you understand the meaning of new words?
- Which text features helped you understand the meaning of new words?

Compare and Contrast Texts

- How is the text different from what you read in the *Student Interactive*?
- How are the texts similar?
- Which text did you think was the most interesting or easiest to understand? Explain your answer.



LEVEL L

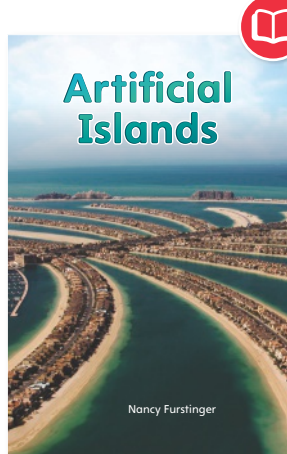
Genre Realistic Fiction

Text Elements

- Challenging multisyllable words
- Content carried by print

Text Structure

- Chronological



LEVEL M

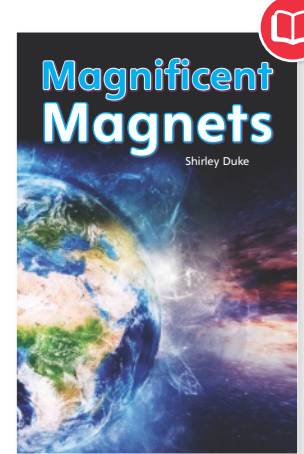
Genre Informational Text

Text Elements

- Some new vocabulary explained in the text
- Variety of text features

Text Structure

- Description



LEVEL M

Genre Informational Text

Text Elements

- New vocabulary defined in the text or glossary
- Diagrams

Text Structure

- Description

Create New Understandings

- After reading, how do you understand the topic better than before?
- Which ideas helped you to create a new understanding of the topic?
- How did you build on what you already knew about the topic?

Compare Texts

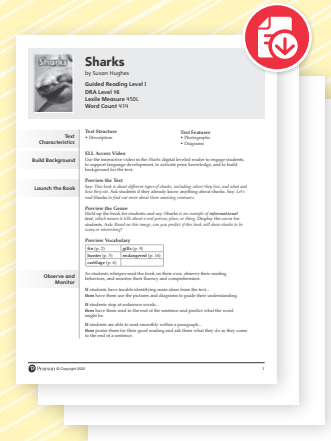
- What is similar about these texts?
- How can you compare the graphics in the texts?

Word Study

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T91 to determine small group instruction.

Teacher-Led Options

Strategy Group



Identifying Informational Texts

Teaching Point: The author’s purpose for writing an informational text is to give facts about a topic. An author tries to find ways to make the topic interesting to the reader. Photographs or other visuals help the reader understand the information. Sometimes the author includes unusual facts, new words, or fascinating descriptions to make the information interesting or even exciting. Have students brainstorm fun facts they learned from reading informational texts. Remind them that these texts could be books, articles, or web pages. Ask students why they could remember these facts but not others in the same informational text.

ELL Targeted Support

Remind students that informational texts include texts other than books, such as magazine articles, news articles, web pages, and encyclopedia entries.

Show students an article, web page, or encyclopedia entry. Read aloud the text. Then summarize the text using simple sentences and have students repeat after you. **EMERGING**

Continue the activity above. Have students work together to summarize the text. Provide sentence frames, such as: *The text is about _____. One fact is _____. I learned _____.* **DEVELOPING**

Have students discuss an article they have recently read and summarize the article for a partner. **EXPANDING/BRIDGING**



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

Intervention Activity



Identify Informational Text

Use Lesson 36, pages T217–T222, in the *myFocus Teacher’s Guide* for instruction on informational and persuasive text.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

DIRECTIONS Follow along as your teacher reads “Farm to Table” and “Fun Fruit Salad.” Think about what the author wants you to know.

Farm to Table

1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let’s look at two different ways fruits and vegetables make it from the farm to your table.

Farmers’ Markets

2 Your local farmers’ market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers’ market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.

Supermarkets

3 Walk through your local supermarket. You’ll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won’t grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.

4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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Reading Informational Text T • 217

On-Level and Advanced



FLUENCY

Have students practice their fluency skills by reading aloud to a partner from “Volcanoes” on p. T88 and “Shifting Plates” on p. T89. Remind students to read at a rate that is not too fast or too slow and to read naturally but with expression. Direct students to emphasize key words as they read aloud.

Conferring

3 students / 3-4 minutes
per conference

IDENTIFY INFORMATIONAL TEXTS

Talk about Independent Reading Ask students to explain how the author makes the informational text interesting or engaging.

Possible Conference Points

- What is the author's purpose?
- How does the author make the topic interesting?
- What text features help the author achieve his or her purpose?

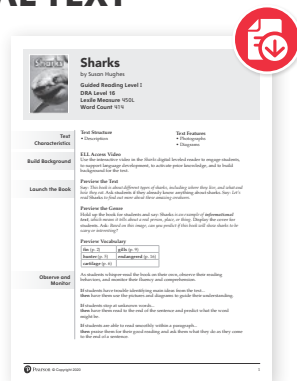
Possible Teaching Point Photographs and graphic features such as maps or diagrams can make informational texts more interesting. These features present the information in a visual way and extend understanding of the written text.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see *Matching Texts to Learning*, pp. T94–T95.
- For instructional support on the features and characteristics of informational text, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the group together. Invite one or two students to share informational texts they are reading and tell what makes these texts interesting to read.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell facts from an informational text they have read.
- use the anchor chart on *SI* p. 513 and tell a partner which of these features are in a book they are reading.
- play the *myView* game.

BOOK CLUB



See Book Club pp. T506–T509 for

- ideas for discussing Book Club.
- texts to support the unit theme and Spotlight Genre.
- support for group collaboration.

Word Work

OBJECTIVES

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

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with double consonants, use Phonics p. 250 from the *Resource Download Center*.

The screenshot shows a worksheet with the following content:

Phonics
Double Consonants
A word with double consonants has two consonants (the same letter) next to each other in the word. Divide the word between the two consonants; for example, *kit|ten*.

MY TURN Read the words below. Choose a word from the box that belongs in each sentence. Write the correct word on each line.

butler mittens office muffins dinner

- It was time for dinner.
- Alex enjoyed helping his sister bake muffins.
- Ella spread butter on her muffin.
- John came in, took off his mittens, and put them away.
- Their mom arrived home from working at her office.

Grade 2, Unit 5, Week 2 250

Phonics, p. 250

Phonics: Decode and Write Words with Double Consonants

Minilesson

FOCUS Remind students that words are made up of syllables and that each syllable in a word has only one vowel sound.

MODEL AND PRACTICE Write the word: *cactus*. Circle the middle consonants. *There are two consonants between the two vowels. This is a VCCV pattern. I know I need to divide the word between them.* Divide the word: *cac|tus*. *I see two closed syllables with short vowels. This helps me read the word.* Have students look at the first word on p. 509 of the *Student Interactive*. Explain that they will practice decoding words with two closed syllables. Ask them where they would divide the word *tennis* into syllables. Have them identify the two closed syllables. Then ask them to write the two syllables in the boxes, and call on a student to read the word aloud.

ELL Targeted Support Vowel Patterns Review different vowel patterns with students and help them apply this information to dividing words into syllables and reading them.

Write the following: *cap, cape, car*. Read each word with students. Circle the vowel in each word. *The letter a is between consonants in cap. It has a short sound. The word cape has a silent e at the end. The vowel sound for a is long. The letter a is followed by r in car. This has the r-controlled vowel sound.* Read the words again, emphasizing the vowel sounds. Ask students to sound out the words with you. **EMERGING/DEVELOPING**

Write the words *bit* and *her* and ask students to read the words. Then write *bitter*. Divide the word into syllables: *bit|ter*. *You can use what you know about vowel patterns to divide words into syllables and read them. The word bitter has a closed syllable and an r-controlled syllable.* Write the words *tennis* and *tunnel*. Ask students where you should divide the words. Ask students to read the words with you. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies to read words with double consonants.

APPLY My TURN Have students complete p. 509. When they have finished, ask partners to read the words together.

OPTION 1 Independent Activity

Have students use Letter Tiles to make the following words: *happen*, *traffic*, *attic*, and *channel*. Then have them separate the words into syllables and use the words in sentences.

QUICK CHECK

Notice and Assess Are students able to identify and write words with double consonants?

Decide

- **If students struggle**, revisit instruction for Syllable Patterns in Small Group on pp. T124–T125.
- **If students show understanding**, extend instruction for Syllable Patterns in Small Group on pp. T124–T125.

HIGH-FREQUENCY WORDS



Display the high-frequency words *become*, *across*, and *during*.

- Read each word with students.
- Call on students to use one of the words in an oral sentence.
- Challenge partners to use two of the words in the same sentence.

become

across

during

STUDENT INTERACTIVE, p. 509

FOUNDATIONAL SKILLS

Double Consonants

MY TURN Write the syllables of each word in the boxes next to it. Then read the word.

- | | | |
|------------|------|-----|
| 1. tennis | ten | nis |
| 2. tunnel | tun | nel |
| 3. kitten | kit | ten |
| 4. bottom | bot | tom |
| 5. traffic | traf | fic |
| 6. hippo | hip | po |
| 7. button | but | ton |
| 8. rabbit | rab | bit |

Introduce the Texts



How Water Shapes the Earth

Compare Texts

Point out that students will read two texts in this lesson, *How Water Shapes the Earth* and *How Earthquakes Shape the Earth*. As students read, encourage them to think about the Week 2 Question: *How do natural events change the Earth?*



How Earthquakes Shape the Earth

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

ELL Language Transfer

Cognates Point out the Spanish language cognates in the Shared Reading vocabulary.

- disasters : *desastres*
- ruin : *ruina*

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 514 of the *Student Interactive*. Discuss the meanings and provide definitions if needed.
 - **flows:** moves along slowly
 - **disasters:** events that cause great damage, loss, or suffering
 - **ruin:** destroy or spoil something
- Say: *These words will help you understand the information in the text. What is something that flows? What is one example of a natural disaster? What might ruin an outdoor party?*

Read

Discuss the First Read Strategies. Explain to students that the purpose for reading the selection is to find out how water shapes the Earth.

FIRST READ STRATEGIES

READ Tell students to read to find key ideas and details about how water shapes the Earth.

LOOK Explain that photographs can give readers information on the topic. As students look at photographs, have them ask themselves, “What does this image help me understand about the text?”

ASK As they read, have students ask themselves, “Which ideas are the most important?”

TALK Ask students to work with a partner to summarize what they read.

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



ELL Targeted Support Preteach Vocabulary Help students prepare for reading by providing practice with new vocabulary.

Read each word and have students repeat. Use sketches, gestures, or pantomime to help students understand the words. **EMERGING**

Read the words with students and talk about the meanings. Ask students to give an example of something that flows, a disaster they heard or read about, and something that has been ruined. **DEVELOPING**

Read and discuss the vocabulary on p. 514. Call on students to use the words in oral sentences. **EXPANDING**

Have students write a sentence for each vocabulary term and take turns reading their sentences with partners. **BRIDGING**

STUDENT INTERACTIVE, pp. 514–515



Genre Informational Text



How Water Shapes the Earth

Preview Vocabulary

Look for these words as you read *How Water Shapes the Earth*.

flows

disasters

ruin

First Read

Read to learn about how water shapes the Earth.

Look at the photos to help you understand the text.

Ask which ideas are most important.

Talk to summarize the text.

Meet the Author

Jared Siemans loves to read just about anything—poetry, stories, music blogs, and anything about Antarctica. He has written mainly newspaper articles and children’s informational books. He has also written the scripts for two short films.

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Genre Informational Text

from
HOW WATER SHAPES THE EARTH


by Jared Siemans

515

AUDIO
Audio with Highlighting
ANNOTATE

First Read

Ask

 **THINK ALOUD** I ask myself how water shapes the Earth. In the text we read last week, I learned several ways water shapes landforms. How quickly do these changes happen?

Close Read

Compare and Contrast Texts

Explain that reading more than one text on the same topic can deepen a reader's understanding of the subject. Remind students that last week they read *Introducing Landforms*, and this week they are reading two more texts about Earth and how it is shaped. Have students read **paragraph 1** and underline sentences that tell how water shapes the Earth. **See student page for possible responses.** Ask: *What connection is there between this week's texts and last week's text? How are they similar?*

Possible Response: Both texts discuss ways Earth is shaped by water, wind and other forces.

DOK 3

OBJECTIVE

Compare and contrast the most important points presented by two texts on the same topic.

CLOSE READ



Compare and Contrast Texts

Underline the sentences that tell how water shapes the Earth. Reread paragraph 3, "What shapes the land?" in *Introducing Landforms*. Compare the ideas that the two texts present.

flows moves along smoothly

HOW DOES WATER SHAPE THE EARTH?

- 1 The Earth is always changing. Some changes happen quickly. Some changes take place slowly over time. Water shapes the Earth slowly. Water wears away rocks and soil as it flows over the land. It also moves soil and rocks to other places.

516

Possible Teaching Point



Read Like A Writer | Author's Craft


Text Structure To help students understand one way writers of informational text use text structure to aid in understanding, point out the heading "How Does Water Shape the Earth?" Discuss the use of questions as headings and ask why the author may have organized the text in this way. *Why might this make the text easier to understand?* For more instruction on Author's Craft, see pp. T132–T133.



517

First Read

Look

 **THINK ALOUD** I see the photo on p. 517 shows how water wears away at the soil and the rocks. Some places along the river are narrow, so maybe the water has not worn away so much of Earth. There are lots of bends and curves. The water looks like it is moving slowly.

CROSS-CURRICULAR PERSPECTIVES

Science



It is unusual for rivers to flow in a straight line. A river has curves because the water wears down the rocks and ground along the sides of the river. A river with many curves is called a meandering river. *Meander* is a synonym for *wander*. So a meandering river tells readers the river makes curves and bends as it travels to its end.

First Read

Read

THINK ALOUD The title tells me that water shapes land. As I read, I'll look for how that happens. The text tells me that the river flows from high to low places and over a long period of time, a river can carve a canyon.

Close Read

Create New Understandings

Remind students that to create new understandings, readers combine what they already know with what they read. Have the students read **paragraph 2**, and highlight a way that water can change the land. **See student page for possible responses.** Ask students to use what they know to answer the question: *How are rivers able to carve valleys and canyons over time?*

Possible Response: Rivers are able to create valleys and canyons by slowly cutting through the Earth and moving rocks and soil.

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

CLOSE READ



Create New Understandings

Highlight a detail that tells how water can change the land.

HOW DOES WATER CARVE THROUGH LAND?

- 2 Rivers and streams flow over land. They flow from high places to low places. Rivers can carve great valleys and canyons into the land over time. The Grand Canyon was made by the Colorado River about 5 million years ago.

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Foundational Skills Extension

Double Consonants

Point out the word *valleys* and ask students to name the consonant that is doubled in the middle of the word. Have students say the word in syllables and then blend the syllables to read the word. Ask whether the first syllable is open or closed (closed) and whether the vowel sound in the first syllable is short or long (short).




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519

First Read

Look

 **THINK ALOUD** The photo on p. 519 shows how deep the Grand Canyon is, and I can see the layers and colors of the rock. The rocks look like they are smoothed from many years of the river carving the rock. The photo helps me understand what I just read.

CROSS-CURRICULAR PERSPECTIVES

Science

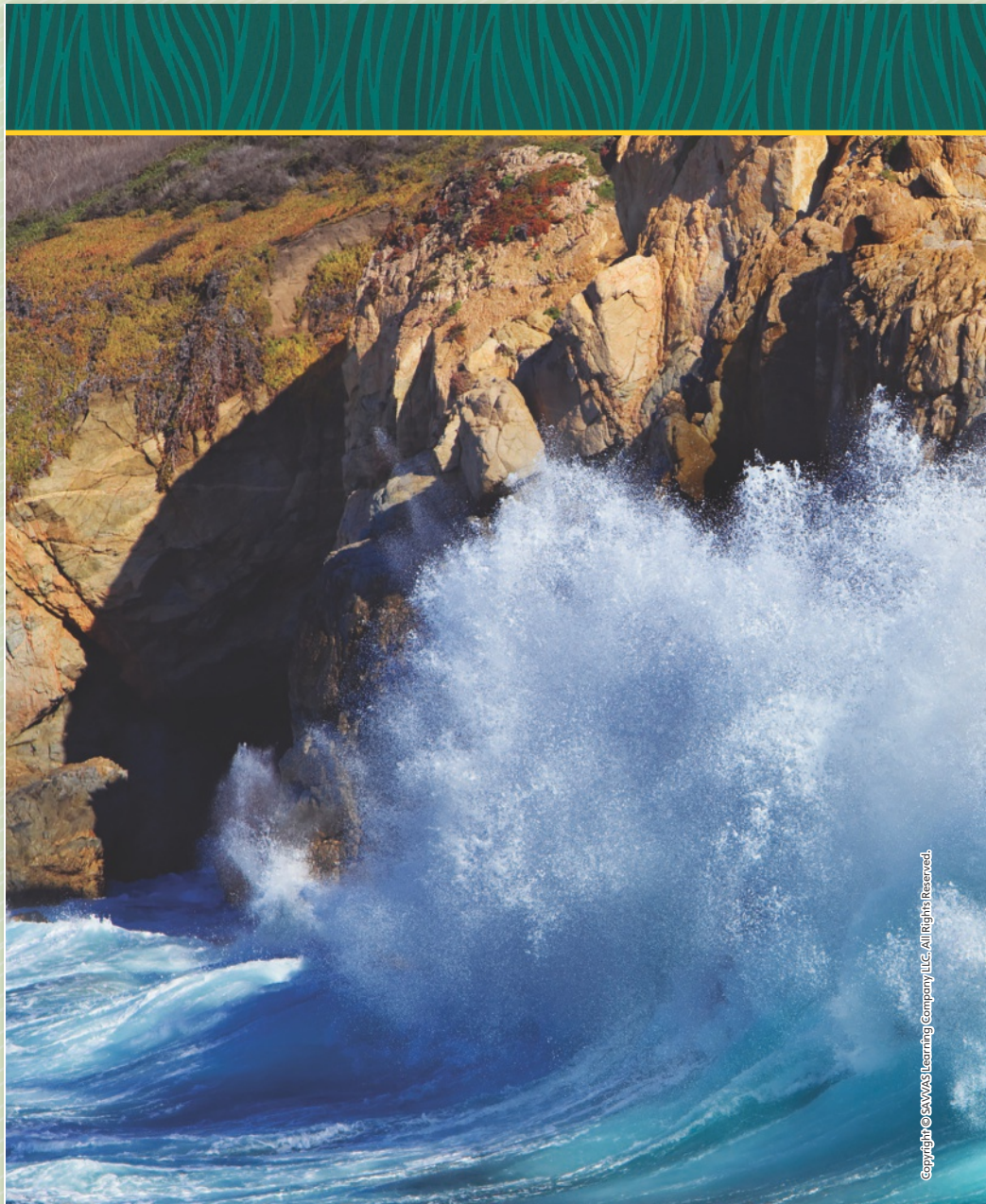


The Grand Canyon's layers of rock have different colors. These rocks get their colors from the minerals they contain. There are yellow, cream, white, and gray rocks, but there are also deep rust red, tan, dark brown, green, and purple. These colors are one of the reasons why artists like to paint or photograph this natural wonder. Have students connect this information to the Weekly Launch on pp. 506–507.

First Read

Look

Direct students' attention to the photo on p. 520. Say: The photo shows how powerful water can be. How does the photo help you understand how waves crashing into the coast can change its shape?



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520

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Explain that photos can help a reader understand a text, and compelling photos can draw readers in and awaken their interest about the text that is to come. After reading the text, the reader (in this case) can look back at the photo and see the process of the waves wearing down the rocks. For more instruction on Author's Craft, see pp. T132–T133.



CLOSE READ

**Compare and Contrast Texts**

Underline what happens when waves wear down the land. Then read paragraph 4 under “Ocean meets land” in *Introducing Landforms*. Compare and contrast the ideas in both texts.

HOW DO WAVES SHAPE THE LAND?

- 3 Moving water is very powerful. Ocean waves crash into land over and over again. The waves wear down the land. This shapes the coastlines and makes cliffs. Waves also break down rock into sand.

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CROSS-CURRICULAR PERSPECTIVES

Science



Sand can be many different colors. The color of the sand depends on the kind of rock or other material it came from. There are several red sand beaches around the world. Hawaii not only has black sand beaches formed from volcanic rock, but also has a green sand beach formed from olivine crystals. Bermuda is famous for its pink sand which came from coral and crushed shells. But the most colorful beach in the world is Rainbow Beach in Australia. Thanks to the colorful cliffs nearby, there are more than 72 colors of sand!

First Read**Talk**

Have student pairs discuss the following questions: *What is the most important idea on this page? What details tell me about this idea?*

Possible Response: The most important idea is that waves shape the land. Details include the fact that the waves wear down the land and break down rock into sand.

Close Read**Compare and Contrast Texts**

Comparing information from more than one text can help a reader fill in information that may be missing from one or the other.

Have students underline what happens when waves wear down the land. **See student page for possible response.** Ask the class to compare **paragraph 3** in *How Water Shapes the Earth* to **paragraph 4** in *Introducing Landforms*. *What connections can you make between ideas in this text and ideas in the other text? Which ideas are similar? What is different about these two texts?*

Possible Response: Both texts discuss the place water and land meet. *How Water Shapes the Earth* discusses the impact of water on the shoreline and *Introducing Landforms* discusses the different types of shorelines: cliffs and beaches.

DOK 3

OBJECTIVE

Compare and contrast the most important points presented by two texts on the same topic.

First Read

Talk

Talk with a partner to summarize the text so far. How do waterfalls shape the land? What other ways have you learned that water shapes our Earth?

Close Read

Create New Understandings

Tell students that as they read about waterfalls in *How Water Shapes the Earth*, they can add what they learn to information on p. 480 of *Introducing Landforms* to create new understandings. Have students read **paragraph 4** and highlight words that tell what waterfalls do. **See student page for possible responses.** Then ask: [How do waterfalls affect landforms?](#)

Possible Response: Waterfalls start high up on mountains and carry rocks and soil from one place to a pool at the bottom which carves out a path for the river to continue moving.

DOK 1

OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

CLOSE READ



Create New Understandings

Highlight words that tell what waterfalls do.

HOW DO WATERFALLS SHAPE THE LAND?

- 4 A waterfall forms where a river or stream flows quickly over a high ledge of hard rock. Waterfalls move rock and soil into a pool below.

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Possible Teaching Point



Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on pp. T92–T93 in the Reading-Writing Workshop Bridge to review how synonyms can help students figure out the meanings of unfamiliar words. Point out the words *river* and *stream* in paragraph 4. Ask how knowing the meaning of *river* and the context might give them a clue about the meaning of *stream*.




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523

First Read

Look

 **THINK ALOUD** The photo here shows beautiful water. I can see the water goes over a ledge and it looks like it is moving quickly. I can't see the pool, but maybe the clouds are covering it. I wonder if the misty cloud is caused by the waterfall.

CROSS-CURRICULAR PERSPECTIVES


Science



Waterfalls are part of a river or stream that passes over a high rocky place. The water from the waterfall forms a pool below. One of the most famous waterfalls in the world is Victoria Falls in Africa, also called “The Smoke That Thunders.” Victoria Falls is one of the Seven Natural Wonders of the World. Another famous waterfall in North America is Niagara Falls. These waterfalls are between New York state and Ontario, Canada. Visitors can take a boat ride in the pool of water below the falls.

First Read

Read

 **THINK ALOUD** The heading on this page tells me that I will read how glaciers shape the land. In *Introducing Landforms*, I read that many lakes form from melting glaciers. I can add that information to what I read on this page to understand more about glaciers.

Close Read

Compare and Contrast Texts

Remind students that comparing and contrasting texts can help them understand more about a topic. Have students underline the definition of glaciers in **paragraph 5**. See **student page for response**. Now tell students to reread the definition in paragraph 7 of *Introducing Landforms*. Ask: **What similar words appear in both definitions? What additional information do you get from one text that is not in the other?** Read the Close Read note aloud and direct students to the appropriate place in the Week 1 reading that contains the information they need. **How are the definitions similar? How are they different?**

Possible Response: Both define glaciers as slow-moving ice forms. *Introducing Landforms* discusses how melting glaciers can form rivers and lakes while *How Water Shapes the Earth* discusses how glaciers carry rocks, slowly changing the landform around them.

DOK 3

OBJECTIVE

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

CLOSE READ



Compare and Contrast Texts

Underline the definition of **glaciers**. Compare that definition to the one in paragraph 7 in *Introducing Landforms*.

HOW DO GLACIERS SHAPE THE LAND?

- 5 Glaciers are large pieces of frozen water that move slowly over the land. They drag pieces of rock and soil along with them as they move. Sometimes when glaciers melt they leave large rocks behind. Some rocks break apart when water freezes in their cracks. This can change the shape of mountains and the land around them.

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CROSS-CURRICULAR PERSPECTIVES

Science



Glaciers are made of ice, but they do not always look white. Some glaciers appear to be a bright blue. Glacier ice is denser than other ice. Because the ice is so dense, the glacier does not absorb the color blue. There is no snow on the brilliant blue parts of glaciers. **Have you ever seen a glacier in person or in a movie? How can you describe it?**



CLOSE READ



HOW DOES WATER DESTROY THE LAND?

- 6 Water changes the land quickly during natural disasters such as floods, hurricanes, and tsunamis. Floods destroy farmland by washing away the topsoil that helps plants grow. Hurricanes and tsunamis can ruin coastal cities and wash away the homes of people living there.



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disasters events that cause great damage, loss, or suffering

ruin destroy or spoil something

First Read

Talk

Up until now, the text has been about slow and gradual ways water changes the Earth. On this page, the text tells about sudden, rapid changes. Talk with a partner about how water changes the Earth, both the gradual and the sudden changes.

ELL Targeted Support Retelling and Summarizing Have students work with a partner to list two ways water shapes the Earth.

Provide sentence frames to help students answer in complete sentences: _____ is one way water shapes the Earth. It _____ and makes _____. Then have students share their sentences with the class. **EMERGING**

Have students create an idea map of ways water shapes the Earth. Direct them to use the information to write two sentences about the topic. Provide students with a sentence starter, such as: *Water shapes the Earth by _____.*

DEVELOPING/ EXPANDING

Introduce the Texts



How Water Shapes the Earth

Compare Texts

Before students read *How Earthquakes Shape the Earth*, tell them that afterwards, they will compare and contrast its information with the information in *How Water Shapes the Earth*.



How Earthquakes Shape the Earth

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

Preview Vocabulary

Introduce the words *amount* and *damage* on p. 526 of the *Student Interactive*.

- Elicit definition of the words from the class. If students experience difficulties, provide them with the definitions.

amount: a quantity or number of something

damage: harm

- These words will help you understand how earthquakes can shape the Earth. Look for these words as you read and think about how they connect to the topic of the reading.

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.

Read and Compare



Compare Texts Prepare students to compare and contrast ideas across texts. *We just finished reading *How Water Shapes the Earth*. As we read *How Earthquakes Shape the Earth*, notice the similarities and differences between the two texts, including the information that each provides.* Discuss the First Read Strategies with students.

FIRST READ STRATEGIES

READ Remind students to think about how this text is similar to *How Water Shapes the Earth* and how it is different.

LOOK Tell students to look at the photographs to help them understand the meaning of the text. Remind them to compare the photos from the first text to the photos from the second text.

ASK Tell students to ask questions to clarify information. Remind students to read section titles and look for answers to the questions in the text as they read.

TALK Have students talk about the most important ideas in the text and identify details that support those important ideas.

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



ELL Targeted Support Visual Support for Vocabulary Use the photo on pp. 530–531 to help students understand the words *damage* and *amount*.

Point to the damaged buildings in the photo. Explain that the word *damage* identifies harm. For *amount*, have students use their hands to show how much water a drinking glass can hold and how much a bucket can hold. Explain that more water is a larger amount. **EMERGING/DEVELOPING**

Review the meanings of the words *damage* and *amount*. Have partners preview the photos in the selection and use both words to describe the photos. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Have students talk about what they know about earthquakes.

If students are comfortable discussing it, allow them to talk about earthquakes they may have seen on a news show.

Ask students what they picture when they think of the word *earthquake*.

STUDENT INTERACTIVE, pp. 526–527



How Earthquakes Shape the Earth

Preview Vocabulary

Look for these words as you read *How Earthquakes Shape the Earth*.

amount

damage

Read and Compare

Read to compare this text with *How Water Shapes the Earth*.

Look at the photographs to understand the text.

Ask questions to clarify information.

Talk about the most important ideas.

Meet the Author

Aaron Carr has written many science books for young readers, including *Tasmanian Tiger* and *Earthworms*. He also works as a reporter and photographer for newspapers. He lives in Vancouver, Canada. **Megan Cuthbert** has written books for young readers, such as *How Wind Shapes the Earth*. She also lives in Vancouver.

526

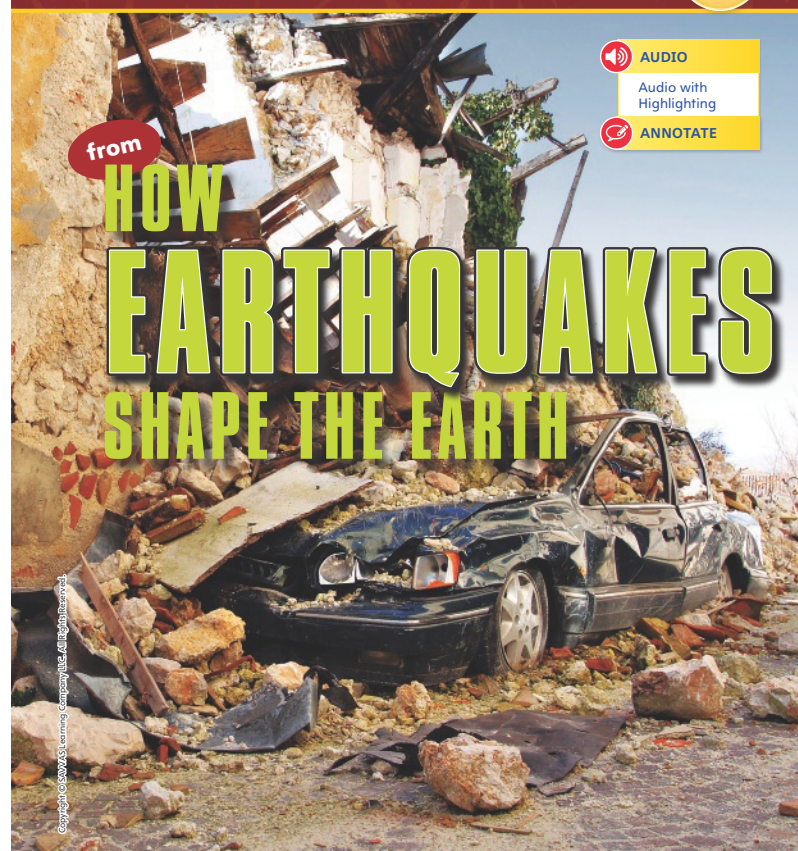
Genre Informational Text



AUDIO

Audio with
Highlighting

ANNOTATE



by Aaron Carr and Megan Cuthbert

527

First Read

Read

THINK ALOUD I know the title of this text is similar to *How Water Shapes the Earth*. Both water and earthquakes can change the shape of the Earth. As I read, I will pay attention to the similarities and differences between how both forces cause those changes and how quickly they do it.

Close Read

Compare and Contrast Texts

Remind students that comparing texts on similar subjects can deepen their understanding of the subject. Have students scan **paragraph 1** and underline how long it takes for earthquakes to change the Earth. **See student page for possible responses.** Then have students compare and contrast the speed of changes made by earthquakes to those made by rivers and glaciers.

Possible Response: Both water and earthquakes change and shape the Earth, but earthquakes happen quickly and have an immediate effect on the Earth while water movements may seem fast but they have a gradual effect on the Earth.

DOK 2

OBJECTIVE

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

CLOSE READ



Compare and Contrast Texts

Underline the sentence that tells how long it takes for an earthquake to change the Earth. Compare that to what paragraph 1 in *How Water Shapes the Earth* says about how long it usually takes water to change the Earth.

HOW DO EARTHQUAKES SHAPE THE EARTH?

- 1 The Earth is always changing. Some changes happen very quickly. Many of the most Earth-shattering changes are made by earthquakes.

528

CROSS-CURRICULAR PERSPECTIVES

Science



Because earthquakes are so destructive, especially in cities, newer buildings can be earthquake-proof. Architects and engineers work together to design buildings and use materials that will not be destroyed in an earthquake. Tokyo, Japan, which has many earthquakes and has one of the largest populations in the world, has many earthquake-proof buildings. There are also some earthquake-proof buildings in Los Angeles and San Francisco, cities where there have been large, destructive earthquakes. What do you think an earthquake-proof building would be like?



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- 2 Earthquakes can break apart the ground.
People can feel the ground moving underneath them. This can be very scary.



CLOSE READ

Compare and Contrast Texts

Underline the main way earthquakes can shape Earth. Now look back at paragraph 5 in *How Water Shapes the Earth*. Compare and contrast ways glaciers and earthquakes shape the Earth.

First Read**Ask**

THINK ALOUD Looking at the photo helps me understand the feelings of people in the text. The expressions on their faces show me how scary it must be to be in an earthquake. I wonder what the people in the photo are thinking and feeling. What do people do during an earthquake? Where do people go to be safe?

Close Read**Compare and Contrast Texts**

Remind students that both texts they are comparing are about how natural forces shape the Earth. Have students read **paragraph 2** and underline the main way earthquakes shape the Earth. Then look back at **paragraph 5** in *How Water Shapes the Earth*. *How are the effects of glaciers different than the effects of earthquakes? How are they the same?*

Possible Response: Both glaciers and earthquakes can shape the Earth by splitting land and rocks apart. Glaciers slowly separate rocks by ice expanding in cracks between rock formations while earthquakes quickly tear the ground apart through movement of the Earth.

DOK 2

OBJECTIVE

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

529

Possible Teaching Point**Read Like a Writer | Author's Craft**

Literal Language Sometimes using clear and simple language can have a strong effect on the reader. The author describes what it is like to experience an earthquake: the ground breaks apart, the ground moves under people's feet, and people feel very scared. The literal language makes the message very clear. For more instruction on Author's Craft, see pp. T132–T133.

First Read

Talk

THINK ALOUD To make sure I understand what I read, I can summarize what I have learned so far about earthquakes. Earthquakes change the Earth quickly. They are scary to people who live through them because the ground moves under their feet. Also, other disasters, such as floods, can happen after the earthquake. Summarizing the text with a partner can help us better understand what we have read so far.

Close Read

Create New Understandings

Remind students they can combine information they read in a text with what they already know to create new understandings. Have students read **paragraph 3** and underline two details that help them understand what can happen during an earthquake. **See student page for possible responses.** Then ask students what they think it might be like to experience an earthquake. *An earthquake happens very fast, but why do you think the time after the earthquake is so terrible?*

Possible Response: The earthquake can damage houses, roads, transportation, and access to clean water. This completely changes the lifestyle of the people that live there and they have to clean up the impacted areas.

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

CLOSE READ



Create New Understandings

Highlight two details that together help you understand what can happen when the ground shakes during an earthquake.

amount a quantity or number of something

damage harm

WHAT HAPPENS DURING AN EARTHQUAKE?

- 3 The shaking ground from an earthquake can cause a great amount of damage. It can make houses fall down or roads crack open. Floods can also be caused by earthquakes.

530

Possible Teaching Point




Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on pp. T92–T93 in the Reading-Writing Workshop Bridge to remind students they can use synonyms in a text to understand unfamiliar words. Ask students to name a word in paragraph 3 that has a similar meaning to *cause*. (make)



First Read

Look

 **THINK ALOUD** The photo shows what a town looks like after an earthquake. I can see that houses fell down and the road is ruined. This photo really helps me understand how serious earthquakes can be.

531

Possible Teaching Point




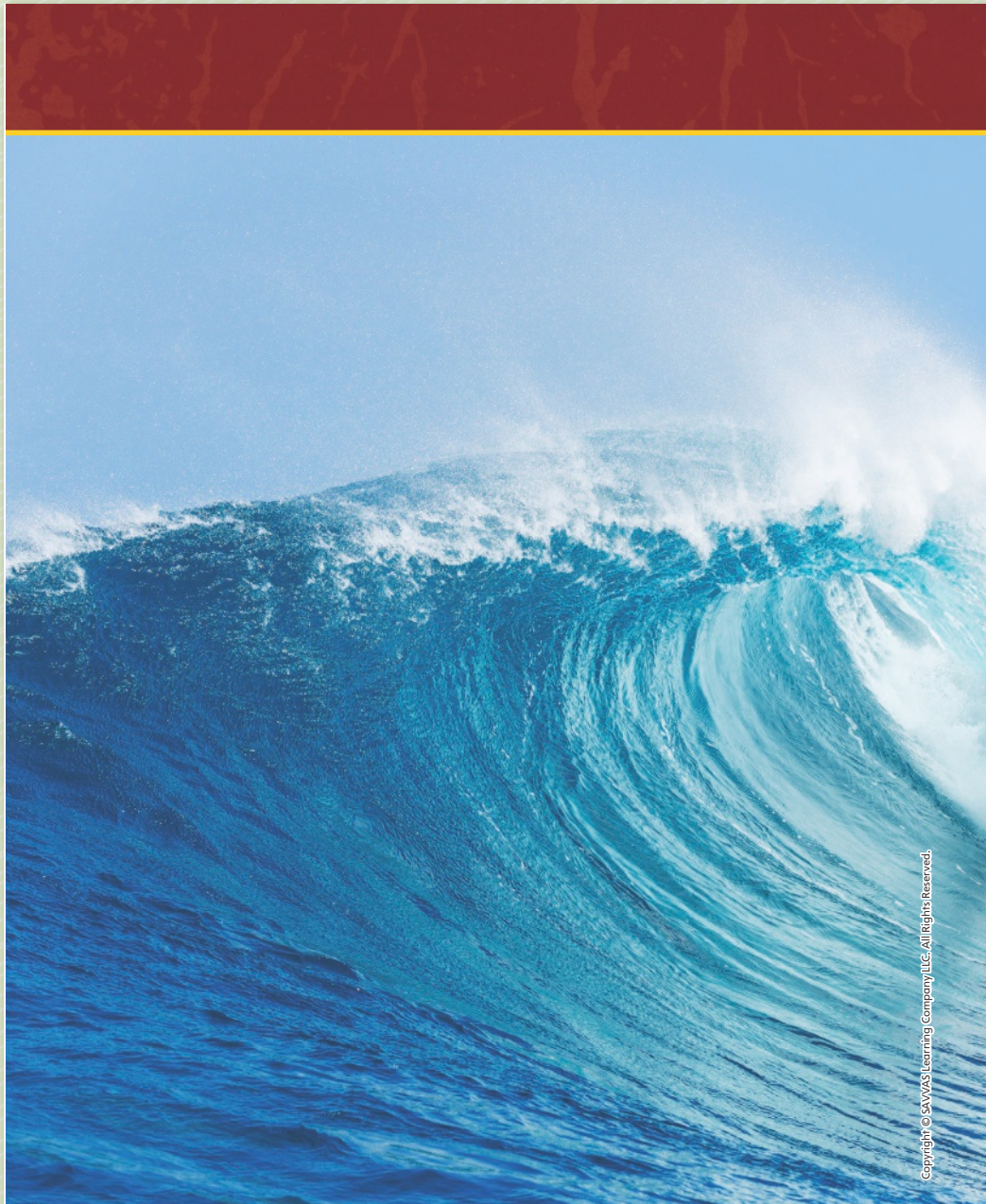
Read Like a Writer | Author's Craft

Graphic Features Photos are some of the best ways authors have to tell a story without words. Images like the one on p. 531 help a reader understand how destructive earthquakes can be and how difficult it is for the people who experience them. For more instruction on Author's Craft, see pp. T132–T133.

First Read

Look

 **THINK ALOUD** This photo reminds me of the text *How Water Shapes the Earth*. I'll read to find out how huge waves are connected to earthquakes.



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CROSS-CURRICULAR PERSPECTIVES

Science



A tsunami is a giant wave. An earthquake can be a warning that a tsunami is coming. Another warning of a tsunami is water quickly moving away from the beach. Suddenly, the floor of the ocean, plants, and fish normally covered by water become visible. But the water quickly comes back in an enormous wave.



CLOSE READ



Create New Understandings

Highlight the sentences that explain what happens to waves when strong earthquakes move under water.

WHAT CHANGES CAN EARTHQUAKES CAUSE?

- 4 The strongest earthquakes can move large areas of land. Some of these strong earthquakes move land deep under water. This pushes water up to make giant waves. These giant waves are called tsunamis.

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First Read

Read

THINK ALOUD I notice the author uses the words *strongest*, *strong*, *pushes*, and *giant* to describe how earthquakes cause tsunamis. The words help me understand how serious and destructive this can be. Earthquakes and tsunamis are powerful.

Close Read

Create New Understandings

Tell students to combine what they have learned about earthquakes so far with what they know about the ocean to create new understandings. Have the students read **paragraph 4** and highlight sentences that explain what happens when earthquakes take place under water. **See student page for possible response.** Ask students to explain why an earthquake under water might be dangerous for people living on the shore.

Possible Response: A tsunami is a giant wave that results from an earthquake pushing the water up toward the surface. Water moves easier than land, so the waves created by the earthquake can travel and cause damage and flooding on the shore.

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

Possible Teaching Point




Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on pp. T92–T93 in the Reading-Writing Workshop Bridge to remind students that synonyms are words with similar meanings. The author uses the word *giant* to describe the waves of a tsunami. This specific word helps the reader get a clear idea of what a tsunami is like. Although *big* is a synonym of *giant*, talking about a big wave does not have the same effect as *giant*. What are some other words the author might have used instead of *giant*?

First Read

Ask

 **THINK ALOUD** I wonder what else an earthquake can cause. Why are these quakes so dangerous and damaging?

Close Read

Vocabulary in Context

Remind students they can use nearby words and photos to help them figure out the meanings of unfamiliar words. Have students read **paragraph 5** and underline words that help them understand the meaning of *aftershocks*. Then have them write a definition for **aftershock**. Ask volunteers to share their responses with the class.

Possible Response: Point out that this is a compound word and they can break the word into its parts (*after* and *shock*) to get an idea of its meaning. Aftershocks are small quakes after an earthquake.

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CLOSE READ



Vocabulary in Context

Underline words that help you understand the meaning of **aftershocks**.

WHAT IS AN AFTERSHOCK?

- 5 Small earthquakes may happen days or even weeks after an earthquake. They are called aftershocks. Aftershocks often add to the damage caused by the first earthquake.

534

CROSS-CURRICULAR PERSPECTIVES

Science



Scientists who study earthquakes are called seismologists. They have special tools to measure the Earth's movements. One of these tools is called a seismograph. Seismologists have found that many earthquakes happen near the Pacific coasts. This area is called the Ring of Fire. Seismologists carefully study this area and hope to be able to predict when earthquakes are going to happen so that people can prepare and escape in time.



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First Read

Talk

What does this photo tell you about earthquakes? Talk with a partner about the most important ideas in this text.

ELL Targeted Support Retelling and Summarizing Have students work with a partner to list two ways earthquakes shape the Earth.

Provide sentence frames to help students answer in complete sentences. For example: _____ is one way earthquakes shape the Earth. It _____ and makes _____. Then have students share their sentences with the class.

EMERGING/DEVELOPING

Have students create an idea map of ways earthquakes shape the Earth. Direct them to use the information from their idea map to write two sentences about the topic. Provide students with a sentence starter, such as: Earthquakes shape the Earth by _____. **EXPANDING/BRIDGING**

Respond and Analyze



How Water Shapes the Earth

How Earthquakes Shape the Earth

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational texts, including features and graphics to locate and gain information.

My View

Use these suggestions to prompt initial responses to reading *How Water Shapes the Earth* and *How Earthquakes Shape the Earth*.

- **Ask** What did you learn from reading these two texts?
- **Freewrite** Write about the most interesting thing you read in the two texts. Why did you find it so interesting?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES The vocabulary words *ruin*, *disaster*, *damage*, *flows*, and *amount* help readers understand key ideas in the two texts.

- Use context clues or margin notes to learn the word's meaning.
- Ask yourself how the word relates to the topic of the text.

MODEL AND PRACTICE Direct attention to p. 536 in the *Student Interactive*. Read the instructions aloud and model filling in item 1. Say: *I read the sentence aloud, then look at the box of vocabulary words. I know that disasters are events that cause great damage, loss, or suffering. I write the word *disasters* in the blank to complete the sentence.* Have students use the process you modeled to complete item 2.

ELL Targeted Support Vocabulary Help students internalize words.

Review definitions with students. Then have them fill in the following sentence frames: _____, _____, and _____ are nouns. _____ and _____ are verbs. **EMERGING/DEVELOPING**

Review definitions with students. Have partners label each word a noun or a verb, then write a sentence for each. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students complete p. 536 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students find the meanings of new words using either the book's glossary or a digital dictionary.

QUICK CHECK




Notice and Assess Are students able to appropriately use the new vocabulary?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T126–T127.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T126–T127.

Check for Understanding My TURN Have students complete p. 537 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 536–537

VOCABULARY	COMPREHENSION	READING WORKSHOP
<p>Develop Vocabulary</p> <p> MY TURN Complete each sentence below with a word from the box.</p> <div style="border: 1px solid gray; padding: 5px; text-align: center;">ruin disasters damage flows amount</div> <ol style="list-style-type: none">1. Floods and hurricanes are disasters that cause great loss and suffering.2. Floods can cause a large amount of farmland to be washed away.3. Earthquakes cause a lot of damage because the ground shakes and breaks apart.4. Tsunamis and hurricanes can ruin coastal cities by washing away homes.5. Use the word flows to describe how water can change landforms. <p>Possible response: As water flows over land, it moves rocks and soil to other places.</p> <div style="text-align: center;"><p>Florida and Texas have had more hurricanes than any other state.</p></div> <p><small>Copyright © SAVVAS Learning Company LLC. All Rights Reserved.</small></p>	<p>Check for Understanding</p> <p> MY TURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. What makes these informational texts? Possible response: They both give facts and information about forces that shape the Earth.</p> <p>2. Why did the authors of both texts use section headings? DOK 2 Possible response: They used the headings to help readers understand important words or ideas in the text.</p> <p>DOK 3 3. How are earthquakes and rivers alike? Possible response: They can both change the way the land looks. Earthquakes break land apart. Rivers create valleys.</p> <p><small>Copyright © SAVVAS Learning Company LLC. All Rights Reserved.</small></p>	

Use the  **QUICK CHECK** on p. T99 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

DECODE WORDS WITH DOUBLE CONSONANTS

Teaching Point Write the word *traffic* and read it aloud, stressing the vowel sounds. Say: *I can hear two vowel sounds in the word traffic, so I know it has two syllables. I see the VCCV vowel pattern in the word. I also see that the two consonants are both fs, so I can break the syllables between the consonants, f and f.* Have students say the word in separate syllables, then have them blend the syllables to say the word.

Read *S/* pp. 508–509 with students. Have them identify the syllables in each word.

ELL Targeted Support

Have students practice identifying where syllables break in VCCV pattern words.

Write: *happy, pillow, letter, and butter*. Read each word with students and have them tell where the syllables break. **EMERGING**

Write these syllable sets: *run ner, mit ten, sup pose, fun ny*. Have students say the syllables, blend the syllables into words, and write the whole words. **DEVELOPING**

Challenge students to look through their books to find other words with double consonants. Have them write the words and show where syllables break. **EXPANDING**

Challenge students to look through their books to find other words with double consonants. Have them write the words, show where the syllables break, and use each word in a sentence. **BRIDGING**



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

Intervention Activity



DECODE WORDS WITH DOUBLE CONSONANTS

Use Lesson 10, pp. T75–T78, in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL C • MODEL AND TEACH

Lesson 10 Syllable Patterns

INTRODUCE Remember that some words can be broken into smaller parts called syllables. You already learned how to divide some words into syllables. Today we will learn how to divide words that contain some common syllable patterns.

MODEL Read aloud "Apple Pie" from Student Page S75.

Apple Pie

Sam saw a hot apple pie on the table. Sam loved apple pie. He wanted to gobble it up. But he had to control himself. The pie was for his uncle. Sam's parents were having a party for Uncle Jim later. It was going to be a complete surprise!

So, Sam left the apple pie on the table. He didn't take a bite. He ate an apple from the fruit bowl instead.

TEACH Reread the passage with students. Point out *hot* in sentence 1. Let's say this word: *hot*. *Hot* has one syllable that ends in a consonant. Syllables that end in a consonant usually have a short vowel sound. *Hot* has a short *o* sound. Point out *going* (sentence 7) and say it with students. *Going* has two syllables. The first syllable ends in a vowel. A syllable that ends in a vowel usually has a long vowel sound. The first syllable of *going* has a long *o* sound. Point out *bite* (sentence 9) and have students say it. *Bite* has one syllable that is made up of a vowel, a consonant, and a final *e*, which is silent. The vowel that comes before the final *e* has a long vowel sound. *Bite* has a long *i* sound.

Point out *table* (sentence 8) and *control* (sentence 4). Let's say these words: *table, control*. *Table* has the consonant *b* followed by the letters *le*. *Control* has a vowel (*o*) followed by three consonants (*n, t, and r*) and another vowel (*o*).

Point out *later* in sentence 6. Let's say this word: *later*. *Later* has a vowel + *r*. The letter *r* changes the sound of the vowel *e*. Together the letters make the sound /er/.

Help students identify other passage words with the patterns described above.

Phonics, Morphology, and Spelling T • 75

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with expression.

ORAL READING RATE AND ACCURACY

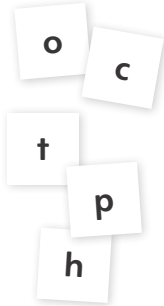
Use pp. 127–132 in Unit 5, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Word Work Activity

BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with double consonants. Have them write each word they create on a note card. Have them take turns showing a card and having other students in the group say the word in syllables and then blend the syllables to read the word.



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

Decodable Reader



Students can read the decodable reader, *Granny Penny*, to practice reading words with double consonants and high-frequency words.

High-Frequency Words

Encourage students to notice how many times they see, hear, or use this week's high-frequency words: *become*, *across*, and *during*. Ask them to record on a note card each time they encounter one of the words in a single day. Then have them share what they found with the class when they return to school the next day.

Centers



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

Decodable Reader

Granny Penny
Written by Ricardo Alba

Decodable Reader
26

Double Consonants
Anna cotton muffins swimming
attic Granny Penny yellow
buttons jelly rabbit
collects luggage summer

High-Frequency Words
across during there with
become sometimes they

201

Anna likes to visit Granny Penny during the summer. They play in the attic.

202

Anna puts on costumes that Granny keeps in luggage up there. Anna can become a rabbit with a white tail.

203

Granny Penny collects buttons that she keeps in cotton bags.

204

Anna and Granny Penny cook jelly with fruit they pick. They like to put jelly across the top of muffins.

205

Granny Penny was a swimming champ at one time. Her yellow house is across from the pool.

206

They go swimming when they become hot. Sometimes Granny Penny says, "Anna, it's time for a splash!"

207

The best times of all are with Granny during the summer.

208

Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Remember that putting new words in context helps readers learn new vocabulary. Instead of trying to remember definitions, write sentences using the new words.

Provide sample sentences with the vocabulary, such as: *Disasters ruin houses, neighborhoods, and towns. The river flows to the ocean. The car did not have much damage from the accident.*

ELL Targeted Support

Tell students that writing sentences and drawing illustrations for new words can help them remember the words' definitions.

Display the vocabulary words. Review pronunciation of the words by reading them aloud and having students repeat. Have students work with a partner to create a sentence with each vocabulary word and illustrate the sentences. **EMERGING/DEVELOPING**

Have students work with a partner to create related sentences using the vocabulary words. Then have them illustrate each of their sentences. **EXPANDING/BRIDGING**



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

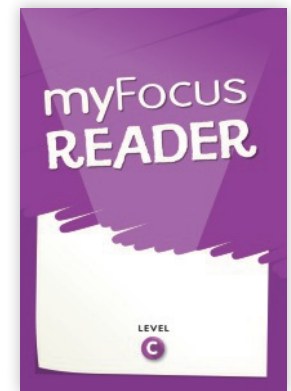
Intervention Activity



DEVELOP VOCABULARY

Read pp. 56–57 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

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



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns reading the passage. Remind students to read at a reasonable and comfortable rate and to use appropriate expression.

ORAL READING RATE AND ACCURACY

Use Unit 5, Week 2 *Cold Reads*, pp. 127–132, 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 learned in their reading. Have them share strategies they used to determine the meanings of one or two of the words.

Possible Conference Prompts

- What were some new words in your reading?
- What helped you understand these words?
- Which synonyms can help you remember the meaning of these new words?

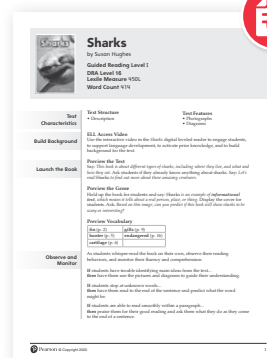
Possible Teaching Point *Readers pay attention when they come across new words and use the words and phrases around them to figure out what they mean.*

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T94–T95.
- For instructional support on using text features and context clues to develop understanding of unfamiliar words, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread and listen to *How Water Shapes the Earth* and *How Earthquakes Shape the Earth*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read.

Centers



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

Literacy Activities



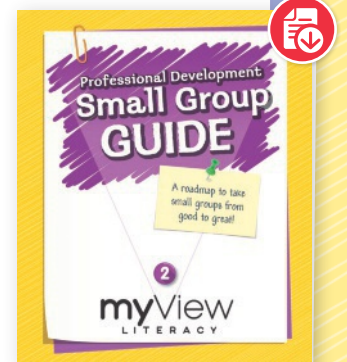
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 537.
- make word groups with new words from their independent reading.
- with a partner, take turns reading a passage at an appropriate rate.

SUPPORT INDEPENDENT READING

Independent reading is a good time for students to practice learning new words by using context clues and looking up their synonyms.

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. Invite students to share the new words they found in their informational texts, and celebrate what they learned.

Word Work

OBJECTIVES

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

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

Phonics: Review Words with Double Consonants

FOCUS Review with students that each syllable in a word has one vowel sound. If there are three vowel sounds, the word has three syllables. Write the word *batter* and review with them how to divide the word into syllables between the two consonants: bat/ter. Explain that they can use what they know about syllable patterns to read each syllable and blend them together to read the whole word. Ask them to identify the syllable patterns: CVC and *r*-controlled.

MODEL AND PRACTICE Write the following patterns on the board: CVC + CVC; CVC + *r*-controlled; CVC + open vowel. Write the following words on cards, enough for each pair of students to have a set: *bonnet, muffin, gossip, contest, happy, funny, silly, matter, cellar, effort, hornet, and pepper*. Ask partners to read the words and then sort them according to their syllable patterns, using the patterns written on the board. Have students share how they grouped the words. Record the words under the patterns and call on students to read a word aloud.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *become*, *across*, and *during*.

MODEL AND PRACTICE Have students read each word in the box on p. 510. Ask partners to use each word in a sentence.


APPLY My TURN Have students complete the activity by reading each word and then using it in a written sentence.

TURN, TALK, AND SHARE Have students read aloud their sentences to a partner. Tell students to help each other correct any errors.

STUDENT INTERACTIVE, p. 510

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know

 **MY TURN** Read the words in the box. Underline the words in the sentences, and read the sentences. Then write your own sentence for each word.

become

across

during

1. Ida wants to become a scientist.
2. We stopped to rest during the long bike ride.
3. Joe lives across the street from Jen.

Possible responses:

I want to become a doctor.

I like to relax during the summer.

Luca sits across from me.

 **TURN and TALK** Read your sentences aloud with a partner. Help each other with any corrections.

Compare and Contrast Texts



How Water Shapes the Earth

How Earthquakes Shape the Earth

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate As you discuss the text, model using the Academic Vocabulary words. Give students sentence starters, such as:

- Water and earthquakes can affect the resources of an area by _____.
- _____ destroy things faster than _____.

ELL Access

Discuss with students how comparing and contrasting texts can help them better understand what they read. Students may benefit from previewing text features before reading.

Minilesson

FOCUS ON STRATEGIES Comparing and contrasting informational texts helps readers better understand important ideas in both texts.

- Identify the topic of each text. How are the topics similar?
- Look at the title, headings, images, and captions in each text. Did the authors use similar or different structures?
- Keep the details of the first text in mind as you read the second. Notice similarities and differences.

MODEL AND PRACTICE Use the Close Read notes on *S/* pp. 516 and 528 to model how to compare and contrast texts using the graphic organizer on p. 538. *As I read, I notice that the texts have a similar type of information. They both say how their subject changes the Earth. I will write that in the chart. "Both can change the Earth." Some information is different. For example, water changes the Earth slowly, and earthquakes change the Earth quickly.* As students continue reading the two texts, have them add more differences to the chart.

ELL Targeted Support Comparing Texts Give students language for comparing and contrasting informational texts. Read aloud the first paragraph of each text (p. 516 and p. 528 in the *Student Interactive*).

Ask students to complete the following sentences: *Both water and earthquakes can _____.* *Water does it _____.* *Earthquakes do it _____.* **EMERGING**

Ask students to discuss one similarity between the ways water and earthquakes change the planet. Ask them to discuss one difference. Have them write the similarity and difference in their own words. **DEVELOPING**

Have students work in pairs to write a short paragraph describing one similarity and one difference between the ways water and earthquakes change the planet. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing and contrasting texts.

OPTION 1 MyTURN Have students use the Close Read notes to underline information and then complete the chart on p. 538 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students create a chart to compare and contrast the texts they read. They may use the chart on p. 538 in the *Student Interactive* as a model.

QUICK CHECK

Notice and Assess Can students compare and contrast texts?

Decide


- **If students struggle**, revisit instruction for comparing and contrasting texts in Small Group on pp. T134–T135.
- **If students show understanding**, extend instruction for comparing and contrasting texts in Small Group on pp. T134–T135.

STUDENT INTERACTIVE, p. 538

CLOSE READ

Compare and Contrast Texts

When you **compare**, you tell how two things are alike. When you **contrast**, you tell how they are different. You can compare and contrast important points in two texts about the same topic.

 **MYTURN** Go to the Close Read notes. Follow the directions to underline the texts. Use what you underlined and what you read to complete the chart with information that compares and contrasts water and earthquakes.

Possible responses:

Water	Both	Earthquakes
Water shapes the Earth slowly. It moves soil and rocks to new places. Glaciers change the shape of mountains and the land near them. Waves make cliffs and sand.	Both can change the Earth.	Earthquakes change the Earth very quickly. They break apart the ground.

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Read Like a Writer, Write for a Reader

OBJECTIVES

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

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

ELL Access

Cause-and-Effect Relationships

Help students brainstorm simple cause-and-effect relationships, such as not eating breakfast (cause) and being hungry at school (effect). Display these on the board. Then have students write a short but specific and detailed sentence to describe each cause-and-effect relationship. Guide them to use the correct signal words (*because, so, since*).

Cause and Effect

Minilesson

FOCUS ON STRATEGIES A good writer clearly organizes information so that the reader can understand it easily. One way to organize an informational text is to use a cause-and-effect text structure. This structure tells how one event makes another event happen.

- Authors use this structure to show how events affect each other.
- *Because* and *so* are clue words in cause-and-effect text structures.
- Often the cause is presented before the effect.

MODEL AND PRACTICE Direct students' attention to the chart on p. 542 of the *Student Interactive*. Read the text aloud. Say: *What is the cause of the events that happen? The waves crash into the land. What happens when the waves do this? The answer is the effect. The waves wear down the land. This is an effect of the waves crashing into the land. What are some other effects?* Elicit answers from students, such as shaping the coastline, making cliffs, or breaking rocks into sand.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters G and S

FOCUS Display cursive letters G and S.

MODEL Model writing the letters in cursive. Write several in a row. Trace the letters. Have the class write the letters in the air. Then write the words: *Gina, Gus, Sam, and Sue*. Have the class air-write the words.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 542 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 542

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors organize their ideas to help readers understand the information. Sometimes authors tell how one event (the cause) makes another event happen (the effect). This text structure is called cause and effect. An author may use a cause-and-effect clue word like **because** or **so**, but not always.

Cause and Effect	How the Text Structure Helps
<p>“Ocean waves crash into land over and over again. The waves wear down the land. This shapes the coastlines and makes cliffs. Waves also break down rock into sand.”</p>	<p>The first sentence tells the cause: ocean waves crashing into the land. The crashing waves cause these things to happen: they wear down the land, they make the shape of coastlines and cliffs, and they break rock into sand.</p>

MYTURN Write two sentences using cause and effect. The first sentence tells the cause. The second sentence tells its effect.

Possible response: A strong wind blew yesterday. It knocked down a tree in our neighbor's yard.

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Writing Workshop

Have students use cause-and-effect signal words in their Writing Workshop texts. During conferences, support students' writing by helping them identify causes and effects and then use appropriate transition words to signal this relationship.

PRACTICE Have students use *Handwriting* p. 264 in the *Resource Download Center* to practice writing cursive letters G and S.

Name _____

Handwriting
Cursive Letters G, S

Look at the uppercase cursive G in the box. What kinds of strokes are used? Where do you start an uppercase cursive G? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write uppercase cursive letter G.

Look at the uppercase cursive S in the box. What kinds of strokes are used? Where do you start an uppercase cursive S? What do you do next? How do you finish it?

MYTURN Write uppercase cursive letter S.

Grade 2 • Unit 5 • Week 2
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Handwriting p. 264

Use the  **QUICK CHECK** on p. T131 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE AND CONTRAST TEXTS

Teaching Point Comparing texts means we look for things that are the same in two texts, and contrasting means we look for things that are different. By comparing and contrasting two texts we can better understand both of them. Have students work with a partner to identify and discuss their responses in the Close Read notes.

ELL Targeted Support

Model comparing and contrasting informational texts using the Close Read note on p. 521. Remind students that to infer is to use what they already know to understand new information.

Read aloud paragraph 3 on *SI* p. 521 and paragraph 4 from *Introducing Landscapes* on p. 478. Ask: **Based on the information on p. 521, what can you infer about how cliffs on coastlines are shaped?** Have students complete this sentence: *Cliffs are shaped by the _____ crashing into the coast.* **EMERGING/DEVELOPING**

Have students work in pairs to read paragraph 3 on *SI* p. 521 and paragraph 4 from *Introducing Landscapes* on p. 478. Ask: **Based on the information on p. 521, what can you infer about how cliffs on coastlines are shaped?** Have student pairs discuss their answer and share it with the class. **EXPANDING/BRIDGING**



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

Intervention Activity



COMPARE AND CONTRAST TEXTS

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher's Guide* for instruction on comparing and contrasting texts.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

DIRECTIONS Follow along as your teacher reads "Farm to Table" and "Fun Fruit Salad." Think about what the author wants you to know.

Farm to Table

1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let's look at two different ways fruits and vegetables make it from the farm to your table.

Farmers' Markets

2 Your local farmers' market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers' market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.

Supermarkets

3 Walk through your local supermarket. You'll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won't grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.

4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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Fluency

Assess 2–4 students



RATE

Help student pairs to take turns reading a passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use Unit 5, *Week 2 Cold Reads*, pp. 127–132, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

COMPARE AND CONTRAST TEXTS

Talk About Independent Reading Ask students to share what they recorded on their charts. Have them discuss how comparing and contrasting the texts they read helped them better understand the topics.

Possible Conference Prompts

- How were the texts similar?
- How were they different?
- How did comparing and contrasting the texts help you understand them?

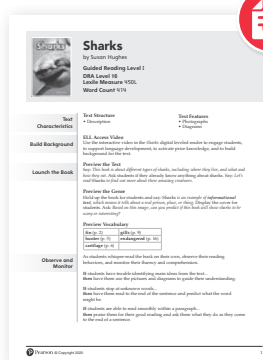
Possible Teaching Point Readers compare and contrast the informational texts they read. They notice details in one text that help them understand the other.

Leveled Readers



COMPARE AND CONTRAST TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T94–T95.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite students to compare and contrast texts they are reading and praise them for their work.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *How Water Shapes the Earth* and *How Earthquakes Shape the Earth*.
- read a self-selected trade book or the Book Club text.
- partner-read a text, coaching each other as they read.

Centers



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

Literacy Activities



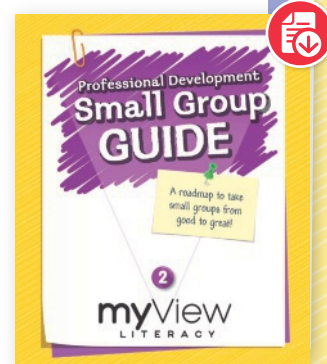
Students can

- work with a partner to discuss and complete the chart on *Student Interactive* p. 538.
- complete activities from the *Resource Download Center*.
- choose a page from the week's text and with a partner take turns reading the passage at an appropriate rate.

SUPPORT PARTNER READING

Partner reading is a good time for students to compare and contrast ideas in the text and explore different responses to the reading.

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



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words presented in the decodable story. Remind students that words are made up of sounds and that they can listen for sounds in words.

Read *The Changing River*

FOCUS Have students turn to p. 511 in the *Student Interactive*. Say: *We are going to read a story today about a boy who lives in a river valley.*

READ Tell students that it is important to read for meaning. Ask them how they can make sure they understand the text. Discuss strategies such as stopping to ask questions, rereading when the text is confusing, and using what they know about letters and sounds to read unfamiliar words.

Ask students to read the text silently. Then have student pairs read the text. One student reads the text while the other student follows along. Then the second student reads while his or her partner follows along.





Reread *The Changing River*

FOCUS ON COMPREHENSION Reread the story aloud with students. Then discuss what the story is mostly about.

Ask: *Where does Sam live?* Have students point out and read aloud the sentence that tells where Sam lives. Read aloud question 1 on p. 511. Have students answer the question, then read aloud the section of the story that contains the answer to the question. Continue with question 2.

RETELL Have partners retell the story to each other.

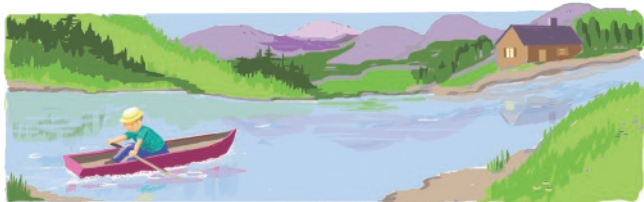
STUDENT INTERACTIVE, p. 511



FOUNDATIONAL SKILLS

The Changing River

Sam lives in the river valley. During Sam's life, he has seen much happen. The river has changed. When Sam was little, he could step on stones to walk across the river. Seeing fish at the bottom was common. But over time, the river has become wider and deeper. Now Sam uses a boat to cross the river.



1. How did Sam cross the river when he was little?

He walked across it, stepping on stones.

2. How did the river change? **It became wider and**

deeper.

3. Draw a line to divide these words into syllables. Read them. Then underline them in the story.

valley

happen

common

bottom

val/ley

hap/pen

com/mon

bot/tom

Create New Understandings



How Water Shapes the Earth

How Earthquakes Shape the Earth

OBJECTIVE

Synthesize information to create new understandings.

ACADEMIC VOCABULARY

Language of Ideas Offer students oral practice using the unit Academic Vocabulary words to create new understandings.

- How do water and earthquakes destroy resources?
- How does the environment stay in balance?

Minilesson

FOCUS ON STRATEGIES Readers synthesize when they use what they have learned from different texts to come to a new understanding of the topic. To help them synthesize what they read, students should:

- Look for relationships such as cause and effect among ideas.
- Compare and contrast ideas and facts about a topic.
- Ask themselves what other ideas might be true about this topic, based on what they have learned.

MODEL AND PRACTICE Have students look at the text on p. 530. Read it aloud and say:

- This paragraph tells how destructive earthquakes are and how they can cause other natural disasters, such as floods. When the tectonic plates move, there is terrible destruction.
- Turn to “Shifting Plates” on p. T89 and read the second paragraph aloud. Say: This paragraph tells how tectonic plates can cause disasters. It also explains how the plates cause mountains to grow. Tectonic plates change Earth, but they do not destroy it.
- By synthesizing information from the text and the paragraph in “Shifting Plates,” I conclude that both bad things and good things can happen when tectonic plates move.
- Have students synthesize information from the same paragraph of “Shifting Plates” and the text on p. 533.

ELL Targeted Support Synthesize Guide students in creating new understandings by synthesizing information from more than one text. Write: *Tsunamis can wash away homes. Earthquakes can make water form tsunamis.* Read the sentences aloud.

Help students complete the following sentence: *If an earthquake creates a _____, _____ can be washed away.* **EMERGING/DEVELOPING**

Have partners write a sentence that explains how earthquakes can cause homes to be washed away. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for creating new understandings.

OPTION 1 My TURN Have students highlight the text using the Close Read notes for Create New Understandings and then use their annotations to complete the chart on p. 539 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students make a chart like the one on p. 539 in the *Student Interactive* to create new understandings from their independent reading.

QUICK CHECK

Notice and Assess Can students synthesize what they learned?

Decide


- **If students struggle**, revisit instruction for creating new understandings in Small Group on pp. T140–T141.
- **If students show understanding**, extend instruction for creating new understandings in Small Group on pp. T140–T141.

STUDENT INTERACTIVE, p. 539

READING WORKSHOP

Create New Understandings

When you read more than one text about the same topic, use what you learned from those texts to form a better understanding of the topic. Using what you learned to create new understanding is called synthesizing.

 **MY TURN** Go back to the Close Read notes. Follow the instructions to highlight the text. Use what you highlighted and read to complete the chart and create a new understanding.

Ideas from <i>How Water Shapes the Earth</i>	Ideas from <i>How Earthquakes Shape the Earth</i>	New Understanding or Synthesized Idea
<p>Rivers can carve valleys and canyons over time.</p> <p>Waterfalls move rock and soil into a pool below.</p> <p>Tsunamis can destroy cities and wash away homes.</p>	<p>Earthquakes can make houses fall down or roads crack open. They can cause floods.</p> <p>Earthquakes can push water up to make giant waves called tsunamis.</p>	<p>Possible responses: Both water and earthquakes can change the Earth. Both can damage houses, roads, and cities.</p>

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Use the  **QUICK CHECK** on p. T139 to determine small group instruction.

Teacher-Led Options

Strategy Group



CREATE NEW UNDERSTANDINGS

Teaching Point Remember that active readers make connections as they read. They can make connections to other texts, to things that have happened to them, or to people they know. For instance, if you read about earthquakes and think about a movie you saw that had an earthquake in it, you've made a connection. You can picture what it looks like when an earthquake occurs, and this will help you understand what you read. Choose a page from the *Student Interactive* to use to make connections about the text as a group.

ELL Targeted Support

Model for students how to talk about a connection between texts. Have students look at pp. 520–521 and pp. 532–533 in the *Student Interactive*.

Have students echo-read the text on each set of pages with you. Ask students to describe the pictures. Then say: **I can make a connection between these texts because both tell how powerful waves affect land.** Repeat the sentence and have students echo your words. **EMERGING/DEVELOPING**

Have partners read the text on each set of pages aloud to each other. Have them describe the pictures to each other. Then write: *We can make a connection between _____.* Have partners work together to complete the sentence. **EXPANDING/BRIDGING**



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

Intervention Activity



CREATE NEW UNDERSTANDINGS

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher's Guide* for instruction on connecting informational texts.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

DIRECTIONS Follow along as your teacher reads "Farm to Table" and "Fun Fruit Salad." Think about what the author wants you to know.

Farm to Table

1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let's look at two different ways fruits and vegetables make it from the farm to your table.

Farmers' Markets

2 Your local farmers' market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers' market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.

Supermarkets

3 Walk through your local supermarket. You'll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won't grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.

4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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Fluency

Assess 2–4 students



PROSODY

Help partners take turns reading a passage with appropriate expression.

ORAL READING RATE AND ACCURACY

Use Unit 5, Week 2 *Cold Reads*, pp. 127–132, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

CREATE NEW UNDERSTANDINGS

Talk About Independent Reading Have students share their charts and read aloud one connection they made from their texts.

Possible Conference Prompts

- What connections did you make between the texts?
- How did these connections help you come to a new understanding?

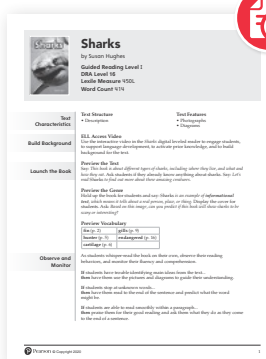
Possible Teaching Point When you read two texts on a similar topic, you will remember what you learned from the first text when you read the second. This will help you better understand both texts.

Leveled Readers



CREATE NEW UNDERSTANDINGS

- For suggested titles, see Matching Texts to Learning, pp. T94–T95.
- For instructional support on synthesizing information and creating new understandings, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together and have volunteers discuss the new understandings they discovered in their reading.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *How Water Shapes the Earth* and *How Earthquakes Shape the Earth*.
- read a self-selected trade book or their Book Club text.
- retell an independent-reading text to a partner.

Centers



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

Literacy Activities



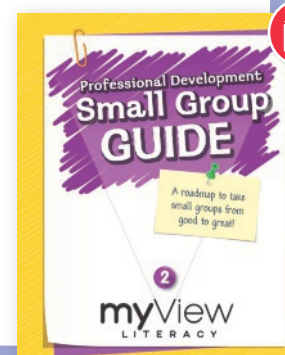
Students can

- use the chart on p. 539 to create new understandings about their independent reading.
- play the *myView* game.
- with a partner, take turns reading a passage at an appropriate rate.

SUPPORT INDEPENDENT READING

Independent reading is a good time for students to take notes on information that is new to them.

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



Decodable Text

OBJECTIVES

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

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

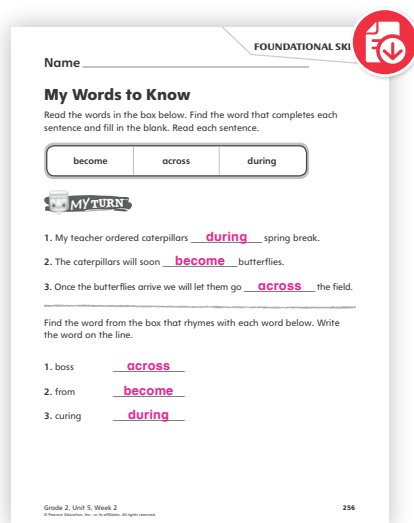
For additional practice with high-frequency words, have students complete *My Words to Know*, p. 256 in the *Resource Download Center*.

Revisit *The Changing River*


FOCUS Have students turn to p. 511 in the *Student Interactive*. Say: *We are going to revisit a story today about a boy who lives in a river valley. In this story, we will read words with double consonants.*

READ Call students' attention to the word *valley* in the first sentence. Read the word aloud. Say: *I can hear two vowel sounds in valley and I can see the VCCV vowel pattern. I can also see that the two consonants are the same. Where do you think the syllables should break in the word valley?* Have students supply the answer (between the two consonants) and then read the word again. Continue with the word *happen* in the second sentence.

Ask students whether they found any other words with double consonants and the VCCV pattern and have them share the words.



Name _____

FOUNDATIONAL SKI 

My Words to Know

Read the words in the box below. Find the word that completes each sentence and fill in the blank. Read each sentence.

become across during

MY TURN

1. My teacher ordered caterpillars during spring break.
2. The caterpillars will soon become butterflies.
3. Once the butterflies arrive we will let them go across the field.

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

1. boss across
2. from become
3. curing during

Grade 2, Unit 5, Week 2
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My Words to Know, p. 256



Reread *The Changing River*

FOCUS ON PHONICS AND FLUENCY Talk about how learning about letters and sounds helps students read fluently. Emphasize that fluent reading helps with comprehension. Have volunteers tell what the story *The Changing River* is mostly about.

Remind students that they practiced decoding words with double consonants. Challenge them to find and read these words in the story. Have students complete the activity in question 3.

Then write and read the words *become*, *across*, and *during*. Have students find the high-frequency word in the story.

PRACTICE Have partners practice reading the story with appropriate oral reading rate, accuracy, and expression.

Fluency

PROSODY

Display *The Changing River* and model reading aloud the selection, asking students to pay attention to your accuracy and to how you emphasize the key words. Remind students that fluency is about reading for meaning and expression at a comfortable rate. Invite partners to practice expressive reading using their favorite sentences from the text.

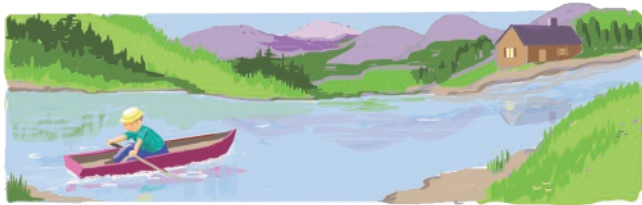
STUDENT INTERACTIVE, p. 511



FOUNDATIONAL SKILLS

The Changing River

Sam lives in the river valley. During Sam's life, he has seen much happen. The river has changed. When Sam was little, he could step on stones to walk across the river. Seeing fish at the bottom was common. But over time, the river has become wider and deeper. Now Sam uses a boat to cross the river.



1. How did Sam cross the river when he was little?

He walked across it, stepping on stones.

2. How did the river change? **It became wider and**

deeper.

3. Draw a line to divide these words into syllables. Read them. Then underline them in the story.

valley

happen

common

bottom

val/ley

hap/pen

com/mon

bot/tom

Reflect and Share



How Water Shapes the Earth

How Earthquakes Shape the Earth

OBJECTIVES

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

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

ACADEMIC VOCABULARY

Integrate Provide oral practice of the unit Academic Vocabulary by making connections to the unit theme, the Essential Question, and other texts. Ask:

- How can volcanoes help the environment?
- What is your reaction to learning about tsunamis?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that paraphrasing means using one's own words to retell informational texts. In paraphrasing, writers must keep the meaning of the original text and make sure ideas stay in logical order. Have students read p. 540 in the *Student Interactive*.

- It helps to make notes about the facts and details you want to include before you start writing your paragraph.
- Use your notes to write complete sentences in your own words.
- Reread your sentences for logical order and meaning.

MODEL AND PRACTICE Model retelling and paraphrasing informational text using paragraph 2 from *How Water Shapes the Earth* on *SI* p. 518.

- I begin by reading the paragraph and taking notes, such as “rivers and streams flow from high to low,” “rivers carve canyons, valleys over time,” and “Colorado River carved the Grand Canyon, 5 million years ago.” Now I look at my notes and think about how to start my paragraph. I think the most interesting fact is in my second note. I rewrite it in my own words: *Water is really powerful. It takes a long time, but flowing water in rivers makes canyons and valleys.* I check my work to make sure I maintained the author's meaning and put ideas in logical order.
- Have volunteers choose another one of your notes and use it to paraphrase a sentence or two. Remind students to maintain meaning and put ideas in logical order. Encourage students to work with peers to edit each other's work. Point out that this exercise will allow students to demonstrate their understanding of this informational text.

ELL Targeted Support Note-Taking Model taking notes to demonstrate listening comprehension of spoken English.

Read the sentences on *SI* p. 506 aloud and have students call out key words and phrases for you to write. Ask: *What is another way to say that the Grand Canyon is a national treasure?* Write students' responses and use their phrases to rewrite the text's first sentence. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students use evidence from this week's texts to write about a natural event that causes the most change. Remind students to look at p. 540 in the *Student Interactive* as a guide for their writing. Students should retell and paraphrase the text in a way that maintains its meaning and logical order.

OPTION 2 Use Independent Text Students should use their independent reading to practice paraphrasing texts about how Earth is changed by natural events.

QUICK CHECK

Notice and Assess Are students able to make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T146–T147.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T146–T147.

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

STUDENT INTERACTIVE, p. 540

RESPOND TO TEXT

Reflect and Share

Write to Sources

This week you read how water and earthquakes shape and change the Earth. On a sheet of paper, write a paragraph with brief comments explaining how one natural event shapes and changes the Earth. Support your ideas with examples from the texts.



Paraphrase Texts


When you paraphrase, you put the facts and details from sources in your own words. Be sure to

- Keep the same meaning as the words in the text.
- Keep the information in an order that makes sense.

Choose a natural event that you think causes the most change. Use facts, details, and examples from the texts to explain what happens.

Weekly Question

How do natural events change the Earth?

Use the  **QUICK CHECK** on p. T145 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Whenever you read more than one text about the same topic, think about what is similar and what is different about the texts. Have students compare and contrast the infographic with the information about the Grand Canyon in *How Water Shapes the Earth*. Encourage students to look for things that are similar between the two texts. Be sure students can identify ways they are different.

ELL Targeted Support

Help students compare the text of the infographic on SI p. 506 and paragraph 2 on p. 518.

Have students work in pairs to complete these sentences: *The two paragraphs are similar because they both _____. They are different because _____.* **EMERGING**

Have students work in pairs to fill in a Venn diagram with similarities and differences between the two paragraphs. **DEVELOPING**

Have students read each paragraph and write two or three sentences describing in their own words how they are similar and different. **EXPANDING/BRIDGING**



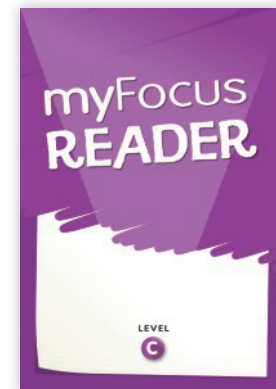
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 56–57 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 Earth and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize the information they found about how natural events change Earth.

Critical Thinking Discuss with students how natural events change Earth.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare what they learned from the texts they read about how natural events change Earth.

Possible Conference Prompts

- What were the natural events?
- How did they change Earth?
- In what ways were the texts similar?
How were they different?

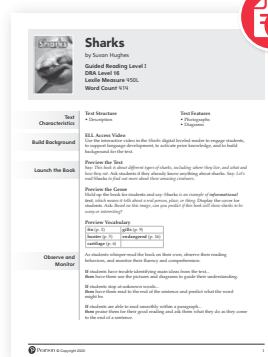
Possible Teaching Point As they read informational texts, readers think about other texts they've read on similar topics. They pay attention to information from all the texts.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T94–T95.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share connections they made to other texts.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *How Water Shapes the Earth* and *How Earthquakes Shape the Earth*.
- read a self-selected trade book or their Book Club text.
- practice fluent reading by reading their texts like storytellers.

Centers



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

Literacy Activities



Students can

- write in a reading notebook in response to the Weekly Question.
- work on an activity in the *Resource Download Center*.
- choose a passage from the story and with a partner take turns reading the passage at an appropriate rate.

BOOK CLUB



See Book Club, pp. T506–T509, for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group collaboration.
- facilitating the use of the trade book *Disaster Alert!*

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 a reader's theater and understand elements of drama.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T152–T153
 - » Phonics: Vowel Sound Spelled *aw*, *au*, *ugh*, *al*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T154–T155
- Listening Comprehension: Read Aloud: "Preparing for the Storm" T156–T157
- Drama T158–T159
 - ☑ **Quick Check** T159

READING BRIDGE

- Academic Vocabulary: Context Clues T160–T161
- Handwriting: Letters *L* and *P* T160–T161

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T165
- Strategy, Intervention, and On-Level/Advanced Activities T164
- ELL Targeted Support T164
- Conferring T165

INDEPENDENT/COLLABORATIVE

- Independent Reading T165
- Literacy Activities T165

BOOK CLUB T165 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T400–T401
 - » Organize with Structure
 - » Share Back

INDEPENDENT WRITING

- How-To Book T400–T401
- Conferences T398

WRITING BRIDGE

- Spelling: Words with *aw*, *au*, *ugh*, *al* T402
 - ☑ **Assess Prior Knowledge** T402
- Language and Conventions: Spiral Review: Contractions T403

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T166–T167
 - » Phonics: Decode and Write Words with *aw*, *au*, *ugh*, *al*
 - ☑ **Quick Check** T167
 - » High-Frequency Words

SHARED READ

- Introduce the Text T168–T185
 - » Preview Vocabulary
 - » Read: *Where Do They Go in Rain or Snow?*
- Respond and Analyze T186–T187
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T187
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T188
- Guided Reading/Leveled Readers T191
- Strategy and Intervention Activities T188, T190
- Fluency T188, T190
- ELL Targeted Support T188, T190
- Conferring T191

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T189
- Independent Reading T191
- Literacy Activities T191

WRITING WORKSHOP

MINILESSON

- Procedural Text T404–T405
 - » Explore Writing in Steps
 - » Share Back

INDEPENDENT WRITING

- How-To Book T404–T405
- Conferences T398

WRITING BRIDGE

- Spelling: Teach Words with *aw*, *au*, *ugh*, *al* T406
- Language and Conventions: Oral Language: Commas in Sentences T407

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T192–T193
 - » Phonics: Review Words with Vowel Sound Spelled *aw*, *au*, *ough*, *al*
 - » High-Frequency Words

CLOSE READ

- Identify Elements of Drama T194–T195
- Close Read: *Where Do They Go in Rain or Snow?*
 - ✔ **Quick Check** T195

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T196–T197
- Handwriting: Letters *R* and *B* T196–T197

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T199
- Strategy and Intervention Activities T198
- Fluency T198
- ELL Targeted Support T198
- Conferring T199

INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

WRITING WORKSHOP

MINILESSON

- Procedural Text T408–T409
 - » Apply Writing in Steps
 - » Share Back

INDEPENDENT WRITING

- How-To Book T408–T409
- Conferences T398

WRITING BRIDGE

- Spelling: Review and More Practice: Words with *aw*, *au*, *ough*, *al* T410 **FLEXIBLE OPTION**
- Language and Conventions: Teach Commas in Sentences T411

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T200–T201
 - » Read Decodable Text: *A Small Tree in a Big Wind*

CLOSE READ

- Confirm or Adjust Predictions T202–T203
- Close Read: *Where Do They Go in Rain or Snow?*
 - ✔ **Quick Check** T203

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T205
- Strategy and Intervention Activities T204
- Fluency T204
- ELL Targeted Support T204
- Conferring T205

INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

WRITING WORKSHOP

MINILESSON

- Procedural Text T412–T413
 - » Explore Introduction and Conclusion
 - » Share Back

INDEPENDENT WRITING

- How-To Book T412–T413
- Conferences T398

WRITING BRIDGE

- Spelling: Spiral Review: Words with Double Consonants T414 **FLEXIBLE OPTION**
- Language and Conventions: Practice Commas in Sentences T415

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T206–T207
 - » Revisit Decodable Text: *A Small Tree in a Big Wind*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T208–T209
 - » Talk About It
 - ✔ **Quick Check** T209
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T211
- Strategy, Intervention, and On-Level/Advanced Activities T210
- ELL Targeted Support T210
- Conferring T211

INDEPENDENT/COLLABORATIVE

- Independent Reading T211
- Literacy Activities T211

BOOK CLUB T211 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T416
 - » Apply Introduction and Conclusion
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T416–T417 **SEL**
- Conferences T398

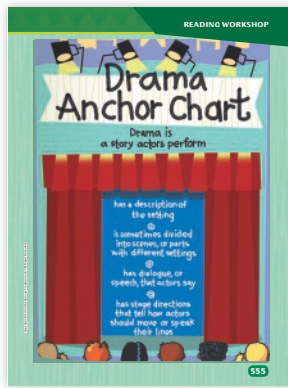
WRITING BRIDGE

- Spelling: Words with *aw*, *au*, *ough*, *al* T418
 - ✔ **Assess Understanding** T418
- Language and Conventions: Standards Practice T419 **FLEXIBLE OPTION**

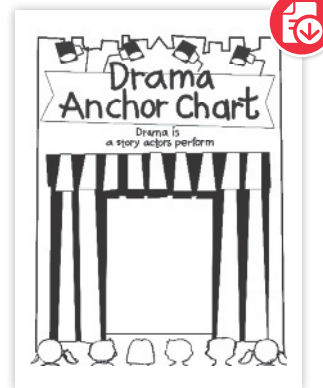
Materials



INFOGRAPHIC
"Lightning!"



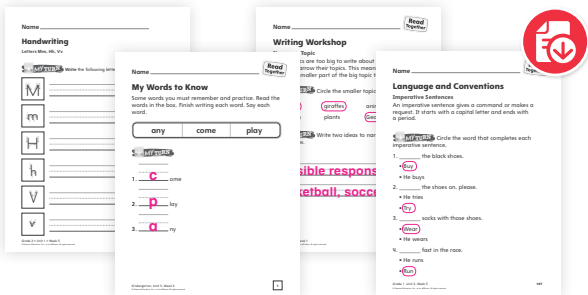
READING ANCHOR CHART
Drama



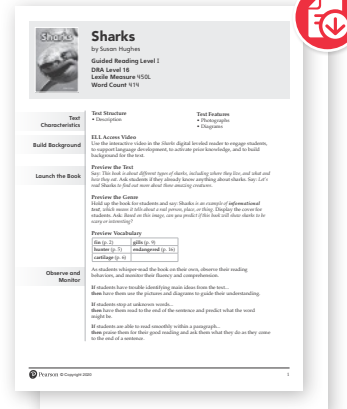
EDITABLE ANCHOR CHART
Drama



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

hours
products
happened

Develop Vocabulary

den
slippery
surface
underground
survive

Spelling Words

saw
chalk
daughter
law
auto
taught
straw
jaw
walk
crawl

Unit Academic Vocabulary

destroy
environment
reaction
balance
resources

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant strategies to clarify information, and answer questions about main ideas and important details.

ELL Language Transfer
Opinion: Point out the Spanish cognates in "Preparing for the Storm."

FLUENCY
Model "Preparing for the Storm." Model reading about a story involving a storm. Encourage students to use the strategies they learned in the previous lesson to clarify information. Encourage students to use the strategies they learned in the previous lesson to clarify information. Encourage students to use the strategies they learned in the previous lesson to clarify information.

READ-ALOUD ROUTINE
Purpose: Have students pay attention to the characteristics of drama.
Read: The article read aloud without stopping to address the Think Aloud callouts.
Read: The text to the class, pausing to model Think Aloud strategies related to the genre.

Preparing for the Storm
Setting: A living room in a home in Nebraska.
Characters: Fernando, Juanita, Mom, Dad, and Minaw.
The characters are closing the windows. Big, dark clouds are overhead, and the wind is blowing.
Juanita: Why do we have to make sure all the windows are closed?
Mom: We want to make sure our house is safe.
Minaw: Yes, severe thunderstorms can be very dangerous. They can break windows. If the glass breaks, it could hurt one of us or an animal.

READ ALOUD
"Preparing for the Storm"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds
• engage students to learn about their independent reading level.
• engage students to learn about their independent reading level.
• engage students to learn about their independent reading level.
• engage students to learn about their independent reading level.

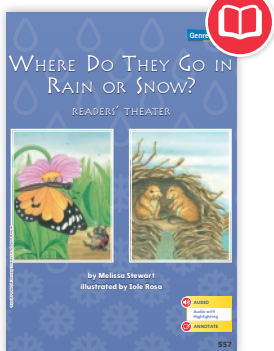
PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Select the title, author, and genre of the story.
• Determine the Teaching Point.
• Write open-ended questions and model Think Alouds on sticky notes and place in the book at the points where you plan to stop to model 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, open-ended questions.
• Point out interesting artwork or photos.
• Discuss prior knowledge and build essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and model to students get to get to the end and apply Think Aloud and open-ended questioning for a longer time into the text.
• Read with expression to show it is fun.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use to monitor comprehension and correct reading that text.
• Help students draw connections to their own experiences, ask they have read or learned in the past, or the world.

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

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Where Do They Go in Rain or Snow?

BOOK CLUB

Titles related to Spotlight Genre and Theme: T510-T513

Mentor STACK

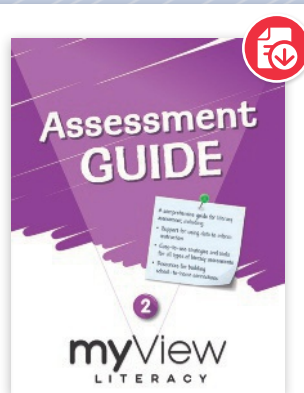
Writing Workshop T397

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

OBJECTIVE

Decode words with short, long, or variant vowels, trigraphs, and blends.



Sound-Spelling Cards 56,
57, 58, 106

FOUNDATIONAL SKILLS EXTENSION

See p. T173 for a vowel pattern extension activity students can use while reading the text in Days 2 and 3.

Phonics: Decode Words with Vowel Sound Spelled *aw*, *au*, *augh*, *al*

Minilesson

FOCUS Display Sound-Spelling Cards 56, 57, 58, and 106. Read aloud the words *audience*, *daughter*, *hawk*, and *chalk*, emphasizing the sound /aw/. Explain that the spelling patterns *au*, *aw*, *augh*, and *al* can form the sound /aw/. Write: *wall*, *claw*, *taught*, and *haunt*. Circle the spelling patterns and ask students to read aloud the words. Point out to students that the sound /aw/ in *audience* is spelled *au*. Underline the spelling as students say the word again. Repeat for the words *daughter*, *hawk*, and *chalk* using Sound-Spelling Cards 57 (*daughter*), 58 (*hawk*), and 106 (*chalk*). Say: **The letter patterns *aw*, *au*, *augh*, and *al* are all different spellings of the vowel sound /aw/.**

MODEL AND PRACTICE Point to and say the word *law* in the chart on p. 550 of the *Student Interactive*. Then say, **I can hear that the word *law* has the sound /aw/. I can see that the sound /aw/ in *law* is spelled *aw*.** Have students repeat the word with you, identify the vowel sound and name the spelling that represents the sound in the word.

APPLY My TURN Have students read the words in the chart on p. 550 and listen for the vowel sound in each word.

TURN, TALK, AND SHARE Have partners reread the words in the chart on p. 550 and underline the letters that make the vowel sound they hear in *paw* in each word. Then choose one word from each spelling pattern and use it in a sentence. Tell students to take turns with their partner.



ELL Targeted Support Spelling Patterns Help students read words with the sound /aw/.

Write: *aw*, *au*, *augh*, and *al*. Point to each spelling pattern and say the sound /aw/. Then point to each pattern and have students say the sound. Next to the patterns, write: *paw*, *sauce*, *taught*, and *walk*. Have students sound out the words. **EMERGING**

Point to the spelling patterns on *S/* p. 550, say the /aw/ sound, and have students repeat. Read aloud the words in the chart with them and have them underline the letters that stand for the sound /aw/.

DEVELOPING

Have students work with a partner to look through books they are reading for words with these spelling patterns. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *hours*, *products*, and *happened*.

- Point to each word as you read it aloud. Ask students to repeat the words after you.
- Have students use letter tiles to spell the words.

hours

happened

products

STUDENT INTERACTIVE, p. 550

PHONICS

Vowel Sound Spelled **aw**, **au**, **augh**, **al**

Say the name of this picture and listen for the vowel sound.



The letter patterns **aw**, **au**, **augh**, and **al** can make the vowel sound you hear in the word **paw**.

MY TURN Read the words below. Listen for the vowel sound in each word.

aw	au	augh	al
<u>l</u> aw	s <u>au</u> ce	ta <u>au</u> ght	t <u>al</u> k
y <u>aw</u> n	<u>au</u> to	na <u>au</u> ghty	ch <u>al</u> k

TURN and TALK Reread the words in the chart with a partner. Underline the letters that make the vowel sound you hear in **paw** in each word. Then choose one word from each spelling pattern and use it in a sentence. Take turns with your partner.

550

Interact with Sources

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Language of Ideas Building upon students' academic language is key to their academic growth across all subjects. After you discuss the infographic, ask: [What is your reaction when you experience a lightning storm? Is it possible for very bad weather to destroy a place?](#)

- destroy
- environment
- reaction
- balance
- resources

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

Explore the Infographic

Revisit the Essential Question for Unit 5: *How does Earth change?* Then read aloud the Week 3 Question: *How does weather change Earth?* Ask: [What do you already know about this topic? What do you want to know?](#)

Discuss the infographic “Lightning!” on pp. 548–549 in the *Student Interactive*. Direct students' attention to the visuals. Ask: [What will we read about on these pages?](#) Share responses. Then divide the class into small groups and have them follow along as you read the text aloud. Invite them to underline interesting facts.

Use the following questions to guide a discussion of the infographic:

- What is lightning?
- What makes lightning happen?
- What facts surprise you about lightning?
- How does the sky look before a storm? How does it feel outside?
- What are some other forms of weather that sometimes happen on Earth?

WEEKLY QUESTION Conclude the discussion by restating the Week 3 Question: *How does weather change Earth?* Tell students that they will read more about this topic this week.

My TURN Have students think about storms or other kinds of weather they have experienced or heard about. Pose the following question: [How can bad weather change a place?](#) Then ask them to draw two pictures of a place, one before a storm and one after a storm. Have volunteers share their drawings with the class.



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 for more professional development on research-based best practices.

ELL Targeted Support Use Linguistic Support Employ the following supports to enhance and confirm students' understanding of key terms from the infographic.

Write words from the infographic, such as *lightning*, *shock*, *electric spark*, *expand*, *vibrate*, and *thunder*, on the board. Review the words' meanings and use visuals and actions to demonstrate each word. Then read the text aloud again, pointing to each word in the text as you say it. Call on students to say and briefly define the words to confirm their understanding. **EMERGING/DEVELOPING**


Give students a list of key terms from the infographic. Confirm students' understanding of the terms by having them briefly define each one. Then have partners use the terms to discuss how lightning occurs. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 548-549

WEEKLY LAUNCH: INFOGRAPHIC

Lightning!

Have you ever walked across a carpet and felt a shock when you touched something metal? That shock is like lightning. Lightning is a giant electric spark. It is extremely hot. In fact, it's much hotter than the sun! The high heat makes the air expand, or stretch out, quickly. That expanding air vibrates and creates the sound of thunder.



Lightning Facts

- Count to one. In that time, about 100 lightning bolts hit Earth.
- A lightning bolt can be 5 miles long.
- Light travels faster than sound, so you see lightning first, and then you hear thunder.

Weekly Question
How does weather change Earth?

MY TURN Think about storms you have experienced. Think about other kinds of weather you have heard about. How can bad weather change a place? Draw two pictures of a place. Draw one before a storm and one after a storm.

Students should draw before-and-after pictures of a storm's effects.

548

549

Listening Comprehension

OBJECTIVES

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

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

ELL Language Transfer

Cognates Point out the Spanish cognates in “Preparing for the Storm.”

- prepare : preparar

FLUENCY

Display “Preparing for the Storm.” Model reading aloud a short section of the play, asking students to pay attention to your expression as you read each character’s lines. Emphasize that one aspect of fluency is reading with expression. Invite students to use expression as they read lines from the play.

THINK ALOUD Analyze **Drama** Read aloud the stage directions at the beginning of the drama. Then model. *I notice right away that the passage looks different from a regular story. The sentences in italics are stage directions. They tell me how the setting looks and how the characters look and act. All the other lines of text are dialogue, or what characters say. Because of these features, I know this passage is a play.*

Drama

Tell students to listen actively as you read aloud the drama text “Preparing for the Storm.” Ask them to recognize what makes this a drama. Prompt them to ask relevant questions about the text and to answer questions using multi-word responses.

START-UP

READ-ALoud ROUTINE

Purpose Have students pay attention to the characteristics of drama.

READ the whole text aloud without stopping to address the Think Aloud callouts.

REREAD the text to the class, pausing to model Think Aloud strategies relevant to the genre.

Preparing for the Storm

Setting: A living room in a home in Nebraska.

Characters: Fernando, Juanita, Mom, Dad, and Mimaw

The characters are closing the windows. Big, dark clouds are overhead, and the wind is blowing.

Juanita: Why do we have to make sure all the windows are closed?

Mom: We want to make sure our house is safe.

Mimaw: Yes, severe thunderstorms can be very dangerous. They can break windows. If the glass breaks, it could hurt one of us or an animal.



“Preparing for the Storm,” continued

Powerful winds and rain could damage the inside of our home.

Fernando (*excitedly*): Imagine rain inside our living room!

Dad: Now, son, that’s nothing to be excited about. Mimaw can tell you.

Mimaw (*looking sad*): When your father was young we had a very bad storm. It flooded the town and our house. It was a difficult time, but everyone helped each other get through it.

Dad: The most difficult part was after the storm. I remember cleaning up the house and the town when the storm was over. We were so grateful for the help from friends.

Fernando: Well, I guess we better finish up here. I’m ready to get out of the storm’s path. Right now!



THINK ALOUD Analyze

Drama In a drama, the story is told through characters and what they say. The stage directions are short, but they give important information. The directions *excitedly* and *looking sad* tell me how Fernando and Mimaw feel.

ELL Access

To help prepare students for the oral reading of “Preparing for the Storm,” read aloud this short summary.

A family is closing all the windows of their house. A bad storm is coming. They want their house to be safe. The children ask why they are doing this. Grandmother tells them what can happen in a bad storm.

WRAP-UP

Analyzing Drama

Characters:

Setting:

Events (told through dialogue):

After reading the drama “Preparing for the Storm,” ask students to complete a chart listing characters, setting, and events told through dialogue.

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.



Drama

LEARNING GOAL

I can read readers' theater and understand elements of drama.

OBJECTIVE

Discuss the elements in drama such as characters, dialogue, and setting.

LANGUAGE OF THE GENRE

While reviewing the anchor chart with students, monitor their understanding of key words that help them discuss elements of drama.

- scenes
- dialogue
- setting
- stage directions

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-size anchor chart.
- Have students name elements of drama and add to the anchor chart.
- Continue to add to the anchor chart as students learn more about drama.

ELL Language Transfer

Cognates Point out the Spanish cognates related to drama.

- drama : *drama*
- dialogue : *diálogo*

Minilesson

FOCUS ON STRATEGIES A drama, or play, is a story that is meant to be acted out for an audience. Readers' theater is a drama where actors read their lines rather than memorizing and performing them. Readers' theater combines oral reading practice with performance. Discuss the following drama elements with students:

- Characters in a drama are played by actors.
- Dialogue in a drama is what characters say.
- Story events (plot) in a drama are told through the characters' speech and actions.
- Setting in a drama (where and when the story takes place) is represented on stage with props that bring the play to life.
- Stage directions are instructions in the text that tell what the setting should look like and how characters should move and speak.

MODEL AND PRACTICE Say: *When I read a drama, I picture it as a performance. I ask myself: What does this character look and sound like? How is the stage set up?*

Ask students to talk about dramas they are familiar with. Invite them to share experiences they may have had watching plays. Encourage students to identify and discuss specific elements in drama, such as characters, dialogue, and setting. Ask: *How is reading a drama different from reading other types of text?*

ELL Targeted Support Vocabulary Help students understand the meaning of dramatic elements.

Write: *stage directions* and *dialogue*. Point to *dialogue*. Say: *Dialogue means the words the characters say*. Point out dialogue in an example of a play. Repeat with stage directions. **EMERGING/DEVELOPING**

Give students a drama text and have them work together to identify setting, characters, dialogue, and stage directions. Tell students that actors in a play do not read stage directions. Assign parts from the drama and have students read the dialogue aloud. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying drama.

OPTION 1 TURN, TALK, AND SHARE Prompt students to complete the Turn and Talk activity on p. 554 of the *Student Interactive*. Ask them to discuss how a drama and informational text are different and how they are similar.

OPTION 2 Use Independent Text Have students use sticky notes to label setting, characters, dialogue, and stage directions in a drama they have read.

QUICK CHECK

Notice and Assess Can students identify drama?

Decide

- **If students struggle**, revisit instruction about drama in Small Group on pp. T164–T165.
- **If students show understanding**, have them continue practicing identifying elements of drama using the Independent Reading and Literacy Activities in Small Group on pp. T164–T165.

STUDENT INTERACTIVE, pp. 554–555

GENRE: DRAMA

READING WORKSHOP

My Learning Goal I can read a readers' theater text and understand elements of drama.

Drama

A **drama** is a story written for people to act out. A drama has elements that include **characters**, **dialogue**, **setting**, and **stage directions**.

The Rainy Day

Setting → *[The scene takes place on a school playground on a spring afternoon.]*

Stage Directions → **BOY:** *[opening his umbrella]*
Oh no, it's raining again.

Characters → **GIRL:** *[smiling]* I like the rain!

Dialogue

Readers' theater is a kind of drama for people to read aloud. It does not involve acting on a stage.

TURN and TALK Discuss these questions:
How are a drama and informational text different?
How are they the same?

554

Drama Anchor Chart

Drama is a story actors perform

- has a description of the setting
- is sometimes divided into scenes, or parts with different settings
- has dialogue, or speech, that actors say
- has stage directions that tell how actors should move or speak their lines

555

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

Respond using newly acquired vocabulary as appropriate.

ELL Access

Make Connections Have students underline and say the words *environment*, *destruct*, and *balance* in the words on SI p. 579. Then divide the words into syllables: *en-vi-ron-men-tal-ist*, *de-struc-tive*, and *bal-anced* and have students repeat the words after you. Connecting the written language to the sound makes language accessible for students, allowing them to learn new words.

Context Clues

Minilesson

FOCUS ON STRATEGIES Review the academic vocabulary words for the unit: *destroy*, *environment*, *reaction*, *balance*, and *resources*. Remind students that they can often use context clues to figure out the meaning of an unfamiliar word. Say: *When you use context clues, you look for hints or information about a word's meaning in nearby words and sentences.*

MODEL AND PRACTICE Read with students both sentences in the first example on p. 579 of the *Student Interactive*. Say: *I read the word **environmentalist** in the first sentence, but this word is unfamiliar to me. The words in the rest of the sentence give me a clue: **she believes taking care of Earth is important.** This hint suggests that the word **environmentalist** means a person who wants to take care of Earth.*

Tell students they can figure out the meanings of the next two words using context clues.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters L and P

FOCUS Display cursive letters *L* and *P*.

MODEL Show students how to write letters *L* and *P* in cursive. Help them develop their handwriting by accurately forming the cursive letters using appropriate strokes.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 579 in the *Student Interactive*.

WEEKLY STANDARDS
PRACTICE 


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

STUDENT INTERACTIVE, p. 579

VOCABULARY
READING-WRITING BRIDGE

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

My Learning Goal



Academic Vocabulary


Context clues within and beyond a sentence can help you determine the meaning of a word.

MY TURN Circle the clues that help you understand each bold word. Then complete the sentences.

- Maria wants to **be an environmentalist** because she believes **taking care of Earth** is important.
An **environmentalist** is a person who wants to **take care of Earth**.
- Earthquakes and hurricanes** cause a lot of **destruction**. It can take a community years to repair the **damage**.
In this sentence **destruction** means **damage**.
- A **balanced** meal includes foods **from all food groups**.
If something is **balanced**, it **includes different things**.

579

PRACTICE Have students complete *Handwriting* p. 265 in the *Resource Download Center* to practice writing cursive letters *L* and *P*.





Name _____

Handwriting

Cursive Letters L, P


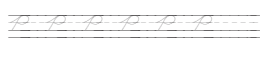
Look at the uppercase cursive L in the box. What kinds of strokes are used? Where do you start an uppercase cursive L? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter L.

Look at the uppercase cursive P in the box. What kinds of strokes are used? Where do you start an uppercase cursive P? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter P.

Grade 2 • Unit 5 • Week 3
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Handwriting p. 265

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 J

Genre Realistic Fiction

Text Elements

- Abstract concepts supported by illustrations
- Many lines of print per page

Text Structure

- Chronological



LEVEL K

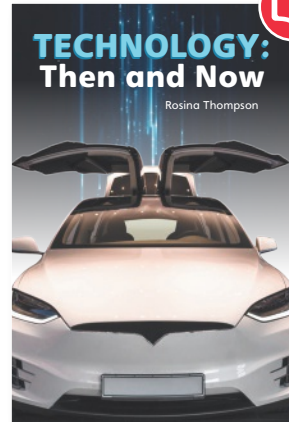
Genre Mystery

Text Elements

- Longer, more complex sentences
- Chapter titles

Text Structure

- Chronological



LEVEL K

Genre Informational Text

Text Elements

- Varied organization of information
- Sentences of more than fifteen words

Text Structure

- Compare and Contrast

Guided Reading Instruction Prompts

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

Identify Drama

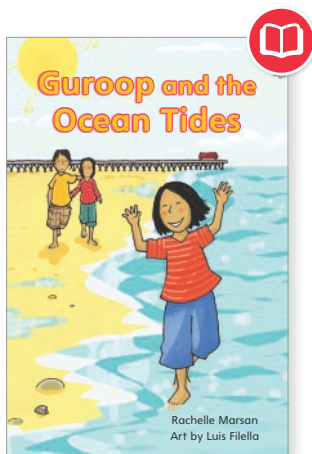
- How is this text different from a story?
- How do you know what the characters say and do?
- What role do stage directions play?

Develop Vocabulary

- What strategies can you use to figure out the meaning of a word?
- What clues from the text tell you about the meaning of the word?
- How can you learn the meaning of a word from the sentence it is in?

Identify Elements of Drama

- Who are the characters in the drama?
- What is the setting?
- What does the dialogue tell you about the characters?



LEVEL L

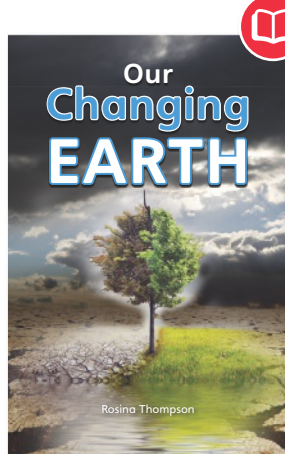
Genre Realistic Fiction

Text Elements

- Content carried by print
- Sentences carry over multiple lines

Text Structure

- Chronological



LEVEL L

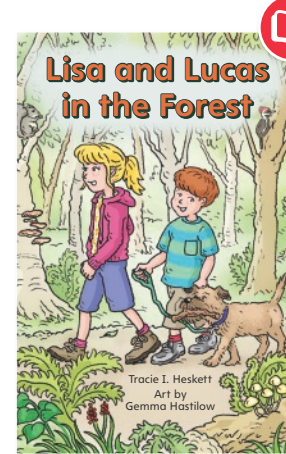
Genre Informational Text

Text Elements

- Table of contents, glossary, and index
- Variety of text features

Text Structure

- Description



LEVEL M

Genre Realistic Fiction

Text Elements

- Some new vocabulary defined in context
- Multiple characters to understand

Text Structure

- Chronological

Confirm or Adjust Predictions

- What changes did you make to your original prediction as you read the text?
- How did reading the text help you to confirm or revise your predictions?
- How does predicting help you engage with the text?

Compare Texts

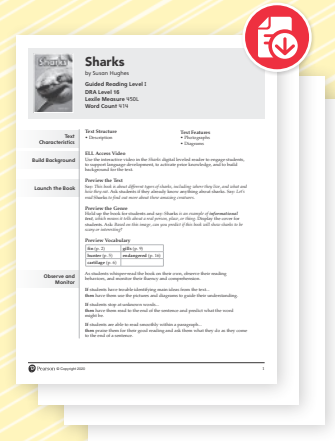
- What is the genre of each text?
- How are the texts similar?
- How are the texts different?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T159 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY DRAMA

Teaching Point A drama is a story meant to be performed for an audience. It has characters, a setting, and lines of dialogue. The story is told through the dialogue. Stage directions in the text give information about the setting and how actors should move and speak. Review “Preparing for the Storm” with students and discuss characteristics that make it a drama.

ELL Targeted Support

Prereading Strategies Preview the illustrations in *Where Do They Go in Rain or Snow?* and help students make predictions about the setting and characters. Have students point to things in the illustrations that they want to know the words for, and write these words on the board.

EMERGING/DEVELOPING

In pairs, have students preview the illustrations in *Where Do They Go in Rain or Snow?* and make predictions about setting and characters. Have them write words for things they expect to read about in the play. **EXPANDING**

In pairs, have students preview the illustrations in *Where Do They Go in Rain or Snow?* and make predictions. Have them write words for things they expect to find in the play. Then have them tell why these prereading strategies are important. **BRIDGING**



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

Intervention Activity



IDENTIFY DRAMA

Use Lesson 29, pp. T169–T174, in the *myFocus Teacher’s Guide* for instruction on poetry and drama.

LEVEL C • READ

Lesson 29 Genre: Poetry and Drama

DIRECTIONS Read the drama “The Tiger and the Goat” and the poems “The Stars” and “The Full Moon.” Notice how the structures of drama and poetry are different from other stories you have read.

The Tiger and the Goat

Characters: Tiger Goat

Setting: The forest. There is a group of trees and a small pond.

- 1 **GOAT.** (*takes a drink from the pond*) What a nice day it is today!
- 2 **TIGER.** (*jumps out of the trees*) Yes, it is a very nice day! I am hungry. And you look like a very tasty goat!
- 3 **GOAT.** Oh, please don’t eat me, Tiger. If you do, you’ll be sorry!
- 4 **TIGER.** Why will I be sorry?
- 5 **GOAT.** There is another tiger in this pond. It is bigger and stronger than you. It is planning to eat me. If you eat me first, it will get mad.
- 6 **TIGER.** Let me see this Tiger! I will chase it away.
- 7 (*Tiger looks in the pond. It sees its own reflection. It thinks the reflection is the other tiger.*)
- 8 **TIGER.** I see you, Tiger! I will get you! (*Tiger jumps at its reflection and falls in the pond.*)
- 9 **GOAT.** (*laughing and running away*) See! I said you’d be sorry!

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 548–549 to generate questions about weather and choose one to investigate. Throughout the week, have them conduct research on the question. See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

IDENTIFY DRAMA

Talk About Independent Reading Have students choose a drama and explain how they know it is drama.

Possible Conference Prompts

- What makes this a drama?
- Tell me one character's name and read a line of dialogue this character says.
- What is the setting?

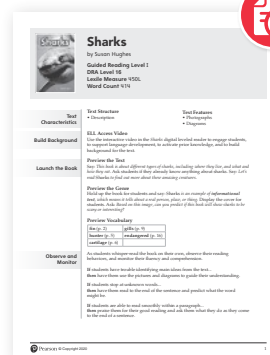
Possible Teaching Point We can enjoy drama by reading it aloud and acting it out. This is how authors who write drama intend for their text to be presented.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see Matching Texts to Learning, pp. T162–T163.
- For instructional support on understanding theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Ask students to share what they discovered about drama, and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Preparing for the Storm” or a previously read leveled reader.
- read a self-selected trade book.
- continue reading their Book Club text.

Centers



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

Literacy Activities



Students can

- write about their reading.
- play the *myView* games.
- use the information in the anchor chart on p. 555 in the *Student Interactive* to discuss a familiar play with a partner.

BOOK CLUB



See Book Club, pp. T510–T513, for

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

Word Work

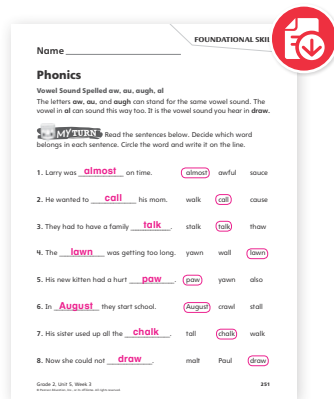
OBJECTIVE

Decode words with short, long, or variant vowels, trigraphs, and blends.

ADDITIONAL PRACTICE



For additional student practice with the vowel sound spelled *aw*, *au*, *augh*, and *al*, use *Phonics* p. 251 from the *Resource Download Center*.



Phonics p. 251

Phonics: Decode and Write Words with *aw*, *au*, *augh*, *al*

Minilesson

FOCUS Remind students that a sound can be represented by different spellings. Write *aw*, *au*, *augh*, and *al* to review the spellings of the sound /aw/.

MODEL AND PRACTICE Write the word *taught*. Model how you decode the word using what you know about letters and sounds. This word begins with *t* and I know the sound is /t/. I see the spelling pattern *augh* which stands for the sound /aw/. This word has six letters but it has only three sounds. The last letter is *t* which stands for /t/. I can sound out the word: /t/ /aw/ /t/: *taught*. Have students turn to p. 551 and read aloud the words in the chart with you. Ask which words have the same vowel sound as *paw*.

APPLY My TURN Have students read aloud each word in the chart on p. 551 in the *Student Interactive* and circle words with the vowel sound spelled *aw*, *au*, *augh*, and *al*. Then have students work together to complete each sentence with the correct word from the chart.

ELL Targeted Support Spelling Patterns Provide practice in reading words with the spelling patterns for /aw/.

Write: *saw*, *ball*, *haunt*, and *caught*. Circle the spelling patterns. Sound out the word *saw* as you point to the letters. Then have students say each sound as you point to the letters. Ask them to say the word. Repeat with the remaining words. **EMERGING/DEVELOPING**

Have students read aloud each word in the chart on *SI* p. 551. Ask them which words have the sound /aw/. Have partners write sentences for the words with the sound /aw/. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for decoding words with spelling patterns.

OPTION 1 Have partners work together to find words with the vowel sound spelled *aw*, *au*, *ough*, and *al* in a leveled reader they have read.

OPTION 2 Independent Activity Have students find and list words with the spelling patterns in books they are reading.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the patterns *aw*, *au*, *ough*, and *al*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T188–T189.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T188–T189.

HIGH-FREQUENCY WORDS



Display the high-frequency words *hours*, *products*, and *happened*. Ask students to read the words.

- Ask partners to take turns reading the words, spelling them, and using the words in oral sentences.

hours

happened

products

STUDENT INTERACTIVE, p. 551

FOUNDATIONAL SKILLS

Vowel Sound Spelled aw, au, ough, al

MY TURN Read each word. Circle the words with the vowel sound you hear in **paw**. Then write the correct word from the box in each sentence.

hawk	caught	walks	people
fault	lunch	author	draw

1. Ricky likes to take long **walks**.
2. That **hawk** is a beautiful bird.
3. This **author** writes great stories.
4. I didn't do it! It's not my **fault**.
5. I want to **draw** a picture of you.
6. Rosa went fishing with her dad and **caught** a fish.

Introduce the Text



Where Do They Go in Rain or Snow?

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

Shared Read Plan

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

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

Preview Vocabulary

Introduce the words on p. 556 in the *Student Interactive*. Define words as needed.

- **den:** a wild animal's home or resting place
- **slippery:** likely to cause slipping or sliding
- **surface:** the top or outside part of something
- **underground:** beneath the ground
- **survive:** continue to live

Say: *These words will help you understand **Where Do They Go in Rain or Snow?** As you read the words in the text, ask: **What do these words tell me about the drama?***

Read

Discuss the First Read Strategies. Prompt students to use genre, title, illustrations, and preview vocabulary words to make predictions before they read. Point out that there are two readers' theater texts: *When Rain Falls* and *Under the Snow*.

After students have made predictions about the two texts, discuss with the class the importance of establishing a purpose for reading. Have students use their predictions to establish a purpose for reading the assigned readers' theater texts.

FIRST READ STRATEGIES

LOOK Ask students to look at both texts to make predictions about the settings and characters in each text.

READ Remind students that as they read they should check the accuracy of their predictions.

ASK Have students ask questions about what happens in each play.

TALK Prompt students to talk about clues that reveal the author's message.

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



ELL Targeted Support Preteach Vocabulary Have students examine the key vocabulary words before reading the text.

Read aloud each vocabulary word with students and define them. Provide sentence frames for students to use the words in oral sentences.

EMERGING

Assign one of the words to partners. Have them draw a picture of the word. Ask partners to show their pictures and have other students guess the word. **DEVELOPING**

Assign a word to each pair of students and ask them to create a word web for it, writing related words, ideas, or pictures in the outside circles. Have them explain the relationships. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge

Students learn by making connections to their prior knowledge. Ask students to share what they know about animals' habitats in rain and snow.

STUDENT INTERACTIVE, pp. 556–557



Where Do They Go in Rain or Snow?

Preview Vocabulary

Look for these words as you read *Where Do They Go in Rain or Snow?*

den slippery surface underground survive

First Read

Look through these two readers' theater texts. Make predictions about characters and settings.

Read to see if the text matches your predictions.

Ask yourself what each drama is about.

Talk about the author's message in each drama.

Meet the Author

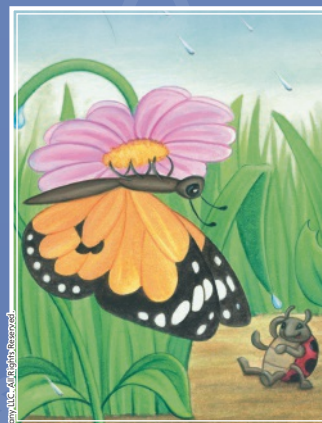


Melissa Stewart has cared about nature since she was a child. She even swam with sea lions and went to a rain forest to gather information for her books.

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WHERE DO THEY GO IN RAIN OR SNOW?

READERS' THEATER



by Melissa Stewart
illustrated by Iole Rosa

AUDIO

Audio with
Highlighting

ANNOTATE

557

First Read

Look

THINK ALOUD The illustrations help me understand the setting as I read. If I were watching the drama on stage, I might see background scenery that looks like a forest. The animals might be actors in costume. I would look and listen to understand the setting, characters, and events.

Close Read

Identify Elements of Drama

Remind students that a drama has a setting, that is, where and when the action takes place. A reader can figure out the setting from the stage directions and what the characters say. Have students underline the words on p. 558 in the *Student Interactive* that tell where this part of the drama takes place. **See student page for possible responses.**

DOK 1

OBJECTIVE

Discuss elements of drama such as characters, dialogue, and setting.

CLOSE READ

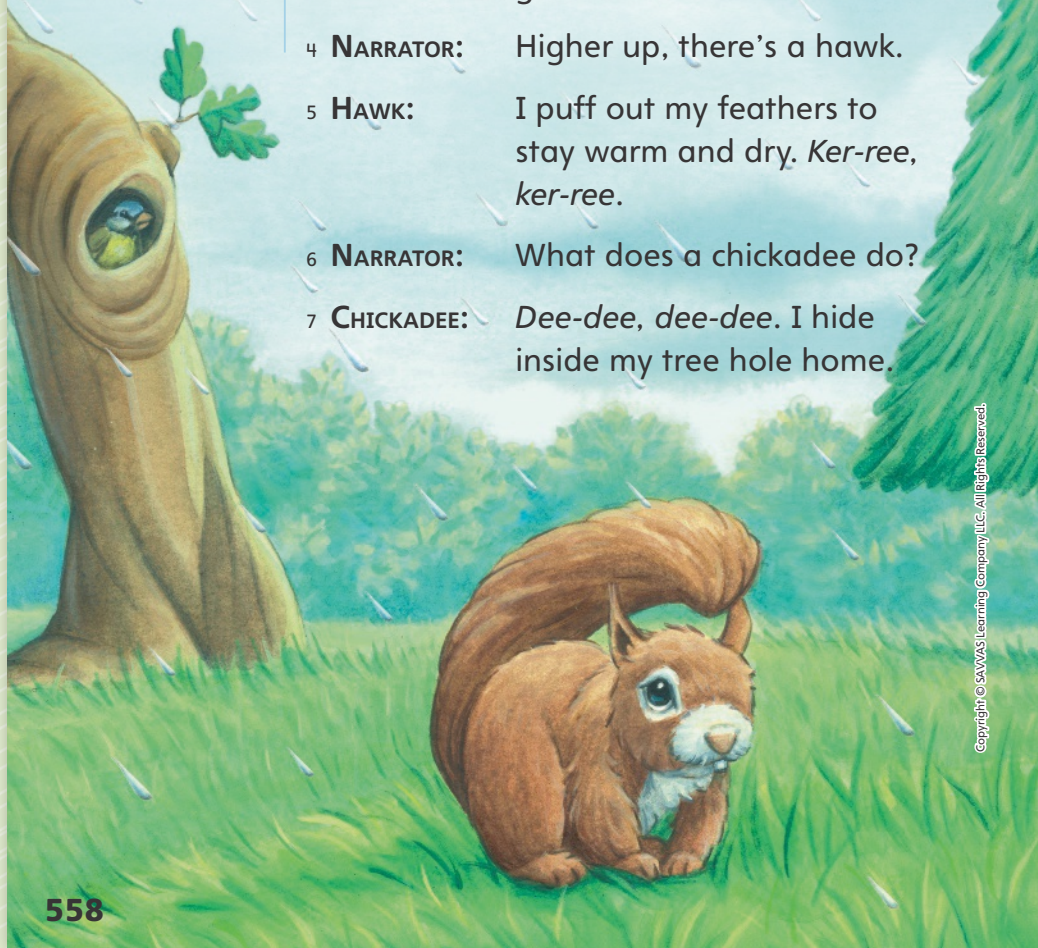


Identify Elements of Drama

Underline the words that tell the setting, or where this part of the drama takes place.

WHEN RAIN FALLS

- 1 **CHORUS 1:** When rain falls in a forest...
- 2 **NARRATOR:** A scurrying squirrel suddenly stops.
- 3 **SQUIRREL:** *Tsst! Tsst! Tsst!* I pull my tail over my head. It makes a great umbrella.
- 4 **NARRATOR:** Higher up, there's a hawk.
- 5 **HAWK:** I puff out my feathers to stay warm and dry. *Ker-ree, ker-ree.*
- 6 **NARRATOR:** What does a chickadee do?
- 7 **CHICKADEE:** *Dee-dee, dee-dee.* I hide inside my tree hole home.



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CROSS-CURRICULAR PERSPECTIVES

Science



One of the characters in "When Rain Falls" is a hawk. Red-tailed hawks are the most common hawks in North America. These are large birds that soar high in wide circles, searching fields for prey, or small animals, to eat. Red-tailed hawks live mostly in open country, so it is rare to see them in cities.

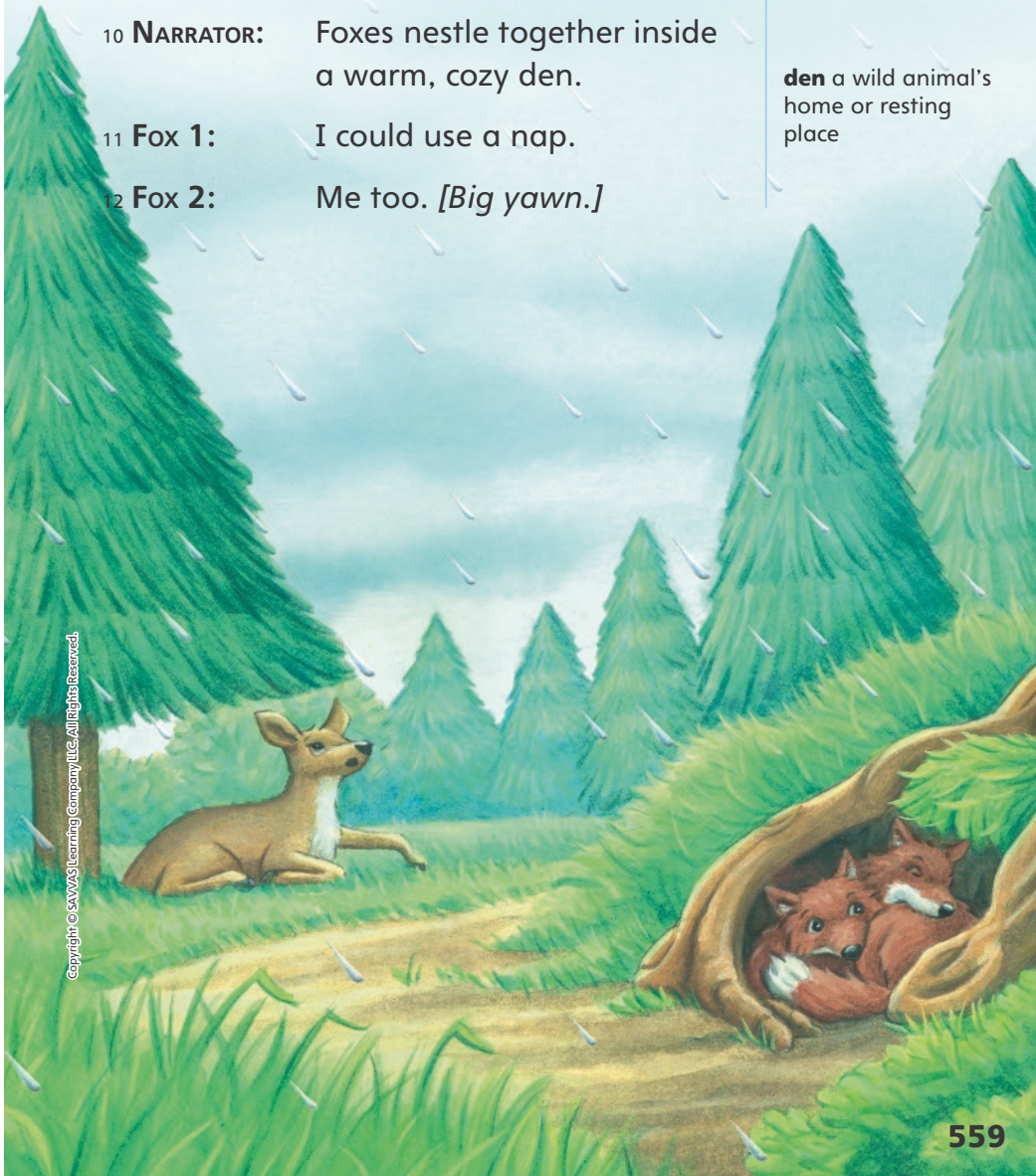


CLOSE READ



- 8 **NARRATOR:** A deer takes cover under a leafy tree canopy.
- 9 **DEER:** All the leaves and branches block the rain.
- 10 **NARRATOR:** Foxes nestle together inside a warm, cozy den.
- 11 **Fox 1:** I could use a nap.
- 12 **Fox 2:** Me too. *[Big yawn.]*

den a wild animal's home or resting place



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First Read

Read

THINK ALOUD As I read, I think about the predictions I made about the text. The title told me that the story would be about what animals do in rain and snow. This part of the text is called *When Rain Falls*. So far, my prediction matches the text: I am reading about animals and what they do when it rains.

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T160–T161 in the Reading-Writing Workshop Bridge to remind students they can use context clues to figure out the meanings of unfamiliar words. Point out the word *nestle* in paragraph 10. Ask students to tell what the word means and identify context clues that helped them figure out its meaning. (cuddle or snuggle; *Foxes, together, warm, cozy den*)

First Read

Ask

THINK ALOUD In the picture, I see each of the characters. I see Caterpillar sitting on a leaf. I see Butterfly hanging from a flower. Ladybug is on the ground. Did she fall or does she want to be there? I will read to find out.

CLOSE READ



slippery likely to cause slipping or sliding

13 **CHORUS 2:** When rain falls on a field...

14 **NARRATOR:** A plump little caterpillar crawls under a leaf.

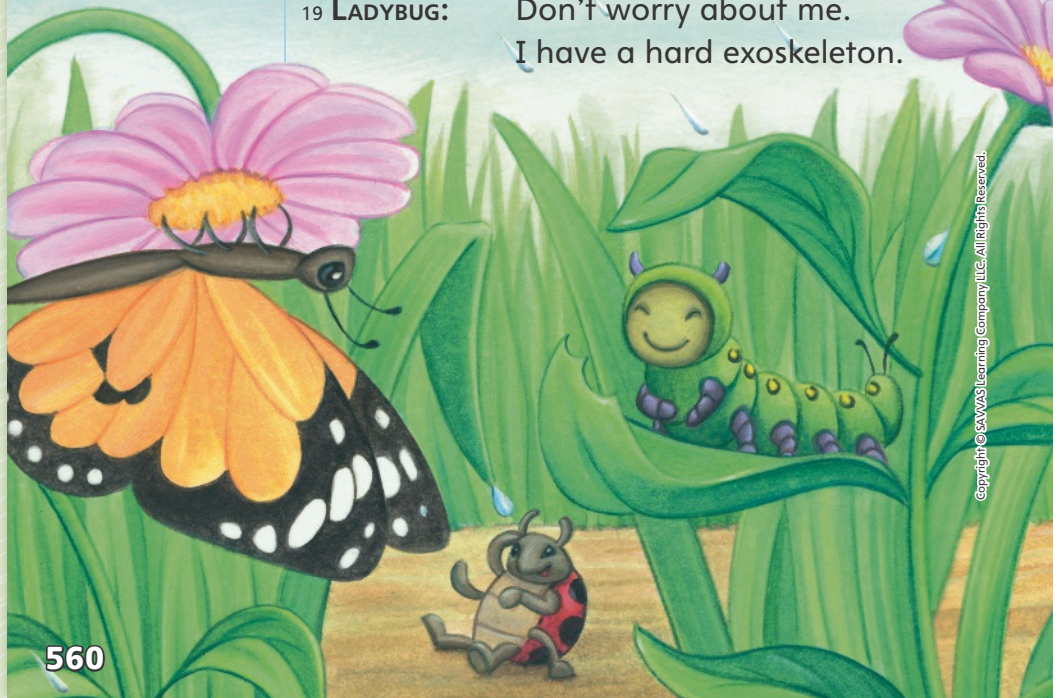
15 **CATERPILLAR:** Time for a snack! *Munch, munch, munch.*

16 **NARRATOR:** An adult butterfly dangles from a nearby flower head.

17 **BUTTERFLY:** I don't mind hanging upside down.

18 **NARRATOR:** A raindrop knocks a ladybug off a slippery stem. It bounces into the air and tumbles to the ground.

19 **LADYBUG:** Don't worry about me. I have a hard exoskeleton.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Onomatopoeia Point out the words of the caterpillar in paragraph 15: *Munch, munch, munch.* Explain that writers sometimes use words that imitate the sound of the action they are describing. In this case, these words can help readers imagine what the caterpillar sounds like. Ask students what the caterpillar is doing that makes that sound. For more instruction on Author's Craft, see pp. T196–T197.

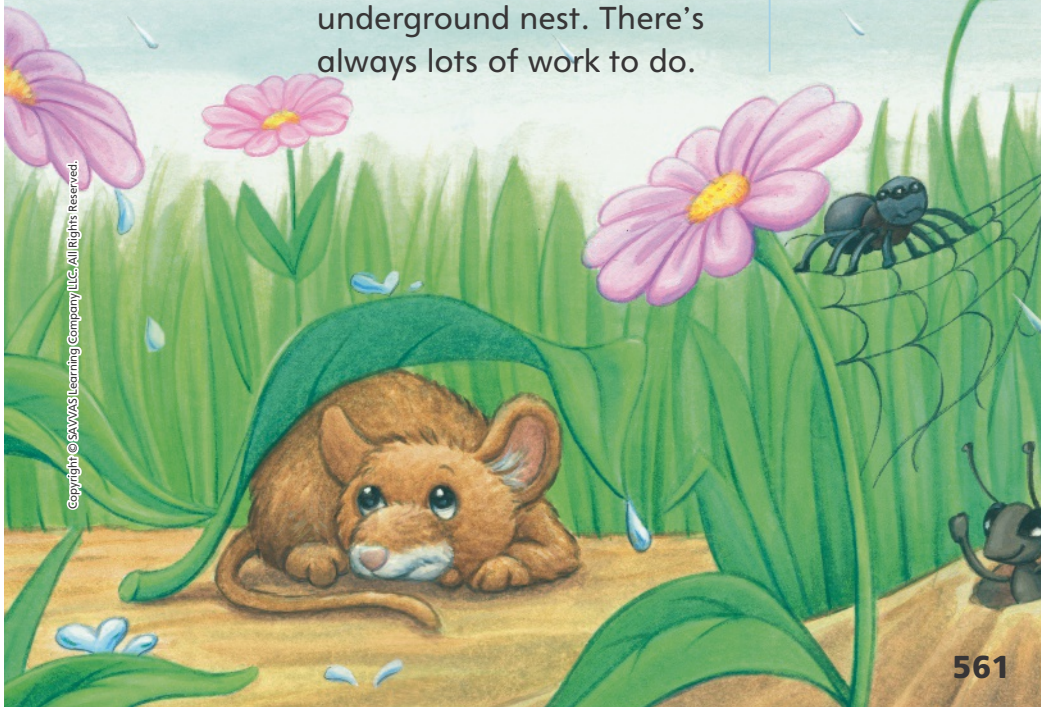


CLOSE READ

**Confirm
or Adjust
Predictions**

Highlight the new characters in lines 20–26. What other characters did you predict might appear? Confirm or correct your prediction.

- 20 **NARRATOR:** A spider watches and waits as the rain beats down.
- 21 **SPIDER:** Looks like I'll have to rebuild my web!
- 22 **NARRATOR:** A little mouse crouches under a fallen leaf.
- 23 **MOUSE:** *Squeak, squeak.* I don't like the rain.
- 24 **NARRATOR:** What about bees and ants?
- 25 **BEE:** I hide in my hive and stay bzzzz-y helping my friends make honey.
- 26 **ANT:** I stay safe in my underground nest. There's always lots of work to do.



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First Read

Talk

THINK ALOUD I want to discuss the author's message. As I read, I begin to understand how the weather affects these animals and insects. This is what I think the author wants us to learn.

Close Read

Confirm or Adjust Predictions

Explain that as students read, they confirm their predictions if the text matches what they thought might happen. Readers adjust, or correct, their predictions if text evidence does not match what they predicted. Ask students to highlight the names of new characters who appear on p. 561. **See student page for possible responses.**

Then ask what other characters students predicted they might read about and why. Have students use the structure of the drama (the highlighted character names) to correct or confirm their predictions.

DOK 2

OBJECTIVES

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

Discuss elements of drama such as characters, dialogue, and setting.

Foundational Skills Extension

Vowel Patterns *aw, au, augh, al*

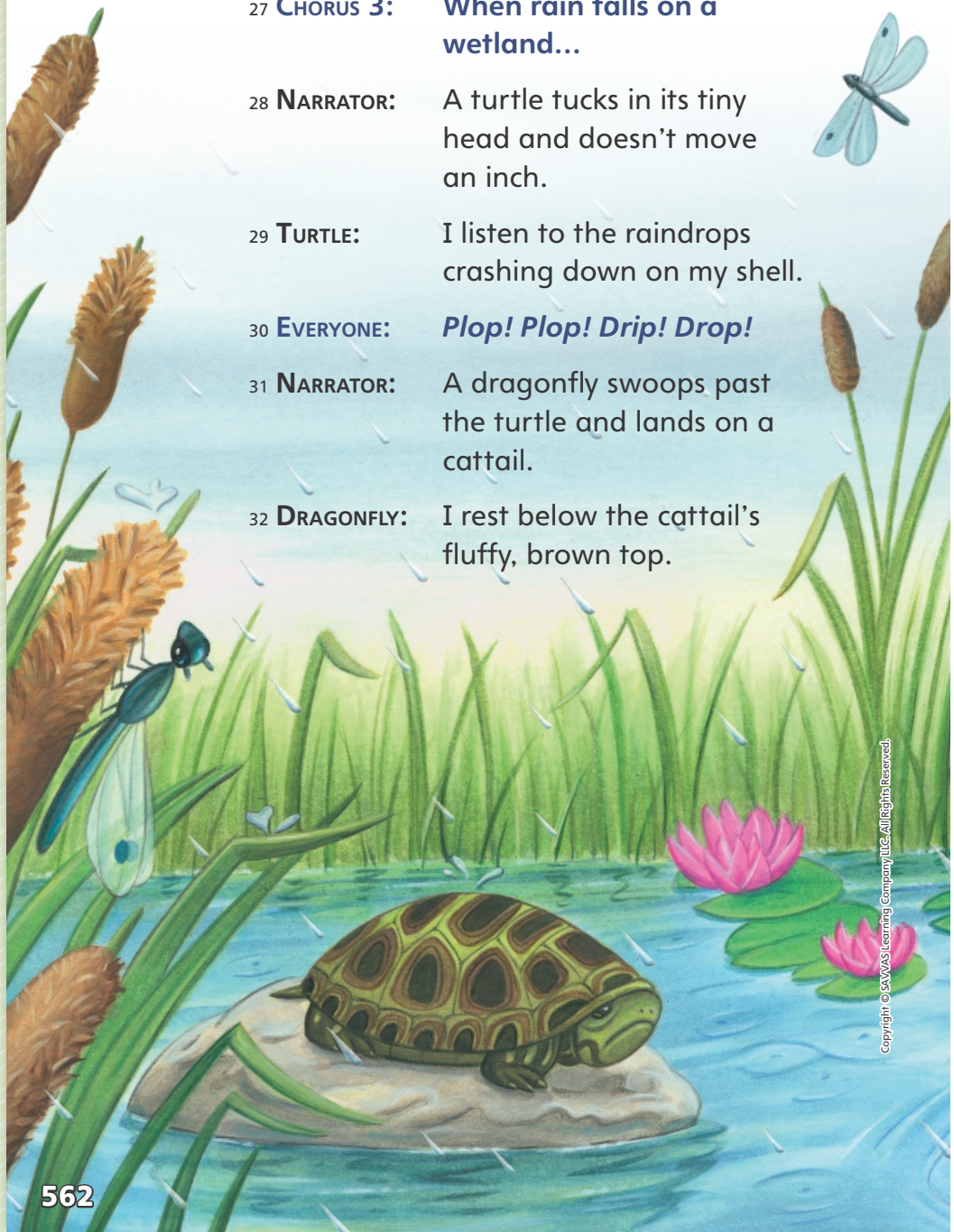
Ask students to locate and read aloud the two words on p. 561 that include the vowel pattern *aw, au, augh, al* (*fallen, always*). Review pp. T152–T153 for more instruction on teaching these vowel patterns.

First Read

Ask

THINK ALOUD I have a question about the setting. First the setting was in a rainy forest, then in a rainy field. What is the setting now? On this page, the Chorus says, “When rain falls on a wetland...” I realize that I should pay close attention to the Chorus, because it tells me the setting has changed.

- 27 **CHORUS 3:** When rain falls on a wetland...
- 28 **NARRATOR:** A turtle tucks in its tiny head and doesn't move an inch.
- 29 **TURTLE:** I listen to the raindrops crashing down on my shell.
- 30 **EVERYONE:** *Plop! Plop! Drip! Drop!*
- 31 **NARRATOR:** A dragonfly swoops past the turtle and lands on a cattail.
- 32 **DRAGONFLY:** I rest below the cattail's fluffy, brown top.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice to Convey Voice Explain that in a drama, an author chooses dialogue to show each character's voice, or personality. Tell students to look at the words the animals say on pp. 562–563. Ask: *What can you tell about the characters from the words they use? Which animals speak in a more serious way? (Turtle, Dragonfly) Which use animal noises or use sillier words? (Beetle, Sparrow, Duck)* For more instruction on Author's Craft, see pp. T196–T197.

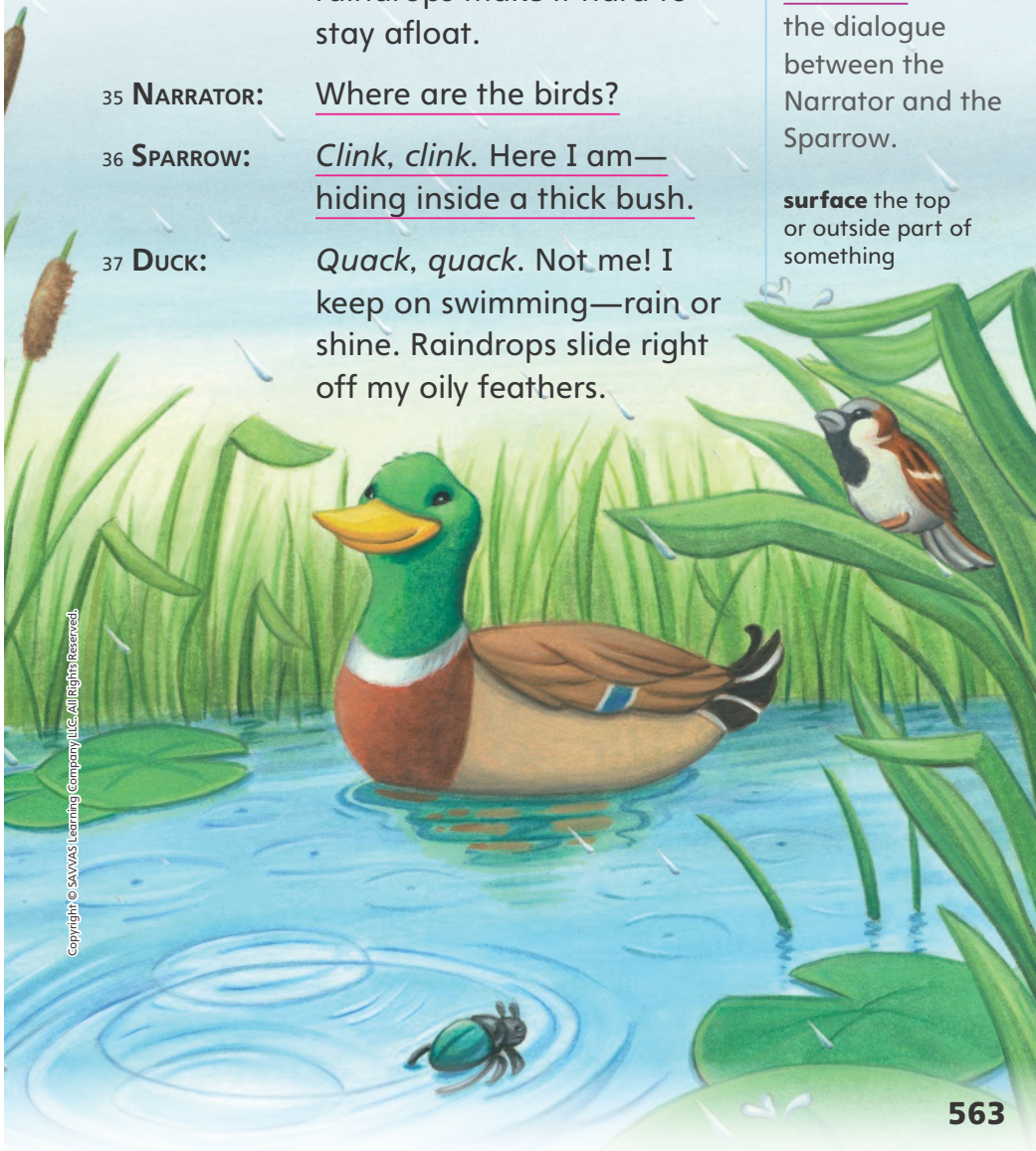


- 33 **NARRATOR:** A whirligig beetle swims in circles on the water's surface.
- 34 **BEETLE:** Yikes! Those crashing raindrops make it hard to stay afloat.
- 35 **NARRATOR:** Where are the birds?
- 36 **SPARROW:** Clink, clink. Here I am—hiding inside a thick bush.
- 37 **DUCK:** *Quack, quack.* Not me! I keep on swimming—rain or shine. Raindrops slide right off my oily feathers.

CLOSE READ**Identify Elements of Drama**

Underline the dialogue between the Narrator and the Sparrow.

surface the top or outside part of something



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First Read**Ask**

THINK ALOUD I continue to ask myself questions as I read. What do the animals do when it rains? On this page, I see two different birds. I wonder about them. I ask myself if they both respond to the rain in the same way. What does Sparrow do when it rains? He hides. What does Duck do? He seems to barely notice the rain; he keeps swimming.

Close Read**Identify Elements of Drama**

In a drama, a reader can identify dialogue by finding the words that follow a character's name and a colon. Dialogue is what characters in a drama say to each other. Have students underline the dialogue between Narrator and the Sparrow. **See student page for possible responses.**

DOK 1

OBJECTIVE

Discuss the elements of drama such as characters, dialogue, and setting.

Possible Teaching Point**Academic Vocabulary | Context Clues**

Use the Academic Vocabulary lesson on pp. T160–T161 in the Reading-Writing Workshop Bridge to remind students that they can use illustrations and words as context clues to figure out the meanings of unfamiliar words. Point out the word *surface* in paragraph 33. Have students tell what a *surface* is. Then ask what context clues they used to figure out its meaning. (*on the water's*)

First Read

Look

THINK ALOUD I look at the picture and can make a prediction about what might happen on this page. This picture looks like a desert, so I think the text will be about rain falling in the desert.

38 **CHORUS 4:** When rain falls in a desert...

39 **NARRATOR:** A rattlesnake squeezes into a rocky crevice.

40 **SNAKE:** I curl up tight and fall as-s-s-s-s-s-s-sleep.

41 **NARRATOR:** Where does a tarantula go?

42 **TARANTULA:** I crawl into a hole and hide.

43 **NARRATOR:** Bats fly off to a hillside cave.

44 **BAT 1:** Teet! Teet! Teet! Teet!

45 **BAT 2:** We just hang around until the rain stops.

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ELL Targeted Support Focus on Words Help students recognize words for animals and words that express sounds.

Point out and pronounce the words *as-s-s-s-s-s-s-sleep* and *Teet! Teet!* Have students repeat these words. Clarify that *asleep* is an English word but *teet* is a made-up sound word. **EMERGING/DEVELOPING**

Have students find the words *rattlesnake*, *tarantula*, and *bats* and show each of these animals in the art. Point out the word *as-s-s-s-s-s-s-sleep* and ask what English word it matches without the snake's "s-s-s-s." **EXPANDING/BRIDGING**



46 **NARRATOR:** A tiny elf owl peeks out of a hole in a cactus.

47 **ELF OWL:** *Da-da-da-da-dat-dat.* I like to watch the rain fall.

48 **NARRATOR:** A spadefoot toad only comes out in the rain. It digs to the surface, finds a mate, and lays its eggs.

49 **TOAD:** Then I dig back into the sand. *[Wave]* See you the next time it rains!

50 **EVERYONE:** **When the rain stops, animals living in fields and forests, wetlands and deserts return to their daily routines.**

51 **ALL ANIMALS:** *[Jump forward and make your animal sounds.]*

THE END

565



CLOSE READ

Confirm or Adjust Predictions

Identifying which character is speaking is part of knowing the structure of a play. **Highlight** the character names in lines 46–50. Confirm or correct your prediction.

First Read

Talk

THINK ALOUD As I near the end of the drama, I want to talk about it. In *When Rain Falls*, I learned about many different animals and what they do when it rains. I want to know which places and animals others liked best.

Close Read

Confirm or Adjust Predictions

Remind students that making predictions before they read can give them a purpose for reading. Remind students how they earlier used the text features to predict what characters would appear in the story. Have students highlight the characters' names on p. 565 and talk about their earlier predictions. **See student page for possible responses.**

Discuss which new animals students had predicted might appear in the story. Did their predictions match the text? Have students correct or confirm their predictions.

DOK 2

OBJECTIVES

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

Discuss elements of drama such as characters, dialogue, and setting.

Possible Teaching Point



Language & Conventions | Commas in Sentences

Use the Language & Conventions lesson on p. T411 in the Reading-Writing Workshop Bridge to review commas in sentences. Ask students to find the sentence on p. 565 that includes a list of items in a series separated by commas. ("It digs to the surface, finds a mate, and lays its eggs.")

First Read

Look

THINK ALOUD As I start to read this second readers' theater text, *Under the Snow*, I look at the pictures. I notice a difference in setting from *When Rain Falls*. In *When Rain Falls*, the pictures showed wet settings. In this text, the pictures show snowy settings. I wonder if the animals I read about will be different.

UNDER THE SNOW



- 1 **CHORUS 1:** Under the snow in a field...
- 2 **NARRATOR:** Ladybugs pack themselves into a hole in an old stone wall.
- 3 **LADYBUG 1:** I like spending the winter with all my friends. It's like having a giant slumber party!
- 4 **LADYBUG 2:** Not me. I wish I had a little elbow room.
- 5 **NARRATOR:** A snake rests inside another hole in the same wall.
- 6 **SNAKE:** I curl up tight and fall a-s-s-s-sleep.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice to Convey Voice Remind students that in a drama, an author chooses words in dialogue to show a character's voice, or personality. Tell students to look at the words the animals say on pp. 566–567. Ask: *What can you tell about these characters from the words they use? Do Ladybug 1 and Ladybug 2 have similar personalities?* (No. Ladybug 1 likes to be with others, and Ladybug 2 likes more space.) *What kind of voice does Snake have?* (He makes a hissing noise.) For more instruction on Author's Craft, see pp. T196–T197.



- 7 **NARRATOR:** What does a vole do under the snow?
- 8 **VOLE:** I tunnel through the white, fluffy stuff all winter long.
- 9 **NARRATOR:** A chipmunk snoozes in an underground nest.
- 10 **CHIPMUNK:** *Chip! Chip! Churp! Churp!* Sometimes I wake up to snack on nuts and seeds.



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CLOSE READ**Vocabulary in Context**

Sometimes you can figure out the meaning of a word by finding words nearby that mean the opposite.

Underline words that mean the opposite of **snoozes**.

underground
beneath the ground

First Read**Read**

THINK ALOUD As I begin to read, I think about what I expect to learn from this drama. Since the first drama's setting took place in the rain, and this one takes place under the snow, I expect to learn about what different animals do when it snows.

Close Read**Vocabulary in Context**

Remind students that antonyms are words with opposite meanings. Antonyms can be useful context clues in places where they show a reader an opposite meaning to an unfamiliar word. On p. 567, have students practice using context to determine the meaning of unfamiliar words. Ask them to look for and underline the words that explain the opposite of *snoozes*. **See student page for possible responses.**

DOK 2

OBJECTIVES

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

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

Possible Teaching Point**Academic Vocabulary | Context Clues**

Use the Academic Vocabulary lesson on pp. T160–T161 in the Reading-Writing Workshop Bridge to remind students they can use illustrations and words as context clues to figure out the meanings of unfamiliar words. Point out the character *Vole* in paragraph 8. Ask students to use the illustration and words the character says to figure out what a vole is. (tunnels through the snow all winter; is a little brown animal)

First Read

Talk

THINK ALOUD It will be interesting to talk about some of the same animals and insects from *When Rain Falls*. We can compare what animals do when it rains to what they do when it snows.

Close Read

Confirm or Adjust Predictions

Remind students that the setting can change during a play. Have them underline words that tell the setting on p. 568. **See student page for possible responses.**

Have students talk about predictions they made about other settings that might appear later in the play.

DOK 2

OBJECTIVES

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

Discuss elements of drama such as characters, dialogue, and setting.

CLOSE READ



Confirm or Adjust Predictions

Highlight the words that tell the setting of this part of the play. What prediction did you make about other settings that might appear in the rest of the drama?

- 11 **CHORUS 2:** Under the snow in a forest...
- 12 **NARRATOR:** A mourning cloak butterfly rests in a pile of brush.
- 13 **BUTTERFLY:** I'm saving up all my energy for spring.
- 14 **NARRATOR:** What's inside that rotting log? Look, it's a centipede.
- 15 **CENTIPEDE:** Winter weather cools my body so much I can barely move.
- 16 **NARRATOR:** A bumblebee queen rests in a nearby crack.
- 17 **BEE:** It's nice to take a break after such a bzzzz-y summer.
- 18 **NARRATOR:** A wood frog hides in leaves on the forest floor.
- 19 **WOOD FROG:** *Quack, squawk, quack!* Winter doesn't bother me. I can freeze solid and still survive.

survive continue to live



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Possible Teaching Point



Read Like a Writer | Author's Craft

Correct Information Point out the animal names *mourning cloak butterfly*, *bumblebee queen*, and *wood frog*. Explain that even though animals in this drama do things that animals really cannot do, the writer is careful to give the reader correct information about the exact names of certain animals and how they behave in winter. For more instruction on Author's Craft, see pp. T196–T197.



- 20 **NARRATOR:** A woolly bear caterpillar snoozes just a few inches away.
- 21 **CATERPILLAR:** I curl up my body, so my head almost touches my tail.
- 22 **NARRATOR:** Just below the ground, a spotted salamander waits out the coldest months of the year.
- 23 **SALAMANDER:** If winter's here, can spring be far behind?
- 24 **NARRATOR:** Deeper underground, a woodchuck sleeps soundly all winter long.
- 25 **WOODCHUCK:** *Chuck, chuck!* Do you think I'll see my shadow on February 2nd?

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First Read

Look

THINK ALOUD I'm thinking about how the illustrations work along with the text to tell the story. The animal characters on p. 569 are Caterpillar, Salamander, and Woodchuck. I see all of these animals in the illustration. This helps me enjoy and understand the story.

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T160–T161 in the Reading-Writing Workshop Bridge to help students see that they can use context clues to figure out the meaning of the phrase “curl up”. Guide them to recognize that phrases nearby, such as “my head almost touches my tail” will help them figure out the meaning.

First Read

Read

THINK ALOUD As I read, I notice that the author includes fish characters in *Under the Snow*. The cold weather affects fish. I read that the carp on this page goes to the warmer water at the bottom of the pond. Rain doesn't affect fish as much, since they live in water. That must be why there are no fish in *When Rain Falls*.

Close Read

Identify Elements of Drama

Remind students that it is important to pay attention to which character is speaking when they read a line of dialogue. Have students underline the words that the Narrator says on p. 570. **See student page for possible responses.**

Discuss that the role of the Narrator is to tell the story from outside of it. This role is different from the characters who are part of the story.

DOK 1

OBJECTIVE

Discuss elements of drama such as characters, dialogue, and setting.

CLOSE READ



Identify Elements of Drama

Underline the words that the narrator says between lines 26 and 32.

26 CHORUS 3:

Under the snow in a pond...

27 NARRATOR:

A bluegill circles slowly through the chilly water.

28 BLUEGILL:

Glug! Glug! I sure wish I had enough energy to catch that little bug.

29 NARRATOR:

The water boatman swimming nearby has a different point of view.

30 WATER BOATMAN:

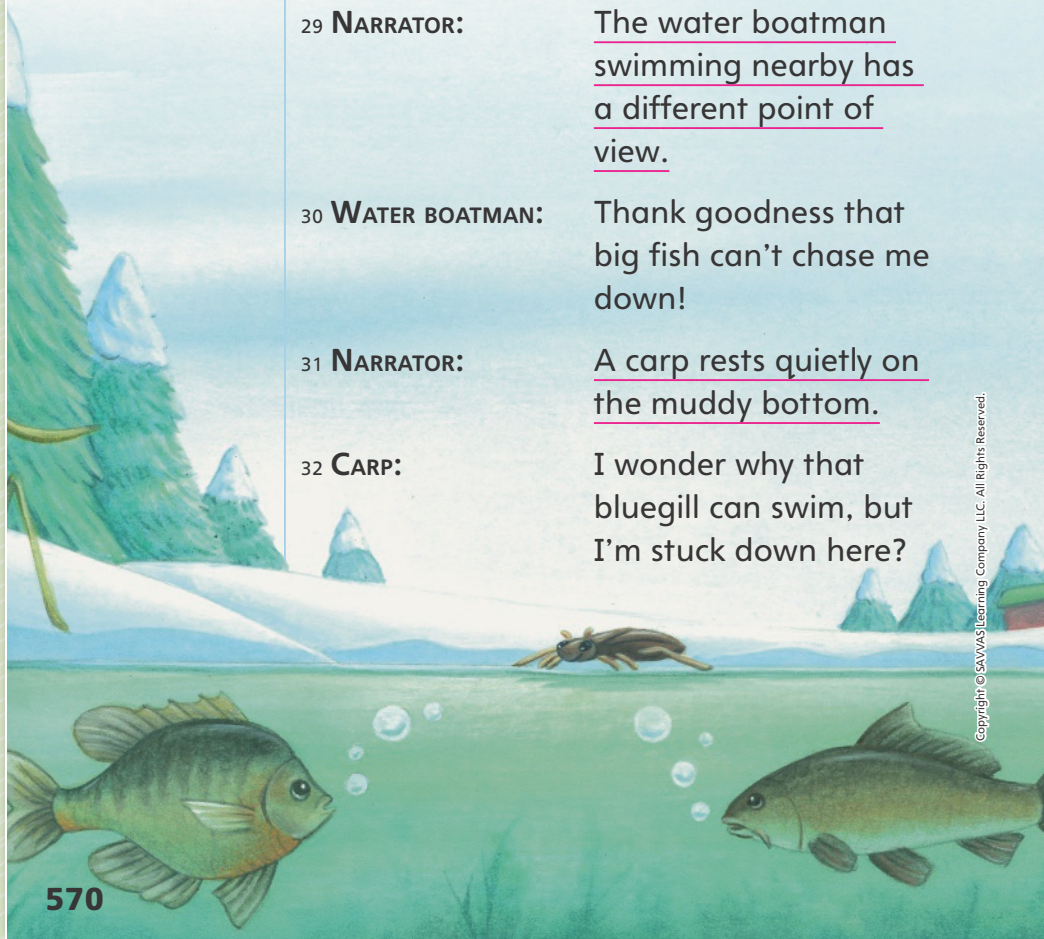
Thank goodness that big fish can't chase me down!

31 NARRATOR:

A carp rests quietly on the muddy bottom.

32 CARP:

I wonder why that bluegill can swim, but I'm stuck down here?



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CROSS-CURRICULAR PERSPECTIVES

Science



When you see a frozen lake in winter, do not be fooled. The ice does not go all the way to the bottom, and fish are still living there. Many fish slow down or go to sleep during winter. They may go to the warmest part of a lake or pond, which is usually at the bottom. But some fish prefer colder weather and are actually more active in winter.



33 **NARRATOR:** Two tiny water striders lie just a few inches away.

34 **WATER STRIDER 1:** Lucky for us that carp's totally pooped out.

35 **WATER STRIDER 2:** You can say that again!

36 **WATER STRIDER 1:** Lucky for us that carp's totally pooped out.

37 **WATER STRIDER 2:** Oh, puh-lease!

38 **NARRATOR:** A green frog and a painted turtle rest in the mud and wait for winter to end.

39 **FROG:** Dude! Dude! I'm sick of this. How long until spring?

40 **TURTLE:** Not much longer, I hope. My toes are getting wrinkled.

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First Read

Look

THINK ALOUD There is a new character on this page that is an insect I am not familiar with. What is a water strider? The picture helps me see what it looks like.

Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice to Convey Voice Remind students that writers give characters a voice, or personality. Readers can get a sense of a character's voice by what the character says. Have students look at the words the animals say on p. 571. Ask: *What can you tell about Water Strider 1 and Water Strider 2 from the words they use?* (They make jokes.) *What can you tell about Frog from his words?* (He is silly.) For more instruction on Author's Craft, see pp. T196–T197.

First Read

Talk

THINK ALOUD At the end of the text, the author says that many of the characters are looking forward to spring. I think this is part of the author's message. She wants us to understand that animals' lives can be difficult in winter.

Close Read

Confirm or Adjust Predictions

Once again, the setting in the drama has changed. Have students highlight the words that tell the setting of this part of the readers' theater. **See student page for possible responses.**

Discuss whether students' earlier predictions about setting were correct.

DOK 2

OBJECTIVES

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

Discuss elements of drama such as characters, dialogue, and setting.

CLOSE READ



Confirm or Adjust Predictions

Highlight the words that tell the setting of this part of the readers' theater. Was your earlier prediction about settings correct?

41 **CHORUS 4:**

Under the snow in a wetland...

42 **NARRATOR:**

A beaver family huddles together inside a cozy log lodge.

43 **BEAVER 1:**

Whaaad, whaad, wat!
I could use a snack.

44 **BEAVER 2:**

Me too. Let's swim over to our storage pile and grab a stick.

45 **NARRATOR:**

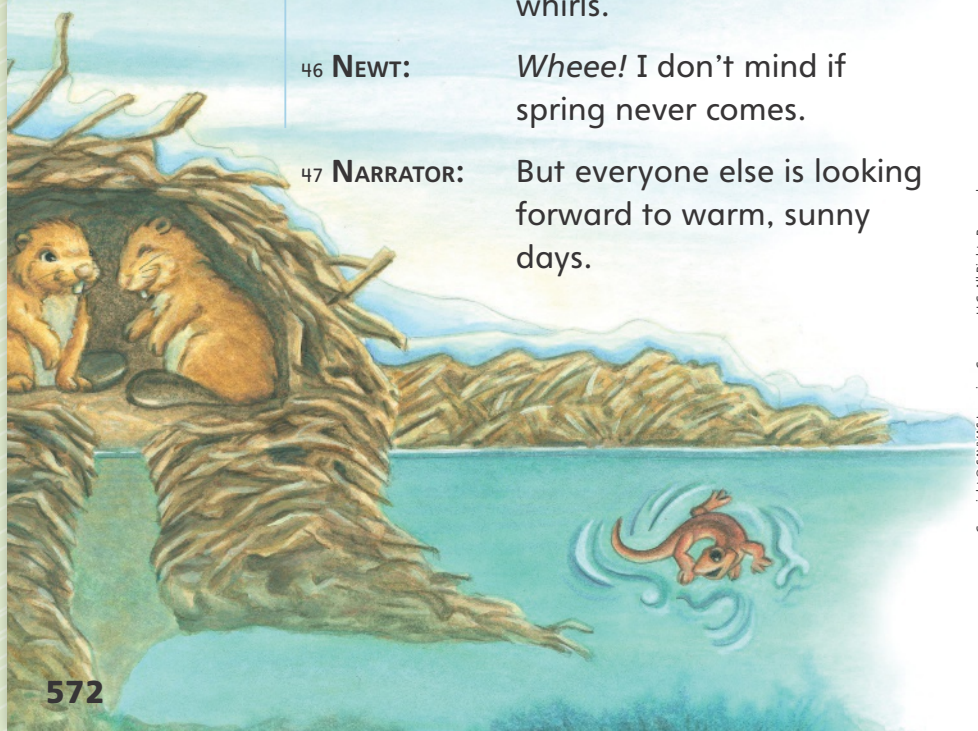
Just below the wetland's icy surface, a red-spotted newt dodges and whizzes and whirls.

46 **NEWT:**

Wheee! I don't mind if spring never comes.

47 **NARRATOR:**

But everyone else is looking forward to warm, sunny days.



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Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T160–T161 in the Reading-Writing Workshop Bridge to review with students how context clues can help them understand the meanings of unfamiliar words. Tell students to use context clues to figure out the meaning of the word *huddles*. Have them point out words nearby, such as *together* and *cozy*, that help them figure out the meaning of the word.



48 **CHORUS 1 & 2:** And as time passes, the sun's rays slowly grow stronger.

49 **CHORUS 3 & 4:** And each day is a little bit longer...

50 **EVERYONE:** ...until finally, spring arrives.

51 **ALL ANIMALS:** *[Jump forward and make your animal sounds.]*

THE END



CLOSE READ

Fluency

Speak in a different voice for each character as you read lines 27–47 several times with a partner. Use voices that show the different ways the animal characters feel about winter.

First Read

Talk

THINK ALOUD I think about what I learned from this text. I learned about many different animals and what they do in cold, snowy weather. I read about four places: a field, a forest, a pond, and a wetland. I learned that some animals burrow into sheltered areas, some live just fine in the snow, and others sleep through the winter. I want to talk about what others learned and found interesting.

Close Read

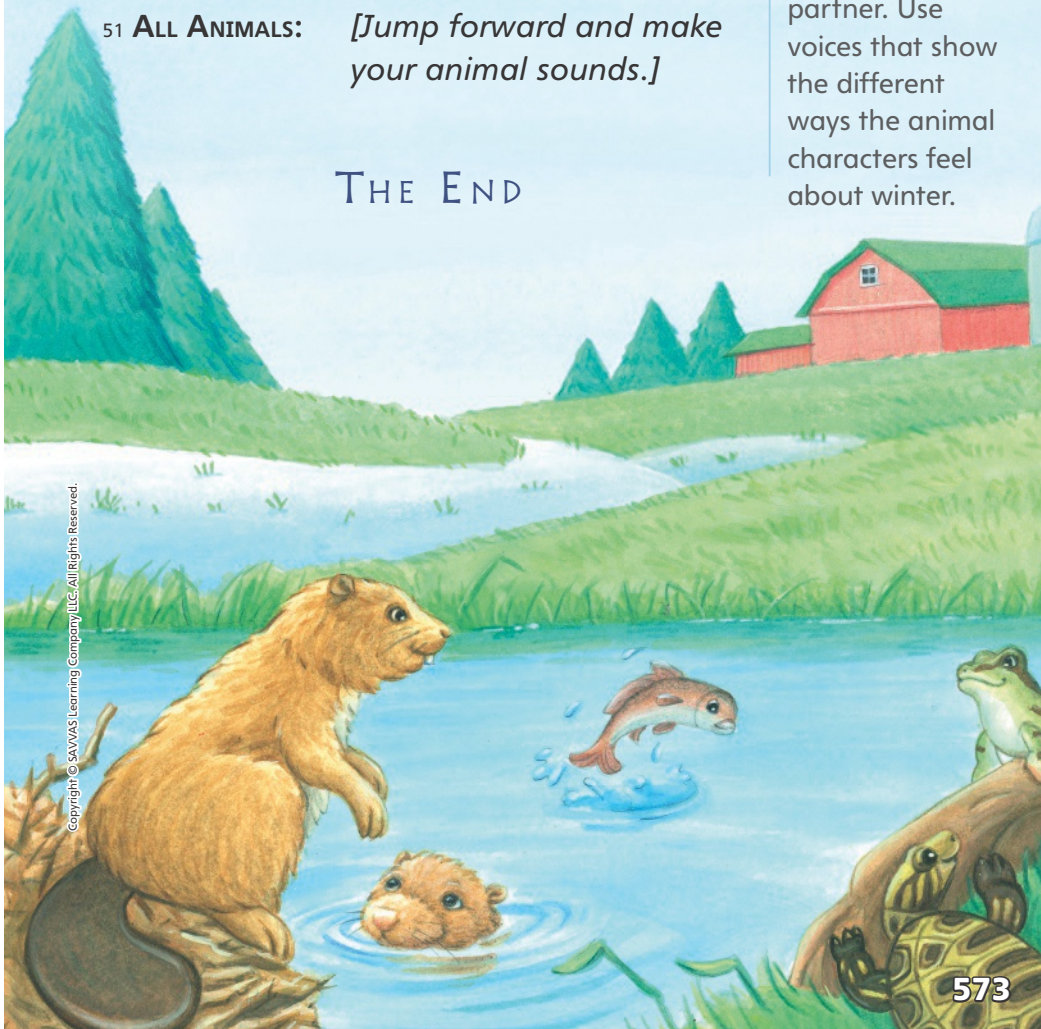
Fluency

Ask students to read lines 27–47 on pp. 570–572 aloud in pairs. Have them speak in a different voice for each character. Tell them to practice this several times, using voices that show the different ways the animal characters feel about winter.

DOK 1

OBJECTIVE

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



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CROSS-CURRICULAR PERSPECTIVES

Science



The Earth is always moving around the sun, but the Earth does not stand up straight. It moves on a tilt. During part of the year, the area where we live is tilted away from the sun. This is during winter. As the seasons change and we get closer to summer, the part of the Earth where we live is tilted toward the sun and the sun's rays get stronger. The days seem longer because we have more hours of sunlight in our day.

Respond and Analyze



Where Do They Go in Rain or Snow?

OBJECTIVES

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

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

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

Respond using newly acquired vocabulary as appropriate.

Discuss elements of drama such as characters, dialogue, and setting.

Discuss the author's use of print and graphic features to achieve specific purposes.

My View

Use these suggestions to prompt students' initial responses to reading *Where Do They Go in Rain or Snow?*

- **Brainstorm** How was reading drama different from reading prose, the type of text we most often read?
- **React** Who were your favorite characters? Why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that authors choose words carefully to convey precisely what they want to say. Help students internalize the meanings of the vocabulary words by finding words they already know that have similar meanings.

MODEL AND PRACTICE Direct students' attention to p. 574 in the *Student Interactive*. Model completing the first item: **I know from both the context clues and from the hint given beneath the blank that I am looking for a word that means "stay alive." As I look at the vocabulary words, survive seems to fit the best. I check its meaning to confirm that I am correct.**

ELL Targeted Support Vocabulary Help students practice vocabulary by putting words together. Write: *den, slippery, surface, underground,* and *survive*. Have students choose from these words to write the sentences below.

Ice is a _____ surface. An underground home is below the ground's _____.
A _____ is a place where a bear can _____ the winter. **EMERGING/DEVELOPING**

I will slide on a _____ _____. An animal might dig a _____ to live in _____. Homes below the _____ of the soil help animals _____ the winter. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students complete p. 574 of the *Student Interactive* using the strategies taught in the minilesson.

OPTION 2 Use Independent Text Ask students to note unfamiliar words from their independent reading. Have them use context clues to figure out the meanings and then write synonyms and meanings in their reader's notebook.

QUICK CHECK




Notice and Assess Can students write synonyms and meanings of unfamiliar words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T190–T191.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T190–T191.

Check for Understanding My TURN Have students complete p. 575 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 574–575

VOCABULARY	COMPREHENSION	READING WORKSHOP
<p>Develop Vocabulary</p> <p> MY TURN Fill in each blank with a word that has a similar meaning to the word or words below the blank.</p> <p>den slippery surface underground survive</p> <ol style="list-style-type: none">1. Insects and animals know what they have to do to _____ survive _____ in the snow. stay alive2. Some animals live _____ underground _____ all winter to stay warm. in the earth3. The fox family sleeps curled up inside their _____ den _____. home4. You can see the raindrops falling on the _____ surface _____ of the water. top5. Rain makes things wet and _____ slippery _____. slick	<p>Check for Understanding</p> <p> MY TURN Look back at the texts to answer the questions. Write the answers.</p> <ol style="list-style-type: none">DOK 2 1. How can you tell these texts are dramas, or readers' theater texts? Possible response: Each story has parts with lines for different characters to read.2. Why do you think the author lists the character names down the left side of the page? DOK 2 Possible response: so the people reading each part know when to read3. Would you rather be an animal in the rain or under the snow? Why? DOK 3 Possible response: I'd rather be an animal under the snow because it would be cozy and warm, and I love to sleep. <p>When I read the part of a mouse, I use a high, squeaky voice.</p> 	

Use the  **QUICK CHECK** on p. T167 to determine small group instruction.

Teacher-Led Options

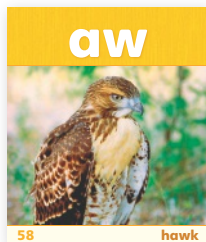
Word Work Strategy Group

DECODE WORDS WITH VOWEL TEAMS

aw, au, augh, al

Sound-Spelling Cards Display Sound-Spelling Card 58. Point to the picture and say the word *hawk* aloud, stressing the /aw/ sound.

Say: *The word hawk has the /aw/ sound spelled aw. What other spellings for the sound /aw/ do you know?*



Read *SI* pp. 550–551 with students and have them identify all words with the sound /aw/. Have students tell how the sound is spelled in each word.

ELL Targeted Support

Remind students that the /aw/ sound can be made with several different spellings.

Write: *hawk, sauce, taught, and hall*. Read each word with students and have them repeat the vowel sound they hear in each word. As students say each word again, underline the vowel spelling. **EMERGING/DEVELOPING**

Write: *haul* and *hail*. Have partners say each word and underline the vowel pattern. Continue with the following words: *law/lay; taught/tight; case/cause; fill/fall*. **EXPANDING**



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

Intervention Activity

DECODE WORDS WITH VOWEL TEAMS

Use Lesson 8, pp. T65–T68, in the *myFocus Intervention Teacher's Guide* for instruction on vowel patterns.

LEVEL C • MODEL AND TEACH

Lesson 8 Vowel Patterns *aw, au, al, wa, augh, ough*

INTRODUCE Remind students that vowel sounds can be spelled different ways. Today, we will learn words with /aw/ spelled *aw, au, al, wa, augh, and ough*.

MODEL Display "A Walk" from Student Page S65 and read it aloud.

OBJECTIVES:

- Recognize /aw/ spelled *aw* and *au*.
- Recognize /aw/ spelled *al* and *wa*.
- Recognize /aw/ spelled *ough* and *ough*.



A Walk

Mom had a cough. Jen brought Mom a glass of water. Mom asked Jen to walk the dog. The dog's leash got caught on a pole. The dog found some spilled sauce. The dog licked it up. Then the dog licked its paw clean. Jen saw a small bug crawl across a wall. She saw a hawk up in a tall tree. The dog found a piece of chalk. Jen took the chalk. She could draw with it. Jen began to yawn. It was time to go home.

TEACH Reread the passage with students. Point out the word *brought* in sentence 2. Listen as I say this word: *brought*. Say it with me: *brought*. The word *brought* has the sound /aw/ spelled *ough*. Repeat this process for the words *water* (sentence 2), *caught* (sentence 4), *sauce* (sentence 5), *tall* (sentence 9), and *yawn* (sentence 13). Make sure students can pronounce each word correctly. Then help them find other words from the passage that have the /aw/ sound but different spellings.

Phonics, Morphology, and Spelling T • 65

Fluency

Assess 2–4 students  

PROSODY

Have student pairs practice reading a short passage accurately 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.

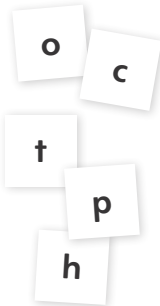
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with the vowel patterns *au*, *aw*, *augh*, and *al*. Have them write each word they create on a note card. Then have them take turns showing a card and having other students in the group say the word on the card.



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

Decodable Reader



Students can read the decodable reader, *Fun in August*, to practice reading words with the vowel patterns *au*, *aw*, *augh*, and *al* and high-frequency words.

High-Frequency Words

Have students write and say this week's high-frequency words: *hours*, *products*, and *happened*. Then have students work in pairs to write a paragraph in which they use each word twice.

Centers



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

Decodable Reader

Fun in August
Written by Maggie Yeom

Decodable Reader
27

Vowel Patterns *ow, ou, au, augh, al*
all baseball fall taller
always because falls throw
August caught launch walk

High-Frequency Words
best summer
stop walk

209

August is hot!
The sun shines all day,
I cannot stop playing
in the hot, hot sun.

210

Baseball is the best game
to play in the summer.
We walk or run from base to base.
We always know our team is good.
We win a lot and have fun.

211

Down at the lake
I caught a fish.
We tried to launch a boat,
but it did not float.
Maybe we'll make a new boat!

212

Mom thinks I'm always taller
at the end of a long summer.
I think it's because I run
free on sunny days
through the nice green grass.

213

When August ends,
fall will start.
First, the winds get cooler.
One leaf falls and then more come
down until no leaves are left.

214

I wait for the cool fall
and cold winter to pass.
I wait for the snow to melt
and the ground to thaw.

215

Then it happens.
The sun shines longer.
The grass grows again.
Summer is back!
It's time for more fun in the sun.

216

Use the  **QUICK CHECK** on p. T187 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to review how to figure out what a word means by using context clues. Look back at the word *snoozes* on p. 567 in *Where Do They Go in Rain or Snow?* Demonstrate how to use context clues to figure out the meaning of this word.

ELL Targeted Support

Write: *den*, *slippery*, *surface*, *underground*, and *survive*.

Provide examples of these words in the context of everyday situations. Ask questions, such as: *What is something that is slippery? What is an animal that lives underground?* Using these examples, write a definition together for each vocabulary word. **EMERGING/DEVELOPING**

Have students work in pairs to use the text to figure out the meaning of each vocabulary word and write it in their own words. **EXPANDING**

Have students say or write a short story that includes all of the vocabulary words.

BRIDGING



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

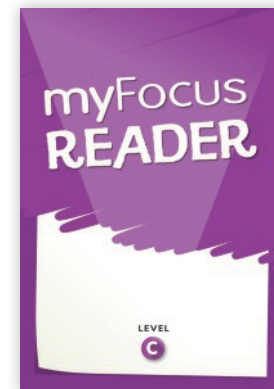
Intervention Activity



DEVELOP VOCABULARY

Read pp. 58–59, in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional information for students.

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



Fluency

Assess 2–4 students



RATE

Help students choose a short passage from the selection text or a leveled reader. Have them take turns reading the passage at an appropriate rate. If needed, model how to read at a reasonable, comfortable rate that supports good comprehension.

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 Ask students to share words and synonyms from their reading. Have them explain how they used context clues to figure out meanings.

Possible Conference Prompts

- What unfamiliar words did you find?
- Give an example of some words with similar meanings, or synonyms.
- What helped you figure out the definitions?

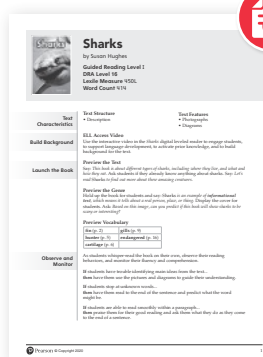
Possible Teaching Point Each time you see the same word in a different context, you learn that word more deeply and will remember it better.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T162–T163.
- For instructional support on using context clues to discover the meanings of unknown words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together, and ask students to share unfamiliar words they found while reading drama. Ask how they determined the meaning of those words.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to one of the readers' theater texts in *Where Do They Go in Rain or Snow?*
- read a self-selected trade book or their Book Club text.
- retell their independent-reading book to a partner.

Centers



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

Literacy Activities



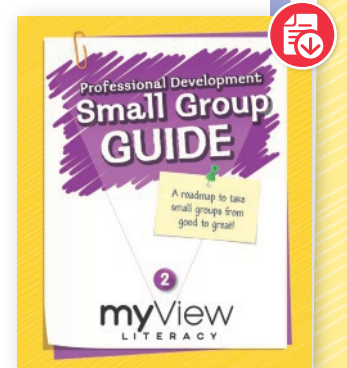
Students can

- work on p. 257 in the *Resource Download Center*.
- read a leveled reader aloud with a partner, taking turns to read each page at an appropriate rate.

SUPPORT INDEPENDENT READING

Independent reading offers students a chance to practice using the reading skills and strategies they have learned on their own.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Identify and read high-frequency words.

Phonics: Review Words with Vowel Sound Spelled *au*, *aw*, *augh*, *al*

FOCUS Tell students that they have learned many spelling patterns where two or more letters stand for one sound. This week they have been reading words with the vowel sound /aw/ spelled with the letters *au*, *aw*, *augh*, and *al*.

MODEL AND PRACTICE Write the words: *gaunt* and *caught*. Model how you read the words. I look at the first word and see the letters *au*. This means the vowel sound is probably /aw/. Knowing this makes it easy for me to read the word *gaunt*. In the second word, I see the letters *au* followed by *gh*. I know that those letters also stand for the sound /aw/. I can read the word *caught*. Write the spelling patterns on the board. Have students work with a partner to write the words at the top of a piece of paper. Provide the following words: *scrawl*, *claw*, *flaunt*, *stall*, *walk*, *taught*, *haunt*, *gnaw*, *dawn*, *squall*, *stalk*, *draw*, *dawn*, *launch*, *small*, *vault*, and *salt*. Have partners write the words under the appropriate pattern. When students have finished, ask partners to read their lists to the class.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *hours*, *products*, and *happened*.

MODEL AND PRACTICE Have students read the words in the box at the top of *SI* p. 552. Call on one or more students to give an example of something that happened in school recently. Have them reply using a full sentence. Ask what products they like to eat. Ask how many hours they spend doing homework.

APPLY MyTURN Have students complete the activity on *SI* p. 552.

TURN, TALK, AND SHARE Have pairs complete the activity on *SI* p. 552.

STUDENT INTERACTIVE, p. 552

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know

Some words you will see a lot when you read. These words are called high-frequency words.



MYTURN Read the words in the box. Write the word from the box that goes in each sentence. Form the letters correctly as you write each word. Use connecting strokes to connect the letters. Then read the sentences.

hours

products

happened

1. You missed the race. It *happened* two days ago.
2. The grocery store sells all kinds of dairy *products*.
3. Ed wakes up two *hours* before school.



TURN and TALK Work with a partner. Take turns answering these questions. Use the words from the box in your answers.

1. Do you think students should spend more **hours** in school? Explain.
2. Name your favorite **products** at the grocery store.
3. What is the funniest thing that ever **happened** to you?

Identify Elements of Drama



Where Do They Go in Rain or Snow?

OBJECTIVE

Discuss the elements in drama such as characters, dialogue, and setting.

ACADEMIC VOCABULARY

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

- Different animals respond to the environment in different ways.
- Food is a resource that can be hard for some animals to find in the winter.

ELL Access

Discuss with students how being able to identify the elements of drama can help them understand and enjoy what they read. Students may benefit from scanning the text before they read to remind themselves how dramas appear on the page.

Minilesson

FOCUS ON STRATEGIES Elements of drama include characters, setting, and dialogue. Remind students of the following points:

- Drama is a play spoken and acted for an audience.
- Characters are the people or animals in the story.
- Setting is when and where the story happens.
- Dialogue is what the characters say.

MODEL AND PRACTICE Direct students' attention to the Close Read note on p. 558 in the *Student Interactive*. Model how to discuss elements of drama:

- **Setting is one element of drama. You can tell the setting from what characters say in their lines of dialogue. In this drama, it is the job of the Chorus to tell the reader the setting. Each time the setting changes, the Chorus announces it.** Have students underline the words on *SI* p. 558 that tell the setting. Then look for the Chorus announcing the setting on each new page spread.
- **Characters and dialogue are other elements of drama. The story is told through characters' dialogue.** Have students turn to *SI* p. 563 and underline the dialogue between the Narrator and the Sparrow.

ELL Targeted Support Write Elements of Drama Guide students in writing content-based words associated with the elements of drama they identified while reading this week.

Help students list an example of setting, characters, and dialogue from *When Rain Falls*. Do the same for *Under the Snow*. **EMERGING/DEVELOPING**

Pair students. Have partners write the categories *Setting*, *Characters*, and *Dialogue* on a sheet of paper. Then have them list an example from each category from each of the week's theater texts. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying elements of drama.

OPTION 1 My TURN Ask students to complete p. 576 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students note setting, characters, and dialogue in their independent reading. Direct them to use sticky notes to mark examples of these elements of drama.

QUICK CHECK

Notice and Assess Are students able to identify the elements of drama?

Decide

- **If students struggle**, revisit instruction for identifying elements of drama in Small Group on pp. T198–T199.
- **If students show understanding**, extend instruction for identifying elements of drama in Small Group on pp. T198–T199.

STUDENT INTERACTIVE, p. 576



CLOSE READ

Identify Elements of Drama

Readers' theater is a drama that people read aloud in a way that helps others picture the action. Elements of any drama include **characters**, **setting**, and **dialogue**.

- **Characters** are the people or animals in the drama.
- **Setting** is where and when the story happens.
- **Dialogue** is the lines the characters say.

MY TURN Go to the Close Read notes. Follow the instructions to underline elements of drama. Use what you underlined and other text evidence to complete the chart. Discuss the elements in drama. How are these elements different than in a story?

Elements in Drama	When Rain Falls	Under the Snow
Characters (List 5)	Possible answers: Narrator, Beetle, Sparrow, Duck, Snake	Possible answers: Narrator, Ladybugs, Snake, Vole, Chipmunk
Settings (List all)	a forest, a field, a wetland, a desert	a field, a forest, a pond, a wetland, all in winter
Dialogue (List an example)	Possible answer: Where are the birds? Clink, clink. Here I am—hiding inside a thick bush.	Possible answer: Lucky for us that carp's totally pooped out. You can say that again!

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Read Like a Writer, Write for a Reader

OBJECTIVES

Discuss elements of drama such as characters, dialogue, and setting.

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

ELL Access

Word Choice

Select characters from the drama and have peers work in supportive groups to tell what they know about these characters' personalities from the dialogue. Provide support and assistance as needed. Then invite peers to read aloud the dialogue using the appropriate tone to convey a character's personality and the meaning of the language.

Word Choice

Minilesson

FOCUS ON STRATEGIES Authors choose words carefully to give their characters a voice. Voice is the author's way of bringing a character to life. Carefully chosen words in a character's speech will tell readers or audiences what that character is like and what the author thinks about the character.

- Authors choose words that help express the personality of a character.
- In a drama, most of what readers know about a character comes from the words they speak.

MODEL AND PRACTICE Use the example on p. 580 in the *Student Interactive* to discuss how authors use characters' words to tell about the characters.

Let's look at Carp on p. 570. What do his words suggest about him?

Then look at Newt on p. 572 and ask the same question. Compare the two characters. Ask: **How do we know these characters are different from each other?** (The characters' words show their different personalities.)

Have students give their own examples of lines characters might say that would tell a reader something interesting about their personalities.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Letters R and B

FOCUS Write cursive letters *R* and *B*.

MODEL Show students how to write letters *R* and *B* in cursive. Help them develop their handwriting by accurately forming the cursive letters using appropriate strokes.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 580 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 580

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors choose words carefully to give their characters a voice. The words authors choose help express the personality of their characters—what they are like.

What the Character Says	What It Shows About the Character
Carp: I wonder why that blue gill can swim, but I'm stuck down here?	Carp sounds grumpy and envious that the blue gill can do something he can't.
Newt: Wheee! I don't mind if spring never comes.	Newt sounds cheerful and carefree.

What kind of person would say these words?

MY TURN Pick one of these words to describe a character's personality: brave, bossy, friendly, kind, shy. Write two sentences about something the character says, does, or thinks. Circle words that help a reader hear the character's voice.

Responses should include word choices conveying one of the personalities listed.

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Writing Workshop

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

PRACTICE Have students complete *Handwriting* p. 266 in the *Resource Download Center* to practice writing cursive letters *R* and *B*.

Name _____

Handwriting

Cursive Letters R, B

Look at the uppercase cursive **R** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **R**? How do you finish it?

MY TURN Trace the cursive letters.

MY TURN Write uppercase cursive letter **R**.

Look at the uppercase cursive **B** in the box. What kinds of strokes are used? Where do you start an uppercase cursive **B**? What do you do next? How do you finish it?

MY TURN Write uppercase cursive letter **B**.

Grade 2 • Unit 5 • Week 3

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Handwriting p. 266

Use the  **QUICK CHECK** on p. T195 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY ELEMENTS OF DRAMA

Teaching Point Today I want to remind you about the elements of drama. Drama texts have a setting, characters, and lines of dialogue. Have students look at each of the readers' theater texts in *Where Do They Go in Rain or Snow?* and identify these elements.

ELL Targeted Support

Guide students to describe and give examples of the elements of drama. Encourage students to use content area vocabulary learned throughout the week to internalize new English words.

Reinforce understanding of character and dialogue by asking each student to give an example of a character in *Where Do They Go in Rain or Snow?* Then have the student read an example of a line of the character's dialogue.

EMERGING/DEVELOPING

Write *setting, characters, and dialogue* and have students say each word with you. Have students copy the words and then write a short drama text that includes characters, setting, and dialogue.

If students require extra guidance, provide them with a topic for their drama. **EXPANDING/BRIDGING**



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

Intervention Activity

IDENTIFY ELEMENTS OF DRAMA

Use Lesson 29, pp. T169–T174, in the *myFocus Intervention Teacher's Guide* for instruction on elements of drama.

LEVEL C • READ

Lesson 29 Genre: Poetry and Drama

DIRECTIONS Read the drama "The Tiger and the Goat" and the poems "The Stars" and "The Full Moon." Notice how the structures of drama and poetry are different from other stories you have read.

The Tiger and the Goat

Characters: Tiger Goat

Setting: The forest. There is a group of trees and a small pond.

- 1 **GOAT.** (*takes a drink from the pond*) What a nice day it is today!
- 2 **TIGER.** (*jumps out of the trees*) Yes, it is a very nice day! I am hungry. And you look like a very tasty goat!
- 3 **GOAT.** Oh, please don't eat me, Tiger. If you do, you'll be sorry!
- 4 **TIGER.** Why will I be sorry?
- 5 **GOAT.** There is another tiger in this pond. It is bigger and stronger than you. It is planning to eat me. If you eat me first, it will get mad.
- 6 **TIGER.** Let me see this Tiger! I will chase it away.
- 7 (*Tiger looks in the pond. It sees its own reflection. It thinks the reflection is the other tiger.*)
- 8 **TIGER.** I see you, Tiger! I will get you! (*Tiger jumps at its reflection and falls in the pond.*)
- 9 **GOAT.** (*laughing and running away*) See! I said you'd be sorry!

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Fluency

Assess 2–4 students

PROSODY

Help students practice reading a short drama 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

IDENTIFY ELEMENTS OF DRAMA

Talk About Independent Reading Ask students to share the examples they marked of setting, characters, and dialogue in the dramas they read.

Possible Conference Prompts

- How would you describe the setting of the play?
- Who are the characters?
- Give an example of a line of dialogue.

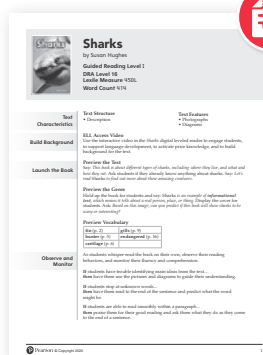
Possible Teaching Point Readers can identify the elements of drama in a performance they watch on stage just as they do with a drama they read.

Leveled Readers



IDENTIFY ELEMENTS OF DRAMA

- For suggested titles, see *Matching Texts to Learning*, pp. T162–T163.
- For instructional support on identifying setting, and see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together. Invite a volunteer to describe how he or she identified characters, setting, and dialogue in a drama.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to the selection or another drama they have previously read.
- read a trade book or their Book Club text.
- read a text with a partner and coach each other.

Centers



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

Literacy Activities



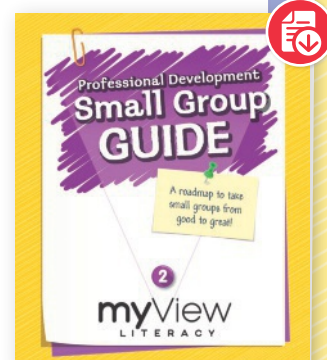
Students can

- work with a partner to discuss and complete the chart on *Student Interactive* p. 576.
- complete activities from the *Resource Download Center*.
- with a partner, take turns reading the text at an appropriate rate.

SUPPORT INDEPENDENT READING

Independent reading builds confidence by allowing students to read at their own pace and use the strategies that work best for them.

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



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

ELL Language Transfer

Cognates Point out this Spanish cognate in the decodable story.

- lesson : *lección*

Read *A Small Tree in a Big Wind*

FOCUS Have students turn to p. 553 in the *Student Interactive*. Say: *We are going to read a story today about a raccoon who finds she needs a new home. Where do most raccoons live?*

READ Reinforce that reading for meaning is important. Ask students what they do when their reading is not making sense. Ask students to read the text silently. Then have them chorally read the text with a partner.





Reread *A Small Tree in a Big Wind*

FOCUS ON COMPREHENSION Reread the story aloud with students. Ask them to state Raccoon’s problem. Call on a student to read aloud the part of the story that supports his or her answer.

Read question 1 on p. 553 of the *Student Interactive* with students. Have students answer the question and then read aloud the section of the story that contains the answer to the question. Continue with question 2.

RETELL Have students work with a partner to retell *A Small Tree in a Big Wind* to each other. As partners retell the story to each other, circulate among students to see how well they understood the story.

STUDENT INTERACTIVE, p. 553



FOUNDATIONAL SKILLS

A Small Tree in a Big Wind

Raccoon lived in a small tree. While she was away, a big gust of wind blew. Because the tree was weak, the wind broke off a branch. When Raccoon walked up to the tree, she saw what had happened.

“The wind taught me a lesson!” said Raccoon. “I’m moving to a bigger tree!”

“Good idea! I’ll help you!” said Hawk.



1. Why did a branch come off Raccoon’s tree?

The wind broke it off the small, weak tree.

2. What lesson did the wind teach Raccoon?

It’s safer to live in a bigger tree.

3. Find one word with each vowel pattern: **aw**, **au**, **augh**, **al**. Write them on the line.

aw: saw, Hawk; au: because; augh: taught; al: small, walked

Confirm or Adjust Predictions



Where Do They Go in Rain or Snow?

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words:

- I predicted that winter might destroy some animals' habitats.
- Some animals had more positive reactions to winter weather than others.

Minilesson

FOCUS ON STRATEGIES Characters and setting are part of a drama's structure. Active readers use this structure to make predictions before reading. Readers then confirm or correct those predictions as they read.

- Before you read, set a purpose to make predictions about the text.
- Confirm or adjust predictions as you read.

MODEL AND PRACTICE Model how to use a drama's structure to confirm or adjust a prediction.

- Say: Before I read *When Rain Falls*, I quickly scanned the drama. I noticed that most of the characters are animals. I predicted that a frog would be one of the characters. As I read, I noticed that a frog wasn't a character, but a toad was. I corrected my prediction.
- Have students use the structure of the drama to confirm or adjust a prediction they made about characters in *When Rain Falls*.

ELL Targeted Support Vocabulary Help students reread the first page of *When Rain Falls*. Then have them use content-area vocabulary to discuss the text.

Have students orally complete these sentence frames: *Most of the characters on this page are _____. I predict that new characters that are introduced will _____.* **EMERGING/DEVELOPING**

Have pairs discuss how all the characters, besides the narrator, are alike and different. **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

Have students use the strategies for confirming or adjusting predictions they made using structures.

OPTION 1 MyTURN Have students complete the chart on p. 577 in the *Student Interactive*.

OPTION 2 Use Independent Text Prompt students to create a list of predictions in their notebooks about an independent text and then make notes confirming or adjusting these predictions.

QUICK CHECK

Notice and Assess Can students confirm or adjust predictions they made using structures?

Decide

- **If students struggle**, revisit instruction for confirming or adjusting predictions in Small Group on pp. T204–T205.
- **If students show understanding**, extend instruction for confirming or adjusting predictions in Small Group on pp. T204–T205.

STUDENT INTERACTIVE, p. 577



READING WORKSHOP

Confirm or Adjust Predictions

Making, confirming, and correcting predictions helps you read for a purpose and remember what you read. Use the text structure, which is organized around characters and setting in a drama, to make predictions.

MYTURN Go back to the Close Read notes. Follow the directions to highlight the text. Use what you predicted and highlighted to complete the chart.

I predicted . . .	Now I know . . .
Possible response: that the other characters would be small, like insects and the mouse.	Possible response: that some characters in the wetland and desert are larger, like the duck and the snake.
Possible response: that other settings would include a wetland, like the first play did, but probably not a desert.	Possible response: that the other settings include a pond and a wetland.

Use the  **QUICK CHECK** on p. T203 to determine small group instruction.

Teacher-Led Options

Strategy Group



CONFIRM OR ADJUST PREDICTIONS

Teaching Point Making predictions means using what you already know to make an educated guess about what might happen in a text. Ask students to think about what they expected *Where Do They Go in Rain or Snow?* to be about before they read. Then say: Readers confirm their predictions when what happens in the text matches what they predicted would happen. Readers adjust, or change, predictions to match text evidence they learn as they continue to read.

ELL Targeted Support

Use a familiar example and accessible language to help students understand how making predictions can set up expectations and help them become more interested in how a text will unfold.

Use the example of a weather forecast to help students discuss how sometimes predictions are correct and sometimes they are not. Use visuals and everyday language along with the words *predict* and *prediction*. **EMERGING/DEVELOPING**

Ask students to explain predictions using the example of a weather forecast. In pairs, guide them to discuss, draw, and give examples to show how sometimes predictions are correct and sometimes they are not. **EXPANDING/BRIDGING**



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

Intervention Activity



CONFIRM OR ADJUST PREDICTIONS

Use Lesson 30, pages pp. T177–T182, in the *myFocus Intervention Teacher's Guide* for instruction on predictions.

LEVEL C • READ

Lesson 30 Set a Purpose for Reading and Make, Correct, or Confirm Predictions

DIRECTIONS Read the title of each work. Ask yourself what kind of story it might be, based on the title. Then read "A Visit" and "Sick Day" to find out.

A Visit

- 1 A Country Mouse lived happily in a house on a farm. "What a quiet home!" she thought.
- 2 Her friend lived in the city. "Please visit me!" the City Mouse said. "We will have fun together."
- 3 So the Country Mouse visited the City Mouse.
- 4 Inside the City Mouse's house, there was a table of food. The mice jumped on the table. They began to eat. The City Mouse seemed jumpy.
- 5 Just then a big, hungry cat raced into the room.
- 6 The frightened mice jumped off the table and hid.
- 7 The cat left.
- 8 The Country Mouse packed her bags. "I am going back to my nice, quiet home. I do not want to see that cat again!" She never did.

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Reading Literature T • 177

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with accuracy.

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

CONFIRM OR ADJUST PREDICTIONS

Talk About Independent Reading Ask students to discuss a prediction they made about a text.

Possible Conference Prompts

- What did you predict about the text?
- Did you confirm your prediction as you read? If not, how did you adjust it?
- How did making, confirming, and adjusting predictions help you read for a purpose and better understand the text?

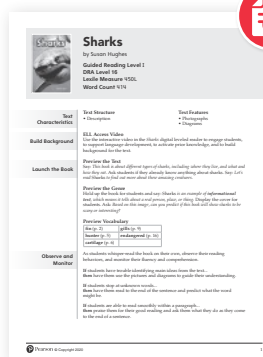
Possible Teaching Point Readers can use a graphic organizer like the one on p. 577 in the *Student Interactive* to make, confirm, and adjust predictions.

Leveled Readers



CONFIRM OR ADJUST PREDICTIONS

- For suggested titles, see Matching Texts to Learning, pp. T162–T163.
- For instructional support on making predictions, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Ask a student to share an understanding about making predictions in reading.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Where Do They Go in Rain or Snow?*
- read a trade book or their Book Club text.
- practice fluent reading with a partner by reading a passage from a drama in character.

Centers



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

Literacy Activities



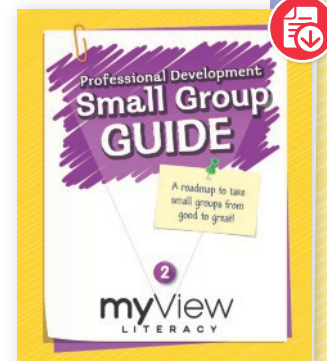
Students can

- complete the graphic organizer on *Student Interactive* p. 577.
- write about their book on notebook paper.
- play the *myView* games.

SUPPORT PARTNER READING

Have students work with a partner to develop reading goals. Students can then support each other, using positive motivation to help them achieve their goals.

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



Decodable Text

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Identify and read high-frequency words.

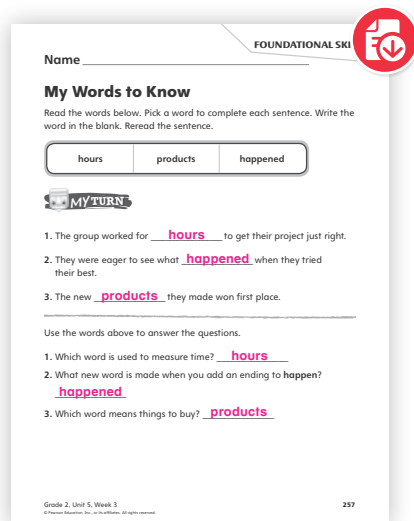
ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 257 in the *Resource Download Center*.

Revisit *A Small Tree in a Big Wind*

FOCUS Have students turn to p. 553 in the *Student Interactive*. Say: *We are going to revisit a story today about a raccoon who finds she needs a new home. Watch for words with the spelling patterns *aw*, *au*, *augh*, and *al* as you read.*

READ Reread the title of the story. Ask: *Which word in the title has the sound /aw/? (small) What letters stand for this sound? (al) Read aloud the word *because* in the third sentence. How is the sound /aw/ spelled in the word *because*?*



My Words to Know, p.257



Reread *A Small Tree in a Big Wind*

FOCUS ON PHONICS AND FLUENCY Remind students that learning more about letters and sounds helps them decode new words and read fluently. Ask volunteers to explain the sequence of events in the story *A Small Tree in a Big Wind*.

Remind students that they decoded words with the spelling patterns *aw*, *au*, *augh*, and *al*. Help them find these words in the story. Have students complete the activity in question 3.

Then write and say: *hours*, *products*, *happened*. Have students find the high-frequency word in the story.

PRACTICE Have partners take turns rereading the text with expression, accuracy, and appropriate oral reading rate.

Fluency

PROSODY

Display *A Small Tree in a Big Wind*. Model reading aloud the first paragraph of the text, asking students to pay attention to your reading accuracy and to how you emphasize the key words. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading using their favorite sentences from the story.

STUDENT INTERACTIVE, p. 553



FOUNDATIONAL SKILLS

A Small Tree in a Big Wind

Raccoon lived in a small tree. While she was away, a big gust of wind blew. Because the tree was weak, the wind broke off a branch. When Raccoon walked up to the tree, she saw what had happened.

“The wind taught me a lesson!” said Raccoon. “I’m moving to a bigger tree!”

“Good idea! I’ll help you!” said Hawk.



1. Why did a branch come off Raccoon’s tree?

The wind broke it off the small, weak tree.

2. What lesson did the wind teach Raccoon?

It’s safer to live in a bigger tree.

3. Find one word with each vowel pattern: **aw**, **au**, **augh**, **al**. Write them on the line.

aw: saw, Hawk; au: because; augh: taught; al: small, walked

Reflect and Share



Where Do They Go in Rain or Snow?

OBJECTIVE

Tell a story or recount an experience with appropriate facts and relevant, descriptive details.

ACADEMIC VOCABULARY

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

- How is the environment important to an animal's life?
- Do you prefer regular, balanced weather or storms and extreme weather?

Talk About It

Minilesson

FOCUS Explain to students that they will participate in a group discussion about an assigned topic. During the discussion, they should recount ideas from the texts they have read.

- Share your own ideas and support them with text evidence.
- Identify the source of your information.

MODEL AND PRACTICE Model focusing on the topic and sharing information from sources that relate to the topic. Use the Talk About It prompt on p. 578 in the *Student Interactive* to initiate a group discussion. Say: **During discussion, I share ideas and tell where these ideas came from.** For example:

- I say, "I read that when it rains, a turtle tucks its head into its shell. I found this information in the text *Where Do They Go in Rain or Snow?*"
- I say that I think some animals like the rain. This is my own idea.

Have students practice expressing ideas using the sentence starters "I think" and "I read."

ELL Targeted Support Express Ideas Guide students in a discussion of how animals react to weather using texts they have read and their prior knowledge. Focus on one of the two readers' theater texts.

Make simple statements, such as: *The duck likes to swim in the rain.* Ask questions that lead students to add detail and further the discussion. Model proper discussion strategies. **EMERGING/DEVELOPING**

In small groups, have students discuss which animals they think can live most easily in different kinds of weather or in extreme weather. Have them explain their ideas, using proper discussion strategies. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students share something important they learned from the readers' theater texts. Guide them to identify the source of their ideas.

OPTION 2 Use Independent Text Have students tell something they learned from an independent-reading text that relates to the shared reads this week. Remind them to use text evidence and identify sources of information.

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. T210–T211.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T210–T211.


WEEKLY QUESTION Have students use evidence from the texts they read this week to write a short paragraph responding to the Weekly Question: *How does weather change Earth?*

STUDENT INTERACTIVE, p. 578

RESPOND TO TEXT

Reflect and Share

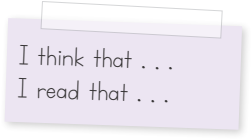
Talk About It
Discuss some of the ways different animals react to rain and snow. Use examples from the texts to support your response.



Recounting Ideas from a Text
When you share ideas and information you've read or heard, it is important to identify where the information came from.

- Share your own ideas and support them with text evidence.
- Identify the source of any ideas that are not your own.

Use these sentence starters to help you identify your own ideas and ideas that aren't your own.



Weekly Question
How does weather change Earth?

578

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Use the  **QUICK CHECK** on p. T209 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Readers often compare texts of different genres. For example, they might compare a realistic fiction story to a drama. Readers can use what they know about each genre to figure out how the texts are similar and different. Choose a realistic fiction text about animals in an environment. Have students compare that text to *Where Do They Go in Rain or Snow?* Ask students to practice giving the source of an idea from each text.

ELL Targeted Support

Help students learn new expressions commonly used in class. Write these English expressions in a vertical list: *My idea is, I read that, I got this idea from, The author writes.* Have students read each expression with you. Then ask: **How do animals react to changing weather?**

Have students choose one of the expressions and use it to answer the question. **EMERGING**

Have students choose two of the expressions and use them to answer the question. **DEVELOPING**

In writing, have students answer the question and use two of the expressions to give the source. **EXPANDING**

Have students choose a text they have read that might help answer the question. Then have them use at least three of the expressions to answer the question in writing. **BRIDGING**



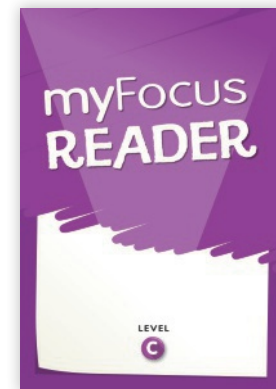
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 58–59 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how weather changes Earth and allows them to use the Academic Vocabulary words.



On-Level and Advanced

INQUIRY

Question and Investigate Assist students as they organize the information they discovered about how weather changes Earth. Then have students share their findings.

Critical Thinking Talk with students about what they learned and the process they used to gather information.

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share a connection between *Where Do They Go in Rain or Snow?* and an independent reading text.

Possible Conference Prompts

- What information is similar in the two texts?
- Which text is a better source of information? Why?

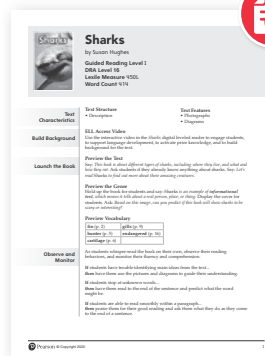
Possible Teaching Point Say: *When you compare two texts, you might notice something new about each one.*

Leveled Readers



COMPARE TEXTS

- For suggested titles, see *Matching Texts to Learning*, pp. T162–T163.
- For instructional support on comparing and contrasting texts, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Where Do They Go in Rain or Snow?* or “Lightning!”
- read a self-selected trade book or their Book Club text.
- reread or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write about the comparisons they make between texts in a reading notebook.
- discuss with a partner the predictions they made in the texts they read.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T510–T513, for

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

Whole Group

Share Bring the class back together as a whole group. Invite a volunteer to tell one way in which *Where Do They Go in Rain or Snow?* and another text they read are similar or different. Then celebrate students' work in small group this week.

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 poetry about Earth.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

SEL SOCIAL-EMOTIONAL LEARNING

✓ Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T216–T217
 - » Phonics: Decode Words with Syllable Pattern VCCCV
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T218–T219
- Listening Comprehension: Read Aloud: "Volcano Sleeps" T220–T221
- Poetry T222–T223
 - ✓ **Quick Check** T223

READING BRIDGE

- Academic Vocabulary: Word Parts: T224–T225
- Handwriting: Write Proper Nouns T224–T225

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T229
- Strategy, Intervention, and On-Level/Advanced Activities T228
- ELL Targeted Support T228
- Conferring T229

INDEPENDENT/COLLABORATIVE

- Independent Reading T229
- Literacy Activities T229

BOOK CLUB T229 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T424–T425
 - » Edit for Adverbs
 - » Share Back

INDEPENDENT WRITING

- How-To Book T424–T425
- Conferences T422

WRITING BRIDGE

- Spelling: Words with VCCCV Pattern T426
 - ✓ **Assess Prior Knowledge** T426
- Language and Conventions: Spiral Review: Commas in Sentences T427

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T230–T231
 - » Phonics: Decode and Write Words with Syllable Pattern VCCCV
 - ✓ **Quick Check** T231
 - » High-Frequency Words

SHARED READ

- Introduce the Text T232–T253
 - » Preview Vocabulary
 - » Read: *Volcano Wakes Up!*
- Respond and Analyze T254–T255
 - » My View
 - » Develop Vocabulary
 - ✓ **Quick Check** T255
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T256
- Guided Reading/Leveled Readers T259
- Strategy and Intervention Activities T256, T258
- Fluency T256, T258
- ELL Targeted Support T256, T258
- Conferring T259

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T257
- Independent Reading T259
- Literacy Activities T259

WRITING WORKSHOP

MINILESSON

- Procedural Text T428–T429
 - » Explore Adding or Deleting Words
 - » Share Back

INDEPENDENT WRITING

- How-To Book T428–T429
- Conferences T422

WRITING BRIDGE

- Spelling: Teach Words with VCCCV Pattern T430
- Language and Conventions: Oral Language: Compound Subjects and Predicates T431

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T260–T261
 - » Phonics: Review Words with Syllable Pattern VCCCV
 - » High-Frequency Words

CLOSE READ

- Explain Patterns and Structures T262–T263
- Close Read: *Volcano Wakes Up!*
 - ✔ **Quick Check** T263

READING BRIDGE

- Read Like a Writer, Write for a Reader: Patterns and Structures of Poetry T264–T265
- Handwriting: Practice Cursive Writing T264–T265

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy and Intervention Activities T266
- Fluency T266
- ELL Targeted Support T266
- Conferring T267

INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

WRITING WORKSHOP

MINILESSON

- Procedural Text T432–T433
 - » Apply Adding or Deleting Words
 - » Share Back

INDEPENDENT WRITING

- How-To Book T432–T433
- Conferences T422

WRITING BRIDGE

- Spelling: Review and More Practice: Words with VCCCV Pattern T434 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Compound Subjects and Predicates T435

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T268–T269
 - » Read Decodable Text: *Lizard's Move*

CLOSE READ

- Make Connections T270–T271
- Close Read: *Volcano Wakes Up!*
 - ✔ **Quick Check** T271

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T273
- Strategy and Intervention Activities T272
- Fluency T272
- ELL Targeted Support T272
- Conferring T273

INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273

WRITING WORKSHOP

MINILESSON

- Procedural Text T436–T437
 - » Explore Rearranging Words
 - » Share Back

INDEPENDENT WRITING

- How-To Book T436–T437
- Conferences T422

WRITING BRIDGE

- Spelling: Spiral Review: Words with *aw, au, augh, al* T438 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Compound Subjects and Predicates T439

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T274–T275
 - » Revisit Decodable Text: *Lizard's Move*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T276–T277
 - » Write to Sources
 - ✔ **Quick Check** T277
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279 **SEL** →

WRITING WORKSHOP

MINILESSON

- Procedural Text T440
 - » Apply Rearranging Words
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T440–T441
- Conferences T422

WRITING BRIDGE

- Spelling: Words with VCCCV Pattern T442
 - ✔ **Assess Understanding** T442
- Language and Conventions: Standards Practice T443 **FLEXIBLE OPTION** ←

Materials

Earth Erupts
Deep underground, it is hot. A volcano is an opening that lets the heat out when it erupts. About 2,000 volcanoes are active on Earth. An active volcano is one that is likely to explode in the future.

Weekly Question
How does a volcano eruption change Earth?

Readers can ask questions about an interesting topic because they want to find out more about it. Generate, or ask, questions about volcanoes for informal inquiry.

MY TURN Study the diagram and the photos. Working with your class, write two or three questions you would like to explore about volcanoes.

INFOGRAPHIC | DIAGRAM
“Earth Erupts”

Poetry Anchor Chart
A poet can create poems using shapes to add enjoyment and meaning.

A poem about a sunset might take this shape.

A poem about a plant might have a leafy shape.

A poem that says STOP might fall this shape.

A poem using dialogue may be in this shape.

READING ANCHOR CHART
Poetry

Poetry Anchor Chart
A poet can create poems using shapes to add enjoyment and meaning.

EDITABLE ANCHOR CHART
Poetry

Decodable READER

DECODABLE READER

Handwriting
Write the following words.

Writing Workshop
Write two ideas to read.

Language and Conventions
Write two ideas to read.

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

Sharks
Guided Reading Level 1
Lexia Level 16
Lexia Measure 150
Word Count 176

Teacher's Guide

LEVELED READER
TEACHER'S GUIDE

Words of the Week

High-Frequency Words

measure
remember
early

Develop Vocabulary

lava
construction
cinders
crater
detour

Spelling Words

distract
address
concrete
ostrich
complain
pumpkin
hundred
explain
monster
improve
measure
remember

Unit Academic Vocabulary

destroy
environment
reaction
balance
resources

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant strategies to clarify understandings, and answer questions about main ideas and details.

Volcano Sleeps Encourage students to be active listeners by listening at you and thinking about what you are saying.

START UP
READ-ALOUD ROUTINE
Purpose: These students have activity for elements of poetry.

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

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

ELL Language Transfer
Opportunities: Point out these Spanish cognates in the poem:
- mountain - montaña
- volcano - volcán

FLUENCY
Display "Volcano Sleeps." Model reading aloud a stanza, asking students to join you to read the poem. Encourage students to use a variety of strategies to read the poem, discuss and provide feedback on their fluency and expression.

THINK ALOUD: Analyze a poem to see how you use the strategies you learned in this unit to read the poem, discuss and provide feedback on their fluency and expression.

Volcano Sleeps

The mountain awakes
And magma bursts up.
Hot lava flows down the mountain's side.
Hot, glowing, cleaving, red.
Dusty ashes swirl
And cover the land.
Frightened animals flee in panic.
Grey, dark, overtopping, twisting.

READ ALOUD
"Volcano Sleeps"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
- engages students to learn about their independent reading levels.
- engages students in oral language development.
- provides an opportunity to model fluency and expression reading.
- fosters a love and enjoyment of reading.

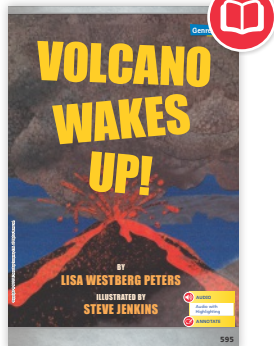
PLANNING
- Select a text from the Read Aloud Trade Book Library or the school or classroom library.
- Analyze the text for the genre.
- Determine the Teaching Point.
- Write open-ended questions and model Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.
- Prepare Teaching Points.
- Make Connections.
- Determine Point of View.

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 use 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 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 students use to monitor comprehension and conduct meaning that text.
- Help students make connections to their own experiences, text they have read or learned in the past, or the world.

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

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE



SHARED READ
Volcano Wakes Up!

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T496-T499

Mentor STACK

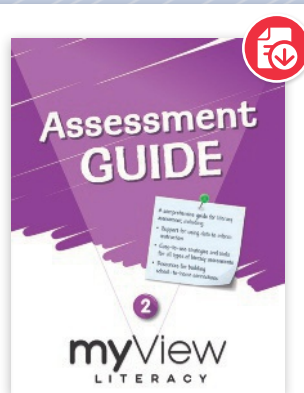
Writing Workshop T421

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

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T234 for a syllable pattern extension activity students can use while reading the text in Lessons 2 and 3.

Phonics: Decode Words with Syllable Pattern VCCCV

Minilesson

FOCUS Remind students that each syllable in a word has one vowel sound, so if a word has three vowel sounds, it has three syllables. Discuss with students the syllable patterns they have learned previously, such as VCCV and VCV. Then tell students that today they will learn about the syllable pattern VCCCV. They will use this knowledge to decode, or read, VCCCV words and divide words with the VCCCV pattern into syllables. Write the word *complain*. Write VCCCV over the appropriate letters in *complain* to help students recognize the VCCCV pattern. Discuss this pattern, including how recognizing the pattern will help students decode VCCCV words and divide them into syllables.

MODEL AND PRACTICE Write the word *pumpkin*. Point out the blend *mp*. Say: *When we divide words into syllables, we do not split up blends or digraphs. This means we divide the word pumpkin after the blend.* Divide *pumpkin* into syllables: *pump/kin*. Repeat this modeling process with a VCCCV word that contains a digraph, such as *mischief*.

Have students turn to p. 588 in the *Student Interactive*. Read aloud the text in the first paragraph with students. Then have them examine the VCCCV words *explain*, *dolphin*, *sandwich*, and *athlete* and explain how each one is divided.

APPLY My TURN Have students use their knowledge of the VCCCV syllable division pattern to decode each word in the chart on *SI* p. 588.

TURN, TALK, AND SHARE Have pairs decode the words in the chart on *SI* p. 588, identifying where to divide each word into syllables.



ELL Targeted Support Syllable Patterns Help students recognize syllable patterns in words.

Write the word: *hamster*. Clap the syllables as you read it. Have students repeat. Divide the word, *ham/ster*, and circle the blend. Repeat with the words *children*, *subtract*, and *kitchen*. Tell students we do not split up blends or digraphs when we divide words.

EMERGING/DEVELOPING

Have students look at the word *hamster* on *SI* p. 588. Ask how many vowels they see. Have them identify the blend in the word (*st*). Remind students not to split up blends or digraphs. Have them explain how to divide the word. Then have students look for another word with a VCCCV pattern and a blend as well as a word with a VCCCV pattern and a digraph. Have them draw a line to show where to divide the words into syllables. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *measure*, *remember*, and *early*.

- Point to each word as you read it aloud.
- Point to *measure* again and have students read and spell the word.
- Repeat the routine for each word, having students read and spell each word.
- Have students choose a word, say it, and use it in a sentence.

measure

remember

early

STUDENT INTERACTIVE, p. 588

PHONICS

Syllable Pattern VCCCV

Words with a VCCCV syllable pattern have three consonants between vowels. Two of the consonants could be blends (like **nd**, **cl**, **st**), two letters whose sounds are blended together. Two of the consonants could be digraphs (like **ch**, **th**, **sh**, **ph**), two letters that spell one sound. A word with the syllable pattern VCCCV would not be divided between either a blend or a digraph. If you come to a VCCCV pattern word, divide it into syllables. Then you should be able to read the word. See how these VCCCV pattern words are divided into syllables:

explain ex / plain **dolphin** dol / phin
sandwich sand/wich **athlete** ath / lete

MY TURN Decode, or read, the words with the syllable pattern VCCCV. Each of these words either has a blend or a digraph, so make sure that when you read the words, you do not split those letter combinations.

hamster panther handsome mushroom

ham/ster pan/ther hand/some mush/room

TURN and TALK Reread the words in the chart with a partner. Draw a line between the syllables. Then read the words again, blending the syllables together.

Interact with Sources

OBJECTIVES

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

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

Generate questions for formal and informal inquiry with adult assistance.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the diagram, ask: [What could be destroyed when a volcano erupts?](#) [What is something else in the environment that is like a volcano?](#)

- destroy
- balance
- environment
- resources
- reaction

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

Explore the Infographic

Remind students of the Essential Question for Unit 5: *How does Earth change?* Point out the Week 4 Question: *How does a volcano eruption change Earth?*

Direct students' attention to the infographic on pp. 586–587 in the *Student Interactive*. Point out the diagram on p. 586. Remind students that a diagram gives information through pictures, labels, and captions. Have students read the infographic. Then display the headings *before*, *during*, and *after*. Ask students to name words that commonly begin questions (*who*, *what*, *where*, *when*, *why*, and *how*). Have students use these words to generate questions about what happens before, during, and after a volcano erupts. Write the questions under the correct heading. Then have students use the infographic to answer their questions.

WEEKLY QUESTION Remind students of the Weekly Question: *How does a volcano eruption change Earth?* Point out that students have learned about what happens when a volcano erupts, something they will learn more about this week.

My TURN Explain that students have learned some information about volcanoes, but that there is much more to know about this topic. Tell students that generating questions about a topic can be informative. Students become more aware of what they do not know and what they need to learn. Generating questions also guides learning and increases interest in a topic.

Ask students to circle pictures from the infographic to indicate items they would like to learn more about. Then have students work as a class to write two or three questions they would like to explore. Assist students in generating questions as needed.

ELL Targeted Support Retelling or Summarizing Material Tell students to pay close attention as you read aloud the labels in the volcano diagram on p. 586 of the *Student Interactive* and point to the part of the diagram each label represents. Then use the following supports to help students retell or summarize the material.

Have students echo read the parts of the volcano in the diagram. Then ask them to use gestures and words to briefly retell the steps of a volcano erupting. **EMERGING**

Guide students through the diagram on p. 586 in the *Student Interactive*, following the path of magma as it erupts from a volcano. Then pair students and have partners retell the process to each other. **DEVELOPING**

Have students review the diagram on p. 586 of the *Student Interactive*. Then have partners summarize how magma flows when a volcano erupts, incorporating the words from the volcano diagram into their summaries. **EXPANDING/BRIDGING**

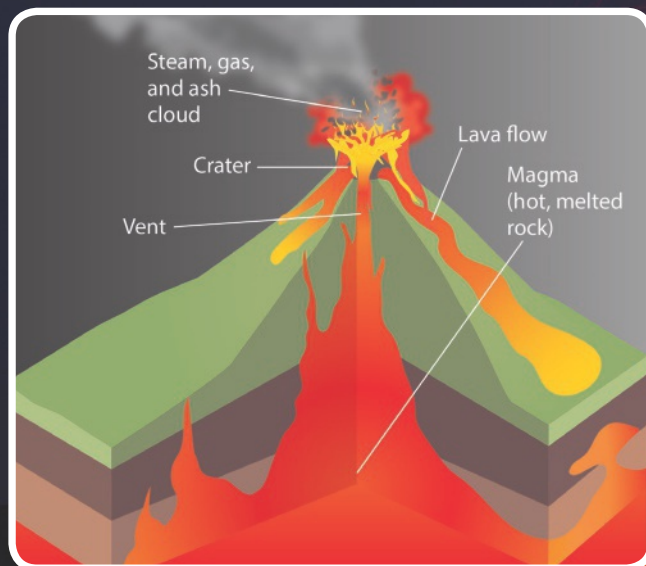
STUDENT INTERACTIVE, pp. 586-587

WEEKLY LAUNCH: INFOGRAPHIC | DIAGRAM

WEEK 4

Earth Erupts

Deep underground, it is hot. A volcano is an opening that lets the heat out when it erupts. About 2,000 volcanoes are active on Earth. An active volcano is one that is likely to explode in the future.



Volcano erupts



Lava flows



Lava cools

Weekly Question

How does a volcano eruption change Earth?

Readers can ask questions about an interesting topic because they want to find out more about it. Generate, or ask, questions about volcanoes for informal inquiry.

MY TURN Study the diagram and the photos. Working with your class, write two or three questions you would like to explore about volcanoes.

Listening Comprehension

OBJECTIVES

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

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


ELL Language Transfer

Cognates: Point out these Spanish cognates in the poem:

- mountain : *montaña*
- volcano : *volcán*

FLUENCY

Display “Volcano Sleeps.” Model reading aloud a stanza, asking students to note how you read the poem with phrasing and expression. Explain that when it is time to read the poems, students should practice reading with appropriate phrasing and expression.

 **THINK ALOUD** Analyze a Poem I notice right away that the sentences are short and they are broken up into short lines. There are no paragraphs. There are groups of lines, which are called *stanzas*. This helps me recognize the text as a poem.

Read Aloud

Tell students you are going to read aloud a poem. Have them listen as you read “Volcano Sleeps.” Encourage students to be active listeners by looking at you and thinking about what you are reading.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of poetry.

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

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

Volcano Sleeps

The mountain awakes
And magma bursts up.
Hot lava flows down the mountain's side.
Hot, glowing, steaming, red.

Dusty ashes swirl
And cover the land.
Frightened animals flee in panic.
Gray, dark, swirling, twirling.



"Volcano Sleeps," continued

Years pass slowly
And the mountain sleeps.
Rain washes the ash away.
Quiet, lonely, peaceful, new.

Green shoots appear
And reach for the sky.
Animals return to their homes.
Blooming, green, fragrant, new.

The mountain sleeps
And inside it's quiet.
Until the mountain wakes again.
Shaking, smoking, fiery, erupting.

But this is nature
And this is our world.
Changing our Earth with fire and ice.
Eroding, carving, exploding, burning.

THINK ALOUD Analyze a Poem I see the structure and pattern of the poem: four lines to a stanza, last line consists of four describing words, first line connected to the second line with the word *and*. The sensory words help me picture the different stages, from the eruption, to the regrowth, to the threat of another volcano.

ELL Access

To prepare students for the reading of the poem, provide this summary:

This poem does not rhyme, but it does have a pattern. The poem is about a volcano. The volcano explodes. The trees die, and animals run away. Over time, trees grow back and animals return. But the volcano could erupt again one day.

WRAP-UP

"Volcano Sleeps"

Pattern

Sensory
Words

Theme/
Topic of the
Poem

Have students complete the chart and then turn to a partner to discuss how the chart helps them understand this text is poetry.

FLEXIBLE OPTION

INTERACTIVE

Trade Book Read Aloud

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

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



Poetry

LEARNING GOAL

I can read poetry about the Earth.

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

LANGUAGE OF THE GENRE

Have students use the following words in their discussions about poetry:

- lines
- stanzas
- rhyme
- rhythm
- sensory words
- pattern

FLEXIBLE OPTION ANCHOR CHARTS

- Display a poster-size anchor chart in the classroom that students can add to throughout the week.
- Have students add elements in poems they are reading: lines, stanzas, rhyme, rhythm, and repetition.
- Have them add any sensory words that they find.

ELL Language Transfer

Cognates Point out Spanish cognates related to poetry.

- line : *línea*
- repetition : *repetición*
- rhythm : *ritmo*

Minilesson

FOCUS Tell students that a poem is writing that expresses feelings and ideas. Poems have lines, and groups of lines are called *stanzas*. Lines and stanzas show visual patterns. Poems have rhythm and some poems rhyme. Both rhythm and rhyme are elements of structure. Students can look for these features:

- Does the text have groups of lines, or stanzas?
- Does the text have rhythm, or a pattern of beats?
- Does the text have rhyming words? Remember not all poems have rhyming words.
- Are there repeated words? Repetition makes a poem interesting and sometimes provides rhythm.
- Are there sensory words that help the reader visualize the text?
- Is the text presented in a shape?

MODEL AND PRACTICE The text “Volcano Sleeps” doesn’t rhyme but it does have a pattern that repeats. There are sensory words in each stanza. The sensory words help me visualize what’s happening with the volcano.

Review the anchor chart. Ask students if they have read poems that had a particular shape.

ELL Targeted Support Poetry Provide practice in seeing, hearing, and reading poems.

Read aloud two short poems. Ask students what they think or feel about the poems. Provide sentence frames: *I think* _____. *I like* _____. *I feel* _____.

EMERGING/DEVELOPING

Provide examples of different types of poems and read them aloud. Ask students to tell what features the poems have in common and how they are different. Ask them to share their feelings about the poems. **EXPANDING/**

BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on *SI* p. 592.

Circulate as students work to determine whether they need guidance in distinguishing between poetry and informational text.

OPTION 2 Use Independent Text Ask students to mark elements of poetry in a poem they are reading with sticky notes. They can discuss the elements they found with a partner.

✓ QUICK CHECK

Notice and Assess Can students identify poetry?

Decide

- **If students struggle**, revisit instruction about poetry in Small Group on pp. T228–T229.
- **If students show understanding**, have them continue practicing the strategies for reading poetry, using the Independent Reading and Literacy Activities in Small Group on pp. T228–T229.

STUDENT INTERACTIVE, pp. 592–593

GENRE: POETRY

READING WORKSHOP

My Learning Goal I can read poetry about the Earth.

Poetry

A poem is a piece of writing that uses vivid words to appeal to the senses. The words express feelings and ideas, often in a rhythmic way. Usually, the words are arranged in lines, and the lines are arranged in stanzas. Sometimes, however, a poem:

- is arranged to make a shape.
- becomes part of a picture.
- has different styles of lettering.

A poem's shape, placement, and lettering can add meaning and fun.

TURN and TALK How are poems different from informational text? Do you think poems are written to explain facts? Why or why not?

Many poems rhyme, but not all poems.

A poet can create poems using shapes to add enjoyment and meaning.

- A poem about a sunset might take this shape.
- A poem about a plant might have a leafy shape.
- A poem that says STOP might fill this shape.
- A poem using dialogue may be in this shape.

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Respond using newly acquired vocabulary as appropriate.

ELL Access

Word Parts

Use word parts to reinforce word meanings. Underline *act* in *reaction* and *source* in *resources*. Help students review the base words' meanings and connect these meanings to those of the Academic Vocabulary words.

Word Parts

Minilesson

FOCUS ON STRATEGIES Remind students that word parts can help them figure out the meaning of a new word.

- A prefix is a word part added to the beginning of a word.
- When the prefix *re-* or *un-* is added to a word, the word has a new meaning.

Remind students of the Academic Vocabulary word *balance*. Add the prefixes *re-* and *un-* to *balance* and display the words *rebalance* and *unbalance*. Discuss with students how each prefix changes the meaning of *balance*.

MODEL AND PRACTICE Model by working through the first row of the graphic organizer on *SI* p. 621. Write *re + read = reread*. Circle the prefix *re-*. The prefix *re-* can mean “again.” The prefix changes the meaning of the word *read* to “read again.” Ask volunteers to use *reread* in a sentence and then have students write their own sentence in the chart. Ask them to review their sentences to make sure they have used *reread* correctly based on its meaning.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Write Proper Nouns

FOCUS Display this proper noun in cursive: *July*. Remind students that a proper noun begins with an uppercase letter that must be correctly connected to the rest of the word.

MODEL Model writing the proper noun *July* in cursive writing, using appropriate strokes when connecting letters. Then dictate the following words: *Ana*, *Bob*, *Cam*, *Eve*, and *February*. Spell each word as you dictate it, and have students write the words with the proper formation of uppercase letters and each uppercase letter correctly joined to the remainder of the word.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 621 in the *Student Interactive*.

WEEKLY STANDARDS
PRACTICE 


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

STUDENT INTERACTIVE, p. 621

VOCABULARY
READING-WRITING BRIDGE

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

My Learning Goal



Academic Vocabulary

Word parts can help you figure out the meaning of a word. The words **rebalance** and **unbalance** have two parts, a prefix and a base word:

re-	+	balance	=	rebalance
un-	+	balance	=	unbalance
prefix	+	base word	=	new word

Adding the prefix **re-** to balance, means to balance again.
Adding the prefix **un-** to balance, means to make it not balanced.

MYTURN Add the prefix **re-** or **un-** to each base word to build a new word. Then use the word in a sentence.


Possible responses:

Prefix	Base Word	New Word	Sentence
re-	read	reread	I reread the book.
re-	play	replay	Replay that video.
un-	tie	untie	Untie the knot.

Look in a dictionary to find other words with the prefixes **re-** and **un-**, and identify the base words.

621

PRACTICE Have students complete *Handwriting* p. 267 in the *Resource Download Center* to practice writing proper nouns in cursive.


Real Together

Name _____

Handwriting

Write Proper Nouns
All proper nouns begin with uppercase letters. Uppercase cursive letters *a, c, e, h, k, l, m, n, o, s, y, z* are connected to the next letter in the word. The other uppercase cursive letters are not connected.

Look at the word **Raul** below. As the uppercase letter **R** is finished, it connects to the beginning of the lowercase letter **a**. Trace the word.
Look at the word **Tonya** below. When the uppercase letter **T** is finished, it ends. It does not connect to the lowercase letter **o**. Trace the word.

Raul

Tonya

Look at the word **Tonya** below. When the uppercase letter **T** is finished, it ends. It does not connect to the lowercase letter **o**. Trace the word.

MYTURN Trace each word. Then write each word on your own. Work carefully to make sure the letters are joined correctly.

Tonya

Raul

Tonya

Raul

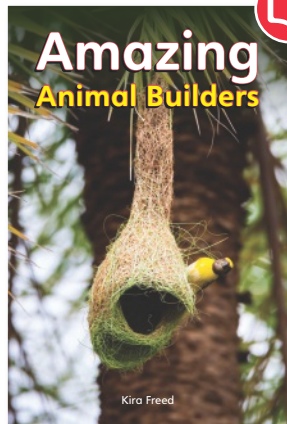
Grade 2 • Unit 5 • Week 4
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Handwriting p. 267

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 J

Genre Procedural/How-to

Text Elements

- Some ideas new to most readers
- Many lines of print per page

Text Structure

- Compare and Contrast



LEVEL K

Genre Adventure

Text Elements

- Longer, more complex sentences
- Content carried by print

Text Structure

- Chronological



LEVEL K

Genre Informational Text

Text Elements

- Varied organization of information
- Sentences of more than fifteen words

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Poetry

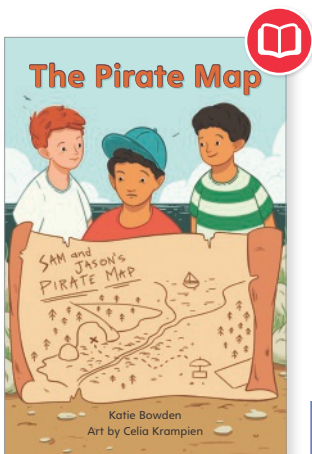
- What is the topic of this text?
- What about this text makes you think it is a poem?
- What sensory language can you find?

Develop Vocabulary

- How does rhyme help you read the words?
- What does the word ____ tell about the theme of the poem?
- Why did the author use this particular word?

Explain Patterns and Structures

- How has the poet organized this poem?
- What examples of repetition can you find?
- How is the structure in this poem similar to or different from other poems you have read?



LEVEL L

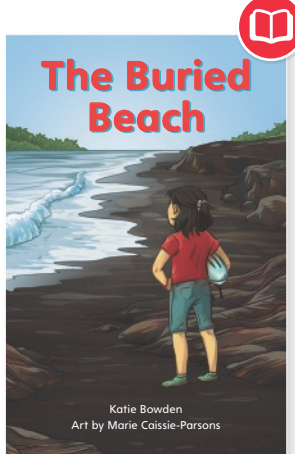
Genre Realistic Fiction

Text Elements

- Challenging multisyllable words
- Content carried by print

Text Structure

- Chronological



LEVEL M

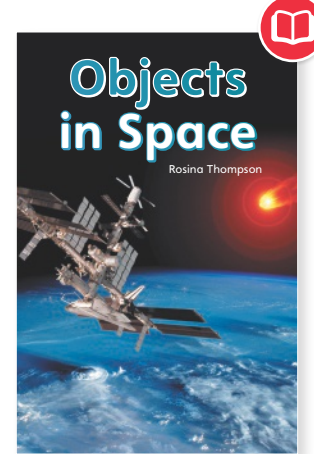
Genre Realistic Fiction

Text Elements

- Content carried by print
- Multiple characters to understand

Text Structure

- Chronological



LEVEL M

Genre Informational Text

Text Elements

- New vocabulary defined in the text or glossary
- Variety of text features

Text Structure

- Description

Make Connections

- What does this poem make you think of?
- Tell about a poem you have read that has this same structure.
- What feelings or ideas in this poem have you read about before?

Compare Texts

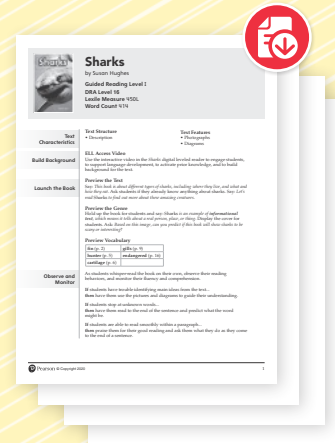
- How is a poem different from a story?
- How is a poem different from informational text?

Word Work

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T223 to determine small group instruction.

Teacher-Led Options

Strategy Group

DISCUSS POETRY

Teaching Point Today, I want to review elements of poetry with you. Poems are written in lines and the lines are grouped in stanzas. Poems can rhyme, but they don't have to. Poems do have some sort of pattern and often a rhythm. Poems use specific words that help the reader picture what the poem is about. Some poems take the shape of the topic of the poem. Look back to “Volcano Sleeps,” and review the ways students can tell this text is poetry.

ELL Targeted Support

Direct students' attention to the read-aloud poem “Volcano Sleeps” on pp. 264–265. Read the poem aloud and have students read it to themselves again. Monitor students' understanding by asking questions about the text using accessible language.

Ask students to respond to the following yes/no questions. Do poems have lines? (Yes) Do some poems have rhyming words? (Yes) Does this poem rhyme? (No) **EMERGING/DEVELOPING**

Provide simple poems from students' independent reading or leveled reading. Have groups compare one of the poems to the poem “Volcano Sleeps.” Have groups ask and answer simple questions about the poems. **EXPANDING/BRIDGING**



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

Intervention Activity

DISCUSS POETRY

Use Lesson 29, pp. T169–T174, in the *myFocus Teacher's Guide* for instruction on poetry and drama.

LEVEL C • READ

Lesson 29 Genre: Poetry and Drama

DIRECTIONS Read the drama “The Tiger and the Goat” and the poems “The Stars” and “The Full Moon.” Notice how the structures of drama and poetry are different from other stories you have read.

The Tiger and the Goat

Characters: Tiger Goat

Setting: The forest. There is a group of trees and a small pond.

- 1 **GOAT.** (*takes a drink from the pond*) What a nice day it is today!
- 2 **TIGER.** (*jumps out of the trees*) Yes, it is a very nice day! I am hungry. And you look like a very tasty goat!
- 3 **GOAT.** Oh, please don't eat me, Tiger. If you do, you'll be sorry!
- 4 **TIGER.** Why will I be sorry?
- 5 **GOAT.** There is another tiger in this pond. It is bigger and stronger than you. It is planning to eat me. If you eat me first, it will get mad.
- 6 **TIGER.** Let me see this Tiger! I will chase it away.
- 7 (*Tiger looks in the pond. It sees its own reflection. It thinks the reflection is the other tiger.*)
- 8 **TIGER.** I see you, Tiger! I will get you! (*Tiger jumps at its reflection and falls in the pond.*)
- 9 **GOAT.** (*laughing and running away*) See! I said you'd be sorry!

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Reading Literature T • 169

On-Level and Advanced

INQUIRY

Question and Investigate Ask students to generate questions about volcanoes and choose one to investigate. Throughout the week, have students conduct research required to answer the question. See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

IDENTIFY POETRY

Talk About Independent Reading Ask students to explain why the text they are reading is poetry.

Possible Conference Prompts

- How is the text organized?
- What elements of a poem does this text have?
- How do sensory words help you visualize the text?

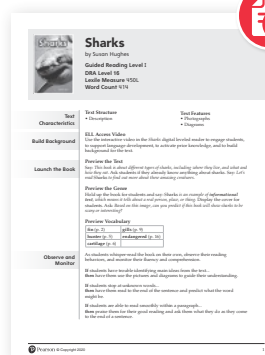
Possible Teaching Point Poetry can take many forms and shapes. However, one thing all poems have in common is that they are written to create pictures in the mind of the reader.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see Matching Texts to Learning, pp. T226–T227.
- For instructional support on understanding theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Have one or more students share a poem they are reading and explain what features it has and why they enjoy it.

Independent/Collaborative

Independent Reading



Students can

- look for and read a self-selected poetry collection.
- read or listen to a previously read Leveled Reader or eText.
- begin reading the Book Club text.
- work on an activity in the *Resource Download Center*.

Centers



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

Literacy Activities



Students can

- make a sensory chart to list examples of senses addressed in poems they read.
- play the myView games.
- work in small groups to identify examples of lines, stanzas, rhythm, repetition, and rhyme in poems they are reading.

BOOK CLUB



See Book Club, pp. T496–T499, for

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

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

ADDITIONAL PRACTICE



For additional student practice with the syllable pattern VCCCV, use *Phonics* p. 252 from the *Resource Download Center*.







FOUNDATIONAL SKILLS

Name _____

Phonics
Syllable Pattern VCCCV
A word with a VCCCV syllable pattern has three consonants between two vowels. Two of the consonants can be a blend (as in *nd* or *st*), or they can make one sound (as in *ph*).

MY TURN Decode, or read, the words with the syllable pattern VCCCV. Write a word from the box that matches each picture.

monster	sandwich	dolphin	orchard
---------	----------	---------	---------

-  sandwich
-  dolphin
-  monster
-  orchard

Then use two of the words to write two new sentences on the back of this paper.

Grade 2, Unit 5, Week 4
252

Phonics p. 252

Phonics: Decode and Write Words with Syllable Pattern VCCCV

Minilesson

FOCUS Remind students that words are made up of syllables and that each syllable in a word has only one vowel sound.

MODEL AND PRACTICE Write the word *mushroom* and point to the letters as you refer to them. I can divide this word into syllables to make it easier to decode. I see three consonants between two vowels, which is the VCCCV pattern. Two of the consonants are a digraph. I know that I cannot split up digraphs or blends, so I divide the word after the digraph. Divide the word: *mush/room*. I have a closed syllable with a short vowel and a syllable with the vowel sound /ü/. I can read the word: *mushroom*. Repeat this process to instruct students on how to decode VCCCV words with blends. Use the word *display*. Say: I see three consonants between the vowels *i* and *a*. I know that the consonants *p* and *l* make up a blend, and I cannot split a blend. I divide *display* before the blend. Divide the word: *dis/play*. I have two syllables, and I can demonstrate phonetic knowledge by decoding the word: *display*. Have students demonstrate and apply this phonetic knowledge to decode these VCCCV words with blends: *constant*, *pilgrim*, *surprise*.

ELL Targeted Support Syllable Patterns Provide practice in recognizing VCCCV patterns.

Write the words: *after* and *mushroom*. Circle the blend and digraph. Point out that *ft* is a blend and *sh* is a digraph. Then write a word with a VCCCV pattern that contains a blend: *extra*. Underline the letters *x*, *t*, *r*. Circle the blend *tr*. The letters *tr* are a blend. We do not split up a blend when we divide words into syllables. Divide the word: *ex/tra*. Have students sound out each syllable with you and blend the syllables to read the word. Repeat with the word: *purchase*. **EMERGING/DEVELOPING**

Write several VCCV words: (*blanket*, *pretzel*, *hunger*) and VCCCV words (*inspect*, *complex*, *contrast*) in random order. Have pairs work together to sort the words into two groups: VCCV or VCCCV. Then have students take turns reading aloud each word. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding words with the VCCCV syllable pattern.

APPLY MyTURN Have students complete the My Turn activity on p. 589. Tell them to look for the words that have the VCCCV pattern.

OPTION 2 Independent Activity

Have students use Letter Tiles to make the words: *panther*, *address*, and *complete*.

QUICK CHECK

Notice and Assess Are students able to identify and write words with the VCCCV syllable pattern?

Decide

- **If students struggle**, revisit instruction for Syllable Patterns in Small Group on pp. T256–T257.
- **If students show understanding**, extend instruction for Syllable Patterns in Small Group on pp. T256–T257.

HIGH-FREQUENCY WORDS



Display the high-frequency words *measure*, *remember*, and *early*.

- Display *measure* and have students read it.
- Point to a student and have him or her spell the word.
- Point to a different student and have him or her use the word in a sentence.
- Repeat the routine for the words *remember* and *early*.
- Challenge students to use two of the words in the same sentence.

measure

remember

early

STUDENT INTERACTIVE, p. 589

FOUNDATIONAL SKILLS

Syllable Pattern VCCCV

Divide a VCCCV word between the single consonant and the blend or digraph formed by the other two consonants. Then read each syllable.

MYTURN Underline the word with the VCCCV syllable pattern. Draw a line between the syllables. Read the word. Then write a sentence using it.

1. students children **chil/dren**

Possible response: Children must go to school.

2. pumpkin supper **pump/kin**

Possible response: We carved a smiley-face on the pumpkin.

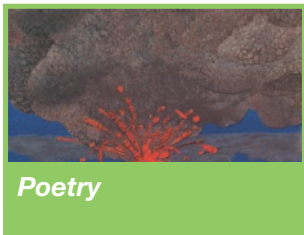
3. hundred thousand **hun/dred**

Possible response: Dawn can count to a hundred very quickly.

4. mister monster **mon/ster**

Possible response: This story has a huge monster in it.

Introduce the Text



OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 594 in the *Student Interactive*.

lava: hot, melted rocks that flow from a volcano

construction: the act of building something

cinders: pieces of rock and wood that are partly burned

crater: a hole at the top of a volcano

detour: to go a different way

- Say: *These words will help you understand details in **Volcano Wakes Up! As you read, highlight the words when you see them in the text. Think about how these words help you understand details about volcanoes.***

Read

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

FIRST READ STRATEGIES

READ Have students read the poems to identify what they are about.

LOOK Have students pay attention to how the poems are structured and organized.

ASK Have students ask questions about the connections between the words and the structures of the poems.

TALK Tell students to talk with a partner about what they found interesting about the poems.

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



EXPERT'S VIEW Pamela Mason, Harvard University

“We think that simple sentence structures are very straightforward for children, but they can get thrown off by a simple switch in structure, such as “said he” versus “he said.” If students transpose words in a text, it is important to think about why: Was this a real decoding error or was it a semantic reversal which is not important to making meaning.”

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



ELL Targeted Support Preteach Vocabulary Use visuals and examples to help students understand the vocabulary.

Provide sketches to help students understand word meanings. Use the words in simple oral sentences to help them understand. **EMERGING**

Read aloud the words and define them. Ask students to tell which words are about volcanoes. Create oral sentences, leaving out a vocabulary word and asking them which word fits in the sentence. **DEVELOPING/EXPANDING**

Read and define the words. Ask partners to make sketches showing the meanings of the words. **BRIDGING**

ELL Access

Background Knowledge

Students make meaning not only from the words they learn, but also from their prior knowledge. Encourage students to share personal knowledge or ideas from texts they have read about volcanoes and effects of volcanic eruptions and explosions.

STUDENT INTERACTIVE, pp. 594–595



Volcano Wakes Up!

Preview Vocabulary

Look for these words as you read *Volcano Wakes Up!*

lava construction cinders crater detour

First Read

Read to understand the poems.

Look at the structures of the poems.

Ask yourself questions about how the words and structures are connected.

Talk about what you found interesting.

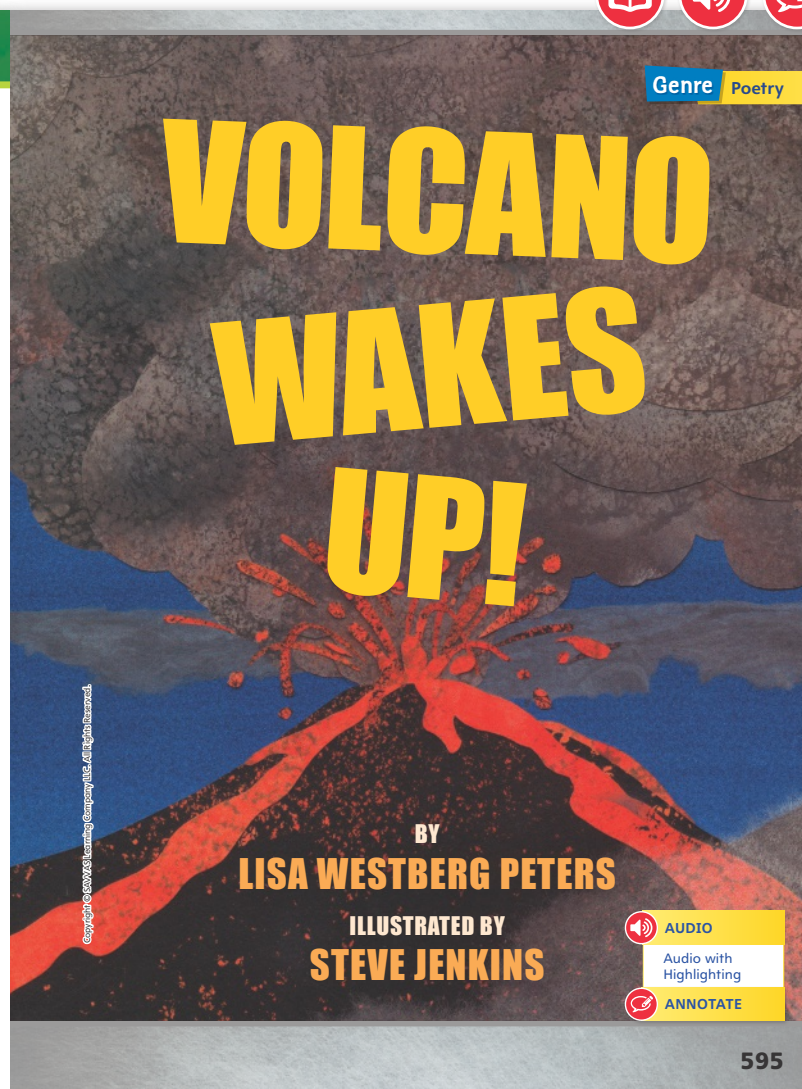
Meet the Author



Lisa Westberg Peters loves science, especially earth science. In fact, she looks at and touches rocks and landforms wherever she goes. Lisa Westberg Peters lives in Minneapolis, Minnesota, within walking distance of the Mississippi River and three public libraries.

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Genre Poetry

VOLCANO WAKES UP!

BY
LISA WESTBERG PETERS
ILLUSTRATED BY
STEVE JENKINS

AUDIO
Audio with
Highlighting
 ANNOTATE

595

First Read

Ask

THINK ALOUD At the beginning of the text, I read the word *Volcano* and see a picture of a mountain. Is this a volcano? I read that the narrator volcano is the baby and not as big as the big sister. The mountain in the picture is small. Is that because it is still a baby volcano? I'll read to find out.

Close Read

Make Connections

Explain to students that making connections between what they already know and what happens in a text can help them enjoy it more and better understand and remember it. Authors help readers make connections. Have students scan the text and highlight words that make them think of people in a family. **See student page for possible responses.** Then ask how the author is helping the reader make a connection. **Possible Response:** The author is describing a volcano as if it is a baby. Readers can connect the way the volcano acts to a baby throwing a tantrum.

DOK 2

OBJECTIVE

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

CLOSE READ

Make Connections

Highlight words that make you think of people in a family you might know.

VOLCANO

I'm the baby.

I'm much smaller than my

big sister volcanoes. I'm a little sleepy now, but when I wake up, *watch out!* I throw

5 nasty tantrums. It always works—I get the most attention!

596

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Foundational Skills Extension

Vowel Pattern VCCCV

Use pp. T216–T217 to review the vowel pattern VCCCV. Then have students find a word in the poem on p. 596 with the VCCCV pattern. (tantrum) Then have them identify each syllable and read the word aloud.




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First Read

Look

 **THINK ALOUD** I can see that this is part of the same picture from the other page. The mountains on this page might be the big sister volcanoes mentioned in the poem. This helps me see how big volcanoes can be, and it helps me better understand the shape of volcanoes. It also helps me understand why the poem looks the way it does. The writer shapes the poem like a volcano.

CROSS-CURRICULAR PERSPECTIVES

Science



The volcano in the poem is small. It takes a long time for volcanoes to grow big. They do not grow the way people do; they grow by erupting over and over again. As a volcano erupts, molten rock, or magma, and ash come from within the Earth and flow onto the surface of the volcano as lava. As it cools, the lava hardens and some of it becomes part of the volcano. With each eruption, the volcano becomes taller. Have students connect this information to the Weekly Launch on pp. 586–587.

First Read

Talk

THINK ALOUD Here are some words I find interesting in the poem: “cool,” “gray,” “uncurl,” “strrrrrretch,” “misty streamers,” and “raindrops.” I like to talk with others to find out what they find interesting in the poem.

Close Read

Explain Patterns and Structures

Guide students to recall that the term *repetition* refers to words that are used again and again. In poetry, repetition can add rhythm and emphasize key ideas. Have students scan the poem and underline words and phrases that are repeated. **See student page for possible response.** Ask students to explain why the repetition makes the poem more enjoyable to read.

Possible Response: I can expect what is coming next, and this helps me connect to the poem. It is fun to read the repeated words. The repeated words help to give an interesting rhythm to the poem.

DOK 1

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

CLOSE READ

Explain Patterns and Structures

Underline words and phrases in the poem that are repeated.

FERNS

We ferns love cool,
we ferns love
gray,
we ferns love
5 the mornings when
Fire-maker
sleeps
late. Let's
celebrate! Let's
10 uncurl
our
fiddleheads,
let's strrrrrretch out
our fronds,
15 let's
hang misty
streamers and throw
raindrops around.
Hey,
20 everyone,
come to the caldera.
Let's party!

598

Possible Teaching Point

Academic Vocabulary | Word Parts

Use the Academic Vocabulary lesson on pp. T224–T225 in the Reading-Writing Workshop Bridge to remind students they can use word parts to figure out the meanings of unfamiliar words. Ask them to point out and read words in the poem with the prefix *un-* and the suffix *-er*. (*uncurl*, *Fire-maker*) Discuss with students each word's meaning.



LAVA FLOW CRICKET 1

Hey, bro, where R U?

I know it's early a.m.

:-< But I have a feeling

the Big V's gonna

5 shake tonite. The wind

is gonna blow & the

lava is gonna flow.

C U L8R. Call me!

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CLOSE READ



lava hot, melted rock that flows from a volcano

First Read

Read

THINK ALOUD When I read this, I see the word “bro,” which I think is short for *brother*, and I see the sentence “C U L8R.” My older sister used to text that on her phone. I also read the title: “Lava Flow Cricket 1.” This makes me think there will be a “Lava Flow Cricket 2” poem as I read on.

Possible Teaching Point



Read Like a Writer | Author's Craft

Voice Help students understand the use of abbreviations to establish the voice, or personality, of the cricket. Point out the abbreviations “Big V, where RU,” and “C U L8R.” Discuss the meanings of the abbreviations and ask students why the author may have chosen those to show the voice of the cricket. For more instruction on Author's Craft, see pp. T264–T265.

First Read

Talk

Notice the shape of the signs on this page. Talk with a partner about where you have seen signs like these and what the shape and color usually mean.

Close Read

Make Connections

Remind students that the writer of the poems is inviting them to make connections to people and items they are already familiar with. Have students read the Close Read note and highlight words they have seen on signs or heard people say. **See student page for possible responses.** Draw students' attention to the sign that says *proceed with caution*. Ask students to explain why this sign would be located on this road. **Possible Response:** This road is on an active volcano. It would be dangerous to be near an active volcano.

DOK 2

OBJECTIVE

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

CLOSE READ



Make Connections

Highlight the groups of words that you have seen on signs or heard people say.

SMALL BLACK ROAD



600

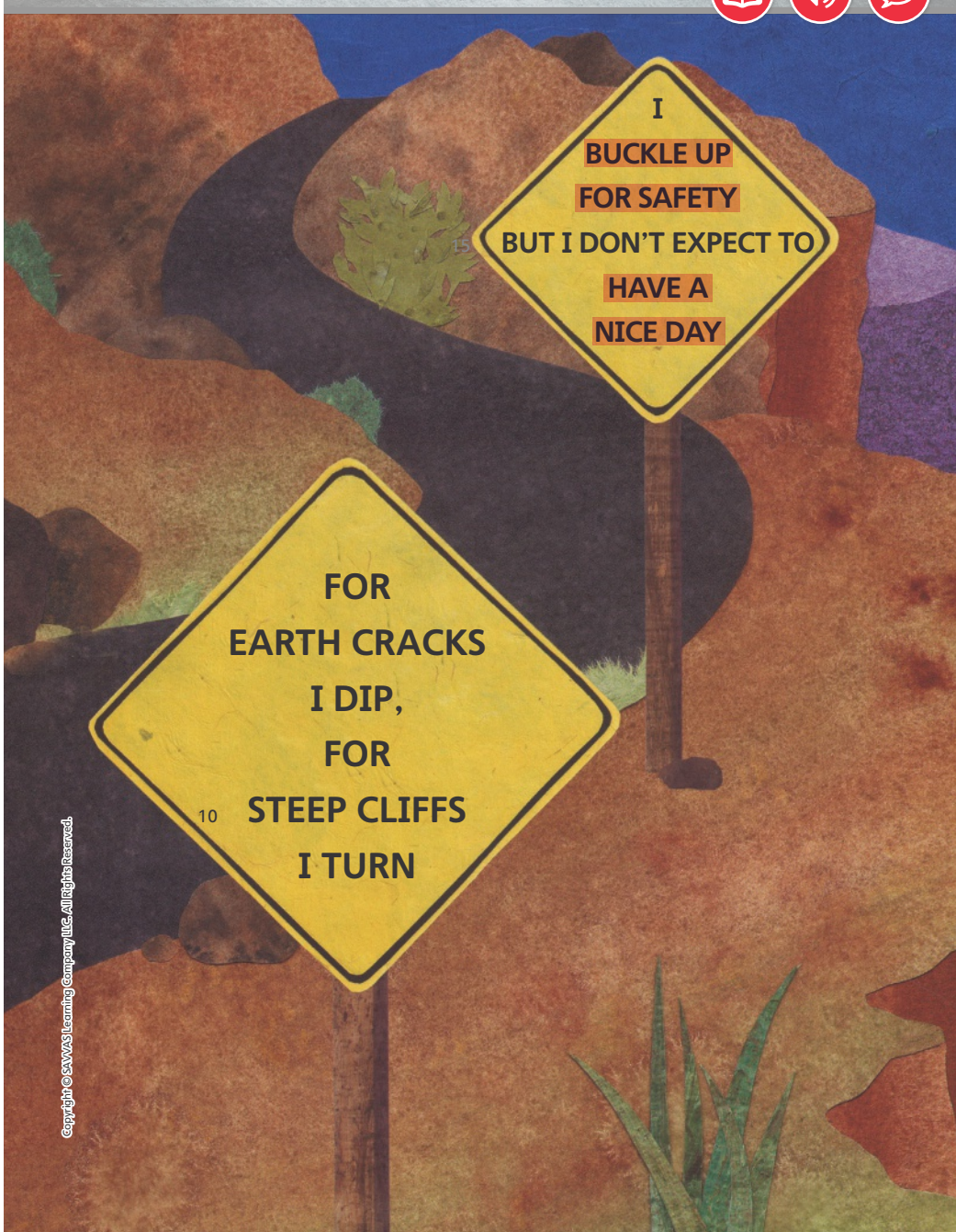
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Possible Teaching Point



Read Like a Writer | Author's Craft

First-Person Point of View To help students identify who is talking in the poem, point out the title "Small Black Road" and the pronoun *I* used throughout. Ask why the author might have chosen to have a small black road describe its path through an active volcano. For more instruction on Author's Craft, see pp. T264–T265.




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601

First Read

Look

 **THINK ALOUD** I know that the title of this poem is “Small Black Road.” I notice that the author put the words of the poem on road signs. I think that’s clever and helps remind me that the speaker of the poem is a small black road.

ELL Targeted Support Environmental Print Help students learn to recognize the print they see in their everyday life.

Have students review the signs on pp. 600-601 in the *Student Interactive*. Ask students to name or draw signs they see every day. **EMERGING**


Have students describe what some familiar signs and symbols ask them to do. **DEVELOPING**

Have students write sentences explaining why signs and symbols are important. **EXPANDING**

Have partners develop a new sign for the classroom based on signs they have previously seen. Tell them to explain what message their sign conveys. **BRIDGING**

First Read

Ask

 **THINK ALOUD** I notice that some of the letters are in bold print and I ask myself why. As I read the poem, I begin to figure it out.

Close Read

Explain Patterns and Structures

Remind students that poets may use structure to reinforce the meaning and purpose of a poem. Ask students to reread the poem and underline the letter at the beginning of each line that helps spell out the time of day that the poem takes place. **See student page for response.** Ask students if they found the poem more interesting because it included letters at the beginning of lines to spell a word. Have them explain their responses.

Possible response: Yes, it was interesting. The bold print made me notice the letters, and then I wondered why they were there. After I spelled the word *morning*, I wondered why the word *morning* was important to the poem. Then I realized the poem is about events that happen in the morning.

DOK 1

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

CLOSE READ



Explain Patterns and Structures

Underline the letter in each line of the poem that helps spell the time of day the poem takes place.

SUN TO MOON

Moon, my friend! You look so pale.

Or is it just my glare? You should

Rest and dream for now, but why

Not meet me later over bread?

5 I'll ask the earth, my baker friend, at

Noon to bake you something warm.

Good morning, Moon! I'll see you tonight.

602

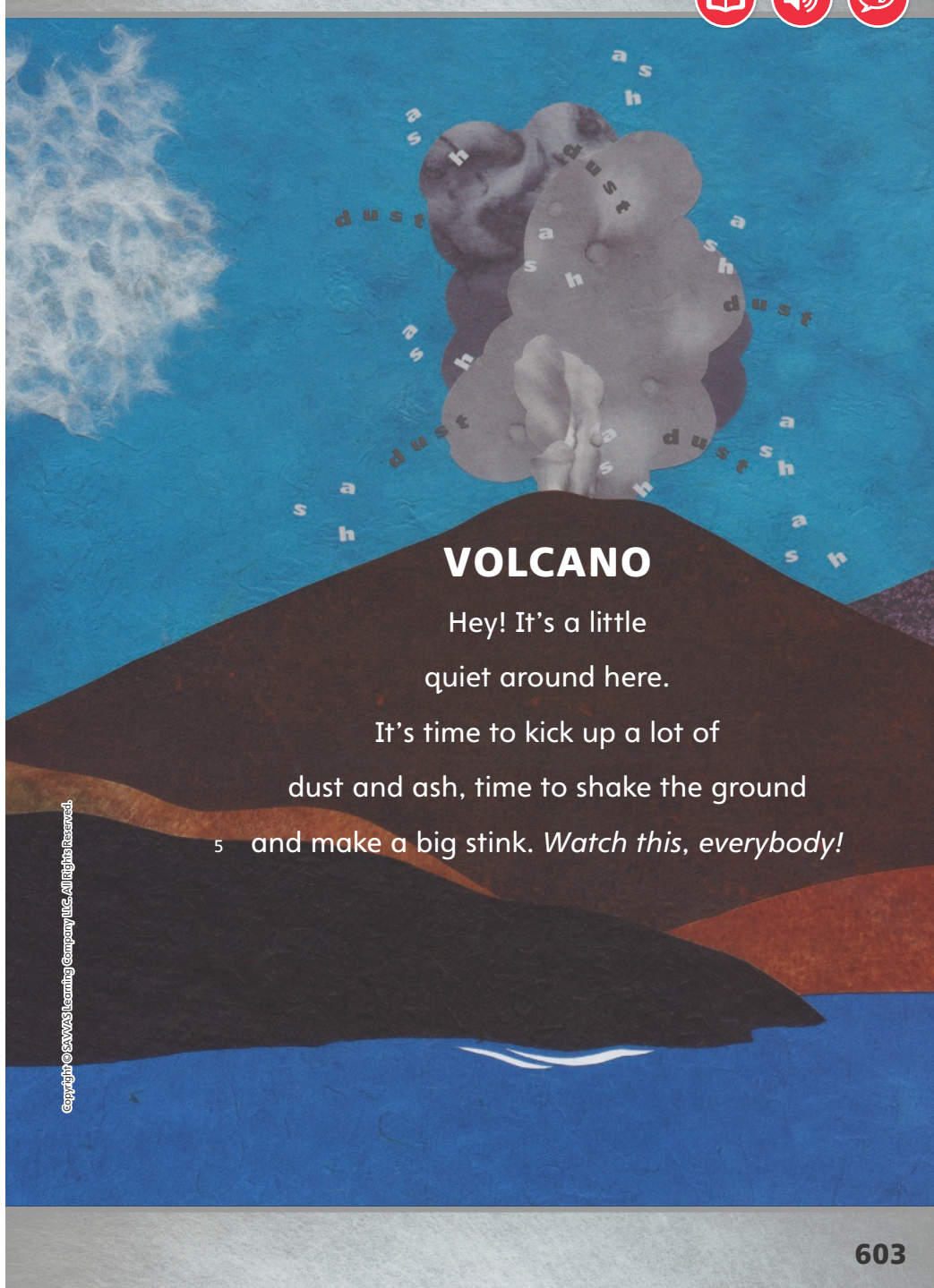
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Possible Teaching Point



Language & Conventions | Compound Subjects and Predicates

Use the Language & Conventions lesson on p. T435 in the Reading-Writing Workshop Bridge to review compound subjects and predicates. Point out the following from the poem "Sun to Moon": "You should rest and dream for now." Ask how many people the sentence is about. (one: you) Then ask how many things the person should do. (two: rest and dream)



VOLCANO

Hey! It's a little
quiet around here.


It's time to kick up a lot of
dust and ash, time to shake the ground
5 and make a big stink. *Watch this, everybody!*

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603

First Read

Look

 **THINK ALOUD** I notice that this volcano is erupting, and I notice that ash is coming out of the volcano. The writer has added the words *ash* and *dust* to the illustration of the ash and dust coming out of the volcano.

Possible Teaching Point




Read Like a Writer | Author's Craft

Personification Explain that authors sometimes give human characteristics to something that is not human. Personification adds interest and helps readers connect to the subject of a text. Discuss what the volcano is saying in the poem. Ask why the author might want the volcano to act and talk like a person. For more instruction on Author's Craft, see pp. T264–T265.

First Read

Read

 **THINK ALOUD** As I read these poems, I have started to notice that certain characters are showing up for the second time. This is the second poem about the ferns. They seem to realize it is getting closer to the time when the volcano will erupt.

Close Read

Explain Patterns and Structures

Guide students to recall that poets sometimes use shapes or other interesting ways of putting a poem together. In this case, the writer has created a poem in the shape of a fern. Have students look at the shape of the poem and underline a line that is part of the stem and one that is a frond. Point out that there are many possible answers. Students should underline a one-word line as part of the stem and a line with more than one word as part of the fronds.

DOK 2

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

CLOSE READ

Explain Patterns and Structures

This poem is tall and thin and shaped like a fern. Underline a line that is part of the stem of the fern and one that is a part of the fronds, or leaves.

FERNS

Fire-maker's awake!

She's about to

make

this caldera

5 a lake of fire and

lava. Ah, the

party

must be over.

Put away all the

10 streamers.

Say

good-bye,

honeycreepers.

But wait . . . it's

15 not

hot yet. It's

not even warm

yet. What a

lucky

20 delay on this

beautiful day. Hey,

everybody, let's

party!

604

CROSS-CURRICULAR PERSPECTIVES

Science



The fern in the poem invites others to come to the caldera for a party. A caldera is a large basin-shaped hole that forms around a volcano after an eruption. When magma shoots out from underground, it leaves an empty space behind that may cause the ground and rock above it to collapse. Calderas are much larger than the craters that form at the top of volcanoes, often ranging from one to thirty miles across. Have students connect this information to the Weekly Launch on p. 586.



LAVA FLOW CRICKET 2

Hey, bro, I M way back
in the cave. I was
ZZZZZZ hard, but that
nsty smll woke me up.


5 P U! :-o The Big V
must be cranking up.
Where R U? Bye4now.

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605

First Read

Read

 **THINK ALOUD** I thought when I read “Lava Flow Cricket 1” that there would be a “Lava Flow Cricket 2” poem—and I was right! I can see that these poems are told in the same kind of language. I think the crickets must be communicating with one another.

ELL Targeted Support Abbreviations Tell students that the writer has abbreviated words in the poem to show the personality, or voice, of the cricket. Display these abbreviations: “Hey, bro, I M way back in the cave.”; “Where R U? Bye4now.”

Read the first sentence and have students point to it in the poem. Now write the sentence without any abbreviations: “Hey, brother, I am way back in the cave.” Repeat for the second sentence. Discuss how the words mean the same thing, whether abbreviated or not. **EMERGING/DEVELOPING**

Read each sentence aloud as it appears. Have students rewrite each sentence, replacing each abbreviation with the complete form of the word.

EXPANDING/BRIDGING

First Read

Look

THINK ALOUD I know each sign shape and color has a meaning. In the last poem about the small black road, I noticed the signs were diamond-shaped and yellow. A yellow diamond-shaped sign means caution. The signs this time are yellow rectangles. They mean road construction ahead.

Close Read

Make Connections

Tell students that, by including signs and words that they are familiar with, the writer is helping them make connections with what they already know. To help readers build deeper understanding, the writer uses familiar words with words that might appear on signs on a volcano. Have students highlight words that they have seen on signs. **See student page for possible responses.** Ask students to explain how recognizing familiar signs helps them enjoy the poem. **Possible Response:** The words that are familiar on the signs make it easy to make a connection. The added lava and volcano warnings make the poem funny.

DOK 2

OBJECTIVE

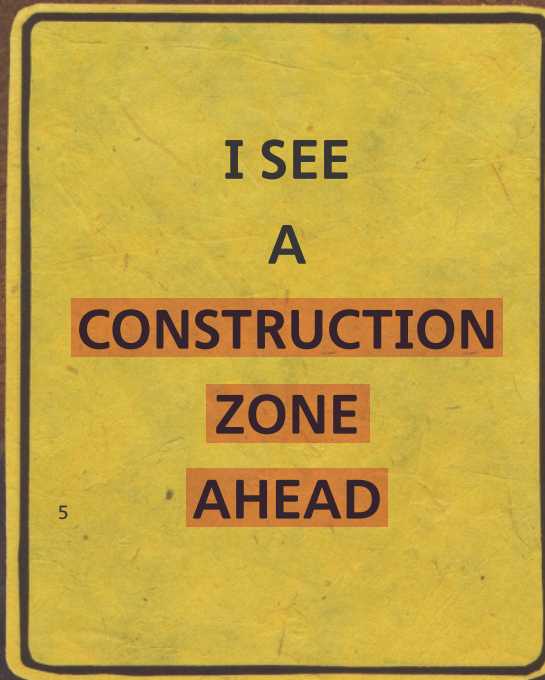
Make connections to personal experiences, ideas in other texts, and society.

CLOSE READ

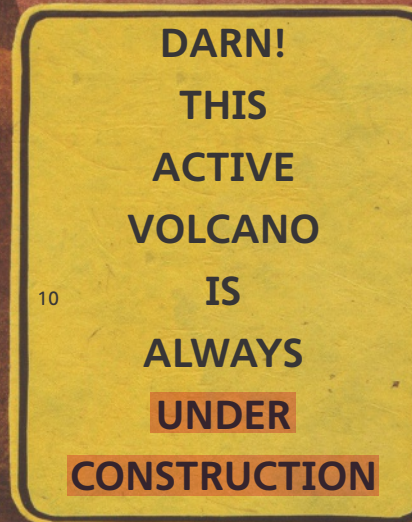
Make Connections

Highlight words in the text that you have seen on signs.

SMALL BLACK ROAD



construction the act of building something



606

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Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language To help students understand how the author is using figurative language for humor, point out the phrases “CONSTRUCTION ZONE AHEAD” and “UNDER CONSTRUCTION.” Explain that signs such as these usually warn people in an area where a road is being built or paved. This is an activity done by people. Discuss how, in this case, the volcano is doing the “paving.” Ask why the author might have chosen to connect the paving of a road with the spreading of lava from a volcano. How does that make the poem funny? (The volcano is doing the paving.) For more instruction on Author's Craft, see pp. T264–T265.



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607

First Read

Look

THINK ALOUD I notice that one of these signs has the phrase *steep cliffs*. This is a phrase that does appear on some road signs. And I see the word *paving*. I remember that this means “to make a road smoother,” and it is also a word that is on some real road signs. I can see that the author is continuing to take real road signs and connect them to what happens near an active volcano.

Possible Teaching Point



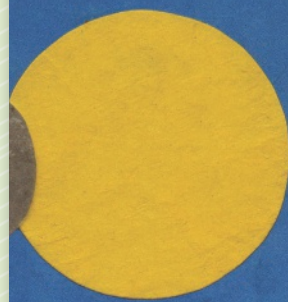
Read Like a Writer | Author's Craft

Graphic Features Explain that in some cases, the structure and the way a poem looks are very important parts of the reader's enjoyment of the poem. Point out how the writer and illustrator of “Volcano” have created a visual treat by connecting the poem's words to the illustrations on each page. Ask students how their appreciation of the poems might change if the text were not illustrated. For more instruction on Author's Craft, see pp. T264–T265.

First Read

Talk

Talk with a partner about what you notice about the structure of this poem. How is the structure related to the subject of the poem?



SUN

My baker friend has just begun!

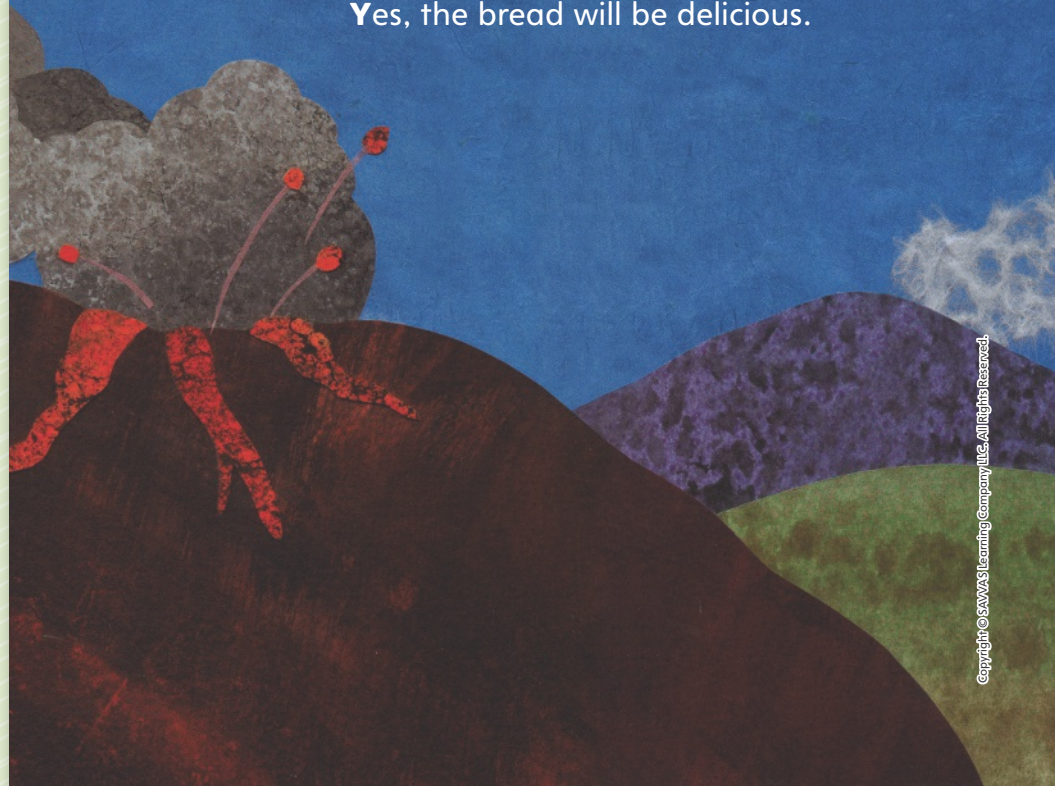
I know because it's noon. I look straight

Down and see the steam escape her

Door. By twilight, she'll be finished

5 And Moon and I will share a feast.

Yes, the bread will be delicious.



608

Possible Teaching Point



Read Like a Writer | Author's Craft

Imagery Tell students that writers of poetry use descriptive words that help readers form pictures in their minds. These words help readers appreciate and experience what they are reading. Point out the phrase “Moon and I will share a feast.” Explain that a feast is a huge meal, often celebrating something. Ask students why they think the author described what is about to happen as a feast. What picture do they get in their minds of the feast that is to come? For more instruction on Author's Craft, see pp. T264–T265.



CLOSE READ

Vocabulary in
Context

Underline words in the poem that help you understand the meaning of the word *douse*.

cinders pieces of rock and wood that are partly burned

VOLCANO

Look at me!

I can fling cinders

and ash into the sky. I can

huff and chuff and pour rivers of

5 lava down my side. Rain, you can't douse my

fire. Wind, you can't blow it out. Fog, you can't hide it.

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609

First Read

Look

THINK ALOUD I can see that this poem is in the same shape as the other poems with the title "Volcano." And the subject is the same. But things are changing. The volcano does not look calm now.

Close Read

Vocabulary in Context

Remind students that looking at an unfamiliar word's context can help them figure out its meaning. Have students underline words in the text that help them understand the meaning of *douse*. **See student page for possible response.** Discuss the words they underlined, and ask them to explain why they chose those words. In addition, ask students to tell how the picture helps students understand the meaning of the word. **Possible Response:** Students should recognize that rain puts out a fire, so douse means "to put liquid on something."

DOK 1

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CROSS-CURRICULAR PERSPECTIVES

Science



The effects of a volcano can be felt hundreds and even thousands of miles away from the eruption and for years afterward. In 1991, ash from Mount Pinatubo spread around the globe. Because of that eruption, the Earth was measurably cooler for two years. Falling ash can cover the landscape, fly up into Earth's atmosphere, and make it hard for people to breathe. Volcanoes can cause thunderstorms, fires, and large-scale destruction of property. In the vicinity of the volcano, fast-moving lava can kill animals, plants, and even people.

First Read

Read

THINK ALOUD I notice that the volcano is erupting. Lava is flowing, and cinders are flying. This poem is shaped like the fern, so I know the poem is about it. I'll read to find out how the fern is affected by the erupting volcano.

CLOSE READ

FERNS

Eeeeeee-yikes!

That was
close!

A cinder
5 so big and so hot,
it glowed!

We're
all going
to fry to a crisp
10 and die! No . . .
wait.

Fire-maker
flows, but she's
passing us
15 by.

We might
not burn, at least
not tonight.

Hey,
20 everybody,
come to the crater.
Let's party!

crater a hole at the
top of a volcano

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Possible Teaching Point

Read Like a Writer | Author's Craft

Using Sensory Language Remind students that poets often use sensory language to help readers “feel” and “see” details in the poem. Read aloud the lines that describe the cinder. (“A cinder so big and so hot, it glowed!”) Have students explain how this language guides the reader to understand exactly what the cinders were like. (**Possible response:** By showing that it was glowing, we know it was very hot.) For more instruction on Author's Craft, see pp. T264–T265.



LAVA FLOW CRICKET 1

Hey, bro, I M at the
 AllUCanEat, AllInt,
 HotLavaBBQ! The
 food is xInt—loads
 5 of bugs toastd &
 roastd by the heat!
 :-) There U R. Look
 up. Sweet, no?

CLOSE READ



Make Connections

Highlight words in the text that are missing letters. Use what you know about spellings of real words to figure out what words these letters represent.

First Read

Talk

Talk with a partner about how the cricket reacts to the volcano erupting. How does the cricket feel about the volcano?

Close Read

Make Connections

Tell students that they can make connections with texts through their own personal experiences. Ask them when they have seen language similar to the words used in the poem. Have students reread the poem and highlight words with missing letters. **See student page for possible response.** Discuss what each word means and which letters are missing. Ask students to explain why they think the poet chose to use this kind of language.

Possible Response: This makes readers think of texting, and it makes the poem more interesting and fun to read.

DOK 2

OBJECTIVE

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




ELL Targeted Support Contextual Support Help students read and understand the challenging new words that the poet has shortened. Tell them to use the text surrounding the shortened words to help derive meaning.

Have students find “AllUCanEat” and “There U R” in the poem and point to the letter *U* in each. Ask what word the Cricket could use that sounds like *U*. (*you*). Repeat with the word “xInt”. **EMERGING/DEVELOPING**

Ask students if they know what people can do in an “all you can eat” restaurant (eat as much as they want). Have students find the words in the poem that sound like “all you can eat” and tell what the letter *U* stands for. Then help students decipher more shortened words. **EXPANDING/BRIDGING**

First Read

Ask

 **THINK ALOUD** These road signs look like the road signs in the earlier poems, but they say something different. I can ask myself how the messages on the signs are connected to what is happening with the volcano.

Close Read

Make Connections

Remind students that they can increase their enjoyment and understanding of a text by making connections between what they already know and what they read. Tell students that they can connect to the poem by thinking about road signs they have seen in the past. Have students reread the text and highlight words they have seen on road signs. **See student page for possible responses.** Ask how the writer has combined words readers may have seen on signs to create a message about the route through the lava.

Possible Response: The messages “Soft Shoulder,” “Fresh Paint,” “Detour,” and “Scenic Route” are all messages that appear on signs. The writer has combined them to describe the route past the volcano lava.

DOK 2

OBJECTIVE

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

CLOSE READ 

SMALL BLACK ROAD

Make Connections

Highlight words in the text that you have seen on signs.



detour go a different way when a road is blocked; a different route



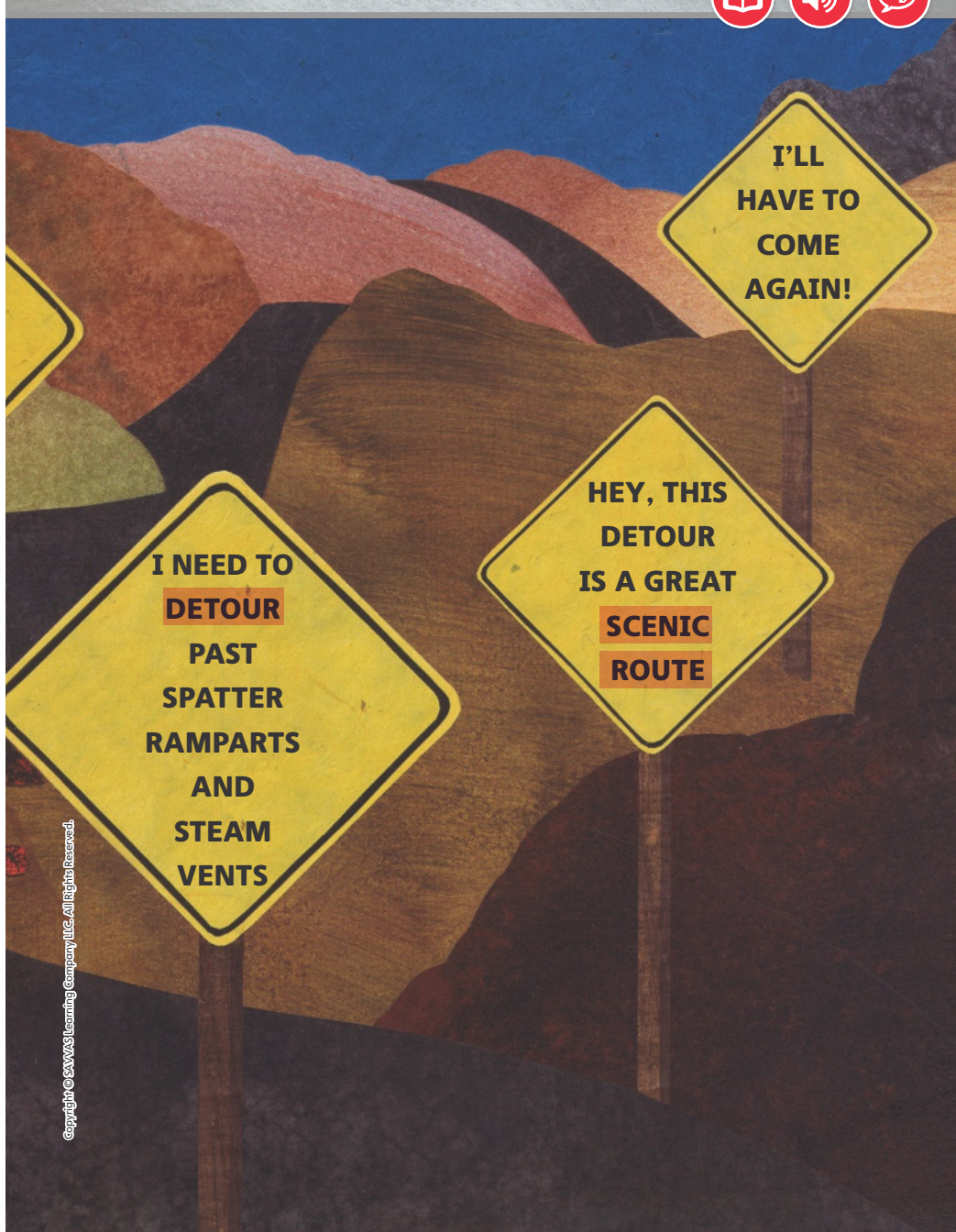
612

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Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language Help students understand the use of figurative language in the expression: “THIS RED HOT PAVING OPERATION.” Ask why the author might have described the spread of lava by comparing it to the paving of a road. The volcano is not doing any paving, though the lava flow is covering the ground as paving covers a road. The comparison makes the poem funny. For more instruction on Author's Craft, see pp. T264–T265.



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First Read

Ask

THINK ALOUD As I read, I can circle anything I have a question about. On one of the signs I read “I need to detour past spatter ramparts and steam vents.” I do not know what “spatter ramparts” are. I need to know that to understand the sign.

CROSS-CURRICULAR PERSPECTIVES

Science



One of the signs in the poem mentions making a detour past “spatter ramparts” and “steam vents.” *Spatter* refers to bits of lava that are spit into the air from a crack or fissure during a volcanic eruption. When these bits land, they are still molten and so they stick together to form a kind of wall-like structure, or *rampart*. *Steam vents* are areas where water seeps down to hot volcanic rocks and comes back up as steam.

First Read

Talk

Talk with a partner about what you find interesting about the structure of this poem. What do the letters that begin each line spell? How does that connect to the setting of the poem?

MOON TO SUN

Tonight, my sunny friend,

We haven't too much time.

I crack the oven door and ...

Look! The bread is done.

5 **I**t's hot and holds the oven's

Glow. Let's have a bite! I

Hope you dream tonight and

Thanks, my friend. I'm full.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Beat Help students understand that writers of poetry often use words to create a rhythm, or beat. Read aloud the first two lines of the poem, emphasizing every other syllable. Ask students how reading aloud poetry with a beat can make it more enjoyable. For more instruction on Author's Craft, see pp. T264–T265.

CLOSE READ **Explain
Patterns and
Structures**

Underline the words that are in the shape of a flow of lava.


VOLCANO

Moon, are you
already here? I should
go to bed, but I'm wide awake
and I'm bigger! I have new layers of
5 lava and cinders. Sea, are you awake too?
What should we do? I know! I'll send you a ribbon
of red lava,
a gift!
Moon,
10 watch
this!

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First Read**Look**

 **THINK ALOUD** I see that the volcano is really active now! The lava is flowing down the volcano and onto the land and into the sea. I notice that the words of the poem fit in the area between the lava flows.

Close Read **Explain Patterns and
Structures**

Remind students that the author and illustrator of this text have made connections between the words and the structures of each poem. Have students underline the words in the shape of the lava flow (the word *lava* repeated six times). Ask students why showing these words in this way makes the poem easier to understand and more interesting.

Possible Response: I can see what lava is and what it looks like when it flows. I can see a ribbon of lava.

DOK 2

OBJECTIVE

Explain visual patterns and structures in a variety of poems.

Possible Teaching Point **Academic Vocabulary | Word Parts**

Use the Academic Vocabulary lesson on pp. T224–T225 in the Reading-Writing Workshop Bridge to remind students that they can use word parts to understand the meaning of a word and also understand relationships between words. Point out the word *bigger*. Explain that *-er* at the end of a word often means that two things are being compared. Ask what two things are being compared here. (the volcano before and after the eruption)

Respond and Analyze



OBJECTIVES

Use print or digital resources to determine meaning and pronunciation of unknown words.

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

Respond using newly acquired vocabulary as appropriate.

Discuss the author's use of print and graphic features to achieve specific purposes.

My View

Use these suggestions to prompt students' initial responses to reading *Volcano Wakes Up!*

- **Retell** Tell a partner what you found surprising or unusual about the poems.
- **Make a List** List all the characters that appear in the poems, including those that are not alive in the real world.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Remind students that they can look up words in a dictionary. Point out that texts sometimes include definitions of words.

- Look for definitions of key terms in the margin.
- Make sure you understand the definition by rewriting it in your own words.

MODEL AND PRACTICE Direct attention to *SI* p. 599 of *Volcano Wakes Up!* Have students choral-read with you the sentence containing *lava*. Continue by choral-reading the definition. Say: **To make sure I understand this definition, I'm going to rewrite it in my own words.** Write: *Lava is melted rock from a volcano.*

Ask students if they can think of other words to use to define *lava*.

ELL Targeted Support Vocabulary Display the sentence from *SI* p. 599 of *Volcano Wakes Up!* that has the word *lava*.

Guide students in finding and echo-reading the definition in the margin. Ensure students understand each word in the definition by using accessible language and by eliciting responses to sentence frames, such as: *Melted means _____.* **EMERGING/DEVELOPING**

Have students find and read the definition of *lava* in the margin and use accessible language to describe *lava* to struggling peers. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students use a dictionary to complete the activity on p. 616 of the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to use the chart on p. 616 as a model for a graphic organizer they will create to write definitions for an independent-reading text.

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. T258–T259.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T258–T259.

Check for Understanding My TURN Have students complete p. 617 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 616–617

VOCABULARY	COMPREHENSION	READING WORKSHOP												
<p>Develop Vocabulary</p> <p> MY TURN Use a dictionary to look up the words. Write each meaning in your own words. Then pronounce the words with a partner and compare the meanings you wrote.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>lava</td> <td>melted rock from a volcano</td> </tr> <tr> <td>construction</td> <td>the building of something</td> </tr> <tr> <td>cinders</td> <td>pieces of burnt rock and wood</td> </tr> <tr> <td>crater</td> <td>the hole at the top of a volcano</td> </tr> <tr> <td>detour</td> <td>a different route or to go a different way</td> </tr> </tbody> </table>	Word	Meaning	lava	melted rock from a volcano	construction	the building of something	cinders	pieces of burnt rock and wood	crater	the hole at the top of a volcano	detour	a different route or to go a different way	<p>Check for Understanding</p> <p> MY TURN Look back at the texts to answer the questions. Write the answers.</p> <p>DOK 2 1. How can you tell these texts are poetry? Possible response: The words look different on the page. The language is playful. Some of the lines aren't complete sentences.</p> <p>2. Why do you think the poet arranged the lines of the poem "Volcano" in a triangle? DOK 3 Possible response: to make the poem look like a volcano</p> <p>DOK 3 3. Which poem do you like best? Why? Possible response: I like "LAVA FLOW CRICKET 1" because it's written like a text from a cricket. It's funny because crickets don't text.</p>	
Word	Meaning													
lava	melted rock from a volcano													
construction	the building of something													
cinders	pieces of burnt rock and wood													
crater	the hole at the top of a volcano													
detour	a different route or to go a different way													
616	617													

Use the  **QUICK CHECK** on p. T231 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

DECODE WORDS WITH SYLLABLE PATTERN VCCCV

Write the word *hundred* and read it aloud, stressing the vowel sounds. Say: *I can hear two vowel sounds in the word hundred, so I know it has two syllables. I see the VCCCV vowel pattern in the word and the blend dr. I can break the syllables before the blend.* Say the word in syllables. Then have students blend the syllables to say the word. Ask: *What other words do you know with the VCCCV syllable pattern? (explain, sandwich, dolphin, hamster, and mushroom)* Have students break each word they suggest into syllables.

ELL Targeted Support

Have students practice identifying the syllable break in VCCCV words.

Write: *address, complain, and constant.*

Help students identify the consonant blend in each. Remind them that these letters belong in the same syllable. Have students tell where the syllable break is in each word.

EMERGING/DEVELOPING

Write: *address, complain, and constant.* Have students identify the consonant blend in each. Then have them rewrite each word with a hyphen at the syllable break. **EXPANDING/BRIDGING**



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

Intervention Activity



SYLLABLE PATTERN VCCCV

Use Lesson 10, pp. T75–T76, in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL C • MODEL AND TEACH

Lesson 10 Syllable Patterns

INTRODUCE Remember that some words can be broken into smaller parts called syllables. You already learned how to divide some words into syllables. Today we will learn how to divide words that contain some common syllable patterns.

MODEL Read aloud "Apple Pie" from Student Page S75.

Apple Pie

Sam saw a hot apple pie on the table. Sam loved apple pie. He wanted to gobble it up. But he had to control himself. The pie was for his uncle. Sam's parents were having a party for Uncle Jim later. It was going to be a complete surprise!
So, Sam left the apple pie on the table. He didn't take a bite. He ate an apple from the fruit bowl instead.

TEACH Reread the passage with students. Point out *hot* in sentence 1. Let's say this word: *hot*. *Hot* has one syllable that ends in a consonant. Syllables that end in a consonant usually have a short vowel sound. *Hot* has a short *o* sound. Point out *going* (sentence 7) and say it with students. *Going* has two syllables. The first syllable ends in a vowel. A syllable that ends in a vowel usually has a long vowel sound. The first syllable of *going* has a long *o* sound. Point out *bite* (sentence 9) and have students say it. *Bite* has one syllable that is made up of a vowel, a consonant, and a final *e*, which is silent. The vowel that comes before the final *e* has a long vowel sound. *Bite* has a long *i* sound.

Point out *table* (sentence 8) and *control* (sentence 4). Let's say these words: *table, control*. *Table* has the consonant *b* followed by the letters *le*. *Control* has a vowel (*o*) followed by three consonants (*n, t, and r*) and another vowel (*o*).

Point out *later* in sentence 6. Let's say this word: *later*. *Later* has a vowel + *r*. The letter *r* changes the sound of the vowel *e*. Together the letters make the sound /er/.

Help students identify other passage words with the patterns described above.

Objectives:
• Understand the concept of syllable patterns.
• Recognize the closed, open, and VCe syllable types.
• Recognize syllable pattern C + le.
• Recognize syllable pattern VCCCV.
• Recognize that an r-controlled syllable has a vowel plus r.
• Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllable words.

Phonics, Morphology, and Spelling T • 75

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.

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with the VCCCV syllable pattern. Have them write each word they create on a note card. Have them take turns showing a card and having other students in the group say the word in syllables and then blend the syllables to read the word.



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

Decodable Reader



Students can read the decodable reader, *Let's Remember*, to practice reading words with the VCCCV syllable pattern and high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *measure*, *remember*, and *early*. *When you see these words in today's story, you will know how to read them.*

Pair students for reading and listen carefully as they use letter-sound relationships to decode.

High-Frequency Words

Encourage students to see how many times they can use the high-frequency words *measure*, *remember*, and *early*. Have them record each time they use the words in one day and then share what they found with the class.

Centers



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

Decodable Reader

Let's Remember Decodable Reader
Written by Halo Ali **28**

Syllable Pattern VCCCV
complex pumpkins
contrast sandwiches
extra substrate
hundreds surprise
inspect

High-Frequency Words
answers have
measure
done remember
early some

217

It is no surprise that school will be ending soon. Let's remember some of the hundreds of things we have done.

218

We found out how to contrast two things and tell how they are different.

219

In math, we found out how to measure objects and subtract big numbers.

220

We found out how to inspect complex problems to find answers.

221

We had fun with pumpkins early in the grade.

222

We made extra sandwiches for the food bank.

223

There is so much to remember. What do you remember most about this grade?

224

Use the  **QUICK CHECK** on p. T255 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers have tools they can use to determine the meaning of a word. They can look at nearby words and pictures to try to figure out the meaning. Or they can use a dictionary to check the definition. Direct students' attention to *SI* p. 606. Work with a volunteer to check the definition of *construction* in the margin and in a dictionary. Have the volunteer tell the definition to the class.

ELL Targeted Support

Tell students that drawing a picture can help them learn the meaning of a word. Direct their attention to the word *construction* on p. 606 of *Volcano Wakes Up!*

Read the definition in the margin to students, and initiate a discussion in which you draw out their knowledge of construction and construction equipment. Have students draw a picture of the things you discuss. **EMERGING/DEVELOPING**

Pass out dictionaries and instruct students to look up the definition of *construction*. Have students draw, title, and label a picture illustrating construction. **EXPANDING/BRIDGING**



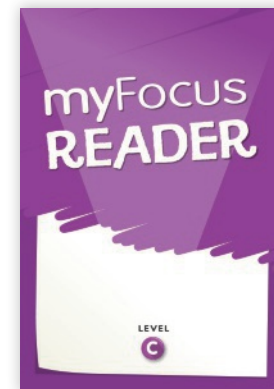
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



DEVELOP VOCABULARY

Read pp. 60–61 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide instructional support for decoding, comprehension, word study and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask them to take turns reading with appropriate phrasing and expression. If necessary, model reading with fluency.

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 Have students share the strategies they used to figure out the meaning of new words they came across in their reading.

Possible Conference Prompts

- How did pictures and nearby words help you understand what these words meant?
- When you checked the dictionary, were your definitions right or wrong?
- Did writing definitions help you remember them?

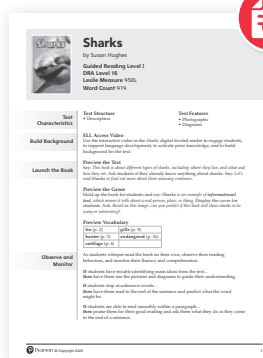
Possible Teaching Point Taking time to learn the meaning of new words makes the things you read more interesting and enjoyable.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T226–T227.
- For instructional support on using pictures and context clues to determine the meanings of unfamiliar words, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread and listen to this week's shared read or an eText.
- read a self-selected poetry collection or the Book Club text.
- choral-read a poem with a partner, quietly clapping beats.

Centers



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

Literacy Activities



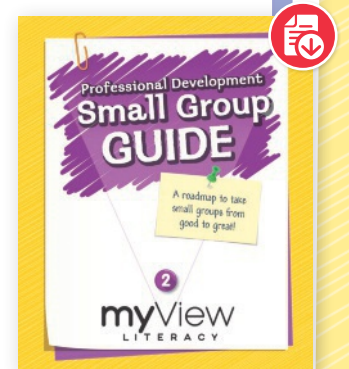
Students can

- work with a partner to discuss and complete the activity on *Student Interactive* p. 616.
- play the *myView* games.
- complete *Phonics* p. 252 from the *Resource Download Center*.

SUPPORT PARTNER READING

Students can often better understand unfamiliar texts through partner-reading activities. Students can guide each other through passages each might find difficult.

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



Whole Group

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

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Decode words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

Phonics: Review Words with Syllable Pattern VCCCV

Minilesson

FOCUS Review the syllable pattern with students. Write the word: *complex*. Ask students to tell where they would divide the word into syllables and why. Review the rule that they do not split blends and digraphs, so they should divide the word *complex* before the blend.

Repeat with the word *athlete*. Have students identify the digraph in the word and tell where they would divide it into syllables.

MODEL AND PRACTICE Say: *I know that it can help me sound out and read words better if I break the words down into smaller parts. I can sound out each part and then blend the parts together to read the whole word.* Create the following word cards: *crisis, fragrant, combine, letter, dictate, comfort, before, carbon, complex, elbow, distract, subtract, extra, complain, mushroom, frustrate, kingdom, subscribe, nostril, complete, and approach.* Write VCCCV on one card and *Other Syllable Patterns* on another card. Place these cards on the floor or in a pocket chart. Mix up the word cards and put them face down. Have partners take turns drawing a card, reading the word, and deciding whether it has a VCCCV pattern. Ask them to place the word card under the appropriate heading. After students have gone through all the cards, challenge them to see if they can recognize other syllable patterns in the words.

APPLY Have students search for several words with the syllable pattern VCCCV in a book they are reading. Have them list the words and divide them into syllables. Ask partners to share their lists with each other.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Ask students to read aloud the words on p. 590 in the *Student Interactive* with you.

MODEL AND PRACTICE Model using the words in oral sentences. Ask students to clap when they hear you say one of the high-frequency words. **I remember that I got up early last weekend; I will measure the room.** Call on several students to use a word in an oral sentence.

APPLY My TURN Then have students complete each sentence below the box.

TURN, TALK, AND SHARE Have students work with a partner to read the sentences again and write their own sentences for each of the words in the box.

STUDENT INTERACTIVE, p. 590

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know



MY TURN Read the words in the box. Complete the sentences using the words.

measure

remember

early

1. Ms. Ramos often comes to school **early**.
2. **Remember** to tie your shoes!
3. Please use a ruler to **measure** the poster.



TURN and TALK Read the sentences aloud with a partner. Then make up your own sentences. Use each word. Exchange sentences with your partner and read each other's sentences.



Explain Patterns and Structures



OBJECTIVES

Explain visual patterns and structures in a variety of poems.

Identify and explain the use of repetition.

ACADEMIC VOCABULARY

Integrate As you discuss the structure of a poem, model using the Academic Vocabulary words:

- How do the poems in *Volcano Wakes Up!* tell about the environment?
- What is the reaction of the ferns in the poem “Ferns” to the volcano sleeping?

ELL Access

Discuss with students the purpose of being able to recognize and explain patterns in poetry. Students may benefit from scanning the poems and illustrations to get a sense of the variety of poems they will be reading.

Minilesson

Readers look for rhythm, repetition, rhyme, and visual patterns as they read poetry to understand the meaning and tone of a poem. Explain that a poem’s visual pattern and structure can add to the reader’s enjoyment.

- Read the poem aloud. Do you hear any patterns?
- Do you see any repeated words or phrases?
- How do lines that rhyme affect your response?

MODEL AND PRACTICE Ask a volunteer to read the poem on *SI* p. 598 aloud. Then use the Close Read note to model one example of how to identify patterns and structures in poetry. Identify and explain the use of repetition, as well. *As I read aloud, I hear a rhythm to the words. Clapping softly helps me hear how the sounds of the words flow like music. I also hear that some words, such as “We ferns” and “Let’s,” are repeated. This repetition makes the poem sound like a song.* Have students identify another repeated word in the poem (*love*) and explain how the use of this repetition contributes to the poem’s pattern and structure.

ELL Targeted Support Explain Patterns and Structures Help English learners see the visual pattern in the Sun and Moon poems. Have students work in groups to discuss the patterns.

Have students echo-read “Sun to Moon” on *SI* p. 602. Point out the bold letters at the beginning of each line and have students write them horizontally. Ask them how the word the letters spell relates to the poem. Then have students discuss the effectiveness of this pattern. **EMERGING/DEVELOPING**

Point out that the letters at the beginning of each line are bold for a reason, and have partners work together to figure out why. **EXPANDING**



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 explaining patterns and structures.

OPTION 1 MyTURN Have students annotate their texts using the Close Read notes for Explain Patterns and Structures and then complete p. 618 of the *Student Interactive* using their annotations.

OPTION 2 Use Independent Text Have students find poems with interesting shapes or other features that relate to the poem topic. Have them explain the structure and pattern in the poem.

QUICK CHECK

Notice and Assess Are students able to explain patterns and structures of poems?

Decide

- **If students struggle**, revisit instruction for explaining patterns and structures in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction for explaining patterns and structures in Small Group on pp. T266–T267.

STUDENT INTERACTIVE, p. 618


CLOSE READ

Explain Patterns and Structures

Poems often have special patterns or structures.

Rhythm is the pattern of sounds in a poem. The rhythm of a poem can sound like music. One way a poet creates rhythm is with **repetition**, or by repeating words.

Rhyme is a pattern of words that have the same ending sounds. Poems can have **visual patterns**, too.

 **MYTURN** Go to the Close Read notes. Follow the directions to underline the text. Use what you underlined to explain the patterns and structures of the poems.

Poem	What I Underlined	How It Helped Me Read the Poem
“FERNs” 1	“We ferns love” and “let’s”	Possible answer: Repeating these words creates a rhythm that makes the poem fun to read.
“Sun to Moon”	the letters MORNING at the beginning of the lines	Possible answer: The first letters of the lines spell “MORNING,” the time of day described in the poem.
“FERNs” 2	Possible answer: make (stem) and Fire-maker’s awake! (fronds)	Possible answer: The shape of the poem makes the poem more interesting.

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Read Like a Writer, Write for a Reader

OBJECTIVES

Explain visual patterns and structures in a variety of poems.

Identify and explain the use of repetition.

ELL Access

Author's Craft Tell students that authors choose words not just for their meanings, but also for their sounds and rhythms. Reread the phrase “nasty tantrums” with students and discuss the effect of the repetition of the sounds that mimic a tantrum. Then ask students to demonstrate their listening comprehension by having them respond to this question: [What other words contain sounds that make you think of a tantrum?](#)

Patterns and Structures of Poetry

Minilesson

FOCUS ON STRATEGIES Poets choose words and patterns carefully. This makes a poem more interesting and more fun to read. Help students identify and explain some of these words and patterns, such as repetition.

- Notice a poem’s rhythm when you read the poem.
- Look for language that helps the reader feel the experiences of the poem. Poets often use sensory words when they write.
- Poets sometimes include repeated words or groups of words in a poem. Repetition emphasizes a feeling or idea or creates rhythm.
- Poets may arrange the words of a poem in a shape that relates to the poem’s topic. This can help a reader understand a poem.

MODEL AND PRACTICE Read aloud the first example in the chart on *SI* p. 622. [There are many things a poet can do to make a poem interesting and fun. One of these is to show the poem in the shape of the poem’s topic, just like in the poem we read, “Volcano.”](#) The poet also uses repetition. [What words do you see repeated throughout the poem?](#) Help students identify the repetition of the word *I*. Ask: [Why do you think the author repeats the word *I*?](#) Discuss students’ explanations.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Practice Cursive Writing

FOCUS Display the word *teacher* in cursive.

MODEL Model writing the word *teacher* in cursive, focusing on correctly connecting the letters. Then write the following words in cursive, telling students to copy the words and correctly connect the letters: *animal*, *June*, *class*, and *detour*.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 622 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 622

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Poets arrange words in creative ways. They use the sounds of words to create beats. They repeat sounds or repeat words to get a feeling or idea across. Sometimes they even arrange the words in the shape of the topic of the poem.

Poem's Patterns and Structures	What They Create
the Volcano poem	The words are arranged in the shape of a volcano.
"nasty tantrums"	The short a and the sound of t are repeated. They create a harsh sound, like a tantrum.
"I'm the baby," "I'm much smaller," "I'm a little sleepy," "I wake up," "I throw," "I get"	The word I is repeated. This tells me that the volcano thinks a lot of itself!
"It always works—I get the most attention!"	These words and word parts are stressed, creating a beat.

MY TURN Write a short poem about something natural in our world. Use repetition and explain its meaning in your poem. **Responses should include repeated words and an explanation of the repetition.**

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Writing Workshop

Have students develop ideas in their Writing Workshop poems by focusing on patterns and structures. During conferences, support students' writing by helping them use repetition to emphasize an idea or structures and patterns to make their writing interesting and fun for the reader.

PRACTICE Have students complete *Handwriting* p. 268 in the *Resource Download Center* to practice writing words in cursive.

Name _____

Handwriting

Practice Cursive Writing

An important key to good cursive writing is practice. The more you practice, the easier it will become.

MY TURN Trace each word. Then write each word on your own. Work carefully to make sure the letters are joined correctly.

school _____

cousins _____

holiday _____

Jackson _____

Texas _____

Grandpa _____


today _____

Grade 2 • Unit 5 • Week 11

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Handwriting p. 268

Use the  **QUICK CHECK** on p. T263 to determine small group instruction.

Teacher-Led Options

Strategy Group



EXPLAIN PATTERNS AND STRUCTURES

Teaching Point Patterns and structures in a poem can affect its sound and meaning. You will understand poetry better and enjoy it more if you are aware of the rhythm, repetition, rhyme, and visual patterns. Look back at the *Volcano Wakes Up!* poems and discuss the patterns and structures.

ELL Targeted Support

Help students understand the meaning and relevance of the road signs in the three poems titled “Small Black Road” in *Volcano Wakes Up!* Have students use the visuals to enhance their understanding of the poems.

Explain that road signs provide warnings and information. Read aloud the three road signs on *S!* pp. 600–601 and say that the signs use phrases from real road signs to form a poem. Reread the sign on p. 600 and have students complete this sentence frame: *People should proceed with caution near an active volcano because _____*. **EMERGING**

Repeat the above discussion. Then have small groups read and discuss the meaning of the poem on pp. 606–607 in the *Student Interactive*. **DEVELOPING**

Repeat the above discussion. Then have partners create two new signs to place on a volcano road. Invite them to share their signs with the class. **EXPANDING/BRIDGING**



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

Intervention Activity



EXPLAIN PATTERNS AND STRUCTURES

Use Lesson 29, pp. T169–T174, in the *myFocus Intervention Teacher’s Guide* for instruction on poetry.

LEVEL C • READ

Lesson 29 Genre: Poetry and Drama

DIRECTIONS Read the drama “The Tiger and the Goat” and the poems “The Stars” and “The Full Moon.” Notice how the structures of drama and poetry are different from other stories you have read.

The Tiger and the Goat

Characters: Tiger Goat

Setting: The forest. There is a group of trees and a small pond.

- 1 **GOAT.** (*takes a drink from the pond*) What a nice day it is today!
- 2 **TIGER.** (*jumps out of the trees*) Yes, it is a very nice day! I am hungry. And you look like a very tasty goat!
- 3 **GOAT.** Oh, please don’t eat me, Tiger. If you do, you’ll be sorry!
- 4 **TIGER.** Why will I be sorry?
- 5 **GOAT.** There is another tiger in this pond. It is bigger and stronger than you. It is planning to eat me. If you eat me first, it will get mad.
- 6 **TIGER.** Let me see this Tiger! I will chase it away.
- 7 (*Tiger looks in the pond. It sees its own reflection. It thinks the reflection is the other tiger.*)
- 8 **TIGER.** I see you, Tiger! I will get you! (*Tiger jumps at its reflection and falls in the pond.*)
- 9 **GOAT.** (*laughing and running away*) See! I said you’d be sorry!

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Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a poem with appropriate phrasing and expression.

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

EXPLAIN PATTERNS AND STRUCTURES

Talk About Independent Reading Ask students to discuss the text structure of a poem they have read.

Possible Conference Prompts

- How do rhythm and rhyme make a poem sound different from other writing?
- Does the poem have an interesting shape? If not, what shape would be interesting for the poem?
- What does repetition do to the sound of the poem when you read it out loud?

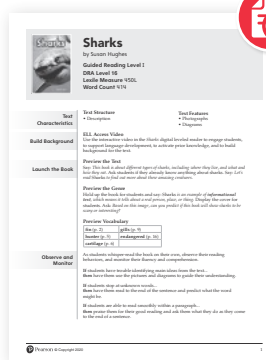
Possible Teaching Point Poets often choose shapes for their poems as well as patterns of sound. Recognizing shapes and patterns helps readers appreciate poems.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see Matching Texts to Learning, pp. T226–T227.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a group. Have one or two volunteers discuss the reading strategies they used during independent reading to help them better understand and enjoy poetry.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Volcano Wakes Up!* or another text they have previously read.
- read a collection of poems, and explain their patterns and structures.
- begin reading a new Book Club text.
- retell an independent-reading book to a partner.

Centers



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

Literacy Activities



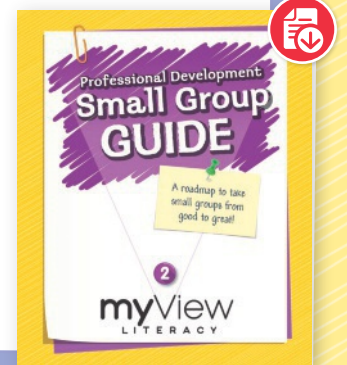
Students can

- complete the activity on *Student Interactive* p. 618.
- play the *myView* games.
- select lines from the poem and, with a partner, alternate reading the lines with appropriate phrasing and expression.

SUPPORT INDEPENDENT READING

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

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



Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words presented in the decodable story. Remind students that words are made up of sounds and that they can listen for sounds in words.

Read *Lizard's Move*

FOCUS Have students turn to p. 591 in the *Student Interactive*. Say: *We are going to read a story today about a lizard that has a big problem.*

READ Tell students that they should always be reading for meaning. If the text does not make sense, they need to stop reading and think about the text. They can go back and reread to see if that helps. If they do not know the meaning of a word, they can use context clues to determine the meaning.

Have students read the text silently. Then ask partners to read aloud the story together. One student could read the first paragraph, the second student could read the second paragraph, and they could chorally read the last paragraph.





Reread *Lizard's Move*

FOCUS ON COMPREHENSION We read about a lizard that has a big problem. Let's reread the text to make sure we understand what his problem is. Reread the story aloud with students.

Ask: **What is Lizard's problem?** Have students read aloud the sentences that tell Lizard's problem. Read question 1 on p. 591. Have students discuss the question, find the part of the text that tells what Lizard does, and then write the answer. Continue with question 2.

RETELL Have students work with a partner to retell *Lizard's Move* to each other.

STUDENT INTERACTIVE, P. 591



FOUNDATIONAL SKILLS

Lizard's Move

Early one morning, Lizard felt the earth shake. Suddenly, he saw the mountain begin to explode! "Oh my! I must get out!" he exclaimed.

He jumped into the water in an instant and swam as fast as he could. Then he turned and watched his homeland change.

"I simply can't live there now," said Lizard. "I'll have to move."

1. What does Lizard do when the mountain begins to explode?

He jumps into the water.

2. Why must Lizard find a new home?

His homeland changes too much.

3. Draw a line to show where syllables break in these words. Then find and underline the words in the story.

explode **ex/plode** instant **in/stant** simply **sim/ply**

Make Connections



OBJECTIVES

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

Describe personal connections to a variety of sources.

ACADEMIC VOCABULARY

Integrate Provide oral practice with unit Academic Vocabulary words as students discuss making connections.

- Name the kinds of resources in nature you thought of when you read *Volcano Wakes Up!*
- What would your reaction be if you saw a volcano erupt on TV?

Minilesson

FOCUS ON STRATEGIES As you read a poem, you can make connections.

- Does the poem make you think of something you have experienced or something you have learned from your own life?
- Does the poem make you think of other poems or texts you have read?
- How is it similar to and different from the other texts you have read in this unit?

MODEL AND PRACTICE Model making connections as you complete the first row of the graphic organizer on p. 618 of the *Student Interactive*. Have students turn to *SI* p. 605. *When I read the first cricket poem, it made me think of text messages I've seen people send. I see the same kinds of words and symbols, like Bye4Now. I can make this connection because I've seen similar text messages before. I see that the author is doing something fun with the poem, making a cricket talk in the way people send text messages.* Have students skim the poems and find a detail that reminds them of other texts they have read. Then have them briefly describe the connection.

ELL Targeted Support Write Sentences Help English language learners write sentences to understand the shortened text and symbols in the cricket poems.

Echo-read the first cricket poem on *SI* p. 599 with students. Tell students to raise their hands when they see a word or symbol they do not understand. Write the shortened words and symbols and review them. Have students rewrite the shortened words and symbols into unabbreviated words and then write simple sentences with the words. **EMERGING**

Have students complete the Emerging activity. Then have them write a summary of the poem using the unabbreviated words. Encourage students to use a variety of sentence patterns. **DEVELOPING**

Have students write a short original poem that includes at least four of the shortened words and/or symbols. Then have them summarize their poem in writing, using a variety of sentence patterns. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections.

OPTION 1 My TURN Have students annotate the text using the Close Read notes for Making Connections. Then have them use the text evidence to complete the chart on p. 619 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they can make connections in their independent reading. Have them write the connections on their sticky notes.

QUICK CHECK

Notice and Assess Are students able to make connections when they read poetry?

Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T272–T273.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T272–T273.

STUDENT INTERACTIVE, p. 619



READING WORKSHOP

Make Connections

You make all kinds of connections when you read. Some of the connections you can make include

- connections to personal experiences.
- connections to other texts you have read.
- connections to society.



MY TURN Go back to the Close Read notes. Follow the directions to highlight the text. Use what you highlighted and other details from the poems to complete the chart. **Possible responses:**

When I read ...	it reminded me ...
the text symbols in the “Lava Flow Cricket” poems,	of the texts that my big sister and her friends send to each other.
words like “UNDER CONSTRUCTION,” “LOOK BOTH WAYS,” and “DETOUR” in “Small Black Road,”	of signs I see on the highway near my house.
the last “Volcano” poem,	of the other three Volcano poems. I realized I’d just read about a whole day.

Use the  **QUICK CHECK** on p. T271 to determine small group instruction.

Teacher-Led Options

Strategy Group

MAKE CONNECTIONS

Teaching Point When you read poetry, you can make connections to your own life. You can connect one poem to another poem and to other types of text you have read. And you can also connect a poem to society. Discuss with students how some poems in *Volcano Wakes Up!* are similar and some are different.

ELL Targeted Support

Model how to make connections using the poems in *Volcano Wakes Up!* First have students join you to choral-read “Ferns” on p. 598 of the *Student Interactive*.

Ask the following questions: Does this poem tell about a party? (Yes) Do the plants want to have a party because they are happy? (Yes) Have you ever wanted to have a party when you have felt happy? (Yes) Does this help you connect to the poem? (Yes) **EMERGING**

Have student groups use the following sentence frames to guide them in completing the chart on SI p. 619: *In the poem (poem title), I read _____. This made me think of _____ in my own life.*

DEVELOPING

Tell students to work in small groups to discuss how they can connect “Ferns” to their own lives or to something they have read. Have them write a sentence or two incorporating their answers.

EXPANDING/BRIDGING



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

Intervention Activity

MAKE CONNECTIONS

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on reading strategies.


LEVEL C • READ

Lesson 31 Apply Reading Strategies

DIRECTIONS Read the story “A Trip to the Library.”

A Trip to the Library

- 1 Sam hopped into the car and said, “Let’s go!”
- 2 Mom was taking him and his sisters to City Library. Grandpa was coming, too. Sam could not wait! He had been to the library at school many times. He often went there to take out books or use a computer. But Sam had never been to the big library downtown.
- 3 City Library was huge. It had three floors. The children’s room was on Floor 3. One side of the room was filled with books. The other side was for story time. Kids were sitting on a rug. A nice lady was reading a book to them. It was a funny story about a cat named Pete.
- 4 Sam’s little sister wanted to hear the story, so she and Mom sat down. Sam’s big sister went to find some books about trains. Sam stayed with Grandpa.
- 5 Grandpa and Sam walked down to Floor 2. That was where the computers were. There were rows and rows of them! Grandpa wanted to look up news about some baseball games. He wanted to find out the scores of the games. Grandpa typed quickly, then grinned as he saw that his favorite teams had won.



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Reading Literature T • 183

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading poems with appropriate rhythm.

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

MAKE CONNECTIONS

Talk About Independent Reading Have students explain the connections they made in their texts.

Possible Conference Prompts

- Which poem this week have you connected to most strongly? Why?
- Which two poems did you think connected most strongly? Why?
- What other texts have you read about volcanoes that you can connect to *Volcano Wakes Up!*?

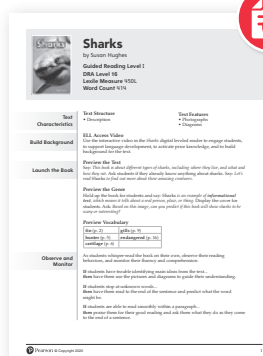
Possible Teaching Point Readers might think they need topic knowledge to connect to a text. However, readers can connect to language, illustrations, or other details.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see Matching Texts to Learning, pp. T226–T227.
- For instructional support on recognizing theme, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together. Ask one or two students to discuss the connections they made to the text.

Independent/Collaborative

Independent Reading



Students can

- work in small groups to discuss connections they have made to the poems they have read.
- work with a partner to connect an independent-reading text to this week's texts.

Centers



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

Literacy Activities



Students can

- complete *Student Interactive* p. 619.
- write in their reader's notebook.
- play the *myView* games.
- with a partner, take turns reading a poem with appropriate expression.

SUPPORT INDEPENDENT READING

Remember to build students' confidence. As you listen to students read, provide any necessary support as you point out aspects of the reading that students have performed well.

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



Decodable Text

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Decode words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 258 in the *Resource Download Center*.

Revisit *Lizard's Move*

FOCUS Have students turn to p. 258 in the *Student Interactive*. Say: *We are going to revisit a story today about a lizard that has a big problem. Remember what you have learned about VCCCV words when you see them in the story.*

READ Call students' attention to the word *explode* in the second sentence. Read the word aloud. Say: *I can hear two vowel sounds in **explode** and I can see the VCCCV vowel pattern. Where do you think the syllables should break in the word **explode**?* Once students have given an answer, ask them to read aloud each syllable and then blend them. Continue with the words *exclaimed*, *instant*, and *simple*.

Name _____

FOUNDATIONAL SKI

My Words to Know

This week's words to learn are in the box below. Read each word. Then write each word on a line to complete the sentence.

measure remember early

MY TURN

- I used the ruler to measure the desk.
- Then I had to remember to write the number down on my paper.
- I was done measuring early, so I got to read my book.

Draw a line to match the clue on the left to the word on the right.

1. try not to forget	early
2. not late	measure
3. to find the size	remember

Grade 2, Unit 5, Week 4
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My Words to Know, p. 258



Reread *Lizard's Move*

FOCUS ON PHONICS AND LITERACY Remind students that learning about syllables helps them decode words and read fluently. Ask volunteers to tell what the story *Lizard's Move* is mostly about.

Remind students that they have practiced decoding words with the VCCCV pattern. Ask them to find and read these words in the story. Have students complete the activity in question 3 independently, then check their work with a partner.

They write the words *measure*, *remember*, and *early*, and read them together. Have students find and read the high-frequency word that appears in the story.

PRACTICE Have partners reread the text with accuracy, expression, and appropriate oral reading rate.

STUDENT INTERACTIVE, P. 591



FOUNDATIONAL SKILLS

Lizard's Move

Early one morning, Lizard felt the earth shake. Suddenly, he saw the mountain begin to explode! "Oh my! I must get out!" he exclaimed.

He jumped into the water in an instant and swam as fast as he could. Then he turned and watched his homeland change.

"I simply can't live there now," said Lizard. "I'll have to move."

1. What does Lizard do when the mountain begins to explode?

He jumps into the water.

2. Why must Lizard find a new home?

His homeland changes too much.

3. Draw a line to show where syllables break in these words. Then find and underline the words in the story.

explode ex/plode instant in/stant simply sim/ply

Fluency

PROSODY

After completing the decodable story, display *Lizard's Move*. Model reading aloud the first paragraph, asking students to pay attention to your accuracy and how you emphasize the key words. Remind students that fluency is about reading for meaning and expression at a comfortable rate. Invite partners to practice accurate reading using their favorite sentences from the text.

Reflect and Share



Volcano Wakes Up!

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

ACADEMIC VOCABULARY

Integrate Provide oral practice with the unit Academic Vocabulary words to reflect on the text while writing a poem. For example:

- Could you write about an animal's [reaction](#) to a volcano?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that they will write a poem. As they think about ideas for a poem, they can look at “Earth Erupts” on *SI* pp. 586–587 and compare it to *Volcano Wakes Up!* Point out that the author of *Volcano Wakes Up!* knew facts about volcanoes, and that having accurate information will help them write their own factual poems. Students should:

- Use facts from “Earth Erupts” and at least one character from *Volcano Wakes Up!*
- Be sure that the poem has a rhythm, or a pattern of beats.
- Include sensory words, which are words that make the reader see, feel, taste, hear, or smell, and create an image in the reader’s mind.
- Decide if their poem will rhyme. Remind students that not all poems rhyme.

MODEL AND PRACTICE Model writing a poem. Turn to “Earth Erupts” on *SI* pp. 586–587. Say: I see a picture and information about the way the ground looks after a volcano erupts. I want to write a poem about a plant growing up through the cracks after the ground has cooled. I’ll write:

Lava has stopped.

Earth has cooled.

Stretch my leaves and grow.

Have students note facts they can use in their poems.

ELL Targeted Support Writing Poetry Help students think about how to write poetry by guiding them through a poem about volcanoes.

Display nouns, verbs, and adjectives related to volcanoes. Help partners use some of the words to write two or three lines of poetry. **EMERGING/DEVELOPING**

Have partners complete the Emerging/Developing activity. Then have them read their poems aloud while clapping to the rhythm. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students make notes and then write their poems.

OPTION 1 Use the Shared Read Have students explain how they used facts from both “Earth Erupts” and *Volcano Wakes Up!* to write their poem.

OPTION 2 Use Independent Text Students should use ideas from their independent reading as they work on their poems.

QUICK CHECK

Notice and Assess Can students use sources when writing a poem?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T278–T279.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T278–T279.


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

STUDENT INTERACTIVE, p. 620

RESPOND TO TEXT

Reflect and Share

Write to Sources
This week you read poems and facts about volcanoes. On a separate sheet of paper, write a poem using facts you learned in “Earth Erupts” and at least one character from *Volcano Wakes Up!*



Write Poetry
A poem creates a picture with words. Not all poems rhyme. A poem can be written in lines that make a shape, like a volcano.

- Use words that have a rhythm when read aloud.
- Use words that help readers see a clear picture in their mind.

Write a poem that uses facts about volcanoes. You might tell what happens to Lava Flow Cricket 1 or how Volcano feels after an eruption. Have fun!

Weekly Question
How does a volcano eruption change Earth?

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Use the  **QUICK CHECK** on p. T277 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When readers read an informational text and a poem about the same topic, they can compare the two texts in order to better understand the topic. Look back at the infographic on SI pp. 586–587 and have students make connections to *Volcano Wakes Up!* and “Earth Erupts.”

ELL Targeted Support

Have students point out facts in “Earth Erupts” that they would like to use in their poems. Guide them to write notes about these facts, allowing them to dictate to you, if necessary. Next, take a picture walk through *Volcano Wakes Up!* and have students choose a character to include in their poems. **EMERGING/DEVELOPING**

Have students create two lists, one titled *Facts* and the other titled *Characters*. Tell them to choose at least three facts from “Earth Erupts” that they might include in a poem. Then have them list at least three characters from *Volcano Wakes Up!* that they might include in their poems. Have partners discuss their lists and help each other decide which facts and characters to select for their poems. **EXPANDING/BRIDGING**



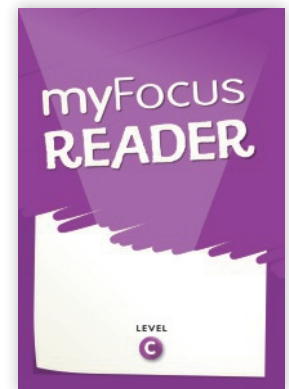
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 60–61 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to discuss how comparing the texts they have read this week helps them better understand how Earth changes and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their research on their question about volcanoes into a format to share with others.

Critical Thinking Discuss information students learned and the process they used to investigate their questions.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Have students share what they learned by comparing an informational text and poetry.

Possible Conference Prompts

- What is one fact you read in “Earth Erupts” that helps you understand *Volcano Wakes Up!*?
- How can the two texts help you prepare to write your own poem?
- How can you use the two texts to understand how volcanoes affect Earth and its creatures?

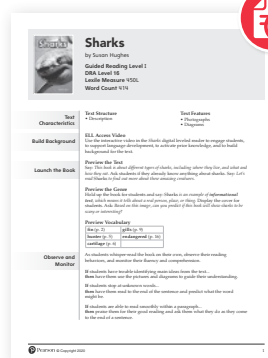
Possible Teaching Point You might think it is difficult to compare an informational text and a poem. When the two have the same topic, readers can compare the facts, details, and structures of each.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T226–T227.
- For instructional support on making connections among texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Have one or two students share their poems, explaining which facts they took from “Earth Erupts” and which character they used from *Volcano Wakes Up!*

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Volcano Wakes Up!* or another text from this unit with a partner.
- read a self-selected text.
- reread and/or listen to the leveled reader.

Centers



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

Literacy Activities



Students can

- write in their reader’s notebook in response to the Weekly Question.
- find and read additional poems and informational texts about volcanoes.
- play the *myView* games.
- talk with a partner about a self-selected text.

BOOK CLUB



See Book Club, pp. T496–T499, for

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

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 find the central idea in informational text.
- I can use language to make connections between reading and writing informational text.
- I can use elements of informational text to write a procedural text.

SEL SOCIAL-EMOTIONAL LEARNING

✓ Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T284–T285
 - » Phonics: Decode Abbreviations
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T286–T287
- Listening Comprehension: Read Aloud: "Ayers Rock" T288–T289
- Informational Text T290–T291
 - ✓ **Quick Check** T291

READING BRIDGE

- Academic Vocabulary: Oral Language T292–T293
- Handwriting: Practice Cursive Writing T292–T293

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T297
- Strategy, Intervention, and On-Level/Advanced Activities T296
- ELL Targeted Support T296
- Conferring T297

INDEPENDENT/COLLABORATIVE

- Independent Reading T297
- Literacy Activities T297

BOOK CLUB T297 **SEL**

WRITING WORKSHOP

MINILESSON

- Procedural Text T448–T449
 - » Edit for Pronouns
 - » Share Back

INDEPENDENT WRITING

- How-To Book T448–T449
- Conferences T446

WRITING BRIDGE

- FLEXIBLE OPTION**
 - Spelling: Abbreviations T450
 - ✓ **Assess Prior Knowledge** T450
 - FLEXIBLE OPTION**
 - Language and Conventions: Spiral Review: Compound Subjects and Predicates T451

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T298–T299
 - » Phonics: Decode and Write Abbreviations
 - ✓ **Quick Check** T299
 - » High-Frequency Words

SHARED READ

- Introduce the Text T300–T315
 - » Preview Vocabulary
 - » Read: *Rocks!*
- Respond and Analyze T316–T317
 - » My View
 - » Develop Vocabulary
 - ✓ **Quick Check** T317
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T318
- Guided Reading/Leveled Readers T321
- Strategy and Intervention Activities T318, T320
- Fluency T318, T320
- ELL Targeted Support T318, T320
- Conferring T321

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T319
- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP

MINILESSON

- Procedural Text T452–T453
 - » Edit for Capitalization
 - » Share Back

INDEPENDENT WRITING

- How-To Book T452–T453
- Conferences T446

WRITING BRIDGE

- Spelling: Teach Abbreviations T454
- FLEXIBLE OPTION**
 - Language and Conventions: Oral Language: Spell Words Correctly T455

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T322–T323
 - » Phonics: Review Abbreviations
 - » High-Frequency Words

CLOSE READ

- Identify Main Idea T324–T325
- Close Read: *Rocks!*
 - ✔ **Quick Check** T325

READING BRIDGE

- Read Like a Writer, Write for a Reader: Descriptive Details T326–T327
- Handwriting: Practice Cursive Writing T326–T327

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T329
- Strategy and Intervention Activities T328
- Fluency T328
- ELL Targeted Support T328
- Conferring T329

INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

WRITING WORKSHOP

MINILESSON

- Procedural Text T456–T457
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- How-To Book T456–T457
- Conferences T446

WRITING BRIDGE

- Spelling: Review and More Practice: Abbreviations T458 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Spell Words Correctly T459

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T330–T331
 - » Read Decodable Text: *Welcome, Max*

CLOSE READ

- Make Inferences T332–T333
- Close Read: *Rocks!*
 - ✔ **Quick Check** T333

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T335
- Strategy and Intervention Activities T334
- Fluency T334
- ELL Targeted Support T334
- Conferring T335

INDEPENDENT/COLLABORATIVE

- Independent Reading T335
- Literacy Activities T335

WRITING WORKSHOP

MINILESSON

- Procedural Text T460–T461
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- How-To Book T460–T461
- Conferences T446

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Pattern VCCCV T462 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Spell Words Correctly T463

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T336–T337
 - » Revisit Decodable Text: *Welcome, Max*
 - » Fluency

COMPARE TEXTS

- Reflect and Share T338–T339
 - » Talk About It
 - ✔ **Quick Check** T339
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T341
- Strategy, Intervention, and On-Level/Advanced Activities T340
- ELL Targeted Support T340
- Conferring T341

INDEPENDENT/COLLABORATIVE

- Independent Reading T341
- Literacy Activities T341

BOOK CLUB T341 **SEL** →

WRITING WORKSHOP

MINILESSON

- Procedural Text T464
 - » Assessment

INDEPENDENT WRITING

- Assessment T464–T465
- Conferences T446

WRITING BRIDGE

- Spelling: Abbreviations T466
 - ✔ **Assess Understanding** T466
- Language and Conventions: Standards Practice T467 **FLEXIBLE OPTION** ←

Materials

INFOGRAPHIC
"Famous Rocks"

READING ANCHOR CHART
Informational Text

EDITABLE ANCHOR CHART
Informational Text

DECODABLE READER

RESOURCE DOWNLOAD CENTER
Additional Practice

LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

listen
covered
several

Develop Vocabulary

minerals
layers
magma
fossils
soil

Spelling Words

Ave.
ft.
Mr.
Ms.
St.
Dr.
in.
Mrs.
Mt.
U.S.

Unit Academic Vocabulary

destroy
environment
reaction
balance
resources

WEEK 5 LESSON 1
READING WORKSHOP

GENRE & THEME

Listening Comprehension

Informational Text

OBJECTIVES

Listen actively, use relevant strategies to clarify information, and answer questions about main ideas and supporting details.

Develop and sustain functional academic language during listening, speaking, reading, writing, and thinking activities. Use relevant strategies to clarify information and follow agreed-upon discussion rules.

ELL Language Transfer

Objective: Print out the Spanish equivalent to "Open Book."

- ask, read
- read, write
- read, repeat
- read, discuss

FLUENCY

Also complete the Read Aloud Routine activity "Open Book."

Model reading about a rock, making sound effects to keep students engaged. Encourage them to make sound effects for themselves as they read. Encourage them to make sound effects as they read.

AYERS ROCK

Across the water in the Southern Hemisphere is a special rock. It is Ayers Rock in the Northern Territory in the middle of the Australian Outback. The Aboriginal people call the rock Uluru. They believe it is a sacred rock filled with myths and magic. Shallow caves in the rock contain carvings and paintings. Aboriginal people have been living here at least 50,000 years. The first Europeans did not arrive until about 1870s. They gave the rock the name Ayers Rock.

7280 UNIT 1 • WEEK 5

READ ALOUD
"Ayers Rock"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY

Interactive Read Aloud:

- allows students to work about their independent reading time.
- allows students to work about their independent reading time.
- allows students to work about their independent reading time.
- allows students to work about their independent reading time.
- allows students to work about their independent reading time.

PLANNING

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

- Identify the key idea of the story.
- Identify the main characters.
- Identify the setting.
- Identify the problem.
- Identify the solution.
- Identify the author.
- Identify the illustrator.
- Identify the genre.
- Identify the theme.
- Identify the main idea.
- Identify the main characters.
- Identify the setting.
- Identify the problem.
- Identify the solution.
- Identify the author.
- Identify the illustrator.
- Identify the genre.
- Identify the theme.
- Identify the main idea.

BEFORE READING

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Ask the students to share their thoughts about the cover.
- Point out interesting artwork or photos.
- Ask students to share their thoughts about the cover.
- Discuss key vocabulary essential for understanding.

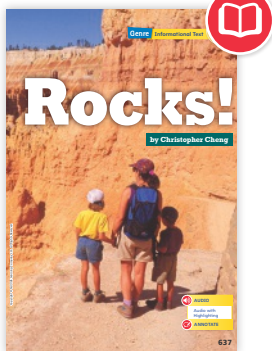
DURING READING

- Use the Read Aloud Routine to model reading and thinking.
- Use the Read Aloud Routine to model reading and thinking.
- Use the Read Aloud Routine to model reading and thinking.
- Use the Read Aloud Routine to model reading and thinking.
- Use the Read Aloud Routine to model reading and thinking.

AFTER READING

- Discuss the story and share thoughts about the story.
- Discuss the story and share thoughts about the story.
- Discuss the story and share thoughts about the story.
- Discuss the story and share thoughts about the story.
- Discuss the story and share thoughts about the story.

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE



SHARED READ
Rocks!

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T496-T499

Mentor STACK

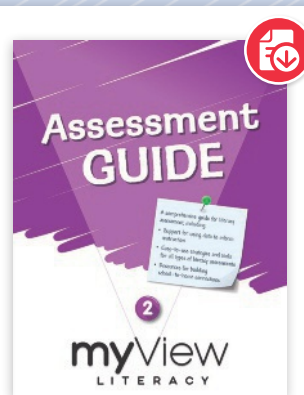
Writing Workshop T445

LITERACY STATIONS

SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T310 for an abbreviations extension activity students can use while reading the text in Lessons 2 and 3.

Phonics: Decode Abbreviations

Minilesson

FOCUS Work with students to demonstrate their phonetic knowledge by decoding common abbreviations. Remind students that abbreviations are shortened forms of words. An abbreviation must begin with a capital letter when it is part of a proper noun. Write the address of the school on the board, using the abbreviation for *Street (St.)* or *Avenue (Ave.)*. Read the address aloud and have students repeat it with you. Underline the abbreviation you used for *Street* or *Avenue*. Say: *When we read the address of the school, we said (Street/Avenue), but I wrote this abbreviation for the word (St./Ave.). An abbreviation is a short form of a word. This abbreviation begins with a capital letter because it is part of a proper noun—the street name. Point to the period. Say: Most abbreviations end with a period. We use abbreviations when we write. When we talk, we use the whole word.* Continue with the first set of abbreviations on p. 630 in the *Student Interactive*. Ask students if they can tell why some of the abbreviations are capitalized and others are not. Make sure they understand that some of the abbreviations are not proper names.

MODEL AND PRACTICE *Abbreviations are very useful when I'm writing. They make my writing faster and easier. I don't have to write out the whole word.* Then have students apply phonetic knowledge by decoding common abbreviations for the titles on p. 630.

APPLY My TURN Have students compare the abbreviations for the days of the week to the spelled-out names. Have them read the words.

TURN, TALK, AND SHARE Have students work with a partner to share more abbreviations they know.



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 for more professional development on research-based best practices.



ELL Targeted Support Abbreviations Help students recognize and read English abbreviations.

Write your name on the board, using the abbreviation for your title. Ask students to read it. Circle the abbreviation and write the full word under it. Tell students this is an abbreviation. Repeat with the address of the school. **EMERGING**

Review each of the abbreviations on p. 630. Have students point to a word, pronounce it, and tell what the abbreviation for the word is. **DEVELOPING/EXPANDING**

Read and discuss abbreviations on p. 630 with students. Have students work with a partner to write abbreviations for these words: *Doctor, Mister, United States, and Street*. **BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *listen*, *covered*, and *several*.

- Point to each word as you read it aloud, having students repeat each word.
- Use the words in oral sentences to make sure students know what the words mean: *You need to listen to your parents; Snow covered the ground; Several children are coming to the party.*
- Have students choose a word, say it, and use it in a sentence.

listen

covered

several

STUDENT INTERACTIVE, p. 630

PHONICS

Abbreviations

An abbreviation is a short form of a word. If it is part of a proper noun, the abbreviation begins with a capital letter. Most abbreviations end with a period.

St. = Street, as in Main St.	in. = inch or inches
Ave. = Avenue, as in Park Ave.	ft. = foot or feet
dept. = department	U.S. = United States

These titles are written like abbreviations:

Mr. (say mister) = a man	Mr. Hill
Ms. (say miz) = a woman	Ms. Hill
Dr. = Doctor, as in Dr. Baez	Dr. Hill

MY TURN Compare the abbreviations for the days of the week to the spelled-out names. Read them.

Sun. = Sunday	Thurs. = Thursday
Mon. = Monday	Fri. = Friday
Tues. = Tuesday	Sat. = Saturday
Wed. = Wednesday	

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TURN and TALK What abbreviations do you know?

Interact with Sources

OBJECTIVES

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

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

Generate questions for formal and informal inquiry with adult assistance.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [What resource below the surface of Earth at Mount Rushmore formed over millions of years? What might a person's reaction be after visiting Mount Rushmore?](#)

- destroy
- environment
- reaction
- balance
- resources

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

Explore the Infographic

Remind students of the Essential Question for Unit 5: *How does Earth change?* Point out the Week 5 Question: *What can rocks reveal about how Earth changes?*

Direct students' attention to the infographic on pp. 628–629 in the *Student Interactive*. Have students read the infographic and use the following questions to guide a short discussion:

- How did the rock form?
- How did Gutzon Borglum carve the four presidents out of the rock?
- Compare the size of one eye on Mount Rushmore to something. About how big is an eye?

Ask students why the above questions were helpful for initiating a discussion. Tell students that good discussion questions usually have more than one-word answers. Point out the word: *How*. Ask students what other words commonly start questions (*who, what, where, when, and why*). Then point out the word: *Compare*. Ask students why that word might be a good question starter. Have students work in small groups to generate more discussion questions about the infographic. Assist students if necessary.

WEEKLY QUESTION Reread the Week 5 Question: *What can rocks reveal about how Earth changes?* Tell students they just learned that granite is a very hard rock that formed beneath the surface of Earth millions of years ago and got pushed up by forces within Earth to become Mount Rushmore. Explain that this week they will read more about rocks.

QUICK WRITE Have students use their prior knowledge about rocks to answer the Quick Write question on p. 629 in the *Student Interactive*. Then explain that readers generate, or ask, questions after reading a text because they want to learn more about the topic. Have students work as a class to generate a list of questions about rocks. Assist the class in generating questions they have about rocks.

ELL Targeted Support Key Words Explain that it is important to use key words when answering the Quick Write questions. Tell students to listen closely as you read aloud the information on pp. 628–629 in the *Student Interactive*.

Help students identify and underline key words from *SI* p. 628: *presidents, Mount Rushmore, granite, and dynamite*. Then ask the following questions to elicit these key words during this speaking assignment: **What does Mount Rushmore show? How was it created?** Repeat the process with *SI* p. 629. **EMERGING /DEVELOPING**

Have partners read *SI* pp. 628–629 and underline key words in the infographic. Then list and review more abstract content-based vocabulary that could be used to discuss the topic. Have students use both the underlined key words and the displayed words to communicate how the granite was formed and how Borglum created Mount Rushmore. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 628–629

WEEKLY LAUNCH: INFOGRAPHIC

Famous Rocks

Gutzon Borglum, a sculptor, wanted to honor four presidents by carving their images. He chose Mount Rushmore in South Dakota. Mount Rushmore is granite, a very hard rock. Dynamite was used to blast parts of the granite away. It took Borglum 14 years to complete the sculpture.

George Washington


Thomas Jefferson

Theodore Roosevelt

Abraham Lincoln

Each of the eyes on Mount Rushmore is about 11 feet wide.

Each mouth is about 18 feet wide.



The granite of the mountain formed below the surface of Earth over many, many years. It got pushed up by forces within Earth.

Weekly Question

What can rocks reveal about how Earth changes?

For informal inquiry, readers generate, or ask, questions after reading a text because they want to learn more about the topic.

Quick Write What questions do you have about rocks after reading the Weekly Opener? Write down your ideas. As a class, come up with a list of questions. Look for the answers as you read about rocks this week.

628

629

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Listening Comprehension

OBJECTIVES

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

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


ELL Language Transfer

Cognates Point out the Spanish cognates in “Ayers Rock.”

- rock : *roca*
- myth : *mito*
- sacred : *sagrado*
- desert : *desierto*

FLUENCY

After completing the Read-Aloud Routine, display “Ayers Rock.” Model reading aloud a short section, asking students to note how you emphasize the key details. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading using a paragraph from the text.

 **THINK ALOUD** Analyze **Informational Text** I know this is informational text because it starts out by giving me factual information about Ayers Rock. The text is organized into paragraphs. The first two paragraphs tell where Ayers Rock is and what it is like.

Informational Text

Tell students you are going to read aloud an informational text about a famous rock. Have students listen as you read “Ayers Rock.” Explain that students should listen actively, paying careful attention to the main and supporting details. Prompt them to ask relevant questions to clarify information and to follow agreed-upon discussion rules.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students listen actively for elements of informational text.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the main idea of the text.

Ayers Rock

Across the water in the Southern Hemisphere is a special rock. It is Ayers Rock in the Northern Territory in the middle of the Australian Outback. The Aboriginal people call the rock Uluru. They believe it is a sacred rock filled with myths and magic. Shallow caves in the rock contain carvings and paintings. Aboriginal people have been living here at least 30,000 years. The first Europeans did not arrive until about 1870s. They gave the rock the name Ayers Rock.



"Ayers Rock," continued

Ayers Rock stands 1,142 feet tall in the middle of a flat, red, treeless desert, against a bright blue sky. The rock also extends even further under the ground. Ayers Rock has an oval shape, measuring 2.2 miles long and 1.5 miles wide.

People think the rock started forming about 550 million years ago. It was left after the surrounding area was eroded by rainfall and ground water. The sun makes Ayers Rock change colors, from milky gray to faded purple at sunrise, orange at noon, and fiery orange-red at sunset.

Ayers Rock is a national park. More than 250,000 visitors each year travel to the Outback to see it. Climbing the rock can be dangerous. About 35 people have died since the park opened in the 1940s. Many others need to be rescued after falling into crevices or suffering from the heat. The Aboriginal people have placed a sign near the rock. The sign reads, "Uluru is sacred in our culture, a place of great knowledge. Under our traditional law, climbing is not permitted. This is our home. Please don't climb."



THINK ALOUD Analyze **Informational Text** I continue to learn more facts about Ayers Rock as I read. I learned how it was formed and why it changes colors. The main idea of the last paragraph is about visitors to the rock. An important detail is that the Aboriginal people want tourists to respect the rock and not climb it.

ELL Access

To help provide background for the oral reading of the text, read aloud this short summary:

The text is about a famous rock called Ayers Rock. It is in the middle of Australia in a desert. It changes colors in the sun. It can be gray, purple, orange, and red. Aboriginal people live there. They have lived there for thousands of years. Ayers Rock is sacred to them. Many tourists visit Ayers Rock.

WRAP-UP

Ayers Rock:

Main Idea

Details

Work with students to use the graphic organizer to identify the main idea and key supporting details in "Ayers Rock."

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 find the central idea in informational text.

OBJECTIVES

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

Recognize characteristics and structure of informational text, including the central idea and supporting details with adult assistance.

Discuss the author's use of print and graphic features to achieve specific purposes.

LANGUAGE OF THE GENRE

After discussing the genre and anchor chart, remind students to use words related to the informational text in their discussion.

- facts
- information
- real events
- main idea
- detail
- inference

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- details : *detalles*
- maps : *mapas*
- information : *información*
- idea : *idea*

Minilesson

FOCUS ON STRATEGIES Explain that an informational text tells about real people, animals, places, or events. It has specific characteristics and structure, including main ideas and supporting details.

- Identify the topic and ask, “What is the author’s most important idea about the topic?” This is the main idea of the text.
- Look for photos, maps, or diagrams. How do these graphic features, as well as any labels or other text features, help you learn more about the information in the text?
- Think about the headings that tell about each section. How do the headings relate to the main ideas of the sections?

MODEL AND PRACTICE Model determining the main idea and supporting details that create structure in the Read-Aloud text. *When I read informational text, I think about what the most important ideas are and what details provide more information. In the text about Ayers Rock, I think the main idea is that Ayers Rock is a special rock in Australia. The paragraphs give details about why it is special. It’s a sacred site for the Aboriginal people, and it changes colors.* Pair students, and assign partners informational texts from the classroom library. Have partners determine the main idea and supporting details that create structure in their assigned texts. Then have them choose a section of their assigned text to reread aloud. Tell students to use appropriate fluency, concentrating on accuracy while reading. If students mispronounce or leave out words, point to the problem words and make corrections.

ELL Targeted Support Help students understand the meaning of *topic*.

Write: *topic*. Say: *A topic is what a text is about.* Show the cover of different informational texts from the classroom library and ask students to complete the sentence frame: *The topic is _____.* **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to analyze informational text.

OPTION 1 Have students work with a partner to refer to the Anchor Chart on p. 635 and discuss the features listed. Tell them to explain how these features help them read informational text.

OPTION 2 Use Independent Text Have students use a concept map to chart one main idea and its supporting details in the informational text they are reading. Ask them to write the main idea in the center of the map and then fill in spokes with the details.

Be a Fluent Reader Have students work with a partner to complete the fluency activity on p. 634 of the *Student Interactive*.

QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T296–T297.
- **If students show understanding**, have them continue practicing the strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on pp. T296–T297.

STUDENT INTERACTIVE, pp. 634–635

GENRE: INFORMATIONAL TEXT

READING WORKSHOP

My Learning Goal I can find the central idea in informational text.

Spotlight on Genre

Informational Text


Informational text includes **main ideas**, or **central ideas**, and supporting evidence, or **details**.

- A **main idea**, or **central idea**, is the most important idea about the topic.
- **Details** are bits of information that explain or support the main idea.

Informational text has text features and graphic features that help you know what is important.

Be a Fluent Reader It takes practice to read fluently. Read aloud with a partner. Have your partner help with hard words. Take turns reading the same page over and over until you both can read it with no mistakes.

When you can read with no mistakes, you are reading with accuracy.



Informational Text Anchor Chart

To find out what's important, read

- the title
- captions
- labels
- heads

and look at

- photos
- diagrams
- charts

Use these features to figure out the main idea.

634

635

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

Reinforce the meanings of the Academic Vocabulary words heard during classroom instruction and interactions by providing relevant examples. Display a two-column chart. List the Academic Vocabulary words in one column and relevant examples of each term in the other column. Review pages from the unit as needed to list examples of resources (minerals, rocks, water); environments (desert, forest); and so on for each of the Academic Vocabulary words.

Oral Language

Minilesson

FOCUS ON STRATEGIES Review the meaning of oral language with students. Then remind students of the Academic Vocabulary for the unit: *destroy, environment, reaction, balance, and resources*.

- Listen to the way others speak about a text, and then compare that to the words the author uses in the text itself.
- Pay attention to the way a spoken word sounds and how to use that word appropriately in a conversation.
- Practice using the Academic Vocabulary words when speaking.

MODEL AND PRACTICE Model this strategy using the term *natural resources* in the activity on p. 657 in the *Student Interactive*. *I will write about natural resources. When I listen to others talk about natural resources, I remember hearing the word minerals because minerals are a natural resource. I will write minerals in the word web. I pay attention to how people pronounce words and then try to use them in my own conversation, so I will try to use minerals whenever I give examples of natural resources.* Have students apply this strategy by thinking of another word that has to do with the term *natural resources*.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Practice Cursive Writing

FOCUS Display all the cursive letters that students have learned so far.

MODEL Model writing the displayed letters in cursive. Demonstrate and describe how to form the cursive letters using appropriate strokes when connecting letters.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 657 of the *Student Interactive*.

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 657

VOCABULARY **READING-WRITING BRIDGE**

I can use language to make connections between reading and writing informational texts. **My Learning Goal**

Academic Vocabulary

Choose a word you learned this week and write it in the center of the word web. Then complete the word web with words that have something to do with the word you chose.

TURN and TALK Tell your partner about your word web. Explain why you chose the words you did. Then use a few of the words from your web to respond to the Essential Question: **How does Earth change?** Possible responses are given. Accept all related words.

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PRACTICE Have students use *Handwriting* p. 269 in the *Resource Download Center* to practice cursive writing. As they practice, students should focus on making sure they accurately form all cursive letters using appropriate strokes when connecting letters.

Name _____

Handwriting

Practice Cursive Writing
An important key to good cursive writing is practice. The more you practice, the easier it will become.

MY TURN Write each word. Work carefully to make sure the letters are joined correctly.

morning _____

ocean _____

science _____

imagine _____

hatchette _____

topical _____

time _____

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Handwriting p. 269

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 J

Genre Informational Text

Text Elements

- Some concepts supported by images
- Chapter titles, glossary, and index

Text Structure

- Description



LEVEL K


Genre Informational Text

Text Elements

- Varied organization of information
- Sentences of more than fifteen words

Text Structure

- Description



LEVEL L

Genre Realistic Fiction

Text Elements

- Challenging multisyllable words
- Sentences carry over multiple lines

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Informational Text

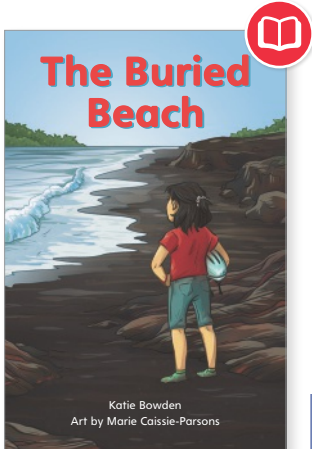
- What is the purpose of the text?
- What graphic or text features does the text have?
- What is the most important idea in the text?

Develop Vocabulary

- Use what you know about the word ___ to write a sentence about the topic using the word.
- Why is this word important to the topic of the text?
- How do the text and graphic features help you understand the meanings of words?

Identify Main Idea

- What is the most important idea of the entire text?
- What details support this idea?
- What text features or graphic features help you know what is important?



LEVEL M

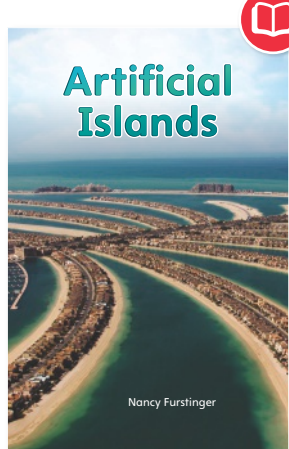
Genre Realistic Fiction

Text Elements

- Content carried by print
- Multiple characters to understand

Text Structure

- Chronological



LEVEL M

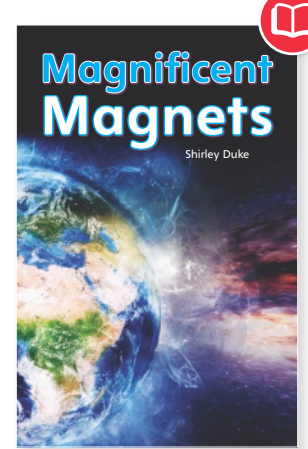
Genre Informational Text

Text Elements

- Some new vocabulary explained in the text
- Variety of text features

Text Structure

- Description



LEVEL M

Genre Informational Text

Text Elements

- New vocabulary defined in the text or glossary
- Diagrams

Text Structure

- Description

Make Inferences

- What do you already know about the details in the section on page ___?
- What does the author tell you directly about these details?
- What inference can you make about the main idea of this section using the two pieces of information above?

Compare Texts

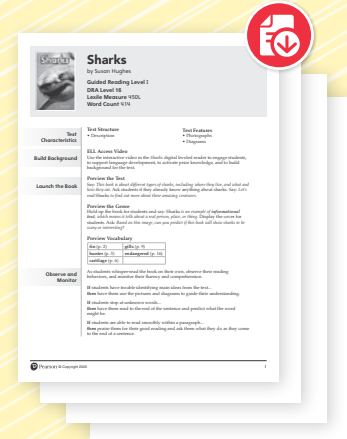
- What connections can you make to other books?
- What is the main idea of other informational texts?

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 online to SavvasRealize.com.



Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to review with you what you know about informational text. The purpose of informational text is to provide facts and details about a topic. Informational texts are organized in paragraphs or sections with a main idea and supporting details. Graphic features such as maps or diagrams help you understand important details. Text features such as headings help you determine the main ideas. Look back at “Ayers Rock” with students and discuss why it is informational text.

ELL Targeted Support

Write the words: *main idea* and *details*. Read the terms aloud and have students repeat after you. Then tell students that a main idea is the most important idea. It is what the text is mostly about. The details are facts and examples that tell more about the main idea.

Show examples of each from “Ayers Rock.” Have students use the terms to complete these sentence frames: *The _____ is the most important idea. _____ are facts and examples.*

EMERGING/DEVELOPING

Direct partners to discuss the main idea in the infographic on pp. 628–629. Have them identify two supporting details and then explain how the details tell more about the main idea.

EXPANDING/BRIDGING



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

Intervention Activity



READING INFORMATIONAL TEXT

Use Lesson 36, pages T217–T222, in the *myFocus Teacher’s Guide* for instruction on informational and persuasive text.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

DIRECTIONS Follow along as your teacher reads “Farm to Table” and “Fun Fruit Salad.” Think about what the author wants you to know.

Farm to Table

1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let’s look at two different ways fruits and vegetables make it from the farm to your table.

Farmers’ Markets

2 Your local farmers’ market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers’ market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.

Supermarkets

3 Walk through your local supermarket. You’ll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won’t grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.

4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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Reading Informational Text T • 217

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic in the *Student Interactive* on pp. 628–629 to generate questions about rocks and choose one question to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 56–60 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to explain why the text they are reading is an informational text.

Possible Conference Prompts

- How do you know this is an informational text?
- How does the title help you determine the main idea?
- What is an important idea in this text?

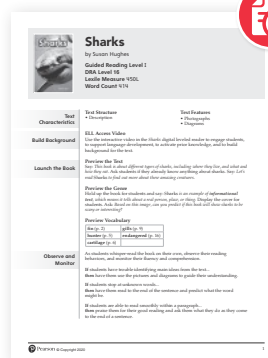
Possible Teaching Point Readers can use the title and headings in a book to help determine the main idea of a text. Sometimes the main idea is stated in a topic sentence. Other times, readers need to figure it out.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see *Matching Texts to Learning*, pp. T294–T295.
- For instructional support on the characteristics of informational text, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some observations from his or her text. Reinforce with students the reading strategies the student used.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read and listen to a previously read Leveled Reader or eText.
- continue reading their Book Club text.

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell the main idea of a text they are reading with a partner.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T496–T499, for

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

Word Work

OBJECTIVES

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with abbreviations, use Phonics p. 253 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name _____

Phonics

Abbreviations
An abbreviation is a shortened form of a word. Most abbreviations start with a capital letter and end with a period.

MY TURN Read the abbreviations below. Choose a word that belongs in each sentence. Write the correct word on each line.

Feb.	Mrs.	Oct.
Dr.	St.	Dec.

- Valentine's Day is on **Feb.** 14 at 3:00 p.m.
- Dec.** 31 is the last day of the year.
- On Tues., **Oct.** 31, it will be Halloween.
- Jacob had to visit **Dr.** Martin for his ear ache.
- Jacob's teacher's name is **Mrs.** Binkley.
- His best friend lives on Williams **St.**

Grade 2, Unit 5, Week 5
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Phonics, p. 253

Phonics: Decode and Write Abbreviations

Minilesson

FOCUS Work with students to demonstrate their phonetic knowledge by decoding common abbreviations. Remind students that abbreviations are shortened forms of words. Explain that an abbreviation must begin with a capital letter when it is part of a proper noun.

MODEL AND PRACTICE I use abbreviations in my writing. I know that when I use an abbreviation for a proper noun, such as a person's title, the name of a street, or the days of the week, I need to use a capital letter. Have students look at the first example on p. 631 in the *Student Interactive* and apply phonetic knowledge to decode the abbreviation. Ask students to write out the abbreviation. Write *Doctor* on the board so students can check their work. Ask them if they remembered to use a capital letter on *Doctor*.

ELL Targeted Support Abbreviations Provide practice in reading and writing English abbreviations.

Write these words and their abbreviations: *Doctor/Dr., Street/St., Monday/Mon., and United States/U.S.* Read aloud each word and its abbreviation and ask students to repeat. Point out the periods. Ask students to write the abbreviation for *Tuesday*. Ask them to write your name, using your title. Write the correct abbreviations on the board so students can check their spelling. **EMERGING/DEVELOPING**

Read aloud each of the abbreviations in the box on p. 631. Point out the periods. Explain that the abbreviations with capital letters are abbreviations for proper names. Write out each abbreviation, asking students to help you with the spelling if they can. Then have partners complete the activity.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students apply these strategies to decode common abbreviations.

OPTION 1 MyTURN Have students complete the activity on p. 631. Then have partners share their work and check spelling.

OPTION 2 Independent Activity Have students use three abbreviations on p. 631 in written sentences.

QUICK CHECK

Notice and Assess Are students able to identify and write abbreviations?

Decide

- **If students struggle**, revisit instruction for abbreviations in Small Group on pp. T318–T319.
- **If students show understanding**, extend instruction for abbreviations in Small Group on pp. T318–T319.

HIGH-FREQUENCY WORDS



Display the high-frequency words *listen*, *covered*, and *several*. Point to the words, asking students to read them. Repeat several times.

- Call on one or more students to be the teacher and point to words for the class to read.
- Point to a word and call on a student to say an oral sentence using the word. Repeat with the other words and different students.
- Challenge students to use two of the words in the same sentence.

listen

covered

several

STUDENT INTERACTIVE, p. 631

FOUNDATIONAL SKILLS

Abbreviations

An abbreviation is a short form of a word. It is usually followed by a period. It may be capitalized as part of a proper noun.



MYTURN Read the abbreviations. Rewrite the names, dates, and places, writing out the abbreviated words.

St.	Ave.	in.	ft.	Dr.	U.S.	
Sun.	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.

1. Dr. Roberts Doctor Roberts
2. Fri., Sat., and Sun. Friday, Saturday, and Sunday
3. 3 ft. 8 in. 3 feet 8 inches
4. Tues., June 14 Tuesday, June 14
5. 145 Oak Ave. 145 Oak Avenue
6. U.S. Navy United States Navy

Write the name of your teacher using Mr., Ms., or Mrs.
Students should write your name with the appropriate title.

Introduce the Text



OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

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

Recognize characteristics and structure of informational text, including the central idea and supporting evidence, with adult assistance.

Discuss the author's use of print and graphic features to achieve specific purposes.

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the words on p. 636 in the *Student Interactive* and define them as needed.
 - minerals:** solid materials, usually dug from the earth, such as coal and gold
 - layers:** thin or thick parts of something that are over or under one another
 - magma:** hot, melted rock under the surface of the earth
 - fossils:** parts or prints of a plant or animal that lived a long time ago
 - soil:** the loose top layer of the earth; dirt
- **Knowing these words will help you figure out the main ideas and supporting details in *Rocks!* As you read, highlight the vocabulary words when you see them in the text. Ask yourself what they tell you about rocks.**

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection might be to find out how rocks are made.

FIRST READ STRATEGIES

READ Tell students they should read to find out facts and details about rocks.

LOOK Have them study graphic features such as photos and diagrams to help them understand the text.

ASK Tell them to ask questions about any unclear details or sentences they did not understand.

TALK Have partners identify and discuss sections of the text they found interesting.

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



ELL Targeted Support Prereading Activities Tell students that looking at an informational text's text features and graphic features can help them better understand what they read. Direct students to flip through the pages in *Rocks!*

Ask students to identify the labels, headings, and photos. Have students complete sentence frames about the features: *The photo shows _____. I learned _____.* **EMERGING/DEVELOPING**

Have partners identify and talk about the labels, headings, diagrams, photos, and illustrations they see. Ask partners to use what they see to make a quick list of any main ideas they predict will be in the article. Then call on volunteers to explain how their list is related to the text. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about rocks.

STUDENT INTERACTIVE, pp. 636–637

Rocks!

Preview Vocabulary

Look for these words as you read *Rocks!*

minerals

layers

magma

fossils

soil

First Read

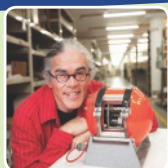
Read to learn about rocks.

Look at photos and diagrams to help you understand the text.

Ask questions to clarify information.

Talk about a section of text you found interesting.

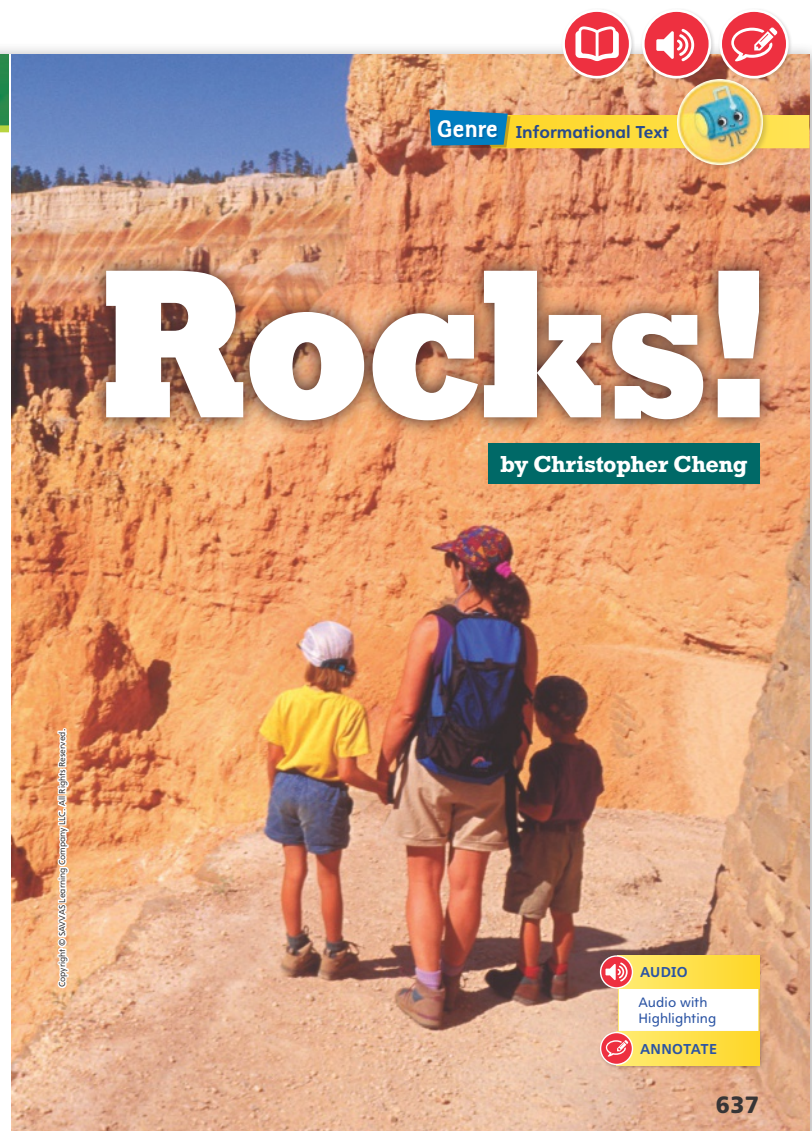
Meet the Author



Christopher Cheng has the best job in the world. He writes children's books. He was once a zoo teacher, and of course he loves everything about animals. Now he travels a lot, so he doesn't have any pets. He says the best thing about him is that he can make a brilliant mud pie!

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First Read

Read

THINK ALOUD I know from the title that when I read this, I will learn about rocks. In this paragraph, I learn that Earth is made of rock. If you dig down far enough, you will hit rock. I didn't know that!

Close Read

Identify Main Idea

Explain that one characteristic of informational text is its main, or central, idea. This is the most important idea in a text. Tell students that a section of the text can also have a main idea.

Have students scan **paragraph 1** to find and underline sentences that help state the main idea of this page. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

CLOSE READ



Identify Main Idea

Underline sentences that help state the main idea of the first paragraph.

- 1 You are standing on a rock. Right now. Maybe you are not standing right on top of a rock, but if you dig down far enough, you will hit rock. That's because Earth is made of rock. Rock is the building block that makes up our planet. Rock lies under every bit of land. There is rock on the bottom of every ocean. Rock is everywhere!



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Possible Teaching Point



Read Like a Writer | Author's Craft

Descriptive Details To help students develop a clear understanding of why it is important for authors to include descriptive details in informational text, direct them to the following sentences: "Rock lies under every bit of land. There is rock on the bottom of every ocean." Discuss with students how the descriptive details in these sentences help readers understand the idea from the paragraph that says rock is everywhere on Earth. For more instruction on Author's Craft, see pp. T326–T327.



What Is a Rock?

- 2 Rock is a hard material made of minerals. Minerals are solid, nonliving matter found in nature. To form a rock, it takes one or more minerals. Heat and pressure form the minerals into the hard things we call rocks. Pressure is a force, similar to pressing down on something. Rocks can be as small as a grain of sand or taller than a skyscraper. They can be as dark as night or as light as milk. Mountains, the seabed, and beach stones are all rock.
- 3 There are rocks in space too. Some rocks called meteorites crash into Earth from outer space.



CLOSE READ

minerals solid materials, usually dug from Earth, such as coal and gold



Space rocks!



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First Read

Look

THINK ALOUD I can look at the photos on the page to help me understand the text. One photo has the label “Space rocks!” In **paragraph 3**, I remember reading about rocks called meteorites crashing into Earth from space. This must be one of those meteorites. It helps me visualize what the text talks about.

CROSS-CURRICULAR PERSPECTIVES

Science

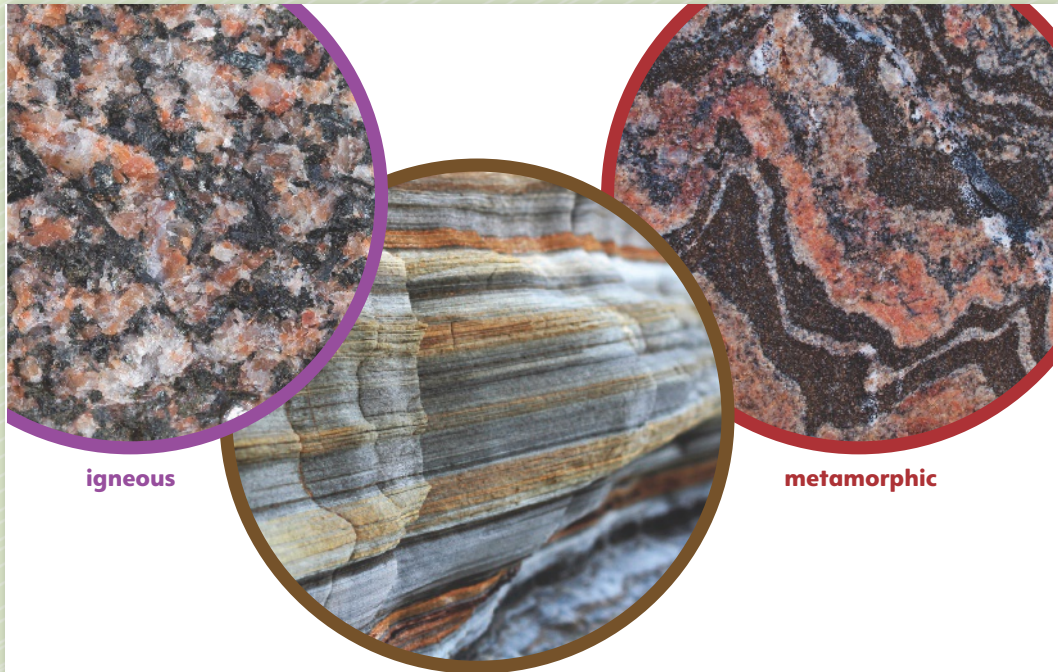


An asteroid is a relatively small object made of rock that orbits the sun. A meteorite is a small piece from a comet or asteroid that stays intact as it passes through Earth’s atmosphere and lands on Earth’s surface. When meteorites crash, they leave craters, or large, bowl-shaped impressions in the ground. Tons of debris smaller than sand particles hit Earth’s atmosphere every day and burn up. Have students connect this information to p. 639 of the *Student Interactive*.

First Read

Ask

THINK ALOUD As I read, I need to ask questions to make the information clearer. On this page, I read about three different ways rock forms. I want to know more about how each kind of rock is formed. I will continue reading to see if there are pictures or diagrams later in this text to help clarify the information for me.



igneous

metamorphic

sedimentary

CLOSE READ



- 4 Geologists are scientists who study rocks. Geologists usually sort rocks into three different kinds. Each kind of rock is formed, or made, in a slightly different way.
- Igneous rocks form when hot, liquid rock cools.
 - Sedimentary rocks form when layers of minerals pile up over a long period.
 - Metamorphic rocks form when pressure and heat change the make-up of a mineral.

layers thin or thick parts of something that are over or under one another

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Possible Teaching Point



Academic Vocabulary | Oral Language

Use the Academic Vocabulary lesson on pp. T292–T293 in the Reading-Writing Workshop Bridge to review oral language. Have students practice asking and answering questions about igneous, sedimentary, and metamorphic rocks, using the Academic Vocabulary words *environment* and *resources*. Student pairs can use the following as examples: *In what kind of environment might each of these rocks have been formed? How might each kind of rock be used as a resource?*



The Rock Cycle

- 5 Rocks are always changing. These changes are called the Rock Cycle. The changes happen in different ways. They usually take thousands of years to happen. Parts of igneous rocks can become sedimentary rocks. Sedimentary rocks can change to metamorphic rocks. Metamorphic rocks can become sedimentary rock or even igneous rocks.

The Rock Cycle



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CLOSE READ

Make Inferences

Sometimes the main idea is not stated, but you can use evidence in the text to figure it out.

Highlight the sentences that can help you figure out the main idea of this section.

First Read

Talk

THINK ALOUD I think this paragraph is very interesting because it talks about the Rock Cycle and how rocks can change. That's really cool. Rock seems so hard and strong, it's amazing that it can change.

Close Read

Make Inferences

Tell students that as they read, they should combine what they know with details from the text to figure out the most important idea about the rock cycle.

Have students scan **paragraph 5** to find and highlight the sentences that can help them figure out the main idea of this page. **See student page for possible responses.**

Encourage students to look at the heading above the section for help figuring out what the main idea might be. Have students support their responses with text evidence from p. 641 in the *Student Interactive*.

Possible Response: The heading of this section is “The Rock Cycle,” so I know that is what the text will be about. I learned before that different kinds of rocks form in different environments. I can add that information to what I learned on this page. I think the main idea of this section is rocks don’t always stay the same. They can change when their environment or situation changes.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Discuss the author’s use of print and graphic features to achieve specific purposes.

Possible Teaching Point



Read Like a Writer | Author’s Craft

Text Features and Graphics Remind students that characteristics of informational text include features and graphics to help them locate and gain information, such as headings, bold print, maps, and diagrams. Draw students’ attention to the heading and diagram on p. 641 in their *SI*. Discuss how the combination of these two features helps a reader find information about how rocks change in the rock cycle. For more instruction on Author’s Craft, see pp. T326–T327.

First Read

Look

THINK ALOUD I see a diagram on this page that really helps me understand how igneous rocks form. I can use the text in **paragraph 6**, the diagram, and the labels to understand this process.

Close Read

Vocabulary In Context

Remind students that homographs are words with more than one meaning. Students often can figure out the meaning by reading the words nearby.

Have students scan **paragraph 6** and underline the words that tell the meaning of *crust* in this section. Ask students what other meanings of *crust* they know. **See student page for possible responses.**

Direct students to read the text and to look at the diagram for help. Have students support their responses with text evidence from p. 642 in their *SI*.

Possible Response: Sentence 2 in **paragraph 6** says that “the top layer of the Earth is called the crust.” I will underline the words “The top layer of the Earth” because they explain the meaning of *crust* in this section. Another meaning of *crust* that I know is “the hard outside part of bread” (or “the bottom and top covering of a pie”).

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CLOSE READ



Vocabulary in Context

You can sometimes figure out the meaning of a word by reading the words nearby. Identify the word in the second sentence that is a homograph. Underline the words in the sentence that tell the meaning of the homograph. What other meaning of the homograph do you know?

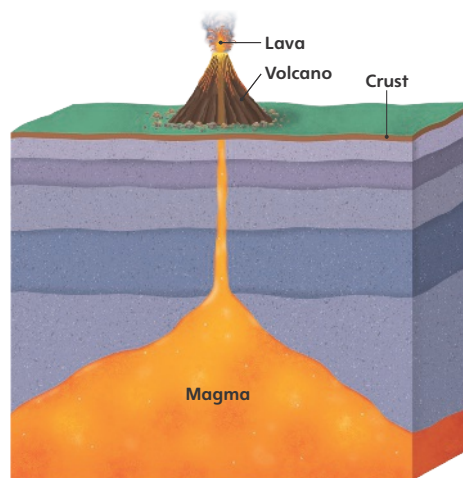
magma hot, melted rock under the surface of Earth

Igneous Rocks

6 Igneous rocks are made from hot, liquid rock. The top layer of Earth is called the crust. Beneath the crust is liquid rock, called magma. Magma is melted rock. Magma often comes through the crust from cracks or holes called volcanoes. When magma comes to Earth’s surface, it’s called lava. Lava cools very quickly when it meets the air. This creates igneous rocks. Magma can cool slowly in the crust. This can create igneous rocks too.



How Igneous Rocks Form



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Possible Teaching Point



Academic Vocabulary | Oral Language

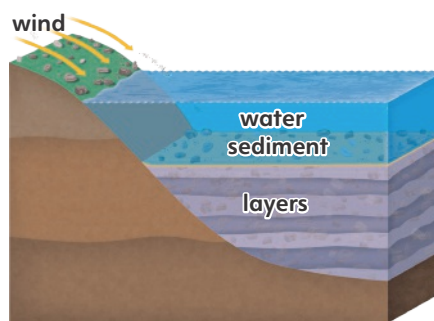
Use the Academic Vocabulary lesson on pp. T292–T293 in the Reading-Writing Workshop Bridge to review oral language. Tell students to summarize the formation of igneous rock. Ask them to use the Academic Vocabulary word *reaction* to describe what happens when magma comes to the Earth’s surface. Tell them to use the diagram as a guide.



Sedimentary Rocks

- 7 Sedimentary rocks are made from tiny pieces of other rocks. Wind and water can break up big rocks into very tiny pieces. These small pieces are called sediment. Sand is similar to sediment. Sediment might roll down hills, be blown by the wind, or pushed by water. Over thousands of years, the sediment forms layers. The layers press down on each other. They become a solid, new kind of rock—sedimentary rock.

How Sedimentary Rocks Form



First Read

Talk

THINK ALOUD I will talk to a partner about sedimentary rock because I think it is the most interesting rock. I love all the different layers of colors. The text and the diagram tell me these layers are made of tiny pieces of rocks that press down on each other and make layers.

Possible Teaching Point



Read Like a Writer | Author's Craft

Context Clues Writers of informational text include new vocabulary that may be unfamiliar to readers. Help students understand how authors use context clues and definitions to make the text understandable. Display the following example: “Wind and water can break up big rocks into tiny pieces. These pieces are called sediment.” Ask students to use the author’s definition to explain what *sediment* is. For more instruction on Author’s Craft, see pp. T326–T327.

First Read

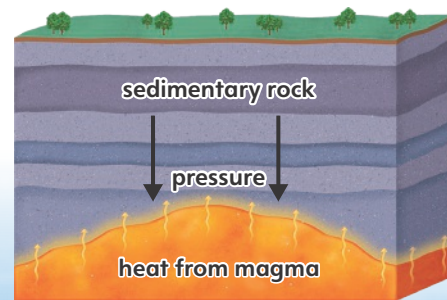
Ask

THINK ALOUD I have a question after reading this paragraph. I learned that metamorphic rock is made when pressure and magma create heat, which cooks the rock. The text says the rock doesn't melt but does change into metamorphic rock. If the rock doesn't melt, how does it change? I'll keep reading to see if the text answers the question.

Metamorphic Rocks

8 Metamorphic rocks are also made from other kinds of rock. Over long periods of time, rocks in Earth press down on each other. This pressure creates heat. There is also heat from magma deep inside Earth. The heat changes these rocks. It's like the heat is cooking the rock. These rocks don't melt, but they do change into a new type of rock—metamorphic rocks.

How Metamorphic Rocks Form



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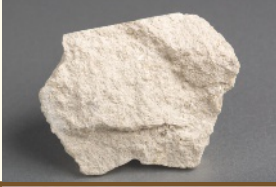




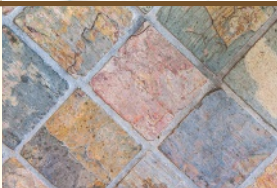
Possible Teaching Point

Read Like a Writer | Author's Craft

Cause and Effect Writers of informational text often structure explanations by naming a cause and an effect. Display the following example: "Over long periods of time, rocks in the Earth press down on each other. This pressure creates heat." The author has supplied a cause (pressure from rocks) and an effect (heat formation). Ask why the author might use cause and effect to explain rock formation. For more instruction on Author's Craft, see pp. T326–T327.



Some Other Ways People Use Rocks

Type of Rock		How It's Used	
limestone		building	
graphite		pencil	
slate		floors	

Rocks and People

- 9 Rock and stone are used in many ways. We use small rocks such as diamonds for jewelry. Artists cut stones such as marble to make art. Many kitchens in America have rock countertops. Glass is made from melting sand, and sand is rock. Even metal comes from rocks. If you look around wherever you are right now, you'll probably see something made from rock.

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CLOSE READ



Make Inferences

Highlight the sentences that can help you decide what the main idea of this section is.

645

First Read

Look

THINK ALOUD The photos and labels on this page help me understand the many ways that rock and stone are used. In the photos, I see three rocks and how they are used by people, like limestone for buildings, graphite for pencil lead, and slate for floors. I can connect what I see in the photos with the first sentence in the text: "Rock and stone are used in many ways."

Close Read

Make Inferences

Read aloud the Close Read activity with students. Tell students that they can make an inference based on three things: 1. the photos of rock and how it's used, 2. what they read in the text, and 3. what they already know.

Have students scan **paragraph 9** to find and highlight the sentences that can help them determine the main idea of this section. **See student page for possible responses.**

Encourage students to look at the heading above the section, as well as the photos and labels, for help figuring out the main idea. Have students support their responses with text evidence from p. 645.

Possible Response: The text tells me to look around and I'll probably see something made from rock. I see glass windows that are made from rock and the floor my chair is resting on is made from rock. I think that the main idea of this section is that rock and things made from rock are everywhere.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Discuss the author's use of print and graphic features to achieve specific purposes.

ELL Targeted Support Summarize Help students summarize what they have learned about the formation of igneous, sedimentary, and metamorphic rocks.

Point to the graphics on pp. 642–644. Have students complete the following sentences using words, drawings, or gestures: *Igneous rocks form when lava _____ (cools). Sedimentary rocks form _____ (layers) that press down and become rock. Rocks press down to create _____ (heat). The heat causes the rocks to become _____ (metamorphic rocks).* **EMERGING/DEVELOPING**

Have students use the graphics on pp. 642–644 to summarize how metamorphic, igneous, and sedimentary rocks are formed. **EXPANDING/BRIDGING**

First Read

Read

THINK ALOUD This informational text is about rocks, so I should keep reading to learn about rocks. On this page, I see labeled photos of a building, Mount Rushmore, and a bridge. I know from the text that they are all made from rock.

Close Read

Identify Main Idea

Explain that informational texts have a main, or central, idea that the text is mostly about. Each section of text also has a main, or central, idea.

Have students scan **paragraph 10** to find and underline the sentence that tells the main idea of this page. **See student page for possible responses.**

Explain that the main idea is usually supported by details that tell more about it. Ask students to name one detail that tells more about the main idea on the page.

Possible Response: One detail that supports the main idea is that ancient Egyptians made pyramids with blocks of limestone.

DOK 2

OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Discuss the author's use of print and graphic features to achieve specific purposes.

CLOSE READ



Identify Main Idea

Underline the sentence that tells the main idea of this section.

building



Building with Rocks

10 People have been building with rocks for thousands of years. Many cities long ago were made from rock. The ancient Egyptians made pyramids with giant blocks of limestone. In most cities today, rock is in buildings and sidewalks. Crushed rock is in roads. Many bridges are built with rock or stone.

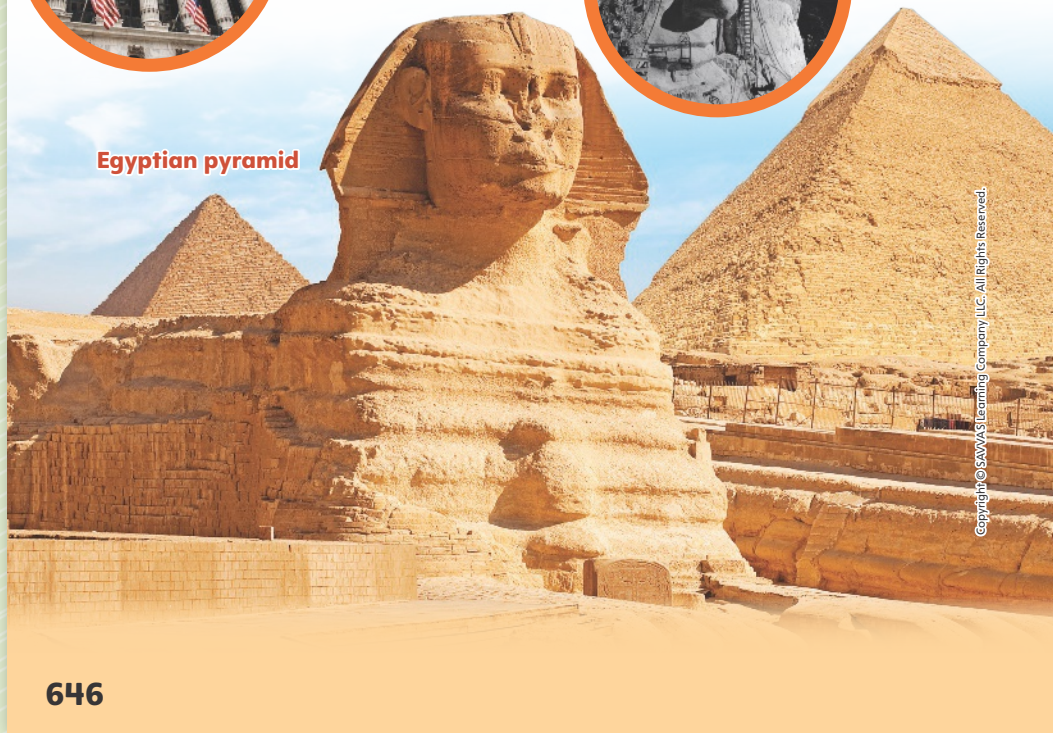


bridge

A team of artists carved the giant sculptures of Mount Rushmore in rock.



Egyptian pyramid



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Foundational Skills Extension

Abbreviations

Point out the caption near the photo of Mount Rushmore and have students read it aloud. Tell students the abbreviation for *Mount* is often *Mt.* Write *Mount* and its abbreviation, *Mt.*, on the board. Ask students which letters are left out when *Mount* is abbreviated.



moray eel

Many birds build
nests on rocks.

Animals and Rocks

11 People aren't the only creatures who use rocks. Animals use rocks too. Some animals swallow small rocks to help them digest food. These swallowed rocks are called gastroliths. Ostriches are birds. They have no teeth. They need help grinding food in their stomachs. So they swallow gastroliths—small rocks and sand.

12 Some animals use rocks for their homes. Some eels and octopuses live in cracks in undersea rocks.



ostrich

gastroliths



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First Read

Talk

THINK ALOUD I think the information on this page is the most interesting so far in the text. I can't believe some animals swallow rocks! I wonder what other animals use gastroliths.

CROSS-CURRICULAR PERSPECTIVES

Science



Gastroliths also have been found within the rib cages of dinosaur remains, primarily plant-eaters. But gastroliths are not only used for digesting food. Many scientists believe that aquatic animals such as crocodilians might swallow gastroliths as a way of staying stable in the water. Having stones in their belly might prevent crocodiles from rolling side to side. Have students connect this information to p. 647 of the *Student Interactive*.

First Read

Look

THINK ALOUD The images on this page help me understand the text. This section is about rocks and fossils. The photo of the seahorse shows me what a fossil looks like, and the illustration at the bottom of the page shows me how an animal becomes a fossil.

Close Read

Make Inferences

Students should study the three-part diagram at the bottom of the page and add that information to what they learn in the text.

Have students scan **paragraph 13** to find and highlight the sentences that can help them figure out the main idea of this section. **See student page for possible responses.**

Ask students to use what they have learned and what they know to make an inference about the main idea of this section. Ask them to think about the importance of rocks in the study of Earth's past.

Possible Response: Rocks play an important part in learning about Earth's past. They show scientists the kinds of animals that were here long ago and whether they are like animals that are alive today.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Discuss the author's use of print and graphic features to achieve specific purposes.

CLOSE READ



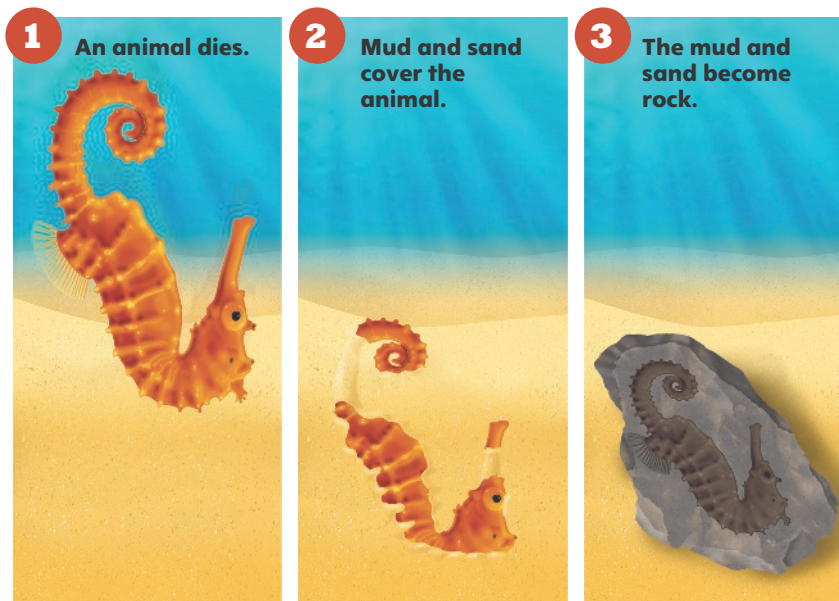
Make Inferences

Highlight the sentences that can help you figure out the main idea of this section.

fossils parts or prints of a plant or animal that lived a long time ago

Rocks and Fossils

13 Rocks help scientists learn about animals from the past. Fossils are what is left of animals and plants that lived long ago. Long ago, some animals were buried in layers of mud or sand. Over time, these layers become solid rock. The animals' bodies break down. The bodies leave shapes in the rock. These shapes show what animals from long ago looked like.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Diagrams Explain that authors often use diagrams to show the steps involved in a process. Point out the diagram on the bottom of the page. Discuss how the three illustrations show how fossils are formed. Ask students why and when an author might choose to include a diagram to support a text. For more instruction on Author's Craft, see pp. T326–T327.



Soil

- 14 Rock is important because it provides people and animals with food. Soil is made up of small pieces of rock. Soil is the loose upper layer of the surface of Earth. The rock mixes with air, water, and humus to make soil. Humus is tiny pieces of dead plants and animals. The plants that people and animals eat grow in soil.

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CLOSE READ



soil the loose top layer of Earth; dirt



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First Read

Ask

THINK ALOUD I learned from this paragraph that soil comes from rock that mixes with air, water, and humus. I also learned that humus is tiny pieces of dead plants and animals. But I still want to know how all that becomes soil. Dirt is soft, and rock is not. If I don't find the answer in the text, I can research the answer on my own.

ELL Targeted Support Unpacking Sentences Help students understand phrases and clauses within sentences in order to make sense of each sentence's big idea.

Read aloud the sentence: "The plants that people and animals eat grow in soil." Then read this shortened sentence: "The plants grow in soil."

Ask: **What plants grow in soil?** (the plants that people and animals eat)

EMERGING/DEVELOPING

Have a volunteer read aloud the last sentence. Then ask: **What plants grow in soil?** (the plants that people and animals eat) Guide students with questions that help them understand other sentences in the paragraph, such as: **Why is rock important? What does rock mix with to make soil?** **EXPANDING/BRIDGING**

First Read

Look

THINK ALOUD There is a lot of information about types of soil in the text. The photos and labels show me what each type of soil looks like. The photo of the prairie dogs also has a caption that gives me information about things that live in the soil.

Close Read

Vocabulary in Context

Remind students that using context is one way to determine the meaning of unfamiliar words.

Have students scan **paragraph 15** and underline the words in the text that help them understand the meaning of *nutrients*. **See student page for possible responses.**

Ask students to use what they learned to explain what nutrients are and why they are important in soil.

Possible Response: On the page before this one, the text said humus is part of soil. I think plants might get nutrients from humus and nutrients give plants the kind of nutrition they need to grow strong and healthy.

DOK 2

OBJECTIVE

Use context within and beyond a sentence to determine the meaning of unfamiliar words.

CLOSE READ



Vocabulary in Context

Underline the words in the text that help you understand the meaning of **nutrients**.

15 Soil provides water and nutrients to plants. Nutrients in soil help plants grow. Different kinds of soil have different amounts of water and nutrients. Clay soil is thick and heavy. Clay soil can hold a lot of water. It can also dry out and become hard as a brick. Desert soil is loose and sandy. Clay and sandy soils are not very good for growing plants. Loam is a very rich kind of soil. It holds some water but not too much. Loam also contains a lot of nutrients. The best farmland has loamy soil.

Soil Homes

Soil provides homes to many living things. Earthworms live in soil. So do animals such as prairie dogs.

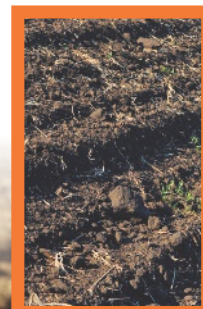
clay soil



sandy soil



loam



650

Possible Teaching Point



Academic Vocabulary | Oral Language

Use the Academic Vocabulary lesson on pp. T292-T293 in the Reading-Writing Workshop Bridge to review oral language. Explain that soil with a balance of rock, air, water, and humus is good for growing plants. Have students discuss what makes loam a good soil for growing plants using the Academic Vocabulary word *balance*.



- 16 Rock. It's much more important to us than you probably thought. It gives us places to live. It helps us create and build. It gives us the soil to grow our food. It is home to animals. It makes up our entire planet!

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CLOSE READ

**Identify Main Idea**

The topic of a text is what the whole text is about. Underline the topic of this text. Then underline the words that tell the main idea about the topic of this text.

Fluency

Practice reading every word correctly. Read aloud the last two paragraphs several times with a partner.

First Read**Read**

THINK ALOUD I know this is the last page of text, so I think that this paragraph will be a summary or conclusion about what rocks are and how people and animals use them.

Close Read**Identify Main Idea**

Tell students that the topic of a text is what the whole text is about. The main idea is the most important point about the topic.

Have students scan **paragraph 16** and underline the main idea and topic. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Close Read**Fluency**

Remind students that fluency is reading for meaning at a comfortable rate. Part of using appropriate fluency is reading grade-level texts with accuracy.

Have students practice reading every word with accuracy by rereading **paragraphs 15–16** aloud several times with a partner.

OBJECTIVE

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

651

Possible Teaching Point**Read Like a Writer | Author's Craft**

Summary Writers of informational texts often end by summarizing the important points they have written about. Point out the sentence “It gives us places to live” and have students connect this to information on p. 645 in their *SI*. Connect other sentences in the summary with earlier places in the text. Ask why it might be important for an author to summarize a text at the end. For more instruction on Author's Craft, see pp. T326–T327.

Respond and Analyze



OBJECTIVES

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

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

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

Respond using newly acquired vocabulary as appropriate.

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

My View

Use these suggestions to prompt students' initial responses to reading *Rocks!*

- **Ask** What questions do you still have about the text that would help clarify information?
- **List** Write a short list of things you see around you that are made of rock.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES The author uses the vocabulary words *minerals*, *layers*, *magma*, *fossils*, and *soil* to describe supporting details about rocks.

- Remind yourself of the word's meaning.
- Ask yourself what the author is trying to describe about rocks.

MODEL AND PRACTICE Model filling out the chart on p. 652 in the *Student Interactive* using the word *minerals*.

I know from p. 639 that the word *minerals* means “solid materials, usually dug from the earth, such as coal and gold.” I know that coal and gold are made of rock, but I’ll reread paragraph 2 to find out more. After I read, I see that the first sentence says “Rock is a hard material made of minerals.” I’ll write “Rocks are made up of minerals.” in the second column.

Give students opportunities to respond using newly acquired vocabulary. Ask students to share other information they know about minerals in rocks.

ELL Targeted Support Vocabulary Make sure students understand the phrase “have to do with” from the prompt in the chart on p. 652.

Explain the meaning of “have to do with” in this question. To help clarify, write an alternate way of asking the same question: *How is the word related to rock?* Ask students if they can think of other ways to rewrite the prompt. **EMERGING/DEVELOPING**

Have students find a phrase in the instructions on p. 652 that means the same as “have to do with.” Ask students to use this phrase to replace the question “What does it have to do with rock?” **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students complete p. 652 of the *Student Interactive*, providing assistance as needed.

OPTION 2 Use Independent Text Have students find and list unfamiliar words related to the topic of the text. Ask them how the words they chose relate to the main idea.

QUICK CHECK



Notice and Assess Can students answer questions about newly acquired vocabulary?


Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T320–T321.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T320–T321.

Check for Understanding My TURN Ask students to complete p. 653 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 652–653

VOCABULARY	COMPREHENSION	READING WORKSHOP												
<p>Develop Vocabulary</p> <p> MY TURN Write a sentence to tell how each of the following vocabulary words is related to rock.</p> <p>Possible responses:</p> <table border="1"> <thead> <tr> <th>Word</th> <th>What does it have to do with rock?</th> </tr> </thead> <tbody> <tr> <td>minerals</td> <td>Rocks are made up of minerals.</td> </tr> <tr> <td>layers</td> <td>Layers of sediment press down and become rock.</td> </tr> <tr> <td>magma</td> <td>Magma is hot, melted rock.</td> </tr> <tr> <td>fossils</td> <td>Fossils of animals and plants from long ago are found in rock.</td> </tr> <tr> <td>soil</td> <td>Soil is made up of small rock pieces.</td> </tr> </tbody> </table>	Word	What does it have to do with rock?	minerals	Rocks are made up of minerals.	layers	Layers of sediment press down and become rock.	magma	Magma is hot, melted rock.	fossils	Fossils of animals and plants from long ago are found in rock.	soil	Soil is made up of small rock pieces.	<p>Check for Understanding</p> <p> MY TURN Look back at the text to answer the questions. Write the answers.</p> <p>DOK 2 1. How can you tell this is informational text? Possible response: It tells facts and details about rocks and minerals.</p> <p>2. Why did the author include headings like “What Is a Rock?” and “The Rock Cycle?” DOK 2 Possible responses: to tell readers what each section is mainly about; to help readers find information</p> <p>3. What is one way Earth would be different if there were no rocks? DOK 3 Possible response: Earth is made of rock, so it would not exist if there were no rocks.</p>	
Word	What does it have to do with rock?													
minerals	Rocks are made up of minerals.													
layers	Layers of sediment press down and become rock.													
magma	Magma is hot, melted rock.													
fossils	Fossils of animals and plants from long ago are found in rock.													
soil	Soil is made up of small rock pieces.													
652	653													

Use the  **QUICK CHECK** on p. T299 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

DECODE ABBREVIATIONS

Write the word *Sunday* and read it aloud. Say: I can abbreviate the word *Sunday* when I write. I can write *Sun.* instead of the whole word. What other abbreviations do you know for days of the week? (*Mon., Tues., Wed., Thurs., Fri., Sat.*)

Read the text on *SI* pp. 630–631 with students and have them identify the word each abbreviation stands for.

ELL Targeted Support

Have students practice using abbreviations.

Write: *The table is 6 ft. and 2 in. long.* Read the sentence. Point to the abbreviations as you read *feet* and *inches*. Challenge students to make up a sentence of their own using the abbreviations for *feet* and *inches*. **EMERGING**

Challenge students to look through their books to find abbreviations. Have them write the abbreviations and the words they stand for.

DEVELOPING/EXPANDING

Challenge students to look through their books to find abbreviations. Have them write the abbreviations and the words they stand for. Then have them use each abbreviation in a sentence.

BRIDGING



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

Intervention Activity

DECODE ABBREVIATIONS

Use Lesson 15, pp. T99–T102, in the *myFocus Intervention Teacher's Guide* for instruction on abbreviations.

LEVEL C • MODEL AND TEACH

Lesson 15 Compound Words, Contractions, Abbreviations

INTRODUCE Remind students that they know how to break apart words with more than one syllable. Today we will learn how to break apart compound words. A compound word is a word made of two smaller words. Next, remind students that they know the words *not*, *am*, *is*, and *are*. We will learn how these words are shortened and combined with other words to form words called contractions. Then, tell students that they will learn how to use capital letters and periods to make abbreviations. Abbreviations are shortened forms of words.

MODEL Display or distribute Student Page S99 and read aloud the passage.

Starfish

Have you ever seen a **starfish**? We saw some on our field trip to the beach. A starfish looks like a star and lives in the water. But **it's** not really a fish. **That's** because starfish **don't** have gills, scales, or fins like fish do.

Starfish got their name because they have five arms. There is an eye at the tip of each arm. **Mr.** Dunlap told us that some starfish have 10 or 20 arms! He said that if an arm breaks off, a starfish can grow a new one.

TEACH Point out the word *starfish*. Ask students what smaller words they see in this word. (*star* and *fish*) Explain that these word parts are words on their own. You know the words *star* and *fish*. What do they mean? When they are put together, they make a new word. Guide students to determine that a starfish is an ocean animal that looks like a star. Use the same procedure to teach additional compound words, such as *weekend* and *baseball*.

Next, point to the word *it's* in sentence 4. Explain that in a contraction, two words are combined, but some letters are left out. The word *it's* is made by combining *it* and *is*. Point to the apostrophe. Say: An apostrophe takes the place of the letter *i* in *is*. Point out and explain the contractions *That's* (that is) and *don't* (do not) in sentence 5.

Finally, point to *Mr.* in paragraph 2. Explain that an abbreviation is a shortened form of a word. The abbreviation *Mr.* is a shortened form of the word *Master*. Many abbreviations start with a capital letter and end with a period. Offer and explain an additional abbreviation, such as *Rd.* (Road)

Phonics, Morphology, and Spelling T • 99

OBJECTIVES:

- Recognize that compound words are made up of two shorter words.
- Read and spell compound words.
- Read and spell contractions formed with *'s*, *'m*, *'n*, *'re*.
- Recognize that an abbreviation is a shortened form of a word.
- Read and spell abbreviations.

Fluency

Assess 2–4 students

PROSODY

Have student pairs practice reading a short passage with accuracy.

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.

Independent/Collaborative

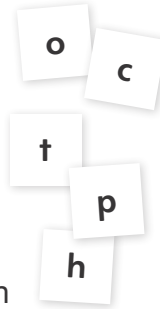
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together to make notecards with abbreviations on one side and the words they stand for on the other. Then have them take turns showing an abbreviation and having other students say the word the abbreviation stands for.

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



Decodable Reader



Students can read the decodable reader, *North Hall Street*, to practice reading words with abbreviations and high-frequency words.

Before reading, remind students of this week's high-frequency words: *listen*, *covered*, and *several*. **When you see these words in a text, you will know how to read them.**

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have pairs read the entire text, switching readers after each page. Then have them reread the text with the other student beginning.

High-Frequency Words

Have students write sentences using this week's high-frequency words: *listen*, *covered*, and *several*. Then have them share their sentences with the class.

Centers



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

Decodable Reader

North Hall Street
Written by Jake Swanson

Decodable Reader
29

Abbreviations
Aug. Mr. Sat.
Ave. Mrs. St.
Dr. Ms.

High-Frequency Words
almost dog north

225

A sign said, "Yard Sale on Sat., Aug. 17 at 123 North Hall St." Mr. Walter Hanks saw the sign. He wrote down the day and address.

226

At home, Mr. Hanks told Mrs. Hanks about the yard sale. Mr. and Mrs. Hanks planned to go. Yard sales were great.

227

Mrs. Hanks took her dog to a vet. Mrs. Hanks told Dr. Sara Woo about the sale. Dr. Woo planned to go.

228

Dr. Woo told Ms. Nevins. Hall St. was close to Ms. Nevins' house on Elm Ave. She planned on going with her family.

229

Mr. and Mrs. Hanks, Dr. Woo, and Ms. Nevins told more pals. Almost all of them planned to go to the sale. They told other people, too.

230

On Saturday, Mr. and Mrs. Hanks went to the yard sale at 132 South Hall St. So did a lot of other people. But there was no yard sale!

231

Mr. Hanks looked at his note. "Whoops, it's not 132, but 123 North Hall St.," he said. And that is where all the shoppers went!

232

Use the  **QUICK CHECK** on p. T317 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors choose specific vocabulary to explain the main ideas and supporting details of informational text. You can use your knowledge of this vocabulary to make inferences about the text. Have students look at *Rocks!* for words related to the main idea.

ELL Targeted Support

Guide students in using visual and contextual support to enhance their understanding of the vocabulary.

Choose pictures from a magazine or book that illustrate the vocabulary words: *minerals, layers, magma, fossils, and soil*. Ask students questions to help them describe each picture. **EMERGING**

Instruct students to find the definition of each vocabulary word in the margins. Then discuss how the word is used in the text. **DEVELOPING**

Have students complete and write the following sentences using the vocabulary: *The seashell was buried under many thick ____ of sand and seaweed. Let's plant the sunflower in the rich ____ next to the tree.* **EXPANDING**

Direct individuals to write five sentences, each using a vocabulary word. Then have them share sentences with the class. **BRIDGING**



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

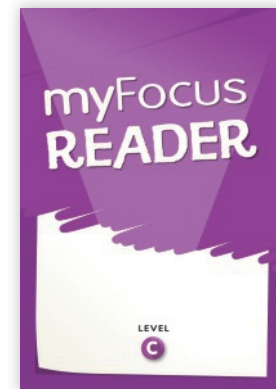
Intervention Activity



DEVELOP VOCABULARY

Read pp. 62–63 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

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



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage at a reasonable and comfortable rate. Tell students they may adjust their expression and intonation while reading, 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 Ask students to tell you about the words that help explain the main ideas and supporting details in their informational text.

Possible Conference Prompts

- How are the words you listed important to the main idea?
- Why do you think the author chose those words?
- How have you used word definitions to make inferences about the text?

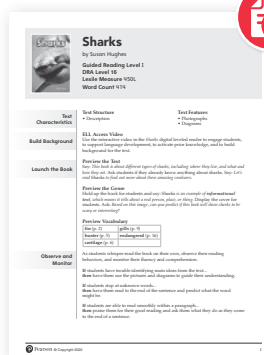
Possible Teaching Point Active readers pay attention to the words authors use to explain the details that support the main idea of an informational text. They might think, “Why did the author choose this word?”

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on developing vocabulary by recognizing content-area words in informational text, 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 new vocabulary words they learned from their reading, what the words mean, and why the author may have chosen them.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Rocks!* or “Famous Rocks.”
- read a trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

Centers



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

Literacy Activities



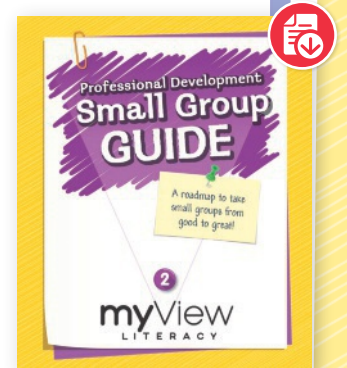
Students can

- complete the graphic organizer on *SI* p. 652.
- answer questions on *SI* p. 653 with a partner.
- play the *myView* games.
- with a partner, take turns reading text passages with accuracy.

SUPPORT PARTNER READING

Partner reading gives students a chance to practice collaboration skills as they help each other understand and read aloud a new text.

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



Word Work

OBJECTIVES

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

Phonics: Review Abbreviations

Minilesson

FOCUS Review with students that abbreviations are shortened versions of words. Write the word *Friday* on the board. Ask students for the abbreviation of the word. Write *Fri.* on the board. Ask students why this abbreviation needs a capital letter. Point out to students that if an abbreviation is part of a proper noun, it should begin with a capital letter.

MODEL AND PRACTICE I use abbreviations in addresses, in people's names, such as *Dr. Smith*, and when I want to shorten the names of the days of the week. Write the following words on the board: *Doctor Smith*, *75 Bell Street*, *Wednesday*, *Governor Jones*, *5th Avenue*, and *2 feet*. Ask students to work with a partner to write the abbreviations for each example. Then call on different students to come up and write an abbreviation on the board. Ask students to check their work.

APPLY Ask students to choose two of the abbreviations on the board and write a sentence using them.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *listen*, *covered*, and *several*.

MODEL AND PRACTICE Have students read each of the words in the box on p. 632. Use each word in a sentence.

APPLY MyTURN Have students complete each sentence on p. 632. Then have them use the high-frequency words to write their own sentences.

TURN, TALK, AND SHARE Have students read aloud their sentences with a partner.

STUDENT INTERACTIVE, p. 632

HIGH-FREQUENCY WORDS | DECODABLE TEXT

My Words to Know



MYTURN Read the words in the box. Write one of the words to complete each sentence. Read the sentences.

listen

covered

several

1. “ **Listen** _____ to this story,” said the teacher.
2. There are _____ **several** _____ kinds of apples to choose from.
3. Be sure the table is _____ **covered** _____ so it doesn’t get dirty.

Now write your own sentence for each word.

Possible responses: My mom always tells me to listen.

I covered the box with fancy paper.

I have several stuffed animals.



TURN and TALK Read your sentences aloud with a partner.

Identify Main Idea



OBJECTIVE

Recognize characteristics and structure of informational text, including the central idea and supporting evidence with adult assistance.

ACADEMIC VOCABULARY

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

- A few places you might find rocks in the environment are ___.
- One way you might destroy granite is ___.

ELL Access

Discuss with students the importance of understanding the main idea of each section in an informational text. You may find it helpful to ask: **What is the most important idea in this section? Did this author state this directly? If not, how did you figure it out?**

Minilesson

FOCUS ON STRATEGIES Explain that informational texts have a main idea, or central idea, which creates structure in the text. A paragraph or a section of text can also have a main idea. Authors develop the main idea with supporting evidence.

- Think about the most important idea in the text. If the author does not state the main idea, how can you figure it out?
- Pay attention to any text features, such as section heads, and any graphic features. How do they help you know what is important?

MODEL AND PRACTICE Use the Close Read note on p. 638 of the *Student Interactive* to model how to underline sentences that state and support the main idea of this page.

This paragraph is about the idea that rock is everywhere on Earth. What words help state this idea? The last sentence says: “Rock is everywhere!” That directly states the main idea, so I will underline that sentence. Another sentence that talks about Earth being made of rock is: “Rock is the building block that makes up our planet.” I will underline that sentence, too.

Remind students that they can always ask for adult assistance to help them recognize structures of informational text, such as main, or central, idea and supporting evidence.

ELL Targeted Support Working with Peers Explain that talking with a partner can help clarify a text.

Guide partners in a discussion of how the headings and photos in *Rocks!* help readers figure out the main idea of each section. **EMERGING/DEVELOPING**

Direct student pairs to discuss how the headings help confirm their understanding of the main idea of each section. **EXPANDING/BRIDGING**



EXPERT'S VIEW Sharon Vaughan, 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

Have students use the strategies for identifying the main idea.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Identify Main Idea and then use the text evidence from their annotations to complete the chart on p. 654.

OPTION 2 Use Independent Text Ask students to create a T-chart with the main idea of each section of their book on one side and the supporting details for the main idea on the other.

QUICK CHECK

Notice and Assess Can students identify the main idea in an informational text?

Decide


- **If students struggle**, revisit instruction for identifying the main idea in Small Group on pp. T328–T329.
- **If students show understanding**, extend instruction for identifying the main idea in Small Group on pp. T328–T329.

STUDENT INTERACTIVE, pp. 654

CLOSE READ

Identify Main Idea

One characteristic of informational text is that it has a **main idea**, or **central idea**. Every text has a topic. You can state the topic in a word or two. The main idea is the most important idea about the topic. A paragraph or a section of text can also have a main idea. The author supports each main idea with evidence.

 **MYTURN** Go to *Rocks!* to complete the Close Read notes. Working with your class, use what you underline to complete the chart.

Topic: **Rocks**

Section	Main Idea	Supporting Evidence
“Building with Rocks”	Possible response: People have been using rocks as a building material for many years.	Egyptians made pyramids with limestone. Cities use rocks in buildings and sidewalks. Roads have crushed rocks. Bridges are built with rock.

654

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Read Like a Writer, Write for a Reader

OBJECTIVE

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

ELL Access

Descriptive Details

Remind students that when a writer uses descriptive details, he or she chooses words that help the reader better understand something. Help students understand this concept by displaying an image of an apple and then using descriptive details to describe it. Next, display a picture of a tree and ask students to use descriptive words to describe it with specificity and detail.

Descriptive Details

Minilesson

FOCUS ON STRATEGIES Explain that authors use descriptive details to help readers better understand a topic.

- Look at the words the author uses to describe the topic. Do these details give specific and relevant, or closely connected, information about the topic?
- Authors of an informational text support each main idea with details.

MODEL AND PRACTICE Model using the text on *SI* p. 658 to show students how the author uses descriptive details to help readers better understand the topic. *The author tells us that rock is hard and made of minerals, and then provides specific examples of rocks: mountains, the seabed, and beach stones. Now I better understand what rock is.* Read the next example and have students suggest how the details clarify the information.

Handwriting

OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

Practice Cursive Writing

FOCUS Display all the cursive letters students have learned so far.

MODEL Model writing the letters in cursive. Show students how to form the cursive letters using appropriate strokes when connecting letters.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 658 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 658

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors include details to help readers understand a topic better. Details give specific and relevant, or closely connected, information about the topic.

Details	What the Details Tell Me
<p>“Rock is a hard material made of minerals. . . .”</p> <p>“Mountains, the seabed, and beach stones are all rock.”</p>	<p>These details give me information that is relevant to learning what rock is.</p>
<p>“Animals use rocks too. Some animals swallow small rocks to help them digest food. . . .”</p> <p>“Some animals use rocks for their homes.”</p>	<p>These details tell me specific ways animals use rocks.</p>

MY TURN Write two or three sentences with specific and interesting details about rocks.

Possible response: People use rocks to make lots of different things. Artists use beautiful rocks to make jewelry. People melt sand to make glass.

658

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Writing Workshop

Have students supply descriptive details to support and explain main ideas in their Writing Workshop texts. During conferences, support students' writing by asking questions to guide them in giving examples and descriptions to further elaborate on a topic.

PRACTICE Have students use *Handwriting* p. 270 in the *Resource Download Center* to practice cursive writing. During practice, students should concentrate on making sure they accurately form all cursive letters using appropriate strokes when connecting letters.

Name _____

Handwriting

Practice Cursive Writing

An important key to good cursive writing is practice. The more you practice, the easier it will become.

MY TURN Write each sentence. Work carefully to make sure the letters are joined correctly.

I go to Connell Elementary School.

Mommy and Tami are cousins.

Grade 2 • Unit 5 • Week 5

270

Handwriting p. 270

Use the  **QUICK CHECK** on p. T325 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY MAIN IDEA

Teaching Point After you finish watching a movie, how do you tell a friend what it was about? Do you describe every single detail of the movie, or do you explain only the most important idea? The main idea of a movie is similar to the main idea of a text.

Have students look back at *Rocks!* to identify one section's main idea.

ELL Targeted Support

Tell students that when asking for information, it is important to use clear language. Choose a page from *Rocks!*

Have students ask questions about the graphic features on the page. **EMERGING**

Direct students to ask questions about the text features on the page using some weekly and Academic Vocabulary. **DEVELOPING**

Instruct partners to ask each other about the main idea of the page and information that supports it. **EXPANDING**

Tell students in small groups to ask questions about information in the page's features. Have them discuss how the information relates to the main idea of the page. **BRIDGING**



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

Intervention Activity



IDENTIFY MAIN IDEA

Use Lesson 37, pp. T223–T228, in the *myFocus Intervention Teacher's Guide* for instruction on identifying the main idea.

LEVEL C • READ

Lesson 37 Identify Main Ideas

DIRECTIONS Read "Wilma Rudolph: A True Star."

Wilma Rudolph: A True Star

- 1 Wilma Rudolph loved to run. She could run really fast, too. In 1960, Rudolph raced in the Olympic Games. They took place in Rome, Italy. Rudolph ran in three races, and she won each race. She was the first American woman to win three gold medals in one Olympics. She was twenty years old, and she became a role model for other African-American athletes.
- 2 Rudolph was born in Tennessee on June 23, 1940. She had 21 brothers and sisters! When Rudolph was four years old, she got a disease called polio. She could not walk. She wore a metal brace on her left leg. Doctors said that Rudolph might never walk again on her own. However, Rudolph decided she would walk again without a brace. She would be like all kids her age.
- 3 Once a week, Rudolph's mother took her to the hospital. There, people helped make Rudolph's legs strong. She worked hard. She did exercises. After a few years, Rudolph walked on her own.
- 4 Before long, Rudolph started to play sports. One day, her brothers put up a basketball net in the yard. Rudolph loved the game. In high school, Rudolph won a place on the girls' basketball team. She was fast, and she soon became a star basketball player.
- 5 Ed Temple, a coach from Tennessee State University, saw Rudolph play. Temple knew she would make a great runner. So Rudolph began training with Temple.

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Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage to read with appropriate phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 145–150 of 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

IDENTIFY MAIN IDEA

Talk About Independent Reading Ask students to share details the author uses to support the main idea of the text.

Possible Conference Prompts

- What is the main idea?
- Does the author state it directly? If not, how did you figure it out?
- What details does the author use to support the main idea?

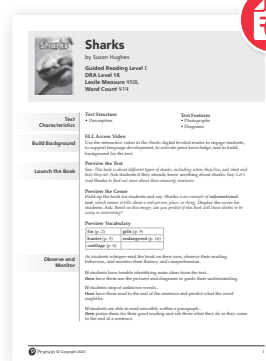
Possible Teaching Point Readers know that informational text always has a main idea. They might think, “What is the most important idea of the text, and how do I know this?”

Leveled Readers



IDENTIFY MAIN IDEA

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on identifying details that support a main idea, see the *Leveled Reader Teacher’s Guide*.



Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Rocks!*
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

Centers



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

Literacy Activities



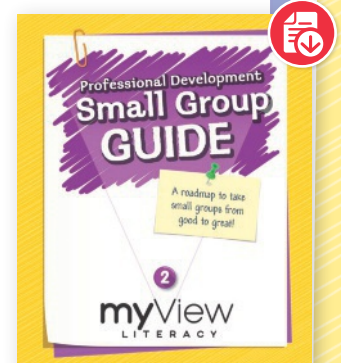
Students can

- complete the graphic organizer on *Student Interactive* p. 654.
- play the *myView* games.
- choose a passage from the text and, with a partner, take turns reading the passage with accuracy.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts.

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



Whole Group

Share Bring the class back together. Invite two students to share the main idea and supporting details in a text and tell how they were able to figure them out.

Decodable Text

OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words presented in the decodable story. Remind students that words are made up of sounds and that they can listen for sounds in words.

Read *Welcome, Max*

FOCUS Have students turn to p. 633 in the *Student Interactive*. Say: *We are going to read a story today about a party for Max.*

READ Say: *We read for meaning so we need to make sure what we read is making sense.* Review with students what they need to do when their reading is not making sense. They can reread to see if that helps. They can retell their reading and see if that helps clarify what they have read. They can also use context clues to figure out what difficult words mean. Ask students to read the text silently, applying self-monitoring techniques. Then have students read aloud the story with a partner. They can take turns reading the text, while their partner follows along and provides support if needed.





Reread *Welcome, Max*

FOCUS ON COMPREHENSION Ask: Did your reading make sense? What did you do when something confused you? What is the text mostly about? Let's reread the story together to see if that's correct.

Reread the story aloud with students. Ask: **What did Grace get in the mail?** Have students answer the question and read aloud the sentence that confirms the answer.

Read aloud question 1 on p. 633. Ask students to search the text to find the answer. Call on a student to read it aloud. Then ask students to write their answer. Repeat with question 2.

RETELL Have students work with a partner to retell *Welcome, Max* to each other.

STUDENT INTERACTIVE, p. 633



FOUNDATIONAL SKILLS

Welcome, Max

Grace got a card in the mail.

Welcome Party for Max!
Please come to 543 Forest St.
on Sat., May 3, at 3:00.

"I want to find a gift for Max!" said Grace. She looked around and saw her box of rocks. She chose several stones with green lines or shiny spots. Grace put them in a box and covered it. She couldn't wait for the party!

1. What is happening on Sat., May 3?
a welcome party for Max
2. Why does Grace choose stones?
They will be a gift for Max.
3. Find and underline two abbreviations in the story.
Write the words they stand for on the lines.

Street

Saturday

Make Inferences



OBJECTIVES

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

Make inferences and use evidence to support understanding.

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

Discuss the author's use of print and graphic features to achieve specific purpose.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about making inferences. Ask:

- What resources in a text can you use to make an inference?
- How might what you already know affect your reaction to a text?

Minilesson

FOCUS ON STRATEGIES Readers combine text evidence and what they already know to understand a text.

- Think about what you already know about the topic of the text.
- Notice details the author tells you directly.
- When an author does not directly state the main idea, find evidence in the text and use prior knowledge to make an inference.

MODEL AND PRACTICE Model filling out the chart on p. 655 in the *Student Interactive* using the Close Read note on p. 641.

The heading of this section is “The Rock Cycle,” so I know that is what the text will be about. The first three sentences explain what the rock cycle is, and that seems to be the main idea, so I will highlight those sentences. To fill in the chart, I need to make an inference using text evidence. After reading the text, I conclude from all the sentences that rocks slowly change from one kind of rock to another. I’ll write this under “My Inference About the Main Idea.”

Remind students that text evidence may appear not only in the main text but also in text features or graphic features.

ELL Targeted Support Text to Text Write *prior* and define the word. Tell students that experienced readers use prior knowledge from other texts to help them understand what they read. Read aloud a paragraph from *Rocks!*

Help students complete these sentence frames to form a text-to-text connection: *Another science text I read that this reminds me of is _____.* *Reading that text helps me understand the paragraph about rocks because _____.* **EMERGING**

Have students work in pairs to recall prior knowledge and share text-to-text connections. Then have them share the connections they made with the class. **DEVELOPING**

Have students work in small groups to share text-to-text connections. Then ask them to write their connections on notebook paper. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making inferences.

OPTION 1 My TURN Have students complete the activity on p. 655 of the *Student Interactive*. Circulate to discover whether students can make relevant inferences.

OPTION 2 Use Independent Text Have students use sticky notes to mark text evidence that helps them figure out the main idea of a section. Students should write their inferences on the sticky notes.

QUICK CHECK

Notice and Assess Can students make inferences about main ideas in an informational text?

Decide


- **If students struggle**, revisit instruction for making inferences in Small Group on pp. T334–T335.
- **If students show understanding**, extend instruction for making inferences in Small Group on pp. T334–T335.

STUDENT INTERACTIVE, pp. 655

READING WORKSHOP

Make Inferences

When an author doesn't state the main idea of a text or a section directly, you make inferences to figure it out. To make inferences, use evidence and what you already know to support your understanding of a text.

 **MY TURN** Go back to the Close Read notes. Follow the directions to highlight the text. Use what you highlighted to make inferences about the main idea of each section.

Section	My Inference About the Main Idea
"The Rock Cycle"	Possible response: Over a long time, rocks slowly change from one kind of rock to another.
"Rocks and People"	Possible response: Many things we use are made from rock or stone.
"Rocks and Fossils"	Possible response: Fossils in rocks help scientists learn what animals from long ago looked like.

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Use the  **QUICK CHECK** on p. T333 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE INFERENCES

Teaching Point Not every main idea is stated directly in an informational text. Readers need to use what they know from their life experiences to make an inference about the text. Have students look at their annotations in *Rocks!* to make inferences.

ELL Targeted Support

Help students practice using the language of making an inference.

Model making inferences with everyday cause-and-effect scenarios such as seeing the sky lighten and inferring that the sun is rising. Describe the process you used and have students repeat it after you: *I used what I already know about sunlight and what I saw in the sky to infer that the sun was rising.* **EMERGING**

Ask students to think of cause-and-effect scenarios and then make an inference about what will happen in each. Write their scenarios and inferences using the sentence structure in the Emerging activity. Have students read what you wrote aloud. **DEVELOPING**

Encourage students to think about a favorite text that they understood with an inference. Have them explain the process they used by completing this sentence in writing: *I used what I already know about _____ and what I read in _____ to infer _____.* **EXPANDING/BRIDGING**



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

Intervention Activity



MAKE INFERENCES

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on reading strategies.


LEVEL C • READ

Lesson 31 Apply Reading Strategies

DIRECTIONS Read the story "A Trip to the Library."

A Trip to the Library

- 1 Sam hopped into the car and said, "Let's go!"
- 2 Mom was taking him and his sisters to City Library. Grandpa was coming, too. Sam could not wait! He had been to the library at school many times. He often went there to take out books or use a computer. But Sam had never been to the big library downtown.
- 3 City Library was huge. It had three floors. The children's room was on Floor 3. One side of the room was filled with books. The other side was for story time. Kids were sitting on a rug. A nice lady was reading a book to them. It was a funny story about a cat named Pete.
- 4 Sam's little sister wanted to hear the story, so she and Mom sat down. Sam's big sister went to find some books about trains. Sam stayed with Grandpa.
- 5 Grandpa and Sam walked down to Floor 2. That was where the computers were. There were rows and rows of them! Grandpa wanted to look up news about some baseball games. He wanted to find out the scores of the games. Grandpa typed quickly, then grinned as he saw that his favorite teams had won.



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Reading Literature T • 183

Fluency

Assess 2–4 students



PROSODY

Ask pairs to take turns reading a passage with smoothness and accuracy.

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 reread their sticky notes and then talk with a partner about one of their inferences and the text evidence that led them to it.

Possible Conference Prompts

- What inference did you make?
- What text evidence helped you make this inference? What prior knowledge?
- How did this inference help you understand the text?

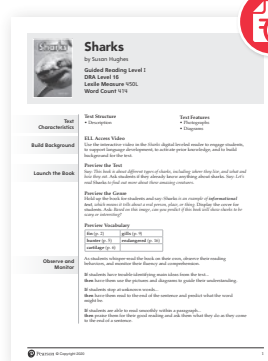
Possible Teaching Point Readers know to use text evidence and make inferences to support their understanding. They might think, “How do I know this about the text, even though the author doesn’t state it directly?”

Leveled Readers



MAKE INFERENCES

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on making inferences, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share what they learned today about making inferences.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they have previously read.
- read a self-selected trade book or their Book Club text.
- practice fluent reading with a partner by reading their texts with prosody.

Centers



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

Literacy Activities



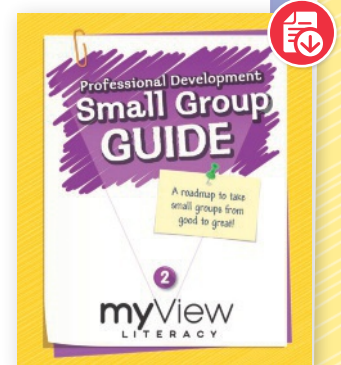
Students can

- complete the chart on *Student Interactive* p. 655.
- write about their book in a reading notebook.
- play the *myView* games.

SUPPORT INDEPENDENT READING

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

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



Decodable Text

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

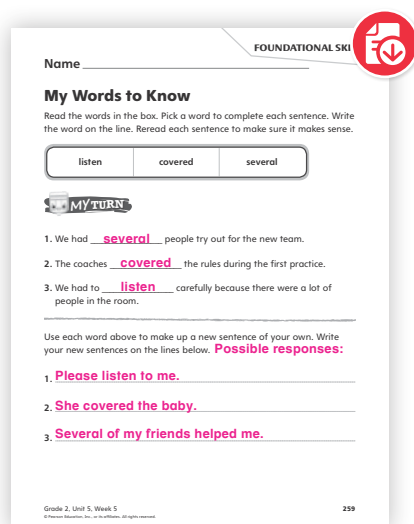
ADDITIONAL PRACTICE


For additional practice with high-frequency words, have students complete *My Words to Know*, p. 259 in the Resource Download Center.

Revisit *Welcome, Max*

FOCUS Have students turn to p. 633 in the *Student Interactive*. Say: *We are going to revisit a story today about a party for Max. Watch for abbreviations as you read.*

READ Call students' attention to the abbreviation *St.* in the invitation. Read the address aloud. Say: *I can see that this is an address. It has a house number and a name. What do you think the abbreviation *St.* stands for?* Continue having students apply phonetic knowledge by decoding the abbreviation *Sat.* in the same sentence.



FOUNDATIONAL SKILLS 

Name _____

My Words to Know
Read the words in the box. Pick a word to complete each sentence. Write the word on the line. Reread each sentence to make sure it makes sense.

listen covered several

MY TURN

- We had several people try out for the new team.
- The coaches covered the rules during the first practice.
- We had to listen carefully because there were a lot of people in the room.

Use each word above to make up a new sentence of your own. Write your new sentences on the lines below. **Possible responses:**

- Please listen to me.
- She covered the baby.
- Several of my friends helped me.

Grade 2, Unit 5, Week 5 259

My Words to Know, p. 259



Reread *Welcome, Max*

FOCUS ON PHONICS AND FLUENCY Point out that learning about abbreviations will help students read fluently. Review with students what the story *Welcome, Max* is mostly about.

Remind students that they practiced reading abbreviations. Challenge them to find abbreviations in the story and read them. Have students complete the activity in question 3.

Then say and write the words *listen*, *covered*, and *several*. Have students find two of the high-frequency words in the story.

PRACTICE Have partners practice rereading the story with expression, appropriate oral reading rate, and accuracy.

Fluency

PROSODY

Display *Welcome, Max*. Model reading aloud the first sentence and the invitation, asking students to pay attention to your accuracy and to how you emphasize the key words. Remind students that fluency is about reading for meaning and expression at a comfortable rate. Invite partners to practice accurate reading using their favorite sentences from the story.

STUDENT INTERACTIVE, p. 633



FOUNDATIONAL SKILLS

Welcome, Max

Grace got a card in the mail.

Welcome Party for Max!
Please come to 543 Forest St.
on Sat., May 3, at 3:00.

“I want to find a gift for Max!” said Grace. She looked around and saw her box of rocks. She chose several stones with green lines or shiny spots. Grace put them in a box and covered it. She couldn’t wait for the party!

1. What is happening on Sat., May 3?
a welcome party for Max
2. Why does Grace choose stones?
They will be a gift for Max.
3. Find and underline two abbreviations in the story. Write the words they stand for on the lines.

Street

Saturday

Reflect and Share

OBJECTIVES

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

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

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

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

ACADEMIC VOCABULARY

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

- How does each author strike a balance between information in the text and information in the text features?
- What can rocks reveal about how Earth's environment changes?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that during a discussion, it is important to listen actively and to work collaboratively with others by following agreed-upon rules for discussions, including taking turns.

- If you get excited about a topic, make your point and then let someone else talk.
- If you find yourself interrupting someone else, apologize and then let the other person finish.

MODEL AND PRACTICE Model working collaboratively with others and taking turns during discussion using the Talk About It prompt on S/ p. 656.

My partner says that the part of *Rocks!* she was most interested in is the section that talks about how the ancient Egyptians made the pyramids, because it seems so hard to make things out of stone. This makes me think about the pictures of Mt. Rushmore in the infographic, so I start to interrupt her to talk about them. But then I realize what I did, so I stop and say, “I’m sorry. I didn’t mean to interrupt. Please finish what you were saying.”

Have partners discuss the Talk About It prompt on S/ p. 656.

ELL Targeted Support Express Ideas Have students reread the infographic on *Student Interactive* pp. 628–629 and the “Buildings and Rocks” section of *Rocks!* on p. 646. Guide them in a discussion about how people use rocks.

Display the sentence frame: *I think people build so many things out of rock because _____.* Have one student complete and read the frame and a partner respond with his or her own opinion. **EMERGING/DEVELOPING**

Have students work in pairs to discuss why they think people use rock to make works of art and monuments. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing texts.

OPTION 1 Use the Shared Read Ask students to use prior knowledge to describe other ways humans use rocks.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to discuss other ways they have learned that rock reveals how Earth changes.

QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T340–T341.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T340–T341.


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

STUDENT INTERACTIVE, p. 656

RESPOND TO TEXT

Reflect and Share

Talk About It
Discuss what you have learned about rocks. Talk about how the rocks you see every day are related to the information in the texts.



Take Turns
Taking turns is an important part of a discussion.

- Make your point and then let someone else talk.
- Let another speaker finish before it is your turn to speak.


Sometimes you might get excited and interrupt another speaker. If that happens, say you are sorry and let them finish. You might say:

I'm sorry. I didn't mean to interrupt. Please finish what you were saying.

Weekly Question
What can rocks reveal about how Earth changes?

656

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Use the  **QUICK CHECK** on p. T339 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Active readers use information they've learned from texts they've already read to understand new texts. Have students look at the infographic on *SI* pp. 628–629 and discuss how the information they learned there helped prepare them to read and understand *Rocks!*

ELL Targeted Support

Tell students that before they compare texts, they can summarize, or retell, each text. Guide them in summarizing the infographic on pp. 628–629.

Display the following sentence frames: *Mount Rushmore is made of _____. Granite takes _____ years to form below the surface of the earth.* Help students complete the frames. **EMERGING**

Have students work with partners to complete the following sentence frames: *Something I know about granite is _____. Mount Rushmore was carved from granite by _____. **DEVELOPING***

Have students work in small groups to discuss how the rock on Mount Rushmore was formed and sculpted. Have each group write a few short sentences summarizing its discussion. **EXPANDING**

Direct individuals to summarize the key ideas in the infographic and then write these summaries on notebook paper. **BRIDGING**



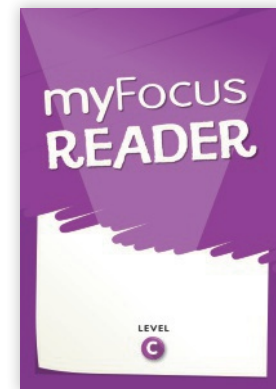
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

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 rocks and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on rocks into an effective format.

Critical Thinking Talk with students about their findings and the process they used to investigate their questions.

See *Extension Activities* pp. 56–60 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about making connections across texts.

Possible Conference Prompts

- What connections can you make between the main ideas of the texts?
- What are some ways each text says people or animals use rock?

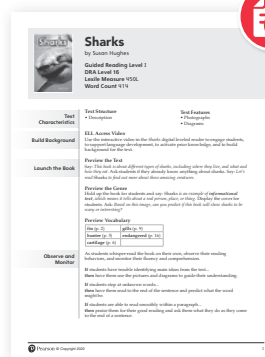
Possible Teaching Point Readers think about other informational texts they have read to make connections between main ideas and supporting details. They think about the inferences they made in these texts, and how they made them.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share comparisons they made between main ideas in texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic on pp. 628–629 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 in their reading notebook in response to the Weekly Question.
- research what fossils tell us about the past.
- play the *MyView* games.

BOOK CLUB



See Book Club, pp. T496–T499, for

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

Resources

Stacks of Mentor Texts

Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts
 - ▶ write in different genres and styles
 - ▶ apply writing conventions



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.)



Conference Routine



Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.



Writing Assessment Options

Performance-Based Assessment

ONLINE OPTION

Prompt

Write an informative essay about how Susan B. Anthony and Florence Nightingale made a difference. Use information from the passages in your essay.

Sources

- Susan B. Anthony
- Florence Nightingale



Download a performance-based assessment from SavvasRealize.com for students to demonstrate their understanding of the reading and writing skills from the unit.

Writing Assessment

WEEK 5 • LESSON 5 OPTION

- 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.

Units of Study

This Unit: How-To Book

UNIT
1

LAUNCHING WRITING WORKSHOP

Students will

- become familiar with a variety of genres
- learn how to plan and revise writing
- recognize the structure of fiction and nonfiction
- write, revise, and publish work in a variety of genres

UNIT
2

INFORMATIONAL TEXT: LIST ARTICLE

Students will

- develop a writing plan for a list article
- use details that support a main idea
- incorporate text features to enhance meaning
- write an informational list article

UNIT
3

POETRY: POEMS

Students will

- learn characteristics of poetry and generate ideas
- explore sensory details and choose words for effect
- apply language conventions correctly
- write poetry

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives and learn about their characteristics
- develop setting, problem, and resolution in narratives
- focus on sequence and craft a conclusion
- write personal narratives

UNIT
5

INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- recognize the characteristics of procedural texts
- develop easy-to-follow instructions using commands
- include a graphic, a list of materials, and sequential steps
- write how-to books

BONUS!

OPINION WRITING: BOOK REVIEW

Students will

- learn about opinion writing in book reviews
- introduce a topic, state an opinion, and supply supporting reasons
- capitalize book titles correctly
- write book reviews



FAST TRACK

Your Writing Workshop for Standards Success

UNIT
5

INFORMATIONAL TEXT: PROCEDURAL/HOW-TO BOOKS

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• How-To Books• Generate Ideas• Plan Your How-To Book
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• How to Write a Command• Apply Writing Precise Instructions• Apply Graphics
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Organize with Structure• Apply Writing in Steps• Apply Introduction and Conclusion
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Edit for Adverbs• Apply Adding or Deleting Words• Apply Rearranging Words
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Edit for Pronouns• Edit for Capitalization• Assessment

Weekly Overview

Students will

- familiarize themselves with the genre of how-to procedural texts
- understand how to use step-by-step directions and graphics in how-to texts
- choose topics and create plans for 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
MINILESSON 5–10 min.	How-To Books T352	How-To Books: Instructions T356	How-To Books: Graphics T360
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T353	Independent Writing and Conferences T357	Independent Writing and Conferences T361
SHARE BACK FOCUS 5–10 min.	Characteristics of How-To Books T353	Instructions T357	Ideas for Graphics T361
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T354 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Reflexive Pronouns T355 	<ul style="list-style-type: none"> • Spelling Teach Spell Words That Are Homographs T358 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Prepositions and Prepositional Phrases T359 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T362 • Language & Conventions Teach Prepositions and Prepositional Phrases T363



Mentor STACK



- *The Little Red Hen (Makes A Pizza)* by Philemon Sturges
- *How to Find an Elephant* by Karen Banks
- *How to Bake a Cake* by Anastasia Suen
- *How to Be a Scientist* by Steve Mould

Use the following criteria to add to your stack:

- Choose procedural texts structured with step-by-step instructions and graphics.
- Texts should explore topics of interest to students. Consider science projects, crafts, and recipes.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

Generate Ideas T364

Independent Writing and Conferences T365

Pictures to Topics T365

- FLEXIBLE OPTION**
- **Spelling** Spiral Review T366
 - **Language & Conventions** Practice Prepositions and Prepositional Phrases T367

FAST TRACK

LESSON 5

Plan Your How-To Book T368

Writing Club and Conferences T368–T369

Ideas and Instructions T368

- **Spelling Assess Understanding** T370
- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T371

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Finding Your Audience

Ideas About Audience

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

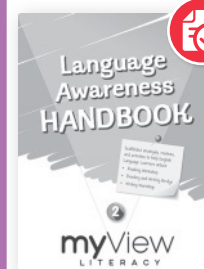
Independent Writing and Conferences

SHARE BACK FOCUS

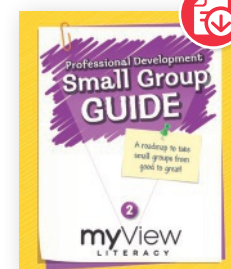
5–10 min.

What You Know/
What You Need to Know

Ideas



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess students' understanding of the structure and purpose of how-to books. Have stack books and minilessons available.

FORMATIVE ASSESSMENT

Conference Prompts

Genre Immersion Lessons

If students need additional support,


 **Then** read a stack text together and identify its materials list, instructions, and graphics.

If students show understanding,

Then tell them to list skills they have that they can describe in how-to texts.

Generate Ideas

If students need additional support,


 **Then** ask: What activities are you best at?

If students show understanding,

Then ask: What do you enjoy most about teaching others?

Plan Your How-To Book

If students need additional support,

 **Then** ask: What materials do you need to complete the activity you want to write about?

If students show understanding,

Then ask why they chose to put the steps in the order they did.

Conference Support for ELL

EMERGING

- Instruct students to draw pictures that represent steps of a procedure.
- Allow students to share favorite activities in their native languages.
- Think Aloud to model how students should plan their procedural texts.

DEVELOPING

- Model putting steps of a procedure in the proper order.
- Think Aloud creating a procedural text using a graphic organizer.
- Put students in groups and instruct them to list the steps of a procedure.

EXPANDING

- Show students graphic features from stack texts and ask them to describe what the graphics display.
- Help students use real-life experiences to generate topic ideas.
- Use explicit instruction to help students plan their procedural texts.

BRIDGING

- Offer assistance as students determine which graphic features they should include in their texts.
- Have students organize ideas with graphic organizers.
- Ask students questions to help them plan their procedural texts.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **how graphic features support purpose** and **prepositions and prepositional phrases**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the immersion week, ELLs will benefit from additional writing support that expands their awareness of how authors write procedural texts.

Use this note for the minilesson on pp. T352–T353.

ELL Targeted Support

HOW-TO BOOKS

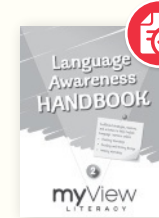
How-to books, or procedural texts, tell readers how to complete multi-part tasks. They include lists of materials needed, instructions, and graphic features that help describe procedures.

Study a procedural text with students. Have students draw the steps they learn. **EMERGING**

Ask students to share their ideas for procedural texts. Then work with them to list the steps necessary for each example. **DEVELOPING**

Have students in groups create anchor charts to visualize the structure and elements of procedural texts. **EXPANDING**

Provide students with procedural texts about the same topic, such as cooking recipes. Have student pairs compare and contrast how the authors write about the topic. **BRIDGING**



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

Use this note for the minilesson on pp. T356–T357.

ELL Targeted Support

HOW-TO BOOKS: INSTRUCTIONS

Instructions in procedural texts must be worded clearly so that readers understand how to complete tasks. Instructions should also be listed in the order that makes the task simple.

Read a procedural text aloud. Model doing each step; pantomime instructions for which you lack materials. Have students imitate your modeling as you reread the text aloud. **EMERGING**

Read aloud a procedural text. Have students in small groups rewrite the steps in their own words. **DEVELOPING**

Provide a procedural text to student pairs. Have one student read the text and the other ask questions about the process. **EXPANDING**

Have a student read a procedural text to the class. Prompt other students to ask questions about the details in each step.

BRIDGING

FAST TRACK

How-To Books

OBJECTIVE

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 503

PROCEDURAL | HOW-TO TEXT WRITING WORKSHOP

I can use elements of informational text to write a procedural text.

My Learning Goal

How-To Text

A **how-to text** is a kind of procedural text. In a **procedural text**, an author tells how to do something. The author includes step-by-step directions and sometimes graphic features to show what to do.

How to Make a Straw Painting

You Need: newspaper, paint, straws, plastic spoons, paper

What to Do

1. Cover your work area with newspaper.
2. Drop small blobs of paint on your paper with a spoon.
3. Blow air through the straw to spread the paint.
4. Move the straw for different patterns.
5. Try different paint colors and amounts.

Graphics

Command

Precise Instructions

503

Minilesson

Mentor STACK



TEACHING POINT In a procedural text, authors show and tell readers how to accomplish tasks by providing step-by-step instructions and graphics.

MODEL AND PRACTICE Direct students to p. 503 of the *Student Interactive*. Point out “How to Make a Straw Painting.” Say: **This is a procedural text.** These kinds of nonfiction texts are also known as “how-to” books or articles. They tell us how to complete specific tasks. This one tells us how to make a straw painting.

Read the ingredients list. Say: **The author begins by telling what ingredients or materials are needed to make a straw painting.** Point to the numbered steps. **Then the author tells us what do. The author lists steps in order, from first to last.** Point to the graphic. **The author also includes a graphic that provides more information for the reader.**

Read through a stack text, pausing to identify the elements and structural components of procedural texts. Have students work in pairs to read procedural texts together. Prompt them to discuss the texts’ topics, ingredients/material lists, and step-by-step instructions.

Independent Writing

Mentor **STACK**



FOCUS ON THE STRUCTURE OF PROCEDURAL TEXTS During independent writing time, students should explore procedural texts and think about topics of interest.

- If students have trouble understanding the texts, rephrase instructions in words that help them visualize the process.

WRITING SUPPORT

- **Modeled** Using a text from the stack, do a Think Aloud to model how to identify the basic structure of a procedural text.
- **Shared** Use input from student volunteers to describe the structure of a procedural text.
- **Guided** Provide explicit instruction on how authors structure procedural texts.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students are ready to move forward, ask them to start taking notes about processes they want to describe in their own how-to texts.

See the **Conference Prompts** on p. T350.

Share Back

Have students discuss procedural texts of interest and why the texts appeal to them. Instruct them to share things they learned from the texts.



Spelling Spell Words That Are Homographs

OBJECTIVE

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

SPELLING WORDS

lead	does
wind	wound
down	match
foot	tear
upset	second

HIGH-FREQUENCY WORDS

heard	sure
-------	------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each homograph and the two high-frequency words.

Spelling Sentences

1. Second-graders will **lead** our line to the playground.
2. The **wind** blew his hat into the puddle.
3. She fell **down** while ice-skating yesterday.
4. They placed each desk one **foot** apart.
5. What do you think **upset** your stomach?
6. Three **does** were spotted standing in the field.
7. He **wound** the string around the yo-yo.
8. The first person to **match** all of his or her cards wins the game.
9. There was a **tear** on a page in her library book.
10. They were **second** in line for tickets.
11. We **heard** the fire alarm and left our classroom quickly.
12. Are you **sure** you don't want to wear your mittens?

ELL Targeted Support

Pronunciation and Spelling Write the spelling words on the board. Read the words aloud, including the different pronunciations for: *lead*, *wind*, *does*, *wound*, and *tear*.

Have students repeat the words and then write them. Check for accurate pronunciation and spelling. **EMERGING**

Create sentence frames for students to complete with the correct spelling word. Then have them read the completed frames aloud. Make sure they have spelled and pronounced each word accurately. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words That Are Homographs


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words That Are Homographs

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Syllable Pattern VCCV

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Reflexive Pronouns

FOCUS Review with students that reflexive pronouns are pronouns that refer back to the subject. Invite volunteers to list examples of reflexive pronouns.

MODEL AND PRACTICE Display this sentence frame: _____ completed the task _____. Insert the words *We* and *ourselves*. Have students read the complete sentence aloud as you underline the pronoun and reflexive pronoun. Ask: **What is the pronoun?** (*We*) **What is the reflexive pronoun?** (*ourselves*) Then invite volunteers to suggest other nouns or pronouns and reflexive pronouns to use in the frame and write these sentences on the board.

APPLY Have partners create sentences of their own with reflexive pronouns. Ask them to underline the reflexive pronoun in each sentence.

OBJECTIVES

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

Correctly use reflexive pronouns.

ELL Targeted Support

Language Structures Display these sentences: *I bought it for myself. She saw herself in the mirror. You should make the sandwich yourself.* Then use the following activities to help students learn new language structures involving reflexive pronouns.

During classroom instruction, read the first sentence with students. Help them identify the reflexive pronoun and the subject. Circle both words and emphasize that both refer

to the same person. Repeat with the remaining sentences.

EMERGING

Have partners engage in classroom interactions by reading each sentence and circling the subject and the reflexive pronoun. Ask them to identify which is which. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Reflexive
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 3

Teach Prepositions
and Prepositional
Phrases

LESSON 4

Practice Prepositions
and Prepositional
Phrases

FLEXIBLE OPTION

LESSON 5

Standards Practice

How-To Books: Instructions

OBJECTIVE

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK



TEACHING POINT In a how-to book, an author gives instructions in step-by-step order. The author also uses graphics to illustrate the procedure or the result.

MODEL AND PRACTICE Direct students to p. 503 in the *Student Interactive*. Point out the materials list. Say: *In this procedural or how-to text, the author first lists materials needed for the project. Then the author writes a set of instructions. Instructions explain what to do and how to do it.* Read the first step. Ask: *What does the author say to do?*

The author writes instructions in the order in which they should be completed. Why would the author tell us to cover our work area with newspaper before putting a piece of paper down and dripping paint on it? Discuss answers. *It makes sense to put down newspaper before using paint. It would not make sense to try to protect the area after you started.*

Read the second step. Say: *The author uses precise instructions—the author specifies how much paint to use, where to drop it, and what to drop it with. This helps the reader do the project correctly.*

Read through the remaining steps and ask students questions to emphasize order and precise instructions. When finished, read texts from the stack and describe how those authors offer similar instructions to complete tasks.

Possible Teaching Point

Writing Process

Prewriting | Planning Instructions

A graphic organizer will help students determine what kinds of graphics they should include in their how-to text and which steps would most benefit from graphic features.

Have students

- list their instructions in numbered boxes in order
- write a type of graphic feature that could be useful next to each step
- explain why this graphic feature would make the instruction clearer for readers

Independent Writing

FOCUS ON LISTING INSTRUCTIONS Students should begin listing instructions for their own procedural texts.

- If they have difficulty, talk with them about the process they are trying to describe. Help them put their knowledge into words.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model writing the steps of a process.
- **Shared** Prompt students to explain processes that they know how to do. As they orally list instructions, help them write each step.
- **Guided** Provide explicit instruction on how to write instructions in order.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, encourage them to consider the amount of detail to put into their instructions.

See the **Conference Prompts** on p. T350.

Share Back

Have students share the instructions for a procedure in which they are interested. Have other students ask questions to clarify instructions they do not understand.

Spelling Spell Words That Are Homographs

OBJECTIVE

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

SPELLING WORDS

lead	does
wind	wound
down	match
foot	tear
upset	second

HIGH-FREQUENCY WORDS

heard	sure
-------	------

LESSON 2

Teach

FOCUS Explain that words that are spelled the same but have different meanings are called homographs. Homographs may be pronounced differently.

MODEL AND PRACTICE Display these homographs: *read*, *bow*, *wave*, and *bat*. Say each word aloud and point out that each word has two meanings. Model this by choosing one of the words and saying two sentences that represent the different meanings.

APPLY My TURN Have students complete *Student Interactive* p. 501 to practice spelling words that are homographs. Use the leveled supports on p. T354 for ELLs.

READING-WRITING BRIDGE

SPELLING

Spell Words That Are Homographs

Homographs are spelled the same but have different meanings. Sometimes they are pronounced differently.

MY TURN Write a Spelling Word to finish each sentence. Then write the My Words to Know words.

- The bad news **upset** me.
- The **wind** blew the leaves.
- She **does** her homework after dinner.
- He came in **second**, not first.
- Try not to **tear** the paper.
- Follow me and I'll **lead** you.
- The opposite of up is **down**.
- He **wound** the string around the box.
- Two things that look the same are a **match**.
- I can stand on one **foot**.
- I **heard** the bell ring.
- Are you **sure** you want to go?

Spelling Words

lead
wind
down
foot
upset
does
wound
match
tear
second

My Words to Know

heard
sure

501

LESSON 2

Teach Spell Words That Are Homographs


FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words That Are Homographs

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:** Spell Words with Syllable Pattern VCCV

LESSON 5

Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 2

Oral Language: Prepositions and Prepositional Phrases

FOCUS Answer any questions students may have about prepositions and prepositional phrases. Then explain to the class that prepositions are words that show how a noun and another word in a sentence are related. Prepositional phrases are groups of words that have a preposition as the first word. Say: *Prepositions can show where people or things are located.*

MODEL AND PRACTICE Display this sentence: *The dog walked through the gate.*

Ask: *What is the preposition? (through) What is the prepositional phrase? (through the gate)*

With students, brainstorm a list of prepositions to show location: *on, above, under, next to, in, outside, near,* and so on.

APPLY Have student partners work to create oral sentences that include a prepositional phrase. Have partners share their sentences with the class, identifying the preposition and prepositional phrase.

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Reflexive
Pronouns

LESSON 3

Teach Prepositions
and Prepositional
Phrases

LESSON 4

Practice Prepositions
and Prepositional
Phrases

FLEXIBLE OPTION
LESSON 5

Standards Practice

How-To Books: Graphics

OBJECTIVES

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

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK 

TEACHING POINT Authors often include graphic features in their procedural texts. These graphic features illustrate the instructions readers are supposed to follow, making them easier to understand.

MODEL AND PRACTICE Say: *Authors of procedural texts often include photos, drawings, or diagrams. Graphic features show the reader how to do something.*

Select a stack text and show its graphics to the class. Explain how the graphics directly relate to instructions.

Supply student pairs with procedural texts from the stack. Have students work together to identify and discuss the graphic features in the texts.

Possible Teaching Point

Spelling | Words That Are Homographs

Explain to students that homographs are words that

- are spelled the same
- have different meanings
- sometimes are pronounced differently

Homographs with different pronunciations can be tricky to spell. For example, the word *read* (past-tense verb) is commonly misspelled as *red*.

Independent Writing

FOCUS ON GRAPHIC FEATURES Students should start thinking about what kinds of graphic features they want in their procedural texts.

- If they have difficulty, point out instructions they have written that can be made clearer with pictures.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying what a graphic feature shows.
- **Shared** Pick a graphic feature from a procedural text and help students write descriptions of what it shows.
- **Guided** Provide explicit instruction on how to choose a graphic feature that depicts a step from a procedural text.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, ask them to draw or find pictures that illustrate their instructions.

See the **Conference Prompts** on p. T350.

Share Back

Have students share the graphic features they have designed or wish to design for their procedural texts.

Spelling Spell Words That Are Homographs

OBJECTIVE

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

SPELLING WORDS

lead	does
wind	wound
down	match
foot	tear
upset	second

HIGH-FREQUENCY WORDS

heard	sure
-------	------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that homographs are words that are spelled the same but have different meanings, and sometimes different pronunciations.

MODEL AND PRACTICE Have students write two sentences for each of these words: *fine, close, content, and live*. The two sentences should represent the two different meanings of the word. Ask students to read the sentences aloud. Correct any errors in pronunciation or meaning.

APPLY Have students complete *Spelling* p. 271 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words That Are Homographs
 A homograph is a word that has two different meanings.

Spelling Words				
does	down	lead	second	tear
wind	wound	upset	match	foot

MY TURN Write the missing word in each sentence below. Use the words from the box above.

- We wondered if the dog _____ *does* _____ any tricks.
- I hoped this clue would _____ *lead* _____ to solving the mystery.
- Trenton had a _____ *tear* _____ in the pocket of his jacket.
- Lin put a blanket _____ *down* _____ on the wet grass.
- Aurua _____ *wound* _____ up the string from the kite.
- Abbie was _____ *upset* _____ when she lost her balloon.
- My friend is in _____ *second* _____ grade this year.
- A big gust of _____ *wind* _____ blew the chair off the deck.
- Hank got a blister on his _____ *foot* _____ from walking in new shoes.
- We won a soccer _____ *match* _____ against the best team.

Grade 2, Unit 5, Week 1
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words That Are Homographs

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words That Are Homographs

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Syllable Pattern VCCV

LESSON 5

✓ Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

LESSON 3

Teach Prepositions and Prepositional Phrases

FOCUS Explain to students that prepositions show how a noun and another word in a sentence are related. A prepositional phrase is a group of words that begins with a preposition.

MODEL AND PRACTICE To reinforce prepositions and prepositional phrases, name prepositions related to where things are located: *through*, *under*, *over*, and *inside*. Ask students to provide examples of prepositional phrases containing those prepositions. Then name prepositions that tell when something happened (such as *in*, *at*, *before*, *after*, *during*) and have students provide examples of prepositional phrases telling when.

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

ELL Targeted Support

Time Relationships Tell students that prepositional phrases are groups of words that begin with a preposition. Discuss how prepositional phrases can show time relationships. Use the following activities during classroom instruction to help students learn new language structures involving prepositional phrases that show time relationships.

Have two students interact by acting out the prepositional phrase *before we leave*, such as in the sentence: *We need to pack our backpacks before we leave.* **EMERGING**

Have small groups of students interact by brainstorming sentences that contain a prepositional phrase that shows a time relationship. Then have them write the prepositional phrase and share it with the class. **DEVELOPING**

LESSON 3

Teach Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Reflexive
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 4

Practice Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Generate Ideas

OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 504

PROCEDURAL | HOW-TO TEXT

Generate Ideas

Drawing is one way an author generates, or thinks of, ideas before beginning to write.

MY TURN Draw pictures to show three topics you might write about for your how-to text.

Use this checklist to help decide which topic to use:

- This topic is something I know a lot about.
- I can break the procedure into simple steps.
- I can present each step in order.
- I will enjoy writing about this topic.

504

Minilesson

Mentor STACK



TEACHING POINT Before writing a procedural text, an author will brainstorm ideas for topics. Drawing pictures of familiar activities is one way that authors come up with ideas.

MODEL AND PRACTICE Hold up a procedural text from the stack. Scan its headings and summarize its objective. Say: *The author was interested in writing about this process. The author made sure to choose a very familiar process—one that he or she enjoys. This is important because the author has to explain this process. It is the author’s job to break the process into simple steps in the order they should happen.*

Direct students to p. 504 in the *Student Interactive*. You will choose a topic for a how-to book. First, you will brainstorm or generate ideas to help you decide on a topic. Drawing pictures of activities that interest you is one way to come up with ideas for procedural texts.

Have students complete the drawing exercise. When students are done, have them read through the checklist to decide on a topic.

Possible Teaching Point

Language & Conventions | Prepositions and Prepositional Phrases

Remind students that a preposition is one word and a prepositional phrase is a group of words that has a preposition as the first word. Prepositions tell where or when.

As students write, have them identify each preposition and ask themselves whether it shows where or when to be sure they are using it correctly.

Independent Writing

FOCUS ON GENERATING IDEAS Instruct students to take notes for procedural texts based on the pictures they drew.

- If students have difficulty, discuss how the activity they drew is performed, and take notes that you can share.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model drawing about a topic idea.
- **Shared** Have students discuss a topic they are interested in, and complete a drawing based on their description.
- **Guided** Provide explicit instruction on how students can use the checklist to decide on topics.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding can start developing their notes into procedural texts.

See the **Conference Prompts** on p. T350.

Share Back

Ask students to share their topic ideas and describe how drawing pictures helped them find a procedure to write about.

Spelling Spiral Review

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Alphabetize a series of words and use a dictionary or glossary to find words.

SPELLING WORDS

lead	does
wind	wound
down	match
foot	tear
upset	second

HIGH-FREQUENCY WORDS

heard	sure
-------	------

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with the syllable pattern VCCV and homographs.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Have students review the spelling rules for words with the syllable pattern VCCV.

MODEL AND PRACTICE Read the following words and have students spell them: *signal*, *dentist*, and *contest*.

APPLY Have pairs work together to circle each syllable pattern and write two more examples of words with the syllable pattern VCCV.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
 Syllable Pattern
 VCCV

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words That Are Homographs

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words That Are Homographs

LESSON 5

Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

LESSON 4

Practice Prepositions and Prepositional Phrases

APPLY MyTURN Have students complete the practice activity on *Student Interactive* p. 502 to edit drafts using prepositions. Use the leveled supports on p. T363 for ELLs.

LANGUAGE AND CONVENTIONS

Prepositions and Prepositional Phrases

A **preposition** is a word that shows how a noun and another word in a sentence are related. A preposition is the first word in a group of words called a **prepositional phrase**.

Sentence	Prepositional Phrase
The dog is in the house.	in the house
I left my book at school.	at school
We go to gym after lunch.	after lunch

MYTURN Edit this draft. Cross out each incorrect preposition. Write the correct preposition above it. **Possible responses:**

Every summer we go ~~at~~ ^{to} the mountains. To get there, we drive ~~across~~ ^{through} a tunnel. Then we drive ~~toward~~ ^{along} a winding road. We stay in a cabin ~~in~~ ^{by} a lake. We enjoy boating ~~in~~ ^{on} the lake. We have fun swimming ~~on~~ ⁱⁿ the lake, too.

502

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OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

Writing Workshop

Tell students to pay attention to prepositions and prepositional phrases as they begin writing drafts during Writing Workshop. You may wish to have students peer edit with a partner to check for correct use of prepositional phrases.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Reflexive
Pronouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 3

**Teach Prepositions
and Prepositional
Phrases**

LESSON 4

**Practice Prepositions
and Prepositional
Phrases**

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Plan Your How-To Book

OBJECTIVES

Follow, restate, and give oral instructions that involve a short, related sequence of events.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 505

Plan Your How-To Text

Now focus on the topic of your procedural text and how to break down the procedure into simple steps.

MY TURN Use the organizer to plan the step-by-step directions. Give the instructions orally and have others follow them. Help a classmate with his or her sequence of actions by following his or her instructions. Tell your ideas in Writing Club and ask for feedback.

How to _____

Step 1 _____

Step 2 _____

Step 3 _____

Step 4 _____

505

Minilesson

Mentor STACK



TEACHING POINT A graphic organizer helps authors plan their how-to books by guiding them to list the steps in processes. Authors may practice writing instructions by first planning them orally. If the oral instructions are easy for peers or others to follow, then the steps and their order are effective.

MODEL AND PRACTICE Read aloud a procedural text from the stack. Emphasize the order of steps with temporal language, such as: *first*, *second*, *next*, *then*, *last*, and *finally*. Then direct students to p. 505 in the *Student Interactive*.

Say: In your how-to book, you will focus on a topic that interests you. You will create a set of instructions. These instructions should include a short, related sequence, or order, of steps. Before you write your how-to book, you will plan how you will explain this topic and give instructions to readers.

First, you will write your topic on a graphic organizer. Your topic goes here. Point out the space that follows “How to.” Have students refer to their writer’s notebooks to select a topic.

In the spaces below, you will break the procedure into a simple sequence of steps. Make sure the steps are written in the order in which they are supposed to be done. After the first step, each step should build on or relate to the step before it. You want to make sure that readers understand how to do something.

Direct students to spend a few minutes breaking their procedure into a simple sequence of steps.

WRITING CLUB

Place students into Writing Club groups. See p. T369 for details on how to run Writing Club. See the **Conference Prompts** on p. T350.

Share Back

Have students share their topic ideas and then give their instructions. Prompt other students to follow or restate the instructions to help their classmates.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will develop topic ideas for their how-to books and will help one another break procedures into simple steps.

As students are new to Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to share ideas
- How to offer constructive feedback
- How to fully listen

What Are We Sharing? Students should take turns reciting the steps of a procedure while others provide feedback on whether they understand the steps.

How Do We Get Started? Conversation Starters

- I think this step might be out of order. You can move _____ to _____.
- Why do you need to _____?
- What graphic would you use to show _____?
- This step does not seem necessary to _____.
- I'm not sure how to _____.

Spelling Spell Words That Are Homographs

OBJECTIVE

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

SPELLING WORDS

lead	does
wind	wound
down	match
foot	tear
upset	second

HIGH-FREQUENCY WORDS

heard	sure
-------	------

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell the homographs and high-frequency words. Then read each sentence. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. She **does** her homework after she eats a snack.
2. They bought new **down** pillows for their beds.
3. The pipe was made of **lead**.
4. He could not wait another **second** to eat.
5. A **tear** ran down the girl's face.
6. The jeweler will **wind** the watch to make it start.
7. Our school nurse put a bandage on his **wound**.
8. She **upset** the cart when she fell over.
9. We need a **match** to light the grill.
10. His **foot** was stuck in the bucket.
11. The judge **heard** her first court case.
12. I was **sure** I spelled all the words right.

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words That Are Homographs

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words That Are Homographs

FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with Syllable Pattern VCCV

LESSON 5

✓ Assess Understanding



Language & Conventions

Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and have students respond independently.

The continent of North America is before South America.

Which revision best uses a prepositional phrase to describe the location of North America?

- A Change *is* to *are*.
- B Change *The* to *A*.
- C Change *before* to *above*.
- D Change *continent* to *land*.

APPLY Have students complete *Language & Conventions* p. 277 from the *Resource Download Center*.

Name _____

Language and Conventions

Prepositions and Prepositional Phrases

A preposition is a word that connects a noun to the sentence. The words *under*, *with*, *up*, *through*, *for*, and *after* are prepositions. A prepositional phrase has a preposition and a noun or pronoun with it. For example, *under the bush* and *up the river* are prepositional phrases.

MY TURN Circle the two sentences with prepositional phrases.

The squirrel sat in the tree.

The bird chirped.

The fox watched.

The rabbit hid under the log.

The class saw the animals.

MY TURN Write two examples of prepositional phrases.

1. _____

2. _____

Grade 2, Unit 5, Week 1
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OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Reflexive
Pronouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Prepositions and
Prepositional Phrases

LESSON 3

**Teach Prepositions
and Prepositional
Phrases**

LESSON 4

**Practice Prepositions
and Prepositional
Phrases**

Weekly Overview

Students will

- learn how to write commands
- write detailed directions
- choose graphics to support readers' understanding of instructions

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	How to Write a Command T376	Explore Writing Precise Instructions T380	Apply Writing Precise Instructions T384
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T377	Independent Writing and Conferences T381	Independent Writing and Conferences T385
SHARE BACK FOCUS 5–10 min.	Commands T377	Instructions with Details T381	Instructions T385
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T378 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Prepositions and Prepositional Phrases T379 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Double Consonants T382 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Contractions T383 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T386 • Language & Conventions Teach Contractions T387



Mentor STACK



Use the following criteria when selecting texts for the week's minilessons:

- Texts are about high-interest topics.
- Instructions are very specific and complete.
- Graphics help explain written instructions.

FAST TRACK


LESSON 4

LESSON 5

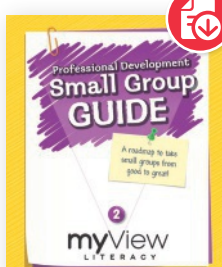
Explore Graphics T388	Apply Graphics T392
Independent Writing and Conferences T389	Writing Club and Conferences T392–T393
Graphics T389	Graphics T392
<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Spiral Review T390 • Language & Conventions Practice Contractions T391 	<ul style="list-style-type: none"> • Spelling Assess Understanding T394 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T395

ADDITIONAL RESOURCES

MINILESSON		
5–10 min.	Instructions for Inspiration	Important Steps
INDEPENDENT WRITING AND CONFERENCES		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS		
5–10 min.	Writing Ideas	Steps Removed



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor **STACK**



During this time, assess students' understanding of how to write clear and specific directions to gauge where they may need support in writing their procedural texts. Have stack books and minilessons available.

FORMATIVE ASSESSMENT

Conference Prompts

How to Write a Command

If students need additional support,

Then read examples of commands from a stack text.

If students show understanding,

Then suggest verbs students can use to begin commands related to steps in their topics.

Explore Writing Precise Instructions

If students need additional support,

Then discuss why omitting specific details makes instructions hard to follow.

If students show understanding,

Then ask: What specific details could you add to your instructions?

Explore Graphics

If students need additional support,

Then draw pictures for students that help explain sample instructions, and discuss the pictures.

If students show understanding,

Then ask: What step of your instructions could use a graphic to help readers understand it?

Apply Graphics

If students need additional support,

Then offer ideas for graphics they can include with their instructions.

If students show understanding,

Then ask what they think their graphics will help readers understand.

Conference Support for ELL

EMERGING

- Allow students to discuss commands in their native languages.
- Think Aloud adding details to sample instructions to make them easier to understand.
- Model drawing instructions so that students know drawing is an acceptable form of communication.

DEVELOPING

- Read a procedural text together to identify how verbs begin commands.
- Work closely with students to help them include details in their instructions.
- Lead students in a discussion about how graphics support written text.

EXPANDING

- Place students in pairs and instruct them to work together to write sample commands.
- Explicitly teach characteristics of instructions in procedural texts.
- Ask students to read stack texts and discuss how their graphics support instructions.

BRIDGING

- Use stack texts to discuss how authors write commands.
- Have students describe following instructions in real-life experiences.
- Offer explicit instruction as students create graphics to support directions.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure (cause and effect)** and **contractions (include apostrophes in contractions)**.



ELL Minilesson Support

Week 2: Develop Elements

During this week, ELLs will benefit from additional writing support that expands their awareness of the elements of procedural texts.

Use this note for the minilesson on pp. T380–T381.

ELL Targeted Support

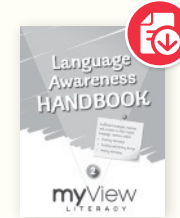
EXPLORE WRITING PRECISE INSTRUCTIONS

Authors include details to make their instructions precise and easier to follow. These details describe amounts, colors, sizes, shapes, and more.

Help students follow the precise directions of a simple procedural text. Direct them to request assistance and use circumlocution to explain what they are doing. **EMERGING**

Have students in pairs read procedural texts together and ask each other for assistance with specific instructions. **DEVELOPING**

Read aloud a procedural text. Have students follow the directions and then use synonyms or circumlocution to tell one another what they did. **EXPANDING/BRIDGING**



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

Use this note for the minilesson on pp. T388–T389.

ELL Targeted Support

EXPLORE GRAPHICS

Authors often include graphics, such as pictures, photographs, and diagrams, in procedural texts to clarify instructions. These graphics can help readers understand exactly what they are supposed to do.

Read aloud a simple command (for example, *drink milk*). Have students complete a drawing to depict the command. **EMERGING**

Read aloud a procedural text from the stack. Have students work in a group, with each member drawing a graphic to support a specific instruction. Display and discuss the drawings. **DEVELOPING**

Have students read a grade-level procedural text together and then discuss ideas for a graphic to support it. Have them decide on one, work together to draw it, and present it to the class. **EXPANDING**

Have partners take turns identifying graphics in procedural texts and explaining to each other how the graphics help them understand instructions. **BRIDGING**

FAST TRACK

How to Write a Command

OBJECTIVES

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 545

PROCEDURAL | HOW-TO TEXT WRITING WORKSHOP

I can use elements of informational text to write a procedural text.

My Learning Goal

How to Write a Command

An author of a procedural text uses short sentences to tell how to follow a sequence of actions. Each sentence is written as a **command**. A command begins with a verb that makes the directions easy to follow. For example:

Cut the string into 12-inch pieces.

Mix the ingredients together.

To restate instructions, begin with a verb but put the commands in your own words.

MY TURN Fill in the chart using a how-to text from your library. Restate the directions orally. Then compose two commands for a procedural text in your notebook.

Title: _____

Two Commands

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TEACHING POINT An author of a procedural text has to tell readers what they must do in order to complete specific tasks. Each step is written as a command. Authors write commands using short sentences that begin with verbs. Listeners can demonstrate their understanding of these commands by restating them, or saying them in their own words.

MODEL AND PRACTICE Direct students to p. 545 in the *Student Interactive*. Say: *In their how-to books, authors write commands in short, simple sentences. Authors want their readers to be able to follow the steps in procedures. Commands tell readers what to do.*

Read the examples on the page. Identify the verbs. Say: *Each command begins with a verb. Cut and mix are verbs. They tell readers what to do.*

Read a stack text together. Tell students that restating commands means putting the directions in one's own words. Identify commands by pointing out the verbs that begin them. Ask: *What does the reader need to do?*

Provide students with texts from the stack. Have them read the texts and orally restate the authors' instructions. Then have students practice writing commands in their writer's notebooks.

Independent Writing

FOCUS ON WRITING COMMANDS During independent writing time, students should try writing commands.

- If students have difficulty, ask them questions about how to perform tasks, then transcribe the commands they give in response.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to identify what a command tells readers to do.
- **Shared** Transcribe as students give a series of commands.
- **Guided** Provide explicit instructions on how to write a command.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, instruct them to begin listing commands for a procedural text.

See the **Conference Prompts** on p. T374.

Share Back

Ask students to share individual commands they have written.



Spelling Spell Words with Double Consonants

OBJECTIVE

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

SPELLING WORDS

dinner	attic
winner	sudden
dollar	supper
summer	swimmer
bitter	better

HIGH-FREQUENCY WORDS

across	during
--------	--------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with double consonants and the two high-frequency words.

Spelling Sentences

1. We had pizza for **dinner**.
2. Michael is a good **swimmer**.
3. The coffee tastes **bitter**.
4. The cat jumped at the **sudden** noise.
5. What can you buy for a **dollar**?
6. **Summer** is my favorite season.
7. The **winner** received a big trophy.
8. Susan plays piano **better** than Lisa does.
9. I would like to take a trip **across** the United States someday.
10. Dad fell asleep **during** the movie.
11. I have to do my chores before **supper**.
12. I found some old clothes in the **attic**.

ELL Targeted Support

Spelling Patterns Review the double consonant spelling pattern with students.

Students identify the double consonant spelling pattern and clap out the syllables. Then they write the words.

EMERGING/DEVELOPING

Compare vowel sounds in the words *bitter/biter* and *dinner/diner*. Point out the repeating consonant sound at the end of the first syllable and at the beginning of the second one in *bitter* and *dinner*. Students write other words they know with this pattern and share with the class.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Double Consonants


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Double Consonants

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words That Are Homographs

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Prepositions and Prepositional Phrases

FOCUS Review prepositions and prepositional phrases. Remind students that a preposition shows the relationship between a noun and another word in the sentence. A prepositional phrase begins with a preposition and ends with a noun or pronoun.

MODEL AND PRACTICE Display the following sentence: *My book is in my backpack.* Point out the preposition *in*. Explain that this word shows the relationship between *book* and *backpack*. *In my backpack* is a prepositional phrase that begins with the preposition *in* and ends with the noun *backpack*. Have students think of other prepositions and list them on the board.

APPLY Have students create sentences with a partner using prepositional phrases. Encourage students to use different prepositions in each sentence. Ask volunteers to share their sentences with the class.

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

ELL Targeted Support

Time Relationships Tell students that prepositional phrases are groups of words that begin with a preposition. Discuss how prepositional phrases can show time relationships. Use the following activities during classroom instruction to help students learn new language structures involving prepositional phrases that show time relationships.

Have two students interact by acting out the prepositional phrase *before we leave*, such as in the sentence: *We need to pack our backpacks before we leave.* **EMERGING**

Have small groups of students interact by brainstorming sentences that contain a prepositional phrase that shows a time relationship. Then have them write the prepositional phrase and share it with the class. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Prepositions and
Prepositional
Phrases

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 3

Teach Contractions

LESSON 4

Practice Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Writing Precise

Instructions

OBJECTIVES

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

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TEACHING POINT When writing procedural texts, authors use precise instructions. Authors include specific details in each step so readers know exactly what to do.

MODEL AND PRACTICE Read aloud a procedural text. Say: *The author of this text tells us how to _____. These instructions were written so we can understand the steps to take. The author has to be precise, so he or she included specific details in each step. Specific details show sizes, shapes, colors, amounts, and speeds, for example.*

Reread the text. Identify specific details as you read each command. Make sure to emphasize details that indicate size, amount, speed, shape, and color. Ask questions such as:

- How many ____ do you need to use?
- What size/speed/color/shape/amount do you need to use?
- What detail does the author include here?

Read more procedural texts from the stack, repeating the routine.

Possible Teaching Point

Writing Process

Drafting | Writing Precise Instructions

Students should be incorporating precise language into their writing. If students have difficulty understanding how to include precise language, have them ask questions such as these.

Do my instructions include details about

- *amount?*
- *size?*
- *shape?*
- *color?*

Independent Writing

Mentor STACK



FOCUS ON SPECIFIC DETAILS Students should continue to read procedural texts to analyze precise instructions.

- If students have trouble, point out specific details for them and explain why those details are essential.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model finding a detail that makes instruction more precise.
- **Shared** Read a stack text together. Ask students to point out details in a set of instructions.
- **Guided** Provide explicit instruction on using details to write precise instructions.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, ask them to use precise details to write descriptions of objects in the classroom.

See the **Conference Prompts** on p. T374.

Share Back

Have students discuss examples of precise instructions from the texts they have read.

Spelling Spell Words with Double Consonants

OBJECTIVE

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

SPELLING WORDS

dinner	attic
winner	sudden
dollar	supper
summer	swimmer
bitter	better

HIGH-FREQUENCY WORDS

across	during
--------	--------

LESSON 2

Teach

FOCUS Explain that when words have double consonants in the middle of the word, the syllables break between those consonants.

MODEL AND PRACTICE Display the words: *puppy, kitten, messy, happy,* and *follow*. Clap out the syllables for each word and then draw a line to separate the syllables. Say: **One syllable ends in a consonant and the next syllable begins with the same consonant. The first syllable has a short vowel sound.**

APPLY MyTURN

Have students complete *Student Interactive* p. 543 to practice spelling words with double consonants. Use the leveled supports on p. T378 for ELLs.

READING-WRITING BRIDGE

SPELLING

Spell Words with Double Consonants

Words that have double consonants in the middle are divided into syllables between the two consonants.

MYTURN Unscramble the letters to make a Spelling Word. Write the word, adding a line between the syllables. Then write the My Words to Know words.

1. lodlar dol/lar
2. ppuser sup/per
3. fbeetr bet/ter
4. ctati at/tic
5. usdend sud/den
6. drnien din/ner
7. msurme sum/mer
8. rtietb bit/ter
9. newinr win/ner
10. remismw swim/mer
11. socras across
12. ringdu during

Spelling Words

dinner
attic
winner
sudden
dollar
supper
summer
swimmer
bitter
better

My Words to Know

across
during

543

LESSON 2

Teach Spell Words with Double Consonants


FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Double Consonants

FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words That Are Homographs

LESSON 5

Assess Understanding



Language & Conventions

Contractions

FLEXIBLE OPTION 

LESSON 2

Oral Language: Contractions

FOCUS Explain that a contraction is a shortened form of two words together. In a contraction, we replace a letter or letters with an apostrophe. Sometimes we spell the words differently.

MODEL AND PRACTICE Display the following sentences: *I do not want to go to the park. You will have fun today. I am from Texas. He will not play.* Underline the words you are going to contract. Write the contractions for each sentence. Point out the apostrophe that takes the place of the missing letters. Have students read the sentences aloud and air-write the apostrophe as they read the contraction. Model with the first sentence and have the class complete the remaining sentences. Point out the spelling change in the contraction *won't*.

APPLY Have students create oral sentences using contractions. Ask volunteers to share their sentences with the class. Have students identify the words that make up the contractions in their sentences.

OBJECTIVES


Spell compound words, contractions, and common abbreviations.

Compare formal and informal uses of English.

FLEXIBLE OPTION 
LESSON 2

Oral Language: Contractions

FLEXIBLE OPTION 
LESSON 1

 **Spiral Review:**
Prepositions and
Prepositional
Phrases

LESSON 3

Teach Contractions

LESSON 4

Practice Contractions

FLEXIBLE OPTION 
LESSON 5

Standards Practice

FAST TRACK

Apply Writing Precise Instructions

OBJECTIVES

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 546

PROCEDURAL | HOW-TO TEXT

Writing Precise Instructions

In a procedural text, an author writes precise instructions. Precise instructions give details to make each step clear. Here are examples:

Instructions	Precise Instructions
Drop paint on your paper.	Drop small blobs of paint on your paper with a spoon.
Punch holes in the paper.	Punch one hole in each corner of the paper.
Add the flour.	Add the flour slowly as you mix.
Squeeze lemons.	Squeeze the juice from 8 lemons.
Put a cube on top.	Put a red cube on top.
Pour into a pan.	Pour into a large square pan.

MY TURN Develop precise instructions for your how-to text. Use details to compose a draft in your writer's notebook.

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Minilesson

TEACHING POINT In a procedural text, authors use details to write precise instructions. Precise instructions help to make each step clear so readers know exactly how to perform the tasks described.

MODEL AND PRACTICE Direct students to the chart on p. 546 of the *Student Interactive*. Say: *You will use details when you write instructions for your how-to books. Details help make your instructions precise and specific.* Point out the first box in the chart. Say: *These instructions tell me to drop paint on my paper. But I don't know how much paint to use. Do I use a little bit or a lot? How should I drop it on the paper?* Then point out the accompanying box. *Oh, I see here that I need to drop small blobs of paint on the paper and that I need to use a spoon to do so. These are precise instructions.*

In the second box, the instructions say to punch holes in the paper. How many holes should I punch? Where should I punch the holes? Call on students to read the precise instructions and answer the questions.

Repeat the above routine with the rest of the regular set of instructions, calling on students to cite details from the precise instructions.

Possible Teaching Point

Spelling | Words with Double Consonants

Remind students that syllables break between the double consonants in the middle of a word. For example, in *little*, the syllables break between the two *ts* and the first syllable has a short vowel sound.

Independent Writing

FOCUS ON SPECIFIC DETAILS During independent writing, instruct students to develop precise instructions with specific details for their procedural texts.

- If they have difficulty, ask them questions to draw out the necessary details for procedural steps.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to make a command more precise.
- **Shared** Have students suggest details to add to sample instructions. Help them revise sentences to add the details.
- **Guided** Provide explicit instructions on how students could make their instructions more precise.

 **Intervention** Refer to the *Small Group Guide* for support.

- If they show understanding, instruct them to continue working on their procedural texts.

See the **Conference Prompts** on p. T374.

Share Back

Call on students to share precise instructions from their drafts.

Spelling Spell Words with Double Consonants

OBJECTIVE

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

SPELLING WORDS

dinner	attic
winner	sudden
dollar	supper
summer	swimmer
bitter	better

HIGH-FREQUENCY WORDS
 across during

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that words with double consonants in the middle are divided into syllables between the two consonants. The vowel sound in the first syllable is usually short.

MODEL AND PRACTICE Display the syllables: *dol, lar*; *pen, ny*; *fus, sy*; and *run, ner*. Spell the first word, *dollar*, and say it. Have students spell the remaining words using their knowledge of syllable patterns.

APPLY Have students complete *Spelling* p. 272 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Double Consonants
 A word with double consonants has the same letter twice in the middle of the word.

Spelling Words				
dinner	winner	dollar	summer	bitter
attic	sudden	supper	swimmer	better

MY TURN Read the words in the box above. Write a spelling word that matches each clue below.

- Last meal of the day dinner or supper
- A room under the roof attic
- Not sweet bitter
- Less than best better
- The hottest season summer
- Someone who swims swimmer
- The person who won winner
- Something happened very fast sudden
- Money dollar

Grade 2, Unit 5, Week 2
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Double Consonants

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Double Consonants

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words That Are Homographs

LESSON 5

✓ Assess Understanding



Language & Conventions

Contractions

LESSON 3

Teach Contractions

FOCUS Explain to students that contractions are two words put together to make one shorter word. An apostrophe takes the place of the missing letters.

MODEL AND PRACTICE Have students look at the chart on p. 544 of the *Student Interactive*. Chorally read the chart with the class. Then display sentences using the example contractions in the chart, such as: *Paul isn't my brother. We'll go to the beach with you. It's very hot today.* Then have students write sentences using the contractions in the chart—two sentences for each contraction. Ask students to write their sentences on the board and identify the contraction and the two words that it is composed of. Explain that contractions are used in informal English, such as when speaking or writing to a friend. Formal English is used in more serious writing. Have students rewrite their same sentences in formal English without using contractions.

OBJECTIVES

Spell compound words, contractions, and common abbreviations.

Compare formal and informal uses of English.

ELL Targeted Support

Use Contractions Display: *cannot, do not, will not, I will, she will, I am, you are, and he is.*

Place cards with apostrophes over the parts of the words the apostrophe replaces. Practice saying the contractions with the class. Then have pairs write the contractions and use them in oral sentences. **EMERGING**

Conduct the Emerging activity. Then have pairs use the contractions in written sentences. **DEVELOPING**

LESSON 3

Teach Contractions

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Prepositions and
Prepositional
Phrases

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 4

Practice Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Graphics

OBJECTIVES

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

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

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Mentor STACK 

TEACHING POINT Authors include graphics in procedural texts to help readers understand how to complete instructions. Some examples of graphics are drawings, photographs, and diagrams.

MODEL AND PRACTICE Read a procedural text from the stack. Point to a graphic in the text. Cite whether the graphic is a drawing, photograph, or diagram. Read any labels or captions. Say: *This graphic is a _____.* It helps readers follow the instructions in the text. It shows readers what to do.

Ask:

- What does the graphic show?
- How does the graphic help readers understand what to do?

Explain that authors may use graphics to show how to perform tasks. These graphics work with the words, making them easier to understand than they would be on their own.

Have partners read a stack text together and identify how a graphic helps readers understand the instructions. Encourage students to take notes in their writer's notebooks.

Possible Teaching Point

Language & Conventions | Contractions

Remind students that a contraction

- is a shortened version of two words put together
- has an apostrophe that takes the place of the missing letters

Ask students to look for contractions in their how-to drafts and check that the apostrophe is in the correct place. Have students pause at the contraction and ask themselves *What two words are combined?* and *Which letter or letters are missing?*

Independent Writing

Mentor STACK



FOCUS ON GRAPHICS Students should continue exploring how authors use graphics in procedural texts.

- If students have difficulty, explain what the pictures in the texts convey.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model understanding how a graphic supports a procedural text.
- **Shared** Have students orally describe what a graphic shows. Write and discuss their answers.
- **Guided** Provide explicit instruction on how authors choose specific graphics to help readers understand their texts.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should begin to draw graphics for their own procedural texts.

See the **Conference Prompts** on p. T374.

Share Back

Have students share drawings and explain how they clarify the text of instructions.

Spelling Spiral Review

OBJECTIVE

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

SPELLING WORDS

dinner	attic
winner	sudden
dollar	supper
summer	swimmer
bitter	better

HIGH-FREQUENCY WORDS

across	during
--------	--------

Writing Workshop

As students proofread their writing, remind them to check the spelling of homographs and words with double consonants.

FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS Remind students that homographs are words that are spelled the same but have different meanings. Sometimes the homographs also have different pronunciations.

MODEL AND PRACTICE Display the words: *wind*, *tear*, *upset*, and *does*. Pronounce the words and have students identify the ones with two different pronunciations. Then elicit meanings of the words from the class. Review the words' meanings if needed.

APPLY Tell students to work with a partner to think of three other homographs. Invite students to share their ideas with the class. List the homographs on the board. Then have students read and spell them aloud.

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Double Consonants


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Double Consonants

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words That Are Homographs

LESSON 5

Assess Understanding



Language & Conventions

Contractions

LESSON 4

Practice Contractions

APPLY MyTURN

Have students complete the practice activity on p. 544 to edit drafts using contractions. Use the leveled supports on p. T387 for ELLs.

LANGUAGE AND CONVENTIONS

Contractions

A **contraction** is made by putting two words together. Some letters are left out. An **apostrophe** (') takes the place of the missing letters. Read these contractions.

Contractions with Not	Contractions with Will	Contractions with Forms of Be
is + not = isn't	I + will = I'll	I + am = I'm
do + not = don't	you + will = you'll	you + are = you're
can + not = can't	she + will = she'll	he + is = he's
will + not = won't	we + will = we'll	it + is = it's

MYTURN Edit this draft. Cross out each incorrect contraction. Write the correct spelling of the word above it.

The school book fair starts today, but my class ~~isn't~~^{isn't} going until tomorrow. Jack told me ~~its~~^{it's} amazing how many books are there. ~~I'll~~^{I'll} have a hard time choosing a book. Kyle said ~~hes~~^{he's} going to buy two!

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OBJECTIVES

Spell compound words, contractions, and common abbreviations.

Compare formal and informal uses of English.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and dates.

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Writing Workshop

Tell students to pay attention to contractions as they develop drafts during Writing Workshop. Remind them to write an apostrophe in place of the missing letters from the words they put together.

LESSON 4

Practice Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Prepositions and Prepositional Phrases

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 3

Teach Contractions

FAST TRACK

Apply Graphics

OBJECTIVES

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

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 547

The screenshot shows a page from a student interactive. At the top, it says 'WRITING WORKSHOP'. The main heading is 'Graphics'. Below it, there is a paragraph explaining that in a procedural text, an author usually includes graphics to help readers understand how to do something. Graphics include drawings, photographs, and diagrams. A 'MY TURN' icon is followed by instructions: 'Read a how-to text in your classroom library. Draw or describe a graphic that makes it easier to understand how to do something. Then decide how you will use graphics in your procedural text. Draw or write your ideas in your writer's notebook.' Below the text is a writing template with a 'Title:' label and a large 'Graphic' box. The page number '547' is in the bottom right corner.

Minilesson

Mentor **STACK**



TEACHING POINT As authors develop their procedural texts, they choose graphics such as drawings, photographs, and diagrams to clarify the instructions they give.

MODEL AND PRACTICE Read aloud a procedural text from the stack. Point out a graphic and explain how it clarifies the author's instructions. Say: *You will include a graphic with your how-to book. Your graphic should make the instructions easier to understand.*

Direct students to p. 547 of the *Student Interactive*. Have each student choose a procedural text from the stack. Then have them write the text's title in the space provided and draw or describe in words a graphic that could support the text.

Have students spend a few minutes planning the graphics they will use in their writer's notebooks.

WRITING CLUB

Place students into Writing Club groups. See p. T393 for details on how to run Writing Club.

Share Back

Ask students to share their drawings or descriptions of graphics based on their reading. Ask other students to detail how the drawings or descriptions help them understand specific instructions.

WRITING CLUB



What's Happening This Week? In this week's Writing Club, students will share and receive feedback on initial drafts of their how-to books.

When students convene their Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to appropriately ask and answer questions
- How to take turns during discussion
- The audience's role when someone is sharing ideas

What Are We Sharing? Tell students that they will be sharing their how-to books. Encourage students to help one another develop clear and precise instructions that are accompanied by graphics.



How Do We Get Started? Conversation Starters

Share these prompts to help students carry on discussions.

- You could add a detail here to make your instructions clearer.
- This does not seem like a command.
- Why did you choose this graphic?
- This step seems out of order. You might try moving _____ to _____.



Spelling Spell Words with Double Consonants

OBJECTIVE

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

SPELLING WORDS

dinner	attic
winner	sudden
dollar	supper
summer	swimmer
bitter	better

HIGH-FREQUENCY WORDS

across	during
--------	--------

LESSON 5


Assess Understanding

Read aloud the words and sentences. Have students spell the words with double consonants and the high-frequency words. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. The dog hid under the bed **during** the storm.
2. It is fun to explore Grandma's **attic**.
3. What's for **dinner**?
4. Do you take a vacation in the **summer**?
5. All of a **sudden**, it started to rain.
6. I got a **dollar** for helping Mrs. Clark with her groceries.
7. The man from Jamaica was the **winner** of the race.
8. We can go out to play after **supper**.
9. My best friend lives **across** the street from me.
10. Katie is the best **swimmer**.
11. The fruit is **bitter**, not sweet.
12. The baby felt **better** after he had a nap.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Double Consonants

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Double Consonants

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words That Are Homographs

LESSON 5

 **Assess Understanding**



Language & Conventions

Contractions

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

_____ help you cook.

Which word is the correct form?

- A Shel'l
- B She'il
- C She'll
- D Shell

APPLY Have students complete *Language and Conventions* p. 278 from the *Resource Download Center*.

Name _____

Language and Conventions

Contractions

A contraction is a word made of two words that were put together. An apostrophe takes the place of letters that were left out of the contraction. Contractions are used with informal English. Formal English is more serious, and wouldn't use contractions.

MY TURN For 1–5, write the correct contraction on the line. Then follow the directions for 6.

- _____ **Isn't** there a good movie at the mall?
I'll Isn't
- My mom says that we _____ **can't** watch that movie.
can't It's
- _____ **Let's** go shopping at the mall instead.
Let's Isn't
- I had fun even though I _____ **wasn't** allowed to see the movie.
can't wasn't
- I hope _____ **we'll** go back again next week.
we've we'll

6. Choose one of the sentences above and write it without using a contraction.

Possible response: I hope we will go back again next week.

Grade 2, Unit 5, Week 2 278

OBJECTIVE

Spell compound words, contractions, and common abbreviations.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Prepositions and
Prepositional
Phrases

FLEXIBLE OPTION

LESSON 2

Oral Language:
Contractions

LESSON 3

Teach Contractions

LESSON 4

Practice Contractions

Weekly Overview

Students will develop the structure of their how-to books by including

- a heading or title and a graphic
- a list of materials needed
- a sequential list of steps
- an introduction and conclusion

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Organize with Structure T400	Explore Writing in Steps T404	Apply Writing in Steps T408
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T401	Independent Writing and Conferences T405	Independent Writing and Conferences T409
SHARE BACK FOCUS 5–10 min.	Structure of Procedural Text T401	Bullets, Numbers, and Time-Order Words T405	Steps of a Procedure T409
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T402 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Contractions T403 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with <i>aw</i>, <i>au</i>, <i>ough</i>, <i>al</i>, T406 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Commas in Sentences T407 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T410 • Language & Conventions Teach Commas in Sentences T411



Mentor STACK



Use these criteria to choose texts to support this week's minilessons.

- Procedures have steps in a list.
- The text has a list of materials and a graphic.
- The text has an introduction and a conclusion.

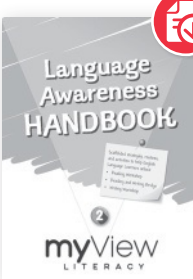
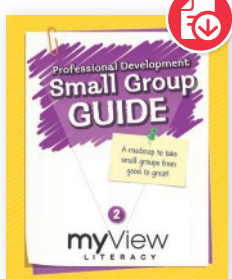
FAST TRACK

LESSON 4

LESSON 5

Explore Introduction and Conclusion T412	Apply Introduction and Conclusion T416
Independent Writing and Conferences T413	Writing Club and Conferences T416–T417
Ideas for Introductions and Conclusions T413	Introductions and Conclusions T416
<p>FLEXIBLE OPTION</p> <ul style="list-style-type: none"> • Spelling Spiral Review T414 • Language & Conventions Practice Commas in Sentences T415 	<ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T418 • Language & Conventions Standards Practice T419 <p>FLEXIBLE OPTION</p>

ADDITIONAL RESOURCES

<p>MINILESSON</p> <p>5–10 min.</p>	Diagrams	Image-Only Instruction
<p>INDEPENDENT WRITING AND CONFERENCES</p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p>SHARE BACK FOCUS</p> <p>5–10 min.</p>	Diagram Explanations	Discussion of Images
 <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 students' understanding of how authors use structure to help readers easily follow the steps in a procedural text. Have stack books and minilessons available.

FORMATIVE ASSESSMENT

Conference Prompts

Organize with Structure

If students need additional support,


 **Then** review texts from the stack, pointing out titles, lists of materials, subheads, sequential steps, and graphics.

If students show understanding,

Then have them explain why particular stack texts include lists of materials and graphics.

Explore Writing in Steps

If students need additional support,


 **Then** read a stack text and point out how one step follows another.

If students show understanding,

Then ask: Why is it important to write steps in order?

Apply Introduction and Conclusion

If students need additional support,

 **Then** ask: Why should readers perform the procedure you are describing?

If students show understanding,

Then ask: Why is it important to include an introduction and conclusion in your procedural text?

Conference Support for ELL

EMERGING

- Use modeled writing to help students list steps of a simple procedure in order.
- Do a Think Aloud to model how to write steps in order.
- Use modeled writing to help students write an introduction and conclusion.

DEVELOPING

- Use shared writing to help students break a process into steps.
- Model reorganizing steps to make a process easier to repeat.
- Have students respond orally to the questions on p. 585 in the *Student Interactive*. Record their responses.

EXPANDING

- Model drawing a graphic for a procedural text.
- Have partners list steps using time-order words.
- Have pairs of students discuss what they want to say in their introductions and conclusions to their procedural texts.

BRIDGING

- Have students describe the steps-in-a-process structure of a stack text.
- Use guided writing to help students write the steps of a procedure.
- Use guided writing to help students write an introduction and conclusion.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice to convey voice** and **commas in sentences**.



ELL Minilesson Support

Week 3: Develop Structure

During this week, ELLs will benefit from additional writing support that expands on the structure of procedural texts, including how directions are written in sequential order.

Use this note for the minilesson on pp. T400–T401.

ELL Targeted Support

Teaching English learners to identify and understand a common text structure, such as that used in a procedural text, supports overall reading comprehension. Having them describe the text structure in writing will further reinforce comprehension.

ORGANIZE WITH STRUCTURE

Provide students with a series of graphics that shows a simple step-by-step procedure. Guide students to write a few words to describe what is happening in each picture. **EMERGING**

Read aloud a simple procedural text. Have students write a sentence or two to describe the text structure. **DEVELOPING**

Have pairs of students read a grade-level procedural text and give a specific and detailed written description of its structure. **EXPANDING**

Provide students with a grade-level procedural text. Have them label each element of the text structure. Then have them use the labels to develop a specific and detailed written description of the structure. **BRIDGING**



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

Use this note for the minilesson on pp. T408–T409.

ELL Targeted Support

Using numbers and English time-order words helps ELLs build skills in organizing their writing.

APPLY WRITING IN STEPS

Provide students with a simple title for a procedural text, such as “How To Make a Sandwich,” along with a related visual. Have students describe each step of this process. Allow them to use their native language, if needed. Record their responses, numbering each step. Then have them echo-read the steps with you. **EMERGING/DEVELOPING**

Provide student pairs with the above title and visual. Have pairs discuss and then write the steps in the process, using time-order words. **EXPANDING**

Have students think of a simple procedure to describe. Ask them to write the steps in the process, first using a numbered list and then using time-order words. Have students share their steps with the class, asking classmates which format for instructions they thought was clearer. **BRIDGING**

FAST TRACK

Organize with Structure

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Compose informational texts, including procedural texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 583

Minilesson

Mentor **STACK**



TEACHING POINT Authors organize the information in their procedural texts using a steps-in-a-process structure. Procedural texts most often include

- a head or title, along with occasional subheads
- lists of materials or equipment
- steps listed in sequential order
- graphics that show what to do

MODEL AND PRACTICE Direct students to p. 583 of the *Student Interactive*.

Read the bulleted lists. Read aloud a procedural text from the stack, pausing to identify its structural elements. Emphasize how

- its title or head identifies the procedure
- materials and equipment are listed in their own separate section near the beginning
- steps in the procedure are listed in order
- graphics show how to perform some steps

Have students complete the first My Turn activity to compose a title for their procedural text. Then invite volunteers to share their titles.

Independent Writing

Mentor **STACK**



FOCUS ON TEXT STRUCTURE Direct students' attention to the second My Turn activity.

- Have students begin a draft by writing ideas for their procedural text. Tell them to use the structure in the bulleted list at the top of the *S/* page.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to develop a text structure.
- **Shared** Guide students to brainstorm simple procedures. Record their responses. Then have students suggest titles for the procedures that begin with “How to.”
- **Guided** Use a stack text to provide explicit instruction on how to develop text structure.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T398.

Share Back

Ask students to describe the structure of their procedural text.



Spelling Spell Words with *aw, au, augh, al*

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

saw	taught
chalk	straw
daughter	jaw
law	walk
auto	crawl

HIGH-FREQUENCY WORDS

hours	happened
-------	----------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the example spelling sentences in Lesson 5 on p. T418 to monitor and examine students' familiarity in spelling words with *aw, au, augh, and al* as well as the two high-frequency words.

For students who excel at spelling words with these patterns, incorporate the following Challenge Words with the spelling list.

Challenge Words

- precaution
- awkward
- haughty

ELL Targeted Support

Spelling Patterns Write words with the spelling patterns *aw, au, augh, and al* on the board.

Have students identify the vowel sound these spelling patterns represent. Then have them read the words aloud, write the words, and underline the spelling patterns.

EMERGING

Have students look in books to find other words with these spelling patterns. Then have them write the words and read them aloud. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *aw, au, augh, al*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *aw, au, augh, al*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Double Consonants

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Contractions

FOCUS Refer to the instruction on pp. T383 and T387 to review contractions with the class.

MODEL AND PRACTICE Write the following contractions on the board. Then guide students to say the two words that form each contraction.

- it's (it is)
- he's (he is)
- isn't (is not)
- didn't (did not)

APPLY Ask students to write sentences that include contractions. Have partners read each other's sentences and make corrections as needed.

OBJECTIVES

Spell compound words, contractions, and common abbreviations.

Compare formal and informal uses of English.

ELL Targeted Support

Use Contractions Display: *cannot, do not, will not, I will, she will, I am, you are, and he is.*

Place cards with apostrophes over the parts of the words the apostrophe replaces. Practice saying the contractions with the class. Then have pairs write the contractions and use them in oral sentences. **EMERGING**

Conduct the Emerging activity. Then have pairs use the contractions in written sentences. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Contractions

FLEXIBLE OPTION

LESSON 2

Oral Language:
Commas in Sentences

LESSON 3

Teach Commas in
Sentences

LESSON 4

Practice Commas in
Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Writing in Steps

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Compose informational texts, including procedural texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK 

TEACHING POINT Authors list steps sequentially in a procedural text. They write steps in the order they should be carried out with bullets, numbers, or signal words such as: *first*, *next*, and *last*.

MODEL AND PRACTICE Display a procedural text from the stack. Read its title and point to its set of instructions and the author's use of bullets, numbers, or time-order words. Say: **This author used [bullets, numbers, or time-order words] to write the steps in order.** Ask students to identify time-order words and record them for future reference.

Read aloud the instructions in the stack text. Call on students to summarize the order of the steps. Tell them to use time-order words in their summaries. As needed, direct students to the reference list of time-order words.

Read another procedural text from the stack aloud. Ask: **Did the author use bullets, numbers, or time-order words to structure the instructions? Why do you think the author chose that particular format? What step comes first? Second? Third? Next? Last?**

Have pairs of students read a procedural text together. Direct students to summarize the steps in their writing notebooks.

Possible Teaching Point

Writing Process

Drafting | Writing in Steps

Students may benefit from using a sequence chart to help them organize their steps in order. Have students check to be sure they are using time-order words such as *first*, *next*, *then*, *finally*, *before*, and *after*.

Independent Writing

Mentor STACK



FOCUS ON TEXT STRUCTURE Students should continue to develop the drafts of their procedural texts, paying attention to text structure.

- Students who struggle should work with a partner to explain and clarify steps.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how steps with numbers, bullets, or time-order words help readers understand order.
- **Shared** Have students summarize the steps in a stack text orally, using time-order words.
- **Guided** Use a stack text to provide explicit instruction on how authors structure instructions in steps.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding may experiment with numbered lists and time-order words.

See the **Conference Prompts** on p. T398.

Share Back

Have students explain which format they think makes the directions in a procedural text most clear: numbers, bullets, or time-order words.

Spelling Spell Words with *aw, au, augh, al*

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

saw	taught
chalk	straw
daughter	jaw
law	walk
auto	crawl

HIGH-FREQUENCY WORDS

hours	happened
-------	----------

LESSON 2

Teach

FOCUS Tell students that the letters *aw, au, augh,* and *al* spell the vowel sound heard in *paw*.

MODEL AND PRACTICE Write the following words: *law, sauce, naughty,* and *talk*. Underline the *aw, au, augh,* or *al*. Say each word aloud. Ask: **What is the sound these words all have?** Have students spell other words they know with the same pattern and sound.

APPLY MyTURN

Have students complete *Student Interactive* p. 581 to practice spelling words with *aw, au, augh,* and *al*. Use the leveled supports on p. T402 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with *aw, au, augh, al*

The letter patterns *aw, au, augh,* and *al* all stand for the vowel sound you hear in *paw*.

MYTURN Write the missing letters to make a Spelling Word. Write each word. Then write the My Words to Know words.

1. ch <u>al</u> k	<u>chalk</u>
2. s <u>aw</u>	<u>saw</u>
3. <u>au</u> to	<u>auto</u>
4. l <u>aw</u>	<u>law</u>
5. cr <u>aw</u> l	<u>crawl</u>
6. d <u>ough</u> ter	<u>daughter</u>
7. j <u>aw</u>	<u>jaw</u>
8. w <u>al</u> k	<u>walk</u>
9. str <u>aw</u>	<u>straw</u>
10. t <u>ough</u> t	<u>taught</u>
11. h <u>ours</u>	<u>hours</u>
12. ha <u>ppened</u>	<u>happened</u>

Spelling Words

saw
chalk
daughter
law
auto
taught
straw
jaw
walk
crawl

My Words to Know

hours
happened

581

LESSON 2

Teach Spell Words with *aw, au, augh, al*


FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with *aw, au, augh, al*

FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with Double Consonants

LESSON 5

Assess Understanding



Language & Conventions

Commas in Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Commas in Sentences

FOCUS Tell students that they must follow punctuation rules when writing in formal English. When they list a series of more than two words or word groups in a sentence, they should use commas to separate the items.

MODEL AND PRACTICE Say: *When listing items in a series, put a comma after each item except the last one. Do not put a comma after and or or. Where are the commas in this sentence? I bought bread, milk, and ice cream.* Allow students to respond. Continue to give sample sentences with items in a series, and have students tell where the commas are located.

APPLY Have pairs of students take turns saying aloud sample sentences with items in a series. Have partners tell where to put the commas.

OBJECTIVES

Edit drafts using standard English conventions, including contractions and commas.

Compare formal and informal uses of English.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Commas in Sentences

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Contractions

LESSON 3

Teach Commas in Sentences

LESSON 4

Practice Commas in Sentences

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Writing in Steps

OBJECTIVES

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

Develop drafts into a focused piece of writing by organizing with structure.

Compose informational texts, including procedural texts.

STUDENT INTERACTIVE, p. 584


PROCEDURAL | HOW-TO TEXT

Writing in Steps

In a procedural text, an author gives directions one step at a time in order. The steps may

- be in a bulleted (•) list or numbered in order.
- begin with time-order words such as *first*, *next*, *last*.

MY TURN Plan the structure of your procedural text. Write four steps in order. To make sure the steps are in the correct order, restate the directions orally to a classmate. Use these directions to develop a draft.



584

Minilesson

TEACHING POINT In a procedural text, authors write directions using a sequential steps-in-a-process text structure. They often use bullets or numbers and time-order words to show the order of the steps.

MODEL AND PRACTICE Direct students to p. 584 in the *Student Interactive*. Have students echo-read with you the text at the top of the page. Then use a simple procedure such as brushing one’s teeth or getting a glass of water from a faucet to demonstrate how to write steps in the order they are performed. Guide students to describe the steps and record their responses, creating a bulleted list.

Ask: **Why do we write commands in the order they are to be completed?** Point out that the clearer steps are, the easier it will be for readers to follow them. Then guide students to first replace the bullets with numbers and then with time-order words. Ask: **Which format do you think is the easiest to follow? Why?**

Transition students to Independent Writing by reading aloud the directions in the My Turn activity. Discuss with students how restating the directions orally to a classmate can help them ensure that the steps are in the correct order. Then have students complete the My Turn activity by restating the directions orally to a classmate, making any changes based on their partner’s feedback, and then using the directions to develop a draft of their procedural text.

Possible Teaching Point

Spelling | Words with *aw*, *au*, *augh*, *al*

Have students read aloud their drafts and listen for words that have the vowel sound that they hear in the word *paw*. Then have them check the spelling of these words to make sure they used the correct vowel pattern. Students may need to consult a dictionary.

Independent Writing

FOCUS ON ORDER OF STEPS During independent writing time, students should complete the My Turn activity on p. 584.

- Explain that they can write more than four steps, if necessary. Tell students to decide whether to use numbers, bullets, or time-order words.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to figure out the order of steps in a procedure.
- **Shared** Have students explain the steps of their procedure. Then help them suggest a time-order word for each step. List the words for students to use.
- **Guided** Provide explicit instruction on how to write directions in order.

 **Intervention** Refer to the *Small Group Guide* for support.

- Have students further develop the draft of their procedural text.

See the **Conference Prompts** on p. T398.

Share Back

Ask some students to share the steps they will include in their drafts.

Spelling Spell Words with *aw, au, augh, al*

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

saw	taught
chalk	straw
daughter	jaw
law	walk
auto	crawl

HIGH-FREQUENCY WORDS

hours	happened
-------	----------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Review words with letters *aw, au, augh, and al*.

MODEL AND PRACTICE Write a list of *aw, au, augh, and al* words that have the same sound, such as: *dawn, daughter, caught, and walk*. Read them aloud and have students repeat after you.

APPLY Have students complete *Spelling p. 273* from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with *aw, au, augh, al*
 The letters *aw, au, and augh* can stand for the same vowel sound. The vowel in *al* can sound this way too. It is the vowel sound you hear in *draw*.

jaw	law	walk	taught	crawl
saw	straw	chalk	daughter	auto

MY TURN Write a spelling word from the box on each line below.

1. Something you cut with saw
2. Something you write with chalk
3. How to get from one place to another walk
4. The part of the mouth under the cheek jaw
5. Used to drink out of a glass straw
6. Babies do this to move crawl
7. Another word for a car auto
8. Past tense of teach taught

Grade 2, Unit 5, Week 3
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *aw, au, augh, al*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *aw, au, augh, al*

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Double Consonants

LESSON 5

✓ Assess Understanding



Language & Conventions

Commas in Sentences

LESSON 3

Teach Commas in Sentences

FOCUS Remind students that they must follow punctuation rules when writing in formal English. Tell students that when sentences list more than two items in a series, they should use commas to separate each item.

MODEL AND PRACTICE Write the following sample sentence on the board: *Mari got up, ate breakfast, and got dressed.* Say: *In this list of things Mari did, we put a comma after each group of words when writing in formal English.* Write other examples, leaving out the commas. Ask student volunteers to write the commas in the correct places.

OBJECTIVES

Edit drafts using standard English conventions, including contractions and commas.

Compare formal and informal uses of English.

ELL Targeted Support

Sentence Patterns Discuss the patterns created when commas separate items in a series in sentences.

Have students write the frame: *The teacher has a _____ a _____ and a _____.* Display a pen, a crayon, and a book and have students write the name of each in the frame and add commas. **EMERGING**

Display three items and have students write a sentence listing them, such as: *The teacher has a pen, a crayon, and a book.*

DEVELOPING

Have partners take turns holding up items and writing sentences listing these items in a series. **EXPANDING**

Have students write sentences listing things they did in the past. Ask them to include several items in a series, such as: *I went to school, came home, and ate a snack.* **BRIDGING**

LESSON 3

Teach Commas in Sentences

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Contractions

FLEXIBLE OPTION

LESSON 2

Oral Language:
Commas in Sentences

LESSON 4

Practice Commas in Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Introduction and Conclusion

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Compose informational texts, including procedural texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK



TEACHING POINT Authors may include an introduction or conclusion when they write procedural texts. The introduction names the procedure and explains why readers should do it. The conclusion may provide a final thought, a piece of advice, or a good wish.

MODEL AND PRACTICE Hold up a procedural text from the stack. Identify and read its introduction. Say: *This is the introduction. Here the author introduces the procedure and explains why readers should follow its steps. The introduction of a procedural text gives a reason readers should carry out the process. For example, an author of a book on origami could introduce the craft with “This crane will add beauty to your home.”*

Identify and read the text’s conclusion. Say: *In the conclusion, the author adds a final thought—offering advice or a good wish. For example, the author of a recipe could conclude with “Enjoy this delicious breakfast!”*

Read the instructions in another procedural text and ask students to suggest ways to introduce and conclude the topic. Then read aloud the introduction and conclusion in the selection and compare them to the students’ suggestions.

Possible Teaching Point

Language & Conventions | Commas in Sentences

Remind students to follow punctuation rules in their writing. Have them check that they have placed a comma between items in a list as well as before the word *and* when they list a series of two or more words.

Independent Writing

Mentor STACK



FOCUS ON INTRODUCTIONS AND CONCLUSIONS

- During independent writing time, have students draft introductions and conclusions in their writer's notebooks.

WRITING SUPPORT

- **Modeled** Read aloud the introduction and conclusion to a procedural text. Do a Think Aloud to model how to identify the information the author included in each.
- **Shared** Read aloud a procedural text from the stack. Prompt students to identify the information included in the introduction and conclusion. Record their responses.
- **Guided** Read aloud a procedural text from the stack. Provide explicit instruction to identify the information in the introduction and conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T398.

Share Back

Ask students to share their ideas for an introduction or conclusion to their procedural text.

Spelling Spiral Review

OBJECTIVE

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

SPELLING WORDS

saw	taught
chalk	straw
daughter	jaw
law	walk
auto	crawl

HIGH-FREQUENCY WORDS

hours	happened
-------	----------

Writing Workshop

Ask students to edit their writing to check the spellings of words with double consonants and words with *aw*, *au*, *augh*, and *al*.

FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS Remind students that some words are spelled with double consonants in the middle. Review pp. T382 and T386 for further instruction.

MODEL AND PRACTICE Read aloud double consonant words such as *dinner*, *attic*, *supper*, and *swimmer*, and have students spell them.

APPLY Have students write sentences using three words with double consonants and read them to a partner.

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with *aw*, *au*, *augh*, *al*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *aw*, *au*, *augh*, *al*

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Spell Words with Double Consonants

LESSON 5

Assess Understanding



Language & Conventions

Commas in Sentences

LESSON 4

Practice Commas in Sentences

APPLY MyTURN Have students complete the practice activity on p. 582 in the *Student Interactive* to edit drafts using commas in sentences. Use the leveled supports on p. T411 for ELLs.

LANGUAGE AND CONVENTIONS

Commas in Sentences

When you list more than two items in a sentence, use commas to separate the items in the series. Put a comma after each item, except for the last one. Do not put a comma after **and** or **or**.

The characters in the play are Mouse, Bee, and Ant. Becky, Liz, and Alex went to the beach. Is your favorite color red, yellow, blue, or green?

MYTURN Edit this draft by crossing out the incorrect commas and adding commas where they belong.

The children in grades, 1, 2, and 3 had a pet show. Mica, Sam, and Sophia; brought in pet pigs. Other kids brought in dogs, cats, birds, and; gerbils. They showed what their pets could do. Matt's dog could sit, beg, and roll over. Chen's cat; could dance, play fetch, and give high fives.

582

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OBJECTIVES

Edit drafts using standard English conventions, including contractions and commas.

Compare formal and informal uses of English.

Writing Workshop

Have students edit their Writing Workshop drafts to check for correct use of commas with items in a series.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Contractions

FLEXIBLE OPTION
LESSON 2

Oral Language:
Commas in Sentences

LESSON 3

Teach Commas in Sentences

LESSON 4

Practice Commas in Sentences

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Introduction and Conclusion

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Compose informational texts, including procedural texts that introduce a topic and provide a conclusion.

STUDENT INTERACTIVE, p. 585

Introduction and Conclusion

An author may write an introduction and a conclusion to a procedural text. The introduction names the procedure and tells readers why they should do it. The conclusion may end with a good wish such as “Enjoy” or a final thought.

MY TURN Plan the introduction and conclusion for your how-to text. Then compose them in your writer’s notebook.

Title _____

Introduction

- What do you want readers to know?
- Why should they care about learning this?

Conclusion

- What do you hope readers will do?
- Do you have any advice for readers or final thoughts?

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Minilesson

Mentor **STACK**



TEACHING POINT When writing a procedural text, authors include an introduction that tells readers why the procedure is fun or helpful to complete. They may also include a conclusion to offer a final thought or good wish.

MODEL AND PRACTICE Direct students to p. 585 of the *Student Interactive*. Read aloud the paragraph at the top of the page. Use procedural texts from the stack to offer examples of an introduction and conclusion.

Say: You will plan an introduction and conclusion to include with your how-to books. To write an introduction, you will think about what readers should know about your topic and what you could say to make them interested in it. For example, consider how the reader might use the finished product or include details about how interesting, helpful, or fun the procedure is.

To write a conclusion, you will think about what you want to say to readers when they finish following the procedure in your text. Ask yourself: “What final thought, advice, or good wish could I share?”

Have students complete the My Turn activity on p. 585 in their writer’s notebooks. Tell them to reread their procedural text before and after writing the introduction and conclusion to make sure the text makes sense and flows smoothly.

WRITING CLUB

Place students into Writing Club groups. See p. T417 for details on how to run Writing Club.

Share Back

Ask a few students to share their introduction or conclusion.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will help one another develop the structures of their how-to books.

As students gather in Writing Club groups, ask them to spend the first 5–10 minutes discussing:

- How to listen carefully
- How to ask questions to understand feedback
- How to speak in multi-word sentences

What Are We Sharing? Students should take turns reading their procedural texts aloud. Classmates should offer feedback on organizing information using steps-in-a-process text structure, including use of titles and heads, lists, sequential steps, and an introduction and conclusion. Ask students to offer constructive feedback as writers share their texts.

How Do We Get Started? Conversation Starters

- Why do you want your readers to know about your procedure?
- What do you want to say to readers as they finish reading?
- Why did you choose the title _____?
- This _____ seems out of order in the directions. You might _____.
- In your conclusion, you might want to wish readers _____.

Spelling Spell Words with *aw, au, augh, al*

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

saw	taught
chalk	straw
daughter	jaw
law	walk
auto	crawl

HIGH-FREQUENCY WORDS

hours	happened
-------	----------

LESSON 5


Assess Understanding

Use the following sentences to examine students' abilities to spell the two key high-frequency words of the week and words with the patterns *aw, au, augh, and al*. Provide students with enough time to spell each word. Repeat words as needed.

Spelling Sentences

1. He used a **saw** to cut wood.
2. The teacher wrote with **chalk**.
3. My **daughter** is at school.
4. That is against the **law**.
5. An **auto** is a car.
6. My mom **taught** me that rule.
7. He likes to drink with a **straw**.
8. We use our **jaw** to chew food.
9. Let's **walk** to school tomorrow.
10. The baby learned to **crawl**.
11. School will be over in two **hours**.
12. I do not know what **happened**.

FLEXIBLE OPTION 
LESSON 1

 Assess Prior Knowledge


LESSON 2

Teach Spell Words with *aw, au, augh, al*

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with *aw, au, augh, al*

FLEXIBLE OPTION 
LESSON 4

 Spiral Review: Spell Words with Double Consonants

LESSON 5

 Assess Understanding



Language & Conventions

Commas in Sentences

FLEXIBLE OPTION



LESSON 5


Standards Practice

Ask students to respond to the question independently. Remind them to choose just one answer.

Which of the following is correct?

- A He likes peas, carrots, and, corn.
- B He likes peas carrots and corn.
- C He likes, peas carrots and corn.
- D He likes peas, carrots, and corn.

APPLY Have students complete *Language & Conventions* p. 279 from the *Resource Download Center*.



Name _____

Language and Conventions

Commas in Sentences

Commas are used to separate items in a list. Use a comma after each item in the list, except for the last one. Do not put a comma after the word **and** or the word **or**. Here are two examples:

In the summer we like to swim, ride bikes, and play outside.
Did you bring apples, oranges, or bananas?

MY TURN Add commas in the correct places in the sentences below.

- The class wanted to buy games, treats, and drinks for the fundraiser.
- The girls bought card games, board games, and outdoor games.
- The boys bought stickers, clay, pencils, and coloring books.
- The teacher bought juice boxes, water, and chocolate milk.
- Students, teachers, and parents all came to the fundraiser.
- The class raised money, had fun, and helped others.

Grade 2, Unit 5, Week 3
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OBJECTIVES

Edit drafts using standard English conventions, including contractions and commas.

Compare formal and informal uses of English.

FLEXIBLE OPTION



LESSON 5

Standards Practice

FLEXIBLE OPTION



LESSON 1



Spiral Review:
Contractions

FLEXIBLE OPTION



LESSON 2

Oral Language:
Commas in Sentences

LESSON 3

Teach Commas in
Sentences

LESSON 4

Practice Commas in
Sentences

Weekly Overview

Students will revise their procedural texts by

- using adverbs that indicate time and place correctly
- adding interesting words or deleting unnecessary words
- rearranging words to improve clarity and add interest

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Edit for Adverbs T424	Explore Adding or Deleting Words T428	Apply Adding or Deleting Words T432
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T425	Independent Writing and Conferences T429	Independent Writing and Conferences T433
SHARE BACK FOCUS 5–10 min.	Adverbs T425	Revised Sentences T429	Revisions T433
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T426 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Commas in Sentences T427 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Syllable Pattern VCCCV T430 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Compound Subjects and Predicates T431 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T434 • Language & Conventions Teach Compound Subjects and Predicates T435



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Use these criteria to choose texts that will show students elements of writer’s craft.

- Adverbs that convey time and place are used effectively.
- Carefully chosen words, phrases, and sentences add interest, and there is little unnecessary language.
- Word and sentence order add clarity and interest to the writing.

FAST TRACK

LESSON 4

LESSON 5

Explore Rearranging Words T436	Apply Rearranging Words T440
Independent Writing and Conferences T437	Writing Club and Conferences T440–T441
Revisions T437	Revisions T440
<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spiral Review T438 • Language & Conventions Practice Compound Subjects and Predicates T439 	<ul style="list-style-type: none"> • Spelling Assess Understanding T442 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T443

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

“Just Right” Words

Adverbs That Convey Space

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

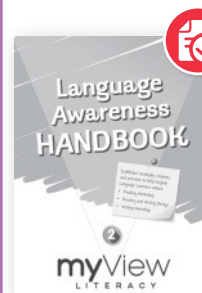
Independent Writing and Conferences

SHARE BACK FOCUS

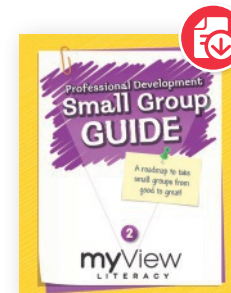
5–10 min.

Words Added or Changed

Adverbs



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 adverbs that convey time and place effectively and how to revise drafts by rearranging, adding, and deleting words.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Adverbs

If students need additional support,


 **Then** ask: What is one adverb you can add to a sentence that tells about time, or when something happens?

If students show understanding,

Then ask: How does adding adverbs that tell about time and place improve your writing?

Explore Adding or Deleting Words

If students need support,


 **Then** ask: What words do writers use to make procedures clear?

If students show understanding,

Then ask: How do adding and deleting words improve your writing?

Apply Revise Drafts by Adding or Deleting Words

If students need additional support,


 **Then** ask: How can you decide whether a word or phrase should be deleted?

If students show understanding,

Then ask: What words can you delete to make it easier for readers to follow your procedure?

Apply Rearranging Words

If students need additional support,

 **Then** ask: Why might you change the order of sentences in your writing?

If students show understanding,

Then ask: How did changing the order of words, phrases, or sentences affect your writing?

Conference Support for ELL

EMERGING

- Create a word wall with adverbs and model writing simple sentences using several of the adverbs.
- Do a Think Aloud to model how to add and delete words in a draft.
- Model rearranging words by moving a word or phrase from one sentence to another, eliminating the need for the second sentence.

DEVELOPING

- Guide students to add adverbs to simple sentences, using words on the word wall.
- Use modeled writing to add words that increase clarity.
- Use modeled writing to help students rearrange words or phrases.

EXPANDING

- Use guided writing to help students write sentences with adverbs.
- Have partners add words or phrases to several sentences in a stack text to increase interest or clarity.
- Guide students to rearrange words or phrases in sentences.

BRIDGING

- Have students write sentences that use adverbs that convey time and place.
- Have students write several sentences and exchange them with a partner. Then have partners add or delete words for clarity.
- Have partners tell each other how they decide which words, phrases, or sentences to rearrange.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **elements of poetry** and **compound subjects and predicates**.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, ELLs will benefit from additional writing support that expands their awareness of adverbs that convey time and place and how to rearrange words, phrases, or sentences in a text.

Use this note for the minilesson on pp. T424–T425.

ELL Targeted Support

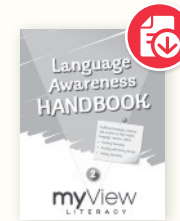
EDIT FOR ADVERBS

Using adverbs may present challenges to some English learners. In Hmong, adverbs are not used. Instead, two adjectives or two verbs in succession function as an adverb. In French, Haitian Creole, and Urdu, adverbs can be placed between a verb and its object.

Display lists of common adverbs that convey time and place. Have students copy the list. Then provide simple sentences where one of the listed adverbs can be added. Guide students to insert an adverb into each sentence. **EMERGING/DEVELOPING**

Have students read a stack text and select several sentences with adverbs that show time and place. Then ask students to write the sentences, omitting the adverbs. Have student pairs exchange their sentences and add adverbs of time and place. **EXPANDING**

Have students write several sentences to which adverbs of time and place can be added. Then have pairs of students exchange their work and add adverbs of time and place to the sentences. **BRIDGING**



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

Use this note for the minilesson on pp. T440–T441.

ELL Targeted Support

APPLY REARRANGING WORDS

Rearranging words and phrases may present challenges to English learners.

Write: *I walk with my dog in the morning.* Place a vertical line after the words *walk* and *dog* to break the sentence into three sections. Help students read, copy, and rearrange the three sections in several ways. Discuss which patterns sound natural and which do not. **EMERGING**

Give students two simple sentences: *I take my dog for a walk. We walk every morning.* Guide students to move the phrase “every morning” to the end of the first sentence. Have students echo-read the new sentence with you and discuss the word order. Finally, have them copy the sentences and note the sentence patterns. **DEVELOPING**

Have students choose a stack text and copy several sentences, changing the word order in two. Then tell student pairs to exchange their work and rearrange words for clarity. **EXPANDING**

Have students write three sentences about a familiar topic with sentences out of order. Then have student pairs exchange their work and rearrange the sentences for clarity. **BRIDGING**

FAST TRACK

Edit for Adverbs

OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

STUDENT INTERACTIVE, p. 625

PROCEDURAL | HOW-TO TEXT WRITING WORKSHOP

I can use elements of informational text to write a procedural text. **My Learning Goal**

Adverbs That Convey Time and Place

An adverb can convey, or tell about, the time or place something happens. Authors edit their writing to make sure they have used adverbs correctly.

The play will begin ^{soon}, I can hardly wait. Let's go ^{inside}!

MY TURN Edit the sentences. Use adverbs that tell time and place. Write your adverbs above the lines.

Possible responses:

^{always} ^{early} I wake up ^{on} school days. I get dressed, and I eat ^{then} my breakfast. ^{Next}, I check that all my books are in my backpack. ^{Then}, ^{outside} I go and walk to the bus stop. ^{Often} I'm the first one ^{there}.

MY TURN Edit your how-to text to check that you have used adverbs to convey time and place.

625

Minilesson

TEACHING POINT Authors use adverbs to tell about the time or place something happens. When authors edit their writing, they make sure they have used adverbs correctly and effectively.

MODEL AND PRACTICE Say: Some adverbs tell about when events take place. If I want to tell you when I exercise, I could say, “I always exercise,” “I never exercise,” or “I exercise sometimes.” *Always, never, and sometimes* are adverbs that convey, or tell about, time. Ask students for other examples of words that tell about time, such as *soon, often, and early*.

Explain that some adverbs tell about where something happens. If I want to tell you where to hang your coat, I can say, “Hang it there,” “Hang it nearby,” or “Hang it anywhere.” *There, nearby, and anywhere* are adverbs that tell about place. Guide students to name other examples of adverbs to convey place, such as *outside and here*.

Direct students to p. 625 in the *Student Interactive* and read aloud the examples on the page. Say: *When authors edit their writing, they often add adverbs to make it clearer and more interesting. What adverb did the author add to the first sentence? What does it tell you? What is another adverb you could add instead of soon if the play were starting in a few hours? (later)*

Have students work in small groups to edit the paragraph in the first My Turn activity on p. 625. Remind them to use adverbs that tell about time or adverbs that tell about place. Invite volunteers to share one or two of their revisions.

Independent Writing

FOCUS ON ADVERBS

- During independent writing time, students should edit their drafts to be sure they have used adverbs that convey time and place correctly.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to add an adverb that conveys time to a simple sentence. Then repeat the procedure to add an adverb to convey place.
- **Shared** Provide several simple sentences such as: “I eat a sandwich.” Ask students to add an adverb of time or place to each sentence. Record students’ responses.
- **Guided** Provide explicit instruction on how to add appropriate adverbs to show time and place in sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

- Point out that adverbs can help make steps in a process clearer.

See the **Conference Prompts** on p. T422.

Share Back

Have students share one or two examples of adverbs that convey time and place that they have added to clarify their introduction or procedure.



Spelling Spell Words with Syllable Pattern VCCCV

OBJECTIVES

Identify and read high-frequency words.

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

distract	pumpkin
address	hundred
concrete	explain
ostrich	monster
complain	improve

HIGH-FREQUENCY WORDS

measure	remember
---------	----------

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. A barking dog will **distract** a cat.
2. I wrote her **address** on the letter.
3. The sidewalk is made of **concrete**.
4. An **ostrich** has a very long neck.
5. I heard him **complain** about the rain.
6. We will go to buy a **pumpkin** in October.
7. I want to live to be a **hundred**.
8. I will **explain** my idea.
9. The **monster** was a character in a book.
10. We will **improve** the garden with more flowers.
11. I will **measure** the cheese to put in the bowl.
12. Did you **remember** to bring your book?

ELL Targeted Support

Spelling Patterns Review the VCCCV spelling pattern.

Say three spelling words and have students write them. Help students identify the VCCCV spelling patterns. **EMERGING**

Read aloud five spelling words. Have students write the words, identify the VCCCV spelling pattern, and divide the words into syllables. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Syllable Pattern VCCCV


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with *aw, au, augh, al*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Commas in Sentences

FOCUS Remind students that when a sentence features more than two items in a series, commas are placed between each item in the series except the last one.

MODEL AND PRACTICE Write the following: *I will buy milk, eggs, and bread.* Circle the phrase: *milk, eggs, and bread.* Then direct students' attention to the commas, pointing out that the commas separate the words in the list. For practice, have a volunteer come forward to write the commas correctly in the following sentence: *My school does not have classes in June July and August. (June, July, and August)*

APPLY Repeat the routine above with the following sentence: *I packed pencils pens and books. (pencils, pens, and books)*

OBJECTIVES

Edit drafts using standard English conventions, including contractions and commas.

Compare formal and informal uses of English.

ELL Targeted Support

Sentence Patterns Discuss the patterns created when commas separate items in a series in sentences.

Have students write the frame: *The teacher has a _____ a _____ and a _____.* Display a pen, a crayon, and a book and have students write the name of each in the frame and add commas. **EMERGING**

Display three items and have students write a sentence listing them, such as: *The teacher has a pen, a crayon, and a book.*

DEVELOPING

Have partners take turns holding up items and writing sentences listing these items in a series. **EXPANDING**

Have students write sentences listing things they did in the past. Ask them to include several items in a series, such as: *I went to school, came home, and ate a snack.* **BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Commas in
Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Subjects
and Predicates

LESSON 3

Teach Compound
Subjects and
Predicates

LESSON 4

Practice Compound
Subjects and
Predicates

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Adding or Deleting Words

OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Minilesson

Mentor STACK



TEACHING POINT When authors revise, they add and delete words, phrases, and sentences to make the text clearer and more interesting.

MODEL AND PRACTICE Read aloud a text from the stack. Explain that the selection was probably edited several times to add words, phrases, and sentences that improve the writing and to delete words that do not make sense. Discuss the text by asking questions such as the following:

- How does this word/phrase/sentence help you understand the text?
- What does this word/phrase/sentence describe?
- How does this word/phrase/sentence make the text more interesting?
- Why is this word/phrase/sentence important?

Write a sentence from the stack text, leaving out words or phrases that add interest. Show students how to add the deleted words or phrases to the sentence. Discuss how the words improve the sentence. Then write two more sentences from the stack text along with an unnecessary sentence that you make up. Discuss which sentence should be deleted and why.

Possible Teaching Point

Writing Process

Revising and Editing | Adding or Deleting Words

Explain to students that part of revising and editing is checking to see that their writing is clear, interesting, and does not contain unnecessary words. As students revise and edit their drafts, have them check for places where they could add words to make their writing clearer or more interesting and delete words that are not important to the topic.

Independent Writing

Mentor STACK



FOCUS ON ADDING OR DELETING WORDS

- During independent writing time, have students edit drafts to add useful information and to delete unnecessary words.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to explain how particular words or phrases add interest or useful information to a sentence.
- **Shared** Guide students to identify an unnecessary word or phrase in a sentence that you provide. Discuss why it is unnecessary. Then ask students what words or phrases they might add to improve the sentence. Record their responses.
- **Guided** Provide explicit instruction on how particular words and phrases add information or interest to a text.

 **Intervention** Refer to the *Small Group Guide* for support.

- As needed, students can explore the stack, reading for interesting and informative words and phrases.

See the **Conference Prompts** on p. T422.

Share Back

Have students share some examples of sentences they have revised by adding or deleting words or phrases.

Spelling Spell Words with Syllable Pattern VCCCV

OBJECTIVES

Identify and read high-frequency words.

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

distract	pumpkin
address	hundred
concrete	explain
ostrich	monster
complain	improve

HIGH-FREQUENCY WORDS

measure	remember
---------	----------

LESSON 2

Teach

FOCUS Discuss with the class spelling multisyllabic words with multiple sound-spelling patterns, focusing on the syllable pattern VCCCV.

MODEL AND PRACTICE Display *pumpkin*. Read the word aloud, pointing out the VCCCV pattern (*umpki*). Separate the word into syllables: *pump/kin*. Then present another VCCCV word for students to divide into syllables.

APPLY My TURN Have students complete *Student Interactive* p. 623 to spell words with syllable pattern VCCCV. Use the leveled supports on p. T426 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Words with Syllable Pattern VCCCV

MY TURN Write the Spelling Word that best matches each clue. Then write the My Words to Know words.

1. large, fast bird ostrich
2. gripe, whine complain
3. make better improve
4. make-believe, scary monster
5. draw attention away distract
6. used for sidewalks concrete
7. cents in a dollar hundred
8. describe, tell explain
9. orange vegetable pumpkin
10. location address
11. don't forget remember
12. use a ruler measure

Spelling Words

distract
address
concrete
ostrich
complain
pumpkin
hundred
explain
monster
improve

My Words to Know

measure
remember

623

LESSON 2

Teach Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION
LESSON 4

Spiral Review: Spell Words with *aw, au, augh, al*

LESSON 5

Assess Understanding



Language & Conventions

Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Compound Subjects and Predicates

FOCUS Review subjects and predicates with students. Explain that a sentence can have a compound subject. A sentence can also have a compound predicate.

MODEL AND PRACTICE Direct students' attention to the chart at the top of *Student Interactive* p. 624. Read aloud the first sentence, making certain students understand that the subject names two people, *Eduardo* and *Jess*, so it is a compound subject. Then point out that the second sentence has two verbs, *play* and *ride*, so this sentence has a compound predicate. Next, point out the coordinating conjunction *and* in the two sentences, showing how it joins parts of the subject or parts of the predicate.

APPLY Write: *We run and play*. Have students identify the compound predicate (*run, play*) and the coordinating conjunction (*and*).

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Compound Subjects
and Predicates

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Commas in
Sentences

LESSON 3

Teach Compound
Subjects and
Predicates

LESSON 4

Practice Compound
Subjects and
Predicates

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Adding or Deleting Words

OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

STUDENT INTERACTIVE, p. 626

PROCEDURAL | HOW-TO TEXT

Revise Drafts by Adding or Deleting Words

Authors revise their writing to improve it.

- They may add words, phrases, or sentences to give more information or make their writing more interesting.
- They may delete, or take away, words, phrases, or sentences that are not needed or do not make sense.

an amazing spewing lava
On a trip to Hawaii, I saw a volcano. The day we visited the volcano I wore my blue jacket. It was the best day of the trip!

MY TURN Revise the draft. Add or delete words, phrases, or sentences to make it clearer and more interesting.
Possible responses:

incredibly great an awesome
The new park is nice. It has a playground with a climbing wall. There are many bike trails, too. I got a new bike for my birthday.

MY TURN Revise your how-to text by adding or deleting words, phrases, or sentences.

626

Minilesson

TEACHING POINT Authors edit their drafts by adding or deleting words, phrases, or sentences. They want to make sure the information is clear and interesting and that their drafts do not contain unnecessary words.

MODEL AND PRACTICE Direct students to the box at the top of p. 626 in the *Student Interactive*. First, read aloud the text in the box without the edits. Say: **The author added words to this paragraph to make the ideas clearer and more interesting. The author also deleted a sentence that was not important to the topic.**

Read the text again with the edits. Ask: **What did the author add to the first sentence? Why?** (“An amazing” tells how the author felt about the trip; “spewing lava” tells what the volcano was doing.) **How do these edits improve the sentence?**

Next, ask: **Why did the author delete “I wore my blue jacket”?** (What the author was wearing is not important information.)

Call on students to suggest other information the author could have added. Then have students complete the first My Turn activity.

Possible Teaching Point

Spelling | Words with Syllable Pattern VCCCV

Tell students that dividing a word into syllables can help them spell multisyllabic words correctly. Ask students to check their drafts for words with the syllable pattern VCCCV.

Have students

- write VCCCV above each letter to indicate the syllable pattern
- separate the word into syllables

Independent Writing

FOCUS ON ADDING OR DELETING WORDS

- Students should continue to revise their procedural texts by adding words and phrases that add interest and clarify the writing and deleting of unnecessary text.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to edit a sentence by adding or deleting words.
- **Shared** Used shared writing to help students revise a sentence by adding or deleting words.
- **Guided** Provide explicit instruction on how to revise a sentence by adding or deleting words.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T422.

Share Back

Ask students to share a revision they made to their draft by either adding or deleting text. Invite them to explain why they made the revision.

Spelling Spell Words with Syllable Pattern VCCCV

OBJECTIVES

Identify and read high-frequency words.

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

distract	pumpkin
address	hundred
concrete	explain
ostrich	monster
complain	improve

HIGH-FREQUENCY WORDS

measure	remember
---------	----------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that some words are spelled with the syllable pattern VCCCV.

MODEL AND PRACTICE Have students write *concrete* and then write VCCCV above the appropriate letters in the word to indicate the syllable pattern. Then have them separate the word into syllables (*con/crete*).

APPLY Have students complete *Spelling* p. 274 from the *Resource Download Center* to spell multisyllabic words with the VCCCV syllable pattern, one of multiple sound-spelling patterns.

Name _____

Spelling
 Spell Words with Syllable Pattern VCCCV
 A word with a VCCCV pattern has three consonants in the middle of the word. Sound out all the consonants to help you spell these words.

Spelling Words				
distract	concrete	complain	hundred	monster
address	ostrich	pumpkin	explain	improve

MY TURN Write the spelling word that fits each sentence below.

- The road crew used concrete to fix the sidewalk.
- We saw a strange bird called an ostrich at the zoo.
- He went to the principal to complain about the noise.
- I had to explain why the dog was wet.
- The teacher wanted Cam to improve his work.
- Do they know their home address yet?
- My mom was trying to distract my sister.
- Look at the giant pumpkin in the garden!
- Annabelle can count to one hundred very easily.
- Juan wore a monster mask.

Grade 2, Unit 5, Week 4
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with *aw, au, augh, al*

LESSON 5

✓ Assess Understanding



Language & Conventions

Compound Subjects and Predicates

LESSON 3

Teach Compound Subjects and Predicates

FOCUS Remind students that a sentence can have a compound subject or predicate.

MODEL AND PRACTICE Direct students' attention to these sentences on p. 624 of the *Student Interactive*: *The kids swim in the pool. The kids splash in the pool.* Say: *The subject of these sentences is the same, and I know it can be boring to read two sentences like this together. The writing will be more interesting if the writer joins the two sentences with the coordinating conjunction *and* to connect the predicates.* Point out the sentence: *The kids swim and splash in the pool.* *This sentence is longer but more interesting to read than the two short sentences that have exactly the same subject.*

Have students use a similar process to the one outlined above to discuss why the coordinating conjunction *or* was used to join these sentences on *SI* p. 624: *Fruit makes a good snack. Popcorn makes a good snack.*

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

ELL Targeted Support

Compound Subjects and Predicates Emphasize that a coordinating conjunction can join parts of a subject or parts of a predicate.

Have two students come forward. Hand two books to each student. Say: *(Students' names) have books.* Have students repeat. Then write the sentence and have students copy it. Help students recognize the sentence's grammatical structure. **EMERGING**

Repeat the Emerging activity. Then have students join you to clap. Say: *We clap.* Then have students join you to jump. Have students first orally complete this sentence frame: *We _____ and _____. (We clap and jump.)* Then have them write the sentence and briefly describe its grammatical structure.

DEVELOPING

LESSON 3

Teach Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Commas in Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Subjects and Predicates

LESSON 4

Practice Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Rearranging Words

OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Minilesson

Mentor STACK



TEACHING POINT When revising drafts, authors often rearrange words, phrases, and sentences to make their writing clearer or more interesting.

MODEL AND PRACTICE Select a paragraph of two or three sentences from a stack text and prepare copies of the paragraph with the order of two sentences reversed. Distribute copies to students. Say: **Sometimes words, phrases, and sentences are not presented in the best order. That may make the ideas unclear and hard to understand.**

Have students echo-read the paragraph with you. Ask: **Which sentence do you think could be moved so that the ideas in the paragraph are clearer?** Ask students to cross out the sentence and write it where it belongs. Then have them echo-read the revised paragraph with you. Discuss how rearranging the sentences makes the ideas clearer. Repeat the process as needed with other paragraphs from stack texts. Point out that sometimes just a word or a phrase can be moved to make the writing clearer.

Possible Teaching Point

Language & Conventions | Compound Subjects and Predicates

Explain to students that a compound subject contains two nouns or pronouns, such as *Popcorn and peanuts* or *Sharon and I*. Compound predicates include two actions (verbs) that are joined by a coordinating conjunction such as *and*, as in *click and hold*.

Have students look for places in their drafts where they can avoid repeating the same information by joining sentences. Tell them this will help make their how-to texts more interesting for readers.

Independent Writing

Mentor **STACK**

FOCUS ON ARRANGEMENT OF WORDS

- Have students review their drafts to rearrange words, phrases, or sentences to improve clarity and add interest.

WRITING SUPPORT

- **Modeled** Using a stack text, do a Think Aloud to explain how sentence order can affect the clarity of ideas.
- **Shared** Give students a short paragraph from a stack text. Have them explain how the sentence order helps them understand the ideas.
- **Guided** Using a stack text, provide explicit instruction on how the order of words, phrases, and sentences can make a text clearer and more interesting.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T422.

Share Back

Ask several students to share examples of words, phrases, or sentences that they rearranged.

Spelling Spiral Review

OBJECTIVES

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

distract	pumpkin
address	hundred
concrete	explain
ostrich	monster
complain	improve

HIGH-FREQUENCY WORDS

measure	remember
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Writing Workshop

Ask students to edit their writing to check the spellings of words with double consonants and words with *aw*, *au*, *augh*, and *al*.

FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS Have students recall the spelling lesson from the previous week: words with *aw*, *au*, *augh*, and *al*.


MODEL AND PRACTICE Remind students that different groups of letters can stand for the sound /aw/ and that they must learn the spellings of these words.

Write: *walk*, *jaw*, *taught*, and *auto*. Circle the letters that stand for the same sound in each word: *al*, *aw*, *augh*, and *au*.

APPLY Have students write the following words and then circle the letters that stand for the same sound: *saw*, *chalk*, and *daughter*. (*aw*, *al*, and *augh*)

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
aw, *au*, *augh*, *al*

LESSON 5

Assess Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCCV



Language & Conventions

Compound Subjects and Predicates

LESSON 4

Practice Compound Subjects and Predicates

APPLY MyTURN Have students complete the practice activity on p. 624 in the *Student Interactive* to edit drafts by combining sentences to form compound subjects and predicates. Use the leveled supports on p. T435 for ELLs.

LANGUAGE AND CONVENTIONS

Compound Subjects and Predicates

A sentence with more than one subject has a **compound subject**: Eduardo and Jess are great friends.

A sentence with more than one verb has a **compound predicate**: The friends play soccer and ride bikes.

Use the **coordinating conjunctions and** and **or** to form compound subjects and compound predicates.

Fruit makes a good snack. Popcorn makes a good snack.
Fruit **or** popcorn makes a good snack.

The kids swim in the pool. The kids splash in the pool.
The kids swim **and** splash in the pool.

MYTURN Edit this draft. Combine sentences to form compound subjects and predicates. Cross out words and write the correct coordinating conjunctions above.

Haley ~~wanted to do something fun~~ ^{and} Isabel wanted to do something fun. They could play a game. ~~They could~~ ^{or} see a funny movie. They chose the funny movie. They laughed ~~at the funny parts~~ ^{and} They clapped at the funny parts.

624

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

Writing Workshop

Tell students that as they begin writing drafts during Writing Workshop, they should pay attention to sentences that could be combined to form compound subjects or predicates. Remind them to also check for commas in items in a series.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Commas in Sentences

FLEXIBLE OPTION
LESSON 2

Oral Language:
Compound Subjects and Predicates

LESSON 3

Teach Compound Subjects and Predicates

LESSON 4

Practice Compound Subjects and Predicates

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Rearranging Words

OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

STUDENT INTERACTIVE, p. 627

WRITING WORKSHOP

Revise Drafts by Rearranging Words

Authors may rearrange, or change the order, of words, phrases, or sentences to make their writing clearer or more interesting. For example:

My mother told me to clean my room. It was after dinner.

After dinner, my mother told me to clean my room. ~~It was after dinner.~~

MY TURN Revise the draft. Rearrange words, phrases, or sentences to make it clearer or more interesting.
Possible responses:

~~It is great to be outdoors in autumn.~~
Trees are covered with beautiful red, yellow, and orange leaves. ~~It is great to be outdoors in autumn.~~
The air is crisp and cool.

MY TURN Revise your how-to text by rearranging words, phrases, or sentences.

627

Minilesson

TEACHING POINT When revising, authors rearrange, or change, the order of words, phrases, and sentences to make their writing clearer and more interesting.

MODEL AND PRACTICE Direct students to the top box on p. 627 of the *Student Interactive*.

Read the first two sentences aloud. Then say: *The order of the words in these sentences can be rearranged to make the writing clearer.* Ask: *What does the first sentence tell you? What does the second sentence tell you? I could move the words *after dinner* to the beginning of the first sentence. Then the reader knows right away when the action took place. The writing is clearer.* Have students echo-read the revised sentence with you and point out the required punctuation changes.

Next, provide the following sentences: *I spent two hours cleaning my room. It was so messy.* Call on students to suggest ways to rearrange the words and phrases. (Possible answers: *I spent two hours cleaning my messy room; My room was so messy that I spent two hours cleaning it.*) Discuss how the revisions improve the writing. Point out that often there is more than one way to rearrange words.

Redirect students' attention to the first My Turn activity on the page and have them complete the activity. Then have students complete the second activity in which they revise their procedural texts by rearranging words, phrases, or sentences.

WRITING CLUB

Place students in their Writing Club groups. See p. T441 for details on how to run Writing Club.

Share Back

Have students share examples of how they have rearranged words, phrases, or sentences in their drafts.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will work together on revisions of their procedural texts. Students should focus on using adverbs that convey time and place, adding useful words, deleting unnecessary words, and rearranging words, phrases, and sentences to make their writing clearer and more interesting.

In Writing Club, students should spend the first 5–10 minutes discussing the following:

- How to gain the floor respectfully
- How to offer constructive feedback
- How to use feedback to improve drafts

What Are We Sharing? Tell students that they will share drafts of their procedural texts. Group members should suggest revisions.

How Do We Get Started? Conversation Starters

- In this sentence, you could use the adverb _____ to show _____ (time/place).
- You could add an interesting phrase where _____.
- I do not think the words _____ are necessary.
- You could move these words from _____ to _____.

Spelling Spell Words with Syllable Pattern VCCCV

OBJECTIVES

Identify and read high-frequency words.

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

distract	pumpkin
address	hundred
concrete	explain
ostrich	monster
complain	improve

HIGH-FREQUENCY WORDS

measure	remember
---------	----------

LESSON 5


Assess Understanding

Read aloud the words and sentences. Have students spell the words with the VCCCV pattern, as well as the two high-frequency words. Then read each sentence. Repeat each word, and allow time for students to spell it.

Spelling Sentences

1. A loud noise can **distract** people.
2. You can send the letter to this **address**.
3. The building is made of **concrete**.
4. An **ostrich** is a bird.
5. Try not to **complain** about things you cannot change.
6. That is a large **pumpkin**.
7. Her grandmother is a **hundred** years old.
8. He will **explain** why he arrived late.
9. The **monster** in the movie was not very scary.
10. We will **improve** the yard by raking leaves.
11. I will **measure** the desk with a ruler.
12. **Remember** to bring your coat.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Syllable Pattern VCCCV

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with *aw, au, augh, al*

LESSON 5

 **Assess Understanding**



Language & Conventions

Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 5


Standards Practice

Have students choose the sentence that correctly combines the two following sentences.

The dogs run in the yard. The dogs play in the yard.

- A The dogs and the yard run and play.
- B Dogs and yards run and play.
- C The dogs run and play in the yard.
- D The dogs and play run in the yard.

APPLY Have students complete *Language & Conventions* p. 280 from the *Resource Download Center*.



Name _____

Language and Conventions
Compound Subjects and Predicates

A **compound subject** is two or more subjects in one sentence:
Jorge and Elena like to read books.

A **compound predicate** is two or more verbs in one sentence:
Jorge jumped on his bike and went to the park.

You can also combine two simple sentences with **and** or **or**:
Elena waters the plants. Jorge feeds the dog.
Elena waters the plants, **and** Jorge feeds the dog.

MY TURN Combine each set of two sentences below into one sentence. Use a compound subject or a compound predicate.

- Karla put on a jacket. Karla opened the door.
Karla put on a jacket and opened the door.
- She looked out. She saw her brother Sam.
She looked out and saw her brother Sam.
- They could rake leaves. They could ride bikes.
They could rake leaves or ride bikes.
- Karla raked the leaves. Sam raked the leaves.
Karla and Sam raked the leaves.
- Mom thanked them. Dad thanked them.
Mom and Dad thanked them.

Grade 2, Unit 5, Week 11
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OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Commas in
Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Compound Subjects
and Predicates

LESSON 3

**Teach Compound
Subjects and
Predicates**

LESSON 4

**Practice Compound
Subjects and
Predicates**

Weekly Overview

Students will


- edit their procedural texts for correct use of pronouns and capitalization
- prepare for publication and celebration by editing final drafts of their procedural texts
- publish and celebrate their writing by sharing their work with an audience
- complete an assessment by writing a procedural text

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Pronouns T448	Edit for Capitalization T452	Prepare for Celebration T456
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T449	Independent Writing and Conferences T453	Independent Writing and Conferences T457
SHARE BACK FOCUS 5–10 min.	Revised Sentences T449	Examples of Revisions T453	Examples of Revisions T457
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T450 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Compound Subjects and Predicates T451 	<ul style="list-style-type: none"> • Spelling Teach Spell Abbreviations T454 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Spell Words Correctly T455 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T458 • Language & Conventions Teach Spell Words Correctly T459

Mentor **STACK**

Use the following criteria when you select texts to teach students about pronouns and capitalization.

- Text includes a variety of subject, object, possessive, and reflexive pronouns.
- Text includes proper nouns and abbreviations that begin with capital letters.

FAST TRACK**LESSON 4****LESSON 5**

Publish and Celebrate
T460

Assessment T464

Independent Writing
and Conferences T461

Assessment T464–T465

Reflections on Oral
Readings T461

FLEXIBLE OPTION

- **Spelling** Spiral Review T462
- **Language & Conventions** Practice Spell Words Correctly T463

- **Spelling** *Assess Understanding* T466

- **Language & Conventions** Standards Practice T467

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

Demonstrate Your
How-To

Apply Pronouns

**INDEPENDENT WRITING
AND CONFERENCES**

30–40 min.

Independent
Writing and
Conferences

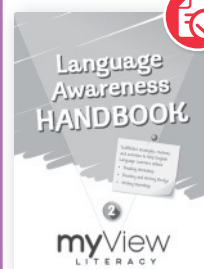
Independent
Writing and
Conferences

SHARE BACK FOCUS

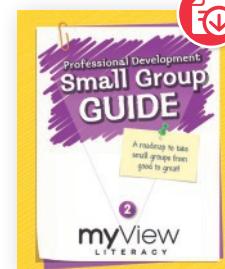
5–10 min.

Results of
Demonstrations

Pronouns



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 edit for pronouns and capitalization as well as how to publish and celebrate writing.

FORMATIVE ASSESSMENT

Conference Prompts

Edit For Pronouns

If students need additional support,


 **Then** ask: When do you use a subject pronoun such as *they*? When do you use a possessive pronoun such as *their*?

If students show understanding,

Then Why is it important to use the correct type of pronoun?

Edit for Capitalization

If students need additional support,


 **Then** use a stack text to identify capitalization of proper nouns, including days of the week and months and greetings and closings of letters.

If students show understanding,

Then ask students to explain the rules for capitalization as if they were teaching them to younger students.

Prepare for Celebration

If students need additional support,

 **Then** ask: What are some ways you can make the steps in your instructions clearer?

If students show understanding,

Then How did the steps-in-a-process structure help you write a clear how-to text?

Conference Support for ELL

EMERGING

- Use a stack text to teach subject, object, possessive, and reflexive pronouns.
- Use environmental print to identify capitalization in days of the week and months.
- Read aloud a simple procedural text and review its structure.

DEVELOPING

- Use modeled writing to help students use the four types of pronouns.
- Use modeled writing to help students correctly capitalize proper nouns.
- Use shared writing to outline the structure of a procedural text.

EXPANDING

- Provide a short paragraph with pronouns used incorrectly. Have student pairs edit for pronouns.
- Use guided writing to help students correctly capitalize proper nouns.
- Have students outline a stack text.

BRIDGING

- Provide a passage and have students identify as many of the four types of pronouns as possible.
- Have students write sentences that include proper nouns and check one another's work for correct capitalization.
- Have students choose a stack text and describe its elements.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilesson on **descriptive details** and **spelling words correctly**.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, ELLs will benefit from additional writing support that expands their awareness of how to edit for pronouns and capitalization of proper nouns.

Use this note for the minilesson on pp. T448–T449.

ELL Targeted Support

EDIT FOR PRONOUNS

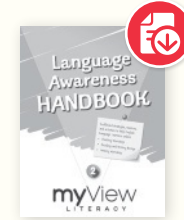
Pronouns may present challenges to English learners, especially those whose native languages make no distinction between subject and object pronouns. Write: *I walk*, and circle the pronoun. Explain that subject pronouns are the subjects of sentences. Repeat with object pronouns and *The team chose me*. Then help students edit written sentences for pronoun agreement.

Write: *The father told the children to follow he*. Point out that the subject of the sentence is *father*. Guide students to correct the pronoun-agreement error. Circle *he* and remind students that *he* is a subject pronoun. Ask: **What pronoun belongs here—he or him?** **EMERGING**

Have students identify and correct the pronoun-agreement error in: *The man fell and broke its leg*. **DEVELOPING**

Have students edit these sentences to correct the pronoun-agreement errors: *The children walked to the park. Them played soccer. Me joined they*. **EXPANDING**

Review possessive and reflexive pronouns. Then have students edit these sentences for correct pronoun agreement: *I took me dog to the dog park. The other dogs were friendly to he. I threw a ball and him chased it. Him ran a lot at the park. I gave he some water*. **BRIDGING**



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

Use this note for the minilesson on pp. T452–T453.

ELL Targeted Support

EDIT FOR CAPITALIZATION

Capitalization of some proper nouns may challenge English learners, especially those in whose home languages days of the week and months are not capitalized. List the days and months in English using a brightly colored ink or chalk to write the initial capital letter.

Write sentence starters such as: *Each week, school begins on _____. It ends on _____. One hot month of the year is _____. One cold month is _____*. Have students complete the sentences in their notebooks. **EMERGING/DEVELOPING**

Have students work in pairs to write sentences that tell about activities they do on certain days of the week and in certain months of the year. **EXPANDING**

Ask students to write sentences that include the days of the week and months of the year. Invite students to exchange their work to check for correct use of capitalization. **BRIDGING**

FAST TRACK

Edit for Pronouns

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases, and reflexive pronouns.

STUDENT INTERACTIVE, p. 661

PROCEDURAL | HOW-TO TEXT WRITING WORKSHOP

I can use elements of informational text to write a procedural text. **My Learning Goal**

Edit for Pronouns

Subject Pronouns	are subjects of sentences	I, you, he, she, it, we, they
Object Pronouns	are used as objects	me, you, him, her, it, us, them
Possessive Pronouns	show ownership	my, mine, your, yours, his, her, hers, its, our, ours, their, theirs
Reflexive Pronouns	refer back to the subject	myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

MY TURN Edit this draft. First, edit for mistakes with subject and object pronouns. Then, edit for mistakes with possessive and reflexive pronouns. Then, edit your how-to text for pronouns.

My ~~Mine~~ sister and I went to the mall with our dad. When it was time for ~~us~~ to have lunch, ~~we~~ went to the food court. She and ~~me~~ got pizza. ~~Her~~ had mushrooms, but ~~my~~ ~~mine~~ was plain. Dad ate a big salad all by ~~hisselt~~ ~~himself~~.

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Minilesson

TEACHING POINT Authors edit their writing to make sure they have used the correct type of pronoun: subjective, objective, possessive, or reflexive.

MODEL AND PRACTICE Say: Pronouns take the place of nouns. When you edit your procedural texts, you will make sure you have used the correct type of pronoun. Explain that today students will edit for four types of pronouns. Provide the following sentences: *She rides a bike. You heard me! They care for their pets. He hurt himself when he fell.* Underline the pronouns *she, me, their,* and *himself*. Then explain:

- *She* is the subject of the first sentence, so the pronoun *she* is called a subjective pronoun.
- *I, you, he, she, it, we,* and *they* are also subjective pronouns.
- *Me* is an objective pronoun because it is used as an object—it receives the action of hearing. *You, him, her, it, us,* and *them* are also objective pronouns.
- *Their* shows ownership, or who possesses the pets. *Their* is called a possessive pronoun. *My, mine, your, yours, his, her, hers, its, our, ours, their,* and *theirs* are possessive pronouns.
- *Himself* refers back to the subject of the sentence, *he*. It “reflects” the subject of the sentence because the same person performs and receives the action. *Himself* is called a reflexive pronoun. Other reflexive pronouns are *myself, yourself, herself, itself, ourselves, themselves,* and *yourselves*.

Direct students to the chart at the top of p. 661 in the *Student Interactive*. Call on them to provide sentences using a few of each type of pronoun listed in the chart. Then have students complete the My Turn activity.

Independent Writing

Mentor **STACK**

FOCUS ON PRONOUNS

- Have students edit their procedural texts for correct use of pronouns.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model correct use of pronouns.
- **Shared** Provide a passage from a stack text and ask students to identify the pronouns.
- **Guided** Provide explicit instruction on how to use pronouns. Then have students form sentences orally using each type of pronoun.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T446.

Share Back

Ask students to read a sentence they revised for correct use of pronouns. Have them explain why they made the change.



Spelling Spell Abbreviations

OBJECTIVES

Identify and read high-frequency words.

Spell compound words, contractions, and common abbreviations.

SPELLING WORDS

Ave.	Dr.
ft.	in.
Mr.	Mrs.
Ms.	Mt.
St.	U.S.

HIGH-FREQUENCY WORDS

listen covered

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 on p. T466 to assess students' prior knowledge of abbreviations. For students who demonstrate understanding of abbreviations, include the following Challenge Words with the spelling list.

Challenge Words

- inc.
- mph
- doc. (document)

ELL Targeted Support

Spelling Rules Explain that we use abbreviations to save time, effort, or space. Review the spelling rules for abbreviations.

Display the spelling words and the words they stand for. Have students cross out the letters that are not used in the abbreviations, read the shortened forms, and then write the abbreviations. Help students recognize the spelling rules used to form the abbreviations. **EMERGING/DEVELOPING**

Display the full word that each spelling word stands for. Have partners employ spelling rules to write the abbreviation of each word. Then have them switch with another pair to check answers. **EXPANDING/BRIDGING**

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Abbreviations

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Abbreviations

FLEXIBLE OPTION LESSON 4

 **Spiral Review:**
 Spell Words with Syllable Pattern VCCCV

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Compound Subjects and Predicates

FOCUS Review with the class compound subjects and predicates. See p. T431.

MODEL AND PRACTICE Display the following sentences: *Broccoli is a tasty vegetable. Zucchini is a tasty vegetable.* Tell students that you will combine the sentences to form one sentence with a compound subject. Then display the following sentence: *Broccoli or zucchini is a tasty vegetable.* Point out the coordinating conjunction *or*. Have students help you combine the following sentences to become one sentence with a compound predicate: *My sister jumps. My sister runs.* (*My sister jumps and runs.*)

APPLY Have pairs work together to create sentences with compound subjects or compound predicates. Have them read the sentences to the class to identify the compound subject or predicate and the coordinating conjunction.

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects and predicates.

ELL Targeted Support

Compound Subjects and Predicates Emphasize that a coordinating conjunction can join parts of a subject or parts of a predicate.

Have two students come forward. Hand two books to each student. Say: (*Students' names*) *have books.* Have students repeat. Then write the sentence and have students copy it. Help students recognize the sentence's grammatical structure. **EMERGING**

Repeat the Emerging activity. Then have students join you to clap. Say: *We clap.* Then have students join you to jump. Have students first orally complete this sentence frame: *We _____ and _____.* (*We clap and jump.*) Then have them write the sentence and briefly describe its grammatical structure.

DEVELOPING

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Compound
Subjects and
Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Spell
Words Correctly

LESSON 3

Teach Spell Words
Correctly

LESSON 4

Practice Spell Words
Correctly

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Capitalization

OBJECTIVE

Edit drafts using standard English conventions, including, capitalization of months, days of week, and the salutation and conclusion of a letter.

STUDENT INTERACTIVE, p. 662

PROCEDURAL | HOW-TO TEXT

Edit for Capitalization

Proper nouns, many abbreviations, and the first words of sentences begin with capital letters. Greetings and closings of letters are capitalized too. Authors edit their writing to make sure they have used capital letters correctly.

MY TURN Edit this draft by crossing out mistakes in capitalization and writing the word correctly above.

June
june 24, 2018
Dear Grandpa
dear-grandpa.

We are visiting Washington, D.C. On ~~saturday~~ **Saturday** we went to a really great museum. I got to touch a rock from the moon. We will be home in ~~july~~ **July**. See you soon!

Love
love.
Mateo
mateo

MY TURN Edit your how-to text to make sure you capitalized correctly.

662

Minilesson

Mentor STACK



TEACHING POINT When authors edit their work, they make sure they have used capital letters correctly, including in proper nouns, days of the week, months, and the greeting and closing of a letter.

MODEL AND PRACTICE Say: *Proper nouns, or nouns that name specific people, places, or things, always begin with a capital letter.* Have students provide some proper nouns and record their responses, circling the capital letters. Say: *Many abbreviations, or the shortened form of a word, begin with capital letters, for example, Dr. and St.*

Then explain that days of the week and months of the year are also capitalized. Write a date with incorrect capitalization such as “tuesday, may 16.” Ask students which words in the date should be capitalized, and make the corrections. Have students offer other dates and tell them to explain which words should begin with capital letters.

The greeting and closing of a letter are always capitalized, too. Provide examples of greetings and closings such as *Dear Mom, Love, Juan, and From your son.* Ask students to suggest other greetings and closings. Record their responses, pointing out the correct capitalization.

Direct students to the My Turn activity on p. 662 in the *Student Interactive* and have them complete the activity. Point out that *D.C.* is an abbreviation for *District of Columbia*.

Possible Teaching Point

Writing Process

Publishing | Share Writing

In Writing Workshop, students work through the steps of the Writing Process at their own pace until it is time to publish their writing.

Help students learn to share their writing successfully with others and also how to be respectful audience members.

- Before giving an oral presentation, students will benefit from time to practice reading aloud their how-to texts.
- Model how a respectful member of the audience sits, focuses his or her attention, and asks questions or provides feedback.

Independent Writing

FOCUS ON CAPITALIZATION

- Have students edit their procedural texts for correct use of capitalization.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model the correct capitalization of proper nouns.
- **Shared** Provide a short letter with some examples of incorrect capitalization and have students suggest corrections.
- **Guided** Provide explicit instruction on correct capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T446.

Share Back

Have students share examples of revisions they made to correct capitalization errors.

Spelling Spell Abbreviations

OBJECTIVES

Identify and read high-frequency words.

Spell compound words, contractions, and common abbreviations.

SPELLING WORDS

Ave.	Dr.
ft.	in.
Mr.	Mrs.
Ms.	Mt.
St.	U.S.

HIGH-FREQUENCY WORDS

listen	covered
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LESSON 2

Teach

FOCUS Tell students that an abbreviation is a short form of a word. It usually ends with a period. If the abbreviation is part of a proper noun, it begins with an uppercase letter.

MODEL AND PRACTICE Display the spelling words and the words they represent. Have students say and spell the abbreviations. Discuss why some of the abbreviations are capitalized.

APPLY MyTURN Have students complete *Student Interactive* p. 659 to apply spelling knowledge to spell common abbreviations. Use the leveled supports on p. T450 for ELLs.

SPELLING
READING-WRITING BRIDGE

Spell Abbreviations

An abbreviation is a short form of a word. It usually ends with a period. If the abbreviation is part of a proper noun, it begins with a capital letter.

MYTURN Write each Spelling Word next to its match. Then write the My Words to Know words.

1. Doctor Jones Dr.
2. Oak Street St.
3. United States U.S.
4. Mount Rushmore Mt.
5. title used with a man's name Mr.
6. inch in.
7. Elm Avenue Ave.
8. foot ft.
9. titles used with a woman's name
Mrs. Ms.
10. hear listen
11. hidden covered

Spelling Words

Mrs.
Mr.
St.
in.
Ave.
Dr.
Ms.
Mt.
ft.
U.S.

My Words to Know

listen
covered

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LESSON 2

Teach Spell Abbreviations

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Abbreviations

FLEXIBLE OPTION LESSON 4

Spiral Review:
 Spell Words with Syllable Pattern VCCCV

LESSON 5

Assess Understanding



Language & Conventions

Spell Words Correctly

FLEXIBLE OPTION

LESSON 2

Oral Language: Spell Words Correctly

FOCUS Tell students that readers will understand their writing better if they spell words correctly. Remind students they should edit drafts using standard English conventions, including correct spelling of words with grade-appropriate patterns and rules and high-frequency words. Say: *Use spell check or a dictionary to check that you have spelled words correctly.*

MODEL AND PRACTICE Write the following sentence: *Don't forget to lokc the door before you leav.* Identify and correct the misspelled words by sounding out each word and using prior knowledge or a dictionary to correct the words. (*Don't forget to lock the door before you leave.*)

APPLY Direct partners to identify and correct the misspelled words in their writing or drafts.

OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

FLEXIBLE OPTION
LESSON 2

Oral Language: Spell Words Correctly

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Compound Subjects and Predicates

LESSON 3

Teach Spell Words Correctly

LESSON 4

Practice Spell Words Correctly

FLEXIBLE OPTION
LESSON 5

Standards Practice

Prepare for Celebration

OBJECTIVES

Develop drafts into a focused piece of writing.

Edit drafts using standard English conventions.

Minilesson

TEACHING POINT You have written and revised your how-to texts over the course of this unit. Today, you will prepare a final draft of your how-to text for a celebration of your writing.

MODEL AND PRACTICE Say: *Now it's time to make final revisions to your how-to text. You will make sure your procedural texts are ready to be shared.*

Give students this bulleted list and read it aloud. Then say: *Reread your draft, and use this list to make your final edits.*

- I used the steps-in-a-process text structure to organize my writing.
- I explained the steps clearly, using commands and a numbered list or time-order words.
- I included a list of materials.
- My introduction gets readers interested in my procedure.
- My conclusion includes a final thought or gives some advice.
- My graphic helps explain my instructions.
- I have used adverbs, pronouns, and capitalization correctly.

As needed, review with students the structure of a procedural text and language skills covered in the unit with which students have difficulty.

Possible Teaching Point

Spelling | My Words to Know

Tell students that each week they learn to read some commonly used words that don't follow regular spelling patterns. These words are called My Words to Know. List the Unit 5 My Words to Know on the board:

- *heard*
- *happened*
- *sure*
- *measure*
- *across*
- *remember*
- *during*
- *listen*
- *hours*
- *covered*

If students have used words from the My Words to Know list in their writing, they should make sure the spelling is correct.

Independent Writing

FOCUS ON REVISIONS

- Have students revise their procedural texts using the bulleted list.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model revising a procedural text before publication.
- **Shared** Have students describe elements of their procedural texts that may need revision.
- **Guided** Provide explicit instruction on how to identify and revise elements of a procedural text.

 **Intervention** Refer to the *Small Group Guide* for support.

- Then have them reread their drafts a final time to make any additional changes.

See the **Conference Prompts** on p. T446.

Share Back

Call on students to give an example of revisions they made to their procedural texts.

Spelling Spell Abbreviations

OBJECTIVES

Identify and read high-frequency words.

Spell compound words, contractions, and common abbreviations.

SPELLING WORDS

Ave.	Dr.
ft.	in.
Mr.	Mrs.
Ms.	Mt.
St.	U.S.

HIGH-FREQUENCY WORDS

listen	covered
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FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that an abbreviation is a short form of a word and that it usually ends with a period. Give examples.

MODEL AND PRACTICE Write: *mount, avenue, street, and Mrs.* Have students suggest proper nouns for each item. Then have students spell the abbreviations and proper nouns.

APPLY Have students complete *Spelling* p. 275 from the *Resource Download Center* to spell common abbreviations and proper nouns.

Name _____

Spelling
 Spell Abbreviations
 An abbreviation is a short form of a word. Many abbreviations start with a capital letter and end with a period.

Spelling Words				
Mr.	Mrs.	Ms.	Dr.	St.
Ave.	U.S.	Mt.	in.	ft.

MY TURN Write each spelling word next to its match.

- Titles used with a woman's name Ms. or Mrs.
- Title used with a man's name Mr.
- Street St.
- Doctor Dr.
- Mountain Mt.
- Inch in.
- Foot ft.
- United States U.S.
- Avenue Ave.

Grade 2, Unit 5, Week 5
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Abbreviations

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Abbreviations

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Syllable Pattern VCCCV

LESSON 5

✓ Assess Understanding



Language & Conventions

Spell Words Correctly

LESSON 3

Teach Spell Words Correctly

FOCUS Remind students that there are many tips that can help them spell words correctly. Also, the spell check on a computer can tell them if a word is misspelled and will suggest ways to spell the word correctly.

MODEL AND PRACTICE To reinforce the instruction, display the following sentence: *Maya said, "I luvve your dres."* Tell students you are going to edit this sentence to fix mistakes in spelling. As you correct the sentence, explain what techniques you are using to correct each misspelling (for example, thinking of *shove* or *dove* to help spell *love*). (*Maya said, "I love your dress."*)

Then help students edit the following sentences: *Wathc out! The piant on the wall is wet.* (*Watch out! The paint on the wall is wet.*)

OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

ELL Targeted Support

Use Resources to Spell Words Accurately Explain how to locate words in a dictionary.

Have students write the word *dog*. Ask students to name the first letter in the word. Explain that words in a dictionary are in alphabetical order. Help students flip through a dictionary to find the word *dog*. Tell students they can use a dictionary to help them spell familiar words accurately. **EMERGING/DEVELOPING**

Have students write *difrent*. Ask students to name the first letter. Explain that words in a dictionary are in alphabetical order. Tell students they can use a dictionary to help them spell familiar words accurately. Help them use a dictionary to find and correct the spelling of *difrent* to *different*. Have students write the correct spelling. Check their work for accuracy. **EXPANDING/BRIDGING**

LESSON 3

Teach Spell Words Correctly

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Compound
Subjects and
Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Spell
Words Correctly

LESSON 4

**Practice Spell Words
Correctly**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Publish and Celebrate

OBJECTIVE

Publish and share writing.


STUDENT INTERACTIVE, p. 663

WRITING WORKSHOP

Publish and Celebrate

Now it is time to celebrate what you have written and let others enjoy your writing! Here are some things to keep in mind when you share your work with an audience:

- Introduce yourself before you begin.
- Look up from your reading to make eye contact with your audience.
- Speak clearly and slowly (but not too slowly!).
- Speak loudly enough so everyone can hear you.
- Vary the pitch and speed of your voice.
- Be enthusiastic.
- If there are visuals, hold them up so that all your listeners can see them.
- After giving oral instructions, complete your presentation by having students follow your instructions.



Read your text ahead of time. Practice until you can read it smoothly.

663

Minilesson

Mentor STACK 

TEACHING POINT Today, you will publish and share your how-to texts to celebrate your writing.

MODEL AND PRACTICE Explain to students that they will share their how-to texts with an audience in a class celebration. Tell students that they will read their texts aloud to the class and then have classmates follow their instructions.

Say: **Before you share your work, you will practice reading aloud so that you can present your writing smoothly and clearly and keep your audience interested.**

Direct students to p. 663 in the *Student Interactive*. Explain that they will use the list of suggestions to help them practice reading their writing aloud. Have students echo-read each bullet with you. Make sure students understand terms such as *eye contact* and *pitch*. Then use a stack text to demonstrate following the suggestions in the bulleted list.

Have students work in pairs to practice reading their procedural texts aloud, using the suggestions on p. 663 as a guide.

Possible Teaching Point

Language & Conventions | Spell Words Correctly

Explain to students that one way to ensure their writing is clear and understandable to readers is to make sure words are spelled correctly. Have students edit their drafts by looking for any misspelled words. Remind them that they can use a dictionary if they are uncertain about the spelling.

Independent Writing

Mentor STACK



FOCUS ON READING ALOUD

- Tell students to think about how well they used the suggestions on p. 663 when sharing their work.

WRITING SUPPORT

- **Modeled** Use a stack text to model the incorrect and correct ways to read aloud a procedural text.
- **Shared** Have pairs of students take turns reading part of a procedural text aloud. Have them offer suggestions on how to improve reading aloud.
- **Guided** Provide explicit instruction on varying the pitch and speed of delivery while presenting a procedural text.

 **Intervention** Refer to the *Small Group Guide* for support.

- Have students write a few sentences in their writer's notebooks about their reflections.

See the **Conference Prompts** on p. T446.

Share Back

Have several students share one of their reflections.

Spelling Spiral Review

OBJECTIVES

Identify and read high-frequency words.

Spell words using knowledge of syllable division patterns, including words with double consonants in the middle of the word.

Spell multisyllabic words with multiple sound-spelling patterns.

SPELLING WORDS

Ave.	Dr.
ft.	in.
Mr.	Mrs.
Ms.	Mt.
St.	U.S.

HIGH-FREQUENCY WORDS

listen	covered
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Writing Workshop

As students proofread their writing, remind them to check the spellings of words that have the VCCCV pattern, as well as the spellings of abbreviations.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS ON STRATEGIES Review the spelling rules for words with the syllable pattern VCCCV. See p. T430.

MODEL AND PRACTICE Write or display the following words: *ostrich*, *complain*, *pumpkin*, and *explain*. Say each word aloud and then spell it, putting your finger under each letter in the VCCCV pattern as you say it. Then have students say and spell each word aloud, identifying each letter in the VCCCV pattern.

APPLY Have pairs work together to underline the letters that follow the VCCCV pattern in each of these words: *concrete*, *address*, *monster*, and *improve*. (*concrete*, *address*, *monster*, *improve*)

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
 Syllable Pattern
 VCCCV

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Abbreviations

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Abbreviations

LESSON 5

Assess Understanding



Language & Conventions

Spell Words Correctly

LESSON 4

Practice Spell Words Correctly

APPLY MyTURN Have students complete the practice activity on p. 660 to edit drafts for spelling correctly. Use the leveled supports on p. T459 for ELLs.

LANGUAGE AND CONVENTIONS

Spell Words Correctly

Readers will understand your writing better if you spell words correctly. Here are some tips for spelling words:

- Think of the sounds in each word as you write it.
- Think of words you know that have the same sound. For example, if you don't know how to spell **couch**, think of words you know with the same vowel sound: **loud**, **count**, and **round**.
- Some common words are hard to spell. You can use a dictionary to help determine the spelling of words such as **beautiful** and **friends**.
- The spell check on your computer will tell you if a word is misspelled. It will also suggest ways to spell the word correctly.

MYTURN Edit this draft to fix mistakes in spelling.

Water causes many **different** changes to Earth. A river can wear away the **soil** and rocks. It can even create a **beautiful** beautiful canyon like the Grand Canyon. Waves can **break** bræk down rock and turn it into sand. A flood can destroy roads and **houses** huoses.

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OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to spell words correctly. You may wish to have students trade drafts with a partner to check that words have been spelled correctly.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Compound
Subjects and
Predicates

FLEXIBLE OPTION
LESSON 2

**Oral Language: Spell
Words Correctly**

LESSON 3

**Teach Spell Words
Correctly**

LESSON 4

**Practice Spell Words
Correctly**

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Compose informational texts, including procedural texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

TEACHING POINT Tell students that they will be assessed on their skill in writing a procedural text. They will use the writing skills they learned in this unit to write a how-to text.

MODEL AND PRACTICE Explain to students that they will write a procedural, or how-to, text in response to a prompt, and that they will be assessed on their writing.

Provide the prompt that appears on p. T465 and have students read it with you. Point out that the prompt states the type of writing and three topics.

Ask: *What is the type of writing named in the prompt? What are the topics?* Tell students they will choose just one of the topics for their how-to text.

Have volunteers take turns reading aloud the bulleted list that appears on p. T465. Ask students to provide examples of each element of a procedural text. Then tell students to refer to the list as they write their procedural text. Also remind students to include a strong introduction and conclusion.

Assessment

Tell students to use the skills they have learned in this unit to complete the writing assessment, or assess students' published writing by using the rubric on p. T465.



WRITING ASSESSMENT

**How-To Book**

Provide the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper or printed from SavvasRealize.com.

PROMPT Think about ways people change their environments. Write a procedural, or how-to, text about one of the following topics:

- How to conserve water
- How to clean up trash

Be sure to

- structure the text with a title, a subhead, a list of materials, and a set of instructions that are numbered or bulleted
- write directions as commands in step-by-step order (include words such as *first*, *next*, *then*, *after*)
- include a simple graphic that shows how to do something
- edit for correct use of pronouns, capitalization, and adverbs

4-Point Procedural Writing Rubric

Score	Structure	Directions	Graphic	Conventions
4	Title, subhead, materials list, and instructions are present, appropriate, and well-formatted.	Commands begin with verbs. Directions include transition words (<i>first</i> , <i>next</i> , <i>then</i> , <i>after</i> , <i>etc.</i>).	Drawing clearly supports the directions.	Text includes correct grammar, spelling, capitalization, and punctuation.
3	Title, subhead, materials list, and instructions are present and relevant.	Some commands begin with verbs. Some transition words included.	Drawing mostly relates to the directions, but may be vague.	Text contains some conventions errors that do not affect clarity or comprehension.
2	Key element of procedural text is missing, irrelevant, or unformatted.	Steps are out of order or steps are not written as commands. Transition words are missing or used incorrectly.	Drawing does not relate to directions.	Text contains some conventions errors that affect clarity.
1	More than one key element of procedural text is missing, irrelevant, or unformatted.	Steps are mostly out of order or are not written as commands. Transition words are missing.	Drawing is absent.	Text is difficult to understand because it contains many conventions errors.
0	Student does not demonstrate skills in writing procedural text.			

Spelling Spell Abbreviations

OBJECTIVES

Identify and read high-frequency words.

Spell compound words, contractions, and common abbreviations.

SPELLING WORDS

Ave.	Dr.
ft.	in.
Mr.	Mrs.
Ms.	Mt.
St.	U.S.

HIGH-FREQUENCY WORDS

listen	covered
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LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell abbreviations and the high-frequency words. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. Please **listen** to me before you go.
2. The bank's address is 16 Campbell **Ave.**
3. You can call me **Ms.** Young.
4. Many have been brave enough to climb **Mt.** Everest.
5. I live in the **U.S.**
6. The tree is **covered** in apples.
7. My older brother is almost 6 **ft.** tall.
8. Did you see **Mr.** Cortez's new car?
9. My family's apartment is at 1500 Broad **St.**
10. Our new teacher's name is **Mrs.** O'Connor.
11. The caterpillar is only 1 **in.** long.
12. Let's call **Dr.** Chang and ask her what she thinks.

FLEXIBLE OPTION
LESSON 1

✓ **Assess Prior Knowledge**


LESSON 2

Teach Spell Abbreviations

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Abbreviations

FLEXIBLE OPTION
LESSON 4

 **Spiral Review: Spell Words with Syllable Pattern VCCCV**

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spell Words Correctly

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and ask the question below:

He siad, "I am so tired and want to slep."

Which statement best describes how the misspellings should be corrected?

- A *tired* should be *tiered*, and *slep* should be *sleep*
- B** *siad* should be *said*, and *slep* should be *sleep*
- C *siad* should be *said*
- D *tired* should be *tiered*, and *want* should be *wunt*

APPLY Have students complete *Language & Conventions* p. 281 from the *Resource Download Center*.

Name _____

Language and Conventions
Spell Words Correctly
After you write, go back and check your spelling. Here are some tips for correct spelling:

- Sound out each word as you write it.
- Think of smaller words included in longer words. For example, the word **finally** includes the smaller word **final**.
- Some common words are hard to spell. You can use a dictionary to check your spelling.

MY TURN Edit this draft to fix mistakes in spelling.

Some islands in the ocean are **realy** volcanoes. The volcano may have started as a hole at the **bottom** of the ocean. When it erupts, the lava **bulds** up to form a mountain. **Finally** the mountain rises above the water. The mountain gets **taller** until it is an island.

Grade 2, Unit 5, Week 5
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OBJECTIVE

Edit drafts using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Compound
Subjects and
Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Spell
Words Correctly

LESSON 3

Teach Spell Words
Correctly

LESSON 4

Practice Spell Words
Correctly

Weekly Overview

Students will be introduced to book reviews. They will

- explore opinion writing through the genre of book review
- identify topics, opinions, and reasons
- generate ideas and plan their own book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Book Review WW2	Book Review: Opinions WW3	Book Review: Reasons WW4
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
SHARE BACK FOCUS 5–10 min.	Common Features of Book Reviews WW2	Book Titles and Opinions WW3	Reasons WW4

Mentor **STACK**

You may choose to print or project examples of book reviews from

- *Stone Soup* periodical magazine
- *School Library Journal* periodical magazine
- *Publisher's Weekly* periodical magazine

Use the following criteria to add to your book review stack:

- The book being reviewed within the book review is appropriate for students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Brainstorm Ideas WW5

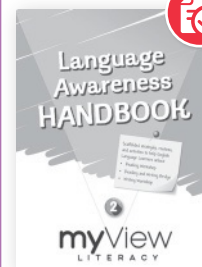
Plan Your Book Review WW6

Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

Book Review Ideas WW5

Making a Plan WW6






See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the elements of opinion writing within a book review to gauge students' ability to brainstorm and plan their own book review. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Book Review		
If students need additional support,		Then show a stack text that students are familiar with. Ask: What does the writer think about the book? How do you know?
If students show understanding,		Then ask students to tell different opinions people might have about the book being reviewed.
Brainstorm Ideas		
If students need additional support,		Then ask about some of the students' favorite types of books. Provide examples of several options within that preferred genre.
If students show understanding,		Then ask students to investigate other books by that same author or other books on a related topic.
Plan Your Book Review		
If students need additional support,		Then have students practice stating their opinion and one reason aloud.
If students show understanding,		Then ask: Which reason is most important to you? Why?

Conference Support for ELL

EMERGING

- Read book reviews with a simple sentence structure.
- Create a sentence frame such as *One reason I liked this book is because ___*.
- Explain that reasons tell why.

DEVELOPING

- Use stack books students have heard before. Ask students to tell which words gave clues to tell if the writer enjoyed the book.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Have students help create a word bank of useful words to describe a book.

EXPANDING

- Have students restate the opinion and at least one reason found in several book reviews.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the reviews.
- Discuss additional reasons the writer might have given to explain what they enjoyed about a book.

BRIDGING

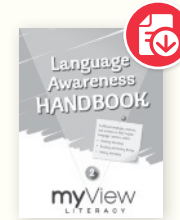
- Ask students to work with partners to plan their book reviews and generate additional reasons.
- Have students identify the opinion and reasons in a new book review.
- Have students make a word bank of specific words that help state opinions and reasons.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published book reviews and plan their own book review.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

ELL Targeted Support

BOOK REVIEW

Use the stack texts to help students identify the opinion and reasons in a book review.

Work individually with students to identify the opinion and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *She likes the book ___ because ___*. **EMERGING**

Ask students to restate the opinion and a reason from the stack text with a sentence that includes the word *because* or *since*.

DEVELOPING

Have several students talk together about their favorite books on a similar topic. **EXPANDING**

Have students create a short audio commercial advertisement for a favorite book. **BRIDGING**

Use this note for the minilesson on p. WW5.

ELL Targeted Support

BRAINSTORM IDEAS

Students may need support generating words to identify reasons that explain why they enjoyed a book.

Display several of the group's favorite books. Help students generate adjectives that describe each book and put those words on sticky notes to place on each book cover. Model using those descriptive words in a sentence frame such as *We like this book because it is ___*. **EMERGING**

Have students choose two books on similar topics or of the same genre. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons, such as *I like ___ better because it is ___*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several books. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about books they have enjoyed. Then ask students to restate their partner's opinion of one of the books to the larger group. **BRIDGING**

FAST TRACK

Book Review

OBJECTIVE

Identify characteristics of opinion writing within a book review.

STUDENT INTERACTIVE 2.2, p. 681

WRITING WORKSHOP

I can write a book review. **My Learning Goal**

Book Review

An **opinion** tells what you think about something. In a book review, the author tells readers about a book and states an opinion about the book. The author gives supporting reasons that help readers know if the book is one they might like to read.

Opinion Writing	
Topic and Opinion	I think everyone will enjoy Amelia Bedelia.
Reason	Boys and girls will love this book because Amelia is so funny. She will make everyone laugh.
Reason	This book is also great because it teaches a lesson about following directions.
Conclusion	These are the reasons why I think you will love reading Amelia Bedelia.

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Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to identify what book is being reviewed and what the author's opinion is.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing within a book review.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT An opinion tells what a person feels, thinks, or believes. A book review gives an opinion on a book the writer has read. A book review is one type of opinion writing. A book review includes

- an introduction that tells the title of the book and states an opinion.
- reasons that support and connect to the opinion.
- a conclusion that restates the opinion in a different way.

MODEL AND PRACTICE Tell students that they will be learning about opinion writing in book reviews and then writing a book review of their own. Introduce opinion writing in book reviews by selecting a text from the stack. Read the title aloud. Ask students: **How do you know this is a book review and not a book?** Ask students to raise their hands as soon as they can tell if the writer enjoyed the book or not. As you read, pause to reinforce the opinion and reasons.

After reading, tell students: **The writer gives an opinion about the book. What words does the author use to do that?** Ask for specific examples of a clear opinion from within the text. **Writers need to give reasons for the opinions. What are some of the reasons given in this text?** Help students identify the reasons that support the opinion.

Have students turn to p. 681 in *Student Interactive 2.2*. Review the parts of a book review: the clear introduction that gives the title of the book and an opinion, the supporting reasons, and a solid conclusion.

Independent Writing

Mentor STACK

After the immersion lesson, students can continue reading stack texts if they need more time to develop their understanding of opinion writing within a book review. If students demonstrate understanding, they can begin jotting down possible book titles for their own book review. See the **Conference Prompts** for suggestions.

Share Back

Call on students to tell an element one can find in a well-written book review. Ask students to site an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

Book Review: Opinions

Minilesson

Mentor STACK 

TEACHING POINT A book review includes an introduction that gives the title of the book and a clearly stated opinion. A book review also includes reasons that support and connect to the opinion. A strong conclusion in a book review should restate the opinion in a new way.

MODEL AND PRACTICE Select a text from the stack and read it aloud to the class. Ask students to tell why the text is an example of a book review. Encourage and model the use of the terms *introduction*, *title*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a person's thoughts or feelings about a topic and that not everyone will have the same opinion. Explain that even people who share the same opinion about a book may have different reasons to support that opinion.

Use similar questions to prompt discussion:


- Which words in the text let you know that this is an opinion?
- What reasons were given to support the opinion?
- Which reason did you think was the strongest?
- Did the review make you want to read this book? Why or why not?
- What question might you ask the person who wrote this review?

OBJECTIVE

Identify elements of book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and reasons given.
- **Shared** Prompt students to identify the opinion and supporting reasons from one of the texts from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing in book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

As students begin their independent writing time, invite them to continue studying the stack texts if they need more time to learn about the elements found in book reviews. If some students are ready to write, they can use this time to write ideas about how they could introduce the book they are reviewing and what the opinion will be. See the **Conference Prompts**.

Share Back

Ask students to share the title of the books being reviewed and opinions from either stack texts or the book reviews they are starting to write. Ask listeners to restate the writer's opinion. Remind students to use their own words in their restatements.


Book Review: Reasons

OBJECTIVE

Retell the important details in book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text, determine if the writer enjoyed the book, and retell several reasons given in the review.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Well-written book reviews provide not just an opinion about the book, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented. A strong, positive review may make other people want to read the book.

MODEL AND PRACTICE Read aloud from a text in the stack. Ask: **How could you restate the opinion in your own words?** Write the opinion on a chart or the board. Ask: **How would you restate one of the reasons in your own words?** Write that reason on the chart as well. Have students tell you if the reason is a good connection to and support for the opinion. Draw a thin line connecting the reason and the opinion if the group thinks the reason is only somewhat strong and a bolder line if they think the reason is stronger and a better connection. Continue with other reasons given in the text, and have the class evaluate the strength of each reason. Read another stack text aloud. Invite students to suggest the strongest reason given and the weakest. Encourage them to explain their thinking.

Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack texts to see how writers include reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions in their book reviews. See the **Conference Prompts** for suggestions.

Share Back

Invite students to share a reason from their book review that they think is very strong. Model how to offer feedback on the reason that may help the writer strengthen the reason even more.

Brainstorm Ideas

Minilesson

Mentor STACK 

TEACHING POINT Writers often brainstorm ideas before finalizing what they will write. Writers of opinion pieces and book reviews may generate many reasons and then choose only the strongest, most convincing, reasons to include in the final book review.

MODEL AND PRACTICE Show several book review examples from the stack. Help students recall the opinions and reasons in each review. Say: *We have read many books. When writing a book review, we must first decide on a book to review. I'm going to choose one of my favorite books.* Explain that the writer of a book review usually wants other people to read that book. Say: *I want to think about why I really liked this book and what parts of the book will help me explain that or be examples of that reason.*

Have students turn to p. 682 in *Student Interactive 2.2*. Explain that they will use this page to help them develop possible ideas for their book reviews. You may want to model completing the page using one of your favorite books.

OBJECTIVE


Plan a book review by selecting a book, an opinion, and reasons.

STUDENT INTERACTIVE 2.2, p. 682

BOOK REVIEW

Brainstorm Ideas

An author of a book review chooses what book to write about and decides if other people should read the book. Then an author thinks about why the book is a favorite and what parts of the book are examples of that reason.

 **MY TURN** Think of a book you have enjoyed. Write the title. Write two reasons why you think other people will like it too. What parts of the book are examples of each reason? Write what you could tell readers.

Book Title:		
Readers will enjoy this book because:	Readers will enjoy this book because:	
Tell readers about:	Tell readers about:	

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Independent Writing

Mentor STACK 

Students should determine a book to review and work on writing their book reviews. If students have difficulty, they should review one of the book reviews in the stack and identify what they might use as models. If students are comfortable with their opinions, they should continue developing their book reviews. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the titles, opinions, and one of the reasons they have brainstormed. Ask them to explain why they made those choices. Point out that it is natural for different readers to have varying opinions about books.

Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for a book review.
- **Shared** Once students have brainstormed several titles, have them select a book and tell a partner one reason that book was chosen.
- **Guided** Provide explicit support as needed to help students stay focused on choosing one book. You might give them several choices from within their favorite genres or topics.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Plan Your Book Review

OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing a book review.

STUDENT INTERACTIVE 2.2, p. 683

WRITING WORKSHOP

Plan Your Book Review

Authors need to plan their book reviews to be certain everything important is included.

MY TURN Develop ideas for your book review. List ideas you might want to include.

What is the book?

What is my opinion of the book?

What reasons will support my opinion?

Why will readers enjoy this book?

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Writing Support

- **Modeled** Conduct a Think Aloud to model how to plan a book review.
- **Shared** Ask questions to help students think about how they might get someone interested in reading a book they enjoyed themselves.
- **Guided** Provide support and instruction as needed to ensure that all elements of the book review are covered in the planning.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT A book review focuses on an opinion about one book. Strong reasons and examples from the book can encourage people to want to read the book. A good conclusion reminds the reader of the title of the book and what the writer’s opinion was.

MODEL AND PRACTICE Remind students that all the writers of the book reviews in the stack made plans before beginning to write. When writing a book review, writers need to first decide what book will be the topic of the review.

Direct students to p. 683 in *Student Interactive 2.2*. Model selecting a title and writing in the graphic organizer. Think aloud as you state several ways you might word your opinion about the book. Say: *I could say that this is one of my favorite animal stories. Maybe I might say that people who love animal stories as much as I do will love reading this book.* Ask for more suggestions. When you are finished, talk about the suggestions students made and how the suggestions were helpful to you as you planned your book review. Follow the same process for the remaining parts of the graphic organizer.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

Share Back

Invite students to share with the class the books they have selected and their opinions. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their planning for their book reviews.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively to the speaker
- How to give a helpful suggestion
- How to make certain everyone contributes

What Are We Sharing? Students should share the topics, opinions, and reasons they are planning to use in their book review. Students who are familiar with the books may give helpful feedback by suggesting what they enjoyed about each book. This conversation will help the writer begin to evaluate the reasons he or she might include in the book reviews.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- Why did you choose that book?
- What would be important to tell someone who has never read that book?
- What else did you like or not like about that book?



Weekly Overview

This week students will continue to write their own book reviews. They will

- apply their knowledge of opinion writing to draft a book review
- choose a book to review
- state an opinion and supply reasons to support it

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Choose a Book WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
SHARE BACK FOCUS 5–10 min.	Book Choices WW12	Identify Opinions WW13	State Opinions WW14

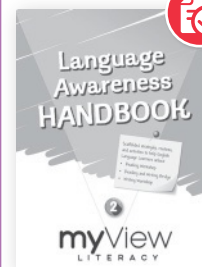
Mentor **STACK**

These criteria may be helpful in selecting texts to teach the elements of opinion writing within a book review.

- texts that introduce the book being reviewed
- texts that include a clearly stated opinion
- texts containing reasons that support the opinion

FAST TRACK**LESSON 4****LESSON 5**Explore Supply Reasons
WW15Apply Supply Reasons
WW16Independent Writing
and Conferences WW15Writing Club and
Conferences
WW16–WW17

Identify Reasons WW15

Supply Supporting
Reasons WW16**ADDITIONAL RESOURCES**




See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the elements of book reviews to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Choose a Book		
If students need additional support,	 Then ask leading questions to help students determine the types of books they enjoy reading.	
If students show understanding,	Then ask: What are you looking for most when choosing a book to review?	
State an Opinion		
If students need additional support,	 Then read a book review together and help students identify the sentences that state an opinion.	
If students show understanding,	Then have students use their writer's notebooks to try several different ways to state the same opinions.	
Supply Reasons		
If students need additional support,	 Then review a stack text and work together to identify and highlight the reasons that are given.	
If students show understanding,	Then have students add details to their own book reviews to make the reasons stronger.	

Conference Support for ELL

EMERGING

- Have students draw pictures showing something they especially liked, or did not like, about the books they are reviewing. Use the drawings to talk together about the books and how they felt about them.
- Create a simple sentence frame such as *_____ is my favorite book because _____*. Have students repeat the model with you as you help them state their opinions and reasons.

DEVELOPING

- Work with students to create a chart of what they look for in a good book.
- Provide sentence frames to help students write an opinion statement and reasons based on the chart.
- As students state opinions and reasons, transcribe what they have said.

EXPANDING

- Have students brainstorm a list of their favorite books.
- Choose one book from the list and model how to state an opinion with several supporting reasons.
- Ask specific questions to help students add more specific information to their reasons.

BRIDGING

- Have students work with partners to create a list of characteristics of books they enjoy.
- Ask partners to choose two books and then compare and contrast them using the characteristics they listed.



ELL Minilesson Support

Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing within book reviews. These targeted supports help students better understand how to draft their own book reviews.

Use this note for the minilesson on p. WW13.

ELL Targeted Support

EXPLORE STATE AN OPINION

As students work on developing their opinions, have them work on making their opinion sentences clear and strong.

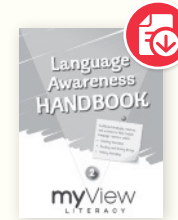
Show students a book they have read before. Have students say and then write one sentence that expresses an opinion about the book. Provide a sentence frame as needed.

EMERGING

Work individually with students as they draft an opinion sentence. Provide a word bank for reference, including words such as *favorite*, *like*, *enjoy*, *love*, *mysterious*, *funny*, *suspenseful*, and *best*. **DEVELOPING**

Have students discuss two books with partners. Encourage them to discuss which book they prefer and why they prefer one over the other. Encourage them to jot down notes on the discussion. **EXPANDING**

Have students state their own opinion about a book and then state the opposite opinion. Have students write several different ways to word each opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

ELL Targeted Support

APPLY SUPPLY REASONS

Have students practice supplying reasons that support their opinions.

Have students choose a book they enjoy. Help students develop reason sentences that use the word *because* or *since*. **EMERGING**

Have students work with partners and take turns telling about a book they enjoy and why they enjoy it. Encourage students to ask questions of their partners and to restate their partner's reasons for enjoying the books.

DEVELOPING

Have students tell partners two reasons for their opinions about favorite books they have both read. Encourage the listener to then add a reason to those already given. **EXPANDING**

Ask students to state reasons someone may give who has the opposite opinion about a book they both reviewed. **BRIDGING**

FAST TRACK

Choose a Book

OBJECTIVE

Select and introduce a book as the subject for a book review.

STUDENT INTERACTIVE 2.2, p. 684

BOOK REVIEW

My Learning Goal I can write a book review.

Choose a Book

Book review authors often choose a book they feel strongly about. They usually choose books they enjoyed and think others should read.

MY TURN What are some books you have read? Give a book one star if you did not like it very much. Give a book two stars if you liked it. Give the book three stars if the book is your favorite.

Book Title	Stars ★ ★ ★

MY TURN Write the title of the book you will review.

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Writing Support

- **Modeled** Choose a book and model how to state the title and tell a little about the book.
- **Shared** Have students each choose a book they enjoy and talk with partners about the book.
- **Guided** Use a familiar book to provide explicit support to students as they identify the book title and share some information about the book.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT A book review is a type of opinion writing. Most often, authors choose books to review that they are especially interested in and enjoyed.

MODEL AND PRACTICE Explain to students that choosing a book as the subject of a book review may be the most important step and requires careful thought. Say: *I want to choose a book that I really enjoyed and that I hope other people will want to read. I think about the types of books I like and what books I have read recently. I like animal books and books that teach a lesson.* Choose two books you have shared with the class recently and display them. Review briefly what type of book each is and what you enjoyed about each as you model choosing the one you enjoyed more.

Review a book from the stack and note what the writer wrote to introduce the book. Choose several familiar books, and ask students to tell something about each book. Discuss how they could tell something about the book without telling how the book ends.

Read the activity instructions on p. 684 of *Student Interactive 2.2*. Remind students how to rate books to narrow their choices for the book review.

Independent Writing

During independent writing time, students should choose the book for their book reviews and write a sentence to tell about the book. Remind students to include the title of the book. If students have difficulty selecting a book, encourage them to choose one they hope their friends will read. If students have already taken these steps, they should review what they have written and then continue to write. See the **Conference Prompts** for suggestions.

Share Back

Invite several students to read aloud what they have written to introduce their books. If multiple students select the same book, discuss different words that are used to tell about it.

Explore State an Opinion

Minilesson

Mentor **STACK**



TEACHING POINT The writer of a book review gives an opinion about a book. The opinion tells what the writer thinks or feels about the book. Not everyone has the same opinion about a book.

MODEL AND PRACTICE Read aloud one of the book reviews from the stack. Say: *This writer tells about the book and gives an opinion. What did the writer say that told us an opinion?* Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a two-column chart with *Book* written at the top of one column and *Opinion* written at the top of the other. Using the stack texts, do a Think Aloud to model identifying and then writing the titles of the books and the opinions. Work as a group to identify the books and opinions from several other book reviews and record the results on the chart. Encourage students to use words from the reviews that state the opinions. Point out any frequently used words or phrases.

OBJECTIVE

Identify and state an opinion.

Writing Support

- **Modeled** Read aloud a book review and talk through how to identify the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students talk together about two books they have both read. Invite students to tell their opinions of each and which they enjoyed more.
- **Guided** Use stack texts to provide explicit instruction to identify and discuss clear opinion sentences.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor **STACK**



During independent writing time, students should state an opinion about the book they have selected. Students needing suggestions may review the mentor stack for models. Students who can successfully write an opinion should continue writing their book reviews. Use **Conference Prompts** as needed.

Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference. You may use some of those words to create a Book Review Word Bank for future use in their writing.

FAST TRACK

Apply State an Opinion

OBJECTIVE

State an opinion clearly when writing a book review.

STUDENT INTERACTIVE 2.2, p. 685

WRITING WORKSHOP

State an Opinion

An opinion tells how the author thinks or feels. The opinion in a book review tells if the author liked or did not like the book. The opinion should be stated clearly.

MY TURN Circle Yes or No to tell if each sentence clearly states an opinion.


1. I read *Note the Great*. Yes No
2. *Snowy Owl Invasion* was a wonderful book! Yes No
3. I think you will love *Rodent Rascals*. Yes No

MY TURN Write a strong opinion statement about your book for your book review.

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Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion about a book. Model both a weak and a strong opinion statement to point out the differences.
- **Shared** Have students practice stating their opinions about a book to a partner before writing it.
- **Guided** Provide explicit instruction to help students state opinions clearly. Create a bank of words that can be useful.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Opinions state choices or preferences. People who read book reviews want to know the opinion of the review writer. Opinions should be stated clearly so readers know what the review writer thought of the book.

MODEL AND PRACTICE Opinions in book reviews tell how the reviewer thinks or feels about the book. Remind students that not everyone has the same opinion about a book, and those differences of opinion can be interesting to discuss. Using a book from the stack, ask students to identify the writer's opinion and then state whether or not they agree with the writer's opinion. Students should explain why they agree or disagree with the writer.

Say: Today you will be writing your opinion. When I write a book review, I tell about the book and state my opinion. You know I like this animal book. I could write that I loved it or that it is was extremely interesting. You will know right away what my opinion is. Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 685 of *Student Interactive 2.2*. Discuss why writers often use strong words like *best* and *favorite*. Encourage students to tell their opinions to partners before writing them.

Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion pieces and write a sentence that states a clear opinion. Students needing examples should review the mentor stack for clear opinion statements to use as models. Students who can successfully write opinion statements should continue writing their book reviews. Use the **Conference Prompts** to guide conferences.

Share Back

Have a few students share their opinion statements with the class. Invite students who reviewed the same book to state whether their opinions are the same or different.

Explore Supply Reasons

Minilesson

Mentor STACK 

TEACHING POINT Reasons in a book review tell or explain why the writer has a certain opinion about a book. Writers include several reasons to help readers understand the opinion. Reasons should support and explain the opinion.

MODEL AND PRACTICE Read aloud one of the stack book reviews. After reading, model how to identify the reasons that were given to explain and support the opinion. Draw attention to words such as *because* or *since*. Work with students to identify reasons found in another book review. Pause while reading to ask why the writer has that opinion. Help students use the words *because* or *since* when retelling the reasons. Discuss reasons that are especially supportive of the opinion. Repeat with other book reviews and have students tell which reasons they found strongest and why.


Say: *When a person tells us their opinion, we might wonder why they made that choice. Some reasons may be stronger than others. I could write that I liked this animal book because I like animals or that I liked it because the photo of the tiger's teeth helped me imagine what it would be like to meet a tiger. Which reason is more interesting or makes you more likely to want to read this book?* Tell students that they may try listing many reasons to support their opinions before deciding on which ones to use in their book reviews.

OBJECTIVE

Identify and supply a reason that supports an opinion.

Writing Support

- **Modeled** Use other opinion books to model how to identify reasons.
- **Shared** Encourage students to help strengthen a reason by adding more details or specific information.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Following this minilesson, students should transition into independent writing. If students need support writing reasons, have them look for models in the mentor texts. Students who are writing confidently may begin generating lists of reasons to use in their book reviews. Use **Conference Prompts** to guide conferences.

Share Back

Invite students to share a reason that would explain their opinion about the book. Model how to ask questions that might make the reasons stronger or more detailed.

FAST TRACK

Apply Supply Reasons

OBJECTIVE

Supply reasons that support an opinion within a book review.

STUDENT INTERACTIVE 2.2, p. 686

BOOK REVIEW

Supply Reasons

Reasons help readers understand the opinion of a book review author. The reasons may include some examples that will make readers want to read the book.

MY TURN Read the text. Underline the reasons that support the opinion.

I read *Jumanji*. I think you would love to read this book if you like fun adventures. One reason is because the children in the book find a game and the excitement begins right away. It is also fun when the wild animals come to life and start running around. Will the children make it out of the game alive? You will need to read the book to find out.

MY TURN Add reasons that support your opinion to your book review.

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Writing Support

- **Modeled** Do a Think Aloud to model identifying and restating reasons found in a book review.
- **Shared** Display an opinion statement about a book students have read. Ask students to generate reasons that support that opinion.
- **Guided** Provide explicit instruction in supplying reasons that support an opinion using sentence frames as needed. *I enjoyed the book because _____.*

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Book reviews need reasons to support and explain an opinion about a book. It is useful for reasons to be specific and detailed to help readers decide if they might enjoy reading the book.

MODEL AND PRACTICE Tell students that book reviewers state opinions and need to support those opinions with reasons. Reasons explain why the review writer liked or didn't like the book. Readers like to understand why a review writer holds an opinion.

Read aloud one of the book reviews from the stack. *What are some of the reasons the writer gives us to explain the opinion? What if the writer would have just written, "I like the book. It was good." Why wouldn't that be very helpful?* As you reread the review aloud, write the reasons on a chart or the board. Invite students to tell which reasons are the strongest and why. Tell students that they will help you write a book review, just like this author did. Model how to write an opinion and supply reasons as a class.

Have students look at p. 686 in *Student Interactive 2.2*. Talk together about the reasons given for enjoying the book. Ask students to underline each reason. Have students add reasons to their own book reviews.

WRITING CLUB

Use the following page to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion about the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will introduce their books, opinions, and reasons in their book reviews.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- A process to make certain everyone has a chance to contribute
- Ways to ask clarifying questions
- The best volume and speed for reading what they have written

What Are We Sharing? Tell students that they will be introducing their books, opinions, and reasons to the Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.

How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- Why did you choose that book?
- You might add more information about ___ to make the reason stronger.
- What else did you especially like about the book?

Weekly Overview

Students will

- identify the parts of a book review
- organize and draft their own book review that includes introducing the book and opinion, stating reasons, and providing a conclusion

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Introduce a Book and Opinion WW22	Explore Organize Reasons WW23	Apply Organize Reasons WW24
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
SHARE BACK FOCUS 5–10 min.	Write Introductions WW22	Identify Supporting Reasons WW23	Write Supporting Reasons WW24

Mentor **STACK**

These criteria may be helpful in selecting texts to teach the structure of book reviews.

- The text clearly introduces the book being reviewed and the opinion.
- The author provides strong reasons to support the opinion.
- The text has an identifiable conclusion that restates the opinion.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Provide a
Conclusion WW25

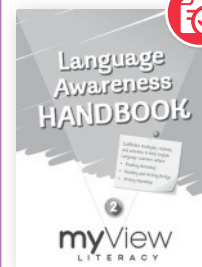
Apply Provide a
Conclusion WW26

Independent Writing
and Conferences WW25

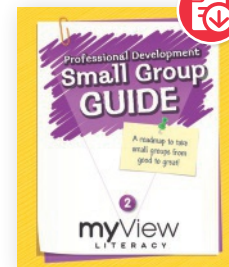
Writing Club and
Conferences
WW26–WW27

Identify Elements of
Conclusions WW25

Write Strong Conclusions
WW26



See the online
*Language
Awareness
Handbook*
for additional
writing support.






See the *Small
Group Guide*
for additional
writing support.

Conferences



During this time, assess for understanding of the structure and organization of a book review including introductions, reasons, and conclusions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Introduce a Book and Opinion		
If students need additional support,	 Then work together to create a visual model of what should be included in a book review introduction.	
If students show understanding,	Then ask: What is the most important thing to tell readers about the book using just a few words?	
Organize Reasons		
If students need additional support,	 Then help students use a web diagram to connect reasons to their opinions.	
If students show understanding,	Then ask: Which of your reasons do you think is strongest? Why?	
Provide a Conclusion		
If students need additional support,	 Then work together to compare their conclusions to their introductions and note what is different and what is similar.	
If students show understanding,	Then ask: How did you word your opinion differently in the conclusion?	

Conference Support for ELL

EMERGING

- Create a color-coded diagram with illustrations to make the parts of a book review more visible.
- Have students point to parts of the book they are reviewing and give each part a “thumbs up” or “thumbs down” to show their opinions.
- Help students turn each of the “thumbs up” into a statement. Have students repeat each sentence with you.

DEVELOPING

- Have students retell the parts of a book review. Help students create their own anchor charts to remember how to organize a book review.
- Use a sentence frame to practice stating an opinion about a book with supporting reasons. *One reason I like this book is _____. This book is my favorite because _____.*

EXPANDING

- Have students explain how they will structure their book reviews.
- Discuss how the introduction to a book review is different from other types of writing.
- Prompt students to compare the structure of a book review to another type of writing they have done.

BRIDGING

- Help students do their own Think Aloud with a partner as they plan their own book reviews.
- Use guided writing to help students write strong sentences in each part of their book reviews.
- Invite students to talk about how their introductions and conclusions are different.



ELL Minilesson Support

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that helps them become more aware of how a book review is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the minilesson on p. WW22.

ELL Targeted Support

INTRODUCE A BOOK AND OPINION

Tell students that writers begin book reviews by telling about the book and stating a strong opinion. Talk together about why all the parts are important.

Display a book from your class library. Have students point to where the title of the book is found. Have students repeat the title of the book with you. Help students create a sentence that tells a little about the book, such as: *This is an animal story.* **EMERGING**

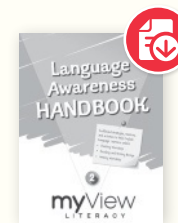
Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Help students create a sentence that tells the title of the book and what type of book it is. Help them reword the sentence several different ways.

DEVELOPING

Help students grow their vocabularies by working together to create a bank of words that can be used to tell about a book. The words might tell the type of book or characteristics that make books enjoyable. **EXPANDING**

Challenge students to tell how they might tell a kindergarten student about one of their favorite books. Remind them that it is likely the child has never read the book they are reviewing.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW24.

ELL Targeted Support

APPLY ORGANIZE REASONS

Remind students that reasons explain and support the opinion. Students may need support organizing and strengthening the reasons in their book reviews.

Learn the words *why* and *because* in your students' home languages. Ask a *why* question and answer with a *because* reason using gestures as needed. Remind students that the answers were the reasons. **EMERGING**

Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Discuss why they selected that one. Explain that their answer is a reason and tells why. **DEVELOPING**

Have one student state a reason for liking a particular book. Model different ways that the reason might be worded. Ask students to write a new reason and then work with partners to write a different way to word that reason.

EXPANDING

Have groups of students work together to list as many reasons for liking a book from your class library as possible. Review the list together and identify the strongest reasons. Talk about what makes a reason a strong reason. **BRIDGING**

FAST TRACK

Introduce a Book and Opinion

OBJECTIVES

Identify the elements of an introduction to a book review.

Develop drafts of the introduction to a book review that tells about the book and states an opinion.

STUDENT INTERACTIVE 2.2, p. 687

WRITING WORKSHOP

I can write a book review. **My Learning Goal**

Introduce a Book and Opinion

The beginning of a book review should let the reader know the title of the book and a detail about the book. The introduction needs to tell if the reviewer enjoyed the book or not.

Title	I read <u>Flossie and the Fox</u> . It is about a smart girl.
Opinion	I think this is one of my favorite books.

MY TURN Read the text. Circle the title. Draw a star by the sentence that tells the opinion.


I just read an animal book titled Freda the Cheetah. I think every person in my class will love ★ this book.

MY TURN Revise the introduction to your book review to include a detail about the book and your opinion.

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Writing Support

- **Modeled** Do a Think Aloud that models deciding what to tell about a book.
- **Shared** Have students read an opinion statement from a stack text. Discuss together what makes the opinion clear or what could be adjusted.
- **Guided** Provide explicit instruction on what to include in a book review introduction and have students create a reminder list.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Authors of book reviews begin with an introduction that includes the title of the book being reviewed, tells a little about the book, and states an opinion about the book.

MODEL AND PRACTICE Choose a book review from the stack that has a strong introduction and read the introduction aloud. Say: *The introduction of a book review is very important. It needs to tell the reader what book is being reviewed and what the reviewer thought or felt about the book. Since some readers may not have read the book before, it is good to tell just a little about the book as well.* Write the elements of a good introduction on a flip chart or the board.

Help students understand that they are just going to use a few words to tell about the book, such as saying that it is a funny story or that the book has photographs of real animals. Have students identify the words used in the introduction that state an opinion.

Have students turn to p. 687 in *Student Interactive 2.2*. Read and discuss the page together and have them work with a partner to complete the page.

Independent Writing

Mentor STACK 

After completing the minilesson, students should transition to independent writing. If students have difficulty with introductions, have them review how introductions in the mentor stack have been written and use those as examples. Students who are confident about what an introduction should include may draft and revise introductions to their book reviews. Use the **Conference Prompts** as needed.

Share Back

Have students share what they wrote for the introductions to their book reviews. Show how to check that all parts of the introduction are included and model giving constructive feedback.

Explore Organize Reasons

Minilesson

Mentor STACK 

TEACHING POINT Before authors of book reviews develop their reviews, they plan the reasons that support their opinions. A reviewer who really enjoyed a book will often give his or her strongest reason first to help the reader quickly understand why the book was so enjoyable.

MODEL AND PRACTICE Talk about the value of supplying reasons to support opinions. Select a book review from the stack that contains well-organized reasons. Read the review aloud and have students give a “thumbs up” signal when they hear a reason in the book review. Say: *The best writers of book reviews will think about many reasons why they like the books before they begin writing. They choose what order to put the reasons. Often the strongest reason is given first to help the reader know right away why the reviewer liked the book.*

Choose a familiar book from your classroom library that your students have enjoyed. Work with the class to generate a list of reasons why they enjoyed and would recommend the book. Once there is a sizable list of reasons, have students choose two reasons they might use in a book review. Talk more about those two reasons and do a Think Aloud as you determine which is the stronger reason you might put first in a book review.

Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting their reasons, have them reread book reviews from the stack for ideas. Encourage them to make a short list of reasons that support their opinions and work with them to prioritize the reasons. Students who understand how to develop strong reasons should be encouraged to continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Invite several students to share the drafts of their reasons. Ask the students to explain why they decided to organize the reasons as they did. Reinforce key ideas as they are brought up.


OBJECTIVES

Identify and evaluate reasons that support an opinion.

Organize and draft reasons that support an opinion in a book review.

Writing Support

- **Modeled** Think aloud as you brainstorm reasons that support an opinion about a book.
- **Shared** Create a list of reasons why a person would enjoy a book. Talk with students about which reasons might be most important to each of them. Remind students that different reasons might matter more to different people.
- **Guided** Ask targeted questions to help students check that reasons strongly support their opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Organize Reasons

OBJECTIVES

Draft reasons that support an opinion.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 688

BOOK REVIEW

Organize Reasons

Book review authors organize the reasons in a specific way. The writer might put the strongest reason first to get the reader's attention.

MY TURN Put a star by the reason you think is stronger.

The book has nice pictures.
The book is good.
★ The main character is so funny that you will laugh out loud.

MY TURN List the reasons you will include in your book review. Put a star by the strongest reason. Then number the reasons in the order you will use them in your book review.

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Minilesson

Mentor STACK 

TEACHING POINT The reasons given in an opinion piece need to explain and support the stated opinion. In a book review, those reasons explain why the reviewer enjoyed, and in some cases didn't enjoy, a book.

MODEL AND PRACTICE Refer to a book review from the stack and review the reasons given to support the reviewer's opinion. Help students understand that strong reasons help someone who hasn't read the book decide if they might like to read it.

Work through a shared writing activity as you craft a reason to explain your opinion in your book review. Say: **One reason I like this book is because it is about a dog who gets into lots of funny situations. I could write, "I like dogs" but that doesn't seem like a very strong reason. I need to tell more.** Work with the group to add words or phrases to write a compelling reason. Remind students that they can use their strongest example as the first reason in their book reviews. Tell students to be as specific as they can be in their reasons.

Direct students to p. 688 in *Student Interactive 2.2*. Read the text on the page and make certain students understand the task. Ask students to tell partners why they selected the reason they did as being the strongest.

Writing Support

- **Modeled** Talk through book reviews in the stack with students to help them identify strong reasons and why the reasons are effective.
- **Shared** Have students work with you to modify a reason to make the language stronger.
- **Guided** Provide explicit instruction if reasons do not support the stated opinion.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Following the minilesson, have students continue working on adding reasons to their book reviews. Students who need additional support should review a stack book for examples of strong reasons. If students feel confident in their writing, encourage them to stretch and strengthen the reasons to make their book review more interesting. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the reasons they have written. Ask them to share how they stretched and strengthened their original reasons. Model how to give feedback that restates and encourages the writer's efforts.

Explore Provide a Conclusion

Minilesson

Mentor **STACK**



TEACHING POINT The conclusion of a book review gives the author one more chance to state his or her opinion of the book and perhaps get others interested in reading the book themselves. A good conclusion states the opinion in a new way, includes the title of the book, and reminds readers why they might enjoy reading the book.

MODEL AND PRACTICE Explain the importance of a strong conclusion in a book review. Choose a book review from the stack with an especially strong conclusion. Read a page aloud and discuss the role the conclusion plays. Say: *Let's see if this conclusion does what it needs to do. Does it remind us of the reviewer's opinion? Does it tell us the title of the book again? Does it remind us of a reason we might enjoy reading this book ourselves?* Repeat this process with several other book reviews from the stack.


As you review other book reviews with the class, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

OBJECTIVE

Identify the parts of conclusions to book reviews.

Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check that they have provided all the elements needed for a strong conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor **STACK**



As students transition to independent writing, have them draft and revise possible conclusions to their book reviews. If students have difficulty, encourage them to modify one of the models or reread a book review from the stack as a jumpstart. If students feel confident with their conclusions, they should continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way, include the book title, and review a reason others might enjoy the book. If an element is missing, invite the group to offer suggestions.

FAST TRACK

Apply Provide a Conclusion

OBJECTIVES

Draft a conclusion to a book review.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 689

WRITING WORKSHOP

Provide a Conclusion

The ending of a book review is called the **conclusion**. The conclusion should retell the writer's opinion in a new way. Also, the conclusion should suggest why others should read the book.

Restate your opinion. → Those are a few of the reasons I loved this book. If you like stories where the girl is smart and clever, I think you will really want to read *Flossie and the Fox*.

Remind readers of the title and why they should read the book. →


MYTURN Answer these questions and revise the conclusion to your book review.

1. What is your opinion of the book?
2. Why do you think other people will enjoy the book?

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Writing Support

- **Modeled** Think aloud as you check your model conclusion for a restatement of your opinion, the book title, and the review of a reason.
- **Shared** Have students make suggestions of changes that could be made to improve your shared conclusion.
- **Guided** Ask targeted questions to help students write stronger conclusions to their book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The conclusion is a writer's last chance to make the opinion clear to the readers. It might even encourage some readers to want to read the reviewed book themselves.

MODEL AND PRACTICE Read aloud a book review with a strong conclusion from the stack. Ask students to tell what should be included in a strong conclusion in a book review and if they think the review you read aloud has a strong conclusion. Help students locate examples of strong conclusions from other book reviews. Invite a volunteer who has selected a book review to lead a group discussion about how strong or weak that conclusion is.

Conduct a shared writing activity as you write and polish the conclusion for a book review for a book your students have enjoyed. **I wrote part of a review about one of our favorite books. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several options of conclusions that restate the opinion, include the book's title, and remind readers of one of the reasons they might also enjoy the book. Help students revise the conclusions to include stronger words.

Have students turn to p. 689 in *Student Interactive 2.2*. Read the page with the students. Review how to evaluate a conclusion.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** when conferring with individual students.

Share Back

Have several students read their book reviews aloud and focus attention on the conclusions. Model how to give encouraging feedback. Invite listeners to tell which words in the conclusions they found strongest and if the review made them more likely to want to read the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the book reviews they have been writing. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Behaviors of active listeners
- Process for making helpful suggestions
- Using the proper volume and speed when speaking

What Are We Sharing? Students can share how they organized their book reviews and how they checked that all the elements were included. Remind the group that people may have different opinions on the same book and to be respectful of those differences.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your book and opinion?
- What other reasons did you think about using?
- How did you state your opinion differently in the conclusion?
- Which part of your book review are you most pleased with? Why?

Weekly Overview

Students will revise their book reviews with an eye on

- capitalization of book titles
- simple and compound sentences
- conjunctions

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Capitalize Book Titles WW32	Explore Simple and Compound Sentences WW33	Apply Simple and Compound Sentences WW34
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
SHARE BACK FOCUS 5–10 min.	Capitalization WW32	Discriminate Between Simple and Compound Sentences WW33	Revise to Include Simple and Compound Sentences WW34

Mentor **STACK**

These criteria may be helpful in selecting texts to add to your book review stack to provide models of the correct usage of capitalization in book titles, simple and compound sentences, and conjunctions.

- The text includes examples of both simple and compound sentences.
- The text contains examples of conjunctions.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Conjunctions
WW35

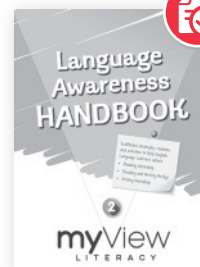
Apply Conjunctions
WW36

Independent Writing
and Conferences WW35

Writing Club and
Conferences
WW36–WW37

Identify How to Use
Conjunctions WW35

Revise to Include
Conjunctions WW36



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of how to use capitalization in book titles, simple and compound sentences, and conjunctions to determine where students need support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalize Book Titles

If students need additional support,


 **Then** use a book from the classroom library or one of their book reviews. Have students point out capitalized words in a book title and review why each is capitalized.

If students show understanding,

Then ask: What rule did you follow when you capitalized this word?

Simple and Compound Sentences

If students need additional support,


 **Then** model how two simple sentences could be joined to make a compound sentence.

If students show understanding,

Then have students identify examples of both simple and compound sentences in their own writing.

Conjunctions

If students need additional support,

 **Then** use a stack text to show how conjunctions can be used to connect reasons to the opinion.

If students show understanding,

Then ask: How did you decide which conjunction to use here?

Conference Support for ELL

EMERGING

- Write two simple sentences on a chart or the board. Ask students to repeat them after you. Use a conjunction to create a compound sentence and have students repeat that sentence. Circle the conjunction that joined the two sentences.
- Make word cards with one conjunction on each card. Give each student a card and help them create and say a sentence that contains their conjunction.

DEVELOPING

- Work with students to create a visual anchor chart to help them remember the rules for capitalizing book titles.
- Ask one student to stand holding a card with an opinion written on it. Ask two students to stand holding cards with reasons on them. Ask a student to hold a conjunction word. Demonstrate how that conjunction could connect each reason to the opinion.

EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Use shared writing to help students expand a simple sentence into a compound sentence.

BRIDGING

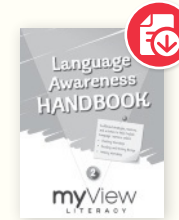
- Have students work with partners to create several compound sentences. Invite them to tell what the smaller sentences were that were joined together.
- Ask volunteers to conduct a Think Aloud for the group as they capitalize book titles.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

ELL Targeted Support

EXPLORE SIMPLE AND COMPOUND SENTENCES

Work with students to identify and write both simple and compound sentences.

Write two simple sentences on sentence strips. *I like trucks. They are big.* Have students read and repeat the sentences. Create a third sentence strip that says, *I like trucks because they are big.* Have students read and repeat the sentence. Repeat the procedure with sentences students suggest. **EMERGING**

Provide partners with sentences, some simple and some compound. Have partners discuss which type of sentences they have and how they know. **DEVELOPING**

Give each student a simple sentence written on a card. Have them walk from person to person to see if there is a way to join their sentences to form compound sentences. If students can make a compound sentence, partners should read the new sentence to the group.

EXPANDING

Challenge students to find compound sentences in books from the classroom library. Have them share their findings and tell which conjunction is used. **BRIDGING**

Use this note for the minilesson on p. WW35.

ELL Targeted Support

EXPLORE CONJUNCTIONS

Help students understand how to use conjunctions to write better sentences.

Write: *I enjoyed this book because it had many new facts about snakes.* Circle *because* and say: *Because is a conjunction. It joins these two parts together.* Help students read the sentence aloud. **EMERGING**

Write: *I loved this book and especially liked the snake photos.* Ask students to identify the conjunction and tell or show what it does. Help them identify the opinion and the reason.

DEVELOPING

Write: *I think you will like this book. It is full of photos of young animals.* Work with students to use a conjunction to connect the opinion and the reason. As students respond, write the new sentence for all to see. Invite volunteers to use the first sentence and join a new reason to it using a different conjunction. **EXPANDING**

Write: *I think _____ because _____.* Circle the conjunction *because*. Have students work in pairs to write sentences. Have pairs read the new sentences and tell which part is the opinion and which is the reason. **BRIDGING**

FAST TRACK

Capitalize Book Titles

OBJECTIVES

Correctly capitalize book titles.

Edit drafts using standard English conventions including capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 690

BOOK REVIEW

My Learning Goal I can write a book review.

Capitalize Book Titles
In a book title, you should capitalize:

- the first word and the last word
- important words

MY TURN Circle the letters that should be capitalized in these book titles.

the boxcar children
seeds and trees
Billy the bug
the last puppy

MY TURN Edit your book review to make sure you have capitalized the book title correctly.

690

Writing Support

- **Modeled** Use classroom library books and stack texts to point out capitalization in book titles.
- **Shared** Have partners work together to check for correct capitalization of the book titles in their book reviews.
- **Guided** Use stack texts to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The titles of books follow special rules for capitalization. They check to be certain that the first and last word in the title begin with capital letters. They also check that any important words, such as verbs, nouns, pronouns, adverbs, and adjectives are capitalized.

MODEL AND PRACTICE Display several books from the stack that demonstrate proper capitalization. Tell students that the titles of books follow different rules for capitalization than sentences follow. Guide students to determine that the first and last words should be capitalized. Important words such as verbs, nouns, pronouns, adjectives, and adverbs should also be capitalized. Write a book title on a chart or the board using only lowercase letters. Work together to determine which words to capitalize based on the rules students have learned. Repeat the process with several titles.

Have students turn to p. 690 in *Student Interactive 2.2*. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

Independent Writing

Mentor STACK 

After the minilesson, students may begin checking their book reviews for the correct usage of capital letters in book titles. If students need extra support, suggest that they identify the capitalization rules that are followed in a stack text. Students who are confident in capitalizing book titles may continue writing their book reviews. See the **Conference Prompts** on p. WW30 for more suggestions.

Share Back

Have students share how they capitalized the book titles in their book reviews and tell what capitalization rules they used.

Explore Simple and Compound Sentences

Minilesson

Mentor STACK 

TEACHING POINT Authors use a combination of some simple sentences and some compound sentences to make their writing more interesting.

MODEL AND PRACTICE Select a text from the stack that has several examples of compound sentences. Choose one simple sentence and one compound sentence and read them aloud. Write both sentences on a chart or the board. Say: *We know that a sentence is a complete thought and has a naming part and an action part. This sentence is called a simple sentence because it has one naming part and one action part. This sentence is different. It is called a compound sentence. When we look at it carefully, we see that it is made up of two complete thoughts that are joined together. The complete thoughts are separated by a comma.* Have students tell what the two complete thoughts are.

Explain that using a mixture of simple and compound sentences in writing can make the text more interesting. Model how to take two short sentences and create a compound sentence. Write several compound sentences and note the two complete thoughts that are separated by commas.

OBJECTIVE

Identify and create simple and compound sentences.

Independent Writing

Mentor STACK 

During independent writing time, have students write several compound sentences. If students are uncertain about how to combine complete thoughts, guide them to create models they can follow. When students are comfortable writing compound sentences, they should proceed to adding a compound sentence or sentences to their book reviews. See the **Conference Prompts** on p. WW30 for additional suggestions.

Writing Support

- **Modeled** Demonstrate how to join two smaller sentences. *I have a dog. His name is Max. I have a dog, and his name is Max.*
- **Shared** Work with students to practice creating compound sentences by supplying the two simple sentences and having students join them together.
- **Guided** Ask targeted questions to help students identify how simple and compound sentences differ.



Intervention Refer to the *Small Group Guide* for support.

Share Back

Call on students to share compound sentences they have written. Invite other classmates to tell the two complete thoughts that were combined.

FAST TRACK

Apply Simple and Compound Sentences

OBJECTIVE

Identify and create simple and compound sentences.

STUDENT INTERACTIVE 2.2, p. 691

WRITING WORKSHOP

Simple and Compound Sentences

A **compound sentence** is made of two simple sentences that are joined by a comma and the word *or*, *so*, *and*, or *but*.

Simple Sentences
I liked this book. I hope you enjoy it too.

Compound Sentence
I liked this book, and I hope you enjoy it too.

MY TURN Write S next to the sentence if it is a simple sentence. Write C next to the sentence if it is a compound sentence.

S The girl in the story is brave.

C The fox runs away, but he does not go far.

C Flossie can give up, or she can try to trick the fox.


S The fox thought he was very clever.

MY TURN Revise your book review to include at least one compound sentence.

691

Writing Support

- **Modeled** Walk through the combining of two complete thoughts to make a compound sentence and the breaking apart of a compound sentence to identify the two complete thoughts.
- **Shared** Have students work with partners to identify the two complete thoughts in compound sentences.
- **Guided** Ask focused questions as students work with partners to write compound sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Compound sentences are made of two complete thoughts that are joined together. A mixture of simple and complex sentences within a book review can make it more interesting for the readers.

MODEL AND PRACTICE Remind students that each simple sentence has both a naming part and an action part. A compound sentence contains two complete thoughts. Read aloud a compound sentence from a stack book or other source. Say: *Is that a simple or compound sentence? How do you know? What are the two complete thoughts you heard in that sentence? What word joined those two thoughts together?* Repeat the steps with several other simple and complex sentences, asking students to explain how they determined if the sentence was simple or compound.

Direct students to p. 691 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and check for understanding. Tell students that they will be looking for ways to include compound sentences in their book reviews.

Independent Writing

Mentor STACK 

Have students continue working on their book reviews. Remind them to write an interesting compound sentence. It might be formed from combining two existing sentences or created as a new sentence. If students are having difficulty, they may review mentor texts for ideas. Students who can successfully write compound sentences should continue writing their book reviews. Confer with students using the **Conference Prompts** on p. WW30.

Share Back

Invite a student to share sentences from his or her book review. Ask listeners to tell if the sentences are simple or compound and how they know.

Explore Conjunctions

Minilesson

Mentor STACK 

TEACHING POINT A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions. Writers of book reviews and other opinion pieces often use conjunctions to connect reasons to the opinions they support.

MODEL AND PRACTICE Write the words *and* and *because* on a chart or the board. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences. Explain that conjunctions can be especially useful in opinion writing because they can help connect reasons to the opinions they support. Use an example sentence from one of the stack texts that uses *and* or *because* to connect a reason to the opinion.

State an opinion about a book you have read as a class. Invite students to suggest a reason that supports that opinion. Say: **We have an opinion and a reason. Let's use the word *because* to create one sentence that connects them.** Model your thinking as you draft a new sentence. Circle the word *because* and draw attention to how it connects the reason to the opinion. Repeat the procedure with a sentence using *and* to connect the reason and opinion.

Independent Writing

Mentor STACK 

Have students write sentences that clearly connect a reason to the opinion. Students who are not yet confident using conjunctions may review a stack text to help identify where conjunctions might be used in their book reviews. Students who are confident using conjunctions should continue writing their book reviews. See the **Conference Prompts** on page WW30 for additional suggestions.

Share Back

Ask a student to read a sentence that contains a conjunction. Talk together about how the conjunction helps join the reason and opinion.

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about using a conjunction to connect a reason to an opinion.
- **Shared** If students are uncertain if they have used conjunctions correctly, encourage them to read the sentence aloud to a partner. Have the partners tell if the reason connects to the opinion.
- **Guided** Use leading questions to guide students to determine if the conjunction helps connect the reason and opinion.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Conjunctions

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

STUDENT INTERACTIVE 2.2, p. 692

BOOK REVIEW

Conjunctions

Conjunctions are words that join parts of sentences. *And* and *because* are examples of conjunctions. When writing a book review, you can use conjunctions to connect the opinion and reasons.

I think you will enjoy this book **because** it is full of surprises.

MY TURN Circle the conjunctions in each sentence.

This book is interesting **and** includes photos of all the coins I like to collect.

I learned about interesting jungle animals **and** about wild animals near where we live.

One reason I think this book is funny is **because** the hero keeps getting lost.

MY TURN Revise your book review to include conjunctions that connect your opinion and reasons.

692

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 book reviews and other opinion pieces often use the conjunction *because* to connect a reason to the opinion it supports.

MODEL AND PRACTICE Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal to the reader that the sentence contains a reason. Say: **I might write, "I thought this book was terrific because it helped me learn about how to care for puppies." The word *because* helps let you know that I'm giving a reason why I thought the book was terrific. The conjunction *because* connects the reason to the opinion.** Have students help you think of another sentence about a book they are reviewing that uses the conjunction *and*.

Direct students to p. 692 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion pieces with the inclusion of conjunctions.

Writing Support

- **Modeled** Think aloud as you revise your writing and explain how you will use a conjunction to join a reason to the opinion.
- **Shared** Help students locate conjunctions in mentor texts. Talk together about how the conjunctions are used.
- **Guided** Remind students to read their sentences aloud or to partners and check if the sentences make sense.

 **Intervention** Refer to the *Small Group Guide* for support.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** on p. WW30 when conferring with individual students.

Share Back

Have several students select one of their book reviews to read aloud. Ask questions to be certain the pieces have been checked for the correct capitalization of book titles, simple and compound sentences, and conjunctions.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization of book titles, simple and compound sentences, and conjunctions.

Students should spend the first 5–10 minutes of their Writing Club time reviewing how they will follow these listening and speaking rules:

- Listen actively and do not interrupt others
- Build on ideas stated by others
- Give feedback that is helpful

What Are We Sharing? Tell students that they will share the drafts of their book reviews with the Writing Club members. Group members should make helpful suggestions for revisions that might make the book review even stronger with correct usage of capitalization and conjunctions.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Do you have some simple sentences and some compound sentences?
- Have you thought about connecting this reason to your opinion using a conjunction?
- Should this letter in the title should be capitalized?

Weekly Overview

This week, students will publish and celebrate their writing. They may also be assessed on what they have learned about opinion writing. Students will

- edit their writing for the correct capitalization of book titles
- edit their writing for conjunctions
- present their book reviews to the class
- review what they have learned about writing a book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Capitalization of Book Titles WW42	Edit for Conjunctions WW43	Prepare for Celebration WW44
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
SHARE BACK FOCUS 5–10 min.	Capitalization of Book Titles WW42	Use Conjunctions to Connect Reasons and Opinions WW43	Revise Book Reviews WW44

Mentor **STACK**

These criteria may be helpful in selecting book review texts to reinforce the skills of using capital letters in book titles and using conjunctions.

- book reviews that are strong examples of opinion writing with reasons closely connected to opinions
- texts that include conjunctions

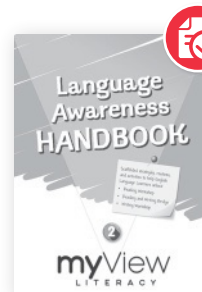
FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

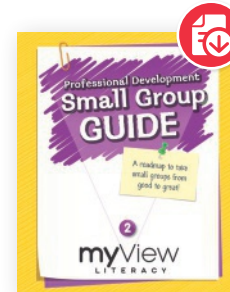
Assessment WW46

Independent Writing
and Conferences WW45Assessment
WW46–WW47

Celebration WW45

Assessment
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK



During this time, assess for understanding of capitalization of book titles, and using conjunctions to connect reasons and opinions. Determine where students may need extra support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Capitalization of Book Titles

If students need additional support,

Then show and explain the capitalization of book titles using stack texts or books in your classroom library.

If students show understanding,

Then ask: What rules did you follow when deciding which words in this title to capitalize?

Edit for Conjunctions

If students need additional support,

Then point out the use of *because* in a stack text. Discuss how it connects the reason and the opinion.

If students show understanding,

Then have students edit their own book reviews to include conjunctions.

Prepare for Celebration

If students need additional support,

Then ask: Which skill do you feel most confident using in your book review?

If students show understanding,

Then ask: What would you do differently when writing another book review?

Conference Support for ELL

EMERGING

- Model revising a sentence involving a reason so that it now includes the word *because*.
- Use books from your classroom library to provide models of capitalization in book titles.

DEVELOPING

- Have students point out conjunctions in stack texts and their own book reviews to demonstrate how to connect reasons to opinions.
- Do a Think Aloud to decide how to capitalize a book title.
- Have students tell what they enjoyed most about opinion writing in their book reviews.

EXPANDING

- Have students tell how they know which words in book titles should be capitalized.
- Ask students to find examples of conjunctions *and* and *because* in a stack text. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills in their book reviews.

BRIDGING

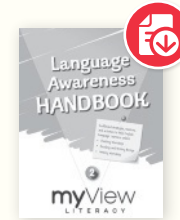
- Challenge students to work with partners to create an anchor chart to remind themselves and others how to capitalize book titles.
- Have students practice reading their book reviews fluently and with expression.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on capitalization of book titles and using conjunctions to connect reasons to opinions. These targeted supports help students build confidence when sharing their book reviews.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

ELL Targeted Support

EDIT FOR CONJUNCTIONS

As students focus on the sentences in their book reviews, they should note on how to use the conjunctions *and* and *because* to connect reasons and opinions.

Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students use those sentences as models for their own writing. **EMERGING**

Work together to connect a reason to an opinion using *and* or *because*. Have students read the resulting sentences aloud. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion. **EXPANDING**

Have students create sentence frames that can be used to connect reasons to an opinion. Have students exchange frames and complete the sentences. **BRIDGING**

Use this note for the minilesson on p. WW44.

ELL Targeted Support

PREPARE FOR CELEBRATION

Help students practice giving feedback to writers by using positive comments and helpful suggestions.

Read a volunteer's book review aloud. Post several sentence starters to model and guide feedback. *I like the way you _____. You did a good job when _____. You could also _____.* **EMERGING**

Read a volunteer's book review aloud. Ask for comments that point out something that is well written. Discuss how the comments show the listener is paying attention and gives the writer information about what worked well. **DEVELOPING**

Have partners give feedback on each other's book review. Listen in and compliment comments that were positive and helpful. **EXPANDING**

Invite writers to share their book reviews with partners. Have writers share comments that were very helpful and why those comments were helpful. **BRIDGING**

FAST TRACK

Edit for Capitalization of Book Titles

OBJECTIVE

Edit writing for proper capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 693

The screenshot shows a writing workshop page titled 'Edit for Capitalization of Book Titles'. It includes a 'My Learning Goal' icon, a 'MYTURN' section with a writing prompt, and a 'MYTURN' section for editing a book review. The page number 693 is visible in the bottom right corner.

Writing Support

- **Modeled** Use books from the classroom library or stack texts to model how to determine which words in a book title should be capitalized.
- **Shared** Without using any capital letters, write several book titles on a chart or the board. Discuss with students which words should be capitalized and why.
- **Guided** Provide specific support for capitalization using book titles in students' book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor **STACK** 

TEACHING POINT Before publishing their book reviews, writers check to see that the titles of the books they are reviewing are capitalized correctly. The first and last words in a book title should be capitalized. Important words (nouns, pronouns, verbs, adjectives, and adverbs) should also be capitalized.

MODEL AND PRACTICE Tell students that authors double-check that they have capitalized the correct words in the book titles of the books they are reviewing. Point out examples of correct capitalization of titles using stack books. Write the title of a book on the chart or the board using all lowercase letters. Say: *Here is the title of the book I am reviewing. I need to check to make sure I capitalize the correct words in the title.* Review the rules for capitalizing book titles as you work together to decide which words should be capitalized. Repeat the process with several titles the students suggest.

After discussing the titles, have students turn to p. 693 in *Student Interactive 2.2*. Talk together about what they need to do to complete the activity. Remind them that they may use books from your classroom library if they need help thinking of book titles. Ask partners to check each other's titles and discuss the rules they used.

Independent Writing

After the minilesson, students should edit their book reviews to correctly capitalize the book titles. Students who have a strong understanding of capitalizing book titles should continue to make revisions to their book reviews. If students need extra support, remind them to go word by word, checking for capitalization rules that apply. See the **Conference Prompts** on p. WW40 for more suggestions.

Share Back

Have students write the title of the book they are reviewing on the board. Invite others to tell what rules were used to determine which words should be capitalized.

FAST TRACK

Edit for Conjunctions

Minilesson

Mentor STACK



TEACHING POINT Authors of book reviews check to make certain readers will understand why they liked or did not like the books they reviewed. They often help readers by using conjunctions to connect the reasons to the opinion. Conjunctions such as *and* and *because* join words or parts of sentences together.

MODEL AND PRACTICE Read part of a book review from the stack that contains conjunctions. Point out the conjunctions and discuss what they connect. Write: *I like this book very much. It is full of maps.* Say: *I wrote that the book is full of maps, but the reader may not understand that having a lot of maps is one reason I liked the book. How could I use a conjunction to help connect the reason to the opinion?* Guide students to craft a new sentence using *because*. They might make the sentence even stronger by adding *and*. Write: *I like this book because it is full of maps, and I love maps.*

Direct students to the activity on p. 694 in *Student Interactive 2.2*. Remind students that conjunctions have many uses and that one of the uses may be to help readers connect a reason to the opinion. If students need extra support, work together to complete a model and discuss what the conjunctions join.

Independent Writing

Students should spend independent writing time editing their book reviews for conjunctions that link the reasons to the opinion. If students have difficulty linking the reasons to the opinion, encourage them to draw a line from the first word of each reason to the opinion the reason supports. Students working confidently may add additional reasons linked to their opinions. See the **Conference Prompts** on p. WW40 for additional suggestions.

Share Back

Call on students to read aloud a sentence that includes a conjunction. Prompt students to tell what the conjunction joins. Remind students that editing is one of the most important steps in writing because it helps readers clearly understand the opinions.

OBJECTIVES

Use conjunctions properly.

Edit drafts with adult assistance using standard English conventions, including usage of conjunctions.

STUDENT INTERACTIVE 2.2, p. 694

BOOK REVIEW

Edit for Conjunctions

A conjunction is a word that joins together words and parts of sentences. *And* and *because* are conjunctions.

MY TURN Write the conjunction that makes sense in each sentence.

One reason I like this book is because it is about snakes.

The book has photos and charts to help you learn more.

The snake photos are great because they have labels.

MY TURN Edit your book review for conjunctions.

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Writing Support

- **Modeled** Do a Think Aloud to model how to use a conjunction to link a reason to the opinion.
- **Shared** Point out a conjunction in a sentence. Ask students to tell how the conjunction is used and what it joins.
- **Guided** Look for places in students' book reviews that could benefit from the use of a conjunction. Provide focused instruction to create the new sentence.



Intervention Refer to the *Small Group Guide* for support.

Prepare for Celebration

OBJECTIVES

Edit drafts using standard English conventions including capitalization and conjunctions.

Edit drafts to include both simple and compound sentences.

Minilesson

TEACHING POINT Authors revise and edit their book reviews to make certain they include all the elements of a well-written opinion. Strong book reviews use both simple and compound sentences, link reasons to the opinion clearly, and use capitalization correctly.


MODEL AND PRACTICE Say: *You have worked hard writing book reviews that state your opinions about books you have read. We are almost ready to celebrate your efforts. Now is the time to check your writing to be certain it is ready to share.*

Review with students what they have learned about opinion writing. Invite students to put what they have learned in their own words. As you write each of their statements, ask students to look through their opinion books and find examples of each of the items.

Reread each statement. Ask if there are any questions about the items listed. Display the statements as students move to independent writing.

Writing Support

- **Modeled** Do a Think Aloud to model how to practice reading a book review aloud. Focus on reading clearly with enthusiasm.
- **Shared** Help students look for common grammar and punctuation errors in their book reviews.
- **Guided** Provide explicit instruction on what students should look for as they revise and edit.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Have students revise and edit their book reviews. Students needing support should review the list of statements the class created. Encourage students who are ready to practice reading their book reviews aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

Share Back

Invite students to share examples of changes they made to their book reviews. Reinforce the value of revising and editing.

Celebration

Minilesson

TEACHING POINT When writers publish their work, they are excited and pleased. They have worked hard and look forward to sharing their writing with others. They may think back on what they did well and what they might improve when they do more writing.

MODEL AND PRACTICE Tell students that the time has come to celebrate and share the work they have done with the book reviews. You may want to video record the book reviews. Model how to prepare for the presentation. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do my best when presenting my book review. I need to stand still and look up from my paper from time to time. I want to read clearly and with expression. I love this book and want listeners to know that I'm excited for them to read it also.* Model reading aloud your book review. Provide time for students to practice reading their book reviews. Remind them to think about how they will read with expression.

Independent Writing

Have students share their book reviews. Celebrate their efforts. When sharing is completed, invite students to reflect on the experience.

OBJECTIVE

Publish and share book reviews.

Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your book review.
- **Shared** Ask questions to help students to think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Provide sentence prompts to help them reflect on their writing.

FAST TRACK

Assessment

OBJECTIVE

Compose book reviews in which they introduce the book, state an opinion, support the opinion with reasons, and include a conclusion.

Minilesson

TEACHING POINT Assessing writing helps students identify all that they have learned and see where they may still need more practice.

MODEL AND PRACTICE You will be assessed on what you have learned about writing a book review. You will use all of the skills you have learned to respond to a writing prompt. You will need to remember to

- introduce the book and state your opinion.
- supply reasons that are connected to and support your opinion.
- write a strong conclusion.
- capitalize words correctly.

Have students turn to p. 695 in *Student Interactive 2.2*. Review the list as a class to remind them what they have learned about expressing an opinion in a book review. Have students check each skill they have learned and included in their book reviews. Remind students that they should look back at the book reviews they have written to find evidence that they understand and have used that skill.

STUDENT INTERACTIVE 2.2, p. 695

WRITING WORKSHOP

Assessment

Congratulations! You have learned how to write a book review.

MY TURN Read the list. Put a check next to what you can do.

- I can introduce the book I am writing about.
- I can clearly state my opinion.
- I can supply reasons that support my opinion.
- I can write a strong conclusion.
- I can correctly capitalize a book title.
- I can use both simple and compound sentences in my writing.
- I can use conjunctions to connect the opinion and reasons.

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Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment. Explain that they should respond to the writing prompt and use all they have learned in this unit. As another form of assessment, you may score students' writing using the rubric on p. WW47.



WRITING ASSESSMENT

**Opinion Writing: Book Review**

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

Prompt Write an opinion piece about a book you enjoyed. Introduce the book and state your opinion. Supply reasons to support your opinion. Use words that link or connect the reasons to the opinion. Write a conclusion. Capitalize the book title correctly. Use both simple and compound sentences.

4-Point Opinion Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	The opinion is clearly stated and well supported.	Organization is clear and effective, creating a sense of cohesion.	The reasons closely connect to, and clearly support, the opinion.	The ideas are clearly conveyed using precise language. There is a good variety of simple and complex sentences.	The command of conventions is clearly shown.
3	The opinion is clear and adequately supported.	Organization is generally clear, though some ideas are not well connected.	The reasons connect to, and somewhat support, the opinion.	The ideas are adequately conveyed using more general language. There are mostly simple sentences.	The command of conventions is somewhat shown.
2	The opinion is stated and somewhat supported.	Organization is inconsistent and some elements are missing.	The reasons somewhat connect to the opinion.	The ideas are unevenly conveyed using very simple language. There are only simple sentences.	The command of conventions is weak or uneven.
1	The opinion is not clearly stated and not well supported.	Organization is poor or nonexistent.	The reasons do not connect to the opinion or are missing.	The ideas are conveyed in a vague or confusing manner. Some sentences are incomplete.	There is very little use of correct conventions.
0	Book review gets no credit if it does not demonstrate adequate command of opinion writing traits.				

Week 6

PROJECT FOCUS

This week students will

- write a persuasive infomercial about Earth
- record infomercials with sound effects and visuals

Lesson 1

Foundational Skills

T474–T475,
T476
T484–T485

- Phonics: Decode Words with Final Stable Syllables
- Spelling

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “The History of Advertising”
- Use Academic Words

Lesson 2

Foundational Skills

T474–T475,
T476
T486–T489

- Phonics: Decode and Spell Words with Final Stable Syllables
- Spelling: Final Stable Syllables Consonant-*le*, -*tion*, -*sion*

Explore and Plan

- Introduce Argumentative Writing
- Read “Player One”

Conduct Research

- Use Media to Research

Lesson 3

Foundational Skills

T480–T481,
T477
T490–T491

- Phonics: Final Stable Syllables Consonant-*le*, -*tion*, -*sion*
- High-Frequency Words
- Spelling

Collaborate and Discuss

- Analyze Student Model

Refine Research

- Cite Your Sources
- Read “Turn It Off!”

Lesson 4

Foundational Skills

T482–T483,
T477
T492–T493

- Phonics: Review Final Stable Syllables Consonant-*le*, -*tion*, -*sion*
- Spelling

Extend Research

- Make a Video or Record Infomercial

Collaborate and Discuss

- Revise and Edit

Lesson 5

Foundational Skills

T482–T483,
T477
T494–T495

- Phonics: Spiral Review: Abbreviations
- Spelling

Celebrate and Reflect

- Present Infomercials
- 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.
- Gather information from provided sources to answer a question.
- Participate in collaborative conversations.

u Engineer It!



For alternative inquiry projects with a science focus, go online to SavvasRealize.com.

Science

- Use science knowledge to understand the world.
- Look for cause-and-effect relationships to explain natural events.

4-Point Research Project Rubric



Score	Focus	Research	Organization	Conventions	Delivery
4	Information is clearly presented and accurate.	All sources support the opinion. Sources are cited correctly.	Key ideas are developed and supported thoroughly.	Capitalization, spelling, punctuation, and grammar are correct.	Student reads clearly and at an understandable rate. Student makes eye contact.
3	Information is somewhat clearly presented and accurate.	Most sources support the opinion. Most sources are cited correctly.	Key ideas are largely developed and supported.	Scripts have few spelling, capitalization, punctuation, and grammar errors.	Student reads fairly clearly and at an adequate rate. Student makes some eye contact.
2	Information is not clearly presented and is not very accurate.	Few sources support the opinion. Sources are rarely or incorrectly cited.	Key ideas are developed and supported in a basic way.	There are several spelling, punctuation, capitalization, and grammar errors.	Student presents with unclear pronunciation and not at an understandable rate. Student makes minimal eye contact.
1	Information is inaccurate and poorly presented.	Research is absent, irrelevant, or inaccurate. Sources are not cited.	Key ideas are poorly developed and supported.	There are many spelling, punctuation, capitalization, and grammar errors.	Student's speech is not clear. Student makes no eye contact.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or delivery of a persuasive/opinion text. • Response is unintelligible, illegible, or off topic. 				



Have students complete the student-friendly Research Project Checklist, p. 310, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Evaluate details to determine key ideas.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Our Incredible Earth

In a class discussion, remind students of the unit theme, *Our Incredible Earth*, and the Essential Question, *How does Earth change?* Tell students they will be reading informational and argumentative texts that relate to the theme. They will be synthesizing, or putting together, the information from the texts to gain new understanding about the theme.

TURN, TALK, AND SHARE **True or False?** Have students read the statements in the opener, evaluate the details to determine key ideas, and talk with their partners about whether the statements are true or false. Next, have them use this exercise to help them answer the Essential Question.

Compare Across Texts

Remind students that all of the readings connect to the unit theme, *Our Incredible Earth*. Have volunteers point to each selection in the opener and tell their answers to the true and false exercise. Then, use these questions to help students compare the texts.

- Which texts describe changes made to the shape of the Earth?
(Possible response: *How Water Shapes the Earth*, *How Earthquakes Shape the Earth* and *Volcano Wakes Up!*)
- How does “Where Do They Go in Rain or Snow?” relate to the unit theme? How does this text help answer the Essential Question?
(Possible responses: This text relates to the unit theme because it shows how animals adapt to the weather. It helps answer the Essential Question because it shows how life changes on Earth.)

Essential Question

MyTURN Have students answer the Unit 5 Essential Question *How does Earth change?*



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 for more professional development on research-based best practices.



ELL Targeted Support Facts Help students acquire basic and grade-level vocabulary about Earth by drawing a web with “Facts About Earth” in the center and three empty, outer circles.

Help students generate facts about Earth. Write them in the outer circles. Have students identify new words. Use the words in simple sentences to emphasize meanings. **EMERGING**

Have students list facts about Earth. Write them in the outer circles. Have partners identify new vocabulary and use the words in complex sentences. **DEVELOPING**

Have students copy the chart and write facts about Earth in the outer circles. Have them work with a partner to ask and answer questions about the facts. **EXPANDING**

Have students copy and complete the chart. Have them write a short paragraph that includes new vocabulary and each fact. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 664–665

COMPARE ACROSS TEXTS

UNIT THEME
Our Incredible Earth

TURN and TALK
True or False?
With your partner, read each statement. Revisit the text to determine if the statement is TRUE or FALSE. If it is true, write *True*. If it is false, rewrite the statement to make it true. Use this information to help you answer the Essential Question.

WEEK 1
Introducing Landforms
Mountains are the biggest landforms on Earth.
Continents are the biggest landforms on Earth.

WEEK 2
How Water Shapes the Earth
How Earthquakes Shape Earth
Afterquakes are small earthquakes that happen after an earthquake.
Aftershocks are small earthquakes that happen after an earthquake.

WEEK 3
Where Do They Go in Rain or Snow?
You would likely find a chipmunk under the snow in a field.
True

WEEK 4
Volcano Wakes Up!
In the text, Volcano gets bigger after it erupts.
True

WEEK 5
Rocks!
The three kinds of rocks are sedimentary, minerals, and igneous.
The three kinds of rocks are sedimentary, metamorphic, and igneous.

WEEK 6
Project
Now it is time to apply what you learned about Earth's changes in your Week 6 PROJECT: This is so exciting!

Essential Question
MyTURN
In your notebook, answer the Essential Question: How does Earth change?

BOOK CLUB

664

665

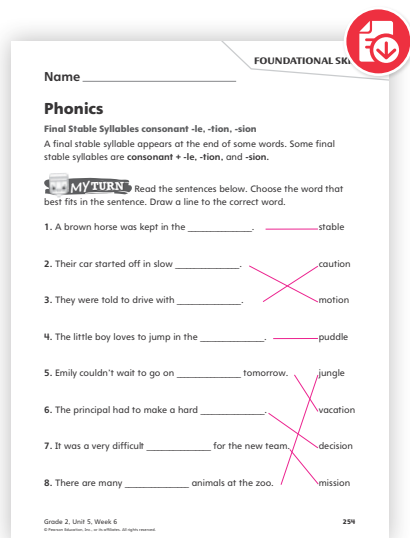
Word Work

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

ADDITIONAL PRACTICE

For additional practice with final stable syllables, use Phonics p. 254 in the *Resource Download Center*.



Phonics, p. 254

FOUNDATIONAL SKILLS EXTENSION

Write the following words on the board. Have students read each word and tell the final stable syllable in each: *session*, *apple*, *connection*.

Phonics: Decode Words with Final Stable Syllables

Minilesson

FOCUS Explain to students that final stable syllables appear only at the ends of multisyllabic words. Write *-tion*, *-sion*, and *consonant plus -le*. Discuss the pronunciations and spellings of these final syllables.

MODEL AND PRACTICE Write and read aloud the words *motion*, *revision*, and *candle*, emphasizing the final syllable. Have students repeat. **The final stable syllables you hear at the end of *motion* and *revision* can be spelled *-tion* or *-sion*. The final stable syllable at the end of *candle* is spelled with the consonant *d* plus the letters *-le*.** Next point to the words *purple*, *subtraction*, and *television* on p. 666. Have students demonstrate phonetic knowledge by decoding the words and pointing out the final stable syllable in each.

APPLY My Turn Read aloud *riddle* on SI p. 666. Have students reread the word with you. Ask what consonant comes before the final *-le* in this word (*d*). Then have students apply phonetic knowledge by decoding the remaining multisyllabic words in the chart.

TURN, TALK, AND SHARE Have partners reread the words in the chart on p. 666 and underline the final stable syllable in each word.

Phonics: Decode and Spell Words with Final Stable Syllables

Minilesson

FOCUS Remind students that the final stable syllables *consonant-le*, *-tion*, and *-sion* come at the ends of words.

MODEL AND PRACTICE Read the first word on p. 667. Write the word and divide it into syllables, *cir/cle*. Point out the final syllable, *-cle*. Then have them write the word in syllables next to the word in their books.

APPLY My Turn Have students apply phonetic knowledge by decoding the remaining multisyllabic words and write them in syllables on the lines provided next to the word.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 Challenge students to demonstrate and apply phonetic knowledge by decoding the words in the box on *SI* p. 666 and then using the words in original written sentences.

OPTION 2 Independent Activity Have students use letter tiles to create and read new words containing the final stable syllables consonant-*le*, *-tion*, *-sion*. Then have them write the words on a separate sheet of paper.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the final stable syllables consonant-*le*, *-tion*, and *-sion*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T478–T479.
- **If students show understanding**, have them practice the challenge words *decision*, *triangle*, and *condition*.

STUDENT INTERACTIVE, pp. 666–667

PHONICS

Final Stable Syllables consonant-*le*, *-tion*, *-sion*

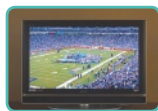
Final stable syllables are at the ends of words. The letters in these syllables usually spell the same sounds. Say the names of these pictures:



purple

$10 - 7 = 3$

subtraction



television

The final stable syllable you hear at the end of **purple** is spelled with a consonant plus the letters **-le**. The final stable syllables you hear at the end of **subtraction** and **television** can be spelled **-tion** and **-sion**.

MY TURN Read, or decode, the words below.

consonant- <i>le</i>	- <i>tion</i>	- <i>sion</i>
riddle	action	version
table	mention	mission

TURN and TALK Reread the words in the chart with a partner. Underline each final stable syllable.

666

FOUNDATIONAL SKILLS

Final Stable Syllables consonant-*le*, *-tion*, *-sion*

The final stable syllable you hear at the end of **title** is spelled with a consonant and the letters **-le**. The final stable syllables you hear at the end of **addition** and **television** can be spelled **-tion** or **-sion**.

MY TURN Read the words below. Write each word's syllables on the lines next to it.

- circle **cir** **cle**
- motion **mo** **tion**
- mansion **man** **sion**
- maple **ma** **ple**
- nation **na** **tion**
- giggle **gig** **gle**
- title **ti** **tle**
- vision **vi** **sion**
- addition **ad** **di** **tion**

667

Spelling: Spell Words with Final Stable Syllables Consonant-*le*, *-tion*, *-sion*

OBJECTIVES

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

Identify and read high-frequency words.

SPELLING WORDS

action	fraction
turtle	purple
addition	sparkle
motion	tension
vision	angle

HIGH-FREQUENCY WORDS

toward	against
--------	---------

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each spelling word and the two high-frequency words.

Spelling Sentences

- We made an **action** plan for disasters.
- The **turtle** was over one hundred years old.
- I like to do **addition** problems.
- The **motion** of the boat made me sick.
- Mike had a **vision** test for school.
- I ate just a **fraction** of the pie.
- My favorite color is **purple**.
- The **sparkle** of the sun on the water was very pretty.
- There was too much **tension** on the rope so it broke.
- A corner shows walls at an **angle**.

HIGH-FREQUENCY WORDS

- I looked **toward** my house.
- Please stand **against** the wall.

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that the final stable syllables consonant-*le*, *-tion*, and *-sion* come at the ends of words.

MODEL AND PRACTICE Read the first word in the spelling list on p. 669. Have students identify the final syllable and write it under the head *-tion*.

APPLY MyTURN Have students write the multisyllabic words with final stable syllables under the appropriate head and write My Words to Know on the lines provided.

FOUNDATIONAL SKILLS

Spell Words with consonant-*le*, *-tion*, *-sion*

Final stable syllables *consonant-le*, *-tion*, and *-sion* come at the ends of words.

MYTURN Sort and spell the Spelling Words by their final stable syllables. Then write My Words to Know.

-tion	consonant-le	Spelling Words action turtle addition motion vision fraction purple sparkle tension angle
action	turtle	
addition	purple	
motion	sparkle	
fraction	angle	
-sion	My Words to Know	My Words to Know toward against
vision	toward	
tension	against	

669

STUDENT INTERACTIVE, P. 669



FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS ON STRATEGIES Remind students of the sounds represented by the final stable syllables consonant-*le*, *-tion*, and *-sion*.

MODEL AND PRACTICE Write *apple*, *caption*, *mansion*, *single*, *mission*, and *fiction*. Say each word aloud and have students point out the target syllable patterns in each word.

APPLY Have students complete Spelling p. 276 from the *Resource Download Center* to spell multisyllabic words with final stable syllables.

FLEXIBLE OPTION

LESSON 4



Spiral Review

FOCUS ON STRATEGIES Remind students that abbreviations are shortened forms of words used in writing.

MODEL AND PRACTICE Write the following on the board: *Mission St.*, *Mrs. Mention*, *Apple Fest on Sun*. Point to each and have students read the phrases aloud.

APPLY Have students tell what word each abbreviation stands for. Continue with other common abbreviations for days, months, lengths, and weights as time permits.

Project-Based Inquiry As students proofread their writing, remind them to check the spellings of any abbreviations.

LESSON 5

Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. You need to take **action** to succeed.
2. I have a pet **turtle**.
3. Can you do an **addition** problem?
4. The **motion** of the ride was scary.
5. I have very good **vision**.
6. One half is a **fraction** of one.
7. Sarah's bike is bright **purple**.
8. The glitter will **sparkle** in the light.
9. He felt **tension** about the test.
10. That is not a sharp **angle**.

HIGH-FREQUENCY WORDS

11. Walk **toward** the lake.
12. They pushed **against** the door.



Name _____

Spelling Words

Spell Words with consonant -le, -tion, -sion
A final stable syllable can appear at the end of a word.

Spelling Words

action	addition	angle	fraction	motion
purple	sparkle	tension	turtle	vision

MY TURN Read the sentences below. Write the spelling word that completes each sentence.

1. The motion of the car put her to sleep.
2. Ed used addition to solve the math problem.
3. Lorena's vision got better with glasses.
4. He kicked the ball at an angle to score.
5. A turtle sat on a rock at the zoo.
6. The silver stars sparkle on her shirt.
7. Ray's favorite color is purple.
8. She paid a fraction of the cost for the book.
9. Zinnia felt tension in her legs after the game.
10. They liked action movies the best.

Use the  **QUICK CHECK** on p. T475 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

FINAL STABLE SYLLABLES CONSONANT-LE, -TION, -SION

Have students make cards for the final stable syllable patterns: consonant-*le*, *-tion*, *-sion*. Write the following words: *addition*, *riddle*, *mission*, *purple*, *version*, *mention*. Read each word aloud. Tell students to hold up the card that matches the syllable pattern in the word. Continue with the words *subtraction*, *television*, *giggle*, and *motion*.

ELL Targeted Support

Use words with final stable syllables to give students practice spelling familiar English words with increasing accuracy.

Draw a picture of a turtle, an apple, and a table. Under each picture, write incomplete labels for students to complete: *tur_ _ _*, *ap_ _ _*, *ta_ _ _*. Point to and name each picture. Then model completing the first label. Guide students to spell the other familiar words with accuracy.

EMERGING

Have students draw a bottle, a candle, and a shuttle. Write: *bot_ _ _*, *can_ _ _*, *shut_ _ _*. Have students use the word frames to spell the familiar words accurately under their pictures.

DEVELOPING

Tell students to draw people, a bubble, and a jungle. Have students write a sentence for each picture and include the accurate spelling of the familiar words: *people*, *bubble*, and *jungle*.

EXPANDING

Tell students to draw a handle, a mansion, and a bus station. Have students write a sentence for each picture and include the accurate spelling of the familiar words: *handle*, *mansion*, and *station*.

BRIDGING

Intervention Activity



FINAL STABLE SYLLABLES CONSONANT-LE, -TION, -SION

Use Lesson 10, Syllable Patterns, in the *myFocus Teacher's Guide* for instruction on syllable patterns.

LEVEL C • MODEL AND TEACH

Lesson 10 Syllable Patterns

INTRODUCE Remember that some words can be broken into smaller parts called syllables. You already learned how to divide some words into syllables. Today we will learn how to divide words that contain some common syllable patterns.

MODEL Read aloud "Apple Pie" from Student Page 575.

Apple Pie

Sam saw a hot apple pie on the table. Sam loved apple pie. He wanted to gobble it up. But he had to control himself. The pie was for his uncle. Sam's parents were having a party for Uncle Jim later. It was going to be a complete surprise!

So, Sam left the apple pie on the table. He didn't take a bite. He ate an apple from the fruit bowl instead.

TEACH Reread the passage with students. Point out *hot* in sentence 1. Let's say this word: *hot*. *Hot* has one syllable that ends in a consonant. Syllables that end in a consonant usually have a short vowel sound. *Hot* has a short o sound. Point out *going* (sentence 7) and say it with students. *Going* has two syllables. The first syllable ends in a vowel. A syllable that ends in a vowel usually has a long vowel sound. The first syllable of *going* has a long o sound. Point out *bite* (sentence 9) and have students say it. *Bite* has one syllable that is made up of a vowel, a consonant, and a final e, which is silent. The vowel that comes before the final e has a long vowel sound. *Bite* has a long i sound.

Point out *table* (sentence 8) and *control* (sentence 4). Let's say these words: *table*, *control*. *Table* has the consonant *b* followed by the letters *le*. *Control* has a vowel (*o*) followed by three consonants (*n*, *t*, and *r*) and another vowel (*o*).

Point out *later* in sentence 6. Let's say this word: *later*. *Later* has a vowel + *r*. The letter *r* changes the sound of the vowel *e*. Together the letters make the sound /er/.

Help students identify other passage words with the patterns described above.

Phonics, Morphology, and Spelling T • 75

OBJECTIVES:

- Understand the concept of syllable patterns.
- Recognize the closed, open, and VCe syllable types.
- Recognize syllable pattern C + le.
- Recognize syllable pattern VCCCV.
- Recognize that an r-controlled syllable has a vowel plus r.
- Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words.

Intervention



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1-3.

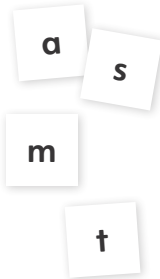
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have students practice forming the following words: *apple, session, motion, addition, title, mansion*. Then have them write the words on cards and challenge a partner to read the words.



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

Decodable Reader



Caution!

Assign students to read the decodable reader for this unit to practice reading words containing the final stable syllables consonant-*le*, *-tion*, and *-sion*.

High-Frequency Words

Have students make their own word cards for this week's high-frequency words: *toward*, *against*, and *numeral*, as well as 2 or 3 words from the previous week. Have students practice reading words with a partner.

Centers



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

Decodable Reader

Caution!
Written by Mira Lopez

Decodable Reader
30

Final Syllable -le
little stable Uncle

Final Syllable -sion
decision erosion

Final Syllable -tion
action caution position solution station

High-Frequency Words
against numeral some
could people toward

233

Uncle Ed and Amy walked toward the little hill. They could see there was a problem.

234

The hill was not stable. Some of the dirt had changed position.

235

They made the decision to phone for help. Uncle Ed tapped each numeral on his phone with care.

236

He called the forest station. They said they would tackle the problem and take some action.

237

Erosion caused the dirt to wash away.

238

The man put a caution sign against the big tree.

239

This could be a good solution to keep people safe.

240

Word Work

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

Phonics: Final Stable Syllables Consonant-*le*, *-tion*, *-sion*

PREPARE Divide students into three groups. Have each group choose five words from the words listed on p. 667 and p. 669 of the *Student Interactive*. (Do not use the high-frequency words *toward* and *against*.) Have students write a clue for each of the words they chose; for the word *fraction*, for example, a clue might be *a kind of number*.

PLAY THE GAME Have a member of one group read a clue. Have the other groups guess and spell the word that matches the clue. A group gets one point for guessing a word and a second point for spelling it correctly. The game continues until all groups have read all their clues and all of the words have been guessed.



High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words for the week: *toward*, *against*, and *numeral*.

MODEL AND PRACTICE Write or display these high-frequency words: *toward*, *against*, *numeral*. Say each word aloud with students and have them use the words in sentences.


APPLY MyTURN Have students read the words in the box on p. 668 in the *Student Interactive*. Then have them use the words to complete the sentences under the box.

TURN, TALK, AND SHARE Have partners read the sentences aloud and have their partner guess the word. If they have difficulty, guide them to use sentences 4–6 as models.

STUDENT INTERACTIVE, p. 668

HIGH-FREQUENCY WORDS | SPELLING

My Words to Know


 **MYTURN** Read the words in the box. Then complete the sentences using the words.

toward	against	numeral
--------	---------	---------

- Ron leaned his bike against the wall.
- Write the numeral 5 on the line.
- Kate moved slowly toward the bunny.

Choose the word that is described by each clue below.

- not for something, but against it
- not away from something, but toward it
- not a letter, but a numeral

 **TURN and TALK** Read the sentences aloud with a partner. Then take turns making up your own clues for the words and having your partner guess the correct word.

668

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Word Work

OBJECTIVES

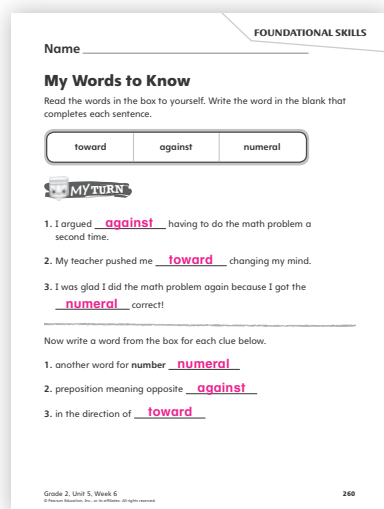
Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice with high-frequency words, see My Words to Know, p. 260 in the *Resource Download Center*.



My Words to Know, p. 260

Phonics: Review Final Stable Syllables Consonant-*le*, *-tion*, *-sion*

Minilesson

FOCUS Remind students that final stable syllables appear only at the end of words. Ask students to name the final consonant syllables that they learned this week (consonant-*le*, *-tion*, *-sion*). Draw three columns on the board. Write one syllable in each column header.

MODEL AND PRACTICE Say: *When I read the word station aloud, I listen for the syllables. I hear two syllables in station. The final syllable makes the sound /tion/. I will check the spelling of the word to be certain that it is spelled t-i-o-n and not s-i-o-n. Sometimes different spellings sound the same. After checking, I learn that it is spelled t-i-o-n. I will write this word in the -tion column.*

Tell students to look back in the *Student Interactive* for words they have learned this week that end in consonant-*le*, *-tion*, *-sion*. As students name words, list them in the correct column. If students are unsure of the spelling, tell them to use outside resources.

APPLY Have students practice decoding on p. 669 in the *Student Interactive*.

Phonics: Spiral Review: Abbreviations

FOCUS Review how to read, write, and use abbreviations.

MODEL AND PRACTICE On the board, write some of the abbreviations students studied in the previous week's lessons; these may include abbreviations such as *Mr.*, *Mrs.*, *Dr.*, *St.*, *Sun.*, *ft.*, and *in*. Have students identify the original words that go with the abbreviations (such as *Mister*, *Street*, and *inches*). Point out that in American English, abbreviations generally end with a period. In addition, remind students that abbreviations may consist of the original word's first letters (such as *Mon.* for *Monday*), the first and final letters of a word (such as *Mr.* for *Mister*), or some other letter combination (such as *cm* for *centimeter*).

Then have students work with a partner to write as many abbreviations as they can think of in two minutes. Allow students to consult reference materials, if needed.

Finally, have student pairs share the abbreviations they wrote down with the class. If time permits, create a word wall of abbreviations.



ELL Targeted Support High-Frequency Words Have students play a game involving high-frequency words from this week's list as well as those from recent weeks. Encourage students to find the words themselves in the *Student Interactive* and throughout the classroom in order to develop and improve their vocabulary.

Write 6-7 of these words on the board and review them with students. Have students think of a word and give a clue about the word demonstrating their basic understanding and comprehension of the word. Use sentence frames, such as: *My word means ____*. Have other students guess the word, using a frame, such as: *Is your word ____*? Repeat until all students have had a turn. Have each student write each word in a notebook as a record of their developing vocabulary. **EMERGING**

Have students identify and use 6-7 high-frequency words in sentences of their own about the unit theme, *Our Incredible Earth*. Ask students to record each word in a notebook as a record of their developing vocabulary. **DEVELOPING**

Write 8-10 high-frequency words on the board and go over them with students. Ask students if they can think of similar words in order to continue developing a stronger vocabulary. Add those words to the board. Have students work in pairs in order to demonstrate comprehension. One student thinks of a word from the board, and the other asks questions, such as: *Does it mean "to hear"*? Continue playing until the word is guessed, then switch roles. **EXPANDING**

Ask students to work with a partner, taking turns asking questions and then writing answers using high-frequency words found in the *Student Interactive* and their own reading materials. For example, one student may ask: *Who are your friends?* The other student might then write: *One of my friends is Andre*. Encourage students to monitor each other's comprehension. Continue asking and answering questions with the high-frequency words until all of the students show familiarity with them. **BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that they will hear and see over and over in texts. Use the words *toward*, *against*, *numeral*, *listen*, *covered*, and *several*. Have students write each word three times.

Inquire

OBJECTIVES

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

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

Respond using newly acquired vocabulary as appropriate.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

The History of Advertising	530L, 610L, 640L
Player One	530L, 610L, 650L
Turn It Off!	530L, 610L, 660L

See the *Small Group Guide* for additional support on how to distribute the articles.

ELL Language Transfer

Cognates Point out the Spanish cognates related to the project:

- commercial : *comercial*
- information : *información*
- volcano : *volcán*

Introduce the Project

This week students choose a topic related to the theme, *Our Incredible Earth*. For their projects, they will create a TV infomercial that persuades the audience to agree with their opinions about the most exciting way Earth changes. Read aloud the prompt on p. 670 of the *Student Interactive* and stress that students will make a video or other recording of their infomercial.

CRITICAL LITERACY

Build Background

Read-Pause-Make Connections Distribute copies of “The History of Advertising.” Use the article to help students build background for the topic and to recognize the characteristics and structures of a persuasive text. After each paragraph, have students pause to share connections to the text. Write the following stems on the board to start conversations.

- This article reminds me of...
- One fact that I especially noticed is ...
- I once saw an ad for ... I remember it because ...

After reading, have students discuss their annotations with the class.

COLLABORATE Allow time for pairs to generate questions they would like to have answered while doing their infomercial projects. As they work collaboratively, walk around the room asking questions about their ideas, such as: *Why do you think this is interesting?* and *What facts might others find interesting?* These questions will help students think of their own questions for inquiry as they complete the first step of the research plan on p. 671 of the *Student Interactive*.

Use Academic Words

COLLABORATE Give students opportunities to respond using newly acquired vocabulary. Have them use the Academic Vocabulary words on p. 671 of the *Student Interactive* to talk about the theme, *Our Incredible Earth*. Remind students that they will also use some of these newly acquired vocabulary words in their infomercials.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Have pairs of students read the article together with pauses between paragraphs. In a small group, generate a list of possible topics about how Earth changes. Then have students think of one or two questions about their topics.

OPTION 2 Advanced If a pair reads and answers the stem statements quickly, have pairs work with a second pair and begin to generate their own questions of inquiry about not only their possible topics, but the topics of others. Prompt them to begin thinking of different media they could use in their research in order to learn more about their topics. Encourage students to generate lists of their ideas and questions of inquiry that connect to the topic.

ELL TARGETED SUPPORT

Have students say the Academic Vocabulary words on p. 671. Supply photographs and other images that relate to the words. Discuss these images using the Academic Vocabulary. Ask students to try using the words in their own sentences. Encourage students to find or draw their own pictures representing the words.

NEXT STEPS Remind students that a research plan includes generating questions, conducting research, writing, revising and editing, and presenting. Explain that you will assist them to develop and follow a research plan. Walk students through the Earth Change Research Plan on p. 671. Provide assistance to students in generating questions for research.

STUDENT INTERACTIVE, pp. 670–671

INQUIRE
PROJECT-BASED INQUIRY

This is SO EXCITING!

Activity

You have been hired to create a TV infomercial. An infomercial is a commercial that gives information in a persuasive way. Your infomercial should persuade viewers to agree with your opinion about the most exciting way that Earth changes.

Let's Read!

This week you will read three articles. Today's article will give you important background information about the history of advertising.

Generate Questions

COLLABORATE With a partner, decide on the topic for your infomercial. Which Earth change do you think is most exciting? Record questions to guide your research to learn more about your chosen topic.

1 The History of Advertising

2 Player One

3 Turn it Off!

Use Academic Words

COLLABORATE Look at the photo of a volcano erupting. Talk with your partner about what makes this Earth change exciting. Use your newly acquired academic vocabulary. Try to use these words in your infomercial too.

Academic Vocabulary		
destroy	reaction	resources
environment	balance	

Earth Change Research Plan

Look back at your other research plans. A research plan includes generating questions, conducting research, writing, revising and editing, and presenting. With adult help, develop and follow a research plan.

- Day 1 **Generate questions for research.**
- Day 2 **Conduct research of chosen Earth change.**
- Day 3 **Write a script for the infomercial.**
- Day 4 **Revise and edit the script.**
- Day 5 **Present infomercial to classmates.**

670
671

Explore and Plan

OBJECTIVES

Evaluate details to determine key ideas.

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

Recognize characteristics of persuasive text, including distinguishing facts from opinion.

RESEARCH ARTICLES



The History of Advertising	530L, 610L, 640L
Player One	530L, 610L, 650L
Turn It Off!	530L, 610L, 660L

See the *Small Group Guide* for additional support on how to distribute the articles.

Introduce Argumentative Writing

Use the argumentative article “Player One” to help students recognize the characteristics of persuasive texts, including distinguishing facts from opinions. Explain that this type of persuasive text is an ad, and it tries to persuade the audience to do something. Ads may have both facts and opinions. Remind students that facts can be proven true, while opinions cannot. Opinions are only views that someone believes. Students will need to evaluate the details in argumentative writing to determine the key ideas.

CRITICAL LITERACY

Challenge the Text



Distribute copies of “Player One.” Use the article to help students recognize the characteristics of argumentative texts. Tell students that, when we read argumentative texts critically, we investigate where facts come from and how they support an author’s opinion. Have students use sticky notes to mark information from the article. Write the following tasks on the board:

- Write one fact you find most interesting in the article.
- Write one opinion from the article.
- Write what the article is trying to persuade you to do.

After reading, have students discuss their annotations with the class.

COLLABORATE

Read aloud the information at the top of p. 672 in the *Student Interactive*. Have partners distinguish fact from opinion to complete the chart at the bottom of the page about “Player One.” Remind students that in this article the author is trying to persuade the audience to do something. Prompt students to look for this point first. Remind them that persuasive texts have facts and opinions to support the argument.

Write for a Reader

Audience Remind students that their infomercials will be presented to their classmates, so they want to use somewhat formal language. They will also want to persuade their classmates to agree with their opinions. Offer questions to help students think about their audience, such as: *What do you think would convince your classmates to share your opinion on your topic? Why? What interesting facts and language can you use?*



ELL Targeted Support Analyze Persuasive Language Help students read “Player One,” analyze the language, and explain it with increasing specificity and detail.

Work with students to complete the following sentence frame: *Two persuasive words in the article are _____ and _____.* Have students use the words in their own sentences.

EMERGING

Guide students to highlight persuasive language while they read the article. After reading, have students find partners and discuss the words that they highlighted, explaining why they found this language persuasive. **DEVELOPING**

Have students independently highlight persuasive language in the article and share their findings with a partner. Have partners ask and answer questions to explain the language they highlighted. **EXPANDING**

Have students highlight persuasive language in the article. Then help students use some of these same words in a persuasive paragraph of their own. **BRIDGING**

NEXT STEPS Before students move on to the Conduct Research page, check their understanding of persuasive texts by asking them how they will convince an audience to agree with their ideas. Explain that they will next add media to their research.

STUDENT INTERACTIVE, p. 672

COLLABORATE AND DISCUSS

Is That a Fact?

Like a persuasive text, an ad tries to persuade you to do something. An ad may have both facts and opinions. It is important to identify the facts and recognize opinions. When you read, watch, or listen to an ad, pay attention to:

- what the author or speaker wants you to think or do.
- facts and opinions the author or speaker gives to support the argument and persuade you.

COLLABORATE With a partner, read “Player One.” Then fill in the graphic organizer.

The author is trying to persuade the reader to
buy the new NOVA video game.

Facts	Opinions
<p>You fly to planets in your spaceship.</p> <p>The game has 3 modes: Adventure, Settler, and Group Explore Modes.</p> <p>It will be in stores this November.</p>	<p>It is the most exciting game you will play all year.</p> <p>The sound and art are better than any other game.</p> <p>This is the game for you.</p>

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Conduct Research

OBJECTIVES

Retell and paraphrase texts in ways that maintain meaning and logical order

Interact with sources in meaningful ways such as illustrating and writing

Recognize characteristics of multimedia and digital texts.

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

CUSTOMIZE IT!

Differentiate instruction by offering students the opportunity to be creative in presenting the information they research. For example, assign students to write a poem or song about how Earth changes. Prompt them to use persuasive language in this creative piece. Remind them of the theme of *Our Incredible Earth* and have them express this theme somehow in their work.

Use Media to Research

TEACHING POINT Tell students that they can use media in their research. Web sites, TV, and movies all can be helpful sources of information on topics. By seeing how various types of media work, students will be able to recognize the characteristics of multimedia texts and put together a more effective and persuasive infomercial.

MODEL AND PRACTICE Model the process of taking notes and paraphrasing when interacting with media as they carry out research.

Taking Notes from a Media Source

Say: You can use media, such as TV shows, Web videos, and DVDs in your research. As you start watching the video, look for the main idea. You will often be able to find the main idea in the first few minutes of the video. Sometimes this is simply the title of the video or other source. Then, as you watch the video, take notes of key details that support the main idea. When you are finished watching the video, write down the title of the video and the URL, or Web address. These steps are listed on p. 673. Show students the list of steps on p. 673 of the *Student Interactive*. Read through this list as a class and ask if students need you to clarify any steps. Say: When we take notes from a media source, we need to be sure we are paraphrasing the information. This means we are putting ideas in our own words. We also want to retell points in a logical order, which means that the notes make sense.

COLLABORATE Review characteristics of multimedia texts and guide students to find relevant media sources and information on their topics. Have them watch the videos and take notes, reminding them to paraphrase and look for main ideas and details, demonstrating that they understand the information. Review with students that they need to write the URL and the title of the video as well.



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 for more professional development on research-based best practices.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Use sentence frames with struggling students. Guide students to find a video to watch that pertains to their topics. Help them pause the video and take notes by completing the sentence frames, such as: *The main idea of this source is _____.* *A detail to support this point is _____.* Have students repeat the “detail” sentence frame several times.

OPTION 2 Advanced If students easily take notes and paraphrase information from a media source, have them view and take notes on 3 videos. Ask them to compare these sources by writing brief summaries of each source.

ELL TARGETED SUPPORT

Model for students how to take notes and view a media source. Prompt them to tap into their own prior knowledge and vocabulary related to their topics. Have them discuss their prior knowledge and vocabulary in small groups before viewing a source of media. Build a word list about the topic from their discussions.

NEXT STEPS Inform students that they will be reviewing a sample infomercial script and reviewing citing sources.


STUDENT INTERACTIVE, p. 673

CONDUCT RESEARCH PROJECT-BASED INQUIRY

Use Media to Research

Media include TV shows, Web videos, and DVDs. You can use media to research. Multimodal media include sound and action. As you watch, take these steps:

1. Determine the main idea and the key details.
2. Take notes. Remember to paraphrase, or write the ideas in your own words.
 - Pause the video if you can.
 - Note the time so you can find the information again.
 - Note the URL and the title of the video.
 - Note information that answers your questions.



Start/Pause Button

Time marker

0:56 / 6:23

URL

COLLABORATE Find media about your topic. Watch the video and take notes. Find and write the URL and the title of the video.

673

Collaborate and Discuss

OBJECTIVES

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

Distinguish facts from opinion.

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

Cite sources appropriately.

Analyze Student Model

TEACHING POINT Remind students that their infomercials are persuasive texts that utilize facts and opinions to persuade the audience to do something. Read the student model aloud and guide students to understand the parts of an Infomercial Script. Point out each label and its associated text.

MODEL AND PRACTICE Use the sample on p. 674 to model parts of an Infomercial Script. Say: *The opinion is at the beginning. It says what you think is the most interesting change in the Earth. Next, use persuasive language and facts from your research to support your opinion. End with a conclusion that restates your opinion.*

Next, explain to students that they need to cite sources appropriately, or give credit to the people who wrote the information they used.

RESEARCH ARTICLES

The History of Advertising	530L, 610L, 640L
Player One	530L, 610L, 650L
“Turn It Off!”	540L, 610L, 660L

See the *Small Group Guide* for additional support on how to distribute the articles.

CUSTOMIZE IT!

Instead of a script, allow students to create a visual to go along with their infomercial scripts. Suggest a comic strip or story board format that shows the change over time. Students can explain the steps and their opinions of them by using sentence frames. Use stems for labels for their visuals, as in: *This step shows: _____. This is interesting because _____.*

CRITICAL LITERACY

Forming Opinions

Distribute copies of “Turn It Off!” Have students review and recognize characteristics of persuasive text in the article. Have partners take turns reading it. Have them label and underline the opinion and one fact.

Write the stems below. Have students use them to clarify their opinions.

- This reminds me of ...
- This article made me think about my opinion on the topic, which is ...

Cite Your Sources

To explain how to cite sources appropriately, guide students through the list and the example on p. 675. Help students understand why it is necessary to cite sources (to give writers proper credit for their work) as well as how to cite them (to name the author, title, home page, and date). Instruct partners to begin drafting their Infomercial Scripts. Remind them to review the sample when writing and to keep a list of the Web pages and URLs they used in their research. Check students’ understanding of how to cite their media sources. Be sure also that students demonstrate understanding of the information they have gathered.

ELL Targeted Support Parts of a Script Help English language learners identify the parts of an infomercial script. Refer back to the model on p. 674 of the *Student Interactive*. Remind students to ask peers or teachers for support if needed.

Point out the parts of the script and explain their role. Have students complete sentences about the parts, such as: *You use _____ to support the main idea (facts), or The last sentence is called the _____ (conclusion).* Tell students to check for understanding. **EMERGING**

Review the parts of the Infomercial scripts. Have partners generate their own sentences to describe the different parts of scripts, such as *The conclusion goes at the end.* Remind students to check for understanding. **DEVELOPING**

Have students work in groups to ask and answer questions about the parts of a script and what words make it persuasive. Tell students to use peer support to confirm understanding. **EXPANDING**

Have students create a brief how-to description or video outlining the steps to create a persuasive infomercial. Have students view their product and confirm understanding. **BRIDGING**

NEXT STEPS Check in with student pairs as they write their scripts. Use a template for an Infomercial Script to assist struggling writers. Model reading a sample opinion on the board. Read it aloud and point out any persuasive language used.

STUDENT INTERACTIVE, pp. 674–675

COLLABORATE AND DISCUSS

Infomercial Script

Infomercials contain persuasive words to get the reader, viewer, or listener to do something.

Many things change Earth, but no changes are as exciting as those from an erupting volcano! Everyone should watch a video of a volcanic eruption. I don't recommend watching it in person, though! At first glance, it looks like the eruption ruins everything. But just wait. The ash puts nutrients in the soil that will help new plants grow. Another awesome effect is that a volcano allows Earth to cool itself. In addition, a volcano can create an island and a gorgeous scene. You must learn more about volcanoes! They are the most exciting way to change Earth.

Opinion

Fact

Persuasive Words

Conclusion

674

REFINE RESEARCH

Cite Your Sources

When you use information from sources, you need to cite, or name, them. It shows readers you did research to understand the facts.

For an online video:

1. Name of video's creator (last name, first name)
2. Title of the video (in quotations)
3. Title of the Web site (in italics)
4. Date published
5. URL

Example: Mathis, Blake. "The Effects of a Volcano." *The Volcano Guy*. February 2018, www.url.here.

COLLABORATE With a partner, cite your media source.

Media source:

675

Extend Research

OBJECTIVES

Recognize the characteristics of multimedia text.

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and dates.

Use a variety of digital tools to produce writing or to share projects with peers.

Demonstrate understanding of information gathered.

CUSTOMIZE IT!

Instead of an infomercial, allow students to make a model of their Earth change. Ask students to use recycled materials and assist them in planning their models. Ideally, the model will display an Earth change, such as shifting plates with plate tectonics.

Primary Source SCIENCE



Go to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

Make a Video or Record Infomercial

COLLABORATE Ensure that the first drafts of students' scripts are complete. Then use the checklist on p. 676 of the *Student Interactive* to help students recognize characteristics of multimedia texts and instruct them about these components of their infomercials. Be sure that students do not plan a more complex project than they can realistically carry out in the limited time involved. A target length beyond a few minutes, for example, is not likely to be feasible given the time constraints. Permit students to add extra features, explaining that these characteristics of multimedia texts may make the completed video more enjoyable and more persuasive.

Revise and Edit

COLLABORATE Writers need to revise and edit their work, especially before videotaping or recording. Remind students that it helps to read their work aloud to locate errors. Highlight these points. Say:

- Add, delete, or move words and phrases to make your ideas clearer.
- Use persuasive language.
- Follow standard English conventions, and the specific conventions listed in the Editing Checklist about using prepositions and prepositional phrases and apostrophes with contractions.
- Add academic vocabulary and content vocabulary where possible.
- Check for spelling errors.
- Listen to a classmate's video or audio infomercial and use your knowledge of language. Listen for prepositions, contractions, and combined sentences that are used correctly.

Instruct students to go through the Revise and Edit checklists on p. 677 of the *Student Interactive*.

Write for a Reader

Remind students that their infomercials are somewhat formal, so they should include some of their Academic Vocabulary words and mostly formal language.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle with the parts of a script, create a template for them to fill in with space next to each section.

OPTION 2 Advanced Pair students who readily grasp revising and editing. Encourage them to offer suggestions on how to find better words or phrases to express their ideas. Have dictionaries and thesauruses handy to encourage students to build their vocabulary, especially in terms of persuasive language.

ELL TARGETED SUPPORT

Model what formal language in English looks like. For example, write the words *does not* on the board and circle them. Next to the circled words, write the contraction *doesn't* and explain that contractions are sometimes not considered formal writing. Point out informal language like *yo* and *dude* is too informal for a school project like this infomercial.

NEXT STEPS Remind students that they will have to finish composing and recording their scripts so that they can present them to the class the next day.

STUDENT INTERACTIVE, pp. 676–677

EXTEND RESEARCH

Make a Video or Record Your Infomercial

COLLABORATE Using your infomercial script to make a video gives you the chance to add images and sound to your message. Recording your infomercial allows you to add sounds. Plan your video or recording.

- Name of speaker _____
- How the speaker will sound (happy, excited, etc.)

- Target length of recording

- Background music (not required)

- Sound effects

- Visuals

676

COLLABORATE AND DISCUSS

Revise

COLLABORATE Before you make your video or record your infomercial, revise your script. First, look for places where you might add, delete, or move words around to make your ideas clearer. Be sure to make your argument as well as give facts and opinions to support it. Reread your script and look for places to add Academic Vocabulary and content vocabulary to make your argument stronger.

destroy balance resources
environment reaction

Edit

COLLABORATE Now edit your script.

Check to be sure you:

- used prepositions and prepositional phrases correctly
- formed contractions correctly
- combined ideas to make compound subjects and predicates correctly

677

Celebrate and Reflect

OBJECTIVES

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

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

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

Synthesize information to create new understanding.

Describe personal connections to a variety of sources.

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

Develop social communication such as distinguishing between asking and telling.

Publish and share writing.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

ELL Access

Be careful not to force your newcomers to speak before they are ready. ELL students will begin to acquire language as they settle into the classroom environment and gain more confidence. Then they will feel more comfortable speaking in front of others and even giving presentations.

Share

COLLABORATE Before publication, discuss appropriate modes of delivery, such as posting finished products on the school website. Discuss the options provided in the text. Explain that a viewing party is appropriate for a video and a listening party is appropriate for a recording because they allow many people to view or listen to the product and comment or ask questions about it. Reading aloud a script to the class as if you were on TV is appropriate because a script is meant to be read aloud. Have groups present their infomercial videos, recordings, or script readings to the class. Before you do, first go over the points on p. 678 of the *Student Interactive* that will guide students in speaking and listening.

Review with students the following traits of effective speech. Say:

- **Speak clearly at an appropriate pace and remember your purpose: to persuade. Sometimes you may want to raise your voice and speed up your pace. At other times, you may want to slow down and speak more softly. Either method may help you persuade your audience to agree with you.**
- **Listen attentively to other presentations. Pay attention to facts and opinions in each one.**
- **Make personal connections to your own experiences as you listen.**
- **Ask appropriate questions and listen to the answers. Listen carefully to questions from the people who hear your presentation, and give thoughtful answers. Share information that focuses on the topic under discussion.**

Reflect

MyTURN Have students reflect on their work on p. 678 of the *Student Interactive*. Point out that these questions allow students to think about what they liked best about their projects and what they would like to change if they have an opportunity to make another infomercial. Students should synthesize, or pull together information from across the unit, in their reflections. As students collaborate, have them work on their social communication skills, practicing both listening and telling. Remind them to stick to the topic under discussion and only share relevant information. Students should work independently or with their partners to evaluate their own goals on p. 679. Ask them to consider what made them like certain readings or writing activities the most, and have them explain why they think this is so.



Reflect on the Unit

Reflect on Your Goals With students, review the Unit Goals page at the beginning of the unit. Have students reflect on their reading and writing skills. Review and discuss the Essential Question. Then have students assess their progress toward their Unit Goals.

MyTURN **Reflect on Your Reading** Display and discuss the readings from the unit. Have volunteers discuss what they liked about the texts they read in this unit. Then have students respond in writing to the prompt on p. 679 of the *Student Interactive*.

MyTURN **Reflect on Your Writing** Ask students to tell about their writing, not only this week with the infomercial but throughout the unit. Have volunteers tell lessons they learned about writing. Then direct students to complete the sentence on the bottom of p. 679 of the *Student Interactive* to explain what piece of writing they found most challenging and why.

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 678–679

CELEBRATE AND REFLECT

Share

COLLABORATE If you made a video, have a viewing party with your classmates. If you recorded your infomercial, have a listening party. Otherwise, read your script with your partner to the class as if you were on TV. Keep these speaking and listening rules in mind.

- Speak clearly at an appropriate pace, but remember your purpose. You may speak more excitedly and slightly faster to help persuade your audience to agree with your claim.
- Listen actively to other presenters. Listen for facts and opinions. Then ask questions to clear up ideas.

Reflect

MYTURN Complete the sentences.

The best part of my infomercial is

If I make another infomercial, I will

678

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

I was most surprised by _____
because _____

Reflect on Your Writing

The writing that was most challenging was

_____ because _____

679

BOOK CLUB

OBJECTIVES

Read grade-appropriate texts independently.

Establish purpose for reading assigned and self-selected texts.

FLEXIBLE OPTION TRADE BOOK LESSON PLAN



To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Disaster Alert!*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book, or choose one for them from the list on p. T497.
- 2 KNOW THE BOOK** Read the book ahead of time so that you may guide students' conversations when necessary.
- 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Give a brief overview of the book without giving away too many specific details. Then allow students the chance to discover the book on their own.
- 4 ENJOY THE BOOK** Remember that Book Club is a time for students to read for pleasure. As they read and discuss the book in a group, they will apply some of the same thinking introduced in the *Student Interactive*, but the focus will be on their personal interactions with the text and with their fellow club members.



- ★ **CONNECT TO THE THEME** So that students can make text connections, you might help them choose a book related to the theme, Our Incredible Earth, or the Essential Question for the unit: *How does Earth change?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for informational text and focus on facts and details, consider helping them choose an informational book to read.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Disaster Alert!
by Christine
Taylor-Butler



***Pandas' Earthquake
Escape*** by
Phyllis J. Perry



Hurricanes by
Martha Rustad



***The Thing
About Spring*** by
Daniel Kirk



***Julie the
Rockhound*** by Gail
Langer Karwoski



***The Water Cycle
at Work*** by
Rebecca Olien



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.

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 focus conversation that is off-topic or direct students toward specific understandings.

COLLABORATION An important part of Book Club is students' ability to share their ideas effectively and to listen to those of others. Offer students examples of how to phrase their ideas productively and respectfully. **SEL**

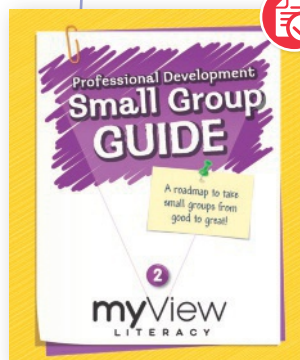
- Your idea about _____ made me think about _____.
- I agree with _____ but not with _____.
- You made a very good point about _____.
- I am not sure what you meant by _____.



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

Describe personal connections to a variety of sources.

Book Club Routine

READ At each Book Club session, students will read or reread the chosen book, and then they will meet with their Book Club groups to explore the text more deeply.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have 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 many times, focusing on a different aspect of the book each time.

Text Students discuss the text of the book. What do they learn from the words on the page?

Pictures Students study the book's images to examine how they contribute to the main idea.

Design Students examine the layout of the book, including the placement of text and art, the use of headings and frames, and other aspects that add interest to the page.

GUIDE BOOK CLUB

If students have trouble getting started in their conversations, try these talking points to guide conversation along one of the weekly focuses.

- What facts do you learn from the words in the book?
- How does the artwork add to your understanding of the topic?
- How does the designer draw your attention to certain words or pictures?



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Disaster Alert!
by Christine
Taylor-Butler



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Escape*** by
Phyllis J. Perry



Hurricanes by
Martha Rustad



***The Thing
About Spring*** by
Daniel Kirk



***Julie the
Rockhound*** by Gail
Langer Karwoski



***The Water Cycle
at Work*** by
Rebecca Olien

Preview these selections
for appropriateness for
your students.

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 on the Discussion Chart, adding to it on each Book Club day.

Noticings	Connections	Wonderings

Noticings Students should focus on what they notice in the text, images, and design. They might develop questions that they can work to answer as a group.

Connections Encourage students to make connections between the text, illustrations, and design and their experiences.

Wonderings What questions do the text, pictures, and design inspire?

Talk about each Book Club's ideas when the whole class comes together.

BOOK CLUB

OBJECTIVES

Read grade-appropriate texts independently.

Establish purpose for reading assigned and self-selected texts.

MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Disaster Alert!* For weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T496–T499 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

Disaster Alert!

BOOK CLUB ROUTINE Book Club will meet twice each week, during Small Group time. On each Book Club day, students will assemble and continue their collaborative discussion about the book, focusing on different elements from week to week.

WEEKLY FOCUS Over the course of Book Club, groups will focus on different aspects of the book.

Week 1: Text What do readers learn about the topic from the words on the page?

Week 2: Pictures How do the images contribute to a reader’s understanding of the topic?

Week 3: Design How does the visual relationship between words and pictures, the placement of text, and the use of design elements focus the reader’s attention?

TEACHER’S ROLE Since Book Club is a time for students to enjoy books informally, the teacher’s role should be as an observer and occasional facilitator, helping start stalled conversations or direct groups to specific understandings.





READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

**Disaster Alert!**
by Christine
Taylor-Butler**Pandas' Earthquake
Escape** by
Phyllis J. Perry**Hurricanes** by
Martha Rustad**The Thing
About Spring** by
Daniel Kirk**Julie the
Rockhound** by Gail
Langer Karwoski**The Water Cycle
at Work** by
Rebecca Olien

Preview these selections
for appropriateness for
your students.

Discussion Charts

As students discuss the text, pictures, and design, capture their thoughts by using a discussion chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students note what catches their attention in the book.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

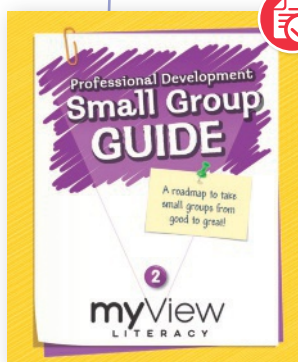
COLLABORATION Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



Book Club Options

See the Small Group Guide for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



BOOK CLUB

OBJECTIVES

Read grade-appropriate texts independently.

Establish purpose for reading assigned and self-selected texts.

Week 1

Launch *Disaster Alert!*

INTRODUCE Remind students that Book Club is a time to read for fun.

READ Tell students to read *Disaster Alert!* Then they will meet with their Book Club group to explore more deeply what they read. Today they will focus on understanding the words in the book.

CONNECT TO THE THEME Tell students that *Disaster Alert!* connects both to the unit theme, Our Incredible Earth, and to the Essential Question for the unit: *How does Earth change?* As a class, discuss how the book relates to both.

CONNECT TO THE SPOTLIGHT GENRE Remind students that the informational text in Unit 5 is about real people, places, and things. Explain that *Disaster Alert!* gives information about a few kinds of weather- or Earth-related disasters.

- This book's purpose is to provide information about tornadoes, floods, sinkholes, volcanoes, and bushfires.
- *Disaster Alert!* gives specific facts about disasters.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

SMALL GROUP



CHOOSE YOUR

BOOK

 Disaster Alert!
by Christine
Taylor-Butler

 ***Pandas' Earthquake
Escape*** by
Phyllis J. Perry

 Hurricanes by
Martha Rustad

 ***The Thing
About Spring*** by
Daniel Kirk

 ***Julie the
Rockhound*** by Gail
Langer Karwoski

 ***The Water Cycle
at Work*** by
Rebecca Olien

Preview these selections for appropriateness for your students.

Focus on Text: Noticings

Session 1

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If their conversation stalls, jumpstart conversation with these questions and examples:

- Did you notice how fast a tornado can move?
- I noticed a lot of numbers in the story about the flood in England. There were numbers that told about time, numbers of homes, and costs.
- Which job profiles seemed interesting?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?



COLLABORATION Remind students that one goal of Book Club is to share ideas so that everyone can learn. Students should try to build on the ideas of others. Model sentence frames to help students phrase their ideas. **SEL** SOCIAL-EMOTIONAL LEARNING

- When you said _____, it made me remember _____.
- I like your idea about _____, and I want to add _____.

BOOK CLUB

OBJECTIVES

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

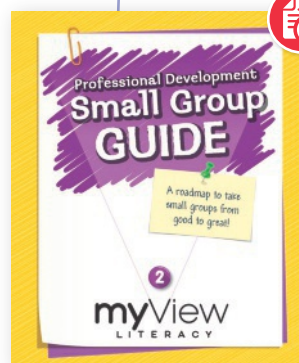
Describe personal connections to a variety of sources.

Week 1

Focus on Text

Today students will continue to focus on understanding what the text of *Disaster Alert!* says, or what the book is about. They will explore the text further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 1 by having students take turns retelling a fact that they learned in *Disaster Alert!* and discussing the noticings they shared. Display the Noticings Chart from Session 1 as you enter into the day's discussion.



Book Club Options

See the Small Group Guide for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



Connections & Wonderings

Session 2

GUIDE BOOK CLUB

Provide time for students to discuss the book in their groups. If groups have difficulty getting started, introduce a question or observation to get them talking about their connections and wonderings.

- I wonder whether a sinkhole makes a loud noise.
- Why would someone want to be a volcanologist?

Reconvene the class and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

COLLABORATION Remind students that successful discussions happen when people take turns sharing their thoughts. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I thinking about what others in my group are saying?
- Do my ideas connect to something that has been said?
- Has everyone in the group had a chance to speak?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Disaster Alert!
by Christine
Taylor-Butler



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Escape** by
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Hurricanes by
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Rockhound** by Gail
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Rebecca Olien

Preview these selections for appropriateness for your students.

BOOK CLUB

OBJECTIVE

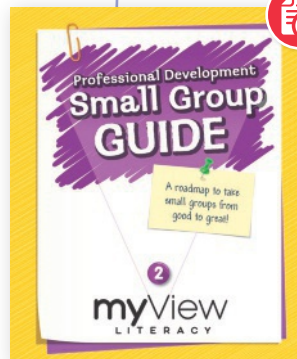
Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Week 2

Focus on Pictures

Today students will focus on understanding how the images in *Disaster Alert!* help provide information. They will pay close attention to the photographs and graphics and will explore the images further in their Book Clubs using the Discussion Chart, focusing today on their noticings.

RETELL Review the reading and discussion from Session 2 by having students mention interesting reactions they had to the text of *Disaster Alert!* and discussing the connections and wonderings students shared. Display the Connections and Wonderings Chart from Session 2 as you start the day's discussion.



Book Club Options

See the Small Group Guide for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



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



Noticings

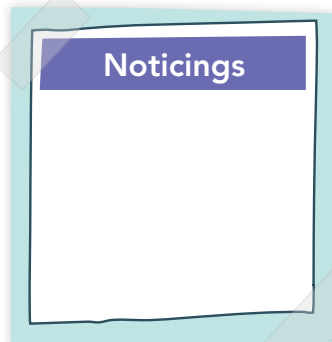
Session 3

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If conversation lags, model a noticing or ask a question about what students notice in the illustrations.

- I noticed that a lot of the rescue workers wear helmets and bright colors.
- In the tornado chart on pp. 6–7, what do you notice about the pictures?

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the illustrations.



COLLABORATION Tell students that actively listening can help them to learn from people in their group. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- Can my classmates tell that I am listening to them?
- Do I agree or disagree with what has been said?
- Am I adding to my classmates' ideas?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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BOOK CLUB

OBJECTIVES

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

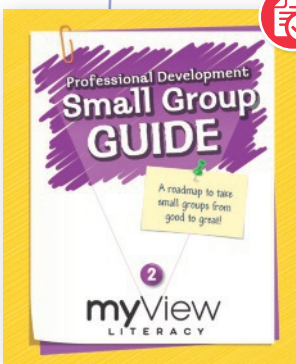
Describe personal connections to a variety of sources.

Week 2

Focus on Pictures

Today students will focus on understanding how the illustrations in *Disaster Alert!* help provide specific information. Students will observe the images closely and explore them further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 3 by having students take turns describing one picture from *Disaster Alert!* 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

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



Connections & Wonderings

Session 4

GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If students have trouble getting started, introduce a question or observation to focus them on their connections and wonderings about the illustrations.

- The photograph on page 12 reminds me of television coverage of floods.
- I wonder how a bushfire is different from a forest fire.

Reconvene the class. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the photographs and graphics.

Connections	Wonderings

COLLABORATION Remind students that they should use good speaking skills to communicate with their group. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Can everyone in the group hear me?
- Am I speaking slowly enough?
- Did I plan what to say before I said it?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Disaster Alert!
by Christine
Taylor-Butler



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BOOK CLUB

OBJECTIVE

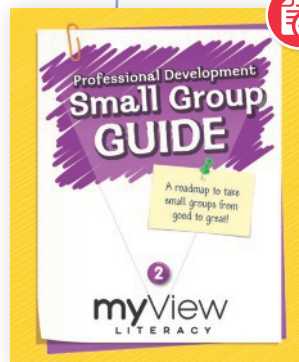
Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

Week 3

Focus on Design

Today students will focus on understanding how the design of *Disaster Alert!* improves their reading experience. They will pay close attention to the placement of art and text, the shapes and colors used, and the way sections of information are set off on the page. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their noticings.

RETELL Review the reading and discussion from Session 4 by having students describe favorite illustrations from *Disaster Alert!* and discussing the connections and wonderings that students 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

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



Noticings

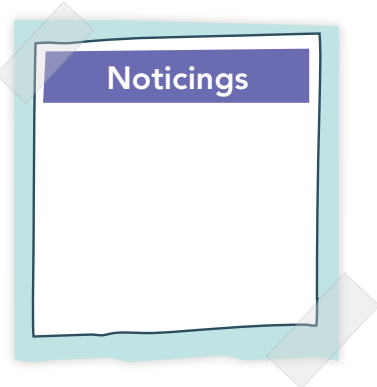
Session 5

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have trouble staying on topic, introduce a question or observation to elicit their noticings about the design of the book.

- How are the Real Life and Job Profile sections different from other parts of the text?
- How can you tell when a new topic starts?
- I notice that the designer used tornado-shaped curves around the words on the tornado pages.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the design.



COLLABORATION Point out that back-and-forth conversation about books can lead to new ideas and understandings. **SEL**

As students share their connections and wonderings, they might use sentence starters like these:

- Until you said _____, I had not thought about _____.
- You said _____, but I would also say that _____.
- I am not sure what you mean by _____. Can you explain that?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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BOOK CLUB

OBJECTIVES

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

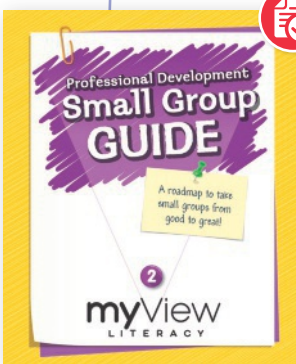
Describe personal connections to a variety of sources.

Week 3

Focus on Design

Today students will continue to focus on understanding how the design of *Disaster Alert!* contributes to the experience of reading the book. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

RETELL Review the reading and discussion from Session 5 by having students take turns mentioning features of the design used in *Disaster Alert!* 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

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



Connections & Wonderings

Session 6

GUIDE BOOK CLUB

Have students spend time discussing the book in their groups. If they have trouble focusing on design elements, provide these models:

- The job profiles look as though they are printed on file folders.
- I wonder whether the triangles around the page numbers are supposed to look like danger signs.

Bring the class back together and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the design.

Connections	Wonderings

COLLABORATION Encourage participation by reminding students that everyone in Book Club has a right to contribute ideas and opinions. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind.

- Is it my turn to share an idea?
- What can I do to help other people feel free to speak?
- How can I be respectful even if I disagree?

READING WORKSHOP

SMALL GROUP



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BOOK



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Preview these selections for appropriateness for your students.

Glossary

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Remind students that a glossary is in the back of a book. It tells what words in the book mean and how to say them. A glossary lists words in ABC order.

Point out the guide words. Explain that these show the first and last words on the page. To find a word, students can think about how it is spelled. Students can use ABC order to look up a word.

Remind students that, if a word does not appear in the glossary, they can look it up in a print or digital dictionary. Print and digital dictionaries include the meaning of a word as well as its pronunciation. A print dictionary also uses ABC order. For an online dictionary, students can type the word into the search box.

MODEL AND PRACTICE Model how to use a glossary entry using the example glossary entry from p. 696 in the *Student Interactive*.

- When I look up a word in a glossary, I am looking for an entry word. The entry words are bold. I look for the entry word based on its starting letter. In this case, *crater* begins with the letter *c*, so I know it will be toward the beginning of the glossary.
- In parentheses, I see how *crater* is pronounced.
- Next, I find the word's definition, or what the word means.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

ASSESS UNDERSTANDING

Apply

My TURN Have students turn and talk to a partner about how they would use the glossary to find the meaning of the word *exhausted*. First, have them write its meaning and a sentence using the word. Then, have them pronounce it. Finally, have pairs find a new word in a dictionary, and determine its meaning. Challenge students to alphabetize *exhausted* and the new word.

STUDENT INTERACTIVE, p. 696

GLOSSARY INSTRUCTION

How to Use a Glossary

A **glossary** can help you find the meaning and pronunciation of words. Words in a glossary are listed alphabetically, from A to Z. **Guide words** at the top of each page show the first and last words on the page. A print or online **dictionary** is like a glossary, but it has more words. To use an online dictionary, type the word in the search box. You will get the definition. Sometimes you can hear how to say the word.

Cc
crater (KRAY tuhr) A crater is a hole at the top of a volcano. NOUN

The pronunciation guide shows you how to say the word.

All words that begin with c will be after Cc.

This sentence tells you what the word means.

MY TURN Find the word **exhausted** in the glossary. On a piece of paper, write its meaning. Write a sentence using the word. Decide how to say it. Then find the meaning of a word that is not in this glossary. Use a dictionary.

GLOSSARY

STUDENT INTERACTIVE, p. 697

GLOSSARY

accept • coast

Aa

accept (ak SEPT) If you **accept** something that is offered to you, you take it. VERB

admiration (ad muh RAY shuhn) **Admiration** is a feeling of great respect and approval. NOUN

alarmed (uh LARMD) Someone who is **alarmed** feels fearful of danger. VERB

allowed (uh LOWD) If you were **allowed** to do something, you were told you could do it. VERB

amount (uh MOWNT) The **amount** of something is how much there is or how many there are. NOUN

arches (ARCH iz) **Arches** are curved structures that often form the tops of doors, windows, and gateways. NOUN

architect (AR kuh tect) An **architect** is a person who designs buildings. NOUN

Bb

balance (BAL uhns) If something is in **balance**, it is in a steady condition. NOUN

belief (bi LEEF) A **belief** is something thought to be true or real. NOUN

blossoms (BLOSS uhms) **Blossoms** are the flowers of a plant that produces fruit. NOUN

Cc

canyons (KAN yuhn) **Canyons** are narrow valleys with high, steep sides, often with a stream at the bottom. NOUN

challenge (CHAL uhnj) A **challenge** is something difficult that requires extra work. NOUN

cinders (SIN derz) **Cinders** are pieces of rock and wood that are partly burned. NOUN

coast (KOHST) The **coast** is the land along the sea. NOUN

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STUDENT INTERACTIVE, p. 698

GLOSSARY

communication • disasters

communication (kuh myoo nuh KAY shuhn) **Communication** is the sharing of information. NOUN

connect (kuh NEKT) If you **connect** something to something else, you join the things together. VERB

construction (kuhn STRUHK shuhn) **Construction** is the act of building something. NOUN

contentment (kuhn TENT muhnt) **Contentment** is a feeling of happiness. NOUN

crater (KRAY tuhr) A **crater** is a hole at the top of a volcano. NOUN

creations (kree AY shuhn) **Creations** are things that are made or produced. NOUN

crumble (KRUHM buhl) To **crumble** is to break apart into small pieces over time. VERB

culture (KUL chuhr) A **culture** is a group of people with the same language and traditions. NOUN

cure (KYUR) To **cure** is to get rid of sickness. VERB

Dd

damage (DAM ij) **Damage** is harm or injury. NOUN

den (DEN) A **den** is a wild animal's home or resting place. NOUN

desert (DEZ ert) A **desert** is a dry, sandy area of land without water and trees. NOUN

destroy (di STROI) To **destroy** something is to hurt it very badly. VERB

determined (di TER muhnd) Someone who is **determined** shows strong purpose and is unwilling to quit. ADJECTIVE

detour (DEE tur) To **detour** is to go a different way when a road is blocked. VERB
A **detour** is another way of getting to a place. NOUN

disappointments (diss uh POINT muhnts) **Disappointments** are feelings of not getting what you wanted. NOUN

disasters (duh ZAS terz) **Disasters** are events that cause great damage, loss, or suffering. NOUN

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STUDENT INTERACTIVE, p. 699

discuss • ingredients

discuss (dis KUS) To **discuss** something is to talk about it with other people. VERB

drooped (DROOPT) If something **drooped**, it hung down. VERB

Ee

environment (en VY ruh muhnt) The **environment** is everything around us that helps us live, especially air, water, and soil. NOUN

equal (EE kwuhl) If two things are **equal**, they are the same in size, number, or amount. ADJECTIVE

exhausted (eg ZAW stid) To be **exhausted** is to be very tired. ADJECTIVE

expensive (ek SPEN siv) When something is **expensive**, it costs a lot of money. ADJECTIVE

Ff

faded (FAYD id) Something that has **faded** has lost its freshness or color. VERB

flows (FLOHZ) If something **flows**, it moves along smoothly. VERB

forgave (fer GAYV) **Forgave** means stopped being angry with someone for something the person did. VERB

fossils (FOS uhlz) **Fossils** are parts or prints of a plant or animal that lived a long time ago. NOUN

Gg

garbage (GAR bij) **Garbage** is scraps of things thrown away. NOUN

Hh

hopes (HOHPS) **Hopes** are things wanted in the future. NOUN

Ii

improve (im PROOV) If you **improve** something, you make it better. VERB

ingredients (in GREE dee uhnts) **Ingredients** are foods you use to make a dish. NOUN

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STUDENT INTERACTIVE, p. 700

GLOSSARY

inhaled • organizing

inhaled (in HAYLD) **Inhaled** means breathed in. VERB

Ll

lava (LAH vuh) **Lava** is hot, melted rock that flows from a volcano. NOUN

layers (LAY erz) **Layers** are thin or thick parts of something that are over or under one another. NOUN

Mm

magma (MAG muh) **Magma** is hot, melted rock under the surface of the earth. NOUN

maintain (mayn TAYN) To **maintain** something is to take care of it. VERB

mechanic (muh KAN ik) A **mechanic** is a person whose job is fixing machines. NOUN

medicines (MED uh suhnh) **Medicines** are things used to make a sick person well. NOUN

messenger (MES n jer) A **messenger** is a person who carries news or a message to someone else. NOUN

minerals (MIN uhr uhlyz) **Minerals** are solid materials, usually dug from the earth, such as coal and gold. NOUN

moccasins (MOK uh suhnh) **Moccasins** are soft leather shoes. NOUN

monuments (MON yuh muhnts) **Monuments** are buildings, statues, and places that honor a person or an event. NOUN

mural (MYUR uhl) A **mural** is a large picture painted directly on a wall. NOUN

Nn

natural (NACH er uhl) Something that is **natural** is produced by nature, not people. ADJECTIVE

Oo

observes (uhb ZERVZ) Someone who **observes** watches carefully. VERB

organizing (OR guh nyz ing) **Organizing** is planning so things run smoothly. VERB

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Pp

participate (par TIS uh payt) To **participate** is to take part or join. **VERB**

plain (PLAYN) If something is **plain**, it is simple and does not have a lot of extra things on it. **ADJECTIVE**

plains (PLAYNZ) **Plains** are flat areas of land. **NOUN**

plastic (PLASS tik) **Plastic** is a light, strong material that can be made into things. **NOUN**

plots (PLOTS) **Plots** are small pieces of land used for a purpose. **NOUN**

products (PROD uhkts) **Products** are things people use or eat. **NOUN**

purpose (PER puhss) A **purpose** is a reason for something that someone wants to do. **NOUN**

Rr

rage (RAYJ) **Rage** is a feeling of strong anger. **NOUN**

participate · scents

reaction (ree AK shuhn) A **reaction** is an action in response to something. **NOUN**

refused (ri FYUZD) If you **refused**, you did not do something. **VERB**

resources (REE sors is) **Resources** are things that meet a need. **NOUN**

respect (ri SPEKT) When you **respect** something or someone, you feel or show honor to them. **VERB**

responsible (ri SPON suh buhl) If you are **responsible** for something, you are expected to take care of it. **ADJECTIVE**

ruin (ROO uhn) To **ruin** something is to break or spoil it completely. **VERB**

Ss

sauce (SAWSS) A **sauce** is a liquid served with food to make the food taste better. **NOUN**

scents (SENTS) **Scents** are strong smells, good or bad. **NOUN**

GLOSSARY

shelter · volunteers

shelter (SHEL ter) A **shelter** is a home for a short time. **NOUN**

skill (SKIL) A **skill** is something a person does well. **NOUN**

slippery (SLIP er ee) Something that is **slippery** is likely to cause slipping or sliding. **ADJECTIVE**

society (suh SY uh tee) A **society** is a group of people living together. **NOUN**

soil (SOIL) **Soil** is the loose top layer of the Earth. Soil is dirt. **NOUN**

spicy (SPY see) If something is **spicy**, it has a strong, sharp flavor. **ADJECTIVE**

stranded (STRAND id) If you are **stranded**, you are not able to leave because there is no way to get anywhere else. **VERB**

surface (SER fess) A **surface** is the top or outside part of something. **NOUN**

survive (suh VYV) To **survive** is to continue to live. **VERB**

Tt

traditions (truh DISH uhnz) **Traditions** are beliefs, stories, and ways of living passed down from parents to children. **NOUN**

Uu

underground (UHN der grownd) **Underground** describes something that is beneath the ground. **ADJECTIVE**

useless (YOOSS luhss) If something is **useless**, it is not helpful or good for anything. **ADJECTIVE**

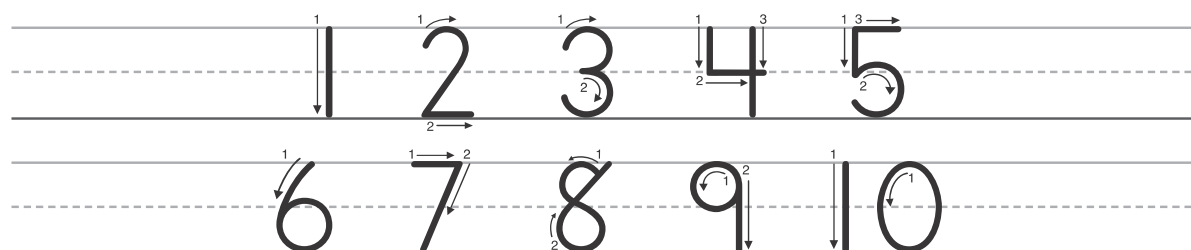
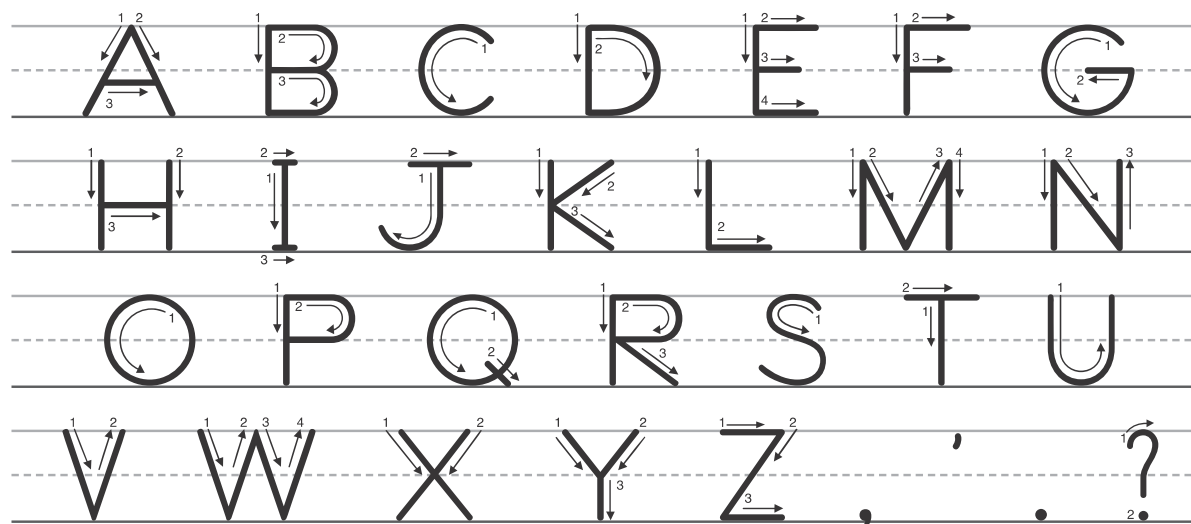
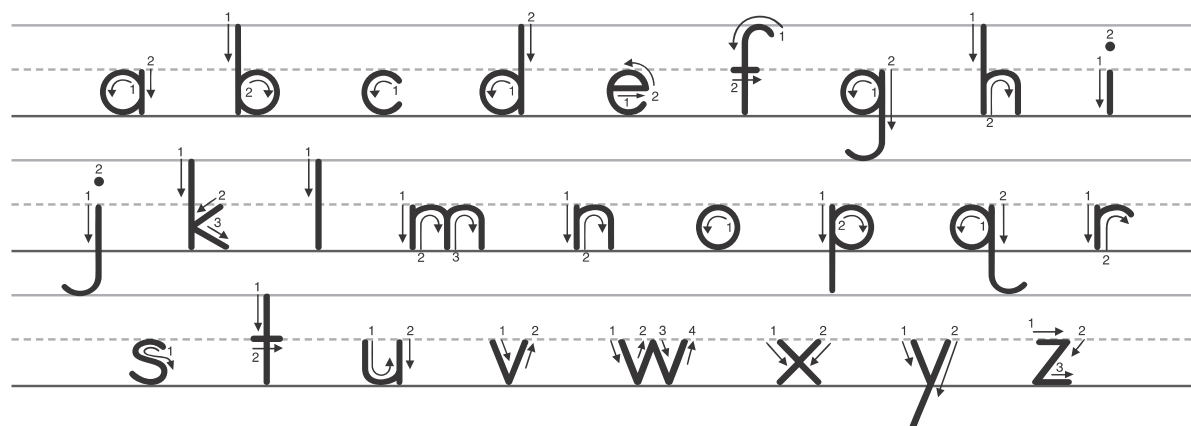
Vv

volcano (vol KAY noh) A **volcano** is an opening in the Earth's crust through which steam, ashes, and lava are sometimes forced out. **NOUN**

volunteers (vol uhn TIRZ) **Volunteers** are people who do jobs without getting paid. **NOUN**

Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

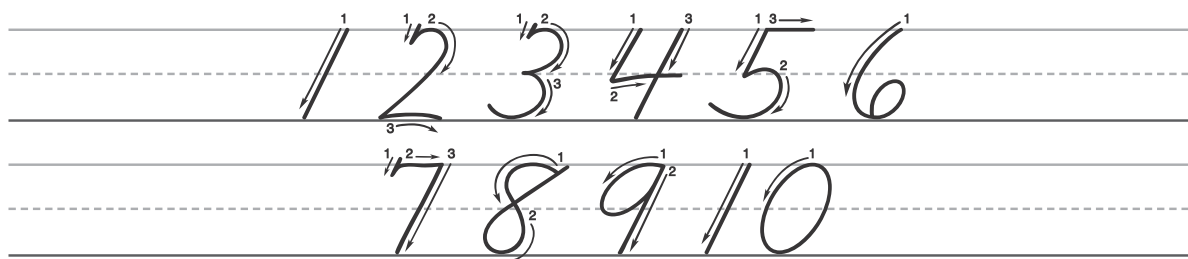
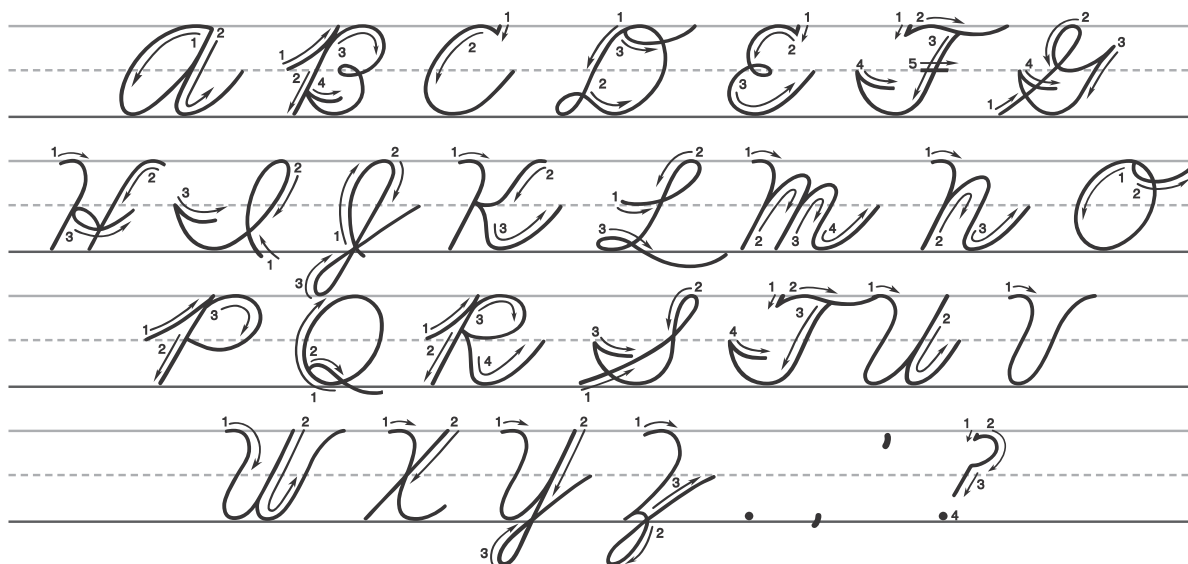
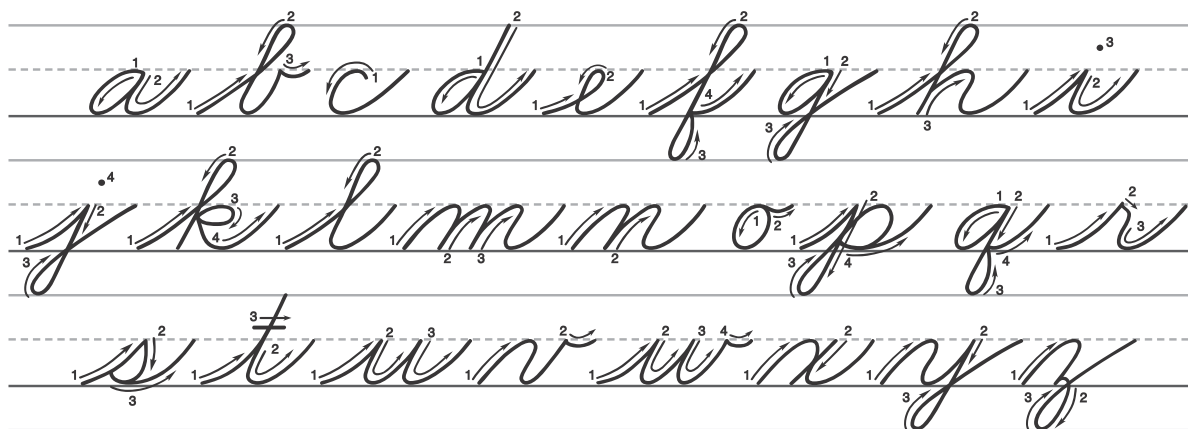
a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Handwriting Model

Cursive



Handwriting Model

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

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16–17 Ian Joven; **23, 57, 99, 101, 143, 145, 179** Ken Bowser; **25–37** Arnold Lobel; **59–81** Andrea Arroyo; **94–95** Rob McClurkan; **103–115** Meg Hunt; **117–125** Sophie Diao; **138–139** René Milot; **147–159** Len Ebert; **181–201** Christine M. Schneider; **243, 285, 327, 371, 415** Ken Bowser; **245–265** Marjorie Priceman; **287–307** Julie Paschkis; **329–351** Barbara Lambase; **373–395** Elizabeth Zunon; **453** Rob Schuster; **471, 503, 511** Nancy Poydar; **473, 513, 555, 593, 635** Ken Bowser; **553** Laura Zarrin; **557–573** Iole Rosa; **586** Jun Park; **595–615** Steve Jenkins; **642–644, 648** Rob Schuster

TEXT COMPLEXITY CHARTS

Introducing Landforms

By Bobbie Kalman and
Kelley MacAulay
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.
The **Qualitative Measures** suggest that students might need additional support with

- Language: Terms that name landforms
- Knowledge Demands: Different types of landforms

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 520L

Average Sentence Length: 8.241

Word Frequency: 3.411

Word Count: 1,302

Complexity Level

Author's Purpose



Simple

Very Complex

Text Structure



Simple

Very Complex

Language Conventinality and Clarity



Simple

Very Complex

Knowledge Demands



Simple

Very Complex

Qualitative Measures

The author's overall purpose is **easy to identify** because the title and the first page show that the author is informing readers about landforms. Connections between sections and the main topic are made clear by the use of headings.

This informational text has a **description text structure**, and connections between sections and the main topic are made clear by the use of headings, which **help readers navigate the text**. **Graphics** such as maps and labeled photos **support and assist readers in understanding the text**.

The sentences are **mostly simple** in construction, and the language is mostly straightforward. There is a high density of **domain-specific terms**, and although these are often defined in the text, the number of new terms may be challenging for students.

The text relies on **common practical knowledge and some discipline-specific content knowledge**. Students may need support connecting familiar landforms they know from their own experience to those that are unfamiliar.

Reader and Task Considerations

English Language Learners

Knowledge Demands Introduce the term *landforms* as defined in the text: "different shapes of land." Then use a **web graphic organizer** to help students think about words they already know to describe the shapes land can be. Have students look outside and use drawings, gestures, and words to describe the shape of the land they see. Record their ideas in the web.

Intervention

Language Preteach the names of common landforms, such as *mountain, valley, and island*.

- Have students draw pictures on index cards to show each kind of landform.
- On the other side of each card, have students write a short caption to describe what they drew.
- After reading, have students add cards to their "deck."

On Level/Advanced

Structure Say: *What is a landform? Look through the text and notice the photos, captions, and labels. Write your own definition of landform.*

- Have partners work together.
- Ask pairs to share their definitions.
- After students read, have them evaluate and refine their definitions.

from *How Water Shapes the Earth*
By Jared Siemens
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Terms for features of Earth’s surface
- Knowledge Demands: How water changes Earth by wearing away and building up the land

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 710L Average Sentence Length: 9.64 Word Frequency: 3.386 Word Count: 241

Complexity Level	Qualitative Measures
<p>Author’s Purpose</p> <p>Simple Very Complex</p>	<p>The author’s purpose is concrete and narrowly focused on how moving water shapes Earth, as the title makes clear. Students should have little difficulty determining the purpose of this informational text.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The informational text has a description text structure that is made obvious by the use of questions as headings followed by a simple and clearly stated answer. The photographs are simple and support readers in understanding the text. Headings help the reader navigate but are not essential to understanding.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>The language is literal, straightforward, and easy to understand, and sentences are mainly simple. The vocabulary is familiar, conversational, and contemporary. Students may need support in understanding the terms for the landforms and bodies of water mentioned in the text (<i>cliff, coastline, valley, canyon, river, waterfall</i>).</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>Subject matter relies on common practical knowledge and some discipline-specific content knowledge of landforms and features of Earth’s surface. Students may also find it useful to understand the processes (erosion, weathering) that shape the land. There are no references to other texts.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Use photos to preteach the terms <i>cliff, coastline, valley, canyon, river, and waterfall</i>. Guide students to sort these words into the categories <i>Land</i> and <i>Water</i> in a T-chart.</p>	<p>Knowledge Demands Use a KWL chart to determine what students know and want to know about how water changes Earth. You may also want to do the following:</p> <ul style="list-style-type: none"> • Explore online media to build background for ways water wears away and builds up Earth’s surface. • Have students draw ways water shapes Earth’s surface, using details from the text. 	<p>Structure Explain that water changes Earth in many ways.</p> <ul style="list-style-type: none"> • Have students research ways that water impacts Earth. • Have students draw pictures of the ways that water changes Earth and share them with the class.

TEXT COMPLEXITY CHARTS

from *How Earthquakes Shape the Earth*
By Aaron Carr and Megan Cuthbert
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Understanding cause and effect through questions
- Knowledge Demands: Effects of earthquakes

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **530L**

Average Sentence Length: **8.00**

Word Frequency: **3.373**

Word Count: **128**

Complexity Level

Qualitative Measures

Author's Purpose



Simple

Very Complex

The author's purpose is **concrete and narrowly focused** on how earthquakes shape Earth, as the title makes clear. Students should have little difficulty determining the purpose of this informational text.

Text Structure



Simple

Very Complex

The informational text has a **descriptive text structure** that explains how earthquakes are formed, using questions as headings followed by **simple and clearly stated** answers. The photographs are **simple and support readers** in understanding the text.

Language Conventinality and Clarity



Simple

Very Complex

The language is **literal, straightforward, and easy to understand**, and sentences are mainly **simple**. The vocabulary is **familiar, conversational, and contemporary**. “What” and “how” questions help guide students through the causes and effects of earthquakes.

Knowledge Demands



Simple

Very Complex

Subject matter relies on **everyday, practical knowledge** and includes a **concrete** explanation of the effects of earthquakes. There are no references to other texts; however, students may benefit from prior knowledge or experience of earthquakes.

Reader and Task Considerations

English Language Learners

Language List on the board terms used in the book to show cause-and-effect relationships, such as *cause, caused, made, and make*. Give examples of how each is used. Then, have students use **sentence frames** to use the words correctly:

- Rain causes _____.
- A storm can make _____.
- The loud noise made my dog _____.
- The sun caused my skin to _____.

Intervention

Knowledge Demands Use an **anticipation guide** to assess students' prior knowledge about earthquakes. Hold up the book and ask students whether they agree or disagree with these statements:

- Earthquakes can be dangerous.
- Earthquakes can cause floods.
- Earthquakes can be predicted.

On Level/Advanced

Structure Say: *Preview the book by reading the headings and looking at the photos. If you were going to add one photo or section to the book, what would you choose?*

- Have students think of one idea and discuss it with a partner.
- Have pairs share aloud their ideas. Make a list on the board.

Where Do They Go in Rain or Snow?

By Melissa Stewart
Genre: Drama





Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Elements of drama
- Meaning: Texts that have more than one purpose

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Qualitative Measures
<p>Levels of Meaning</p>  <p>Simple Very Complex</p>	<p>This drama has an implied but easily identified purpose of using animal characters to tell where animals that live in different environments go when it rains and snows. It introduces the idea that different animals live in different kinds of environments.</p>
<p>Text Structure</p>  <p>Simple Very Complex</p>	<p>The drama includes features of a drama that may be unfamiliar, such as a narrator, a chorus, character names with colons, and stage directions. Illustrations show the animals who speak the lines and the landscape of the environment in which they live.</p>
<p>Language Conventionality and Clarity</p>  <p>Simple Very Complex</p>	<p>The sentences are simple and the vocabulary is mostly familiar and conversational; students may need support using context to understand some unfamiliar terms, such as <i>exoskeleton</i> and <i>routine</i>. Some words used are sounds the animals make or sound effects.</p>
<p>Knowledge Demands</p>  <p>Simple Very Complex</p>	<p>Subject matter includes simple, concrete ideas that students will relate to, such as being out in wet weather, as it clearly teaches about different animals and their habitats. There are no references to other texts.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Structure Review the structure of the drama before students read it. Point out how the lines show the speaker's role and the words they say. Explain that a <i>chorus</i> often introduces a new scene and a <i>narrator</i> gives information about what is happening and what characters are doing.</p> <ul style="list-style-type: none"> • Read a few lines chorally with students. • Then, have them practice reading with a partner. 	<p>Meaning Point out that sometimes a text informs about a topic using an entertaining, or fun, format, like a short play or story. Focus on paragraphs 36 and 37.</p> <ul style="list-style-type: none"> • Read the paragraphs aloud. • Have students compare the character of Sparrow and the character Duck. Ask: <i>How does each character react to the rain?</i> • Then, ask students to tell one science fact they learned. 	<p>Knowledge Demands Say: <i>Preview the animals in the drama by looking at the pictures. What do you know about these animals? What do you think they like to do in the rain and in the snow?</i></p> <ul style="list-style-type: none"> • Have students choose two animals and share their ideas with a partner about what these animals like to do. • Have pairs revisit their ideas after reading. Were their predictions correct?

“Volcano Wakes Up!”

By Lisa Westberg Peters

Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Connecting different poems to a common topic or theme
- Text Structure: Determining the speaker of each poem

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level

Levels of Meaning



Text Structure



Language Conventinality and Clarity



Knowledge Demands



Qualitative Measures

This collection of poems includes speakers with various points of view, connected by one event—a volcanic eruption. There are **multiple levels of meaning that are difficult to separate and interpret**. Finding a cohesive **theme** depends on the multitude of voices all adding their own perspective on the event.

The collection presents poems from **several points of view**. Some points of view are repeated, while others are not. Each speaker has a different personality and style, and each poem makes use of different poetic devices. Students will need to consider the structure of each poem apart from the structure of the overall narrative, which is **chronological**.

The language used varies from poem to poem but is overall **dense and complex**. Figurative language is used frequently, and unusual juxtapositions—particularly when street sign language is used to create lines of poetry—add complexity. Vocabulary includes some informal language and spelling: *I M at the AllUCanEat, AllNt, HotLavaBBQ!*

Poems include themes of **varying levels of complexity**. The experience of being near a volcano is likely to be **uncommon to most readers**. Students may benefit from prior knowledge of volcanic activity and eruptions.

Reader and Task Considerations

English Language Learners

Structure Walk through the text before reading to preview the structure. Read aloud the title of each poem and identify the speaker, noting that in the poems, objects that are not alive still speak. Have students describe what they see in each picture, using **sentence frames**:

- I see _____.
- This picture shows _____.
- Many of the pictures show _____.

Intervention

Meaning Explain that in this set of poems, many different speakers are all talking about a volcanic eruption. Help students begin thinking about the speakers’ perspectives. **Ask:**

- **How might a cricket or a plant feel about a volcanic eruption?**
- **Does a volcanic eruption affect the sun or the moon?**
- **How might a volcanic eruption change the land around it?**

On Level/Advanced

Language Have students preview the poems spoken by the small black road. **Ask: What do you notice about the lines of these poems? Why are some of the words in orange?**

- Have students discuss their ideas with a partner.
- Show students photos of several common street signs. Have partners use the words on the signs to make up their own sentences.

Rocks!

By Christopher Cheng
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language and imagery
- Author’s Purpose: Linking graphic features to main ideas in the text

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **560L** Average Sentence Length: **8.319** Word Frequency: **3.407** Word Count: **990**

Complexity Level	Qualitative Measures
<p>Author’s Purpose</p> <p>Simple Very Complex</p>	<p>The author’s overall purpose is easy to identify because the title and first paragraph clearly show that the author is informing readers about rocks. However, students may need support in understanding the author’s purpose for including the variety of text features and connecting these to main ideas.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>This informational text has a description text structure. Within some sections, the text gives steps in a process in sequential order. Numerous and diverse text and graphic features such as cross-section, process, and cycle diagrams are mostly supplementary to understanding the text.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>The sentences are mostly simple in construction, and the language is mostly straightforward, with a few uses of figurative language (<i>It’s like the heat is cooking the rock</i>) and imagery. The domain-specific vocabulary is often defined in the text, but the number of science terms may prove challenging.</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>The text includes a lot of discipline-specific content knowledge. Students will require background knowledge of the study of rock and other unfamiliar concepts—geology, biology, history (ancient Egypt), and modern architecture. Students will also need support with vocabulary (<i>minerals, igneous, sedimentary, magma</i>).</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Discuss these examples of figurative language and imagery: <i>Rocks can be as small as a grain of sand or taller than a skyscraper. It’s like the heat is cooking the rock.</i></p> <p>Use sentence frames to help students explain the meaning of each sentence:</p> <ul style="list-style-type: none"> • Rocks can be different _____. Some are very _____, and some are very _____. • Rocks change when they get hot, like eggs change when you _____ them. 	<p>Purpose Use the rock cycle diagram on page 641 to model thinking about what a diagram shows. Discuss what the arrows show and how the labels clarify the meaning. Read the pertinent text to show how the diagram connects to the main text.</p> <ul style="list-style-type: none"> • Have partners examine another diagram from the text. • Have each pair give a short explanation of what their diagram shows and how it connects. 	<p>Knowledge Demands Say: <i>Where can you find rocks? Look through the book and notice the photos, illustrations, and diagrams. Make a list of where you can find rocks.</i></p> <ul style="list-style-type: none"> • Have partners list as many places as possible where they can find rocks. • Ask pairs to share their lists. Count up all the different places. • Add to the list as students read the text.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
VOCABULARY ACQUISITION							
High-Frequency Words							
Identify and read high-frequency (sight) words	•	•	•	•	•	•	
Word Study							
Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•					
Alphabetize words to the third letter			•	•			
Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•	
Understand synonyms and antonyms			•	•	•	•	
Identify and understand the meaning of common prefixes	•	•	•	•	•	•	
Identify and understand the meaning of common suffixes	•	•	•	•	•	•	
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•	
Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•	
Learn and understand common abbreviations			•	•			
Identify and learn about compound words			•	•			
Identify and learn homographs and homophones	•	•	•	•	•		
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•	
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•	
Learn about word origins and word histories						•	
Understand adages and proverbs						•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•	
Edit drafts for the conventions of standard English	•	•	•	•	•	•	
Publish written work for audiences	•	•	•	•	•	•	
Genre Immersion: Modes and Products							
Write in a variety of modes							
• Informative or explanatory	•	•	•	•	•	•	
• Narrative	•	•	•	•	•	•	
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•	



Academic vocabulary

integrate/integration, **U1**:T60, T68, T74, T124, T132, T138, T188, T196, T202, T244, T258, T306, T314, T320; **U2**:T62, T70, T73, T122, T130, T136, T192, T200, T206, T262, T270, T276, T324, T332, T338; **U3**:T56, T64, T70, T126, T134, T140, T196, T204, T210, T256, T264, T270, T324, T332, T338; **U4**:T64, T72, T78, T132, T140, T146, T202, T210, T216, T272, T280, T286, T334, T342, T348; **U5**:T62, T70, T76, T130, T144, T194, T202, T208, T262, T270, T276, T324, T332, T338

language of ideas, **U1**:T20, T84, T148, T212, T268; **U2**:T20, T86, T146, T216, T286; **U3**:T20, T80, T150, T220, T280; **U4**:T20, T88, T156, T226, T296; **U5**:T173, T86, T138, T154, T218, T286

oral language, **U1**:T274

synonyms, **U1**:T90, T100

use/using academic vocabulary, **U1**:T466; **U2**:T484; **U3**:T484; **U4**:T494; **U5**:T484

Word Wall, **U1**:T12; **U2**:T16; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies, context clues

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U4:T40, T53, T369, T373, T377, T458

comparative, **U4**:T393, T397, T401, T405

descriptive, **U3**:T428–T429, T432–T433

superlative, **U4**:T393, T397, T401, T405

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U3:T302, T315, T455, T459, T463, T467; **U4**:T40, T53, T365, T369, T373, T377, T381, T458–T459; **U5**:T424–T425

Affixes. See Word Work, prefixes; Word Work, suffixes

Agreement, subject-verb, U2:T424–T425, T452–T453
U3:T245, T431, T435, T439, T443

Alliteration. See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

Analyzing. See Higher-order thinking skills

Anchor chart, U1:T24, T88, T152, T272; **U2**:T24, T90, T150, T220, T290; **U3**:T24, T84, T154, T224, T284; **U4**:T24, T92, T160, T230, T300; **U5**:T24, T90, T158, T222, T290

Answering questions. See Questioning

Antonyms, U3:T86–T87, T109, T112, T115; **U4**:T94–T95, T118

Apostrophe, U1:T406–T407, T410–T411

Appreciating literature. See Literary response, Reflect and Share

Asking questions. See Questioning

Assess and Differentiate

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Quick Check, **U1**:T25, T33, T53, T61, T69, T75, T97, T89, T117, T125, T133, T139, T161, T153, T181, T189, T197, T203, T225, T217, T237, T245, T253, T259, T281, T273, T299, T307, T316, T321, T457; **U2**:T25, T33, T55, T63, T71, T77, T87, T91, T115, T123, T131, T137, T159, T151, T185, T193, T201, T207, T229, T221, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T163, T155, T189, T197, T205, T211, T225, T233, T249, T257, T265, T271, T285, T293, T317, T325, T333, T339, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T169, T161, T195, T203, T211, T217, T239, T231, T265, T273, T281, T287, T301, T327, T335, T343, T349, T485; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475

Small Group, **U1**:T28–T31, T54–T57, T64–T65, T70–T71, T76–T77, T92–T95, T118–T121, T128–T129, T134–T135, T140–T141, T156–T159, T182–T185, T192–T193, T198–T199, T204–T205, T220–T223, T238–T241, T248–T249, T254–T255, T260–T261, T276–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T116–T119, T126–T127, T132–T133, T138–T139, T154–T157, T186–T189, T196–T197, T202–T203, T208–T209, T224–T227, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T28–T31, T50–T53, T60–T61, T66–T67, T72–T73, T88–T91, T120–T123, T130–T131, T136–T137, T142–T143, T158–T161, T190–T193, T200–T201, T206–T207, T212–T213, T228–T231, T250–T253, T260–T261, T266–T267, T272–T273, T288–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T28–T31, T58–T61, T68–T69, T74–T75, T80–T81, T96–T99, T126–T129, T136–T137, T142–T143, T148–T149, T164–T167, T196–T199, T206–T207, T212–T213, T218–T219, T234–T237, T266–T269, T276–T277, T282–T283, T288–T289, T304–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T499; **U5**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T124–T127, T134–T135, T140–T141, T146–T147,

T162–T165, T188–T191, T198–T199, T204–T205, T210–T211, T226–T229, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479

Independent/Collaborative, **U2**:T79, T127

Book Club, **U1**:T31, T77, T95, T141, T159, T205, T223, T261, T279, T323; **U2**:T31, T79, T97, T139, T157, T209, T227, T279, T297, T341; **U3**:T31, T73, T91, T143, T161, T213, T231, T273, T291, T341; **U4**:T31, T81, T99, T149, T167, T219, T237, T289, T307, T351; **U5**:T31, T79, T97, T147, T165, T211, T229, T279, T297, T341

Center Activities, **U3**:T121

Conferring, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Decodable Reader, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

High-Frequency Words, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Independent Reading, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T305, T331,

T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T355, T341

Leveled Readers, **U1**:T29, T31, T57, T65, T71, T77, T93, T95, T121, T129, T135, T141, T157, T159, T185, T193, T199, T205, T221, T223, T241, T249, T255, T261, T277, T279, T303, T311, T317, T323; **U2**:T29, T31, T59, T67, T73, T79, T95, T97, T119, T127, T133, T139, T155, T157, T189, T197, T203, T209, T225, T227, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T29, T31, T61, T69, T75, T81, T97, T99, T129, T137, T143, T149, T165, T167, T199, T207, T213, T219, T235, T236, T269, T277, T283, T289, T305, T307, T331, T389, T339, T351; **U5**:T29, T31, T59, T67, T73, T79, T95, T97, T127, T135, T141, T147, T163, T165, T191, T199, T205, T211, T227, T229, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341

Literacy Activities, **U1**:T23, T53, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T59, T69, T73, T77, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T326, T277, T283, T289, T307, T331, T387, T391, T395; **U5**:T31, T59, T67, T73, T79, T115, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Word Work Activity, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T191, T251, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Teacher-Led Options, **U1**:T30–T31, T54–T57, T64–T65, T70–T71, T76–T77, T94–T95, T118–T121, T128–T129, T134–T135, T140–T141, T158–T159, T182–T185, T192–T193, T198–T199, T204–T205, T222–T223, T238–T241, T248–T249, T254–T255, T260–T261, T278–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T116–T119, T126–T127, T132–T133, T138–T139, T156–T157, T186–T189, T196–T197, T202–T203,

T208–T209, T226–T227, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T30–T31, T50–T53, T60–T61, T66–T67, T72–T73, T90–T91, T120–T123, T130–T131, T136–T137, T142–T143, T160–T161, T190–T193, T200–T201, T206–T207, T212–T213, T230–T231, T250–T253, T260–T261, T266–T267, T272–T273, T290–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T30–T31, T58–T61, T68–T69, T74–T75, T80–T81, T98–T99, T126–T127, T136–T137, T142–T143, T148–T149, T166–T167, T196–T199, T206–T207, T212–T213, T218–T219, T236–T237, T366–T369, T276–T277, T282–T283, T288–T289, T306–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T489; **U5**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T124–T127, T134–T135, T140–T141, T146–T147, T164–T165, T188–T191, T198–T199, T204–T205, T210–T211, T228–T229, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T319, T328–T329, T334–T335, T340–T341, T478–T479

Fluency, **U1**:T54, T56, T64, T70, T118, T120, T128, T134, T182, T184, T192, T198, T238, T240, T248, T254, T300, T302, T310, T316, T460; **U2**:T56, T58, T66, T72, T116, T118, T126, T132, T186, T188, T196, T202, T256, T258, T266, T272, T318, T320, T328, T334, T478; **U3**:T50, T52, T60, T66, T120, T122, T130, T136, T190, T192, T200, T206, T250, T252, T260, T266, T318, T320, T328, T334, T478; **U4**:T58, T60, T68, T72, T126, T128, T136, T142, T196, T198, T206, T212, T266, T268, T276, T282, T228, T330, T338, T344; **U5**:T56, T58, T66, T72, T124, T126, T134, T140, T188, T190, T198, T204, T256, T258, T266, T272, T318, T320, T328, T334

Intervention Activity, **U1**:T30, T54, T56, T64, T70, T76, T94, T118, T120, T128, T134, T140, T158, T182, T184, T192, T198, T204, T222, T238, T240, T248, T254, T260, T278, T300, T302, T310, T316, T322, T460; **U2**:T30, T56, T58, T66, T72, T78, T96, T116, T118, T126, T132, T138, T156, T186, T188, T196, T202, T208, T226, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340 T478; **U3**:T30, T50, T52, T60, T66, T72, T90, T120, T122, T130, T136, T142, T160, T190, T192, T200, T206, T212, T220, T250, T252, T260, T266, T272, T290, T318, T320, T328, T334, T340, T478; **U4**:T30, T58, T60, T68, T74, T80, T98, T126, T128, T136, T142, T148, T166, T196, T198, T206, T212, T218, T236, T266, T268, T276, T282, T288, T306, T328, T330, T338, T344, T350, T488; **U5**:T30, T56, T58, T66, T72, T78, T96, T124, T126, T134, T140, T146, T164, T188, T190, T198, T204, T210, T228, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340, T478

On-Level and Advanced, **U1**:T30, T76, T94, T140, T158, T204, T222, T260, T278, T322; **U2**:T30, T78, T96, T138, T156, T208, T226, T278, T296, T340; **U3**:T30, T72, T90, T142, T160, T212, T230, T272, T290, T340; **U4**:T30, T80, T98, T148, T166, T218, T236, T288, T306, T350; **U5**:T30, T78, T96, T146, T164, T210, T228, T278, T296, T340

Strategy Group, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T382, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340

ELL Targeted Support, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T282, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340. *See also* ELL (English Language Learners)

Word Work Strategy Group, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478

ELL Targeted Support, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Assessment

formative, **U1**:T25, T33, T53, T61, T69, T75, T89, T97, T117, T125, T133, T139, T153, T161, T181, T189, T197, T203, T217, T225, T237, T245, T253, T259, T273, T281, T299, T307, T315, T321, T332, T356, T380, T404, T428, T457; **U2**:T25, T33, T55, T63, T71, T77, T91, T99, T115, T123, T131, T137, T151, T159, T185, T193, T201, T207, T221, T229, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T155, T163, T189, T197, T205, T211, T233, T249, T255, T257, T265, T271, T285, T293, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T161, T169, T195, T203, T211, T217, T231, T239, T265, T273, T281, T287, T301, T309, T327, T335, T343, T349, T360, T384, T408, T485, T432; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475

performance-based, **U1**:T327; **U2**:T345; **U3**:T345; **U4**:T355; **U5**:T345

scoring guide/rubric, **U1**:T453; **U2**:T471; **U3**:T471; **U4**:T481; **U5**:T471

spelling, **U1**:T352, T376, T400, T424, T448, T459; **U2**:T370, T394, T418, T442, T466, T477; **U3**:T370, T394, T418, T442, T466, T477; **U4**:T380, T404, T428, T452, T476, T487; **U5**:T370, T394, T418, T442, T466, T477

writing, **U1**:T446–T447; **U2**:T464–T465; **U3**:T464–T465; **U4**:T474–T475; **U5**:T464–T465. See also Writing rubrics

Audience. See Literary devices/terms, audience

Author's craft, **U3**:T100

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correct information, **U5**:T180
descriptive language, **U2**:T109, T124–T125, T170, T246; **U3**:T39, T46; **U4**:T105, T134–T135, T188, T252, T255; **U5**:T42, T302, T326–T327
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U3:T31, T73, T91, T143, T161, T213, T231, T273, T291,
 T341, T496–T513; **U4**:T31, T81, T99, T149, T167, T219,
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U4:T29, T78–T79, T96, T146–T147, T165, T216–T217,
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See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

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U4:T502–T503; **U5**:T492–T493
 interview, **U1**:T470–T471
 key word search online, **U3**:T488–T489
 navigating web sites, **U4**:T498–T499
 peer review, **U4**:T502
 review/revise topic, **U1**:T474–T475; **U2**:T492–T493;
U3:T492–T493; **U4**:T502–T503; **U5**:T492–T493
 take notes, **U5**:T488
 See also Graphic organizers; Graphic sources; Parts of a book;
 Reference sources

Response to literature. See Connections; Literary
 response

Rhyme. See Literary devices/terms, rhyme; Sound devices
 and poetic elements, rhyme

Routines. See Teaching strategies, routines
Rubric. See Assessment, scoring guide/rubric; Writing
 rubrics; Writing Workshop



SavvasRealize.com. Go to SavvasRealize.com to access
 Realize Reader and all other digital content.

Science activities. See Cross-Curricular Perspectives,
 science; uEngineer It!

Science in reading, U2:T471; **U3**:T471. See also
 CrossCurricular Perspectives, science; uEngineer It!

Self-selected text, U1:T11, T31, T57, T65, T71, T77, T95,
 T121, T129, T135, T159, T185, T193, T199, T205, T223,
 T241, T249, T255, T261, T279, T303, T311, T317, T323;
U2:T11, T31, T59, T67, T73, T79, T97, T119, T127, T133,
 T139, T157, T189, T197, T203, T209, T227, T259, T267,
 T273, T279, T297, T321, T329, T335, T341; **U3**:T11, T31,
 T53, T61, T67, T73, T91, T123, T131, T137, T143, T161,
 T193, T201, T207, T213, T231, T253, T261, T267, T273,
 T291, T321, T329, T335, T341; **U4**:T11, T31, T61, T69,
 T75, T81, T99, T129, T137, T143, T149, T167, T199, T207,
 T213, T219, T236, T269, T277, T283, T289, T307, T331,
 T339, T345, T351; **U5**:T11, T31, T59, T73, T79, T97, T127,
 T135, T141, T144, T165, T191, T199, T205, T211, T231,
 T259, T267, T273, T279, T297, T321, T329, T335, T341

Sensory details. See Literary devices/terms, sensory details

Sentences
 exclamatory, **U5**:T53
 parts of
 predicate, **U1**:T101, T365, T369, T373, T377
 compound, **U4**:T446–T447, T450; **U5**:T240, T431, T435,
 T439, T443
 subject, **U1**:T101, T365, T369, T373, T377; **U5**:T431, T435,
 T439, T443
 compound, **U4**:T446–T447, T450; **U5**:T240
 subject-verb agreement, **U2**:T424–T425, T452–T453;
U3:T245, T431, T435, T439, T443

punctuation
 commas, **U5**:T177, T407, T411, T415, T419
 end, **U1**:T413, T417, T421, T425, T406–T407, T410–T411
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 compound, **U1**:T166, T171, T389, T393, T397, T401
 length, **U2**:T194–T195; **U3**:T184
 simple, **U1**:T341, T345, T349, T353

Sequence, U1:T126–T127; **U3**:T181; **U4**:T401–T411. See
 also Listening, listening comprehension

Setting, **U1**:T28, T37, T41, T47, T50, T60–T61; **U2**:T154, T162, T164, T166, T170, T176, T180, T192–T193;
U4:T370–T371, T382–T384 . See also Listening, listening comprehension; Literary devices/terms, setting

Shared Read, **U1**:T34–T53, T98–T117, T162–T181, T226–T237, T282–T299; **U2**:T34–T55, T100–T115, T160–T185, T230–T255, T300–T317; **U3**:T34–T49, T94–T119, T164–T189, T234–T249, T294–T317; **U4**:T28–T31, T34–T57, T102–T125, T170–T195, T240–T265, T310–T327; **U5**:T34–T55, T100–T123, T168–T187, T232–T255, T300–T317

Small Group. See Assess and Differentiate, Small Group

Social studies activities. See Cross-Curricular Perspectives, social studies

Social studies in reading, **U1**:T453; **U4**:T481. See also Cross-Curricular Perspectives, social studies

Sound devices and poetic elements, **U3**:T166
alliteration, **U3**:T404–T405, T408–T409; **U4**:T180
beat, **U5**:T252

imagery, **U3**:T376–T377; **U5**:T246

onomatopoeia, **U2**:T250; **U5**:T172

rhyme, **U1**:T138–T139, T182–T183; **U3**:T169

sensory details, **U1**:T50; **U3**:T107, T180, T305, T380–T381, T384–T385

Sources. See Interact with Sources; Reference sources; Technology

Sources, Interact with. See Interact with Sources

Speaker's viewpoint. See Literary devices/terms, point of view

Speaking. See Listening, listening comprehension

Speaking, ask and answer questions, **U1**:T101, T113, T115, T132–T133; **U2**:T29, T39, T45, T53, T70–T71;
U4:T29, T39, T45, T50, T53, T72–T73

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abbreviations, **U5**:T454, T458, T462, T466

phonics, connection to

closed syllables VC/V, **U4**:T62–T63, T368, T372, T376, T380

compound words, **U2**:T474–T477

consonant blends, **U1**:T384, T388, T392, T396, T400

consonant digraphs

final, **U1**:T408, T412, T416, T420, T424

initial, **U1**:T408, T412, T416, T420, T424

consonants, double, **U5**:T378, T382, T386, T390, T394

consonant trigraphs, **U1**:T408, T412, T416, T420, T424

endings

comparative, **U3**:T378, T382, T386, T390, T394

inflected, **U1**:T432, T436, T440, T444, T448

final stable syllables, consonant *-le*, *-tion*, *-sion*,
U5:T476–T477

homographs, **U5**:T354, T358, T362, T366, T370

/j/ spelled *g* or *dge*, **U3**:T474–T477, T480–T483

open syllables V/CV, **U4**:T388, T392, T396, T400, T404

prefixes, **U4**:T436, T440, T444, T448, T452

resources for, **U1**:T437, T441, T445, T449

/s/ spelled *c*, **U3**:T474–T477, T480–T483

syllable pattern VCCCV, **U5**:T426, T430, T434, T438, T442

syllable pattern VCCV, **U4**:T460, T464, T468, T472, T476

vowel teams, **U3**:T426, T430, T434, T438, T442, T450, T454, T458, T462, T466

vowels

long, **U1**:T360, T364, T368, T372, T376; **U2**:T378, T382, T386, T390, T394, T426, T430, T434, T438, T442,

T450, T454, T458, T462, T466; **U3**:T354, T358, T362, T366, T370

r-controlled, **U1**:T456–T457; **U3**:T402, T406, T410, T414, T418

short, **U1**:T336, T340, T344, T348, T352

spelled *aw*, *au*, *ough*, *al*, **U5**:T152–T153, T166–T167, T192–T193

words with *ar*, *or*, *ore*, *oar*, **U1**:T458–T459

words with *aw*, *au*, *ough*, *al*, **U5**:T402, T406, T410, T414, T418

words with *ie*, **U2**:T402, T406, T410, T414, T418

words with *kn*, *wr*, *gn*, *mb*, *lf*, **U4**:T486–T487

words with *-s*, *-es*, *-ed*, *-ing*, **U1**:T432, T436, T440, T444, T448

words with contractions, **U2**:T354, T358, T362, T366, T370

Word Work

compound words, **U2**:T474–T475

suffixes, **U4**:T412, T416, T420, T424, T428

words with *r*-controlled vowels, **U1**:T456–T457

Spiral review, **U1**:T72, T136, T200, T256, T318, T337, T348, T361, T372, T385, T396, T409, T420, T433, T444, T459, T464; **U2**:T74, T134, T204, T274, T336, T355, T366, T379, T390, T403, T414, T427, T438, T451, T462, T477, T482; **U3**:T355, T366, T379, T391, T403, T414, T427, T438, T451, T462, T477; **U4**:T365, T376, T389, T400, T413, T424, T437, T448, T461, T472, T487, T492; **U5**:T355, T366, T379, T390, T403, T414, T427, T438, T451, T462, T477, T482

Story elements. See *under* Literary devices/terms

Story map. See Graphic organizers, story map

Story structure. See Plot; Text structure

Strategies/skills

ask and answer questions, **U1**:T101, T113, T115, T132–T133; **U2**:T29, T39, T45, T53, T70–T71; **U4**:T29, T39, T45, T50, T53, T72–T73

compare and contrast stories, **U3**:T158, T171, T176, T183, T187, T196–T197

compare and contrast texts, **U5**:T94, T102, T107, T110, T114, T115, T130–T131

confirm or adjust predictions, **U2**:T103, T110; **U4**:T244, T250, T257; **U5**:T163, T172, T177, T180, T184, T202–T203

create new understandings, **U4**:T165, T173, T176, T182, T186, T188, T190, T210–T211; **U5**:T95, T104, T108, T116, T119, T138–T139

describe and understand characters, **U1**:T92, T105, T107, T110, T124–T125; **U2**:T224, T234, T238, T241, T242, T251, T262–T263

describe and understand plot elements, **U1**:T276, T285, T293, T295, T297, T306–T307

describe and understand setting, **U1**:T28, T37, T41, T47, T50, T60–T61

describe connections, **U5**:T28, T37, T40, T46, T52, T62–T63

determine key ideas, **U2**:T295, T303, T307, T312, T314, T332–T333; **U3**:T29, T37, T41, T45, T64–T65

determine theme, **U4**:T164, T175, T178, T192, T202–T203

discuss author’s purpose, **U3**:T88, T96, T99, T104, T111, T116, T126–T127, T228, T236, T245, T246, T256–T257

explain patterns and structures, **U1**:T220, T229, T231, T244–T245; **U5**:T226, T236, T240, T242, T253, T262–T263

find important details, **U4**:T235

identify elements of drama, **U5**:T162, T168, T174, T182, T194–T195

identify main idea, **U1**:T156, T164, T173, T174, T188–T189; **U5**:T294, T302, T310, T315, T324–T325

identify text structure, **U2**:T28, T40, T42, T43, T46, T49, T62–T63; **U4**:T28, T37, T41, T46, T48, T55, T64–T65, T234, T243, T248, T255, T260, T262, T272–T273

identify theme, **U3**:T28, T39, T42, T47, T56–T57

make and/or confirm predictions, **U1**:T277, T286, T289, T290, T314–T315; **U2**:T95, T94, T130–T131; **U4**:T280–T281

make connections, **U3**:T89, T100, T106, T108, T113, T114, T134–T135, T229, T241, T242, T264–T265; **U4**:T97, T108, T110, T118, T140–T141; **U5**:T227, T234, T238, T244, T249, T250, T270–T271

make inferences, **U2**:T225, T232, T237, T246, T248, T253, T270–T271; **U3**:T289, T298, T303, T305, T332–T333; **U5**:T295, T305, T309, T312, T328–T329

monitor comprehension, **U1**:T221, T235, T252–T253; **U4**:T305, T315, T318, T325, T342–T343; **U5**:T29, T38, T42, T44, T70–T71

text features, **U2**:T94, T106, T108, T110, T113

understand persuasive text, **U4**:T304, T312, T316, T320, T334–T335

understand setting and plot, **U2**:T154, T162, T164, T166, T170, T176, T180, T192–T193

understand text features, **U3**:T288, T297, T301, T308, T310, T314, T324–T325

use text evidence, **U1**:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

use text features, **U2**:T122–T123, T294, T304, T308, T310, T324–T325; **U4**:T96, T105, T112, T117, T119, T120, T132–T133

visualize, **U2**:T155, T168, T172, T179, T183, T200–T201; **U3**:T159, T166, T169, T180, T184, T204–T205

See also Unit Overview

Strategy Group. See Assess and Differentiate, Small Group, Teacher-Led Options, Strategy Group

Structures of informational text. See Informational text

Struggling readers. See Assess and Differentiate

Study strategies. See Graphic organizers; Graphic sources; Research/study skills

Style, author’s. See Literary response

Subject-verb agreement. See Agreement, subject-verb

Suffixes, U4:T154–T155, T168–T169, T200–T201, T412, T416, T420, T424, T428. See also Spelling, Word Work; Word Work

Syllables. See Phonics/decoding, common syllable patterns; Word Work, syllable patterns

Synonyms, U1:T90, T100; **U2**:T92–T93, T103; **U3**:T86–T87, T109, T112, T115; **U4**:T118; **U5**:T92–T93, T108, T116, T119. See also Vocabulary development, synonyms



Taking notes. See Note-taking; Research/study skills, take notes

Teaching strategies

Possible Teaching Point (Reading Workshop), **U1**:T31, T37–T40, T42–T44, T46, T48, T50, T57, T65, T71, T77, T95, T100, T101, T103, T105, T108, T114, T121, T129, T135, T141, T159, T166, T168, T169, T171, T172, T174, T176, T179, T185, T193, T199, T205, T223, T229, T230, T234, T235, T241, T249, T255, T261, T279, T284–T291, T295, T297, T303, T311, T317, T323; **U2**:T31, T38, T39, T41, T43, T45–T58, T51–T53, T59, T67, T73, T79, T97, T103, T105, T109, T111, T113, T119, T127, T133, T139, T157, T162, T167–T173, T175–T177, T180, T181, T183, T189, T197, T203, T209, T227, T234, T235, T238, T240, T241, T243, T244, T246, T247, T250–T253, T259, T267, T273, T279, T297, T302–T305, T307, T310, T313, T315, T321, T329, T335, T341; **U3**:T31, T37–T40, T42, T45–T47, T53, T61, T67, T73, T91, T97, T98, T100, T102, T104, T107, T109, T110, T112, T115, T123, T131, T137, T143, T161, T166–T169, T171–T173, T176, T177, T180–T185, T193, T201, T207, T213, T231, T237, T241–T246, T253, T261,

T267, T273, T291, T297–T302, T304, T305, T307, T309, T311, T312, T314, T315, T321, T329, T335, T341; **U4**:T31, T39, T40, T43, T45, T47–T51, T53–T55, T61, T69, T75, T81, T99, T105, T107, T109, T112, T114–T116, T118–T120, T129, T137, T143, T149, T167, T172–T175, T180, T182–T184, T187–T188, T191–T193, T199, T207, T213, T219, T236, T242–T247, T249, T251–T253, T255–T263, T269, T277, T283, T289, T307, T312, T314, T316–T317, T319–T322, T324–T325, T331, T339, T345, T351; **U5**:T31, T37, T39, T42–T46, T50–T54, T59, T73, T79, T97, T102, T106, T108, T115–T117, T119, T127, T135, T141, T147, T165, T171–T172, T174–T175, T177–T181, T183–T184, T191, T199, T205, T211, T231, T236–T238, T240–T241, T244–T245, T248, T250, T252–T253, T259, T267, T273, T279, T297, T302, T304–T308, T312, T314–T315, T321, T329, T335, T341

Possible Teaching Point (Writing Workshop), **U1**:T338, T342, T346, T364, T368, T372, T386, T390, T394, T410, T414, T418, T434, T438, T442; **U2**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U3**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U4**:T366, T370, T374, T390, T394, T398, T414, T418, T422, T438, T442, T446, T462, T466, T470; **U5**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460

routines

Book Club. See Book Club

read-aloud, **U1**:T22, T86, T150, T214, T270; **U2**:T22, T88, T148, T218, T288; **U3**:T22, T82, T152, T222, T282; **U4**:T22, T90, T158, T228, T298; **U5**:T22, T88, T156, T220, T288

See also Assessment; Writing Club

Technology, Internet, U4:T498–T499

Testing, formal and informal. See Assessment

Text, types. See Genres

Text Complexity Charts, U1:R2–R6; **U2**:R2–R6; **U3**:R2–R9; **U4**:R2–R6; **U5**:R2–R7

Text elements. See Text features

Text evidence, U1:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

Text features, U2:T94, T106, T108, T110, T113, T122–T123, T137–T138, T243, T294, T304, T308, T310, T324–T325; **U3**:T237, T288, T297, T301, T304, T308–T312, T314, T324–T325; **U4**:T96, T105, T112, T117, T119, T120, T132–T133; **U5**:T305

captions, **U2**:T122

font, **U2**:T122

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labels, **U2**:T122

See also Graphic sources; Parts of a book

Text structure, U1:T174, T286, T295; **U2**:T28, T40, T42, T43, T46, T49, T62–T63, T180, T287; **U4**:T28, T37, T41, T46, T48, T54, T64–T65, T234, T243, T248, T255, T260, T262, T272–T273; **U5**:T400

cause and effect, **U5**:T132–T133, T308

chronological, **U1**:T176; **U2**:T62–T63, T64–T65

fiction, **U1**:T382–T383, T385–T386

nonfiction, **U1**:T391–T391, T393–T394

parallel, **U1**:T103

poetry, **U5**:T264–T265

sequence, **U1**:T126–T127, T176; **U3**:T181; **U4**:T410–T411

story, **U3**:T128–T129

See also Text features

Theme, of literature. See Literary devices/terms, Theme

Theme, of unit. See Unit Overview

Think-aloud statements. Think-alouds and teacher modeling are demonstrated throughout weekly lessons as basic teaching strategies.

Thinking strategies. See Higher-order thinking skills

Time sequence. See Sequence

Types of literature. See Genres



uEngineer It!, U2:T471; **U5**:T471

Unfamiliar words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Unit goals. See Goals, unit

Unit Overview, U1:T2–T9; **U2**:T2–T9; **U3**:T2–T9; **U4**:T2–T9; **U5**:T2–T9

Usage. See Adjectives; Adverbs; Agreement, subject-verb; Contractions; Nouns; Prepositions; Pronouns; Sentences; Verbs



Venn diagram. See Graphic organizer, Venn diagram

Verbs

irregular, **U3**:T172, T177, T185, T407, T411, T415, T419

irregular past tense, **U3**:T168

tense

future, **U3**:T110, T383, T387, T391, T394, T436–T437, T440

irregular past, **U3**:T168
 past, **U3**:T98, T110, T383, T387, T391, T394, T436–T437, T440
 present, **U3**:T47, T359, T363, T367, T371, T436–T437, T440
 See also Agreement, subject-verb

Visualize. See Strategies/skills, visualize

Vocabulary development

antonyms, **U3**:T86–T87, T109, T112, T115; **U4**:T118, T94–T95
 compound words, **U2**:T474–T475
 description words, **U2**:T109, T124–T125, T170, T246; **U3**:T39, T46; **U4**:T105, T134–T135, T188, T252, T255; **U5**:T42
 high-frequency words, **U1**:T19, T33, T59, T73, T83, T97, T123, T137, T147, T161, T187, T201, T211, T225, T243, T257, T267, T281, T305, T319, T463; **U2**:T19, T33, T61, T75, T85, T99, T121, T135, T145, T159, T191, T205, T215, T229, T261, T275, T285, T299, T323, T337, T481, T483; **U3**:T19, T33, T55, T79, T93, T149, T163, T195, T219, T233, T255, T279, T293, T323, T481, T483; **U4**:T19, T33, T63, T87, T101, T155, T201, T225, T239, T271, T295, T309, T489, T493; **U5**:T19, T33, T85, T99, T153, T167, T217, T231, T285, T299, T481, T483
 preteach. See ELL (English Language Learners), Targeted support, preteach vocabulary
 preview, **U1**:T34, T98, T162, T226, T282; **U2**:T34, T100, T160, T230, T300; **U3**:T34, T94, T164, T178, T234, T294; **U4**:T34, T102, T170, T240, T310; **U5**:T34, T100, T112, T168, T232, T300
 selection vocabulary, **U1**:T28, T52–T53, T92, T116–T117, T156, T180–T181, T220, T236–T237, T276, T298–T299; **U2**:T28, T54–T55, T94, T114–T115, T154, T184–T185, T224, T254–T255, T294, T316–T316; **U3**:T28, T48, T88, T118–T119, T158, T188–T189, T228, T248–T249, T288, T316–T317; **U4**:T28, T56–T57, T96, T124–T125, T164, T194–T195, T234, T264–T265, T304, T326–T327; **U5**:T28, T54–T54, T94, T106–T107, T162, T186–T187, T226, T254–T255, T294, T316–T317
 synonyms, **U1**:T90
 See also Vocabulary skills/strategies

Vocabulary skills/strategies

academic vocabulary strategies, **U3**:T26–T27
 antonyms, **U3**:T86–T87, T109, T112, T115; **U4**:T94–T95, T118
 context clues, **U1**:T168, T172, T154–T155; **U2**:T152–T153, T162, T167, T169, T173, T176, T177, T181; **U3**:T156–T157, T173, T176, T182; **U4**:T162–T163, T172, T183, T187, T191; **U5**:T160–T161, T171, T175, T179, T181, T184
 oral language, **U1**:T12–T13, T285, T289, T274–T275; **U2**:T12–T13, T292–T293, T302, T305, T307, T313; **U3**:T12–T13, T297, T301, T307, T286–T287; **U4**:T12–T13,

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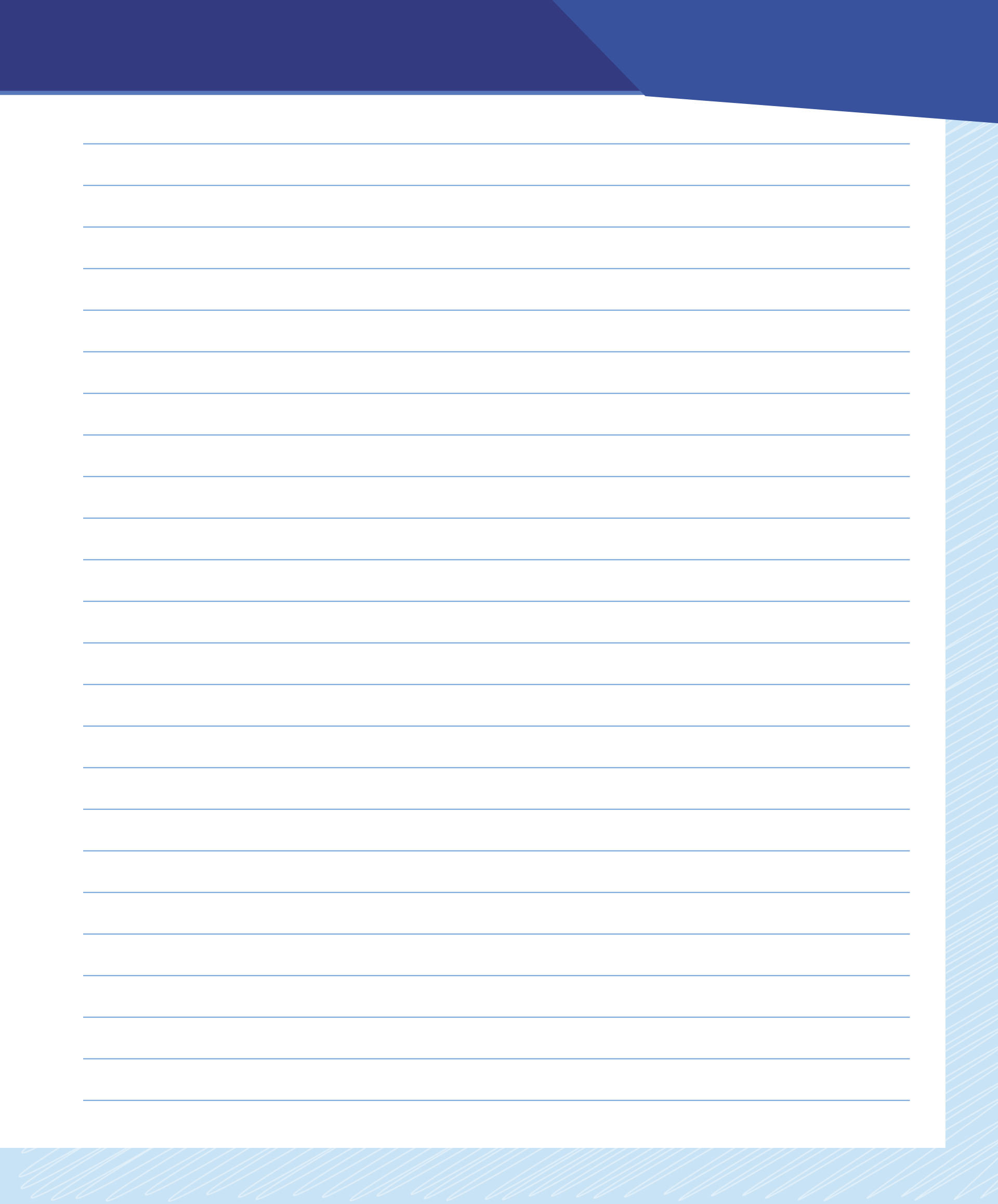
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