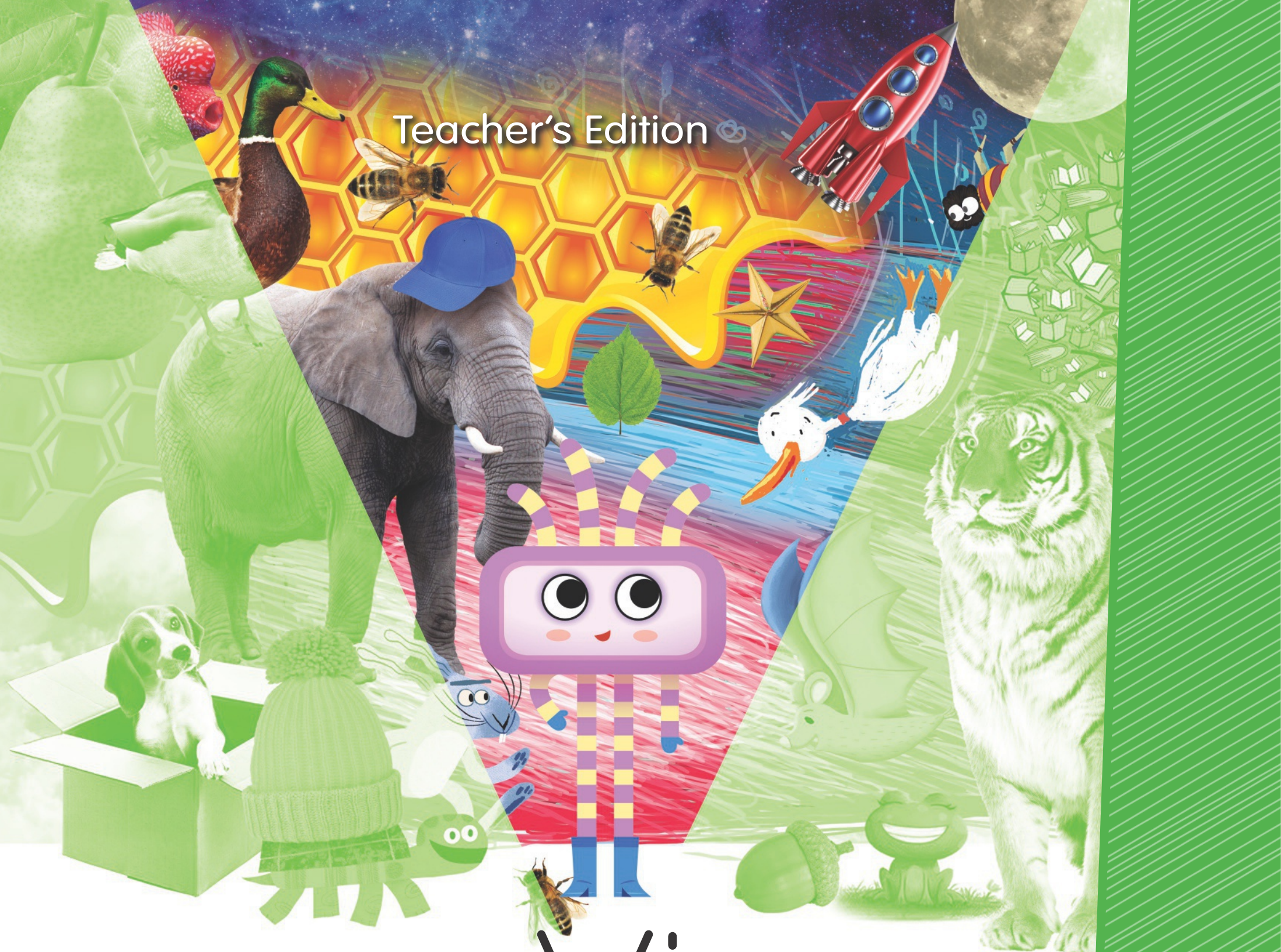


Teacher's Edition



myview<sup>®</sup>

L I T E R A C Y

K.5

SAVVAS

Teacher's Edition

myView

L I T E R A C Y



**SAVVAS**  
LEARNING COMPANY

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# myView Literacy Experts and Researchers



**María Guadalupe Arreguín-Anderson, Ed.D.**  
*Associate Professor, Interdisciplinary Learning and Teaching, University of Texas at San Antonio*



**Ernest Morrell, Ph.D.**  
*Coyle Professor of Literacy Education and Director of the Center for Literacy Education, University of Notre Dame*



**Julie Coiro, Ph.D.**  
*Associate Professor, School of Education, University of Rhode Island*



**P. David Pearson, Ph.D.**  
*Evelyn Lois Corey Emeritus Chair in Instructional Science, Graduate School of Education, University of California, Berkeley*



**Jim Cummins, Ph.D.**  
*Professor Emeritus, University of Toronto*



**Frank Serafini, Ph.D.**  
*Professor of Literacy Education and Children's Literature, Arizona State University*



**Pat Cunningham, Ph.D.**  
*Professor, Wake Forest University*



**Alfred Tatum, Ph.D.**  
*Provost and Vice President for Academic Affairs, Metropolitan State University of Denver*



**Richard Gómez Jr., Ph.D.**  
*CEO, Gómez and Gómez Dual Language Consultants*



**Sharon Vaughn, Ph.D.**  
*Professor and Executive Director, Meadows Center for Preventing Educational Risk, The University of Texas at Austin*



**Elfrieda "Freddy" H. Hiebert, Ph.D.**  
*CEO/President, TextProject*



**Judy Wallis, Ed.D.**  
*National Literacy Consultant Houston, Texas*



**Pamela A. Mason, Ed.D.**  
*Senior Lecturer on Education, Harvard University Graduate School of Education*



**Lee Wright, Ed.D.**  
*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**



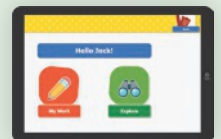
Trade Book Read Alouds



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**



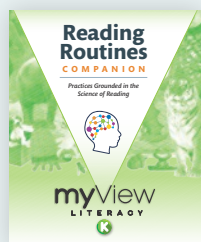
Digital Games

**SuccessMaker**



Leveled Content Readers with Access Videos

Foundational Skills



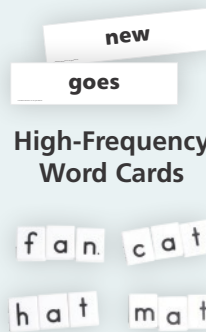
Reading Routines Companion



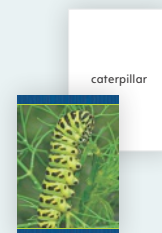
Decodable Stories



Decodable Readers



Letter Tiles



Picture Word Cards



Alphabet Cards



Kindergarten Letter Recognition Unit

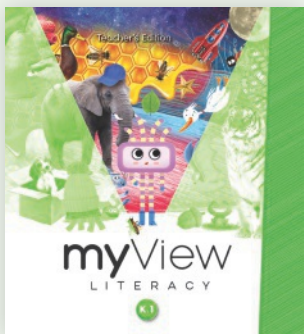


### Savvas Realize™

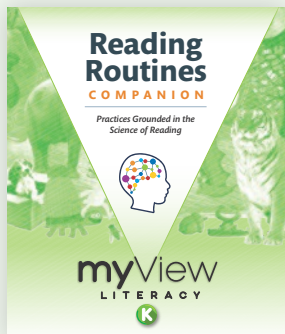
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

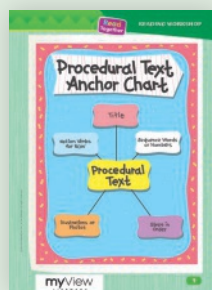
## TEACHER RESOURCES



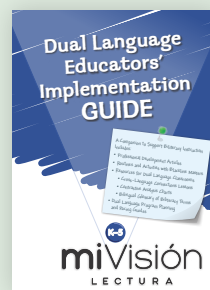
Teacher's Edition  
5 Volumes



Reading Routines  
Companion



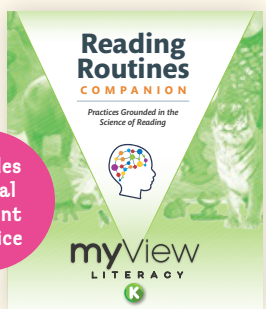
Anchor Charts



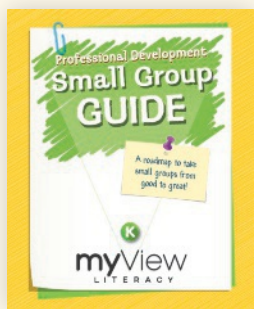
Dual Language  
Educators'  
Implementation Guide

### Printables Include:

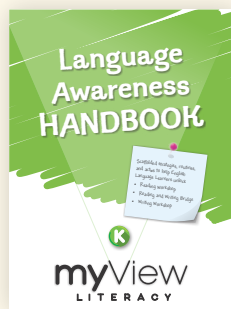
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



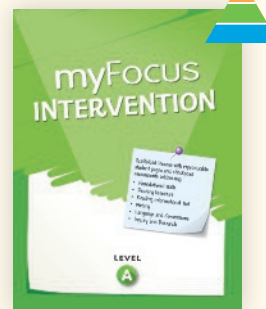
Reading Routines  
Companion



Small Group  
Professional  
Development Guide



Language  
Awareness  
Handbook

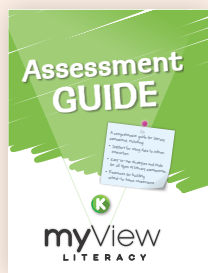


myFocus Intervention  
Teacher's Guide

### Printables Include:

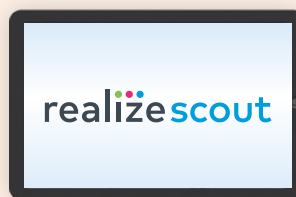
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## Assessment & Reporting



Assessment  
Guide

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



Realize Scout  
Observational Tool

### SAVVAS literacy Screener & Diagnostic Assessments

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

# An Instructional Model for Today's Classroom

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



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



## Foster a Love of Reading

### Student Interactive

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

### Mentor STACK



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

### Read ALOUD



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

### BOOK CLUB

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

*\*Titles are subject to change.*





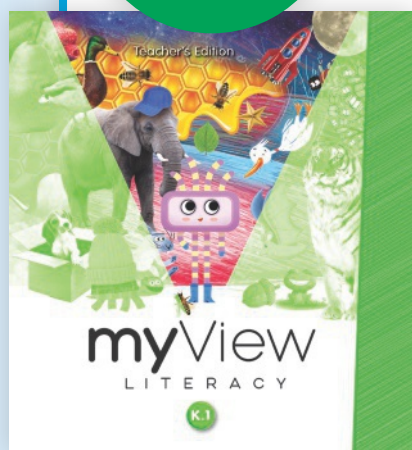
# A Continuum of Resources to Meet the Needs of Your Students



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

## LEVEL OF SUPPORT

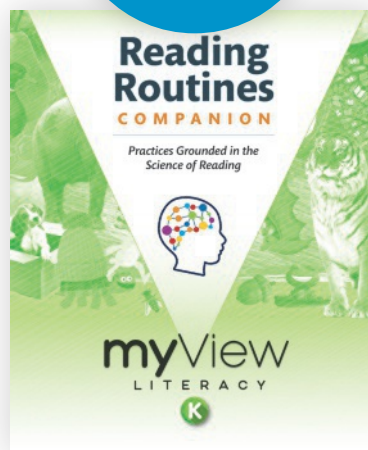
### Teacher's Edition



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

Whole group lessons with corresponding small group differentiated instruction.

### Reading Routines Companion



### Reading Routines Companion (K-5)

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

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



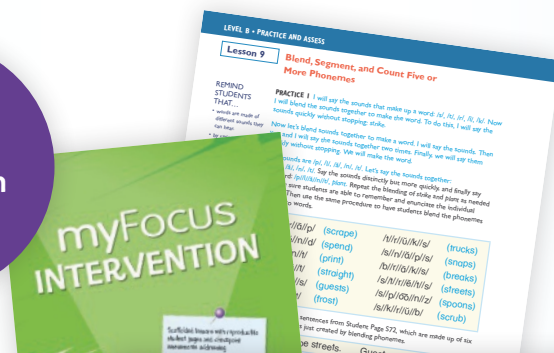
SuccessMaker



## SuccessMaker®

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

myFocus Intervention



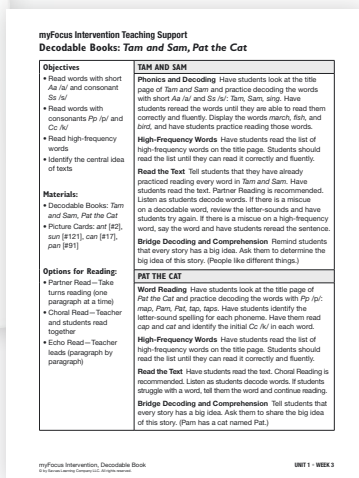
## myFocus Intervention

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

Lessons follow a routine of:

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

myFocus Reader



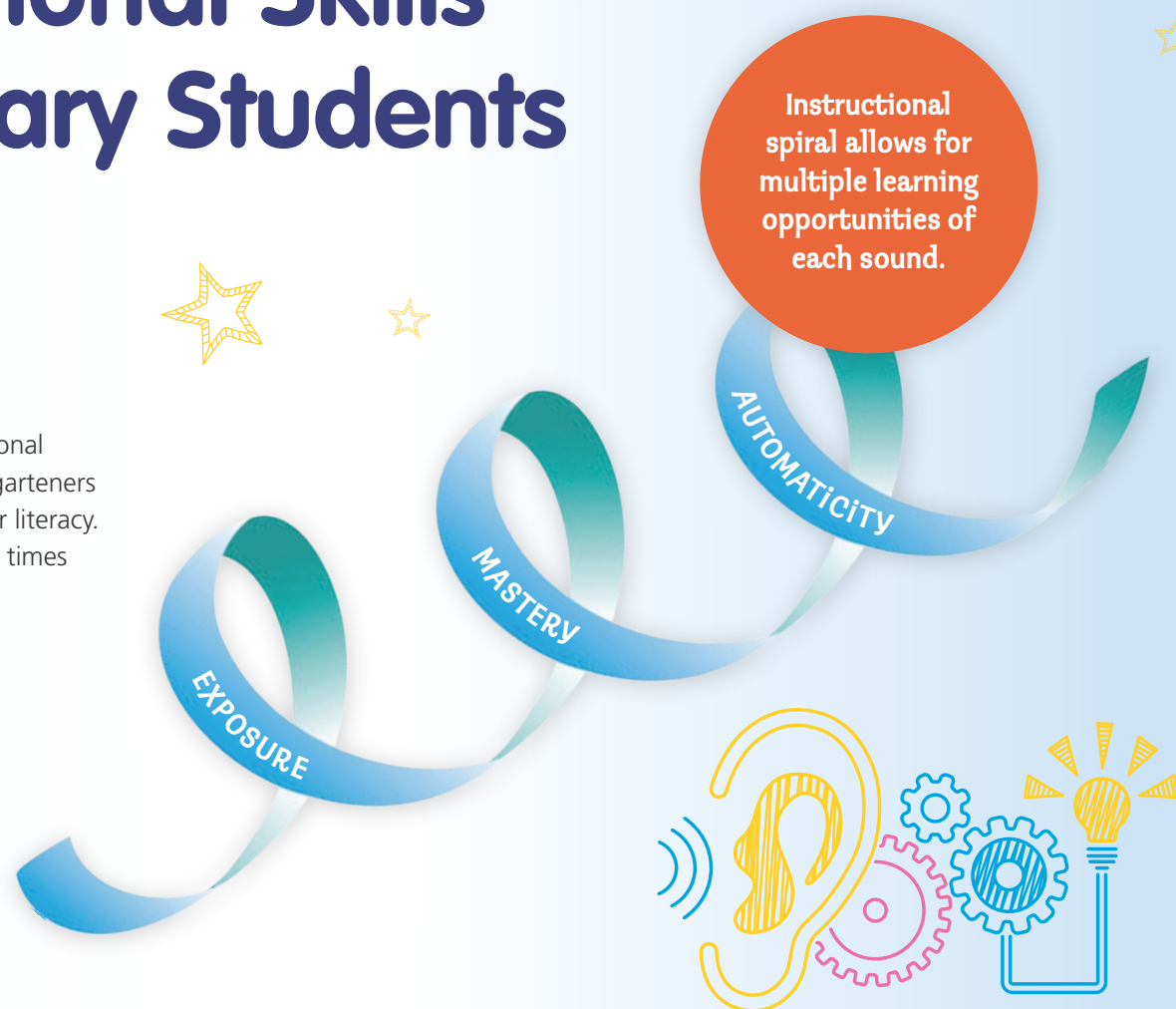
## myFocus Reader

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

# Foundational Skills for Primary Students

## Phonological to Phenomenal

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



### Sequence of Instruction

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

#### EARLY

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

#### BASIC

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

#### ADVANCED

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

# Connected Phonics and Spelling

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

**WEEK 1 LESSON 2**  
READING WORKSHOP FOUNDATIONAL SKILLS

## Word Work

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

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


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

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

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

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

Phonics, p. 137



wh  
52  
whale

**myView Digital** **NOVEMBER**

**FORMATIVE ASSESSMENT OPTIONS**

**Apply**  
**OPTION 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**

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

**Turn**  
Say each picture name. Highlight the digraph or trigraph in each picture name. Tell partners the names represented.

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

**STUDENT INTERACTIVE, p. 16**

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

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

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

**Apply**  
Read the sentences. Underline words with digraphs. Highlight words with trigraphs.  
Chip and Phil will chase Patch to get the ball.

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

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

## Spelling Spell Words with Digraphs and Trigraphs

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

**LESSON 2**

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

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

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

**SPELLING WORDS**  
catch  
check  
chin  
graph  
inch  
match  
mush  
said  
whale  
which

**HIGH-FREQUENCY WORDS**  
good  
said

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

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

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

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

Dictation practice is included in the Student Interactive.


## A Systematic Reading Progression

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

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

## On the Run

Highlight the words with the long o sound.



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

**AUDIO**  
Audio with highlighting

**ANNOTATE**

23

**Decodable Book 5**

## We Make It




Written by Hugo Delmar  
Illustrated by Sandy Brightman

**Decodable Reader** **21**

## Kate Wins the Game

Written by Moira McGinty



**Long a: a\_e**  
broke game lake  
Date Jane Kate  
Rimes Kate mile


**Consonant Digraph sh**  
shade smash

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

**Decodable Reader** **14**

## The Bravest

Written by Ramona Vargas



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

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

105

### Decodable Stories (K-1)

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

### Decodable Readers (K-3)

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

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

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

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

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

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

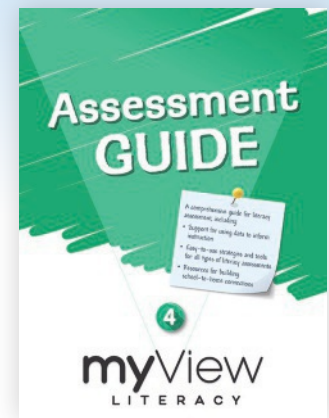
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## 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

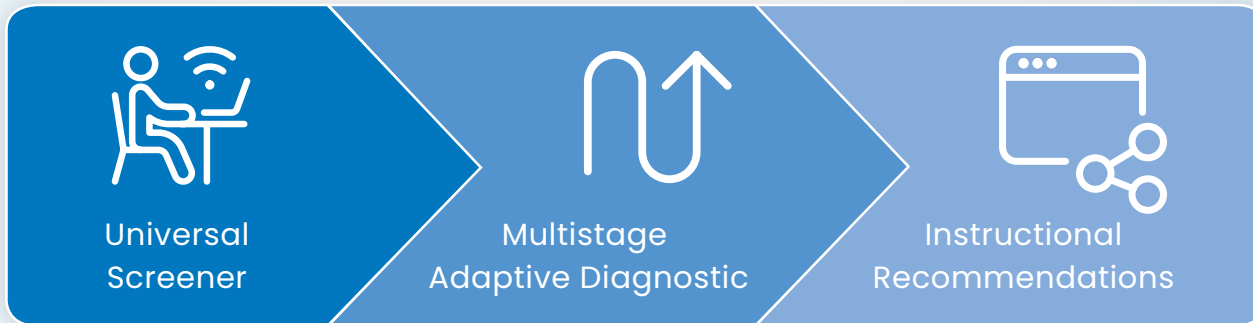
### Test Preparation (Grades 2–5)



- 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.

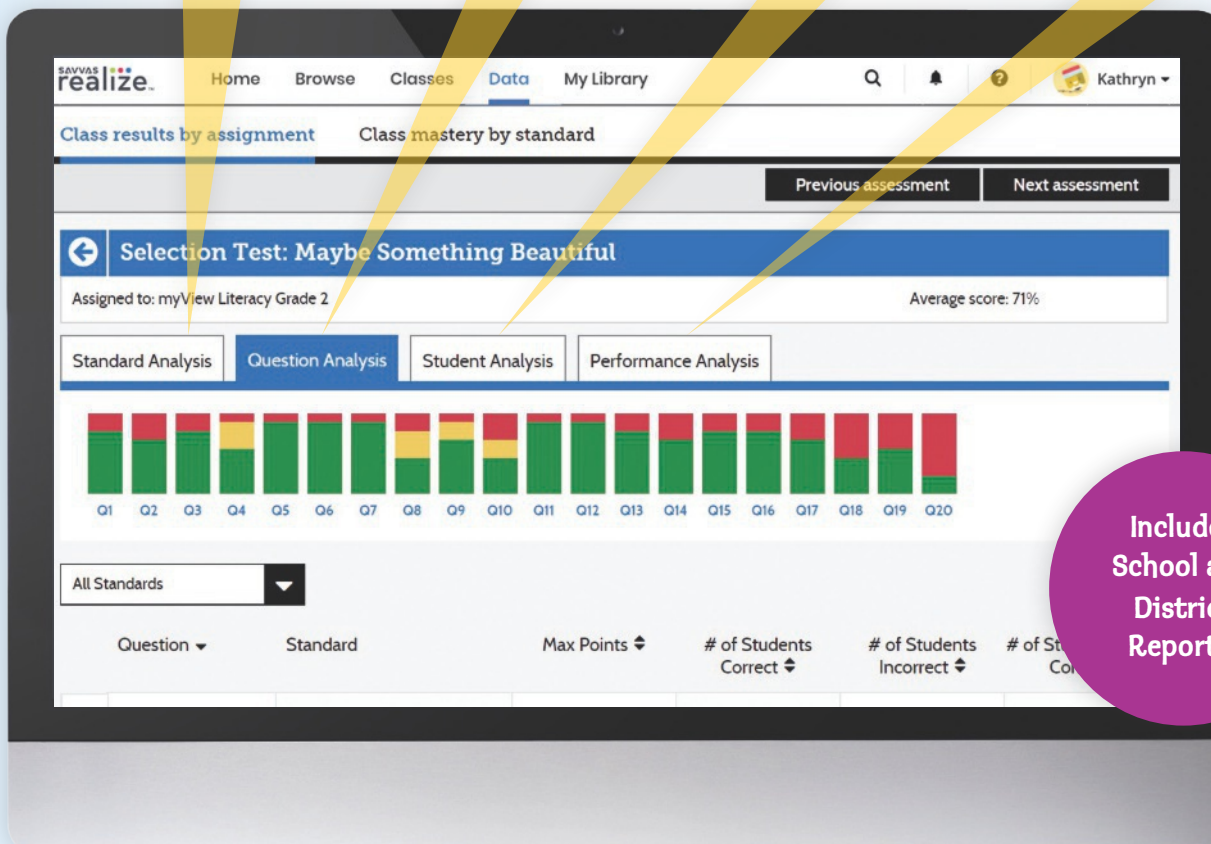
Student data connects skills to instructional supports and resources.

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.

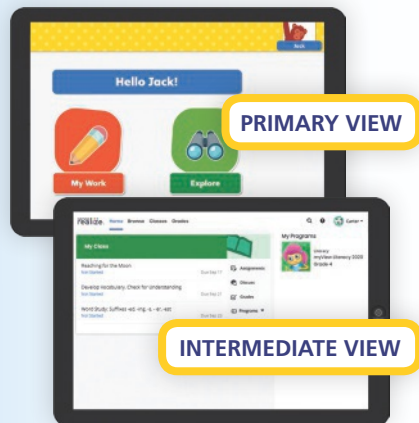
# The Digital Difference



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

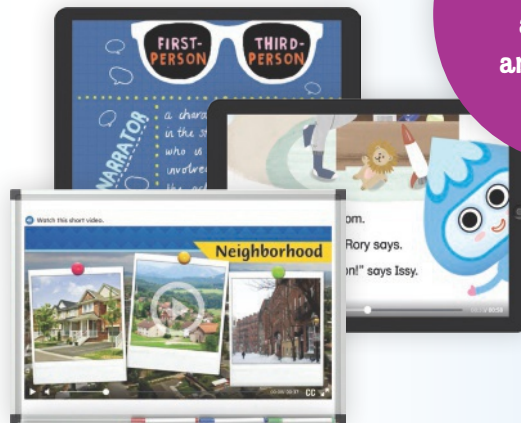
## The Student Experience

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.

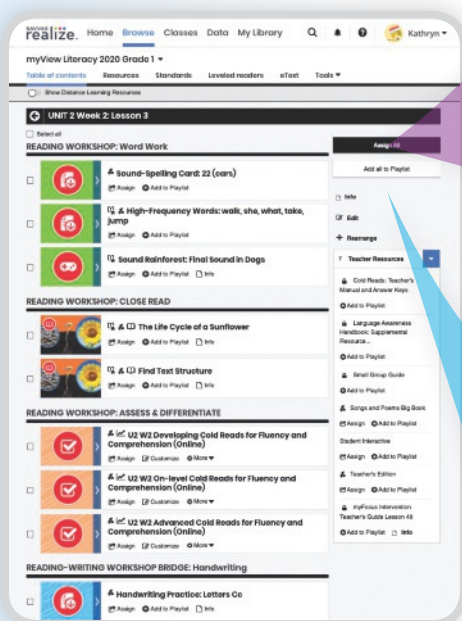


### Digital Games

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

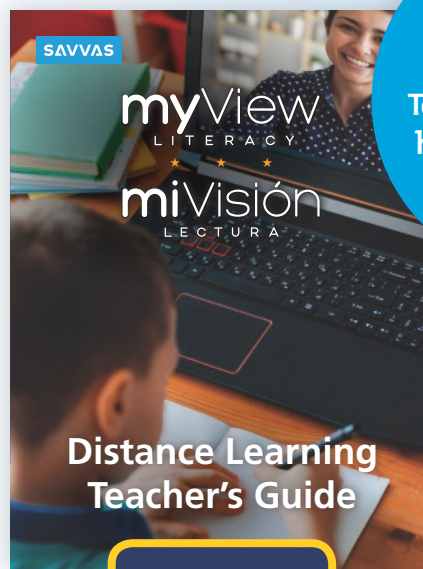
Add content, rearrange lessons, delete what you don't need—**make it your own!**

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

# Outside My Door

## Essential Question

What can we learn from the weather?

SAVVAS  
**realize**<sup>™</sup>

Go ONLINE for all lessons.

myView  
Digital



REALIZE  
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO

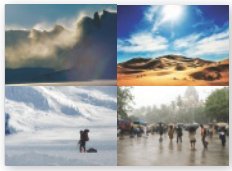


ASSESSMENT

# Spotlight on Informational Text



## WEEK 1



*Weather Around the World* pp. T14–T65  
by André Ngāpō

Informational Text

**WEEKLY QUESTION** How have people learned to live in bad weather?

## WEEK 2

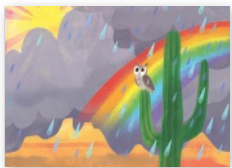


*A Desert in Bloom* pp. T66–T117  
by Justin Scott Parr

Informational Text

**WEEKLY QUESTION** What helps plants live in hot climates?

## WEEK 3

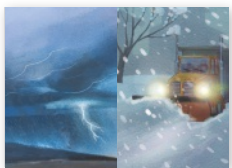


Poetry Collection: “‘Wehh-dooj’ (It’s Raining)”;  
“‘Ees-aw-hah’ Ees-ah’ (The Sun Shining)” pp. T118–T169  
by Eric Gansworth

Poetry

**WEEKLY QUESTION** How do we describe weather?

## WEEK 4

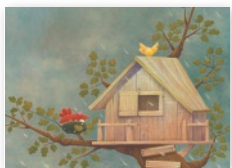


*Tornado Action Plan* and  
*Blizzard Action Plan* pp. T170–T227  
by Jill McDougall

Informational Text

**WEEKLY QUESTION** How can we protect ourselves in bad weather?

## WEEK 5



*Who Likes Rain?* pp. T228–T279  
by Stephen Krensky

Drama

**WEEKLY QUESTION** How can rainy weather help Earth?

## WEEKS 1–5

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

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

**PROJECT-BASED INQUIRY** pp. T408–T437





UNIT THEME

# Outside My Door

## Essential Question

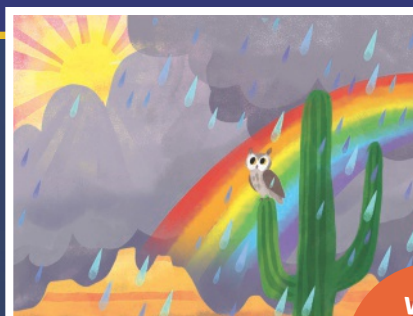
What can we learn from the weather?

**Weekly Questions**  
Students relate the weekly questions to their reading.  
WEEKS 1-6

WEEK  
**3**

## Poetry Collection

How do we describe weather?



BOOK CLUB

WEEK  
**2**

## A Desert in Bloom

What helps plants live in hot climates?

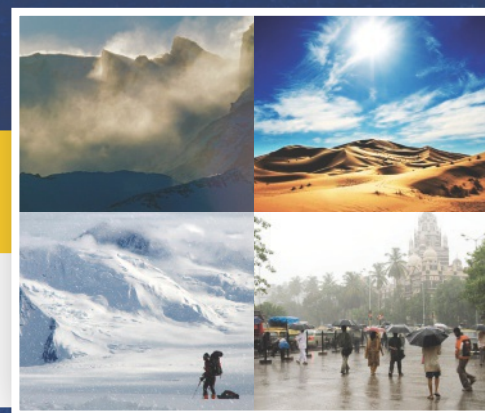


BOOK CLUB

WEEK  
**1**

## Weather Around the World

How have people learned to live in bad weather?





## Tornado Action Plan and Blizzard Action Plan



WEEK  
**4**

How can we protect ourselves in bad weather?



WEEK  
**5**

## Who Likes Rain?

How can rainy weather help Earth?



## Project

WEEK  
**6**

### The Best Weather

Talk about the pictures. What type of weather do you like best?

**COLLABORATE** Our favorite weather is  
Possible response:  
**rain**



### Project-Based Inquiry

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

work together to talk about the types of weather in the pictures and discuss what type of weather they like best.

UNIT THEME

# Outside My Door

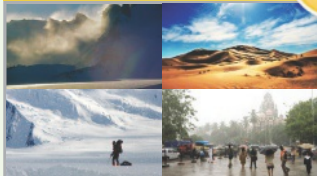
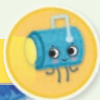
WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Informational Text



Weather Around the World

Make inferences about text-illustration connections in informational text.

Informational Text



A Desert in Bloom

Find important details about text structure of informational text.

Poetry



Poetry Collection

Visualize details and discuss elements of poetry.

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

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

BOOK CLUB SEL

*Rain, Wind, Sun, and Snow* by Najla Ahmad  
What can we learn about the weather?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in literary nonfiction.

Develop elements of literary nonfiction.

Develop the structure of literary nonfiction.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

- Spelling
- Language & Conventions

## UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others about what we can learn from the weather.

### READING WORKSHOP

- Read informational text and understand its elements.

### READING-WRITING WORKSHOP BRIDGE

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

### WRITING WORKSHOP

- Use elements of informational text to write literary nonfiction.

## WEEK 4

### Informational Text



#### Tornado Action Plan and Blizzard Action Plan

Ask and answer questions about and make connections between informational texts.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing informational text through:

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

Choose Your Book

What can we learn about the weather?

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

## WEEK 5

### Drama



#### Who Likes Rain?

Create new understandings about characters in drama.

Publish, celebrate, and assess literary nonfiction.

Bridge reading and writing informational text through:

- Spelling
- Language & Conventions

## WEEK 6

### Inquiry and Research



#### The Best Weather

### FOUNDATIONAL SKILLS

Phonics, Spelling, High-Frequency Words

### Project-Based Inquiry

- Generate questions for inquiry
- Research different types of weather and pick a favorite
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect



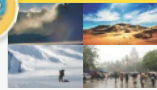
UNIT THEME

# Outside My Door

**WEEK 1**

**Informational Text**

**Weather Around the World**



**WEEK 2**

**Informational Text**

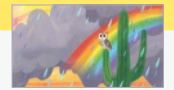
**A Desert in Bloom**



**WEEK 3**

**Poetry**

**Poetry Collection**



<b>READING WORKSHOP</b>	<b>Foundational Skills</b>	Phonological Awareness: Segment and Blend Phonemes and Syllables; Manipulate Syllables	Phonological Awareness: Identify and Count Syllables; Manipulate Syllables; Add Phonemes	Phonological Awareness: Segment and Blend Phonemes and Syllables; Manipulate Syllables; Recognize Alliteration
		Phonics: Review and Reinforce: Words for Cc /k/ and Tt /t/; Words for Short Oo /o/ and Long Oo /ō/	Phonics: Review and Reinforce: Words for Bb /b/, Jj /j/; Initial and Final Blends	Phonics: Review and Reinforce: Words for Gg /g/, Qq /kw/; Short Aa /a/ and Long Aa /ā/
		High-Frequency Words: <i>be, saw, our</i>	High-Frequency Words: <i>eat, soon, walk</i>	High-Frequency Words: <i>who, into, there</i>
	<b>Minilessons Bank</b>	Web Site: Weather in Our Country	Infographic: Living in the Desert	Poetry: Weather Poems
		Informational Text: <i>Weather Around the World</i>	Informational Text: <i>A Desert in Bloom</i>	Poetry: <i>Poetry Collection</i>
		Words That Describe Weather	Words That Relate to Plants in Hot Climates	Words That Describe Planting
Connect Text and Illustrations		Find Text Structure	Discuss Rhyme and Rhythm	
Make Inferences		Find Important Details	Visualize Details	
Write to Sources: Respond to Informational Text	Talk About It: Oral Response to Informational Text	Write to Sources: Respond to Poetry		
<b>READING-WRITING WORKSHOP BRIDGE</b>	<b>Academic Vocabulary</b>	Related Words	Synonyms and Antonyms	Context Clues
	<b>Handwriting</b>	Write Numerals 3–6	Write Numerals 7–9, 0	Write Numerals 1–10
	<b>Read Like a Writer/Write for a Reader</b>	Graphic Features	Author’s Craft	Analyze: Rhyme and Rhythm
<b>WRITING WORKSHOP</b>	<b>Weekly Focus</b>	<b>Introduce and Immerse</b>	<b>Develop Elements</b>	<b>Develop Structure</b>
	<b>Minilessons Bank</b>	Question and Answer Books	What You Know About Your Topic	Organize Ideas
		Question and Answer Books: Questions	Explore Compose Questions	Explore Compose an Introduction and Conclusion
		Question and Answer Books: Answers	Apply Compose Questions	Apply Compose an Introduction and Conclusion
		Generate Ideas	Explore Compose Answers	Explore Graphics
		Plan Your Question and Answer Books	Apply Compose Answers	Apply Graphics
<b>READING-WRITING WORKSHOP BRIDGE</b>	<b>Spelling</b>	Spell CVC Words	Spell CCVC Words	Spell VC Words
	<b>Language &amp; Conventions</b>	Capitalization	End Punctuation	Complete Sentences

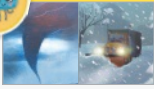
# Essential Question

What can we learn from the weather?

## WEEK 4

### Informational Text

#### Tornado Action Plan and Blizzard Action Plan



Phonological Awareness: Substitute Phonemes; Segment and Blend Phonemes; Manipulate Syllables

Phonics: Review and Reinforce: Words for *Kk /k/, Ss /s/, Ww /w/, and Mm /m/*

High-Frequency Words: *so, out, then*

Infographic: Be Prepared!

Informational Text: *Tornado Action Plan and Blizzard Action Plan*

Words That Describe Bad Weather

Compare and Contrast Texts

Ask and Answer Questions

Talk About It: Oral Response to Informational Text

Word Parts

Write Simple Sentences

Analyze Text Structure

### Writer's Craft

Edit for Verbs

Explore Digital Tools to Produce Writing

Apply Digital Tools to Produce Writing

Explore Digital Tools to Publish Writing

Apply Digital Tools to Publish Writing

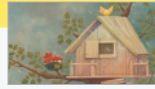
Spell CCVC Words

Expand Sentences

## WEEK 5

### Drama

#### Who Likes Rain?



Phonological Awareness: Segment and Blend Syllables; Manipulate Syllables; Substitute Phonemes

Phonics: Review and Reinforce: Words for *Ll /l/, Nn /n/, Rr /r/, and Zz /z/*

High-Frequency Words: *new, too, when*

Infographic: How Rain Helps Elephants

Drama: *Who Likes Rain?*

Words That Relate to Helping the Earth

Discuss Characters in Drama

Create New Understandings

Talk About It: Oral Response to Drama

Oral Language

Write Simple Sentences

Author's Purpose

### Publish, Celebrate, and Assess

Edit for Spelling

Add Details

Prepare for Celebration

Celebration

Assessment

Spell Short Vowel Words

Expand Sentences

## WEEK 6

### Inquiry and Research

#### The Best Weather



### Foundational Skills

Phonological Awareness: Segment and Blend Syllables; Add Phonemes

Review and Reinforce Phonics: Read Words and Sentences; Make New Words

Review and Reinforce Spelling: Spell Words

High-Frequency Words: *no, say, under*

Compare Across Texts: Outside My Door

Inquire: The Best Weather

Academic Words

Explore and Plan: Introduce Persuasive Poetry

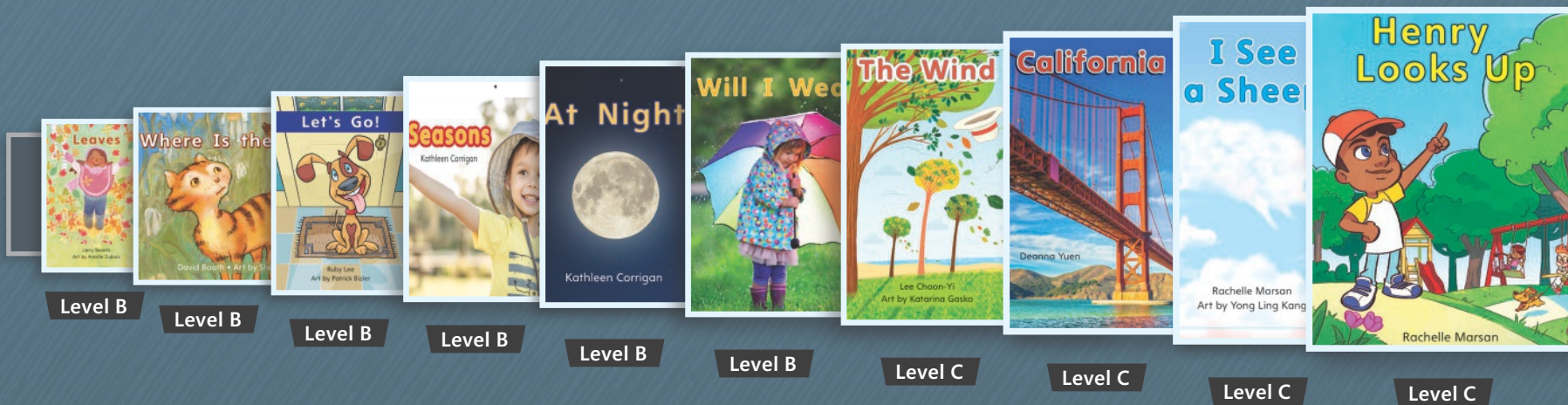
Conduct Research: Look Online

Refine Research: Take Notes

Collaborate and Discuss: Tell and Show Your Opinion

Celebrate and Reflect

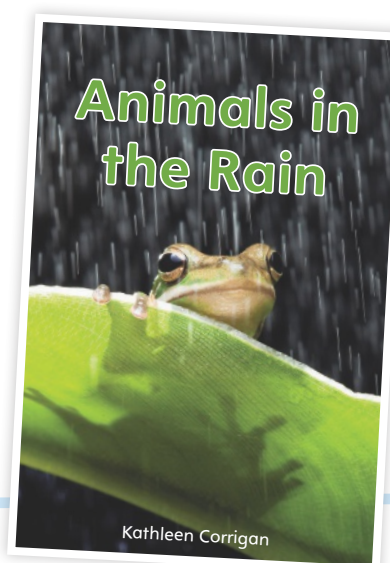
# UNIT 5 LEVELED READERS LIBRARY



## LEVEL B

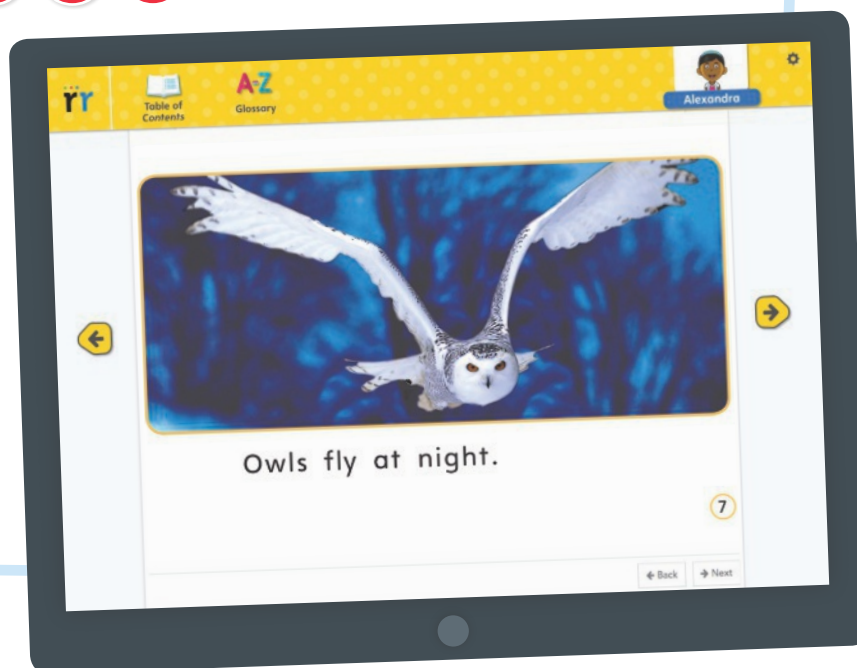
### Leveled Readers for Unit 5

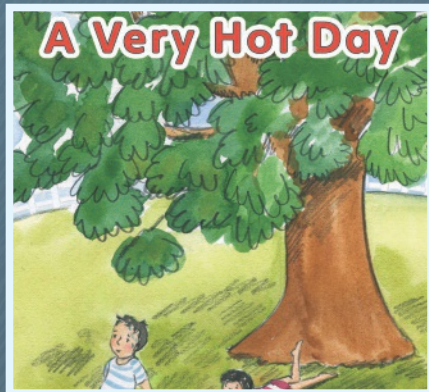
- Unit 5 guided reading levels range from Level B through Level D.
- Readers align to the unit theme, Outside My Door, and to the unit Spotlight Genre, Informational Text.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.



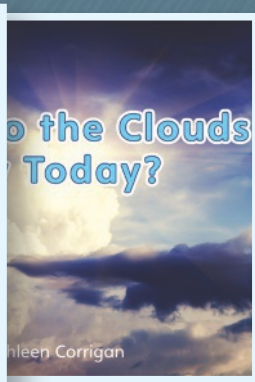
### Complete Online Access to the Grade K Leveled Library

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





Level C



Level C



Level D



Level D



Level D



Level D



Level D



Level D



Level D

LEVEL D

## Teaching Support

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

### Guided Reading

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

### Differentiation

- Support for ELLs
- Language Development suggestions

### Guided Writing

- Prompts for responding to text

LEVELED  
READER  
TEACHER'S  
GUIDE



See the **Small Group Guide for**

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



SMALL GROUP  
GUIDE

# Outside My Door

## OBJECTIVES

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


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

Recognize characteristics of multimedia and digital texts.

Observe and describe weather changes from day to day and over seasons.

## Essential Question

Introduce the Essential Question for Unit 5: *What can we learn from the weather?* Explain to students that they will read texts in the informational, poetry, and drama genres to learn about different weather that we experience. Tell them that reading texts in different genres allows them to experience different authors' points of view about the theme.

**Watch the Unit Video** Remind students that videos are multimedia texts. This is because videos have sound and pictures. Play the Unit 5 Video. Direct students to pay attention to what they hear and see about different kinds of weather. 

**TURN, TALK, AND SHARE** Have partners discuss the kinds of weather they learned about from the video. If students did not understand something in the video, have them ask a question and figure out the answer with their partner. Use the following questions to guide their discussions:

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

STUDENT INTERACTIVE, pp. 8-9

The screenshot shows a digital interface for Unit 5, 'Outside My Door'. The background is a landscape with a sunset and a lightning storm. On the left, there is a 'Watch' section with a video player showing a lightning bolt and the text: "Weather!" to learn about different kinds of weather. Below the video is a 'TURN and TALK' icon and the question: "What kinds of weather do we get?". On the right, there is a 'Reading Workshop' section with a table of resources:

Reading Workshop		Spotlight on Informational Text
	Web Site: Weather in Our Country <b>Weather Around the World</b> ..... Informational Text by André Ngöpö	
	Infographic: Living in the Desert <b>A Desert in Bloom</b> ..... Informational Text by Justin Scott Parr	
	Poetry: Weather Poems <b>Poetry Collection</b> ..... Poetry by Eric Gansworth	
	Infographic: Be Prepared! <b>Tornado Action Plan and Blizzard Action Plan</b> ..... Informational Text by Jill McDougall	
	Infographic: How Rain Helps Elephants <b>Who Likes Rain?</b> ..... Drama by Stephen Krensky	

Below the Reading Workshop is a 'Reading-Writing Bridge' section with icons for Academic Vocabulary, Spelling, Read Like a Writer, Write for a Reader, Language and Conventions. Below that is a 'Writing Workshop' section with icons for Plan Your Question and Answer Books, Compose Answers, Graphics, Digital Tools Authors Use, Publish and Celebrate. At the bottom is a 'Project-Based Inquiry' section with icons for Inquire, Research, Collaborate. The page number '9' is in the bottom right corner.

**ELL Targeted Support Use Prior Experiences** Play the Unit 5 video. Then use the leveled supports below to help students understand its meaning.

Using visuals from the video, ask students to name each type of weather in their home language. Then say the English word for the type of weather and have students repeat. Ask students to use prior experiences to name their favorite type of weather. Provide this sentence frame: *My favorite weather is \_\_\_\_*. **EMERGING/DEVELOPING**

Have partners use prior experiences to talk about different types of weather they have seen. Ask them to talk about which type of weather is their favorite and why. **EXPANDING/BRIDGING**

# Independent Reading

**Read Unfamiliar Words** Read aloud pp. 10–11 in the *Student Interactive*. Have students interact independently with texts for increasing periods of time, reading a few more pages every day. Ask them to:

- Circle any unfamiliar words they encounter in their texts.
- Look at the letters in the word, and think about the sounds they spell.
- Look for word parts they know.

STUDENT INTERACTIVE, pp. 10–11

5 INDEPENDENT READING

Read Together

## Independent Reading

When you get stuck, try these strategies:

1. Look at the letters in the word.
2. Think about the sounds the letters spell.
3. Look for word parts you know.

sun













set

10

**Directions** Read aloud the information with students and discuss how they can use these strategies when they read on their own.

11

### My Independent Reading Log

Date	Book	Pages Read	My Ratings
			  
			  
			  
			  

**Directions** Have students select a text and interact independently with it for increasing periods of time. Tell them to read a few more pages every day and to use reading strategies such as looking for word parts they know. Then have students complete the chart.

### OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

### ELL Language Transfer

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

- effect : *efecto*
- prepare : *preparar*
- extreme : *extremo*

### Word Wall

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

## Unit Goals

- Read to students the goals on p. 12 of the *Student Interactive*.
- Tell them to color the shape next to each goal while it is read.

Discuss with the class what weather is and what weather is not. Use the photographs on p. 12 as references.

**My TURN** Have students circle the pictures of weather that are inside the box on p. 12 in the *Student Interactive*.

## Academic Vocabulary

**Oral Vocabulary Routine** Remind students that Academic Vocabulary is language used when talking about ideas. Tell students that they will learn and use these words to talk about weather as they work through the unit. Have students turn to p. 13 in the *Student Interactive*. Read aloud the words and discuss the meanings of the words.

Have students look at the pictures. Guide students in a discussion about what the pictures show and how they think the pictures relate to the Academic Vocabulary words.

**My TURN** Tell students to match the words on p. 13 to the pictures that show the meanings of the words.



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

“English-Language Arts (ELA) differs from content areas in at least one important way: The topics of ELA are not specified in standards documents in the same way that they are in content areas such as science. ELA deals with numerous topics and, since topics have unique vocabulary, students need to be able to know that a unique topic has unique vocabulary.”

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

**ELL Targeted Support Learn Academic Language** Remind students that learning and using academic vocabulary is important for speaking and writing. Use the Oral Vocabulary Routine to build students' understanding of the words *effect*, *measure*, *prepare*, and *extreme*.

Using the Language Transfer note, help Spanish speakers understand the meanings of the words *effect*, *prepare*, and *extreme*. Have students use gestures or expressions that will help them learn the meanings. **EMERGING**

Help students understand the meanings of the Academic Vocabulary words by describing a word and asking students to guess the word you describe. Continue with the other words. Then ask volunteers to take turns describing one of the words for the other students to guess. **DEVELOPING**

Have students look at p. 13 in the *Student Interactive*. Have partners take turns describing the pictures, using the vocabulary words in their descriptions. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 12-13

**UNIT 5**

INTRODUCTION

**Read Together**

**Unit Goals**

In this unit, you will

- read informational texts
- write a literary nonfiction text
- talk about what we can learn from the weather

**Read Together**

**12**

**MY TURN** Circle the pictures of weather.

**13**

**12**

**Directions** Read and discuss the unit goals with students. Then discuss different kinds of weather and have students circle the pictures that show a kind of weather.

**Academic Vocabulary**

**MY TURN** Match

**effect**

**measure**

**prepare**

**extreme**

**Directions** Read the Academic Vocabulary words to students and discuss the meanings of the words. Then discuss what the pictures show. Have students match each word to the picture that shows a meaning of the word.

**13**



## Suggested Daily Times

### READING WORKSHOP

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

### WRITING WORKSHOP

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

## Learning Goals

- I can read informational text.
- I can use words to tell about informational text.
- I can write a nonfiction text.

### 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

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Segment and Blend Syllables
  - » Phonics: Review Words for Cc, Tt
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Web Site: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Shaking Earth” T22–T23
- Informational Text T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Numerals 3 and 4 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

- Literary Nonfiction Q&A T290–T291
  - » Question and Answer Book
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T291
- Conferences T288

#### WRITING BRIDGE

- Spelling: Spell Words T292
  - ☑ Assess Prior Knowledge T292
- Language & Conventions: Spiral Review: Question Words T293

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Review Words for Short and Long o
  - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

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

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

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

##### INDEPENDENT/COLLABORATIVE

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

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T294–T295
  - » Question and Answer Book: Questions
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T295
- Conferences T288

#### WRITING BRIDGE

- Spelling: Teach: Spell Words T296
- Language & Conventions: Oral Language: Capitalization T297

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T46–T47
  - » Phonological Awareness: Manipulate Syllables
  - » Phonics: Reinforce Words for Short and Long o, Cc, Tt
  - » High-Frequency Words

#### CLOSE READ

- Connect Text and Illustrations T48–T49
- Close Read: *Weather Around the World*
  - ✔ **Quick Check** T49

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T50–T51
- Handwriting: Numerals 5 and 6 T50–T51

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T53
- Literacy Activities T53
- Partner Reading T53

### WRITING WORKSHOP


#### MINILESSON

- Literary Nonfiction Q&A T298–T299
  - » Question and Answer Book: Answers
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T299
- Conferences T288

### WRITING BRIDGE

- **FLEXIBLE OPTION**   
Spelling: Review and More Practice: Spell Words T300
- Language & Conventions: Teach Capitalization T301

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T54–T55
  - » Decodable Story: Read *Tif and Cole*

#### CLOSE READ

- Make Inferences T56–T57
- Close Read: *Weather Around the World*
  - ✔ **Quick Check** T57

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T59
- Literacy Activities T59
- Partner Reading T59

### WRITING WORKSHOP


#### MINILESSON

- Literary Nonfiction Q&A T302–T303
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T303
- Conferences T288

### WRITING BRIDGE

- **FLEXIBLE OPTION**   
Spelling: Spiral Review: Spell Words T304
- Language & Conventions: Practice Capitalization T305

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T60–T61
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Sentences I Can Read
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T62–T63
  - » Write to Sources
    - ✔ **Quick Check** T63
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T65
- Strategy, Intervention, and On-Level/Advanced Activities T64
- ELL Targeted Support T64
- Conferring T65

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T65
- Literacy Activities T65


**BOOK CLUB** T65 **SEL** 

### WRITING WORKSHOP


#### MINILESSON

- Literary Nonfiction Q&A T306
  - » Plan Your Question and Answer Book
  - » Share Back

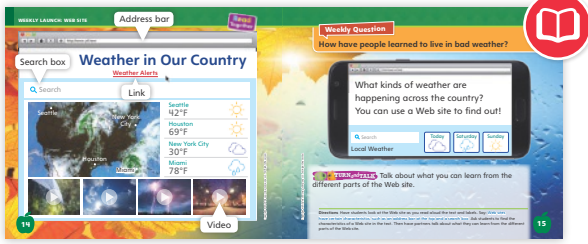
#### INDEPENDENT WRITING

- **WRITING CLUB** T306–T307 **SEL** 
- Conferences T288

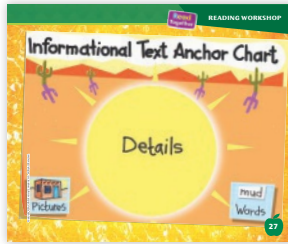
### WRITING BRIDGE

- Spelling: Spell Words T308
  - ✔ **Assess Understanding** T308
- **FLEXIBLE OPTION**   
Language & Conventions: Standards Practice T309

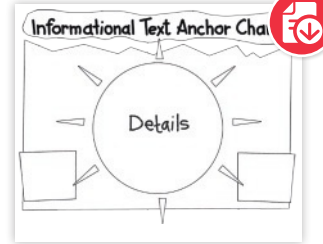
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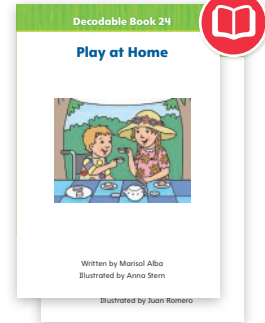
**WEB SITE**  
“Weather in Our Country”



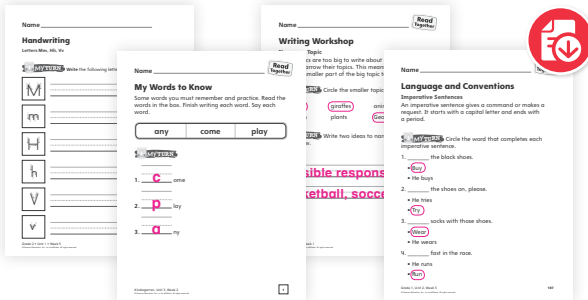
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



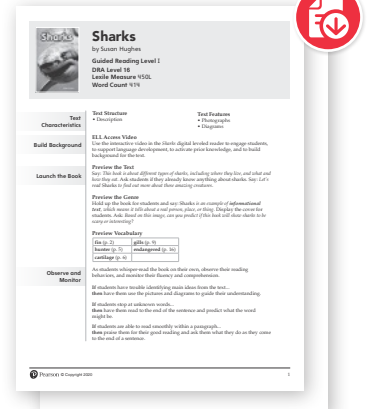
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

be  
saw  
our

### Develop Vocabulary

rainy  
windy

### Spelling Words

cat  
hat  
not  
tap  
be  
saw

### Unit Academic Vocabulary

effect  
measure  
prepare  
extreme

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively and ask questions to understand and analyze what is heard and identify only what is stated.

**ELL Language Transfer**  
Engage students in a conversation about the text.

**ACADEMIC VOCABULARY**  
Use academic vocabulary in the text.

**Read Aloud**  
Tell students that they will listen to a story. Have students listen as you read aloud. Prompt students to be active listeners by looking at you and thinking about the meaning of the story. Encourage them to ask questions if something is not understood as you read.

**READ-ALOUD ROUTINE**  
Purpose: Have students listen actively for the main idea and details about the text.

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

**THINK ALOUD** The read-aloud passage to model Think Aloud strategies related to the genre.

#### The Shaking Earth

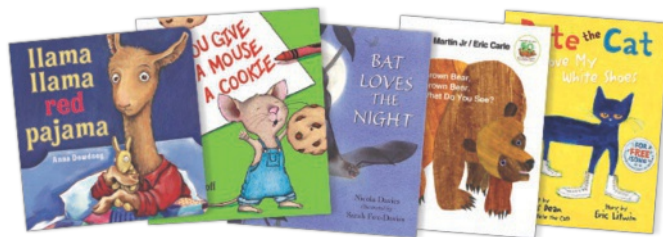
Have you ever felt the Earth shake? It may rumble as if an elephant is stomping. That shaking you feel is not an elephant. It may be an earthquake.

Earthquakes can happen anytime, day or night. They also can happen anywhere in the world. In fact, about half a million earthquakes happen every year.

Parts of the Earth deep underground, called plates, move constantly. These plates move so slowly that we cannot feel the Earth moving. Earthquakes happen when the plates bump against each other. Most earthquakes are so small that people don't even notice them.

The plates can slam against each other with more force. The ground shakes. People can feel the Earth move.

**READ ALOUD**  
"The Shaking Earth"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**  
Interactive Read Aloud

**PLANNING**

- Select a text from the Read Aloud Trade Book Library or the school curriculum.
- Identify the big ideas of the story.
- Develop the Teaching Points.
- Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to stop to think aloud.

**BEFORE READING**

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Ask the students to make a prediction about the story.
- Ask the students to make a prediction about the genre.
- Ask the students to make a prediction about the main idea.
- Ask the students to make a prediction about the characters.

**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 to a second read of the story.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching points.
- Use Think Alouds to model strategies while readers use to monitor comprehension and correct meaning from text.
- Use sticky notes to capture the key open-ended questions, text they have read, and the main idea of the story.

**AFTER READING**

- Summarize and ask students to share thoughts about the story.
- Support deeper comprehension by modeling the main idea of the story.
- Choose and assign a Student Response Form available on Readaloud.com.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Weather Around the World*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T442-T447

**Mentor STACK**

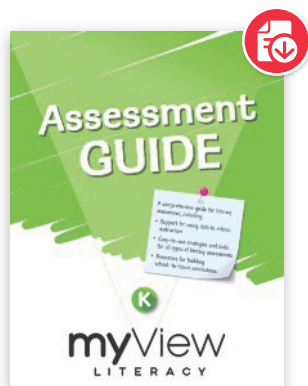
Writing Workshop T287

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T36 for a consonants *c* and *t* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Segment and Blend Syllables

**FOCUS AND MODEL** Tell students that syllables are the chunks we can hear in words and today they will break apart and put together syllables. Say: *Watch how I break apart and put together a word.* Display a picture of a flashlight that is cut into two pieces. Hold the pieces close together. Say: *My word is flashlight.* As you say the word, run a finger under the two parts to show that they are connected. Say: *Watch now as I break the word apart, or segment the syllables.* Pull the pieces of the picture apart as you say: *flash* (pause) *light.* Now, *I will blend the word back together again.* Hold the pieces back together and say: *flashlight.* Have students segment and blend the word as you separate and hold together the picture pieces.

**PRACTICE** Continue with other words such as *catfish*, *football*, and *sunshine*. Provide pairs of students with a picture of the word that has been cut into two equal parts. Have pairs put the pieces together and say the word, pull the pieces apart and segment the word, and then put the pieces back together and blend the word.

## Phonics: Review Words for *Cc*, *Tt*

### Minilesson

**FOCUS** Display Picture Card *cap*. *What letter spells the sound /k/ at the beginning of cap?* Turn the card over to confirm that the letter *c* spells the sound /k/ in *cap*. Have students tell you the letters that are in the word *cap*. *Now let's practice reading other words with the sound /k/ spelled c.* Write the words *cot*, *cone*, *cute*, and *can* on the board. Circle the *c* in each word. Have students read the list. Continue the activity with the letter *Tt*. Use the *tub* Picture Card and write the words *tube*, *tag*, *take*, and *tap* on the board.

**MODEL AND PRACTICE** Continue the routine with these words: *case*, *cut*, *tape*, *ten*.

**APPLY My TURN** Have students look at p. 16 in the *Student Interactive*. Have students read the words in the bank. Then have them read the words at the top of each column. *What are the beginning letters?* Students should say *c* and *t*. Have students write each word from the word bank in the column with the word that begins with the same letter. Then have them read the words again.



**ELL Targeted Support Distinguish Sounds** Help students identify the sounds /k/ and /t/ through listening activities.

Provide students with ample opportunity to identify the sounds /k/ and /t/. Say the following words: *table, car, camp, tape*. Have students work in pairs to identify whether the word begins with the sound /k/ or /t/. **EMERGING**

Provide examples of words that have the sounds /k/ and /t/: *take, cake, tar, car, cape, tape*. Have students say each word and identify whether it begins with the sound /k/ or /t/. Have them tell you one more word that begins with the sound /k/ or /t/. **DEVELOPING**

Have students say their own words with the sounds /k/ and /t/ to a partner. The partner tells whether the words begin with the sound /k/ or /t/. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *be, saw, and our*, and read them aloud.

- Point to each word and have students read it.
- Point to each word and have students spell it. Then have them read each word again.

be

saw

our

### STUDENT INTERACTIVE, p. 16

REVIEW AND REINFORCE

#### Words for Cc, Tt

**MY TURN** Read and sort

top	cub	cape	time
can			tin
		cape	time
	cub		top

**16** **Directions** Have students read the word at the top of each column and identify the beginning letter and sound. Then ask students to read the words in the word bank and sort them by writing each word in the column for the word that begins with the same letter and sound.

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# Interact with Sources

## OBJECTIVES

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

Recognize characteristics of multimedia and digital texts.

Create and interpret visuals, including pictures and maps.

## ELL Language Transfer

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

- Web site : *sitio web*
- computer : *computadora*

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Ask: [How do we measure the temperature?](#) [How do you prepare for bad weather?](#) [What are some examples of extreme weather?](#)

- measure
- prepare
- extreme
- effect



Songs and Poems Big Book

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

## Explore the Web Site

Remind students of the Unit 5 Essential Question: *What can we learn from the weather?* Then introduce them to the Weekly Question: *How have people learned to live in bad weather?* Tell students that over the week they will read about different ways that people have learned to live in bad weather.

Have students turn to p. 14 of the *Student Interactive*. Read aloud the heading. Engage students in the topic by asking them what today's weather is like. Ask: [Do you think the weather is the same everywhere in the country?](#) Guide students to recognize that the weather can be different in different places.

Direct students' attention to p. 14 and guide them in recognizing the characteristics of a Web site.

- Point out that this is a page from a Web site, which is a digital text.
- Tell students that Web sites can be viewed on a computer, tablet, or phone.
- Say: [Raise your hand if you have ever seen a Web site. What do you see on the Web site on these pages?](#)

Have students look at the Web site as you read aloud the text and labels. Ask students to point to the address bar at the top and the search bar. Then have students tell about other parts of the Web site they see on these pages.

**TURN, TALK, AND SHARE** Have students discuss with a partner the characteristics of the Web site and what they can learn from the various parts of the digital text.

**WEEKLY QUESTION** Read aloud the Week 1 Question: *How have people learned to live in bad weather?* Ask students to share some ideas about what they do when the weather is bad, such as stay inside, carry an umbrella, or dress appropriately. Explain that they will be learning more this week about how people have learned to deal with bad weather.

**ELL Targeted Support Understand Environmental Print** Show students a weather Web site with the local weather forecast. Help students derive meaning from environmental print as they look at the Web site. Point out important words, such as the city name, weather words, and days of the week.

Ask questions about the information on the Web site, such as *What place does this tell about?* Have volunteers point to the word on the Web site that answers your question. **EMERGING**

Ask basic questions about the information on the Web site that require *yes/no* or one-word answers: *What place does this tell about? Will it be sunny tomorrow?* **DEVELOPING**

Pair students and have them use the weather Web site to describe what the weather will be like in your area. Provide sentence frames as needed. **EXPANDING**

Have partners take turns asking and answering questions about the weather using the Web site. **BRIDGING**

STUDENT INTERACTIVE, pp. 14-15

**WEEKLY LAUNCH: WEB SITE**

Address bar

Read Together

Weekly Question

1

Search box

Weather in Our Country

Weather Alerts

Link

Search

Seattle	42°F	Sunny
Houston	69°F	Sunny
New York City	30°F	Cloudy
Miami	78°F	Cloudy with Rain

Video

What kinds of weather are happening across the country? You can use a Web site to find out!

TURN and TALK

Talk about what you can learn from the different parts of the Web site.

Directions Have students look at the Web site as you read aloud the text and labels. Say: Web sites have certain characteristics, such as an address bar at the top and a search box. Ask students to find the characteristics of a Web site in the text. Then have partners talk about what they can learn from the different parts of the Web site.

14

15



# Listening Comprehension

## OBJECTIVES

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

Recognize characteristics and structures of informational text.

## ELL Language Transfer


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

- elephants : *elefantes*
- force : *fuera*

## ACADEMIC VOCABULARY

**Integrate** Provide examples of how to use the unit Academic Vocabulary words as you discuss the passage. For example, say:

- An earthquake is an effect of the Earth's plates bumping into each other.
- People can prepare for an earthquake or other emergency by making sure they know what to do.
- Scientists measure earthquakes to find out how strong they are.

 **THINK ALOUD** Analyze Informational Text After you reread the first paragraph, say: I see from the title and first paragraph that this text is about earthquakes. The main idea is that the shaking Earth may be an earthquake. I will listen for important details about earthquakes.

## Read Aloud

Tell students that they will listen to a story. Have students listen as you read aloud “The Shaking Earth.” Prompt students to be active listeners by looking at you and thinking about the meaning of the story. Encourage them to seek clarification if something is not understood as you read.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for the main idea, and details about the main idea.

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

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

## The Shaking Earth

Have you ever felt the Earth shake? It may rumble as if an elephant is stomping. That shaking you feel is not an elephant. It may be an earthquake.

Earthquakes can happen anytime, day or night. They also can happen anywhere in the world. In fact, about half a million earthquakes happen every year.

Parts of the Earth deep underground, called plates, move constantly. These plates move so slowly that we cannot feel the Earth moving. Earthquakes happen when the plates bump against each other. Most earthquakes are so small that people don't even notice them.

The plates can slam against each other with more force. The ground shakes. People can feel the Earth move.



“The Shaking Earth,” continued

Scientists study earthquakes. Scientists have learned a lot about earthquakes, but people still cannot tell exactly when an earthquake will happen.

It can be scary to feel the ground move under your feet, but most earthquakes last just a few seconds to a few minutes. Most people will never feel an earthquake. In places where earthquakes are common, people are prepared. They have emergency kits and practice what to do in an emergency. Being prepared keeps people safe.



**THINK ALOUD Analyze Details** After you reread the third and fourth paragraphs on the previous page, say: *This is an important detail. The author is telling us why we can sometimes feel an earthquake and how an earthquake is different from the usual movement of the Earth.*

## WRAP-UP

### INTERACTIVE WHITEBOARD

#### The Shaking Earth

MAIN IDEA: An earthquake is the shaking of the Earth.

Use the chart to help students identify details that support the main idea.

IMPORTANT DETAILS

The Earth moves all the time.

### 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.



**ELL Targeted Support Understand Meaning** Read aloud “The Shaking Earth” twice.

As you read, have student volunteers summarize the meaning of the text. Then have them act out what you are reading with gestures and movements. **EMERGING/DEVELOPING**

Stop after each paragraph and have a volunteer paraphrase.

**EXPANDING/BRIDGING**



SPOTLIGHT ON GENRE

# Informational Text

## LEARNING GOAL

I can read informational text.

## OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand main idea and details in an informational text.

- What is a main idea?
- What are details?

## ELL Language Transfer

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

- idea : *idea*
- information : *información*
- detail : *detalle*
- example : *ejemplo*

## FLEXIBLE OPTION ANCHOR CHARTS

Start an informational text anchor chart or continue one from a previous unit.

- Include the main idea of *Weather Around the World*.
- Include key details that support this main idea.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that an informational text has a main, or central, idea. There are facts and details that support, or tell more about, the main idea. Share these strategies for determining main idea and details:

- Read the title. Does it tell you what the text is about?
- Look at the pictures. What do they show?
- Read the text. What does the author want you to know?

**MODEL AND PRACTICE** Read aloud the text on p. 26 of the *Student Interactive*. Help students recognize the connection between the detail and the main idea: **The fact that adobe homes are made of mud is a detail. It tells one reason that adobe homes are special. Other details in the text will tell other reasons. Details support the main idea in an informational text.**

**ELL Targeted Support Background Knowledge** Creating a deeper understanding of homes will support students in understanding details that support the text’s main idea that homes are special.

Provide pictures of different kinds of homes. Include the homes shown in the text (such as an adobe house, an igloo, a tent, etc.) as well as more familiar types of homes in your community. Show each picture and say the word. Have students repeat the word after you. **EMERGING**

Ask students to tell you details about their home that could support the main idea, homes are special. **Do you live in a house or an apartment? What is your home made of? DEVELOPING**

Partner students and ask them to discuss details about where they live and why it is special. Then have each student introduce his or her partner to the rest of the group and tell about his or her partner’s home. **\_\_\_\_\_ lives in a \_\_\_\_\_ EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify characteristics of informational text.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about what they learned about adobe homes. Then have volunteers share their ideas with the class.

**OPTION 2 Use Independent Text** Have students identify the main idea and details in informational text during independent reading. Ask them to use sticky notes of one color to identify the main idea and sticky notes of another color to mark supporting details.

### QUICK CHECK

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

#### Decide

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

## STUDENT INTERACTIVE, pp. 26–27

GENRE: INFORMATIONAL TEXT Read Together READING WORKSHOP

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


**SPOTLIGHT ON GENRE**

### Informational Text

Informational text uses details in words and pictures to tell about a main, or central, idea.

**Main Idea** — Adobe homes are special.

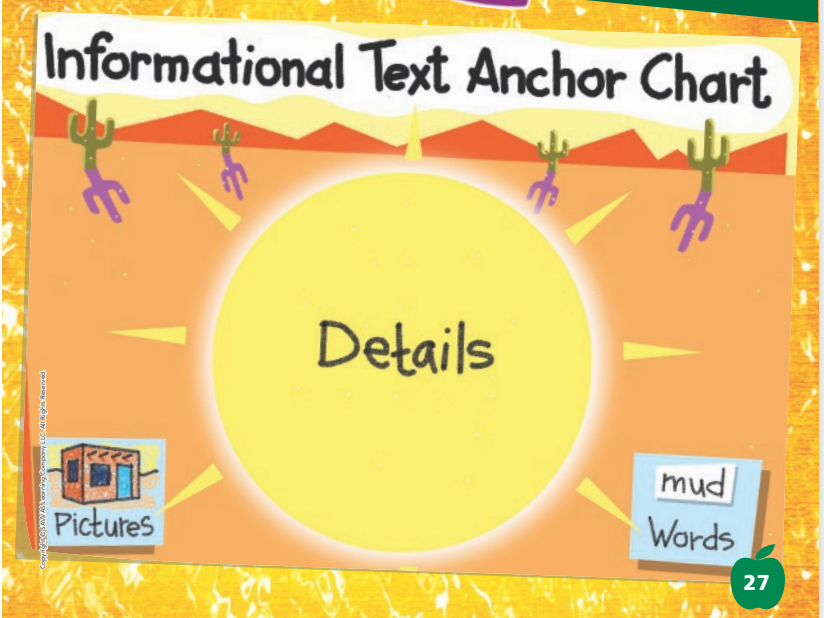
**Detail** — They are made of mud.



**TURN and TALK** Talk about details you learned about adobe homes.

**Directions** Read the genre information and model text to students. Have them find the characteristics of informational text, such as the main idea and supporting details in the text and graphic. Then have partners discuss what they learned about adobe homes from the model text.

### Informational Text Anchor Chart



**26** **27**

# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about informational text.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

In order to teach word parts in English, demonstrate the words using actions. Write *happy* on the board. Have a student demonstrate being happy. Then write *unhappy* on the board. Have a student demonstrate being unhappy. Continue with *tie*, *untie*.

## 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 to the beginning of words. For example, *un-* can be added to some words to mean “not.”
- Word parts can be added to the end of words. For example, *-ed* can be added to some verbs to mean something that already happened.
- Look at a word. Can you find a word within the word?

**MODEL AND PRACTICE** Write the word *happy* on the board. I can add the word part *un-* to the beginning of this word to make a new word. *Unhappy* means “not happy.” Knowing related words can help readers figure out the meaning of new words. Read the words on p. 43 of the *Student Interactive* with students and discuss their meanings. Point out the words *prepared* and *unprepared*. Ask what word parts have been added to the word *prepare*.

# Handwriting

## OBJECTIVE

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

## Numerals 3 and 4

**FOCUS** Tell students that today they are going to practice writing the numerals 3 and 4. Point to the first numeral on the classroom number line and count chorally until you reach the number 3 and then 4.

**MODEL** Model writing the numeral 3. Have students practice writing the numeral 3 in the air with their finger. Repeat with the numeral 4.



ASSESS UNDERSTANDING

Apply

**My TURN** Read aloud the sentence on p. 43 and guide students to complete the sentence with the correct word.

STUDENT INTERACTIVE, p. 43

VOCABULARY
**Read Together**
READING-WRITING BRIDGE

I can use words to tell about informational text.

My Learning Goal

### Academic Vocabulary

effect
measure
prepare
extreme

**MY TURN** Write

I am \_\_\_\_\_ **prepared** \_\_\_\_\_  
for school.

prepared
unprepared

Directions Read the sentence and answer choices to students. Discuss the meanings of the word *prepare* and the related words *prepared* and *unprepared*. Then have students write the word that best completes the sentence on the lines.

43

**PRACTICE** Have students use *Handwriting* p. 268 in the *Resource Download Center* to practice writing 3 and 4.

Name \_\_\_\_\_

### Handwriting

Write Numerals 3, 4

3 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

4 \_\_\_\_\_

Directions Model the accurate formation of the numbers 3 and 4, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the numbers, and then practice writing them on their own.

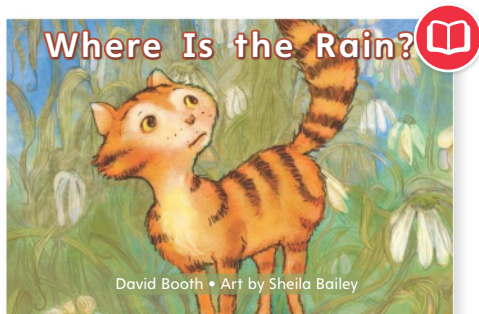
Grade K • Unit 5 • Week 1

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Handwriting, p. 268

# Matching Texts to Learning

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



LEVEL B

**Genre** Narrative Nonfiction

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL B

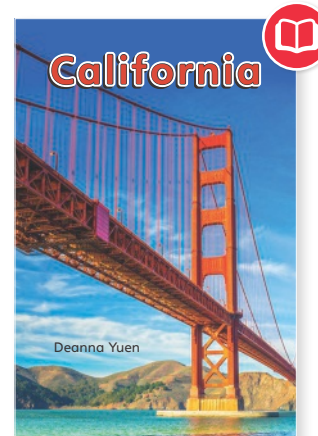
**Genre** Informational Text

**Text Elements**

- Two lines of text per page
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Informational Text

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Informational Text

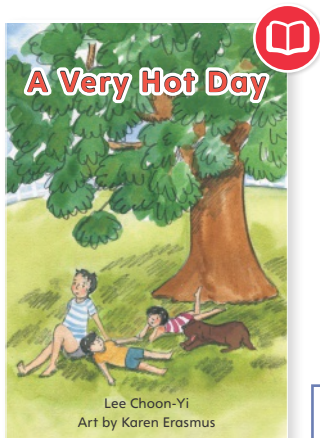
- What is the title?
- What pictures are on the cover? What do they tell you about what the text will be about?
- What does the author want you to know?
- How do the pictures and text help you know what the text is about?

### Develop Vocabulary

- Which words are important for you to understand the text?
- How do the photographs and illustrations help you know what a word means?
- What does the word \_\_\_\_ tell about the main idea of the text?
- Why would an author use this word?

### Connect Text and Illustrations

- What do the photographs and illustrations show?
- Which information in the text is shown in the photos and illustrations?
- What other details can you learn from the photographs or illustrations?



LEVEL C

**Genre** Narrative

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Repetitive Structure



LEVEL C

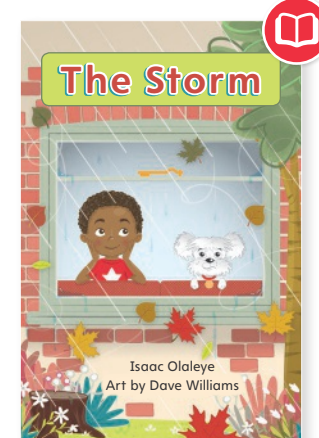
**Genre** Informational Text

**Text Elements**

- Two lines of text per page
- Text and pictures

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Narrative

**Text Elements**

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

**Text Structure**

- Repetitive Structure

## Make Inferences

- What does the author tell you in words and pictures?
- What do you know about this topic?
- What inferences can you make after reading the book and from your own knowledge about the topic?

## Compare Texts

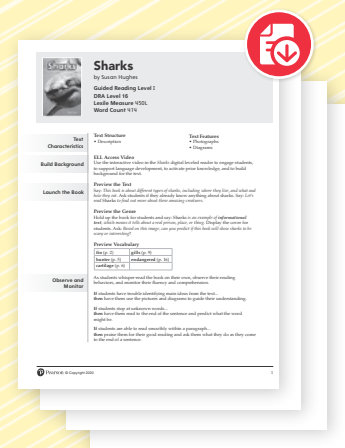
- What is the title of each text?
- What is the main idea of each text?
- How are the texts the same? How are they different?

## Word Work

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

## Leveled Reader Teacher's Guide

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





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

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** Today I want to talk about informational text. As we have learned, informational texts have one big, or main, idea. The details in the text tell about the big idea. Review the anchor chart on p. 27 of the *Student Interactive*. Then model using the text on p. 26 to identify the main idea and detail.

### ELL Targeted Support

Read aloud an informational text with students. Have students draw a picture of the main, or big, idea. **EMERGING**

Have students use the informational text to answer the following questions in a notebook: *Is this an informational text? Does it tell facts or a made-up story? What is the main idea of this text?* **DEVELOPING**

Have students take notes on why the text you show them is an informational text. Ask: *What is this book mostly about? What details in the text support the main, or big, idea?* **EXPANDING**

Have students take notes on the main idea and details of the informational text. Then have them compare notes with a partner. **BRIDGING**



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

## Intervention Activity



### NONFICTION TEXTS

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

LEVEL A • READ

**Lesson 46** Genre: Nonfiction Texts

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

**Why Cats Are the Best Pets**


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

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

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

Cats do not eat too much. So it does not cost a lot to have a cat. Please think about getting a cat. Many cats need a safe place to live.

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



T • 278 Reading Informational Text

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students generate questions about weather. Then have them choose one question to investigate during this week. See *Extension Activities* pp. 311–315 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to look back at their sticky notes and tell you the main idea of their informational text. Then have them tell a detail about the main idea.

### Possible Conference Prompts

- How do you know this is an informational text?
- What is the title? Does the title help you know about the main idea?
- What is one detail that you found interesting?
- What did you see in the pictures? How did the pictures help you understand the main idea?

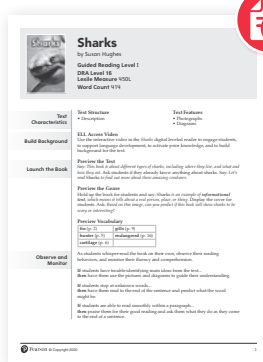
**Possible Teaching Point** Readers can get clues about whether or not a text is informational by looking at the cover, the title, and the pictures.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

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



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share an informational text they have read or heard. Prompt them to share the main idea, or what the book is mostly about, and something interesting that they learned.

## 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.
- use an anchor chart like the one on *Student Interactive* p. 29 to draw pictures showing the main idea and one detail of an informational book they are reading.

## BOOK CLUB



See Book Club, pp. T442–T447 for

- ideas about launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group collaboration.
- facilitating use of the trade book *Rain, Wind, Sun, and Snow*.

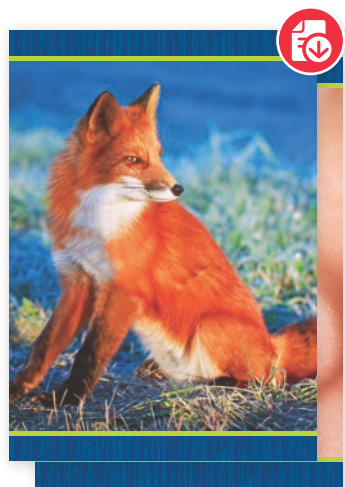
# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Spell common high-frequency words.



Picture Cards

## ELL Language Transfer

The short *o* in English is similar to the sound of the letter *a* in Spanish, and this may be reflected in the way Spanish speakers spell short *o* words (*tap* for *top*). Provide additional practice with the pronunciation and spelling of short *o* words.

## FOUNDATIONAL SKILLS EXTENSION

See p. T37 for a short *o* extension activity that can be used as the text is read on Days 2 and 3.

## Phonics: Review Words for Short and Long *o*

### Minilesson

**FOCUS** Hold up the *fox* Picture Card. This is a picture of a fox. Listen to the sounds in the word: /f/ /o/ /ks/. I hear the sound /o/ in the middle of *fox*. Say the sound /o/ with me. Turn the card over. Remind students that the sound /o/ is spelled *o*.

Hold up the *nose* Picture Card. This is a picture of a nose. Listen to the sounds in the word: /n/ /ō/ /z/. I hear the sound /ō/ in the middle of *nose*. Say the sound /ō/ with me. Turn the card over. Remind students that the sound /ō/ is spelled *o\_e*.

**MODEL AND PRACTICE** Display the letter *o* and the vowel pattern *o\_e*. Point to the letter *o* and the pattern *o\_e*. Listen carefully to the following words: *tone*, *top*. What sound is in the middle of each word? Listen again: *tone*, *top*. Have a volunteer identify the sound in the middle of each word.

Have students turn to p. 17 in the *Student Interactive*. Listen carefully as I say the sounds: /o/ /o/ /o/; /ō/ /ō/ /ō/. Now let's look at the first picture and read the sentence. What word finishes the sentence? Let's circle the word. Guide students as they circle *robe*. Have students tell you the vowel sound in *robe* and how it is spelled. (/ō/; *o\_e*)

**ELL Targeted Support English Sounds** Tell students that it is important they know how to distinguish between vowel sounds.

Say the words *pat*, *pot*, *cab*, *cob*, and *mad*. Have students repeat each word after you until they correctly pronounce the sounds for /a/ and /o/ in English. **EMERGING/DEVELOPING**

Say the words *cot*, *tone*, *tote*, *jot*, and *cone*. Have them distinguish if the sound in each word is long *o* or short *o*. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students complete p. 17 in the *Student Interactive*.

**OPTION 2 Independent Activity** Provide the following sentences for partners to read together: *Dot can jump rope. My dog had a big bone. Jon will dig a hole.*


 QUICK CHECK

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

**Decide**

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

## HIGH-FREQUENCY WORDS


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

- repeat the words after you.
- spell each word, clapping as they say each letter.


STUDENT INTERACTIVE, p. 17

FOUNDATIONAL SKILLS


### Words for Short and Long o

 **MY TURN** Read and circle


She had a \_\_\_\_.


rob
robe

It can \_\_\_\_.


hop
hope

I \_\_\_\_ my bike.


rod
rode


Directions Remind students that the vowel pattern *o\_e* can make the long *o* vowel sound and the letter *o* can make the short *o* sound. Have students read each sentence and the answer choices. Ask them to circle the word that completes each sentence.

17

## ADDITIONAL PRACTICE


For additional student practice with short and long *o*, have students complete *Phonics* p. 250 from the *Resource Download Center*.







Name \_\_\_\_\_

FOUNDATIONAL SKILLS 

### Phonics

Short o and Long o

 **MY TURN** Match

pop  
 joke

Tell students that images represent globe, doll, sock, knob, note, stove.

Directions: Have students draw a line from each picture on the left to the word on the right that has the same vowel sound.

Grade 4, Unit 5, Week 1

250

*Phonics*, p. 250

# 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 to learn or clarify word meanings.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.

## ELL Language Transfer

**Directionality** Not all languages read from left to right. The Arabic script, for instance, is written right to left. Students from families that read and write in Arabic may need additional practice reading left to right with a return sweep.

## Shared Read Plan

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

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

## Preview Vocabulary

- Tell students that before you read, you will look at some of the words they will see in the text. Introduce the words *weather*, *rainy*, *windy*, and *snow* on p. 30 of the *Student Interactive*.
- Have students share what they already know about the words. Have students use the vocabulary to tell about today's weather.
- Suggest that students look for these words as you read.

## Print Awareness

Hold up a book. Point out that there is a correct way to hold and read a book.

Say: *When we read, we begin at the beginning of the book—on the page that follows the front cover. We begin the page at the top, on the left.* Show students where they would begin to read. Check understanding by asking students to open their *Student Interactive* and point on the page where they would begin reading. Ask: *What do we do when we get to the end of this line?* Guide students to help them understand how to read from top to bottom and from left to right with return sweep.

## Read

Discuss the First Read Strategies. Have students establish a purpose for reading by telling you why they want to read this text. For example, they can read to learn about what the weather is like in other places.

### FIRST READ STRATEGIES

**READ** Read or listen to the text. Try to focus on what the text is about.

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

**ASK** Ask questions about difficult or unknown words and phrases.

**TALK** Guide students to talk to a partner about the text.

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

**ELL Targeted Support Internalize New Vocabulary** Provide support to help students comprehend new vocabulary words.

Write each word on an index card. Distribute the cards and have students read aloud each word and then draw a picture of the word on the other side. Hang the index cards from the ceiling to create a display of the words. **EMERGING**

Display sentences from the text with the vocabulary words. Have students read and identify the vocabulary words and draw a picture for each word. **DEVELOPING**

Have partners use one of the vocabulary words in a written sentence and draw a picture to illustrate the sentence. Then have students read aloud their sentences to the rest of the group. **EXPANDING**

Have students use the vocabulary words in written sentences. Then have partners read each other's sentences and identify the vocabulary words. Ask them to draw a picture for each vocabulary word. **BRIDGING**

STUDENT INTERACTIVE, pp. 28-29

VOCABULARY

**Weather Around the World**

Preview Vocabulary

snow	rainy	windy	weather
------	-------	-------	---------

**Read**

Listen to the title and look at the pictures. What do you predict the text will be about?

Meet the Author

**André Ngāpō** is a writer, musician, and teacher from New Zealand. He writes about people, places, feelings, and moods. He also shares stories about the native Māori people.

**Weather Around the World**  
written by André Ngāpō

**28**

**29**

STUDENT INTERACTIVE, pp. 30-31



CLOSE READ



What place does the first picture show? Underline the words that name the place.

**weather** what the air outside is like at a certain place and time  
**rainy** having a lot of rain  
**windy** weather when air is moving



Many places in the world have extreme weather. Some places are very cold. Some places are very hot.

Some places are very rainy. Some places are very windy. People find ways to live in all of these places.

30

31

## First Read

### Ask

**THINK ALOUD** I read the phrase *extreme weather*, but I don't know what it means. What can I do? I am going to look closely at the text to see if I can figure it out. The text says some places are very cold and some places are very hot. The next page talks about very rainy and windy places. From this, I can tell that *extreme weather* is weather that is very difficult to live in.

## Foundational Skills Extension

### Consonants Cc and Tt

Have students identify the word on p. 30 that begins with the sound /k/ spelled *c* (*cold*) and the word that ends with the sound /t/ spelled *t* (*hot*).

### Possible Teaching Point

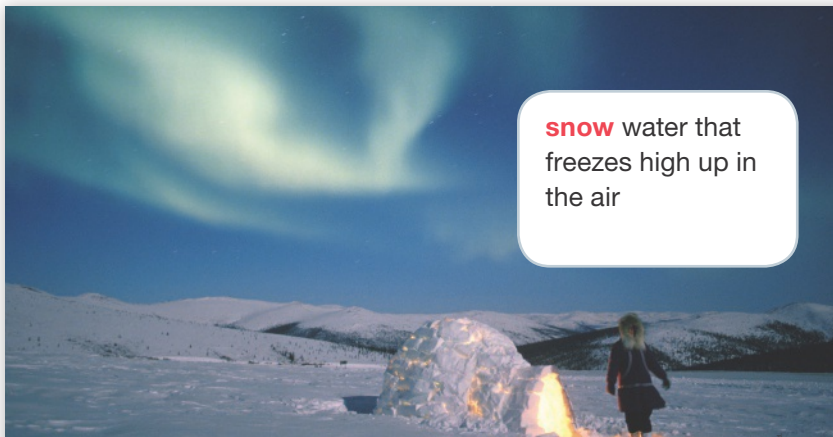


#### Academic Vocabulary | Related Words

Remind students that endings can be added to words to make new words. Show students the word *rain* within *rainy* on p. 31. Explain that the letter *-y* can be added to a word to mean "with a lot of." So a place that is *rainy* is a place *with a lot of rain*. Challenge students to find the other word ending in *-y* on this page (*windy*) and the word within it (*wind*). Ask them how *wind* and *windy* are related.



STUDENT INTERACTIVE, pp. 32–33



In Alaska, it is very cold.  
People make huts out of snow.  
 The walls block out the cold winds.

32



In the desert, it is often very hot.  
People live in tents.  
 The tents keep the hot air out.

33

## Foundational Skills Extension

### Short o

Have students listen to p. 32 as you read it aloud. Tell them to raise their hands when they hear a word with the short *o* sound. Then have them point to the word *block* on this page. Continue by having students listen for the word with the short *o* sound on p. 33 (*hot*).

### Possible Teaching Point



#### Language & Conventions | Capitalization

Use the lesson on p. T301 to teach about capitalization. Then ask students to find words with capital letters on p. 33. (*In, People, The*) Ask why the words begin with capital letters. (They begin sentences.)

## Close Read



### Connect Text and Illustrations

Read aloud the Close Read question on p. 31 and point to the picture on p. 30. Ask students to underline the words that name the place. Then read aloud the Close Read question on p. 33. Have students underline words that tell about the pictures on pp. 32–33. **DOK 2**

#### OBJECTIVE

Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.



STUDENT INTERACTIVE, pp. 34-35



CLOSE READ

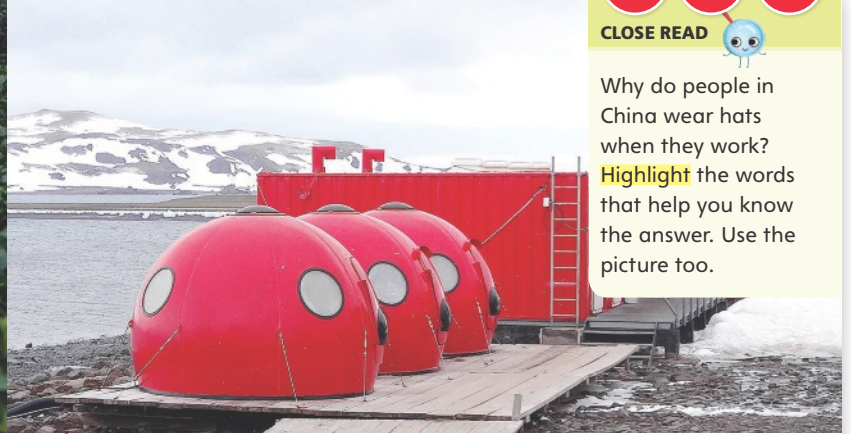


Why do people in China wear hats when they work? Highlight the words that help you know the answer. Use the picture too.



In China, it can be very rainy. People make hats out of plants. They wear the hats when they work.

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In Antarctica, it is very windy. Scientists live and work in buildings of many shapes and sizes.

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## First Read

### Look

 **THINK ALOUD** The text on p. 35 is about Antarctica. It says Antarctica is very windy. I can look at the picture to learn more about Antarctica. From the snow in the picture, I can tell that Antarctica is very cold.

## Foundational Skills Extension

### High-Frequency Words

Have students find and point to the high-frequency word *be* on p. 34.

### CROSS-CURRICULAR PERSPECTIVES

#### Social Studies



Show students where Antarctica is on a map or globe. Point out that Antarctica is the continent farthest to the south. Antarctica is the coldest, windiest, and driest continent on Earth. About 98 percent of Antarctica is covered in ice.



STUDENT INTERACTIVE, pp. 36-37



Around the world, people find ways to live with extreme weather.

36



Choose a place you just read about. What would you do to be able to live there?

37

### Possible Teaching Point



#### Read Like a Writer | Analyze an Author's Use of Photos

Explain that authors choose photographs and illustrations carefully. Say: **There is a saying that a picture tells a thousand words. This means that an author can tell in just one picture what would take a thousand words to describe. That's a lot of words. For this reason, authors choose photos very carefully.** Ask: **What do you see when you look at these photographs? How do they help show that people in different parts of the world live with extreme weather?** Encourage students to describe what they learn from each photo individually. Guide them to recognize that the photos work together to show the ways people deal with different types of weather.

## Close Read

### Make Inferences

Remind students that readers make inferences using their own knowledge and experiences to understand text or pictures. Read aloud the Close Read question on p. 35 and have students highlight the words that help them know the answer. Discuss how they could use their own knowledge and experiences to respond and how the text helped them understand the answer to the question. **DOK 2**

#### OBJECTIVES

Make inferences and use evidence to support understanding with adult assistance.

Use text evidence to support an appropriate response.



# Respond and Analyze



## OBJECTIVES

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

Make and confirm predictions using text features and structures with adult assistance.

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to *Weather Around the World*.

- **Talk** Talk with a partner about what you learned from the text. What was the text mostly about?
- **Illustrate** Draw one of the places you read about. Share your drawing with a partner.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students: The author of *Weather Around the World* chose certain words to tell about the weather.

- Read the word.
- Think about the meaning of the word. Use the pictures to help you visualize what the word means.
- Ask yourself questions, such as: Why did the author choose this word? What does it tell about the main idea?

**MODEL AND PRACTICE** Have students turn to p. 38 in the *Student Interactive*. Model a Think Aloud for how you might draw snow. Snow is white. Snow happens when it is very cold. When a lot of snow falls, it covers the grass. It usually snows in the winter when trees have no leaves. I would draw a picture to show the word *snow* with all white on the ground, trees without leaves, and maybe some snowflakes in the air. Read aloud the two words in the chart and ask students to draw pictures showing their meaning.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 38 in the *Student Interactive*.

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

### QUICK CHECK

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

#### Decide

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

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 39 of the *Student Interactive*.

### STUDENT INTERACTIVE, pp. 38–39

VOCABULARY	COMPREHENSION	READING WORKSHOP			
<p><b>Develop Vocabulary</b></p> <p><b>MY TURN</b> Draw and write</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td style="width: 50%; padding: 10px;"> <p><b>rainy</b></p> <p>Drawing should show rain.</p> </td> <td style="width: 50%; padding: 10px;"> <p><b>windy</b></p> <p>Drawing should show wind.</p> </td> </tr> </table> <p>Possible response:</p> <p><b>It is windy outside.</b></p> <p><small>Copyright © Savvas Learning Company LLC. All Rights Reserved.</small></p>	<p><b>rainy</b></p> <p>Drawing should show rain.</p>	<p><b>windy</b></p> <p>Drawing should show wind.</p>	<p><b>Check for Understanding</b></p> <p><b>MY TURN</b> Write</p> <p><b>DOK 2</b> 1. What is the main idea of the text? Possible response: _____ <b>People can live in different kinds of weather.</b></p> <p><b>DOK 3</b> 2. Why does the author ask a question at the end? Possible response: _____ <b>to make us think about how we can live in bad weather</b></p> <p><b>DOK 2</b> 3. How are homes in Alaska and the desert alike? Possible response: _____ <b>They keep the bad weather out.</b></p> <p><small>Copyright © Savvas Learning Company LLC. All Rights Reserved.</small></p>	<p><b>38</b></p> <p><small>Directions Read the vocabulary words aloud to students. Have them draw a picture to show the meaning of each word. Then have them write a sentence with one of the words.</small></p>	<p><b>39</b></p> <p><small>Directions Read aloud the questions and have students write their responses. Then ask students to discuss their answer to question 1 and use it to confirm the prediction they made before reading.</small></p>
<p><b>rainy</b></p> <p>Drawing should show rain.</p>	<p><b>windy</b></p> <p>Drawing should show wind.</p>				

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

# Teacher-Led Options

## Word Work Strategy Group

### WORDS FOR LONG AND SHORT *o*

**Picture Card** Display the mop Picture Card. **This is a mop. Mop has the middle sound /o/.** Turn the card over so students can see the spelling. **What letter spells the sound /o/?** (*o*)



Write the word *note* on the board. **This word is note.**

**Note has the middle sound /ō/. Look at the spelling of the word. What vowel pattern spells the sound /ō/?** (*o\_e*)

### ELL Targeted Support

Write the words *cone*, *lot*, *hop*, *pop*, *hope*, *top*, and *joke* on the board.

Read the words aloud. Have students stand up if the word has the middle sound /o/ spelled *o*. Have them raise their hand if the word has the middle sound /ō/ spelled *o\_e*. **EMERGING**

Have students work with partners to find words with the sounds /o/ and /ō/ in grade-appropriate books. **DEVELOPING**

Have students look through books to find words that have the sounds /o/ spelled *o* and /ō/ spelled *o\_e*. Then have them write two of their own words with the sounds /o/ spelled *o* and /ō/ spelled *o\_e*. Have them share with a partner.

### 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* to review consonants and their sounds.

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 /q/ 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/, /ks/.
- Connect letters and sounds h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /q/, and x /ks/.
- Identify h /h/, v /v/, k /k/, j /j/, z /z/, w /w/, y /y/, q /q/, 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 to students. Have students build words that have the sounds /o/ and /ō/. Example words include *dot*, *dome*, *mod*, *mode*, *Tom*.

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



### Decodable Book



#### DRIPS AND DROPS

Students can read the Decodable Book *Drips and Drops* to practice reading words with sound-spellings they have learned and high-frequency words.

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

### High-Frequency Words

Have students create their own high-frequency word cards on index cards and practice reading them with a partner.

### Centers



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

## Decodable Book

**Drips and Drops**  
Written by Sandeep Ghana  
Illustrated by Juan Romero

Decodable Book 25

Initial and Final Consonant Blends	
drips	splat
drips	trip
plans	

Consonant Bb /b/	Consonant Jj /j/
big	jam
bat	just
Ben	

High-Frequency Words

again	new	was	was
be	our	there	were
could	over	they	

1

It was one. We had plans to go over to see Ben. He has a new pup.

2

We were to be at his home at two.

3

We saw the big drips and drops. We just sat in our home.

4

Could we be there at three? We were in a bit of a jam. Could we be with Ben and the pup?

5

The drips and drops came again. They went splat.


6

Our mom sat with us.

7

The trip was late. We saw Ben and the pup at four.

8

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

# Teacher-Led Options

## Strategy Group

### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that authors can choose words to tell what things look like. Readers can use pictures to help them better understand what these words mean. Guide students to draw a picture that shows what snow is.

### ELL Targeted Support

Display the word *snow*. Then guide students to write the word and draw a picture showing what snow looks like. **EMERGING**

Have students write the word *snow* and draw a picture that shows what it looks like. Then ask them to draw a picture that represents either the word *rainy* or *windy*. Prompt students to look back at pictures in the text to help them. **DEVELOPING**

Have students talk about the meaning of each vocabulary word (*weather, rainy, windy, snow*) with a partner. Then prompt pairs to come up with another word related to one or more of the vocabulary words that they can picture in their mind. Have them look through words and pictures in the text to help them with ideas. Then ask students to draw a picture of the new vocabulary word. **EXPANDING/BRIDGING**



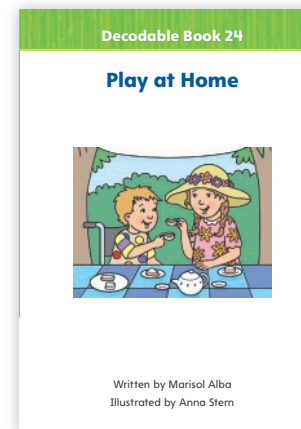
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### PLAY AT HOME

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



## Fluency

Assess 2–4 students



### ORAL READING

Model reading with expression. Then have students choose a page from their Decodable Book. Ask pairs to take turns reading the passage. 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** Ask students to share one of the words they marked in their independent reading texts. Ask what the word means and why they thought it was important.

### Possible Conference Prompts

- How did you find out the meaning of the word?
- How did the pictures help you know the meaning of the word?

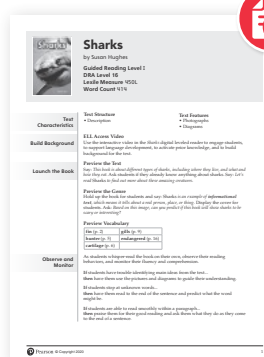
**Possible Teaching Point** Readers can look at the pictures in a text or look for other words, called **context clues**, that tell a word's meaning.

## Leveled Readers



### DEVELOP VOCABULARY

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



## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Weather Around the World* or another informational text that they have previously read.
- read a self-selected trade book or the Book Club text.
- read a text with a partner, coaching each other as they read the book.

### Centers



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

### Literacy Activities



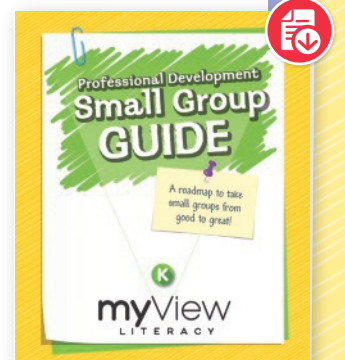
Students can

- work with a partner to discuss the questions on p. 39 in the *Student Interactive*.
- play the myView games.
- work with a partner to choose a passage from the text and read it with appropriate expression.

### SUPPORT COLLABORATION

Students will need to practice collaboration throughout the unit. See Speaking and Listening in the *Resource Download Center*.

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



## Whole Group

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



# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

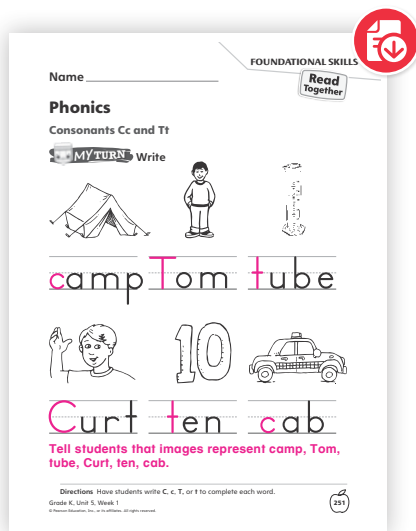
Identify and match the common sounds that letters represent.



Picture Card

## ADDITIONAL PRACTICE

For additional student practice, have students complete *Phonics* p. 251 from the *Resource Download Center*.



*Phonics*, p. 251

## Phonological Awareness: Manipulate Syllables

**MODEL** Display the *playground* Picture Card. This is a picture of a playground. Listen carefully as I count the syllables: *play* (clap) *ground* (clap). How many times did I clap? Students should say two. How many syllables are in *playground*? Students should say two. Say: If I take away the second syllable, *ground*, what word do I have left? Students should say *play*. Say: If I take away the first syllable, *play*, what word do I have left? Students should say *ground*.

**PRACTICE** Have students listen to the syllables in the words *cupcake*, *backpack*, and *starfish*. Have students say each word, segmenting the syllables and identifying which two words make up each word. Then have them practice taking away syllables to make new words.

## Phonics: Reinforce Words for Short and Long o, Cc, Tt

### Minilesson

**FOCUS** Write the word *tot* on the board. This is the word *tot*. I can read the word: /t/ /o/ /t/, *tot*. What letter spells the sound /o/ in the middle of *tot*? What letter spells the sound /t/ at the beginning and end of *tot*? Write *tote* on the board beneath the word *tot*. This is the word *tote*. I can read the word: /t/ /ō/ /t/, *tote*. How do you spell the sound /ō/ in the middle of *tote*? How do you spell the sound /t/ at the beginning and end of *tote*?

Write the word *cot* on the board, and read it with students. Guide students to identify the sounds and spellings for the three sounds in *cot*.

**MODEL AND PRACTICE** Listen carefully to the sounds we reviewed today: /o/, /ō/, /k/, /t/. Have volunteers identify the spelling pattern for each of the sounds.

**APPLY TURN, TALK, AND SHARE** Have students turn to p. 18 in the *Student Interactive*. Listen carefully as I say the sounds: /o/ /o/ /o/; /ō/ /ō/ /ō/; /k/ /k/ /k/; /t/ /t/ /t/. Now let's look at the first sentence and read it. Have partners read the rest of the sentences on the page, giving guidance when needed.



# High-Frequency Words

## Minilesson

**FOCUS** Tell students that today they are going to continue working with high-frequency words. Have students read the words at the top of p. 19 in the *Student Interactive* with you: *be, saw, our*.


**MODEL AND PRACTICE** Have students look at the words at the top of p. 19. Tell them to identify and point to each word when you say it. Say *be*. Pause to let students find and point to the word. Say *our*. Say *saw*. Repeat the activity until students are familiar with each word. Have students use the words in sentences.


**APPLY MyTURN** Have students read the sentences on p. 19. Ask them to identify the words *be, saw,* and *our* in the sentences. Have them underline the high-frequency words in the sentences and then write one of the high-frequency words from this week on the line. Then have them read the sentences with a partner.


STUDENT INTERACTIVE, pp. 18-19


REVIEW AND REINFORCE
FOUNDATIONAL SKILLS


### Words for Short and Long o, Cc, Tt

 **MyTURN and TALK** Read

 **I can walk home.**

 **I will spin the top.**

 **I open the tan box.**


 **I cut a hole.**

**18** Directions Remind students that the vowel pattern o\_e can make the long o sound and the letter o can make the short o sound. Also review that the letter c can stand for /k/ and t stands for /t/. Have partners take turns reading the sentences.

### My Words to Know

be saw our

### My Sentences to Read

 **MyTURN**

I saw a cat.


Can she be mine?

Come and see our home!

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

**be, saw, our**

Directions Have students read the high-frequency words in the word bank. Then have them read the sentences and underline the high-frequency words. Say: Now you will write one of the words on the lines. Tell students to form the letters correctly using appropriate directionality.



# Connect Text and Illustrations

## OBJECTIVES

Recognize characteristics and structures of informational text, including titles and simple graphics, to gain information.

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words as they make connections between the text and illustrations. For example, provide sentence frames with the vocabulary words:

- An example of extreme weather is \_\_\_\_.
- People in deserts prepare for hot, dry weather by \_\_\_\_.
- People can prepare for the effects of cold weather by \_\_\_\_.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that readers can make connections between the words in a text and the pictures, or illustrations. The pictures can show more details about the main idea.

- What details does the picture show? How are the details the same as what is in the text?
- What does the picture, or illustration, tell about the main idea?

**MODEL AND PRACTICE** Remind students that they just read an informational text about weather around the world. Point to the first picture on p. 31 of the *Student Interactive*. I am going to look closely at this picture and see if I can make connections between the picture and the words. I see a girl with a raincoat and an umbrella. She must live where it is rainy. Now I will read the text to see what it says. The first sentence says *Some places are very rainy*. I can connect this picture to the text.

Continue looking through the pages and working with students to make connections between the pictures and the text. Direct students to the Close Read notes on pp. 31 and 33. Have them underline the text that they can connect to the pictures.



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

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

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections between the text and illustrations.

**OPTION 1 MyTURN** Read the directions at the bottom of p. 40 in the *Student Interactive*. Then have students look at each picture and write the idea from the text that is shown in the picture. Remind them to go back to what they underlined in the text. Then have students discuss additional details the pictures show that are not in the text.

**OPTION 2 Use Independent Text** Have students use sticky notes to highlight the sentence on a page that best connects to the picture or illustration on that page.

### QUICK CHECK

**Notice and Assess** Can students make connections between the text and illustrations?

#### Decide


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

**ELL Targeted Support Describing Words** Use visual and contextual support to help students comprehend the text. Have students refer to the pictures on p. 40 in the *Student Interactive*.

Ask students to describe with a partner the weather in each picture. Provide this sentence frame: *The weather is \_\_\_\_*. **EMERGING/DEVELOPING**


Ask students what the weather is like in each picture and how they know. Encourage them to use complete sentences. **EXPANDING/BRIDGING**


### STUDENT INTERACTIVE, p. 40


CLOSE READ 


### Connect Text and Illustrations

The pictures in a text can show more details about what the words say.

 **MY TURN** Write

  
Possible response: \_\_\_\_\_  
**People make snow huts in cold places.**  
\_\_\_\_\_  
\_\_\_\_\_

  
Possible response: \_\_\_\_\_  
**People live in tents in the desert.**  
\_\_\_\_\_  
\_\_\_\_\_

 **40** **Directions** Have students look at each picture and write the idea from the text that the picture shows. Remind them to go back to what they underlined in the text. Then have students discuss additional details the pictures show that are not in the text.

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# Read Like a Writer, Write for a Reader

## OBJECTIVES

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

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

## ELL Access

**Graphic Features** Explain to students that authors use photos to help readers understand the text. Page through *Weather Around the World* with students. Have them tell what they see. Explain what the photos tell about the text.

## Graphic Features

### Minilesson

**FOCUS ON STRATEGIES** Explain that authors choose specific photos, pictures, and illustrations to help readers understand texts.

- Authors choose photos, pictures, and illustrations carefully.
- Interesting photos, pictures, and illustrations can help a reader understand the topic and learn new information.

**MODEL AND PRACTICE** Have students turn to p. 29 in the *Student Interactive*. Have students look at the picture on the bottom left. *I think the author chose this photo because the deep snow shows that it is a very cold place. The man is by himself carrying a lot of gear. The author wants to show what it might be like to travel in such a cold place.* Have volunteers choose another picture from the cover and tell why the author might have chosen it.

# Handwriting

## OBJECTIVE

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

## Numerals 5 and 6

**FOCUS** Tell students that today they are going to practice writing the numerals 5 and 6. Point to these numerals on the number line, and count chorally until you reach the number 5 and then 6.

**MODEL** Model writing the numeral 5. Have students practice writing the numeral 5 in the air with their finger. Repeat with the numeral 6.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students turn to p. 45 of the *Student Interactive*. Read aloud the instructions and questions. Have students complete the activity.

STUDENT INTERACTIVE, p. 45

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

- Look at the picture of Antarctica. How does it help you understand the weather there?  
Possible response: \_\_\_\_\_  
**It looks cold.**
- What picture could you use to show the weather where you live?  
Possible response: \_\_\_\_\_  
**I could show a picture of warm, sunny weather.**

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**Directions** Read the first item and have students look at the photo before writing their response. Have them discuss how the author uses photos in the text to achieve his purpose. Then read the second item and ask students to think about what the weather is like where they live. Have them write their response on the lines.

**45**

## Writing Workshop

Have students use graphic features, such as photos or illustrations, to help readers further understand their Writing Workshop texts. Guide students to find opportunities to add photos or illustrations to their writing.

**PRACTICE** Have students use *Handwriting* p. 269 in the *Resource Download Center* to practice writing 5 and 6.

Name \_\_\_\_\_

### Handwriting

Write Numerals 5, 6

5 \_\_\_\_\_

5 \_\_\_\_\_

6 \_\_\_\_\_

6 \_\_\_\_\_

Directions Model the accurate formation of the numbers 5 and 6, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the numbers, and then practice writing them on their own.

Grade K • Unit 5 • Week 1

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**269**

*Handwriting*, p. 269

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

# Teacher-Led Options

## Strategy Group



### CONNECT TEXT AND ILLUSTRATIONS

**Teaching Point** Today I want to talk more about how to connect what you read in a text with the pictures or illustrations. Look back at the photographs in *Weather Around the World* and ask students what they can see in the photos. Encourage students to talk about how the pictures support details in the text.

### ELL Targeted Support

Provide a word bank that students can use to describe photos: *rainy, windy, snow, hot, cold*. Have students describe the photos to a partner using these words. **EMERGING**

Invite students to generate a list of words that they might use to describe the weather, such as *rainy, windy, snowy, sunny, cloudy, hot, and cold*. Then have them use the word bank to write sentences about the pictures. **DEVELOPING**

Provide sentence frames to help students describe the pictures: *I see \_\_\_\_\_. This photo shows that it is \_\_\_\_\_.* **EXPANDING**

Have students work with a partner to talk about the pictures. Then have them 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 reading aloud can help them better understand a text.

**Model** Model reading a few pages from *Weather Around the World* aloud, and then have a volunteer do the same. Ask the volunteer how reading aloud helped him or her better understand the meaning of the text.



## Conferring

3 students / 3–4 minutes  
per conference

### CONNECT TEXT AND ILLUSTRATIONS

**Talk About Independent Reading** Ask students to look back at their sticky notes and tell you about the details they learned from pictures or illustrations in a book they are reading.

#### Possible Conference Prompts

- What details does the picture show?
- What words in the text best describe the picture?

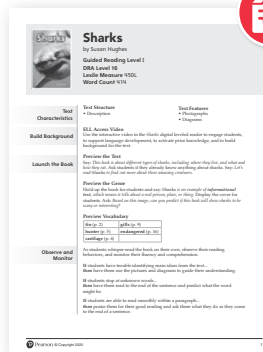
**Possible Teaching Point** Authors choose pictures to help tell the main idea and share additional details.

## Leveled Readers



### CONNECT TEXT AND ILLUSTRATIONS

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



## 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



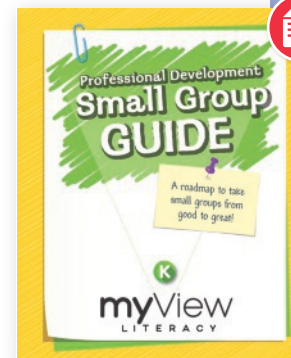
Students can

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

### SUPPORT PARTNER READING

Keep partners on track by giving them one or more suggested conversation prompts.

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share one picture from a book they are reading and talk about how it connects to the details in the text.



# 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

Many ELL students may not understand the concept of weather changes throughout the year. Have students keep a weather tracker to keep track of changes in weather and seasons. Prompt them to write about different kinds of weather, such as *rainy*, *snowy*, *sunny*, and *windy*.

## Read *Tif and Cole*

**FOCUS** Have students turn to p. 20 in the *Student Interactive*. We are going to read a story today about two children who like to play in the snow. Point to the title of the story. The title is *Tif and Cole*. I hear a word with the sound /ō/. Have students find and point to the word. In this story, we will read many words that have sounds you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *be*, *our*, *saw*. Tell them they will practice reading these words in the story *Tif and Cole*. Display the words. Have students read them with you. When you see these words in the story *Tif and Cole*, you will know how to identify and read them.

STUDENT INTERACTIVE, pp. 20–21

DECODABLE STORY

FOUNDATIONAL SKILLS

### Tif and Cole



 **AUDIO**  
Audio with Highlighting

 **ANNOTATE**

Look at it come down!  
Tif did not want to be wet.  
“What can we do?” said Cole.



Underline the words with the short **o** sound.

Tif had on a blue one.  
Cole had on a green one.  
“Let us go to our spot!” said Tif.

20

21



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

After students have read the pages, review the words with the sound /o/ they read in the sentences on pp. 20–21. Have them underline the words with the sound /o/. Have students read the words to you.

Call students' attention to the second sentence on p. 20. **Which word is a high-frequency word we learned this week? Point to it.** Help students identify, or say, the word *be*. Have students look at the sentences on p. 21. **Which words include the sound /t/? Point to them.** Help students identify, or say, the words *Tif*, *let*, *to*, and *spot*.

Have students turn to p. 22. **I see words with the spelling for the sound /ō/. Who can tell me which words have the sound /ō/?** Students should identify these words: *Cole*, *smoke*, *slope*. Have them highlight the words with the sound /ō/ and identify the spelling pattern for long o. Have them continue with p. 23.

**If students struggle**, revisit instruction in Small Group on pp. T42–T43.

**If students show understanding**, extend instruction in Small Group on pp. T42–T43.

STUDENT INTERACTIVE, pp. 22–23



DECODABLE STORY

FOUNDATIONAL SKILLS



Tif saw a man with a vest.  
**Cole** saw some black **smoke**.  
They went to a **slope**.

22



Tif and **Cole** made a round **home**.  
They got on a sled.  
They had a lot of fun!

23

Highlight the words with the long o sound.

# Make Inferences

## OBJECTIVES

Make inferences and use evidence to support understanding with adult assistance.

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to make inferences about the pictures and illustrations in *Weather Around the World*. Ask:

- Do you think these people are prepared for extreme weather?
- What does this picture show about the effect of dry weather?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that readers put together what they already know, what they read, and what they see in the illustrations to better understand a text. This is called making inferences.

- Think about why the author chose this picture or illustration. What is the author trying to tell you?
- Use your knowledge and experiences. What do you already know about the people, places, or things in the picture?

**MODEL AND PRACTICE** Use the picture on p. 35 of the *Student Interactive* to model making inferences. Point out that you can use the picture, the text, and what you already know to make an inference. I look at the picture on page 35, and I see small buildings that are bolted to the ground with thick wires. Wires can be used to hold tents and small buildings in place. I think it could be really windy in Antarctica. The text tells me that it is windy there. I can make an inference that really cold places can be really windy. Point out and read aloud the Close Read note on p. 35. Guide students to highlight evidence in the text and pictures that help them make an inference.

**ELL Targeted Support Making Inferences** Provide sentence frames to help students make inferences based on the text and pictures.

I see \_\_\_\_\_. I read \_\_\_\_\_. I know \_\_\_\_\_. **EMERGING**

This picture shows that \_\_\_\_\_. The author says that \_\_\_\_\_. I know that this means \_\_\_\_\_. **DEVELOPING**

This picture shows that \_\_\_\_\_, which means \_\_\_\_\_. **EXPANDING**

I can make an inference about \_\_\_\_\_ that \_\_\_\_\_. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making inferences.

**OPTION 1 My TURN** Read aloud the directions on p. 41 of the *Student Interactive*. Then have students draw an answer to show why people in China wear hats and write evidence from the text that supports their response. Remind students to look back at what they have highlighted.

**OPTION 2 Use Independent Text** Have students identify pictures and text in an independent reading book that help them make an inference about the topic.


### QUICK CHECK

**Notice and Assess** Can students make inferences?


#### Decide

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

STUDENT INTERACTIVE, p. 41

 **READING WORKSHOP**

### Make Inferences


 **MY TURN** Draw and write

Drawing should show rainy weather and people wearing large hats to keep them dry.

*It can be very rainy.*

Directions Remind students that they can use details in the text and what they already know to make inferences. Ask: *Why do people in China wear hats to help them work?* Have students draw the answer to the question and write evidence from the text that supports their response. Remind students to use what they highlighted.

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 **41**

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

# Teacher-Led Options

## Strategy Group

### MAKE INFERENCES

**Teaching Point** Today I want to remind you of how to make inferences when you are reading. Making an inference means filling in the gaps with what you already know about a topic. You can make inferences based on pictures and text. For instance, I might see a picture with snow. I know that snow is cold, so I can make the inference that it is winter in the part of the world where the picture was taken.

### ELL Targeted Support

Provide support to help students make inferences about the text.

Have students make an inference about the text to a partner. Have them use the sentence frame: *I can tell that \_\_\_\_.* **EMERGING**

Have small groups look at pictures and discuss an inference they can make based on these pictures. Have groups share their ideas with the class. **DEVELOPING**

Have small groups look at pictures and discuss the inferences they can draw from these pictures and the text. **EXPANDING**

Have pairs take turns describing pictures and the text, and the inferences they can draw from them. Have them compare answers and discuss why their inferences are the same or different.

### BRIDGING



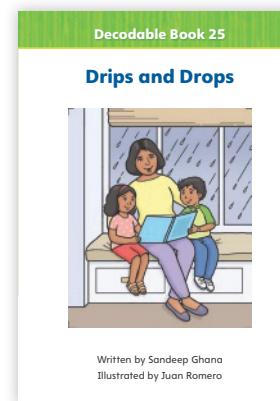
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### DRIPS AND DROPS

Have students read the Decodable Book *Drips and Drops*. 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 partners practice reading the Decodable Book aloud with expression.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes  
per conference

### MAKE INFERENCES

**Talk About Independent Reading** Ask students to share the inference they made based on pictures and text in an independently read text.

### Possible Conference Prompts

- What do you see in the picture?
- What do you know about the things you see in the picture?
- What does the author tell you?
- What inferences can you draw from what you see, read, and already know?

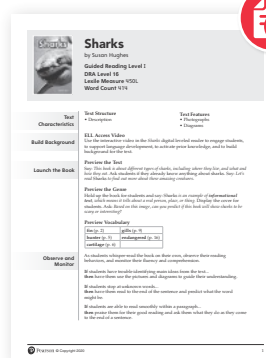
**Possible Teaching Point** Readers bring their knowledge and experiences to make inferences so they better understand the text.

## Leveled Readers



### MAKE INFERENCES

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



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share the inferences they made using their knowledge and a picture and text in a book they are reading.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



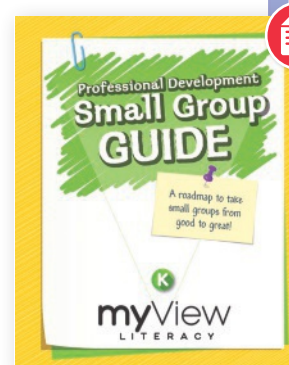
Students can

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

### SUPPORT PARTNER READING

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

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

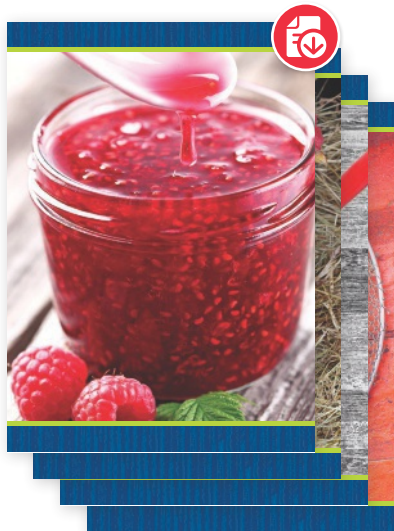


# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words.

Segment spoken one-syllable words into individual phonemes.



Picture Cards

## ADDITIONAL PRACTICE

For additional practice, have students complete *My Words to Know* p. 262 from the *Resource Download Center*.

FOUNDATIONAL SKILLS  
Read Together

Name \_\_\_\_\_

**My Words to Know**

be    saw    our

**MY TURN** Write and read

1. Ben saw a cat on his block.

2. Could it be lost?

3. That is our pet!

Directions: Have students read the words in the word bank. Then ask them to choose a word to complete each sentence and write it on the lines. Have students read the completed sentences.  
Grade 4, Unit 5, Week 1  
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*My Words to Know*, p. 262

## Phonological Awareness: Segment and Blend Phonemes

**MODEL** Listen to this word as I segment and blend the sounds: *tug*, /t/ /u/ /g/, *tug*. How many sounds do you hear in /t/ /u/ /g/? Students should say three. **What are they?** Students should say the sounds /t/, /u/, /g/. Continue the activity with the words *cat*, *big*, *hat*, and *jog*.

**PRACTICE** Provide students with Picture Cards *jam*, *hen*, *mop*, and *net*. Guide students as they look at each picture and say the word. Then have them slowly segment and blend the phonemes.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read sentences. **The sentences we read will include sound-spellings and high-frequency words we have already learned. You will also draw pictures as you follow directions.**

Write the following sentence on the board: *Make a web for a bug.* **Let's read the sentence together: *Make a web for a bug.* What does it tell me to do? Yes, it tells me to make a web for a bug. Draw a simple web on the board. What did I draw on the board? Why? (a web because the sentence said to do that)**

**MODEL AND PRACTICE** Have students turn to p. 24 in the *Student Interactive*. **Let's read the first sentence together: *Make a bed for a cat.* What does the sentence tell you to do? Yes, it tells you to make a bed for cat. Have students draw a bed for a cat in the first box.**

**APPLY MyTURN** Guide students to finish p. 24 in the *Student Interactive*.



**APPLY MyTURN** Have students look at p. 25 in the *Student Interactive*. Have them read and complete the sentences.

**ELL Targeted Support Seek Clarification** Tell students they can ask these questions if they do not understand something and need to seek clarification:

- Would you please repeat that, and say it slowly?
- Can you tell me what the word means?

Read the sentences on p. 25 aloud. Have students ask you for clarification by using one of the two questions just introduced.

**EMERGING**

Read a more challenging passage to students, and have them use one or both of the questions to seek clarification about a particular part of what you read. **DEVELOPING**

Have students work in pairs. Have one partner read a passage to the other, and have the other ask questions to seek clarification about the meaning of the passage. Then have partners switch roles and repeat. **EXPANDING**

Read a grade-level appropriate text to students, and have them raise their hands and seek clarification of the text's meaning whenever they need to by formulating their own questions.

**BRIDGING**

**HIGH-FREQUENCY WORDS**



Remind students that high-frequency words are words that appear over and over in texts. Remind them they are learning many of the words this year, and the words will help them become better readers. Say the word *our* 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, doing a silent cheer for each letter.
- repeat with *be* and *saw*.

STUDENT INTERACTIVE, pp. 24–25

REVIEW AND REINFORCE

**Sentences I Can Read**



Read and draw

1. Draw a bed for a cat.
2. Draw a bone for a pup.
3. Draw a top for a kid.

Drawing should show  
a cat bed.

Drawing should show  
a dog bone.

Drawing should show  
a top.

1

2

3

24

Directions Have students read the sentences. Then have them follow the directions to draw pictures in the boxes.

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FOUNDATIONAL SKILLS

**Sentences I Can Read**



Read and write

Tom

box

drove

Tom drove the van.

He got a box.

Now Tom can go home.



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Directions Ask students to read the words and sentences. Then have them write the words to complete the sentences. Finally, have students read the completed sentences.

25



# Reflect and Share

## OBJECTIVES

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

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

Use text evidence to support an appropriate response.

## 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 could you use to measure how much snow or rain there is?
- Why do you think people might choose to live in areas with extreme weather?
- What can people do to prepare for bad weather?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that readers can make connections between the ideas in two texts and draw pictures to represent the connections.

- Think about what you learned from each of the texts.
- Connect what you learned from one text to what you learned from the other text.
- Think about a picture you could draw that shows how the texts are connected.

**MODEL AND PRACTICE** Model how to make a connection between *Weather Around the World* and another text: *I learned about some of the ways people deal with extreme weather. I read another book about houses around the world. Both books told about some of the types of houses people live in because of where they live. I could draw a picture of these houses.*

**ELL Targeted Support Respond to Sources** Have students use evidence from the text to enhance their understanding. Ask students to think about one of the places they read about.

Have students point to parts of the picture in the text to help them describe this place. **EMERGING**

Ask simple questions to confirm understanding of the text and pictures, such as: *Is it hot or cold there? Is it rainy? Is there snow? Do people live in a house that is different from our homes?* **DEVELOPING**

Have students describe the pictures in the text with a partner. Have them compare answers to confirm understanding. **EXPANDING**

Have students use the text and pictures to describe the place. Provide sentence frames as needed: *The weather in \_\_\_\_ is \_\_\_\_.* *People who live there wear \_\_\_\_.* **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for connecting ideas across texts.

**OPTION 1 My TURN** Have students turn to p. 42 of the *Student Interactive*. Ask students to respond to sources by drawing a type of weather from *Weather Around the World* and a type of weather from another text.

**OPTION 2 Use Independent Text** Have students draw pictures that connect two independent reading texts.

### QUICK CHECK


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

#### Decide


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

**WEEKLY QUESTION** Have students talk to a partner to respond to the Weekly Question: *How have people learned to live in bad weather?* Encourage students to share examples from the texts they have read and from their own experiences.

### STUDENT INTERACTIVE, p. 42


RESPOND TO TEXT 

## Reflect and Share

 **MY TURN** Draw

Drawing should show a type of weather from *Weather Around the World* and a type of weather from another text.

**Weekly Question**  
How have people learned to live in bad weather?

 **Directions** Tell students they read about weather in different parts of the world. Have students think about other texts they have read about weather. Say: *You can respond to texts by drawing a picture that shows what you have learned.* Have students respond to sources by drawing a type of weather from this text and a type of weather from another text they have read.

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

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** You can often make a connection between different texts. Think about what you learned in *Weather Around the World*. We learned about taking shelter and different clothes for different types of weather. Then think of another book you have recently read where you learn about shelter or clothing. We can use this information to make a connection between the two texts.

### ELL Targeted Support

Encourage students to think about how this text connects to other books they have read about people, places, or weather. Provide sentence frames.

Weather Around the World *tells about* \_\_\_\_\_. I also read \_\_\_\_\_. **EMERGING**

Weather Around the World *is about* \_\_\_\_\_. I also learned about that in the text \_\_\_\_\_. **DEVELOPING**

Both Weather Around the World and \_\_\_\_\_ talk about \_\_\_\_\_. **EXPANDING**

Though both texts talk about \_\_\_\_\_, Weather Around the World *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: “Weather in Our Country,” “The Shaking Earth,” and *Weather Around the World*. Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how people have learned to live with all kinds of weather. Encourage students to use the Academic Vocabulary words *measure*, *extreme*, *prepare*, and *effect*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their research on weather into a format they can share with others.

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

See *Extension Activities*, pp. 311–315, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Encourage students to talk about how another informational text connects to *Weather Around the World*.

### Possible Conference Prompts

- What did you learn from the texts?
- How are the texts connected?
- Draw a picture connecting the texts and explain how it connects the texts.

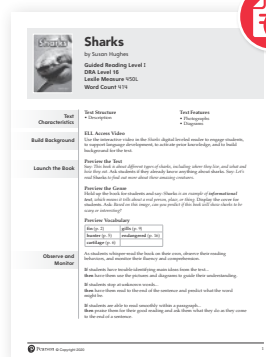
**Possible Teaching Point** Readers of informational texts can make connections between texts they have read to better understand a subject.

## Leveled Readers



### COMPARE TEXTS

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share connections they made between *Weather Around the World* and another text they read.

## Independent/Collaborative

### Independent Reading



Students can

- reread the Web site “Weather in Our Country” and talk about it with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in their notebooks in response to the Weekly Question.
- work in pairs to learn more about one of the types of extreme weather in the text.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T442–T447, for

- teacher’s summary of *Rain, Wind, Sun, and Snow*.
- 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 informational text.
- I can use words to tell about informational text.
- I can write a nonfiction text.

### 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

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T70–T71
  - » Phonological Awareness: Identify and Count Syllables
  - » Phonics: Review Words for *Bb*, *Jj*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T72–T73
- Listening Comprehension: Read Aloud: “Life in the Rainforest” T74–T75
- Informational Text T76–T77
  - ☑ Quick Check T77

#### READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T78–T79
- Handwriting: Numerals 7 and 8 T78–T79

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T83
- Strategy, Intervention, and On-Level/Advanced Activities T82
- ELL Targeted Support T82
- Conferring T83

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T83
- Literacy Activities T83

**BOOK CLUB** T83 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T314–T315
  - » What You Know About Your Topic
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T315
- Conferences T312

#### WRITING BRIDGE

- Spelling: Spell Words T316
  - ☑ **Assess Prior Knowledge** T316
- Language & Conventions: Spiral Review: Capitalization T317

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T84–T85
  - » Phonics: Review Words for Initial and Final Blends
  - ☑ Quick Check T85
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T86–T91
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *A Desert in Bloom*
- Respond and Analyze T92–T93
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T93
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T94
- Guided Reading/Leveled Readers T97
- Strategy and Intervention Activities T94, T96
- Fluency T96
- ELL Targeted Support T94, T96
- Conferring T97

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T95
- Independent Reading T97
- Literacy Activities T97

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T318–T319
  - » Explore Compose Questions
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T319
- Conferences T312

#### WRITING BRIDGE

- Spelling: Teach: Spell Words T320
- Language & Conventions: Oral Language: End Punctuation T321

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T98–T99
  - » Phonological Awareness: Manipulate Syllables
  - » Phonics: Reinforce Words for *Bb*, *Jj*, Initial and Final Blends
  - » High-Frequency Words

#### CLOSE READ

- Find Text Structure T100–T101
- Close Read: *A Desert in Bloom*
  - ✔ Quick Check T101

### READING BRIDGE

- Read Like a Writer, Write Like a Reader: Author’s Craft T102–T103
- Handwriting: Numerals 9 and 0 T102–T103

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T105
- Strategy and Intervention Activities T104
- ELL Targeted Support T104
- Conferring T105

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T105
- Literacy Activities T105

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T322–T323
  - » Apply Compose Questions
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T323
- Conferences T312

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T324 **FLEXIBLE OPTION**
- Language & Conventions: Teach End Punctuation T325

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T106–T107
  - » Decodable Story: Read *They Get Big!*

#### CLOSE READ

- Find Important Details T108–T109
- Close Read: *A Desert in Bloom*
  - ✔ Quick Check T109

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T111
- Strategy and Intervention Activities T110
- Fluency T110
- ELL Targeted Support T110
- Conferring T111

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T111
- Literacy Activities T111

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T326–T327
  - » Explore Compose Answers
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T327
- Conferences T312

### WRITING BRIDGE

- Spelling: Spiral Review: Spell CVC and Short /a/ or /o/ Words T328 **FLEXIBLE OPTION**
- Language & Conventions: Practice End Punctuation T329

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T112–T113
  - » Phonological Awareness: Add Phonemes
  - » Phonics: Sentences I Can Read
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T114–T115
  - » Talk About It
  - ✔ Quick Check T115
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T117
- Literacy Activities T117

**BOOK CLUB** T117 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T330
  - » Apply Compose Answers
  - » Share Back

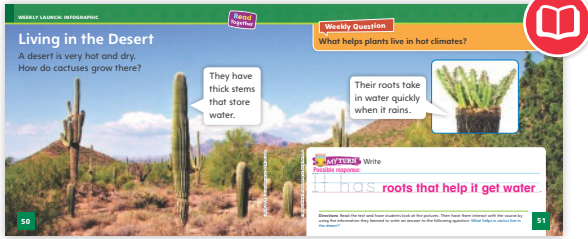
#### INDEPENDENT WRITING

- **WRITING CLUB** T330–T331 **SEL**
- Conferences T312

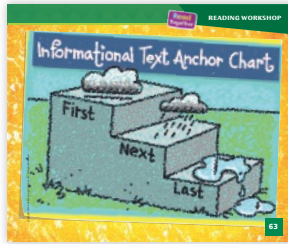
### WRITING BRIDGE

- » Spelling: Spell Words T332
- ✔ **Assess Understanding** T332
- Language & Conventions: Standards Practice T333 **FLEXIBLE OPTION**

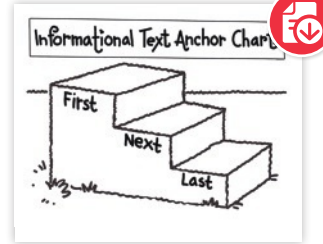
# Materials



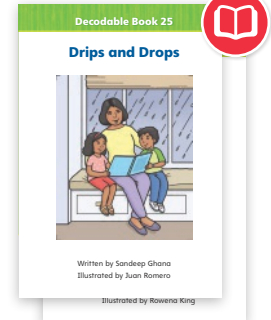
**INFOGRAPHIC**  
“Living in the Desert”



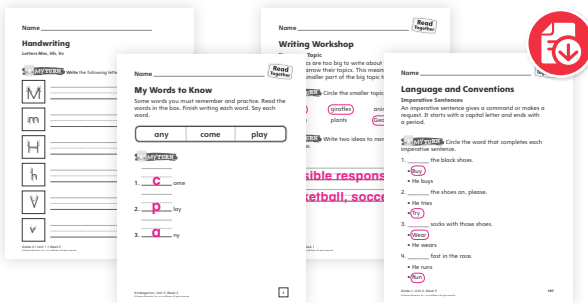
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



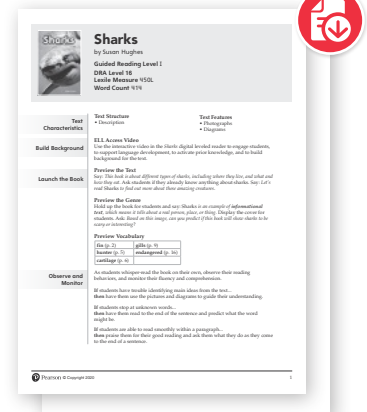
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

eat  
soon  
walk

### Develop Vocabulary

desert  
soil  
ground  
bloom

### Spelling Words

flag  
slip  
stop  
trap  
eat  
walk

### Unit Academic Vocabulary

effect  
measure  
prepare  
extreme

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**

**Read Aloud**

**ELL Language Transfer**

**START-UP**

**READ-ALOUD ROUTINE**

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

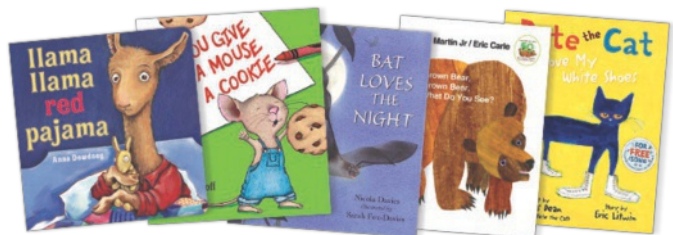
**REASK:** the text aloud, pausing to include the Think Aloud strategies related to informational text.

**Life in the Rainforest**

Rainforests are found all over the world. Rainforests are full of thousands of kinds of plants—so many that it can be hard to move around!

Most rainforests are found near the equator where it is hot. It rains a lot in the rainforest. The rain provides the water that plants need to grow.

Many different kinds of plants grow in rainforests. Some are very interesting, such as trees that only grow on other trees. Many plants are poisonous, which protects them from being eaten by animals. Some can give you a rash if you walk too close to them.



READ ALOUD TRADE BOOK LIBRARY

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WET**

**INTERACTIVE READ ALOUD**

**PLANNING**

**BEFORE READING**

**DURING READING**

**AFTER READING**

**Skills/Teaching Points**

### READ ALOUD

“Life in the Rainforest”



SHARED READ  
A Desert in Bloom

## BOOK CLUB

Titles related to Spotlight Genre and Theme: T448–T451

## Mentor STACK

Writing Workshop T311



# Assessment Options for the Week

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

Assessment GUIDE

myView LITERACY

ASSESSMENT GUIDE



# Word Work

## OBJECTIVES

Identify syllables in spoken words.

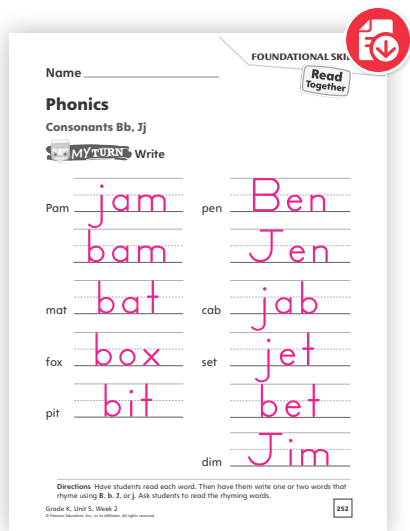
Identify and match the common sounds that letters represent.



Picture Cards

## ADDITIONAL PRACTICE

For additional practice, have students complete *Phonics* p. 252 from the *Resource Download Center*.



*Phonics*, p. 252

## Phonological Awareness: Identify and Count Syllables

**FOCUS AND MODEL** Tell students that today they are going to talk more about syllables. Listen carefully as I say this word: *honey*. How many syllables are in the word *hon* (clap) *ey* (clap)? Yes, there are two. What is the first syllable in *honey*? Students should say *hon*. What is the second syllable in *honey*? Students should say *ey*.

Listen carefully as I say this word: *pepper*. How many syllables are in *pep* (clap) *per* (clap)? Yes, there are two. What is the first syllable in *pepper*? Students should say *pep*. What is the second syllable in *pepper*? Students should say *per*.

**PRACTICE** Say the following words: *picture*, *machine*, *shampoo*, *handbag*. Then call on volunteers to clap, count, and identify the syllables in each word.

## Phonics: Review Words for Bb, Jj

### Minilesson

**FOCUS** Hold up the *bag* Picture Card. What sound do you hear at the beginning of *bag*? Have students identify /b/. The letter *b* spells the sound /b/ in *bag*. Turn the card over and read the word *bag* with students. Have students tell you the letters that are in the word *bag*. Now let's practice reading more words with the sound /b/ spelled *b*. Write the words *bone*, *bat*, *Bob*, and *ban* on the board. These words have the sound /b/ spelled *b*. Read the words several times with students. Invite volunteers to circle the *b* in each word. Repeat the activity for the letters *Jj*. Use the *jam* Picture Card and the words *jet*, *June*, *Jen*, *Jack*, and *job*.

**MODEL AND PRACTICE** Have students turn to p. 52 in the *Student Interactive*. Read the first sentence with students. What does the first picture show? Students should say *bat*. What letter is missing from the word in the sentence? Students should say *b*. Have students write the word *bat* on the line. Then have them read the sentence again.

**APPLY MyTURN** Have students finish p. 52 in the *Student Interactive*.



**ELL Targeted Support Syllable Puzzles** Explain that learning syllables is important for correct pronunciation. Tell students that the number of beats in a word indicates the number of syllables.

Provide multisyllabic word puzzles. For example, for the word *water*, cut a picture of water into two pieces, one for each syllable. Label the back of each piece with a 1, 2, or 3 to indicate the syllables' order. Possible pictures to use: *starfish*, *rabbit*, *table*, *apple*.

Scramble and distribute puzzle pieces at random. Tell students to find the classmate with the piece that goes with theirs. Help them say the syllables while the other students clap and count. Then guide students to put their puzzle together and say the word. **EMERGING**

Scramble and distribute puzzle pieces at random. Tell students to work with a partner to put their puzzle pieces together. Then have partners say the word and use it in a sentence. **DEVELOPING**

Have students create their own one-, two-, or three-syllable puzzle pieces by finding pictures and cutting them apart. Then scramble and distribute the pieces, and have students put the puzzles together. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *eat*, *soon*, and *walk*, and read them aloud.

- Have students point to the word *eat* and read it.
- Repeat for *soon* and *walk*.

eat

soon

walk

## STUDENT INTERACTIVE, p. 52

### REVIEW AND REINFORCE

#### Words for Bb, Jj

**MY TURN** Read and write



The \_at is brown.

bat



This is a fast \_et.

jet



It can \_uzz by  
the \_ug.

buzz

jug

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**Directions** Ask students to name the pictures and read the sentences. Then have them write the word for each picture on the lines to complete each sentence.

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# Interact with Sources

## OBJECTIVES

Identify new meanings for familiar words and apply them accurately.

Identify parts of plants such as roots, stem, and leaves and parts of animals such as head, eyes, and limbs.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Ask: *What is the extreme desert weather like? What is the effect of the weather on the environment?*

- measure
- extreme
- prepare
- effect



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 Unit 5 Essential Question: *What can we learn from the weather?* Then draw their attention to the Weekly Question: *What helps plants live in hot climates?* Tell them that this week they will learn about how different plants deal with different kinds of weather, such as heat.

Have students follow along as you point to the pictures of the cactuses on pp. 50–51 of the *Student Interactive*. Explain that plants have developed ways to live in hot climates. Tell students that cacti have thick stems that hold water. Their roots also take in water quickly when it rains. Then read the infographic, “Living in the Desert.”

Use the following prompts to guide discussion:

- Ask students to look at the background picture and tell what they see.
- Have students describe what a desert is like.
- Tell students to explain how plants can live in hot climates, such as a desert.

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

**MyTURN** Have students interact with sources by using the pictures and text on pp. 50–51 to write one thing that helps a cactus live in the desert.

**WEEKLY QUESTION** Point out the Week 2 Question: *What helps plants live in hot climates?* Tell students that they just learned about two ways that plants are able to live in hot climates. Desert plants have thick stems that hold water and roots that are able to take in water quickly when it rains. Explain that this week students will learn more about how plants live in hot climates.



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

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

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

**ELL Targeted Support Internalize Language** Help students internalize English language, or vocabulary, by retelling basic information.

Ask students to draw a picture of a desert. Have them share their pictures with the class, and help them internalize the English word *desert* by repeating after you multiple times. **EMERGING**

Have students draw a picture of a desert. Then work with students to internalize English by orally completing the following sentence: *The picture shows \_\_\_\_*. Have students show their pictures. Then ask them to retell the basic information of what their pictures show. **DEVELOPING**

Have students draw a picture of a desert. Encourage them to internalize English language by describing their pictures in their own words and then retelling this description. **EXPANDING**

Have students find partners and tell each other what they mentally picture for the word *desert*. Then have students retell their partner's description to the whole class. **BRIDGING**

STUDENT INTERACTIVE, pp. 50-51

WEEKLY LAUNCH: INFOGRAPHIC

**Read Together**

## Living in the Desert

A desert is very hot and dry.  
How do cactuses grow there?

They have thick stems that store water.

Their roots take in water quickly when it rains.

**Weekly Question** WEEK 2  
What helps plants live in hot climates?

**MY TURN** Write  
Possible response:  
It has roots that help it get water.

Directions Read the text and have students look at the pictures. Then have them interact with the source by using the information they learned to write an answer to the following question: *What helps a cactus live in the desert?*

50 51

# Listening Comprehension

## OBJECTIVES


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

Recognize characteristics and structures of informational text.

## ELL Language Transfer

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

- plants : *plantas*
- equator : *ecuador*
- animals : *animales*
- different : *diferente*
- interesting : *interesante*
- air : *aire*

 **THINK ALOUD** Analyze Informational Text When I read, it helps to think about the facts in the text. For example, the sentence *Most rainforests are found near the equator where it is hot* tells me two facts. The first fact is that rainforests are found near the equator. The second fact is that it is hot near the equator.

## Read Aloud

Tell students that they will listen to an informational text. Informational text provides facts about things in our world. Have students listen as you read aloud the text, “Life in the Rainforest.” 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 informational text, such as factual information.

**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 informational text.

## Life in the Rainforest

Rainforests are found all over the world. Rainforests are full of thousands of kinds of plants—so many that it can be hard to move around!

Most rainforests are found near the equator where it is hot. It rains a lot in the rainforest. The rain provides the water that plants need to grow.

Many different kinds of plants grow in rainforests. Some are very interesting, such as trees that only grow on other trees. Many plants are poisonous, which protects them from being eaten by animals. Some can give you a rash if you walk too close to them.



*"Life in the Rainforest," continued*

Plants usually need plenty of soil to grow. However, since there is so much water in the air in rainforests, some plants can grow without soil. They hang from the trees, and their roots soak up water from the air instead of the ground. The rainforest is an interesting and sometimes dangerous place.

**THINK ALOUD** Analyze Informational Text When I read, I try to notice the factual information in the text. Noticing the factual information helps me better understand what I read. In this text, I learned that plants in a rainforest need a lot of water to live.

## WRAP-UP

### Life in the Rainforest

1. Rainforests are found near the equator, where it is hot.
- 2.
- 3.
- 4.

Use the chart to help students identify factual information in the text.

**ELL Targeted Support Understanding Meaning** Discuss with students the meaning of the Read Aloud text and help them to understand what life in the rainforest is like.

Show students photos of a rainforest and help them to complete sentence frames: *I see \_\_\_\_\_. Rainforests have \_\_\_\_\_. Rainforests are \_\_\_\_\_. **EMERGING/DEVELOPING***

Ask students to work in groups to discuss what they learned about rainforests from listening to the Read Aloud. Then have students use books or magazines to continue the discussion. **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

# Informational Text

**LEARNING GOAL**

I can read informational text.

**OBJECTIVE**

Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.

**ELL Transfer**

**Cognates** Point out the Spanish cognates related to informational text.

- sequence : *secuencia*
- information : *información*

**LANGUAGE OF THE GENRE**

As you review the Anchor Chart, check that students understand how to determine the steps in a sequence.

- What does *sequence* mean?
- What is an example of steps in a sequence?

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

Continue to add to your informational text anchor chart.

- Add *steps in a sequence*.
- Ask students to tell you what *sequence* means.
- Discuss with students how they know they are reading steps in a sequence.

**Minilesson**

**FOCUS ON STRATEGIES** Tell students that informational text provides real facts and information. This information may include steps in a sequence. Knowing about informational text can help readers better understand it.

- Informational text provides facts. Facts are information that is true.
- Informational text may include steps in a sequence that tell the order in which something happens.

Understanding the steps in a sequence helps readers better understand the text. Writers include key words to help readers understand the order of the steps, such as *first*, *next*, and *last*.

**MODEL AND PRACTICE** Read the text and review the Anchor Chart on pp. 62–63 of the *Student Interactive*. Model an example of a sequence using the words *first*, *next*, and *last*.

- **Let's talk about our morning. First, we put away our coats and backpacks. Next, we sit at our desks. Last, we take out our books.**

**ELL Targeted Support Sequence Words** Reinforce the meaning of sequence with students.

Demonstrate a simple sequence. Hold up one finger, say the word *first*, and show students the first step in a sequence, such as picking up a pencil. Have students say *first*. Then hold up two fingers, say *next*, and draw on a sheet of paper. Have students say *next*. Finally, hold up three fingers, say *last*, and hold up your drawing for the class to see. Have students say *last*. **EMERGING/DEVELOPING**

Have students work with a partner to tell about something they might do *first*, *next*, and *last*. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying sequence in an informational text.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 62 of the *Student Interactive*. Then call on volunteers to share the steps with the class.

**OPTION 2 Use Independent Text** Have students locate three steps in a sequence in an informational text they are reading and draw pictures to illustrate the steps.

### QUICK CHECK

**Notice and Assess** Can students identify sequence in informational text?

#### Decide

- **If students struggle**, revisit instruction about steps in a sequence in Small Group on pp. T82–T83.
- **If students show understanding**, have them continue practicing identifying steps in a sequence using the Independent Reading and Literacy Activities in Small Group on pp. T82–T83.

## STUDENT INTERACTIVE, pp. 62–63

GENRE: INFORMATIONAL TEXT

My Learning Goal I can read informational text.

SPOTLIGHT ON GENRE

### Informational Text

Informational texts can be organized in different ways. They can tell the steps in a sequence.

First Next Last

**TURN and TALK** Talk about the steps in order.

Directions Read the genre information aloud to students and explain that when an informational text tells steps in a sequence, it tells what happens first, next, and last. Have students look at the pictures and talk about what happens first, next, and last during a rainstorm.

Informational Text Anchor Chart

First Next Last

62 63



# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about informational text.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## Synonyms and Antonyms

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that synonyms are words with similar meanings and antonyms are words with opposite meanings. Have students turn to p. 79 in the *Student Interactive*.

- Read the sentence. What does the word *extreme* mean?
- Can you think of a word that means about the same thing as *extreme*?
- Can you think of a word that means the opposite of *extreme*?

**MODEL AND PRACTICE** Tell students that synonyms, or words with similar meanings, and antonyms, or words with opposite meanings, can often help them better understand the meaning of an unknown word. Direct students' attention to p. 79 and ask them what *severe* and *gentle* mean. Discuss: *Severe* means "harsh" or "rough." *Gentle* means "calm" or "soft." Which word is a synonym for *extreme*, and which is an antonym?

# Handwriting

## OBJECTIVE

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

## Numerals 7 and 8

**FOCUS** Display the following numerals: 7, 8.

**MODEL** Model writing each numeral, calling students' attention to starting on the top left of the 7 and at the top of the 8. Have them practice forming the numerals in the air.



ASSESS UNDERSTANDING

Apply

**My TURN** Have students complete the activity on p. 79 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 79

VOCABULARY
Read Together
READING-WRITING BRIDGE

I can use words to tell about informational text.

My Learning Goal

### Academic Vocabulary

effect
measure
prepare
extreme

**MY TURN** Circle and underline

Desert weather is extreme.

severe
gentle

**Directions** Read the sentence to students and discuss the meaning of the word extreme. Then read the word choices. Ask students to underline the word that has a similar meaning to extreme and circle the word that has the opposite meaning.

79

**PRACTICE** Have students use *Handwriting* p. 270 from the *Resource Download Center* to practice writing 7 and 8.

Name \_\_\_\_\_

### Handwriting

Write Numerals 7, 8

7

7 \_\_\_\_\_

8

8 \_\_\_\_\_

**Directions** Model the accurate formation of the numbers 7 and 8, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the numbers, and then practice writing them on their own.

Grade K • Unit 5 • Week 2

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Handwriting, p. 270

# Matching Texts to Learning

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



LEVEL B

**Genre** Narrative

**Text Elements**

- Two lines of text per page
- Text and illustrations

**Text Structure**

- Repetitive Structure



LEVEL B

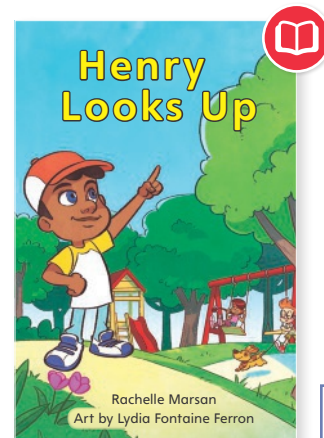
**Genre** Informational Text

**Text Elements**

- Two lines of text per page
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Narrative

**Text Elements**

- Three lines of text per page
- Text and pictures

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

To support the instruction on this week's milestones, use these prompts.

### Identify Informational Text

- What is the title? Can you guess what the text will be about based on the title?
- Does the text include steps in a sequence?
- What facts are in the text?
- Do the photographs or illustrations help the reader understand what the text is about?

### Develop Vocabulary

- Which words are important for you to understand the text?
- Are there any photographs or illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell you about the text?
- How does the word \_\_\_ help you better understand the topic?

### Find Text Structure

- What sequence of steps is described in the text?
- What words in the text help you figure out the sequence?
- Describe the steps discussed in the text.



**LEVEL C**

**Genre** Informational Text

**Text Elements**

- Two lines of text per page
- Concepts supported by pictures

**Text Structure**

- Repetitive Structure



**LEVEL D**

**Genre** Informational Text

**Text Elements**

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

**Text Structure**

- Simple Factual



**LEVEL D**

**Genre** Informational Text

**Text Elements**

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

**Text Structure**

- Simple Factual

## Find Important Details

- How do you determine which details are important?
- How do the details help you understand a text?
- Which details describe steps in a sequence?

## Compare Texts

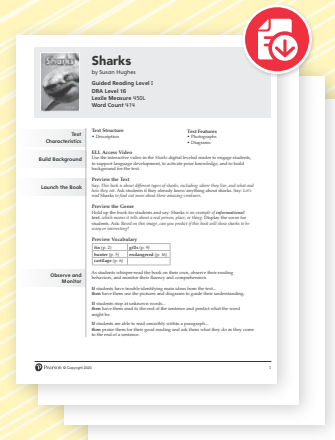
- What are the titles of both texts?
- What are the important details in both texts?

## Word Study

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

## Leveled Reader Teacher's Guide

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



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

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXTS

**Teaching Point** Today I want to remind you that an informational text provides real facts and information. Often this information describes steps in a sequence. Look back at the images on p. 62 of the *Student Interactive* with students and discuss the steps in the rainstorm sequence pictured there.

### ELL Targeted Support

Ask students to look at the pictures on p. 62 of the *Student Interactive*. Have them point to and describe what they see. Explain that they are noticing steps in a sequence. Display sentence frames and guide students to complete them. *First, there was a \_\_\_\_.* *Next, it \_\_\_\_.* *Last, there were \_\_\_\_.* (Possible responses: thunderstorm; rained; puddles) **EMERGING**

Ask students to describe the steps for making a sandwich. Have student pairs complete the following written sentence frames about the sequence of steps. *First, I \_\_\_\_.* *Next, I \_\_\_\_.* *Last, I \_\_\_\_.* Then call on volunteers to read their sentences to the group. **DEVELOPING**

Have students write the steps to making a bed. Encourage students to use the words *first*, *next*, and *last* in their sentences. Then call on volunteers to read their sentences to the group.

### EXPANDING/BRIDGING



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

## Intervention Activity



### NONFICTION TEXT

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for instruction on informational texts.

LEVEL A • READ

**Lesson 46** Genre: Nonfiction Texts

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

**Why Cats Are the Best Pets**

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


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

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

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

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

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



T • 278 Reading Informational Text

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 50–51 of the *Student Interactive* to learn about plants in the desert. Have students write down several questions about the desert ecosystem that they would like to investigate. Throughout the week, have them conduct research about the topic. See *Extension Activities*, pp. 311–315, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXTS

**Talk About Independent Reading** Ask students to share their drawings of the steps in a sequence in the informational text they are reading.

### Possible Conference Prompts

- What is the text about?
- Does the text describe any steps in a sequence? What are they?
- What are some facts in the text?

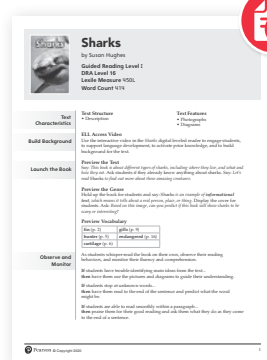
**Possible Teaching Point** A sequence may tell the order of the steps for doing something simple, such as making a sandwich, or something more difficult, such as building a birdhouse.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T80–T81.
- For instructional support on how to identify steps in a sequence in a text, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the steps in a sequence in the text they are reading. Remind students that steps in a sequence can describe a process or be directions for how to do something.

## Independent/Collaborative

### Independent Reading



Students can

- read or listen to a previously read informational text.
- read a self-selected trade book.
- read their Book Club text.

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- refer to the Anchor Chart on p. 63 of the *Student Interactive* and tell a partner about the steps in a sequence in an informational text they are reading.
- play the myView games.

### BOOK CLUB



See Book Club, pp. T448–T451, for

- ideas for guiding Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *Rain, Wind, Sun, and Snow*.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Spell common high-frequency words.



Picture Card

## ELL Language Transfer

Final consonant blends are challenging for speakers of Greek, Italian, Spanish, and other languages. Provide additional practice with hearing, pronouncing, and spelling words with final consonant blends.

## Phonics: Review Words for Initial and Final Blends

### Minilesson

**FOCUS** Hold up the *crab* Picture Card. This is a picture of a crab. I hear a blended sound at the beginning of *crab*. Say the blended sound with me: /kr/.

Turn the card over and show students the spelling of the word. Point to the *c* and say /k/. Point to the *r* and say /r/. Then move your fingers quickly from *c* to *r*, and say /kr/. Do you hear the blended sound /kr/? What letters spell the blended sound /kr/? (the letters *cr*) Have students say other words that begin with the blended sound /kr/ spelled *cr*. Examples may include *crop*, *crow*, and *crayon*.

**MODEL AND PRACTICE** Write the words *camp* and *slid* on the board. Listen carefully as I blend the sounds in these words: /k/ /a/ /mp/, /sl/ /i/ /d/. Both words have a blended sound. One is at the beginning of the word, and one is at the end of the word. Listen: /k/ /a/ /mp/; /sl/ /i/ /d/. Which word has the blended sound at the end of it? Yes, *camp*. What letters spell the blended sound /mp/? Students should say the letters *m* and *p*. Continue the activity with the word *slid*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 53 in the *Student Interactive*.

**OPTION 2 Independent**

**Activity** Provide the following word cards for students: *grab, slip, belt, jump, drip, past*. Have students read the words and sort them into two piles: words that begin with a blend and words that end with a blend.

**QUICK CHECK**

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

**Decide**

- **If students struggle**, revisit instruction for consonant blends in Small Group on pp. T94–T95.
- **If students show understanding**, extend instruction for consonant blends in Small Group on pp. T94–T95.

## 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 *eat, soon, and walk*. Have students


- repeat the words after you.
- spell each word, clapping as they say each letter.


## STUDENT INTERACTIVE, p. 53


FOUNDATIONAL SKILLS

### Initial and Final Blends

**MYTURN** Read and write

Tap the            drum 

Look at the            frog 

I have a            stamp 

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**Directions** Have students read each sentence and write the word for the picture on the lines. Then have them read the completed sentences.

**53**



# Introduce the Text



*A Desert in Bloom*

## OBJECTIVES

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

Read emergent-reader texts with purpose and understanding.

Ask and answer questions about unknown words in a text.

## ELL Access

**Background Knowledge** Students make meaning not only from the words they learn but also from their prior knowledge. Tell students to share personal knowledge or texts they have read about a desert.

## 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 *desert*, *soil*, *ground*, and *bloom* from p. 64 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as: *What do you do know about deserts? What can be planted in soil? Have you ever dug into the ground? What are some things that bloom?*
- Based on the vocabulary, what do you think the text will be about?
- Provide definitions of vocabulary words as needed. *These words will help us understand the information given in A Desert in Bloom.*

## Print Awareness

Have students look at various pages in their *Student Interactive*. Explain that sentences are made of words. Sentences begin with a capital letter and end with a punctuation mark. Have students point to some individual sentences and to some individual words in sentences.

## Read

Discuss the First Read Strategies with students. Tell them that they should always set a purpose before reading a text. *Look at the title and pictures. What do you hope to learn when reading this text?*

### FIRST READ STRATEGIES

**READ** Read or listen to the text. Work to understand what the text is about.

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

**ASK** Generate, or ask, questions about the text to deepen understanding.

**TALK** Guide students to talk to a partner about the text.

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



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to read a book if they learn some of the vocabulary before reading.

Work with students as they look at the pictures of each of the vocabulary words in the text. Provide other pictures to further reinforce meaning. Then have students draw a picture of one of the words. Place the words and drawings around the classroom to serve as a picture dictionary. **EMERGING**

Discuss the meanings of the vocabulary words. Then have students use books or magazines to find a picture of each one. Challenge them to come up with a word or phrase to describe the vocabulary word. Encourage them to use complete sentences, such as *\_\_\_ looks like \_\_\_*. **DEVELOPING**

Discuss the meaning of the vocabulary words. Then have students work in pairs to write and illustrate sentences using the words. **EXPANDING**

Write one of the vocabulary words on the board. Have students suggest synonyms and related words. Then have students create a word web for one of the vocabulary words, showing words or pictures that are related to the word. **BRIDGING**

STUDENT INTERACTIVE, pp. 64–65

**VOCABULARY**

**A Desert in Bloom**

**Preview Vocabulary**

soil	bloom	ground	desert
------	-------	--------	--------

**Read**

Read the text and look at the pictures to find out how flowers grow in the desert.

**Meet the Author**

**Justin Scott Parr** writes stories about science, nature, and imagination. His characters joke with dinosaurs, play with insects, and chase stars across the solar system.

**A Desert in Bloom**

written by **Justin Scott Parr**

**Genre** Informational Text

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

64

65

STUDENT INTERACTIVE, pp. 66–67



**desert** dry area of land with few plants and animals

The desert is **hot**.  
The desert is **dry**.  
How can desert flowers grow there?

66



**soil** loose earth in which plants grow

**CLOSE READ** What are deserts like? **Highlight** the most important information.

The desert soil is **full of seeds**.

67

## First Read

### Look

**THINK ALOUD** Looking at details in the pictures can help me better understand what I am reading. Looking at the pictures on pages 66–67 helps me understand what the desert is like. I can see that the soil looks very dry and sandy. Then, when I look at the picture on page 68, I see that the soil looks dry and cracked. The words say that the ground is hot and dry, but the pictures help me understand what this looks like.

## CROSS-CURRICULAR PERSPECTIVES

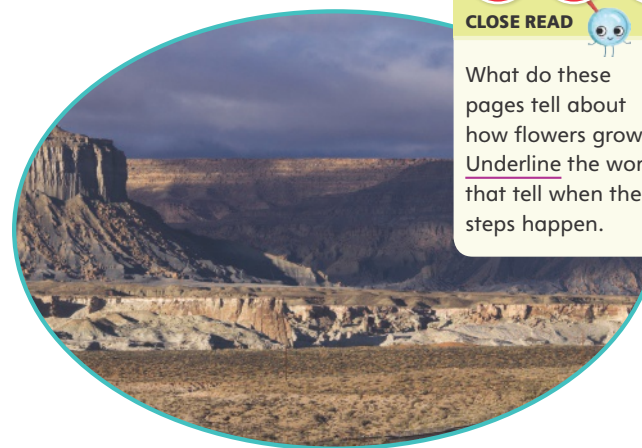
Science



Tell students that flowers go through a predictable life cycle of seed, seedling, plant, and flower. Ask students to look at the image on p. 67 and identify the step in the life cycle that is pictured.



STUDENT INTERACTIVE, pp. 68–69



In fall, the ground gets cool from cloudy days.  
The seeds do not grow.

69



## CLOSE READ



What do these pages tell about how flowers grow? Underline the words that tell when the steps happen.

## Foundational Skills Extension

### Initial Blends

Have students identify, or point to, words with initial consonant blends on pp. 68–69.

## Close Read



### Find Important Details

Read aloud the Close Read note on p. 67. Work with students to identify words that describe the desert. Guide them to understand that they can apply their knowledge of hot weather to better understand the text. **DOK 2**

### Find Text Structure

Read the Close Read note on p. 69. Remind students to reread text they do not fully understand. Then have students underline words on pp. 68–69 that tell when the steps of a flower's growth occur. **DOK 1**

### OBJECTIVE

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

STUDENT INTERACTIVE, pp. 70-71



In winter, the ground gets soaked with rain. The seeds start to grow.

70



**bloom** to produce flowers



In spring, the ground gets warm from the sun. Colorful flowers bloom.

71



CLOSE READ



What do these pages tell about how flowers grow? Underline the words that tell when the steps happen.

## First Read

### Talk

**THINK ALOUD** The text tells about how flowers in the desert grow, season by season. Talking about the text with a partner can help me understand what I'm reading. For example, on page 70, the text and pictures show that the ground is soaked in winter. I can ask my partner if she or he sees anything else in the text that tells about winter. Perhaps my partner will point out that the seeds start to grow in the winter because it is so wet. Have students turn and talk to a partner about these pages.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

Use the instruction on pp. T102–T103 in the Reading-Writing Workshop Bridge to help students understand why authors choose specific words. Explain that authors sometimes choose words to help readers create pictures in their minds. Point to the word *colorful* on p. 71. Read aloud the original sentence with that word. Then read aloud the sentence without the word *colorful*. Ask students how the word *colorful* helps readers create pictures in their minds.

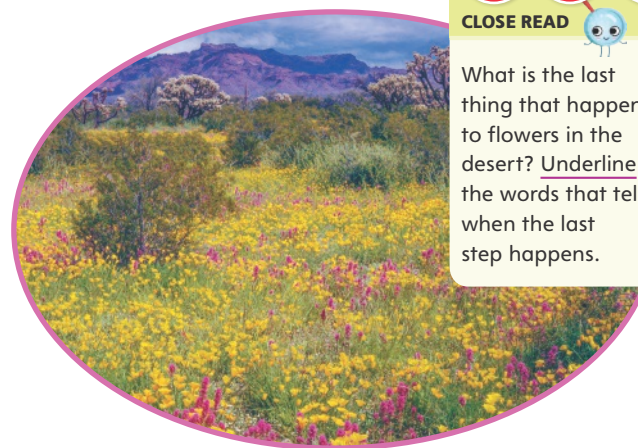


STUDENT INTERACTIVE, pp. 72-73



When summer returns, it gets hot.  
The flowers die.  
Their seeds rest in the ground  
until spring comes again.

72



Now you know how desert  
flowers grow!

73



CLOSE READ



What is the last thing that happens to flowers in the desert? Underline the words that tell when the last step happens.

### Possible Teaching Point



#### Academic Vocabulary | Antonyms

Use the instruction on pp. T78–T79 in the Reading-Writing Workshop Bridge to remind students of how to use synonyms and antonyms to build vocabulary. Then point out the word *hot* on p. 72. Ask students for words that mean the opposite. (*cold, cool*) Point out other words on this page that have antonyms (*summer, die, comes*) and work with students to think of antonyms for each of these words.

## Close Read



### Find Text Structure

Read aloud the Close Read note on page 71. Guide students to identify the words that tell when these steps happen. Then read the Close Read note on p. 73 and prompt students to identify and underline the words that tell when the last thing happens to flowers in the desert. Point out that the text shows the sequence of steps in the order in which they happen.

DOK 1

#### OBJECTIVE

Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.

# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

## My View

Use these suggestions to prompt students' initial responses to reading *A Desert in Bloom*.

- **Retell** Have students tell a partner which part of the text they found most interesting and use evidence from the text to explain why.
- **Illustrate Events** Have students illustrate the steps in the sequence discussed in the text. Then have partners describe the steps by referring to each other's illustrations.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that they can often use images or illustrations to figure out the meaning of a word. The vocabulary words *desert*, *soil*, *ground*, and *bloom* can be used to talk about steps in a sequence discussed in *A Desert in Bloom*.

- **READ** Read each word.
- **LOOK** Look for pictures that help you visualize and understand the word.
- **THINK** Think about how this word adds to the text.

**MODEL AND PRACTICE** Have students turn to p. 74 in the *Student Interactive*. Look at the first picture. Do you see *soil* or do you see the *desert*? Have students circle *desert*.

**ELL Targeted Support Visual Media** Tell students that looking at pictures in a text is one way to figure out the meaning of unknown words.

Orally discuss images on p. 74 to build or reinforce understanding of unknown words and their meaning. **EMERGING/DEVELOPING**

Have students work with a partner to discuss and use the images and illustrations in a text to figure out the meaning of unknown words. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students practice developing vocabulary by completing p. 74 of the *Student Interactive*. Tell students that familiar words can have more than one meaning. Have students identify a new meaning for the verb *to ground* and use it in a sentence.

**OPTION 2 Use Independent Text** Have students find and list unfamiliar words that tell about steps in a sequence in an informational text they are reading independently.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T96–T97.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T96–T97.


**Check for Understanding MyTURN** Have students complete the Check for Understanding on p. 75 of the *Student Interactive*.

### STUDENT INTERACTIVE, pp. 74–75


**VOCABULARY** **Read Together**

#### Develop Vocabulary


**MYTURN** Circle




soil    **desert**



bloom    **soil**



**ground**    desert



ground    **bloom**

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**COMPREHENSION** **Read Together**

#### Check for Understanding

**MYTURN** Circle and write

**DOK 2** 1. This text tells a story facts.

2. Why do you think the author asks a question?  
**DOK 3** Possible response: \_\_\_\_\_  
to let us know what he is going to tell about

3. How do seeds start to grow in the desert?  
**DOK 1** Possible response: \_\_\_\_\_  
The ground is soaked with rain in the winter and the seeds grow.

Directions Read item 1 and the answer choices aloud to students. Have them circle the answer. Then read items 2 and 3 aloud and have students write their responses. Remind them to use text evidence.

**74**

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

**75**



Use the  **QUICK CHECK** on p. T85 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### INITIAL AND FINAL BLENDS

Display the *mask* Picture Card. This is a mask. *Mask* has the final blend /sk/. Turn the card over so students can see the spelling. What letters spell the blend /sk/? Yes, the letters *s* and *k*.



Tell students you will hold up a card and say its name. Have students identify the sounds that spell the blend in each word. Use the following Picture Cards: *black*, *crab*, *desk*, *lamp*, *spider*.

### ELL Targeted Support

Tell students that it is important to pronounce blends correctly in English. Say the following words to students and encourage them to emphasize the final blend: *mask*, *ask*, *task*.

Provide students feedback when pronouncing final blends. Have them repeat each word after you. **EMERGING**

Closely monitor students and help them self-correct to pronounce final blends correctly.

### DEVELOPING

Invite students to provide feedback to each other. Then have them find initial and final blends in books and say them to a partner. **EXPANDING**

Have students monitor their speech and self-correct. Have them write and say words with final blends and pronounce them correctly.

### 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 /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*, *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*

Jāne and Sid ride bikes side by side.  
Jane and Sid ride a mile at a time.  
Jane and Sid rāce 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 /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. (/ān/) 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 them practice forming words with blends: *plan, lamp, slap, slam*. Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



### Decodable Book



#### WE GOT LOST

Students can read the Decodable Book *We Got Lost* to practice reading words with sound spellings they have learned and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *eat, soon, walk*. Tell them that they will practice reading these words in the Decodable Book *We Got Lost*. **When you see these words, you will know how to read them.**

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

### High-Frequency Words

Write high-frequency words on craft sticks and place them in a cup. Have students draw a stick and read the word. If they do not know the word, tell it to them and have students 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

**We Got Lost**  
Written by Trevor Kimball  
Illustrated by Rowena King

Decodable Book  
26

Short a (CVC words)	Long a (VCe words)	Consonant Gg /g/	Consonant Qq /k/
grab	cave	get	quick
lamp	plates	go	quit
lost	safe	grab	
map	same	legs	
	take		

**High-Frequency Words**

all	our	walk
eat	soon	want
look	they	where

1

We take a walk.

2

They all look the same.  
We get lost.

3

We want to eat soon.  
We are wet.

4

We step in a cave.  
We do not see where to go.

5

We find a lamp.  
We find a map.

6

Quick!  
We walk fast.  
Our legs do not quit.

7

We are safe at last.  
We grab plates.  
We eat it up.

8

Use the  **QUICK CHECK** on p. T93 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that when you read a word and you don't know its meaning, you can use the pictures to help you. Look back at p. 67 in *A Desert in Bloom* and demonstrate with the word *soil*.

### ELL Targeted Support

Tell students that drawing pictures can help them learn new words. Display the vocabulary words: *soil, ground, desert, bloom*.

Have students draw a picture illustrating one of the words. Check students' drawings.

### EMERGING

After students draw an illustration of one of the words, have them label the picture and practice reading the word. **DEVELOPING**

Have students draw pictures to illustrate the words. Then have them write sentences that define or describe the words. If needed, provide sentence frames: *Flowers grow in \_\_\_\_\_. When they grow, flowers \_\_\_\_\_. **EXPANDING***

Have students illustrate all of the vocabulary words and write a sentence to caption each illustration. **BRIDGING**

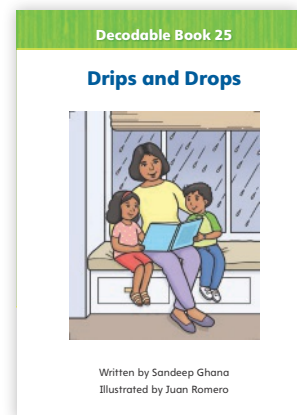


For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity

### DRIPS AND DROPS

Have students reread last week's Decodable Book *Drips and Drops*. 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 partners take turns reading the Decodable Book aloud. Ask pairs to try to read all of the words correctly.

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share their list of words and what they learned about sequence from those words.

### Possible Conference Prompts

- Which words does the author use to help you understand the order of the steps?
- How does the author describe the sequence?

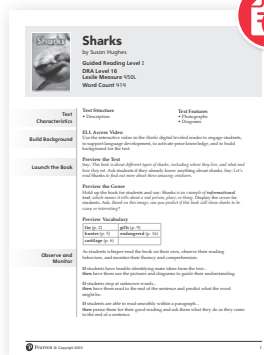
**Possible Teaching Point** Authors often include words to show the order in which steps in a sequence happen. Noticing the words an author uses helps us better understand what we read.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T80–T81.
- For instructional support on how to identify the order of steps in a sequence, see *Leveled Reader Teacher’s Guide*.



## Whole Group

### Share

Bring the class back together in whole group. Invite two or three students to share the words they noticed that tell about the order of steps in a sequence in a text they read. Celebrate what they have learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *A Desert in Bloom*.
- read a self-selected trade book or their Book Club text.
- read with a partner, coaching each other as they read the book.

### Centers



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

### Literacy Activities



Students can

- play the myView games.
- write about their reading in a reading notebook.
- work with a partner to discuss the questions on *Student Interactive* p. 75.
- build words using the Letter Tile activity on p. T95.

### SUPPORT PARTNER READING

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

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



# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

Identify and match the common sounds that letters represent.

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

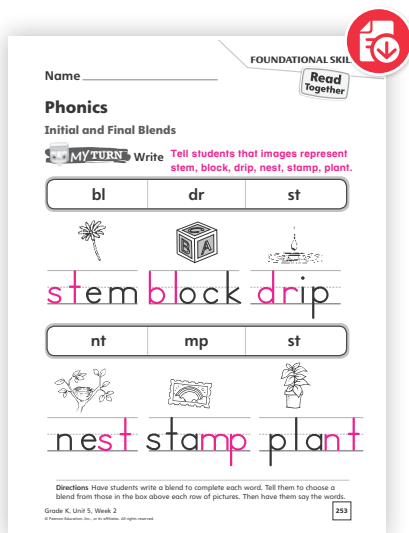
Identify and read common high-frequency words by sight.

## FOUNDATIONAL SKILLS EXTENSION

See p. T89 for an initial consonant blends extension activity that can be used as the text is read on Days 2 and 3.

## ADDITIONAL PRACTICE

For additional practice with initial and final blends, have students complete *Phonics* p. 253 from the *Resource Download Center*.



*Phonics*, p. 253

## Phonological Awareness: Manipulate Syllables

**FOCUS AND MODEL** Say the word *backpack*. Listen carefully as I count the syllables: *back* (clap) *pack* (clap). How many times did I clap? Students should say *two*. How many syllables are in *backpack*? Students should say *two*. If I take away the first syllable, *back*, what word do I have left? Students should say *pack*. If I take away the second syllable, *pack*, what word do I have left? Students should say *back*.

**PRACTICE** Continue the routine with the words *lunchroom* and *bathtub*.

## Phonics: Reinforce Words for Bb, Jj, Initial and Final Blends

### Minilesson

**FOCUS** Write the word *just* on the board, and read it with students. This is the word *just*. I can read the word: /j/ /u/ /st/, *just*. I hear the sound /j/ at the beginning of *just*. Say the sound /j/ with me. What letter spells the sound /j/ in *just*? (the letter *j*) What blended sound do I hear at the end of *just*? Students should say /st/. What letters spell the blended sound /st/? (the letters *s* and *t*) Write *grab* on the board. This is the word *grab*. I can read the word: /gr/ /a/ /b/, *grab*. I hear the sound /b/ at the end of the word. What letter spells the sound /b/? (the letter *b*) I hear the blended sound /gr/ at the beginning of *grab*. What letters spell the blended sound /gr/? Students should say *g* and *r*.

**MODEL AND PRACTICE** Today we are reviewing the spellings for the sounds /j/ and /b/. We are also reviewing the spellings of initial and final blends, such as /st/ and /gr/. Have volunteers identify the letters that spell each of the sounds and blends.

**Apply TURN, TALK, AND SHARE** Direct students to p. 54 in the *Student Interactive*. Have partners read and act out the sentences on the page.



# High-Frequency Words







## Minilesson

**FOCUS** Tell students that today they are going to continue working with high-frequency words. *You will see these words over and over in texts.* Have students read the words at the top of p. 55 in the *Student Interactive* with you: *eat, soon, walk.*

**MODEL AND PRACTICE** Have students look at the words. Tell them to identify and point to each word as you say it. Say *soon*. Pause to let students find and point to the word. Say *eat*. Say *walk*. Repeat the activity until students are familiar with each word. Have students use the words in sentences.

**Apply MyTURN** Have students read the sentences on p. 55 with you. Ask them to identify the words *eat, soon, and walk* in the sentences and underline them. Then have students read the sentences with a partner.

STUDENT INTERACTIVE, pp. 54–55

REVIEW AND REINFORCE	FOUNDATIONAL SKILLS
<p><b>Words for Bb, Jj, Initial and Final Blends</b></p> <p> <b>TURN and TALK</b> Read</p> <p> <b>Clap one time.</b></p> <p> <b>Step one time.</b></p> <p> <b>Jump up.</b></p> <p> <b>Bend down.</b></p> <p><small>Directions Remind students that <i>b</i> makes the sound /b/, <i>j</i> makes the sound /j/, and consonant blends are two or more consonants with sounds that blend together in a word. Have partners take turns reading the sentences and performing the actions.</small></p>	<p><b>My Words to Know</b></p> <p>eat soon walk</p> <p><b>My Sentences to Read</b></p> <p> <b>MY TURN</b></p> <p>Jen and Mom go on a <u>walk</u>.</p> <p>They will go home <u>soon</u>.</p> <p>It is time to <u>eat</u>.</p> <p><small>Directions Say: There are some words we will see a lot when we read. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.</small></p>
<p>54</p>	<p>55</p>

# Find Text Structure

## OBJECTIVES

Recognize characteristics and structures of informational text, including the steps in a sequence, with adult assistance.

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

## ACADEMIC VOCABULARY

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

- What extreme weather does a desert have?
- How could you measure plant growth?

## Minilesson

**FOCUS ON STRATEGIES** Text structure is how an author organizes a text.

When an author uses steps in a sequence, he or she often uses time words to tell when the steps happen.

- **Read the title.** Can you tell whether the author is going to discuss steps in a sequence?
- **Look through the text.** Does it contain pictures that may help you figure out if the author is going to explain a sequence?
- **Read the text and look for time words that tell when the steps happen.**

**MODEL AND PRACTICE** Have students look back at *A Desert in Bloom*.

- Ask students if the pictures give them any clues about a sequence the author is going to describe. *I see in the pictures that the weather keeps changing. It was dry and sunny, then wet and cloudy, and then dry and sunny again. I think the author is going to tell about the sequence of the seasons in the desert.*
- Guide students to form oral sentences to describe what they see in the pictures. Then have students turn to the Close Read notes on pp. 69, 71, and 73 of the *Student Interactive* and underline the words that tell when the steps in the sequence occur.

**ELL Targeted Support Steps in a Sequence** Have students look back at what they underlined during the Close Read.

Write the time words from the text on index cards. Read them with students, and then guide the students to arrange the words in order. **EMERGING**

Have students circle the time words in the text. Ask students to explain to a partner how those words show when the steps in the sequence happen. **DEVELOPING**

Have students use the pictures to find the steps in the sequence. Ask students to retell the steps in the sequence and how the images support them. **EXPANDING**

Have partners work together to write in their own words the steps in the sequence. Remind them to use the time words they learned to make the order clear. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding the steps in a sequence in an informational text.

**OPTION 1 MyTURN** Have students complete p. 76 in the *Student Interactive* by writing when each step happens.

**OPTION 2 Use Independent Text** Have students create simple illustrations to show the steps in a sequence in an informational text they are reading. Tell students to number and label their drawings.


### QUICK CHECK

**Notice and Assess** Can students identify the words that indicate the steps in a sequence in an informational text?

#### Decide


- **If students struggle**, revisit instruction about text structure in Small Group on pp. T104–T105.
- **If students show understanding**, extend instruction about text structure in Small Group on pp. T104–T105.





### STUDENT INTERACTIVE, p. 76

CLOSE READ 

#### Find Text Structure

Authors organize texts in different ways.  
Some authors tell the steps in a sequence.

 Write

	
<u>in fall</u>	<u>in winter</u>
	
<u>in spring</u>	<u>in summer</u>

**76** **Directions** Say: Text structure is how the author organizes a text. When an author tells the steps in a sequence, the author often uses time words to tell when the steps happen. Have students look at the pictures and write when each step happens. Remind them to use what they underlined. Then discuss how the text structure contributes to the author's purpose in the text.

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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** Explain to students that authors choose specific words to help readers visualize, or picture, what is happening in the text. The author's choice of words shows what the author wants to tell the reader.

- Authors choose words carefully.
- Vivid, interesting words can help readers picture what is happening and better understand what they are reading.

**MODEL AND PRACTICE** Model using the first question on p. 81 in the *Student Interactive* to show students how writers use vivid, interesting words. [The question asks us which words the author uses to help the reader picture fall in the desert. To find the words, I need to look back in the text. On page 69, the author describes the desert in fall.](#) Guide students in looking at and rereading p. 69, and discuss how the words *cool* and *cloudy* help students visualize fall in the desert. Have students complete Item 1. Then read Item 2 to students. Discuss possible answers with them.

# Handwriting

## OBJECTIVE

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

## Numerals 9 and 0

**FOCUS** Display the numerals 9 and 0.

**MODEL** Model writing each numeral, calling students' attention to starting with the circle of the 9 and at the top of the 0. Have them practice forming the numerals in the air.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete p. 81 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 81

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

1. What words in the text help you picture what fall is like in the desert?  
Possible responses:  
**cool, cloudy**
2. What other word could you use to help readers picture what the desert is like in the fall?  
Possible response:  
**empty**

Directions Read the first question and have students look back at the text to find words to write on the lines. Then read the second question and have students write their response. Encourage them to look at the picture in the text for ideas.

**81**

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## Writing Workshop

Have students choose specific and vivid words to help their readers visualize in their Writing Workshop texts. During conferences, support students' writing by helping them find opportunities to meaningfully use word choice in their writing.

**PRACTICE** Have students use *Handwriting* p. 271 from the *Resource Download Center* to practice writing the numerals 9 and 0.

Name \_\_\_\_\_

### Handwriting

Write Numerals 9, 0

9 9 9 9 9

9

0 0 0 0 0

0

Directions Model the accurate formation of the numerals 9 and 0, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the numerals, and then practice writing them on their own.

Grade 4 • Unit 5 • Week 2

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**271**

*Handwriting*, p. 271

Use the  **QUICK CHECK** on p. T101 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### FIND TEXT STRUCTURE

**Teaching Point** When reading steps in a sequence, it helps to look for time words that tell when the steps happen. Look back at *A Desert in Bloom* and practice looking for time words in the text. Ask students to tell you the time words they see in the text.

### ELL Targeted Support

Have students draw a picture to describe each of the four seasons. Ask students to put the illustrations in the order of the seasons, starting with spring. **EMERGING**

After completing the Emerging activity help students formulate oral sentences to tell about the order of the seasons. **DEVELOPING**

Have students work in pairs to brainstorm time words. Ask students to order the words in groups of three to four words. **EXPANDING**

Have students write three to four steps in a sequence. Have students use a time word at the beginning of each step. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of informational texts can use clue words in the text to help them understand the structure of the text. Reread a passage in *A Desert in Bloom*, and model how to use clue words to understand text structure.

**Model** Tell students that you are trying to understand text structure. Turn to pp. 68–69 in the *Student Interactive*. *As I read these pages, I see some words that give me a clue about text structure. The words in summer and in fall tell what the desert is like during that season and are in time order. They show steps in a sequence.*

## Conferring

3 students / 3–4 minutes per conference

### FIND TEXT STRUCTURE

**Talk About Independent Reading** Ask students to share time words they identified in a text they have been reading.

#### Possible Conference Prompts

- What time words do you see?
- How do the time words help you understand the steps in the sequence?
- Describe the sequence.

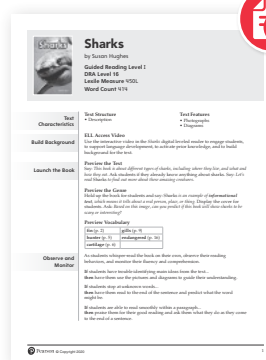
**Possible Teaching Point** Time words help you understand the order of steps in a sequence. Time words may be seasons of the year, numerical words, or words describing order.

## Leveled Readers



### FIND TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T80–T81.
- For instructional support on how to identify the order of steps in a sequence, see *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- reread and listen to *A Desert in Bloom* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- work in pairs to support each other in retelling their independent reading books.

## Centers



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

## Literacy Activities



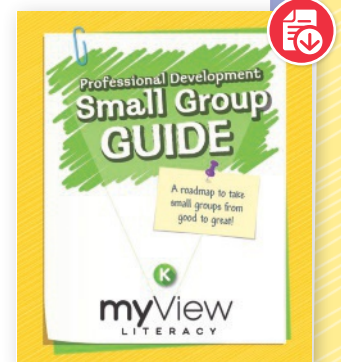
Students can

- play the myView games.
- create a drawing that shows the steps in a sequence, including time words, in an informational text they have read or heard.

## 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 to target your students’ specific instructional needs.



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share the time words they identified in an informational text.

# 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

Have small groups of students discuss things they have seen grow. Monitor their conversation and gently correct any errors you hear in English translations and pronunciations.

## Read *They Get Big!*

**FOCUS** Have students turn to p. 56 in the *Student Interactive*. We are going to read a story about things that grow. Point to the title of the story. The title is *They Get Big!* I hear a word with the sound /b/. Have students find and point to the word *Big* in the title. In this story, we will read words that have the sounds /b/ and /j/ and other sounds you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *eat, soon, walk*. Tell them they will practice reading these words in the story *They Get Big!* Display the words. Have students read them with you. When you see these words in the story *They Get Big!*, you will know how to identify and read them.

STUDENT INTERACTIVE, pp. 56-57





DECODABLE STORY

FOUNDATIONAL SKILLS

### They Get Big!

Underline the words with the **b** sound.



 AUDIO  
Audio with Highlighting  
 ANNOTATE

Bud had a little plant.  
It sat in the hot sun.

Bud gave the plant a drip.  
He let it sit.  
Soon the plant got big!



**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 words. Partners should reread the story. This time the other student begins.

After students have read the story, call attention to the title on p. 56. **I see the letter B in the last word. What sound does the letter B spell?** Students should respond /b/. Have them underline the words with the sound /b/ spelled b on pp. 56–57. Have students read the words to you.

Have students turn to p. 58. **I see a word in the first sentence with the letter J. What sound does the letter J spell?** Students should respond /j/. Have students read the word *Jen* in the first sentence. **What other word on page 58 has the sound /j/ spelled J?** Students should identify the word *Jen* again. Then have students highlight the words with /j/ spelled J on pp. 58–59.

**On pages 58–59, I see the three high-frequency words we learned this week. Who can point to those words and read them aloud?** Have a volunteer point to and read the words *eat*, *Soon*, and *walk*.

**If students struggle**, revisit instruction in Small Group on pp. T94–T95.

**If students show understanding**, extend instruction in Small Group on pp. T94–T95.

STUDENT INTERACTIVE, pp. 58–59



FOUNDATIONAL SKILLS

DECODABLE STORY



Mom got Jen a little cat.  
Jen gave the cat a bite to eat.  
Soon the cat got big!

58



Highlight the words with the j sound.

Jake and Dad went for a walk.  
They saw a little bug in a pond.  
“Will the bug get big?” asked Jake.

59

# Find Important Details

## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- What is the effect of the desert weather on the plants there?
- How could you prepare to visit a desert?

## Minilesson

**FOCUS ON STRATEGIES** Explain that details tell more about a topic. However, not all the details in a text are equally important. Some details provide more useful information than others. These are the most important details. Tell students:

- Details tell me more about a topic.
- Not all details in a text are important.
- Important details give information that is key to understanding the text, while other details just provide nice-to-know information.

**MODEL AND PRACTICE** Model how to identify important details. Say: *The text tells many details about deserts, but only a few of the details give information that I need to best understand what deserts are like.*

Go back to the Close Read note on p. 67 of the *Student Interactive*. Highlight the most important detail about deserts.

**ELL Targeted Support Find Important Details** Remind students that important details give information that is necessary to understand a topic.

Model deciding about important details by talking students through the Close Read on p. 67 of the *Student Interactive*. Have students formulate a sentence about the detail that provides the most important information about deserts. **EMERGING**

Have partners discuss the Close Read note on p. 67 of the *Student Interactive*. Then have students formulate oral sentences, putting the detail in their own words and explaining why it is the most important detail. **DEVELOPING**

Have partners write one sentence that includes an important detail about deserts. **EXPANDING**

Ask partners to quiz one another about details from the text. Have them each write one important detail and one unimportant detail about deserts on slips of paper. Then have them take turns reading their partner's details and deciding which detail is more important and why. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding important details.

**OPTION 1 My TURN** Have students complete p. 77 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark the three most important details in an informational text they are reading.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for finding important details in Small Group on pp. T110–T111.
- **If students show understanding**, extend instruction for finding important details in Small Group on pp. T110–T111.

STUDENT INTERACTIVE, p. 77

**READING WORKSHOP**

### Find Important Details

Details tell more about a topic.

**MY TURN** Draw and write

Drawing should show details about the desert.

Possible responses:

**hot, dry, full of seeds**

Directions Read the information aloud and say: Finding the most important details will help you better understand a topic. What important details do the words and pictures give about deserts? Have students evaluate details in the text and draw and write the most important ones. Remind them to go back to what they highlighted.

**77**

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Use the  **QUICK CHECK** on p. T109 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### FIND IMPORTANT DETAILS

**Teaching Point** Today we are going to talk about how you can find the most important details when reading. The most important details provide information that is necessary to understand the topic. Look back at *A Desert in Bloom* and work with students to find important details.

### ELL Targeted Support

Model how to find important details in a text.

Turn to a page or two in the text and point out the details on the page. Guide students in determining which ones are the important details. **EMERGING**

Turn to one page of the text and model selecting the most important detail. Then have students turn to a different page and select its most important detail. **DEVELOPING**

Discuss with students how they can select the most important details in a text. Have partners select the three most important details in *A Desert in Bloom*. **EXPANDING/BRIDGING**



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

## Intervention Activity



### WE GOT LOST

Have student reread this week's Decodable Book, *We Got 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 students practice reading aloud the Decodable Book. Have students try to read the text so it sounds like normal conversation.

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes per conference

### FIND IMPORTANT DETAILS

**Talk About Independent Reading** Ask students about the important details they found while reading independently.

### Possible Conference Prompts

- What is the text about?
- What are some of the most important details in the text?
- How do the important details help you to understand the text?

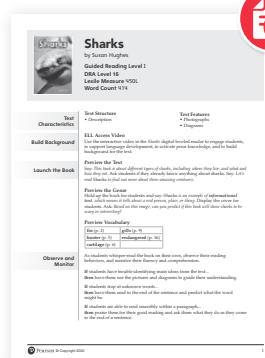
**Possible Teaching Point** The important details in a text help the reader figure out the main idea. Other details in a text relate to the main idea, but are just nice-to-know details.

## Leveled Readers



### FIND IMPORTANT DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T80–T81.
- For instructional support on how to determine the most important details, see *Leveled Reader Teacher’s Guide*.



## Whole Group

### Share

Bring the class together and have two or three volunteers share the most important details in an informational text they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to another text they read.
- read a trade book or their Book Club text.
- practice reading and selecting the most important details in an informational text.

### Centers



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

### Literacy Activities



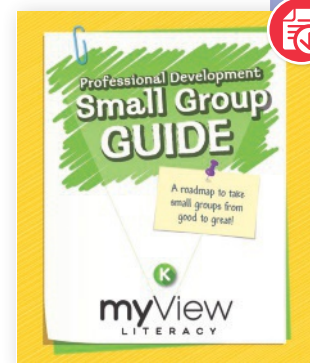
Students can

- complete the MyTurn activity on p. 77 of the *Student Interactive*.
- use paper clips to mark the most important details in a text 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

Demonstrate phonological awareness.

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

Spell common high-frequency words.



Picture Card

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 263 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

**My Words to Know**

eat    soon    walk

**MY TURN** Read and write

1. Pam can walk home. walk

2. Dan may eat with me. eat

3. Mom is going soon. soon

Directions: Have students read the words in the word bank. Then ask them to read each sentence and identify the high-frequency word it contains. Have them write the word on the lines.

Grade K, Unit 5, Week 2

*My Words to Know*, p. 263

## Phonological Awareness: Add Phonemes

**FOCUS AND MODEL** Tell students that we can add sounds to words to make new words. Hold up the *top* Picture Card. Listen as I say the word *top*. Say it with me: *top, /t/ /o/ /p/*. Now we are going to add the sound /s/ to the beginning of *top*: /s/ -*top*. What is the new word? Students should say *stop*. Yes, by adding the sound /s/ to the beginning of *top*, we made the word *stop*. Now let's try adding a sound to the end of a word to make a new word. Listen as I say the word *ram*. Let's add the sound /p/ to the end: *ram- /p/*. What is the new word? Students should say *ramp*.

**PRACTICE** Have students point to the picture of the word *jump* on p. 60 in the *Student Interactive*. Say: *The girl jumped up. Let's make some new words by adding sounds to the word up.* Then have them practice adding phonemes to the beginning of the word to make new words such as *cup* and *pup*. Then have students practice saying the following words and adding a phoneme to the beginning or end of each word to make a new word: *park* (*spark*), *mile* (*smile*), *lad* (*glad*), *ban* (*band*), *plan* (*plant*).

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that they will read some sentences. *The sentences you read include sounds and high-frequency words you have already learned.*

Write the consonant blends *pr*, *mp*, and *sl* on the board, and review the sounds for the blends with students. Prompt them to come up with words that include each blend. Responses may include: *prince*, *pretty*, *slime*, *slip*, *lamp*, *bump*.

**MODEL AND PRACTICE** Have students turn to p. 60 in the *Student Interactive*. *Let's read the first sentence together: Hope got a big \_\_\_ize. Which of the blends finishes the last word? Let's try them: slize. Is slize a word? Students should say no. Let's try another blend: prize. Is prize a word? Yes, it is, and it makes sense in the sentence: Hope got a big prize.*

**APPLY My TURN** Have students finish p. 60 in the *Student Interactive* by adding a blend to complete each word and reading the completed sentences.

**APPLY MyTURN** Direct students to p. 61 in the *Student Interactive*. Have them read each sentence pair and then check the box beside the sentence that matches the picture.

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

- Ask your teacher to explain the meaning of a word.
- Ask classmates to help explain the meaning or translation of a word.

Read aloud the sentences on p. 60. Ask students questions about the sentences, such as: *Where does Bob slide?* Provide Spanish translations of the words to help clarification: *big, grande; prize, premio; slide, diapositiva; jump, saltar*. **EMERGING**

Read aloud the sentences on p. 60. Have students practice saying difficult words in English. **DEVELOPING**

In small groups, have students reread the story on pp. 56–59 in the *Student Interactive*. Prompt listeners to stop and ask questions about English words they cannot translate in their home languages. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Remind students that high-frequency words are words that appear over and over in texts. Remind them they are learning many of the words this year, and these words will help them become better readers. Say the word *eat* 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, doing a silent cheer for each letter.
- repeat with *soon* and *walk*.

STUDENT INTERACTIVE, pp. 60–61

REVIEW AND REINFORCE

FOUNDATIONAL SKILLS

**Sentences I Can Read**

**MYTURN** Read and write

sl	mp	pr
----	----	----

Hope got a big prize.

Bob will slide down.

June can jump rope.



**Directions** Have students read the sentences and describe what is happening in the pictures. Then have them write the consonant blend from the word bank that best completes each word. Finally, have students read the completed sentences.

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**Sentences I Can Read**

**MYTURN** Read and write



Sal got a pretty bike.

Sal got a pretty bat.

The jug will go up.

The jet will go up.

The crab is in the sand.

The crab is in the hand.

**Directions** Ask students to look at the first picture. Then have them read the first pair of sentences. Ask students to write an X in the box by the sentence that tells about the picture. Continue with the other pictures and sentences.

# Reflect and Share

## OBJECTIVES

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

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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

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

## ACADEMIC VOCABULARY

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

- What helps plants live in extreme climates?
- What effect do hot climates have on the plants there?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that it is good to talk about or respond to a text they read. One way of responding is to tell your opinion about something the text discusses. Students should

- make sure they understand what the texts are about.
- think about ideas or information they could share with others.
- speak loudly and clearly and use complete sentences.
- take turns speaking.

**MODEL AND PRACTICE** Model sharing ideas and information about the topic using the Turn and Talk prompt on p. 78 of the *Student Interactive*. *I know that the text told about deserts. Deserts are dry stretches of land that get very hot during the day. These sandy plains get very little rain. Rainforests are also hot areas, but the shade of the trees and rainfall can cool down the forests. Which place would you rather live in and why?*

**ELL Targeted Support Express Ideas** Model sentence frames to help students compare and contrast texts they have read.

Have student pairs decide which words they can use to complete each sentence: \_\_\_\_\_ are hot. \_\_\_\_\_ have trees. \_\_\_\_\_ have very little rain. \_\_\_\_\_ have a lot of rain. \_\_\_\_\_ and \_\_\_\_\_ are places. **EMERGING/DEVELOPING**

Have student pairs decide which words they can use to complete each sentence: *Deserts are different from rainforests because \_\_\_\_\_.* *Deserts are similar to rainforests because \_\_\_\_\_.* **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

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

**OPTION 1 TURN, TALK, AND SHARE** Have students complete p. 78 in the *Student Interactive* by telling their opinion about another place they have read about.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading to give an opinion about whether they would want to live where that book takes place.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T116-T117.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T116-T117.

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

### STUDENT INTERACTIVE, p. 78

RESPOND TO TEXT 

## Reflect and Share

 **TURN and TALK** What is the desert like?  
What is another place you have read about like?  
Tell your opinion about the places.

  
An opinion is how you think or feel about a topic.

**Weekly Question**  
What helps plants live in hot climates?

**78** **Directions** Tell students they read about the desert. Ask them to think of other places they have read about. Have them respond to sources by talking about the places and telling which place they would most like to live in and why.

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Use the  **QUICK CHECK** on p. T115 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to remind you that, when readers read more than one text on the same theme, they should think about what they learned in each text. Have students recall “Life in the Rainforest” and *A Desert in Bloom*. Help students identify that both texts tell about a type of environment and tell how plants grow in the environment.

### ELL Targeted Support

Provide sentence frames to help students make comparisons.

It is \_\_\_\_\_ in the desert. It is \_\_\_\_ in the rainforest.

#### EMERGING

Deserts are like rainforests because \_\_\_\_\_.

Deserts are different from rainforests because \_\_\_\_\_.

#### DEVELOPING

I would want to live in the \_\_\_\_\_ because \_\_\_\_\_.

#### EXPANDING/BRIDGING



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: *A Desert in Bloom*, *Water Is Water*, and *They Get Big!* Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how plants survive in hot climates and encourage them to use the Academic Vocabulary words *extreme*, *measure*, *prepare*, and *effect*.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Help students organize their findings about the nonfiction topic they investigated this week.

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

See *Extension Activities*, pp. 311–315, in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share their opinion on what they have read.

### Possible Conference Prompts

- Retell the most important details of the text you read.
- Share an opinion about the text.
- Share an opinion someone else had about the text. Is their opinion different than your own?

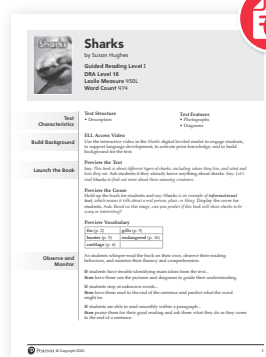
**Possible Teaching Point** Retelling a text is one way of reflecting on what you read. When you retell a text, you tell about the most important details. You may also give your opinion of the text.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T80–T81.
- 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 *A Desert in Bloom*.
- read a self-selected trade book or their Book Club text.
- read a text with a partner 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 illustrate something they read this week.

## BOOK CLUB



See Book Club, pp. T448–T451, for

- teacher’s summary of *Rain, Wind, Sun, and Snow*.
- 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 about weather.
- I can use words to make connections.
- I can write a nonfiction text.

### 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

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T122–T123
  - » Phonological Awareness: Segment and Blend Syllables
  - » Phonics: Review Words for Gg, Qq
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poems: Weekly Question T124–T125
- Listening Comprehension: Read Aloud: “Winter Fun” and “The Storm” T126–T127
- Poetry T128–T129
  - ☑ Quick Check T129

#### READING BRIDGE

- Academic Vocabulary: Context Clues T130–T131
- Handwriting: Numerals 2, 4, 6 T130–T131

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T135
- Strategy, Intervention, and On-Level/Advanced Activities T134
- ELL Targeted Support T134
- Conferring T135

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T135
- Literacy Activities T135

**BOOK CLUB** T135 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T338–T339
  - » Organize Ideas
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T339
- Conferences T336

#### WRITING BRIDGE

- Spelling: Spell Words T340
  - ☑ Assess Prior Knowledge T340
- Language & Conventions: Spiral Review: End Punctuation T341

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T136–T137
  - » Phonics: Review Words for Short and Long a
  - ☑ Quick Check T137
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T138–T143
  - » Preview Vocabulary
  - » Read: *Poetry Collection*
- Respond and Analyze T144–T145
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T145
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T146
- Guided Reading/Leveled Readers T149
- Strategy and Intervention Activities T146, T148
- Fluency T148
- ELL Targeted Support T146, T148
- Conferring T149

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T147
- Independent Reading T149
- Literacy Activities T149
- Partner Reading T149

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T342–T343
  - » Explore Compose an Introduction and Conclusion
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T343
- Conferences T336

#### WRITING BRIDGE

- Spelling: Teach: Spell Words T344
- Language & Conventions: Oral Language: Complete Sentences T345

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T150–T151
  - » Phonological Awareness: Manipulate Syllables
  - » Phonics: Reinforce Words for Short and Long *a*, *Gg*, *Qq*
  - » High-Frequency Words

#### CLOSE READ

- Discuss Rhyme and Rhythm T152–T153
- Close Read: *Poetry Collection*
  - ✔ **Quick Check** T153

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Analyze Rhyme and Rhythm T154–T155
- Handwriting: Numerals 8, 10 T154–T155

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T157
- Strategy and Intervention Activities T156
- ELL Targeted Support T156
- Conferring T157

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T157
- Literacy Activities T157

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T346–T347
  - » Apply Compose an Introduction and Conclusion
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T347
- Conferences T336

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T348 **FLEXIBLE OPTION**
- Language & Conventions: Teach Complete Sentences T349

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T158–T159
  - » Decodable Story: Read *Who Am I?*

#### CLOSE READ

- Visualize Details T160–T161
- Close Read: *Poetry Collection*
  - ✔ **Quick Check** T161

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T163
- Strategy and Intervention Activities T162
- Fluency T162
- ELL Targeted Support T162
- Conferring T163

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T163
- Literacy Activities T163

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T350–T351
  - » Explore Graphics
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T351
- Conferences T336

### WRITING BRIDGE

- Spelling: Spiral Review: Spell CCVC Words T352 **FLEXIBLE OPTION**
- Language & Conventions: Practice Complete Sentences T353

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T164–T165
  - » Phonological Awareness: Recognize Alliteration
  - » Phonics: Sentences I Can Read
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T166–T167
  - » Write to Sources
    - ✔ **Quick Check** T167
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T169
- Strategy, Intervention, and On-Level/Advanced Activities T168
- ELL Targeted Support T168
- Conferring T169

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T169
- Literacy Activities T169

**BOOK CLUB** T169 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T354
  - » Apply Graphics
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T354–T355 **SEL**
- Conferences T336

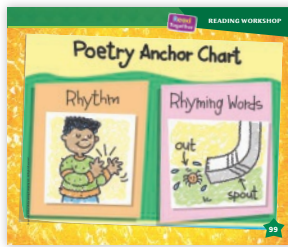
### WRITING BRIDGE

- Spelling: Spell Words T356
  - ✔ **Assess Understanding** T356
- Language & Conventions: Standards Practice T357 **FLEXIBLE OPTION**

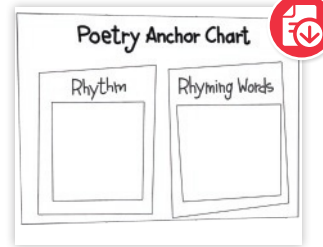
# Materials



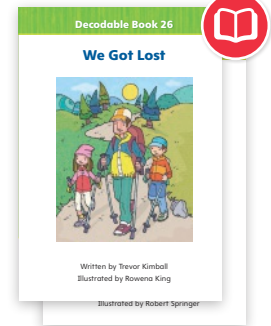
**POEMS**  
"Weather Poems"



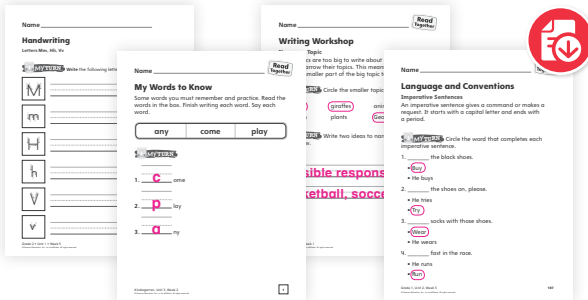
**READING ANCHOR CHART**  
Poetry



**EDITABLE ANCHOR CHART**  
Poetry



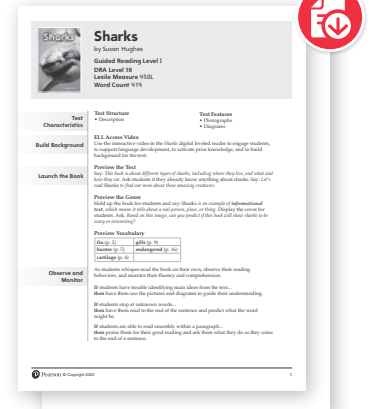
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

who  
into  
there

### Develop Vocabulary

mound  
roots  
squash  
shoots

### Spelling Words

am  
an  
as  
at  
who  
into

### Unit Academic Vocabulary

effect  
measure  
prepare  
extreme

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively with comprehension to understand and retell what is heard.  
Analyze and evaluate literary texts.  
Analyze and evaluate literary texts.

**Read Aloud**  
Tell students that they will listen to you read two poems. Remind them that poems can tell a story, but they use rhythm and sometimes rhyme to tell it. Have students listen as you read aloud the poems "Winter Fun" and "The Storm." Tell students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

**START-UP**  
**READ-ALOUD ROUTINE**  
Prepare your students to listen actively for elements of poetry, such as rhyming words and rhythm.  
**READ** the text aloud without stopping for the Think Aloud callouts.  
**REPEAT** the text aloud, pausing to model Think Aloud strategies related to the genre.

**Winter Fun**  
The sun is shining brightly,  
The kids are out to play.  
The year ticks tightly  
Before going on your way.  
We like to find new ways  
To enjoy the world outside.  
All the winter days,  
We don't plan to stay inside!

**THINK ALOUD**  
As you read, think about the words and how they sound. How do they help you understand the poem? How do they help you understand the poet's feelings?

T336 UNIT 4 WEEK 3

**READ ALOUD**  
"Winter Fun" and "The Storm"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**  
Interactive Read Aloud  
• Analyze and evaluate literary texts.  
• Analyze and evaluate literary texts.  
• Analyze and evaluate literary texts.

**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.  
• Discuss the cover as a whole group.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Have students make predictions about the story.  
• Have students make predictions about the story.  
• Have students make predictions about the story.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questions to a second reading of 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 predictions about the story.  
• Have students make predictions about the story.  
• Have students make predictions about the story.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Student answer comprehension by writing the name of the story.  
• Choose and assign a Student Response Form available on Read.com.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
Poetry Collection

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T452-T455

**Mentor STACK**

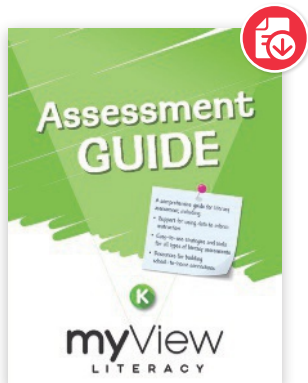
Writing Workshop T335

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T142 for a consonant *g* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Segment and Blend Syllables

**FOCUS AND MODEL** Tell students that today they are going to take apart and put together syllables. *Let's say the word **back** together. Clap for each syllable: **back** (clap). How many syllables are in **back**? Students should say one. Now let's say the word **pack** together. Clap for each syllable: **pack** (clap). How many syllables are in **pack**? (one) What new word do we make if we put the syllables **back** and **pack** together? Students should say **backpack**.*

*Now listen as I say the word **dinosaur**. I will clap for each syllable: **di** (clap) **no** (clap) **saur** (clap). How many syllables did I say? (three) Let's put the syllables together and say the word: **dinosaur**. What word did you hear? Students should say **dinosaur**. Continue the activity with **alligator**, **spider**, **cowgirl**, and **volcano**.*

**PRACTICE** Display the *apple*, *elbow*, *feather*, and *umbrella* Picture Cards. Guide students as they segment and blend the syllables in each word.

## Phonics: Review Words for *Gg*, *Qq*

### Minilesson

**FOCUS** Hold up the *gum* Picture Card. *What sound do you hear at the beginning of **gum**? (/g/)* Turn the card over and point out the first letter in *gum*. Tell students that the sound /g/ is spelled with the letter *g*. Then read the word *gum* with students. *Now let's practice reading more words with the sound /g/ spelled **g**.* Write the words *gape*, *gal*, and *gift* on the board. *These words begin with the sound /g/.* Circle the *g* in each word. Have students read the list. Repeat the activity for *Qq* with the *quilt* Picture Card and these words: *quit*, *quake*, *quite*.

**MODEL AND PRACTICE** Have students turn to p. 88 in the *Student Interactive*. Read the words in the bank with students. *Now we will use these words to complete sentences. Which word from the bank tells about the first picture? Let's write **quiz** to finish the sentence.* Have students read the sentence.

**APPLY** **My TURN** Have students finish p. 88 in the *Student Interactive*.



**ELL Targeted Support Sounds and Letters** Review the sound /kw/ spelled *qu*. Provide examples to help students practice connecting the sounds and letters.

Give each student a card with the letters *qu* on it. Say the following words: *quiz, cub, queen, quiet, cab*. Have students listen and repeat after you. If the word has the beginning sound /kw/, they should hold up their *qu* card. **EMERGING**

Have students listen as you say these words that have the beginning sound /kw/: *quite, queen, quiz*. Ask students to identify the beginning sound and name the letters that spell the sound in each word. Then have students come up with one more word with the beginning sound /kw/ spelled *qu*.

**DEVELOPING**

Have students think about a word that begins with the sound /kw/. Help them determine if the sound is spelled *qu*. Then have them use the word in a sentence. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Display the high-frequency words *who, there, and into*, and read them aloud.

- Have students point to the word *who* and read it.
- Repeat for *there* and *into*.

who

there

into

## STUDENT INTERACTIVE, p. 88

## REVIEW AND REINFORCE

**Words for Gg, Qq**

Read and write

game

gate

quiz

We had a quiz.Can you open the gate?We like this game.

88

Directions Have students tell what they see in each picture. Then have them read each sentence. Ask them to complete each sentence by writing the best word from the word bank on the lines.

# Interact with Sources

## OBJECTIVES

Describe personal connections to a variety of sources.

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. As you discuss the poems, ask: [What happens when the weather is extreme?](#) [How can you prepare for bad weather?](#)

- measure
- extreme
- prepare
- effect



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: *What can we learn from the weather?* Point out the Weekly Question: *How do we describe weather?* Tell students that they will read more about the weather this week. Turn to pp. 86–87 in the *Student Interactive*. Use the following prompts to discuss the poems on these pages:

- Tell students that a poem is a text that has rhythm and sometimes rhyme. Explain that the poems on pp. 86–87 are about the weather.
- Ask what kind of weather they think the poem on p. 86 is about. Then read aloud the poem while students listen. Then reread the poem, this time asking students to join in when they can. You may want to pause before the second rhyming word to allow students to say it.
- Repeat with the poem on p. 87.

Encourage students to ask questions about the poems to clarify any information or ideas they do not understand.

**MyTURN** Have students interact with sources by circling words that describe snow and rain. Have them describe personal experiences in one or both types of weather.

**WEEKLY QUESTION** Remind students of the Week 3 Question: *How do we describe weather?* Tell students that we can read about weather in informational texts, stories, and poems, and we can talk about it with each other.



### EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“The results of standardized tests may be misleading for evaluating English language learners’ progress. Because it typically takes at least four to five years for ELLs to get on grade level academically, it may appear that students are not making adequate progress. Keep in mind that native speakers of English are increasing their literacy skills every year and so ELLs have to ‘run faster’ to catch up.”

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

**ELL Targeted Support Prior Knowledge** Using gestures and pantomime, access students' prior knowledge to talk about different kinds of weather with students.

Write weather words on the board, such as *snow*, *rain*, *wind*, *storm*, *thunder*, and so on. Ask volunteers to use prior knowledge about these words and act out being in different kinds of weather while other students guess what weather word they are acting out. **EMERGING**

Display the words *sunny*, *rainy*, *windy*, *snowy*, *stormy*, *foggy* and the sentence frame: *I like \_\_\_\_\_ weather*. Ask students to use prior knowledge to tell what kind of weather they like. Then display the sentence frames: *Today it is \_\_\_\_\_*. *Yesterday it was \_\_\_\_\_*. Ask students to use the sentence frames to talk about the weather. **DEVELOPING**

Have partners find words in the poems on pp. 86–87 that are weather words. Using their prior knowledge, have partners discuss what they like or do not like about that type of weather. **EXPANDING**

Use students' prior knowledge to choose types of weather they are familiar with. Work with them to brainstorm words that describe the different types of weather. **BRIDGING**

STUDENT INTERACTIVE, pp. 86–87

WEEKLY LAUNCH: POETRY Read Together LEVEL 3


## Weather Poems



**Snowflakes**  
The snowflakes are falling by ones and by twos.  
There's snow on my jacket and snow on my shoes.  
There's snow on the bushes and snow on the trees.  
It's snowing on everything now, if you please.

written by  
Leroy F. Jackson

**Weekly Question**  
How do we describe weather?



**Rain on the Green Grass**  
Rain on the green grass, and rain on the tree, rain on the housetop, but not on me!

**MY TURN** Circle a word in each poem that tells about the weather.

Directions Read the poems to students. Have them interact with the poems by circling words that describe, or tell about, the weather.

86 87



# Listening Comprehension

## OBJECTIVES

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

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

## ELL Language Transfer

**Cognates** For Spanish-speaking students, point out the Spanish cognates in the Read Aloud.

- new : *nuevo*
- finally : *finalmente*

## THINK ALOUD

**Analyze Poetry** After you reread the first verse of “Winter Fun,” say, *I heard words that rhyme: brightly and tightly, and play and way. I also heard a rhythm. The rhyme and rhythm tell me this is a poem.*

## Read Aloud

Tell students that they will listen to you read two poems. Remind them that poems can tell a story, but they use rhythm and sometimes rhyme to tell it. Have students listen as you read aloud the poems “Winter Fun” and “The Storm.” Tell 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 poetry, such as rhyming words 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.

## Winter Fun

The sun is shining brightly,  
The kids are out to play.  
Tie your laces tightly  
Before going on your way.

We like to find new ways  
To enjoy the world outside.  
All the winter’s days,  
We don’t plan to stay inside!



## The Storm

Rapping on the windows,  
Whooshing loudly.  
Looking at the weather  
Storming badly.

Snuggling under covers,  
Sitting quietly.  
Reading with a flashlight  
Sleeping finally.

### THINK ALOUD

**Analyze Poetry** “The Storm” has rhythm too. It doesn’t have rhyming words, but some of the words end with similar sounds: *loudly, badly, quietly, finally*. But I know that not all poems have to rhyme.

## WRAP-UP

### INTERACTIVE WHITEBOARD

Poem	Rhyming Words or Words with Similar Sounds
Winter Fun	
The Storm	

Tell students that poems often contain rhyming words. They may also contain other words with similar sounds. Have students listen again to the words that begin each line of “The Storm.” Guide them to recognize that each of these words ends with *-ing*.

**ELL Targeted Support Understand Meaning** Read aloud the poems, stopping as needed to explain unfamiliar words.

Discuss the meaning of key words. Explain that *kids* is another word for *children*, and that *laces* refers to the strings that the children might be tying on their boots. **EMERGING**

Clarify the meaning of *whooshing*, *storming*, *sitting*, and *sleeping*. Explain that the words name actions. Then write *loudly*, *badly*, *quietly*, *finally* on the board. Ask how and when questions. Encourage students to answer with a word from the board. **DEVELOPING**

Assign small groups one of the poems. Have small groups discuss the poem and talk about what it means. Then have groups share their ideas with the class. **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.



# Poetry

## LEARNING GOAL

I can read about weather.

## OBJECTIVES

Demonstrate knowledge of distinguishing characteristics of well-known children's literature, such as folktales, fables, 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 elements of poetry.

- What does *rhyme* mean? What is an example?
- What does *rhythm* mean? How can you tell if a poem has *rhythm*?

## FLEXIBLE OPTION ANCHOR CHARTS

Create a poetry anchor chart.

- Add rhyming words as students find them.

## ELL Language Transfer

**Spanish Cognates** Point out the Spanish cognates related to poetry.

- poem : *poema*
- rhythm : *ritmo*
- rhyme : *rima*
- describe : *describir*

## Minilesson

**FOCUS ON STRATEGIES** Tell students that poems and nursery rhymes are texts made up of words arranged in lines. Tell students that nursery rhymes are a type of traditional poetry or song. Explain that you are going to discuss some of the elements of poetry and nursery rhymes.

- Poems and nursery rhymes have a rhythm or beat. Tap out a beat with students and have them repeat it.
- Poems and nursery rhymes often have rhyming words. Rhyming words have the same ending vowel and consonant sounds.

**MODEL AND PRACTICE** Read aloud the poem on p. 98. *I can hear a rhythm in this poem. I can tap the rhythm as I read.* Read through the poem again. Have students tap the beat or rhythm with you.

*I also heard a rhyme. Did you hear the words that rhyme?* Read through the poem again, emphasizing the words *spout* and *out* at the end of the lines. Have students clap when they hear the rhyming words. Point out that the poem also uses other rhyming words within the line: *itsy, bitsy*.

**ELL Targeted Support Rhyming Words** Help students understand the features of a poem. Read aloud the rhyme several times, prompting students to read with you.

When you read, emphasize the rhyming words *spout* and *out*. Have students share words in their home language that rhyme. **EMERGING**

Have students work in pairs to think of words that rhyme with *hat*. Tell them to think of as many words as possible. Then have pairs share their ideas. **DEVELOPING**

Have students think of another word that rhymes with *spout* and *out* (such as *shout*). Then have students think of a line of poetry that might end with this word. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying poetry.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about the differences between a poem and informational text. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Text** As students read poetry independently, have them identify and record rhyming words they find in the poems.

### QUICK CHECK

**Notice and Assess** Can students name the elements of a poem?

#### Decide

- **If students struggle**, revisit instruction for identifying poetry in Small Group on pp. T134–T135.
- **If students show understanding**, extend instruction for identifying poetry in Small Group on pp. T134–T135.

STUDENT INTERACTIVE, pp. 98–99

GENRE: POETRY Read Together READING WORKSHOP

**My Learning Goal** I can read about weather.

### Poetry

A **poem** uses words to describe something. Many poems have **rhyming words** and **rhythm**, or a beat.

The itsy, bitsy spider  
went up the water spout.  
Down came the rain  
and washed the spider out.

**Rhyming Words**

**TURN and TALK** Talk about how this poem is different from an informational text about weather.

**Directions** Read aloud the genre information and model text and remind students that rhyming words have the same middle and ending sounds. Have them discuss the rhythm and rhyming words in the nursery rhyme. Then have partners talk about how the poem is different from an informational text.

The anchor chart is titled "Poetry Anchor Chart" and is divided into two sections. The left section is titled "Rhythm" and features a drawing of a boy clapping his hands. The right section is titled "Rhyming Words" and features a drawing of a spider on a spout. The words "out" and "spout" are written near the spider, with arrows pointing to them. The chart is decorated with a yellow background and a green border.

98 99

Poetry Collection T129

# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Tell students that they can use clues from pictures or other words in the sentences to help them understand the meaning of a word they do not know.

- What do you see in the pictures that can help you figure out the meaning of the words?
- What other words are near the word you do not know? How can these words help you understand the word you do not know?

**MODEL AND PRACTICE** Write the following sentence: *The tree fell down because the wind was so extreme.* The word *extreme* is one of our Academic Vocabulary words. What can I do if I don't know what *extreme* means? Let's read the sentence again. It says a tree fell over in the wind. It would take a really strong wind to knock down a tree! *Extreme* must mean very strong or very great. "Tree fell down" and "wind" are clues that helped me figure out what *extreme* means.

# Handwriting

## OBJECTIVE

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

## Numerals 2, 4, 6

**FOCUS** Display the numerals 2, 4, and 6. Ask students to name the numbers.

**MODEL** Model writing the numerals 2, 4, and 6, pointing out how each number starts, what to do next, and how to finish it. Then ask students to form the numerals in the air with their fingers.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Ask students to use the context to circle the correct meaning of the word *effect* on p. 115 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 115

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to make connections. **My Learning Goal**


**Academic Vocabulary**

effect    measure    prepare    extreme

**MY TURN** Circle

One **effect** rain can have is helping plants to grow.

get ready    **something that happens**



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**Directions** Read the sentence and the answer choices to students. Ask them to use clues in the sentence to determine the meaning of the word *effect*. Have students circle the meaning of the word.

115

**PRACTICE** Have students use *Handwriting* p. 272 in the *Resource Download Center* to practice writing numerals 2 and 4 and to review writing numerals 1, 3, and 5.

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

**Handwriting**

Write Numerals 1–5

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

5 \_\_\_\_\_

Directions Review the accurate formation of the numbers 1–5. Have students practice writing them.

Grade K • Unit 5 • Week 3

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*Handwriting*, p. 272

# Matching Texts to Learning

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



LEVEL B

**Genre** Informational Text

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL B

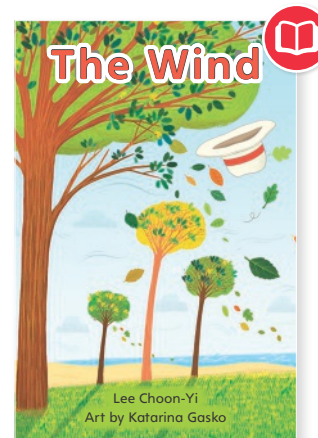
**Genre** Narrative Nonfiction

**Text Elements**

- Two lines of text per page
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Narrative Nonfiction

**Text Elements**

- Three lines of text per page
- Text and pictures

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

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

### Identify Theme

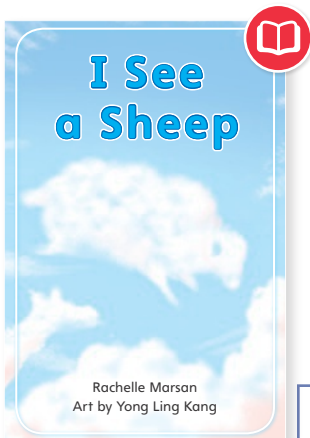
- What is the big idea of the book?
- Does the book teach a lesson?
- What does the book help you understand about weather?

### Develop Vocabulary

- What is a new word you do not know?
- Can you use clues in the sentence to help you understand the meaning of this word?

### Discuss Rhyme and Rhythm

- What does it mean when words rhyme?
- Do the words rhyme in this poem?
- What does the rhythm sound like? Is the rhythm the same in the whole poem?



LEVEL C

**Genre** Narrative

**Text Elements**

- Three lines of text per page
- Familiar vocabulary

**Text Structure**

- Repetitive Structure



LEVEL D

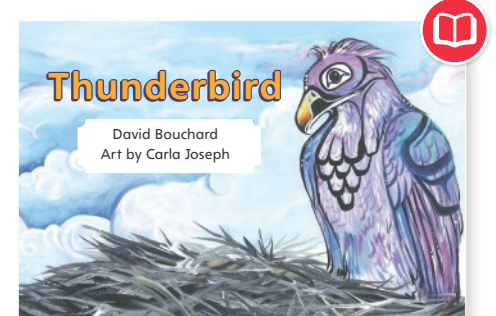
**Genre** Narrative

**Text Elements**

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

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Traditional

**Text Elements**

- Some sentences go to next line
- Three lines of text per page

**Text Structure**

- Repetitive Structure

## Visualize Details

- What did you picture in your mind as you read?
- Which words help you make a picture in your mind?

## Compare Texts

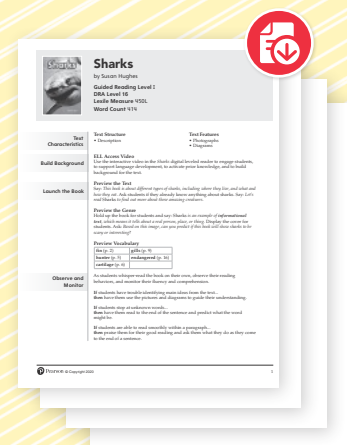
- What is the title of each text?
- How are the texts alike?
- Do both texts have pictures?

## Word Work

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

## Leveled Reader Teacher's Guide

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





Use the  **QUICK CHECK** on p. T129 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY POETRY

**Teaching Point** Today I want to talk about the features of a poem. Poems have a rhythm, or a beat that you can tap as you read. Many poems have rhyming words, which means the sounds in the middle and the end of the words are the same, such as *cat* and *hat*. Refer back to the poem on p. 98 in the *Student Interactive*. Say the words *itsy*, *bitsy* and ask students what sounds are the same in the words. Ask them how these words help them picture what the spider is like.

### ELL Targeted Support

Say *itsy*, *bitsy* and tell students these words rhyme. They have the same middle and ending sounds: *it*, *sy*. Say pairs of words and ask students whether they rhyme: *fat/mat*; *hen/pen*; *dog/frog*; *cat/sit*. **EMERGING**

Read the poem on p. 98 again and ask students to repeat the rhyming words they hear.

### DEVELOPING

Work with the group to make a list of features of poetry. If needed, provide examples from one of the poems you read, such as rhyming words. Provide the sentence frame: *A poem has \_\_\_\_\_.*

### EXPANDING

Ask students to talk in small groups about the features that poems have. Have small groups report their responses. Ask students to give an example for each feature. **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.)*



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## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students use the information on *Student Interactive* pp. 98–99 to generate questions about the difference in the way weather is described in poems and in informational text. Throughout the week, have them research one of the questions. See *Extension Activities* pp. 311–315 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### IDENTIFY POETRY

**Talk About Independent Reading** Ask students to talk about a poem they are reading and identify the words that rhyme.

### Possible Conference Prompts

- Can you think of other words that rhyme?
- What might a new line of poetry sound like if you added it to the poem you read?

**Possible Teaching Point** Poems are often meant to be read aloud. Reading a poem aloud can help you better hear and enjoy its rhyme and rhythm.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T132–T133.
- For instructional support on how to identify the theme in a book, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or more students to share a poem they have read. Have students share what they liked most about the poem.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or eText.
- read their Book Club text or one of the books from the suggested titles on pp. T132–T133.

### 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.
- have partners talk about the differences between informational text and a poem.
- play the myView games.
- read aloud a favorite poem with a partner.

## BOOK CLUB



See Book Club, pp. T452–T455, 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 *Rain, Wind, Sun, and Snow*.

# Word Work

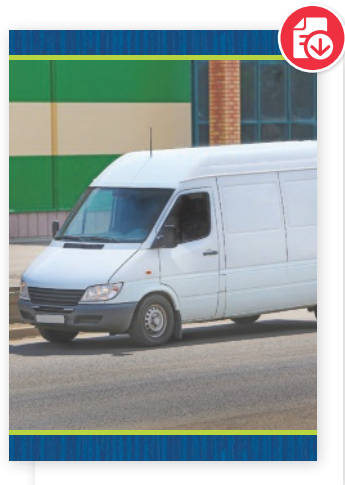
## OBJECTIVES

Identify and match the common sounds that letters represent.

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

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

Spell common high-frequency words.



Picture Cards

## ELL Language Transfer

Speakers of Cantonese and Vietnamese will have little or no experience with the sound /ā/. Allow students whose home language is Cantonese or Vietnamese extra practice with long a words.

## Phonics: Review Words for Short and Long a

### 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 /a/ in the middle of *van*. Say the sound /a/ with me. Turn the card over so students can see the spelling. What letter spells the sound /a/ in *van*? Students should say *a*.

Hold up the *lake* Picture Card. This is a picture of a lake. Listen to the sounds in the word: /l/ /ā/ /k/. I hear the sound /ā/ in the middle of *lake*. Say the sound /ā/ with me. Turn the card over so students can see the spelling. What vowel pattern spells the sound /ā/ in *lake*? Students should say *a\_e*.

**MODEL AND PRACTICE** Write the word *take* on the board. Let's read this word together. What is the sound for *t*? What is the sound for the pattern *a\_e*? What is the sound for *k*? Let's blend the sounds together: /t/ /ā/ /k/, *take*. Erase the *k* and write the letter *p*. I have changed a letter to make a new word. Let's read the new word together: /t/ /ā/ /p/, *tape*. Delete the letter *t* and continue the routine to read the new word. (ape) Repeat with the following word chain, identifying the letter that was added or changed and reading the new words: *am, ham, ram*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

## OPTION 1

## TURN, TALK, AND SHARE

Have students complete p. 89 in the *Student Interactive*.

## OPTION 2 Independent Activity

Write the following words on the board in groups of four: *van, ran, tan, ban; same, tame, came, fame*. Have student pairs copy the groups of words on a sheet of paper, read the words together, and circle the letters that changed in the words.

## QUICK CHECK

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

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T146–T147.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T146–T147.

## 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 *who, there, and into*. Have students

- repeat the words after you.
- spell each word, clapping as they say each letter.

## STUDENT INTERACTIVE, p. 89

FOUNDATIONAL SKILLS

### Words for Short and Long a

**TURN and TALK** Read

	at	hat	ham	am
	ape	cape	cave	save
	an	tan	ran	rag
	plate	late	lake	make

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**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. Say: *We can make new words by changing, adding, or deleting letters*. Have partners take turns reading the words and naming the letters that were changed, added, or deleted to make new words.

89

## ADDITIONAL PRACTICE

For additional student practice with short and long *a*, have students complete *Phonics* p. 254 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

### Phonics

Short a and Long a

gas lake wade pack

**MY TURN** Write

1. You must pack a bag.
2. Dad had to stop for gas.
3. You can wade in the pond.
4. Did Jan swim in the lake?

Directions: Have students complete each sentence by writing a word from the word bank. Then read the sentences together.

Grade 4, Unit 5, Week 3

*Phonics*, p. 254

# Introduce the Text



## OBJECTIVES

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

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

### Shared Read Plan

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

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

## Preview Vocabulary

- Read the words *mound*, *squash*, *shoots*, and *roots* on p. 100 of the *Student Interactive*. As you read each word, have students point to the word and say it with you.
- Prompt students to share what they know about these words. Ask questions, such as *Where would you find the roots of a plant? What can you do with a squash?*
- Suggest that students look for these words as you read.

## Read

Read aloud the purpose for reading on p. 100 of the *Student Interactive*. *Read the poems to discover new ways to describe weather.* Tell students that having a purpose, or reason, for reading helps them take their time as they read so they will not skip important parts of the text. Discuss the First Read Strategies. In this first read, tell students to read for understanding and enjoyment. After students complete the First Read, ask: *What did you like about the poems? Did you hear a rhythm?*

### FIRST READ STRATEGIES

**READ** Read or listen to the text. During the first reading, work to understand what the text is about.

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

**ASK** Generate, or ask, questions about the text to deepen understanding.

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

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



**ELL Targeted Support Vocabulary** Preteach the vocabulary by having students find it in the text.

Display the words *squash*, *mound*, *shoots*, and *roots*. Direct students to p. 105 in the *Student Interactive*. Point to the picture of the squash plant and say the word *squash*. Have students repeat. Direct students to p. 106. Point to the mound in the picture. Say the word and have students repeat. Point to the plant shoots in the picture. Say the word and have students repeat. Direct students to p. 108. Point out the roots in the picture and have students say the word. **EMERGING**

Display the words *squash*, *mound*, *shoots*, and *roots*. Ask students to find the word *squash* on p. 105 and point to it. Repeat with the word *mound* on p. 106, and *shoots* and *roots* on p. 108. **DEVELOPING**

Ask students to draw a picture for one of the words. Have students take turns showing their picture to the group. The group should then guess the vocabulary word shown in the picture. Call on volunteers to use one word to describe the word that is pictured. **EXPANDING**

Read the words aloud with students. Have students use the words in oral sentences. **BRIDGING**

STUDENT INTERACTIVE, pp. 100–101

**VOCABULARY**

**Poetry Collection**

**Preview Vocabulary**

 roots	 mound	 squash	 shoots
--	--	---	---

**Read**

Read the poems to discover new ways to describe weather.

**Meet the Author**



**Eric Gansworth** (Eel Clan) is a member of the Onondaga Nation. He grew up near Niagara Falls in New York. He writes fiction and poetry for young people and adults.

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**Poetry Collection**

**Genre Poetry**

**“Wehh-dooj”**  
(It’s Raining)

**“Ees-aw-hah’ Ees-ae’h”**  
(The Sun Shining)

written by Eric Gansworth  
illustrated by Talitha Shipman



**AUDIO**  
Audio with  
Highlighting

**101**

STUDENT INTERACTIVE, pp. 102-103



VOCABULARY IN CONTEXT



“Wehh-dooj”  
(It’s **Raining**)

**mound** a small hill

What does the term “Wehh-dooj” mean? What parts of the picture help you figure it out? **Highlight** clues in the text.

We feel “Wehh-dooj”  
**Water** fills the air  
And soaks into our hair

We see “Wehh-dooj”  
**Drops** cover the ground  
Seep into the mound

## First Read

### Read

**THINK ALOUD** I see that the title of this poem is “Wehh-dooj.” This is a Tuscarora term that means “it’s raining.” As I read, I am going to look for how the writer describes what happens as the children experience the rain.

## Foundational Skills Extension

### High-Frequency Words

Have students point to the high-frequency word *into* on pp. 102–103.

### CROSS-CURRICULAR PERSPECTIVES

#### Social Studies



Different cultures have different languages and ways of expressing their thoughts. The Tuscarora language is verb-based, which is different from English, which is noun-based. So the meaning of “wehh-dooj” is more about the action of “it’s raining” rather than the rain.



STUDENT INTERACTIVE, pp. 104-105



### Possible Teaching Point



#### Academic Vocabulary | Visualize

Point out the words the author uses to help readers visualize the rain. The author of this poem wants readers to picture what the rain is like. He says that the “water fills the air” and “soaks into our hair.”

Close your eyes and picture what this looks like. How do these words help you know? Can you find other words on page 103 that help you picture the rain? Are there just a few raindrops, or is it pouring rain?

## Close Read

### Vocabulary in Context

Point out the Tuscarora word *Wehh-dooj* (pronounced weh-tooj) on p. 103. Help students use the picture and text to figure out that *wehh-dooj* means “it’s raining.” **DOK 2**

### Visualize Details

Tell students that authors use words to help readers picture what the author is writing about. Read the Close Read note on p. 105. Then work with students to find the words that help them picture the seeds. **DOK 2**

#### OBJECTIVES

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

Create mental images to deepen understanding with adult assistance.





STUDENT INTERACTIVE, pp. 106-107



## First Read

### Look

**THINK ALOUD** I will look at the pictures to better understand what I’m reading. I see that the seeds have grown into plants. I see corn and squash blossoms. The sun is helping the plants grow. The rainbow shows that it has just rained.

I see that the title of this poem has words I don’t know, but below the title it tells me what the words mean. This is how you say the words: *Ees-aw-hah’ Ees-aeH* is pronounced ees-ah-ha ees-eh.

### Possible Teaching Point



#### Language & Conventions | Complete Sentences

Tell students that sometimes poets do not write their poems in complete sentences. Point out to students that each line of the poem begins with a capital letter, but there is no punctuation. Remind students that complete sentences end in a punctuation mark.

## Foundational Skills Extension

### Consonant Gg

Have students identify, or point to, the word on p. 109 that begins with the sound /g/ spelled g (*Give*). Point out that it is a capital letter.



STUDENT INTERACTIVE, pp. 108-109



CLOSE READ



Which words help you picture the shoots? Highlight the words.

**shoots** new parts of a plant growing out  
**roots** parts of a plant that grow underground

We watch “Ees-aw-hah’ Ees-aeH”  
On fresh **new** shoots  
**Growing up from their roots**

108

They love “Ees-aw-hah’ Ees-aeH”  
**Three sisters together**  
Give us food forever

109

## CROSS-CURRICULAR PERSPECTIVES

## Social Studies



Tell students that the idea of the three sisters comes from an Iroquois legend. The youngest sister could only crawl and was dressed in green (beans). The second sister was dressed in yellow and had a way of running off by herself (squash). The third sister stood tall and straight. She wore a green shawl and had long, yellow hair (corn). The three sisters were different from one another, but they loved each other very much and never wanted to be apart from each other. Explain that the legend was important because it explained to Native Americans how to plant their crops.

## Close Read



## Discuss Rhyme and Rhythm

Read aloud pp. 106–107 and have students listen for rhyming words. Then ask them to underline the rhyming words and clap the rhythm. **DOK 2**

## Visualize Details

Ask students to close their eyes and visualize as you read aloud pp. 108–109. Ask students to highlight words that help them picture the shoots. **DOK 2**

## OBJECTIVES

Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

Create mental images to deepen understanding with adult assistance.

# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt students' initial responses to reading "Wehh-dooj" and "Ees-aw-hah' Ees-aeH."

- **Brainstorm** How did the poems tell about the weather?
- **Discuss** Talk with a partner about what you liked most about the poems and why.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that the author of the poems used specific words to tell about plants and nature.

- **READ** Read the word.
- **THINK** Think about the meaning of the word. Use the pictures and text around the word to help you understand the word's meaning.
- **DISCUSS** Ask yourself questions such as: What pictures can a reader use to figure out the meaning of the word? Are there other nearby words that can help readers better understand this word?

**MODEL AND PRACTICE** Model how to complete the activity on p. 110 of the *Student Interactive*, using the word *mound*. Read aloud the word *mound* and then ask students to look at each picture on the page. I will look closely at each picture to find the one that is a mound. I know that a mound is a small hill or pile of earth, so that is what I'm looking for. I see it is the second picture. I will draw a line from the word to the picture.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Read aloud each of the words. Have students complete the matching activity on p. 110 in the *Student Interactive*. Tell students that familiar words can have more than one meaning. Have students identify a new meaning for the verb *squash*.

**OPTION 2 Use Independent Text** As students read texts independently, have them write or draw a picture of one important word from the text.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T148–T149.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T148–T149.

**Check for Understanding MyTURN** Have students complete the Check for Understanding on p. 111 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 110–111

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary

**MYTURN** Match

**mound**

**roots**

**squash**

**shoots**

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### Check for Understanding

**MYTURN** Write

**DOK 2** 1. How do you know these are poems?  
Possible response: \_\_\_\_\_  
**They have rhyming words.**

2. How does the author help you picture rain?  
**DOK 3** Possible response: \_\_\_\_\_  
**He uses words like “fills the air” and “soaks.”**

3. Why do the children love “Ees-aw-hah’  
**DOK 2** Ees-ahh’?  
Possible response: \_\_\_\_\_  
**It helps their plants grow.**

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**110** Directions Read the vocabulary words aloud to students. Then have them draw a line from each word to the matching picture.

Directions Read each question aloud and have students write their responses. Then discuss responses.

Use the  **QUICK CHECK** on p. T137 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *a* AND LONG *a*

**Picture Card** Display the *cap* Picture Card. **What sound do you hear in the middle of *cap*?** Prompt students to identify the sound /*a*/ spelled *a*. Then display the word *cape*. Read it aloud and have students repeat. Ask them to identify the sound /*ā*/ spelled *a\_e*.



### ELL Targeted Support

Tell students that it is important that they learn the difference between the vowel sounds /*a*/ and /*ā*/ in English. Write the words *tap*, *tape*, *man*, and *mane*.

Read the words with students. Have them practice identifying the difference between the middle sounds in *tap* (/*a*/) and *tape* (/*ā*/) and *man* (/*a*/) and *mane* (/*ā*/). **EMERGING**

Read the words with students. Have them practice decoding the words with a partner. Monitor to see if they are pronouncing the middle sounds /*a*/ and /*ā*/ correctly. **DEVELOPING**

Ask students to list other words they know with the sounds /*a*/ and /*ā*/. **EXPANDING**

Have students look through content books to find words that have the sound /*a*/ or /*ā*/. Have them share what they find. **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 reviewing consonant sounds and letters.

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*/, /*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.

**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 form words with the sounds /a/ and /ā/: *man, mane, lame, name, am.*

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



### Decodable Book



#### WHO HAD FUN?

Students can read the Decodable Book *Who Had Fun?* to practice reading words with sound spellings they have learned and this week's high-frequency words.

Before reading, display this week's high-frequency words: *who, into, there*. Tell students that these words are in *Who Had Fun?* **When you see these words, you will know how to read them.**

Pair students for reading.

### High-Frequency Words

Write this week's high-frequency words three times each on sticky notes. Place the notes in a snake on the floor. Have students read each word. Have them continue until they do not know a word and have to ask what it is. They go back to read the previous word before moving on. The goal is to get to the end of the snake.

### Centers



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

## Decodable Book

**Who Had Fun?** Decodable Book 27  
Written by Ang Lin  
Illustrated by Robert Springer

Consonant	Consonant	Consonant	Consonant
Kk /k/	Ss /s/	Ww /w/	Mm /m/
kids	sand	walk	mad
kites	some	wet	make
	sun		

**High-Frequency Words**  
again into play there wants  
all over round they who

1

The sun is hot.  
Some kids get mad.

2

Who wants to get wet?  
All the kids want to go there!

3

They jump into rafts.

4

They walk over there.  
They go to the round tube slide.

5

They make homes in the sand.  
They play with kites.

6

They jump into the pond.  
They get all wet again.

7

Who had fun?  
They all did.  
What a fun time!

8

Use the  **QUICK CHECK** on p. T145 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to talk about some ways you can figure out the meanings of words you don't know. You can use other words on the page to help learn more about a word. You can also use the pictures to help you understand a word's meaning.

### ELL Targeted Support

Use p. 103 in the *Student Interactive* to reinforce how to use words and pictures in the text to figure out the meaning of new words.

Point out the word *drops*. Tell students that you can drop something: *Keo drops his pencil*. Ask: *Is this the meaning in this poem?* (no) *The word drops can also refer to raindrops. Is this the meaning in this poem?* (yes) Have students point to the part of the picture that helps them understand the meaning of *drops*. **EMERGING**

Have students point to the part of the picture that tells what the word *drops* means in the poem. Then have them point to the part that tells what a *mound* is. **DEVELOPING**

Have students explain how knowing what the poem is about helps them know what the word *drops* means. Then have them point to the drops in the picture and talk about how the picture helps them know the meaning of this word. Repeat with the word *mound*.

### EXPANDING/BRIDGING



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

## Intervention Activity



### WE GOT LOST

Have students reread the Decodable Book *We Got 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 students take turns reading the Decodable Book *Who Had Fun?* with a partner. Ask pairs to help each other decode the words.

### 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 questions about unfamiliar words they have found in the books they are reading.

### Possible Conference Prompts

- What are some new words you found in this text?
- How were you able to figure out what the word means?
- Did the pictures help you know what the word means? How?

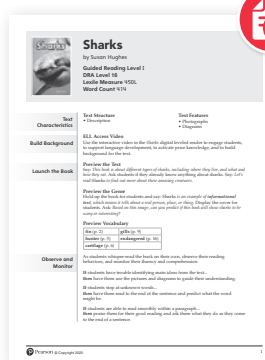
**Possible Teaching Point** Authors choose words carefully to tell their ideas. Knowing the meaning of all the words you read will help you better understand the text.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T132–T133.
- For instructional support on how to figure out the meanings of new words, 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 new words they found and how they figured out their meanings.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book or their Book Club text.
- choose a favorite part of a book they are reading and read it to a partner.
- read and listen to a previously read leveled reader.

### Centers



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

### Literacy Activities



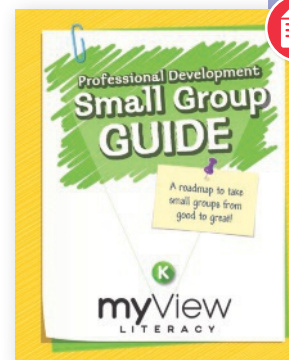
Students can

- write or draw about their reading in their reading notebook.
- work with a partner to discuss and answer the questions on p. 111 in the *Student Interactive*.
- work with a partner to think of other words that rhyme with the vocabulary words.
- play myView games.

### SUPPORT PARTNER READING

Have students take turns reading poems aloud. They should identify words they do not know. Then have them work with a partner to figure out the meaning of these words.

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





# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

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.

## FOUNDATIONAL SKILLS EXTENSION

See p. T140 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Manipulate Syllables

**MODEL** Say the word *holiday*. Listen carefully as I count the syllables: *hol* (clap) *i* (clap) *day* (clap). How many times did I clap? Students should say three. How many syllables are in *holiday*? Students should say three. If I take away the last two syllables in the word *holiday*, what syllable is left? Students should say *hol*. If I take away the first two syllables in the word *holiday*, what syllable is left? Students should say *day*. If I take away the first and last syllables in *holiday*, what syllable is left? Students should say *i*.

**PRACTICE** Repeat the routine with the words *butterfly* and *watermelon*.

## Phonics: Reinforce Words for Short and Long *a*, *Gg*, *Qq*

### Minilesson

**FOCUS** Write the word *gap* on the board and read it with students. The word *gap* begins with the letter *g*. What sound does *g* spell? That's right, /g/. Say the sound /g/ with me. What sound do you hear in the middle of *gap*? Students should say /a/. Yes, the letter *a* spells the sound /a/. Write *quake* on the board. The word *quake* begins with the letters *qu*. What sound does *qu* spell? That's right, /kw/. Say the sound /kw/ with me. What sound do you hear in the middle of *quake*? Students should say /ā/. Yes, the vowel pattern *a\_e* spells the sound /ā/.

**MODEL AND PRACTICE** Today we are reviewing the sounds /g/, /kw/, /a/, and /ā/. Have volunteers identify the letters or pattern that spells each of the sounds.

**APPLY** **MyTURN** Have students turn to p. 90 in the *Student Interactive*. Have them use letter-sound relationships to decode the words on the page. Then have them underline the words with /a/ spelled *a* and /ā/ spelled *a\_e*, and have them circle any words with /kw/ spelled *qu* and /g/ spelled *g*.

# High-Frequency Words

## Minilesson

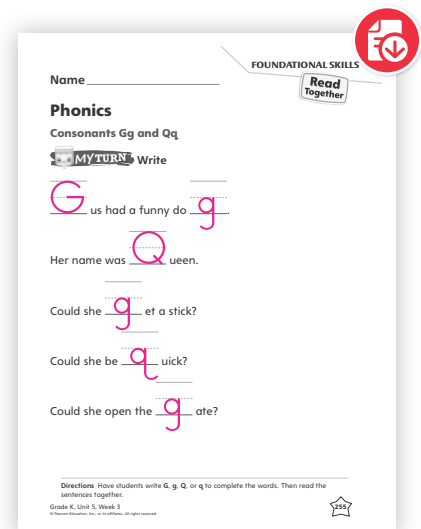
**FOCUS** Tell students that today they are going to continue working with high-frequency words. **You will see these words over and over in texts.** Have students read the words at the top of p. 91 in the *Student Interactive* with you: *who, into, there*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 91. Tell them to identify and point to each word when you say it. Say *who*. Pause to let students find and point to the word. Say *there*. Say *into*. Repeat the activity until students are familiar with each word.

**APPLY My TURN** Have students read the sentences on p. 91 with you. Ask them to identify the words *who, there, and into* in the sentences and underline the high-frequency words. Have them read the sentences with a partner. Then have students write one of the high-frequency words on the line.

## ADDITIONAL PRACTICE

For additional student practice with consonants *g* and *q*, have students complete *Phonics* p. 255 from the *Resource Download Center*.



FOUNDATIONAL SKILLS  
Read Together

Name \_\_\_\_\_

**Phonics**  
Consonants Gg and Qq

**MY TURN** Write

G us had a funny do g

Her name was Q ueen.

Could she g et a stick?

Could she be q uick?

Could she open the g ate?

Directions: Have students with G, g, Q, or q to complete the words. Then read the sentences together.  
Grade K, Unit 5, Week 3  
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*Phonics*, p. 255

STUDENT INTERACTIVE, pp. 90–91

### REVIEW AND REINFORCE

#### Words for Short and Long a, Gg, Qq

**MY TURN** Read, underline, and circle

Jane will do a craft.

She can make a quilt.

It is a gift for Dave.

He will clap!

90

**Directions** Remind students that the letter *a* can make the short *a* sound, the vowel pattern *a\_e* can make the long *a* sound, the letter *g* can make the /g/ sound, and the letters *qu* make the /kw/ sound. Have students read the sentences. Ask them to underline the words with short or long *a* and circle the words with *g* or *q*.

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#### My Words to Know

who into there

#### My Sentences to Read

**MY TURN**

Let us go into my home.

We can play there.

Who will come?

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

**who, into, there**

**Directions** Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences. Finally, have students write one of the words on the lines. Tell them to form the letters correctly using appropriate directionality.

91

### FOUNDATIONAL SKILLS



# Discuss Rhyme and Rhythm

## OBJECTIVE

Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

## ACADEMIC VOCABULARY

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

- The poem's rhythm and rhyme have an effect on listeners.
- Noticing the rhythm of the poem can help me prepare to read it correctly.

## Minilesson

**FOCUS ON STRATEGIES** Discuss rhyme with students. Provide some simple rhyming pairs such as *can/man*, *hop/top*, and *bring/sing*.

- Words that rhyme have the same middle and ending sounds.
- Listen carefully to the middle and ending sounds. Both must be the same in words that rhyme.
- In words with only two sounds, such as *by* and *tie*, listen to the last sound to tell if they rhyme.

Discuss rhythm. Explain that songs, poems, and dances have rhythm because they usually have a beat.

- Rhythm is a repeated pattern of sound. It means that you can tap along with the poem.

**MODEL AND PRACTICE** Model how you identify rhyme in a poem. Use the words on p. 103 of the *Student Interactive*. I know that when words rhyme, they have the same middle and ending sounds. I will read page 103 aloud and listen for words that rhyme. Read aloud the page. I hear the same middle and ending sounds in the words *ground* and *mound*: /ou/ /n/ /d/. These words rhyme. Rhyming words make poems fun to read.

Read aloud the poem on p. 98 in the *Student Interactive* again. Clap the rhythm as you read it. Have students say the poem with you and clap the rhythm. Then ask them to follow the Close Read note on p. 107 by underlining the words that rhyme.

**ELL Targeted Support Practice Rhyme** Provide examples to help students understand rhyme.

Read aloud p. 102 in the *Student Interactive*. Explain that *air* and *hair* rhyme because they have the same sound: /âr/. Read aloud p. 103 and ask students which words rhyme. **EMERGING**

Have students follow along as you read the poems. Ask them to raise their hands when they hear words that rhyme. **DEVELOPING**

Provide these words: *squash*, *beads*, *wash*, *seeds*. Read aloud the words. Then ask students to tell which words have the same sounds in the middle and end. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying rhyme and rhythm.

**OPTION 1 My TURN** Have students complete the rhyme and rhythm activities on p. 112 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to find the rhythm and list the rhyming words in one of the books they are reading.


### QUICK CHECK

**Notice and Assess** Can students identify rhythm and rhyme?

#### Decide


- **If students struggle**, revisit instruction for discussing rhyme and rhythm in Small Group on pp. T156–T157.
- **If students show understanding**, extend instruction for discussing rhyme and rhythm in Small Group on pp. T156–T157.



## STUDENT INTERACTIVE, p. 112



CLOSE READ 

### Discuss Rhyme and Rhythm


Poems often have **rhyming words**.  
Poems can also have **rhythm**, or a beat.


 **Circle**

dirt  

by  

**Tell students that images represent squash, shirt, sky, shoots.**

 **CLABORATE** Clap

 **112** **Directions** Tell students that rhyming words have the same middle and ending sounds and that rhythm is a strong beat. Discuss rhyme and rhythm in the poems with students. Then read each word aloud and have them circle the picture word that rhymes. Remind students to use what they underlined in the text. Finally, read aloud a stanza from one of the poems as students clap the rhythm.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss rhyme and rhythm in nursery rhymes and a variety of poems.

## Analyze Rhyme and Rhythm

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that writers of poetry use rhyme and rhythm to make poems more fun to read.

- Rhyme is when words have the same middle and ending sounds but different beginning sounds.
- Rhythm gives the poem its beat.

**MODEL AND PRACTICE** Have students look at p. 103 in the *Student Interactive* as you model. *When I read this page, I can clap the rhythm. The word **ground** at the end of the second line rhymes with the word **mound** at the end of the next line.* Ask students if they can think of any words that rhyme with *mound* and *ground*. (*sound, found, pound, round, bound*)

# Handwriting

## OBJECTIVE

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

## Numerals 8, 10

**FOCUS** Display the numerals 8 and 10. Ask students to name the numbers.

**MODEL** Model how to write the numeral 8, pointing out the two circles that form the numeral. Then have them trace the numeral on their hands. Repeat for the numeral 10.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students work with a partner to complete p. 117 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 117

AUTHOR'S CRAFT
READING-WRITING BRIDGE

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

**MY TURN** Write

- What word does the author use that rhymes with **air**?  
 \_\_\_\_\_  
 \_\_\_\_\_ **hair** \_\_\_\_\_  
 \_\_\_\_\_
- Pretend you are writing the poem. What other words could you use that rhyme with **air**?  
**Possible responses:**  
 \_\_\_\_\_  
 \_\_\_\_\_ **bear, pair, fair** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Directions Discuss rhyming words in the poems with students. Then read the first question. Have students identify and write the word that rhymes with *air*. Read the second question and ask students to produce other rhyming words for *air*.

117

**PRACTICE** Have students use *Handwriting* p. 273 in the *Resource Download Center* to practice writing numerals 8 and 10.

Name \_\_\_\_\_

### Handwriting

Write Numerals 6–10

6 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

10 \_\_\_\_\_

Directions Review the accurate formation of the numbers 6–10. Have students practice writing them.

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273

*Handwriting*, p. 273

Use the  **QUICK CHECK** on p. T153 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DISCUSS RHYME AND RHYTHM

**Teaching Point** Today I want to teach you about rhyme and rhythm, which are important features in a poem. The rhythm is the beat. The poet has put together words so that the lines have beats. Words rhyme when they have the same middle and ending sounds. For example, the words *ride*, *hide*, and *side* rhyme because they have the same middle and ending sounds: /r/ /d/.

### ELL Targeted Support

Tap various rhythms one at a time and have students repeat. Tell students this is rhythm. Poems have rhythm. **EMERGING**

Provide further practice in listening to the rhythm of a poem. Read aloud one of the poems on pp. 86–87 in the *Student Interactive*. As you read, clap the rhythm. Then reread, this time asking students to clap the rhythm. **DEVELOPING**

Ask students to tell or show what rhythm is. Then ask them to share some rhyming words.

### EXPANDING

Ask partners to think of two rhyming words, then have them use that rhyming pair to make a simple two-line rhyme. Ask students to share their rhymes with the class. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of a poem can read it aloud to better hear the rhyme and rhythm. Model reading aloud a poem to emphasize the rhyme and rhythm.

**Model** Read aloud “Winter Fun.” Ask students to clap to the beat as you read. Then read an informational passage from one of last week’s selections. Ask students to clap along. Point out that it is difficult to clap along to an informational text. Say: **One of the differences between poems and informational texts is that poems usually focus on the sound of the language. They have a steady beat. Informational texts focus only on the information. It is hard—or impossible—to clap along to an informational text.**

## Conferring

3 students / 3–4 minutes per conference

### DISCUSS RHYME AND RHYTHM

**Talk About Independent Reading** Ask students to tell about a poem they are reading. Have them identify rhyme and rhythm in the poem.

#### Possible Conference Prompts

- What is the poem about?
- What words in this poem rhyme?
- Clap the rhythm of this poem as you read it.

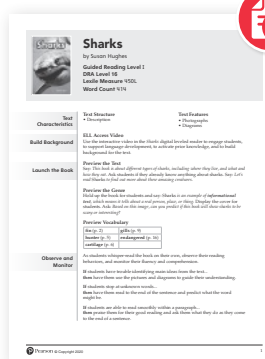
**Possible Teaching Point** Recognizing the rhythm of a poem is important because it helps you read it more smoothly. You will also enjoy the poem more if you read it with rhythm.

## Leveled Readers



### IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T132–T133.
- For instructional support on how to identify the theme of a book, see *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book or their Book Club text.
- reread and listen to a poem they have read.
- read aloud or recite a poem for a partner to hear.

### Centers



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

### Literacy Activities



Students can

- write about or draw something from a poem they have enjoyed.
- play the myView games.
- make a list of rhyming words they can find in a book they are reading.
- work with a partner to think of words that rhyme.

### SUPPORT INDEPENDENT READING

Keep a log of the books that students have read. Encourage them to rate the books on their log by putting a star next to the books they like most.

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share rhyming words they found.



# 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

Have students play the game *Who Am I?* by describing things they see in the room. Monitor their English translations and pronunciations.




## Read *Who Am I?*

**FOCUS** Have students turn to p. 92 in the *Student Interactive*. We are going to read a story today about two boys who play a guessing game. Point to the title of the story. The title is *Who Am I?* I hear a word with the sound /a/. Have students find and point to the word *Am* in the title. In this story, we will read other words that have the sounds /a/, /ā/, /g/, and /kw/.


**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *who*, *there*, *into*. Tell them they will practice reading these words in the story *Who Am I?* Display the words. Have students read them with you. When you see these words in the story *Who Am I?*, you will know how to identify and read them.

STUDENT INTERACTIVE, pp. 92–93


DECODABLE STORY

FOUNDATIONAL SKILLS   


### Who Am I?




There is a game we like!  
I am little and white.  
I can be made into a man.  
Who am I?



Gil, you are a flake!  
Now I will go.

 **AUDIO**  
Audio with Highlighting

 **ANNOTATE**

92

93



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

After students have read the story, review the words with the sound /ā/ they read in the sentences on pp. 92–93. Have them underline the words with the sound /ā/ spelled a\_e. Have students read the words to you.

Call students' attention to the sentences on p. 92. **Which words are high-frequency words that we learned this week? Point to them.** Help students identify, or say, the words *into* and *Who*.

Have students turn to pp. 94–95. **I see some words with the letter g. Who can tell me which words have the sound /g/ spelled g?** Students should identify the words *big*, *get*, and *game*. Have students highlight the words with the letter g.

**I also see a word with the letters Qu on page 95. Which word do you see that begins with Qu?** Students should identify the name *Quade*.

**If students struggle**, revisit instruction in Small Group on pp. T146–T147.

**If students show understanding**, extend instruction in Small Group on pp. T146–T147.

STUDENT INTERACTIVE, pp. 94–95



DECODABLE STORY

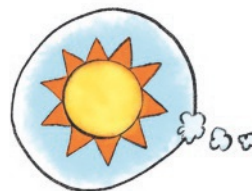
FOUNDATIONAL SKILLS



I am **big** and yellow.

I **get** quite hot.

Who am I?



Quade, you are the sun.

This is a fun **game**!

**Highlight** the words with the letter g.

# Visualize Details

## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

**Integrate** As you discuss the text during the Close Read, model using Academic Vocabulary words by using them in questions about comprehension:

- What effect did the rain have on the seeds?
- How did the children prepare to plant the seeds?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that good readers visualize the details in a text as they read.

- Visualizing means forming a picture in your mind.
- The picture can include what things look, sound, feel, smell, and even taste like.
- Poets use describing words and words that are interesting to help readers visualize details.

**MODEL AND PRACTICE** Turn to p. 102 of the *Student Interactive* and read aloud the page. *When I read the words “Water fills the air,” I picture heavy rainfall. The phrase “soaks into our hair” makes me picture children with water dripping from their hair onto their faces and running down onto their clothes. Being able to picture the words helps me understand the poem better.*

Have students close their eyes as you read the lines on p. 103. After reading, have them open their eyes and tell what they pictured. Then ask students to follow the Close Read notes on pp. 105 and 109 by highlighting the words that help them visualize details in the poems.



### EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“When doing multiple readings of an anchor text, the first reading is about the whole—the genre, the key ideas, the author’s purpose. The second reading is about the parts, and students may only need to reread parts of the text, not the whole text. You might focus on the structure of the text, the author’s word choice, or perhaps the problem and resolution. Then return to the whole text for application and practice: What is the author of this text trying to communicate?”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for visualizing details.

**OPTION 1 My TURN** Have students use what they have highlighted in the poems to draw pictures on p. 113 of the *Student Interactive*.

**OPTION 2 Use Independent Text** During independent reading, ask students to stop and close their eyes and think about what they are reading. Then have them draw a picture that shows what they visualize.

### QUICK CHECK

**Notice and Assess** Can students visualize details to better understand a poem or other text?

#### Decide

- **If students struggle**, revisit instruction for visualizing details in Small Group on pp. T162–T163.
- **If students show understanding**, extend instruction for visualizing details in Small Group on pp. T162–T163.

**ELL Targeted Support Visualizing** Provide practice in visualizing to help students understand the strategy.

Tell students to close their eyes. Say: *It rained and rained. I got very wet. My feet were muddy.* Explain that they should make a picture in their mind of what they hear as you read. Ask: *What did you see?* **EMERGING/DEVELOPING**

Say: *The rain splashed on the sidewalk.* Have partners draw a simple picture in response to the sentence. Then ask partners to compare their drawings. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 113

Read Together READING WORKSHOP

### Visualize Details

**MY TURN** Draw

seeds Drawing should show three seeds planted together.	shoots Drawing should show three shoots growing together.
--	--

Directions Remind students they can use details in a text to visualize, or picture in their mind, what is happening. Ask them to discuss words the author uses that help them picture the seeds and shoots in the poems. Then have students draw what they picture. Remind them to use what they highlighted in the text.

113

Use the  **QUICK CHECK** on p. T161 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### VISUALIZE DETAILS

**Teaching Point** When you visualize, you use the descriptive words in a poem or story to make a picture in your mind. Authors choose words when they write that will help readers picture what is happening. Readers can visualize what a detail in the story or poem looks, sounds, feels, smells, or even tastes like. This makes what you are reading more interesting and helps you better understand it.

### ELL Targeted Support

Provide icons to help students identify the five senses they will use when visualizing. Read aloud a short section from a previous text and ask students what they see, as you point to the icon for seeing. **EMERGING**

Ask students to close their eyes and visualize as you read. Then have students talk about what the scene looks and sounds like. **DEVELOPING**

Ask students to close their eyes and visualize as you read. Have them tell you what they picture. Encourage students to think about what the scene looks, sounds, and feels like. For Bridging students, have them identify the words or phrases that give clues about what the scene is like. **EXPANDING/BRIDGING**



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

## Intervention Activity



### WHO HAD FUN?

Have students read the Decodable Book *Who Had Fun?* Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students chorally read the Decodable Book.

### ORAL READING RATE AND ACCURACY

Listen as a student reads the Decodable Book. Offer feedback. Then 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 show you the pictures they drew after visualizing a text.

### Possible Conference Prompts

- What part of the text does the picture show?
- What words helped you make this picture in your mind?
- What can you visualize about how it sounds or feels?

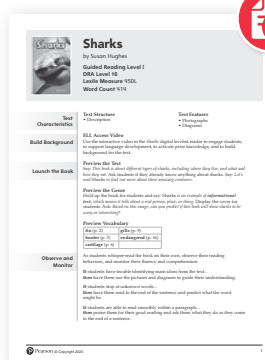
**Possible Teaching Point** *Visualizing helps you pay attention to what you are reading. It makes you an active reader and helps you enjoy what you are reading.*

## Leveled Readers



### VISUALIZE DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T132–T133.
- For instructional support on how to visualize details, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share a description or picture of what they visualized from one of the texts they have read.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to a text they read.
- read a trade book or their Book Club text.
- read a favorite part of a book to a partner.

### Centers



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

### Literacy Activities



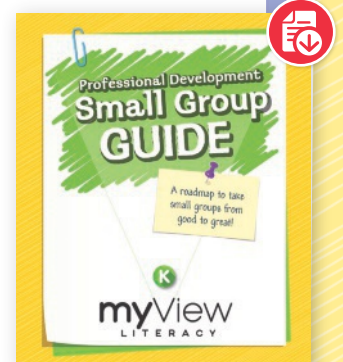
Students can

- write or draw what they visualize.
- share their drawings from p. 113 with a partner and describe what they visualized.
- practice reading aloud a poem or book they are reading with a partner.
- play the myView games.

### SUPPORT INDEPENDENT READING

It is important to tell students what they are doing right as readers. Look for opportunities to tie your positive feedback to what students learned in the minilessons. If the student reads a poem, for example, focus on their correct use of rhythm.

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



# Word Work

## OBJECTIVES

Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

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



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 264 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

**My Words to Know**

who    there    into

**MY TURN** Underline and write

Jon went into the den. There was a hum. "Who is there?" he said. His cat jumped into his lap. "Hi, Zip!" he said.

into  
there  
who

Directions: Have students read the words in the word bank. Then ask them to read the story and underline the high-frequency words. Have them write the words on the lines.

Grade K, Unit 5, Week 3  
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*My Words to Know*, p. 264

## Phonological Awareness: Recognize Alliteration

**FOCUS AND MODEL** Tell students that today they will do more work with alliteration. Ask: *Who can tell me what alliteration is?* Students should say alliteration is when all or most words in a sentence begin with the same sound. Say the following aloud: *Quinn quietly asked a question. What sound do most of the words begin with?* Students should say /kw/. Have students come up with another word with the sound /kw/ to continue the alliteration.

Repeat the routine with the following: *Gil got green grapes. Meggie made a mud pie.*

**PRACTICE** Display the following Picture Cards: *garden, goat, goose*. Say each picture name aloud. *What sound do you hear at the beginning of each word? Yes, /g/. Now think of two more words that begin with the sound /g/.* Repeat the activity with the following Picture Cards: *quarter, queen, quilt; ladybug, lake, leaf.*

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some sentences. *The sentences we read will all include sounds and high-frequency words you have already learned.*

**MODEL AND PRACTICE** Have students turn to p. 96 in the *Student Interactive*. Name the pictures on the page with students. Have a volunteer read the first sentence. Guide students to circle the picture that matches the sentence.

**APPLY My TURN** Have students finish p. 96 in the *Student Interactive*. Then have students look at p. 97 and read the sentences. Have them unscramble the words in the word bank to finish the story.



**ELL Targeted Support Seek Clarification** Tell students to ask questions about what they do not understand.

- 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. 97 in the *Student Interactive* aloud as students listen. Have students seek clarification if they do not understand the meaning of a word you say. Provide this sentence frame: *What does \_\_\_ mean?* **EMERGING**

Read the sentences on p. 97 aloud as students listen. Have students seek clarification about words you say that they do not understand. Ask a student who does understand the word to explain or act out its meaning. **DEVELOPING**

In small groups, have students take turns rereading the decodable story. Have listeners ask questions and confer with other students to seek clarification of words the reader said that they do not understand. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they are learning many of the words this year, and the words will help them become better readers. Say the word *who* and ask students what letters are used to spell the word. Have students

- say the letters as you write them on the board.
- say and spell the word, touching their toes for each letter.
- repeat with *there* and *into*.

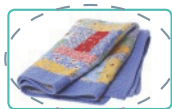
## STUDENT INTERACTIVE, pp. 96–97

### REVIEW AND REINFORCE

#### Sentences I Can Read

**MY TURN** Read and circle

The quilt is pretty.



Play the game.



They go in the lake.



96

**Directions** Say: Read the first sentence. Now look at the pictures. Circle the picture that matches the sentence. Have students continue with the remaining sentences.

### FOUNDATIONAL SKILLS

#### Sentences I Can Read

**MY TURN** Read and write

quit! We not will

She will rake a pile.

I can fill the bag.

He will dig up a stone.



**We will not quit!**

**Directions** Ask students to read the sentences. Have them use the words in the word bank to write the last sentence for the story. Alternatively, students may wish to write their own last sentence.

97



# Reflect and Share

## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to talk about the Weekly Question and unit theme:

- What is extreme weather like?
- How can we measure how much rain falls?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Tell students that we can write to compare two texts. When writing to compare two different texts, students should know that

- a poem uses rhyme and rhythm, but other types of texts do not.
- poems and informational texts may both tell about the same topic, such as the weather.
- readers can look at what two texts say about the same topic to learn more about that topic.

**MODEL AND PRACTICE** Model what it means to write a comparison of two texts. *Before I start writing, I think about texts I have read on the same topic. For example, I just read about rainy and sunny weather in two poems. The poems told how the rain and sun helped the seeds the children planted grow big and strong. I think about other books I have read about rain and sun. I can compare the information. I can see if I find out more about how plants need sun and rain. Then I can start writing.*

**ELL Targeted Support Compare and Contrast** Help students understand the concept of comparing and contrasting in English. Provide the cognates *compare/comparar*, *contrast/contrastar*, and *different/diferente* for Spanish-speaking students.

Display the words *compare*, *contrast*, *alike*, and *different*. Model using these words in simple sentences using concrete objects such as a book and a notebook. For example: *A book and a notebook are alike and are different. I can compare them. Both have pages, so they are alike. I read a book but I write in a notebook, so they are different.* Support students in comparing other students or objects in the room. **EMERGING/DEVELOPING**

Create a simple T-chart with the headings *Rainy Weather* and *Sunny Weather*. Have students discuss in small groups how the two types of weather are the same and different. Ask groups to share ideas and record these on the T-chart. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making comparisons across texts.

**OPTION 1 MyTURN** Have students turn to p. 114 in the *Student Interactive* and write sentences about weather using what they learned from the poems and another text they have read.

**OPTION 2 Use Independent Text** Have students tell a partner about another text they have read about weather. How is it different from the poems they read?

### QUICK CHECK

**Notice and Assess** Are students able to compare information from two or more texts?

#### Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T168–T169.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T168–T169.

**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.

STUDENT INTERACTIVE, p. 114

RESPOND TO TEXT 

### Reflect and Share

 **MY TURN** Write

Possible response:

**Rain falls from the sky. It soaks into dirt.**

**It helps plants grow.**

**Weekly Question**

How do we describe weather?

 **114** Directions Tell students they read about rainy and sunny weather. Ask them to think of other texts they have read about rainy and sunny weather. Have students respond to sources by writing about one type of weather using details from the poems and from another text.

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Use the  **QUICK CHECK** on p. T167 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to remind you about how you can compare what you read in different texts. As you read, think about what you have read in another book that is the same or different. For example, if you read a poem about planting seeds in the rain, think about other texts you have read about rain and plants. Create a simple T-chart and help students compare one of the poems in the *Student Interactive* with another text about rainy weather or sunny weather.

### ELL Targeted Support

Provide a word bank with weather-related terms, such as *sunny, rainy, windy, cloudy, cold, or hot*. Have students complete sentence frames: *The weather in the poem is \_\_\_\_\_. The weather in \_\_\_\_\_ is \_\_\_\_\_.* **EMERGING**

Work with students to generate a list of weather-related terms. Have them use these words to describe similarities and differences in the poem and other text. Provide sentence frames: *The weather in the poem is \_\_\_\_\_, but the weather in \_\_\_\_\_ is \_\_\_\_\_.* **DEVELOPING**

Have partners complete sentence frames to describe one similarity and one difference between the poem and another book: *The poem and the book are the same because \_\_\_\_\_.* *The poem and the book are different because \_\_\_\_\_.*

### EXPANDING/BRIDGING



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the poems they read this week. Then have them think about the informational texts they read in this unit. Engage students in a conversation that demonstrates how the poems support their understanding of weather. Encourage use of the Academic Vocabulary words *measure, extreme, prepare,* and *effect*. Ask, for instance, whether any of the poems are about *extreme* weather.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Have students organize their findings on weather into a format to share with others. Have students share their findings.

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

See *Extension Activities*, pp. 311–315, 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 the weather is described in two texts they have read.

#### Possible Conference Prompts

- What type of information does each book provide about weather?
- Which book did you like better? Why?

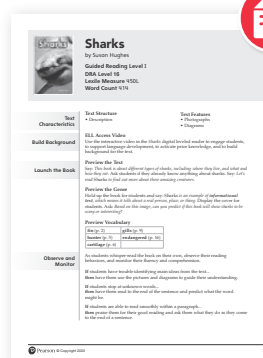
**Possible Teaching Point** When you compare things, you use language such as *like* and *similar to*. When you contrast things you use words such as *unlike* or *different from*.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T132–T133.
- For instructional support on how to make comparisons between ideas, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share how the weather is described in two texts they have read.

## Independent/Collaborative

### Independent Reading



Students can

- read a text with a partner, coaching each other as they read the book.
- read a self-selected text.
- reread and/or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in a notebook to show what they learned about weather.
- discuss with a partner how the weather is described in a book or poem they have read.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T452–T455, for

- teacher’s summary of *Rain, Wind, Sun, and Snow*.
- 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 5 WEEK 4 SUGGESTED WEEKLY PLAN

## Suggested Daily Times

### READING WORKSHOP

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

### WRITING WORKSHOP

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

## Learning Goals

- I can read informational text.
- I can use words to tell about informational text.
- I can write a nonfiction text.

### 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

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T174–T175
  - » Phonological Awareness: Substitute Phonemes
  - » Phonics: Review Words for *Kk*, *Ss*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T176–T177
- Listening Comprehension: Read Aloud: “Saving Water” T178–T179
- Informational Text T180–T181
  - ✓ Quick Check T181

#### READING BRIDGE

- Academic Vocabulary: Word Parts T182–T183
- Handwriting: Write Simple Sentences T182–T183

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T187
- Strategy, Intervention, and On-Level/Advanced Activities T186
- ELL Targeted Support T186
- Conferring T187

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T187
- Literacy Activities T187

**BOOK CLUB** T187 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T362–T363
  - » Edit for Verbs
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T363
- Conferences T360

#### WRITING BRIDGE

- Spelling: Spell Words T364
  - ✓ Assess Prior Knowledge T364
- Language & Conventions: Spiral Review: Adjectives T365

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T188–T189
  - » Phonics: Review Words for *Ww*, *Mm*
  - ✓ Quick Check T189
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T190–T201
  - » Preview Vocabulary
  - » Read and Compare: *Tornado Action Plan* and *Blizzard Action Plan*
- Respond and Analyze T202–T203
  - » My View
  - » Develop Vocabulary
  - ✓ Quick Check T203
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T204
- Guided Reading/Leveled Readers T207
- Strategy and Intervention Activities T204, T206
- Fluency T206
- ELL Targeted Support T204, T206
- Conferring T207

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T205
- Independent Reading T207
- Literacy Activities T207

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T366–T367
  - » Explore Digital Tools to Produce Writing
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T367
- Conferences T360

#### WRITING BRIDGE

- Spelling: Teach Spell Words T368
- Language & Conventions: Oral Language: Expand Sentences T369

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T208–T209
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Reinforce Words for *Kk*, *Ss*, *Ww*, *Mm*
  - » High-Frequency Words

#### CLOSE READ

- Compare and Contrast Texts T210–T211
- Close Read and Compare: *Tornado Action Plan* and *Blizzard Action Plan*
  - ✔ **Quick Check** T211

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Analyze Text Structure T212–T213
- Handwriting: Write Simple Sentences T212–T213

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T215
- Strategy and Intervention Activities T214
- ELL Targeted Support T214
- Conferring T215

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T215
- Literacy Activities T215

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T370–T371
  - » Apply Digital Tools to Produce Writing
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T371
- Conferences T360

### WRITING BRIDGE

- Spelling: Review and More Practice: Spell Words T372 **FLEXIBLE OPTION** ↩
- Language & Conventions: Teach Expanding Sentences T373

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T216–T217
  - » Decodable Story: Read *Can We Be Out?* T216–T217

#### CLOSE READ

- Ask and Answer Questions T218–T219
- Close Read and Compare: *Tornado Action Plan* and *Blizzard Action Plan*
  - ✔ **Quick Check** T219

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T221
- Strategy and Intervention Activities T220
- Fluency T220
- ELL Targeted Support T220
- Conferring T221

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T221
- Literacy Activities T221
- Partner Reading T221

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T374–T375
  - » Explore Digital Tools to Publish Writing
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T375
- Conferences T360

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Words T376 **FLEXIBLE OPTION** ↩
- Language & Conventions: Practice Expanding Sentences T377

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T222–T223
  - » Phonological Awareness: Manipulate Syllables
  - » Phonics: Sentences I Can Read
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T224–T225
  - » Talk About It
    - ✔ **Quick Check** T225
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T227
- Strategy, Intervention, and On-Level/Advanced Activities T226
- ELL Targeted Support T226
- Conferring T227

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T227
- Literacy Activities T227

**BOOK CLUB** T227 **SEL** ➔

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T378
  - » Apply Digital Tools to Publish Writing
  - » Share Back

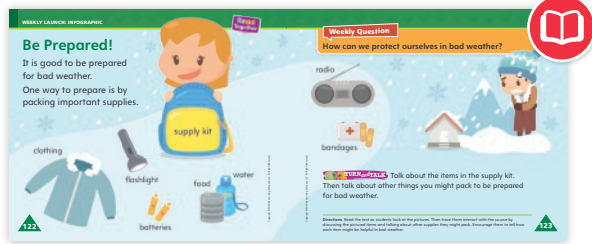
#### INDEPENDENT WRITING

- **WRITING CLUB** T378–T379 **SEL** ➔
- Conferences T360

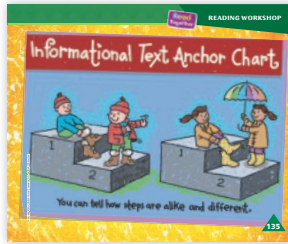
### WRITING BRIDGE

- Spelling: Spell Words T380
  - ✔ **Assess Understanding** T380
- Language & Conventions: Standards Practice T381 **FLEXIBLE OPTION** ↩

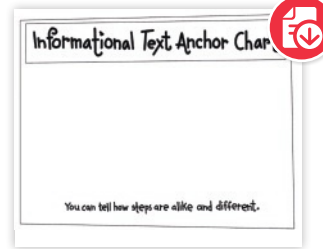
# Materials



**INFOGRAPHIC**  
"Be Prepared!"



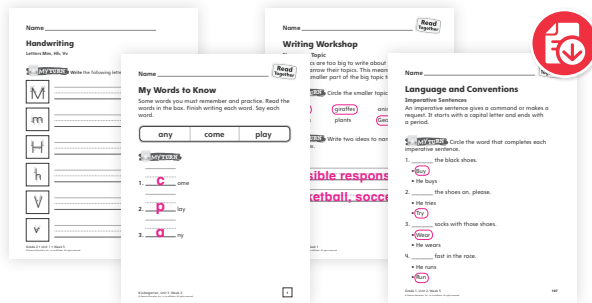
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



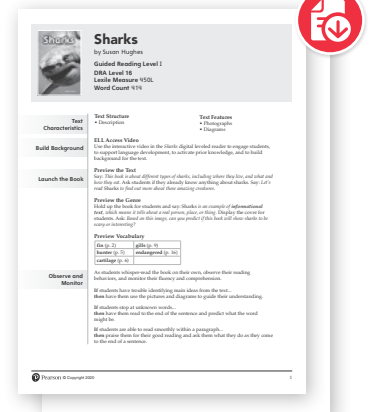
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

so  
out  
then

### Develop Vocabulary

strong  
tornado  
blizzard  
powerful

### Spelling Words

skip  
spot  
step  
swim  
out  
so

### Unit Academic Vocabulary

effect  
measure  
prepare  
extreme

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively and take appropriate notes on informational text.  
Recognize main ideas and details of informational text.

**ELL Language Transfer**  
**Objective:** Read for the Spanish language. The Read Aloud activity identifies the purpose for reading the main idea of the text.  
• compare - compare

**STARTER UP**  
**READ-ALOUD ROUTINE**  
Prepare: Have students listen actively to determine the purpose for the text.  
**READ** - the entire text aloud without stopping for the Think Aloud callouts.  
**RECALL** - the read aloud passage to model Think Aloud strategies related to the genre.

**Saving Water**  
Droughts happen when there's not enough rain or other water for a long period of time. They can be just as damaging as floods, where there is too much water.  
During a drought, farmers have a hard time growing crops because plants need water to grow. People use water for many things too, like cooking and bathing.  
When there is a drought, it's important to do things to help conserve, or save, water. Some things people can do to save water include:

708 UNIT 4 • WEEK 4

READ ALOUD  
"Saving Water"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**  
**Interactive Read Aloud**  
• Model reading to show active and independent reading level.  
• Demonstrate comprehension.  
• Encourage students to ask and answer questions.  
• 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.  
• Record the story.  
• Identify the big idea of the story.  
• Determine the Reading Level.  
• Write open-ended questions and model Think Aloud an sticky notes and place it on the book at the points where you plan to stop to think and discuss.  
• Review the text.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Discuss the title and cover of the book.  
• Point out interesting elements in pictures.  
• Create your background and visual material background necessary for understanding.  
• Discuss the vocabulary essential for understanding.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Aloud and open-ended questioning for a second time on the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the reading parts.  
• Use Think Aloud to model strategies while readers use to monitor comprehension and connect meaning from text.  
• Help students make connections to their own experiences, how they have been affected in the past, 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 Read.com.

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE



SHARED READ  
Tornado Action Plan and Blizzard Action Plan

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T438-T441

**Mentor STACK**

Writing Workshop T359



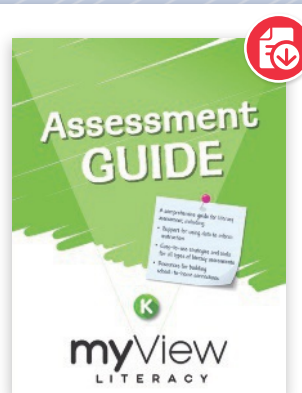
LITERACY STATIONS



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.

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

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T200 for a consonants *k* and *s* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Substitute Phonemes

**MODEL** Hold up the *fan* Picture Card. Listen to this word: /f/ /a/ /n/, fan. What are the sounds you hear in fan? Students should say /f/ /a/ /n/. Let's change the sound /f/ in fan to make a new word. We will change the /f/ to /b/. Listen: /b/ -an. The new word is ban. Continue substituting beginning, middle, and ending phonemes to make these words: bat, bet, met, mat, map.

**PRACTICE** Display the *kite* Picture Card. Guide students as they look at the picture and say the word. Have them slowly segment the phonemes. Then have them substitute the beginning, middle, and ending phonemes to make new words, such as Kate/late, late/lace, lace/lice, lice/mice. Have students name the word that explains the second picture on *Student Interactive* p. 124. (sit) Then have them substitute beginning, middle, and ending phonemes to make new words, such as fit/fill, fill/fall, fall/mall.

## Phonics: Review Words for Kk, Ss

### Minilesson

**FOCUS** Hold up the *kite* Picture Card. What sound do you hear at the beginning of kite? Have students identify /k/. The letter *k* spells the sound /k/ in kite. Turn the card over and read the word *kite* with students. Have students tell you the letters that are in the word *kite*. Now let's practice reading more words with the sound /k/. Write the words *Kate*, *Kim*, and *kid* on the board. The first letter in each of these words, *k*, spells the sound /k/. Circle the *k* in each word. Read the list with students. Repeat the activity for the letter *Ss* using the *slide* Picture Card and these words: *sat*, *set*, *self*, *Sam*.

**MODEL AND PRACTICE** Write these words on the board: *Kip*, *sand*, *sip*, *kit*. Have students read the words together.

**APPLY MyTURN** Have students look at p. 124 in the *Student Interactive*. Read the words with students. Now we will use these words to complete the sentences. What does the first picture show? Students should say a bike. What word finishes the sentence I have a \_\_\_ and tells about the first picture? Students should say *bike*. Have students write the word *bike* on the line. Then have them complete the activity.



**ELL Targeted Support Practice with /s/ Spelled s** Tell students that they have just reviewed the sound /s/ spelled s. Tell them that learning the sounds and letters that make English words will help them understand English better.

Give each student a card with the letter s on it. Say the following words one at a time: *sit*, *jump*, *sack*. Have students listen and repeat after you. If the word has the beginning sound /s/, they should hold up their s card. **EMERGING**

Write these words that have the beginning sound /s/: *soap*, *sing*, *send*. Read each word aloud as you point to the s. Then have students read the words with you. Have them come up with one more word with the beginning sound /s/ spelled s to add to the list. **DEVELOPING**

Have students think of a word that begins with the letter s. Have students take turns telling you a sentence using the word. Write the sentence or have the student write the sentence. Then have the student draw a picture to illustrate the sentence. Have students share their work briefly with the class. **EXPANDING/ BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *out*, *so*, and *then*, and read them aloud.

- Have students point to the word *out* and read it.
- Repeat for *so* and *then*.

out

so

then


### STUDENT INTERACTIVE, p. 124


REVIEW AND REINFORCE


### Words for Kk, Ss

**MY TURN** Read and write

sit	kit	bike
-----	-----	------

 I have a    bike   .

 He can    sit   .

 The    kit    is big.

**124** Directions Have students tell what they see in each picture. Then have them read each sentence. Ask them to complete each sentence by writing the best word from the word bank on the lines.

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# Interact with Sources

## OBJECTIVES

Describe personal connections to a variety of sources.

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

## 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: [How can we prepare for bad weather? What effect can extreme weather have?](#)

- effect
- prepare
- measure
- extreme



Songs and Poems Big Book

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

## Explore the Infographic

Have students recall the Unit 5 Essential Question: *What can we learn from the weather?* Then introduce them to the Weekly Question: *How can we protect ourselves in bad weather?* Tell students that they should stay indoors during bad weather. Explain that bad weather might be rain, snow, or storms. Tell students we can learn a lot about how to protect ourselves and stay safe in bad weather.

Have students follow along as you turn to p. 122 of the *Student Interactive* and point to the pictures of the supplies people gather to get ready for bad weather. Then read the infographic to students and use the points below to help them follow along.

- Ask students to talk about how the boy in the picture on p. 123 of the *Student Interactive* feels during the snowstorm.
- Ask students to point to and name each of the items in the supply kit on pp. 122–123. Help them read labels and identify objects as needed.
- Ask students to think about how each item in the kit can help people stay safe in bad weather.
- Have students summarize what they can do to get ready for a storm or other types of bad weather.

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

**TURN, TALK, AND SHARE** Have students interact with sources by using the pictures and text on pp. 122–123 to talk about the kind of supplies they would pack to get ready for bad weather.

**WEEKLY QUESTION** Return to the Week 4 Question: *How can we protect ourselves in bad weather?* Invite students to share their ideas. Help them identify questions they may have about the infographic.

**ELL Targeted Support Learning Techniques** Use the following strategic learning techniques to help ELL students acquire vocabulary related to preparation for bad weather.

For students who are unfamiliar with the names for some of the supply kit materials on pp. 122–123 in the *Student Interactive*, point to each picture and say each word aloud. Have students use the learning technique of repetition by saying the names after you multiple times. Guide them to pronounce the words correctly. **EMERGING**

Invite students to use the learning technique of drawing to acquire the words *clothing, flashlight, batteries, food, water, radio, and bandages*. Then prompt them to say the names of the items they drew. **DEVELOPING**

Have students use the learning technique of oral sentences to help them acquire vocabulary from the infographic. Ask them to complete the following sentence frames: *This is a picture of \_\_\_\_\_. It helps people \_\_\_\_\_.* **EXPANDING**

Have students use the learning technique of oral sentences by generating their own sentences about what the items in the supply kit are and how they would use the items. **BRIDGING**

STUDENT INTERACTIVE, pp. 122–123

**WEEKLY LAUNCH: INFOGRAPHIC**

**Be Prepared!**  
It is good to be prepared for bad weather. One way to prepare is by packing important supplies.

**Read Together**

**Weekly Question**  
How can we protect ourselves in bad weather?

**LEVEL 4**

clothing

flashlight

batteries

supply kit

food

water

radio

bandages

**TURN and TALK** Talk about the items in the supply kit. Then talk about other things you might pack to be prepared for bad weather.

**Directions** Read the text as students look at the pictures. Then have them interact with the source by discussing the pictured items and talking about other supplies they might pack. Encourage them to tell how each item might be helpful in bad weather.

122

123

# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information.

Recognize characteristics and structures of informational text.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud. Identify the cognates that relate to the main idea of the text.

- plants : *plantas*
- conserve : *conservar*

 **THINK ALOUD** Analyze **Informational Text** After you reread the first paragraph, say: I can know this is an informational text because it gives me facts and details about a topic. It tells about droughts. I can tell what a drought is. I can tell what happens as a result of a drought.

## Read Aloud

Tell students that you are going to read aloud an informational text. Remind them that informational texts give facts and details about real topics. This informational text is about droughts and why and how people save water. Ask students to actively listen to the text you will read aloud.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively to determine the purpose for the text.

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

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

## Saving Water

Droughts happen when there's not enough rain or other water for a long period of time. They can be just as damaging as floods, where there is too much water.

During a drought, farmers have a hard time growing crops because plants need water to grow. People use water for many things too, like cooking and bathing.

When there is a drought, it's important to do things to help conserve, or save, water. Some things people can do to save water include:



“Saving Water,” continued

1. Turning off the water when brushing your teeth.
2. Fixing leaky faucets right away.
3. Taking short showers, not baths.
4. Using the dishwasher and washing machine only when they are full.
5. Planting plants that need less water in the year, and watering during cooler times of the day.

**THINK ALOUD Analyze**

**Informational Text** After you reread the numbered list, say: This text tells some steps people can take to save water. The steps are numbered. This is a way the author organizes the text to make it easier to read.

**WRAP-UP****INTERACTIVE WHITEBOARD****Saving Water**

- |   |         |
|---|---------|
| 1 | drought |
| 2 |         |
| 3 |         |
| 4 |         |

Use the chart to help students identify facts and details about saving water.

**ELL Targeted Support Asking for Clarification** Remind students that they can ask for help when they do not understand something.

Model how to raise your hand and ask for clarification. Give examples:

Please repeat that more slowly. What does \_\_\_\_ mean?

**EMERGING/DEVELOPING**

Have students take turns sharing questions they can ask if they do not understand something. **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

# Informational Text

**LEARNING GOAL**

I can read informational text.

**OBJECTIVES**

Restate and follow oral directions that involve a short, related sequence of actions.

Recognize characteristics and structures of informational text, including the steps in a sequence with adult assistance.

**LANGUAGE OF THE GENRE**

As you review the Anchor Chart, check that students understand what “steps in a sequence” means.

- What is another word for *sequence*?
- What words can be used to talk about steps in a sequence?

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

Continue to add to your informational text anchor chart.

- Add *steps* to the chart. Discuss what a *step* is.
- Talk about the way each step was introduced.

**Minilesson**

**FOCUS ON STRATEGIES** Tell students that today they will learn about informational texts. Informational texts tell about real things or events. Informational texts give facts and do not tell a story.

- Informational texts can tell the steps of a sequence.
- Some informational texts tell the reader how to do something.
- Steps in a process may be numbered like a list.
- Restating the steps in a sequence aloud can help readers understand an informational text.

**MODEL AND PRACTICE** Remind students that steps in a sequence can be identified by looking for numbered lists or cue words such as *first*, *next*, and *last*. Model looking for steps using the Read Aloud text. Say: *I see a numbered list in this informational text, so I think it is telling me the steps in a process. These steps tell how to save water during a drought. I can retell the steps in order and follow or act out the steps I say to help me remember what to do.* Read the steps aloud to students and have them orally restate the steps in order.

**ELL Targeted Support Steps in a Sequence** Provide students with language to talk about steps in a sequence. Explain that steps are the things that you do.

Have students look at the pictures on p. 134 of the *Student Interactive*. Say the word for each picture and have students repeat after you. Check understanding by using the word in a sentence: *I wear boots when it rains.* Have students point to the word you have used. **EMERGING/DEVELOPING**

Introduce ordinal numbers. Write *1* on the board. Say the word *first*. Have students repeat after you. Repeat with *2* as you say *second*, and *3* as you say *third*. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use strategies for identifying sequences in informational text.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about the steps shown on p. 134. They should take turns restating what to do first, next, and last. Have students follow the directions by acting out the steps as their partner restates them.

**OPTION 2 Use Independent Text** Have students look at and read other informational texts in the classroom library during independent reading. Have students use sticky notes to mark numbered lists or other clues that show the book is an informational text.

### QUICK CHECK

**Notice and Assess** Can students locate steps in a sequence in an informational text?

#### Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on pp. T186–T187.
- **If students show understanding**, extend instruction for informational texts in Small Group on pp. T186–T187.

### EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX



“Engaging students in small group instruction requires a “hands-on and minds-on” approach. You want your students’ bodies to be actively engaged. You can accomplish this by providing them with multiple opportunities to listen, talk, and write during small group time. Likewise, you want their minds actively engaged. This can be accomplished through the use of higher-order thinking questions paired with follow-up discussions during small-group time.”

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

STUDENT INTERACTIVE, pp. 134–135




GENRE: INFORMATIONAL TEXT

My Learning Goal I can read informational text.

SPOTLIGHT ON GENRE

### Informational Text

Some informational texts tell the steps in a sequence. They can use numbers to show when steps happen.

1  2  3 

**TURN and TALK** Talk about the steps. What should you do first, next, and last?

Directions Read the genre information aloud and review steps in a sequence. Then have students look at the pictures. Ask partners to talk about the steps they should follow to prepare to go outside in the rain.



134



Read Together

READING WORKSHOP

Read Together

## Informational Text Anchor Chart

1  2 

1  2 

You can tell how steps are alike and different.

135



# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about informational text.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

Languages such as Chinese, Hmong, and Vietnamese do not use inflected endings to form verb tenses. Help students understand that adding *-ed* to a verb indicates that the action happened in the past.

## Word Parts

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that word parts are small parts of words that are added to a word to make a new word. Word parts can change the meaning of a word.

- Explain that we add *-ed* to some words to show that an action happened in the past.
- We can add *un-* to the beginning of a word to make a word with an opposite meaning.

**MODEL AND PRACTICE** Write the words *work* and *kind*. Model how word parts change the meaning of words. I can add *-ed* to the word *work* to tell what I did yesterday: *I worked hard yesterday*. I can describe someone who is not kind by adding *un-*: *She is very unkind*. Write the words *jump* and *ask*. Have students add *-ed* to the end of each word and tell what the new words are. Write *open* and *even*. Have students add *un-* to the beginning of each word and tell what the new words are.

# Handwriting

## OBJECTIVE

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

## Write Simple Sentences

**FOCUS** Explain to students that a sentence starts with a capital letter at the beginning of the first word and ends with a punctuation mark, such as a period.

**MODEL** Demonstrate for students how to write a simple, complete sentence. I want to write this sentence: *He can hop*. I need to start the first word with a capital *H*. I make sure I form the letters correctly. Write the word *He*. Now I need to make sure to leave a space before the next word, *can*. Write *can*, leaving a space after *He*. Now I write the last word, *hop*. I leave a space and make sure I form the letters correctly. I finish the sentence with a period. Finish writing the sentence, and add a period. Demonstrate additional simple sentences as needed.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students match the vocabulary words with the proper picture to complete p. 157 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 157

VOCABULARY **Read Together** READING-WRITING BRIDGE

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

**Academic Vocabulary**

effect measure prepare extreme

**MYTURN** Match

prepared

unprepared

Directions Remind students that word parts can change the meanings of words. Say: The word part *un-* means "not." Have students use what they know about the meaning of the word *prepare* and the word part *un-* to match each word with the correct picture.

157

**PRACTICE** Have students use *Handwriting* p. 274 from the *Resource Download Center* to practice writing simple sentences. Tell students to include spaces between words and to form letters accurately using appropriate directionality.

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

**Handwriting**

Write Simple Sentences

**MYTURN** Write

I like the zoo.

Min is my pal.

Her cat is big.

Directions Read each sentence aloud. Model writing the first sentence with correct letter formation and spacing between words. Then have students write each sentence on their own, paying attention to proper letter size, formation, and spacing.

Grade K • Unit 5 • Week 4

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*Handwriting*, p. 274

# Matching Texts to Learning

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



LEVEL B

**Genre** Narrative

**Text Elements**

- Two lines of text per page
- Text and illustrations

**Text Structure**

- Repetitive Structure



LEVEL B

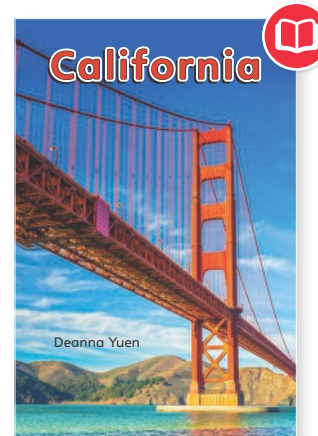
**Genre** Informational Text

**Text Elements**

- Two lines of text per page
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Informational Text

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Informational Text

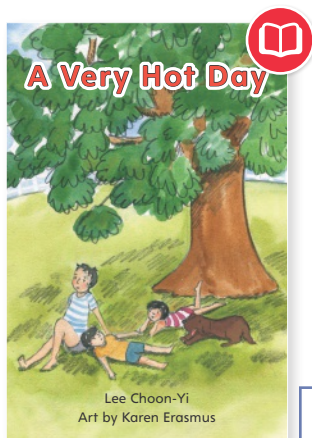
- Does the text give facts about a topic?
- Does the author describe a sequence, or the order that steps happen?
- Does the author tell about each step?

### Develop Vocabulary

- What is a word that you do not know?
- How do the pictures help you figure out what the word means?
- Which picture shows the word \_\_\_?
- What words did you need to figure out while reading the text? Are there any words you still do not know?

### Compare and Contrast Texts

- What are the topics of the texts? How are they the same?
- How are the texts organized? Do they tell about how to do something? Do they tell about things in order?
- How are the texts different?



LEVEL C

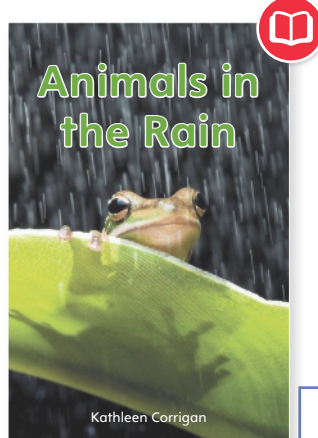
**Genre** Narrative

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Repetitive Structure



LEVEL D

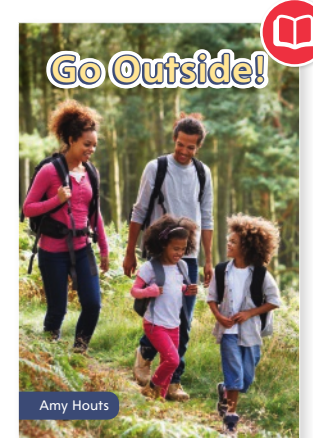
**Genre** Informational Text

**Text Elements**

- Some sentences go to next line
- Two to five lines of text per page

**Text Structure**

- Simple Factual



LEVEL D

**Genre** Informational Text

**Text Elements**

- Some sentences go to next line
- Three to five lines of text per page

**Text Structure**

- Simple Factual

## Ask and Answer Questions

- Identify parts of the text that you do not understand.
- What is a question you could ask about the topic?
- Where can you look for an answer to your question?

## Compare Texts

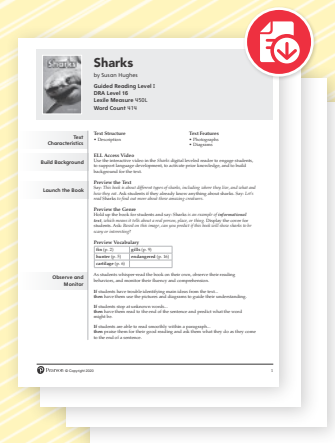
- What is the title of each text?
- What is the main idea of each text?
- What kinds of graphics or illustrations do the texts have?

## Word Work

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

## Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T181 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** Today we are going to talk about a type of text we have read before. It's called informational text. Remember that informational texts give facts and details about a topic. Some informational texts let us know how to do things. They may tell steps in a sequence. Look back at pp. 134–135 in the *Student Interactive* to review how the numbered pictures show a sequence.

### ELL Targeted Support

Tell students that the pictures on p. 134 in the *Student Interactive* show the steps for getting ready to go out into the rain.

Point to the pictures and numbers on p. 134. Ask: **What does the author show first about getting ready for the rain?** **EMERGING**

Point to the pictures of the boots, raincoat, and umbrella in order. Ask students to say *first*, *next*, and *last* as you point to them. Have them then repeat the words on their own as you point to the pictures again. **DEVELOPING**

Invite students to use the following sentence frames to name the steps in a sequence for getting ready for rain: *First, put on \_\_\_\_.* *Next, \_\_\_\_.* *Last, \_\_\_\_.* **EXPANDING**

Ask students to retell the steps for getting ready to go out in the rain using their own words.

### BRIDGING



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

## Intervention Activity



### NONFICTION TEXT

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for additional instruction on understanding informational texts.

LEVEL A • READ

**Lesson 46** Genre: **Nonfiction Texts**

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

### Why Cats Are the Best Pets

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


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

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

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

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

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



T • 278 Reading Informational Text

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## On-Level and Advanced

Assess 2–4 students



### INQUIRY

**Question and Investigate** Have students think of something they want to learn to do, such as play a game or make a sandwich. During the week, have them research to find out the steps they would take to do it. See *Extension Activities* pp. 311–315 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to look back at the sticky notes they put in their independently read texts.

### Possible Conference Prompts

- How do you know that what you read is an informational text?
- Does the text tell about steps in a sequence?
- What facts and information does the text give?

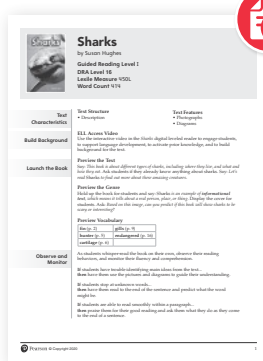
**Possible Teaching Point** Think about what the author wants you to know. Does the text teach you how to do something?

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T184–T185.
- For instructional support on how to notice informational text elements, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite two or three students to share what they learned about identifying informational texts, and celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- reread the infographic on pp. 122–123 in the *Student Interactive* on their own.
- begin reading their Book Club text.

### Centers



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

### Literacy Activities



Students can

- work with a partner to discuss the anchor chart on p. 135 of the *Student Interactive*.
- play the myView games.
- choose a passage of text and with a partner take turns reading the page with prosody.
- work with a partner to complete the Turn and Talk on p. 134 in the *Student Interactive*.

## BOOK CLUB



See Book Club, pp. T438–T441, for

- ideas for continuing Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Rain, Wind, Sun, and Snow*.

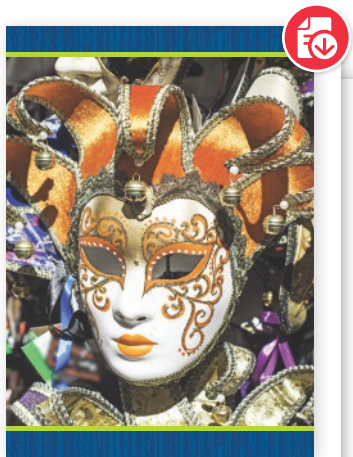
# Word Work

## 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

## ELL Language Transfer

The sound /w/ does not transfer to Vietnamese and Hmong speakers. Please allow these students extra practice when speaking words with the sound /w/.

## Phonics: Review Words for Ww, Mm

### Minilesson

**FOCUS** Hold up the *web* Picture Card. This is a picture of a web. Listen to the sounds in the word: /w/ /e/ /b/. I hear the sound /w/ at the beginning of *web*. Say the sound /w/ with me. Turn the card over so students can see the spelling. What letter spells the sound /w/ in *web*? Students should say *w*.

Hold up the *mask* Picture Card. This is a picture of a mask. Listen to the sounds in the word: /m/ /a/ /s/ /k/. I hear the sound /m/ at the beginning of *mask*. Say the sound /m/ with me. Turn the card over so students can see the spelling. What letter spells the sound /m/? Students should say *m*.

**MODEL AND PRACTICE** Listen carefully to the following words: *win, wide, make, mom*. What sound do you hear at the beginning of each word? Say the words one at a time, and have students identify the beginning sound in each word.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 125 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students look around the classroom for items whose names begin with /w/ spelled *w* and /m/ spelled *m*. Have them choose one item for each sound. Help them write the word, use it in a sentence, and draw a picture of the word.

## QUICK CHECK

**Notice and Assess** Can students read and write words with *w* and *m*?

**Decide**

- **If students struggle**, revisit instruction for consonants *w* and *m* in Small Group on pp. T204–T205.
- **If students show understanding**, extend instruction for consonants *w* and *m* in Small Group on pp. T204–T205.

## 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 *out*, *so*, and *then*. Have students


- repeat the words after you.
- spell each word, clapping as they say each letter.


## STUDENT INTERACTIVE, p. 125


FOUNDATIONAL SKILLS

### Words for Ww, Mm

**MYTURN** Read and write

 The grass is wet.

 Look at the map.

 I like the jam.

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**Directions** Have students read each sentence and write the word for the picture to complete the sentence. Then have partners take turns reading the sentences.

125

## ADDITIONAL PRACTICE

For additional student practice with consonants *k*, *s*, *w*, and *m*, have students complete *Phonics* p. 256 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

### Phonics

Consonants Kk, Ss, Ww, Mm

Kk	Ss	Ww	Mm
----	----	----	----

**MYTURN** Write

sink web Kate

Mike sand men

**Tell students that images represent sink, web, Kate, Mike, sand, men.**

Directions: Have students name the letters in the word bank. Then ask them to write a letter to complete each word. Have students read the words.  
Grade 4, Unit 5, Week 4  
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*Phonics*, p. 256



# Introduce the Texts



Tornado Action Plan

## Compare Texts

Point out that students will read two texts in this lesson, *Tornado Action Plan* and *Blizzard Action Plan*. As they read, encourage students to think about the Week 4 Question: *How can we protect ourselves in bad weather?*



Blizzard Action Plan

## OBJECTIVES

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

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

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

Respond using newly acquired vocabulary as appropriate.

## Preview Vocabulary

- Introduce the vocabulary words on p. 136 in the *Student Interactive* and have students raise a hand if they know the word.
- Have students share what they already know about the words. Provide prompts: *What happens in a tornado? Can you think of someone or something powerful?*
- These words are used in the selection *Tornado Action Plan*. Let's see if we can find them together as we read.

## Read

Discuss the First Read Strategies with students. In this first read, encourage students to read for understanding and enjoyment. After students complete the First Read, ask: *What is the text about? What did you like best? What did you learn?*

### 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 text. During the first reading, think about the main topic and the most important details.

**LOOK** Look at the pictures to understand more about what to do before and during a tornado.

**ASK** Generate, or ask, questions about the text to deepen understanding.

**TALK** Talk to a partner about the steps to follow if a tornado comes.

Students may read independently, in pairs, or as a class. Use the First Read notes to help them connect with the texts and to monitor comprehension.



**ELL Targeted Support Use Visual and Contextual Support** Tell students that they can use visual and contextual support, or word and picture clues, to help develop their knowledge of new vocabulary words. Write the words *tornado* and *powerful* on the board.

Say the words aloud and have students repeat after you. Have students use the picture on p. 137 in the *Student Interactive* to help them define the words. **EMERGING**

Write and read aloud this sentence: *A tornado is a storm with powerful wind that can cause damage.* Have students use context and picture clues to define each vocabulary word. **DEVELOPING**

Read aloud p. 138 in the *Student Interactive*. Have students use visual and contextual support to discuss the meanings of the vocabulary words with a partner. Ask volunteers to share their definitions with the group. **EXPANDING**

Read aloud p. 138 in the *Student Interactive*. Have students use visual and contextual support to determine the meanings of the vocabulary words. Ask students to use the vocabulary words in sentences that show their meaning. **BRIDGING**

STUDENT INTERACTIVE, p. 136



VOCABULARY

Read  
Together

## Tornado Action Plan

### Preview Vocabulary

tornado

powerful

### Read

Think about the title and the picture. What questions do you have before you read the text?

Meet the Author



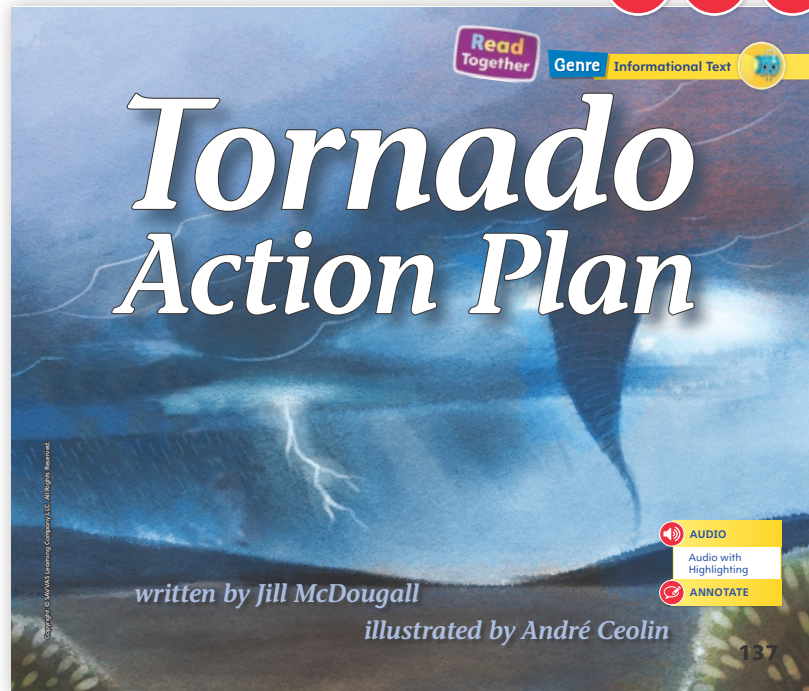
**Jill McDougall** lives in South Australia. Her house is by the beach and every day she takes her dog for a paddle in the waves.

136

**Directions** Read aloud the title and have students look at the picture on the title page. Ask them to generate questions about the text before reading.


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STUDENT INTERACTIVE, p. 137



## First Read

### Look

 **THINK ALOUD** I see the word *swirling* on p. 138. If I don't know what this word means, I can look at the pictures for clues. The picture helps me see that *swirling* means spinning around and around, like the winds that reach from the clouds to the ground.

## CROSS-CURRICULAR PERSPECTIVES

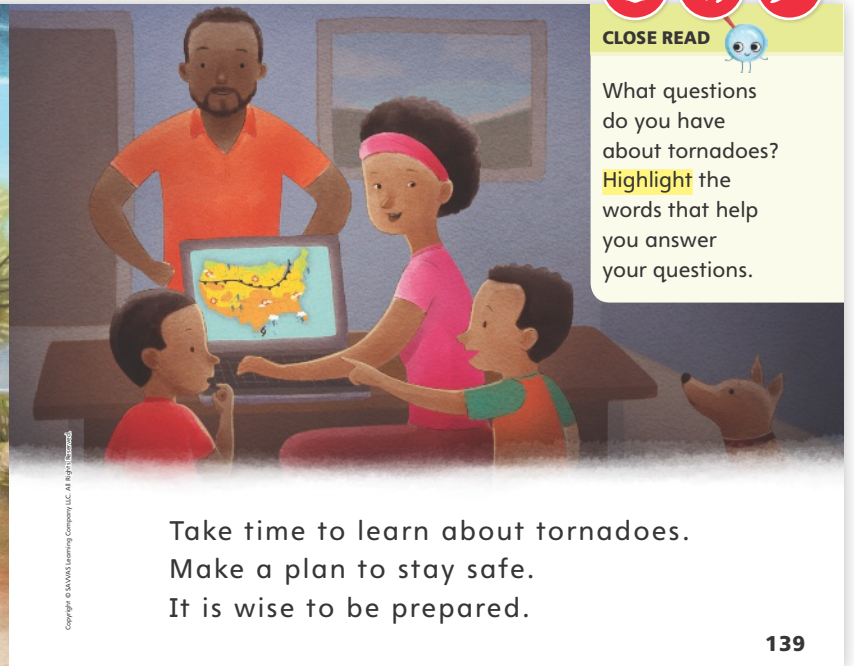
Science



Explain to students that tornadoes are a kind of weather event. Tell them that weather changes from day to day. Tornadoes are often quick storms that can last from just a few seconds to more than an hour. Most tornadoes last for about ten minutes.



STUDENT INTERACTIVE, pp. 138-139



## Foundational Skills Extension

### Consonants Ww and Mm

Read aloud p. 138 and ask students to raise their hands when they hear a word that begins with the sound /w/. Ask them to point to the word *winds*. Then read p. 139 and ask students to identify the word that begins with /m/ spelled *M*.

## Close Read

### Ask and Answer Questions

Read aloud the Close Read note on p. 139. Model how to ask questions about the text and look for the answers on the page. Point out the title on p. 137 and ask: **What is a tornado?** Then help students look on p. 138 for the answer. **DOK 3**

#### OBJECTIVES

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

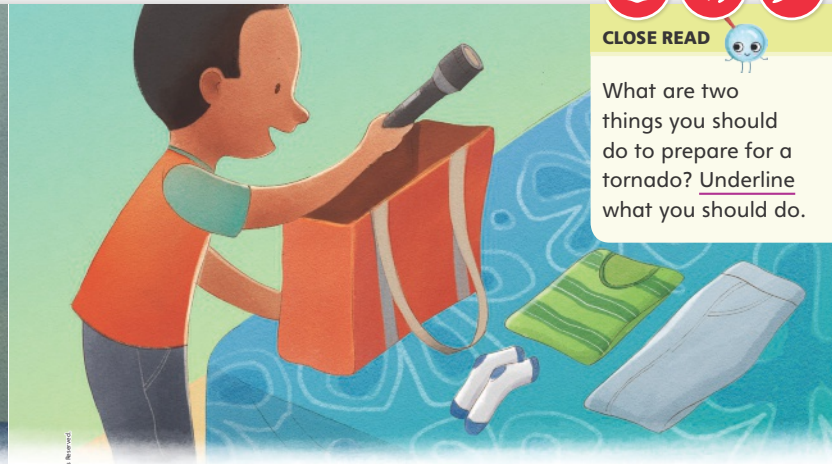
Use text evidence to support an appropriate response.

STUDENT INTERACTIVE, pp. 140-141



Choose a safe area in your home.  
This could be a basement or even a closet.

140



CLOSE READ




What are two things you should do to prepare for a tornado? Underline what you should do.

Pack a bag.  
Pack clothes and a flashlight.  
Keep the bag in the safe area.

141

## First Read

### Read

 **THINK ALOUD** There is a numbered list on page 142. It tells what to do when a tornado comes. This list makes me think of the features of an informational text. The list shows the steps of a sequence. I know that these steps should be done in order.

## CURRICULUM-CONNECTIONS PERSPECTIVES

Science



As you read about safe areas in a home, stop to discuss some possible places that may be common in people's homes. In addition to a basement or closet, point out that people can stay safer from a tornado if they go to a room with no windows. A place with no windows may be a hallway or a bathroom.



STUDENT INTERACTIVE, pp. 142-143




**tornado** a very strong storm with wind that twists in a funnel

If a tornado comes:

1. Go straight to the safe area.
2. Wait for the tornado to pass.

A tornado action plan will keep you safe.

142 143

### Possible Teaching Point



#### Read Like a Writer | Analyze Text Structure

Use the Read Like a Writer lesson on pp. T212–T213 in the Reading-Writing Workshop Bridge to teach about different text structures. Point out that p. 142 of the *Student Interactive* has a list of steps. The author chose to include the steps as a list. Read the steps aloud. Ask students how the list helps readers better understand the information.

## Close Read



### Compare and Contrast Texts

Read aloud the Close Read note on p. 141 and work with students to identify details in the text that show what they should do during a tornado. Then tell students they will read another text about a weather safety plan. Work with students to determine how the two weather plans are alike and different. **DOK 3**

#### OBJECTIVE

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

# Introduce the Texts



Tornado Action Plan

## Compare Texts

Before students read *Blizzard Action Plan*, tell them that afterwards, they will compare and contrast the steps with the steps in *Tornado Action Plan*.



Blizzard Action Plan

## OBJECTIVES

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

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

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

Respond using newly acquired vocabulary as appropriate.

## Preview Vocabulary

- Introduce the vocabulary words on p. 144 in the *Student Interactive*.
- Ask students to share what they already know about these words. Prompt with questions: *Can you think of someone who is strong? What time of year might you see a blizzard?*
- Ask students to look and listen for these words as you read *Blizzard Action Plan*.

## Read and Compare

**Compare Texts** Prepare students to compare and contrast ideas across texts. *We just finished reading Tornado Action Plan. As we read Blizzard Action Plan, think about how the steps for a tornado action plan and a blizzard action plan are alike and different.* Discuss the First Read Strategies with students.

### 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 text. During the first reading, work to understand what the text is about.

**LOOK** Look at the pictures to help you understand more about what a blizzard looks like and what you can do to stay safe.

**ASK** Generate, or ask, questions about the text to deepen understanding.

**TALK** Talk to a partner about the texts and the steps for staying safe during a blizzard and a tornado.

Help students read independently, in pairs, or as a class. Use the First Read notes to help students connect with the texts and monitor comprehension.



**ELL Targeted Support Use Connecting Words** Help students use connecting words, such as *but* and *and*, as they compare and contrast the two texts.

Say the following sentence: *A blizzard action plan \_\_\_\_ a tornado action plan will both keep you safe.* Repeat the sentence, including the connecting word *and*. Say the sentence again, having students say the connecting word after you. **EMERGING**

Display the connecting words *but* and *and* on the board. Then write the sentence from the Emerging activity on the board, and have students tell you which connecting word completes the sentence. **DEVELOPING**

Write the following sentence frames on the board: *Tornadoes cause damage, \_\_\_\_ blizzards cover everything in snow. Tornadoes \_\_\_\_ blizzards are both powerful.* Have students tell you if *and* or *but* should complete each sentence and then write in the word. **EXPANDING**

Have students come up with their own sentences to compare and contrast the action plans using connecting words and then share these sentences with the class. **BRIDGING**

STUDENT INTERACTIVE, p. 144



VOCABULARY

Read  
Together

## Blizzard Action Plan

### Preview Vocabulary

strong

blizzard

### Read and Compare

Read the text to find out how a blizzard action plan is similar to and different from a tornado action plan.

#### Meet the Illustrator

**André Ceolin** has illustrated more than 20 books for children and young adults. He started drawing when he was four years old and has been doing it ever since!

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STUDENT INTERACTIVE, p. 145



## First Read

### Read

 **THINK ALOUD** I see that the text on page 146 tells me what a blizzard is. It says here that it is a strong snowstorm. I can tell from the picture that blizzards are very windy, too. The text also says that blizzards bring wind.

## CROSS-CURRICULAR PERSPECTIVES

Science



Explain to students that blizzards happen where it is cold. In the United States, blizzards are most likely to occur in the Midwest and Great Plains. Use a map of the United States to show students where these regions are. Point out your location on the map. Discuss whether blizzards are likely to happen where you live. Talk about how other parts of the country might have different weather.



STUDENT INTERACTIVE, pp. 146-147

**strong** having  
a lot of force



CLOSE READ



What questions do you have about blizzards? **Highlight** the words that help you answer your questions.



**ELL Targeted Support Comprehension** Work with students to understand that the author wants readers to learn to make a plan. **A plan is something we think about ahead of time and expect to do. A plan might include steps we should follow.**

Model following plans you have in the classroom, such as fire drills or getting ready to leave the classroom.

#### EMERGING/DEVELOPING

Ask students to work with you to write down the steps to follow in an emergency plan. Use diagrams to reinforce meaning. **EXPANDING/BRIDGING**

## Close Read



### Ask and Answer Questions

Have students reread pp. 146–147 and discuss any ideas that confuse them about the text. Have them work in pairs to think of a question to ask about the text. Then help students highlight the words that provide the answer. **DOK 3**

#### OBJECTIVES

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

Use text evidence to support an appropriate response.

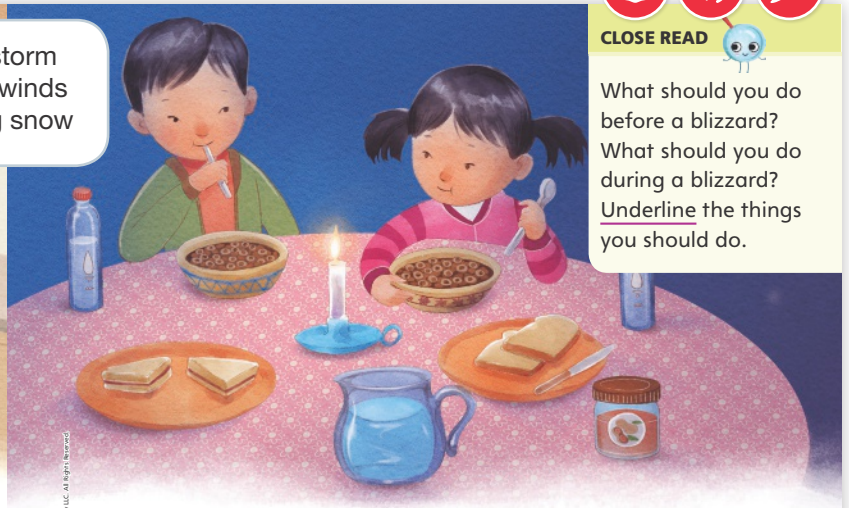
STUDENT INTERACTIVE, pp. 148-149



**blizzard** a storm with strong winds and blowing snow

Pack a supply kit.  
Pack water, food, and a flashlight.

148



CLOSE READ

What should you do before a blizzard?  
What should you do during a blizzard?  
Underline the things you should do.

If a blizzard comes and you lose power:  
1. Stay inside. Wear warm clothes.  
2. Eat! Food helps keep you warm.

149

## First Read

### Ask

**THINK ALOUD** The text says that exercise keeps us warm. I wonder what kinds of things I can do for exercise indoors. I guess playing on the pillows like the girl in the pictures on page 150 is a kind of exercise. So is playing indoor golf. These things can keep me warm if I am cold, and they are fun too.

## Foundational Skills Extension

### Consonants *Kk* and *Ss*

Read aloud p. 148 and ask students to raise their hands when they hear a word that begins with the sound /k/. Ask them to point to the word *kit*. Continue by rereading the page and asking students to identify the word that begins with /s/ spelled s. (*supply*)



STUDENT INTERACTIVE, pp. 150-151



3. **Play** indoor games.  
Exercise helps keep you  
warm too.

150



A blizzard action plan will  
keep you safe.

151

VOCABULARY  
IN CONTEXT

What does **exercise** mean? **Highlight** details that help you understand the meaning of the word. Use the picture too.

## Possible Teaching Point



## Read Like a Writer | Text Structure

Point out that the text on p. 149 shows steps in a sequence. Point to numbers 1 and 2 on the list, and then turn the page and point to number 3 on p. 150. Explain that the numbers show which step should be done first, next, and last. Reread the text with the words *first*, *next*, and *last* in place of the numbers 1, 2, and 3.

## Close Read



## Compare and Contrast Texts

Read aloud the Close Read note on p. 149. Help students find examples of what to do in a blizzard. **DOK 3**

## Vocabulary in Context

Point out the word *exercise* in the text. *I don't know what the word exercise means, so I'll ask myself questions. Then I'll answer those questions. I see the boy playing miniature golf. Exercise might be like playing. Exercise and playing are both moving my body.* Tell students to ask and answer questions about words they don't know as they read. **DOK 2**

## OBJECTIVE

Ask and answer questions to determine or clarify the meaning of unknown words.

# Respond and Analyze

## Compare Texts



- *Tornado Action Plan*
- *Blizzard Action Plan*

## OBJECTIVES

Restate and follow oral directions that involve a short, related sequence of actions.

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

Use text evidence to support an appropriate response.

Retell texts in ways that maintain meaning.

Respond using newly acquired vocabulary as appropriate.

## My View

Model following and restating oral directions using the act of brushing your teeth. Say the steps before and after each gesture. Next, direct the steps toward students, having them follow oral directions by mimicking the actions, and then ask them to restate the step afterward. Then summarize the informational texts *Tornado Action Plan* and *Blizzard Action Plan* one at a time for students. Explain that telling steps you have read about in order and following or acting out the steps you say can help you remember what to do. Orally retell the steps for each action plan as you act out the steps.

- **Talk** Ask students to find a page or picture that they thought was interesting or a fact about tornadoes or blizzards that they did not know before. Invite them to restate the directions for tornado and blizzard action plans and follow the directions by acting out the steps.
- **Retell** Ask students to summarize what each text was mostly about.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that readers can use nearby words and pictures to figure out the meaning of an unknown word in a text.

- **READ** Read the word.
- **THINK** Think about the meaning of the word. Use nearby pictures and text to help you understand the word's meaning.
- **ASK** Ask yourself questions, such as *How do the pictures help me understand the meaning of the word?*

**MODEL AND PRACTICE** Think aloud about how to complete the activity on p. 152 of the *Student Interactive*. *The words snows and windy can help me know whether to use the word blizzard or tornado. I know that a blizzard is both a snowy and windy weather event. A tornado is just a windy weather event.* Provide additional support to students as needed.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students look at the word *powerful* on p. 138 and the word *strong* on p. 146. Invite partners to talk about how the words are similar and how they are both used to describe bad storms. Then have them complete the activity on p. 152 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students look for descriptive words that help them understand something better in a text they are reading independently. Tell them to use sticky notes to mark two or three words they think are most important.

### QUICK CHECK

**Notice and Assess** Can students use context clues to learn or clarify word meanings?

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T206–T207.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T206–T207.

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 153 of the *Student Interactive*.



STUDENT INTERACTIVE, pp. 152–153

**VOCABULARY**

**Develop Vocabulary**

**MY TURN** Write

strong	tornado	blizzard	powerful
--------	---------	----------	----------

It snows during a **blizzard**.

It is windy during a **tornado**.

Directions Read aloud the vocabulary words and the sentences to students. Have them choose the word that best completes each sentence and write it on the lines.

**COMPREHENSION**

**Check for Understanding**

**MY TURN** Write

**DOK 1** 1. What are these texts about?  
Possible response: how to keep safe in bad weather

**DOK 3** 2. Why does the author use numbers in the text?  
Possible response: to show the order of the steps

**DOK 3** 3. Why do you think it is important to pack a flashlight?  
Possible response: in case the electricity goes out because of the bad weather

Directions Read the questions aloud, one at a time, and have students write their responses. Remind them to use text evidence.

**READING WORKSHOP**

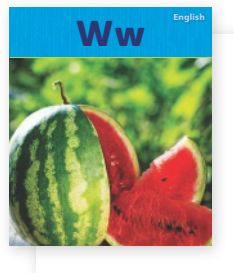
Use the  **QUICK CHECK** on p. T189 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### WORDS FOR *Ww* AND *Mm*

**Alphabet Cards** Display the *Ww* Alphabet Card. This is a picture of a watermelon. *Watermelon* has the beginning sound /w/. What letter spells the sound /w/? Yes, the letter *w*.



Display the *Mm* Alphabet Card. This is a picture of a motorcycle. *Motorcycle* begins with the sound /m/. What letter spells the sound /m/? Yes, the letter *m*.

Work with students to think of other words that begin with the sounds /w/ and /m/. Record words or draw the pictures on the board.

### ELL Targeted Support

Tell students that when they mispronounce a word, they should try to say it again or ask others for help. Provide a grade-appropriate text to help students pronounce words with /w/ and /m/.

When students mispronounce the sounds /w/ and /m/, gently correct their errors. **EMERGING**

Monitor students as they read aloud and help them self-correct mispronunciations. Provide correct pronunciations for words with the sounds /w/ and /m/. **DEVELOPING**

Encourage students to monitor their speech and self-correct. Have students provide feedback to one another as they speak. **EXPANDING/BRIDGING**



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for instruction on connecting consonant sounds and letters.

LEVEL A • MODEL AND TEACH


**Lesson 21** **Connect Sound and Letter: Consonants 1**

**INTRODUCE** Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. **What sound do you hear at the beginning of map?** Write the word *map*. In this lesson, we'll learn how letters and sounds connect.

**MODEL** Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. The words in this story have the letters and sounds *l/l*, *r/r*, *s/s*, *m/m*, *t/t*, and *p/p*.

**Mac and Sam**

I have a tiny pup.  
His name is Mac.  
Mac likes to run for his ball.  
I have a tiny cat.  
Her name is Sam.  
Sam likes to sit on my lap!



**TEACH** Use examples of words to help students recognize letter-sound correspondences. Say: The first word in the title is *Mac*. It begins with the letter *M*. The other name in the title is *Sam*. It begins with the letter *S*. The letter *M* stands for the sound /m/ and the letter *S* stands for the sound /s/. Point out letter-sound correspondences in the story for *l/l*, *r/r*, *t/t*, and *p/p*.

Phonics, Morphology, and Spelling T • 133

## 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 sounds /w/ and /m/, such as *wet*, *met*, *men*, and *wit*.

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



### Decodable Book



#### OUT THERE

Students can read the Decodable Book *Out There* to practice reading words with sound spellings they have learned and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *so*, *out*, *then*. Tell them they will practice reading these words in the Decodable Book *Out There*. *When you see these words in today's story, you will know how to read them.*

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

### High-Frequency Words

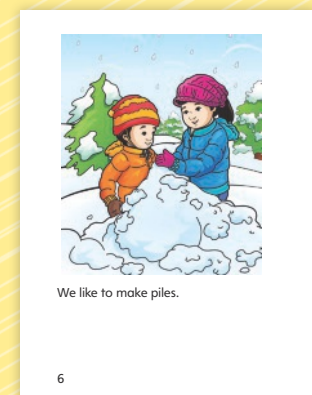
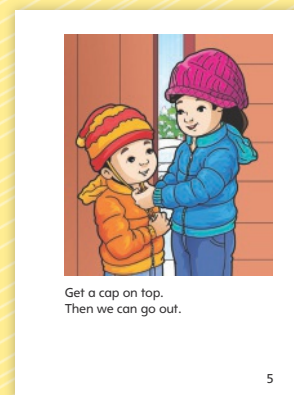
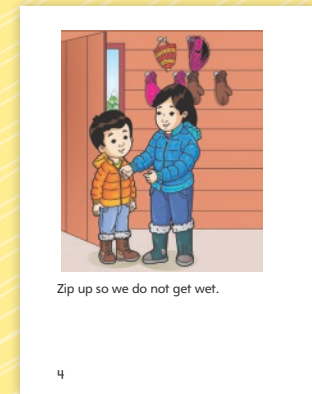
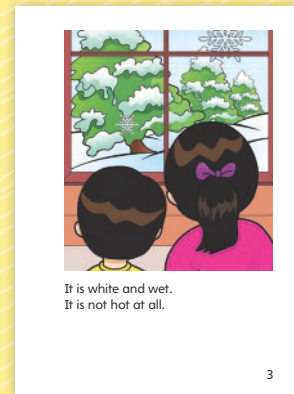
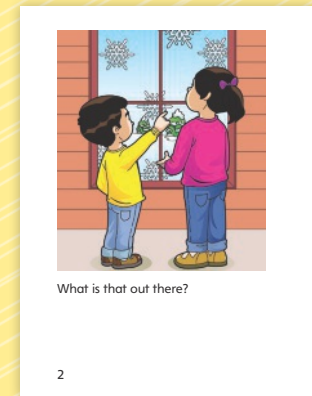
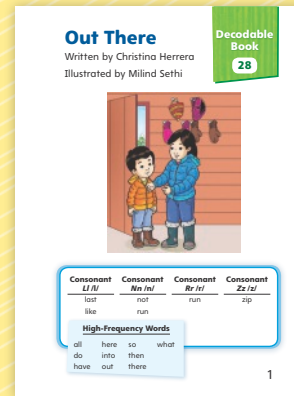
Have students make word cards for this week's high-frequency words. Prompt them to practice reading each word with a partner.

### Centers



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

## Decodable Book





Use the  **QUICK CHECK** on p. T203 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DEVELOP VOCABULARY

**Teaching Point** Sometimes we can learn or clarify the meaning of a new word by looking at the other words nearby it in a text. Tell students that sometimes the other words in a text will help make it clear which vocabulary word belongs and which one does not (for example, in a cloze sentence activity). Guide students in using context clues in familiar texts to clarify the meanings of words.

### ELL Targeted Support

Help students understand context clues.

On the board, write the sentence *My favorite animal is \_\_\_\_\_*. Remind students that *animal* is a context clue. This means they should respond with an animal name. **EMERGING**

On the board, write the sentence *I ate \_\_\_\_\_ for lunch*. Ask students which words are context clues. Circle the words *ate* and *lunch* if students are confused. Be sure they respond with the name of a food. **DEVELOPING**

On the board, write the sentence *My favorite game is \_\_\_\_\_*. Ask partners to find the context clue in the sentence. Then have them correct any errors in their partner's response.

### EXPANDING/BRIDGING



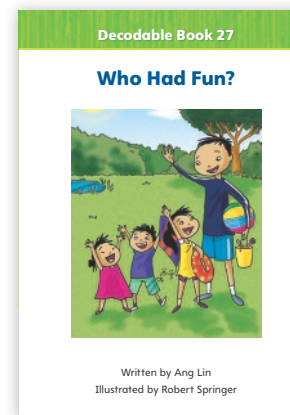
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### WHO HAD FUN?

Have students reread the Decodable Book *Who Had Fun?* Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

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

### 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 the new vocabulary words they marked as they read independently. Help them learn, clarify, and use these words by referencing nearby context clues.

### Possible Conference Prompts

- What is a new word you found?
- What else in the text or pictures helps you understand this word?

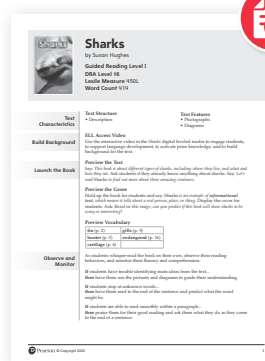
**Possible Teaching Point** Look carefully at all the words on the page so you can understand what the text is saying. Find context clues to help you understand unfamiliar words.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T184–T185.
- For instructional support on how to use context clues to understand new or unfamiliar words, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite volunteers to share one or two words whose meanings they were able to learn. Ask them how they learned the meanings. Celebrate what the class has learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Tornado Action Plan*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read and pausing to look for context clues when they encounter new words.

### Centers



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

### Literacy Activities



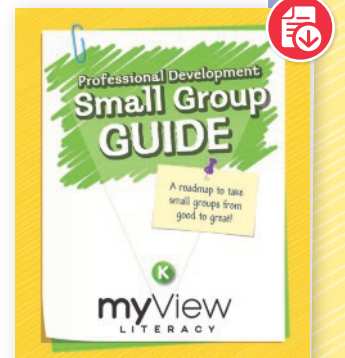
Students can

- work with a partner to discuss the questions on p. 153 of the *Student Interactive*.
- play the myView games.
- take turns with a partner to try to define unfamiliar vocabulary words using context clues.

### SUPPORT INDEPENDENT READING

By practicing independent reading, students can build their ability to use the relationships among words to aid in comprehension.

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



# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words.

Segment spoken one-syllable words into individual phonemes.

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

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

Identify and read common high-frequency words by sight.

## FOUNDATIONAL SKILLS EXTENSION

See p. T193 for a consonants *w* and *m* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Segment and Blend Phonemes

**MODEL** Say the word *yak*. Listen to the sounds as I say this word slowly: /y/ /a/ /k/. How many sounds do you hear in the word /y/ /a/ /k/? Yes, there are three sounds. Now listen as I say the sounds quickly: *yak*. The word is *yak*.

Say the word *wig*. Listen carefully as I say this word: /w/ /i/ /g/. What is the first sound in *wig*? Say it with me: /w/. What is the second sound in *wig*? Say it with me: /i/. What is the third sound in *wig*? Say it with me: /g/. Now let's say all the sounds in *wig* together quickly. Say it with me: *wig*.

**PRACTICE** Say the following words: *pen, ran, box, top, pup, kit*. Have students segment and blend the phonemes in each word.

## Phonics: Reinforce Words for *Kk, Ss, Ww, Mm*

### Minilesson

**FOCUS** Write the word *kin* on the board. This is the word *kin*. I can read the word: /k/ /i/ /n/, *kin*. I hear the sound /k/ at the beginning. The sound /k/ can be spelled with the letter *k*. Repeat with the word *win*. Then say: Look at the words *kin* and *win*. One letter was changed to make a new word. What letter was changed? Yes, the letter *k* was changed to the letter *w*. Write *am* and *Sam* on the board. Read the words, and explain that the letter *S* was added to the word *am* to make the new word *Sam*. Write *kit* and *it* on the board. Read the words, and explain that the letter *k* was deleted, or taken away, from the word *kit* to make the new word *it*.

**MODEL AND PRACTICE** Today we are reviewing the sounds /k/, /s/, /w/, and /m/. Have students identify the letter that spells each sound. Write these words: *at, sat, set, wet; Kim, Tim, Tam, am*. Have students read the words and name the letter that was changed, added, or deleted to make each new word.

**APPLY TURN, TALK, AND SHARE** Have students turn to p. 126 in the *Student Interactive*. Have partners read the words and identify what letters were changed, added, or deleted to make the new words.



# High-Frequency Words

## Minilesson

**FOCUS** Tell students that today they are going to continue working with high-frequency words. *You will see these words over and over in texts.* Have students read the words at the top of p. 127 in the *Student Interactive* with you: *out, so, then.*

**MODEL AND PRACTICE** Have students look at the words at the top of p. 127. Tell them to identify and point to each word when you say it. Say *out*. Pause to let students find and point to the word. Say *so*. Say *then*. Repeat the activity until students are familiar with each word. Encourage students to use the words in sentences.

**APPLY My TURN** Have students read the words on p. 127 with you. Ask them to identify the words *out, so, and then* in the sentences. Have them underline the high-frequency words in the sentences. Then have the students read the sentences with a partner.

## ADDITIONAL PRACTICE

For additional student practice with consonants *k, s, w,* and *m,* have students complete *Phonics* p. 257 from the *Resource Download Center.*

FOUNDATIONAL SKILLS  
Read Together

Name \_\_\_\_\_

**Phonics**  
Consonants Kk, Ss, Ww, Mm

Kk Ss Ww Mm

**MY TURN** Write

1. Max made Mike a kite.

2. Mike gave it to Steve.

3. He Sent it up.

4. It went into the Wind.

Directions: Have students read the letters in the word bank. Then ask them to write an uppercase or lowercase letter to complete the words. Read the sentences together.

Grade K, Unit 5, Week 4





*Phonics*, p. 257

STUDENT INTERACTIVE, pp. 126–127

REVIEW AND REINFORCE
FOUNDATIONAL SKILLS

### Words for Kk, Ss, Ww, Mm

**TURN and TALK** Read

	kid	kit	sit	it
	am	Sam	sad	mad
	web	wet	met	mat
	win	bin	bit	kit

**Directions** Tell students that we can make new words by changing, adding, or deleting letters. Have partners take turns reading the words in each row and naming the letters that were changed, added, or deleted to make new words.

### My Words to Know

so out then

### My Sentences to Read


**MY TURN**

We went out to play.

Then a drop came down.

So we went in.

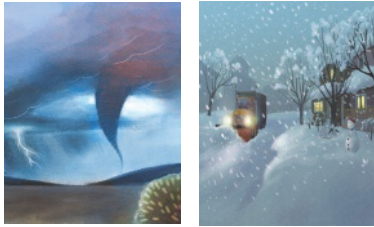
**Directions** Say: *There are some words we will see a lot when we read.* Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.



126
127

# Compare and Contrast Texts

## Compare Texts



- *Tornado Action Plan*
- *Blizzard Action Plan*

## OBJECTIVES

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

Identify basic similarities in and differences between two texts on the same topic.

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Model using these words as you discuss the two selections. For example, ask:

- What **effect** do both tornadoes and blizzards have?
- How can you **prepare** for both kinds of **extreme** weather?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that the more they read, the more they will be able to compare and contrast the different texts and ideas they read about.

- Comparing means telling how things are alike.
- Contrasting means telling how things are different.
- Comparing and contrasting texts helps readers understand a topic.

Tell students that they should think about ways the texts are similar and different from each other.

**MODEL AND PRACTICE** Remind students that both *Tornado Action Plan* and *Blizzard Action Plan* give a plan about how to prepare for a storm. Model how to examine the steps in a process presented in each text.

- I see a two-step plan on page 142 of *Tornado Action Plan* that tells how to prepare for a tornado. I must go to a safe area and wait for the storm to pass.
- I can compare this to the three-step plan on pages 149–150 of *Blizzard Action Plan*. It tells me the steps for preparing for a blizzard. I must stay inside in warm clothes. But I can eat and play to stay warm!
- The plans are alike because they both help me prepare for storms. But the plans are different, too. Tornadoes pass quickly so I just need to wait in a safe place. Blizzards take a longer time. I must stay warm during that whole storm.
- **Compare Texts** Have students turn to the Close Read notes on pp. 141 and 149 and underline the words that tell what you should do to prepare for each type of storm.



### Expert's View Pamela Mason, Harvard University

“We think that simple sentence structures are very straightforward for children, but they can get thrown off by a simple switch in structure, such as ‘said he’ versus ‘he said.’ If students transpose words in a text, it is important to think about why: Was this a real decoding error or was it a semantic reversal which is not important to making meaning?”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing and contrasting texts.

**OPTION 1 MyTURN** Have students turn and talk with a partner about how a tornado and a blizzard are similar and different. Have them use the sentence frames: *A tornado is like a blizzard. Both \_\_\_\_.* *A tornado is \_\_\_\_, but a blizzard is \_\_\_\_.* Have students complete p. 154 in the *Student Interactive*. Make corrections to student responses as needed.

**OPTION 2 Use Independent Text** Have students use colored sticky notes to write or draw a list of similarities between two texts they have read independently.

### QUICK CHECK

**Notice and Assess** Can students compare and contrast informational texts?

#### Decide


- **If students struggle**, revisit instruction for comparing and contrasting informational texts in Small Group on pp. T214–T215.
- **If students show understanding**, extend instruction for comparing and contrasting informational texts in Small Group on pp. T214–T215.

### ELL Targeted Support Compare and Contrast

Provide students with sentence frames they can use to talk about the texts. *The texts are alike. They both \_\_\_\_.* *The texts are different too. One text \_\_\_\_.* *The other text \_\_\_\_.* **EMERGING/DEVELOPING**


Have student pairs compare and contrast the texts by discussing their similarities and differences. **EXPANDING/BRIDGING**

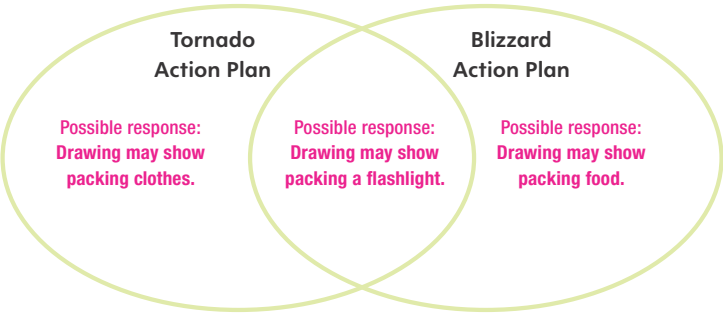
STUDENT INTERACTIVE, p. 154

CLOSE READ 

### Compare and Contrast Texts

When we **compare and contrast** texts, we tell how they are alike and different.

 Draw



**Directions** Read the headings on the Venn diagram aloud. Have students draw one way the ideas in *Tornado Action Plan* and *Blizzard Action Plan* are alike in the center section. Then have them draw one way the ideas in the texts are different in each outside circle. Remind students to go back to what they underlined in the texts.

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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.

## ELL Access

**Text Structure** Tell students that authors sometimes use pictures in their texts to give information and make the text clearer.

## Analyze Text Structure

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that the structure of a text is how the author puts the text together.

- Some texts use many photos to tell a story or give information.
- Some texts give steps to tell how to do something.
- Some texts tell a story with no pictures.

**MODEL AND PRACTICE** Ask students to turn to p. 159 in the *Student Interactive*. Guide them to think about the text structure of both texts. *Tornado Action Plan* and *Blizzard Action Plan* have some things in common. Both are informational texts. There is also something about the structure, or the way they are put together, that is similar. Both have numbered steps.

# Handwriting

## OBJECTIVE

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

## Write Simple Sentences

**FOCUS** Remind students that sentences start with a capital letter and end with a period or other punctuation mark. We leave a tiny space between letters and a bigger space between words.

**MODEL** Demonstrate for students how to write a simple sentence. *I want to write a sentence about the weather: It is hot.* There are three words in this sentence. The first word is *It*. I need to use a capital letter. I write capital *I* and the letter *t*. Write the word *It*. I know I need to leave a space between words in sentences. I write the word *is*. I make sure to form the letters correctly. I leave another space before writing the last word, *hot*. I start by forming the letter *h*. Then I write an *o* and a *t*, making sure to form them correctly. Write the word *hot*. The sentence is finished, so I need to add a period. Add a period after the word *hot*.



## ASSESS UNDERSTANDING

## Apply

**APPLY MyTURN** Have students complete p. 159 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 159

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

**MYTURN** Write

- How are the structures of the two texts alike?  
Possible response: \_\_\_\_\_  
**They both use numbers to tell steps.**
- What is another way an author could help readers understand the order of steps?  
Possible response: \_\_\_\_\_  
**by using words like first, next, and last**

Directions Remind students that text structure is how an author organizes a text. Have them discuss the structure of each text and how the structure contributes to the author's purpose. Then read the questions and have students write their responses.

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## Writing Workshop

Have students look back at their Writing Workshop drafts and look at the way they structured their texts. During conferences, guide students in finding ways they can organize their texts to make them easier to read and understand.

**PRACTICE** Have students use *Handwriting* p. 275 from the *Resource Download Center* to practice writing simple sentences. Tell students to form letters accurately using appropriate directionality and to include spaces between the words.

Name \_\_\_\_\_

### Handwriting

Write Simple Sentences

**MYTURN** Write

Amar is in my class. \_\_\_\_\_

Juana is at the park. \_\_\_\_\_

My dad is funny. \_\_\_\_\_

Directions Read each sentence aloud. Model writing the first sentence with correct letter formation and spacing between words. Then have students write each sentence on their own, paying attention to proper letter size, formation, and spacing.

Grade K • Unit 5 • Week 4

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*Handwriting*, p. 275



Use the  **QUICK CHECK** on p. T211 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE AND CONTRAST TEXTS

**Teaching Point** Today I want to talk about how we can compare and contrast texts to learn how weather events can be alike and different. We can read two texts to compare and contrast tornadoes and blizzards. Look back at p. 137 in *Tornado Action Plan* and p. 145 in *Blizzard Action Plan*. Talk about the cover of each selection and what each shows about the weather.

### ELL Targeted Support

As you teach comparing and contrasting texts, provide students with instruction and interactions during which they can learn new expressions.

Have students look at p. 138 in the *Student Interactive*. Point out the phrase *powerful storms*. Then turn to p. 146 and do the same for the phrase *strong snowstorms*. Ask students what each expression makes them think about. **EMERGING**

Ask students to use the expressions *powerful storms* and *strong snowstorms* by completing the following sentence frames while talking to a partner: *Tornadoes have strong \_\_\_\_*. *Blizzards have strong \_\_\_\_*. **DEVELOPING**

Share more difficult expressions with students that are relevant to one or both of the weekly selections. Have students repeat the expressions back to you and say what they mean. **EXPANDING**

Ask volunteers to make up their own expressions that express how they feel about either blizzards or tornadoes. Have students share their expressions with a partner. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers can better understand a text by visualizing details in the text.

**Model** Read a passage aloud from *Tornado Action Plan* or *Blizzard Action Plan*. Then close your eyes and describe to students what you are picturing in your mind. Ask students to repeat by closing their eyes and picturing the details from the passage you read. Have one or two volunteers tell what they visualized.

## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE AND CONTRAST TEXTS

**Talk About Independent Reading** Ask students to share some of the similarities they noted between the texts they compared.

#### Possible Conference Prompts

- What is a similarity between these texts?
- How does comparing texts help you learn about the topic?

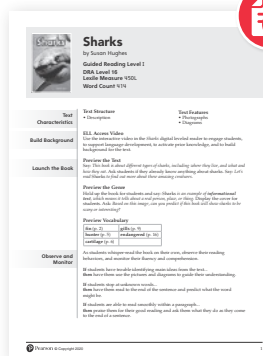
**Possible Teaching Point** Readers who compare and contrast different texts can learn more about a topic.

## Leveled Readers



### COMPARE AND CONTRAST TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T184–T185.
- For instructional support on how to compare and contrast 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 what they learned by comparing and contrasting texts. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Tornado Action Plan* and *Blizzard Action Plan* 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



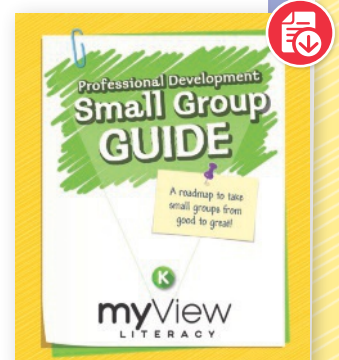
Students can

- complete the diagram on p. 154 in the *Student Interactive*.
- play the myView games.
- compare another book to *Tornado Action Plan* or *Blizzard Action Plan*.

### SUPPORT INDEPENDENT READING

Help students set goals for their reading and provide them with charts or other records for keeping track. Encourage them to track progress toward their goals.

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



# 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

Have students play the game *Can We Be Out?* by describing things they do outside. Monitor their English translations and pronunciations.

## Read *Can We Be Out?*

**FOCUS** Have students turn to p. 128 in the *Student Interactive*. We are going to read a story today about children who do things outdoors. Point to the title of the story. The title is *Can We Be Out?* I hear a word with the sound /w/. Have students find and point to the word *We*. In this story, we will read other words that have the sounds /k/, /w/, /m/, and /s/.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *out, so, then*. Tell them they will practice reading these words in the story *Can We Be Out?* Display the words. Have students read them with you. When you see these words in the story *Can We Be Out?*, you will know how to identify and read them.

STUDENT INTERACTIVE, pp. 128–129



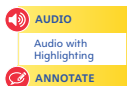
DECODABLE STORY

FOUNDATIONAL SKILLS

### Can We Be Out?



Kim was out with Dad.  
They felt a drop so they went in.  
Kim saw Wade get wet.



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The sun was out.  
Max went to the lake.  
“I want to go for a swim,” said Max.

Underline the words with the letter k.

129



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

Call students' attention to the sentences on pp. 128–129. **Which words are high-frequency words we learned this week? Point to them.** Help students identify, or say, the words *out* and *so*.

Have students review the words with the letter *k* they read in the sentences on pp. 128–129. Have them underline the words with the sound /k/ spelled *k*. Then have students read the words to you.

Have students turn to pp. 130–131. **I see some words with the letter *m*. What sound does *m* spell?** Students should identify, or say, the sound /m/. Have students highlight the words with the sound /m/ spelled *m*.

**If students struggle**, revisit instruction in Small Group on pp. T204–T205.

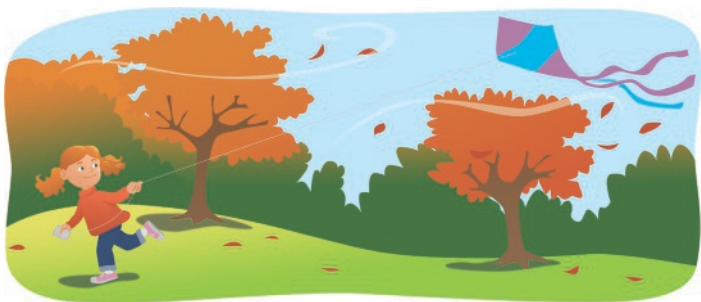
**If students show understanding**, extend instruction in Small Group on pp. T204–T205.

STUDENT INTERACTIVE, pp. 130–131



DECODABLE STORY

FOUNDATIONAL SKILLS



Sid went for a walk.  
The wind **made** her kite go.  
Look at it go up!

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**Highlight** the words with the **m** sound.

Look! It is white!  
I **make** a **man**.  
I will set **my** green hat on it.

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# Ask and Answer Questions

## Compare Texts



- *Tornado Action Plan*
- *Blizzard Action Plan*

## OBJECTIVES

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

Use text evidence to support an appropriate response.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words as they ask and answer questions about the texts. For example, provide question frames with the vocabulary words:

- What effect do \_\_\_\_ have?
- How can we prepare for \_\_\_\_?
- Why is a \_\_\_\_ an example of extreme weather?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that one of the best ways to understand what they are reading is to ask questions about the text. Then they can look at the text again to find the answer.

- Was there a word or idea you did not understand? Ask a question about it.
- Look back at the pictures and reread the text to find details that will help you answer your questions.
- If you are reading two similar texts, you can compare your questions and answers to help you understand how the ideas in the texts are connected.

Students learn to become better readers when they ask questions and then reread the texts to find the answers. Each new Close Read may help them answer their questions, but point out that not every question asked about a text can be answered by doing another Close Read.

**MODEL AND PRACTICE** Guide students through the process of asking and answering questions by examining the safety plan on p. 142 of *Tornado Action Plan* and using the rest of the text to help answer the question. Explain that they should look on different pages to find the answers to their questions.

- On page 142 of *Tornado Action Plan*, the text says what I should do to stay safe in a tornado. I have a question: Why should I follow this plan?
- I can look back in the text to try to answer the question I just asked about the tornado plan.
- When I reread the text, I can see why I should follow the plan. On page 143, it says that a tornado action plan will keep me safe. I asked a question, and then I answered it.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for asking and answering questions about texts.

**OPTION 1 MyTURN** Direct students to complete the MyTurn activity on p. 155 in the *Student Interactive*. Have students work in pairs to ask and answer questions about the texts.

**OPTION 2 Use Independent Text** Invite students to ask a question about another text they have read. Have them reread the text to answer the question. If the question cannot be answered by rereading, have students brainstorm other places they might look for the answer.

### ✓ QUICK CHECK

**Notice and Assess** Can students ask and answer questions about informational texts?

#### Decide

- **If students struggle**, revisit instruction for asking and answering questions in Small Group on pp. T220–T221.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T220–T221.

## STUDENT INTERACTIVE, p. 155

The screenshot shows a page from a student interactive. At the top, there is a green header with the text 'Read Together' and 'READING WORKSHOP'. Below this, the main title is 'Ask and Answer Questions'. The text reads: 'We can ask and answer questions to get information and better understand a text.' Below this is a 'MYTURN' activity section with the instruction 'Write and draw'. A 'Possible response:' is provided: 'What is a blizzard?'. Below the response, there is a prompt: 'Drawing should show an answer to the question based on evidence from the text.' At the bottom left, there is a small vertical copyright notice: 'Copyright © SAVVAS Learning Company LLC. All Rights Reserved.' At the bottom right, there is a green triangle containing the number '155'.

Use the  **QUICK CHECK** on p. T219 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### ASK AND ANSWER QUESTIONS

**Teaching Point** When you find something interesting in a text, it is good to ask questions about it. Asking questions will help you understand what you read. Never be afraid to ask questions when you are reading! Encourage students to ask questions as they read. Help them seek opportunities to generate questions about the text.

### ELL Targeted Support

Help students understand the correct structure for questions in English.

Write on the board: *What does this say?* Say the question and have students repeat it. Point out that you know it is a question because it begins with a question word and ends with a question mark. **EMERGING**

Write on the board: *What does this mean?* Say the question and have students repeat it. Point out that questions begin with a question word. Have students practice asking questions. Write their questions on the board and correct the structure as needed. **DEVELOPING**

Have partners write their own simple questions. Ask them to share their questions with the group. Correct the structure of the questions as needed. **EXPANDING/BRIDGING**



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

## Intervention Activity



### OUT THERE

Have students reread the Decodable Book *Out There*. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students orally read passages from *Tornado Action Plan*, focusing on reading with appropriate expression.

### ORAL READING RATE AND ACCURACY

Listen as a student reads a passage from *Tornado Action Plan*. Offer feedback. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### ASK AND ANSWER QUESTIONS

**Talk About Independent Reading** Have students ask questions about their independent reading and have them answer the questions.

### Possible Conference Prompts

- What did you want to know more about in the text? What questions did you have and how could you answer them?
- What was unusual or confusing about the text? What questions did you have and how could you answer them?

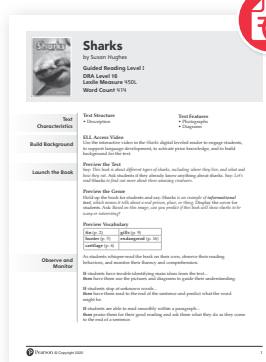
**Possible Teaching Point** *Curious means you want to know more about things. Be curious as you read, and you will have many good questions about the text.*

## Leveled Readers



### ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T184–T185.
- For instructional support on how to ask and answer questions about 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 asking and answering questions while reading the text with a partner.

### Centers



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

### Literacy Activities



Students can

- write questions they have about a text.
- play the myView games.
- discuss a text from the week as a class, finding opportunities to ask big questions.

### SUPPORT PARTNER READING

Partner reading is a good time for students to practice asking and answering questions in response to what they read. One partner can ask a question; the other can answer it. Working cooperatively, students will be able to think of more types of questions to ask.

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



## Whole Group

**Share** Bring the class together. Invite one or two students to share the questions they thought of and their best answers to the questions. Celebrate what students have learned.



# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

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, use *My Words to Know* p. 265 from the *Resource Download Center*.

FOUNDATIONAL SKILLS  
Read Together

Name \_\_\_\_\_

**My Words to Know**

out    so    then

**MY TURN** Read and write

1. Jim left his bike out there. out

2. Then he went to get it. Then

3. That bike is so wet! so

Directions: Have students read the words in the word bank. Then ask them to read each sentence and identify the high-frequency word within it. Have them write the word on the line.

Grade K, Unit 5, Week 4

*My Words to Know*, p. 265

## Phonological Awareness: Manipulate Syllables

**MODEL** Display the *kangaroo* Picture Card. This is a picture of a kangaroo. Listen carefully as I count the syllables: *kan* (clap) *ga* (clap) *roo* (clap). How many times did I clap? Students should say *three*. How many syllables are in *kangaroo*? Students should say *three*. If I take away the first two syllables, what do I have left? Students should say *roo*. If I take away the last two syllables, what do I have left? Students should say *kan*. If I take away the first and last syllables, what do I have left? Students should say *ga*.

**PRACTICE** Repeat the routine with the *kitten* and *umbrella* Picture Cards.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some sentences. The sentences we read will all include sounds and high-frequency words you have already learned.

**MODEL AND PRACTICE** Have students turn to p. 132 in the *Student Interactive*. Use letter-sound relationships to decode the words in the bank with students. Have a volunteer read the first sentence and tell you which word from the bank belongs in the sentence. Guide students as they trace *wet* on the line. Then have a student read the sentence.

**APPLY My TURN** Guide students to finish p. 132 in the *Student Interactive*.



**APPLY MyTURN** Have students look at p. 133 in the *Student Interactive*. Have them identify the letters in the bank. Then have them fill in the correct letter to complete the word in each sentence.

**ELL Targeted Support Seek Clarification** Tell students to ask questions if they do not understand something.

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- With partners, work to understand the translation of a word.

Read the sentences on p. 133 aloud. Ask students questions about the sentences, such as *What is the weather like? What happened to Mom?* **EMERGING**

Read the sentences on p. 133 aloud. Provide Spanish translations of difficult words to help clarify their meanings: *sun, sol; take, tomar; walk, caminar; wet, mojada*. Then have students say the words in English. **DEVELOPING**

Have students ask questions about English words they can not translate to their home language. Have other students help with translations. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they are learning many of the words this year, and the words will help them become better readers. Say the word *out* 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, touching their toes for each letter.
- repeat with *so* and *then*.

STUDENT INTERACTIVE, pp. 132–133

### REVIEW AND REINFORCE

#### Sentences I Can Read

**MYTURN** Read and write

mop

wet

kite

sand

Sam got wet.

Dad will mop it up.

They have a kite.

They play in the sand.



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#### Sentences I Can Read

**MYTURN** Read and write

k

s

w

m

The sun is out.

We take a walk.

Mom and I do not get wet.

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**Directions** Review that printed words are made up of letters. Have students identify the letters in the bank. Then have them identify and read the words in the sentences. Explain that students will use the letters to complete the words in the sentences. Remind them to check that the sentences make sense when they complete the words.

# Reflect and Share

## Compare Texts



- *Tornado Action Plan*
- *Blizzard Action Plan*

## OBJECTIVES

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

Share information and ideas by speaking audibly and clearly using the conventions of language.

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

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the 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 effects does extreme weather have on people?
- How do people prepare for such weather?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that, after they compare and contrast two texts, it is important to think about what they learned. Tell students that after they compare the texts, they should

- be able to summarize how the texts are alike.
- be able to summarize how the texts are different.
- share information and ideas using complete sentences.
- ask questions to understand information they hear and answer questions about their own ideas.

**MODEL AND PRACTICE** Ask students to turn to p. 156 in the *Student Interactive*. Reread the text for students. *This activity can help me compare the texts I read. It can help me name the steps in a process too. Instead of using a numbered list like in the texts, I can use the words first, next, and last. First, I'll think about tornadoes. Next, I'll think about blizzards.* Provide additional examples of possible thought processes that students can use to handle the Reflect and Share activity on p. 156.

**ELL Targeted Support** Provide sentence frames to help students tell what the book is about.

- *A tornado plan has steps. First, \_\_\_\_\_.* **EMERGING**
- *The next thing to do is \_\_\_\_\_.* **DEVELOPING**
- *During a blizzard, I should first \_\_\_\_\_.* **EXPANDING**
- *Next, I should \_\_\_\_\_. The last thing is to \_\_\_\_\_.* **BRIDGING**

Allow students to draw their responses as they summarize what they learned.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making comparisons across texts.

**OPTION 1 TURN, TALK, AND SHARE** Have students complete the Turn and Talk activity on p. 156 in the *Student Interactive* by talking with a partner about the steps for preparing for a tornado or blizzard. Then have them compare the texts by talking about how the steps are alike and different.

**OPTION 2 Use Independent Text** Have students summarize what they learned about weather by comparing their independent reading text with one of this week's selections.

### QUICK CHECK

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

#### Decide

- **If students struggle,** revisit instruction for comparing texts in Small Group on pp. T226–T227.
- **If students show understanding,** extend instruction for comparing texts in Small Group on pp. T226–T227.

**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.

### STUDENT INTERACTIVE, p. 156

RESPOND TO TEXT 

### Reflect and Share

 **TURN and TALK** Tell your partner the steps you should follow to prepare for and keep safe in a tornado and a blizzard.



First



Next



Last

**Weekly Question**

How can we protect ourselves in bad weather?

**Directions** Tell students they read two texts about preparing for and keeping safe in bad weather. Have students respond to sources by retelling the texts. Remind them to tell the most important details from each text.

156

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Use the  **QUICK CHECK** on p. T225 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** We have read two texts that tell us how to stay safe in bad weather. When we read texts that tell about similar topics, we can compare them and tell how the information is alike and different. Emphasize to students the importance of comparing texts to be able to get the very best information available on an important topic.

### ELL Targeted Support

Provide support as students demonstrate comprehension of the texts by retelling and comparing them.

Ask questions to prompt students as they retell and compare the texts. For example, ask: *What is the first step? What is the next step? What is one step that is the same in both plans?* Allow students to use gestures and actions to answer your questions. **EMERGING**

Provide sentence frames that students can use as they retell and compare the texts. For example: *First, you should \_\_\_\_\_. Next, you should \_\_\_\_\_. One way the plans are the same is \_\_\_\_\_.*

### DEVELOPING

Have students work in groups of three or four to retell and compare the texts. Students can help each other understand more complex words and ideas. **EXPANDING/BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: “Be Prepared!” *Tornado Action Plan*, and *Blizzard Action Plan* (among others). Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how we can protect ourselves in bad weather. Encourage students to use the Academic Vocabulary words *measure*, *extreme*, *prepare*, and *effect*.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Help students organize their lists of weather preparedness steps into a format that is easily shared with others. Possibilities include making a book of weather preparedness strategies or arranging students’ lists on poster board to be displayed.

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

See *Extension Activities*, pp. 311–315, in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to retell independently read texts. Encourage students to retell the texts in ways that bring out the texts' importance, relative to students' own lives.

### Possible Conference Prompts

- Tell me what this text was about. Focus on the parts that were most important to you.
- Can you tell me the most important things that you learned from the text?
- How is this like the action plans we read?

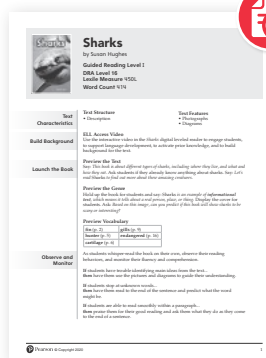
**Possible Teaching Point** As you retell a text, try to think back to reading. Tell all the parts of the text that you remember.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T184–T185.
- For instructional support on how to compare the most important information in texts, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to retell texts in their own words, in ways that preserve meaning. Celebrate what the class has learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and/or listen to *Tornado Action Plan* or *Blizzard Action Plan* 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

- discuss and/or draw in notebooks in response to the Weekly Question.
- act out a tornado preparedness routine or a blizzard preparedness routine.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T438–T441, for

- teacher's summary of *Rain, Wind, Sun, and Snow*.
- 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 about weather.
- I can use words to make connections.
- I can write a nonfiction text.

### 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

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T232–T233
  - » Phonological Awareness: Segment and Blend Syllables
  - » Phonics: Review Words for *Ll, Nn*
- High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T234–T235
- Listening Comprehension: “What Happened?” T236–T237
- Drama T238–T239
  - ☑ **Quick Check** T239

#### READING BRIDGE

- Academic Vocabulary: Oral Language T240–T241
- Handwriting: Write Simple Sentences T240–T241

#### 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

- Literary Nonfiction Q&A T386–T387
  - » Edit for Spelling
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T387
- Conferences T384

#### WRITING BRIDGE

- FLEXIBLE OPTION**
  - Spelling: Spell Words T388
    - ☑ **Assess Prior Knowledge** T388

- FLEXIBLE OPTION**
  - Language & Conventions: Spiral Review: Expand Sentences (Adjectives and Articles) T389

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T246–T247
  - » Phonics: Review Words for *Rr, Zz*
  - ☑ **Quick Check** T247
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T248–T253
  - » Preview Vocabulary
  - » Read: *Who Likes Rain?*
- Respond and Analyze T254–T255
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T255
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T256
- Guided Reading/Leveled Readers T259
- Strategy and Intervention Activities T256, T258
- Fluency T258 • Conferring T259
- ELL Targeted Support T256, T258

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T257
- Independent Reading T259
- Literacy Activities T259

#### WRITING WORKSHOP

##### MINILESSON

- Literary Nonfiction Q&A T390–T391
  - » Add Details
  - » Share Back

##### INDEPENDENT WRITING

- Question and Answer Book T391
- Conferences T384

#### WRITING BRIDGE

- Spelling: Teach Spell Words T392
- FLEXIBLE OPTION**
  - Language & Conventions: Oral Language: Expand Sentences (Prepositions) T393

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T260–T261
  - » Phonological Awareness: Manipulate Syllables
  - » Phonics: Reinforce Words for *Ll, Nn, Rr, Zz*
  - » High-Frequency Words

#### CLOSE READ

- Discuss Characters in Drama T262–T263
- Close Read: *Who Likes Rain?*
  - ✔ **Quick Check** T263

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Author’s Purpose T264–T265
- Handwriting: Write Simple Sentences T264–T265

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy and Intervention Activities T266
- ELL Targeted Support T266
- Conferring T267

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267
- Partner Reading T267

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T394–T395
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Question and Answer Book T395
- Conferences T384

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words T396
- Language & Conventions: Teach Expanding Sentences (Prepositions) T397

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T268–T269
  - » Decodable Story: Read *Going Out*

#### CLOSE READ

- Create New Understandings T270–T271
- Close Read: *Who Likes Rain?*
  - ✔ **Quick Check** T271

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T273
- Strategy and Intervention Activities T272
- Fluency T272
- ELL Targeted Support T272
- Conferring T273

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273
- Partner Reading T273

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T398–T399
  - » Celebration

#### INDEPENDENT WRITING

- Question and Answer Book T399
- Conferences T384

### WRITING BRIDGE

#### FLEXIBLE OPTION

- Spelling: Spiral Review: Spell Words T400
- Language & Conventions: Practice Expanding Sentences (Prepositions) T401

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T274–T275
  - » Phonological Awareness: Substitute Phonemes
  - » Phonics: Sentences I Can Read
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T276–T277
  - » Talk About It
  - ✔ **Quick Check** T277
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

**BOOK CLUB** T279 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Literary Nonfiction Q&A T402
  - » Assessment

#### INDEPENDENT WRITING

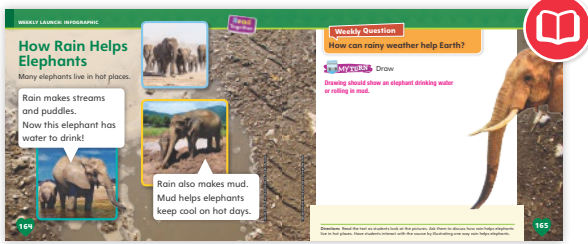
- Assessment T402–T403
  - » Conferences T384

### WRITING BRIDGE

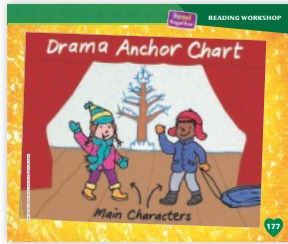
- Spelling: Spell Words T404
  - ✔ **Assess Understanding** T404
- Language & Conventions: Standards Practice T405



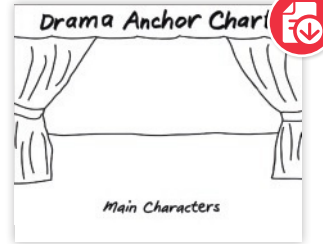
# Materials



**INFOGRAPHIC**  
“How Rain Helps Elephants”



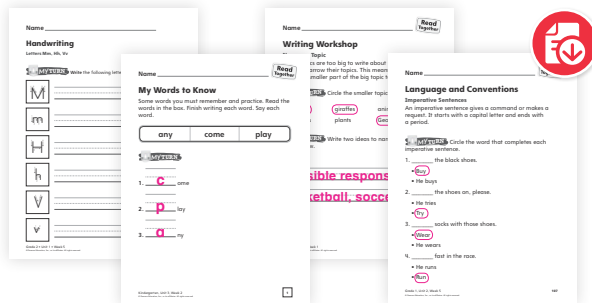
**READING ANCHOR CHART**  
Drama



**EDITABLE ANCHOR CHART**  
Drama



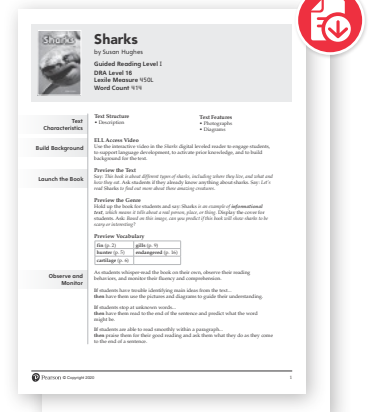
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

new  
too  
when

### Develop Vocabulary

rain  
dirt  
seeds

### Spelling Words

leg  
on  
trip  
zip  
too  
when

### Unit Academic Vocabulary

effect  
measure  
prepare  
extreme

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**

**Read Aloud**

Tell students that you are going to read a drama to them. Explain to them that a drama is a story that can be acted out by people (sometimes called actors). The people in a drama are its main characters. These students have carefully thought that they think about how the drama is like a story and how it is different.

**START UP**

**READ-ALOUD ROUTINE**

**Purpose:** Have students listen actively in order to identify the drama's main characters.

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

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

**What Happened?**

Setting: Saul's family has just gotten home from vacation. Saul flops down on his bed, exhausted from a long trip home. Then he remembers Pepita, a plant that Saul has grown to love.

Saul races into the kitchen to see his plant and is shocked to see its droopy leaves.

Saul (shouting): Dad! My plant is dead!

Dad: I'm so sorry, Saul. The plant must not have gotten enough to eat while we were away.

Saul: No, Dad. Pepita is a Venus flytrap. These plants need to eat only once a month. And I fed

READ ALOUD  
"What Happened?"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**SWP**

**Interactive Read Aloud**

- model reading to focus on the most important reading level
- develop students' comprehension
- encourage students' shared and independent development
- provide an opportunity to model fluency and expressive reading
- focus on the end goal 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 discuss the story.

**BEFORE READING**

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Discuss the title or cover of the story.
- Read and discuss the title and cover illustration.
- Discuss the 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 on the 2nd.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use Think Alouds to model strategies related to the teaching point and comprehension and content meaning from text.
- Have students share comprehension in their own words, how they have used the strategies on the page, or the words.

**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 Read.com.

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE

Who Likes Rain?

SHARED READ  
Who Likes Rain?

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T438-T441

**Mentor STACK**

Writing Workshop T383

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

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Alphabet Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T253 for a consonants *l* and *n* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Segment and Blend Syllables

**FOCUS AND MODEL** Remind students that syllables are the beats we can hear in words. *Today we are going to practice breaking apart and putting together word parts.* Hold up pictures of the sea and a horse. *This is a picture of the sea. This is a picture of a horse. Watch as I put the two parts together to say my word.* Hold the pictures together. *My word is seahorse. Now I will segment the word, or break it into parts again. Pull the pictures apart. The word parts are sea and horse.* Have students blend and segment the syllables in *seahorse* as you put the pictures together and pull them apart.

**PRACTICE** Tell students that now they will play a game. Give two volunteers a picture of a sun and a flower. Ask students to guess what word the word parts might make together. Then have the volunteers put their pictures together as students blend the syllables to say the multisyllabic word. Have the volunteers pull the pictures apart as students segment the syllables. Continue with these pictures: *jelly, fish; basket, ball; butter, fly.*

## Phonics: Review Words for *l*, *Nn*

### Minilesson

**FOCUS** Hold up the *l* Alphabet Card. *What sound do you hear at the beginning of lemon? (/l/) What letter spells the sound /l/? (the letter l) Now let's practice reading words with /l/ spelled l.* Write the words *late, lap, and lot* on the board. *These words have the sound /l/ spelled l.* Circle the *l* in each word. Have students read the list. Repeat the activity to identify and match the sound /n/ with the letters *Nn*. Use the *Nn* Alphabet Card and these words: *note, not, net.*

**MODEL AND PRACTICE** Continue the routine with the following words: *lamp, name, nest, land, lit, nod.*

**APPLY MyTURN** Have students look at p. 166 in the *Student Interactive*. Have them read the sentences. *Now you will circle the words that have /l/ spelled l and underline the words that have /n/ spelled n.* Have students circle and underline the words, and then have them read the sentences again.



**ELL Targeted Support Connect Letters and Sounds** Tell students they have just reviewed letter sounds for *l* and *n*. Tell them that learning the sounds and letters that make English words will help them understand English better.

Give each student a card with the letter *l* and a card with the letter *n* on it. Say the following words one at a time: *nut, left, like, nice, lap, nod*. Have students listen and repeat after you. After they say each word, students should hold up the card with the letter for the sound they hear at the beginning of the word. **EMERGING**

Write the words *lip, lift, pad, let, red, and leg* on the board. Point to each word and read it aloud. Have students give a thumbs up if they hear */l/* spelled *l* in each word. Ask a volunteer to circle the letter *l* in each */l/* word. Repeat the activity for *n* using these words: *net, bed, nap, not, mad, note*. **DEVELOPING**

Have students name English words that begin with the sound */n/* or */l/*. Write each word on the board, leaving off the initial letter. Say each word and ask students to name the letter for the beginning sound. Have a volunteer write the letter to complete the word. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *new, too, and when*, and read them aloud.

- Have students point to the word *new* and read it.
- Repeat for *too* and *when*.

new

too

when

### STUDENT INTERACTIVE, p. 166

#### REVIEW AND REINFORCE

#### Words for Ll, Nn

**MY TURN** Read, circle, and underline

I like to nap.

Tim can go to the lake.

She must not be late.

Who will go next?

# Interact with Sources

## OBJECTIVES

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

Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas about the world we live in. As you discuss the infographic with students, ask: [Can we measure how much rain there is?](#) [Does rain have an effect on elephants' lives?](#)

- measure
- extreme
- prepare
- effect



Songs and Poems Big Book

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

## Explore the Infographic

Remind students of the Essential Question for Unit 5: *What can we learn from the weather?* Then point out the Weekly Question: *How can rainy weather help Earth?* Tell students that the weather is an important part of the world. Tell them that over the week they will learn about different kinds of weather and about how the weather affects our lives.

Use the following prompts to guide discussion:

- Ask students to look at the top picture on p. 164 of the *Student Interactive*. Have them tell what they see.
- Then read the callout on the left to students. Ask for volunteers to respond to the callout and the picture on the left-hand side of the page. Have them say what they see and how it relates to what you read.
- Read the callout on the right-hand side of the page to students. Have volunteers respond by saying what they see and how it relates to what you read.

**MyTURN** Have students interact with the infographic on p. 164 by drawing one way that elephants use rain water.

**WEEKLY QUESTION** Remind students of the Week 5 Question: *How can rainy weather help Earth?* Tell students that elephants are part of Earth (or more precisely, that elephants are part of Earth's ecosystems) because they are animals. Explain to them that when rain helps elephants, it is helping Earth, more generally. Tell them that over the week they will learn more about how rainy weather can help Earth.

**ELL Targeted Support Prior Experiences** The English words *rain* and *weather* do not have Spanish cognates. Help ELLs understand the meanings of these words by asking them to draw on their prior experiences.

Help students use their prior experiences to understand different types of weather by asking them to act out the weather, such as making sounds to mimic thunder and using their hands to show the movement of rain. Show students pictures of different types of weather if needed. **EMERGING**

Access students' prior experiences to understand the meaning of *rain*. Ask them if they have ever been caught outside in the rain. Then prompt students to draw pictures of their favorite memories of rain. **DEVELOPING**

To help students understand the meaning of *rain*, have students pick one prior experience with it and write a sentence about it. They can also draw a picture and write a caption. Ask them to read their rain anecdotes to the class or share their drawings, if applicable. **EXPANDING**

Have students write short, simple sentences relating a prior experience they have had with rain to understand the word's meaning. Encourage students to share their writing with the class. **BRIDGING**

STUDENT INTERACTIVE, pp. 164-165

WEEKLY LAUNCH: INFOGRAPHIC

## How Rain Helps Elephants

Many elephants live in hot places.

Rain makes streams and puddles. Now this elephant has water to drink!

Rain also makes mud. Mud helps elephants keep cool on hot days.

**Read Together**

**Weekly Question**  
How can rainy weather help Earth?

**MY TURN** Draw  
Drawing should show an elephant drinking water or rolling in mud.

Directions Read the text as students look at the pictures. Ask them to discuss how rain helps elephants live in hot places. Have students interact with the source by illustrating one way rain helps elephants.



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5

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# Listening Comprehension

## OBJECTIVES


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

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

## ELL Language Transfer

**Cognates** Point out to students that the following English words from the Read Aloud selection have Spanish cognates:

- family : *familia*
- vacation : *vacaciones*
- plant : *planta*
- information : *información*

 **THINK ALOUD** Analyze **Drama** I remember that the setting is where and when a story happens. These sentences tell that Saul's family has just gotten home from vacation, so I think the drama will happen in Saul's home, just after his family has gotten back home from vacation.

## Read Aloud

Tell students that you are going to read a drama to them. Explain to them that a drama is a story that can be acted out by people (sometimes called actors). The people in a drama are its main characters. Have students listen carefully. Suggest that they think about how the drama is like a story and how it is different.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively in order to identify the drama's main characters.

**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.

## What Happened?

Setting: Saul's family has just gotten home from vacation. Saul flops down on his bed, exhausted from a long trip home. Then he remembers Pepita, a plant that Saul has grown to love.

Saul races into the kitchen to see his plant and is shocked to see its droopy leaves.

Saul (*shouting*): Dad! My plant is dead!

Dad: I'm so sorry, Saul. The plant must not have gotten enough to eat while we were away.

Saul: No, Dad. Pepita is a Venus flytrap. These plants need to eat only once a month. And I fed



*“What Happened?” continued*

and watered it right before we left.

Dad: Maybe it didn’t get enough sun?

Saul: But it’s right here, next to the window. That’s where the plant has always been.

Mom (*walking in with her cell phone*): Look at this!

*Dad and Saul look at Mom’s phone.*

Dad: This says that the Venus flytrap goes dormant in the winter. It might look like it’s dead, but it will turn green and grow back in the spring.

Saul: Oh, good! I would miss Pepita if it were gone.



**THINK ALOUD Analyze Drama** I can see that this is like a story. It has characters, a setting, and a problem that the characters need to solve. But it is different from a story, too. The author does not give a lot of description. Instead, the plot is told by what the characters say and do.

## WRAP-UP

### What Happened?

- |   |  |
|---|--|
| 1. Saul’s family gets home from vacation. |  |
| 2.  |  |
| 3.  |  |
| 4.  |  |

Begin a list on the board of the main plot events that affect the drama’s main character, Saul. Have students think through and retell the story in order to think about the main character’s perspective and experience.

**ELL Targeted Support Listening** Read aloud “What Happened?” twice. Have students listen carefully. Then help them grasp the concept and elements of a drama.

Discuss the main characters and retell plot events in the drama with students. Call on volunteers to name main characters and describe plot events. **EMERGING/DEVELOPING**

Have students discuss the plot and main characters. Then have them retell the plot to the class. **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.





# Drama

## LEARNING GOAL

I can read about weather.

## OBJECTIVE

Discuss main characters in drama.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand how characters are used in a drama.

- What is a character?
- Dramas have more than one character because their conversation is an important part of a drama.
- Do characters have to be people? Can they be animals?

## FLEXIBLE OPTION ANCHOR CHARTS

Create a drama anchor chart.

- Include a drawing of main characters from one of the dramas you have read.
- Include a drawing showing the setting—where and when the drama takes place.
- Add drawings to show the main events.

## Minilesson

**FOCUS ON STRATEGIES** Explain to students that they will learn about dramas, or plays, this week. Tell them that a drama is a story that is read or acted out for others.

- A drama has main characters. The main characters are the people that the story is about.
- A drama has a setting. The setting is where and when the drama happens.
- A drama has events. Events are the parts of the drama's plot. Events are what happens.
- A drama has lines. The lines name the characters and tell what they say.

**MODEL AND PRACTICE** Review the information on p. 176 of the *Student Interactive*. Point out the characters and the lines they say. Act out the play, using different voices for the characters. Then have students practice acting out the characters. If they cannot read, suggest that they memorize or ad lib the lines. Tell students that a play tells the story through these lines of the characters.

**ELL Targeted Support Read with Linguistic Accommodation** Use simplified language to accommodate students as they learn more English.

Find a level-appropriate drama or play. Write one line from the play on the board. Have volunteers read the easier words in the line; accommodate students by reading the more difficult words aloud. **EMERGING**

Repeat the Emerging activity, but this time use a few lines from the play and challenge students to read with less accommodation. **DEVELOPING**

Have students work in small groups to read sections of the play. Go around the classroom and provide accommodation to students encountering difficult or complex words. **EXPANDING**

Have students work in groups to read the entire play. Provide minimal linguistic accommodation. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use strategies for identifying dramas.

**OPTION 1 TURN, TALK, AND SHARE** Have students discuss the main characters in the play and complete the activity on p. 176 of the *Student Interactive*. Then have students discuss how the short play about snow might compare to an informational text about snow. Have volunteers share their discussion with the class.

**OPTION 2 Use Independent Text** Have students look at and read dramas independently. Have them write words or draw pictures to show how a drama is different from a story or informational text about the same topic.

### QUICK CHECK

**Notice and Assess** Can students identify and discuss the main characters in a drama?

#### Decide

- **If students struggle**, revisit instruction for discussing characters in drama in Small Group on pp. T244–T245.
- **If students show understanding**, extend instruction for discussing characters in drama in Small Group on pp. T244–T245.

STUDENT INTERACTIVE, pp. 176–177

GENRE: DRAMA

My Learning Goal I can read about weather.

**Drama**  
A **drama**, or play, is a story that we act out for others.  
Plays have characters, settings, and events.  
The lines name characters and tell what they say.

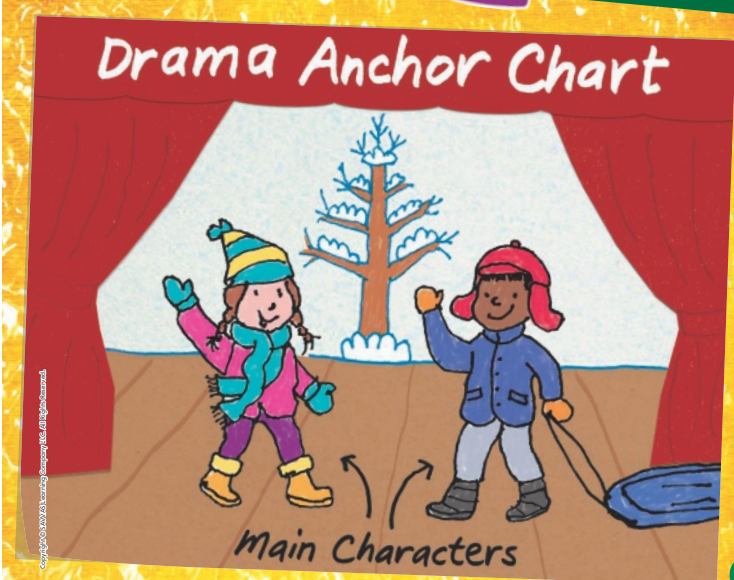
**Characters**

- **Stella**: Look! It is snowing!
- **Jason**: What should we do?
- **Stella**: Let's make a snowman!

**TURN and TALK** How is the play different from an informational text about snow?

Directions Read the genre information and model text aloud. Ask them to discuss the main characters in the play and tell how they know who is speaking each line. Then have partners talk about how this play about the weather is different from an informational text about weather.

**Drama Anchor Chart**



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# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Language Transfer

**Cognates** Help ELLs by pointing out the following Spanish cognates for the unit Academic Vocabulary words:

- effect : *efecto*
- prepare : *preparar*
- extreme : *extremo*

## Oral Language

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that when they listen to others speak, they should listen for clues to the meanings of unfamiliar words.

- Listen actively when others speak. The explanations they provide can give clues to word meanings.
- Ask questions respectfully to clarify what you don't understand.

**MODEL AND PRACTICE** Help students prepare to listen. Emphasize that they need to listen carefully to your words in order to complete the activity. Say: *I am going to give clues about a word, and you will guess the word. Listen: I can do this with a ruler. I can do this with a thermometer. What is my word?* Call on volunteers to give responses. Guide students to understand that the word you are describing is *measure*. Then have students write the word *measure* on the appropriate lines on p. 193 of the *Student Interactive*.

# Handwriting

## OBJECTIVE

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

## Write Simple Sentences

**FOCUS** Write this sentence on the board: *I ran home*. Read it aloud to students. Tell students that this is a sentence. It begins with a capital letter, ends with a period, and has spaces between words.

**MODEL** Tell students that they will practice writing sentences. *When we write sentences, we have to write multiple words, one after the other. We need to make sure we form each letter correctly. It is important to put a space between each word.* Model for students by writing another sentence, describing your strokes and pointing out each space as you go. Write this sentence on the board: *I like to run*. Point out the period at the end of the sentence.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the Collaborate activity on p. 193 in the *Student Interactive* by working with partners to guess vocabulary words on the basis of orally provided clues.

STUDENT INTERACTIVE, p. 193

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to make connections. **My Learning Goal**

**Academic Vocabulary**

effect    measure    prepare    extreme

**MY TURN** Write

**measure**

**COLLABORATE** Write

Possible response:

**prepare**

Directions Say: I am going to give clues about a word, and you will guess the word. Listen: I can do this with a ruler. I can do this with a thermometer. What is my word? Have students write the word on the first set of lines. Then have partners take turns giving clues about a word and guessing a word. Have them write their partner's word on the second set of lines.

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**PRACTICE** Have students use *Handwriting* p. 276 in the *Resource Download Center* to practice writing simple sentences. Remind them to form the letters correctly and include spaces between words.

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

**Handwriting**

Write Simple Sentences

**MY TURN** Write

Maria lives there.

I like baseball.

My teacher is cool!

Directions Read each sentence aloud. Model writing the first sentence with correct letter formation and spacing between words. Then have students write each sentence on their own, paying attention to proper letter size, formation, and spacing.

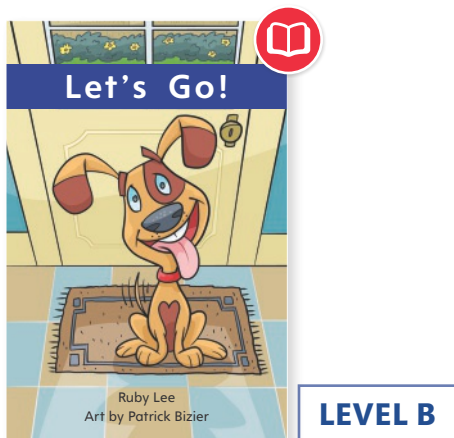
Grade K • Unit 5 • Week 5

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Handwriting, p. 276

# 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.



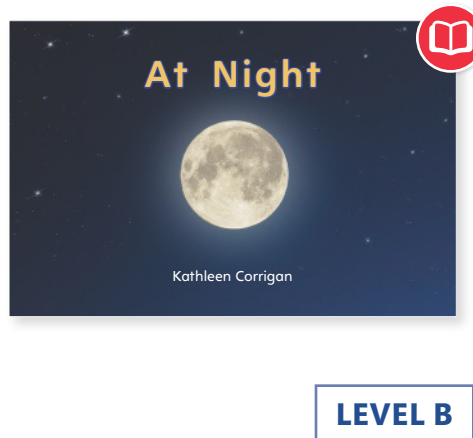
**Genre** Narrative

**Text Elements**

- Two lines of text per page
- Familiar themes

**Text Structure**

- Repetitive Structure



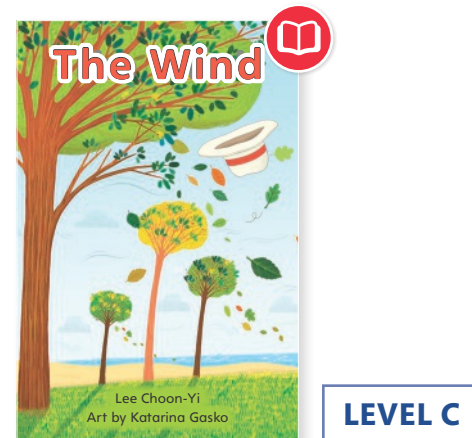
**Genre** Informational Text

**Text Elements**

- Simple sentences
- Text and pictures

**Text Structure**

- Simple Factual



**Genre** Narrative

**Text Elements**

- Three lines of text per page
- Text and pictures

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

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

### Identify Drama

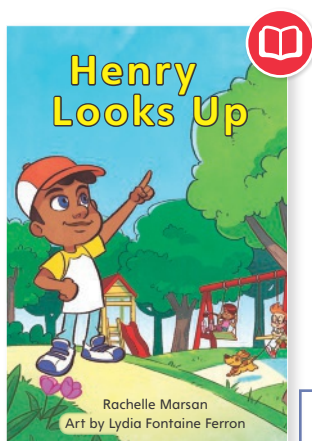
- How do you know a text is a drama, or play?
- Who are the characters?
- What is the setting? How do you know?
- How is a drama different from other stories?

### Develop Vocabulary

- What strategies can you use to identify what a new word means?
- What is the meaning of the word \_\_\_\_\_?

### Discuss Characters in Drama

- Who are the main characters?
- What do you know about the main character(s)?
- What is something you can infer about the main character(s)?
- If you were to act out a main character, what would your voice sound like?



LEVEL D

**Genre** Narrative**Text Elements**

- Three lines of text per page
- Concepts supported by pictures

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Narrative**Text Elements**

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

**Text Structure**

- Repetitive Structure



LEVEL D

**Genre** Traditional**Text Elements**

- Simple and split dialogue
- Three lines of text per page

**Text Structure**

- Chronological

## Create New Understandings

- Does the play include directions for acting it out?
- How should the characters act? What should they do?
- How does the setting description help you know what is happening?

## Compare Texts

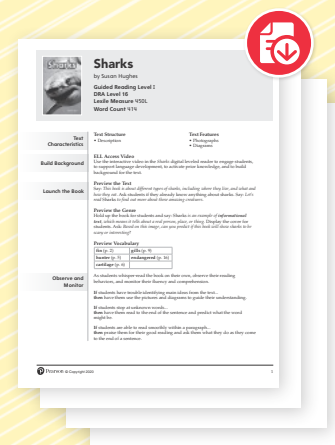
- What is the title of each text?
- How are the texts similar? Different?
- Do the texts tell information or a made-up story?


## Word Work

For possible teaching points, see the *Leveled Reader Teacher's Guide*.

## Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T239 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY DRAMA

**Teaching Point** A drama is a play or a story that people act out for others. Plays have main characters. The main characters in a play are the characters that the play is mostly about, or centers on. Give students an overview of the genre and emphasize the importance of main characters.

### ELL Targeted Support

**Linguistic Accommodation** Help students act out a story by using simplified language to accommodate them as they read.

Read aloud a grade-appropriate play. Designate volunteers to play the characters. Have each student act out one of their lines by reading it aloud. If they do not know some words, read the line with them. **EMERGING**

Repeat the Emerging activity, but have students act out the play by reading two or more lines. Provide less accommodation. **DEVELOPING**

Have students form small groups and read the entire play. Then have students explain what the play is about, reading aloud lines of the play. Accommodate students struggling to read or explain the play. **EXPANDING**

Have small groups read the chosen play for the whole class. If necessary, provide minimum accommodation. **BRIDGING**



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

## Intervention Activity



### POETRY AND DRAMA

Use Lesson 40 in the *myFocus Teacher's Intervention Guide* for instruction on discussing main characters and other elements of a drama.


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.)*



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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 164–165 of the *Student Interactive* to begin making lists of the ways that rainy weather helps Earth. Tell them that over the course of the week they will continue to work on their lists, as they read more texts about rainy weather. See *Extension Activities*, pp. 311–315, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY DRAMA

**Talk About Independent Reading** Ask students to identify and discuss the main characters in independently read dramas.

### Possible Conference Prompts

- Who was the play mainly about? What did you notice most about the character?
- Why were the main characters important? What happened to them?
- How did the characters change by the end of the play?

**Possible Teaching Point** Readers can identify main events in a drama by looking at what the main characters do.

## Leveled Readers



### IDENTIFY DRAMA

- For suggested titles, see “Matching Texts to Learning,” pp. T242–T243.
- For instructional support on how to identify main characters, see *Leveled Reader Teacher’s Guide*.



## 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

- draw a main character and write his or her name.
- play the myView games.
- act out a drama.
- discuss as a group characters from a drama.

## BOOK CLUB



See Book Club, pp. T438–T441, for

- continued reading choices for Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

## Whole Group

**Share** Bring the class back together in whole group. Ask one or two volunteers to discuss main characters they read about with the class.



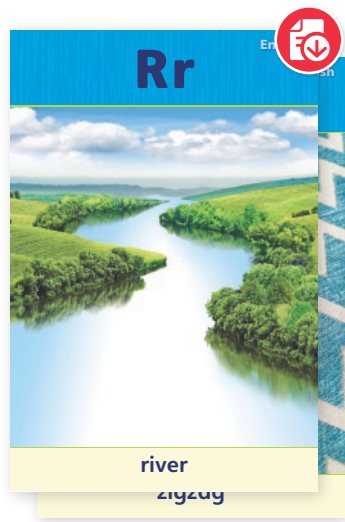
# Word Work

## 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.



Alphabet Cards

## ELL Language Transfer

Most languages do not have very good transfers between the sounds for *r* and *z*, therefore it is important to provide ELLs with plenty of practice with the sounds.

## Phonics: Review Words for *Rr*, *Zz*

### Minilesson

**FOCUS** Hold up the *Rr* Alphabet Card. This is a picture of a river. I hear the sound /r/ at the beginning of *river*. What letter spells the sound /r/ in *river*?

Students should say *r*. Write the word *river* on the board and ask a volunteer to circle the letter *r* at the beginning of *river*.

Hold up the *Zz* Alphabet Card. This is a picture of a zigzag. I hear the sound /z/ at the beginning of *zigzag*. What letter spells the sound /z/ in *zigzag*?

Students should say *z*. Write the word *zigzag* on the board and ask a volunteer to circle the letter *z* at the beginning of *zigzag*.

**MODEL AND PRACTICE** Have students turn to p. 167 in the *Student Interactive*. Read the first sentence with students. Guide students as they trace the word *red* on the line. Then have students read the completed sentence.



### EXPERT'S VIEW Pat Cunningham, Wake Forest University

“English is a very complicated system. One letter doesn’t equal one sound. It’s important to teach multiple strategies for reading words. Picture Walks are a great way to introduce words in context. For example, if you want to introduce the word *gorilla*, you could ask children to find a long word that starts with a *g* and that names an animal that is pictured on the page. When you teach words in the context of the text, they have more relevance and meaning for students.”

See [SavvasRealize.com](http://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. 167 in the *Student Interactive*.

**OPTION 2 Independent Activity** Tell students they will create a zoo book. Have students fold a sheet of paper in half and draw an animal that begins with the sound /r/ or /z/ on each page of their book. Tell them to label each page with the letter that spells the beginning sound in the animal name. Possible animals include: zebra, rat, rabbit, raccoon.

## QUICK CHECK

**Notice and Assess** Can students read and write words with *Rr* and *Zz*?

## Decide

- **If students struggle**, revisit instruction for consonants *Rr* and *Zz* in Small Group on pp. T256–T257.
- **If students show understanding**, extend instruction for consonants *Rr* and *Zz* in Small Group on pp. T256–T257.

## 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 *new*, *too*, and *when*. Have students



- repeat the words after you.
- spell each word, clapping as they say each letter.



STUDENT INTERACTIVE, p. 167



FOUNDATIONAL SKILLS

### Words for Rr, Zz

**MYTURN** Read and write

The pad is \_ed.  

I can \_ip it.  

She will \_un.  

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**Directions** Ask students to read each sentence and use the picture to help them complete the sentence. Then have them write the word that completes the sentence on the lines.

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## ADDITIONAL PRACTICE

For additional student practice with *l*, *n*, *r*, and *z*, have students complete *Phonics* p. 258 from the *Resource Download Center*.


FOUNDATIONAL SKILLS


Name \_\_\_\_\_


### Phonics


Consonants Ll, Nn, Rr, Zz

**MYTURN** Match and write

 Zz Zz

 Ll Ll

 Nn Nn

 Rr Rr

**Tell students that images represent leaf, rake, zipper, nest.**

Directions: Have students draw a line from each picture on the left to its beginning sound on the right. Then tell them to write the letters.

Grade K, Unit 5, Week 5  
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**258**

Phonics, p. 258

# Introduce the Text



Who Likes Rain?

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

### Shared Read Plan

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

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

## Preview Vocabulary

- Tell students you will start by learning some words that are in the text. Introduce the words: *rain*, *dirt*, *seeds*.
- Ask students what they already know about these words. Ask questions, such as: *What is rain like? Where do you find dirt? What are seeds? Where do seeds come from? Have you ever seen seeds?*
- Have students respond to your questions by telling what they already know about the words. Invite students to use physical gestures to represent rain; if appropriate, have them draw a picture for dirt and seeds.
- *These words will help us understand what the text is about. We want to be able to understand what is going on in the story. We want to be ready to enjoy the text.*

## Read

Discuss the First Read Strategies. In this first read, encourage students to read for understanding and enjoyment. After students complete the First Read, ask: *What did you like most? What did you learn? What surprised you? What did you already know?*

### FIRST READ STRATEGIES

**READ** Read or listen to the text. The text is a play, and it has different characters. Pay attention to which character is speaking as you read.

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

**ASK** Generate, or ask, questions about the text to deepen understanding.

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

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



**ELL Targeted Support Learning Strategies** Use the Internet or other available resources to show students pictures of rain. Show them pictures of dirt. Show them pictures of seeds. Then take the pictures away, and ask students to draw a picture that has rain, dirt, and seeds. Work with them to label their pictures. Hang the pictures in the room to serve as a reminder of word meaning. **EMERGING**

Read aloud the words on p. 178 in the *Student Interactive* and have students repeat each word after you. Then ask students to describe each of the words. Provide sentence frames for students to use the new words in sentences: *Rain is \_\_\_\_\_. Dirt is \_\_\_\_\_. Seeds are \_\_\_\_\_.* **DEVELOPING**

Have students talk with a partner about what they think each of the vocabulary words means. Then have them look for a picture in the story that shows the word. Finally, have them talk about where and when they would find rain, dirt, and seeds. Tell them that these words are important for the story, so their understanding of the text will benefit if they keep the words in mind. **EXPANDING**

Assign each pair of students one of the vocabulary words. Have them think of ways to teach their assigned word to the rest of the class. Encourage them to provide a definition and to use the word in a sentence. Students should also think of how to use gestures and pictures to help teach their assigned word.


**BRIDGING**

STUDENT INTERACTIVE, pp. 178–179


VOCABULARY Read Together

## Who Likes Rain?


### Preview Vocabulary



rain





dirt



seeds


**Read**  
Read the text and look at the pictures to learn why rain is important.

Meet  Author



**Stephen Krensky** has written more than one hundred children's books, including board books, chapter books, and almost everything in between.




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Genre Drama



## Who Likes Rain?

written by Stephen Krensky • illustrated by Carolina Farias

**Characters:**

-  Jenna
-  Frank
-  Mom



 Audio with Highlighting  
 ANNOTATE

179

STUDENT INTERACTIVE, pp. 180-181





CLOSE READ



Underline one thing that Frank says.





 I want to play.  
 I want to play too.

180

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 I can get there first.  
 No, I can get there first.

181

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## First Read

### Ask

 **THINK ALOUD** On the first page, Jenna and Frank say that they want to play. Each of them says, “I want to play.” I ask myself: Will Frank and Jenna be able to play? Will they have fun? Where will they play? As I keep reading, I will look for answers to my questions.

## CROSS-CURRICULAR PERSPECTIVES


Science



Rain is very important to life on Earth. Plants and animals cannot survive without water. Rain soaks into the ground, and plants drink up the water with their roots. In hot, dry places, rain can disappear and evaporate before it even hits the ground. There are fewer plants and animals that can survive in such places. One fun thing to look for related to rain is a rainbow. Water droplets in the air can cause a rainbow when the sun shines through them.



STUDENT INTERACTIVE, pp. 182-183

 It's raining! We cannot play.

182

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## CLOSE READ



How do Frank and Jenna feel about rain? Highlight the words that tell how they feel.

rain water that falls in drops from the clouds



I don't like rain.



I don't like rain, either.



Why don't you like rain?

Rain is good.

183

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## Foundational Skills Extension

### Consonant Rr

Read aloud p. 182 and ask students to raise their hand when they hear a word that begins with the sound /r/. Ask them to point to the word *raining*. Point out that this word begins with the letter *r*. Have students draw the letter *r* in the air.

### Possible Teaching Point



#### Language & Conventions | Expand Sentences

Tell students they can add words to sentences to make them more interesting and to add information. Ask students to use the pictures to help them add words to the lines in the play to tell more about what is happening. For example, Jenna can say, "It's raining *outside!*"

## Close Read



### Discuss Characters in Drama

Read aloud the Close Read note on p. 181. Help students understand that the icons show who is saying the words on the page. **DOK 2**

### Create New Understandings

On pp. 182-183 readers can use the words and pictures to figure out how the characters feel. Read aloud the Close Read note and ask students to highlight words that show how Frank and Jenna feel. **DOK 2**

#### OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Discuss main characters in drama.

STUDENT INTERACTIVE, pp. 184-185

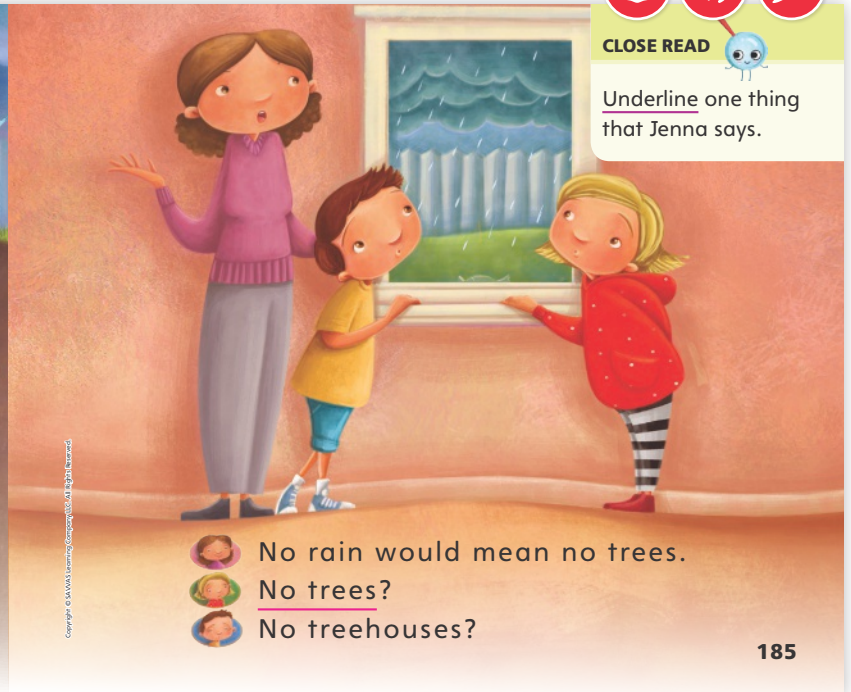





**dirt** soil


**seeds** parts of plants that grow into new plants

 Rain makes the dirt wet.  
Rain makes the seeds wet under the dirt.  
Rain helps the seeds grow into trees.


184





  

**CLOSE READ** 

Underline one thing that Jenna says.

 No rain would mean no trees.


 No trees?

 No treehouses?

185

## First Read

### Talk

 **THINK ALOUD** As I finish reading the story, I can think about why I read it. This story is about rain and why rain is important. Part of my purpose for reading was to learn about how rain can help Earth. There are many words in the story that tell about rain and about how it can help Earth. I'll talk with a partner about what I learned.

## CROSS-CURRICULAR PERSPECTIVES

Science





Tell students that trees are plants and that plants are an important part of nature. Many plants start as seeds. When seeds are buried in the ground and watered (perhaps by rain), they grow into seedlings or saplings. Saplings are baby trees. They grow into full-grown trees. Invite students to think about how water helps plants grow.



STUDENT INTERACTIVE, pp. 186–187



-  I like rain.
-  I like rain too.

186




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CLOSE READ



How do Frank and Jenna feel about rain at the end of the play? **Highlight** the words that tell how they feel.

-  I'm thirsty.
-  I'm thirsty too.
-  Trees are not the only things that need water!

187

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## Foundational Skills Extension

### Consonant *Ll* and *Nn*

Have students identify, or point to, the words on p. 186 that begin with the sound /l/ spelled *l*. Continue with the words that end with the sound /n/ spelled *n*.

### Possible Teaching Point



#### Read Like a Writer | Analyze Author's Purpose

Tell students that as they finish reading the story, they can reflect on the author's purpose for writing. Pause at the end of the selection and ask students to tell you what the author's purpose for writing is. For further instruction on analyzing Author's Purpose, see pp. T264–T265.

## Close Read



### Discuss Characters in Drama

Say to students, *One of the characters in the play is Jenna. Can you find one thing that Jenna says?* Have them underline what Jenna says on p. 185. **DOK 1**

### Create New Understandings

Read aloud the Close Read note on p. 187. Have students share how the words help them understand the characters or the story. **DOK 2**

#### OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Discuss main characters in drama.



# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

Discuss main characters in drama.

## My View

Prompt students to respond to the text. Ask them what they thought about the different characters in the play and about the story of the play.

- **Talk** Lead a class discussion about why rainy weather matters in the story. *Why does it matter for the characters? Is rain good for Frank and Jenna, or is it bad for them?*
- **Draw** Have students draw their intuitive responses to the text. Prompt them to draw the part of the story, or the idea in the story, that they liked most.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that the words *rain*, *dirt*, and *seeds* are very important in the story. These words name parts of nature, or parts of Earth, that show why rainy weather is important and helpful. Tell students that pictures can help them clarify the meanings of these important words.

- **READ** Read each word.
- **THINK** Think about what each word means, based on what you remember from reading.
- **LOOK** Look at the pictures, and ask yourself which picture most closely matches the meaning of each word, based on what you know.

**MODEL AND PRACTICE** Instruct students to turn to p. 188 in the *Student Interactive*. Model how to complete the activity using the word *rain*. *Which of these two pictures shows rain? Let's look carefully at the pictures. Think about what the word *rain* means. Which picture matches this meaning?* Guide students to circle the picture on the right.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 188 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students independently read texts that include images or pictures. Ask them to select new or unfamiliar vocabulary words and attempt to determine the words' meanings based on the pictures in the text.

### QUICK CHECK

**Notice and Assess** Are students able to learn and clarify words' meanings based on images in texts?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T258–T259.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T258–T259.






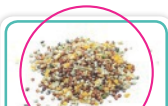
**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 189 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 188–189

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary

**MY TURN** Circle

rain		
dirt		
seeds		

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### Check for Understanding

**MY TURN** Write

**DOK 2** 1. How is a play different from other stories?  
Possible response: It tells the story by telling what the characters say.

2. Why does the author show faces by the text?  
**DOK 3** Possible response: so we know who says each line

3. How are Frank and Jenna alike?  
**DOK 2** Possible response: They both want to play outside.

Directions Read aloud the questions and have students write their responses. When they are finished, ask students to discuss how the main characters are alike using their responses to question 3.

**188**

Directions Read the words aloud. Ask them to circle the picture that shows the meaning of each word.

**189**

Use the  **QUICK CHECK** on p. T247 to determine small group instruction.

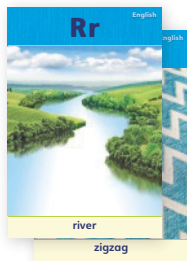
# Teacher-Led Options

## Word Work Strategy Group



### WORDS FOR Rr AND Zz

**Alphabet Cards** Display the *Rr* Alphabet Card. *This is a river. River has the beginning sound /r/. Turn the card over, so students can see the spelling. What letter spells the sound /r/? Yes, the letter r.*



Display the *Zz* Alphabet Card. *This is a zigzag. Zigzag begins with the sound /z/. Turn the card over, so students can see the spelling. What letter spells the sound /z/? Yes, the letter z.*

### ELL Targeted Support

Tell students that, when they mispronounce a word, they should try to say the word again correctly. They can also ask others how to pronounce the word. Provide students with a grade-appropriate text to reinforce how to pronounce words with the sounds /r/ and /z/.

Provide feedback when students are unable to understand what they mispronounced. Tell them to repeat the word and gently correct their errors.

### EMERGING

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

Encourage students to monitor their speech and self-correct and to provide feedback to one another. **EXPANDING/BRIDGING**



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

## Intervention Activity



### LONG e AND u

Use Lesson 31 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with long e and long u.

LEVEL A • MODEL AND TEACH

**Lesson 31 Long e and u**

**INTRODUCE** Remind students that vowel sounds can be short or long. You have learned how to read words with long a spelled a\_e and ay; long i spelled i\_e, e, and y; and long o spelled o and o\_e. Today we will learn to read words with the long e and u sounds.

**MODEL** Display or share copies of the following passage, "My Rat Zeke" from Student Page S179, and read it aloud.

**OBJECTIVES:**

- Teach the concept of long vowel sounds.
- Introduce long e spelled e and y.
- Introduce long e spelled e\_e.
- Introduce long u spelled u\_e.
- Change, add, and delete sounds to make new words.

**My Rat Zeke**

Zeke is my rat. *long e spelled y*  
He is very nice.  
I made him a maze in a tube. *long u spelled u\_e*  
He likes his maze.

**TEACH** Explain that students can read more words when they learn how long vowel sounds are spelled.

Write e\_e and say its sound: /ē/. Point out Zeke. Zeke has a long e sound spelled e\_e. The letter e at the end of the word gives the vowel e its long sound, and the blank shows where a consonant will go. Write Z and blend the sounds /z/ē/. Have students blend with you as you run your hand under the letters. Write k in the blank and have students say its sound with you: /k/. Then blend the whole word, pointing to e and e as you say /ē/. This is how I blend this word: /z/ē/ /k/, Zeke. Have students practice saying the word without pausing between sounds. Repeat the process with he (/ē/ spelled e) and very (/ē/ spelled y). When I change, add, or delete a letter, I make a new word. Then, follow this routine to model words with the long u sound, such as tube.

Phonics, Morphology, and Spelling T • 179

## Intervention Activity



### PHONOLOGICAL AWARENESS

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

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them practice forming words with the sounds /r/ and /z/, such as *zap*, *zip*, *rat*, and *rap*.



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

### Decodable Book



#### UP, UP, UP!

Students can read the Decodable Book *Up, Up, Up!* to practice reading words with sound spellings they have learned and this week's high-frequency words.

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

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

### High-Frequency Words

Tape high-frequency words to paper cups. Have students read the words and stack the cups. If they miss a word, tell them the word and have them try again.

### Centers



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

## Decodable Book

**Up, Up, Up!**  
Written by Tamara Jackson  
Illustrated by Matt Glickman

Decodable Book  
29

<b>Short u and Long u</b>	<b>Consonant</b>	<b>Consonant</b>
fun	hit	fix
mule	hit	fix
tube	hope	
up		

**High-Frequency Words**

blue going that they when  
comes new there too yellow

1

I made a new kite.  
It is yellow and blue.

2

There is no hint of wind yet.

3

The wind comes.  
The new kite is going up.  
I go up too!

4

I go for a fun ride.  
I hope they do not hit me.

5

I can fix it.  
I grab a mule.  
That did not fix it.

6

I grab a tube.  
That did not fix it.

7

When the wind stops, the kite stops.  
I stop too.

8

Use the  **QUICK CHECK** on p. T255 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DEVELOP VOCABULARY

**Teaching Point** When we find a word that we are not sure about, pictures in the text can help us be sure of its meaning. Write the words *rain*, *dirt*, and *seeds* on the board. Ask students to picture the first word. Ask volunteers to say what they picture. Then go on to the second and third words. Students' mental pictures of the words can help them select the correct images to clarify the words' meanings.

### ELL Targeted Support

Help students strengthen the relationship between imagery and vocabulary words.

Ask students what they picture for the word *rain*. Have students use gestures to show the meaning of the word. **EMERGING**

Ask students what they picture for *dirt*. Have them draw the picture. Review the meaning of *dirt* and have students say how their pictures show the meaning of the word. **DEVELOPING**

Ask students what they picture for the word *seeds*. Ask them to describe their mental pictures using words. Discuss the meaning of the word with the class. **EXPANDING**

Have students picture any of the vocabulary words and then describe their mental pictures in writing. Have students share and discuss their writing with the class. **BRIDGING**



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

## Intervention Activity



### OUT THERE

Have students reread the Decodable Book *Out There*. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

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

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share any new words they were able to learn or clarify during independent reading and to describe their meanings.

### Possible Conference Prompts

- What was a new word you found?
- What do you think it means? What helped you figure out the meaning?

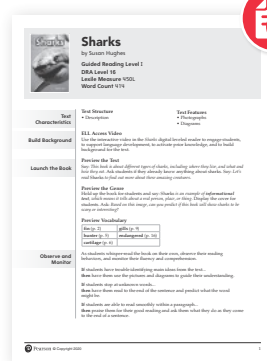
**Possible Teaching Point** Readers use context to help them learn and clarify new word meanings. If you find a word you don't know, look at nearby images or other words. They can give you clues to the meaning of the new word.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T242–T243.
- For instructional support on how to use context clues to learn the meanings of unfamiliar words, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite volunteers to share new words they learned from reading. Celebrate what students learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Who Likes Rain?*
- read a self-selected trade book or their Book Club text.
- read with a partner, coaching each other as they read the selection.

### Centers



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

### Literacy Activities



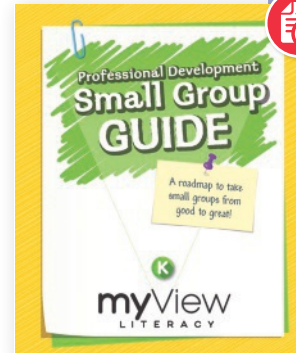
Students can

- work with a partner to discuss the questions on p. 189 of the *Student Interactive*.
- play the myView games.
- work with a partner to take turns identifying and defining unfamiliar vocabulary words using context clues.

### SUPPORT INDEPENDENT READING

Students should practice independent reading to build confidence in their ability to learn and clarify new word meanings.

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



# Word Work

## OBJECTIVES

Manipulate syllables within a multisyllabic word.

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.

## FOUNDATIONAL SKILLS EXTENSION

See p. T251 for a consonant *r* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Manipulate Syllables

**FOCUS AND MODEL** Remind students that syllables are the beats we can hear in words. *Today we are going to practice making new words with different word parts.* Hold up a picture of a bookshelf. Model manipulating the syllables in the multisyllabic word. *My word is bookshelf. The word bookshelf has the word parts book (pause) shelf. Now I will take away the second word part to make a new word: book.* Hold up a picture of a book. *My new word is book. Now I will add a new word part to the beginning of my word to make another word. I will add the word part cook: cook (pause) book.* Hold up a picture of a cookbook. *My new word is cookbook.*

**PRACTICE** Say the multisyllabic word *rainbow*. Ask students to identify all syllables in the word. Then have them manipulate, or control, the syllables by taking away the second syllable and saying the new word. (rain) Continue having students add and take away syllables to make the following word chain: *raindrop, drop, backdrop, back, backpack.*

## Phonics: Reinforce Words for Ll, Nn, Rr, Zz

### Minilesson

**FOCUS** Write the word *lamp* on the board. *This is the word lamp. I can read the word: /l/ /a/ /m/ /p/, lamp. What letter spells the sound /l/ at the beginning of lamp? (the letter l)* Write *run* on the board. *This is the word run. I can read the word: /r/ /u/ /n/, run. What letter spells the sound /r/ at the beginning of run? (the letter r) What letter spells the sound /n/ at the end of run? (the letter n)* Write *zap* on the board. *This is the word zap. I can read the word: /z/ /a/ /p/, zap. What letter spells the sound /z/ at the beginning of zap? (the letter z)*

**MODEL AND PRACTICE** Listen as I say these sounds: /l/, /n/, /r/, /z/. Have volunteers identify the letter that spells each of the sounds.

**APPLY TURN, TALK, AND SHARE** Have students turn to p. 168 in the *Student Interactive*. Have partners take turns reading the sentences on the page.

# High-Frequency Words

## Minilesson

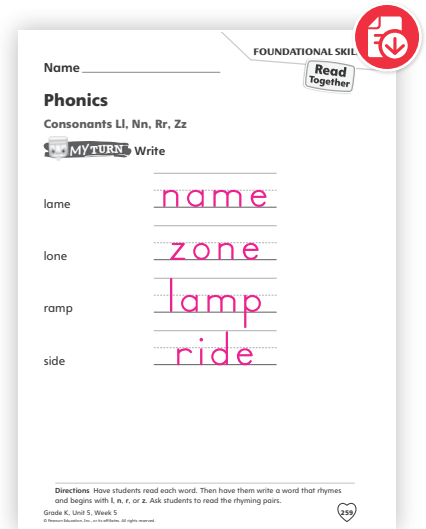
**FOCUS** Tell students that today they are going to continue practicing the high-frequency words for this week. **You will see these words over and over in texts.** Have students read the words at the top of p. 169 in the *Student Interactive* with you: *new, too, when*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 169. Tell them to identify and point to each word when you say it. Say *when*. Pause to let students find and point to the word. Say *new*. Say *too*. Repeat the activity until students are familiar with each word. Prompt students to use the words in sentences.

**APPLY MyTURN** Have students read the words at the top of p. 169 with you. Then ask them to identify the words *new, too, and when* in the sentences. Have them underline the high-frequency words in the sentences and then read the sentences with a partner.

## ADDITIONAL PRACTICE

For additional student practice with *l, n, r,* and *z*, have students complete *Phonics* p. 259 from the *Resource Download Center*.





*Phonics*, p. 259


## STUDENT INTERACTIVE, pp. 168–169


REVIEW AND REINFORCE
FOUNDATIONAL SKILLS


**Words for Ll, Nn, Rr, Zz**

 **TURN and TALK** Read

 **Can you zip it up?**

 **I can help rake.**


 **Lin is on the rug.**

 **Zac will run a lap.**

**My Words to Know**

new
too
when


**My Sentences to Read**

 **MY TURN**

When can we go out?

I have a new hat!

You have a hat too.



**168** Directions Remind students that *l* makes the sound /l/, *n* makes the sound /n/, *r* makes the sound /r/, and *z* makes the sound /z/. Have partners take turns reading the sentences.

**Directions** Say: *There are some words that we will see a lot when we read. Listen as I read these words: new, too, when.* Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.



# Discuss Characters in Drama

## OBJECTIVE

Discuss main characters in drama.

## ACADEMIC VOCABULARY

**Integrate** As you discuss the play's main characters with students, you can model using the unit's Academic Vocabulary words. For example, ask:

- What **effect** did the rain have on Frank and Jenna?
- Could Frank or Jenna have done anything to **prepare** for the rain?

## Minilesson

**FOCUS ON STRATEGIES** Characters are the people in a play, or drama. They move the story forward with their speech and actions.

- **LISTEN** Characters speak lines in plays; they talk to each other.
- **THINK** Characters take part in plot events. Like stories, plays have main events, problems, and resolutions. These events have effects on characters.
- **LOOK** Characters look a certain way. When a play is acted out on stage, you can see each character.

Knowing about the characters is important to understanding a play. By discussing characters, you can gain a much deeper understanding of the play.

**MODEL AND PRACTICE** Model for students how to reflect on and discuss one of the characters in the play they just read. First, show students how to raise questions about a character. Then model how to answer them. **One character in the play is Jenna. What does Jenna say in the play? Which events have an effect on her? What does Jenna look like? What is she wearing? Jenna says she wants to play outside. She is sad because she can't go outside in the rain. Mom talks to Jenna about rain, and this makes Jenna like the rain! Jenna is a girl; she has blonde hair and wears a red shirt.** Remind students that the play has other characters, too. Ask them to practice by discussing Jenna further. Prompt students to discuss Jenna by asking and answering questions about her.



### EXPERT'S VIEW Sharon Vaughn, University of Texas, Austin

“Instructional feedback is as important as instruction, but what should feedback look like? It doesn't just mean telling the student, 'Good job!' Feedback means asking questions about what students are learning from text and asking them to demonstrate how the text supports their response. Good feedback is asking students to engage in purposeful activities through oral expression or in writing.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying and discussing the characters in a drama.

**OPTION 1 MyTURN** Have students complete p. 190 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students write the name of a character from an independently read play. Then have them draw details about the character on a separate sheet of paper.

### QUICK CHECK

**Notice and Assess** Can students discuss the main characters in a play?

#### Decide

- **If students struggle**, revisit instruction for discussing main characters in a play in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction for discussing main characters in a play in Small Group on pp. T266–T267.


**ELL Targeted Support Discuss Characters** Provide students with feedback and support to help them discuss characters. Ask targeted questions to help students begin.

Who is the boy? Who is the girl? Who is another character? **EMERGING**

What does Jenna do? What does Frank say? **DEVELOPING**


How do Jenna/Frank/Mom feel about one another? **EXPANDING/BRIDGING**

### STUDENT INTERACTIVE, p. 190

CLOSE READ 

### Discuss Characters in Drama


A play has **main characters**.  
The main characters are who the play is mostly about.

 Write and draw

Possible response:

**Jenna**

Drawing should show details about the character.

 Directions Read aloud the information and discuss the main characters in the play with students. Have them tell what they learned about the characters. Then ask students to choose a character, write the character's name on the lines, and draw details about the character.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss with adult assistance the author's purpose for writing text.

## Author's Purpose

### Minilesson

**FOCUS ON STRATEGIES** Remind students that authors write texts for different reasons. The reason an author writes a text is called the author's purpose.

- Informational texts tell facts about a topic.
- Persuasive texts provide a viewpoint, or opinion, about a topic.
- Fictional texts tell a story to entertain or teach a lesson.

**MODEL AND PRACTICE** Remind students about the play they read (*Who Likes Rain?*) and ask them to say the author's purpose for writing it. Guide them to the conclusion that the play was written to entertain.

# Handwriting

## OBJECTIVE

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

## Write Simple Sentences

**FOCUS** Write this sentence on the board: *I like my pet.* Tell students that this is a sentence, and read it aloud. Point out the spaces between the words and the period at the end.

**MODEL** Write this sentence on the board: *My pet is a cat.* As you write, describe your strokes and point out each space. Say: **This is a sentence. A sentence begins with a capital letter and ends with a period. Each word in a sentence is separated from the others by a space. Each letter is formed correctly.**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete p. 195 in the *Student Interactive* by identifying the author's purpose and answering the genre-related question.

STUDENT INTERACTIVE, p. 195

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

**MY TURN** Circle and write

1. What is the author's main purpose for writing the play?  
to persuade to entertain
2. Pretend you want to inform readers about why rain is good. How would your text be different?  
Possible response:  
**I would tell a main idea and details about rain.**

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**Directions** Remind students that an author's purpose is the reason the author writes a text. Read aloud the first question and the answer choices and have students circle the author's purpose. Discuss students' answers and why they chose them. Then read the second question and have students write their responses.

195

## Writing Workshop

Have students review their Writing Workshop texts and ask themselves why they wrote their texts. During conferences, offer opportunities for students to add details that will support their purpose for writing.

**PRACTICE** Have students use *Handwriting* p. 277 in the *Resource Download Center* to practice writing simple words and sentences. Remind students to form letters accurately and include spaces between words.

Name \_\_\_\_\_

### Handwriting

Write Simple Sentences

**MY TURN** Write

I live on Green Street. ....

I can count to 10. ....

His cat had 4 kittens. ....

Directions Read each sentence aloud. Model writing the first sentence with correct letter formation and spacing between words. Then have students write each sentence on their own, paying attention to proper letter size, formation, and spacing.

Grade K • Unit 5 • Week 5

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Handwriting, p. 277

Use the  **QUICK CHECK** on p. T263 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DISCUSS CHARACTERS IN DRAMA

**Teaching Point** The main characters in a drama are the people who are most affected by key events in the play. Use concepts related to plot to help students grasp the concept of a main character.

#### ELL Targeted Support

Ask students to identify the main characters in the selection. Help students say the characters' names. **EMERGING**

Ask students to draw the main characters from the selection and write the characters' names. Prompt students to describe their drawings to the class. **DEVELOPING**

Ask students to discuss the main characters from the selection. Then lead a class discussion in which students compare and contrast characters. **EXPANDING/BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Remind students that they can reread to help them better understand a story.

**Model** Model reading aloud a page from *Who Likes Rain?* Then pause, and say: *I think I understand what this page is about. But I should reread to make sure.* Reread the page aloud. Then tell students that rereading is a way readers can check their understanding of a story.



## Conferring

3 students / 3–4 minutes  
per conference

### DISCUSS CHARACTERS IN DRAMA

**Talk About Independent Reading** Ask students to identify main characters from dramas they read independently. Discuss the main characters with students.

#### Possible Conference Prompts

- Who are the main characters?
- What happens to them?

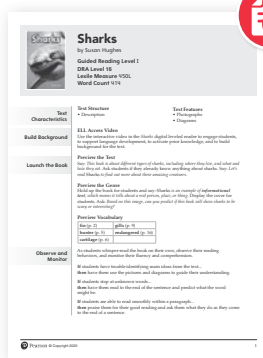
**Possible Teaching Point** Talking about the main characters in a story, or play, can help you understand how they connect to the main events.

## Leveled Readers



### DISCUSS CHARACTERS IN DRAMA

- For suggested titles, see “Matching Texts to Learning,” pp. T242–T243.
- For instructional support on how to identify the main characters in a drama, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite volunteers to share some of their observations about main characters from a drama they read. Celebrate what the class has learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Who Likes Rain?* 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 texts with a partner.

### Centers



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

### Literacy Activities



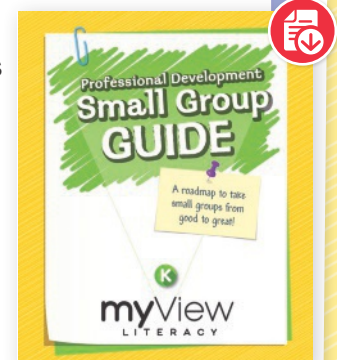
Students can

- play the myView games.
- act out, with a partner or in a small group, a drama read this week.
- make a poster or drawing to represent aspects of main characters from texts read this week.

### SUPPORT PARTNER READING

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

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



# 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

Most Chinese dialects do not have the sound /z/. Provide extra practice with the sound /z/ for Chinese speakers.

## Read Going Out

**FOCUS** Have students turn to p. 170 in the *Student Interactive*. We are going to read a story today about some people who go out in the rain. Point to the title of the story. The title is *Going Out*. In this story, we will read words that have the sounds /l/, /n/, /r/, and /z/.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *new, too, when*. Tell them they will practice reading these words in the story *Going Out*. Display the words. Have students read them with you. *When you see these words in the story Going Out, you will know how to identify and read them.*

STUDENT INTERACTIVE, pp. 170–171



DECODABLE STORY

FOUNDATIONAL SKILLS

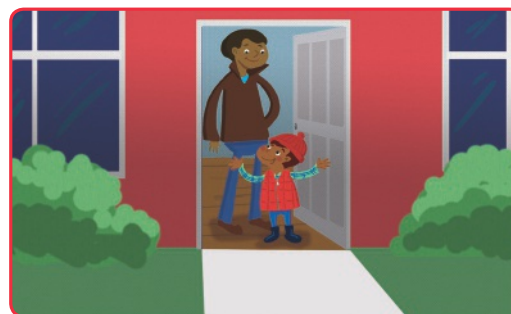
### Going Out



Zak had a new vest.  
He could zip it up.  
He set on a red hat.

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Dad said, “We have to go.”  
Zak did not want to be late!

Underline the words with the letter z.



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

After students have read the story, review the words with the letter z they read in the sentences on pp. 170–171. Have them underline the words with the letter z and then read the words with you.

Have students turn to p. 172. **I see some words with the letter for the sound /n/. Who can tell me which words have the sound /n/?** Students should identify these words: *when*, *not*. Have students highlight *when* and *not*. Direct students to find and highlight the word with the sound /n/ on p. 173.

**I see two high-frequency words we learned this week on these pages. Who can point to the words and read them to me?** Have a volunteer point to and read the words *when* and *too*.

**If students struggle**, revisit instruction in Small Group on pp. T256–T257.

**If students show understanding**, extend instruction in Small Group on pp. T256–T257.

STUDENT INTERACTIVE, pp. 172–173



DECODABLE STORY

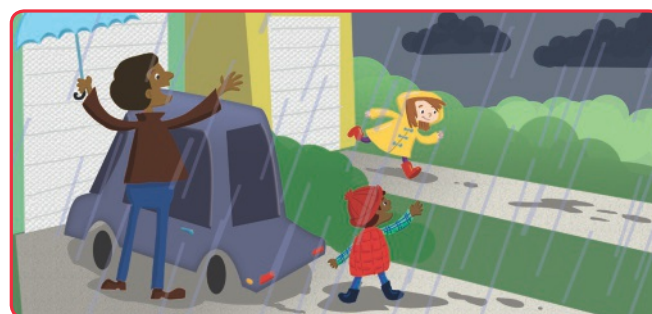
FOUNDATIONAL SKILLS

Highlight the words with the n sound.



It was wet **when** they came out.  
Look out! Do **not** slip!

172



Lil came out too.  
“Come ride with us,” said Dad.  
They all got **in**.

173



# Create New Understandings

## OBJECTIVE

Synthesize information to create new understanding with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** Integrate the unit Academic Vocabulary words as you work with students to create new understandings on the basis of the week's selection. Ask:

- Have you ever seen extreme weather?
- How do you prepare to go outside when it is raining?
- What effect could a rainstorm have on your day?

## Minilesson

**FOCUS ON STRATEGIES** Readers can think about different parts of a text and synthesize details to create new understandings. That means they put together details they read to come up with a new idea about the text.

- Look through the play. What details can you find about the characters or events?
- Think about the details. What connections can you make?
- Put the details together. What new understanding can you create from the details you found?

**MODEL AND PRACTICE** Model for students how to create new understandings for *Who Likes Rain?* Have students look at the picture of Frank on p. 183 of the *Student Interactive*. Frank is frowning here. I think he must feel sad. He probably feels sad because it is raining outside. Have students look at the pictures of Frank on pp. 186–187. What does Frank look like here? How do you think he feels now? Why do you think he feels that way now? Listen to students' responses, and guide them to conclude that Frank is smiling and probably feels happy because he now knows that rain is good.

**ELL Targeted Support Reading** Guide students to use the words and pictures to help them understand the text.

Have students turn to p. 170 of the *Student Interactive*. Reread the page to students or have volunteers read it aloud. Ask students to look at the picture. Have them identify how Zak looks and how he most likely feels. **EMERGING/DEVELOPING**

Have students discuss why Zak feels that way. Ask them to tell what text or picture clues helped them understand this. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for creating new understandings.

**OPTION 1 My TURN** Have students complete p. 191 of the *Student Interactive* to demonstrate understanding of how Frank's and Jenna's feelings changed over the course of the play.

**OPTION 2 Use Independent Text** Have students draw pictures to represent contrasting parts of a text. Then prompt them to say what the contrast shows about how characters' feelings have changed, how the plot has progressed, or how an argument has unfolded.

### QUICK CHECK

**Notice and Assess** Can students synthesize information to create new understandings?

#### Decide

- **If students struggle**, revisit instruction for creating new understandings in Small Group on pp. T272–T273.
- **If students show understanding**, extend instruction for creating new understandings in Small Group on pp. T272–T273.

### STUDENT INTERACTIVE, p. 191

The screenshot shows a page from a student interactive titled "Create New Understandings" under the heading "READING WORKSHOP" with a "Read Together" icon. The activity is labeled "MY TURN Draw" and is divided into two columns. The left column contains the instruction: "Drawing should show that Frank and Jenna do not like the rain." The right column contains the instruction: "Drawing should show that Frank and Jenna now appreciate the rain." At the bottom of the page, there are directions: "Directions Say: You can use details you learn in a play to understand something new. Have students synthesize information by drawing pictures that show how Frank and Jenna feel about rain at the beginning and at the end of the play. Remind them to use what they highlighted. Then ask students to discuss how Frank's and Jenna's feelings change." A heart icon with the number "191" is in the bottom right corner. A copyright notice "Copyright © SAVVAS Learning Company LLC. All Rights Reserved." is visible on the left side.

Use the  **QUICK CHECK** on p. T271 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### CREATE NEW UNDERSTANDINGS

**Teaching Point** Remember, you can learn to understand texts in new ways by seeing how different details fit together. Sometimes you can create a new understanding by pausing and thinking back to an earlier part of a text. You can make connections between details at the beginning and end of a story or play.

Help students grasp the idea of synthesizing information to create new understandings of texts by suggesting that they connect details from different parts of a text.

### ELL Targeted Support

Help students grasp the analytic skills needed to combine details in a text to allow for new understandings.

Ask students to name details from the selection. Give feedback by asking questions about the details they name. For example, you can ask how two details fit together. **EMERGING**

Ask students to name details from the selection. Then have them make connections between the details they named. Provide feedback by asking questions about the details. **DEVELOPING**

Have partners work together to make connections between details in the selection. Ask them to use their new understanding to tell what they think Frank and Jenna would do next. **EXPANDING/BRIDGING**



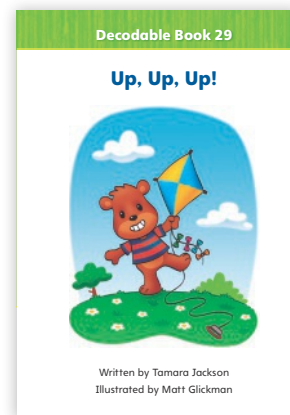
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### UP, UP, UP!

Have students reread the Decodable Book *Up, Up, Up!* Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

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

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes  
per conference

### CREATE NEW UNDERSTANDINGS

**Talk About Independent Reading** Have students create new understandings of their independently read texts by synthesizing different pieces of information from the text.

### Possible Conference Prompts

- What changes happened in the story?
- How did the end differ from the beginning?
- How did these changes affect your understanding?

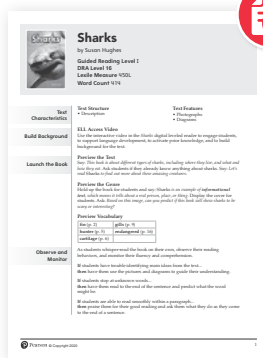
**Possible Teaching Point** Readers can reflect on details they may not have noticed before to create a new understanding of a text.

## Leveled Readers



### CREATE NEW UNDERSTANDINGS

- For suggested titles, see “Matching Texts to Learning,” pp. T242–T243.
- For instructional support on how to synthesize information to create new understandings of texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together. Invite one or two students to share the new understandings they have created. Celebrate what students have learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a text they read.
- read a self-selected trade book or their Book Club text.
- practice fluent reading with a partner by acting out a drama together.

### Centers



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

### Literacy Activities



Students can

- act out a drama together, focusing on practicing appropriate expression.
- play the myView games.
- discuss a text from the week as a class, focusing on creating new understandings.

### SUPPORT PARTNER READING

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

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



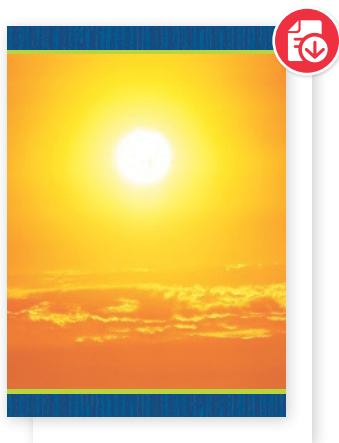
# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

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

Spell common high-frequency words.



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 266 from the *Resource Download Center*.

FOUNDATIONAL SKILL: Read Together

Name \_\_\_\_\_

**My Words to Know**

new      too      when

**MY TURN** Write and read

1. Mike has a new pet.

2. When can I see it?

3. Pam can see the cat too.

Directions: Have students read the words in the word bank. Then ask them to choose a word to complete each sentence and write it on the lines. Have students read the completed sentences.

Grade K, Unit 5, Week 5

*My Words to Know*, p. 266

## Phonological Awareness: Substitute Phonemes

**FOCUS AND MODEL** Tell students that when we change a sound in a word, we make a new word. Listen carefully as I say the sounds in the word *sand*: /s/ /a/ /n/ /d/. What are the sounds you hear in *sand*? Students should say /s/ /a/ /n/ /d/. Let's change the beginning sound from /s/ to /b/ to form a new word. Say the word with me: /b/ /a/ /n/ /d/. Now let's change the middle sound to /e/. Say the new word with me: /b/ /e/ /n/ /d/. Now let's change the ending sound in *bed* to /t/. What is the new word? Students should say *bent*.

**PRACTICE** Show students the *sun* Picture Card. Have them name the picture and say the sounds in the word *sun*. Then give students directions to substitute phonemes to make the following words: *fun, fan, man, mat, met, set, sit*.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some sentences. The sentences you read will all include sound spellings and high-frequency words you already have learned. Then you will match sentences and pictures.

Write these sentences on the board: *I can go on a plane. I can go on a slide.* Let's read the sentences together: *I can go on a plane. I can go on a slide.* Hold up the *slide* Picture Card. Which sentence matches this picture? (*I can go on a slide.*)

**MODEL AND PRACTICE** Have students turn to p. 174 in the *Student Interactive*. Read the first two sentences with students. Guide them to put an x in the box next to the sentence that matches the picture.

**APPLY My TURN** Have students finish p. 174 in the *Student Interactive*.



**APPLY MyTURN** Have students look at p. 175 in the *Student Interactive*. Direct them to complete and read the sentences.

**ELL Targeted Support Use Visual Support** Tell students they can think about the meanings of words before they read to help them better understand a text. Before students complete the activity on p. 175, help them understand the meanings of the words in the word bank.

Read the words at the top of p. 175 aloud. Act out the meaning of each word as you say the words again. Have students copy your actions as they repeat the words after you. **EMERGING**

Have students read the words at the top of p. 175 with you. Act out the meaning of each word. Then have students take turns acting out one of the words as the other students name the word. **DEVELOPING**

Have partners read and discuss the meanings of the words at the top of p. 175. Have them draw a picture that shows their understanding of the meaning of each word. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they have learned many of the words this year, and the words will help them become better readers. Say the word *new* and ask students what letters spell the word. Have students

- say the letters in the word as you write them on the board.
- say and spell the word, touching their toes for each letter.
- repeat with *too* and *when*.

## STUDENT INTERACTIVE, pp. 174–175

### REVIEW AND REINFORCE

#### Sentences I Can Read

**MYTURN** Read and write

- Zak rode down the lane.
- Zak rode down the lake.
- Nan has a new rate.
- Nan has a new rake.
- It is in the nest.
- It is in the next.



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**Directions** Have students read each pair of sentences and identify which one tells about the picture. Ask them to write an X in the box by the correct sentence.

### FOUNDATIONAL SKILLS

#### Sentences I Can Read

**MYTURN** Read and write

zig run left

Max will run home.

He can go left.

He can zig and zag.



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**Directions** Ask students to read the words and sentences. Then have them write the words to complete the sentences. Finally, have students read the completed sentences.

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# Reflect and Share

## OBJECTIVES

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

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

Retell texts in ways that maintain meaning.

## ACADEMIC VOCABULARY

**Integrate** Help students get a grasp on the unit Academic Vocabulary words by integrating the words into instruction on retelling texts and making connections between them.

- Were you prepared for the rain?
- Some people were unprepared.
- Can we measure how much rain fell?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that it is good to talk to others about texts they read. As they talk with others, they can retell, or summarize, a text in a way that preserves meaning. They can also tell how the text is similar to or different from another text they have read.

- Tell students that retelling a text means saying all the important things that happen in the text.
- Emphasize that retelling, or summarizing, a text makes it easier to see how the text connects to other texts they have read.
- Tell students that when they compare two texts, they can tell how the characters, events, or ideas are alike and different.

**MODEL AND PRACTICE** Model retelling a text to make connections. *In the play we read, Frank and Jenna are sad because it is raining and they can't play outside. But then they are happy because they see that rain is good.* Ask students to think about how your retelling connects to other ideas they have encountered in texts this week. *We have read about how rain can be good in other places this week. Rain is good for Frank and Jenna, and rain is good for elephants, too!*

**ELL Targeted Support Retelling** Help students retell, or summarize, a text.

Ask for volunteers to retell this story: *John came home from school. He ate a sandwich, and then he read a book. He was happy.* **EMERGING**

Ask for volunteers to retell this story: *John went to school and had fun learning about different animals. He played outside at recess. Later, he went home and ate a sandwich. Then he read a book. He felt happy.* **DEVELOPING**

Have student pairs take turns telling each other brief stories about things that happened in school. Have partners retell the stories. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for retelling texts and making connections between them.

**OPTION 1 TURN, TALK, AND SHARE** Have students work together to complete p. 192 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find a partner and retell independently read texts to each other. Then have them work to make connections between the texts and other texts read during the week.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for retelling texts and making connections in Small Group on pp. T278–T279.
- **If students show understanding**, extend instruction for retelling texts and making connections in Small Group on pp. T278–T279.

**WEEKLY QUESTION** Have students use evidence and ideas from the texts they have read this week to respond to the Weekly Question. Tell them to discuss and answer the question in small groups.

STUDENT INTERACTIVE, p. 192

RESPOND TO TEXT 

### Reflect and Share

 Retell the events in the play. Then talk about why rain is important. Use details from the play and other texts.

 Remember to tell about the most important events.



**Weekly Question**

How can rainy weather help Earth?

**192** Directions Have partners take turns retelling the play. Then say: You have read other texts that tell about rain. What details have you learned about why rain is important? Have students respond to sources by discussing the answer.

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Use the  **QUICK CHECK** on p. T277 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Retelling texts allows you to make connections between them. As you retell texts, you can bring out, or emphasize, the parts that most connect to your own lives. This will allow you to see how different texts connect to your own lives in the same or different ways.

Help students understand the idea of connecting multiple texts to their own lives and experiences.

### ELL Targeted Support

Help students grasp the concept of retelling a text. For each sentence, call on a volunteer to retell, or summarize, the meaning of what you just said. Guide students to substitute pronouns correctly (to say *you* instead of *I* as appropriate). You can repeat the activity, using different permutations of the sentence stems.

*I went \_\_\_\_.* (I went to the store yesterday.) **EMERGING**

*I went \_\_\_\_ because \_\_\_\_.* (I went to the store yesterday because I wanted to buy some food.) **DEVELOPING**

*I went \_\_\_\_ because \_\_\_\_, but \_\_\_\_.* (I went to the store yesterday because I wanted to buy some food, but when I got there, the store was closed.) **EXPANDING/BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read this week: “How Rain Helps Elephants,” “What Happened?” and *Who Likes Rain?* Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how rainy weather can help Earth. Encourage them to use the Academic Vocabulary words *measure*, *extreme*, *prepare*, and *effect*.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Help students organize into a shareable format the information on their lists of the ways that rainy weather helps Earth. Students can draw or graphically organize textual information in a creative way.

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

See *Extension Activities*, pp. 311–315, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students if they can retell texts they read independently.

### Possible Conference Prompts

- What was this text about?
- Can you think of other texts that were about the same thing?
- How could you connect these texts to your own life and experiences?

### Possible Teaching Point

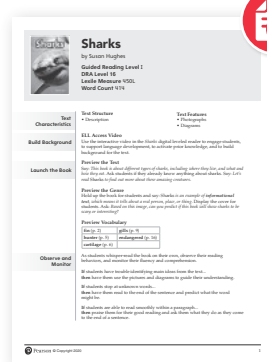
Readers can connect things that happen in their own lives to pictures they see in a text.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T242–T243.
- For instructional support on how to make connections, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to retell and talk about connections between texts. Celebrate what the class has learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and/or listen to the play *Who Likes Rain?* 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

- discuss and/or draw in their notebooks in response to the Weekly Question.
- act out a play from the week.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T438–T441, for

- teacher’s summary of *Rain, Wind, Sun, and Snow*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.



# Resources

## Stacks of Mentor Texts

### Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

## myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

## Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

## Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

## Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
  - ▶ write in different genres and styles.
  - ▶ apply writing conventions.



# Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

*The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.*

## Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.)



## Conference Routine



<b>Research</b>	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
<b>Name a Strength</b>	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
<b>Decide on a Teaching Point</b>	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
<b>Teach</b>	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.

- 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

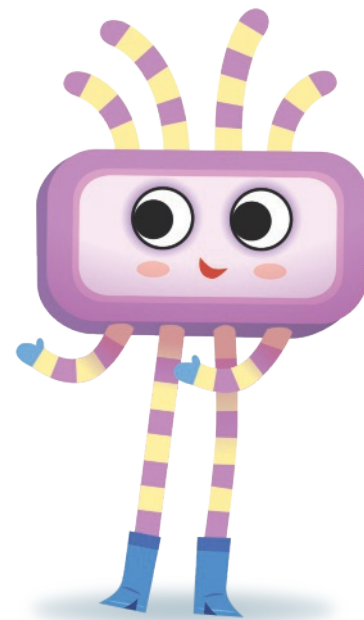
**WEEK 2** Develop Elements

**WEEK 3** Develop Structure

**WEEK 4** Writer's Craft

**WEEK 5** Publish, Celebrate, and Assess

FLEXIBLE PATH



# Units of Study

## This Unit: Literary Nonfiction

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

### POETRY: POEMS

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  
**5**

## INFORMATIONAL TEXT: LITERARY NONFICTION

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Question and Answer Books</li><li>• Generate Ideas</li><li>• Plan Your Question and Answer Books</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• What You Know About Your Topic</li><li>• Apply Compose Questions</li><li>• Apply Compose Answers</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 an Introduction and Conclusion</li><li>• Apply Graphics</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Verbs</li><li>• Apply Digital Tools to Produce Writing</li><li>• Apply Digital Tools to Publish Writing</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Spelling</li><li>• Celebration</li><li>• Assessment</li></ul>



# Weekly Overview

Students will

- explore the characteristics of question and answer books
- generate ideas for their question and answer books
- use a graphic organizer to plan their writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Question and Answer Book T290	Question and Answer Book: Questions T294	Question and Answer Book: Answers T298
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T291	Independent Writing and Conferences T295	Independent Writing and Conferences T299
<b>SHARE BACK FOCUS</b> 5–10 min.	Question and Answer Book T291	Questions T295	Questions and Answers T299
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T292</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Question Words T293</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words T296</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Capitalization T297</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T300</li> <li>• <b>Language &amp; Conventions</b> Teach Capitalization T301</li> </ul>



## Mentor STACK



- *What Do You Do with a Tail Like This?* by Steve Jenkins and Robin Page
- *Who Has These Feet?* by Laura Hulbert
- *Do You Really Want to Meet a Crocodile?* by Cari Meister
- *What Animals Eat* by Brenda Stones

**Use the following criteria to add to your literary nonfiction book stack:**

- Books in various disciplines, such as science, history, and art.
- At least one book with an introduction and a conclusion.
- Books that maintain a question and answer format throughout the text.

Preview these selections for appropriateness for your students. Selections are subject to availability.

### FAST TRACK

#### LESSON 4

Generate Ideas T302

Independent Writing and Conferences T303

Topics T303

**FLEXIBLE OPTION**

- **Spelling** Spiral Review T304
- **Language & Conventions** Practice Capitalization T305

### FAST TRACK

#### LESSON 5

Plan Your Question and Answer Book T306

Writing Club and Conferences T306–T307

Graphic Organizers T306

- **Spelling** *Assess Understanding* T308

- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T309

### ADDITIONAL RESOURCES

#### MINILESSON

5–10 min.

Variety of Question Words

The Right Number of Questions

#### INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

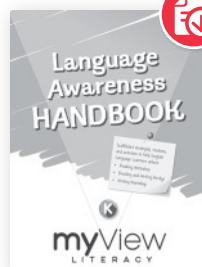
Independent Writing and Conferences

#### SHARE BACK FOCUS

5–10 min.

Question Words

Questions and Answers



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 question and answer books to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.


## FORMATIVE ASSESSMENT

### Conference Prompts


#### Genre Immersion Lessons

<b>If</b> students need additional support,	 <b>Then</b> use the stack to point out the format of a question and answer book. Point out the question words and question marks.
<b>If</b> students show understanding,	<b>Then</b> have students think about a topic for a question and answer book they would like to write.

#### Generate Ideas

<b>If</b> students need additional support,	 <b>Then</b> ask: What do you know a lot about?
<b>If</b> students show understanding,	<b>Then</b> have students tell you what they know about their topic.

#### Plan Your Question and Answer Books

<b>If</b> students need additional support,	 <b>Then</b> ask: What do you know about your topic?
<b>If</b> students show understanding,	<b>Then</b> ask: What question words do you know? What is one question you can ask about your topic?

## Conference Support for ELL

### EMERGING

- Learn the words for “question” and “answer” in your students’ home languages to help explain the format.
- Show question and answer books from the stack or class library, explaining how to formulate a question using the 5 *Ws* and *H*.
- Have students connect the pictures to the text to guess the question and answer.

### DEVELOPING

- Read aloud question and answer books the students may be familiar with.
- Engage students in generating ideas for question and answer books.
- Point out how authors answer questions in question and answer books.

### EXPANDING

- Challenge students to think aloud as they write.
- Have students list ideas prior to writing.
- Have students identify how this genre differs from others.

### BRIDGING

- Invite students to lead a discussion about question and answer books they have read.
- After reading stack texts, have students recall and share information they have learned.
- Ask students to work with each other as they plan their question and answer books, providing feedback and suggestions to their peers.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphic features** and **capitalization**.



## 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 asking and answering questions in English. These targeted supports were chosen to help students better understand the English language and understand how to ask and answer questions.

Use this note for the genre immersion lesson on pp. T290–T291.

### ELL Targeted Support

#### QUESTION AND ANSWER BOOKS

Use the stack to help students recognize the elements of question and answer books.

Work closely with students to point out the 5 *Ws* and *H* for forming questions.

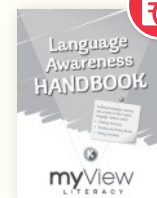
#### EMERGING

If students have difficulty understanding question and answer books, have students suggest another question for a book they have read. Transcribe their question and help them research an answer. **DEVELOPING**

Have students talk about a question and answer book they recall reading, and have them explain what they liked about the book.

#### EXPANDING

As students share ideas for new questions that could be added to a stack book, prompt them to think through the types of questions they could include. Encourage students to use a variety of question words. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T306.

### ELL Targeted Support

#### PLAN YOUR QUESTION AND ANSWER BOOKS

This lesson can help students build upon their English conversational skills. Have them talk through their ideas as best they can.

Pair students with expanding ELL students who share the same home language, and tell the partners to form questions together. **EMERGING**

As students plan their questions, prompt them to think about pictures that can help tell the answer. They should discuss their ideas with a partner. **DEVELOPING**

Have students talk through their question and answer book with you. Prompt students to plan the sequence of questions and answers in their books. **EXPANDING**

Have stack texts available for reference so students can refer to them when planning the sequence of questions and answers. Have them explain how their book is similar to a stack book. **BRIDGING**

## FAST TRACK

# Question and Answer Book

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information.

## STUDENT INTERACTIVE, p. 47

The screenshot shows a page from a student interactive. At the top, it says 'LITERARY NONFICTION' and 'WRITING WORKSHOP'. Below that, a goal statement reads: 'I can write a nonfiction text.' To the right, there is a 'My Learning Goal' icon. The main title is 'Question and Answer Book'. Below the title, it says: 'Some books ask questions about a topic. Then they answer the questions. The answers tell information.' The example topic is 'Thunderstorms'. A 'Question' box asks 'What is a thunderstorm?' and an 'Answer' box responds 'It is a storm with thunder and lightning.' At the bottom, there is a page number '47' and a small icon.

## Minilesson

Mentor STACK



**TEACHING POINT** Question and answer books are a form of literary nonfiction. They are based on real-life topics, usually science, math, history, or social studies. Question and answer books

- answer more than one question about the same topic.
- include questions that start with *who*, *what*, *where*, *when*, *why*, or *how*.
- provide answers to help the reader better understand the topic.

**MODEL AND PRACTICE** Inform students that they will be exploring question and answer books over the next few days to prepare them to write their own. Choose a stack book. Read aloud the book to students, showing them where the questions and answers are on each page. Point out how the questions and answers are differentiated (bold, color, placement, etc.). When reading a question and answer book, emphasize the question words.

Use the following questions to prompt a discussion.

- What topic does this book tell about?
- Why did the author use questions and answers to tell about this topic?
- How do the pictures tell about the questions and answers?

Direct students to p. 47 in the *Student Interactive*. Use this page to talk about the elements in a question and answer book. As time allows, read additional stack books.

## Independent Writing

Mentor STACK



### FOCUS ON QUESTION AND ANSWER FORMAT

- If students need more time to develop their understanding of the question and answer format, they should read additional stack books.

### WRITING SUPPORT

- **Modeled** Show a stack text and think aloud to identify elements of a question and answer book.
- **Shared** Have students choose a stack text to identify the elements of a question and answer book.
- **Guided** Use a stack text to provide explicit instruction on why authors write question and answer books.

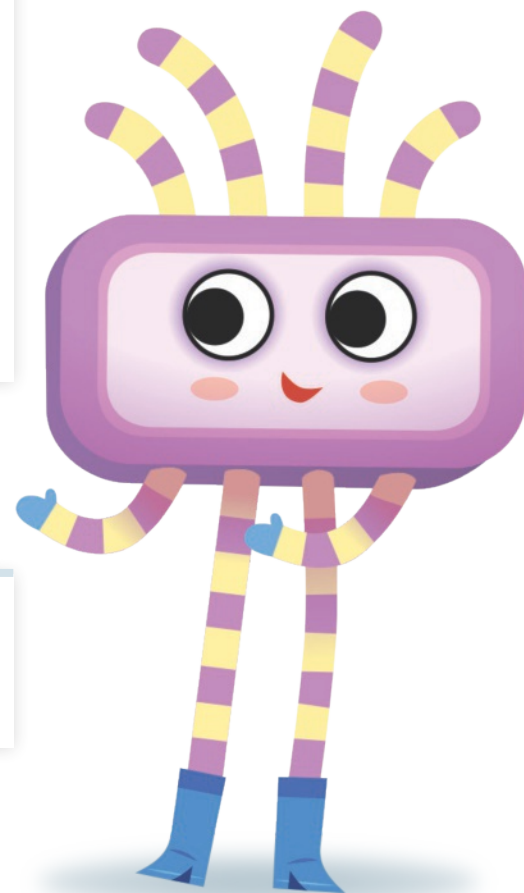
 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they may transition to writing a book of their own.

If time allows for individual conferences, see the **Conference Prompts** on p. T288.

## Share Back

Call on a few students to share what they noticed about question and answer books.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

cat                      not  
tap                      hat

## HIGH-FREQUENCY WORDS

be  
saw

## FLEXIBLE OPTION LESSON 1

### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each CVC word and the two high-frequency words.

### Spelling Sentences

1. **Tap** your forehead.
2. The man wore a **hat**.
3. I **saw** a good movie.
4. Jay pet the **cat**.
5. Do **not** kick the ball.
6. What do you want to **be** when you grow up?

## ELL Targeted Support

**Word Meanings** Reinforce the meaning of each spelling word.

Have students draw pictures of some of the spelling words. Post the pictures in the room to create a visual dictionary. Have developing students create definitions for the words.

**EMERGING/DEVELOPING**

Ask students to use each of the spelling words in oral sentences. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION LESSON 1

### ✓ Assess Prior Knowledge

## LESSON 2

Teach

## FLEXIBLE OPTION LESSON 3

Review and More Practice

## FLEXIBLE OPTION LESSON 4

 Spiral Review

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Question Words

**FOCUS** Remind students of the question words *who, what, when, where, why, and how*.

**MODEL AND PRACTICE** Tell students that questions often begin with one of these question words. Work with the class to create a question for each of the question words.

**APPLY** Write the six question words on index cards. Have students take turns pulling a card and asking you a question beginning with the question word.

#### OBJECTIVES

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

Understand and use question words (interrogatives) (e.g. *who, what, where, when, why, how*).

#### ELL Targeted Support

**Questions** Help students practice identifying question words.

Say words of all kinds to the class. Tell students that each time they hear you say a question word, they should raise their hands. Review as many question words as possible while playing the game. **EMERGING**

Ask the class questions. For each question, call on a volunteer to say what question word you used and then

answer the question. Vary the question words you use as you play the game. **DEVELOPING**

Have students find partners or form small groups and practice asking each other questions, using as many different question words as possible. **EXPANDING**

Have students write questions using as many question words as possible. Have them share and discuss the questions with the class. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Question Words

FLEXIBLE OPTION   
**LESSON 2**

Oral Language: Capitalization

**LESSON 3**

Teach Capitalization

**LESSON 4**

Practice Capitalization

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice



# Question and Answer Book: Questions

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors choose the questions for their question and answer books by thinking about what the reader would like to know. Authors may think of the questions first or research the topic and then think about good questions that would help give the reader information about the topic.

**MODEL AND PRACTICE** Hold up a stack text. Say: *This is a question and answer book. Question and answer books have two parts: questions and answers. Today we are going to talk about questions.* Open to the first page that has a question on it. Point to the question. *This is a question. How do I know it is a question? I know it is a question because it ends with a question mark.* Point to the question mark. Have volunteers draw question marks on the board. *This is a question mark. All questions end with a question mark. All questions also begin with certain words. Do you know what words a question might begin with?* Guide students to name the question words *who, what, where, why, when, and how*. As they name the words, write them on the board. Then read the stack book aloud. As you read each question, ask students what question word the author used and what punctuation mark the question ends with. *As you write your own questions for your question and answer book, you will begin each question with a question word and end each question with a question mark. Let's practice writing questions.*

Have the class choose a topic. Ask students to come up with questions to include in a question and answer book about the topic. Write their responses on the board.

## Possible Teaching Point

### Spelling | Words with CVC Pattern

Remind students that many words with short vowel sounds are spelled with the CVC pattern. As you read stack books, point out CVC words and pause to have students spell the words. Have them

- say the word aloud slowly
- listen for each sound
- say the consonant, vowel, and consonant sounds they hear

## Independent Writing

Mentor STACK



### FOCUS ON QUESTION AND ANSWER BOOKS

- For students who still need help understanding the genre, provide them with more exposure to the stack books.

### WRITING SUPPORT

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- **Modeled** Read a stack text aloud and point out how the questions are worded in the text.
- **Shared** Have students read the questions aloud in a stack text to analyze how they are written.
- **Guided** Prompt students to think of questions readers might have about a topic.



**Intervention** Refer to the *Small Group Guide* for support.

---

- After the minilesson, allow students who show understanding to begin writing their own question and answer books.

See the **Conference Prompts** on p. T288.

## Share Back

Have a few students share one question about a topic. Prompt the class to discuss the question and offer additional questions about the topic.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

cat not  
 tap hat

### HIGH-FREQUENCY WORDS

be  
 saw

## LESSON 2

### Teach

**FOCUS** Explain that words with short vowel sounds are usually spelled with a consonant-vowel-consonant, or CVC, pattern.

**MODEL AND PRACTICE** Write or display these words: *box, cot, top*. Say each word aloud and point out that the middle letter in each word is a vowel that spells a short sound. That vowel has a consonant before and after it.

### APPLY MyTURN

Have students complete the activity on p. 44 in the *Student Interactive* independently. Provide support as needed.

SPELLING

### Spell Words

**MYTURN** Sort and spell

be	cat	tap
not	saw	hat

cat

tap

not

hat

be

saw

44

Directions Say: Short a is often spelled o and short o is often spelled o in words with three letters. Have students determine if each word follows the CVC pattern. Then have them spell and write the CVC words in the left column and the high-frequency words in the right column.

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## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review

## LESSON 5

Assess Understanding



# Language & Conventions

## Capitalization

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Capitalization

**FOCUS** Remind students that sentences express complete ideas. A complete sentence has a naming part (a noun) and an action part (a verb). Tell students that sentences begin with a capital letter.

**MODEL AND PRACTICE** Share an example of a sentence: *Cats are furry.* Encourage students to listen carefully. *What is the first word in this sentence? (Cats) What letter does it begin with? (capital c)* Write the word *I*. Tell students that this is a special word because it is always capitalized. Read aloud a paragraph that has several instances of the word *I*. Ask students to stand each time they hear a word that should be capitalized.

**APPLY** Say simple sentences. Have volunteers tell you which letters should be capitalized, including the letter at the beginning of each sentence and the word *I*.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Capitalization

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Question Words

**LESSON 3**

Teach Capitalization

**LESSON 4**

Practice  
Capitalization

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Question and Answer Book: Answers

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors write question and answer books to provide information about a topic. Authors might know a lot about the topic, so they are able to answer the questions. If they do not know a lot about the topic, there are other ways to learn information about it. Authors should be careful to make sure their answers directly relate to the question. Authors can

- include details in their answers.
- use online resources to learn about a topic.
- ask an expert questions to get more information.

**MODEL AND PRACTICE** Hold up a book from the stack. Say: *Question and answer books have two parts: questions and answers. Today we will talk about answers.* Open to the first page of the book and ask: *Where does the author ask the question? How do you know it is a question?* Call on a student to answer. Then say: *Where does the author answer the question? How do you know it is an answer?* Allow students to respond. Explain that an answer does not end with a question mark. In a question and answer book, the answer comes after the question. *Let's read this question and answer book. Pay attention to the answers as we read.* Read the book aloud so students can notice how an author writes answers. Read one or two additional books from the stack, pointing out the questions and answers.

## Possible Teaching Point

### Language & Conventions | Capitalization

Remind students that a question is a type of sentence, and that all sentences begin with a capital letter. As students write their question and answer books, have them check that each question begins with a capital letter.

## Independent Writing

Mentor **STACK**

### FOCUS ON ANSWERS

- If students need more time to understand how authors write answers to their questions, have them continue reading stack books.

### WRITING SUPPORT

---

- **Modeled** Use stack books to show how answers are written in a question and answer format.
- **Shared** Have students identify the answers to questions in a stack text.
- **Guided** Tell students to identify how a question could be answered in a book.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, have them begin or continue writing their own question and answer books.

During individual conferences, use the **Conference Prompts** on p. T288.

## Share Back

Have students share a question and an answer from their own book or from a stack book.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

cat not  
 tap hat

### HIGH-FREQUENCY WORDS

be  
 saw

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that words with short vowel sounds are often spelled with a consonant-vowel consonant, or CVC, pattern.

**MODEL AND PRACTICE** Have students write the following words as you say aloud each phoneme: *rat*, /r/ /a/ /t/; *rot*, /r/ /o/ /t/; *pat*, /p/ /a/ /t/; *can*, /k/ /a/ /n/.

**APPLY** Have students complete *Spell Words* p. 278 from the *Resource Download Center*.

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 4

Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## Capitalization

### LESSON 3

#### Teach Capitalization

**FOCUS** Remind students that sentences begin with a capital letter. The word *I* is always capitalized, even when it is not at the beginning of a sentence.

**MODEL AND PRACTICE** Display this sentence: *We are at school.* Read it aloud. Underline the *W* at the beginning of the sentence. [See the \*W\*?](#) This is a capital *W*. This tells me that this is the beginning of the sentence.

Display this sentence with *I*: *You and I are at school.* Point out that the word *I* is capitalized. [The word \*I\* is always capitalized, even when it is in the middle of a sentence.](#) Underline the word. Then ask: [Is the \*Y\* at the beginning correct?](#) (Yes, because it is a capital letter, and sentences should begin with capital letters.)

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

#### ELL Targeted Support

**Reinforce Capitalization** Use this opportunity to reinforce the capitalization of the pronoun *I*.

Have students share sentences using the pronoun *I*. Provide a sentence frame: *I am* \_\_\_\_\_. Have students reread their sentences and make sure they capitalized the pronoun *I* in every sentence. **EMERGING/ DEVELOPING**

Have students write sentences to answer the following question: *What is something you like to do?* Have them employ correct capitalization of the pronoun *I*. **EXPANDING**

Have students write sentences for the pronoun *I*. Then have partners read each other's writing and make corrections so the pronoun *I* is always capitalized. **BRIDGING**

### LESSON 3

#### Teach Capitalization

FLEXIBLE OPTION

#### LESSON 1



Spiral Review:  
Question Words

FLEXIBLE OPTION

#### LESSON 2

Oral Language:  
Capitalization

#### LESSON 4

Practice  
Capitalization

FLEXIBLE OPTION

#### LESSON 5

Standards Practice



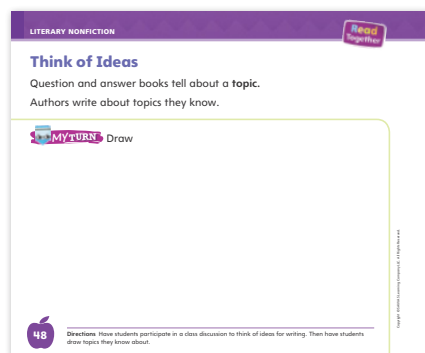
## FAST TRACK

# Generate Ideas

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 48



## Minilesson

**TEACHING POINT** Ideas for question and answer books come from real-life topics. Authors choose an idea based on something they know a lot about or are interested in. Authors choose a topic and tell readers more about it.

**MODEL AND PRACTICE** Tell students you would like to write a question and answer book, but you are not sure what to write about. Say: *When we write a question and answer book, we have to write the questions and the answers. That means we need to know a lot about the topic. I will brainstorm topics that I know a lot about. I will brainstorm topics that I am interested in.* On the board, write a list of things you know a lot about, such as school, volleyball, dogs, and cooking. When you are finished with your list, think aloud about which topic you know the most about. For example: *I'm a teacher, so I've spent a lot of time at school. But one of my favorite hobbies is playing volleyball with friends. This is something that I'd love to teach others about, so I will write about volleyball.* Circle the topic you have chosen.

Now, let's brainstorm some ideas for your books. What do you know a lot about? Have students offer suggestions as you write and draw them on the board. Say: *We thought of a lot of ideas today. You can come back to this list at any time when you want to begin a new book.*

Direct students to p. 48 in the *Student Interactive* and have them record their favorite ideas.

## Possible Teaching Point

## Writing Process

### Prewriting | Identifying a Topic

Remind students that a question and answer book is based on real-life topics. Guide students to consider topics in science, math, or social studies. Have students

- draw or write a list of possible topics for their books
- read through the list
- circle three topics that they find most interesting

## Independent Writing

Mentor **STACK**

**FOCUS ON TOPICS** After this lesson, students should transition into independent writing.

- They should choose a topic and begin their own question and answer books if they have not already.

### WRITING SUPPORT

- **Modeled** Discuss the question and answer topics in the stack texts.
- **Shared** Prompt students to generate ideas by looking through the stack texts or class library.
- **Guided** Have students think about a topic that interests them.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T288.

## Share Back

Ask two or three students with whom you conferred to share their question and answer book topics with the class. Encourage students to talk about why they chose that topic and how they will find information to write their answers.

# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

### SPELLING WORDS

cat	not
tap	hat

### HIGH-FREQUENCY WORDS

be  
 saw

### Writing Workshop

As students proofread their writing, remind them to check the spelling of words with the CVC spelling pattern.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

**FOCUS** Have students recall the previous spelling rules for spelling words with the CVC pattern and the sound /e/.

**MODEL AND PRACTICE** Read the following words and have students spell them: *bet, vet, red, set, get, den*.

**APPLY** Have partners spell two more CVC words with the sound /e/.


FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

FLEXIBLE OPTION 

## LESSON 1

 **Assess Prior Knowledge**

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

## LESSON 5

 **Assess Understanding**



# Language & Conventions

## Capitalization

### LESSON 4

#### Practice Capitalization

##### APPLY MyTURN

Read aloud p. 46 of the *Student Interactive*. Then have students complete the activity.

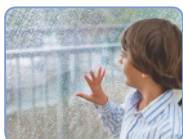
LANGUAGE AND CONVENTIONS Read Together

### Capitalization

A sentence always begins with a **capital letter**.

The word **I** is always a capital letter.

What should **I** wear today?



**TURN and TALK** Tell why each letter is capitalized.

**MYTURN** Underline and write

how can i stay dry?

**How can I stay dry?**

**46** Directions Read aloud the information and ask partners to talk about why each bold letter in the example sentence is capitalized. Then have students edit the practice sentence by underlining the letters that should be capitalized. Ask them to rewrite the sentence on the lines, capitalizing the underlined letters.

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#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

#### Writing Workshop

Tell students to make sure they use correct capitalization when they write their drafts during Writing Workshop. Encourage them to return to their drafts to make sure that their sentences begin with capital letters.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Question Words

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Capitalization

**LESSON 3**

**Teach Capitalization**

**LESSON 4**

**Practice Capitalization**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

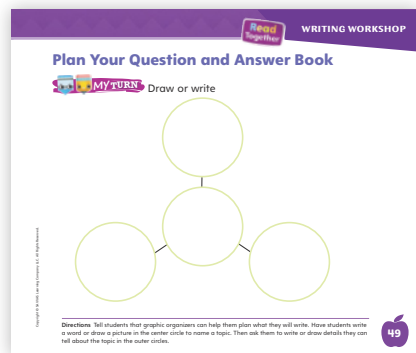
**FAST TRACK**

# Plan Your Question and Answer Book

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 49



## Minilesson

Mentor STACK



**TEACHING POINT** Authors plan question and answer books by thinking about the most important information they know about the topic. Planning a question and answer book helps authors think through the information they will share. Using a graphic organizer ensures that authors include the most important details about the topic.

**MODEL AND PRACTICE** Tell students that authors may use a graphic organizer to keep track of their topic and questions so they can plan their book. Copy the graphic organizer from p. 49 of the *Student Interactive* on the board.

Hold up a stack text that you read during the immersion days. Say: **Before the author wrote this book, he or she planned what would be included. Let's pretend we are the authors. Let's plan our book. We will write or draw the topic in the middle circle of our graphic organizer. Can anyone tell me what the topic of this book is?** Have students say the topic. Write it in the middle circle of the graphic organizer. Then have students name details about the topic as you write them in the surrounding circles. Then say: **When you choose your own topic, make sure you choose a topic you know a lot about. Filling out a graphic organizer will help you plan what you know about the topic. If you don't know enough about your topic, you can choose a different topic, or you can look up information in a book or on a computer.**

Give students a few minutes to plan, using their graphic organizer.

## WRITING CLUB

Use p. T307 to guide Writing Club discussions. If time allows for individual conferences, see the **Conference Prompts** on p. T288.

## Share Back

Ask a few students to share their graphic organizers with the class. Have them share a question they might write in their book.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share the topics for their question and answer books.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Listening quietly to others when they are speaking
- Taking turns asking questions and sharing comments during discussions
- Speaking clearly using complete sentences

**What Are We Sharing?** Students can share their topics and graphic organizers with their Writing Club. Their classmates should help them decide what details to include about their topic.



### **How Do We Get Started?** Conversation Starters

- What do you know about \_\_\_\_?
- What question words can you use?
- How can you tell information about \_\_\_\_?



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

cat                      not  
tap                      hat

## HIGH-FREQUENCY WORDS

be  
saw

## LESSON 5


### Assess Understanding

Read aloud the words and sentences. Have students spell each word with the CVC spelling pattern and the two high-frequency words.

### Spelling Sentences

1. You can **tap** your foot to the music.
2. Pete does **not** like cheese.
3. How old will you **be** next year?
4. My **cat** is orange.
5. Mike put a **hat** on the dog.
6. We **saw** a lion at the zoo.

FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**

**LESSON 2**

Teach

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review**

## LESSON 5

 **Assess Understanding**



# Language & Conventions

## Capitalization

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to answer the question.

my family and i like to play cards.

What **two** words should start with a capital letter?

- A family; I
- B** my; I
- C like; play
- D my; cards

**APPLY My TURN** Have students complete *Language and Conventions* p. 284 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Capitalization

The first word of a sentence is capitalized.  
That man can help.

The pronoun I is always capitalized.  
Mom said I can go.

**MY TURN** Write

1. did you pick a rose? Did

2. Ben can play if i play. I

3. the dog is wet. The

4. Did you know i can jump? I

Directions: Read the sentences with students and have them identify the word that should be capitalized in each. Have them write the word with the correct capitalization on the lines.

Grade K, Unit 5, Week 1

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Question Words

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Capitalization

### LESSON 3

**Teach Capitalization**

### LESSON 4

**Practice Capitalization**



# Weekly Overview

Students will


- identify details for a topic
- learn how to compose questions
- learn how to compose answers

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.	What You Know About Your Topic T314	Explore Compose Questions T318	Apply Compose Questions T322
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T315	Independent Writing and Conferences T319	Independent Writing and Conferences T323
<b>SHARE BACK FOCUS</b> 5–10 min.	Topics and Details T315	Questions T319	Questions T323
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T316</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Capitalization T317</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T320</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: End Punctuation T321</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T324</li> <li>• <b>Language &amp; Conventions</b> Teach End Punctuation T325</li> </ul>



# Mentor STACK



Use the following criteria to add to your literary nonfiction book stack:

- Books that incorporate many different question words.
- Books that provide clear answers with supporting illustrations.
- Books that represent a variety of topics and interests.

**FAST TRACK**


**LESSON 4**

**LESSON 5**

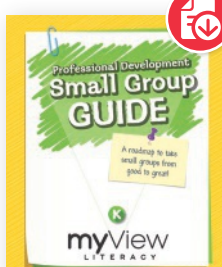
Explore Compose Answers T326	Apply Compose Answers T330
Independent Writing and Conferences T327	Writing Club and Conferences T330–T331
Answers T327	Answers T330
<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling Spiral Review</b> T328</li> <li>• <b>Language &amp; Conventions Practice End Punctuation</b> T329</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling Assess Understanding</b> T332</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions Standards Practice</b> T333</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Find Answers	Choose Important Questions
<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.	Questions and Answers	Questions and Answers



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 question and answer books and their elements, including clear questions, answers that reflect facts, and formats that are easy to understand. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### What You Know About Your Topic

**If** students need additional support,


 **Then** ask: What do you know about your topic? Help them make a list of what they already know.

**If** students show understanding,

**Then** have them select a detail to include in their book and phrase a question about it.

#### Compose Questions

**If** students need additional support,


 **Then** display question words and provide sentence frames using the question words.

**If** students show understanding,

**Then** have them tell you which question they will ask first in their book. Why will they put that one first?

#### Compose Answers

**If** students need additional support,

 **Then** look at the questions in a stack text to identify how answers are formed for each question. Remind students that answers should be complete sentences. Help them write one answer for a question in their book.

**If** students show understanding,

**Then** ask: What can you draw or add to your drawing on this page to go along with your answer?

## Conference Support for ELL

### EMERGING

- Point out how questions are written in the stack texts.
- Identify how the author writes the answer to the question using complete sentences, details, and punctuation.
- Have students look at pictures in stack texts to help inspire topics and questions for their books.

### DEVELOPING

- Talk through some topics students could choose for their books.
- Have students identify questions that start with the 5 *Ws* and *H*.
- Ask students a question about the topic and have them answer it. Transcribe their thoughts.

### EXPANDING

- Prompt students to describe a topic in order to think about possible questions for it.
- Have students think of ways they could find information to answer questions about their topic.
- Have students recall the 5 *W* and *H* words as they write their questions.

### BRIDGING

- Invite students to share what they know about a topic.
- Have students think of various questions for their topics, making sure to use the 5 *W* and *H* words.
- Ask students to lead a discussion about their thoughts on question and answer books.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **author's craft** and **end punctuation**.



## ELL Minilesson Support

### Week 2: Develop Elements

As students develop elements of question and answer books, they may require extra support to understand the structure of a question and an answer. These targeted supports were chosen to help students better understand, read, and write English as they build upon their language skills.

Use this note for the minilesson on pp. T322–T323.

#### ELL Targeted Support

##### APPLY COMPOSE QUESTIONS

Have stack books available so students can reference them to model writing questions for their books.

Work individually with students to help them identify the most important question a reader may have about their topic. **EMERGING**

If students have difficulty forming questions, review the 5 *Ws* and *H*, pointing out each type of question in the stack texts. **DEVELOPING**

Have students discuss their questions before writing, making sure to utilize question words to create their questions. **EXPANDING**

As students share their question ideas, provide them with prompting and guidance for additional questions they could include in their books. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T330.

#### ELL Targeted Support

##### APPLY COMPOSE ANSWERS

Students may need support in organizing their ideas to create answers to their questions. Use the stack texts as reference points, guiding students to review questions and answers.

Explain that questions must be answered in a question and answer book. When writing answers, authors must review the question and then answer it fully for a reader. **EMERGING**

If students have difficulty writing answers to their questions, guide them by asking them the most important information a reader would need to know about the topic. **DEVELOPING**

Prompt students to revise their questions as needed to match the answers. **EXPANDING**

Ask students to lead a discussion about how to write questions and answers. **BRIDGING**

## FAST TRACK

# What You Know About Your Topic

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 83

The screenshot shows a student interactive page with a purple header. It includes a 'Read Together' icon, a 'My Learning Goal' icon, and a 'What I Know' section with a list of bullet points: 'There is thunder.' and 'There is lightning.' There is also a small image of a lightning storm.

## Minilesson

Mentor STACK



**TEACHING POINT** A question and answer book tells readers about a topic. Authors choose topics they know about. They think about the details that they will share with readers.

**MODEL AND PRACTICE** Tell students that authors write question and answer books about topics they know a lot about. Display a book from your stack and turn to the author biography. Read it aloud to students. Then return to the front cover of the book and ask what the book is about. Allow students to name the topic. Say: *An author writes a book about something he or she knows about. Do you think the author knows a lot about this topic?* Point out any connections between the author biography and the topic of the book.

Direct students to p. 83 of the *Student Interactive*. Read the top of the page aloud with them. Then say: *Let's start planning a book together. Our topic will be thunderstorms. We will write about thunderstorms because we all know about them. I will write the topic on the board: thunderstorms.* Write the word on the board. Next, say: *Authors must think about the details they know about their topic before they write. Here are some details we know about thunderstorms. There is thunder. There is lightning. What else do we know about thunderstorms?* Allow students to answer, and list their suggestions on the board. Then say: *Once we have listed what we know about our topic, we can begin forming questions and answers using the information. When you write your books, you might plan by listing what you know about your topic.*

## Independent Writing

Mentor **STACK**



### FOCUS ON CHOOSING A TOPIC

- Students should continue working on their books. Tell them to choose a topic they know a lot about and plan the details before writing.

### WRITING SUPPORT

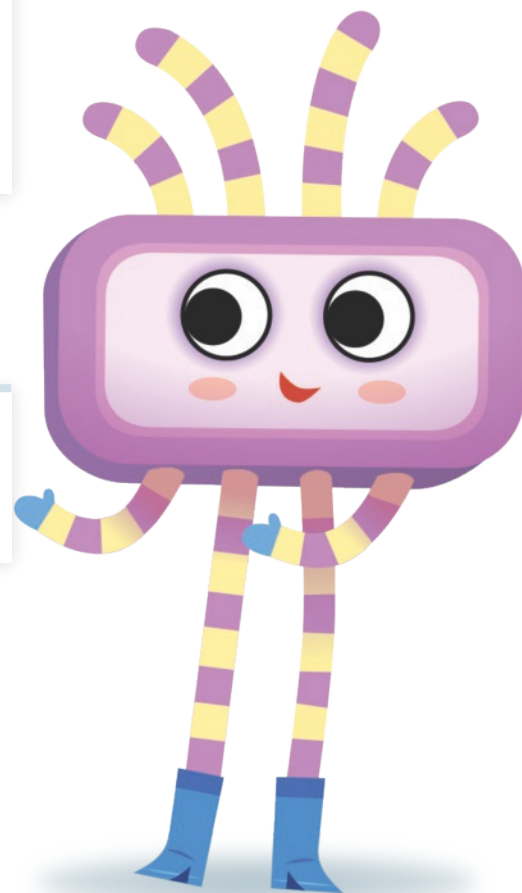
- **Modeled** Use stack texts to show a developed question and answer book.
- **Shared** As students write, share ideas and details.
- **Guided** Prompt students with questions about their topic to help them think of more details.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T312.

## Share Back

Ask two or three students to share their topic and details with the class. Ask students to share why they chose the topic and how they know about it.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

flag slip  
trap stop

## HIGH-FREQUENCY WORDS

eat  
walk

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each CCVC word and the two high-frequency words.

#### Spelling Sentences

1. We have a **flag** outside our school.
2. Don't **slip** on the ice!
3. **Trap** the bug and put it outside.
4. **Stop** and look before you cross the road.
5. It's time to **eat** dinner.
6. I love to **walk** to school.

## ELL Targeted Support

**Spelling Patterns** Write the words *flag*, *trap*, *slip*, and *stop* on the board.

Say the words aloud as you write them. Identify the CCVC pattern in each word. Ask students to identify the consonant blend at the beginning. **EMERGING**

Challenge students to think of two more words with a CCVC pattern that begin with a consonant blend. Have students say

and spell the words. Help students with correct spelling as needed. **DEVELOPING**

Have partners write at least four words with a CCVC pattern that begin with a consonant blend. **EXPANDING**

Ask students to write a CCVC word and a high-frequency word. Have partners exchange papers and identify the word with the CCVC pattern. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Capitalization

**FOCUS** Review with students that sentences begin with a capital letter and the word *I* is always capitalized.

**MODEL AND PRACTICE** Display this sentence on the board: *My dad and I went to the store.* Ask a student to circle the capital letter at the beginning of the sentence as well as the capital *I*.

**APPLY** Have students work with a partner to circle the capital letters in the following sentence: *Edith and I played soccer.*

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

#### ELL Targeted Support

**Reinforce Capitalization** Use this opportunity to reinforce the capitalization of the pronoun *I*.

Have students share sentences using the pronoun *I*. Provide a sentence frame: *I am* \_\_\_\_\_. Have students reread their sentences and make sure they capitalized the pronoun *I* in every sentence. **EMERGING/ DEVELOPING**

Have students write sentences to answer the following question: *What is something you like to do?* Have them employ correct capitalization of the pronoun *I*. **EXPANDING**

Have students write sentences for the pronoun *I*. Then have partners read each other's writing and make corrections so the pronoun *I* is always capitalized. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Capitalization

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
End Punctuation

### LESSON 3

Teach End  
Punctuation

### LESSON 4

Practice End  
Punctuation

FLEXIBLE OPTION

### LESSON 5

Standards Practice



# Explore Compose Questions

## OBJECTIVES

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

Understand and use question words (interrogatives) (e.g, *who*, *what*, *where*, *when*, *why*, *how*).

## Minilesson

Mentor STACK



**TEACHING POINT** Questions always begin with a question word. It is easy to remember question words by remembering the 5 *Ws* and *H*: *who*, *what*, *where*, *when*, *why*, and *how*.

**MODEL AND PRACTICE** Tell students that authors write question and answer books to give readers information about a topic. Say: *Authors write questions by beginning their questions with who, what, where, when, why, or how.*

Write the question words on the board. Read questions from a stack text aloud, emphasizing the question words. Continue reading questions from stack texts until students show understanding. Finally, decide on a topic your class knows a lot about, such as thunderstorms. One by one, go through the question words and ask students to think of questions they could ask about thunderstorms. Say: *When you write your own book, make sure you begin each page with a question. Each question should begin with a question word.*

## Possible Teaching Point

### Spelling | Initial Consonant Blends

- Remind students that in words that begin with two consonants, both letters are heard and spelled. Say a few examples, such as *slip* and *trap*.
- As students write their question and answer books, have them look for words that begin with consonant blends and check that they have spelled these words correctly.

## Independent Writing

**FOCUS ON QUESTION WORDS** After this lesson, students should transition into writing or drawing their own question and answer books.

- Display the question words and encourage students to choose a variety of question words for their books.

### WRITING SUPPORT

---

- **Modeled** Model using the 5 *Ws* and *H* to write questions about a topic.
- **Shared** Take turns writing questions using the 5 *Ws* and *H*.
- **Guided** Prompt students to think about one question for each question word.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T312.

## Share Back

Have a few students share one question with the class. Ask students to explain why they chose that question word to start their question.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

flag slip  
 trap stop

### HIGH-FREQUENCY WORDS

eat walk

## LESSON 2

### Teach

**FOCUS** Explain that CCVC words begin with two consonants. In words with initial consonant blends, both letters are heard and spelled.

**MODEL AND PRACTICE** Write *slip* on the board. Show students how *slip* fits the CCVC pattern by pointing out the beginning consonants, vowel, and ending consonant.

### APPLY MyTURN

Have students complete the activity on p. 80 in the *Student Interactive* independently.

**SPELLING**

### Spell Words

**MYTURN** Sort and spell

flag	eat	slip
trap	stop	walk

flag slip  
 trap stop  
 eat walk

**80**

Directions Say: Some words begin with a consonant blend. A consonant blend is two or more consonants that come together in a word, but each sound is heard. Have students determine if each word in the word bank follows the CCVC pattern. Then have them spell and write the CCVC words in the left column and the high-frequency words in the right column.

## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review

## LESSON 5

Assess Understanding



# Language & Conventions

## End Punctuation

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: End Punctuation

**FOCUS** Tell students that every sentence ends with a punctuation mark. Sentences that tell end with a period. Sentences that ask questions end with a question mark. Sentences said with excitement end with an exclamation point.

**MODEL AND PRACTICE** Display these sentences: *What did Jane play? Jane played baseball. What a great game!*

Ask: *What is the punctuation mark at the end of each sentence?*

**APPLY** Have students work in pairs to create oral sentences that tell, question, and exclaim. Have students share their sentences with the class, identifying the end punctuation mark of each one.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:  
End Punctuation**

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:  
Capitalization**

**LESSON 3**

**Teach End  
Punctuation**

**LESSON 4**

**Practice End  
Punctuation**

FLEXIBLE OPTION   
**LESSON 5**

**Standards Practice**

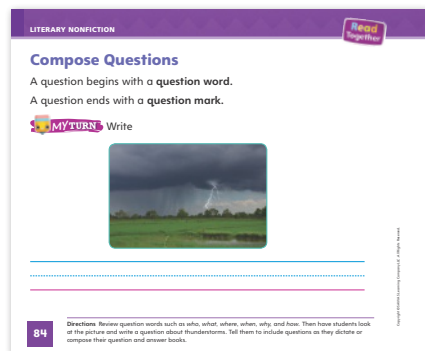
## FAST TRACK

## Apply Compose Questions

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 84



## Minilesson

Mentor STACK



**TEACHING POINT** Questions begin with a question word and end with a question mark. Writers choose which question word best matches each answer about the topic.

**MODEL AND PRACTICE** Have students recall what a question and answer book is. Explain that readers get information about a topic by first reading the question and then reading the answer.

Look through a stack text and read the questions aloud. Have students identify which of the 5 *W* and *H* words were used for each question. Ask them to identify the punctuation mark at the end of each question.

Next, say: *Today I am going to teach you to write a question. Let's pretend that I am writing a question and answer book about thunderstorms.*

*I already made a list of what I know about my topic. One thing I know is that there is thunder during a thunderstorm. Thunder is a loud noise. How can I turn that information into a question? Let's look at the list of question words and decide which one to use. I can use the question word *what* and write the question *What do we hear during a thunderstorm?* That is one question I will include in my book. Write the question on the board. Point out the question word *what* and the question mark at the end of the sentence. Another thing I know about my topic is that during a thunderstorm, there is lightning. I will write a question for that information too. *What do we see during a thunderstorm?* Write the question on the board. I wrote another question for my book. It begins with the word *what*, and it ends with a question mark. You can write questions like these for your book too.*

Direct students to p. 84 of the *Student Interactive* and complete the activity together.

## Possible Teaching Point

## Language &amp; Conventions | End Punctuation

Review the three kinds of end punctuation and when they are used.

- A period comes at the end of a sentence that tells.
- A question mark comes at the end of a sentence that asks.
- An exclamation mark comes at the end of a sentence that shows excitement.

As students work on their books, have them check that each sentence has the correct type of end punctuation.

## Independent Writing

Mentor STACK



### FOCUS ON QUESTIONS

- As students transition into independent writing, tell them to write questions that begin with a question word and end with a question mark.

### WRITING SUPPORT

---

- **Modeled** Write questions about topics from the stack books.
- **Shared** Have students look through stack texts to help them compose their questions.
- **Guided** Prompt students to think of question words as they write.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, tell them to continue writing their books.

See the **Conference Prompts** on p. T312.

## Share Back

Have a few students with whom you conferred share a question from their books. Ask them to think of another question that begins with a different question word.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

flag slip  
 trap stop

### HIGH-FREQUENCY WORDS

eat  
 walk

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that words with a CCVC spelling pattern often begin with a blend where both beginning consonants are heard and spelled.

**MODEL AND PRACTICE** Have students write the following words as you isolate each phoneme: *clap*—/k/ /l/ /a/ /p/; *drag*—/d/ /r/ /a/ /g/; *blot*—/b/ /l/ /o/ /t/; *sled*—/s/ /l/ /e/ /d/.

**APPLY** Have students complete *Spell Words* p. 279 from the *Resource Download Center*.

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 4

Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## End Punctuation

### LESSON 3

#### Teach End Punctuation

**FOCUS** Remind students that there are three kinds of end punctuation. A telling sentence ends with a period. A question ends with a question mark. An exclamation ends with an exclamation point.

**MODEL AND PRACTICE** To reinforce end punctuation, write two examples of each type of sentence on the board. Read the sentences aloud, modeling appropriate intonation for questions and exclamations. Ask students to identify and name the punctuation mark at the end of each sentence.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

#### ELL Targeted Support

**End Punctuation** Tell students that there are three types of end punctuation: period, question mark, and exclamation point.

Write examples of telling sentences, questions, and exclamations on the board, but without the end punctuation. Read each sentence aloud with intonation. Call on volunteers to edit the sentences by writing the correct punctuation at the end of each one. **EMERGING**

Write the following sentence frames on the board without the end punctuation: *The girl \_\_\_\_.* *What did \_\_\_\_?* *She liked \_\_\_\_!* Have students complete the sentence frames, including the end punctuation. **DEVELOPING**

Have students work with a partner to write a telling sentence, a question, and an exclamation. Then have students exchange papers with another pair to check and edit each other's work. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach End Punctuation

FLEXIBLE OPTION

#### LESSON 1



Spiral Review:  
Capitalization

FLEXIBLE OPTION

#### LESSON 2

Oral Language:  
End Punctuation

#### LESSON 4

Practice End  
Punctuation

FLEXIBLE OPTION

#### LESSON 5

Standards Practice



# Explore Compose Answers

## OBJECTIVES

Recognize and name end punctuation.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors write question and answer books about topics they know a lot about. A question and answer book is composed of a series of questions and answers. Authors write questions and then they use what they know to compose the answers. When they do not know the answers, they use sources such as experts and research to find them.

**MODEL AND PRACTICE** Choose several books from the stack. Look through the books, reading questions and answers aloud to students. Highlight for students how questions are formatted (question words, question marks) and how the author answers each question. Say: **An answer is written in a complete sentence. An answer does not end with a question mark. It usually ends with a period. Let's look through these books and find the answers.** Read a stack text. Pause on each page to have students identify the answers.

Continue reading questions and answers from stack texts until students show understanding. Finally, decide on a topic your class knows a lot about, such as thunderstorms. Pose questions to the class and have volunteers provide answers in complete sentences. Write the answers on the board. If students did not use a complete sentence, help them revise their answer so it is a complete sentence. Say: **When you write your own book, make sure you write answers to your questions. Each answer should be a complete sentence. It should begin with a capital letter and end with a period.**

## Possible Teaching Point

### Drafting | Composing Answers

Students should write complete sentences to answer the questions they generate for their books. Have students reread their answers and check that each one

- has a naming part and an action part
- starts with a capital letter
- ends with a period

## Independent Writing

Mentor STACK



### FOCUS ON ANSWERS

- After this lesson, students should work on composing answers to the questions in their question and answer books.

### WRITING SUPPORT

---

- **Modeled** Use stack texts to model how to compose an answer.
- **Shared** Tell students to make sure they are answering the question they asked. Help students write answers in complete sentences.
- **Guided** Prompt students to use details in their answers. If students do not know an answer to a question they wrote, have them revise the question so they know the answer or help them find the answer.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, have them continue writing their question and answer books.

See the **Conference Prompts** on p. T312.

## Share Back

Call on a few students to share one answer with the class. Have the class guess the question based on the answer.

# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

### SPELLING WORDS

flag slip  
 trap stop

### HIGH-FREQUENCY WORDS

eat  
 walk

### Writing Workshop

As students proofread their writing, remind them to check the spelling of words with CCVC and CVC patterns and short *a* and *o*.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

**FOCUS** Have students recall the previous spelling rules for spelling words with the CVC pattern with a short /a/ or /o/ sound.

**MODEL AND PRACTICE** Read the following words and have students spell them: *pad, van, got, rod, tap, hot*.

**APPLY** Have pairs work together to sort the words according to their short vowel sound.


FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

FLEXIBLE OPTION 

## LESSON 1

 Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

## LESSON 5

 Assess Understanding



# Language & Conventions

## End Punctuation

### LESSON 4

#### Practice End Punctuation

##### APPLY MyTURN


Have students complete the activity on p. 82 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

### End Punctuation

Every sentence ends with a punctuation mark.

Flowers grow in the desert.  
Does it rain in the desert?  
The flowers are pretty!



**MYTURN** Write

It is much too hot \_\_\_\_\_

Flowers bloom in the spring \_\_\_\_\_

Is it raining \_\_\_\_\_?

**82** Directions Read aloud the information and example sentences. Tell students that declarative sentences end with a period, asking sentences end with a question mark, and exclamations end with an exclamation point. Then read the sentences and have students edit each one by writing the correct punctuation mark at the end.

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#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

#### Writing Workshop

Tell students to pay attention to the different kinds of end punctuation when writing their drafts. Remind students that all sentences end with a punctuation mark.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Capitalization

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
End Punctuation

**LESSON 3**

**Teach End Punctuation**

**LESSON 4**

**Practice End Punctuation**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

**FAST TRACK**

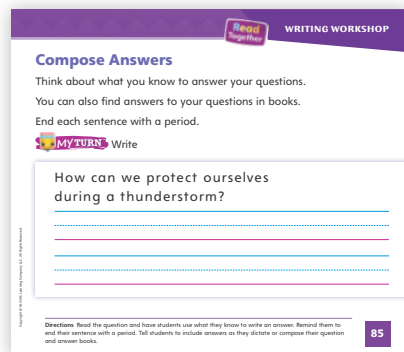
# Apply Compose Answers

## OBJECTIVES

Recognize and name end punctuation.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 85



## Minilesson

**TEACHING POINT** Authors write answers to questions by using what they know. Sometimes, authors need to learn more about a topic to write answers to questions. Answers are statements that end in a period and include facts. Answers to questions should

- include information that relates back to the question.
- help the reader better understand the topic.
- begin with a capital letter and end with a period.

**MODEL AND PRACTICE** Tell students that authors might know a lot about a topic, and they should include this information in their answers. If they do not know the answers, they can research the answer in a book or by talking to an expert.

When writing answers, authors need to write in complete sentences, using a capital letter at the beginning and a period at the end. Tell students you are writing a question and answer book about thunderstorms. Tell them you have already written some questions. Write the following questions on the board: *What do we hear during a thunderstorm? What do we see during a thunderstorm?* Next, tell students that you will use what you know to write the answers. Think aloud as you write. *The first question asks what we hear during a thunderstorm. I know that we hear thunder, so I will write: We hear thunder during a thunderstorm. The second question asks what we see during a thunderstorm. I will begin my answer with We see. What do we see during a thunderstorm? We see lightning. I will write: We see lightning during a thunderstorm.* Point out to students that each sentence starts with a capital letter and ends with a period. Both sentences answer the questions.

Direct students to complete the activity on p. 85 of the *Student Interactive*. Help students write complete sentences.

## WRITING CLUB

Use p. T331 to guide Writing Club discussions.

## Share Back

Have a few students share the answers they composed for their books.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their question and answer books.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Being respectful and considerate when sharing ideas
- Responding to and building on the comments of others
- Listening carefully to others' ideas

**What Are We Sharing?** Students can share their question and answer books with their Writing Club. The group can help them decide if their questions are on topic and if their answers include information that relates back to the questions. The Writing Club can also help make sure the questions begin with a question word and end with a question mark and that each answer is a complete sentence.



## How Do We Get Started? Conversation Starters

- What other details can you tell about \_\_\_\_?
- How does the answer to the question \_\_\_\_ tell about your topic?
- I like the question and answer about \_\_\_\_.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

flag slip  
trap stop

## HIGH-FREQUENCY WORDS

eat  
walk

## LESSON 5

### Assess Understanding


Read aloud the words and sentences. Have students spell each word with the CCVC spelling pattern and the two high-frequency words.

### Spelling Sentences

1. Tom set out a mouse **trap**.
2. Don't **slip** on the banana peel.
3. What time do you **eat** breakfast?
4. You can **stop** any time.
5. Our **flag** is red, white, and blue.
6. I **walk** to school with my brother.

## LESSON 5

FLEXIBLE OPTION   
LESSON 1

 Assess Prior Knowledge

LESSON 2

Teach

FLEXIBLE OPTION   
LESSON 3

Review and More Practice

FLEXIBLE OPTION   
LESSON 4

 Spiral Review

 Assess Understanding



# Language & Conventions

## End Punctuation

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Guide students to answer the question.

Which sentence ends in a period?

- A Juan and I went swimming.
- B Where did Juan go swimming?
- C What a great swim!

**APPLY MyTURN** Have students complete *Language and Conventions* p. 285 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**  
End Punctuation

A **telling sentence** ends with a period.  
An **asking sentence** ends with a question mark.  
An **exclamation** ends with an exclamation point.  
Jim can play. Can you play? I am glad!

**MYTURN** Circle  
Did Bob quit the game?  
He had to go home.

**MYTURN** Write  
Possible response:  
That was fun!

Directions: Read the sentences with students. Have them circle and name the punctuation mark at the end of each one. Then have students write an exclamation on the lines.

Grade K, Unit 5, Week 2

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Capitalization

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
End Punctuation

### LESSON 3

**Teach End**  
**Punctuation**

### LESSON 4

**Practice End**  
**Punctuation**



# Weekly Overview

Students will

- organize ideas for their question and answer books
- write an introduction and conclusion
- identify how pictures and drawings add details to question and answer books

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 T338	Explore Compose an Introduction and Conclusion T342	Apply Compose an Introduction and Conclusion T346
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T339	Independent Writing and Conferences T343	Independent Writing and Conferences T347
<b>SHARE BACK FOCUS</b> 5–10 min.	Question and Answer Order T339	Introduction and Conclusion T343	Introduction and Conclusion T347
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T340</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: End Punctuation T341</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T344</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Complete Sentences T345</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T348</li> <li>• <b>Language &amp; Conventions</b> Teach Complete Sentences T349</li> </ul>



# Mentor STACK



Use the following criteria to add to your literary nonfiction book stack:

- Question and answer books that begin with an introduction and end with a conclusion.
- Question and answer books that are organized with the most important information first.
- Question and answer books with strong graphics that provide more details.

**FAST TRACK**

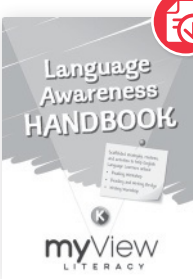
**LESSON 4**

**LESSON 5**

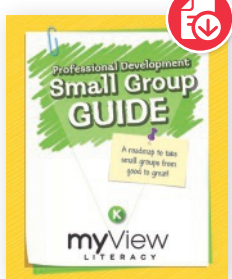
Explore Graphics T350	Apply Graphics T354
Independent Writing and Conferences T351	Writing Club and Conferences T354–355
Graphics T351	Graphics T354
<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T352</li> <li>• <b>Language &amp; Conventions</b> Practice Complete Sentences T353</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T356</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T357</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Labels	Bold Words
<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.	Labels	Bold Words



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 structure of a question and answer book 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

#### Organize Ideas

**If** students need additional support,


 **Then** ask: What do you think is the first thing your reader will want to know about your topic?

**If** students show understanding,

**Then** ask: Why did you put this question first?

#### Compose an Introduction and Conclusion

**If** students need additional support,


 **Then** ask them to identify the introduction and conclusion in a book from the stack. Discuss the characteristics of the introduction and the conclusion.

**If** students show understanding,

**Then** ask: What graphics could you draw to go along with your introduction or conclusion? What other details can you add?

#### Graphics

**If** students need additional support,

 **Then** review their book with them, pausing to ask if the graphic on each page matches the text.

**If** students show understanding,

**Then** ask: What detail did you include in this graphic that is not in the text?

## Conference Support for ELL

### EMERGING

- Allow students to pick a stack text of their choice. Point out the introduction and conclusion.
- Have students look through a stack text to notice how the questions and answers are organized.
- Use sticky notes to label parts of a question and answer book.

### DEVELOPING

- Help students sound out words as they write.
- Show introductions and conclusions in the stack texts and have students follow the structure.
- Talk with students about what the graphics show in the stack texts.

### EXPANDING

- Prompt students to discuss how they will organize the ideas in their book.
- Have students dictate the introduction and conclusion for their books.
- Tell students to discuss the details that graphics add to books.

### BRIDGING

- Invite students to talk about their introduction and conclusion prior to writing.
- Have students think aloud as they organize the ideas for their books.
- Ask students to choose or draw graphics that will add details to their books.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **complete sentences**.



## ELL Minilesson Support

### Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that helps them understand how to develop structure in their writing. These targeted supports were chosen to help students continue to build upon their writing and organizational skills.

Use this note for the minilesson on pp. T342–T343.

#### ELL Targeted Support

##### EXPLORE COMPOSE AN INTRODUCTION AND CONCLUSION

Use the stack books to show and read aloud the introductions and conclusions, pointing out that each reminds the reader what the book is about.

Work one-on-one with students to help them compose an introduction and conclusion. Transcribe their words and read them aloud. **EMERGING**

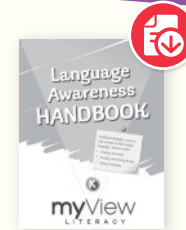
If students have difficulty composing an introduction or conclusion, ask them to recall what the topic is about. Work with them to say an introduction and then write it. Continue this process to help them compose a conclusion.

##### **DEVELOPING**

Have students create an oral draft of their introduction and conclusion prior to writing it.

##### **EXPANDING**

Prompt students to identify the details they would like to include in their introductions and conclusions. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T350–T351.

#### ELL Targeted Support

##### EXPLORE GRAPHICS

Using graphics in a book can help ELL students better understand the topic and details. Help students choose graphics using pictures from magazines, newspapers, or their own drawings.

Have students label parts of the picture or talk about what they see. Transcribe their thoughts into questions for their books. **EMERGING**

Have students draw a picture about their topic. Point out the elements of their drawing and work with them to compose a question.

##### **DEVELOPING**

Have students work with a group to identify details in pictures that can be used to compose questions and answers. **EXPANDING**

Have students work with Emerging/Developing students to explore graphics in stack texts or in their own work. **BRIDGING**

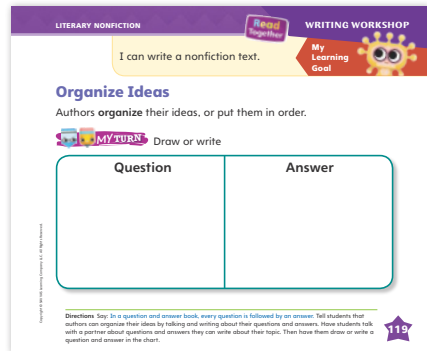
FAST TRACK

# Organize Ideas

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 119



## Minilesson

Mentor STACK



**TEACHING POINT** Authors organize question and answer books by putting their questions and answers in order. The most important questions and answers come first in a question and answer book.

**MODEL AND PRACTICE** Read a book from the stack, and point out the questions and answers. Remind students that in a question and answer book, the questions come first and the answers come after each question. Say: **Authors organize their questions and answers. They put the most important questions and answers first.**

Continue reading texts from the stack. Ask students what the most important question might be about the topic for each book. Then read the first question and answer aloud. Ask students why the author might have chosen to put this question and answer first. Using a book that begins with a very broad question and answer, say: **The first question and answer help introduce the topic. They are more general than the others because they are designed to get readers interested in the topic.**

Direct students to complete p. 119 in the *Student Interactive*. Remind students that authors write a question followed by an answer. In the spaces provided, students should draft a question and answer for their own books.

## Independent Writing

Mentor STACK



### FOCUS ON ORGANIZATION

- After learning about the way authors organize questions and answers in a book, have students think about the most important question and answer for their topic.
- Have them review the order of the questions in their book before continuing to write. Remind them that they can start over or begin a new book at any time.

### WRITING SUPPORT

---

- **Modeled** Use stack texts to demonstrate how authors organize ideas, pointing out which question and answer come first.
- **Shared** Work with students to help them organize their books. Help them determine which question and answer are the most important.
- **Guided** Use a stack text to provide explicit instruction for organizing ideas and choosing the order of questions and answers.



**Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T336.

## Share Back

Ask a few students to share how they decided the order of their questions and answers.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

at                      an  
am                     as

### HIGH-FREQUENCY WORDS

who  
into

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each VC word and the two high-frequency words.

#### Spelling Sentences

1. Jenna is **at** school.
2. I **am** walking the dog.
3. Can I have **an** apple?
4. He is busy **as** a bee.
5. **Who** is that girl?
6. We can go **into** the store.

## ELL Targeted Support

**Spelling Patterns** Provide practice with the VC spelling pattern.

Write the words *at*, *an*, *am*, and *as*. Read each word and have students repeat. Explain that these words have a vowel-consonant pattern and a short vowel sound.

**EMERGING**

Using the words *at*, *an*, *am*, and *as*, cover a word, say it, have students say it, and then ask them to write the word.

**DEVELOPING**

Write the words *at* and *an*. Ask students to identify the spelling pattern and the vowel sound in each word. Cover the words, say each sound, and ask students to write the words.

**EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: End Punctuation

**FOCUS** Remind students that sentences end with punctuation.

**MODEL AND PRACTICE** Write different types of sentences and model adding punctuation: *Can it fly; It can fly; It's really flying.* This first sentence is a question. It starts with a question word: *can*. I need to add a question mark. The next sentence is a statement that tells me something can fly. I need to add a period. The next sentence is said with some excitement so I will add an exclamation point.

**APPLY** Pair students and have them take turns saying sentences that end with different types of punctuation.

### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

### ELL Targeted Support

**End Punctuation** Tell students that there are three types of end punctuation: period, question mark, and exclamation point.

Write examples of telling sentences, questions, and exclamations on the board, but without the end punctuation. Read each sentence aloud with intonation. Call on volunteers to edit the sentences by writing the correct punctuation at the end of each one. **EMERGING**

Write the following sentence frames on the board without the end punctuation: *The girl \_\_\_\_.* *What did \_\_\_\_?* *She liked \_\_\_\_!* Have students complete the sentence frames, including the end punctuation. **DEVELOPING**

Have students work with a partner to write a telling sentence, a question, and an exclamation. Then have students exchange papers with another pair to check and edit each other's work. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: End Punctuation

FLEXIBLE OPTION

### LESSON 2

### LESSON 3

### LESSON 4

FLEXIBLE OPTION

### LESSON 5

Oral Language: Complete Sentences

Teach Complete Sentences

Practice Complete Sentences

Standards Practice



# Explore Compose an Introduction and Conclusion

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

## Minilesson

Mentor STACK



**TEACHING POINT** Question and answer books include an introduction that states the topic. They also include a conclusion. The conclusion is found at the end of the book and reminds readers about the topic.

**MODEL AND PRACTICE** Use stack texts to show students how authors use introductions and conclusions in question and answer books. Explain that an introduction tells the reader what the book is about. Read the introduction of a stack book aloud, and ask students what they think they will learn from the book. Continue to read the entire book, pausing before you get to the conclusion. Then explain that a conclusion comes at the end of the book and reminds readers about the main points of the book. Read the conclusion and ask students what the main points of the book were.

Use another stack text and have students identify the introduction and conclusion. Engage students in a discussion about why introductions and conclusions are important in question and answer books.

## Possible Teaching Point

## Writing Process

### Drafting | Compose an Introduction

Tell students that a good introduction gets a reader interested in their book, and tells the reader what they are about to learn. The introduction helps the reader decide if it is the right book for them. A good introduction may

- tell a surprising fact
- ask a question

Encourage students to think about interesting ways they can introduce their question and answer books.

## Independent Writing

### FOCUS ON INTRODUCTION AND CONCLUSION

- Students should begin writing their introduction and conclusion if they have not done so already. Remind them to draw a picture to accompany their introduction or conclusion.

### WRITING SUPPORT

---

- **Modeled** Model writing an introduction and conclusion for your book.
- **Shared** Work with students to review words to include in introductions and conclusions.
- **Guided** Ask students why an introduction and conclusion are important.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they can continue working on their books.

See the **Conference Prompts** on p. T336.

## Share Back

Call on several students to share their ideas for their introduction and conclusion with the class. Remind students to be active listeners.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

at                      an  
 am                     as

### HIGH-FREQUENCY WORDS

who  
 into

## LESSON 2

### Teach

**FOCUS** Explain that words that have two letters, a vowel followed by a consonant, are VC words. The vowel sound in VC words is usually short.

**MODEL AND PRACTICE** Write or display the following VC word: *at*. Say the word aloud and point out that the word is spelled with the vowel *a* and the consonant *t*.

### APPLY MyTURN

Have students complete the activity on p. 116 in the *Student Interactive*.

SPELLING

### Spell Words

**MYTURN** Sort and spell

at	am	an
who	into	as

at

---



---



---

am

---



---



---

an

---



---



---

as

---



---



---

who

---



---



---

into

---



---



---

**116** Directions: Say: Short a is often spelled a in words with two letters. Have students determine if each word follows the VC pattern. Then have them spell and write the VC words in the left column and the high-frequency words in the right column.

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## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

**Assess Prior Knowledge**

FLEXIBLE OPTION  
**LESSON 3**

**Review and More Practice**

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review**

**LESSON 5**

**Assess Understanding**



# Language & Conventions

## Complete Sentences

FLEXIBLE OPTION 

### LESSON 2

#### Oral Language: Complete Sentences

**FOCUS** Explain that sentences need to express a complete thought. They need a naming part and an action part.

**MODEL AND PRACTICE** Say the following sentence: *Jen*. Then say: *This sentence has a naming part. The naming part is Jen. Jen is who the sentence is about. But it is not a complete sentence. It does not have an action part. We don't know what Jen does.* Say the following word to complete the sentence: *walks*.

**APPLY** Say the following: *She stands. We.* Work with students to decide which sentence is a complete sentence and which is not. Ask students how you can make the incomplete sentence a complete sentence.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.


Recognize and name end punctuation.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Complete Sentences

FLEXIBLE OPTION   
**LESSON 1**

 **Spiral Review:**  
End Punctuation

**LESSON 3**

Teach Complete Sentences

**LESSON 4**

Practice Complete Sentences

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

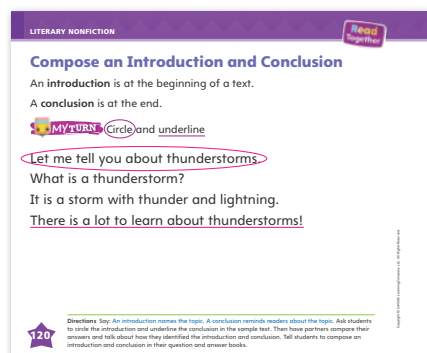
**FAST TRACK**

# Apply Compose an Introduction and Conclusion

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 120



## Minilesson

Mentor STACK



**TEACHING POINT** Tell students that the introduction and conclusion of a question and answer book tell readers about the topic.

**MODEL AND PRACTICE** Hold up a stack book that includes an introduction and conclusion. Work with students to identify each. Then say: *Today I am going to show you how to write an introduction and conclusion. I want to write a book about the ocean. In my book, I want to tell readers all about the ocean. I will tell information about the way the ocean looks and the way it sounds. I will also tell other information about it. When I write my introduction, I should say my topic and what the book is mostly about. My topic is oceans, and my book is all about oceans. So I will write this introduction: *The ocean is amazing! I am going to tell you all about oceans.* Write the sentences on the board. After my introduction, I will write many questions and answers about the ocean. Then I will write a conclusion. The conclusion should summarize what my book is about. My book tells many facts about the ocean, so I will write this conclusion: *We learned a lot about the ocean!* Write the conclusion on the board. Tell students that when they write their own introductions, they should tell what the book will be about. When they write their conclusions, they should summarize what they wrote in their books.*

Direct students to complete p. 120 in the *Student Interactive*.

## Possible Teaching Point

### Language & Conventions | Complete Sentences

Remind students that a complete sentence has a naming part and an action part. The naming part of a sentence is the person, place, animal, or thing that the sentence tells about. The action part of a sentence tells what the naming part does.

As students write their introductions and conclusions, have them check that their sentences are complete. Have them

- circle the naming parts
- underline the action parts

## Independent Writing

Mentor **STACK**

### FOCUS ON INTRODUCTIONS AND CONCLUSIONS

- As students transition into independent writing, have them work on composing their introductions and conclusions. Then they should continue writing their books.

### WRITING SUPPORT

---

- **Modeled** Walk through a stack text with students to show how introductions and conclusions are written.
- **Shared** Have students dictate their words as you transcribe their introductions and conclusions.
- **Guided** Ask students questions to help them form an introduction and conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T336.

## Share Back

Ask a few students to share their introductions and conclusions. The class should provide suggestions and recommendations.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

at                      an  
 am                     as

## HIGH-FREQUENCY WORDS

who  
 into

FLEXIBLE OPTION   
**LESSON 3**


### Review and More Practice

**FOCUS** Remind students that words with the VC pattern have a vowel followed by a consonant.

**MODEL AND PRACTICE** Have students write the following words as you isolate each phoneme: *at*—/a/ /t/; *am*—/a/ /m/; *an*—/a/ /n/.

**APPLY** Have students complete *Spell Words* p. 280 from the *Resource Download Center*.

FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**

**LESSON 2**

Teach

FLEXIBLE OPTION   
**LESSON 3**

**Review and More Practice**

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review**

**LESSON 5**

 **Assess Understanding**



# Language & Conventions

## Complete Sentences

### LESSON 3

#### Teach Complete Sentences

**FOCUS** Discuss with students that a complete sentence has a naming part (a noun or pronoun). Many sentences also have an action part (the verb). Remind students that a complete sentence begins with a capital letter and ends with a period, a question mark, or an exclamation point.

**MODEL AND PRACTICE** Display the following sentences: *Sam runs. Tom hops* The first sentence is a complete sentence. It has a capital letter at the beginning, a period at the end, a naming part, and an action part. As you model, circle the capital letter and period and underline the words *Sam* and *runs*. Read aloud the next sentence. Ask students to tell you what the sentence needs to make it correct.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

#### ELL Targeted Support

**Sentence Patterns** Have students write using a variety of sentence patterns. Display a large picture of a car.

Have students share telling sentences, questions, and exclamations about the car. Write their sentences on the board. Have students copy one example of each sentence pattern. **EMERGING**

Write these sentence frames: *The car is \_\_\_\_.* *It is \_\_\_\_!* *Is the car \_\_\_\_?* Have students use the sentence frames to

write about the car using a variety of sentence patterns.

**DEVELOPING**

Ask partners to write at least two sentences about the car using different patterns, such as a telling sentence and a question. **EXPANDING**

Have students write about the car using a variety of sentence patterns. **BRIDGING**

### LESSON 3

#### Teach Complete Sentences

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
End Punctuation

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Complete Sentences

#### LESSON 4

**Practice Complete Sentences**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**



# Explore Graphics

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

## Minilesson

Mentor STACK



**TEACHING POINT** Graphics show more information about a topic. In question and answer books, graphics can be photographs or drawings. Authors use graphics to add details to a question or answer.

**MODEL AND PRACTICE** Read a text from the stack, pointing out the graphics. Look at the pictures, telling what you see. Think aloud as you guess what the question and answer could be based on the graphics. Then read the question and answer aloud. Recall how your guess using graphics matched up with the text.

Show the graphics in another stack text. Have students guess the question and answer based on the photos or drawings. Read the text aloud and make the connection between the graphics and text. Have students point out information they learned from the graphics that was not in the text. Say: **Graphics can help readers understand the text better. A book's graphics might be photographs that show what is being described or explained. Graphics can also be drawings that give more information to the reader. When you draw graphics in your question and answer book, make sure they match the text. Also try to include details in your picture so readers will learn more from it. You can add labels to your picture too.**

## Possible Teaching Point

### Spelling | Short a Words with VC Pattern

Remind students that they have learned to spell short a words with the VC pattern, such as *at* and *am*. Have students review their question and answer books and look for words with the VC pattern that begin with *a*.

## Independent Writing

Mentor **STACK**

**FOCUS ON GRAPHICS** After this lesson, students should transition into independent writing.

- Have students work on their graphics and then continue writing.

### WRITING SUPPORT

- **Modeled** Use a stack text to show how graphics add details to a book.
- **Shared** Transcribe a student's book based on the graphics.
- **Guided** Prompt students to identify what details to include in their graphics.



**Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T336.

## Share Back

Ask a few students to share their graphics and writing with the class. Conduct a discussion on how graphics add details to the book.

# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

### SPELLING WORDS

at                  an  
 am                 as

### HIGH-FREQUENCY WORDS

who  
 into

### Writing Workshop

As students proofread their writing, remind them to check the spelling of words with the CCVC spelling pattern.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review


**FOCUS** Have students recall the previous spelling rules for spelling words with the CCVC pattern.

**MODEL AND PRACTICE** Read the following words and have students spell them: *flag, slip, trap*.

**APPLY** Have pairs work together to think of other words with the CCVC pattern and spell the words.

FLEXIBLE OPTION 

## LESSON 1

 Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

## LESSON 5

 Assess Understanding



# Language & Conventions

## Complete Sentences

### LESSON 4

#### Practice Complete Sentences

##### APPLY MyTURN

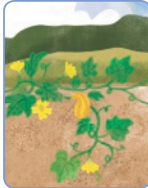
Ask students to work with a partner to complete p. 118 in the *Student Interactive* to write a complete sentence.

LANGUAGE AND CONVENTIONS Read Together

### Complete Sentences

A complete sentence has a naming part and an action part.  
It begins with a capital letter.  
It ends with a punctuation mark.

The squash grows.



**MYTURN** Circle and write

the sun

The shoots come up.

Possible response:  
**The sun shines.**

**118** Directions: Read the information and point out the naming part, action part, beginning capital letter, and ending punctuation mark in the example sentence. Then read the practice phrase and sentence. Have students circle the incomplete sentence and edit it by rewriting it as a complete sentence on the lines.

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#### OBJECTIVES


Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

#### Writing Workshop

Ask students to check whether they have written complete sentences as they write their drafts during Writing Workshop. Provide assistance as they check that every sentence ends with a punctuation mark.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
End Punctuation

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Complete Sentences

**LESSON 3**

**Teach Complete Sentences**

**LESSON 4**

**Practice Complete Sentences**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

## FAST TRACK

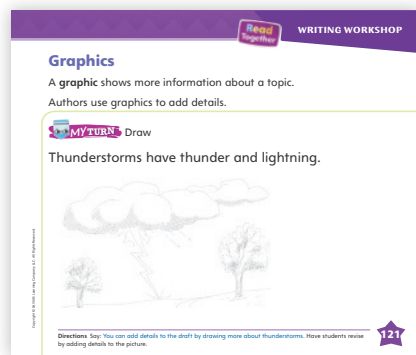
# Apply Graphics

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information.

STUDENT INTERACTIVE, p. 121



## Minilesson

Mentor STACK



**TEACHING POINT** Tell students that graphics add details to a question and answer book. Authors choose images or drawings to match the information in their books.

**MODEL AND PRACTICE** Display a stack text that your class has not read. Begin reading the book without showing the pictures. Have students think about what you read, picturing it in their minds. After reading a few pages, return to the beginning and start again. This time, show the pictures. Then say: **Authors include graphics in their books. The graphics give more information and help the reader picture what is happening in the text. What can you learn from the pictures that you didn't know by reading the words?** Engage students in a conversation about the information they learned from the graphics.

Then say: **Today I will show you how to add graphics to your books. If you've already added graphics, you can add more details to them. I am writing a question and answer book about the ocean. In my book, I say that oceans have big waves. Some readers might not know what ocean waves look like. So I will draw a picture to go along with the words. On the board or chart, write the sentence *Oceans have big waves*. Begin drawing a sketch of a wave in the ocean. The readers can look at this picture to learn more about waves. They can see what waves look like. What other details can I add to the drawing to tell my readers more about waves?** Allow students to suggest details, such as a person jumping in the waves, a surfer in the waves, or a boat on the waves. Discuss what readers can learn by looking at the details you added to the picture.

Direct students to complete p. 121 in the *Student Interactive*.

## WRITING CLUB

Use p. T355 to guide Writing Club discussions.

## Share Back

Have students show a picture from their book. The class should describe what they can learn from the picture.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their question and answer books.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Listen respectfully to all speakers
- Ask questions that relate to what the speaker is saying
- Pay attention to others' comments and questions and build on those

**What Are We Sharing?** Students can share their question and answer books with their Writing Club. Their classmates can help them decide if their introduction tells about the topic and if their conclusion reminds readers what the book is about. They can also make suggestions about details that can be added to the graphics.



## How Do We Get Started? *Conversation Starters*

- What is the most important question a reader might have about the topic?
- How does the introduction tell the reader what the topic is about?
- This graphic is important because \_\_\_\_.
- You can add \_\_\_\_ to this graphic. It will help the reader \_\_\_\_.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

at                  an  
am                 as

## HIGH-FREQUENCY WORDS

who  
into

## LESSON 5

### Assess Understanding


Read aloud the words and sentences. Have students spell words with the VC spelling pattern and the high-frequency words.

### Spelling Sentences

1. Bill had **an** apple for snack.
2. Danny keeps his room **as** neat as possible.
3. **Who** has a dog?
4. I **am** happy to be here.
5. My baby sister is **at** home.
6. We use a key to get **into** my house.

## LESSON 5

FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**

## LESSON 2

Teach

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review**

 **Assess Understanding**



# Language & Conventions

## Complete Sentences

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to decide whether the sentence is correct as it is written.

the cat eats

**A** incorrect

**B** correct

**APPLY MyTURN** Have students complete *Language and Conventions* p. 286 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Complete Sentences**  
A complete sentence has a naming part. It can also have an action part.

The frog jumped into the pond.

**MyTURN Match and write**

That cat \_\_\_\_\_ will fly.  
The kite \_\_\_\_\_ can jump.

That cat can jump.  
The kite will fly.

Directions: Read each sentence part with students. Have them draw a line from each naming part to its matching action part. Then have them write the complete sentences on the lines.

Grade K, Unit 5, Week 3

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including punctuation marks at the end of declarative sentences.

Recognize and name end punctuation.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
End Punctuation

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Complete Sentences

### LESSON 3

**Teach Complete Sentences**

### LESSON 4

**Practice Complete Sentences**



# Weekly Overview

Students will

- review verbs and their tenses
- identify digital tools for writing
- identify digital tools for publishing

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 Verbs T362	Explore Digital Tools to Produce Writing T366	Apply Digital Tools to Produce Writing T370
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T363	Independent Writing and Conferences T367	Independent Writing and Conferences T371
<b>SHARE BACK FOCUS</b> 5–10 min.	Verb Tenses T363	Digital Tools T367	Digital Tools T371
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T364</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Adjectives T365</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T368</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Expand Sentences T369</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T372</li> <li>• <b>Language &amp; Conventions</b> Teach Expanding Sentences T373</li> </ul>



# Mentor STACK



Use the following criteria to add to your literary nonfiction book stack:

- Books with a variety of strong verbs.
- Books that are written in different tenses.
- Published books and books written by students.

**FAST TRACK**


**LESSON 4**

**LESSON 5**

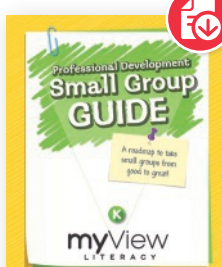
Explore Digital Tools to Publish Writing T374	Apply Digital Tools to Publish Writing T378
Independent Writing and Conferences T375	Writing Club and Conferences T378–T379
Publishing T375	Publishing T378
<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T376</li> <li>• <b>Language &amp; Conventions</b> Practice Expanding Sentences T377</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T380</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T381</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Apply Digital Tools for Formatting	Question Pages and Answer Pages
<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.	Digital Tools	Formatting Pages






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 verb tenses and digital tools in order to gauge where students may need support in their writing. Have stack books and minilessons available to reference during the conference.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Edit for Verbs</b>		
<b>If</b> students need additional support,		<b>Then</b> help identify past, present, and future tense verbs in stack texts.
<b>If</b> students show understanding,		<b>Then</b> have them point to a verb in their book and ask if there is a stronger verb they could use.
<b>Digital Tools to Produce Writing</b>		
<b>If</b> students need additional support,		<b>Then</b> have them identify digital tools in the classroom or explain what digital tools they have at home. Help them identify some of the keyboard keys you discussed and explain what they are used for.
<b>If</b> students show understanding,		<b>Then</b> ask: How would your book be different if you used a computer to write it?
<b>Digital Tools to Publish Writing</b>		
<b>If</b> students need additional support,		<b>Then</b> guide students to compare a hand-written book to a published stack book.
<b>If</b> students show understanding,		<b>Then</b> say: What graphics or features can you add to your book using a digital tool? Why would these make your published book more interesting?

## Conference Support for ELL

### EMERGING

- Underline the verbs in stack texts. Help students identify action verbs.
- Help students sound out words as they write to increase spelling accuracy.
- Label the digital tools available for use in the classroom.

### DEVELOPING

- Use shared writing to transcribe students' books.
- Offer verb options for students to use in writing.
- Model revising writing using digital tools.

### EXPANDING

- Prompt students to choose action verbs in past, present, or future tenses.
- Show students how to use digital tools in the classroom.
- Have students identify which tools are best for writing and publishing.

### BRIDGING

- Invite students to assist in classroom discussions.
- Have students help others use digital tools.
- Prompt students to revise their work using digital tools available in the classroom.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure** and **expanding sentences**.



## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, your ELL students will build on their writing skills as they write and edit their question and answer books. These targeted supports were chosen to help students better understand how to transfer their written work to a digital environment.



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T366–T367.

### ELL Targeted Support

#### EXPLORE DIGITAL TOOLS TO PRODUCE WRITING

Allow students to learn how to use digital tools available in your classroom, such as laptops, tablets, or the Internet. Show students how to type a question and answer book using digital tools.

Have students write their question and answer books on paper and explore the ways in which their books can be written using available digital tools. **EMERGING**

Allow students to work with a partner to experiment writing their drafts on a desktop computer or laptop. **DEVELOPING**

Have students work individually or with a partner to begin typing their drafts on a digital tool. Circulate to offer assistance in finding letters on a keyboard and using the backspace key to correct errors. **EXPANDING**

Invite students to conference with Emerging ELL students to share their knowledge about using digital tools. **BRIDGING**

Use this note for the minilesson on pp. T374–T375.

### ELL Targeted Support

#### EXPLORE DIGITAL TOOLS TO PUBLISH WRITING

As students begin to understand how digital tools can be used to publish books, provide them with opportunities to practice using those tools for their work.

Work with students to transcribe their question and answer books from paper to digital, helping them become comfortable with finding letters on a keyboard or tablet. **EMERGING**

Have students use digital tools to write and explore graphics to use in their question and answer books. **DEVELOPING**

Ask students to explain how digital tools make getting work published easier. Work with students to add graphics and publish their books using available classroom digital tools. **EXPANDING**

Have students take the lead in typing and creating their books on laptops, tablets, or computers. Students should add graphics to complete their books. **BRIDGING**

## FAST TRACK

## Edit for Verbs

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

STUDENT INTERACTIVE, p. 161

The screenshot shows a page titled 'LITERARY NONFICTION' and 'WRITING WORKSHOP'. At the top, it says 'I can write a nonfiction text.' Below that, the heading is 'Edit for Verbs'. The text reads: 'A verb is an action word. Verbs can tell about actions in the past, present, or future.' There is a 'MY TURN' icon and a 'circle' icon. Below this, there are two sentences: 'I walked with Aunt Rose.' and 'We \_\_\_\_\_ about school.' Under the second sentence, the words 'talk' and 'talked' are shown in boxes. At the bottom, there are directions: 'Directions: Say: When you write a nonfiction text, your verbs should match. For example, they should all tell about now or all tell about the past. Read the sentences and have students edit the second sentence by circling the verb that matches the verb in the first sentence. Ask students to edit for verbs in their question and answer books.' The page number '161' is in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** Verbs are action words. They can tell about actions that are happening now, happened in the past, or will happen in the future.

**MODEL AND PRACTICE** Use stack texts to point out past, present, and future tense verbs. Explain that if a text is written in the present tense, the verbs usually stay in present tense. Use examples from a stack text to demonstrate. On the board, make a three-column chart with the headings *past*, *present*, and *future*. Tell students that verbs in the past usually end with *-ed*. Verbs in the present usually end with *-s* or *-ing*, and verbs in the future begin with *will*. Read a stack text together and point out the verbs. Write all three tenses of the verb in the chart. Have students help you.

Choose a present-tense sentence from a stack text, and write it on the board. Be sure the verb in the sentence is a regular verb. Say: **Today I will show you how to edit your drafts for the correct use of verbs. Let's read this sentence together.** Read the sentence aloud to students. **This sentence is written in the present tense. The action is happening now. I know this because the verb is in the present tense.** Underline the verb in the sentence. **Now I want to edit this sentence so it happens in the past. How should we edit this verb so that it is a past-tense verb?** Guide students to add an *-ed*. **Now let's reread the sentence. By adding an *-ed* to the verb, we made the action happen in the past.** Read the sentence aloud. Repeat the activity, asking students to help you change the sentence to future tense.

Direct students to complete the activity on p. 161 in the *Student Interactive*. Provide assistance as needed.

## Independent Writing

Mentor **STACK**



### FOCUS ON VERB TENSE

- Students should transition to reviewing their books to make sure each verb is in the correct tense.

### WRITING SUPPORT

- **Modeled** As you model writing, emphasize usage of verbs to tell the action in a book.
- **Shared** Use stack texts to point out verb tenses and usage.
- **Guided** Prompt students to think about what verb tense to use in their writing.

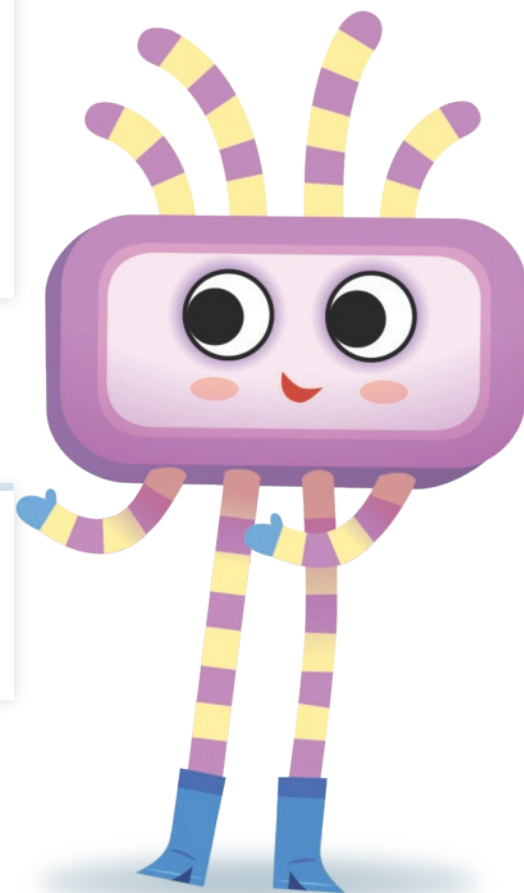
 **Intervention** Refer to the *Small Group Guide* for support.

- When students finish editing for verbs, they can continue writing or editing their books.

See the **Conference Prompts** on p. T360.

## Share Back

Call on a few students to read their sentences aloud to the class. Have students identify whether the verb is in the past, present, or future tense, and engage students in a discussion about why they used this tense.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

swim	step
skip	spot

### HIGH-FREQUENCY WORDS

out  
so

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each CCVC word and the two high-frequency words.

#### Spelling Sentences

1. We **swim** in the pool.
2. Mat can **skip** and jump.
3. Do not **step** in the puddle!
4. The dog has a white **spot** on its face.
5. Can I go **out** to play?
6. I am tired, **so** I will take a nap.

## ELL Targeted Support

**Spelling Patterns** Provide practice with spelling words beginning with blends.

Write the words *swim* and *step*. Say the words aloud. Have students say the sounds for the consonant blend in each word. **EMERGING**

Have students look through their book to find other words that begin with consonant blends. Have them say the words as you write them on the board. **DEVELOPING**

Ask students to draw a picture of a CCVC word and label it with the word. Have them present their picture to the class. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Adjectives

**FOCUS** Remind students that an adjective is a word that describes a person, place, thing, or an idea. Tell students that adjectives help give more detail about a subject.

**MODEL AND PRACTICE** Give an example of a sentence with an adjective, and help students identify the adjective. Say: *In the sentence, I have a beautiful dog, there is an adjective. It's a word that describes the dog. The dog is described as beautiful. So beautiful is the adjective in this sentence.*

**APPLY** Find sample sentences in the classroom library or in the *Student Interactive*, and challenge students to locate an adjective and tell which word it describes.

#### OBJECTIVE

Edit drafts using standard English conventions, including adjectives.

#### ELL Targeted Support

**Edit Writing** Review adjectives. Then have students practice editing adjectives in writing.

Write example sentences with adjectives on the board. Read each sentence aloud. Ask students to copy the sentences, underlining the adjectives. **EMERGING**

Have students form their own sentences that include adjectives. Guide students to edit their work for grammar and spelling. **DEVELOPING**

Have students write sentences with an error in adjectives. Invite students to switch sentences and correct the errors. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Adjectives

FLEXIBLE OPTION

### LESSON 2

### LESSON 3

### LESSON 4

FLEXIBLE OPTION

### LESSON 5

Oral Language:  
Expand Sentences

Teach Expanding  
Sentences

Practice Expanding  
Sentences

Standards Practice



# Explore Digital Tools to Produce Writing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

## Minilesson

Mentor STACK



**TEACHING POINT** Many authors write their books on laptops, tablets, or other digital tools. Some authors may hand-write their notes or drafts in a notebook and then transfer them to digital tools. Authors type their books on computers or tablets so they can then be printed or published.

**MODEL AND PRACTICE** Show a laptop or tablet and explain to students that people first learn to write using paper and pencil. But for most authors, using digital tools, such as computers, makes it easier to compose a book. Model writing a sentence from a stack text on paper and then typing the sentence onto a computer. Think aloud as you show how you can easily revise work done on a computer. Say: *When I write by hand, I have to go back and erase my writing if I want to make changes. Sometimes, there's not enough space to add in the text I want, so it looks messy. When I write on a computer, the text changes as I edit. It's very easy to make changes on the computer.* Point out the “delete,” “space,” “backspace,” and “return” keys on a keyboard or tablet, showing students what each key does and how it can help them write and edit.

## Possible Teaching Point

### Spelling | Initial Consonant Blends

Remind students that in words with initial consonant blends, there are two consonants at the beginning of the words. Have students read their question and answer books and look for words that begin with consonant blends. Have them check to make sure they have spelled these words correctly.

## Independent Writing

### FOCUS ON DIGITAL TOOLS

- After this lesson, students should continue writing and editing their drafts and then transition to using digital tools. If possible, have computers available for students to use to produce their writing.

### WRITING SUPPORT

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- **Modeled** Draft a sentence on paper and then type it on a laptop. Make an error and use the backspace or delete key to correct it so students understand how those keys work.
- **Shared** Have students write their sentence and then type it. Help them make any corrections or changes.
- **Guided** Guide students in using digital tools to transcribe their writing.



**Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T360.

## Share Back

Call on several students to explain the difference between writing by hand and writing using digital tools. Engage students in a discussion about using digital tools to write.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

swim                  step  
 skip                  spot

### HIGH-FREQUENCY WORDS

out  
 so

## LESSON 2

### Teach

**FOCUS** Explain that in words with initial consonant blends, both letters are heard and spelled.

**MODEL AND PRACTICE** Write or display the following CCVC word: *swim*. Say the word aloud and point out that the letters s and w are both spelled and heard at the beginning of the word.

### APPLY MyTURN

Have students complete the activities on p. 158 in the *Student Interactive*.

SPELLING

### Spell Words

**MYTURN** Sort and spell

swim	out	so
skip	step	spot

swim

skip

step

spot

out

so

**158** Directions Say: Some words begin with a consonant blend. A consonant blend is two or more consonants that come together in a word, but each sound is heard. Have students determine if each word in the word bank follows the CCVC pattern. Then have them spell and write the CCVC words in the left column and the high-frequency words in the right column.

## LESSON 2

### Teach

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review

## LESSON 5

Assess Understanding



# Language & Conventions

## Expand Sentences

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Expand Sentences

**FOCUS** Explain to students that they can become better writers by adding words to their sentences to give more details. Remind them that adjectives are words that describe people, places, things, or ideas. Explain that when we add adjectives, we make the sentence longer. We also add more information and make the sentence more detailed.

**MODEL AND PRACTICE** Give an example of how to expand a sentence by adding an adjective. Say: *I am thinking about a sentence I wrote. It is I have a brother. I want to expand this sentence and give more information about my brother. I can add an adjective. I like to describe my brother as funny. So I will add that adjective before the word brother. Now my sentence is I have a funny brother.*

**APPLY** Say several simple sentences and work with students to brainstorm adjectives that can expand those sentences.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Expand Sentences

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Adjectives

**LESSON 3**

Teach Expanding Sentences

**LESSON 4**

Practice Expanding Sentences

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

## FAST TRACK

# Apply Digital Tools to Produce Writing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 162



## Minilesson

Mentor STACK



**TEACHING POINT** Authors can use computers, tablets, and other digital tools to write. Digital tools make writing easier. Authors can write on paper but may compose their final work using digital tools so it can be published or printed.

**MODEL AND PRACTICE** Write a question and answer from a stack text on the board, or make up one, such as: *How old are children when they start kindergarten? Most children are five or six when they start school.* Tell students that you want to transcribe your question and answer from paper to a digital tool. Model typing it on a laptop or tablet. Think aloud as you type your question and answer, using the space bar between words and using “delete” to fix errors and “return” to start a new line. Ask students what they notice about using digital tools to write a book (it is neater, it is easy to read, etc.). Model how to add a picture to the page and how to use the spell-check feature. Explore other features of the software as time allows. Think aloud as you model saving the document, explaining that authors save their work on digital tools.

Direct students to complete the activity on p. 162 of the *Student Interactive*. Explain that digital tools do not include a pencil and paper.

## Possible Teaching Point

**Language & Conventions | Expand Sentences**

Students should be adding adjectives to sentences to give more detail. If students have difficulty adding adjectives, prompt them to think about the color, shape, size, or number of the things they are telling about. Have them add these kinds of adjectives to their writing.

## Independent Writing

### FOCUS ON WRITING AND EDITING

- During independent writing time, students should continue writing and editing. If resources allow, have students type their books on a laptop or tablet. Remind them to save their work.

### WRITING SUPPORT

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- **Modeled** Think aloud as you transfer a hand-written book to a digital format.
- **Shared** Work with students to continue using digital tools to type their books. After they type each page, have them stop and read it to look for typing errors. Show them how to correct any errors.
- **Guided** Discuss why digital tools are important when writing a book. Help students begin or finish typing their books.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T360.

## Share Back

Have two or three students share their writing. Engage students in a discussion about what they like or dislike about using digital tools.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

swim                  step  
 skip                  spot

### HIGH-FREQUENCY WORDS

out  
 so

## FLEXIBLE OPTION

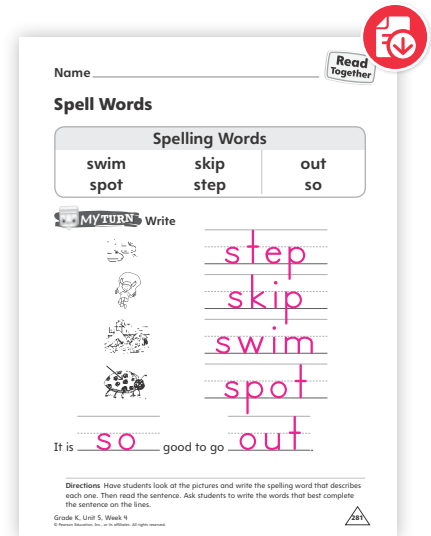
### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that words with initial consonant blends have two consonants at the beginning of the word. Both sounds are heard and spelled.

**MODEL AND PRACTICE** Have students write the following words as you isolate each phoneme: *skip*— /s/ /k/ /i/ /p/; *step*— /s/ /t/ /e/ /p/; *spot*— /s/ /p/ /o/ /t/.

**APPLY** Have students complete *Spell Words* p. 281 from the *Resource Download Center*.



## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 4

Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## Expanding Sentences

### LESSON 3

#### Teach Expanding Sentences

**FOCUS** Display and read the following sentence: *The blizzard brought strong winds.* Have students tell you which word in the sentence is an adjective. After they identify *strong* as an adjective, explain that the word *strong* tells about the winds.

**MODEL AND PRACTICE** Model another example: *I just read this sentence: Who baked the delicious cake? The word delicious is an adjective. The word expanded the sentence and gave me more detail about the cake.* Provide additional examples as needed so that students can easily identify on their own how sentences can be expanded.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

#### ELL Targeted Support

**Use Connecting Words** Help students write using connecting words.

Display a picture of a water slide. Use phrases to describe it, such as *wet slide* and *slippery slide*. Guide students to combine the phrases using the connecting word *and*. Have them write the new phrase. **EMERGING**

Display the water slide picture, the adjectives *wet* and *slippery*, and the sentence frame *This is a \_\_\_ slide*. Have

students write the sentence, using the connecting word *and* to combine the adjectives. **DEVELOPING**

Have students think of phrases that include adjectives and connecting words. Ask them to write their phrases on the board. **EXPANDING**

Have students write sentences that use connecting words to combine phrases and clauses. **BRIDGING**

### LESSON 3

#### Teach Expanding Sentences

FLEXIBLE OPTION

#### LESSON 1



Spiral Review:  
Adjectives

FLEXIBLE OPTION

#### LESSON 2

Oral Language:  
Expand Sentences

#### LESSON 4

Practice Expanding  
Sentences

FLEXIBLE OPTION

#### LESSON 5

Standards Practice



# Explore Digital Tools to Publish Writing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

## Minilesson

Mentor STACK



**TEACHING POINT** Publishing means printing a book or sharing it with others. Before authors publish their books, they can use digital tools to add graphics, change fonts, bold or italicize words, or change the color of the text. Authors can use digital tools to publish their writing.

**MODEL AND PRACTICE** Use a stack text to show how words are formatted in a book. Point out colored text, bold fonts, different type faces, different size fonts, etc. Tell students that it would be difficult to create all of these different sizes and colors of text by hand. Digital tools make it easier for authors to create pages for their books.

Choose another stack text and have students identify the different fonts and images they see. Engage students in a discussion about how each element might be hard to create with pencil and paper, but digital tools make it easy for authors to create their books.

Say: *To publish a book means to finalize it and share it with others. This author published his book by printing it. There are other ways to publish our writing using digital tools. What are some other ways we can share our writing using a digital tool, such as a computer?* Work with students to brainstorm and list other ways that digital tools can be used to share writing, such as sending it through email, posting it on a message board, sharing it on social media, or making a video of someone reading the book.

## Possible Teaching Point

## Writing Process

### Revising and Editing | Digital Tools

Students may need help when they begin using a computer or other digital tool. If necessary, teach them how to

- hold and move a mouse
- click at specific points in their document
- select text to highlight or change color
- save their writing

## Independent Writing

### FOCUS ON WRITING AND REVISING

- Have students continue writing and revising their books. If resources allow, have students type their books on a computer and encourage them to try changing the font or text color.

### WRITING SUPPORT

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- **Modeled** Think aloud as you transcribe your writing to a laptop or tablet.
- **Shared** Together, talk through the steps to write and publish writing. Engage in a conversation about adding graphics or changing fonts or colors.
- **Guided** Prompt students to talk about the ways they can make their books more interesting by adding graphics or changing the text. Help them come up with some ideas for their own books.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T360.

## Share Back

Have a few students share their published books with the class. Engage students in a discussion about why authors want to publish their writing.

# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

## SPELLING WORDS

swim                  step  
skip                  spot

## HIGH-FREQUENCY WORDS

out  
so

## Writing Workshop

As students proofread their writing, remind them to check the spelling of words with the VC and CCVC spelling patterns.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

**FOCUS** Have students recall the previous spelling rules for spelling words with the VC pattern.

**MODEL AND PRACTICE** Read the following words and have students spell them: *at, am, an*.

**APPLY** Have students work in pairs. Ask one partner to say a sentence with a VC word and the other partner to identify the VC word and spell it. Then have partners switch roles.


FLEXIBLE OPTION 

## LESSON 4

### Spiral Review

FLEXIBLE OPTION 

## LESSON 1

 Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

## LESSON 5

 Assess Understanding



# Language & Conventions

## Expanding Sentences

### LESSON 4

#### Practice Expanding Sentences

##### APPLY MyTURN

Have students complete the activity on p. 160 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

#### Expand Sentences

You can **expand** sentences by adding adjectives.

Look at the wind.



Look at the **swirling** wind.

**TURN and TALK** Add other words to the sentence.

**MYTURN** Write

The snow falls.



Possible response:

**The white snow falls.**

160 Directions: Read the information aloud and remind students that an adjective is a word that describes something. Have them think of other ways they can expand the sentence. Then read the sentence about snow and have students edit it by adding an adjective. Have them write the new sentence on the lines.

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#### OBJECTIVES


Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

#### Writing Workshop

Tell students to work on expanding their own sentences with adjectives as they write their drafts during Writing Workshop. Ask them to think of adjectives that describe people, places, things, or ideas in their writing.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Adjectives

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Expand Sentences

**LESSON 3**

**Teach Expanding Sentences**

**LESSON 4**

**Practice Expanding Sentences**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

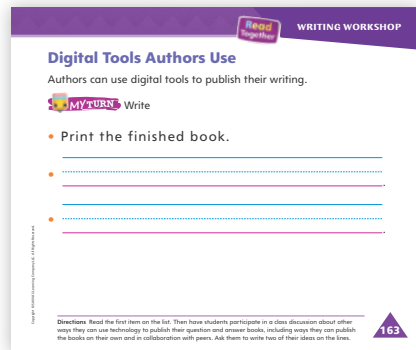
**FAST TRACK**

# Apply Digital Tools to Publish Writing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 163



## Minilesson

Mentor STACK 

**TEACHING POINT** Authors use digital tools to publish their writing. Before publishing a book, authors finalize how they want it to look. They use digital tools to format their books and add graphics.

**MODEL AND PRACTICE** Think aloud as you write a question and answer on the board. You can copy a page from a stack text or think of your own question and answer, for example: *What do kindergarteners learn in school? Kindergarteners learn about numbers, letters, and how to be part of a community.* Reread what you wrote, asking students for suggestions to make the question and answer better. Incorporate their changes and talk through revising your writing. When the writing is final, tell students you will publish it using a digital tool. Type your question and answer on a laptop, computer, or tablet. If possible, scan in a drawing or use stock images or clip art, thinking aloud as you choose the graphics. Print out the finished product and show students the published work. Then say: **One way to publish writing using digital tools is to print a copy like I just did. To publish a book means to share it with others. What other ways can you share your writing using computers and other digital tools?** Discuss with students the various ways you can share a book online, such as sending it through email, posting it to social media, making a video, or creating a sound recording.

Direct students to complete the activity on p. 163 of the *Student Interactive*.

## WRITING CLUB

Use p. T379 to guide Writing Club discussions.

## Share Back

Have a few students read their published books aloud to the class. Prompt students to discuss another way they would like to publish their writing.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their question and answer books.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Ask questions if you do not understand what someone is saying.
- Answer questions using complete sentences.
- Speak loudly enough for your group to hear.

**What Are We Sharing?** Students can share their question and answer books with their Writing Club. The group can help them decide if their statements answer their questions and if verbs are in the correct tense. The groups can also discuss the ways digital tools helped, or could help, them produce and publish their writing.

### **How Do We Get Started?** *Conversation Starters*

- Does the sentence \_\_\_\_ answer the question \_\_\_\_?
- I like your answer to the question \_\_\_\_.
- Does the verb \_\_\_\_ match the rest of the sentence?
- What other way can you publish your book?
- What graphics can you add to make your book more interesting?

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

swim                  step  
skip                  spot

## HIGH-FREQUENCY WORDS

out  
so

## LESSON 5


### Assess Understanding

Read aloud the words and sentences. Have students spell words with the CCVC spelling pattern and the high-frequency words. Then read each sentence again. Repeat each word and allow time for students to spell it.

### Spelling Sentences

1. Molly likes to **skip**.
2. Dad cleaned the dirty **spot** from my shirt.
3. We missed the first bus, **so** we got on the second bus.
4. I want to learn to **swim**.
5. We will learn the first **step** of the dance.
6. We can take the dog **out**.

FLEXIBLE OPTION   
LESSON 1

 Assess Prior Knowledge

LESSON 2

Teach

FLEXIBLE OPTION   
LESSON 3

Review and More Practice

FLEXIBLE OPTION   
LESSON 4

 Spiral Review

LESSON 5

 Assess Understanding



# Language & Conventions

## Expanding Sentences

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

Display the following sentence and guide students to answer the question.

We will go to the busy market to buy apples.

Which word expands the sentence by describing the market?

- A go
- B busy**
- C buy
- D apples

**APPLY MyTURN** Have students complete *Language and Conventions* p. 287 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Expand Sentences**  
You can expand sentences by adding adjectives.

I see a flag.  
I see a big flag.

**MYTURN** Read and write

1. We can play a game.  
Possible response: We can play a fun game.

2. The boy has a bike.  
Possible response: The boy has a green bike.

Directions: Read the sentences with students. Then have them expand each sentence by adding an adjective. Have them write the new sentence on the lines.  
Grade 4, Unit 5, Week 4  
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**OBJECTIVES**

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Adjectives

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Expand Sentences

**LESSON 3**

**Teach Expanding**  
Sentences

**LESSON 4**

**Practice Expanding**  
Sentences



# Weekly Overview

Students will

- edit for spelling
- add details to words and pictures
- publish and celebrate their writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Spelling T386	Add Details T390	Prepare for Celebration T394
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T387	Independent Writing and Conferences T391	Independent Writing and Conferences T395
<b>SHARE BACK FOCUS</b> 5–10 min.	Misspelled Words T387	Details T391	Revisions T395
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T388</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Expand Sentences (Adjectives and Articles) T389</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach T392</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Expand Sentences (Prepositions) T393</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T396</li> <li>• <b>Language &amp; Conventions</b> Teach Expanding Sentences (Prepositions) T397</li> </ul>



# Mentor STACK



Use the following criteria to add to your literary nonfiction book stack:

- Books that have detailed illustrations.
- Books that provide a lot of detailed information in the text.
- Books that are engaging and fun to read aloud.

**FAST TRACK**

**LESSON 4**

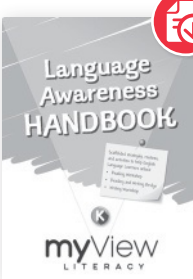
**FAST TRACK**

**LESSON 5**

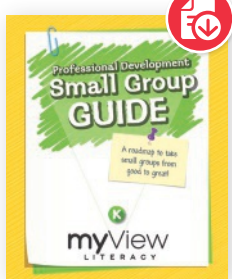
Celebration T398	Assessment T402
Celebration T399	Assessment T402–T403
Celebration T399	Assessment T402–T403
<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T400</li> <li>• <b>Language &amp; Conventions</b> Practice Expanding Sentences (Prepositions) T401</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <b>Assess Understanding</b> T404</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T405</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Review Questions and Answers for Clarity	Apply Verbs
<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	Verbs



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 skills needed to edit a question and answer book 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

#### Edit for Spelling

**If** students need additional support,


 **Then** point out spelling errors in their books and model how to correct them.

**If** students show understanding,

**Then** ask: Are there any more details you should include in this sentence? Are there any details that are not needed?

#### Add Details

**If** students need additional support,


 **Then** read a page from their book and ask clarifying questions. Guide them to incorporate their answers into the text or pictures. Help them understand that these clarifications add details.

**If** students show understanding,

**Then** ask: What else do you need to do to get ready to share your book?

#### Prepare for Celebration

**If** students need additional support,

 **Then** have them practice reading their work aloud. Offer suggestions.

**If** students show understanding,

**Then** say: What page in your book is your favorite? Why?

## Conference Support for ELL

### EMERGING

- Have students use stack texts to help with spelling.
- Prompt students to reread their texts to check for clarity.
- Have students review and add final details to their graphics.

### DEVELOPING

- Have students identify spelling errors in their writing.
- Prompt students to think about sentences that describe details in a picture.
- Provide students practice opportunities before reading their books aloud to build confidence and sound/word recognition.

### EXPANDING

- Have students think aloud about why spelling is important.
- Prompt students to write about pictures to add details to their books.
- Encourage students to revise their books before publishing.

### BRIDGING

- Have students discuss why spelling correctly is important.
- Prompt students to suggest sentences and pictures that would add details to their books.
- Have students practice presenting their books aloud before sharing with the class.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **author's purpose** and **expanding sentences**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, and Assess

During this week, your ELLs will benefit from additional editing support as they put final touches on their question and answer books. These targeted supports were chosen to help students further develop their English language skills and build foundational writing skills.



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T386–T387.

### ELL Targeted Support

#### EDIT FOR SPELLING

Students may need support in identifying misspelled words. Make a list of high-frequency words and post it in your classroom. Prompt students to refer to it as they check their work for spelling errors.

Explain that every language has spelling rules. Write a few simple words in the students' home languages. Spell one word incorrectly, and have students correct it. Then write the same words in English. Show how these words have spelling patterns. Help students correctly spell the word. **EMERGING**

Work with students to check their books for spelling errors. If they miss a word, pause and point out why it is spelled incorrectly. Reinforce the spelling rule or pattern. Then continue to the next sentence. **DEVELOPING**

Have students switch books with a partner and edit each other's work, looking for and correcting misspelled words. **EXPANDING**

Have students circle words that are spelled incorrectly. Have them explain why each word was spelled incorrectly. Then have them write the correct word. **BRIDGING**

Use this note for the minilesson on pp. T390–T391.

### ELL Targeted Support

#### ADD DETAILS

As students build their writing skills, it's important for them to increase their writing proficiency by adding details. Explain that students can write using connecting words to combine details in phrases, clauses, and sentences.

Display a stuffed bear. Write the phrases *brown bear* and *fuzzy bear* on the board. Guide students to combine the phrases using the connecting word *and*. Have them write the new phrase. **EMERGING**

Display the stuffed bear, the sentence frame *This is a \_\_\_ bear*, and the adjectives *brown* and *fuzzy*. Have students write the sentence, using the connecting word *and* to combine the adjectives. **DEVELOPING**

Have students think of sentences about the bear that include details combined with connecting words. Ask them to write one of their sentences on the board. **EXPANDING**

Have students look back at their writing for places where they can use adjectives and connecting words to add details. **BRIDGING**

## FAST TRACK

# Edit for Spelling

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

STUDENT INTERACTIVE, p. 197

The screenshot shows a page titled 'Edit for Spelling' from a 'WRITING WORKSHOP' section. It includes a 'MY TURN' activity where students underline and write the words 'When' and 'wet' from the sentence 'Do not go out yet! It is sweet!'. There is also a 'MY TURN' activity where students circle and write the words 'bat', 'sad', 'bake', 'late', 'trap', 'plug', and 'grab' from the sentence 'Today I will show you how to edit for spelling'. The page number 197 is visible in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** Good writers go back and check their writing to ensure that they spelled each word correctly.

**MODEL AND PRACTICE** Tell students that good writers go back and revise their work to check for correct spelling.

Choose a stack text and point out some high-frequency words and words that follow certain spelling rules or patterns, such as CVC (*cat*) or CVCe (*cake*). Show students words with consonant blends, such as *tr* (*trip*) and *fl* (*flat*). Write the words on the board or flipchart and help students understand the spelling patterns. Have them think of other words that follow the same patterns (i.e., *bat, sad, bake, late, trap, plug, grab*).

Then choose a sentence from a stack text and write it on the board or flipchart. Spell one or two words incorrectly. Say: **Today I will show you how to edit for spelling.** Read the sentence aloud. Ask students if all the words are spelled correctly. When students have identified the misspelled words, show them how to edit. Explain the rule that helped you spell the word correctly. **I'm going to cross out the misspelled word and write the word correctly above it.** Repeat the activity with other high-frequency words until students show an understanding of editing for spelling.

Have students complete the activity on p. 197 of the *Student Interactive*. Have students work with a partner to check their spelling using an electronic dictionary. Provide assistance as needed.

## Independent Writing

### FOCUS ON SPELLING

- Tell students to review their book and revise words that are spelled incorrectly. Then have them continue working on revising their writing.

### WRITING SUPPORT

---

- **Modeled** Write a sentence with a misspelled word and model how to identify the word and correct it.
- **Shared** Ask students how they can find and correct misspelled words.
- **Guided** Guide students in using strategies to correct misspelled words.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T384.

## Share Back

Have a few students show their revisions to the class. Ask how they checked for misspelled words.



# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

on	leg
zip	trip

## HIGH-FREQUENCY WORDS

too  
when

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each short vowel word and the two high-frequency words.

#### Spelling Sentences

1. Put the book **on** the table.
2. Please **zip** your jacket.
3. Tap your **leg** when you hear the sound.
4. We took a **trip** to the beach.
5. I like beets, and my sister likes them **too**.
6. I don't know **when** I will be home.

## ELL Targeted Support

**Spelling** Help students grasp spelling patterns.

Write the words *leg* and *zip*. Explain that words with a vowel between two consonants often have the short vowel sound. Ask students to say the vowel sound in each word.

### EMERGING

Write and say *top*, *pet*, and *tip*. Prompt students to identify the pattern and vowel sound in each word. **DEVELOPING**

Say the words *trot* and *trap*. Review that these are CCVC words. The vowels in CCVC words are usually short. Ask students to write each word and say the vowel sound in the word. **EXPANDING**

Write *trot* and *trap*. Have students tell you which spelling pattern the words follow and write other words that follow the same pattern. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Expand Sentences (Adjectives and Articles)

**FOCUS** Remind students that they can expand sentences by using adjectives. To expand a sentence is to add words to provide details and meaning. Adjectives are descriptive words that tell more information about someone or something.

**MODEL AND PRACTICE** Model expanding sentences with adjectives for students. Write this sentence on the board: *Skip is a dog.* Read it aloud. Then write this sentence on the board: *Skip is a good dog.* Explain to students that the word *good* is an adjective. It tells more about Skip and adds meaning to the sentence.

**APPLY** Write a set of basic adjectives on the board, such as *good, big, small, and happy.* Have students say simple sentences, and then have them add one of the adjectives from the board to their sentences. Students can complete this activity working in pairs, or you can run the activity with the whole class, calling on volunteers to say and then expand sentences.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

#### ELL Targeted Support

**Use Connecting Words** Help students write using connecting words.

Display a picture of a water slide. Use phrases to describe it, such as *wet slide* and *slippery slide*. Guide students to combine the phrases using the connecting word *and*. Have them write the new phrase. **EMERGING**

Display the water slide picture, the adjectives *wet* and *slippery*, and the sentence frame *This is a \_\_\_ slide*. Have

students write the sentence, using the connecting word *and* to combine the adjectives. **DEVELOPING**

Have students think of phrases that include adjectives and connecting words. Ask them to write their phrases on the board. **EXPANDING**

Have students write sentences that use connecting words to combine phrases and clauses. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Expand Sentences  
(Adjectives and Articles)

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Expand Sentences  
(Prepositions)

### LESSON 3

Teach Expanding Sentences  
(Prepositions)

### LESSON 4

Practice Expanding Sentences  
(Prepositions)

FLEXIBLE OPTION

### LESSON 5

Standards Practice



# Add Details

## 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. 198



## Minilesson

Mentor STACK



**TEACHING POINT** Details give readers more information about a topic. Details also make a book more interesting. In question and answer books, authors can add details to the question, answer, or pictures. Details can be adjectives to describe a naming part of the sentence, or they can be nouns or verbs added to the action part of the sentence. Details can also be added to pictures.

**MODEL AND PRACTICE** Use stack texts to point out how details in a picture add information to the book and make it more interesting. Point out adjectives in sentences, explaining how these descriptive words add details too. Tell students that today they will edit their books, paying attention to places they can add details in words and pictures and places they can add or edit adjectives.

Write a sentence on the board about a picture in a stack text. Do not include describing information. For example: *This elephant has a nose.* Tell students you will add details to the sentence. Say: *I can see that the elephant is gray and that it is using its long nose to spray itself with water. I can change the sentence to: This gray elephant has a long nose that sprays water.* Refer to the pictures to think about the details to add to the sentence.

Repeat the activity, using another picture from a stack text. Have students make the sentence more descriptive by adding details to it.

Have students complete the activity on p. 198 in the *Student Interactive*. Remind students that they can use both words and pictures to show details.

## Possible Teaching Point

### Spelling | Words to Know

Tell students that each week they learn words that are used frequently in texts. These words are called My Words to Know. List the Unit 5 My Words to Know on the board:

- be
- eat
- who
- out
- too
- saw
- walk
- into
- so
- when

If students have used words from the My Words to Know list in their writing, they should make sure the spelling is correct.

## Independent Writing

Mentor **STACK**

### FOCUS ON DETAILS

- During independent writing, students should review their books and add more details.

### WRITING SUPPORT

---

- **Modeled** Go back to a student's writing and model adding details to words or pictures.
- **Shared** Have students share their ideas about where to add details to their writing or pictures.
- **Guided** Use a stack text to provide explicit instruction about how details can be added to words or pictures.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Then they should continue editing and finalizing their books in preparation for the celebration.

See the **Conference Prompts** on p. T384.

## Share Back

Call on a few students to show where they added details. Prompt students to explain why they added those details.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell high-frequency words.

### SPELLING WORDS

on leg  
 zip trip

### HIGH-FREQUENCY WORDS

too  
 when

## LESSON 2

### Teach

**FOCUS** Explain that spelling rules can help students spell words with short vowel sounds and blends. Review the VC, CVC, and CCVC spelling patterns with students.

**MODEL AND PRACTICE** Have students look at the first word on p. 194 in the *Student Interactive*. It is the word *too*. Does *too* have a short vowel sound? No, so we will write *too* in the second column.

### APPLY MyTURN

Have students complete the activity on p. 194 in the *Student Interactive* independently or with support from you.

SPELLING

### Spell Words

**MYTURN** Sort and spell

too	on	zip
leg	trip	when

on

zip

leg

trip

too

when

**194** Directions Say: Short o is often spelled a, short e is often spelled e, and short i is often spelled i in two- and three-letter words. Some words begin with a consonant blend, or two or more consonants that come together in a word. Have students spell and write words with the VC, CVC, or CCVC pattern in the left column and high-frequency words in the right column.

## LESSON 2

### Teach

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice

### FLEXIBLE OPTION LESSON 4

Spiral Review

### LESSON 5

Assess Understanding



# Language & Conventions

## Expand Sentences (Prepositions)

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Expand Sentences (Prepositions)

**FOCUS** Tell students that they can expand sentences and make them more meaningful by adding phrases. Suggest that students use phrases that tell more about how things are related. These phrases will often include words such as *beside*, *near*, *over*, and *with*. Remind students that these are prepositions.

**MODEL AND PRACTICE** Write this sentence on the board: *Bob is happy*. Read it aloud. Then write this sentence on the board: *Bob is happy with me*. Read it aloud. Tell students that you added the phrase *with me*. This phrase adds more information and meaning to the sentence. Remind students that it is a prepositional phrase.

**APPLY** Say to the class: *I went to the store*. Call on a volunteer to revise your sentence by adding a prepositional phrase. Then say to the class: *I went to school*. Call on a volunteer to revise your sentence by adding a prepositional phrase. Repeat the activity, calling on as many students as possible. Use the sentence frame: *I went to \_\_\_\_\_*. to prompt students.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Expand Sentences  
(Prepositions)

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Expand Sentences  
(Adjectives and  
Articles)

**LESSON 3**

Teach Expanding  
Sentences  
(Prepositions)

**LESSON 4**

Practice Expanding  
Sentences  
(Prepositions)

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Prepare for Celebration

## OBJECTIVE

Revise drafts by adding details in pictures or words.

## Minilesson

**TEACHING POINT** When authors are finalizing their work, they plan a celebration. The celebration may be a public reading. Using what they learned this week, students will continue to revise their work and prepare for a celebration of their writing.

**MODEL AND PRACTICE** As a class, make a Writing Checklist that students can refer to as they edit and finalize their books. Checklists should incorporate what students learned in this unit. Question and answer books should include

- questions that use the 5 *Ws* and the *H*.
- answers that give information about a topic.
- an introduction that describes the topic.
- a conclusion that reminds readers about the topic.

This unit's Writing Checklist can also include:

- edit for spelling
- edit for action words
- add details to graphics and text

Before displaying the checklist, read through it as a class and answer any questions students may have. Remind students to refer to it as they revise.

## Possible Teaching Point

### Language & Conventions | Expand Sentences

As students add details to their books, remind them that they can make their sentences more meaningful by adding prepositional phrases that give more information. Have them look for places where they can add prepositional phrases. Prompt them to use prepositions such as *beside*, *near*, *over*, and *with*. Have students read their revised sentences and explain how the writing has been improved.

## Independent Writing

### FOCUS ON REVISING

- Tell students to use the checklist to revise the books they wrote during this unit.

### 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 books and direct them to the checklist to revise.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Students who demonstrate understanding should work to finalize their question and answer books.

See the **Conference Prompts** on p. T384.

## Share Back

Call on a few students to share something they revised. Tell students to discuss why it is important for writers to add details and check for spelling and to use a checklist before publishing their books.

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

on                      leg  
 zip                     trip

## HIGH-FREQUENCY WORDS

too  
 when

FLEXIBLE OPTION   
**LESSON 3**

### Review and More Practice

**FOCUS** Remind students that words with short vowel sounds and blends can be easy to spell because they often follow rules.

**MODEL AND PRACTICE** Have students write the following words, as you isolate each phoneme: *brim*—/b/ /r/ /i/ /m/; *drip*—/d/ /r/ /i/ /p/; *not*—/n/ /o/ /t/; *beg*—/b/ /e/ /g/.

**APPLY** Have students complete *Spell Words* p. 282 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spell Words**


Spelling Words		
on	zip	too
trip	leg	when

**MY TURN** Write

- I like to jump on the bed.
- It is good to zip up!
- My leg hit a rock. It made me trip.
- I play when I can. I clean up, too.

Directions: Read the sentences to students. Have them write the spelling word that best completes each sentence on the lines.  
 Grade K, Unit 5, Week 5  
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FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**

**LESSON 2**

Teach

FLEXIBLE OPTION   
**LESSON 3**

**Review and More Practice**

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review**

**LESSON 5**

 **Assess Understanding**



# Language & Conventions

## Expanding Sentences (Prepositions)

### LESSON 3

#### Teach Expanding Sentences (Prepositions)

**FOCUS** Explain to students that there are many ways to expand a sentence. Adding a prepositional phrase to a sentence is a good way to add more information to it. Say the sentence: *I want to eat lunch.* Then tell students that you are going to expand the sentence. Say: *Here are some ways I can expand my sentence:*

*I want to eat lunch at home.*

*I want to eat lunch at school.*

*I want to eat lunch with my friend.*

*I want to eat lunch near a mountain!*

**MODEL AND PRACTICE** Introduce students to another sentence stem that can be expanded: *I had fun.* Model expanding this sentence for students by saying: *I had fun at the party.* Prompt students to attempt their own expansions of the sentence, *I had fun.*

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

#### ELL Targeted Support

**Expand Sentences** Have students write using a variety of sentence lengths. Write *I saw the book on the board.*

Ask students to say phrases they can add to expand the sentence. Rewrite the sentence using one of the phrases. Have students write both the original and the expanded sentence. **EMERGING**

Have students copy the sentence. Then have them discuss phrases they can add to expand the sentence. Ask them to rewrite the sentence, adding one of the phrases. **DEVELOPING**

Have students write a simple sentence that includes a subject and a verb. Then have partners trade papers and rewrite the sentence, adding a phrase to expand it. **EXPANDING**

Ask students to write two sentences: one simple sentence and one longer sentence that includes a prepositional phrase. **BRIDGING**

### LESSON 3

#### Teach Expanding Sentences (Prepositions)

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Expand Sentences  
(Adjectives and  
Articles)

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Expand Sentences  
(Prepositions)

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

#### LESSON 4

**Practice Expanding Sentences (Prepositions)**



**FAST TRACK**

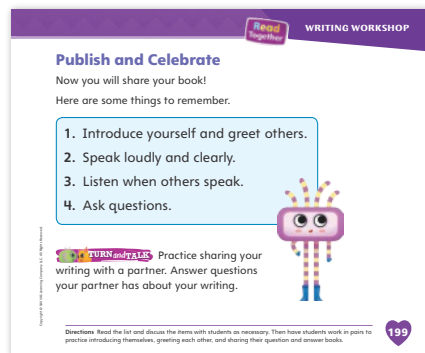
# Celebration

## OBJECTIVES

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

Share writing.

STUDENT INTERACTIVE, p. 199



## Minilesson

Mentor **STACK**



**TEACHING POINT** One way authors celebrate their writing is to read it aloud. The audience listens attentively and may ask questions after the reading.

**MODEL AND PRACTICE** Display a book you have written or a book from the stack. Explain that you will celebrate by reading it aloud to the class. Do a Think Aloud before sharing, recalling what to do when speaking to the class. For example: **First I'll introduce myself and read the title of my book. Then I'll begin reading clearly and loudly so the audience can hear me. Please wait until I finish reading before asking questions or making suggestions.**

Hold up the book and introduce yourself and read the title. Read slowly and clearly. After reading, ask students if they have suggestions or questions about the book. If students have suggestions, accept or reject them, giving reasons for doing so.

Have students review the reminders on p. 199 in the *Student Interactive*. Then have students practice sharing their writing.

## Possible Teaching Point

## Writing Process

### Publishing | Share Writing

After students read their books aloud, have them choose another way to share them. Provide the following suggestions:

- put their books on the classroom bookshelf for others to read later
- create a display of their books for the school library
- share their books with a family member

## Independent Writing

### FOCUS ON SHARING

- Have students share their writing with the class. Prompt students to ask questions and provide positive feedback or suggestions.



# Spelling Spiral Review

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

## SPELLING WORDS

on                    leg  
zip                   trip

## HIGH-FREQUENCY WORDS

too  
when

## Writing Workshop

As students proofread their writing, remind them to check the spelling of words with the CCVC spelling pattern and CVC spelling pattern.

FLEXIBLE OPTION 

## LESSON 4

### Spiral Review


**FOCUS** Have students recall the previous spelling rules for spelling words with the CCVC consonant blend pattern.

**MODEL AND PRACTICE** Read the following words and have students spell them: *slid, flag, skip, trap, stem*.

**APPLY** Have pairs work together to sort the words according to their spelling rules.

FLEXIBLE OPTION 

## LESSON 1

 Assess Prior Knowledge

## LESSON 2

Teach

FLEXIBLE OPTION 

## LESSON 3

Review and More Practice

FLEXIBLE OPTION 

## LESSON 4

 Spiral Review

## LESSON 5

 Assess Understanding



# Language & Conventions

## Expanding Sentences (Prepositions)

### LESSON 4

#### Practice Expanding Sentences (Prepositions)

##### APPLY My TURN

Have students complete the Turn and Talk activity and the My Turn activity on p. 196 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

### Expand Sentences

You can **expand** sentences by adding phrases.

I like rain.  
I like rain **in the morning**.



**TURN and TALK** Expand your partner's sentences.

**MY TURN** Write

We can go.  
Possible response:  
**We can go to the park.**

**196** Directions Read the information to students. Ask partners to take turns saying a simple sentence and having their partner expand it by adding a word or phrase. Then read the practice sentence and have students edit it by adding a phrase. Have them write the expanded sentence on the lines.

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#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

#### Writing Workshop

Tell students to look for opportunities to expand sentences as they write their drafts during Writing Workshop. Tell them that expanding a sentence often adds more meaning and information to a text.

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Expand Sentences  
(Adjectives and  
Articles)

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Expand Sentences  
(Prepositions)

#### LESSON 3

**Teach Expanding  
Sentences  
(Prepositions)**

### LESSON 4

#### Practice Expanding Sentences (Prepositions)

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

**FAST TRACK**

# Assessment

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name a topic and supply information about it.

## Minilesson

**TEACHING POINT** Assessments help students and teachers determine what was learned during the unit. Assessments provide information on what skills were learned and what skills may need ongoing practice. This assessment will check what skills were learned about writing question and answer books.

**MODEL AND PRACTICE** Have students recall some question and answer books from this unit, either in the mentor stack or a book they wrote.

Think aloud as you recall the elements of a question and answer book. Remind students that a question and answer book is

- a nonfiction book about a single topic.
- a text told in a question-and-answer format.
- a book that includes both text and graphics.

Ask students to think about what they have learned from a question and answer book they have read. Engage students in a brief discussion about how question and answer books are organized and formatted.

## Assessment

See the unit assessment on p. T403. 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. T403.



## WRITING ASSESSMENT

**Literary Nonfiction: Question and Answer Book**

Provide students with the assessment prompt below. The prompt may be displayed for students or may be printed from SavvasRealize.com.

**PROMPT** Write a question and answer book. First, choose a topic you know a lot about. Then write and draw your question and answer book.

## 4-Point Literary Nonfiction Writing Rubric



Score	Focus	Organization	Development of Text	Language and Vocabulary	Conventions
4	Text has a clear idea and shows good focus on the topic.	Text has organized questions and answers and uses the 5 <i>Ws</i> and <i>H</i> .	Questions and answers strongly support the student's presentation of the topic.	Text uses precise language that is clearly relevant to the topic.	Text has correct grammar, usage, spelling, capitalization, and punctuation.
3	Text is mostly clear and focused on the topic.	Text has most questions and answers organized.	Most questions and answers support the student's presentation of the topic.	Text uses somewhat precise language that is mostly relevant to the topic.	Text has a few errors but is completely understandable.
2	Text idea is somewhat clear but often loses focus.	Text shows some organization in the questions and/or the answers.	Few questions and answers support the student's presentation of the topic.	Text uses imprecise language that is not clearly relevant to the topic.	Text has some errors in usage, grammar, spelling, and/or punctuation.
1	Text idea seems to be confusing or unfocused.	Text has no organization in the questions or answers.	Most text elements are irrelevant to the topic.	Text uses vague language not relevant to the topic.	Text is hard to follow because of frequent errors.
0	Text gets no credit if it does not demonstrate an adequate command of nonfiction writing traits.				

# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

## SPELLING WORDS

on                      leg  
zip                     trip

## HIGH-FREQUENCY WORDS

too  
when

## LESSON 5


### Assess Understanding

Read aloud the words and sentences. Have students spell each word with the CCVC and CVC spelling patterns and the two high frequency words. Then read each sentence. Repeat each word and allow time for students to spell it.

### Spelling Sentences

1. I **zip** my jacket when it is cold.
2. Mike has a broken **leg**.
3. My dad drives, and my mom does **too**.
4. My favorite **trip** is to the lake.
5. Put the book **on** the table.
6. **When** will it be recess?

FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**

**LESSON 2**

Teach

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review**

## LESSON 5

 **Assess Understanding**



# Language & Conventions

## Expanding Sentences (Prepositions)

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

Display the following sentence and guide students to complete the question.

There are three cats.

Which phrase could be added to the end to expand the sentence?

- A is raining.
- B I am happy.
- C near the shed.
- D were dogs?

**APPLY My TURN** Have students complete *Language and Conventions* p. 288 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Expand Sentences**  
You can expand sentences by adding phrases.

Ben hid the cap.  
Ben hid the cap in a box.

**MY TURN** Read and write

1. Pete ran.  
Possible response: Pete ran on the track.

2. Jen saw a bug.  
Possible response: Jen saw a bug on a twig.

Directions: Read the sentences with students. Then have them expand each sentence by adding a phrase. Have them write the new sentence on the lines.

Grade 4, Unit 5, Week 5

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including prepositions.

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Expand Sentences  
(Adjectives and  
Articles)

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
Expand Sentences  
(Prepositions)

## LESSON 3

**Teach Expanding  
Sentences  
(Prepositions)**

## LESSON 4

**Practice Expanding  
Sentences  
(Prepositions)**



# 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

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- *The Best Part of Me: Children Talk About Their Bodies in Pictures and Words* by Wendy Ewald
- *The Sun Is My Favorite Star* by Frank Asch
- *I Like Me!* by Nancy Carlson

**Use the following criteria to add to your opinion writing stack:**

- The topic is accessible to students.
- The opinion is clearly stated.
- Various genres are represented.

Preview these selections for appropriateness for your students.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Brainstorm Ideas WW5

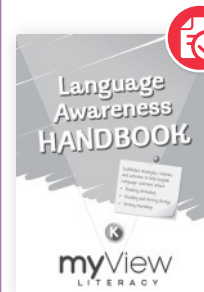
Plan Your Opinion Writing WW6

Independent Writing and Conferences WW5

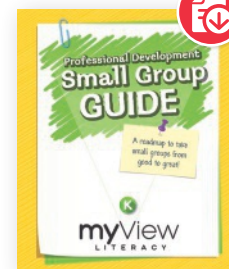
Writing Club and Conferences WW6–WW7

Opinion Ideas WW5

Making a Plan WW6



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences

Mentor STACK 


During this time, assess for understanding of the features of opinion writing to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

## Conference Prompts

### Minilessons

**If** students need additional support,


 **Then** show a stack book students are familiar with. Ask: What does the person in this book feel or think about the topic? How do you know?

**If** students show understanding,

**Then** ask students to tell different opinions children might have about the same topic in the stack book.

### Brainstorm Ideas

**If** students need additional support,


 **Then** ask about some of the students' favorite things to do, eat, or see.

**If** students show understanding,

**Then** ask students to tell several reasons that support their opinions.

### Plan Your Opinion Writing

**If** students need additional support,

 **Then** have students first state their opinion and reason aloud.

**If** students show understanding,

**Then** ask: Which of your reasons is most important to you? Why?

## Conference Support for ELL

### EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like \_\_\_ because \_\_\_.*
- Explain that reasons tell why.

### DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know what the author feels or likes.
- Model language used to identify a favorite. Use words such as *best, favorite, like, and love.*
- Model how to choose a favorite from options within a topic.

### EXPANDING

- Have students restate the opinions found in several stack books.
- Discuss how a book would be different if the author had a different opinion.
- Discuss additional reasons the author could give to support the opinion in one of the stack books.

### BRIDGING

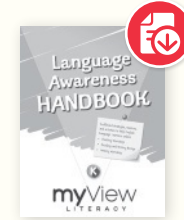
- Ask students to work with a partner to plan their opinion books and share opinions and reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students identify specific words that help state opinions and reasons.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

### ELL Targeted Support

#### OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

Work individually with students to identify the opinion. Have them repeat or retell the opinion using a simple sentence such as *She likes* \_\_\_\_\_. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite color, favorite food, or favorite animal.

**EXPANDING**

Have students talk about how the illustrations in one of the stack books support the reasons given for the opinion. **BRIDGING**

Use this note for the minilesson on p. WW5.

### ELL Targeted Support

#### BRAINSTORM IDEAS

Students may need support generating words to identify options within a topic or category from which to choose a favorite.

Display picture cards that fit within the same category such as animals, vehicles, or colors. Help students name each item and then choose a favorite. Provide a sentence frame such as *I like* \_\_\_\_ *best*. **EMERGING**

Have students choose the picture of a favorite item from a category. Model different ways to identify their choices and reasons such as, *I like* \_\_\_\_ *best because* \_\_\_\_\_. *\_\_\_\_\_ is my favorite \_\_\_\_\_ because* \_\_\_\_\_. **DEVELOPING**

Have students talk with a partner and state their opinions about several simple topics. Remind students that they do not need to have the same opinion. **EXPANDING**

Have students talk together about their opinions and reasons related to a simple topic. Then ask them to restate their partner's opinion and reasoning to the larger group. **BRIDGING**

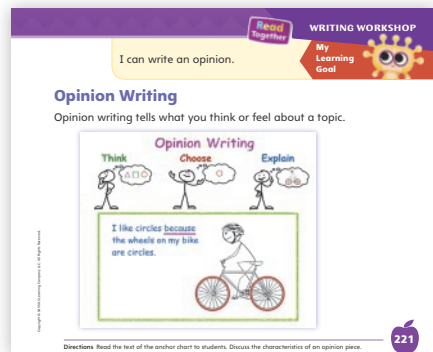
FAST TRACK

# Opinion Writing

## OBJECTIVE

Identify traits of opinion writing.

STUDENT INTERACTIVE K.5, p. 221



## Writing Support

- **Modeled** Show examples of opinion writing from the stack texts. Do a Think Aloud to explain why each is an opinion piece.
- **Shared** With students' input, make a list of topics about which a person might have an opinion.
- **Guided** Prompt students to think about a topic and an opinion about which they feel strongly. Provide explicit support and instruction as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion is how someone thinks or feels about a topic. Opinion writers state an opinion about a topic and give reasons to support their opinion.

**MODEL AND PRACTICE** Select an opinion book from the stack. Read the title and ask if students can tell what the topic of the book might be. Talk about any clues in the title or on the cover that might help the reader know that someone in the book is going to have an opinion. Read the book aloud. As you read, pause to reinforce the topic and opinion. Note the reasons given that support the opinion.

After reading, tell students: *When authors write opinions, they need to make clear what they like, think, or believe. Does the author of this book do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What reasons were given in this book? Help students identify the reasons that support the opinion. This book is an example of opinion writing. You will be writing your own opinion books during this unit.* Read additional books from the stack. Point out the elements of good opinion writing.

Have students turn to p. 221 in *Student Interactive K.5*. Review the steps of writing an opinion book: think of a topic, decide on an opinion, and give a reason or reasons explaining your opinion.

## Independent Writing

Mentor STACK 

Students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin thinking of ideas for their own opinion book. See the **Conference Prompts** for individual conferences.

## Share Back

Call on students to give an opinion on a topic they read about in one of the stack books. Encourage students to include both the topic and the opinion in their sentence such as, “Her favorite color is red” rather than just, “She likes red.”

# Opinion Writing: Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion piece includes a topic, a clearly stated opinion, and a reason or reasons that support that opinion.

**MODEL AND PRACTICE** Select a book from the stack and read it aloud to the class. As you read, do a Stop and Jot, using sticky notes to write the opinion that is stated in the book. Using a different color of sticky notes, jot reasons given that support the opinion. Write one reason per sticky note.

When you have finished reading, review the sticky notes. Remind students that opinions are someone's thoughts or feelings and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion. Give each student a sticky note. As you read aloud a different stack text, have students jot words or pictures to record the opinion and a reason they hear in the text. When you finish reading, have students share what they recorded on their sticky note. *The author of this book wrote an opinion on a topic and gave us some reasons to explain that opinion. When you write your own opinion book, you will need to think about your opinion on a topic and give at least one reason to explain your opinion.*

## 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.

## 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.


# 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.*

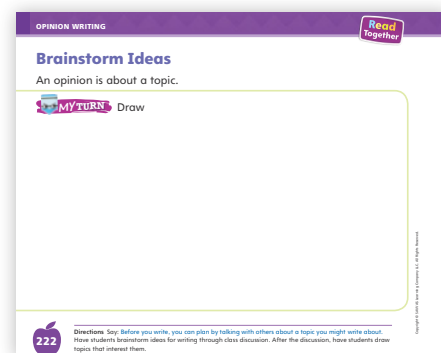
Model selecting a topic such as favorite colors. List several colors from which you might choose. Do the same with a different topic. Think aloud as you generate ideas.

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.



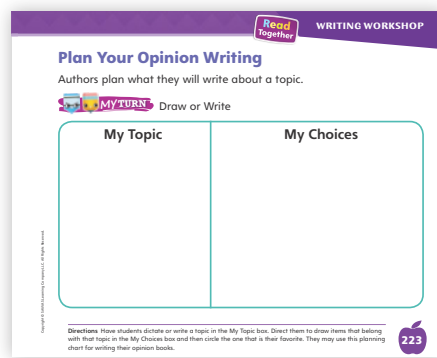
**FAST TRACK**

# 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

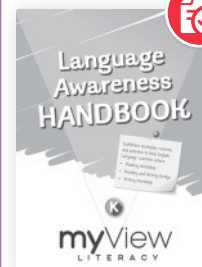
Apply Supply a Reason  
WW16

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

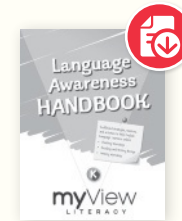
Using a stack book, help students form sentences that tell if they have the same opinion or different opinion from the one stated in the stack book. **DEVELOPING**

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

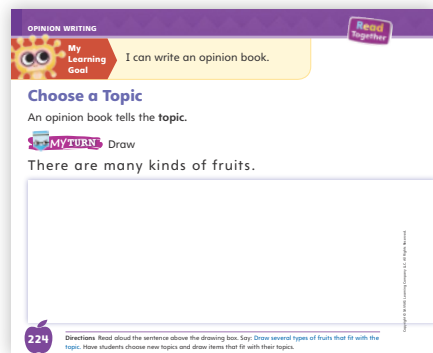
FAST TRACK

# 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.



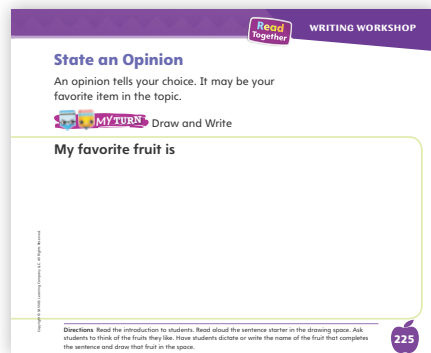
**FAST TRACK**

# 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.

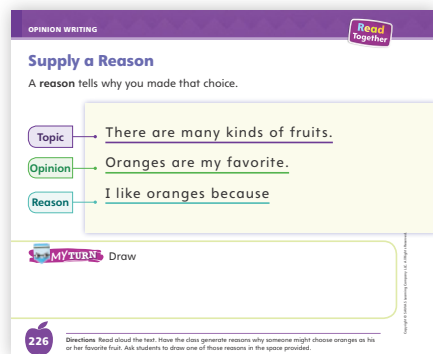
FAST TRACK

# 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

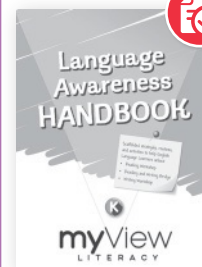
Independent Writing and Conferences WW25

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

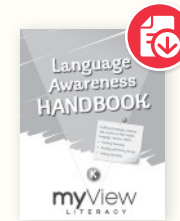
Use the stack books to increase student familiarity with the topics and opinions. Guide students to identify the topics and opinions in each book and state if they share the opinion. If they share the opinion in the book, encourage them to state the opinion in their own words. If they have a different 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



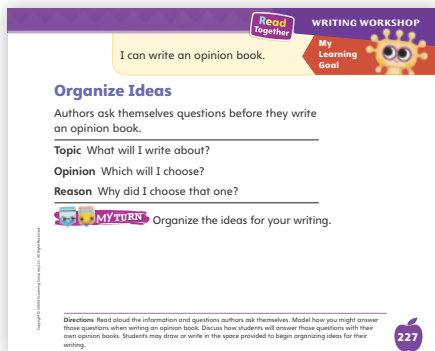
**TEACHING POINT** Authors organize their ideas before they write their opinion books. They plan the topics, opinions, and reasons carefully.

**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. Ask how you can organize your own writing. Remember to dictate or write the topic, opinion, and a reason.

## Writing Support

- **Modeled** Walk through a stack text with students to help them identify topics, opinions, and reasons that might be used as models for their writing.
- **Shared** Have students dictate a sentence to tell their topic and opinion as you transcribe.
- **Guided** Ask focused questions as they work with partners to clarify their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor **STACK** 

**TEACHING POINT** Opinion pieces need to include topics, opinions, and reasons. When authors write opinion books, they try to make their topic, opinions, and reasons as clear as possible.

**MODEL AND PRACTICE** Refer to a stack book and discuss the elements of opinion writing that are included and the words used in the text. Say: *We are going to work on our opinion books. I wrote that there are several holidays I like and that my favorite holiday is Thanksgiving. I need to give a reason why I like it. There are many reasons, but I think I'll write that I love to sit around the table with my family.* Have students help you compose several ways to word sentences that give your reason.

Direct students to p. 228 in *Student Interactive K.5*. Read the text on the page and review the parts of an opinion book. Guide students to complete the activity.

## Independent Writing

Have students continue working on their opinion books. Ask them to say their first sentence aloud quietly before writing it. Confer with students who need additional support. If students are comfortable developing opinion sentences, they should work on strengthening sentences or adding more sentences. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share what they have written so far on their opinion books. Model how to give feedback that restates the topic, opinion, and reasons. Note any parts that are missing or have not yet been included.

# Explore Placement of Drawing

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinion books often include illustrations to support what the text says. The illustrations should be on the same topic as the text and may show a reason that clarifies the opinion.

**MODEL AND PRACTICE** Show a book from the stack with especially strong illustrations. Read a page aloud and discuss what is shown in the illustration. Say: *How does the illustration help us understand what the words tell us? It would be very confusing if the pictures were about something completely different.* Repeat this process with several more pages from the stack book.

Say: *When I draw a picture about my favorite holiday, I wouldn't draw a picture of me going for a swim. That would be very confusing to my readers. I wrote that I like Thanksgiving because I enjoy sitting around the table with my family. What should I draw?*

Have students work with a partner to review what they have written and plan what they will draw.

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

## Independent Writing

Have students think about what drawing or drawings would complement what they have written. If students have difficulty staying focused on the topic and their opinion, you might confer with them and label key elements in the drawing and compare the labels to the text they have written. Students who are ready should add drawings to their opinion books or add details to a drawing they have already included. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on several students with whom you have conferred and ask them to tell how they adjusted their drawings to better align with what they have written. Review why it is important for the text and images to work together.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about what to include in your drawing.
- **Shared** Encourage students to tell what they plan to draw before beginning their drawing.
- **Guided** Prompt partners to tell each other what might be good to include in the other person's drawing.

 **Intervention** Refer to the *Small Group Guide* for support.

## FAST TRACK

# Apply Placement of Drawing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 229

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?' There is a page number '229' in a purple circle at the bottom right.

## 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

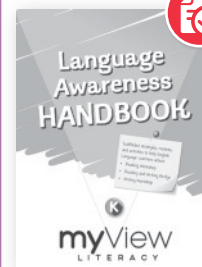
Apply Complete Sentences WW36

Independent Writing and Conferences WW35

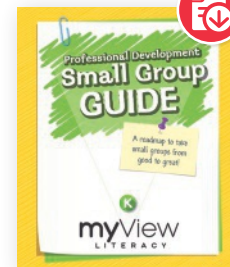
Writing Club and Conferences WW36–WW37

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.

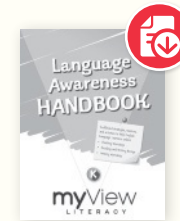
Show a picture from a stack book. Say a short sentence about what you see. *I see a house.* Have students repeat each sentence as you expand it with descriptive words. *I see a brown house. I see an old brown house.* **EMERGING**

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**

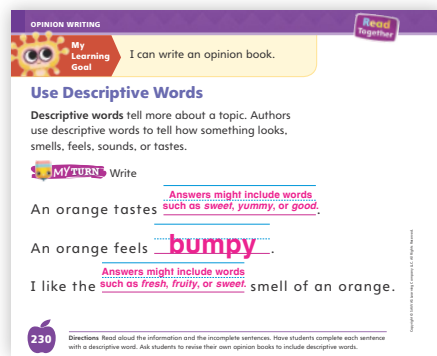
FAST TRACK

# 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

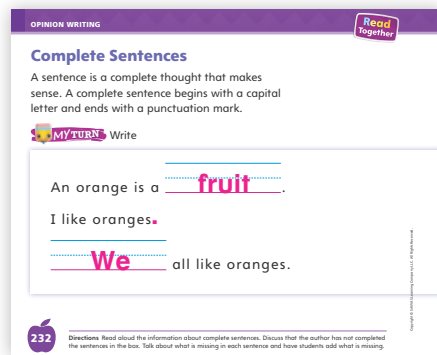
# Apply Complete Sentences

## 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.

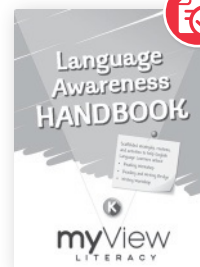
**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

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.

Use this note for the minilesson on p. WW42.

#### ELL Targeted Support

##### EDIT FOR CONJUNCTIONS

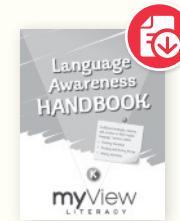
As students focus on the sentences in their opinion books, they should note how to use the conjunction *and* correctly.

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**



See the *Language Awareness Handbook* for additional writing support.

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.

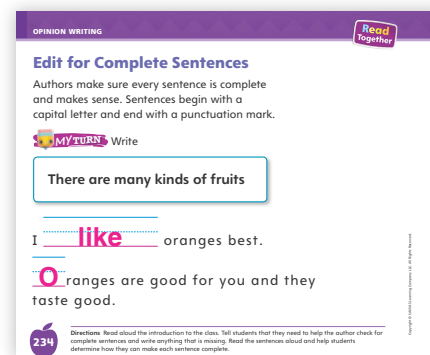
## OBJECTIVES

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



## 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.



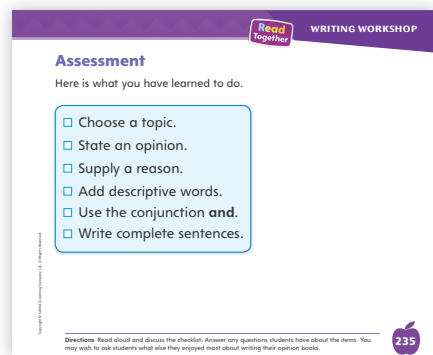
FAST TRACK

# 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 favorite season or type of weather.
- write a persuasive song or poem about it.

**Lesson 1**

T412–T413,  
T414  
T410–T411  
T426–T427

**Foundational Skills**

- Phonological Awareness: Segment and Blend Syllables
- Phonics: Words I Can Read
- Spelling: Spell Words

**Compare Across Texts**

- Outside My Door
- Essential Question

**Inquire**

- Introduce the Project
- Use Words: Talk About Weather

**Lesson 2**

T416–T419,  
T414  
T428–T429  
T430–T431

**Foundational Skills**

- Phonics: Words I Can Read
- Spelling: Spell Words

**Explore and Plan**

- Introduce Persuasive Poetry
- Write for a Reader: Audience

**Conduct Research**

- Look Online

**Lesson 3**

T420–T421,  
T415  
T432–T433

**Foundational Skills**

- Phonological Awareness: Add Phonemes
- Phonics: Make New Words
- High-Frequency Words
- Spelling: Spell Words

**Refine Research**

- Take Notes: List Chart

**Lesson 4**

T422–T423,  
T415  
T434–T435

**Foundational Skills**

- Decodable Story: *It Is Too Wet!*
- Spelling: Spell Words

**Collaborate and Discuss**

- Tell and Show Your Opinion

**Lesson 5**

T424–T425,  
T415  
T436  
T437

**Foundational Skills**

- Phonological Awareness: Segment and Blend Syllables
- Phonics: Sentences I Can Read
- Spelling: Spell Words

**Celebrate and Reflect**

- Share
- Reflect

**Reflect on the Unit**

- Reflect on Your Reading
- Reflect on Your Writing



# INTEGRATE your INSTRUCTION

## English Language Arts

- Participate in shared research projects.
- Gather information from provided sources to answer a question.
- Compose opinion pieces.

## u Engineer It!



For alternative inquiry projects with a science focus, go online to [SavvasRealize.com](http://SavvasRealize.com).

## Science

- Use science knowledge to understand the world.
- Look for cause-and-effect relationships to explain natural events.

## 4-Point Research Project Rubric

Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Opinion is clear and addresses the prompt.	Notes on researched information are accurate and clearly support the opinion.	Drawing and visuals are relevant to the task, and writing shows an understanding of persuasive texts.	Language and vocabulary are appropriate to the topic.	Oral delivery is clear, audible, and relevant. Student listens actively, asks questions, and follows oral directions.
3	Opinion is mostly clear and addresses the prompt.	Notes on researched information are mostly accurate and somewhat support the opinion.	Drawing and visuals are mostly relevant to the task, and writing shows a basic understanding of persuasive texts.	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	Opinion is somewhat clear and attempts to address the prompt.	Notes on researched information are somewhat accurate and only tangentially support the opinion.	Drawing and visuals are minimally relevant to the task, and writing shows a minimal understanding of persuasive texts.	Language and vocabulary are somewhat relevant to the topic but may be unclear.	Oral delivery is somewhat clear and relevant. Student listens and follows some oral directions.
1	Opinion is unclear or confusing and only tangentially addresses the prompt.	Notes on researched information are mostly inaccurate and mostly do not support the opinion.	Drawing seems unconnected to the task, and writing shows little understanding of persuasive texts.	Language and vocabulary are unrelated to the topic.	Student's speech is unclear. Student interrupts or is distracted while listening.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of 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. 317, from the *Resource Download Center*.

# Compare Across Texts

## OBJECTIVES

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

Synthesize information to create new understanding with adult assistance.

Use text evidence to support an appropriate response.

## Outside My Door

In this unit, students learned about weather. Remind students of the unit theme, *Outside My Door*, and the Essential Question: *What can we learn from the weather?* Remind students that all of the texts they have read during the unit relate to the theme of weather.

**TURN, TALK, AND SHARE** Have student pairs go back and review pictures and sentences from each text in this unit. Ask them to tell one detail about weather that they learned from each text.

### Compare Across Texts

Once again, remind students that all of the unit readings are connected by the unit theme, *Outside My Door*. Then use the questions below to help students compare themes, topics, and genres across texts.

- *What do Weather Around the World, Tornado Action Plan, and Blizzard Action Plan have in common?* (Possible response: All three texts discuss how humans deal with extreme weather.)
- *How does A Desert in Bloom show readers a special place in our world? What makes this place special?* (Possible response: This text shows readers the desert, which is special because flowers are able to grow there, even though it is a hot, dry place.)
- *How are the meanings of the repeated phrases (“it’s raining” and “the sun is shining”) in the poetry collection important to the plants?* (Possible response: Growing things, such as plants, need both rain and shining sun in order to grow.)

### Essential Question

**My TURN** Have students write or draw their responses to the Essential Question: *What can we learn from the weather?* Tell students to look back over the texts that they have read in this unit in order to answer this question. Explain that this week students will work on a research project where they will choose a favorite season or type of weather. After conducting research about their favorite season or type of weather, students will write a poem or song explaining why it is so great.



**ELL Targeted Support Learning Strategies** Explain that students can build their vocabulary and understand meanings better by using a graphic organizer.

Draw an idea cluster on the board with “Weather” in the center circle. Have the reading selections displayed, and guide students to give weather words that you then write at the ends of lines connected to the circle. Have students practice the weather words and discuss their own experiences with this type of weather. **EMERGING**

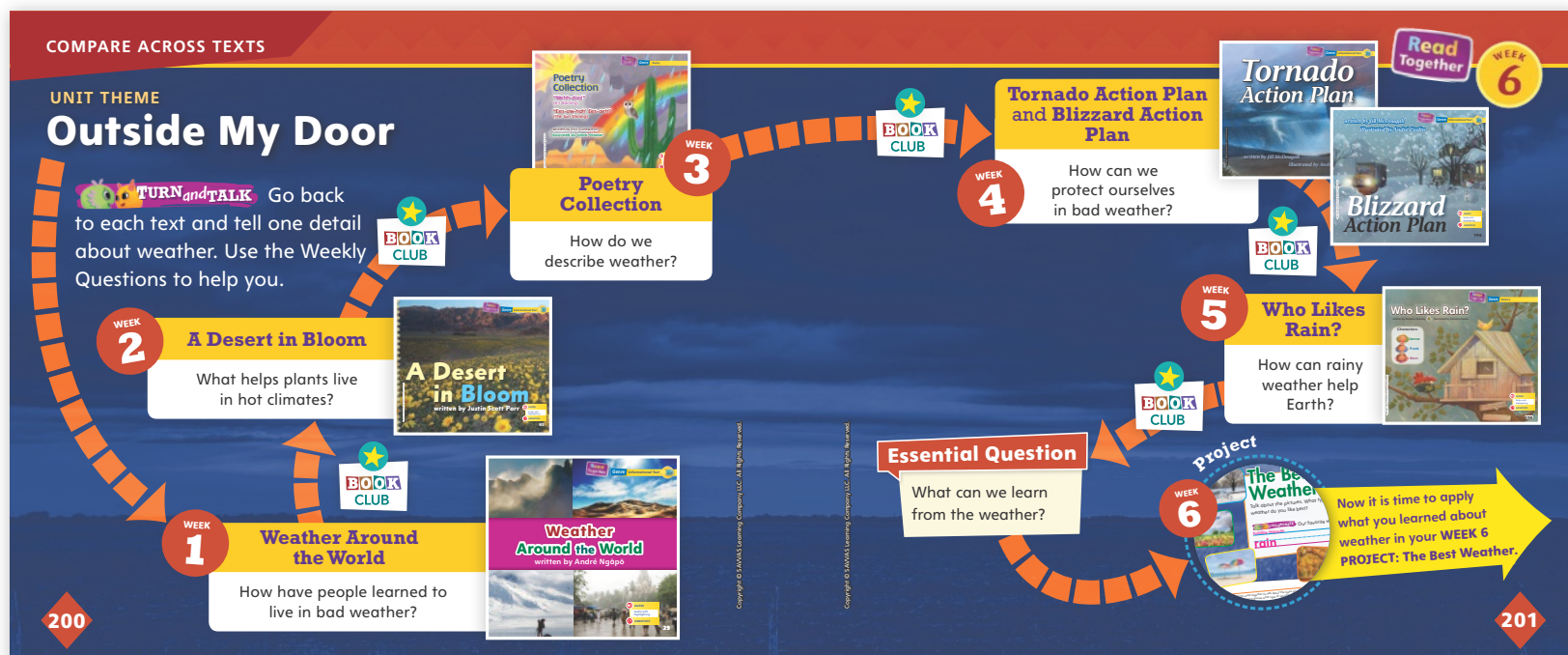
Draw an idea cluster on the board. Have students name and draw their weather words. Then in a small group, have each student use words to describe his or her drawing. **DEVELOPING**

Have students think of weather words and fill in idea clusters on their own sheets of paper. Ask them to draw pictures using these words. Have students read some of their words to the class. **EXPANDING/BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 200–201





# Word Work

## OBJECTIVES

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

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

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

Identify and read common high-frequency words by sight.



Picture Cards

## Phonological Awareness: Segment and Blend Syllables

**FOCUS AND MODEL** Today we are going to put together syllables to make words. Let's say the word *sun* together. Clap for each syllable: *sun* (clap). How many syllables are in *sun*? Students should say *one*. Now let's say the word *rise* together. Clap for each syllable: *rise* (clap). How many syllables are in *rise*? Students should say *one*. What new word do we make if we put the syllables *sun* and *rise* together? Students should say *sunrise*. Now let's segment the syllables: *sun* (pause) *rise*. Let's put the word back together: *sunrise*. Continue the activity with the words *sunset*, *pumpkin*, and *contest*.

**PRACTICE** Display the *astronaut* Picture Card. Have students segment and blend the syllables in the word. Continue with the *bubble*, *kangaroo*, and *ladybug* Picture Cards.

## Phonics: Words I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some words. The words we read will all include sounds we already have learned.

Write the following words on the board: *can*, *cane*, *mane*, *man*. Let's read the words. What letter was added to *can* to make the word *cane*? The letter *e* was added to *can*. What letter was changed to make the word *mane*? The letter *c* was changed to *m*. Continue with *mane* and *man*.

**MODEL AND PRACTICE** Have students turn to p. 202 in the *Student Interactive*. Let's read the first row of words together: *it*, *sit*, *sip*, *lip*. What letter was added to *it* to make *sit*? What letter was changed in *sit* to make *sip*? Students should say an *s* was added to *it* to make the word *sit* and the letter *t* was changed to *p* to make the word *sip*. Have students explain what letter was changed in *sip* to make *lip*.

**APPLY TURN, TALK, AND SHARE** Guide students as they use letter-sound relationships to decode the words on p. 202, and then talk about what letters were changed, added, or deleted to make new words.



**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they see, hear, or say most often. Write *say*, *under*, and *no* on the board. Have students repeat the words as you read them aloud.

Review the three high-frequency words you wrote on the board. Ask students leading questions that require them to use the words in sentences. **EMERGING**

Have students write the words and share them with a partner. Have partners take turns using the words in oral sentences. **DEVELOPING**

Have student pairs find a classroom library book and 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 *say*, *under*, and *no*. Show students familiar letter sounds, such as *s/s/* and *n/n/*, in these words.

- Point to the word *say* and read it.
- Have students identify the word *say* by pointing to it, and then have them read it.
- Repeat for *under* and *no*.

say

under


no

## STUDENT INTERACTIVE, p. 202


### REVIEW AND REINFORCE

### Words I Can Read

**TURN and TALK** Read

 **it sit sip lip**

 **mad man van an**

 **job Rob Ron on**

 **up cup cut nut**

202

**Directions** Tell students that they can make new words by changing, adding, or deleting letters. Have partners take turns reading the words and naming the letters that were changed, added, or deleted to make new words.

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# Spelling Spell Words

## OBJECTIVES

Spell words with VC, CVC, and CCVC.

Spell words using sound-spelling patterns.

Spell common high-frequency words.

### SPELLING WORDS

ox	can
sit	clap

### HIGH-FREQUENCY WORDS

no	say
----	-----

## ELL Targeted Support

**Spelling** Provide opportunities for students to practice spelling VC, CVC, and CCVC words.

Write the words *can* and *clap* on the board. Have students say the sound for each letter as you point to it. **EMERGING**

Write *can* and *clap* on the board. Have students identify which word has the CVC pattern and which word has the CCVC pattern. **DEVELOPING**

Ask students to spell VC, CVC, and CCVC words on the board or chart paper, saying each letter aloud as they write it.

### EXPANDING

Challenge students to work in pairs to write words with the VC, CVC, and CCVC spelling patterns. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Read aloud the words and sentences. Have students spell the VC, CVC, and CCVC words and high-frequency words.

1. I **clap** to the music.
2. I will open the **can**.
3. I see a big **ox**.
4. Please **sit** next to the tree.
5. There is **no** way.
6. What did you **say**?

### LESSON 2

## Teach

**FOCUS** Explain that words with VC, CVC, and CCVC patterns have short vowel sounds.

**MODEL AND PRACTICE** Have students turn to p. 204 in the *Student Interactive*. Say the words aloud. Have students tell you which word pattern each word follows or whether it is a high-frequency word.

**APPLY MyTURN** Have students complete the activity on p. 204. Have them write the VC, CVC, and CCVC words in the first column and the high-frequency words in the second column.

**REVIEW AND REINFORCE**

**Spell Words**

**MYTURN** Sort and spell

say	ox	can
sit	no	clap

ox \_\_\_\_\_

can \_\_\_\_\_

sit \_\_\_\_\_

clap \_\_\_\_\_

say \_\_\_\_\_

no \_\_\_\_\_

**204** Directions: Say. Short o is often spelled o, short i is often spelled i, and short e is often spelled e in words with two or three letters. Have students spell and write words with the VC, CVC, or CCVC pattern in the left column and the high-frequency words in the right column.

For additional support with ELL students, use the support in the side column.



## FLEXIBLE OPTION


## LESSON 3

## Review and More Practice

**FOCUS** Remind students that VC, CVC, and CCVC words have short vowel sounds.

**MODEL AND PRACTICE** Have students practice spelling VC, CVC, and CCVC words as you sound out each word. Use these words: *up, hat, trap*. Make sure to sound out each phoneme (/h/ /a/ /t/, *hat*).


**APPLY** Have students complete *Spell Words* p. 283 from the *Resource Download Center*.


Name \_\_\_\_\_ 


**Spell Words**

Spelling Words		
ox	can	say
clap	sit	no

**MY TURN** Write

 clap

 sit

 ox

You can go.

Will you say yes or no?

Directions Have students look at the pictures and write the spelling word that describes each one. Then read the sentences. Have students write the spelling words that best complete the sentences on the lines.

Grade K, Unit 5, Week 6  
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## FLEXIBLE OPTION

## LESSON 4



## Spiral Review

**FOCUS** Have students recall how to spell the sounds short *o*, *e*, and *i*.

**MODEL AND PRACTICE** Read the following words and have students spell them together: *on, zip, leg, trip*.

**APPLY** Have students sort the words based on the short vowel spelling pattern. (*o/o*: *on*; *e/e*: *leg*; *i/i*: *zip, trip*)

## Writing Workshop

As students work on their writing, remind them to check the spellings of words with short *e*, *i*, and *o*.

## LESSON 5

 Assess Understanding

Read the sentences aloud one at a time. Ask students to spell the high-frequency word or VC, CVC, or CCVC spelling word. Repeat the spelling word and allow enough time for students to write the word before you read the next sentence.

## Spelling Sentences

1. The dog will **sit** down.
2. Put the **can** on the shelf.
3. Where can I see an **ox**?
4. We started to **clap**.
5. She had a lot to **say**.
6. He said there were **no** grapes left.

# 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.

---

## Phonics: Words I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some words. *The words we read will all include sounds we already have learned.*

Write the following sentence on the board: *I have a \_\_\_\_\_ puppy.* Then write the words *cut* and *cute*. *Let's read the sentence and find the word that finishes the sentence.* Read the sentence twice, replacing the blank with *cut* the first time and *cute* the second time. Have students tell you which sentence makes sense. Students should say: *I have a cute puppy.*

**MODEL AND PRACTICE** Have students turn to p. 203 in the *Student Interactive*. *Let's read the first sentence with a missing word. Then let's read the word choices. Which word fits in the blank of the sentence: I will \_\_\_ the bus. Is it rid or ride?* Students should say *ride*. Guide students as they circle *ride* and read the sentence again with *ride* in it.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students finish p. 203 in the *Student Interactive* by circling the word that best completes each sentence.

**OPTION 2 Independent**

**Activity** Have students use Letter Tiles to spell partner words with short and long vowels, such as *rid, ride; cub, cube; hug, huge; not, note*.

**QUICK CHECK**

**Notice and Assess** Can students read words with short and long *i, o, and u*?

**Decide**

- **If students struggle**, revisit instruction for reading words in Small Group on pp. T418–T419.
- **If students show understanding**, extend instruction for reading words in Small Group on pp. T418–T419.

## 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 *say, under, and no*. Have students

- read the words with you.
- clap for each letter as they spell the words.

## STUDENT INTERACTIVE, p. 203

FOUNDATIONAL SKILLS

### Words I Can Read

**MYTURN** Read and circle

I will \_\_\_ the bus.    rid    ride

The \_\_\_ is cute.    cub    cube   

I will open the \_\_\_.    not    note   

Directions: Have students read each sentence and the answer choices. Ask them to circle the word that best completes the sentence.

**203**

## ADDITIONAL PRACTICE

For additional student practice with reading and writing words, have students complete *Phonics* p. 260 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

### Phonics

Review and Reinforce

**MYTURN** Write Tell students that image shows a man getting a cat from under a bed.

Where is the cat?

Possible response:  
The cat is under the bed.

Directions: Have students look at the picture and answer the question. Tell them to write a complete sentence.  
Grade K, Unit 5, Week 6  
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Phonics, p. 260

Use the  **QUICK CHECK** on p. T417 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### WORDS I CAN READ

Display Picture Cards *bag* and *crab*. This card shows a bag; this card shows a crab. Turn the cards over so students can see the spellings. Have students work as a class to decode the words. If needed, repeat with additional Picture Cards.



Hand out Picture Cards to students. Ask them to silently read the word on their card. Then go around the room and have each student hold up his or her card and read the word aloud.

### ELL Targeted Support

Help students grasp the tools needed to read.

Write the letters *a*, *e*, *i*, *o*, and *u* on the board. Ask students to tell you what sound *a* makes. Have them say the sound /a/ together, loudly and clearly. Repeat for the other short vowel sounds.

### EMERGING/DEVELOPING

Write the word *bag* on the board. Point to the *a*. Ask students what this letter is, and ask them to say the sound it makes. Repeat the routine for words utilizing all the other short vowel sounds.

### EXPANDING/BRIDGING



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

## Intervention Activity

### SHORT *i*

Use Lesson 26 in the *myFocus Intervention Teacher's Guide* for additional instruction on reading words with short *i*.

LEVEL A • MODEL AND TEACH

**Lesson 26** Short *i*

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

**MODEL** Display or share copies of the following passage, "Sid Did," from Student Page S155, and read it aloud.

**OBJECTIVES:**

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

**Sid Did**

Did Sid see a pig? ends with -id  
Sid did.

Did Sid see a big cat? ends with -ig  
Sid did.

Did Sid see a kid?  
Sid did.

**TEACH** Point to *Did* in the first line. The word *did* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *Sid*. Changing a letter in a word makes a new word. When the first *d* in *did* is changed to an *s*, the word *did* becomes *Sid*.

Point out the words with the short *i* sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short *i*. *Sid* and *did* both have a short *i* sound and end with -id. Now that I know that -id has a short *i* sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short *i* sound, such as *big* and *kid*.

Now point to the -ig letter combination at the end of *big* in the first sentence. Say: Now that I know what the letters -ig sound like, when I hear a word that ends with those sounds, I can spell the word. The word *dig* ends with the sounds /i/ and /g/. I can write the letter combination -ig. The word starts with the sound /d/. I know the letter *d* makes the /d/ sound. I can add the letter *d* to the beginning of -ig. Work through other examples, such as *fig*, *wig*, and *zig* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 155

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### READ WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Draw four lines on the board, and then write the letters *b-l-o-b* (the word *blob*) on them. Say: *Can you copy me? Find the same letters in front of you, and make the word that I made.* Give students time to locate the appropriate letters. Then erase the word and have a volunteer read the word that he or she made with tiles.

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

### Decodable Book



Students can read the Decodable Book *May I?* for additional practice with decoding words and reading high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *say, under, no*. Write each word on the board. Ask for volunteers to read the words aloud.

Put students into groups of 3 or 4 for reading. Have them take turns reading and listening carefully.

### 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

**May I?**  
Written by Brady Jin  
Illustrated by Daniel Estes

Decodable Book  
30

Words with Short Vowels					
and	Dad	hug	Mom	nap	skip
bed	get	in	mud	pet	up

Words with Long Vowels					
bike	hide	ride	slope	snake	tune

High-Frequency Words  
may no play say under

1

May I play in the mud?  
Mom and Dad say no.

2

May I hide under the bed?  
Mom and Dad say no.

3

May I ride my bike up the slope?  
Mom and Dad say no.

4

May I skip my nap?  
Mom and Dad say no.

5

May I pet the snake?  
Mom and Dad say no.

6

May I play a tune?  
Mom and Dad say no.

7

May I get a hug?  
Mom and Dad say yes!

8



# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words by sight.

## ELL Language Transfer

One way to help ELLs read words correctly when they are not proficient with English sound-spelling concepts is to show them a picture of a word as you read it.



Picture Cards

## Phonological Awareness: Add Phonemes

**FOCUS AND MODEL** Tell students that today they will add sounds to words to make new words. Display the *egg* Picture Card. *This picture shows the word egg. Say the word with me: egg. Now listen as I add the sound /l/ to the beginning of /e/ /g/: /l/ -eg. What is the new word? (leg)* Have students add another sound to the beginning of /e/ /g/ with you. *Now let's try adding the sound /m/. Say the new word with me: /m/ -eg. The new word is Meg.*

**PRACTICE** Say the word *in*. Have students suggest sounds to add to the beginning of the word to make new words. Possible sounds include /b/, /f/, /p/, /t/, and /w/.

## Phonics: Make New Words

### Minilesson

**FOCUS AND MODEL** Tell students that today they will change sounds and letters to make new words. Write the word *rat* on the board. *Listen to this word: rat. Say it with me: rat. Would the word rat change if we added an e to the end of it?* Students should say yes. Write *rate* beneath the word *rat* on the board. *What new word do we make when we add an e to the end of rat?* Students should say *rate*.

**PRACTICE** Hold up the *pan* Picture Card. *Listen to this word: pan. Say it with me: pan.* Show students the back of the card so they can see the spelling. *Would the word pan change if we added an s to the beginning of it?* Students should say the word would change. Write *pan* on the board, and write *span* beneath it. *What new word do we make when we add an s to the beginning of pan?* Students should say *span*. Continue the activity with these Picture Cards: *ant (pant); ox (fox); ten (tent)*.



# High-Frequency Words

## Minilesson

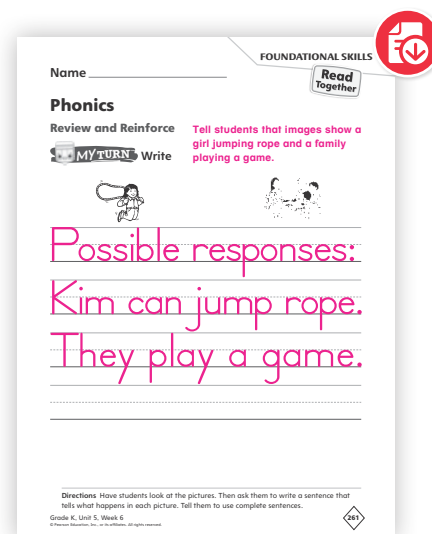
**FOCUS** Tell students that today they are going to continue working with high-frequency words. *You will see these words over and over in texts.* Have students read the words at the top of p. 205 in the *Student Interactive* with you: *say, under, no.*

**MODEL AND PRACTICE** Have students look at the words at the top of p. 205. Tell them to identify and point to each word when you say it. Say *say*. Pause to let students find and point to the word. Say *under*. Say *no*. Repeat the activity until students are familiar with each word. Prompt students to use the words in sentences.

**APPLY MyTURN** Have students read the sentences on p. 205 with you. Ask them to identify the words *say, under, and no* in the sentences. Have them underline the high-frequency words in the sentences. Then have them read the sentences with a partner.

## ADDITIONAL PRACTICE

For additional student practice with writing words, have students complete *Phonics* p. 261 from the *Resource Download Center*.



FOUNDAITIONAL SKILLS

Read Together

Name \_\_\_\_\_

**Phonics**

Review and Reinforce **MYTURN Write** Tell students that images show a girl jumping rope and a family playing a game.

Possible responses:  
Kim can jump rope.  
They play a game.

Directions: Have students look at the pictures. Then ask them to write a sentence that tells what happens in each picture. Tell them to use complete sentences.

Grade K, Unit 5, Week 6

*Phonics*, p. 261

STUDENT INTERACTIVE, p. 205



FOUNDAITIONAL SKILLS

**My Words to Know**

no say under

**My Sentences to Read**

**MYTURN**

"Is he here?" say Mom and Dad.

No, he is not under there!

Directions: Remind students that there are some words we will see a lot when we read. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.

205

# 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

Knowing differences between students' home languages and English will help ELLs learn English. Be aware of translations of English words to other languages. *Wet* is *mojado* in Spanish, *molhado* in Portuguese, and *nat* in Dutch.

## Read *It Is Too Wet!*

**FOCUS** Have students turn to p. 206 in the *Student Interactive*. We are going to read a story today about a family who goes out in the rain. Point to the title of the story. The title is *It Is Too Wet!* I hear a word with the sound /w/ in the title. What word begins with the sound /w/? Students should say *wet*. What letter spells the sound /w/? Students should say *w*.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week's high-frequency words: *say*, *under*, *no*. Tell them they will practice reading these words in the story. Display the words. Have students read them with you. When you see these words in the story *It is Too Wet!*, you will know how to identify and read them.

STUDENT INTERACTIVE, pp. 206–207



DECODABLE STORY

FOUNDATIONAL SKILLS

### It Is Too Wet!



Look at Jude play the drum.

Look at Max play the flute.

Mom and Dad clap and smile.

206



Underline the words with the long u sound.

Jude and Max ask if they can go out.

Mom and Dad say, “No, it is too wet!”

207



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

After students have read the pages, review the words with the sound /ū/ they read in the sentences on pp. 206–207 in the *Student Interactive*. Have them underline the words with the sound /ū/. Have students read the words to you.

Have students turn to pp. 208–209. **I see words with initial blends. Who can tell me which words have initial blends?** Students should identify the words *blue*, *green*, *skip*, and *play*. Have students highlight *blue*, *green*, *skip*, and *play*.

Remind students of this week’s high-frequency words: *say*, *under*, *no*. **I see two high-frequency words we learned this week. Who can point to the words and read them to me?** Have a volunteer point to and read the words *say* and *under*.

**If students struggle**, revisit instruction in Small Group on pp. T418–T419.

**If students show understanding**, extend instruction in Small Group on pp. T418–T419.

STUDENT INTERACTIVE, pp. 208–209



DECODABLE STORY

FOUNDATIONAL SKILLS



Mom, I can go under the **blue** one.  
Dad, I can go under the **green** one.  
Mom and Dad say they can go.

208



Highlight the words with beginning blends.

Jude and Max hop and jump.  
They **skip** and **play**.  
It is fun to be out when it is wet!

209

# Word Work

## OBJECTIVES

Blend syllables to form multisyllabic words.

Segment multisyllabic words into syllables.

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

Identify and read common high-frequency words by sight.

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

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 267 from the *Resource Download Center*.

FOUNDAIONAL SKILLS

Name \_\_\_\_\_

**My Words to Know**

say    under    no

**MY TURN** Read and write

1. not yes no

2. not over under

3. Then I said. Now I say

Directions: Have students read the words in the word bank. Then ask them to read each clue. Have them choose the word that matches each clue and write it on the lines.

Grade K, Unit 5, Week 6

*My Words to Know*, p. 267

## Phonological Awareness: Segment and Blend Syllables

**FOCUS AND MODEL** Tell students that today they will continue working with syllables. Ask: *What are syllables?* Students should say that syllables are word parts. Hold up a piece of mail and a small box. *This is mail. This is a box.* Hold the piece of mail and the box together. *Listen as I blend the syllables together to make a word: mailbox.* Move the mail and the box apart. *Listen as I break the word apart again: mail* (pause) *box.* Have students blend and segment the syllables in the word *mailbox* as you hold together and separate the piece of mail and the box.

**PRACTICE** Provide students with picture pairs, such as *star, fish; book, shelf; and foot, ball.* Have students identify the individual syllables shown in the pictures. Then have them blend and segment the syllables as they hold together and separate the pictures.

## Phonics: Sentences I Can Read

### Minilesson

**FOCUS** Tell students that today they will read some sentences. Remind them that sentences are made up of words separated by spaces. *The sentences we read will all include sound-spellings and high-frequency words you already have learned.*

**MODEL AND PRACTICE** Have students turn to p. 210 in the *Student Interactive*. Ask them to point to the spaces between the words in the first sentence. *Now let's read the first sentence together: Set it on the plate. Look at the pictures. What do they show?* Students should say *an apple on a table and an apple on a plate. Which picture matches the sentence Set it on the plate?* Students should say the picture of the apple on the plate.

**APPLY My TURN** Guide students as they use letter-sound relationships to decode words and complete the activities on pp. 210–211 in the *Student Interactive*.



**ELL Targeted Support High-Frequency Words** Remind students that high-frequency words are words they see, hear, or say most often. Write the words *say*, *under*, and *no* on the board. Point to each word and say it aloud. Have students repeat after you. Then model how to use these words in questions and answers, such as: *What do you say when someone is nice to you? You say thank you.*

Review the three high-frequency words you wrote on the board. Say them aloud again and have students repeat after you. Then ask questions using these words. The questions should require *yes/no* or one-word answers. **EMERGING**

Point out the high-frequency words on the board and say them aloud with students. Model using simple questions with two high-frequency words in them. Then invite volunteers to answer the questions.

**DEVELOPING**

Have student pairs work together to ask and answer questions using the high-frequency words you wrote on the board. Monitor their conversations and correct as needed. **EXPANDING**

Have students write questions using the high-frequency words you wrote on the board. Then have them swap questions with a partner and provide answers for their partner's questions. **BRIDGING**

**HIGH-FREQUENCY WORDS**

Remind students that high-frequency words are words that appear over and over in texts. Say the word *say* and ask students what letters spell the word. Have students

- read the word aloud.
- say the letters as you write them on the board.
- repeat with *under* and *no*.

## STUDENT INTERACTIVE, pp. 210–211

## REVIEW AND REINFORCE

## FOUNDATIONAL SKILLS

**Sentences I Can Read**

**MY TURN** Read and circle

Set it on the plate.



Please fill my glass.



Grab the blue sled.



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**Sentences I Can Read**

**MY TURN** Read and write

can Now eat. they

Fran will make the rice.

Rob will get some crab.

Bret will cut it up.



**Now they can eat.**

**Directions** Say: Remember that a sentence is made up of words separated by spaces. Have students read the sentences, pointing to the spaces that show where one word ends and another word begins. Then have them use the words in the word bank to write the last sentence for the story.

# Inquire

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

## ELL Language Transfer

Speakers of languages such as Chinese, French, Italian, Japanese, Korean, Spanish, and Urdu may have difficulty hearing and pronouncing the /th/ sound heard in *think* and the /TH/ sound heard in *that*. Students may substitute other consonants such as *d*, *s*, *t*, or *z* when writing *th*- words. Also, the /sh/ sound may be difficult for speakers of languages such as Chinese, Japanese, Korean, Spanish, Urdu, and Vietnamese, and it may be confused with /s/ or /ch/. Allow students additional practice with hearing, pronouncing, and writing *sh*- and *th*- words.

## Introduce the Project

**TEACHING POINT** Explain to students that this week they will work collaboratively with others as they research seasons and weather, following rules for discussion, including taking turns. They will develop a research plan and write a persuasive text, which will be a poem or song, about their favorite season or type of weather.

**MODEL AND PRACTICE** Say: *Today you will choose a type of weather or a favorite season. For example, maybe you will want to research hurricanes or tornadoes. Maybe you will want to read more about snow, ice, and cold weather. These are some things to think about when choosing your topic:*

- *What season or weather do you see in the pictures?*
- *Which one is your favorite? Why?*

**COLLABORATE** Have student pairs look at the pictures on p. 212 in the *Student Interactive*. Have them use the pictures to talk about weather and seasons. Make sure students follow rules for discussions, such as taking turns, as they work collaboratively with others. Have pairs circle the types of weather and seasons they like the best. If needed, assist students in writing their responses on the line.

On p. 213 in the *Student Interactive*, show students the lines where they can fill in the steps of their research plan. Guide students to understand that research is based on asking questions and finding answers to those questions.

## Use Words: Talk About Weather

**COLLABORATE** Remind students that the Academic Vocabulary words relate to the unit theme, *Outside My Door*. Review the words again: *effect*, *measure*, *prepare*, and *extreme*. Have students use these words to discuss their favorite weather.



### EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Reading often puts students in contact with other people, but writing puts students in contact with themselves. Writing is the true intellectual exercise and has a wide range of benefits for children.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle to talk about weather, provide additional pictures of different seasons and weather events. Use the Academic Vocabulary words in prompts to help students tell about what they see. For example, ask: *What is the effect of this kind of weather? What kind of weather is extreme?*

**OPTION 2 Extend** Invite students to write or draw what they already know about weather and the different seasons. Have them share their ideas with a partner and use the Academic Vocabulary words as they tell about their writing or drawing.


## ELL Targeted Support


Support students in using prior knowledge and experiences to participate in discussions about the weather. Provide additional pictures to encourage students to expand their vocabulary. Have students discuss these pictures and those on p. 212 in the *Student Interactive* and tell what is happening in the pictures. Encourage students to ask questions about these images.


**NEXT STEPS** Once students have chosen a topic, they can check off the first item in the Weather Research Plan. Explain that next they will look at a student model and then research the type of weather or season they chose.


STUDENT INTERACTIVE, pp. 212–213

INQUIRE Read Together PROJECT-BASED INQUIRY









# The Best Weather

Talk about the pictures. What type of weather do you like best?

**COLLABORATE** Our favorite weather is  
Possible response: \_\_\_\_\_  
**rain**

**212** Directions Have students work together to talk about the types of weather in the pictures as well as other types of weather they know and discuss what type of weather they like best.

## Use Words

**COLLABORATE** Talk to your partner about your favorite weather. Ask each other questions, such as *Why do you like it?* Use new academic words.

### Weather Research Plan

Check each box as you do your project.

- Choose a type of weather.  
Possible response: \_\_\_\_\_
- Research the weather.**  
Possible response: \_\_\_\_\_
- Write about the weather.**  
\_\_\_\_\_

**213** Directions Have partners ask each other questions about their favorite type of weather. Then explain that they will write a song or poem about their favorite weather. Help students develop a research plan for the project by guiding them to write the steps on the lines.



# 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.

## Introduce Persuasive Poetry

Have students turn to p. 214 in the *Student Interactive*. Remind students that they have learned about persuasive texts in Units 1 and 3. Now they will learn how poems can be persuasive. Use the Model and Practice below to help students explore the characteristics of persuasive writing, specifically persuasive poetry.

**MODEL AND PRACTICE** Say: In Units 1 and 3, we learned how writers sometimes write to make their readers think or do something. This is called persuasive writing, and we have both read and written persuasive texts. We wrote about museums, and we wrote about our favorite stories. In persuasive texts, writers tell their opinion, or what they think or feel. They give details and reasons to support their opinions. Poems can be a type of persuasive text. Let's look at the picture and read the poem on p. 214. What is the poet trying to make us think about rainy days? Read the poem aloud to the class.

**MyTURN** Discuss with students the words in the poem that are used to persuade the reader. Guide them to understand that certain words show the poet's opinion and feelings about rainy days. Ask students to circle the opinion and find and underline the reasons in the poem.

### Write for a Reader

**Audience** Explain to students that authors write with a certain audience in mind. Have students consider the audience for their persuasive text. Ask questions to help students think about audience, such as *Who will listen to my poem? What words can I use to make my audience agree with my opinion?* Record students' responses. Remind students to think about their audience as they write their persuasive poems.

**ELL Targeted Support Demonstrate Listening Comprehension** Have students collaborate so as to demonstrate listening comprehension of increasingly complex English.

Have students work in small groups to discuss ideas for their persuasive poems. Each student should say a word or short phrase that he or she wants to use in his or her poem, and other group members should say what they think it means. **EMERGING**

Have partners talk to each other about their poems. Have students say what their poems are about, and have partners repeat the answers back in their own words. **DEVELOPING**

Have students work in small groups to share their opinions about different kinds of weather. Then have volunteers say what the opinions of other students that they talked to were. **EXPANDING**

Have partners try to persuade each other of their views about different kinds of weather. Have partners ask questions to elicit progressively more clear explanations. **BRIDGING**

**NEXT STEPS** Remind students that they will research their favorite weather or season by searching online. Tell students that they will learn how to find information they can use in their persuasive poems.

STUDENT INTERACTIVE, p. 214

EXPLORE RESEARCH Read Together


### Persuasive Poem

Persuasive texts tell an **opinion**.  
They give **reasons** for the opinion.

**MY TURN** Circle and underline

### Rainy Days

Rainy days are the best!  
While we stay inside and rest,  
all the plants grow green.  
Everything looks new and clean!



Directions Tell students that authors write persuasive texts to convince, or persuade, readers to think or do something. Say: Poems and songs can be persuasive, or opinion, texts. Read the poem and have students tell what the author is trying to persuade readers to think or do. Ask them to circle the opinion and find and underline the reasons in the poem.

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# Conduct Research

## OBJECTIVES

Generate questions for formal and informal inquiry with adult assistance.

Gather information from a variety of sources with adult assistance.

## CUSTOMIZE IT!

Provide a variety of resources for students to use in the classroom, such as picture books, magazines, or nonfiction books that relate to the weather and seasons. Model how to use each type of source to find information, such as looking at pictures, book covers, and words in the table of contents. Help students to determine whether a source will answer their inquiry questions.

## Look Online

**TEACHING POINT** Explain to students that there are many places to gather the information they need to research weather. Point to the picture on p. 215 in the *Student Interactive*, and have a student volunteer identify the picture. Use the Model and Practice to explain how students can search online.

**MODEL AND PRACTICE** Say: Looking online is one way to research information. Look at the picture of a search engine on p. 215. A search engine is a way to find information on the Internet. You can type words in the search box. These words should be about your topic. For example, this person wants to know more about rainy weather, so that is what is typed in the box. Now work with a partner to talk about the picture and to come up with questions about your favorite weather or season. For example: *How cold does it have to be for snow? What are fun things to do in fall? What season has the hottest weather?* Explain that they can look for answers to these questions online.

Help students as they generate ideas for their search by asking them questions, such as: *What do you want to learn about your topic? What do you like about your topic?* Use students' responses to suggest specific areas to research.

**COLLABORATE** Have students collaborate with their partners to generate questions for inquiry. Make sure students' questions are about their favorite weather or season. Have students talk about their questions and then write words that they could use to search online.



### EXPERT'S VIEW Julie Coiro, University of Rhode Island

“Talking and conversation are important elements of reading and building understanding. Rather than having kids working individually on a computer with a headset on, students should be collaborating, talking, discussing, and questioning. Reading on the Internet often involves two students sitting at one computer and making sense of information together. This develops a collaborative give and take—questioning, thinking, responding.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Provide sentence frames for students who might be struggling with their own questions of inquiry: *I like this type of weather: \_\_\_\_\_.* *This word describes the weather I like: \_\_\_\_\_.* Also, students may draw something they are interested in learning more about and then have you help them frame their idea as a question.

**OPTION 2 Extend** Students who easily discuss inquiry questions can write their questions on a sheet of paper. They may want to illustrate their questions and underline key words for their research.

## ELL Targeted Support

In a small group, discuss the types of weather or the seasons the students like. Generate high-need, concrete vocabulary related to their topics. Then have them choose words that would be good to use in an online search. Have students use these words in combination with pictures or other words they know to ask for information.

**NEXT STEPS** Have students return to the Weather Research Plan on p. 213 in the *Student Interactive*. Have them check the box on their plan where they wrote that they should research weather. Explain that next they will take notes on their topics. Then they can start writing.

STUDENT INTERACTIVE, p. 215

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY

### Look Online

RESEARCH



**COLLABORATE** Write

Possible response:

**snowy weather**

Directions Say: You can look for information about your favorite weather online. Type words that tell about the weather in a search box. Then click the magnifying glass to search. Have students work with a partner to ask questions about their favorite weather. Have them think of words they could use to search for their weather and write the words on the lines.

215

# Refine Research

## OBJECTIVES

Recognize characteristics and structures of informational text, including the central idea and supporting evidence with adult assistance.

Recognize characteristics and structures of informational text, including titles and simple graphics to gain information.

Gather information from a variety of sources with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

## CUSTOMIZE IT!

Encourage students to bring in recycled materials, such as cardboard, newspaper, and plastic bottles. Guide students in creating prototypes of something related to their topics. For example, they might create a device to carry or collect rain water, a shovel for snow, or an umbrella for rain or hot sun. The prototypes could be highly imaginative or fantastical as well. This allows students to use their creativity and think about their topics in different ways.

### Primary Source SCIENCE



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 easily recall and organize information gathered during research. Explain to students that they can organize their notes using a simple list chart.

**MODEL AND PRACTICE** Draw a list chart on the board. Write the heading “My Favorite Weather” at the top. Say: *I can keep my information organized using this list chart. When I research my favorite weather, I will take notes under this heading. I will write or draw my notes on my list chart.* Point to the chart. *I will keep track of my notes by numbering each point 1, 2, 3, and so on, or I can keep track of my notes by using bullet points on the chart.* Model how to make a list with numbers first, and then model bullet points. Tell students that if they are focusing on a favorite season, the weather they will research is the kind they experience in that season.

Have students turn to p. 216 in the *Student Interactive*. Prompt students to tell that the photograph shows the student looking online for facts. Say: *This picture shows a student searching online for facts about rain. The screen says, “How Rain Helps Earth.” If you look at the notes, the student has “It is good for Earth” as a point in the notes. If you find a fact like this that you want to remember, you can draw or write it in your list chart.*

Have students draw a list chart and label the heading to match their favorite weather. Have them look online to find facts about their topics to note in their charts.

**COLLABORATE** Have students draw or write their notes on p. 216 in the *Student Interactive*. Tell them that they can learn information from the title, graphics, charts, other images, and text on a Web site. Encourage students to look at all graphics and text features, such as subheadings, to gather information. Assist students with reading and decoding words.



**ELL Targeted Support Taking Notes** Guide student pairs as they gather information about weather from online sources. Encourage students to help one another understand the information they gather from searching online.

Provide students with a list chart. Point out graphics and other images on a sample Web site. As a group, have students draw the information they learned and tell about it using single words in English and gestures. **EMERGING**

Remind students that they can draw to take notes on a list chart. Have students work in pairs to learn words related to their topics as they take notes. Ask students to talk about their notes using the new words. **DEVELOPING**

Have student pairs complete their list charts and ask one another questions about the information they find from online sources. Have students use their notes to answer in complete sentences. **EXPANDING/BRIDGING**


**NEXT STEPS** Have students think about how they can improve their writing and drawing. Explain that they will be writing and improving their persuasive poems.

STUDENT INTERACTIVE, p. 216

REFINE RESEARCH Read Together

**Take Notes**

Facts About Rain  
It is good for Earth.



**COLLABORATE** Write or draw

Writing or drawing should tell or show facts about a type of weather.

**216** Directions Read aloud the research example. Say: You can get information from the title, graphics, and text of a Web site. As students research their favorite weather, have them follow the example to draw or write notes.

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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 use real props, costumes, or visuals to go along with the presentation of their poems. Help them do research online to find ideas or to learn how to create these props.

## Tell and Show Your Opinion

**TEACHING POINT** Tell students that they will now draw to support their opinions on their favorite weather or season. Students may wish to revisit their notes to help them add details to their projects. Use the Model and Practice to help students tell and show their opinions.

**MODEL AND PRACTICE** Direct students' attention to p. 217 in the *Student Interactive*. Say: *We can improve our persuasive songs or poems by adding details. The details support your opinion. For example, your song or poem may be about how much you love windy days. In the space on page 217, you may choose to draw a picture of a person flying a kite. This detail supports the persuasive song or poem because it shows something special that can be done on windy days. Also, today we will make props, or some kind of object, that goes with our songs or poems. In my example, I may make a kite as a prop. We can also make costumes or any other visuals, such as more drawings, to go with our songs or poems. These extra visual details make our persuasive writing better.*

Ask questions to help students create their persuasive text and visuals.

- What detail do you want to add?
- How would this detail make your opinion stronger?
- Is there anything else you could add to make your persuasive poem better?

**TURN AND TALK** Have students work on p. 217. Tell them to support their opinion with details gathered during research. Remind students to consider the audience that they are trying to persuade as they draw and make other visuals. Have students create a neat copy of their persuasive poems on a separate sheet of paper.

**Confer Reflect** Meet with small groups to review their final drafts. Prompt students to describe what they improved between drafts. Ask: *Did you print more carefully in this draft? Did you include spaces between your words? What details did you add to improve your drawing?* Accept student responses and point out the positive improvements in students' final drafts.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Have students review their notes on their favorite type of weather or season. Ask: *What do you like most about this type of weather? Why is it special?* Record students' responses. Read aloud students' responses, and guide them to express their opinions. Have them draw their opinions.

**OPTION 2 Extend** If students easily draw and tell their opinions, have them review their notes on their weather topics and choose another fact to draw to support their opinion. Allow students to write words or sentences to label their drawings.

## ELL Targeted Support

Support students in expressing opinions through songs, poems, and visuals. Help students express their opinion orally using a sentence frame, such as: *My favorite weather is \_\_\_\_\_*. Have them draw a picture that shows what they think or feel about this type of weather. For the next frame, use: *This weather makes me feel like \_\_\_\_\_*. Encourage them to think creatively. Have students work in pairs to use these frames and discuss the words or phrases they used.

**NEXT STEPS** Have students return to the Weather Research Plan on p. 213 in the *Student Interactive*. Have them check the box that relates to writing or drawing about the weather. Remind them that they will share their persuasive poems or songs with the class.

STUDENT INTERACTIVE, p. 217

The screenshot shows a page from a student interactive. At the top, there are three tabs: 'COLLABORATE AND DISCUSS', 'Read Together', and 'PROJECT-BASED INQUIRY'. Below the tabs, the main heading is 'Add Details'. Underneath, it says 'Adding details makes your opinion stronger. You can add details in pictures and other visuals.' There is a 'TURN and TALK' icon with the word 'Draw' next to it. Below that, a pink box contains the text: 'Drawing should show details that support the student's opinion.' At the bottom left, there is a small copyright notice: 'Copyright © Savvas Learning Company LLC. All Rights Reserved.' At the bottom right, there is a red diamond icon with the number '217' inside.



# Celebrate and Reflect

## OBJECTIVES

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

Share information and ideas by speaking audibly and clearly using the conventions of language.

Share writing.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

## CUSTOMIZE IT!

After students share their projects and reflect on their work, allow groups of students to act out their persuasive pieces by playing with props, costumes, and other visuals. While groups play, encourage them to talk more about why they have their opinions on the topic and to share other facts they learned in their research or by listening to other projects.

## Share

Tell students that they will share their research projects with the class. Explain that there are different ways for them to share their projects, such as performing their songs or reading or showing their poems and drawings. Give students time to practice their presentations with partners. Tell students to speak loudly and clearly. Remind them to practice showing their writing or drawings as they speak. Use the Active Listening Routine to help students be good listeners.

**Active Listening Routine** Model the active listening routine to set expectations for audience members.

- **Look** Look at the person who is talking. Do not talk.
- **Think** Think about what the person is saying.
- **Respond** Raise your hand when you have a question. Clap when the speaker is finished.

## Reflect

**Reflect on Your Project** Allow time for students to reflect on the steps of the project. Help students recall how they asked questions, gathered information, drafted an opinion through poetry or song, and shared their projects. Guide students to ask themselves questions, such as: *What was my opinion? How did I express my opinion? What details did I add to make my persuasive text better?*

**COLLABORATE** Guide students to complete the activity at the bottom of p. 218 in the *Student Interactive*.



# Reflect on the Unit

With students, review the Unit Goals page at the beginning of the unit. Have students reflect on their reading and writing skills. Review and discuss the Essential Question: *What can we learn from the weather?*

**MyTURN Reflect on Your Reading** Display the unit readings. Ask volunteers to briefly talk about each reading selection. Ask other volunteers to offer thoughts and opinions about the selection, such as: *I liked to read about \_\_\_\_\_. I think this reading was the best because \_\_\_\_\_.*

**MyTURN Reflect on Your Writing** Have volunteers tell what they learned about writing. Ask students to tell about their favorite writing. Use prompts, such as: *What kind of writing did you like best? What kind of writing would you like to do again?*

Invite students to identify their opinions on a text from the unit and their favorite piece of writing. Direct students to trace the dotted letters under each Reflect activity on p. 219 in the *Student Interactive*. Help them record their responses on the lines.

## Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



### STUDENT INTERACTIVE, pp. 218–219

CELEBRATE AND REFLECT Read Together

## Share

Follow the rules for speaking and listening.

Speak clearly.

Listen actively.

## Reflect

COLLABORATE Circle

Did I show visuals?

Did I enjoy this project?

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REFLECT ON THE UNIT Read Together WRITING WORKSHOP

## Reflect on Your Reading

MYTURN Write

I liked reading about \_\_\_\_\_

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

**how rain helps Earth**

## Reflect on Your Writing

MYTURN Write

I liked writing about \_\_\_\_\_

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

**thunderstorms**

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Directions Have students reflect on their reading and writing in this unit.

# BOOK CLUB

## OBJECTIVES

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

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

## FLEXIBLE OPTION TRADE BOOK LESSON PLAN



To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Rain, Wind, Sun, and Snow*, available online at [SavvasRealize.com](http://SavvasRealize.com).

## Plan Book Club

- 1 CHOOSE THE BOOK** Group non-readers in their own club, or create mixed clubs of non-readers and emergent readers. Help students select a book or choose one for them from the list on p. T439.
  - 2 KNOW THE BOOK** Review the book before working with clubs so that you can guide groups' conversations if necessary.
  - 3 PREVIEW THE BOOK** Introduce the chosen book by summarizing it briefly. Students may then explore the book either by following aloud as you read or by looking at the book independently.
  - 4 ENJOY THE BOOK** Remember that the purpose of Book Club is to introduce students to the concept of reading 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 sharing personal reactions with their peers.
- 
- ★ **CONNECT TO THE THEME** Help students make text connections by guiding them to choose a book related to the theme, *Outside My Door*, or the Essential Question for the unit: *What can we learn from the weather?* As a class, discuss how the book relates to both.
  - ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further investigate the characteristics of informational text, consider helping them choose a book in that genre.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

*Rain, Wind, Sun,  
and Snow* by Najla  
Ahmad



*Water Is Water* by  
Miranda Paul



*Outside* by Deirdre  
Gill

*First Snow* by Peter  
McCarty

*The Snowy Day* by  
Ezra Jack Keats

*Summer Is Fun!*  
by Walt K. Moon



Preview these selections for appropriateness for your students and for title availability.

## Each Day

**DISCUSSION CHART** Display a sample of the Discussion Chart. Explain that after each meeting of their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

**TEACHER'S ROLE** Since Book Club is supposed to let students enjoy reading in an informal setting, your role should be as an observer and occasional facilitator. You may help stimulate conversation or chime in with your own observations, but try guiding rather than instructing.

**COLLABORATION** Book Club is designed to help students improve their speaking and listening skills. Present examples of how students might converse respectfully with each other. **SEL** SOCIAL-EMOTIONAL LEARNING

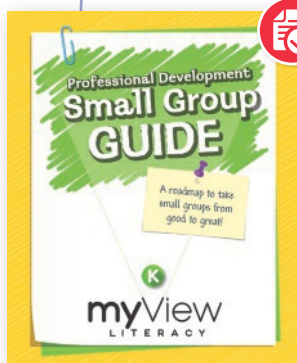
- Did you mean \_\_\_\_\_?
- Was my idea clear?
- Your idea about \_\_\_\_\_ made me think about \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.



### 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 begin with students listening as you read aloud from your chosen book. Then they will meet with their Book Club group to explore more deeply what was read.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students 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 images. How do they match the author's words? How do they add more information?

**Design** Students examine the design of the book, including where words are placed in relation to pictures and what colors are used. How does the design help readers 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.

- Where did the author use exclamations?
- Which pictures made you think?
- How does the designer separate the art from the words?



CHOOSE YOUR

BOOK

- Rain, Wind, Sun, and Snow* by Najla Ahmad
- Water Is Water* by Miranda Paul
- Outside* by Deirdre Gill
- First Snow* by Peter McCarty
- The Snowy Day* by Ezra Jack Keats
- Summer Is Fun!* by Walt K. Moon

# 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 life and reading experiences.

**Wonderings** Students can express what they wonder about the choices made by the author, artist, and designer.

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, *Rain, Wind, Sun, and Snow*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T438–T441 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## *Rain, Wind, Sun, and Snow*

**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 give information about the topic?

**Week 3: Design** Students look at the design of each page and discuss how it makes information easy to find.

**TEACHER’S ROLE** Since Book Club is a time for students to connect to books informally, the teacher’s role should be as a facilitator rather than an instructor. Watch and listen, intervening primarily when conversation stalls or veers off-topic.



### EXPERT’S VIEW Frank Serafini, Arizona State University

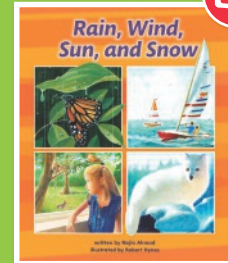
“Literacy assessments should help you come to know children as readers and writers. Use them to gather information to drive your instruction. In order to support readers and writers, we need to know what they can and cannot do. It takes a variety of assessment tools to get to know children as readers and writers—literature logs, running records, observational notes, think aloud protocols, and conferences all help us get to know our students.”

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



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

**Rain, Wind, Sun, and Snow** by Najla Ahmad**Water Is Water** by Miranda Paul**Outside** by Deirdre Gill**First Snow** by Peter McCarty**The Snowy Day** by Ezra Jack Keats**Summer Is Fun!** by Walt K. Moon

# 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 describe what they notice in the book.
- **Connections** encourages students to connect the book to their own life and reading experiences.
- **Wonderings** allows students to share any questions that remain after exploring the book.

Noticings	Connections	Wonderings

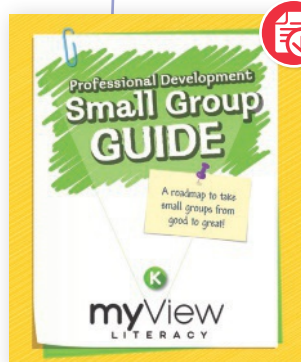
**COLLABORATION** Each session of Book Club includes reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



## Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.





# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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 *Rain, Wind, Sun, and Snow*

**INTRODUCE** Tell students that Book Club is a time to enjoy books. They will listen to *Rain, Wind, Sun, and Snow* as it is read aloud.

**READ ALOUD** Tell students to listen closely as you read aloud from *Rain, Wind, Sun, and Snow*. Then they will meet with their Book Club group to talk about what was read. Today they will explore the words in the book.

**CONNECT TO THE THEME** Tell students that *Rain, Wind, Sun, and Snow* connects both to the unit theme, *Outside My Door*, and to the Essential Question for the unit: *What can we learn from the weather?* As a class, discuss how the book relates to both.

**CONNECT TO THE SPOTLIGHT GENRE** Point out that the genre for this unit is informational text. Like all informational text, *Rain, Wind, Sun, and Snow* gives facts and details about something real.

- The purpose of this book is to give information about what happens in different kinds of weather.
- *Rain, Wind, Sun, and Snow* compares the ways that animals and people deal with different kinds of weather.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.



- Tell students that you will let the group know 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.

## SMALL GROUP



## CHOOSE YOUR

## BOOK

 *Rain, Wind, Sun, and Snow* by Najla Ahmad
 
 *Water Is Water* by Miranda Paul
 
 *Outside* by Deirdre Gill

 *First Snow* by Peter McCarty

 *The Snowy Day* by Ezra Jack Keats

 *Summer Is Fun!* by Walt K. Moon
 

## Focus on Text: Noticings

## Session 1

## GUIDE BOOK CLUB

Have students discuss the book in their groups. If necessary, use these conversation starters to get groups talking about their noticings based on the text:

- I noticed that the author starts the book with a question. What is that question?
- What protects butterflies from getting wet? What protects people from getting wet?
- What can people use to walk on snow?

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?

## Noticings

**COLLABORATION** Tell students that a good Book Club helps everyone learn about the book they shared. Offer sentence stems such as these as examples of how students might learn from each other.

## SEL SOCIAL-EMOTIONAL LEARNING

- I agreed with your idea about \_\_\_\_\_.
- When you said \_\_\_\_\_, it made me think about \_\_\_\_\_.

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

## Week 1

### Focus on Text

Today students will continue to explore the text of *Rain, Wind, Sun, and Snow*. They will listen closely during Read Aloud time. Students will dive deeper into the text 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 *Rain, Wind, Sun, and Snow*, and discussing the noticings that they shared. Display the Noticings Chart from Session 1 as you begin the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 2

### GUIDE BOOK CLUB

Allow time for students to discuss the book in their groups. If they have trouble focusing, offer a question or observation to encourage discussion about their connections and wonderings about the text.

- My dog gets a thicker fur coat in cold weather, too!
- I wonder who first discovered that a sail could help you travel faster on the water.

Bring the class back together. Display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

**COLLABORATION** Remind students that following listening rules will make Book Club go more smoothly. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I paying attention to my classmates?
- Did someone already say this?
- Do I understand what is being said?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Rain, Wind, Sun, and Snow* by Najla Ahmad

*Water Is Water* by Miranda Paul

*Outside* by Deirdre Gill

*First Snow* by Peter McCarty

*The Snowy Day* by Ezra Jack Keats

*Summer Is Fun!* by Walt K. Moon

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the illustrations in *Rain, Wind, Sun, and Snow* add information. They will pay close attention to the pictures during Read Aloud time and explore them further in their Book Clubs using the Discussion Chart. Today they will focus on their noticing.

**RETELL** Review the reading and discussion from Session 2 by having students take turns retelling some of their connections and wonderings from the text of *Rain, Wind, Sun, and Snow*. Display the Connections and Wonderings Chart from Session 2 as you start the day's discussion.



### Book Club Options

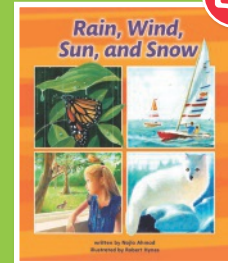
See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK



*Rain, Wind, Sun, and Snow* by Najla Ahmad



*Water Is Water* by Miranda Paul



*Outside* by Deirdre Gill



*First Snow* by Peter McCarty



*The Snowy Day* by Ezra Jack Keats



*Summer Is Fun!* by Walt K. Moon



## Noticings

## Session 3

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If students have trouble getting started, consider jump-starting the conversation with observations or questions.

- Did you notice the tracks in the picture on p. 11?
- What did you notice in the picture on p. 14? What animals are pictured there?

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.

## Noticings

**COLLABORATION** Remind students that staying focused on the topic will help everyone follow the conversation.

**SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Am I talking about what I notice in the art?
- Do I have something useful to add?
- Did I think before I started to talk?

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

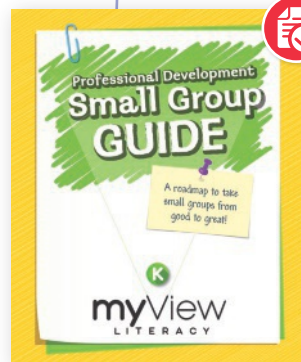
Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the pictures in *Rain, Wind, Sun, and Snow* help to add facts and information about the topic. Students will observe the pictures closely during Read Aloud time. They will explore the pictures further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 3 by having students take turns naming one detail from the pictures in *Rain, Wind, Sun, and Snow*. Discuss the noticings that students shared. Display the Noticings Chart from Session 3 as you start today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 4

### GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If students have trouble getting started, present a question or observation to get students talking about their connections and wonderings about the pictures.

- Which kinds of weather do we have where we live?
- I wonder how other animals walk in deep snow.

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 they will help their classmates understand their ideas if they speak loudly and clearly.

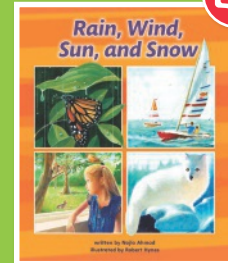
### SEL SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I looking up or at the ground?
- Can everyone understand the words I say?
- How can I speak loudly without shouting?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Rain, Wind, Sun, and Snow* by Najla Ahmad

*Water Is Water* by Miranda Paul

*Outside* by Deirdre Gill

*First Snow* by Peter McCarty

*The Snowy Day* by Ezra Jack Keats

*Summer Is Fun!* by Walt K. Moon



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

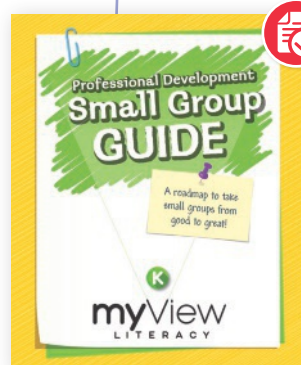
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will focus on understanding how their enjoyment of *Rain, Wind, Sun, and Snow* is aided by the book's design. Design includes the arrangement of the words and pictures on a page, the size or color of the letters, and other ways that the look of the page supports the writer's message. Students will pay close attention to the design during Read Aloud time. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their noticing.

**RETELL** Review the reading and discussion from Session 4 by having students take turns describing one favorite picture from *Rain, Wind, Sun, and Snow* 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

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK



*Rain, Wind, Sun, and Snow* by Najla Ahmad



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*Summer Is Fun!* by Walt K. Moon

## Noticings

## Session 5

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. To jump-start discussion, offer a question or observation to get students talking about their noticings about the design of the book.

- I notice that some words are above art, and other words are below art.
- Did you notice the close-up of the bird's foot? How did the designer set that apart from the bigger picture?

Bring the class together. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the design.

## Noticings

**COLLABORATION** Remind students that talking together about books can lead to new ideas. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Do I agree with that idea? Why or why not?
- What should I do if I don't understand?
- Can I add my idea to someone else's idea?

# 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 *Rain, Wind, Sun, and Snow* helps readers enjoy 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 *Rain, Wind, Sun, and Snow*. Display the Noticings Chart from Session 5 as you begin today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 6

### GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If groups lose focus, introduce a question or observation to get students talking about their connections and wonderings about the design.

- We have read some other books where the art seems to pop out of its frame. Which books were they?
- I wonder why the designer used these colors.

Bring the class back together and display the Discussion Chart. Tell students that today they will add to the Connections and Wonderings columns. Have volunteers from each Book Club share something their group connected to and something they wondered about from the design.

Connections	Wonderings

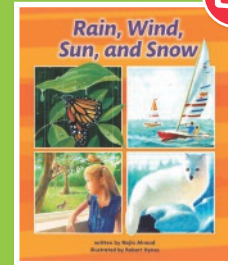
**COLLABORATION** Encourage participation by reminding students that no one is grading or judging them on their work in Book Club. Everyone has something to offer, and everyone can learn from everyone else. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Do I have something to say that no one else has said?
- How can I encourage other people in my group to talk?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Rain, Wind, Sun, and Snow* by Najla Ahmad

*Water Is Water* by Miranda Paul

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*Summer Is Fun!* by Walt K. Moon

# 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. Sometimes the words are organized by topic to give a better understanding of the words.

- Use the pictures to figure out the meanings of the words.
- Talk about how the words in each group are alike.

**MODEL AND PRACTICE** Have students turn to p. 236 in the *Student Interactive*. Read the word *green* aloud and have students repeat the word. Say: *The word green is the word we are learning. Next to the word green is a picture of a color. This picture shows the meaning of the word green.*

Have students look at p. 237. Read aloud the main heading. Say: *All of the words in this picture dictionary will tell about categories. A category is a group of words or objects that have something in common.* Read aloud the names of the categories and the words in each category. Have students use the color, texture, and shape words to tell about each category. Then ask: *Which category does the word green belong in?* Students should identify the category *Colors*.

## ASSESS UNDERSTANDING

### Apply


**My TURN** Have students complete the activity on p. 236 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. 236–237

**PICTURE DICTIONARY INSTRUCTION**

### How to Use a Picture Dictionary

This is a picture of the word.



green

This is the word you are learning.

**MY TURN** Draw


**Directions** Remind students that they can use a picture dictionary to find words. Say: The topic of this picture dictionary is categories such as colors, shapes, and textures. Listen as I read the words. Use the pictures to help you understand the meanings of the words. Have students identify the word *bumpy* and use it in a sentence. Then have them draw a picture that shows the meaning of the word.

**Read Together**


**PICTURE DICTIONARY**

### Categories


**Colors**



orange




purple




blue


**Textures**




smooth



rough




bumpy




soft


**Shapes**




square



circle



triangle



rectangle

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236

237

# 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 important words from a book and the definitions of the words. This glossary includes vocabulary words from the unit.

- Use the green letters to find the correct section of the glossary.
- Look at the blue words in the section to find your word.
- Read the sentence to figure out the meaning of the word.

**MODEL AND PRACTICE** Have students turn to p. 238 in the *Student Interactive*. Read the word *squash* aloud. Say: *The word squash begins with the letter s. The glossary organizes words in ABC order. I know I will find the word squash in the section for the letter s.* Reread the word *squash*. Then read aloud the definition. Say: *This sentence tells the meaning of the word squash. What does squash mean?* (a type of fruit that grows on a vine)


Write the word *rain* on the board and guide students to find the word in the glossary. Ask: *What letter does the word rain begin with?* Students should say *r*. Have students find the green letters *Rr* and then the word. Once students have found the correct entry, read aloud the word and sentence.

## ASSESS UNDERSTANDING

### Apply

**My TURN** Have students complete the activity on p. 238 in the *Student Interactive*.

### STUDENT INTERACTIVE, p. 238

**GLOSSARY INSTRUCTION** 


#### How to Use a Glossary

**Ss** **squash** A squash is a type of fruit that grows on a vine.

The word is in dark type.

All words that begin with the letter S will be after Ss.

This sentence will help you understand what the word means.

 **MY TURN** Draw


**238** **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 *rainy* and draw a picture to show the meaning of the word.


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# UNIT 5 GLOSSARY


STUDENT INTERACTIVE, p. 239

GLOSSARY 

**Bb** **blizzard** A **blizzard** is a storm with strong winds and blowing snow. 

**bloom** When plants **bloom**, they open into flowers.


**Dd** **desert** A **desert** is a dry area of land with few plants and animals. 

**dirt** Dirt is another word for soil. 

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239

STUDENT INTERACTIVE, p. 240


GLOSSARY 

**Ee** **effect** An **effect** is something that is made to happen.

**extreme** Something that is **extreme** is very serious or severe.

**Gg** **ground** The **ground** is the soil or dirt on the surface of the earth. 


**Mm** **measure** When you **measure**, you find out the size or amount of something.

**mound** A **mound** is a small hill. 

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240

STUDENT INTERACTIVE, p. 241


GLOSSARY 

**Pp** **powerful** Something that is **powerful** is very strong.

**prepare** When you **prepare**, you get ready for something ahead of time.

**Rr** **rain** Rain is the water that falls in drops from the clouds. 


**rainy** When it is **rainy**, there is a lot of rain.


**roots** **Roots** are the part of plants that grow underground. 


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241


STUDENT INTERACTIVE, p. 242

GLOSSARY 

**Ss** **seeds** **Seeds** are the part of plants that grow into a new plant. 

**shoots** **Shoots** are the new part of plants growing out. 

**snow** **Snow** is water that freezes high up in the air. 

**soil** **Soil** is the loose earth in which plants grow. 

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242

Read  
Together

**squash** A **squash** is a type of fruit that grows on a vine.



**strong** Something that is **strong** has a lot of force.

**Tt**

**tornado** A **tornado** is a very strong storm with wind that twists in a funnel.

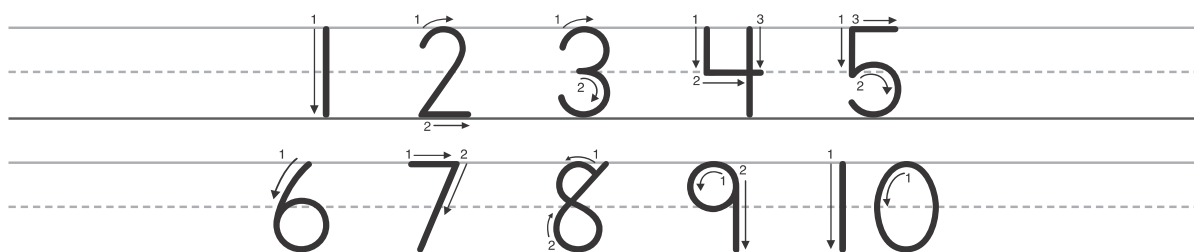
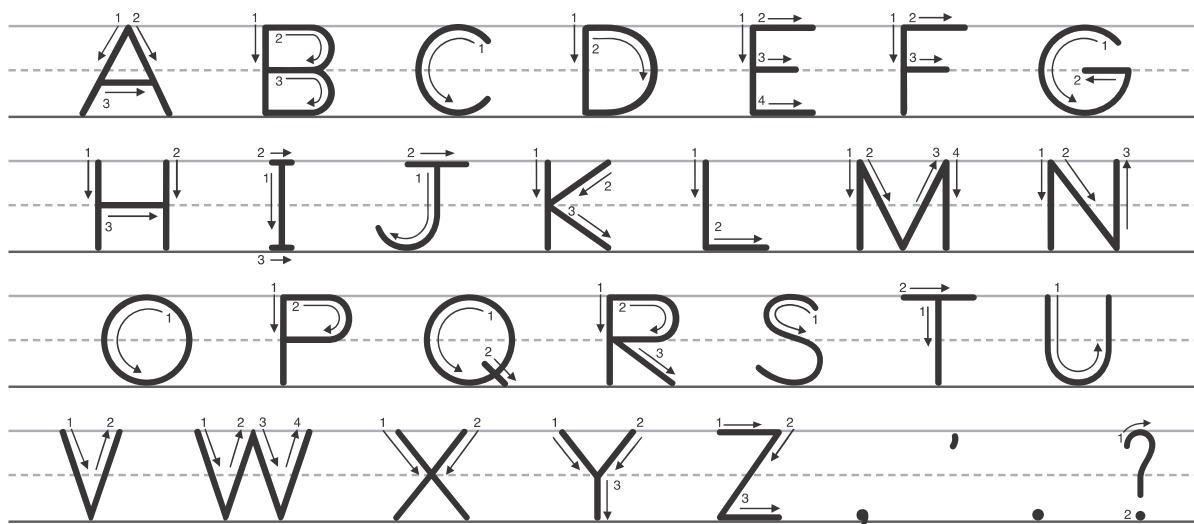
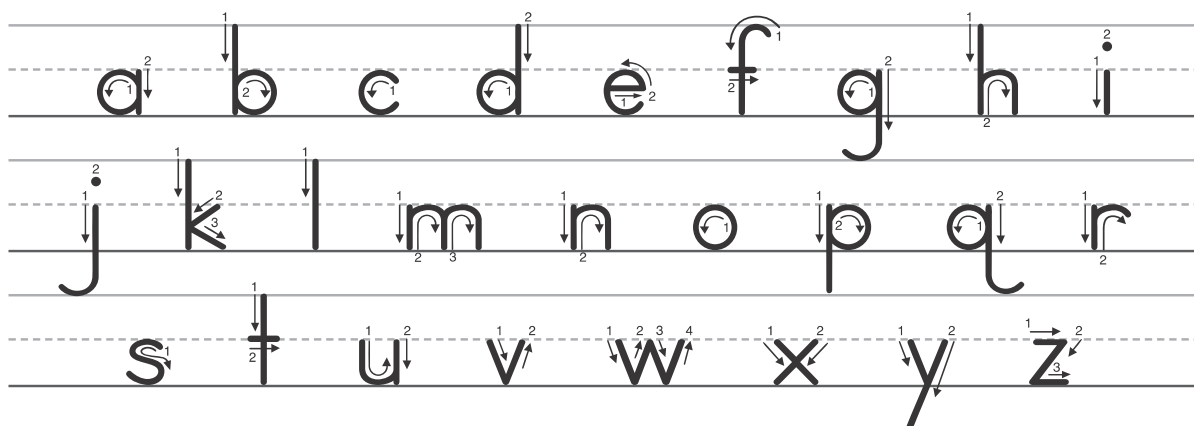
**Ww**

**weather** **Weather** is what the air outside is like at a certain place and time.

**windy** When it is **windy**, the air is moving.

# Handwriting Model

## Manuscript Alphabet



# Handwriting Model

## D'Nealian™ Alphabet

a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

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# TEXT COMPLEXITY CHARTS

***Weather Around the World***

By André Ngāpō  
Genre: Informational Text

**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: Use of the words *extreme* and *very*
- Knowledge Demands: Differences in global regions

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **410L**      Average Sentence Length: **7.05**      Word Frequency: **3.69**      Word Count: **141**

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



Simple      Very Complex

The main idea is **explicitly stated** on the first page: *Many places in the world have extreme weather.* The variety of climate situations can be **understood through photos** of housing, such as huts, tents, and research stations.

**Text Structure**



Simple      Very Complex

The **repeating pattern** of sentences starting with a prepositional phrase creates a **clear parallel** between topics: *In Alaska, it is very cold.... In the desert, it is often very hot. In China, it can be very rainy.... In Antarctica, it is very windy.* Most other sentences have a **simple structure**.

**Language Conventinality and Clarity**



Simple      Very Complex

Language is **simple and clear**, but some students may need help understanding **adjectives** such as *extreme* and *very* in the context of the discussion of weather.

**Knowledge Demands**



Simple      Very Complex

The text's topic **does not require prior knowledge** about locations around the world. However, some students may benefit from seeing each location on a map. They may also benefit from clarification that the weather in the places shown is typical for those areas of the world, even though it may be considered extreme.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Use the **Preview Vocabulary** page to preteach the vocabulary words. Have students draw themselves in each type of weather, *snow, rainy, windy*, and then label their drawing *weather*.

**Purpose** Guide students to understand that the way people live in each place has to do with the weather there. **Ask:**

- **Why is a hut made of snow a good home in Alaska?**
- **Why is a tent a good home in the desert?**
- **What do you think the buildings in a rainy place are like?**

**Knowledge Demands Say:** **Each photo in the book shows weather in a real place in the world.** Show students a world map and point out each location shown in the text. Help students make personal connections to the text. **Ask:**

- **Where would you most like to live? Why?**

***A Desert in Bloom***  
By Justin Scott Parr  
Genre: Informational  
Text

**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: Descriptive words
- Knowledge Demands: Desert conditions and needs of living things

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: **6.188**      Word Frequency: **3.577**      Word Count: **99**

Complexity Level	Qualitative Measures
<p><b>Author's Purpose</b></p>  <p>Simple <span style="float: right;">Very Complex</span></p>	<p>The author's purpose is <b>explicitly</b> stated on the first two pages: <i>How can desert flowers grow there? The desert soil is full of seeds.</i> The photos make the <b>informational text genre</b> clear to the reader.</p>
<p><b>Text Structure</b></p>  <p>Simple <span style="float: right;">Very Complex</span></p>	<p>The repeated use of prepositional phrases to describe seasonal conditions of the ground and soil helps make the content <b>clear</b> and introduces each phase of the flower life cycle. The <b>repetition</b> of <i>The seeds do not grow</i> also helps show the time involved in the cycle.</p>
<p><b>Language Conventionalty and Clarity</b></p>  <p>Simple <span style="float: right;">Very Complex</span></p>	<p>Language is <b>simple and clear</b>, and descriptive words such as <i>cloudy, soaked, colorful, bloom, and returns</i> help clarify the science content. Some students may benefit from explanations of phrases such as <i>full of seeds and rest in the ground.</i></p>
<p><b>Knowledge Demands</b></p>  <p>Simple <span style="float: right;">Very Complex</span></p>	<p>The text <b>does not refer to other texts or cultural references</b>, and very <b>little prior knowledge</b> of science content is required. The content is presented in an accessible way: <i>How can desert flowers grow there? / Now you know how desert flowers grow!</i></p>

**Reader and Task Considerations**

English Language Learners	Intervention	On Level/Advanced
<p><b>Purpose</b> Have students explain the process of a plant growing. Provide the following <b>sentence frames</b>:</p> <ul style="list-style-type: none"> <li>• In the spring, ____.</li> <li>• In the summer, ____.</li> <li>• In the fall, ____.</li> <li>• In the winter, ____.</li> </ul>	<p><b>Language</b> Explain that prepositional phrases can describe when or where something happens. Provide students with examples of prepositional phrases, such as the following:</p> <ul style="list-style-type: none"> <li>• in the ground</li> <li>• in the summer</li> <li>• in the winter</li> </ul> <p>Have pairs of students work together to <b>write</b> sentences using each prepositional phrase.</p>	<p><b>Knowledge Demands Say:</b> <b>The flowers in a desert take a long time to grow because it is dry there. Flowers in other parts of the world grow faster. They get more water.</b></p> <ul style="list-style-type: none"> <li>• Help students use a book or online source to find pictures of flowers in a desert.</li> <li>• Ask students to <b>write</b> a sentence about the flowers.</li> <li>• Have students share their sentences with partners.</li> </ul>



# TEXT COMPLEXITY CHARTS

**Poetry Collection**

By Eric Gansworth

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

- Language: Words in Tuscarora, a Native American language
- Knowledge Demands: Effects of weather on crops or plants

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 <span style="float: right;">Very Complex</span></p>	<p>The theme of appreciating different kinds of weather is <b>clear and consistent</b> throughout both poems. The details in each stanza about how the speaker and the speaker's friends feel and see the types of weather support the theme.</p>
<p><b>Text Structure</b></p> <p>Simple <span style="float: right;">Very Complex</span></p>	<p>Poems use a mostly <b>regular rhythm and rhyme scheme</b>. The text follows a predictable pattern. Each stanza begins with a line about seeing or feeling <i>Wehh-dooj</i> or <i>Ees-aw-hah' Ees-ae</i>. Illustrations help <b>clarify</b> concepts and illustrate text.</p>
<p><b>Language Conventuality and Clarity</b></p> <p>Simple <span style="float: right;">Very Complex</span></p>	<p>While most of the lines are simple, the Tuscarora words <i>Wehh-dooj</i> and <i>Ees-aw-hah' Ees-ae</i> will be <b>unfamiliar</b>. Some words that describe nature, such as <i>mound</i>, <i>shoots</i>, and <i>seep</i>, may also require support. Each poem shifts from describing what "we" (the speaker and her friends) experience to describing what "they" (the plants) experience. Students may need support to understand this shift.</p>
<p><b>Knowledge Demands</b></p> <p>Simple <span style="float: right;">Very Complex</span></p>	<p>The poems depict <b>familiar experiences</b> of being outside on rainy and sunny days, feeling raindrops, and looking at a rainbow. However, the use of the Tuscarora language will require support. Some students may also be unfamiliar with some of the crops depicted in the poem, such as squash, or with the use of the words <i>three sisters</i> to describe three important crops.</p>

**Reader and Task Considerations**

English Language Learners	Intervention	On Level/Advanced
<p><b>Knowledge Demands</b> Show students photographs of corn, beans, and squash. Say the name of each food aloud and have students repeat them after you.</p> <p>Explain that these are all foods that grow in the ground. Show illustrations from the poems. Ask questions, such as: <b>Does corn need rain to grow? Does corn need sun to grow? Does corn need rainbows to grow?</b> Have students nod or shake their heads in response.</p>	<p><b>Language</b> Say the title of each poem aloud and have students repeat it after you. Explain that <i>Wehh-dooj</i> means "it's raining" and <i>Ees-aw-hah' Ees-ae</i> means "the sun shining." Point to illustrations. Ask which ones show <i>Wehh-dooj</i> and which ones show <i>Ees-aw-hah' Ees-ae</i>. You may also want</p> <ul style="list-style-type: none"> <li>• show students photographs of corn, beans, and squash.</li> <li>• have students repeat the names of these foods after you. Ask which foods they have eaten before.</li> </ul>	<p><b>Structure</b> Remind students that many poems use words that rhyme, or have the same ending sound. Read aloud the lines <i>Water fills the air / And soaks into our hair</i>. Then, guide students to create another rhyme.</p> <ul style="list-style-type: none"> <li>• Have students preview the illustrations in "<i>Ees-aw-hah' Ees-ae</i>" (<i>The Sun Shining</i>).</li> <li>• Ask them to describe what they see. Record their words in a list.</li> <li>• Have students help you use the words in the list to create rhyming lines (for example, with the words <i>sun</i> and <i>fun</i> or <i>run</i>).</li> </ul>

**Tornado Action Plan**  
**Blizzard Action Plan**  
By Jill McDougall  
Genre: Informational  
Text

Recommended Placement

The **Quantitative Measures** place these texts in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: How-to/procedural genre
- Knowledge Demands: Severe weather

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

**Tornado Action Plan:** LEXILE: 290L Average Sentence Length: 5 Word Frequency: 3.392 Word Count: 75  
**Blizzard Action Plan:** LEXILE: 420L Average Sentence Length: 5.586 Word Frequency: 3.521 Word Count: 162

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose is **explicitly** stated on the first two pages of each selection: *Take time to learn about tornadoes. / Talk with your family about blizzards. Make a plan to stay safe.* Details in each selection **inform** readers using **simple, easy-to-understand** instructions.

Text Structure



The texts mainly follow a **sequence text structure**, showing a procedure for being prepared. Imperative sentence structures provide clarity about the topic, but some students may need assistance understanding numbered lists within a paragraph. Some students may need help understanding the **genre** as **how-to/procedural**.

Language Conventionalty and Clarity



The **nouns** in the text provide the **details** needed for students to understand parts of the tornado and blizzard action plans. The **verbs** that begin the **commands** are clear for this age (*Tornado: choose, pack, go, wait. Blizzard: talk, pack, stay, eat, play*).

Knowledge Demands



Some students may need additional support understanding the **science content** describing what a tornado or blizzard is, especially if they live in an area where the weather is uncommon. For *Blizzard Action Plan*, students may need additional help with phrases such as "lose power."

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p><b>Structure</b> Show students a short procedural text that explains a simple, everyday process, such as washing hands or brushing teeth.</p> <ul style="list-style-type: none"> <li>• Read the text aloud. Point out sentences that begin with strong verbs, such as <i>Wash</i> or <i>Brush</i>.</li> <li>• Explain that these verbs tell the reader what to do.</li> <li>• Guide students to add another sentence or step to the procedure. Remind them to begin with an action verb.</li> </ul>	<p><b>Knowledge Demands Say:</b> A <b>tornado is a storm with winds that swirl into a cone shape. A blizzard is a winter storm with high winds.</b> <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Why does it make sense to be in a basement during a tornado?</li> <li>• Why is staying warm part of staying safe in a blizzard?</li> <li>• Why is a flashlight helpful during an emergency?</li> </ul>	<p><b>Purpose</b> Ask students what happens during a thunderstorm, including rain, thunder, and lightning. Guide them to think of a plan for staying safe. <b>Ask:</b></p> <ul style="list-style-type: none"> <li>• Where should people go? What should they do during a storm?</li> <li>• What will people need?</li> </ul> <p>Record their responses in a list on the board.</p>

# TEXT COMPLEXITY CHARTS

## Who Likes Rain?

By Stephen Krensky

Genre: Drama

### Recommended Placement

The **Quantitative Measures** are not applied to poetry and drama. Use the **Qualitative** support to guide instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Drama
- Language: Contractions

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Complexity Level

#### Levels of Meaning



Simple

Very Complex

#### Text Structure



Simple

Very Complex

#### Language Conventionality and Clarity



Simple

Very Complex

#### Knowledge Demands



Simple

Very Complex

### Qualitative Measures

The theme of the drama (rain is good for nature) is **explicitly stated**. Students should be able to **follow the details that support the theme**. (Two children do not like rain, until they learn how it helps nature.)

Students in this grade may be **unfamiliar with the structure of a drama**. Many students may need help understanding that the words in the text all show what the characters say. The pictures before each line show which character is speaking, and each time a different character speaks, the picture changes.

Most sentences are **short** and have a **simple structure**. The text has a **variation of sentence types**: *It's raining! / I don't like rain. / Why don't you like rain?* Use of **contractions** raises complexity a little because students are expected to read it aloud: *I'm thirsty. / I'm thirsty too.*

The drama has **low demands** for **prior knowledge** about water as one of the needs of living things. The situation of children wanting to play on a rainy day will likely be **familiar to most students**.

### Reader and Task Considerations

#### English Language Learners

**Language** Demonstrate for students how to form the contraction *I'm* from the words *I am*. Have them practice speaking lines from the play that use the contraction. Then, encourage them to think of a sentence of their own that uses the contraction using **sentence frames**:

- I'm \_\_\_\_\_.
- I'm also \_\_\_\_\_.

#### Intervention

**Structure** Tell students that the pictures of the characters that speak each line are shown at the beginning of each line of dialogue. **Ask**:

- Who says the first line of the play?
- What does that character say?
- Who speaks the next line?
- Who are these characters in the illustration?

#### On Level/Advanced

**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about rain. Ask questions to prompt their thinking:

- How does rain help animals?
- How does rain help plants?
- Do you like rain? Why or why not?



SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>FOUNDATIONAL SKILLS</b>						
	<b>Print Concepts</b>						
	Hold a book upright and turn from page to page	•	•				
	Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
	Know uppercase and lowercase letters	•	•				
	Understand that words are separated by spaces	•	•				
	Identify the correspondence between oral words and printed words	•	•				
	Show awareness of information in different parts of a book	•	•				
	Recognize the upper- and lowercase letters of the alphabet	•	•				
	Alphabetize to the first or second letter		•	•			
	<b>Phonological Awareness</b>						
	Recognize and produce rhyming words	•	•	•			
	Count syllables in spoken words	•	•				
	Segment and blend syllables in words	•	•				
	Segment and blend onset and rime	•	•				
	Identify the same and different initial sounds in words	•	•				
	Identify the same and different ending sounds in words	•	•				
	Identify the same and different medial sounds in words	•	•				
	Isolate the initial, medial, or ending sounds in words	•	•				
	Add or delete beginning or ending phonemes in words	•	•	•			
	Segment a word or syllable into sounds	•	•				
	<b>Phonics</b>						
	Connect sounds and letters to consonants	•	•	•	•	•	•
	Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
	Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
	• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
	• Short and long vowels	•	•	•	•	•	•
	• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
	Decode multisyllabic words	•	•	•	•	•	•
	Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
	<b>High-Frequency Words</b>						
	Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
<b>Fluency</b>						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
<b>Key Ideas and Details</b>						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Analysis</b>						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
<b>Response to Sources</b>							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	<b>VOCABULARY ACQUISITION</b>						
	<b>High-Frequency Words</b>						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	<b>Word Study</b>						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•



SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Learning Strategies</b>						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Spelling (cont.)</b>						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
<b>Grammar and Usage</b>						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
<b>Capitalization and Punctuation</b>						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	<b>Genre Immersion: Modes and Products</b>						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	<b>SPEAKING</b>						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
<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	•	•	•	•	•	•	
<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		•	•	•	•	•	
<b>PROJECT-BASED INQUIRY</b>							

SCOPE AND SEQUENCE		K	1	2	3	4	5
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	<b>Author's Craft and Structure</b>						
Identify the author's purpose and craft	•	•	•	•	•	•	



## A

### Academic vocabulary

integrate/integration, **U1**:T66, T104, T114, T122, T160, T170, T178, T216, T234, T272, T282, T290; **U2**:T48, T58, T66, T104, T114, T122, T160, T170, T178, T216, T226, T272, T282; **U3**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T224, T234, T298; **U4**:T48, T58, T66, T104, T114, T122, T160, T177, T216, T226, T234, T282, T290; **U5**:T48, T56, T62, T100, T108, T114, T152, T160, T166, T218, T224, T262, T270, T276

language of ideas, **U1**:T20, T48, T58, T76, T132, T188, T226, T244; **U2**:T20, T76, T132, T188, T244; **U3**:T20, T78, T140, T196, T252, T290; **U4**:T20, T76, T132, T188, T244; **U5**:T20, T72, T124, T176, T210, T234

Word Wall, **U1**:T12; **U2**:T10; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

**Accuracy.** See Fluency, reading

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U2**:T36, T331, T355, T311, T388–T389, T392, **U5**:T389

articles, **U2**:T314–T315, T318–T319, T322–T323, T335, T338–T339, T342–T343, T346–T347; **U3**:T396–T397, T400

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Anchor chart, U1**:T24, T80, T136, T192, T248; **U2**:T24, T80, T136, T192, T248; **U3**:T24, T82, T144, T200, T256; **U4**:T24, T80, T136, T192, T248; **U5**:T24, T76, T128, T180, T238

**Articles.** See Adjectives, articles

### Assess and Differentiate

Quick Check, **U1**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257, T265, T273, T279, T283, T291, T429, T435; **U2**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T257, T249, T265, T273, T279, T283, T291, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T437, T443; **U4**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257,

T265, T273, T279, T283, T291, T431, T437; **U5**:T25, T33, T41, T49, T57, T63, T77, T85, T93, T101, T109, T115, T129, T137, T145, T153, T161, T167, T181, T189, T203, T211, T219, T225, T239, T247, T255, T263, T271, T277, T417

Small Group, **U1**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T218–T221, T228–T229, T236–T239, T244–T245, T260–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T28–T31, T42–T45, T52–T53, T58–T59, T64–T65, T80–T83, T94–T97, T104–T105, T110–T111, T116–T117, T132–T135, T146–T149, T156–T157, T162–T163, T168–T169, T184–T187, T204–T207, T214–T215, T220–T221, T226–T227, T242–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419

Independent/Collaborative, **U1**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U2**:T31, T43, T45, T53, T60–T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U3**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T219, T221, T229, T237, T239, T245, T263, T275, T277, T285, T293, T295, T301, T439, T445; **U4**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T433, T441; **U5**:T31, T43, T45, T53, T59, T65, T83, T95, T97, T105, T111, T117, T135, T147, T149, T157, T163,

T169, T187, T205, T207, T215, T221, T227, T245, T257, T259, T267, T273, T279, T419

Book Club, **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279

Conferring, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Decodable Book, **U1**:T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T95, T147, T205, T257, T419

High-Frequency Words, **U1**:T43, T99, T155, T211, T267, T431; **U2**:T43, T99, T155, T211, T267, T431; **U3**:T45, T107, T163, T219, T275, T439; **U4**:T43, T99, T155, T211, T267, T433; **U5**:T43, T95, T147, T205, T257, T419

Independent Reading, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Letter Recognition Unit, **U1**:T43

Leveled Readers, **U1**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U2**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U3**:T29, T31, T47, T55, T65, T71, T87, T89, T109, T117, T127, T133, T149, T151, T165, T173, T183, T189, T205, T207, T221, T229, T239, T245, T261, T263, T277, T285, T295, T301; **U4**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U5**:T29, T31, T45, T53, T59, T65, T81, T83, T97, T105, T111, T117, T133, T135, T149, T157, T163, T169, T185, T187, T207, T215, T221, T227, T243, T245, T259, T267, T273, T279

Literacy Activities, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Songs and Poems Big Book, **U1**:T43

Word Work Activity, **U1**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T43, T95, T147, T205, T257, T419

Teacher-Led Options, **U1**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T30–T31, T42–T45, T46–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109,



- T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T30–T31, T44–T47, T54–T55, T62–T65, T70–T71, T88–T89, T106–T109, T116–T117, T124–T127, T132–T133, T150–T151, T162–T165, T172–T173, T180–T183, T188–T189, T206–T207, T218–T221, T228–T229, T236–T239, T244–T245, T262–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T30–T31, T42–T45, T52–T53, T58–T59, T64–T65, T82–T83, T94–T97, T104–T105, T110–T111, T116–T117, T134–T135, T146–T149, T156–T157, T162–T163, T168–T169, T186–T187, T204–T207, T214–T215, T220–T221, T226–T227, T244–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419
- Fluency, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272
- Intervention Activity, **U1**:T30, T42, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T173, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U2**:T30, T42, T44, T46, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T175, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U3**:T30, T44, T46, T54, T62, T64, T70, T88, T106, T108, T116, T124, T126, T132, T150, T162, T164, T172, T180, T182, T188, T206, T218, T220, T228, T236, T238, T244, T262, T274, T276, T284, T292, T294, T300, T438, T444; **U4**:T30, T42, T44, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T174, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T432, T440; **U5**:T30, T42, T44, T52, T58, T64, T82, T94, T96, T104, T110, T116, T134, T146, T148, T156, T162, T168, T186, T204, T206, T214, T220, T226, T244, T256, T258, T266, T272, T278, T418
- On-Level and Advanced, **U1**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U2**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U3**:T30, T70, T88, T132, T150, T188, T206, T244, T262, T300; **U4**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U5**:T30, T64, T82, T116, T134, T168, T186, T226, T244, T278
- Strategy Group, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278
- ELL Targeted Support, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278. *See also* ELL (English Language Learners)
- Word Work Strategy Group, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180, T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418
- ELL Targeted Support, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180,

T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418

See also ELL (English Language Learners)

Whole Group, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T221, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

### Assessment

formative, **U1**:T25, T55, T33, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, 145, T167, T137, T153, T161, T171, T179, T350, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T429, T435; **U2**:T33, T55, T25, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, T145, T167, T137, T153, T161, T171, T179, T350, T201, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T310, T334, T358, T382, T406, T437, T443; **U4**:T33, T55, T25, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, T145, T167, T137, T153, T161, T171, T179, T350, T201, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T431, T437; **U5**:T33, T25, T41, T49, T57, T63, T288, T85, T77, T93, T101, T109, T115, T312, T137, T129, T145, T153, T161, T167, T336, T189, T181, T203, T211, T219, T225, T360, T247, T239, T255, T263, T271, T277, T384, T417

scoring guide/rubric, **U1**:T423; **U2**:T423; **U3**:T431; **U4**:T423; **U5**:T409

spelling, **U4**:T322, T346, T370, T394, T418, T429; **U5**:T308, T332, T356, T376, T404, T414, T399

writing, **U1**:T416, T417; **U2**:T416, T417; **U3**:T424, T425; **U4**:T416, T417; **U5**:T402, T403. See also Writing rubrics

**Audience.** See Literary devices/terms, audience

**Author's craft,** **U1**:T205, T218–T219; **U2**:T148; **U3**:T96, T114–T115; **U4**:T151; **U5**:T90, T102–T103

ask and answer questions, **U2**:T205

first-person text, **U1**:T92, T106–T107; **U4**:T37, T50–T51  
print and graphic features, **U1**:T262, T274–T275; **U4**:T261, T274–T275; **U5**:T39, T50–T51

purpose, **U1**:T148; **U5**:T253, T264–T265

question-and-answer text structure, **U2**:T38, T50–T51

rhyme and rhythm, **U5**:T154–T155

supporting information, **U2**:T261, T274–T275; **U4**:T206, T218–T219

text evidence, **U1**:T162–T163

text structure, **U3**:T282–T283; **U5**:T195, T201, T212–T213

third-person text, **U2**:T162–T163; **U3**:T226–T227;

**U4**:T162–T163

visualize, **U1**:T37, T39, T50–T51; **U2**:T92, T106–T107, T206, T218–T219; **U3**:T37, T52–T53, T157, T170–T171;

**U4**:T106–T107

word choice, **U3**:T270

**Author's message.** See Author's purpose

**Author's purpose,** **U1**:T148, T252, T261, T263, T272–T273; **U3**:T204, T213, T215, T224–T225; **U5**:T253, T264–T265. See also Listening, listening comprehension

## B

**Background, build.** See Background knowledge

**Background knowledge,** **U2**:T259; **U3**:T253; **U4**:T90; **U5**:T24

**Base words.** See Word work

**Bilingual children.** See ELL (English Language Learners)

**Book Club,** **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301, T462–T479; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T456–T473; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279, T438–T455

**Book parts.** See Parts of a book

## C

**Capitalization,** **U2**:T380–T381, T384–T385, T404–T405; **U3**:T412–T413; **U4**:T400–T401; **U5**:T37, T297, T301, T305, T309, T317

**Categorize.** See Research/study skills

**Cause and Effect.** See Listening, listening comprehension

**Central idea, of informational text.** See Informational text

**Central message.** See Literary devices/terms

## Characters

in drama, discuss, **U5**:T242, T251, T253, T262–T263  
 identify and describe, **U1**:T28, T37, T39, T48–T49; **U2**:T140, T149, T160–T161

See also Listening, listening comprehension

**Chart/table.** See Graphic sources, chart/table

**Choral reading.** See Fluency, reading

**Chronology.** See Sequence

**Classify.** See Research/study skills

**Cognates.** See ELL (English Language Learners), language transfer, cognates

**Compare and contrast, U3**:T86, T97, T103, T112–T113; **U5**:T184, T195, T201, T210–T211. See also Listening, listening comprehension

**Compare texts, U1**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U2**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U3**:T29, T68–T69, T87, T92, T98, T130–T131, T149, T186–T187, T205, T242–T243, T261, T298–T299, T432–T433; **U4**:T29, T66–T67, T85, T122–T123, T141, T177–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U5**:T29, T62–T63, T81, T114–T115, T133, T166–T167, T185, T224–T225, T243, T276–T277, T410–T411

**Composition.** See Writing forms/products; Writing mode; Writing traits

**Comprehension strategies/skills.** See Strategies/skills

**Computers, using.** See Technology

**Concepts of print.** See Print awareness

**Conclusions, draw.** See Listening, listening comprehension

**Conferring.** See Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

**Conjunctions.** See Language and conventions

## Connections

describe, **U4**:T28, T37, T48–T49

make, **U1**:T253, T263, T282–T283; **U2**:T141, T151, T170–T171; **U3**:T261, T269, T290–T291

text to learning, **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242, T242–T243

See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

**Consonants.** See Phonics/decoding, consonants

**Context clues.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Contrasting.** See Compare and contrast

**Conventions of standard English.** See Language and conventions

**Covers, front and back.** See Parts of a book

## Cross-Curricular Perspectives

science, **U1**:T38, T204; **U2**:T37, T39, T93, T94, T149, T204, T260, T262, T423; **U3**:T102, T156, T213; **U4**:T148; **U5**:T88, T192, T194, T198, T250, T252, T409

social studies, **U1**:T36, T149, T151, T260; **U3**:T36, T94, T100, T268; **U4**:T38, T92, T204, T207, T260; **U5**:T38, T140, T142

**Cross-text evaluation.** See Compare texts

## D

**Decodable Readers.** See Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

## Decode

digraphs. See Phonics/decoding, vowels, digraphs

trigraphs. See Phonics/decoding, vowels, trigraphs

words in context. See Phonics/decoding

words in isolation. See Phonics/decoding

words with final consonant blends. See Phonics/decoding, consonant blends, final

words with initial consonant blends. See Phonics/decoding, consonant blends, initial

**Demonstratives.** See Adjectives; Language and Conventions

**Details, identify.** See Main idea, and details

## Dictionary/glossary

spelling. See Spelling

**Differentiated instruction.** See Assess and Differentiate

**Discussion.** See Listening

**Drama.** See Genres, drama/play

## E

**Electronic information.** See Technology

## ELL (English Language Learners)

access, **U1**:T56, T112, T168, T138, T224, T194, T280, T438;

**U2**:T56, T112, T168, T160, T224, T280, T438; **U3**:T58, T120, T176, T232, T288, T446; **U4**:T56, T112, T90, T168, T224,

T280, T438; **U5**:T54, T106, T86, T158, T216, T182, T268, T422

conference support, **U1**:T302, T326, T350, T374, T398;  
**U2**:T302, T326, T350, T374, T398; **U3**:T310, T334, T358,  
T382, T406; **U4**:T302, T326, T350, T374, T398; **U5**:T288,  
T312, T336, T360, T384

language transfer, **U1**:T24, T34, T88, 144, T160, T200, T256,  
T258, T442; **U2**:T32, T34, T40, T88, T144, T200, T256,  
T442; **U3**:T32, T90, T174, T178, T208, T266, T450; **U4**:T32,  
T34, T88, T144, T200, T242, T256, T444; **U5**:T32, T84,  
T136, T188, T246, T420, T426

cognates, **U1**:T10, T22, T78, T82, T134, T190, T246, T250;  
**U2**:T12, T22, T48, T78, T80, T134, T190, T246; **U3**:T12,  
T20, T22, T50, T80, T142, T198, T254, T256; **U4**:T12,  
T20, T22, T48, T78, T134, T190, T246; **U5**:T12, T22, T74,  
T126, T178, T236, T240

directionality, **U5**:T34

first person, **U1**:T106

high-frequency words, **U4**:T434

questions, **U2**:T50

targeted support, **U1**:T21, T66, T443, T447, T451; **U2**:T21,  
T66, T150, T152, T170, T234, T443, T447, T451; **U3**:T144,  
T159, T160, T178, T186, T242, T451, T455, T459; **U4**:T152,  
T177, T445, T449, T453; **U5**:T114, T224, T263, T427, T431,  
T435

academic vocabulary/language, **U1**:T13; **U2**:T13; **U4**:T24;  
**U5**:T13

add details to words and pictures, **U5**:T385

alliteration with the sound /b/, **U1**:T243

analyze informational writing, **U4**:T447

antonyms, **U1**:T48

apply compose questions, **U5**:T313

apply details, **U2**:T327

articles, **U2**:T331, T355

asking and answering questions, **U1**:T114, T375; **U2**:T114

asking for clarification, **U5**:T179

asking questions, **U4**:T160, T282

author's purpose, **U1**:T272

background, **U1**:T259; **U3**:T267

background knowledge, **U2**:T259; **U3**:T253; **U5**:T24

beginning and ending sounds, **U2**:T200

building background, **U1**:T247; **U2**:T135

capitalization, **U5**:T301, T317

categories, **U1**:T334, T358

characters, **U2**:T161; **U3**:T335

collaborating, **U1**:T445

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compare texts, **U2**:T178; **U4**:T66

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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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connect, **U2**:T247

connect letters and sounds, **U5**:T233

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T118, T442

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edit for adjectives and articles, **U3**:T383

edit for capitalization, **U2**:T399; **U3**:T407; **U4**:T399

edit for complete sentences, **U3**:T383

edit for prepositions, **U2**:T399

edit for pronoun agreement, **U3**:T339, T363

edit for punctuation marks, **U3**:T407

edit for singular and plural nouns, **U2**:T375

edit for spelling, **U5**:T385

edit for subject-verb agreement, **U2**:T379

edit for subjective and possessive pronouns, **U4**:T375

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edit for verbs, **U4**:T375

edit writing, **U2**:T355; **U5**:T365

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T427, T441; **U2**:T47, T103, T159, T215, T271, T427,  
T441; **U3**:T49, T111, T167, T279, T435, T449; **U4**:T47,  
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- initial and final 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**
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- listening comprehension, **U1:T77, T135; U3:T81, T199**
- long and short o, **U4:T54**
- long and short u, **U4:T110**
- 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**
- meet the author, **U1:T327**
- middle sounds, **U3:T230**
- monitoring understanding, **U5:T113**
- narrative nonfiction, **U4:T191**
- narrator, **U4:T327**
- new vocabulary, **U3:T223; U4:T189**
- nouns, **U1:T216, T307, T331, T355**
- opinions and reasons, **U3:T453**
- oral comprehension, **U4:T234**
- oral language, **U4:T315, T331, T387, T403**
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- phonological awareness, **U3:T414**
- plan your personal narrative, **U4:T303**
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- practice short and long a, **U3:T195**
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- 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**
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- practice /s/ spelled s, **U5:T175**
- practice with /d/ spelled *Dd*, **U2:T32**
- practice with letters, **U3:T342**
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- prior knowledge, **U1:T11; U3:T11, T433; U5:T125**
- pronouns, **U3:T387**
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- sequence words, **U5:T76**
- share information, **U1:T189; U3:T130**
- share information and ideas, **U4:T21**
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**Emerging reading.** See Print awareness

**End punctuation,** **U4**:T150, T359, T363, T367, T371  
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## 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  
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 Hiebert, Elfrieda "Freddy," **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12  
 Mason, Pamela, **U1**:T193; **U2**:T209; **U3**:T210; **U4**:T202; **U5**:T210  
 Morrell, Ernest, **U1**:T76; **U2**:T76; **U3**:T78; **U4**:T76; **U5**:T73  
 Pearson, P. David, **U1**:T49; **U2**:T48; **U3**:T34; **U4**:T48; **U5**:T48  
 Serafini, Frank, **U1**:T458; **U2**:T458; **U3**:T466; **U4**:T460; **U5**:T442  
 Tatum, Alfred, **U1**:T442; **U2**:T442; **U3**:T450; **U4**:T444; **U5**:T426  
 Vaughn, Sharon, **U2**:T272; **U3**:T287; **U4**:T279; **U5**:T262  
 Wallis, Judy, **U1**:T160; **U2**:T160; **U3**:T168; **U4**:T161; **U5**:T160  
 Wright, Lee, **U1**:T208; **U2**:T216; **U3**:T224; **U4**:T216; **U5**:T181

**Expression/intonation.** See Fluency, reading



**Fact and opinion.** See Listening, listening comprehension

**Fairy tale.** See Genres, fairy tale

**Fiction.** See Genres, fiction

**First read,** **U1**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U2**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U3**:T36, T38, T40, T94, T96, T100, T102, T156, T158, T212, T214, T268, T270; **U4**:T36, T38, T90, T92, T94, T146, T148, T150, T202, T204, T206, T258, T260, T262; **U5**:T36, T38, T88, T90, T140, T142, T192, T194, T198, T200, T250, T252. See also First-read strategies

## First-read strategies

ask, **U1**:T34, T90, T92, T146, T202, T206, T258; **U2**:T34, T90, T92, T146, T150, T202, T258; **U3**:T34, T40, T92, T98, T154, T210, T214, T266, T268; **U4**:T34, T90, T94, T146, T202, T206, T258, T260; **U5**:T34, T36, T86, T138, T190, T196, T200, T248, T250  
 look, **U1**:T34, T36, T90, T146, T202, T204, T258, T260; **U2**:T34, T46, T90, T146, T202, T204, T258, T262; **U3**:T34, T38, T92, T94, T98, T102, T154, T156, T210, T266; **U4**:T34, T36, T90, T92, T146, T148, T202, T204, T258; **U5**:T34, T38, T86, T88, T138, T142, T190, T192, T196, T248  
 read, **U1**:T34, T38, T90, T146, T148, T202, T258; **U2**:T34, T36, T90, T146, T148, T202, T258, T260; **U3**:T34, T36, T92, T96, T98, T154, T158, T210, T212, T266, T270; **U4**:T34, T38, T90, T146, T202, T258, T262; **U5**:T34, T86, T138, T140, T190, T194, T196, T198, T248

talk, **U1**:T34, T90, T94, T146, T150, T202, T258, T262; **U2**:T34, T90, T94, T146, T202, T206, T258; **U3**:T34, T92, T98, T100, T154, T210; **U4**:T34, T90, T146, T150, T202, T258; **U5**:T34, T86, T90, T138, T190, T196, T248, T252

## Fluency, reading

accuracy, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272

modeling by teacher, **U1**:T18, T78, T134, T190, T246; **U2**:T22, T78, T134, T190, T246; **U3**:T22, T80, T142, T198, T254; **U4**:T22, T78, T134, T190, T246; **U5**:T22, T74, T126, T178, T236

See also Oral reading ability

**Folk tale.** See Genres, folk tale

**Format (of text).** See Text structure

**Formative assessment.** See Assessment

**Foundational skills.** See Fluency, reading; Phonics/decoding; Phonological Awareness

## G

### Genres

drama/play, **U5**:T238–T239, T251, T253, T262–T263

fairy tale, **U3**:T82–T83

fiction, **U2**:T136–T137; **U3**:T312–T313, T316–T317, T320–T321, T200–T201; **U4**:T136–T137, T248–T249

folk tale, **U3**:T24–T25

informational text, **U1**:T136–T137, T248–T249; **U2**:T24–T25, T80–T81, T192–T193, T444–T445; **U4**:T446–T447; **U5**:T24–T25, T76–T77, T180–T181

list books, **U2**:T304–T305, T308–T309, T312–T313,

myth, **U3**:T256–T257

narrative nonfiction, **U4**:T24–T25, T80–T81, T192–T193

personal narrative, **U4**:T304–T305, T308–T309, T312–T313

persuasive text, **U1**:T444–T445; **U2**:T248–T249; **U3**:T452–T453; **U5**:T428–T429

poetry, **U1**:T76–T77; **U2**:T244–T245; **U3**:T140–T141, T144–T145; **U4**:T244–T245; **U5**:T124–T125, T128–T129, T428–T429

question and answer books, **U5**:T290–T291, T294–T295, T298–T299

realistic fiction, **U1**:T24–T33, T80–T81, T192–T193

selecting, **U1**:T352–T353

traditional tale. See Genres, fairy tale; Genres, myth

**Gifted students.** See Assess and Differentiate

### Goals

learning, **U1**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U2**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U3**:T14, T24, T26, T72, T82, T84, T134, T144, T146, T190, T200, T202, T246, T256, T258; **U4**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U5**:T14, T24, T26, T66, T76, T78, T118, T128, T130, T170, T180, T182, T228, T238, T240

unit, **U1**:T5, T12; **U2**:T5, T12; **U3**:T5, T12; **U4**:T5, T12; **U5**:T5, T12

weekly, **U1**:T14, T70, T126, T182, T238; **U2**:T14, T70, T126, T182, T238; **U3**:T14, T72, T134, T190, T246; **U4**:T14, T70, T126, T182, T238; **U5**:T14, T66, T118, T170, T228

**Grammar and usage.** See Adjectives; Nouns; Prepositions; Pronouns; Sentences; Verbs

**Graph.** See Graphic sources

### Graphic organizers

story elements chart, **U4**:T135

**Graphics, simple,** **U2**:T312–T313

### Graphic sources

chart/table, **U1**:T23, T79, T135, T191; **U2**:T23, T79, T135, T191, T247; **U3**:T23, T81, T143, T199; **U4**:T23, T79, T247; **U5**:T23, T75, T179

list, **U5**:T237

picture, **U1**:T247

time line, **U4**:T132–T133, T191

**Grouping students for instruction.** See Assess and Differentiate

**Guided reading,** **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242–T243

## H

### Handwriting

circles

backward, **U1**:T82–T83

forward, **U1**:T138–T139

letter formation

Aa, **U2**:T138–T139

Bb, **U3**:T146–T147

Cc, **U2**:T82–T83

*Dd*, **U2**:T162–T163  
*Ee*, **U2**:T194–T195  
*Ff*, **U2**:T218–T219  
*Gg*, **U2**:T274–T275  
*Hh*, **U4**:T26–T27  
*Ii*, **U1**:T274–T275  
*Jj*, **U3**:T26–T27  
*Kk*, **U4**:T194–T195  
*Ll*, **U1**:T250–T251  
*Mm*, **U3**:T282–T283  
*Nn*, **U3**:T258–T259  
*Oo*, **U2**:T50–T51  
*Pp*, **U3**:T202–T203  
*Qq*, **U3**:T52–T53  
*Rr*, **U3**:T226–T227  
*Ss*, **U3**:T114–T115  
*Tt*, **U2**:T26–T27  
*Uu*, **U3**:T84–T85  
*Vv*, **U4**:T82–T83  
*Ww*, **U4**:T138–T139  
*Xx*, **U4**:T162–T163  
*Yy*, **U4**:T106–T107  
*Zz*, **U4**:T218–T219

lines

horizontal, **U1**:T50–T51  
slanted, **U1**:T106–T107  
vertical, **U1**:T26–T27

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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

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T51, T250–T251

**High-frequency words**, **U1**:T19, T33, T47, T65, T43, T75,  
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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,  
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**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

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See also Sound devices and poetic elements

**Literary genres.** See Genres

**Literary response, Reflect and Share, U1:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U2:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U3:**T68–T69, T130–T131, T186–T187, T242–T243, T298–T299; **U4:**T66–T67, T122–T123, T177–T179, T234–T235, T290–T291; **U5:**T62–T63, T114–T115, T166–T167, T224–T225, T276–T277

### Literature selections

“Bad Summer or Good Summer,” **U4:**T134–T135

*The Bake Sale*, **U3:**T232–T233

*The Best Story*, **U3:**T210–T217

*The Big Box*, **U3:**T58–T59

*Bob on the Mat*, **U2:**T112–T113

*Can We Be Out?*, **U5:**T216–T217

*Do We Need This?*, **U2:**T146–T153

“Duck Meets the Moon,” **U3:**T156

“Ees-aw-hah’ Ees-aeH” (The Sun Shining), **U5:**T142–T143

*The Fun Trip*, **U3:**T446–T447

*The Gingerbread Man*, **U3:**T92–T97

*Going Out*, **U5:**T268–T269

“Goldilocks,” **U3:**T22–T23

*Grandma’s Phone*, **U4:**T146–T153

*The Ham*, **U2:**T168–T169

“Hen and Fox,” **U3:**T142–T143

“Hickory, Dickory, Dock,” **U3:**T159

*A Home in the Past*, **U4:**T438–T439

*How Anansi Got His Stories*, **U3:**T34–T43

“How Rabbit Got Its Ears,” **U3:**T254–T255

“Humpty Dumpty,” **U3:**T157–T158

*I Am*, **U1:**T56–T57

“In the Mountains,” **U1:**T190–T191

*It Is Too Wet!*, **U5:**T422–T423

“Jackie and Her Imagination,” **U1:**T22–T19

*Jen and Pete*, **U4:**T168–T169

*The Kid*, **U2:**T56–T57

*A Look at the Past*, **U4:**T112–T113

*The Man*, **U3:**T120–T121

*The Map*, **U1:**T168–T169

*Mission Accomplished!*, **U1:**T34–T41

*Mosni Can Help*, **U3:**T266–T273

“A Night at the Cogdells,” **U4:**T246–T247

“Pedro and Maria’s Camping Adventure,” **U2:**T134–T135

*Pig and Frog*, **U2:**T224, T224–T225

*In the Pit*, **U1:**T224–T225

*Quin at Bat*, **U3:**T176–T177

*Ric at Bat*, **U1:**T280–T281

*On the Run*, **U4:**T56–T57

*Sam Sat*, **U1:**T112–T113

“Sasha’s New Home,” **U1:**T78–T79

“So Many Stories,” **U3:**T198–T199

*The Story of Cornbread Man*, **U3:**T98–T103

*Telling Stories*, **U3:**T466

*Tempura, Tempura*, **U4:**T258–T265

*They Can Do It!*, **U2:**T280–T281

*They Get Big!*, **U5:**T106–T107

“The Three Javelinas,” **U3:**T80–T81

*Tif and Cole*, **U5:**T54–T55

*Too Many Places to Hide*, **U1:**T90–T97

*A Trip to the Mountains*, **U1:**T458

*The Twine on the Pine*, **U3:**T288–T289

*We Have Fun*, **U4:**T280–T281

“Wehh-dooj” (It’s Raining), **U5:**T140–T141

*We Like It!*, **U1:**T438–T439

“What Happened?,” **U5:**T236–T237

*What Is Tom?*, **U2:**T438–T439

*Where Is Twister?*, **U1:**T202–T209

*Who Am I?*, **U5:**T158–T159

*Who Likes Rain?*, **U5:**T248–T255

“Winter Fun,” **U5:**T126–T127

See also Genres

## M

### Main idea

and details, **U2**:T28, T37, T48–T49, T308–T309, T253, T261, T263, T282–T283; **U3**:T29, T39, T41, T60–T61; **U4**:T29, T39, T58–T59, T84, T95, T104–T105, T141, T149, T151, T170–T171; **U5**:T81, T89, T108–T109, T133, T141, T142, T160–T161. See *also* Listening, listening comprehension

find/identify, **U1**:T140, T149, T160–T161; **U2**:T308–T309 of informational text. See Informational text

**Make connections.** See Compare texts; Connections, make

**Make inferences, U2**:T29, T37, T39, T58–T59; **U3**:T87, T95, T101, T122–T123; **U4**:T85, T93, T114–T115; **U5**:T29, T39, T56–T57

**Map/globe.** See Graphic sources

**Mechanics.** See Capitalization

**Media center/library.** See Reference sources

**Mentor Stacks, U1**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T344, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T408–T409, T412–T413, T416; **U2**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T344, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T408–T409, T412–T413; **U3**:T309, T310, T312–T313, T316–T317, T320–T321, T324–T325, T333, T334, T336–T337, T340–T341, T348–T349, T352, T357, T358, T360–T361, T364–T365, T368–T369, T372–T373, T376, T381, T382, T384–T385, T387–T388, T392–T393, T396–T397, T400, T405, T406, T408–T409, T412–T413; **U4**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T412–T413; **U5**:T287, T288, T290–T291, T294–T295, T298–T299, T302–T303, T306, T311, T312, T314–T315, T318–T319, T322–T323, T326–T327, T330, T335, T336, T338–T339, T342–T343, T346–T347, T350–T351, T354, T359, T360, T362–T363,

T366–T367, T370–T371, T374–T375, T378, T383, T384, T386–T387, T390–T391, T394–T395, T398–T399

**Multiple-meaning words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Myth.** See Genres, myth

## N

**Narrator.** See Literary devices/terms, narrator

**Nouns, U1**:T306–T307, T354–T355,

plural, **U1**:T150, T354–T355, T359, T362–T363, T366–T367, T370–T371, T378–T379, T383, T386–T387, T390–T391, T394–T395, T263, T402–T403; **U2**:T306–T307, T376–T377

singular, **U1**:T306–T307, T311, T314–315, 318–319, 322–323, T93, T93, T330–T331, T335, T338–T339, T342–T343, T346–T347, T263, T407, T410–T411, T414–T415, T418–T419; **U2**:T376–T377

## O

**On-level learners.** See Assess and Differentiate

### Oral reading ability

assessment of, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272

**Oral vocabulary development.** See Academic vocabulary; Oral Reading Ability

## P

**Parts of a book, U1**:T328–T329, T332–T333, T336–T337

covers, front and back, **U1**:T34, T146, T400–T401; **U3**:T34; **U4**:T258

title page, **U1**:T34, T146, T400–T401; **U3**:T34; **U4**:T258

See *also* Print awareness; text features

**Parts of speech.** See Adjectives; Nouns; Prepositions; Pronouns; Verbs

**Penmanship.** See Handwriting

### Phonics/decoding

consonant blends, **U2**:T214–T215, T222–T223, T232–T233

final, **U5**:T84–T85, T98–T99

initial, **U5**:T84–T85, T98–T99

consonants, **U1**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T45, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441; **U2**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441; **U3**:T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185; **U4**:T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437; **U5**:T18–T19, T46–T47, T70–T71, T98–T99, T122–T123, T150–T151, T174–T175, T188–T189, T208–T209, T232–T233, T246–T247, T261–T262

decodable story, **U1**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U2**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U3**:T58–T59, T120–T121, T176–T177, T232–T233, T288–T289, T446–T447; **U4**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U5**:T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423

sentences, **U4**:T222–T223, T232–T233, T278–T279, T288–T289, T442–T443; **U5**:T60–T61, T112–T113, T164–T165, T222–T223, T274–T275, T424–T425

vowels, **U1**:T74–T75, T88–T89, T120–T121, T186–T187, T200–T201, T232–T233, T426–T427, T432–T433; **U2**:T74–T75, T88–T89, T120–T121, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T426–T427, T432–T433, T440–T441; **U3**:T76–T77, T90–T91, T128–T129, T434–T435; **U4**:T186–T187, T214–T215

long vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T178, T200–T201, T210–T211, T214–T215, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

short vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

words, **U5**:T412–T413, T416–T417, T420–T421

word families, **U1**:T428–T429, T434–T435; **U2**:T428–T429, T434–T435; **U3**:T436–T437, T442–T443

## Phonological awareness

alliteration, **U1**:T64–T65, T102–T103, T232–T233, T242–T243; **U2**:T102–T103; **U4**:T214–T215; **U5**:T164–T165

blended sounds, **U2**:T214–T215

consonants, distinguish/discriminate

final consonant sounds, **U1**:T46–T47, T214–T215; **U2**:T18–T19, T46–T47, T120–T121; **U3**:T48–T49

initial consonant sounds, **U1**:T18–T19, T46–T47, T214–T215, T270–T271; **U2**:T18–T19, T120–T121, T270–T271; **U3**:T166–T167

onset and rime, blend and segment, **U1**:T120–T121, T130–T131, T158–T159, T176–T177, T288–T289; **U2**:T186–T187

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add, **U4**:T242–T243; **U5**:T112–T113, T420–T421

segment and blend, **U1**:T440–T441; **U2**:T64–T65, T74–T75, T158–T159, T176–T177; **U4**:T46–T47; **U5**:T60–T61, T208–T209

substitute, **U5**:T174–T175, T274–T275

syllables, **U3**:T18–T19, T110–T111, T138–T139, T194–T195, T250–T251; **U4**:T158–T159

identify and count, **U3**:T296–T297; **U4**:T120–T121, T176–T178; **U5**:T70–T71

manipulate, **U5**:T46–T47, T98–T99, T150–T151, T222–T223, T260–T261

segment and blend, **U5**:T18–T19, T122–T123, T232–T233, T412–T413, T424–T425

vowels, distinguish/discriminate

initial vowel sounds, **U1**:T186–T187; **U2**:T270–T271

medial vowel sounds, **U1**:T74–T75, T426–T427, T432–T433; **U2**:T242–T243; **U3**:T76–T77, T278–T279, T434–T435, T440–T441, T448–T449; **U4**:T18–T19, T74–T75, T130–T131, T426–T427, T434–T435, T442–T443

words

identify, **U2**:T130–T131; **U3**:T222–T223

identify and count, in sentences, **U3**:T66–T67, T184–T185; **U4**:T64–T65, T102–T103, T186–T187, T288–T289

rhyming, **U2**:T440–T441

identify and count, **U4**:T232–T233

identify and produce, **U2**:T232–T233, T288–T289, T426–T427, T432–T433; **U3**:T128–T129, T240–T241; **U4**:T270–T271

**Phrasing.** See Fluency, reading

**Pictures.** See Text features, illustrations/photographs

**Play.** See Genres, drama/play

**Plot,** **U1**:T84, T93, T95, T104–T105; **U3**:T260, T271, T280, T281, T320–T321, T348–T349, T352; **U4**:T312–T313, T340–T341, T344. See *also* Listening, listening comprehension

**Plurals.** See Nouns, plural  
**Poetic devices.** See Literary devices/terms; Sound devices and poetic elements

**Poetry.** See Genres, poetry

**Possible Teaching Point.** See Teaching strategies, Possible Teaching Point

## Predict

confirm predictions, **U2:**T197, T205, T207, T226–T227;  
**U3:**T205, T213, T234–T235

**Prepositions and prepositional phrases, U2:**T400–T401;  
**U3:**T214, T271, T391, T394–T395, T398–T399, T402–T403, T410–T411, T415, T418–T419, T422–T423, T426–T427 **U4:**T307

## Print awareness

author/illustrator/titles, identify, **U1:**T202; **U3:**T34  
 holding books correctly, **U2:**T146  
 letters of word, sequence, **U4:**T146  
 letter/word, distinguish between, **U2:**T202, T258  
 parts of a book. See Parts of a book  
 progression, left-to-right, **U1:**T90; **U3:**T154; **U5:**T34  
 progression, top-to-bottom, **U1:**T90; **U3:**T154; **U5:**T34  
 sentence features, **U1:**T258; **U2:**T34; **U3:**T266; **U4:**T34  
 sentence/word, distinguish between, **U5:**T86  
 space between words, **U1:**T356–T357, T360–T361; **U4:**T90

**Prior knowledge.** See Background knowledge; ELL (English Language Learners)

**Project-Based Inquiry, U1:**T422–T453; **U2:**T422–T453;  
**U3:**T430–T461; **U4:**T422–T455; **U5:**T408–T437  
 celebrate and reflect, **U1:**T452–T453; **U2:**T452–T453;  
**U3:**T460–T461; **U4:**T454–T455; **U5:**T436–T437  
 collaborate and discuss, **U1:**T450–T451; **U2:**T450–T451;  
**U3:**T458–T459; **U4:**T452–T453; **U5:**T434–T435  
 compare across texts, **U1:**T424–T425; **U2:**T424–T425;  
**U3:**T432–T433; **U4:**T424–T425; **U5:**T410–T411  
 explore and plan, **U1:**T444–T445; **U2:**T444–T445; **U3:**T452–T453;  
**U4:**T446–T447; **U5:**T428–T429  
 inquire, **U1:**T442–T443; **U2:**T442–T443; **U3:**T450–T451;  
**U4:**T444–T445; **U5:**T426–T427  
 research, **U1:**T446–T449; **U2:**T446–T449; **U3:**T454–T457;  
**U4:**T448–T451; **U5:**T430–T433

## Pronouns

personal  
 objective, **U3:**T103, T343, T346–T347, T350–T351, T354–T355,  
 T362–T363, T384–T385  
 subjective, **U3:**T40, T319, T322–T323, T326–T327, T330–T331,  
 T338–T339, T384–T385; **U4:**T388–T389, T392  
 possessive, **U3:**T158, T367, T370–T371, T374–T375, T378–T379;  
**U4:**T388–T389, T392

**Publish, Celebrate, and Assess, U1:**T396–T417;  
**U2:**T396–T417; **U3:**T404–T425; **U4:**T396–T417;  
**U5:**T382–T403

**Punctuation.** See End punctuation

**Purpose and audience.** See Author's purpose



**Quick Check.** See Assess and Differentiate, Quick Check



**Rate.** See Fluency, reading

**Read aloud.** See Reading to students

**Reader response.** See Connections

**Reading fluency.** See Fluency, reading; Oral reading ability

**Reading rate.** See Fluency, reading

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**U2:**T22, T78, T134, T190, T246; **U3:**T22, T80, T142,  
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## Vocabulary skills/strategies

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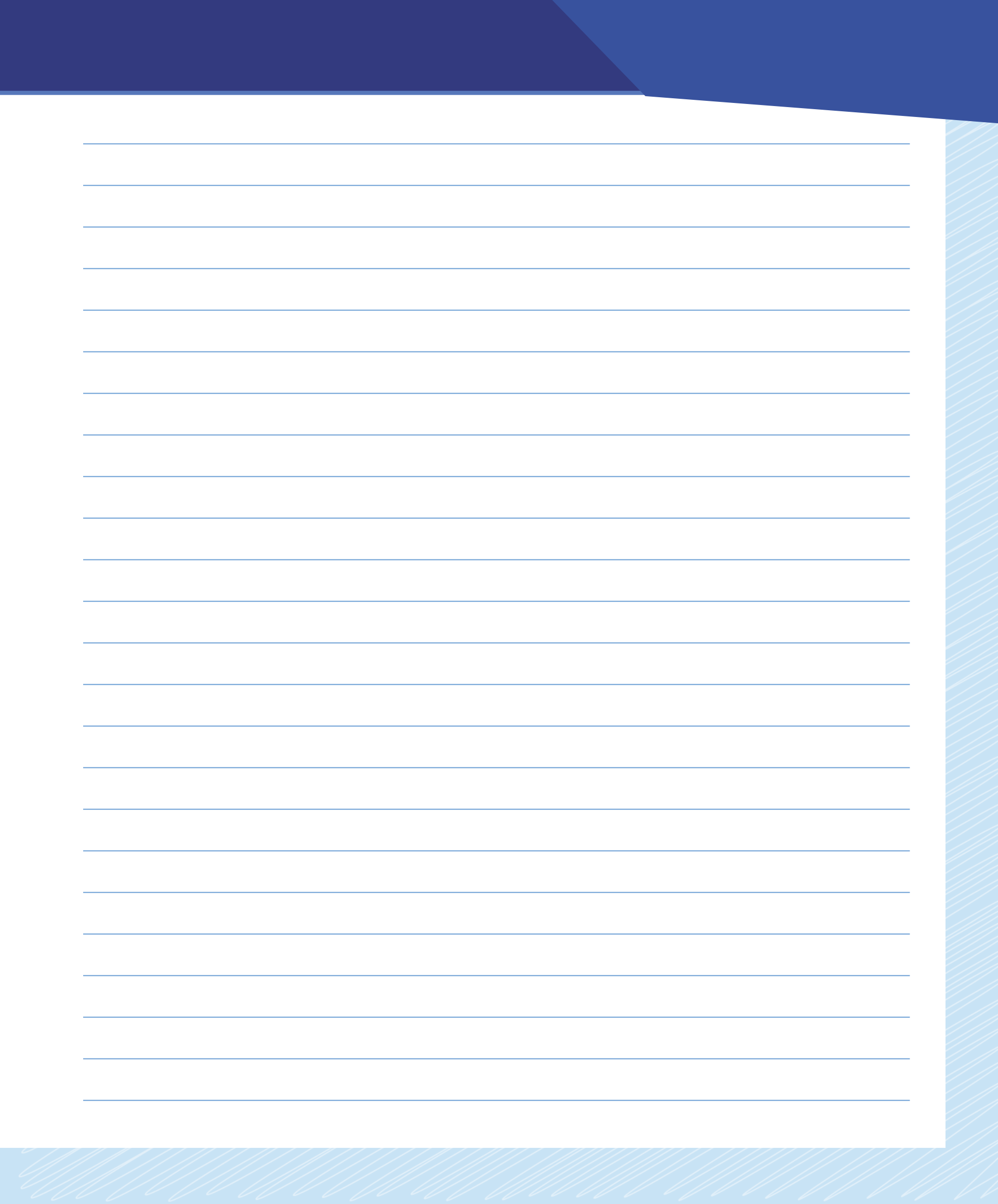
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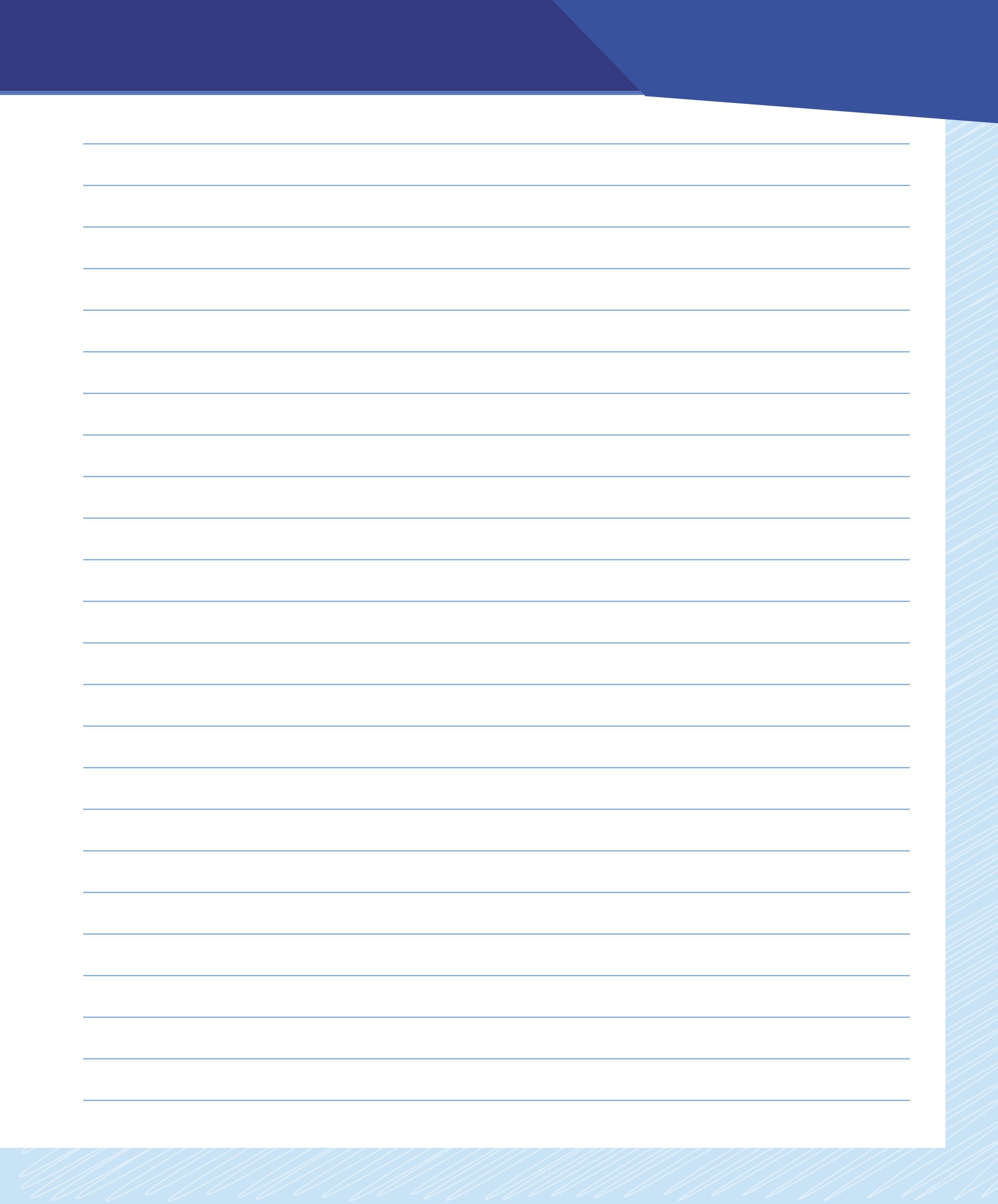
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