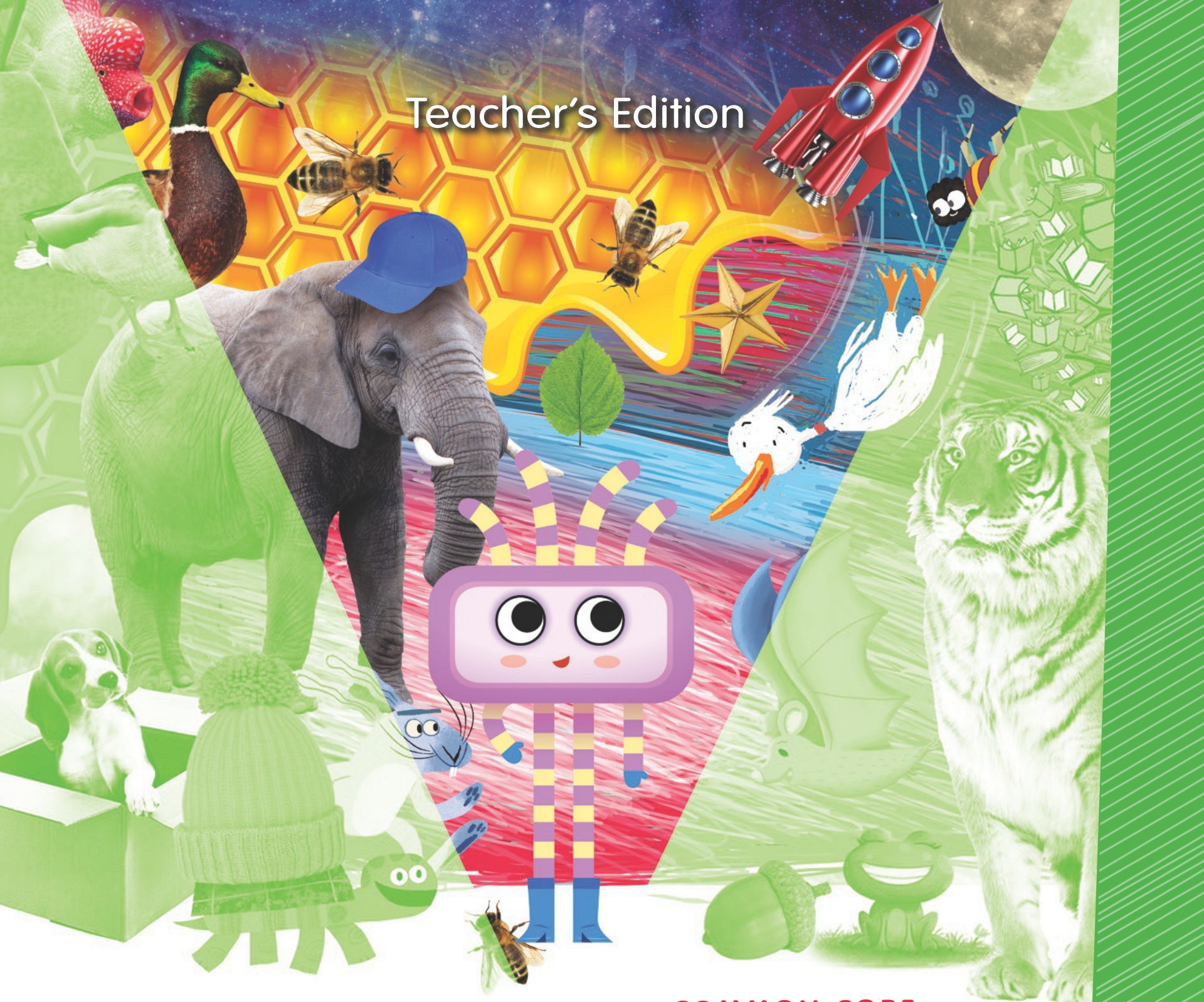


Teacher's Edition



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

K.3

SAVVAS



Teacher's Edition

COMMON CORE  
myView  
L I T E R A C Y

K.3



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*Literacy Coach and Regional Staff Developer Houston, Texas*



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





# Kindergarten Resources



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

## STUDENT RESOURCES

Whole Group



Student Interactive and Big Book Collection (5 Volumes Each)

Read **ALoud**

Mentor **STACK**



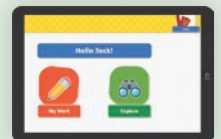
Trade Book Read Alouds



ABC Rhyme Time and Songs and Poems Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

Small Group & Independent

**BOOK CLUB**  
with Trade Books



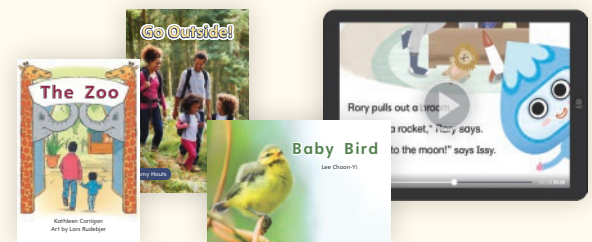
Includes Big Books

**WRITING CLUB**



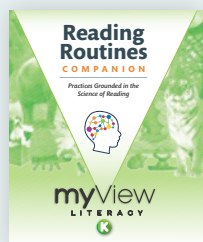
Digital Games

**SuccessMaker**



Leveled Content Readers with Access Videos

Foundational Skills



Reading Routines Companion



Decodable Stories



Decodable Readers

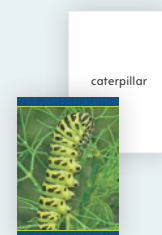


High-Frequency Word Cards

fan cat

hat mat

Letter Tiles



Picture Word Cards



Alphabet Cards



Kindergarten Letter Recognition Unit



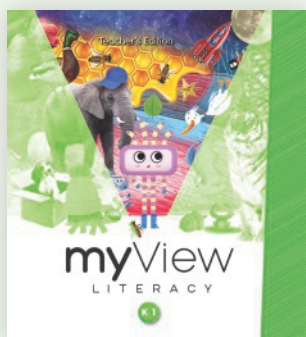


### Savvas Realize™

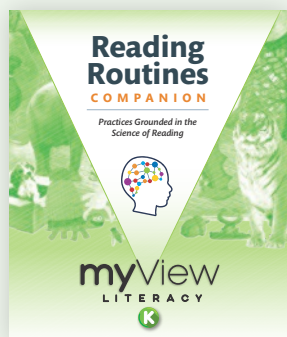
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

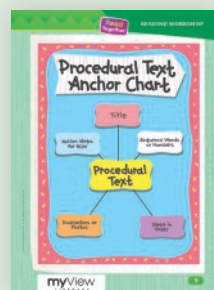
## TEACHER RESOURCES



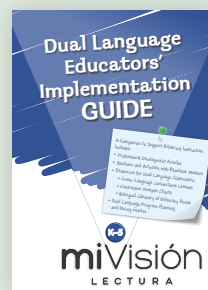
Teacher's Edition  
5 Volumes



Reading Routines  
Companion



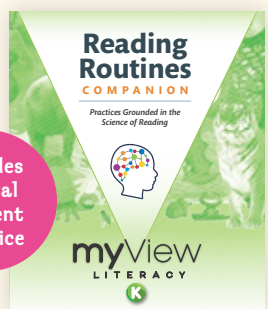
Anchor Charts



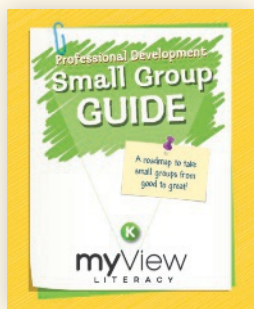
Dual Language  
Educators'  
Implementation Guide

### Printables Include:

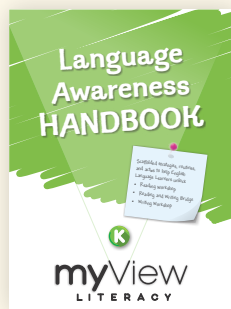
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



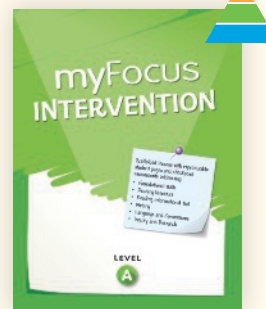
Reading Routines  
Companion



Small Group  
Professional  
Development Guide



Language  
Awareness  
Handbook

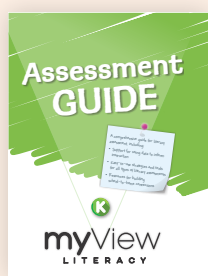


myFocus Intervention  
Teacher's Guide

### Printables Include:

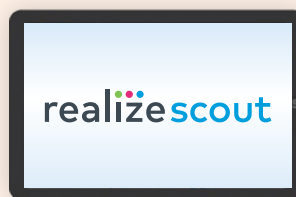
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## Assessment & Reporting



Assessment  
Guide

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



Realize Scout  
Observational Tool

### SAVVAS literacy Screener & Diagnostic Assessments

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



# An Instructional Model for Today's Classroom

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



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



## Foster a Love of Reading

### Student Interactive

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



### Mentor STACK



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

### Read ALOUD



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



### BOOK CLUB

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

*\*Titles are subject to change.*



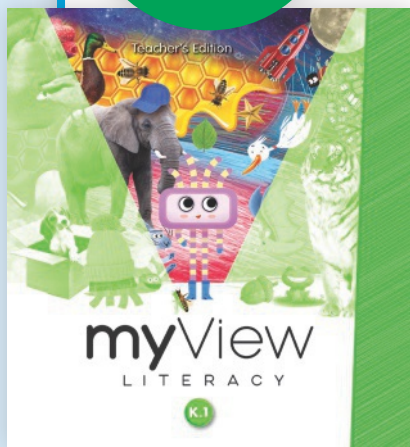
# A Continuum of Resources to Meet the Needs of Your Students



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

## LEVEL OF SUPPORT

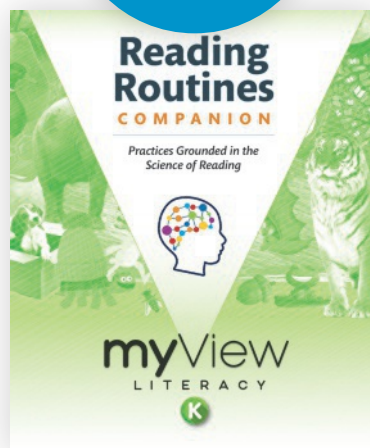
### Teacher's Edition



### Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

### Reading Routines Companion



### Reading Routines Companion (K-5)

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

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



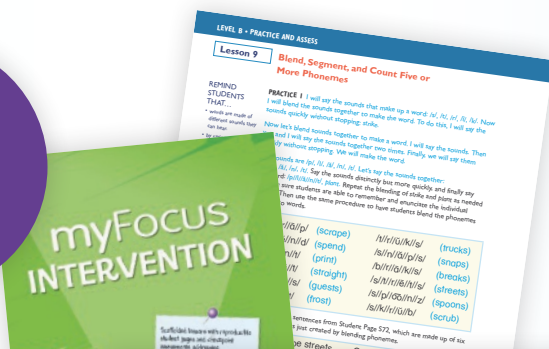
SuccessMaker



## SuccessMaker®

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

myFocus Intervention

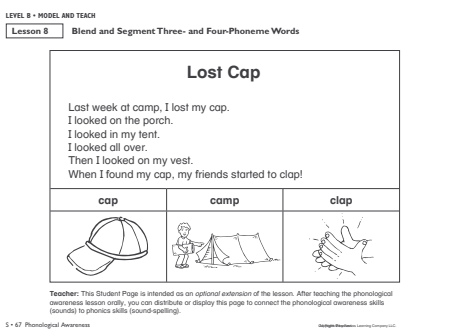


## myFocus Intervention

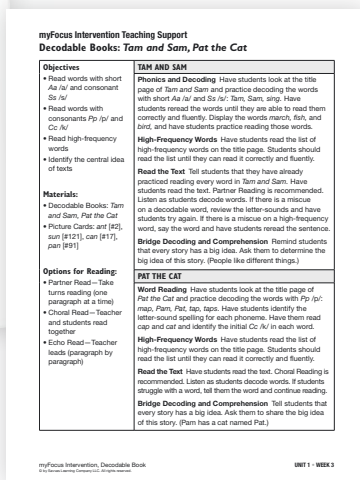
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

Lessons follow a routine of:

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



myFocus Reader



## myFocus Reader

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



# Foundational Skills for Primary Students

## Phonological to Phenomenal

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

Instructional spiral allows for multiple learning opportunities of each sound.



### Sequence of Instruction

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

#### EARLY

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

#### BASIC

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

#### ADVANCED

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

# Connected Phonics and Spelling

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

WEEK 1 LESSON 2  
READING WORKSHOP FOUNDATIONAL SKILLS

## Word Work

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

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

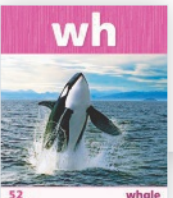
**Phonics: Decode and Write Words with Digraphs and Trigraphs**

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

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

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

Phonics, p. 137



52 whale

myView Digital

**FORMATIVE ASSESSMENT OPTIONS**

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

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

**Decide**

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

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

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

**STUDENT INTERACTIVE, p. 15**

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

**FOCUS 1** **TURN** Read these words.  
whip inch graph catch  
when chop lunch hutch

**FOCUS 2** **TURN** Say each picture name. Highlight the digraph or trigraph in each picture name. **FOCUS 3** **TURN** Write the words.

**STUDENT INTERACTIVE, p. 16**

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

**FOCUS 1** **TURN** 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.

**FOCUS 2** **TURN** What happens next? Finish the story about Chip and Patch.  
Chip and Patch  
have fun when they catch.

WEEK 1 LESSON 2  
READING-WRITING WORKSHOP BRIDGE

## Spelling Spell Words with Digraphs and Trigraphs

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

**LESSON 2**

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

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

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

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

**HIGH-FREQUENCY WORDS**  
good said

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

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

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

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

Dictation practice is included in the Student Interactive.


## A Systematic Reading Progression

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

DECODABLE STORY FOUNDATIONAL SKILLS

## On the Run

Highlight the words with the long o sound.



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

AUDIO  
AUDIO with highlighting  
ANNOTATE

23

Decodable Book 5

## We Make It



Written by Hugo Delmar  
Illustrated by Sandy Brightman

Decodable Reader

## Kate Wins the Game

Written by Moira McGinty

21

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

High-Frequency Words  
is her to the you

Decodable Reader

## The Bravest

Written by Ramona Vargas

14

Comparative Endings  
braver bravest  
taller tallest  
smarter smartest

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

68

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

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

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

69



# Purposeful Assessments, Powerful Results

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

## Formative Assessments – Daily/Weekly

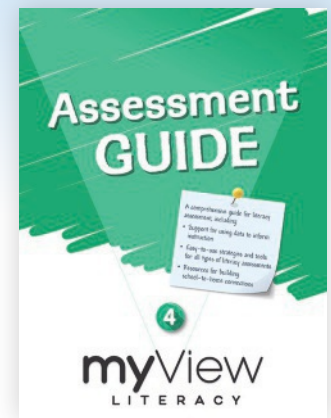
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## Unit Assessments – 5x Year

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

## Summative Assessments – 3x Year

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



### Data-Driven Assessment Guide

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

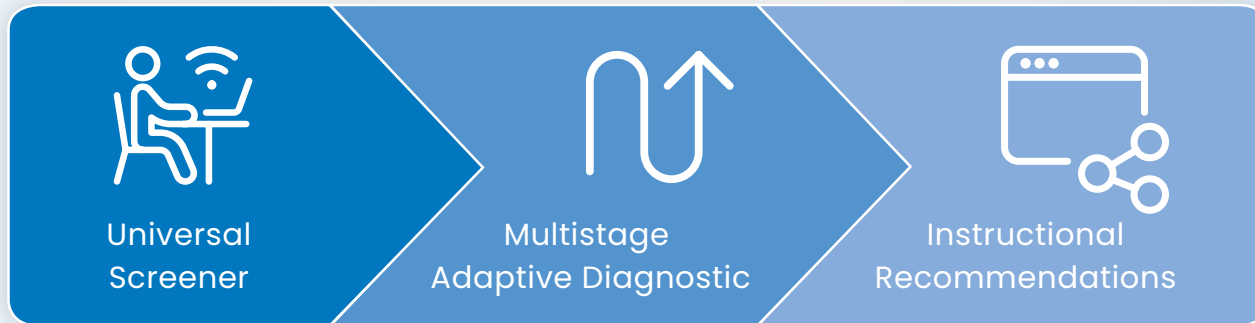
### Test Preparation (Grades 2–5)



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

# SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

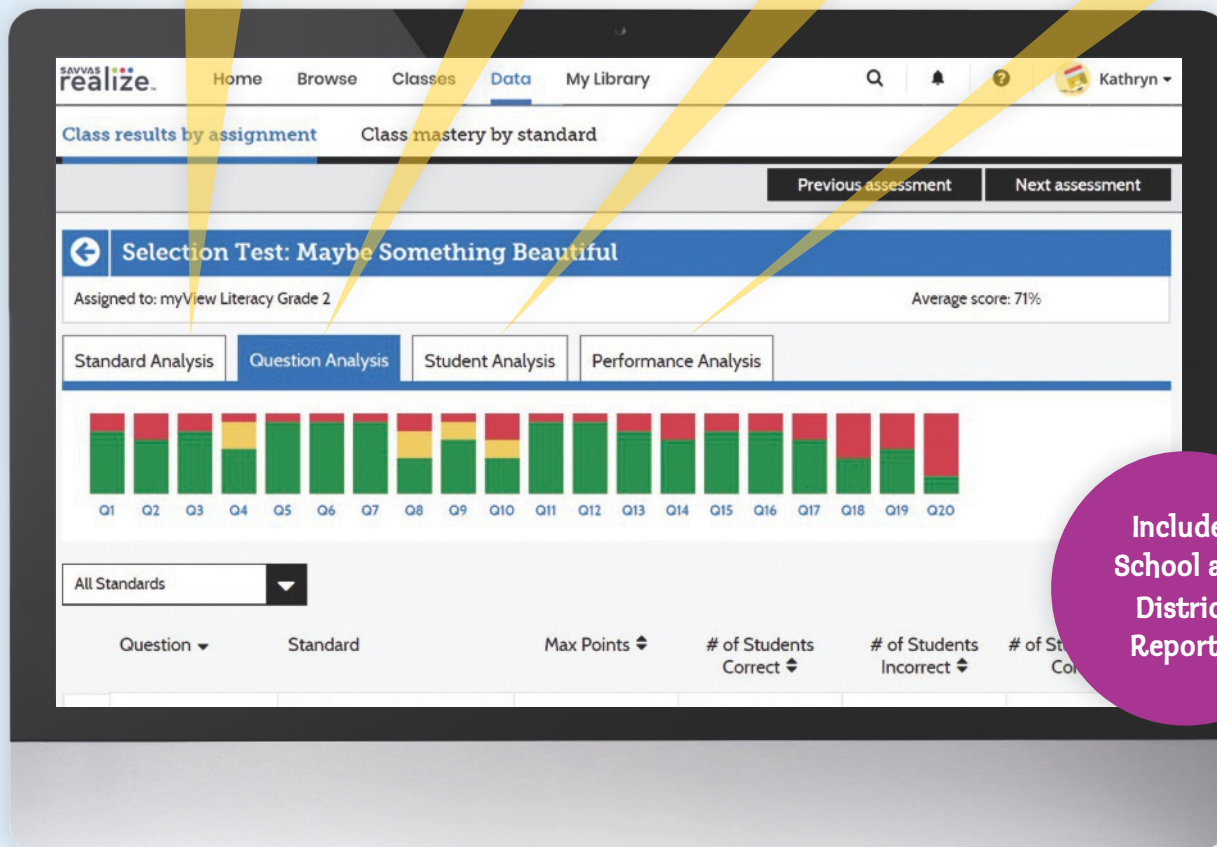
Student data connects skills to instructional supports and resources.

**See progress by standard.**

**Drill into questions to see where students are struggling.**

**Focus on individual student performance.**

**Get small group recommendations with suggested next-step activities.**



## Intuitive Data Reporting

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

**Includes School and District Reports.**



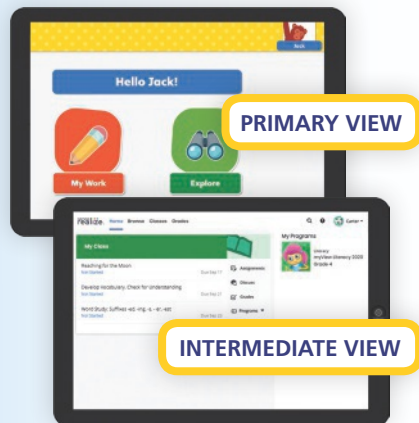
# The Digital Difference



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

## The Student Experience

High-Interest resources capture attention and increase learning.



### Adaptive Dashboard

Adjust student view for ease of use!



### Engaging Videos

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

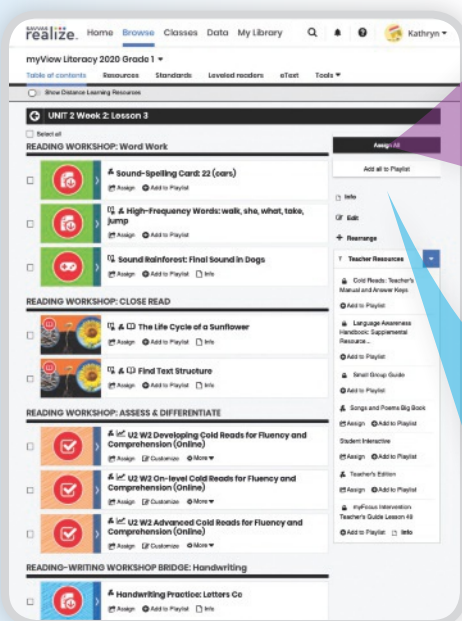


### Digital Games

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

## The Teacher Experience

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



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

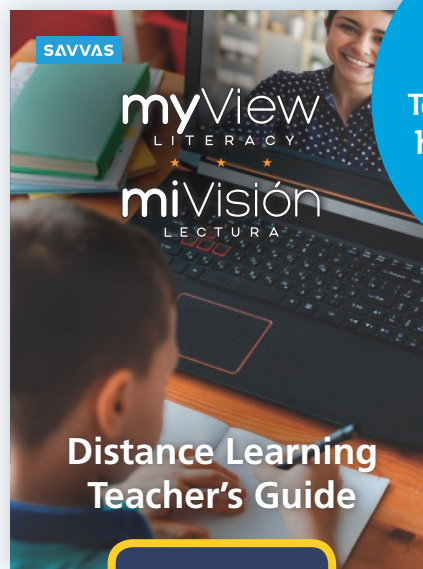
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



# Engaged, Motivated Classrooms

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



## Social-Emotional Learning

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



## Inclusive and Equitable Instruction

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

## Professional Learning and Program Implementation

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



### Program Activation

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

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

### Jump-start Your Teaching!

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

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



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

### Live Instructional Coaching Chat

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

### On-Demand Training Library

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

### Teacher Webinars

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



UNIT THEME

# Tell Me a Story

## Essential Question

Why do we like stories?

SAVVAS  
realize™

Go ONLINE for all lessons.



REALIZE  
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT

myView  
Digital



# Spotlight on Traditional Stories



## WEEK 1



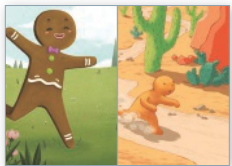
*How Anansi Got His Stories* pp. T14–T71

Folktale

by Ibi Zoboi

**WEEKLY QUESTION** What can we learn from stories?

## WEEK 2



*The Gingerbread Man and The Story of Cornbread Man* pp. T72–T133

Fairy Tale

by Pleasant DeSpain; Joseph Bruchac

**WEEKLY QUESTION** How are two versions of the same story alike and different?

## WEEK 3



Poetry Collection: “Duck Meets the Moon”; “Humpty Dumpty”; “Hickory, Dickory, Dock” pp. T134–T189

Poetry

by Celia Warren; Traditional Nursery Rhymes

**WEEKLY QUESTION** Why do we like poems?

## WEEK 4



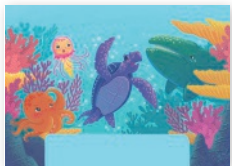
*The Best Story* pp. T190–T245

Fiction

by Debbie O’Brien

**WEEKLY QUESTION** Why do we like certain kinds of stories?

## WEEK 5



*Mosni Can Help* pp. T246–T301

Myth

by Ruth Chan

**WEEKLY QUESTION** What do myths teach us about nature?

## WEEKS 1–5

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

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

**PROJECT-BASED INQUIRY** pp. T430–T461









UNIT THEME

# Tell Me a Story

## Essential Question

Why do we like stories?

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



WEEK  
**3**

## Poetry Collection

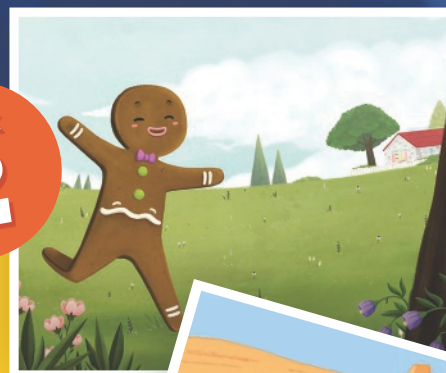
Why do we like poems?



WEEK  
**2**

## The Gingerbread Man and The Story of Cornbread Man

How are two versions of the same story alike and different?



WEEK  
**1**



## How Anansi Got His Stories

What can we learn from stories?







## The Best Story

WEEK  
4

Why do we like certain kinds of stories?



WEEK  
5

## Mosni Can Help

What do myths teach us about nature?



## Project

WEEK  
6




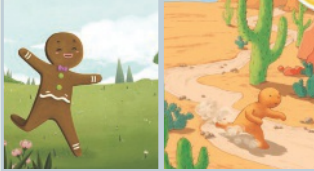

### Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about stories in the **WEEK 6 PROJECT: My Favorite Story.**



UNIT THEME

# Tell Me a Story

	WEEK 1	WEEK 2	WEEK 3
<b>READING WORKSHOP</b>	<p><b>Folktale</b></p>  <p><b>How Anansi Got His Stories</b></p> <p>Visualize details about the theme in folktales.</p>	<p><b>Fairy Tales</b></p>  <p><b>The Gingerbread Man and The Story of Cornbread Man</b></p> <p>Compare and contrast stories and make inferences about fairy tales.</p>	<p><b>Poetry</b></p>  <p><b>Poetry Collection</b></p> <p>Discuss rhyme and rhythm, and ask and answer questions about poetry.</p>
<b>FOUNDATIONAL SKILLS</b>	Phonological Awareness, Phonics, High-Frequency Words		
<b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing fiction through: <ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Handwriting</li> <li>• Read Like a Writer</li> <li>• Write for a Reader</li> </ul>		
<b>BOOK CLUB SEL</b>	<i>Telling Stories</i> by Angela Johnson What can we learn about stories?		
<b>WRITING WORKSHOP</b>	Introduce Mentor Stacks and immerse in fiction texts.	Develop elements of fiction writing.	Develop the structure of fiction writing.
<b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading and writing informational text through: <ul style="list-style-type: none"> <li>• Pre-Spelling</li> <li>• Language &amp; Conventions</li> </ul>		

## UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others about why people like stories.

### READING WORKSHOP

- Read traditional stories and understand the elements.

### READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing stories.

### WRITING WORKSHOP

- Use elements of fiction to write fiction stories.

## WEEK 4

### Fiction



#### The Best Story

Discuss author's purpose and make and confirm predictions about a fiction story.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing fiction through:

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

Choose Your Book.  
What can we learn about stories?

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

## WEEK 5

### Myth

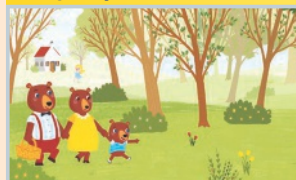


#### Mosni Can Help

Make connections to plot in myths.

## WEEK 6

### Inquiry and Research



#### My Favorite Story

### FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

### Project-Based Inquiry

- Generate questions for inquiry
- Research stories and pick a favorite
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Bridge reading and writing fiction through:

- Pre-Spelling
- Language & Conventions

# UNIT 3 SKILLS OVERVIEW

## UNIT THEME

# Tell Me a Story

		WEEK 1		WEEK 2		WEEK 3	
		Folktale		Fairy Tales		Poetry	
		How Anansi Got His Stories		The Gingerbread Man and The Story of Cornbread Man		Poetry Collection	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Foundational Skills	Phonological Awareness: Syllables; Final Sounds	RF.K.2; RF.K.2.b	Phonological Awareness: Middle Sounds; Syllables; Rhyming Words	RF.K.2	Phonological Awareness: Syllables; Initial Sounds; Word Count	RF.K.2
		Phonics: Consonants Jj /j/ and Xx /ks/	RF.K.3; L.K.1.a	Phonics: Short Uu /u/; Consonant Vv /v/	RF.K.3	Phonics: Consonants Zz /z/ and Qq /kw/	RF.K.3
		High-Frequency Words: was, said, where	RF.K.3.c	High-Frequency Words: any, come, play	RF.K.3.c	High-Frequency Words: her, how, down	RF.K.3.c
	Minilessons Bank	Infographic: Learning from Fables	RL.K.5	Infographic: Telling Stories Different Ways	SL.K.1	Poetry: Little Boy Blue and Little Miss Muffet	RL.K.5
		Folktale: How Anansi Got His Stories	RL.K.10	Fairy Tales: The Gingerbread Man and The Story of Cornbread Man	RL.K.10	Poetry: Poetry Collection	RL.K.10
		Words That Can Name Characters in Folktales	L.K.6	Words That Can Name Actions	L.K.5.d	Words That Can Describe Actions	L.K.5
Discuss Theme		SL.K.1	Compare and Contrast Stories	RL.K.9	Discuss Rhyme and Rhythm	RF.K.2.a	
Visualize Details		SL.K.1	Make Inferences	RL.K.10	Ask and Answer Questions	RL.K.1	
Talk About It: Oral Response to Literature	RL.K.9	Talk About It: Oral Response to Literature	RL.K.2	Write to Sources: Respond to Poetry	RL.K.5		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.K.5	Antonyms	L.K.5.b	Context Clues	L.K.6
	Handwriting	Write the Letters Jj and Qq	L.K.1.a	Write the Letters Uu and Ss	L.K.1.a	Write the Letters Bb and Words	L.K.1.a
	Read Like a Writer/Write for a Reader	Visualize	L.K.5.c	Author's Craft	RL.K.10	Words to Visualize	RL.K.10
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilessons Bank	Fiction	RF.K.1.a	Setting	W.K.3	Organize Ideas	W.K.3
		Fiction: Characters and Setting	RL.K.3	Explore Characters	W.K.3	Explore Compose a Beginning	W.K.3
		Fiction: Plot	RL.K.3	Apply Characters	W.K.3	Apply Compose a Beginning	W.K.3
		Generate Ideas	SL.K.1.a	Explore Plot	W.K.3	Explore Compose an End	W.K.3
		Plan Your Fiction Story	SL.K.1.a	Apply Plot	W.K.3	Apply Compose an End	W.K.3
	Pre-Spelling	Letter Sort	RF.K.1.d	Letter Sort	RF.K.1.d	Letter Sort	RF.K.1.d
Language & Conventions	Subjective Case Pronouns	L.K.1	Objective Case Pronouns	L.K.1	Possessive Case Pronouns	L.K.1	



# Essential Question

Why do we like stories?

## WEEK 4

### Fiction

#### The Best Story



CCSS

Phonological Awareness: Syllables; Words with /a/ and /ā/; Rhyming Words

RF.K.2

Phonics: Short Aa /a/ and Long Aa /ā/

RF.K.3.b

High-Frequency Words: away, give, little

RF.K.3.c

Infographic: What Stories Do You Like?

RL.K.5

Fiction: *The Best Story*

RL.K.10

Words That Can Be Used in Stories

RL.K.7

Discuss Author's Purpose

RL.K.5

Make and Confirm Predictions

Talk About It: Oral Response to Literature

RL.K.9

Word Parts

L.K.1.c

Write the Letters Pp and Rr

L.K.1.e

Analyze Third-Person Text

### Writer's Craft

Edit for Subjective and Objective Pronouns

L.K.1

Explore Edit for Complete Sentences

L.K.1

Apply Edit for Complete Sentences

L.K.1

Explore Edit for Adjectives and Articles

L.K.1

Apply Edit for Adjectives and Articles

L.K.1

Vowel Activity

RF.K.3.b

Prepositions

L.K.1.e

## WEEK 5

### Myth

#### Mosni Can Help



CCSS

Phonological Awareness: Syllables; Middle Sounds

RF.K.2.b;  
RF.K.2.d

Phonics: Short *li* /i/ and Long *li* /ī/

RF.K.3.b

High-Frequency Words: some, were, funny

RF.K.3.c

Infographic: What Is a Myth?

L.K.1.a

Myth: *Mosni Can Help*

RL.K.10

Words That Name Animals in Myths

RL.K.4

Describe Plot

RL.K.3

Make Connections

RL.K.9

Write to Sources: Draw Using Text Evidence

RL.K.9

Oral Language

L.K.6

Write the Letters Nn and Mm

L.K.1.a

Text Structure

RL.K.10

### Publish, Celebrate, and Assess

Edit for Punctuation Marks

L.K.1

Edit for Capitalization

L.K.1

Prepare for Celebration

L.K.1

Celebration

SL.K.1

Assessment

W.K.3

Vowel Activity

L.K.1.a

Prepositions

L.K.1.e

## WEEK 6

### Inquiry and Research

#### My Favorite Story



CCSS

### Foundational Skills

Phonological Awareness: Middle Sounds

RF.K.2.d

Phonics: Word Families -ug, -un, -ub, -ut

RF.K.3

High-Frequency Words: live, know, going

RF.K.3.c

Compare Across Texts: Tell Me a Story

RL.K.9

Inquire: My Favorite Story

W.K.1

Academic Words

L.K.6

Explore and Plan: Explore Persuasive Writing

W.K.1

Conduct Research: Use a Library Data Base

W.K.7

Refine Research: Take Notes

W.K.1

Collaborate and Discuss: Revise and Edit

W.K.1

Celebrate and Reflect

W.K.1

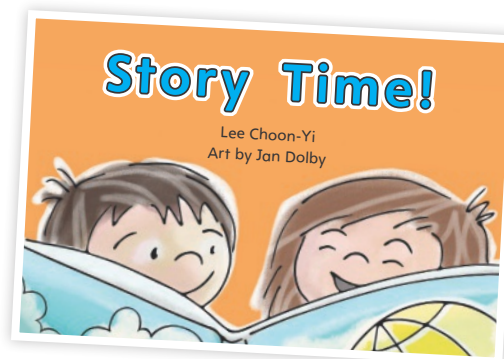
# UNIT 3 LEVELED READER LIBRARY



## LEVEL A

### Leveled Readers for Unit 3

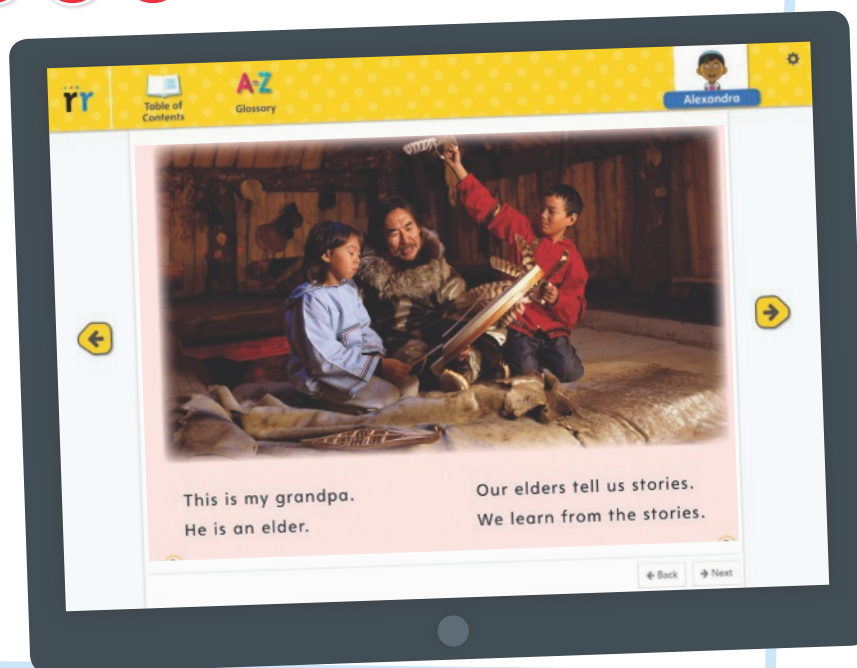
- Unit 3 guided reading levels range from Level A through Level D.
- Readers align to the unit theme, Tell Me a Story, and to the unit Spotlight Genre, Traditional Stories.
- See the **Matching Texts to Learning** pages each week for suggested texts and instruction aligned to the week's instruction and genre.



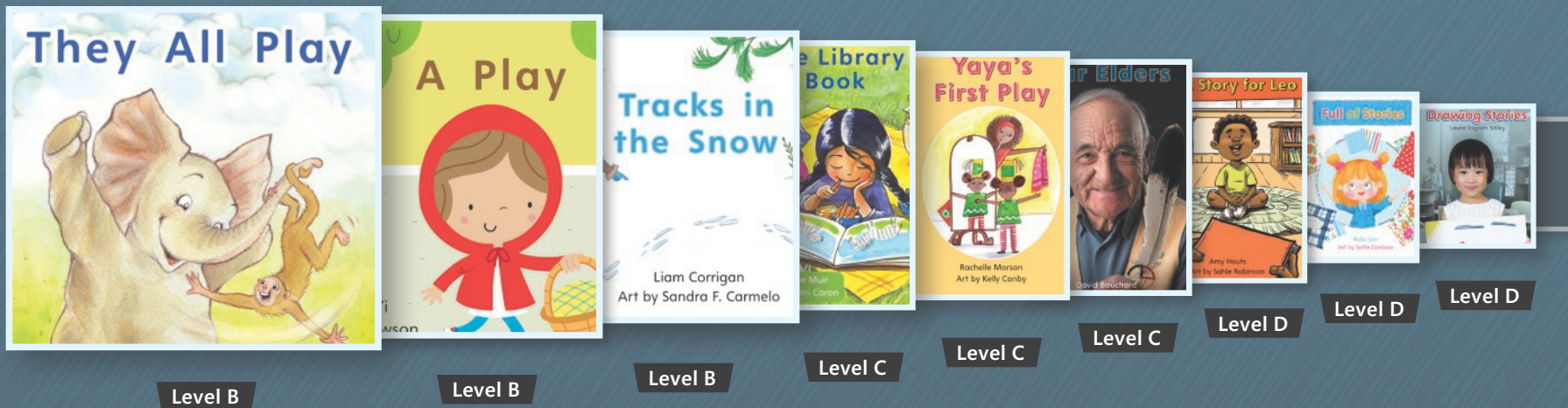
### Complete Online Access to the Grade K Leveled Library



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







LEVEL D

## Teaching Support

See the Leveled Reader Teacher's Guide for

### Guided Reading

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

### Differentiation

- Support for ELLs
- Language Development suggestions

### Guided Writing

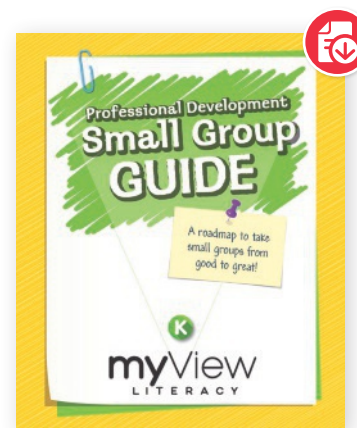
- Prompts for responding to text

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

# Tell Me a Story

## OBJECTIVES

Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.

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


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

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

Recognize characteristics of multimedia and digital texts.

## Essential Question

Introduce the Unit 3 Essential Question: *Why do we like stories?* Explain to students that they will read stories in a variety of genres. Tell them that this variety is important because each story shows the theme in a different way.

**Watch the Unit Video** Explain that a multimedia text uses sound and pictures. Tell them that a video is an example of this type of text. Show the Unit 3 video, and have students look closely at the pictures and listen to the sounds. 

**TURN, TALK, AND SHARE** Have partners discuss the kinds of stories they like. Guide their discussion with the following questions:

- What are some of your favorite stories?
- What about those stories makes them your favorites?

STUDENT INTERACTIVE, pp. 8–9



**UNIT 3**

# Tell Me a Story

**Essential Question**

**Why do we like stories?**

**Watch**

“Story Time!” to find out about different kinds of stories.

**TURN and TALK**

What stories do you like?

**Reading Workshop**

Activity	Genre
Infographic: Learning from Fables <b>How Anansi Got His Stories</b> by Ibi Zoboi	Folktales
Infographic: Telling Stories Different Ways <b>The Gingerbread Man and The Story of Cornbread Man</b> by Pleasant DeSpain   Joseph Bruchac	Fairy Tale
Poetry: “Little Boy Blue” and “Little Miss Muffet” <b>Poetry Collection</b> by Celia Warren   Traditional Nursery Rhymes	Poetry
Infographic: What Stories Do You Like? <b>The Best Story</b> by Debbie O’Brien	Fiction
Infographic: What Is a Myth? <b>Mosni Can Help</b> by Ruth Chan	Myth

**Reading-Writing Bridge**

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

**Writing Workshop**

- Plan Your Fiction Story • Plot • Compose an End • Edit for Adjectives and Articles • Publish and Celebrate

**Project-Based Inquiry**

- Inquire • Research • Collaborate

**Spotlight on Traditional Stories**

**realize**  
Go ONLINE for all lessons.

- VIDEO
- AUDIO
- GAME
- ANNOTATE
- BOOK
- RESEARCH

9



**ELL Targeted Support Prior Knowledge** Play the Unit 3 video. Help students use their prior knowledge to understand it.

Have students say one thing the video reminded them of by calling on their prior knowledge. **EMERGING**

Have students use their prior knowledge to say what the video was about. Ask them to say how they know. **DEVELOPING**

Have students use their prior knowledge to say why the video (or what the video is about) is important. **EXPANDING**

Have students use their prior knowledge to describe the video and to express their own opinions about it. **BRIDGING**

## Independent Reading

**Establish a Purpose** Read pp. 10–11 in the *Student Interactive* aloud with students. Tell them that setting a purpose, or reason, for reading will help them better understand a text. Then have students:

- Select a text and set a purpose for reading. Provide assistance as needed.
- Hold their books correctly as they read.
- Read a few more pages every day.
- Complete the reading log.

STUDENT INTERACTIVE, pp. 10–11


**UNIT 3**  
INDEPENDENT READING

Read Together

### Independent Reading

Ask yourself these questions before you read.


- Am I reading to enjoy a story?
- Am I reading to learn about a topic?
- Am I reading to answer a question?



**Informational Text**

I will read to learn more about how animals eat.

I want to find out what the characters do!



**Fiction**

### My Independent Reading Log

Date	Book	Pages Read	My Ratings

Directions Have students self-select a text and interact independently with it. Explain that they should hold their books right side up and turn the pages correctly as they read. Tell students to read a few more pages every day. Then have students fill in the chart.

**10** Directions Say: You can set a purpose, or reason, for reading. Read aloud the text and discuss setting a purpose with students.

**11**

# UNIT 3 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:

- explain : *explicar*
- character : *carácter*

## WORD WALL

Create a Word Wall using the Academic Vocabulary. Add words related to the theme as you work through the unit.

## Unit Goals

- Read aloud the goals from p. 12 of the *Student Interactive*.
- Tell students to color the shape next to each goal as it is read.

Discuss with students how make-believe characters and real people are different. Use the photograph and illustration on p. 12 for reference.

**MyTURN** Have students circle the make-believe character in the box.

## Academic Vocabulary

**Oral Vocabulary Routine** Academic Vocabulary is used to discuss ideas. Tell students that as they work throughout the unit, they will learn and use these words in relation to stories. Guide students to p. 13 in the *Student Interactive*. Read the words and then say the statements below. Have students hold their thumbs up if they know the word. For students who know the words, have them use the newly acquired Academic Vocabulary in oral sentences. For those who hold their thumbs down, model the words in sentences.

**Say:** I know the word **choose**.  
I know the word **explain**.  
I know the word **meaning**.  
I know the word **character**.

**MyTURN** Direct students to p. 13 and ask them to color in the box that best shows their knowledge of each word.



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

“Current readability systems, where vocabulary is measured as average word frequency, don't capture the potential challenge of figurative language. Why? Because figurative language often consists of common words—*quick as a fox*, *sweet dreams*. We need to study texts from the perspective of our students, asking questions such as: Are the concepts/words familiar to students? Is the text filled with figurative language? These variables will influence comprehension.”

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



**ELL Targeted Support Use Support** Tell students that it is important to use support from peers and teachers to develop Academic Vocabulary in order to understand challenging language. Use the oral vocabulary routine to help students build on the theme of stories.

Create a song that defines the Academic Vocabulary. Support students' understanding by pairing them with an English speaker and having them sing along. **EMERGING**

Place students into small groups. Make sure there is a good mix of English learners and English speakers. Have students verbally role-play the meanings of the words. Allow students to ask questions about words they still do not understand. **DEVELOPING**

Display note cards containing the Academic Vocabulary words. Have a pair of English learners act out each word. Have students say which word the partners are acting out. Then have them use the words in sentences. **EXPANDING**

Have partners work together to make oral sentences for each Academic Vocabulary word, pausing where the word belongs. Partners can finish each others' sentences. **BRIDGING**

STUDENT INTERACTIVE, pp. 12–13

**UNIT 3**  
INTRODUCTION



**Read Together**

**Unit Goals**

In this unit, you will

- read traditional stories
- write a fiction story
- talk with others about why people like stories




**MY TURN** Circle the make-believe character.

**12** Directions Read aloud the unit goals. Discuss how fictional, or make-believe, characters are different from real people. Then have students look at the pictures and circle the make-believe character.

**Academic Vocabulary**

**MY TURN** Color

			
choose			
explain			
meaning			
character			

**13** Directions Say: Listen as I read some words. If you know the meaning of the word, color the box under the thumbs up. If you have heard the word but do not know what it means, color the box under the question mark. If you do not know the meaning of the word, color the box under the thumbs down. Discuss the meanings of the words students are not sure about or do not know.

# UNIT 3 WEEK 1

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

- I can read traditional stories.
- I can use words to tell about stories.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RL.K.5, RF.K.1.a, RF.K.2.b, L.K.5, W.K.8, SL.K.2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Syllables
  - » Phonics: Introduce *Jj*
  - » High-Frequency Words

##### GENRE & THEME

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

#### READING BRIDGE

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

- Fiction T312–T313
  - » Fiction
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T313
- Conferences T310

#### WRITING BRIDGE

- Language & Conventions: Spiral Review: Verbs (Future Tense) T314–T315 **FLEXIBLE OPTION**

#### LESSON 2

RL.K.10, RF.K.1.d, W.K.5, SL.K.1.a, L.K.1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

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

##### SHARED READ

- Introduce the Text T34–T41
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *How Anansi Got His Stories*
- Respond and Analyze T42–T43
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T43
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T47
- Strategy and Intervention Activities T44, T46
- Fluency T46
- ELL Targeted Support T44, T46
- Conferring T47

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T45
- Independent Reading T47
- Literacy Activities T47
- Partner Reading T47

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T316–T317
  - » Fiction: Characters and Setting
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T317
- Conferences T310

#### WRITING BRIDGE

- Pre-Spelling: Letter Sort T318 **FLEXIBLE OPTION**
- Language & Conventions: Oral Language: Subjective Case Pronouns T319 **FLEXIBLE OPTION**



## LESSON 3

L.K.1.a, RL.K.1, RF.K.3.a,  
W.K.8, SLK.1.b

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T48–T49
  - » Phonological Awareness: Final /ks/
  - » Phonics: Introduce Xx
  - » High-Frequency Words

#### CLOSE READ

- Discuss Theme T50–T51
- Close Read: *How Anansi Got His Stories*
  - ✔ **Quick Check** T51

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Visualize T52–T53
- Handwriting: Letters Qq T52–T53

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T55
- Strategy and Intervention Activities T54
- ELL Targeted Support T54
- Conferring T55

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T55
- Literacy Activities T55

### WRITING WORKSHOP

#### MINILESSON

- Fiction T320–T321
  - » Fiction: Plot
  - » Share Back

#### INDEPENDENT WRITING

- » Fiction T321
- » Conferences T310

### WRITING BRIDGE

- Language & Conventions: Teach Subjective Case Pronouns T322–T323

## LESSON 4

RF.K.3, L.K.1.a, L.K.2.a,  
RL.K.2., W.K.5, SL.K.1.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T56–T59
  - » Phonics: Read and Write Words with Xx
    - ✔ **Quick Check** T57
  - » Decodable Story: Read *The Big Box* T58–T59

#### CLOSE READ

- Visualize Details T60–T61
- Close Read: *How Anansi Got His Stories*
  - ✔ **Quick Check** T61

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T65
- Strategy and Intervention Activities T62, T64
- Fluency T64
- ELL Targeted Support T62, T64
- Conferring T65

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T63
- Independent Reading T65
- Literacy Activities T65

### WRITING WORKSHOP

#### MINILESSON

- Fiction T324–T325
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T325
- Conferences T310

### WRITING BRIDGE

- Language & Conventions: Practice Subjective Case Pronouns T326–T327

## LESSON 5

SL.K.1.a, RL.K.9, RF.K.3,  
W.K.5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T66–T67
  - » Phonological Awareness: Identify and Count Words in Sentences
  - » Phonics: Review Jj and Xx
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T68–T69
  - » Talk About It
    - ✔ **Quick Check** T69
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T71
- Strategy, Intervention, and On-Level/Advanced Activities T70
- ELL Targeted Support T70
- Conferring T71

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literacy Activities T71

**BOOK CLUB** T71 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Fiction T328
  - » Plan Your Fiction Story
  - » Share Back

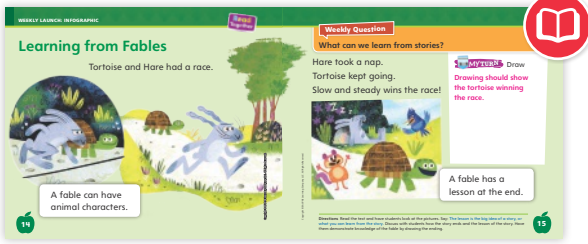
**WRITING CLUB** T328–T329 **SEL**

- Conferences T310

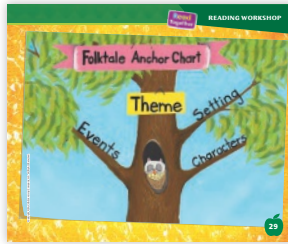
### WRITING BRIDGE

- Language & Conventions: Standards Practice T330–T331 **FLEXIBLE OPTION**

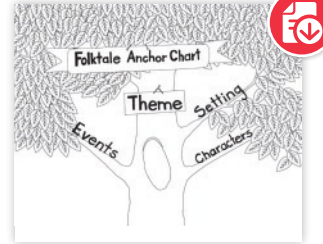
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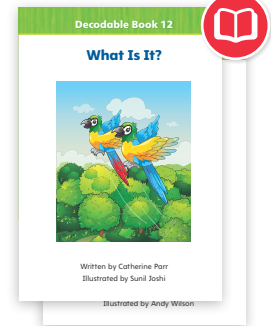
**INFOGRAPHIC**  
“Learning from Fables”



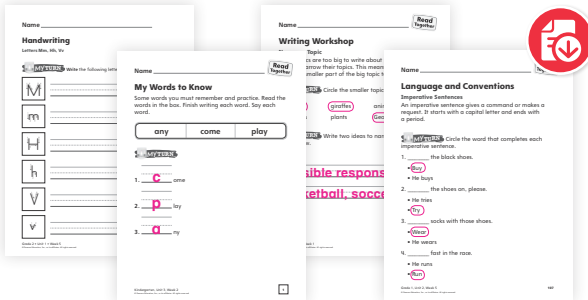
**READING ANCHOR CHART**  
Folklore



**EDITABLE ANCHOR CHART**  
Folklore



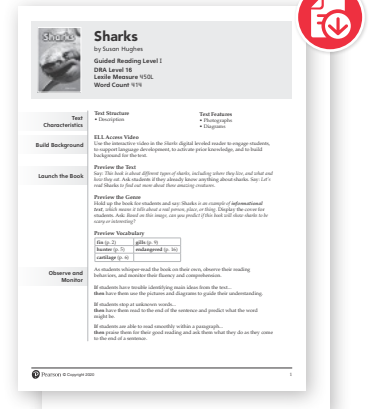
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

was  
said  
where

### Develop Vocabulary

king  
lion  
leopard

### Unit Academic Vocabulary

choose  
explain  
meaning  
character



WEEK 1 LESSON 1 GENRE & THEME  
READING WORKSHOP

### Listening Comprehension

**OBJECTIVES**  
Listen actively and ask questions to determine important and essential information and answer questions using main ideas and supporting details.  
Demonstrate knowledge of appropriate vocabulary of key words in children's literature based on title, topic, story and story elements.

**EL Language Proficient**  
Oral Communication: Understand the main ideas and supporting details of the text about:  
• main concept  
• main goal

**Read Aloud**  
Tell students that they will listen to a story. Like all stories, this story has characters and a setting. It also has a lesson. Have students listen as you read about "Goldilocks." Tell students to be active listeners by thinking about the meaning of the story as you read aloud. Have students ask and answer questions about key details to demonstrate their understanding of the text.

**START UP**  
**READ-ALOUD ROUTINE**  
**Purpose** Have students listen actively for the characters, setting, and main idea, or theme.  
**READ** The entire text about without stopping for the Think Aloud callouts.  
**RESPOND** The text about, pausing to model Think Aloud strategies related to the genre.

**Goldilocks**  
Goldilocks was walking through the forest. She came to a cabin as her stomach rumbled. She entered the cabin and saw three chairs. The first chair was too big. The second chair was also too big. The third chair was just her size. She sat down and pulled the chair up to the table.  
There were three bowls of porridge. Goldilocks tried the first one, but it was too hot. She tried the second one, but it was too cold. The third bowl was just right. She gobbled it down! Suddenly, she was very sleepy.

READ ALOUD  
"Goldilocks"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**  
**Interactive Read Aloud**  
• Engage students to think about their independent reading level.  
• Develop students' comprehension.  
• Develop students' reading fluency and expression.  
• Provide an opportunity to model fluency and expression reading.  
• Foster a love and enjoyment of reading.

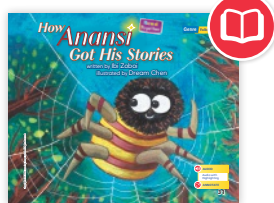
**PLANNING**  
• Select a book from the Read Aloud Trade Book Library or the school or classroom library.  
• Preview the big idea of the story.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Alouds on sticky notes and place them at the back of the page where you plan to stop to think about them.  
• Check the vocabulary material for understanding.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Discuss the title or content of the story.  
• Check your knowledge and add essential background necessary for understanding.  
• Discuss the vocabulary material for understanding.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questions for a second time over the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Alouds to model strategies skilled readers use to monitor comprehension and construct meaning from text.  
• Help students make connections to their own experiences, how they have read, or what they are going to do next.

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

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE



SHARED READ  
*How Anansi Got His Stories*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T466-T471

**Mentor STACK**

Writing Workshop T309



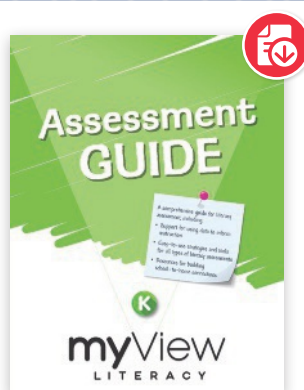
LITERACY STATIONS



SCOUT

## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Word Work

## OBJECTIVES

Identify syllables in spoken words.

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## Phonological Awareness: Syllables

**FOCUS AND MODEL** Tell students that today they will learn about syllables. *All words have syllables. A syllable is a word part that has one vowel sound. You can break apart, or segment, the syllables in a word and tell how many syllables you hear. You can then put the syllables back together, also called blending. Listen to the word water. Water has two syllables: wa (clap) ter (clap), water. I can clap for each syllable. Now try it with me.* Students should clap each syllable as you say *water*. Repeat with *blue* (one syllable) and *happy* (two syllables).

**SEE AND SAY** Have students turn to p. 16 in the *Student Interactive*. Tell them to identify the syllables in each picture word. Have them segment the words into syllables, and then blend the syllables to say the words. Finally, have them circle the picture words that have more than one syllable. *Let's look at the first pair of pictures. I see jam and a jaguar. Let's clap the syllables: jam (clap); jag (clap) uar (clap), jaguar. How many times did we clap for jam?* Students should say one. *How many times did we clap for jaguar?* Students should say two. *Let's circle the jaguar.* Name each picture with students. Then have them finish the page.

## Phonics: Introduce Jj

### Minilesson

**FOCUS** Hold up Alphabet Card *Jj* and point to the jaguar. Have students say *jaguar* with you. *Let's say the sound at the beginning of the word jaguar. The beginning sound is /j/ -aguar. The sound /j/ is spelled with the letter j.* Show students the letters *Jj* on the card.

**MODEL AND PRACTICE** Write the letters *Jj* on the board. Have students turn to p. 17 in the *Student Interactive* and trace the letters *Jj*. Tell students you will say a group of words. Ask them to listen for the sound /j/. If the sound /j/ is at the beginning of the word, they should trace the letter *j* in the air. Use the following words: *jog, bed, Jim, jade, jolt, dance.*

**APPLY MyTURN** Have students look at p. 17 in the *Student Interactive*. *Point to the letter j and tell me the sound it spells. Now we will circle each word that begins with /j/. Direct students to look at the jug of milk. Let's say this word: /j/ /j/ /j/ /u/ /g/. Does the word jug begin with the sound /j/? Yes, it does, so we will circle it.* Identify the images for students, and have them finish the page.



**ELL Targeted Support Syllable Puzzles** Explain to students that learning syllables is important for good pronunciation skills. Tell students that the number of beats in a word corresponds with the number of syllables.

Provide each student with multisyllabic word puzzles. For example: for the word *water*, cut a picture of water into two pieces, one piece for each syllable.

Distribute a puzzle piece to each student. Have them find classmates whose pieces complete their puzzle. The groups should say the word and clap the number of syllables. **EMERGING**

Have students work with a partner to put their puzzles together. Then they should use the word in a sentence. **DEVELOPING**

Have the students create their own one, two, or three syllable puzzle pieces by drawing or pasting multisyllabic words on index cards and cutting them apart. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS

Display the high-frequency words *was*, *said*, and *where*.

- Point to the word *was* and read it.
- Have students point to the word *was* and read it.
- Repeat for *said* and *where*.

was

said

where

## STUDENT INTERACTIVE, pp. 16-17

### PHONOLOGICAL AWARENESS | PHONICS

### FOUNDATIONAL SKILLS

## Syllables

SEE and SAY Circle



Tell students that images represent jam, jaguar.



Tell students that images represent jellyfish, juice.



Tell students that images represent jet, jacket.



Tell students that images represent jug, jewelry.

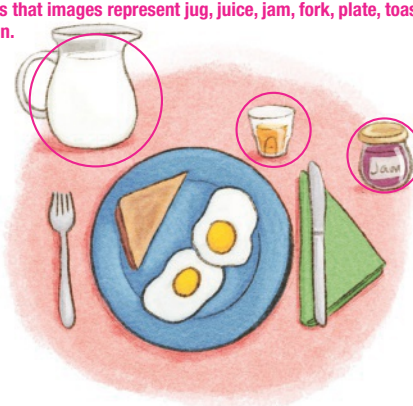
**Directions** Tell students that a syllable is a word part that has one vowel sound. Model: You can identify how many syllables are in a word by clapping as you say the word. You can segment the word, or break it apart, to hear the syllables. Then blend the syllables to say the word again. Listen to this word: *jag-uar, jaguar*. The word *jaguar* has two syllables: *jag* and *uar*. Have students identify the syllables in each picture word. Have them segment the words into syllables, and then blend the syllables to say the words. Ask them to circle the picture word in each pair that has more than one syllable.

16

## Consonant Jj

MY TURN Circle

Tell students that images represent jug, juice, jam, fork, plate, toast, eggs, knife, napkin.



**Directions** Say: The letter *j* makes the sound /j/. You will see the letter *j* in many words that have the sound /j/. Model how to form the letters *J* and *j*. Have students trace the letters on the lines. Then have them circle the items in the picture whose names begin with the sound for *J* and *j*.

17

# Interact with Sources

## OBJECTIVES

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

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

## ELL Language Transfer

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

- fable : *fábula*
- lesson : *lección*

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Ask: *Who are the characters? What does the hare choose to do?*

- character
- meaning
- explain
- choose



Songs and Poems  
Big Book

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

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *Why do we like stories?* Point out the Week 1 Question: *What can we learn from stories?* Explain that students will learn about stories this week.

Have students turn to p. 14 of the *Student Interactive*. Read aloud the heading. Engage students in the topic by asking them what their favorite story is. Then turn their attention to the page. Ask: *What do you see on this page?* (turtle, rabbit) *Raise your hand if you know the story of the tortoise and the hare. This is a special kind of story called a fable. A fable often has animal characters. Remember, the characters are the main people or animals that the story is about.*

Use the following prompts to guide discussion:

- Read aloud the text on pp. 14–15, having students follow along and look at the pictures.
- Explain to students that a fable has a lesson at the end. The lesson is the big idea of the story, or what we can learn from it.
- Talk with students about the ending of the fable, and about the lesson it teaches.

**MyTURN** Have students demonstrate understanding of the fable by drawing a picture of the ending.

**WEEKLY QUESTION** Read aloud the Week 1 Question: *What can we learn from stories?* Ask students what they can learn from the story of the tortoise and the hare. Guide them to understand that the story tells about the importance of continuing to try even when you feel behind. Explain that you will be thinking more about what can be learned from stories this week.



**ELL Targeted Support Learning Strategies** Use the images to make sure students understand the words *tortoise* and *hare*. Point out that *tortoise* is another word for *turtle*. Have students work together to point to the correct character when you say *hare* or *tortoise*.

Review the meaning of *steady*. Demonstrate running at a steady pace by jogging in place. Invite a student to demonstrate what it would look like to not run at a steady pace. **EMERGING**

Review the meaning of *slow and steady*. Say: **We learned earlier that a fable is a story that teaches us a lesson. Tortoise wins by moving slow and steady. What does that teach us?** **DEVELOPING**

Review the meanings of *slow and steady*, *lesson*, and *fable*. Have students use these words to discuss the story. Provide sentence frames as needed. **EXPANDING**

Ask students if they know another story where a “slow and steady” character did better than other characters. (The third little pig took a long time to build his house of bricks, but the wolf could not blow it down.) **BRIDGING**

STUDENT INTERACTIVE, pp. 14-15


WEEKLY LAUNCH: INFOGRAPHIC

Read Together

WEEK 1

## Learning from Fables

Tortoise and Hare had a race.




A fable can have animal characters.

Weekly Question

What can we learn from stories?

Hare took a nap.  
Tortoise kept going.  
Slow and steady wins the race!



MY TURN

Draw  
Drawing should show the tortoise winning the race.

A fable has a lesson at the end.

14

Directions Read the text and have students look at the pictures. Say: *The lesson is the big idea of a story, or what you can learn from the story.* Discuss with students how the story ends and the lesson of the story. Have them demonstrate knowledge of the fable by drawing the ending.

15

# Listening Comprehension

## OBJECTIVES

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


Confirm understanding of a text presented orally by asking and answering questions about key details and requesting clarification if something is not understood.

Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

## ELL Language Transfer

**Cognates** Point out the spanish cognates in the read aloud.

- second : *segundo*
- move : *mover*
- baby : *bebé*

 **THINK ALOUD** Analyze a Folktale After you reread the first two paragraphs, say, *The main characters in this story are bears who talk. I know that a bear can't really talk, so I know this is a made-up story.*

## Read Aloud

Tell students that they will listen to a story. Like all stories, this story has characters and a setting. It also has a lesson. Have students listen as you read aloud “Goldilocks.” Tell students to be active listeners by thinking about the meaning of the story as you read aloud. Have students ask and answer questions about key details to demonstrate their understanding of the text.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for the characters, setting, and main idea, or theme.

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

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

## Goldilocks

Goldilocks was walking through the forest. She came to a cabin as her stomach rumbled. She entered the cabin and saw three chairs. The first chair was too big. The second chair was also too big. The third chair was just her size. She sat down and pulled the chair up to the table.

There were three bowls of porridge. Goldilocks tried the first one, but it was too hot. She tried the second one, but it was too cold. The third bowl was just right. She gobbled it down! Suddenly, she was very sleepy.





“Goldilocks,” continued

Goldilocks saw three beds. She tried the first one, but it was too hard. She tried the second one, but it was too soft. The third bed was just right!

The three bears entered the cabin. Papa Bear said, “Somebody’s been eating my porridge.” Mama Bear said, “Somebody’s been sitting in my chair.” Baby Bear said, “Somebody is asleep in my bed!”

Goldilocks woke up and saw the bears. She ran from the house and never again went into a house when no one was home.

**THINK ALOUD** Analyze a **Folktale** After you reread the dialogue, say: **This information tells me about what the bears noticed to be different in their cabin. The information helps increase the tension in the plot by showing that the bears are worried about who is in their cabin.**

## WRAP-UP

### “Goldilocks”

Characters

Setting

Theme

Use the chart to help students identify details about the story.

**ELL Targeted Support** **Story Elements** Support students as they identify characters and setting.

Draw or display pictures representing characters and setting. Point to the pictures and ask students to tell you information about the characters and setting. **EMERGING/DEVELOPING**

Encourage students to use the words *characters* and *setting* by providing sentence frames: \_\_\_\_\_ is one of the characters. The setting is \_\_\_\_\_. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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





## SPOTLIGHT ON GENRE

**Folktale****LEARNING GOAL**

I can read traditional stories.

**OBJECTIVES**

Discuss topics and determine the basic theme using text evidence with adult assistance.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

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

Create a folktale anchor chart.

- Include sections for characters, setting, and events.
- Include specific details for each section.
- Include details that identify the text as a folktale.

**Minilesson**

**FOCUS ON STRATEGIES** Tell students that folktales are traditional stories. This means that they have been told many times for many years. Explain that folktales have some distinguishing characteristics.

- Folktales are told by parents and other adults to children, who then tell them to their children.
- Like other stories, a folktale has characters, a setting, and events.
- Folktales also have a theme, or big idea.
- Folktales often teach a moral, or lesson.

Students can determine the theme by using text evidence to understand what the story is about. Often, the moral of the story can support the theme and explain why the story was written.

**MODEL AND PRACTICE** Ask students to raise their hand if they have heard the story of Little Red Riding Hood. Point out that many children have heard this story because it has been told many times. It is an example of a folktale. Ask students to tell you what they know about folktales.

Read the Anchor Chart on p. 29 in the *Student Interactive* and read aloud the folktale on p. 28. **This folktale has characters, a setting, and events. The characters are Little Red Riding Hood, her mom, and the wolf. The setting is the woods. The events are her walking, the wolf approaching her, and her mom chasing the wolf away.** Explain that the events can provide evidence for determining the theme of the story.

**ELL Targeted Support Theme** Use examples and nonexamples to help students express ideas about a theme, or big idea.

Display images of an example and nonexample of the big idea of the story of Little Red Riding Hood [e.g., listening to parents (example), swimming (nonexample)]. Ask student pairs to discuss which image best represents the big idea. Then, have a volunteer share the big idea with the class. **EMERGING**

On the board, brainstorm and write examples and nonexamples of the big idea of the story of Little Red Riding Hood with students. Have students discuss other examples of theme. **DEVELOPING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify folktales.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about the story of Little Red Riding Hood. Then have partners share with the class why they think it is a folktale.

**OPTION 2 Use Independent Text** Have students draw a picture from another folktale they have heard or read.

### QUICK CHECK

**Notice and Assess** Can students identify a folktale?

#### Decide

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

## STUDENT INTERACTIVE, pp. 28–29

GENRE: FOLKTALE Read Together READING WORKSHOP

**My Learning Goal** I can read traditional stories.

**SPOTLIGHT ON GENRE** Read Together

### Folktale


A **folktale** is a traditional story that people have told many times.

Folktales have a **theme**, or a big idea.

One day Little Red Riding Hood went for a walk. Her mom told her not to talk to strangers. Little Red Riding Hood met a wolf. The wolf talked to her. He tried to trick her. But Little Red Riding Hood's mom saw the wolf. She chased him away. Little Red Riding Hood was safe!

**TURN and TALK** Talk about the big idea of the folktale.

Directions Read aloud the page. Then say: **Tell me what you know about folktales.** Finally, ask partners to demonstrate knowledge of the well-known folktale by determining the basic theme.



The anchor chart features a tree with a birdhouse containing an owl. The branches are labeled with 'Events', 'Setting', 'Characters', and 'Theme'. The title 'Folktale Anchor Chart' is written on a pink banner at the top.

28 29

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# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about stories.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Explore word relationships and nuances in word meanings.

## ELL Access

**Cognates** Give an example of Spanish cognates for Spanish speakers.

- character : *carácter*
- characteristic : *característica*

## Related Words

### Minilesson

**FOCUS ON STRATEGIES** Tell students that word parts can be added to words to make new words. Word parts can be added at the beginning or the end of a word.

**MODEL AND PRACTICE** Write the word *character* on the board. This is a word you know, *character*. I can add an -s to this word to make a new word. *Character* means one person or animal in a book. *Characters* means more than one. These words are related. *Characteristic* is another word that is related to *character*. Write *characteristic* on the board and underline the word parts that are added. *Characteristic* means “a quality of a person or thing.” Knowing related words can help readers figure out the meaning of new words. Read the Academic Vocabulary words on p. 47 of the *Student Interactive*. Call on different students to tell the meaning of a word.

# Handwriting

## OBJECTIVE

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

## Letters Jj

**FOCUS** Show students the alphabet. Challenge students to find the letters *Jj*. Today we are going to practice writing the letter *j*. Notice that the letter *j* looks like a fishhook. The capital and lowercase letters are similar, but the capital *J* is wearing a hat and the lowercase *j* has a dot.

**MODEL** Write the uppercase and lowercase *Jj* on the board. Point out the differences as you form each letter. Then have students practice making the letters in the air.



ASSESS UNDERSTANDING

Apply

**MyTURN** Ask students to circle words that are related to the word *explain* on p. 47 and cross out words that are not related.

STUDENT INTERACTIVE, p. 47

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to tell about stories. **My Learning Goal**

**Academic Vocabulary**

choose explain meaning character

**MYTURN** Cross out

**Directions** Point to the word *explain* in the center of the web and ask students to talk about the meaning of the word. Then read the words in the outer circles of the web and have students identify the words that are related to *explain*. Have them cross out the words that are not.

47

**PRACTICE** Have students use *Handwriting* p. 138 in the *Resource Download Center* to practice writing *Jj*.

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

**Handwriting**  
Letters Jj

**MYTURN** Write

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

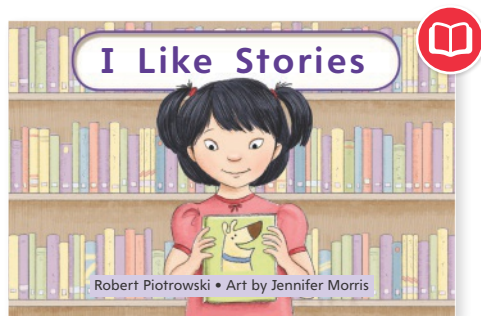
Grade K • Unit 2 • Week 1

138

Handwriting, p. 138

# 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 A

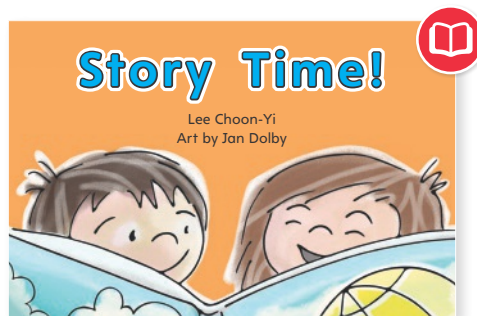
**Genre** Narrative

**Text Elements**

- Three to five words per page

**Text Structure**

- Repetitive Structure



LEVEL A

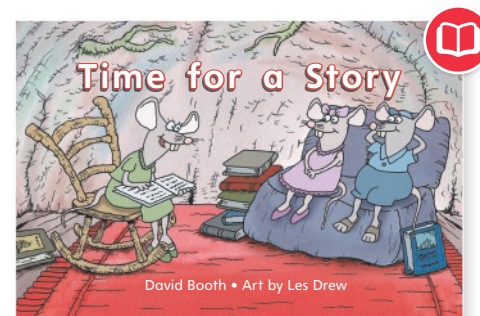
**Genre** Narrative

**Text Elements**

- Text and illustrations
- Short sentences

**Text Structure**

- Repetitive Structure



LEVEL B

**Genre** Animal Fantasy

**Text Elements**

- Text and illustrations
- Two lines of text per page

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

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

### Identify Folktale

- What is the title? Can you guess what the text will be about?
- Do you think the story will be a folktale? Why or why not?
- Who are the characters in the story? What is the setting?
- What is the big idea in the story?

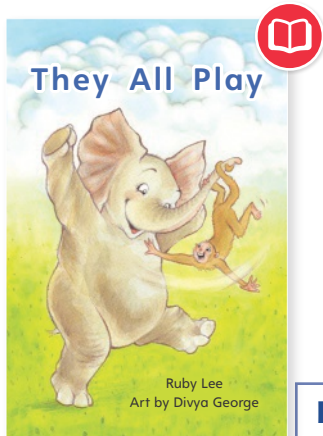
### Develop Vocabulary

- Which words are new to you? How are they important for you to understand the text?
- Are there illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell us about the story?

### Discuss Theme

- What is the title of the book? Can you guess the theme, or big idea, from the title?
- What is a lesson the characters learn in the story?
- What do you think the author wants readers to think or remember after they read this story?





LEVEL B

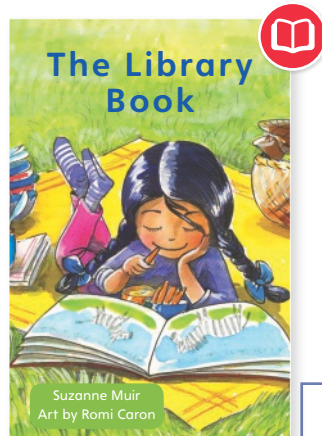
**Genre** Animal Fantasy

**Text Elements**

- Two lines of text per page
- Text highly supported by illustrations

**Text Structure**

- Repetitive Structure



LEVEL C

**Genre** Narrative

**Text Elements**

- Three lines per page
- Concepts supported by pictures

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Narrative

**Text Elements**

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

**Text Structure**

- Chronological

**Visualize Details**

- If you close your eyes, can you see in your mind what is happening in the story?
- How does this word help you form a picture in your mind?
- Ask a question about what you see in the pictures.
- How do the pictures and the words help you imagine the characters and setting?

**Compare Texts**

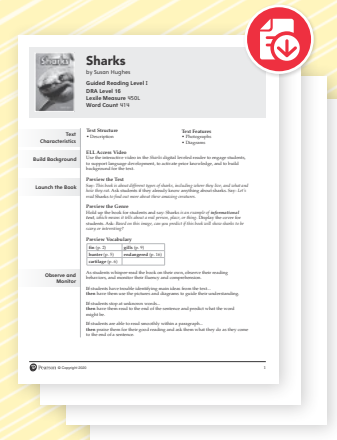
- How are the characters alike in these stories?
- Does each story have a lesson?

**Word Work**

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

**Leveled Reader Teacher's Guide**

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



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

# Teacher-Led Options

## Strategy Group

### IDENTIFY FOLKTALE

**Teaching Point** Today we are learning about folktales. Like other stories, a folktale has characters, a setting, and events that move the story along. Folktales also have a theme, or big idea. Often, the theme is a lesson. Review the Anchor Chart on p. 29 in the *Student Interactive*. Then read aloud the model text on p. 28. Work with students to identify the characters, setting, and theme, or big idea.

### ELL Targeted Support

Use sentence frames to provide additional practice with genre-related academic vocabulary.

Invite students to orally complete the following sentence: *A character is* \_\_\_\_\_. **EMERGING**

Provide the following sentence frames: *The main character is* \_\_\_\_\_. *The setting is* \_\_\_\_\_. **DEVELOPING**

Ask students to discuss the theme, using the following sentence frames: *The theme is* \_\_\_\_\_. *I know this because* \_\_\_\_\_. **EXPANDING**

Have student partners develop sentence frames for one another to complete, using genre-related words that have been taught. **BRIDGING**



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

## Intervention Activity

### TRADITIONAL TALES

Use Lesson 38 in the *myFocus Intervention Teacher's Guide* for instruction on recognizing the characteristics of traditional tales.

LEVEL A • READ

**Lesson 38** Genre: Traditional Tales

**DIRECTIONS** Follow along as your teacher reads each story. Look at the pictures.

**The Fox and the Grapes**


One summer day, Fox went to a farm. He saw grapes hanging high over his head.

*I'll eat those grapes,* thought Fox.

Fox jumped to get the grapes, but he missed. He jumped again and again, but he could not reach the grapes.

Fox walked away. He said, "I'm sure those grapes are sour."

*It is easy to hate what you cannot have.*



**The Princess and the Pea**

Once upon a time, a prince wanted to marry a *real* princess. He met princesses, but were they real?

One rainy night, a princess came to the castle. She was wet and muddy, but she said she was a real princess. To test her, the Queen put a pea on the bed. She piled on twenty mattresses and twenty feather beds.

"Sleep here," said the Queen.

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## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have partners use the Anchor Chart on p. 29 to think of a question they could ask about characters, setting, or theme. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 175–179 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### IDENTIFY FOLKTALE

**Talk About Independent Reading** Ask students to show you a picture they have drawn of a folktale or familiar story and to tell you about the characters, setting, and big idea.

### Possible Conference Prompts

- Where did you hear this story? What makes you think it is a folktale?
- Who are the characters in the story?
- What is the problem the characters want to solve? How do they solve their problem?
- What lesson can you learn from how the characters solve the problem?

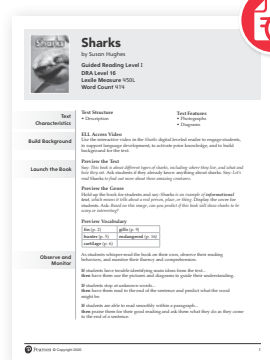
**Possible Teaching Point** Readers can get clues about the big idea by looking closely at how characters solve a problem.

## Leveled Readers



### IDENTIFYING THEME

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



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share information about a folktale they have read or heard. Prompt them to share how they know it is a folktale.

## 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 or draw about their reading in a reading notebook.
- play the myView games.
- use an anchor chart like the one on *Student Interactive* p. 29 to draw pictures showing the characters, setting, and theme of a traditional story.

## BOOK CLUB



See Book Club, pp. T466–T471, 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 *Telling Stories*.



# Word Work

## OBJECTIVES

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The sound /j/ spelled *j* exists in many languages. But in some languages, the letter *j* is not pronounced /j/. In Spanish, *j* is pronounced more like an *h*. We say *juice* in English, but in Spanish the word *juice* is *jugo*. It is pronounced: *who-go*.

## Phonics: Read and Write Words with Jj

### Minilesson

**FOCUS** Hold up the *jet* Picture Card. Say: This is a jet. I hear the sounds /j/ -et. I hear the sound /j/ at the beginning of *jet*. Say the sound /j/ with me: /j/.

Turn over the card and show students the spelling of the word *jet*. Point to the *j* and say /j/. Have students identify the letter *j*. Say the word *jet*. Do you hear the sound /j/? What letter spells the sound /j/? Write the letters *Jj* on the board.

**MODEL AND PRACTICE** Point to the letters *Jj* on the board. Listen carefully to the following words: *jam, jot*. What sound do those words begin with? Repeat the words with me: *jam, jot*. Have a volunteer identify that the words begin with /j/. What letter spells the sound /j/? Students should identify the letter *j*. Tell students that you will read a group of words. Have them raise their hands when they hear a word with /j/. Write these words on the board and read them aloud one at a time: *gas, jam, let, Jim, mop, ran, jog*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete p. 18 in the *Student Interactive*. They should write the letter *j* in each word, decode the word, and circle the matching picture.

**OPTION 2 Independent Activity** Give partners these pictures: jet, jug, sun, kite, jam, juice, man, apple. Have partners sort the pictures into *j* words and other words. Ask them to label the *j* words with the letters *Jj*.

## QUICK CHECK

**Notice and Assess** Can students read and write words with *Jj*?

**Decide**

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

## HIGH-FREQUENCY WORDS

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

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

## STUDENT INTERACTIVE, p. 18

PHONICS | PHONOLOGICAL AWARENESS

### Consonant Jj

**MY TURN** Read and circle

jet job jam

**18** Directions Have students trace the letter *j* in each word. Then have them read the words. Say: Now circle the picture that shows what each word means.

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## ADDITIONAL PRACTICE

For additional practice with consonant *Jj*, have students complete *Phonics* p. 121 from the *Resource Download Center*.

FOUNDATIONAL SKILL **Read Together**

Name \_\_\_\_\_

### Phonics

Consonant Jj

**MY TURN** Write, read, and match

**J** an can **j** og.

**J** im can dance a **j** ig.

**J** ack can do a **j** ob.

Directions Have students write *J* or *j* to complete the words. Then have them read each sentence and draw a line to the image it matches.

Grade K, Unit 3, Week 1

121

*Phonics*, p. 121

# Introduce the Text



How Anansi Got His Stories

## OBJECTIVES

Name the author and illustrator of a story and define the role of each in telling the story.

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

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

### Shared Read Plan

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

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

## Preview Vocabulary

Introduce the words *king*, *lion*, and *leopard* from p. 30 of the *Student Interactive*. Explain that these words will be in the story. As you read each word, have students point to the picture. Ask them to share what they already know about these words. Suggest they look for these words as you read.

## Print Awareness

Hold up a book. **Books can be very different. They can be long or short. Some have pictures, and others do not. However, books also have some parts that are the same.** Identify the front cover, back cover, inside pages, and title page. Point out the book's title and the name of the author (person who wrote the book) on the front cover and the title page. Have students identify these parts of the *Student Interactive* and find the title on the title page.

## Read

Discuss the First Read Strategies. Ask students why they want to read this text. Maybe they wonder who Anansi is, or they like reading stories. When the First Read is over, ask: **What did you like? What surprised you?**

### FIRST READ STRATEGIES

**READ** Follow along with the reading.

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

**ASK** Ask questions about words or phrases you do not understand.

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

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



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

“Close reading gives respect to the role of the text in comprehension. It is important to remember that the text is central to comprehension, not incidental. When you do close reading, you focus on the big ideas and the details that support those ideas. Close reading is not just about getting the facts. It's about connecting the facts in the text to the themes of human experience that characterize good literature.”

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





**ELL Targeted Support Internalize New Vocabulary** Provide support as students learn the vocabulary words.

Say each of the words aloud and have students repeat the word after you. Then say the word and have students point to the picture. Finally, point to the picture and have students say the word. **EMERGING**

Have students work with a partner to think of a word to describe the vocabulary word. If they do not know the word they want to use in English, encourage them to share the word in their home language. Then help them learn the word in English. **DEVELOPING**

Provide students with a description (word or phrase) for one of the words. Ask students to identify what you are describing and point to it as they say its name. Encourage students to use complete sentences by providing a sentence frame: *That is a \_\_\_\_\_.* **EXPANDING**

Have students work with a partner. Provide each set of partners one of the words to learn. Then have students share their word's meaning with the rest of the group. **BRIDGING**

STUDENT INTERACTIVE, p. 30

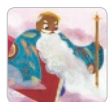


VOCABULARY

Read  
Together

## How Anansi Got His Stories

### Preview Vocabulary



king



lion



leopard

### Read

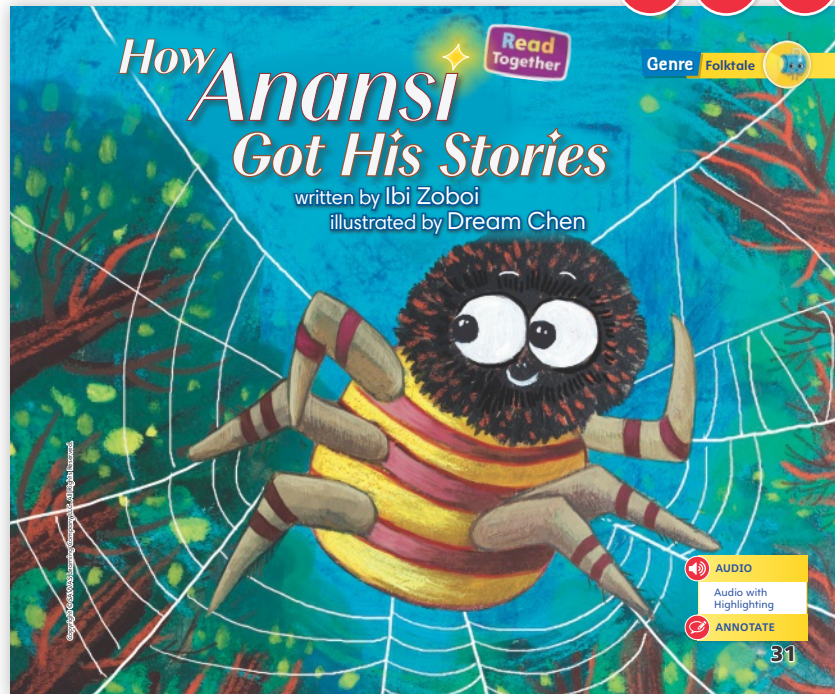
Read the text and look at the pictures to learn the big idea of the story.

Meet the Author




**Ibi Zoboi** writes for children and teens and is a mom of three of her own. She also has three pet turtles named Lucky, Jade, and Leo.

STUDENT INTERACTIVE, p. 31



## First Read

### Read

 **THINK ALOUD** The first sentence of the story says that Anansi had no stories. I know that stories usually have a problem to be solved. This must be Anansi's problem. I wonder how he will solve it. I will read on to find out.

### CROSS-CURRICULAR PERSPECTIVES

#### Social Studies



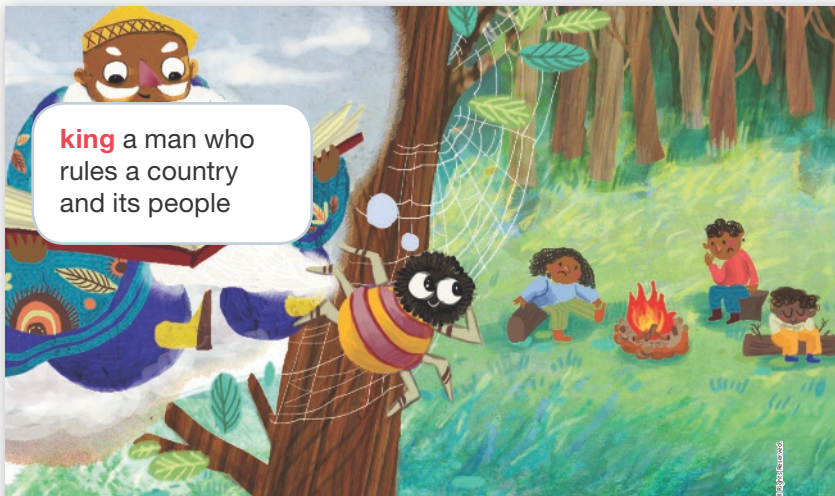
**Culture** Show a world map and point to where your community is located. Tell students that Anansi is an African folktale character. Show students where Africa is on the map. Explain that the stories about Anansi traveled all the way from Africa to the Caribbean islands and the United States.

Explain that all cultures have stories. **People in different parts of the world have different cultures. Stories are a part of every culture. Most cultures have stories that are passed down from parents to their children. Some folktales have been around for hundreds of years!**

Host a culture day in which you share folktales from the United States and from other cultures. Discuss how the stories are similar.



STUDENT INTERACTIVE, pp. 32-33



**king** a man who rules a country and its people

Once, Anansi had no stories.  
 “Sky King has stories!” Anansi thought.

32



CLOSE READ

Why does Anansi go to Sky King? Underline the words that tell what the story is about.

Anansi went to Sky King.  
 “I will do anything for your stories,” Anansi said.

33

### Possible Teaching Point



#### Read Like a Writer | Visualize

Tell students that good readers use all their senses when they visualize. In addition to thinking about what the characters and setting look like, for example, they can imagine what it sounds and feels like. Is it loud or quiet? Hot or cold? Making a picture of what it looks like in their minds can help students understand what they are reading.

### Close Read



#### Discuss Theme

Ask students: **What is the story mostly about?** Then read aloud the Close Read note on p. 33. Prompt students to underline the words that tell what the story is about.

DOK 3

#### OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Discuss topics and determine the basic theme using text evidence with adult assistance.

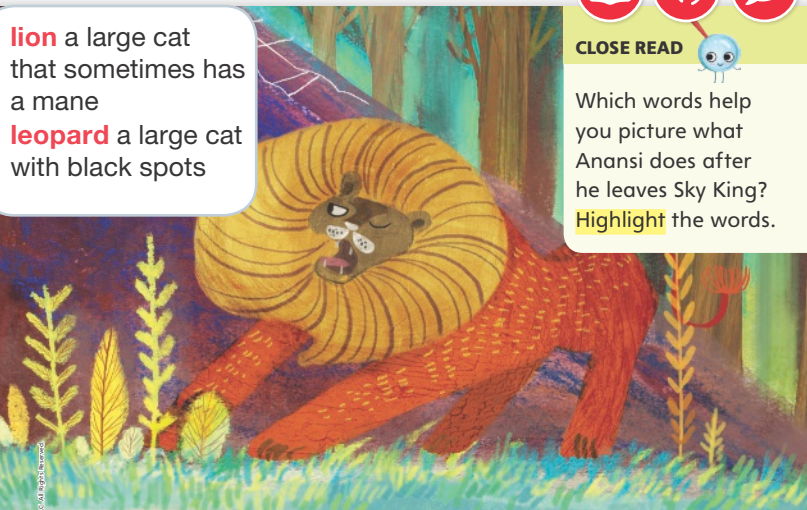


STUDENT INTERACTIVE, pp. 34–35



“Bring me Lion and Leopard,” said Sky King.  
“Hmm . . .” thought Anansi. He **made a plan**.

34



**lion** a large cat that sometimes has a mane  
**leopard** a large cat with black spots



CLOSE READ

Which words help you picture what Anansi does after he leaves Sky King? Highlight the words.

Anansi **went to Lion**.  
“Leopard said he is stronger than you,”  
Anansi said.

35

## First Read

### Look

**THINK ALOUD** Readers can learn about characters and the setting by looking at the pictures. The picture of the Sky King on p. 34 shows that he is old. He looks wise and powerful. The words in the text do not tell me much about the Sky King, but the pictures help me understand what he is like.

## Foundational Skills Extension

### High-Frequency Words

Have students point to the high-frequency word *said* on p. 34. Challenge students to count how many times they can find it on pp. 34–37.



STUDENT INTERACTIVE, pp. 36-37



“Oh?” said Lion. “I will show him!”  
“Go to the mountain,” said Anansi.

36



Anansi went to Leopard.  
“Lion said he is stronger than you,” he said.

37

## Close Read



### Visualize Details

Read aloud the Close Read note on p. 35. Remind students that visualizing involves picturing in their minds what is happening in the story. Say: **So Anansi left Sky King. Then what does he do?** Reread the text and have students highlight the words that help them visualize what Anansi does.

**DOK 2**

#### OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Discuss with adult assistance how the author uses words that help the reader visualize.



STUDENT INTERACTIVE, pp. 38-39



CLOSE READ

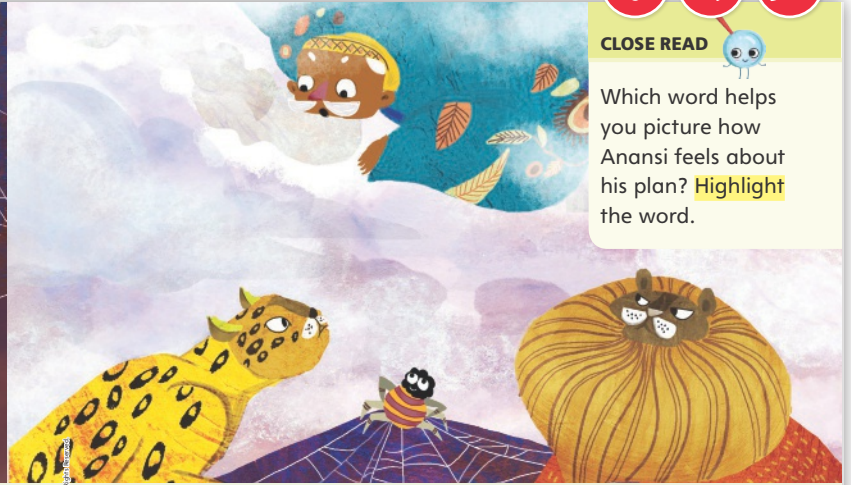


Which word helps you picture how Anansi feels about his plan? Highlight the word.



“Oh?” said Leopard. “I will show him!”  
“Go to the mountain,” said Anansi.

38



Anansi followed Leopard up the mountain.  
He **smiled** at Sky King.

39

## First Read

### Ask

**THINK ALOUD** I see a word I'm not sure about on these pages. I ask myself, "What does the word *mountain* mean?" Now I look for clues in the words and pictures to find the answer. The text says that Anansi followed Leopard up the mountain. In the pictures, I see Anansi and Leopard on a big mound of rock. Now I know what a *mountain* is.

### Possible Teaching Point



#### Language & Conventions | Subjective Case Pronouns

Review the list of subjective pronouns: *I, you, he, she, it, we, they*. Ask students to find the subjective case pronoun on p. 38. (*I*) Explain that *I* refers to Leopard because Leopard is talking.

Then ask students to find the pronoun on p. 39. (*He*) Tell them that *He* refers to Anansi.





STUDENT INTERACTIVE, pp. 40–41



“Well done, Anansi!” said Sky King.  
“Now you may have all my stories!”

40



Anansi took the stories and went back home.  
He’s been telling those stories ever since.

41



## CLOSE READ

Why does Anansi want the stories?  
Underline the words that tell you.

## Possible Teaching Point



## Academic Vocabulary | Related Words

Remind students that words are made up of word parts. Sometimes an ending can be added to a word to make a new word. Write the word *follow* on the board. Read aloud the word and give a definition. To reinforce meaning, have students follow you as you move, such as stand and stretch or hop. Then ask them to find a word on p. 39 that uses the base word *follow*. Point out that this word ends in *-ed*. **When you add *-ed* to the end of a verb, it makes the verb past tense. This shows that the events already happened.**

## Close Read



## Visualize Details

Read with students the Close Read note on p. 39. Have them highlight the word that helps them visualize how Anansi feels about his plan. **DOK 2**

## Discuss Theme

Read aloud the Close Read note on p. 41 and ask students to underline the reason that Anansi wants the stories. Tell students that this can help them understand the theme, or big idea. **DOK 1**

## OBJECTIVES

Discuss with adult assistance how the author uses words that help the reader visualize.

# Respond and Analyze



*How Anansi Got His Stories*

## OBJECTIVES

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

Use text evidence to support an appropriate response.

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

## My View

Use these suggestions to prompt students' initial responses to *How Anansi Got His Stories*.

- **Think** What did you like most about *How Anansi Got His Stories*?
- **Reflect** What part surprised you the most?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that the author chose words that tell who the characters are in this story: *king, lion, leopard*.

- Look at the pictures. Remind yourself of each vocabulary word.
- Ask yourself how you would describe each word. What does it mean?

**MODEL AND PRACTICE** Have students turn to p. 42 in the *Student Interactive*. Model how to complete the activity using the word *king*. Read the word *king* aloud and then ask students to look at the two pictures that follow. Which picture is a picture of a king? I see that the king is a man with a fancy coat. The other picture is an animal, not a king. I will circle the picture of the king. The king is one of the characters in *How Anansi Got His Stories*.

Model circling the picture of the king next to the word.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 42 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students notice in a text they are independently reading when pictures help clarify word meanings. Have them mark the pictures with sticky notes.

### QUICK CHECK

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

#### Decide

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

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 43 of the *Student Interactive*.



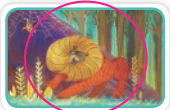



STUDENT INTERACTIVE, pp. 42–43

**VOCABULARY**

**Read Together**

### Develop Vocabulary

**MY TURN** Circle

king		
lion		
leopard		

Directions Read the words to students. Ask them to circle the picture that shows the meaning for each word.

**COMPREHENSION**

**Read Together**

### Check for Understanding

**MY TURN** Write

**DOK 2** 1. How does Anansi trick Lion and Leopard?  
Possible response:  
He gets them to go to the mountain to show who is stronger.

2. How does the author tell you the setting of the story?  
Possible response:  
The author says Anansi went up a mountain.

**DOK 2** 3. What problem does Anansi have?  
Possible response:  
He wants Sky King's stories.

Directions Read aloud the questions one at a time. Have students write their answers on the lines. Remind them to use text evidence.



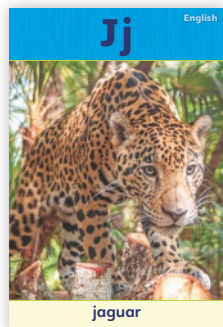
Use the  **QUICK CHECK** on p. T33 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT Jj

**Alphabet Card** Display the *Jj* Alphabet Card. This is a picture of a jaguar. *Jaguar* begins with /j/. What letter spells the sound /j/? Yes, the letter *j*. Say the words *jot*, *Jen*, *man*, *Jess*, *top*, and *joy*. Have students hold up a finger if they hear the sound /j/.



### ELL Targeted Support

Tell students that it is important for them to listen carefully to what they say so that they will realize when they make a mistake. Provide students with a grade-appropriate text to pronounce words with the sound /j/.

Have students repeat the /j/ words in the text after you while looking in a mirror. Help them notice the shape of their mouths and the position of their teeth as they say the sound /j/. **EMERGING**

Tell students to listen carefully to what they say. Ask them if the /j/ word sounded correct. Have them repeat the /j/ word until they are satisfied with the pronunciation. **DEVELOPING**

Have students touch their ear if they hear a mispronounced word. Have them provide peer feedback. **EXPANDING/BRIDGING**



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /j/.

LEVEL A • MODEL AND TEACH

**Lesson 23** **Connect Sound and Letter: Consonants 3**

**INTRODUCE** Write the letters *Hh* and say the name (*h*). Explain that *h* is a consonant and spells the sound /h/. Ask students to hold up a hand. The word *hand* begins with the letter *h* and the sound /h/. Write or display the word *hand*. In this lesson, we'll learn to connect more sounds and consonant letters.


**MODEL** Display or share copies of the passage "Can You Do It?" from Student Page S141, and read it aloud. The words in this passage have the letters and sounds *h* /h/, *v* /v/, *k* /k/, *j* /j/, *z* /z/, *w* /w/, *y* /y/, *q* /kw/, and *x* /ks/.

**OBJECTIVES:**

- Recognize letters *h*, *v*, *k*, *j*, *z*, *w*, *y*, *q*, and sounds /h/, /v/, /k/, /j/, /z/, /w/, /y/, /kw/, and /ks/.
- Connect letters and sounds *h* /h/, *v* /v/, *k* /k/, *j* /j/, *z* /z/, *w* /w/, *y* /y/, *q* /kw/, and *x* /ks/.
- Identify *h* /h/, *v* /v/, *k* /k/, *j* /j/, *z* /z/, *w* /w/, *y* /y/, *q* /kw/, and *x* /ks/ in words.

**Can You Do It?**

Can you hug a hippo?  
Can you kiss a zebra?  
Can you jog with an ox to the vet?  
Yes, I can!  
I am the queen!



**TEACH** Use examples to help students recognize letter-sound correspondences. We read the word *hug*. The first letter in *hug* is *h*. The letter *h* stands for the sound /h/. Do the words *hug* and *hippo* begin with the same sound or different sounds? Circle each *h*. Continue the process until you have identified the relevant letter and sound in each of the following words: *you*, *kiss*, *zebra*, *jog*, *with*, *ox*, *vet*, *Yes*, and *queen*. Explain to students that the letter *x* and sound /ks/ usually come at the end of the word.

Phonics, Morphology, and Spelling T • 141

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have students use letter tiles to build words with the sound /j/, such as *jig*, *jog*, *jab*, *Jen*, and *Jim*. Students can also play the letter tile game in the myView games on SavvasRealize.com.



### Decodable Book



#### WHAT IS IT?

Students can revisit last week's Decodable Book *What Is It?* to practice reading words with the sounds /o/ and /e/ and last week's high-frequency words.

Before reading, display last week's high-frequency words: *what*, *blue*, *green*. Tell students that they will practice reading these words in *What Is It?*

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

### High-Frequency Words

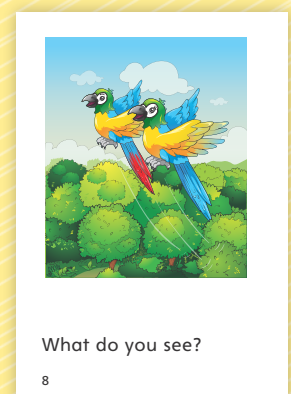
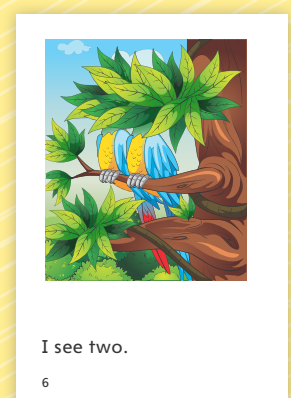
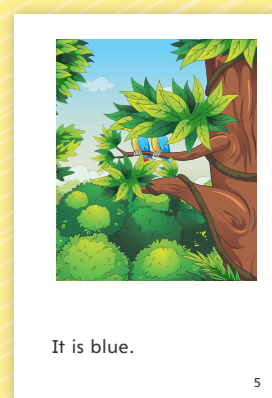
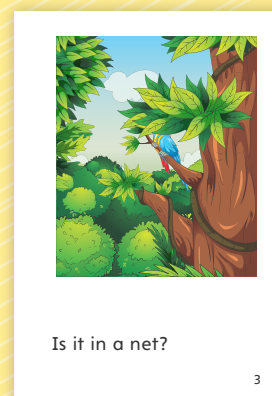
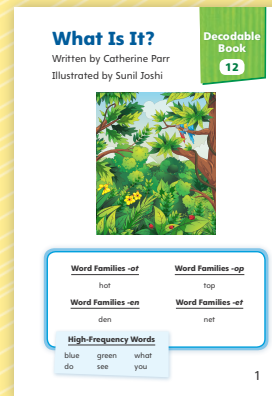
Write each of this week's high-frequency words on three sticky notes. Place the notes in a snake on the floor. Students read each word to get to the end of the snake. If students can not read a word, read it for them and have them read it before continuing.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T43 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** As you read, you can notice when images or illustrations in the text show what a word or phrase means. Paying close attention to the images in a text will help you understand the meaning of the text. Look back at some pages from *How Anansi Got His Stories* and prompt students by reading words or phrases. Have them point to images that help clarify the meaning of the words and phrases you read.

### ELL Targeted Support

Say a simple concrete noun such as *cat* or *dog*. Then show students two pictures, one that shows the noun you said and one that does not. Have students identify the picture that matches what you said. **EMERGING**

Repeat the emerging activity, but this time use language that is less concrete (adjectives such as *happy* or *sad* may work well). **DEVELOPING**

Show students a picture of a simple grade-level appropriate scene. Then tell them three words: one whose meaning is shown in the picture, and two whose meanings are not shown in the picture. Have students say which word matches the picture. **EXPANDING**

Repeat the expanding activity, but instead of giving students three choices, simply read a passage of text to them that is relevant to the image you showed them and have them pick out the words that the picture shows. **BRIDGING**



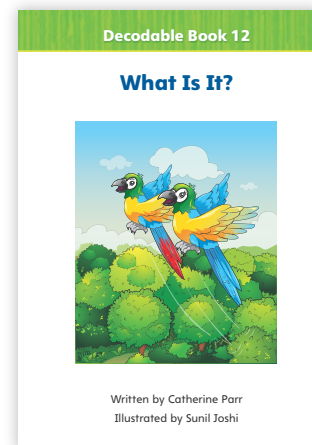
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### WHAT IS IT?

Have students reread the Decodable Book *What Is It?* Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Ask pairs to take turns reading a page in the Decodable Book *What Is It?* If they struggle over a word, ask them to go back until they can read without stopping.

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Have students share a place in their independently read texts where a picture helped them clarify a word's meaning.

### Possible Conference Prompts

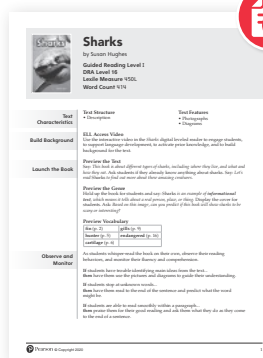
- What do you think this picture shows?
- What do you think \_\_\_\_ means?
- Show me the parts of the picture that show what \_\_\_\_ means.
- How do you know the meaning of your word?

**Possible Teaching Point** Texts often include pictures to show the most important parts of the text. If you are trying to figure out what meaning a picture is showing, it can help to think about what the most important parts of the text are.

## Leveled Readers

### DEVELOP VOCABULARY

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



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share new words they found in stories that they are reading. Prompt them to tell what these words mean.

## Independent/Collaborative

### Independent Reading

Students can

- reread and listen to *How Anansi Got His Stories*.
- read a self-selected trade book or the 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 talk about the theme in *How Anansi Got His Stories*.
- play the myView games.
- complete an activity from the *Resource Download Center*.

### SUPPORT COLLABORATION

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

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



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T38 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Final /ks/

**FOCUS AND MODEL** Today we are going to learn a new sound. Listen carefully: /ks/ /ks/ /ks/. The sound /ks/ is made by combining the sounds /k/ and /s/. Show students how to make the sound /ks/ and have them practice it.

Display the *fox* Picture Card. This is a fox. Listen to the ending sound as I say this word: /f/ /o/ /ks/. What sound does *fox* end with? Students should supply the sound /ks/. Then say the following words and have students give a thumbs-up if they hear the sound /ks/ at the end of the word. Have them give a thumbs-down if they hear another sound at the end of the word: *pack, ax, duck, six, bat, tax, fox*.

**SEE AND SAY** Have students turn to p. 19 in the *Student Interactive*. Tell them they will circle the picture words that end with the sound /ks/. Have them point to the picture of the box. Listen to the sounds in this word: /b/ /o/ /ks/. *Box* has the sound /ks/ at the end. Let's circle the box. Identify all the words on p. 19 for students. Have them complete the page.

## Phonics: Introduce Xx

### Minilesson

**FOCUS** Tell students that the sound /ks/ is spelled with the letter *x*. Display the *box* Picture Card. Tell students the word *box* ends with *x*. Turn the card over to display the word *box*. Point out the spelling of the sound /ks/. Write the letters *Xx* on the board. Tell students the letters are uppercase *X* and lowercase *x*. Slowly trace the letters as you say the sound /ks/.

**MODEL AND PRACTICE** Have students turn to p. 20 in the *Student Interactive*. Let's say the picture word *ax* and listen to the ending sound: /a/ /ks/. The word ends with /ks/. Can you identify, or tell me, what letter spells the sound /ks/? Students should trace the uppercase and lowercase letters on the page. Have them point to the letter *x* and tell you what sound it represents.

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

# High-Frequency Words

## Minilesson

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

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

**APPLY MyTURN** Have students read the sentences on p. 21 with you. Ask them to identify the words *was*, *said*, and *where* in the sentences. Then have them read the sentences with a partner. Have them underline the high-frequency words in the sentences.

**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they hear, say, or read often. Help students develop the sight vocabulary for this week: *was*, *said*, *where*. Write the words on the board and hand out note cards with the sight vocabulary words written on them.

Say each word as you point to it on the board. Have students hold up the matching card. **EMERGING**

Review the sight vocabulary words, and then erase them from the board. Write *was* and *swa*. Point to each set of letters and have students hold up the matching card when you point to the correct spelling. Repeat for the other sight words. **DEVELOPING**

Rewrite the sight words on the board with scrambled letters. Have students identify which sight word each set of letters spells and hold up the matching card. **EXPANDING**

Have student pairs take turns holding up a card. Have the partner hold up the matching card. Then have the students read the word aloud and use it in an oral sentence. **BRIDGING**

STUDENT INTERACTIVE, p. 19

FOUNDATIONAL SKILLS

### Final Sounds

**SEE and SAY** Circle



Tell students that images represent box, dog, fox, mix.

Tell students that images represent pan, six, boat, ox.

Directions: Say: Listen to the sounds in this word: /b/ /a/ /ks/. Box ends with the sound /ks/. Have students segment the sounds in each picture word and circle the picture words that end with the sound /ks/.


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STUDENT INTERACTIVE, p. 20


PHONICS | HIGH-FREQUENCY WORDS

### Consonant Xx

**MYTURN** Write



Tell students that images represent ax, house, box.



Directions: Tell students that the letter x makes the sound /ks/ at the end of a word. Explain that they will see the letter x in many words that end with the sound /ks/. Model how to form the letters X and x. Have students trace the letters Xx at the top of the page. Then have them say each picture word. Say: If the word ends with the sound /ks/, write uppercase X and lowercase x on the lines.


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STUDENT INTERACTIVE, p. 21

FOUNDATIONAL SKILLS

### My Words to Know

was said where



### My Sentences to Read

**MYTURN**

Where did Max go?

He said he went on a jet.

He was in a box!

Directions: Say: Listen to these words: was, said, where. Have students read the words. Then have them identify and underline the high-frequency words in the sentences. Finally, have students read the sentences.

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# Discuss Theme

## OBJECTIVE

Discuss topics and determine the basic theme using text evidence with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to talk about the story and its theme. For example, provide sentence starters with the vocabulary words:

- The main character is \_\_\_\_.
- Both the lion and the leopard choose to \_\_\_\_.
- Anansi explains that he visits the Sky King because \_\_\_\_.

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language as you discuss the events and theme of a folktale.

- theme : *tema*
- problem : *problema*
- solve : *resolver*

## Minilesson

**FOCUS ON STRATEGIES** Tell students that the theme is the big idea, or what the author wants readers to know or remember about the story. Readers can figure out the theme by discussing topics and important details in the story and thinking about how the problem is solved in the story. The solution to a problem can be a moral, or lesson, the author wants to tell readers.

**MODEL AND PRACTICE** Remind students that they just read a folktale, or a traditional story, about Anansi. Explain that they can find evidence to support the theme of the story with adult assistance. *I want to discuss the topic and determine the theme, or big idea, of the story. The title is *How Anansi Got His Stories*. The title tells me that the story will be about Anansi. I can see from the cover that he is a spider. What else does the title tell us? That's right, it tells us the topic, or what the tale will be about, is how he got his stories!*

*Now I will go back and reread the text. Read aloud the first sentence. In the first sentence, we learn about a problem that Anansi has. He does not have any stories. I can determine that the theme will be how he uses his wits to solve this problem and get his stories.*

Continue by flipping through the pictures and having students use them to discuss the topic of the story and to tell you how Anansi solves his problem. Point out the Close Read notes on pp. 33 and 41 in the *Student Interactive* and have students underline the parts of the text that tell about the theme. Provide assistance as needed.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for determining theme.

**OPTION 1 My TURN** Read the directions at the bottom of p. 44 in the *Student Interactive*. Then ask students to write or share a sentence about the big idea and circle the picture that helped them understand the theme.

**OPTION 2 Use Independent Text** Have students use sticky notes to note the picture or text that shows the theme of a book they are reading.


### QUICK CHECK

**Notice and Assess** Can students discuss the theme of the story?

#### Decide


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

### STUDENT INTERACTIVE, p. 44

CLOSE READ 

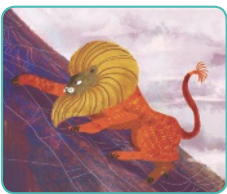
#### Discuss Theme


The **theme** is the big idea of a story.


 **MY TURN** Write and circle

Possible response: \_\_\_\_\_

**Stories are important.**





 **44**

Directions Read the information to students. Say: The topic, or what the story is all about, can help you figure out the theme. Pictures can help you too. Have students look back at the text to discuss the topic and determine the basic theme. Ask them to write the theme on the lines. Then ask students to circle the picture from the story that helped them understand the theme.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss with adult assistance how the author uses words that help the reader visualize.

## ELL Access

**Language** Students might be used to feelings and other adjectives matching the gender of the subject. Explain that adjectives are gender neutral in English.

- In Spanish, *contenta* is feminine but *contento* is masculine.
- In English, *content* is feminine and masculine.

## Visualize

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors use words to help readers visualize the story. Authors may say how the characters think and feel. They may describe what characters look and sound like.

**MODEL AND PRACTICE** Help students think of words an author might use to describe how a character feels. Guide them to feeling words, such as *happy*, *sad*, *angry*, or *excited*.

Point out that authors might show a character is happy without using that word. Ask students: **What do people look like when they are happy?** Guide students to recognize how behaviors like smiling, cheering, or skipping can suggest a character is happy.

# Handwriting

## OBJECTIVE

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

## Letters Qq

**FOCUS** Show students the alphabet and point out the letters *Qq*. Help students to recognize that capital *Q* looks like an *O* with a small line on it and the lowercase *q* has a circle, a line, and a tail.

**MODEL** Make sure students know to begin at the top line when writing a capital letter. Model how to write a *Q* and have students follow your example. Then draw a lowercase *q* on the board. Point out that it goes below the line and swoops like a *j*, but in the opposite direction. Have students draw a *q* in the air as you model.

**PRACTICE** Provide students with lined paper and have them practice writing uppercase *Q* across the top line. Then have them practice writing lowercase *q* on the next line.





## ASSESS UNDERSTANDING

## Apply

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

STUDENT INTERACTIVE, p. 49

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

- Find a word in the story that helps you picture how Anansi feels.  
Possible response: smiled
- What is another word you could use to help readers picture Anansi?  
Possible response: small, striped

Directions Read the first item with students. Have them look back at the story to find a word to write on the lines. Then read the second item and have students write their response. Encourage them to look at the story pictures for ideas. When students are finished, have them discuss their responses.

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## Writing Workshop

Guide students in finding ways to add words that help readers visualize their texts during Writing Workshop. Then have them add these words to their drafts.

**PRACTICE** Have students use *Handwriting* p. 139 from the *Resource Download Center* to practice writing Qq.

Name \_\_\_\_\_

### Handwriting

Letters Qq

Write

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

Grade K • Unit 2 • Week 1

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*Handwriting*, p. 139

Use the  **QUICK CHECK** on p. T51 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DISCUSS THEME

**Teaching Point** Today we will talk more about how to find the big idea or theme of a story. The first step is to look at the title. This will often give important information about the big idea. We can also ask what the author wants us to know. Often the big idea is related to how a problem is solved. Look back at *How Anansi Got His Stories* with students and discuss the problem and how Anansi solves this problem. Ask students what they can learn from how Anansi solves his problem.

### ELL Targeted Support

Have students work with a partner to draw pictures to show the problem and how Anansi solves it. Ask them to label each picture.

#### EMERGING

Invite students to work with a partner to identify the main parts of the story that tell the problem and how Anansi solves it. Provide sentence starters, as needed: *Anansi needs \_\_\_\_\_.* *He solves the problem by \_\_\_\_\_.* **DEVELOPING**

Have students work with a partner to identify the problem and how Anansi solves it. Then have them work together to identify a big idea or theme of the story. Provide sentence frames as needed. **EXPANDING**

Have students work with a partner to talk about the problem and how Anansi solves it. Then have them discuss what the author wants readers to know. Have students share their ideas with the rest of the group. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Remind students that, because they often read together with a partner or group, listening to others read and talking about the text are important aspects of reading.

**Model** Model for students by reading aloud pp. 32–34 of *How Anansi Got His Stories*. Ask students what important part of the story they learned from listening to you read these pages. They might respond that they learned that Anansi has a plan for solving the problem. Continue reading pp. 35–39. Ask students how Anansi has solved the problem. Students should respond that Anansi has tricked Lion and Leopard into going to the mountain. Read the story to the end and have students discuss the big idea, or theme.

## Conferring

3 students / 3–4 minutes  
per conference

### DISCUSS THEME

**Talk About Independent Reading** Ask students to look back at their sticky notes and tell you the theme or big idea of a book they are reading.

### Possible Conference Prompts

- What is the title of your book? Does the title give you any clues about the big idea?
- What is the main character like? Does this help you know anything about the big idea?
- Does the story have a problem? How is this problem solved?
- What do you think the author wants readers to know? What can readers learn from this story?

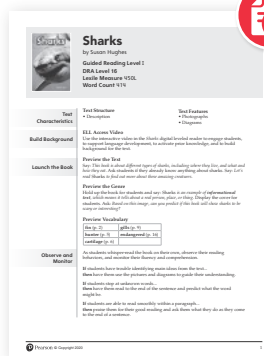
**Possible Teaching Point** Readers can get clues about the big idea by looking at how the character solves a problem.

## Leveled Readers



### DISCUSS THEME

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



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share the theme or big idea of a story they are reading. Ask students to share how the author helps readers understand this big idea.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



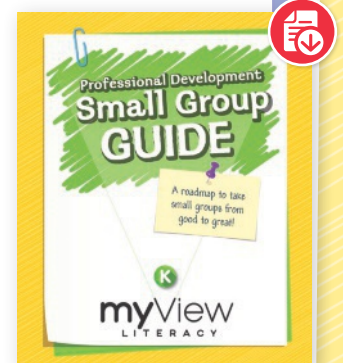
Students can

- write or draw about their reading in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on *Student Interactive* p. 29 and tell a partner the characters, setting, and big idea or theme of a story they are reading.

### SUPPORT INDEPENDENT READING

As students read independently, ask them to picture what they are reading. Occasionally, ask them what they are picturing. Focusing on developing a clear mental image of a text's meaning as you read can help you avoid distraction.

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



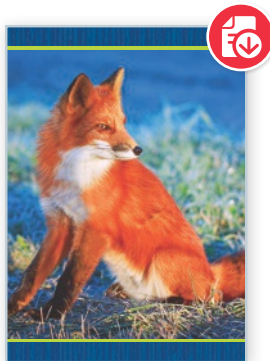


# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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



Picture Card

## Phonics: Read and Write Words with Xx

### Minilesson

**FOCUS** Hold up the *fox* Picture Card. This is a picture of a fox. I hear the sound /ks/ at the end of *fox*. Say the sound /ks/ with me.

Turn over the card and show students the spelling of the word. Point to the *x* and say /ks/. Do you hear the sound /ks/? What letter spells the sound /ks/? Have students identify the letter *x*. Write the letters *Xx* on the board. Have students trace the letters *Xx* in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters *Xx* on the board. Listen carefully to the following words: *fix*, *box*. Both words have the sound /ks/ in them. Listen again: /f/ /i/ /ks/; /b/ /o/ /ks/. Write the words *fix* and *box* on the board. Read the words, pointing to each letter as you say the sound. Ask volunteers to point to the letter *x* in each word. Ask them what sound the letter *x* spells.

**ELL Targeted Support Distinguish Sounds** Tell students that being able to hear different letter sounds will help them understand English words. Write the words *box*, *wax*, and *fox* on the board. Tell students that all these words have the sound /ks/. Read the words with students.

Point to the word *box*. Say each letter sound and then the whole word. Have students repeat the sounds and then the word after you. Have students use *box* to complete this sentence: *I put the \_\_\_ in the car.* Continue the routine with the words *wax* and *fox*. **EMERGING**

Point to the word *box* on the board. Have students find the word on p. 21 in the *Student Interactive*. Ask them to identify what sounds they hear in the word. Repeat with the other words. **DEVELOPING**

Have students use books from the classroom library to identify words that end with the sound /ks/. Ask them to use each word in a sentence.

**EXPANDING/BRIDGING**



# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ELL Access

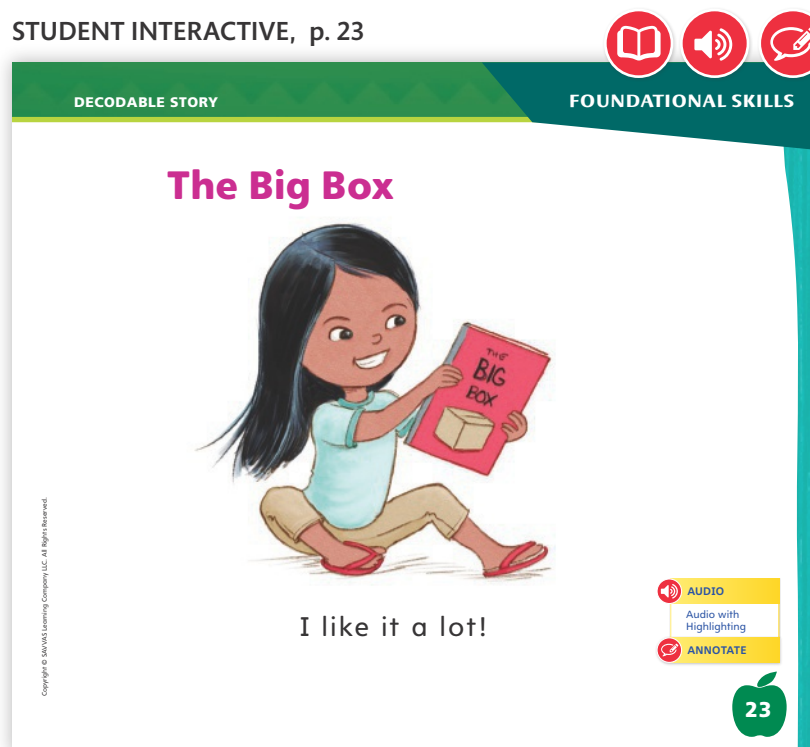
Students whose native language is Spanish may be familiar with the letters *Jj*, but the letters spell the sound /h/ in Spanish. To reinforce the relationship between the sound /j/ and the letters *Jj* in English, have students point to the letter *J* in *Jan* and the letter *j* in *jet* on p. 24 as they repeat the sound /j/ after you several times.

## Read *The Big Box*

**FOCUS** Have students turn to p. 23 in the *Student Interactive*. We are going to read a story today about some animals who go on an adventure. Point to the title of the story. The title of the story is *The Big Box*. I hear the sound /ks/ in the word *box*. In this story, we will read words that have the sounds /j/ and /ks/.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *was, said, where*. Tell them they will practice reading these words in the story *The Big Box*. Display the words. Have students read them with you. When you see these words in the story *The Big Box*, you will know how to identify and read them. You will also see other high-frequency words you have learned: *a, we, they, that*.

STUDENT INTERACTIVE, p. 23



The screenshot shows a digital page titled "The Big Box" from a "Student Interactive" book. At the top, it says "DECODABLE STORY" and "FOUNDATIONAL SKILLS". The title "The Big Box" is written in pink. Below the title is an illustration of a young girl with long black hair, wearing a light blue shirt and tan pants, sitting on the floor and holding a red book titled "THE BIG BOX" which features a picture of a cardboard box. Below the illustration, the text reads "I like it a lot!". On the right side, there are three icons: a book, a speaker, and a pencil. Below these icons are two buttons: "AUDIO" (with a speaker icon) and "ANNOTATE" (with a pencil icon). At the bottom right, there is a green apple icon with the number "23" inside it.





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

After students have read the story, call their attention to the title. **I see the letter x in a word in the title. What sound does the letter x spell?** Help them identify, or say, the sound /ks/. Then have students read the word *Box* on p. 23.

Have students turn to pp. 24–25. **Which words include the sound /j/ spelled j and the sound /ks/ spelled x? Point to them.** Help students identify the sounds /j/ and /ks/. Then have them find and highlight the words with the sound /j/ spelled j and underline the words with the sound /ks/ spelled x. Have them tell you the high-frequency words they see.

## STUDENT INTERACTIVE, pp. 24–25



## DECODABLE STORY

## FOUNDATIONAL SKILLS



**Jan** and **Max** have a big **box**.  
“Where can we go?” said **Jan**.  
They went on a **jet**.



They went in a cab.  
“That was the best trip!” said **Max**.

# Visualize Details

## OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Discuss with adult assistance how the author uses words that help the reader visualize.

Identify characters, settings, and major events in a story with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary words to visualize details about the theme of *How Anansi Got His Stories*. Ask:

- Can anyone explain what visualizing is?
- What do you think each character might sound like?
- How does visualizing this story help you understand the meaning of the story?

## Minilesson

**FOCUS ON STRATEGIES** Explain that visualizing is a technique that readers use to better understand what they read. To visualize:

- Picture what is happening in your mind. Pretend you are there.
- Use all five senses. What might the setting look, sound, feel, smell, and taste like? What do the characters look and sound like?
- Look at the words the author uses to describe the characters, setting, and events. What does this tell you about what is happening?

**MODEL AND PRACTICE** Have students look back at the pictures in *How Anansi Got His Stories*. Point out that the setting is high on a mountain in the clouds. Model visualizing the scene shown on p. 34: *I can see that the king lives high in the clouds. He looks very powerful and is carrying a big book. The long beard makes him seem very wise. The text says he said, "Bring me Lion and Leopard." I imagine his voice to be very deep and serious.* Use the Close Read notes on pp. 35 and 39 and assist students as they highlight the words that are most helpful for visualizing what happens in the text.

**ELL Targeted Support Visualizing and the Five Senses** Help students understand the five senses and how to use them to visualize.

Provide pictures as visual support for the five senses (an eye for sight, an ear for hearing, etc.). Point to the appropriate picture as you discuss visualizing what the scene looks, sounds, and feels like. **EMERGING**

Ask basic questions to help students visualize the scene. Point to your ear and ask: *Do you think this was a noisy place? Do you think the king was loud or quiet?* **DEVELOPING**

Ask students to visualize a scene and tell you what they see. Provide sentence frames: *One thing I see when I visualize this scene is \_\_\_\_\_. It sounds \_\_\_\_\_. It feels \_\_\_\_\_. **EXPANDING***

Have students work with a partner to tell what they visualize at different parts of the story. Encourage them to use all their senses. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for visualizing details.

**OPTION 1 My TURN** Read aloud the directions on p. 45 in the *Student Interactive*. Then have students draw a picture in order to practice creating mental images to deepen understanding.

**OPTION 2 Use Independent Text** Have students listen to a story and visualize the character(s) or event(s). Then have students draw a picture showing what they visualize.

### QUICK CHECK

**Notice and Assess** Can students visualize details to better understand a story?

#### Decide

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

### STUDENT INTERACTIVE, p. 45

**Read Together** READING WORKSHOP

## Visualize Details

Authors use words that can help you **visualize**, or picture in your mind, what happens.

**MY TURN** Draw

**Drawing should show Anansi making or carrying out his plan.**

Directions Read aloud the sentence at the top of the page. Ask: *What does Anansi do after Sky King tells him to bring Lion and Leopard?* Have students look back at the text. Ask them to think about the events and draw what they visualize.

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

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT Xx

**Picture Card** Display the ox Picture Card. *This is an ox. Ox ends with /ks/. What letter spells the sound /ks/? Yes, the letter x.*



Work with students to think of other words that end with the sound /ks/. Record words or draw the pictures on the board.

### ELL Targeted Support

Tell students that it is important to know what sounds the letters spell in the English language. Repeat the sound /ks/. Then write the words *six* and *fox* on the board.

Provide students feedback when they have a hard time pronouncing the sound /ks/. Help them practice each word until they are comfortable with it. **EMERGING**

Closely monitor students and help them self-correct as they read aloud. Then help them pronounce words with /ks/ correctly. **DEVELOPING**

Encourage students to monitor their speech and self-correct. Have students provide feedback to each other. Ask them to tell you other words with the sound /ks/. **EXPANDING**

Say the words *ox*, *fox*, *six*, *ax*, and *fax* aloud. Ask students to write each word they hear, and ask volunteers to share what they wrote down.

### BRIDGING



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with final sound /ks/ spelled x.

LEVEL A • MODEL AND TEACH


**Lesson 23** **Connect Sound and Letter: Consonants 3**

**INTRODUCE** Write the letters *Hh* and say the name (*h*). Explain that *h* is a consonant and spells the sound */h/*. Ask students to hold up a hand. *The word hand begins with the letter h and the sound /h/.* Write or display the word *hand*. In this lesson, we'll learn to connect more sounds and consonant letters.

**MODEL** Display or share copies of the passage "Can You Do It?" from Student Page S141, and read it aloud. The words in this passage have the letters and sounds *h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/ and x /ks/*.

**Can You Do It?**

Can you hug a hippo?  
Can you kiss a zebra?  
Can you jog with an ox to the vet?  
Yes, I can!  
I am the queen!



**TEACH** Use examples to help students recognize letter-sound correspondences. We read the word *hug*. The first letter in *hug* is *h*. The letter *h* stands for the sound */h/*. Do the words *hug* and *hippo* begin with the same sound or different sounds? Circle each *h*. Continue the process until you have identified the relevant letter and sound in each of the following words: *you, kiss, zebra, jog, with, ox, vet, yes, and queen*. Explain to students that the letter *x* and sound */ks/* usually come at the end of the word.

OBJECTIVES:  
• Recognize letters *k, v, j, z, w, y, q, x* and sounds */k/, /v/, /j/, /z/, /w/, /y/, /kw/, /ks/*.  
• Connect letters and sounds *h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/, and x /ks/*.  
• Identify *h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/, and x /ks/* in words.

Phonics, Morphology, and Spelling T • 141

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

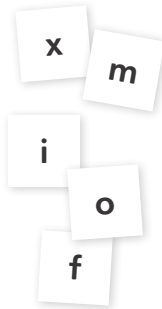
## Word Work Activity



## BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students build words with letter tiles that have the sound /ks/: *mix, six, fox, box, tax.*

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



## Decodable Book



## THEY ARE LOST!

Students can read the Decodable Book *They Are Lost!* to practice reading /j/ spelled *Jj*, /ks/ spelled *Xx*, and this week's high-frequency words.

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

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

## Centers



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

## Decodable Book

**They Are Lost!** Decodable Book 13  
Written by Joseph Perlas  
Illustrated by Andy Wilson

Consonant Jj	Consonant Xx /ks/
Jan	box
Jen	Fox
just	Max

High-Frequency Words

are	look	they
he	said	was
here	she	where

1

Dad said Jan was in the box.

2

Where is Jan Fox?  
She is lost!

3

Dad said Max was in the pen.

4

Where is Max Fox?  
He is lost!

5

Dad said Jen was in the bed.

6

Where is Jen Fox?  
She is lost!

7

They are not lost.  
Just look here!

8

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

# Teacher-Led Options

## Strategy Group



### VISUALIZE DETAILS

**Teaching Point** Today I want to remind you of how to visualize when you are reading. Listen as I reread "Goldilocks." As I read, I want you to try to picture in your mind what is happening. Read aloud the text on p. T22. Stop and ask students what they see in their imaginations. *What does Goldilocks look like? What does she sound like? What does the setting look like? What does it sound, feel, and smell like?*

After a brief discussion, continue reading the rest of the story and reflect on what students visualize. Remind them that they can visualize both when they are listening to a book and when they are reading it themselves.

### ELL Targeted Support

Provide support to help students express ideas about what they visualize.

Ask students to close their eyes and picture Goldilocks. Then ask them specific questions that will force them to clarify their mental pictures: *What does Goldilocks's hair look like? What does her face look like? What is she wearing in your picture? What is she doing?*

### EMERGING/DEVELOPING

Ask students to work with a partner to describe what the scene looks and sounds like. Then have them share their ideas with the rest of the group.

### EXPANDING/BRIDGING



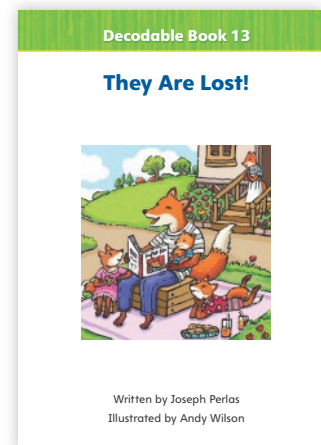
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### THEY ARE LOST!

Have students reread the Decodable Book *They Are Lost!* Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have student pairs take turns reading the Decodable Book *They Are Lost!*, switching after each page.

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes per conference

### VISUALIZE DETAILS

**Talk About Independent Reading** Ask students to share the drawing they made after reflecting on a book they read and visualizing the characters, setting, or events.

### Possible Conference Prompts

- Where does the story happen? What does it look, sound, and feel like there?
- What does the character look or sound like?
- What words does the author use to help you know what the characters, setting, and events look and sound like?

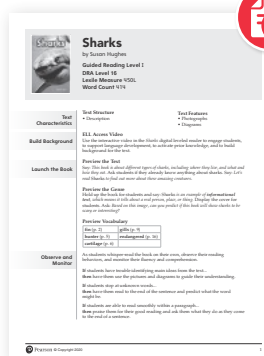
**Possible Teaching Point** Readers can get clues about what happens by picturing it in their minds.

## Leveled Readers



### VISUALIZE DETAILS

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



## Whole Group

**Share** Bring the class back together. Invite one or two students to share what they see or hear when they picture an event in a book they are reading. Ask students what clues the author gives about what it looks or sounds like.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- play the myView games.
- practice visualizing parts of a trade book or other story they are reading.

### SUPPORT INDEPENDENT READING

Remind students that when they are reading by themselves, they can use visualization to make it much easier to comprehend what a text is about. Remind them that visualizing can be fun, too!

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



# Word Work

## OBJECTIVES

Identify the individual words in a spoken sentence.

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

Spell high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 132 from the *Resource Download Center*.

*My Words to Know*, p. 132

## Phonological Awareness: Identify and Count Words in Sentences

**MODEL** Tell students that they are going to learn how to count the words in sentences. Listen carefully as I say this sentence: *The juice comes in a box.* Repeat the sentence with me. Have students repeat the sentence with you and clap as they say each word. Repeat the sentence again and have students count the words. How many words are in the sentence? Yes, there are six words in the sentence. Which word begins with the sound /j/? Yes, *juice*. Which word ends with the sound /ks/? Yes, *box* ends with /ks/.

**PRACTICE** Say the following sentences: *The jaguar lives in the jungle. The fox is red. The girl jogs.* Have students clap once for each word and tell you how many words are in each sentence.

## Phonics: Review Jj and Xx

### Minilesson

**FOCUS** Write the letters *Jj* and *Xx* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *j/j/*, *x/ks/*. Ask students to say the sound as you point to each letter.

**MODEL AND PRACTICE** Tape a *Jj* or an *Xx* card on each student. Then write the word *jet* on the board. We will read this word together. If you hear the sound /j/, touch your toes if you have a *j* taped to you. If you hear the sound /ks/, stand on one foot if you have an *x* taped to you. Point to each letter as you read the word aloud. Let's read this word together: /j/ /e/ /t/, *jet*. Continue the activity with these words: *jam, ox, ax, jab, fox, jig, fix, tax, job, six, jog*.

**TURN, TALK, AND SHARE** Have students turn to p. 26 in the *Student Interactive* and read the words with a partner.



**APPLY MyTURN** Have students look at p. 27 in the *Student Interactive*. Ask them to read the sentences. Students should circle the words with the sound /j/ spelled *j* and the sound /ks/ spelled *x* and then match the sentence pairs with the pictures.

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

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

Read the sentences on p. 27 aloud. Ask students questions about the sentences, such as *What can she fix?* **EMERGING**

Ask students to identify any English words they do not understand in the sentences. Provide translations as needed. **DEVELOPING**

Have students reread *The Big Box* in small groups. Tell students to ask questions about English words they do not understand. Have other students help with translations. **EXPANDING/ BRIDGING**

## HIGH-FREQUENCY WORDS



Explain that high-frequency words appear over and over again in texts. Tell students they will learn many of these words this year. These words can help them become better readers. Say the word *was* and ask students what letters spell the word. Have students

- say the letters for the word as you write them on the board.
- repeat with *said* and *where*.

## STUDENT INTERACTIVE, pp. 26–27

### PHONICS

## Consonants Jj and Xx

**TURN and TALK** Read

**job jet Jim**

**fix box mix**

**Max fox six**

**Jan jog jam**

26

**Directions** Remind students that the letter *j* makes the sound /j/ and the letter *x* makes the sound /ks/ at the end of a word. Then have students take turns reading the words with a partner.

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### FOUNDATIONAL SKILLS

## Consonants Jj and Xx

**MY TURN** Circle read, and match

I have a **job**.

I can **fix** it!

Look at **Rex**!

He can **jog** with me.



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**Directions** Remind students that the letter *j* makes the sound /j/ and the letter *x* makes the sound /ks/ at the end of a word. Have students look for words with *j* or *x* in the sentences and circle the words. Then have students read the sentences. Finally, ask them to draw a line from each pair of sentences to the matching picture.

27



# Reflect and Share

## OBJECTIVES

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

Compare and contrast the adventures and experiences of characters in familiar stories.

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

## ACADEMIC VOCABULARY

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

- What is the meaning of tradition?
- Describe the main character.
- Explain what a folktale is.
- What other books did you choose to read this week?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that it can be helpful to compare different characters from different texts with each other. Some characters are similar to each other. Other characters are different from each other.

To compare characters:

- Try to visualize what each character looks like.
- Think about what the characters do in the stories where they appear.
- Think about how the characters are the same and different.

**MODEL AND PRACTICE** Model comparing characters by reminding students about Anansi from the main selection and the Tortoise from the infographic.

Say: Both Anansi and the Tortoise were smaller than the other characters. Both of them had to find a way to get what they wanted. Tortoise won the race because Hare went to sleep; Anansi got Lion and Leopard to come to the mountain because they wanted to be stronger than each other. Discuss the comparison further with students.

**ELL Targeted Support Stating Opinions** Have students use evidence from the text to express opinions about Anansi.

Direct students to find and point to their favorite part of the story. Then have students describe the image(s) by providing sentence frames such as: *I liked when [Anansi/Sky King/Lion/Leopard] \_\_\_\_.* **EMERGING**

Ask students about their favorite part of the story. Provide sentence frames for students to respond with: *I liked the part of the story when \_\_\_\_ because \_\_\_\_.* **DEVELOPING**

Pair students and have them use guided discussion prompts, such as: *What did you like about the story? I liked when \_\_\_\_ happened because \_\_\_\_.* **EXPANDING**

Have students work with a partner to generate questions they have about Anansi, reviewing question words as needed. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

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

**OPTION 1 TURN, TALK, AND SHARE** Have students turn to p. 46 in the *Student Interactive* and read aloud the Turn and Talk prompt. Have partners talk about how this book compares to other texts.

**OPTION 2 Use Independent Text** Provide students with a blank sheet of paper, and have students think about two texts they have read. On one side, have students draw a picture of one story. On the other, have them draw a picture to show another character or event that is similar to the first character or event.

### 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. T70–T71.
- **If students show understanding**, extend instruction for making comparisons across texts in Small Group on pp. T70–T71.

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

### STUDENT INTERACTIVE, p. 46

RESPOND TO TEXT 

### Reflect and Share

 Tell a partner your opinion about Anansi. How is he like another character you have read about? How is he different?

You can compare and contrast characters.



**Weekly Question**

What can we learn from stories?

 **46**

Directions Ask: Do you like Anansi? Why or why not? Have partners discuss what they think about Anansi. Then have them compare and contrast Anansi with another character they have read about.

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

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Many stories have similar themes or ideas. Thinking about how stories are the same and different can help you better understand each story. Work with students to identify similarities and differences between *How Anansi Got His Stories* and another book they have read. Make a game out of trying to think of things that are the same and things that are different.

### ELL Targeted Support

Encourage students to think about how this text compares to other stories they know. Provide sentence frames.

How *Anansi Got His Stories* tells about \_\_\_\_\_.  
I also read \_\_\_\_\_. **EMERGING**

How *Anansi Got His Stories* is about \_\_\_\_\_.  
I also read \_\_\_\_\_. It is about \_\_\_\_\_.

### DEVELOPING

The main idea of *How Anansi Got His Stories* is \_\_\_\_\_. The main idea of \_\_\_\_\_ is \_\_\_\_\_.

### EXPANDING

How *Anansi Got His Stories* is different from \_\_\_\_\_ because \_\_\_\_\_. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: “Learning From Fables,” “Goldilocks,” and *How Anansi Got His Stories*. Engage students in a discussion of how the different texts they have read this week contribute to their understanding of why we like stories and what we can learn from them. Encourage students to use the Academic Vocabulary words, *character*, *explain*, *meaning*, and *choose*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their research on a chosen question about stories, characters, and/or theme into a format to share with others.

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

See *Extension Activities*, pp. 175–179, in the *Resource Download Center*.





## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to talk about how another story they have read or heard is the same as and different from *How Anansi Got His Stories*.

### Possible Conference Prompts

- Do both texts have animals as main characters?
- How is the problem solved? What does this tell you about the characters?
- How are the stories the same? How are they different?

**Possible Teaching Point** Thinking about other texts you have read can help you make connections between big ideas.

## Leveled Readers



### COMPARE TEXTS

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



## Whole Group

**Share** Invite a volunteer to share with the class one connection he or she made between *How Anansi Got His Stories* and another text he or she read.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write or draw in their reader's notebook in response to the Weekly Question.
- work in pairs to retell other folktales or fairy tales that they know.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T466–T471, for

- a teachers’ summary of the text.
- 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 read traditional stories.
- I can use words to tell about stories.
- I can write a story.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

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

## Materials

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

### LESSON 1

RL.K.5, RF.K.3.b, W.K.3, SL.K.2, L.K.1.a, L.K.5.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T76–T77
  - » Phonological Awareness: Medial /u/
  - » Phonics: Introduce *Uu*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T78–T79
- Listening Comprehension: Read Aloud “The Three Javelinas” T80–T81
- Fairy Tale T82–T83
  - ☑ Quick Check T83

#### READING BRIDGE

- Academic Vocabulary: Antonyms T84–T85
- Handwriting: Write *Uu* T84–T85

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T89
- Strategy, Intervention, and On-Level/Advanced Activities T88
- ELL Targeted Support T88
- Conferring T89

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T89
- Literacy Activities T89

**BOOK CLUB** T89 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T336–T337
  - » Setting
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T337
- Conferences T334

#### WRITING BRIDGE

- Language & Conventions: Spiral Review: Subjective Case Pronouns T338–T339

**FLEXIBLE OPTION**

### LESSON 2

RL.K.9, RF.K.1.d, SL.K.1.a, W.K.3, L.K.5.d

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T90–T91
  - » Phonics: Read and Write Words with *Uu*
  - ☑ Quick Check T91
  - » High-Frequency Words

##### SHARED READ

- Introduce the Texts T92–T103
  - » Preview Vocabulary
  - » Read and Compare: *The Gingerbread Man* and *The Story of Cornbread Man*
- Respond and Analyze T104–T105
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T105
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T109
- Strategy and Intervention Activities T106, T108
- Fluency T108
- ELL Targeted Support T106, T108
- Conferring T109

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T107
- Independent Reading T109
- Literacy Activities T109
- Partner Reading T109

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T340–T341
  - » Explore Characters
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T341
- Conferences T334

#### WRITING BRIDGE

- Pre-Spelling: Letter Sort T342

- Language & Conventions: Oral Language: Objective Case Pronouns T343

**FLEXIBLE OPTION**

## LESSON 3

RL.K.9, RF.K.2, RF.K.2.b,  
W.K.3, SL.K.1, L.K.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T110–T111
  - » Phonological Awareness: Syllables
  - » Phonics: Introduce Vv
  - » High-Frequency Words

#### CLOSE READ

- Compare and Contrast Stories T112–T113
  - » Close Read and Compare: *The Gingerbread Man* and *The Story of Cornbread Man*

 **Quick Check** T113

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Author's Craft T114–T115
- Handwriting: Write Ss T114–T115

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T117
- Strategy and Intervention Activities T116
- ELL Targeted Support T116
- Conferring T117

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T117
- Literacy Activities T117

### WRITING WORKSHOP

#### MINILESSON

- Fiction T344–T345
  - » Apply Characters
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T345
- Conferences T334

### WRITING BRIDGE


- Language & Conventions: Teach Objective Case Pronouns T346–T347

## LESSON 4

RL.K.1, RF.K.1.b, RF.K.3.a,  
SL.K.6, W.K.3, L.K.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T118–T121
  - » Phonics: Read and Write Words with Vv
-  **Quick Check** T119
- » Decodable Story: Read *The Man* T120–T121

#### CLOSE READ

- Make Inferences T122–T123
  - » Close Read and Compare: *The Gingerbread Man* and *The Story of Cornbread Man*

 **Quick Check** T123

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T125
- Independent Reading T127
- Literacy Activities T127

### WRITING WORKSHOP

#### MINILESSON

- Fiction T348–T349
  - » Explore Plot
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T349
- Conferences T334

### WRITING BRIDGE

- Language & Conventions: Practice Objective Case Pronouns T350–T351

## LESSON 5


RL.K.9, RF.K.2.a, W.K.3,  
SL.K.1.a, L.K.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T128–T129
  - » Phonological Awareness: Identify and Produce Rhyming Words
  - » Phonics: Review Short Uu and Vv
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T130–T131
  - » Talk About It
-  **Quick Check** T131
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T133
- Strategy, Intervention, and On-Level/Advanced Activities T132
- ELL Targeted Support T132
- Conferring T133

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T133
- Literacy Activities T133



 T133 

### WRITING WORKSHOP

#### MINILESSON

- Fiction T352
  - » Apply Plot
  - » Share Back

#### INDEPENDENT WRITING

-  T352–T353 
- Conferences T334

### WRITING BRIDGE

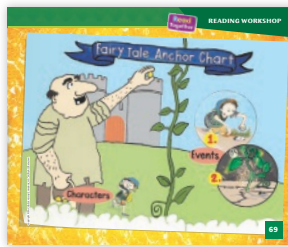
- Language & Conventions: Standards Practice T354–T355 



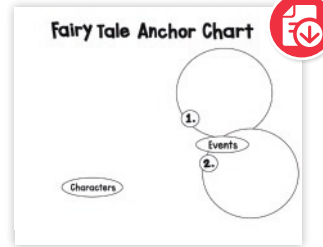
# Materials



**INFOGRAPHIC**  
"Telling Stories Different Ways"



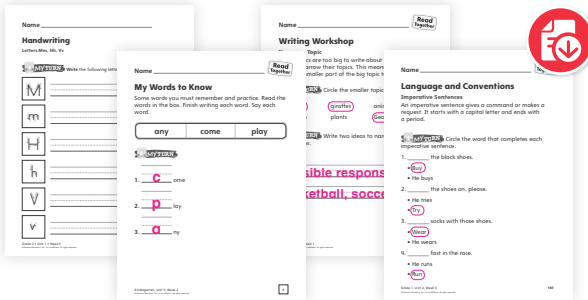
**READING ANCHOR CHART**  
Fairy Tale



**EDITABLE ANCHOR CHART**  
Fairy Tale



**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

any  
come  
play

### Develop Vocabulary

catch  
baking  
jumped  
gobbled

### Unit Academic Vocabulary

choose  
explain  
meaning  
character



WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Students will be able to listen to a story and understand the main events and characters. They will be able to identify the main events and characters in the story.

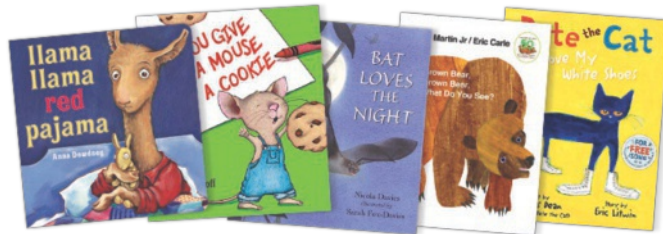
**Read Aloud**  
Tell students that they will listen to a story. Fairy tales are traditional stories that tell about make-believe events and characters. Have students listen as you read about the story "The Three Javelinas." Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

**START UP**  
**ELL Language Transfer**  
Objective: Find out the Spanish equivalent of the Read Aloud routine.  
• Ask students to share their own experiences with the routine.  
• Ask students to share their own experiences with the routine.

**READ-ALONG ROUTINE**  
**Purpose** Have students listen actively for elements of story tales, such as make-believe events and characters.  
**READ** the entire text aloud without stopping for the Think Aloud activities.  
**RESPOND** the text aloud, pausing to model the Think Aloud strategies related to story tales.

**The Three Javelinas**  
There once lived three little javelinas, Juan, Frank, and Selma. The three stlings had just moved away from home and were looking for new homes for themselves.  
Juan found a cute little house in the country.  
Frank moved into a big apartment in the city.  
Selma built a tiny cottage outside of town.  
The three javelinas loved their new homes. But there was a problem.  
Juan loved to cook. But he didn't like to clean or sleep.

**READ ALOUD**  
"The Three Javelinas"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

**Fiction Lesson Plan**

**SWF**  
Interactive Read Aloud  
• Support students' comprehension.  
• Encourage students' interest in reading.  
• Provide an opportunity to model fluency and expressive reading.  
• Foster a love and enjoyment of reading.

**PLANNING**  
• Select a book from the Read Aloud Trade Book Library or the school curriculum.  
• Identify the key ideas of the story.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Alouds on sticky notes and place them back of the page where you plan to stop.  
• Prepare a list of questions.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Discuss the title and the cover.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• These Read Alouds to model strategies that students use to monitor comprehension and construct meaning from text.  
• Have students make predictions for how long, interesting, how they have read, and what they will do next.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning for a second time over the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• These Read Alouds to model strategies that students use to monitor comprehension and construct meaning from text.  
• Have students make predictions for how long, interesting, how they have read, and what they will do next.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Student answer comprehension by writing the answer at the end of the story.  
• Draw and write a Student Response Form available on Readaloud.com.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*The Gingerbread Man*  
*The Story of Cornbread Man*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T472-T475

**Mentor STACK**

Writing Workshop T332



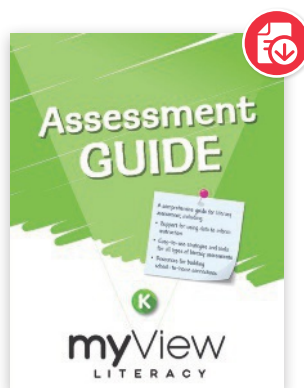
**LITERACY STATIONS**



**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T95 for a short *u* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Medial /u/

**FOCUS AND MODEL** Tell students that today they will learn a new sound. Listen carefully as I say the new sound: /u/. The sound /u/ is made by opening your mouth slightly and saying the sound /u/. Show students how to make the sound /u/ and have them practice it. Try saying the sound /u/ several times.

**SEE AND SAY** Have students turn to p. 56 in the *Student Interactive* and point to the picture of the bug. Listen to the sounds as I say this word: /b/ /u/ /g/. What sound do you hear in the middle of *bug*? Yes, the sound /u/. Tell students they will be circling the picture words that have the same middle sound as *bug*. Name each picture on p. 56 with students. Then have them circle the picture words with the middle sound /u/. Remind them that some of the picture words do not have the sound /u/ in the middle.

## Phonics: Introduce Uu

### Minilesson

**FOCUS** Display Alphabet Card *Uu* and point to the picture of the umbrella. Have students say *umbrella* with you. Let's say the sound at the beginning of the word: /u/. The sound /u/ is spelled with the letter *u*. Point to the letters *Uu* on the Alphabet Card. Tell students the word *umbrella* begins with the sound /u/, so it begins with the letter *u*.

**MODEL AND PRACTICE** Write the letters *U* and *u* on the board. Tell students that you will say a group of words, and some of them will have the sound /u/ but some will not. Tell students they will listen for the middle sound /u/ in a word. If they hear the sound /u/, they will trace the letters *Uu* on the tabletop. Use the following words for this activity, emphasizing the sound /u/: *rug, fit, run, fun, ran, bun, dog, bus, lime*.

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



**ELL Targeted Support Practice with the Sound /u/** Tell students that they have just learned the sound /u/. Tell them that learning the sounds that make English words will help them understand English better.

Give each student a card with the letters *Uu* on it. Say the following words one at a time: *hug, rug, rag, cub, cab*. Have students listen and repeat after you. If the word has the middle sound /u/, they should hold up their card. **EMERGING**

Remind students of examples of words that have the middle sound /u/: *hut, fun, sun, cub*. Have each student come up with one more word with the middle sound /u/. **DEVELOPING**

Have students go back to the pictures on pp. 56–57 in the *Student Interactive* and draw a picture of a word that has the middle sound /u/. Then have them draw a picture of a word that does not have the middle sound /u/. Have students exchange papers with a partner and identify which picture word has the middle sound /u/ and which one does not. **EXPANDING/ BRIDGING**

## HIGH-FREQUENCY WORDS

Display the high-frequency words *any, come, and play*.

- Point to the word *any* and read it.
- Have students point to the word *any* and read it.
- Repeat for *come* and *play*.

any

come

play

## STUDENT INTERACTIVE, pp. 56–57

### PHONOLOGICAL AWARENESS | PHONICS

### FOUNDATIONAL SKILLS

#### Middle Sounds

SEE and SAY Circle



Tell students that image represents bug.



Tell students that images represent sun, nut, clock, duck, mug.

56

Directions Say: Listen to the sounds in this word: /b/ /u/ /g/. *bug*. *Bug* has the sound /u/ in the middle. Have students name each picture. Ask them to circle the picture words that have the same middle sound as *bug*.

#### Short u Spelled u

MY TURN Circle



Uu



Uu



Uu



Uu



Uu



Uu

Tell students that images represent jug, sled, pot, drum, bus, truck.

Directions Tell students that the letter *u* can make the sound /u/. Say: You will see the letter *u* in many words that have the short *u* sound. Model how to form the letters *U* and *u*. Then have students name each picture and circle the picture words that have the sound for *u* in the middle. Ask them to write the letters *Uu* next to the circled pictures.

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# Interact with Sources

## OBJECTIVES

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

Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

## ACADEMIC VOCABULARY

**Language of Ideas** Ask: *What did the characters do? Why choose to chase the wolf?*

- character
- explain
- meaning
- choose



Songs and Poems Big Book

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

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *Why do we like stories?* Point out the Weekly Question: *How are two versions of the same story alike and different?* Explain that students will read two fairy tales this week.

Have students follow along as you turn to p. 54 of the *Student Interactive* and point to the picture of the pigs. Explain that stories that begin the same way can have different endings. Point out the two different endings on p. 55. Then read the infographic, “Telling Stories Different Ways.” Use the following prompts to guide discussion:

- Ask students to look at the picture on p. 54 and tell what they see.
- Look at ending 1. Have students explain what is happening in the picture.
- Look at ending 2. Have students explain what is happening in the picture.
- Ask students to explain how the two endings are different.

**TURN, TALK, AND SHARE** Have students turn to a partner to talk about how the two versions of the story are alike and different.

**WEEKLY QUESTION** Remind students of the Weekly Question: *How are two versions of the same story alike and different?* Tell students that they just learned that stories can start the same way but be different, with different events and different endings. Explain that this week students will learn more about comparing stories.



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

“Invite children to become part of the world—to engage with the social world. Have them consider what they are going to do to use their knowledge to make the world a better place. That kind of invitation is engaging for students. They want to participate in creating their own world. If students feel powerless, they begin to lose hope. When they are given power, it creates hope. Engagement with the social world gives them power.”

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

**ELL Targeted Support Explain** Tell students that as they learn more English, they will be able to explain stories with more details.

Ask students to think of a story they know. Then have them draw a picture of the beginning of the story. Have developing students explain this part of the story using the following sentence frame: *The picture shows \_\_\_\_\_*. **EMERGING/DEVELOPING**

Have expanding and bridging students draw the beginning, middle, and ending of a story they know. Ask them to describe each part of the story with specificity and detail. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 54–55

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

WEEK 2

## Telling Stories Different Ways

Stories can be alike and different.

Two stories can begin the same way.

1 What happens in this ending?

2 What happens in this ending?

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

Directions Read aloud the text to students. Then have them look at the pictures. Ask students to interact with the source by discussing how the two versions of the story are alike and different.

54 55



# Listening Comprehension

## OBJECTIVES


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

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

## ELL Language Transfer

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

- found : *fundar*
- problem : *problema*
- delicious : *delicioso*
- favorite : *favorito*

 **THINK ALOUD** Analyze **Fairy Tales** After you read the first paragraph, say, *When I read, it helps to think about the characters and events in the story. The first sentence tells that the characters are three javelinas, or animals that resemble pigs. The word siblings means brothers and sisters, so I know that the characters are three javelinas who are brothers and sisters.*

## Read Aloud

Tell students that they will listen to a fairy tale. Fairy tales are traditional stories that tell about make-believe events and characters. Have students listen as you read aloud the story “The Three Javelinas.” Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of fairy tales, such as make-believe events and characters.

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

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

## The Three Javelinas

There once lived three little javelinas, Juan, Frank, and Selma. The three siblings had just moved away from home and were looking for new homes for themselves.

Juan found a cute little house in the country.

Frank moved into a big apartment in the city.

Selma built a tiny cottage outside of town.

The three javelinas loved their new homes. But there was a problem.

Juan loved to cook. But he didn't like to clean or shop.



*“The Three Javelinas,” continued*

Frank loved to clean. But he didn’t like to cook or shop.

Selma loved to shop for healthy foods. But she didn’t like to cook or clean.

They talked to one another almost every day and often traveled to Juan’s house to enjoy his delicious dinners. Selma always brought the food, and Frank always cleaned up after everyone.

After a few weeks, they decided they were being silly. Soon, the javelinas sold their houses and all moved into Juan’s house. From then on, they did their favorite chores forever.

**THINK ALOUD** Analyze **Fairy Tales** I know that javelinas are animals and cannot talk, cook, clean, or shop. That also tells me that this story is make-believe.

## WRAP-UP

### The Three Javelinas

1. Juan, loves to cook
2. Frank, loves to clean
3. Selma, loves to shop

Use the chart to help students identify the characters in the story.

**ELL Targeted Support Listening Comprehension** This story is about three animals called javelinas. They move to separate homes, but none of them likes living alone. In the end, they decide to live together.

Provide visual clues to help students follow the story. Show pictures of a country house, an apartment building, and a cottage. Then show pictures of cooking, cleaning, and shopping. **EMERGING/DEVELOPING**

Stop at key points of the story and ask students to summarize what is happening. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

# Fairy Tale

## LEARNING GOAL

I can read traditional stories.

## OBJECTIVE

Demonstrate knowledge of distinguishing characteristics of well-known children’s literature, such as folktales, fables, fairy tales, and nursery rhymes.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the elements of a fairy tale.

- What are characters?
- What are events?

## FLEXIBLE OPTION ANCHOR CHARTS

Create a fairy tale anchor chart.

- Add pictures of the characters and events from a fairy tale you have read in class.
- Ask students to tell you what *character* means.
- Discuss with students how events contribute to a story.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that a fairy tale has make-believe characters and events.

- Every story has characters. Characters are the people or animals that are in a story.
- Events are what happens in a story. The events in a story form the plot of a story.

Readers look for the characters and events in a story. Knowing the characters and events helps a reader better understand the story.

**MODEL AND PRACTICE** Model finding the characters and events in a fairy tale. *Yesterday, you listened to a fairy tale “The Three Javelinas.” In the story, three javelinas, or animals that are like pigs, move to separate places but decide to live together in the end. The javelinas are the characters. The events are that they move to different places and then decide to live together.*

Read aloud p. 68 of the *Student Interactive*. Point out the title, events, and characters of the text. Prompt students to demonstrate knowledge of the distinguishing characteristics of well-known children’s literature by talking about the characters and events in other fairy tales they know.

**ELL Targeted Support Describe** Have students describe the characters and events in the story. Ask students about stories that they have heard many times. Remind students of the infographic “Telling Stories Different Ways” on pp. 54–55 of the *Student Interactive*.

Prompt students to briefly explain the beginning and the end picture of one of the stories. Draw pictures from the retelling on the board. Use these words to give a description of the stories. Have students repeat after you.

### EMERGING/DEVELOPING

Prompt students to briefly explain the beginning and the end pictures of both of the stories. Discuss how the stories are similar and different.

### EXPANDING/BRIDGING



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify the characters and events in a fairy tale.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 68 of the *Student Interactive*. Then have volunteers share their responses. Point out that fairy tales often take place in magical places, such as the sky!

**OPTION 2 Use Independent Text** Have students create a simple drawing recounting three events in a fairy tale they know. Ask students to include the story's characters.

### QUICK CHECK

**Notice and Assess** Can students identify events and characters in a fairy tale?

#### Decide

- **If students struggle**, revisit instruction about identifying fairy tales in Small Group on pp. T88–T89.
- **If students show understanding**, have them continue practicing the strategies for identifying and reading fairy tales using the Independent Reading and Literacy Activities in Small Group on pp. T88–T89.

## STUDENT INTERACTIVE, pp. 68–69

GENRE: FAIRY TALE Read Together Read Together READING WORKSHOP

**My Learning Goal** I can read traditional stories.

**SPOTLIGHT ON GENRE**


### Fairy Tale

A **fairy tale** is a traditional story.  
It tells about make-believe events and characters.

<b>Title</b>	→ <b>Jack and the Beanstalk</b>
<b>Events</b>	→ Jack planted a magic bean. → A beanstalk grew up to the sky!
<b>Characters</b>	→ A giant lived at the top. → He gave Jack a golden egg.

**TURN and TALK** Talk about how you know the story is a fairy tale.

68 **Directions** Read the genre information and model text to students. Ask students to demonstrate their knowledge of well-known children's literature by talking about how they know the story is a fairy tale.



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# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about stories.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

## Antonyms

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that antonyms are words that have opposite meanings. Different word parts at the beginning or end of two similar words can give them opposite meanings.

- Compare two words such as *lock* and *unlock* or *careful* and *careless*. Are the words the same except for word parts at the beginning or end that are different?
- Do the word parts give them opposite meanings? If so, they may be antonyms.

**MODEL AND PRACTICE** Word parts change the meaning of words. The word *unlock* is the opposite of *lock* because *un-* means “not.” *Careful* means the opposite of *careless* because the word part *-ful* has the opposite meaning of the word part *less*.

# Handwriting

## OBJECTIVE

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

## Write Uu

**FOCUS** Display the following uppercase and lowercase letters: *Uu*.

**MODEL** Model writing each letter, calling students’ attention to starting on the left, drawing straight down, curving around, and going back up to the right. Have them practice forming the letters by tracing them on the tabletop.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activity on p. 91 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 91

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to tell about stories. **My Learning Goal**

**Academic Vocabulary**

choose explain meaning character

**MY TURN** Circle

The gift was \_\_\_\_\_ to Jen.  
 meaningful meaningless

The teacher \_\_\_\_\_ the problem.  
 unexplained explained

Directions Read aloud the sentences and answer choices to students. Say: The answer choices for each sentence have opposite meanings. Discuss the meanings of the words and have students circle the answer choice that best completes each sentence.

91

**PRACTICE** Have students complete *Handwriting* p. 140 from the *Resource Download Center* for additional practice with writing *Uu* and including appropriate spacing between letters.

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

**Handwriting**

Letters Uu

**MY TURN** Write

U U U U U

U U U U U

U U U U U

U U U U U

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

Grade K • Unit 3 • Week 2

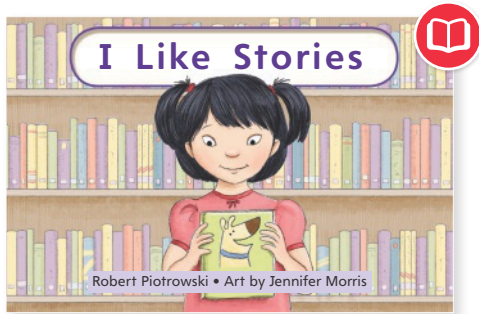
140

*Handwriting*, p. 140



# Matching Texts to Learning

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



LEVEL A

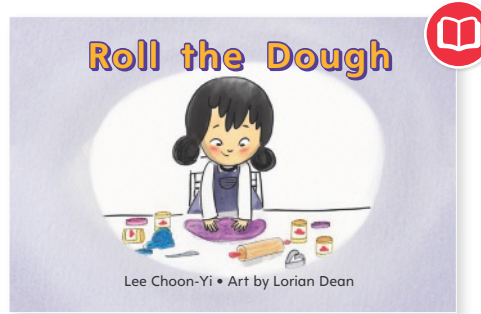
**Genre** Narrative

**Text Elements**

- Three to five words per page

**Text Structure**

- Repetitive Structure



LEVEL A

**Genre** Narrative

**Text Elements**

- One line of text per page

**Text Structure**

- Repetitive Structure



LEVEL B

**Genre** Narrative

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

To support the instruction on this week's milestones, use these prompts.

### Identify Fairy Tales

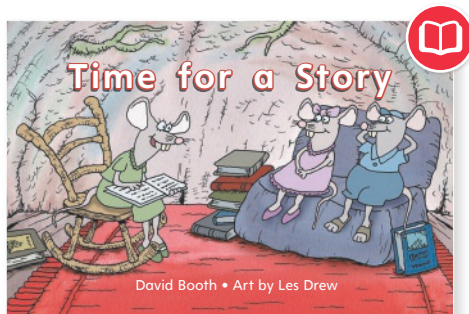
- What is the title? Can you guess what the story might be about?
- Are the characters real or make-believe?
- What are the main events in the story?
- Are there any illustrations that help you understand what the story is about?

### Develop Vocabulary

- Which words are important for you to understand the story?
- Are there any photographs or illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell you about the story?
- How does the word \_\_\_\_ help you better understand the characters?

### Compare and Contrast Stories

- Did the title of the story help you figure out the events of the story?
- Had you ever heard this story before?
- Does this story remind you of any other stories you have read or heard? How are they alike? How are they different?
- Why do you think some stories are similar?



LEVEL B

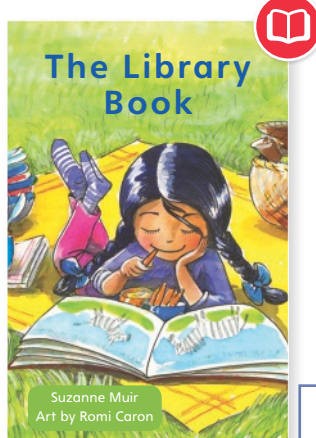
**Genre** Animal Fantasy

**Text Elements**

- Text and illustrations
- Two lines of text per page

**Text Structure**

- Repetitive Structure



LEVEL C

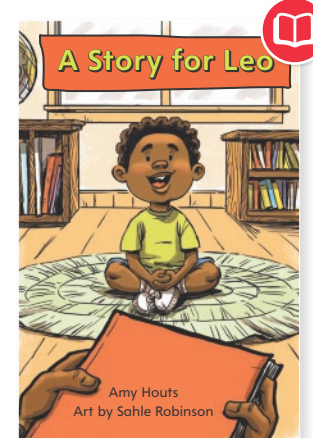
**Genre** Narrative

**Text Elements**

- Three lines per page
- Text and pictures

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Narrative

**Text Elements**

- Some sentences turn to next line
- Familiar ideas

**Text Structure**

- Chronological

**Make Inferences**

- What does it mean to make an inference?
- How do inferences help you better understand a story?
- What is one inference you can make based on text evidence in the story?

**Compare Texts**

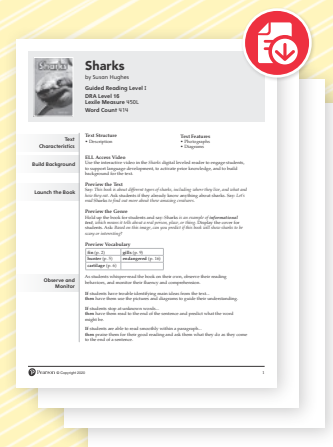
- How are the characters in each story alike and different?
- What are the events in each story?

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



Use the  **QUICK CHECK** on p. T83 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY FAIRY TALES

**Teaching Point** Today I want to remind you that a fairy tale has make-believe characters and events. Characters are the people or animals in a story. Events are what the characters do or the things that happen to the characters. Look back at the infographic on pp. 54–55 of the *Student Interactive* with students and discuss how they can figure out the characters and events in a story.

### ELL Targeted Support

Ask students to look at the pictures that accompany the story. Have students point to and say who they see. Tell students that they are noticing characters in the story. Help students formulate a sentence about the characters in the story. **EMERGING**

Have students tell you the characters and one of the alternative endings of the story. Have students complete the following sentence: *The story ends when \_\_\_\_\_*. **DEVELOPING**

Have students draw and write a sentence about the beginning and both alternative endings in the story. **EXPANDING/BRIDGING**



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

## Intervention Activity



### TRADITIONAL TALES

Use Lesson 38 in the *myFocus Intervention Teacher's Guide* for instruction on identifying characters and events.

LEVEL A • READ

**Lesson 38** Genre: Traditional Tales

**DIRECTIONS** Follow along as your teacher reads each story. Look at the pictures.

**The Fox and the Grapes**


One summer day, Fox went to a farm. He saw grapes hanging high over his head.

*I'll eat those grapes,* thought Fox.

Fox jumped to get the grapes, but he missed. He jumped again and again, but he could not reach the grapes.

Fox walked away. He said, "I'm sure those grapes are sour."

*It is easy to hate what you cannot have.*



**The Princess and the Pea**

Once upon a time, a prince wanted to marry a *real* princess. He met princesses, but were they real?

One rainy night, a princess came to the castle. She was wet and muddy, but she said she was a real princess. To test her, the Queen put a pea on the bed. She piled on twenty mattresses and twenty feather beds.

"Sleep here," said the Queen.

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 54–55 of the *Student Interactive* to think of a traditional story. Throughout the week, have them do research about different versions of the story. See *Extension Activities* on pp. 175–179 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### IDENTIFY FAIRY TALES

**Talk About Independent Reading** Ask students to identify the characters and events in the book they are reading.

#### Possible Conference Prompts

- Does the book’s title give you any clues about what happens in the book?
- Who is the story about?
- What are some of the events in the story?

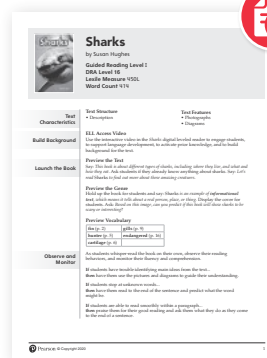
**Possible Teaching Point** Readers can get clues about a book by looking at its cover. The cover of a book often shows the characters and one of the events in the book.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to identify the theme of a book, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share some of the events in the book they are reading. Remind students that events form the plot of a book.

## Independent/Collaborative

### Independent Reading



Students can

- read or listen to a previously read fairy tale.
- read a self-selected trade book.
- read their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write about their reading.
- refer to the Anchor Chart on p. 69 of the *Student Interactive* and tell a partner about the title, characters, and events in a fictional story they are reading.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T472–T475, for

- ideas for facilitating Book Club.
- suggested texts to support the unit genre.
- support for the groups’ collaboration.
- facilitating use of the trade book *Telling Stories*.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The letter *u* exists in many languages, but it may sound different. To help students understand the different sounds for *u*, point out words in students' home languages that have the letter *u*. For example, these words for *bus* may or may not have the sound /u/: *autobús* (Spanish and Portuguese), *ônibus* (Portuguese), and *autobus* (Albanian and Italian).

## Phonics: Read and Write Words with *Uu*

### Minilesson

**FOCUS** Hold up the *bus* Picture Card. This is a picture of a bus. Listen to the sounds in the word: /b/ /u/ /s/. I hear the sound /u/ in the middle of *bus*. Say the sound /u/ with me.

Show students the spelling of the word on the back of the card. Point to the *u* and say /u/. Do you hear the sound /u/? What letter spells the sound /u/? Have students identify the letter *u*. Write the letters *Uu* on the board. Have students trace the letters *Uu* in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters *Uu* on the board. Then write the word *fun*. Listen carefully as I read the word: /f/ /u/ /n/, *fun*. Do you see any of the letters you have learned already? Have a volunteer identify that in the word they have learned the letters *f*, *u*, and *n*.

## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 58 in the *Student Interactive*.

**OPTION 2 Independent**

**Activity** Provide the following words for students: *tub, ax, pup, sun, man, tin, bun, fun, let*. Have pairs of students read the words and sort them into two piles: words with the sound /u/ and words without the sound /u/.


 QUICK CHECK

**Notice and Assess** Can students read and write words with *Uu*?

**Decide**

- **If students struggle**, revisit instruction for short *Uu* in Small Group on pp. T106–T107.
- **If students show understanding**, extend instruction for short *Uu* in Small Group on pp. T106–T107.

## HIGH-FREQUENCY WORDS

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


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

## STUDENT INTERACTIVE, p. 58


PHONICS | PHONOLOGICAL AWARENESS

### Short u Spelled u


**MYTURN** Write and read




pup



sun



tub



jug

Tell students that images represent pup, sun, tub, jug.

**58** **Directions** Remind students that the letter *u* can make the sound /u/. Have students name the pictures. Then have them name the letter for the middle sound in each word. Ask students to write the words for the picture names on the lines and then read each word.

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## ADDITIONAL PRACTICE

For additional student practice with short *u*, have students complete *Phonics* p. 122 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

### Phonics

Short u

**MYTURN** Write and read

A p u p had f u n.

A b u g is in a j u g.

A d u ck was in the m u d.

A c u p is by the m u g.

Directions: Have students write u to complete the words. Then have them read the sentences.

Grade K, Unit 3, Week 2

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122

*Phonics*, p. 122



# Introduce the Texts



## Compare Texts

Point out that students will read two texts in this lesson, *The Gingerbread Man* and *The Story of Cornbread Man*. As they read, encourage students to think about the Week 2 Question: *How are two versions of the same story alike and different?*



### OBJECTIVES

Compare and contrast the adventures and experiences of characters in familiar stories.

Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

### Preview Vocabulary

- Introduce the words *catch* and *gobbled* from p. 70 in the *Student Interactive*.
- Have students share or pantomime what they already know about the words. Ask questions such as: *What do you do when you catch a ball? Have you ever gobbled food?*
- Based on the vocabulary, what do you think the story will be about?
- Provide definitions of vocabulary words as needed. Definitions appear on the selection pages that follow. *These words will help us understand the characters and events in The Gingerbread Man.*

### 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 with students. Explain that looking at the title and pictures before reading can help them figure out what the story will be about. *Listen to the title and look at the picture. What questions do you have before you read the story?*

#### FIRST READ STRATEGIES

**READ** Follow along in the story to understand what it is about.

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

**ASK** Generate, or ask, questions about the story to deepen understanding.

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

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



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to understand a story if they learn some of the vocabulary before reading.

Do a picture walk through the selection, stopping to point out the definitions of *catch* and *gobbled*. Pantomime the meanings for students. **EMERGING**

Use sentence frames to preteach the vocabulary. *The dog could not \_\_\_\_\_ the cat. He \_\_\_\_\_, or quickly ate, the apples.* **DEVELOPING**

Write one of the vocabulary words on the board. Have students suggest other words that are similar. Make sure students know the meanings of these related words by using gestures or pictures. Have Bridging students create a graphic organizer on the board for the thematic words. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 70



VOCABULARY

Read  
Together

## The Gingerbread Man

### Preview Vocabulary

catch

gobbled

### Read

Read to find out what happens to the gingerbread man.

#### Meet the Author



**Pleasant DeSpain** travels the world to discover stories, old and new. He tells them out loud and writes them down for everyone to enjoy!

STUDENT INTERACTIVE, p. 71



## First Read

### Look

 **THINK ALOUD** Looking at and noticing things in the pictures can help me better understand what I read. Looking at the pictures on this page helps me understand what the gingerbread man looks like.

## CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Location is a key aspect of geography. It is important to find opportunities to teach students how to describe location. Tell students that the words *over*, *under*, *near*, *far*, *left*, and *right* can be used to describe where something is located. The words can also help students find places and objects on a map.





STUDENT INTERACTIVE, pp. 72-73



**catch** grab a moving object

Miss Hazelnut baked a **tasty** gingerbread man. "Yum!" she said.

72



Suddenly the gingerbread man jumped up and ran outside!  
"Nobody can catch me!" he cried.

73



CLOSE READ

Why does the gingerbread man jump up? **Highlight** the words that help you answer the question.

## Foundational Skills Extension

### Short *u* Spelled *u*

Have students identify, or point to, words with the short *u* sound. (*Yum!* and *jumped*. For advanced students, point out also the first syllable in *suddenly*.)

## Close Read



### Make Inferences

Read the Close Read note with students. Ask them why the gingerbread man jumps up. **I think the gingerbread man jumps up and runs away because he is afraid Miss Hazelnut is going to eat him. People use the words *tasty* and *yum* to talk about something they are going to eat.**

DOK 2

### OBJECTIVE

Make inferences and use evidence to support understanding with adult assistance.

STUDENT INTERACTIVE, pp. 74-75



Barkley chased after the gingerbread man.  
“Ha-ha, he-he! You can’t catch me!”

74




Red Fox said, “You look tired.  
Come and sit down.”  
“Yes!” said the gingerbread man.

75

## First Read

### Read

 **THINK ALOUD** Following the events in a story helps me better understand the plot. I am going to stop after each page to make sure I know what is happening. The gingerbread man is running away. Then he runs into Red Fox. Red Fox tells him to sit down. At the end, Red Fox eats the gingerbread man! Reading that the fox eats the gingerbread man helps me understand why the fox asked the gingerbread man to sit with him.

### Possible Teaching Point



#### Read Like a Writer | Author’s Craft

Tell students that authors choose specific words when writing. They usually choose the word that will best show the action or scene they are trying to show the reader. Discuss how the word *chased* helps the reader better understand how the gingerbread man feels when Barkley is behind him.

Talk about how this word is different from similar words, such as *ran* or *followed*. Then talk about the use of the word *gobbled* on p. 76. Point out that this word shows that Red Fox ate him quickly. Have students act out what the word *gobbled* looks like.



## STUDENT INTERACTIVE, p. 76



## CLOSE READ



What happens to the gingerbread man at the end of the story? Underline the words that tell what happens.

**gobbled** ate  
quickly

The clever fox smiled.  
Then the fox gobbled him up!

76



## Foundational Skills Extension

### High-Frequency Words

Have students identify, or point to, the high-frequency word *come* on p. 75. Then ask them to find other high-frequency words they have learned in past weeks, such as *the* and *said*.

## Close Read



### Compare and Contrast Stories

Read the Close Read note with students. Ask students to underline the words that tell what happens at the end of the story. Tell them that they will use what they underline to compare and contrast this story to *The Story of Cornbread Man*.

DOK 1

#### OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.



# Introduce the Texts



## Compare Texts

Before students read *The Story of Cornbread Man*, tell them that afterwards, they will compare and contrast it with *The Gingerbread Man*.



### OBJECTIVES

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

Compare and contrast the adventures and experiences of characters in familiar stories.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

## Preview Vocabulary

- Introduce the words *baking* and *jumped* from pp. 79 and 81 in the *Student Interactive*.
- Have students share or pantomime what they already know about the words. Provide prompts as needed: *Have you ever helped your mother or father when they were baking? What are some examples of times when you have jumped?*
- Ask students to look for these words as you read.

## Read and Compare



**Compare Texts** Discuss the First Read Strategies with students. Tell students that they can compare and contrast the characters and events in two stories. *Listen to the title and look at the pictures. How do you think this story will be like *The Gingerbread Man*? How do you think it will be different?*

### 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.

### FIRST READ STRATEGIES

**READ** Read or listen to the story. During the first reading, work to understand what the story is about.

**LOOK** Look at the pictures to help you understand the story.

**ASK** Generate, or ask, questions about the story to deepen understanding.

**TALK** Talk to a partner to compare and contrast the characters and events in this story with the characters and events in *The Gingerbread Man*.

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



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to understand a story if they learn some of the vocabulary words before reading.

Work with students to introduce the words *baking* and *jumped*. Use pictures and actions to reinforce word meaning. Show a picture of an oven and some baked goods. As students repeat the word *baking*, have them rub their tummies. Have students jump and say, *I jumped!* Then have them tell the meaning of the vocabulary word. **EMERGING**

Introduce each of the vocabulary words. Assign one of the words to each student. Have students copy the word at the top of the page and draw a picture. Display the pictures in the classroom to create a visual dictionary. **DEVELOPING**

Discuss the meaning of each of the vocabulary words. Have students work in pairs to create sentences using each of the words. **EXPANDING**

Write one of the vocabulary words on the board. Have students suggest words that are related. For the word *baking*, for instance, students might think of words related to tools used in baking or examples of baked goods. Make sure the rest of the group knows the meanings of these related words. **BRIDGING**

STUDENT INTERACTIVE, p. 77



VOCABULARY

Read  
Together

READING WORKSHOP

## The Story of Cornbread Man

### Preview Vocabulary

baking

jumped

### Read and Compare

Read to find out how this story and “The Gingerbread Man” are alike and different.

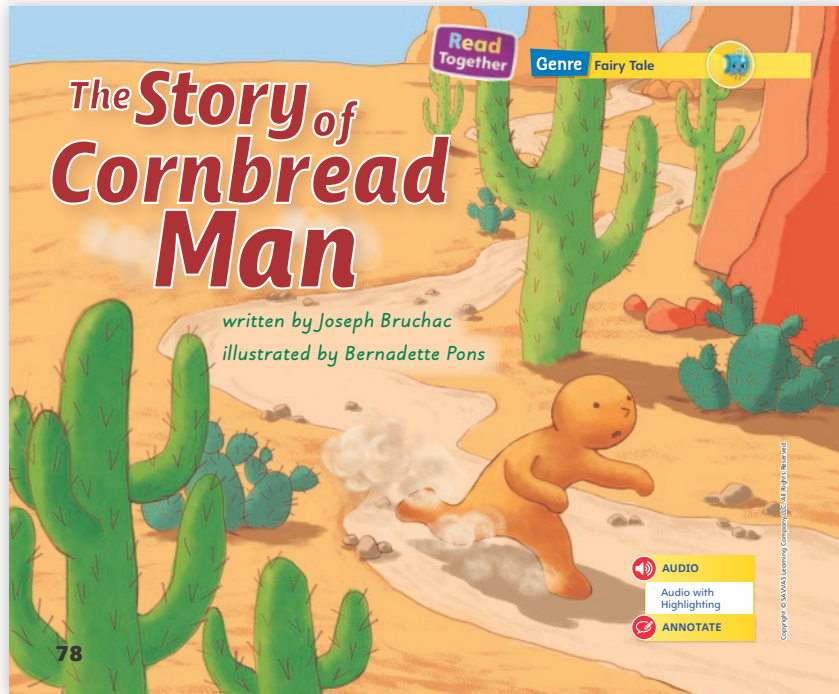
Meet the Author



**Joseph Bruchac** is a writer, musician, and storyteller. He has published more than 120 books. Many of his stories are from Native American history and cultures.

77

STUDENT INTERACTIVE, pp. 78–79



Grandma was baking cornbread.  
“Make a cornbread man!”  
said her grandchildren.

79

## First Read

### Talk

**THINK ALOUD** This story is similar to *The Gingerbread Man*. They both begin with someone baking something that looks like a man. I wonder if the same thing will happen in this story that happened in *The Gingerbread Man*. Prompt students to recall what happened in *The Gingerbread Man*. Have students talk to a partner about whether they think the same things will happen in this story.

### CROSS-CURRICULAR PERSPECTIVES

#### Social Studies



Point out the cover of *The Story of Cornbread Man* on p. 78. Ask students to describe the place where the story happens. Explain that different parts of the world have different geography. This picture shows someplace that is very dry and hot. The cactus is different from the trees in the story about the gingerbread man. This shows that the story takes place in the southwestern part of the United States or perhaps in Mexico. Show students this area on a map.





STUDENT INTERACTIVE, pp. 80–81



CLOSE READ



Why does Cornbread Man jump up? Highlight the words that help you answer the question.



**jumped** used legs to throw oneself into the air

So Grandma did.  
He had a head. He had arms. He had legs.

80

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“You look good to eat,” said Grandma.  
Cornbread Man jumped to his feet.

81

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### Possible Teaching Point



#### Academic Vocabulary | Antonyms

Remind students that some words have opposite meanings. Point out the word *good* on p. 81. Ask students to think of a word that means the opposite (*bad*). Point out that if Cornbread Man looked bad to eat, he might not have run away!

## Close Read



### Make Inferences

Read the Close Read note with students. *Cornbread Man jumps up. I think he is afraid because he knows Grandma wants to eat him. I know she wants to eat him because she says, “You look good to eat.”* Prompt students to say whether this is the same reason the gingerbread man jumps up in the story *The Gingerbread Man*.

DOK 2

#### OBJECTIVE

Make inferences and use evidence to support understanding with adult assistance.

STUDENT INTERACTIVE, pp. 82–83



“Run,” he said, “as fast as you can!  
You can’t catch me.  
I’m Cornbread Man.”

82

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Cornbread Man ran and ran.  
He ran to the river.  
He saw Coyote.

83

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## First Read

### Look

 **THINK ALOUD** Pictures can help me understand what happens in a story. On page 84, I see a picture of Cornbread Man talking to an animal. In *The Gingerbread Man*, the gingerbread man talks to an animal—the fox. At the end of that story, the fox eats the gingerbread man. If I look at the pictures in this story, I might be able to figure out if this story ends the same way. Prompt students to look at the pictures on each page and describe what they see. Does the animal eat Cornbread Man? How do you know?

### CROSS-CURRICULAR PERSPECTIVES

Science



Tell students that scientists ask questions about what they see in nature. For example, scientists may ask what makes one animal different from another. By observing nature, they know that different kinds of animals have different kinds of bodies. Discuss how the fox from *The Gingerbread Man* and the coyote from *The Story of Cornbread Man* are different. Say: **The fox has mostly orange and white fur. The coyote has mostly brown fur.**



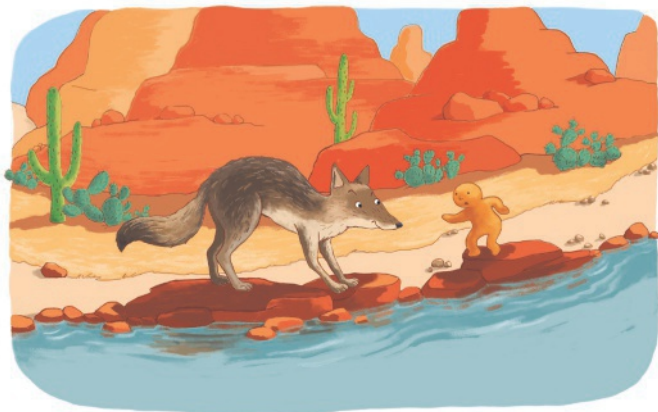
STUDENT INTERACTIVE, pp. 84–85



CLOSE READ



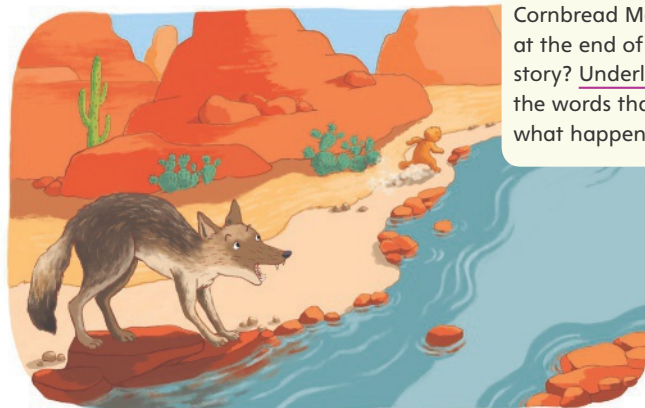
What happens to Cornbread Man at the end of the story? Underline the words that tell what happens.



“Take me across,” said Cornbread Man.  
“Climb on my head,” said Coyote.

84

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Coyote opened his mouth.  
Cornbread Man jumped up and ran away.  
He was never seen again.

85

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### Possible Teaching Point



#### Language & Conventions | Objective Case Pronouns

Use the instruction on pp. T338–T339 and pp. T346–T347 to review subjective pronouns and to introduce objective pronouns. Point out the pronouns on p. 82. Guide students to understand that the subjective pronoun *he* refers to the gingerbread man because that is who is talking. In the sentence *You can't catch me*, the cornbread man calls himself *me*.

Then ask students to find the objective pronoun on p. 84 (*me*). Ask them who the pronoun refers to. Point out that *me* refers to Cornbread Man because that is who is talking.

## Close Read



### Compare and Contrast Stories

Read the Close Read note with students. Have students underline the sentence that tells them Cornbread Man ran away. Tell students that they will use what they underline to compare and contrast this story to *The Gingerbread Man*.

DOK 3

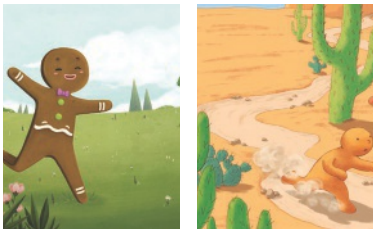
#### OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.



# Respond and Analyze

## Compare Texts



- *The Gingerbread Man*
- *The Story of Cornbread Man*

## OBJECTIVES

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

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

## My View

Use these suggestions to prompt students' initial responses to reading *The Gingerbread Man* and *The Story of Cornbread Man*.

- **Retell** Have student partners explain which story they liked more and why.
- **Illustrate Events** Have students illustrate a main event of one of the stories that does not already have a picture. Then have them share their drawings with a partner and explain what the picture illustrates.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that readers can sometimes use pictures to figure out the meaning of words in a story. *We can understand the meaning of the words **baking** and **jumped** by looking at the pictures.*

- **READ** Read the word and the sentence in which it is used.
- **THINK** Think about the meaning of the word and the pictures on the page.
- **ASK** Ask how the pictures can help you understand the word.

**MODEL AND PRACTICE** Have students turn to p. 86 in the *Student Interactive*. Read the vocabulary words aloud. Display and read the sentence aloud without the missing word. *What is Cornbread Man doing in the picture? He's **jumping to his feet**.* Write the word *jumped* on the line and have students trace each letter on the tabletop as you write.

**ELL Targeted Support Visual Media** Tell students that looking at pictures in a story is one way to figure out the meanings of unfamiliar words.

Have students look at p. 79 in the *Student Interactive* and read the sentence with the word *baking* in it. Then have them look at the picture. *What does it look like Grandma is doing?* **EMERGING/DEVELOPING**

Have students look at the picture on p. 74 in the *Student Interactive* as you read aloud the first sentence. Then say: *We can look at the picture to help us understand the meaning of the word **chased**.* What do you think it means? **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 86 of the *Student Interactive*. Have a student act out the words *hopped* and *jumped*. Then have students discuss how *hopped* differs from *jumped*.

**OPTION 2 Use Independent Text** Have students find and list unfamiliar words from a book they have read independently and look for pictures that tell what the words mean.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T108–T109.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T108–T109.

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 87 of the *Student Interactive*.

## STUDENT INTERACTIVE, pp. 86–87

VOCABULARY **Read Together** COMPREHENSION **Read Together** READING WORKSHOP

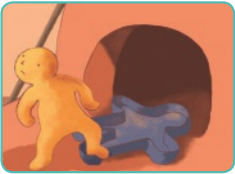
### Develop Vocabulary

**MY TURN** Write

catch   baking   jumped   gobbled

What did Cornbread Man do?

He **jumped** \_\_\_\_\_ up and ran away.



**86** Directions Read the vocabulary words and the question to students. Then read the second sentence. Have students choose the word that best completes the sentence and write it on the lines.

### Check for Understanding

**MY TURN** Write

**DOK 2** 1. How do you know these stories are fairy tales?  
Possible response: **The gingerbread man and Cornbread Man are make-believe characters.**

**DOK 1** 2. What is the setting of *The Story of Cornbread Man*?  
Possible response: **the desert**

**DOK 3** 3. How are Coyote and Red Fox alike?  
Possible response: **They want to eat the gingerbread man and Cornbread Man.**

**87** Directions Read aloud the items one at a time and have students write their responses. Remind them to use text evidence.

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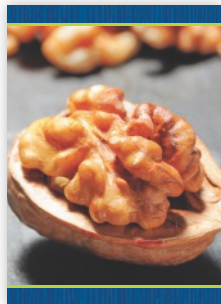
Use the  **QUICK CHECK** on p. T91 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *u*

**Picture Card** Display the *nut* Picture Card. This is a nut. *Nut* has the middle sound /u/. What letter spells the sound /u/? Yes, the letter *u*.



Have students tell you words that have the sound /u/ in the middle. Use the following words: *c-t*, *b-g*, *m-g*, *j-g*, *t-g*, *f-n*.

### ELL Targeted Support

Write the words *fun* and *run* on the board. Say them aloud and have students repeat.

Have students identify the letter in each word that makes the sound /u/. Have them say each word, monitoring their pronunciation. **EMERGING**

Say the words *big*, *bug*, *tug*, and *dog*, emphasizing the middle sound, and have students repeat. Ask students to clap if the word has the /u/ sound. Then display the words *bug* and *tug*, and have students identify the letter that makes the sound /u/. **DEVELOPING**

Have students say other words they know with the /u/ sound and try to write them using other letters they know. Supply the letters if they do not know them. **EXPANDING**

Have students look through books to find words that have the sound /u/. Have them share what they find with a partner. **BRIDGING**



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

## Intervention Activity

### SHORT *u*

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with middle sound /u/.

LEVEL A • MODEL AND TEACH

**Lesson 29** Short *u*

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

**MODEL** Display or share copies of the following passage, "Gus Has Fun," from Student Page S169, and read it aloud.

**Gus Has Fun**

Gus is out of the hut.  
Gus is on a fun walk.  
Gus can hum as he walks.  
But Gus will not run.  
It is too hot in the sun!

ends with -un

**OBJECTIVES:**

- Read words with the short *u* sound.
- Form words using the short *u* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.
- Understand that different short *u* CVC words are easily formed just by changing the consonants.

**TEACH** Point to *fun* in the second line. The word *fun* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *run*. Changing a letter in a word makes a new word. When the *f* in *fun* is changed to an *r*, the word *fun* becomes *run*. Repeat with the word *sun*. *Fun*, *run*, and *sun* all have a short *u* sound and end with -un.

Explain that students can read more words when they learn how to recognize letter combinations that include a short *u*. Point to the word *hut* in the first line. Say: When I hear a word that ends with the -*ut* sounds, I can spell the word. The word *hut* ends with the sounds /h/ and /t/. I can write the letter combination -*ut*. The word starts with the sound /h/. I know the letter *h* makes the /h/ sound. I can add the letter *u* to the beginning of -*ut*. Work through other examples, such as *but*, *cut*, and *nut* by changing, adding, and deleting letters. Point to the word *Gus* in the first line. Note that the name *Gus* is the word *us* with a *G* at the beginning.

Phonics, Morphology, and Spelling T • 169

## Intervention Activity

### PHONOLOGICAL AWARENESS

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





## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students make as many words as they can using the letter tiles: *mug, bug, tub, gum, hug*.

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



### Decodable Book



#### THEY ARE LOST!

Students can revisit last week's Decodable Book *They Are Lost!* to practice reading words with the sounds /j/ and /ks/ and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *was, said, where*. Tell them that they will practice reading these words in the Decodable Book *They Are Lost!* **When you see these words in the story, you will know how to read them.**

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

### High-Frequency Words

Tape high-frequency words to paper cups. Have students read the words and stack the cups. If they miss a word, tell it to them and have them try again.

### Centers



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

## Decodable Book

**They Are Lost!** Decodable Book 13  
Written by Joseph Perlas  
Illustrated by Andy Wilson

Consonant /j/ /j/	Consonant /x/ /ks/
Jan	box
Jen	Fox
just	Max

**High-Frequency Words**

are	look	they
he	said	was
here	she	where

1

Dad said Jan was in the box.

2

Where is Jan Fox?  
She is lost!

3

Dad said Max was in the pen.

4

Where is Max Fox?  
He is lost!

5

Dad said Jen was in the bed.

6

Where is Jen Fox?  
She is lost!

7

They are not lost.  
Just look here!

8

Use the  **QUICK CHECK** on p. T105 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that when you come to a word you don't know, you can use the pictures to help you. Think about what word might make sense with the picture. Look back at p. 79 in *The Story of Cornbread Man* and demonstrate with the word *baking*.

### ELL Targeted Support

**Vocabulary Words** Provide students with instruction and interactions during which they can hear and learn new expressions based on the selection vocabulary words.

Model jumping in the air once. Say: **I jumped as high as I could.** Have students repeat the expression back to you, and (if they want) jump in the air once. **EMERGING**

Tell students you are baking a cake. Ask them what they are baking, and guide them to respond with an expression in this form: *I am baking \_\_\_\_\_.* **DEVELOPING**

Say: **I hope I don't catch a cold!** Have students repeat the expression back to you and tell you what it means. Have them write one of the words they heard in the expression. **EXPANDING**

Say: **I gobbled my dinner down!** Ask students to repeat the expression they heard. Then have them write an expression of their own with the word *gobbled*. **BRIDGING**



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

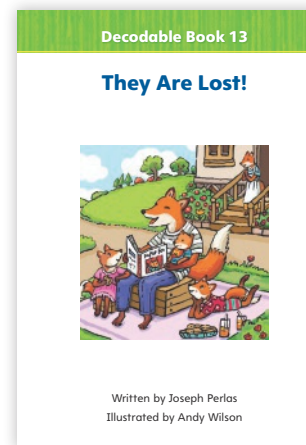
## Intervention Activity



### THEY ARE LOST!

Have students reread the Decodable Book *They Are Lost!*

Provide instructional support for decoding, comprehension, word study, and last week's high-frequency words. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students choose a text that they have previously read and read it aloud with a partner. Remind them to try to read as smoothly as they can.

### ORAL READING RATE AND ACCURACY

Listen as each student reads aloud. Offer feedback. Record each student's performance. Use the *Fluency Progress Chart* to track student progress.





## Conferring

3 students / 3–4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share their list of words and the pictures they used to figure out what each word means.

### Possible Conference Prompts

- What part of the picture helped you understand the word?
- Can you use the new word in a sentence?
- What other words that you know does the picture show?

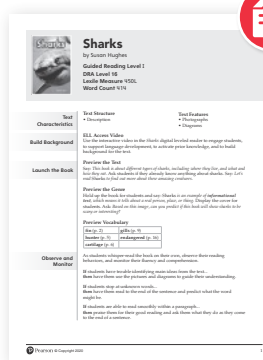
**Possible Teaching Point** Sometimes pictures show things that are not in the words of the story. The illustrator uses the words in the book and his or her imagination to draw the pictures.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to notice new or interesting words the author uses to describe the characters and events in a story, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share their drawings and any new words they learned. Celebrate what they have learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Gingerbread Man* or *The Story of Cornbread Man*.
- read a self-selected trade book or their Book Club text.
- partner read a text, coaching each other as they read the book.

### Centers



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

### Literacy Activities



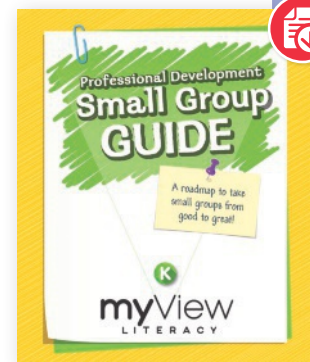
Students can

- play the myView games.
- complete an activity from the *Resource Download Center*.
- write about their reading in a reading notebook.

### SUPPORT PARTNER READING

Pairing students of mixed ability levels can provide opportunities for social-emotional learning. Students of higher ability can learn to be encouraging peer coaches. Celebrate students who have positive partner interactions.

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





# Word Work

## OBJECTIVES

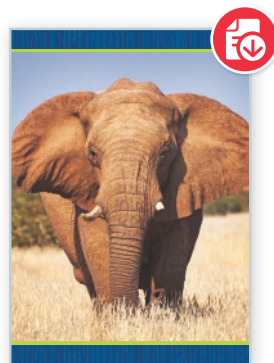
Identify syllables in spoken words.

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T97 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Syllables

**FOCUS AND MODEL** Display the *elephant* Picture Card. Today we will learn more about syllables. Remember that a syllable is a word part. A syllable has one vowel sound. We can break apart and put together syllables in a word. We can clap each time we hear a new syllable and count how many syllables there are. Let's begin with the word *el* (clap) *e* (clap) *phant* (clap), *elephant*. Now clap with me: *el* (clap) *e* (clap) *phant* (clap), *elephant*. I hear three syllables.

**SEE AND SAY** Point to the picture of the van on p. 59 of the *Student Interactive*. How many syllables does it have? Listen: *van* (clap). How many syllables do you hear? Students should say *one*. Name the pictures on p. 59 with students. Have students complete the page by segmenting, blending, and identifying the syllables in each picture word and coloring the wedges that have a picture word with more than one syllable.

## Phonics: Introduce Vv

### Minilesson

**FOCUS** Display Alphabet Card *Vv*. Ask students to tell you what they see on the card. Point to the picture of the volcano and tell students the word *volcano* begins with the sound /v/. The sound /v/ is spelled with the letter *v*. Point to the letters on the card and tell students the names of these letters are uppercase *V* and lowercase *v*. Write uppercase and lowercase *Vv* on the board and slowly trace the letters as you say the sound /v/.

**MODEL AND PRACTICE** Have students turn to p. 60 in the *Student Interactive*. Let's say the picture word *violin* and listen to the beginning sound: /v/-*iolin*. The word begins with /v/. Can you identify, or tell me, what letter spells the sound /v/? Students should say the letter *v*. Have them trace the uppercase and lowercase letters on the page. Ask them to point to the letter and tell you what sound it represents.

**APPLY My TURN** Have students complete the activity on p. 60 in the *Student Interactive*.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words, *any*, *come* and *play*. Have students read the words at the top of p. 61 in the *Student Interactive* with you: *any*, *come*, *play*.

**MODEL AND PRACTICE** Have students look again at the words at the top of p. 61. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *any*, and have students point to it. Now let's read the word together: *any*. Repeat with the other words.

**APPLY My TURN** Have students read the sentences on p. 61 with you. Ask them to identify the words *any*, *come*, and *play* in the sentences and underline them. Then have students read the sentences with a partner.

**ELL Targeted Support High-Frequency Words** Write *any*, *come*, and *play* on the board.

Read the words aloud with students. Point to each word and ask the students to read the word you are pointing to. **EMERGING/DEVELOPING**

Review the three words with students. Say each word and have the students write the word. **EXPANDING/BRIDGING**

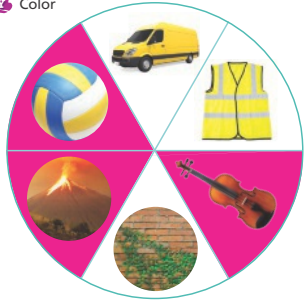
STUDENT INTERACTIVE, p. 59

FOUNDATIONAL SKILLS

### Syllables

SEE and SAY Color

Tell students that images represent van, vest, violin, vine, volcano, volleyball.



Directions Model: Listen to this word: vi-o-lin, violin. The word violin has three syllables: vi, o, and lin. Have students identify, segment, and blend the syllables in each picture word. Then ask them to color the wedges that have a picture word with more than one syllable.




59

STUDENT INTERACTIVE, p. 60


PHONICS | HIGH-FREQUENCY WORDS

### Consonant Vv


MY TURN Circle

Tell students that images represent violin, vacuum, ball.



Tell students that images represent fish, vegetables, vase.



Directions Tell students that the letter v makes the sound /v/. Explain that they will see the letter v in many words that have the sound /v/. Model how to form the letters V and v. Then have students trace the letters Vv. Say: Point to the letter v and tell me the sound it makes. Now say the name for each picture. Circle the pictures that begin with the sound for v.

60

STUDENT INTERACTIVE, p. 61

FOUNDATIONAL SKILLS

### My Words to Know

any come play



### My Sentences to Read

MY TURN

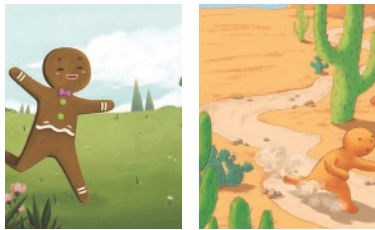
Can we have any of that?  
Come play with us!

Directions Say: There are some words that we will see a lot when we read. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.

61

# Compare and Contrast Stories

## Compare Texts



- *The Gingerbread Man*
- *The Story of Cornbread Man*

## OBJECTIVES

Compare and contrast the adventures and experiences of characters in familiar stories.

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

## ACADEMIC VOCABULARY

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

- [The two stories have similar characters.](#) How are the [characters](#) alike?
- [Explain](#) how the events in the two stories are alike.

## Minilesson

**FOCUS ON STRATEGIES** When you compare stories, you look for things that are alike. When you contrast stories, you look for things that are different.

- Read the stories and notice the characters. Do you see anything that the stories have in common?
- Notice the events in the stories. How are the events similar? How are they different?

**MODEL AND PRACTICE** Have students look back at *The Gingerbread Man* and *The Story of Cornbread Man*.

- Point out that the two stories have similarities and differences. [What are the events in \*The Gingerbread Man\*? What are the events in \*The Story of Cornbread Man\*? How are the events alike and different?](#) Guide students to orally compare and contrast the events in the stories.
- **Compare Texts** Now have students turn to the Close Read notes on pp. 76 and 85 in the *Student Interactive* and underline the words that tell what happens at the end of each story.

**ELL Targeted Support Use Connecting Words** Guide students to use connecting words such as *and* and *but* as they discuss similarities and differences between the texts.

As students share similarities and differences, rephrase their sentences using connecting words. For example, if a student says *The gingerbread man runs away. Cornbread Man runs away*, say: *The gingerbread man and Cornbread Man run away*. Have students repeat. **EMERGING**

Provide sentence frames to help students use connecting words. For example, *The gingerbread man and Cornbread Man \_\_\_\_\_. The gingerbread man \_\_\_\_\_, but Cornbread Man \_\_\_\_\_.* **DEVELOPING**

Have partners think of one statement about the texts that uses the connecting word *and* and one statement about the texts that uses the word *but*. Have them share their statements with the group. **EXPANDING**

Have students use the connecting words *and* and *but* to tell how the stories are alike and different. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing and contrasting stories.

**OPTION 1 MyTURN** Have students complete p. 88 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students read two similar stories. Have them create a Venn diagram comparing and contrasting the events in the stories.


### QUICK CHECK

**Notice and Assess** Can students compare and contrast stories?

#### Decide


- **If students struggle**, revisit instruction about comparing and contrasting stories in Small Group on pp. T116–T117.
- **If students show understanding**, extend instruction about comparing and contrasting stories in Small Group on pp. T116–T117.

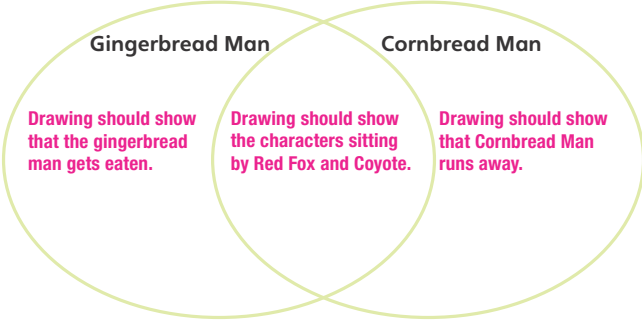
## STUDENT INTERACTIVE, p. 88

CLOSE READ 

### Compare and Contrast Stories

When we **compare**, we tell how stories are alike.  
When we **contrast**, we tell how they are different.

 **MY TURN** Draw



**88** **Directions** Read aloud the sentences at the top of the page and the headings on the graphic organizer. Say: Think about the ending of each story. Draw a way the endings are alike in the center part. Draw how they are different in the outside parts of the circles. Remind students to look back at the texts.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss with adult assistance how the author uses words that help the reader visualize.

## Author's Craft

### Minilesson

**FOCUS ON STRATEGIES** Authors choose descriptive words to help readers visualize, or create pictures in their minds, of what they are reading.

- Authors choose words that appeal to readers' senses of sight, hearing, touch, taste, or smell.
- Vivid, interesting words can help readers visualize, or picture, what they are reading.

**MODEL AND PRACTICE** Have students turn to p. 93 in the *Student Interactive*. Explain that the author uses descriptive words to tell about what the gingerbread man and Cornbread Man do. In the sentence "Cornbread Man jumped to his feet," the author uses the word *jumped* to tell how he moves. These words help me visualize how Cornbread Man moves.

# Handwriting

## OBJECTIVE

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

## Write Ss

**FOCUS** Display the following uppercase and lowercase letters: Ss.

**MODEL** Model writing each letter, calling students' attention to starting at the top right of the letters and curving down to the left and then over to the right and then down and around to the left. Have them practice forming the letters by tracing their fingers on the tabletop.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete p. 93 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 93

AUTHOR'S CRAFT
READING-WRITING BRIDGE

Read Together

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

**MYTURN** Write

- What word do the authors use to tell how the gingerbread man and Cornbread Man get up?  
jumped
- What word could you use instead of **ran** to tell how the gingerbread man and Cornbread Man move?  
raced  
Possible response:

Directions Read the first question and encourage students to look back at the text to find the answer. Have them discuss why the authors chose to use the word *jumped* instead of *got up* to describe the characters' actions. Then read the second question and ask students to write a word they could use instead of *ran*.

93

## Writing Workshop

Have students look over their drafts from the Writing Workshop. Ask them to find places where they can add words that help readers visualize actions.

**PRACTICE** Have students complete *Handwriting* p. 141 from the *Resource Download Center* for additional practice with writing Ss and using appropriate spacing between letters.

Read Together

Name \_\_\_\_\_

### Handwriting

Letters Ss

**MYTURN** Write

Ss \_\_\_\_\_

Ss \_\_\_\_\_

Ss \_\_\_\_\_

Ss \_\_\_\_\_

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

Grade K • Unit 3 • Week 2 141

*Handwriting*, p. 141



Use the  **QUICK CHECK** on p. T113 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE AND CONTRAST STORIES

**Teaching Point** Stories that begin the same can have events and endings that are the same or different. When you compare, you look for things that are similar. When you contrast, you look for things that are different. Which events in the two stories are similar? Which are different? Are the endings similar or different? Explain how.

#### ELL Targeted Support

Have pairs of students do a side-by-side comparison of the illustrations in the two stories. Have them point out, and assist them in naming, some of the similarities and differences they see.

#### EMERGING

Have students look back at the two stories and find words that are the same. Have them say if the words are about an event or a character. Then ask them to point to words that tell them how the characters and events are different. **DEVELOPING**

Have students look back at the endings of the two stories. Have them write sentences explaining how the endings of the stories are similar and different. **EXPANDING**

Have students talk about how the characters and events of the stories are similar and different. Then have students write sentences about how the characters and events are similar and different. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Good readers look for patterns to help them predict or understand events in stories. For example, most stories present a problem that the characters solve in the end. Readers can make predictions about how the story will end by looking at the story problem and thinking about how they might solve it.

**Model** Tell students: *I will look for similarities in [The Story of Cornbread Man](#) and [The Gingerbread Man](#).* Reread the two stories. Point out that both characters are baked, they both jump to life, they both run away, and they both say they will not be caught. At the end of both stories, they meet an animal who would love to eat them. The gingerbread man gets eaten by the fox, but the Cornbread Man runs off and is never seen again. Maybe he did not get eaten. These stories have similar patterns but they do not have the same ending.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE AND CONTRAST STORIES

**Talk About Independent Reading** Ask students to share the main events in the story they have been reading. Ask them to compare and contrast the story to another story they have read or heard.

#### Possible Conference Prompts

- How are the events similar in the two stories?
- How are the two stories different?

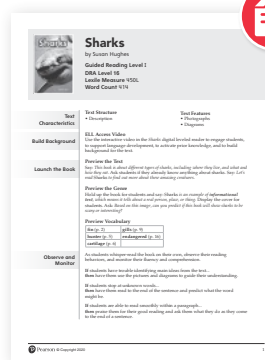
**Possible Teaching Point** Stories are often different because characters make different decisions.

## Leveled Readers



### COMPARE AND CONTRAST STORIES

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to compare and contrast stories, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to compare and/or contrast the story they read to another story they have read or heard.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Gingerbread Man*, *The Story of Cornbread Man*, or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- work in pairs to support each other in retelling their independent reading books.

### Centers



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

### Literacy Activities



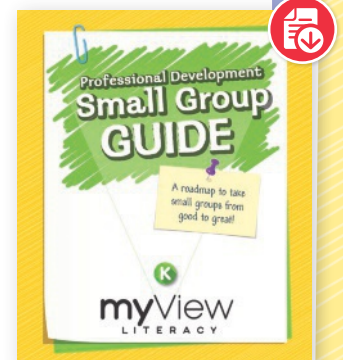
Students can

- play the myView games.
- create a drawing that compares or contrasts two stories they have read or heard.
- complete an activity from the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

To develop students’ knowledge of genres and enable them to compare texts well, encourage them to choose several texts within the same genre for their independent reading.

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



# Word Work

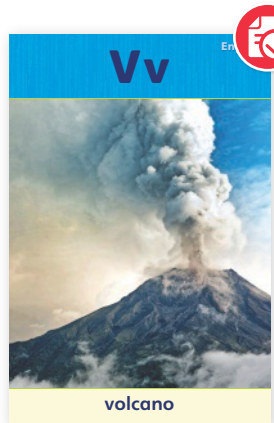
## OBJECTIVES

Identify and match the common sounds that letters represent.

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



Picture Card



Alphabet Card

## Phonics: Read and Write Words with Vv

### Minilesson

**FOCUS** Hold up the *van* Picture Card. This is a picture of a van. Listen to the sounds in the word: /v/ /a/ /n/. I hear the sound /v/ at the beginning of *van*. Say the sound /v/ with me. Show students the spelling of the word on the back of the card. Point to the *v* and say /v/. Do you hear the sound /v/? What letter makes the sound /v/? Write the letters Vv on the board. Have students trace the letters Vv in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters on the Vv Alphabet Card. Listen carefully to the following words: /v/ /e/ /t/, /v/ /e/ /s/ /t/. What sound do you hear at the beginning of each word? Have volunteers identify the sound /v/. Have students name the letter that spells the sound /v/ (v). Continue with the following words: *vase, van, velvet*.

**ELL Targeted Support Distinguish Sounds** Write the words *vet, vest,* and *van* on the board, and read them aloud.

Point to the word *vet* on the board. Say each letter sound. Have students repeat after you. Then say the whole word and have students repeat. Have students say the word that completes the sentences: *I took my cat to the \_\_\_\_\_. I rode in a \_\_\_\_\_. The boy wore a blue \_\_\_\_\_.* **EMERGING**

Point to the word *vest* on the board. Guide students to find an example of the word on p. 62 in the *Student Interactive*. Have volunteers point out the picture to you and tell you what sounds they hear in the word. Continue with the other words. **DEVELOPING**

Have students find examples of words in books from the classroom library that begin with the sound /v/. Have bridging students use each word in a sentence. **EXPANDING/BRIDGING**





# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

Ask and answer questions about unknown words in text.

## ELL Access

Help students learn relationships between sounds and letters in English and recognize the elements of the English sound system in words. Remind students that words are made up of sounds. Point out the following words that have the sound /v/ in other languages: *violin* is *violín* in Spanish, *violon* in French, and *violinë* in Albanian.

## Read *The Man*

**FOCUS** Have students turn to p. 63 in the *Student Interactive*. We are going to read a story today about a woman who bakes. Point to the title of the story. The title of the story is *The Man*. I hear a word with /a/ in the title. What is it? Yes, it is *man*. In this story, we will read other words that have sounds we have already learned and words with our new sounds /v/ and /u/.


**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Review this week's high-frequency words: *any*, *come*, *play*. Tell students they will practice reading these words in the story *The Man*. Display the words. Have students read them with you. When you see these words in the story *The Man*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 63

DECODABLE STORY


FOUNDATIONAL SKILLS


### The Man



Val can make a man.  
She can make a vest.

Highlight the words with the v sound.

 AUDIO  
Audio with Highlighting

 ANNOTATE

63



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

After students have read the story, call their attention to the first sentence on p. 63. *I hear a word with the sound /v/. I see the letter v in that word. What sound does the letter v spell?* Help them identify, or say, the sound /v/. Then have them find and highlight the word with the sound /v/ in the first sentence on p. 63. *In the second sentence, I hear another word with the sound /v/.* Help students identify the word *vest* and highlight it.

We can ask questions about words we don't know. *I don't know what the word vest means. What questions can I ask about it?* Sample questions: *What is a vest? Is it something you can eat? Is it something you can wear? Can the illustration help me figure out what it is? Now let's answer some of those questions.* A vest might be something you can eat, because Val is making a cookie with a vest. A vest might be something to wear. I can look at the illustration and see that Val is adding white icing to the cookie. I think that a vest is something to wear. Tell students to ask and answer questions about words they don't know that they read in texts.

Have students turn to pp. 64–65. *Which words include the sound /u/? Point to them.* Help students identify, or say, the words with the sound /u/. Then have them find and underline the words with the sound /u/. Have them point out at least three high-frequency words they see, either from this week or from another week.

STUDENT INTERACTIVE, pp. 64–65



DECODABLE STORY

FOUNDATIONAL SKILLS



“Come and play!” said the pig.  
The man and the pig run.

64

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The man and the pig jump.  
“Did you have any fun?” said Val.

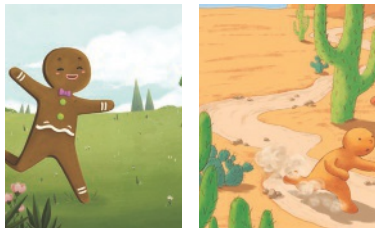
65

Underline the words with the short u sound.



# Make Inferences

## Compare Texts



- *The Gingerbread Man*
- *The Story of Cornbread Man*

## OBJECTIVE

Make inferences and use evidence to support understanding with adult assistance.

## ACADEMIC VOCABULARY

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

- Why does the gingerbread man choose to run?
- Which sentence best explains why Cornbread Man runs away?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that they can use information in the text along with what they already know to make inferences about what an author suggests but does not say in a text. An inference is a guess based on text evidence and what you know about life. Students can

- Ask themselves what the text says directly.
- Consider what they know already about this idea or topic.
- “Read between the lines” to guess what might be true.

**MODEL AND PRACTICE** When I make an inference, I use evidence in the text along with information I already know to see if I can guess information that is not stated in the text. Both words and pictures can be used to make inferences. When I look at page 74, the picture helps me see that the gingerbread man is not afraid of Barkley.

- **Compare Texts** Read the Close Read note on p. 73 in the *Student Interactive* aloud. The gingerbread man jumps up and runs away because Miss Hazelnut wants to eat him. I know because people use the words *tasty* and *yum* to talk about things to eat. Have students highlight the words *tasty* and *yum*. Repeat for the Close Read note on p. 81.

**ELL Targeted Support Make Inferences** Remind students that readers use information in a text along with information they already know to make inferences.

Have students point to the words that tell them Miss Hazelnut wants to eat the gingerbread man. **EMERGING**

Have students look at p. 74. Ask how they can tell that the gingerbread man is not afraid of Barkley. **DEVELOPING**

Have students look at p. 74. Have them write a sentence telling how they know the gingerbread man is not afraid of Barkley. **EXPANDING**

Have students talk with a partner about two other inferences they can make about characters in the selections. Prompt them with questions as needed, and remind them to point out the text evidence that helps them make the inferences. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making inferences.

**OPTION 1 My TURN** Have students complete p. 89 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use the words and pictures in a book they have read independently to make guesses about information that is not in the words of the text. Have them draw a picture of this new idea and explain it to you.

### QUICK CHECK

**Notice and Assess** Can students make inferences?

#### Decide

- **If students struggle**, revisit instruction for making inferences in Small Group on pp. T126–T127.
- **If students show understanding**, extend instruction for making inferences in Small Group on pp. T126–T127.


STUDENT INTERACTIVE, p. 89


**Read Together** READING WORKSHOP

### Make Inferences

You can use details in the text and what you already know to **make inferences**.

**MY TURN** Circle and write  
They want to make new friends.  
They do not want to be eaten.

 Possible responses: \_\_\_\_\_  
**tasty, Yum**

 Possible response: \_\_\_\_\_  
**good to eat**

Directions Ask: Why do the gingerbread man and Cornbread Man run away? Read aloud the answer choices and have students circle their inference. Then have them write evidence from each text that supports their understanding on the lines next to the pictures. Remind students to look back at the texts.

89

Use the  **QUICK CHECK** on p. T119 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT Vv

**Picture Card** Display the vase Picture Card. *This is a vase. Vase begins with /v/. What letter spells the sound /v/?*



Tell students that you will say a word, and if they hear the sound /v/ in the word, they should stand up. If they do not hear the sound /v/ in the word, they should stay seated. Use the words *village, van, vest, family, volcano, vowel, water, and vacuum*.

### ELL Targeted Support

Display the words *van* and *vest*. Point to the *v* in each word as you pronounce it.

Pronounce the words, emphasizing the sound /v/, and have students repeat. Isolate the sound /v/ first, if necessary. **EMERGING**

Point to each letter of the words and have students say each sound; then practice pronouncing each word. **DEVELOPING**

Have students think of and say other words that begin with the sound /v/. **EXPANDING**

Have students say other words they know with the sound /v/ and identify other letters in each word. **BRIDGING**



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for instruction on connecting the letter and sound for Vv.

LEVEL A • PRACTICE AND ASSESS

**Lesson 23** **Connect Sound and Letter: Consonants 3**

**REMINDE STUDENTS THAT ...**

- they can recognize the letters y, q, and x and the sounds /y/, /kw/, and /ks/.
- they can connect the letters and sounds y /y/, q /kw/, and x /ks/.
- they can identify y /y/, q /kw/, and x /ks/ in words.

**PRACTICE 3** Follow this routine to teach one-to-one letter-sound correspondences for y /y/, q /kw/, and x /ks/.

**Routine**

- 1. Teach the letters and sounds.** Write capital and lowercase Yy. *This is the letter y. It stands for the sound /y/. Repeat for Qq and Xx.*
- 2. Model letter-sound correspondence.** Write the word yet and circle the y. *The word yet begins with the letter y and the sound /y/. Say the word yet after me.* Repeat the process with the words quiz and fix.
- 3. Practice letter-sound correspondence.** Write the words yam, yap, and yes. Have students circle the letter y in each word. *What sound is connected with the letter y in each word? Write the words quit, queen, ax, and ox. Have students circle the letters q and x in each word. What sounds are connected with the letters q and x?*
- 4. Extend practice.** Have students write y, q, and x and say a word that begins with each letter. Have them write a word for each letter using the lists in steps 2 and 3.

Distribute Student Page S144. Have students cut apart the word cards. Pairs place the cards face down and take turns selecting a card, reading the word, and using it in a sentence. Point out that x /ks/ is at the end of a word in this lesson.

quit	wax	fox
yes	Max	you
yank	fix	yellow
quick	mix	quiet

**INDEPENDENT PRACTICE** Display the following sentence from Student Page S144. Have students identify all instances of y /y/, q /kw/, and x /ks/. Then check that students can print each letter.

The fox gave the queen a yard of yellow yarn.

**IF ...** students struggle with the words, **THEN ...** guide them as they look for additional words with these letters in classroom books. Review steps from the routine as needed.

T • 144 Phonics, Morphology, and Spelling

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students build words with the sound /v/: *van, vest, vet, vast, Vin.*

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



### Decodable Book



#### WE LIKE TO PLAY!

Students can read the Decodable Book *We Like to Play!* to practice reading short *u* spelled *Uu*, /v/ spelled *Vv*, and this week's high-frequency words.

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

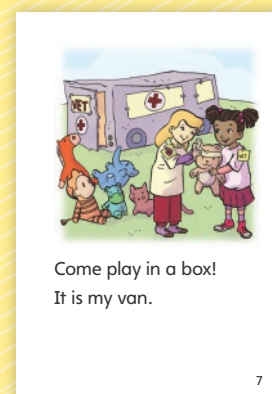
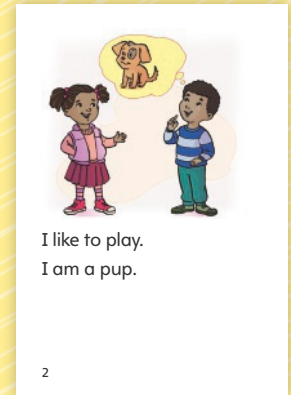
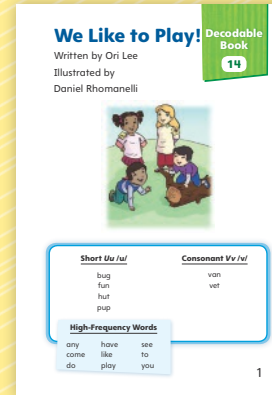
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE INFERENCES

**Teaching Point** Today we are going to talk about how you can be a detective when you read. Just like a detective, you can use information that you read and see to figure out things that are not in the words of a story. Look back at *The Gingerbread Man* and *The Story of Cornbread Man* and work with students to make inferences.

### ELL Targeted Support

Turn to a page in the story where you can make inferences from the picture and the text. Model how to make inferences from a text.

Ask a yes/no question based on an inference you can make from the text. Ask students to point to the picture or word that helped them answer the question. **EMERGING**

Point out things in the pictures and words that students can use to guess more information. Have students say an inference they can make. **DEVELOPING**

Continue the Developing activity by having students write a sentence about the inference they can make. **EXPANDING**

Have students say how they made the inference by completing the sentence frame: *I know that \_\_\_\_\_ because \_\_\_\_\_.* **BRIDGING**



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

## Intervention Activity



### WE LIKE TO PLAY!

Have students reread *We Like to Play!* Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have partners take turns reading the Decodable Book *We Like to Play!* Tell them to try to practice reading with expression.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book and offer feedback. Record each student's performance. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes per conference

### MAKE INFERENCES

**Talk About Independent Reading** Have students look back at a text they are reading independently and make an inference.

### Possible Conference Prompts

- What words or pictures in the story helped you make an inference?
- What did you already know about life that helped you make an inference?
- What inference did you make?

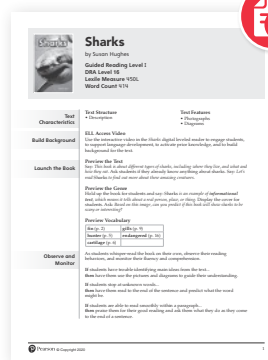
**Possible Teaching Point** Authors have reasons for not explaining everything about a story in the text. Making inferences makes reading the story more fun.

## Leveled Readers



### MAKE INFERENCES

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to make inferences, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together and have volunteers share inferences they were able to make while reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a story they read.
- read a self-selected trade book or their Book Club text.
- practice reading and making inferences about a story with a partner.

### Centers



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

### Literacy Activities



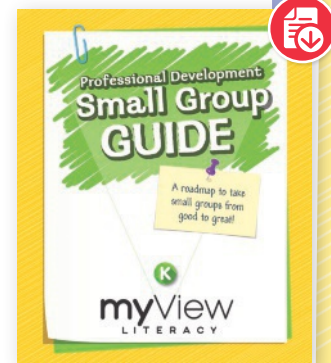
Students can

- complete the MyTurn activity on p. 89 of the *Student Interactive*.
- write inferences they make as they are reading.
- play the myView games.

### SUPPORT INDEPENDENT READING

It is important to tell students what they are doing right as readers. As you listen to readers, be sure to tell them what they are doing well.

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





# Word Work

## OBJECTIVES

Identify and produce rhyming words.

Identify and match the common sounds that letters represent.

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



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 133 from the *Resource Download Center*.

*My Words to Know*, p. 133

## Phonological Awareness: Identify and Produce Rhyming Words

**MODEL** Display the *van* Picture Card. Listen to the sounds in *van*: /v/ /a/ /n/. What sound do you hear in the middle of *van*? Students should say /a/. What sound do you hear at the end? Students should say /n/. Then hold up the *fan* Picture Card. This is a picture of a fan. *Fan* rhymes with *van*. When words rhyme, it means they have the same middle and ending sounds. *Fan* and *van* have the sound /a/ in the middle and the sound /n/ at the end.

**PRACTICE** Prompt students to think of other words that rhyme with *van* and *fan*. What other words can you think of that rhyme with *van* and *fan*? Possible responses include: *man*, *Jan*, *Dan*, *ran*, *ban*, *can*, *pan*, *tan*.

## Phonics: Review Short *Uu* and *Vv*

### Minilesson

**FOCUS** Write the letters *Vv* and *Uu* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *v/v/*, *u/u/*. Ask students to say the sound as you point to each letter. Ask them to give you examples of some words with the sounds.

**MODEL AND PRACTICE** Divide the class in half. One half is the *V-Team*. The other is the *U-Team*. Place teams on opposite sides of the room. Write the words *vet*, *van*, *jump*, *just*, *vat*, *bug*, and *hut* on the board. We will read these words together. If you hear the sound /v/, the *V-Team* will applaud. If you hear the sound /u/, the *U-Team* will applaud. Point to each letter as you read each word aloud. Let's read the first word together: /v/ /e/ /t/, *vet*. The *V-Team* should clap. Repeat the activity with the rest of the words.

**TURN, TALK, AND SHARE** Have students turn to p. 66 in the *Student Interactive* and read the words with a partner.

**APPLY My TURN** Have students look at p. 67 in the *Student Interactive*. Have them complete the words with *u* or *v*. Then have them read the sentences.



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

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- With partners, ask classmates to explain an idea or word.

Read the sentences on p. 67 aloud. Allow students who understand the sentence to pantomime it so the other students can guess it. One pantomime can be to spread arms out like the sun for sentence 2. **EMERGING**

Read the sentences on p. 67 aloud. Assign each student or student pairs to pantomime one of the sentences to help students who may have difficulty understanding. **DEVELOPING**

In small groups, have students reread the sentences on p. 67. Encourage students to pantomime a sentence that is difficult to understand. Bridging students should help clarify sentences for other students. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words they will hear, see, and use often. Remind them they will be learning many of these words this year, and the words will help them become better readers. Say the word *come* and ask students what letters spell the word. Have students

- say each letter as you write it on the board.
- say and spell the word, clapping for each letter.
- repeat with *play* and *any*.

## STUDENT INTERACTIVE, pp. 66–67

### PHONICS

#### Short u and Consonant Vv

**TURN and TALK** Read

**us van plum**

**vest nut cup**

**mud bus vent**

**vat up drum**

66

**Directions** Remind students that the letter v makes the sound /v/ and the letter u can make the sound /u/. Have partners take turns reading the words.

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### FOUNDATIONAL SKILLS

#### Short u and Consonant Vv

**MY TURN** Write and read

I have a     **V** est.

The s     **U** n is up.

Viv is in the     **V** an.

The vet is with a p     **U** p.

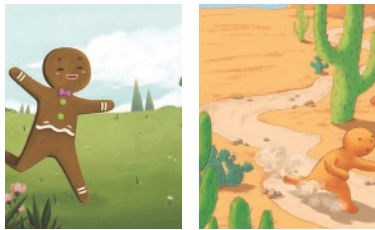
**Tell students that images represent vest, sun, van, pup.**

**Directions** Remind students that the letter v makes the sound /v/ and the letter u can make the sound /u/. Have students write v or u to complete the word in each sentence. Then have them read the sentences.

67

# Reflect and Share

## Compare Texts



- *The Gingerbread Man*
- *The Story of Cornbread Man*

## OBJECTIVES

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

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

Compare and contrast the adventures and experiences of characters in familiar stories.

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

Retell texts in ways that maintain meaning.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words while talking about the weekly question and unit theme.

- The meaning of a story is the idea that you get from reading it. Different endings to stories give them different meanings. How are the meanings of these two stories different?
- How do what the characters choose to do in these stories make the endings different?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that talking about stories often begins with retelling them. When students retell stories, they work to remember the most important ideas and message from the text. Students should

- make sure they understand what the stories are about.
- think about ideas or information they could share with others.
- speak loudly and clearly as they share information and ideas.
- listen actively to others so they can connect ideas.

**MODEL AND PRACTICE** Model sharing ideas and information using the Weekly Question on p. 90 in the *Student Interactive*. *I know that stories can sometimes be similar and different. When I look for things that are similar, I am comparing stories. When I look for things that are different, I am contrasting stories. I can also retell stories and tell how they compare and contrast.*

**ELL Targeted Support Share Information** Have students interact with you or a partner as they share the most important information while retelling the text.

Review *The Gingerbread Man* with students. Then go around the class and ask each student to share an important piece of information from the story. Guide students to focus on key events. **EMERGING**

Have student pairs reread *The Gingerbread Man* together. Have each pair retell the story to the class, sharing as much important information as possible. **DEVELOPING**

Have student pairs reread *The Gingerbread Man* and *The Story of Cornbread Man* together. Have one partner share information from one story, and the other partner share information from the other. **EXPANDING**

Repeat the Expanding activity, but this time prompt partners to say how the shared information from each story is alike and different. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing and contrasting stories.

**OPTION 1 TURN, TALK, AND SHARE** Have students complete p. 90 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading to compare and contrast two stories they have read.

### QUICK CHECK

**Notice and Assess** Can students reflect on what they have read and compare texts?

#### Decide

- **If students struggle**, revisit instruction for reflecting on reading and comparing texts in Small Group on pp. T132–T133.
- **If students show understanding**, extend instruction for reflecting on reading and comparing texts in Small Group on pp. T132–T133.

**WEEKLY QUESTION** Have students use evidence from the stories they have read this week to respond to the Weekly Question. Tell them to write or draw their response on a sheet of paper and then share it with a partner.

STUDENT INTERACTIVE, p. 90

RESPOND TO TEXT 

### Reflect and Share

 **TURN and TALK** Tell what happens in each story. Then talk about how Cornbread Man is like the gingerbread man.





**Weekly Question**  
How are two versions of the same story alike and different?

**90** **Directions** Have partners take turns retelling what happens in each story. Remind them to include the important events. Then have partners discuss how Cornbread Man and the gingerbread man are alike.

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### My VIEW

**Write About It** For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

The gingerbread man yells, “Nobody can catch me!” Why do you think he says this? Use text evidence to support your opinion.

Use the  **QUICK CHECK** on p. T131 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Have students look back at *The Gingerbread Man* and *The Story of Cornbread Man* to review what you have read. Then have students practice comparing across texts. Ask them how the two texts are similar, and how they know. Ask them how the two texts are different, and how they know. Guide students to compare and contrast the texts by citing evidence from the two stories.

### ELL Targeted Support

Tell students that retelling what they read can help them compare a text to other things they have read.

Have students draw a picture of what they think is the most important part of *The Gingerbread Man* and *The Story of Cornbread Man*. Then have them discuss and compare their drawings.

#### EMERGING

Have students work in pairs to retell the stories of *The Gingerbread Man* and *The Story of Cornbread Man*. Then have partners compare and contrast their respective retellings.

#### DEVELOPING

Have students reflect on what they read in the stories. Then provide these sentence frames to compare and contrast them: *One way the stories are alike is \_\_\_\_\_.* *One way the stories are different is \_\_\_\_\_.* **EXPANDING/BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Reread *The Gingerbread Man* and *The Story of Cornbread Man* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how two versions of the same story can be alike and different.

Provide instructional support for students to reflect and share what they read.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Help students organize the different versions that they found of a traditional story into a book, poster, or other format that can be easily shared with others.

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

See *Extension Activities*, pp. 175–179, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to talk about two texts they are reading independently that have similar beginnings but different endings.

#### Possible Conference Prompts

- Retell the beginning and ending of each story. Explain how they are similar and how they are different.
- What other events are similar or different in the two stories?

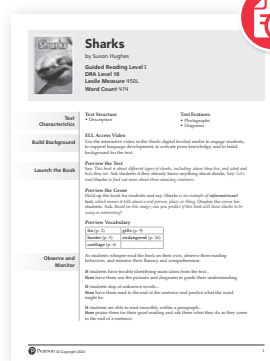
**Possible Teaching Point** *Authors write endings they think readers will like. Sometimes readers like one story better than a similar story because it has an ending they like better.*

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share what they have learned this week and celebrate what they have learned.

## Independent/Collaborative

### Independent Reading



Students can

- review what they have read this week in their leveled reader or in *The Gingerbread Man* and *The Story of Cornbread Man*.
- read a self-selected trade book or their Book Club text.
- partner-read a text and then retell the text after reading it.

### Centers



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

### Literacy Activities



Students can

- play the myView games.
- draw a picture to describe something they read this week.

## BOOK CLUB



See Book Club, pp. T472–T475, for

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



# UNIT 3 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 to learn why people like stories.
- I can use words to make connections.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RL.K.5, RF.K.2.b, SL.K.6, W.K.3, L.K.1.a

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T138–T139
  - » Phonological Awareness: Syllables
  - » Phonics: Introduce Zz
- High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poems: Weekly Question T140–T141
- Listening Comprehension: Read Aloud: “Hen and Fox” T142–T143
- Poetry: T144–T145
  - ☑ Quick Check T145

#### READING BRIDGE

- Academic Vocabulary: Context Clues T146–T147
- Handwriting: Letters *Bb* T146–T147

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T151
- Strategy, Intervention, and On-Level/Advanced Activities T150
- ELL Targeted Support T150
- Conferring T151

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T151
- Literacy Activities T151

**BOOK CLUB** T151 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T360–T361
  - » Organize Ideas
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T361
- Conferences T358

#### WRITING BRIDGE

- Language & Conventions: Spiral Review: Objective Pronouns T362–T363 **FLEXIBLE OPTION**

#### LESSON 2

RL.K.1, RF.K.1.d, SL.K.2, W.K.3, L.K.4.a, L.K.5

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T152–T153
  - » Phonics: Read and Write Words with Zz
- ☑ Quick Check T153
- High-Frequency Words

##### SHARED READ

- Introduce the Text T154–T159
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Poetry Collection*
- Respond and Analyze T160–T161
  - » My View
  - » Develop Vocabulary
- ☑ Quick Check T161
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T165
- Strategy and Intervention Activities T162, T164
- Fluency T164
- ELL Targeted Support T162, T164
- Conferring T165

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T163
- Independent Reading T165
- Literacy Activities T165

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T364–T365
  - » Explore Compose a Beginning
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T365
- Conferences T358

#### WRITING BRIDGE

- Pre-Spelling: Letter Sort T366
- Language & Conventions: Oral Language: Possessive Case Pronouns T367 **FLEXIBLE OPTION**

## LESSON 3

RL.K.10, RF.K.2.a, RF.K.3,  
W.K.3, SL.K.6, L.K.1.a

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T166–T167
  - » Phonological Awareness: Initial /kw/
  - » Phonics: Introduce Qq
- High-Frequency Words

#### CLOSE READ

- Discuss Rhyme and Rhythm T168–T169
- Close Read: *Poetry Collection*
  - ✔ **Quick Check** T169

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Using Words to Visualize T170–T171
- Handwriting: Write Words T170–T171

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T173
- Strategy and Intervention Activities T172
- ELL Targeted Support T172
- Conferring T173

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T173
- Literacy Activities T173
- Partner Reading T173

### WRITING WORKSHOP

#### MINILESSON

- Fiction T368–T369
  - » Apply Compose a Beginning
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T369
- Conferences T358

### WRITING BRIDGE

- Language & Conventions: Teach Possessive Pronouns T370–T371

## LESSON 4

RL.K.1, RL.K.4, RF.K.3,  
W.K.3, L.K.1.a, L.K.4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T174–T177
  - » Phonics: Read and Write Words with Qq
    - ✔ **Quick Check** T175
  - » Decodable Story: Read *Quin at Bat* T176–T177

#### CLOSE READ

- Ask and Answer Questions T178–T179
- Close Read: *Poetry Collection*
  - ✔ **Quick Check** T179

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T183
- Strategy and Intervention Activities T180, T182
- Fluency T182
- ELL Targeted Support T180, T182
- Conferring T183

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T181
- Independent Reading T183
- Literacy Activities T183
- Partner Reading T183

### WRITING WORKSHOP

#### MINILESSON

- Fiction T372–T373
  - » Explore Compose an Ending
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T373
- Conferences T358

### WRITING BRIDGE

- Language & Conventions: Practice Possessive Pronouns T374–T375

## LESSON 5

RL.K.5, RF.K.1.c, RF.K.3,  
SL.K.3, SL.K.5, W.K.3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T184–T185
  - » Phonological Awareness: Identify and Count Words in Sentences
  - » Phonics: Review Zz and Qq
- High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T186–T187
  - » Write to Sources
    - ✔ **Quick Check** T187
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T189
- Strategy, Intervention, and On-Level/Advanced Activities T188
- ELL Targeted Support T188
- Conferring T189

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T189
- Literacy Activities T189

**BOOK CLUB** T189 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Fiction T376
  - » Apply Compose an Ending
  - » Share Back

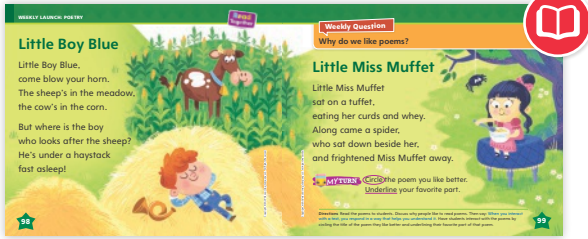
#### INDEPENDENT WRITING

- **WRITING CLUB** T376–T377 **SEL**
- Conferences T358

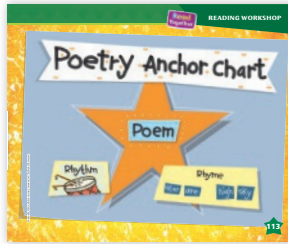
### WRITING BRIDGE

- Language & Conventions: Standards Practice T378–T379 **FLEXIBLE OPTION**

# Materials



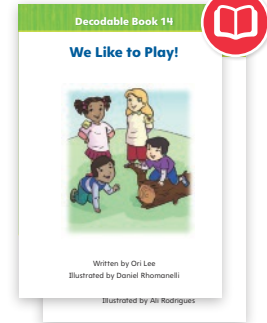
**POETRY**  
“Little Boy Blue” and “Little Miss Muffet”



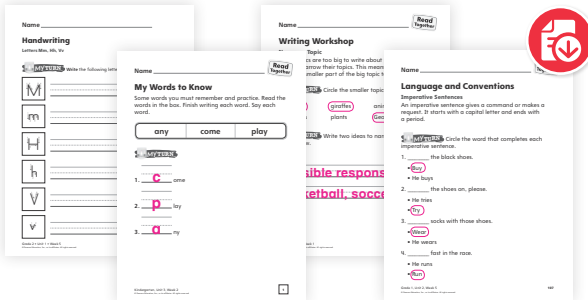
**READING ANCHOR CHART**  
Poetry



**EDITABLE ANCHOR CHART**  
Poetry



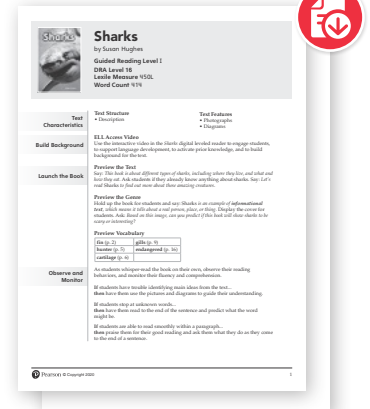
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

her  
how  
down

### Develop Vocabulary

fast  
soon  
down  
great

### Unit Academic Vocabulary

choose  
explain  
meaning  
character



WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
 Listen actively and use strategies to understand and analyze oral communication.  
 Understand the relationship between spoken and written language.

**Read Aloud**  
 Tell students that they will listen to you read a poem. Explain that poems often have a rhythm, or beat. Poems often have lines that rhyme. Have students listen as you read about the poem, "Hen and Fox." Tell students to be active listeners by looking at you and thinking about what you are saying as you read aloud. After reading the first verse, have students tap along to the beat.

**START-UP**  
**READ-ALoud ROUTINE**  
 Purpose: Have students listen actively for elements of a poem, such as rhyme and rhythm.  
 Procedure: Have students read about critical thinking for the "Think Aloud" column.  
**READ:** the text aloud, pausing to model "Think Aloud" strategies related to the genre.

**Hen and Fox**

Little Miss Hen  
 Who lives at the farm,  
 Stays in her home  
 To keep nice and warm.

Hen eats birdseed  
 And takes care of her chicks.  
 She warns them about  
 That old fox's tricks.

When old Mr. Fox  
 Sneaks up from behind,  
 Disguised in a box,  
 Will they pay him no mind?

TH3 UNIT 3 - WEEK 3

READ ALOUD  
 "Hen and Fox"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**INTENT**  
 Interactive Read Aloud  
 • Increase students' comprehension.  
 • Increase students' reading fluency and expression.  
 • Provide an opportunity to model fluency and expression reading.  
 • Foster a love and enjoyment of reading.

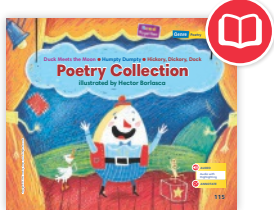
**PLANNING**  
 • Select a book from the Read Aloud Trade Book Library or the school or classroom library.  
 • Identify the key idea of the story.  
 • Determine the Teaching Point.  
 • Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to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

**BEFORE READING**  
 • Show the cover of the book to introduce the title, author, illustrator, and genre.  
 • Discuss the cover as a whole class.  
 • Ask questions to guide the discussion and draw attention to the teaching point.  
 • Use these Think Alouds to model strategies related to reading comprehension and content meaning for the text.  
 • Have students make predictions for their own experiences, how they have read this text in the past, or the work.

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

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

INTERACTIVE READ ALOUD  
 LESSON PLAN GUIDE



SHARED READ  
 Poetry Collection

**BOOK CLUB**

Titles related to  
 Spotlight Genre and  
 Theme: T476-T479

**Mentor STACK**

Writing Workshop T357



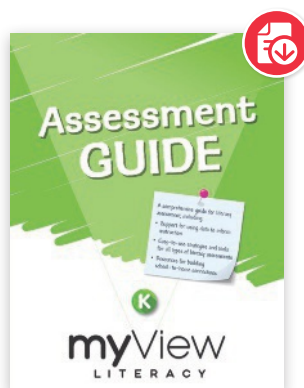
LITERACY STATIONS



SCOUT

## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## Phonological Awareness: Syllables

**FOCUS AND MODEL** Tell students that today they are going to work with syllables. Syllables are word parts. Each syllable in a word has one vowel sound. Listen to this word: *seashell*. Now listen as I say the word again: *sea* (pause) *shell*. Can you hear the two syllables: *sea* (pause) *shell*? What are the syllables? Students should say *sea* and *shell*.

**SEE AND SAY** Have students turn to p. 100 in the *Student Interactive* to practice manipulating syllables in multisyllabic words. Explain that they will be figuring out the syllables in some words. Then they will take away one of the syllables and draw a picture of the new word in the box. Listen to this picture word: *toothbrush*. What are the syllables in the word? Students should say *tooth* and *brush*. Help students identify the other picture words on p. 100.

## Phonics: Introduce Zz

### Minilesson

**FOCUS** Hold up Alphabet Card Zz and point to the picture of the zigzag. Have students say *zigzag* with you. Let's say the sound at the beginning of the word: /z/. The sound /z/ is spelled with the letter z. Point to the letters Zz on the Alphabet Card. Tell students the word *zigzag* begins with the sound /z/, so it begins with the letter z.

**MODEL AND PRACTICE** Write the letters Z and z on the board. Have students turn to p. 101 in the *Student Interactive* and trace the letters on the first set of lines with their fingers. Tell students that you will say a group of words and they will listen for the initial sound /z/. Students will trace the letter z in the air as you say each word with the sound /z/. Tell them not to trace for other words. Use the following words: *zoo, zebra, zoom, hail, zip, pit*.

**APPLY MyTURN** Have students look at p. 101 in the *Student Interactive*. Point to the letter z and tell me the sound it spells. Direct students to the first picture. Say the word *zipper*, emphasizing the initial sound: /z/ /z/ /z/ -*ipper*. Does this word begin with the sound /z/? Yes, so we will circle it. Now we will write the letters Zz on the lines. Have students continue circling the pictures that begin with /z/ and writing the letters Zz on the lines below the pictures they circled.

### ELL Targeted Support Sound /z/ Spelled z

Tell students that they have just learned the sound /z/ spelled z. Point out that learning the sounds in English words will help them understand English better.

Make a buzzing sound and have students mimic you. Optionally, tell students to buzz like a bee or a bug. Tell students that this is the sound /z/ spelled z. **EMERGING**

Have students draw pictures of words with the sound /z/ spelled z. Examples include *zap*, *zip*, and *buzz*. Have students say the word that they drew. **DEVELOPING**

Have students write CVC words with the sound /z/ spelled z. Guide them to write words such as *zip*, *zig*, and *zag*. Then have students read the words they wrote aloud to the class. **EXPANDING/BRIDGING**

### HIGH-FREQUENCY WORDS

Display the high-frequency words *down*, *her*, and *how*.

- Point to the word *down* and read it.
- Have students point to the word *down* and read it.
- Repeat for *her* and *how*.

down

her

how





### STUDENT INTERACTIVE, pp. 100–101

PHONOLOGICAL AWARENESS | PHONICS
FOUNDATIONAL SKILLS

#### Syllables

**SEE and SAY** Draw

Tell students that images represent toothbrush, mailbox.

	Drawing should show a tooth or a brush.		Drawing should show a piece of mail or a box.
	Drawing should show a dog or a house.		Drawing should show rain or a bow.

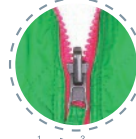





Tell students that images represent doghouse, rainbow.

**100**

Directions Model: The word *toothbrush* has the syllables *tooth* and *brush*. If I take away the second syllable, the new word is *tooth*. Have students name each picture and say the syllables in the two-syllable word. Then ask them to manipulate syllables within the word by taking away one syllable and drawing a picture of the new word.

#### Consonant Zz

**MY TURN** Circle

**101**

Directions Tell students that the letter z makes the sound /z/. Explain that they will see the letter z in many words that have the sound /z/. Have students circle the picture words that begin with the sound for the letter z. Model how to form the letters Z and z. Then have students write the letters Zz below each circled picture.



# Interact with Sources

## OBJECTIVES

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

Demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, and nursery rhymes.

## ACADEMIC VOCABULARY

**Language of Ideas** Ask: *Who are the characters in these poems? Which poem did you choose as the best poem?*

- choose
- explain
- meaning
- character



Songs and Poems Big Book

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

## Explore the Poems

Remind students of the Essential Question for Unit 3: *Why do we like stories?* Point out the Weekly Question: *Why do we like poems?* Explain that students will learn about poems this week.

Ask students to tell you what they see in the illustrations on pp. 98–99 in the *Student Interactive*. Then talk to students about the words on the page. Tell students these are poems. They are a special kind of poem called nursery rhymes. Ask them if they recognize the poems.

Read aloud the poems and have students just listen. Then read them again, this time having students read along with you. Explain to students that they can interact with sources by illustrating, writing, or discussing their response to the text. Use the following prompts to guide discussion of the poems:

- What is “Little Boy Blue” about?
- Why do you think he is called Little Boy Blue?
- What is “Little Miss Muffet” about?
- Look at the illustration on p. 99. What do you think a tuffet is?
- What does rhyme mean?
- What rhymes with *tuffet*?

Reread the nursery rhymes, asking students to listen and clap their hands when they hear rhyming words.

**My TURN** Have students interact with sources by telling which of the poems they like best and why. Ask them to circle the title of the poem they like best and underline their favorite part.

**WEEKLY QUESTION** Point out the Week 3 Question: *Why do we like poems?* Discuss the question with students. Explain that they will read more poems this week.



### EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Having a strong conceptual foundation in the first language creates a solid foundation for learning academic language in English. It is good to encourage kids to continue to learn and read in their first language. Knowledge transfers from one language to another. If students have the concept in their first language, it is an easier lift because they only have to learn the English vocabulary.”

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

**ELL Targeted Support Acquire Vocabulary** Read the poems with students, asking them to point to each word and read along with you. Write these words on the board: *boy, cow, corn, horn, girl, spider, tuffet, tree*. Read each word aloud. Then ask students what they picture for each word. Have them choose one word and draw its meaning. **EMERGING**

Read the poems with students. Then point to the image of Little Boy Blue, the cow, the horn, Miss Muffet, the spider, and the tuffet, one at a time. Ask: **What/Who is this?** Have students reply using the sentence frame: *This is \_\_\_\_\_*. **DEVELOPING**

Read the poems with students. Ask them what the poems are about: **What is the boy doing? What is the cow doing? What is Miss Muffet doing?** Have them reply using the sentence frame: *He/She/It is \_\_\_\_\_*. **EXPANDING**

Read the poems aloud with students. Call on different students to tell what the poems are about. Then ask students to tell a partner which poem they liked best and why. **BRIDGING**

STUDENT INTERACTIVE, pp. 98-99

WEEKLY LAUNCH: POETRY

Read Together

## Little Boy Blue

Little Boy Blue,  
come blow your horn.  
The sheep's in the meadow,  
the cow's in the corn.

But where is the boy  
who looks after the sheep?  
He's under a haystack  
fast asleep!

Weekly Question

Why do we like poems?

## Little Miss Muffet

Little Miss Muffet  
sat on a tuffet,  
eating her curds and whey.  
Along came a spider,  
who sat down beside her,  
and frightened Miss Muffet away.

MY TURN

Circle the poem you like better.  
Underline your favorite part.

Directions Read the poems to students. Discuss why people like to read poems. Then say: *When you interact with a text, you respond in a way that helps you understand it. Have students interact with the poems by circling the title of the poem they like better and underlining their favorite part of that poem.*

98

99

# Listening Comprehension

## OBJECTIVES


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

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to the Read Aloud.

- *rhyme* : *ritmo*
- *poem* : *poema*

 **THINK ALOUD** Analyze Poetry After you reread the first two verses, say: I hear a rhythm in these lines that I can tap out with my fingers. I also hear rhyming words like *chicks* and *tricks*. This tells me that this is a poem.

## Read Aloud

Tell students that they will listen to you read a poem. Explain that poems often have a rhythm, or beat. Poems often have lines that rhyme. Have students listen as you read aloud the poem, "Hen and Fox." Tell students to be active listeners by looking at you and thinking about what you are saying as you read aloud. After reading the first verse, have students tap along to the beat.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of a poem, such as rhyme and rhythm.

**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.

## Hen and Fox

Little Miss Hen  
Who lives at the farm,  
Stays in her home  
To keep nice and warm.

Hen eats birdseed  
And takes care of her chicks.  
She warns them about  
that old fox's tricks.

When old Mr. Fox  
Sneaks up from behind,  
Disguised in a box,  
Will they pay him no mind?





“Hen and Fox,” continued

But those little chicks  
Learned better than that.  
They always know how  
To tell Fox to “SCAT!”

**THINK ALOUD** Analyze Poetry After you reread the rest of the poem: I can hear that there is the same rhythm all the way through this poem. I also heard more rhyming words, such as *that* and *scat*.

## WRAP-UP

Find a word that rhymes with:

farm	tricks	behind	fox

Use the chart to help students identify instances of rhyming words in the poem.

**ELL Targeted Support Identifying Poetry** Poems can have rhyme, rhythm, and line breaks.

Read aloud the rhyming words in “Hen and Fox.” Have students repeat them after you. Ask students to think of words that rhyme in their home language. **EMERGING**

Have students listen to the poem and raise their hand when they hear rhyming words. Have them repeat the words that rhyme. **DEVELOPING**

Have students listen to the poem and identify rhyming words. Then have them come up with another word that rhymes with each rhyming pair from the poem. **EXPANDING**

Have students work with a partner. Provide each pair with a set of rhyming words from the poem. Ask partners to think of as many other words that rhyme as they can. Have students share their list with the rest of the group. **BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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



# Poetry

## LEARNING GOAL

I can read to find out why people like poems.

## OBJECTIVES

Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fairy tales, and nursery rhymes.

Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

## LANGUAGE OF THE GENRE

As you review the anchor chart, check that students understand the words that help them talk about poems.

- rhyme
- rhythm
- describing words

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to comparing fiction texts and poems.

- poem : *poema*
- story : *historia*
- similar : *similar*
- different : *diferente*

## FLEXIBLE OPTION ANCHOR CHARTS

- Create a poetry anchor chart. Add the words *rhyme* and *rhythm*. As you read poems, point to these elements on the anchor chart.
- As you come across rhyming words in the poems you read, add them to your anchor chart.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that they are going to talk about poems and what a poem is. Read aloud the text on p. 112 of the *Student Interactive* as students follow along in their books, running their finger under the text as you read. Tell students:

- Rhyming is when words have the same middle and ending sounds, like *fox* and *box*.
- Rhythm is the way we say the words in time. We can say them slow or fast. We can pause between the words. There are different types of rhythms.

**MODEL AND PRACTICE** Point out the features of a poem. Many poems rhyme, but they don't have to. This poem on p. 112 does rhyme. I know that poems usually have a rhythm or a beat. Poems describe things in a new or interesting way, like saying a star is like a diamond. Read aloud the Anchor Chart on p. 113.

**ELL Targeted Support Prior Knowledge** Help students use prior knowledge of rhythm and rhyme of poetry by reciting a poem in their home language.

Have a volunteer recite a poem from their home language. As you listen, help students clap out a rhythm or ask the volunteer to tell which words rhyme. Then, have students work together to transfer that knowledge to a poem in English. **EMERGING/DEVELOPING**

Have student pairs recite a short poem or song from their home language to point out rhythm and rhyme. Then, have students identify rhyming words in an English poem. Have them compare the placement of the rhyming words in their home language to the placement of the rhyming words in the English poem. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify the key features of a poem.

**OPTION 1 TURN, TALK, AND SHARE** Ask students to turn and talk to a partner about the difference between poems and folktales and fairy tales. Ask them to think about some folktales or fairy tales they know. Call on several partners to share their thinking with the whole group.

**OPTION 2 Use Independent Activity** Have students look at and read poems during independent reading. Have students use sticky notes to identify the rhyming words in the poem.

### QUICK CHECK

**Notice and Assess** Are students able to identify the features of a poem?

#### Decide

- **If students struggle**, revisit instruction for identifying features of poems in Small Group on pp. T150–T151.
- **If students show understanding**, extend instruction for identifying features of poems in Small Group on pp. T150–T151.

## STUDENT INTERACTIVE, pp. 112–113

GENRE: POETRY Read Together READING WORKSHOP

**My Learning Goal** I can read to learn why people like poems.

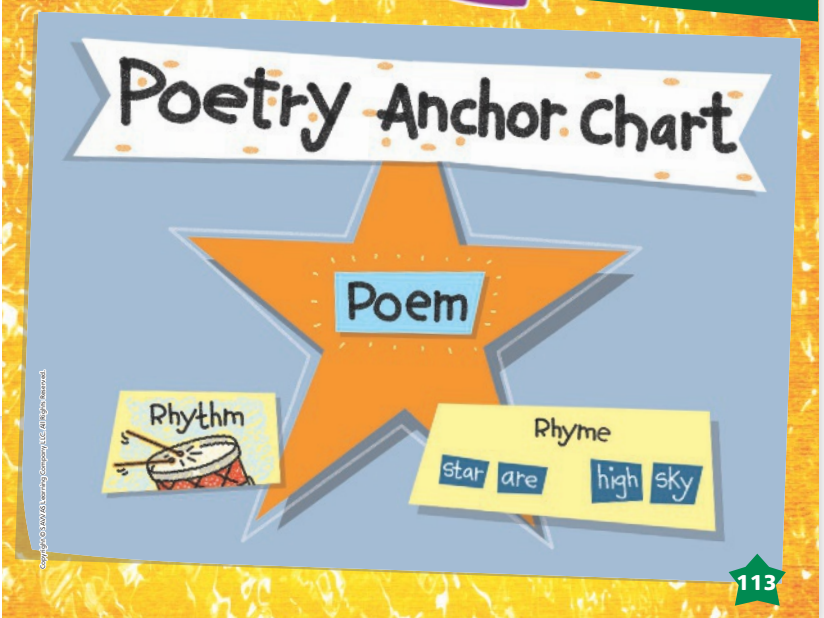
### Poetry

A **poem** tells about something in a new way.  
Poems can have words that **rhyme**.  
They have **rhythm**, or a beat.

**Rhyme** → Twinkle, twinkle little star.  
How I wonder what you are.  
Up above the world so high.  
Like a diamond in the sky.

**TURN and TALK** Talk about how this poem is different from folktales and fairy tales you have read.

**Directions** Read aloud the genre information. Then read the model text as you clap the beat. Discuss the rhythm and rhyming words. Ask partners to demonstrate their knowledge of well-known children's literature by talking about how the poem is different from folktales and fairy tales.



The anchor chart features a large orange star with the word 'Poem' in a blue box in the center. To the left of the star is a yellow box labeled 'Rhythm' with a drum icon. To the right is a yellow box labeled 'Rhyme' with the words 'star are high sky' in blue boxes. The chart has a yellow background with a starburst pattern.

112 113



# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

## ELL Access

Explain that the vowels *a* and *i* in *explain* have one sound: /ā/. Provide other examples of the digraph and have students say the words: *tail*, *train*, *plain*, etc.

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Read aloud the Academic Vocabulary on p. 129 in the *Student Interactive* with students. Explain that students can respond using the newly acquired vocabulary. Discuss how using context clues can help students read new words.

- Context clues are the words around a new word.
- Rereading a sentence can help readers figure out the meaning of a word.

**MODEL AND PRACTICE** Display the sentence: *I can explain what the poem is about.* Read aloud the sentence. Model how you use the context to figure out the meaning of the word *explain*. *I can use the context to help me figure out the meaning of the word explain. The words “what the poem is about” are a good clue. The word explain must mean to tell in detail about something.*

# Handwriting

## OBJECTIVE

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

## Letters Bb

**FOCUS** Display uppercase and lowercase *Bb*. Ask students to identify the letters. Point out that *B* is a capital letter and *b* is lowercase.

**MODEL** Model how to write the uppercase letter *B*. Begin at the top and draw a vertical line. Go back to the top, draw a curved line to the right and back to the middle. Then make another curved line to the right and back to the bottom of the straight line. Have students practice writing the letter in the air with their fingers. Then repeat with the lowercase letter *b*. Start at the top and draw a vertical line. Then add a curved line starting at the middle, and around to the bottom of the letter.



ASSESS UNDERSTANDING

Apply

**My TURN** Have students complete the sentences on p. 129 in the *Student Interactive*. Read aloud the sentences with them if they need support.

STUDENT INTERACTIVE, p. 129

VOCABULARY

Read Together

READING-WRITING BRIDGE

I can use words to make connections.

choose

explain

meaning

character

**MY TURN** Write

Humpty Dumpty is a character in a poem.

I can choose a poem to read.

**Directions** Read the sentences to students. Say: You can use new words you have learned to write or talk about ideas or texts. Have students respond by using context clues to choose the appropriate Academic Vocabulary word to complete each sentence. Ask them to write the words on the lines.

**129**

**PRACTICE** Have students use *Handwriting* p. 142 in the *Resource Download Center* to practice writing *Bb*.

Name \_\_\_\_\_

Read Together

**Handwriting**

Letters Bb

**MY TURN** Write

**B** \_\_\_\_\_

**b** \_\_\_\_\_

**B** \_\_\_\_\_

**b** \_\_\_\_\_

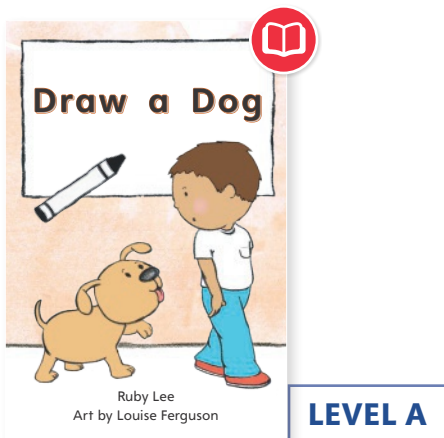
**Directions** Model the accurate formation of the letters B and b, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Grade K • Unit 3 • Week 3

Handwriting, p. 142

# Matching Texts to Learning

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



**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Text and illustrations

**Text Structure**

- Simple Factual



**Genre** Narrative Nonfiction

**Text Elements**

- One line of text per page
- Text and pictures

**Text Structure**

- Simple Factual



**Genre** Narrative

**Text Elements**

- Two lines of text per page
- Simple sentences

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

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

### Identify Theme

- Why do stories engage the audience?
- What makes up a story?
- What stories do you easily recall? Why do you think these are easy to remember?

### Develop Vocabulary

- What do you do to read difficult words?
- How do the pictures help you understand the meanings of words?
- How does seeing words in context help you understand the meaning of the word?

### Discuss Rhyme and Rhythm

- What does it mean when two words rhyme?
- Do any words rhyme in this book?





LEVEL B

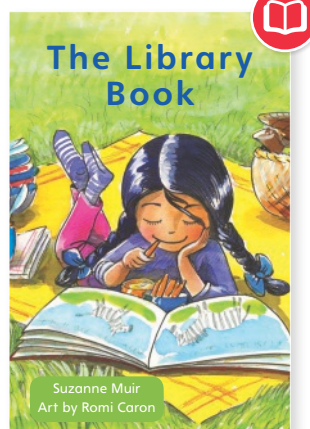
**Genre** Informational Text

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Repetitive Structure



LEVEL C

**Genre** Narrative

**Text Elements**

- Three lines of text per page
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL D

**Genre** Narrative

**Text Elements**

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

**Text Structure**

- Chronological

### Ask and Answer Questions

- What question do you have before reading this book?
- What is something the text makes you wonder about?
- How does reading the book help you answer this question?
- What is one question you have after reading the book?
- How can you find the answer to your question?

### Compare Texts

- How do the texts look different?
- How is the purpose of the texts different?

### Word Work

For Possible Teaching Points, see the *Leveled Readers Teacher's Guide*.

## Leveled Readers Teacher's Guide

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



Use the  **QUICK CHECK** on p. T145 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY POETRY

**Teaching Point** Today I want to remind you of the features of a poem. Poems usually use describing words to create pictures in the reader’s mind. Many poems have words that rhyme, and many poems have a rhythm, or a beat. Have students turn to p. 98 in the *Student Interactive*. Work with students to identify the characteristics that make “Little Boy Blue” a poem.

### ELL Targeted Support

**Rhyme** Certain language structures are often used in classroom materials. Tell students they will practice recognizing rhyming structures used in poetry.

Provide the following rhyming pairs: *map, cap; bike, like; look, book*. Have students read aloud each rhyming pair. Then have volunteers underline the rhyming parts of the words.

### EMERGING

Have students read aloud a rhyming poem to a partner. Have the pairs point out the rhyming words. **DEVELOPING**

Have students read a rhyming poem. Have them identify the rhyming words. Then ask students to think of other words that rhyme. **EXPANDING**

Have students read a rhyming poem. Then have them write two rhyming lines that could be added to the poem. Then have students use this sentence frame to tell about poems: *A poem has \_\_\_\_\_*. **BRIDGING**



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

## Intervention Activity

### POETRY AND DRAMA

Use Lesson 40 in the *myFocus Intervention Teacher’s Guide* for instruction on the features of poetry.


LEVEL A • READ

**Lesson 40** Genre: Poetry and Drama

**DIRECTIONS** Follow along as your teacher reads the play and the poems aloud. How are this play and the poems different from stories you have read or heard?

**Time with Miss Prime**

**Characters:** Teacher, Sam, Pat, Jake  
**Setting:** A classroom on the first day of school  
*(Teacher and students sit in a circle.)*  
**TEACHER.** Let’s say our names and something we like. You go first, Sam.  
**SAM.** I am Sam, and I like jam.  
**PAT.** *(raises her hand)* I am Pat, and I like my cat.  
**JAKE.** *(grinning)* I like cats too! I am Jake, and I like to swim in a lake.  
**SAM.** I like cats too! *(turning to Jake)* And I visited a lake!  
**TEACHER.** I am Miss Prime, and I like to rhyme! Let’s eat jam and a yam. Then let’s pat a cat. Then let’s pretend to take a break in a lake!  
*(Students all cheer.)*



Reading Literature T • 235

## On-Level and Advanced

### INQUIRY

Have students use the infographic on pp. 98–99 of the *Student Interactive* to choose a poetry feature to explore, such as rhyme or rhythm. Throughout the week, have them explore this topic. See *Extension Activities* on pp. 175–179 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY POETRY

**Talk About Independent Reading** Have students explain why the text is a poem by discussing rhyme and rhythm.

### Possible Conference Prompts

- How can you tell that these words rhyme?
- How do these words add to the poem? How do they matter for its meaning?
- What kind of rhythm does the poem have?

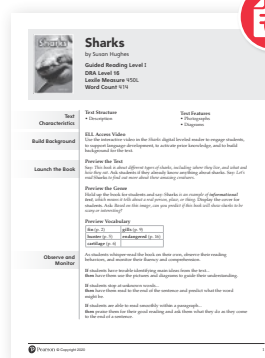
**Possible Teaching Point** Poems often have rhyming words at the ends of the lines. Readers can look at the last word in each line to help them find rhyming words.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to identify the theme of a book, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Ask one or two students to tell what they have learned about poems. Have students read or recite a familiar poem.

## Independent/Collaborative

### Independent Reading



Students can

- read more examples of poetry.
- read and listen to a previously read leveled reader or eText.
- read their Book Club text or one of the books from the suggested titles on p. T463.

### Centers



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

### Literacy Activities



Students can

- illustrate a poem.
- read aloud a favorite poem to a partner.
- play the myView games.
- list words that rhyme in one or more poems they have read.

## BOOK CLUB



See Book Club, pp. T476–T479, for

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



# Word Work

## OBJECTIVES

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

Identify and read common high-frequency words by sight.



Picture Card

## Phonics: Read and Write Words with Zz

### Minilesson

**FOCUS** Hold up the *zebra* Picture Card. This is a picture of a zebra. Listen to the sounds in the word: /z/ -ebra. Listen to the sounds in the word: /z/ at the beginning of *zebra*. Say the sound /z/ with me.

Turn over the card and show students the spelling of the word. Point to the z and say /z/. Do you hear the sound /z/? What letter spells the sound /z/? Have students identify the letter z. Write the letters Zz on the board. Have students trace the letters Zz in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters Zz on the board. Then display the word *zip*. Listen carefully to the following word: /z/ /i/ /p/. Do you hear the sound /z/ in this word? Listen again: /z/ /i/ /p/. What letter spells the sound /z/ in *zip*? Have a volunteer point to the letter z in the word as students name the letter. Then display the following words, and have students decode them: *zap, Zak, jazz*.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete p. 102 of the *Student Interactive*.

**OPTION 2 Independent Activity** Have pairs brainstorm words that begin with the sound /z/ spelled z. Then have them use one of the words to draw a picture. Have them label their picture with the letters Zz.

### QUICK CHECK

**Notice and Assess** Can students read and write words with Zz?

#### Decide

- **If students struggle,** revisit instruction for consonant Zz in Small Group on pp. T162–T163.
- **If students show understanding,** extend instruction for consonant Zz in Small Group on pp. T162–T163.

## HIGH-FREQUENCY WORDS

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

- read each word.
- spell each word, slapping their knees as they say each letter.

## STUDENT INTERACTIVE, p. 102


PHONICS | PHONOLOGICAL AWARENESS

### Consonant Zz

**MYTURN** Read, write, and match

z ap    zap

z ip    zip



Directions: Have students trace the letter z in each word. Then have them write the word on the lines. Finally, have students read each word and draw a line from the word to the matching picture.

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## ADDITIONAL PRACTICE

For additional student practice with consonant Zz, have students complete *Phonics* p. 124 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

### Phonics

#### Consonant Zz

**MYTURN** Write and match

Tell students that images represent zip, zero, zoo, zebra.

z ip    0

z ero    z

z ebra    z

z oo    z

Directions: Have students write z to complete the words. Then have them read each word and draw a line to match the word to a picture.

Grade 4, Unit 3, Week 3  
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*Phonics*, p. 124

# Introduce the Text



## OBJECTIVES

Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.

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

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

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

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

## Shared Read Plan

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

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

## Preview Vocabulary

- Tell students you will start by learning some words that are in the text. Introduce the words *fast*, *soon*, *down*, and *great*.
- Prompt students to share what they know about the words. **Tell me something that is *fast*. What are you going to do *soon*? What ways can you go *down* a hill? Tell me what food you think is *great*.**
- Tell students these words will help them understand what the text is about.

## Print Awareness

Tell students that when they read, they should start at the top and move from left to right. When they get to the end of a line, they should move to the start of the next line and continue reading. Model reading from top to bottom and from left to right with return sweep. Then have students follow along as you read “Meet the Illustrator” on p. 114 in the *Student Interactive*.

## Read

Have students point to the title of the selection on p. 115 of the *Student Interactive* and read it aloud with you. Have them point to the illustrator’s name. Read aloud the information about the illustrator. Then guide students as they generate, or ask, questions that will help them learn from and understand the text.

Explain that if students do not understand something, they can make adjustments by rereading, using background knowledge, or checking for visual cues. Have students monitor their comprehension as they read. If students’ understanding of the text breaks down, prompt them to make adjustments by rereading and looking at the illustrations.

### FIRST READ STRATEGIES

**READ** Read or listen to the text. During the first read, students should try to understand the text.

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

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

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

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





**ELL Targeted Support Internalize New Vocabulary** Read aloud each vocabulary word and have students repeat it. Using gestures, sketches, and oral sentences, help them understand the meanings of the words, for example: *I fell down*; *This poem is great*; etc. **EMERGING**

Have students point to each word in the chart on p. 114 of the *Student Interactive* and say it aloud with you. Ask students to draw a picture that shows the meaning of each word. Then have them share their pictures with a partner. Have partners guess which word each picture shows. **DEVELOPING**

Ask partners to use the words in oral sentences. Have students listen carefully to their partner's sentences and provide feedback. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 114–115

VOCABULARY Read Together

## Poetry Collection

### Preview Vocabulary

fast	soon	down	great
------	------	------	-------

**Read**  
Look at the picture. What questions do you have about the text?

**Meet the Illustrator**

**Hector Borlasca** lives with his wife and daughter in Argentina. He has illustrated many books for children, including *Big Kid Shoes*. He likes playing soccer and dancing.

Directions With students, talk about the picture on the title page. Have them generate, or ask, questions about the text before reading to help them learn from and understand it.

Duck Meets the Moon • Humpty Dumpty • Hickory, Dickory, Dock

# Poetry Collection

illustrated by Hector Borlasca

Genre Poetry

AUDIO  
Audio with Highlighting

ANNOTATE

115

STUDENT INTERACTIVE, pp. 116-117



CLOSE READ



Which words rhyme, or have the same sounds at the end? Underline the rhyming words.

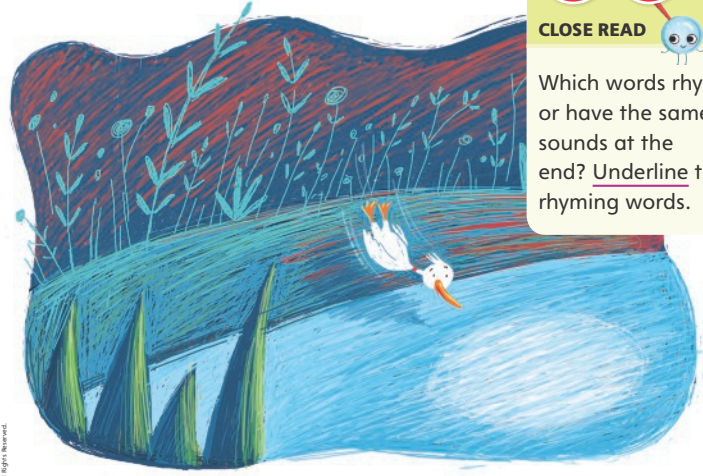


**Duck Meets the Moon**  
written by Celia Warren

**fast** moving quickly  
**soon** in a short time

Duck looks up and sees the moon.  
“I can fly fast and be there soon.”

116



Duck looks down. “I made a mistake!”  
Splash! Duck meets the moon in the lake.”

117

**First Read**

**Look**

**THINK ALOUD** After reading aloud the title, say: *This is a poem about a duck. What is a duck? A duck is a kind of bird. There is another meaning for the word duck. It means get out of the way.* Have students work with a partner and use both meanings of the word *duck* in sentences. Tell them to use the illustrations in the text to help them.

**OBJECTIVES**

Use text and illustrations to identify and use new meanings for familiar words.

CROSS-CURRICULAR PERSPECTIVES

Science

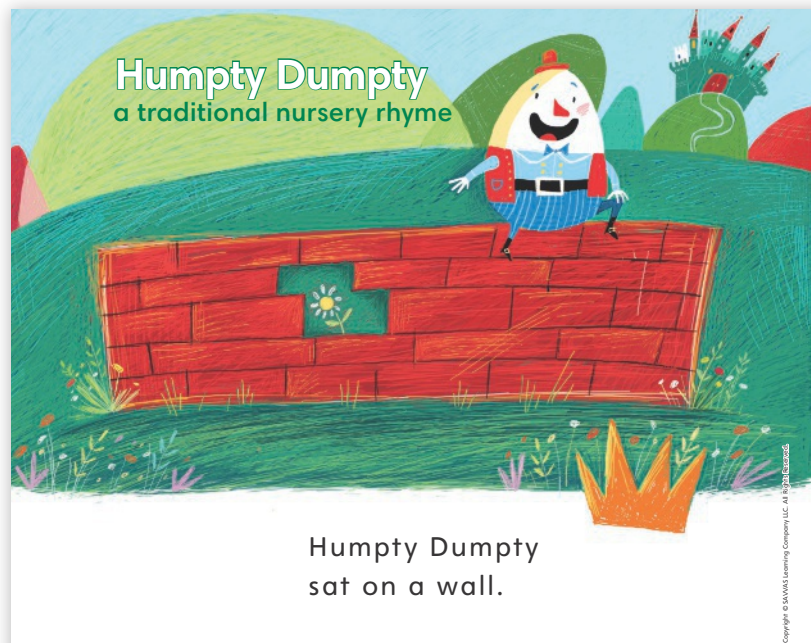


Tell students that animals are living things. Living things all need food, water, and sunlight. But different animals look different. Students can observe animals to see how they are different and how they are the same. Discuss with students the body parts they see on a duck. Explain that a duck is a type of bird. Ask students to think of other kinds of birds, and discuss how they are the same and different.





STUDENT INTERACTIVE, pp. 118–119

**Possible Teaching Point****Read Like a Writer | Visualize**

Tell students that authors use words to help readers picture what happens in a poem. Point out the word *great* on p. 119. Say: *The word **great** helps me picture that Humpty Dumpty had a big fall, not just a little one.*

**Close Read****Discuss Rhyme and Rhythm**

Discuss the words that rhyme in the poem on pp. 116–117 in the *Student Interactive*. Then have students underline the rhyming words. **DOK 2**

**Ask and Answer Questions**

Read the Close Read note on p. 119 with students. Tell students to highlight parts of the text they have questions about. **DOK 3**

**OBJECTIVES**

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

Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

STUDENT INTERACTIVE, pp. 120-121



CLOSE READ



What questions do you have? Highlight the parts of the poem you have questions about.



All the king's horses  
and all the king's men

Couldn't put Humpty  
together again!

## First Read

### Read

**THINK ALOUD** I read the word *down* on page 123, but I don't know what it means. What can I do? I am going to reread the text and look at the pictures to find out. The text says that the mouse ran down the clock. I can look at the illustrations to clarify the meaning of the word. In the pictures, I see the mouse running up and then down the clock. I see that *down* means "to go lower."

### Possible Teaching Point



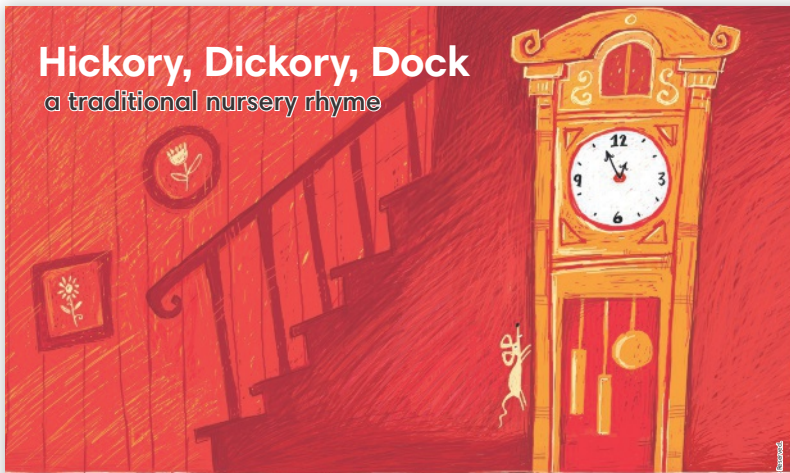
#### Language & Conventions | Possessive Case Pronouns

Use the instructions on pp. T370–T371 to introduce possessive pronouns. Then reread p. 120. Show students the use of the word *king's*. Tell students that the apostrophe -s at the end of *king* shows that the king owns the *horses* and the *men*. Explain that the pronoun *his* can take the place of *the king's*. Reread the sentence using *his* in place of *the king's*.





STUDENT INTERACTIVE, pp. 122-123



## Hickory, Dickory, Dock

a traditional nursery rhyme

Hickory, dickory, dock,  
The mouse ran up the clock.

122

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**down** a lower  
place

The clock struck one,  
The mouse ran down!  
Hickory, dickory, dock.

123

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CLOSE READ



Clap the rhythm, or beat, as you listen to the poem again. Underline the words that you clapped.

## Foundational Skills Extension

### High-Frequency Words

Have students identify, or point to, the high-frequency word *down*.

**ELL Targeted Support** Have students point to the mouse and the clock in the pictures. **EMERGING/DEVELOPING**

Choral read the poem, and have students clap the rhythm. Ask them to define the words that they clapped on (except *hickory, dickory, and dock*). **EXPANDING/BRIDGING**

## Close Read

### Ask and Answer Questions

Read the Close Read note on p. 121 with students. Have students take turns asking questions about these pages. Then have them highlight parts of the poem they have questions about. **DOK 3**

### Rhyme and Rhythm

Talk about rhythm in the poem, and have students clap the beats. Then talk about the words that rhyme on these two pages. Have students underline the words that rhyme. **DOK 2**

#### OBJECTIVES

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

Discuss rhyme and rhythm in nursery rhymes and a variety of poems.



# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to *Poetry Collection*.

- **Brainstorm** What was similar about all three poems?
- **Discuss** Which poem did you like the best? What did you like about it?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Knowing the meanings of the words *fast*, *soon*, *down*, and *great* helps you understand the poems. Some words have more than one meaning.

- Read the word. Can it have more than one meaning?
- Use the pictures to help you think about the meaning of the word.

**MODEL AND PRACTICE** Have students turn to p. 124 in the *Student Interactive*. Read aloud the first sentence. *I'm looking for a word that has the same meaning as big. I know that words can have more than one meaning. I can say that I had a great time, meaning I had a wonderful time. But I know that great can also mean something big.* Ask students to write the word *great*. Have them read the sentence aloud using the word *great* in place of *big*.

### ELL Targeted Support

**Vocabulary Words** Write on the board the vocabulary words from the poem: *fast*, *soon*, *down*, *great*.

Read aloud the words and pantomime their meaning. Have students repeat.

#### EMERGING

Use gestures to pantomime the meaning of each word. Have students identify, or say, the word you are pantomiming. **DEVELOPING**

Have students pantomime the meaning of each word to a partner. Have the partner identify, or say, the word and practice writing the word. **EXPANDING**

Have students work with a partner to comprehend the meaning of each word. Then have them use each word in a written sentence. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students practice developing vocabulary by completing p. 124 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use context clues to learn and clarify the meanings of unfamiliar words in texts they are independently reading.

### QUICK CHECK



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

#### Decide


- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T164–T165.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T164–T165.

**Check for Understanding MyTURN** Have students complete the Check for Understanding on p. 125 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 124–125

**VOCABULARY**  **COMPREHENSION**  **READING WORKSHOP**

### Develop Vocabulary

 Write

fast	soon	down	great
------	------	------	-------

The mouse ran up the big clock.

great


Then the mouse ran toward the ground.

down

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**124** Directions Read the words and sentences with students. Have them choose the best vocabulary word to replace the underlined word or words in each sentence. Ask them to write the vocabulary words on the lines.

### Check for Understanding

 Write

**DOK 2** 1. How do you know these texts are poems?  
Possible responses:  
They have rhyming words. I can clap the rhythm.

**DOK 3** 2. Why do you think the authors repeat words?  
Possible responses:  
to make the poems easy to remember; to make the poems fun to hear and say

**DOK 1** 3. Where does Duck see the moon?  
Possible responses:  
in the reflection on the water and in the sky

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Directions Read aloud the questions and have students write their responses. Discuss the answers with students. **125**



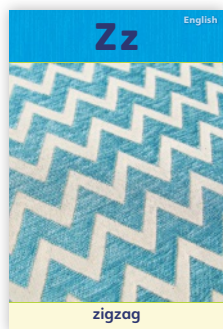
Use the  **QUICK CHECK** on p. T153 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT Zz

**Alphabet Card** Display the Zz Alphabet Card. This is a picture of a zigzag pattern. Zigzag begins with the sound /z/. What letter spells the sound /z/? Yes, the letter z.



Work with students to think of other words that begin with the sound /z/ spelled z. Have students draw pictures of the words and write the letter Z next to each picture.

### ELL Targeted Support

Tell students that it is important to know how to pronounce words correctly in English.

Provide students feedback when they have a hard time pronouncing words with the sound /z/ spelled z. Have them repeat each word after you.

### EMERGING

Closely monitor students, and help them self-correct as they read aloud. Then help them pronounce words with the sound /z/ spelled z.

### DEVELOPING

Encourage students to monitor their speech and self-correct. Ask students to provide feedback to each other. Have them practice saying words with the sound /z/ spelled z correctly.

### EXPANDING

Encourage students to monitor their speech and self-correct. Have them practice writing words with the sound /z/ spelled z. **BRIDGING**



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the initial sound /z/.

LEVEL A • MODEL AND TEACH

**Lesson 23** Connect Sound and Letter: Consonants 3

**INTRODUCE** Write the letters *Hh* and say the name (*h*). Explain that *h* is a consonant and spells the sound /*h*/. Ask students to hold up a hand. The word *hand* begins with the letter *h* and the sound /*h*/. Write or display the word *hand*. In this lesson, we'll learn to connect more sounds and consonant letters.

**MODEL** Display or share copies of the passage "Can You Do It?" from Student Page S141, and read it aloud. The words in this passage have the letters and sounds *h* /*h*/, *v* /*v*/, *k* /*k*/, *j* /*j*/, *z* /*z*/, *w* /*w*/, *y* /*y*/, *q* /*kw*/ and *x* /*ks*/.

**OBJECTIVES:**

- Recognize letters *h*, *v*, *k*, *j*, *z*, *w*, *y*, *q*, *x* and sounds /*h*/, /*v*/, /*k*/, /*j*/, /*z*/, /*w*/, /*y*/, /*q* /*kw*/, and *x* /*ks*/.
- Connect letters and sounds *h* /*h*/, *v* /*v*/, *k* /*k*/, *j* /*j*/, *z* /*z*/, *w* /*w*/, *y* /*y*/, *q* /*kw*/, and *x* /*ks*/.
- Identify *h* /*h*/, *v* /*v*/, *k* /*k*/, *j* /*j*/, *z* /*z*/, *w* /*w*/, *y* /*y*/, *q* /*kw*/, and *x* /*ks*/ in words.

**Can You Do It?**

Can you hug a hippo?  
Can you kiss a zebra?  
Can you jog with an ox to the vet?  
Yes, I can!  
I am the queen!

**TEACH** Use examples to help students recognize letter-sound correspondences. We read the word *hug*. The first letter in *hug* is *h*. The letter *h* stands for the sound /*h*/. Do the words *hug* and *hippo* begin with the same sound or different sounds? Circle each *h*. Continue the process until you have identified the relevant letter and sound in each of the following words: *you*, *kiss*, *zebra*, *jog*, *with*, *ox*, *vet*, *yes*, and *queen*. Explain to students that the letter *x* and sound /*ks*/ usually come at the end of the word.

Phonics, Morphology, and Spelling T • 141

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students practice forming words with the sound /z/ spelled z: *zag, zig, zip, zap.*

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



### Decodable Book



#### WE LIKE TO PLAY!

Students can revisit last week's Decodable Book *We Like to Play!* to practice reading words with the sound /u/ spelled *u*, the sound /v/ spelled *v*, and last week's high-frequency words.

Before reading, display last week's high-frequency words: *come, any, play*. Tell students they will practice reading these words in the Decodable Book *We Like to Play!* **When you see these words in the story, you will know how to read them.**

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

### High-Frequency Words

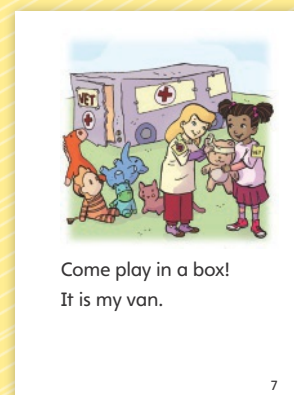
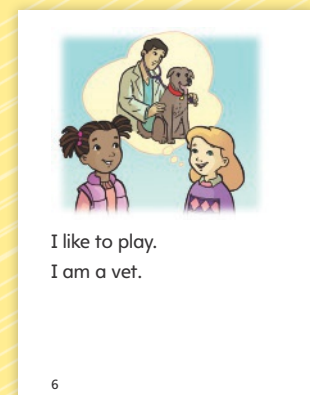
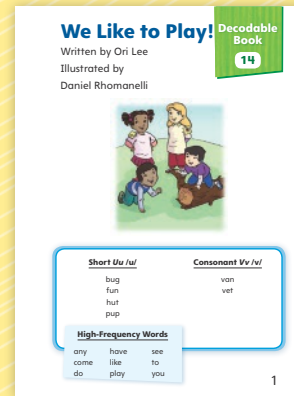
Have students create their own high-frequency word cards and practice reading them with a partner.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T161 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that when you come to a word you don't know, you can use the words and pictures nearby to help you. Write sentences on the board that include the vocabulary words *fast*, *soon*, *down*, and *great*. Read each sentence aloud. Model how you would figure out one of the words by using nearby words.

### ELL Targeted Support

Have students look at p. 123 of the *Student Interactive*. Ask them to point to the mouse. **What is the mouse doing? The picture can help you understand words. EMERGING**

Point to the word *soon* on p. 116. Read aloud the sentence as students follow along. Stop at the word *soon*. **If you go fast, when will you get there? DEVELOPING**

Have students make up their own sentences using *fast*, *soon*, *down*, and *great*. Ask bridging students to share their sentences with the class.

### EXPANDING/BRIDGING



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

## Intervention Activity



### WE LIKE TO PLAY!

Have students reread the Decodable Book *We Like to Play!*

Provide instructional support for decoding, comprehension, word study, and last week's high-frequency words. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students read a nursery rhyme from the selection. Ask pairs to take turns reading the pages. Remind them that they should pause for a breath at the end of a line before reading the next line.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the nursery rhyme and offer feedback. Record each student's performance. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Invite students to share new words they learned while reading independently.

### Possible Conference Prompts

- What is a new word you found while reading?
- What does the word mean? How do you know?
- What were some pictures in the text that helped you see what the words meant? How did the pictures help you?

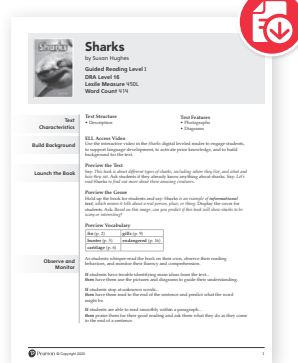
**Possible Teaching Point** Readers can use context clues and pictures to better understand the word's meaning. You can learn or clarify a word's meaning by looking at what is around it.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to help students develop vocabulary, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share rhyming words they found in their poems.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Poetry Collection*.
- choose a favorite poem and read it to a partner.
- read a self-selected trade book or their Book Club text.

### Centers



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

### Literacy Activities



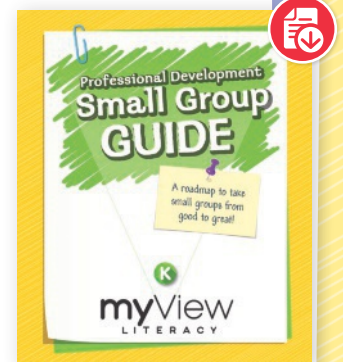
Students can

- share interesting words from a poem with a partner.
- play the myView games.
- draw a picture showing what happened in one of the poems they read.

### SUPPORT INDEPENDENT READING

Prompt students to read on their own. Remind them that reading independently will prepare them to learn new information from texts. Remind them that they can use context clues to learn and clarify the meanings of new words as they read.

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



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T159 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Initial /kw/

**FOCUS AND MODEL** Today we are going to learn a new sound. Listen carefully: /kw/ /kw/ /kw/. The sound /kw/ is made by opening your mouth a little and letting out a small puff of air as you make the sound /kw/. Model the sound.

Display the *queen* Picture Card. This is a picture of a queen. Listen to the beginning sound as I say this word: /kw/ -een. What sound does *queen* begin with? Students should supply the sound /kw/. Say the following words and have students give a thumbs-up if they hear the sound /kw/ at the onset of a word: *quick, lip, queen, log, quilt, quiet, long.*

**SEE AND SAY** Have students point to the picture of the bird on p. 103 of the *Student Interactive*. This bird is called a *quail*. Listen to the sounds in the word: /kw/ -ail. *Quail* has the sound /kw/ at the beginning, so we will circle the picture. Have students complete the page.

## Phonics: Introduce Qq

### Minilesson

**FOCUS** Tell students that the sound /kw/ is spelled *qu*. The letter *q* is usually followed by the letter *u*. Display the *Qq* Alphabet Card. Point to the picture of the queen and tell students the word *queen* begins with *qu*. Point to the letters on the card, and tell students the names of these letters are uppercase *Q* and lowercase *q*. Write *Qu* and *qu* on the board and slowly trace the letters as you say the sound /kw/.

**MODEL AND PRACTICE** Have students turn to p. 104 in the *Student Interactive*. Let's look at the first picture, *queen*, and listen to the beginning sound: /kw/ -een. Do you hear the sound /kw/ at the beginning of *queen*? Yes, so let's circle the picture and trace the letters on the lines. Students should trace the uppercase and lowercase letters.

**APPLY MyTURN** Name the picture words on p. 104 with students, and have them complete the activity.

# High-Frequency Words

## Minilesson

**FOCUS** Tell students that today they are going to work with this week's high-frequency words. Have students read the words at the top of p. 105 in the *Student Interactive* with you: *her*, *how*, *down*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 105. Say: *I will read a word, and I want you to point to it. Then we will read the word together.* Read *her*, and have students point to it. *Now let's read the word together: her.* Repeat with the other words.

**APPLY My TURN** Have students read the sentences on p. 105 with you. Ask them to identify the words *her*, *how*, and *down* in the sentences. Then have them read the sentences and underline the high-frequency words.

**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they will hear, say, and read frequently. Write the words *her*, *how*, and *down* on the board. Read the words aloud with students.

Review the three high-frequency words you wrote on the board. Write the following on the board: *h\_\_r*, *h\_\_w*, *d\_\_wn*. Have students fill in the missing letters to complete the high-frequency words. **EMERGING/DEVELOPING**

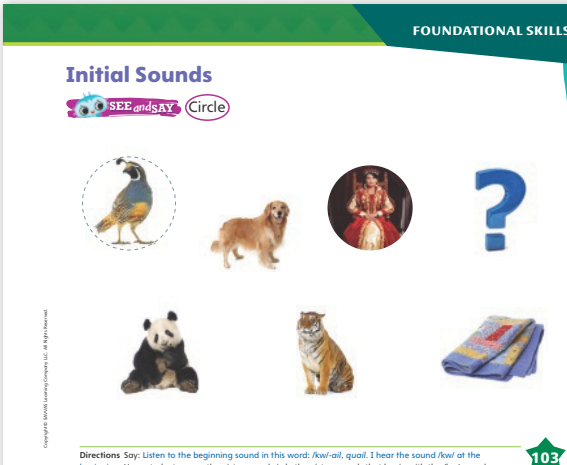
Review the three words with students. Then provide these sentence frames: *Where is \_\_\_ book? \_\_\_ old are you? We sit \_\_\_ on the rug.* **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 103

FOUNDATIONAL SKILLS

### Initial Sounds

**SEE and SAY** Circle



Directions Say: Listen to the beginning sound in this word: /kw/-ail, quail. I hear the sound /kw/ at the beginning. Have students name the pictures and circle the picture words that begin with the /kw/ sound.


103

STUDENT INTERACTIVE, p. 104

PHONICS | HIGH-FREQUENCY WORDS

### Consonant Qq

**MY TURN** Circle



Directions Tell students that the letters q and u together make the sound /kw/. Say: You will see the letters qu in many words with the sound /kw/. Model how to form the letters Q and q. Have students trace the letters and say the sound that qu makes. Then have them circle the picture words that begin with the sound for the letters.


104

STUDENT INTERACTIVE, p. 105

FOUNDATIONAL SKILLS

### My Words to Know

her how down



### My Sentences to Read

**MY TURN**

How did she do?

She had her bat.

Her bat is down.

Directions Tell students the words in the word bank are words they will see a lot when they read. Read the words with students as they point to each word. Then have students read the sentences and underline the high-frequency words.

105



# Discuss Rhyme and Rhythm

## OBJECTIVE

Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the poems, ask:

- Which poem would you choose to read again?
- Who is the character in “Hickory, Dickory, Dock”?

## Minilesson

**FOCUS ON STRATEGIES** Tap out a simple beat on your desk or a table. Ask students to repeat the beat and tap it out. Explain that the tapping has a beat or rhythm, and poems and nursery rhymes also have a rhythm. Then explain to students that poems and nursery rhymes also have rhymes. Say the words *cat* and *bat*. Tell students that the words rhyme because they share the sounds /at/.

**MODEL AND PRACTICE** Read pp. 118–119 from the *Student Interactive* to students with a clear rhythm, tapping the beat as you read. Say: **We can hear that the words fit the beat I am tapping.**

Have students look at the same pages in the *Student Interactive*. Point out to them that *fall* rhymes with *wall*. Say: **I can tell these words rhyme because they end with the same sounds.** Say both words to students so they can hear the rhyme.

Have students look at the Close Read note on p. 123. Read aloud the poem and clap the rhythm, having students clap with you. Then have students underline the words they clapped. Then have students look at the Close Read note on p. 117, and have students underline and discuss words that rhyme in the poem and nursery rhymes.

**ELL Targeted Support Rhythm and Rhyme** Read aloud p. 118 in the *Student Interactive* and tap the rhythm. Then read and tap again as students tap with you. **EMERGING**

Have students read aloud one of the poems with a partner. Ask them to tap the rhythm as they read the poem a second time. **DEVELOPING**

Have students read aloud one of the nursery rhymes and have them list the rhyming words. **EXPANDING/BRIDGING**



## EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“We need to be mindful of how we are teaching comprehension. When we ask questions such as—**What color is Mary’s dress? How is the character feeling now?**—we are testing comprehension rather than teaching it. To teach comprehension, we need to model and demonstrate—show kids what we are thinking in our heads.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for discussing rhythm and rhyme.

**OPTION 1 My TURN** Have students turn to p. 126 in the *Student Interactive* and complete the activities.

**OPTION 2 Use Independent Text** Have students clap the rhythm of a familiar nursery rhyme. Have them name the rhyming words.


### QUICK CHECK

**Notice and Assess** Can students identify rhyme and rhythm in a poem?

#### Decide


- **If students struggle,** revisit instruction about rhyme and rhythm in Small Group on pp. T172–T173.
- **If students show understanding,** extend instruction about rhyme and rhythm in Small Group on pp. T172–T173.


### STUDENT INTERACTIVE, p. 126



CLOSE READ 

### Discuss Rhyme and Rhythm

Poems have **rhythm**, or a beat.  
Many poems have words that **rhyme**.

 **COLLABORATE** Read and clap  
The mouse ran up the clock.

 **MY TURN** Circle

soon  

**126** Directions Tell students that rhyming words have the same middle and ending sounds. Ask them to look back at the text and discuss rhyme and rhythm in the poems. Then have them read the line from "Hickory Dickory Dock" as they clap the rhythm. Finally, read the word from "Duck Meets the Moon" and have students circle the picture that shows the rhyming word.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss with adult assistance how the author uses words that help the reader visualize.

## Using Words to Visualize

### Minilesson

**FOCUS ON STRATEGIES** Explain that authors of poems use descriptive language to help readers create a picture in their minds.

**MODEL AND PRACTICE** When I read a poem, I notice what the words are telling me. I try to picture this in my mind. This helps me understand the poem.

- Have students close their eyes while you read the following: *Jose tiptoed up to the box where three little furry kittens slept. Carefully, he peeked inside.*
- Ask students to open their eyes and tell what picture they made in their mind as you said the words.

# Handwriting

## OBJECTIVE

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

## Write Words

**FOCUS** Display the letters *Bb*, *Cc*, *Nn*, *Aa*, and *Ee*. Have students read aloud the letters as you point to each one.

**MODEL AND PRACTICE** Model correct spacing between letters in a word. Watch as I write the word *Ben*. After I write uppercase *B*, I need to write lowercase *e*. I need to make sure that there is neither too much nor too little space between the letters. Finish writing the name *Ben*.

Have students write the words *can* and *cab* with appropriate spacing between the letters in each word. Guide students to use appropriate directionality when forming each letter.





## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete p. 131 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 131

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

**MY TURN** Write

- Write words the author uses to help you picture the setting in "Duck Meets the Moon."  
Possible responses:  
moon, lake
- Write other words the author could use to tell when and where the poem takes place.  
Possible responses:  
night, sky

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**Directions** Read the first item to students. Have them look back at the text to find words to write on the lines. Then read the second item and have students write their responses. Encourage them to look at the pictures in the text for ideas. Have students discuss their responses.

**131**

## Writing Workshop

Have students add descriptive language to their Writing Workshop texts. Support students by making sure they use language that will help readers visualize the text.

**PRACTICE** Have students use *Handwriting* p. 143 in the *Resource Download Center* to practice writing letters as words.

Name \_\_\_\_\_

### Handwriting

Write Words

**MY TURN** Write

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

Grade 4 • Unit 3 • Week 3  
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*Handwriting*, p. 143

Use the  **QUICK CHECK** on p. T169 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DISCUSS RHYME AND RHYTHM

**Teaching Point** Poems can have rhythm and rhyme. Rhythm is the beat of a poem. The words are chosen so that the writer can create a beat. When words rhyme, it means that the middle and ending sounds in the words are the same. Not all poems rhyme. Guide students in finding the rhythm and rhyme in the *Student Interactive* on pp. 118–121.

### ELL Targeted Support

Say these words: *soon/moon, wall/fall, clock/dock*. Tell students that these words rhyme. They have the same sounds in the middle and at the end. Read aloud the pairs again, one at a time. Have students repeat them. **EMERGING**

Have students say pairs of rhyming words of their own. Guide them to say words that rhyme by giving feedback as needed. **DEVELOPING**

Have students practice reading and writing rhyming words. Guide them to see that rhyming phonemes are usually spelled with the same letters. **EXPANDING**

Have partners develop simple rhymes with rhyming pairs that they know. (For example, *My big dog Red/lies on his bed*.) **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of poems can reread a poem if they do not understand what they read. Reading a poem aloud is also a very good way to understand and enjoy the rhythm and rhyme. Model rereading a poem in the *Poetry Collection*.

**Model** Tell students that you do not understand what you read on p. 116. *I will reread that page to understand what the author is saying. As I read, I will think about the words and make sure I understand them.* Read the page aloud. Explain that *fast* means “not slow.” Explain that *soon* means “in a short time.” *So the sentence means Duck is going to fly quickly so it will not take him long to get there.*

## Conferring

3 students / 3–4 minutes per conference

### DISCUSS RHYME AND RHYTHM

**Talk About Independent Reading** Have students clap a familiar nursery rhyme and name the rhyming words.

#### Possible Conference Prompts

- What is your poem about?
- Does the poem have rhyming words? What are they?
- Can you read aloud the poem and tap the rhythm?

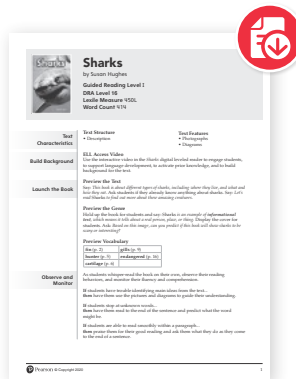
**Possible Teaching Point** Sometimes you need to read aloud a poem a couple of times to understand what the rhythm is. Finding the rhythm makes the poem more enjoyable.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to identify the theme or big idea, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the rhyming words in a poem they read.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book or their Book Club text.
- read aloud a poem and listen for rhyming words.
- reread and listen to *Poetry Collection*.

### Centers



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

### Literacy Activities



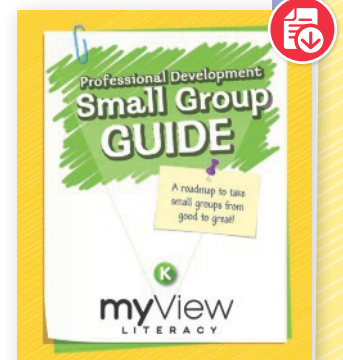
Students can

- make a list of words in a poem that rhyme.
- tell a partner why they liked or did not like a poem.
- practice fluency by reading aloud a poem with a partner.
- play the myView games.

### SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts to keep their book discussion going.

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





# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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



Picture Card

## ELL Language Transfer

The letters *qu* are also together in the Spanish language, but in Spanish, the letters *qu* do not spell the sound /kw/. The letters are pronounced /k/, as in the words *que* (*who, what*) and *quien* (*who*). Have students explain the differences in the sounds that the letters *qu* spell in Spanish and English.

## Phonics: Read and Write Words with Qq

### Minilesson

**FOCUS** Hold up the *queen* Picture Card. This is a picture of a queen. I hear the sound /kw/ at the beginning of *queen*. Say the sound /kw/ with me.

Turn over the card and show students the spelling of *queen*. Point to the letters *qu* and say /kw/. Do you hear the /kw/ sound? What letters spell the sound /kw/? Have students identify the letters *qu*. Write the letters *Qu* and *qu* on the board. Have students trace the letters *Qu* and *qu* in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters *Qu* and *qu* on the board. Listen carefully to the following words: /kw/ -*een*, /k/ -*itten*. Which word begins with the sound /kw/? Have a volunteer identify the word *queen*. What letters spell the sound /kw/? Students should say *qu*. Display the following words, and have students decode them: *quit, quiz, Quin*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 106 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students make a *Qu qu* picture book. Direct them to fold a sheet of paper in half. Have them write *Qu qu* on the front cover and draw a picture of something that begins with the sound /kw/. Have them write *by* and their name. Next, have students draw at least three more pictures in their book with the sound /kw/ spelled *qu*. For more advanced students, have them label the pictures on the pages.

## QUICK CHECK

**Notice and Assess** Can students read and write words with *qu*?

## Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T180–T181
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T180–T181.

## STUDENT INTERACTIVE, p. 106

PHONICS

### Consonant Qq

**MYTURN** Read, write, and match

quiz quilt

quiz quilt

**106** Directions Have students trace the letters *qu* in each word. Then have them read the words and write them on the lines. Finally, have students draw a line from each word to the matching picture.

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## ADDITIONAL PRACTICE

For additional student practice with consonant *Qq*, have students complete *Phonics* p. 125 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Consonant Qq

**MYTURN** Write and read

**Qu**een is a duck.

She **qu**acks all day.

That duck is **qu**ick.

Can she **qu**it quacking?

Directions Have students write *Qu* or *qu* to complete the words. Then have them read the sentences.

Grade K, Unit 3, Week 3

125

*Phonics*, p. 125

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Identify and read common high-frequency words by sight.

## ELL Access

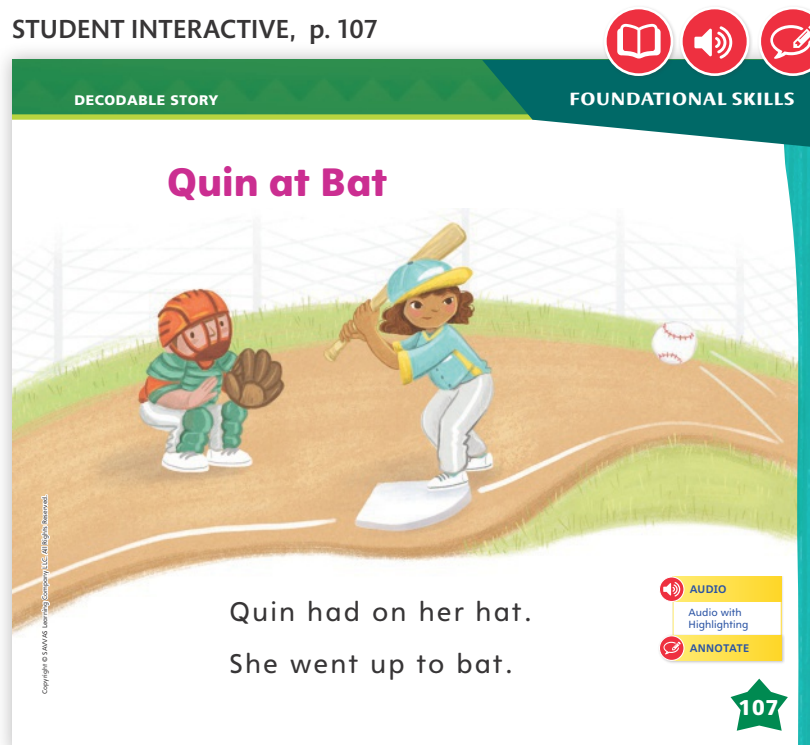
Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Remind students that words are made up of sounds, such as the sound /kw/ spelled *qu*, and the sound /z/ spelled *z*. Tell them to listen for these sounds in words as they read the decodable story.

## Read *Quin at Bat*

**FOCUS** Have students turn to p. 107 in the *Student Interactive*. We are going to read a story today about a girl who plays a game. Point to the title of the story. The title of the story is *Quin at Bat*. I hear the sound /kw/ in the word *Quin*. What other sounds do you hear in the word /kw/ /i/ /n/? Students should come up with /i/ and /n/. In this story, we will read other words that have sounds you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *down*, *her*, *how*. Tell them they will practice reading these words in the story *Quin at Bat*. Display the words. Have students read them with you. When you see these words in the story *Quin at Bat*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 107



The screenshot shows a page from a student interactive book. At the top, there are three icons: a book, a speaker, and a pencil. Below the icons, the page is divided into two sections: 'DECODABLE STORY' on the left and 'FOUNDATIONAL SKILLS' on the right. The main title 'Quin at Bat' is written in pink. Below the title is an illustration of a girl named Quin at bat, wearing a blue and yellow uniform and a blue cap, holding a bat. A catcher in an orange uniform is crouching behind her. A baseball is in the air. Below the illustration, the text reads: 'Quin had on her hat. She went up to bat.' In the bottom right corner, there are two buttons: 'AUDIO' with a speaker icon and 'ANNOTATE' with a pencil icon. A green star with the number '107' is in the bottom right corner.





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

After students have read the story, call their attention to the first sentence on p. 107. *I see the letters Qu in this word: Quin. What sound do the letters Qu spell?* Help them identify, or say, the sound /kw/.

Have students turn to pp. 108–109. *Which words have the sound /z/ spelled z? Highlight the words. Which words have the sound /kw/ spelled qu? Underline them. Point to them.*

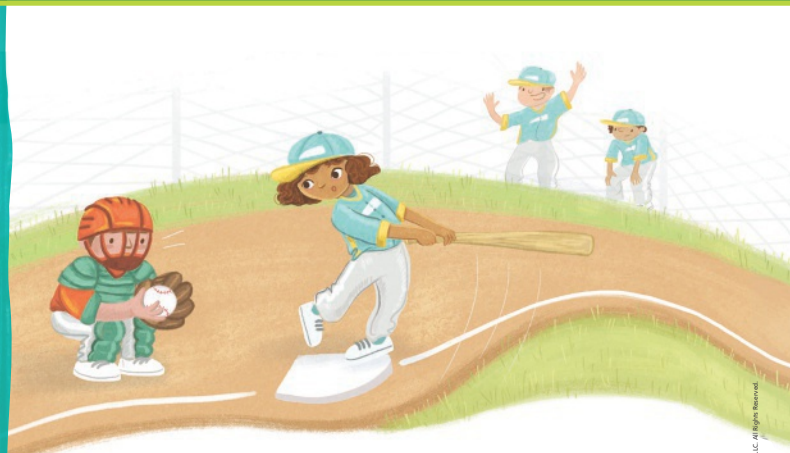
Point out the multiple-meaning word *bat* in the story’s title, “Quin at Bat.” Have students point out the two other times the word *bat* appears in the story. Have them look at the pictures and read the text to determine or clarify the meaning of the word. Ask students if they know another meaning of the word *bat*.

STUDENT INTERACTIVE, pp. 108–109



DECODABLE STORY

FOUNDATIONAL SKILLS



How can she get a hit?  
**Zac** said, “Do not quit!”

108



**Zap!** Quin hit it past Dan.  
She set the bat down and ran.

109

# Ask and Answer Questions

## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, ask:

- Can you **explain** what happened to Humpty Dumpty?
- What is the **meaning** of the word *soon*?

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language as you discuss the strategy of asking and answering questions. Provide the Spanish cognate for:

- question : *pregunta*

## Minilesson

**FOCUS ON STRATEGIES** Tell students that good readers ask themselves questions about what they are reading.

- If something you read doesn't make sense, ask yourself a question about what you do not understand.
- If you wonder about something you are reading, ask yourself a question.
- Read on or reread to see if you can find the answer.

**MODEL AND PRACTICE** Have students look at pp. 116–117 in the *Student Interactive*. Say, **These pages make me think of some questions. Why did Duck fall into the lake?** Have students discuss and attempt to answer the question. Then have them look at the Close Read note on p. 119 and highlight words that help them think of questions.

**ELL Targeted Support** Model asking questions, for example: **What is your name? What day is it?** Tell students that you are asking questions.

Then read aloud the first line on p. 116 of the *Student Interactive*. Say: **What will Duck do next?** Read the next line and say: **This is the answer to my question. Duck will fly fast to the moon.** Read the first line on p. 117 as students follow along and point to each word. Ask: **What question do you have?** If necessary, model asking a question such as: *Where will Duck go?*

Then read the next line and ask students if they found the answer to their question. **EMERGING/DEVELOPING**

Model asking questions as you read, using the poem “Duck Meets the Moon,” pausing now and then to ask a question. Then have partners read aloud one of the poems together. Tell them to stop and ask a question after each page. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for asking and answering questions.

**OPTION 1 MyTURN** Have students complete the My Turn activity on p. 127 by drawing a picture to show the answer to their question.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark places in the text where they have questions.

### ✓ QUICK CHECK

**Notice and Assess** Do students understand how to ask and answer questions as they read?

#### Decide

- **If students struggle**, revisit instruction about questioning in Small Group on pp. T182–T183.
- **If students show understanding**, extend instruction for questioning in Small Group on pp. T182–T183.

STUDENT INTERACTIVE, p. 127

**Read Together** READING WORKSHOP

### Ask and Answer Questions

**MYTURN** Draw

Drawing should show details from “Humpty Dumpty” that answer the student’s question.

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**Directions** Have students look back at the text. Ask them to share questions they had during reading or generate new questions about the poem “Humpty Dumpty.” Then have them draw a picture to show the answer to one of their questions.

**127**

Use the  **QUICK CHECK** on p. T175 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT Qq

**Alphabet Card** Display the Qq Alphabet Card. This is a picture of a queen. *Queen* begins with the sound /kw/. What letters spell the sound /kw/? Yes, the letters *qu*.



Provide paper and pencils for students. Say the following words: *queen, quiz, quiet*. Have students write the letters *qu* on the paper.

### ELL Targeted Support

Write the words *quilt, quit, and quiz* on the board. Tell students that all these words have the sound /kw/ spelled *qu*. Read the words with students.

Point to the word *quilt* on the board. Say each letter sound. Have students use *quilt* in a sentence. *My aunt made me a \_\_\_\_\_ to put on my bed.* Continue the routine with *quit* and *quiz*.

### EMERGING

Have students find example pictures of the words in books from the classroom library that begin with the sound /kw/ spelled *qu*. Have them use each word in a sentence. **DEVELOPING**

Have students write their own sentence with words with the sound /kw/ spelled *qu*.

### EXPANDING/BRIDGING



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /kw/ spelled *qu*.

LEVEL A • MODEL AND TEACH


**Lesson 23** **Connect Sound and Letter: Consonants 3**

**INTRODUCE** Write the letters *Hh* and say the name (*h*). Explain that *h* is a consonant and spells the sound /h/. Ask students to hold up a hand. **The word hand begins with the letter h and the sound /h/. Write or display the word hand. In this lesson, we'll learn to connect more sounds and consonant letters.**

**MODEL** Display or share copies of the passage "Can You Do It?" from Student Page S141, and read it aloud. **The words in this passage have the letters and sounds h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/ and x /ks/.**

**Can You Do It?**

Can you hug a hippo?  
Can you kiss a zebra?  
Can you jog with an ox to the vet?  
Yes, I can!  
I am the queen!



**TEACH** Use examples to help students recognize letter-sound correspondences. **We read the word hug. The first letter in hug is h. The letter h stands for the sound /h/. Do the words hug and hippo begin with the same sound or different sounds? Circle each h. Continue the process until you have identified the relevant letter and sound in each of the following words: you, kiss, zebra, jog, with, ox, vet, Yes, and queen. Explain to students that the letter x and sound /ks/ usually come at the end of the word.**

OBJECTIVES:  
• Recognize letters h, k, j, z, w, y, q, x and sounds /h/, /v/, /k/, /j/, /z/, /w/, /y/, /kw/, /ks/.  
• Connect letters and sounds h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/, and x /ks/.  
• Identify h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /kw/, and x /ks/ in words.

Phonics, Morphology, and Spelling T • 141

## Intervention Activity

### PHONOLOGICAL AWARENESS

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





## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students use them to build words. Allow any suitable word, but ask them to include words spelled with the letter *q*, including *quit*, *quiz*, *quilt*, and *Quin*.



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

### Decodable Book



#### CAN YOU HELP?

Students can read the Decodable Book *Can You Help?* to practice reading sound /z/ spelled *z*, sound /kw/ spelled *qu*, and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *her*, *how*, *down*. Tell them that they will practice reading these words in the Decodable Book *Can You Help?* **When you see these words in today's story, you will know how to read them.**

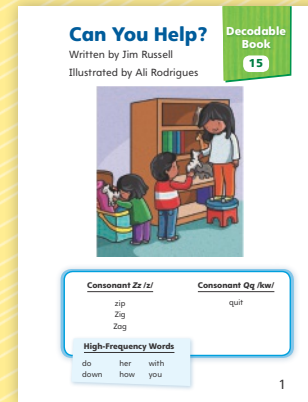
Pair students for reading, and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

### Centers



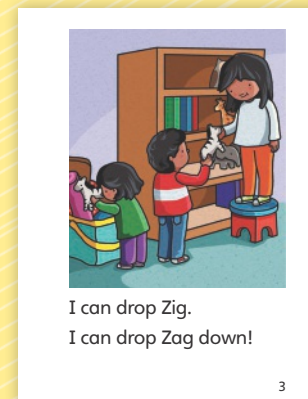
See the myView Literacy Stations in the *Resource Download Center*.

## Decodable Book



How can I help?  
Drop Zig and Zag.

2



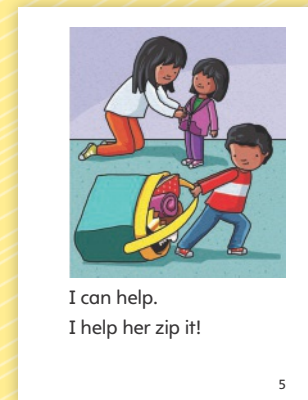
I can drop Zig.  
I can drop Zag down!

3



How can I help her?  
Can you help her zip it?

4



I can help.  
I help her zip it!

5



Can you help us?  
Can you help tug?

6



We do not quit.  
We can tug!

7



How can I help?  
Play with us!

8

Use the  **QUICK CHECK** on p. T179 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### ASK AND ANSWER QUESTIONS

**Teaching Point** Today I want to remind you to ask questions and look for answers as you read. You can ask questions before you read. You might ask: “What is this poem about?” You can ask questions during reading. You might ask: “Where will the mouse go?” And you can ask questions after you read and then reread to find the answers in the text.

### ELL Targeted Support

Provide a picture that shows people or animals doing something. Use sentence frames to help students ask questions about the picture: *Where is/are \_\_\_\_\_? What is/are \_\_\_\_\_? Who is/are \_\_\_\_\_? When is/are \_\_\_\_\_? Why is/are \_\_\_\_\_?* Use the sentence frames to model some questions and then call on students to use the frames to ask their own questions. **EMERGING/DEVELOPING**

Provide question words: *who, what, when, where, why, how*. Ask partners to use the question words to ask questions about one or more of the nursery rhymes in the *Student Interactive*. **EXPANDING/BRIDGING**



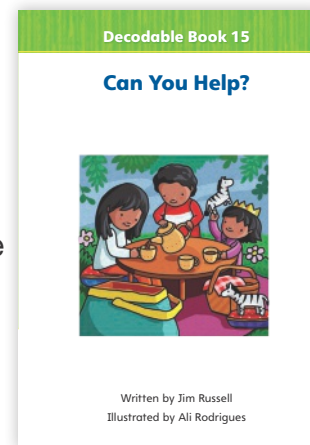
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### CAN YOU HELP?

Have students read the Decodable Book *Can You Help?* Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for bridging word meaning and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students choose a nursery rhyme in the *Student Interactive* and take turns reading it with a partner.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the nursery rhyme and offer feedback. Record each student’s performance. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### ASK AND ANSWER QUESTIONS

**Talk About Independent Reading** Ask students to tell you about a poem they are reading and what questions they had.

#### Possible Conference Prompts

- What is a question you had before you read this poem? What is the answer?
- What is a question you had while you read? What is the answer?
- How does asking and answering questions make you a better reader?

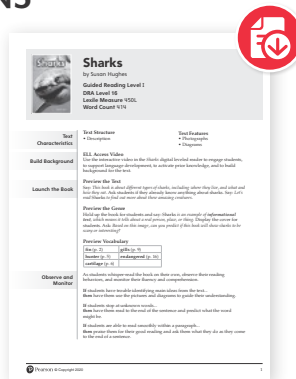
**Possible Teaching Point** Asking and answering questions is an important reading strategy. It helps you pay attention to what you are reading. It makes you an active reader.

## Leveled Readers



### ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to ask and answer questions about a text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the strategy they used to answer a question they had while reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Poetry Collection*.
- read a trade book or their Book Club text.
- partner-read a text, asking each other questions.

### Centers



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

### Literacy Activities



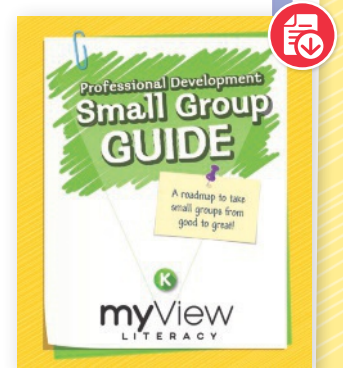
Students can

- draw a picture of a question they had while reading.
- talk with a partner about the questions they have about a text.
- play myView games.
- tell a partner about a poem they enjoyed.

### SUPPORT PARTNER READING

Partners can ask questions of one another as they read to check and enhance comprehension. Encourage them to ask and answer questions together as they read.

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



# Word Work

## OBJECTIVES

Identify the individual words in a spoken sentence.

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

Spell high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 134 from the *Resource Download Center*.

*My Words to Know*, p. 134

## Phonological Awareness: Identify and Count Words in Sentences

**MODEL** Listen carefully as I say a sentence: *The quilt is blue and red.* Repeat the sentence with me. Have students repeat the sentence and clap as they say each word. Repeat the sentence and have students count the words. *How many words are in the sentence? Yes, there are six words in the sentence.*

**PRACTICE** Say sentences, such as: *My cat zigs and zags. Matt can zip his coat. I will not quit the team.* Have students say each sentence aloud and clap once for each word. Then have them tell you how many words are in the sentence.

## Phonics: Review Zz and Qq

### Minilesson

**FOCUS** Write the letters *Zz* and *Qu qu* on the board. Have students identify the letters as you point to them. Then have students identify the sound that the letters spell: *z /z/, qu /kw/.*

**MODEL AND PRACTICE** Tape a *Zz* or a *Qu* card on each student. Then write the word *zip* on the board. *We will read this word together. If you hear the sound /kw/ spelled qu, stand up if you have a Qu taped to you. If you hear the sound /z/ spelled z, stand up if you have a Zz taped to you. Point to each letter as you say the sound. Let's read this word together: /z/ /i/ /p/, zip.* Repeat with the words *quit, zap, Zak, quilt, and Quin.*

**TURN, TALK, AND SHARE** Have students turn to p. 110 in the *Student Interactive* and read the words with a partner. Then have students write one of the words on the lines.

**APPLY My TURN** Have students look at p. 111 in the *Student Interactive*. Have them circle the words with *qu* and underline the words with *z*. Then have partners take turns reading the text.





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

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- With partners, ask classmates to explain an idea or word.

Read the sentences on p. 111 aloud. Pause after each sentence and point to a word that is pictured, such as *bed*, *dog*, *zipper*, and *car*. Encourage students to ask questions about what they heard. **EMERGING**

Read the sentences on p. 111 aloud. Ask students to listen and ask questions about words and sentences they do not understand. **DEVELOPING**

In small groups, have students reread the sentences on p. 111. Students should help translate for each other. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many of these words this year, and the words will help them become better readers. Say the word *her* and ask students what letters spell the word. Have students

- say the letters as you write them on the board.
- say and spell the word, clapping their hands for each letter.
- repeat with *down* and *how*.

## STUDENT INTERACTIVE, pp. 110–111

### PHONICS

#### Consonants Zz and Qq

**TURN and TALK** Read

	zip	quit	quill	zap
	quiz	zig	zag	quilt

**MY TURN** Write

Possible response:

quilt

110

**Directions** Remind students that the letter z makes the sound /z/ and that the letters qu can make the sound /kw/. Then have students take turns reading the words with a partner. Ask them to choose one of the words to write on the lines.

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### FOUNDATIONAL SKILLS

#### Consonants Zz and Qq

**COLLABORATE** Circle underline, and read

The quilt is on the bed.



The dog can zig and zag.



I can zip it up.



Did it quit?



**Directions** Have students read the sentences with a partner. Ask them to circle the words that begin with the letter q and underline the words that begin with the letter z.

111

# Reflect and Share

## OBJECTIVES

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

Recognize common types of texts (e.g., storybooks, poems).

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

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Ask:

- Who is the character in the poem?
- Can you explain what happened in the poem?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Explain that stories and poems are alike in many ways but they are also different. Create a Venn diagram with the headings *Poem* and *Story*. Ask students for their ideas as you complete the Venn diagram.

- How are poems and stories alike?
- How are poems and stories different?

**MODEL AND PRACTICE** I look at the poem “Duck Meets the Moon” and I notice that it tells a little story about what Duck does. This is similar to a story. Model writing “both can tell a story” in the middle of the Venn diagram. Then have students suggest other ideas for the Venn diagram.

**ELL Targeted Support** Display a story students are familiar with. Compare it to a poem in the *Student Interactive*. Ask: Does this story have rhyming words? Does this poem have rhyming words? Demonstrate how some lines in a poem end with the same sound. Ask students if stories have words that rhyme like poems. Lead students to answer that stories do not usually have rhyming words. **EMERGING/DEVELOPING**

Read a poem and a short story to students. While you read the poem, have students raise their hands when they hear words that rhyme. While you read the story, have students raise their hands when they hear the name of a character or where the story is taking place. Explain to students that these are features that are different between poems and stories. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts.

**OPTION 1 My TURN** Have students draw a picture on p. 128 in the *Student Interactive* that shows something that both a story and a poem have. Provide support if students have difficulty.

**OPTION 2 Use Independent Text** Have students tell a partner how the book they are reading is similar to and different from a poem. Circulate to determine whether students understand how to compare genres.

### 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. T188–T189.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T188–T189.

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

### STUDENT INTERACTIVE, p. 128

RESPOND TO TEXT

Read Together

## Reflect and Share

**MY TURN** Draw

Drawing should show how one of the poems is like a story the student has read.

**Weekly Question**

Why do we like poems?

128

Directions Say: Think about the poems we read together. How are these poems like a story you have read? Have students provide a response to sources by drawing how one of the poems is like a story they have read.

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Use the  **QUICK CHECK** on p. T187 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Good readers make comparisons between texts. When you compare texts, like a poem and a story, you tell how they are the same and how they are different. Create a T-chart and help students compare a story they know and one of the poems in the *Student Interactive*.

### ELL Targeted Support

Reinforce the language of comparison. Hold up two identical items such as two pencils of the same length and color. Say: **The pencils are alike. The pencils are the same.** Hold up two pencils that look different. Say: **The pencils are not alike. The pencils are different.** Hold up other items that are the same and different, and provide these sentence frames for students to respond: *Yes, the \_\_\_\_\_ are the same; No, the \_\_\_\_\_ are different.* **EMERGING**

Use a T-chart to have students compare two items. Ask: **How are the \_\_\_\_\_ the same? How are they different?** After completing the diagram, have them use sentence frames to compare them. **DEVELOPING/EXPANDING**

Ask students to work in groups to use a T-chart to compare a story they know to a poem in the *Student Interactive*. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: “Duck Meets the Moon,” “Humpty Dumpty,” and “Hickory, Dickory, Dock.” Engage students in a conversation that demonstrates how the texts they have read this week are written in similar and different ways. Prompt them to use the Academic Vocabulary words *character*, *explain*, and *meaning*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their poems into a format to share with others.

**Critical Thinking** Talk with students about what they learned about how poems are written.

See *Extension Activities*, pp. 175–179, in the *Resource Download Center*.





## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students about the similarities and differences in a story and poem that they read.

### Possible Conference Prompts

- Why do you want to read a story? Why do you want to read a poem?
- What is something that is different about a poem and a story?
- What is something that is the same?

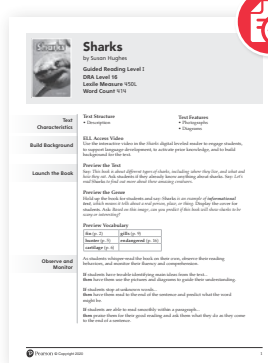
**Possible Teaching Point** Readers of poems sometimes compare the text they are reading to other texts they have read.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share a way that a poem is like or unlike a story.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write or tell a partner why they like a poem they read.
- draw a picture of something that happened in a poem they read.
- whisper-read a poem they like with expression.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T476–T479, for

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

# UNIT 3 WEEK 4

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

- I can read to learn why people like stories.
- I can use words to make connections.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RL.K.10, RF.K.3.b, W.K.5, SL.K.1.b, L.K.1.a, L.K.4.b

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T194–T195
  - » Phonological Awareness: Syllables
  - » Phonics: Introduce Short a and Long a
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T196–T197
- Listening Comprehension: Read Aloud: “So Many Stories” T198–T199
- Fiction T200–T201
  - ☑ Quick Check T201

#### READING BRIDGE

- Academic Vocabulary: Word Parts T202–T203
- Handwriting: Letters Pp T202–T203

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T207
- Strategy, Intervention, and On-Level/Advanced Activities T206
- ELL Targeted Support T206
- Conferring T207

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

**BOOK CLUB** T207 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T384–T385
  - » Edit for Subjective and Objective Pronouns
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T385
- Conferences T382

#### WRITING BRIDGE

- Language & Conventions: Spiral Review: Possessive Case Pronouns T386–T387

**FLEXIBLE OPTION**

#### LESSON 2

RL.K.4, RF.K.3, W.K.5, L.K.1.a, L.K.1.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T208–T209
  - » Phonics: Read and Write Words with Short a and Long a
- ☑ Quick Check T209
- High-Frequency Words

##### SHARED READ

- Introduce the Text T210–T215
  - » Preview Vocabulary
  - » Read: *The Best Story*
- Respond and Analyze T216–T217
  - » My View
  - » Develop Vocabulary
- ☑ Quick Check T217
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T221
- Strategy and Intervention Activities T218, T220
- Fluency T220
- ELL Targeted Support T218, T220
- Conferring T221

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T219
- Independent Reading T221
- Literacy Activities T221

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T388–T389
  - » Explore Edit for Complete Sentences
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T389
- Conferences T382

#### WRITING BRIDGE

- Pre-Spelling: Vowel Activity: Short and Long a T390

**FLEXIBLE OPTION**

- Language & Conventions: Oral Language: Prepositions T391

## LESSON 3

RL.K.1, RF.K.3.b, W.K.5,  
L.K.1.b, L.K.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T222–T223
  - » Phonological Awareness: Identify Words
  - » Phonics: Read and Write Words with Short *a* and Long *a*
  - » High-Frequency Words

#### CLOSE READ

- Discuss Author’s Purpose T224–T225
- Close Read: *The Best Story*
  - ✔ **Quick Check** T225

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Analyze Third-Person Text T226–T227
- Handwriting: Letters *Rr* T226–T227

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T229
- Strategy and Intervention Activities T228
- ELL Targeted Support T228
- Conferring T229

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T229
- Literacy Activities T229

### WRITING WORKSHOP

#### MINILESSON

- Fiction T392–T393
  - » Apply Edit for Complete Sentences
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T393
- Conferences T382

### WRITING BRIDGE

- Language & Conventions: Teach Prepositions T394–T395

## LESSON 4

RF.K.2.d, W.K.5, SL.K.1.b,  
L.K.1.e, L.K.4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T230–T233
  - » Phonics: Read and Write Words with Short *a* and Long *a*
- ✔ **Quick Check** T231
- » Decodable Story: Read *The Bake Sale* T232–T233

#### CLOSE READ

- Make and Confirm Predictions T234–T235
- Close Read: *The Best Story*
  - ✔ **Quick Check** T235

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T239
- Strategy and Intervention Activities T236, T238
- Fluency T238
- ELL Targeted Support T236, T238
- Conferring T239

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T237
- Independent Reading T239
- Literacy Activities T239

### WRITING WORKSHOP

#### MINILESSON

- Fiction T396–T397
  - » Explore Edit for Adjectives and Articles
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T397
- Conferences T382

### WRITING BRIDGE

- Language & Conventions: Practice Prepositions T398–T399

## LESSON 5

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

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T240–T241
  - » Phonological Awareness: Identify and Produce Rhyming Words
  - » Phonics: Review Short *a* and Long *a*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T242–T243
  - » Talk About It
- ✔ **Quick Check** T243
- » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T245
- Strategy, Intervention, and On-Level/Advanced Activities T244
- ELL Targeted Support T244
- Conferring T245

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T245
- Literacy Activities T245

**BOOK CLUB** T245 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Fiction T400
  - » Apply Edit for Adjectives and Articles
  - » Share Back

#### INDEPENDENT WRITING

- WRITING CLUB** T400–T401 **SEL**
- Conferences T382

### WRITING BRIDGE

- FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T402–T403

# Materials

**What Stories Do You Like?**  
Readers can enjoy lots of different stories!

**Characters**  
Realistic Fiction: A boy and a girl.  
Fairy Tale: A prince and a princess.

**Setting**  
Realistic Fiction: A school bus.  
Fairy Tale: A forest.

**Plot**  
Realistic Fiction: A boy and a girl go to school.  
Fairy Tale: A prince and a princess get married.

**Weekly Question**  
Why do we like certain kinds of stories?

**Let's Write!**  
Write and draw your own story.  
**The characters are like me.**

**INFOGRAPHIC**  
“What Stories Do You Like?”

**Fiction Anchor Chart**

Character  
Setting  
Plot

Authors can write to entertain readers.

**READING ANCHOR CHART**  
Fiction

**Fiction Anchor Chart**

Character  
Setting  
Plot

Authors can write to entertain readers.

**EDITABLE ANCHOR CHART**  
Fiction

**Decodable Book 15**  
**Can You Help?**

Written by Jim Russell  
Illustrated by All Rodrigues  
Illustrated by Alex Robinson

**DECODABLE BOOKS**

**Handwriting**  
Write the letters M, m, H, h, V, v.

**My Words to Know**  
amy, come, play

**Language and Conventions**  
imperative sentence: Turn left at the light.

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Big Book of Songs and POEMS**

myView LITERACY

**SONGS AND POEMS BIG BOOK**

**Leveled Readers**

**Sharks**  
by Susan Hughes

Guided Reading Level: 1  
DRA Level: 18  
Lexia Measure: 150L  
Word Count: 976

**Test Structure**  
• Comprehension  
• Fluency  
• Vocabulary

**Build Background**  
ELL Access Video  
Use the interactive video in the digital leveled reader to engage students, to support language development, to add on prior knowledge, and to build background for the text.

**Preview the Text**  
Use the text to preview the text to students, including where they live, and what they eat. Ask students if they already know anything about sharks. Say, "Let's read 'Sharks' to find out more about these amazing animals."

**Preview the Content**  
Read up the text to students and say, "Sharks is an example of informational text. Ask students to tell about and name places or things. Single the text and students. Ask, "Based on this image, can you predict what kind of shark this is? (great white shark)"

**Preview Vocabulary**  
Use the text to preview the text to students, including where they live, and what they eat. Ask students if they already know anything about sharks. Say, "Let's read 'Sharks' to find out more about these amazing animals."

**Observe and Monitor**  
As students begin to read the text on their own, observe their reading behaviors and monitor their fluency and comprehension.  
If students have trouble identifying main ideas from the text...  
Have them draw on the patterns and diagrams to guide their understanding.  
If students skip or substitute words...  
Have them read to the end of the sentence and predict what the word might be.  
If students are able to read fluently within a paragraph...  
Have them draw on their good reading skills and think about how they do so on their own to the end of a sentence.

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

away  
give  
little

### Develop Vocabulary

castle  
pretend  
explorer  
adventure

### Unit Academic Vocabulary

choose  
explain  
meaning  
character





WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
 Listen actively and ask questions to understand and analyze information presented in a variety of media formats, including live, print, video, and audio recordings.

**ELL Language Transfer**  
 Explain that the lesson objectives in this Read Aloud align with the standards for listening comprehension in the English Language Learners (ELL) Standard.

**Read Aloud**  
 Tell students that you are going to read a fiction text aloud. Remind them that fiction tells stories. Tell students to be active listeners by looking at you and thinking about what is happening in the story as you read.

**START-UP**  
**READ-ALOUD ROUTINE**  
**Purpose:** Have students listen actively to determine whether the text is fiction. **READ:** The entire text about without stopping for the Think Aloud circle. **REREAD:** the text aloud, pausing to model Think Aloud strategies related to the genre.

**So Many Stories**  
 Mom took Sam and his friend Taliba to the library. Sam only liked robot books, and he knew right where to find them.

Taliba read all kinds of books. Books about animals. Books about imaginary places. Books about people in history.

Taliba was busy looking for a book to check out when Sam showed her the robot book he wanted.

"That looks like a good book," Taliba said. "But have you ever read this book about the far-away land of Agrash?"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

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

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

**BEFORE READING**  
 • Show the cover of the book to introduce the title, author, illustrator, and genre.  
 • Ask the class to predict the story.  
 • Ask open-ended questions and model Think Alouds necessary for understanding.

**DURING READING**  
 • You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questions for a second time through the text.  
 • Read with expression to draw in listeners.  
 • Ask questions to guide the discussion and draw attention to the teaching point.  
 • Use Think Alouds to model strategies that students use to monitor comprehension and construct meaning from text.  
 • Help students make connections to their own experiences, texts they have read, or to the genre or the world.

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

**Skills: Teaching Points**  
 • Monitor the Story  
 • Record Questions  
 • Setting the Scene  
 • Character Traits  
 • Make Connections  
 • Determine Point of View



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "So Many Stories"



SHARED READ The Best Story

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T462-T465

**Mentor STACK**

Writing Workshop T381



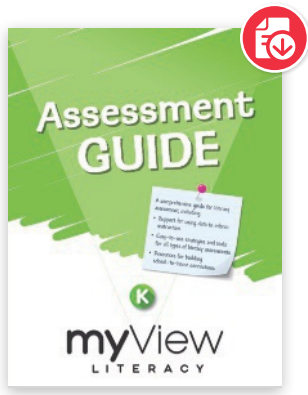
LITERACY STATIONS



SCOUT

## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.

## FOUNDATIONAL SKILLS EXTENSION

See p. T212 for a long *a* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Syllables

**FOCUS AND MODEL** Tell students that today they will do more work with syllables. Ask: *Who can tell me what syllables are? Yes, they are word parts. Listen to this word: homework. What syllables do you hear in the word homework?* Students should say *home* and *work*.

**SEE AND SAY** Have students turn to p. 138 in the *Student Interactive*. Tell them to look at the pictures of snow and a man. Point out the plus sign and tell students that the sign means to put the two word parts together. *Listen to the word parts snow and man. If I say those word parts together, what word do I get?* Prompt students to say *snowman*. Then tell them to draw a picture of a snowman in the box. Have students complete the activity.

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

### Minilesson

**FOCUS** Write *rat* on the board. Have students read the word with you. *What sound do you hear in the middle of rat?* Have students identify sound /a/. Circle the letter *a*. *The letter a spells the sound /a/ in rat. This is the sound for short a.* Write the word *rate* on the board, and read it aloud. Have students repeat after you. Point out that *rate* and *rat* have the same beginning and ending sounds, but they have different middle sounds. *Rate has the sound for long a. Adding e to rat changes the middle sound from /a/ to /ā/.* Circle *a* and *e* in the word *rate*. *The letters a\_e spells the sound /ā/.* Have students say *rat* and *rate* several times, comparing the sounds in the words as you point to the letters in the words on the board.

**MODEL AND PRACTICE** Continue the routine with the words *at, ate; Tam, tame*.

**APPLY MyTURN** Have students look at p. 139 in the *Student Interactive*. Have them trace the letter in the first word and read the word. Then tell them to circle the other words in the first row with the same sound /a/ as in *pan*. *Does flag have the same middle sound as pan? If it does, circle it.* Students should circle the picture of the *flag*. Continue to complete the page.

### ELL Targeted Support Practice Short and Long a Sounds

Tell students that they have just learned the difference between the sounds for short *a* and long *a*. Tell them that learning the sounds that make English words will help them understand English better.

Give each student two cards, one with *a* and one with *a\_e* written on it. Say the following words one at a time: *ate, ran, tame, lake, fake, man*. Have students listen and repeat after you. Ask them to hold up the card with *a* if the word has the sound /*a*/ or hold up the card *a\_e* if the word has the sound /*ā*/. **EMERGING**

Write examples of words that have the sound /*a*/: *mat, rat, at*. Have students tell you the word that each of the short *a* words makes when you add an *e* to it. **DEVELOPING**

Have students go back to the pictures on p. 139 in the *Student Interactive*. Have students draw a picture for one of the words that has the sound /*a*/ on a sheet of paper. Then have them draw one of the words that has the sound /*ā*/ on the paper. Have students write *a* or *a\_e* to label their pictures. **EXPANDING/BRIDGING**

### HIGH-FREQUENCY WORDS

Display the high-frequency words *away, give, and little*.

- Point to the word *away* and read it.
- Have students point to the word *away* and read it.
- Repeat for *give* and *little*.

away

give

little

### STUDENT INTERACTIVE, pp. 138–139

#### PHONOLOGICAL AWARENESS | PHONICS

#### FOUNDATIONAL SKILLS

### Syllables

SEE and SAY Draw



Tell students that images represent snow and man.



Tell students that images represent base and ball.

138

**Directions** Say: We can put syllables together to make new words. I can put *sun* and *shine* together to make the word *sunshine*. Have students name the pictures in each row and manipulate the syllables by putting them together to say two-syllable words. Ask students to draw a picture of each two-syllable word.

### Short a and Long a

MY TURN Circle



**Directions** Tell students that the letter *a* can make the short *a* sound and the vowel pattern *a\_e* can make the long *a* sound. Have students trace the letter or letters in each word and identify the sound for *a* in the word. Then have them circle the picture words in the row that have the same vowel sound.

139

# Interact with Sources

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *Which type of story did you choose as your favorite? Can you explain how the settings are different?*

- choose
- explain
- meaning
- character



Songs and Poems Big Book

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

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *Why do we like stories?* Then point out the Weekly Question: *Why do we like certain kinds of stories?* Explain that students will learn about different kinds of stories this week.

Have students follow along as you turn to pp. 136–137 of the *Student Interactive* and point to the pictures of the characters and setting for the stories shown on the page. Explain that the pictures show two different types of stories. Then read aloud the infographic “What Stories Do You Like?” Use the following prompts to guide discussion:

- Ask students to point to the three different parts of the infographic: characters, setting, and plot.
- Ask students how the characters in the first picture of realistic fiction are different from the characters in the second picture of the fairy tale. Tell students that the characters are who the story is about.
- Repeat the process with the “setting” section of the infographic. Explain that the setting is where and when a story takes place.
- Repeat the process with the “plot” section of the infographic. Explain that the plot is what happens in a story.

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

**MyTURN** Have students interact with sources by using the pictures and text on pp. 136–137 to decide which type of story they like best. Have them circle that type. Then have them write about why they like that type the best.

**WEEKLY QUESTION** Remind students of the Week 4 Question: *Why do we like certain kinds of stories?* Invite students to share what their favorite kinds of stories are. Then tell them that over the week they will learn about other kinds of stories and about different reasons to like them.



**ELL Targeted Support Learn Essential Language** For students who are not familiar with the terms *character*, *setting*, and *plot*, replace the terms in the infographic with *who*, *where*, and *what*.

Guide students to complete the following sentence frames and have them fill in the blanks to describe the new terms: *The \_\_\_\_\_ tell about who. The \_\_\_\_\_ tells about where. The \_\_\_\_\_ tells about what.* **EMERGING**

Write one of the following terms on the board: *character*, *setting*, *plot*. Have students draw a picture of an example of the term you wrote. Correct students as needed. **DEVELOPING**

Have students work in pairs. One student will describe a character, setting, or plot from a story they know. The other student will attempt to correctly identify what is being described. **EXPANDING**

Invite students to draw their own picture of a character, setting, and plot of a story they have read recently. Have students add a caption to each picture that identifies it as *character*, *setting*, or *plot*. **BRIDGING**

STUDENT INTERACTIVE, pp. 136-137

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

## What Stories Do You Like?

Readers can enjoy lots of different stories!

Characters



Realistic Fiction



Fairy Tale

Setting



Realistic Fiction



Fairy Tale

WEEK 4

**Weekly Question**

Why do we like certain kinds of stories?

Plot



Realistic Fiction



Fairy Tale

**MY TURN** Circle and write

Possible response: \_\_\_\_\_

The characters are like me.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Directions Read the text as students look at the pictures. Discuss how realistic fiction stories and fairy tales are alike and different. Then ask students to interact with the source by circling the type of story they like better and dictating or writing why they like that type of story.

# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud. Identify the cognates that relate to the setting of the story.

- animal : *animal*
- character : *carácter*
- adventure : *aventura*

 **THINK ALOUD** Analyze Fiction After you reread the first paragraph, say, *I read about the characters of Sam, his mom, and Taliba. The setting is the library. From the beginning of the story, I know the characters and the setting. I will read on to see what will happen in the story. What happens in the story is called the plot.*

## Read Aloud

Tell students that you are going to read a fiction text aloud. Remind them that fiction tells stories. Tell students to be active listeners by looking at you and thinking about what is happening in the story as you read.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively to determine whether the text is fiction.

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

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

## So Many Stories

Mom took Sam and his friend Taliba to the library. Sam only liked robot books, and he knew right where to find them.

Taliba read all kinds of books. Books about animals. Books about imaginary places. Books about people in history.

Taliba was busy looking for a book to check out when Sam showed her the robot book he wanted.

“That looks like a good book,” Taliba said. “But have you ever read this book about the far-away land of Agrabah?”



*"So Many Stories," continued*

"I only read robot books," Sam told her.

"I know," said Taliba. "But this book has a talking cloud that provides clues to a mystery. The cloud helps two children find hidden treasure. It takes you on an amazing adventure."

Sam's eyes got wide. "Really?" he asked. "Maybe I can read this robot book another time. Your book sounds like something I might like."

With that, Sam's mom was smiling as she helped Sam and Taliba check out their books.



**THINK ALOUD** Analyze

**Fiction** The characters are talking to each other. From what they are saying, I can tell what is happening. Sam wants a robot book, but Taliba is telling him about another book. The author tells these story events in order. I will read on to find out what happens next.

**WRAP-UP**

**"So Many Stories"**

1. Mom takes Sam and Taliba to the library.
- 2.
- 3.
- 4.

Use the chart to help students identify the events that happen in the story.

**ELL Targeted Support** **Listening Comprehension** Read the text slowly. Encourage students to raise their hand if they hear something they do not understand. Stop to check understanding.

Ask basic questions that require a *yes/no* or a one-word or two-word answer. **Who are the children in the story? What kind of book does Sam like to read?** **EMERGING/DEVELOPING**

Ask students to tell about each of the characters in their own words.

**EXPANDING/BRIDGING**

**FLEXIBLE OPTION**

**INTERACTIVE**

**Trade Book Read Aloud**

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

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



# Fiction

## LEARNING GOAL

I can read fiction text.

## OBJECTIVE

Discuss with adult assistance the author's purpose for writing text.

## LANGUAGE OF THE GENRE

As you review the anchor chart, check that students understand the difference between a character and a setting.

- What are the people or animals in a story called?
- What is the place where a story happens called?

## FLEXIBLE OPTION ANCHOR CHARTS

You may wish to create your own fiction anchor chart.

- Add *character*, *setting*, and *plot* to your chart.
- Add *author's purpose*.
- Discuss why authors might write a story. Encourage students to think of the stories they have read. Record responses on the anchor chart.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that today they will learn about fiction.

- Fiction stories are made up, or make-believe stories.
- Characters are the people or animals that the story is about.
- A setting is where the story takes place.
- A plot is the events that happen in the story.
- Authors write fiction to tell a story and to entertain.

Readers should think about all parts of the fiction story (characters, setting, and plot) to get a full understanding of the story.

**MODEL AND PRACTICE** Read aloud p. 150 of the *Student Interactive*. Point out that the story on this page has a character, a setting, and a plot. Tell students they can look for clues as they read to find the author's purpose.

- Authors also can write to entertain readers.
- I can look for clues that the author is telling a story. These clues show that the author is writing fiction.

**ELL Targeted Support Fiction** Read aloud the story on p. 150 of the *Student Interactive*. Tell students that this is a fiction story.

Ask students to raise their hand when they hear the character of the story. Call on a volunteer to share that the character is the little girl. Then have students raise their hands when they hear the setting. Again, call on a volunteer to share the setting. **EMERGING/DEVELOPING**

Have students define the following terms: *characters*, *setting*, *plot*.

**EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify fiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about why the author wrote the story on p. 150 of the *Student Interactive*. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Text** Have students look at and read fiction during independent reading. Ask them to look for clues about the author's purpose for writing the story. Ask students to draw a picture of how the story made them feel or what they learned from the story.

### QUICK CHECK

**Notice and Assess** Can students identify fiction?

#### Decide

- **If students struggle**, revisit instruction about fiction in Small Group on pp. T206–T207.
- **If students show understanding**, extend instruction for fiction in Small Group on pp. T206–T207.

## STUDENT INTERACTIVE, pp. 150–151

GENRE: FICTION

My Learning Goal I can read to learn why people like stories.

**Fiction**  
Sometimes an author writes to tell a story.  
Fiction is a make-believe story.

**Character** → Once there was a little girl.

**Setting** → She lived in a small village.

**Plot** → One day an old woman came to the village. She gave the girl a special book. They became friends.

**TURN and TALK** Why do you think the author wrote this story?

Directions Read the genre information and model text to students. Say: *An author has a purpose, or reason, for writing. Authors can write to tell information. They can write to entertain readers.* Ask students to talk about why the author wrote this story. Then have students discuss whether they agree.

**Fiction Anchor Chart**

Character

Setting

Plot

Authors can write to entertain readers.

150

151

READING WORKSHOP

Read Together

Read Together

# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.

---

## Word Parts

### Minilesson

**FOCUS ON STRATEGIES** Explain that word parts are groups of letters that work together to make or change a word or its meaning. Explain that recognizing and learning parts of a word can help students read and understand word meanings.

**MODEL AND PRACTICE** Read aloud the Academic Vocabulary words with students from p. 167 in the *Student Interactive*. Define the words, if needed. If I add an *s* to the end of *character*, it changes the meaning of the word. The word *characters* means more than one character.

# Handwriting

## OBJECTIVE

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

---

## Letters Pp

**FOCUS** Display the uppercase and lowercase *Pp*.

**MODEL** Model how to make the uppercase letter *P*. Show students how to start at the top and draw a straight line and then a curved line. Repeat with the lowercase letter *p*. Ask students to follow your modeling by tracing the letters in the air with their finger.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the My Turn activity on p. 167 in the *Student Interactive*. Then have students use what they know about the word *explain* and the word part *-ed* to define the meaning of *explained*.

STUDENT INTERACTIVE, p. 167

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to make connections. **My Learning Goal**

**Academic Vocabulary**

choose explain meaning character

**MY TURN** Match

decide

undecided

**Directions** Tell students that *decide* has a similar meaning to *choose*. Say: *Word parts can change the meaning of a word. The word part un- means "not."* Have students use what they know about the meaning of the word *decide* and the word part *un-* to draw a line matching each word with the correct picture.

167

**PRACTICE** Have students use *Handwriting* p. 144 in the *Resource Download Center* to practice writing *Pp*.

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

**Handwriting**

Letters Pp

**MY TURN** Write

P p

P p

P p

P p

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

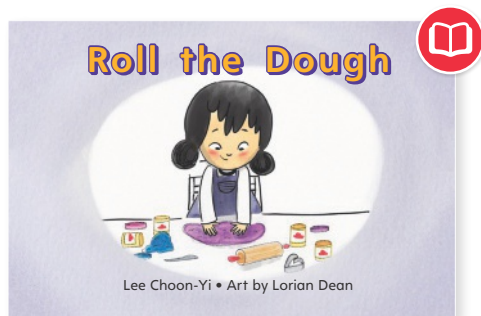
Grade K • Unit 3 • Week 9

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*Handwriting*, p. 144

# Matching Texts to Learning

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



LEVEL A

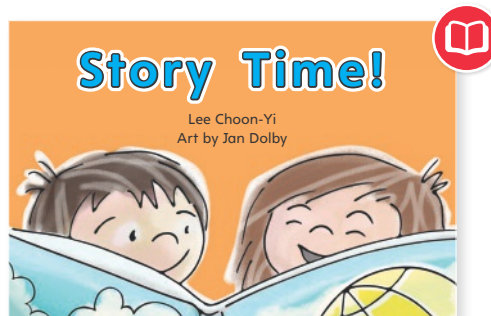
**Genre** Narrative

**Text Elements**

- One line of text per page

**Text Structure**

- Repetitive Structure



LEVEL A

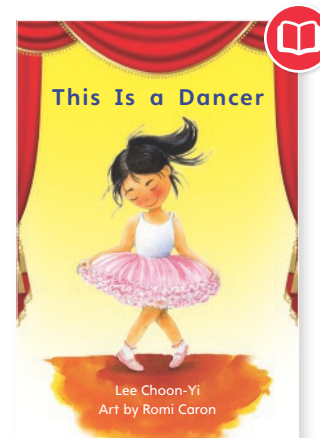
**Genre** Narrative

**Text Elements**

- Text and illustrations
- Short sentences

**Text Structure**

- Repetitive Structure



LEVEL B

**Genre** Nonfiction

**Text Elements**

- Simple sentences
- Two lines of text per page

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Fiction

- Are there made-up characters?
- Where and when does the story take place?
- What happens? Do the plot events tell a story?
- Why did the author write the book? Is it to tell a story?

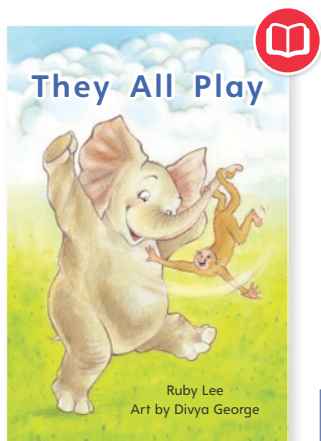
### Develop Vocabulary

- Are there words that you do not know?
- Do the pictures help you figure out what the words mean?
- Is there a picture that shows the word \_\_\_\_?
- What words do you still not understand after reading the text?

### Discuss Author's Purpose

- Is the author trying to teach you something?
- Does the author want to tell you a story?
- Why do you think the author wrote this text?





LEVEL B

**Genre** Animal Fantasy**Text Elements**

- Two lines of text per page
- Text highly supported by illustrations

**Text Structure**

- Repetitive Structure



LEVEL C

**Genre** Narrative**Text Elements**

- Most vocabulary familiar to readers
- One to three lines of text per page

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Narrative**Text Elements**

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

**Text Structure**

- Chronological

## Make and Confirm Predictions

- Look at the cover and read the title. What do you think the book will be about?
- What do the pictures show the book will be about?
- What do you think will happen next?
- Was the book about what you thought it would be about? Were you right about what would happen in the story?

## Compare Texts

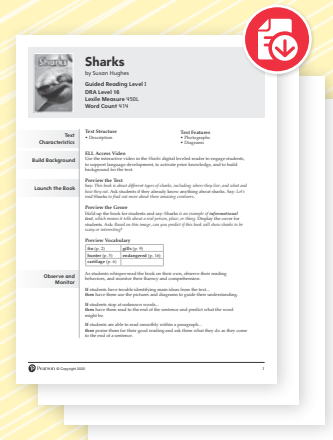
- What is the title of each text?
- What is the author's purpose in each text?
- Do both texts have simple graphics? What kinds?

## Word Work

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

## Leveled Reader Teacher's Guide

For full lesson plans for these and other leveled readers, go to [SavasRealize.com](https://www.savasrealize.com).



Use the  **QUICK CHECK** on p. T201 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY FICTION

**Teaching Point** Today I want to remind you that we are reading fiction texts. A fiction text entertains the reader. Fiction texts have characters, a setting, and a plot. Look back at a previously read fiction text, such as *Do We Need This?* from Unit 2, pp. 107–115. Point out the characters, setting, and plot of the story and how it is meant to entertain the reader.

### ELL Targeted Support

Tell students that readers can use pictures to help them understand the characters, settings, and events in a fiction text.

Point to the picture on p. 110 as you read the text aloud. Ask students to name the object Mia thinks they need. **EMERGING**

Read aloud the text on p. 110 and ask students how the picture helps them understand the text. They can use this sentence frame: *The picture shows \_\_\_\_\_*. **DEVELOPING**

Read aloud p. 110 and have partners discuss what the picture helps them understand about the characters, setting, and event on this page. **EXPANDING/BRIDGING**



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

## Intervention Activity

### FICTION

Use Lesson 39 in the *myFocus Intervention Teacher's Guide* for instruction on the features of fiction.

LEVEL A • READ

**Lesson 39** Genre: Fiction

**DIRECTIONS** Follow along as your teacher reads "A Good Catch" and "At the Game." Look at the pictures.

**A Good Catch**

Early one morning, Chad and Mom stepped from the dock onto the fishing boat. "Welcome aboard," said Captain Joe.

Captain Joe piloted the boat over to a bay. "Lots of fish here," he said. "There should be a good catch." Just then the wind almost blew Chad's hat off.


"Hold on!" smiled Captain Joe. "Don't be like me. I lost my favorite hat yesterday. The wind tossed it right into the bay."

By midmorning, Mom had caught three fish. Chad just came up empty. Then it was time to return to shore.

Reluctantly, Chad reeled in. He felt something a little heavy. "I got one!" he cried.

But no, he hadn't. It was a hat, a bright blue hat.

Captain Joe laughed and held the hat up. "Good catch! That's the hat I lost yesterday!"



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## On-Level and Advanced

Assess 2–4 students

### INQUIRY

**Question and Investigate** Have students use the Weekly Opener on pp. 136–137 of the *Student Interactive* to help them generate questions about stories. Have them choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Awareness* pp. 175–179 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY FICTION

**Talk About Independent Reading** Ask students how they know their text is fiction.

### Possible Conference Prompts

- Who are the characters in the story?
- Where does the story take place?
- Does the author want to entertain the reader?

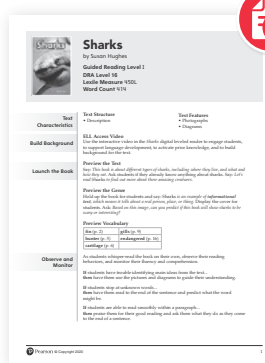
**Possible Teaching Point** Good readers think about why the author is writing the text. If the author has written to entertain readers, then it is often fiction.

## Leveled Readers



### IDENTIFY FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to identify a book as fiction, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share what they learned about fiction and talk about a fiction text they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to stories from past weeks.
- read a self-selected trade book or their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write or draw about what they are reading in a reading notebook.
- play the myView games.
- use an anchor chart like the one on p. 151 of the *Student Interactive* to show the characters, setting, and events of a story.
- talk to a partner about why the author likely wrote the book they are reading.

## BOOK CLUB



See Book Club, pp. T462–T465, for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

# Word Work

## OBJECTIVES

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The letter *a* exists in many languages. To help students with this sound and letter, point out words in students' home languages that have an *a* in them. For example, these words for *hand* have an *a*: *mano* (Spanish), *mão* (Portuguese), *main* (French).

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

### Minilesson

**FOCUS** Hold up the *man* Picture Card. This is a picture of a man. I hear these sounds in the word *man*: /m/ /a/ /n/. I hear the sound /a/ in the middle of *man*. The sound /a/ is spelled *a*. Say the sound /a/ with me. Write *man* on the board. Write *mane* under *man*. Tell students that when you add the letter *e* to the end of the word *man*, the sound changes to /ā/. The long *a* is spelled *a\_e*.

Have students listen as you say the words with the short and long sounds for *a*: /a/ and /ā/. We already learned how to write the letters *Aa*. Let's practice writing them in the air. Have students trace the letters *Aa* in the air as you lead them.

**MODEL AND PRACTICE** Write the word *tap* on the board. Listen carefully to the following word: /t/ /a/ /p/. Do you hear the sound /a/ in this word? What would the word be if we added an *e* to the end? Write the word *tape* on the board and have students read the word with you.

**ELL Targeted Support Short and Long *a*** Tell students that they must know how to recognize and say short and long *a*. Write the words *cap*, *cape*, *mad*, *made*, *Cam*, and *came* on the board.

Read aloud the words. Tell students all the words have the sound /a/ or /ā/. Underline the *a* or *a\_e* spelling in each word. Read the words again and have students repeat after you. **EMERGING/DEVELOPING**

Read aloud the words one at a time. Have volunteers identify if the word has the sound /a/ or /ā/. Continue reading the words with students until they can pronounce them correctly. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete p. 140 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students look through a magazine and make a collage with at least three pictures with the sound /a/ and three pictures with the sound /ā/. Have them label the collage with the letters Aa.

### QUICK CHECK

**Notice and Assess** Can students read short and long a?

#### Decide

- **If students struggle**, revisit instruction for short and long a in Small Group on pp. T218–T219.
- **If students show understanding**, extend instruction for short and long a in Small Group on pp. T218–T219.

## HIGH-FREQUENCY WORDS

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







- read each word.
- spell each word.

STUDENT INTERACTIVE, p. 140

PHONICS | PHONOLOGICAL AWARENESS

### Short a and Long a

**MYTURN** Write and read

	can		cane
	cap		cape
	man		mane

**140** Directions Remind students that the letter *a* can make the short *a* sound and the vowel pattern *a\_e* can make the long *a* sound. Have students name the pictures in each row. Then have them write the words that name each picture. Finally, have students read the words in each row, explaining how the sound for the letter *a* changed when *e* was added.

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## ADDITIONAL PRACTICE

For additional student practice with short and long *a*, have students complete *Phonics* p. 126 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
**Read Together**

Name \_\_\_\_\_

### Phonics

Short a and Long a

**MYTURN** Match

Tell students that images represent bag, cage, gate, skate, can.

bat

name

Directions Have students draw a line from each picture on the left to the word that has the same vowel sound on the right.

Grade K, Unit 3, Week 4  
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*Phonics*, p. 126

# Introduce the Text



## OBJECTIVES

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

Make and confirm predictions using text features and structures with adult assistance.

Discuss with adult assistance the author's purpose for writing text.

## Shared Read Notes

**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 *castle*, *pretend*, *explorer*, and *adventure* on p. 152 in the *Student Interactive*.
- Have students share what they already know about the words. Provide prompts: *What does a castle look like? What animal can you pretend to be? What does an explorer do? Have you ever gone on an adventure? Where did you go?*
- These words are used in *The Best Story*. Knowing the words before reading will help you to understand the story better.

## Read

Discuss the First Read Strategies. In this first read, have students read for understanding and enjoyment. Explain to students that they can use text features and repeated structures to predict what will happen in a text. Have students make predictions about *The Best Story*, providing assistance as needed. After students complete the First Read, ask: *What kinds of stories do the children like?*

### FIRST READ STRATEGIES

**READ** Read or listen to the story. During the first reading, work to understand what the text is about.

**LOOK** Look at the pictures to understand who the characters are and where the story takes place.

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

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



### EXPERT'S VIEW Pamela Mason, Harvard University

“As a teacher, it is important to understand the backgrounds of your students—socially, linguistically, and culturally. You also need to evaluate text for the cultural assumptions and weigh those assumptions against the cultural capital that children bring to texts. For example, a book about an animal family that lives in the woods may seem accessible to students, but it assumes a mom, a dad, and two kids. Our students' own cultural backgrounds may be different.”

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



**ELL Targeted Support Internalize New Vocabulary** Tell students that understanding new vocabulary words will help them to appreciate and enjoy the story more. Write the vocabulary words *castle*, *pretend*, *explorer*, and *adventure* on the board.

Pantomime or show multiple pictures of each vocabulary word. Say the word, point to the picture on the board, and have students repeat after you. **EMERGING**

Pantomime or show pictures of each of the vocabulary words. Point to the picture and provide this sentence frame: *This is a \_\_\_\_\_; I like to \_\_\_\_\_; She is an \_\_\_\_\_;* etc. Have students say the words that fit best in the sentences. **DEVELOPING**

Pantomime or show pictures of each of the vocabulary words. Have students tell you the vocabulary word that goes with the picture or pantomime and then use the word in a sentence. If needed, provide sentence frames to assist. **EXPANDING**

Assign each pair of students one of the vocabulary words. Ask them to learn the word and teach it to the rest of the group. Provide assistance as needed. **BRIDGING**

STUDENT INTERACTIVE, pp. 152–153

VOCABULARY Read Together

## The Best Story

### Preview Vocabulary

castle	pretend	explorer	adventure
--------	---------	----------	-----------

**Read**

What do you think you will read about in this story?

**Meet the Author**

Debbie O'Brien taught second grade for many years. Now she writes books for children. She has a dog named Otto.

**Directions** Say: You can use the title and pictures to make a prediction about a story. You can also use the repeated text structure to predict, or tell what you think will happen, as you read. Have students make predictions using text features and structures.

Genre Fiction

**153**



Genre Fiction



153



STUDENT INTERACTIVE, pp. 154-155

**adventure** an unusual or exciting experience  
**pretend** to make believe something for fun  
**explorer** someone who travels to discover new things

**CLOSE READ** What do you think this story will be about? **Highlight** details that help you answer the question.

“I like adventure stories the best,” said Kate.

“I pretend to be a brave explorer,” she said.

154 155

## First Read

### Read

**THINK ALOUD** The first page of the story has a vocabulary word. I think knowing this word will help me know what the story is about. The word *adventure* means something exciting. Kate likes to read stories about exciting events. I think this will be what this story is about.

## Foundational Skills Extension

### Long a

Read aloud p. 155. Have students raise their hands when they hear a word with the long a sound, /ā/. (*brave*) Have a volunteer point to the word on the page.

### Possible Teaching Point

#### Academic Vocabulary | Word Parts

Use pp. T202–T203 to review word parts. Remind students that parts are sometimes added to the end of a word to change its meaning. Point out the word *explorer* on p. 155. Explain that this word is built from the word *explore*. *An explorer is a person who explores. A teacher is a person who teaches. A writer is a person who writes. Noticing the word part -er at the end of the word can sometimes help you figure out word meaning.*





STUDENT INTERACTIVE, pp. 156-157



"I like animal stories the best,"  
said Manny.

156



"I pretend they are my pets," he said.

157



CLOSE READ

Underline a  
fun detail on  
these pages.

## CROSS-CURRICULAR PERSPECTIVES

Science



This text mentions pretending that animals are pets. Tell students that having a pet in real life is an important responsibility. Explain to students that all animals have basic needs. These include food, water, and shelter. Some animals, such as pets, live in people's homes. The home provides them with shelter from rain, cold, and other things that could harm them. Other animals that people take care of live in barns or other buildings built for the animals. It is important to make sure that our pets have food, water, and shelter.

## Close Read



## Make and Confirm Predictions

Read aloud the Close Read box on p. 155. Ask students to highlight words that tell what the story will be about. At the end of the story, have them check their predictions. **DOK 2**

## Discuss Author's Purpose

Direct students to the Close Read box on p. 157. Ask them why the author included these fun details. **DOK 2**

## OBJECTIVES

Make and confirm predictions using text features and structures with adult assistance.

Discuss with adult assistance the author's purpose for writing text.

STUDENT INTERACTIVE, pp. 158-159



“I like fairy tales the best,”  
said Sara.

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**castle** a large stone building with thick walls and towers

“I pretend to live in a giant castle,”  
she said.

159

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CLOSE READ

Underline a fun detail on these pages.

## First Read

### Ask

**THINK ALOUD** I can ask questions before reading and while reading. Asking questions can help me understand the text. For example, I might ask myself, “Why did the author write this story?” I see that there are characters in the story and they are talking to each other. The characters and events are made up. I think the answer to my question is that the author wrote this story to entertain readers. Now I will read to enjoy the story, just like the author wanted!

### Possible Teaching Point



#### Language & Conventions | Prepositions

Use the lesson on pp. T394–T395 of the Reading-Writing Workshop Bridge to introduce students to prepositions. Point out the word *in* on p. 159. Explain that the preposition *in* can answer the question: “Where does Sara pretend to live?” The answer is “*in* a giant castle.”





STUDENT INTERACTIVE, pp. 160-161



“Read this story,”  
said Ms. Ford.

160



The children read.  
“This funny story is the best!” they said.  
“It makes us all laugh!”

161



CLOSE READ

Underline a  
fun detail on  
these pages.

### Possible Teaching Point



#### Read Like a Writer | Third-Person Text

Explain that this story is not told by a character in the story. Although there are many characters in the story, Ms. Ford and the children do not tell the story themselves. Instead, the story is told by someone else.

### Close Read



#### Discuss Author's Purpose

Direct students to the Close Read box on p. 159. Ask them to point out and underline a fun detail on pp. 158–159.

After reading pp. 160–161, ask students to find another fun detail on these pages. Ask students why they think the author included these details.

DOK 3

#### OBJECTIVE

Discuss with adult assistance the author's purpose for writing text.

# Respond and Analyze



## OBJECTIVES

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

Ask and answer questions about unknown words in a story.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Describe the elements of plot development, including the main events, the problem, and the resolution, for texts read aloud with adult assistance.

## My View

Use these questions to prompt students' initial response to reading *The Best Story*.

- **Talk** Ask students to find a page or illustration that they thought was interesting. Invite them to tell what they liked about the page and how the illustration helped them understand the text on the page.
- **Analyze** Ask students why they thought the story was called *The Best Story*.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that the author uses words that help describe what is fun and interesting about reading fiction stories. Help students identify these precise and descriptive words.

- **READ** Read the word.
- **THINK** Think about the meaning of the word. Use the pictures around the difficult word to help you think about the meaning.
- **ASK** Ask yourself questions such as: What pictures can help me determine the meaning of the word?

**MODEL AND PRACTICE** Help students begin working on the activity on p. 162 in the *Student Interactive*. *The picture helps me understand what an adventure story is. The person is in the jungle having fun and looking at wildlife with binoculars. That looks like a great adventure.* Guide students through another example if needed. Some students may need help understanding that the word *pretend* is used on p. 155 because Kate is not really on an adventure. She is reading about a jungle adventure and thinking about it in her mind, or pretending.



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students identify the picture of the castle on p. 159 of the *Student Interactive* and talk about how it helps them understand what a castle is. Then have students complete p. 162.

**OPTION 2 Use Independent Text** Have students identify new words in a text they are reading independently. Then have them choose one of the words, figure out the meaning, and draw a picture of it.

### QUICK CHECK

**Notice and Assess** Can students identify vocabulary words in a fiction text?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T220–T221.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T220–T221.

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 163 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 162–163


VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary

**MY TURN** Write

castle	pretend	explorer	adventure
--------	---------	----------	-----------

Kate likes adventure stories because she can pretend to explore.



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### Check for Understanding

**MY TURN** Write

**DOK 1** 1. How does the story end?  
Possible response: The characters all like the funny story best.

2. Why did the illustrator include thought bubbles?  
**DOK 3** Possible response: to show what the characters pretend

3. Which character's opinion do you agree with?  
**DOK 3** Possible response: I agree with Sara because I like fairy tales.

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**162** Directions Read the vocabulary words to students. Then read the sentence. Have students respond using newly acquired vocabulary by writing the vocabulary words that best complete the sentence on the lines.

**163** Directions Read aloud each question and encourage students to write their responses. Remind them to use text evidence.

Use the  **QUICK CHECK** on p. T209 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *a* AND LONG *a*

**Picture Card** Display the *cap* Picture Card. This is a picture of a cap. *Cap* has the middle sound /*a*/. Does the /*a*/ in *cap* have a long or short sound? It has a short sound. Let's add an *e* to the end of *cap*, to make the word *cape*.



Say the word with me: /*k*/ /*ā*/ /*p*/. Does the word *cape* have a long or short sound? Yes, it has a long sound.

Tell students you are going to say words with the short and long sounds of *a*. If they hear /*a*/, they should clap. If they hear /*ā*/, they should wave their hands.

### ELL Targeted Support

Write the words *ban*, *fan*, *pane*, *pale*, *mane*, and *man* on the board.

Read the words with students. Ask them to identify the middle sound /*a*/ or /*ā*/. Have them say the sounds and identify if the word has a short or long *a*. **EMERGING**

Have students work with a partner to draw pictures of words with short *a* and long *a*.

### DEVELOPING

Have students list other words they know with short *a* and long *a*. **EXPANDING**

Have students look through books to find pictures of words with short *a* and long *a*. Have them write as many of them as they can.

### BRIDGING



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

## Intervention Activity

### SHORT *a*

Use Lesson 25 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /*a*/.

LEVEL A • MODEL AND TEACH

**Lesson 25** Short *a*

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

**MODEL** Display or share copies of the following passage, "Pat and Sam," from Student Page S151, and read it aloud.

**OBJECTIVES:**

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

**Pat and Sam**

Pat's pal is Sam.  
He is in her class.  
Pat and Sam have lunch.  
Sam eats jam.  
Pat eats ham.

ends with -al  
ends with -am  
ends with -at

**TEACH** Point to the word *pal* in the first line. The word *pal* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *Pat* in the third sentence. Changing a letter in a word makes a new word. When the *i* in *pal* is changed to a *t*, the word *pal* becomes *Pat*.

Point out the words with the short *a* sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short *a*. *Jam* and *ham* both have a short *a* sound and end with -*am*. Now that I know -*am* has a short *a* sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short *a* sound, such as *pal*, *Pat*, and *Sam*.

Now point to the -*at* letter combination at the end of *Pat*. Now that I know what the letters *at* sound like, when I hear a word that ends with those sounds, I can spell the word. The word *hat* ends with the sounds /*h*/ and /*t*/. I can write the letter combination -*at*. The word starts with the sound /*h*/. I know the letter *h* makes the /*h*/ sound. I can add the letter *h* to the beginning of -*at* to make *hat*. Work through other examples, such as *cat*, *ot*, and *sat* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 151

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students practice forming words with the sounds /a/ and /ā/: *tame, Tam, mane, man, make, mat, mate.*

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



### Decodable Book



#### CAN YOU HELP?

Students can revisit last week's Decodable Book *Can You Help?* to practice reading words with the sounds /z/ and /kw/ and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *down, her, how.* Tell them that they will practice reading these words in the Decodable Book *Can You Help?* **When you see these words in the story, you will know how to read them.**

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

### High-Frequency Words

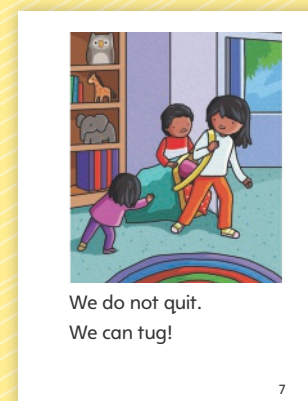
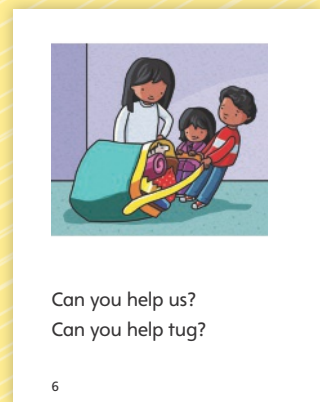
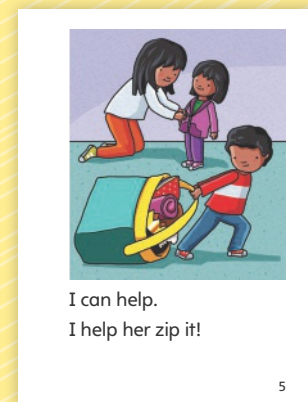
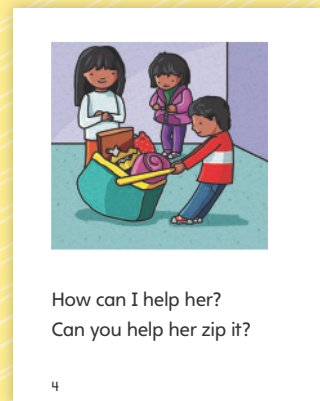
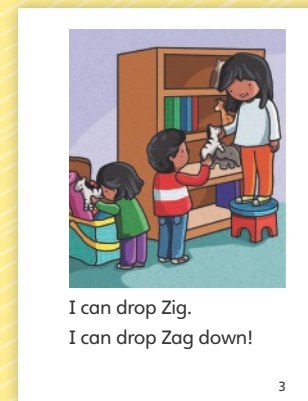
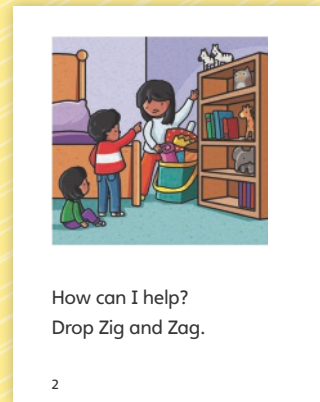
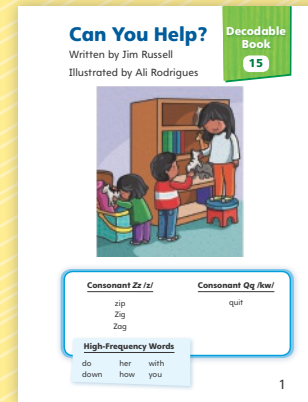
Have students create their own sentences for this week's high-frequency words.

### Centers



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

## Decodable Book





Use the  **QUICK CHECK** on p. T217 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that when you come to a word you don't know, you can use the words and pictures nearby to help you. Write sentences on the board that include the vocabulary words *pretend*, *adventure*, *explorer*, and *castle*. Read each sentence aloud. Model how you would figure out one of the words by using the words or pictures around it.

### ELL Targeted Support


Display photographs of a house and a castle. Model for students how to use the pictures to figure out the meaning of *castle*. Tell students the castle looks like the house, but it is bigger, so a castle must be a big house. **EMERGING**

Repeat the above activity, but display the following sentence: *The king lives in a castle*. Point out that the words *live in* let you know a castle is a kind of house because a house is where people live. Repeat for *adventure* and *explorer*. **DEVELOPING**

Have students draw a picture that shows the meaning of the word *adventure* and then complete the sentence stem: *Adventure is \_\_\_\_\_*. **EXPANDING**

Repeat the expanding activity above, but expand the sentence stem and model accordingly: *Adventure is \_\_\_\_\_ because \_\_\_\_\_*.

### BRIDGING

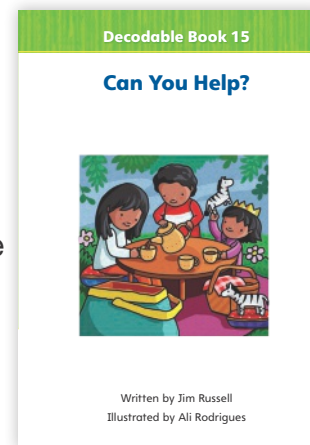
 For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### CAN YOU HELP?

Have students reread the Decodable Book *Can You Help?* Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for decoding and reading high-frequency words.



## Fluency

Assess 2–4 students



### ORAL READING

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

### ORAL READING RATE AND ACCURACY

Listen as students read the Decodable Book, and offer feedback. Record each student's performance. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Have students share the new word from their independently read text that they learned and drew. Ask what the word means and why they thought it was important.

### Possible Conference Prompts

- What do you think that word means? Are there pictures to help you understand the meaning of the word?
- Can you use the new word in a sentence?

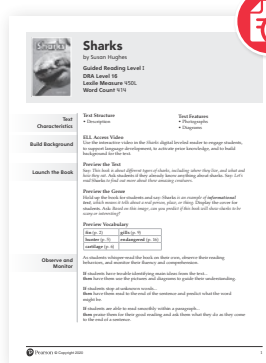
**Possible Teaching Point** Readers can use context clues and pictures to better understand a word's meaning. You can learn or clarify a word's meaning by looking at what is around it.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to use different strategies to read difficult words, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share a word they learned and the strategies they used to figure it out.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Best Story* or *The Bake Sale* and keep a list of new vocabulary words.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book and taking note of new vocabulary words.

### Centers



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

### Literacy Activities



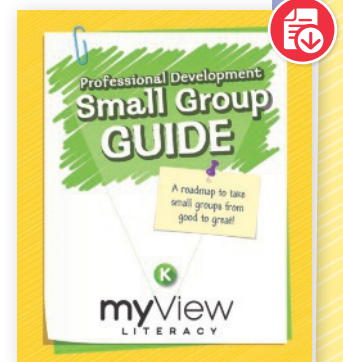
Students can

- work with a partner to discuss the questions on p. 163 of the *Student Interactive*.
- look up the meanings of difficult words.
- play the myView games.

### SUPPORT PARTNER READING

Partner reading is a good time for students to practice using new vocabulary words in cooperative speech. By giving each other feedback, students can learn new words more effectively.

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



# Word Work

## OBJECTIVES

Identify the individual words in a spoken sentence.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

## Phonological Awareness: Identify Words

**FOCUS AND MODEL** Tell students they will learn how to identify and count words in a sentence. Display the *lake* Picture Card. *This is a picture of a lake. Listen to the middle sound in the word: /l/ /ā/ /k/. Now I will say a sentence using the word lake. Let's clap for each word: I go to the lake.* How many times did we clap? Yes, five times. There are five words in this sentence.

**SEE AND SAY** Point to the pictures on p. 141 in the *Student Interactive*. Let's look at the pictures and tell whether the picture words have the short or long a sound. Look at the picture of a lake. Does *lake* have a long or short a sound? Students should say *long*. Have students circle the picture. Direct them to continue the activity for the other pictures. Say sentences about the pictures and have students identify and count the words in each one.

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

### Minilesson

**FOCUS** Tell students the letter *a* can spell the sound /a/ and the pattern *a\_e* can spell the sound /ā/. Display the *black* Picture Card. *This is the color black. I hear the sound /a/ in the middle of black. What letter spells the sound /a/?* Show students the spelling on the back of the card. Point to the letter *a* and tell students the sound /a/ in *black* is spelled with the letter *a*. Repeat the routine for long a spelled *a\_e* using the *rake* Picture Card.

**MODEL AND PRACTICE** Have students turn to p. 142 in the *Student Interactive*. Tell students they will identify the middle sound in each picture word. Then they will color the circle by each short a word blue and the circle by each long a word red. Read the words at the top of the page with students as they trace the dotted letters. Then point to the picture of the map. *Listen to the sounds in map: /m/ /a/ /p/. What sound do you hear in the middle? Yes, map has the short a sound, /a/. Let's color the circle blue.*

**APPLY MyTURN** Have students complete the activity on p. 142, providing guidance when necessary.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words, *away*, *give* and *little*. Have students read the words at the top of p. 143 in the *Student Interactive* with you: *away*, *give*, *little*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 143. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *away*, and have students point to it. Now let's read the word together: *away*. Repeat with the other words.

**APPLY MyTURN** Have students read the sentences on p. 143 with you. Ask them to identify the words *away*, *give*, and *little* in the sentences and underline the words. Then have them read the sentences with a partner.

**ELL Targeted Support Learn Basic Vocabulary** Give students the opportunity to hear and learn this week's high-frequency words during classroom instruction and interactions.

Say a sentence with the word *give* so that students can hear the word in context. Have them draw what they think the word means. **EMERGING**

Make up sentences to model using the basic vocabulary words *give* and *away* in context. Have students make up their own sentences with the words. **DEVELOPING**

Discuss with students the meaning of *little*. Have them work in pairs to write sentences using the vocabulary word. Continue with the words *away* and *give*. **EXPANDING**


Have students work independently to write sentences using all three of the vocabulary words. **BRIDGING**

STUDENT INTERACTIVE, p. 141

FOUNDATIONAL SKILLS

**Identify Words** Tell students that images represent dog, dad, lake, cape, girl, cat, boy, hat.

SEE and SAY Circle clap, and count



Directions: Have students name the people, objects, and animals in the picture and circle the picture words that have the middle sound /a/ or /i/. Then say: Now I will say a sentence about the picture. Listen as I clap for each word: The lake is blue. There are four words in this sentence. Say other sentences and have students identify and count the words in each one.

141

STUDENT INTERACTIVE, p. 142


PHONICS | HIGH-FREQUENCY WORDS

**Short a and Long a**

MYTURN Color

Tell students that images represent map, rake, cat.

man lake



Tell students that images represent gate, man, bag.

Directions: Review the sounds /a/ and /i/ with students. Have them trace the letter or letters and say the vowel sound for each word. Then have students identify the middle sound in each picture word. Say: If the middle sound is /a/, color the circle blue. If the middle sound is /i/, color the circle red.


142

STUDENT INTERACTIVE, p. 143

FOUNDATIONAL SKILLS

**My Words to Know**

away give little



**My Sentences to Read**

MYTURN

Max can have a little jam.

He can give it away.

Directions: Say: There are some words we will see a lot when we read. Have students read the high-frequency words. Then ask them to read the sentences. Have students underline the high-frequency words in the sentences.

143

# Discuss Author's Purpose

## OBJECTIVES

Discuss with adult assistance the author's purpose for writing text.

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

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the text features of the text, ask:

- What type of book does Sara choose as her favorite?
- What character likes to read about animals?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that authors write for a variety of reasons. Two of the main reasons authors write are to entertain and to give information. Help students realize the difference between these two main purposes.

- Stories that entertain are often fiction stories. The author writes them to tell a story using characters and a setting.
- Texts that give information are called nonfiction, or informational text. The author writes them to tell facts about a topic.
- Authors may also write to convince readers to think or do something, or to give an opinion.

Readers can look at the pictures and text to look for clues about why the author wrote a certain selection. Books meant to entertain often use illustrations of the characters and events. Books meant to inform might use photographs, maps, or other graphics.

**MODEL AND PRACTICE** Remind students of the author's purpose for writing *The Best Story*. Model how you figured out what the author's purpose was.

I know that *The Best Story* is meant to entertain me. It has fun characters. They are named Kate, Manny, and Sara. There's also a teacher named Mrs. Ford. The story tells about everyone's favorite kinds of books. It takes place in a library.

All of these clues make me think that *The Best Story* is a fiction book. I know that fiction books are meant to be fun and entertaining.



### EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Small groups should be flexible—grouping and regrouping students into a variety of small groups according to each group's shared, data-informed needs. For example, Johnny may struggle with reading comprehension, but he may be performing above level on phonics. In order to truly meet Johnny's needs, you must continually monitor his small group data and regroup him according to his progress. Yearlong small group data administration and evaluation is the key to flexible grouping.”

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



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for discussing author's purpose.

**OPTION 1 My TURN** Have students complete p. 164 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark words and text features in their independent reading text that offer clues about the author's purpose.

### QUICK CHECK

**Notice and Assess** Can students identify the author's purpose?

#### Decide


- **If students struggle**, revisit instruction for identifying author's purpose in Small Group on pp. T228–T229.
- **If students show understanding**, extend instruction for identifying author's purpose in Small Group on pp. T228–T229.

### ELL Targeted Support Sentence Frames

Provide the sentence frame to help students internalize language as they express ideas about the author's purpose: *I think the author wrote to \_\_\_\_\_ the reader.* **EMERGING/DEVELOPING**


Provide the sentence frame: *I think the author wanted to \_\_\_\_\_ the reader because \_\_\_\_\_.* **EXPANDING/BRIDGING**

### STUDENT INTERACTIVE, p. 164

**CLOSE READ** 

### Discuss Author's Purpose

The author's purpose is the reason the author has for writing.

 **MY TURN** Circle and draw

**to inform**      **to entertain**

Drawing should show fun details from the text.

**164** **Directions** Read the information at the top of the page. Have students look back at the text and discuss the author's purpose for writing. Ask them to circle the phrase that tells the author's purpose and draw details from the story that support their answer.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

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

---

## Analyze Third-Person Text

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that a narrator, or storyteller, is an important part of a story. The narrator tells the story. Sometimes the narrator is one of the characters in the story. Other times the narrator is outside the story and is not a character in the story.

- When a narrator is *not* a character in the story, it is called having a third-person narrator.
- The narrator of *The Best Story* is not a character. This text has a third-person narrator.

**MODEL AND PRACTICE** Ask students to turn to pp. 154–155 in the *Student Interactive*. Have students listen to and experience the third-person text as you reread it aloud. *I think this story is told in the third person. The narrator talks about Kate and what Kate says. The narrator is not a character in the story.*

# Handwriting

## OBJECTIVE

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

---

## Letters Rr

**FOCUS** Display upper- and lowercase *Rr*.

**MODEL** Model how to write uppercase *R*. Show students how to begin at the top and draw a straight line, and then add a curved line and a slanted line. Repeat with lowercase *r*, showing how to make a straight line and a curved line. Ask students to make the letters in the palm of their hand using their finger as you model each letter again.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students complete p. 169 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 169

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

- Find a word in the story that tells you the narrator is not a character.  
Possible responses: \_\_\_\_\_  
\_\_\_\_\_
- Pretend you are the author of the story. Write a sentence about one of the characters.  
Possible response: \_\_\_\_\_  
\_\_\_\_\_

**Kate, she, Manny, he, Sara, Ms. Ford, they**

**Now Sara likes funny stories the best.**

Directions Remind students that sometimes the narrator is not a character in the story. Say: The narrator uses the characters' names and words such as he or she instead of the word I. Have students listen to and experience third-person text as you read aloud a page from the story. Then read the items one at a time and have students write their responses.

169

## Writing Workshop

Ask students who is telling their Writing Workshop stories. Then have them add words that will let a reader know their text is third person.

**PRACTICE** Have students use *Handwriting* p. 145 from the *Resource Download Center* to practice writing *Rr*.

Name \_\_\_\_\_

### Handwriting

Letters Rr

Write

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

Grade K • Unit 3 • Week 9

*Handwriting*, p. 145

Use the  **QUICK CHECK** on p. T225 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY AUTHOR'S PURPOSE

**Teaching Point** Today I want to remind you that an author writes with a certain reason in mind. Sometimes that reason, or purpose, is to entertain the reader. Other times, the author wants to give the reader information. Look back at p. 164 in the *Student Interactive* to discuss what students can tell about the author's purpose.

### ELL Targeted Support

Tell students that looking at the illustrations and reading the text can help them understand the author's purpose for writing the text.

Hold up two texts from the classroom library, a fiction book and a nonfiction book. Ask students to point to the book that is meant to entertain the reader. Ask: *Which text can you read for fun?*

### EMERGING

Hold up two texts from the classroom library, a fiction book and a nonfiction book. Have students complete the sentence frame for each book: *The author wrote this to \_\_\_\_\_ the reader.*

### DEVELOPING

Have students choose their own book from the classroom library and tell what the author's purpose is for writing it. Encourage them to use the following sentence frame: *This book \_\_\_\_\_ the reader.* **EXPANDING**

Have students use their own words to tell how they know that *The Best Story* is meant to entertain the reader. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Fiction readers can use strategies like rereading or asking questions to clarify their understanding of a story. Model rereading *The Best Story*.

**Model** Model for students how to check for understanding as you reread p. 155. *I will reread that page to understand what the author is saying. As I read, I will think about the words and make sure I understand them.* Read the page aloud. Explain that *pretend* means “to imagine or act out something that is make-believe or not true.”





## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY AUTHOR'S PURPOSE

**Talk About Independent Reading** Ask students to look at the sticky notes in their independently read text and explain how the clues help them figure out the author's purpose.

#### Possible Conference Prompts

- What is the author's purpose for writing this text?
- What clues did you use to decide?
- Is the book fiction? How do you know?

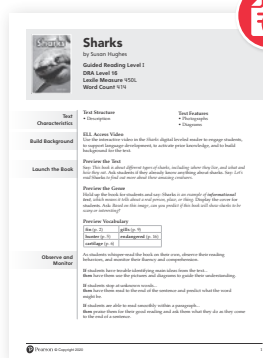
**Possible Teaching Point** Readers who identify the author's purpose can understand a book better as they read. As you begin reading, it helps to know if you are reading a fun book or one that is trying to teach you something.

## Leveled Readers



### IDENTIFY AUTHOR'S PURPOSE

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to make and confirm predictions when reading texts, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share what they learned about determining the author's purpose and celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Best Story* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support each other in retelling their independent reading books with a partner.

### Centers



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

### Literacy Activities



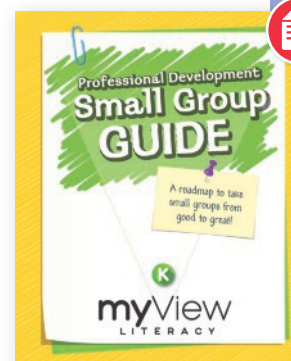
Students can

- complete the drawing on p. 164 of the *Student Interactive*.
- play the myView games.
- choose another book and identify the author's purpose for writing.
- complete an activity in the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

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

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



# Word Work

## OBJECTIVE

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



Picture Card

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

### Minilesson

**FOCUS** Hold up the *van* Picture Card. This is a picture of a van. I hear the short *a* sound in the middle of *van*: /v/ /a/ /n/.

Flip over the card and show students the spelling of the word. Point to the *v* and say /v/. Point to the *a* and say /a/. Point to the *n* and say /n/. Do you hear the middle sound /a/? Write *van* on the board, and underneath it write *vane*. What happens to a word that has a letter *a* when we add an *e* to the end? Yes, it spells the long *a* sound. How do you pronounce *vane*? Read it with me. Students should read /v/ /ā/ /n/.

**MODEL AND PRACTICE** Write the words *can* and *cane* on the board. Both words have the letter *a*. One has the short *a* sound and one has the long *a* sound. Listen: /k/ /a/ /n/, /k/ /ā/ /n/. Which word has the short *a* sound? Yes, *can*. Which letters make up the word? Students should say the letters *c*, *a*, and *n*. Repeat the activity for the word *cane*.

**ELL Targeted Support Middle Sounds** Point to the pictures on p. 144 in the *Student Interactive*. Help students understand that letters represent different sounds.

Have students find the pictures with the short *a* sound. Then have students practice saying the words with partners. Repeat the activity using the picture with the long *a* sound in the middle. **EMERGING/DEVELOPING**

Have students create their own lists of words with the middle sound /a/ or /ā/. Have partners read their lists together. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 144 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students look around the classroom for words that have a middle *a* sound. Tell them to find at least three words that have the short or long *a* sound in the middle.

## QUICK CHECK

**Notice and Assess** Can students read short and long *a* words?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T236–T237.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T236–T237.

## STUDENT INTERACTIVE, p. 144

PHONICS

### Short a and Long a

**MYTURN** Read and write

\_\_\_\_\_ **van**

\_\_\_\_\_ **gate**

\_\_\_\_\_ **sand**

**144**

**Directions** Remind students that the letter *a* can make the sound /a/ and the vowel pattern *a\_e* can make the sound /ā/. Have them name the pictures and write the letter *a* on the lines. Then ask students to write the words that name the pictures. Remind them that one of the words will have a silent *e* at the end.

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## ADDITIONAL PRACTICE

For additional student practice with short and long *a*, have students complete *Phonics* p. 127 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Short a and Long a

cat   game   lake   flag

**MYTURN** Write and read

1. Jack had a green **flag**.

2. Kate got a pet **cat**.

3. That is a fun **game**.

4. We swim in the **lake**.

Directions: Have students read the words in the box and the sentences. Tell them to choose a word that has the same vowel sound as map to complete the first two sentences. Have them choose a word that has the same vowel sound as wave to complete the next two sentences. Tell them to write the words on the lines. Read the sentences together.

Grade K, Unit 3, Week 4  
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*Phonics*, p. 127

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

Determine or clarify the meaning of unknown words and phrases.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Tell students that vowel sounds in English can take on many different sounds, but there are only five vowel letters in the English language. This is true of other languages, such as Spanish, Portuguese, and Italian, although those languages may include symbols above the vowels distinguishing them from each other.

## Read *The Bake Sale*

**FOCUS** Have students turn to p. 145 in the *Student Interactive*. We are going to read a story today about a bake sale. Point to the title of the story. The title of the story is *The Bake Sale*. I hear two words with the sound /ā/ in the title. Which words have the sound /ā/? Students should come up with *Bake* and *Sale*. In this story, we will read other words that have sounds you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *away*, *give*, *little*. Tell them they will practice reading these words in the story *The Bake Sale*. Display the words. Have students read them with you. When you see these words in the story *The Bake Sale*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 145



The screenshot shows a digital page titled "DECODABLE STORY" and "FOUNDATIONAL SKILLS". At the top right, there are three icons: a book, a speaker, and a pencil. The main title "The Bake Sale" is displayed in large, colorful letters. Below the title is an illustration of a young girl with curly hair sitting in a blue wheelchair, holding a book titled "The Bake Sale". Below the illustration, the text reads "It is a fun little tale!". To the right of the illustration, there is a yellow callout box that says "Highlight the words with the long a sound." At the bottom right, there are three buttons: "AUDIO" (with a speaker icon), "AUDIO with Highlighting" (with a speaker and highlighter icon), and "ANNOTATE" (with a pencil icon). A green triangle at the bottom right corner contains the page number "145".





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

After students have read the story, call their attention to the title. *I see the pattern a\_e in this word: bake. What is the middle sound in the word bake?* Help them identify, or say, the sound /ā/. Then have them find and highlight the word *Bake*. *Can you tell me another word in the title with the sound /ā/ in it?* Help students identify, or say, *Sale*. Then they should highlight *Sale* in the title.

Call students' attention to the sentence on p. 145. *Which word includes the sound /ā/? Point to it.* Help students identify, or say, the sound /ā/. Then have them find and highlight the word *tale*.

Have students turn to pp. 146–147. *Which words include the sound /a/? Point to them.* Help students identify, or say, the words. Then have them find and underline the words *Max*, *and*, *can*, and *jam*.

Tell students that sometimes words can mean something different than what we expect. *I know what a cake is. It is a sweet food. It usually has frosting on it. I've also heard the phrase a piece of cake. It can mean one piece, or slice, of cake. But sometimes, someone will say, That was a piece of cake! That's what someone might say if they think something is easy. Maybe you think that writing your name is a piece of cake!* Tell students to listen and look for words or phrases that might mean something different than what they expect.

STUDENT INTERACTIVE, pp. 146–147



DECODABLE STORY

FOUNDATIONAL SKILLS



Max and Kate like the game.  
How can they get it?  
They will do a bake sale!

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They make cake and jam.  
They give it away.  
They can get the game.

Underline the words with the short **a** sound.

# Make and Confirm Predictions

## OBJECTIVE

Make and confirm predictions using text features and structures with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask:

- How can you [explain](#) what a fiction story is?
- What is the [meaning](#) of the word *pretend*?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that a prediction is a careful guess about what might happen in a text, based on what readers already know and on clues they gather as they read. Explain to students that:

- Students can make predictions about a fiction story by thinking about what they already know from their own lives and by looking at the title, illustrations, and repeated text structure.
- As students read, they confirm their predictions if story events match what they thought would happen.

Students learn to become better readers when they make and confirm predictions. Each new Close Read may help them confirm predictions they made during earlier reads.

**MODEL AND PRACTICE** Guide students through the process of predicting and confirming predictions. Look at the first two pages of *The Best Story* with students.

I can read the title and look at the picture on the title page. This can give me a hint about what the story will be about.

The title is *The Best Story*. I see that there is an illustration of children in a library. They are holding up a book. The title is about a story. I predict this story will be about reading. I am not sure, but it may be about what the children like to read, or the best story they have ever heard. I can also look at how the information is organized to predict the main idea of the story.

As I read, I'll see if my prediction matches story events. That's called confirming my prediction.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making and confirming predictions.

**OPTION 1 MyTURN** Have students complete p. 165 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Invite students to work in pairs to make predictions about a book in the classroom library. Have them choose among a few fiction texts that you provide. Ask students to predict what the book will be about.


### QUICK CHECK

**Notice and Assess** Can students make and confirm predictions about a fiction text?


#### Decide

- **If students struggle**, revisit instruction for making and confirming predictions in Small Group on pp. T238–T239.
- **If students show understanding**, extend instruction for making and confirming predictions in Small Group on pp. T238–T239.

STUDENT INTERACTIVE, p. 165

 **READING WORKSHOP**

### Make and Confirm Predictions

 **MY TURN** Draw and circle

Drawing should show a prediction based on text evidence.

Were you correct?      Yes      No

Directions Remind students that they looked at the title, pictures, and repeated text structure to make a prediction about the story. Have them draw what they predicted. Then say: Now use what you know from reading the story to decide whether your prediction was correct. Have students confirm their prediction by circling Yes or No.

**165**

Use the  **QUICK CHECK** on p. T231 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *a* AND LONG *a*

**Picture Card** Display the *pan* Picture Card. This is a *pan*. *Pan* has the middle sound /*a*/. What letter spells the sound /*a*/? Yes, the letter *a* spells the sound /*a*/.



Display the *rake* Picture Card.

This is a *rake*. *Rake* has the middle sound /*ā*/. What letter is at the end of a word with the sound /*ā*/? Yes, the letter *e*. We will review more words with the sounds /*a*/ and /*ā*/ in this lesson.

Have students look through a picture book for pictures that illustrate words that have the middle sound /*a*/ or /*ā*/. Have volunteers share what they found.

### ELL Targeted Support

Help students distinguish sounds by demonstrating sound-letter relationships during reading.

Assign a grade-appropriate text and help students read aloud individual words with short and long *a*. Help students who have trouble pronouncing the words. **EMERGING**

Give students opportunities to read aloud a grade-appropriate text. Have them stand up when they come to a short *a* word. Have them cheer when they come to a long *a* word. **DEVELOPING**

Have student pairs take turns reading aloud grade-appropriate text. Have partners listen for and point out words with short and long *a*. Have students write the words in their notebook.

### EXPANDING/BRIDGING



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

## Intervention Activity

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

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

LEVEL A • MODEL AND TEACH

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

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

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

**OBJECTIVES:**

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

**Bike Ride**

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

long *a* spelled *a\_e*

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

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

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

Phonics, Morphology, and Spelling T • 175

## Intervention Activity

### PHONOLOGICAL AWARENESS

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





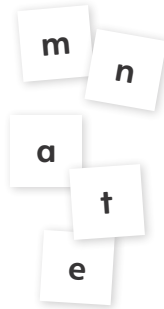
## Independent/Collaborative

## Word Work Activity

BUILD WORDS WITH  
LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to make long and short a words. Allow any suitable answer, but example answers include: *man, mane, mat, mate, Nat, Nate.*

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



## Decodable Book



## LIN, SAM, AND JAKE

Students can read the Decodable Book *Lin, Sam, and Jake* to practice reading short a and this week's high-frequency words. Before reading, display and remind students of this week's high-frequency words: *away, give, little.* Tell them that they will practice reading these words in the Decodable Book *Lin, Sam, and Jake*. **When you see these words in today's story, you will know how to read them.**

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

## Centers



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

## Decodable Book

Lin, Sam, and  
JakeDecodable  
Book  
16Written by Nina Muñoz  
Illustrated by Alex Robinson

Short a (CVC words)	Long a (VcE words)
cap	cape
mad	made
Sam	grade
	Jake
	some

High-Frequency Words

are	give	little
away	like	they

1

See Lin, Sam, and Jake.  
They are in the same grade.

2



Lin and Sam go away.

3



Jake gets a little mad.

4

Lin and Sam make gifts.  
They like to give gifts to Jake.

5

Lin made a cap for Jake.  
Sam made a cape for Jake.

6



Lin and Sam give the gifts to Jake.

7



Jake likes his gifts.

8

Use the  **QUICK CHECK** on p. T235 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE AND CONFIRM PREDICTIONS

**Teaching Point** Making a prediction is combining what you know with clues in a text to guess what will happen as you read. Predicting can help you understand the text. It helps you read with a purpose.

### ELL Targeted Support

Choose a level-appropriate leveled reader or trade book to read to and show to students.

Have students look at the cover of the book. Ask them to picture what will happen in the story and draw their predictions. Read the book to them, and then discuss how their pictures relate to it. Have them monitor their language as they speak by asking questions, such as: *Am I saying this right?* **EMERGING**

Repeat the Emerging activity, but have students orally describe what they are picturing instead of drawing it. Make sure they monitor their spoken language by having them repeat what they said. **DEVELOPING**

Repeat the Developing activity, but instead of asking students to picture what will happen, ask students to confirm whether their predictions about the story were correct. Have them confirm that they understand the language they use by asking questions. **EXPANDING/BRIDGING**



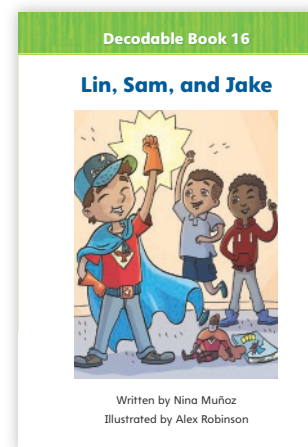
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### LIN, SAM, AND JAKE

Have students read the Decodable Book *Lin, Sam, and Jake*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for bridging word meaning and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

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

### ORAL READING RATE AND ACCURACY

Listen as a student reads the book and offer feedback. Record each student's performance. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes per conference

### MAKE AND CONFIRM PREDICTIONS

**Talk About Independent Reading** Ask students to share their predictions about the text. Then have them share the text evidence they used to confirm the predictions they made.

#### Possible Conference Prompts

- What did you predict would happen in this text?
- Did your prediction match the story events?
- Was your prediction confirmed?

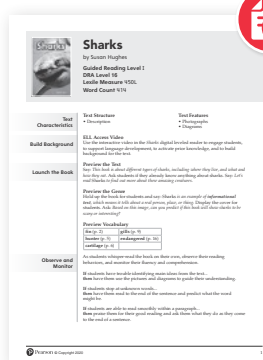
**Possible Teaching Point** Remember, predicting is not just guessing. To make a prediction is to make a guess based on evidence—on the basis of something you read or see in the text.

## Leveled Readers



### MAKE AND CONFIRM PREDICTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to make and confirm predictions when reading texts, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together, and have one or two volunteers share predictions they made and share what they discovered when they read. Have students celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- find a partner, make predictions about a text together, and then partner-read the text to confirm their predictions.

### Centers



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

### Literacy Activities



Students can

- read a text for the first time, pausing to make predictions beforehand and confirming predictions as they read.
- play the myView games.

### SUPPORT INDEPENDENT READING

It is important to ask students to make predictions about a text. As you listen to readers, look for opportunities to ask them what they think will happen next.

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



# Word Work

## OBJECTIVES

Identify and produce rhyming words.

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

Identify and read common high-frequency words by sight.



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 135 from the *Resource Download Center*.

FOUNDAIONAL SKIL

Name \_\_\_\_\_

Read Together

**My Words to Know**

away give little

MY TURN Read and write

1. Jack can give you a pen. give

2. They have a little cat. little

3. Sam is away at camp. away

Directions: Have students read the words in the word bank. Ask them to read each sentence and identify the high-frequency word it contains. Then have them write the word on the lines.

Grade K, Unit 3, Week 4

*My Words to Know*, p. 135

## Phonological Awareness: Identify and Produce Rhyming Words

**MODEL** Display the *cat* Picture Card. This is a picture of a cat. Listen carefully as I say some words: *cat, mat, bat*. What can you tell me about these words? Students should say they rhyme. How do you know they rhyme? Students should say that they have the same middle and ending sounds but different beginning sounds.

Hold up the *hat* Picture Card. Listen carefully as I say this word: /h/ /a/ /t/. Does *hat* have the same middle and ending sounds as *cat, mat, and bat*? Students should say yes.

**PRACTICE** Display the *lake* Picture Card, and say the word *lake*. Ask a student to repeat the word and tell you one word that rhymes with it. Repeat the activity several more times so you have at least five words in the *-ake* word family. Answers can include: *fake, make, bake, take, cake, Jake, rake, wake*.

## Phonics: Review Short a and Long a

### Minilesson

**FOCUS** Write the letters *Aa* and examples of both long and short *a* words on the board: *rag, gate, take, sap*. Have students read the words as you point to them and identify the vowel sound in each one.

**MODEL AND PRACTICE** Divide students into four teams. Provide each team with paper and pencil. Tell each team to write the words on the board along the top of their paper. Then as a group, they should write as many words as they can that rhyme with the word on the top of each column. Assist students as they need help. When students have completed their lists, have them read the words to one another.

**TURN, TALK, AND SHARE** Have students turn to p. 148 in the *Student Interactive* and alternate reading the words with a partner.





**APPLY MyTURN** Have students look at p. 149 in the *Student Interactive*. Ask them to read the sentences with a partner. Then have them complete the page.

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

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- With partners, ask classmates to explain an idea or word.

Read the sentences on p. 149 aloud. Have students ask questions about the meaning or pronunciation of words. **EMERGING**

Read the sentences on p. 149 aloud. Ask students to listen and ask about words and sentences they do not understand. Remind students that sometimes looking at pictures can help them understand text better. **DEVELOPING**

In small groups, have students reread the decodable story on pp. 145–147. Students should help clarify words for each other. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them that they will be learning many of these words this year, which will help them become better readers. Say the word *away* and ask students which letters spell the word. Have students

- say the letters as you write the letters on the board.
- say and spell the word, clapping their hands for each letter.
- repeat with *give* and *little*.

## STUDENT INTERACTIVE, pp. 148–149

### PHONICS

#### Short a and Long a

**TURN and TALK** Read

**Sam**    **same**

**Cam**    **came**

**tap**    **tape**

**plan**    **plane**

148

**Directions** Review the short and long *a* sounds. Then have students take turns reading the words with a partner.

### FOUNDATIONAL SKILLS

#### Short a and Long a

**MY TURN** Circle, underline, and read

Look at my hat.

Look at my cape.

We run and tag.

I am brave.



149

**Directions** Have students circle the words with the short *a* sound and underline the words with the long *a* sound. Then have them read the sentences.

# Reflect and Share

## OBJECTIVES

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

Compare and contrast the adventures and experiences of characters in familiar stories.

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

Use text evidence to support an appropriate response.

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain that after students read a text, talking about it with classmates can increase their understanding and enjoyment of the text. Tell students that after they read a text, they should:

- think about what they learned about the characters and story.
- think about how those characters are alike or different from other stories they know.
- listen actively to others' ideas and connect their ideas with their own.
- ask and answer questions using complete sentences.

**MODEL AND PRACTICE** Ask students to turn to p. 166 in the *Student Interactive*. Reread the text for students. *The question is why I like certain kinds of stories. What's your favorite kind of story? My favorite kind of story is a fairy tale. I like fairy tales because there are enchanting characters and fantastic stories set in other lands. I can draw a picture of my favorite fairy tale. I'll draw Jack climbing a giant beanstalk in Jack and the Beanstalk because that shows how wonderful fairy tales can be.* Tell students to provide text evidence from stories they enjoy in their discussions.

**ELL Targeted Support** Provide sentence frames to help students think about why they like certain kinds of stories.

- *I like \_\_\_\_\_ stories because \_\_\_\_\_.* **EMERGING**
- *I like \_\_\_\_\_ stories because \_\_\_\_\_. But I also like \_\_\_\_\_. I think \_\_\_\_\_.* **DEVELOPING**
- *I like stories with \_\_\_\_\_. An example of a story with \_\_\_\_\_ is \_\_\_\_\_.* **EXPANDING**
- *There are many kinds of stories. Some of them are \_\_\_\_\_. People like different stories because \_\_\_\_\_.* **BRIDGING**

Allow students to draw their responses as they think about what they liked in *The Best Story*.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts.

**OPTION 1 TURN, TALK, AND SHARE** Have students complete p. 166 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students tell a partner what they like about the book they are reading and compare it to *The Best Story*.

### QUICK CHECK


**Notice and Assess** Can students share and compare ideas across texts?

#### Decide


- **If students struggle,** revisit instruction for comparing texts in Small Group on pp. T244–T245.
- **If students show understanding,** extend instruction for comparing texts in Small Group on pp. T244–T245.




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

STUDENT INTERACTIVE, p. 166

RESPOND TO TEXT 

### Reflect and Share

 **TURN and TALK** Think about stories we have read together. Which stories do you think these characters would enjoy reading? Why?



**Weekly Question**  
Why do we like certain kinds of stories?

**166** Directions Say: Each character likes a different type of story. Have students provide an oral response to sources by talking about stories they have read that the characters might like to read. Encourage them to use evidence from the text to support their opinions.

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Use the  **QUICK CHECK** on p. T243 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Remember, in the story we read this week the characters were comparing their favorite kinds of texts, or books. We can compare texts, too! We can tell what we like about the books we read and how the books are alike and different. Look back at two stories the class has read and help students identify the similarities and differences in the texts.

### ELL Targeted Support

Help students to demonstrate listening comprehension while reviewing different genres of texts by taking notes.

Remind students that fairy tales often involve fantastical things. Read aloud a common fairy tale, such as *Cinderella*. Have them take notes as you read by drawing fantastical parts of the story. **EMERGING**

Choose a fairy tale and a realistic fiction story and remind students what each genre is. Read the texts aloud and have students draw pictures about each genre. **DEVELOPING**

Repeat the Developing activity, but this time have students take notes by writing phrases or sentences about each genre. Invite students to share some of their notes. **EXPANDING**

Have partners take turns reading a fairy tale or realistic fiction story while the other partner takes notes about the genre. Have students compare their notes and discuss how the genres are alike and different. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students that they have read the following texts this week: “What Stories Do You Like?”, *The Bake Sale*, *The Best Story*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation about how the texts from this week support their understanding of why we like certain stories. Have students use the Academic Vocabulary words *character*, *explain*, and *meaning*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Have students organize their research on a chosen question about stories into a format to share with others.

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

See *Extension Activities* pp. 175–179 in the *Resource Download Center*.





## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to draw a picture of their favorite part of the book they are reading. Ask them to explain how the book is like other books they have read.

### Possible Conference Prompts

- What kind of text did you read? What features of the text type can you identify?
- What was the author's purpose?
- Compare it to other texts you have read.

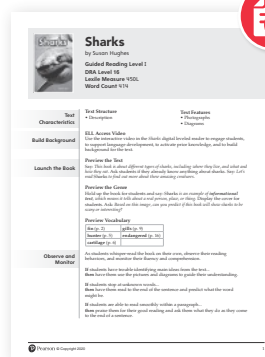
**Possible Teaching Point** Readers of fictional texts can compare the text they are reading to other texts they have read to better understand it.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together. Ask students what kind of text they like best and to give an example of a text of that type. Celebrate what students have learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Best Story* with a partner.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book.

### Centers



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

### Literacy Activities



Students can

- write and/or draw in their writer's notebook in response to the Weekly Question.
- work in pairs to tell what stories they like best, using the infographic for reference.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T462–T465, for

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

# UNIT 3 WEEK 5

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

- I can read traditional stories.
- I can use words to tell about stories.
- I can write a story.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

RL.K.9, RF.K.3.b, W.K.5, SL.K.4, L.K.2.b, L.K.6

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T250–T251
  - » Phonological Awareness: Syllables
  - » Phonics: Introduce Short *i* and Long *i*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T252–T253
- Listening Comprehension: Read Aloud: “How Rabbit Got Its Ears” T254–T255
- Myths T256–T257
  - ☑ Quick Check T257

#### READING BRIDGE

- Academic Vocabulary: Oral Language T258–T259
- Handwriting: Letters *Nn* T258–T259

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T263
- Strategy, Intervention, and On-Level/Advanced Activities T262
- ELL Targeted Support T262
- Conferencing T263

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T263
- Literacy Activities T263

**BOOK CLUB** T263 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T408–T409
  - » Edit for Punctuation Marks
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T409
- Conferences T406

#### WRITING BRIDGE

- **FLEXIBLE OPTION**
  - Language & Conventions: Spiral Review: Prepositions T410–T411

#### LESSON 2

RL.K.4, RL.K.10, RF.K.1.b, RF.K.1.c, L.K.1, L.K.1.e

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T264–T265
  - » Phonics: Read and Write Words with Short *i* and Long *i*
  - ☑ Quick Check T265
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T266–T271
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Mosni Can Help*
- Respond and Analyze T272–T273
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T273

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T277
- Strategy and Intervention Activities T274, T276
- Fluency T276
- ELL Targeted Support T274, T276
- Conferencing T277

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T275
- Independent Reading T277
- Literacy Activities T277
- Partner Reading T277

#### WRITING WORKSHOP

##### MINILESSON

- Fiction T412–T413
  - » Edit for Capitalization
  - » Share Back

##### INDEPENDENT WRITING

- Fiction T413
- Conferences T406

#### WRITING BRIDGE

- Pre-Spelling: Vowel Activity: Short and Long *i* T414
- **FLEXIBLE OPTION**
  - Language & Conventions: Oral Language: Prepositions T415

## LESSON 3

RL.K.2, RL.K.3, SL.K.5,  
W.K.5, L.K.1.a, L.K.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T278–T279
  - » Phonological Awareness: Medial /i/ and Medial /i/
  - » Phonics: Read and Write Words with Short *i* and Long *i*
  - » High-Frequency Words

#### CLOSE READ

- Describe Plot T280–T281
- Close Read: *Mosni Can Help*
  - ✔ **Quick Check** T281

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Text Structures T282–T283
- Handwriting: Letters *Mm* T282–T283

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T285
- Strategy and Intervention Activities T284
- ELL Targeted Support T284
- Conferring T285

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T285
- Literacy Activities T285

### WRITING WORKSHOP

#### MINILESSON

- Fiction T416–T417
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Fiction T417
- Conferences T406

### WRITING BRIDGE

- Language & Conventions: Teach Prepositions: T418–T419

## LESSON 4

RL.K.4, RL.K.9, RF.K.4,  
SL.K.1.b, SL.K.3, L.K.1.e

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T286–T289
- Phonics: Read and Write Words with Short *i* and Long *i*
  - ✔ **Quick Check** T287
  - » Decodable Story: Read *The Twine on the Pine* T288–T289

#### CLOSE READ

- Make Connections T290–T291
- Close Read: *Mosni Can Help*
  - ✔ **Quick Check** T291

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T295
- Strategy and Intervention Activities T292, T294
- Fluency T294
- ELL Targeted Support T292, T294
- Conferring T295

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T293
- Independent Reading T295
- Literacy Activities T295

### WRITING WORKSHOP

#### MINILESSON

- Fiction T420–T421
  - » Celebration

#### INDEPENDENT WRITING

- Fiction T421
- Conferences T406

### WRITING BRIDGE

- Language & Conventions: Practice Prepositions T422–T423

## LESSON 5

RL.K.3, RL.K.9, RF.K.2.b,  
SL.K.6, W.K.3, L.K.1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T296–T297
  - » Phonological Awareness: Identify and Count Syllables
  - » Phonics: Review Short *i* and Long *i*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T298–T299
  - » Write to Sources
    - ✔ **Quick Check** T299
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T301
- Strategy, Intervention, and On-Level/Advanced Activities T300
- ELL Targeted Support T300
- Conferring T301

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T301
- Literacy Activities T301

**BOOK CLUB** T301 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Fiction T424
  - » Assessment

#### INDEPENDENT WRITING

- Assessment T424–T425
- Conferences T406

### WRITING BRIDGE

- Language & Conventions: Standards Practice T426–T427 **FLEXIBLE OPTION**

# Materials

**What Is a Myth?**  
A myth is a made-up story from long ago that tells about something in nature.

1 A myth often begins with the words **Long ago**.  
Long ago Bear had a long tail. One day he wanted to catch some fish.

**Weekly Question**  
What do myths teach us about nature?  
His tail got stuck in the ice. Now bears have a short tail.

2 A myth often tells why something in nature happens.  
STORYCRAFTS What does the myth tell about nature?

**INFOGRAPHIC**  
"What Is a Myth?"

**Myth Anchor Chart**

Beginning Middle End

Plot

**READING ANCHOR CHART**  
Myths

**Myth Anchor Chart**

Beginning Middle End

Plot

**EDITABLE ANCHOR CHART**  
Myths

**Decodable Book 16**  
**Lin, Sam, and Jake**

Written by Nina Muñoz  
Illustrated by Aisa Robinson  
Illustrated by Hoyal Aydin

**DECODABLE BOOKS**

**Handwriting**  
Write the following letters.

**My Words to Know**  
Some words you must remember and practice. Read the words in the box. Fresh writing each word. Say each word.

**Language and Conventions**  
Imperative Sentences  
An imperative sentence gives a command or makes a request. It starts with a capital letter and ends with a period.

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Big Book of Songs and POEMS**

myView LITERACY

**SONGS AND POEMS BIG BOOK**

**Leveled Readers**

**Sharks**  
by Susan Hughes

**Guided Reading Level 1**  
DRA Level 18  
Lexile Measure 150L  
Word Count 176

**Test Structure**  
• Comprehension  
• Fluency  
• Vocabulary

**ELL Access Video**  
Use the interactive video in the eBook digital reader to engage students, to support language development, to add on prior knowledge, and to build background for the text.

**Preview the Text**  
Read the text aloud to students and say *Sharks* in an example of inferential word-level fluency to the whole class and pairs, alone or in dyads. Display the text and students. Ask: Based on this image, can you predict what kind of shark this is? (great white shark)

**Preview Vocabulary**  
Use the following words in the text.  
(shark is a)                                                                 
(shark is a)                                                                 
(shark is a)                                                               

**Observe and Monitor**  
As students reread the book on their own, observe their reading behaviors and discuss their fluency and comprehension.  
If students have trouble identifying main ideas from the text...  
Have them reread the pictures and diagrams to guide their understanding.  
If students skip or substitute words...  
Have them reread to the end of the sentence and predict what the word might be.  
If students are able to read fluently within a paragraph...  
Have them reread their first reading and ask them what they do as they come to the end of a sentence.

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

were  
some  
funny

### Develop Vocabulary

octopus  
jellyfish  
creatures

### Unit Academic Vocabulary

choose  
explain  
meaning  
character



WEEK 5 LESSON 1  
READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively and use strategies to understand information.  
Demonstrate knowledge of distinguishing characteristics of different genres, including oral traditions, tales, story books, and literary forms.

**ELL Language Transfer**  
Organize using graphic organizers from the Read Alouds in the following Digital Reader or another language.

- say, do
- answer questions

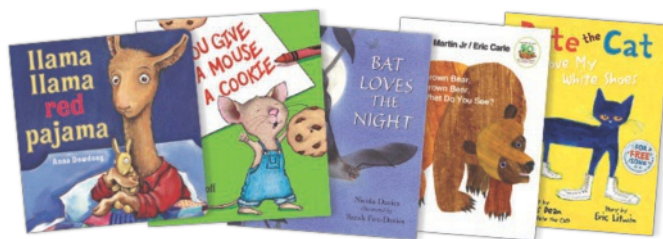
**Read Aloud**  
Tell students that you are going to read about a myth. Explain a myth is a fictional story with a plot. The most important part of a myth's plot is the main event—the most thing that happens in the character, which causes excitement. Listen for the main event in “How Rabbit Got Its Ears.”

**START UP**  
**READ-ALOUD ROUTINE**  
Purpose: Have students take activity for parts of the plot, especially the main event.  
**READ** the entire text without stopping for the Think Aloud callouts.  
**REPEAT** the text aloud, pausing to model the Think Aloud strategies related to the genre.

**How Rabbit Got Its Ears**  
Long ago, Rabbit had tiny little ears. But Rabbit always wanted to know what other animals were doing in the forest.  
He crouched behind bushes and rocks, scampered into the tall grass, and hid behind trees so he could hear what they were talking about.  
But because his ears were so small, he never heard things quite right. He misunderstood what the other animals said.  
“I heard that Frog is angry at Moose,” he said. But that wasn’t true. And both became angry at Rabbit.

T254 UNIT 5 • WEEK 5

**READ ALOUD**  
“How Rabbit Got Its Ears”



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

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

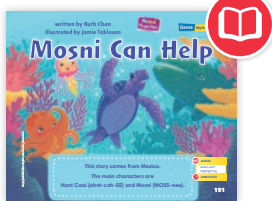
**PLANNING**  
• Select a book from the Read Aloud Trade Book Library or the school or classroom library.  
• Identify the key ideas of the story.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to stop to think aloud.  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Give the title to the students.  
• Give your background and cultural context necessary for understanding.  
• Discuss the vocabulary essential for understanding.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questioning for a second time over the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Have students make strategic think-aloud notes to monitor comprehension and extend meaning from text.  
• Have students make connections to their own experiences, how they have read, or to the plot, or the world.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Student answer comprehension by writing the main or big idea of the story.  
• Discuss and assign a Student Response Form available on Readaloud.com.

**Skills: Teaching Points**  
• Record the Story  
• Record Questions  
• Setting the Scene  
• Character Traits  
• Make Connections  
• Response Form of the Story

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Mosni Can Help*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T462–T465

**Mentor STACK**

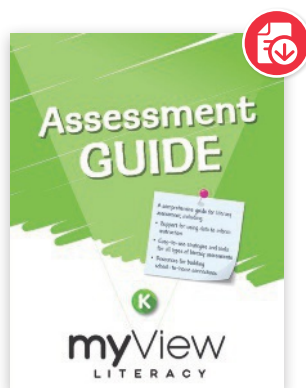
Writing Workshop T405

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card

## Phonological Awareness: Syllables

**FOCUS AND MODEL** Tell students that today they will do more work with syllables. *Who can tell me what syllables are? Yes, syllables are word parts. We can manipulate, or switch, syllables to make new words.* Display the *playground* Picture Card. Listen to the syllables in this word: *play* (pause) *ground*. Now I will switch the syllables: *groundplay*. That is a nonsense word! I can also change a syllable in the word *playground* to a different syllable to make a new word. I will change the first syllable to *camp*. Listen: *camp* (pause) *ground*. What is the new word? (*campground*)

**SEE AND SAY** Have students turn to p. 176 in the *Student Interactive*. Name the pictures with students. Then say: Listen to the syllables in this word: *sand* (pause) *box*. If we change the first syllable, which word can we make? Have students circle the picture word. Then have students practice manipulating the syllables in the picture words to make nonsense words.

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

### Minilesson

**FOCUS** Display *bit* and have students read the word with you. *What sound do you hear in the middle of bit? (/i/)* Circle the letter *i*. *The letter i stands for the sound /i/ in bit.* Display *bite* and read it aloud. Have students repeat. Point out that *bit* and *bite* have the same beginning and ending sounds but different middle sounds. *Bite has the sound /ī/.* Adding the letter *e* to the word *bit* changes the middle sound from /i/ to /ī/. Circle the letters *i* and *e* in the word *bite*. *The pattern i\_e spells the sound /ī/.*

**MODEL AND PRACTICE** Display the words *dim*, *dime*, *pin*, and *pine*. Have students read each word, identify the vowel sound, and name the letter or letters that spell the sound.

**APPLY MyTURN** Have students look at p. 177 in the *Student Interactive*. Ask them to trace the letters and read the words. Then have them point to the first picture. *Listen carefully to this word: /z/ /i/ /p/, zip.* Does *zip* have the same middle sound as *kit*? Students should say yes and circle the picture of the zipper. Have students complete the page.

**ELL Targeted Support Practice with Short and Long i** Tell students they have just learned the difference between the sounds /i/ and /ī/ and the letters that spell those sounds. Tell them that learning the sound spellings that make English words will help them understand English better.

Give each student a card with *i* and a card with *i\_e* on it. Say these words one at a time: *bite*, *bin*, *time*, *lip*, *fine*, *mitt*. Have students listen and repeat after you. They should hold up the card with *i* if the word has short *i*. They should hold up the card *i\_e* if the word has long *i*. **EMERGING**

Display the following short *i* words: *kit*, *bit*, *dim*, *fin*, *Tim*. Have students read the words and tell you the word each short *i* word makes when you add an *e* to the end. **DEVELOPING**

Display these Picture Cards: *six*, *kite*, *five*, *wig*, *slide*, *pig*. Provide a T-chart with *i* at the top of one side and *i\_e* at the top of the other side. Have students name the pictures and write each word in the correct column. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS

Display the high-frequency words *funny*, *were*, and *some*.

- Point to the word *funny* and read it.
- Have students point to the word *funny* and read it.
- Repeat for *were* and *some*.

funny

were

some

STUDENT INTERACTIVE, pp. 176–177

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

### Syllables



Tell students that image represents a sandbox.



Tell students that images represent backpack, birdhouse, mailbox.

**Directions** Say: Listen to the syllables in this word: *sand-box*, *sandbox*. We can change the first syllable in *sandbox* to make a new word. What new word can we make? Have students name each picture. Ask them to circle the picture word that is made by replacing the first syllable in the word *sandbox* with a different syllable. Tell students we can also manipulate, or switch, the syllables in a word. Say: When we switch syllables in a compound word, we usually end up with a nonsense word! Point to the picture of the sandbox and say: When I switch the syllables in the word *sandbox*, I make the nonsense word *boxsand*. Have students say the nonsense words they create when they manipulate the syllables in the other picture words.

176

### Short i and Long i

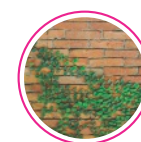


kit



Tell students that images represent zip, lid, bag.

kite



Tell students that images represent rose, vine, mice.

**Directions** Tell students that the letter *i* can make the sound /i/ and the vowel pattern *i\_e* can make the sound /ī/. Have students trace the letter in the first word and identify the sound for *i* in the word. Then have them circle the picture words in the first row that have the same vowel sound. Continue with the second row and the long *i* sound.

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# Interact with Sources

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the myth, ask: *Who is the main character in this myth? What part of nature does the myth explain? What is the meaning of the word stuck?*

- character
- meaning
- explain
- choose



Songs and Poems Big Book

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *Why do we like stories?* Point out the Week 5 Question: *What do myths teach us about nature?* Explain that students will learn what myths teach us about nature this week. Tell them that myths are old stories that explain parts of nature. Myths are often shared orally, or told aloud to others. Many people in a culture know the same myths.

Read aloud the infographic on pp. 174–175. Then have student volunteers retell the story. Ask these questions:

- **Who is the main character in this myth?** Point out that the character is a bear, which is part of nature.
- **When does the myth take place?** Point out that it takes place *long ago*. Myths usually tell about events from a long time ago. They explain why things in nature are as they are.

**TURN, TALK, AND SHARE** Have students interact with the infographic by completing the Turn and Talk activity on p. 175 in the *Student Interactive*.

**WEEKLY QUESTION** Reread the Week 5 Question: *What do myths teach us about nature?* Tell students that they have just heard a myth about Bear and his tail. Remind them that this myth is about something in nature: an animal. The myth tells why the animal is the way it is. Tell students that they will learn more about myths this week.



**ELL Targeted Support Develop Background Knowledge** Support students' understanding of nature. Explain that the story about Bear is an example of a myth. A myth is an old story that explains some part of nature. Point out to Spanish-speaking students the cognate *nature* : *naturaleza*.

Have students draw elements of the natural world or forces of nature. Then have them provide support by working together to label the drawings and reading the labels aloud. **EMERGING**

Have students work in small groups to list elements of the natural world or forces of nature. Then have the groups read their lists aloud and ask questions about anything they do not understand. **DEVELOPING**

Have student pairs write a definition of the word *nature* and examples of nature. Then have them read aloud their examples to the rest of the class to support and develop background knowledge. **EXPANDING**

Have students discuss with a partner how we explain elements of the natural world or forces of nature today. Prompt them to read aloud some examples of nature and ask questions to develop the necessary background knowledge. **BRIDGING**

STUDENT INTERACTIVE, pp. 174–175

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

5

## What Is a Myth?

A myth is a made-up story from long ago that tells about something in nature.

**1** A myth often begins with the words **Long ago**.

Long ago Bear had a long tail.  
One day he wanted to catch some fish.

Weekly Question

What do myths teach us about nature?

His tail got stuck in the ice.  
Now bears have a short tail.

**2** A myth often tells why something in nature happens.

TURN and TALK

What does the myth tell about nature?

Directions Read the text to students and have them look at the pictures. Ask students to discuss the features of a myth. Then ask them to talk about what this myth tells us about nature.

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# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, and nursery rhymes.

## ELL Language Transfer

**Cognates** Help ELLs by pointing out the following English-Spanish cognates from the Read Aloud text:

- animals: *animales*
- day: *día*
- rumors: *rumores*

 **THINK ALOUD** Analyze **Myths** After rereading the first sentence, say: *This sentence begins with the words “Long ago.” This tells me when the story was set. It’s not a story about today. It’s a story from a long time ago.*

## Read Aloud

Tell students that you are going to read aloud a myth. Explain: *A myth is a fictional story with a plot. The most important part of a myth’s plot is the main event—the main thing that happens to the character, which causes excitement. Listen for the main event in “How Rabbit Got Its Ears.”*

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for parts of the plot, especially the main event.

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

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

## How Rabbit Got Its Ears

Long ago, Rabbit had tiny little ears. But Rabbit always wanted to know what other animals were doing in the forest.

He crouched behind bushes and rocks, scampered into the tall grass, and hid behind trees so he could hear what they were talking about.

But because his ears were so small, he never heard things quite right. He misunderstood what the other animals said.

“I heard that Frog is angry at Moose,” he said. But that wasn’t true. And both became angry at Rabbit.



“How Rabbit Got Its Ears,” continued

“I heard that Squirrel doesn’t like Grasshopper’s cooking,” he said. But that wasn’t true. And both became angry at Rabbit.

Soon Rabbit had very few friends.

The other animals were tired of all the rumors. So they stretched and pulled and pulled and stretched Rabbit’s ears until they were nice and tall.

“There!” they shouted. “Now when you listen to us talk, at least you’ll hear what we’re really saying!”

And that’s how Rabbit got his long ears.

**THINK ALOUD** Analyze **Myths** After you reread the second paragraph on this page, say: *I just read that Rabbit does not have many friends! The animals are angry because Rabbit is saying things that are not true. This sounds like a problem, doesn’t it? I think the main event, or plot of the story, might be how the animals fix the problem of Rabbit saying untrue things about them. Let’s read on to see.*

## WRAP-UP

### How Rabbit Got Its Ears

**BEGINNING:** Rabbit wanted to know what the other animals were doing.

**MIDDLE:**

**END:**

Work with students to list what happens in the Read Aloud story. Ask students what happens at the beginning. Then ask them what happens in the middle. Finally, ask what happens at the end of the story.

Have a volunteer retell the myth.

## ELL Targeted Support

**Understand Meaning** Read aloud “How Rabbit Got Its Ears” twice.

Have students draw a picture to show an important event in the story. Invite students to share their picture with the class. **EMERGING**

Have students raise their hand when they hear an important event in the story. Have a volunteer share why it is an important event. **DEVELOPING**

Have small groups discuss the story and identify the important events. Have them put the events in order. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### INTERACTIVE Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

# Myths

## LEARNING GOAL

I can read traditional stories.

## OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

## LANGUAGE OF THE GENRE

As you review the anchor chart, ensure that students understand plot in mythical stories. Ask students,

- What are main events in a story?
- What are the different parts of a plot?

## ELL Language Transfer

**Cognates** Point out the following Spanish cognates that are related to the genre.

- myth : *mito*
- traditional : *tradicional*
- important : *importante*
- event : *evento*

## FLEXIBLE OPTION ANCHOR CHARTS

To make your own anchor chart for myths, begin with these ideas:

- Include information about when the story takes place.
- Include information about what happens in the story.
- Add ideas about the narrator.

## Minilesson

**FOCUS ON STRATEGIES** Explain to students that a myth is a kind of traditional story generally passed down orally. Myths tell us about nature, such as how a deer got its horns or how thunder got its voice. Myths are generally:

- told by a narrator, or someone who is not part of the story;
- set a long time ago;
- used to help explain things in nature.

**MODEL AND PRACTICE** Remind students that they listened to a selection called “How Rabbit Got Its Ears.” Tell them that “How Rabbit Got Its Ears” is a myth, and that it has a plot including a main event. Explain why it is a myth.

*This story happened long ago. It tells why rabbits have long ears, a change in nature. The story is told by a narrator who knows all about what happened.*

Turn to p. 188 of the *Student Interactive* and read aloud “How Chipmunk Got Its Stripes.” Talk to students about how this story is similar to the Read-Aloud story.

**ELL Targeted Support Traditional Stories** Explain that there are stories that people of a culture tell their children, and they tell *their* children. The stories are very old, and most people in a culture know them. Often, traditional stories tell important things about life.

Ask students to think of a myth they know and explain why they think it is a myth. **EMERGING/DEVELOPING**

Ask students to think about any traditional stories they have heard before. Have volunteers share what the stories are about and what important things the stories tell about life. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify myths.

**OPTION 1 TURN, TALK, AND SHARE** Have students find a partner and complete the Turn and Talk activity on p. 188 of the *Student Interactive*. Then lead a class discussion of the main event in the myth on this page.

**OPTION 2 Use Independent Text** Have students read myths during independent reading. Ask them to draw a picture that shows what the myth tells about nature.

### QUICK CHECK

**Notice and Assess** Can students identify a myth?

#### Decide

- **If students struggle**, revisit instruction for myths in Small Group on pp. T262–T263.
- **If students show understanding**, extend instruction for myths in Small Group on pp. T262–T263.

STUDENT INTERACTIVE, pp. 188–189

GENRE: MYTH Read Together READING WORKSHOP

**My Learning Goal** I can read traditional stories.

**SPOTLIGHT ON GENRE**

**Myth**  
A **myth** is a kind of traditional story.  
It has a plot that tells about something in nature.

**Title** → **How Chipmunk Got Its Stripes**

**Plot** → Long ago chipmunks did not have stripes. One day Chipmunk tricked Bear. Bear got angry. He tried to grab Chipmunk. Chipmunk got away. But Bear's paw made stripes on Chipmunk's back.

**TURN and TALK** What does this myth tell about nature?

**Directions** Read the genre information and model text to students. Say: *The plot of a story includes the main events, or what happens at the beginning, middle, and end.* Ask students to talk about the main events in the story and what they tell about nature.

188 189

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# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about stories.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

---

## Oral Language

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that the week's Academic Vocabulary words can help them talk about stories they have read. Say:

- A *character* is who a story is about.
- To *explain* something is to say how or why it happens. Some events in stories explain other events.
- The *meaning* of a story is what the author wants us to know or think after reading it.
- To *choose* means to select. I might *choose* what book to read.

**MODEL AND PRACTICE** Show students how to use Academic Vocabulary words to talk about stories they have read. I can use the word *character* to describe a story from this unit. Remember the myth that we read about how Bear got a short tail? The main *character* in the story was Bear. Have students take turns choosing an Academic Vocabulary word to use to tell something about a story they have read during this unit.

# Handwriting

## OBJECTIVE

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

---

## Letters Nn

**FOCUS** Display upper- and lowercase *Nn*.

**MODEL** Model how to write the uppercase letter *N*. Show students where to begin and how to form it. Have students practice writing the letter in the air with their fingers. Then repeat with the lowercase letter *n*.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students apply what they have learned about using Academic Vocabulary to think about stories they have read. Have them complete the drawing activity and the Turn and Talk activity on p. 205 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 205

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to tell about stories. **My Learning Goal**

**Academic Vocabulary**

choose explain meaning character

**MYTURN** Draw

**TURN and TALK** Retell the story to a partner. Use the new words you have learned.

**Directions** Have students think about the stories they have read in this unit. Ask them to draw a picture of one of the stories. Then have students retell the story to a partner. Encourage them to use Academic Vocabulary.

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**PRACTICE** Have students complete *Handwriting* p. 146 from the *Resource Download Center* to practice writing *Nn*.

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

**Handwriting**

Letters Nn

**MYTURN** Write

**N**

**n**

**N** \_\_\_\_\_

**n** \_\_\_\_\_

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

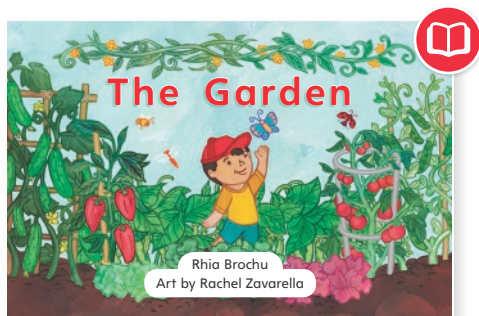
Grade K • Unit 3 • Week 5

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*Handwriting*, p. 146

# Matching Texts to Learning

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



LEVEL A

**Genre** Narrative

**Text Elements**

- Four words per page

**Text Structure**

- Repetitive Structure



LEVEL A

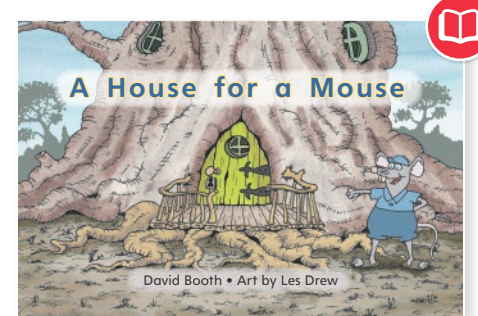
**Genre** Informational Text

**Text Elements**

- One line of text per page
- Familiar content

**Text Structure**

- Simple Factual



LEVEL A

**Genre** Animal Fantasy

**Text Elements**

- Text and illustrations
- Short sentences

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Myths

- What is the title? Can you guess what the story will be about?
- What does the story tell about nature?
- Who are the characters in the story? What is the setting?
- What are the big events in the story?

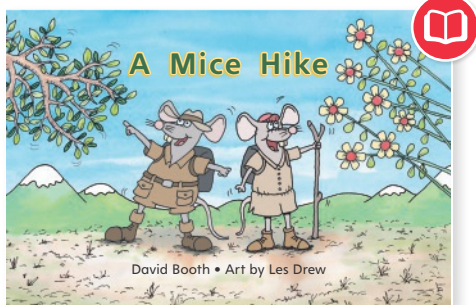
### Develop Vocabulary

- Which words are new to you?
- Are there illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell us about the story?

### Describe Plot

- What happens first in the story?
- What happens next?
- What happens last?
- What problem do the characters have? How is the problem solved?





LEVEL B

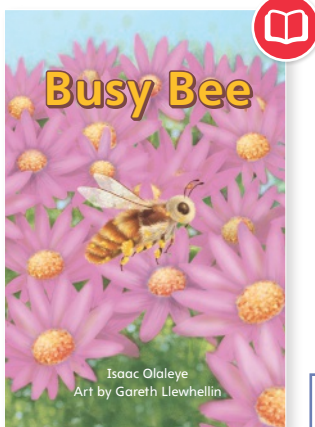
**Genre** Animal Fantasy

**Text Elements**

- Vocabulary familiar to most students
- Two lines of text per page

**Text Structures**

- Chronological



LEVEL D

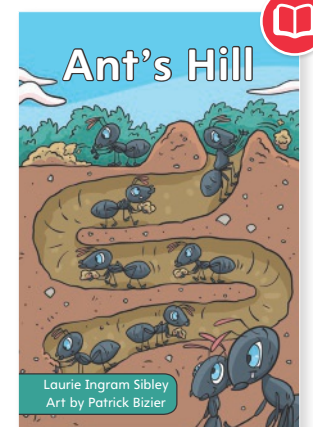
**Genre** Narrative

**Text Elements**

- Two to four lines of text per page
- Less repetition

**Text Structure**

- Chronological



LEVEL D

**Genre** Animal Fantasy

**Text Elements**

- Four lines of text per page
- Simple dialogue

**Text Structure**

- Repetitive Structure

**Make Connections**

- How does this story remind you of your community?
- How do the characters remind you of people you know? How do the events remind you of your own life?
- Is the story like any other stories you have read? What stories does it remind you of?

**Compare Texts**

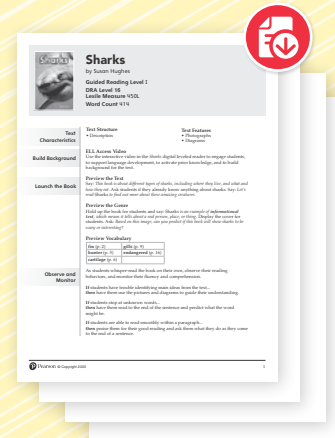
- What is the title of each text?
- How are the characters alike and different?

**Word Work**

For Possible Teaching Points, see the *Leveled Reader Teacher's Guide*.

**Leveled Reader Teacher's Guide**

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



Use the  **QUICK CHECK** on p. T257 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY MYTH

**Teaching Point** A myth is a kind of traditional story. Myths tell about things in nature. They usually explain how something in nature happened or came to be.

Myths have a plot. The plot is the events that happen. Stories have a beginning, middle, and end. Work with students to retell the beginning, middle, and end of a myth you have read.

**ELL Targeted Support** Help students understand the elements of a myth by focusing on the one about Bear on pp. 174–175. Read aloud the myth and define any unfamiliar vocabulary.

Ask students to draw something from the myth that has to do with nature. Work with students to label their drawing. **EMERGING**

Ask students to provide a word or phrase that tells why this story is a myth. Record responses on the board and review meaning. **DEVELOPING**

Work as a class to develop a list of criteria for myths (e.g. *tells a story, from a long time ago, about nature*). Then have students talk to a partner about how this story fits these criteria. **EXPANDING/BRIDGING**



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

## Intervention Activity



### TRADITIONAL TALES

Use Lesson 38 in the *myFocus Intervention Teacher's Guide* for instruction on discussing myths.

LEVEL A • READ

**Lesson 38** Genre: Traditional Tales

**DIRECTIONS** Follow along as your teacher reads each story. Look at the pictures.

**The Fox and the Grapes**


One summer day, Fox went to a farm. He saw grapes hanging high over his head.

*I'll eat those grapes,* thought Fox.

Fox jumped to get the grapes, but he missed. He jumped again and again, but he could not reach the grapes.

Fox walked away. He said, "I'm sure those grapes are sour."

*It is easy to hate what you cannot have.*



**The Princess and the Pea**

Once upon a time, a prince wanted to marry a *real* princess. He met princesses, but were they real?

One rainy night, a princess came to the castle. She was wet and muddy, but she said she was a real princess. To test her, the Queen put a pea on the bed. She piled on twenty mattresses and twenty feather beds.

"Sleep here," said the Queen.

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## On-Level and Advanced



### INQUIRY

Using the myth on pp. 174–175 in the *Student Interactive*, have students think of questions they can ask to determine whether stories are myths. During the week, help students add to and find answers to their questions. See *Extension Activities* pp. 175–179 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY MYTH

**Talk About Independent Reading** Ask students to look back through the books they read independently and talk about whether they are myths. Focus also on the plots of the stories they read.

### Possible Conference Prompts

- What happens at the beginning? What happens in the middle? What happens at the end?
- Is the text a myth? How do you know?

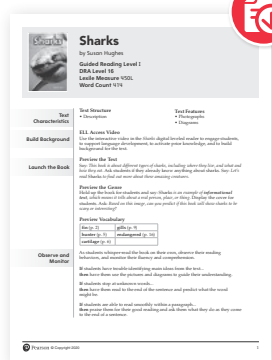
**Possible Teaching Point** Readers can better understand a myth's plot by looking for the most important event in the story.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T260–T261.
- For instructional support on how to identify the theme of a book, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to retell the plot of a myth they read. Have students talk about how this myth explains something in nature.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book that is a myth or traditional story.
- read and listen to a previously read leveled reader or selection.
- begin reading their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write or draw about what they have read in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on *Student Interactive* p. 189. Have students discuss with a partner the plot of a myth or traditional story they are reading.

## BOOK CLUB



See Book Club, pp. T462–T465, for

- ideas for facilitating Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Card

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

### Minilesson

**FOCUS** Write the word *kit* on the board. This is the word *kit*. Listen as I read the word: /k/ /i/ /t/, *kit*. I hear the sound /i/ in the middle of *kit*. Say the sound /i/ with me. Which letter makes the sound /i/? Have students identify the letter *i*. Display the *kite* Picture Card. Write *kite* on the board. This is the word *kite*. In the word *kite*, I hear the sounds /k/ /i/ /t/. The middle sound in *kite* is /i/. Say the sound /i/ with me.

**MODEL AND PRACTICE** Have students turn to p. 178 in the *Student Interactive*. Have students trace the letter *i* in the word *sit*. Let's read this word together: /s/ /i/ /t/, *sit*. The word is *sit*. Now let's write the word *sit* on the line. Have students write the word *sit* on the line and then match it to the picture of a person sitting.



### EXPERT'S VIEW Pat Cunningham, Wake Forest University

“If you just test what kids know in isolation, for example showing them a letter and having them connect the letter to the sound or showing them a single word to read, most kids can do pretty well. But when they are reading, they don't always apply that knowledge. You need to assess word reading in context. What kids can do in isolation may be different from what they can do in reading and writing.”

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



## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 178 in the *Student Interactive*.

**OPTION 2 Independent Activity** Provide the following list of words for partners to read together: *rip, ride, sit, bike, lime, dim*.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for reading short and long *i* in Small Group on pp. T274–T275.
- **If students show understanding**, extend instruction for reading short and long *i* in Small Group on pp. T274–T275.

## HIGH-FREQUENCY WORDS

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

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

## STUDENT INTERACTIVE, p. 178

PHONICS | PHONOLOGICAL AWARENESS

### Short i and Long i

**MYTURN** Read, write, and match

**Directions** Have students trace the letter or letters in each word. Then have them use what they know about letters and sounds to read the words. Ask students to write the words on the line, and then draw a line to match the word to each picture.

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## ADDITIONAL PRACTICE

For additional student practice with short and long *i*, have students complete *Phonics* p. 128 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
**Read Together**

Name \_\_\_\_\_

### Phonics

Short i and Long i

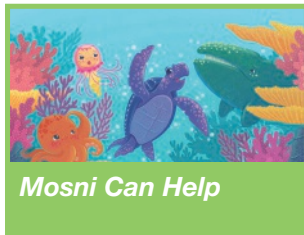
**MYTURN** Match

**Directions** Have students draw a line to the word in the center from each picture whose name has the same vowel sound.

Grade K, Unit 3, Week 5

*Phonics*, p. 128

# Introduce the Text



## OBJECTIVES

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

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

## ELL Language Transfer

**Capital Letters** Students from cultures with nonalphabetic languages (e.g., Japanese, Chinese, Korean, or Arabic) may have difficulty recognizing or understanding the difference between capital and lowercase letters. Provide extra support and practice in this area.

## 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 selection vocabulary words from the *Student Interactive* p. 190: *octopus, jellyfish, creatures*.
- As you read each word, have students look at the pictures and say what each word means.
- Have students say what they already know about the words. Suggest that they use the pictures as support. Ask students whether they have ever seen any of these animals at an aquarium or on television.
- Say: *These words can help us understand the myth Mosni Can Help. As we read, look for these words.*

## Print Awareness

Guide students to recognize that sentences are comprised of words separated by spaces and recognize word boundaries. Say: *All texts are made up of sentences. Sentences are made up of words separated by spaces.* Explain that students can find sentences by looking for a capital letter at the beginning and a punctuation mark at the end. Have students identify the spaces between words, the capital letter at the beginning, and the punctuation mark at the end of each sentence on p. 190 of the *Student Interactive*.

## Read

Discuss the First Read Strategies. In this first read, prompt students to read for understanding and enjoyment. After students complete the First Read, ask: *What part of the story did you like most? Were there any parts that surprised you?*

### FIRST READ STRATEGIES

**READ** Read or listen to the text. Work to understand the main plot events.

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

**ASK** Generate, or ask, questions about the text to deepen understanding of the myth and its plot.

**TALK** Talk to a partner about the text and retell it.

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



**ELL Targeted Support Background** Help students acquire background knowledge and language that will help them understand the weekly selection.

Create photocopies of the pictures on p. 190 of the *Student Interactive* and glue them onto large index cards. Introduce the vocabulary words to students. Then hold up the index card and ask students to name the picture. To encourage students speaking in complete sentences, provide sentence frames: *That is a picture of a \_\_\_\_*. **EMERGING**

Have students look at the pictures on the *Student Interactive* p. 190. Ask them to take turns telling a word that describes the animal, based on the pictures. **DEVELOPING**

Explain to students the meaning of *jellyfish* and *octopus*. Use the pictures on the *Student Interactive* p. 190 to help. Have each student use a complete sentence to describe the octopus or jellyfish, based on the pictures. Have other students tell which word the student is describing. **EXPANDING**

Review the meanings of *jellyfish* and *octopus* with students, having them look at the pictures on the *Student Interactive* p. 190. Have students use the word *jellyfish* or *octopus* in a sentence. Encourage students to base their sentences on the pictures.


**BRIDGING**

STUDENT INTERACTIVE, pp. 190–191


VOCABULARY Read Together

## Mosni Can Help


### Preview Vocabulary



octopus



jellyfish




creatures

**Read**

Read the text and look at the pictures to learn what the myth tells us about nature.

**Meet the Author**




**Ruth Chan** is an author and illustrator. She lives in New York with her dog Feta and her cat Georgie. She loves sea animals, reading, and ice cream.

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written by Ruth Chan  
illustrated by Jamie Tablason


# Mosni Can Help

Genre Myth 

**This story comes from Mexico.**

The main characters are  
Hant Caaí (ahnt-cah-EE) and Mosni (MOSS-nee).

 AUDIO  
Audio with  
Highlighting

 ANNOTATE

**191**



STUDENT INTERACTIVE, pp. 192-193



CLOSE READ



Why does Hant Caai need help? Highlight the words that tell why he needs help.




Hant Caai wants to make a beach.  
He needs sand.

“Can you help?” asks Hant Caai.  
“No,” says the whale.

## First Read

### Ask

 **THINK ALOUD** Before I start to read, I ask myself questions. What will happen in this story? Hant Caai has a problem. He needs help to make a beach. Who will help him? I'm going to read to answer my question.

## CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Tell students that this story is from Mexico. Show students where Mexico is on a map. Point out that it is south of the United States. Say: **On most maps, including this one, north is at the top and south is at the bottom. The farther I go down, the farther south I go. This is how I know that Mexico is south of the United States.** Point out where your community is in relationship to Mexico. If desired, discuss how the geography of Mexico is different from where you live. Explain that it is warmer in Mexico because Mexico is farther south.





STUDENT INTERACTIVE, pp. 194-195



**octopus** a sea animal with a soft body and eight arms

“Can you help?” asks Hant Caai.  
“No,” says the octopus.

194

**jellyfish** a sea animal with tentacles and a soft, umbrella-shaped body

“Can you help?” asks Hant Caai.  
“No,” says the jellyfish.

195

## Foundational Skills Extension

Point out the vocabulary word *jellyfish* on p. 195. Explain that it is a compound word, or a word made up of two words. Work with students to break the word into its parts. Discuss why a *jellyfish* might be called a *jelly fish*.

### Possible Teaching Point



#### Academic Vocabulary | Oral Language

Remind students that one of the unit Academic Vocabulary words is *character*. Ask students to retell all of the characters in the selection. Then ask: **Who are the two main characters? How do you know? What are the characters like?** Have students talk to a partner about what these characters are like. Then have them share their ideas with the rest of the group.

## Close Read



### Make Connections

Read aloud the Close Read note on p. 193. Have students find the words that tell why Hant Caai needs help. Then have students connect *Mosni Can Help* to another text they have read. Ask students to identify the problem that Hant Caai has. Then ask them to identify another character's problem they read recently, such as Bear's tail getting caught in the ice. **DOK 3**

#### OBJECTIVE

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

STUDENT INTERACTIVE, pp. 196-197



CLOSE READ



What does Mosni do on these pages? Underline the words that tell what she does.



“I can help,” says Mosni.  
The sea creatures laugh. “You cannot help!”

Mosni feels brave.  
“I can help,” she says.

## First Read

### Read

**THINK ALOUD** Mosni tells Hant Caai that she can help him. I think this is an important part of the story’s plot. Hant Caai was trying to solve a problem. Now someone will help him. This is the resolution to his problem.

### Possible Teaching Point



#### Read Like a Writer | Word Choice

Point out to students that Mosni says, “I can help” twice. Ask students why they think the author has Mosni repeat this sentence. **What does it show about Mosni, as a character, and about the story, in general?** Point out that saying it twice helps readers remember it. The repetition shows that it is important to the story.



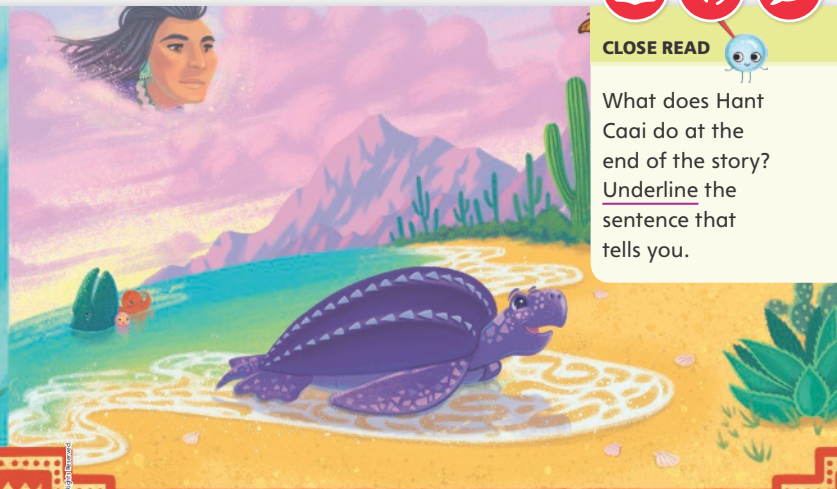


STUDENT INTERACTIVE, pp. 198–199



Mosni feels proud.  
“I can help,” she says.

198



Hant Caai makes a beach.  
“I helped!” says Mosni.

199



## CLOSE READ



What does Hant Caai do at the end of the story? Underline the sentence that tells you.

## Possible Teaching Point



## Language &amp; Conventions | Prepositions

Use the instruction on pp. T418–T419 to introduce students to prepositions. Then have students focus on the images on *Student Interactive* pp. 198–199. Tell students that you want them to practice describing the pictures by using *prepositions*. **Look at the last picture.** *Where is Mosni? She is on the beach. On is a preposition; it tells where something is in relation to something else.* Use the following prompts to introduce students to basic prepositions: *Can you say what you see in the pictures using prepositions? Is Mosni by anything? Is she near anything? Is she in or under anything? What did all the other animals have in common, except Mosni?*

## Close Read



## Describe Plot

Read aloud the Close Read note on p. 197 and help students find the sentences that show what Mosni does. Next, read aloud the note on p. 199 and have students underline the sentence that shows what happens at the end of the story. **How did the story begin? What happened next?** As a class, use responses to retell the plot.

DOK 1

## OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

Identify and describe the main character(s).

## My View

Prompt students for their initial responses to the text.

- **Talk** Ask students what they thought about the text. Ask them how the text made them feel. Ask them what their favorite moment in the text was.
- **Write or Draw** Have students write or draw to respond to the text. Ask them to show or describe what the text made them think about and how the characters or plot reminded them of something in their own lives.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that they can use illustrations to clarify the meanings of unknown words.

- **Look** Pay attention to the illustrations for clues to what an unknown word might mean.
- **Read** Read the whole sentence that contains the unknown word.
- **Think** Think about what part of the sentence the picture shows. Does that help you understand the meaning of the word?

**MODEL AND PRACTICE** Have students turn to p. 200 in the *Student Interactive*. Model the activity using the word *octopus*. Say: **These pictures are from the story. Which picture shows an octopus?** Indicate to students that the second image from the top shows an octopus. Explain that an octopus is a sea animal with eight arms.



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice clarifying word meanings using illustrations by completing the rest of the activity on p. 200 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students keep a list of unfamiliar words they encounter during independent reading. For each word, have students attempt to determine the meaning by looking at images and other words in the text.

### QUICK CHECK

**Notice and Assess** Can students use images and words in the context to learn or clarify word meanings?

#### Decide

- **If students struggle**, revisit instruction for learning and clarifying word meanings in Small Group on pp. T276–T277.
- **If students show understanding**, extend instruction for learning and clarifying word meanings in Small Group on pp. T276–T277.




**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 201 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 200–201

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary

**MY TURN** Match

octopus	
jellyfish	
creatures	

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### Check for Understanding

**MY TURN** Circle and write

**DOK 2** 1. What word describes the sea creatures?  
unhelpful caring

2. What does the author explain about nature?  
**DOK 2** Possible response: \_\_\_\_\_  
how beaches were made

3. Why do the sea creatures laugh at Mosni?  
**DOK 2** Possible response: \_\_\_\_\_  
They do not think Mosni can help.

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**200** Directions Read the vocabulary words to students. Have them draw a line from each word to the picture that shows the meaning of the word.

Directions Read aloud question 1 and the answer choices to students. Have them circle the answer. Then read aloud questions 2 and 3 and have students write their responses on the lines.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have students use Letter Tiles to make long and short *i* words. Allow any suitable answers.

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



### Decodable Book



#### LIN, SAM, AND JAKE

Students can revisit last week's Decodable Book *Lin, Sam, and Jake* to practice reading words with the sounds /a/ and /ā/ and last week's high-frequency words.

Before reading, display last week's high-frequency words: *away, give, little*. Tell students that they will practice reading these words in the Decodable Book *Lin, Sam, and Jake*. **When you see these words in the story, you will know how to read them.**

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

### High-Frequency Words

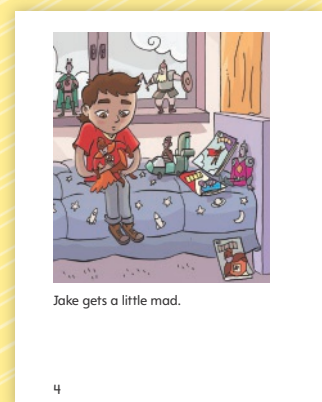
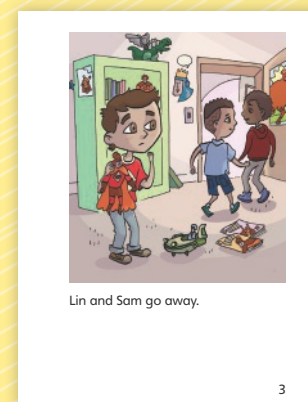
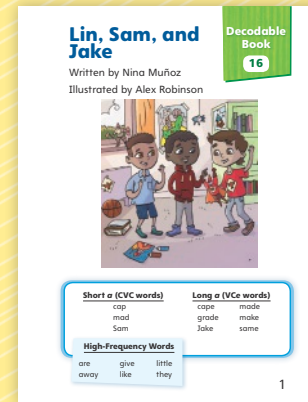
Provide students with two or three leveled readers. Have them skim the books, looking for high-frequency words. Have students share words they find with a partner.

### Centers



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

## Decodable Book





Use the  **QUICK CHECK** on p. T273 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DEVELOP VOCABULARY

**Teaching Point** Remember, you can learn or clarify the meanings of words by looking at images and other words in the text. Images can help you picture the meaning of a word. Reiterate to students that context clues, such as images and other words, in sentences can help them learn or clarify word meanings.

### ELL Targeted Support

**Use Linguistic Support** Provide students with linguistic support they can use to enhance and confirm their understanding of the selection vocabulary words.

Tell students that the word *octopus* means an animal with eight arms that lives in the water. Have them draw what they picture for the word *octopus* on the basis of the definition you gave.

### EMERGING

Tell students that the word *jellyfish* means an animal that has many tentacles and is transparent (see-through) and lives in the water. Have students say one thing about *jellyfish* on the basis of the definition you gave. **DEVELOPING**

Tell students that a *creature* is any living being, such as an insect or animal. On the basis of the definition you gave, have students say their own sentences about *creatures*. **EXPANDING**

Have students work in pairs. Have them work to provide each other with linguistic support to enhance and confirm their understandings of the vocabulary words. **BRIDGING**



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

## Intervention Activity



### LIN, SAM, AND JAKE

Have students reread last week's Decodable Book *Lin, Sam, and Jake*. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

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

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share their lists of unfamiliar words and what they think they mean. Afterward, go over the correct definitions.

### Possible Conference Prompts

- What word meanings were you able to learn while reading? How did you learn them?
- What are some pictures or words in this text that helped you learn or clarify the meanings?

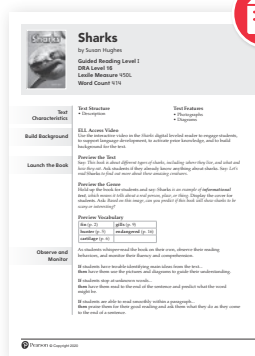
**Possible Teaching Point** Images and other words in the text can be clues to the meaning of a word you are trying to learn.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T260–T261.
- For instructional support on how to learn and clarify word meaning, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Invite one or two students to share new words whose meanings they learned and clarified. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Mosni Can Help*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, working together to learn and clarify new word meanings.

### Centers



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

### Literacy Activities



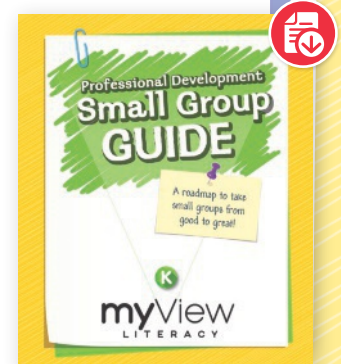
Students can

- complete the activity on p. 200 in the *Student Interactive*.
- answer the Check for Understanding questions on p. 201 in the *Student Interactive*.
- play the myView games.
- with a partner, take turns choosing vocabulary words from a text and trying to learn and clarify their meanings.

### SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar words as they read. They can help each other determine the definitions.

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



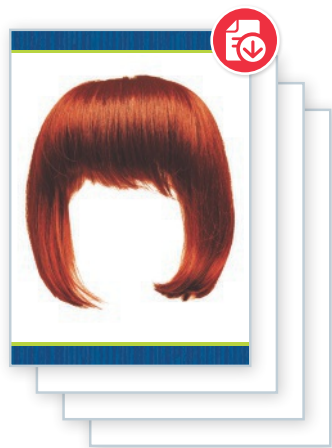
# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards

## Phonological Awareness: Medial /i/ and Medial /ī/

**FOCUS AND MODEL** Tell students that today they will continue listening for and saying the sounds /i/ and /ī/. Display the *wig* Picture Card. **This is a picture of a wig. Listen to the middle sound as I say this word: /w/ /i/ /g/. Does the word *wig* have the sound /i/ or /ī/ in the middle?** Students should say the sound /i/. Display the *kite* Picture Card. **This is a picture of a kite. Listen to the middle sound as I say this word: /k/ /ī/ /t/. Does the word *kite* have the sound /i/ or /ī/ in the middle?** Students should say the sound /ī/.

**SEE AND SAY** Have students turn to p. 179 in the *Student Interactive*. Tell them they will circle the picture words with the middle sound /i/ and underline the picture words with the middle sound /ī/. Have students point to the first picture. **Listen to the sounds in this word: /r/ /ī/ /s/. *Rice* has the sound /ī/ in the middle, so we will underline the picture.** Name the pictures on p. 179 with students, and have them complete the page.

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

### Minilesson

**FOCUS** Hold up the *six* Picture Card. **This is the number six. Listen to the sounds in the word: /s/ /i/ /ks/. What sound do you hear in the middle? (/i/)** **What letter spells the sound /i/?** (the letter *i*) Turn the card over and show students the spelling of the word. ***Six* is spelled *s, i, x*.** Point to each letter as you read the word. Repeat the routine for /ī/ spelled *i\_e* using the *five* Picture Card.

**MODEL AND PRACTICE** Have students turn to p. 180 in the *Student Interactive*. **Let's trace the letter *i* in the first word and read it: /p/ /i/ /n/, *pin*.** **The word has the sound /i/. We will draw a line from the word *pin* to a picture with the same middle sound.** Guide students as they draw a line to either the fish or the toolkit.

**APPLY My TURN** Have students complete the activity on p. 180, providing guidance when necessary.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words, *were*, *some* and *funny*. Have students read the words at the top of p. 181 in the *Student Interactive* with you: *were*, *some*, *funny*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 181. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *were*, and have students point to it. Now let's read the word together: *were*. Repeat with the other words. Have students use the words in sentences.

**APPLY MyTURN** Have students read the sentences on p. 181 with you. Ask them to identify the words *were*, *some*, and *funny* in the sentences. Have them underline the high-frequency words in the sentences and then read the sentences with a partner.

**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they hear, say, or read frequently. Help students develop the vocabulary for this week: *were*, *some*, *funny*. Write the words on the board and read them aloud with students.

As a class, review the high-frequency words with students and write sentences using the words. Have volunteers underline and say the high-frequency words, and then have students read the sentences together. **EMERGING**

Provide these sentences and have students underline the high-frequency word: *We were telling jokes. Some jokes made us laugh. That joke was very funny.* Then have students practice writing the underlined high-frequency words. **DEVELOPING**

Review the three high-frequency words on the board. Provide sentence frames for students to write each word: *We \_\_\_ adding numbers. There are \_\_\_ apples on the table. I saw a \_\_\_ movie.* **EXPANDING**

Have students write sentences using the high-frequency words and share them with a partner. Have the partner read the sentences and underline the high-frequency word in each sentence. **BRIDGING**

STUDENT INTERACTIVE, p. 179

FOUNDATIONAL SKILLS

### Middle Sounds

**SEE and SAY** Circle and underline



Tell students that images represent rice, wig.

Tell students that images represent dig, lime.



Tell students that images represent pin, kite.

Tell students that images represent slide, gift.

Directions: Have students name the pictures in each pair. Say: Circle the picture word that has the /i/ sound in the middle. Underline the picture word that has the /i/ sound in the middle.

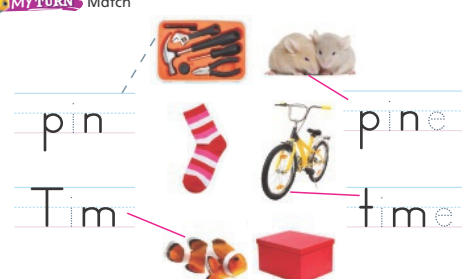
179

STUDENT INTERACTIVE, p. 180

PHONICS | HIGH-FREQUENCY WORDS

### Short i and Long i

**MYTURN** Match



Tell students that images represent kit, mice, sock, bike, fish, box.

Directions: Say: The letter i can make the sound /i/. The vowel pattern /ie/ can make the sound /i/. Have students trace the letter or letters in each word and say the vowel sound. Then have them draw a line from each word to a picture word that has the same vowel sound.

180

STUDENT INTERACTIVE, p. 181

FOUNDATIONAL SKILLS

### My Words to Know

were some funny



### My Sentences to Read

**MYTURN**

We got some little .

They were funny!

Directions: Say: There are some words that we will see a lot when we read. Listen as I read these words: were, some, funny. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences, using the word pups to name the image.

181

# Describe Plot

## OBJECTIVE

Describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud with adult assistance.

## ACADEMIC VOCABULARY

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

- Who was the main *character* in the story?
- What did the main *character* do?
- Can you *explain* the plot from the story?

## Minilesson

**FOCUS ON STRATEGIES** Explain that, by describing and thinking about a story's plot, students will remember the story better. A plot has different parts: main events, a problem, and a resolution. Main events are the most important events that happen in the story. A problem is a challenge main characters in a story have to overcome. Resolution is the part in the story where the characters solve the problem.

- Read the text and look at the photos. What are the characters doing?
- Look at the pictures and words. Do the characters face any challenges, or problems? How do you know?
- Look at the other pictures and read on. How do the characters solve their problems?

**MODEL AND PRACTICE** Remind students that they read *Mosni Can Help*. Have them turn to pp. 196 and 197 in the *Student Interactive*. Say: **The main character, Mosni, does something on these pages. What a character does in a story makes up the story's plot. The things that a main character does in a story contribute to the main events in the story. The main events in the story are the most important, or central, parts of the plot.** Have students complete the Close Read note on p. 197. Provide assistance as needed.



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for describing plot.

**OPTION 1 My TURN** Have students complete the My Turn activity on p. 202 in the *Student Interactive* by drawing pictures for the different parts of the myth's plot.

**OPTION 2 Use Independent Text** Have students draw a series of pictures to represent the plot from an independently read text. Invite students to share their drawings with the class.

### QUICK CHECK

**Notice and Assess** Can students describe the plot in a story?

#### Decide

- **If students struggle**, revisit instruction for describing plot in Small Group on pp. T284–T285.
- **If students show understanding**, extend instruction for describing plot in Small Group on pp. T284–T285.


**ELL Targeted Support Plot** Help students understand what it means to describe the plot of a story. Tell them the plot is what happens in the story. A plot has a beginning, a middle, and an end. It often includes main events, a problem, and a resolution.

Ask students to name the main problem that characters are trying to solve in *Mosni Can Help*. Help students describe the problem. **EMERGING/DEVELOPING**


Ask students to say what the main problem, resolution, and important events are in *Mosni Can Help*. Encourage them to go into detail in describing the plot from the story. **EXPANDING**

Ask students to describe the plot from independently read texts. Prompt them to discuss the main problem, main events, resolution, and other details from the plot. **BRIDGING**

### STUDENT INTERACTIVE, p. 202

CLOSE READ 

## Describe Plot

 Draw

Beginning	Middle	End
Drawing should show Hant Caai asking the sea creatures for help.	Drawing should show Mosni getting sand from the sea.	Drawing should show Hant Caai making a beach.

**202** **Directions** Remind students that the plot of a story includes the main events. Say: *The main events are what happens at the beginning, middle, and end of the story.* Have students look back at the text. Ask them to describe the plot's development by drawing the main events in the boxes.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

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

## Text Structures

### Minilesson

**FOCUS ON STRATEGIES** Explain that authors often use the same words or sentences over and over to make texts interesting or to tell the reader what the author thinks is important in the story.

- Authors may repeat a word, phrase, or sentence that is important to the story.
- Noticing when something is repeated over and over again will help you understand the text.

**MODEL AND PRACTICE** To demonstrate how repetition is used to show the author's purpose, direct students to p. 207 in the *Student Interactive*. Read aloud question 1. The question asks about something that repeats in the text. Authors repeat words or phrases to show us what ideas are important in a text. Help students answer question 1 by referring back to *Mosni Can Help*.

# Handwriting

## OBJECTIVE

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

## Letters Mm

**FOCUS** Display upper- and lowercase *Mm*. Ask students to identify the uppercase *M* and the lowercase *m*.

**MODEL** Write the name *Mat* on the board. Point to the uppercase *M*. This is uppercase *M*. We use uppercase letters to begin sentences and names. Watch as I trace the uppercase *M* with my finger. Show students where to begin the letter and how to properly form it. Have students trace uppercase *M* on the surfaces of their desks.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students write their answers to question 1 on p. 207 in the *Student Interactive*. Then have them complete question 2.

STUDENT INTERACTIVE, p. 207

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

1. What sentence does the author repeat?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 "Can you help?" asks Hant Caai.
2. Think of a new character you could add to the story. Write the character's answer to Hant Caai's question.  
 Possible response:  
 \_\_\_\_\_  
 \_\_\_\_\_  
 "No," says the fish.

Directions Discuss with students how authors use text structure to contribute to their purpose. Say: Sometimes authors repeat words and sentences in a story. Read the first item and have students look back at the text to find the answer. Ask them to discuss why the author repeats the sentence. Then read the second item and have students write their response.

207

## Writing Workshop

Have students use repetition in their Writing Workshop texts. During conferences, support students' writing by helping them find repetition in their reading and including strong repetitive words in the books they are writing.

Write the word *mop* on the board. This is the word *mop*. Point to the lowercase *m*. This is the lowercase *m*. Watch as I trace this lowercase *m* with my finger. Show students how to properly form the letter. Then have students trace the lowercase *m* on the surfaces of their desks.

**PRACTICE** Have students complete *Handwriting* p. 147 from the *Resource Download Center* to practice writing *Mm*.

Name \_\_\_\_\_

### Handwriting

Letters Mm

Write

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

Grade K • Unit 3 • Week 5

*Handwriting*, p. 147

Use the  **QUICK CHECK** on p. T281 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DESCRIBE PLOT

**Teaching Point** Remind students that the plot of a story is what happens to the characters. A plot has main events, a problem, and a resolution to the story problem. Say: **The main events are the most important actions in the plot. They move the story forward.**

### ELL Targeted Support

Help students learn to identify the main events in a story's plot.

Lead a class discussion about the main events in *Mosni Can Help*. Ask students to think about the most important actions in the story. Ask students to say what they think the main events were. **EMERGING**

Repeat the above activity, but ask students to describe the main events in the order that they happened. **DEVELOPING**

Discuss the plot of a familiar book or a book read recently in class. Ask students to summarize the plot. **EXPANDING**

Ask students to create their own stories, identify the main events in the story's plot, and then present their stories to the class.

### BRIDGING



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of fiction can identify a plot by identifying the events that happen on each page of a story. Model reading *Mosni Can Help* and identifying each of the events that become the plot of the story.

**Model** Tell students that you want to be able to retell the story to a friend. **I will reread the story and look at the pictures on each page of the story to identify the important events. As I read, I will ask myself what happens next.** Read a few pages aloud again, and ask the class to tell which events they think are important. Then ask students to just look at the pictures without reading aloud and see who can tell you what happens next.



## Conferring

3 students / 3–4 minutes per conference

### DESCRIBE PLOT

**Talk About Independent Reading** Ask students to describe the plot from stories they have independently read by sharing the pictures they drew. Have them say what the main event, the problem, and the resolution were.

### Possible Conference Prompts

- What happened first, then, and last in the story?
- Which events were most important? Why?

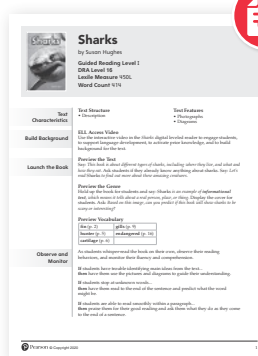
**Possible Teaching Point** By noticing the different events of a story’s plot, a reader can better understand what the story is about.

## Leveled Readers



### DESCRIBE PLOT

- For suggested titles, see “Matching Texts to Learning,” pp. T260–T261.
- For instructional support on how to identify plot, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Have one or two volunteers briefly describe the plot from an independently read text and share any pictures they drew.

## 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 taking turns reading passages from a text.

### Centers



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

### Literacy Activities



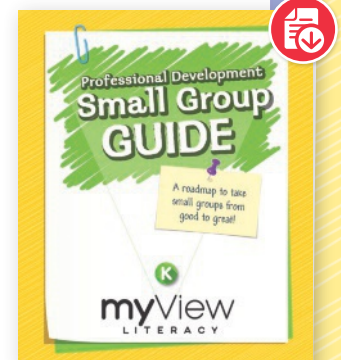
Students can

- play the myView games.
- reread a text and practice describing the plot in writing or by drawing.
- work with a partner to describe the plot of a text read earlier in this unit.

### SUPPORT INDEPENDENT READING

Help students set goals for their reading. Encourage them to read different kinds of books each day.

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



# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

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

### Minilesson

**FOCUS** Hold up a safety pin and say: *This is a pin. I hear the sound /i/ in the word pin.* Write *pin* on the board. Point to the *p* and say /p/. Point to the *i* and say /i/. Point to the *n* and say /n/. *Do you hear the sound /i/ in pin?* Underline the *i*. *What happens to a word that has the sound /i/ when we add an e to the end? Yes, the sound /i/ becomes the sound /ī/.* Write *pine* on the board. *Let's read this word together: /p/ /ī/ /n/, pine.*

**MODEL AND PRACTICE** Write the words *Vin* and *vine* on the board. *Both words have the letter i. One word has the sound /i/ and one has the sound /ī/.* Listen: /v/ /i/ /n/, /v/ /ī/ /n/. *Which word has the sound /i/? Yes, Vin. What letters spell the word? (v, i, n)* Repeat the routine with the word *vine*.

**ELL Targeted Support Writing Short and Long *i*** Help students understand that letters represent sounds, such as *i* for the sound /i/ and *i\_e* for the sound /ī/. Tell students that learning relationships between letters and their sounds will help them write words in English.

Write *i* and *i\_e* on the board. Give each student pictures of a toolkit and a kite. Ask students to name the pictures and identify the vowel sound in each word. Then have them write the letter or pattern from the board that represents the vowel sound to label each picture. **EMERGING**

Repeat the Emerging activity, but this time write *kit* and *kite* on the board. After students write the words, ask them to circle the letter or letters in each word that represent the vowel sound. **DEVELOPING**

Say these words: *rid, ride, Tim, time, bike, bin*. Have students identify the vowel sound in each word and the letter or pattern that represents that sound. Have them write the words on paper. **EXPANDING**

Ask students to write words they know with short *i* spelled *i* and long *i* spelled *i\_e*. Have them circle the letter or letters that represent the vowel sound in each word. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 182 in the *Student Interactive*. Guide them as they decode the words.

**OPTION 2 Independent Activity** Have students look around the classroom for items that have the sounds /i/ and /ī/. Tell them to find at least two items that have the sound /i/ and two items that have the sound /ī/. Have them draw pictures of the items they find and label their pictures with the letter or letters that spell the vowel sound.

## QUICK CHECK

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

## Decide

- **If students struggle**, revisit instruction for reading short and long *i* in Small Group on pp. T292–T293.
- **If students show understanding**, extend instruction for reading short and long *i* in Small Group on pp. T292–T293.

**EXPERT'S VIEW** Sharon Vaughn, University of Texas, Austin

“Foundational skills instruction in the primary years lays the groundwork for students’ success in reading. Remember that foundational skills can be fun. Making phonemic awareness and phonics playful and exciting brings the wonders of print to life. We really want to assure adequate time and importance on these skills so that we can accelerate development in all areas.”

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

## STUDENT INTERACTIVE, p. 182

PHONICS

### Short i and Long i

**MYTURN** Read and circle

**182** **Directions** Review the short and long *i* sounds with students. Then have them trace the letter or letters in each word. Ask students to read each word and circle the matching picture.

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## ADDITIONAL PRACTICE

For additional student practice with short and long *i*, have students complete *Phonics* p. 129 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
**Read Together**

Name \_\_\_\_\_

### Phonics

Short i and Long i

**MYTURN** Match

**Directions** Have students draw a line from each word to the picture it matches.

Grade K, Unit 3, Week 5

**129**

*Phonics*, p. 129

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

Ask and answer questions about unknown words in a text.

## ELL Access

Some languages, such as Spanish, do not often have silent vowels. Students may want to pronounce the e at the end of *i\_e* words. Monitor students' pronunciation of these words as they read the decodable story, and gently provide correction as needed.

## Read *The Twine on the Pine*

**FOCUS** Have students turn to p. 183 in the *Student Interactive*. Today we are going to read a story about some animals that act like people. Point to the title of the story. The title is *The Twine on the Pine*. I see two words that have the long *i* pattern *i\_e*. What are they? We can decode them. The first word is /tw/ /i/ /n/: *twine*, and the second word is /p/ /i/ /n/: *pine*. Have students find and point to the words. In this story, we will read other words that have sounds you have learned.


**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week's high-frequency words: *funny*, *were*, *some*. Tell them they will practice reading these words in the story *The Twine on the Pine*. Display the words. Have students read them with you. When you see these words in the story *The Twine on the Pine*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 183

DECODABLE STORY

FOUNDATIONAL SKILLS


### The Twine on the Pine




Mike and **Kit** did not have twine for a game.

"I see some on the **big** pine," said **Kit**.

"How can we get **it**?" said Mike.

 **AUDIO**  
Audio with Highlighting

 **ANNOTATE**

183





**READ** Have students whisper read the story as you listen in. Then have students take turns rereading the story with a partner. Listen carefully as they use letter-sound relationships to decode.

After students read the story, review the words with the sound /i/ they read in the sentences on p. 183. Have them highlight the words with the sound /i/. Have students read the words to you.

Help students understand how they can determine meanings of words they do not know. *We can ask questions about words we don't know. I am not sure what the word **twine** means. I might ask questions to help me figure out what **twine** means.* Sample questions: *Is twine like a ball? Where is the twine on the pine tree? Can I use the characters' faces to give me clues? Can I use the picture to give me clues? Now let's answer some of the questions I asked. I know games that are played outside with a ball but I can't think of any games that I know of that use something called **twine**, so I'm not sure if twine is like a ball. I can look at the pine tree. The light green stuff on the tree that zig-zags is the only thing I haven't seen before on a pine tree. Maybe that's twine. The characters' faces don't give me any clues, but the picture of the pine tree does. Twine looks like something that you decorate with.* Tell students to ask and answer questions about words they don't know that they read in texts.

Call students' attention to the first sentence on p. 184. *Which word has the sound /i/ in the middle? Point to it.* Help students identify the sound /i/. Then have them underline the word *time*. *What is another word that has the sound /i/ in the second sentence? Point to it.* Tell students to underline the word *twine*.

Have students look at the rest of the story on p. 185. *Which words have the sound /i/? Point to them.* Help students identify the sound /i/ in each word. Then have them underline the words with the sound /i/.

STUDENT INTERACTIVE, pp. 184–185

DECODABLE STORY



I can grip for a little bit of time.  
I can lift the twine.

184

FOUNDATIONAL SKILLS

Underline the words with the long i sound.



Mike is funny.  
Kit is fast.  
They were glad they had twine!

185

# Make Connections

## OBJECTIVE

Compare and contrast the adventures and experiences of characters in familiar stories.

## ACADEMIC VOCABULARY

**Integrate** You can integrate the unit's Academic Vocabulary words into instruction on making connections. Ask:

- What made Mosni choose to help?
- What made the whale choose not to help?
- Explain why the jellyfish was undecided about helping.

## Minilesson

**FOCUS ON STRATEGIES** Explain to students that connecting what they read to their own life experiences and to other texts they have read helps them better understand what they read.

- Tell students they can connect different types of stories, such as myths, to each other because myths talk about nature. You can make connections between the texts by looking at what they teach us about the natural world.
- Point out to students that they can use the characters in stories to make connections to their lives and to other texts. Many stories have a main character who has to solve a problem. How are the characters like you? How do they solve problems differently?
- Tell students they can connect different stories based on the plot. Explain that connecting plot events among stories and then to real life events will help them understand the author's message about life.

**MODEL AND PRACTICE** Have students look at pp. 192 and 193 in the *Student Interactive*. Ask them to say what happens on these pages. Then say:

- Hant Gaai has a problem he needs to solve.
- I can connect this text to another text we have read, such as *The Story of Cornbread Man*, by describing a part of the plot. Hant Gaai needs help making a beach. In *The Story of Cornbread Man*, Grandma also has a problem: The cornbread man that she baked ran away.

**ELL Targeted Support Connect to Other Texts** Help students understand the idea of making connections. Read two very short stories to students.

Have students draw simple connections between the stories. Ask: **What was the same or different about the stories?** **EMERGING**

Have students draw more complex connections. Ask them to compare characters and specific plot events from the story. **DEVELOPING**

Have students draw connections between independently read texts and present them to the class. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections.

**OPTION 1 MyTURN** Have students complete the drawing activity on p. 203 in the *Student Interactive*. Review the story about Anansi as needed. Then have students share their drawings with the class.

**OPTION 2 Use Independent Text** Have students write or draw about connections between texts they read independently as well as other texts read during this unit. Have them share their writing or drawing with the class.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T294–T295.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T294–T295.

STUDENT INTERACTIVE, p. 203

**Read Together** READING WORKSHOP

### Make Connections

**MYTURN** Draw

<b>Mosni Can Help</b>  Drawing could show that Hant Caai wants to make a beach.	<b>How Anansi Got His Stories</b>  Drawing could show that Anansi wants to get Sky King's stories.
---	--

Directions Explain that stories sometimes have similar ideas. Say: You can make connections by telling how the ideas in two stories are alike. Have students think about the events in *How Anansi Got His Stories*. Then have them look back at the text. Ask students to draw events from the two stories that are alike.

203

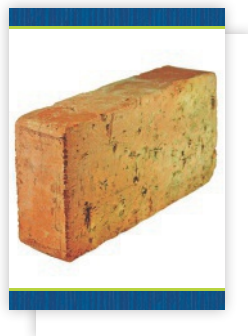
Use the  **QUICK CHECK** on p. T287 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *i* AND LONG *i*

**Picture Card** Display the *brick* Picture Card. *Brick* has the middle sound /i/. What letter spells the sound /i/? Yes, the letter *i* spells the sound /i/.



Display the *kite* Picture Card. *Kite* has the middle sound /ī/. What letters help to make the sound /ī/? Yes, the letters *i\_e*.

Have students tell you words that have the sounds /i/ or /ī/ in the middle.

### ELL Targeted Support

Remind students of the sounds they have learned. Then write the words *lip* and *line* on the board.

Provide students feedback when they have a hard time pronouncing the different vowel sounds. Help them practice each word until they are comfortable with it. **EMERGING**

Closely monitor students and help them self-correct as they read aloud. Then help them pronounce vowels correctly. **DEVELOPING**

Ask students to provide feedback to each other. Have them tell you other words with short and long *i* in them. **EXPANDING**

Prompt students to monitor their speech and self-correct when pronouncing English sounds.

### BRIDGING



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

## Intervention Activity

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

Use Lesson 30 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with middle sound /ī/ and other long vowel sounds.

LEVEL A • MODEL AND TEACH

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

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

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

**OBJECTIVES:**

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

**Bike Ride**

Jane and Sid ride bikes side by side.  
Jane and Sid ride a mile at a time.  
Jane and Sid race home.

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

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

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

Phonics, Morphology, and Spelling T • 175

## Intervention Activity

### PHONOLOGICAL AWARENESS

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





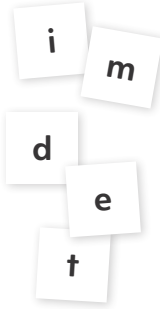
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have students use the Letter Tiles to make words with sounds /i/ and /ī/. Allow any suitable answer, but example answers include *wide*, *dim*, *win*, *dime*, *time*, and *sit*.



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

### Decodable Book



#### WHAT DO YOU LIKE?

Students can read the Decodable Book *What Do You Like?* to practice reading short and long *i* and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *were*, *some*, *funny*. Tell them that they will practice reading these words in the Decodable Book *What Do You Like?* **When you see these words in today's story, you will know how to read them.**

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

### Centers



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

## Decodable Book

**What Do You Like?** Decodable Book 17  
Written by Philippe Bernard  
Illustrated by Hayal Aydin

Short i (CVC words)	Long i (VCe words)
big	gift
bin	pigs
fine	ride
	hide
	like

**High-Frequency Words**  
funny some were you  
one they what

1

What do you like?

2

I like the funny one.  
The bride bakes a cake.  
The cake is not fine.

3

What do you like?  
I like this one.

4

Some men ride to help.  
They were in time.

5

What do you like?  
I like the one with the pigs.

6

Mike and Ben are pigs.  
Mike and Ben hide in a big bin.  
It is funny.

7

What do you like?  
I like the gift with fins!

8

Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### MAKE CONNECTIONS

**Teaching Point** Remind students that they can better understand a text by connecting it to other texts. *Some texts are different. Some texts are the same. You can connect texts to each other when there are things about them that are the same.* Help students understand the idea of comparing texts to see what features they share.

### ELL Targeted Support

Remind students about two short myths they read: “How Chipmunk Got Its Stripes” and the myth about Bear’s tail.

Provide adjectives that might describe Bear and Chipmunk. Review the meaning of each word. Then have students decide whether the word describes Bear, Chipmunk, or both characters. Use the response to complete the sentences: *Bear is \_\_\_\_\_. Chipmunk is \_\_\_\_\_. Bear and Chipmunk are both \_\_\_\_\_. **EMERGING***

Ask: *How are Bear and Chipmunk alike? How are they different?* Provide a sentence frame for students to respond. *Bear and Chipmunk are both \_\_\_\_\_, but Bear is \_\_\_\_\_, and Chipmunk is \_\_\_\_\_. **DEVELOPING***

Ask students to talk to a partner about one thing that is the same and one thing that is different about Bear and Chipmunk. Then have partners share their ideas with the rest of the group. **EXPANDING/BRIDGING**



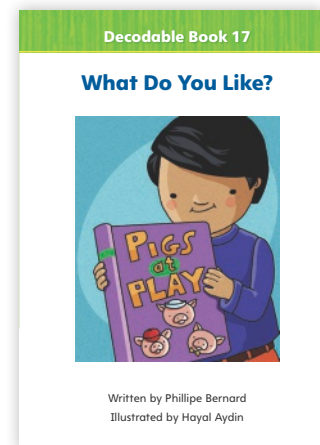
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### WHAT DO YOU LIKE?

Have students reread the Decodable Book *What Do You Like?* Provide instructional support for decoding, comprehension, and high-frequency words. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide additional instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns orally reading the Decodable Book with a partner.

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes per conference

### MAKE CONNECTIONS

**Talk About Independent Reading** Have students find opportunities in their independently read texts to make connections with other texts. Encourage students to look for similarities or interesting points of comparison between texts.

### Possible Conference Prompts

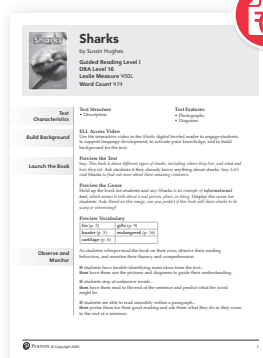
- Does this text remind you of another text you have read? In what ways?
- How is this text similar to or different from another text you have read?

## Leveled Readers



### MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T260–T261.
- For instructional support on how to make connections with other texts, see *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

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

## Centers



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

## Literacy Activities



Students can

- reread two texts and compare and contrast them, trying to make connections.
- play the myView games.
- take turns retelling to a partner one of the stories they have read this week.

## SUPPORT INDEPENDENT READING

It is important to encourage students to connect what they are reading to their own experiences and what they already know. Prompt students to talk about how what they are reading is similar to something in their own lives.

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



## Whole Group

**Share** Bring the class back together in whole group. Have one or two volunteers briefly describe a connection between different texts. Celebrate what students have learned!

# Word Work

## OBJECTIVES

Identify syllables in spoken words.

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

Identify and read common high-frequency words by sight.



Picture Card

## Phonological Awareness: Identify and Count Syllables

**MODEL** Remind students that syllables are word parts and that each syllable in a word has one vowel sound. Display the *iguana* Picture Card. *This is a picture of an iguana. Listen carefully as I say the word and clap the syllables: i (clap) gua (clap) na (clap). How many times did I clap? Students should say three. I clapped three times, so there are three syllables in the word. Now listen as I say the word panda. Clap the syllables with me: pan (clap) da (clap). How many syllables are in panda? Students should say two.*

**PRACTICE** Have a volunteer say his or her name as students clap the syllables. Have students hold up their fingers to show how many syllables are in that name. For example, for the name *José*, students should hold up two fingers. Continue until all students have said their names.

## ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know* p. 136 from the *Resource Download Center*.

FOUNDATIONAL SKILL **Read Together**

Name \_\_\_\_\_

**My Words to Know**

funny    were    some

**MY TURN** Write and read

1. Jim and Pam were mad.

2. Zip is a funny cat.

3. Did you get some milk?

Directions: Have students read the words in the word bank. Ask them to write the correct word on the lines to complete each sentence. Then have students read the completed sentences.

Grade K, Unit 3, Week 5  
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*My Words to Know*, p. 136

## Phonics: Review Short *i* and Long *i*

### Minilesson

**FOCUS** Write the letter *i* and the pattern *i\_e* on the board. Have students identify the letters as you point to them. Then review the sound for each spelling: /i/ and /ī/.

**MODEL AND PRACTICE** Write the word *win* on the board. Have students read the word with you. *We will blend this word together. If you hear the sound /i/, touch your toes. If you hear the sound /ī/, touch your head.* Point to each letter as you blend the sounds and read the word. Repeat with these words: *yip, ride, wide, bill, bit, wide, will, time*.

**TURN, TALK, AND SHARE** Have students turn to p. 186 in the *Student Interactive*. Have them read the words in each row with a partner. Then have them draw one of the words in the box.





**APPLY MyTURN** Have students look at p. 187 in the *Student Interactive*. Have them read the sentences and circle the words with /i/ and /ī/. Then have students match each pair of sentences to one of the pictures.

### ELL Targeted Support Practice Counting Syllables

Tell students that identifying syllables is important for correct pronunciation.

Provide simple, multisyllabic words. Have students read each word and clap out the syllables. **EMERGING**

Pass out cards with multisyllabic words. Pair students and have them read each word aloud together. Tell them to count the syllables in each word and compare answers to see if they agree. **DEVELOPING**

Provide multisyllabic words. Have students create their own one-, two-, and three-syllable puzzle pieces by writing the syllables on index cards and cutting them apart. **EXPANDING/BRIDGING**

### HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many of the words this year, which will help them become better readers. Say the word *funny* and ask students what letters spell the word. Have students

- say the letters of the word as you write them on the board.
- say and spell the word, doing a silent cheer for each letter.
- repeat with *were* and *some*.

## STUDENT INTERACTIVE, pp. 186–187

### PHONICS

#### Short i and Long i

**TURN and TALK** Read

it      kit      kite

in      pin      pine

**MY TURN** Draw

Drawing should show one of the words.

186

**Directions** Review the short and long *i* sounds. Then have students take turns reading the words with a partner. Ask them to draw a picture of one of the words they read.

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### FOUNDATIONAL SKILLS

#### Short i and Long i

**MY TURN** Circle, read, and match

Tim held a kite.

It was fun!

We go on a trip.

We hike up a hill.



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**Directions** Have students read the sentences and circle the words with the short or long *i* sound. Then ask them to draw a line from each pair of sentences to the matching picture.

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# Reflect and Share

## OBJECTIVES

Compare and contrast the adventures and experiences of characters in familiar stories.

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

## ACADEMIC VOCABULARY

**Integrate** You can integrate the Academic Vocabulary words into instruction on responding to sources, comparing texts, and making connections:

- Which character in this story did you like best?
- Explain how Mosni solved Hant Caai's problem.
- Why did Mosni choose to solve the problem?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Guide students to understand that comparing texts they have read and writing about the connections they are able to make will help them better understand the texts. Say: *Writing about texts makes you think more about them. It can help you better understand and appreciate what you have read.*

- Think about the main events and characters in the stories.
- Think about how the events or characters are alike and different.
- Draw to show how the stories are alike or different.

**MODEL AND PRACTICE** Model a written response to a text. Ask students to reflect on the weekly text *Mosni Can Help*. Say: *This story made me think about the main character, Mosni. I wanted Mosni to do a good job of helping Hant Caai. I felt bad for Mosni when the other animals laughed. I also felt bad for Miss Hazelnut when the gingerbread man ran away. I will draw these two characters.*

Ask students to think about how Mosni is like another character they have read about and then draw the two characters.

**ELL Targeted Support Respond** Help students understand the idea of giving a pictorial response to a text. Choose a short text to read to the class. They will practice responding to it through drawing.

Ask students to say one or two words that the story makes them think of. Have them give a pictorial response to a text. **EMERGING**

Ask students to draw the plot or main event of the text you read. Help them by giving constructive feedback. **DEVELOPING**

Ask students to draw the plot and the part of the story they liked best. **EXPANDING**

Ask students to provide a pictorial response to the text that conveys whether or not they liked the story and why. Have students include details from the text in their drawings. Help students by giving constructive feedback.

**BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to connect ideas across texts.

**OPTION 1 My TURN** Have students complete the drawing activity on p. 204 in the *Student Interactive*. Then have students share their drawings with the class.

**OPTION 2 Use Independent Text** Have students respond to independently read texts by drawing characters from the texts. Have students compare and connect the characters they draw.

### QUICK CHECK


**Notice and Assess** Can students provide pictorial responses as they compare texts?

#### Decide


- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T300–T301.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T300–T301.

**WEEKLY QUESTION** Have students use evidence, ideas, and details from the texts they have read this week in order to respond to the Weekly Question. Have them discuss the Weekly Question in small groups.

### STUDENT INTERACTIVE, p. 204

RESPOND TO TEXT 

## Reflect and Share

 Draw

Drawing should show Mosni and a character from another story.

**Weekly Question**  
What do myths teach us about nature?

**204** Directions Tell students they read about the character Mosni. Ask them to think of another character they have read about who is similar to Mosni. Have them respond to sources by drawing a picture of Mosni and that character.

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Use the  **QUICK CHECK** on p. T299 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Tell students that thinking about a text and responding to it is an important way to understand what they have read. Say: *We can respond to a text by drawing or telling our thoughts and feelings. One text might make us feel happy; another text might make us feel sad. We can compare how we feel and whether we like the texts.* Remind students of the definitions of *characters* and *plot*.

### ELL Targeted Support

Build oral language skills by providing sentence frames to help students compare texts that they have read.

*My favorite character in Mosni Can Help is \_\_\_\_\_ . I liked this character because \_\_\_\_\_ .* **EMERGING**

*After reading Mosni Can Help, I felt \_\_\_\_\_ because \_\_\_\_\_. Another book that made me feel this way is \_\_\_\_\_.*  **DEVELOPING**

*Mosni Can Help reminds me of \_\_\_\_\_ because \_\_\_\_\_ .* **EXPANDING**

*One way that Mosni Can Help and \_\_\_\_\_ are similar is \_\_\_\_\_. One way that these stories are different is \_\_\_\_\_.*  **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read this week: “What Is a Myth?” “The Twine on the Pine,” and *Mosni Can Help*. Engage students in a discussion of how these texts contribute to their understanding of why we like stories and what we can learn from them. Encourage students to use the Academic Vocabulary words *character*, *explain*, *meaning*, and *choose*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings about myths and mythology into a format to share with the class.

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

See *Extension Activities* pp. 175–179 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Have students share the pictures they drew of characters from their reading.

### Possible Conference Prompts

- Which characters from two texts did you draw? How do they compare?
- How are the characters you drew similar to Mosni?

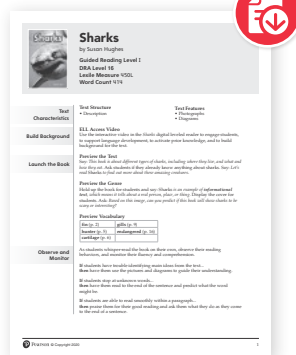
**Possible Teaching Point** Readers respond to texts differently. Some texts will make you feel happy while others may make you curious about something.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T260–T261.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share their responses to texts with the class.

## Independent/Collaborative

### Independent Reading



Students can

- reread and/or listen to the infographic on pp. 174–175 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 and/or draw in response to the Weekly Question.
- work in pairs or small groups to retell or act out a myth from the week.
- draw a picture to show how they feel about a myth or to compare the characters in two stories they have read.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T462–T465, for

- a teachers’ summary of the text.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- suggestions for incorporating the Discussion Chart.



# Resources

## Stacks of Mentor Texts

### Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

## myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

## Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

## Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

## Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
  - ▶ write in different genres and styles.
  - ▶ apply writing conventions.





## Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

*The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.*

### Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.)



## Conference Routine

Research



Name



Decide on



Teach

### Research

A student may discuss the topic of his or her writing and questions he or she may have.

Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.

### Name a Strength

Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.

### Decide on a Teaching Point

Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.

### Teach

Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.



## Writing Assessment

Week 5 • Day 5

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on [SavvasRealize.com](https://www.savvasrealize.com).

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## Writing Workshop Unit Overview

**WEEK 1** Introduce and Immerse

**WEEK 2** Develop Elements

**WEEK 3** Develop Structure

**WEEK 4** Writer's Craft

**WEEK 5** Publish, Celebrate, and Assess

FLEXIBLE PATH



# Units of Study

## This Unit: Narrative

UNIT  
**1**

### LAUNCHING WRITING WORKSHOP

Students will

- learn to think like an author
- begin writing independently
- incorporate feedback and make suggestions to other writers
- evaluate their writing

UNIT  
**2**

### INFORMATIONAL TEXT: LIST BOOK

Students will

- explore the elements of a list book
- generate ideas and plan a list book
- learn that drawings are a type of graphic
- edit for adjectives, nouns, prepositions, and capitalization

UNIT  
**3**

### NARRATIVE: FICTION

Students will

- learn about the elements of fiction and generate ideas
- understand characters, setting, and plot
- incorporate problems and solutions
- compose a beginning and an ending

UNIT  
**4**

### NARRATIVE: PERSONAL NARRATIVE

Students will

- explore elements of a personal narrative
- develop drafts orally or by drawing
- organize events in a proper sequence and conclude with a resolution
- edit for punctuation, capitalization, and spelling

UNIT  
**5**

### INFORMATIONAL TEXT: LITERARY NONFICTION

Students will

- generate ideas and use a graphic organizer to plan
- learn how to compose questions and answers
- understand how pictures and drawings add details
- identify digital tools for writing and publishing

**BONUS!**

### OPINION WRITING: OPINION BOOK

Students will

- learn about the elements of opinion writing
- identify a topic, and state an opinion and a reason
- improve writing with the use of descriptive words
- use complete sentences and conjunctions



**FAST TRACK**

# Your Writing Workshop for Standards Success

UNIT  
**3**

**NARRATIVE: FICTION**

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Fiction</li><li>• Generate Ideas</li><li>• Plan Your Fiction Story</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Setting</li><li>• Apply Characters</li><li>• Apply Plot</li></ul>
<b>WEEK 3</b> <b>DEVELOP STRUCTURE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Organize ideas</li><li>• Apply Compose a Beginning</li><li>• Apply Compose an Ending</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Subjective and Objective Pronouns</li><li>• Apply Edit for Complete Sentences</li><li>• Apply Edit for Adjectives and Articles</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Punctuation Marks</li><li>• Edit for Capitalization</li><li>• Assessment</li></ul>

# Weekly Overview

Students will

- explore elements of fiction
- understand character, setting, and plot
- generate ideas and plan their own fictional story


WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Fiction T312	Fiction: Characters and Setting T316	Fiction: Plot T320
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T313	Independent Writing and Conferences T317	Independent Writing and Conferences T321
<b>SHARE BACK FOCUS</b> 5–10 min.	Share Ideas T313	Characters and Settings T317	Plot Ideas T321
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ↩ • <b>Language &amp; Conventions</b> Spiral Review: Verbs (Future Tense) T314–T315	• <b>Pre-Spelling</b> Letter Sort T318 <b>FLEXIBLE OPTION</b> ↩ • <b>Language &amp; Conventions</b> Oral Language: Subjective Case Pronouns T319	• <b>Language &amp; Conventions</b> Teach Subjective Case Pronouns T322–T323





# Mentor STACK



- *I Want a Dog!* by Helga Bansch
- *Wemberly Worried* by Kevin Henkes
- *Little Nino's Pizzeria* by Karen Barbour
- *Just Like Daddy* by Frank Asch
- *If You Give a Mouse a Cookie* by Laura Joffe Numeroff

## Use the following criteria to add to your fiction book stack:

- Fiction books with vivid and memorable characters.
- Fiction books with clearly defined plots.
- Fiction books with different settings.

Preview these selections for appropriateness for your students. Selections are subject to availability.

### FAST TRACK

#### LESSON 4

Generate Ideas T324

Independent Writing and Conferences T325

Story Ideas T325

- **Language & Conventions** Practice Subjective Case Pronouns T326–T327

### FAST TRACK

#### LESSON 5

Plan Your Fiction Story T328

Writing Club and Conferences T328–T329

Graphic Organizers T328

- **FLEXIBLE OPTION** **Language & Conventions** Standards Practice T330–T331

### ADDITIONAL RESOURCES

#### MINILESSON

5–10 min.

Tell Your Story

Fiction Ideas from Real Life

#### INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

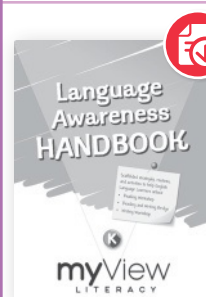
Independent Writing and Conferences

#### SHARE BACK FOCUS

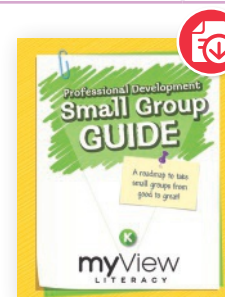
5–10 min.

Stories

Personal Experiences






See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of writing a story in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Genre Immersion Lessons</b>		
<b>If</b> students need additional support,		<b>Then</b> show a stack book the student is familiar with. Ask: How do you know this book is not a true story?
<b>If</b> students show understanding,		<b>Then</b> show a familiar stack book and ask: How do you think the author got the idea for this book?
<b>Generate Ideas</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: What fiction books do you like to read?
<b>If</b> students show understanding,		<b>Then</b> ask students to describe the setting for a book they want to write.
<b>Plan Your Fiction Story</b>		
<b>If</b> students need additional support,		<b>Then</b> have students first tell their stories aloud.
<b>If</b> students show understanding,		<b>Then</b> ask: What problem will the characters try to solve in your story? How will they solve it?

## Conference Support for ELL

### EMERGING

- Read a fictional story that is well-known or easy to follow.
- Show a popular fictional story in different languages, so students understand the stories are shared across cultures.
- Explain what happens in a fictional story, allowing time for questions.

### DEVELOPING

- Find fictional stories the students may be familiar with. Identify the characters and settings, prompting students to say a detail about each.
- Provide repetitive sentence frames to describe the plot of a story. *This book tells me about \_\_\_\_\_. This book has pictures about \_\_\_\_\_.*
- Model how to brainstorm topics.

### EXPANDING

- Rephrase or repeat questions at the student's request.
- Think Aloud about the setting and characters of a story.
- Have students identify the sequence of events in a book.

### BRIDGING

- Invite students to lead a discussion about fictional stories they have read and what they learned.
- Have students identify the characters, setting, and plot from a stack text.
- Ask students to work with each other as they plan their fictional stories, incorporating feedback and suggestions from their peers.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **visualizing** and **subjective case pronouns**.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of the characteristics of fiction books. These targeted supports were chosen to help students better understand the genre and planning process.

Use this note for the minilesson on pp. T316–T317.

#### ELL Targeted Support

##### FICTION: CHARACTERS AND SETTING

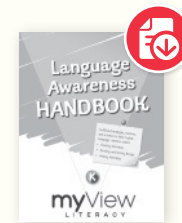
Use the stack books to identify the characters and setting of a story.

Work individually with students to point out the characters and setting of a story, using pictures, drawings, and words to help students make the connection. **EMERGING**

If students have difficulty identifying the characters and setting, have them retell the story using simple sentences. **DEVELOPING**

Have students talk with other students about some memorable characters and settings they recall from stories or books. **EXPANDING**

Have students share their story ideas with a partner. Have them provide feedback and suggestions and respond to feedback given to them. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T320–T321.

#### ELL Targeted Support

##### FICTION: PLOT

Students may need support in understanding the events that make up a plot.

Learn the words *characters*, *setting*, *first*, *next*, and *last* in your students' home languages. Encourage them to draw pictures to show the plot for their story. **EMERGING**

If students have plot ideas but do not know how to write the words, encourage them to talk about the events in the story. Help transcribe the words for their stories. **DEVELOPING**

Have students work within a group to help generate plot ideas for themselves and others. Tell students to brainstorm memorable events for their plot and write a list of their ideas. **EXPANDING**

Pair students and have them write a list of plot ideas. Then have partners read their plot ideas aloud. Have the class help describe the sequence of events in the plot. **BRIDGING**

## FAST TRACK

## Fiction

## OBJECTIVE

Hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep.

STUDENT INTERACTIVE, p. 51

The screenshot shows a page from a student interactive. At the top, it says 'FICTION' and 'WRITING WORKSHOP'. Below that, it says 'I can write a story.' and 'My Learning Goal'. The main title is 'Fiction' and the subtitle is 'Fiction is a made-up story.' There are three sections: 'Character' with 'Tim the turtle', 'Setting' with 'lived by a pond.', and 'Events' with 'One day Tim fell into the water. He swam back to shore.' At the bottom, there are directions: 'Directions: Say: When we read, we start at the top and move from left to right. When we get to the end of a line, we move our finger down to the next line. We keep going until we get to the bottom. Then students track the print, including the return sweep, as you read about the model text. Discuss what makes this text a fiction story.' The page number '51' is in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** A fictional story is made up. It includes characters, setting, and plot events.

**MODEL AND PRACTICE** Select a fiction book from the stack. Demonstrate how to hold the book right side up. Tell students: **This is a fiction book. A fictional story is a made-up story. In the story, there are characters. There is a setting. And there is a plot, or something that happens. Let's read this book together and think about why it is a fiction book.**

Read the book aloud. As you read, explain how to turn the pages correctly. Also track the print with your finger to show students how reading moves from top to bottom and left to right with return sweep. After reading, tell students: **A fiction book has characters. Does this book have characters? Who are the characters?** Work with students to name the characters. Show pictures from the book to help students remember. **A fiction book has a setting. A setting is where and when the story happens. Where and when does this story happen?** Assist students in naming the setting. **A fiction book has a plot, or events. Does something happen in this book? What happens in this book?** Help students give a general summary. **This book is a fiction book. It has characters, a setting, and a plot. In this unit, we will write fiction books too.** Read additional books from the stack, pointing out the features that make them fiction.

Have students turn to p. 51 in the *Student Interactive*. Review the elements of a fictional story: characters, setting, and events (plot).



## Independent Writing

Mentor STACK



### FOCUS ON FICTION

- After the minilesson, students can continue reading stack books if they need more time to develop their understanding of fiction.

### WRITING SUPPORT

- **Modeled** Show stack texts of fictional stories and repeat the definition of *fiction*.
- **Shared** With students' input, make a list of fictional stories they know.
- **Guided** Prompt students to think about what they could include in their fictional story.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they can begin thinking of ideas for their own fiction books. Distribute stapled booklets for students to write in.

See the **Conference Prompts** on T310 if time allows for individual conferences.

## Share Back

Call on a few students to share the ideas they have for their stories.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Verbs (Future Tense)

**FOCUS** Explain that some verbs are action words. Verbs can describe actions that happened in the past, present, and future.

**MODEL** Write on the board and read aloud examples of sentences in present and future tenses: “We learn today.” This sentence tells what we are doing now. “We will learn tomorrow.” This sentence tells what we will do in the future. Notice the word *will* is added before the verb to show this.

**APPLY** Have students think of a verb. Use the verb in a simple sentence in present tense. *I walk to the playground.* Challenge them to tell you what the sentence would be in future tense. Give them sentence frames as needed: *I \_\_\_ to the playground tomorrow.*





### ELL Targeted Support

**Edit for Verb Tenses** Help students edit sentences for appropriate verb tense.

Write the following sentence: *I will jumped*. Ask students if the correct verb tense is used in the sentence. Have a volunteer edit the sentence by crossing out the *-ed* in *jumped*. **EMERGING**

Write the following sentence: *I jumped tomorrow*. Ask students if the correct verb tense is used in the sentence. Have students tell you what the correct verb tense is and explain how they know. Cross out *jumped* and write *will jump* above it. **DEVELOPING**

Write *paint* on the board. Ask students to use the word *paint* in sentences about the past or in the future. Write the sentences on the board. Have students edit them by correcting any incorrect verb tenses. **EXPANDING**

Have students write two sentences about the past and two sentences about the future. Have partners trade papers and edit for verb tenses. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Verbs (Future Tense)

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Subjective Case Pronouns

### LESSON 3

**Teach Subjective Case Pronouns**

### LESSON 4

**Practice Subjective Case Pronouns**

FLEXIBLE OPTION

### LESSON 5

**Standards Practice**

# Fiction: Characters and Setting

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

## Minilesson

Mentor STACK



**TEACHING POINT** A fictional story includes characters—the people or animals the story is about. A fictional story also has a setting: when and where the story takes place.

**MODEL AND PRACTICE** Select a book from the stack and read it aloud to the class. As you read, do a Stop and Jot, using sticky notes to jot details about the setting. Write one word per sticky note. On additional sticky notes of a different color, write the names of characters.

When you are finished reading, talk about your sticky notes. Explain that a setting is when and where a story takes place. Identify the story's setting. Next, explain that characters are usually the people or animals that the story is about. Identify the characters.

Distribute a sticky note to each student. Read aloud another stack text. Have students Stop and Jot about the setting or characters on their sticky note. When you are finished reading, have students add their sticky notes on a flip chart or board. *The author of this book included characters and a setting. When you write your own fiction book, you have to think about what characters you will include. You also have to decide on a setting for your story.*



## Independent Writing

Mentor **STACK**



### FOCUS ON CHARACTERS AND SETTING

- As students enter into their independent writing time, tell them to continue exploring the stack books if they need more time to learn about characters and setting.

### WRITING SUPPORT

- **Modeled** Read a stack text aloud and point out the characters and settings.
- **Shared** Have students recall their favorite fictional story, identifying the characters and setting.
- **Guided** Prompt students to identify setting details and the characters.

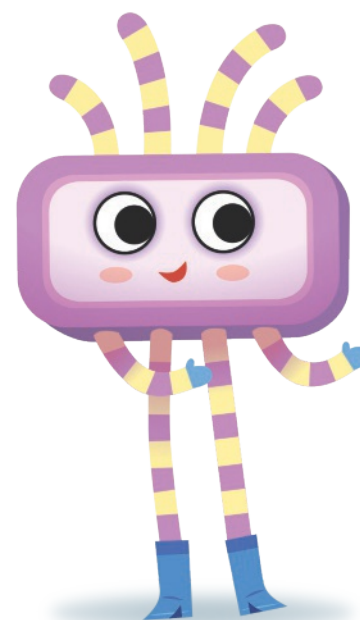
 **Intervention** Refer to the *Small Group Guide* for support.

- If some students are ready to write, they can use this time to begin writing their books.

See the **Conference Prompts** on p. T310.

## Share Back

Call on a few students to share the characters and settings from stack books or from books they are writing. Ask the class to discuss what they think might happen to the characters in that setting.



# Letter Sort

## OBJECTIVE

Identify all uppercase and lowercase letters.

### ELL Targeted Support

**Letters** Reinforce new English vocabulary by brainstorming synonyms for *uppercase* (*large, big, etc.*) and *lowercase* (*small, little, etc.*)

Identify *uppercase* and *lowercase* as you point to and say each letter. Have students repeat the letter after you, using this sentence frame: *This is a(n) \_\_\_\_* (for example, lowercase *t*). **EMERGING**

Point to each letter and ask students to tell you the name and case of the letter: *This is a(n) \_\_\_\_*. **DEVELOPING**

Pair students and have them ask each other to write uppercase and lowercase letters: *Write a(n) \_\_\_\_*. **EXPANDING**

Draw a T-chart for students labeled *Same* and *Different*. Have students take turns writing in uppercase and lowercase pairs under the appropriate column (for example, write *Rr* under *Different*). **BRIDGING**

## Minilesson

**FOCUS ON STRATEGIES** Remind students that all letters come in uppercase and lowercase forms. Point to the alphabet and show them that there are two forms of all letters.

- Sometimes the lowercase letter is a smaller version of the uppercase letter, such as *Oo*.
- Sometimes the lowercase letter does not look like the uppercase letter, such as *Bb*.


**MODEL AND PRACTICE** Have students identify other letters where the uppercase and lowercase letters look similar (for example, *Ss*). Remind them that the letters spell the same sound, whether they are uppercase or lowercase. A lowercase *s* spells the same sound as an uppercase *S*. A lowercase *b* spells the same sound as an uppercase *B*.

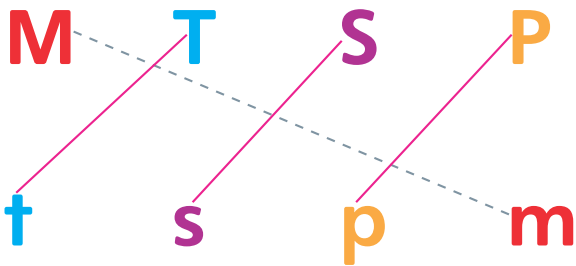
**APPLY MyTURN** Turn attention to p. 48 of the *Student Interactive*. Read aloud the directions and have students complete the activity by drawing a line from the uppercase letter on the top row to the corresponding lowercase letter on the bottom row.

### STUDENT INTERACTIVE, p. 48

PRE-SPELLING

### Letter Sort

 Match



**48** Directions Have students identify the uppercase and lowercase letters. Model: *This is uppercase M. This is lowercase m.* Then ask students to draw a line from each uppercase letter to the matching lowercase letter.

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# Language & Conventions

## Subjective Case Pronouns

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Subjective Case Pronouns

**FOCUS** Tell students that pronouns are words used in the place of nouns.

**MODEL AND PRACTICE** Refer to yourself by your name: *Today [Ms. Brown] is going to tell you about how to use pronouns.* That sounds strange, doesn't it? That is because we usually use pronouns when referring to ourselves. I would usually say: *I am going to tell you about pronouns.* Instead of using your name when talking to you, I use the pronoun *you*. *He, she, it,* and *they* are other examples of pronouns that we use in place of a noun. Instead of saying, "*Anna is reading*" I can say, "*She is reading.*"

**APPLY** Provide students with a subjective case pronoun and have students work with a partner to use it in a sentence.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.



FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Subjective Case  
Pronouns

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Verbs (Future  
Tense)

**LESSON 3**

Teach Subjective Case  
Pronouns

**LESSON 4**

Practice Subjective  
Case Pronouns

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Fiction: Plot

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

## Minilesson

Mentor STACK 

**TEACHING POINT** The plot of a story includes the events that make up the story. The events are usually connected and are in a sequence.

**MODEL AND PRACTICE** Write the word *Plot* on a flip chart or board. Help students sound out and say the word. Ask students to guess what a *plot* is. Write down their guesses. Then say: **The plot is the action in the story. All of the events that happen in a story make up the plot. Let's read a book to see how the author writes the plot.**

Read a stack text aloud. When you are finished, recall the events and action in the story. Make a list of the events, asking students to recall the story. What happened first, next, and last? Write the events in order on the board or flip chart. Then repeat the activity with a second stack text. When students show understanding of plot, say: **Just like this author, we will write stories. Our stories will have a plot.**

## Possible Teaching Point

### Language & Conventions | Subjective Case Pronouns

Remind students that a pronoun takes the place of a noun. The words *I, he, she, it, and they* are examples of subjective case pronouns.

As students discuss characters and settings, have them

- tell which pronouns can replace the characters and settings they name
- say sentences that give more information about each character or setting using pronouns in place of nouns



## Independent Writing

Mentor **STACK**



### FOCUS ON PLOT

- As students transition into independent writing, have them read additional stack texts to see how authors write the plot of their books.

### WRITING SUPPORT

- **Modeled** Read a stack book aloud and identify the sequence of events in the plot.
- **Shared** Have students tell the plot of their favorite story.
- **Guided** Tell students to identify their plot events in detail.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, have them transition to writing or drawing the plot for their story.

If time allows for individual conferences, see the **Conference Prompts** on p. 310.

## Share Back

Have a few students share their plot ideas with the class. Tell the class to ask questions and provide suggestions for the plot, setting, or characters.



# Language & Conventions

## Subjective Case Pronouns

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### LESSON 3

#### Teach Subjective Case Pronouns

**FOCUS** Explain that pronouns take the place of nouns.

Mark held  
the door.

He is very  
helpful.






**MODEL AND PRACTICE** To reinforce the instruction, have students identify subjective pronouns. Write the following sentences on the board: *Mark held the door. He is very helpful.*

What word is the pronoun? (He) What word does it replace? (Mark)  
“The blocks are put away. They are in the box.” Which word is a pronoun? (They)

Then ask a question and have volunteers respond with an answer using a pronoun: *What is Grace doing?* (She is \_\_\_\_.) *What will you do after school?* (We will \_\_\_\_\_. I will \_\_\_\_\_.)

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Verbs (Future Tense)

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Subjective Case Pronouns

**LESSON 3**

**Teach Subjective Case Pronouns**

**LESSON 4**

**Practice Subjective Case Pronouns**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

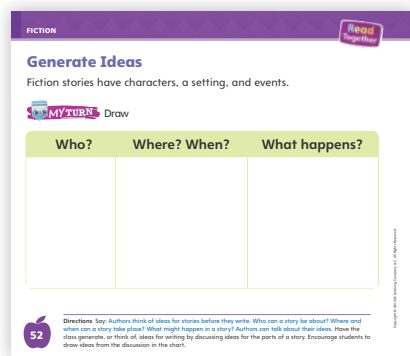
FAST TRACK

# Generate Ideas

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 52



## Minilesson

Mentor STACK



**TEACHING POINT** Generating ideas for a story can be fun, but it can also be a lot of work. The characters, setting, and plot all have to fit together and make sense.

**MODEL AND PRACTICE** Display a book from the stack. Ask students where the author might have gotten the idea for the book. For example, a book about a cat might have been inspired by the author’s pet. If the book has an author biography, read it aloud. Repeat with other stack books.

Say: Story ideas can come from anywhere. Authors need to brainstorm ideas about characters, settings, and plots. We can think of ideas for stories too. To think of ideas, think about the characters you can include. Should the characters be animals or people? Think about the setting. What are some interesting places we could use as the setting? Also think about the plot. What problem can the characters have? What events can happen in the setting you chose?

Help students brainstorm ideas and write their suggestions on a flip chart or board. As they generate ideas as a class, have students complete p. 52 in the *Student Interactive*. Explain that what they write in the “What happens?” column will be used to think of the plot for their story.

## Possible Teaching Point

## Writing Process

### Prewriting | Story Map

A story map can help students organize their ideas before they begin writing. Have students draw or write in a story map to show

- the characters
- the setting
- a few simple plot events

Explain that students will use this information as they write their stories.



## Independent Writing

Mentor **STACK**



**FOCUS ON IDEAS** After this lesson, students should transition into independent writing.

- If students find it difficult to come up with an idea, refer them to the ideas the class brainstormed on the flip chart or board.

### WRITING SUPPORT

- **Modeled** Use stack texts to generate ideas for stories.
- **Shared** Prompt students to generate ideas by looking through the stack texts or class library.
- **Guided** Have students think about a question or challenge for which they would like to make up an answer.

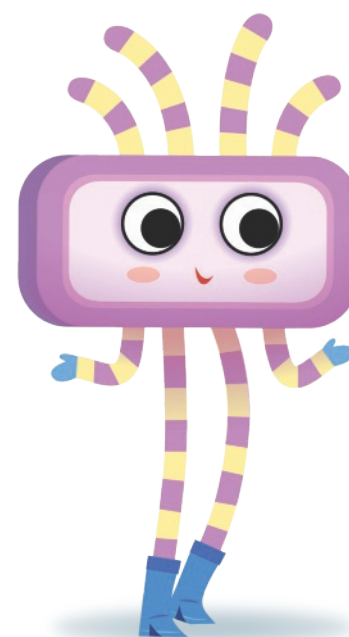
 **Intervention** Refer to the *Small Group Guide* for support.

- Encourage students to continue to write about their idea in their stapled booklets. Tell them they can start a new story if they find an idea they like better.

See the **Conference Prompts** on p. T310.

## Share Back

Invite a few students to share their story ideas with the class. Tell students to talk about why they chose that idea and what setting, characters, or plot they might include in their story.



# Language & Conventions

## Subjective Case Pronouns

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### Writing Workshop

Tell students to pay attention to pronouns as they write their drafts during Writing Workshop.

### LESSON 4

#### Practice Subjective Case Pronouns

**APPLY MyTURN** Have students edit for subjective case pronouns on p. 50 of the *Student Interactive*.


#### STUDENT INTERACTIVE, p. 50

LANGUAGE AND CONVENTIONS Read Together

### Subjective Case Pronouns

A **pronoun** takes the place of a noun.

The boy ran.  
He ran.



**MYTURN** Write

he she I

**(Student's name)** is a student.

**I** am a student.

**50**

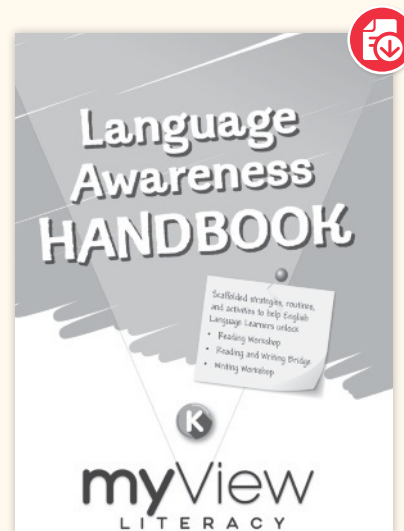
Directions Read the information and explain that some pronouns are used in the naming part of a sentence. Then read the pronouns in the word bank. Ask students to write their name to complete the first sentence. Then have them edit by writing the appropriate pronoun to take the place of their name in the second sentence.

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### Develop Language Awareness

For additional practice with subjective case pronouns, complete the activity on p. 31 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand subjective case pronouns.



FLEXIBLE OPTION

#### LESSON 1

 **Spiral Review:**  
Verbs (Future Tense)

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Subjective Case Pronouns

#### LESSON 3

**Teach Subjective Case Pronouns**

#### LESSON 4

**Practice Subjective Case Pronouns**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

## FAST TRACK

# Plan Your Fiction Story

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 53



## Minilesson

**TEACHING POINT** Authors plan their stories before they write them. Planning out the story helps an author think through the setting, characters, plot, and details. During the planning stage, authors may outline their story to see how they will organize it.

**MODEL AND PRACTICE** Ask students to share a time when they planned something before doing it. Explain to students that writers plan their fictional story before writing it. An author often outlines the story to make sure details about the setting, characters, and plot are included. An outline helps the author organize the plot and think about the sequence of events in a story.

Direct students to p. 53 in the *Student Interactive*. Think aloud as you model using the graphic organizer to plan a story based on an idea generated by the class. Make notes or draw a picture about your story's characters and setting, making sure to include some detail so students can visualize. Next, think through the actions that will make up your story. Invite volunteers to suggest plot events too. As you fill in the sequence of events, show students that during the planning stage, authors often change their minds. Model revising the details of the plot by erasing, crossing out, or moving around your ideas in the graphic organizer.

When you are finished, review your work with the class. Ask them for suggestions for your story. Model accepting or rejecting their suggestions and adjusting your graphic organizer accordingly.

## WRITING CLUB

Place students into Writing Club groups. See p. T329 for details of how to run Writing Club.

## Share Back

Ask students with whom you conferred to show their graphic organizers to the class. Prompt students to talk about the changes they made during the planning stage. Did they change their characters, setting, or events? Tell students to talk about why it is important to plan a story before writing it.



# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their story ideas.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- how to take turns
- what to do when someone else is speaking
- how to offer helpful suggestions

**What Are We Sharing?** Students can share story ideas or their plan with each other. Students can help each other create the setting, characters, and plot of their stories. Encourage students to work with each other to decide what events should happen first, next, and last in their stories.



## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- What are some ideas for your stories?
- Why did you choose this setting for your story?
- How does your character feel in the story?

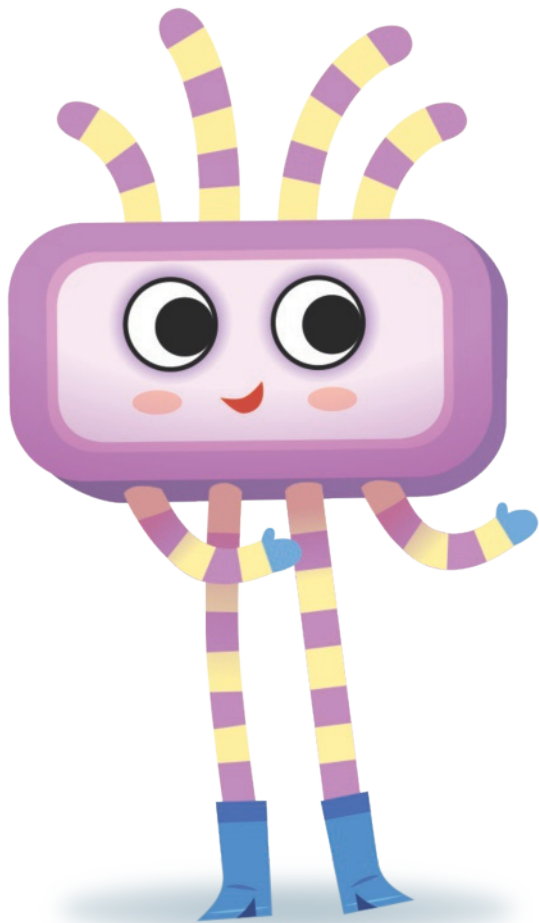


# Language & Conventions

## Subjective Case Pronouns

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.



FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentences. Read aloud the sentences and then each answer choice.


(1) Rose sees two friends. She waves.

Which word in these sentences is a pronoun?

- A She
- B two
- C Rose



**APPLY My TURN** Have students complete *Language and Conventions*, p. 148, from the *Resource Download Center*.

Name \_\_\_\_\_ 

**Language and Conventions**  
Subjective Case Pronouns  
A pronoun takes the place of a noun.

I	he	she
---	----	-----

**MY TURN** Read and write

1. Jane went on a bus.  
She went on a bus.

2. I think Justin likes grapes.  
I think he likes grapes.

Complete the sentence below with the pronoun *I*.

3. Can I get a cat?

Directions: Have students read the pronouns in the word bank. Then have them read the sentences. Tell them to write the correct pronoun to replace the noun for numbers one and two. Have them complete the third sentence as instructed.  
Grade K, Unit 3, Week 1  
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*Language and Conventions*, p. 148

FLEXIBLE OPTION

LESSON 1



**Spiral Review:**  
Verbs (Future Tense)

FLEXIBLE OPTION

LESSON 2

**Oral Language:**  
Subjective Case Pronouns

LESSON 3

**Teach Subjective Case Pronouns**

LESSON 4

**Practice Subjective Case Pronouns**

FLEXIBLE OPTION

LESSON 5

**Standards Practice**

# Weekly Overview

Students will


- learn about the elements of fictional stories
- learn how to write about their settings and characters
- incorporate problems and resolutions into their plots

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Setting T336	Explore Characters T340	Apply Characters T344
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T337	Independent Writing and Conferences T341	Independent Writing and Conferences T345
<b>SHARE BACK FOCUS</b> 5–10 min.	Settings T337	Characters T341	Characters T345
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ↩ • <b>Language &amp; Conventions</b> Spiral Review: Subjective Case Pronouns T338–T339	• <b>Pre-Spelling</b> Letter Sort T342 <b>FLEXIBLE OPTION</b> ↩ • <b>Language &amp; Conventions</b> Oral Language: Objective Case Pronouns T343	• <b>Language &amp; Conventions</b> Teach Objective Case Pronouns T346–T347





# Mentor STACK



Use the following criteria to add to your fiction book stack:

- Books that have a logical and clear sequence of events.
- Books with a clear problem and resolution.
- Books with vibrant illustrations of the setting and characters.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Explore Plot T348	Apply Plot T352
Independent Writing and Conferences T349	Writing Club and Conferences T352–T353
Plot T349	Problem and Resolution T352
<ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Practice Objective Case Pronouns T350–T351</li> </ul>	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T354–T355</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>			
5–10 min.	Draw Your Setting	Draw Your Characters	
<b>INDEPENDENT WRITING AND CONFERENCES</b>			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
<b>SHARE BACK FOCUS</b>			
5–10 min.	Settings	Characters	
	See the online <i>Language Awareness Handbook</i> for additional writing support.		See the <i>Small Group Guide</i> for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of characters, setting, and plot in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Setting

**If** students need additional support,


 **Then** walk them through a stack book to identify details that describe the setting.

**If** students show understanding,

**Then** have them tell you another detail they could add to their setting.

#### Characters

**If** students need additional support,


 **Then** ask: What words would you use to describe your main character?

**If** students show understanding,

**Then** ask: What problem will the characters in your story face?

#### Plot

**If** students need additional support,

 **Then** ask: What is the problem in your story? If you were the main character, how would you solve it?

**If** students show understanding,

**Then** ask: How will you make the plot exciting for your audience to read?

## Conference Support for ELL

### EMERGING

- Show the settings of stack books and have students repeat the setting, such as forest or house.
- Learn the word *character* in your students' home language, using it to identify characters in the stack books.
- Use graphics to point out the problem in a story, saying *problem* in the students' home language.

### DEVELOPING

- Talk through some familiar settings with students, such as classrooms, bedrooms, or restaurants.
- Have students talk about characters they know from books or movies.
- As students work on plot, transcribe the sequence of events for them as needed.

### EXPANDING

- Prompt students to describe a book setting in detail, helping them to further develop language skills.
- Ask students to describe their favorite book characters.
- Have students identify the sequence of events in a book, recalling the problem and solution within a plot.

### BRIDGING

- Invite students to lead a discussion about a setting from a stack book.
- Have students talk in detail about their favorite book or movie character.
- Ask students to work with each other as they plan their plots, providing feedback to peers.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **author's craft** and **objective case pronouns**.



## ELL Minilesson Support

### Week 2: Develop Elements

This week, your ELLs will benefit from additional writing support that will help them develop the elements of their stories. These targeted supports were chosen to help students better understand how to write their characters and plot.

Use this note for the minilesson on pp. T340–T341.

#### ELL Targeted Support

##### EXPLORE CHARACTERS

Use the stack books to identify the characters of a story.

Work individually with students to point out the main character of a story using pictures, drawings, and words to help students.

##### EMERGING

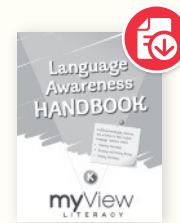
If students have difficulty identifying a character's feelings in a story, ask them to pretend they are the character. Have students explain how they may feel. **DEVELOPING**

Have students talk with other students about their favorite characters from books or movies.

##### EXPANDING

Have students identify the physical and personality traits of the characters.

##### BRIDGING



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T352.

#### ELL Targeted Support

##### APPLY PLOT

Students may need support in creating their plots.

Supply students with a beginning and ask them to think of a middle and end. **EMERGING**

If students have plot ideas but do not know how to write the words, encourage them to talk about the events in their story. Help transcribe their ideas. **DEVELOPING**

Have students work within a group to help generate their plot. Have students provide feedback and add details to each plot.

##### EXPANDING

Ask students to describe the plots of their stories. **BRIDGING**

## FAST TRACK

## Setting

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 95

The image shows a student interactive page titled 'Setting'. At the top, it says 'FICTION' and 'WRITING WORKSHOP'. Below that, it says 'I can write a story.' and 'My Learning Goal'. The main heading is 'Setting' with the definition 'The setting is when and where a story takes place.' There are three images: a girl, a forest, and a dog. A 'MY TURN' section says 'Circle' and points to the forest image. At the bottom, there are directions: 'Directions: Have students describe what they see in the pictures. Then have them circle the picture that could be the setting for a story. Ask students to discuss what events could happen in a forest.' The page number '95' is in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** The setting of a story is when and where a story takes place.

**MODEL AND PRACTICE** On a flip chart or board, write *Setting* and draw two columns with the following headers above each column: *Where* and *When*.

Hold up a book from your stack that you read during the immersion days. Open to a page that shows a good picture of the setting and ask: **Where does this story take place?** Have students tell you where the story takes place (for example, school, forest, boat). Write their answers in the *Where* column of your chart. Then ask: **When does this story take place?** Have students tell you when the story takes place (for example, summer, afternoon, in the future, after school). Write their answers in the *When* column of your chart. Repeat with additional stack books until you have gathered a good list of settings.

Say: **A *where* and a *when* make up a setting. When authors write stories, they include lots of details about the setting to make the story more interesting. Details about the setting also help the reader picture it. Pretend we are writing a story that takes place in a garden. We might give details about the garden. We could say there are yellow flowers. There are tomato plants. The sun is shining. The flowers smell like perfume. What other details could we add about the setting?** Prompt students to suggest details that describe a garden. Then have them suggest details for each *where* and *when* item on the list you created.

Work with students to complete the activity on p. 95 of the *Student Interactive*.



## Independent Writing

Mentor STACK



### FOCUS ON DETAILS

- During independent writing time, students should review their stories and add details to their settings. When they finish adding details, they can continue writing.

### WRITING SUPPORT

- **Modeled** Use stack texts to identify details that describe the setting.
- **Shared** Have students choose a setting and discuss it together.
- **Guided** Prompt students to think about the parts of their setting and how they can add detail to it.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T334.

## Share Back

Ask a few students to share their settings with the class. The class can ask questions and suggest details that would make the settings more interesting.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Subjective Case Pronouns

**FOCUS** Tell students that pronouns are words that take the place of nouns. Ask students to list examples of subjective case pronouns and write them on the board.

**MODEL AND PRACTICE** Display this sentence frame for students: \_\_\_ *went to the store*. Ask students to name pronouns that could complete the sentence. Rewrite the sentence with different pronouns.

**APPLY** Have students work with a partner to complete the following sentence frame: \_\_\_ *likes to swim*.





### ELL Targeted Support

**Edit for Pronoun Agreement** Reinforce pronoun agreement when editing.

Write *He* \_\_\_ *a student* and the words *is* and *are* on the board. Have students copy the sentence frame, adding the verb that agrees with the pronoun *He*. **EMERGING**

Write *He* \_\_\_ *a student* on the board. Have partners decide what verb completes the sentence and agrees with the pronoun. Have them write the sentence. **DEVELOPING**

Have partners write a sentence using the pronoun *he* and a sentence using the pronoun *she*. Then check that the pronoun and verb agree. **EXPANDING**

Have students write sentences that include these pronouns: *we*, *he*, *she*, *they*. Have partners trade papers and edit for pronoun agreement. **BRIDGING**

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Subjective Case  
Pronouns

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Objective Case  
Pronouns

### LESSON 3

**Teach Objective Case  
Pronouns**

### LESSON 4

**Practice Objective  
Case Pronouns**

FLEXIBLE OPTION



### LESSON 5

**Standards Practice**

# Explore Characters

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor **STACK**

**TEACHING POINT** The characters are the people or animals in a story.

**MODEL AND PRACTICE** Show students a book from the stack. Say: *The author of this book included characters. Characters are the people or animals in a story. Let's look for the characters in this book.* Begin reading the book. Have students identify the characters by name as they are introduced. *The author also includes words and pictures that tell more about the characters. Let's look at the words and pictures to find out more about the characters.* Continue reading the book, stopping to point out details in the words and pictures that tell more about the characters.

Draw a web graphic organizer on the board. Using the book you just read, write the main character's name in the center circle. Ask students to recall traits about the character. Write them in the surrounding circles. Then say: *The characters in a story have personalities just like you and me. When you write your own stories, make sure you include details about your characters.*

## Possible Teaching Point

## Writing Process

### Prewriting | Add Details

Students should include details about the setting and characters in their stories.

As they review their drafts, have students look for details by asking themselves questions.

- Did I tell where the story takes place and describe what that place is like?
- Did I describe what my characters look like?
- Did I tell what the characters do and how they feel?



## Independent Writing

Mentor **STACK**

### FOCUS ON CHARACTERS

- During independent writing time, students should continue writing their books. Remind them to include characters and give details about the characters in the words and pictures.

### WRITING SUPPORT

---

- **Modeled** Read a stack text aloud and talk through what traits the characters have and how we know.
- **Shared** Have students look through a stack text for character traits.
- **Guided** Prompt students to think about how a writer might show or describe a character's traits.

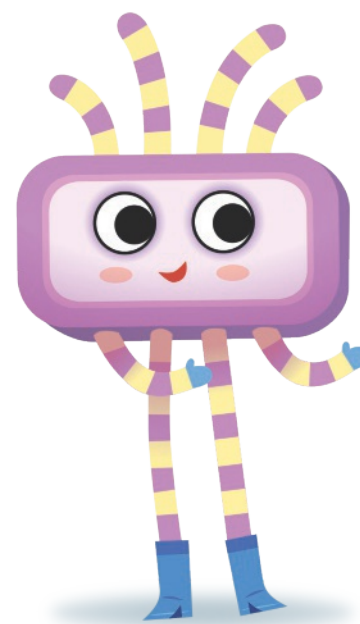
 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T334.

## Share Back

Have a few students share the names of characters in their stories. Prompt students to tell about the characters' personality and physical traits.



# Letter Sort

## OBJECTIVE

Identify all uppercase and lowercase letters.

### ELL Targeted Support

**Practice with Letters** Write the uppercase and lowercase letters of the alphabet on separate note cards.

Show each card one at a time and name the letter. Have students repeat after you. **EMERGING**

Hold up an uppercase letter card and a lowercase letter card. Have students name the letters and tell if they match. Provide feedback as needed. **DEVELOPING**

Give partners several matching uppercase and lowercase letters. Have them mix up the cards and then work together to name the letters and match each uppercase letter with the lowercase letter. **EXPANDING/BRIDGING**

## Minilesson

**FOCUS ON STRATEGIES** Write the letters *U* and *u* on the board. Name the letters together with students. Point to the letters and remind students that *U* is an uppercase letter and *u* is a lowercase letter.

**MODEL AND PRACTICE** Write the letters *C* and *c* on the board. Ask students to identify the uppercase and lowercase letters and tell how they are similar and different. Remind students that all letters can be written either as uppercase or lowercase. Have students turn to p. 92 in the *Student Interactive*. *I see an uppercase C in the left column. Uppercase letters are used for names and at the beginning of sentences. I see a lowercase c in the right column. I can draw a line from uppercase C to lowercase c to match the letters.* Have students draw a line between the two letters.

**APPLY MyTURN** Have students match the other uppercase and lowercase letters on p. 92. Give help as needed or work through the activity together to help students find the matching letters.

### STUDENT INTERACTIVE, p. 92

PRE-SPELLING

### Letter Sort

**MY TURN** Match

92

**Directions** Say: You can identify, or name, uppercase and lowercase letters. This letter is uppercase C. This letter is lowercase c. Have students identify the uppercase and lowercase letters. Then have them draw a line from each uppercase letter to the matching lowercase letter.

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# Language & Conventions

## Objective Case Pronouns

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Objective Case Pronouns

**FOCUS** Answer any questions students may have about pronouns. Then explain that *her*, *me*, and *him* are another type of pronoun. They are objective case pronouns. Share sentences containing objective case pronouns with students.

**MODEL AND PRACTICE** Display this sentence: *Ada helped me*. Ask: Which word is a noun? (*Ada*) Which word is a verb that tells what Ada did? (*helped*) Which word is an objective case pronoun that tells who Ada helped? (*me*)

**APPLY** Have students work in pairs to create oral sentences containing a noun, a verb, and an objective case pronoun. Have students share their sentences with the class. Then have volunteers identify the noun, verb, and objective case pronoun in each sentence.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.



FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Objective Case  
Pronouns

FLEXIBLE OPTION

### LESSON 1

**Spiral Review:**  
Subjective Case  
Pronouns

### LESSON 3

**Teach Objective Case  
Pronouns**

### LESSON 4

**Practice Objective  
Case Pronouns**

FLEXIBLE OPTION

### LESSON 5

**Standards Practice**

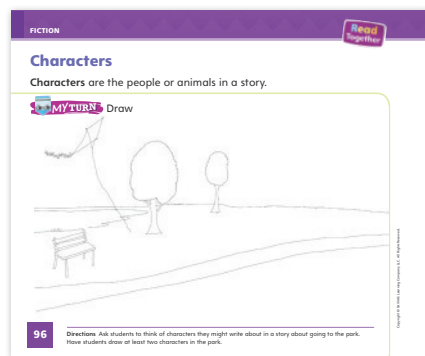
## FAST TRACK

# Apply Characters

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 96



## Minilesson

Mentor STACK



**TEACHING POINT** Characters can be based on real life people or animals, or they can be created from someone's imagination.

**MODEL AND PRACTICE** Tell students that authors create characters by imagining a person or animal and giving that person or animal character traits. Character traits are what the characters look like, what they feel, and what they want to do. Sometimes authors start by thinking of themselves or someone they know and then changing the traits to make a new character. Say: **Today I will show you how to develop characters for your stories. I'm going to make a character who is a teacher, like me. But instead of a person, this teacher is a cat. Her name is Miss Kitty. She is white with gray ears. She likes to sing and is good at telling jokes.** Prompt students to think of other traits for your character. Draw the character on the board or flip chart and add pictures or words as students suggest ideas for the character.

On the board or flip chart, write a sentence that describes the character you have created. Say: **One detail about Miss Kitty is that she likes to sing. I'll write about that.** Write: *Miss Kitty likes to sing all day. She never stops!* Prompt students to say other sentences about Miss Kitty and transcribe them on the board.

Tell students that they will create their own characters and think of details about them. To practice, direct them to p. 96 in the *Student Interactive*. Guide them to draw at least two characters in the park.



## Independent Writing

### FOCUS ON CHARACTERS

- During independent writing time, have students review their books and pay attention to the characters. Have them add details about what their characters look like, how they feel, and what they want.

### WRITING SUPPORT

- **Modeled** Walk students through creating a character. They can base the character on themselves or someone else.
- **Shared** Have students think of details for the character.
- **Guided** Prompt students to produce sentences that tell the details about the character.

 **Intervention** Refer to the *Small Group Guide* for support.

- When students finish adding details about their characters, have them continue writing.

See the **Conference Prompts** on p. T334.

## Share Back

Have a few students tell the class about their characters. Tell students to listen actively and ask questions about other students' characters.



# Language & Conventions

## Objective Case Pronouns

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### LESSON 3

#### Teach Objective Case Pronouns


**FOCUS** Remind students that pronouns replace nouns. Also tell them that the pronouns *her*, *me*, and *him* are objective pronouns. Objective pronouns replace nouns that receive the action.





**MODEL AND PRACTICE** To reinforce objective case pronouns, form several simple sentences that use people as objects and then restate the sentences using *her*, *me*, and *him* as objective case pronouns. Ask students to name the objective case pronoun and the noun it replaces in each sentence.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Subjective Case  
Pronouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Objective Case  
Pronouns

## LESSON 3

**Teach Objective  
Case Pronouns**

**LESSON 4**

**Practice Objective  
Case Pronouns**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Explore Plot

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor STACK



**TEACHING POINT** A story plot consists of actions or a sequence of events. The plot often tells about a problem and how characters react to it and solve it.

**MODEL AND PRACTICE** Read a stack book aloud. After reading, model identifying the events in the story. Use sequence words such as *first*, *next*, and *last*.

Say: **The plot is what happens in a story. The plot includes many events. Usually there is a problem that the characters have to solve. What was the problem in this story?** Work with students to identify the problem. **How was the problem solved?** Work with students to tell how the characters solved the problem.

Hold up another stack book that you read aloud during the immersion days. Say: **Let's talk about the plot in this book. What happens first?** Help students walk through the plot by asking what happens first, next, and last. Then ask students to describe the problem in the story and how the characters solved it. Repeat with another stack book if students need more help identifying the sequence of events.

Finally, say: **Authors write events for their stories. These events make up the plot. As you write your own fictional stories, think about what events, or actions, might happen to your characters. What problem do they need to solve?**

## Possible Teaching Point

### Language & Conventions | Objective Case Pronouns

Remind students that they are learning about different types of pronouns. An objective case pronoun takes the place of a noun that receives an action and usually follows a verb in a sentence.

As students draft their stories, have them

- look for verbs in sentences
- circle nouns or objective case pronouns that follow them
- tell which pronouns can replace nouns



## Independent Writing

Mentor STACK



**FOCUS ON PROBLEM AND RESOLUTION** After this lesson, students should transition into independent writing.

- Prompt students to think about events for their story, including a problem and resolution. Then have them continue writing their fiction books.

### WRITING SUPPORT

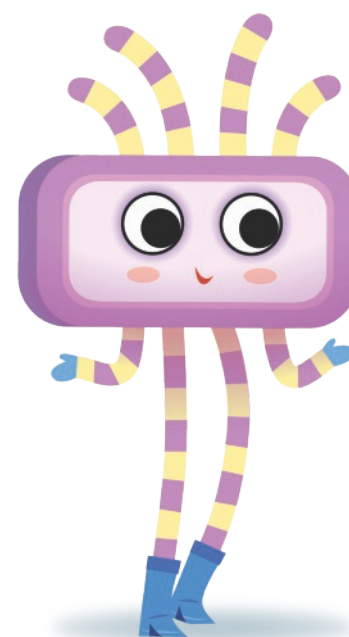
- **Modeled** Use stack texts to identify the problem and resolution of a story.
- **Shared** Encourage students to think about a favorite story and identify the problem in the story and how it was solved.
- **Guided** Prompt students to identify the events of the plot, including the problem and resolution in the story.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T334.

## Share Back

Have a few students share the plots for their stories, including the problem and resolution. Prompt students to suggest other possible resolutions to the problem.



# Language & Conventions

## Objective Case Pronouns

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### LESSON 4

#### Practice Objective Case Pronouns

**APPLY MyTURN** Have students edit for an objective case pronoun to complete the practice activity on p. 94 in the *Student Interactive*.

### Writing Workshop

Tell students to pay attention to objective case pronouns when they begin writing drafts during Writing Workshop. Remind them that *her*, *me*, and *him* are objective case pronouns that can replace nouns receiving action.


### STUDENT INTERACTIVE, p. 94

LANGUAGE AND CONVENTIONS Read Together

#### Objective Case Pronouns

A **pronoun** takes the place of a noun.

Liz gave **Dad** a gift.  
Liz gave **him** a gift.



**TURN and TALK** Talk about the pronoun.  
What noun does it replace?

**MY TURN** Write

her me him

Ben helped Grandma. **her**

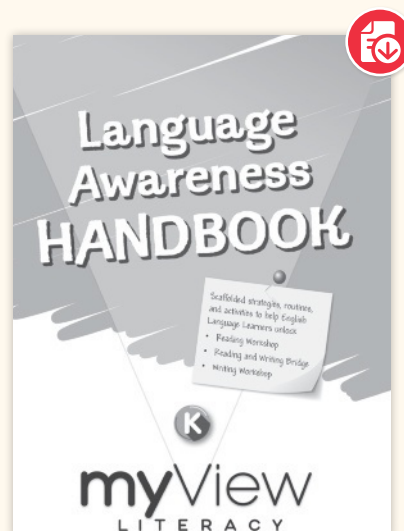
**94** **Directions** Explain that some pronouns are used in the action part of a sentence. Ask students to discuss what noun the pronoun *him* replaces. Then read the pronouns in the word bank. Ask students to edit the sentence by writing on the line the correct objective pronoun for the underlined noun.

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## Develop Language Awareness

For additional practice with objective case pronouns, complete the activity on p. 33 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand objective case pronouns.



FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Subjective Case  
Pronouns

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Objective Case  
Pronouns

**LESSON 3**

**Teach Objective Case  
Pronouns**

**LESSON 4**

**Practice Objective  
Case Pronouns**

FLEXIBLE OPTION

**LESSON 5**

**Standards Practice**

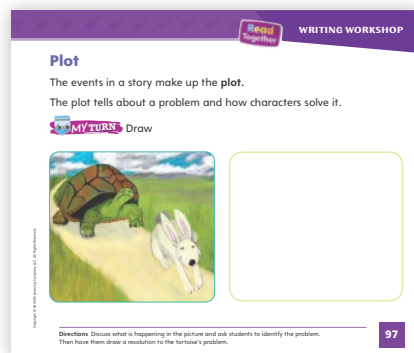
FAST TRACK

# Apply Plot

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 97



## Minilesson

Mentor STACK



**TEACHING POINT** An author plans out the plot of a story before writing. Planning out the events of the story helps the author identify the challenges and solutions that make up the plot.

**MODEL AND PRACTICE** Tell students that it is often easy to figure out the resolution of the story because it usually comes at the end of the book. Hold up a stack book that your class is familiar with. **This book has a plot that includes a problem and a solution. Does anyone remember the problem? Call on a student to name the problem. Now, does anyone remember the solution? Call on another student to tell you the resolution. The author wrote the problem and solution for this book. The author decided what the problem would be and how it would be solved.**

Have students look at p. 97 in the *Student Interactive*. Discuss what is happening in the picture and ask students to identify the problem. Then say: **Today I will teach you how to generate, or think of, ideas for the end of a story. To come up with ideas, we will brainstorm and draw our ideas. How will this story end? How will the tortoise win the race? Let's think of ideas. I know! One way the tortoise can win the race is by taking a shortcut. I'll draw a picture on the board of the tortoise sneaking through the grass. What other ways can the tortoise win the race?** Based on students' ideas, adjust your drawing or begin a new drawing on the board. When students have generated many ideas for an ending, say: **We thought of many ideas for a solution. Did we all think of the same way to end the story? No. There are many ways to end a story, and when you are the author, you get to choose.** Have students draw an ending in the *Student Interactive*.

## WRITING CLUB

Use p. T353 to guide Writing Club discussions. See the **Conference Prompts** on p. T334 if there is time to conduct one-on-one conferences.

## Share Back

After Writing Club, call on one or two students with whom you conferred. Ask them to share the problem and resolution of their books.



# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share the settings, characters, and events in their stories.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Being respectful and considerate when sharing ideas
- Process for taking turns during discussions
- Role of the audience when someone is sharing ideas

**What Are We Sharing?** Tell students that they should share their settings, characters, and plots with their Writing Club. Their classmates should help them decide if their characters and settings have enough detail and if their plot has a problem and resolution.

## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

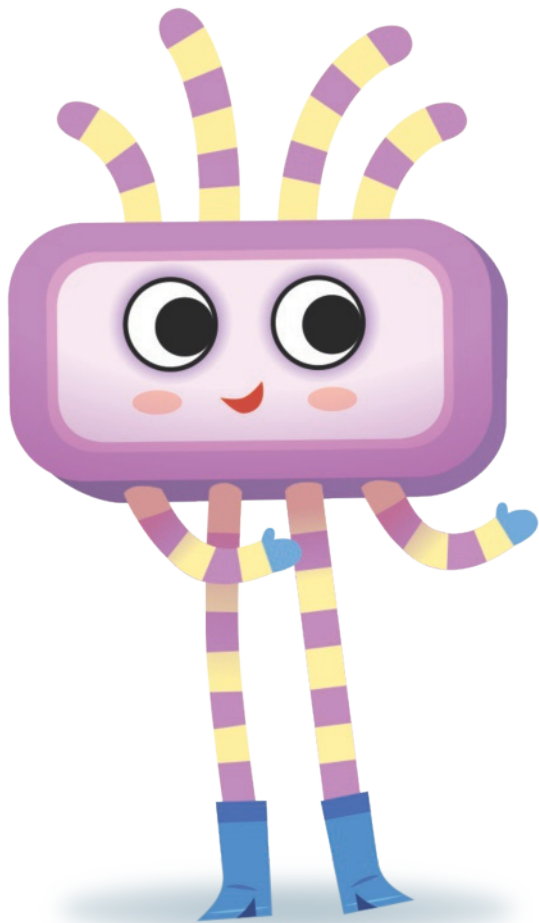
- What do your characters look like? How do they feel in the story?
- Describe your setting. Where does your story happen? When does it happen?
- What is the problem in your story? How does it get solved?

# Language & Conventions

## Objective Case Pronouns

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.



FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to answer the question.

(1) Jim ran to me.

Which word in the sentence is an objective case pronoun?

- A Jim
- B ran
- C to
- D me



**APPLY My TURN** Have students complete *Language and Conventions*, p. 149, from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Objective Case Pronouns**  
A pronoun takes the place of a noun.

Ken can trick Bob.  
Ken can trick him.

me	her	him
----	-----	-----

**MY TURN** Read and write

1. Pat got Jim a hat. Pat got him a hat.

2. Mom let Pam play. Mom let her play.

Directions: Have students read each sentence. Tell them to write the correct pronoun to replace the underlined noun on the lines.  
Grade K, Unit 3, Week 2

*Language and Conventions*, p. 149

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Subjective Case  
Pronouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Objective Case  
Pronouns

**LESSON 3**

**Teach Objective Case  
Pronouns**

**LESSON 4**

**Practice Objective  
Case Pronouns**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will:


- learn the structure of fiction books
- organize the events of their story
- compose a beginning for their story
- compose an ending for their story

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Organize Ideas T360	Explore Compose a Beginning T364	Apply Compose a Beginning T368
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T361	Independent Writing and Conferences T365	Independent Writing and Conferences T369
<b>SHARE BACK FOCUS</b> 5–10 min.	Story Ideas T361	Ideas T365	Beginnings T369
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Spiral Review: Objective Pronouns T362–T363	• <b>Pre-Spelling</b> Letter Sort T366 <b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Oral Language: Possessive Case Pronouns T367	• <b>Language &amp; Conventions</b> Teach Possessive Pronouns T370–T371



Mentor **STACK**

Use the following criteria to add to your fiction book stack:

- Stories that include a strong beginning that introduces the characters, setting, and action.
- Books with a clear and organized event sequence.
- Books with endings that provide a resolution.

**FAST TRACK****LESSON 4****LESSON 5**

Explore Compose an Ending T372

Apply Compose an Ending T376


Independent Writing and Conferences T373

Writing Club and Conferences T376–T377

Endings T373

Story Endings T376

- **Language & Conventions** Practice Possessive Pronouns T374–T375

- **FLEXIBLE OPTION**  **Language & Conventions** Standards Practice T378–T378

**ADDITIONAL RESOURCES****MINILESSON**

5–10 min.

Title Page

Titles for Fiction

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

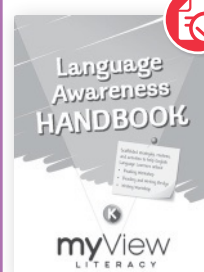
Independent Writing and Conferences

**SHARE BACK FOCUS**

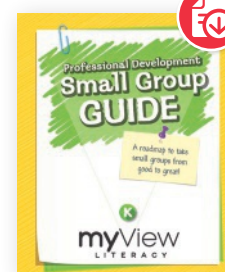
5–10 min.

Title Page

Titles






See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences Mentor STACK

During this time, assess for understanding of the structure of a story in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences. Refer to previous weeks' conference prompts if students still need help understanding the basic characteristics and elements of fiction.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Organize Ideas</b>		
If students need additional support,		<b>Then</b> help them decide what event comes first in their stories.
If students show understanding,		<b>Then</b> ask: Why did you put this event first?
<b>Compose a Beginning</b>		
If students need additional support,		<b>Then</b> provide them with a sentence starter to begin their story.
If students show understanding,		<b>Then</b> ask: Why is this a good beginning for your story? Have you decided what will happen at the end?
<b>Compose an Ending</b>		
If students need additional support,		<b>Then</b> use the stack books to help them identify what happens to a character at the end of a story.
If students show understanding,		<b>Then</b> have students come up with an alternate ending for their story. Ask which ending they like better and why.

## Conference Support for ELL

### EMERGING

- Allow students to pick a stack text. Read the beginning and point to the drawings that help tell the story.
- Learn the words *beginning* and *ending* in your students' home language, using them to identify parts of a story.
- Label the events in a stack text in numerical order.

### DEVELOPING

- Help students dictate or draw pictures to explain how they can organize ideas. Transcribe their work for them.
- Ask students to talk through the beginning of a story.
- Have students talk through a story ending.

### EXPANDING

- Prompt students to identify the characters, setting, and first event of a story.
- Have students talk through how they can organize their ideas.
- Have students discuss the endings of their favorite books or movies.

### BRIDGING

- Invite students to talk about the beginning and ending of their favorite books or movies.
- Have students think aloud as they organize the ideas for their stories.
- Have students revise their beginnings and endings based on peer feedback.

## Reading-Writing Workshop Bridge

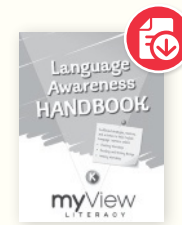
While conferring with students, refer back to the Bridge minilessons on **using words to visualize** and **possessive case pronouns**.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that expands their awareness of story structure. These targeted supports were chosen to help students better understand how to write the beginning and ending of their book.



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T368–T369.

### ELL Targeted Support

#### APPLY COMPOSE A BEGINNING

Use the stack books and other favorite stories to increase student familiarity with story structures and word usage. Then guide students to narrate the beginning of their own story with increasing specificity and detail.

Work one-on-one with students to help them draw a picture to start their story. Guide them to write a label for their picture that narrates a detail about the first event. **EMERGING**

If students have difficulty incorporating characters, setting, and events into the beginning of their stories, give them ideas. Help them write a sentence narrating the first event.

#### **DEVELOPING**

Have students talk with other students about how they will choose the first event in their story. Have them write at least one sentence that includes descriptive details about the beginning event. **EXPANDING**

Have students write the beginning of their story. Challenge them to review their writing and think of more specific details they can add about the characters, setting, or beginning event.

#### **BRIDGING**

Use this note for the minilesson on p. T376.

### ELL Targeted Support

#### APPLY COMPOSE AN ENDING

Students may need support in composing succinct endings.

Learn the words *characters*, *problem*, and *resolution* in your students' home language. Point out each in a book, repeating words for student understanding. **EMERGING**

Have students describe or draw a picture to show their ending. Put their ending in words and help the students read it aloud.

#### **DEVELOPING**

Have students work within a group to help generate multiple endings for a story.

#### **EXPANDING**

Have students lead the Share Back conversation, asking questions and making recommendations to other partners. **BRIDGING**

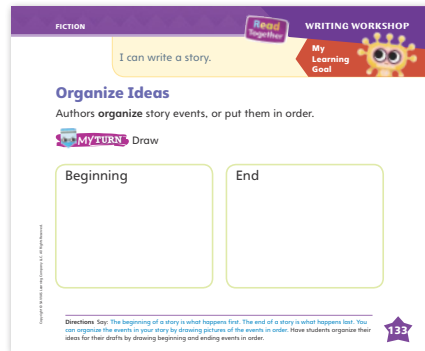
## FAST TRACK

# Organize Ideas

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, 133



## Minilesson

Mentor STACK



**TEACHING POINT** Authors organize the events in their stories before writing their books. They plan the events that will happen, and they put the events in sequential order.

**MODEL AND PRACTICE** Tell students that the beginning of a story is what happens first. The end of a story is what happens last. Other events happen in the middle.

Display a book from your stack. As you read, pause to point out the events and pictures in the beginning. Then continue reading and point out the events that happen in the middle. Finally, read the ending of the book and tell in your own words what happens at the end.

After reading, return to the beginning of the book and say: **In the beginning of a book, we are introduced to the characters and the problem. What event happens at the beginning?** Pause to let students answer. **At the end of the book, the problem is solved. What event happens at the end?** Call on a student to answer. **Authors organize their ideas. What would happen if this book was not organized? What if the ending came first? How would the book be different?** Allow students to discuss how a book would be different if the ending came first.

Tell students that they can organize the events in their story by drawing pictures of the events in order. Drawing pictures is one way to develop a draft. Have students turn to p. 133 in the *Student Interactive*. Say: **Now you will organize your story by drawing pictures of the events in order.**



## Independent Writing

Mentor **STACK**



### FOCUS ON ORGANIZING IDEAS

- After learning about organizing their ideas, students should continue working on their fiction books. Remind them to put their ideas in order. If needed, they can start over.

### WRITING SUPPORT

- **Modeled** Use stack texts to model organizing the events of a story.
- **Shared** Prompt students to think about the ideas and events for their story. Transcribe their ideas to help them organize.
- **Guided** Prompt students to consider the time and sequence of the events in their stories.

 **Intervention** Refer to the *Small Group Guide* for support.

When conferring with students, use the **Conference Prompts** on p. 358.

## Share Back

Have a few students share their stories with the class. Encourage classroom discussion about how the students feel about organizing their ideas.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts, with adult assistance, using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Objective Pronouns

**FOCUS** Remind students that objective pronouns take the place of nouns. Tell them that objective pronouns are found in the action part of the sentence.

**MODEL AND PRACTICE** Give examples of pronouns. *I remember that pronouns take the place of nouns, for example: Juan is a boy. He is a boy. The pronoun he stands for Juan.* Then review objective pronouns. Provide an example: *The ball hit Juan. The ball hit him.* Ask students what *him* stands for.

**APPLY** Provide example sentences and call on different students to substitute an objective pronoun for the underlined word: *Maria met Lucy for lunch. Luka gave Jared a present. Mia washed the dog.*





### ELL Targeted Support

**Edit for Pronoun Agreement** Reinforce pronoun agreement when editing.

Write *I look at Tim. I look at \_\_\_\_.* and the words *he* and *him* on the board. Have students copy the sentence frame, adding the pronoun that agrees with the sentence. **EMERGING**

Repeat the Emerging activity, but this time do not write *he* and *him*. Have partners choose the pronoun that completes the sentence. Have them write the sentence. **DEVELOPING**

Have partners write a sentence using the pronoun *him* and a sentence using the pronoun *her*. Remind them to check that the pronoun agrees with the sentence. **EXPANDING**

Have students write sentences that include these pronouns: *him*, *her*, *us*. Have partners trade papers and edit for pronoun agreement. **BRIDGING**

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Objective  
Pronouns

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Possessive Case  
Pronouns

### LESSON 3

**Teach Possessive Case  
Pronouns**

### LESSON 4

**Practice Possessive  
Pronouns**

FLEXIBLE OPTION



### LESSON 5

**Standards Practice**

# Explore Compose a Beginning

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

## Minilesson

Mentor STACK



**TEACHING POINT** The beginning of a story is important because it introduces the setting, characters, and the action.

**MODEL AND PRACTICE** Hold up a book from your stack. Say: *The author of this book wrote a beginning. The beginning tells us the characters, setting, and first event.* Do a Think Aloud to discuss the characters and setting. Then prompt students to listen for the first event as you read the story to them.

After reading, return to the beginning of the book and point out the first event. Then say: *Usually, the first event in the book introduces a problem. When I read the beginning of a book, I find out what the rest of the book will be about, or what problem the characters are trying to solve. When I read the beginning, I also find out who the characters are. I find out the setting, or when and where the story takes place. All of this information is at the beginning of a book.*

Show another book from your stack and read only the beginning. Ask students to name the characters, the setting, and the first event. *We only read the beginning of this book, but can you tell what the rest of the book will be about? Are you interested enough to keep reading?*



## Independent Writing

Mentor **STACK**



### FOCUS ON CHARACTERS, SETTING, EVENTS

- Tell students to brainstorm characters, settings, and events for the beginning of their story. They should use what they brainstormed to compose the beginning of their story and then continue writing.

### WRITING SUPPORT

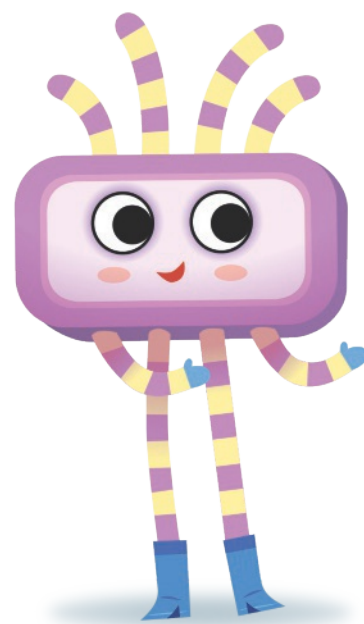
- **Modeled** Read a stack text aloud and point out the characters, setting, and first event of the story.
- **Shared** Brainstorm story beginnings with students, helping them to choose one for their story.
- **Guided** Ask questions to help students identify an action for their characters and the setting.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T358.

## Share Back

Call on students with whom you conferred to share their story beginnings with the class. Prompt students to talk about their ideas and how they chose this one for the beginning.



# Letter Sort

## OBJECTIVE

Identify all uppercase and lowercase letters.

## ELL Targeted Support

**Uppercase and Lowercase Letters** Use pre-made alphabet cards, with capital letters and lowercase letters on separate cards, or make your own.

Choose letters you know students have difficulty with. Show the letter cards to students and identify them. Say: *This is a lowercase \_\_\_\_ . This is an uppercase \_\_\_\_ .* Have students repeat after you as they look at the cards. **EMERGING**

Repeat the emerging activity. Then mix up the letters and have students pair the lowercase and uppercase letters. Have volunteers share the letters they paired with the class. **DEVELOPING**

Repeat the developing activity. Then have students identify the letters they matched. Provide the sentence frames: *This is a capital \_\_\_\_ . This is a lowercase \_\_\_\_ .* **EXPANDING**

## Minilesson

**FOCUS** Use the Alphabet Cards and review the letters of the alphabet. Ask students to name them.

**MODEL AND PRACTICE** Have students point to and name the letters at the top of p. 130 in the *Student Interactive*. Then say: *These are lowercase letters. I know that letters have an uppercase form and a lowercase form. I use uppercase letters for names and at the start of a sentence. It's important to recognize both uppercase and lowercase letters. I see a picture of a dog. I know *dog* starts with the letter *d*. I need to write in the lowercase form of the letter *d*.*


Next have students look at the picture of the fish next to the uppercase *F*. Ask students what they see in the picture and what letter it starts with. Have them write the lowercase letter *f*.

**APPLY MyTURN** Have students complete the rest of the activity on p. 130 in the *Student Interactive*. Provide support as needed.





## STUDENT INTERACTIVE, p. 130





PRE-SPELLING

### Letter Sort

 **MY TURN** Write

f	h	d	k
---	---	---	---

**130** **Directions** Have students identify the lowercase letters in the bank. Then have them identify the uppercase letters on the lines. Ask students to write the matching lowercase letter on the lines by each uppercase letter.

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# Language & Conventions

## Possessive Case Pronouns

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Possessive Case Pronouns

**FOCUS** Tell students they will learn about another kind of pronoun. Possessive case pronouns show ownership, or belonging.

**MODEL AND PRACTICE** Say: *The book belongs to Mia. It is Mia's book.* I do not have to repeat Mia's name in the second sentence. I can use a pronoun: *The book belongs to Mia. It is her book.*

Provide examples of possessive pronouns: *mine, your/yours, her/hers, his, their/theirs.*

**APPLY** Call on different students to say oral sentences using one of the possessive pronouns.

#### OBJECTIVE

Edit drafts, with adult assistance, using standard English conventions, including pronouns, including subjective, objective, and possessive cases.



FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Possessive Case  
Pronouns

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Objective  
Pronouns

**LESSON 3**

Teach Possessive  
Pronouns

**LESSON 4**

Practice Possessive  
Pronouns

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

FAST TRACK

# Apply Compose a Beginning

## OBJECTIVE

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 134



## Minilesson

Mentor STACK



**TEACHING POINT** Characters, setting, and events can be based on real life or they can be created from someone’s imagination. When authors write the beginning of their story, they introduce the characters, the setting, and the first event.

**MODEL AND PRACTICE** Refer to a stack book to discuss how characters, setting, and action are introduced at the beginning of a story. Say: **Now we are going to create our own beginning of a story. We need main characters, a setting, and a first event.** Ask questions to brainstorm the beginning of a story. For example: Is the main character a human or an animal? Where are our characters? What is something that they see or do together?

Write the answers and suggestions on the board. If students provide answers quickly, direct them to provide more detail for the characters, setting, and first event. Compose a few sentences to serve as a model for the beginning of a fiction book.

Direct students to p. 134 in the *Student Interactive*. Read the page aloud and guide students to complete the activity.

## Possible Teaching Point

### Language & Conventions | Possessive Pronouns

Remind students that pronouns are words that can take the place of nouns. Possessive pronouns show that something belongs to someone.

Explain that

- the word *mine* shows that something belongs to me
- the words *your/yours, her/hers, and his* show that something belongs to someone else
- the words *their/theirs* show that something belongs to more than one other person

Tell students they can use possessive pronouns in their writing to show that something belongs to someone.



## Independent Writing

Mentor STACK



### FOCUS ON BEGINNINGS

- Have students continue working on their fiction books. Tell them to write a good beginning.

### WRITING SUPPORT

- **Modeled** Walk through a stack text with students to help them identify the character, setting, and event information they could model as they write.
- **Shared** Have students dictate their story beginning as you transcribe.
- **Guided** Ask students questions as they work together, prompting them to use their imaginations in creating the characters, setting, and first event.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have composed their beginning already, have them use this time to reread their beginning and improve it. Then they should continue writing their fiction books.

When conferring with students, see the **Conference Prompts** on p. 358.

## Share Back

Call on a few students with whom you conferred to share the beginning of their stories. Prompt the class to discuss what could happen next in the story and tell students to respond to the suggestions.



# Language & Conventions

## Possessive Pronouns

### OBJECTIVE

Edit drafts, with adult assistance, using standard English conventions, including pronouns, including subjective, objective, and possessive cases.



### LESSON 3

#### Teach Possessive Pronouns

**FOCUS** Tell students that possessive pronouns show that something belongs to someone.

my/mine

your/yours

her/hers

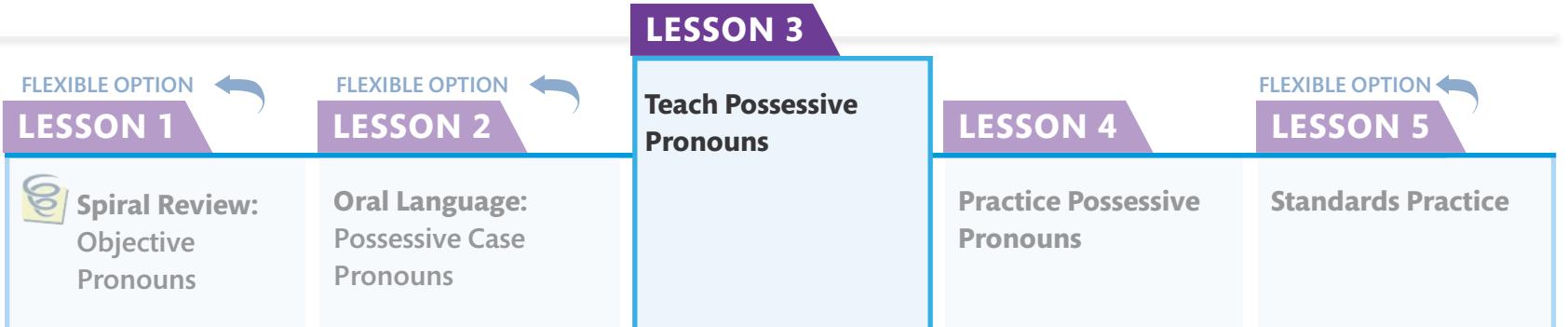
his/his

their/theirs



**MODEL AND PRACTICE** Provide the following for student reference: *my/mine; your/yours; her/hers; his/his; their/theirs*. Provide sentences: *That book belongs to Jaden and Carmin. It is \_\_\_\_\_ book. It is \_\_\_\_\_.* In the second and third sentences, I need to use the pronouns *their* and *theirs* because there are two names. I will say: “It is their book. It is theirs.” I use *theirs* when a pronoun is not in front of a noun. I use *their* in front of the object.

Call on different students to complete the following sentences orally using the correct pronouns: *That book belongs to Sasha. It is \_\_\_\_\_ book. It is \_\_\_\_\_.* *That book belongs to you. It is \_\_\_\_\_ book. It is \_\_\_\_\_.*



# Explore Compose an Ending

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

## Minilesson

Mentor STACK 

**TEACHING POINT** A story often concludes with an event that resolves the problem in the story. The ending tells what happens to the characters in the story and how they resolved a conflict or challenge.

**MODEL AND PRACTICE** Hold up a book from your stack and turn to the last page. *The author of this book wrote an ending. The ending shows us what happened to the characters. At the end of the book, the author tells us how the problem is solved.* Read the book aloud and tell students to listen for the last event that happens. After reading, return to the ending of the book and point out the final event. Ask students if the problem is solved.

Hold up a second stack book that your class is already familiar with. Say: *At the beginning of this book, the author introduced the characters, the setting, and the problem. At the end of the book, the author will tell us how the problem is solved. Does anyone remember the problem in this book? What is it? Have students recall the problem. Now let's read the end of the book to see how the problem is solved. When you write your own books, you should write an ending that solves the problem.*

## Possible Teaching Point

## Writing Process

### Drafting | Problem and Solution

Students should be writing a story that includes a problem that needs to be resolved.

As students write the endings to their stories, have them

- review the problem
- think about how the characters solve the problem



## Independent Writing

Mentor STACK



### FOCUS ON ENDINGS

- Have students continue working on their fiction books. Tell students to work on their endings.

### WRITING SUPPORT

- **Modeled** Think aloud about an ending to a story.
- **Shared** Encourage students to talk about their ending ideas as you transcribe their notes.
- **Guided** Prompt students to identify what would be a good ending to the story.

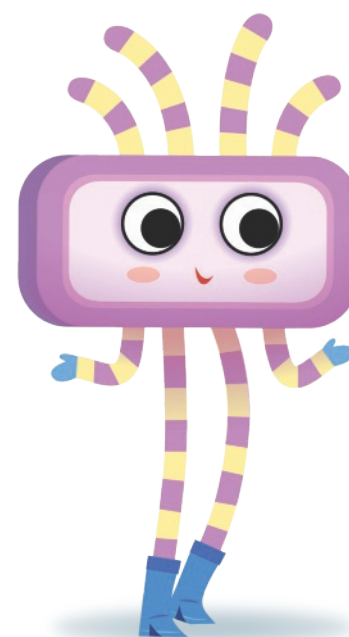
 **Intervention** Refer to the *Small Group Guide* for support.

- If students have composed their endings already, have them use this time to reread their beginning and ending and continue writing their fiction books.

See the **Conference Prompts** on p. T358.

## Share Back

Call on a few students with whom you conferred to share the problem in their story and explain what they will write in the ending to solve it.



# Language & Conventions

## Possessive Pronouns

### OBJECTIVE

Edit drafts, with adult assistance, using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### Writing Workshop

Have students review their writing to check that they have used possessive pronouns correctly.

### LESSON 4

#### Practice Possessive Pronouns

**APPLY MyTURN** Have students edit for possessive case pronouns to complete the activity on p. 132 in the *Student Interactive*. Depending on your students, have them work with a partner, independently, or with teacher guidance.


#### STUDENT INTERACTIVE, p. 132

LANGUAGE AND CONVENTIONS Read Together

### Possessive Case Pronouns

A **pronoun** takes the place of a noun.

I like **Anna's** dog.  
I like **her** dog.



**MY TURN** Circle

What is \_\_\_\_\_ favorite toy?  
he      **his**

This is \_\_\_\_\_ book.  
**my**      me

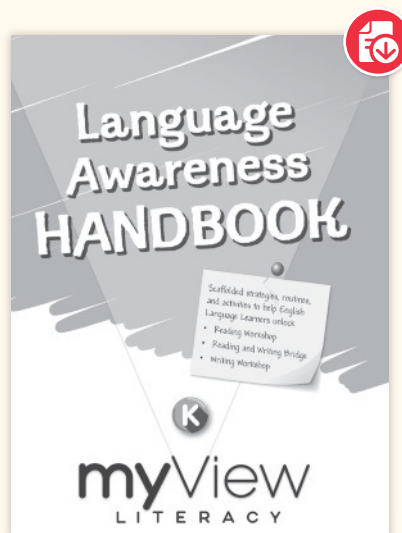
**132** **Directions** Read aloud the information and explain that some pronouns show ownership, or belonging. Then read the sentences and answer choices to students. Have them edit the sentences by circling the possessive pronouns.

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### Develop Language Awareness

For additional practice with possessive pronouns, complete the activity on p. 35 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand possessive pronouns.



FLEXIBLE OPTION

LESSON 1



**Spiral Review:**  
Objective  
Pronouns

FLEXIBLE OPTION

LESSON 2

**Oral Language:**  
Possessive Case  
Pronouns

LESSON 3

**Teach Possessive  
Pronouns**

LESSON 4

**Practice Possessive  
Pronouns**

FLEXIBLE OPTION

LESSON 5

**Standards Practice**

## FAST TRACK

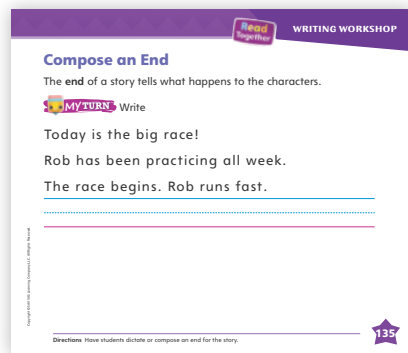
# Apply Compose an Ending

## OBJECTIVES

Plan by generating ideas for writing through class discussions and drawings.

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STUDENT INTERACTIVE, p. 135



## Minilesson

Mentor STACK 

**TEACHING POINT** A story generally ends with a problem being resolved. The character went through changes and learned to solve a problem or overcome a challenge. An author also tells the character's reaction to the solved problem, such as "I was so happy it was finally over!" Then the author writes an ending for his or her book to wrap up the story.

**MODEL AND PRACTICE** Hold up a stack text that you have read before. Have students recall what happens at the end of the story. As students remember, record their responses. Explain that sometimes authors think of more than one ending to their story because they may not be sure what the best ending would be.

Read or retell a stack text. Identify the main characters and setting. Have students discuss how a character might have reacted after the problem was solved. Think aloud about the problem in the plot. Recall how the story ends. Say: **Let's pretend we wrote this book, but we don't like the ending. We want to think of a new ending. Let's brainstorm other ways the problem could have been solved. What other ways could the problem have been solved?** Have students suggest other endings for the story as you write them on the board or flip chart.

When you have finished brainstorming, ask students to vote on their favorite new ending. With students' help, compose a sentence to serve as a new ending for the book.

Have students turn to p. 135 in the *Student Interactive*. Read the page with students. Then have them dictate or compose an ending for the story.

## WRITING CLUB

Use p. T377 to guide Writing Club discussions. As time allows, use the **Conference Prompts** on p. T358 when conferring with individual students.

## Share Back

Have a few students read their stories aloud to the class. When they are finished reading, prompt the students to identify what happened to the characters at the end of the story.



# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their stories and talk about how they organized the beginning, middle, and ending.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Being respectful and considerate when sharing ideas
- Process for taking turns during discussions
- Role of the audience when someone is sharing ideas

**What Are We Sharing?** Students can share how they organized their story and read or dictate their drawings and stories aloud. If they have finished drawing pictures or writing their stories, they may share this with their Writing Club. Tell the group to actively listen and ask questions.



## How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- Why did you choose this setting for your characters?
- What other ideas did you have for the beginning of the story?
- What other ideas did you consider for the end of the story?
- How was the problem solved?
- What happened to the characters at the end of the story?

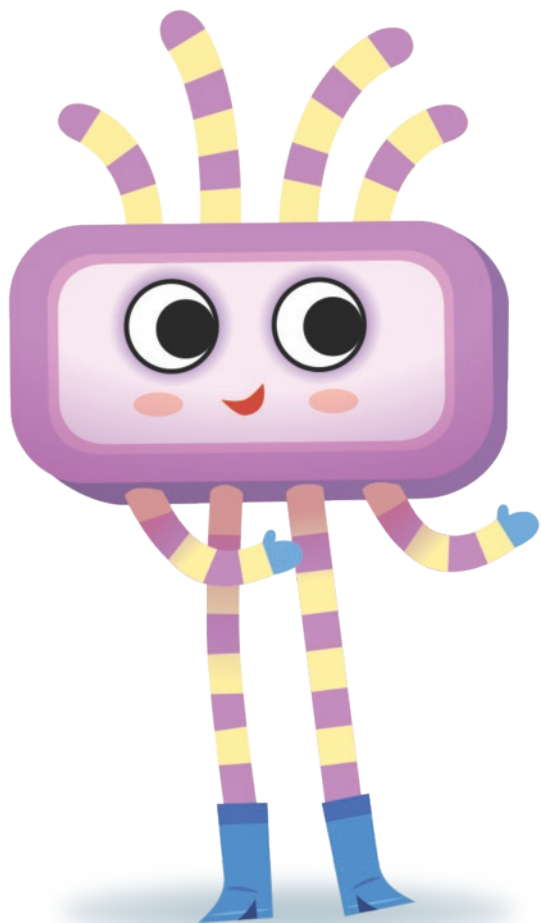


# Language & Conventions

## Possessive Pronouns

### OBJECTIVE

Edit drafts, with adult assistance, using standard English conventions, including pronouns, including subjective, objective, and possessive cases.



FLEXIBLE OPTION

### LESSON 5

Display the following and guide students to select the correct possessive pronoun.

This is \_\_\_\_\_ bike.

- A. her
- B. hers
- C. him
- D. theirs



**APPLY MyTURN** Have students complete *Language and Conventions* p. 150 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Possessive Case Pronouns**  
A pronoun takes the place of a noun.

That is Jen's bag.  
That is her bag.

my
his
her

**MYTURN** Read and write

1. Did you see Tom's truck? his
2. I love Katya's dog. her
3. After I ate, my belly was full.

**Directions** Have students read the pronouns in the box. Then have them read the sentences. For items 1 and 2, tell them to write the pronoun that takes the place of the underlined noun on the lines. For item 3, tell them to write the correct pronoun to complete the sentence.

Grade K, Unit 3, Week 3

***Language and Conventions,*  
p. 150**

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Objective  
Pronouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Possessive Case  
Pronouns

**LESSON 3**

**Teach Possessive  
Pronouns**

**LESSON 4**

**Practice Possessive  
Pronouns**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will


- learn about subjective and objective pronouns
- identify the naming part and action part of a sentence
- edit for adjectives, articles, and pronouns

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Subjective and Objective Pronouns T384	Explore Edit for Complete Sentences T388	Apply Edit for Complete Sentences T392
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T385	Independent Writing and Conferences T389	Independent Writing and Conferences T393
<b>SHARE BACK FOCUS</b> 5–10 min.	How Pronouns Help T385	Complete Sentences T389	What Was Changed T393
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Spiral Review: Possessive Case Pronouns T386–T387	• <b>Pre-Spelling Vowel Activity:</b> Short and Long a p. T390 <b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Oral Language: Prepositions T391	• <b>Language &amp; Conventions</b> Teach Prepositions T394–T395





# Mentor STACK



Use the following criteria to add to your fiction book stack:

- Books with many different pronouns.
- Books with simple, complete sentences.
- Books with strong description, including a variety of descriptive adjectives.
- At least one book that has two or more articles in the title.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Explore Edit for Adjectives and Articles T396

Apply Edit for Adjectives and Articles T400

Independent Writing and Conferences T397

Writing Club and Conferences T400–T401

Titles T397

Descriptive Words T400

• **Language & Conventions**  
Practice Prepositions T398–T399

**FLEXIBLE OPTION**   
• **Language & Conventions** Standards Practice T402–T403

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Subjective Case Pronouns

Combine Sentences

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

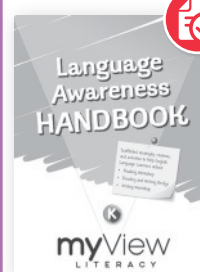
Independent Writing and Conferences

**SHARE BACK FOCUS**

5–10 min.

Subjective Pronouns

Sentences



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of pronouns, sentences, and adjectives to determine where students need support. If students have mastered these skills, look back at the conference prompts from the previous weeks and offer support about the elements and structure of fiction.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Subjective and Objective Pronouns

**If** students need additional support,


 **Then** ask students to identify pronouns in a stack book and read the complete sentence.

**If** students show understanding,

**Then** have students identify a complete sentence that includes a pronoun in their own writing.

#### Edit for Complete Sentences

**If** students need additional support,


 **Then** point out incomplete sentences in the students' books and provide them with suggestions to correct their sentences.

**If** students show understanding,

**Then** ask: What punctuation marks did you use at the ends of your sentences?

#### Edit for Adjectives and Articles

**If** students need additional support,

 **Then** ask: What is the difference between the articles? Or ask: What is one word (adjective) to describe your shirt?

**If** students show understanding,

**Then** ask: Why is choosing the right article for a sentence important? Or ask: What other adjective could you use in this sentence?

### Conference Support for ELL

#### EMERGING

- Use pictures in stack books to teach pronouns. For example, point to a picture of a girl and say "she." Have students repeat.
- Allow students to write in their home language and use their drawings to translate to English if possible.
- Show an object and describe it, asking students to repeat the adjectives you use. Model writing a sentence about the object.

#### DEVELOPING

- Use shared writing to help clarify which pronouns students can use in speaking and writing.
- Offer adjective options for students to use in writing.
- Model revising writing.

#### EXPANDING

- Prompt students to substitute with pronouns as they write.
- Have students use multiple adjectives in their writing.
- Guide students to explain the differences between articles.

#### BRIDGING

- Invite students to assist in classroom discussions.
- Have students think aloud as they choose words for their sentences.
- Tell students to revise their peers' work during Writing Club.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **analyzing third-person text** and **prepositions**.



## 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 edit their sentences for completeness and proper adjective and article usage. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.

Use this note for the minilesson on pp. T388–T389.

#### ELL Targeted Support

##### EXPLORE EDIT FOR COMPLETE SENTENCES

As students begin to edit for complete sentences in their writing, they learn to employ increasingly complex grammatical structures. Provide students practice with using correct verbs.

Write the subject *Mike and Amy* and the verbs *play* and *plays*. Help students identify which verb agrees with the subject. Have students write the complete sentence. **EMERGING**

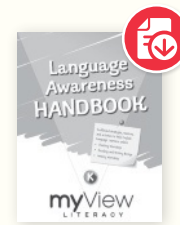
Write the subjects *Tim* and *Mom and Dad* and the verbs *eat* and *eats*. Ask partners to identify which verb agrees with each subject. Have them write the complete sentences.

##### DEVELOPING

Write these sentence parts on the board: *Roz and Ben, wins the race, The dog*. Have students identify which part of each sentence is missing and write to complete the sentences. Remind them to check that the subject and the verb agree in each sentence. **EXPANDING**

Have students go back to their writing and check for incomplete sentences. As students write complete sentences, tell them to check that the verb agrees with the subject.

##### BRIDGING



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T396–T397.

#### ELL Targeted Support

##### EXPLORE EDIT FOR ADJECTIVES AND ARTICLES

Explain to students that adjectives are words that describe the shape, color, size, texture, sound, or number of a noun. Have students write using a variety of sentence lengths by adding adjectives.

Show a mug and write: *This is a mug*. Have students copy the sentence on a sheet of paper. Then say describing words about the mug in English, such as *red* or *smooth*. Have students rewrite the sentence, adding one adjective. **EMERGING**

Show a mug and ask students to say a simple sentence about the mug, such as: *It is a mug*. Write the sentence on the board, and have students copy it. Then ask students to say adjectives that describe the mug. Write the adjectives on the board. Have students rewrite the sentence, including at least one adjective.

##### DEVELOPING

Have partners work together to choose a classroom object and write a simple sentence about it. Then have them rewrite the sentence, adding at least one adjective that tells more about the object. **EXPANDING**

Have students go back to their writing and check for sentences that they can make longer by adding descriptive adjectives. **BRIDGING**

## FAST TRACK

# Edit for Subjective and Objective Pronouns

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

STUDENT INTERACTIVE, p. 171

FICTION

I can write a story.

Read

WRITING WORKSHOP

My Learning Goal

### Edit for Subjective and Objective Pronouns

A pronoun takes the place of a noun in a sentence.

**MY TURN** Write

This is Jada.

Jada has two sisters. She

Jada plays with her sisters. them

Directions: Review subjective and objective pronouns with students. Then have them edit the sentences by writing a subjective or objective pronoun to replace each underlined noun. Ask students to edit their stories for subjective and objective pronouns.

171

## Minilesson

Mentor STACK



**TEACHING POINT** Subjective pronouns replace nouns in the naming part of a sentence. Objective pronouns replace nouns in the action part of a sentence. Authors use pronouns for several reasons, such as:

- Pronouns eliminate the need to repeat names and nouns in a story.
- Pronouns identify who or what the author is talking about.

**MODEL AND PRACTICE** Recall the plot of a stack book that your class is familiar with. On the board, write a summary of the story. Do not use any pronouns as you write. When you have completed the summary, read it aloud to the class.

Ask students if they notice anything strange about your story. Allow them to suggest answers. Then say: *In my story, I used the character names many times. It sounds strange, doesn't it? Authors don't use the characters' names over and over. Instead, authors use pronouns. Pronouns make the story easier to understand. Let's write a list of pronouns.* Write a list of pronouns on the board so students can reference it during the lesson.

Go back to your story and circle all the names and nouns for which pronouns can be substituted. Model how to edit a draft by changing a few of the nouns to pronouns. Ask students to tell you what pronoun can be put in place of each circled word, providing assistance as needed. When pronouns have been substituted accordingly, reread the story aloud.

Direct students to complete p. 171 in the *Student Interactive*.



## Independent Writing

Mentor STACK



### FOCUS ON PRONOUNS

- During independent writing time, students should edit their drafts by replacing the names of characters with pronouns, where appropriate.

### WRITING SUPPORT

- **Modeled** Use stack texts to point out subjective and objective pronouns.
- **Shared** As students come up with sentence ideas, help them think of where to incorporate pronouns.
- **Guided** Prompt students to vary their sentences in order to use pronouns.

 **Intervention** Refer to the *Small Group Guide* for support.

- When they have completed their pronoun review, they can continue writing their stories.

See the **Conference Prompts** on p. T382.

## Share Back

Ask for a few student volunteers to read their stories aloud to the class. Engage students in a discussion about which pronouns were used and how this usage makes the story better or easier to read.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts, with adult assistance, using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Possessive Case Pronouns

**FOCUS** Remind students that some pronouns show that something belongs to someone, such as *mine*, *ours*, *his*, *hers*, *theirs*, and *yours*.

**MODEL AND PRACTICE** Provide students with a sentence that uses a possessive case pronoun, and have students identify it. Say the sentence: *The dog is yours, and the cat is mine*. Explain that the words *yours* and *mine* both show that something belongs to someone.

**APPLY** Ask students to come up with their own sentences to describe things in the classroom that belong to them or their classmates. Make corrections as needed as students say their sentences.





### ELL Targeted Support

**Using Pronouns** Tell students that writers use pronouns to replace nouns in sentences. This helps sentences flow better because the writer does not have to use the same name or noun over and over again.

Use real-life examples of pronouns. Point to a student and say: *She is [name of student].* Give the student a book and say: *This is her book. The book is hers.* Ask students to copy your model, pointing to a student and using pronouns. **EMERGING/DEVELOPING**

Provide the following text: *I gave a book to [student's name]. I gave \_\_\_\_\_ a book. It is \_\_\_\_\_. This is \_\_\_\_\_ pencil, and this is \_\_\_\_\_.* Ask students to work with a partner to fill in the blanks with the correct possessive pronouns. Have them try different pronouns that work in the sentences. **EXPANDING/BRIDGING**

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Possessive Case  
Pronouns

FLEXIBLE OPTION



### LESSON 2

Oral Language:  
Prepositions

### LESSON 3

Teach Prepositions

### LESSON 4

Practice Prepositions

FLEXIBLE OPTION



### LESSON 5

Standards Practice

# Explore Edit for Complete Sentences

## OBJECTIVES

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

Edit drafts with adult assistance using standard English conventions, including complete sentences.

## Minilesson

Mentor STACK



**TEACHING POINT** A complete sentence is one that includes both a naming part (subject) and an action part (verb). A sentence needs both parts to be complete. Authors edit their writing to ensure every sentence includes both parts.

**MODEL AND PRACTICE** Ask students to choose a book from the stack for you to read. Begin by stating that you are looking for complete sentences. Say: *A complete sentence is a group of words that are separated by spaces. This is a word.* Point to a word in the book. *All of the words together make a sentence.* Show an example of a sentence from the book.

Next, tell students that a complete sentence has a naming part and an action part. Read the first sentence of the book aloud. Point out the naming part and the action part. Read the next few sentences, pointing out the naming part and action part. As students understand, ask them to help you find each part of the sentence. Say: *A sentence has a naming part and an action part. When you write your drafts, make sure you write using complete sentences.*

## Possible Teaching Point

## Writing Process

### Revising and Editing | Sentences

Remind students that a sentence is a group of words that are put together to mean something. A complete sentence has a naming part and an action part.

As students review their sentences for completeness, have them also check that each sentence

- begins with a capital letter
- ends with a period



## Independent Writing

Mentor STACK



### FOCUS ON SENTENCES

- During independent writing time, students should review their drafts from this unit, paying attention to sentences. For each sentence, students should point out the naming part and the action part.
- If a sentence is missing one part, have the student edit it for completeness.

### WRITING SUPPORT

- **Modeled** Write sentences from a stack text, underlining the naming part and the action part.
- **Shared** If students struggle with writing, have them say their sentences as you transcribe them.
- **Guided** Prompt students with hints to look for naming and action parts in sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T382.

## Share Back

Call on a few students with whom you conferred to read a complete sentence from their fiction book.



# Vowel Activity: Short and Long a

## OBJECTIVES

Identify and match the common sounds that letters represent.

Identify all uppercase and lowercase letters.

## ELL Targeted Support

**Pronunciation** Students may have trouble with differentiating between the long vowel sound and the short vowel sound if they have an accent or cannot pronounce the word correctly.

Say each word that names a picture on p. 168 aloud for students first, and then have them repeat the word after you. Correct any pronunciation problems before focusing on the difference between long and short vowel sounds. Repeat words as necessary. **EMERGING**

Have students say words with long a and short a vowel sounds with you. Have students then say the words to a partner and correct each other when they pronounce a word incorrectly. **DEVELOPING**

Have students think of words with long a and short a and then pronounce these words independently. **EXPANDING/BRIDGING**

## Minilesson

**FOCUS** Remind students that each vowel in the alphabet has a short vowel sound and a long vowel sound. Use the letter *a* as an example. Write the words *rat* and *rate*. Point to *rat*, say it, and explain that *rat* has the short *a* sound: /a/. Repeat with *rate*, explaining that it has the long *a* sound: /ā/. Explain that the reason the *a* changes sound is that the words *rat* and *rate* are spelled differently.

**MODEL AND PRACTICE** Demonstrate how to match words with the same vowel sounds on p. 168 in the *Student Interactive*. I see a picture of a cap on one side. Cap has the short vowel sound /a/. I see a picture of a cape on the other side. Cape has the long vowel sound /ā/. I can look at the pictures in the middle and draw a line from the pictures of the cap and the cape to the pictures below whose names have the same vowel sounds. Point to the picture of a pan. Pan has the same short a sound as cap. I will draw a line between the two pictures. Demonstrate how to draw a line between the two pictures.

**APPLY MyTURN** Have students match the other pictures on p. 168 in the *Student Interactive*, giving help as needed.

## STUDENT INTERACTIVE, p. 168

PRE-SPELLING

### Vowel Activity

**MYTURN** Match

Tell students that image represents cap.      Tell students that image represents cape.

Tell students that images represent tape, cat, rake, pan.

**168**

**Directions** Have students name the uppercase and lowercase letters in the boxes. Then have them name the picture in each box and identify the sound they hear for *a*. Say: The box on the left is for short *a*. The box on the right is for long *a*. Ask students to sort short *a* and long *a* sounds by drawing a line from each picture to the box for the *a* sound it makes.

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# Language & Conventions

## Prepositions

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Prepositions

**FOCUS** Explain to students that a preposition is a word that shows how two ideas or items are related. It is sometimes called a position word because it often answers the question *where*. Tell students that words such as *in*, *on*, *over*, *under*, and *by* are prepositions.

**MODEL AND PRACTICE** Give an example of a sentence with a prepositional phrase, such as *I am under my umbrella*. Say: *The sentence tells where I am. I am under something. Under is the preposition because it answers where. The phrase gives more information: under my umbrella.*

**APPLY** Provide practice using the prepositions *under*, *on*, and *in* in oral sentences. Place a book under your desk. Ask students to tell where your book is using a full sentence. Place the book on the desk and ask students where the book is. Finally, hold the book in your hands and ask students where the book is.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.



FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Prepositions

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Possessive Case  
Pronouns

**LESSON 3**

Teach Prepositions

**LESSON 4**

Practice Prepositions

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

FAST TRACK

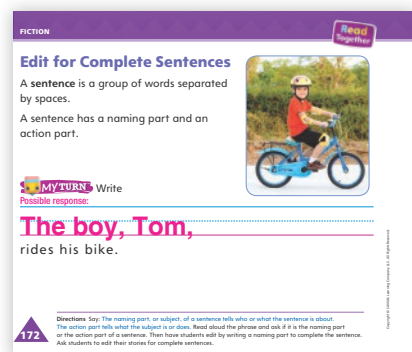
# Apply Edit for Complete Sentences

## OBJECTIVES

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

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE, p. 172



## Minilesson

Mentor STACK



**TEACHING POINT** A complete sentence tells a whole thought. It includes a naming part and an action part. Complete sentences are composed of words separated by spaces.

**MODEL AND PRACTICE** Say: *When you are editing your writing for complete sentences, it is important to read each sentence out loud so you can listen for completeness. A complete sentence tells a whole thought. It has a naming part and an action part.*

Write the following sentences on the board. Alternatively, choose sentences from a stack book, changing some to be incomplete.

- She reads the book.
- The rain.
- The girl her dog.

Read the first sentence aloud and ask students if it is a complete sentence. (yes) Select a volunteer to identify the naming part and underline it (She); select a different volunteer to identify the action part and circle it (reads the book). Read the next sentence aloud and ask students if it is complete. (no) Explain to students that this sentence is missing one part—the action part. Think aloud as you try different options such as: *The rain fell. The rain came down all day. The rain got my hat wet.* Students should help you select the action part to complete the sentence. Show them how to edit the sentence on the board. Follow the same steps for the third sentence.

Have students turn to p. 172 in the *Student Interactive* and complete the activity. Provide assistance as needed.

## Possible Teaching Point

### Language & Conventions | Prepositions

Remind students that a preposition is a word that shows how two things are related, or connected. Prepositions are words such as *in, on, over, under, and by* that often answer *where* questions. As students edit their drafts, have them look for places where they can use prepositions to make complete sentences.



## Independent Writing

### FOCUS ON COMPLETE SENTENCES

- Have students edit their drafts for complete sentences. They should reread their stories and fix any sentences that do not include a naming and an action part. Then they can continue writing.

### WRITING SUPPORT

- **Modeled** Think aloud as you choose a naming part and action part to write a complete sentence.
- **Shared** Ask students for a naming part and action part and transcribe the sentence.
- **Guided** Ask students how a character could be a naming part and a problem could be an action part.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T382 when conducting conferences.

## Share Back

Call on two students to share their editing. Students should read their edited drafts aloud and explain what changes they made and why.



# Language & Conventions

## Prepositions

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

### LESSON 3

#### Teach Prepositions

**FOCUS** Write the following sentence on the board:

I put my book  
in my bag.


Read the sentence. Then have students tell you which word in the sentence is a preposition. After they identify *in* as a preposition, explain that the word *in* answers the question “Where is the book?”





**MODEL AND PRACTICE** Model another example: In the sentence, *I put my book in my bag*, the word *in* tells where the book is. If I change the preposition, it will tell you a different place I put my book. For example: I put my book *under* my bag. I put my book *on* my bag. Provide additional examples as needed so that students can easily identify prepositions in a variety of sentences.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Possessive Case  
Pronouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Prepositions

**LESSON 3**

**Teach Prepositions**

**LESSON 4**

**Practice Prepositions**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Explore Edit for Adjectives and Articles

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Edit drafts with adult assistance using standard English conventions, including adjectives, and articles.

## Minilesson

Mentor STACK



**TEACHING POINT** The words *a*, *an*, and *the* are articles. They come before a noun or an adjective in a sentence.

- *The* is an article that identifies a specific person, place, or thing.
- *An* is an article that comes before words that start with a vowel. *An* identifies a general person, place, or thing.
- *A* is an article that comes before words that start with a consonant. *A* refers to a general person, place, or thing.

**MODEL AND PRACTICE** Tell students that today they will learn about articles. The words *the*, *an*, and *a* are articles.

Using a stack book that includes at least two articles in the title, read the book's title to students. Identify the first article, *the*, for example. Remind students that *the* is used to identify something specific. Explain what specific item is being identified in the book's title.

Write the title on the board; then cross out the first article and replace it with another (replace *the* with *a*, for example). Explain to students how the edit you just made changes the meaning of the title. Do this for the second article in the title. Then do it for at least two more stack book titles. Say: [Authors choose between the words \*the\*, \*an\*, and \*a\*. When you revise your own fiction draft, make sure you are using these words correctly.](#)



## Independent Writing

### FOCUS ON ARTICLES

- During independent writing time, students should review their books for proper use of articles.

### WRITING SUPPORT

- **Modeled** Think aloud as you identify articles and how they can change the meaning of a sentence.
- **Shared** Have students give example sentences using articles.
- **Guided** Ask students to name an article they used in their story and explain why they used it and not a different one.

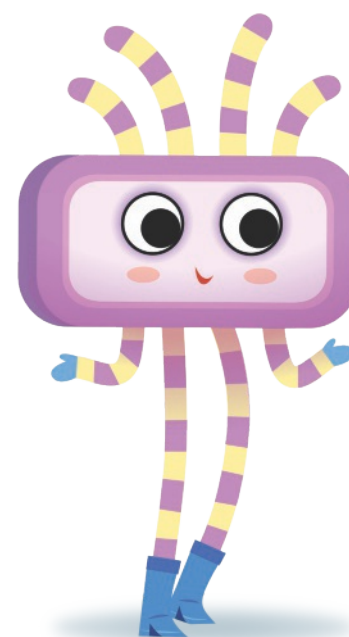
 **Intervention** Refer to the *Small Group Guide* for support.

- When they have completed editing for articles, they should continue writing.

See the **Conference Prompts** on p. T382.

## Share Back

Call on a few students with whom you conferred to share their book titles with the class. Each student should read aloud the title and explain how he or she edited it. If the student did not edit the title, he or she should explain how the title would be different if one of the articles were changed.



# Language & Conventions

## Prepositions

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

### Writing Workshop

Tell students to pay attention to prepositions as they write their drafts during Writing Workshop. Ask them to look for examples of words that show a relationship between items. Ask them to tell if the preposition answers the question *where*.

### LESSON 4

#### Practice Prepositions


**APPLY MyTURN** Have students identify, read, and write the prepositions on p. 170 in the *Student Interactive*.

#### STUDENT INTERACTIVE, p. 170

LANGUAGE AND CONVENTIONS Read Together

### Prepositions

A **preposition** is a word that shows a relationship.



The paintbrushes are **in** the cup.

**MY TURN** Write

on    off    by

The books are by the cup.

The cup is on the desk.

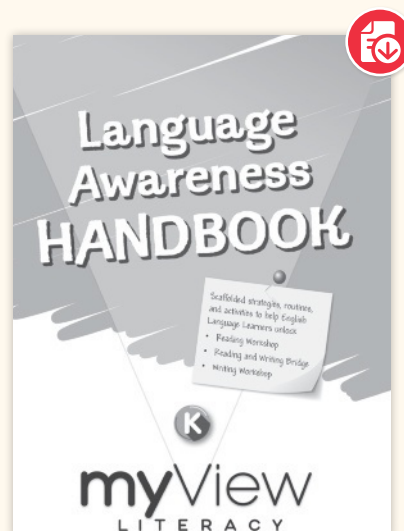
**170** **Directions** Read the information to students. Explain that some prepositions answer the question *Where?* Say: *Where is the pen? It is in the cup.* Read the words in the word bank to students. Then read the sentences. Ask students to edit by writing the correct preposition on the lines.

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## Develop Language Awareness

For additional practice with prepositions, complete the activity on p. 37 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand prepositions.



FLEXIBLE OPTION

LESSON 1



**Spiral Review:**  
Possessive Case  
Pronouns

FLEXIBLE OPTION

LESSON 2

**Oral Language:**  
Prepositions

LESSON 3

**Teach Prepositions**

LESSON 4

**Practice Prepositions**

FLEXIBLE OPTION

LESSON 5

**Standards Practice**

# Apply Edit for Adjectives and Articles

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

STUDENT INTERACTIVE, p. 173



## Minilesson

Mentor STACK



**TEACHING POINT** Adjectives are words that describe the shape, color, size, texture, sound, or number of a noun. Adjectives make sentences more descriptive and give readers a clearer picture of a person, place, or object.

**MODEL AND PRACTICE** Choose an object from the classroom and hold it up for students to see. Tell them you are going to write a few sentences about the object. Alternatively, you may use a sentence from a stack text but remove the adjectives.

Begin by writing a simple sentence with just a naming part and action part. For example: *The mug was on the desk.* Then show students how to edit the sentence by adding adjectives. To do this, write a new sentence above it. For example: *The tall red mug was on an old, brown, wooden desk.* When you are finished writing, engage students in a conversation about which sentence is more descriptive. Remind students that adjectives are words that describe a person, place, or thing. Underline the adjectives in your sentences, thinking aloud about which noun each one describes. Say: *Adjectives can be a color, shape, size, or number. We include adjectives when we write our books so that readers can picture what we are writing about. We can add details to our stories by adding adjectives.*

Direct students to complete the activity on p. 173 of the *Student Interactive*. Then have them edit their own books, looking for places to add adjectives.

## WRITING CLUB

Use p. T401 to guide Writing Club discussions.

## Share Back

Call on two students to share a sentence from their book. They should read it once without adjectives and again with adjectives. Ask the class if adding adjectives made the sentence easier to picture.



# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share one of their edited stories.

Students should spend the first 5–10 minutes reviewing the following:

- How editing writing can make it better
- Why choosing the right article is important
- How adjectives add detail to sentences

**What Are We Sharing?** Students can share the stories they chose to revise this week. Tell them to talk about which words they replaced with pronouns and which articles and adjectives they included in their stories.

## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

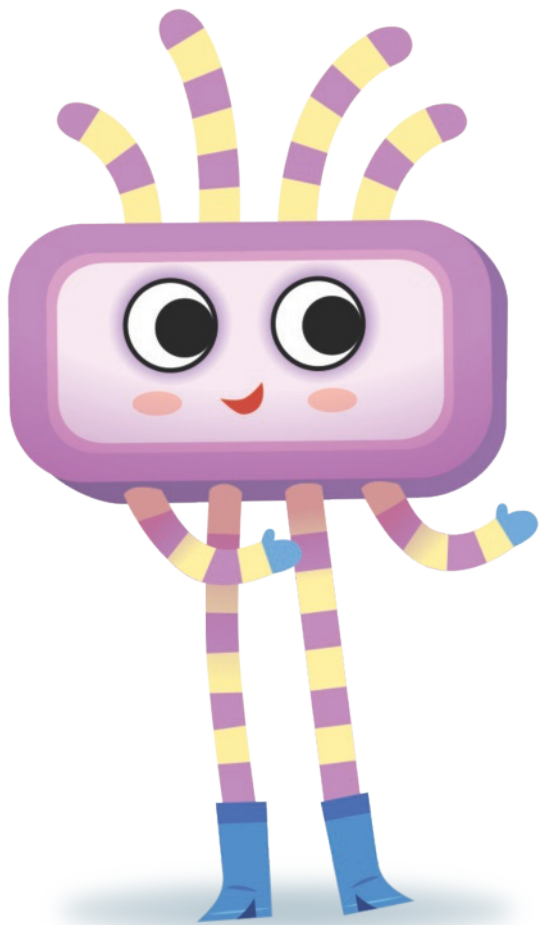
- What pronouns can you use? Where can you use them?
- What are the naming parts and action parts of your sentences?
- I used the article \_\_\_\_ in my title because \_\_\_\_.
- How can you use adjectives to make your story more descriptive?

# Language & Conventions

## Prepositions

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.



FLEXIBLE OPTION 

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to complete the question.

Humpty Dumpty is sitting on the wall.

Which word in the sentence is a preposition?

- A is
- B on
- C the
- D wall



**APPLY MyTURN** Have students complete *Language and Conventions*, p. 151, from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Prepositions**  
A preposition is a word that shows a relationship.  
A lamp is on the desk.

in	to	for
----	----	-----

**MYTURN Underline**

1. A twig is in the nest.
2. That gift is for you.
3. Sam went to the bank.

Directions: Have students read the words in the word bank. Then have them read the sentences and underline the preposition in each.  
Grade K, Unit 3, Week 4

*Language and Conventions*, p. 151

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Possessive Case  
Pronouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Prepositions

**LESSON 3**

**Teach Prepositions**

**LESSON 4**

**Practice Prepositions**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will


- edit for punctuation
- edit for capitalization of names
- review what they've learned about fiction books

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Punctuation Marks T408	Edit for Capitalization T412	Prepare for Celebration T416
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T409	Independent Writing and Conferences T413	Independent Writing and Conferences T417
<b>SHARE BACK FOCUS</b> 5–10 min.	Periods T409	Capital Letters in Names T413	Revisions T417
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Spiral Review: Prepositions T410–T411	• <b>Pre-Spelling</b> Vowel Activity: Short and Long <i>i</i> T414 <b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Oral Language: Prepositions T415	• <b>Language &amp; Conventions</b> Teach Prepositions T418–T419





# Mentor STACK



Use the following criteria to add to your fiction book stack:

- Books with large enough text so that punctuation marks can be identified.
- Books that include many characters that have capitalized names.
- Books that are fun to read aloud.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Celebration T420	Assessment T424
Celebration T421	Assessment T424–T425
Celebration T421	Assessment T424–T425
<ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Practice Prepositions T422–T423</li> </ul>	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T426–T427</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Partner Edit	Apply End-of-Sentence Punctuation
<b>INDEPENDENT WRITING AND CONFERENCES</b>		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b>		
5–10 min.	Revisions	Punctuation
	See the online <i>Language Awareness Handbook</i> for additional writing support.	
		See the <i>Small Group Guide</i> for additional writing support.

# Conferences



During this time, assess for understanding of punctuation marks and capitalization in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Edit for Punctuation Marks</b>		
<b>If</b> students need additional support,	<b>Then</b> tell them to read their stories aloud. Point out places that they pause and tell them a period goes there.	
<b>If</b> students show understanding,	<b>Then</b> point out an exclamation point in a stack text and teach them to use one in their books.	
<b>Edit for Capitalization</b>		
<b>If</b> students need additional support,	<b>Then</b> have them point to a character's name in their book. Show them how to replace the lowercase letter with a capital letter.	
<b>If</b> students show understanding,	<b>Then</b> have them point out all of the character names in their story. Remind them that they can also use pronouns in place of names.	
<b>Prepare for Celebration</b>		
<b>If</b> students need additional support,	<b>Then</b> review their book. Help them decide on the three most important edits to focus on before celebration day.	
<b>If</b> students show understanding,	<b>Then</b> have them practice reading their work aloud. Offer feedback.	

## Conference Support for ELL

### EMERGING

- Learn the word for *period* in your students' home languages. Point to periods at the ends of sentences, alternating between languages as you say *period*.
- Point to names in the classroom, showing the capitalized letter at the start of each.
- Circle the names and punctuation marks in your students' writing that need to be revised. Revise for them.

### DEVELOPING

- Have students point out periods in sentences.
- Encourage students to practice writing names with a capital letter.
- Provide students practice opportunities before reading their writing aloud to build confidence and sound/word recognition.

### EXPANDING

- Have students discuss why punctuation marks are important in their sentences.
- Prompt students to recall when capital letters are needed.
- Encourage students to practice reading their stories aloud before sharing with the class.

### BRIDGING

- Have students discuss why periods are important in a sentence and a story.
- Prompt students to think of words that need capitalization.
- Have students practice reading their story aloud fluently.

### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **repetition** and **prepositions**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing to help them develop their understanding of punctuation and capitalization. These targeted supports were chosen to help students further develop their English language skills and build foundational writing skills.

Use this note for the minilesson on pp. T408–T409.

#### ELL Targeted Support

##### EDIT FOR PUNCTUATION MARKS

As students gain vocabulary and understanding of English, they should take notice of punctuation marks in sentences.

Point to periods at the ends of sentences and encourage students to use periods when they write in English or their home language.

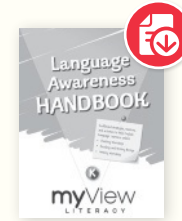
##### EMERGING

Provide students with practice sentences, asking them to add punctuation at the end.

##### DEVELOPING

Have students write complete sentences with a period at the end. **EXPANDING**

Encourage students to discuss why periods are needed in a story. **BRIDGING**



See the online *Language Awareness Handbook* for additional support.

Use this note for the minilesson on pp. T412–T413.

#### ELL Targeted Support

##### EDIT FOR CAPITALIZATION

Students may need teacher or peer support when identifying which words to capitalize within sentences.

Have students read sentences from a stack book. Guide them to point out each capitalized letter. **EMERGING**

Have student pairs read sentences from a stack book. Have them work together to find capitalized letters. **DEVELOPING**

Guide students to point out and read aloud words that are capitalized in the classroom. **EXPANDING**

On the board, write: *the girl went to the store. she bought randy a candy bar.* Have students read the sentences aloud to a partner. Have the student pairs work together to identify the words that should be capitalized and rewrite the sentences using proper capitalization.

##### BRIDGING

## FAST TRACK

# Edit for Punctuation Marks

## OBJECTIVE

Recognize and name end punctuation.

STUDENT INTERACTIVE, p. 209

FICTION WRITING WORKSHOP

I can write a story.

**My Learning Goal**

**Edit for Punctuation Marks**

Authors check their writing.  
They make sure every sentence ends with a punctuation mark.

**MY TURN** Circle and write

Rachel went to the park. \_\_\_\_\_

She went down the slide. \_\_\_\_\_

She built a castle with Leo. \_\_\_\_\_

**Directions** Explain that telling, or declarative, sentences always end with a period. Have students edit the sentences by circling the ones that need a period added to the end. Ask them to write a period on the lines by each sentence they circled. Then ask students to edit their stories for punctuation marks at the end of declarative sentences.

209

## Minilesson

Mentor STACK



**TEACHING POINT** Before publishing their work, authors check and revise their writing. They make sure to use punctuation at the end of sentences. Periods show readers where the end of a telling, or declarative, sentence is so they know when to pause before starting a new sentence.

**MODEL AND PRACTICE** Gather students and read them a short book from the stack. As you read aloud, do not stop for punctuation. Continue reading in run-on sentences until students notice a problem. When you stop reading, explain that you read the story without paying attention to punctuation. Say: **Punctuation at the end of a sentence is important because it separates ideas. It makes readers stop and take a breath after each sentence. Without punctuation, words in a sentence do not make sense.** Reread the same story, this time stopping deliberately at periods in a sentence.

Page through other stack books and point out punctuation at the ends of sentences. Students may also point out question marks and exclamation points. Explain that these punctuation marks show a question and feeling. Write a simple sentence from a stack text on the board, but do not include end punctuation. Show students how to edit the sentence by adding a period to the end. Then show them how to edit the sentence by replacing the period with a question mark or an exclamation point. How does the sentence change?

Direct students to complete p. 209 of the *Student Interactive*.



## Independent Writing

### FOCUS ON PUNCTUATION

- Today, students should look at all the fiction books they have written this unit and choose the one they would like to publish. Then they should review that book for proper punctuation.

### WRITING SUPPORT

- **Modeled** Write sentences and add periods at the end.
- **Shared** As students share their ideas, transcribe their sentences and include punctuation.
- **Guided** Guide students to use periods in their writing to separate their sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

- If they finish reviewing for punctuation, they can continue adding details or editing other parts of their book.

See the **Conference Prompts** on p. T406.

## Share Back

Call on a few students with whom you conferred to show their revisions to the class. Have the student explain why periods are important at the ends of sentences.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

---

### FLEXIBLE OPTION

## LESSON 1

### Spiral Review: Prepositions

**FOCUS** Remind students that prepositions show relationships between things, such as being from somewhere or of something.

### MODEL AND PRACTICE

Model using prepositions for students. Describe features of the classroom. Say, for example, *The desk is by the wall.* Or, *The sink is for washing hands.* Adapt these suggested sentences to features in your classroom.

**APPLY** Have students practice using prepositions and prepositional phrases to describe features of the classroom. Students can volunteer individually or work in groups.





### ELL Targeted Support


**Prepositions** Tell students that prepositions show relationships. Explain that words such as *in*, *on*, *over*, *under*, and *by* can tell where something is.

Place a book inside a reusable bag and model using a preposition to describe where the book is: *The book is in the bag*. Repeat the sentence and have students say the preposition. Repeat with other objects and other prepositions. **EMERGING**

Write the following sentences on the board: *The book is in the bag*. *The coat hangs on the rack*. *The chair is by the desk*. Ask students to circle the prepositions. For advanced students, leave out the prepositions and have them write them in. **DEVELOPING**

Have students use objects to act out prepositions and then use them in oral sentences. **EXPANDING/BRIDGING**

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Prepositions

FLEXIBLE OPTION  
**LESSON 2**

Oral Language:  
Prepositions

**LESSON 3**

Teach Prepositions

**LESSON 4**

Practice Prepositions

FLEXIBLE OPTION  
**LESSON 5**

Standards Practice

**FAST TRACK**

# Edit for Capitalization

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

STUDENT INTERACTIVE, p. 210

The screenshot shows a page titled "Edit for Capitalization" under the "FICTION" section. It includes a "Read Together" icon and a "MY TURN" icon. The text on the page is: "Names begin with a capital letter." "Underline and write" "My best friend is kelly. Kelly" "Her dog rex is funny. Rex" "We play with her brother mike. Mike" At the bottom, there are directions: "Directions Say: You can check your writing to make sure names begin with a capital letter. Ask students to edit the sentences by underlining the names that need to be capitalized. Then have them write the names on the lines, capitalizing the first letter. Direct students to edit their stories for capitalization."

## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors capitalize important words in their sentences. Names are always capitalized.

**MODEL AND PRACTICE** Say: Good writers go back and revise their work to make sure they have capitalized all the correct words in their story. If we didn't capitalize a letter that should be capitalized, we can edit, or fix, it. Let's talk about what words we should capitalize in our writing. One type of word that should be capitalized is a name. When we name a specific person or animal, the word should be capitalized.

Go through a stack text and point out the names in the story. Think aloud that it must be a name of a person or animal since the letter is capitalized. Write a sentence from a stack book on the board, but do not capitalize the character names. Work with students to edit the sentence for proper capitalization, crossing out the lowercase letters and writing the appropriate capital letters above them.

Have students complete the activity on p. 210 of the *Student Interactive*.



## Independent Writing

### FOCUS ON CAPITALIZATION

- Have students spend independent writing time editing their books. First, they should check their work for correct capitalization.
- Then they should reread their book and make sure all of the sentences and pictures are complete.

### WRITING SUPPORT

---

- **Modeled** Go back to the student's writing and model editing words for capitalization.
- **Shared** Have students identify capitals used in their writing.
- **Guided** Use a stack text to provide explicit instruction about capitalizing words.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T406.

## Share Back

Call on a few students to show their revisions to the class. Prompt students to explain why it is important to go back and check for capitalization of names in a story.

# Vowel Activity: Short and Long *i*

## OBJECTIVES

Identify and match the common sounds that letters represent.

Identify all uppercase and lowercase letters.

## ELL Targeted Support

**Phonological Awareness** Help students hear the difference between words with short *i* and words with long *i*.

Prepare a list of words with short and long *i*. Read words from the list, and ask students to raise their hands when you say a word with a long *i* sound. Provide practice by having students repeat each word with you, emphasizing the vowel sounds. **EMERGING**

Play a game with the class. Ask students to produce words with long *i* or short *i*. Each time a student says a word, he or she should also identify which sound the word includes. The words they produce should be English words. If they say non-English words, gently correct them. Optionally, give students a point each time they produce a short or long *i* word and correctly identify the sound it includes.

## DEVELOPING/EXPANDING

Challenge partners to find words with long and short *i* in texts they are reading. Have them make a list. Then ask partners to read a word from their list one at a time while other students tell if the word has a long or short *i* sound. **BRIDGING**

## Minilesson

**FOCUS** Remind students that words can have long vowel sounds and short vowel sounds. *The word **bit** has a short *i* vowel sound. The word **bite** has a long *i* sound.* Say some words and ask students if they hear a long or short vowel sound: *hit, high, fine, fin, tip, type.*

**MODEL AND PRACTICE** Have students turn to p. 206 in the *Student Interactive*. Have students point to the first picture. *This is a toolkit. I hear a short *i* in the word **kit**.* Ask students to point to the second picture and say its name. *This is a kite. I hear long *i* in the word **kite**.* Have students repeat the words. Then have them say the vowel sound as they trace the uppercase and lowercase *ii*.



**APPLY MyTURN** Explain that you are going to say some words. If the word has the short *i* sound as in *kit*, they should draw the picture in the first column. If it has the long *i* sound, they should draw it in the column under the kite. Then say the four words aloud, allowing enough time between each one for students to draw the pictures: *pin, smile, bike, gift.*

## STUDENT INTERACTIVE, p. 206

PRE-SPELLING

### Vowel Activity

**MYTURN** Sort

 <p>Tell students that image represents <b>kit</b>.</p> <p>Drawings should show a pin and a gift.</p>	 <p>Tell students that image represents <b>kite</b>.</p> <p>Drawings should show a smile and a bike.</p>
--	---

**206** Directions Have students trace the uppercase and lowercase letters and then name them. Then ask them to name each picture and identify the sound they hear for *i*. Say: I am going to say some words. If you hear short *i* in the word, draw a picture of the word in the first column. If you hear long *i*, draw a picture of the word in the second column. Listen: *pin, smile, bike, gift.*

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# Language & Conventions

## Prepositions

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Prepositions

**FOCUS** Say to students: You can use prepositions to tell when things happened or how events are related. I can say, "I will go to a movie next Saturday." The preposition *next* tells when I will go to a movie.

**MODEL AND PRACTICE** The prepositions *before*, *after*, *on*, and *in* are other prepositions I can use to tell when something will happen or has happened. I can say, "I will go to a movie on Friday." The preposition *on* helps tell when I will go to the movie. Say the following sentences. Ask students to identify the preposition that tells when. *I have an appointment in two days. She will do her homework before dinner. We have a test on Thursday. Let's play a game after dinner.*

**APPLY** Have students take turns constructing sentences using the prepositions *before* and *after*. Provide sentence frames if necessary.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.



FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Prepositions

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Prepositions

**LESSON 3**

Teach Prepositions

**LESSON 4**

Practice Prepositions

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Prepare for Celebration

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

## Minilesson

Mentor STACK



**TEACHING POINT** Before they celebrate their writing, authors make sure to revise and finalize their work. They make sure all of the sentences and pictures are complete, and they prepare their book in its final form.

**MODEL AND PRACTICE** Make a Writing Checklist for students to refer to as they revise their writing, incorporating what they have learned in this unit. As you write each item, recall for students the importance of checking for this in their writing.

- Character names begin with a capital letter.
- Setting includes details about place and time.
- Events are told in order.
- The plot has a problem and a resolution.
- Sentences have a naming part and an action part.
- Sentences use pronouns correctly.
- Sentences use adjectives and articles.
- Sentences begin with capital letters and end with periods.

Reread each item on your classroom Writing Checklist. Ask students if they have any questions about what to check in their writing. Display your Checklist so students can refer to it as they transition to independent writing.

## Possible Teaching Point

### Language & Conventions | Prepositions

Remind students that they have been learning about prepositions. Prepositions tell when something will happen or has happened. The words *before*, *after*, *on*, and *in* are examples of prepositions that tell when. Add an item to the Writing Checklist that prompts students to check that they have used prepositions correctly.



## Independent Writing

### FOCUS ON REVISING

- Have students go back and revise their stories using the classroom Writing Checklist. Students should focus on revising the story they will be presenting on Celebration day.

### WRITING SUPPORT

- **Modeled** As you look through student work, model using the checklist to revise.
- **Shared** Have students identify how their work can be revised as they refer to the checklist.
- **Guided** Prompt students to read the sentences in their stories and direct them to the checklist to revise.

 **Intervention** Refer to the *Small Group Guide* for support.

- If time allows, have students practice whisper reading their books.

See the **Conference Prompts** on p. T406.

## Share Back

Call on a few students to share something they revised. Tell students to discuss why it is important for writers to use a checklist before publishing their stories.



# Language & Conventions

## Prepositions

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

---

### LESSON 3

#### Teach Prepositions

**FOCUS** Write the following sentences on the board:

I went to a  
movie.

My sister drove  
from Seattle.


Read aloud the two sentences. Underline the preposition in each sentence. Point out that the words that come after the preposition provide more detail.





**MODEL AND PRACTICE** I know that *to* is a preposition. In the sentence "I went to a movie," the word *to* is a preposition that tells where. I know that prepositions can tell where, and they can also tell when. Have students practice saying sentences using the prepositions *to* and *from*. Tell them to talk about places they have been to or places they will go to.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Prepositions

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Prepositions

**LESSON 3**

**Teach Prepositions**

**LESSON 4**

**Practice Prepositions**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Celebration

## OBJECTIVES

Develop social communication such as introducing himself/herself using common greetings and expressing needs and wants.

Share writing.

STUDENT INTERACTIVE, p. 211

**Publish and Celebrate**  
Now it is time to share your writing!  
Here are some things to remember.

1. Introduce yourself and greet others.
2. Speak loudly and clearly.
3. Listen actively.
4. Have fun!

**TURN and TALK** Practice sharing your writing with a partner.

**Read Together** WRITING WORKSHOP

**211**

## Minilesson

Mentor STACK

**TEACHING POINT** Celebrating student writing is an essential part in growing your students' confidence and writing ability. While students perform at different levels, you can celebrate each student's progress and provide positive reinforcement and recognition among peers.

**MODEL AND PRACTICE** Tell students that you will celebrate your writing by reading it aloud to the class. Do a Think Aloud before sharing, recalling what to do when speaking to classmates. For example, *I recall I should introduce myself to the group. I should speak loudly and clearly so everyone can understand. I also recall that my audience should listen actively so they can make suggestions when I'm done reading.*

Model for students how to introduce yourself using a common greeting. Then read your story or a book from the stack aloud, speaking slowly and clearly. When you are finished reading, encourage students to ask questions and provide suggestions. Model using active listening and acknowledging student suggestions. Accept or reject suggestions, providing reasons for doing so.

Have students turn to p. 211 in the *Student Interactive*. Review the list as a class, and then have students practice sharing their writing with a partner before the formal Celebration begins.

## Possible Teaching Point

## Writing Process

### Publishing | Share Writing

Circulate around the room as partners practice sharing their writing. Model how to give feedback by asking questions and providing suggestions. For example:

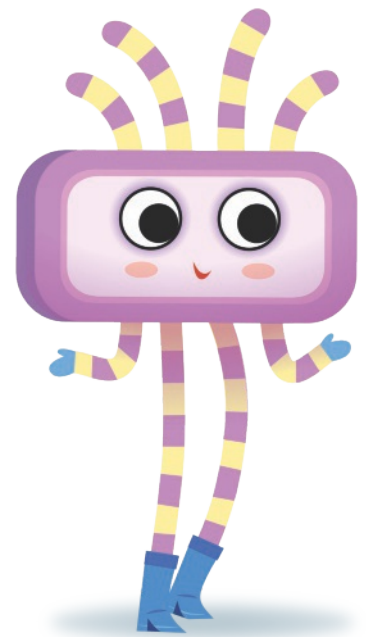
- *Why did [the character] \_\_\_\_\_?*
- *I liked the beginning of your story because \_\_\_\_\_.*
- *My favorite part of the story is when \_\_\_\_\_.*
- *The ending of your story might be even more exciting if \_\_\_\_\_.*



## Independent Writing

### FOCUS ON SHARING

- Have students share their writing with the class. Prompt students to ask questions and provide positive feedback or suggestions.



# Language & Conventions

## Prepositions

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

### Writing Workshop

Tell students to use prepositions and prepositional phrases as they write their drafts to show relationships between things. Ask them to look for prepositions in their stories.

### LESSON 4

#### Practice Prepositions

**APPLY MyTURN** Have students practice using prepositions and prepositional phrases. Have students work with a partner to list prepositions. Then have pairs share their examples as you list them on the board. Provide a sentence and ask students to choose a preposition to add a detail.

#### STUDENT INTERACTIVE, p. 208

LANGUAGE AND CONVENTIONS Read Together

### Prepositions

A **preposition** is a word that shows a relationship.

Mat went **out** the door.

**TURN and TALK** Where did Mat go? Talk about the answer.

**MY TURN** Circle

I walk \_\_\_\_\_ school in the morning.

to  from

We got a gift \_\_\_\_\_ our teacher.

of  for

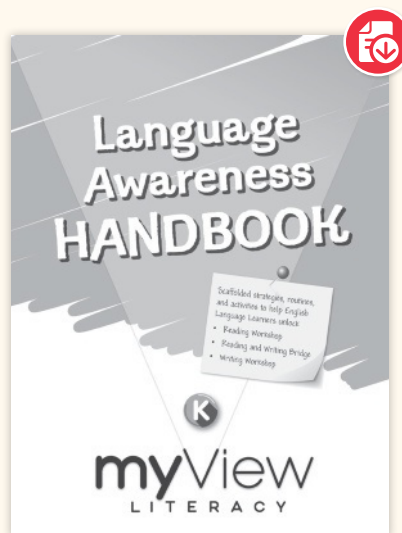
**208** **Directions** Read the information and example sentence to students. Ask partners to discuss how the preposition helps them answer the question *Where did Mat go?* Then read the sentences and answer choices to students. Have them edit each sentence by circling the correct preposition.

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### Develop Language Awareness

For additional practice with prepositions, complete the activity on p. 39 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand prepositions.



FLEXIBLE OPTION

LESSON 1



Spiral Review:  
Prepositions

FLEXIBLE OPTION

LESSON 2

Oral Language:  
Prepositions

LESSON 3

Teach Prepositions

LESSON 4

Practice Prepositions

FLEXIBLE OPTION

LESSON 5

Standards Practice

## FAST TRACK

# Assessment

**OBJECTIVE**

Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

**Minilesson**

**TEACHING POINT** Assessments in writing help you understand what your students comprehend from this unit and/or where they may need additional support. As you review their assessment, make note of what the student did well and what could be stronger. You may wish to share this feedback with your students to help improve their writing and provide positive reinforcement.

**MODEL AND PRACTICE** Tell students that today they will be responding to an assessment prompt. This assessment will be about fictional stories. Have students recall some stories from this unit, either stories they wrote or stories from the stack.

Tell students that before you respond to an assessment prompt, you like to review what you have learned. Think aloud as you recall the following from this unit. Write each sentence on the board or chart. Take student questions and ideas as you write.

- Fictional stories are made up.
- They have characters and settings.
- Fictional stories have a problem and a solution.
- The beginning introduces the characters, setting, and problem. The ending explains how the problem is solved.
- Authors edit their stories for complete sentences.
- Authors also edit their stories for the proper use of pronouns, adjectives and articles, capitalization, and end punctuation.

Remind students to remember these ideas as they begin their assessment.

**Assessment**

See the unit assessment on p. T425 and inform students that they are going to take a writing assessment. Another form of assessment is to score students' published writing using the rubric on p. T425.





## WRITING ASSESSMENT



## FICTION

Provide students the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**PROMPT** Write a fiction book. First, plan the characters, setting, and events for your book. Then write or draw your story.

4-Point Fiction Writing Rubric  

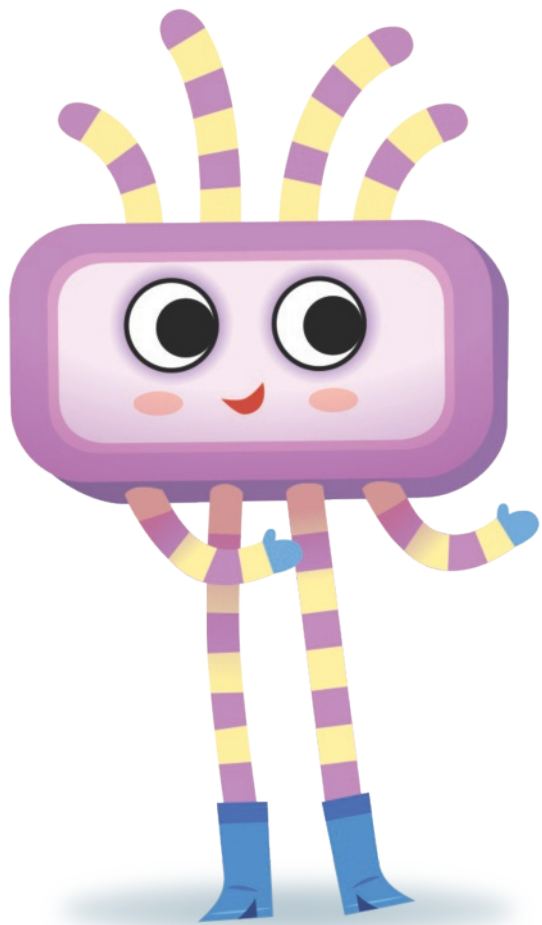
Score	Focus	Organization	Development of Story	Language and Vocabulary	Conventions
4	Story has a clear idea and shows good focus.	Story has a well-developed, logical, and intuitive plot.	Story effectively uses description to support plot.	Story uses grade-appropriate words, including pronouns, adjectives, and articles.	Story flows from left to right, and uses punctuation and capitalization correctly.
3	Story has a mostly clear idea and shows some focus.	Story has most plot details organized.	Story often uses description to support plot.	Story uses mostly grade-appropriate words, including pronouns, adjectives, and articles.	Story mostly flows from left to right, and uses most punctuation and capitalization correctly.
2	Story idea drifts and often loses focus.	Story has a plot that is difficult to follow and/or is illogical.	Story rarely uses description to support plot.	Story rarely uses grade-appropriate words, including few pronouns, adjectives, and articles.	Story sometimes flows from left to right, and uses some punctuation and capitalization correctly.
1	Story fails to focus and is confusing.	Story is confusing and has little or no plot.	Story lacks any clear description.	Story uses few, if any, grade-appropriate words, including pronouns, adjectives, and articles.	Story does not flow or use punctuation and capitalization correctly.
0	Story gets no credit if it does not demonstrate adequate command of fiction writing traits.				

# Language & Conventions

## Prepositions

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.



FLEXIBLE OPTION 

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to complete the question.

I went home after school.

Which word in the sentence is a preposition?

- A I
- B went
- C home
- D after



**APPLY MyTURN** Have students complete *Language and Conventions* p. 152, from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Prepositions  
A preposition is a word that shows a relationship.  
He got a pen **off** that desk.

of

from

by

**MYTURN** Read and write

1. Jen sat by her mom.

2. Pat got the gift from a pal.

3. What is the name of the cat?

Directions: Have students read the words in the box and the sentences. Tell them to write the correct preposition on the lines to complete each sentence.  
Grade K, Unit 3, Week 5

**Language and Conventions,  
p. 152**

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Prepositions

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Prepositions

**LESSON 3**

**Teach Prepositions**

**LESSON 4**

**Practice Prepositions**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will

- explore elements of opinion writing
- understand topics, opinions, and reasons
- generate ideas and plan their own opinion pieces

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Opinion Writing WW2	Opinion Writing: Opinion WW3	Opinion Writing: Reasons WW4
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
<b>SHARE BACK FOCUS</b> 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4





## Mentor STACK



- *The Best Part of Me: Children Talk About Their Bodies in Pictures and Words* by Wendy Ewald
- *The Sun Is My Favorite Star* by Frank Asch
- *I Like Me!* by Nancy Carlson

**Use the following criteria to add to your opinion writing stack:**

- The topic is accessible to students.
- The opinion is clearly stated.
- Various genres are represented.

Preview these selections for appropriateness for your students.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Brainstorm Ideas WW5

Plan Your Opinion Writing WW6

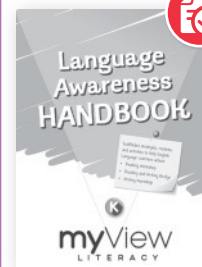
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

Opinion Ideas WW5

Making a Plan WW6

#### ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences


Mentor STACK 

During this time, assess for understanding of the features of opinion writing to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.


## FORMATIVE ASSESSMENT

## Conference Prompts


### Minilessons

<b>If</b> students need additional support,	 <b>Then</b> show a stack book students are familiar with. Ask: What does the person in this book feel or think about the topic? How do you know?
<b>If</b> students show understanding,	<b>Then</b> ask students to tell different opinions children might have about the same topic in the stack book.

### Brainstorm Ideas

<b>If</b> students need additional support,	 <b>Then</b> ask about some of the students' favorite things to do, eat, or see.
<b>If</b> students show understanding,	<b>Then</b> ask students to tell several reasons that support their opinions.

### Plan Your Opinion Writing

<b>If</b> students need additional support,	 <b>Then</b> have students first state their opinion and reason aloud.
<b>If</b> students show understanding,	<b>Then</b> ask: Which of your reasons is most important to you? Why?

## Conference Support for ELL

### EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like \_\_\_ because \_\_\_.*
- Explain that reasons tell why.

### DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know what the author feels or likes.
- Model language used to identify a favorite. Use words such as *best, favorite, like, and love.*
- Model how to choose a favorite from options within a topic.

### EXPANDING

- Have students restate the opinions found in several stack books.
- Discuss how a book would be different if the author had a different opinion.
- Discuss additional reasons the author could give to support the opinion in one of the stack books.

### BRIDGING

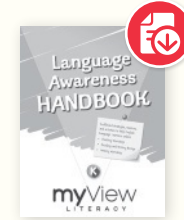
- Ask students to work with a partner to plan their opinion books and share opinions and reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students identify specific words that help state opinions and reasons.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

### ELL Targeted Support

#### OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

Work individually with students to identify the opinion. Have them repeat or retell the opinion using a simple sentence such as *She likes* \_\_\_\_\_. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite color, favorite food, or favorite animal. **EXPANDING**

Have students talk about how the illustrations in one of the stack books support the reasons given for the opinion. **BRIDGING**

Use this note for the minilesson on p. WW5.

### ELL Targeted Support

#### BRAINSTORM IDEAS

Students may need support generating words to identify options within a topic or category from which to choose a favorite.

Display picture cards that fit within the same category such as animals, vehicles, or colors. Help students name each item and then choose a favorite. Provide a sentence frame such as *I like* \_\_\_\_ *best*. **EMERGING**

Have students choose the picture of a favorite item from a category. Model different ways to identify their choices and reasons such as, *I like* \_\_\_\_ *best because* \_\_\_\_\_. \_\_\_\_ *is my favorite* \_\_\_\_ *because* \_\_\_\_\_. **DEVELOPING**

Have students talk with a partner and state their opinions about several simple topics. Remind students that they do not need to have the same opinion. **EXPANDING**

Have students talk together about their opinions and reasons related to a simple topic. Then ask them to restate their partner's opinion and reasoning to the larger group. **BRIDGING**

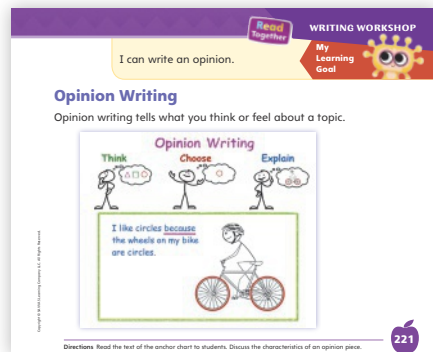
FAST TRACK

# Opinion Writing

## OBJECTIVE


Identify traits of opinion writing.

STUDENT INTERACTIVE K.5, p. 221



## Writing Support

- **Modeled** Show examples of opinion writing from the stack texts. Do a Think Aloud to explain why each is an opinion piece.
- **Shared** With students' input, make a list of topics about which a person might have an opinion.
- **Guided** Prompt students to think about a topic and an opinion about which they feel strongly. Provide explicit support and instruction as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion is how someone thinks or feels about a topic. Opinion writers state an opinion about a topic and give reasons to support their opinion.

**MODEL AND PRACTICE** Select an opinion book from the stack. Read the title and ask if students can tell what the topic of the book might be. Talk about any clues in the title or on the cover that might help the reader know that someone in the book is going to have an opinion. Read the book aloud. As you read, pause to reinforce the topic and opinion. Note the reasons given that support the opinion.

After reading, tell students: *When authors write opinions, they need to make clear what they like, think, or believe. Does the author of this book do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What reasons were given in this book? Help students identify the reasons that support the opinion. This book is an example of opinion writing. You will be writing your own opinion books during this unit.* Read additional books from the stack. Point out the elements of good opinion writing.

Have students turn to p. 221 in *Student Interactive K.5*. Review the steps of writing an opinion book: think of a topic, decide on an opinion, and give a reason or reasons explaining your opinion.

## Independent Writing

Mentor STACK 

Students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin thinking of ideas for their own opinion book. See the **Conference Prompts** for individual conferences.

## Share Back

Call on students to give an opinion on a topic they read about in one of the stack books. Encourage students to include both the topic and the opinion in their sentence such as, "Her favorite color is red" rather than just, "She likes red."



# Opinion Writing: Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion piece includes a topic, a clearly stated opinion, and a reason or reasons that support that opinion.

**MODEL AND PRACTICE** Select a book from the stack and read it aloud to the class. As you read, do a Stop and Jot, using sticky notes to write the opinion that is stated in the book. Using a different color of sticky notes, jot reasons given that support the opinion. Write one reason per sticky note.

When you have finished reading, review the sticky notes. Remind students that opinions are someone’s thoughts or feelings and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion. Give each student a sticky note. As you read aloud a different stack text, have students jot words or pictures to record the opinion and a reason they hear in the text. When you finish reading, have students share what they recorded on their sticky note. *The author of this book wrote an opinion on a topic and gave us some reasons to explain that opinion. When you write your own opinion book, you will need to think about your opinion on a topic and give at least one reason to explain your opinion.*

## OBJECTIVE

Identify elements of opinion writing.

## Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Have students retell the topic and opinion from one of their favorite books from the stack.
- **Guided** Prompt students to take turns naming a topic and then having a partner state an opinion about that topic. Give specific feedback and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

As students begin their independent writing time, tell them to continue studying the stack books if they need more time to learn about the traits of opinion writing. If some students are ready to write, they can use this time to write about their topic and opinion. See the **Conference Prompts**.

## Share Back

Ask students to share the topics and opinions from either stack books or the opinion books they are writing. Invite students to share different opinions on topics that are suggested. Remind students to stay focused on the topic they have selected.


# Opinion Writing: Reasons

## OBJECTIVE

Identify and retell important details in opinion texts.

### Writing Support

- **Modeled** Read aloud a stack book and identify the topic, opinion, and at least one supporting reason.
- **Shared** Have students tell at least one supporting reason given in a stack text.
- **Guided** While giving explicit instruction as needed, ask students to tell several supporting reasons given in one of the stack texts.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** When writing an opinion book, the reason or reasons need to support and explain the opinion. The reasons should be clearly stated.

**MODEL AND PRACTICE** Write the word *Reason* on a chart or board. Read the word aloud and ask students to repeat it. Ask students to tell you what they think a reason is. Then say: **A reason helps tell why or explain something. In an opinion book, the reason tells why the author has that opinion.** Read a stack text aloud. When you finish, recall the topic and opinion. Invite students to recall some of the reasons given to explain and support the opinion. Invite students to suggest other reasons that the author might have added to the text. Remind students to stay focused on reasons that support the opinion.

## Independent Writing

Mentor STACK 

As students transition to independent writing time, help students who need additional support by reviewing the stack books to see how writers use reasons to explain their opinions. If students show understanding, have them begin drawing, dictating, or writing a reason to support their opinions. Confer with students to discuss their writing. See the **Conference Prompts**.

## Share Back

Invite students to share a reason from their opinion books with the class. Model how to give constructive, encouraging feedback to a writer. Ask students to try to give similar feedback.

# Brainstorm Ideas

## Minilesson

Mentor STACK 

**TEACHING POINT** When writers brainstorm, they write or draw all the ideas they have. Writers often brainstorm many ideas before deciding on one idea to use in their writing. Writers choose topics that interest them most. The more interested writers are in their topics, the easier it can be for them to write something that interests readers.

**MODEL AND PRACTICE** Review the brainstorming process with students. Say: *You may be interested in many topics. Brainstorming is the time to record all those ideas. You can then choose one for your opinion book.*

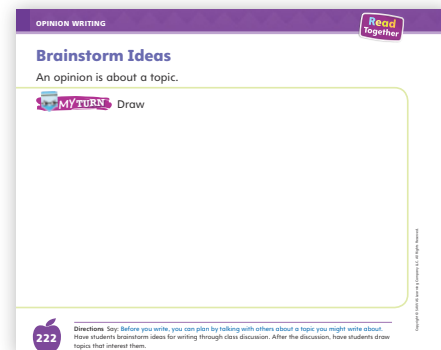
Model selecting a topic such as favorite colors. List several colors from which you might choose. Do the same with a different topic. Think aloud as you generate ideas.

Direct students to p. 222 in *Student Interactive K.5*. If students have difficulty thinking of a topic or possible opinions, you might display assorted picture cards for students to browse.

## OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.

STUDENT INTERACTIVE K.5, p. 222



## Independent Writing

Mentor STACK 

Following the minilesson, if students haven't yet determined a topic and an opinion that interest them, consider using conference time to help them settle on a topic that excites them. Students who have chosen a topic and have an opinion about the topic should begin developing their opinion books. See **Conference Prompts**.

## Share Back

Ask several students to share the topics and opinions they have brainstormed. Invite them to tell why they chose their topics. Model how to ask questions that will help the writers think more deeply about what they will write.

## Writing Support

- **Modeled** Think aloud as you come up with topics that relate to animals. Think aloud about how you form an opinion.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion does not fit.
- **Guided** Help students avoid choosing a final topic too quickly. Remind them that the goal of brainstorming is to generate many ideas.

 **Intervention** Refer to the *Small Group Guide* for support.

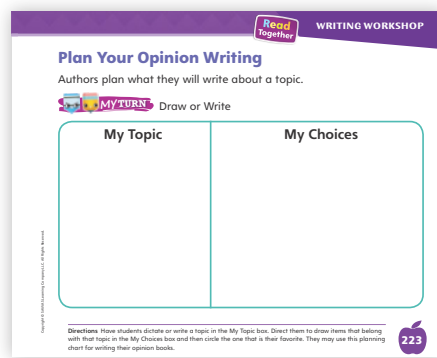
**FAST TRACK**

# Plan Your Opinion Writing

## OBJECTIVE

Listen actively, ask questions, and make pertinent comments. Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE K.5, p. 223



## Minilesson

**TEACHING POINT** An opinion book focuses on one opinion about one topic. After selecting a topic, the writer decides on an opinion about that topic. Then, the writer supports the opinion with reasons.

**MODEL AND PRACTICE** Remind students why it is important to have a plan before beginning to write. When writing an opinion book, writers need to first decide the topic about which they will write.

Direct students to p. 223 in *Student Interactive K.5*. Model selecting a topic such as books, pets, or sandwiches. Have students assist you in listing choices that fall in that topic or category. Model a non-example and ask students to explain why that item does not belong with the others. Think aloud as you try to make a choice among the options listed. Then choose your favorite item and circle that one. State your choice as an opinion. *I like hamsters best. They are my favorite pet.* When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion book.

Ask student to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

## WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

## Share Back

Invite students to share their planned topic, opinion, and a reason with the class. Encourage them to tell how comments from others were helpful as they planned their writing. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.



# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and at least one reason they will use their opinion piece.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively
- How to speak clearly and adjust their volume as needed
- How to make helpful suggestions

**What Are We Sharing?** Students should share their topic, their opinion, and a reason for their opinion. Students may give helpful feedback by suggesting other choices within the topic and by asking questions about why the final item was selected. This conversation will help the writer begin to plan reasons to add to the opinion pieces.



## **How Do We Get Started?** Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- What is the topic you picked?
- What are some of the choices you thought about?
- Why did you choose that one as your favorite?

# Weekly Overview

Students will

- learn about the elements for opinion writing
- learn how to identify a topic
- learn how to state an opinion and a reason

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Choose a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
<b>SHARE BACK FOCUS</b> 5–10 min.	Topic Selection WW12	Identify Opinions WW13	Write Opinions WW14

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books with a clearly stated opinion.
- Books that contain reasons that support the opinion.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Supply a Reason  
WW15

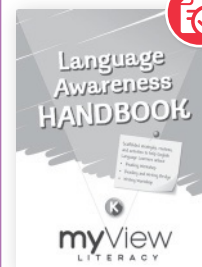
Apply Supply a Reason  
WW16

Independent Writing  
and Conferences WW15

Writing Club and  
Conferences  
WW16–WW17

Reasons WW15

Reasons WW16



See the online  
*Language  
Awareness  
Handbook*  
for additional  
writing support.



See the *Small  
Group Guide*  
for additional  
writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of the elements of opinion writing to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Choose a Topic

**If** students need additional support,


 **Then** guide them through a stack book to identify the topic.

**If** students show understanding,

**Then** ask: Which sentence in your opinion book tells the readers what the topic is?

#### State an Opinion

**If** students need additional support,


 **Then** help students identify which words tell the opinion.

**If** students show understanding,

**Then** ask: How else could the author have stated that same opinion?

#### Supply a Reason

**If** students need additional support,

 **Then** ask: Why did the character feel or think that way?

**If** students show understanding,

**Then** have students generate additional reasons the author might have given.

### Conference Support for ELL

#### EMERGING

- Show students two pictures of places or animals. Help students frame a sentence to state their opinions about which they prefer.
- Create a simple sentence frame such as *I like \_\_ because \_\_*. Have students repeat the model with you as you help them state their opinions.

#### DEVELOPING

- Work with students to create a word bank of words to show an opinion such as *like, love, favorite, and best*.
- Have students talk about a favorite book or movie. As students state an opinion or reason, transcribe what they have said. Encourage them to use this as a model.

#### EXPANDING

- Prompt students to tell about a favorite food. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite movie and ask questions of each other.

#### BRIDGING

- Ask students to practice telling a partner about their opinions and reasons before writing.
- Encourage students to provide feedback to partners who are planning their opinion books.





## ELL Minilesson Support

### Week 2: Develop Elements

This week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing. These targeted supports help students better understand how to write their own opinion pieces.

Use this note for the minilesson on p. WW13.

#### ELL Targeted Support

##### EXPLORE STATE AN OPINION

Use stack books to identify the stated opinion. Work with individual students to point out the opinion. Help students draw a picture that shows their opinion on the same topic.

##### EMERGING

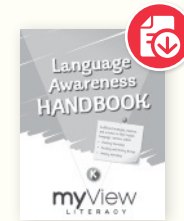
Using a stack book, help students form sentences that tell if they have the same opinion or different opinion from the one stated in the stack book. **DEVELOPING**

Have students talk with a partner about an opinion shared in a book from the stack.

##### EXPANDING

Have students state an opposite or differing opinion from one stated in a stack book.

##### BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

#### ELL Targeted Support

##### APPLY SUPPLY A REASON

Support students as they develop and state reasons that support their opinions.

Have students draw what they want to express an opinion about. Help students create a sentence that uses the word *because*.

##### EMERGING

Have students describe the items they are expressing opinions about. Help students use one or more of those descriptive words to state a reason. **DEVELOPING**

Have students tell partners why they have their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state a reason why someone might have a different opinion from theirs.

##### BRIDGING

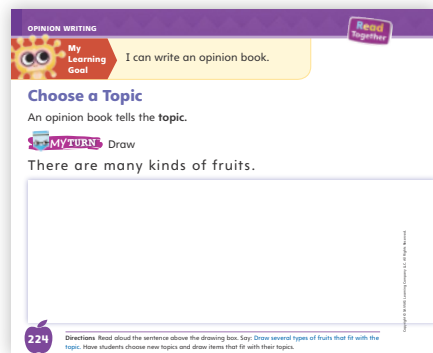
FAST TRACK

# Choose a Topic

## OBJECTIVE


Use a combination of drawing, dictating, and writing to select a topic for an opinion piece.

STUDENT INTERACTIVE K.5, p. 224



## Writing Support

- **Modeled** Use a stack book to do a Think Aloud about identifying the topic.
- **Shared** Have students choose a topic and talk to partners about the choices.
- **Guided** Prompt students to name a topic, and provide explicit support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The topic of an opinion book is the subject the writer will be writing about. The writer will be choosing a preference related to that topic.

**MODEL AND PRACTICE** On a flip chart or the board, write *Favorite* and *Best*. Help students generate a list of topics about which someone could have a favorite or choose something as the best. Examples to begin the discussion are topics such as food, pets, and colors. Review several of the stack books to spark more ideas. Ask: **What is the topic in this book? Why do you think the author selected this topic?** Continue to add topics from other stack books or additional topics students suggest.

Say: **Once we have a topic, we can think of what might be choices within that topic. If our topic is pets, we might have dogs, cats, birds, hamsters, or fish as some of our choices. We could then choose the favorite or best from the choices in that topic.**

Work with students to complete the activity on p. 224 of *Student Interactive K.5*.

## Independent Writing

Mentor STACK 

During independent writing time, students should choose their topic. If students have difficulty selecting a topic, encourage them to review the stack books for ideas. See the **Conference Prompts**.

## Share Back

Invite several students to tell the topics they selected. Model how to make an encouraging remark and ask a question to learn more about the students' choices of topics.

# Explore State an Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion tells a choice or preference.

**MODEL AND PRACTICE** Display a book from the stack. Say: *The author of this book wrote an opinion. An opinion tells how someone thinks or feels about something. It might tell what a person likes or doesn't like. Let's look for the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss words that are used to state the opinion.

On a flip chart or the board, write the headings *Topic* and *Opinion*. Using the stack book you just read, do a Think Aloud as you model identifying and then writing the topic and the opinion. Work as a group to identify the topics and opinions from several other stack books and record the results on the chart. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

## OBJECTIVE

Identify and state an opinion.

## Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion.
- **Shared** Have students look through the stack books and find examples of opinions in both text and images.
- **Guided** Help students craft sentences that give a different opinion the author might have expressed. Provide targeted support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

During independent writing time, students should state an opinion in their opinion book. You may transcribe their opinion statements as needed. Remind students that their opinions are their own and that different people will likely have different opinions on the same topic. Use **Conference Prompts** as needed.

## Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference.

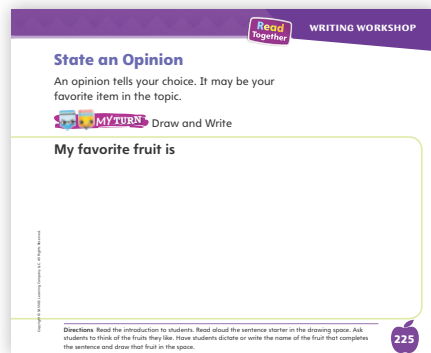
**FAST TRACK**

# Apply State an Opinion

## OBJECTIVE

Use a combination of drawing, dictating, and writing to state an opinion.

STUDENT INTERACTIVE K.5, p. 225



## Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion.
- **Shared** Have students practice telling their opinions to a partner before drawing or writing them.
- **Guided** Prompt students to draw or write their opinions. Clarify any misconceptions as you talk with individuals.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinions state choices or preferences held by a person. Not everyone has the same opinion about a topic.

**MODEL AND PRACTICE** Tell students that authors write about opinions they have or that they want their characters to have. Opinions tell what someone thinks, feels, or believes about something. An opinion might tell about something the person likes or does not like.

Say: *Today you will be writing an opinion. When I write about an opinion I have, I might begin by writing that I think something is my favorite or the very best. I could write that my favorite color is blue. That will tell you that I'm writing about the topic of colors, and my opinion is that blue is my favorite.* Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 225 of *Student Interactive K.5*. Guide them to draw and write about their favorite fruit. Remind them that not everyone will share the same opinion.

## Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion books and state a clear opinion. If students need extra support, encourage them to draw first and then talk with them about how to state their opinions. Transcribe as needed. Students who are ready may begin a new opinion book. If time permits, use **Conference Prompts** for additional support.

## Share Back

Have a few students share their opinions with the class. Ask the class to restate the opinion of the writer. Invite students who shared the same topic to state if their opinions are the same or different.



# Explore Supply a Reason

## Minilesson

Mentor STACK 

**TEACHING POINT** A reason tells or explains why someone has a certain opinion.

**MODEL AND PRACTICE** Read aloud one of the stack books. After reading, model how to identify the reasons that were given to explain and support the opinion. Use words such as *because* or *since*.

Say: *When people tell us their opinions, we might wonder why they have those opinions. You might wonder why my favorite color is blue or why I like dogs so much. Reasons tell why and explain opinions.*

Work with students to identify some reasons given in another stack book. Pause while reading to ask why the character has that opinion. Help students use the words *because* or *since* when telling the reasons found in the stack book. Repeat with several stack books to help students build confidence in identifying and stating reasons.

## OBJECTIVE

Identify and supply a reason that supports an opinion.

## Independent Writing

Mentor STACK 

Following this lesson, students should transition into independent writing. If students need additional support when identifying or supplying reasons, confer with them to help them answer why an opinion is held. Other students may begin thinking of reasons to write in their opinion books. See the **Conference Prompts** for conference support.

## Writing Support

- **Modeled** Use stack books to model how to identify reasons.
- **Shared** Encourage students to state a reason they might add to support an opinion in one of the stack books.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.



**Intervention** Refer to the *Small Group Guide* for support.

## Share Back

Invite students to share a reason that would explain their opinion. Model asking “why” questions to help clarify and refine their reasons. Encourage students to ask clarifying questions of each other.

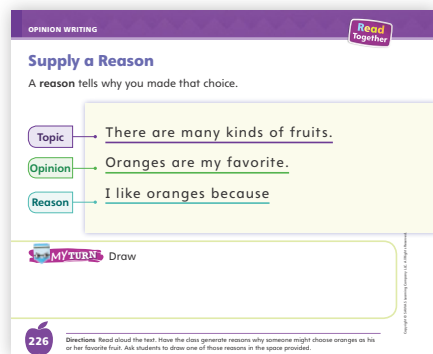
FAST TRACK

# Apply Supply a Reason

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE K.5, p. 226



## Minilesson

Mentor STACK



**TEACHING POINT** An opinion book needs more than just an opinion. Reasons help the reader understand why an opinion is held. Authors plan reasons that help explain and support the opinions.

**MODEL AND PRACTICE** Tell students that readers like to understand why a character holds an opinion. Reasons help explain why a character or the writer likes or doesn't like something. Hold up one of the stack books your class has read before. *What were some of the reasons we read in this book? If the author didn't give us reasons, we would never know why the character had that opinion. I don't think we would have enjoyed the book as much if there were no reasons.*

Have students look at p. 226 in *Student Interactive K.5*. Discuss what is shown in the boxes. Point out that the reason is unfinished. Talk together about some possible reasons that might be given to support the opinion. Ask students to complete the reason on the page using drawing, dictating, or writing. Remind students that it is natural for different people to have different reasons even if they share the same opinion.

## WRITING CLUB

Use p. WW17 to guide Writing Club. See the **Conference Notes** for conducting individual conferences.

## Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Invite other class members to restate a writer's opinion and reason in their own words.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and reasons in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Restating what the speaker has said
- Taking turns when speaking
- Speaking with the correct volume and speed

**What Are We Sharing?** Tell students that they will be sharing their topics, opinions, and reasons with their Writing Club. The group members may help them think of additional or different reasons to explain their opinions.



## **How Do We Get Started?** *Conversation Starters*

You may use these prompts to help students begin the discussion in Writing Club meetings.

- What topic did you choose?
- What is your opinion about the topic?
- What reasons tell why you have that opinion?



# Weekly Overview

Students will

- plan their ideas and opinions
- draft their opinion writing
- create a drawing to support their writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Organize Ideas WW22	Explore Placement of Topic and Opinion WW23	Apply Placement of Topic and Opinion WW24
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
<b>SHARE BACK FOCUS</b> 5–10 min.	Opinion Ideas WW22	Identify Topics and Opinions WW23	Introduce Topics and Opinions WW24





## Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The topic is engaging to the students.
- The author provides a strong opinion statement.
- The illustrations are highly supportive of the opinion.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Explore Placement of Drawing WW25

Apply Placement of Drawing WW26

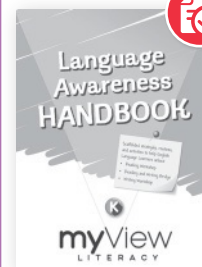
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

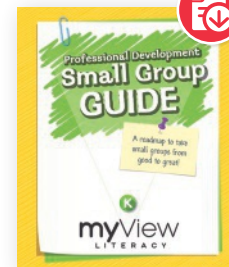
Examine Supportive Illustrations WW25

Create Supportive Illustrations WW26

#### ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of the structure and organization of opinion writing. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Organize Ideas

**If** students need additional support,


 **Then** provide several topics from which they might choose.

**If** students show understanding,

**Then** ask: Why did you choose this topic?

#### Placement of Topic and Opinion

**If** students need additional support,


 **Then** provide a sentence starter or sentence frame for support.

**If** students show understanding,

**Then** ask: Which words tell your topic and which words tell your opinion?

#### Placement of Drawing

**If** students need additional support,

 **Then** help students dictate labels for elements in the drawing that support their opinion.

**If** students show understanding,

**Then** have students add two details to their drawing that will help people understand the reasons for their opinion.

### Conference Support for ELL

#### EMERGING

- Use picture cards or pictures from magazines to spark ideas for topics.
- Create a word bank with accompanying pictures of topics students suggest for opinion writing.
- Do a picture walk through a stack book. Have students repeat your simple retelling.

#### DEVELOPING

- Have students retell a familiar stack book using the illustrations to help.
- Use a sentence frame to practice stating an opinion. *I think \_\_\_ is the best \_\_\_. \_\_\_ is my favorite \_\_\_.*
- Help students create an anchor chart to tell how to organize an opinion book. Transcribe their suggestions for them.

#### EXPANDING

- Have students explain how they will organize their opinion books.
- Ask students to state their ideas aloud before writing or drawing.
- Prompt students to identify the topic and the opinion in their writing.

#### BRIDGING

- Help students do their own Think Aloud as they organize their ideas for their opinion books.
- Have students restate the topics and opinions of several classmates.
- Invite students to talk about one of the details in their drawings.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that helps them become more aware of how an opinion piece is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the minilesson on p. WW22.

#### ELL Targeted Support

##### ORGANIZE IDEAS

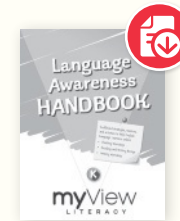
Use the stack books to increase student familiarity with the topics and opinions. Guide students to identify the topics and opinions in each book and state if they share the opinion. If they share the opinion in the book, encourage them to state the opinion in their own words. If they have a different opinion, encourage them to state their own opinion.

Work one-on-one with students to help them choose a topic. Use picture cards to prompt the conversation. **EMERGING**

Once students have chosen a topic, help them expand their vocabulary by naming possible opinions within that topic before determining an opinion. **DEVELOPING**

Have students talk with a partner about the topic they are considering. Ask the partners to name possible opinions within the topic. Students may draw and you might transcribe a list of those choices. **EXPANDING**

Challenge students to tell two possible opinions within the topic and explain why they chose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW23.

#### ELL Targeted Support

##### EXPLORE PLACEMENT OF TOPIC AND OPINION

Students may need support composing statements that tell their topics and opinions.

Learn the words *like* and *favorite* in your students' home languages. Use these as you talk together about topics and opinions.

##### EMERGING

Have students tell about their topics and opinions. Transcribe a sentence and help students repeat and read it with you.

##### DEVELOPING

Have students work with partners to choose how to word sentences that state the topic and opinion. **EXPANDING**

Have students take turns asking partners questions about the topics and opinions they have selected. **BRIDGING**

FAST TRACK

# Organize Ideas

## OBJECTIVE

Develop drafts of opinion pieces in oral, pictorial, and written form by organizing ideas.

## Minilesson

Mentor STACK 

**TEACHING POINT** Authors organize their ideas before they write their opinion books. They plan the topics, opinions, and reasons carefully.

**MODEL AND PRACTICE** Remind students that an opinion piece includes a topic, an opinion, and one or more reasons. Use a book from your stack. Reread the book and then ask students to identify the elements of opinion writing they noticed in the book. Encourage them to be as specific as possible in telling where each element was found.


After discussing the book, say: *When I plan my opinion book, I need to be certain to include everything I need. I'll first think of a topic that interests me. Write the word *Topic* on a flip chart or the board. Brainstorm a list of topics such as weather, holidays, baby animals, or songs. Choose one topic to use as you continue your Think Aloud. Say: *Now that I have a topic, I need to decide on my opinion. Since I chose the topic of holidays, I'm going to write about my favorite holiday. My favorite holiday is Thanksgiving. Now that I have my topic and my opinion, I'll think about reasons that tell why I like Thanksgiving so much.**

Have students turn to p. 227 in *Student Interactive K.5*. Have students draw, dictate, or write to organize their ideas.

STUDENT INTERACTIVE K.5, p. 227

## Writing Support

- **Modeled** Use stack books to model identifying the topics, opinions, and reasons.
- **Shared** Ask students to think about their ideas for their opinion books. Transcribe their ideas to help them organize their thinking.
- **Guided** Help students identify the elements to include by color-coding or highlighting each element.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Have students organize their ideas for their opinion books. If students need extra support, help them determine what is missing from their plan and focus on those areas. Students who are ready may continue working on their opinion books. Use the **Conference Prompts** as needed.

## Share Back

Have students share their ideas for their opinion books. Show how to check that the topics, opinions, and reasons are all included and model giving constructive feedback.



# Explore Placement of Topic and Opinion

## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors choose their words carefully. Opinions should be stated clearly so readers understand what the author thinks, feels, or believes about a topic.

**MODEL AND PRACTICE** Display a book from the stack that has a well-written opinion statement. Read the book aloud. After reading, return to the beginning of the book where the topic and opinion are introduced. Then say: *When I'm thinking about how I want to write about my topic and opinion, I can look to see how other authors do it. How did this author tell us the topic and opinion?*

Show another book from the stack and have students identify how the writer told the topic and opinion. Say: *Did this author use the same words as we read in the other book? No. The writers chose their own words, but the books are alike because both writers made it clear what the topics and opinions were. Now I will work on how I want to begin my opinion book.* Share your thought process as you model writing several possible statements that could be used to introduce your topic and opinion. Talk together about a reason you might give to explain your opinion.

## Independent Writing

Ask students to try several possible sentences telling their topics and opinions by first saying the sentences to themselves before deciding which they prefer. If students are hesitant, ask them to draw their ideas, and then transcribe their possible sentences. Talk about the pros and cons of each. Students who are ready may work on writing their opinion books when they decide on a sentence. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on students with whom you have conferred and ask them to share their topics and opinions with the class. Encourage students to tell how they decided what to write.

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

## Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students to create several sentence frames that might be used to state the topic and opinion.
- **Guided** Ask targeted questions to help students identify the topics and opinions in their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

**FAST TRACK**

# Apply Placement of Topic and Opinion

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 228

**OPINION WRITING** Read Together

**Placement of Topic and Opinion**  
Authors put their thoughts in order.

**Topic** → There are many kinds of fruits.

**Opinion** → Oranges are my favorite.

**Reason** → I like them because they taste good.

**MY TURN** Organize the ideas for your writing.

228 **Directions:** Read aloud the information and the model text to students. Discuss how the author organized the ideas and why the ideas are organized in this way. See how you can organize your own writing. Remember to dictate or write the topic, opinion, and a reason.

## Writing Support

- **Modeled** Walk through a stack text with students to help them identify topics, opinions, and reasons that might be used as models for their writing.
- **Shared** Have students dictate a sentence to tell their topic and opinion as you transcribe.
- **Guided** Ask focused questions as they work with partners to clarify their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor **STACK** 

**TEACHING POINT** Opinion pieces need to include topics, opinions, and reasons. When authors write opinion books, they try to make their topic, opinions, and reasons as clear as possible.

**MODEL AND PRACTICE** Refer to a stack book and discuss the elements of opinion writing that are included and the words used in the text. Say: *We are going to work on our opinion books. I wrote that there are several holidays I like and that my favorite holiday is Thanksgiving. I need to give a reason why I like it. There are many reasons, but I think I'll write that I love to sit around the table with my family.* Have students help you compose several ways to word sentences that give your reason.

Direct students to p. 228 in *Student Interactive K.5*. Read the text on the page and review the parts of an opinion book. Guide students to complete the activity.

## Independent Writing

Have students continue working on their opinion books. Ask them to say their first sentence aloud quietly before writing it. Confer with students who need additional support. If students are comfortable developing opinion sentences, they should work on strengthening sentences or adding more sentences. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share what they have written so far on their opinion books. Model how to give feedback that restates the topic, opinion, and reasons. Note any parts that are missing or have not yet been included.

# Explore Placement of Drawing

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinion books often include illustrations to support what the text says. The illustrations should be on the same topic as the text and may show a reason that clarifies the opinion.

**MODEL AND PRACTICE** Show a book from the stack with especially strong illustrations. Read a page aloud and discuss what is shown in the illustration. Say: *How does the illustration help us understand what the words tell us? It would be very confusing if the pictures were about something completely different.* Repeat this process with several more pages from the stack book.

Say: *When I draw a picture about my favorite holiday, I wouldn't draw a picture of me going for a swim. That would be very confusing to my readers. I wrote that I like Thanksgiving because I enjoy sitting around the table with my family. What should I draw?*

Have students work with a partner to review what they have written and plan what they will draw.

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

## Independent Writing


Have students think about what drawing or drawings would complement what they have written. If students have difficulty staying focused on the topic and their opinion, you might confer with them and label key elements in the drawing and compare the labels to the text they have written. Students who are ready should add drawings to their opinion books or add details to a drawing they have already included. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on several students with whom you have conferred and ask them to tell how they adjusted their drawings to better align with what they have written. Review why it is important for the text and images to work together.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about what to include in your drawing.
- **Shared** Encourage students to tell what they plan to draw before beginning their drawing.
- **Guided** Prompt partners to tell each other what might be good to include in the other person's drawing.

 **Intervention** Refer to the *Small Group Guide* for support.

## FAST TRACK

# Apply Placement of Drawing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 229

The screenshot shows a page from a student interactive book. At the top, it says 'Read Together' and 'WRITING WORKSHOP'. The title is 'Placement of Drawing'. Below the title, it says 'Drawings help readers understand the author's opinion.' There is a 'MY TURN' icon and the word 'Draw'. The main text reads: 'There are many kinds of fruits. Oranges are my favorite. I like them because they taste good.' At the bottom, there are directions: 'Directions: Read aloud the information and the model text to students. Discuss with the group what drawing might be helpful to include. Have students add a helpful drawing in the space provided. Say: Think about your own opinion writing. What drawing would help your readers better understand your opinion?' The page number '229' is in the bottom right corner.

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinion books include topics, opinions, reasons, and often illustrations that support the text. All the elements work together to make the author's thoughts clear to the readers.

**MODEL AND PRACTICE** Use a familiar stack book. Ask students to tell what should be included in a strong example of opinion writing. Help students locate the topic, opinion, reasons, and supporting illustrations in the example from the stack. Invite a student to select a different book from the stack and lead the group to identify the opinion writing elements in that book. Tell students that you would like them to state an opinion about which of the stack texts they think does the best job of including illustrations that support the opinion in the text. Give students time to review the stack. Ask volunteers to choose the book they think has the strongest illustrations and then explain their choices. Point out words students use to describe what makes the illustration strong.

Have students turn to p. 229 in *Student Interactive K.5*. Read the page with the students. Discuss what they might draw and then have students complete the page.

## WRITING CLUB

Use the Writing Club guide on page WW27 to guide discussions. As time allows, use the **Conference Prompts** when conferring with individual students.

## Share Back

Have several students read their opinion books aloud and show the drawings. Model how to give encouraging feedback. Invite listeners to tell which part of each opinion book they thought was the strongest.



# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their opinion books and drawings. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Being respectful to the speaker by listening attentively
- Process for taking turns to speak
- Using the proper volume and speed when speaking

**What Are We Sharing?** Students can share how they organized their opinion books and how they decided what to include when drawing. Remind the group that people may have different opinions on the same topic and to be respectful of those differences.



## **How Do We Get Started?** *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your topic and opinion?
- What other reasons did you think about using?
- What other details could you add to your drawing?
- Which part of what you wrote is your favorite? Why?



# Weekly Overview

Students will

- improve writing with the use of descriptive words
- learn how to correctly use the conjunction *and*
- create complete sentences

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Use Descriptive Words WW32	Explore Conjunction <i>and</i> WW33	Apply Conjunction <i>and</i> WW34
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
<b>SHARE BACK FOCUS</b> 5–10 min.	Add Descriptive Words WW32	Conjunction <i>and</i> WW33	Include Conjunction <i>and</i> WW34

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- The book includes many purposeful descriptive words.
- The book has example sentences containing the conjunction *and*.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Complete Sentences WW35

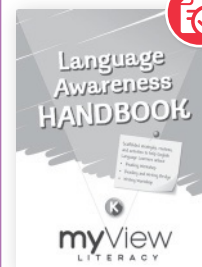
Apply Complete Sentences WW36

Independent Writing and Conferences WW35

Writing Club and Conferences WW36–WW37

Identify Complete Sentences WW35

Write Complete Sentences WW36



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of descriptive words, complete sentences, and the use of the conjunction *and* to determine where students need support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Use Descriptive Words

**If** students need additional support,


 **Then** have students draw a picture of their opinion and ask questions about details to draw out descriptive words.

**If** students show understanding,

**Then** ask: What words could be added to tell more about how something in your writing looks or sounds?

#### Conjunction *and*

**If** students need additional support,


 **Then** write a short list of objects. Ask students to say one sentence that includes two of the objects.

**If** students show understanding,

**Then** ask: How could you use *and* to make this sentence more interesting?

#### Complete Sentences

**If** students need additional support,

 **Then** write an incomplete sentence. Work with students to decide what is missing and then make the sentence complete.

**If** students show understanding,

**Then** ask: How do you know if one of your sentences is a complete sentence?

### Conference Support for ELL

#### EMERGING

- Use pictures from a stack book to help students describe what they see. Transcribe a list of the descriptive words they use.
- Model, and have students repeat, sentences with and without the word *and*. *I have a cat. I have a dog. I have a cat and a dog.*
- When students use incomplete sentences when speaking, respond to them in complete sentences without discouraging their efforts.

#### DEVELOPING

- Use shared writing to stretch sentences by adding descriptive words.
- Use a sentence frame to practice using *and* correctly. *I like \_\_\_ and \_\_\_.* *I can \_\_\_ and \_\_\_.*
- Model adding what is needed to complete an incomplete sentence.

#### EXPANDING

- Have students snap their fingers when they hear a descriptive word in a sentence from a stack book.
- Have students each write an incomplete sentence that they then swap with a partner. The partners then complete each other's sentences.

#### BRIDGING

- Challenge students to add at least one descriptive word to each sentence in their opinion books.
- Have students do a Think Aloud to tell how they used *and* in sentences they have written.





## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on the sentences within their opinion books. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.

Use this note for the minilesson on p. WW32.

#### ELL Targeted Support

##### USE DESCRIPTIVE WORDS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice adding descriptive words to sentences.

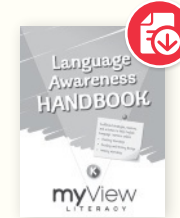
Show a picture from a stack book. Say a short sentence about what you see. *I see a house.* Have students repeat each sentence as you expand it with descriptive words. *I see a brown house. I see an old brown house.* **EMERGING**

Have students take turns describing an object in a box or bag that the rest of the students cannot see. When the other students guess the object, ask them to tell what descriptive words were most helpful to them as they tried to guess the object. **DEVELOPING**

Use blank index cards to transcribe and display a sentence with one word written on each card. Ask students to write a logical descriptive word on a blank index card to stretch the sentence and then put the new card between the other cards to make a longer sentence.

##### EXPANDING

Ask students to suggest two descriptive words that could be added to a sentence. Talk together about which word makes the sentence more interesting and why. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW35.

#### ELL Targeted Support

##### EXPLORE COMPLETE SENTENCES

Speaking and writing complete sentences is challenging to anyone learning a new language. Support students' efforts as they work toward learning how to identify and create complete sentences.

Sentence frames can help new language learners become comfortable with the structure of sentences. Repeat and post simple sentence frames that align with the opinions students are writing and drawing. **EMERGING**

Say and then write a partial sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences.

##### DEVELOPING

Have partners take turns saying part of a sentence and then having the other person complete it. Partners should then say the complete sentence together. **EXPANDING**

Have students look through their writing to be certain sentences begin with capital letters and end with punctuation. As students work, ask them to tell what each sentence needs.

##### BRIDGING

FAST TRACK

# Use Descriptive Words


## OBJECTIVE

Identify and use descriptive words. With assistance, edit drafts to include descriptive words.

STUDENT INTERACTIVE K.5, p. 230

## Writing Support

- **Modeled** Use stack books to point out descriptive words.
- **Shared** Create a word bank of descriptive words that tell how something looks, smells, feels, tastes, or sounds. Transcribe their suggested descriptive words.
- **Guided** Help students use a variety of words to describe a similar trait. Use examples such as *pretty*, *lovely*, *beautiful*, and *adorable*.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Descriptive words tell how something looks, smells, sounds, feels, or tastes. Authors use descriptive words to help readers more clearly understand what the author has in mind. Descriptive words help make sentences more interesting.

**MODEL AND PRACTICE** Tell students that descriptive words can tell more about an object or person.

Choose an opinion book from the stack that includes several good examples of descriptive words. Read a sentence as written, including the descriptive words. Then read the sentence without the descriptive words. Discuss what changed and how the descriptive words made the sentence more interesting. Repeat the process with several other sentences.

After discussing the sentences, say: *When I look at my opinion book, I look at each sentence to see if a descriptive word would make the sentence better. This sentence says my family sits around a table at Thanksgiving. Let's think of what I could add to describe that better.* Have students make suggestions of descriptive words that could relate. Transcribe several versions of the sentence using their additions. As a group, decide which sentence is most descriptive.

Have students turn to p. 230 in *Student Interactive K.5*. Have students suggest descriptive words that could be used in each sentence.

## Independent Writing

Mentor STACK 

If students need extra support, help them identify more descriptive words in a different stack book. Students who are comfortable using descriptive words may also add details to their pictures to match the descriptive words. See the **Conference Prompts** on p. WW30 for more suggestions.

## Share Back

Have students share sentences that they improved with the addition of descriptive words. Ask listeners to tell what descriptive words were included. Listen for any confusion about what descriptive words are.

# Explore Conjunction *and*

## Minilesson

Mentor STACK 

**TEACHING POINT** A conjunction is a type of word. Conjunctions connect words or parts of sentences. The word *and* is the conjunction we use most.

**MODEL AND PRACTICE** Tell students they will be learning to write using a word that they use often when they speak. Write the word *and* on a chart or the board and have students read it with you. Invite a student to use *and* in a sentence. Tell students that *and* is a special kind of word, a conjunction. Explain that a conjunction connects words or parts of sentences.

Select a book from the stack that has several uses of the word *and*. Read a sentence containing *and* aloud. Have students repeat the sentence and snap their fingers when they say the word *and*. Write the sentence on a chart or the board, and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunction *and*.

Write two short sentences such as *I like apples. I like bananas.* Talk with students about how the word *and* can be used to join those two ideas to create one new sentence. Model with several more examples.

Review what the conjunction *and* does. Have students work with partners to create several sentences that use *and*. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the *and*.

## OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

## Writing Support

- **Modeled** Demonstrate how to use *and* to ask a student to pass you two objects. Repeat the request using two small sentences instead and discuss the difference.
- **Shared** Work with students to practice using *and* to join two ideas in sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and*.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

If students are uncertain about how to use *and* in their opinion books, confer with them and choose one sentence that can be enhanced. Guide them using questions about what could be added. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use the conjunction *and*, they should proceed independently to make those changes and continue writing their opinion books. See the **Conference Prompts** on p. WW30.

## Share Back

Call on students to share sentences from their opinion books that use the word *and*. Talk together about what words or ideas are joined together.

# Apply Conjunction *and*

## OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

STUDENT INTERACTIVE K.5, p. 231

**Conjunction *and***  
The word *and* helps you put two thoughts together.

**MY TURN Circle and Write**

Oranges are sweet *and* juicy.


Oranges are used for juice *and* smoothies.

Oranges are yummy *and* good for you.

Directions: Read aloud the introduction to students. Have students circle the conjunction *and* in the two sentences. Discuss what thoughts were joined together. Ask students to write the missing word *and* in the first sentence. Have students raise their own opinion books to include the word *and*.

## Writing Support

- **Modeled** Walk through a stack book with students to help them identify how the conjunction *and* is used.
- **Shared** Have students dictate a sentence using the word *and* as you transcribe it.
- **Guided** Ask focused questions as students work with partners to write sentences that include *and*.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Conjunctions, such as the word *and*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences.

**MODEL AND PRACTICE** Read a sentence containing *and* from one of the stack books. Demonstrate how it would sound if the author had used two short, choppy sentences instead. Say: *The word **and** can make your writing sound more like the way we talk. I wouldn't usually say, "I have a sister. I have a brother." It sounds better if I say, "I have a sister and a brother."* Have students help you think of a sentence using *and*. Then break that sentence into two smaller sentences. Ask students if the sentence with *and* seems more natural.

Direct students to p. 231 in *Student Interactive K.5*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and share their sentences with a partner.

## Independent Writing

Have students work on their opinion books and use *and* when joining words or parts of sentences. If students have sentences that could be joined by *and*, highlight the sentences. Then ask students to try and join the sentences using *and*. Students who use conjunctions confidently should continue working on the text of their opinion books and drawings. Confer with students to discuss their writing. See **Conference Prompts** on p. WW30.

## Share Back

Invite a student to share a sentence containing *and*. Ask a listener to tell what the two smaller sentences might have been if the writer had not used *and*. Continue with several more examples.



# Explore Complete Sentences

## Minilesson

Mentor **STACK**



**TEACHING POINT** A complete sentence makes sense and gives a complete thought. Authors check to be certain they begin sentences with capital letters and end them with punctuation marks.

**MODEL AND PRACTICE** Select a book from the stack and read one of the sentences aloud. Write only part of the sentence on a chart or the board. Talk with students about how you can tell that something is missing. Say: *I know a sentence needs to make sense and be a complete thought. Is this a complete sentence? What is missing?* Complete the sentences together. Repeat this process with several more sentences from the stack book.

Say: *When I wrote the draft of my opinion book, I wrote, “My family likes to sit at the dinner table together.” Is that a complete sentence? Does it make sense?*

Explain that each complete sentence needs to begin with a capital letter and end with a period, a question mark, or an exclamation mark. Have students check the sentences you have written on the chart or the board to be certain the sentences have been written correctly. Remind students that when they are writing opinion books, they should use complete sentences. Have students work with a partner to review what they have written and identify the capital letter that begins each sentence and the punctuation mark that ends each sentence.

## OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

## Independent Writing

Have students continue working on their opinion books and checking that they have used only complete sentences. If students need additional support, work collaboratively with them to construct their sentences. Students who demonstrate an understanding of using capital letters and punctuation should continue adding to their opinion books. See the **Conference Prompts** on page WW30.

## Share Back

Ask students to read just the naming part of a sentence in their opinion books. Invite classmates to tell what a logical action part might be to go with that naming part. Remind students that without both a naming part and an action part, the sentence may not make sense to the readers.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if a sentence is complete.
- **Shared** If students are uncertain if they have written a complete sentence or not, encourage them to read the sentence to a partner and work together to identify both needed parts.
- **Guided** Use leading questions to guide students in finding the naming and action parts of their sentences.



**Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

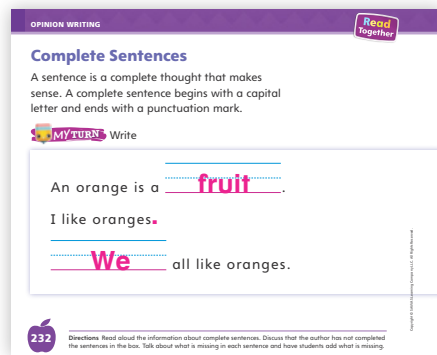
# Apply Complete Sentences

## OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 232



## Minilesson

Mentor STACK



**TEACHING POINT** All sentences in an opinion book should be complete sentences. Each complete sentence makes a complete thought. Sentences begin with a capital letter and end with a punctuation mark.

**MODEL AND PRACTICE** Ask students to talk in pairs and tell the two parts a complete sentence needs to have. Check that the pairs remember that every complete sentence needs to have a naming part and an action part. Explain that authors use complete sentences to make the writing clear to the readers.

Select an opinion book from the stack. Write one sample sentence from the book on a chart or the board. Begin the sentence with a lowercase letter and do not include any ending punctuation. Ask students to check your work. Ask leading questions if students do not notice what needs to be changed. Share your thinking as the needed changes are made. Have students turn to p. 232 in *Student Interactive* K.5. Talk about what is needed in each sentence. Have students complete the page and offer support as needed.

## WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. As time allows, use the **Conference Prompts** on p. WW30 when conferring with individual students.

## Share Back

Have several students read one of their opinion books aloud and tell changes that they made by adding descriptive words, including the conjunction *and*, and using complete sentences. Select several sentences and point out the naming and action parts.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share sentences in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- How making changes to writing can make it better
- How descriptive words make more interesting sentences
- Why authors spend time looking at individual words and sentences

**What Are We Sharing?** Students can share the sentences they revised in their opinion books. Tell them to talk about the changes they made and why they made the changes.

★:★:★:★:★ ★:★:★:★:★:★ ★:★:★:★:★:★ ★:★:★:★:★:★

## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What descriptive words did you use?
  - How did you use the conjunction *and*?
  - Do all of the sentences begin with capital letters?
  - What punctuation marks did you use at the ends of your sentences?
- ★:★:★:★:★ ★:★:★:★:★:★ ★:★:★:★:★:★ ★:★:★:★:★:★

# Weekly Overview

Students will

- edit for conjunctions
- edit for complete sentences
- review what they have learned about opinion writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Conjunctions WW42	Edit for Complete Sentences WW43	Prepare for Celebration WW44
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
<b>SHARE BACK FOCUS</b> 5–10 min.	Use Conjunctions WW42	Check for Complete Sentences with Capitalization and Punctuation WW43	Make Revisions to Opinion Books WW44



Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that are strong examples of opinion writing with a clear topic and strong reasons.
- Texts that include conjunctions.
- Texts that include simple, complete sentences.

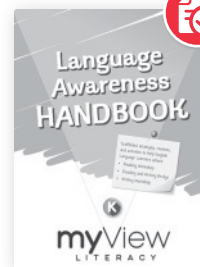
**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

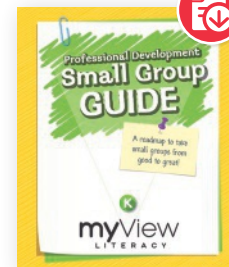
Assessment WW46

Independent Writing  
WW45Assessment  
WW46–WW47

Celebration WW45

Assessment  
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of conjunctions and the use of complete sentences. Determine where students may need extra support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Conjunctions

**If** students need additional support,


 **Then** have them read their opinion books aloud. Point out sentences that could be improved with the use of conjunctions.

**If** students show understanding,

**Then** make a list of conjunctions. Encourage students to add a conjunction that they have not used yet.

#### Edit for Complete Sentences

**If** students need additional support,


 **Then** point out an incomplete sentence and talk about what is missing. Work together to complete the sentence.

**If** students show understanding,

**Then** ask: How can you tell that each sentence you have written is a complete sentence?

#### Prepare for Celebration

**If** students need additional support,

 **Then** review their opinion books. Help them each decide on the two most important edits to make before celebration day.

**If** students show understanding,

**Then** have students practice reading their opinion books aloud to partners who will offer feedback.

### Conference Support for ELL

#### EMERGING

- Use picture cards of two related objects. Use a sentence frame to focus on using conjunctions and complete sentences.        *and*        are both types of       .
- Model, and have students repeat, complete sentences that include the word *because*.

#### DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- State an incomplete sentence and work with students to add what is needed to complete the sentence.

#### EXPANDING

- Have students tell how they know if a sentence is complete.
- Ask students to find examples of the conjunction *and* in a stack book.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

#### BRIDGING

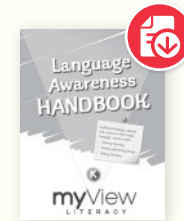
- Challenge students to work with partners to create an anchor chart to remind students of the parts of a complete sentence.
- Have students practice reading their opinion books fluently and with expression.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, Assess

This week, your ELLs will benefit from additional writing support that helps them focus on using conjunctions and complete sentences. These targeted supports help students build confidence when sharing their opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW42.

### ELL Targeted Support

#### EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunction *and* correctly.

Point to the word *and* in a sentence written on a chart or the board. Read the sentence together and then read it as two possible sentences without the *and*. **EMERGING**

Provide students practice sentences with the *and* missing. Example: *I like to eat apples \_\_\_ oranges*. Help students determine what word is missing and what conjunction joins together. **DEVELOPING**

Have students say sentences that contain the conjunction *and*. Ask students to tell what words or parts of the sentences were joined together. **EXPANDING**

Encourage students to conduct a Think Aloud and tell how they know when the conjunction *and* is helpful. **BRIDGING**

Use this note for the minilesson on p. WW43.

### ELL Targeted Support

#### EDIT FOR COMPLETE SENTENCES

Have students practice identifying and creating complete sentences.

Display the following: *Bob and I and went to the store* on a chart or the board. Read each incomplete sentence. Ask students to help you make each part into a complete sentence by adding what might be missing. **EMERGING**

Say and then write an incomplete sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences. **DEVELOPING**

Have partners check each other's writing on a search for incomplete sentences. Ask them to tell how they know if a sentence is complete. **EXPANDING**

Have each student write a complete sentence and an incomplete sentence. Have them tell what is different about each. **BRIDGING**

# Edit for Conjunctions

## OBJECTIVES

Identify and use the conjunction *and* correctly in speaking and writing.

Edit writing for proper use of the conjunction *and*.

STUDENT INTERACTIVE K.5, p. 233

**Read Together** WRITING WORKSHOP  
I can write an opinion book.  
My Learning Goal

**Edit for Conjunctions**  
Authors use conjunctions to hold thoughts together. The word *and* is a conjunction.


**MY TURN Write**  
sweet juicy yummy round

Oranges are \_\_\_\_\_ and \_\_\_\_\_.

**Directions** Read aloud the introduction. Discuss how conjunctions are used. Read aloud the descriptive words that can be used to complete the sentence. Have students choose two words to describe oranges. Ask students to read their completed sentences to partners. Talk together about how the word *and* was helpful.

## Writing Support

- **Modeled** Use stack books to point out the conjunction *and*.
- **Shared** Ask students to use two picture cards to say sentences using *and* along with the names of the two items on the cards.
- **Guided** Provide examples of specific places in their opinion books where *and* could be used.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Before publishing their writing, authors check their writing and make changes that are needed. Authors try to avoid using short, choppy sentences by using the conjunction *and* to join parts together.

**MODEL AND PRACTICE** Tell students that conjunctions such as *and* join words or parts of sentences together. Say: *When I look at my opinion book I see that I have written, "I like beans. I like tomatoes." How could I join those into one sentence?* Help students see the value of the conjunction *and*.

Choose an opinion book from the stack that includes several examples of the conjunction *and*. Read one of the sentences aloud. Ask students if they heard the *and*. Ask them to tell what it might have sounded like if the author had written two short sentences and not used *and*. Repeat the process with several other sentences.

After discussing the sentences, remind students that not every short sentence needs to be revised to include a conjunction.

Have students turn to p. 233 in *Student Interactive K.5*. Talk together about what they need to do to complete the activity.

Let students know that they may choose different words to tell about the orange that the opinions suggested.

## Independent Writing

Mentor STACK 

If students need extra support, help them identify more examples of sentences using *and* in different stack books. Students who added conjunctions should continue to add to their opinion book text or drawings. See the **Conference Prompts** on p. WW40 for more suggestions.

## Share Back

Have students share sentences they improved with the addition of *and*. Talk as a class about what the conjunction *and* joined together in each sentence.



**FAST TRACK**

# Edit for Complete Sentences

## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors check their writing before it is finished. They check to be certain they have used complete sentences. Complete sentences begin with a capital letter and end with punctuation.

**MODEL AND PRACTICE** Review several of the stack books. Point out complete sentences and have students tell the naming parts and the action parts. Say: *Authors want their writing to be understood by the people who read it. One way to make writing easier to understand is to use complete sentences. Good writers go back and make changes if they find that they have written a sentence that is not complete. They might need to change the sentence to help it make sense.*

Write a partial sentence on the board that does not begin with a capital letter and is missing any ending punctuation. Work with students to make edits to the sentence. Ask students to explain why each change was needed. Repeat the process with several other sentences or partial sentences.

Have students complete the activity on p. 234 in *Student Interactive K.5*. Check for understanding.

## Independent Writing

Have students spend independent writing time editing their opinion books. First, they should check for complete sentences, then capitalization and ending punctuation. If students need assistance, work with them as they check for one type of edit at a time. See the **Conference Prompts** on p. WW40 for additional suggestions.

## Share Back

Call on students to read a sentence they changed. Prompt students to tell why that change was made. Explain that editing and making changes is one of the most important steps in writing.

## OBJECTIVES

Identify the parts of complete sentences.

Use initial capitalization and ending punctuation in writing sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 234

The screenshot shows a page titled "Edit for Complete Sentences" with instructions: "Authors make sure every sentence is complete and makes sense. Sentences begin with a capital letter and end with a punctuation mark." It includes a "MY TURN Write" section with a text box containing "There are many kinds of fruits" and a sentence "I like oranges best." with a red line under "like". Below it, a sentence "Oranges are good for you and they taste good." has a red line under the "O". A "Directions" box at the bottom explains the activity.

## Writing Support

- **Modeled** Go back to the students' writing and model how to edit words for initial capitalization and ending punctuation.
- **Shared** Have students identify the punctuation used at the ends of their sentences.
- **Guided** Provide explicit instruction about capitalizing the first letter in sentences using stack text examples.



**Intervention** Refer to the *Small Group Guide* for support.

# Prepare for Celebration

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions including conjunctions, complete sentences, initial capitalization, and ending punctuation.

Improve writing with the use of descriptive words.

## Minilesson

Mentor STACK



**TEACHING POINT** Before they celebrate their writing, authors check that their writing is as good and correct as possible. They make certain they used complete sentences with descriptive words and that each sentence begins with a capital letter and ends with punctuation. If there are short, choppy sentences, authors check to see if using the conjunction *and* could be helpful.

**MODEL AND PRACTICE** Work with students to review what they have learned about opinion writing.

- Opinion books tell the topic and state an opinion.
- A reason explains the opinion.
- Include a drawing that supports the opinion.
- Descriptive words give more details.
- The conjunction *and* joins words or parts of sentences.
- Sentences begin with a capital letter and end with a punctuation mark.

Model how one of the books in the stack uses what students have learned. Remind them to look for these elements in their own opinion books.

## Writing Support

- **Modeled** As you review students' work with them, model how to use the checklist to make changes.
- **Shared** Have students identify the changes they made using the checklist to assist them.
- **Guided** As students show you their writing, direct them to individual points on the checklist to guide them to make edits.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

With assistance as needed, have students revise and edit their opinion books using the checklist as a guide. Encourage students to practice reading their opinion books aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

## Share Back

Invite students to share revisions they made. Reinforce the value of using a checklist to help remember what to focus on while revising.

# Celebration

## Minilesson

**TEACHING POINT** It is important to celebrate the work students have put into their opinion books. This helps students see their own progress and grow in confidence. While students write at different levels, celebrate the growth each student has made throughout the unit.

**MODEL AND PRACTICE** Tell students that you are going to celebrate the writing of your opinion book by reading it aloud to them. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do a good job reading my work. I practice so I read my writing well. I need to speak clearly and loudly enough for everyone to hear me. I will show my drawing for all to see. I need to stand tall and be proud of my work. I know that the listeners will tell me the parts of my writing they thought were especially good.*

Model reading aloud at a good pace and volume to be heard. When finished, invite students to give positive feedback about your opinion writing by stating specific examples of parts they thought were especially well written.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins.

## OBJECTIVES

Share opinion books.

Provide feedback to others.

## Independent Writing

Have students share their opinion books with the class. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done. Remind students that they do not need to have the same opinion as the writer to admire the writing and drawing that were presented.

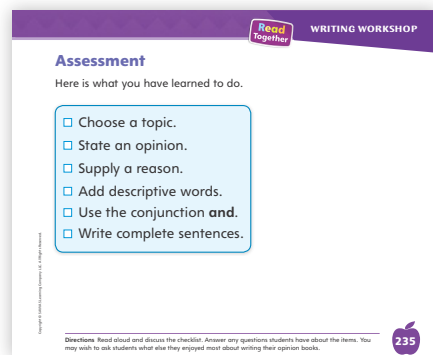
**FAST TRACK**

# Assessment

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the topic.

STUDENT INTERACTIVE K.5, p. 235



## Minilesson

Mentor **STACK**



**TEACHING POINT** Assessment of writing helps students identify all they have learned and see any areas where they may still need more practice and support. As you review students' assessments, notice what they did well and what areas need improvement. Consider how you will share your feedback with students to help them make improvements and to celebrate what they have learned.

**MODEL AND PRACTICE** Tell students that today they will be looking back on what they have learned about opinion writing. They will assess what they learned and how their writing has improved. Have students recall the opinion books they have written and also the ones they have read in the stack books.

Tell students that before responding to assessment prompts, it is good to review what has been learned. Have students turn to p. 235 in *Student Interactive K.5*. Read the page with the students. Invite students to ask questions or add items to the list.

Ask students to remember the list as they begin the assessment.

## Assessment

See the unit assessment on p. WW47 and tell students they will be taking a writing assessment to see all they learned. Another form of assessment is to score students' writing using the rubric on p. WW47.





## OPINION WRITING

**Opinion Writing**

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**Prompt** Write an opinion piece. First, state the topic and your opinion about the topic. Then draw or write your opinion piece.

**4-Point Opinion Writing Rubric**

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Writing clearly states an opinion on a topic.	Writing includes a clear topic, opinion, and strong reason.	The reason closely connects to and supports the opinion.	The writing includes strong use of descriptive words.	The use of conventions is clearly shown.
3	Writing adequately states an opinion on a topic.	Writing includes a topic, opinion, and reason.	The reason connects to and somewhat supports the opinion.	The writing includes descriptive words.	The use of conventions is somewhat shown.
2	Writing somewhat states an opinion on a topic.	Writing includes a topic and opinion, but no reason.	The reason somewhat connects to the opinion.	The writing includes a descriptive word.	The use of conventions is weak or uneven.
1	Writing does not state an opinion on a topic.	Writing lacks a topic, opinion, or reason.	The reason does not connect to the opinion or is missing.	The writing includes no descriptive words.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				





**Week 6**

**PROJECT FOCUS**

This week students will

- research a story.
- write or draw about why people should read this story.

**Lesson 1**

**Foundational Skills**

- Phonological Awareness: Medial /u/
- Phonics: Review /u/ Spelled *Uu*

**Compare Across Texts**

- Tell Me a Story
- Essential Question

**Inquire**

- Introduce the Project
- Use Words: My Favorite Story

T434–T435  
T432–T433  
T450–T451

RF.K.1.b, SL.K.1.b,  
W.K.1, W.K.8

**Lesson 2**

**Foundational Skills**

- Phonics: Word Families *-ug* and *-un*

**Explore and Plan**

- Explore Persuasive Writing
- Write for a Reader: Audience

**Conduct Research**

- Use a Library Database

T436–T439  
T452–T453  
T454–T455

RF.K.3.a, W.K.1,  
W.K.6, W.K.7,  
L.K.2.d

**Lesson 3**

**Foundational Skills**

- Phonological Awareness: Medial /a/ and Medial /ā/
- Phonics: Review Short and Long *a*
- High-Frequency Words

**Refine Research**

- Take Notes

T440–T441  
T456–T457

RL.K.3, RF.K.2.d,  
RF.K.3.c, W.K.1,  
W.K.8

**Lesson 4**

**Foundational Skills**

- Phonics: Word Families *-ub* and *-ut*
- Decodable Story: *The Fun Trip*

**Collaborate and Discuss**

- Revise and Edit

T442–T447  
T458–T459

RL.K.2, RF.K.3.a,  
RF.K.3.c, W.K.1, W.K.5

**Lesson 5**

**Foundational Skills**

- Phonological Awareness: Medial /i/ and Medial /ī/
- Phonics: Spiral Review: Short *u* Spelled *u*

**Celebrate and Reflect**

- Share
- Reflect

**Reflect on the Unit**

- Reflect on Your Reading
- Reflect on Your Writing

T448–T449  
T460  
T461

RF.K.1.b, RF.K.3,  
SL.K.1.a, SL.K.5





# INTEGRATE your INSTRUCTION

## English Language Arts

- Compose opinion pieces.
- Participate in shared research projects.
- Speak audibly and express ideas clearly.

## Quest SOCIAL STUDIES



For alternative inquiry projects with a social studies or geography focus, go online to [SavvasRealize.com](http://SavvasRealize.com).

## Social Studies

- Gather and evaluate sources.
- Communicate conclusions and identify ways to take action.

## 4-Point Research Project Rubric



Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Persuasive point is clear and addresses the prompt.	Research work is completed thoroughly and follows the prompt.	Drawing or writing is relevant and relates a persuasive point about theme or detail and an event in the story.	Language and vocabulary are appropriate to the topic.	Oral delivery is clear, audible, and relevant. Student listens actively and follows oral directions.
3	Persuasive point is mostly clear and addresses the prompt.	Research work is mostly completed and generally follows the prompt.	Drawing or writing is mostly relevant and mostly relates a persuasive point about theme or detail and an event in the story.	Language and vocabulary are mostly appropriate to the topic.	Oral delivery is mostly clear, audible, and relevant. Student listens and follows oral directions adequately.
2	Persuasive point is somewhat clear and attempts to address the prompt.	Research work is partially completed and somewhat follows the prompt.	Drawing or writing is partially relevant and somewhat relates a persuasive point about theme or detail and an event in the story.	Language and vocabulary are only somewhat relevant or are unclear.	Oral delivery is mostly clear and relevant. Student listens and follows some oral directions.
1	Persuasive point is unclear and only partially addresses the prompt.	Research work is not completed thoroughly and does not fully follow the prompt.	Drawing or writing is not relevant to the task and minimally relates a persuasive point.	Language and vocabulary are unrelated to the topic.	Student's speech is unclear. Student is distracted while listening.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of a persuasive text.</li> <li>• Response is unintelligible, illegible, or entirely off-topic.</li> </ul>				



Have students complete the student-friendly Research Project Checklist, p. 181, from the *Resource Download Center*.

# Compare Across Texts

## OBJECTIVES

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

Synthesize information to create new understanding with adult assistance.

Use text evidence to support an appropriate response.

## Tell Me a Story

Remind students of the unit theme, *Tell Me a Story*, and the Essential Question: *Why do we like stories?* Tell students they will be researching and reading different stories this week. They will decide on a story they like and write or draw about why others should read that story.

**TURN, TALK, AND SHARE** Pair students and have them find sentences or pictures from each text they read in the unit. Tell them to think about what makes each story special and to tell one reason why they like stories as they look at each text. They can use the Weekly Questions to help them.

## Compare Across Texts

Remind students that all of the selections they have read in this unit are connected by the theme, *Tell Me a Story*. Then use the questions below to help them compare texts.

- *How are *How Anansi Got His Stories* and *Mosni Can Help* similar?* (Possible response: They are similar because both have characters that solve problems.)
- *Which version of the story did you like better, *The Gingerbread Man* or *The Story of Cornbread Man*? Why?* (Answers will vary, but encourage students to explain their thoughts with reasons.)
- *In *The Best Story*, students like to pretend to be the characters. What characters from any of this unit's stories would you like to pretend to be? Why?* (Answers will vary, but encourage students to explain their thoughts with reasons.)

## Essential Question

**My TURN** Have students write or draw their responses to the Essential Question: *Why do we like stories?*



**ELL Targeted Support Prior Knowledge** Guide students to use their prior knowledge about stories they know and love to understand common themes and story elements.

Have students use prior knowledge about stories to relate to the theme, *Tell Me a Story*, and the Essential Question: *Why do we like stories?* Ask students to think of words that describe their drawings. Ask for volunteers to share their stories. **EMERGING**

Have students use prior knowledge about stories to relate to the theme, *Tell Me a Story*, and the Essential Question: *Why do we like stories?* Ask students to think of words that describe their stories. Place students in groups and have each student use words to describe his or her drawing. **DEVELOPING**

Have students think of a story they know and love. Invite them to draw one or more scenes of this story and to write words they know that describe the story. Have students read some of their words and describe their stories to the class. **EXPANDING/BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 212–213



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

## Phonological Awareness: Medial /u/

**FOCUS** Tell students that today they will review the sound /u/. Remind them that the sound /u/ is made by opening your mouth slightly and saying the sound /u/. Show students how to make the sound /u/ and have them practice it.

**PRACTICE** Display the *jug* Picture Card. This is a picture of a jug. Listen to the sounds in *jug*: /j/ /u/ /g/. What sound do you hear in the middle of *jug*? Students should tell you /u/. Then hold up the *tub* Picture Card. This is a picture of a tub. What sound do you hear in the middle of /t/ /u/ /b/, *tub*? (/u/) What other words can you think of that have the sound /u/ in the middle like *jug* and *tub*? Possible responses are *hug*, *bug*, *rub*, *cub*, and *mug*.

## Phonics: Review /u/ Spelled Uu

### Minilesson

**FOCUS** Display Alphabet Card *Uu* and point to the picture of the umbrella. What sound do you hear at the beginning of *umbrella*? Students should identify the sound /u/. We already learned which letter spells the sound /u/. What letter is it? Point to the letters *Uu*. Students should say *u*.

**MODEL AND PRACTICE** Write the word *nut* on the board. Point to each letter as you say the sound: /n/ /u/ /t/. Notice how each letter makes a different sound. When I blend the sounds of the letters *n*, *u*, *t* together, I read the word *nut*. Say the sounds with me: /n/ /u/ /t/. Model blending the word together. Then write the words *cut*, *rut*, *hut*, *run*, *bun*, *sun*, *fun*, and *pun* on the board. Repeat the blending routine by identifying the sounds, identifying the letters that spell the sounds, and reading the words with students.

**APPLY** Have partners take turns reading the words on the board.





**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they see, hear, or say most often. Write the three high-frequency words on the board: *going*, *know*, *live*. Say the words aloud. Use them in sentences.

Review the three high-frequency words you wrote on the board. Ask students questions that will require them to identify people, places, and objects using high-frequency words. **EMERGING**

Review the three high-frequency words you wrote on the board. Have student pairs ask questions about people, places, and objects that include the high-frequency words. Have partners answer the questions. Monitor student conversations. **DEVELOPING**

Have student pairs find a classroom library book. Have them write any high-frequency words they see. Then have students use each word in a sentence. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *going*, *know*, and *live* on the board. Show students familiar letter sounds in these words, such as the sound /g/ spelled *g*, and the sound /l/ spelled *l*.

- Point to the word *going* and read it.
- Have students identify the word *going* by pointing to it. Then have them read the word.
- Repeat for *know* and *live*.

going

know

live

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Cards

## Phonics: Word Families *-ug* and *-un*

### Minilesson

**FOCUS** Remind students that a word family is a group of words that have the same ending sounds spelled the same way. Hold up the *rug* Picture Card. *This is a picture of a rug. The beginning sound in rug is /r/. The ending part in rug is /u/ /g/ spelled -ug.* Write the word *rug* on the board. Underline the onset with one color and the rime with another color. Then write the word *bug*. Have students read the word and tell you if the word *bug* belongs in the same word family as *rug*. Repeat the activity with *lug*, *lag*, *tug*, and *mug*.

Hold up the *sun* Picture Card. *This is a picture of the sun. The beginning sound in sun is /s/. The ending part in sun is /u/ /n/ spelled -un.* Write *sun* on the board. Under *sun*, write the word *fun*. Have students read the word and tell you if it belongs in the same word family as *sun*. Repeat the activity with *bun*, *pun*, *rip*, and *run*.

**MODEL AND PRACTICE** Write the headings *-ug* and *-un* on the board. Tell students that you will say a group of words either in the *-un* or *-ug* word family. Tell them to listen carefully to the words. Remind them that there will be one word in each group that is not part of the *-ug* or *-un* word family. Tell students to listen carefully. Use the following words for this activity: *mug*, *sit*, *rug*; *sun*, *ham*, *run*; *lug*, *tug*, *bet*; *fun*, *bun*, and *lit*.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 My TURN** Have students identify each picture on p. 214 in the *Student Interactive*, and then have them write the words on the lines.

**OPTION 2 Independent Activity** Have pairs of students use Letter Tiles to create their own words ending in *-ug* or *-un*.

### QUICK CHECK

**Notice and Assess** Can students decode words with short *u* that are in the same word family?

#### Decide

- **If students struggle**, revisit instruction for short *u* word families on pp. T438–T439.
- **If students show understanding**, extend instruction for short *u* word families on pp. T438–T439.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and then read the words *going*, *know*, and *live*. Have students

- read the words with you.
- clap each letter as they spell the words.

STUDENT INTERACTIVE, p. 214

PHONICS | HIGH-FREQUENCY WORDS

### Short u Word Families

**MY TURN** Write





rug      bug      mug

Tell students that images represent rug, bug, mug.





fun      sun      run

Tell students that images represent fun, sun, run.

214

Directions Have students write the word for each picture. Then have them read each word.

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## ADDITIONAL PRACTICE

For additional student practice with short *u* word families, have students complete *Phonics* p. 130 from the *Resource Download Center*.

Name \_\_\_\_\_



FOUNDATIONAL SKILL **Read Together**

### Phonics



Short u Word Family

**MY TURN** Write and read

b	j	m	h
---	---	---	---

m ug      b ug

h ug      j ug

Tell students that images represent mug, bug, hug, jug.

Directions Have students complete the word that describes each picture by writing the correct letter from the box. Then have them read the words.

Grade K, Unit 3, Week 6

130

*Phonics*, p. 130

Use the  **QUICK CHECK** on p. T437 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### WORD FAMILIES *-ug* AND *-un*

**Picture Cards** Display the *jug* and *sun* Picture Cards and say the words aloud. Remember that word families have the same ending sounds spelled the same way.



Listen: *fun, run, pun*. The words all end the same way. What is the spelling pattern at the end of the words? (*-un*) Do the words have the same or different beginning sounds? (different) Display the following words, and have students read them: *rug, mug, run, tug, sun, hug, pun, lug, bun, pug*. Then have students identify the word family for each word.

### ELL Targeted Support

Tell students it is important to know what sounds letters spell in English. Write the letters *-ug* and *-un* on the board.

Hold up the *jug* Picture Card. Have students say the picture word and point to the letters that spell the ending sounds. **EMERGING**

Hold up the *sun* and *jug* Picture Cards. Have students say the picture words and name the letters that spell the ending sounds in each word. **DEVELOPING**

Have students write words in the *-ug* and *-un* word families and then read the words aloud. **EXPANDING/BRIDGING**



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

## Intervention Activity

### SHORT *u*

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* to review short *u* spelled *u*.

LEVEL A • MODEL AND TEACH

**Lesson 29** Short *u*


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

**MODEL** Display or share copies of the following passage, "Gus Has Fun," from Student Page S169, and read it aloud.

**Gus Has Fun**

Gus is out of the hut.  
Gus is on a fun walk.  
Gus can hum as he walks.  
But Gus will not run:  
It is too hot in the sun!

ends with -un



**OBJECTIVES:**

- Read words with the short *u* sound.
- Form words using the short *u* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.
- Understand that different short *u* CVC words are easily formed just by changing the consonants.

**TEACH** Point to *fun* in the second line. The word *fun* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *run*. Changing a letter in a word makes a new word. When the *f* in *fun* is changed to an *r*, the word *fun* becomes *run*. Repeat with the word *sun*. *Fun, run,* and *sun* all have a short *u* sound and end with *-un*.

Explain that students can read more words when they learn how to recognize letter combinations that include a short *u*. Point to the word *hut* in the first line. Say: When I hear a word that ends with the *-ut* sounds, I can spell the word. The word *hut* ends with the sounds /h/ and /t/. I can write the letter combination *-ut*. The word starts with the sound /h/. I know the letter *h* makes the /h/ sound. I can add the letter *h* to the beginning of *-ut*. Work through other examples, such as *but, cut,* and *nut* by changing, adding, and deleting letters. Point to the word *Gus* in the first line. Note that the name *Gus* is the word *us* with a *G* at the beginning.

Phonics, Morphology, and Spelling T • 169

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students use them to build words in the *-ug* or *-un* family. Remind students that each word will end in either *-ug* or *-un*. Allow suitable answers, such as: *bun, fun, sun, tug, rug, mug*.



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

### Decodable Book



Students can revisit last week's Decodable Book *What Do You Like?* to practice reading words with long and short *i* and last week's high-frequency words.

Before reading, display and remind students of last week's high-frequency words: *funny, were, some*.

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

### High-Frequency Words

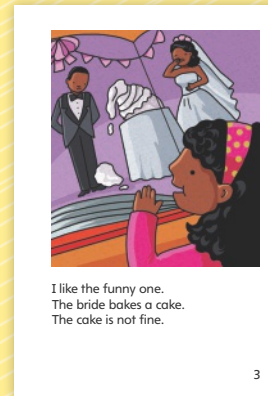
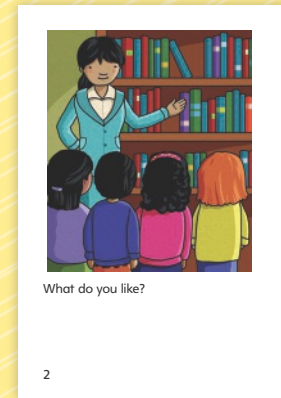
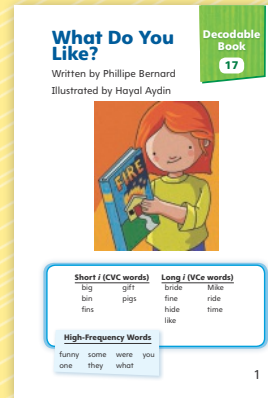
Write high-frequency words on wooden craft sticks and place them in a cup. Have students draw a stick and read the word. If they do not know the word, gently tell it to them, and have the student put the stick back. The goal is to read all the words and empty the cup.

### Centers



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

## Decodable Book



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

## Phonological Awareness: Medial /a/ and Medial /ā/

**FOCUS** Tell students that today they will review the sounds /a/ and /ā/. Display the *cat* Picture Card. Point to the picture of the cat and tell students the word *cat* has the middle sound /a/. Hold up the *snake* Picture Card. Point to the picture of the snake and tell students the word *snake* has the middle sound /ā/. Have students repeat the sounds /a/ and /ā/ after you.

**PRACTICE** Display the *cap* Picture Card. **Do you hear the sound /a/ or the sound /ā/ in the middle of *cap*?** Students should say /a/. Say the word *cape*. **Do you hear the sound /a/ or the sound /ā/ in the word *cape*?** Students should say /ā/. Divide the class into two teams: /a/ and /ā/. When you say a word with the sound /a/, the /a/ team cheers. When you say a word with the sound /ā/, the /ā/ team cheers. Use these words: *rat*, *rake*, *make*, *map*, *can*, *cane*.

## Phonics: Review Short and Long a

### Minilesson

**FOCUS** Display Alphabet Card Aa and point to the picture of the ant. **What sound do you hear at the beginning of *ant*?** Students should identify the sound /a/. **We already learned about the letter that spells the sound /a/. What letter is it?** Point to the letters Aa. Students should say a. Repeat the routine with the *snake* Picture Card to review the a\_e spelling for the sound /ā/.

**MODEL AND PRACTICE** Write the word *cat* on the board. Point to each letter as you say the sound: /k/ /a/ /t/. **When I blend the sounds of these letters together, I read the word *cat*.** Say the letter sounds with me: /k/ /a/ /t/. Model blending the word together. Then write the words *mat*, *tape*, *lap*, *lake*, and *name* on the board, and repeat the blending routine by identifying the short or long a and reading the words with students.

**APPLY** Have partners take turns reading the words on the board.



# High-Frequency Words

## Minilesson

**FOCUS** Tell students that today they are going to continue working with this week's high-frequency words. Have students read the words at the top of p. 215 in the *Student Interactive* with you: *live*, *know*, *going*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 215. Tell them to identify and point to each word when you say it. Say *going*. Pause to let students find and point to the word. Say *know*. Say *live*. Repeat the activity until students are familiar with each word. Encourage students to use the words in sentences.


**APPLY MyTURN** Have students read the sentences on p. 215 with you. Ask them to identify the words *live*, *know*, and *going* in the sentences. Have them underline the high-frequency words in the sentences. Then have students read the sentences with a partner.

STUDENT INTERACTIVE, p. 215


FOUNDATIONAL SKILLS

### My Words to Know

live   know   going



### My Sentences to Read

 **MYTURN**

1. We are going to the lake.
2. What can live here?
3. I know! A frog can live here.

Directions Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.

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# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

## Phonics: Word Families *-ub* and *-ut*

### Minilesson

**FOCUS** Tell students that today they will continue working with word families. Write the word *cub* on the board. **This is the word *cub*. The beginning sound in *cub* is /k/. The ending part in *cub* is /u/ /b/ spelled *-ub*.** Write the heading *-ub* and the word *cub* on the board. Have students read the word and tell you if it belongs in the *-ub* family. Continue the activity with the word *rub*.

Write the word *rut* on the board. **This is the word *rut*. The beginning sound in *rut* is /r/. The ending part in *rut* is /u/ /t/ spelled *-ut*.** Write the heading *-ut* and the word *rut* on the board. Have students read the word and tell you if it belongs in the *-ut* family. Continue the activity with the word *jut*.

**MODEL AND PRACTICE** Write the headings *-ub* and *-ut* on the board. Tell students you will say a group of words either in the *-ub* or *-ut* family. Tell them that there will be one word in each group that isn't in the *-ub* or *-ut* family. Use the following words for this activity: *rut, pan, cut; tub, cub, sit; nut, hut, leg*.

**ELL Targeted Support Distinguish Sounds** Tell students that being able to hear different sounds will help them understand English words. Say the words *cub, tub, rub, and sub*. Have students listen and repeat. Have them tell you the beginning sound in each word.

Write the word *sub* on the board. Say each sound separately as you point to the letter: /s/ /u/ /b/. Have students repeat after you. Repeat with the following words: *cub, rub, tub*. Have students name the letters that spell the different sounds in each word. **EMERGING/DEVELOPING**

Ask students for at least two examples of words in the following word families: *-ub, -ut*. Have students spell the words as you write them on the board. **EXPANDING/BRIDGING**





## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students identify each picture on p. 216 in the *Student Interactive* that belongs either to the *-ub* or *-ut* word family. Have them write the words on the lines.

**OPTION 2 Independent Activity** Have pairs of students use Letter Tiles to create their own *-ub* or *-ut* words. One student creates a CVC pattern, and the other student replaces the first letter with a different letter to form a new word.

## QUICK CHECK

**Notice and Assess** Can students recognize words with short *u* that are in the same word family?

## Decide


- **If students struggle,** revisit instruction for short *u* word families on pp. T444–T445.
- **If students show understanding,** extend instruction for short *u* word families on pp. T444–T445.

## STUDENT INTERACTIVE, p. 216

PHONICS


### Short u Word Families

Write




sub


Tell students that images represent sub, tub, cub.



tub




cub




cut

Tell students that images represent cut, hut, nut.



hut



nut

**216** Directions Have students write the word for each picture. Then have them read each word.

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## ADDITIONAL PRACTICE

For additional student practice with short *u* word families, have students complete *Phonics* p. 131 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Short u Word Families

Write and read

c	f	m	p
---	---	---	---

bun    run    fun

dust    rust    must

bump    dump    pump

nut    rut    cut

Directions Tell students to read the words. In each row, have them write a new word that starts with a letter from the box and rhymes with the first two words. Then have them read the words again.

Grade K, Unit 3, Week 6

*Phonics*, p. 131

Use the  **QUICK CHECK** on p. T443 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### WORD FAMILIES *-ub* and *-ut*

**Teaching Point** Display the words *tub* and *cut*. We learned about the word families *-ub* and *-ut*. Underline the letters *-ub* in *tub* with one color, and the letters *-ut* in *cut* with another color. Then display the words *stub* and *cub* under the word *tub*. Read the words aloud. These words have the same ending sounds as *tub*. What are the ending letters? (*-ub*) Do the words have the same or different beginning letters? (different) Repeat the activity for the *-ut* word family: *hut*, *rut*.

### ELL Targeted Support

Tell students that it is important to know what sounds letters spell in the English language. Have students write *ub* on one side of a sheet of paper and *ut* on the other side.

Write these words on the board: *hut*, *hub*, *cub*, *cut*, *nut*, *sub*. As you point to each word, read it aloud and have students repeat. Have them hold up the correct side of their paper to show the spelling of the ending sounds. **EMERGING**

Say these words one at a time: *hut*, *hub*, *cub*, *cut*, *nut*, *sub*. Have students hold up the correct side of their paper to show the spelling of the ending sounds. Write the word on the board and have students check their answers. **DEVELOPING**

Slowly read a sentence that contains *-ub* or *-ut* words. Each time students hear these ending sounds, they should hold up the correct side of their papers. **EXPANDING/BRIDGING**



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

## Intervention Activity

### SHORT *u*

Use Lesson 29 in the *myFocus Intervention Teacher's Guide* to review short *u* spelled *u*.

LEVEL A • MODEL AND TEACH

**Lesson 29** Short *u*


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

**MODEL** Display or share copies of the following passage, "Gus Has Fun," from Student Page S169, and read it aloud.

**Gus Has Fun**

Gus is out of the hut.  
Gus is on a fun walk.  
Gus can hum as he walks.  
But Gus will not run:  
It is too hot in the sun!

ends with -un



**OBJECTIVES:**

- Read words with the short *u* sound.
- Form words using the short *u* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.
- Understand that different short *u* CVC words are easily formed just by changing the consonants.

**TEACH** Point to *fun* in the second line. The word *fun* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *run*. Changing a letter in a word makes a new word. When the *f* in *fun* is changed to an *r*, the word *fun* becomes *run*. Repeat with the word *sun*. *Fun*, *run*, and *sun* all have a short *u* sound and end with *-un*.

Explain that students can read more words when they learn how to recognize letter combinations that include a short *u*. Point to the word *hut* in the first line. Say: When I hear a word that ends with the *-ut* sounds, I can spell the word. The word *hut* ends with the sounds /h/ and /t/. I can write the letter combination *-ut*. The word starts with the sound /h/. I know the letter *h* makes the /h/ sound. I can add the letter *h* to the beginning of *-ut*. Work through other examples, such as *but*, *cut*, and *nut* by changing, adding, and deleting letters. Point to the word *Gus* in the first line. Note that the name *Gus* is the word *us* with a *G* at the beginning.

Phonics, Morphology, and Spelling T • 169

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



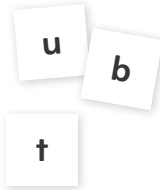
## Independent/Collaborative

## Word Work Activity

BUILD WORDS WITH  
LETTER TILES

Distribute Letter Tiles. Have students use them to build *-ub* and *-ut* words. Remind students that each word will have the letters *ub* or *ut*. Allow suitable answers, such as: *tub, sub, rub, nut, but, cut*.

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



## Decodable Book



Students can read the Decodable Book *Bugs in a Dump* to practice reading short *u* word families and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *live, know, going*. Tell them they will practice reading these words in *Bugs in a Dump*. **When you see these words in today's story, you will know how to read them.**

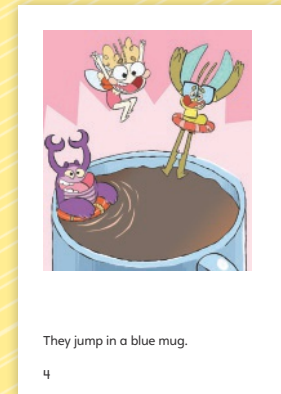
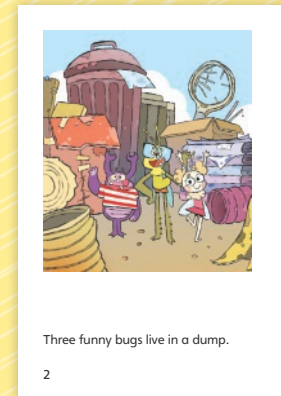
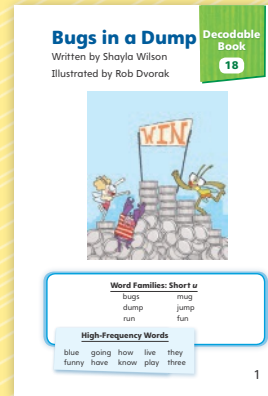
Pair students for reading, and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

## Centers



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

## Decodable Book





# Decodable Story

## OBJECTIVES

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

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words 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 Fun Trip*

**FOCUS** Have students turn to p. 217 in the *Student Interactive*. We are going to read a story today about a family who goes on a trip. Point to the title of the story. The title of the story is *The Fun Trip*. I hear the sound /u/ in the word *fun*. In this story, we will read other words with the sound /u/ spelled *u*.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *going, know, live*. Tell them that they will practice reading these words in the story *The Fun Trip*. Display the words. Have students read them with you. *When you see these words in the story The Fun Trip, you will know how to identify and read them.*

STUDENT INTERACTIVE, p. 217

DECODABLE STORY

FOUNDATIONAL SKILLS

## The Fun Trip



We get in the van.  
We are going on a **fun** trip!

**Highlight** the words that are in the same word family as sun.

AUDIO  
Audio with Highlighting

ANNOTATE

217





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

After students have read the story, call their attention to the title. **I see the letter *u* in this word. What sound does the letter *u* spell?** Help them identify, or say, the sound /u/. Then have them locate and highlight the words on p. 217 that belong in the same word family as *sun*.

Have students turn to pp. 218–219. **Which word is in the same family as *rub*?** Students should supply the word *cub*. **How do you know *cub* is in the same family as *rub*?** Students should say that both words end with the same sounds spelled the same way, so they are in the same word family. **Which words are in the same family as *rug*?** Students should supply the words *jug* and *bug*. **How do you know *jug* and *bug* are in the same family as *rug*?** Students should say that the words all end with the same sounds spelled the same way, so they are in the same word family. Have students underline the words that belong in the same family as *rug*.

STUDENT INTERACTIVE, pp. 218–219



DECODABLE STORY

FOUNDATIONAL SKILLS



Underline the words that are in the same word family as *rug*.

Mom and Dave go on a hike.  
Look at the fox and the cub!  
Do you know where they live?

218

Dad and I bike to the lake.  
We see a bug going up a stem.  
I take a sip from the jug.

219

# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 137 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

**My Words to Know**

going    know    live

**MY TURN** Write and read

1.       now

2.       ive

3.       oing

Directions: Have students read the words in the word bank. Ask them to write the correct letter on the lines to complete each word. Then have students read the completed words.

Grade K, Unit 3, Week 6

*My Words to Know*, p. 137

## Phonological Awareness: Medial /i/ and Medial /ī/

**FOCUS** Tell students that today they will review the sounds /i/ and /ī/. Display the *pig* Picture Card. Point to the picture of the pig. Listen to the sounds in this word: /p/ /i/ /g/. *Pig* has the middle sound /i/. Hold up the *five* Picture Card. Point to the picture of the number five. Listen to the sounds in this word: /f/ /ī/ /v/. *Five* has the middle sound /ī/. Have the students repeat the sound /ī/.

**PRACTICE** Say the word *kit*. Listen to the sounds in the word: /k/ /i/ /t/. Do you hear the sound /i/ or the sound /ī/ in the middle of *kit*? Students should say the sound /i/. Now listen to the sounds in the word *kite*: /k/ /ī/ /t/. Do you hear the sound /i/ or the sound /ī/ in the word *kite*? Students should say the sound /ī/. Divide the class into two teams: /i/ and /ī/. When you say a word with the sound /i/, that team cheers. When you say a word with the sound /ī/, that team cheers. Use these words: *rip*, *ripe*, *dive*, *pit*, *lip*, *like*.

## Phonics: Spiral Review: Short u Spelled u

### Minilesson

**FOCUS** Tell students that today they will review a letter sound they have already learned. Display the *truck* Picture Card. *Truck* has the middle sound /u/. Which letter spells the sound /u/? Turn the card over and point to the letter *u* in the word *truck*.

**MODEL AND PRACTICE** Have students decode words with the sound /u/ spelled *u*. Write *jut* on the board. Listen as I read the word *jut*: /j/ /u/ /t/. The word *jut* has the middle sound /u/ spelled *u*: *jut*. Display the following words and have students decode them: *hub*, *gum*, *mug*, *hum*, *cut*, *cub*, *sub*, *mud*, *pug*.

**APPLY** Have partners take turns spelling the words *jut* and *sum* aloud.



**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they hear or say frequently. Write the words *live*, *know*, and *going* on the board. Provide students with cards that have this week's high-frequency words on them.

Say one of the high-frequency words aloud. Students should hold up the card with the word. Repeat the activity until students can hold up the correct card every time. **EMERGING**

Say one of the high-frequency words. Have students hold up their card for the word. Then have them use the word in a sentence. **DEVELOPING**

Draw a picture on the board of a person, place, or object that relates to a high-frequency word. Have students hold up the card with the word and then write the word on a separate sheet of paper. **EXPANDING**

Draw a picture on the board of a person, place, or object that relates to a high-frequency word. Have students hold up the card with the word and then write a sentence that describes the picture and uses the high-frequency word. **BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *going*, and ask students what letters spell the word. Have students

- say the letters as you write them on the board.
- read the words aloud.
- Repeat with the words *know* and *live*.

# Inquire

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Develop and follow a research plan with adult assistance.

## ELL Language Transfer

For speakers of Spanish and Portuguese, the word for *story* is *historia*. For French speakers, it is *histoire*, and for Italian speakers, it is *storia*. Point out these cognates to help speakers of these languages make a connection to the English word *story*.

## Introduce the Project

**TEACHING POINT** Explain to students that this week they will work on making a research plan to do a project about their favorite story. Then they will write a persuasive text that will make others want to read their favorite story. Remind students that a research plan tells all the steps needed to complete a research project.

**MODEL AND PRACTICE** Say: *Think about your favorite story. Then think about how you can find out more about your story. Where do we go for research?* After students have a discussion about where to conduct research and what they may need to plan their projects, put them in pairs.

Use these questions to help students begin thinking about their favorite stories and research plans: *What do you like about your favorite story? How can you learn more about your story? What steps do you think are in a research plan?*

**COLLABORATE** Have student pairs look at the pictures on p. 220 in the *Student Interactive* and use the pictures to talk about why they would want to read this story. Have them circle reasons why they want to read this story.

Check in with students as they develop their ideas about a research plan. Help students understand that this plan should include choosing a topic, asking questions about it, and finding answers to these questions.

## Use Words: My Favorite Story

**COLLABORATE** Remind students of the Academic Vocabulary words, *choose*, *explain*, *meaning*, and *character*. Have students use these words in sentences about their story and their research plan.



### EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Try to remove the mystery of reading and writing for children. Be very explicit, provide ample examples, and move forward in a very supportive way so that children understand what they are being asked to read and write. Provide feedback in a very caring way.”

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



## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle with talking about the story and circling reasons, guide them with sentence starters. For example, say: *This picture makes me think of \_\_\_\_\_. The reason I like this story is that \_\_\_\_\_.*

**OPTION 2 Extend** If students complete the activities with ease, suggest that they add pop-up pieces to p. 220 in the *Student Interactive* by cutting out a piece of paper to place over the picture. On the outside of the pop-up piece, have them write the Academic Vocabulary word they believe fits with that picture. Then they can share their ideas with a partner.

## ELL Targeted Support

Allow students to use prior knowledge, experiences, and their language base to participate in discussions. Have students name things in the pictures on p. 220 and talk about what they know about these things, describing details and making personal connections. Encourage students to ask each other questions.

**NEXT STEPS** Tell students that they will begin to research their favorite stories and follow the research plans they developed. Explain that even though they may have worded their plans differently from their classmates, most first steps include choosing a topic. In this case, they chose a favorite story, so this step is complete. In the next step, they do research.

STUDENT INTERACTIVE, pp. 220–221

**INQUIRE** **Read Together** **PROJECT-BASED INQUIRY**

# My-Favorite Story

**COLLABORATE** Talk about the pictures. Circle reasons why you want to read this story.

**Use Words**

**COLLABORATE** My favorite story is \_\_\_\_\_  
Possible response: \_\_\_\_\_

**The Ugly Duckling**

**COLLABORATE** Take turns talking about your favorite story. Use new academic words. Then talk about your research plan. How can you learn about your story?

**Directions** Ask students to think about their favorite story and dictate or write the title of the story on the lines. Have them discuss their favorite story with a partner using Academic Vocabulary words. Then have students develop a research plan for their project. Say: *When you make a plan for a project, you think about the steps you will follow to complete it.*

**220** **Directions** Have students look at the illustrations and talk about the story they show. Have them work together to discuss and circle reasons they want to read the story.

**221**

# Explore and Plan

## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## Explore Persuasive Writing

Introduce persuasive text by saying that for a reader, a persuasive text answers the question, *Why should I?* Have students turn to p. 222 in the *Student Interactive*. Remind students that they wrote a persuasive text when they wrote about why they liked art museums or history museums in Unit 1. Explain that now they will write a persuasive text about why they like their favorite story.

**MODEL AND PRACTICE** Say: *Persuasive writing tries to make someone agree with you. With this kind of writing, authors start by telling an opinion. An opinion is how you feel about something. Writers then give facts or reasons to give power to their opinions. Look at the picture on p. 222 while I read the sentence. What do you think the author wants you to do? What is a good reason people should do this?*

**COLLABORATE** After the class discussion, have students complete the activity on p. 222 by instructing them to discuss the story *Mosni Can Help* with a partner and then draw one reason someone should read this story.

## Write for a Reader

**Audience** Explain that when they write a persuasive text and share their ideas, their classmates will be the audience. In order to make their classmates agree with their opinions about a story, encourage students to think about these questions: *Why do I really like this story? What would my classmates like about this story? What words can I use to make them want to read this story?*

**ELL Targeted Support Opinions and Reasons** In small groups, have students discuss their opinions on what makes a story a good one, and then have them tell why.

Guide students to use single words, short phrases, and actions to tell their reasons for liking a story. Some examples include *funny*, *scary*, *exciting*, or *real-life*. Then restate their ideas in complete sentences. **EMERGING**

Have student pairs identify what they see in the picture. Guide them in using the descriptive words on cards to make sentences about their favorite stories. Allow them to draw their ideas as well. **DEVELOPING**

Have student pairs identify what they see in the picture. Guide them in using the descriptive words on cards to make sentences about their favorite stories. Allow them to draw their ideas as well. Invite students to share their drawings and their ideas in small groups. **EXPANDING**

Ask groups to work on the activity on p. 222 in the *Student Interactive* while using a word bank of descriptive words. Allow them to draw their ideas and share them in small groups. **BRIDGING**

**NEXT STEPS** Remind students that they will research their stories at the library. Tell students that they will learn how to find information so that they can write their persuasive texts.

STUDENT INTERACTIVE, p. 222


EXPLORE RESEARCH Read Together

### Why Should I?

Authors write **persuasive texts** to convince, or persuade, readers to think or do something.

Everyone should read *Mosni Can Help!*

The characters are funny.



**COLLABORATE** Draw

**Drawing should show a reason people should read *Mosni Can Help*.**

**222** **Directions** Read the information and the model sentences to students. Have them state what the author wants to persuade readers to think or do. Then have students discuss the author's reason. Say: *Authors use reasons to tell readers why they should think or do something.* Have students discuss other reasons people should read the story and draw one reason.

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# Conduct Research

## OBJECTIVES

Recognize characteristics of multimedia and digital texts.

Generate questions for formal and informal inquiry with adult assistance.

Gather information from a variety of sources with adult assistance.

## CUSTOMIZE IT!

Provide modeling clay for students. Have students think about a character or object they have in their story, and have them make a clay model of this character or object. Remind them of their Academic Vocabulary, such as the word *character*; explain how a favorite character can be something they really like about their stories. Support students as needed in using these words while building with their hands.

## Use a Library Database

**TEACHING POINT** Explain that libraries have something called a database. A database is a way to find books and other sources. Explain that students will use the library database to find their favorite stories. Direct them to p. 223 in the *Student Interactive*. Use the Model and Practice to explain how to use a library database and recognize multimedia texts.

**MODEL AND PRACTICE** Say: We will use the library database to find our stories. We can use the database on computers at the library. Before we do that, let's practice with the activity on page 223 in the *Student Interactive*. Everyone take one finger and point to the things on a computer screen that are shown in the picture. Explain that a Web site is a multimedia text because information is presented in many ways, including words and pictures. Then call out *address bar*, *search box*, and *link*. As you point, give a definition of each. Say: An *address bar* tells us where we are on the Internet. In this case, we are on our library's home page. A *link* is something to click the mouse on. This will lead us to another page. These pages give us more information. The *search box* is the place where we type in what we want to know about. We want to type in the titles of our stories so we can find them in our library. Once our stories come up on the screen, we can find them in the library. We get a special number called a *call number*. This tells us exactly where books are on the shelves. Now that you know a little about our library database, work on the activity on page 223. Circle the place on the library Web page where you will type in the name of your story to search for it.

**COLLABORATE** Have students complete the activity on p. 223 in the *Student Interactive*. Then have them work in pairs to find their stories.



### EXPERT'S VIEW Julie Coiro, University of Rhode Island

“It can be hard to decide at what point we need to teach kids about the more challenging parts of how to use the Internet, but it is important to start right away. We should start at the beginning, modeling and talking through the websites that come up in a search. Of course, we need to protect children, but we also need to introduce them to the real processes involved in online reading.”

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



## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle with the computer and using the database, spend extra time explaining the features of a Web page.

**OPTION 2 Extend** If students easily navigate the Web page and library database, pair them with other students who may have difficulty, allowing them to model and explain.

## ELL Targeted Support

Provide students with a word bank of high-frequency words and key words related to the research topic, such as: *story, beginning, middle, end, character, happen, like, and start*. Have students say these words, and if meanings are still unclear, provide visuals or drawn images to help students understand and use the vocabulary.


**NEXT STEPS** When students have completed p. 223 in the *Student Interactive* and collected their stories from the library, explain that the next step is to take notes on their stories. Remind them of the research plans they came up with on the first day.

STUDENT INTERACTIVE, p. 223

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY

### Find Your Story

The computers in a library can help you find your story.



Address Bar

Search Box

Link

**COLLABORATE** Circle the part of the Web page that can help you find your story.

**Directions** Read the text and have students look at the picture. Explain that a Web site is a multimodal text because information is presented in many ways, including words and pictures. Point to and discuss characteristics of the Web page. Say: *You can type the name of your story into the search box to help you find it.* Have students find and circle the search box in the picture.

223

# Refine Research

## OBJECTIVES

Discuss topics and determine the basic theme using text evidence with adult assistance.

Gather information from a variety of sources with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

## CUSTOMIZE IT!

Supply students with paint and markers and have them add color to drawings related to their stories. Ask them to think about what colors certain objects, characters, or places should be, and encourage them to think about how adding color to their drawings may help make others want to read their stories.

### Primary Source SOCIAL STUDIES

Go online to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

## Take Notes

**TEACHING POINT** Taking notes will help students think about their stories in a new way. This will help them tell others why they should read their stories. Explain to students that they can organize their notes in a graphic organizer called a story map.

**MODEL AND PRACTICE** Draw a story map on the board. This has a box at the top with the word *Characters*. Below that box are three boxes linked with flow chart arrows. The three boxes are labeled, *Beginning*, *Middle*, and *End*. Say: *This is called a story map. You can take notes about your stories by thinking of these parts of a story.* Point to the *Characters* box. *I will draw a picture of the main character in my story. The main character is the one who does the most action and has the most thoughts.* Point to the *Beginning*, *Middle*, and *End* boxes. Guide students through a sample story sequence, such as *Mosni Can Help*. Ask the whole class to recall the story. As students give examples of what happens at each stage of the story, draw a picture to show their points.

Direct students to p. 224 in the *Student Interactive*. Read aloud the sample and discuss why the theme of bravery is a reason people should read the story. Say: *This example shows persuasive writing. It gives a reason why people should read Mosni Can Help. When you remember something from your story that fits in the story map, draw it in the place it belongs.*

Provide students with story map graphic organizers. Have them look through or reread their stories and take notes.

**COLLABORATE** After students finish taking notes, have them complete the activity on p. 224. Have them write or draw why people should read their story. Encourage them to look back at their notes when thinking of reasons. Ask students why they like certain parts of the story, such as: *How does the story make you feel? What is the story about? Why do you like a character?* This will guide their persuasive writing or drawing to be about themes or details in the story.



**ELL Targeted Support Taking Notes** Guide student pairs or groups in note-taking activities with different levels of support.

Guide students to complete the story map by providing these sentence starters: *The main character in my story is \_\_\_\_\_. This happens in the beginning of my story: \_\_\_\_\_. This happens in the middle of my story: \_\_\_\_\_. This happens at the end of my story: \_\_\_\_\_.* Have students draw their responses as you go through the story map as a group. **EMERGING**

Draw a time line to help students visualize the parts of a story in a different way. Help students learn the names of the parts of a story as they draw notes. Ask students to tell about their notes using the new words. **DEVELOPING**

Have student pairs ask each other questions about their story maps and respond to the questions in complete sentences. **EXPANDING/BRIDGING**

**NEXT STEPS** Explain that writers rewrite and change their writing to make it better. Remind students that their persuasive writing will need to make someone want to read their stories. Ask them to think about what could be added to make their persuasive writing better.

#### STUDENT INTERACTIVE, p. 224


REFINE RESEARCH

Read Together

**Take Notes**

Why should people read the story?

Mosni shows how to be brave.



**COLLABORATE** Write or draw why people should read your story.

**Drawing should show themes or details from the student's story.**

**224**

**Directions** Read aloud the research example and discuss why the theme of bravery is a reason people should read the story. Then have students gather information from sources and take notes about reasons people should read their story. Encourage them to think about important themes as well as background information about the author or story.

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# Collaborate and Discuss

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Demonstrate understanding of information gathered with adult assistance.

## EXPAND IT!

Have students study picture books to see different styles of illustration. Point out that illustrators sketch, draw, paint, or photograph to illustrate their stories.

## Revise and Edit

**TEACHING POINT** Explain to students that when writers revise their writing, they often add details to make it better. Tell them they will be drawing their favorite part of the story. This will help add detail to make their final copies better. Encourage students to revisit their notes to help them choose events they can add to their stories. Use the Model and Practice to help students.

**MODEL AND PRACTICE** Direct students' attention to p. 225 in the *Student Interactive*. Say: *We can make our writing better by adding a drawing. Think about your favorite stories you have researched and written about. What is your favorite part in your story? You can look back at your story map to help you remember the beginning, middle, and end of the story. Once you think of your favorite part, draw a picture of that part of the story. This will be a detail in your persuasive text. A detail adds more to your writing and makes it better. It may make readers want to read the story you are writing about.*

Ask guiding questions to help students revise and edit the draft of their persuasive text.

- Do I use words or drawings that show why people should read my story?
- Do I have another drawing that shows my favorite part of my story?
- Is there anything else I can add to make my final copy better?

**COLLABORATE** Have students review their notes and draw the favorite parts of their stories by completing the activity on p. 225 in the *Student Interactive*. Remind students that their audience is their classmates, so they can think about what would make their classmates want to read their stories. Instruct students to create a final copy on a separate sheet of paper.



## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Have students review their notes on their stories. Ask: *What did you draw in the beginning, middle, or end of your story map? Which part do you like best? Why?* Record students' responses and guide them to draw their favorite event in the story.

**OPTION 2 Extend** If students easily draw and tell their favorite event in their stories, have them review their story maps and draw another event. Allow students to write words or sentences to label their drawings.

## ELL Targeted Support

Support English learners in expressing their opinions on their stories with single words, phrases, or sentences. Provide a sentence frame, such as *I like this part of my story because \_\_\_\_\_*. Have them draw a picture that shows this event in the story. Review the words *beginning, middle, and end*. Guide students' oral delivery of their sentences and help them to correct mispronunciations by targeting difficult consonant or vowel blends.

**NEXT STEPS** Invite students to recall the research plans they created at the beginning of the week. Tell students they have completed the "Revise and Edit" step in the research plan. Remind them that next they will share their persuasive writing with the class.

STUDENT INTERACTIVE, p. 225

The screenshot shows a student interactive page with a red header. On the left, it says "COLLABORATE AND DISCUSS" and on the right, "PROJECT-BASED INQUIRY". A "Read Together" icon is in the top right. The main title is "Revise and Edit" in red. Below it, the text reads: "You can draw pictures to add more details." A "COLLABORATE" icon with two cartoon characters is followed by the instruction: "Draw your favorite part of the story." In the center, a pink box contains the text: "Drawing should show an event from the student's story." At the bottom left, there is a "Directions" section: "Read the information and explain to students that drawings and other visual displays can provide additional detail and make their writing stronger. Have students think about their favorite part of the story and draw a picture to illustrate it." A page number "225" is in a red diamond at the bottom right.

# Celebrate and Reflect

## OBJECTIVES

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

Share writing.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

## CUSTOMIZE IT!

Allow students to act out and talk about their stories in small groups. Encourage them to act out scenes from their stories and incorporate these events into their own play. Help them to understand there is not a right or wrong way the stories should be acted out, and they should allow for their imaginations to change the story if they want.

## Share

Remind students that they will share their research projects with the class. Explain that their projects will have writing, drawing, or both, and these final copies will be presented. Give students time to choose an appropriate mode of delivery and practice their presentations with their partners. Direct students to p. 226 in the *Student Interactive* and go over the good behaviors of speaking and listening:

- Introduce yourself.
- Listen to questions.

Remind them to practice showing their writing or drawing as they speak. Use the active listening routine to help students be good listeners.

**Active Listening Routine** Model the active listening routine to set expectations for audience members.

- **Look** Look at the person who is talking. Do not talk.
- **Think** Think about what the person is saying.
- **Respond** Raise your hand when you have a question. Clap when the speaker is finished.

## Reflect

**Reflect on Your Project** Have students reflect on the steps they completed to do the project. Ask questions, such as, *What was the first step in your research plan? What did you do for research? What did you do at the end of the project? What did you learn about what you like about stories?*

**My TURN** Give students time to complete the activity at the bottom of p. 226 in the *Student Interactive*.



# Reflect on the Unit

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: *Why do we like stories?*

**My TURN Reflect on Your Reading** Display the stories from the unit. Ask volunteers to tell about each reading selection. Students' summaries should include the text's title and an event from the text. Ask other volunteers to offer their thoughts about which story they would like to reread and why. Offer a sentence frame, such as: *I like the story \_\_\_\_\_.*

**My TURN Reflect on Your Writing** Ask students to tell about their writing. Use sentence frames, such as: *I like to write \_\_\_\_\_.* *I could make my writing better by \_\_\_\_\_.* Have volunteers tell what they learned about writing.

Direct students to the activity on p. 227 in the *Student Interactive*. If needed, help them record their responses on the lines.

## Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



## STUDENT INTERACTIVE, pp. 226–227

### CELEBRATE AND REFLECT

Read Together

#### Share

Remember good behaviors for speaking and listening.

Introduce yourself.



Listen to questions.

#### Reflect

**MY TURN** Circle

Did I give reasons?



Did I learn about other stories?



226

**Directions** Have students review the speaking and listening behaviors. Then have them use an appropriate mode of delivery to present their project. Say: *There are different ways to share. You can talk about your project, share your writing, and show pictures.* Ask students to reflect on their project when they are finished.

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### REFLECT ON THE UNIT

Read Together

### WRITING WORKSHOP

#### Reflect on Your Reading

**MY TURN** Write

I want to reread \_\_\_\_\_

Possible response:

the story about the gingerbread man

#### Reflect on Your Writing

**MY TURN** Write

I could add details \_\_\_\_\_

Possible response:

to tell more about my characters

**Directions** Have students reflect on their reading and writing in this unit.

227



# BOOK CLUB

## OBJECTIVES


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

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

## FLEXIBLE OPTION TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Telling Stories*, available online at [SavvasRealize.com](http://SavvasRealize.com).

## Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group non-readers together and emergent readers together, or develop mixed-proficiency clubs. Help students choose a book or you can choose one for them from the list on p. T463.
  - 2 KNOW THE BOOK** Read the book ahead of time so that you can participate in groups' conversations if necessary.
  - 3 PREVIEW THE BOOK** Introduce the chosen book by giving a summary of main ideas or themes. Be sure not to give too much away. Students may then explore the book on their own to the best of their abilities.
  - 4 ENJOY THE BOOK** Remember that the purpose of Book Club is to give students a chance to explore books for fun. As they listen to and discuss the book in a group, they will apply some of the same thinking they have been introduced to in the *Student Interactive*, but the primary goal will be personal interactions with the book and with fellow classmates.
- 
- ★ **CONNECT TO THE THEME** Help students make text connections by guiding them to choose a book related to the theme, Tell Me a Story, or the Essential Question for the unit: *Why do we like stories?* As a class, they should discuss how the book relates to both.
  - ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further investigate the characteristics of traditional stories, consider helping them choose a book in that genre.





## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

*Telling Stories* by  
Angela Johnson

*Mrs. Chicken  
and the Hungry  
Crocodile* by  
Won-Ldy Paye and  
Margaret H. Lippert



*We Are in a  
Book!* by  
Mo Willems

*The Bremen-  
town Musicians*  
by Ruth Belov  
Gross



*Lola Loves Stories*  
by Anna McQuinn

*The Mitten* by  
Jan Brett



Preview these selections  
for appropriateness for  
your students and for title  
availability.

## Each Day

**DISCUSSION CHART** Display a sample of the Discussion Chart. Explain that after each meeting of their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

**TEACHER'S ROLE** Because Book Club is meant to be student-led, the teacher's role should be as an observer and occasional facilitator. You may find your time is best spent in jump-starting conversations or in ensuring that all students participate.

**COLLABORATION** Book Club is designed to help students improve their speaking and listening skills. Present examples of how they might phrase their ideas in ways that open up conversation. **SEL** SOCIAL-EMOTIONAL LEARNING

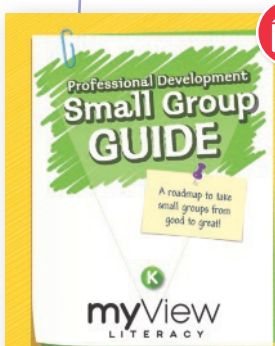
- I like your idea about \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- Can you explain why you think that?
- Do you understand my point?



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

## Book Club Routine

**READ ALOUD** Each Book Club session will open with students listening as you read aloud from your chosen book. Then they will meet with their Book Club group to explore the book in detail.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students that you will give them a two-minute warning when Book Club groups are ending.
- Explain that they should be ready to share their ideas with the whole class.

**WEEKLY FOCUS** Over the course of Book Club, groups will discuss the book multiple times, focusing on different aspects of the book.

**Text** Students discuss the text of the book. What do the words on the page tell them?

**Images** Students study the book's illustrations. How do they support the author's ideas?

**Design** Students examine the design of the book, including the placement of words and pictures. How does the design help them to enjoy the book?

### GUIDE BOOK CLUB

If students need help getting started in their conversations, try these talking points to guide conversation along one of the weekly focuses.




- Which words are most important in this book?
- Which picture makes you curious? Why?
- What colors are used on the pages?





CHOOSE YOUR

BOOK

- Telling Stories* by Angela Johnson
- Mrs. Chicken and the Hungry Crocodile* by Won-Ldy Paye and Margaret H. Lippert 
- We Are in a Book!* by Mo Willems
- The Bremen-town Musicians* by Ruth Belov Gross 
- Lola Loves Stories* by Anna McQuinn
- The Mitten* by Jan Brett 

# Book Support

After the groups complete their discussions, bring them back together as a class to talk about their ideas. Record the groups' Noticings, Connections, and Wonderings in the Discussion Chart, adding to it on each Book Club day.

Noticings	Connections	Wonderings

**Noticings** Students should focus on what they observe in the text, images, and design.

**Connections** Students should look for connections between the text, illustrations, and design, and their own experiences at home, in school, or elsewhere.

**Wonderings** Students should consider what puzzles them, surprises them, or makes them want to know more based on the text, illustrations, and design.

Talk about each Book Club's ideas when the whole class comes together.



# BOOK CLUB

## OBJECTIVES

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

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

## MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Telling Stories*. For Weeks 4–5, you can use a book from the list provided or a book of your choice. On pp. T468–T479 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## Telling Stories

**BOOK CLUB ROUTINE** Book Club will meet twice each week, during Small Group time. On each Book Club day, students will meet in groups and talk about the book. They will focus on different elements from week to week.

**WEEKLY FOCUS** Over the course of Book Club, groups will focus on different aspects of the book.

**Week 1: Text** Students discuss the text of the book. What do they learn from the words on the page?

**Week 2: Pictures** Students discuss the book’s illustrations. How do the images contribute to the book’s theme and the author’s message?

**Week 3: Design** Students discuss the layout of the book, including the visual relationship between words and pictures, the size of the text, and other features that differentiate this book from others. What special design elements set this book apart?

**TEACHER’S ROLE** Because Book Club is a time for students to develop a love for reading, the teacher’s role should be minimal and unobtrusive. Rather than leading discussion, work on guiding it, offering only the encouragement students need to speak and listen cooperatively.



### EXPERT’S VIEW Frank Serafini, Arizona State University

“The role of the teacher in a Book Club is first to be a listener and second to be a facilitator. We need to pay close attention to what children are talking about and learn how to “up the ante” on the discussion. Most importantly, our role is to call attention to elements in the text that children won’t notice on their own. Think of yourself as a literary docent—pointing out the wonders of each new book.”

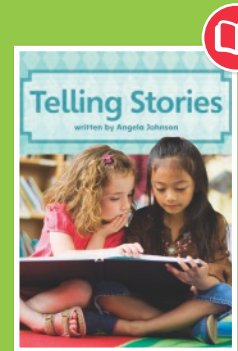
See [SavasRealize.com](http://SavasRealize.com) for more professional development on research-based best practices.





## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

- Telling Stories by Angela Johnson**
- Mrs. Chicken and the Hungry Crocodile by Won-Ldy Paye and Margaret H. Lippert**
- We Are in a Book! by Mo Willems**
- The Bremen-town Musicians by Ruth Belov Gross**
- Lola Loves Stories by Anna McQuinn**
- The Mitten by Jan Brett**

## Discussion Charts

As students discuss the text, pictures, and design, record their ideas on a Discussion Chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students note what catches their attention in the book.
- **Connections** encourages students to connect the book to their own lives.
- **Wonderings** allows students to share any questions that remain after hearing and observing the book.

Noticings	Connections	Wonderings

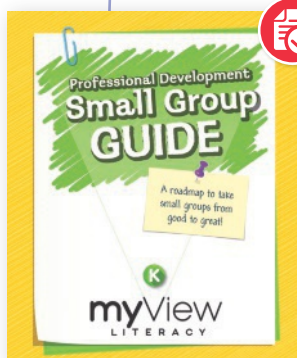
**COLLABORATION** Each session of Book Club includes reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Continue a conversation through multiple exchanges.

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

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

## Week 1

### Launch *Telling Stories*

**INTRODUCE** Remind students that Book Club is a time to enjoy books. They will listen to *Telling Stories* as it is read aloud.

**READ ALOUD** Tell students to listen closely as you read aloud from *Telling Stories*. Then they will meet with their Book Club group to talk about what was read. Today they will focus on understanding and exploring the words in the book.

**CONNECT TO THE THEME** Tell students that *Telling Stories* connects both to the unit theme, Tell Me a Story, and to the Essential Question for the unit: *Why do we like stories?* As a class, discuss how the book relates to both.

**COMPARE TO THE SPOTLIGHT GENRE** Point out that the genre for this unit is traditional stories. Those stories are made-up tales that feature characters and plots. Explain that *Telling Stories* is an informational text. It gives facts and details about the history of telling stories.

- The purpose of the book is to give information about telling stories.
- *Telling Stories* has facts about the different ways in which people have told stories through the ages.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students that you will alert them when they have two minutes left to talk in Book Club.
- Explain that they should be ready to share their ideas with the whole class.





## CHOOSE YOUR

## BOOK

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 ***Mrs. Chicken and the Hungry Crocodile* by Won-Ldy Paye and Margaret H. Lippert**
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 ***The Mitten* by Jan Brett**

## Focus on Text: Noticings

## Session 1

## GUIDE BOOK CLUB

Have students discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the text:

- I noticed that long ago, many stories had songs, music, and dance.
- What did actors once wear to act out stories?
- What did people write on before they had paper?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?



**COLLABORATION** Tell students that we talk about books to share ideas with one another. Students should listen carefully and build on the ideas of others. Offer sentence stems such as these as examples of how students might present agreements and disagreements. **SEL**

- I especially liked it when you said \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others, using agreed-upon rules for discussion, including taking turns.

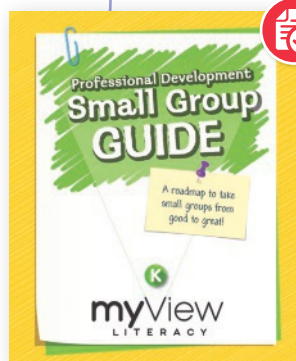
Describe personal connections to a variety of sources.

## Week 1

### Focus on Text

Today students will continue their exploration of the text of *Telling Stories*. They will listen closely during Read Aloud time. They will explore the text further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 1 by having students take turns retelling some things they learned from *Telling Stories*, and discussing the noticings that 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

Give students time to discuss the book in their groups. If students have trouble getting started, offer a question or observation to get them talking about their connections and wonderings about the text.

- I once saw a concert on an outdoor stage.
- Do you wonder how long it took to write a whole book by hand?

Reconvene the class and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow a few members of each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

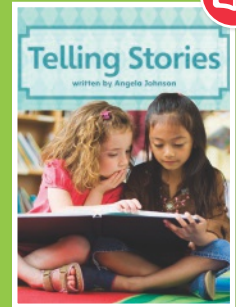
**COLLABORATION** Remind students of the importance of not interrupting when someone else is speaking. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Is it my turn to speak?
- Has everyone had a turn?
- Am I using good listening skills?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

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- We Are in a Book! by Mo Willems**
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- Lola Loves Stories by Anna McQuinn**
- The Mitten by Jan Brett**

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

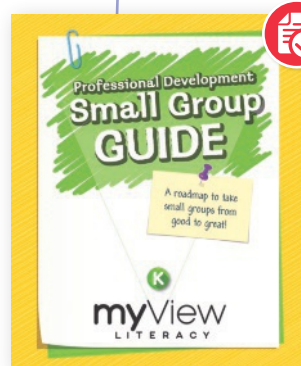
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## Week 2

### Focus on Pictures

Today students will focus on understanding how the drawings and photographs in *Telling Stories* add information. They will pay close attention to the pictures during Read Aloud time. They will explore the pictures further in their Book Clubs using the Discussion Chart, focusing today on their noticings.

**RETELL** Review the reading and discussion from Session 2 by having students take turns retelling what they found most surprising about *Telling Stories*, and discussing the connections and wonderings students shared. Display the Connections and Wonderings Chart from Session 2 as you enter into the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

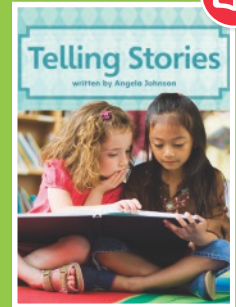
- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.





## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

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Angela Johnson*****Mrs. Chicken  
and the Hungry  
Crocodile* by  
Won-Ldy Paye and  
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Jan Brett**

## Noticings

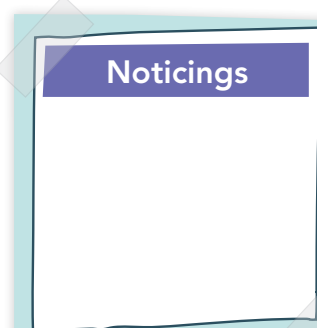
## Session 3

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. To jumpstart discussion, you might begin with a question or observation of your own about potential noticings from the images.

- What do you notice about the masks on p. 7?
- I notice that the photographs on p. 15 show many different ways of watching movies.

Bring the class back together and display the Discussion Chart. Tell students that today they will add to the Noticings column. Have each Book Club share something they noticed about the photographs.



**COLLABORATION** Remind students to pay attention to the topic of the discussion. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- Do I have something different to say?
- Does my idea add something useful?
- Am I staying on track and talking about what I notice in the pictures?

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the pictures in *Telling Stories* help to add facts and information. Students will observe the pictures closely during Read Aloud time. They will explore the pictures further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 3 by having students take turns retelling what they saw in the pictures in *Telling Stories*, and discussing the noticings that students shared. Display the Noticings Chart from Session 3 as you start today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.





# Connections & Wonderings

## Session 4

### GUIDE BOOK CLUB

Let students discuss the book in their groups. If group conversation stalls, introduce a question or observation to get students talking about their connections and wonderings about the pictures.

- At camp, we once sat in a circle and told stories aloud like the people in this picture.
- I wonder why that radio is so large.

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Connections and Wonderings columns. Allow volunteers from each Book Club to share something they connected to and something they wondered about from the pictures.

Connections	Wonderings

**COLLABORATION** Remind students that speaking clearly helps listeners understand what you say. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I mumbling or am I speaking clearly?
- Are my ideas presented in a clear order?
- Do my classmates understand me?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

- Telling Stories by Angela Johnson**
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- We Are in a Book! by Mo Willems**
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# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

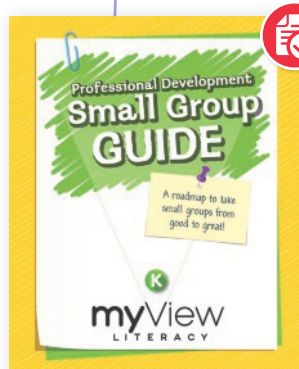
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will focus on understanding how their enjoyment of *Telling Stories* is aided by the book's design, the size of words, the colors chosen, and so on. They will pay close attention to the design during Read Aloud time. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their noticings.

**RETELL** Review the reading and discussion from Session 4 by having students describe their favorite pictures from *Telling Stories* and discussing the connections and wonderings that students shared. Display the Connections and Wonderings Chart from Session 4 as you start today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

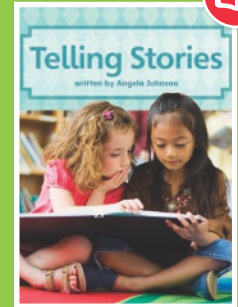
- Book Club roles and responsibilities.
- Book Club routines.
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## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

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and the Hungry  
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## Noticings

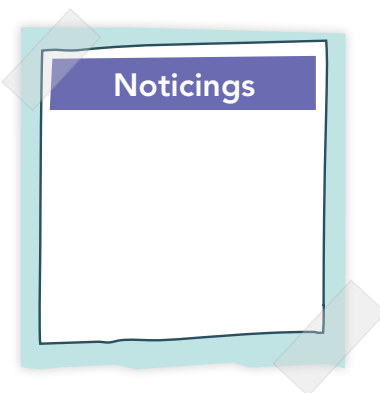
## Session 5

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty deciding what to say, offer a question or observation to get them talking about their noticings about the design of the book.

- I notice that the pictures look as though they have frames or tabs holding them in place on the page.
- Did you notice the background color on the pages?

Reconvene the class. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the design.



**COLLABORATION** Remind students that they may respond to something another group member says. **SEL**

As students share their noticings, ask them to keep these points in mind:

- What is a polite way to join the conversation?
- Do I agree or disagree with that idea?
- What should I do if I don't understand?

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will continue to focus on understanding how the design of *Telling Stories* adds to a reader's enjoyment of the book. They will observe the design closely during Read Aloud time. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design of *Telling Stories*. Display the Noticings Chart from Session 5 as you begin today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.





# Connections & Wonderings

## Session 6

### GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If you need to spur conversation, introduce a question or observation to get students talking about their connections and wonderings about the design.

- My family photo albums have tabs like those on the photos in the book.
- I wonder why the words below the pictures are all in boxes.

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

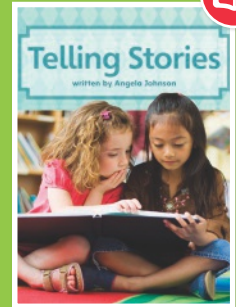
**COLLABORATION** Encourage participation by reminding students that all members of a Book Club have something worth sharing. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Can I encourage a classmate to share his or her ideas?
- Do I have something interesting to add?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

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# Picture Dictionary

## OBJECTIVES

Use a resource such as a picture dictionary or digital resource to find words.

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

---

## How to Use a Picture Dictionary

### Minilesson

**FOCUS ON STRATEGIES** A picture dictionary uses photographs and illustrations to show the meanings of words. The words may be arranged by topic. Students should:

- Read each word.
- Use the pictures to figure out the meanings of the words.
- Think about how the words are alike to understand the topic.

**MODEL AND PRACTICE** Have students turn to p. 228 in the *Student Interactive*. Read the word *run* aloud and have students repeat the word. Say: *The word **run** is the word we are learning. Next to the word **run** is a picture of a gingerbread man running. This picture shows the meaning of the word.* Explain that the words and pictures in the picture dictionary are organized by a topic, or a group of similar words. This will help students know what kinds of words they will find.

Read aloud the topic on p. 229 and the words in the picture dictionary. Say: *These words are all actions. Every word and picture show something you can do.* Reread each word and have students talk about the meaning using the picture for the word. Ask: *What are some actions you can do?* Have students identify each action word and use it in a sentence to tell about something they can do.

## ASSESS UNDERSTANDING

### Apply


**My TURN** Have students complete the activity on p. 228 in the *Student Interactive*. If more time is available, have students continue to draw pictures for other words in the picture dictionary.

STUDENT INTERACTIVE, pp. 228–229

**PICTURE DICTIONARY INSTRUCTION**

**How to Use a Picture Dictionary**

This is a picture of the word.



This is the word you are learning.

run

**MY TURN** Draw


**Directions** Remind students that they can use a picture dictionary to find words. Say: The topic of this picture dictionary is **actions**. Listen as I read the words. Use the pictures to help you understand the meanings of the words. Have students identify the word *carry* and use it in a sentence. Then have them draw a picture that shows the meaning of the word.

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**PICTURE DICTIONARY**


**Actions**




hide




pull



carry



climb



eat

229

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# Glossary

## OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

---

## How to Use a Glossary

### Minilesson

**FOCUS ON STRATEGIES** A glossary lists vocabulary words from a book and their definitions. This glossary includes words from the unit. When looking for a word in the glossary, students should:

- Identify the first letter in the word.
- Use the green letters to locate the correct section of the glossary.
- Look at the blue words in the section to find the word.

**MODEL AND PRACTICE** Have students turn to p. 230 in the *Student Interactive*. Read the word *fast* aloud. Say: *The word **fast** begins with the letter **f**. The glossary organizes words in alphabetical, or ABC, order. I know I will find the word **fast** by the green letters **Ff**.* Reread the word *fast*. Then read the definition. Say: *This sentence tells the meaning of the word **fast**. What is the meaning of **fast**? (move quickly)*

Write the word *octopus* on the board and guide students to find the word in the glossary. Ask: *What letter does the word **octopus** begin with?* Students should say *o*. Have students find the green letters *Oo* and then the word *octopus*. Read aloud the word and sentence. Repeat with other words until students show understanding of how to find words and their meanings.




## ASSESS UNDERSTANDING

### Apply

**My TURN** Have students complete the activity on p. 230 in the *Student Interactive*.

### STUDENT INTERACTIVE, p. 230

**GLOSSARY INSTRUCTION** 


### How to Use a Glossary

**Ff** **fast** Something that is **fast** moves quickly.

**The word is in dark type.**

**All words that begin with the letter F will be after Ff.**

**This sentence will help you understand what the word means.**


 **MY TURN** Draw

**230** **Directions** Tell students they can use a glossary to help them find the meanings of words they do not know. The words in a glossary are in alphabetical order. Have students find the word *castle* and draw a picture to show the meaning of the word.

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# UNIT 3 GLOSSARY

STUDENT INTERACTIVE, p. 231

GLOSSARY 

**Aa** **adventure** An **adventure** is an unusual or exciting experience.

**Bb** **baking** Someone who is **baking** is cooking something in an oven.

**Cc** **castle** A **castle** is a large stone building with thick walls and towers. 


**catch** When you **catch**, you grab a moving object.

**character** A **character** is a person or animal in a story.

231

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STUDENT INTERACTIVE, p. 232

GLOSSARY 

**choose** When you **choose**, you pick out someone or something.

**creatures** **Creatures** are people or animals.

**Dd** **down** When you go **down**, you move to a lower place.


**Ee** **explain** When you **explain**, you tell about something so people understand it.

**explorer** An **explorer** is someone who travels to discover new things.

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STUDENT INTERACTIVE, p. 233

GLOSSARY 

**Ff** **fast** Something that is **fast** moves quickly.

**Gg** **gobbled** If you **gobbled** something, you ate it quickly.

**great** Something that is **great** is very big.

**Jj** **jellyfish** A **jellyfish** is a sea animal with tentacles and a soft, umbrella-shaped body. 

233

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STUDENT INTERACTIVE, p. 234

GLOSSARY 

**jumped** If you **jumped**, you threw yourself up into the air using your legs.

**Kk** **king** A **king** is a man who rules a country and its people. 

**Ll** **leopard** A **leopard** is a large cat with black spots.

**lion** A **lion** is a large cat that sometimes has a mane. 

234

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Read  
Together

**Mm** **meaning** A **meaning** is what a word, phrase, or sentence means.

**Oo** **octopus** An **octopus** is a sea animal with a soft body and eight arms.



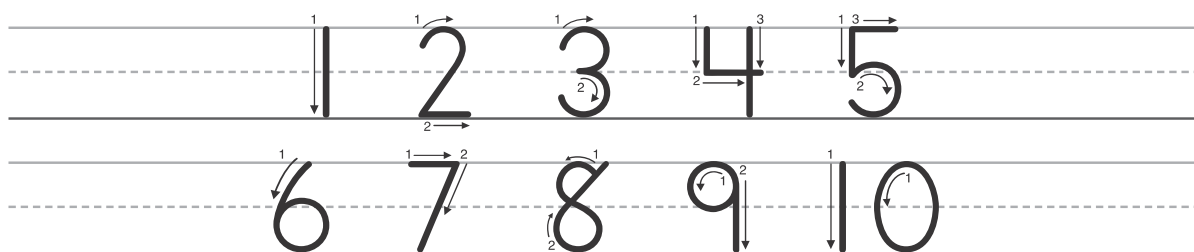
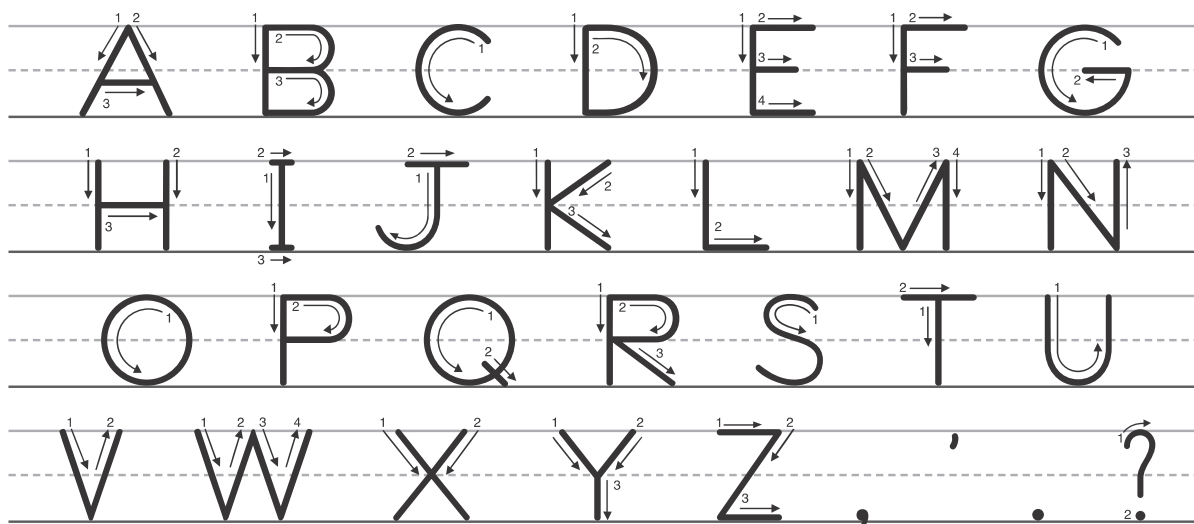
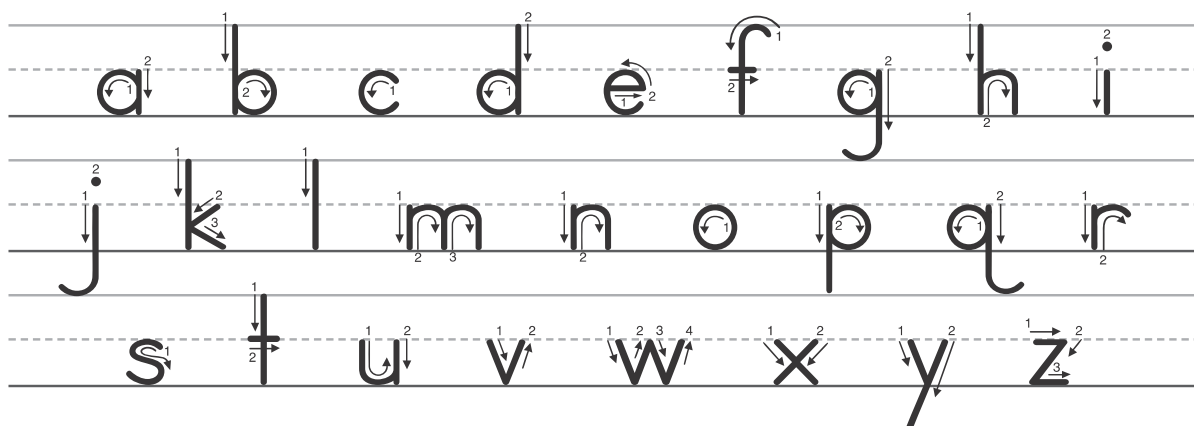
**Pp** **pretend** When you **pretend**, you make believe something for fun.

**Ss** **soon** Something that will happen **soon** is happening in a short time.

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# Handwriting Model

## Manuscript Alphabet





# Handwriting Model

## D'Nealian™ Alphabet

a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

## CREDITS

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#### Illustrations

**12, 17, 21, 22–23** Laura Zarrin; **14–15** Michael Slack; **29, 69, 96–97, 189** Tim Johnson; **31–41, 42, 44** Dream Chen; **54–55** Rob McClurkan; **61, 63–65** Juliana Motzko; **71–76, 89–90** Victoria Assanelli; **78–86, 89–90** Bernadette Pons; **98–99** Lee Cosgrove; **105, 107–109** Alyssa Bermudez; **113** Ken Bowser; **115–123** Hector Borlasca; **136–137** André Jolicoeur; **141** Erin Taylor; **143, 145–147** Morgan Huff; **151** Chris Vallo; **153–162, 166** Tracy Bishop; **174–175** Amit Tayal; **181, 183–185** Beatrice Costamanga; **191–200, 222, 224** Jamie Tablason; **215, 217–219** Laura Zarrin; **220–221** Denis Alenti; **223** Rob Schuster; **228–229** Jenny B. Harris



# TEXT COMPLEXITY CHARTS

## How Anansi Got His Stories

By Ibi Zobo  
Genre: Folktale

### Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Understanding plot and theme
- Knowledge Demands: Folktales

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: **360L**      Average Sentence Length: **5.458**      Word Frequency: **3.469**      Word Count: **131**

#### Complexity Level

##### Levels of Meaning



Simple      Very Complex

##### Text Structure



Simple      Very Complex

##### Language Conventinality and Clarity



Simple      Very Complex

##### Knowledge Demands



Simple      Very Complex

#### Qualitative Measures

The main idea of the story is **explicitly stated** in the title and on the second page: *"I will do anything for your stories," Anansi said.* Students **may need support** to understand how Anansi tricks the lion and the leopard.

The text uses a **simple sequence of events** to explain how Anansi got his stories. The **repetitive dialogue patterns** help show the parallel between the lion and leopard characters and the way Anansi tricks them both.

Simple identification of which characters are speaking makes the story **easy to follow**. The use of *"Hmm..."* as dialogue and thought helps the reader understand that Anansi is thinking of a trick. *He made a plan* helps clarify the text and story.

Although students can enjoy the **simple text**, a **familiarity** with other Anansi stories or other folktales that include trickster characters will enhance understanding. Students **may need support** to understand some of the characteristics of the folktale genre, such as lessons learned by the characters, as well as key traits of a trickster character, such as cleverness.

### Reader and Task Considerations

#### English Language Learners

**Language** Help students differentiate between the illustrations of the lion and the leopard in the story. To reinforce the difference, show students photos of real lions and leopards. Have students complete the **sentence frames**:

- A \_\_\_\_\_ may have a mane.
- A \_\_\_\_\_ may have spots.

#### Intervention

**Knowledge Demands** Read another folktale with a trickster character to students. Then **ask**:

- **What characters are in this story?**
- **Which character is a trickster, or a clever person or animal who tricks others?**
- **Did the trickster learn a lesson?**
- **What did other characters learn?**

#### On Level/Advanced

**Meaning** Use a **web graphic organizer** to record what students think about stories. **Ask**:

- **Why do people tell stories?**
- **What do you like about stories?**
- **What are some stories you know?**



**The Gingerbread Man**  
By Pleasant DeSpain  
Genre: Fairy Tale

Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Comparing and contrasting stories
- Knowledge Demands: Understanding fairy tales

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **340L**      Average Sentence Length: **4.769**      Word Frequency: **3.275**      Word Count: **62**

Complexity Level

Qualitative Measures

Levels of Meaning



The theme is **implied but easy to identify**. Students may need some support to understand the ending of the story (the fox tricks the gingerbread man and eats him). This story functions as a paired text with “The Story of Cornbread Man.”

Text Structure



This fairy tale is **clear, explicit**, and organized in **chronological order**. The illustrations clarify the events and help students identify the characters. The frequent use of dialogue may require clarification to ensure students understand who is speaking on each page.

Language Conventionalty and Clarity



The language is **simple**, using vocabulary that students may already be comfortable with. The dialogue is **contemporary and familiar** and should help students understand the playful mood of the story: “Ha-ha, he-he! You can’t catch me!”

Knowledge Demands



The story retells a classic tale, but students **do not need to be familiar** with it to understand the text. **Most students will understand** the fictional, fantasy environment of the story, with the gingerbread man coming to life and the dialogue between the gingerbread man and the fox.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

**Knowledge Demands** Explain that fairy tales can include events that could not happen in real life. Create a **web graphic organizer** to record what students know about fairy tales. Provide **sentence frames**:

- \_\_\_\_\_ is a fairy tale.
- Fairy tales are \_\_\_\_\_.

**Structure** To prepare students to read and understand the text, preview the illustrations. Help students complete a **sequence graphic organizer** by predicting the events that will happen. Have students use **sequence signal words**:

- **First**, \_\_\_\_\_.
- **Next**, \_\_\_\_\_.
- **Then**, \_\_\_\_\_.

**Meaning Say:** *This is a fairy tale story. We can tell because the characters do things that cannot happen in real life. Why is the gingerbread man a fairy tale character?*

- Discuss the difference between real and make-believe characters.
- Focus on the first page of the story, in which the woman is baking the gingerbread man.

# TEXT COMPLEXITY CHARTS

**The Story of  
Cornbread Man**  
By Joseph Bruchac  
Genre: Fairy Tale

### Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Comparing and contrasting stories
- Language: Pronoun use and dialogue

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: 260L

Average Sentence Length: 4.65

Word Frequency: 3.632

Word Count: 93

### Complexity Level

#### Levels of Meaning



Simple

Very Complex

#### Text Structure



Simple

Very Complex

#### Language Conventuality and Clarity



Simple

Very Complex

#### Knowledge Demands



Simple

Very Complex

### Qualitative Measures

Connections between this text and “The Gingerbread Man” are **clear** and **mostly easy to identify**. Students may need to be told that the fox in the original story tricks the gingerbread man, but the cornbread man in the paired text is the one that tricks the coyote.

A **simple story structure** (beginning, middle, and end) is clear for this complexity band. The illustrations **directly support** an understanding of the text by showing characters, settings, and events in the story.

Language is **conversational** and **straightforward**. **Simple sentence structures** are used throughout. Use of pronouns may need to be clarified, especially within dialogue: “*Take me across,*” said *Cornbread Man*. “*Climb on my head,*” said *Coyote*.

Text refers to **familiar** situations that many students will relate to, such as family members cooking food at home. **Background knowledge** of desert or southwest settings, while not necessary for comprehending the story, can enhance understanding.

### Reader and Task Considerations

#### English Language Learners

**Language** Help students understand the vocabulary in the text by pointing to illustrations that show the words *baking* and *jumped*. Encourage students to use each word in a **sentence frame** related to the story:

- Grandma was baking \_\_\_\_\_.
- The \_\_\_\_\_ jumped \_\_\_\_\_.

#### Intervention

**Meaning** Remind students of fairy tales they have read or may know, such as “The Gingerbread Man” and “Cinderella.” Ask them to describe characters and events in the stories. Based on their responses, **list** common characteristics of fairy tales (such as animals that act like people and events that could not happen in real life) on the board.

#### On Level/Advanced

**Knowledge Demands** Show students illustrations of the desert setting in the text. Create a **web graphic organizer** to record what they know about the desert. **Ask:**

- What is the weather like?
- What plants grow?
- What animals live there?

**Poetry Collection**

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

- Text Structure: Rhythm and rhyming lines
- Knowledge Demands: Nursery rhymes

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><b>Levels of Meaning</b></p> <p>Simple Very Complex</p>	<p>The poems in the collection have a <b>single, literal meaning</b>. The <b>themes</b> are simple and easy to identify. The three poems in the collection are connected by their use of similar themes, rhyme schemes, and simple situations.</p>
<p><b>Text Structure</b></p> <p>Simple Very Complex</p>	<p>The poems are short and <b>easy to follow</b>. Each has a <b>regular rhythm and rhyme scheme</b>, typically with consecutive lines rhyming: <i>Duck looks up and sees the moon. / "I can fly fast and be there soon."</i> Illustrations <b>directly support</b> the meaning of the poems; for example, a picture accompanying the line "<i>Duck meets the moon in the lake</i>" shows the duck flying into the moon's reflection in the water.</p>
<p><b>Language Conventionalty and Clarity</b></p> <p>Simple Very Complex</p>	<p>The language of the poems is mostly <b>familiar</b> and <b>literal</b>. Sentences are <b>simple</b>, with a few exclamations or incomplete sentences: <i>Hickory, dickory, dock; Splash!</i> Students may need support to understand the contraction <i>couldn't</i> and the possessive word <i>king's</i>.</p>
<p><b>Knowledge Demands</b></p> <p>Simple Very Complex</p>	<p>Some students may already be <b>familiar</b> with the nursery rhymes of "Humpty Dumpty" and "Hickory, Dickory, Dock." They may need support to understand terms or concepts such as the grandfather clock in "Hickory, Dickory, Dock" and the king's men in "Humpty Dumpty."</p>

**Reader and Task Considerations**

English Language Learners	Intervention	On Level /Advanced
<p><b>Language</b> Explain that when words rhyme, they have the same sound at the end. Read the first two lines of "Humpty Dumpty."</p> <ul style="list-style-type: none"> <li>• Ask students to name the two words that rhyme (<i>wall, fall</i>).</li> <li>• Say several other words, such as <i>ball, make, call, and fun</i>.</li> <li>• Have students raise their hands when they hear words that rhyme with <i>wall</i> and <i>fall</i>.</li> </ul>	<p><b>Knowledge Demands</b> Tell students that nursery rhymes are poems for children that people have read for a long time. Preview the illustrations for "Humpty Dumpty" and "Hickory, Dickory, Dock." Point out parts of each picture and ask students to identify what they see. Explain that the grandfather clock is an old type of clock that makes noise at the start of each hour, and the men in uniforms are knights who protect and work for a king.</p>	<p><b>Structure Say:</b> <i>Poems have rhythm. They have a pattern of sounds, or beats.</i> Read the first lines of "Duck Meets the Moon." Emphasize the stressed syllables: <i>Duck looks up and sees the moon.</i> Then, read the second line aloud.</p> <ul style="list-style-type: none"> <li>• Have students listen for the beats in the line.</li> <li>• Say the line again. Have students repeat it after you, and clap when they hear the beats.</li> <li>• Ask how rhythm makes poems different from stories.</li> </ul>



# TEXT COMPLEXITY CHARTS

**The Best Story**

By Debbie O'Brien

Genre: Fiction

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade K complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Vocabulary related to reading different types of books (fantasy, adventure, animal stories)
- Knowledge Demands: Thought bubbles and imagination sequences

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **360L**

Average Sentence Length: **7.3**

Word Frequency: **3.771**

Word Count: **73**

**Complexity Level**

**Qualitative Measures**

**Levels of Meaning**



Simple

Very Complex

The author's purpose is **implicitly stated** through examples of books students display and discuss at the library. Students may need assistance **making the connection** between the title and the idea that everyone has his or her own opinion about what the best story is.

**Text Structure**



Simple

Very Complex

The **repeating dialogue**, which includes the vocabulary word *pretend*, emphasizes the main idea of the story: "I like adventure stories best," said Kate. "I pretend to be a brave explorer," she said. "I like animal stories best ..." "I like fairy tales best ..."

**Language Conventinality and Clarity**



Simple

Very Complex

The language is **simple** but includes mostly dialogue. Students may need some support to use illustrations to help them determine who is speaking and to help clarify **vocabulary words** such as *pretend*, *castle*, and *explorer*.

**Knowledge Demands**



Simple

Very Complex

The situations shown in the book should be **familiar** to most students. Some students may be unfamiliar with the use of **thought bubbles** to indicate a character's thought process or visualizations. They may need to have the library **story setting** and **imagined book settings** pointed out to them.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Preteach the vocabulary word *explorer* using a web graphic organizer. Explain that students can sometimes find the meaning of new words using words they already know. Add related words, such as *explore* and *exploring*, around the web. Explain what they mean and have students repeat the words after you.

**Meaning** Talk to students about different kinds of stories.

- Ask students to name or describe kinds of stories they have read.
- As they respond, write a **list** of the kinds of stories.
- Ask students which kind of story is their favorite.

**Knowledge Demands** Show students a picture of a thought bubble from the book. **Say:** *This story uses thought bubbles. What does a thought bubble show?*

- Have students **draw** a picture of themselves in the classroom, with a thought bubble showing them doing something else.
- Ask them to explain what they drew.



**Mosni Can Help**

By Ruth Chan

Genre: Myth

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade K complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Understanding animal traits and nature

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: 190L

Average Sentence Length: 3.9

Word Frequency: 3.33

Word Count: 78

**Complexity Level**

**Qualitative Measures**

**Levels of Meaning**



The meaning of the story is **simple** and **clear**. The theme of being brave in order to help accomplish something, despite challenges, is **easy to understand**.

**Text Structure**



The structure of the story is **clear**, with events described in **chronological order**. The **repeating dialogue** is a familiar convention that will help students understand the plot and characters: “Can you help?” asks Hant Caai. “No,” says the whale.... “No,” says the octopus.... “No,” says the jellyfish.

**Language Conventionalty and Clarity**



The language is **simple** and **familiar**. Illustrations help clarify **vocabulary** of sea creature names. Students may benefit from stopping periodically to **question** why the sea creatures cannot help make a beach.

**Knowledge Demands**



Understanding the myth requires some **prior knowledge** about sea turtles and the adaptations that cause them to go on land to lay eggs, unlike the whale, jellyfish, and octopus. Students may need help identifying Hant Caai as a creator, or a supernatural character. Students may need to be introduced to the **characteristics of a myth** to gain a full understanding of the tale.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language Vocabulary** Use the **Preview Vocabulary** page to confirm that students know the difference between the animals in the story. Ask them to point to an *octopus* and *jellyfish* in the story. Then, have them tell why the word *creatures* can be used for all of the animals. Have them use the **sentence frames**:

- One type of creature is \_\_\_\_\_.
- Another type of creature is \_\_\_\_\_.

**Meaning** Tell students they will read a story about a character who helps solve a problem. Have them name other stories in which characters work together. **Ask:**

- **What problem do the characters solve?**
- **How do they work together to solve the problem?**

**Knowledge Demands** Point out Mexico on a map. **Say:** *This story is a myth that comes from Mexico. People told myths long ago before we understood things about nature.*

- Have students point to Mexico on the map and note where Mexico is in relation to where students are.

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>FOUNDATIONAL SKILLS</b>						
<b>Print Concepts</b>						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
<b>Phonological Awareness</b>						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
<b>Phonics</b>						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
<b>High-Frequency Words</b>						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
<b>Fluency</b>						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
<b>Key Ideas and Details</b>						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Analysis</b>						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
<b>Response to Sources</b>							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	



SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	<b>VOCABULARY ACQUISITION</b>						
	<b>High-Frequency Words</b>						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	<b>Word Study</b>						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
Understand adages and proverbs						•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Learning Strategies</b>						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Spelling (cont.)</b>						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
<b>Grammar and Usage</b>						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
<b>Capitalization and Punctuation</b>						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•	
Edit drafts for the conventions of standard English	•	•	•	•	•	•	
Publish written work for audiences	•	•	•	•	•	•	
<b>Genre Immersion: Modes and Products</b>							
Write in a variety of modes							
• Informative or explanatory	•	•	•	•	•	•	
• Narrative	•	•	•	•	•	•	
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	



SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	<b>SPEAKING</b>						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	<b>LISTENING</b>						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	<b>COLLABORATION</b>						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	<b>RESEARCH SKILLS AND PROCESS</b>						
	<b>Conduct Short Research Projects</b>						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
<b>Identify and Gather Information</b>							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	<b>Author's Craft and Structure</b>						
Identify the author's purpose and craft	•	•	•	•	•	•	



## A

### Academic vocabulary

integrate/integration, **U1**:T66, T104, T114, T122, T160, T170, T178, T216, T234, T272, T282, T290; **U2**:T48, T58, T66, T104, T114, T122, T160, T170, T178, T216, T226, T272, T282; **U3**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T224, T234, T298; **U4**:T48, T58, T66, T104, T114, T122, T160, T177, T216, T226, T234, T282, T290; **U5**:T48, T56, T62, T100, T108, T114, T152, T160, T166, T218, T224, T262, T270, T276

language of ideas, **U1**:T20, T48, T58, T76, T132, T188, T226, T244; **U2**:T20, T76, T132, T188, T244; **U3**:T20, T78, T140, T196, T252, T290; **U4**:T20, T76, T132, T188, T244; **U5**:T20, T72, T124, T176, T210, T234

Word Wall, **U1**:T12; **U2**:T10; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

**Accuracy.** See Fluency, reading

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U2**:T36, T331, T355, T311, T388–T389, T392, **U5**:T389

articles, **U2**:T314–T315, T318–T319, T322–T323, T335, T338–T339, T342–T343, T346–T347; **U3**:T396–T397, T400

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Anchor chart, U1**:T24, T80, T136, T192, T248; **U2**:T24, T80, T136, T192, T248; **U3**:T24, T82, T144, T200, T256; **U4**:T24, T80, T136, T192, T248; **U5**:T24, T76, T128, T180, T238

**Articles.** See Adjectives, articles

### Assess and Differentiate

Quick Check, **U1**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257, T265, T273, T279, T283, T291, T429, T435; **U2**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T257, T249, T265, T273, T279, T283, T291, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T437, T443; **U4**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257,

T265, T273, T279, T283, T291, T431, T437; **U5**:T25, T33, T41, T49, T57, T63, T77, T85, T93, T101, T109, T115, T129, T137, T145, T153, T161, T167, T181, T189, T203, T211, T219, T225, T239, T247, T255, T263, T271, T277, T417

Small Group, **U1**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T218–T221, T228–T229, T236–T239, T244–T245, T260–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T28–T31, T42–T45, T52–T53, T58–T59, T64–T65, T80–T83, T94–T97, T104–T105, T110–T111, T116–T117, T132–T135, T146–T149, T156–T157, T162–T163, T168–T169, T184–T187, T204–T207, T214–T215, T220–T221, T226–T227, T242–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419

Independent/Collaborative, **U1**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U2**:T31, T43, T45, T53, T60–T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U3**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T219, T221, T229, T237, T239, T245, T263, T275, T277, T285, T293, T295, T301, T439, T445; **U4**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T433, T441; **U5**:T31, T43, T45, T53, T59, T65, T83, T95, T97, T105, T111, T117, T135, T147, T149, T157, T163,



T169, T187, T205, T207, T215, T221, T227, T245, T257, T259, T267, T273, T279, T419

Book Club, **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279

Conferring, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Decodable Book, **U1**:T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T95, T147, T205, T257, T419

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Independent Reading, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Letter Recognition Unit, **U1**:T43

Leveled Readers, **U1**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U2**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U3**:T29, T31, T47, T55, T65, T71, T87, T89, T109, T117, T127, T133, T149, T151, T165, T173, T183, T189, T205, T207, T221, T229, T239, T245, T261, T263, T277, T285, T295, T301; **U4**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U5**:T29, T31, T45, T53, T59, T65, T81, T83, T97, T105, T111, T117, T133, T135, T149, T157, T163, T169, T185, T187, T207, T215, T221, T227, T243, T245, T259, T267, T273, T279

Literacy Activities, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

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Teacher-Led Options, **U1**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T30–T31, T42–T45, T46–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109,

- T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T30–T31, T44–T47, T54–T55, T62–T65, T70–T71, T88–T89, T106–T109, T116–T117, T124–T127, T132–T133, T150–T151, T162–T165, T172–T173, T180–T183, T188–T189, T206–T207, T218–T221, T228–T229, T236–T239, T244–T245, T262–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T30–T31, T42–T45, T52–T53, T58–T59, T64–T65, T82–T83, T94–T97, T104–T105, T110–T111, T116–T117, T134–T135, T146–T149, T156–T157, T162–T163, T168–T169, T186–T187, T204–T207, T214–T215, T220–T221, T226–T227, T244–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419
- Fluency, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272
- Intervention Activity, **U1**:T30, T42, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T173, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U2**:T30, T42, T44, T46, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T175, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U3**:T30, T44, T46, T54, T62, T64, T70, T88, T106, T108, T116, T124, T126, T132, T150, T162, T164, T172, T180, T182, T188, T206, T218, T220, T228, T236, T238, T244, T262, T274, T276, T284, T292, T294, T300, T438, T444; **U4**:T30, T42, T44, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T174, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T432, T440; **U5**:T30, T42, T44, T52, T58, T64, T82, T94, T96, T104, T110, T116, T134, T146, T148, T156, T162, T168, T186, T204, T206, T214, T220, T226, T244, T256, T258, T266, T272, T278, T418
- On-Level and Advanced, **U1**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U2**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U3**:T30, T70, T88, T132, T150, T188, T206, T244, T262, T300; **U4**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U5**:T30, T64, T82, T116, T134, T168, T186, T226, T244, T278
- Strategy Group, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278
- ELL Targeted Support, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278. *See also* ELL (English Language Learners)
- Word Work Strategy Group, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180, T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418
- ELL Targeted Support, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180,

T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418

See also ELL (English Language Learners)

Whole Group, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T221, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

### Assessment

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scoring guide/rubric, **U1**:T423; **U2**:T423; **U3**:T431; **U4**:T423; **U5**:T409

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**Author's craft,** **U1**:T205, T218–T219; **U2**:T148; **U3**:T96, T114–T115; **U4**:T151; **U5**:T90, T102–T103

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purpose, **U1**:T148; **U5**:T253, T264–T265

question-and-answer text structure, **U2**:T38, T50–T51

rhyme and rhythm, **U5**:T154–T155

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text evidence, **U1**:T162–T163

text structure, **U3**:T282–T283; **U5**:T195, T201, T212–T213

third-person text, **U2**:T162–T163; **U3**:T226–T227;

**U4**:T162–T163

visualize, **U1**:T37, T39, T50–T51; **U2**:T92, T106–T107, T206, T218–T219; **U3**:T37, T52–T53, T157, T170–T171;

**U4**:T106–T107

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**Author's message.** See Author's purpose

**Author's purpose,** **U1**:T148, T252, T261, T263, T272–T273; **U3**:T204, T213, T215, T224–T225; **U5**:T253, T264–T265. See also Listening, listening comprehension

## B

**Background, build.** See Background knowledge

**Background knowledge,** **U2**:T259; **U3**:T253; **U4**:T90; **U5**:T24

**Base words.** See Word work

**Bilingual children.** See ELL (English Language Learners)

**Book Club,** **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301, T462–T479; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T456–T473; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279, T438–T455

**Book parts.** See Parts of a book

## C

**Capitalization,** **U2**:T380–T381, T384–T385, T404–T405; **U3**:T412–T413; **U4**:T400–T401; **U5**:T37, T297, T301, T305, T309, T317

**Categorize.** See Research/study skills

**Cause and Effect.** See Listening, listening comprehension

**Central idea, of informational text.** See Informational text



**Central message.** See Literary devices/terms

**Characters**

in drama, discuss, **U5**:T242, T251, T253, T262–T263  
 identify and describe, **U1**:T28, T37, T39, T48–T49; **U2**:T140, T149, T160–T161

See also Listening, listening comprehension

**Chart/table.** See Graphic sources, chart/table

**Choral reading.** See Fluency, reading

**Chronology.** See Sequence

**Classify.** See Research/study skills

**Cognates.** See ELL (English Language Learners), language transfer, cognates

**Compare and contrast, U3**:T86, T97, T103, T112–T113; **U5**:T184, T195, T201, T210–T211. See also Listening, listening comprehension

**Compare texts, U1**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U2**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U3**:T29, T68–T69, T87, T92, T98, T130–T131, T149, T186–T187, T205, T242–T243, T261, T298–T299, T432–T433; **U4**:T29, T66–T67, T85, T122–T123, T141, T177–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U5**:T29, T62–T63, T81, T114–T115, T133, T166–T167, T185, T224–T225, T243, T276–T277, T410–T411

**Composition.** See Writing forms/products; Writing mode; Writing traits

**Comprehension strategies/skills.** See Strategies/skills

**Computers, using.** See Technology

**Concepts of print.** See Print awareness

**Conclusions, draw.** See Listening, listening comprehension

**Conferring.** See Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

**Conjunctions.** See Language and conventions

**Connections**

describe, **U4**:T28, T37, T48–T49  
 make, **U1**:T253, T263, T282–T283; **U2**:T141, T151, T170–T171; **U3**:T261, T269, T290–T291  
 text to learning, **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242, T242–T243

See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

**Consonants.** See Phonics/decoding, consonants

**Context clues.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Contrasting.** See Compare and contrast

**Conventions of standard English.** See Language and conventions

**Covers, front and back.** See Parts of a book

**Cross-Curricular Perspectives**

science, **U1**:T38, T204; **U2**:T37, T39, T93, T94, T149, T204, T260, T262, T423; **U3**:T102, T156, T213; **U4**:T148; **U5**:T88, T192, T194, T198, T250, T252, T409

social studies, **U1**:T36, T149, T151, T260; **U3**:T36, T94, T100, T268; **U4**:T38, T92, T204, T207, T260; **U5**:T38, T140, T142

**Cross-text evaluation.** See Compare texts

## D

**Decodable Readers.** See Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

**Decode**

digraphs. See Phonics/decoding, vowels, digraphs

trigraphs. See Phonics/decoding, vowels, trigraphs

words in context. See Phonics/decoding

words in isolation. See Phonics/decoding

words with final consonant blends. See Phonics/decoding, consonant blends, final

words with initial consonant blends. See Phonics/decoding, consonant blends, initial

**Demonstratives.** See Adjectives; Language and Conventions

**Details, identify.** See Main idea, and details

**Dictionary/glossary**

spelling. See Spelling

**Differentiated instruction.** See Assess and Differentiate

**Discussion.** See Listening

**Drama.** See Genres, drama/play

## E

**Electronic information.** See Technology

**ELL (English Language Learners)**

access, **U1**:T56, T112, T168, T138, T224, T194, T280, T438; **U2**:T56, T112, T168, T160, T224, T280, T438; **U3**:T58, T120, T176, T232, T288, T446; **U4**:T56, T112, T90, T168, T224, T280, T438; **U5**:T54, T106, T86, T158, T216, T182, T268, T422



conference support, **U1**:T302, T326, T350, T374, T398;  
**U2**:T302, T326, T350, T374, T398; **U3**:T310, T334, T358,  
T382, T406; **U4**:T302, T326, T350, T374, T398; **U5**:T288,  
T312, T336, T360, T384

language transfer, **U1**:T24, T34, T88, 144, T160, T200, T256,  
T258, T442; **U2**:T32, T34, T40, T88, T144, T200, T256,  
T442; **U3**:T32, T90, T174, T178, T208, T266, T450; **U4**:T32,  
T34, T88, T144, T200, T242, T256, T444; **U5**:T32, T84,  
T136, T188, T246, T420, T426

cognates, **U1**:T10, T22, T78, T82, T134, T190, T246, T250;  
**U2**:T12, T22, T48, T78, T80, T134, T190, T246; **U3**:T12,  
T20, T22, T50, T80, T142, T198, T254, T256; **U4**:T12,  
T20, T22, T48, T78, T134, T190, T246; **U5**:T12, T22, T74,  
T126, T178, T236, T240

directionality, **U5**:T34

first person, **U1**:T106

high-frequency words, **U4**:T434

questions, **U2**:T50

targeted support, **U1**:T21, T66, T443, T447, T451; **U2**:T21,  
T66, T150, T152, T170, T234, T443, T447, T451; **U3**:T144,  
T159, T160, T178, T186, T242, T451, T455, T459; **U4**:T152,  
T177, T445, T449, T453; **U5**:T114, T224, T263, T427, T431,  
T435

academic vocabulary/language, **U1**:T13; **U2**:T13; **U4**:T24;  
**U5**:T13

add details to words and pictures, **U5**:T385

alliteration with the sound /b/, **U1**:T243

analyze informational writing, **U4**:T447

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apply compose questions, **U5**:T313

apply details, **U2**:T327

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asking and answering questions, **U1**:T114, T375; **U2**:T114

asking for clarification, **U5**:T179

asking questions, **U4**:T160, T282

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background knowledge, **U2**:T259; **U3**:T253; **U5**:T24

beginning and ending sounds, **U2**:T200

building background, **U1**:T247; **U2**:T135

capitalization, **U5**:T301, T317

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composing an ending, **U3**:T359

composing an introduction and conclusion, **U5**:T337

composing answers, **U5**:T313

composing questions, **U5**:T313

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edit for punctuation marks, **U3**:T407

edit for singular and plural nouns, **U2**:T375

edit for spelling, **U5**:T385

edit for subject-verb agreement, **U2**:T379

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- initial and final blends, **U2:T222**
- initial and final letters and sounds, **U1:T54**
- initial sounds, **U2:T278**
- internalize language, **U5:T73**
- internalize new vocabulary, **U1:T35, T203; U2:T35, T203; U3:T35, T155, T211; U4:T34, T203; U5:T35, T191**
- introduction to writing workshop, **U1:T303**
- language development, **U1:T245**
- learn essential language, **U3:T197**
- learning strategies, **U1:T96, T234, T289, T425, T434; U3:T21; U5:T249, T411**
- learning techniques, **U2:T21; U5:T177**
- learn new language, **U1:T65**
- letters, **U3:T318**
- letters, words, and sentences, **U1:T278**
- letter-sound relationships, **U2:T166; U4:T402**
- list books: main idea and details, **U2:T303**
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- listening comprehension, **U1:T77, T135; U3:T81, T199**
- long and short o, **U4:T54**
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- main idea, **U1:T161; U2:T327; U4:T104**
- making connections, **U1:T178, T282; U2:T290, T425; U4:T425**
- making inferences, **U2:T58; U3:T122; U4:T114; U5:T56**
- making lists, **U5:T429**
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- plan your personal narrative, **U4:T303**
- plan your question and answer books, **U5:T289**
- plot, **U3:T281, T335; U4:T327**
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- practice counting syllables, **U3:T297; U4:T178**
- practice *Hh*, **U4:T436**
- practice initial /a/, **U1:T75**
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- practice /k/ and /t/, **U5:T19**
- practice middle /i/, **U1:T187**
- practice rhyme, **U5:T152**
- practice short and long a, **U3:T195**
- practice short and long i, **U3:T251**
- practice sound /ē/, **U4:T131**
- practice sound /g/, **U2:T187**
- practice sound /k/, **U1:T166**
- practice sound /kw/ spelled *Qu*, **U5:T123**
- practice sound /p/, **U1:T131**
- practice sounds /d/ and /t/, **U2:T19**
- practice sounds /o/ and /ō/, **U4:T23**
- practice sounds /u/ and /ū/, **U4:T75**
- practice sound /u/, **U3:T77**
- practice sound /v/, **U4:T243**
- practice /s/ spelled s, **U5:T175**
- practice with /d/ spelled *Dd*, **U2:T32**
- practice with letters, **U3:T342**
- practice /y/ spelled y, **U4:T187**
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- prepositions, **U3:T411; U4:T307**
- preteach vocabulary, **U2:T91; U3:T93, T99; U4:T91; U5:T87**
- prior experiences, **U4:T13, T245; U5:T11, T235**
- prior knowledge, **U1:T11; U3:T11, T433; U5:T125**
- pronouns, **U3:T387**
- pronunciation, **U3:T390**
- question and answer books, **U5:T289**
- questions, **U4:T411; U5:T293**
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- respond, **U3:T298**
- respond to sources, **U5:T62**
- retelling, **U1:T104, T122, T290; U4:T122**
- rhyming words, **U2:T310, T406; U5:T128**
- rhythm and rhyme, **U3:T168**
- say words with /s/ and /a/, **U1:T121**
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- sentence frames, **U3:T225**
- sentence patterns, **U4:T339, T355; U5:T349**
- sequence words, **U5:T76**
- share information, **U1:T189; U3:T130**
- share information and ideas, **U4:T21**
- short a, **U1:T88**
- short and long a, **U3:T208**
- singular and plural nouns, **U1:T403; U2:T307**
- singular nouns, **U1:T331**
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- sorting, **U1:T382**

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**Emerging reading.** See Print awareness

**End punctuation,** **U4**:T150, T359, T363, T367, T371  
**U5**:T321, T325, T329, T333

**Essential Question,** **U1**:T2, T7, T10, T424; **U2**:T2, T7, T10, T424; **U3**:T2, T7, T10, T432; **U4**:T2, T7, T10, T424; **U5**:T2, T7, T10, T410. See also Unit Overview

## Expert's View

Coiro, Julie, **U1**:T446; **U2**:T446; **U3**:T454; **U4**:T448; **U5**:T430  
 Cummins, Jim, **U1**:T132; **U2**:T132; **U3**:T140; **U4**:T132; **U5**:T124  
 Cunningham, Pat, **U1**:T256; **U4**:T256; **U5**:T246  
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 Pearson, P. David, **U1**:T49; **U2**:T48; **U3**:T34; **U4**:T48; **U5**:T48  
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**Expression/intonation.** See Fluency, reading



**Fact and opinion.** See Listening, listening comprehension

**Fairy tale.** See Genres, fairy tale

**Fiction.** See Genres, fiction

**First read,** **U1**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U2**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U3**:T36, T38, T40, T94, T96, T100, T102, T156, T158, T212, T214, T268, T270; **U4**:T36, T38, T90, T92, T94, T146, T148, T150, T202, T204, T206, T258, T260, T262; **U5**:T36, T38, T88, T90, T140, T142, T192, T194, T198, T200, T250, T252. See also First-read strategies

## First-read strategies

ask, **U1**:T34, T90, T92, T146, T202, T206, T258; **U2**:T34, T90, T92, T146, T150, T202, T258; **U3**:T34, T40, T92, T98, T154, T210, T214, T266, T268; **U4**:T34, T90, T94, T146, T202, T206, T258, T260; **U5**:T34, T36, T86, T138, T190, T196, T200, T248, T250  
 look, **U1**:T34, T36, T90, T146, T202, T204, T258, T260; **U2**:T34, T46, T90, T146, T202, T204, T258, T262; **U3**:T34, T38, T92, T94, T98, T102, T154, T156, T210, T266; **U4**:T34, T36, T90, T92, T146, T148, T202, T204, T258; **U5**:T34, T38, T86, T88, T138, T142, T190, T192, T196, T248  
 read, **U1**:T34, T38, T90, T146, T148, T202, T258; **U2**:T34, T36, T90, T146, T148, T202, T258, T260; **U3**:T34, T36, T92, T96, T98, T154, T158, T210, T212, T266, T270; **U4**:T34, T38, T90, T146, T202, T258, T262; **U5**:T34, T86, T138, T140, T190, T194, T196, T198, T248



talk, **U1**:T34, T90, T94, T146, T150, T202, T258, T262; **U2**:T34, T90, T94, T146, T202, T206, T258; **U3**:T34, T92, T98, T100, T154, T210; **U4**:T34, T90, T146, T150, T202, T258; **U5**:T34, T86, T90, T138, T190, T196, T248, T252

## Fluency, reading

accuracy, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272

modeling by teacher, **U1**:T18, T78, T134, T190, T246; **U2**:T22, T78, T134, T190, T246; **U3**:T22, T80, T142, T198, T254; **U4**:T22, T78, T134, T190, T246; **U5**:T22, T74, T126, T178, T236

See also Oral reading ability

**Folk tale.** See Genres, folk tale

**Format (of text).** See Text structure

**Formative assessment.** See Assessment

**Foundational skills.** See Fluency, reading; Phonics/decoding; Phonological Awareness

## G

### Genres

drama/play, **U5**:T238–T239, T251, T253, T262–T263

fairy tale, **U3**:T82–T83

fiction, **U2**:T136–T137; **U3**:T312–T313, T316–T317, T320–T321, T200–T201; **U4**:T136–T137, T248–T249

folk tale, **U3**:T24–T25

informational text, **U1**:T136–T137, T248–T249; **U2**:T24–T25, T80–T81, T192–T193, T444–T445; **U4**:T446–T447; **U5**:T24–T25, T76–T77, T180–T181

list books, **U2**:T304–T305, T308–T309, T312–T313,

myth, **U3**:T256–T257

narrative nonfiction, **U4**:T24–T25, T80–T81, T192–T193

personal narrative, **U4**:T304–T305, T308–T309, T312–T313

persuasive text, **U1**:T444–T445; **U2**:T248–T249; **U3**:T452–T453; **U5**:T428–T429

poetry, **U1**:T76–T77; **U2**:T244–T245; **U3**:T140–T141, T144–T145; **U4**:T244–T245; **U5**:T124–T125, T128–T129, T428–T429

question and answer books, **U5**:T290–T291, T294–T295, T298–T299

realistic fiction, **U1**:T24–T33, T80–T81, T192–T193

selecting, **U1**:T352–T353

traditional tale. See Genres, fairy tale; Genres, myth

**Gifted students.** See Assess and Differentiate

### Goals

learning, **U1**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U2**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U3**:T14, T24, T26, T72, T82, T84, T134, T144, T146, T190, T200, T202, T246, T256, T258; **U4**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U5**:T14, T24, T26, T66, T76, T78, T118, T128, T130, T170, T180, T182, T228, T238, T240

unit, **U1**:T5, T12; **U2**:T5, T12; **U3**:T5, T12; **U4**:T5, T12; **U5**:T5, T12

weekly, **U1**:T14, T70, T126, T182, T238; **U2**:T14, T70, T126, T182, T238; **U3**:T14, T72, T134, T190, T246; **U4**:T14, T70, T126, T182, T238; **U5**:T14, T66, T118, T170, T228

**Grammar and usage.** See Adjectives; Nouns; Prepositions; Pronouns; Sentences; Verbs

**Graph.** See Graphic sources

### Graphic organizers

story elements chart, **U4**:T135

**Graphics, simple,** **U2**:T312–T313

### Graphic sources

chart/table, **U1**:T23, T79, T135, T191; **U2**:T23, T79, T135, T191, T247; **U3**:T23, T81, T143, T199; **U4**:T23, T79, T247; **U5**:T23, T75, T179

list, **U5**:T237

picture, **U1**:T247

time line, **U4**:T132–T133, T191

**Grouping students for instruction.** See Assess and Differentiate

**Guided reading,** **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242–T243

## H

### Handwriting

circles

backward, **U1**:T82–T83

forward, **U1**:T138–T139

letter formation

*Aa*, **U2**:T138–T139

*Bb*, **U3**:T146–T147

*Cc*, **U2**:T82–T83



*Dd*, **U2**:T162–T163  
*Ee*, **U2**:T194–T195  
*Ff*, **U2**:T218–T219  
*Gg*, **U2**:T274–T275  
*Hh*, **U4**:T26–T27  
*Ii*, **U1**:T274–T275  
*Jj*, **U3**:T26–T27  
*Kk*, **U4**:T194–T195  
*Ll*, **U1**:T250–T251  
*Mm*, **U3**:T282–T283  
*Nn*, **U3**:T258–T259  
*Oo*, **U2**:T50–T51  
*Pp*, **U3**:T202–T203  
*Qq*, **U3**:T52–T53  
*Rr*, **U3**:T226–T227  
*Ss*, **U3**:T114–T115  
*Tt*, **U2**:T26–T27  
*Uu*, **U3**:T84–T85  
*Vv*, **U4**:T82–T83  
*Ww*, **U4**:T138–T139  
*Xx*, **U4**:T162–T163  
*Yy*, **U4**:T106–T107  
*Zz*, **U4**:T218–T219

lines

horizontal, **U1**:T50–T51  
slanted, **U1**:T106–T107  
vertical, **U1**:T26–T27

number formation

1, 2, **U4**:T274–T275  
2, 4, 6, **U5**:T130–T130  
3, 4, **U5**:T26–T27  
5, 6, **U5**:T50–T51  
7, 8, **U5**:T78–T79  
8, 10, **U5**:T154–T155  
9, 0, **U5**:T102–T103

position, body/paper/pencil, **U1**:T162–T163, T194–T195,  
T218–T219

sentences, simple, **U5**:T182–T183, T212–T213, T240–T241,  
T264–T265

words, **U2**:T106–T107, T250–T251; **U3**:T170–T171; **U4**:T50–  
T51, T250–T251

**High-frequency words**, **U1**:T19, T33, T47, T65, T43, T75,  
T89, T103, T121, T99, T123, T131, 145, T159, T177,  
T155, T187, T233, T211, T243, T257, T271, T289, T267,  
T427, T429, T431, T433, T441; **U2**:T19, T33, T47, T65,  
T43, T75, T89, T103, T121, T99, T131, T145, T159, T177,  
T155, T187, T201, T215, T233, T211, T243, T257, T271,  
T289, T267, T427, T429, T431, T433, T441; **U3**:T19, T33,  
T45, T49, T67, T77, T91, T107, T111, T129, T139, T153,  
T163, T167, T185, T195, T209, T219, T223, T241, T251,  
T265, T275, T279, T297, T435, T437, T439, T441, T449;

**U4**:T19, T33, T47, T65, T43, T75, T89, T103, T121, T99,  
T131, T145, T159, T178, T155, T187, T201, T215, T233,  
T211, T243, T257, T271, T289, T267, T427, T431, T433,  
T435, T443; **U5**:T19, T33, T47, T61, T43, T71, T85, T113,  
T95, T123, T137, T151, T165, T147, T175, T189, T209,  
T223, T205, T233, T247, T261, T275, T257, T413, T417,  
T419, T421, T425

**Homonyms.** See Vocabulary skills/strategies, academic  
vocabulary strategies, context clues

**Homophones.** See Vocabulary skills/strategies, academic  
vocabulary strategies, context clues



**Illustrations.** See Text features, illustrations/photographs

**Implied message.** See Literary devices/terms, theme;  
Main idea, and details

**Independent Reading.** See Self-selected text

**Inferring.** See Make Inferences

**Infographic**, **U1**:T20–T21, T132–T133, T188–T189;  
**U2**:T20–T21, T76–T77, T132–T133, T188, T188–T189;  
**U3**:T20–T21, T78–T79, T196–T197, T252–T253; **U4**:T20–  
T21, T76–T77, T188–T189; **U5**:T72–T73, T176–T177,  
T234–T235

**Informational text**

*Animals on the Move*, **U2**:T34–T41

“Ben Franklin,” **U4**:T190–T191

*Blizzard Action Plan*, **U5**:T196–T201

*Cars Are Always Changing*, **U4**:T34–T41

*Changing Laws, Changing Lives: Martin Luther King, Jr.*,  
**U4**:T202–T209

*A Desert in Bloom*, **U5**:T86–T93

“The Doctor’s Visit,” **U4**:T22–T23

*Farming Then and Now*, **U4**:T460

*Foxes*, **U2**:T458

“How Animals Find Their Way,” **U2**:T22–T23

“Hungry Animals,” **U2**:T190–T191

*At the Library*, **U1**:T146–T153

“Life in the Rainforest,” **U5**:T74–T75

*From Nectar to Honey*, **U2**:T90–T97

*Open Wide!*, **U2**:T202–T209

“Our Trip to the Beach,” **U4**:T78–T79

*The Past and Now*, **U4**:T224–T225

*Rain, Wind, Sun, and Snow*, **U5**:T442

*Run, Jump, and Swim*, **U2**:T258–T265

“Saving Water,” **U5**:T178–T179

“The Shaking Earth,” **U5**:T22–T23

“Special Places,” **U1**:T134–T135  
 “Time to Move!,” **U2**:T246–T247  
*Tornado Action Plan*, **U5**:T190–T195  
*Uncovering the Past*, **U4**:T90–T97  
*A Visit to the Art Store*, **U1**:T258–T265  
*Weather Around the World*, **U5**:T34–T41  
 “What Animals Need,” **U2**:T78–T79  
 “What Is at the Pond?,” **U1**:T246–T247  
 See also Genres, informational text

**Integrated curriculum.** See Cross-Curricular Perspectives

## Interact with Sources

explore infographics, **U1**:T20–T21, T132–T133, T188–T189;  
**U2**:T20–T21, T76–T77, T132–T133, T188, T188–T189;  
**U3**:T20–T21, T78–T79, T196–T197, T252–T253; **U4**:T20–T21,  
 T76–T77, T188–T189; **U5**:T72–T73, T176–T177, T234–T235  
 explore maps, **U1**:T244–T245  
 explore poetry, **U1**:T76–T77; **U2**:T244–T245; **U3**:T140–T141;  
**U4**:T244–T245; **U5**:T124–T125  
 explore time lines, **U4**:T132–T133  
 explore Web sites, **U5**:T20–T21

**Internet.** See Technology

**Intervention.** See Assess and Differentiate

**Interview.** See Listening; Reference sources, interview;  
 Research/study skills, interview



**Judgments, making.** See Author’s purpose; Predict



**Language, oral.** See Fluency, reading; Listening; Oral reading ability

## Language & conventions

adjectives, **U2**:T36, T311, T330–T331, T354–T355; **U5**:T365  
 adjectives and articles, **U2**:T314–T315, T318–T319, T322–  
 T323, T335, T338–T339, T342–T343, T346–T347  
 capitalization, **U5**:T37, T297, T301, T305, T309, T311  
 complete sentences, **U4**:T311, T315, T319, T323, T331;  
**U5**:T142, T345, T349, T353, T357  
 end punctuation, **U4**:T150, T359, T363, T367, T370, T379;  
**U5**:T321, T325, T329, T333, T341  
 expand sentences, **U5**:T251, T369, T373, T377, T381, T389,  
 T393, T397, T401, T405  
 future-tense verbs, **U2**:T407, T410–T411, T414–T415,  
 T418–T419; **U3**:T314–T315  
 kinds of sentences, **U4**:T93, T335, T339, T343, T347, T355

objective pronouns, **U3**:T103, T343, T346–T347, T350–T351,  
 T354–T355, T362–T363  
 past tense verbs, **U2**:T383, T386–T387, T390–T391,  
 T394–T395, T402–T403  
 plural nouns, **U1**:T150, T359, T362–T363, T366–T367, T370–  
 T371, T378–T379, T383, T386–T387, T390–T391, T394–  
 T395, T402–T403  
 possessive pronouns, **U3**:T158, T367, T370–T371, T374–T375,  
 T378–T379, T386–T387  
 prepositional phrases, **U4**:T307  
 prepositions, **U3**:T214, T271, T391, T394–T395, T398–T399,  
 T402–T403, T410–T411, T415, T418–T419, T422–T423,  
 T426–T427  
 present tense verbs, **U2**:T359, T362–T363, T366–T367,  
 T370–T371, T378–T379  
 question words, **U4**:T206, T383, T387, T391, T395, T403,  
 T407, T411, T415, T419; **U5**:T293  
 singular and plural nouns, **U1**:T263, T407, T410–T411, T414–  
 T415, T418–T419; **U2**:T306–T307  
 singular nouns, **U1**:T93, T306–T307, T311, T314–T315, T318–  
 T319, T322–T323, T330–T331, T335, T338–T339, T342–  
 T343, T346–T347, T354–T355  
 subjective pronouns, **U3**:T40, T319, T322–T323, T326–T327,  
 T330–T331, T338–T339  
 See also Capitalization; Spelling; Unit Overview; *all grammar usage and punctuation entries*

**Language Arts.** See Language and conventions

**Learning goal.** See Goals, learning

**Less-able readers.** See Assess and Differentiate

**Letter Recognition Unit, U1:** xvii–xliii

**Leveled readers, U1:**T8–T9, T29, T31, T45, T53, T63, T69,  
 T85, T87, T101, T109, T119, T125, T141, T143, T157,  
 T165, T175, T181, T197, T199, T213, T221, T231, T237,  
 T253, T255, T269, T277, T287, T293; **U2:**T8–T9, T29, T31,  
 T45, T53, T63, T69, T85, T87, T101, T109, T119, T125,  
 T141, T143, T157, T165, T175, T181, T197, T199, T213,  
 T221, T231, T237, T253, T255, T269, T277, T287, T293;  
**U3:**T8–T9, T29, T31, T47, T55, T65, T71, T87, T89, T109,  
 T117, T127, T133, T149, T151, T165, T173, T183, T189,  
 T205, T207, T221, T229, T239, T245, T261, T263, T277,  
 T285, T295, T301; **U4:**T8–T9, T29, T31, T45, T53, T63,  
 T69, T85, T87, T101, T109, T119, T125, T141, T143, T157,  
 T165, T175, T181, T197, T199, T213, T221, T231, T237,  
 T253, T255, T269, T277, T287, T293; **U5:**T8–T9, T29, T31,  
 T45, T53, T59, T65, T81, T83, T97, T105, T111, T117,  
 T133, T135, T149, T157, T163, T169, T185, T187, T207,  
 T215, T221, T227, T243, T245, T259, T267, T273, T279

**Library.** See Reference sources

**Life, text’s relation to.** See Connections

**Limited-English proficient children.** See ELL (English Language Learners)

**Listening, listening comprehension, U1:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U2:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U3:**T22–T23, T80–T81, T142–T143, T198–T199, T254–T255; **U4:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U5:**T22–T23, T74–T75, T126–T127, T178–T179, T236–T237

**Literacy activities.** See Assess and Differentiate

### Literary devices/terms

audience, **U1:**T444; **U2:**T444; **U3:**T452; **U4:**T446; **U5:**T428

characters, **U3:**T316–T317, T340–T341, T344–T345;

**U4:**T308–T309

describe setting, **U1:**T196, T205, T207, T216–T217; **U4:**T140, T149, T160–T161

details, **U2:**T308–T309; **U5:**T390–T391

main idea, **U2:**T308–T309

narrator, **U4:**T332–T333, T336–T337

plot, **U1:**T84, T93, T95, T104–T105; **U3:**T260, T271,

T280–T281, T320–T321, T348–T349, T352; **U4:**T312–T313, T340–T341, T344

purpose, **U1:**T148; **U5:**T253, T264–T265

rhyme, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153, T154–T155

sequence (of events), **U4:**T352–T353, T356–T357, T360–T361, T364–T365, T368

setting, **U3:**T316–T317, T336–T337; **U4:**T308–T309, T328–T329

theme, **U3:**T28, T37, T41, T50–T51; **U4:**T252, T263, T272–T273

topic and opinion, **U5:**T314–T315

See also Sound devices and poetic elements

**Literary genres.** See Genres

**Literary response, Reflect and Share, U1:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U2:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U3:**T68–T69, T130–T131, T186–T187, T242–T243, T298–T299; **U4:**T66–T67, T122–T123, T177–T179, T234–T235, T290–T291; **U5:**T62–T63, T114–T115, T166–T167, T224–T225, T276–T277

### Literature selections

“Bad Summer or Good Summer,” **U4:**T134–T135

*The Bake Sale*, **U3:**T232–T233

*The Best Story*, **U3:**T210–T217

*The Big Box*, **U3:**T58–T59

*Bob on the Mat*, **U2:**T112–T113

*Can We Be Out?*, **U5:**T216–T217

*Do We Need This?*, **U2:**T146–T153

“Duck Meets the Moon,” **U3:**T156

“Ees-aw-hah’ Ees-ae’h” (The Sun Shining), **U5:**T142–T143

*The Fun Trip*, **U3:**T446–T447

*The Gingerbread Man*, **U3:**T92–T97

*Going Out*, **U5:**T268–T269

“Goldilocks,” **U3:**T22–T23

*Grandma’s Phone*, **U4:**T146–T153

*The Ham*, **U2:**T168–T169

“Hen and Fox,” **U3:**T142–T143

“Hickory, Dickory, Dock,” **U3:**T159

*A Home in the Past*, **U4:**T438–T439

*How Anansi Got His Stories*, **U3:**T34–T43

“How Rabbit Got Its Ears,” **U3:**T254–T255

“Humpty Dumpty,” **U3:**T157–T158

*I Am*, **U1:**T56–T57

“In the Mountains,” **U1:**T190–T191

*It Is Too Wet!*, **U5:**T422–T423

“Jackie and Her Imagination,” **U1:**T22–T19

*Jen and Pete*, **U4:**T168–T169

*The Kid*, **U2:**T56–T57

*A Look at the Past*, **U4:**T112–T113

*The Man*, **U3:**T120–T121

*The Map*, **U1:**T168–T169

*Mission Accomplished!*, **U1:**T34–T41

*Mosni Can Help*, **U3:**T266–T273

“A Night at the Cogdells,” **U4:**T246–T247

“Pedro and Maria’s Camping Adventure,” **U2:**T134–T135

*Pig and Frog*, **U2:**T224, T224–T225

*In the Pit*, **U1:**T224–T225

*Quin at Bat*, **U3:**T176–T177

*Ric at Bat*, **U1:**T280–T281

*On the Run*, **U4:**T56–T57

*Sam Sat*, **U1:**T112–T113

“Sasha’s New Home,” **U1:**T78–T79

“So Many Stories,” **U3:**T198–T199

*The Story of Cornbread Man*, **U3:**T98–T103

*Telling Stories*, **U3:**T466

*Tempura, Tempura*, **U4:**T258–T265

*They Can Do It!*, **U2:**T280–T281

*They Get Big!*, **U5:**T106–T107

“The Three Javelinas,” **U3:**T80–T81

*Tif and Cole*, **U5:**T54–T55

*Too Many Places to Hide*, **U1:**T90–T97

*A Trip to the Mountains*, **U1:**T458

*The Twine on the Pine*, **U3:**T288–T289

*We Have Fun*, **U4:**T280–T281

“Wehh-dooj” (It’s Raining), **U5:**T140–T141

*We Like It!*, **U1:**T438–T439

“What Happened?,” **U5:**T236–T237

*What Is Tom?*, **U2:**T438–T439

*Where Is Twister?*, **U1:**T202–T209

*Who Am I?*, **U5:**T158–T159

*Who Likes Rain?*, **U5:**T248–T255

“Winter Fun,” **U5:**T126–T127

See also Genres



## M

### Main idea

and details, **U2**:T28, T37, T48–T49, T308–T309, T253, T261, T263, T282–T283; **U3**:T29, T39, T41, T60–T61; **U4**:T29, T39, T58–T59, T84, T95, T104–T105, T141, T149, T151, T170–T171; **U5**:T81, T89, T108–T109, T133, T141, T142, T160–T161. See *also* Listening, listening comprehension

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**Spiral review, U1:**T306–307, T330–T331, T354–T355, T378–T379, T402–T403; **U2:**T306–T307, T330–T331, T354–T355, T378–T379, T402–T403; **U3:**T314–T315, T338–T339, T362–T363, T386–T387, T410–T411, T448; **U4:**T318, T307, T342, T331, T366, T355, T390, T379, T414, T403, T429; **U5:**T304, T293, T328, T317, T352, T341, T376, T365, T400, T389, T415

**Story elements.** See Literary devices/terms

**Story structure.** See Plot

## Strategies/skills

ask and answer questions, **U1:**T85, T95, T114–T115, T380–T381, T384–T385; **U2:**T85, T95, T114–T115; **U3:**T149, T157, T159, T178–T179; **U4:**T253, T263, T282–T283; **U5:**T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330  
assessment, **U2:**T416; **U3:**T425; **U4:**T416; **U5:**T402  
compare and contrast texts, **U3:**T86, T97, T103, T112–

T113; **U5:**T184, T195, T201, T210–T211  
compose introduction and conclusion, **U5:**T342–T343, T346–T347  
connect text and illustrations, **U5:**T28, T37, T48–T49  
create new understandings, **U1:**T197, T205, T207, T226–T227; **U4:**T197, T205, T207, T226–T227; **U5:**T243, T251, T253, T270–T271  
describe connections, **U4:**T28, T37, T48–T49  
describe/discuss characters, **U5:**T242, T251, T253, T262–T263  
describe plot, **U1:**T84, T93, T95, T104–T105; **U3:**T260, T271, T280–T281  
describe setting, **U1:**T196, T205, T207, T216–T217; **U4:**T140, T149, T160–T161  
determine/discuss theme, **U3:**T28, T37, T41, T50–T51; **U4:**T252, T263, T272–T273  
develop topic and opinion, **U5:**T314–T315  
discuss author’s purpose, **U1:**T252, T261, T263, T272–T273; **U3:**T204, T213, T215, T224–T225  
discuss rhyme and rhythm, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153  
find/identify main idea, **U1:**T140, T149, T160–T161; **U2:**T308–T309  
find important details, **U2:**T253, T261, T263, T282–T283; **U4:**T29, T39, T58–T59; **U5:**T81, T89, T108–T109  
find main idea and supporting details, **U2:**T28, T37, T48–T49, T308–T309; **U4:**T84, T95, T104–T105  
find text features, **U2:**T196, T205, T207, T216–T217; **U4:**T196, T207, T216–T217  
find text structure, **U2:**T84, T93, T104–T105, T252, T261, T272–T273; **U5:**T80, T89, T91, T100–T101  
identify and describe characters, **U1:**T28, T37, T39, T48–T49; **U2:**T140, T149, T160–T161  
incorporating peer and teacher suggestions, **U1:**T404–T405, T408–T409  
make and/or confirm predictions, **U2:**T197, T205, T207, T226–T227; **U3:**T205, T213, T234–T235  
make and respond to suggestions, **U1:**T388–T389, T392  
make connections, **U1:**T253, T263, T282–T283; **U2:**T141, T151, T170–T171; **U3:**T261, T269, T290–T291  
make inferences, **U2:**T29, T37, T39, T58–T59; **U3:**T87, T95, T101, T122–T123; **U4:**T85, T93, T114–T115; **U5:**T29, T39, T56–T57  
use graphics, **U5:**T350–T351, T354  
use pictures and text, **U5:**T390–T391  
use text evidence, **U1:**T29, T58–T59, T141, T149, T151, T170–T171  
visualize details, **U3:**T29, T39, T41, T60–T61; **U4:**T141, T149, T151, T170–T171; **U5:**T133, T141, T142, T160–T161  
See also Unit Overview

**Strategy Group.** See Assess and Differentiate, Small Group, Teacher-Led Options



**Structures of informational text.** See Informational text

**Struggling readers.** See Assess and Differentiate

**Study strategies.** See Graphic organizers; Graphic sources; Research/study skills

**Syllables.** See Phonics/decoding, syllables; Word Work, syllables

**Synonyms.** See Connections

## T

**Taking notes.** See Research/study skills, take notes

### Teaching strategies

Possible Teaching Point (Reading Workshop), **U1**:T31, T37, T39, T45, T53, T63, T69, T87, T92–T94, T101, T109, T119, T125, T181, T148, T150, T157, T165, T175, T181, T199, T205, T207, T213, T221, T231, T237, T255, T261–T263, T269, T277, T287, T293; **U2**:T31, T36, T38, T45, T53, T63, T69, T87, T92, T95, T101, T109, T119, T125, T143, T148, T151, T157, T165, T175, T181, T199, T205–T207, T213, T221, T231, T237, T255, T261, T269, T277, T287, T293; **U3**:T31, T37, T40, T41, T47, T55, T65, T71, T89, T96, T101, T103, T109, T117, T127, T133, T151, T157, T158, T165, T173, T183, T189, T207, T212, T214, T215, T221, T229, T239, T245, T269–T271, T277, T285, T295, T301; **U4**:T31, T37, T39, T45, T53, T63, T69, T87, T93, T95, T101, T109, T119, T125, T143, T149–T151, T157, T165, T175, T181, T199, T205, T206, T213, T221, T231, T237, T255, T261, T262, T269, T277, T287, T293; **U5**:T31, T36, T37, T39, T45, T53, T59, T65, T83, T90, T91, T97, T105, T111, T117, T135, T141, T142, T149, T157, T163, T169, T187, T195, T201, T207, T215, T221, T227, T245, T251, T253, T259, T267, T273, T279

Possible Teaching Point (Writing Workshop), **U1**:T312, T316, T332, T340, T360, T364, T380, T384, T404, T408; **U2**:T308, T312, T332, T340, T360, T364, T384, T388, T408, T412; **U3**:T320, T324, T340, T348, T368, T372, T388, T392, T416, T420; **U4**:T308, T312, T316, T332, T336, T340, T356, T360, T364, T380, T384, T388, T404, T408, T412; **U5**:T294, T298, T302, T318, T322, T326, T342, T346, T350, T366, T370, T374, T390, T394, T398

routines

Book Club. See Book Club

read-aloud, **U1**:T22, T78, T134, T190, T246; **U2**:T34, T78, T134, T190, T246; **U3**:T22, T80, T142, T198, T254; **U4**:T22, T78, T134, T190, T246; **U5**:T22, T74, T126, T178, T236

See also Assessment; Writing Club

**Technology, Internet, U5**:T20–T21, T430–T431

**Testing, formal and informal.** See Assessment

**Text Complexity Charts, U1**:R2–R6; **U2**:R2–R6; **U3**:R2–R7; **U4**:R2–R6; **U5**:R2–R6

**Text elements.** See Text features

**Text evidence, U1**:T29, T58–T59, T141, T149, T151, T170–T171, T162–T163

**Text structure, U2**:T38, T50–T51, T84, T93, T104–T105, T252, T261, T272–T273; **U3**:T282–T283; **U5**:T80, T89, T91, T100–T101, T195, T201, T212–T213. See also Text features

**Text types.** See Genres

**Theme, of literature.** See Literary devices/terms, theme

**Theme, of unit.** See Unit Overview

**Time line.** See Graphic sources

**Time sequence.** See Sequence

**Title page.** See Parts of a book, title page

**Types of literature.** See Genres

## U

**Unfamiliar words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Unit goals.** See Goals, unit

**Unit Overview, U1**:T2–T7; **U2**:T2–T7; **U3**:T2–T7; **U4**:T2–T7; **U5**:T2–T7

**Unknown words.** See Vocabulary skills/strategies, academic vocabulary strategies, unknown words

**Usage.** See Adjectives; Nouns; Prepositions; Pronouns; Sentences; Verbs

## V

**Verbs, U2**:T378–T379, T383, T386–T387, T390–T391, T394–T395; **U4**:T380–T381, T384–T385; **U5**:T362–T363 tense

future, **U2**:T407, T410–T411, T414–T415, T418–T419

**U3**:T314–T315

past, **U2**:T402–T403

present, **U2**:T359, T362–T363, T366–T367, T370–T371, T378–T379

**Visualize.** See Strategies/skills, visualize

**Vocabulary development, U1:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U2:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U3:**T42–T43, T104–T105, T160–T161, T216–T217, T272–T273; **U4:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U5:**T40–T41, T92–T93, T144–T145, T202–T203, T254–T255

high-frequency words, **U1:**T19, T33, T47, T65, T75, T89, T103, T121, T123, T131, 145, T159, T177, T187, T201, T215, T233, T243, T257, T271, T289, T427, T429, T433, T441; **U2:**T19, T33, T47, T65, T75, T89, T103, T121, T131, T145, T159, T177, T187, T201, T215, T233, T243, T257, T271, T289, T427, T429, T433, T441; **U3:**T19, T33, T49, T67, T77, T91, T111, T129, T139, T153, T167, T185, T195, T209, T223, T241, T251, T265, T279, T297, T435, T437, T441, T449; **U4:**T19, T33, T47, T65, T75, T89, T103, T121, T131, T145, T159, T178, T187, T201, T215, T233, T243, T257, T271, T289, T427, T431, T435, T443; **U5:**T19, T33, T47, T61, T71, T85, T99, T113, T123, T137, T151, T165, T175, T189, T209, T223, T233, T247, T261, T275, T413, T417, T421, T425

preteach. See ELL (English Language Learners), vocabulary support

preview, **U1:**T34, T90, T146, T202, T258; **U2:**T34, T90, T146, T202, T258; **U3:**T34, T92, T98, T154, T210, T266; **U4:**T34, T90, T146, T202, T258; **U5:**T34, T86, T138, T190, T196, T248

selection vocabulary, **U1:**T28, T84, T140, T196, T252; **U2:**T28, T84, T140, T196, T252; **U3:**T28, T86, T148, T204, T260; **U4:**T28, T84, T140, T196, T252; **U5:**T28, T80, T132, T184, T242

See also Vocabulary skills/strategies

## Vocabulary skills/strategies

academic vocabulary strategies

antonyms, **U1:**T94, T82–T83; **U2:**T95, T82–T83; **U3:**T101, T84–T85; **U5:**T91, T78–T79

context clues, **U1:**T138–T139; **U2:**T151, T138–T139;

**U3:**T146–T147; **U4:**T149, T138–T139; **U5:**T130–T131

oral language, **U1:**T12, T261, T250–T251; **U2:**T12, T250–T251; **U3:**T12, T269, T258–T259; **U4:**T12, T262, T250–T251; **U5:**T12, T240–T241

related words, **U1:**T26–T27; **U2:**T26–T27; **U3:**T41, T26–T27; **U4:**T39, T26–T27; **U5:**T36, T26–T65

synonyms, **U1:**T82–T83; **U4:**T95, T82–T83; **U5:**T78–T79  
visualize, **U5:**T141

word parts, **U1:**T207, T194–T195; **U2:**T207, T194–T195; **U3:**T212, T202–T203; **U4:**T205, T194–T195; **U5:**T182–T183

vocabulary in context, **U4:**T39, T95, T261; **U5:**T141, T201  
See also Word Work

**Vowels.** See Phonics/decoding, vowels



**Web site.** See Technology, Internet

**Word attack skills.** See Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word families.** See Phonics/decoding, words, word families; Word Work, words, word families

**Word identification.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word Wall.** See Academic vocabulary, Word Wall

**Word Work, U1:**T29, T85, T141, T197, T253; **U2:**T29, T85, T141, T197, T253; **U3:**T29, T87, T149, T205, T261; **U4:**T29, T85, T141, T197, T253; **U5:**T29, T81, T133, T185, T243

alliteration, **U1:**T64–T65, T102–T103, T232–T233, T242–T243; **U2:**T102–T103; **U4:**T214–T215; **U5:**T164–T165

blended sounds, **U2:**T214–T215

consonant blends, **U2:**T214–T215, T222–T223, T232–T233

final, **U5:**T84–T85, T98–T99

initial, **U5:**T84–T85, T98–T99

consonants, **U1:**T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T145, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441; **U2:**T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441; **U3:**T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185; **U4:**T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437; **U5:**T18–T19, T46–T47, T70–T71, T98–T99, T122–T123, T150–T151, T174–T175, T188–T189, T208–T209, T232–T233, T246–T247, T261–T262

final consonant sounds, **U1:**T46–T47, T214–T215; **U2:**T18–T19, T46–T47, T120–T121; **U3:**T48–T49

initial consonant sounds, **U1:**T18–T19, T46–T47, T214–T215, T270–T271; **U2:**T18–T17, T120–T121, T270–T271; **U3:**T166–T167

onset and rime, blend and segment, **U1:**T120–T121, T130–T131, T158–T159, T176–T177, T288–T289; **U2:**T186–T187  
phonemes

add, **U4:**T242–T243; **U5:**T112–T113, T420–T421

segment and blend, **U1**:T440–T441; **U2**:T64–T65, T74–T75, T158–T159, T176–T177; **U4**:T46–T47; **U5**:T60–T61, T208–T209

substitute, **U5**:T174–T175, T274–T275

sentences, **U4**:T222–T223, T232–T233, T278–T279, T288–T289, T442–T443; **U5**:T60–T61, T112–T113, T164–T165, T222–T223, T274–T275, T424–T425

syllables, **U3**:T18–T19, T110–T111, T138–T139, T194–T195, T250–T251; **U4**:T158–T159

identify and count, **U3**:T296–T297; **U4**:T120–T121, T176–T178; **U5**:T70–T71

manipulate, **U5**:T46–T47, T98–T99, T150–T151, T222–T223, T260–T261

segment and blend, **U5**:T18–T19, T122–T123, T232–T233, T412–T413, T424–T425

vowels, **U1**:T74–T75, T88–T89, T120–T121, T186–T187, T200–T201, T232–T233, T426–T427, T432–T433; **U2**:T74–T75, T88–T89, T120–T121, T242–T243, T56–T257, T270–T271, T278–T279, T288–T289, T426–T427, T432–T433, T440–T441; **U3**:T76–T77, T90–T91, T128–T129, T434–T435; **U4**:T186–T187, T214–T215

initial vowel sounds, **U2**:T270–T271

long vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T178, T200–T201, T210–T211, T214–T215, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

medial vowel sounds, **U1**:T74–T75, T186–T187, T426–T427, T432–T433; **U2**:T242–T243; **U3**:T76–T77, T278–T279, T434–T435, T440–T441, T448–T449; **U4**:T18–T19, T74–T75, T130–T131, T426–T427, T434–T435, T442–T443

short vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

words, **U5**:T412–T413, T416–T417

identify, **U2**:T130–T131; **U3**:T222–T223

identify and count, in sentences, **U3**:T66–T67, T184–T185; **U4**:T64–T65, T102–T103, T186–T187, T288–T289

make new, **U5**:T420–T421

rhyming, **U2**:T440–T441

identify and count, **U4**:T232–T233

identify and produce, **U2**:T232–T233, T288–T289, T426–T427, T432–T433; **U3**:T128–T129, T240–T241; **U4**:T270–T271

word families, **U1**:T428–T429, T434–T435; **U2**:T428–T429, T434–T435; **U3**:T436–T437, T442–T443

See also Spelling; Vocabulary skills/strategies

**Writing, with technology.** See Technology

**Writing assessment.** See Assessment, writing; Writing rubrics

**Writing Club, U1**:T320–T321, T344, T345, T368, T369, T376–T377, T392, T393; **U2**:T320, T321, T344, T345, T368, T369, T392, T393; **U3**:T328, T329, T352, T353, T376, T377, T400, T401; **U4**:T320, T321, T344, T345, T368, T369, T392, T393; **U5**:T306, T307, T330, T331, T354, T355, T378, T379

**Writing forms/products**

fiction, **U3**:T308–T329, T332–T353, T356–T377, T380–T401, T404–T425

list, **U2**:T300–T321, T324–T345, T348–T369, T372–T393, T396–T417

literary nonfiction, **U5**:T286–T307, T310–T331, T334–T355, T358–T379, T382–T403

opinion, **U1**:WW1a–WW47 **U2**:WW1a–WW47; **U3**:WW1a–WW47; **U4**:WW1a–WW47; **U5**:WW1a–WW47

personal narrative, **U4**:T300–T321, T324–T345, T348–T369, T372–T393, T396–T417

**Writing mode**

informational, **U4**:T446–T447

persuasive, **U1**:T444–T445; **U2**:T248–T249; **U3**:T452–T453; **U5**:T428–T429

**Writing process.** See Writing Workshop, composition

**Writing rubrics, U1**:T417; **U2**:T417; **U3**:T425; **U4**:T417; **U5**:T403

**Writing traits**

focus/ideas, **U2**:T364–T365, T368–T369

organization, **U2**:T364–T365, T368–T369; **U3**:T360–T361; **U5**:T338–T339

sentences, **U2**:T356–T357, T360–T361

word choice, **U1**:T219; **U3**:T115; **U5**:T103

**Writing Workshop**

adjectives and articles, **U2**:T318, T342

capitalization, **U5**:T305

composition

analyze rhyme and rhythm, **U5**:T155

answers, **U5**:T326–T327, T330

author's purpose, **U5**:T265

beginnings, **U3**:T364–T365, T368–T369

- complete sentences, **U4**:T319; **U5**:T353
  - conclusions, **U5**:T342–T343, T346–T347
  - develop and compose introduction, **U5**:T342–T343, T346–T347
  - digital tools, **U5**:T366–T367, T370–T371, T374–T375, T378
  - endings, **U3**:T372–T373, T376
  - expand sentences, **U5**:T377, T401
  - first-person text, **U1**:T107; **U4**:T51
  - generate ideas, **U2**:T316–T317; **U3**:T324–T325; **U4**:T316–T317; **U5**:T302–T303
  - graphic features, **U1**:T275; **U2**:T352–T353; **U4**:T275; **U5**:T51, T350–T351, T354
  - main idea and details, **U2**:T308–T309, T332–T333, T336–T337, T340–T341, T344,
  - organize ideas, **U2**:T364–T365, T368–T369; **U3**:T360–T361; **U5**:T338–T339
  - question-and-answer text structure, **U2**:T51
  - questions, **U5**:T318–T319, T322–T323
  - supporting information, **U2**:T275; **U4**:T219
  - text evidence, **U1**:T163
  - text structure, **U3**:T283; **U5**:T213
  - third-person text, **U2**:T163; **U3**:T227; **U4**:T163
  - titles, **U2**:T328–T329
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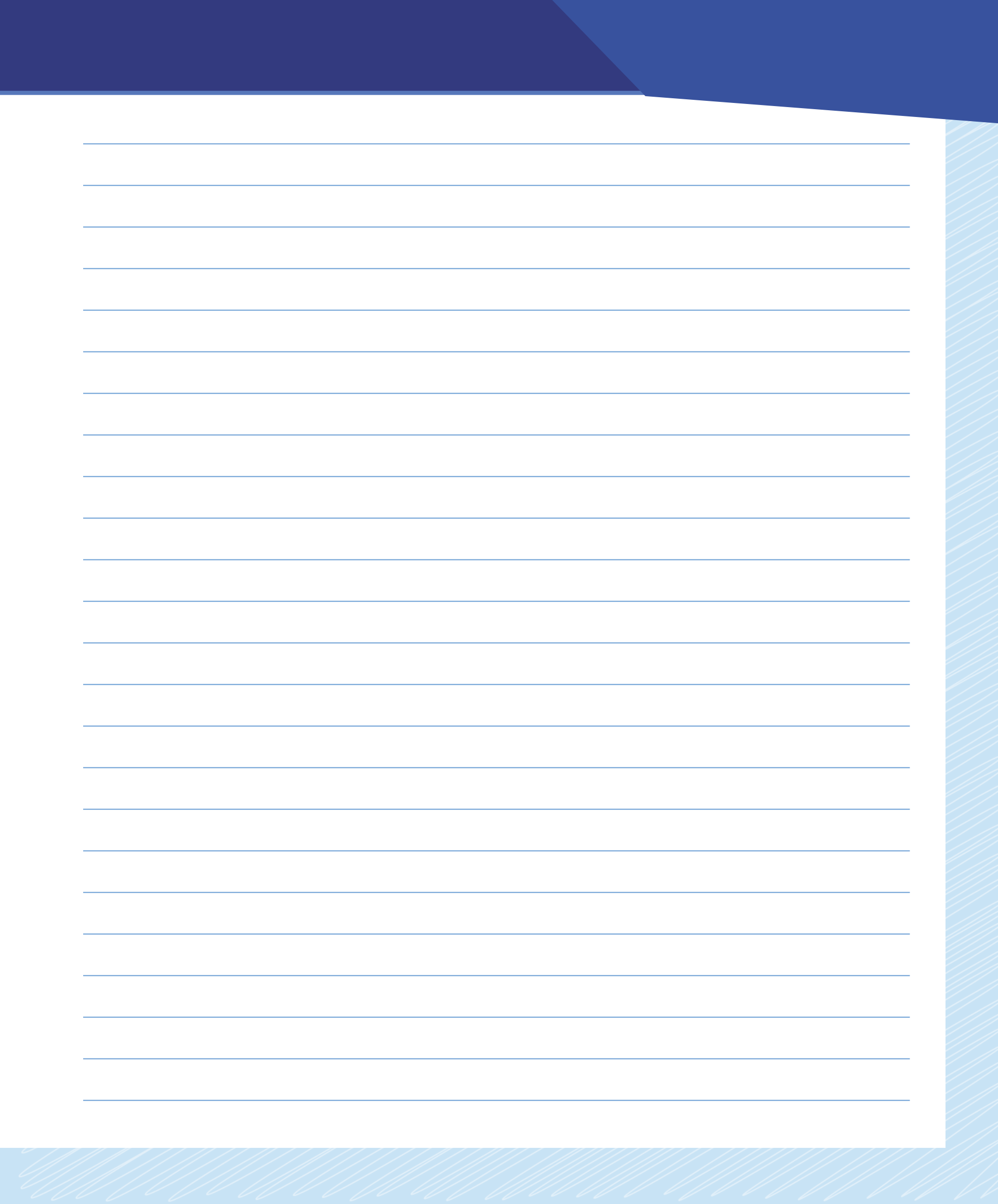














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ISBN-10: 1-323-21933-1

