

Teacher's Edition



myview[®]

L I T E R A C Y

2.2

SAVVAS

Teacher's Edition

myView

L I T E R A C Y

2

SAVVAS
LEARNING COMPANY

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



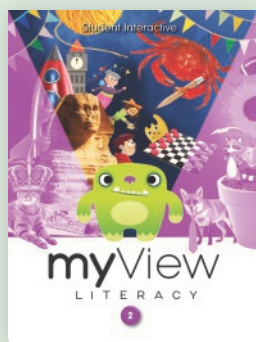
Grade 2 Resources



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

STUDENT RESOURCES

Whole Group



Student Interactive
2 Volumes

Read **ALoud**

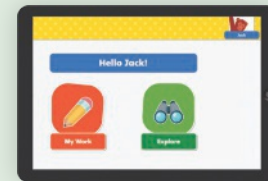
Mentor **STACK**



Trade Book Read Alouds



Genre, Skill, and
Strategy Videos



Savvas Realize™
Primary Student
Interface

Small Group & Independent

BOOK CLUB
with Trade Books



WRITING CLUB



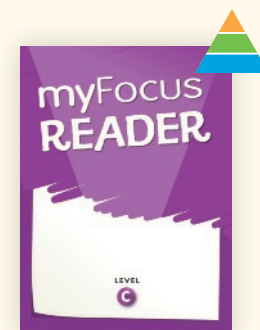
Digital Games



Leveled Content Readers
with Access Videos

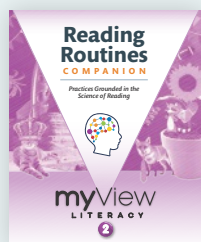


SuccessMaker

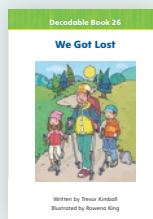


myFocus Reader

Foundational Skills



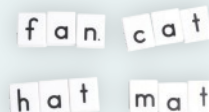
Reading
Routines
Companion



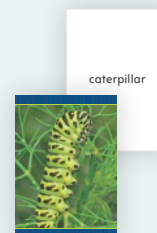
Decodable
Readers



High-Frequency
Word Cards



Letter Tiles



Picture
Word Cards



Alphabet
Cards



Sound
Spelling Cards

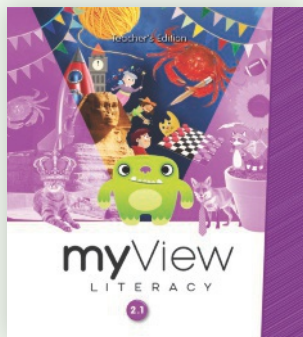


Savvas Realize™

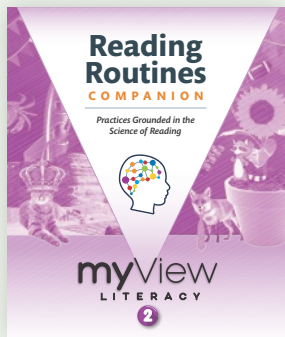
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

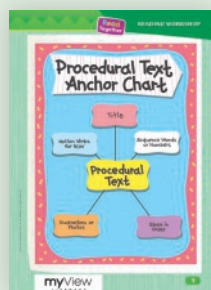
TEACHER RESOURCES



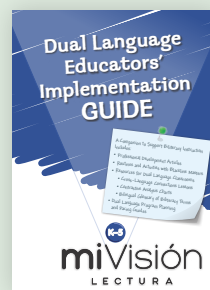
Teacher's Edition
5 Volumes



Reading Routines Companion



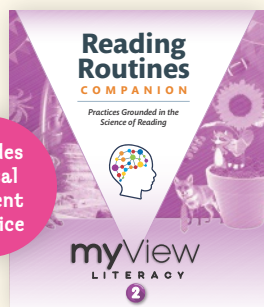
Anchor Charts



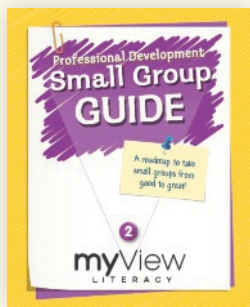
Dual Language Educators' Implementation Guide

Printables Include:

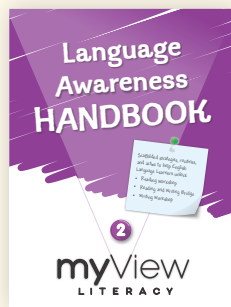
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



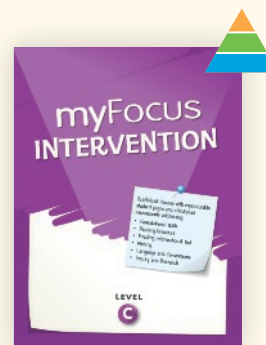
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

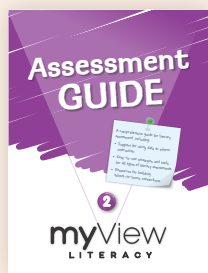


myFocus Intervention Teacher's Guide

Printables Include:

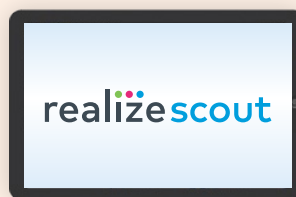
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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



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



Foster a Love of Reading

Student Interactive

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



Read ALOUD

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



Mentor STACK

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

BOOK CLUB

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

*Titles are subject to change.

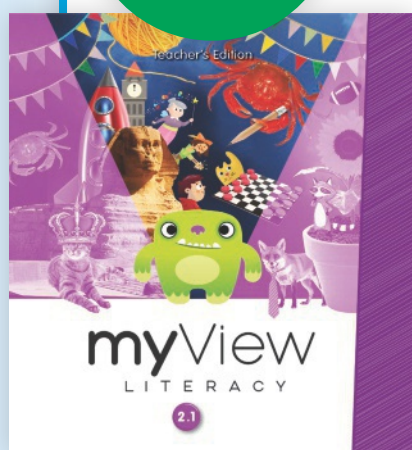
A Continuum of Resources to Meet the Needs of Your Students



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

LEVEL OF SUPPORT

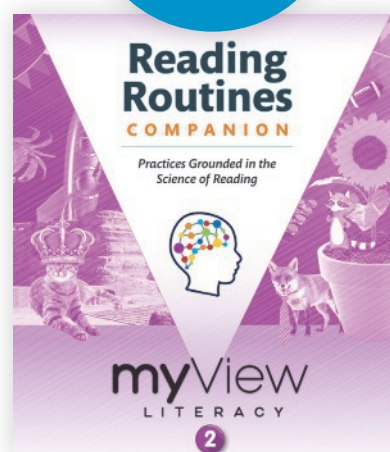
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

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

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



SuccessMaker

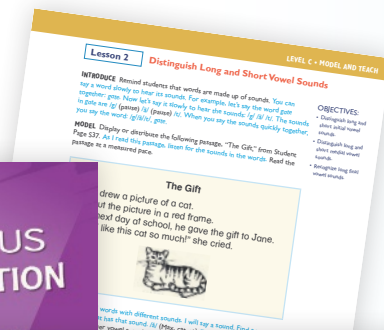


SuccessMaker®

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

myFocus Intervention

myFOCUS INTERVENTION



LEVEL C • PRACTICE AND ASSESS
Lesson 2 Distinguish Long and Short Vowel Sounds

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

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

myFocus Intervention

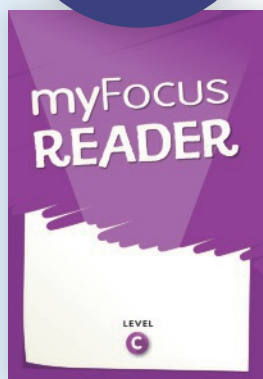
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

Lessons follow a routine of:

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

myFocus Reader

myFOCUS READER



Two Turtles

Alex looked behind the sea grass. A baby sea turtle came out of its egg right before his eyes.

"Grandma!" he said quietly. "Come here!"

His grandma looked up. Alex was not by the sandcastle he had been building. She walked toward Alex's voice and found him sitting by the sea grass.

She sat down to see what Alex was excited about.

"That's amazing, Alex," she said in a low voice. "Look, there are two turtles."

One sea turtle had already started moving to the ocean. But the other turtle's behavior was different. It did not move at all. It looked like it was stuck.

"We need to help," Alex said. "The baby sea turtle needs to reach the water. That's where it will be safe and find food."

Alex had learned about sea turtles on a trip. He knew there were fewer sea turtles than before. He pushed the baby sea turtle carefully with a stick. The turtle started to move!

"Look, it worked!" Alex shouted. The baby sea turtle took a similar path to the ocean. It followed the other sea turtle.

"Good work, Alex," Grandma said. "Now why don't we go finish your sandcastle?"

Phonics
Long e: ee, ea, ey, y
sea

Academic Vocabulary
behavior noun that means the way something acts

Comprehension
Describe and Understand Characters Alex and his grandma are the characters in this story. Authors use details to describe characters and their actions.

Unlock the Meaning of the Text
Describe and Understand Characters Authors use what characters say and what they do to describe them. Think about what Grandma says and does. What do you think Grandma is like? How does she feel about Alex?

Academic Vocabulary Find the word similar in the story. The Latin root *similis* means "like." How does knowing this root help you understand what similar means?

myFocus Reader

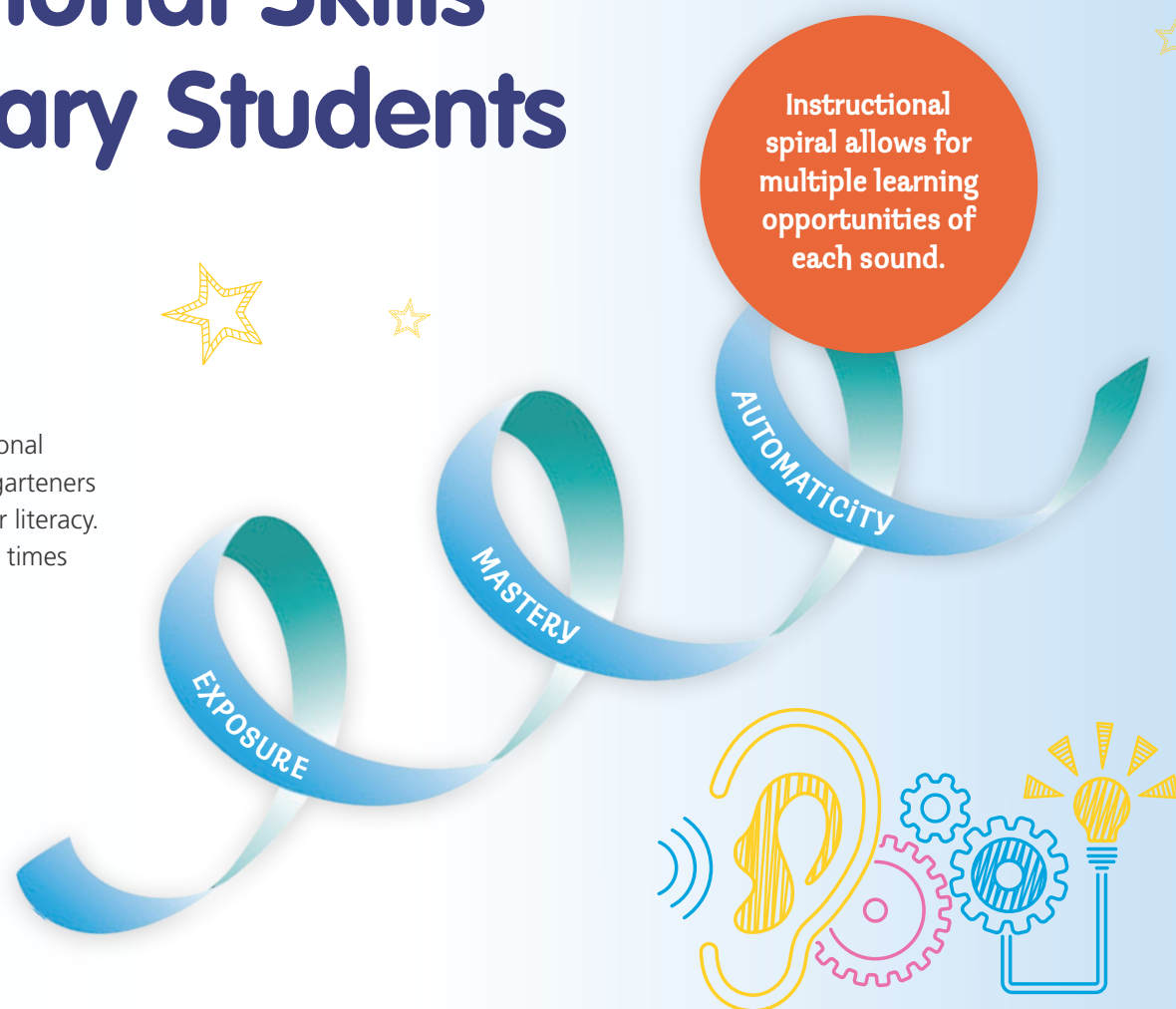
Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

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

Foundational Skills for Primary Students

Phonological to Phenomenal

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



Sequence of Instruction

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

EARLY

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

BASIC

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

ADVANCED

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

Connected Phonics and Spelling

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

WEEK 1 LESSON 2
READING WORKSHOP FOUNDATIONAL SKILLS

Word Work

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

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


Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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

Phonics, p. 137



132 UNIT 2 • WEEK 1

myView Digital

FORMATIVE ASSESSMENT OPTIONS

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

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

Decide

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

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

HIGH-FREQUENCY WORDS
good
no
put
round
said

STUDENT INTERACTIVE, p. 15

Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

Turn, Talk, and Share 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.

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

Turn, Talk, and Share What happens next? Finish the story about Chip and Patch.

The Art and

WEEK 1 LESSON 2
READING-WRITING WORKSHOP BRIDGE

Spelling Spell Words with Digraphs and Trigraphs

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

LESSON 2

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

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

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

SPELLING WORDS
catch inch
check inch
chip while
graph which

HIGH-FREQUENCY WORDS
good said

LESSON 2

Teach Spell Words with Digraphs and Trigraphs

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

LESSON 4 Spell Words with Long e Spelled at the End

LESSON 5 Assess Understanding

Dictation practice is included in the Student Interactive.


A Systematic Reading Progression

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

DECODABLE STORY FOUNDATIONAL SKILLS

On the Run

Highlight the words with the long o sound.



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

AUDIO
AUDIO with highlighting
ANNOTATE

23

Decodable Book 5

We Make It



Written by Hugo Delmar
Illustrated by Sandy Brightman

Decodable Reader

Kate Wins the Game

Written by Moira McGinty

21

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

High-Frequency Words
is her the you

Decodable Reader

The Bravest

Written by Ramona Vargas

14

Comparative Endings
braver bravest
taller tallest
smarter smartest

Other Words
know others
live they
move what

105

Decodable Stories (K-1)

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

Decodable Readers (K-3)

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

Decodable Practice Passage

68

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

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

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

69

Purposeful Assessments, Powerful Results

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

Formative Assessments – Daily/Weekly

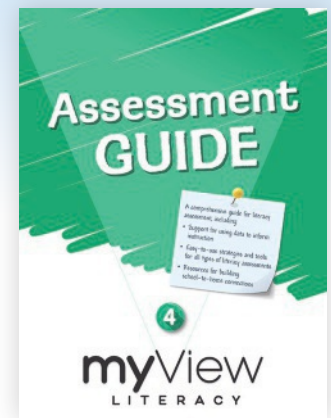
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

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

Summative Assessments – 3x Year

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



Data-Driven Assessment Guide

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

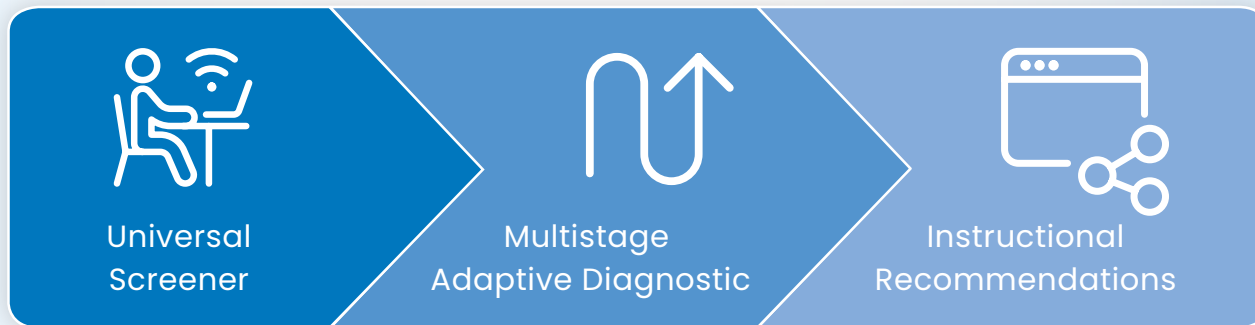
Test Preparation (Grades 2–5)



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

SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

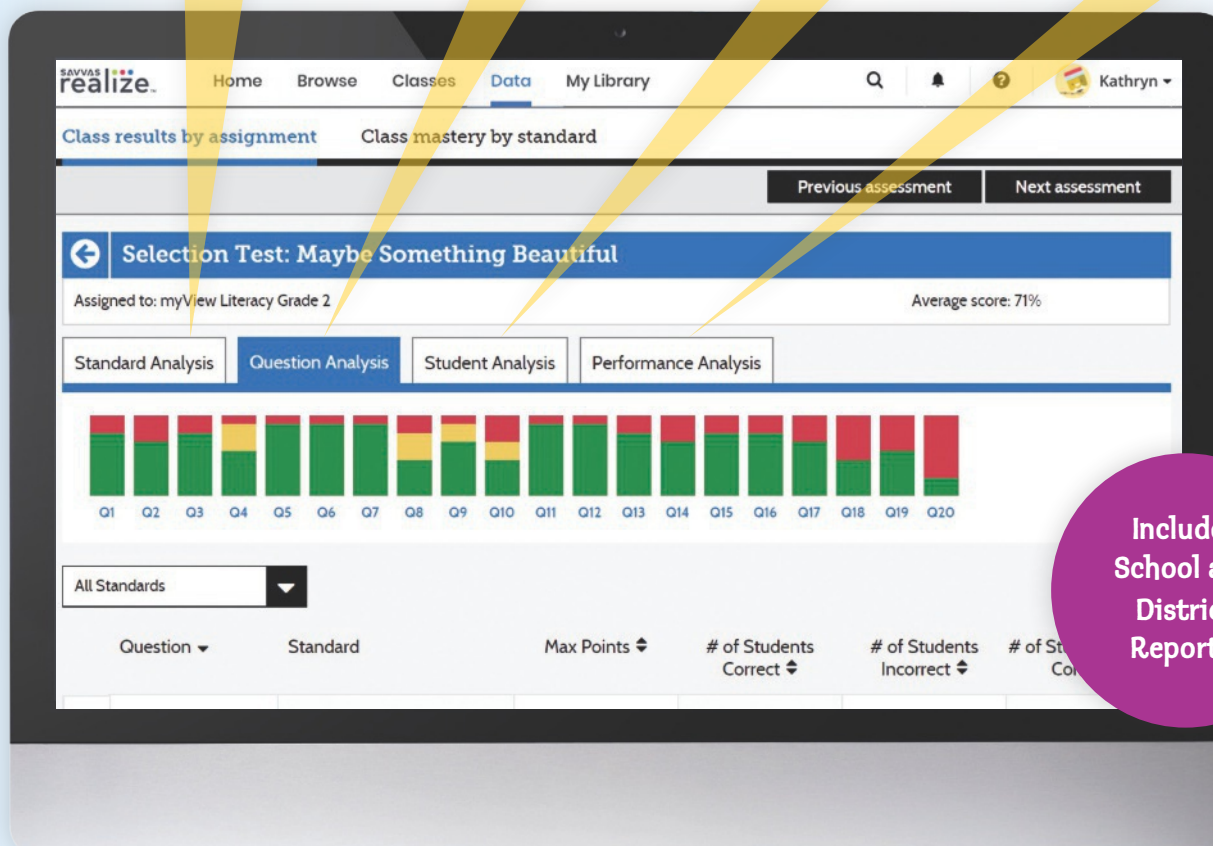
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

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

Includes School and District Reports.

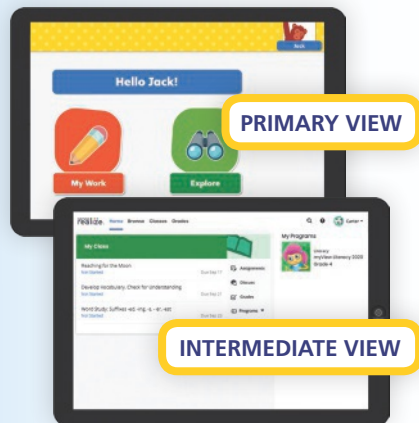
The Digital Difference



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

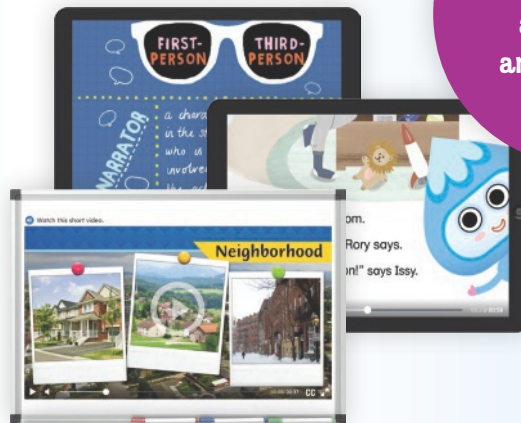
The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

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

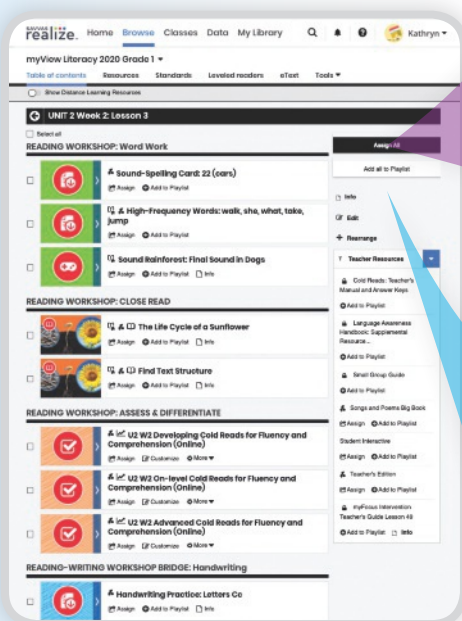


Digital Games

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

The Teacher Experience

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



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

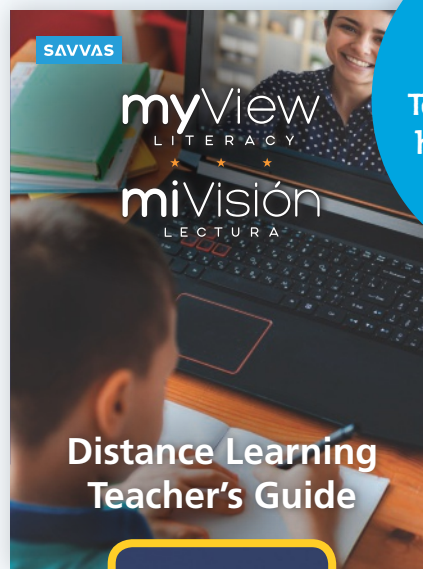
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



Engaged, Motivated Classrooms

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



Social-Emotional Learning

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



Inclusive and Equitable Instruction

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

Professional Learning and Program Implementation

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



Program Activation

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

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

Jump-start Your Teaching!

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

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



mySavvasTraining.com

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

Nature's Wonders

Essential Question

What patterns do we see in nature?

SAVVAS
realize™

Go ONLINE for all lessons.

myView
Digital



REALIZE
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT

Spotlight on Informational Text



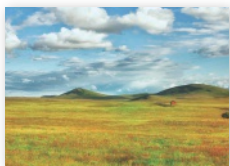
WEEK 1



A Green Kid's Guide to Watering Plants pp. T14–T79 **Informational Text**
by Richard Lay

WEEKLY QUESTION What patterns can we notice in a garden?

WEEK 2



A Home on the Prairie pp. T80–T139 **Informational Text**
by David C. Lion

WEEKLY QUESTION What patterns can we see on a prairie?

WEEK 3



The Seasons of Arnold's Apple Tree pp. T140–T209 **Realistic Fiction**
by Gail Gibbons

WEEKLY QUESTION How does a tree show patterns as seasons change?

WEEK 4



What's in the Egg, Little Pip? pp. T210–T279 **Fiction**
by Karma Wilson

WEEKLY QUESTION How do patterns of behavior in animals help keep their young safe?

WEEK 5



Amazing Migrations pp. T280–T341 **Informational Text**
by Cheryl Willis Hudson

WEEKLY QUESTION What migration patterns do we see in some animals?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T470–T495

UNIT THEME

Nature's Wonders

Essential Question

What patterns do we see in nature?

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

WEEK
3



The Seasons of Arnold's Apple Tree

How does a tree show patterns as seasons change?

BOOK CLUB

WEEK
2

A Home on the Prairie

What patterns can we see on a prairie?

BOOK CLUB

WEEK
1

A Green Kid's Guide to Watering Plants

What patterns can we notice in a garden?





WEEK
4

What's in the Egg, Little Pip?

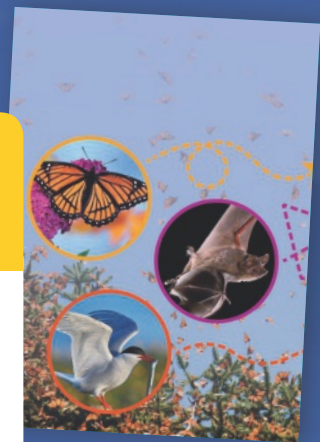
How do patterns of behavior in animals help keep their young safe?



WEEK
5

Amazing Migrations

What migration patterns do we see in some animals?



WEEK
6

Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they have learned about "Nature's Wonders" in the **WEEK 6 PROJECT: Tree Bark.**

UNIT THEME

Nature's Wonders

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Informational Text



A Green Kid's Guide to Watering Plants

Identify text structures to facilitate reading informational texts.

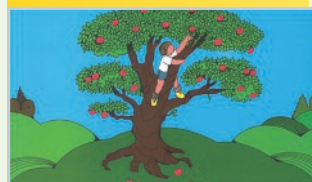
Informational Text



A Home on the Prairie

Use text features to locate details in an informational text.

Realistic Fiction



The Seasons of Arnold's Apple Tree

Describe and understand setting and plot in realistic fiction.

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words



READING-WRITING WORKSHOP BRIDGE

Bridge reading informational text through:

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

BOOK CLUB SEL

Arctic Tundra by Claudia Oviedo

What can we learn about how places and the animals that live there are connected?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in informational texts.

Develop elements of informational writing.

Develop the structure of informational writing.



READING-WRITING WORKSHOP BRIDGE

Bridge writing informational text through:

- Spelling
- Language & Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Talk with others about patterns seen in nature.

READING WORKSHOP

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

READING-WRITING WORKSHOP BRIDGE

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

WRITING WORKSHOP

- Use elements of informational text to write an informational article.

WEEK 4

Fiction



What's in the Egg, Little Pip?

Describe and understand characters in a fictional text.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading informational text through:

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

Choose Your Book What can we learn about how places and the animals that live there are connected?

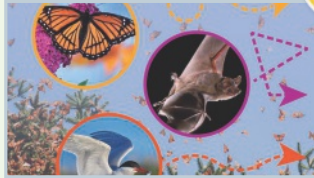
Apply writer's craft and conventions of language to develop and write informational text.

Bridge writing informational text through:

- Spelling
- Language & Conventions

WEEK 5

Informational Text



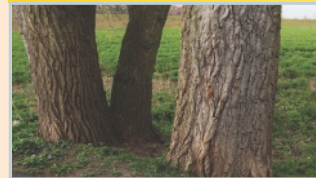
Amazing Migrations

Explain and use text features to locate details in a text.

Publish, celebrate, and assess informational writing.

WEEK 6

Inquiry and Research



Tree Bark Research Articles

FOUNDATIONAL SKILLS

Phonics, High-Frequency Words, Spelling

Project-Based Inquiry

- Generate questions for inquiry
- Research trees
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

UNIT 2 SKILLS OVERVIEW

UNIT THEME

Nature's Wonders

WEEK 1

Informational Text

A Green Kid's Guide to Watering Plants



WEEK 2

Informational Text

A Home on the Prairie



WEEK 3

Realistic Fiction

The Seasons of Arnold's Apple Tree



READING WORKSHOP	Foundational Skills	Phonological Awareness: Add and Remove Sounds	Phonological Awareness: Recognize Changes in Words	Phonological Awareness: Recognize Changes in Words
		Phonics: Contractions	Phonics: Long <i>a</i> : <i>ai</i> , <i>ay</i> , <i>ea</i>	Phonics: Vowel Digraph <i>ie</i>
		High-Frequency Words: <i>different</i> , <i>between</i> , <i>even</i>	High-Frequency Words: <i>kind</i> , <i>change</i> , <i>air</i>	High-Frequency Words: <i>animal</i> , <i>point</i> , <i>study</i>
	Minilesson Bank	Diagram: See How They Grow	Infographic: Grassy Places	Poem: Circle of Seasons
		Informational Text: A Green Kid's Guide to Watering Plants	Informational Text: A Home on the Prairie	Realistic Fiction: The Seasons of Arnold's Apple Tree
		Words That Can Relate to Gardens	Words That Describe Prairies	Words That Can Relate to Seasonal Changes
Identify Text Structure		Use Text Features	Understand Setting and Plot	
Ask and Answer Questions		Make and Confirm Predictions	Visualize Details	
Talk About It: Oral Response to Informational Text	Write to Sources: Respond to Informational Text	Talk About It: Oral Response to Literature		
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Synonyms	Context Clues
	Handwriting	Write the Letters <i>Kk</i> and <i>Zz</i> ; Write Numerals 1–10	Practice Cursive Swing-Ups and Loops	Practice Cursive Swoops and Waves
	Read Like a Writer/Write for a Reader	Text Structure	Descriptive Words	Sentence Lengths
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure
	Minilesson Bank	Informational List Articles	Topic and Main Idea	Introduction and Conclusion
		Informational List Articles	Develop Details	Organize Details
		Informational List Articles	Develop Details	Organize Details
		Generate Ideas for List Articles	Graphic Features	Text Features
		Plan Your List Article	Graphic Features	Text Features
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Contractions	Spell Words with Long <i>a</i> : <i>ai</i> , <i>ay</i> , <i>ea</i>	Spell Words with <i>ie</i>
	Language & Conventions	Singular and Plural Nouns	Irregular Plural Nouns	Common and Proper Nouns

Essential Question

What patterns do we see in nature?

WEEK 4

Fiction

What's in the Egg, Little Pip?



Phonological Awareness: Change Sounds in Base Words

Phonics: Long e: ee, ea, ey, y

High-Frequency Words: *letter, answer, page*

Infographic: Animals and Their Young

Fiction: What's in the Egg, Little Pip?

Words That Can Describe Animal Behaviors

Describe and Understand Characters

Make Inferences

Write to Sources: Respond to Text

Word Parts

Write the Cursive Letters *i, t, u,* and *w*

Dialogue

Writer's Craft

Complete Sentences with Subject-Verb Agreement

Nouns

Nouns

Prepositions and Prepositional Phrases

Prepositions and Prepositional Phrases

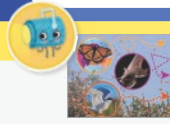
Spell Words with Long e: ee, ea, ey, y

Possessive Nouns

WEEK 5

Informational Text

Amazing Migrations



Phonological Awareness: Change the Sounds in Base Words

Phonics: Long o: o, oa, ow

High-Frequency Words: *near, food, try*

Infographic: Animals on the Move

Informational Text: Amazing Migrations

Words That Can Relate to Animal Migration

Use Text Features

Determine Key Ideas

Talk About It: Oral Response to Informational Text

Oral Language

Write the Cursive Letters *e, l, b,* and *h*

Graphic Features

Publish, Celebrate, Assess

Edit for Commas in a Series

Edit for Complete Sentences with Subject-Verb Agreement

Prepare for Celebration

Celebration

Assessment

Spell Words with Long o: o, oa, ow

Collective Nouns

WEEK 6

Inquiry and Research

Tree Bark



Foundational Skills

Phonics: Compound Words

High-Frequency Words: *country, city, school*

Spelling: Spell Compound Words

Compare Across Texts: "Nature's Wonders"

Inquire: Tree Bark

Leveled Research Articles

Academic Words

Explore and Plan: Introduce Informational Writing

Conduct Research: Library Database and Books

Collaborate and Discuss: Sample Fact Sheet

Paraphrasing and Plagiarism

Extend Research: Create a Poster with Images

Revise and Edit

Celebrate and Reflect

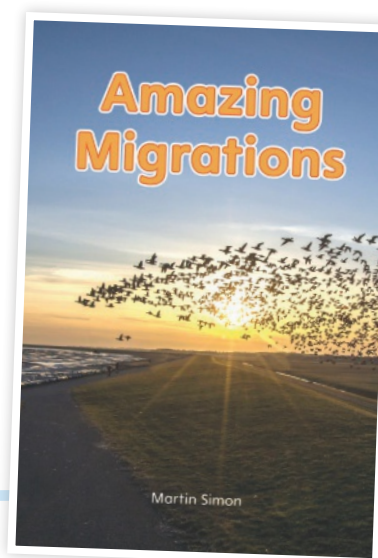
UNIT 2 LEVELED READERS LIBRARY



← LEVEL H

Leveled Readers for Unit 2

- Unit 2 guided reading levels range from Level H through Level M.
- Readers align to the unit theme, Nature's Wonders, and to the unit Spotlight Genre, Informational Text.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.

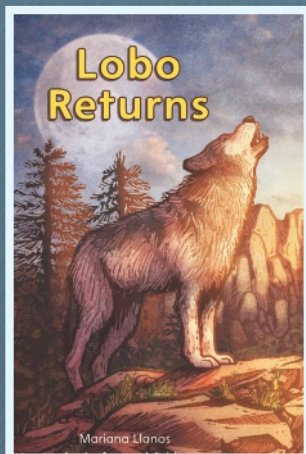


Complete Online Access to the Grade 2 Leveled Library

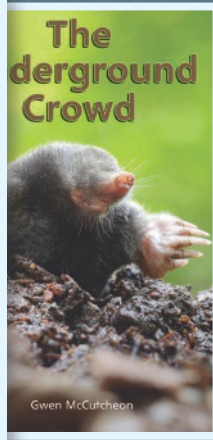


- A range of levels from Level H through Level M
- A rich variety of fiction and nonfiction genres
- Text structures and features aligned to the continuum of text levels
- Readers provide audio and word-by-word highlighting to support students as they read.
- Leveled Reader Search functionality in SavvasRealize.com





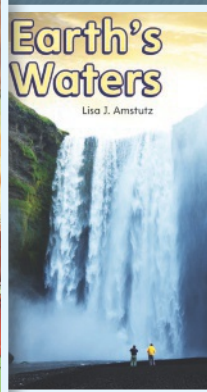
Level K



Level K



Level K



Level L



Level L



Level L



Level M



Level M



Level M

LEVEL M

Teaching Support

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

Guided Reading

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

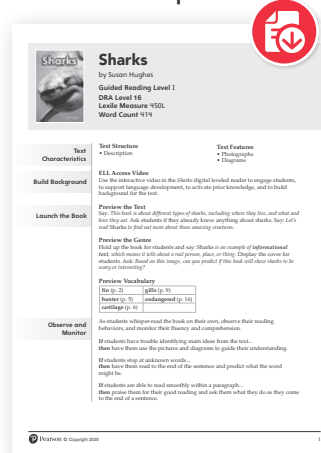
Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

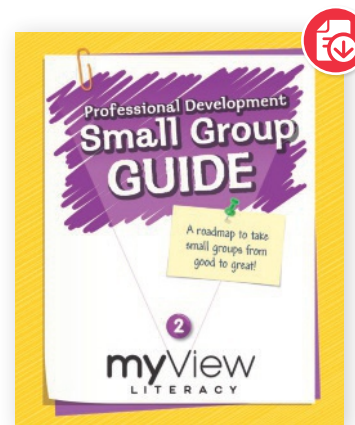
- Prompts for responding to text

LEVELED READER TEACHER'S GUIDE



See the **Small Group Guide for**

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



SMALL GROUP GUIDE

Nature's Wonders

OBJECTIVES


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

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

Establish purpose for reading assigned and self-selected texts.

Essential Question

Introduce the Unit 2 Essential Question: *What patterns do we see in nature?* Tell students that they will read many texts to learn about the ways we see patterns in nature. Explain that reading texts in a variety of genres is important because each genre presents information in a unique way.

Watch the Unit Video Tell students that a video is a multimodal text because it includes both images and sound. Have students pay attention to the different places that they see and hear about in the unit video. 

TURN, TALK, AND SHARE Have partners discuss what they noticed about the places featured in the video. Use these questions to guide discussion:

- What did you learn from the images in the video?
- What did you learn from listening to the video?

STUDENT INTERACTIVE, pp. 210–211

UNIT
2

Nature's Wonders

Essential Question

What patterns do we see in nature?

 **Watch**

"Patterns Around Us" A pattern is the way colors or shapes appear over and over in a certain order. What do you notice about patterns in nature?



TURN and TALK What patterns did you see?

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

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

Spotlight on Informational Text

Reading Workshop

	Diagram: See How They Grow <i>A Green Kid's Guide to Watering Plants</i> Informational Text by Richard Lay
	Infographic: Grassy Places <i>A Home on the Prairie</i> Informational Text by David C. Lion
	Poem: Circle of Seasons <i>The Seasons of Arnold's Apple Tree</i> Realistic Fiction by Gail Gibbons
	Infographic: Animals and Their Young <i>What's in the Egg, Little Pip?</i> Fiction by Karma Wilson
	Infographic: Animals on the Move <i>Amazing Migrations</i> Informational Text by Cheryl Willis Hudson

Reading-Writing Bridge

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

Writing Workshop

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

Project-Based Inquiry

- Inquire • Research • Collaborate

211

ELL Targeted Support Prior Knowledge To help students understand the video, use the supports below to help them access their prior knowledge.

Have students identify familiar words in the video. Help them use this prior knowledge to define these words in English. **EMERGING/DEVELOPING**

Have students identify familiar English words in the video, use this prior knowledge to briefly define them, and use the words in sentences. **EXPANDING/BRIDGING**

Independent Reading

Self-Select Texts Discuss pp. 212–213 in the *Student Interactive*. Tell students that they can select their own texts to read independently. Have students:

- Choose texts by favorite authors, about interesting topics, or in certain genres.
- Establish a purpose for reading self-selected texts.
- Spend increasing periods of time reading independently throughout the unit to build stamina and fluency.

STUDENT INTERACTIVE, pp. 212–213

2

INDEPENDENT READING

Independent Reading

Reading independently helps you become a better reader. On the next page, keep track of your independent reading.



















Follow these steps to help you set a purpose for reading on your own.

1. Ask yourself if you are reading to have fun, to learn, or to read something by your favorite author.
2. Select a book that helps you meet that main purpose. Skim through the pages. Look at the images. Ask yourself questions like these:
 - Who is this person?
 - What is this thing?
 - What is happening?
 - Where is this place?

Look for the answers to your questions as you read.

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My Reading Log

Date	Book	Pages Read	Minutes Read	My Ratings
				  
				  
				  
				  
				  
				  

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212

213

Nature's Wonders

T11

UNIT 2 INTRODUCE THE UNIT

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- evidence : *evidencia*
- similar : *similar*

Word Wall

Begin an Academic Vocabulary Word Wall for display. Throughout the unit, add to the Word Wall as you generate new vocabulary related to the theme.

Unit Goals

- Read aloud the Unit Goals on p. 214 in the *Student Interactive*.
- **MyTURN** Have students color the “thumbs up” if they feel they have already accomplished the unit goals or the “thumbs down” if they think they have more to learn.

Students will revisit their ratings in Week 6.

Academic Vocabulary

Oral Vocabulary Routine Academic Vocabulary is language used to talk about ideas. Explain that as students work through the unit, they will learn and use these academic words to talk about different places. Read the paragraph aloud on p. 215 in the *Student Interactive*. Then use the **EXPAND** and **ASK** questions for each word.

Expand: We can watch the **behavior** of animals when they are together.

Ask: What are some ways we can watch the **behavior** of plants?

Expand: A plant's buds are **evidence** that it will produce flowers.

Ask: What **evidence** do we see when a plant needs to be watered?

Expand: We can **identify** an animal by noticing its colors and patterns.

Ask: What will help us **identify** different types of plants?

Expand: Some butterflies have **similar** shapes on their wings.

Ask: What is one way in which a leopard and a giraffe are **similar**?

Expand: The **design** on some animals will keep them safe from harm.

Ask: What **design** could protect a plant?

TURN, TALK, AND SHARE Have students use the Academic Vocabulary words as they talk about the pictures with a partner.



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

“A small group of words does the heavy lifting in texts—about 2,500 morphological families account for over 90% of the words in elementary texts. *myView* supports students in becoming automatic with this vocabulary and helps them understand how the “other 10%” works. Students learn that in any text there are going to be rare words that they haven't read before. Students develop word analysis and context strategies that support them in figuring out the rare words in texts.”

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

ELL Targeted Support Use Academic Language Use the oral vocabulary routine to help students build on the concept of how we can see patterns in nature, and to help them internalize new academic language.

Use the ELL Language Transfer note to help students internalize the meanings of two Academic Vocabulary words. Help students compose short, meaningful phrases that include one of the Academic Vocabulary words. **EMERGING**

Write the “Ask” questions from the oral vocabulary routine on the board. Have student pairs ask and answer three questions using the Academic Vocabulary. **DEVELOPING**

To help students internalize the Academic Vocabulary words, have partners take turns asking and answering the “Ask” questions from the oral vocabulary routine. Challenge partners to use one word to write a sentence about another subject area.

EXPANDING/BRIDGING

STUDENT INTERACTIVE, pp. 214–215

UNIT 2

INTRODUCTION

Unit Goals

In this unit, you will

- read informational texts
- write a fact sheet
- learn about patterns in nature

MY TURN Color the pictures to answer.

I know about informational text and understand its features and structures.		
I can learn and use words to read and write informational text.		
I can use elements of informational text to write a list article.		
I can talk with others about what patterns we see in nature.		

Academic Vocabulary

behavior evidence identify similar design

In this unit you will read about patterns in nature. You will **identify** patterns in the appearance and **behavior** of animals and plants. You will also see **evidence** that the **design** of a pattern on an animal or plant helps protect it. Using patterns is one way that animals and plants are **similar**.

TURN and TALK Use the Academic Vocabulary words to talk with your partner about patterns in nature. What patterns in nature do you see in the pictures?



UNIT 2 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can read informational text and understand text structure.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonological Awareness: Add and Remove Sounds
 - » Phonics: Contractions
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Patterns on the Prairie” T22–T23
- Informational Text T24–T25
 - ☑ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters Kk and Zz 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

- Informational: List Article T352–T353
 - » List Article
 - » Share Back

INDEPENDENT WRITING

- List Article T352–T353
- Conferences T350

WRITING BRIDGE

- Spelling: Contractions T354
 - ☑ Assess Prior Knowledge T354
- Language and Conventions: Spiral Review: Use Resources to Spell Words T355

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

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

SHARED READ

- Introduce the Text T34–T53
 - » Preview Vocabulary
 - » Read: *A Green Kid’s Guide to Watering Plants*
- Respond and Analyze T54–T55
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T55
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- Informational: List Article T356–T357
 - » List Article: Main Idea and Details
 - » Share Back

INDEPENDENT WRITING

- List Article T356–T357
- Conferences T350

WRITING BRIDGE

- Spelling: Teach Contractions T358
- Language and Conventions: Oral Language: Singular and Plural Nouns T359

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

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

CLOSE READ

- Identify Text Structure T62–T63
- Close Read: *A Green Kid's Guide to Watering Plants*

 **Quick Check** T63

READING BRIDGE

- Read Like a Writer, Write for a Reader: Text Structure T64–T65
- Handwriting: Numerals 1–10 T64–T65

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

WRITING WORKSHOP


MINILESSON

- Informational: List Article T360–T361
 - » List Article: Features and Graphics
 - » Share Back

INDEPENDENT WRITING

- List Article T360–T361
- Conferences T350

WRITING BRIDGE

- Spelling: Review and More Practice: **FLEXIBLE OPTION**  Contractions T362
- Language and Conventions: Teach Singular and Plural Nouns T363

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T68–T69
 - » Phonics: Review Contractions
 - » ELL Targeted Support

CLOSE READ

- Ask and Answer Questions T70–T71
- Close Read: *A Green Kid's Guide to Watering Plants*

 **Quick Check** T71

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

WRITING WORKSHOP


MINILESSON

- Informational: List Article T364–T365
 - » Generate Ideas
 - » Share Back

INDEPENDENT WRITING

- List Article T364–T365
- Conferences T350

WRITING BRIDGE

- Spelling: Spiral Review: Words with **FLEXIBLE OPTION**  *ar, or, ore, and oar* T366
- Language and Conventions: Practice Singular and Plural Nouns T367


LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T74–T75
 - » Phonics: Spiral Review: Inflected Endings
 - » ELL Targeted Support

COMPARE TEXTS

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

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T79
- Literacy Activities T79


BOOK CLUB T79 **SEL** 

WRITING WORKSHOP



MINILESSON

- Informational: List Article T368
 - » Plan Your List Article
 - » Share Back

INDEPENDENT WRITING

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

WRITING BRIDGE

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

Materials

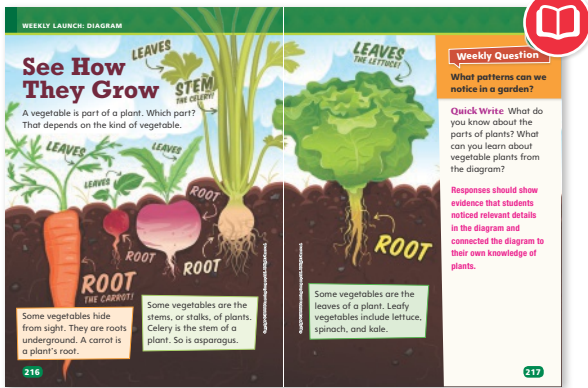
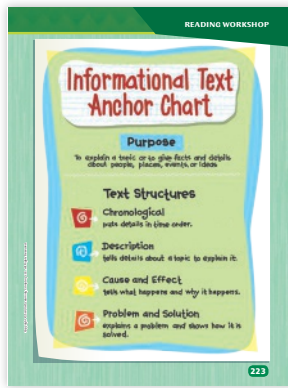
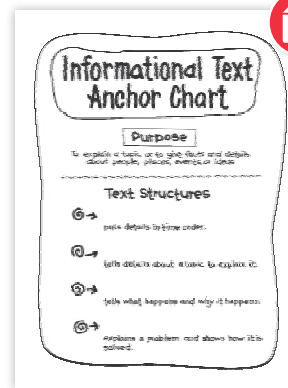


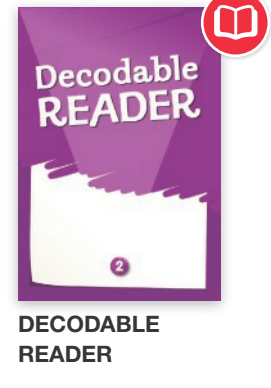
DIAGRAM
“See How They Grow”



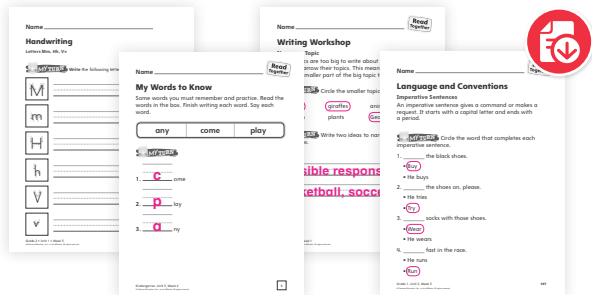
READING ANCHOR CHART
Informational Text



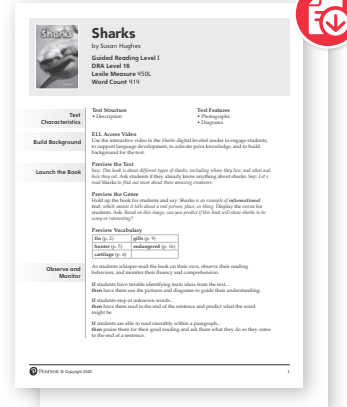
EDITABLE ANCHOR CHART
Informational Text



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

different
between

Develop Vocabulary

arrange
certain
moist
soggy
place

Spelling Words

you'll
he's
wasn't
don't
we're
I'll
isn't
she's
what's
you're

Unit Academic Vocabulary

behavior
design
evidence
identify
similar

Word Work

OBJECTIVES

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

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T37 for an extension activity about contractions that you can use with students while reading the text in Lessons 2 and 3.

Phonological Awareness: Add and Remove Sounds

SEE AND SAY Point to the picture of the number 2 on p. 218 of the *Student Interactive*. Tell students to listen carefully to the ending sound as you say the word *two*. Repeat the sounds in the word several times, emphasizing the final sound: /oo/. Point to the second picture on p. 218. Tell students to listen carefully to the ending sound as you say the word *tooth*. Point out to students that the sound /th/ was added to the end of the first word *two*. Say: **When we add a sound to a word, we change the word. The only difference in the sounds is the final /th/ on the word *tooth*.** Have students repeat the two words with you several times.

Point out that words change when a sound is taken away. Use the examples of *tooth* and *two* to help students understand. Then explain that words also change when the sounds inside change. Remind students that they know how to hear long and short vowel sounds. Say *sit* and *sight* and have students repeat the words with you. Say: **The change in vowel sound changes the word.**

PRACTICE Point to the pictures of the beach and the bee. Name each picture for students and have students repeat the words. Have students identify the sound that was dropped from the word *beach* to make the word *bee*. (/ch/) Tell students to listen carefully to the final sounds in each set of words and tell what sound has been added or dropped to make the second word in the set: *bee, beat; stray, straight; flight, fly; loaf, low; fee, feel; tie, tight*.

Say the words *sun* and *soon*. Ask students to identify the different middle sounds in the words. Then have them tell you how the meanings of the words are different. Repeat with these word pairs: *den, done; bake, bike; plan, plane*.

TURN, TALK, AND SHARE Have partners say the name of the first picture at the bottom of p. 218 in the *Student Interactive*. Then have them underline the picture that adds a sound to the end. When they are done, have them say the names of the first and last pictures. Point out that changing the sound in the middle of *bell* made the word *ball*.

Phonics: Contractions

Tell students that this week they'll learn how to form contractions. Say: **A contraction is a combination of two words into one. Some letters are removed and replaced with an apostrophe. The two words contract, or get smaller, when the letters are removed.** Write: *we will, we'll*. Circle the space and *wi* in *we will*. Say: **We'll means the same thing as we will. We'll talk more about making and using contractions all week.**



ELL Targeted Support Add and Remove Sounds Explain how adding and removing sounds from words makes new words.

Ask students what sound they hear at the end of *beach* that they don't hear at the end of *bee*. Have pairs talk about what is different in the sounds they hear in *two/tooth*. **EMERGING**

Have students identify the sound they hear at the end of *tooth* that they do not hear in *two*. Continue with: *beach/bee*, *treat/tree*, *fell/felt*, *see/seat*, and *feel/fee*. Have one student say a word and another make a new word by adding or removing a sound. **DEVELOPING**

Have partners create their own word sets and challenge each other to tell what sound changed in the first word to make the second word. **EXPANDING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *even*, *different*, and *between*.

- Point to *even* and read it.
- Have students read it.
- Repeat for each word.
- Have students choose a word, say it, and use it in a sentence.

even

between

different

STUDENT INTERACTIVE, p. 218

PHONOLOGICAL AWARENESS | PHONICS

Add and Remove Sounds

SEE and SAY You can recognize and make new words by adding or removing sounds, or phonemes. Name the pictures. Listen to the sounds.

2



What sound, or phoneme, do you add to the end of the first word to make the second word? **/th/**



What sound, or phoneme, do you take away from the end of the first word to make the second word? **/ch/**

TURN and TALK Work with a partner. Say the name of the first picture. Underline the picture that adds a sound to the end.



Interact with Sources

OBJECTIVES

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

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

Observe, record, and compare how the physical characteristics of plants help them meet their basic needs such as stems carry water throughout the plant.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [How are a carrot and celery similar?](#) [How can you identify the parts of a vegetable?](#)

- behavior
- evidence
- identify
- similar
- design

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

Explore the Diagram

Remind students of the Essential Question for Unit 2: *What patterns do we see in nature?* Point out the Week 1 Question: *What patterns can we notice in a garden?*

Have students follow along in their *Student Interactive*, pp. 216–217, as you read aloud “See How They Grow.” Then organize students into small groups and have them use the pictures to share information about the patterns they notice in the garden. During the group discussions, encourage students to ask questions to clear up any confusion about the diagram.

Use the following questions to guide group discussions:

- What is a vegetable?
- Look at the plants. Where do all the roots grow? Is that a pattern?
- Where do all the leaves grow? Is that a pattern?
- What else do you notice about vegetable plants?

WEEKLY QUESTION Read the Week 1 Question: *What patterns can we notice in a garden?* Point out to students that they just learned about a few patterns they might see in a garden. Explain that they will learn more about this topic this week.

QUICK WRITE Freewrite Have students freewrite to answer the Quick Write questions on p. 217 and then ask them to share their responses.

ELL Targeted Support Visual Support Reread the diagram aloud. Use the visuals to enhance and confirm students' understanding of spoken language.

Ask students to identify the plant parts shown in the diagram. Read the parts aloud and have students point to the words in the diagram to confirm that they understand the link between written and spoken language. **EMERGING**

Ask students to identify the parts of a plant. Model correct pronunciation. Point out other elements in the illustration, such as the soil, clouds, radish, beet, and carrot. Ask students to name and describe as many as they can to help them confirm their understanding of spoken language. **DEVELOPING**

Have students confirm their understanding of the diagram by asking them to describe in detail what they see. Prompt them to share what they know about gardens and vegetables. For example, ask students to describe what a carrot tastes like or the sound it makes when you bite it. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 216–217

WEEKLY LAUNCH: DIAGRAM

WEEK 1

See How They Grow

A vegetable is part of a plant. Which part? That depends on the kind of vegetable.

LEAVES
STEM
THE CELERY!

LEAVES
THE LETTUCE!

LEAVES
LEAVES
LEAVES

ROOT
ROOT
ROOT
ROOT
ROOT
ROOT

ROOT
THE CARROT!

Some vegetables hide from sight. They are roots underground. A carrot is a plant's root.

Some vegetables are the stems, or stalks, of plants. Celery is the stem of a plant. So is asparagus.

Some vegetables are the leaves of a plant. Leafy vegetables include lettuce, spinach, and kale.

Weekly Question

What patterns can we notice in a garden?

Quick Write What do you know about the parts of plants? What can you learn about vegetable plants from the diagram?

Responses should show evidence that students noticed relevant details in the diagram and connected the diagram to their own knowledge of plants.

216

217

Listening Comprehension

OBJECTIVES

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


Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency.

Recount or describe key ideas or details from a text read aloud or information presented orally.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Patterns on the Prairie.”

- prairie : *pradera*
- mountain : *montaña*
- interesting : *interesante*

 **THINK ALOUD** Analyze **Informational Text** In this first paragraph, I read that prairies were formed because of the mountains that grew tall over the years. I also read about many animals and plants. This paragraph tells information about prairies, which are real things. This tells me that this is an informational text.

FLUENCY

After completing the Read Aloud Routines, display “Patterns on the Prairie.” As you are reading, ask students to pay attention to your prosody, or expression, and to how you read the punctuation as well as all the words. Invite partners to practice expressive reading using their favorite sentences from the text.

Informational Text

Tell students you are going to read aloud an informational text. Have students listen as you read “Patterns on the Prairie.” Encourage students to be active listeners by looking at you, thinking about what you are reading, and listening for key words. Have students describe key ideas or details from the read aloud.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students actively listen for elements of informational text.

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

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

Patterns on the Prairie

Prairies were formed in North America as the Rocky Mountains grew taller and taller in the West over many thousands of years. This change in the land prevented rain from falling east of the mountains and caused a large, flat prairie land to form. Prairies are home to many animals, but they’re also home to interesting plant life. They’re an important part of agriculture, or farming, in the United States.

The grasses in prairies hold the soil in place, giving animals space to roam and hide. Grasses and other plants prevent erosion due to the winds. The plants on the prairie help maintain a healthy habitat for animals in the area.

*"Patterns on the Prairie," continued*

In the 1930s, over-farming and drought damaged the prairie soil. High winds blew the soil around, all across the country, for days, weeks, and months at a time. This was called the Dust Bowl. Farmers living in the prairie lands were not able to grow crops and many people went hungry or got sick from the dust.

Since then, farmers have helped the soil recover so that it no longer blows the way it did during the Dust Bowl. New grass and trees were planted to protect the land from wind. The prairies of North America are slowly starting to recover.

As they recover, the plant life that once made this area home is coming back to life. The animals that fed off of the prairie grasses and hid in them are coming back. It is a long process, but someday the prairies of North America might be as beautiful and fertile as they once were.

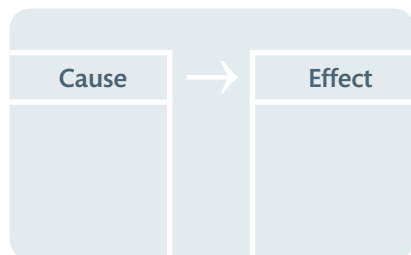
THINK ALOUD**Analyze Informational**

Text Informational texts sometimes tell what happens and why. Here the author says the prairies were damaged. Then the author explains the causes, or why the prairies were damaged. Weather and over-farming hurt the soil.

ELL Access

To help prepare students for the oral reading of "Patterns on the Prairie," read aloud this short summary:

Prairies were formed after mountains grew tall and rain couldn't fall east of the mountains. Many animals and plants live in prairies. Prairies are good for farming, but too much farming caused damage in the 1930s. Farmers are helping the prairies to recover.

WRAP-UP

Use a Cause-and-Effect chart to help students note what happens to prairies and why it happens.

FLEXIBLE OPTION 

INTERACTIVE

Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can read informational text and understand text structure.

OBJECTIVE

Recognize characteristics and structures of informational text, including chronological order and cause and effect stated explicitly.

LANGUAGE OF THE GENRE

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

- Chronological
- Description
- Cause and Effect
- Problem and Solution

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank anchor chart.
- Have students identify examples for each heading.
- Have students record details about the headings in their reading notebooks.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- description : *descripción*
- cause : *causar*
- effect : *efecto*
- problem : *problema*
- solution : *solución*

Minilesson

FOCUS ON STRATEGIES Discuss with students how to recognize structures of informational text, including organizational patterns. Remind students that text structures help organize ideas in informational text. Two types of text structures are chronological and cause and effect. Tell students they can ask themselves the following questions to determine the structure of an informational text.

- What is the order of events or steps in the text? How do you know?
- Think about what happens in the text. Why do these things happen?
- Consider what you learned from reading the text. What details helped you learn these points?

MODEL AND PRACTICE Model determining that a text is an informational text. Say: In “Patterns on the Prairie,” prairies are created when mountains grow taller, preventing rain from falling east of the mountains. Is this a fact? Yes, it is. Is this in an order that makes sense? Yes, it is in chronological order. Is there a cause and effect that tells me why something happens? Yes, there is. How I answered these questions leads me to believe that “Patterns on the Prairie” is an example of informational text.

Then have students identify other details and examples that help them determine that “Patterns on the Prairie” is an informational text.

ELL Targeted Support Text Structure Help students differentiate between cause-and-effect order and chronological order.

Draw a T-chart with the headings “Cause-Effect” and “Chronological.” Explain that a cause is why something happens and the effect is what happens. Draw a wet person in the rain. Point to the rain and label it “cause” and point to the wet person and label it “effect.” Provide a sentence frame to help students describe the event: *The person is wet because of _____.* Write the sentence under “Cause-Effect.” Repeat with chronological order and the event of planting a tree. **EMERGING/DEVELOPING**

Draw a T-chart with the headings “Cause-Effect” and “Chronological.” Work with students to write sentences that represent each type of order, such as: “I missed the bus, so I was late to school.” **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 222 of the *Student Interactive*. Circulate to observe and discover if students can identify informational text.

OPTION 2 Use Independent Text Have students keep a list of the informational texts they read. For each text, they can note the text structures that they find, such as chronological or cause and effect. They should also note how they identified the structures.

QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T30–T31.
- **If students show understanding**, have them continue practicing the strategies for informational text in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 222–223

GENRE: INFORMATIONAL TEXT

READING WORKSHOP

My Learning Goal I can read informational text and understand text structure.

Spotlight on Genre

Informational Text

Text structures are ways of organizing ideas. Here are two informational text structures.

- **Chronological**, or time order, text structure puts events or steps in the order in which they happen.
- **Cause-and-effect** text structure tells what happens and why it happens.

TURN and TALK Tell about a book or article you have read that told you how to do something. What did you learn to do? How did the steps help you? What text structure did the text have?

When I give steps, I begin with the word "First."

Informational Text Anchor Chart

Purpose
To explain a topic or to give facts and details about people, places, events, or ideas

Text Structures

- **Chronological** puts details in time order.
- **Description** tells details about a topic to explain it.
- **Cause and Effect** tells what happens and why it happens.
- **Problem and Solution** explains a problem and shows how it is solved.

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

Prior Knowledge Use cognates and students' prior knowledge of English words to help them identify related words and deepen their understanding of academic vocabulary.

Related Words

Minilesson

FOCUS ON STRATEGIES Related words are connected in some way. Some related words share word parts. Some related words have almost the same meaning and some have opposite meanings. Knowing related words can help readers understand the meaning of words, such as academic vocabulary.

- To help you determine the meaning of a word look at its parts.
- Ask yourself whether you know another word that has some of the same parts.
- Think about how the word you already know can help you understand the meaning of the new word.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary on p. 249 in the *Student Interactive*.

I see the word *behavior*. I know that *behave* means “to act.” I think *behavior* might mean “the way that someone or something acts.” I can use a dictionary to check.

Have students apply this strategy to another word from the chart. Then discuss responses and correct any misunderstandings.

Handwriting

OBJECTIVE

The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Letters *Kk* and *Zz*

FOCUS Display the letters *Kk* and *Zz*.

MODEL Tell students they are going to practice writing the letters *Kk* and *Zz*. Begin with the letter *K*. Draw writing lines on the board. Then, as you write the letter *K*, say: I start here at the top line and pull straight down. Then I move up here and pull down at a slant to here. Then I pull down at a slant to the bottom line. Now you write the letter uppercase *K* on your paper. Repeat the process with *k* and *Zz*.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 249 in the *Student Interactive*.


WEEKLY STANDARDS
PRACTICE 

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

STUDENT INTERACTIVE, p. 249

VOCABULARY
READING-WRITING BRIDGE

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

My Learning Goal 

Academic Vocabulary

Related words are words that are connected in some way. They can share word parts. They can have almost the same meaning or an opposite meaning.


MY TURN For each vocabulary word, write a word that is related to it in some way. Then share your words with the class or add them to the Word Wall.

Word	Related Word	How It Is Related
behavior	behave	It shares a word part.
evidence	proof	It means almost the same thing.
identify	identification	It shares a word part.
similar	Possible response: different	It means the opposite of similar.
design	Possible response: designer	It shares a word part.

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249

PRACTICE Have students use *Handwriting* p. 75 in the *Resource Download Center* to practice writing letters *Kk* and *Zz*.





Name _____


Handwriting


Letters Kk, Zz

MY TURN Write the following letters.

 _____

 _____

 _____

 _____

MY TURN Write the following sentence: The quick brown fox jumps over the lazy dog.

Grade 2 • Unit 2 • Week 1
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75

Handwriting p. 75

Matching Texts to Learning

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



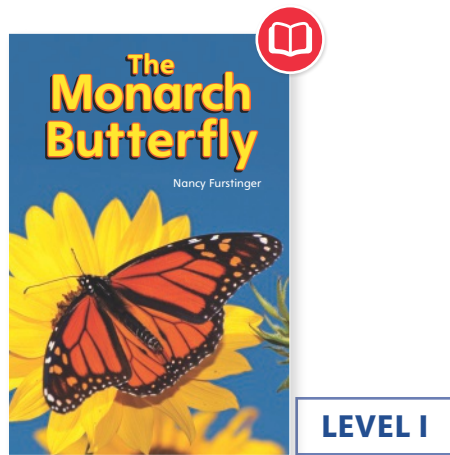
Genre Expository Text

Text Elements

- Easy compound words
- Three to eight lines per page

Text Structure

- Compare and Contrast



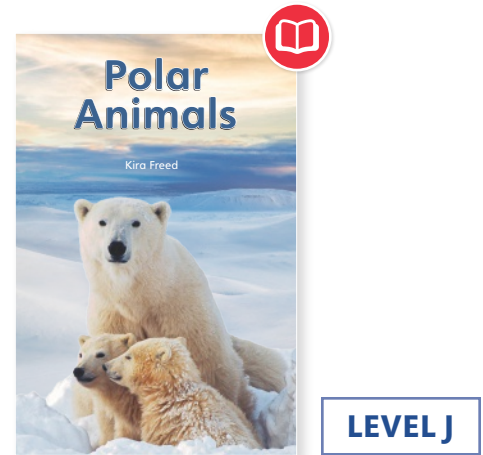
Genre Expository Text

Text Elements

- Table of contents
- Longer sentences carry over two lines of text per page

Text Structure

- Description



Genre Expository Text

Text Elements

- Settings that are unfamiliar to some children
- Many lines of print per page

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

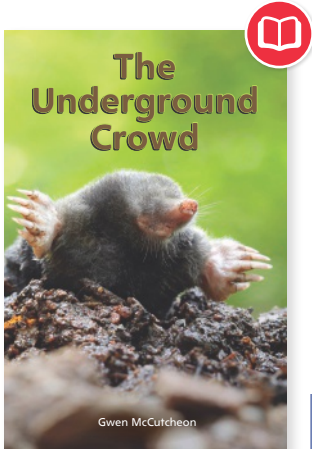
- Is the text about a real person, place, event, or thing?
- Does the text give facts and details about a real topic?
- How are the ideas organized? Are events in the order they occurred?

Develop Vocabulary

- Do any illustrations help you understand what a word means?
- What does the word ____ tell us about the main idea of the text?
- Why would an author need to use this particular word?

Identify Text Structure

- How are details organized?
- Which details are told first? Which are told next?
- What words signal the order? Does the text have the words *first*, *next*, *then*, and *finally*?



LEVEL K

Genre Informational Text

Text Elements

- Longer, more complex sentences
- Varied organization

Text Structure

- Compare and Contrast



LEVEL L

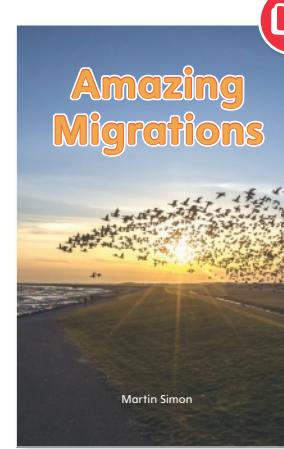
Genre Expository Text

Text Elements

- Mix of new and familiar content
- Sentences carry over multiple lines

Text Structure

- Chronological



LEVEL M

Genre Expository Text

Text Elements

- Most content carried by text
- Some new vocabulary explained in text

Text Structure

- Compare and Contrast

Ask and Answer Questions

- Look at the title and any graphics. What questions do you have before reading?
- What questions do you have as you read?
- After you finish a text, what questions do you have about the ideas or details in the text?

Compare Texts

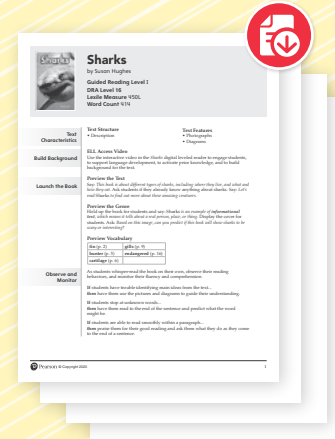
- What connections can you make to other books you have read?
- Which details in the books tell you the most about the text structure?

Word Work

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

Leveled Reader Teacher's Guide

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



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

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to teach you that when readers read informational text, they find facts and details about the topic. They can set a purpose for reading and then look for the way details are organized, such as in chronological order, description, cause and effect, or problem and solution. Look back at “Patterns on the Prairie” (pp. T22–T23) with students and discuss why it is informational text.

ELL Targeted Support

Tell students that informational text uses text structures to organize ideas. These text structures can put events or ideas in order to tell what and why something happens.

Help partners use the words *cause* and *effect* to talk with each other about the structure of “Patterns on the Prairie.” **EMERGING**

Ask students to describe two events in “Patterns on the Prairie.” Work with students to explain what happened during these events and why.

DEVELOPING

Have students work with a partner to identify a cause and effect in “Patterns on the Prairie.”

EXPANDING

Have students create a chronological list of events in “Patterns on the Prairie.”

BRIDGING



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

Intervention Activity



IDENTIFY INFORMATIONAL TEXT

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher’s Guide* for instruction about informational and persuasive texts.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

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

Farm to Table

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

Farmers’ Markets

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

Supermarkets

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

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

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Reading Informational Text T • 217

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on pp. 216–217 to generate questions about parts of a plant and then choose one to investigate. See *Extension Activities* pp. 118–122 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to provide evidence that shows the book they are reading is informational text.

Possible Conference Prompts

- Does the text explain a topic and give facts and details?
- In what order are the details organized?
- What is the main idea of the text?

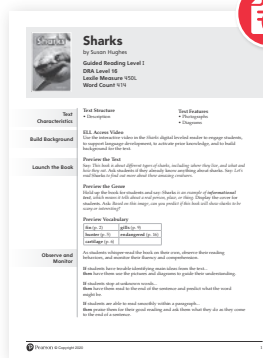
Possible Teaching Point Readers can get clues about informational text by studying the text structures to determine how the information is organized.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on the characteristics of informational text, see the *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 or eText.
- begin reading their Book Club text.

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the *myView* games.
- Refer to the anchor chart on *Student Interactive* p. 223 and tell a partner the title, main idea, and details about people, places, events, or ideas of the informational text they are reading.

BOOK CLUB



See Book Club, pp. T500–T505, for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group collaboration.
- facilitating use of the trade book *Arctic Tundra*.

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share characteristics of informational text from his or her text. Reinforce with students the reading strategies the student used.

Word Work

OBJECTIVES

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice with contractions, use *Phonics*, p. 63 from the *Resource Download Center*.

Phonics, p. 63

Phonics: Decode Contractions

Minilesson

FOCUS Tell students that sometimes two words are combined to make a shorter word that means the same thing. Write *do + not = don't*. Point out that the *o* from *not* was replaced by an apostrophe. Tell students that combined words such as *don't* are called *contractions*. Explain that to decode a contraction, readers apply phonetic knowledge to decide what letter or letters make sense in place of the apostrophe. Then they separate the two whole words that make up the contraction and decide what they mean.

MODEL AND PRACTICE Write and say *isn't*. Then say: *I can decode this contraction by deciding that an o goes where the apostrophe is. Then I separate the words is and not. Now I know what the contraction means.* Have students repeat the words *is not* and *isn't* as you point to them.

APPLY MyTURN Have students work together to decode the words in the chart on p. 219.

TURN, TALK, AND SHARE Ask partners to determine which words make up the contractions at the bottom of p. 219.

Phonics: Decode and Write Contractions

Minilesson

FOCUS Write *haven't* and *have* and *not* and read each aloud. Tell students that to make the contraction *haven't*, you dropped the letter *o* from *not* and replaced it with an apostrophe.

MODEL AND PRACTICE Help pairs of students create note cards for *would not*, *is not*, *he will*, *they will*. Then help partners create note cards for *wouldn't*, *isn't*, *he'll*, *they'll*. Display the card with the contraction *wouldn't*. *I can match the card with would not to its contraction, wouldn't.* Have partners match and read the remaining note cards.

APPLY MyTURN Have students practice forming contractions by writing the words and contractions at the top of *Student Interactive* p. 220.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding contractions.

OPTION 1 My TURN Have students complete the activity on p. 219.

OPTION 2 Independent Activity Have students reread each of the word pairs and corresponding contractions. Then have them use each contraction in a sentence.

QUICK CHECK

Notice and Assess Are students able to decode and write contractions?

Decide

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

HIGH-FREQUENCY WORDS

Display the high-frequency words *even*, *different*, and *between*. Reread each word with students. Then have students use letter tiles to form each word. Have students

- spell *even* out loud.
- point to the appropriate letter tiles.
- Repeat for the words *different* and *between*.

STUDENT INTERACTIVE, pp. 219–220

FOUNDATIONAL SKILLS

Contractions

A **contraction** is a word that you make when you put two words together. You drop one or more letters and put an apostrophe in place of the missing letter or letters.

do + not = don't

MY TURN Read each pair of words. Then read the contraction by putting the words together.

Contractions with not

is not	isn't
have not	haven't
did not	didn't
would not	wouldn't

Contractions with will

I will	I'll
he will	he'll
she will	she'll
they will	they'll

TURN and TALK Reread the words with a partner. Look to see what happens to **not** and **will** when each word is joined to another word. Then read these contractions. What two words make up each contraction? In which of the lists does each contraction belong?

don't you'll **don't = do not, "Contractions with not"; you'll = you will, "Contractions with will"**

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PHONICS | HIGH-FREQUENCY WORDS

Contractions

MY TURN Write a contraction by putting the two words together.

1. are not aren't

2. should not **shouldn't**

3. we will **we'll**

4. you will **you'll**

Read these contractions. Write the two words that make up each contraction.

5. I'll **I will**

6. isn't **is not**

7. they'll **they will**

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Introduce the Text

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 224 in the *Student Interactive* and define them as needed.
arrange: to put in a neat or specific way
certain: particular; some
moist: slightly wet
soggy: very wet, soaked
place: put or set
- Say: *These words will help you understand the text *A Green Kid's Guide to Watering Plants*. As you read, highlight the words when you see them in the text. Ask yourself what they convey about the information in the text.*

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is for understanding and enjoyment.

FIRST READ STRATEGIES

LOOK Tell students to identify details in the title and pictures that help them understand what the text is about.

ASK Before they begin reading, have students use headings and graphics to generate questions about the text to deepen their understanding and gain information about the topic. Then have students keep track of the questions they ask based on the text and the pictures.

READ As they read, have students look for details that answer their questions.

TALK Have students talk about what they found interesting in the text with a partner.

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.



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

“Children need to be able to determine what the text says, how the text works, what the text means, and what the text tells about what to do to change the world. If your instruction focuses on these goals, you will be mapping to the standards. Your job is to scaffold the questions that you ask about text to get at these elements. Also engage children in meaningful conversation about text, making connections to themselves and the world.”

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



ELL Targeted Support Preteach Vocabulary Pronounce the vocabulary words and have students repeat them after you.

Discuss the meaning of each of the vocabulary words. Have students work in small groups. Assign each group one word. Have students study the word and draw a picture to show it. Have students share their pictures with the class. **EMERGING**

Discuss the meaning of the vocabulary words. Put students in small groups to study one word and write a sentence using it. Groups can share their sentences with the class. **DEVELOPING**

Have students work in small groups to generate additional theme-related words. They can share these with the class.

EXPANDING/BRIDGING

ELL Access

Background Knowledge Help students use their prior knowledge and experiences to understand basic English vocabulary. Encourage students to share what they know about growing plants.

STUDENT INTERACTIVE, pp. 224–225



A Green Kid's Guide to Watering Plants

Preview Vocabulary

Look for these words as you read *A Green Kid's Guide to Watering Plants*.

arrange certain moist soggy place

First Read

Look at the title and pictures to decide what this text is about.

Ask questions about the topic before you read.

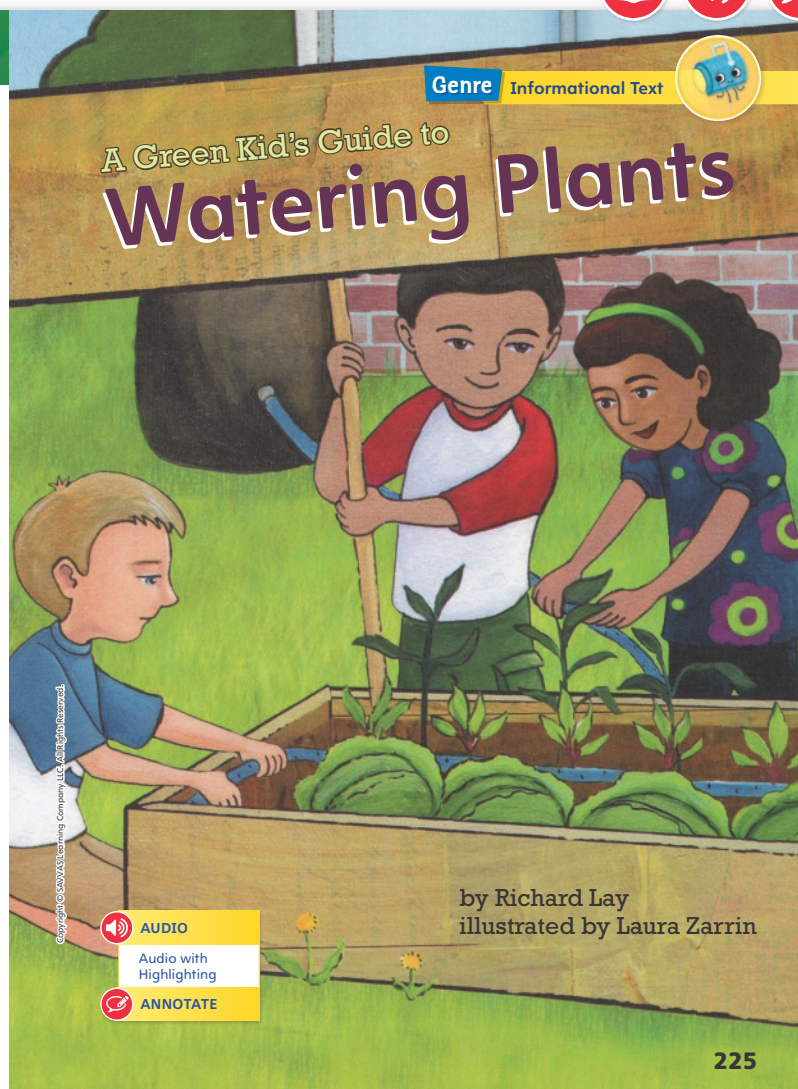
Read to see if the text answers your questions.

Talk about what you found interesting.

Meet the illustrator

Laura Zarrin spent a lot of time outdoors as a child. She saw nature up close as she explored creeks and climbed trees. She uses that knowledge to create art for many books.

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First Read

Read

THINK ALOUD At the beginning of the text, I learn that “being green” means living on Earth without hurting it. I want to keep reading about green gardeners and what they do as they plant.

Close Read

Vocabulary in Context

Have students scan **paragraph 1** and underline the meaning of *gardeners*. Ask: *What details in the text help you understand how a green gardener is a special kind of gardener?*

Possible Responses: The details “you’ve built your raised bed and made compost” and green gardeners do not waste water show me that green gardeners are people who grow plants and are careful with Earth’s resources.

DOK 2

OBJECTIVE

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

CLOSE READ



Vocabulary in Context

Authors will sometimes tell you what a word means in the same sentence. Underline the meaning of **gardeners**.

arrange to put in a neat or specific way

Are You Ready to Plant?

- 1 Gardeners are people who grow plants. “Being **green**” means learning how to live on Earth without hurting it.
- 2 You have been working hard to be a **green gardener**. You’ve built your raised bed and made compost. And, you’ve fertilized your soil. Now, it is time to plant and water your fruits and vegetables!
- 3 **Green gardeners** understand that plants need water. But, they do not waste it. **Green gardeners** learn how to arrange their plants to conserve water.

CROSS-CURRICULAR PERSPECTIVES

Science




Explain that just like people get nourishment from the foods they eat, plants get nourishment from the soil. When gardeners add compost to the soil, it becomes richer and better for growing healthy plants. Compost is material from the earth that has been decomposed, or broken down into smaller parts. Examples of material that can be decomposed are fruit and vegetable peelings, leaves, and egg shells. When the materials decompose, they break down into nutrients that fertilize the soil. Have students connect this information to the infographic on pp. 216–217 of the *Student Interactive*.



First Read

Look

 **THINK ALOUD** The boys in the picture are holding small shovels. They are standing in front of what must be the raised bed that we just read about. I wonder what types of fruit and vegetables they are getting ready to plant.

Pictures can help tell the story. For instance, I can understand from this picture that the children are learning how to be gardeners because everyone is holding garden tools.

Foundational Skills Extension

Contractions

Point to paragraph 2 on p. 226 and read aloud the words *You have*. Write the words on an erasable display surface, and then erase *ha* from *have*. Draw an apostrophe in the gap. Then have students identify the contraction *You've* where it appears in the paragraph (twice). Finally, point to *do not* in paragraph 3 and invite students to tell you how to make the two words into a contraction.

First Read

Ask

THINK ALOUD The text tells us that green gardeners need to learn how to arrange their plants to conserve water. I can use the picture to ask questions that will help me understand the text better. For example, what is one place someone can go to learn about plants and the weather?



Possible Teaching Point



Read Like a Writer | Author's Craft

Illustrations To help students understand the author's use of inference in illustrations, have students list details they notice about the picture—who is in it, what they are doing, and why they might be doing it. List student responses. After reading, have them confirm whether they were correct. Discuss how illustrations in informational text support the text. For more instruction on Author's Craft, see pp. T64–T65.



Study, Study, Study

- 4 A green gardener learns about plants before planting them. Different plants have different needs. Some plants need a lot of water to grow. Others need little water.
- 5 A green gardener also learns about the weather where he or she lives. Some places get a lot of rain. Others get little rain and a lot of sun. Some areas have soil that won't grow certain plants.
- 6 A green gardener grows only what is best for his or her area. Study what will grow best in your area. Then, make a list of what plants to put in your raised bed.

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CLOSE READ



Ask and Answer Questions

Highlight a text detail on this page that you can generate, or ask, a question about.

certain particular; some

First Read

Talk

THINK ALOUD As I read, I like to talk with others about facts I learn and information I find interesting. Paragraph 6 tells me that green gardeners only grow what is best for their area. I would like to talk with others about what might grow best where I live.

Close Read

Ask and Answer Questions

Remind students that an author sometimes includes details in a text that you may not understand or you may have questions about. Explain that students should generate questions about text to gain information about the topic and deepen their understanding of the text.

Have students scan **paragraph 4** and ask a question about how the weather affects what a green gardener grows.

See student page for possible responses.

DOK 3

OBJECTIVE

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

Possible Teaching Point




Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to remind students they can use what they know about related words to figure out meanings of unfamiliar words. Point out the word *raised* in paragraph 6. Ask students to share another word with a similar meaning to *raised*, such as *high*. Have students use their knowledge of the meaning of *high* to predict the meaning of the phrase “raised bed.”

First Read

Ask

 **THINK ALOUD** The text tells me that plants need different amounts of water. I ask myself questions to help guide my reading: Which plants need more water? Which plants need less water? How can water be conserved for plants that need different amounts of water?

Close Read

Identify Text Structure

Remind students that characteristics of informational text include organizational patterns, or text structures. One type is cause-effect text structure. Have students underline the effect of planting in groups in **paragraph 8**. See student page for possible responses.

Ask: What is the cause, or the reason something happens? What is the effect, or what happens, due to that reason?

Possible Response: The detail “conserve water” is what happens. The detail “you will not waste water” is the effect when you conserve water.

DOK 3

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

CLOSE READ



Identify Text Structure

This page has a cause-and-effect structure. An effect tells what happens. A cause tells why something happens. Underline words that help you recognize the effect of planting in groups.

Where to Plant?

- 7 When you were studying, you probably noticed that plants need different amounts of water. Plants that grow on vines, such as cucumbers, need less water. Other plants, like beans, need more water.
- 8 A **green gardener** can conserve water by planting in groups. Grow vegetables with vines together. Grow beans in another part of the garden. Then you will not waste water on plants that may not need it.
- 9 Another way to conserve water is to grow plants in squares instead of rows. When the plants are older, their leaves touch each other. This makes a covering over the bed and reduces evaporation.

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ELL Targeted Support Compare and Contrast Tell students that an author of informational text sometimes will write how items are alike and different.

Write and read the two sentences about plants from paragraph 7. Have students repeat them and tell what is different about the types of plants. Provide sentence frames, such as, _____ *need less water*. _____ *need more water*. **EMERGING/DEVELOPING**

Draw a T-chart. Read aloud paragraph 7. With student assistance, list plants that need less water and plants that need more water. Ask advanced students to add other examples. **EXPANDING/BRIDGING**



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First Read

Look

THINK ALOUD The picture shows the girl holding string. I can see a square formed in the corner. How does this connect to the text? I think it shows that they will grow the plants in squares instead of rows to conserve water.

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphics and Inferences Authors give information in both illustrations and texts that readers can combine to make inferences about a topic or understand it better. Talk with students about what readers can notice about the boy and girl in the picture. Then model how to combine this with the information in paragraph 9. Explain that the author has helped readers make inferences, or understand better, how to grow plants in squares. For more instruction on Author's Craft, see pp. T64–T65.

First Read

Ask

Explain that there is a specific order to preparing the soil for planting. The text lists the steps in order. Ask: *What is the last step on this page?* **Possible Response:** Water the soil and compost.

Close Read

Identify Text Structure

Remind students that characteristics of informational text include organizational patterns, or text structures. For example, chronological order explains what happens first, next, and last. Sometimes, the author uses numbers, such as first, second, and third. But often the author uses other clue words that tell what happens next.

Have students scan the text in **paragraph 10** and complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

CLOSE READ



Identify Text Structure

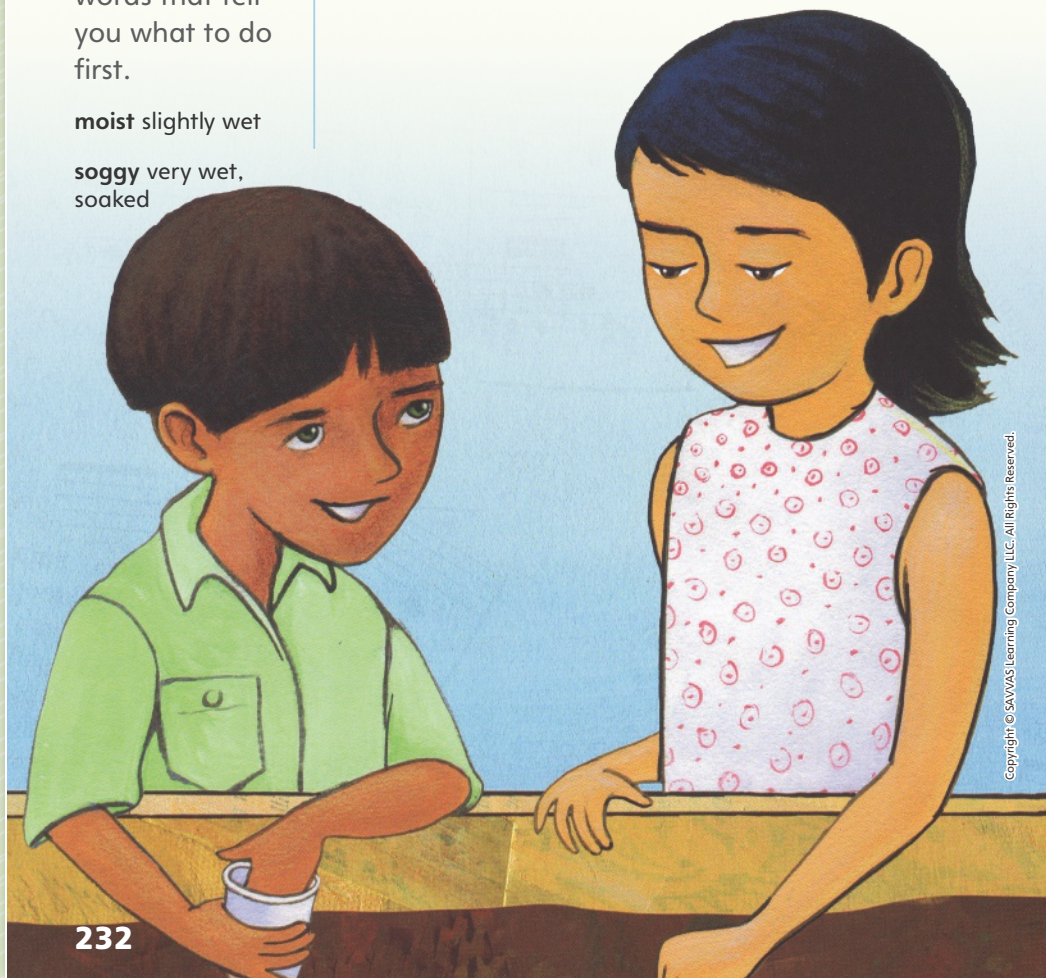
This text tells what to do first, next, and last. Underline the word **First**. Then underline the words that tell you what to do first.

moist slightly wet

soggy very wet, soaked

It's Time to Plant!

10 To plant seeds or seedlings, first smooth the soil with a rake. Remove any rocks, sticks, or trash. Cover the soil with compost. Then water it to make it moist, but not soggy.



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CROSS-CURRICULAR PERSPECTIVES

Science



Plants need water to grow. The roots of a plant take in water, but plants also need air to breathe. They get air by taking in oxygen through their roots. When soil is overwatered, the water takes up the space that should be air for the plant. Soil that is too wet or soggy will not have enough air pockets and will not be able to take in oxygen through its roots. Have students connect this information to the infographic on pp. 216–217 of the *Student Interactive*.



- 11 To plant seeds, take a small stick and make rows. Make holes the right depth for the seeds. Larger seeds should be down about one inch (3 cm). Smaller seeds should stay at the top of the soil.
- 12 It is best to put two or more seeds in each hole. That way you can be sure to get plants in every hole.
- 13 Finally, after planting the seeds or seedlings, check the soil. Do not let it dry out. **Green gardeners** keep soil moist.

CLOSE READ **Identify Text Structure**

Underline the word **Finally**. It tells what to do last. Then underline the last thing you should do when you plant seeds or seedlings.

First Read**Talk**

Say: There are many steps for planting seeds. The author gives us very specific details about planting them. Talk through the steps with a partner. If you don't understand a step, ask your partner whether he or she might be able to explain it to you.

Close Read**Identify Text Structure**

Explain that authors use ordinal numbers and other clue words to tell us the order of steps to do something. Some of these words include *finally*, *then*, *after that*, and *next*.

Have students scan the text in **paragraph 13** and complete the Close Read activity. **See student page for possible responses.**

DOK 2

OBJECTIVE


Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

Possible Teaching Point **Academic Vocabulary | Related Words**

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to review related words. Remind students that they can use related words to figure out the meanings of unfamiliar words. Point out the words *seeds* and *seedlings* in paragraph 13 and have students read them aloud. Tell students to use what they know about the meaning of *seeds* to predict the meaning of *seedlings*.

First Read

Look

 **THINK ALOUD** This illustration shows a plant with roots that are deep in the ground. In fact, the roots go almost as far below the ground as the plant grows above the ground. I notice something on the stem that looks like it might be left over from a bud. This picture makes me wonder how the roots, stems, buds, and leaves are related.



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CROSS-CURRICULAR PERSPECTIVES

Science



Roots are the parts of a plant that are usually hidden underground. Roots do many things, including holding the plant in the ground and keeping it upright. The soil has water and food that roots take in. Food can also be stored in the roots of a plant. Have students connect this information to the infographic on pp. 216–217 of the *Student Interactive*.



CLOSE READ

Ask and
Answer
Questions

Highlight a sentence you can ask a question about.

Are They Thirsty?

- 14 Your seeds are planted and shoots are coming up. A **green gardener** checks the soil every day to see if the plants need water.
- 15 Plants use their roots to drink. Roots have little hairs that take water from the ground. Then the water is sent to the rest of the plant. So, plants can only get water that is underground.
- 16 Some gardeners use too much water. They waste it. This is a problem. Our planet has little water to use for people and plants.
- 17 **Green gardeners** understand that plants need water. But, they do not waste it. **Green gardeners conserve water.**

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First Read

Talk

THINK ALOUD I find it interesting that a green gardener needs to know a lot about plants and that plants have different needs. I can share this with a partner and learn what my partner found interesting.

Close Read

Ask and Answer Questions

Remind students to generate questions about text to gain information about the topic and deepen their understanding of the text. Direct students to **paragraph 17** and have them highlight a sentence they can ask a question about. **See student page for possible responses.** Students should then jot down their questions and work with partners to answer them. Remind students to use the pages in the informational text they have read so far or the infographic as resources.

DOK 2

OBJECTIVE

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

Possible Teaching Point




Read Like a Writer | Author's Craft

Graphic Features To help students understand how writers of informational text use graphic features to support text, read aloud paragraph 15. As you read, point to each part of the plant diagram that you are talking about. Then explain that an author might include a diagram in a text to help increase a reader's understanding of the topic. For more instruction on Author's Craft, see pp. T64–T65.

First Read

Ask

 **THINK ALOUD** In paragraph 18, I learn that plants hate showers but love baths. I wonder what that means. I want to keep reading to learn the answer to my question.

Close Read

Identify Text Structure

Remind students that cause and effect helps us understand why something happens.

Have students scan **paragraph 20** and underline words that tell what causes water to go to the roots. **See student page for possible responses.**

Then have students scan paragraph 19 and identify the effect of sprinkling water on a plant's leaves.

Possible Response: Most of the water goes on the leaves, and plants can't get water from the leaves.

DOK 3

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

CLOSE READ



Identify Text Structure

Underline the words that tell what causes water to go to the roots.

Plants Hate Showers

- 18 Some gardeners make a big mistake. They give their plants showers. They use sprinklers in the garden. But plants hate showers. They love baths.
- 19 Sprinklers put most of the water on the leaves. But, plants cannot get water through the leaves. They can only get water from the roots.
- 20 One of the best ways to get water to the roots is to use soaker hoses. These are water hoses with little holes in them. When you turn on the faucet, water slowly drips into the ground. Water then goes to the roots.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Figurative Language To help students understand the author's use of figurative language, display the following example from paragraph 18: "But plants hate showers. They love baths." Explain that when authors use figurative language, they often are comparing two things that are different. Ask students what the author is comparing with plants in this example. Ask them who usually takes baths and showers. For more instruction on Author's Craft, see pp. T64–T65.

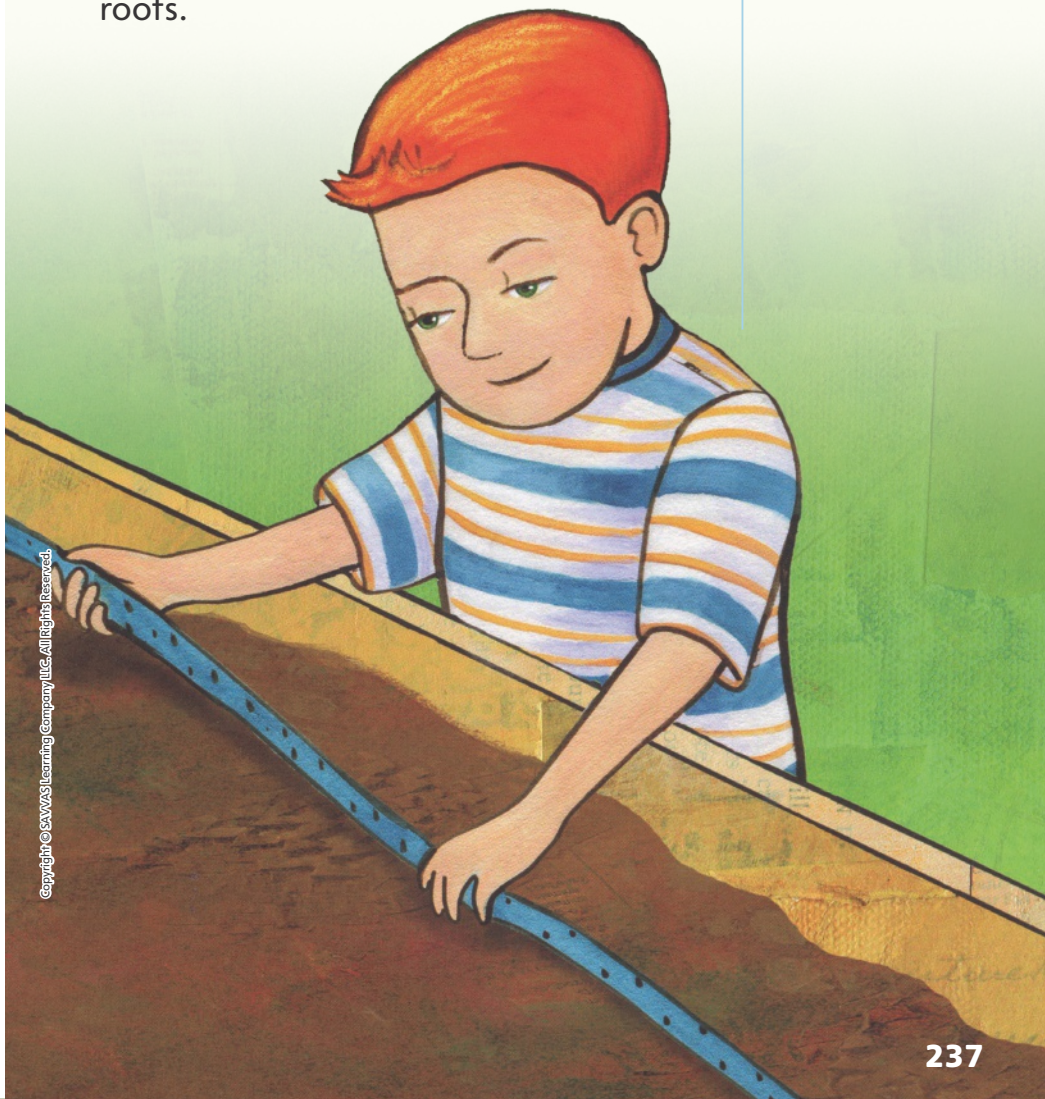


CLOSE READ



place put or set

- 21 Some gardeners place their soaker hoses near where the plant goes into the ground. To use less water, green gardeners bury their soaker hoses. That way, the water comes out by the roots.



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First Read

Look

THINK ALOUD Before I read the text on the page, I look at the picture and see a boy holding a hose with holes in it. Paragraph 20 on the previous page explained that a soaker hose has little holes in it. This picture shows me what a soaker hose looks like.

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to review related words. Use the words *gardeners* and *garden* in paragraph 18 to help students understand how words can be related. Ask which word appears in both words. (*garden*) Now ask students to tell how a garden and a gardener are related.

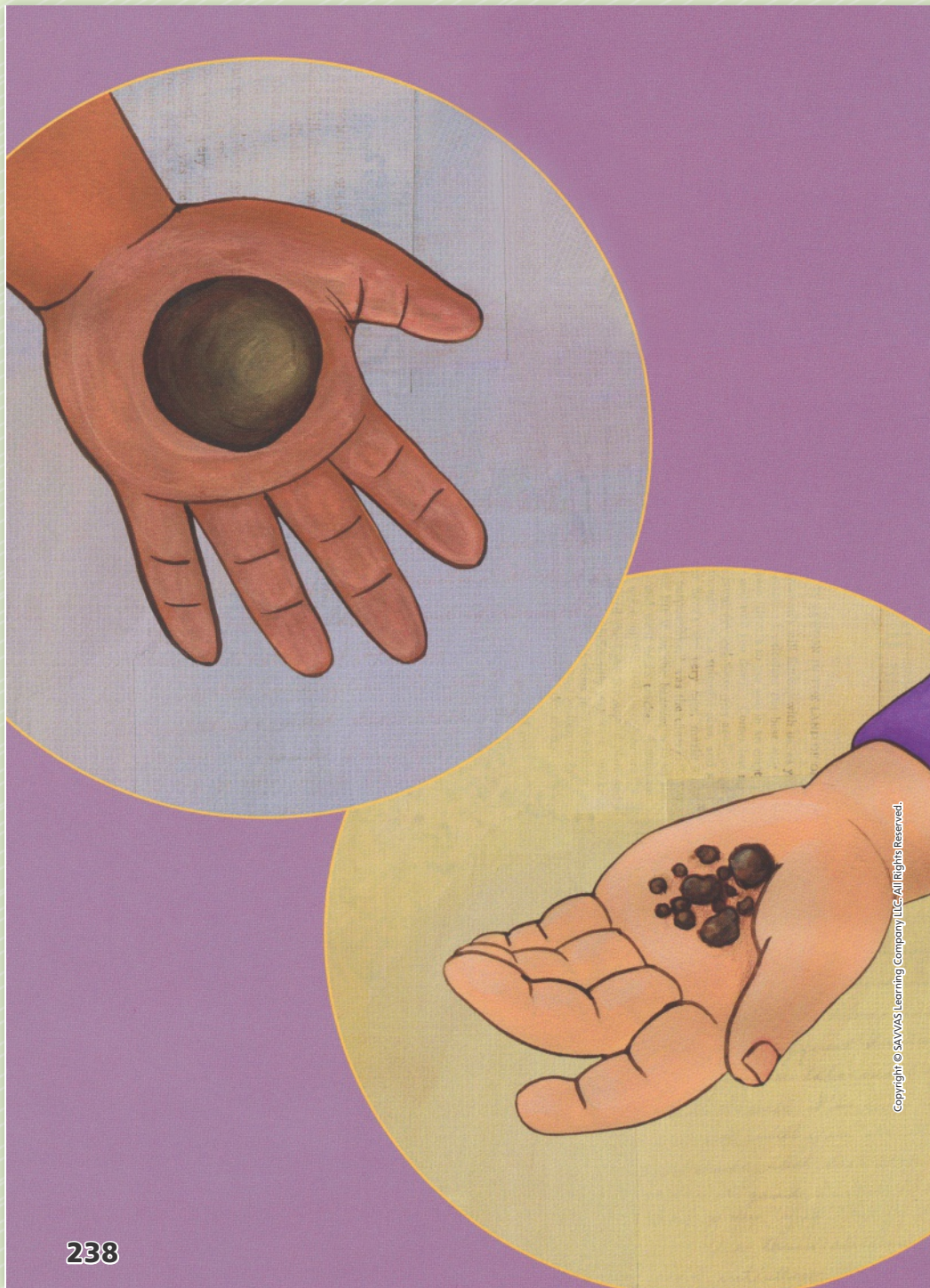
Possible Response: A gardener is a person who grows plants in a garden.

First Read

Look

THINK ALOUD The picture on this page gives me a clue about what the text will be about on the next page.

It looks like seeds of some sort. Or is it dirt? I'll have to read on to figure out what the children are holding in their hands.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Illustrations Authors use illustrations to give more information about ideas in the text. Have students look at the illustration on page 238 and tell how the soil in each hand looks different. Now reread with students paragraph 22, and ask them what information they got from the illustration that wasn't in the text. **Possible Response:** I found out what the soil looks like both when it is dry and when it has enough water.

Discuss the use of illustrations in informational text and how they support the text. For more instruction on Author's Craft, see pp. T64–T65.



CLOSE READ

Identify Text
Structure

Underline

two effects of watering plants in the morning.

When to Give Your Plants a Drink

- 22 To check the soil, pick up a handful of dirt and squeeze it. If you can make a ball, do not add water. If you cannot make a ball, your soil is dry. It is time to water your plants.
- 23 **Green gardeners** water in the morning. This is when the air is cooler. So, more water gets into the ground. And, they use less water.
- 24 The amount of time you water depends on your plants and soil. After watering for a while, dig down 12 inches (30 cm) in the raised bed. If the bottom of the hole is damp, you have watered enough.

First Read

Read

THINK ALOUD What I see in the picture on page 238 matches what I read in the text. If you make a ball with soil, the plant does not need to be watered. If the soil cannot make a ball, it needs to be watered. This is important information about when and how long a plant should be watered. I think I should reread this page to help me understand this information.

Close Read

Identify Text Structure

Cause and effect tells us what happens and why it happens.

Have students read **paragraph 23** and underline two effects of watering plants in the morning. Ask students to share what they underlined with the class. **See student page for possible responses.**

Now have students reread **paragraph 24**. Ask: *What might be the effect that would let you know you have watered your raised bed enough?*

Possible Response: A hole 12 inches deep would be damp at the bottom.

DOK 3

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

ELL Targeted Support Develop Vocabulary Help students use accessible language to expand their understanding of the words *ball* and *green*.

Build on students' knowledge of *ball*, a familiar toy, by having them demonstrate how to shape an imagined handful of dirt into a ball. Ask for examples of other objects that have a "ball" shape. (basketball, meatball, marble) **EMERGING/DEVELOPING**

Point out that *green* refers not only to a color, but also to ways that protect the air, dirt, and water in our world. Ask how a "green gardener" helps protect and save water and dirt. **EXPANDING/BRIDGING**

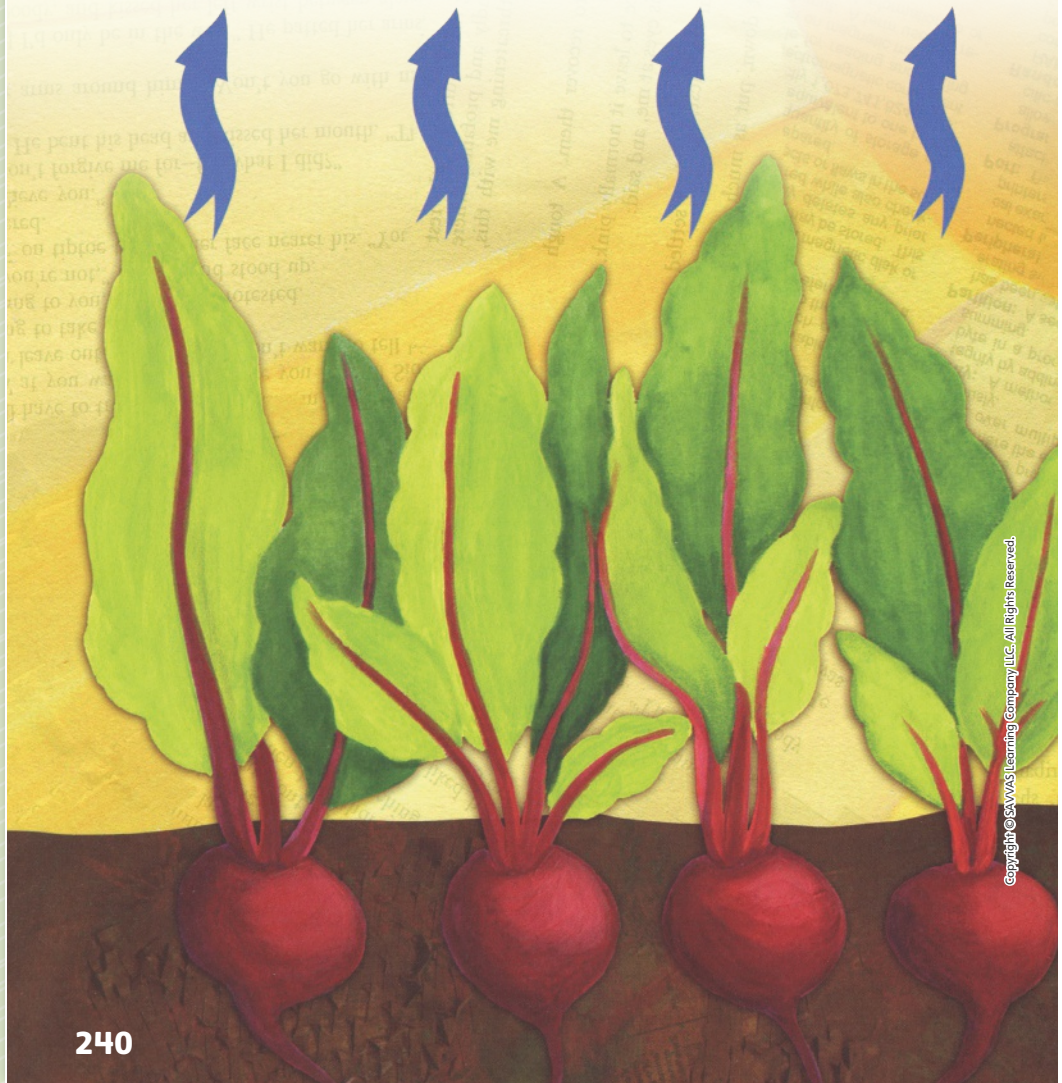
First Read

Look

THINK ALOUD This picture helps me understand the word *evaporate* used in the text on this page. The arrows show the water going up and out of the ground. So maybe *evaporate* means going up into the air. I'll write my thoughts so I can check the definition later in a dictionary.

Stop Losing Water

²⁵ The sun can evaporate water in the ground. It makes water hot and changes it into a gas. The gas then rises. Because of this, soil loses water.



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CROSS-CURRICULAR PERSPECTIVES

Science



Plants need water to survive. When the sun heats the water on Earth's surface, the water turns into water vapor, a gas that rises into the air. This process is known as evaporation. Water vapor then cools and changes into water droplets, which forms clouds. The water droplets fall back to the earth as rain or snow. This water cycle helps plants and animals survive. Have students connect this information to the infographic on pp. 216–217 of the *Student Interactive*.



- 26 Soil with no covering loses a lot of water. A **green gardener** conserves water by making a covering for the soil. You can cover the garden's soil with compost.
- 27 Another covering for your garden is mulch. Straw is good mulch. Old newspapers can be mulch. Both will help keep water in the soil.
- 28 It is important to cover soil in the fall and winter. A good covering for this time of the year is winter rye grass. It will also give plants food in the spring.


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CLOSE READ **Vocabulary in Context**

Other words in the text can help you understand a new word.

Underline the words that help you understand the meaning of **mulch**.

First Read**Read**

 **THINK ALOUD** I have already learned that an important part of being a green gardener is conserving water. This page explains one way to do that. I will reread to make sure I understand it.

Close Read**Vocabulary in Context**

Words before or after an unfamiliar word can help you understand the meaning of the word. Have students underline the words in **paragraph 27** that help them understand the meaning of the word *mulch*.

See student page for possible responses.

Now ask: *Why would covering your garden with mulch help keep water in the soil?*

Possible Response: Not as much water would evaporate.

DOK 2

OBJECTIVE

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

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Possible Teaching Point **Academic Vocabulary | Related Words**

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to remind students they can use related words to determine the meanings of unfamiliar words. Point out the words *cover* and *covering* in paragraph 26. Tell students that they can use what they know about *cover* to understand what a covering is.

First Read

Look

THINK ALOUD I see a girl looking into a big barrel of water. We just read about the best ways and best times to water plants. We read about conserving water.

I see a hose coming from the barrel and the other kids are holding it toward the plant, so somehow, the water in the barrel must help water the plants. This makes me want to read on to find out how this barrel of water connects to the text.



Possible Teaching Point



Read Like a Writer | Author's Craft

Illustrations To help students develop their understanding about how authors use illustrations to support the text, have students point out items in the illustration that are mentioned in the text. Ask them to discuss how the illustration shows how a rain barrel reduces water taken from Earth. For more instruction on Author's Craft, see pp. T64–T65.



CLOSE READ

Ask and
Answer
Questions

Highlight a text detail that you might understand in a deeper way if you ask a question about it.

Harvest the Rain

- 29 A **green gardener** can also conserve water by saving rain. During the summer it may not rain very much. This is not a problem. With an adult's help you can collect rain by **making a rain barrel**.
- 30 A **green gardener** uses the water in the rain barrel to reduce the water taken from Earth. And, this water is free of chemicals that may hurt his or her plants.
- 31 You need water. Plants need water. But a **green gardener** does not waste water. A **green gardener** conserves it!

First Read

Talk

Say: We now know that the rain barrel in the picture is used to collect rain. Talk with a partner about how collecting rain in a barrel helps plants and helps the environment. Then talk about what parts of the text interested you the most.

Close Read

Ask and Answer Questions

Have students highlight a text detail in **paragraph 29** that they might understand better if they asked a question about it. Ask students to write a question about the detail. Students share their questions with the class so others may help answer them.

See student page for possible responses.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge. Remind students that related words can help them understand unfamiliar words and increase their vocabulary. Point out the word *conserve* in paragraph 29. Now introduce the word *conservationist*. Ask: **If *conserve* means to “save” or “protect,” what would a conservationist do?**

Possible Response: protect or save Earth's resources

Respond and Analyze



A Green Kid's Guide to Watering Plants

OBJECTIVES

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

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

Respond using newly acquired vocabulary as appropriate.

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

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

My View

Use these suggestions to prompt students' initial responses to reading *A Green Kid's Guide to Watering Plants*.

- **Discuss** What are some things that green gardeners do?
- **Write** What experience do you have with planting seeds and conserving water?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that different words can have similar meanings. Connecting the words *arrange*, *certain*, *moist*, *soggy*, and *place* to words with similar meanings can help us remember them.

- Remind yourself of the word's meaning.
- Ask yourself what other word has a similar meaning to the vocabulary word.

MODEL AND PRACTICE Model filling in the blanks of the sentences on p. 244 using the word *soggy*.

- In the text, the author says not to pour too much water on the seeds because the soil will be too wet. I ask myself, *What is another word for wet that describes soil with too much water in it?*
- I know that the word *soggy* means "very wet." The words *soggy* and *wet* have similar meanings. I'm going to write the word *soggy* in the first blank.

ELL Targeted Support Vocabulary Display the five vocabulary words.

Write *soggy* and review its definition. Then have students call out words with similar meanings, and write those words. Repeat with each vocabulary word. **EMERGING/DEVELOPING**

Ask student pairs to write each vocabulary word and its meaning. Then have them work together to think of a word with a similar meaning for each.

EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 244 of the *Student Interactive*. They should think about what they know about each word as they consider words with similar meanings.

OPTION 2 Use Independent Text Have students find and list unfamiliar words from their independent reading. Then have them look up each word in a dictionary and think of other words with similar meanings.

QUICK CHECK

Notice and Assess Can students identify words with similar meanings in *A Green Kid's Guide to Watering Plants*?

Decide

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

Check for Understanding MyTURN Have students complete p. 245 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 244–245

VOCABULARY	COMPREHENSION	READING WORKSHOP
<h3>Develop Vocabulary</h3> <p>MYTURN Fill in each blank with a word that has a similar meaning to the word or words below it.</p> <p>arrange certain moist soggy place</p> <p>1. We put too much water on the seeds. Now the soil is _____.</p> <p>soggy wet</p> <p>2. Please _____ two seeds into each hole.</p> <p>put</p> <p>3. We will _____ the plants in neat rows.</p> <p>put in order</p> <p>4. The dirt was _____ after the rain shower.</p> <p>damp</p> <p>5. We plant seeds at _____ times of the year.</p> <p>special</p> <p>244</p>	<h3>Check for Understanding</h3> <p>MYTURN Write the answers to the questions. Look back at the text to answer the questions.</p> <p>DOK 2 1. How can you tell this is an informational text?</p> <p>Possible response: It gives facts and information about green gardening and watering plants.</p> <p>2. Why do you think the author used section headings like “Are You Ready to Plant?” and “Study, Study, Study”?</p> <p>DOK 2 Possible response: The headings tell readers what each section is about and help them find information.</p> <p>3. Why is it important to be a green gardener when you water your plants?</p> <p>DOK 3 Possible response: To make sure there's enough water for both plants and people, we have to use as little water as we can.</p> <p>245</p>	

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

Teacher-Led Options

Word Work Strategy Group



CONTRACTIONS

Write: *is not* and *isn't*. Point to and read *is not*. Say: *The contraction for is not is isn't. To make the contraction, isn't, I will drop the letter o from not and replace it with an apostrophe.* Point to the apostrophe in *isn't*. Say the words again: *is not, isn't*.

Refer students to pp. 218 and 219 of the *Student Interactive*. Read all of the text together to review the contractions they have learned.

ELL Targeted Support

Write: *can't, didn't, and isn't*. Sound out each word for students. Tell students that the apostrophe has no sound. Have them compare each contraction to the word pair it replaces.

EMERGING/DEVELOPING

Challenge students to look through the *Student Interactive* or another text to find contractions. Have them write the word pairs that each contraction replaces. Then ask them to verbally compare the contractions to the word pairs.

EXPANDING/BRIDGING



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

Intervention Activity



CONTRACTIONS

Use Lesson 15, pages T99–T102, in the *myFocus Intervention Teacher's Guide* for instruction on reading contractions.

LEVEL C • MODEL AND TEACH

Lesson 15 Compound Words, Contractions, Abbreviations

INTRODUCE Remind students that they know how to break apart words with more than one syllable. Today we will learn how to break apart compound words. A compound word is a word made of two smaller words. Next, remind students that they know the words *not, am, is, and are*. We will learn how these words are shortened and combined with other words to form words called contractions. Then, tell students that they will learn how to use capital letters and periods to make abbreviations. Abbreviations are shortened forms of words.

MODEL Display or distribute Student Page S99 and read aloud the passage.

Starfish

Have you ever seen a **starfish**? We saw some on our field trip to the beach. A starfish looks like a star and lives in the water. But **it's** not really a fish. **That's** because starfish **don't** have gills, scales, or fins like fish do.

Starfish got their name because they have five arms. There is an eye at the tip of each arm. **Mr.** Dunlop told us that some starfish have 10 or 20 arms! He said that if an arm breaks off, a starfish can grow a new one.

TEACH Point out the word *starfish*. Ask students what smaller words they see in this word. (*star* and *fish*) Explain that these word parts are words on their own. You know the words *star* and *fish*. What do they mean? When they are put together, they make a new word. Guide students to determine that a starfish is an ocean animal that looks like a star. Use the same procedure to teach additional compound words, such as *weekend* and *baseball*.

Next, point to the word *it's* in sentence 4. Explain that in a contraction, two words are combined, but some letters are left out. The word *it's* is made by combining *it* and *is*. Point to the apostrophe. Say: *An apostrophe takes the place of the letter i in is*. Point out and explain the contractions *That's* (that is) and *don't* (do not) in sentence 5.

Finally, point to *Mr.* in paragraph 2. Explain that an abbreviation is a shortened form of a word. The abbreviation *Mr.* is a shortened form of the word *Mister*. Many abbreviations start with a capital letter and end with a period. Offer and explain an additional abbreviation, such as *Rd.* (Road)

Phonics, Morphology, and Spelling T • 99

Fluency



PROSODY

Have students practice reading a passage to a partner.

ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Independent/Collaborative

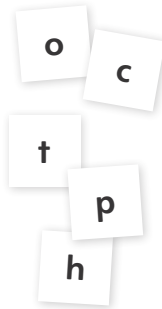
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have students work with letter tiles to practice making contractions. Ask them to use letter tiles to make word pairs such as *do not*. Then have them write a contraction for each word pair on a word card.

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



Decodable Reader



Students can read the decodable reader, *Different Snakes*, to practice reading contractions and high-frequency words.

Before reading, display this week's high-frequency words: *different, between, even*. Say: **If you see these words in today's text, you will know how to read them.**

Have students pair up to read and listen carefully as they use letter-sound relationships to decode. Students read the entire story, switching readers after each page. Partners reread the story, with the other student beginning this time.

High-Frequency Words

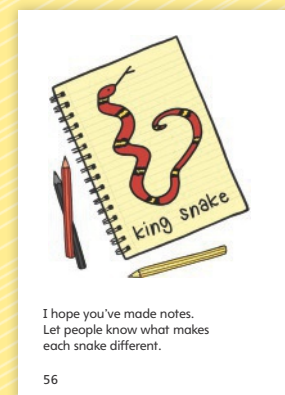
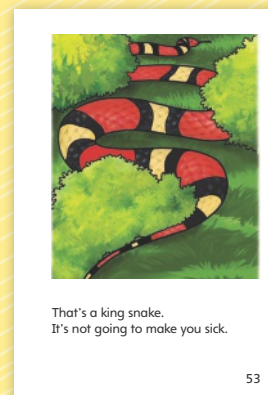
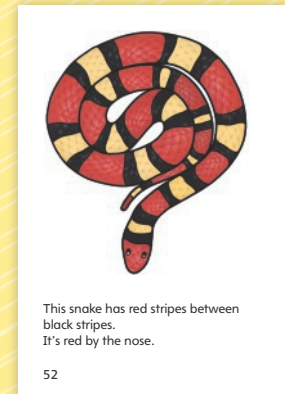
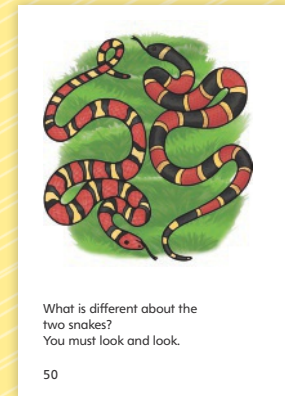
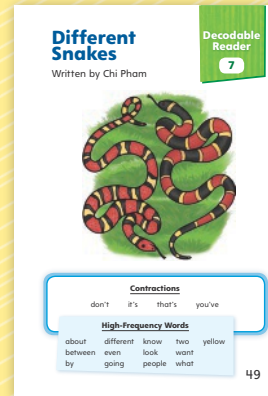
Encourage students to pay attention to how frequently they see, hear, and say this week's high-frequency words: *different, between, even*. Ask them to record as many instances as they can in one day in their notebooks.

Centers



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

Decodable Reader



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

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Notice words that have synonyms, or other words that mean the same thing. Look back at *A Green Kid's Guide to Watering Plants* with students and discuss synonyms that can help them understand the text.

ELL Targeted Support

Provide linguistic accommodation by reviewing the weekly vocabulary words. Write: *arrange*, *place*, *moist*, *soggy*, and *certain*.

Point to the first two words and have students read them. Define each word. Then demonstrate placing a pencil on a surface and arranging several pencils in a row. Have students pantomime your actions to show you what the words mean. **EMERGING**

Help students find the first four words in the text margins and read the definitions. Then help them use each word in a sentence. **DEVELOPING**

Have students find and read the vocabulary words and definitions in the text margins. Then have them use each word in a sentence.

EXPANDING

Have students find and read the vocabulary words and definitions in the text margins. For each word, have them read the corresponding paragraph and explain the word's meaning in context. **BRIDGING**



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

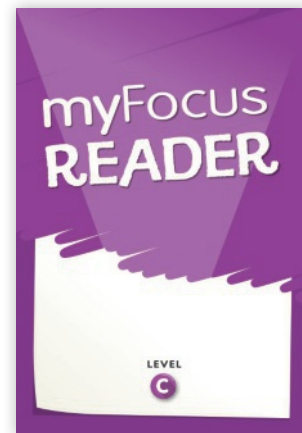
Intervention Activity



DEVELOP VOCABULARY

Read pp. 18–19 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on garden patterns.

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



Fluency



PROSODY

Help students choose a short passage in an appropriate leveled reader. Have students pair up, and then ask the partners in each pair to take turns reading their passage smoothly until it sounds like conversation. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their lists of words and some of the synonyms they identified for those words.

Possible Conference Prompts

- What unfamiliar words did you find in the text?
- What words have similar meanings to the words you found?
- How did thinking of words with similar meanings help you learn the new words?

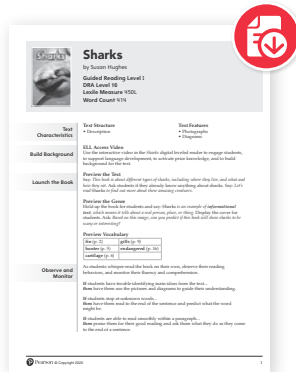
Possible Teaching Point Strong readers make connections between words with similar meanings. Learning words with similar meanings helps readers build vocabulary.

Leveled Readers



DEVELOP VOCABULARY

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some of the words and synonyms they identified.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *A Green Kid's Guide to Watering Plants*.
- read a trade book or their Book Club text.

Centers



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

Literacy Activities



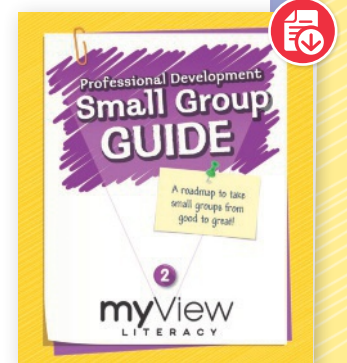
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 245.
- work with a partner to read an informational text passage with expression.
- play the *myView* games.

SUPPORT COLLABORATION

Remind students that when they work with a partner or in a group, they should listen actively and make positive contributions as they interact.

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



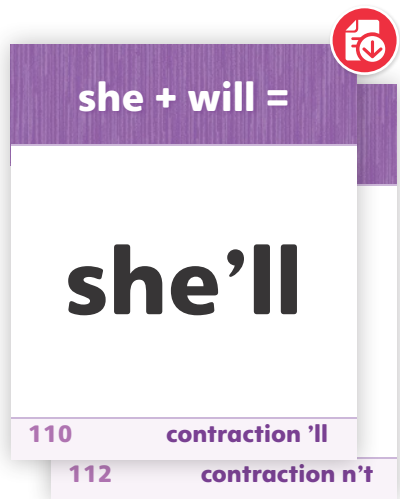
Word Work

OBJECTIVES

Decode compound words, contractions, and common abbreviations.

Use an apostrophe to form contractions and frequently occurring possessives.

Identify and read high-frequency words.



Sound-Spelling Cards 110, 112

Phonics: Contractions

Minilesson

FOCUS Tell students that a contraction is formed by putting two words together. Use Sound-Spelling Card 110 to demonstrate that *she + will = she'll*. Point out that the letters *wi* are dropped in the contraction. Have students say *she'll*. Repeat with Sound-Spelling Card 112 and *can + not = can't*.

MODEL AND PRACTICE Model putting two words together to form contractions. Write **we + will = we'll**. Say: *The word we can be put together with the word will to make the contraction we'll. What letters are dropped in the contraction we'll? What is added in place of the letters?*

Randomly write the following word pairs and contractions. Have students match each contraction with the two words that make up the contraction.

you will	shouldn't
is not	I'll
should not	isn't
I will	you'll
have not	they'll
they will	haven't

APPLY Have students make their own word cards for pronouns and the words *will* and *not*. They can work in pairs to put two words together and identify the contraction that goes with the words.



High-Frequency Words

Minilesson

FOCUS Remind students of the high-frequency words for the week: *different, between, even*.

MODEL AND PRACTICE Write *Sing different songs* and point to *different*. Say: **This is the word *different*.** Point to each letter as you spell it. Have students read and spell the word. Using other short sentences, have them read and spell *between* and *even*.

APPLY My TURN Have students identify, read, and write the high-frequency words in each sentence on p. 221 in the *Student Interactive*.

TURN, TALK, AND SHARE Next, have partners write this week's high-frequency words in a list and read them to each other several times.

HIGH-FREQUENCY WORDS


Remind students that high-frequency words are words that they will hear and see over and over in texts. Write the words *different, between, and even*. Have students work with a partner.

- One student spells the word.
- The other student says the word.
- Each student uses the word in a sentence.
- Repeat.

STUDENT INTERACTIVE, p. 221

FOUNDATIONAL SKILLS


My Words to Know

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

Find the underlined words in the sentences. Write them on the lines. Then read the words.

There are many different kinds of apples.
I am standing between Rob and Julia.
The teacher split the class into two even groups.

1. different
2. between
3. even

 **TURN and TALK** Work with a partner. Write these words in a list: **different, between, even**. Read the words to each other several times.

Identify Text Structure



A Green Kid's Guide to Watering Plants

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic words to talk about informational text structure. Give students sentence starters, such as:

- One way that plants are similar is that they all need _____.
- When you cannot make a ball out of soil in your hand, it is evidence that the soil is _____.

ELL Access

Lead a discussion with students about the role of text structure in an informational text. Use graphic organizers to illustrate different kinds of informational text structures, such as chronological order, cause and effect, or problem and solution. Guide students to understand how different elements (such as events, causes and effects, and problems and solutions) relate to each other.

Minilesson

FOCUS ON STRATEGIES Authors of informational text use organizational patterns to arrange information in a way that helps readers understand it. The way they organize the text is called text structure. Sometimes, authors use more than one text structure in a text. One common text structure in informational texts is chronological order, or steps in a process.

- Pay attention to how the information in the text is organized.
- Look for details that help you identify the text structure.
- Ask yourself why the author decided to use that text structure.

MODEL AND PRACTICE Use the Close Read note on p. 232 of the *Student Interactive* to model how to annotate the text to identify text structure.

- I'm going to look for details that tell me the text structure of the "It's Time to Plant!" section of *A Green Kid's Guide to Watering Plants*. In paragraph 10, I see the word *first*. This signals a step in a process, which would make the text structure of this section chronological order. I see that it's the first step for planting seeds or seedlings. I'm going to underline the detail "smooth the soil" and write it in the chart.
- Have students continue finding details in the text that help them identify the text structure of "It's Time to Plant!"

ELL Targeted Support Content Area Vocabulary Help students tell the structure of the "It's Time to Plant!" section.

Write: *steps, process, and chronological*. Say each word, have students repeat it, and convey its meaning with simple words, gestures, or drawings. Have students say each word again. **EMERGING**

Have students complete sentence frames such as: *Text structure is the way an author _____ a text. The text structure of "It's Time to Plant!" is _____ in a process, or _____. This structure tells the reader how to ____.* **DEVELOPING**

Ask students to explain one idea from the text that chronological order helped them understand. **EXPANDING**

Ask students to explain why they think the author chose chronological order as the structure for the "It's Time to Plant!" section. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying text structure.

OPTION 1 MyTURN Use the Shared Read Have students annotate the text using the other Close Read notes for Identify Text Structure and then use the text evidence from their annotations to complete the chart on p. 246 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice details about text structure. Direct them to write on each sticky note what the text structure is and why the author used that structure.

QUICK CHECK

Notice and Assess Can students identify text structure?

Decide

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

STUDENT INTERACTIVE, p. 246

CLOSE READ

Identify Text Structure

One characteristic of informational text is its text structure. A list of **steps in a process**, in which a writer tells how to do something in steps, is a **chronological** text structure.



MYTURN Go to the Close Read notes in “It’s Time to Plant!” Follow the directions to underline words that tell chronological order. Use the parts you underlined and other text evidence to complete the chart.

Time Order	Steps for Planting a Garden
First	Smooth the soil.
Next	Remove rocks, sticks, or trash.
Then	Cover the soil with compost.
Then	Water the soil.
Next	Make rows and small holes.
Then	Put two or more seeds in each hole.
Finally	Check the soil. Do not let it dry out.

Read Like a Writer, Write for a Reader

OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as chronological order and cause and effect stated explicitly.

ELL Access

Graphic Organizer Have students write the numbers 1–3 in a column. Read the paragraph aloud. Help students identify the three steps involved in planting seeds. Students can draw or write about each step next to the appropriate number.

Text Structure

Minilesson

FOCUS ON STRATEGIES Authors organize ideas by using different text structures. They use chronological (time) order when they write about how to do something. This tells readers the order of the steps in the process.

- Look for words such as *first*, *second*, *next*, *last*, and *finally*.
- Ask yourself how these words help you understand the text.

MODEL AND PRACTICE Model the strategy, using the text on p. 250 of the *Student Interactive*. Read the heading and the first sentence aloud. Then say: *The author uses the word first in this sentence. That is a signal for me. It tells me that smoothing the soil is the first thing I need to do. I am going to keep reading to find out what I need to do next.*

Handwriting

OBJECTIVE

Develop word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell.

Numerals 1–10

FOCUS Display the numerals 1–10 with appropriate height and shape.

MODEL Remind students that when they write a numeral on writing paper, the numeral should touch both the top and bottom lines. The pencil stays on the paper without lifting it for all numerals except the numeral 4, which requires one lift of the pencil.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 250 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 250

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors organize their ideas to help readers understand a text. When authors write about how to do something, they use words that show the order of the steps. This is called chronological order.

Steps in Order	How the Text Structure Helps
To plant seeds or seedlings, first smooth the soil with a rake. Remove any rocks, sticks, or trash. Cover the soil with compost. Then water it to make it moist, but not soggy. . . . Finally , after planting the seeds or seedlings, check the soil.	Reading the steps helps me know the order in which to do things. If the steps were not in order, I would not know how to plant seeds the right way.

MYTURN Write steps to tell how to do something. Use words such as **first**, **then**, and **last**.
Possible response:
To make breakfast, first get a bowl. Then pour cereal into the bowl. Last, pour milk into the bowl.

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Writing Workshop

Have students use appropriate time-order words to convey chronology or cause and effect in their Writing Workshop texts. During conferences, support students' writing by helping them discover ways to include time-order words in their writing.

PRACTICE Have students use *Handwriting* p. 76 in the *Resource Download Center* to practice writing numerals 1–10.

Name _____

Handwriting
Numerals 1–10

MYTURN Write the following numerals.

1	2
3	4
5	6
7	8
9	10

Grade 2 • Unit 2 • Week 1
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Handwriting p. 76

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

Teacher-Led Options

Strategy Group



IDENTIFY TEXT STRUCTURE

Teaching Point Today we have talked about informational text structures. One text structure is steps in a process, or chronological. Strong readers look for details about text structure when they read, then use those details to determine how that structure helps them understand the text. Look back at *A Green Kid's Guide to Watering Plants* with students and discuss the text structure(s) the author uses.

ELL Targeted Support

Guide students to identify text structure.

Have students review the text. Ask them yes/no questions about the structure of the text, such as: *Does the author use chronological text structure? Does that text structure help you understand an idea?* **EMERGING**

Ask students to explain how to plant seeds or seedlings. Then ask them to share how chronological text structure helped them explain the process. **DEVELOPING**

Have students review the time-order words in the chart on p. 246 of the *Student Interactive*. Then have partners list other time-order words.

EXPANDING

Have small groups discuss the purpose of chronological text structure. Then ask them why chronological order was the best structure to use for the “It’s Time to Plant!” section. **BRIDGING**



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

Intervention Activity



IDENTIFY TEXT STRUCTURE

Use Lesson 38, pp. T229–T234, in the *myFocus Intervention Teacher’s Guide* for instruction on reinforcing and reteaching identifying text structure.

LEVEL C • READ

Lesson 38 Recognize Text Structure

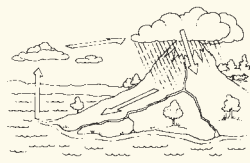
DIRECTIONS Read “The Wonderful Water Cycle.”

The Wonderful Water Cycle

- 1 Do you know that most scientists believe that the amount of water on Earth has remained constant since the beginning of time? The reason is the water cycle.
- 2 In the water cycle, water goes from the oceans to the air. Then it falls on the land. Water on the land runs back into the oceans. From there, it goes into the air again.
- 3 This cycle never ends. Think of it as recycling Earth’s water. The same water gets reused. Just think—some day, you might drink the water a dinosaur walked through ages ago.

Where Water Is

- 4 Most of the water on Earth is in the oceans. They cover almost three-fourths of Earth’s surface. There is also water in rivers and lakes.
- 5 Some water is in ice. Some water is in the air. For example, clouds and fog are made of water. Some water in air you can’t see.
- 6 Both ice and fog are forms of water, but they look different. Changes in air temperatures and conditions cause water to take a different form.



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Reading Informational Text T • 229

Fluency



PROSODY

Have student pairs practice reading a short passage with proper expression.

ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Programs Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

IDENTIFY TEXT STRUCTURE

Talk About Independent Reading Ask students to share some of the places they marked in their independent reading texts where they noticed details about text structure.

Possible Conference Prompts

- What details helped you identify the text structure?
- Why do you think the author decided to use that text structure?
- What idea in the text did the structure help you understand?

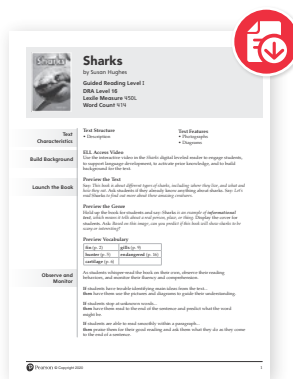
Possible Teaching Point Strong readers look for details that tell them about text structure and use those details to understand the text better.

Leveled Readers



IDENTIFY TEXT STRUCTURE

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some details about text structure.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *A Green Kid's Guide to Watering Plants*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other about the text structure as they read the book.

Centers



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

Literacy Activities



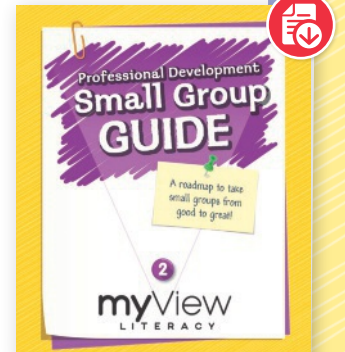
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 246.
- Choose a passage from the text and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games.

SUPPORT INDEPENDENT READING

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

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



Word Work

OBJECTIVES

Decode compound words, contractions, and common abbreviations.

Use an apostrophe to form contractions and frequently occurring possessives.

Phonics: Review Contractions

Minilesson

FOCUS Remind students that a contraction is a word made by putting two words together. An apostrophe takes the place of one or more letters. Write *does not* and *doesn't*. Ask students to say a sentence with *does not*, and have a volunteer say the same sentence with *doesn't*.

MODEL AND PRACTICE Model writing contractions and the two words that form each contraction. Write *could not*. Ask: **What are these two words?** Write *couldn't*. Have students identify the contraction *couldn't* and use it in a sentence. Repeat with *I would* and *I'd*.

Write the following words on pieces of construction paper cut in the shape of socks: *are, I, you, let, it, not, have, us, would, is, will*. Have students write these contractions on pieces of paper:

I've

you'll

let's

it's

haven't

would've

APPLY My TURN Have students match each contraction with the two words that form it.

ELL Targeted Support Contractions You may want to provide some examples of contractions in the home language, if appropriate. For example, in Spanish, *a + el = al* and in Portuguese, *de + as = das*. Students may need practice changing contractions back to the two words from which they are formed.

Work with students in small groups. Read the practice words such as: *didn't, I'll, he'll, and isn't* aloud. Then have students say the two words that make up each contraction. When a reader has trouble identifying the two words put together for the contraction, model writing the words and pointing out the letters that were dropped and replaced by an apostrophe. **EMERGING**

Give students opportunities to read aloud the contractions and words that make up the contractions. Have students use the contractions in sentences. Then have students find and read additional contractions in the *Student Interactive*. Have students keep a list of the contractions they find. **DEVELOPING/EXPANDING**



Ask and Answer Questions



A Green Kid's Guide to Watering Plants

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the vocabulary words by asking:

- Can you identify which types of plants need little water?
- Which design provided the gardeners with a way to conserve water?

Minilesson

FOCUS ON STRATEGIES Readers ask, or generate, questions to deepen their understanding and gain information from what they read.

- Before you start reading, list questions related to the text topic.
- During reading, mark text details that you can ask questions about.
- After reading, write any questions you still have.

MODEL AND PRACTICE Use the Close Read note on *SI* p. 229 to model how to annotate the text to generate questions before, during, and after reading. Say: *Before I read, I asked why kids need to learn about watering plants. As I read, I highlighted parts of the text that I had questions about. After I read, I asked if rereading would deepen my understanding of why we learn about watering and help me gain information to answer my other questions. Now I'll write my questions and look for the answers in the text.*

- On page 229, I highlighted the sentences “Some plants need a lot of water to grow. Others need little water.” I wonder which plants need a lot of water and which plants need little water? I’m going to write this question in the chart: *What plants need little water?*
- I remember reading on page 230 that plants that grow on vines, such as cucumbers, need less water than plants like beans. That answers my question! I’m going to write that answer in the chart.
- Have students use the process you modeled to ask and answer questions about another section of the text.

ELL Targeted Support Ask and Give Information Help students ask and answer questions about *A Green Kid's Guide to Watering Plants* by having them practice asking and giving information. Encourage them to use some of the new vocabulary they learned this week in their responses.

Have students read the heading on *SI* p. 230. Ask: *Before you start reading, what do you think this section is about?* Read the text aloud. Then ask: *What did you hear that you want to know more about?* **EMERGING**

Have students reread *Student Interactive* p. 230, think of a question they have about the text, and share it with a partner. **DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions.

OPTION 1 MyTURN Have students annotate the text using the Close Read note for Ask and Answer Questions, then use the text evidence from their annotations to complete p. 247 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they might have questions about the text and places that might provide answers to their questions.

QUICK CHECK

Notice and Assess Can students generate and answer questions about informational text?

Decide

- **If students struggle**, review instruction for asking and answering questions in Small Group on pp. T72–T73.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T72–T73.

STUDENT INTERACTIVE, p. 247

READING WORKSHOP

Ask and Answer Questions

Asking, or generating, questions before, during, and after reading helps you understand the text in a deeper way. It also helps you learn information.



MYTURN Go back to the Close Read notes. Highlight details you have questions about. Use what you highlighted to write questions in the chart. Use text evidence to write an answer to each question.

Questions	Answers
Possible question: What plants need little water?	Possible response: Plants that grow on vines need less water than beans do.
Possible question: How do green gardeners conserve water?	Possible response: They conserve water by giving plants a bath instead of a shower.
Possible question: How does a rain barrel help save water?	Possible response: A gardener uses the water collected in the barrel to reduce water taken from Earth.

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

Teacher-Led Options

Strategy Group



ASK AND ANSWER QUESTIONS

Teaching Point Strong readers think about what they already know about a text topic and ask questions about what they do not understand. Then they look for details in the text that answer these questions. Look back at *A Green Kid's Guide to Watering Plants* with students and discuss what they already know and what questions they have.

ELL Targeted Support

Help students share information about *A Green Kid's Guide to Watering Plants* in cooperative learning interactions.

Have students orally complete these sentence starters: *This text is about _____. The text structure is _____.* **EMERGING**

Ask students to write the answer to the question *What is this text about?* and then write two sentences to support the answer. **DEVELOPING**

Have students work in pairs to ask and answer questions about the text. Offer them some ideas, such as: *What is this text about? What text structure does the author use?* **EXPANDING**

Have student pairs work together to write questions and answers about the text and its structure. **BRIDGING**



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

Intervention Activity



ASK AND ANSWER QUESTIONS

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on asking and answering questions.


LEVEL C • READ

Lesson 31 Apply Reading Strategies

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

A Trip to the Library

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



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Reading Literature T • 183

Fluency



PROSODY

Help students choose a short passage to read with expression.

ORAL READING RATE AND ACCURACY

Use pp. 31–36 in Unit 2, Week 1 *Cold Reads* to assess the students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes
per conference

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Ask students to share their purposes for reading, as well as what they have learned about asking questions.

Possible Conference Prompts

- What are some questions you have about watering plants?
- How did you use the descriptions of watering plants to answer your questions?

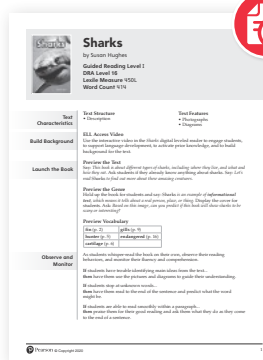
Possible Teaching Point Asking questions and using new information and details in the text to answer those questions helps deepen your understanding of both the text and the topic you read about.

Leveled Readers



ASK AND ANSWER QUESTIONS

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



Whole Group

Share Bring the class back together. Invite one or two students to share some of the questions they generated about their informational text. Reinforce with students the reading strategies they used to answer questions.

Independent/Collaborative

Independent Reading



Students can

- read a trade book or the Book Club text.
- read and listen to a previously read text.

Centers



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

Literacy Activities



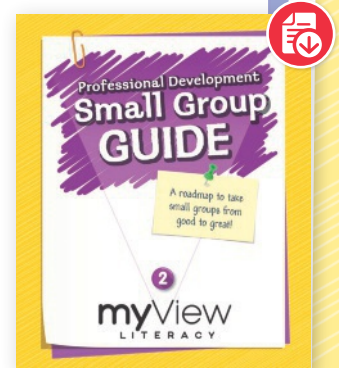
Students can

- complete the graphic organizer on *Student Interactive* p. 247.
- write about their book in their reader's notebooks.
- play the *myView* games.
- take turns reading a passage with a partner using appropriate expression.

SUPPORT INDEPENDENT READING

Remember to encourage students by telling them what they are doing well as readers. As you listen to students read, look for opportunities to compliment their work.

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



Word Work

OBJECTIVES

Decode words with common prefixes and suffixes.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Inflected Endings

Minilesson

FOCUS Remind students that inflected endings such as *-s*, *-es*, *-ed*, and *-ing* can be added to words to change their meanings or parts of speech.

MODEL AND PRACTICE Write *desk*, *desks*, *class*, and *classes*, and underline the plural endings. Say: **Adding *-s* or *-es* changes a word to its plural, meaning more than one.** Write: *light*, *bus*, *roll*, *flash*. Have students tell you which endings to add to make the nouns plural. Then have them add a word to complete each sentence: *The bus* ____ _____. *The light* ____ _____.

Write these words:

call

called

calling

Say: The endings *-ed* and *-ing* can be added to words to show something happened in the past or is happening now.

Write *talk*, *I talked*, and *I am talking*. Circle the ending *-ed* and explain that the ending shows the action happened in the past. Circle *-ing* and explain that it shows the action is happening right now. Repeat with: *call*, *called*, *calling*.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will hear, see, and use more often than other words. Explain that being able to read these words will help them read fluently and make sense of the text.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Then point to a word and have one student spell the word, another say it, and another use the word in a sentence.

d	i	f	f	e	r	e	n	t
		b	e	t	w	e	e	n
					e	v	e	n

different

between

even

ADDITIONAL PRACTICE



For additional student practice with high-frequency words, use *My Words to Know* p. 69 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name _____

My Words to Know
This week's words to learn are in the box below. Read each word. Write the words that finish the sentences on the blank lines.

even different between

MY TURN

1. Each child in the class made a **different** project.

2. Piper knew which numbers were **even** and which were odd.

3. The store is **between** the library and the school.

Read the clues on the left. Match them to a word on the right. Draw a line between the clue and the word.

1. not the same even

2. when things are balanced between

3. in the middle of two things different

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My Words to Know p. 69

Reflect and Share



*A Green Kid's Guide
to Watering Plants*

OBJECTIVE

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

ACADEMIC VOCABULARY

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

- Which garden design is the best for conserving water?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in oral discussions, they should let others know when they agree with their ideas.

- Before making a comment, wait for your turn to speak. You may speak when you are called on, when you are asked a question, or when there is a break in the conversation.
- Build on the ideas of others to stay on topic and deepen the conversation. Use language such as, “I agree with you that . . .” or “I agree, and I also think that . . .” to help you agree and respectfully disagree with others’ comments.

MODEL AND PRACTICE Model making appropriate comments and building on ideas using the Talk About It prompt on p. 248 in the *Student Interactive*.

I'm going to discuss the question “What patterns can we notice in a garden?” with a partner. My partner says she thinks the reason so many gardens are square is that growing plants in squares conserves water. My partner looks at me and asks, “What do you think?” I agree with her idea, so I'm going to build on her idea by saying, “I agree with you that conserving water is why so many gardens are square.”

ELL Targeted Support Express Ideas Help students practice expressing their ideas and commenting on *A Green Kid's Guide to Watering Plants*.

Offer sentence starters to help students share one thought, idea, or opinion they have about the text: *My favorite part is ____.* *One part that confuses me is ____.* *I was surprised by ____.* *I think that ____.* Encourage students to notice whether other students had the same thoughts as they did.

EMERGING/DEVELOPING

Lead an extended group discussion about the text. After each idea, ask students to raise their hands if they agree. Call on volunteers to explain why they agree. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making comments to show agreement.

OPTION 1 Use the Shared Read Have students use evidence from this week's texts to discuss patterns we can notice in a garden.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to discuss garden patterns.

QUICK CHECK

Notice and Assess Can students make comments to show agreement?

Decide

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


WEEKLY QUESTION Have students use text evidence to respond to the Weekly Question. Tell them to write their responses on separate sheets of paper or discuss them in small groups.

STUDENT INTERACTIVE, p. 248

RESPOND TO TEXT

Reflect and Share

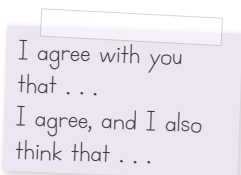
Talk About It
Look back at what you read this week about plants and places. What information about your area would help you choose which plants to grow? Use evidence from the text in your response.



Make Comments to Show Agreement
In a discussion, it is important to let others know when you agree with their ideas.

- Wait for your turn to speak.
- Speak when you are recognized, or called on.
- Build on others' ideas.

Use these sentence starters to help you agree and disagree respectfully.



Weekly Question
What patterns can we notice in a garden?

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

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Today we are going to discuss how readers compare informational texts to study the different ways authors present similar ideas. Create a Venn diagram with students to compare and contrast the ideas in the infographic “See How They Grow” with those in *A Green Kid’s Guide to Watering Plants*.

ELL Targeted Support

Help students acquire basic vocabulary as they compare and contrast the infographic “See How They Grow” with *A Green Kid’s Guide to Watering Plants*.

Use a sentence starter to help students identify one similarity between the texts: *Both texts are about planting and growing ____*. **EMERGING**

Use a sentence starter to help students identify one difference between the texts: “*See How They Grow*” talks about the vegetables ____, while *A Green Kid’s Guide to Watering Plants* talks about the vegetables _____. **DEVELOPING**

Prompt students with questions to help them compare the texts, such as: *What is one fact or idea in “See How They Grow” that is not in A Green Kid’s Guide to Watering Plants? What is one fact or idea in A Green Kid’s Guide to Watering Plants that is not in “See How They Grow”?* *What fact or idea is in both texts?*

EXPANDING/BRIDGING



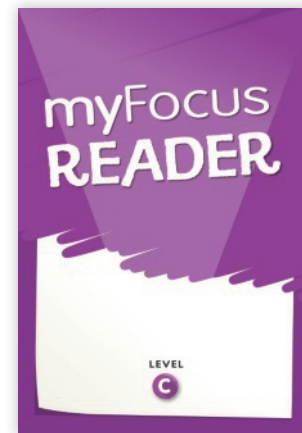
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 18–19 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of garden patterns and encourages them to use the Academic Vocabulary words *behavior*, *evidence*, and *similar*.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings about patterns that can be found in a garden into a format to share with others.

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

See *Extension Activities* pp. 118–122 in the *Resource Download Center*.



Conferring

3 students/3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Have students share what they learned this week about informational text. Ask them to compare their independent-reading text to *A Green Kid’s Guide to Watering Plants*.

Possible Conference Prompts

- How is *A Green Kid’s Guide to Watering Plants* different from and similar to the other texts you read this week?
- How does the structure of *A Green Kid’s Guide to Watering Plants* compare to the structures of the other texts you read this week?

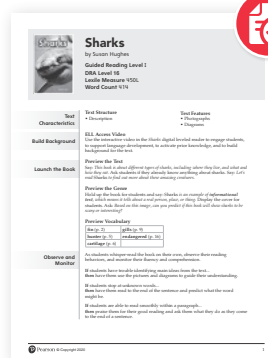
Possible Teaching Point Strong readers compare the structures of informational texts to better understand what they read.

Leveled Readers



COMPARE TEXTS

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



Whole Group

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

Independent/Collaborative

Independent Reading



Students can

- reread the infographic “See How They Grow” with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader or eText.

Centers



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

Literacy Activities



Students can

- write about comparisons they make in a reading notebook.
- think of sentence starters to use when comparing texts.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T502–T505, for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for group collaboration.
- facilitating use of the trade book *Arctic Tundra*.

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can read informational text and understand text structure.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T84–T85
 - » Phonological Awareness: Changes in Words
 - » Phonics: Vowel Digraphs *ai, ay, ea*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T86–T87
- Listening Comprehension: Read Aloud: “The Art of Gardens” T88–T89
- Informational Text T90–T91
 - ✔ **Quick Check** T91

READING BRIDGE

- Academic Vocabulary: Synonyms T92–T93
- Handwriting: Cursive Starter: Swing Ups T92–T93

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T97
- Literacy Activities T97

BOOK CLUB T97 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T376–T377
 - » Topic and Main Idea
 - » Share Back

INDEPENDENT WRITING

- List Article T376–T377
- Conferences T374

WRITING BRIDGE

- Spelling: Words with Long *a*: *ai, ay, ea* T378
 - ✔ **Assess Prior Knowledge** T378
- Language and Conventions: Spiral Review: Singular and Plural Nouns T379

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T98–T99
 - » Phonics: Decode and Write Words with Vowel Digraphs *ai, ay, ea*
 - ✔ **Quick Check** T99
 - » High-Frequency Words

SHARED READ

- Introduce the Text T100–T113
 - » Preview Vocabulary
 - » Read: *A Home on the Prairie*
- Respond and Analyze T114–T115
 - » My View
 - » Develop Vocabulary
 - ✔ **Quick Check** T115
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T116
- Guided Reading/Leveled Readers T119
- Strategy and Intervention Activities T116, T118
- Fluency T116, T118
- ELL Targeted Support T116, T118
- Conferring T119

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T117
- Independent Reading T119
- Literacy Activities T119

WRITING WORKSHOP

MINILESSON

- Informational: List Article T380–T381
 - » Explore Develop Details
 - » Share Back

INDEPENDENT WRITING

- List Article T380–T381
- Conferences T374

WRITING BRIDGE

- Spelling: Teach Words with Long *a*: *ai, ay, ea* T382
- Language and Conventions: Oral Language: Irregular Plural Nouns T383

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T120–T121
 - » Phonics: Vowel Digraphs *ai, ay, ea*
 - » High-Frequency Words

CLOSE READ

- Use Text Features and Graphics T122–T123
- Close Read: *A Home on the Prairie*
 - ✔ Quick Check T123

READING BRIDGE

- Read Like a Writer, Write for a Reader: Descriptive Language T124–T125
- Handwriting: Cursive Starter: Loops T124–T125

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T127
- Literacy Activities T127

WRITING WORKSHOP

MINILESSON

- Informational: List Article T384–T385
 - » Apply Develop Details
 - » Share Back

INDEPENDENT WRITING

- List Article T384–T385
- Conferences T374

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with Long *a*: *ai, ay, ea* T386
- Language and Conventions: Teach Irregular Plural Nouns T387

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T128–T129
 - » Phonics: Review Vowel Digraphs *ai, ay, ea*
 - » ELL Targeted Support

CLOSE READ

- Make and Confirm Predictions T130–T131
- Close Read: *A Home on the Prairie*
 - ✔ Quick Check T131

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T133
- Strategy and Intervention Activities T132
- Fluency T132
- ELL Targeted Support T132
- Conferring T133

INDEPENDENT/COLLABORATIVE

- Independent Reading T133
- Literacy Activities T133

WRITING WORKSHOP

MINILESSON

- Informational: List Article T388–T389
 - » Explore Features and Graphics
 - » Share Back

INDEPENDENT WRITING

- List Article T388–T389
- Conferences T374

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Contractions T390
- Language and Conventions: Practice Irregular Plural Nouns T391

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T134–T135
 - » Phonics: Spiral Review: Contractions
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T136–T137
 - » Write to Sources
 - ✔ Quick Check T137
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T139
- Strategy, Intervention, and On-Level/Advanced Activities T138
- ELL Targeted Support T138
- Conferring T139

INDEPENDENT/COLLABORATIVE

- Independent Reading T139
- Literacy Activities T139

BOOK CLUB T139 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T392
 - » Apply Features and Graphics
 - » Share Back

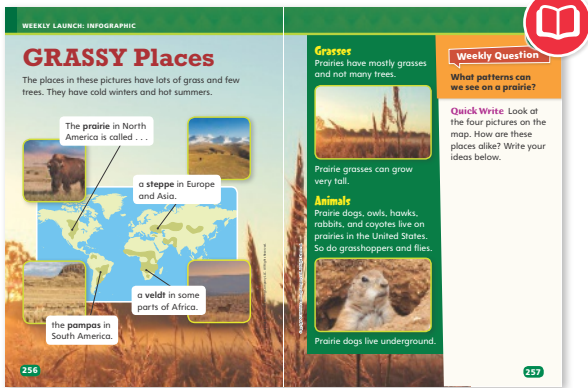
INDEPENDENT WRITING

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

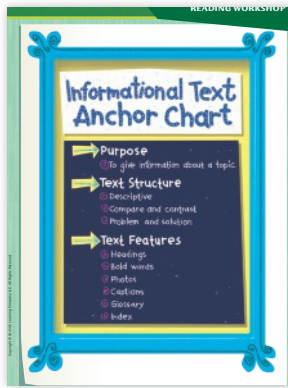
WRITING BRIDGE

- Spelling: Words with Long *a*: *ai, ay, ea* T394
 - ✔ Assess Understanding T394
- Language and Conventions: Standards Practice T395

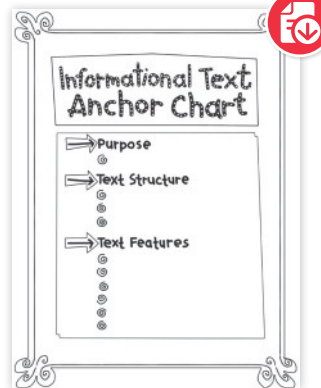
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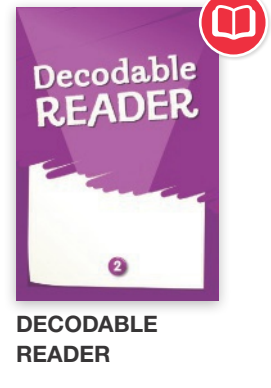
INFOGRAPHIC
"Grassy Places"



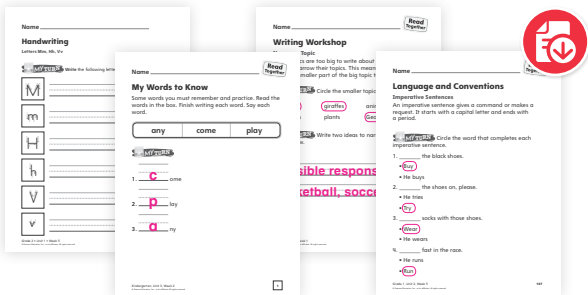
READING ANCHOR CHART
Informational Text



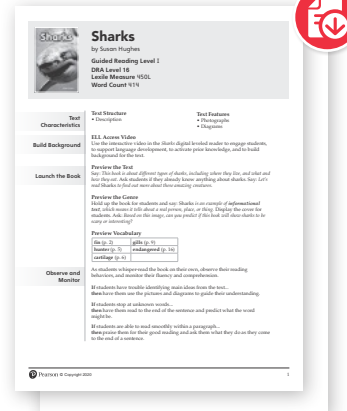
EDITABLE ANCHOR CHART
Informational Text



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

kind
change
air

Develop Vocabulary

prairie
habitat
grazers
burrows
colonies

Spelling Words

pay
brain
paint
Monday
Friday
break
great
Sunday
Thursday
Saturday

Unit Academic Vocabulary

behavior
design
evidence
identify
similar

WEEK 2 LESSON 1
READING WORKSHOP

GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, ask relevant questions to clarify information, and answer questions orally.

ELL Language Reader
Objective: Find out the Spanish origin of "The Art of Gardens".
+ pronounce, describe
+ maintain, compare
+ gather, apply

FLUENCY
Also connecting to Read Aloud: *The Art of Gardens*, students will discuss a short section of the story, using evidence to support their point of view. Students will read the text aloud, using evidence to support their point of view. Students will discuss the text and its connection to the main theme of the unit.

Informational Text
Tell students you are going to read an informational text about. Have students listen as you read "The Art of Gardens." Explain that students should listen actively, paying careful attention to the main ideas and important details of the text. Prompt them to ask questions to clarify information and before agreed-upon discussion rules.

START-UP
READ-ALOUD ROUTINE
Prepare: Have students actively listen for elements of informational text.
READ: the entire text about without stopping for the Think Aloud callouts.
REPEAT: the text aloud, pausing to model Think Aloud strategies related to the genre and the main idea and details in the text.

The Art of Gardens
Japanese gardens, called Zen gardens, have been around for more than a thousand years. First found in Zen monasteries, each garden has its own main element and purpose. The gardens include trees, stones, or water, among other elements.
Zen gardens aren't like the vegetable garden you might have in your backyard. Traditional Zen gardens do not have any living elements, other than the occasional grass or small shrubs. This is part of the appeal of this type of garden.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
+ allows students to look about their independent reading time.
+ allows students to read language development.
+ provides an opportunity to model fluency and expression reading.
+ fosters a love and enjoyment of reading.

PLANNING
+ Select a text from the Read Aloud Trade Book Library or the school or classroom library.
+ Identify the key idea of the story.
+ Determine the Teaching Point.
+ Write your independent reading time. Model Think Aloud as you read, and pause in the book at the points where you plan to stop to model with students.
+ Prepare a list of questions for understanding.

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

DURING READING
+ You can choose to stop and reading to students get to get on the next and apply Think Aloud and other modeling for a longer time into the text.
+ Read with expression to draw in listeners.
+ Ask questions to guide the discussion and draw attention to the teaching point.
+ Use Think Aloud to model strategies and students use to monitor comprehension and correct reading when they hear.
+ Help students make connections to their own experiences, think they have read or learned in the past, or the world.

AFTER READING
+ Summarize and allow students to share thoughts about the story.
+ Support deeper comprehension by modeling the "Think Aloud" Big Idea of the story.
+ Choose and assign a Student Response Form available on ReadAloud.com

Finals Teaching Points
+ Summarize the story.
+ Identify the key idea of the story.
+ Determine the Teaching Point.
+ Make Connections.
+ Determine Point of View.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"The Art of Gardens"

Genre: Informational Text

A Home on the Prairie

by David M. Long



SHARED READ
A Home on the Prairie

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T506-T509

Mentor STACK

Writing Workshop T373



LITERACY STATIONS



SCOUT

Assessment Options for the Week

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

Assessment GUIDE

A comprehensive guide to literacy assessment including:
+ Support for using data to inform instruction
+ How to use multiple and valid forms of literacy assessment
+ Resources for helping school leaders continue

2

myview LITERACY



ASSESSMENT GUIDE

Word Work

OBJECTIVES

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

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T102 for an extension activity on vowel digraphs that you can use while students are reading the text in Lessons 2 and 3.

Phonological Awareness: Changes in Words

SEE AND SAY Point to the picture of the goat on p. 258 of the *Student Interactive*. Tell students to listen carefully to the middle sound as you say the word *goat*. Repeat the sounds in the word several times, emphasizing the middle sound: /ō/. Point to the picture of the gate. Tell students to listen carefully to the middle sound as you say the word *gate*. Point out to students that the sound /ō/ in *goat* was changed to the sound /ā/ to make the word *gate*. Say: **When we change a sound in a word, we change the word. The only difference in the words *goat* and *gate* is the middle sound.** Have students repeat the two words with you several times.

Remind students that words also change when sounds are added and taken away. Say: *goat, go*. Have students repeat the words with you, and say: **Taking away the sound /t/ changes *goat* to a different word.** Say: *go, goal*. Have students repeat the words with you, and say: **Adding a sound to the end of *go* makes a new word.**

PRACTICE Say the words *sight* and *sit*. Have students repeat the words. Have students identify the sound that was changed from the word *sight* to make the word *sit*. *The long /ī/ in *sight* is changed to /i/ for *sit*.* Tell students to listen carefully to the middle sounds in the following sets of words and tell what sound has been changed in the second word: *bite/bit; these/those; did/dad; not/note; time/tame; can/cone; made/mud*.

Have students listen as you say the following word pairs. After you say each pair, ask students which sound was added to or taken away from the first word to make the second word: *rail, ray; air, chair; rake, ache; ouch, couch*.

TURN, TALK, AND SHARE Have partners name each set of pictures at the bottom of p. 258 in the *Student Interactive*. Then have them tell what sound changed in each set.

Phonics: Vowel Digraphs *ai, ay, ea*

Tell students that sometimes one sound can have different spellings. Say the /ā/ sound, exaggerating the shape your mouth makes and extending the sound for two beats. Have the class chorally repeat the sound with you. Then ask volunteers to offer words that have the /ā/ sound (*day, pay, stay, pail, tail, break*), and have the class echo each word, exaggerating and extending the /ā/ sound. As volunteers offer words and the class chorally repeats them, list them on the board. Then ask the class to notice how the words that have the same sound are spelled different ways.



ELL Targeted Support Changes in Words Help students attend to the sounds in words and learn to identify sound changes.

Say the words *goat* and *get*. Then say: **The long o sound** (move your hand apart to indicate long) **in *goat* changed to the short e** (move your hands together to indicate short) **sound in *get***. Repeat with: *bite/bit*, *bake/back*, and *light/lit*. **EMERGING**

Have students look in books or signs in the room to find three more words with the long /ā/ sound. Say the words with students. Have them say words with different middle sounds. **DEVELOPING**

Read aloud a grade-appropriate passage. Ask students to listen for words that have the middle sound of long /ā/. Write the words. Then call on students to make new words with different middle sounds.

EXPANDING/BRIDGING

HIGH-FREQUENCY WORDS



Display the high-frequency words *kind*, *change*, and *air*.

- Point to *kind* and read it.
- Have students spell it.
- Repeat for each word.
- Have students choose a word, say it, and use it in a sentence.

kind

air

change

STUDENT INTERACTIVE, p. 258

PHONOLOGICAL AWARENESS | PHONICS

Recognize Changes in Words

SEE and SAY You can recognize new words made by changing the middle phoneme, or sound, in a word. Say the names of the pictures.



What middle phoneme, or sound, changed from the first picture to the second? **/ō/ in *goat* changed to /ā/ in *gate***

TURN and TALK Work with a partner. Name the pictures. Say what sound changed.



/ā/ in *rake* changed to /o/ in *rock*



/ā/ in *cane* changed to /a/ in *can*

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Interact with Sources

OBJECTIVES

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

Interpret information on maps and globes using basic map elements such as title, orientation (north, south, east, west), and legend/map keys.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: *What animals can you identify in the infographic? In what ways are the grassy places similar? What evidence can you see that summers are hot and winters are cold? How do the grassy places affect animal behavior? How does the design of the infographic help you learn about grassy places?*

- behavior
- evidence
- identify
- similar
- design

Explore the Infographic

Remind students of the Essential Question for Unit 2: *What patterns do we see in nature?* Point out the Week 2 Question: *What patterns can we see on a prairie?*

Direct students' attention to the infographic on pp. 256–257 in the *Student Interactive*. Remind students that an infographic combines words and pictures to provide information. Have students read the infographic and discuss grassy places.

Use the following questions to guide discussion:

- Why do you think there are different words for different grassy places around the world?
- What do you think it is like to live in a grassy place?
- Why do you think there are not many trees in these grassy places?
- What do animals eat in grassy places?
- Why do prairie dogs live underground?

WEEKLY QUESTION Read the Week 2 Question: *What patterns can we see on a prairie?* Tell students that they just learned about a grassy place known as a prairie and they will learn more about the prairie this week.

QUICK WRITE Freewrite Have students freewrite to answer the Quick Write question on p. 257 and then ask them to share their ideas.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“Children’s lives are filled with language and literacy outside the classroom. They come to us with stories and experiences. It is important for them to understand that the classroom is not the only place that literacy happens. When we connect what they learn from stories to the learning that they already have, we are enhancing their literacy potential.”

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

ELL Targeted Support Visual Support Review the infographic with students.

To enhance students' understanding of spoken English, collect images of owls, hawks, grasshoppers, and flies. Say the name of the animal as you display each image. Then have students repeat the animal's name. Next, show the image and have students chorally identify the animal. Finally, show the image and call on individual students to identify the animal. **EMERGING**

Preview the visuals and have students note specific details in each image about each grassy place. Encourage students to confirm their understanding by having them briefly describe each grassy place in their own words. **DEVELOPING**

Have partners review the visuals. Then display a four-column chart and label the columns *prairie*, *steppe*, *pampas*, and *veldt*. Give pairs five minutes to write descriptive words and phrases about each grassy place. Then have them confirm their understanding by sharing their ideas to complete the chart. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 256-257

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 2

GRASSY Places

The places in these pictures have lots of grass and few trees. They have cold winters and hot summers.

The **prairie** in North America is called . . .

a **steppe** in Europe and Asia.

a **veldt** in some parts of Africa.

the **pampas** in South America.

Grasses
Prairies have mostly grasses and not many trees.

Prairie grasses can grow very tall.

Animals
Prairie dogs, owls, hawks, rabbits, and coyotes live on prairies in the United States. So do grasshoppers and flies.

Prairie dogs live underground.

Weekly Question
What patterns can we see on a prairie?

Quick Write Look at the four pictures on the map. How are these places alike? Write your ideas below.

256

257

Listening Comprehension

OBJECTIVES

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

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


ELL Language Transfer

Cognates Point out the Spanish cognates in “The Art of Gardens.”

- mountains : *montañas*
- meditate : *meditar*
- garden : *jardín*

FLUENCY

After completing the Read Aloud Routine, display “The Art of Gardens.” Model reading aloud a short section of the story, asking students to pay attention to your rate. Remind students that their rate of reading should not be too fast or too slow. Good readers remember to pause at commas and stop at periods before continuing to read.

 **THINK ALOUD** Analyze **Informational Text** I notice the title right away. It lets me know that the text will be about gardens. The first paragraph introduces one type of garden: Zen gardens. The author then explains what you can find in Zen gardens. One detail is that these gardens have trees, stones, or water. I can see that this text is explaining a real topic, so I think it is an informational text.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “The Art of Gardens.” Explain that students should listen actively, paying careful attention to the main ideas and important details of the text. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of informational text.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the main idea and details in the text.

The Art of Gardens

Japanese gardens, called Zen gardens, have been around for more than a thousand years. First found in Zen monasteries, each garden has its own main element and purpose. The gardens include trees, stones, or water, among other elements.

Zen gardens aren't like the vegetable garden you might have in your backyard. Traditional Zen gardens do not have any living elements, other than the occasional grass or small shrubs. This is part of the appeal of this type of garden.

*“The Art of Gardens,” continued*

One thing that many Zen gardens have is a distinct pattern. Dry gardens, those without water, might have wave-like patterns raked into the sand that look like water. Sometimes these can represent storms or moments frozen in time. Pebbles and other features are also used to resemble water.

Patterns of larger rocks make designs that inspire thought and can even help visitors meditate. Monks and others who use Zen gardens rake and re-rake the rocks or sand, just like waves in an ocean move over and over again.

Many Zen gardens are designed with a large rock as a focal point. The rock represents mountains that overlook the countryside.

It’s possible to create a Zen garden at home, starting with a flat, open space and materials like sand, rocks of different sizes, and gravel. Some people design Zen gardens outside their homes or even smaller gardens in containers inside their homes.



THINK ALOUD Analyze **Informational Texts** As I read aloud, I notice details about how Zen gardens help visitors relax and think. One detail is that sometimes sand is raked into waves to make it look like water. These details help explain the central, or overall idea, about what Zen gardens are.

ELL Access

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

One type of garden is a Zen garden. They have been in Japan for a long time. These gardens don’t have flowers or vegetables. They have trees, rocks, sand, or water. People can make the sand look like waves of water. This helps them relax and think. Some Zen gardens have one big rock. The rock stands for a mountain. You can make a Zen garden at home.

FLEXIBLE OPTION
INTERACTIVE**Trade Book Read Aloud**

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

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

**WRAP-UP****The Art of Gardens**

What It Has

How It’s Used

Use a T-chart to help students add details about what Zen gardens are and how they are used.



SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can read informational text and use its text features.

OBJECTIVE

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

LANGUAGE OF THE GENRE

Discuss the genre and anchor chart. Remind students to use words related to informational texts in their discussions, such as:

- text features
- headings
- captions
- glossary
- index

FLEXIBLE OPTION ANCHOR CHARTS

- Display a poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add examples to the class anchor chart.
- Have students add specific titles of informational text as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- photos : *fotos*
- glossary : *glosario*
- index : *índice*

Use prior knowledge to understand meanings in English.

Minilesson

FOCUS ON STRATEGIES Authors of informational texts explain topics. They present main ideas and support them with important facts and details. They also use text features and graphics to organize the information and explain details about the topic.

- Ask how the information is organized. Does it describe the topic? Does it compare and contrast information? Does it show us a problem and present a solution?
- How do the text features and graphics help you locate information about the topic? What information did you gain from them?
- Does the text have photos and captions or labels identifying or explaining the photos?
- Does the text use bold words when there is new vocabulary? Is there a glossary with definitions? Is there an index to help us find information?

MODEL AND PRACTICE Model how to determine whether a text is an informational text. Say: *I think “The Art of Gardens” is an example of informational text. The text gives information about a topic: Zen gardens. The text gives facts. For example, these gardens go back to the 11th century. Sometimes patterns in the sand are made to look like water. All these words help me picture a Zen garden, so I think the structure is descriptive.* Talk about examples of text features students have seen in informational texts they have read. Encourage students to explain how these features help them understand the text.

ELL Targeted Support Text Features Show students examples of the text features listed on the anchor chart, and name the kind of feature.

Choose several informational texts from your classroom library. Have students identify examples of text features you point to. **EMERGING**

Have students choose an informational text and identify the text features with partners. You may choose to have them present their ideas to the class or small group. **DEVELOPING**

Tell students to work with partners to create examples of four text features. Then have students present their examples. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 TURN, TALK, AND SHARE Have students work with partners to complete the activity on p. 262 in the *Student Interactive*. Circulate to discover whether students can identify what made the texts informational and the kinds of text features and graphics that were included, such as captions, headings, or bold words.

OPTION 2 Use Independent Text Have students mark text features in an informational text they are reading. Ask them to explain what makes the text informational, what facts they learned, and what text features are used.

QUICK CHECK

Notice and Assess Can students identify informational texts?

Decide

- **If students struggle**, review the instruction about informational texts and text features in Small Group on pp. T96–T97.
- **If students show understanding**, have students continue the strategies for reading informational texts in Small Group on pp. T96–T97.

STUDENT INTERACTIVE, pp. 262–263

GENRE: INFORMATIONAL TEXT

READING WORKSHOP

My Learning Goal
I can read informational text and use its text features.

Spotlight on Genre

Informational Text

Informational text tells **facts** about a topic. It includes **main**, or **central**, **ideas** about the topic and important **details**. Informational text may also include:

- **text features and graphics**, such as headings, photos, captions, labels, and bold words
- a **glossary** and an **index**

TURN and TALK
Describe a book or article you have read about an animal. What made the text informational? What kinds of text features did it include?

Photos in a text are a clue that it has real information.

Informational Text Anchor Chart

- ➔ **Purpose**
 - ⊖ To give information about a topic
- ➔ **Text Structure**
 - ⊖ Descriptive
 - ⊖ Compare and contrast
 - ⊖ Problem and solution
- ➔ **Text Features**
 - ⊖ Headings
 - ⊖ Bold words
 - ⊖ Photos
 - ⊖ Captions
 - ⊖ Glossary
 - ⊖ Index

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

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

ELL Access

Internalize Language Help students internalize new and academic vocabulary by providing frequent and varied opportunities for them to use language in meaningful ways. Use Academic Vocabulary in your questions and prompt students to include it and/or its synonyms in their responses. For example, ask: *How is a prairie dog's behavior different from a hawk's?* Provide sentence frames for students to respond: *A prairie dog's behavior is not like a hawk's. Prairie dogs _____, and hawks _____.*

Synonyms

Minilesson

FOCUS ON STRATEGIES Explain that synonyms are words that have the same or almost the same meaning. We can find synonyms in a thesaurus. A thesaurus is a special kind of dictionary; it is a dictionary of synonyms.

- A thesaurus is organized in alphabetical order.
- Look up a word. Read the list of synonyms.
- Create a sentence with one of the synonyms.

MODEL AND PRACTICE Model this strategy by using the Academic Vocabulary in the chart on p. 283 of the *Student Interactive*. Say: *Let's find the word **behave**. I will look in the thesaurus to find the word **behave**. I see that another word for **behave** is **act**. So **act** and **behave** are synonyms. Let's think of a sentence with **act**. My brother acts nicely when he wants something.* Repeat this process with the other Academic Vocabulary words in the chart as a class.

Handwriting

OBJECTIVE

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

Cursive Starter: Swing Ups

FOCUS Display cursive swing ups.

MODEL Model writing the swing ups. Point out the swing up starts on the line and swings up above it. Write several in a row on the board. Say as you write: *Start on the line and swing up. On the line and swing up. On the line and swing up.*



ASSESS UNDERSTANDING

Apply

Have students complete the activity on p. 283 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 283

VOCABULARY READING-WRITING BRIDGE

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

My Learning Goal

Academic Vocabulary

Synonyms are words that mean the same or almost the same thing. You can find synonyms in a book or online source called a thesaurus.

MY TURN Use a thesaurus. Write a synonym for each of the words.

Word	Synonym
behave	act
proof	Possible responses: information, clues, data
identification	Possible responses: name, description, label
different	Possible responses: unlike, distinct, various

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WEEKLY STANDARDS PRACTICE

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

PRACTICE Have students complete *Handwriting* p. 77 from the *Resource Download Center* to practice writing cursive swing ups.

Name _____

Handwriting

Cursive Starters: Swing-Ups

In cursive writing, most letters are joined together in a flowing manner. Writing in cursive is usually faster than printing. In printing, the letters are mostly straight, or up and down. Cursive writing slants to the right. In printing, many letters are written in different parts, and the letters in a word are not connected. In cursive writing, most letters in a word connect to each other.

Cursive writing has different strokes. One cursive stroke is called a swing-up. A swing-up starts at the bottom of the line, swings up, swings back down and into another swing-up. Swing-ups should be slanted to the right.

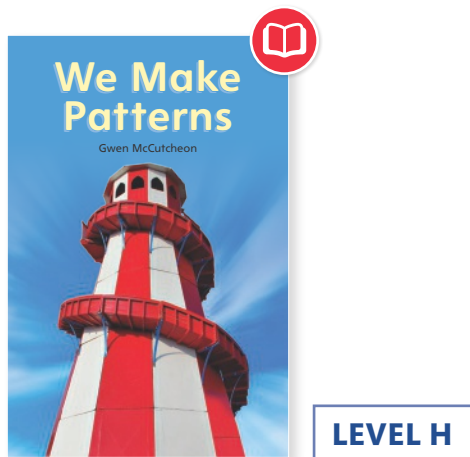
MY TURN Trace the following cursive strokes. Then practice writing some of your own.

Grade 2 • Unit 2 • Week 2
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Handwriting p. 77

Matching Texts to Learning

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



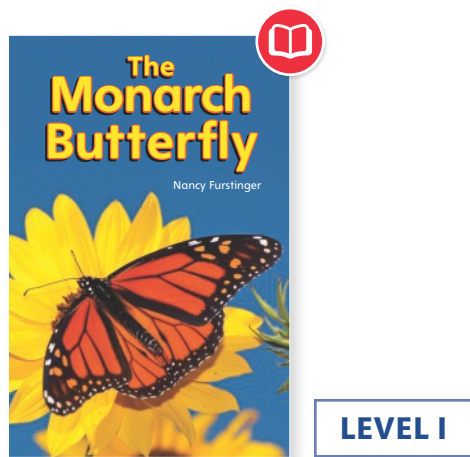
Genre Expository Text

Text Elements

- Some easy compound words
- Three to eight lines per page

Text Structure

- Compare and Contrast



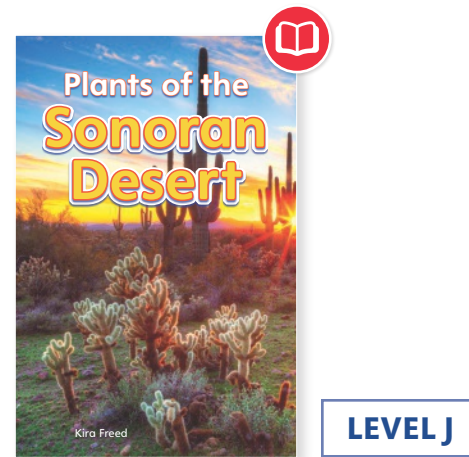
Genre Expository Text

Text Elements

- Table of contents
- Longer sentences carry over two lines

Text Structure

- Description



Genre Expository Text

Text Elements

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

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Texts

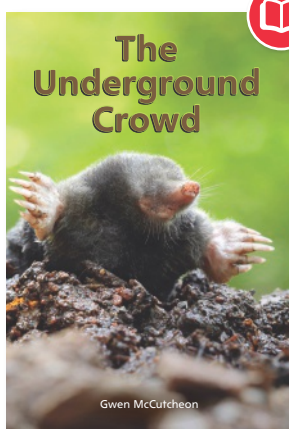
- Does the text explain a topic?
- What is the main idea? What facts and details support it?
- What text features help explain the topic and main idea?

Develop Vocabulary

- Do the illustrations help you understand the meaning of unfamiliar words?
- How does the text show new words?
- What are some text features that can help readers understand the meaning of words?

Text Features

- How do the captions support the images?
- What new information do the text features provide that is not found in the text?
- How do the text features help you understand the topic?



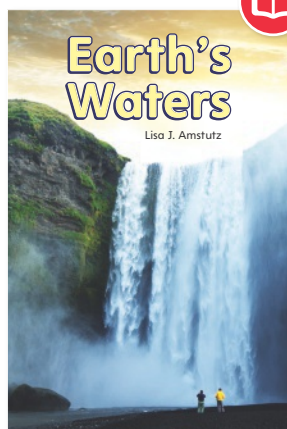
LEVEL K

Genre Informational Text**Text Elements**

- Longer, more complex sentences
- Varied organization

Text Structure

- Compare and Contrast



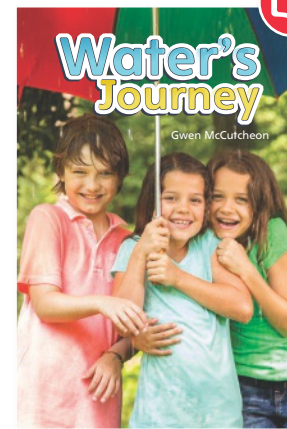
LEVEL L

Genre Expository Text**Text Elements**

- Table of contents, glossary, and index
- Longer sentences carry over three lines

Text Structure

- Description



LEVEL M

Genre Expository Text**Text Elements**

- Most content carried by text
- Multi-syllable words that are challenging to decode

Text Structure

- Sequential

Make and Confirm Predictions

- What predictions did you make when you were using the text features?
- In what ways were your predictions correct?
- Did you need to adjust your predictions? How did you adjust them?

Compare Texts

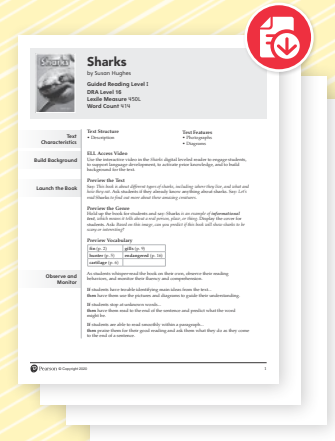
- What text features do both texts have?
- What are the main ideas of each text?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T91 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXTS

Teaching Point Readers can use text features to understand main ideas and important details. Headings, bold words, and photos are text features. Informational texts may have glossaries, where readers can look up definitions.

Have students review an informational text they have read and discuss the text features they see. Ask them to explain what important information they can learn from the text features.

ELL Targeted Support

Guide students to identify text features in informational texts.

Display a sample page showing various text features. Review the text features presented in the lesson. Then name a text feature and have students find an example of the feature in an informational text they are reading. You may also provide students with labels for the text features and have them attach each label to its corresponding text feature.

EMERGING/DEVELOPING

Have partners create a T-chart and list types of text features found in informational texts. For each type they list, have them write the purpose of the feature in the second column. Allow students to look at previous weeks in the book or their independent reading books to gather ideas. Have partners share their ideas.

EXPANDING/BRIDGING



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

Intervention Activity



IDENTIFY INFORMATIONAL TEXTS

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher's Guide* for instruction on the informational text genre.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

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

Farm to Table

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

Farmers' Markets

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

Supermarkets

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

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

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Reading Informational Text T • 217

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on pp. 256–257 in the *Student Interactive* to generate questions about the plants and animals that live on the prairies. During the course of the week, help students research this topic and record their findings. See *Extension Activities* pp. 118–122 in the *Resource Download Center*.



Conferring

3 students/3–4 minutes
per conference

IDENTIFY INFORMATIONAL TEXTS

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

Possible Conference Points

- Why is this book an informational text?
- What text features does it have?
- What information can you learn from the text features?

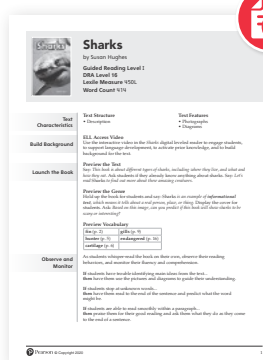
Possible Teaching Point Readers can get clues about the main idea and details by looking at headings, photos or maps, captions below photos, or bold words and words in a glossary.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see *Matching Texts to Learning*, pp. T94–T95.
- For instructional support on recognizing elements of informational text and text features, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the group together. Invite students to talk about what makes the book they are studying an informational text. Encourage students to discuss any text features in their books. Discuss which text features are the most helpful to them and how they are helpful.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- use the anchor chart on p. 263 in their *Student Interactive* to help them tell a partner about the text features of an informational text they are reading.

BOOK CLUB



See Book Club pp. T506–T509 for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Word Work

OBJECTIVES

Decode regularly spelled two-syllable words with long vowels.

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

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with vowel digraphs *ai*, *ay*, *ea*, use *Phonics* p. 64 from the *Resource Download Center*.



FOUNDATIONAL SKILLS

Name _____

Phonics
Long as ai, ay, ea
The vowel teams ai, ay, and ea can make the long a sound.

MY TURN Circle the word that names each picture.

1. ran rain

2. pail pill

3. mad maid

4. tray tree

5. stack steak

Write a sentence using the words *May* and *day*. **Possible response:**
It was a sunny day in May.

Grade 2, Unit 2, Week 2
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Phonics p. 64

Phonics: Decode Words with Vowel Digraphs *ai*, *ay*, *ea*

Minilesson

FOCUS Write and say the words *reclaim*, *anyway*, and *daybreak*, emphasizing the long *a* vowel sound. Remind students that one sound can have different spellings. Underline the vowel digraph or digraphs in each word. Point out that each of the vowel teams, or digraphs, *ai*, *ay*, and *ea* are pronounced /ā/ in these multisyllabic words. In the digraphs *ai* and *ay*, the first letter, *a*, has the long *a* sound and the second letter in the vowel team is silent. Explain that in the digraph *ea*, the first letter is silent and the second letter has the long *a* sound.

MODEL AND PRACTICE Write and say the word *contain*. Say: *I can see that contain has the vowel team ai. When I say the word contain, I hear the long a sound, /ā/.* Have students repeat the word with you, name the vowel digraph, and tell the sound made by the vowel digraph. Write other multisyllabic words with the vowel digraphs *ai*, *ay*, and *ea* and have students identify the digraphs and decode the words.

APPLY My TURN Have students decode the words in the chart on *SI* p. 259.

TURN, TALK, AND SHARE Ask partners to underline the vowel team in each word that makes the long *a* sound and use two words in a sentence.

Phonics: Decode and Write Words with Vowel Digraphs

Minilesson

FOCUS Write: *breaking*, *explain*, and *display*. Say each multisyllabic word and have students repeat it after you. Remind students that vowel teams have the sound of one vowel. Underline the digraph in each one.

MODEL AND PRACTICE Display a chart with the column heads *ai*, *ay*, and *ea*. Have students copy it. Say: *The word breaking has the vowel team ea. When I say the word, I hear the long a sound.* Have students repeat the word. *Which column should breaking go in? (ea)* Repeat the process with *explain* and *display*.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete p. 260 in the *Student Interactive*.

OPTION 2 Independent Activity Have students work with partners to read the words on p. 260 of the *Student Interactive*. Have them take turns choosing a word and using it in a sentence.

QUICK CHECK

Notice and Assess Are students able to decode vowel digraphs *ai*, *ay*, and *ea*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T116–T117.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T116–T117.

HIGH-FREQUENCY WORDS

Display the high-frequency words *kind*, *change*, and *air*.

- Point to *kind* and have students read it.
- Point to a student and have him or her spell the word.
- Point to a different student and have him or her use the word in a sentence.
- Repeat for *change* and *air*.

STUDENT INTERACTIVE, p. 259

READING WORKSHOP

Long a: ai, ay, ea

The vowel teams, or digraphs, **ai**, **ay**, and **ea** can make the long **a** sound. Sometimes, when two vowels are together in a syllable, the first vowel is long and the second one is silent, as in the teams **ai** and **ay**. Sometimes, the vowel team **ea** makes the long **a** sound.

MY TURN Decode, or read, the words below and listen for the vowel-team sound in each word.

ai	ay	ea
snail	pay	break
paint	Sunday	great
brain	Monday	steak

TURN and TALK Reread the words in the chart with a partner. Underline the vowel team in each word that makes the long **a** sound. Then choose two of the words and use them in sentences. Share your sentences with your partner.

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STUDENT INTERACTIVE, p. 260

PHONICS | HIGH-FREQUENCY WORDS

Long a: ai, ay, ea

MY TURN Decode, or read, the words in the box. Then use the words to complete the sentences.

crayon	Friday	main
brain	break	great

1. My sister likes to draw with a blue crayon.
2. On Friday we took a break from the ball game to have lunch.
3. In science, we learned about the brain and other parts of the body.
4. The main idea in the book is that dogs are great.

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Introduce the Text



A Home on the Prairie

OBJECTIVES

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

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

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 instructions for Lessons 3 and 4.

Preview Vocabulary

Introduce the vocabulary words on p. 264. Elicit definitions from students, but provide definitions if students are experiencing difficulties making their own definitions.

prairie: a large open grassland with very few trees

habitat: the place where a plant or animal usually lives

grazers: animals that feed on growing grasses

burrows: holes or tunnels in the ground made by a small animal

colonies: groups of animals that live in one place

Say: *These words will help you understand the information in *A Home on the Prairie*. Highlight the words as you see them in the text. What do they tell you about the text?*

Read

Discuss the First Read Strategies. Guide students to understand that the purposes for reading the selection are understanding and enjoyment. Allow students sufficient time to examine the text features in *A Home on the Prairie*. Have them use these features to make predictions about what the text will cover.

FIRST READ STRATEGIES

LOOK Remind students that text features are helpful in understanding a text. Have them use the text features to predict what they will learn about.

READ Remind students to get a general idea of what the article is about and whether the text matches their predictions.

ASK Tell students to ask themselves questions about the text as they read. This will allow them to check their understanding. They can also write down questions about the parts of the text about which they are unsure.

TALK Have students discuss the text with a partner. Encourage students to share the questions they had during the reading and to help each other answer them.

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



ELL Targeted Support Concept Mapping Tell students that concept mapping can help them learn relationships between words and meanings.

Draw a web diagram with the five vocabulary words circling the word *grassland* at the center. Read each word aloud and have students repeat it. Suggest that students draw pictures of the words. Point out that all of these words tell about grasslands. **EMERGING/DEVELOPING**

Have students draw a web diagram with the vocabulary words in their notebooks. The center should be blank. Have student pairs discuss what all of the words tell about and write that topic in the center. (They may write *homes*, *grasslands*, or *habitats*.) Have partners add to the web and share with the group. **EXPANDING/BRIDGING**

ELL Access

Vocabulary Learning vocabulary is essential to understanding informational text. To help students grasp new words, display pictures and discuss the concepts. For example, show a prairie with plants, grazing animals such as cows, burrows made by small animals such as rabbits and chipmunks, and colonies of animals such as ants that live in a particular place.

STUDENT INTERACTIVE, pp. 264–265



A Home on the Prairie

Preview Vocabulary

Look for these words as you read *A Home on the Prairie*.

prairie habitat grazers burrows colonies

First Read

Look through this text. Make a prediction using the text features.

Read to see whether the text matches your prediction.

Ask questions to clarify information.

Talk about the text with a partner.

Meet the Author

David C. Lion loves to go out on his boat and fish. He lives in Glens Falls, New York, with his wife Kathy and their cat Jeep. He has also written a book called *A Home in the Swamp*.

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Genre Informational Text

A Home on the Prairie

by David C. Lion

AUDIO
Audio with Highlighting

ANNOTATE

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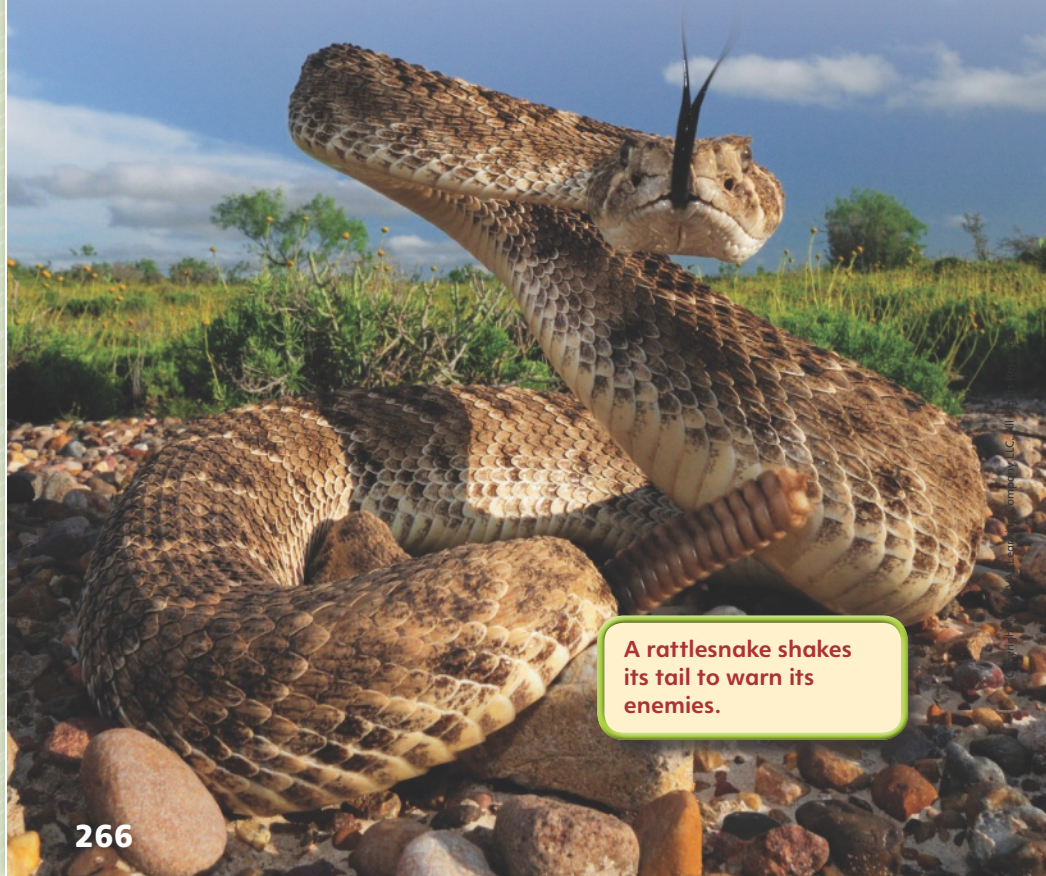
First Read

Look

THINK ALOUD The first thing I see on the page is a picture of a rattlesnake that seems ready to strike. I don't see any buildings or people in the picture. Based on the picture, I predict it is a place where no people live.

What Is This Place?

- 1 Just imagine you're surrounded by tall grass. When you look up, you see nothing but sky.
- 2 You hear a rattlesnake shake its tail. You watch a prairie dog dive into a hole.
- 3 Where are we?



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Foundational Skills Extension

Vowel Digraphs *ai*, *ay*, *ea*

Direct students to paragraph 2 on p. 266. Have them locate words with the vowel digraph *ai* (*tail*, *prairie*). Ask students to read each word aloud with you. After reading, point out that in *tail* the letters *ai* make the long *a* sound, while in *prairie* they do not. Tell students that when they wonder whether a letter pair makes a long vowel sound, the first thing to do is to try pronouncing the word in which the letters appear.



Prairies have
very few trees.

CLOSE READ **Confirm
or Adjust
Predictions**

Highlight a bold word that helped you predict the topic of this text.

prairie a large, open grassland with very few trees


habitat the place where a plant or animal usually lives

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- 4 We're on a North American **prairie**!
 - 5 A prairie is a type of **habitat**. A habitat is where a plant or animal usually lives.
 - 6 A prairie is a large, open grassland with almost no trees.

267

First Read

Read

 **THINK ALOUD** The text tells me this is a picture of a prairie, a habitat, or a place where plants and animals live. I know from the picture that rattlesnakes live on the prairie. I want to read to find out what else lives there.

Close Read

Confirm or Adjust Predictions

Have students look for the bold words in the text. Then have them predict which of these bold words will be the topic. **See student page for possible response.**

DOK 2

OBJECTIVES

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

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

Possible Teaching Point

Academic Vocabulary | Synonyms

Refer to the Academic Vocabulary lesson on pp. T92–T93 in the Reading-Writing Workshop Bridge. Tell students that finding synonyms, or words with similar meanings, in a text can help them understand the meaning of a word. It also can help them grow their vocabulary. Have students reread paragraph 6. Ask them to find a synonym for *prairie* and explain its meaning.

First Read

Ask

THINK ALOUD After reading this page, I have lots of questions about grasses. How do the grasses look different? Do different kinds of animals like different kinds of grasses? Which grass is the tallest? I'll keep reading to see whether the text answers my questions.

Close Read

Vocabulary in Context

Tell students that when they do not know the meaning of a word in the text, they can look for clues in nearby sentences. These clues might be synonyms, or words that have a similar meaning.

Have students identify a synonym in **paragraph 9** that helps them understand and explain what *bison* are.

Then ask them to write the two synonyms for the animal in the picture.

DOK 2

OBJECTIVES

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

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

CLOSE READ



Vocabulary in Context

Look for clues to the meanings of words within or beyond the sentence the word appears in. Find the word *bison*. Underline the synonym, or the word that means the same as *bison*.

- 7 Many different kinds of grasses grow on the prairie. There are tallgrass, mixed-grass, and short-grass prairies.
- 8 **Bluestem** and Indian grass are the tallest grasses on the prairie.
- 9 **American bison** roam the prairies. Another name for bison is buffalo.

American bison



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CROSS-CURRICULAR PERSPECTIVES

Science



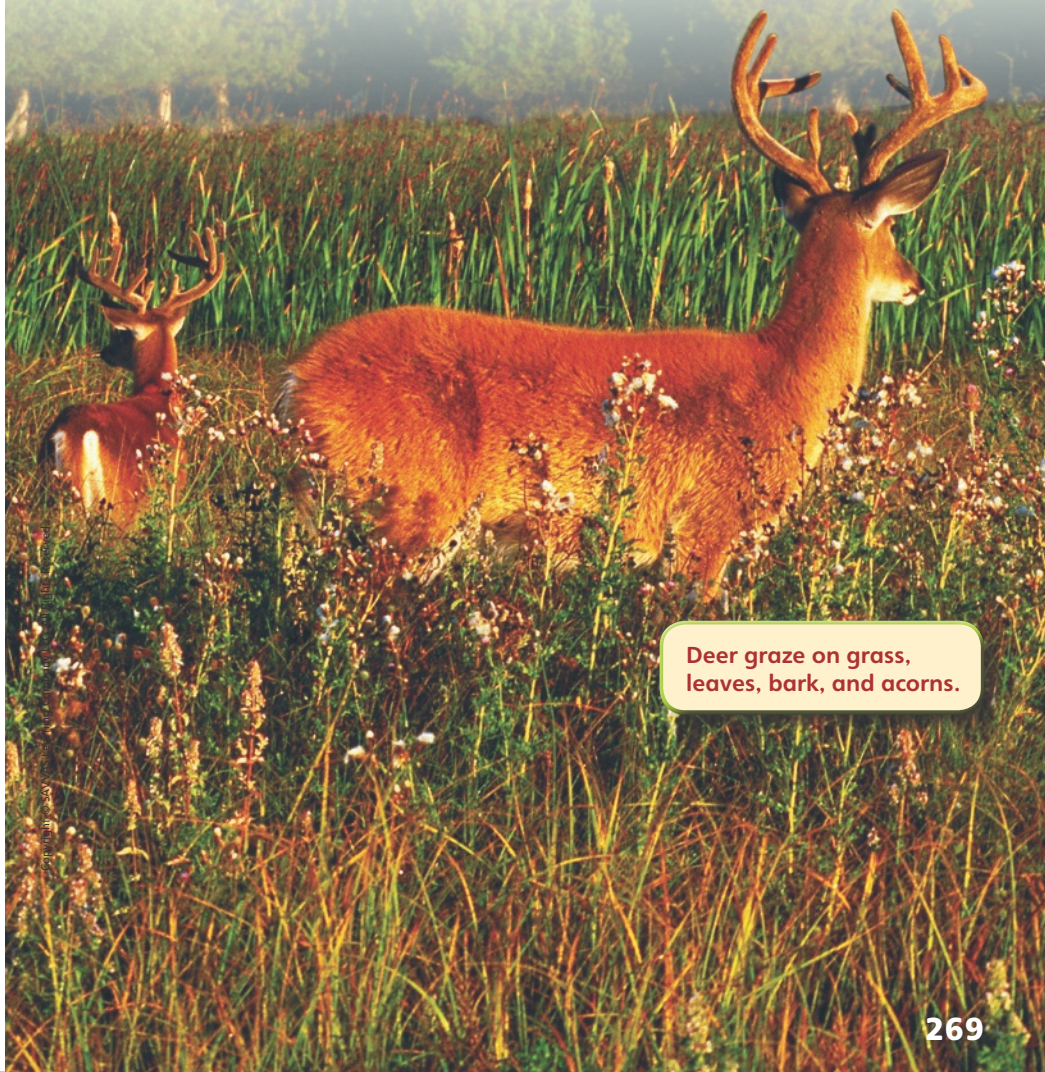
There were once millions of American bison on the prairie. The huge grassland gave them enough food to eat and room to move. But they almost completely disappeared about a hundred and fifty years ago. Fortunately, the Department of the Interior was able to save some of the bison and grow their numbers. The American bison was declared the national mammal in 2016. Have students connect this information to the pictures of bison on pp. 256 and 268 of the *Student Interactive*.



- 10 Bison and deer are prairie **grazers**, which means they feed on prairie grasses.

CLOSE READ

grazers animals that feed on growing grasses



Deer graze on grass, leaves, bark, and acorns.

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First Read

Talk

THINK ALOUD There is a lot to see in the picture on this page. It can be helpful to talk with a partner about what we see in the picture. We both might notice different things.

Possible Teaching Point



Read Like a Writer | Author's Craft

Author's Purpose Remind students that authors of informative texts explain a topic using facts and details for their readers to understand. For the purpose of helping readers understand details and words that may be unfamiliar to them, these writers include definitions, context clues, photos or illustrations, and other text features. Discuss ways that the writer of this informative text has helped students understand the ideas on pp. 268–269. For more instruction on Author's Craft, see pp. T124–T125.

First Read

Ask

What two ways has the author given you to understand what a burrow is? Have students describe a burrow in their own words.

Possible response: Burrows are underground homes that belong to animals.

Close Read

Text Features

Explain that characteristics and structures of informational texts include features and graphics to locate and gain information. Have students underline the label on p. 270 that helps them locate the burrow in the photo.

See student page for response.

After pointing to the burrow in the image, ask: *Why do you think the author added an arrow to point to the burrow instead of using only the label? How does that help a reader?*

DOK 2

OBJECTIVE

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

Close Read

Confirm Predictions

Read the Close Read note on p. 270. Prompt students to identify what they thought they knew about this habitat before they started reading and what facts they have learned.

DOK 2

OBJECTIVE

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

CLOSE READ



Text Features

Underline the label that helps you locate the burrow in the photo.

Confirm Predictions

Did the facts in the text match the prediction you made before reading? What information in the text surprised you?

burrows holes or tunnels in the ground that are made by a small animal



- 11 Many prairie animals live in underground holes called **burrows**. Badgers, black-footed ferrets, prairie dogs, and burrowing owls all spend time in these holes.

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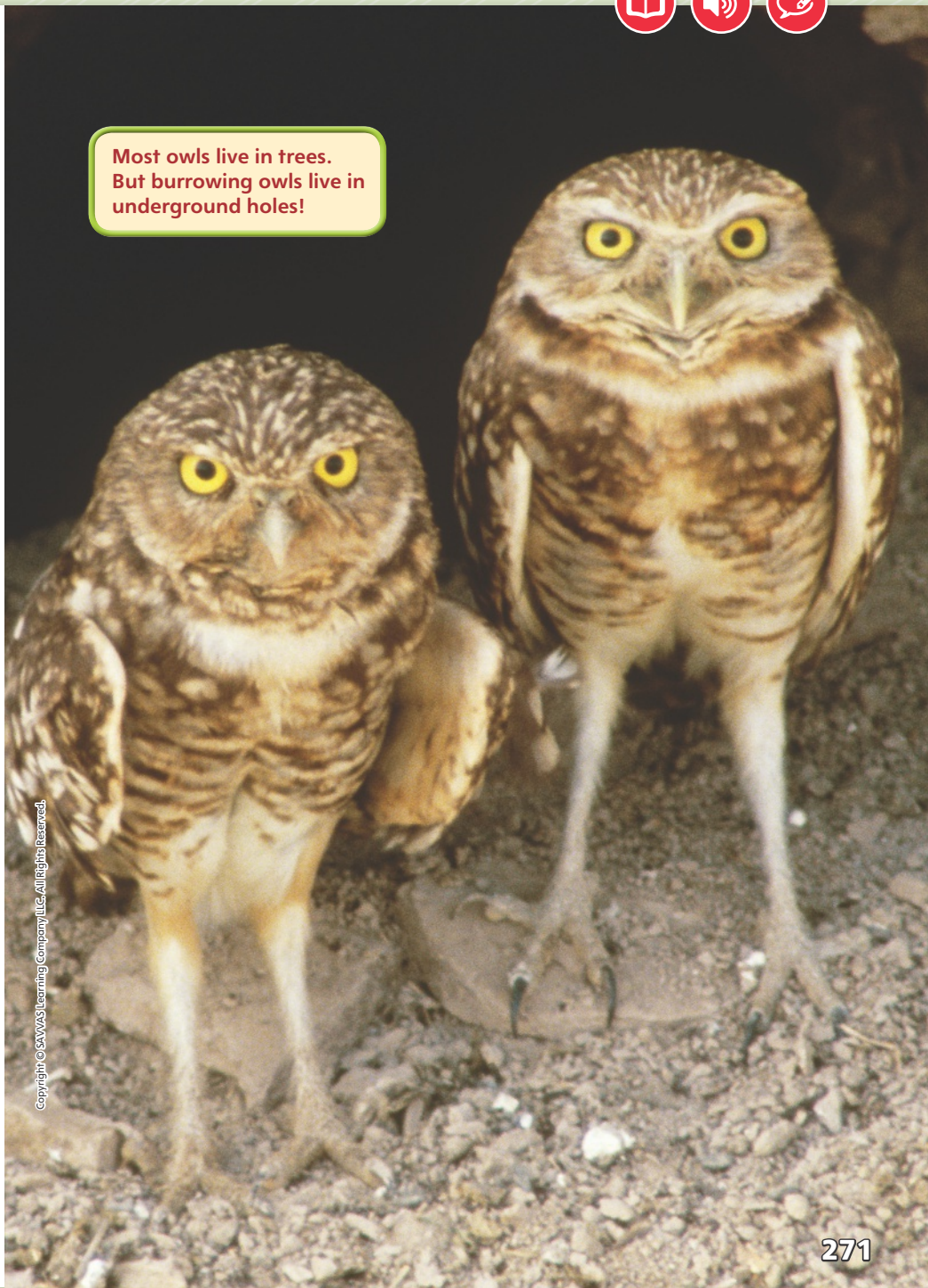
270

CROSS-CURRICULAR PERSPECTIVES

Science



Unlike other owls that live in trees and hunt by flying, the burrowing owl lives underground in burrows. These owls use burrows that prairie dogs, badgers, or other animals made. The burrowing owl can fly, but it often runs, hops, or walks for its food.



Most owls live in trees.
But burrowing owls live in
underground holes!

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271

First Read

Look

Say: Read the caption, and you learn that these owls live in burrows, not trees. Look at the shape of their bodies. Make a prediction about why the owls have such long legs.

Possible Response: Since they live in a burrow in the ground, they may need to use their legs to run away from danger or to find food.

ELL Targeted Support Multiple-Meaning Words Make sure students understand the noun *burrow* (a hole or tunnel in the ground). Point out that *burrow* also works as a verb, or an action word.

Write the following sentence on the board: *The ferrets burrow into the dirt to hide.* Ask students to describe and act out the motion of the ferrets.

EMERGING/DEVELOPING

Point out the words *burrowing owls*. Ask students whether these owls ever go underground and how students know. **EXPANDING/BRIDGING**

First Read

Look

THINK ALOUD Before I read this page, I can look at the photo and caption and make a prediction about the animals in the picture. I think they are another type of animal that lives on the prairie.

Close Read

Text Features

Ask students to read the Close Read note. Say: **Prairie dogs aren't really dogs. Why are they called prairie dogs? Underline the part of the photo caption that explains where they got their name. See student page for possible responses.**

Ask: **Why do you think the author pictured more than one prairie dog?**

Possible response: Prairie dogs live in colonies, or groups.

DOK 2

OBJECTIVE

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

CLOSE READ



Text Features

Underline the part of the photo caption that tells you where prairie dogs got their name.

colonies groups of animals that live in one place

- 12 Prairie dog burrows connect to form groups, or **colonies**. These colonies are almost like underground towns.



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CROSS-CURRICULAR PERSPECTIVES

Science



The burrows in prairie dog colonies have many purposes. There are sleeping rooms, baby nurseries, food storage rooms, and even bathrooms. Prairie dogs live in family groups. These family members group together to make a kind of neighborhood. Prairie dog colonies really are like prairie dog towns.



- 13 The prairie is an exciting place to explore! Peek among the tall grasses. You'll meet this black-footed ferret and other truly amazing animals that live in this habitat!



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273

First Read

Read

THINK ALOUD My prediction about prairie dogs was correct. I want to read on to see what other animals I might see in a prairie.

Possible Teaching Point



Read Like a Writer | Author's Craft

Descriptive Language Explain that writers use descriptive, exact language to make it easy for readers to form pictures in their minds. Point out the word *Peek* in paragraph 13. Ask students to explain what it means to peek at something, and have them act out the action. Discuss with students how using descriptive, exact language makes writing more lively and interesting. For more instruction on Author's Craft, see pp. T124–T125.

First Read

Look

THINK ALOUD The headings give me clues about what I will learn as I read each paragraph. The pictures show a snake and a mouse. I predict the text will explain that snakes eat mice.



Close Read

Text Features

Remind students that characteristics and structures of informational text include features and graphics that help readers locate and gain information. For example, headings tell the topic of a section. They help readers quickly find information about a topic. Have students underline the heading that tells the topic of pp. 274–275. **See student page for possible response.**

DOK 2

OBJECTIVE

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

Close Read

Confirm or Adjust Predictions

Before reading, have students use text features to make a prediction about information on pp. 274–275. After reading, have them discuss their predictions and explain any adjustments made. **DOK 2**

OBJECTIVE

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

CLOSE READ



Text Features

Underline the heading that tells you the main topic of these two pages.

Confirm or Adjust Predictions

Did you need to adjust or revise your prediction based on information in the text?

A Day in the Life of a Rattlesnake

How does a rattlesnake spend most of its time?

- 14 A rattlesnake hides in burrows or under rocks or plants.

What does a rattlesnake eat?

- 15 A rattlesnake eats mice, ground squirrels, and younger prairie dogs and rabbits.



274

CROSS-CURRICULAR PERSPECTIVES

Science



In a food chain, animals are linked because the larger ones use the smaller ones as food. Rattlesnakes are a link in the prairie food chain. They eat smaller animals, such as prairie dogs, mice, or ground squirrels, and they are food for eagles and hawks. Have students connect this information to the pictures of animals that live on the prairie on pp. 256–257 of the *Student Interactive*.



What are a rattlesnake's enemies?

- 16 Humans, hawks, and eagles are a rattlesnake's enemies.

Does a rattlesnake have a special trick?

- 17 A rattlesnake rattles its tail as a warning to stay away.



275

First Read

Talk

Talk with a partner about what you have learned about rattlesnakes. Use information from the text and the photographs. Ask each other to name the most interesting fact you learned.

Possible Teaching Point



Read Like a Writer | Author's Craft

Question and Answer Point out that each heading on pp. 274–275 asks a question that the author answers in the paragraph below it. Explain that this is one way authors organize, or arrange, informational texts. Ask why the author may have organized this part of the selection this way. How might it make the information about rattlesnakes easier to understand? For more instruction on Author's Craft, see pp. T124–T125.

First Read

Read

THINK ALOUD Sometimes when I am reading informational text, I come upon unfamiliar words. If the text includes a glossary, I can find and read the meanings of these words by checking the back of the book.

Your New Words

- 1 **American bison** (uh-mer-uh-kuhn bye-suhn) prairie animals with large heads and high, humped shoulders
- 2 **bluestem** (blu-stehm) one of the tallest types of prairie grass
- 3 **burrows** (bur-ohz) holes or tunnels in the ground that are made by a small animal
- 4 **colonies** (kol-uh-nee-z) groups of animals that live in one place
- 5 **grazers** (grayz-urz) animals that feed on growing grasses
- 6 **habitat** (hab-uh-tat) the place where a plant or animal usually lives
- 7 **prairie** (prer-ee) a large, open grassland with very few trees



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ELL Targeted Support Visual and Contextual Support Tell students to draw a picture representing the prairie as they page through the text. Have students name animals and plants in their drawings as they are able. **EMERGING/DEVELOPING**

Have students page through the text and find five things they learned about the prairie. Have students share their ideas with a partner.

EXPANDING/BRIDGING

CLOSE READ 

Text Features

Underline the page number where you can learn more about deer.

Index

- 8 **A** American bison, 268, 269
- 9 **B** badgers, 270
black-footed ferrets, 270, 273
bluestem grass, 268
buffalo, 268
burrowing owls, 270, 271
burrows, 270, 272, 274
- 10 **C** colonies, 272
- 11 **D** deer, 269
- 12 **E** eagles, 275
- 13 **G** grasses, 268, 269
grazers, 269
ground squirrels, 274
- 14 **H** habitats, 267
hawks, 275
humans, 275
- 15 **I** Indian grass, 268
- 16 **M** mice, 274
mixed-grass prairies, 268
- 17 **P** prairie dogs, 266, 270, 272, 274
- 18 **R** rabbits, 274
rattlesnakes, 266, 274–275
- 19 **S** short-grass prairies, 268
- 20 **T** tallgrass prairies, 268



First Read

Talk

Practice using the Index with a partner. Take turns asking: On what page can you find information about ____?

Close Read

Text Features

Remind students that characteristics and structures of informational text include features and graphics that help readers locate and gain information. For example, an index is a feature that helps readers quickly find specific terms and topics included in a text. Have students underline the page number on which they can find the word *deer*. **See student page for possible responses.** Ask which entries come before and after *deer* and ask them to explain why.

DOK 2

OBJECTIVE

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

Possible Teaching Point 

Read Like a Writer | Author's Craft

Explain that authors of informational texts often include an index at the end. Readers use informational texts to find information about a subject and an index tells the reader whether a certain topic is included. It also makes it easy for a reader to find a subject by not having to search through every page. Ask students why the author may include an index in informational text, but not in a selection of fiction. For more instruction on Author's Craft, see pp. T124–T125.

Respond and Analyze



OBJECTIVES

Use print or digital resources to determine meaning and pronunciation of unknown words.

Respond using newly acquired vocabulary as appropriate.

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

My View

Use these suggestions to prompt students' initial responses to reading *A Home on the Prairie*.

- **Brainstorm** What are some living things that we can find on a prairie?
- **Write** How did *A Home on the Prairie* help you understand the prairie?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that some informational texts have a feature called a *glossary*. Explain that a glossary works like a dictionary at the back of the text because it lists and defines vocabulary words. The words in a glossary are usually in alphabetical order. Glossaries sometimes include pronunciation guides.

MODEL AND PRACTICE Model filling out the chart on p. 278 using the word *prairie*:

- The word *prairie* appears many times in the text, including in the title. It is also the topic of the text. This tells me that *prairie* is probably listed in the glossary.
- I'm going to check the glossary to see whether I can find the word *prairie*. I see it is the last word in the glossary. I'm going to write the meaning in the chart.

ELL Targeted Support Vocabulary Help students acquire new grade-level vocabulary by reviewing how to use a glossary. Display the glossary on p. 276 of the *Student Interactive*.

Ask students to find the word *burrows* in the glossary, and have them write the meaning of the word. **EMERGING/DEVELOPING**

Remind students that the words are arranged alphabetically. Then display the Academic Vocabulary words: *behavior, design, evidence, identify, similar*. Ask students where these words would go if they were included in the glossary. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Have students use the strategies for developing vocabulary.

Apply

OPTION 1 My TURN Have students complete p. 278 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students create their own glossary by listing new or unfamiliar words they encounter in their independent reading texts. Tell them to use a dictionary to find each word's meaning.

QUICK CHECK



Notice and Assess Can students use a glossary to define new words?

Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T118–T119.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T118–T119.

Check for Understanding My TURN Have students complete p. 279 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 278–279

VOCABULARY	COMPREHENSION	READING WORKSHOP												
<p>Develop Vocabulary</p> <p> MY TURN Use the glossary that follows the text to determine the meaning of each word below. Write each word's meaning.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>prairie</td> <td>a large, open grassland with very few trees</td> </tr> <tr> <td>habitat</td> <td>the place where a plant or animal usually lives</td> </tr> <tr> <td>grazers</td> <td>animals that feed on growing grasses</td> </tr> <tr> <td>burrows</td> <td>holes or tunnels in the ground that are made by a small animal</td> </tr> <tr> <td>colonies</td> <td>groups of animals that live in one place</td> </tr> </tbody> </table>	Word	Meaning	prairie	a large, open grassland with very few trees	habitat	the place where a plant or animal usually lives	grazers	animals that feed on growing grasses	burrows	holes or tunnels in the ground that are made by a small animal	colonies	groups of animals that live in one place	<p>Check for Understanding</p> <p> MY TURN Write brief comments to answer the questions. Look back at the text.</p> <p>DOK 2 1. What makes this text an informational text?</p> <p><i>It tells facts about prairie animals.</i></p> <p>2. Why did the author include a glossary?</p> <p>DOK 2 <i>The glossary helps readers understand important words in the text.</i></p> <p>3. How are prairie dogs and burrowing owls alike?</p> <p>DOK 3 <i>Include text evidence.</i></p> <p><i>They both live in underground holes called burrows.</i></p>	
Word	Meaning													
prairie	a large, open grassland with very few trees													
habitat	the place where a plant or animal usually lives													
grazers	animals that feed on growing grasses													
burrows	holes or tunnels in the ground that are made by a small animal													
colonies	groups of animals that live in one place													
278		279												

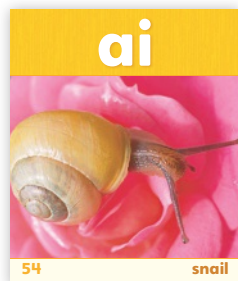
Use the  **QUICK CHECK** on p. T99 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



VOWEL DIGRAPHS *ai, ay, ea*
Sound-Spelling Cards Display Sound-Spelling Card 54. Point to the picture and say the word *snail* aloud. Say: **The word *snail* has the long *a* sound. What other words do you know with the long *a* sound?** (*say, break, paint, day, great, brain*) Write the words students suggest. Then have students identify the words that have long *a* spelled with the target digraphs.



ELL Targeted Support

Help students acquire basic vocabulary by reviewing the vowel digraphs *ai, ay, and ea*.

Display the words: *bait, pay, and great*. Read each word aloud with students and have them tell you the vowel sound they hear: /ā/. Underline the vowel digraphs that make the long *a* sound: *ai, ay, and ea*. **EMERGING/DEVELOPING**

Challenge students to look through one of their books to identify other words spelled with the vowel digraphs *ai, ay, or ea*. Then have them pronounce each word, connecting the digraphs with the long *a* sound. **EXPANDING/BRIDGING**



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

Intervention Activity



VOWEL DIGRAPHS *ai, ay, ea*

Use Lesson 5, pages T51–T54, in the *myFocus Intervention Teacher's Guide* for instruction on reading words with vowel digraphs.

LEVEL C • MODEL AND TEACH

Lesson 5 Long Vowel Digraphs *ai, ay, ie, igh, oa, ow*

INTRODUCE Remind students that long vowel sounds can be spelled different ways. Today we will learn to spell /ā/ in a different way. We will also learn how to spell /ī/ and /ī/ in new ways.

MODEL Display or share copies of "Snow Day" from Student Page S51, and read it aloud.

OBJECTIVES:


- Learn the concept of vowel teams.
- Read and spell words with long *a* (spelled *ai* and *ay*).
- Read and spell words with long *i* (spelled *ie* and *igh*).
- Read and spell words with long *o* (spelled *oa* and *ow*).

Snow Day

Mike looks out the window. He sees the wind blow the snow. The snow coats the grass and trees.

Mike will stay inside. He plays with his clay. All day he makes little dogs and cats. He will paint them red and gray.

Later, Mike helps his brother make a pie. The pan they need is up high. They get the pan and make a tasty pie.



TEACH Point out the word *snow* in sentence 2. Listen as I say this word: /s/nō/. Say it with me: *snow*. The word *snow* has a long *o* sound spelled *ow*. *Ow* is a vowel team that makes a long *o* sound. Repeat with the word *coats* and the vowel team *oa*.

Point out the word *clay* in sentence 5. Listen as I say this word: /cl/ī/. Say it with me: *clay*. The word *clay* has a long *a* sound spelled *ay*. *ay* is a vowel team that makes a long *a* sound. Repeat with the word *paint* and the vowel team *ai*.

Point out the word *pie* in sentence 8. Listen as I say this word: /pī/. Say it with me: *pie*. The word *pie* has a long *i* sound spelled *ie*. Point out the word *high* in sentence 9. Listen as I say this word: /hī/. Say it with me: *high*. The word *high* has the same long *i* sound as *pie*, but this time the long *i* is spelled *igh*. Both *ie* and *igh* are vowel teams that make a long *i* sound.

Phonics, Morphology, and Spelling T • 51

Fluency



ACCURACY

Have students choose a passage to read accurately with a partner.

ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2, Week 2 of *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Independent/Collaborative

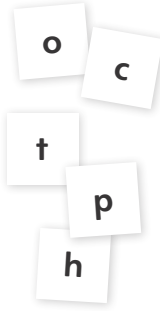
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work with letter tiles to practice making words with the vowel digraphs *ai*, *ay*, and *ea*.

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



Decodable Reader



Students can read the decodable reader, *A Change of Plans*, to practice reading words with the vowel digraphs *ai*, *ay*, and *ea* and high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *kind*, *change*, and *air*. Say: *When you see these words in today's text, you will know how to read them.*

Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have students read the entire story, switching readers after each page. Then have partners reread the story, but this time the second student begins.

High-Frequency Words

Encourage students to pay attention to how frequently they see, hear, and say this week's high-frequency words: *kind*, *change*, and *air*. Have them make a note card for each word. Then tell them to record each time during the day they hear, say, read, or write each word.

Centers



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

Decodable Reader

A Change of Plans
Written by Keesha Barry

Decodable Reader
8

Vowel Digraph *ai*
rain train

Vowel Digraph *ay*
day play rays stay way

Vowel Digraph *ea*
great

High-Frequency Words
air change her of there
are every kind sees they

57

When she looks up, she sees a change.
The air is kind of damp.

58

The rain is on the way.
It's not a great day to go out.

59

The drops hit her as she makes her way in.
It's good that she has her rain hat.

60

She and the kids will play games and stay in on this day.

61

She gets the pails set for sand play.
She sets up the train.

62

The kids play like they are sending mail.
It is kind of a fun day.

63

The rays of the sun will be there the next day.
There is change every day.

64

Use the  **QUICK CHECK** on p. T115 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Using a glossary is a good way to learn what new words mean. Often, words you find in a glossary appear in bold in the text. Sometimes, they have a short definition next to the word in the text. You should always check the glossary to make sure you understand the meaning of the word. Have students look back at the glossary in *A Home on the Prairie* and review the meanings of each word. Then have them read the sentences in the text that contain the vocabulary words so they can see how each word is used in writing.

ELL Targeted Support

Help students internalize the new vocabulary words by using them in context.

Use sentence starters to help students connect each word with its meaning. Tell students to select a word from the glossary to orally complete each definition: *Small animals sometimes make holes or tunnels in the ground called _____.* *Deer and bison are _____, or animals that feed on growing grasses.* *Deer and bison live on the _____.* *One of the tallest grasses on the prairie is _____.* **EMERGING/DEVELOPING**



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

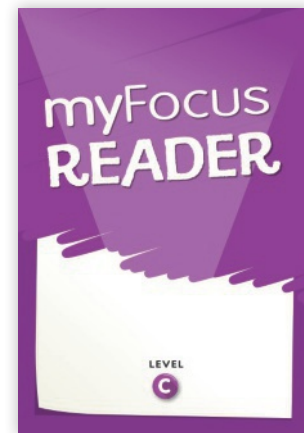
Intervention Activity



DEVELOP VOCABULARY

Read pp. 20–21 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on prairie patterns.

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



Fluency

Assess 2–4 students



RATE

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns reading the passage at an appropriate rate. Remind students to read at a rate that is neither too fast nor too slow, to pause at commas, and to stop at periods.

ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2, Week 2 of *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3-4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share the words they used to create their glossaries and what those words mean.

Possible Conference Prompts

- How do the words in your glossary relate to the topic of the book you read?
- How did creating a glossary help you learn the meanings of these new words?

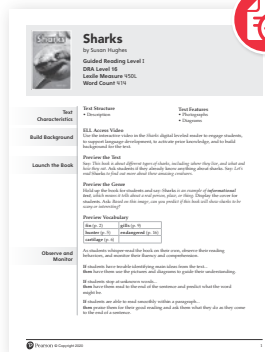
Possible Teaching Point Vocabulary words are often found in a glossary. Authors of informational text include glossaries to help readers understand the text.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T94–T95.
- For instructional support on using glossaries and other text features to determine the meaning of unknown words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in a whole group. Invite students to share the new words they found and celebrate what they learned. Discuss which words students found most interesting.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *A Home on the Prairie*.
- read a self-selected trade book or their Book Club text.
- partner read a text, coaching each other as they read the book.

Centers



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

Literacy Activities



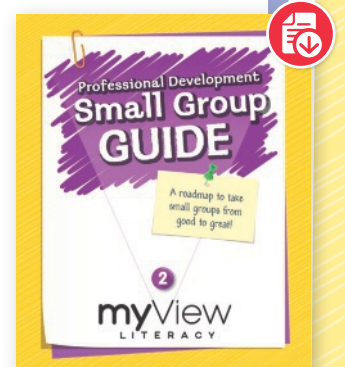
Students can

- work with a partner to discuss and answer the questions on *Student Interactive* p. 279.
- make a chart with new words and their meanings from their independent reading.

SUPPORT PARTNER READING

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

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Identify and read high-frequency words.



Sound-Spelling Cards 54 and 59

Phonics: Vowel Digraphs *ai*, *ay*, *ea*

Minilesson

FOCUS Remind students that one sound can have different spellings and that sometimes, letters work as a team to make a sound. Remind students that they have learned about the vowel teams, or digraphs *ai*, *ay*, and *ea*. Use Sound-Spelling cards 54 and 59 to emphasize the sounds. Each of these vowel teams can be used to represent the sound /ā/.

MODEL AND PRACTICE Prepare or have students prepare note cards for each of the following consonants, blends, and digraphs: *d*, *k*, *l*, *m*, *n*, *p*, *t*, *w*, *br*, *gr*, *st*, *ay*, *ai*, and *ea*. Make enough cards for the digraphs *ay*, *ai*, *ea* that small groups can have each digraph. Put students in small groups and have them see how many words they can make by adding consonants and blends to the beginning and end of the digraphs. Possible words include the following: *day*, *lay*, *may*, *pay*, *stay*, *way*, *main*, *pain*, *pail*, *snail*, *wait*, *stain*, *grain*, *brain*, *break*, *great*, *steak*.

APPLY Have students choose several of the words they formed and use them in sentences. Ask groups to share their favorite sentences.



High-Frequency Words

Minilesson

FOCUS Remind students that the high-frequency words of the week (*kind, change, air*) are words they see very often.

MODEL AND PRACTICE Display the high-frequency word cards for this week. Have students come to the board, point to a word, and say it. Have a volunteer use it in a sentence. Repeat for the remaining words.

APPLY MyTURN Have students read the words in the box and write a sentence for each of the words on p. 261.

TURN, TALK, AND SHARE Have students read their sentences with partners. Tell them to talk about their sentences and make any corrections needed.

STUDENT INTERACTIVE, p. 261

HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words they will hear and see often in texts. Display the words *different, between, even, kind, change, and air*.

- Point to a word and have a student say the word.
- Have a different student spell the word.
- Ask a third student to use the word in a sentence.
- Repeat for each of the words.

READING WORKSHOP

My Words to Know



MYTURN Read the words in the box. Then write a sentence using each word.

kind

change

air

Possible responses:

My sister is kind. I'm
going to change my
clothes.

I throw the ball up in
the air.



TURN and TALK Read your sentences aloud with a partner. Talk about the sentences, and make any corrections needed.

Use Text Features and Graphics



OBJECTIVES

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

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about important ideas in the text, such as:

- One way that bison and deer are similar is ____.
- Burrows are evidence that an animal such as a(n) ____ is nearby.

ELL Access

Prereading Support Review the kinds of text features and check students' understanding. Then review the Close Read notes about text features as a group. As students find information, ask them to identify the text features and explain how the features help them understand main ideas and important details in the text.

Minilesson

FOCUS ON STRATEGIES Remind students that characteristics and structures of informational text include features and graphics. Authors use text features and graphics to achieve specific purposes, such as to help readers locate information or to help readers understand main ideas, important details, or new vocabulary in a text. Active readers should use these features before, during, and after reading.

- Before you read, notice graphics, such as photos, illustrations, maps, and headings, to gain information about the topic of the text.
- While you read, pay attention to captions, bold words, and labels for more information about new words and details.
- After you read, look at the glossary to check that you understand the new words. Look at the index to find where to reread information. The index can also show you which topics were mentioned often in the text.

MODEL AND PRACTICE Use the Close Read note on p. 270 of the *Student Interactive* to model how to use text features:

- *As an active reader, I'm going to look for text features as I read *A Home on the Prairie*. On page 270, I see a photo with a label. The label tells me what's in the photo. I'm going to underline the word *burrow* in the label because it tells me that there is a burrow in the photo and shows me where it is. Then I'm going to write that in the chart.*
- Have students continue finding and underlining text features the author used. Then have them use the features and graphics to locate information to complete the chart.

ELL Targeted Support Monitor Understanding Have students monitor their understanding of spoken language during a discussion of text features. Remind them to ask for clarification as needed.

Ask students to name and describe different types of text features that they see in *A Home on the Prairie*. Offer them sentence frames, such as: *This text feature is a _____. It shows/tells about _____.*

EMERGING/DEVELOPING

Have students find two text features in *A Home on the Prairie* and explain what they learned from those text features. Ask students which text features they find most interesting or helpful. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text features.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Text Features and then use the text evidence from their annotations to complete the chart on p. 280 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students highlight places in the text where they notice text features. Direct students to write in their notebooks what they learned from the text features they found.

✓ QUICK CHECK

Notice and Assess Can students use text features?

Decide

- **If students struggle**, revisit instruction for using text features in Small Group on pp. T126–T127.
- **If students show understanding**, extend instruction for using text features in Small Group on pp. T126–T127.


STUDENT INTERACTIVE, p. 280

CLOSE READ

Use Text Features and Graphics

Authors choose text features and graphics to help readers locate, or find, information.

- **Headings** tell the topics of the text.
- **Photos** show what the text describes.
- **Captions** tell what a picture shows.
- **Bold words** are words to learn and remember.

 **MYTURN** Go to the Close Read notes. Underline text features. Use features and graphics to locate information to complete the chart.

Text Feature Author Used	Information I Found
label on a photo	It helped me find the burrow in the photo.
caption	It told me where prairie dogs got their name.
heading	It told me the main topic of the pages.
page number in Index	It told me where I can learn more about deer.

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Read Like a Writer, Write for a Reader

OBJECTIVES

Discuss the use of descriptive, literal, and figurative language.

Develop drafts into a focused piece of writing by organizing with structure.

ELL Access

Descriptive Language Tell students that authors choose specific words to help readers picture what is being described. Read aloud the selected text, and help students identify the descriptive language. Then have them draw a picture of what the author describes.

Descriptive Language

Minilesson

FOCUS ON STRATEGIES Sometimes an author wants the reader to see, hear, feel, taste, smell, or experience what he or she is writing. The author uses descriptive language to make the text come alive.

- Look for words that help you imagine what something or someone is like.
- Use descriptive language in your writing to make what you write more interesting. Descriptive language helps your writing come alive.

MODEL AND PRACTICE Use p. 266 of the *Student Interactive* to help students learn about descriptive language. Say: **Look at the text. The author says to imagine you're surrounded by tall grass. You see nothing but sky. You hear a rattlesnake. You watch a prairie dog dive in a hole. You can imagine what the prairie is like.** Have students look at other pages in the text and identify and discuss descriptive language. Then have them discuss the use of descriptive language and the effect it has on them as readers.

Handwriting

OBJECTIVE

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

Cursive Starter: Loops

FOCUS Display cursive loops.

MODEL Model writing the loop. Write several in a row. Trace the loops. Say: **Imagine your pencil is a roller coaster. Start on the line, make a loop, and come back down. Go up, loop, and come back down.**



ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE Have students discuss the use of descriptive language and then complete the activity on *S/* p. 284 to add more descriptive words to the sentence.

STUDENT INTERACTIVE, p. 284

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors choose words for specific purposes. An author uses descriptions to help you create mental images of people, places, and things to make a text come alive.

Description	What I Picture in My Mind
"A rattlesnake shakes its tail to warn its enemies."	I picture the snake moving its tail back and forth very quickly.

TURN and TALK Discuss the descriptive words in this sentence: **You watch a prairie dog dive into a hole.** How does the author help you picture prairie dogs?

Rewrite this sentence using more descriptive words:
Deer eat grass and other things. **Possible response:**

Deer graze on prairie grass and rough bark.

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Writing Workshop

Have students add precise descriptive words in their Writing Workshop texts to help readers create vivid mental pictures. During conferences, support students' writing by helping them brainstorm descriptive words that could make their writing come alive.

PRACTICE Have students use *Handwriting* p. 78 from the *Resource Download Center* to practice cursive loops.

Name _____

Handwriting

Cursive Starters: Loops

There is a cursive stroke called a loop. A loop starts at the bottom of the line. It swings up, curves around and over, and comes back down. Then it goes into another loop. Loops should be slanted to the right.

MY TURN Trace the following cursive strokes. Then practice writing some of your own.

Grade 2 • Unit 2 • Week 2

78

Handwriting p. 78

Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT FEATURES

Teaching Point Text features help readers identify and understand main ideas, important details, and new words. Pictures may have labels to help you find something or they may have captions that provide information. Headings can tell you what a section is about and may identify a main idea. Bold words are ones you should learn and remember. These can sometimes be found in a glossary, where you can find what the words mean. An index usually comes at the end of a text. You can use it to find information inside the text. We can use these features to help us before, during, and after reading. Have students look through the text and find an example of each kind of text feature. Encourage students to explain how the features can be helpful in understanding the text.

ELL Targeted Support

Have students select one photo with a label or caption in *A Home on the Prairie* and explain what they learned from it. If needed, provide a sentence frame, such as: *I learned _____ about _____ from the photo.*

EMERGING/DEVELOPING

Have students work in pairs to make a list of the text features on the first three pages of *A Home on the Prairie* and describe something they learned from each feature.

DEVELOPING/EXPANDING



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

Intervention Activity



USE TEXT FEATURES

Use Lesson 41, pages T249–T254, in the *myFocus Intervention Teacher's Guide* for instruction on using text features.

LEVEL C • READ

Lesson 41 Examine Text Features and Images

DIRECTIONS Preview the text by reading the title and headings, looking at any key terms in bold, and viewing the images. Then read the passage.

Butterflies Go Far!

1 Every year, butterflies travel southwest for the winter. Like birds that fly south for the winter, butterflies fly back north when the weather is warmer. This flying south and then north is called **migration**.

How far do they go?


2 Some monarch butterflies travel 3,000 miles each way! How far each butterfly goes in one day can vary, or change.

3 Scientists study butterflies to see how these delicate insects make this incredible journey. They found that many butterflies fly between 50 and 100 miles a day. However, a few fly much farther than 100 miles. Scientists recorded that one butterfly went more than 250 miles in a single day.

4 Monarch butterflies travel between eastern North America and Mexico. Butterflies on the west coast of North America spend the winter in southern California, near San Diego and Santa Cruz.

How do they stay warm?

5 Butterflies feel the cold. If it is too cold, they will die. That is why they go someplace warm for the winter. Butterflies have different ways to stay warm. One way is to cluster into a group with other butterflies.



The pattern on a monarch butterfly's wings warns other animals that the butterfly is not good to eat. This protects the butterfly.

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Fluency

Assess 2-4 students



RATE

Have students practice reading a short passage at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2, Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3-4 minutes
per conference

USE TEXT FEATURES

Talk About Independent Reading Ask students to look back at the text features they highlighted in their books and share what they learned from them.

Possible Conference Prompts

- What text features helped you understand main ideas or details in the book?
- How did text features help you learn new words in the text?
- Why do you think the author included the text features in your book?

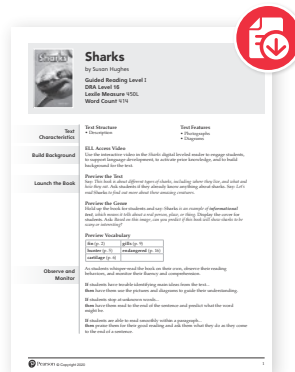
Possible Teaching Point *An active reader looks for and uses text features to better understand the text.*

Leveled Readers



USE TEXT FEATURES

- For suggested titles, see *Matching Texts to Learning*, pp. T94–T95.
- For instructional support on identifying text features and gaining information from them, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class together. Invite students to share the text features they identified in their independent reading and explain which were most useful.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *A Home on the Prairie*.
- read a self-selected trade book or their Book Club text.
- retell the text of an independent-reading book to a partner.

Centers



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

Literacy Activities



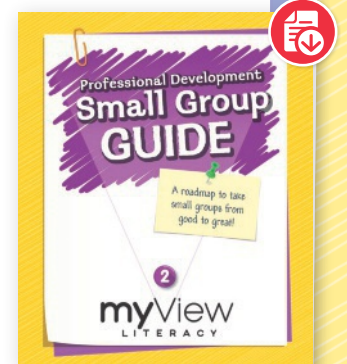
Students can

- work with a partner to discuss and complete the chart on *Student Interactive* p. 280.
- complete a *Resource Download Center* activity.
- choose a passage from the text and, with a partner, take turns reading the passage at an appropriate rate.

SUPPORT PARTNER READING

Partner reading is a good time for students to tackle unfamiliar books, so that they can help each other figure out how the parts work together.

See the *Small Group Guide* for additional support on partner reading.



Word Work

OBJECTIVES

Decode regularly spelled one- and two-syllable words with long vowels.

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

Phonics: Review Vowel Digraphs *ai, ay, ea*

Minilesson

FOCUS Students should understand that three digraphs, *ai*, *ay*, and *ea*, can make the long *a* sound. Model identifying the digraphs in *tail*, *Tuesday*, and *steak*. Write the words. Say: *Listen as I pronounce each word, and say it after me. What vowel sound do you hear?* Invite three students to underline the digraphs in the words.

MODEL AND PRACTICE Write each of the following word pairs. Say the word pairs and have students repeat the words. Then ask students to say the word in the pair that has the long *a* sound.

say/sat

clam/claim

main/man

way/watch

grit/great

steak/streak

ELL Targeted Support Vowel Digraphs Students need to know that vowel digraphs, or vowel teams, can stand for one vowel sound. Learning that *ai*, *ay*, and *ea* can make the long a sound will help students decode words when they read.

Work with students in small groups. Point to the practice words in the boxes on pp. 259–260 in the *Student Interactive* one at a time and have students read them aloud. Then have students point to and read aloud individual words. When a reader has trouble sounding out a word, model sounding it out and explain the sounds that go with the letters. Check to make sure students know what the words mean. **EMERGING**

Have students work with a partner. Tell students to take turns saying and writing the practice words on pp. 259–260 in the *Student Interactive*. Tell one partner to say a word. The other partner should then write the word, underline the vowel digraph that represents the long a sound, and use the word in a sentence. **DEVELOPING**

Have students find words with the target digraph in their book. Tell them to list the words. Then have the students read the words aloud. Ask students to write sentences for two of the words they find. If they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship. **EXPANDING**



Make and Confirm Predictions



OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary. Ask:

- How are the homes of prairie animals similar?
- What evidence do we have that a rattlesnake is close?
- How is the design of a prairie dog colony like a town?

Minilesson

FOCUS ON STRATEGIES Active readers look at text features and use these features to make predictions, or guesses, about what they are going to read. As they read, they check their predictions. Maybe their predictions are correct. If the predictions are not confirmed, however, they must be adjusted, or changed.

- Review the predictions you made before reading.
- Before you read the text again, review the text features.
- As you read, look for details in the text that confirm or correct the predictions you made. Adjust your predictions as needed.

MODEL AND PRACTICE Use the Close Read note on *SI* p. 267 to model annotating text features to make, confirm, or adjust predictions:

- *Before I started reading [A Home on the Prairie](#), I looked at text features such as headings, photos, captions, labels, and bold words. I highlighted the word *prairie* because it was bold and its definition was on the page. I predicted, or guessed, that the prairie is a topic of the text.*
- *Now, while I'm reading, I'm going to look at the details I highlighted to see whether they confirm my predictions. My prediction that the text is about the prairie was correct, so I can confirm this prediction.*

Have students use the process you modeled to make and confirm or correct a prediction about the text.

ELL Targeted Support Inferential Skills Select a grade-appropriate informational text, and read the first page aloud. If there are text features, show them. Then have students employ their inferential skills by making predictions about the text. They will confirm or adjust these predictions in the ELL Targeted Support on p. T132.

After reading, ask students questions such as: *What do you already know about this topic? What do the text features tell you? What can you guess about the text?* **EMERGING/DEVELOPING**

After reading, have partners discuss what they heard and saw. Ask them what they already know about the topic and have them share what they think the text is about. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making and confirming predictions.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Confirm or Adjust Predictions and then use the text evidence from their annotations to complete the chart on p. 281 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students make a chart like the one on p. 281 in the *Student Interactive* to use when making and confirming predictions about their independent reading books.

QUICK CHECK

Notice and Assess Can students make and confirm predictions?

Decide


- **If students struggle**, revisit instruction for making and confirming predictions in Small Group on pp. T132–T133.
- **If students show understanding**, extend instruction for making and confirming predictions in Small Group on pp. T132–T133.

STUDENT INTERACTIVE, p. 281

READING WORKSHOP

Make and Confirm Predictions

Use headings, labels, captions, and other text features to predict what a text will be about. As you read, confirm or correct your prediction.

 **MYTURN** Go back to the Close Read note on the second page of the text. Follow the directions to highlight the text. Use your predictions and the evidence you highlighted to complete the chart.

Text Features	I predicted...	Now I know...
Title	Student responses should show that they have used text features to predict that the text is about life on a prairie and that they confirmed predictions as they matched text.	
Photos		
Bold words		

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Use the  **QUICK CHECK** on p. T131 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE AND CONFIRM PREDICTIONS

Teaching Point Active readers make predictions, or guesses, before they read. They look at the title, photos or illustrations, and headings to get an idea of what the text will be about. As they read, they see whether their predictions are correct. The text will confirm correct predictions. Sometimes, predictions are not exactly correct, so a reader makes changes to the predictions. Elicit ideas from students about where they can get information to help them make and confirm predictions.

ELL Targeted Support

Help students continue using their inferential skills by confirming or adjusting the predictions they made on p. T130. Read the rest of the text aloud.

Guide students through confirming or adjusting each prediction by asking questions, such as: *Was that prediction correct? What part of the text tells you that? How can you adjust that prediction to be correct?* **EMERGING/DEVELOPING**

Have partners go through their predictions and determine whether each was correct. If a prediction was correct, ask them to describe which part of the text supports the prediction. If it was incorrect, have them work together to adjust the prediction to be correct based on the text. Tell students to use the chart on SI p. 281 as a guide. **EXPANDING/BRIDGING**



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

Intervention Activity



MAKE AND CONFIRM PREDICTIONS

Use Lesson 30, pages T177–T182, in the *myFocus Intervention Teacher's Guide* for instruction on predictions.

LEVEL C • READ

Lesson 30 Set a Purpose for Reading and Make, Correct, or Confirm Predictions

DIRECTIONS Read the title of each work. Ask yourself what kind of story it might be, based on the title. Then read "A Visit" and "Sick Day" to find out.

A Visit

- 1 A Country Mouse lived happily in a house on a farm. "What a quiet home!" she thought.
- 2 Her friend lived in the city. "Please visit me!" the City Mouse said. "We will have fun together."
- 3 So the Country Mouse visited the City Mouse.
- 4 Inside the City Mouse's house, there was a table of food. The mice jumped on the table. They began to eat. The City Mouse seemed jumpy.
- 5 Just then a big, hungry cat raced into the room.
- 6 The frightened mice jumped off the table and hid.
- 7 The cat left.
- 8 The Country Mouse packed her bags. "I am going back to my nice, quiet home. I do not want to see that cat again!" She never did.

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Fluency

Assess 2–4 students



RATE

Help students choose a short passage to read at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2, Week 2 of *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students/3–4 minutes
per conference

MAKE AND CONFIRM PREDICTIONS

Talk About Independent Reading Ask students to share some of the predictions they made about their independent reading texts and how they confirmed or adjusted those predictions.

Possible Conference Prompts

- How did you make that prediction?
- Did you confirm your prediction? If not, how did you adjust it?

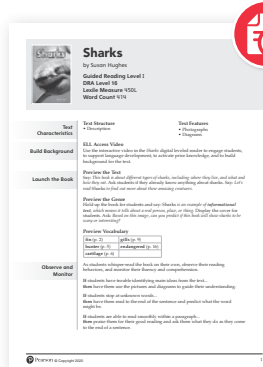
Possible Teaching Point As readers, we make predictions all the time without even thinking about it. We constantly think about what might be coming next. We look for patterns in our experiences and apply them to what we are reading.

Leveled Readers



MAKE AND CONFIRM PREDICTIONS

- For suggested titles, see Matching Texts to Learning, pp. T94–T95.
- For instructional support on making and confirming predictions, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together and have volunteers share what they learned about making, confirming, and adjusting predictions about texts.

Independent/Collaborative

Independent Reading



Students can

- reread and/or listen to *A Home on the Prairie*.
- read a trade book or their Book Club text.
- coach each other as they read with a partner.

Centers



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

Literacy Activities



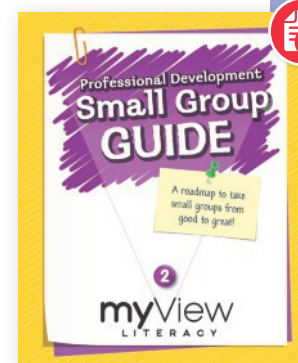
Students can

- use the chart on p. 281 in the *Student Interactive* to make and confirm predictions.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

SUPPORT INDEPENDENT READING

Encourage students by telling them what they are doing well as independent readers. As you listen to them read, look for opportunities to compliment them.

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



Word Work

OBJECTIVES

Decode compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Contractions

Minilesson

FOCUS Remind students that they can form contractions from two words. Say: In a contraction, some letters are removed and replaced with an apostrophe.

MODEL AND PRACTICE Write:

have not

I would

he is

we are

Say: You can turn each set of words into a contraction by removing some letters and replacing them with an apostrophe. Let's do the first one together. Cross out the *o* in *not*, draw an apostrophe above it, and draw a line to indicate that you are combining what remains of the two words to form *haven't*. Then have students create the following contractions: *I'd*, *he's*, and *we're*.

Write the following sentence and have students read it: *It would be great if I didn't have to pay for more paint.* Then have students identify the contraction and say the words that make up the contraction.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will hear and see often in texts. Note that learning to read these words will help students read with ease and help them understand what they read.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Students can then take turns using the words in sentences. Challenge students to use two of the words in one sentence.

		k	i	n	d
c	h	a	n	g	e
			a	i	r


kind

change

air

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 70 from the *Resource Download Center*.

FOUNDATIONAL SKILL 

Name _____

My Words to Know

Read the words in the box below. Say them aloud to yourself. Read the sentences below. Write the word in the blank that makes sense in each sentence.

kind	change	air
------	--------	-----

MY TURN

- The warm air blew through the house.
- Nalla wanted to change her clothes.
- My mom and dad said that being kind is important.

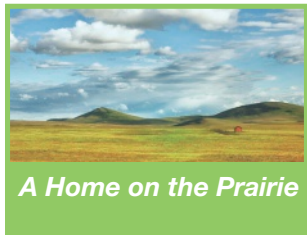
Now pick a word to match each clue. Write the word on the line.

- nice or caring kind
- what you breathe air
- to make something different change

Grade 2, Unit 2, Week 2
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My Words to Know p. 70

Reflect and Share



OBJECTIVES

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

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

- What patterns in the prairie can you identify?
- How is a burrowing owl similar to a prairie dog?
- How does a rattlesnake's behavior keep enemies away?
- What evidence shows that prairie dogs live nearby?
- How does the design on a rattlesnake protect it from enemies?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Before writing an informational paragraph, it is important to think and plan.

- Think about what you want the main point of your paragraph to be.
- Look for facts that will support the main point of your paragraph.
- Use the facts you found to develop your point.

MODEL AND PRACTICE Model using facts to develop a point. Refer to the Write to Sources prompt on p. 282 in the *Student Interactive*.

- Before I start writing my informational paragraph, I'm going to figure out my main point. I want the main point to be that prairie plants and animals help each other live.
- Next, I'm going to look for facts that support my main point. In paragraph 10 of *A Home on the Prairie*, I read: "Bison and deer are prairie grazers, which means they feed on prairie grasses." This fact supports my main point because it shows that the prairie grasses help bison and deer live on the prairie.

Have students continue finding facts that support their main points.

ELL Targeted Support Use Linguistic Support Review with students the glossary on SI p. 276. Have them use this linguistic support and the following activities to enhance and confirm their understanding of increasingly complex and elaborated spoken language.

Say: *One prairie animal is an _____.* Help students use the glossary to complete the sentence orally. **EMERGING**

Ask: *What is one prairie animal?* Have students use the glossary to respond orally to the question. **DEVELOPING**

Ask: *What is one prairie animal? What does this animal look like?* Have students use the glossary to respond orally. **EXPANDING**

Have students use the glossary to name and describe one plant and one animal that live on the prairie. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using facts to develop a point.

OPTION 1 Use the Shared Read Have students use p. 282 in the *Student Interactive* to write a paragraph about how plants and animals on a prairie help one another survive.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to write a paragraph about how plants and animals work together to help each other survive.

✓ QUICK CHECK

Notice and Assess Can students use facts to develop a point?

Decide

- **If students struggle**, revisit instruction for using facts from multiple sources in Small Group on pp. T138–T139.
- **If students show understanding**, extend instruction for using facts from multiple sources in Small Group on pp. T138–T139.

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


STUDENT INTERACTIVE, p. 282

RESPOND TO TEXT

Reflect and Share

Write to Sources

Think about everything you learned about prairies this week. Write a paragraph explaining how plants and animals work together on a prairie to help each other survive.



Use Facts to Develop a Main Idea

When you write an informational paragraph, be sure to use facts. The facts should relate to the main idea of your paragraph.

- Decide on the main idea of your paragraph.
- Find facts in the texts you read that support your main idea.

Write a sentence that tells your main idea. In your own words, write facts that help develop your main idea.

Weekly Question

What patterns can we see on a prairie?

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Use the  **QUICK CHECK** on p. T137 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Strong readers often read multiple texts about the same topic so that they learn a lot of different information about that topic. Then they decide which facts to use to support their ideas. Have students compare the infographic “Grassy Places” with *A Home on the Prairie*. Encourage them to identify facts that appear in both texts.

ELL Targeted Support

Enhance and confirm students’ understanding by supporting them as they compare the infographic with *A Home on the Prairie*.

Model naming facts in the infographic. Then help students as they name facts in *A Home on the Prairie*. **EMERGING**

Have students work with a partner to compare and contrast the infographic with *A Home on the Prairie*. Guide them with questions, such as: *What is one fact in the infographic that is not in A Home on the Prairie? What is one fact in both the infographic and A Home on the Prairie?*

DEVELOPING

Have students work in small groups to compare and contrast the infographic with *A Home on the Prairie*. Prompt them with discussion questions, such as: *What facts do the infographic and A Home on the Prairie have in common? What facts are found in only one of the texts?*

EXPANDING/BRIDGING



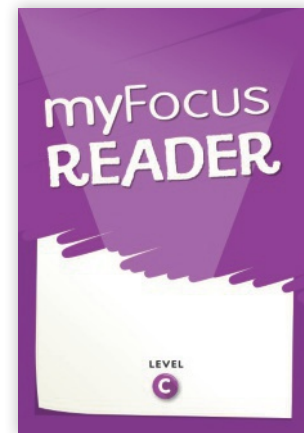
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 20–21 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of prairie patterns and how animals and plants on the prairie help each other survive.



On-Level and Advanced

INQUIRY

Organize Information and Communicate Help students organize their findings on prairie patterns into an effective format to share with others.

Critical Thinking Discuss with students what patterns they found and why those patterns happen.



Conferring

3 students / 3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare *A Home on the Prairie* with one of their independent-reading texts.

Possible Conference Prompt

- How do the facts in *A Home on the Prairie* connect to the facts in another text you read this week?

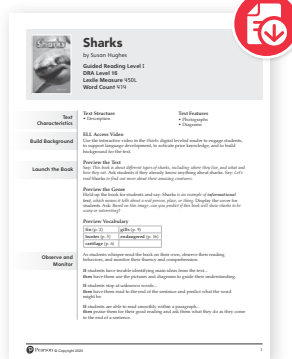
Possible Teaching Point Skilled readers compare and contrast the ideas they read in different texts and combine those ideas to form opinions, make arguments, or develop points.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T94–T95.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together. Invite one or two students to share some of the comparisons and connections they made across texts. Encourage students to describe how the texts are different and similar.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected text.
- reread and/or listen to their leveled reader.
- reread and/or listen to a previously read text.

Centers



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

Literacy Activities



Students can

- write in their reader's notebooks in response to the Weekly Question.
- complete a *Resource Download Center* activity.
- play the myView games.

BOOK CLUB



See Book Club, pp. T506–T509, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 2 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can read a story to learn more about patterns in nature.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T144–T145
 - » Phonological Awareness: Recognize Changes in Words
 - » Phonics: Vowel Digraph *ie*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T146–T147
- Listening Comprehension: Read Aloud: “Season to Season” T148–T149
- Realistic Fiction T150–T151
 - ☑ Quick Check T151

READING BRIDGE

- Academic Vocabulary: Context Clues T152–T153
- Handwriting: Cursive Starter: Swoops T152–T153

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T157
- Strategy, Intervention, and On-Level/Advanced Activities T156
- ELL Targeted Support T156
- Conferring T157

INDEPENDENT/COLLABORATIVE

- Independent Reading T157
- Literacy Activities T157

BOOK CLUB T157 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T400–T401
 - » Introduction and Conclusion
 - » Share Back

INDEPENDENT WRITING

- List Article T400–T401
- Conferences T398

WRITING BRIDGE

- Spelling: Words with *ie* T402
 - ☑ Assess Prior Knowledge T402
- Language and Conventions: Spiral Review: Irregular Plural Nouns T403

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T158–T159
 - » Phonics: Decode and Write Words with Vowel Digraph *ie*
 - ☑ Quick Check T159
 - » High-Frequency Words

SHARED READ

- Introduce the Text T160–T183
 - » Preview Vocabulary
 - » Read: *The Seasons of Arnold's Apple Tree*
- Respond and Analyze T184–T185
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T185
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T186
- Guided Reading/Leveled Readers T189
- Strategy and Intervention Activities T186, T188
- Fluency T186, T188
- ELL Targeted Support T186, T188
- Conferring T189

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T187
- Independent Reading T189
- Literacy Activities T189

WRITING WORKSHOP

MINILESSON

- Informational: List Article T404–T405
 - » Explore Organize Details
 - » Share Back

INDEPENDENT WRITING

- List Article T404–T405
- Conferences T398

WRITING BRIDGE

- Spelling: Teach Words with *ie* T406
- Language and Conventions: Oral Language: Common and Proper Nouns T407

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T190–T191
 - » Phonics: Vowel Digraph *ie*
 - » High-Frequency Words

CLOSE READ

- Understand Setting and Plot T192–T193
- Close Read: *The Seasons of Arnold's Apple Tree*

Quick Check T193

READING BRIDGE

- Read Like a Writer, Write for a Reader: Sentence Lengths T194–T195
- Handwriting: Cursive Starter: Waves T194–T195

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T197
- Strategy and Intervention Activities T196
- Fluency T196
- ELL Targeted Support T196
- Conferring T197

INDEPENDENT/COLLABORATIVE

- Independent Reading T197
- Literacy Activities T197

WRITING WORKSHOP


MINILESSON

- Informational: List Article T408–T409
 - » Apply Organize Details
 - » Share Back

INDEPENDENT WRITING

- List Article T408–T409
- Conferences T398

WRITING BRIDGE

- Spelling: Review and More Practice: Words with *ie* T410 
- Language and Conventions: Teach Common and Proper Nouns T411

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T198–T199
 - » Phonics: Review Vowel Digraph *ie*
 - » ELL Targeted Support

CLOSE READ

- Visualize Details T200–T201
- Close Read: *The Seasons of Arnold's Apple Tree*

Quick Check T201

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T203
- Strategy and Intervention Activities T202
- Fluency T202
- ELL Targeted Support T202
- Conferring T203

INDEPENDENT/COLLABORATIVE

- Independent Reading T203
- Literacy Activities T203

WRITING WORKSHOP


MINILESSON

- Informational: List Article T412–T413
 - » Explore Text Features
 - » Share Back

INDEPENDENT WRITING

- List Article T412–T413
- Conferences T398

WRITING BRIDGE

- Spelling: Spiral Review: Vowel Digraphs *ai, ay, ea* T414 
- Language and Conventions: Practice Common and Proper Nouns T415

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T204–T205
 - » Phonics: Spiral Review: Vowel Digraphs *ai, ay, ea*
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T206–T207
 - » Talk About It

Quick Check T207

- » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T209
- Strategy, Intervention, and On-Level/Advanced Activities T208
- ELL Targeted Support T208
- Conferring T209

INDEPENDENT/COLLABORATIVE

- Independent Reading T209
- Literacy Activities T209


BOOK CLUB T209 

WRITING WORKSHOP

MINILESSON


- Informational: List Article T416
 - » Apply Text Features
 - » Share Back

INDEPENDENT WRITING

WRITING CLUB T416–T417 

- Conferences T398

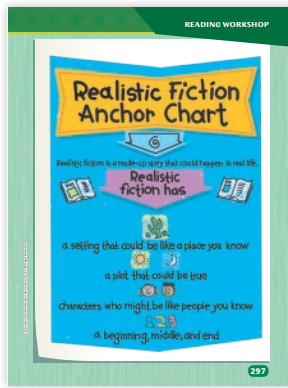
WRITING BRIDGE

- Spelling: Words with *ie* T418
 - Assess Understanding T418
- Language and Conventions: Standards Practice T419 

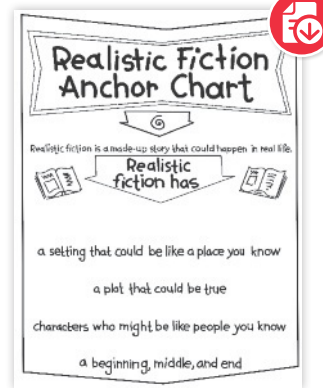
Materials



POEM
"Circle of Seasons"



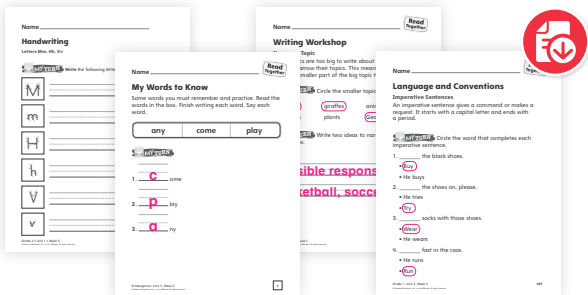
READING ANCHOR CHART
Realistic Fiction



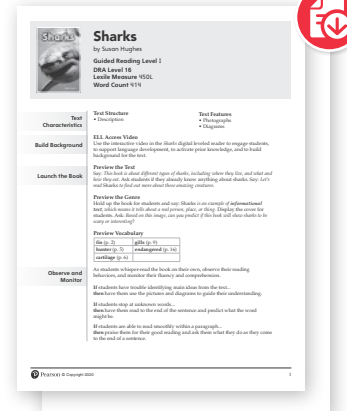
EDITABLE ANCHOR CHART
Realistic Fiction



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

animal
point
study

Develop Vocabulary

carefully
quietly
rustle
glow
decorates

Spelling Words

chief
niece
field
brief
pie
piece
thief
believe
tie
goalie

Unit Academic Vocabulary

behavior
design
evidence
identify
similar

WEEK 3 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant questions to clarify information, and answer questions when asked to respond.
Develop and sustain foundational skills for listening: identifying, summarizing, making, and drawing inferences. The student will provide feedback with clarity and organization.

ELL Language Transfer
Provide the format of students for after English. The writing will be in Spanish. The student will be able to identify the appropriate words. The student will be able to identify the appropriate words. The student will be able to identify the appropriate words.

FLUENCY
After comparing the Read Aloud Record, students will read the text aloud. The student will be able to identify the appropriate words. The student will be able to identify the appropriate words. The student will be able to identify the appropriate words.

THINK ALOUD
The student will be able to identify the appropriate words. The student will be able to identify the appropriate words. The student will be able to identify the appropriate words.

Realistic Fiction
Tell students that you are going to read about a realistic fiction story. Have students listen as you read "Seasons to Harvest." Prompt them to listen actively, paying careful attention to the story events as you read.

START UP
Have students listen actively for elements of realistic fiction.

READ-ALOUD ROUTINE
READ the whole text aloud without stopping to address the Think Aloud questions.
REPEAT the text to the class, pausing to model Think Aloud strategies relevant to the genre.

Season to Season
Coming home from school, Ahmed and his little sister, Zara, kicked up the colorful fall leaves. It was Thanksgiving break, and they were looking forward to a few days off of school.
Zara, Ahmed, and Dad spent the afternoon raking the leaves from their yard into a nice, big pile. It was hard work and it seemed to take a long time. When Mom got home from work, she came outside to watch.
"Wow!" Mom said. "You three have worked so hard. You deserve a little break."
Mom and Dad winked at one another. Mom walked over to Ahmed and Zara and took their rakes. She whispered in their ears.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• enables students to track about their independent reading levels.
• allows students to discuss and share their thoughts.
• provides an opportunity to build fluency and improve reading skills.
• fosters a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the class.
• Determine the Teaching Point.
• Write your independent questions. Record Think Alouds on sticky notes and place in the book at the points where you plan to stop to think and model.
• Discuss key vocabulary essential for understanding.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the class to share their thoughts on the cover.
• Point out interesting artwork or photos.
• Ask your students to share their thoughts on the cover.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and model to students how to get the most out of the text and apply Think Aloud and other modeling for a longer time into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and model use to monitor comprehension and extend reading time.
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support deeper comprehension by modeling the "Think Aloud" part of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

Finals Teaching Points
• Record the story.
• Record the questions.
• Determine the Teaching Point.
• Write your independent questions.
• Determine your own.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "Season to Season"

Genre

The Seasons of Arnold's Apple Tree

by Gail Gibbons



SHARED READ
The Seasons of Arnold's Apple Tree

BOOK CLUB

Titles related to Spotlight Genre and Theme: T510-T513

Mentor STACK

Writing Workshop T397



LITERACY STATIONS



SCOUT

Assessment Options for the Week

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

Assessment GUIDE

myView LITERACY

ASSESSMENT GUIDE

Word Work

OBJECTIVES

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

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T178 for an extension activity on the digraph *ie* that you can use with students while they are reading the text on Lessons 2 and 3.

Phonological Awareness: Recognize Changes in Words

SEE AND SAY Remind students that each sound in a word is important. When we change a sound in a word, we change the word. Say: *You can make new words by changing the middle sound, or phoneme, in a word.* Point to the picture of the pen on p. 292 in the *Student Interactive*. Tell students to listen carefully to the middle sound as you say the word *pen*. Repeat the sounds in the word several times, emphasizing the middle sound: /e/. Point to the second picture on p. 292 in the *Student Interactive*. Tell students to listen carefully to the middle sound as you say the word *pan*. Repeat the sounds in the word several times. Point out to students that the sound /e/ in *pen* was changed to the sound /a/ to make the word *pan*. *You can recognize a new word by listening for changes in the sounds in a word.* Have students repeat the two words with you several times.

Remind students that adding sounds and taking away sounds also changes words. Say: *pin, spin, and in*. Repeat the words and identify the sounds that are added to and taken away from *pin*.

PRACTICE Say the words *pan* and *pin*. Have students repeat the words. Have them identify the sound that was changed from the word *pan* to make the word *pin*. Then say the following sets of words and tell students to listen carefully to the middle sounds to tell what sound has been changed to make the next word in the set: *had/hid/hide; him/home/ham; head/hid/had; tin/tan/ten; beat/bat/bit*.

Help students identify sounds that are added to words by saying these word pairs and having students repeat them: *in, chin; red, bread; cool, school*. After they say each pair, have students isolate and say the added sound. Then have them say these word pairs after you: *chill, ill; ice, eye; dear, ear*. For each pair, have students isolate and say the sound that was taken away from the first word to make the second word.

APPLY My TURN Have partners name the set of pictures at the bottom of p. 292 in the *Student Interactive*. Then have them tell what sound changed in the second word of each set.

Phonics: Vowel Digraph *ie*

Remind students that a digraph is a pair of letters that together make one sound. In this lesson, tell them that they will learn about the digraph *ie*, which can represent either the long *i* sound or the long *e* sound.



ELL Targeted Support Changing Phonemes Point to a pen and have students say the word. Then repeat the word *pen* and say *pan*. Ask students to say the two words *pen/pan* and tell what sound changed in the words. Repeat with examples of objects in the room, such as the following word pairs: *cup/cape*; *light/late*; *sign/sun*; *desk/disk*; *rod/rode*. **EMERGING**

Say the words *kite* and *cat*. Have students identify the sounds that make the words different from each other, /i/ and /a/. Repeat with the words *tree* and *tray*. Repeat the routine with the following word pairs: *ride/rode*; *tame/time*; *hose/his*; *pup/pop*; *trade/tried*. Have students make up their own sets of words and challenge each other to identify the sound that changes in the second word of each set. **DEVELOPING/EXPANDING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *animal*, *point*, and *study*.

- Point to each word as you read it aloud.
- Point to *animal* again and have students read and spell it.
- Point to each word, having students read and spell each word.
- Have students choose a word, say it, and use each word in a sentence.

animal

study

point

STUDENT INTERACTIVE, p. 292

PHONOLOGICAL AWARENESS | PHONICS

Recognize Changes in Words

SEE and SAY You can recognize new words made by changing the middle sound, or phoneme, in a word. Say the name of the pictures.



What middle sound changed from the first picture to the second? **/e/ in pen changed to /a/ in pan**

What middle sound changed from the second picture to the third? **/a/ in pan changed to /i/ in pin**

MY TURN Work with a partner. Name the pictures. Say what sound changed in the second picture.



long i in kite changed to /a/ in cat



long e in tree changed to long a in tray

Interact with Sources

OBJECTIVES

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

Know that there are recognizable patterns in the natural world and among objects in the sky.

Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things.

ACADEMIC VOCABULARY

Language of Ideas Building upon students' academic language is key to their academic growth across all subjects. After you discuss the poem, ask: *What is some evidence that spring is coming? Can you identify the season by looking at the tree?*

- behavior
- evidence
- identify
- similar
- design

Be sure to use these words throughout the week to reinforce language acquisition.

Explore the Poem

Revisit the Essential Question for Unit 2: *What patterns do we see in nature?* Then read the Week 3 question: *How does a tree show patterns as seasons change?* Explain that students will be reading about how trees change with the seasons. Encourage them to share what they know about this topic.

Discuss the poem “Circle of Seasons” on pp. 290–291 in the *Student Interactive*. Start by reading the poem aloud, prompting students to follow along. Ask students to name the four seasons and discuss what they know about them.

Use the following questions to continue the group discussion:

- What happens to trees in winter? Spring? Summer? Fall?
- In what season do new buds appear?
- In what season do leaves fall?

WEEKLY QUESTION Conclude the discussion by restating the Week 3 Question: *How does a tree show patterns as seasons change?* Say: *Each season is important to a tree’s life cycle. Later this week, we will read more about how a tree changes with the seasons.*

TURN, TALK, AND SHARE Have students discuss answers to the Turn and Talk question on p. 291 with a partner. Invite partners to share their ideas with the class.



EXPERT’S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“English language learners need access to engaging literature in both English and their first language. Creating a culture of reading, writing, and literacy broadly within the classroom is extremely important. There should be a lot of print in the classroom—on the walls, everywhere. There should be a classroom library with books in English and other languages. Read to kids a lot to get them to realize that there is a payoff in books, and they are fun.”

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

ELL Targeted Support Visual and Contextual Support Ask students to listen carefully and examine the illustration as you read the poem aloud. Then help them use visual and contextual support to enhance and confirm their understanding of the poem.

Ask students to identify specific items in the visual. Guide them with directions such as these: **Point to a snowman.** **Where is a sunflower?** **Show me autumn leaves.** Have students point to each item and repeat the name after you. Then help them connect the items they identified to specific words in the poem to enhance their understanding of the poem. **EMERGING**

Put students in pairs. Have partners confirm their understanding of the poem's content by examining the illustration of the four seasons and discussing two ways that it relates to the poem's content. **DEVELOPING**

Have students use the visual and the text to confirm their understanding of the poem. Ask them to describe how the illustration and text work together to help readers understand what happens during each season. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 290-291

WEEKLY LAUNCH: POEM

Circle of Seasons

1 In winter, snowflakes softly fall,
Like leaves of white upon us all.

2 In spring, small seeds begin to bud.
Green stems appear across the mud.

3 In summer, sunflowers grow so high,
Their yellow petals touch the sky.

4 In autumn, dry leaves drop, and then
The season circle starts again!

WEEK 3

Weekly Question
How does a tree show patterns as seasons change?

TURN and TALK
Read the poem. Look at the pictures and discuss what you know about seasons. How does the tree in the pictures change from season to season?

Discussions should cover what happens to trees in each season, such as being covered in snow in winter, growing buds in spring, having green leaves in summer, and losing their leaves in the fall.

290 291

Listening Comprehension

OBJECTIVES

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

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

ELL Language Transfer

Pronunciation Remind students that often in English, the ending *-ed* is not pronounced as a separate syllable. Write: *kicked*, *winked*, *walked*, *whispered*, and *smiled*. Pronounce each word, pantomime its meaning, repeat the word, and have students repeat it with you.

FLUENCY

After completing the Read-Aloud Routine, display “Season to Season.” Model reading aloud a short section, asking students to pay attention to the rate at which you read. Emphasize that fluency is not about reading quickly. Explain that they should read at a speed that helps them express the meaning of the text and understand it as well. Throughout the week, encourage students to practice reading with proper rate.

THINK ALOUD

Analyze Realistic Fiction

I notice that the two main characters are a brother and sister. It’s Thanksgiving time, and the children are on break from school. The characters and setting sound like they could happen in real life. I think this story is realistic fiction.

Realistic Fiction

Tell students that you are going to read aloud a realistic fiction story. Have students listen as you read “Season to Season.” Remind them to listen actively, paying careful attention to the story events as you read.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students listen actively for elements of realistic fiction.

READ the whole text aloud without stopping to address the Think Aloud callouts.

REREAD the text to the class, pausing to model Think Aloud strategies relevant to the genre.

Season to Season

Coming home from school, Ahmed and his little sister, Zara, kicked up the colorful fall leaves. It was Thanksgiving break, and they were looking forward to a few days off of school.

Zara, Ahmed, and Dad spent the afternoon raking the leaves from their yard into a nice, big pile. It was hard work and it seemed to take a long time. When Mom got home from work, she came outside to watch.

“Wow!” Mom said. “You three have worked so hard. You deserve a little break.”

Mom and Dad winked at one another. Mom walked over to Ahmed and Zara and took their rakes. She whispered in their ears.



“Season to Season,” continued

Zara and Ahmed looked at one another, then quickly turned to the pile of leaves they had made with their dad. Then, at the same time, they ran and jumped in the leaves. Leaves scattered everywhere and the whole family erupted in laughs as Mom and Dad joined the children.

That night, as they were eating dinner, Dad talked about how they would rake up the leaves again in the morning. This time, though, they needed to pack the leaves in bags.

Ahmed and Zara fell asleep, dreaming of another big jump in the pile of leaves. They both woke early, ready to get to work.

But something funny happened overnight. When they woke up, the leaves were gone. Instead of the colorful leaves, white, fluffy snow covered their yard. When Ahmed and Zara saw this, they turned to one another and grinned.

“Mom! Dad! Guess what?” they shouted, running to wake their parents.

THINK ALOUD

Analyze Realistic Fiction

As I read, I listen to remember the events of the story. What’s happened in the story so far? If I make sure I understand the events at the beginning of the story, I will better understand what happens as the story continues.

ELL Access

Ask Questions Check students’ understanding of “Season to Season” by asking them basic comprehension questions and discussing the answers aloud.

WRAP-UP

PLOT ELEMENTS

Setting:	Realistic
Characters:	Fiction
Main Events:	
1.	
2.	
3.	

Use an organizer to help students identify the setting, characters, and events in the story.

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.



Realistic Fiction

LEARNING GOAL

I can learn more about patterns in nature by reading a story about how a tree affects a boy's life.

OBJECTIVES

Establish a purpose for reading assigned and self-selected texts.

Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

Describe the importance of the setting.

LANGUAGE OF THE GENRE

While reviewing the anchor chart with students, monitor their understanding of key terms that help them discuss realistic fiction: setting, plot, characters, and beginning, middle, and end.

FLEXIBLE OPTION ANCHOR CHARTS

To create an anchor chart that goes with this lesson:

- Have students talk about the elements of realistic fiction.
- Have students name other realistic fiction stories they have read.

ELL Transfer

Cognates Point out Spanish cognates related to realistic fiction.

- events: *eventos*
- details: *detalles*
- description: *descripción*

Minilesson

FOCUS ON STRATEGIES Realistic fiction is a made-up story that could happen in real life. It has a believable plot, or series of events. Realistic fiction also has settings and characters that could be real.

- Determine the setting. Where and when does the story take place?
- Describe the plot elements of any story that is read aloud to you or that you read independently. Plot elements include the main events, the conflict (problem), and the resolution, or how the problem is solved.
- Get to know the characters. How are they like people you know?

MODEL AND PRACTICE Model how to determine if a story is realistic fiction. In “Season to Season,” Ahmed and Zara have a few days off for Thanksgiving break, and they rake leaves. I ask myself if the setting seems real, and it does because Thanksgiving is a holiday in the fall, and people do rake leaves at that time of year. I ask myself if the characters seem like real people. Ahmed and Zara are looking forward to a few days off. I know that is something students do. Then I ask myself, “Could the events really happen?” One of the main events is playing in the leaves. I did that when I was growing up. That event is definitely realistic. “Season to Season” is an example of realistic fiction. Read and discuss the anchor chart on p. 297 with students, and have them establish a purpose for reading, such as for enjoyment or to learn how Arnold’s apple tree changes every season. Why will you read this story? How did you come up with your purpose?

ELL Targeted Support Visual Support Have students use visuals to support their comprehension of the key terms for realistic fiction.

Use the illustrations on the Anchor Chart on p. 297 to demonstrate how the pictures can help students remember what to look for when they read *The Seasons of Arnold’s Apple Tree*. Point out that the cactus can remind them to look for a real setting. The sun and moon suggest times of day when events happen. The faces are characters, and the numbers 1, 2, 3 stand for the beginning, middle, and end of the story. **EMERGING/DEVELOPING**

Read the title *The Seasons of Arnold’s Apple Tree* aloud. Look at the cover illustration. Ask students to describe details about the setting and characters. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use strategies for analyzing realistic fiction.

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

OPTION 2 Use Independent Text Have students compare realistic fiction they have read with informational texts they have read. Ask them to write their comparisons in their Reader's Notebook.

QUICK CHECK

Notice and Assess Can students identify realistic fiction stories?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T156–T157.
- **If students show understanding**, have them continue practicing the strategies for reading realistic fiction in Small Group on pp. T156–T157.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 296 of the *Student Interactive*. Call on volunteers to share their purpose with the class.

STUDENT INTERACTIVE, pp. 296–297

GENRE: REALISTIC FICTION

READING WORKSHOP



My Learning Goal

I can learn more about patterns in nature by reading a story about how a tree affects a boy's life.

Realistic Fiction

Realistic fiction is a made-up story that could happen in real life. It has:

- a **plot**, or set of **events**, that is believable. It often has a conflict and a resolution, or a solution to the problem
- **characters** that are like people you might know
- a **setting** that could be real

Establish Purpose The purpose for reading assigned and self-selected realistic fiction is often to enjoy a good story that has a plot and a setting that could be true.

TURN and TALK Tell your partner your purpose or purposes for reading *The Seasons of Arnold's Apple Tree*. For example, you may want to find out who Arnold is and what the seasons are that the title mentions.

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Realistic Fiction Anchor Chart

Realistic fiction is a made-up story that could happen in real life.

Realistic fiction has



a setting that could be like a place you know



a plot that could be true



characters who might be like people you know

123

a beginning, middle, and end

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

ELL Access

Context Choose a paragraph of informational text. Read it aloud as students follow along. Ask students to raise their hand when they see a word they do not know. Work with them to identify context clues that will help them determine the meaning. Have students use a dictionary to check their understanding.

Context Clues

Minilesson

FOCUS ON STRATEGIES Review the academic vocabulary words for the unit: *behavior*, *evidence*, *identify*, *similar*, and *design*. Explain that context clues are words and sentences near an unfamiliar word that can help us understand it. Say: *We can use context clues to learn more about our academic vocabulary words.*

- When you are reading, you can use context clues to help you understand the meaning of a word.
- Find clues in word parts and related words.

MODEL AND PRACTICE Read with students the first example on p. 327 of the *Student Interactive*. *I read the term **by design** in the third sentence, but this term is unfamiliar to me. I reread the sentences that describe the event. I see the words **no accident**. I know what these words mean. **No accident** is a context clue. It helps me figure out that **by design** could also mean “not by accident” or “on purpose.”*

Handwriting

OBJECTIVE

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

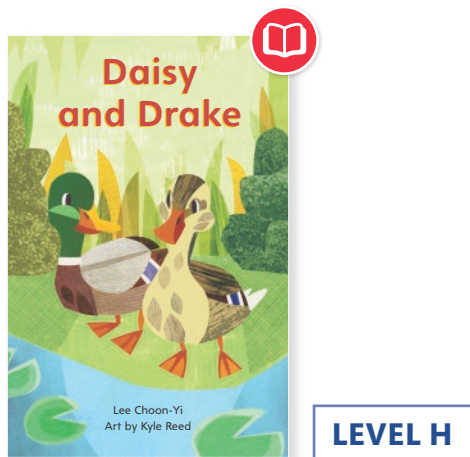
Cursive Starter: Swoops

FOCUS Display cursive swoops.

MODEL Show students how to form cursive swoops. Help students develop their handwriting by accurately forming these strokes.

Matching Texts to Learning

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



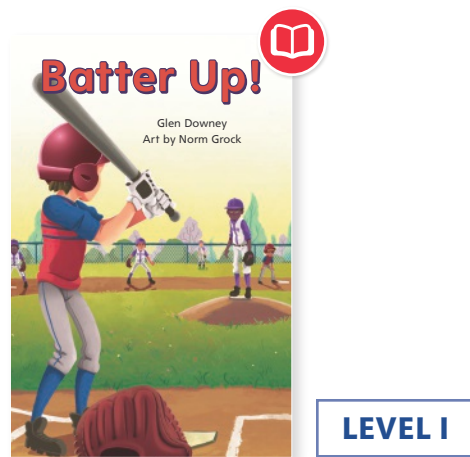
Genre Realistic Fiction

Text Elements

- Three to eight lines per page
- Accessible content

Text Structure

- Chronological



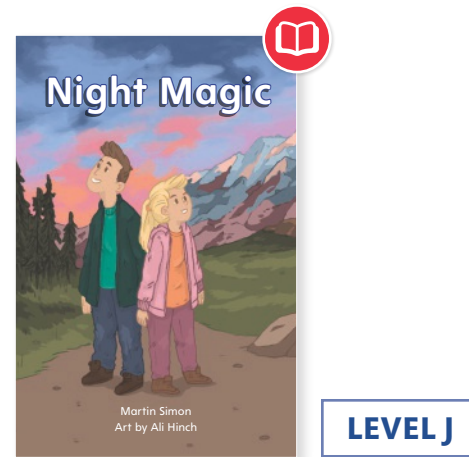
Genre Realistic Fiction

Text Elements

- Mix of familiar and new content
- Sentences carry over two to three lines

Text Structure

- Chronological



Genre Realistic Fiction

Text Elements

- Some ideas new to readers
- Some settings new to readers

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

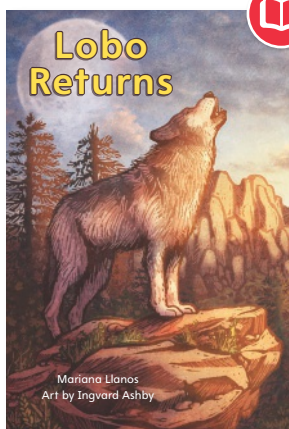
- Is the story something that might happen in real life?
- Is there a series of events?
- Does the story have a setting and characters that could be real?

Develop Vocabulary

- What can you do to figure out the meaning of a word?
- What clues from the text tell you about the word ____?
- How can you learn the meaning of a word from the sentence it is in?

Understand Setting and Plot

- When and where does the story take place?
- What is the main problem, or conflict, in the story?
- How is the conflict solved?
- Which illustrations help you understand the setting and events?



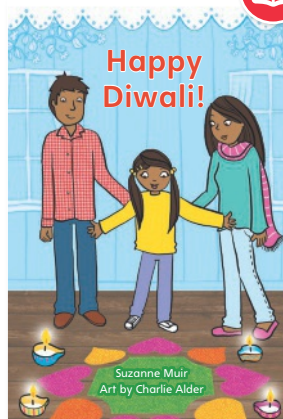
LEVEL K

Genre Realistic Fiction**Text Elements**

- Situations unfamiliar to readers
- Variety of words used to assign dialogue

Text Structure

- Chronological



LEVEL L

Genre Realistic Fiction**Text Elements**

- Mix of new and familiar content
- Sentences carry over multiple lines

Text Structure

- Chronological



LEVEL M

Genre Animal Fantasy**Text Elements**

- Most content carried by text
- Characters revealed through behavior

Text Structure

- Chronological

Visualize Details

- What details help you picture the story in your mind?
- How does visualizing help you connect to the story?
- How does visualizing help you understand the story?

Compare Texts

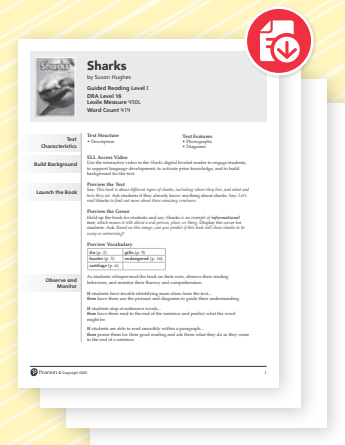
- What is each text about?
- How are the characters similar or different?
- How are the settings and plot events similar or different?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T151 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point When readers read realistic fiction, they can look for events, characters, and setting details that could be real. Preview the illustrations in *The Seasons of Arnold's Apple Tree* and discuss why it is realistic fiction.

ELL Targeted Support

Help students use illustrations to identify genre.

Show illustrations from realistic fiction texts.

Ask: Do these people look real? Does this place look real? Have you seen something like this in your life? Then help students describe each illustration. **EMERGING**

Show illustrations from a realistic fiction text. Have students name realistic characters and objects in each illustration. **DEVELOPING**

Show illustrations from realistic fiction and non-realistic fiction (such as fantasy or science fiction). Have students sort through them and discuss which illustrations look realistic and which do not. **EXPANDING**

Have students compare the illustrations in a realistic fiction text to those in a non-realistic fiction text. In pairs, have students then discuss how previewing a story's illustrations can help them identify realistic fiction. **BRIDGING**



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

Intervention Activity

IDENTIFY REALISTIC FICTION

Use Lesson 28, pages T163–T168, in the *myFocus Intervention Teacher's Guide* for instruction on recognizing realistic fiction.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

DIRECTIONS Read the following texts. Note details that help you understand the genre of each.

Lots of Choices

- 1 Jen walked across the street to her neighbor's house. She didn't want to, but Mom had insisted. *What a great Saturday*, Jen thought.
- 2 "Mrs. Tapp needs your help," Mom said. "She's taking food to the shelter today."
- 3 "Come in!" Mrs. Tapp called out when she saw Jen at the door. Jen looked around. Pots, pans, and bowls covered every surface. Mrs. Tapp stood in the middle holding a spoon.
- 4 "Thanks for helping," she said. "It's my turn to cook for the shelter."
- 5 "This is a lot of food!" Jen said. A quick look showed three kinds of soup. She saw three stacks of sandwiches labeled peanut butter, cheese, and ham. On another table Jen saw three huge bowls each holding a different kind of salad.
- 6 "Why are you making so many different things?" Jen asked. "Wouldn't it be easier to make one kind of soup, sandwich, and salad?"
- 7 Mrs. Tapp seemed to ignore the question. "I'm thinking of going to Chuck's Diner tonight," she said. "Have you been?"
- 8 "Yes!" Jen said. "We go there all the time."
- 9 "What's on the menu?" Mrs. Tapp asked.
- 10 "Lots of things! My favorite is mac and cheese. But, sometimes I order spaghetti. They have ten different kinds of ice cream!"
- 11 "Choosing is fun," Mrs. Tapp said. "I think that people at the shelter like to have choices, too, don't you?" Jen thought about this. Suddenly she told Mrs. Tapp that she would be right back.
- 12 Jen returned with paper and markers. "I'm going to make menus," she said. "That will make choosing even more fun!"

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On-Level and Advanced

INQUIRY

Investigate Have students refer to the poem on pp. 290–291 of the *Student Interactive*, and then find other poems related to the seasons.

See *Extension Activities* pp. 118–122 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Have students explain how they know their book is realistic fiction. Ask them if knowing this helped them understand, enjoy, or relate to the reading.

Possible Conference Prompts

- What is the setting?
- Who are the characters?
- What are the main events of the story?
- How did you use what you knew about realistic fiction to understand this text?

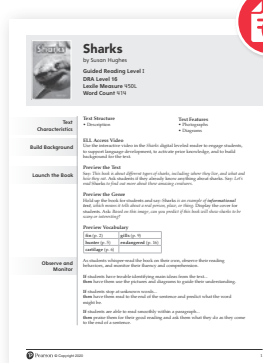
Possible Teaching Point Readers can understand the plot, characters, and setting of a story better when they relate them to events, people, and places they know.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see Matching Texts to Learning, pp. T154–T155.
- For instructional support on identifying facts and details that could happen in real life, see *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Encourage students to share what they discovered about realistic fiction and celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to a previously read Leveled Reader or selection.
- read a self-selected trade book.
- continue reading their Book Club text.

Centers



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

Literacy Activities



Students can

- write about their reading in their reading notebook.
- play the *myView* games.
- retell “Season to Season” with a partner.

BOOK CLUB



See Book Club, pp. T510–T513, for

- teacher’s summary of chapters in *Arctic Tundra*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with the vowel digraph *ie*, use Phonics, p. 65 from the *Resource Download Center*.



FOUNDATIONAL SKILLS

Name _____

Phonics
Vowel Digraph *ie*
The letters *ie* can spell the long *i* sound or the long *e* sound.

MY TURN Read the sentences below. Decide which word belongs in each sentence. Circle the word and write it on the lines.

- The _____ tasted delicious. pie tie pay
- Joseph _____ to find a new bike. pie tried tread
- A boy wore a _____ to school. pie tie tried
- I had to smack the _____ die tries flies
- The cows eat grass in the _____ field field feel fold
- A _____ took my bike. think thief tries
- My younger sister _____ me. begin bailing believes
- Peter and Jaylen told a _____ lie lie spies cried

Grade 2, Unit 2, Week 3
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Phonics, p. 65

Phonics: Decode Words with Vowel Digraph *ie*

Minilesson

FOCUS Say: You have learned about the vowel teams, or digraphs *ai*, *ay*, and *ea*. These digraphs all can make the long *a* sound. Today you will learn another digraph. Write the words *tie* and *piece*. Point to and say *tie*, emphasizing the long *i* sound. Have students repeat the word several times. Explain that the sound of the letters *ie* in *tie* is the long *i* sound. Then point to and say *piece*, emphasizing the long *e* sound. Have students repeat the word and explain that the digraph *ie* in *piece* stands for the long *e* sound. The vowel team *ie* can stand for two different sounds, the long *i* as in *tie* or the long *e* as in *piece*.

MODEL AND PRACTICE Write: *pie* and *thief*. When I say *pie*, I hear the long *i* sound. When I say *thief*, I hear the long *e* sound. Have students apply phonetic knowledge by decoding both words. Continue by having students decode the other words in the chart on p. 293 and identify the sound of each digraph.

APPLY My TURN Have students read each word in the chart on p. 293 and listen for the long *i* or long *e* sound.

TURN, TALK, AND SHARE Ask partners to read the sentences on p. 293 and underline words with the long *i* or long *e* sound spelled *ie*.

Phonics: Write Words with Vowel Digraph *ie*

Minilesson

FOCUS Write: 1. *Sam tried to believe Jon's story, but Jon sometimes lies.* 2. *My niece and I raced in the field and tied for first place.* Read the sentences aloud and have students read them chorally.

Ask volunteers to circle the words with the digraph *ie* that have a long *i* sound and underline words with the digraph *ie* that have a long *e* sound.

APPLY My TURN Have students complete the activity at the top of p. 294.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding words with *ie*.

OPTION 1 My TURN Have students chorally read the words in the chart on p. 294. Have students use one of the words in a sentence.

OPTION 2 Independent Activity Have pairs take turns reading the words in the box on p. 294 aloud. Challenge them to tell what sound the vowel digraph represents in each word.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the digraph *ie*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T186–T187.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T186–T187.

HIGH-FREQUENCY WORDS



- Display the high-frequency words *animal*, *point*, and *study*.
- Point to *animal* and have students read it.
- Point to a student and have him or her spell the word.
- Point to a different student and have him or her use the word in a sentence.
- Repeat for the words *point* and *study*.

STUDENT INTERACTIVE, pp. 293–294

FOUNDATIONAL SKILLS

Vowel Digraph ie

The vowel team, or digraph, *ie* can stand for the long *i* sound or the long *e* sound.

MY TURN Read each word below and listen for the long *i* or long *e* sound.

Long i	Long e
tie	piece
pie	thief
lie	field
tried	believe

TURN and TALK Read these sentences with a partner. Underline the words that have the long *i* sound or the long *e* sound spelled *ie*.

1. Maya cried when she dropped her piece of fruit pie.
2. Jan tried to write a brief story about a chief with a tie.

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PHONICS | HIGH-FREQUENCY WORDS

Vowel Digraph ie

MY TURN Read the words in the box. Then write a word from the box to name each picture.

piece field tie pie shield chief



piece



pie



tie



chief



shield



field

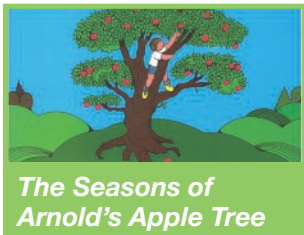
MY TURN Write a sentence about one of the pictures above using the word that names it.

Possible response:

Please give me a piece of bread.

294

Introduce the Text



OBJECTIVES

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

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

ELL Access

Background Knowledge

Students learn by making connections to their prior knowledge. Encourage students to share what they already know about the vocabulary words and about the topic of the story. Lead discussions to build on this knowledge.

Shared Read Plan

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

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

Preview Vocabulary

Introduce the words on p. 298 in the *Student Interactive*. Define words as needed.

- **carefully:** in a way that is paying close attention
- **quietly:** in a way that does not make noise
- **rustle:** make a soft sound of two things rubbing together
- **decorates:** makes something look pretty by putting something on it
- **glow:** to shine, or put out (emit) light

These words will help you understand the story *The Seasons of Arnold's Apple Tree*. As you read the words in the text, ask: *Why are these words important in the story?*

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection might be for understanding and enjoyment.

FIRST READ STRATEGIES

READ Remind students to read the text for the purpose they set. Have them notice when a page is particularly informative or enjoyable.

LOOK Encourage students to look at the illustrations to help them understand the text.

ASK Have students ask questions to make sure they understand the sequence of events that are happening.

TALK Prompt students to talk about what they found most interesting.

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



ELL Targeted Support Reading Strategies Use strategic learning techniques to help students acquire vocabulary used routinely in written classroom materials.

Write the five vocabulary words, read them aloud, and have students repeat them. Then discuss the meaning of each word. Mix the words up and repeat the activity until students are comfortable reading the words. **EMERGING**

Draw a web with one of the vocabulary words in the center. Have students suggest related words and write them in the outside ovals. **DEVELOPING**

Have students write sentences using the vocabulary words. Tell students to exchange sentences with a partner. Each student should read his or her partner's sentences, identifying and circling the new vocabulary words. **EXPANDING**

Repeat the Expanding activity, but challenge students to write a paragraph that uses all of the vocabulary words. **BRIDGING**

STUDENT INTERACTIVE, pp. 298–299



The Seasons of Arnold's Apple Tree

Preview Vocabulary

Look for these words as you read *The Seasons of Arnold's Apple Tree*.

carefully quietly rustle glow decorates

First Read

Read for the purpose you set.

Look at illustrations to help you understand the text.

Ask questions about the sequence of events.

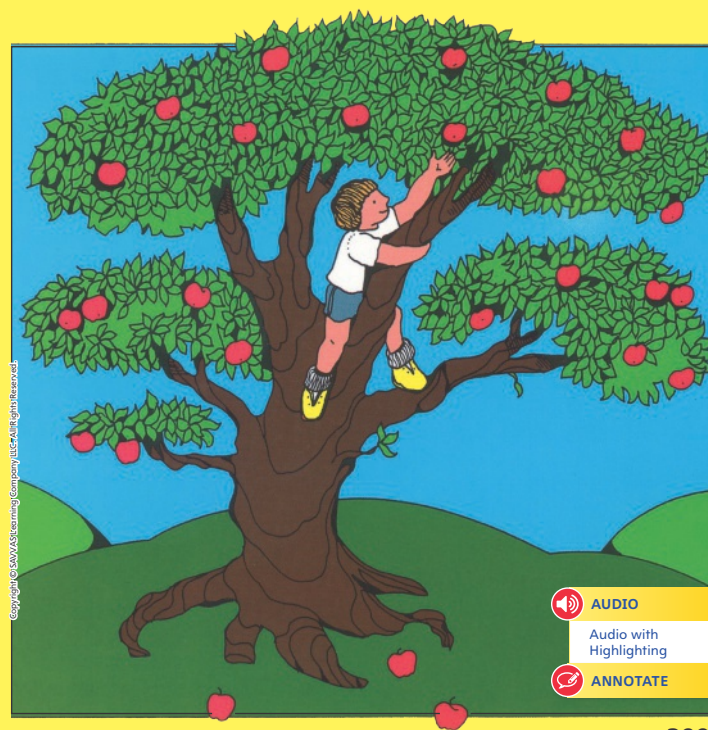
Talk about what you found most interesting.

Meet the Author



Gail Gibbons made picture books as a child. After college, she did artwork for television shows. Then she wrote a book for children. Now, she writes and illustrates mostly nonfiction children's books. She has written over 170 books!

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First Read

Read

THINK ALOUD I set a purpose for reading this text. I want to find out who Arnold is and why seasons are mentioned in the title. As I read, I will think about these things and find out about them.



Close Read

Understand Setting and Plot

Review the meaning of *setting* and *plot*: setting is when and where the story takes place, and plot is what happens. Have students underline the words in **paragraphs 1 and 2** that describe the setting where Arnold is. Then have them underline the words that tell why he is there. **See student page for possible responses.**

Tell students that identifying the setting can help them understand the story. Say: **The first sentence of the first page says “Arnold climbs up high into the branches of the apple tree,” which tells me these two paragraphs are set in the branches of Arnold’s apple tree.**

DOK 1

OBJECTIVES

Describe and understand plot elements including the main events, the conflict, and the resolution, for texts read aloud and independently.

Describe the importance of the setting.

CLOSE READ



Understand Setting and Plot

Underline the words that describe the setting where Arnold is. Then underline the words that tell why Arnold is there.

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- 1 **A**rnold climbs up high into the branches of the apple tree.
- 2 He can see far, far away in every direction.

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Possible Teaching Point

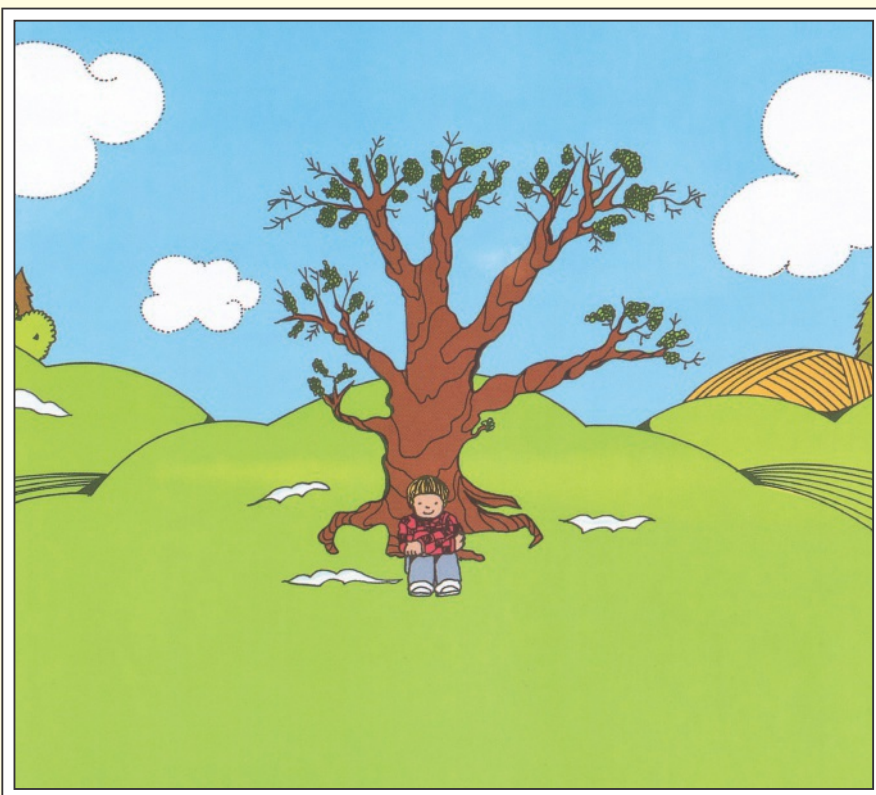


Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to remind students that using context clues can help them determine the meanings of unfamiliar words. Point out the word *direction* in paragraph 2, and call students' attention to the context clues “see” and “every.”



- 3 This is Arnold's very own secret place.
This is Arnold's apple tree.
- 4 Arnold's tree keeps him very busy all
through the year.




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First Read

Look

 **THINK ALOUD** I see in the picture that Arnold is sitting by his tree and smiling. The text says that Arnold's tree is his very own secret place. I think having a secret place to go makes Arnold happy.

CROSS-CURRICULAR PERSPECTIVES

Science



Our Earth travels around the sun. During half of the year, Earth's northern, or top, half is tilted toward the sun. For this part of the year, the weather in the northern half of Earth is warmer. During the other half of the year, the top half is tilted away from the sun and the weather is cooler. This causes our seasons. Each season of the year has different weather. Have students connect this information to the poem "Circle of Seasons" on pp. 290–291.

First Read

Talk

THINK ALOUD I think it is interesting that Arnold pays a lot of attention to what happens to his apple tree in spring. When I read, I like to talk to others about what they find interesting in the same story.

Close Read

Understand Setting and Plot

Ask students to underline the text in **paragraph 6** that describes what Arnold sees happening to his tree in spring. **See student page for possible responses.**

Discuss with students how seeing the size and color of the tiny buds in the picture can help them understand what happens to an apple tree in spring.

DOK 2

OBJECTIVES

Describe and understand plot elements including the main events, the conflict, and the resolution, for texts read aloud and independently.

Describe the importance of the setting.

CLOSE READ



Understand Setting and Plot

Underline the text that describes what Arnold sees happening to his tree in spring. Think about how the picture helps you understand this event.

- 5 **I**t is spring.
- 6 Arnold watches the small buds grow on his apple tree.
- 7 Some of the buds develop into sweet-smelling apple blossoms.



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CROSS-CURRICULAR PERSPECTIVES

Science



Read paragraph 7 aloud. Explain that a bud is a young shoot from a plant. A shoot grows above the ground, in contrast to the root that grows below the ground. One kind of bud becomes a shoot with leaves; the other kind of bud becomes a shoot with flowers.



CLOSE READ



8 Carefully and quietly, Arnold watches bees collect nectar from the blossoms to make honey.

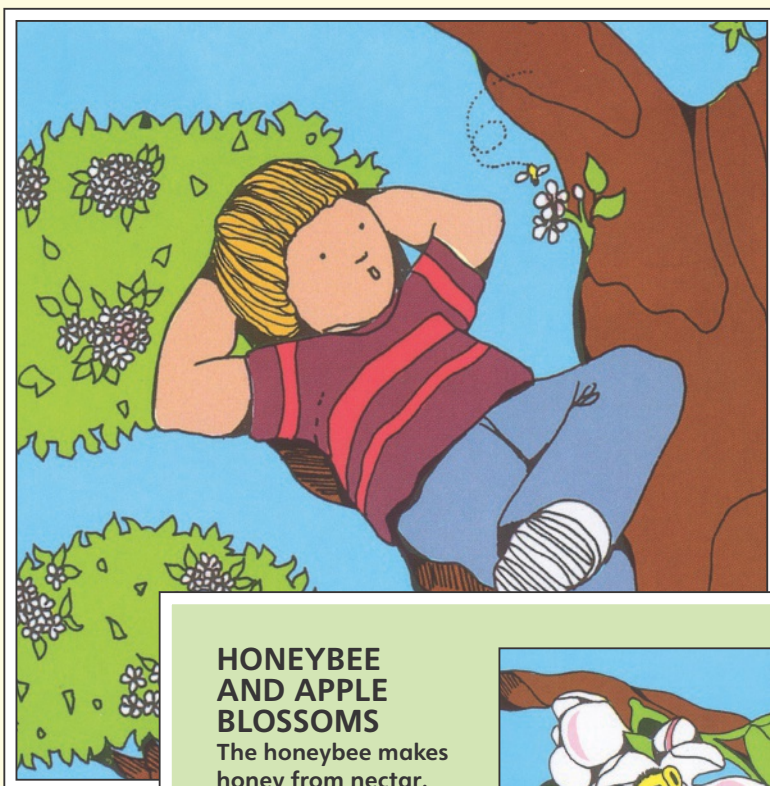
carefully in a way that is paying close attention

quietly in a way that does not make noise

First Read

Ask

THINK ALOUD I notice that Arnold is watching bees collect nectar. I wonder what happens to the blossoms after the bees collect the nectar. I'll read on to find the answer to my question.



HONEYBEE AND APPLE BLOSSOMS

The honeybee makes honey from nectar, the sweet juice found in flowers.



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CROSS-CURRICULAR PERSPECTIVES

Science



Honeybees collect nectar and pollen from flowers to make honey. As they move from flower to flower, some of the pollen they collect drifts from flower to flower and makes it possible for blossoms to turn into fruit.

First Read

Look

THINK ALOUD In the first picture, Arnold is putting together a swing while his dog watches. In the second picture, Arnold is swinging on a swing from his tree. How do those pictures help me understand the events in the story? It helps me understand that Arnold keeps busy making things for his tree.

Close Read

Understand Setting and Plot

Ask students to underline the word that names what Arnold builds for his tree. **See student page for possible responses.**

Talk about how the pictures help readers understand plot and setting: they show how Arnold builds a swing (event) and where he does this (setting).

DOK 2

OBJECTIVES

Describe and understand plot elements including the main events, the conflict, and the resolution, for texts read aloud and independently.

Describe the importance of the setting.

CLOSE READ



Understand Setting and Plot

Underline the word that names what Arnold builds for his tree. Think about how the first picture helps you understand one step Arnold takes to build it.

- 9 Arnold makes a swing for his apple tree.



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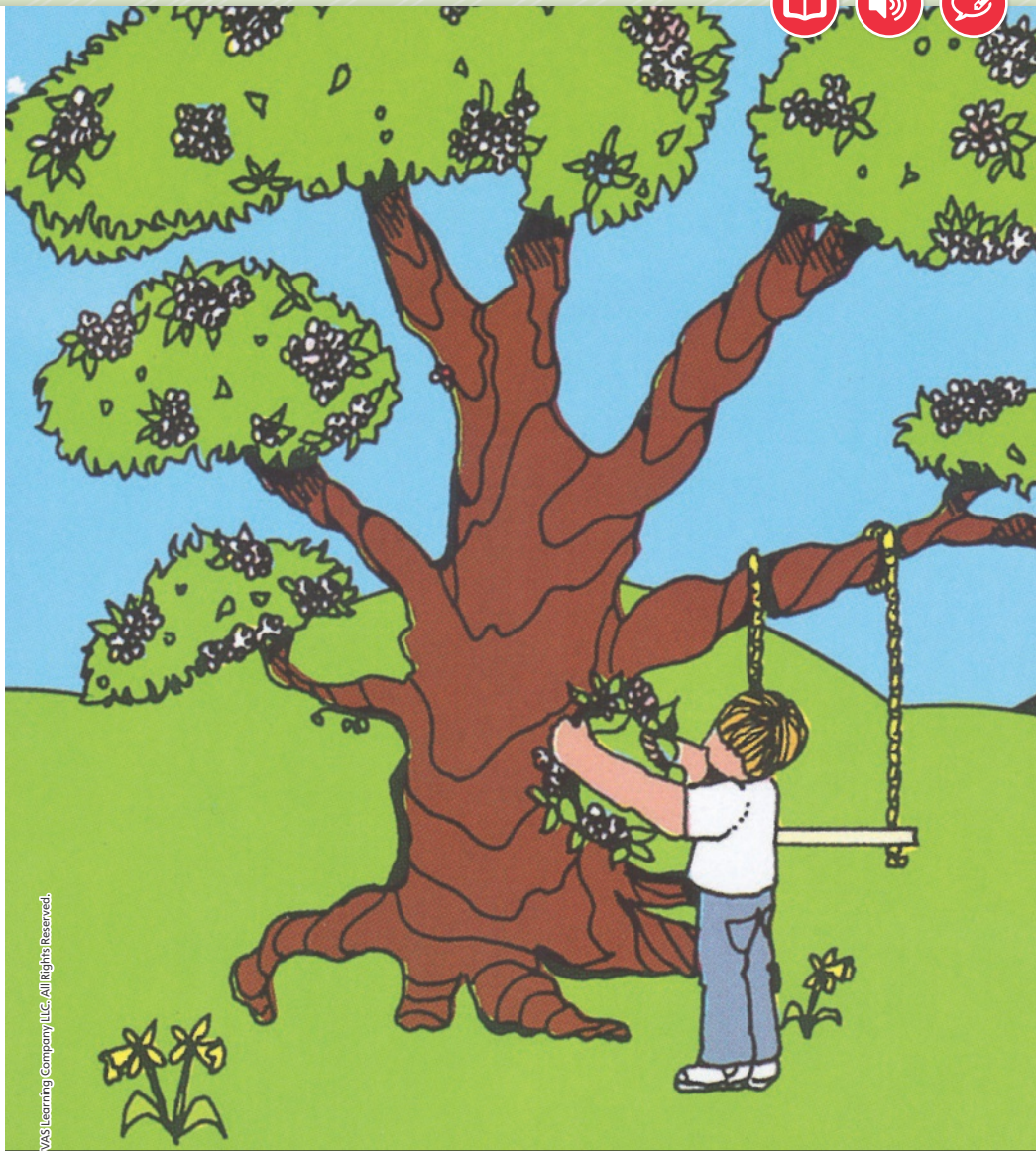
ELL Targeted Support Use Visuals Remind students to use visuals to understand a text.

Read the sentence on p. 304 aloud. Ask students to point to and name items in the pictures that they know. **EMERGING/DEVELOPING**

Have students read the sentence on p. 304 aloud. Ask: **How does Arnold's swing look like swings you have seen in parks or playgrounds? How does the swing in the pictures look different from swings you have seen?**

Have students in pairs discuss how they would use a swing like Arnold's.

EXPANDING/BRIDGING



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10 He weaves an apple-blossom wreath and hangs it from a branch.

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Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to emphasize ways of using context clues to understand the meaning of a word. Say: *We can use context clues, or words in the same or nearby sentences, to figure out the meaning of the word **wreath**. Other words nearby, such as **weaves**, **apple-blossom**, and **hangs**, help us figure out the meaning of this word.*

First Read

Talk

THINK ALOUD I think it's interesting that Arnold's tree is so special to him. He plays on it and decorates it.

I see the swing he made, and I see him holding up a wreath. Arnold finds a lot of ways to enjoy his tree. I will talk to a partner about what he or she finds interesting about the story. Talking to a partner can help me see the story in a new way.

First Read

Ask

THINK ALOUD I like to ask questions as I read to stay involved in the story and to remember the order of events. What happens to an apple tree in spring? It produces apple blossoms. I want to know what Arnold will do with the apple blossoms. Why is he collecting them?

Close Read

Visualize Details

Explain that authors include descriptive words in the text and details in illustrations that can help readers create mental images. This helps readers see, feel, smell, and even hear what is happening in the story. Have students highlight words in **paragraph 11** that provide visual details. **See student page for possible responses.**

Encourage them to look at the pictures and find the words that describe what is in the pictures.

DOK 1

OBJECTIVE

Create mental images to deepen understanding.

CLOSE READ



Visualize Details

Highlight details that can help you form a picture in your mind of the branches that Arnold brings to his family.

- 11 Arnold picks an **armful of apple blossoms** and brings it to his family.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Illustrations To help students develop an understanding of the author's use of graphic features to support a story, point to the illustration of Arnold and his dog. Connect the action in the illustration with what is happening in the text in paragraph 11. Ask students how the illustration adds to their enjoyment of the story. Ask why the author may have added Arnold's dog carrying branches to the picture. For more instruction on Author's Craft, see pp. T194–T195.




12 They make a flower arrangement together.

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307

First Read

Look

 **THINK ALOUD** I look at the illustration to learn more about the text. Arnold's family is enjoying something that came from the tree. I can see them smiling, which tells me they like working with the branches. I think the tree is special to all of them.

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to remind students they can use context clues to understand the meaning of a word. Explain that they can use context clues to figure out the meaning of *arrangement*. Other words nearby, such as *make* and *flower*, can help them figure out the meaning of this word.

First Read

Read

THINK ALOUD I see in the picture that Arnold's tree has changed. There are more leaves now, and the blossoms have disappeared. On this page, my purpose for reading will be to find out why the tree has changed.

Close Read

Understand Setting and Plot

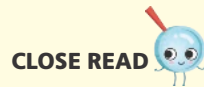
Remind students that the plot is what happens in a story, and the setting is where and when it happens. Ask students to underline the words in **paragraph 14** that describe what happens to Arnold's tree in summer. Discuss how the picture helps to show this event. **See student page for possible responses.**

DOK 2

OBJECTIVES

Describe and understand plot elements including the main events, the conflict, and the resolution, for texts read aloud and independently.

Describe the importance of the setting.



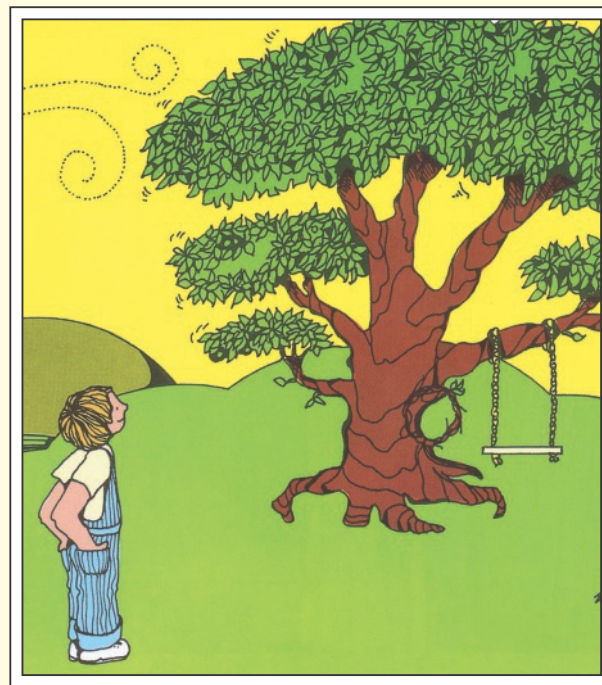
Understand Setting and Plot

Underline the text that describes what happens to Arnold's tree in summer. Think about how the picture helps you understand this event.

rustle make a soft sound of two things rubbing together

13 **I**t is summer.

14 Arnold's apple tree has big, green leaves that rustle in the wind.



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Possible Teaching Point

Read Like A Writer | Author's Craft

Descriptive Words Tell students that authors sometimes use words that, when spoken, sound like the action they are describing. Point out the word *rustle* in paragraph 14 and have students say it aloud. Discuss how the sound of the word is similar to the sound leaves make when they rustle in the wind. Ask students to think of other words, such as *buzz* and *sizzle*, that sound like the action they are describing. For more instruction on Author's Craft, see pp. T194–T195.



15 Arnold builds a tree house.

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Possible Teaching Point



Read Like a Writer | Author's Craft

Illustrations Tell students that sometimes a picture is worth a thousand words. Authors/illustrators often find it easier to get an idea across with a picture than using words to explain. Draw students' attention to the illustration on p. 309. Ask them why they think the author chose to use only one sentence to tell about Arnold building a tree house. For more instruction on Author's Craft, see pp. T194–T195.

First Read

Read

THINK ALOUD As I read, I continue thinking about my reading purpose. My purpose is to find out why seasons are mentioned in the title. I see now that Arnold's tree looks different in each season.

First Read

Look

THINK ALOUD I see in the picture that Arnold has brought snacks and a book into his tree house. In the summer Arnold is able to spend a lot of time in the tree.



Close Read

Visualize Details

Remind students that descriptive words can help them see, feel, and taste what is happening in a story. Have students highlight words in **paragraph 16** that help them form a picture in their minds of how the apple tree helps Arnold in the summer. **See student page for possible responses.**

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

CLOSE READ



Visualize Details

Highlight words that can help you form a picture in your mind of how the apple tree helps Arnold in summer.

16 His apple tree shades him from the hot summer sun.

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Possible Teaching Point

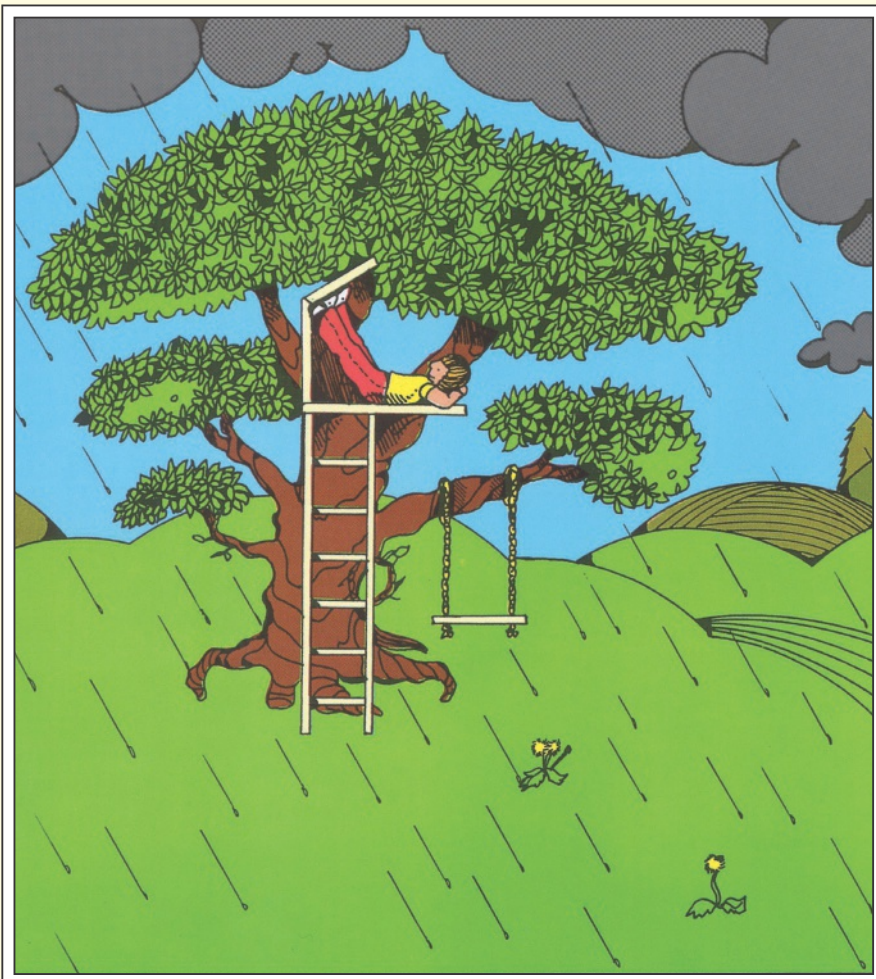


Read Like A Writer | Author's Craft

Graphic Features Help students understand other ways authors and illustrators support the text. Point out the bright yellow color of the background in the picture on p. 310. Compare it with the background on pp. 302–303, when the season is spring and the weather is cooler. Ask why the author/illustrator may have used bright yellow as a background on a hot summer day. For more instruction on Author's Craft, see pp. T194–T195.




- 17 The green leaves shelter him during a summer shower.



311

First Read

Read

 **THINK ALOUD** I continue reading with my purpose in mind. I look at the picture and I see that it could be an unpleasant, stormy day. It looks wet and cloudy. But Arnold looks happy. He has found another way to enjoy his tree. The text explains that the tree shelters him from the rain. This part of the story helps me better understand why seasons are mentioned in the title.

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to review using context clues to understand the meaning of a word. Explain that illustrations can be context clues. Point out how the tree protects, or shelters, Arnold from the rain in the illustration on p. 311. Other words nearby, such as *leaves* and *shower*, help show the meaning of *shelter*.

First Read

Look

Ask: What is Arnold doing in the picture? What details in the picture give you clues about what is happening, what the weather is like, and how the apple tree is changing?

Possible Responses: Arnold is looking at an apple, perhaps getting ready to pick it. I can tell it is still summer because Arnold is wearing shorts and the apples are bigger.



18 Arnold watches small apples begin to grow from where the blossoms used to be. They grow bigger, bigger . . .

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CROSS-CURRICULAR PERSPECTIVES

Science



The blossoms on Arnold's apple tree have become apples. Apples are delicious to eat, but they also have a job. Inside the apple core are seeds that are protected by the fruit. When these seeds are planted, more apple trees grow. This is the way apple trees reproduce, or create more apple trees.



19 and bigger.

20 With some of the big, green apples, Arnold does a juggling act for his tree friend.

CLOSE READ

**Vocabulary in Context**

Sometimes you can figure out the meaning of a word by using words nearby and the picture. Underline words near **juggling** that help you understand what **juggling** means.



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First Read**Ask**

THINK ALOUD I can ask myself questions about the sequence of the story so far. What happens to the apple tree in spring? Then what happens to the blossoms? What happens in summer? When I ask and answer questions about the story, I understand it and remember the plot better.

Close Read**Vocabulary in Context**

Remind students that they can use context to determine the meaning of words they do not know. Point out that illustrations also help readers figure out unfamiliar vocabulary. Look at the words in and near the sentence that has the unfamiliar word *juggling*. Now look at the illustration. Underline clues that help you understand the word *juggling*. See student page for possible responses.

DOK 2

OBJECTIVE

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

Possible Teaching Point**Read Like a Writer | Author's Craft**

Repetition Point out the following sentence on pp. 312–313 in the *Student Interactive*: “They grow bigger, bigger . . . and bigger.” Discuss how writers sometimes repeat words to show that something is happening over a length of time and to cause the reader to feel a bit of excitement. Ask why the author may have repeated the word *bigger* in this case. For more instruction on Author's Craft, see pp. T194–T195.

First Read

Talk

It is now fall, and the apples are red. Talk with a partner about what you think will happen to Arnold's apple tree in the fall.

What has been the most interesting part of the story so far? What clues might help Arnold know that it is time to pick his apples?

Possible response: The leaves turn golden and drop to the ground.

Close Read

Understand Setting and Plot

Ask students to underline the words in **paragraph 23** that tell how the tree's leaves change in fall. **See student page for possible responses.** Discuss how the tree is different in fall and in spring. Connect how the events (plot) that happen to the tree are related to the season (setting). Point out that some details of the setting change as the story continues, while other parts of the setting stay the same.

DOK 2

OBJECTIVES

Describe and understand plot elements including the main events, the conflict, and the resolution, for texts read aloud and independently.

Describe the importance of the setting.

CLOSE READ



Understand Setting and Plot

Underline the text that tells how the tree's leaves change in fall. How is this picture different from the picture of Arnold's tree in spring?

21 **I**t is fall.

22 Arnold's apple tree now has big, red, tasty apples.

23 The green leaves have turned golden.
They drift to the ground.



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Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to review context clues. Direct students' attention to the leaf in the illustration on p. 314. Now have them look at words nearby, such as *fall* and *ground*. Ask students for clarity on how those context clues can help them understand the meaning of *drift*. Ask: **When a leaf drifts to the ground, what is it doing? Is it moving quickly or slowly?**



First Read

Look

THINK ALOUD I see that in the picture Arnold has a basket of apples. The picture helps me understand why Arnold shakes the branches. He gathers the fallen apples so he can take them home.

- 24 Arnold gathers some of the leaves and brings them up to his tree house to make a soft floor to lie on.
- 25 Arnold shakes the branches and red apples fall to the ground.
- 26 He puts them in a basket and takes them home.

315

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to remind students of the benefits of using context clues to understand the meaning of a word. Tell students they can use context clues to figure out the meaning of the word *gathers*. Other words nearby, such as *leaves* and *brings*, can help them figure out the meaning of this word. When they know the word *gathers*, they also know more about leaves and about how a person brings leaves from one place to another.

First Read

Read

Look at the illustrations on p. 316 and think about what might be happening. Set a purpose for what you would like to find out from the text on this page.



- 27 Arnold and his family make apple pies with apples from Arnold's apple tree.
- 28 They put the rest of the apples into a cider press and make fresh apple cider.

316

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Foundational Skills Extension

Vowel digraph *ie*

Ask students to listen for words with the long *i* sound as you read aloud p. 316. Then write *pies* and *cider*. Point to the *ie* in *pies* and say: *In this word, and in its singular form pie, the digraph ie makes the long i sound. In cider, the letter i alone makes the same sound.*



CLOSE READ

Visualize
Details

Highlight words that can help you picture the apples on Halloween night.

decorates makes something look pretty by putting something on it
glow to shine, or put out light

- 29 On Halloween Day, Arnold **decorates** some of the biggest apples.
- 30 They **glow in the moonlight** under his tree on Halloween night.



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First Read

Ask

Before we read, use the illustration to answer the following questions: *What season is it now in the story? How do you know?*

Possible responses: It is fall because many leaves have fallen off of the tree. It is fall because the author tells about Halloween, which is in October, and Arnold is dressed in a costume as if he is celebrating Halloween.

Close Read

Visualize Details

Remind students that authors use descriptive words that can help readers form pictures in their minds as they read. Have students highlight words from the text that help them picture the apples on Halloween night. **See student pages for possible responses.** Then ask students to describe the picture they create in their minds when they read the word *glow*.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

CROSS-CURRICULAR PERSPECTIVES

Science



Summer days seem to last forever. The sun comes up early in the morning and goes down late in the evening. But as summer becomes fall, the days begin to get shorter. It gets light later and dark earlier. Why is that? Earth makes a complete turn once every day as it moves around the sun. Remind students that in summer, the place on Earth where we live is tilted toward the sun, so a longer part of the day is light. In winter, where we live is tilted away from the sun, so we are in darkness for a longer part of the day.

First Read

Read

THINK ALOUD I see in the picture that it is snowing where Arnold lives. The leaves have fallen off the branches and Arnold's swing and tree house are covered with snow. On this page I want to read to find out what Arnold does with his tree in winter.

Close Read

Understand Setting and Plot

Talk with students about how the tree is different from the picture on the previous page. Ask: **How have Arnold's clothes changed? How has the tree changed?** Read the text aloud with students and ask what it means when tree branches are bare. Ask students to underline the words in **paragraph 32** that describe what happens to the tree branches in winter. Have them point to the places in the pictures that show this. **See student page for possible responses.**

DOK 1

OBJECTIVES

Describe and understand plot elements including the main events, the conflict and the resolution, for texts read aloud and independently.

Describe the importance of the setting.

CLOSE READ



Understand Setting and Plot

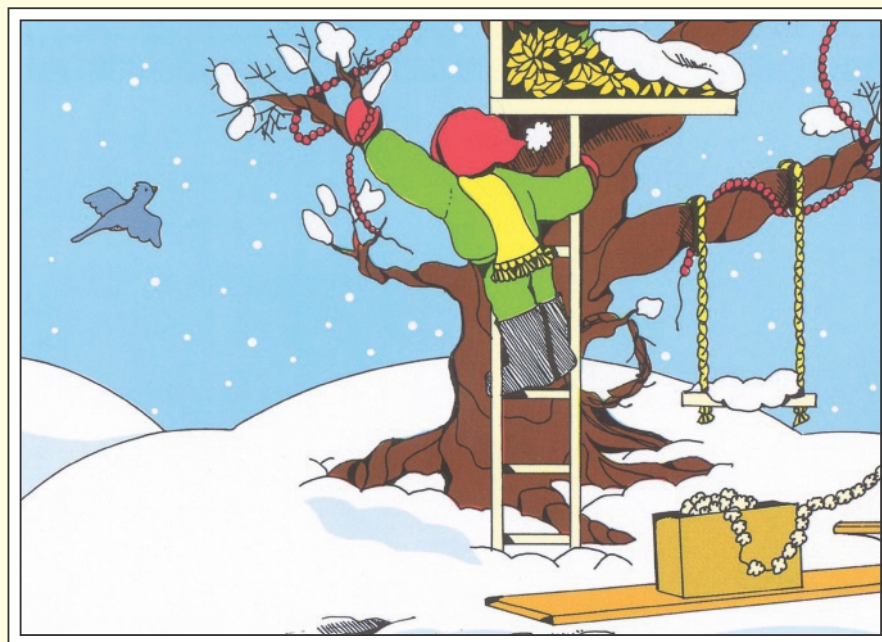
Underline the words that describe what happens to the tree branches in winter. Think about how the picture helps you understand this event.

31 **I**t is winter.

32 Snow falls. It is quiet. The branches of Arnold's apple tree are bare.

33 Arnold hangs strings of popcorn and berries on them for the winter birds to eat.

34 He builds a snow fort around the bottom of his tree.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Structure To help students understand the author's use of varied sentence lengths, read aloud paragraphs 31 and 32. Discuss the effect of alternating short sentences with longer ones and discuss why the author may have done that. Point out that the short sentences might make readers slow down, and that this resembles the way days become quieter in cold weather. For more instruction on Author's Craft, see pp. T194–T195.



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First Read

Talk

THINK ALOUD Let's talk about what is interesting in this picture. Snow is falling. Arnold is making snowballs. He has decorated his tree with strings of popcorn, and a bird is coming to eat it. Arnold looks happy. The scene looks peaceful.

Possible Teaching Point



Academic Vocabulary | Context Clues

Refer to the Academic Vocabulary lesson on pp. T152–T153 in the Reading-Writing Workshop Bridge to remind students about using context clues to understand the meaning of a word. Have students use the picture on p. 319 and the words *snow* and *bottom of his tree* to understand what a snow fort is. Have them connect the word to other forts they have seen or built to help with understanding.

First Read

Look

THINK ALOUD I see in the picture that Arnold has built a snowman next to his tree. The text says he built it to help keep him and his tree company. I think it is great that he wants to make sure his tree is not lonely. As long as it stays cold through the winter, his tree will have company the entire season.



35 Arnold builds a snowman to keep him
and his tree company during the winter.

320

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ELL Targeted Support Learn Expressions Reread the text on p. 320 focusing on the expression “to keep him and his tree company.” Explain what it means. Ask students how they might use this expression.

Provide students with a sentence frame, such as *I keep my friend company during _____*. **EMERGING**

Have students use the expression in a sentence. **DEVELOPING**

Have students discuss school activities using the expression. **EXPANDING**

Have students write a few sentences about a time that they “kept someone company” during school or at home. **BRIDGING**



CLOSE READ



36 The snow melts away.

37 It is spring again. . . .

Visualize
Details

Highlight words that can help you picture what happens in spring.



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321

First Read

Read

THINK ALOUD As I think about the story, I stop and think about my reading purpose.

- How does the tree change every season?
- What are some of the ways Arnold enjoys his tree?

Maybe part of what Arnold enjoys is that his tree changes throughout the year. He can look forward to each new season.

Close Read

Visualize Details

Remind students that combining what is in the text with what is in the illustrations can help them create pictures in their minds of what is happening in the story. Have students highlight words in **paragraph 36** that help them picture what happens in spring. **See student page for possible responses.** Point out how this is shown in the picture.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

Possible Teaching Point



Read Like a Writer | Author's Craft

Dot, Dot, Dot Point out the dots at the end of the last sentence on the last page of the text. Discuss the meaning of the dots and how an author might use them to show that an action continues. Ask why the author may have chosen to end the story this way. For more instruction on Author's Craft, see pp. T194–T195.

Respond and Analyze



The Seasons of Arnold's Apple Tree

OBJECTIVES

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative) and *-ion/sion/tion*.

Make inferences and use evidence to support understanding.

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

Respond using newly acquired vocabulary as appropriate.

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

My View

Ask questions to help students gather and share their initial thoughts and feelings about *The Seasons of Arnold's Apple Tree*.

- **Discuss** What connections did you make to the text? Did you relate to the characters, setting, or topic?
- **List** What other things might Arnold do with his tree in each season?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that authors use action words and words with affixes to describe events. Words that end in *-ly*, for example, describe how actions are done. The vocabulary words *rustle*, *glow*, and *decorates* describe actions in *The Seasons of Arnold's Apple Tree*. The author used the vocabulary words *carefully* and *quietly* to tell how actions happened.

- **Remind yourself of the word's meaning.**
- **Ask yourself what the author is trying to say about an action in the text.**

MODEL AND PRACTICE Model filling in the blanks on p. 322 of the *Student Interactive* using the word *slowly*.

- *Slowly* ends in *-ly*. Words ending in *-ly* describe how something is done. If something is done slowly, that means it was done in a slow way. I'm going to write that in the first blank.
- Have students tell you the meaning of the word *carefully*. Then ask them to write the meaning on p. 322.

ELL Targeted Support Vocabulary Enhance students' understanding of new words by having them practice writing sentences with *-ly* words.

Have students write these sentence frames and complete them with the words *quietly* and *carefully*: Ana spoke _____ in the library. Sam held the tiny kitten _____.

EMERGING

Display the words *slowly*, *quietly*, and *carefully* and have students write a simple sentence for each word. Provide examples of verbs for each *-ly* word, such as: *walk slowly*, *talk quietly*, and *paint carefully*.

DEVELOPING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students respond using newly acquired vocabulary as they complete p. 322 of the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to make a list of -ly words from their independent texts. Then prompt them to figure out the meaning of each of these words. Have students write the definitions in their reading notebooks.

QUICK CHECK

Notice and Assess Can students determine the meaning of -ly words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T188–T189.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T188–T189.

Check for Understanding My TURN Have students complete p. 323 of the *Student Interactive*.

STUDENT INTERACTIVE pp. 322–323

VOCABULARY	COMPREHENSION	READING WORKSHOP
<p>Develop Vocabulary</p> <p>Words that end in -ly often tell how something is done.</p> <p>MY TURN Underline the boxed words that end in -ly, and complete items 1–3. For items 4–6, write the word that goes with each word group.</p> <div style="border: 1px solid gray; padding: 5px; margin: 10px 0;"> <p style="text-align: center;">carefully quietly rustle glow decorates</p> </div> <ol style="list-style-type: none"> Slowly means <u>done in a slow way.</u> Done in a careful way is done <u>carefully.</u> Quietly means <u>done in a quiet way.</u> candle, fireplace, firefly, <u>glow</u> leaves in wind, moving papers, <u>rustle</u> ties a ribbon on a gift, hangs balloons in the room, <u>decorates</u> <p style="text-align: right; font-size: small;">Copyright © SAVVAS Learning Company LLC. All Rights Reserved.</p>	<p>Check for Understanding</p> <p>MY TURN Write the answers to the questions. Look back at the text to answer the questions.</p> <p>DOK 2 1. Could this story happen in real life? Why or why not? Possible response: <u>Yes. It's about a boy who behaves like a boy in real life.</u></p> <p>DOK 3 2. How does the author organize the events in the story? Why? Possible response: <u>The author organizes the events by the seasons to show what happens to the tree during a year.</u></p> <p>3. The story ends with the words “It is spring again. . . .” DOK 2 What do you think will happen next? Possible response: <u>Buds will grow on the tree again and the whole story will repeat.</u></p> <p style="text-align: right; font-size: small;">Copyright © SAVVAS Learning Company LLC. All Rights Reserved.</p>	<p style="text-align: center; font-weight: bold;">323</p>

Use the  **QUICK CHECK** on p. T159 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



VOWEL DIGRAPH *ie*

Sound-Spelling Cards

Display Sound-Spelling Cards 69 and 70. Point to the picture on card 69 and say the word *field* aloud, stressing the long e sound.

Say: *The word field has the long e sound spelled ie. What other words with long e spelled ie do you know? (piece, thief, believe, shield, chief)* Then point to the picture on card 70 and say the word *pie*, stressing the long i sound. Say: *The word pie also is spelled ie but has a long i sound. What other words with long i spelled ie do you know? (die, lie, tie)*



ELL Targeted Support

Help students acquire basic vocabulary by reviewing the vowel digraph *ie*.

Display the words *chief* and *tie*. Read each word aloud and have students tell you the vowel sound they hear: /ē/ and /ī/. Underline the vowel digraph *ie* in each word. Tell students that when they see a word spelled with *ie*, they will have to remember that it can be pronounced either /ē/ or /ī/. **EMERGING/DEVELOPING**



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

Intervention Activity



VOWEL DIGRAPH *ie*

Use Lesson 5, pp. T51–T54 in the *myFocus Intervention Teacher's Guide* for instruction on reading vowel digraphs.

LEVEL C • MODEL AND TEACH

Lesson 5 Long Vowel Digraphs *ai, ay, ie, igh, oa, ow*

INTRODUCE Remind students that long vowel sounds can be spelled different ways. Today we will learn to spell /ā/ in a different way. We will also learn how to spell /ī/ and /ō/ in new ways.

MODEL Display or share copies of "Snow Day" from Student Page 551, and read it aloud.

OBJECTIVES:


- Learn the concept of vowel teams.
- Read and spell words with long o (spelled oi and oy).
- Read and spell words with long i (spelled ie and igh).
- Read and spell words with long o (spelled oo and ow).

Snow Day

Mike looks out the window. He sees the wind blow the snow. The snow coats the grass and trees.

Mike will stay inside. He plays with his clay. All day he makes little dogs and cats. He will paint them red and gray.

Later, Mike helps his brother make a pie. The pan they need is up high. They get the pan and make a tasty pie.



TEACH Point out the word *snow* in sentence 2. Listen as I say this word: /s/n/ō/. Say it with me: *snow*. The word *snow* has a long o sound spelled *ow*. *Ow* is a vowel team that makes a long o sound. Repeat with the word *coats* and the vowel team *oa*.

Point out the word *clay* in sentence 5. Listen as I say this word: /c/l/ā/. Say it with me: *clay*. The word *clay* has a long a sound spelled *ay*. *Ay* is a vowel team that makes a long a sound. Repeat with the word *paint* and the vowel team *ai*.

Point out the word *pie* in sentence 8. Listen as I say this word: /p/ī/. Say it with me: /p/ī/. The word *pie* has a long i sound spelled *ie*. Point out the word *high* in sentence 9. Listen as I say this word: /h/ī/. Say it with me: *high*. The word *high* has the same long i sound as *pie*, but this time the long i is spelled *igh*. Both *ie* and *igh* are vowel teams that make a long i sound.

Phonics, Morphology, and Spelling T • 51

Fluency

Assess 2-4 students



ACCURACY

Direct students to select a portion of the reading selection and read it to a partner.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

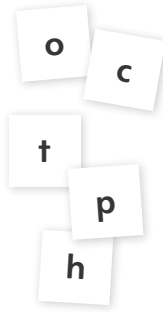
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with the vowel digraph *ie*.

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



Decodable Reader



Students can read the decodable reader, *Animal Study*, to practice reading words with the vowel digraph *ie* and high-frequency words.

Before reading, display this week's high-frequency words: *animal*, *point*, and *study*. Say: **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 turns after each page. Partners reread the story. This time the other student begins.

High-Frequency Words

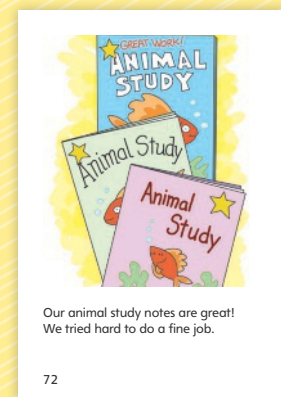
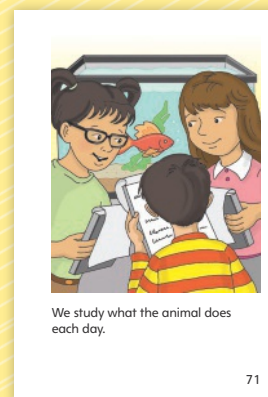
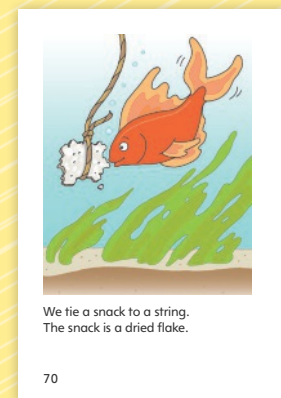
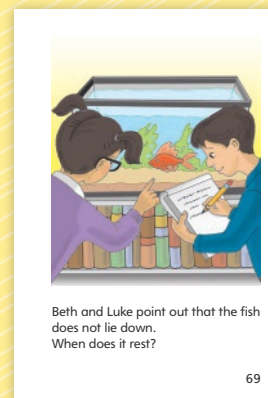
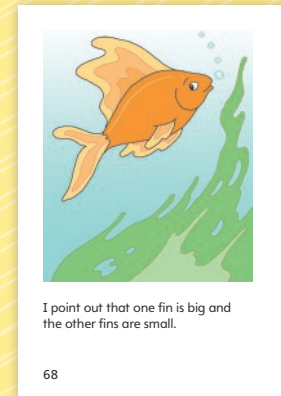
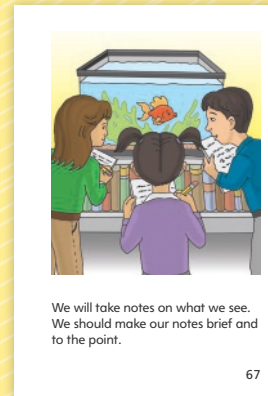
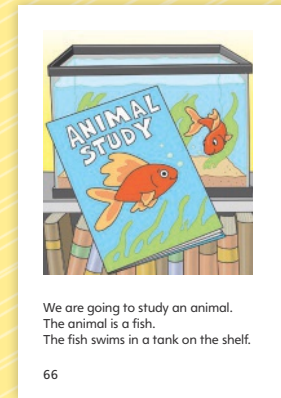
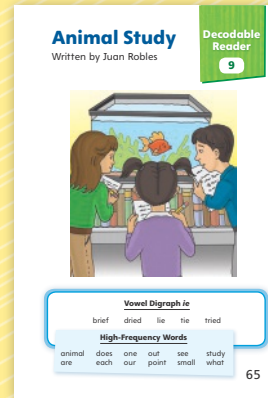
Have students make their own word cards for this week's high-frequency words: *animal*, *point*, and *study* and two or three words from the previous week. Students can practice reading the words with a partner.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T185 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Sometimes a word within a word can help you figure out the larger word's meaning. Look back at the word *quietly* on p. 303 of *The Seasons of Arnold's Apple Tree*. Explain that if students know the word *quiet*, they can figure out that the word *quietly* means "in a way that does not make noise."

ELL Targeted Support

Write: *quickly* and *slowly*. Work with students to identify the word within each word. Explain that these are words with affixes added.

EMERGING/DEVELOPING

Have students go through the text and find words ending in *-ly*. Then have them use the word within the word to figure out the meaning of each word. **EXPANDING/BRIDGING**



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

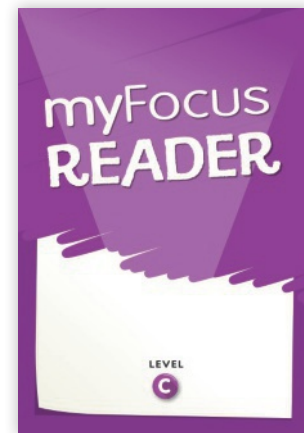
Intervention Activity



DEVELOP VOCABULARY

Read pp. 22–23 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how trees show patterns as seasons change.

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



Fluency

Assess 2–4 students



ACCURACY

Help students choose a short passage from the selection text or a leveled reader. Have students take turns reading the passage aloud, making sure they say every word. If students are skipping over words or mispronouncing words, tell them to slow down and concentrate on reading every word. If needed, model reading with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students/3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share lists of *-ly* words from their independent reading. Have them share strategies they used to determine word meanings.

Possible Conference Prompts

- What words ending in *-ly* did you find?
- How did you figure out the meanings?
- Why do you think the author decided to use those words?

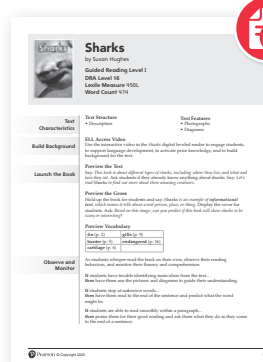
Possible Teaching Point Skilled readers pay attention to words ending in *-ly* because understanding how something happened is just as important as understanding what happened.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T154–T155.
- For instructional support on recognizing familiar words within words with affixes, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together, and ask students to share some of the new words ending in *-ly* that they found while reading.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *The Seasons of Arnold's Apple Tree*.
- read a self-selected trade book or their Book Club text.
- retell their independent-reading book to a partner.

Centers



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

Literacy Activities



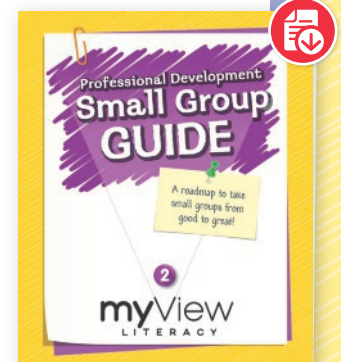
Students can

- discuss and answer the questions on p. 323 of the *Student Interactive* with a partner.
- read a page from *The Seasons of Arnold's Apple Tree* with a partner, taking turns reading the page with accuracy.

SUPPORT INDEPENDENT READING

Independent reading offers students a chance to practice using the reading skills and strategies they have learned on their own.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Identify and read high-frequency words.



Sound-Spelling Cards 69 and 70

Phonics: Vowel Digraph *ie*

Minilesson

FOCUS Display Sound-Spelling Cards 69 and 70. Point to the word *pie* on Sound-Spelling Card 70 and say *pie*. Point to the word *field* on Sound-Spelling Card 69 and say *field*. Repeat each word emphasizing the long vowel sound. Point out to students that each of the words has the vowel team, or digraph, *ie*, but in this case the digraph *ie* stands for either the long *i* sound or the long *e* sound. Point to the word *pie* again. Say the word, emphasizing the vowel sound. Then underline the digraph and have students tell what vowel sound the digraph *ie* makes in the word *pie*. Repeat for the word *field*.

Write or display the following words: *piece, pie, tie, chief, shield, field, lie,* and *die*. Tell partners to write each word on a separate note card. Have them work together to sort the cards, putting all the words with the long *e* sound in one pile and all the words with the long *i* sound in a second pile.

APPLY Ask partners to mix up the note cards they made and place them word side down on a table. Partners then take turns drawing a card. Have them say the word, identify the long vowel sound of the digraph, and use the word in a sentence.



High-Frequency Words

Minilesson

FOCUS Remind students of the high-frequency words for the week:
animal, point, study.

MODEL AND PRACTICE Write: *animal*. Say: *This is the word animal.* Have students read and spell the word and then use it in a sentence. Repeat with *point* and *study*. Then have students turn to p. 295 in the *Student Interactive* and read each word in the box.

TURN, TALK, AND SHARE Ask partners to read and discuss the sentences they wrote.

STUDENT INTERACTIVE, p. 295

FOUNDATIONAL SKILLS

My Words to Know



MY TURN Read the words in the box. Then identify and underline the words in the sentences. One is done for you.

animal

point

study

1. Our teacher told us to point to the answer.
2. "That animal is a fox," said Kim.
3. Don't forget to study for the test!
4. Point to the picture you like best.

Now write your own sentence for each word.



TURN and TALK Work with a partner. Read and discuss each other's sentences.

HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that they will hear and see over and over in texts. Write the words *kind, change, air, animal, point, and study.*

- Point to a word and have students read the word.
- Have the students spell the word.
- Repeat for each of the words.
- Distribute high-frequency word cards.
- Have a student display his or her card, say the word, and use it in a sentence.
- Repeat the routine for the remaining cards.

Understand Setting and Plot



OBJECTIVES

Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

Describe the importance of the setting.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words:

- The **behavior** of living things is different in different seasons.
- We see **evidence** of new buds in the spring.

ELL Access

Use a graphic organizer to help students identify the main events of the text and how they relate to one another. Guide them with questions such as: “What does Arnold do with his apple tree in the spring?” and “What is the first thing Arnold makes for his apple tree?”

Minilesson

FOCUS ON STRATEGIES Review the terms *setting* and *plot*. Tell students to describe plot elements in texts read aloud, including main events, conflict, and resolution. Remind students that the conflict is the struggle a character encounters with something or someone. The resolution is how the character resolves the conflict. After discussing plot, have students describe how a story's setting can affect plot elements.

MODEL AND PRACTICE Ask students to listen for why Arnold builds a tree house. Read aloud *SI* pp. 308–311. Then say: **Arnold needs to find shelter from the wind, sun, and summer rains. This is a conflict for Arnold. Arnold builds a tree house. That is the resolution to the conflict.** Have students independently read *SI* pp. 318–320 and use the text to fill in this sentence frame: *It is quiet and lonely in the winter, so Arnold _____ and _____.* Have students identify the conflict and resolution in the sentence.

Ask students to recall another text they listened to recently. Tell them to demonstrate understanding by retelling the plot.

ELL Targeted Support Retelling or Summarizing Say: **You can retell or summarize a story to check that you understood the plot.**

Ask these questions to help students retell the story: **What does Arnold do with his apple tree in the spring? In the summer? In the fall? In the winter?** **EMERGING**

Have pairs take turns summarizing what Arnold does with his apple tree in each season. **DEVELOPING**

EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer



“When employing the gradual release model—‘I Do, We Do, You Do,’—remember that ‘You Do’ is not about letting kids go on their own. It is about refinement and coaching within the performance of reading. When we have kids ‘do it,’ we need to watch what and how they are doing. By watching and listening, we can identify where a learner is and what support that learner requires. It is then that we can identify what coaching a student needs and plan our instructional support.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for understanding setting and plot.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Understand Setting and Plot and then use their annotations to complete the chart on *SI* p. 324. When students are finished, tell students to think of a text they heard read aloud. Have them complete a setting and main events chart similar to the chart on *SI* p. 324.

OPTION 2 Use Independent Text Guide students to identify the conflict and resolution in their independent texts. Tell each student to read these sections of text aloud to a partner. Monitor whether the partner is able to distinguish between the conflict and resolution in the read-aloud text.

QUICK CHECK

Notice and Assess Can students understand setting and plot?

Decide


- **If students struggle**, revisit instruction for understanding setting and plot in Small Group on pp. T196–T197.
- **If students show understanding**, extend instruction for understanding setting and plot in Small Group on pp. T196–T197.

STUDENT INTERACTIVE p. 324

CLOSE READ

Understand Setting and Plot

Describing a story's **setting** can help you see its importance. Where and when a story happens affects **plot elements**, including the main events, the conflict, and the story's resolution.

 **MY TURN** Partner read the text aloud. Go to the Close Read notes. Use the parts you underlined together with other text evidence and illustrations to complete the chart.

Paragraphs	Describe Setting: Where and When?	Describe Plot Elements: What Happens?
5, 6	spring; an apple tree with small buds	Arnold watches the small buds grow.
13–15	summer; the same tree with big, green leaves	Arnold builds a tree house.
21–26	fall; the same tree with leaves turning colors and falling	Arnold collects apples.
31–33	winter; the same tree with bare branches	Arnold hangs strings of popcorn and berries on the tree for the birds.

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Read Like a Writer, Write for a Reader

OBJECTIVE

Analyze and apply author's craft purposefully in order to develop one's own products and performances.

ELL Access

Sentence Lengths Help students understand that authors vary sentence lengths to make their writing more compelling to readers. Review the reasons why authors might choose sentences of different lengths. Read aloud the selected text and have students identify a short sentence. Ask pairs to discuss and share why the author might have made this choice.

Sentence Lengths

Minilesson

FOCUS ON STRATEGIES Authors use both short and long sentences to make their writing interesting.

- A short sentence can state something quickly and simply.
- A long sentence can describe something in more detail.
- A combination of short and long sentences makes writing more interesting to read.

MODEL AND PRACTICE Use the example on p. 328 in the *Student Interactive* to discuss how writers mix short and long sentences.

In the first sentence, the author is able to describe something using two words: *Snow falls*. The next sentence, *It is quiet*, has the same effect. The following sentence, *The branches of Arnold's apple tree are bare*, is longer. A combination of short and long sentences helps us visualize what the writer is describing.

Encourage students to notice sentence lengths in other texts they read.

Handwriting

OBJECTIVE

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

Cursive Starter: Waves

FOCUS Display cursive waves.

MODEL Show students how to form waves that look like continuous Cs in cursive. Help them develop their handwriting by accurately forming these waves.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 328 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 328

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors use both short sentences and long sentences to make their writing interesting.

Author's Writing	How the Sentences Vary
"Snow falls. It is quiet. The branches of Arnold's apple tree are bare. Arnold hangs strings of popcorn and berries on them for the winter birds to eat."	The first two sentences are short. The last two sentences are long. It sounds interesting to read them all together.

MYTURN Write four sentences that describe a night. Write two short and two long sentences.
Possible response:

It was a winter night. The wind howled outside.

My sister and I were warm inside our home.

We played games and drew pictures until bedtime.

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Writing Workshop

Have students use sentences of varying lengths in their Writing Workshop texts to make their writing more compelling for readers. During conferences, support students' writing by helping them decide when to use short sentences, long sentences, or a combination of both in their writing.

PRACTICE Have students use *Handwriting* p. 80 from the *Resource Download Center* to practice writing cursive waves.

Name _____

Handwriting

Cursive Starters: Waves

There is a cursive stroke called a wave that looks like a wave on the ocean. A wave starts above the line, swings up and back down to the line, and then curves back up. A wave should be slanted to the right.

MYTURN Trace the following cursive strokes. Then practice writing some of your own.

o o o o o o o o

ccc ccc ccc ccc ccc

Grade 2 • Unit 2 • Week 3

80

Handwriting p. 80

Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

Teacher-Led Options

Strategy Group



UNDERSTAND SETTING AND PLOT

Teaching Point When we read realistic fiction, we should look for details that help us understand the setting and plot. Encourage students to revisit *The Seasons of Arnold's Apple Tree* and ask questions about the setting and plot. Guide them to locate words and details that help them identify the setting and plot.

ELL Targeted Support

Help students demonstrate comprehension of *The Seasons of Arnold's Apple Tree* by having them review the story and respond to questions about the story's setting and plot.

Ask yes/no questions, such as: *Does the story start in the spring? Does the story happen indoors? Does Arnold's apple tree grow blossoms?* **EMERGING**

Ask questions such as: *Where does the story take place? What is one main event in the story?*

DEVELOPING

Have students work in groups to ask one another questions about the story's setting and plot, such as: *Where does the story take place? What are the main events of the story?* **EXPANDING**

Ask students: *How would you describe the story's setting to a friend? How would you summarize the story's plot for a friend?*

BRIDGING



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

Intervention Activity



UNDERSTAND SETTING AND PLOT

Use Lesson 33, pp. T197–T201, in the *myFocus Intervention Teacher's Guide* for instruction on understanding setting.

LEVEL C • READ

Lesson 33 Describe Characters and Setting

DIRECTIONS Read the story "A Change of Beat for Ana." Pay attention to the setting and to how people change in the story.

A Change of Beat for Ana

- 1 The big room was full of dancers. They all looked happy to Ana. Some were talking and laughing, and some were doing leaps and turns.
- 2 Was Ana the only one who was afraid? Her hands were cold. Her mouth was dry. By the time she heard the music that came before her dance, her heart was pounding.
- 3 "Ana," asked her friend Bella as they lined up to go on stage, "what's the matter?"
- 4 "I'm okay," Ana replied. She couldn't tell Bella how scared she was. But Bella knew. She could see Ana's knees shaking.
- 5 "It's your first time on stage, Ana," Bella said. "So it's normal to be scared. I was a total mess last time, but now I'm fine. Remember what our teacher told us. When you walk on stage, don't look at the people in the seats. Smile and look above their heads. Just feel the music and let your feet go."

Reading Literature T • 197

Fluency

Assess 2–4 students



ACCURACY

Help students practice reading a short passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2, Week 3 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students/3–4 minutes
per conference

UNDERSTAND SETTING AND PLOT

Talk About Independent Reading Ask students to talk about the setting and plot they identified in their independent reading texts.

Possible Conference Prompts

- What words or details told you about the setting of the story?
- Did the setting change throughout the story?
- What main events or actions make up the story's plot?

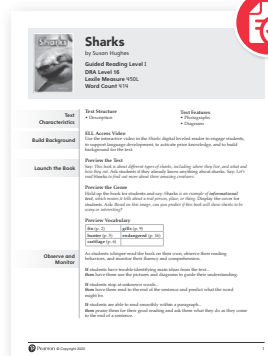
Possible Teaching Point Remember that skilled readers look for details that tell them the setting and plot of the story. Understanding a story's setting and plot is important to understanding the story itself.

Leveled Readers



UNDERSTAND SETTING AND PLOT

- For suggested titles, see Matching Texts to Learning, pp. T154–T155.
- For instructional support on recognizing words that describe setting and plot, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together. Invite volunteers to describe how they determined the setting and plot of a particular text.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *The Seasons of Arnold's Apple Tree* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- read a text with a partner, coaching each other as they read.

Centers



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

Literacy Activities



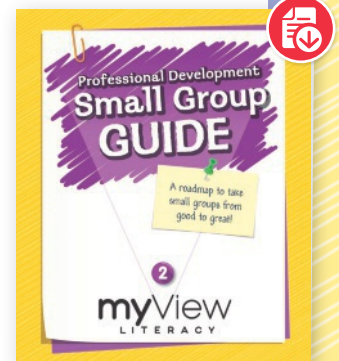
Students can

- complete the setting and plot chart on *Student Interactive* p. 324.
- play the *myView* games.
- use a reading notebook to record the setting and plot from a realistic fiction text they have previously read.

SUPPORT PARTNER READING

Partner reading teaches students how to work with a peer to overcome the hurdles of reading unfamiliar books. Together, they can work through difficult passages.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Phonics: Review Vowel Digraph *ie*

Minilesson

FOCUS Remind students that the digraph *ie* can spell the long *i* sound they hear in *pie* or the long *e* sound they hear in *field*. Write the words:

piece

tie

thief

lie

Say: Listen as I say each word. Then repeat the word after me. Ask yourself what long vowel sound you hear. If you hear the long *e* sound, raise your right hand. If you hear the long *i* sound, raise your left hand.

PRACTICE Have students look back at pp. 293 and 294 in the *Student Interactive*. Ask them to choose three words with the *ie* digraph and write a sentence using each one.

ELL Targeted Support Vowel Digraphs Students need to know that some letter combinations, such as *ai*, *ay*, *ea*, and *ie*, stand for one sound. Sometimes certain combinations can stand for two different sounds, such as *ie* in *piece* and *tie*. Help students by calling attention to these digraphs when they appear during their reading. Work with students in small groups. Read the words *break*, *may*, *pail*, *chief*, and *tie* aloud. Then have students take turns reading each word aloud. When a reader has trouble saying a word, model sounding it out and draw attention to the sound the digraph stands for. Note that Spanish speakers may pronounce *ai* and *ay* with the long *i* sound. For example, they may say *my* for the word *may*. **EMERGING**

Give students opportunities to read aloud the practice words. Have them identify the vowel sound in each word and point out the spelling of each vowel sound. If they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship.

DEVELOPING

Have students find words with the digraphs *ai*, *ay*, *ea*, and *ie* in their book. Tell them to list the words. Then have them read the words aloud. If they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship. **EXPANDING**



Visualize Details



*The Seasons of
Arnold's Apple Tree*

OBJECTIVES

Create mental images to deepen understanding.

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

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words:

- Readers **identify** parts of pictures that match what the text says.
- Illustrators **design** pictures that help us visualize what we are reading about.

Minilesson

FOCUS ON STRATEGIES Authors of realistic fiction often use descriptive details that help readers visualize, or create mental pictures of, what's happening in the text.

- Notice words and details that help you create an image in your mind of what the author is describing.
- Use illustrations and pictures in the text to help you imagine what the author is describing.
- Visualize, or picture, the events of the story as they happen.

MODEL AND PRACTICE Use the Close Read note on p. 306 of the *Student Interactive* to model how to identify details that help readers visualize.

- I'm going to look for details that help me visualize, or create mental images, of what's happening in the text. In paragraph 11, I see the details "armful" and "apple blossoms." Together, these details help me imagine Arnold with his arms full of apple-tree branches that are blooming with flowers. I'm going to write these details and draw a picture of what they help me imagine.
- Have students continue finding details that help them visualize.

ELL Targeted Support Background Knowledge Help students comprehend increasingly challenging language by developing background knowledge. Model how personal experiences can help make a mental image.

Ask leading questions to help students access their background knowledge, such as: *Have you ever seen an apple tree?* or *What do you know about trees?* Then help them use that knowledge to visualize a relevant part of the text by asking such questions as: *Can you imagine doing that? What does that look like to you?* **EMERGING/DEVELOPING**

Have students select a part of the story that they were able to connect to on a personal level. Then ask them to describe the pictures they have in their minds as they imagine that part of the story.

EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for visualizing details.

OPTION 1 My TURN Have students annotate the text using the Close Read notes for Visualize Details, and then use their annotations to complete p. 325.

OPTION 2 Use Independent Text Have students note details that they are able to visualize as they read their independent texts. Ask them to write these details and describe what they visualized in their reader's notebooks.

QUICK CHECK

Notice and Assess Can students visualize details?

Decide


- **If students struggle**, revisit instruction for visualizing details in Small Group on pp. T202–T203.
- **If students show understanding**, extend instruction for visualizing details in Small Group on pp. T202–T203.

STUDENT INTERACTIVE p. 325

READING WORKSHOP

Visualize Details

When you visualize details as you read, you picture in your mind what the author is describing. Visualizing makes the story come alive and helps you understand the setting and plot.

 **MY TURN** Go back to the Close Read notes labeled Visualize Details. Follow the directions to highlight words. Choose a detail that you highlighted. Close your eyes and create your own mental image to deepen your understanding. Then draw what you visualized. Explain your picture to a partner.

The detail I visualized is _____.

Students should draw a picture that relates to the detail they named.

Use the  **QUICK CHECK** on p. T201 to determine small group instruction.

Teacher-Led Options

Strategy Group



VISUALIZE DETAILS

Teaching Point Skilled readers notice details in a story that help them form pictures of the story in their minds. Revisit “Season to Season” on pp. T148–T149 to locate details to visualize. Have students choose a detail and draw what they visualize.

ELL Targeted Support

To help students comprehend new English words, guide them in retelling parts of the story using details they can visualize.

Have students choose one scene from the story. Ask questions such as: *What does the object in this scene look like? Is it big or small? Light or heavy? Brightly colored or plain? What does it do? What does it feel like?* **EMERGING**

Have students choose a detail that helps them visualize a part of the story. Then ask them to use other words to describe how they visualize this detail. **DEVELOPING**

Have student pairs choose one scene from the story and each select a detail that helps them visualize that scene. Then have them share and compare their visualizations. **EXPANDING**

Ask students to write sentences retelling an event in the story, describing in detail the image in their minds. **BRIDGING**



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

Intervention Activity



VISUALIZE DETAILS

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


LEVEL C • READ

Lesson 31 Apply Reading Strategies

DIRECTIONS Read the story “A Trip to the Library.”

A Trip to the Library

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



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Fluency

Assess 2-4 students



ACCURACY

Have student pairs practice reading a short passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2, Week 3 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes
per conference

VISUALIZE DETAILS

Talk About Independent Reading Ask students to share some of the details they were able to visualize from their independent reading texts.

Possible Conference Prompts

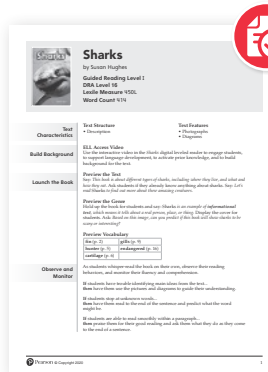
- What details in the text were you able to visualize?
- How did visualizing help you understand the story?
- How did visualizing help you enjoy the story?

Possible Teaching Point Visualizing details can help you gain a better understanding of a text by helping you picture what the author is talking about. By creating mental images of what you read, you connect with the text. That helps bring the text to life and increases your understanding.

Leveled Readers

VISUALIZE DETAILS

- For suggested titles, see Matching Texts to Learning, pp. T154–T155.
- For instructional support on visualizing details, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Ask a volunteer to share how visualizing helped them to better understand or enjoy a realistic text.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *The Seasons of Arnold's Apple Tree* or another text.
- read a book or their Book Club text.
- listen to “Season to Season.”

Centers



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

Literacy Activities



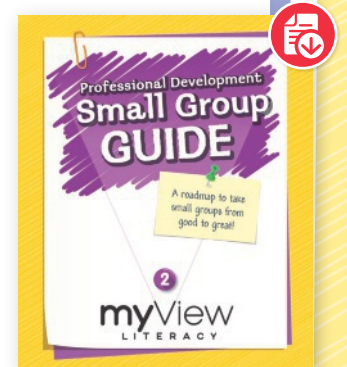
Students can

- discuss the work they completed on *Student Interactive* p. 325 with a partner.
- play the *myView* games.
- take turns reading a short passage with a partner, reading the text accurately.

SUPPORT PARTNER READING

Encourage students to work with a partner to develop reading goals. Students can support each other, using positive motivation to help achieve their goals.

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



Word Work

OBJECTIVES

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

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE



To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Vowel Digraphs *ai, ay, ea*

Minilesson

FOCUS Write these words:

say

great

train

Say the words as you point to them and have students repeat the words after you. Then have students identify the vowel team, or digraph, in the word *day* (*ay*). Remind students that the sound /ā/ can have more than one spelling. Then read the word *great* and have students identify the vowel team that spells the long *a* sound in the word (*ea*). Repeat the routine with the word *train*.

MODEL AND PRACTICE Display these sentences: *I say that this is a great year to harvest grain. Did you know that corn is a grain? Another name for corn is maize.* Read the sentences aloud and have students repeat them after you. Then have students identify each word with a vowel digraph, tell what the digraph is, and identify the sound the digraph spells.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will hear, see, and use more often than other words.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Then have a volunteer point to a word and say it. Have another student spell it. Have another student use it in a sentence. Repeat until everyone has had a turn.

a	n	i	m	a	l
	p	o	i	n	t
	s	t	u	d	y


animal

point

study

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 71 from the *Resource Download Center*.

FOUNDAATIONAL SKILL 

Name _____

My Words to Know

Read the words in the box. Pick the correct word to finish each sentence. Write the word on the line. Reread each sentence to make sure it makes sense.

animal point study

MY TURN

1. Simone saw an **animal** through the window.
2. Maura needed to **study** for the spelling test.
3. The teacher decided to **point** to the word on the board.

Use one of the words above to make up a new sentence of your own. Write your new sentence on the lines below. **Possible response:**

The animal was a small cat.

Grade 2, Unit 2, Week 3 71

My Words to Know p. 71



Reflect and Share



OBJECTIVES

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

Describe the importance of the setting.

ACADEMIC VOCABULARY

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

- What is another living thing whose life cycle follows the seasons in a similar way?
- The tree changes with each season, but Arnold's behavior toward the tree does not. How does Arnold feel about his tree?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they share an idea or comment about a text during a group discussion, they should use evidence from the text to support their ideas. Emphasize that an idea is more convincing if there is text evidence to support it.

- Before sharing an idea or comment, ask yourself whether you have text evidence to support that idea.
- When making a comment, make sure you state your idea clearly and include the text evidence you have that supports it.
- When answering a peer's question, be sure to answer with a multi-word response, or an answer that has more than one word.

MODEL AND PRACTICE Model making comments supported with text evidence using the Talk About It prompt on p. 326 in the *Student Interactive*.

- Before I share a comment during a group discussion, I'm going to think about what details from the text support my idea. I believe the setting is important because it influences what can happen.
- To support my idea, I'm going to look for evidence that the setting in *The Seasons of Arnold's Apple Tree* influences what happens in the story. My first piece of evidence is that the story is about an apple tree, and apple trees grow in the country. That means that the setting for this story has to be in the country. If Arnold lived in a city, he would not have an apple tree. This supports my idea that the setting influences what can happen in a story.
- If someone asks me a question about one of my ideas, I will answer using a multi-word response that includes some of my evidence.

ELL Targeted Support Share Information Help students share information about the setting in *The Seasons of Arnold's Apple Tree*.

Give students a two-column chart to list their ideas and supporting text details. Label the first column "Ideas" and the second column "Text Evidence." Then prompt students with questions such as: *Why is the setting important for Arnold and his apple tree? What words or phrases in the text tell you that?* **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making comments that support their ideas.

OPTION 1 Use the Shared Read Have students discuss the setting and how it is important to the story. Encourage them to make comments that support their ideas. Remind them to answer questions using multi-word responses.

OPTION 2 Use Independent Text Have students discuss the setting of a realistic fiction story they have read independently and describe its importance. Encourage them to make comments supported with text evidence. Remind them to answer questions using multi-word responses.

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 response on a separate sheet of paper or discuss in small groups.

STUDENT INTERACTIVE p. 326

QUICK CHECK

Notice and Assess Can students make comments that support their ideas?

Decide

- **If students struggle**, revisit instruction for supporting ideas in Small Group on pp. T208–T209.
- **If students show understanding**, extend instruction for supporting ideas in Small Group on pp. T208–T209.

RESPOND TO TEXT

Reflect and Share

Talk About It

Think about this story and other stories you have read that take place in the country. How does spending time in nature affect how the characters act and how they feel? Why is the setting important in these stories?

Make Comments That Support Your Ideas

As you talk about texts you have read, it is important to give text evidence that supports your ideas.

- State your ideas clearly.
- Use details from the text that support your points.
- Answer the question using multi-word responses, or answers of more than one word.

Use these sentence starters to help you make relevant comments.

I think . . .
The text says . . .

Weekly Question

How does a tree show patterns as seasons change?

Use the  **QUICK CHECK** on p. T207 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When readers look for text evidence to support their ideas, they often look in more than one text. Skilled readers often read multiple texts of the same genre so they can become familiar with the characteristics of that genre, such as plot and setting. Then they compare these characteristics across texts and look for details that support their ideas. Ideas are stronger if they can be supported by evidence from multiple texts. Have students compare “Season to Season” with *The Seasons of Arnold’s Apple Tree*. Encourage them to focus on the setting of each text.

ELL Targeted Support

Use strategic learning techniques to help students compare “Season to Season” with *The Seasons of Arnold’s Apple Tree*.

Help students complete these sentence starters:
The setting of “Season to Season” is _____. It is important because _____. The setting of The Seasons of Arnold’s Apple Tree is _____. It is important because _____.

EMERGING/DEVELOPING

Have partners work together to create a Venn diagram comparing the settings in the two texts. Have students orally answer this question: *How do seasons relate to the setting of each story?*

EXPANDING/BRIDGING



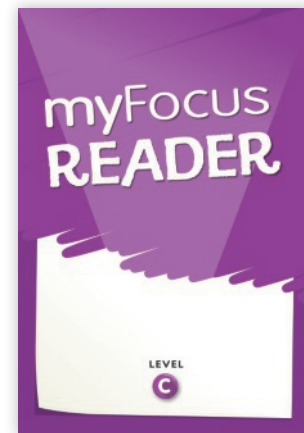
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 22–23 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how trees show patterns as seasons change. Encourage them to use the Academic Vocabulary.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Assist students as they organize their findings on tree patterns into an effective format to share with others.

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

See *Extension Activities* pp. 118–122 in the *Resource Download Center*.



Conferring

3 students/3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned this week about setting. Then have them compare the settings of *The Seasons of Arnold's Apple Tree* and one of their independent-reading texts.

Possible Conference Prompt

- How are the settings alike and different?

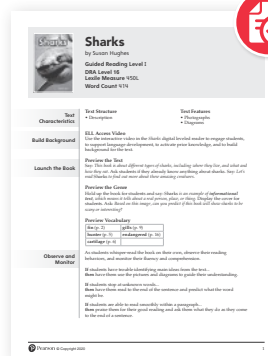
Possible Teaching Point When skilled readers read realistic fiction, they think about other realistic fiction they have read and compare settings across texts.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T154–T155.
- For instructional support on comparing the setting in two texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite a volunteer to tell one way in which *The Seasons of Arnold's Apple Tree* and another text they read are similar or different. Then celebrate students' work in small group this week.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *The Seasons of Arnold's Apple Tree* or "Season to Season."
- read a self-selected trade book or their Book Club text.
- reread and 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 reading notebooks in response to the Weekly Question.
- play the *myView* games.
- choose a passage from the story and, with a partner, take turns reading the passage with accuracy.

BOOK CLUB



See Book Club, pp. T510–T513, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

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 patterns in nature by reading a story about a penguin.
- I can use language to make connections between reading and writing informational texts.
- I can use elements of informational text to write a list article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T214–T215
 - » Phonological Awareness: Manipulate Sounds
 - » Phonics: Decode Words with Long e: ee, ea, ey, y
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T216–T217
- Listening Comprehension: Read Aloud: “Joey and His Pouch” T218–T219
- Fiction T220–T221
 - ☑ Quick Check T221

READING BRIDGE

- Academic Vocabulary: Word Parts T222–T223
- Handwriting: Letters *i* and *t* T222–T223

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

- Informational: List Article T424–T425
 - » Complete Sentences with Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- List Article T425–T426
- Conferences T422

WRITING BRIDGE

- Spelling: Words with Long e: ee, ea, ey, y T426
 - ☑ Assess Prior Knowledge T426
- Language and Conventions: Spiral Review: Common and Proper Nouns T427

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T228–T229
 - » Phonics: Decode and Write Words with Long e
 - ☑ Quick Check T229
 - » High-Frequency Words

SHARED READ

- Introduce the Text T230–T253
 - » Preview Vocabulary
 - » Read: *What’s in the Egg, Little Pip?*
- Respond and Analyze T254–T255
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T255
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T256
- Guided Reading/Leveled Readers T259
- Strategy and Intervention Activities T256, T258
- Fluency T256, T258
- ELL Targeted Support T256, T258
- Conferring T259

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T257
- Independent Reading T259
- Literacy Activities T259

WRITING WORKSHOP

MINILESSON

- Informational: List Article T428–T429
 - » Explore Nouns
 - » Share Back

INDEPENDENT WRITING

- List Article T428–T429
- Conferences T422

WRITING BRIDGE

- Spelling: Teach Words with Long e: ee, ea, ey, y T430
- Language and Conventions: Oral Language: Possessive Nouns T431

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T260–T261
 - » Phonics: Words with Long e: ee, ea, ey, y
 - » High-Frequency Words

CLOSE READ

- Describe and Understand Characters T262–T263
- Close Read: *What's in the Egg, Little Pip?*
 - ✔ **Quick Check** T263

READING BRIDGE

- Read Like a Writer, Write for a Reader: Dialogue T264–T265
- Handwriting: Letters *u* and *w* T264–T265

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy and Intervention Activities T266
- Fluency T266
- ELL Targeted Support T266
- Conferring T267

INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

WRITING WORKSHOP

MINILESSON

- Informational: List Article T432–T433
 - » Apply Nouns
 - » Share Back

INDEPENDENT WRITING

- List Article T432–T433
- Conferences T422

WRITING BRIDGE

- Spelling: Review and More Practice: **FLEXIBLE OPTION** Words with Long e: ee, ea, ey, y T434
- Language and Conventions: Teach Possessive Nouns T435

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T268–T269
 - » Phonics: Review Words with Long e: ee, ea, ey, y
 - » ELL Targeted Support

CLOSE READ

- Make Inferences T270–T271
- Close Read: *What's in the Egg, Little Pip?*
 - ✔ **Quick Check** T271

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T273
- Strategy and Intervention Activities T272
- Fluency T272
- ELL Targeted Support T272
- Conferring T273

INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273

WRITING WORKSHOP

MINILESSON

- Informational: List Article T436–T437
 - » Explore Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- List Article T436–T437
- Conferences T422

WRITING BRIDGE

- Spelling: Spiral Review: Vowel **FLEXIBLE OPTION** Digraph *ie* T438
- Language and Conventions: Practice Possessive Nouns T439

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T274–T275
 - » Phonics: Spiral Review: Vowel Digraph *ie*
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T276–T277
 - » Write to Sources
 - ✔ **Quick Check** T277
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T440
 - » Apply Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T440–T441 **SEL**
- Conferences T422

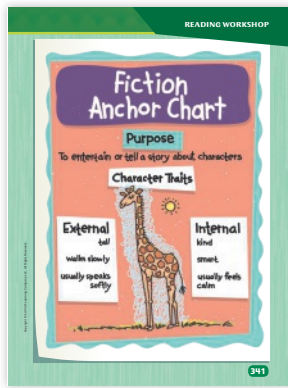
WRITING BRIDGE

- Spelling: Words with Long e: ee, ea, ey, y T442
 - ✔ **Assess Understanding** T442
- Language and Conventions: Standards Practice T443 **FLEXIBLE OPTION**

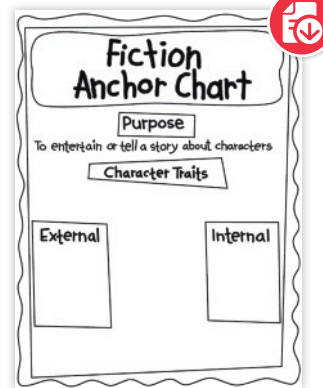
Materials



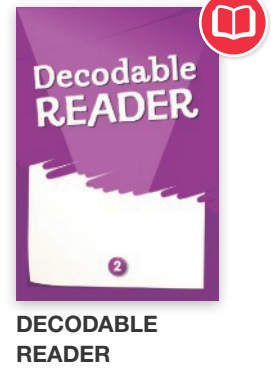
INFOGRAPHIC
"Animals and Their Young"



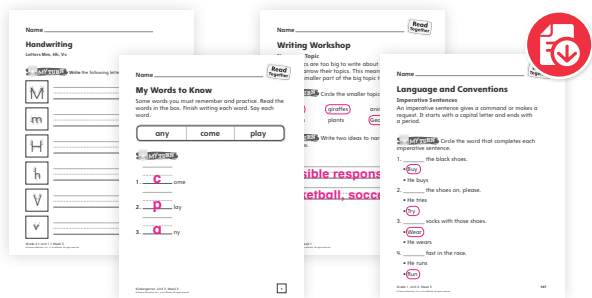
READING ANCHOR CHART
Fiction



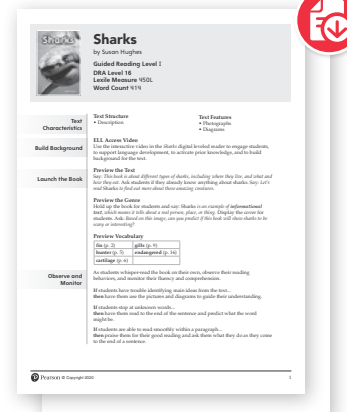
EDITABLE ANCHOR CHART
Fiction



DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

letter
answer
page

Develop Vocabulary

oval
waddle
huddled
flock

Spelling Words

each
team
street
key
read
feel
deep
party
easy
beach

Unit Academic Vocabulary

behavior
design
evidence
identify
similar

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant strategies to clarify understandings, and answer questions about main ideas and supporting details.

ELL Language Transfer
Compare the main idea of the lesson, "Joey and His Pouch," to a lesson on "Joey and His Pouch."

RUBRIC
After completing the Read Aloud activity, students will be able to...
1. Identify the main idea of the text.
2. Identify the supporting details of the text.
3. Identify the author's purpose for writing the text.

Fiction
Tell students you are going to read aloud a fiction text. Have them listen as you read "Joey and His Pouch." Encourage students to be active listeners by looking at you and thinking about what you are reading.

START UP
READ-ALOUD ROUTINE
Purpose: Have students listen actively for elements of fiction.
READ the entire text aloud, without stopping for the Think Aloud callouts.
RETELL the main idea, paying to model Think Aloud strategies related to the genre.

Joey and His Pouch
Joey woke early one spring day, feeling like he needed to stretch his legs. He crawled out of his cozy bed, his mom's pouch. The sun was bright and warm.
Joey was hungry.
"Try some eucalyptus leaves," said Mom. "I bet those will fill you up."
Joey hadn't tried eucalyptus leaves yet.
As a koala, Joey is a marsupial. He was born ttry, only about an inch long. He stayed in his mom's pouch for months, growing fat and getting stronger and bigger. His nourishment was his mom's milk.
Joey decided to try the eucalyptus leaves and found out he really liked them. He spent that day

READ ALOUD
"Joey and His Pouch"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• allows students to look about their independent reading time.
• allows students to understand the text.
• allows students to understand language development.
• provides an opportunity to model fluency and expression reading.
• fosters a love and enjoyment of reading.

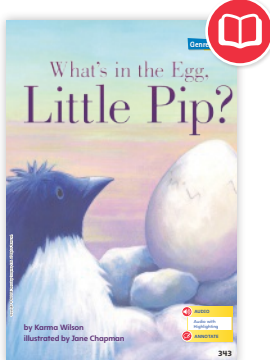
PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Determine the Teaching Point.
• Write your own questions and model Think Aloud as you read, and pose to the class at the points where you plan to stop to think with students.
• Prepare a list of questions to ask students.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the class to share a theme of the story.
• Point out interesting artwork or photos.
• Connect prior knowledge and provide essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

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

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support deeper comprehension by modeling the Think Aloud strategy of the story.
• Choose one assign a Student Response Form available on Read.com

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
What's in the Egg, Little Pip?

BOOK CLUB

Titles related to Spotlight Genre and Theme: T496-T499

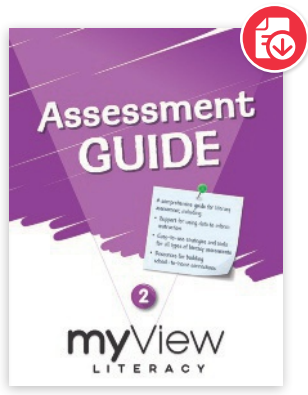
Mentor STACK

Writing Workshop T421



Assessment Options for the Week

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



ASSESSMENT GUIDE

Word Work

OBJECTIVES

Manipulate phonemes within base words.

Decode words with short, long, or variant vowels.

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T237 for an extension activity about spellings of the long e sound that students can use while reading the text in Days 2 and 3.

Phonological Awareness: Manipulate Sounds

SEE AND SAY Remind students that when we manipulate sounds in a word, we make a new word. Point to the picture of the bat on p. 336 of the *Student Interactive*. Tell students to listen carefully to the beginning sound as you say the word *bat*. Repeat the sounds in the word several times, emphasizing the beginning sound: /b/. Have students say the word *bat* and the /b/ sound. Repeat this process for the ending sound /t/. Then say: **Now let's manipulate, or switch, the beginning and ending sounds to make a new word. I will put the t at the beginning of the word and the b at the end of the word to make a new word: tab.** Repeat the word *tab* several times, emphasizing the beginning sound /t/ and the ending sound /b/. Have students repeat the new word after you, emphasizing the beginning and ending sounds.

PRACTICE Point to the picture of the cap on p. 336 of the *Student Interactive*. Have students identify the beginning sound /k/ and the final sound /p/ in the word *cap*. Then have them manipulate the beginning and ending sounds in the word *cap* and say the new word: *pack*. Repeat the process for the remaining two pictures.

TURN, TALK, AND SHARE Have partners manipulate the sounds in the words *mane*, *bus*, and *cub* to make new words.

Phonics: Decode Words with Long e Spelled *ee*, *ea*, *ey*, and *y*

Point to objects or pictures in the room with the sound of long e spelled *ee*, *ea*, *ey*, or *y*. Possible choices include: *feet*, *jeans*, *key*, and *penny*. Write the word for each object named, say the word, and have students say the word after you. Then ask volunteers to underline the letters that stand for the long e sound in each word.



ELL Targeted Support Changing Phonemes Help students learn to identify and make sound changes.

Hold up a pen. Have students say the word and identify the sound they hear at the beginning of the word. Say the word *hen*. Have students say the word, identify the beginning sound, and tell what sound changes in *pen* to make *hen*. Continue making new words such as: *den*, *Jen*, and *ten*. **EMERGING**

Display a picture of a hat. Name the picture and have students repeat the word *hat* with you. Have students suggest words they can make by changing the beginning sound in the word *hat*, such as: *cat*, *sat*, and *vat*. Repeat the activity replacing the final sound in *hat*. **DEVELOPING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *letter*, *answer*, and *page*.

- Point to each word as you read it aloud.
- Point to *letter* again and have students read and spell the word.
- Repeat for the other words.
- Have students choose a word, say it, and use it in a sentence.

letter

page

answer

STUDENT INTERACTIVE p. 336

PHONOLOGICAL AWARENESS | PHONICS

Manipulate Sounds

SEE and SAY Say the name of the picture. What sound do you hear at the beginning? What sound do you hear at the end? When you manipulate sounds, you switch sounds to get a new word. If you manipulate, or switch, the beginning and ending sounds in **bat**, you get the new word **tab**.



bat

Say the name of the first picture. What sound do you hear at the beginning? What sound do you hear at the end? Switch the sounds in the word. What is the new word? Repeat for the other two pictures.



cap/pack



ten/net



cat/tack

TURN and TALK Work with a partner. Manipulate, or change, the sounds in the words **mane**, **bus**, and **cub**.
name, sub, buck

Interact with Sources

OBJECTIVES

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

Know that there are recognizable patterns in the natural world and among objects in the sky.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: *How do parents affect the behavior of a baby animal? How are all of the baby animals in the infographic similar? What evidence is there that animal parents care for their babies?*

- behavior
- evidence
- identify
- similar
- design

Remind students to use the Academic Vocabulary words as they talk and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question for Unit 2: *What patterns do we see in nature?* Point out the Week 4 Question: *How do patterns of behavior in animals help keep their young safe?*

Direct students' attention to the infographic on pp. 334–335 in the *Student Interactive*. Have students read the infographic and discuss the ways parents help their young.

Display the following questions to continue the group discussion:

- Which kind of help from parents did you think was the most interesting?
- Why do baby animals need help?
- What does the infographic show you about the importance of helping others?

WEEKLY QUESTION Remind students of the Week 4 Question: *How do patterns of behavior in animals help keep their young safe?* Tell students they will learn more about this topic this week.

TURN, TALK, AND SHARE Have students discuss answers to the Turn and Talk question on p. 335 with a partner. Have pairs share their ideas with the class.

ELL Targeted Support Content-Area Vocabulary Support Tell students to listen closely as you read aloud the short paragraph that accompanies each image.

Name each animal as you discuss the visual. Preview key vocabulary: *protect, herd, develop, hatch, and fins*. Ask: **What is one way this animal helps its babies?** Guide students to include the key vocabulary terms in their spoken responses to help them internalize new English words. **EMERGING**

Preview key words and phrases: *protected, fins, and sitting on their nest*. Ask: **How long does a baby gorilla stay with its mother?** Display this sentence frame for the response: *A baby gorilla stays with its mother for _____.* Provide similar questions and sentence frames to help students speak using content-area vocabulary. **DEVELOPING**

Preview key words and phrases: *travel, protected by the herd, wave their fins, sitting on their nest, and turns the baby pink*. Have students use these key vocabulary terms to speak about ways animal parents protect their babies. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 334-335

WEEKLY LAUNCH: INFOGRAPHIC

ANIMALS and Their Young

WEEK 4

Weekly Question
How do patterns of behavior in animals help keep their young safe?

TURN and TALK
Look at the pictures and read the text about animals and their young. How do animal parents help their babies? Underline the ways. Talk about it with a partner.

Young elephants travel with their mothers in herds. They are protected by the herd.

Father and mother flamingoes take turns sitting on their nest to keep the egg warm. When the baby hatches, both parents feed it with a food they make in their own bodies. The food turns the baby pink!

A baby gorilla does not leave its mother for the first five months. The father stays nearby and protects them both.

Clownfish parents clean a place to lay eggs. Then they wave their fins to move water over their eggs. Air in moving water helps the baby fish develop.

334 335

Listening Comprehension

OBJECTIVES

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

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

ELL Language Transfer

Cognates Point out the Spanish cognates in “Joey and His Pouch.”

- eucalyptus : *eucalipto*

FLUENCY

After completing the Read-Aloud routine, display “Joey and His Pouch.” Model reading aloud a short section of the text, focusing on lines of dialogue. Explain that fluency in reading fiction is about reading with expression and intonation. Tell students that when they read aloud, they should ask themselves, “Are the characters happy, worried, excited, or something else?” They should let their voices show what the characters feel.

THINK ALOUD

Analyze Fiction

This text has animals that talk and have feelings like people, so I know these events could not happen in real life. I am learning more and more about the characters from the things they do. I think this text is fiction.

Fiction

Tell students you are going to read aloud a fiction text. Have them listen as you read “Joey and His Pouch.” Encourage students to be active listeners by looking at you and thinking about what you are reading.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students listen actively for elements of fiction.

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

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

Joey and His Pouch

Joey woke early one spring day, feeling like he needed to stretch his legs. He crawled out of his cozy bed, his mom’s pouch. The sun was bright and warm.

Joey was hungry.

“Try some eucalyptus leaves,” said Mom. “I bet those will fill you up.”

Joey hadn’t tried eucalyptus leaves yet.

As a koala, Joey is a marsupial. He was born tiny, only about an inch long. He stayed in his mom’s pouch for months, growing fur and getting stronger and bigger. His nourishment was his mom’s milk.

Joey decided to try the eucalyptus leaves and found out he really liked them. He spent that day



“Joey and His Pouch,” continued

and the next eating eucalyptus leaves. He enjoyed the sunshine and spent some time learning how to climb through the trees on his mom’s back.

At the end of the second day, Joey started crawling back into his pouch to sleep. But something was wrong.

“Mom!” Joey exclaimed. “Your pouch shrank! I can’t fit!”

Mom gave Joey a sad look. “I’m sorry, Joey. It’s not the pouch. You’ve grown! It’s time for you to live out here with the rest of your friends and family.”

“But I want to stay with you, in my pouch!” Joey said sadly.

“Don’t worry,” said Mom. “You are here with me. You’ll be safe. Your home is in the trees. You’ll have so much fun climbing and resting in the trees.”

Joey wasn’t so sure about that. He loved the pouch. But as he watched his cousins play in a nearby tree, he decided he should give it a try.

**THINK ALOUD****Analyze Fiction**

I see that Joey is the main character. He has feelings and problems, like people do. He’s too big to fit in his mom’s pouch, which makes him sad. He worries about living in the trees. But he also seems brave. His mom tells him not to worry, and he decides to try to live in the trees with his cousins.

ELL Access To help prepare students for the oral reading of “Joey and His Pouch,” read aloud the following short explanation. If available in the classroom, display and point out illustrations of joeys in and near pouches. [This text tells about a baby koala. The author gave the main character the name Joey because joey is a name for a baby koala. The text tells about the joey living in its mother’s pouch and getting too big for it. A pouch is like a big pocket.](#)

FLEXIBLE OPTION**INTERACTIVE****Trade Book Read Aloud**

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

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

**WRAP-UP****JOEY AND HIS POUCH**

Joey as a Baby

Joey as an
Older Koala

Have students provide words to describe Joey’s thoughts and feelings. Then, ask a volunteer to come forward to draw a picture for each column.

Fiction

LEARNING GOAL

I can learn about patterns in nature by reading a story about penguins.

OBJECTIVE

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Describe the main character's (characters') internal and external traits.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check to make certain students understand the words that help them talk about fiction.

- characters
- external traits
- traits
- internal traits

FLEXIBLE OPTION ANCHOR CHARTS

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

- Have students discuss the ways they can tell a text is fiction.
- Ask students to look for characters and what they say and do.
- Have students look for external traits and internal traits.
- Add to the anchor chart as students learn about the genre.

ELL Language Transfer

Cognates Point out Spanish cognates related to fiction.

- fiction : *ficción*
- event : *evento*

Minilesson

FOCUS In fiction, authors make up characters, events, and settings.

- If the characters are animals, do they think and talk in ways people do?
- What is the story's beginning, middle, and end?
- What problem is the main character trying to solve?
- What are the characters' external traits? These are things that other characters and the reader can see, such as height and hair color.
- What are the characters' internal traits? These are things that other characters and the reader cannot see. The reader can figure out internal traits by the way the character acts, such as being afraid or helping others in need.

MODEL AND PRACTICE Model determining that a text is fiction. *I want to figure out if this text is informational text or fiction. In "Joey and His Pouch," I learned that Joey was a marsupial. That's a fact, so the text could be informational. Yet Joey is a koala who thinks and feels like a person. That's a clue that the story can't have happened. Joey wants to stay in his mom's pouch. He says, "Your pouch shrank!" His mom says, "I'm sorry, Joey." Animals can't talk like people. This story must be fiction.*

ELL Targeted Support Describe Ask students to describe an animal character from a movie or television show.

Guide students to name an animal character from a favorite movie. Have them dictate words and phrases to describe the character. Write their responses. Then, use the word list to provide an oral description of the character. Have students echo phrases from your description. **EMERGING/DEVELOPING**

Have students work in pairs. Ask one student to describe an animal character from a favorite story or film—without naming the character. Have the other partner try to guess the name of the character, based on the description. Then, have partners switch roles. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify fiction.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the activity on p. 340 of the *Student Interactive*. Circulate as students work to determine whether they are able to distinguish between fiction and informational text.

OPTION 2 Use Independent Text Have students work in small groups to share other fictional texts they have read where animal characters look, act, think, or feel like people. Ask them to point out specific examples in their discussion.

QUICK CHECK

Notice and Assess Can students identify fiction?

Decide

- **If students struggle**, revisit instruction about fiction in Small Group on pp. T226–T227.
- **If students show understanding**, have them continue practicing the strategies in Small Group on pp. T226–T227.

STUDENT INTERACTIVE, pp. 340–341

GENRE: FICTION

READING WORKSHOP

My Learning Goal
I can learn about patterns in nature by reading a story about penguins.

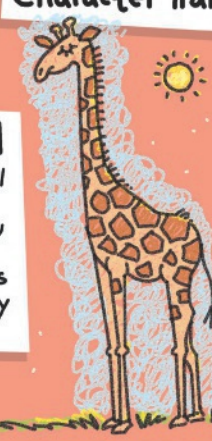
Fiction

Fiction is a story that did not really happen. Authors make up the events, setting, and characters when they write fiction. In fiction:

- **animal characters** often talk and act like people.
- authors give characters **traits** by telling how they look, act, think, and feel.
- characters can change because of the events that happen.

Think of what you already know about people to understand characters better.

TURN and TALK Discuss with a partner how fiction and informational texts are different from each other.



Fiction Anchor Chart

Purpose
To entertain or tell a story about characters

Character Traits

External tall walks slowly usually speaks softly	Internal kind smart usually feels calm
--	--

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

Retell Encourage students to use academic language in their own oral and written work. Ask them to retell the details from the story. Challenge more advanced students to summarize the story.

Word Parts

Minilesson

FOCUS ON STRATEGIES Remind students of the academic vocabulary for the unit: *behavior*, *evidence*, *identify*, *similar*, and *design*. Explain that word parts, such as suffixes, can give clues to a word's meaning.

- When you see a word you do not understand, look to see if the word has a suffix.
- A suffix is a word part added to the end of a word.
- When you add a suffix, a word has a new meaning.
- The suffixes *-er* and *-or* can mean “one who.”
- You can use these suffixes when you write.

MODEL AND PRACTICE Model the example from *Student Interactive* p. 371. On a display surface, write *design + er = designer*. Circle the suffix *-er*. The word *design* means “to create a drawing or plan.” When I add the suffix *-er*, the new word means “one who draws or plans.” This is the same as “a person who draws or plans.”

Handwriting

OBJECTIVE

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

Letters *i* and *t*

FOCUS Display cursive letters *i* and *t*.

MODEL Model writing cursive *i*. Then write the following words: *in*, *Pip*, *Jeni*, *swim*, and *give*, showing proper letter formation and correct letter size. Have students copy the words. Repeat the routine with *t*: *at*, *ate*, *tall*, and *other*.



ASSESS UNDERSTANDING


Apply

MyTURN Have students complete the activity on p. 371 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 371

VOCABULARY READING-WRITING BRIDGE

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

My Learning Goal 

Academic Vocabulary

Word parts can help you figure out the meanings of words. Sometimes a word is made up of a base word and an ending.

design + -er = designer

MYTURN Add the ending -er or -or to each base word to build a new word.

design + -er = designer

teach + -er = teacher

visit + -or = visitor

act + -or = actor

What do you think the endings -er and -or mean?


a person who

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WEEKLY STANDARDS PRACTICE 

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

PRACTICE Have students use *Handwriting* p. 81 from the *Resource Download Center* to practice writing cursive *i* and *t*.

Name _____ 

Handwriting

Cursive Letters i, t

Look at the lowercase cursive *i* in the box. What kind of stroke is used? Where do you start a lowercase cursive *i*? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write lowercase cursive letter *i*.

Look at the lowercase cursive *t* in the box. What kind of stroke is used? Where do you start a lowercase cursive *t*? What do you do next? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write lowercase cursive letter *t*.

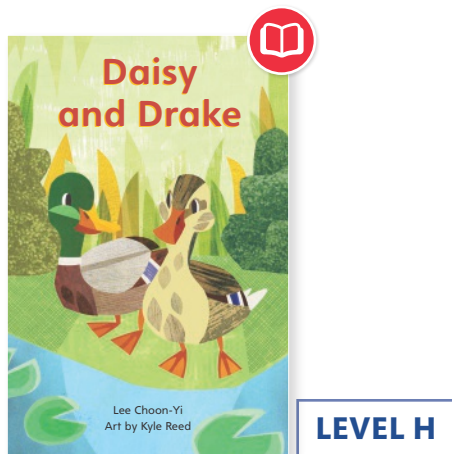
Grade 2 • Unit 2 • Week 9
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Handwriting p. 81

Matching Texts to Learning

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



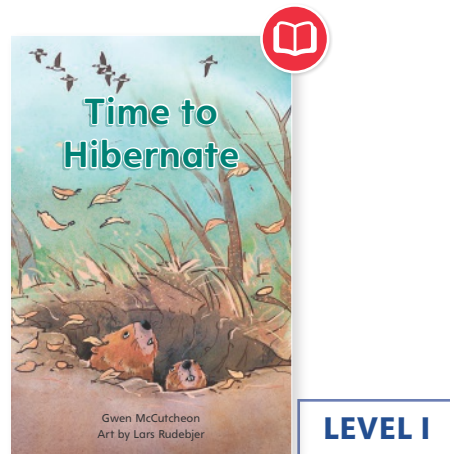
Genre Realistic Fiction

Text Elements

- Three to eight lines per page
- Accessible content

Text Structure

- Chronological



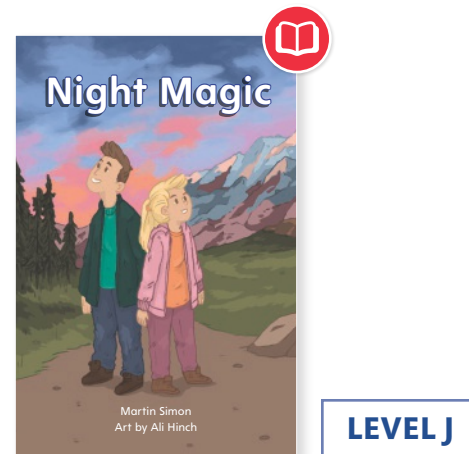
Genre Animal Fantasy

Text Elements

- Mix of familiar and new content
- Sentences carry over two or three lines

Text Structure

- Chronological



Genre Realistic Fiction

Text Elements

- Some ideas new to readers
- Some settings new to many readers

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Fiction

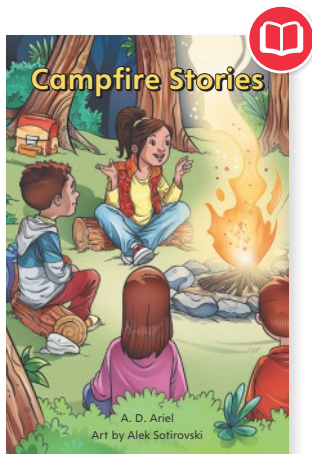
- What clues does the title give that this story did not really happen?
- Who are the characters? Are they animals?
- If there are animal characters, how do they act and feel?
- How do the illustrations help us understand that the setting or events are made-up?

Develop Vocabulary

- Do any illustrations help you understand the meaning of a word?
- What does the word ____ tell us about the characters or events?
- Why would an author need to use this particular word?

Describe and Understand Characters

- What external traits of characters are described?
- How do the characters look, move, and speak?
- What internal traits of characters are described?
- How do characters treat others or what do they think and feel?



LEVEL K

Genre Mystery**Text Elements**

- Longer, more complex sentences
- Variety of words used to assign dialogue

Text Structure

- Story Within Story



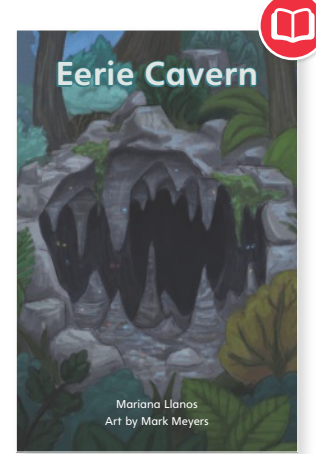
LEVEL L

Genre Expository Text**Text Elements**

- Table of Contents, glossary, and index
- Longer sentences carry over three lines

Text Structure

- Compare and Contrast



LEVEL M

Genre Animal Fantasy**Text Elements**

- Most content carried by text
- Characters revealed through behavior

Text Structure

- Chronological

Make Inferences

- What inferences can you make about the main character?
- What inferences can you make about the events in the story?
- What inferences can you make about the conflict?

Compare Texts

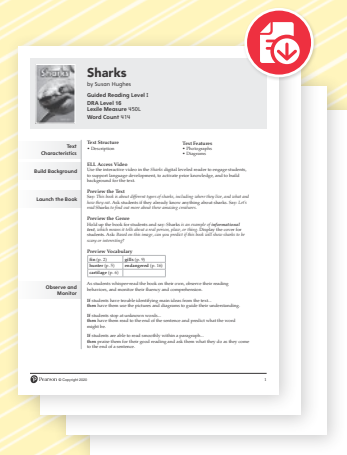
- How are the characters presented in each text?
- Do both stories have illustrations? How do they show the setting or characters?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T221 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY FICTION

Teaching Point I want to make sure you know that characters in fiction texts have experiences that are made-up. In fiction, animals and people can often do things they can't do in real life. Animals can talk, and people can fly.

Look back to “Joey and His Pouch,” and discuss the ways students can tell this text is fiction.

ELL Targeted Support

Help students use accessible language to learn new and essential language about fiction.

Ask the following yes/no questions: **Does fiction tell about things that did not happen in real life?** (Yes.) **Can animal characters speak in a fiction text?** (Yes.) Read aloud an example from a classroom fiction text. **EMERGING**

Provide a classroom fiction text with animal characters. Have students choose a character, and help them orally complete these sentences: *This character is made-up because _____. This book is fiction because _____.* **DEVELOPING**

Provide classroom fiction texts with animal characters. Have partners choose a text and complete these sentences in writing: *I know the character is made-up because _____. I can tell that this book is fiction because _____.* **EXPANDING**

Have students draw a T-chart with the headings “Informational Text” and “Fiction Text.” Ask them to write a brief description of the type of text beneath each heading. Then have students list texts they have read in class in the appropriate columns. **BRIDGING**



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

Intervention Activity



DISCUSS FICTION

Use Lesson 28, pp. T163–T168, in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing fiction.

LEVEL C • READ

Lesson 28 Genre: Fiction and Narrative Nonfiction

DIRECTIONS Read the following texts. Note details that help you understand the genre of each.

Lots of Choices

- 1 Jen walked across the street to her neighbor’s house. She didn’t want to, but Mom had insisted. *What a great Saturday*, Jen thought.
- 2 “Mrs. Tapp needs your help,” Mom said. “She’s taking food to the shelter today.”
- 3 “Come in!” Mrs. Tapp called out when she saw Jen at the door. Jen looked around. Pots, pans, and bowls covered every surface. Mrs. Tapp stood in the middle holding a spoon.
- 4 “Thanks for helping,” she said. “It’s my turn to cook for the shelter.”
- 5 “This is a lot of food!” Jen said. A quick look showed three kinds of soup. She saw three stacks of sandwiches labeled peanut butter, cheese, and ham. On another table, Jen saw three huge bowls each holding a different kind of salad.
- 6 “Why are you making so many different things?” Jen asked. “Wouldn’t it be easier to make one kind of soup, sandwich, and salad?”
- 7 Mrs. Tapp seemed to ignore the question. “I’m thinking of going to Chuck’s Diner tonight,” she said. “Have you been?”
- 8 “Yes!” Jen said. “We go there all the time.”
- 9 “What’s on the menu?” Mrs. Tapp asked.
- 10 “Lots of things! My favorite is mac and cheese. But, sometimes I order spaghetti. They have ten different kinds of ice cream!”
- 11 “Choosing is fun,” Mrs. Tapp said. “I think that people at the shelter like to have choices, too, don’t you?” Jen thought about this. Suddenly she told Mrs. Tapp that she would be right back.
- 12 Jen returned with paper and markers. “I’m going to make menus,” she said. “That will make choosing even more fun!”

Reading Literature T • 163

On-level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on pp. 334–335 of the *Student Interactive* to generate questions about how animal parents protect their babies and then choose a question to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 118–122 in the *Resource Download Center*.



Conferring

3 students/3-4 minutes per conference

IDENTIFY FICTION

Talk About Independent Reading Have students explain how they can tell the text they are reading is fiction.

Possible Conference Prompts

- Does the text tell about events that could not happen in real life?
- Does the text have animal characters who are able to speak and think the way people do?
- How does dialogue show the characters' feelings and thoughts?

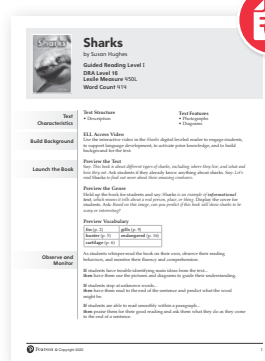
Possible Teaching Point Students might think all fiction must have dialogue. Explain that while fiction texts often have dialogue, dialogue is not required for a text to be fiction.

Leveled Readers



IDENTIFY FICTION

- For suggested titles, see Matching Texts to Learning, pp. T224–T225.
- For instructional support on the characteristics of fiction, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Ask volunteers to share details about animal characters in stories they are reading. Ask them to explain how noting details about the characters helps them determine the story is fiction.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected fiction text.
- read and listen to a previously read leveled reader or eText fiction text.
- begin reading a new Book Club text.

Centers



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

Literacy Activities



Students can

- write a short dialogue between an animal child and its parent.
- play the myView games.
- refer to the anchor chart on *Student Interactive* p. 341 and work in small groups to identify elements of fiction in texts they are reading.

BOOK CLUB



See Book Club, pp. T496–T499, for

- teacher's summary of chapters in *Arctic Tundra*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Word Work

OBJECTIVES

Decode words with short, long, variant vowels, vowel teams, or digraphs.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional student practice with long *e*, use *Phonics* p. 66 from the *Resource Download Center*.

Phonics, p. 66

Phonics: Decode Words with Long *e*

Minilesson

FOCUS Remind students that a sound can be represented by different spellings. Write: *bee*, *easel*, *monkey*, and *bunny*. Point to the word *bee* as you say it, emphasizing the long *e* sound. Point to the digraph *ee* as you say the word again. Repeat for the remaining words. Explain that each has the long *e* vowel sound, but the sound is spelled differently in each word.

Point to *bee* again. Say the word, emphasizing the vowel sound. Then, underline the digraph *ee*, and have students tell what vowel sound the digraph *ee* has in the word *bee*. (/ē/) Repeat for the remaining words.

MODEL AND PRACTICE Point to and say the word *feel* in the chart on p. 337. Say: *I can see that feel has the vowel team ee. When I say feel, I hear the long e sound, /ē/.* Point to *leap*, and have students say the word. Ask them what vowel team makes the long *e* sound in the word.

APPLY My Turn Have students decode the words in the chart on p. 337.

TURN, TALK, AND SHARE Ask partners to underline the letters that make the long *e* sound in the words in the chart on p. 337 and then use those words in sentences.

Phonics: Decode and Write Words with Long *e*

Minilesson

FOCUS Remind students that the long *e* sound can be spelled *ee*, *ea*, *ey*, or *y*. Write: *feet*, *donkey*, *many*, and *leash*. Say the word *feet* and have students repeat it. Then underline the letters that stand for the long *e* sound in *feet*. Use the word in example sentences. Repeat with: *donkey*, *many*, and *leash*.

MODEL AND PRACTICE Write: *keep*, *key*, *beak*, *baby*. Say *keep* and have students repeat it. Ask a student to underline the letters that stand for the long *e* sound in *keep*. Then ask other students to use *keep* in sentences. Repeat with the words: *key*, *beak*, and *baby*.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for decoding words with the long e spellings *ee*, *ea*, *ey*, and *y*.

OPTION 1 MyTURN Have students chorally read the words on p. 338. Then have them identify the digraphs in the words.

OPTION 2 Independent Activity Have students use letter tiles to create and decode one- and two-syllable words containing the long e spellings *ee*, *ea*, *ey*, and *y*.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the long e spellings *ee*, *ea*, *ey*, and *y*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T256–T257.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T256–T257.

HIGH-FREQUENCY WORDS

Display the high-frequency words *letter*, *answer*, and *page*. Have students:

- spell *letter* out loud.
- clap as they say each letter.
- repeat for the words *answer* and *page*.

STUDENT INTERACTIVE p. 337

FOUNDATIONAL SKILLS

Long e: ee, ea, ey, y

You can hear the long e sound in words with *ee*, *ea*, *ey*, and *y*. You will often see *ey* and *y* at the end of words.

MYTURN Read, or decode, the words below. Listen for the long e sound.

ee	ea	ey	y
feel	leap	key	very
sleep	dream	money	baby
teeth	teach	donkey	happy

TURN and TALK Reread the words in the chart with a partner. Underline the letters that make the long e sound in each word. Then take turns using the words in sentences. Use one word from each spelling pattern.

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STUDENT INTERACTIVE p. 338

PHONICS | HIGH-FREQUENCY WORDS

Long e: ee, ea, ey, y

MYTURN Underline the letters that make the long e sound in each word. Then write a sentence that uses each word. Read your sentences.

Possible responses are given.

1. feet My feet are big.
2. donkey The donkey worked hard.
3. many There are many kinds of bugs.
4. keep Please keep the door shut.
5. beak The bird has a yellow beak.
6. street What street do you live on?
7. leash The dog is tugging at her leash.

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Introduce the Text



OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

Shared Read Plan

First Read Read the text. Pause to discuss the First Read notes.

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

Preview Vocabulary

- Introduce the vocabulary terms *oval*, *waddle*, *huddled*, *penguin*, and *flock* from p. 342 in the *Student Interactive*.

oval: having the shape of an egg

waddle: to walk with short steps while swinging the body from side to side

huddled: crowded together

penguin: a short-legged, black-and-white seabird that cannot fly and that lives in or near the Antarctic

flock: a group of animals such as birds

These words will help us understand the animal characters and the way they move and live in a group. As you read, highlight the words when you see them. Ask yourself how they help you understand the story and picture the characters.

Read

Discuss the First Read Strategies. Prompt students to establish the purpose for reading this selection is understanding and enjoyment.

FIRST READ STRATEGIES

READ Have students read to understand the author's message.

LOOK Direct students to examine illustrations to see how they clarify the meaning of the text.

ASK Tell students to ask questions as they read to make sure they understand what this text is about.

TALK Prompt students to talk with each other about the author's message about life.

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



EXPERT'S VIEW Pamela Mason, Harvard University

“Picture support is important for helping children understand text, but pictures need to actually be supportive. A child needs to understand what part of the picture is needed to understand the meaning of a word. Take the word *run*, for example. It's an easy word—CVC pattern, decodable—but there are around 30 different definitions for *run*. The child has to understand the author's intended meaning of *run* and understand if the pictures support that meaning.”

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



ELL Targeted Support Concept Mapping Explain that concept mapping can help students learn relationships between words and meaning.

On a display surface, create a web diagram. In the center, write *Penguins*. Then, write each of the other vocabulary words in one of four ovals surrounding the center. Read aloud *penguins*, and direct students' attention to a picture of a penguin. Have small groups of students echo each vocabulary word after you read it and then pantomime the word. For the word *oval*, have students use their hands to show the shape of an oval. **EMERGING/DEVELOPING**

Have students create their own word webs like the one above. Then, have small groups pantomime each word while other group members try to guess the word being pantomimed. **EXPANDING/BRIDGING**

ELL Access

Prior Knowledge Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or ideas from texts they have read about penguins and other animals that help their babies.

Use prior knowledge to understand meanings in English.

STUDENT INTERACTIVE pp. 342-343



What's in the Egg, Little Pip?

Preview Vocabulary

Look for these words as you read *What's in the Egg, Little Pip?*

oval waddle huddled penguin flock

First Read

Read to understand the author's message.

Look at illustrations to help you understand the text.

Ask what this text is about.

Talk about the author's message about life.

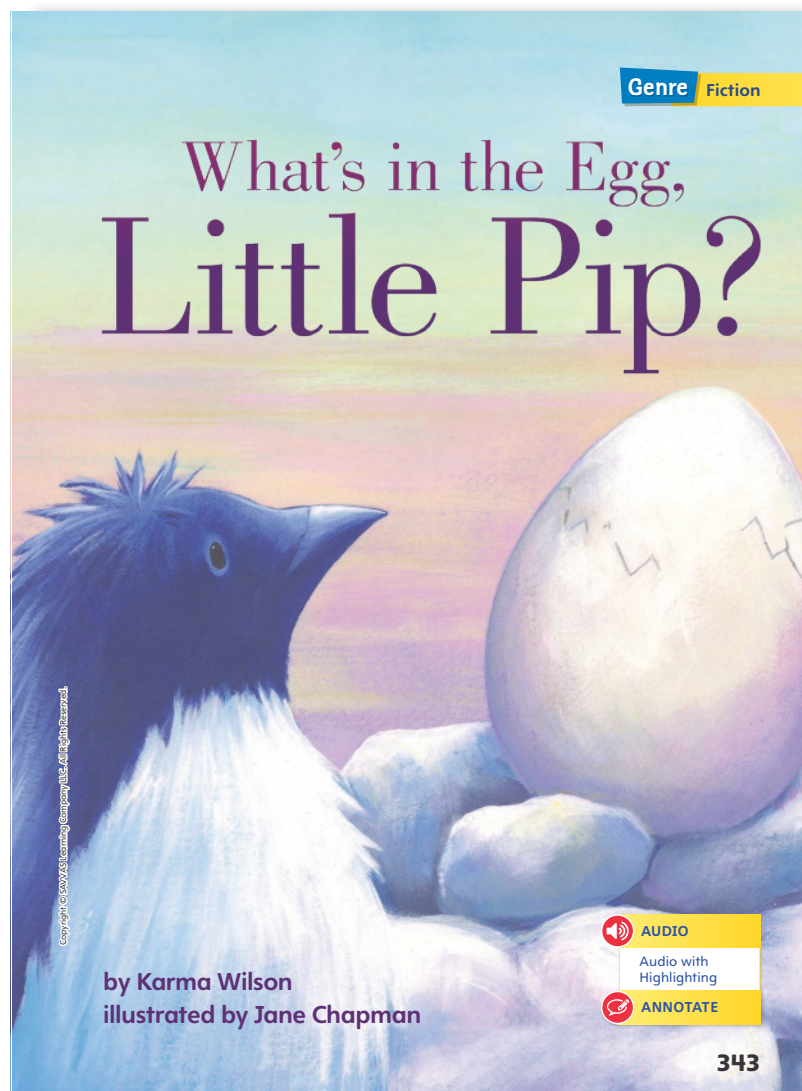
Meet the Author



Karma Wilson has always loved reading. She began writing books for children when she had children of her own. She lives with her family, two dogs, a cat, and four horses on a ranch in Montana.

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First Read

Look

THINK ALOUD At the beginning of the story, I can see that Pip is sad and worried. I wonder what is worrying her. I wonder if she will start feeling better later in the story. I will keep reading to find out.

Close Read

Make Inferences

Have students read the Close Read note. Explain: Sometimes, you have to think about things you know and the text you read to figure out what the author does not state directly. How do you think Pip feels? (sad, worried) How do the words and pictures and the things you already know help you figure this out? (Possible answer: Pip looks sad and worried. Pip thinks there is no room for her, just like children sometimes feel before they meet a new sister or brother.) Have students scan **paragraph 1** and highlight a detail that can be used to make an inference about how Pip feels about the egg. See student page for possible responses.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

CLOSE READ



Make Inferences

Sometimes the author gives you a clue to how someone feels.

Highlight the words that are a clue to why Pip might not like the Egg.

oval having the shape of an egg

- 1 Little Pip stared at the Egg. The large, white oval rested on Mama's feet just under her soft, warm belly. Pip used to sleep there, but there was no room for her now, not since the Egg. Mama and Papa asked, "What do you think, Little Pip?"
- 2 Pip shrugged. She wasn't sure.



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ELL Targeted Support Unpacking Complex

Sentences Students may have difficulty understanding the sentence "Pip used to sleep there, but there was no room for her now, not since the Egg."

Break the sentence into three parts and help students understand the sequence: 1. First, Pip slept under Mama's warm belly; 2. Then, the Egg came; and 3. Now the Egg has replaced Pip on Mama's feet. Use the illustration for visual support. **EMERGING/DEVELOPING**



3 Mama and Papa had talked about the Egg for a long time. Yesterday morning they had woken Pip and said, “The Egg is finally here, Little Pip!” As they showed her the Egg they sang this song:


4 *“The Egg, the Egg, the lovely Egg,
a wonderful, glorious sight.
A sister or brother for sweet Little Pip
will soon make our family just right.”*



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First Read

Talk

 **THINK ALOUD** I can see that Pip’s parents are excited about the egg, but I wonder if Pip feels the same way. I don’t think she does. I think sometimes children feel a little left out when there is a new baby on the way. I will talk to others to see if they think that’s the author’s message so far.

CROSS-CURRICULAR PERSPECTIVES

Science



When baby penguins, or chicks, hatch, they are covered in soft feathers called *down*. Chicks depend on their parents’ care for several months after hatching. Once the baby penguin has replaced its fuzzy down with waterproof feathers, it is ready to enter the ocean and find its own food. Then it becomes independent. Connect the text to the gorilla in the infographic “Animals and Their Young” on pp. 334–335 of the *Student Interactive*.

First Read

Read

THINK ALOUD I read that Pip frowns and says that her family is “just right” as it is. She doesn’t think the Egg will make it better. I think the author is showing how children can feel nervous about a new baby. Pip’s mom tells her to wait and see. Maybe Pip will get excited about the Egg later in the story.

Close Read

Describe and Understand Characters

Explain that readers can learn about characters by the way the characters look and act. Have students discuss the ways they can tell how Pip feels. (Pip is frowning.) Have students scan **paragraph 5** and underline a word that describes the look on Pip’s face. **See student page for a possible response.**

DOK 2

OBJECTIVE

Describe the main character’s (characters’) internal and external traits.

CLOSE READ



Describe and Understand Characters

Underline a word that describes the look on Pip’s face.

- 5 Pip frowned. The Egg didn’t look like much.
- 6 “Our family is just right,” Pip said. “That old Egg can’t make it better.”
- 7 Mama nuzzled Pip and said, “Just wait. You may be surprised. And now, Papa, it’s time for you to take over.”



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Possible Teaching Point



Read Like a Writer | Author’s Craft

Dialogue Authors use dialogue to help the reader see internal traits through the words the characters say. **When Pip calls the Egg “that old Egg,” what is the author saying about her feelings?** (She is angry and sad.) **When Mama says it’s time for Papa to take over, what does that dialogue tell the reader about the family?** (Mama and Papa both work to keep the egg warm and safe.) For more instruction on Author’s Craft, see pp. T264–T265 in the Reading-Writing Workshop Bridge.




- 8 Mama carefully nudged the Egg and tucked it on Papa's feet. Then Papa nestled down onto the Egg.
- 9 "Where are you going, Mama?" Pip asked.
- 10 "I need to go fish to bring food for you," Mama said, "but somebody must always be with the Egg to keep it warm. So Papa will watch the Egg while I fish, and I will watch the Egg when Papa fishes."

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First Read

Ask

 **THINK ALOUD** The text tells me that the Egg needs a lot of attention. It states that the Egg must be kept warm at all times. I wonder why. I can ask questions as I read about parts of the story I do not understand. I can look for the answers as I read on.

Possible Teaching Point



Academic Vocabulary | Word Parts

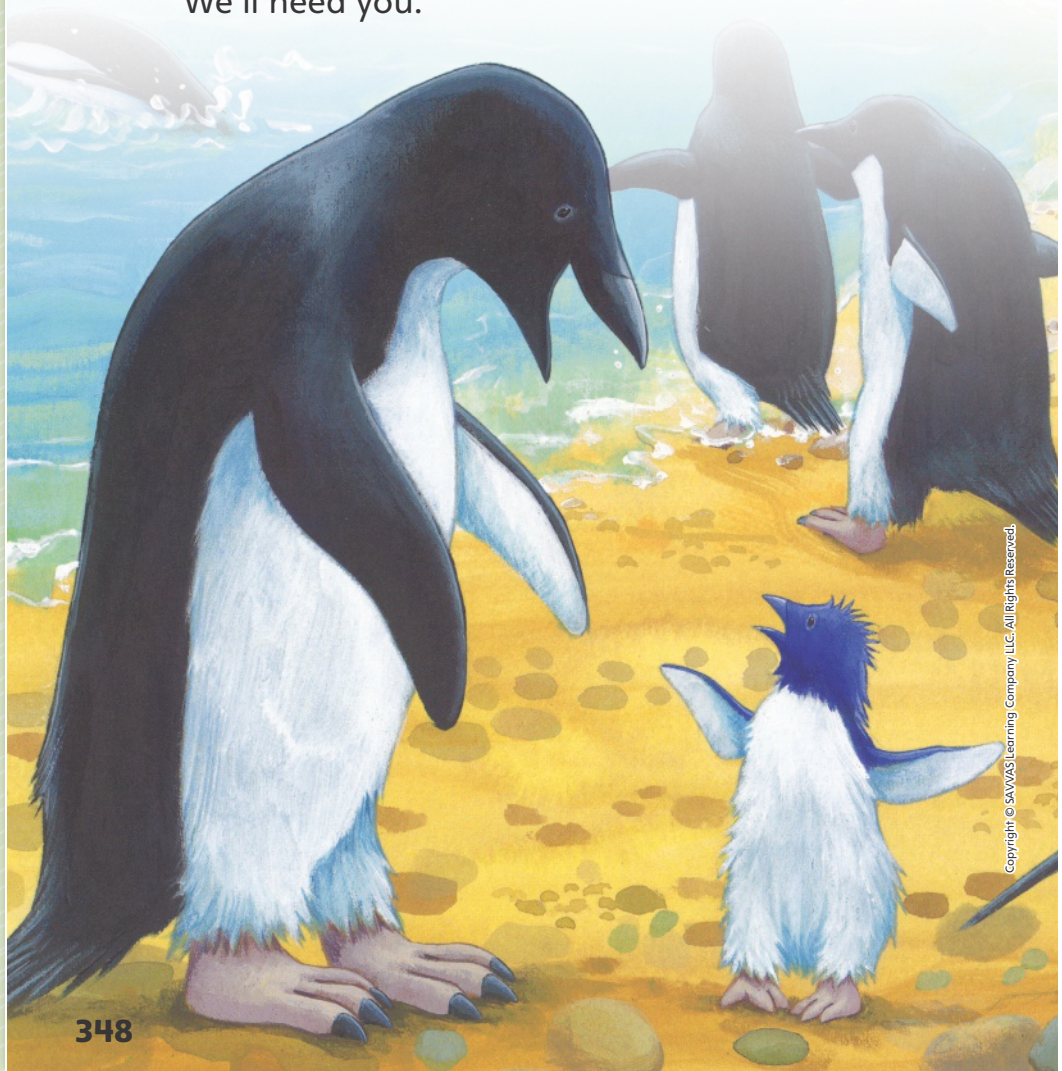
Use the Academic Vocabulary lesson on pp. T222–T223 in the Reading-Writing Workshop Bridge to teach students how they can use what they know about suffixes to determine the meaning of a word and expand their vocabularies. Point out the word *carefully* on p. 347. Explain that the suffix *-ly* means “in a certain way.” Someone who does something carefully does it in a careful way. Knowing the meaning of the suffix *-ly* can help students understand other words with that suffix. Have students suggest the meanings of the words *softly* and *loudly*.

First Read

Look

In the picture, Little Pip is talking to her mother before she goes fishing. How does Pip feel about her mother going away?

- 11 “Can I go with you?” Pip pleaded.
- 12 Mama smiled and shook her head. “You stay and help Papa keep the Egg warm and safe. We must be ready for any storms. We don’t want the Egg to get cold. We’ll need you.”



ELL Targeted Support Vocabulary Help students understand the verb *pleaded*.

Read aloud the first sentence on p. 348 and draw attention to the verb *pleaded*. Tell students that *plead* is similar to the verbs *ask* and *beg*. Have students say “Can I go with you?” in a tone of voice they think Pip would use as she pleaded. **EMERGING/DEVELOPING**

Ask students if they know words in their home languages that are similar to the verb *plead*. Have students make up new questions in English that a pleading child might ask a parent or other adult.

EXPANDING/BRIDGING



CLOSE READ

**Make Inferences**

Highlight the text that helps you understand, or make an inference, that Pip is still important to her parents.

13 Pip sighed. “I’m too little to help. I’m still your baby.”

14 Mama shook her head. “You have grown up so much, Little Pip. You’re big enough to help Papa. You’re big enough to help me. You’re even big enough to help the Egg! Remember that. But don’t worry; you will always be our baby.”



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First Read**Ask**

Pip tells Mama that she is too little to help and that she is still her baby. Why do you think Pip says that?

Possible response: Pip wants to be cuddled and protected by her parents. She wants to stay the baby in the family.

Close Read**Make Inferences**

Remind students that they can make inferences by combining what they already know with what they read.

Have students scan **paragraph 14** to find and highlight the text that helps them infer that Pip is still important to her parents. **See student page for possible response.** Ask: **How do these words show Pip’s parents think she is important?** (Possible response: Even though Pip is not a baby anymore, her parents love her just as much.)

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

Foundational Skills Extension**Long e: ee, ea, ey, y**

Write ee, ea, and y. Have students scan paragraphs 11–13 on p. 348 for words with the long e sound spelled ea (*pleaded*) and ee (*keep, need*). Then have them locate words on both pages that end in the long e sound spelled with the letter y.

First Read

Ask

THINK ALOUD Pip seems sad when her mother leaves. I wonder how Pip might change while her mother is away.

Close Read

Describe and Understand Characters

Point out that readers can understand characters by paying attention to what they say and how they act. Tell students to underline how Pip reacts to Mama leaving. **See student page for possible responses.**

DOK 2

OBJECTIVE

Describe the main character's (characters') internal and external traits.

CLOSE READ

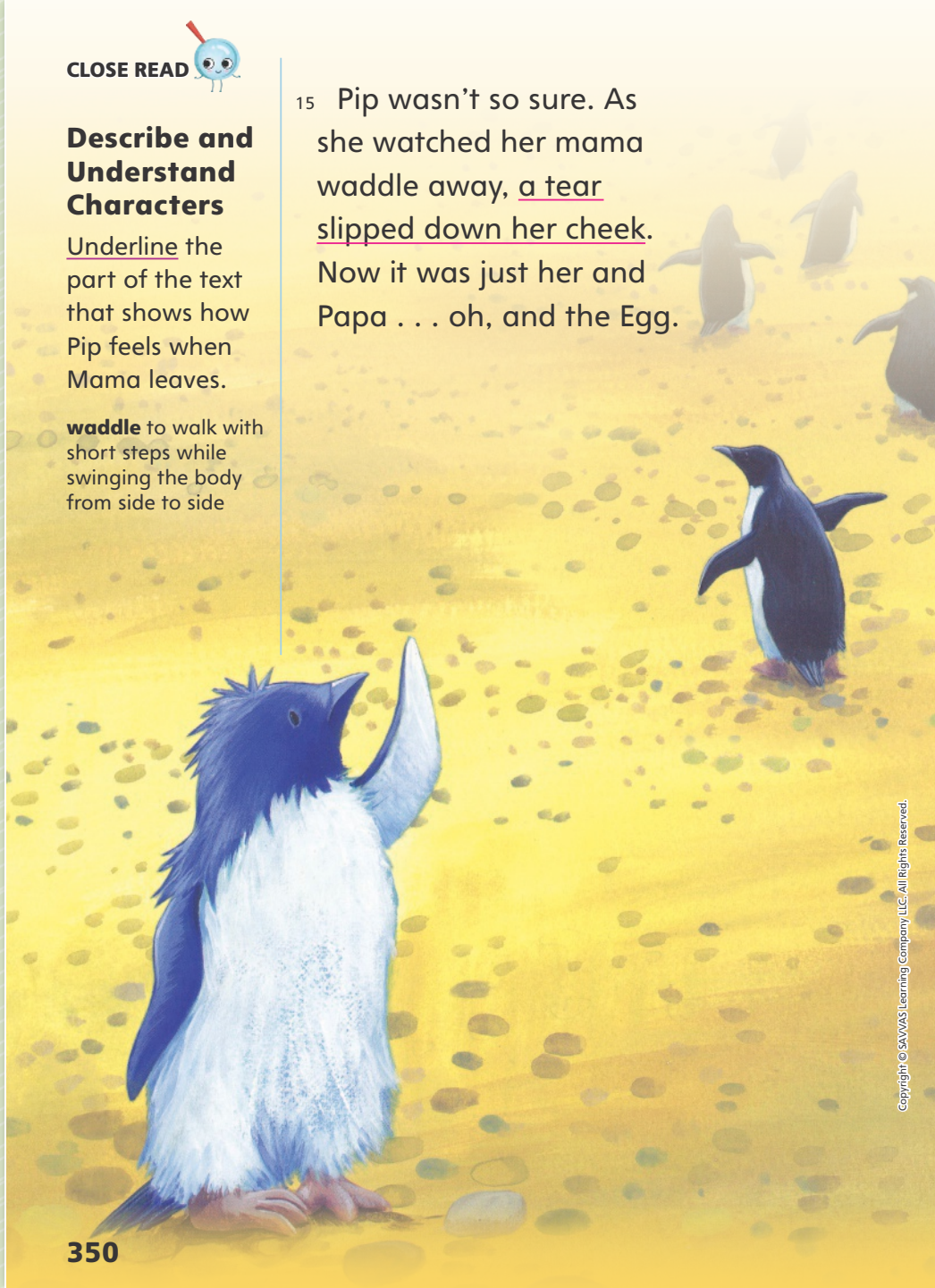


Describe and Understand Characters

Underline the part of the text that shows how Pip feels when Mama leaves.

waddle to walk with short steps while swinging the body from side to side

15 Pip wasn't so sure. As she watched her mama waddle away, a tear slipped down her cheek. Now it was just her and Papa . . . oh, and the Egg.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Illustrations Help students understand that authors often use illustrations to add details to a story. Point out the picture of Pip on p. 350. Ask: **What details about Pip are in the illustration but are not in the text?** For more instruction on Author's Craft, see pp. T264–T265 in the Reading-Writing Workshop Bridge.



- 16 Later that day Pip chirped, “Papa, let’s slide on the ice.”
- 17 Papa shook his head. “I can’t leave the Egg, Little Pip.”
- 18 Pip frowned. “Not even for a minute?”
- 19 “Not even for a second.”
- 20 “But isn’t it boring?”
- 21 “A little,” said Papa.
- 22 “Then why do you do it?” Pip asked.
- 23 Papa smiled. “That’s what families do, Little Pip. I did the same for you when you were just an egg.”

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First Read

Talk

Pip’s father tells her that even though it is a little boring to watch the Egg all the time, that is what families do. Talk with a partner about what you think the author’s message about families is on this page.

CROSS-CURRICULAR PERSPECTIVES

Science



Emperor Penguins (the kind of penguins in this story) have a patch of skin, called a *brood patch*, that keeps incubating eggs warm. This brood patch fits over the egg as it rests on a father penguin’s feet. The egg is pear-shaped, so if it falls off the penguin’s feet, it rolls in a circle and stays close by. Have students connect this information to the flamingo parents on p. 335.

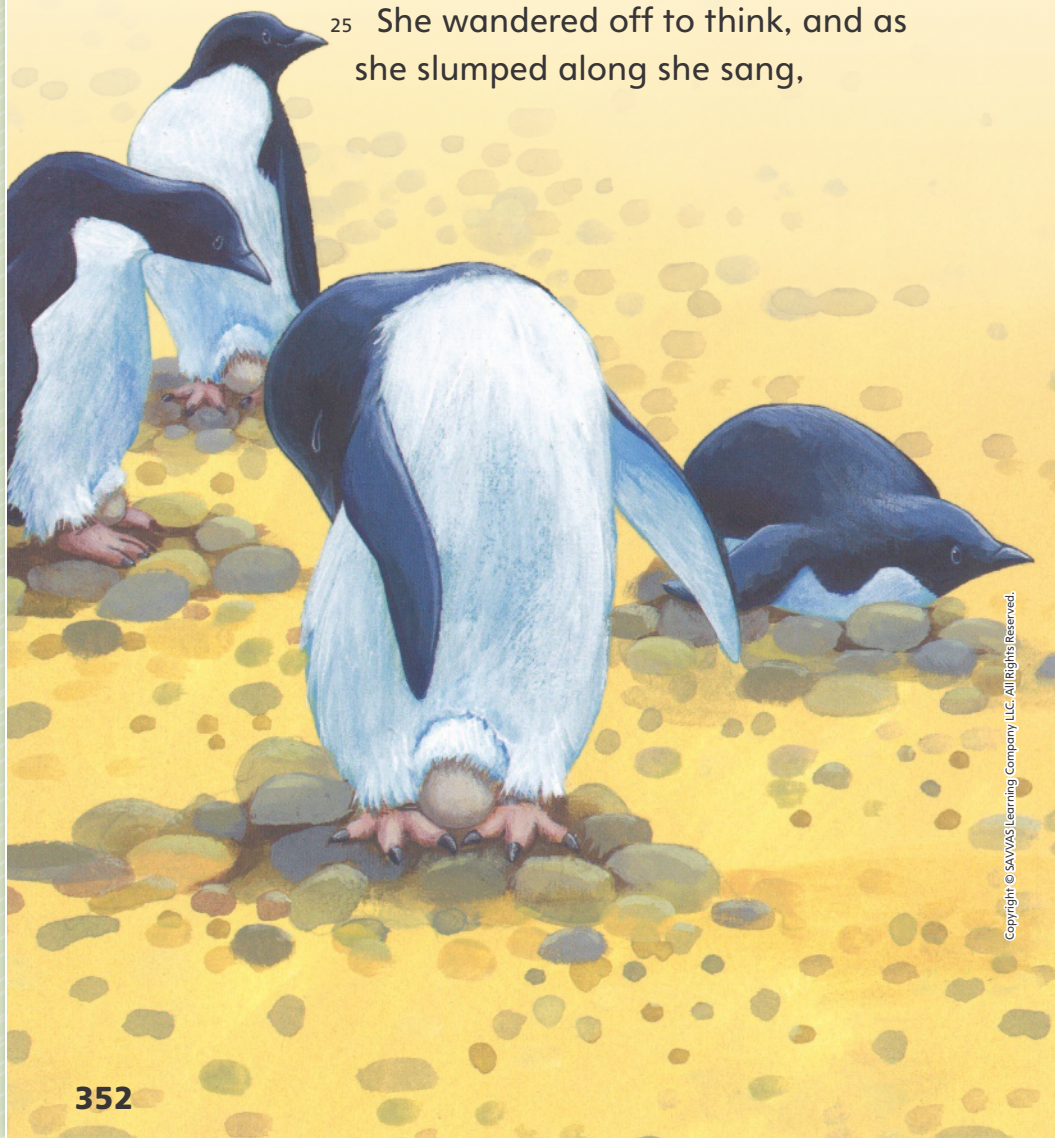
First Read

Ask

THINK ALOUD I see that Pip still feels sad when she thinks that she should be enough and Mama and Papa should not even want the Egg. But I am also confused. I know Pip is sad, but this page says she sings a song. Why would she sing when she is sad?

24 Pip couldn't imagine that she was ever just an egg. Why had Mama and Papa even wanted the Egg? *I should be enough!* thought Pip.

25 She wandered off to think, and as she slumped along she sang,



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Possible Teaching Point



Read Like a Writer | Author's Craft

Precise Words Point out that authors choose specific words to help readers form pictures in their minds. *Why did the author choose the word **slumped** instead of the word **walked**?* (It is easier to understand how sad and disappointed Pip was.) For more instruction on Author's Craft, see pp. T264–T265.



- 26 “The Egg, the Egg, it’s all the Egg.
Nobody cares about me.
I liked it best before the Egg,
back when our family was three.”
- 27 Little Pip felt so all alone that she decided to look for her best friend, Merry. “You want to go slide?” she asked.
- 28 “I guess,” said Merry. She didn’t seem her usual cheerful self.




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CLOSE READ **Describe and Understand Characters**

Underline the text that tells what Pip does to help herself feel better.

First Read**Read**

 **THINK ALOUD** I read that Pip is not the only one feeling sad about a new egg in the family. Her friend Merry is feeling the same way. I think the author is saying that many children have these feelings.

Close Read**Describe and Understand Characters**

Remind students that they have learned a lot about Pip by paying attention to her actions.

Have students scan **paragraph 27** to underline the action Pip takes to make herself feel better. **See student page for possible responses.** Ask students what this tells them about Pip’s personality.

Possible Response: Pip tries to make herself feel better by spending time with her friend. This shows that she tries to solve problems.

DOK 2

OBJECTIVE

Describe the main character’s (characters’) internal and external traits.

Possible Teaching Point **Academic Vocabulary | Word Parts**

Use the Academic Vocabulary lesson on pp. T222–T223 in the Reading-Writing Workshop Bridge to review how they can use what they know about suffixes to help them determine the meaning of a word and expand their vocabulary. Point out the word *cheerful* on p. 353. Explain that the suffix *-ful* means “full of” or “showing.” Someone who is cheerful is full of cheer. Knowing the meaning of the suffix *-ful* can help students understand other words with that suffix. Have students suggest the meanings of words with the suffix *-ful*, such as *careful* and *doubtful*.

First Read

Talk

Talk with a partner about how Pip and Merry feel when they find out both of their families have an egg. What is the author saying about how it feels when friends share feelings?

Close Read

Describe and Understand Characters

Remind students that even though we cannot see Merry's thoughts, we can understand her feelings by how she acts.

Have students scan **paragraph 30** to find the part of the text that shows how Merry feels about her family's Egg. **See student page for possible responses.** *How does the author show us how Merry feels? (through her behavior) How does Merry feel? (angry) What action shows the reader how Merry feels? (She stamps her foot.)*

DOK 2

OBJECTIVE

Describe the main character's (characters') internal and external traits.

CLOSE READ



Describe and Understand Characters

Underline the text that tells what Merry does that shows how she feels about her family's Egg.

29 "Does your family have an egg too?" asked Pip.

30 Merry nodded and stamped her foot. "I don't see the fuss about the Egg. It just sits there and does nothing."

31 "I know," said Pip. "But it's all Mama and Papa ever talk about or think about anymore. I want to forget about the Eggs. Let's slide!"

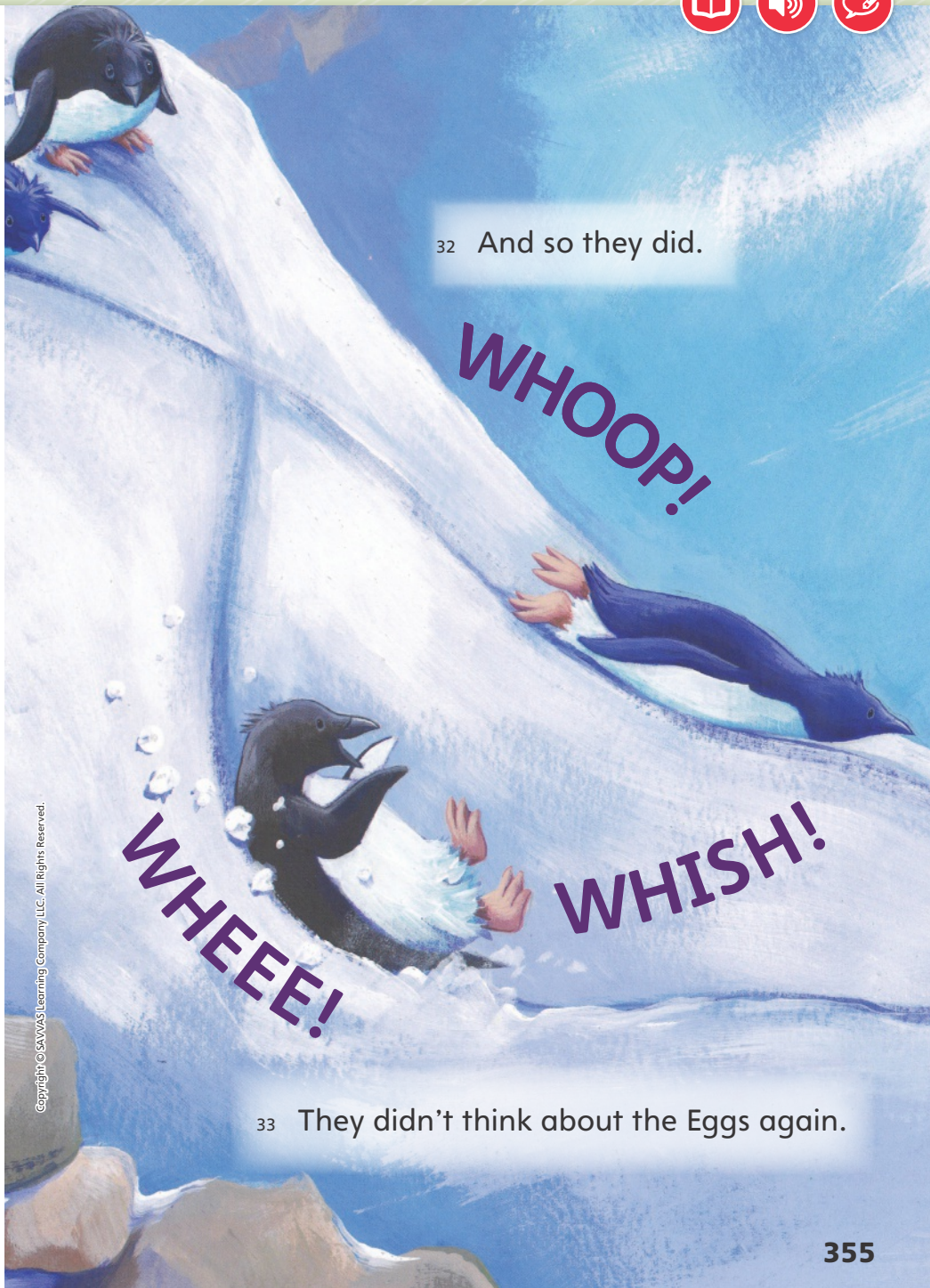


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ELL Targeted Support **Develop Vocabulary** Help students understand what Merry means when she says, "I don't see the fuss about the Egg."

Tell students that *fuss* can mean "too much attention paid to something that is not important." Ask who Merry thinks is paying too much attention to the Egg. (her parents)

EMERGING/DEVELOPING



32 And so they did.

WHOOOP!

WHEEEE!

WHISH!

33 They didn't think about the Eggs again.

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First Read

Look

How are Pip and Merry feeling in the picture on p. 355? How does the picture help you understand that?

Possible Response: In the picture, Pip and Merry are smiling and making happy sounds as they slide down the snowy hill.

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Features To help students understand how authors use print styles, or fonts, to express a character's feelings, point out the words *Whoop!* *Whee!* and *Whish!* on p. 355. Discuss the feelings expressed on the page and ask why the author may have chosen this way to show them. For more instruction on Author's Craft, see pp. T264–T265.

First Read

Ask

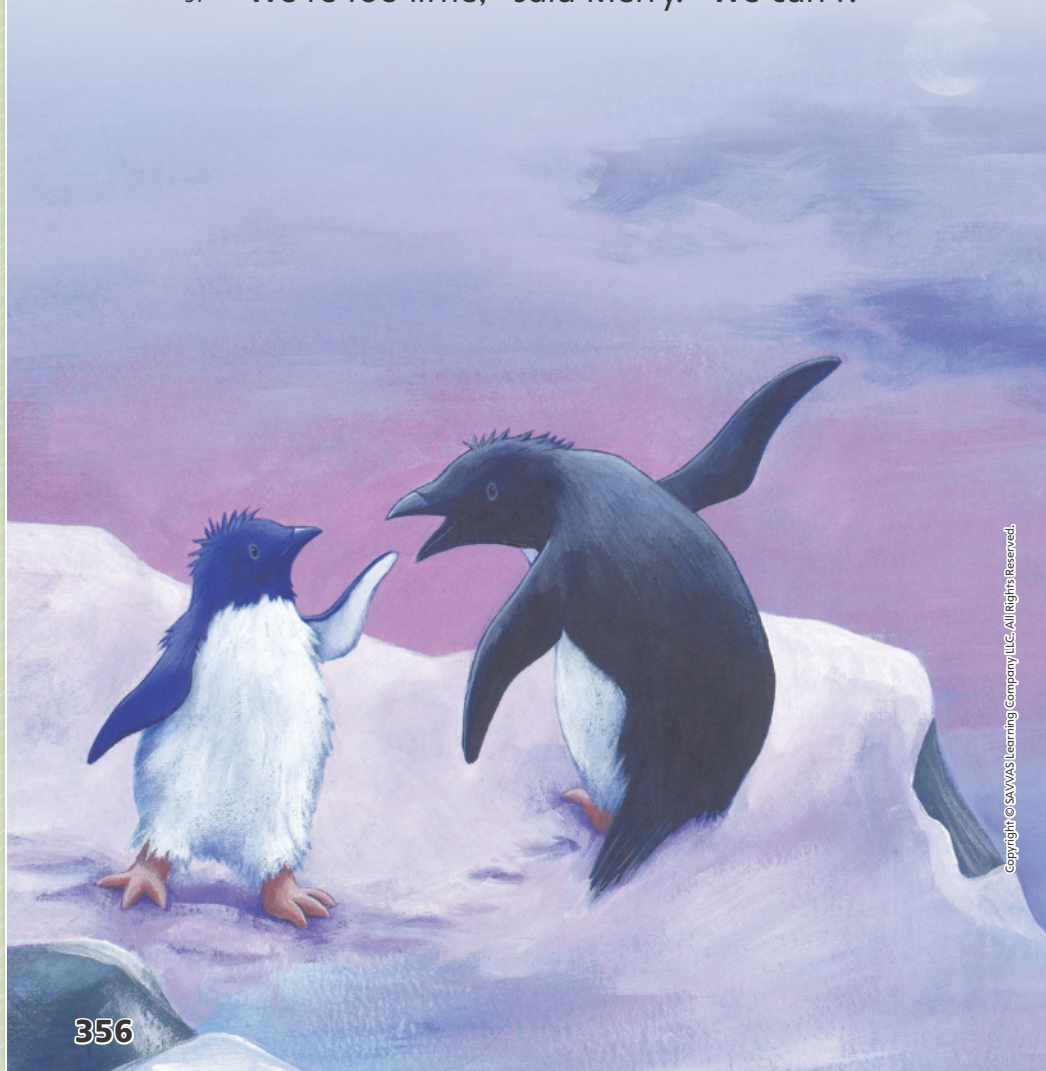
THINK ALOUD I notice that Merry says she thinks they are too little to run away from the storm. I remember that is what Pip said to her mom right before her mom left. Does Pip still think she is too little? I'll keep reading to find out.

34 But suddenly the sun disappeared behind a thick, black cloud.

35 **“A storm!”** squealed Pip.

36 **“We must run! Hurry!”**

37 **“We’re too little,”** said Merry. **“We can’t!”**



Possible Teaching Point



Academic Vocabulary | Word Parts

Use the Academic Vocabulary lesson on pp. T222–T223 of the Reading-Writing Workshop Bridge to review how knowing about suffixes can help students break words into word parts. Point out the word *suddenly* on p. 356. Remind them that the suffix *-ly* means “in a certain way.” Something that happens suddenly happens quickly, in a sudden way. Knowing the meaning of the suffix *-ly* can help students break down and understand other words with that suffix. Have students supply words they know with the *-ly* suffix and use each word in a sentence (for example, *nicely*, *angrily*).



CLOSE READ

**Vocabulary
In Context**

You can use context within a sentence and beyond it to determine the meaning of a phrase. Underline words that help you understand the meaning of **puffed out**.

- 38 Pip ruffled her feathers and puffed out her chest.
- 39 “My mama said I’m big enough to help the Egg. So are you. We have to go help. Now **RUN!**”
- 40 They raced the cloud all the way home.



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CROSS-CURRICULAR PERSPECTIVES

Science



Emperor penguins live in Antarctica, the coldest place on Earth. They lay their eggs during winter, the coldest time of the year. When winter storms happen in Antarctica, they can be very intense and dangerous, combining strong winds with large amounts of snow.

First Read**Read**

THINK ALOUD I found out that Pip does think she is big enough to do what she needs to do. She is ready to run, and she knows she is big enough to help the egg. I think the author’s message on this page is that it is challenging for Pip to learn how strong she is.

Close Read**Vocabulary in Context**

Have students read the Close Read note. Explain: Sometimes as you are reading, you see a word whose meaning you do not understand within the meaning of the story. I read the word *puffed*. I’m not sure what *puffed* means in the sentence. I’ll read nearby words and take a close look at the picture to help me understand what *puffed* means. The sentence says that Pip puffed out her chest, and I can see that her feathers look *puffed out* in the picture. This helps me understand that *puffed out* in this sentence means “made something look bigger.” Pip’s chest looks bigger. This shows me she is feeling proud and brave. Have students scan p. 357 and select words that help them understand the meaning of *puffed out*. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

First Read

Ask

How has Pip changed?

Possible Response: Instead of feeling jealous of the Egg, Pip wants to help Papa protect it.

Close Read

Make Inferences

Remind students that readers sometimes need to combine what they already know with what is in the text to make inferences about the characters and plot. **How do Pip and her father feel about the Egg?** (They care about the Egg. They want the Egg to be safe.) **How do you know?** (Their actions show me how they feel. I can see them both shielding the Egg from the storm. And the text says that Pip helps to shield the Egg. I know from my own life that shielding something shows that you want to keep it safe.) Have students scan p. 358 and select words that show how Papa and Pip take care of the Egg. **See student page for possible responses.**

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

CLOSE READ



Make Inferences

Highlight the text that helps you understand that Papa and Pip care about the Egg.

huddled crowded together

- 41 Just as they reached camp, frozen sleet started to fall in cold, stinging drops. Pip snuggled tight against her papa, helping to shield the Egg.
- 42 There they huddled, and there they waited.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Descriptive Language Point out the words *frozen*, *cold*, and *stinging drops* in paragraph 41 and *huddled* in paragraph 42. Discuss how the author's use of these descriptive words helps a reader visualize how cold it is during the storm. Ask why the author may have chosen to use these words instead of saying simply "it stormed." For more instruction on Author's Craft, see pp. T264–T265 in the Reading-Writing Workshop Bridge.



43 And waited.

44 And waited.



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First Read

Talk

Talk with a partner about the illustrations on p. 359. How does the weather change in the pictures? What do you notice about Pip?

Possible Responses: First it is sleeting, then it is raining, and finally the storm stops. Pip stays with her papa and protects the Egg throughout the storm.

Possible Teaching Point



Read Like a Writer | Author's Craft

Repetition Remind students that authors sometimes use repetition to help a reader understand that something went on for a long time. Ask students to identify the repeated word on these pages. (*waited*) With strong expression and appropriate pauses, read aloud: **and there they waited. And waited. And waited.** Have students explain how the repetition helps them understand the storm went on for a long time. Then, ask students how the illustrations help to make the point even clearer. (Possible response: by showing them first standing, then lying down, then standing again) For more instruction on Author's Craft, see pp. T264–T265.

First Read

Look

THINK ALOUD I see in the illustration that the whole family is together now, and I can tell they will all work together to take care of the Egg and wait for the baby.

Close Read

Make Inferences

I know from my own life that when my stomach growls, I am hungry, and I am glad to get something to eat. Tell students they can use that information to make an inference about how Pip feels when Mama returns. Ask: *What words in the text tell you Pip is hungry?* Have students scan paragraphs 45 and 46 and highlight words that show Pip is hungry. **See student page for possible responses.**

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.



CLOSE READ



Make Inferences

Highlight the text that helps you understand that Pip is hungry.

- 45 Finally Mama returned. Pip's tummy growled.
- 46 She was glad to eat the fish Mama had brought back for them.
- 47 But then Papa had to go fishing.

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CROSS-CURRICULAR PERSPECTIVES

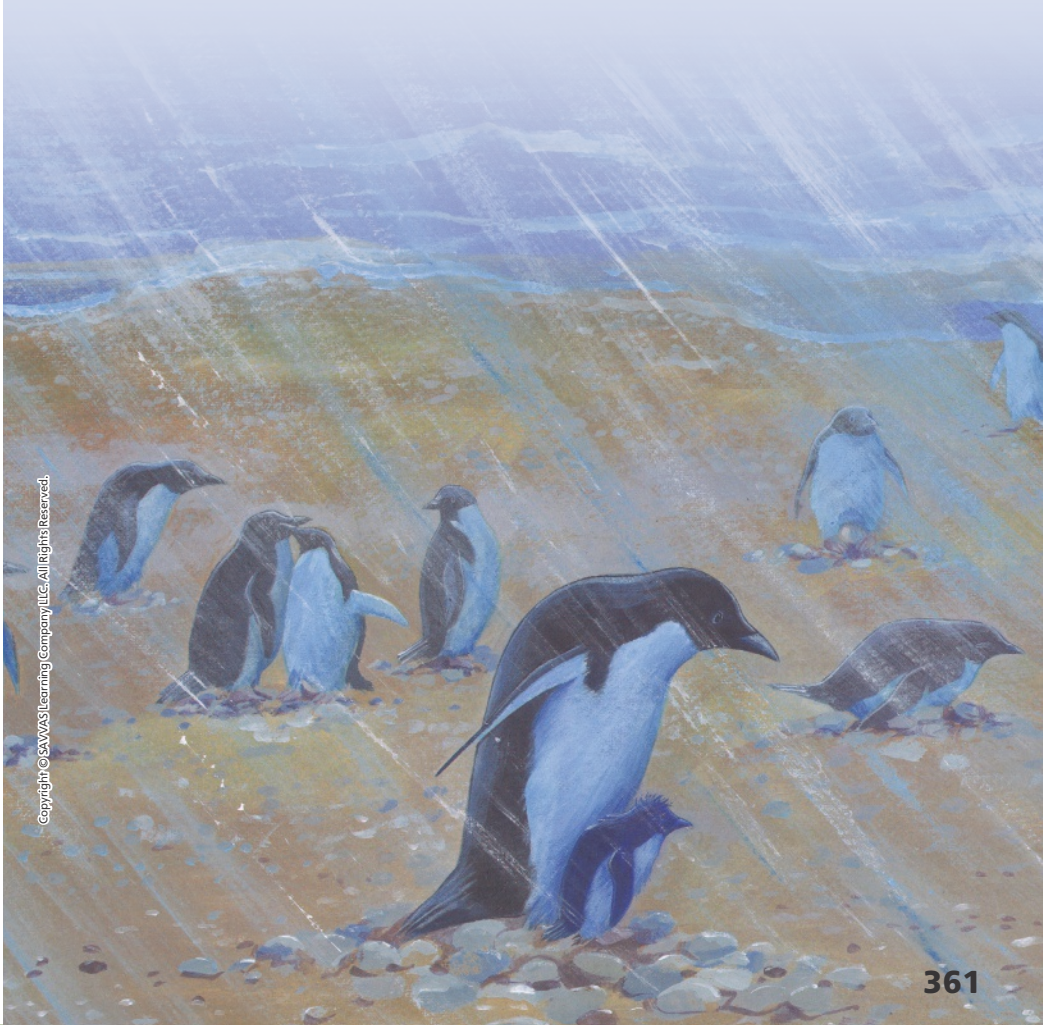
Science



When penguins first hatch, they are not able to digest food on their own. While the father penguin has kept the egg warm, the mother penguin has been off fishing and eating. When the egg hatches, the mother feeds it with food that she has eaten and kept in her stomach. She brings up the food from her stomach to feed the newly-hatched chick. Have students connect this information to the flamingo parents on p. 335.



48 Storms came and went, and the Egg always had to be kept warm. Pip, Mama, and Papa huddled around the Egg for many weeks. Sometimes Mama left to fish, sometimes Papa, but Pip always stayed with the Egg.



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First Read

Read

THINK ALOUD I know everyone is taking care of the Egg. I can tell that a long time has passed. The story tells me that storms came and went. It also tells me that Mama, Papa, and Pip take care of the Egg for many weeks. I think the author's message here is that Pip has taken on a grown-up responsibility. She's not a baby anymore.

ELL Targeted Support Simplify Sentences Students may have difficulty understanding compound sentences such as the following on p. 361: "Sometimes Mama left to fish, sometimes Papa, but Pip always stayed with the Egg."

Simplify the sentence by breaking it into three sentences. Sometimes Mama left to fish. Sometimes Papa left to fish. Pip always stayed with the Egg. Ask: **Who fished? Who stayed with the Egg?** **EMERGING/DEVELOPING**

First Read

Ask

After reading the text aloud, ask: *What does Pip think has happened?*

49 Then one bright, sunny day, while
Mama was away fishing . . .

50 **CHIP,**
CHIP,
CRACK.

51 “The Egg is broken, Papa!” Pip cried,
and buried her head into Papa’s
chest. All that work, for nothing.



Possible Teaching Point



Read Like a Writer | Author's Craft

Onomatopoeia Tell students that one way authors can make a text exciting is to use words that sound like the action they describe. Point out the words *CHIP, CHIP, CRACK, Craaaaaaack* on p. 362. Ask how the words help a reader imagine the sound the Egg makes as it cracks open. For more instruction on Author's Craft, see pp. T264–T265 in the Reading-Writing Workshop Bridge.



CLOSE READ

**Describe and Understand Characters**

Underline what Pip says that shows she is excited now that the Egg has hatched.

penguin a short-legged, black-and-white seabird that cannot fly and that lives in or near the Antarctic

- 52 Pip gasped. The Egg was gone.
 53 In its place sat a beautiful penguin chick.
 54 “It’s a chick! A chick, Papa!”
 55 “Little Pip, meet your brother.”



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First Read**Read**

THINK ALOUD Pip is excited to have a little brother. She discovers that all the waiting was not wasted. And Pip knows she has been part of protecting her little brother.

Close Read**Describe and Understand Characters**

We find out that Pip is excited when the Egg finally hatches. Ask: Does the author write that Pip is excited? (No.) Then how does the reader know that Pip is excited? (Pip’s words and the exclamation marks the author uses tell readers that Pip is excited.)

Have students underline the sentences that show how excited Pip is. **See student page for possible responses.**

DOK 2

OBJECTIVE

Describe the main character’s (characters’) internal and external traits.

Possible Teaching Point**Read Like a Writer | Author’s Craft**

Dialogue Tell students that authors often use dialogue to show how a character is feeling. Point out the exchange between Pip and her papa. The author uses Pip’s dialogue on p. 363 to show her excitement. Draw attention to the exclamation points and ask: **Why did the author use exclamation points in these sentences? How do these marks tell you how Pip feels about the Egg hatching?** For more instruction on Author’s Craft, see pp. T264–T265.

First Read

Read

THINK ALOUD As I read the page, I can see that Pip is beginning to realize how very big she is now. Mama says she was once as small as her little brother. She compares herself to her little brother and sees how big she is.

CLOSE READ



flock a group of animals such as birds

- 56 At the beach lots of penguins were squawking and talking. Pip saw a flock of penguins just back from fishing. Mama! She was home.
- 57 Mama sighed with happiness. “He looks just like you when you were a baby, Pip!”
- 58 Pip smiled. “I was that small?”
- 59 “Oh yes,” said Mama. “Just that small.”



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Possible Teaching Point



Academic Vocabulary | Word Parts

Use the Academic Vocabulary lesson on pp. T222–T223 in the Reading-Writing Workshop Bridge to remind students they can use what they know about suffixes to determine the meaning of a word and expand their vocabulary. Point out the word *happiness* on p. 364. Explain that the suffix *-ness* means “a way of being.” *Happiness* means “the state of being happy.” Tell students that sometimes when a suffix is added to a word that ends in *y*, the *y* becomes an *i* before the suffix is added. Have students suggest the meanings of other words with the suffix *-ness* such as *emptiness* and *toughness*.



CLOSE READ



- 60 Pip looked at her new brother and she sang,

*“Welcome, chick, you lovely chick.
What a wonderful, glorious sight.
Little brother, I name you Sam.
You make our family just right.”*

- 61 Little Pip looked around and saw all the penguin families snuggling new chicks in their pebbly nests. Pip waved to Merry and Merry waved back, a huge smile on her face.

- 62 Pip smiled too.

- 63 Everything felt just right.

Make Inferences

Underline details that show that Pip’s feelings about having a new family member have changed.



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First Read**Talk**

In the beginning of the story, Pip said her family was “just right” already. Now she says her new brother makes the “family just right.” Talk with a partner about what you think the author’s message in the story might be.

Possible Responses: Pip is excited to have a baby brother. Her parents’ feelings for her did not change even though there is a new member of the family.

Close Read**Make Inferences**

Ask: Have Pip’s feelings changed since the beginning of the story? (Yes) Does the author write: *Pip’s feelings have changed?* (No) Can we see inside Pip’s mind to see that her feelings have changed? (No) Then how do we know her feelings have changed? (by her actions) Have students underline the words that show that Pip’s feelings have changed.

See student page for possible responses.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

Possible Teaching Point**Academic Vocabulary | Word Parts**

Use the Academic Vocabulary lesson on pp. T222–T223 in the Reading-Writing Workshop Bridge to review word parts. Point out the word *pebbly* on p. 365. Explain to students that the suffix *-y* means “full of” or “having.” *Pebbly* means “full of pebbles.” Remind students that sometimes when a suffix is added to a word, there is a spelling change in the base word. In this case, the *e* is dropped when the *-y* is added to the word *pebble*. Have students demonstrate their knowledge of the meaning of the suffix *-y* to tell the meanings of other words with the suffix *-y*, such as *salty* and *messy*.

Respond and Analyze



What's in the Egg, Little Pip?

OBJECTIVES

Make inferences and use evidence to support understanding.

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

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *What's in the Egg, Little Pip?*

- **Discuss** Did it make sense for Pip to spend time with her friend to try to feel better? Why do you think so?
- **Illustrate** Draw something that makes you feel better when you are sad or angry.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that related words sometimes have similar meanings. The vocabulary words *oval*, *waddle*, *huddled*, and *flock* all have related words with similar meanings.

- Remind yourself of each word's meaning.
- Think about words with similar meanings.

MODEL AND PRACTICE Model filling out the chart on p. 366 using the word *oval*.

- I see *oval* in the first column. In the text, the author uses this word to describe something that has the shape of an egg.
- I see that *shape* and *circle* are listed as related words. I know that both circles and ovals are shapes. But I also know that an oval is very close to the shape of a circle. I'm going to write *circle* in the third column.

ELL Targeted Support Vocabulary Help students create a word web to acquire basic vocabulary.

Write the word *flock* in the center of the word web. Call on students to share words that relate to it and write the words on the spokes of the web. Repeat using the words: *oval*, *waddle*, and *huddled*. Encourage students to use a dictionary, if needed. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students respond using newly acquired vocabulary as they complete p. 366 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students list unfamiliar words from their independent reading. Ask students to identify related words that are close in meaning to each word.

QUICK CHECK

Notice and Assess Are students able to identify related words?

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 p. 367 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 366–367

VOCABULARY	COMPREHENSION	READING WORKSHOP																		
<h3>Develop Vocabulary</h3> <p>MY TURN Related words can have almost the same meanings. Look at the words in the second column. Write the word whose meaning is closest to the meaning of the word in the first column.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Related Words</th> <th>Word Closest in Meaning</th> </tr> </thead> <tbody> <tr> <td>oval</td> <td>shape circle</td> <td>circle</td> </tr> <tr> <td>waddle</td> <td>walk jog</td> <td>walk</td> </tr> <tr> <td>huddled</td> <td>crowded together</td> <td>crowded</td> </tr> <tr> <td>flock</td> <td>pair group</td> <td>group</td> </tr> </tbody> </table> <p>MY TURN Which word below best describes penguin parents?</p> <table border="1"> <tr> <td>kind</td> <td>caring</td> <td>worried</td> </tr> </table> <p>caring</p>	Word	Related Words	Word Closest in Meaning	oval	shape circle	circle	waddle	walk jog	walk	huddled	crowded together	crowded	flock	pair group	group	kind	caring	worried	<h3>Check for Understanding</h3> <p>MY TURN Write brief comments to answer the questions. Look back at the text.</p> <p>DOK 2 1. What makes this text fiction? Possible answer: <i>It's a made-up story. Penguins can't speak in real life.</i></p> <p>2. How does the dialogue help you understand the story? Possible answer: <i>It helps me know what the penguins think and feel.</i></p> <p>DOK 2 3. How will Pip probably feel if Mama lays another egg next year? Use text evidence to explain your answer. Possible answer: <i>She will probably be happy. At the end of the story, Pip sings to her new brother.</i></p>	<p>366</p>
Word	Related Words	Word Closest in Meaning																		
oval	shape circle	circle																		
waddle	walk jog	walk																		
huddled	crowded together	crowded																		
flock	pair group	group																		
kind	caring	worried																		
	<p>367</p>																			

Use the  **QUICK CHECK** on p. T229 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



WORDS WITH LONG *e* SPELLED *ee, ea, ey, y*

Sound-Spelling Cards

Display Sound-Spelling Card 63. Point to the picture and say the word *bee* aloud, stressing the long *e* sound. Say: **The word *bee* has the long *e* sound. What other long *e* words do we know?** (*feel, leap, key, very, sleep, dream, money, baby, teeth, teach, donkey, happy*) Write the words students suggest. Then have students identify the letters that spell long *e* in each word.



ELL Targeted Support

Review long *e* words spelled *ee, ea, ey, and y*.

Display the words: *feel, leap, key* and *very*. Read each word aloud with students and have them tell you the vowel sound they hear in each word: /ē/. Underline the long *e* spelling in each word, and remind students that when they see words spelled with *ee, ea, ey, or y*, they are often pronounced with a long *e* sound.

EMERGING/DEVELOPING

Challenge students to use a dictionary to identify other long *e* words spelled *ee, ea, ey, or y*. Then have them pronounce each word, connecting the spellings with the long *e* sound.

BRIDGING



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

Intervention Activity



WORDS WITH LONG *e* SPELLED *ee, ea, ey, y*

Use Lesson 6, pp. T55–T58, in the *myFocus Intervention Teacher's Guide* for instruction on reading vowel teams.

LEVEL C • MODEL AND TEACH

Lesson 6 Vowel Teams *ea, oo, ey, y, ie, ee*

INTRODUCE Remind students that vowel sounds can be spelled different ways. Today we will learn to read words with the short *e* sound spelled *ea*. We will learn words with the sound /ō/ spelled *oo*. We will also learn to read words with the long *e* sound spelled *ey, y, ie, and ee*.


MODEL Display or share copies of "The Bread Book" from Student Page S55, and read it aloud.

OBJECTIVES:

- Learn the concept of vowel teams.
- Read and spell words with short *e* (spelled *ea*).
- Read and spell words with /ō/ (spelled *oo*).
- Read and spell words with long *e* (spelled *ey, y, ie, and ee*).

The Bread Book

Mom has a book about bread. I took a look at the book. I need to know how to cook. Mom showed me how to make bread. It took all day. Then it was ready. Mom put jam on her piece of bread. I spread honey on my piece.



TEACH Point out the word *bread* in sentence 1. Listen as I say this word: /b/ /r/ /ē/ /d/. Say the word with me: *bread*. The word *bread* has a short *e* sound spelled *ea*. *Ea* is a vowel team that makes a short *e* sound.

Point out the word *book* in sentence 2. Listen as I say this word: /b/ /ō/ /k/. Say the word with me: *book*. The word *book* has a /ō/ sound spelled *oo*. The vowel team *oo* makes a /ō/ sound.

Point out the word *honey* in the last sentence. Listen as I say this word: /h/ /ō/ /n/ /ē/. Say the word with me: *honey*. The word *honey* has a long *e* spelled *ey*.

Point out the word *piece* in sentence 7. Listen as I say this word: /p/ /ē/ /s/. Say the word with me: *piece*. The word *piece* has the same *e* sound as *honey*, but this time the long *e* is spelled *ie*. Point out the word *ready* in sentence 6. Listen as I say this word: /r/ /ē/ /d/ /ē/. The word *ready* has the same *e* sound at the end as *honey* and *piece*, but it is spelled *y*. Both *ey* and *ie* are vowel teams that make a long *e* sound. The letters *y* and *ee* can also make a long *e* sound.

Phonics, Morphology, and Spelling T • 55

Fluency

Assess 2–4 students



PROSODY

Have students practice reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with long e spelled ee, ea, ey, and y.



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

Decodable Reader



Students can read the decodable reader *My Letter* to practice reading words with long e spellings and high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *letter*, *answer*, and *page*. Say: **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

Have students make their own word cards for *letter*, *answer*, and *page* and two or three high-frequency words from the previous week. Students can practice reading the words with a partner.

Centers



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

Decodable Reader

My Letter
Written by Mark Hartford

Decodable Reader
10

Long e: ee	Long e: ee
creak	queen
meet	speech
needs	week
Long e: ey	Andy
key	valley
	army
	family
	baby
	happy
	Becky
	Sandy

High-Frequency Words

about	carry	letter	people
answer	come	others	than
away	every	page	works

73

This week, each of us at Valley Creek is telling about people with a duty to help others.

74

Sandy is going to read a page of a speech about the duty of a queen.

75

Andy is going to teach us about his family. They have a duty to meet the needs of the new baby in the family.

76

Becky is going to tell that each one on a team has a duty to work hard. The key is to work as a team.

77

My speech is about my dad. He works to carry out his duty far away. Every day he helps people in need.

78

I will be happy to answer when people ask about his job in the army.

79

My dad can't come see my speech. But I'm going to send him a letter to tell him about it.

80

Use the  **QUICK CHECK** on p. T255 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Thinking of related words can help you understand the meaning of new words in a text. Direct students' attention to p. 350 and choral-read paragraph 15. Then say: I can use the picture and the nearby words to think of a word that means almost the same as *waddle*. I think *walk* means almost the same.

ELL Targeted Support

Have students use drawing to acquire grade-level vocabulary. Display the words: *oval*, *waddle*, *huddle*, and *flock*. Guide students to select one vocabulary word and draw a picture of a related word. **EMERGING/DEVELOPING**

Ask students to select two vocabulary words and draw pictures of related words for each of them. Then have them look up the definition of each related word and write it below the corresponding drawing. **EXPANDING**



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

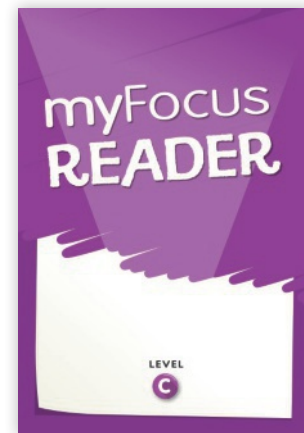
Intervention Activity



DEVELOP VOCABULARY

Read pp. 24–25 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how animals protect their young.

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



Fluency

Assess 2–4 students



PROSODY

Guide students to choose a short excerpt to read with appropriate phrasing and expression.

ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Small groups can be difficult to manage for a teacher who thinks he or she has to monitor everything alone. As part of your small group routine and procedures, establish helper roles so that students are encouraged to become independent learners. For example, you might have a Table Captain who organizes materials, a Time Keeper, and a Professor who reads aloud directions and other text as needed. Research supports the importance of providing students with opportunities to become independent learners.”

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

Conferring

3 students/3-4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Have students share their lists of words and explain how they are related.

Possible Conference Prompts

- What new or unfamiliar words did you see?
- What words are related to the new words you found?
- How are the meanings of the words related?

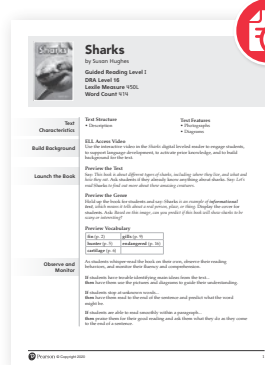
Possible Teaching Point Remember that related words do not mean exactly the same thing but have similar meanings. Skilled readers pay attention to how words relate to each other and also to how they are different.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T224–T225.
- For instructional support on using related words to make meaning, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Have students share the new and related words they found in their fiction texts.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *What's in the Egg, Little Pip?*
- read a trade book or a Book Club text.
- partner-read a fiction text, with each partner reading the dialogue of one of the characters.

Centers



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

Literacy Activities



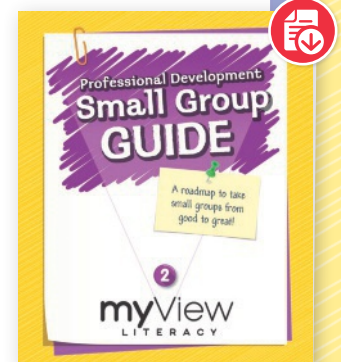
Students can

- complete the chart on *SI* p. 366
- play the *myView* games.
- read aloud a section of a fiction text with appropriate phrasing and expression.
- complete an activity in the *Resource Download Center*.

SUPPORT PARTNER READING

Students can often better understand unfamiliar texts by guiding one another through difficult passages.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels.

Identify and read high-frequency words.



Sound-Spelling Cards, 61, 63, 67

Phonics: Long e: ee, ea, ey, y

Minilesson

FOCUS Remind students that the spellings ee, ea, ey, and y can represent the long e sound. Use Sound-Spelling Card 63 to discuss long e spelled ee. Have students say /ē/ several times as you point to the letters ee in *bee*. Say the word *bee* and stress the sound /ē/ as you say the word.

MODEL AND PRACTICE Model listening for the sound /ē/ spelled ea and y in the words *easel* and *bunny*. Point to Sound-Spelling Card 61. Say: *Listen as I say the word easel/ slowly. What vowel sound do you hear at the beginning of the word easel/? The vowel sound is long e. This vowel sound is spelled ea.* Follow the same procedure with Sound-Spelling Card 67 and the word *bunny* that has the long e sound at the end spelled with y.

Write or display the following Elkonin boxes:

--	--

--	--	--

Explain that students listen to the sounds, or phonemes, in a word and put the letters that spell each phoneme in one box. For example, the word *key* would need two boxes, one for the letter *k* and one for the letters *ey*. The letters *ey* go in one box because they stand for one sound. Provide additional examples with *feel* and *sheep*, which need three boxes for three sounds.

Then write the following words: *bean, bee, money, leap, beak, sea, dream,* and *teeth*. Have students work in pairs to draw Elkonin boxes for the words.

APPLY Have students practice using Elkonin boxes with words that have three, four, and five phonemes. Provide the following examples: *donkey, baby, beach, keep, money, peas, monkey,* and *funny*.

High-Frequency Words

Minilesson

FOCUS Remind students of the high-frequency words for the week: *letter*, *answer*, *page*.

MODEL AND PRACTICE Write: *Send me a letter*. Point to *letter* and say: **This is the word *letter***. Have students read and spell the word. Then have students read the high-frequency words in these sentences: *Please answer my letter. Turn the page*.

APPLY My TURN Have students identify and underline the high-frequency words in the sentences on p. 339. Then direct students to the second activity.

TURN, TALK, AND SHARE Ask partners to complete the activity at the bottom of p. 339.

HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that they will hear and see over and over in texts.

- Display *page* and have the students read and spell it.
- Repeat the routine with *animal*, *point*, *study*, *letter*, and *answer*.
- Distribute word cards.
- Tell students to display a card, say the word, and use it in a sentence.

animal

letter

point

answer


study

page

STUDENT INTERACTIVE, p. 339

FOUNDATIONAL SKILLS

My Words to Know


 **MY TURN** Read the words in the box. Identify and underline them in the sentences. One is done for you.

letter


answer

page

1. Please turn to page 20 in your books.
2. I got a letter from my grandpa.
3. Turn the page to read the rest of the story.
4. Did you answer yes or no?

 **MY TURN** Write the word that goes with each clue.

5. It comes in the mail. letter
6. It is something you turn. page
7. It follows a question. answer

 **TURN and TALK** Work with a partner. One partner gives a clue and the other partner guesses the word.

Describe and Understand Characters



What's in the Egg,
Little Pip?

OBJECTIVE

Describe the main character's (characters') internal and external traits.

ACADEMIC VOCABULARY

Integrate As you discuss characters' traits in the story, model using the Academic Vocabulary words:

- What is the design of the nest?
- How can you identify Papa Penguin?

ELL Access

Ensure that students understand the difference between characters' external and internal traits. They may benefit from using a character web to show what they know about the characters in the story. The web can include questions, such as: "How does Pip feel about the Egg at the beginning of the story?" and "What does Pip do to make herself feel better?"

Minilesson

FOCUS ON STRATEGIES Authors often tell readers about the characters in a story by describing their external and internal traits. External traits include how the character looks, acts, and talks. Authors usually describe these traits directly. Internal traits include what characters think and feel. Readers often have to figure out characters' internal traits by paying attention to what they say and do.

- Notice how the author describes the way each character looks, acts, and talks.
- Pay attention to each character's actions and words.
- Think about what these descriptions tell you about each character's external and internal traits.

MODEL AND PRACTICE Use the Close Read note on p. 346 of the *Student Interactive* to model annotating text to describe characters:

- After Mama and Papa sing a happy song about the Egg, I see the sentence "Pip frowned" in paragraph 5. This is an external character trait: how Pip acts. I'm going to write that action in the chart because it tells me an internal character trait: how Pip feels. Her frown tells me she feels unhappy about the Egg and thinks the family is fine without it. I'm going to write that in the chart.
- Have students continue identifying Pip's actions after events in the story and describing how Pip feels based on those actions.

ELL Targeted Support Responding to Questions Tell students that responding to questions can help them check their understanding of the characters in *What's in the Egg, Little Pip*?

Help students complete the following sentence starters to answer the question: *What do we know about the character, Pip? When the egg hatches, Pip feels _____. I know this because she _____. This tells me that Pip _____.*

EMERGING/DEVELOPING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing and understanding characters.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Describe and Understand Characters and then use the text evidence from their annotations to complete the chart on p. 368 of the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to highlight places in the text where they notice the main character's actions, words, or thoughts. Direct them to write in their notebooks what those details tell them about the main character.

QUICK CHECK

Notice and Assess Can students describe and understand characters?

Decide

- **If students struggle**, revisit instruction for describing and understanding characters in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction for describing and understanding characters in Small Group on pp. T266–T267.

STUDENT INTERACTIVE, p. 368

CLOSE READ

Describe and Understand Characters

Authors often describe the main characters' **external traits**, or how they look and what they do and say. You can figure out the main characters' **internal traits**, or what they think or feel, from their words and actions.



MYTURN Go to the Close Read notes. Underline words that describe a character's traits. Use the parts you underlined about Pip to complete the chart.

Possible responses:

Event	Pip's Actions	Describe How Pip Feels
Mama and Papa sing a happy song about the Egg.	Pip frowns.	She thinks the family is fine without the Egg.
Mama leaves to find food.	Pip cries.	She misses her Mama.
Papa has to stay with the Egg.	Pip decides to look for her best friend Merry.	She is lonely.
The Egg hatches and Pip meets her brother.	Pip says, "It's a chick!"	She is happy to have a new brother.

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Read Like a Writer, Write for a Reader

OBJECTIVES

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

Analyze and apply author's craft purposefully in order to develop one's own products and performances.

ELL Access

Author's Craft Tell students that understanding how and why an author uses dialogue can help a reader understand a text. Read aloud one small section of Pip's dialogue, and have students draw a picture to illustrate Pip's feelings. Guide students to discuss what they learned about Pip from the dialogue.

Dialogue

Minilesson

FOCUS ON STRATEGIES The words the characters speak in a fiction text are the characters' dialogue. Dialogue shows what a character thinks and feels.

MODEL AND PRACTICE From p. 357 of the *Student Interactive*, read aloud Pip's dialogue. *I can tell from Pip's dialogue that she is changing. Pip is feeling big, and she is figuring out how to solve a problem. She is also helping her friend, Merry.* Have students draw a line down the middle of a sheet of paper. On one side of the paper, have them draw a picture to show Pip's feelings caused by the events on p. 362. Repeat with Pip's dialogue on p. 363. Then discuss to make connections.

Handwriting

OBJECTIVE

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

Letters *u* and *w*

FOCUS Display cursive letters *u* and *w*.

MODEL Model writing cursive *u*. Then write the following words: *up, tub, bud*, and *Lulu*, showing proper letter formation and correct letter size. Have students copy the words. Repeat the routine with *w*: *win, new, awe, and awful*.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 372 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 372

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Dialogue is the words that characters say to each other. Each character has a voice, or way of speaking. Authors use dialogue to help readers know how the characters feel and what they are like.

What the Character Says	What It Shows About the Character
"Our family is just right," Pip said. "That old Egg can't make it better."	Pip sounds angry. She is also not afraid to say what she is feeling.
"But don't worry; you will always be our baby."	Mama says loving things to make Pip feel better.

MYTURN Write a dialogue between two animals that shows what each character is like.

Possible response: "Come on, let's play," Toto said. "I'd rather curl up on the rug and take a nap," said Big Bruno.

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Writing Workshop

Have students use dialogue to convey information about characters in their Writing Workshop texts. During conferences, support students' writing by helping them find appropriate places to include dialogue in their writing.

PRACTICE Have students use *Handwriting* p. 82 from the *Resource Download Center* to practice writing cursive *u* and *w*.

Name _____

Handwriting

Cursive Letters u, w

Look at the lowercase cursive *u* in the box. What kind of stroke is used? Where do you start a lowercase cursive *u*? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write lowercase cursive letter *u*.

Look at the lowercase cursive *w* in the box. What kind of stroke is used? Where do you start a lowercase cursive *w*? What do you do next? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write lowercase cursive letter *w*.

Grade 2 • Unit 2 • Week 4

82

Handwriting p. 82

Use the  **QUICK CHECK** on p. T263 to determine small group instruction.

Teacher-Led Options

Strategy Group



DESCRIBE AND UNDERSTAND CHARACTERS

Teaching Point When skilled readers read fiction, they think about the ways the author describes the characters. As you read a story, pay attention not only to what characters look like, but also to how they act, speak, and think. Even if the author does not tell you how a character thinks or feels, you can learn about a character's thoughts and feelings by paying attention to the character's words and actions.

ELL Targeted Support

Have students practice their inferential skills by describing Pip's internal character traits. Read paragraphs 16–18 aloud to the class.

Ask students questions about Pip, such as: *Does the author tell you how Pip feels in paragraphs 16–18? What word tells you how Pip feels?*

EMERGING

Give students a sentence frame, such as: *The word ____ tells me that Pip feels ____.* Ask them to complete it for multiple words and feelings.

DEVELOPING

Have students discuss paragraphs 16–18 with a partner. Make sure they talk about whether or not the author describes how Pip feels. Then ask them how they are able to understand the way Pip feels. **EXPANDING/BRIDGING**



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

Intervention Activity



DESCRIBE AND UNDERSTAND CHARACTERS

Use Lesson 33, pp. T197–T202, in the *myFocus Intervention Teacher's Guide* for instruction on describing characters.

LEVEL C • READ

Lesson 33 Describe Characters and Setting

DIRECTIONS Read the story "A Change of Beat for Ana." Pay attention to the setting and to how people change in the story.

A Change of Beat for Ana

- 1 The big room was full of dancers. They all looked happy to Ana. Some were talking and laughing, and some were doing leaps and turns.
- 2 Was Ana the only one who was afraid? Her hands were cold. Her mouth was dry. By the time she heard the music that came before her dance, her heart was pounding.
- 3 "Ana," asked her friend Bella as they lined up to go on stage, "what's the matter?"
- 4 "I'm okay," Ana replied. She couldn't tell Bella how scared she was. But Bella knew. She could see Ana's knees shaking.
- 5 "It's your first time on stage, Ana," Bella said. "So it's normal to be scared. I was a total mess last time, but now I'm fine. Remember what our teacher told us. When you walk on stage, don't look at the people in the seats. Smile and look above their heads. Just feel the music and let your feet go."

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Fluency

Assess 2-4 students



PROSODY

Choose several paragraphs from a fiction text for partners to read with appropriate phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2, Week 4 *Cold Reads* to assess partners as they read. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3-4 minutes
per conference

DESCRIBE AND UNDERSTAND CHARACTERS

Talk About Independent Reading Have students review their independent reading and share what they learned about a main character.

Possible Conference Prompts

- What are some of the actions the main character took?
- What are some words the main character said or thought?
- What do these actions and words tell you about the main character?

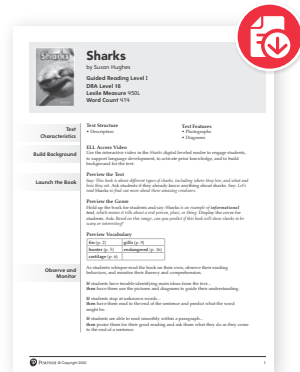
Possible Teaching Point Authors of fiction often show, rather than tell, a character's traits.

Leveled Readers



DESCRIBE AND UNDERSTAND CHARACTERS

- For suggested titles, see *Matching Texts to Learning*, pp. T224–T225.
- For instructional support on describing and understanding characters, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a group. Have volunteers discuss the reading strategies they used to better understand the characters.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *What's in the Egg, Little Pip?*
- read a self-selected trade book or their Book Club text.
- summarize a passage from their book.

Centers



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

Literacy Activities



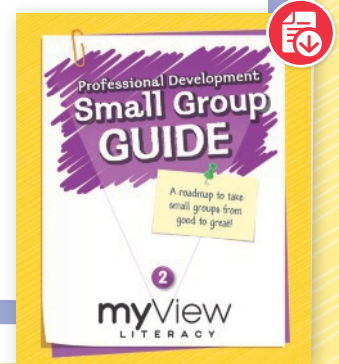
Students can

- complete the chart on *Student Interactive* p. 368.
- play the *myView* games.
- play a clue game with a partner: as one partner describes a character in a text both have read, the other partner tries to figure out which character is being described.

SUPPORT INDEPENDENT READING

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

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



Word Work

OBJECTIVE

Decode words with short, long, or variant vowels, digraphs, and blends.

Phonics: Review Words with Long e

Minilesson

FOCUS Remind students that they can hear the long e sound in many words. Long e may be spelled ee, ea, y, or ey.

Model identifying the letters that spell the long e sound in words. Write the words:

peak

honey

cheep

marry

Say: Listen as I pronounce the first word slowly, *peak*. The sound in the middle of the word is long e. The letters that spell the long e sound in *peak* are *ea*. Repeat with the remaining words.

PRACTICE Write: *reach*, *many*, *freeze*, and *turkey*. Have volunteers underline the letters that spell the long e sound in the words. Then ask students to use the words in sentences. Challenge them to make a story with the words.

ELL Targeted Support Decoding Students need to know the relationship between letters and sounds in order to sound out, or decode, words as they read. Some letters have more than one sound and certain letter combinations have specific sounds. Help students by demonstrating sound-letter relationships during reading. Work with students in small groups. Read the practice words *key*, *leap*, *baby*, *feel*, and *niece* aloud. Then, have students read individual words aloud. When a reader has trouble saying a word, model sounding it out and explain the sounds that go with the letters. **EMERGING**

Give students opportunities to read aloud the practice words. When they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship. Words such as *baby* and *happy* that end in *y* with the long *e* sound may be easy for Spanish speakers to learn. In Spanish, the letter *y* is pronounced like the long *e* in English. **DEVELOPING**

Have students find words with the target spellings in their book. Tell them to list the words. Then, have them read the words aloud. If they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship. **EXPANDING/BRIDGING**



Make Inferences



What's in the Egg,
Little Pip?

OBJECTIVES

Make inferences and use evidence to support understanding.

Describe and understand plot elements, including the main events, the conflict, and the resolution, for texts read aloud and independently.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to make inferences. Ask:

- Pip's behavior at the end of the text showed me that she felt ____.
- One detail that provides evidence of what Pip is thinking is ____.

Minilesson

FOCUS ON STRATEGIES Active readers often combine text evidence with their prior knowledge to make an inference about the text. Inferences can help readers identify and understand conflicts in a text read aloud or read independently.

- Think about what you already know that relates to the text.
- Look for details that could help you make inferences.
- Combine your prior knowledge and the text details you found to make inferences about the conflict in the text. Your inferences can help you better understand the conflict.

MODEL AND PRACTICE Use the Close Read note on p. 344 of the *Student Interactive* to model how to make inferences about a story's conflict.

- As I read or listen to a text read aloud, I'll look for text details that help me make inferences. In paragraph 1, I see the detail "Pip used to sleep there, but there was no room for her now, not since the Egg." I'll highlight this detail because it gives me a clue about how Pip feels about the Egg.
- Next, I'm going to write in the chart something I already know that relates to the text. I know that older children sometimes feel jealous or less important when a new baby arrives. I'm going to write that in the chart.
- Finally, I'm going to combine the text evidence I highlighted with what I already know to make an inference about the story's conflict. Based on what I know about how older children feel about new babies and how Pip feels about the Egg, my inference is that Pip is worried that the Egg will take her place. I'm going to write that in the chart.
- Have students find another relevant text detail and use it to make an inference about the story's conflict. Then have them use their inference to briefly describe the conflict and resolution to show their understanding of these plot elements.

ELL Targeted Support Explain Help students explain the story conflict.

Display the sentence "Pip used to sleep there, but there was no room for her now." Draw a character web for Pip, and ask students to think of words to describe how Pip feels based on this sentence. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making inferences.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Make Inferences and then use the text evidence from their annotations to complete p. 369.

OPTION 2 Use Independent Text Have students underline details in the text that help them make inferences.

QUICK CHECK

Notice and Assess Can students make inferences?

Decide


- **If students struggle,** revisit instruction for making inferences in Small Group on pp. T272–T273.
- **If students show understanding,** extend instruction for making inferences in Small Group on pp. T272–T273.

STUDENT INTERACTIVE, p. 369

READING WORKSHOP

Make Inferences

To make an inference, you combine what you already know with evidence in a story. Then you decide what the author wants you to understand. A story often has a conflict that gets resolved. Use what the characters say and do to make inferences about the conflict.

 **MYTURN** Go back to the Close Read notes. Read the text aloud with a partner. Highlight the words that help you make inferences. Then complete the chart.

Possible responses are shown.

Paragraphs	What I Already Know	My Inferences
1	A new baby can make older children feel less important.	What is the conflict? Pip worries that the Egg will take her place.
41	If an egg is broken, it will not hatch.	Pip wants the Egg to hatch.
60–63	A smile means you are happy.	What is the resolution? Pip is happy to have a new brother.

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Use the  **QUICK CHECK** on p. T271 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE INFERENCES

Teaching Point We are going to talk about how readers add what they already know to details they read in the text to make inferences, which means figuring out something about the text that the author does not say directly.

ELL Targeted Support

Help students develop vocabulary for describing how Pip's feelings about the Egg have changed.

Have partners compare how Pip looks in the illustrations on pp. 344 and 363. **EMERGING**

Have partners discuss how Pip's feelings have changed using pp. 346, 350, and 363–365.

DEVELOPING

Have partners complete a T-chart comparing how Pip feels about the Egg at the beginning of the story with how she feels about it at the end of the story. **EXPANDING**

Have partners jointly write a paragraph that compares how Pip feels about the Egg at the beginning of the story and at the end of the story.

BRIDGING



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

Intervention Activity



MAKE INFERENCES

Use Lesson 31, pp. T183–T188 in the *myFocus Intervention Teacher's Guide* for instruction on using the strategy of making inferences.


LEVEL C • READ

Lesson 31 Apply Reading Strategies

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

A Trip to the Library

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



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Reading Literature T • 183

Fluency

Assess 2-4 students



PROSODY

Have student pairs practice reading with appropriate phrasing and expression.

ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3-4 minutes
per conference

MAKE INFERENCES

Talk About Independent Reading Ask students to look back at the details they underlined and share how those details helped them make inferences.

Possible Conference Prompts

- What is one clue in the text that helped you make an inference?
- What personal experiences did you add to this clue to make an inference?

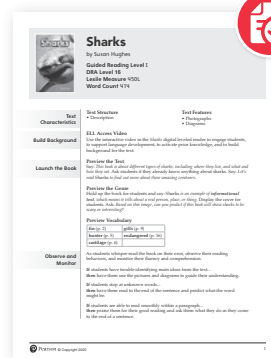
Possible Teaching Point Fiction writers do not state all information in a text directly. They give clues through text and pictures to make the reader think about the characters and the events. This helps readers connect to the text as they think about their own experiences and become more involved with the story.

Leveled Readers



MAKE INFERENCES

- For suggested titles, see Matching Texts to Learning, pp. T224–T225.
- For instructional support on making inferences, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together. Ask volunteers to discuss their success in making inferences. As time allows, invite additional students to share.

Independent/Collaborative

Independent Reading



Students can

- make charts to combine what they know from their own lives with clues in the text to make inferences.
- work with a partner to discuss making inferences as they read a Book Club text.
- practice fluent reading with a partner.

Centers



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

Literacy Activities



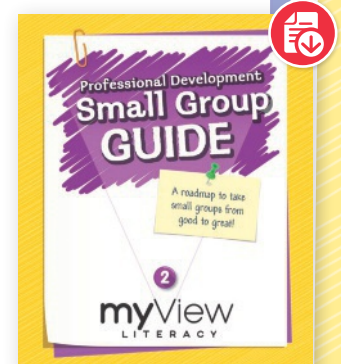
Students can

- complete p. 369 of the *Student Interactive*.
- play the *myView* games.
- work together to make inferences about the reading.

SUPPORT INDEPENDENT READING

It is important to build students' confidence. As you listen to students read, provide any necessary support in a caring way as you point out aspects of the reading that the student has performed well.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, digraphs, and blends.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Vowel Digraph *ie*

Minilesson

FOCUS Remind students that a sound can have more than one spelling. Review the spellings they have learned for the long e sound: *ee, ea, ey, y, ie*. Write: *niece*. Read the word and remind students that the digraph *ie* can spell the long e sound, but it can also spell the long i sound as in the word *tie*. Write *tie* and underline the digraph *ie*.

PRACTICE Write the words:

pie

piece

lie

chief

Have students identify the words with the long *i* sound and say them aloud. Repeat for the words with the long e sound.



High-Frequency Words

REVIEW Remind students that they will hear high-frequency words often in conversation and see them in texts.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Write one of the high-frequency words. Point to the word, say it, and have students say it. Point to each letter and have students spell the word. Then have a student use the word in a sentence. Repeat with the other two words.

l	e	t	t	e	r
a	n	s	w	e	r
		p	a	g	e


letter

answer

page

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 72 from the *Resource Download Center*.

FOUNDATIONAL SKILL 

Name _____

My Words to Know
Read the words in the box below. Then read the sentences.
Write a word from the box to finish each sentence.

letter	answer	page
--------	--------	------

MY TURN

- I called my grandma, but she didn't **answer** the phone.
- Open your books to the first **page**.
- Joel signed his name at the bottom of the **letter**.

Use the words from the box above to answer the questions below. Write the words on the lines.

- What do you write to someone far away? **letter**
- Which word means the solution to a problem? **answer**
- What do you turn in a book? **page**

Grade 2, Unit 2, Week 4 72

My Words to Know p. 72

Reflect and Share



What's in the Egg,
Little Pip?

OBJECTIVES

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

Develop drafts into a focused piece of writing by organizing with structure.

ACADEMIC VOCABULARY

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

- How does a character's behavior help a reader understand the character's feelings?
- Why is text evidence important when making an inference?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that writing is one meaningful way to interact with sources. Tell students that before they start writing a paragraph, they should organize their ideas to make their writing clearer.

- Determine the main idea of your paragraph. Then think of a topic sentence that makes the main idea clear.
- Identify text evidence that supports your main idea.
- Come up with a closing sentence that repeats your main idea.

MODEL AND PRACTICE To model how to write to interact with sources, explain how to organize a paragraph using the Write to Sources prompt on SI p. 370: *First, I will think of a main idea. My main idea is that animals have to protect their babies because babies need help to survive. Now I need a topic sentence that makes my main idea clear. One idea is "Animals have to protect their babies because baby animals need their parents' help to survive." Next, I need text examples that support my idea. In the infographic "Animals and Their Young," I see that when a baby flamingo hatches, its parents feed it with food they make in their own bodies. I also remember from *What's in the Egg, Little Pip?* that Pip and Pip's parents had to keep the Egg warm and protect it from the storm. At the end of my paragraph, I will write a closing sentence that repeats my main idea: "Baby animals cannot survive without their parents' help, so animals must protect their babies."* Have students use the process you modeled to practice organizing ideas for their response to the writing prompt.

ELL Targeted Support Organizing Writing Help students use sentence starters or graphic organizers to gather their thoughts before writing.

Help students complete these sentence starters: *My topic sentence will be _____. My examples will be _____. These examples support the topic sentence because _____. My closing sentence will be _____. EMERGING/DEVELOPING*

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for organizing their writing.

OPTION 1 Use the Shared Read Have students write their paragraphs using examples from *What's in the Egg, Little Pip?* Tell them to organize their writing using p. 370 in the *Student Interactive* as a guide.

OPTION 2 Use Independent Text Students should use examples from their independent reading to provide evidence in their paragraphs. Tell them to organize their writing using p. 370 in the *Student Interactive* as a guide.

QUICK CHECK

Notice and Assess Can students organize their writing?

Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T278–T279.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T278–T279.


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

STUDENT INTERACTIVE, p. 370

RESPOND TO TEXT

Reflect and Share

Write to Sources
This week you read about animals that keep their young safe. Why is it important for animals to protect their babies? Write your response in a paragraph on a separate sheet of paper.



Organize Your Writing
Before you write a paragraph, decide how to organize it.

- Think of a topic sentence that tells what your paragraph will be about.
- Find at least two examples that support your idea.
- Think of a closing sentence that tells your main point.

In your paragraph, describe each of your examples. Use details from the texts you read this week. Tell why your examples are important.

Weekly Question
How do patterns of behavior in animals help keep their young safe?

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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 We are going to talk about how to organize your writing when you write about more than one text. Before you start, identify your topic and the examples you will use to support your main idea. When comparing texts, decide which similarities and differences to include. Making these decisions ahead of time will make your writing easy to understand. Walk students through organizing a paragraph that compares the infographic “Animals and Their Young” with *What’s in the Egg, Little Pip?*

ELL Targeted Support

Help students acquire basic vocabulary by comparing the infographic “Animals and Their Young” with *What’s in the Egg, Little Pip?*

Have students complete the following sentences:

*One way that flamingo parents and penguin parents are alike is _____. One way flamingo parents are different from penguin parents is _____. **EMERGING***

Ask students questions to help guide their text comparisons, such as: *How are flamingo parents and penguin parents alike? How are they different? **DEVELOPING***

Have students use a Venn diagram to compare the two texts. Remind them to include both differences and similarities in the diagram.

EXPANDING



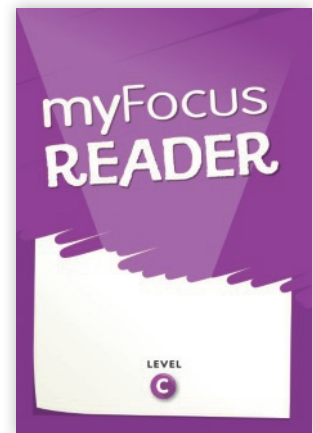
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 24–25 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in conversations that demonstrate how the texts they have read this week support their understanding of behavior patterns in animals. Prompt students to use the Academic Vocabulary words *similar*, *identify*, and *behavior*.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Help students organize their findings about animal babies and their parents into a format to share with others.

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

See *Extension Activities*, pp. 118–122 in the *Resource Download Center*.



Conferring

3 students/3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned this week about making connections and comparisons across texts.

Possible Conference Prompts

- How are the characters in *What's in the Egg, Little Pip?* different from other characters you read about this week?
- How do the characters in *What's in the Egg, Little Pip?* connect to other characters you read about this week?

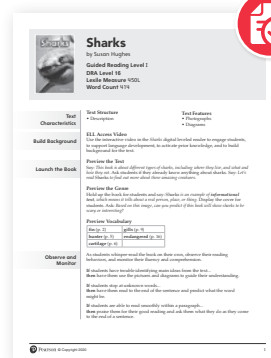
Possible Teaching Point Strong readers learn about characters by comparing them to other characters they have read about. Recognizing similar traits in different characters helps readers understand those characters.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T224–T225.
- For instructional support on making connections between two fiction texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Have volunteers share one way in which *What's in the Egg, Little Pip?* and another text they read were similar or different.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *What's in the Egg, Little Pip?* with a partner.
- read a self-selected text.
- reread or listen to the leveled reader.

Centers



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

Literacy Activities



Students can

- write in a reading notebook in response to the Weekly Question.
- find additional fiction texts about animal babies and their parents.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T496–T499, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

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 use text features to understand a topic.
- I can use language to make connections between reading and writing.
- I can use elements of informational text to write.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

Materials

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

LESSON 1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T284–T285
 - » Phonological Awareness: Change Sounds in Base Words
 - » Phonics: Words with Long o: o, oa, ow
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic Weekly Question T286–T287
- Listening Comprehension: Read Aloud: “When Animals Do Not Migrate” T288–T289
- Informational Text T290–T291
 - ☑ Quick Check T291

READING BRIDGE

- Academic Vocabulary: Oral Language T292–T293
- Handwriting: Letters e and l T292–T293

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T297
- Strategy, Intervention, and On-Level/Advanced Activities T296
- ELL Targeted Support T296
- Conferring T297

INDEPENDENT/COLLABORATIVE

- Independent Reading T297
- Literacy Activities T297

BOOK CLUB T297 **SEL**

WRITING WORKSHOP

MINILESSON

- Informational: List Article T448–T449
 - » Edit for Commas in a Series
 - » Share Back

INDEPENDENT WRITING

- List Article T448–T449
- Conferences T446

WRITING BRIDGE

- Spelling: Words with Long o: o, oa, ow T450
 - ☑ Assess Prior Knowledge T450
- Language and Conventions: Spiral Review: Possessive Nouns T451

LESSON 2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T298–T299
 - » Phonics: Decode and Write Words with Long o: o, oa, ow
 - ☑ Quick Check T299
 - » High-Frequency Words

SHARED READ

- Introduce the Text T300–T315
 - » Preview Vocabulary
 - » Read: *Amazing Migrations: Butterflies, Bats, and Birds*
- Respond and Analyze T316–T317
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T317
- Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T318
- Guided Reading/Leveled Readers T321
- Strategy and Intervention Activities T318, T320
- Fluency T318, T320
- ELL Targeted Support T318, T320
- Conferring T321

INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T319
- Independent Reading T321
- Literacy Activities T321

WRITING WORKSHOP

MINILESSON

- Informational: List Article T452–T453
 - » Edit for Complete Sentence Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- List Article T452–T453
- Conferences T446

WRITING BRIDGE

- Spelling: Teach Words with Long o: o, oa, ow T454
 - FLEXIBLE OPTION
- Language and Conventions: Oral Language: Collective Nouns T455

LESSON 3

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T322–T323
 - » Phonics: Words with Long o: o, oa, ow
 - » High-Frequency Words

CLOSE READ

- Use Text Features T324–T325
- Close Read: *Amazing Migrations: Butterflies, Bats, and Birds*

 **Quick Check** T325

READING BRIDGE

- Read Like a Writer, Write for a Reader: Graphic Features T326–T327
- Handwriting: Letters *b* and *h* T326–T327

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T329
- Strategy and Intervention Activities T328
- Fluency T328
- ELL Targeted Support T328
- Conferring T329

INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

WRITING WORKSHOP

MINILESSON

- Informational: List Article T456–T457
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- List Article T456–T457
- Conferences T446

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Words with Long o: o, oa, ow T458
- Language and Conventions: Teach Collective Nouns T459

LESSON 4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T330–T331
 - » Phonics: Review Words with Long o: o, oa, ow
 - » ELL Targeted Support

CLOSE READ

- Determine Key Ideas T332–T333
- Close Read: *Amazing Migrations: Butterflies, Bats, and Birds*

 **Quick Check** T333

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T335
- Strategy and Intervention Activities T334
- Fluency T334
- ELL Targeted Support T334
- Conferring T335

INDEPENDENT/COLLABORATIVE

- Independent Reading T335
- Literacy Activities T335

WRITING WORKSHOP

MINILESSON

- Informational: List Article T460–T461
 - » Celebrate
 - » Share Back

INDEPENDENT WRITING

- List Article T460–T461
- Conferences T446

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Long e: ee, ea, ey, y T462
- Language and Conventions: Practice Collective Nouns T463

LESSON 5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T336–T337
 - » Phonics: Spiral Review: Vowel Long e: ee, ea, ey, y
 - » ELL Targeted Support

COMPARE TEXTS

- Reflect and Share T338–T339
 - » Talk About It

 **Quick Check** T339

- » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T341
- Strategy, Intervention, and On-Level/Advanced Activities T340
- ELL Targeted Support T340
- Conferring T341

INDEPENDENT/COLLABORATIVE

- Independent Reading T341
- Literacy Activities T341

BOOK CLUB T341 

WRITING WORKSHOP

MINILESSON

- Informational: List Article T464
 - » Assessment

INDEPENDENT WRITING

- Assessment T464–T465
- Conferences T446

WRITING BRIDGE

- Spelling: Words with Long o: o, oa, ow T466

 **Assess Understanding** T466

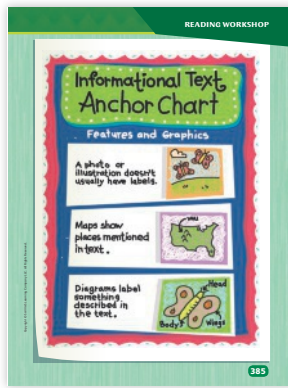
FLEXIBLE OPTION

- Language and Conventions: Standards Practice T467

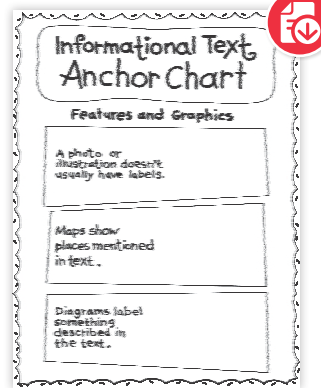
Materials



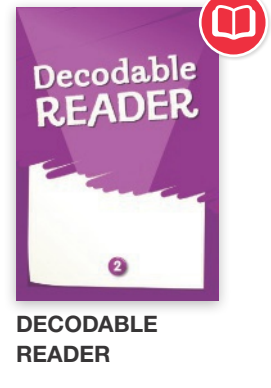
INFOGRAPHIC
“Animals on the Move”



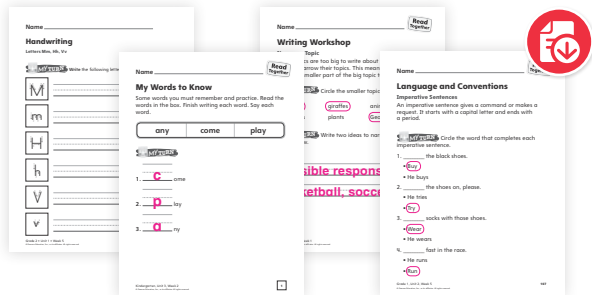
READING ANCHOR CHART
Informational Text



EDITABLE ANCHOR CHART
Informational Text



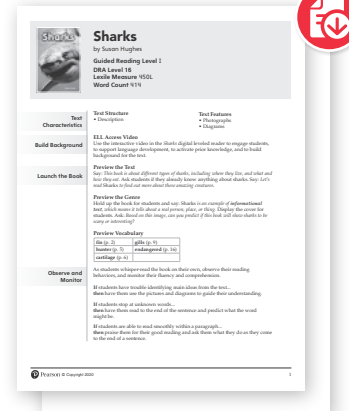
DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



Leveled Readers



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

near
food
try

Develop Vocabulary

climate
generation
insect
mammal
migration

Spelling Words

below
coach
load
only
throat
bowl
float
mow
open
throw

Unit Academic Vocabulary

behavior
design
evidence
identify
similar

Word Work

OBJECTIVES

Manipulate phonemes within base words.

Decode words with short, long, or variant vowels, trigraphs, and blends.

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

Identify and read high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T309 for a long *o* extension activity students can use while reading the text in Lessons 2 and 3.

Phonological Awareness: Manipulate Sounds

SEE AND SAY Remind students that when we manipulate sounds in a word, we create a new word. Point to the picture of the pan on p. 380 of the *Student Interactive*. Tell students to listen carefully to the beginning and ending sounds as you say the word *pan*. Repeat the sounds in the word several times, emphasizing the beginning sound /p/ and the ending sound /n/. Then have students say the beginning and ending sounds in the word *pan*. **Now let's manipulate, or switch, the beginning and ending sounds to make a new word. Let's put the *n* at the beginning of the word and the *p* at the end of the word to make a new word: *nap*.** Repeat the word *nap* and have students echo you, emphasizing the beginning and ending sounds.

PRACTICE Point to and name the picture of the mat on p. 380 of the *Student Interactive*. Have students repeat the word, emphasizing the beginning sound /m/ and the ending sound /t/. Then direct students to switch the beginning and ending sounds in the word *mat* to make a new word (*Tam*). Have students repeat the process for the remaining two pictures.

TURN, TALK, AND SHARE Have partners manipulate the sounds in the words *step*, *net*, and *pat* to make new words.

Phonics: Words with Long *o*: *o*, *oa*, *ow*

Explain to students that this week they will be learning and practicing words that have the long *o* sound spelled *o*, *oa*, and *ow*. Say the words *oval*, *goat*, and *crow*. Have students say each word after you. Tell them that *oval* begins with the long *o* sound they hear when they say /ō/. *Goat* and *crow* have the long *o* sound in the middle of the words.



ELL Targeted Support Changing Phonemes Point to objects or pictures in the classroom whose names have the same beginning and ending sounds but different long and short vowel sounds. Possible examples include: *note, knot, net; bowl, bell; phone, fan; tape, tip, sign, sun.*

Say the words aloud with students and talk about how the middle sounds change to make new words. **EMERGING**

Point to and name the picture of the mat on p. 380. Have students replace the middle sound in the word with the sound /ē/ and say the new word *meet*. **DEVELOPING**

Have students name each of the pictures on p. 380. Ask partners to choose a picture and make as many new words as they can by changing the middle sound in the word. **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *near*, *food*, and *try*.

- Point to *near* and have students read and spell the word.
- Repeat for each word, having students read and spell each word.
- Have students use the words in sentences.

near

try

food

STUDENT INTERACTIVE, p. 380

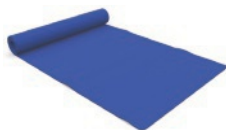
PHONOLOGICAL AWARENESS | PHONICS

Manipulate Sounds

SEE and SAY When you manipulate, or change, the sounds in a word, you make a new word. Say the beginning and ending sounds of the name for the picture. Now switch the beginning sound and the ending sound to make a new word. **nap**



Change, or manipulate, the beginning and ending sounds you hear in these picture names to make a new word.



mat/Tam



pot/top



map/Pam

TURN and TALK Work with a partner. Manipulate, or change, the sounds in the words **step**, **net**, and **pat**. **pets, ten, tap**

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Interact with Sources

OBJECTIVES

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

Identify factors in the environment, including temperature and precipitation, that affect growth and behavior such as migration, hibernation, and dormancy of living things.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, say: [Identify the similar behavior that the text tells us these animals share.](#)

- behavior
- evidence
- identify
- similar
- design

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

Explore the Infographic

Remind students of the Essential Question for Unit 2: *What patterns do we see in nature?* Point out the Week 5 question: *What migration patterns do we see in some animals?*

Direct students' attention to the infographic on pp. 378–379 in the *Student Interactive*. Remind students that infographics combine words and pictures to provide information. Have students examine the infographic and discuss the different factors that affect animal migration.

Use the following questions to guide discussion:

- What does it mean to migrate?
- Why do you think some animals have to migrate and others do not?
- Where does each animal start and end its migration?

WEEKLY QUESTION Reread the Week 5 question: *What migration patterns do we see in some animals?* Tell students they just learned that animals migrate in different ways for different reasons. Explain that they will read more about migration this week.

MyTURN Have students underline the text as directed on p. 379 in the *Student Interactive* and then discuss the questions on the page.

ELL Targeted Support Comprehension Tell students to listen closely as you read aloud the information on *Student Interactive* pp. 378–379.

Name the animal in each photo. Then ask: **Does this animal live on the land or in the ocean?** **EMERGING**

Discuss the definition of *migrate*. Then ask: **Which animal migrates 150 miles? Which animal spends the winter in warmer ocean waters? Which animal migrates across Africa?** **DEVELOPING**

Discuss how the map relates to the topic. Then ask: **Where does each animal migrate?** **EXPANDING**

Reread the introductory paragraph on p. 378. Then ask students to describe the time or times of year each animal migrates. **BRIDGING**

STUDENT INTERACTIVE, pp. 378–379

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 5

ANIMALS on the Move

Some animals migrate. They move from one place to another at certain times of the year. Animal migrations happen all over the world.

North America

Hundreds of **pronghorns** migrate in western North America. The animals travel 150 miles to graze in their winter feeding grounds.

South America

Gray whales spend the winter in warmer ocean waters. When the season changes, the whales migrate to spend the summer in cooler climates.

Africa

Millions of **wildebeests** migrate across a great plain in Africa every year. Wildebeests travel great distances to find water in the dry season.

Weekly Question

What migration patterns do we see in some animals?

MY TURN Look at the pictures and read the captions. Underline the different reasons the animals migrate. How does migration help animals? What other animals do you know that migrate?

Responses should include that migration helps animals find what they need to live and may list other animals (e.g., birds) that migrate.

378

379

Listening Comprehension

OBJECTIVES

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

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

ELL Transfer

Cognates Point out the following cognates:

- area : *área*
- migrate : *migrar*
- adapt : *adaptar*

FLUENCY

After completing the Read-Aloud Routine, model reading aloud a short section of the text, asking students to pay attention to your reading accuracy and how you emphasize the key words. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading using the text.

THINK ALOUD

Analyze Informational Text

The title and the first sentence tell me the text is about what happens when animals do not move in winter. The examples show what different animals do to survive the cold. This text explains a real topic using facts and details. So I know it is an informational text.

Informational Text

Tell students you are going to read aloud an informational text. Have students listen as you read “When Animals Do Not Migrate.” Explain that students should listen actively, paying careful attention to your words and expression. Prompt them to ask relevant questions to clarify information, to answer questions, and to follow agreed-upon discussion rules.

START-UP

READ-ALLOUD ROUTINE

Purpose Have students listen actively for elements of informational text.

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

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

When Animals Do Not Migrate

Animals that do not migrate in the winter have found ways to adapt so they can stay in the same area all year. Adaptation means that their bodies or behaviors change so that they can survive the cold.

Animals like deer, horses, and wild dogs will grow a thicker coat of fur that helps protect them. The ruffed grouse, a type of bird, grows fringe on its toes so it can walk on snow.

Arctic foxes, several species of hares, and Peary caribou change color to blend into the snow. This camouflage protects them from predators.

*“When Animals Do Not Migrate,” continued*

Food can be a challenge for animals in the winter. To adapt, some species, like small rodents, will stock up on food in the fall.

Other animals change their behavior completely by slowing their bodies down. Red-eared sliders, a freshwater turtle, will not breathe for weeks at a time. They come up for air only when the ice above them cracks.

Like humans, many animal species have found ways to adapt so they do not have to migrate in the winter. They change their bodies and behaviors to thrive even when the conditions are not ideal.

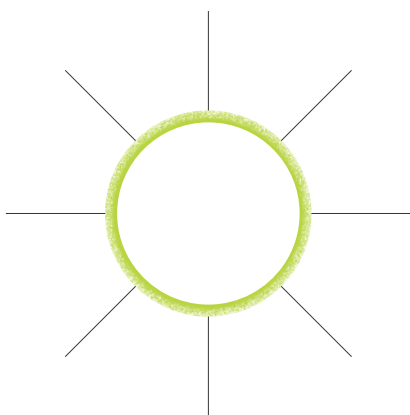
THINK ALOUD**Analyze Informational Text**

The text gives examples of how animals store food for winter. This detail supports the central, or overall, idea of the informational text: how animals survive winter.

ELL Access

To help prepare students for the oral reading of “When Animals Do Not Migrate,” read aloud this short summary:

Many animals change the way they look or act to survive the winter cold. They may grow a thicker coat of fur or change color to hide in the snow. Some animals save food in the fall to last through the winter. Other animals slow down their bodies. One kind of turtle does not breathe for weeks.

WRAP-UP

Write *Informational Text* in the center circle of the concept map. Then work with students to identify the characteristics of informational text in “When Animals Do Not Migrate” and complete the rest of the map.

FLEXIBLE OPTION
INTERACTIVE
Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can read informational text and use its features to understand more about a topic.

OBJECTIVES

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

LANGUAGE OF THE GENRE

Remind students to use words related to informational text in their discussion.

- fact
- information
- real animals
- heading
- text feature

FLEXIBLE OPTION ANCHOR CHARTS

- Build an anchor chart with the class that diagrams the text features and graphic features of an informational text.
- Add specific text features as they read new texts.

ELL Transfer

Cognates Point out the following cognates:

- information : *información*
- text : *texto*
- structure : *estructura*

Minilesson

FOCUS ON STRATEGIES Authors of informational texts use facts, details, and text features to explain a topic. Remind students that characteristics of informational text include graphics to locate and gain information.

- Look for photos, maps, or diagrams that help you locate and gain information. How do these graphic features help you understand the topic?
- Think about the headings that structure the text into sections. What key idea is featured in the text under each heading?
- How do the labels help you understand the graphics and text?
- How are the words organized in the glossary, and what information does the glossary give you?

MODEL AND PRACTICE Model recognizing text features in informational text. *When I read informational text, I look for features that help me understand the topic. A heading comes at the beginning of a section and helps me find the most important idea in a section. Labels explain pictures or maps.*

Have students identify text features in a grade-level informational text. Then have them choose a paragraph from the text to read for fluency, concentrating on accuracy.

ELL Targeted Support Use Visuals to Enhance Understanding Have students identify features, such as photos or labels, in favorite informational texts.

Ask students how a photo or label helps them understand the information in the text. Write words such as *shows*, *pictures*, or *tells* from the students' explanations. **EMERGING/DEVELOPING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 Have students discuss why “When Animals Do Not Migrate” is an informational text.

OPTION 2 Use Independent Text Have students use a T-chart to describe the text or graphic features in the informational text they are reading. On the left side, have them list the text or graphic feature; on the right, have them list the page number on which the feature is located.

Be a Fluent Reader Have students work with a partner to complete the fluency activity on p. 384 of the *Student Interactive*.

✓ QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T296–T297.
- **If students show understanding**, have them continue practicing the strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on pp. T296–T297.

STUDENT INTERACTIVE, pp. 384–385

GENRE: INFORMATIONAL TEXT

READING WORKSHOP

My Learning Goal I can read informational text and use its features to understand more about a topic.

Spotlight on Genre

Informational Text

Informational text tells about real people, animals, places, or events. **Text features** and **graphics** can help you locate and gain information. These features include:

- photos
- diagrams
- subheadings
- labels
- maps
- glossary

Be a Fluent Reader Part of being a fluent reader is reading words correctly. Try this.

- Pick a paragraph that is not too easy or hard.
- Work with a partner. Take turns reading your paragraphs to each other.
- Did you read each word correctly? Think about the sounds the letters spell.
- Read your paragraphs until you both read all the words correctly, or with accuracy.

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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- identify : *identificar*
- similar : *similar*
- evidence : *evidencia*

Oral Language

Minilesson

FOCUS ON STRATEGIES Explain that oral language is the way we speak to others.

- Listen to the way others speak about a text and then compare that to the words the author uses in the text itself.
- Practice using academic vocabulary when speaking.
- Pay attention to the way a spoken word sounds and to how you can use that word appropriately in a conversation.

MODEL AND PRACTICE Call on a volunteer to have a brief conversation with you. Using words from the unit, express an opinion or ask a question and prompt the student to respond. Say: **We are having a conversation. We are using oral language.**

Organize students into pairs or small groups and allow time for them to discuss favorite topics or interesting information they learned during the week.

Handwriting

OBJECTIVE

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

Letters e and l

FOCUS Display cursive letters e and l.

MODEL Model writing e and l in cursive. Work with students to help them understand how to form the cursive letters using appropriate strokes.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 407 in the *Student Interactive*.

TURN, TALK, AND SHARE Have partners complete the activity on p. 407 in the *Student Interactive*.

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 407

VOCABULARY READING-WRITING BRIDGE

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

Academic Vocabulary
You have learned many new words in this unit.

MYTURN Page through this book or look at the Word Wall. Choose five of your favorite new words, and write them here.

TURN and TALK Share your favorite words from the unit with a partner. Explain why you chose each one. Then use your newly acquired vocabulary to respond to the Essential Question: **What patterns do we see in nature?**

407

PRACTICE Have students use *Handwriting* p. 83 from the *Resource Download Center* to practice writing cursive e and l.

Name _____

Handwriting
Cursive Letters e, l

Look at the lowercase cursive e in the box. What kind of stroke is used? Where do you start a lowercase cursive e? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write lowercase cursive letter e.

Look at the lowercase cursive l in the box. What kind of stroke is used? Where do you start a lowercase cursive l? How do you finish it?

MYTURN Trace the cursive letters.

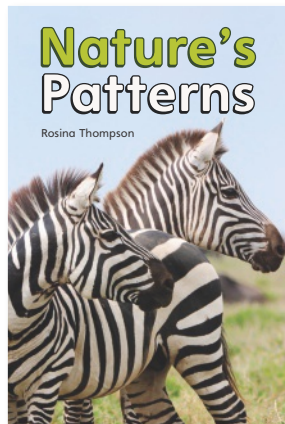
MYTURN Write lowercase cursive letter l.

Grade 2 • Unit 2 • Week 5

Handwriting p. 83

Matching Texts to Learning

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



LEVEL H

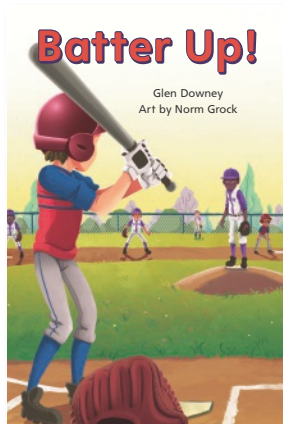
Genre Expository Text

Text Elements

- Easy compound words
- Three to eight lines per page

Text Structure

- Compare and Contrast



LEVEL I

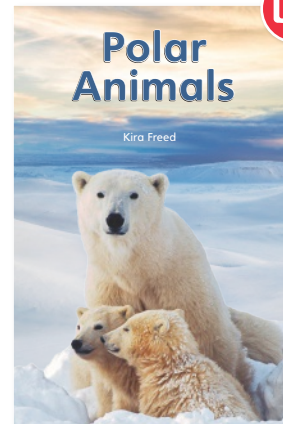
Genre Realistic Fiction

Text Elements

- Mix of familiar and new content
- Sentences carry over two or three lines

Text Structure

- Chronological



LEVEL J

Genre Expository Text

Text Elements

- Most content carried by text
- Some new vocabulary explained in text

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Informational Text

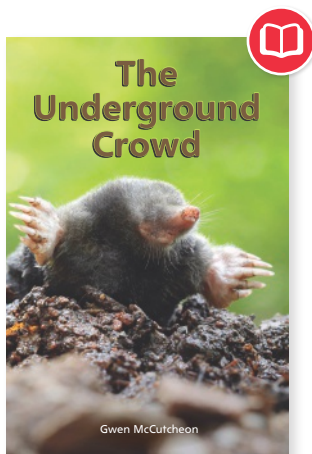
- Does the text tell about real people, animals, places, or events?
- Does the text have features that help us understand what the text is about?
- Are there key ideas?

Develop Vocabulary

- If your book has a glossary, use it to find the definition of the word ____.
- Why would the author need to use this particular word?
- What does the word ____ tell us about the key idea in this section of the book you chose?

Use Text Features

- What text features help you learn new information?
- How do the text features help you locate information?
- How can you tell what a section of text will be about?



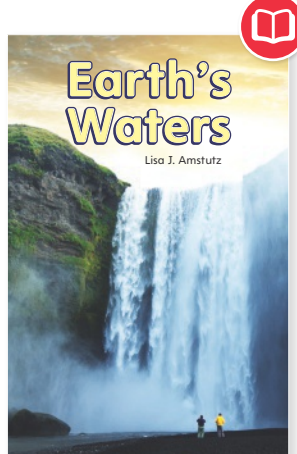
LEVEL K

Genre Informational Text**Text Elements**

- Longer, more complex sentences
- Varied organization

Text Structure

- Compare and Contrast



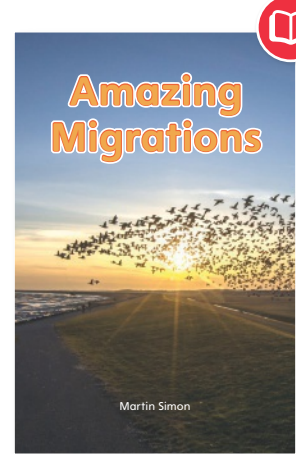
LEVEL L

Genre Expository Text**Text Elements**

- Table of Contents, glossary, and index
- Longer sentences carry over three lines

Text Structure

- Description



LEVEL M

Genre Expository Text**Text Elements**

- Most content carried by text
- Some new vocabulary explained in text

Text Structure

- Compare and Contrast

Determine Key Ideas

- What is the key idea of the text on a particular page of the book you chose?
- What clues helped you figure out the key idea you identified?
- Why are key ideas important in informational text?

Compare Texts

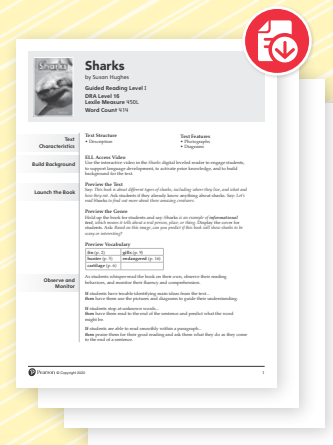
- Which text features help you understand the reading compared to books with few text features?
- Which text features helped you better understand the most difficult ideas in the text?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to teach you that informational text tells about real people, animals, places, or events. Informational text usually contains graphic and text features.

Review an informational text students have read and discuss why it is informational text.

ELL Targeted Support

Use various magazine articles with text features and graphic features. Work with students to identify types of text or graphic features.

EMERGING

Have partners identify and discuss the characteristics of different types of text features in magazine articles. **DEVELOPING**

Discuss why the author might have chosen each feature in some magazine articles. **EXPANDING**

Have students select one fictional magazine article and one informational article. Ask them to use a Venn diagram to list the similarities and differences between them. **BRIDGING**



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

Intervention Activity

IDENTIFY INFORMATIONAL TEXT

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of informational text.

LEVEL C • READ

Lesson 36 Genre: Informational and Persuasive Texts

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

Farm to Table

- 1 Each person in the United States eats about 273 pounds of fruit each year! Add to that the 415 pounds of vegetables we eat! Where do all these fruits and vegetables come from? You may answer, a farm! But where is that farm? It could be a few miles away. Or, it could be across an ocean. Let's look at two different ways fruits and vegetables make it from the farm to your table.
- Farmers' Markets**
2 Your local farmers' market is filled with fresh produce. It is fresh because it traveled only a few miles to reach you. You could eat an apple that was picked earlier that day! When you buy produce from a farmers' market, you help your local farmer. Of course, you miss out on fruits and vegetables that are not in season. Also, you may live in a place where some produce cannot grow.
- Supermarkets**
3 Walk through your local supermarket. You'll see lots of different fruits and vegetables. Many supermarkets buy their produce from large suppliers. The produce may travel by truck, train, or even a ship to reach your supermarket. This means that it was likely picked days or even weeks before. Of course, your supermarket may have fruits and vegetables that won't grow in your area. If you live where it is cold, then some fruits, such as oranges, must travel from warmer places.
- 4 Fruits and vegetables are tasty and good for you. Ask a few questions to find out where they come from!

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Reading Informational Text T • 217

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic in the *Student Interactive* on pp. 378–379 to generate questions about migration, and then choose one question to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 118–122 in the *Resource Download Center*.



Conferring

3 students / 3-4 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

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

Possible Conference Prompts

- Does the book's title give you any clues this is an informational text?
- What types of text features are in the text?
- What are the key ideas in your book?

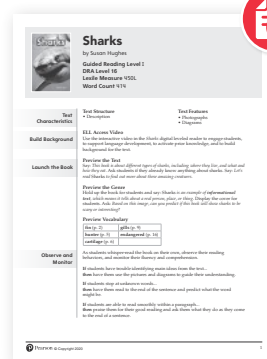
Possible Teaching Point Readers can get clues about the key ideas by looking at the headings, illustrations, and labels in a book.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see *Matching Texts to Learning*, pp. T294–T295.
- For instructional support on recognizing the characteristics of informational text, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some key ideas from the informational books they are reading. Ask them to tell how they determined these key ideas.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell the story for a partner.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T496–T499, for

- teacher's summary of chapters in *Arctic Tundra*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Decode multisyllabic words with closed syllables, open syllables, VCe syllables, and vowel teams.

Identify and read high-frequency words.

ADDITIONAL PRACTICE

For additional practice with long *o* sounds, use *Phonics* p. 67 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name _____

Phonics
Long o: o, oa, ow
The long o sound can be spelled with an o, oa, or ow.

MY TURN Read the words in the box below. Pick a word from the box that belongs in each sentence. Write the correct word on each line.

ago	burrows	soak
yellow	float	coat

- Blaze wanted to float in the pool.
- Laura's favorite coat was pink and blue.
- I ate a yellow banana for lunch.
- Prairie dogs live in burrows underground.
- A long time ago buffalo roamed the prairie.
- He had to soak the beans before he could cook them.

Grade 2, Unit 2, Week 5
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Phonics p. 67

Phonics: Decode Words with Long o Spelled o, oa, ow

Minilesson

FOCUS Remind students that a sound can be represented by different spellings. Explain that some spellings are vowel teams called digraphs. Write: *oval*, *goat*, and *crow*. Point to each word as you say it, emphasizing the long *o* sound. Identify the spelling of the sound in each word. Then write and say *swallow*. Say: **The same digraphs, such as *ow*, can make the long *o* sound in multisyllabic words.**

MODEL AND PRACTICE Write and say *cold*. Then say: **I can hear that *cold* has the long *o* sound. I can see that sound is spelled *o*.** Have students repeat the word with you. Continue with the words *boat* and *grow*. Ask: **What vowel teams make the long *o* sound in these words?**

APPLY My TURN Have students say each word in the chart on S/ p. 381, identify the vowel sound, /ō/, and name the spelling that represents the sound.

TURN, TALK, AND SHARE Have students work with a partner to read the sentences at the bottom of p. 381, identify the words with the long *o* sound, and underline the letters that spell it.

Phonics: Write Words with Long o Spelled o, oa, ow

Minilesson

FOCUS Write: *toad*, *most*, and, *glow*. Point to *toad* as you say it. Have students repeat the word as you point to the letters *oa*. Remind students that the long *o* sound can be spelled with *oa*. Repeat for *most* and *glow*, identifying the letters *o* and *ow* that can stand for /ō/.

MODEL AND PRACTICE Have students read the words in the chart on p. 382 in the *Student Interactive* and identify the letters that spell /ō/. Use the word *toad* in a sentence, such as “Last week I saw a toad in my garden.” Have students use the remaining words in sentences.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Ask students to decode and write a word from the chart at the top of S/ p. 382 to complete each sentence on the page. Remind them to print each word legibly.

OPTION 2 Independent Activity Have students chorally read the boxed words on pp. 381 and 382. Then have them use each word in a sentence.

QUICK CHECK

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

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on p. T318–T319.
- **If students show understanding**, extend instruction for Phonics in Small Group on p. T318–T319.

HIGH-FREQUENCY WORDS



- Display the high-frequency words *near*, *food*, and *try*. Point out that the vowel team *oo* is a digraph.
- Have a student read *near*.
- Ask another student to spell the word.
- Ask a different student to use the word in a sentence.
- Repeat for the other words.

near

try

food

STUDENT INTERACTIVE, pp. 381 and 382

FOUNDATIONAL SKILLS

Long o: o, oa, ow

Long o can be spelled *o*, *oa*, and *ow*. *Oa* and *ow* are vowel teams, or digraphs.



oval



goat



crow

MY TURN Read, or decode, each word and listen for the long o sound. See how long o is spelled.

o	oa	ow
cold	boat	grow
open	toast	pillow
only	throat	below

TURN and TALK Read the sentences with a partner. Underline the spellings for long o.

1. The gold boat floated slowly on the ocean.
2. The crow flew over the oak tree.

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PHONICS | HIGH-FREQUENCY WORDS

Long o: o, oa, ow

MY TURN Read the words in the box. Write words from the box to complete the sentences.

toad	follow	cold	most
croaked	blows	show	toast

1. When the wind blows, it is cold.
2. If you show me the way, I'll follow you.
3. The big toad hopped under the leaf and croaked.
4. Luke ate most of the toast but left a piece for me.

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Introduce the Text



*Amazing Migrations:
Butterflies, Bats,
and Birds*

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the words on p. 386 in the *Student Interactive* and define them as needed.
migration: the movement of animals from one habitat to another
insects: animals with six legs and three main parts to their bodies
climate: the type of weather in a place
generation: a group of the same animal that is born at the same time
mammals: warm-blooded animals, often covered with fur, that feed their young with their milk
- *These words will help you understand the key ideas in [Amazing Migrations: Butterflies, Bats, and Birds](#). As you read, highlight the words when you see them in the text. Ask yourself what they convey about animal migration.*

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection might be to understand about the migration of butterflies, bats, and birds.

FIRST READ STRATEGIES

READ Remind students to read captions and headings to understand the text.

LOOK Encourage students to look at photos and maps to learn more about the topic.

ASK Have students ask questions as they read to clarify information.

TALK Direct students to talk about the most important ideas, or key ideas, in 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 Prereading Activities Tell students that looking at text features can help them predict what they will learn in an informational text and then better comprehend the written text when they read it. Direct students to page through *Amazing Migrations: Butterflies, Bats, and Birds*.

Ask students to identify the text features they see. Work with students to categorize the features (for example, labels, headings, and so on).

EMERGING/DEVELOPING

Have partners identify and talk about the headings they see. Ask partners to make a quick list of the key ideas they predict the article will be about. Then call on volunteers to explain how their list is related to the text.

EXPANDING/BRIDGING

ELL Access

Background Knowledge

Help students expand upon their understanding of animals that migrate by asking them to talk about what they already know. Elicit from those students how they came to know what they are sharing (from movies, television, books, and so on).

STUDENT INTERACTIVE, pp. 386–387



Genre Informational Text

Amazing Migrations: Butterflies, Bats, and Birds

Preview Vocabulary

Look for these words as you read *Amazing Migrations: Butterflies, Bats, and Birds*.

migration insects climate generation mammal

First Read

Read captions and headings to understand the text.

Look at photos and maps to learn more.

Ask questions to clarify information.

Talk about the most important ideas.

Meet the Author



Cheryl Willis Hudson loves to research and write about science and African American history. When she's not writing books, Cheryl Willis Hudson enjoys creating original quilts.

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Amazing Migrations: Butterflies, Bats, and Birds

by Cheryl Willis Hudson



AUDIO

Audio with
Highlighting

ANNOTATE

387

First Read

Look

THINK ALOUD I see three photos on p. 388. The labels give the name of each animal: a caribou, a salmon fish, and a sandhill crane. Because the text on this page talks about migration, I think these are probably examples of animals that migrate.

CLOSE READ



- 1 Some animals live in the same place all year long. Others move to new homes when the seasons change. These animals travel from one habitat to another. This movement is called migration.

migration the movement of animals from one habitat to another



salmon

sandhill crane

caribou

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Possible Teaching Point



Academic Vocabulary | Oral Language

Use the Academic Vocabulary lesson on pp. T292–T293 in the Reading-Writing Workshop Bridge to remind students of the importance of developing speaking and listening skills. Relate the word *similar* to the action on the page by saying: **These animals are similar because they all migrate with the seasons.** Talk with a partner about other ways these animals might be similar.



Three Animals That Migrate

- 2 Monarch butterflies, Mexican free-tailed bats, and Arctic terns all migrate. They don't look like each other, but they all fly. They live in different habitats. They travel over long distances. All three animals migrate when the seasons change.



Monarch butterfly



Mexican free-tailed bat



Arctic tern

CLOSE READ

Determine Key Ideas

Use the photos and the heading to decide what the key idea of this section is.

Highlight the sentence that tells the key idea.

First Read

Read

THINK ALOUD The heading on this page reads “Three Animals That Migrate.” I know that headings separate text into sections. I also know that a heading gives clues about the key idea of a text in a section. I will read this paragraph to find out what the key idea might be.

Close Read

Determine Key Ideas

Explain that an author uses headings to divide a text into sections. Each section contains a key idea about the topic. Readers should evaluate these headings and other text features or graphic features on the page to determine the key idea.

Have students scan **paragraph 2** to highlight the sentence that tells the key idea of this section. **See student page for possible responses.**

Ask students to consider what further information the photos give readers about the key idea. Have students support their responses with text evidence from p. 389.

Possible Response: From the heading “Three Animals That Migrate,” as well as the photos on the page of a butterfly, bat, and tern, we know that the key idea of this section is that monarch butterflies, Mexican free-tailed bats, and Arctic terns all migrate.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Evaluate details read to determine key ideas.

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Remind students that text structure is the organization of details in a text. Compare-contrast order describes similarities and differences between two or more things. Point out compare-contrast signal words in paragraph 2, such as *all* and *but*. For more information on instruction in Author's Craft, see pp. T326–T327 in the Reading-Writing Workshop Bridge.

First Read

Talk

THINK ALOUD On this page, I look for more text features or graphic features. I see both. At the top is a heading about monarch butterflies. There is also a photo of a butterfly, which is a graphic feature. Using the graphic features and talking with a partner after reading the page can help me understand the most important ideas.

Close Read

Use Text Features

Tell students that informational texts include features and graphics that help readers locate and gain information. Have students scan p. 390 to find and underline the heading. **See student page for possible response.**

Ask students how this heading relates to the heading on p. 389. Have students support their responses with text evidence from pp. 389–390.

Possible Response: The heading on p. 389 talks about migrating animals, and the heading on p. 390 talks about migrating insects—monarch butterflies. I can guess that the monarch butterfly is a migrating animal from these headings.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

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

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

CLOSE READ



Use Text Features

Underline the heading that tells you what this section will be about.

insects animals with six legs and three main parts to their bodies

climate the type of weather in a place

Migrating Insects: Monarch Butterflies

- 3 Monarch butterflies have orange, black, and white wings. During the summer, these insects live in the north. In the fall, the weather becomes cold. They fly south to a warmer climate. In the spring, the butterflies return north.



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Possible Teaching Point



Read Like a Writer | Author's Craft

How Print and Graphic Features Support Purpose To help students understand how an author uses text and graphic features to support a text, point to the photo of the monarch butterfly. Discuss why the author has included this photo. Ask students what other photo an author might use, such as a photo of butterflies migrating. For more information on instruction in Author's Craft, see pp. T326–T327.



- 4 The butterflies that fly south are not the same ones that return in spring. The reason is the butterfly's life span. A life span is how long an animal lives. Most monarchs live only a few weeks. They have a short life span.




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First Read

Ask

 **THINK ALOUD** When I look at the photo on this page, I think it is amazing to see so many butterflies sitting together. Why are there so many? What is happening? I can read and reread these pages to make sure I answer any questions I have.

Possible Teaching Point



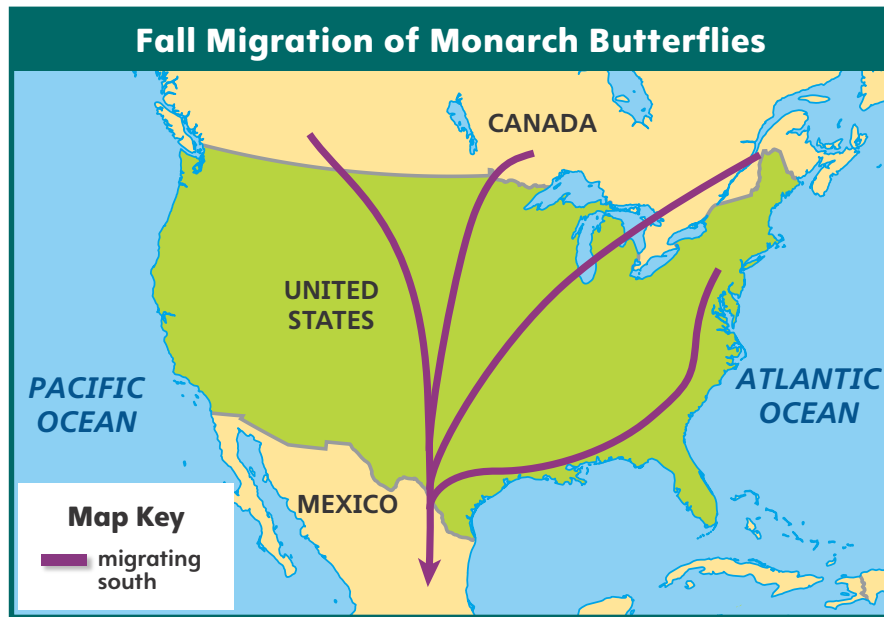
Academic Vocabulary | Oral Language

Use the Academic Vocabulary lesson on pp. T292–T293 in the Reading-Writing Workshop Bridge to remind students that sharing ideas and listening to others' ideas are important skills. Relate the academic vocabulary word *design* to the design on monarch butterfly wings in the photo on p. 391. Now have students use the word to describe the monarch butterfly to a partner.

First Read

Ask

THINK ALOUD This paragraph is about a super generation of monarch butterflies that lives eight or nine months as it migrates south in the winter. I know from previous text that the butterflies return north again in the spring. Do the butterflies live just as long for the migration north? I'll keep reading to find out.



CLOSE READ



generation a group of the same animal that is born at the same time

The Super Generation's Journey

5 Each year one generation of monarchs lives longer than the others. A generation is all of the butterflies born at one time. This generation of butterflies lives eight or nine months. In the fall, this super generation migrates. It makes the full journey south.

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ELL Targeted Support Expand Word Knowledge Have students point to the heading *The Super Generation's Journey*. Discuss with students what makes a “super hero” *super*. (extra strength, powers that others do not have)

Ask students who or what is called *super*. (a generation of monarch butterflies) Ask whether a “super generation” of butterflies must have some special strength or ability. (Yes) **EMERGING/DEVELOPING**

Ask students to find the information on p. 392 that tells why the author calls one group of butterflies a “super generation.” (One generation of monarchs lives longer than the others and makes the full journey south.) **EXPANDING/BRIDGING**



Spring Migration of Monarch Butterflies



Many Generations Fly North

- 6 In the spring, the super generation starts the journey north. It does not get far. The butterflies stop in the southern United States. They lay eggs and die. A new generation is born. These butterflies continue the journey. They go a little farther, lay eggs, and die. This next generation continues the journey. It takes three or four generations to reach their northern home.

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CLOSE READ



Determine Key Ideas

Look at the map and the heading. Use what you learn to **highlight** a key idea on this page.

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First Read

Look

THINK ALOUD After I read the text on this page, I am a little confused about the idea of many generations of monarchs migrating north in the spring. So, I look at the graphic feature—a map—to help me. The map key tells me that a line is the path the butterflies take, and a dot is a generation. Now I see that each numbered dot is a new generation. When the numbers change, that means a new generation is born farther along the line as the butterflies move north. This map has helped me further understand the text.

Close Read

Determine Key Ideas

Tell students that as they read, they should evaluate all the features on the page, both text and graphic, to determine key ideas.

Have students scan **paragraph 6** and look at the map to find and highlight a key idea on the page. **See student page for possible response.**

Ask students how the information on this map relates to the information on the map on p. 392. Have students support their responses with text evidence from both maps.

Possible Response: The map illustrates how new generations are born along the path from the south to the north, which supports the heading “Many Generations Fly North.” The last sentence in the text summarizes this information.

DOK 3

OBJECTIVES

Make inferences and use evidence to support understanding.

Evaluate details read to determine key ideas.

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

Possible Teaching Point



Academic Vocabulary | Oral Language

Use the academic vocabulary pp. T292–T293 word *evidence* to provide oral language practice. Ask students to use evidence on the map to trace the monarch butterflies’ journey. Say: *Talk with a partner about this page using the vocabulary word evidence.*

First Read

Look

THINK ALOUD Before I read, I look at the photos of bats. I want to read to find out whether bats also migrate.

Close Read

Use Text Features

Remind students to look for clues in the text that tell them what kind of information they are about to read.

Have students scan the page to find and underline the heading that tells what this section will be about. **See student page for possible response.**

Encourage students to think about how headings relate to the topic of the larger informational text as a whole. Have students support their responses with text evidence from p. 394.

Possible Response: The heading “Migrating Mammals: Mexican Free-tailed Bats” tells me that this section will be about bats, which are mammals.

DOK 2

OBJECTIVES

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

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

CLOSE READ



Use Text Features

Underline the heading that tells you what this section will be about.

mammals warm-blooded animals, often covered with fur, that feed their young with their milk.

Migrating Mammals: Mexican Free-tailed Bats

- 7 Many Mexican free-tailed bats live in Texas. These bats are flying mammals. Mammals are warm-blooded animals. They are usually covered in fur. Most mammals can’t fly, but Mexican free-tailed bats can. These mammals also migrate.



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CROSS-CURRICULAR PERSPECTIVES

Science



Because mammals are warm-blooded, they need hair on their bodies to insulate them and help them maintain a high internal body temperature to survive. Most mammals are covered in fur, including bats, gorillas, dogs, cats, and horses. But some mammals have very little hair. These include sea mammals, such as whales and manatees, as well as large land mammals like elephants and rhinoceroses. Humans are another mammal without fur. Have students connect this information to the description and photo of bats on p. 394 of the *Student Interactive*, as well as to the infographic on pp. 378–379.



- 8 Mexican free-tailed bats live in huge colonies. Many colonies are in caves. Sometimes millions of bats live in one cave. At night, they fly out of their homes. They search for food. They eat moths and other insects.



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CLOSE READ

Vocabulary in Context

Sometimes pictures can help you better understand the meaning of a word. Underline the word for a group of free-tailed bats. Look at the photos to help you learn more about the word's meaning.

First Read

Ask

THINK ALOUD I can see that hundreds of bats are flying in this picture. It looks as if the whole colony hunts for food together. Is that true? Will there be enough insects for all of the bats to eat? If the text does not tell me, I'll try to find answers in library resources after I read.

Close Read

Vocabulary in Context

Remind students that using text and graphic features can help them better understand the meaning of a word.

Have students scan **paragraph 8** and underline the word for a group of free-tailed bats. Then have them look at the photos and talk about a group of free-tailed bats. **See student page for possible responses.**

Direct students to use context clues to help them with their discussion. Have students support their responses with text evidence from p. 395.

Possible Response: A group of free-tailed bats is a colony. The photos show lots of bats flying together in a group. I can almost hear the bats screeching.

DOK 2

OBJECTIVES

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

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

Foundational Skills Extension

Long o: o, oa, ow

Remind students that the long o sound can be spelled with the letter o or with vowel teams such as oa and the vowel-consonant combination ow. Point to the word *homes* in paragraph 8 and say: *The word home has the CVCe pattern you have learned about, with the long o sound and a silent e.* Challenge students to find the word on p. 394 that ends in a long o spelled with the letter o. (*also*)

First Read

Look

THINK ALOUD This map looks a lot like the other maps in this informational text. The title of this map is “Migration of Mexican Free-tailed Bat.” I know from previous maps that the arrows on this map show migration paths—in this case, of the free-tailed bat. These paths look shorter than those of the monarch butterflies.

Close Read

Use Text Features

Tell students that maps are graphic features that contain many kinds of information, including pictures and text.

Have students scan **paragraph 9** and look at the map to find and underline information on the map that tells where free-tailed bats spend the winter. **See student page for possible response.**

Ask students to think about the importance of labels on a map. Ask: *Would this map be as helpful if it had no labels?* Have students support their responses with text evidence from p. 396.

Possible Response: The labels “Winter sites” and “MEXICO,” combined with the paragraph text “They arrive in Mexico. They stay there for the winter,” tell us where free-tailed bats spend the winter.

DOK 2

OBJECTIVES

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

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

CLOSE READ



Use Text Features

Underline information on the map that tells where the free-tailed bats spend the winter.

- 9 Like monarch butterflies, many free-tailed bats fly south for the winter. Their journey starts in the fall. It isn’t quite as long as the monarchs’ trip. Free-tailed bats travel hundreds of miles. They arrive in Mexico. They stay there for the winter. In the spring, they fly north again.

Migration of Mexican Free-tailed Bat



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Possible Teaching Point



Read Like a Writer | Author’s Craft

Print and Graphic Features Discuss why the author has included the map. Ask students to talk about each element of the map, including the key, the labels, the arrows, the dotted circle, and the pictures. What does each of these elements tell us? For more information on instruction in Author’s Craft, see pp. T326–T327.



Migrating Birds: Arctic Terns

- 10 Arctic terns migrate the longest distance of all animals. They fly more than 35,000 miles round-trip! These terns actually stay in the air for most of their lives. During the summer, they live far up north. Some live near the North Pole or Greenland.



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First Read

Look

THINK ALOUD When I first look at this page, I see a picture of a white bird. Then I see the heading “Migrating Birds: Arctic Terns.” I have never heard of an Arctic tern, so I use the photo to make a new connection that an Arctic tern is a bird.

ELL Targeted Support Homophones Help students distinguish between *tern* and *turn*.

Write *turn* and *tern*. Have students look at the two words and point to the vowel in each. Guide students in pronouncing each word and recognizing that they sound alike. Ask a volunteer to use his or her arms to pretend to be a *tern* flying. Then have students pretend to be terns that *turn* when they fly. **EMERGING/DEVELOPING**

First Read

Talk

There is a lot of information in this paragraph. There is also a map of the world that looks interesting. Use details from both the text and the graphic to talk with a partner about the key idea on this page.

Close Read

Determine Key Ideas

Remind students that as they read, they can determine key ideas by carefully reading the text and evaluating graphic features.

Have students scan **paragraph 11** to find and highlight details in the text that help explain the information on the map. Then have them use those details to figure out a key idea on this page. **See student page for possible responses.**

Have students support their responses with text evidence from p. 398. Tell them they will learn more about the terns' migration pattern when they read p. 399.

Possible Response: The map illustrates this migration path over the ocean from the north to the south and back again. I can use this information to figure out that the key idea on this page is that Arctic terns migrate across the ocean from one end of the world to the other.

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.
Discuss the author's use of print and graphic features to achieve specific purposes.

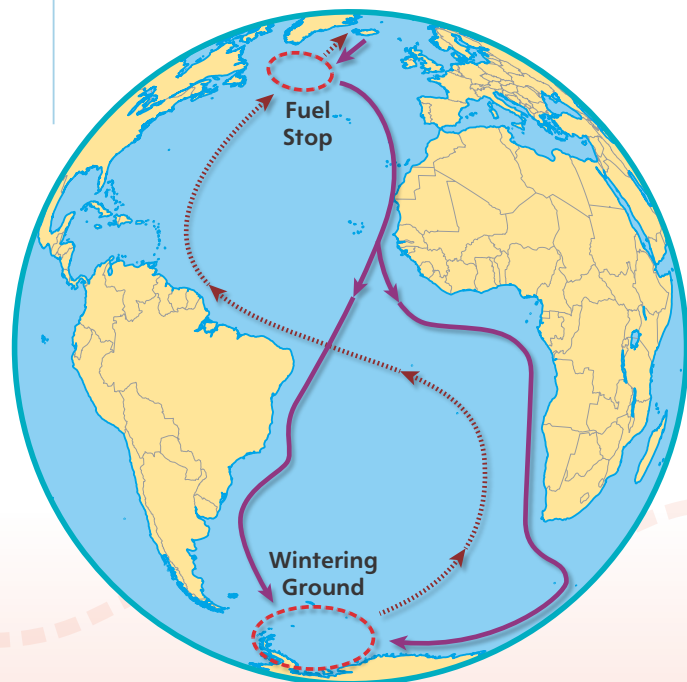
CLOSE READ



Determine Key Ideas

Highlight details in the text that help you understand the map. Use those details to figure out a key idea on this page.

- 11 Then Arctic terns migrate to the other end of the world. They fly as far south as Antarctica. This journey is unlike the journey of the bats and the monarchs. Most of the terns' journey is over water. The terns fly thousands of miles over the ocean.



Map Key

- migrating south
- migrating north

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CROSS-CURRICULAR PERSPECTIVES

Science




The polar regions of the Earth have fiercely cold climates. The Arctic region is at the northernmost part of the Earth, and the Antarctic region is in the southernmost region. Only plants, animals, and people who can stand extreme cold live in the Arctic region. Antarctica is so cold that no people permanently live there. Scientists stay there for periods of time to study this frozen place.



First Read

Ask

 **THINK ALOUD** I read on this page that Arctic terns fly south to Antarctica in the summer. They live on ice packs. I think about other animals that live on the ice, like polar bears, and I wonder how the terns are able to live somewhere so cold.

- 12 The birds arrive on the ice packs of Antarctica. When the season changes again, the terns head back north. This time, they follow a different route.

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Possible Teaching Point



Academic Vocabulary | Oral Language

Use the Academic Vocabulary lesson on pp. T292–T293 in the Reading-Writing Workshop Bridge to remind students of the importance of developing speaking and listening skills. Relate the academic vocabulary word *identify* to the action on pp. 398–399 by saying: **I can identify the route Arctic terns fly when they migrate by looking at the map.** Tell students to use the word *identify* as they talk with a partner about the migration of Arctic terns.

First Read

Read

THINK ALOUD This is the last page of the informational text, so I know it will give important information. I will continue to look for text features that help me determine the key idea of the text.

Close Read

Determine Key Ideas

Explain that it is important for readers to annotate the text to help them understand and remember key details.

Have students read the heading above **paragraph 13** and scan the text to find and highlight a key idea on this page. **See student page for possible response.**

Remind students to look for details in the text that are related to the heading. Have students support their responses with text evidence from p. 400.

Possible Response: The heading “Moving with the Seasons” is related to the details in the text that describe how animals use seasonal changes to help them know when and where to migrate. Therefore, the key idea is the first sentence in the paragraph: “Bats, terns, and monarchs know when it’s time to migrate.”

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.

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

CLOSE READ



Determine Key Ideas

Read the heading and the details in the last paragraph. Use what you learn to **highlight** a key idea.

Moving with the Seasons

13 Bats, terns, and monarchs know when it’s time to migrate. They sense changes in temperature and daylight. They use the position of the sun and stars to find their way. These special skills keep all three animals moving with the seasons.



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Possible Teaching Point



Read Like a Writer | Author’s Craft

Text Structure Reread paragraph 13 on p. 400. Help students understand that writers of informational text often structure their texts with an introduction in the beginning and a summary at the end. An introduction introduces a topic and a summary reminds the reader what the text was about. Discuss why an author might structure a text this way. For more instruction on Author’s Craft, see pp. T326–T327.

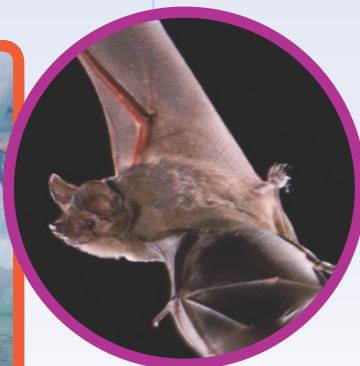
CLOSE READ 

Glossary

- 1 **climate** the type of weather in one place
- 2 **generation** a group of the same animal that is born at the same time
- 3 **insect** an animal with six legs and three main parts to its body
- 4 **life span** the time from an animal's birth until its death
- 5 **mammal** a warm-blooded animal, often covered with fur, that feeds its young with its milk
- 6 **migration** the movement of animals from one habitat to another

Fluency

Practice reading every word correctly by rereading paragraphs 7–9 aloud several times with a partner.



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First Read

Talk

A glossary may come at the end of an informational text. Talk with a partner about how you might use a glossary. When would you find it helpful?

Close Read

Fluency

Remind students that fluency is about reading words accurately at an appropriate rate. Tell them that part of being a fluent reader is reading words correctly.

Have students practice reading every word correctly by rereading **paragraphs 7–9** aloud several times with a partner.

DOK 1

OBJECTIVE

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Print and Graphic Features The glossary is a text print feature. Discuss why the author has included the glossary. Ask students how it might be helpful when they come upon an unfamiliar word in their reading. Ask students to page back through the selection text and locate the glossary words at point of use. For more information on instruction in Author's Craft, see pp. T326–T327.

Respond and Analyze



*Amazing Migrations:
Butterflies, Bats, and
Birds*

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

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

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

Respond using newly acquired vocabulary as appropriate.

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

My View

Use these suggestions to prompt students' initial responses to reading *Amazing Migrations: Butterflies, Bats, and Birds*.

- **Brainstorm** What facts did you learn about animals' migration patterns?
- **Make a List** What other migrating animals would you like to study?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Remind students that informational texts often include a *glossary*, which lists the meanings of words. Glossaries help readers learn new words related to the topic of the text.

- Remind yourself of the five weekly vocabulary words: *climate*, *generation*, *insect*, *mammal*, *migration*.
- As you look up the meaning of each word, think about how all of these words connect to each other.

MODEL AND PRACTICE Model filling out the chart on p. 402 using the word *climate*:

- I see the first word in the chart is *climate*. I'm going to look up the meaning of that word in the glossary at the end of the text.
- I know that the words in a glossary are ordered alphabetically, so *climate* will be near the top. I see it means "the type of weather in one place." I'm going to write that in the chart.
- Have students continue using the glossary to fill out the chart.



EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“High-frequency, irregular words are important building blocks for successful comprehension. For example, knowing *through* from *though* really carries meaning and informs comprehension. These words are hard for young learners. They are hard, but they carry a lot of meaning. High frequency words make up about 50% of what young learners read. Practice reading high-frequency words has a very positive impact on students' comprehension.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students respond using newly acquired vocabulary as they complete p. 402 of the *Student Interactive*. Circulate to make sure partners discuss the words after they have finished filling out the chart.

OPTION 2 Use Independent Text Have students create their own glossary by listing new or unfamiliar words they encounter in their independent reading. Tell them to use a dictionary to find each word's meaning.

QUICK CHECK



Notice and Assess Can students use a glossary to define new words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T320–T321.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T320–T321.

Check for Understanding My TURN Have students complete p. 403 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 402–403

VOCABULARY	COMPREHENSION	READING WORKSHOP												
<p>Develop Vocabulary</p> <p> MY TURN Use the glossary in <i>Amazing Migrations</i> to find each word. Write what each word means. Then discuss the words with a partner. Which words have you heard before? Where? Are any of the words new to you?</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>climate</td> <td>the type of weather in one place</td> </tr> <tr> <td>generation</td> <td>a group of the same animal that is born at the same time</td> </tr> <tr> <td>insect</td> <td>an animal with six legs and three main parts to its body</td> </tr> <tr> <td>mammal</td> <td>a warm-blooded animal, often covered with fur, that feeds its young with its milk</td> </tr> <tr> <td>migration</td> <td>the movement of animals from one habitat to another</td> </tr> </tbody> </table>	Word	Meaning	climate	the type of weather in one place	generation	a group of the same animal that is born at the same time	insect	an animal with six legs and three main parts to its body	mammal	a warm-blooded animal, often covered with fur, that feeds its young with its milk	migration	the movement of animals from one habitat to another	<p>Check for Understanding</p> <p> MY TURN Write the answers to the questions. Look back at the text to answer the questions.</p> <p>DOK 2 1. How do you know this is informational text?</p> <p>Possible answer: It tells facts about animals that migrate.</p> <p>2. Why does the author include headings?</p> <p>DOK 2 Possible response: The headings tell the reader what each section is about. They help the reader find information.</p> <p>DOK 3 3. What pattern do all three animals in the article follow?</p> <p>Possible response: They live in the north in the summer and move south during the winter.</p>	
Word	Meaning													
climate	the type of weather in one place													
generation	a group of the same animal that is born at the same time													
insect	an animal with six legs and three main parts to its body													
mammal	a warm-blooded animal, often covered with fur, that feeds its young with its milk													
migration	the movement of animals from one habitat to another													
402	403													

Use the  **QUICK CHECK** on p. T299 to determine small group instruction.

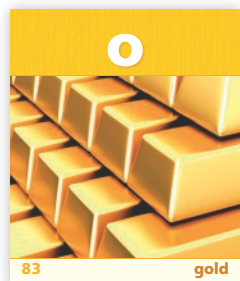
Teacher-Led Options

Word Work Strategy Group



WORDS WITH LONG *o* SPELLED *o*, *oa*, *ow*

Sound-Spelling Cards Display Sound-Spelling Card 83. Point to the picture and say *gold*, stressing the long *o* sound. Say: *The word gold has the long o sound. What other words with the long o sound do you know? (only, toast, below, cold, snow, open, boat)* Write students' suggestions. Then ask students to identify the long *o* spelling in each word. Help them connect the long *o* sound to words spelled with *o*, *oa*, and *ow*.



ELL Targeted Support

Review long *o* words spelled with *o*, *oa*, and *ow*. Write: *cold, goat, show*. Read each word aloud with students and have them tell you the vowel sound they hear in each word: /ō/. Underline the long *o* spelling in each word, and remind students that when they see words spelled with *o*, *oa*, or *ow*, they may be pronounced with a long *o* sound. **EMERGING/DEVELOPING**



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

Intervention Activity



WORDS WITH LONG *o* SPELLED *o*, *oa*, *ow*

Use Lesson 5, pp. T51–T54, in the *myFocus Intervention Teacher's Guide* for instruction on reading long vowel digraphs.

LEVEL C • MODEL AND TEACH

Lesson 5 Long Vowel Digraphs *ai*, *ay*, *ie*, *igh*, *oa*, *ow*

INTRODUCE Remind students that long vowel sounds can be spelled different ways. Today we will learn to spell /ā/ in a different way. We will also learn how to spell /ī/ and /ō/ in new ways.

MODEL Display or share copies of "Snow Day" from Student Page S51, and read it aloud.

OBJECTIVES:


- Learn the concept of vowel teams.
- Read and spell words with long *o* (spelled *oi* and *oy*).
- Read and spell words with long *i* (spelled *ie* and *igh*).
- Read and spell words with long *o* (spelled *oa* and *ow*).

Snow Day

Mike looks out the window. He sees the wind blow the snow. The snow coats the grass and trees.

Mike will stay inside. He plays with his clay. All day he makes little dogs and cats. He will paint them red and gray.

Later, Mike helps his brother make a pie. The pan they need is up high. They get the pan and make a tasty pie.



TEACH Point out the word *snow* in sentence 2. Listen as I say this word: /s/nō/. Say it with me: *snow*. The word *snow* has a long *o* sound spelled *ow*. *ow* is a vowel team that makes a long *o* sound. Repeat with the word *coats* and the vowel team *oa*.

Point out the word *clay* in sentence 5. Listen as I say this word: /cl/ī/. Say it with me: *clay*. The word *clay* has a long *i* sound spelled *ay*. *ay* is a vowel team that makes a long *i* sound. Repeat with the word *paint* and the vowel team *ai*.

Point out the word *pie* in sentence 8. Listen as I say this word: /pī/. Say it with me: *pie*. The word *pie* has a long *i* sound spelled *ie*. Point out the word *high* in sentence 9. Listen as I say this word: /hī/. Say it with me: *high*. The word *high* has the same long *i* sound as *pie*, but this time the long *i* is spelled *igh*. Both *ie* and *igh* are vowel teams that make a long *i* sound.

Phonics, Morphology, and Spelling T • 51

Fluency



ACCURACY

Have students practice reading accurately with a partner.

ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

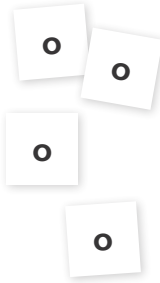
Word Work Activity



BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with long o spelled o, oa, and ow.

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



Decodable Reader



Students can read the decodable reader *To the Coast* to practice reading words with long o spellings and high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *near*, *food*, and *try*. Say: *When you see these words in today's text, you will know how to read them.*

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

High-Frequency Words

Have students make their own word cards for *near*, *food*, and *try* and practice reading the words with a partner.

Centers



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

Decodable Reader

To the Coast
Written by Cheryl Vilan

Decodable Reader
11

Long o: o
go to
Long o: oa
boat goal
Long o: ow
coach loaf
bowl rows coast road
flow float toast

High-Frequency Words
food near people try

81

Our team is going to have a sale. We'll try to make cash to go on a trip to the coast.

82

FOR RENT

If we go, we will rent a boat so we can float by the coast.

83

We set up the food tent near the road.

84

Each mom and dad cuts a loaf to make toast. Coach Jo cracks and cracks into a bowl.

85

People start to flow in. They sit in the rows of seats. We are near our goal.

86

The food goes fast. We met our goal. We can rent the boat!

87

Let's go to the coast!

88

Use the  **QUICK CHECK** on p. T317 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to remind you that when you don't know the meaning of a word, you can use the glossary to help you find its meaning. Use p. 391 in *Amazing Migrations: Butterflies, Bats, and Birds* to demonstrate with the term *life span*.

ELL Targeted Support

Have students use the weekly vocabulary words in context.

Have students practice using the glossary on p. 401 by looking up the weekly vocabulary words. Then have them read each definition aloud. **EMERGING**

Read aloud some sentence starters, and have students respond orally with the weekly vocabulary words. Students should consult the glossary on p. 401 as needed. **DEVELOPING**

Ask students to review the definition of each weekly vocabulary word in the glossary on p. 401. Then have them work in pairs to explain each vocabulary word. **EXPANDING**

Instruct students to review the definitions of the weekly vocabulary words in the glossary on p. 401. Then ask them to use each word in an oral sentence. **BRIDGING**



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

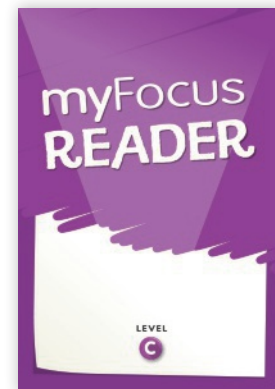
Intervention Activity



DEVELOP VOCABULARY

Read pp. 26–27 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on why some animals migrate.

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



Fluency

Assess 2–4 students



ACCURACY

Help students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2, *Week 5 Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students/3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about the glossaries they created and the words they included.

Possible Conference Prompts

- How do the words in your glossary relate to the topic of the book you read?
- How did creating a glossary help you learn the meanings of these new words?

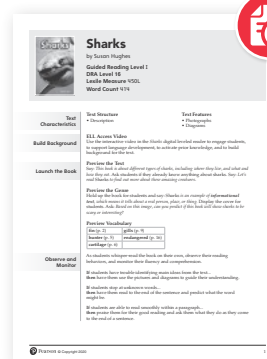
Possible Teaching Point Informational texts often include a lot of new words. Remember to use a glossary, dictionary, or other resource to make sure you understand every word.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on using a glossary to determine the meaning of unknown words, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share

Bring the class together as a whole group. Invite one or two students to share some of the words they included in their glossaries.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Amazing Migrations: Butterflies, Bats, and Birds*.
- read a trade book or a Book Club text.
- partner-read a text, asking each other questions about the book.

Centers



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

Literacy Activities



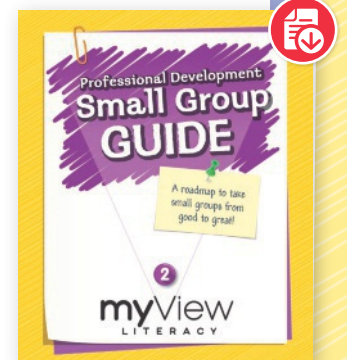
Students can

- independently complete the chart on *Student Interactive* p. 402.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 403.
- play the *myView* games.
- read a text passage accurately with a partner.

SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts to keep their book discussions going.

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



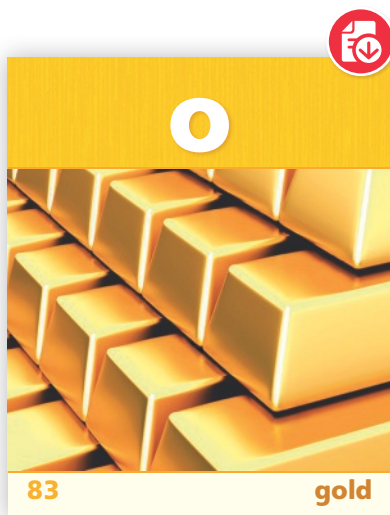
Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, digraphs, and blends.

Decode regularly spelled one- and two-syllable words with long vowels.

Identify and read high-frequency words.



Sound-Spelling Card 83

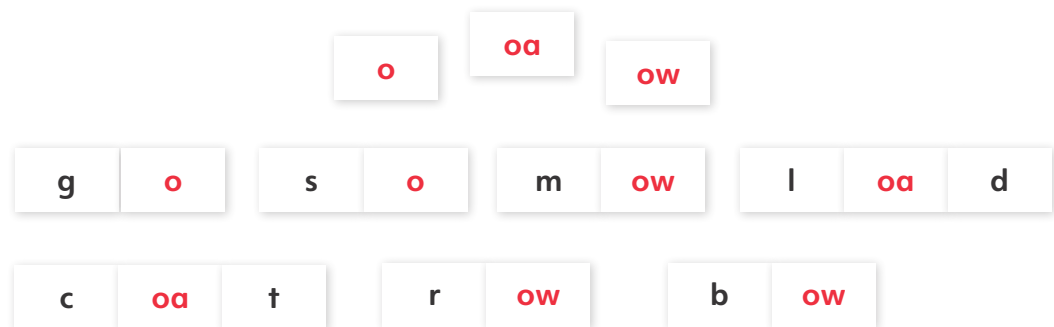
Phonics: Long o: o, oa, ow

Minilesson

FOCUS Remind students that a sound can have different spellings and that sometimes letters work as a team to represent a sound. Review with students the spellings they have learned for the long o vowel sound, o, oa, and ow.

MODEL AND PRACTICE Display Sound-Spelling Card 83. Say the word *gold*. Have students repeat it and then spell the word. Say: *I hear the long o sound in the word gold. When I look at the spelling of the sound, I see that /ō/ is spelled with the letter o.* Ask students to say the word again and use it in a sentence. Follow the same procedure with Sound-Spelling Card 86 for *soap* and Sound-Spelling Card 99 for *snow*.

On note cards, write these letters for partners: *b, c, d, g, l, m, r, s, t*. Also provide multiple sets of the letters *o, oa, and ow* for forming words with /ō/. Have partners work together to make words that have /ō/ spelled *o, oa, ow*. Possible responses are shown below.



APPLY My TURN Have partners work with the cards to form words with /ō/ spelled *o, oa, and ow*, but ask them to keep a list of their words so that they can reuse letters to make as many words as they can.



EXPERT'S VIEW Pat Cunningham, Wake Forest University

“It is important for kids to read texts more than one time. During a first reading, they often work on sounding out the words so it is difficult for them to make sense of the text. A good approach is to first read the text together. Then have kids read the text with a partner. Finally have kids read the text to someone else. The notion of repeated reading until it sounds like fluent reading is important.”

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



High-Frequency Words

Minilesson

FOCUS Remind students of the high-frequency words for the week: *near*, *food*, *try*.

MODEL AND PRACTICE Write *We have food for the picnic*. Underline the word *food* as you read the sentence together. Repeat for the words *near* and *try* using these sentences: *I live near the school*. *Please try to be on time*.


APPLY My TURN Have students identify and underline each high-frequency word in the sentences on p. 383 in the *Student Interactive*.

TURN, TALK, AND SHARE Have partners take turns making up a sentence with a blank for one of the high-frequency words. The partner identifies the word that belongs in the blank.

STUDENT INTERACTIVE, p. 383

FOUNDATIONAL SKILLS

My Words to Know


 **MY TURN** Read the words in the box. Then read the sentences. Identify and underline the words in the sentences.

near

food

try

We have food for the picnic. The water is near the plates. Try not to spill it. The food is yummy!

 **MY TURN** Write the word that rhymes with each word.


rude food

here near

tie try

The vowel sounds in the rhyming words are the same but are spelled differently.



 **TURN and TALK** Work with a partner. Make up a sentence with one of the words. Say “blank” instead of the word. Have your partner guess the word. Take turns.

383

HIGH-FREQUENCY WORDS

Remind students that high-frequency words are words that they will hear and see over and over in texts. Write the words *animal*, *point*, *study*, *letter*, *answer*, and *page*.

- Point to a word and have students read the word.
- Have students spell the word.
- Repeat for each of the words.
- Distribute word cards.
- Have each student display a word card, say the word, and use it in a sentence.

animal

letter

point

answer

study

page

Use Text Features



*Amazing Migrations:
Butterflies, Bats, and
Birds*

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about text features in informational text. Give students sentence frames such as:

- One text feature I can identify is ____.
- A ____ is designed to tell what a section is about.

ELL Access

Discuss with students the importance of understanding the key ideas in informational text. Students may benefit from using a graphic organizer to show what the text features told them about the key ideas in the text. Prompt students with questions, such as: "What do the text features tell us about free-tailed bats?"

Minilesson

FOCUS ON STRATEGIES Text features and graphics are main characteristics of informational text. These features can include headings, maps, diagrams, and labels. Authors of informational text use print and graphic features to achieve specific purposes, including the purpose of helping readers find and gain information.

- Notice the print features and graphics that appear in the text.
- Think about how the features help you understand the text.
- Ask yourself what the author was trying to achieve by using print and graphic features.

MODEL AND PRACTICE Use the Close Read note on p. 390 of the *Student Interactive* to model how to use print and graphic features:

- *What kinds of print and graphic features appear in **Amazing Migrations**? On page 390, I see a heading above paragraph 3. I'm going to underline it because I know that a heading is a text feature that tells readers what a section is about. This heading tells me that the section is about the migrating insects monarch butterflies. I'm going to write that in the chart.*
- Have students continue finding and underlining print and graphic features in the text. Then have them write in the chart what those text features helped them find and understand. Ask students to discuss the author's use of these features to achieve the specific purpose of helping readers find and gain information.

ELL Targeted Support Monitor Understanding Tell students that they can monitor, or check, their understanding of spoken language while discussing text features. Remind students to ask for clarification as needed.

Ask students to name and describe different types of text features that appear in *Amazing Migrations*. Provide sentence frames, such as: *This text feature is a _____. It shows/tells _____ about _____.* **EMERGING/DEVELOPING**

Have students identify text features in *Amazing Migrations* and describe similarities and differences among the different types of features.

EXPANDING/BRIDGING

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text features.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Use Text Features and then use the text evidence from their annotations to complete the chart on p. 404.

OPTION 2 Use Independent Text Ask students to highlight places in the text where they notice text features. Direct them to write in their notebooks what they learned from the text features.

QUICK CHECK

Notice and Assess Can students use text features?

Decide

- **If students struggle**, revisit instruction for using text features in Small Group on pp. T328–T329.
- **If students show understanding**, extend instruction for using text features in Small Group on pp. T328–T329.


STUDENT INTERACTIVE, p. 404

CLOSE READ

Use Text Features

Text features and graphics help readers locate and gain information that supports the author’s purpose.

- **Headings** tell what a section is about.
- **Maps** and **diagrams** help clarify the text. They may have **labels** that give important information.

 **MYTURN** Go to the Close Read notes. Underline text features. Use what you underlined to complete the chart.

Text Feature I Underlined	Information It Helped Me Find
Heading: Migrating Insects: Monarch Butterflies	The section is about butterflies.
Heading: Migrating Mammals: Mexican Free-tailed Bats	Possible response: The section is about bats.
Labels: “winter sites” and “Mexico”	Possible response: The labels tell where bats go in winter.

404

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Read Like a Writer, Write for a Reader

OBJECTIVE

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

ELL Access

Tell students that authors often use graphic features to make ideas in a text clearer for readers. After reading the descriptions of the graphic features, have students express their opinions on how the graphic features make the ideas clearer.

Graphic Features

Minilesson

FOCUS ON STRATEGIES Authors of informational text include print and graphic features to help you further understand information about the topic.

- Authors choose print and graphic features that make an idea clearer.
- Graphics might help you visualize what the text is describing.
- Print features might inform you about something that is not described in detail in the main text.

MODEL AND PRACTICE Call attention to p. 390 in the *Student Interactive*. Say: *The header is a print feature that tells what the section is about. The photo makes the description of a monarch butterfly clearer.*

Handwriting

OBJECTIVE

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

Letters *b* and *h*

FOCUS Display cursive letters *b* and *h*.

MODEL Model writing *b* and *h* in cursive. Work with students to help them understand how to form the cursive letters using appropriate strokes.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 408 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 408

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors use words and graphics such as charts, pictures, and maps for certain purposes. They may want to inform the reader or make an idea clearer. In *Amazing Migrations*, the author used several graphic features.

Graphic Features	Why the Author Included It (Author's Purpose)
maps in the sections "the Super Generation's Journey" and "Many Generations Fly North"	to show where and how far the butterflies go when they migrate
the small round inset photo in the section "Migrating Mammals: Mexican Free-tailed Bats"	to make clear how many bats are crowded into a colony

MYTURN Suppose you are writing about your favorite wild animal. What graphic features would you include with your report?

Possible responses: a photo of the animal and a map showing where it lives

408

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Writing Workshop

Have students brainstorm different types of graphic features they could add to clarify information in their Writing Workshop texts. During conferences, support students' writing by helping them find ways to include graphic features in their writing.

PRACTICE Have students use *Handwriting* p. 84 from the *Resource Download Center* to practice writing cursive letters *b* and *h*.

Name _____

Handwriting

Cursive Letters b, h

Look at the lowercase cursive *b* in the box. What kind of strokes are used? Where do you start a lowercase cursive *b*? What do you next? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write lowercase cursive letter *b*.

Look at the lowercase cursive *h* in the box. What kind of strokes are used? Where do you start a lowercase cursive *h*? What do you do next? How do you finish it?

MYTURN Trace the cursive letters.

MYTURN Write lowercase cursive letter *h*.

Grade 2 • Unit 2 • Week 5
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Handwriting p. 84

Use the  **QUICK CHECK** on p. T325 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT FEATURES

Teaching Point Have you ever read a story in a newspaper or magazine that was all text with no text features? Was it hard to read? Did you have a hard time staying focused? Authors of informational text break up the text with text features like headings or diagrams. Text features make the text easier to read.

ELL Targeted Support

Help students develop background knowledge needed to comprehend and evaluate text features.

Have students choose one text feature from the text. Ask them yes/no questions that focus on what the text feature reveals about the text, such as: *Does that text feature tell you what the section is about? Does that text feature show you where free-tailed bats spend the winter?*

EMERGING

Have students choose one photo and summarize how it supports the text. **DEVELOPING**

Ask students to compare the heading on p. 394 with the map on p. 396. Ask them questions such as: *What do the two text features tell you about free-tailed bats?* **EXPANDING**

Ask students to list five text features and describe something they can learn from each feature. **BRIDGING**



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

Intervention Activity



USE TEXT FEATURES

Use Lesson 41, pp. T249–T254, in the *myFocus Intervention Teacher's Guide* for instruction on using text features.

LEVEL C • READ

Lesson 41 Examine Text Features and Images

DIRECTIONS Preview the text by reading the title and headings, looking at any key terms in bold, and viewing the images. Then read the passage.

Butterflies Go Far!

1 Every year, butterflies travel southwest for the winter. Like birds that fly south for the winter, butterflies fly back north when the weather is warmer. This flying south and then north is called **migration**.

How far do they go?


2 Some monarch butterflies travel 3,000 miles each way! How far each butterfly goes in one day can vary, or change.

3 Scientists study butterflies to see how these delicate insects make this incredible journey. They found that many butterflies fly between 50 and 100 miles a day. However, a few fly much farther than 100 miles. Scientists recorded that one butterfly went more than 250 miles in a single day.

4 Monarch butterflies travel between eastern North America and Mexico. Butterflies on the west coast of North America spend the winter in southern California, near San Diego and Santa Cruz.

How do they stay warm?

5 Butterflies feel the cold. If it is too cold, they will die. That is why they go someplace warm for the winter. Butterflies have different ways to stay warm. One way is to cluster into a group with other butterflies.



The pattern on a monarch butterfly's wings warns other animals that the butterfly is not good to eat. This protects the butterfly.

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Fluency

Assess 2-4 students



ACCURACY

Have students work with a partner to practice reading a short passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

USE TEXT FEATURES

Talk About Independent Reading Ask students to look back at the text features they highlighted in their books and explain their purpose.

Possible Conference Prompts

- What kinds of text features appear in the text?
- Why do you think the author chose to add those text features to the text?

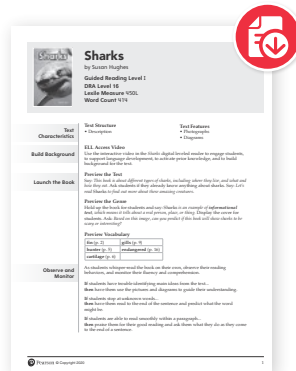
Possible Teaching Point Skilled readers pay attention to how authors use text features. They ask themselves questions like, *How does this feature help me understand the text? Why did the author use this feature?*

Leveled Readers



USE TEXT FEATURES

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on text features, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some text features from their reading.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to *Amazing Migrations: Butterflies, Bats, and Birds*.
- read a self-selected trade book or a Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers



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

Literacy Activities



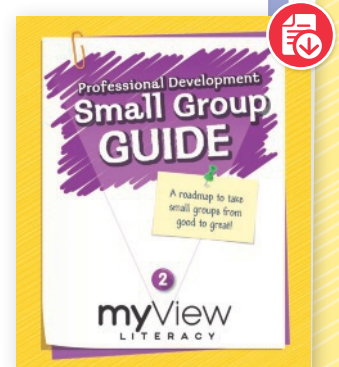
Students can

- complete the chart on *Student Interactive* p. 404.
- play the *myView* games.
- choose a passage from the text and, with a partner, take turns reading it with accuracy.

SUPPORT INDEPENDENT READING

Remember to encourage students by telling them what they are doing well as independent readers. As you listen to them read, look for opportunities to compliment them on their reading.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Decode regularly spelled one- and two-syllable words with long vowels.

Phonics: Review Long o Spelled *o, oa, ow*

Minilesson

FOCUS Write these words:

open

below

follow

throat

only

toast

Say each word and have students repeat it after you. Call on students to underline the letters that spell the long o sound in each word. Then ask volunteers to use the words in sentences.

PRACTICE Write the following words or provide word cards with them: *grow, hold, show, toad, stone, goal, colt, boast, know, oat, flow, and zero*. Have students sort them into groups according to the spelling of the /ō/ in the word. (*hold, colt, stone, zero; toad, goal, boast, oat; and grow, show, know, flow*)

ELL Targeted Support Long Vowels Tell students that knowing the different spellings of the long vowel sounds will help them in their reading.

Work with students in small groups. Have students suggest words with either a long e sound or a long o sound. As they say a word, write it on the board. Work with students to identify the long vowel spelling in each word. **EMERGING**

Give students opportunities to read aloud the practice words. When they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship. **DEVELOPING**

Have students find words with the target spellings in their book. Tell them to list the words. Then have them read the words aloud. If they mispronounce a word, demonstrate correct pronunciation and explain the sound-letter relationship. **EXPANDING**



Determine Key Ideas



*Amazing Migrations:
Butterflies, Bats, and
Birds*

OBJECTIVE

Evaluate details read to determine key ideas.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about key ideas. Ask:

- How would you compare the migratory behavior of the monarch butterfly with the migration patterns of the pronghorn?
- What evidence supports the idea that the Arctic tern migrates for a longer distance than the Mexican free-tailed bat?

Minilesson

FOCUS ON STRATEGIES Informational texts are made up of key ideas, which are the most important ideas in the text. Readers can determine, or find, these ideas by paying close attention to text details, particularly those in the text features.

- Pay attention to details that relate to the topic of the text. They might help you determine key ideas.
- Examine text features such as headings, pictures, maps, and diagrams for clues about the text's key ideas.

MODEL AND PRACTICE Use the Close Read note on p. 389 of the *Student Interactive* to model determining key ideas:

- As I read, I'm going to study the text features and look for clues about the text's key ideas. On page 389, I see the heading "Three Animals That Migrate." I also see three photos of three different animals: a monarch butterfly, a Mexican free-tailed bat, and an Arctic tern. Together, these text features tell me that a key idea of the text is something about these three animals and migration.
- Next, I'm going to look for facts and details that could help me find key ideas. In paragraph 2, I see the sentence "Monarch butterflies, Mexican free-tailed bats, and Arctic terns all migrate." I think this is an important idea in the text. I'm going to highlight it and write it in the chart.

ELL Targeted Support Summarizing Tell students that summarizing the key ideas of a text in their own words is a good way to check that they fully understood the text.

Ask students to choose one text feature and summarize what it tells them. Then guide them to find a detail in the text that supports the text feature. Tell students that together, the text feature and the detail tell a key idea. **EMERGING/DEVELOPING**

Have students review the headings in *Amazing Migrations*. Then ask them to summarize the key ideas they learned from the headings. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for determining key ideas.

OPTION 1 MyTURN Have students complete the activity on p. 405 of the *Student Interactive*. Circulate to see whether students can determine key ideas.

OPTION 2 Use Independent Text Have students highlight details that help them determine key ideas in the text. Direct them to write in their notebooks the key ideas that they determined.

QUICK CHECK

Notice and Assess Can students determine key ideas in an informational text?

Decide


- **If students struggle**, revisit instruction for determining key ideas in Small Group on pp. T334–T335.
- **If students show understanding**, extend instruction for determining key ideas in Small Group on pp. T334–T335.

STUDENT INTERACTIVE, p. 405

READING WORKSHOP

Determine Key Ideas

Key ideas are the important ideas in a text. As you read, look for text features such as headings, pictures, maps, and diagrams to evaluate details and determine, or find, key ideas.

 **MYTURN** Go back to the Close Read notes. Highlight details that help you find key ideas. Use what you highlight to complete the chart.

Section Title	Key Idea
“Three Animals That Migrate”	Monarch butterflies, Mexican free-tailed bats, and Arctic terns all migrate.
“Many Generations Fly North”	Sample answer: It takes several generations for monarchs to reach their northern home.
“Migrating Birds: Arctic Terns”	Arctic terns fly from one end of the earth to the other.
“Moving with the Seasons”	Animals sense when to migrate.

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Use the  **QUICK CHECK** on p. T333 to determine small group instruction.

Teacher-Led Options

Strategy Group



DETERMINE KEY IDEAS

Teaching Point Strong readers know that text features like headings and pictures give clues to the text’s key ideas. By studying text features, you can find details that will help you determine the key ideas of the text. Determining key details is a good way to make sure you understand the text.

ELL Targeted Support

Enhance students’ understanding of key ideas by leading a discussion of *Amazing Migrations*.

Have students choose one section of the text. Ask them yes/no questions that help them determine the key ideas of that section, such as: *Does this section talk about an animal? Does this section describe a migration pattern?* **EMERGING**

Ask students to choose one or two text details. Guide them to use the details to determine a key idea by asking: *What do these details tell you about the text?* **DEVELOPING**

Ask students to work with a partner to identify two or three text details that relate to the topic of the text. Then have them use those details to list two possible key ideas of the text. **EXPANDING**

Help students identify one or two details that they can use to determine a key idea of the text. Encourage them to discuss which details are more helpful than others. **BRIDGING**



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

Intervention Activity



DETERMINE KEY IDEAS

Use Lesson 37, pp. T223–T228, in the *myFocus Intervention Teacher’s Guide* for instruction on determining key ideas.

LEVEL C • READ

Lesson 37 Identify Main Ideas

DIRECTIONS Read “Wilma Rudolph: A True Star.”

Wilma Rudolph: A True Star

- 1 Wilma Rudolph loved to run. She could run really fast, too. In 1960, Rudolph raced in the Olympic Games. They took place in Rome, Italy. Rudolph ran in three races, and she won each race. She was the first American woman to win three gold medals in one Olympics. She was twenty years old, and she became a role model for other African-American athletes.
- 2 Rudolph was born in Tennessee on June 23, 1940. She had 21 brothers and sisters! When Rudolph was four years old, she got a disease called polio. She could not walk. She wore a metal brace on her left leg. Doctors said that Rudolph might never walk again on her own. However, Rudolph decided she would walk again without a brace. She would be like all kids her age.
- 3 Once a week, Rudolph’s mother took her to the hospital. There, people helped make Rudolph’s legs strong. She worked hard. She did exercises. After a few years, Rudolph walked on her own.
- 4 Before long, Rudolph started to play sports. One day, her brothers put up a basketball net in the yard. Rudolph loved the game. In high school, Rudolph won a place on the girls’ basketball team. She was fast, and she soon became a star basketball player.
- 5 Ed Temple, a coach from Tennessee State University, saw Rudolph play. Temple knew she would make a great runner. So Rudolph began training with Temple.

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Fluency

Assess 2–4 students



ACCURACY

Have student pairs practice reading a short passage with accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

DETERMINE KEY IDEAS

Talk About Independent Reading Ask students to look back on the details they highlighted in their books and share how they helped them determine the key ideas of the text.

Possible Conference Prompts

- What are some of the key ideas you found?
- What details and text features helped you determine those key ideas?
- How do the key ideas relate to the topic of the text?

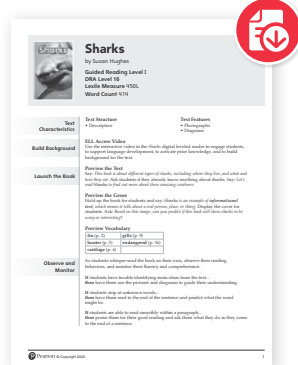
Possible Teaching Point Remember that skilled readers know to use text features to determine key ideas in a text. Headings, pictures, maps, diagrams, and labels often reveal the most important ideas of a text.

Leveled Readers



DETERMINE KEY IDEAS

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on determining key ideas, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share what they learned today about determining key ideas.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



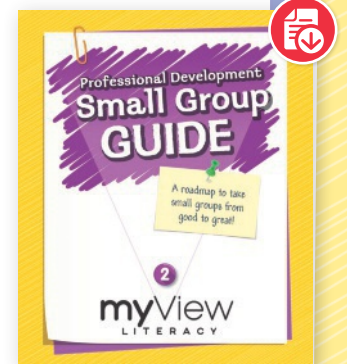
Students can

- complete *Student Interactive* p. 405.
- write about their book on notebook paper.
- play the *myView* games.
- with a partner, take turns reading a text at a reasonable rate.

SUPPORT INDEPENDENT READING

Help students check in on the progress they've made toward their independent reading goals.

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



Word Work

OBJECTIVES

Decode words with short, long, or variant vowels, trigraphs, and blends.

Decode regularly spelled one- and two-syllable words with long vowels.

Identify and read high-frequency words.

WEEKLY STANDARDS PRACTICE

To assess student progress on phonics, use the Weekly Standards Practice on SavvasRealize.com.

Phonics: Spiral Review: Vowel Long e: *ee, ea, ey, y*

Minilesson

FOCUS Remind students that a sound can have more than one spelling. Review with students the spellings they have learned for the long e sound: *ee, ea, ey, and y*. Write: *bee, easel, monkey, bunny, and meat*. Read each word with students and underline the long e spelling in each word.

MODEL AND PRACTICE Write:

donkey

see

very

team

Have students read each word and identify the long e spelling in the word. Then write the sentence *The key was lost in the deep snow* and have students underline the words with the long e spellings.



High-Frequency Words

REVIEW Remind students that high-frequency words are words that they will often hear in conversation and see in texts.

PRACTICE Ask students to review the chart. Have them say each word and repeat after you the letters each word contains. Students can then take turns choosing a word to say, spell, and use in a sentence.

n	e	a	r
f	o	o	d
	t	r	y


near

food

try

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 73 from the *Resource Download Center*.

FOUNDAATIONAL SKILL 

Name _____

My Words to Know

Read the words in the box below. Find the word that completes each sentence and fill in the blank. Read each sentence to be sure it makes sense.

near	food	try
------	------	-----

MY TURN

- The store is near Luca's house.
- It was a special treat to have Middle Eastern food at home.
- Christina wanted to try to ride her bike without training wheels.

Find the word from the box that rhymes with the words below. Write the word on the line.

- fear near
- mood food
- pie try

Grade 2, Unit 2, Week 5
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My Words to Know p. 73

Reflect and Share



Amazing Migrations:
Butterflies, Bats, and
Birds

OBJECTIVES

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

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

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

- How are the text features in the two texts similar?
- Try to identify at least three key ideas in the text.

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions, they may hear some ideas and opinions that they disagree with. Tell them that disagreement during a discussion is okay, but emphasize that it is important to disagree respectfully.

- When another classmate shares an idea or opinion you disagree with, listen carefully and think about how you are going to respond.
- Before you say you disagree, try to name something your classmate said that you agree with.
- While speaking, make sure to keep your voice calm and even. Do not yell at or tease others.

MODEL AND PRACTICE Model disagreeing respectfully using the Talk About It prompt on p. 406 in the *Student Interactive*. Say: *When I talk about a text with other readers, I want to make sure I listen carefully and respond respectfully, even if I disagree. If my discussion partner said, “I think Arctic terns have the most difficult journey because they fly more than 35,000 miles round-trip,” I could disagree respectfully by saying in a calm voice, “I agree that 35,000 miles is a lot, but I think monarch butterflies have the most difficult journey because some of them spend their entire life span migrating.”*

ELL Targeted Support Express Opinions Enhance students’ understanding of disagreeing respectfully and other agreed-upon discussion rules by having them practice sharing opinions with peers.

Have students share one or two opinions about *Amazing Migrations* with a partner. Then ask them to respond to one of their partner’s opinions using the sentence frame: *I agree with you about _____, but I also think _____.*

EMERGING/DEVELOPING

Have students share two or three opinions about *Amazing Migrations* with a small group. Then ask them to respond to one opinion by disagreeing respectfully. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for disagreeing respectfully.

OPTION 1 Use the Shared Read Have students use text evidence from *Amazing Migrations: Butterflies, Bats, and Birds* to discuss the key ideas of the text. Remind them to disagree respectfully.

OPTION 2 Use Independent Text Students should use text evidence from their independent reading to discuss key ideas.

QUICK CHECK

Notice and Assess Can students disagree respectfully?

Decide

- **If students struggle**, revisit instruction for discussions in Small Group on pp. T340–T341.
- **If students show understanding**, extend instruction for discussions in Small Group on pp. T340–T341.

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

STUDENT INTERACTIVE, p. 406

RESPOND TO TEXT

Reflect and Share

Talk About It

This week you read about different animals that migrate. Which animal do you think has the most difficult or challenging journey? Why? Use evidence from the text to support your position.

Disagree Respectfully

During a discussion, you may disagree with classmates' ideas and opinions. It is important to disagree respectfully.

- Keep your voice even.
- Try to find something you agree on.

Use these sentence starters to disagree respectfully.

I agree with you about . . . , but . . .
I see what you mean about . . . ,
but I also think . . .

Weekly Question

What migration patterns do we see in some animals?

406

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Use the  **QUICK CHECK** on p. T339 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Today we are going to discuss how readers compare informational texts to study the different ways authors present similar key ideas. Create a Venn diagram with students to compare and contrast the key ideas in the infographic “Animals on the Move” with those in *Amazing Migrations*.

ELL Targeted Support

Help students acquire new vocabulary while comparing “Animals on the Move” and *Amazing Migrations* with a partner. Encourage them to use the new vocabulary they learned this week.

Provide cloze sentences comparing and contrasting texts. Guide students to correctly use *same*, *similar*, *different*, and *difference*.

EMERGING

Ask students to share two comparisons they made, using a sentence frame such as: *One difference I found is that wildebeests migrate to _____, while free-tailed bats migrate to _____.*

DEVELOPING

Have students identify one similarity and one difference between the two texts. Encourage them to use at least one new vocabulary word in their response. **EXPANDING**

Ask students to name one way that the migration behaviors of the animals they read about are alike and one way that they are different.

BRIDGING



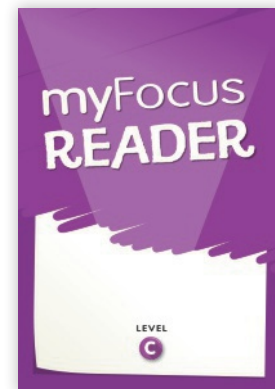
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



COMPARE TEXTS

Reread pp. 26–27 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of animal migration and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on animal migration into an effective format to share with others.

Critical Thinking Talk with students about their findings and the process they used. See *Extension Activities* pp. 118–122 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to compare one of their independent-reading texts to *Amazing Migrations*.

Possible Conference Prompts

- How do the key ideas in *Amazing Migrations* connect to the key ideas in another text you read this week?
- What did *Amazing Migrations* and the other texts you read this week teach you about animal migration patterns?

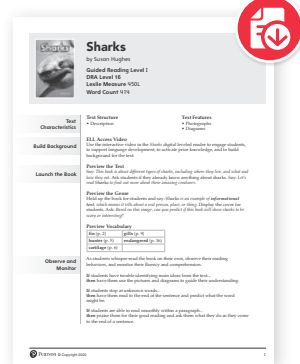
Possible Teaching Point Active readers compare, contrast, and connect ideas across different texts.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T294–T295.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some of the connections they made across texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “Animals on the Move” with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write in their reading notebook in response to the Weekly Question.
- research other animals that migrate.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T496–T499, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Resources

Stacks of Mentor Texts



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts
 - ▶ write in different genres and styles
 - ▶ apply writing conventions



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.)



Conference Routine

Research



Name



Decide on



Teach

Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.



Writing Assessment Options

Performance-Based Assessment

ONLINE OPTION

Prompt

Write an informative essay about how people celebrate their country. Use information from the passages in your essay.

Sources

- O Canada!
- The Fourth of July



Download a performance-based assessment from SavvasRealize.com for students to demonstrate their understanding of the reading and writing skills from the unit.

Writing Assessment

WEEK 5 • LESSON 5 OPTION

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on SavvasRealize.com.

Units of Study

This Unit: Informational Text

UNIT
1

LAUNCHING WRITING WORKSHOP

Students will

- become familiar with a variety of genres
- learn how to plan and revise writing
- recognize the structure of fiction and nonfiction
- write, revise, and publish work in a variety of genres

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives and learn about their characteristics
- develop setting, problem, and resolution in narratives
- focus on sequence and craft a conclusion
- write personal narratives

UNIT
2

INFORMATIONAL TEXT: LIST ARTICLE

Students will

- develop a writing plan for a list article
- use details that support a main idea
- incorporate text features to enhance meaning
- write an informational list article

UNIT
5

INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- recognize the characteristics of procedural texts
- develop easy-to-follow instructions using commands
- include a graphic, a list of materials, and sequential steps
- write how-to books

UNIT
3

POETRY: POEMS

Students will

- learn characteristics of poetry and generate ideas
- explore sensory details and choose words for effect
- apply language conventions correctly
- write poetry



BONUS!

OPINION WRITING: BOOK REVIEW

Students will

- learn about opinion writing in book reviews
- introduce a topic, state an opinion, and supply supporting reasons
- capitalize book titles correctly
- write book reviews

FAST TRACK

Your Writing Workshop for Standards Success

UNIT
2

INFORMATIONAL TEXT: LIST ARTICLE

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• List Article• Generate Ideas• Plan Your List Article
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Topic and Main Idea• Apply Develop Details• Apply Features and Graphics
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Introduction and Conclusion• Apply Organize Details• Apply Text Features
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Complete Sentences with Subject-Verb Agreement• Apply Nouns• Apply Prepositions and Prepositional Phrases
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Edit for Commas in a Series• Edit for Complete Sentences with Subject-Verb Agreement• Assessment

Weekly Overview

Students will

- understand the structure of list articles
- generate topic ideas
- organize their topic ideas into a writing plan

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	List Article T352	List Article: Main Idea and Details T356	List Article: Features and Graphics T360
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T353	Independent Writing and Conferences T357	Independent Writing and Conferences T361
SHARE BACK FOCUS 5–10 min.	Topic Ideas T353	Main Idea and Details T357	Graphic Features T361
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T354 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Use Resources to Spell Words T355 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Contractions T358 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Singular and Plural Nouns T359 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T362 • Language & Conventions Teach Singular and Plural Nouns T363



Mentor STACK



- *National Geographic for Kids* (magazine and online)
- *Young Rider* (magazine)
- *Dig* (magazine)
- *Faces: People, Places, and Cultures* (magazine)
- *chickaDEE* (magazine)

Use the following criteria to add to your informational book stack:

- Informational texts are of age-appropriate lengths.
- Main ideas and supporting details are easily identifiable.
- Graphic features are simple but add information not already included in the text.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

Generate Ideas T364

Independent Writing and Conferences T365

Topics T365

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T366
 - **Language & Conventions** Practice Singular and Plural Nouns T367

FAST TRACK

LESSON 5

Plan Your List Article T368

Writing Club and Conferences T368–T369

Topics and Details T368

- **Spelling** **Assess Understanding** T370
- **FLEXIBLE OPTION** ↩
Language & Conventions Standards Practice T371

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Fact vs. Opinion

The 5 Ws and H

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

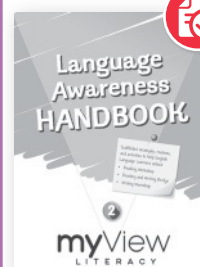
Independent Writing and Conferences

SHARE BACK FOCUS

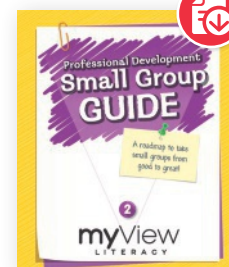
5–10 min.

Fact and Opinion Sentences

Writing Plans



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 informational texts to gauge where students need support in planning their drafts. Have stack books and minilessons available to reference during the conferences.


FORMATIVE ASSESSMENT

Conference Prompts


List Article: Main Idea and Details

If students need additional support,	 Then summarize a stack text’s main idea and read aloud while pointing out details.
If students show understanding,	Then have students write a list of details that support a main idea.


List Article: Features and Graphics

If students need additional support,	 Then examine photos in a stack text and read aloud related content.
If students show understanding,	Then read details from a stack text. Have students suggest a relevant photo.

Generate Ideas

If students need additional support,	 Then ask: What are three topics that interest you?
If students show understanding,	Then have them brainstorm ideas with a partner.

Plan Your List Article

If students need additional support,	 Then help them break a topic into three main points.
If students show understanding,	Then provide a topic and have students suggest three items they could write about it.

Conference Support for ELL

EMERGING

- Use modeled writing to help students write a list.
- Allow students to discuss a photo in their home language.
- Use a graphic organizer to itemize a topic.

DEVELOPING

- Use shared writing to help students compile a list.
- Help students choose a photo that matches a simple sentence.
- Ask students questions about a topic and write an itemized list.

EXPANDING

- Do a Think Aloud to connect how details support a main idea.
- Have students draw an image relevant to a text.
- Have students discuss topics that interest them and ask them to name three relevant items.

BRIDGING

- Have students discuss how a list of details supports a main idea.
- Have students choose a photo relevant to a text.
- Have students plan their list articles.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure** and **singular and plural nouns**.



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 informational list articles and features and graphics in list articles. These targeted supports were chosen to help students better understand the writing genre and planning process.

Use this note for the minilesson on pp. T352–T353.

ELL Targeted Support

LIST ARTICLE

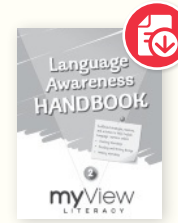
Show students a list article from the mentor stack. Point out the format: running text, a numbered or bulleted list of details, and a conclusion with more running text.

Ask students how many details are in the list.
Read the list together. **EMERGING**

Discuss with students the format of details in the list and how the list makes the details clear.
DEVELOPING

Have student pairs discuss how and why the list supports the introductory text. **EXPANDING**

Have student pairs compare the list of details with the main idea in the text. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T360–T361.

ELL Targeted Support

LIST ARTICLE: FEATURES AND GRAPHICS

Give students visual and contextual support to help them read content area text. They can use their reading experience to improve their writing. Remind students that texts give information in different ways. One way is with sentences and paragraphs about the topic. Another way is through graphic features—photographs, drawings, diagrams, charts, and maps. Choose a stack text and briefly summarize it to provide contextual support.

Page through the text, naming the graphic features and identifying information they give that is not in the text. **EMERGING**

Page through the text, naming the graphic features. Have students tell you what information they see in the features. **DEVELOPING**

Have pairs of students look at the text and discuss information that photos, charts, and other graphic features give them. **EXPANDING**

Have students find four pieces of information in graphic features that are not given in the printed text. **BRIDGING**

FAST TRACK

List Article

OBJECTIVE

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK



TEACHING POINT A list article is a type of informational writing in which authors list numbered details that support a main idea. A list article is similar to other pieces of informational writing in that it contains an introduction, a conclusion, and graphic features. A list article is different because its body contains listed details rather than straight paragraphs.

MODEL AND PRACTICE Direct students to p. 253 of the *Student Interactive*. Read the opening paragraph. Point to the topic. Say: **The topic of this list article is “Kinds of Animals.” All list articles are written about a topic.** Point to the introduction and main idea. Say: **In the introduction, an author explains the topic. The first sentence of the introduction is called “a topic sentence.” This is where you’ll read the main idea.** Read the introduction. Say: **In the introduction, the author gives the main idea of the article.**

Next, point to the listed details. Say: **This is a list of details. Each detail supports the main idea.** Then point to the photo. Say: **Informational articles contain graphic features. A photo is a type of graphic feature. This photo is another way to share information about the topic.** Finally, point to the conclusion. Say: **List articles end with a conclusion. The conclusion restates the main idea and summarizes details.**

Choose a stack text and have students point out the topic, the introduction where the main idea is likely to be, graphic features, and the conclusion.

Independent Writing

Mentor STACK



FOCUS ON LIST ARTICLES

- Students should explore various informational articles during independent writing time, focusing on topics they enjoy, to see how authors present information and how their information relates to various topics.

WRITING SUPPORT

- **Modeled** Choose a stack text. Do a Think Aloud to model how to locate introductory information in its opening paragraph.
- **Shared** Have students read the list article on p. 253. Ask questions about the purpose of each part of the article.
- **Guided** Provide explicit instruction on how to write a topic sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students may also begin writing lists about the topics they have read.

See the **Conference Prompts** on p. T350.

Share Back

Students can share the topics of informational texts they enjoyed reading.



Spelling

Spell Words with Contractions

OBJECTIVE

Use an apostrophe to form contractions and frequently occurring possessives.

SPELLING WORDS

you'll	I'll
he's	isn't
wasn't	she's
don't	what's
we're	you're

HIGH-FREQUENCY WORDS

different between

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each contraction and the two high-frequency words.

Spelling Sentences

1. **You'll** eat lunch soon.
2. **He's** going to the store.
3. She **wasn't** going to school.
4. We **don't** want to be late.
5. **We're** going to the park.
6. I do not know when **I'll** be home.
7. He **isn't** ready for the game.
8. **She's** reading a book.
9. **What's** the next step?
10. I know that **you're** happy.
11. We used a **different** color pen.
12. What is **between** the two books?

ELL Targeted Support

Spelling Patterns Help students recognize the spelling patterns of contractions.

Write and say: *you'll* and *he's*. Have students copy each word and say the sound they hear at the end. **EMERGING**

Have students find contractions in a book, write them, and discuss the spelling patterns. **DEVELOPING/EXPANDING**

Challenge students to write ten contractions. Have students share and discuss the spelling patterns. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Contractions


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Contractions

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with ar, or, ore, oar

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION 

LESSON 1



Spiral Review: Use Resources to Spell Words

FOCUS Review with students that they can use resources such as a dictionary or glossary to help them spell words. Remind them that words in both these resources are listed alphabetically.

MODEL AND PRACTICE Read this sentence aloud: *The child looked forlorn.* Guide students to locate the word *forlorn* in a dictionary or glossary, sounding out the beginning of the word to help students search in the correct area of the resource under *F*. After students have found the word, spell it with them and discuss its meaning in the sentence.

APPLY Have partners look up the word *hectic* in a dictionary or glossary and use it in a written sentence that shows its meaning. Call on pairs to read their sentences aloud.

OBJECTIVE

Alphabetize a series of words and use a dictionary or glossary to find words.

ELL Targeted Support

Use Spelling Resources Explain how to locate specific words in a dictionary or glossary. Have a grade-appropriate classroom dictionary or glossary available.

Display a word from the dictionary or glossary. Ask students to name the first letter in the word. Explain that words in a dictionary or glossary are in alphabetical order. Help students flip through the resource to find the word. Tell students they

can use a dictionary or glossary to help them spell unfamiliar words. **EMERGING/DEVELOPING**

Write three words from the dictionary or glossary on the board. Have student pairs find each word in the dictionary or glossary and tell each other the definitions and spellings of the words. **EXPANDING/BRIDGING**

FLEXIBLE OPTION 

LESSON 1



Spiral Review:
Use Resources to
Spell Words

FLEXIBLE OPTION 

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

Teach Singular and
Plural Nouns

LESSON 4

Practice Singular and
Plural Nouns

FLEXIBLE OPTION 

LESSON 5

Standards Practice

List Article: Main Idea and Details

OBJECTIVE

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 253

LIST ARTICLE **WRITING WORKSHOP**

I can use elements of informational text to write a list article. **My Learning Goal**

List Article
In a list article, an author picks a topic and writes a main idea that gives more information on the topic. The author lists details to support the main idea.

Kinds of Animals ← **Topic**

There are many different kinds of animals. **Introduction**

Scientists sort animals into groups, including mammals, birds, and reptiles, based on features they share. **Main Idea**

1. Mammals have fur or hair. They feed their babies milk. **Details**

2. Birds have feathers. Their feathers keep them warm and help them fly. **Graphic**

3. Reptiles have scales. Their scales help protect their bodies.

Mammals, birds, and reptiles are three groups of animals. The animals in each group are alike in certain ways. **Conclusion**

253

Minilesson

Mentor **STACK**

TEACHING POINT In a list article, an author supports a main idea with a numbered or bulleted list of details about a topic.

MODEL AND PRACTICE Read a stack text aloud. Discuss its main idea with students. Ask them to identify details from the text, helping them separate more important details from less important details. Together, write a list of details that support the text’s main idea.

Direct students to p. 253 in the *Student Interactive*. Point to the main idea of the list article. Say: **The main idea of this article is that scientists sort animals into groups. The animals in each group share the same features.**

Point to the details of the list article. Say: **This list of details shows how the animals of each group are similar. For example, all mammals have fur or hair. Birds all have feathers. Reptiles all have scales. These details support the main idea.**

Ask: **In this list of details, does the author write about different groups of plants and how they are alike?** Pause. Say: **No, details about plants do not support the main idea of this article.**

Possible Teaching Point

Writing Process

Prewriting | Mapping

A web graphic organizer can help students organize information about their topic in a logical way.

Have students

- write the topic above the web
- write the main idea in the center of the web
- list only important supporting details about the main idea

Independent Writing

Mentor STACK



FOCUS ON INTRODUCTORY PARAGRAPH

- Students should continue to read articles from the stack.

 WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to identify supporting details from irrelevant details.
- **Shared** Ask students questions to help them identify supporting details from irrelevant ones.
- **Guided** Provide explicit instruction on how to write a numbered list comprising details given in a text.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students with a strong understanding of list articles may begin writing an introductory paragraph about their chosen topic.

See the **Conference Prompts** on p. T350.

Share Back

Ask several students to share their possibilities for a main idea or some details that relate to a main idea.

Spelling

Spell Words with Contractions

OBJECTIVE

Use an apostrophe to form contractions and frequently occurring possessives.

SPELLING WORDS

you'll	I'll
he's	isn't
wasn't	she's
don't	what's
we're	you're

HIGH-FREQUENCY WORDS
 different between

LESSON 2

Teach

FOCUS Explain that a contraction is two words joined together to make one word. An apostrophe replaces letters that are removed when the words are combined.

MODEL AND PRACTICE Write *is not* and *isn't*. Point out that the apostrophe replaces the letter *o* in *isn't*. Repeat this process with other contractions. Then erase all the contractions. Point to each pair of words, and have the class say, spell, and write the contraction.

APPLY My TURN
 Have students complete *Student Interactive* p. 251 to practice spelling contractions. Use the leveled supports on p. T354 for ELLs.

SPELLING **READING-WRITING BRIDGE**

Spell Contractions

In contractions, two words are joined together to make one word. One of the two words is shortened.

MY TURN Sort the Spelling Words by the word that is shortened. Then write the My Words to Know.

is	not	Spelling Words you'll I'll he's isn't wasn't she's don't what's we're you're
he's	wasn't	
she's	don't	
what's	isn't	
will	are	
you'll	we're	
I'll	you're	My Words to Know different between
My Words to Know		
different between		251

LESSON 2

Teach Spell Words with Contractions


FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Contractions

FLEXIBLE OPTION
LESSON 4

 **Spiral Review: Spell Words with ar, or, ore, oar**

LESSON 5

Assess Understanding



Language & Conventions

Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 2

FOCUS Introduce singular and plural nouns by giving oral examples of each, such as: *pencil/pencils, book/books, student/students.*

MODEL AND PRACTICE Say these two sentences aloud: *There is a crayon on her desk. The crayons are new.*

Ask: *What is the difference between the two sentences? (One has crayon by itself and the other has crayons with an s.) Which is the singular noun? (crayon) Which is the plural noun? (crayons) This tells us whether there is one or more than one item.*

APPLY Have partners use singular and plural nouns to discuss objects in the classroom or on the playground. Invite volunteers to share sentences with the class. Ask the class to tell whether the subject in each sentence is a singular or a plural noun.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular and Plural Nouns

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Use Resources to Spell Words

LESSON 3

Teach Singular and Plural Nouns

LESSON 4

Practice Singular and Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

List Article: Features and Graphics

OBJECTIVE

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK



TEACHING POINT Graphic features, including photographs, drawings, charts, maps, and diagrams, are visual elements often included in informational articles. Graphic features show, in visual form, information that either explains the text or adds more information to the text.

MODEL AND PRACTICE Hold up a stack text that you have already read with students. Page through the article and point out its photos and graphic features.

Direct students to p. 253 in the *Student Interactive*. Point to the photo. Say: **Authors use graphic features such as photos in their list articles.** Have students skim the article. Ask: **Why did the author choose this photo?** Discuss with students how the photo relates to the main idea and details of the article. Call on students to suggest another type of photo that could be paired with the article.

Have groups of students page through stack texts and discuss together how writers use photos to support an article's main idea.

Possible Teaching Point

Spelling | Spelling Words with Contractions

Remind students that a contraction is a shortened form of two words joined by an apostrophe.

Have students

- look for words in their writing that could be joined as contractions
- check that their contractions are spelled correctly
- make sure apostrophes are in the appropriate place

Independent Writing

Mentor **STACK**



FOCUS ON GRAPHIC FEATURES

- Students should continue to work on their list articles.

WRITING SUPPORT

- **Modeled** Read some supporting details of a text. Do a Think Aloud to model choosing relevant photos.
- **Shared** Prompt students to suggest relevant photos for supporting details of a text.
- **Guided** Guide students in choosing photos for details in a text.

 **Intervention** Refer to the *Small Group Guide* for support.

- If ready to do so, students can begin to think about photos they would like to include with their writing. They may look at stack texts for photo ideas.

See the **Conference Prompts** on p. T350.

Share Back

Ask three or four students to share which photos were most effective in supporting a main idea and details of a text.



Spelling

Spell Words with Contractions

OBJECTIVE

Use an apostrophe to form contractions and frequently occurring possessives.

SPELLING WORDS

you'll	I'll
he's	isn't
wasn't	she's
don't	what's
we're	you're

HIGH-FREQUENCY WORDS
 different between

FLEXIBLE OPTION

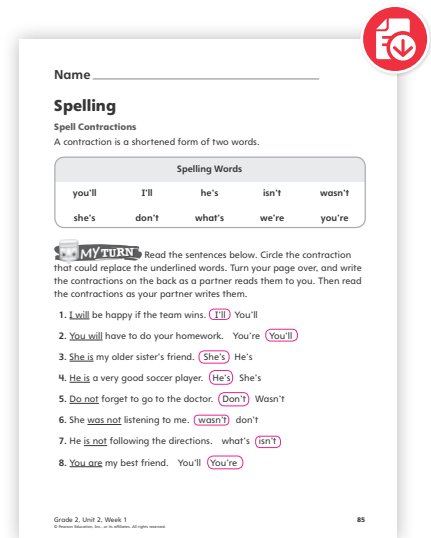
LESSON 3

Review and More Practice

FOCUS Remind students that a contraction is a shortened form of two words.

MODEL AND PRACTICE Write several contractions on the board. Ask students to tell you the two words that make up each one. Then write pairs of words that can be shortened to create a contraction. Ask students to direct you in how to write each contraction.

APPLY Have students complete *Spelling* p. 85 from the *Resource Download Center* for practice with spelling contractions.



FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Contractions

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Contractions

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with ar, or, ore, oar

LESSON 5

✓ Assess Prior Understanding



Language & Conventions

Singular and Plural Nouns

LESSON 3

Teach Singular and Plural Nouns

FOCUS Explain that words such as *pencil* are called singular nouns because they name a single object. Words such as *pencils* are called plural nouns. They name more than one. A singular noun is made into a plural noun when an -s or -es is added to the singular noun.

MODEL AND PRACTICE Review the terms singular noun and plural noun. Then hold one pencil in one hand and two pencils in the other. Show the one pencil and ask: *What do I have here? (a pencil)* Show the two pencils and ask: *What do I have here? (two pencils) Why did you say pencil about this one and pencils about these?* Encourage discussion and guide students to understand that the -s added to *pencil* means there is more than one.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Language Structures Help students learn the structures of singular and plural nouns by using classroom objects during instruction and interactions.

Show one book. Have students name it. (book) Add another book and ask students to name the pair. (books) **EMERGING**

Help students learn the language structures of singular and plural nouns by completing the Emerging activity. Then have students write both words. **DEVELOPING**

Help students learn the language structures of singular and plural nouns by completing the Developing activity. Then have students use both words in oral or written sentences to help them learn the language structures of singular and plural nouns. **EXPANDING/BRIDGING**

LESSON 3

Teach Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Use Resources to
Spell Words

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 4

**Practice Singular and
Plural Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

List Article: Generate Ideas

OBJECTIVE

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

STUDENT INTERACTIVE, p. 254

LIST ARTICLE

Generate Ideas

An author brainstorms, or thinks of ideas, before beginning to write.

MY TURN Plan a first draft of your list article. Generate ideas by thinking of three topics you could write about.

Topics

Responses should include topics for which there would be more than one item to list. Some examples: Places to Visit, Popular Picture Books, Favorite Sports.

Use this checklist to help decide which topic to use:

- This topic will be interesting to my readers.
- I can find interesting details about this topic.
- I will enjoy writing about this topic.

254

Genre Immersion Lesson

Mentor **STACK**



TEACHING POINT Authors begin the writing process by brainstorming ideas. In this process, they explore ideas that interest them and that they think readers will find interesting.

MODEL AND PRACTICE Hold up a text from the stack. Review its topic with students. Say: This text is about _____. The author chose to write about this topic. (Author’s name) must have thought (the topic) was interesting. (He or she) probably thought you would find this topic interesting too.

This author thought about these things before writing. This is part of the brainstorming process. Brainstorming is another way of saying “thinking up ideas.” During the brainstorming process, all ideas are good ideas.

Read the sentence at the top of p. 254 of the *Student Interactive*. Say: Think about the books you have read and the subjects and activities you like. Ideas come from many different places. Write several topic ideas and what you know about them, what interests you about them, and what you still want to know about them. When you are finished, use the checklist to decide which one to write an article about.

Direct students to complete the activity on p. 254 in the *Student Interactive*.

Possible Teaching Point

Language & Conventions | Singular and Plural Nouns

Remind students that a singular noun names one person, place, or thing, and a plural noun names more than one. Most plural nouns end in -s or -es.

As students write their list articles, have them

- check that they have used the correct form of each noun
- verify that they have spelled plural nouns correctly

Independent Writing

Mentor **STACK**



FOCUS ON IDEAS

- During independent writing time, students should continue to write their list articles or explore topics of interest.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model the brainstorming process.
- **Shared** Ask students questions about the ideas that interest them. Help them write notes about their ideas.
- **Guided** Guide students in discussing their interests and discovering topic ideas for them.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T350.

Share Back

Ask students to share how they decided among several topic ideas.



Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

you'll	I'll
he's	isn't
wasn't	she's
don't	what's
we're	you're

HIGH-FREQUENCY WORDS
different between

Writing Workshop

As students proofread their writing, remind them to check the spelling of words with *r*-controlled vowels and vowel teams.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Have students recall the previous spelling rules for words with *ar*, *or*, *ore*, and *oar*.

MODEL AND PRACTICE Read the following words and have students spell them: *bark*, *horn*, *wore*, *soar*.

APPLY Have pairs work together to present the following words for partners to spell: *barn*, *horse*, *more*, and *board*. Then have them underline the *r*-controlled vowel group in each word.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Spell Words with
ar, *or*, *ore*, *oar*

LESSON 5

Assess Prior Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Contractions

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Contractions



Language & Conventions

Singular and Plural Nouns

LESSON 4

Practice Singular and Plural Nouns

APPLY MyTURN Have students complete the practice activity on p. 252 to edit a draft using singular and plural nouns. Use the leveled supports on p. T363 for ELLs.

LANGUAGE AND CONVENTIONS

Singular and Plural Nouns

A **singular noun** names one person, place, animal, or thing. A **plural noun** names more than one.

Rule	Singular	Plural
Add -s to most nouns to name more than one.	cat flower	cats flowers
Add -es to nouns that end in x, ch, sh, s, or ss .	fox bench dish bus dress	foxes benches dishes buses dresses

MYTURN Edit this draft. Fix incorrect spellings of plural nouns. The first one is done for you.

Two ^{classes} ~~class~~ at my school planted a garden. We filled four large wood ~~boxes~~ ^{boxes} with soil. Then we made holes two ~~inches~~ ^{inches} apart in the soil. We put a seed in each hole. Many ~~shoots~~ ^{shoots} grew out of the soil. I hope they will all grow into big ~~plants~~ ^{plants}.

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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Writing Workshop

Tell students to note singular and plural nouns as they begin writing drafts. Remind them that plural nouns have an **-s** or **-es** at the end. Have students peer edit with a partner to check for correct spelling.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Use Resources to Spell Words

FLEXIBLE OPTION
LESSON 2

Oral Language:
Singular and Plural Nouns

LESSON 3

Teach Singular and Plural Nouns

LESSON 4

Practice Singular and Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Plan Your List Article

OBJECTIVES

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

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

STUDENT INTERACTIVE, p. 255

Plan Your List Article
Authors organize ideas to plan what they will write.

MY TURN Decide on a topic for your list article. List the items you want to write about. Be sure to number them in order. Write details with information about each item. Then share your ideas in Writing Club. Listen to what others say about your ideas.

Topic:	
Items	Details

Responses should include a topic, a numbered list of items related to that topic, and a sentence or two describing each item listed.

255

Minilesson

Mentor **STACK**



TEACHING POINT After authors choose a topic to write about, they generate ideas for writing. They may use drawing and brainstorming to generate ideas. Then they organize those ideas as they plan what to write.

MODEL AND PRACTICE Direct students to p. 255 of the *Student Interactive*. Read the first sentence at the top of the page. Say: *Before you write your list articles, you will generate ideas. You will then create a plan that will help you organize your ideas.*

Then read the My Turn paragraph. Review the chart on p. 255 with students, pointing out the boxes as you go. Say: *First, you will write your topic. Then you will generate ideas. By organizing your ideas, you'll break your topic into different items. For example, imagine that you have decided on "hummingbirds" for a topic. Some items you could write about are how hummingbirds are unusual, what hummingbirds eat, and how hummingbirds make their nests. Finally, you will add details about each of the items.*

Use an article from the stack to model how to fill out the chart according to its topic, topical items, and details. Then have students use the process you modeled to plan their list article by generating ideas.

WRITING CLUB

Place students into Writing Club groups. See p. T369 for details on how to run Writing Club. See **Conference Prompts** on p. T350.

Share Back

Ask several students to share their topics, ideas and items about the topic, and corresponding details.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share topic ideas and details for their list articles.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to gain the floor in a respectful manner
- How to provide constructive feedback to other students
- How to listen with full attention

What Are We Sharing? Students should take turns sharing their topics and details about those topics. Their classmates should help them decide which interesting and relevant details to include.

How Do We Get Started? **Conversation Starters**

- What do you like most about your topic?
- I'm not sure this detail of _____ is important enough to include.
- Why did you choose this detail?
- You could add more details about _____.

Spelling

Spell Words with Contractions

OBJECTIVE

Use an apostrophe to form contractions and frequently occurring possessives.

SPELLING WORDS

you'll	I'll
he's	isn't
wasn't	she's
don't	what's
we're	you're

HIGH-FREQUENCY WORDS

different	between
-----------	---------

LESSON 5


Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students adequate time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. **What's** the name of your teacher?
2. The dog **wasn't** eating his food.
3. **Isn't** she going to the movie with us?
4. **We're** planning to go to the beach today.
5. **Don't** spill any paint on the floor.
6. **He's** enjoying his new book.
7. **You'll** be happy to see your friends.
8. She used a **different** color crayon.
9. I know **I'll** go to the library today.
10. He asked whether **you're** going on vacation.
11. **She's** taking a walk.
12. I sat **between** them.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Contractions

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Contractions

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:**
Spell Words with *ar, or, ore, oar*

LESSON 5

 **Assess Understanding**



Language & Conventions

Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

Grow beans in another part of the garden.

Which word in the sentence is a plural noun?

- A another
- B beans**
- C garden
- D part

APPLY Have students complete *Language & Conventions* p. 91 from the *Resource Download Center*.

Name _____

Language and Conventions

Singular and Plural Nouns

A noun names a person, place, thing, or animal. A **singular noun** names one person, place, or thing. A **plural noun** names more than one. Most plural nouns end in -s. For nouns that end in x, ch, sh, s, or ss, add -es to make them plural.

MY TURN Circle the word that completes each sentence.

- Our class read two _____ on planting a garden. book **books**
- We picked a few _____ to grow in our garden. **plants** plantes
- We watered the soil every _____. **day** days
- Jordan watched a snail crawl down a _____. **log** logs
- Ana saw two birds on the tree _____. branches **branches**
- Riley drank a _____ of juice. **glass** glasses
- After school, Luke and Ella rode their _____ home. biks **bikes**
- We packed our toys in two _____. boxes **boxes**

Grade 2, Unit 2, Week 1
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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Use Resources to
Spell Words

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

**Teach Singular and
Plural Nouns**

LESSON 4

**Practice Singular and
Plural Nouns**

Weekly Overview

Students will

- apply their knowledge of informational texts to write a list article
- understand how a main idea relates to a topic
- support a main idea with relevant details and graphic features

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Topic and Main Idea T376	Explore Develop Details T380	Apply Develop Details T384
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T377	Independent Writing and Conferences T381	Independent Writing and Conferences T385
SHARE BACK FOCUS 5–10 min.	Main Idea T377	Types of Details T381	Details T385
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T378 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Singular and Plural Nouns T379 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Long <i>a</i>: <i>ai</i>, <i>ay</i>, <i>ea</i> T382 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Irregular Plural Nouns T383 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T386 • Language & Conventions Teach Irregular Plural Nouns T387



Mentor STACK



These criteria may be helpful in selecting texts to teach elements of informational texts:

- The topic and main idea are clearly conveyed and well developed.
- Clearly identifiable details connect to the main idea.
- Features and graphics provide clear, additional information about the text.

FAST TRACK

LESSON 4

LESSON 5

Explore Features and Graphics T388

Apply Features and Graphics T392

Independent Writing and Conferences T389

Writing Club and Conferences T392–T393

Graphics T389

Favorite Drawings T392

FLEXIBLE OPTION

- **Spelling** Spiral Review T390
- **Language & Conventions** Practice Irregular Plural Nouns T391

- **Spelling** *Assess Understanding* T394

FLEXIBLE OPTION

- **Language & Conventions** Standards Practice T395

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Write a Strong First Sentence

The Right Number of Details

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

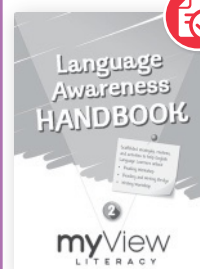
Independent Writing and Conferences

SHARE BACK FOCUS

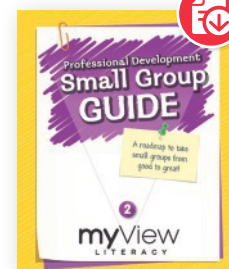
5–10 min.

Strong First Sentence

Revised Draft



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



During this time, assess for understanding of how to choose a topic and support its main idea as well as the purpose of features and graphics in informational articles. Have stack books and minilessons available.

FORMATIVE ASSESSMENT		Conference Prompts
Topic and Main Idea		
If students need additional support,	Then ask leading questions to help students identify the main idea of a text.	
If students show understanding,	Then have students read a stack text and identify its topic and main idea.	
Explore Develop Details		
If students need additional support,	Then read a stack text together, pointing out facts, details, and definitions.	
If students show understanding,	Then have students use their writer's notebooks to categorize the details, facts, and definitions in a stack text, writing them in separate lists.	
Apply Develop Details		
If students need additional support,	Then review how a stack text was organized with a main idea followed by details.	
If students show understanding,	Then have students tell you some supporting details they will use in their writing.	
Explore Features and Graphics		
If students need additional support,	Then use an example of a photo to show how it helps explain the text.	
If students show understanding,	Then ask: How can you use photos and illustrations in an informational article?	

Conference Support for ELL

EMERGING

- Use a graphic organizer for Main Idea and Supporting Details to discuss a stack selection.
- Use modeled writing to help students write a definition.
- Use stack texts to help students identify features and graphics.

DEVELOPING

- Invite students to use their home language to discuss the main idea of a text.
- Use a graphic organizer to categorize details and facts.
- Have students create a drawing based on a stack text they've read.

EXPANDING

- Use shared writing to list details about a main idea.
- Use guided writing to write a definition.
- Use visuals from the stack to discuss a main idea and details.

BRIDGING

- Have students read and think aloud from a text.
- Use guided writing to list facts about a topic.
- Have students identify a graphic in a text and explain how it enhances the text's meaning.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **descriptive words** and **irregular plural nouns**.



ELL Minilesson Support

Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that expands their awareness of how a main idea connects to its topic, how to develop the different types of details, and how authors use graphic features to provide more information about a text.

Use this note for the minilesson on pp. T380–T381.

ELL Targeted Support

EXPLORE DEVELOP DETAILS

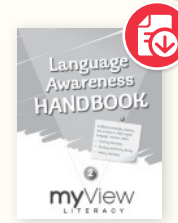
Remind students that the main idea is what a text is about. The rest of the text will be mostly details that support or relate to that main idea.

From a stack text, read several paragraphs that clearly include the main idea of the text. Ask students to tell you what they think the text is mostly about. Ask volunteers to tell you what details they used to draw that conclusion. **EMERGING**

Distribute books or magazines with informational articles to small groups of students and have students identify a main idea and at least one supporting detail for two articles. **DEVELOPING/EXPANDING**

Distribute informational books or magazines and have students work independently to identify the main idea and at least two supporting details for two articles.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T388–T389.

ELL Targeted Support

EXPLORE FEATURES AND GRAPHICS

Tell students that authors use photos and illustrations to add information to the text.

Using a book with photos, read several paragraphs and show students a photo that accompanies the text. Have students describe what they see in the photo that is not mentioned in the text. **EMERGING**

Have small groups read several paragraphs from a book with photographs and look at an image that accompanies that text. Have them write several pieces of information that are in the photo but not in the text. **DEVELOPING/EXPANDING**

Have individual students compare printed text with a photo and write complete sentences about several pieces of information they see in the photo that are not stated in the text. **BRIDGING**

FAST TRACK

Topic and Main Idea

OBJECTIVE

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 287

LIST ARTICLE
WRITING WORKSHOP

I can use elements of informational text to write a list article.

My Learning Goal

Topic and Main Idea

An author chooses a **topic** to write about. The **main**, or **central**, **idea** is the most important information about that topic.

MY TURN Fill in the chart below using informational texts from your classroom library. Responses should include correct information about three informational texts in the classroom library.

Title	Topic	Main Idea

287

Minilesson

Mentor **STACK**



TEACHING POINT When authors write about a topic, they focus on its main or central idea—the most important information about a topic.

MODEL AND PRACTICE Hold up a text from the stack. Read its title. Then read its introduction (one to several paragraphs). Ask: **What is the topic of this text?** (Prompt students to state the title in their answers.) Say: **The main idea is the most important information about the topic. The main idea can be said in one sentence.** Ask: **What is the main idea of this text?**

Repeat the above routine with another stack text. Direct students to p. 287 in the *Student Interactive*. Point out the chart. Tell students to choose three informational texts from the stack and then fill in the chart.

Independent Writing

Mentor STACK



FOCUS ON MAIN IDEAS

- During independent writing time, students should read additional articles from the stack to explore the main idea of various topics.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to separate important details from minor details, citing the main idea of the text.
- **Shared** Ask students questions that aid them in citing important details. Help them fill in their charts.
- **Guided** Read a stack text aloud. Point out its topic and main idea.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students should also think about the main idea for their own list article.

See the **Conference Prompts** on p. T374.

Share Back

Have students share the main idea of the books they've read.



Spelling Spell Words with Long a: ai, ay, ea

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

SPELLING WORDS

pay	break
brain	great
paint	Sunday
Monday	Thursday
Friday	Saturday

HIGH-FREQUENCY WORDS

air	change
-----	--------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read the words and sentences aloud. Have students spell each word with the long a sound and the two high-frequency words.

Spelling Sentences

1. There is a game on **Sunday**.
2. He uses his **brain** to solve the problem.
3. The **air** feels cool.
4. Where can we **pay** for the drink?
5. She starts school on **Monday**.
6. I need more blue **paint**.
7. **Saturday** is my birthday.
8. Let's take a **break**!
9. Do we have a test on **Friday**?
10. This chocolate ice cream is **great**.
11. The concert is on **Thursday**.
12. I like to see the seasons **change**.

ELL Targeted Support

Spelling Patterns To help students successfully employ the spelling patterns associated with the long a sound, review long and short a sounds.

Provide word cards with long a words. Have partners sort the cards into categories: ai, ay, and ea. Prompt students to

read each word aloud and write it to recognize the different spelling patterns. **EMERGING**

Have students create their own word cards with words that contain a long a spelling pattern. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long a: ai, ay, ea


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long a: ai, ay, ea

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Contractions

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Singular and Plural Nouns

FOCUS Review with students that a plural noun is formed by adding either -s or -es to the end of a singular noun.

MODEL AND PRACTICE Display the following words on the board: *cat, house, train, box, bus, watch, dish, dress*. Explain that *cat, house, and train* only need -s added to make the noun plural, but the other words need -es to make the plural forms. Write the plural forms next to the corresponding singular forms.

APPLY Have partners think of examples of singular nouns that end in *g, t, n, x, s, ch, and sh*. Then have them write the plural form of the nouns they chose. Invite partners to write their noun pairs on the board.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Language Structures Help students learn the structures of singular and plural nouns by using classroom objects during instruction and interactions.

Show one book. Have students name it. (book) Add another book and ask students to name the pair. (books) **EMERGING**

Help students learn the language structures of singular and plural nouns by completing the Emerging activity. Then have students write both words. **DEVELOPING**

Help students learn the language structures of singular and plural nouns by completing the Developing activity. Then have students use both words in oral or written sentences to help them learn the language structures of singular and plural nouns. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 3

Teach Irregular Plural
Nouns

LESSON 4

Practice Irregular
Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

List Article: Explore Develop Details

Mentor STACK



Minilesson

OBJECTIVE

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

STUDENT INTERACTIVE, p. 288

INFORMATIONAL TEXT

Develop Details

An author uses information to support the main, or central, idea. Examples might include specific and relevant details, facts, and definitions.

Main Idea
There are many patterns in nature.

<p>Specific and relevant details are small pieces of information. Many different animals have patterns on their fur, feathers, or skin.</p>	<p>Facts give information that can be proved to be true. A snake's species can be determined by the pattern on its skin.</p>	<p>Definitions tell the meanings of words or ideas. A pattern is a design that is repeated over and over.</p>
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MYTURN In your writer's notebook, plan the details for your list article. Use your plan to develop a draft.

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TEACHING POINT Authors support the main idea with specific and relevant details, facts, and definitions.

MODEL AND PRACTICE Use one of the stack texts you used with p. T160. Review that the main or central idea is the most information about a topic, and that the main idea can be said in a sentence. Have students review the stack text by having them complete these sentence frames: *The author of this book wrote about _____. The main idea is _____. The author supported the main idea with information.* Tell students the types of information that an author uses.

- Specific and relevant details are important and interesting. Important details support the main idea. Minor and unrelated details may help the reader enjoy a piece of writing, but they do not directly support the main idea.
- Facts provide true information. Facts help the reader learn about the topic.
- Definitions give the meaning of words and ideas.

Find instances of specific and relevant details, facts, and definitions in the stack text. Point out various supporting details and ask students whether each is a specific and relevant detail, fact, or definition. Direct students to p. 288 of the *Student Interactive*. Have them review the definitions as a reminder of the kinds of information they can use in the list articles they are writing.

Possible Teaching Point

Writing Process

Drafting | Using Details

Students should be using details in their writing that are relevant to the main idea.

Remind students that supporting details

- should be interesting and important
- provide facts about the topic
- give definitions that help make the text more clear for readers

Independent Writing

Mentor STACK



FOCUS ON DETAILS

- During independent writing time, students should read stack texts and locate different kinds of supporting details.

 WRITING SUPPORT

- **Modeled** Do a Think Aloud to model discovering the meaning of a word when an author defines it.
- **Shared** Help students categorize details according to type of detail.
- **Guided** Provide explicit instruction on how to write a definition for a word.

 **Intervention** Refer to the *Small Group Guide* for support.

- Also have students think of details that will support the main idea of their list article.

See the **Conference Prompts** on p. T374.

Share Back

Ask several students to share the supporting details they've found.



Spelling Spell Words with Long a: ai, ay, ea

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, r-controlled syllables, and final stable syllables.

SPELLING WORDS

pay	break
brain	great
paint	Sunday
Monday	Thursday
Friday	Saturday

HIGH-FREQUENCY WORDS

air	change
-----	--------

LESSON 2

Teach

FOCUS Say: The long a sound can be spelled ai, ay, and ea. The letter a is in all of these pairs.

MODEL AND PRACTICE Write: *main*, *pay*, *daybreak*, *sailor*, and *great*. Say the words, emphasizing the long vowel sound as you underline the long a spelling patterns. Have students spell these one-syllable and multisyllabic words.

APPLY MyTURN

Have students complete *Student Interactive* p. 285 to spell one-syllable and multisyllabic words with vowel teams. Use the leveled supports on p. T378 for ELLs.

SPELLING READING-WRITING BRIDGE

Spell Words with Long a: ai, ay, ea

Long a can be spelled ai, ay, and ea.

MYTURN Sort and spell the Spelling Words by their long a vowel pattern. Then write the My Words to Know.

<p>ai</p> <p>brain</p> <p>paint</p> <p>ea</p> <p>break</p> <p>great</p> <p>My Words to Know</p> <p>air</p> <p>change</p>	<p>ay</p> <p>pay</p> <p>Sunday</p> <p>Monday</p> <p>Thursday</p> <p>Friday</p> <p>Saturday</p>
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Spelling Words

pay
break
brain
great
paint
Sunday
Monday
Thursday
Friday
Saturday

My Words to Know

air
change

285

LESSON 2

Teach Spell Words with Long a: ai, ay, ea

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long a: ai, ay, ea

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Contractions

LESSON 5

Assess Understanding



Language & Conventions

Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Irregular Plural Nouns

FOCUS Answer any questions students have about singular and plural nouns. Then introduce irregular plural nouns. Explain that some nouns do not follow the rules for making a noun plural.

MODEL AND PRACTICE Display the following: *one child, two children; one fish, two fish; one mouse, two mice; one tooth, two teeth*. Point out that the plural form sometimes looks very different from the singular form. Sometimes the singular and plural forms are the same.

APPLY Have students work with partners to create oral sentences with singular and plural forms of the following nouns: *child, fish, foot, mouse, and tooth*. Instruct one partner to say sentences with the singular form and the other to use the plural form. Then have them switch roles.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Singular and
Plural Nouns

LESSON 3

Teach Irregular Plural
Nouns

LESSON 4

Practice Irregular
Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Develop Details

OBJECTIVES

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK 

TEACHING POINT Authors use details to support the main idea of a text. As a way to organize their ideas, authors plan the details they want to include in their texts.

MODEL AND PRACTICE Hold up an article from the stack. Point out that, before writing, the author had planned which supporting details to include. Ask: **What is the main idea of the article? Which details support this main idea?** Help students identify the main idea and supporting details. Guide students as they consider specific and relevant details, facts, and definitions.

Have students use the chart on p. 288 of the *Student Interactive* as a reference tool as they use their writer's notebooks to plan details for their writing. If students have trouble, reinforce how the details they choose

- should support the main idea with facts and relevant details
- should be interesting to the reader
- should help the reader understand the topic and main idea

Possible Teaching Point

Spelling | Words with Long a: ai, ay, ea

Have students read their drafts aloud and listen for one-syllable and multisyllabic words with the long a sound. Then have students check the spelling of these words to make sure they used the correct long a spelling pattern.

Independent Writing

Mentor STACK



FOCUS ON DEVELOPING DETAILS

- During independent writing time, students should begin to develop a first draft using their writing plans.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to differentiate between a relevant and an irrelevant detail.
- **Shared** Help students write a list of supporting details.
- **Guided** Ask students questions that help them choose supporting details.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T374.

Share Back

Call on students to share details about their main idea. Ask them why they chose certain details.

Spelling Spell Words with Long *a*: *ai, ay, ea*

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

pay	break
brain	great
paint	Sunday
Monday	Thursday
Friday	Saturday

HIGH-FREQUENCY WORDS
 air change

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that the long *a* sound can be spelled *ai, ay, or ea*.

MODEL AND PRACTICE Say the following words and have students spell them: *may, wait, stay, main, break*.

APPLY Have students complete *Spelling* p. 86 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Long *a*: *ai, ay, ea*

Spelling Words				
pay	break	brain	great	paint
Sunday	Monday	Saturday	Thursday	Friday

MY TURN Draw a line to match each clue to the correct word. Write the word on the line.

- Day after Sunday Monday pay
- Use money to do this pay Sunday
- First day of the week Sunday Monday
- Last day of the week Saturday paint
- Draw with a brush paint Saturday

Grade 2, Unit 2, Week 2
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long *a*: *ai, ay, ea*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long *a*: *ai, ay, ea*

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with Contractions

LESSON 5

✓ Assess Understanding



Language & Conventions

Irregular Plural Nouns

LESSON 3

Teach Irregular Plural Nouns

FOCUS Explain that to create the plural forms of most nouns, students would follow the rule of adding -s or -es. Some plural nouns are not formed by following these rules; these nouns are called irregular plural nouns. Learning them in pairs makes them easier to remember.

MODEL AND PRACTICE Display the singular and plural forms of the following nouns: *child, fish, foot, mouse, tooth*. Say: *One child, two children. My parents have one child. His parents have two children. One fish, two fish. I want to buy one fish. I have two blue fish. One foot, two feet. I have a shoe on one foot, but I have socks on two feet. One mouse, three mice. I know about a famous mouse. Do you know the song about three mice? One tooth, two teeth. I have a new tooth. A shark has a lot of teeth.* Say the singular and plural forms chorally with the class several times. Then direct students to write sentences using both forms. Invite volunteers to share their sentences with the class.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

ELL Targeted Support

Language Structures Review irregular plural nouns with students during classroom instruction.

Display these sentences: *A bird doesn't have one foot. A bird has two feet. I have a fish. She has four fish. Jack lost a tooth. The baby has six teeth.* Point to the first sentence and say: *Foot. One or more than one?* Elicit one. Underline the word and say: *One foot.* Repeat with the other sentences. Then say the singular and plural forms as you hold up one or

two fingers. Have students repeat after you to recognize and begin learning these language structures. **EMERGING**

Use this activity to help students learn the language structures of irregular plural nouns. Say *foot* and *feet* and hold up one and then two fingers. Then do the activity as a class, using the following words: *fish/fish, tooth/teeth, and mouse/mice.* **DEVELOPING**

LESSON 3

Teach Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 4

**Practice Irregular
Plural Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

List Article: Explore Features and Graphics

OBJECTIVES

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

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK



TEACHING POINT Authors use graphic features such as illustrations and photos to illustrate texts. Graphic features give the reader more information about the topic and also help the reader to visualize details in the text.

MODEL AND PRACTICE Tell students that informational books include graphic features, such as illustrations and photos. Display two or three articles from the stack. Pause to identify the graphic features. Discuss how each graphic feature provides details and supports the main idea. Then pose the following discussion questions:

- How does the graphic help the reader visualize details?
- What information does this graphic give?
- How does the graphic connect to the main idea?
- What graphics would you add to the text?

Possible Teaching Point

Language & Conventions | Irregular Plural Nouns

Remind students that irregular plural nouns do not follow the simple rule of adding -s or -es. Ask students to review their drafts and look for plural nouns. Have them think about the singular form of the noun to determine whether they used the correct plural form.

Independent Writing

Mentor STACK



FOCUS ON GRAPHICS

- Students should continue to read articles from the stack and explore how authors use graphics.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying the information that a graphic provides.
- **Shared** Ask students questions that help them understand the information in a graphic.
- **Guided** Display a graphic from a text. Explicitly point out the information it provides.

 **Intervention** Refer to the *Small Group Guide* for support.

- If time allows, students should think about graphics they could use and record ideas in their writer's notebooks.

See the **Conference Prompts** on p. T374.

Share Back

Ask students to talk about the graphics they found in their exploration, saying which ones they felt were most effective in providing information.



Spelling Spiral Review

OBJECTIVE

Use an apostrophe to form contractions and frequently occurring possessives.

SPELLING WORDS

pay	break
brain	great
paint	Sunday
Monday	Thursday
Friday	Saturday

HIGH-FREQUENCY WORDS
air change

Writing Workshop

As students proofread their writing, remind them to check the spelling of contractions.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Remind students that a contraction is two words joined to make one word.

MODEL AND PRACTICE Display or write the following words: *he is, is not, you will, we are*. Say the words and have students repeat them and rewrite each pair as a contraction. Remind students that the apostrophe takes the place of the missing letters.

APPLY Have students think of contractions. Ask volunteers to write the contractions on the board. Ask students to identify the two words in the contractions.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Spell Words with
Contractions

LESSON 5

Assess Understanding

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long *a*: *ai, ay, ea*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long *a*: *ai, ay, ea*



Language & Conventions

Irregular Plural Nouns

LESSON 4

Practice Irregular Plural Nouns

APPLY MyTURN Have students complete the practice activity on p. 286 in the *Student Interactive* to edit a draft using irregular plural nouns. Use the leveled supports on p. T387 for ELLs.

LANGUAGE AND CONVENTIONS

Irregular Plural Nouns

Irregular plural nouns do not follow a spelling rule to become plural. Look at these examples.

Singular Noun	Plural Noun
child	children
fish	fish
foot	feet
mouse	mice
tooth	teeth

MYTURN Edit this draft by crossing out the incorrect plural nouns and writing the correct word above. The first one is done for you.

children
The ~~childs~~ in my classroom are writing a story together. It is about a family of ~~mouses~~. The story is funny. It tells how each mouse likes to use its ~~foots~~ to play games and likes to use its ~~teeth~~ to hold a fishing pole and catch ~~fishes~~.

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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

Writing Workshop

Tell students to pay attention to plural nouns as they begin writing drafts during Writing Workshop. Remind them that the plural forms of most nouns are formed by following the rules of adding -s or -es to the singular form, but some plural nouns are not formed in this way.

LESSON 4

Practice Irregular Plural Nouns

LESSON 5

Standards Practice

LESSON 1

Spiral Review:
Singular and Plural Nouns

LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 3

Teach Irregular Plural Nouns

FAST TRACK

Apply Features and Graphics

OBJECTIVES

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

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE, p. 289

WRITING WORKSHOP

Graphic Features

MY TURN Read "The Oak Tree." Draw two graphic features that illustrate, or show, what the text is saying. Underline the sentences that your graphic features tell about.

The Oak Tree

A tall oak tree grows from one small round acorn. The tree stands next to the lake across from our school. Its green leaves reach up to the sky. In the fall, the leaves change. They turn many colors and then fall. The big tree stays in the winter without leaves. In spring, green leaves grow back.

Graphic Feature 1	Graphic Feature 2
Possible response: Student draws picture of a tree next to a lake.	Possible response: Student draws a tree with red, yellow, or orange leaves; some leaves are falling onto the ground.

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Minilesson

Mentor **STACK**



TEACHING POINT Graphic features provide visual information about a text. There are many different possibilities in choosing a graphic feature as long as it directly relates to the text by explaining the text or adding more information.

MODEL AND PRACTICE Direct students to p. 289 of the *Student Interactive*. Review with students that graphic features help the reader visualize or picture what the text is saying, using stack texts as needed.

Have students complete the exercise on p. 289. Prompt students to display their drawings, and have them read their underlined sentences aloud.

Ask: **Why did you choose to draw _____? How does your drawing give more information about the text?**

Alternatively, have students display their drawings and then ask others to identify the source in the text for the information.

Discuss that many different approaches could be taken, comparing and contrasting students' various choices.

WRITING CLUB

Have students move into their Writing Club groups. See p. T393 for details on how to run Writing Club. See **Conference Prompts** on p. T374.

Share Back

Ask students to discuss their favorite drawings from the exercise.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas for graphic features that will provide visual information about their chosen topics.

Students should spend the first 5–10 minutes of their Writing Club time discussing the following:

- How to listen carefully and actively
- How to wait one's turn during discussion
- How to receive feedback

What Are We Sharing? Tell students that they will be brainstorming about the types of graphic features to include with their writing. Explain that they should be looking for suggestions on choosing or creating images that provide information about their topics.



How Do We Get Started? Conversation Starters

- I think that image could include more details.
- That drawing is really interesting with all its details.
- Why did you choose that image?



Spelling Spell Words with Long *a*: *ai, ay, ea*

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

pay	break
brain	great
paint	Sunday
Monday	Thursday
Friday	Saturday

HIGH-FREQUENCY WORDS

air	change
-----	--------

LESSON 5

✓ Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. Did the cat **break** the dish?
2. We are going to the museum on **Monday**.
3. Mark likes to draw and **paint**.
4. **Saturday** is a fun day.
5. Turtles need **air** to breathe.
6. I **change** my clothes after school.
7. Tomorrow is **Thursday**.
8. An elephant has a big **brain**.
9. My sister and I are going to eat pizza on **Friday**.
10. Do we have to **pay** for the rides?
11. That's a **great** idea, Josh!
12. We have dinner with Grandma every **Sunday**.

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Long *a*: *ai, ay, ea*

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long *a*: *ai, ay, ea*

FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with Contractions

LESSON 5

✓ Assess Understanding



Language & Conventions

Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

The cat runs after two little _____.

Which word is the correct form?

- A mouse
- B mice
- C mouses
- D mices

APPLY Have students complete *Language & Conventions* p. 92 from the *Resource Download Center*.

Name _____

Language and Conventions

Irregular Plural Nouns
Most plural nouns end in -s or -es. But some plurals are not formed in the usual ways.

One	man	woman	child	foot	tooth
More Than One	men	women	children	feet	teeth

MY TURN Write a word from the box to complete each sentence.

- Three young **children** played together.
- Ryan lost his two front **teeth** last year.
- Mia needs new shoes because her **feet** grew.
- My mother and two other **women** came to our class today.

Grade 2, Unit 2, Week 2

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 3

Teach Irregular Plural Nouns

LESSON 4

Practice Irregular Plural Nouns

Weekly Overview

Students will


- write introductions and conclusions for their list articles
- organize and prioritize details according to their importance
- incorporate text features such as titles and bolded words in their list articles

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Introduction and Conclusion T400	Explore Organize Details T404	Apply Organize Details T408
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T401	Independent Writing and Conferences T405	Independent Writing and Conferences T409
SHARE BACK FOCUS 5–10 min.	Introduction and Conclusion T401	Important and Minor Details T405	Details T409
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T402 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Irregular Plural Nouns T403 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with <i>ie</i> T406 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Common and Proper Nouns T407 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T410 • Language & Conventions Teach Common and Proper Nouns T411



Mentor STACK



These criteria may be helpful in selecting texts to teach article structure:

- There are clearly identifiable introductions and conclusions.
- Bold type or colored type is used to highlight words, phrases, and/or headings.

FAST TRACK

LESSON 4

LESSON 5

Explore Text Features T412

Apply Text Features T416

Independent Writing and Conferences T413

Writing Club and Conferences T416–T417

Titles T413

Titles T416

FLEXIBLE OPTION

- **Spelling** Spiral Review T414
- **Language & Conventions** Practice Common and Proper Nouns T415

- **Spelling** *Assess Understanding* T418

FLEXIBLE OPTION

- **Language & Conventions** Standards Practice T419

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Transition Words

Write a Strong Conclusion

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

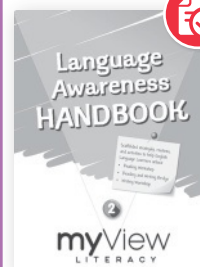
Independent Writing and Conferences

SHARE BACK FOCUS

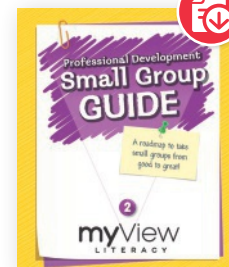
5–10 min.

Transition Words

Additions to a Conclusion






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 informational list article structure as well as how authors organize ideas and use text features. Have stack books and minilessons available.

FORMATIVE ASSESSMENT		Conference Prompts
Introduction and Conclusion		
If students need additional support,		Then read aloud the introduction and conclusion of a stack text.
If students show understanding,		Then have students identify the main idea in the introduction, asking them <i>who</i> , <i>what</i> , <i>when</i> , <i>where</i> , and <i>why</i> .
Explore Organize Details		
If students need additional support,		Then read a book from the stack together and discuss various details.
If students show understanding,		Then ask students: Which detail is most important? least important?
Explore Text Features		
If students need additional support,		Then read a stack text together, pointing out instances of bold type words.
If students show understanding,		Then supply a grade-appropriate passage and have students underline the words they would put in bold type.

Conference Support for ELL

EMERGING

- Do a Think Aloud to model what should appear in an introduction.
- Use modeled writing to help students organize details.
- Use visuals from stack books to point out how text features make certain words or ideas stand out.

DEVELOPING

- Use shared writing to write an introduction and a conclusion.
- Use a graphic organizer to prioritize details about a topic.
- Guide students in writing sentences that contain bold type words.

EXPANDING

- Have students summarize the main idea in an introduction.
- Have students discuss how authors prioritize details.
- Have students locate text features in a stack book and discuss their purpose.

BRIDGING

- Use guided writing to write an introduction.
- Have students discuss how to use a graphic organizer to prioritize details.
- Have students explain why an author chose to use bold type for certain words.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **sentence lengths** and **common and proper nouns**.



ELL Minilesson Support

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support as they consider how to present their ideas within the structure of informational text.

Use this note for the minilesson on pp. T400–T401.

ELL Targeted Support

INTRODUCTION AND CONCLUSION

Tell students that experienced writers begin their informational writing with a strong introduction that tells the text’s main idea, and they end with a strong conclusion that gives the main idea again.

Read the introduction of a stack text with students. Point out the sentence(s) with the main idea. Have students orally complete this sentence: *The main idea of this text will be ____*. Read the conclusion and point out the restatement of the text’s main idea. Have students complete this sentence: *The main idea of this text was ____*. **EMERGING**

Have students read the introduction of a stack text and read aloud the sentence(s) with the text’s main idea. Then have them read the conclusion and read aloud the restatement of the main idea. **DEVELOPING**

Have students write the main idea of a stack text based on the introduction. Then have them write the main idea as summarized in the conclusion. **EXPANDING**

Tell students to read a complete stack text and write its main idea in their own words. Then have them copy sentences from the introduction and conclusion of the text that express the same main idea. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T408–T409.

ELL Targeted Support

ORGANIZING DETAILS

Remind students that informational text contains a main idea and details. The details need to be related to the ideas they support. Give a concrete example. Ask students to describe the last time they rode in a car. Who were they with? Where did they go? What was the purpose of the trip? Who drove? How long did it take? What color were their socks? Point out that the details of the trip should all go together to make sense. Irrelevant details such as the color of their socks would be left out.

List as many details as students can brainstorm about the topic of a stack text. Then read several paragraphs of the text aloud. Have students review the list of details and cross out unimportant ones. **EMERGING/DEVELOPING**

Have groups of students work together to generate a list of details about a topic that interests them. Then have them discuss and categorize the details to decide which are important to the topic and which are not. **EXPANDING/BRIDGING**

FAST TRACK

Introduction and Conclusion

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE p. 331

LIST ARTICLE WRITING WORKSHOP

I can use elements of informational text to write a list article. **My Learning Goal**

Introduction and Conclusion

An author writes an **introduction** and a **conclusion** to a list article. The introduction tells the main, or central, idea. The conclusion summarizes it.

Introduction
What kinds of ideas are in your list article? What is the most important idea?

Conclusion
What important ideas from your article can you summarize, or tell briefly?

MY TURN Plan the introduction and conclusion for your list article. Write them in your writer's notebook.

331

Minilesson

Mentor STACK



TEACHING POINT Authors develop drafts according to the genre of their choice. For informational texts, authors will include an introduction that states a main idea and then a conclusion that summarizes the main idea.

MODEL AND PRACTICE Choose a stack text to discuss with students. Point out its introduction. Say: **This is the introduction. Authors introduce their topic and main idea in the first sentences of their text. Authors tell readers what they are about to read. The introduction often contains some or all of the answers to common questions about the topic: who, what, when, where, and why. Writers call these questions the 5 Ws.** Read the introduction and pose questions that demonstrate the 5 Ws, such as: *What is the main idea? Who or what is the book about? When and where does it take place? Why is the author writing about this topic?* Discuss answers with students, pointing out that informational text does not necessarily answer all 5 Ws. Then flip to the text's conclusion. Say: **Authors end with a conclusion that summarizes the main idea.** Read the conclusion. Tell students that good conclusions do not copy the introduction word for word. Say: **A conclusion uses different words to restate the main idea introduced at the beginning of the text.**

Review the introduction and conclusion of a few familiar stack texts. Direct students to p. 331 in the *Student Interactive*. Tell students that they will plan an introduction and a conclusion for their list articles. Have them read over the supporting details planned for their list articles. Tell them to think about the questions on p. 331 as they write an introduction and then a conclusion in their writer's notebooks.

Independent Writing

Mentor STACK



FOCUS ON INTRODUCTIONS AND CONCLUSIONS

- Students should explore articles to see how authors write introductions and conclusions.

WRITING SUPPORT

- **Modeled** Do a Think Aloud that models locating the main idea within an introduction and a conclusion.
- **Shared** Have students read the supporting details planned for their list articles. Discuss ideas for introductions and conclusions.
- **Guided** Provide explicit instruction on how to write an introduction and a conclusion based on details about a topic.

 **Intervention** Refer to the *Small Group Guide* for support.

- If time allows, students should continue their list article drafts.

See the **Conference Prompts** on p. T398.

Share Back

Have one or two volunteers share their ideas for introductions and conclusions.



Spelling Spell Words with *ie*

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

chief	piece
niece	thief
field	believe
brief	tie
pie	goalie

HIGH-FREQUENCY WORDS

animal	study
--------	-------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the spelling sentence examples from Lesson 5 to monitor and examine students' familiarity in spelling words with *ie*.

For students who excel at spelling words with *ie*, incorporate the following Challenge Words with the spelling list.

Challenge Words

1. relief
2. denied
3. movie

ELL Targeted Support

Spelling Patterns Review the *ie* spelling pattern with the class.

Underline the *ie* part of each spelling word to help students recognize the spelling pattern. Read each word and have students repeat it and write it. **EMERGING/DEVELOPING**

Have partners write the spelling words in sentences. Ask them to read the sentences aloud and identify the spelling pattern. **EXPANDING**

Have students come up with several new words with the *ie* spelling pattern, say the words aloud with correct pronunciation, and write the words. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *ie*


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *ie*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with Long *a*: *ai*, *ay*, *ea*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Irregular Plural Nouns

FOCUS Remind students that a noun is plural when it names more than one of something. Review irregular plural nouns from p. T383. Give several examples of irregular plural nouns.

MODEL AND PRACTICE Provide word cards of several singular and plural nouns. Work with students to sort the cards into stacks of singular and plural nouns. Then have students sort the plural nouns as regular or irregular.

APPLY Have partners work together to write the singular and plural nouns to name people and objects in the room. Challenge them to identify things that have an irregular plural (e.g., *feet, people, children*).

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

ELL Targeted Support

Language Structures Review irregular plural nouns with students during classroom instruction.

Display these sentences: *A bird doesn't have one foot. A bird has two feet. I have a fish. She has four fish. Jack lost a tooth. The baby has six teeth.* Point to the first sentence and say: **Foot. One or more than one?** Elicit one. Underline the word and say: **One foot.** Repeat with the other sentences. Then say the singular and plural forms as you hold up one or

two fingers. Have students repeat after you to recognize and begin learning these language structures. **EMERGING**

Use this activity to help students learn the language structures of irregular plural nouns. Say *foot* and *feet* and hold up one and then two fingers. Then do the activity as a class, using the following words: *fish/fish, tooth/teeth, and mouse/mice*. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Irregular Plural
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Common and Proper
Nouns

LESSON 3

Teach Common and
Proper Nouns

LESSON 4

Practice Common
and Proper Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Organize Details

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor **STACK**

TEACHING POINT Before authors develop their drafts, they organize the details they plan to use. In doing so, authors prioritize some details over others, often including the most important details first.

MODEL AND PRACTICE Tell students that before authors write, they organize the details they will use. Say: **Authors start the writing process by listing details about a topic. Then they will organize these details, putting the most important details first. As they develop first drafts, authors will make sure to include the most important information first.**

Read aloud an article from the stack. Pause to point out instances where important information occurs at the beginning of a section or paragraph.

Guide students with these questions:

- Why does the author write about _____ first?
- When the author planned this article, where would _____ appear on the author's list?

Read another article from the stack, pausing to point out details of different levels of importance. Have students rank these details from most important to least important.

Possible Teaching Point

Writing Process

Drafting | Text Features

Help students recall that authors use different types of text features in informational text to identify the topic, draw attention to important details, and provide additional information not included in the text.

Encourage students to identify what kinds of text features would help readers understand more about the topic.

Independent Writing

Mentor STACK



FOCUS ON DETAILS

- Students should continue to read articles from the stack.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model finding the most important details at the beginning of a text.
- **Shared** Ask students questions that help them distinguish more important details from lesser details.
- **Guided** Point out an instance of an important detail being used at the beginning of a text. Explain that readers know it is important because it appears first.

 **Intervention** Refer to the *Small Group Guide* for support.

- Instruct students to consider which details are more important and less important.

See the **Conference Prompts** on p. T398.

Share Back

Ask several students to share some important details and some minor details they have discovered in their reading.

Spelling Spell Words with *ie*

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

chief	piece
niece	thief
field	believe
brief	tie
pie	goalie

HIGH-FREQUENCY WORDS

animal	study
--------	-------

LESSON 2

Teach

FOCUS Say: *Some words and syllables with ie have the long e sound and some have the long i sound.*

MODEL AND PRACTICE Write: *pie, supplied, tie, piece, relief, and thief.* Say each word aloud. Point to the letters *ie* and ask what sound they make in each word. Have students identify patterns in the one-syllable words (long *i* words end in *ie*; long *e* words have *ie* in the middle). Point out that there are exceptions to the long *e* pattern, such as *goalie*.

APPLY My TURN Have students complete *Student Interactive* p. 329 to spell words with *ie*. Use the leveled supports on p. T402 for ELLs.

SPELLING READING-WRITING BRIDGE

Spell Words with *ie*

The vowel team *ie* spells the long *e* or the long *i* sound.

MY TURN Sort and spell the Spelling Words by their vowel pattern. Then write the My Words to Know.

Write the words with *ie* that have the long *e* sound.

chief	brief
field	piece
thief	believe
niece	goalie

Write the words with *ie* that have the long *i* sound.

pie	tie
-----	-----

My Words to Know

animal	study
--------	-------

Spelling Words

chief
field
pie
thief
tie
niece
brief
piece
believe
goalie

My Words to Know

animal
study

329

LESSON 2

Teach Spell Words with *ie*

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with *ie*

FLEXIBLE OPTION
LESSON 4

Spiral Review: Spell Words with Long *a*: *ai, ay, ea*

LESSON 5

Assess Understanding



Language & Conventions

Common and Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Common and Proper Nouns

FOCUS Introduce the lesson by explaining that a common noun names a person, place, or thing. A proper noun names a specific person, place, or thing. Proper nouns begin with capital letters.

MODEL AND PRACTICE Write *girl, boy, teacher, and school* on the board. Next to each word write an appropriate and familiar name. Ask: *What do you notice about these words? Why does this word begin with a capital letter? Why doesn't this one?* Lead students to understand that a common noun names any person, place, or thing. A proper noun names a specific person, place, or thing. A proper noun begins with a proper capital letter.

APPLY Have partners examine a favorite book and identify common and proper nouns. They can take turns using the words in oral sentences of their own. Remind students that when a common noun begins a sentence it is capitalized, but that does not make it a proper noun.

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

Edit drafts using standard English conventions, including capitalization of months, days of the week, the salutation and conclusion of a letter, holidays, and geographic names.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Common and Proper
Nouns

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Irregular Plural
Nouns

LESSON 3

Teach Common and
Proper Nouns

LESSON 4

Practice Common
and Proper Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Organize Details

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE p. 332

LIST ARTICLE

Organize Details

An author organizes details. One way to organize is to put the most important information first.

Item in List	Details
1. Mammals	Have fur or hair Feed their babies with milk
2. Birds	Have feathers Feathers keep them warm
3. Reptiles	Have scales Scales help protect their bodies

MY TURN Write three items for your list article. Organize the details for each item to develop your draft.

Item in List	Details

332

Minilesson

TEACHING POINT An author develops a draft into a focused piece of writing by organizing details with clear structure. One way authors organize details is in order of importance. This practice helps both the writer and the reader. In doing so, writers will make sure to use more space in the text to develop the most important details. At the same time, readers will be able to know where to locate the most important information.

MODEL AND PRACTICE Direct students to p. 332 in the *Student Interactive*. Review with students how authors organize details with clear structure in an informational list article. Point out the list items in the table. Say: **These are some items about a particular topic.** Point out the corresponding details. Say: **These details give information about the items.**

Ask: **Where are the most important details about these items?** Discuss students' answers, pointing out that the most important information appears at the top of the list. Tell students that they will list details about an item for their topic and then decide which are the most important details.

Have students write three items about their topic of choice, list details, and then organize the details, as modeled on the bottom of p. 332.

If students need guidance, help them prioritize details with these questions:

- Which detail helps the reader understand the item the most?
- Which detail is not necessary for understanding an item about a topic?

Possible Teaching Point

Spelling | Words with *ie*

Remind students that words with *ie* can have either a long e sound or a long i sound. Have students read their drafts aloud and sound out words that have the *ie* spelling pattern. As students encounter words with the long e or long i sound, have them check to be sure these words are spelled correctly.

Independent Writing

FOCUS ON ORGANIZATION

- Students should begin to develop their drafts by organizing with structure. Have them start with the most important details on their lists.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to rank a list of details.
- **Shared** Ask students questions about the importance of the details in their lists.
- **Guided** Provide explicit instruction on how to prioritize a list of details about an item.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T398.

Share Back

Ask students to share what they think is the most important detail about their main idea.

Spelling Spell Words with *ie*

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

chief	piece
niece	thief
field	believe
brief	tie
pie	goalie

HIGH-FREQUENCY WORDS

animal	study
--------	-------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that *ie* can make one of two sounds. Give an example of an *ie* word that makes the long e sound and one that makes the long i sound.

MODEL AND PRACTICE Draw a picture of a pie and hang it on one side of the room. Draw a picture of a shield and hang it on the other side of the room. As you read a list of one-syllable and multisyllabic *ie* words, have students point to the picture of the *ie* word with the same sound.

APPLY Have students complete *Spelling* p. 87 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with *ie*

Spelling Words				
chief	field	pie	thief	tie
niece	goalie	piece	believe	brief

MY TURN Fill in each blank with the correct spelling word.

- Last week my **niece** learned to ride a bike.
- The **field** was overgrown with flowers.
- She wants to **believe** that everyone is kind.
- I helped my little sister **tie** her shoes.
- Mary played **goalie** on her school soccer team.
- There was a **piece** missing from the puzzle.

Grade 2, Unit 2, Week 3
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with *ie*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *ie*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words with Long *a*: *ai, ay, ea*

LESSON 5

✓ Assess Understanding



Language & Conventions

Common and Proper Nouns

LESSON 3

Teach Common and Proper Nouns

FOCUS Remind students that a common noun names any person, place, or thing. The words *leader*, *school*, and *road* are all common nouns. A proper noun names a specific person, place, or thing. *Martin Luther King, Jr.*, *Woods School*, and *Maple Avenue* are all proper nouns. Tell students that name-brand items are proper nouns too, and remind them that proper nouns begin with a capital letter.

MODEL AND PRACTICE Have students create T-charts with the headings *Common* and *Proper*. Then say a list of common and proper nouns and have students sort the nouns into the correct column.

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

Edit drafts using standard English conventions, including capitalization of months, days of the week, the salutation and conclusion of a letter, holidays, and geographic names.

ELL Targeted Support

Write Common and Proper Nouns Review common and proper nouns with students.

List common and proper nouns using correct capitalization. Have students write the words on their own paper, sorting the nouns into two groups, common and proper. Then have them

choose one common and one proper noun they listed and use it in a written sentence. **EMERGING/BRIDGING**

Have partners write lists of common and proper nouns and use them in written sentences. **EXPANDING**

LESSON 3

Teach Common and Proper Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Irregular Plural
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Common and Proper
Nouns

LESSON 4

**Practice Common
and Proper Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Text Features

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Minilesson

Mentor STACK



TEACHING POINT Authors use text features in their informational list articles. These features identify the text's topic, draw the reader's attention to important details and, for some, add information not in the text. Types of text features include

- a title
- bolded words
- italicized words
- headings
- captions
- a table of contents
- an index
- a glossary

MODEL AND PRACTICE Display an article from the stack. Point out the title. Read the title. Say: *A title tells the reader about the topic of the text. What is the topic of this text?*

Flip through the article. Pause to identify text features, reviewing the name, content, and purpose of each. Remind students that text features help a reader understand more about the topic. If possible, point out bold words in the text. Say: *The author wants the reader to pay special attention to the words in bold type. The information in bold type is very important.*

Using the context of a sentence or a paragraph, discuss why bold words are more important than the words in regular type.

Possible Teaching Point

Language & Conventions | Common and Proper Nouns

This week students are learning the difference between common and proper nouns. A common noun, such as *vet*, *park*, or *ship*, names *any* person, place, or thing. A proper noun names a *specific person*, place, or thing—for example: *Dr. Rendon*, *Canal Park*, *Titanic*.

Have students use a T-chart with the headings *Common* and *Proper*. Ask them to write all the nouns from their drafts in the appropriate columns to help them recognize which nouns should be capitalized.

Independent Writing

Mentor **STACK**



FOCUS ON TITLES AND MAIN IDEAS

- During independent writing time, students continue to explore articles and think about titles and main ideas.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to identify a topic from a book title.
- **Shared** Share a topic idea with students and prompt them to suggest titles for it.
- **Guided** Use a stack text to provide explicit instruction on how to understand the purpose of various text features.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students should also continue to work on their drafts.

See the **Conference Prompts** on p. T398.

Share Back

Ask student volunteers to share the most interesting, more informative, or least effective titles they have found.



Spelling Spiral Review

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

chief	piece
niece	thief
field	believe
brief	tie
pie	goalie

HIGH-FREQUENCY WORDS

animal	study
--------	-------

Writing Workshop

Ask students to edit their writing to check the spellings of words with vowel digraphs *ai*, *ay*, and *ea*.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Review vowel digraphs *ai*, *ay*, and *ea*.

MODEL AND PRACTICE Write the spelling words from the previous lesson on the board. Point to each word and have students read it aloud. Ask them to identify the digraph that makes the long *a* sound.

APPLY Place students into pairs. Ask them to write words with vowel digraphs *ai*, *ay*, and *ea* in sentences.

FLEXIBLE OPTION

LESSON 4


 **Spiral Review:**
Spell Words with
Long *a*: *ai*, *ay*, *ei*

LESSON 5

 **Assess Understanding**

FLEXIBLE OPTION

LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with *ie*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with *ie*



Language & Conventions

Common and Proper Nouns

LESSON 4

Practice Common and Proper Nouns

APPLY MyTURN Have students complete the practice activity on p. 330 to edit a draft using common and proper nouns. Use the leveled supports on p. T411 for ELLs.

LANGUAGE AND CONVENTIONS

Common and Proper Nouns

A **common noun** names any person, place, or thing. A **proper noun** names a particular person, place, or thing. Proper nouns begin with capital letters.

Common Nouns: boy, teacher, city, month, holiday
Proper Nouns: Lin, Ms. Garza, Austin, May, Labor Day

MYTURN Edit this draft. Make sure proper nouns begin with capital letters and common nouns do not. Cross out each incorrect letter and write the correct letter above it. The first one is done for you.

b My Birth^Fday is in february. I can celebrate
 at School because it's winter. My friend
 A^Snn's birthday is in July. Our Teacher, mr. kim,
 said the class will go to rockwood P^Jark on
 the last day of school. On that day, we'll
 celebrate everyone's S^tummer birthdays!

Did you remember to capitalize the months?

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OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

Edit drafts using standard English conventions, including capitalization of months, days of the week, the salutation and conclusion of a letter, holidays, and geographic names.

Writing Workshop

Ask students to edit their writing to check the spelling of common and proper nouns.

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Common and Proper Nouns

LESSON 3

Teach Common and Proper Nouns

LESSON 4

Practice Common and Proper Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

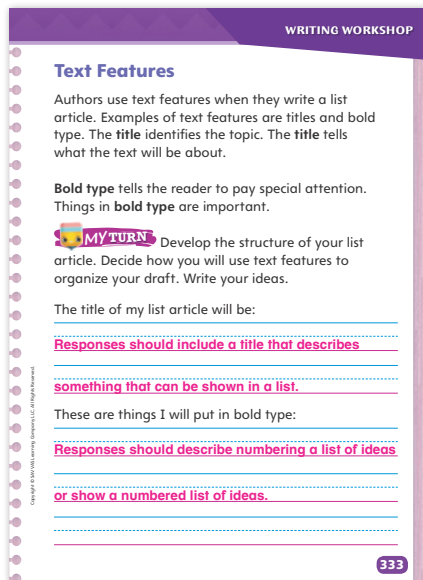
Apply Text Features

OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure.

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

STUDENT INTERACTIVE p. 333



Minilesson

Mentor STACK 

TEACHING POINT Text features, such as titles and bold type, help authors structure their informational list articles.

MODEL AND PRACTICE Direct students to p. 333 of the *Student Interactive*. Review the purpose of a title. Say: **Think about the topic of your list article. The title you choose will inform readers of what they are about to read.**

Supply students with a sample topic for a list article. Ask them to share ideas for titles. Discuss the merits of titles that have particular effects, such as intrigue, excitement, or thorough information, as well as titles that may seem too long, too short, mislead readers, and so on. Reinforce that many titles can work as long as the title informs readers of what the text is about.

Review the purpose of bold type. Say: **You, as the author, will decide which words are most important and are the ones you want readers to pay attention to.** If necessary, remind students that too many bolded words would make details in the text lose importance.

Prompt students to develop the structure of their drafts with the information on p. 333.

WRITING CLUB

Have students move into their Writing Club groups. See p. T417 for details on how to run Writing Club. See the **Conference Prompts** on p. T398.

Share Back

Ask several students to share the titles they've chosen for their list articles.

WRITING CLUB

What's Happening This Week?

In this week's Writing Club, students will share the structural elements of their list articles, including its introduction and conclusion, most important details, and text features.

Students should spend the first 5-10 minutes of their Writing Club time discussing the following:

- How to provide positive feedback
- How to suggest ideas respectfully
- How to ask questions and give full answers

What Are We Sharing?

Students should take turns sharing the drafts of their informational list articles. Classmates should help them rank details about certain items, brainstorm title ideas, and call out words and ideas that stood out to them, some of which perhaps should be in bold type.

How Do We Get Started? Conversation Starters

- Your title makes me want to read your article because _____.
- I'm not sure your title helps me understand the topic because _____.
- Why did you begin your list with (detail) _____?
- I don't think (detail) _____ is important to (item) because _____.
- You probably want to call out this (word or phrase) _____ with bold type.

Spelling Spell Words with *ie*

OBJECTIVE

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

chief	piece
niece	thief
field	believe
brief	tie
pie	goalie

HIGH-FREQUENCY WORDS

animal	study
--------	-------

LESSON 5

✓ Assess Understanding

Use the following sentences to assess students' spelling skills. Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. They ate the **pie**.
2. I'll eat a **piece** too.
3. The **chief** liked it.
4. He is at the soccer **field**.
5. She is playing **goalie**.
6. I can't **believe** it.
7. That is my **niece**.
8. We will watch a **brief** video.
9. The teacher wore a new **tie**.
10. Did a **thief** take my notebook?
11. How will I **study**?
12. I see an **animal** in the yard.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with *ie*

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with *ie*

FLEXIBLE OPTION
LESSON 4

 Spiral Review: Spell Words with Long *a*: *ai*, *ay*, *ea*

LESSON 5

✓ Assess Understanding



Language & Conventions

Common and Proper Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Write the following two sentences on the board and ask students to copy them. Then have them circle the sentence that is written correctly and cross out the sentence that is not written correctly.

My brother oscar's birthday is in june.

Mrs. Small lives in Chicago.

APPLY Have students complete *Language & Conventions* p. 93 from the *Resource Download Center*.

Name _____

Language and Conventions
Common and Proper Nouns

A common noun names any person, place, thing, or animal. Common nouns start with lowercase letters (desk). A proper noun names a special person, place, thing, or animal. Name-brands are proper nouns too. Proper nouns start with capital letters (Mason Library).

MYTURN Circle the two sentences with proper nouns.

Dad just gave me a new Guzmo Soccer Ball.

The girl is tired today.

A giant tree grew in the park.

Oscar went to Johnson Middle School.

MYTURN Write a sentence about your birthday. Tell when it is and what you like to do. Use at least one common noun and one proper noun.

Grade 2, Unit 2, Week 3

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

Edit drafts using standard English conventions, including capitalization of months, days of the week, the salutation and conclusion of a letter, holidays, and geographic names.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Irregular Plural
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Common and Proper
Nouns

LESSON 3

**Teach Common and
Proper Nouns**

LESSON 4

**Practice Common
and Proper Nouns**

Weekly Overview

Students will edit drafts with an eye on

- forming complete sentences with subject-verb agreement
- correct use of common, proper, singular, and plural nouns
- choosing the correct prepositions and prepositional phrases

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Complete Sentences with Subject-Verb Agreement T424	Explore Nouns T428	Apply Nouns T432
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T425	Independent Writing and Conferences T429	Independent Writing and Conferences T433
SHARE BACK FOCUS 5–10 min.	Revised Sentences T425	Nouns T429	Revised Nouns T433
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T426 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Common and Proper Nouns T427 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Long e: ee, ea, ey, y T430 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Possessive Nouns T431 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T434 • Language & Conventions Teach Possessive Nouns T435



Mentor STACK



These criteria may be helpful in selecting texts to accompany this week's minilessons:

- There are ample proper and plural nouns.
- There are many examples of prepositional phrases.

FAST TRACK

LESSON 4

LESSON 5

Explore Prepositions and Prepositional Phrases T436

Apply Prepositions and Prepositional Phrases T440

Independent Writing and Conferences T437

Writing Club and Conferences T440–T441

Prepositions and Prepositional Phrases T437

Revised Prepositions T440

FLEXIBLE OPTION

- **Spelling** Spiral Review T438
- **Language & Conventions** Practice Possessive Nouns T439

- **Spelling** *Assess Understanding* T442

- **Language & Conventions** Standards Practice T443

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Add Content-Specific Vocabulary

Connect the Facts in Your List

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

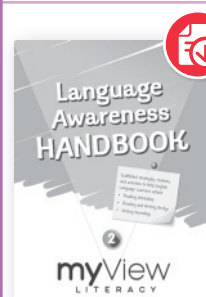
Independent Writing and Conferences

SHARE BACK FOCUS

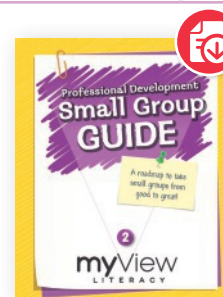
5–10 min.

Content-Specific Words

Revisions



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 subject-verb agreement, correct noun use, and use of correct prepositions. Have stacks and minilessons available to reference during your conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Complete Sentences with Subject-Verb Agreement

If students need additional support,


 **Then** review the parts of a sentence using a stack text, identifying nouns and verbs and their agreement.

If students show understanding,

Then have students locate nouns and verbs in their writing and check for agreement in number.

Explore Nouns

If students need additional support,


 **Then** review a stack text together, identifying different noun forms.

If students show understanding,

Then have students look in their own writing for nouns used incorrectly.

Apply Nouns

If students need additional support,


 **Then** review proper, singular, and plural nouns with the student in a stack text.

If students show understanding,

Then have students explain how they know whether a noun is singular or plural.

Explore Prepositions and Prepositional Phrases

If students need additional support,

 **Then** use a stack text to show prepositions and the way prepositional phrases relate to nouns and verbs.

If students show understanding,

Then have students identify prepositional phrases in samples of their own writing.

Conference Support for ELL

EMERGING

- Use verbal cues, such as emphasizing -s or -es as appropriate, to help students understand the difference between singular and plural nouns.
- Using objects and saying sentences, visually demonstrate the meaning of location prepositions such as *in*, *out*, *over*, and *under*.

DEVELOPING

- Read a sentence aloud. Have students identify a common noun.
- Use a graphic organizer, such as a chart, to teach noun forms.
- Have students locate prepositional phrases in a text.

EXPANDING

- Have students write sentences in which subjects and verbs agree.
- Use shared writing to help students add prepositional phrases to sentences.

BRIDGING

- Have pairs categorize a list of nouns into groups: common singular, common plural, proper singular, proper plural.
- Use guided writing to help students write prepositional phrases in sentences.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **using dialogue to convey voice** and **possessive nouns**.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that expands their awareness of checking drafts for subject-verb agreement and correct use and placement of prepositions.

Use this note for the minilesson on pp. T424–T425.

ELL Targeted Support

COMPLETE SENTENCES WITH SUBJECT-VERB AGREEMENT

Have students practice identifying singular and plural subjects and verbs.

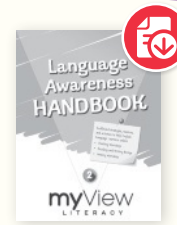
Provide students with simple sentences, some with singular subjects and some with plural subjects. Help them read each sentence and tell you whether its subject and verb are singular or plural. **EMERGING**

Provide groups with sentences, some written correctly and some with incorrect subject-verb agreement. Have groups discuss and decide on the subject, the verb, the number of each, and whether the sentence is correct or should be corrected. Ask groups to rewrite the incorrect sentences. **DEVELOPING**

Provide students with sentences that have incorrect subject-verb agreement. Have them edit each one to be correct. Then have them tell you why they corrected the subject or the verb in each sentence. **EXPANDING**

Have pairs write sentences with incorrect subject-verb agreement. Then have pairs exchange and correct the sentences.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T436–T437.

ELL Targeted Support

EXPLORE PREPOSITIONS AND PREPOSITIONAL PHRASES

Help students comprehend English language structures so that they can use them correctly in their writing. Review prepositions with students.

Write: *I see the sun in the sky.* Circle *in* and say: **This is a preposition. It tells the relationship between the sun and the sky.** Draw an arrow between *sun* and *sky*. Help students read the sentence aloud. **EMERGING**

Write: *The dog is under the rug.* Have students read the sentence. Ask them to identify the preposition and tell or show what it means. Then help them identify the related nouns. **DEVELOPING**

Write: _____ *in this classroom.* Explain that a prepositional phrase is a language structure that always begins with a preposition. Circle *in* and discuss its meaning. Ask: **What is in this classroom?** As students respond, write words above and below the line. Then help students read each complete sentence. **EXPANDING**

Write: _____ *goes with* _____. Circle *with*. Explain that it is a preposition that starts a prepositional phrase. Have students complete the frame in writing and read the sentence aloud to a partner. **BRIDGING**

FAST TRACK

Complete Sentences with Subject-Verb Agreement

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

STUDENT INTERACTIVE, p. 375

The screenshot shows a page from a student interactive. At the top, it says 'LIST ARTICLE' and 'WRITING WORKSHOP'. Below that is a 'My Learning Goal' icon with a cartoon character. The main heading is 'Complete Sentences with Subject-Verb Agreement'. The text explains that authors edit their writing to make sure they have used complete sentences and that the subject and verb in each sentence agree. It provides two examples of author edits. The first example shows the sentence 'Penguins eat fish. They are birds. Cannot fly.' with corrections: 'eat' is crossed out and 'eats' is written above it; 'are' is crossed out and 'is' is written above it; and 'Cannot' is crossed out and 'Cannot fly' is written above it. The second example shows a paragraph about a penguin with several verbs crossed out and corrected: 'swims' is crossed out and 'swim' is written above it; 'act' is crossed out and 'acts' is written above it; 'help' is crossed out and 'helps' is written above it; and 'leaps' is crossed out and 'leaps' is written above it. The page number '375' is in the bottom right corner.

Minilesson

Mentor STACK

TEACHING POINT Authors check their writing for complete sentences. As they revise their drafts, authors make sure that the subjects and verbs agree in each sentence.

MODEL AND PRACTICE Show students several examples of sentences in a stack text, and point out that a singular subject (one thing) has a singular verb, while a plural subject (more than one) has a plural verb. Usually -s or -es on the subject or verb helps show that it is singular or plural. Then direct students to p. 375 in the *Student Interactive*. Say: *As you revise your drafts, be sure to use complete sentences. In complete sentences, the subject and verb must agree in number.*

Read the text with students. Point to the example in the middle of the page. Say: *Notice how the author made edits. The word *Penguins* is plural. It means more than one. But the verb *eats* is used with one thing. The word *They* is plural, but the verb *is* is used with one thing. And *Cannot fly* is not a complete sentence.*

Direct students to revise the draft on the bottom of p. 375. Then have them edit their own list articles, checking for complete sentences and correct subject-verb agreement.

Independent Writing

FOCUS ON CORRECT SUBJECT-VERB AGREEMENT

- During independent writing, students should continue to revise their drafts with an emphasis on using complete sentences and correct subject-verb agreement.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how incorrect subject-verb agreement sounds funny to the ear.
- **Shared** Point out where students did not use proper subject-verb agreement and show them how to make edits.
- **Guided** Provide explicit instruction on adding or removing -s or -es to make most subjects and verbs agree in complete sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T422.

Share Back

Have several students share sentences they revised for subject-verb agreement, reading both correct and incorrect versions.



Spelling Spell Words with Long e: ee, ea, ey, y

OBJECTIVE

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

SPELLING WORDS

each	feel
team	deep
street	party
key	easy
read	beach

HIGH-FREQUENCY WORDS

letter	answer
--------	--------

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. **Each** of the eggs is warm.
2. Friends on the **team** work hard.
3. We cross the **street** carefully.
4. The **key** fits the lock.
5. I will **read** many books this year.
6. Did you **feel** the wind?
7. The water is **deep**.
8. We had fun at the **party**.
9. It is not **easy** to take care of a dog.
10. The sand at the **beach** was hot.
11. I wrote a **letter** to my friend.
12. I gave an **answer** to the teacher.

ELL Targeted Support

Spelling Digraphs Review with students the spelling patterns for long e: ee, ea, ey, and y.

Display the words *each*, *street*, and *key*. Read each word aloud as you underline the letters that make the long e sound. Have students repeat the word, write it, and check that they have spelled the word accurately. **EMERGING**

Have partners scan texts to find words that contain the long e sound spelled: ee, ea, ey, and y. Ask them to write the words and check each other's work for spelling accuracy.

DEVELOPING

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long e: ee, ea, ey, y


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long e: ee, ea, ey, y

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Spell Words with ie

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Common and Proper Nouns

FOCUS Review by reminding students that a common noun names any person, place, or thing, and a proper noun names a particular person, place, or thing—and begins with a capital letter.

MODEL AND PRACTICE On a display surface, write these words: *child, city, and holiday*. Below these words, write: *Oscar, Dallas, and Thanksgiving*. Point out the common and proper nouns. Then write the following words: *teacher, Houston, Valentine’s Day, city, and Mr. Salazar*. Have students identify the common and proper nouns and explain how they recognize each type.

APPLY Ask students to write two sets of common and proper nouns to name people and places.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, proper, and frequently occurring irregular plural nouns.

ELL Targeted Support

Write Common and Proper Nouns Review common and proper nouns with students. List common and proper nouns using correct capitalization. Have students write the words on their own paper, sorting the nouns into two groups, common and proper. Then have them

choose one common and one proper noun from the list and use it in a written sentence. **EMERGING/DEVELOPING** Have partners write lists of common and proper nouns and use them in written sentences. **EXPANDING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Common and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Possessive Nouns

LESSON 3

Teach Possessive
Nouns

LESSON 4

Practice Possessive
Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Nouns

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Minilesson

Mentor STACK



TEACHING POINT When editing their writing, authors make sure they have used common, proper, singular, and plural nouns correctly.

MODEL AND PRACTICE Tell students that authors use different types of nouns in their writing. Say: *A common noun names a person, animal, place, or thing. Its first letter is always lowercase. A proper noun is the name of a particular person, animal, place, or thing. Its first letter is always capitalized. For example, mountain is a common noun and is all lowercase. Mount Shasta is the name of a specific mountain; it is a proper noun and its first letters are capitalized.* Read several paragraphs of a stack text together and identify common and proper nouns. Review how common nouns are all lowercase while the first letters of proper nouns are capitalized.

Say: *A singular noun names one person, place, or thing, such as dog, gift, book, football, street. Plural nouns name more than one thing: dogs, gifts, books, footballs, streets. You usually add -s or -es to make a singular noun plural.* Read from the stack text, pausing to identify singular and plural nouns. Point out the -s or -es on the end of each plural noun.

Use another article from the stack to point out various nouns. Ask students to identify types of nouns as you read.

Possible Teaching Point

Language & Conventions | Possessive Nouns

Remind students that possessive nouns show ownership. In singular possessive nouns, the apostrophe appears before the -s. In plural possessive nouns, the apostrophe is placed after the -s or -es. However, to make an irregular plural noun possessive, the apostrophe is always placed before the -s, as in *women's* and *children's*.

As students revise their drafts, have them look for possessive nouns and check that the apostrophe is placed correctly.

Independent Writing

Mentor STACK



FOCUS ON NOUNS

- During independent writing time, in addition to working on their drafts, students can explore additional articles from the stack, looking for examples of common, proper, singular, and plural nouns.

 WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how the presence of -s or -es at the end of a word likely indicates a plural noun.
- **Shared** Point to proper nouns used in students' writing. Ask students to check whether they are capitalized.
- **Guided** Provide explicit instruction on how to make most nouns plural by adding -s or es.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T422.

Share Back

Have students share some examples of nouns from the texts they have read.



Spelling Spell Words with Long e: ee, ea, ey, y

OBJECTIVE

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

SPELLING WORDS

each	feel
team	deep
street	party
key	easy
read	beach

HIGH-FREQUENCY WORDS
 letter answer

LESSON 2

Teach

FOCUS Explain that different digraphs can stand for the same sound. Use ee, ea, ey, and y as examples.

MODEL AND PRACTICE Write the spelling words on the board. Read the first three words aloud. Say: *All of these words have a long e sound. I'm going to circle the letters that make the long e sound in each word.* Ask students to read the remaining words with you. Ask: *How are these words like the first three?*

APPLY MyTURN

Have students complete *Student Interactive* p. 373 to spell words with *ie*. Use the leveled supports on p. T426 for ELLs.

SPELLING **READING-WRITING BRIDGE**

Spell Words with Long e: ee, ea, ey, y

Long e can be spelled with ee, ea, ey, or y.

MYTURN Sort the Spelling Words by how they are spelled. Then write the My Words to Know.

ee	ea	Spelling Words each team street key read feel deep party easy beach
street	each	
feel	team	
deep	read	
ey	easy	
key	beach	
My Words to Know	y	
letter	party	
answer		

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LESSON 2

Teach Spell Words with Long e: ee, ea, ey, y


FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long e: ee, ea, ey, y

FLEXIBLE OPTION LESSON 4

 **Spiral Review: Spell Words with ie**

LESSON 5

Assess Understanding



Language & Conventions

Possessive Nouns

FLEXIBLE OPTION 

LESSON 2

Oral Language: Possessive Nouns

FOCUS Remind students that a noun names a person, place, or thing. Then read aloud the information at the top of *Student Interactive* p. 374, pointing out the placement of the apostrophe.

MODEL AND PRACTICE Direct students' attention to the chart at the top of p. 374. I can see that the apostrophe is placed before the s in the phrase *one bear's den*. It is placed before the s because only one bear owns—or has—the den. I can see that the apostrophe is placed after the s in the phrase *four bears' dens*. It is placed after the s because more than one bear owns—or has—the dens.

APPLY Have students repeat this routine with the *farmer's/farmers'* example.

OBJECTIVES


Edit drafts using standard English conventions, including singular, plural, common, proper, and possessive nouns.

Use an apostrophe to form contractions and frequently occurring possessives.

FLEXIBLE OPTION 
LESSON 2

Oral Language: Possessive Nouns

FLEXIBLE OPTION 
LESSON 1

 **Spiral Review:**
Common and
Proper Nouns

LESSON 3

Teach Possessive
Nouns

LESSON 4

Practice Possessive
Nouns

FLEXIBLE OPTION 
LESSON 5

Standards Practice

Independent Writing

FOCUS ON CORRECT NOUNS

- Students should revise their list articles with correct noun use in mind.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to locate incorrect singular and plural nouns in a piece of writing.
- **Shared** Cross out an instance where students had incorrectly made a word plural or singular. Have students write in a correction.
- **Guided** Tell students that proper nouns always start with a capital letter.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T422.

Share Back

Ask several students to share some of the nouns they have revised in their writing.

Spelling Spell Words with Long e: ee, ea, ey, y

OBJECTIVE

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

SPELLING WORDS

each	feel
team	deep
street	party
key	easy
read	beach

HIGH-FREQUENCY WORDS

letter	answer
--------	--------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that different letters and groups of letters can stand for the same sound.

MODEL AND PRACTICE Ask students to call out words that contain the sound of long e. Prompt them to search the room for examples. Write each word on the board, leaving a space for the letter(s) that make long e. If students know how to complete the word, let them guide you. If they are not sure, discuss ways to find out.

APPLY Have students complete *Spelling* p. 88 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Long e: ee, ea, ey, y

Spelling Words					
each	team	street	key	read	
feel	deep	party	easy	beach	

MY TURN Read the spelling words in the box above. Read the clues below. Write the word that matches each clue on the line beside it.

- A group working together team
- Large paved path to drive on street
- A celebration party
- To understand words on a page read
- A sandy place near water beach
- Not hard easy

Grade 2, Unit 2, Week 4
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long e: ee, ea, ey, y

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long e: ee, ea, ey, y

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Words with ie

LESSON 5

✓ Assess Prior Understanding



Language & Conventions

Possessive Nouns

LESSON 3

Teach Possessive Nouns

FOCUS Remind students that a possessive noun shows ownership. Review the placement of the apostrophe for singular and plural possessive nouns with students.

MODEL AND PRACTICE On a display surface, write these phrases: *one dog's bone; five dogs' bones*. Read each phrase aloud, pointing out the placement of the apostrophe for one: *dog's* and for more than one: *dogs'*. Have a volunteer repeat the routine for *one cat's toy; two cats' toys*.

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and possessive nouns.

Use an apostrophe to form contractions and frequently occurring possessives.

ELL Targeted Support

Edit Writing Review with students how to form singular and plural possessive nouns. Display these sentences: *That is Bobs cat. Both dogs water bowls are empty*. Have students write the sentences and edit them by adding apostrophes to *Bobs* and *dogs* to form correct singular and plural possessive nouns. **EMERGING/DEVELOPING**

Have partners write four sentences: two that include singular possessive nouns and two that include plural possessive nouns. Have pairs exchange sentences and edit the sentences for the correct formation of singular and plural possessive nouns. **EXPANDING/BRIDGING**

LESSON 3

Teach Possessive Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Common and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Possessive Nouns

LESSON 4

Practice Possessive
Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore Prepositions and Prepositional Phrases

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

Minilesson

Mentor STACK 

TEACHING POINT When authors revise their drafts, they look for correct use of prepositions and prepositional phrases. A preposition is a word that shows a relationship between a noun or pronoun (the object of the preposition) and a noun or verb; prepositional phrases almost always modify a noun or a verb.

MODEL AND PRACTICE Say: A preposition is a word that tells how one word is connected to another word. Common prepositions include: *for, above, during, off, in, outside, through, and under*. A prepositional phrase is a group of words that starts with a preposition and includes a noun or a pronoun—for example, *above the picture, beside him, through the window, outside the house*. A prepositional phrase almost always tells more about a noun or a verb. Write: *The girl with a blue dress sat on a bench. With a blue dress is a prepositional phrase that begins with the preposition with. It tells more about the girl. On a bench is a prepositional phrase that begins with the preposition on. It tells more about the verb sat by telling where the girl sat.*

Read an article from the stack, pausing to point out and discuss prepositions, prepositional phrases, and the noun or verb each prepositional phrase tells more about.

Possible Teaching Point

Writing Process

Revising and Editing | Prepositions and Prepositional Phrases

Define for students what prepositions and prepositional phrases are.

- *preposition*: shows the relationship between a noun or a pronoun and a noun or a verb
- *prepositional phrase*: almost always modifies a noun or a verb

Tell students that part of revising and editing is checking to see that they have used prepositions and prepositional phrases correctly. As students edit and revise their writing, have them check to be sure they used the correct preposition in their prepositional phrases.

Independent Writing

Mentor STACK



FOCUS ON PREPOSITIONS AND PREPOSITIONAL PHRASES

- During independent writing students should review how authors of stack articles use prepositions and prepositional phrases.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how a preposition connects a noun or pronoun with another noun or a verb in a sentence.
- **Shared** Help students identify prepositions and prepositional phrases in a piece of writing.
- **Guided** Provide explicit instruction on using correct prepositions and prepositional phrases in writing.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who have a firm understanding should locate prepositions and prepositional phrases in their own writing.

See the **Conference Prompts** on p. T422.

Share Back

Ask students to share examples of how authors use prepositions and prepositional phrases to tell more about a noun or verb in a sentence.

Spelling Spiral Review

OBJECTIVE

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

SPELLING WORDS

each	feel
team	deep
street	party
key	easy
read	beach

HIGH-FREQUENCY WORDS

letter	answer
--------	--------

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with *ie*.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Have students recall what they learned about vowel digraph *ie*, as in *pie* and *chief*. Discuss how *ie* is similar to and different from other vowel digraphs that make the long e sound.

MODEL AND PRACTICE Display these words: *chief*, *field*, *tie*, and *brief*. Say each word aloud, circling *ie* and pointing out that these letters stand for a different sound in each word.

APPLY Provide sets of letter cards and challenge students to build words that contain the vowel digraph *ie*.

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Spell Words with
ie

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long *e*: *ee*, *ea*, *ey*, *y*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long *e*: *ee*, *ea*, *ey*, *y*

LESSON 5

Assess Understanding



Language & Conventions

Possessive Nouns

LESSON 4

Practice Possessive Nouns

APPLY MyTURN

Have students complete the practice activity on p. 374 to edit a draft using possessive nouns. Use the leveled supports on p. T435 for ELLs.

LANGUAGE AND CONVENTIONS

Possessive Nouns

A noun can show who owns something. Add 's to a singular noun. Add ' to a plural noun that ends in s.

Belongs to one	Belongs to more than one
one bear's den	four bears' dens
one farmer's land	many farmers' lands

MYTURN Edit this draft. Cross out each incorrect possessive noun. Write the correct possessive noun above it. The first one is done for you.

Joan's
On my Aunt ~~jeans'~~ day off, we went to the park. Many ~~trees'~~ tree's leaves were turning red and yellow. We saw flocks of birds flying. Some ~~birds'~~ bird's feathers were bright blue. A ~~man's~~ mans' dogs wagged their tails when they saw us.

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OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and possessive nouns.

Use an apostrophe to form contractions and frequently occurring possessives.

Writing Workshop

Tell students that as they begin writing drafts during Writing Workshop, they should pay attention to apostrophes that show who owns—or has—something. Remind them to check to be sure the apostrophe is in the correct place.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Common and Proper Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Possessive Nouns

LESSON 3

Teach Possessive Nouns

LESSON 4

Practice Possessive Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

FAST TRACK

Apply Prepositions and Prepositional Phrases

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

STUDENT INTERACTIVE, p. 377

LIST ARTICLE WRITING WORKSHOP

Prepositions and Prepositional Phrases

Authors edit their writing to make sure they have used prepositions and prepositional phrases correctly.

- A **preposition** is a word such as **with, in, for, or by**.
- A preposition is the first word in a group of words called a **prepositional phrase**:
The dog is **in the house**.

Here is an example of an author's edit:

The egg rests ~~over~~^{under} the mother penguin's belly.

MY TURN Edit the draft. Cross out each incorrect preposition. Write the correct preposition above it. Then edit your list article. Make sure you have used prepositions and prepositional phrases correctly.

The penguins slide ~~in~~^{on} the ice. They dive ~~onto~~^{into} the water.
They swim ~~by~~^{under} the surface. Then they leap ~~over~~^{above} it to take a breath of air.

377

Minilesson

TEACHING POINT Writers edit their work to make sure they have used prepositions and prepositional phrases correctly.

MODEL AND PRACTICE Direct students to p. 377 of the *Student Interactive*. Read the text with students. Review examples of prepositions and prepositional phrases. Say: *Authors make sure to use correct prepositions in their writing. When they revise their drafts, authors check to see how they used prepositions and prepositional phrases.*

Point out the sentence in the middle of the page. Say: *The author crossed out over and wrote in under. The egg rests over the mother penguin's belly does not seem correct. Usually, birds keep their eggs warm by sitting on them. They keep their eggs under them. Under is the correct preposition.*

Direct students to complete the exercise on the bottom of p. 377. Have them edit the paragraph, looking for prepositions that do not seem correct. Then have students edit for correct use of prepositions in their own list articles.

WRITING CLUB

Have students move into their Writing Club groups. See p. T441 for details on how to run Writing Club. See the **Conference Prompts** on p. T422.

Share Back

Ask several students to share the prepositions and prepositional phrases they have revised.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will edit their list article drafts together, focusing on complete sentences, subject-verb agreement, nouns, and prepositions.

Students should spend the first 5-10 minutes of their Writing Club time discussing the following:

- How to ask the speaker questions to understand a topic better
- How to build on the ideas of others by linking comments
- How to speak one at a time and not interrupt the person speaking

What Are We Sharing? Tell students that they will share their list article drafts. Group members should make suggestions on how to revise their drafts to ensure the correct use of subject-verb agreement, nouns, and prepositions.

How Do We Get Started? Conversation Starters

- This is not a complete sentence. You might want to add/change _____.
- You should fix this preposition by changing it to _____.
- This proper noun _____ should be capitalized.

Spelling Spell Words with Long e: ee, ea, ey, y

OBJECTIVE

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

SPELLING WORDS

each	feel
team	deep
street	party
key	easy
read	beach

HIGH-FREQUENCY WORDS

letter	answer
--------	--------

LESSON 5

✓ Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if necessary.

Spelling Sentences

1. I liked **each** color of the jellybeans.
2. My **team** won the game.
3. The **street** was full of cars.
4. The **key** opened the door.
5. I love to **read**.
6. I **feel** sad when my friend is sad.
7. I took a **deep** breath.
8. I cannot wait for my birthday **party**.
9. I think math is **easy**.
10. We went to the **beach** and played in the sand.
11. My mom wrote me a **letter**.
12. My teacher asked me to **answer** a question.

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Long e: ee, ea, ey, y

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long e: ee, ea, ey, y

FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with ie

LESSON 5

✓ Assess Understanding



Language & Conventions

Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentences. Have students choose the sentence with the possessive noun that is correctly written.

- A I saw two penguin's eggs.
- B I saw two penguins eggs.
- C I saw one penguins' egg.
- D** I saw one penguin's egg.

APPLY Have students complete *Language & Conventions*, p. 94 from the *Resource Download Center*.

Name _____

Language and Conventions

Possessive Nouns

Use an apostrophe to show ownership. Add 's to show that the book belongs to one boy: **one boy's book**. Use ' to show that the book belongs to more than one boy: **two boys' book**.

MY TURN Circle the possessive noun that is written correctly.

- The shoe that belongs to the horse
horse's shoe horses' shoe
- The backpack that belongs to the girl
girls' backpack girl's backpack
- The leaves that belong to a group of trees
trees' leaves tree's leaves
- The hat that belongs to my brother
brother's hat brothers' hat
- The egg that belongs to the two penguins
penguin's egg penguins' egg

Grade 2, Unit 2, Week 11

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and possessive nouns.

Use an apostrophe to form contractions and frequently occurring possessives.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Common and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Possessive Nouns

LESSON 3

**Teach Possessive
Nouns**

LESSON 4

**Practice Possessive
Nouns**

Weekly Overview

Students will

- edit for commas in a sentence and for subject-verb agreement
- prepare a final draft for publishing
- present their work as part of a writing celebration
- complete an assessment on informational list articles

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Commas in a Series T448	Edit for Complete Sentences with Subject-Verb Agreement T452	Prepare for Celebration T456
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T449	Independent Writing and Conferences T453	Independent Writing and Conferences T457
SHARE BACK FOCUS 5–10 min.	Commas in a List T449	Complete Sentences T453	Revisions T457
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T450 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Possessive Nouns T451 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Long o: o, oa, ow T454 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Collective Nouns T455 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T458 • Language & Conventions Teach Collective Nouns T459



Mentor STACK



Use these criteria to select texts to teach editing:

- There are examples of a series of items separated by commas.
- Compound sentences include singular subjects with singular verbs and plural subjects with plural verbs.

FAST TRACK

LESSON 4

LESSON 5

Celebration T460	Assessment T464
Independent Writing and Conferences T461	Assessment T464–T465
Presentations T461	Assessment T464–T465
<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spiral Review T462 • Language & Conventions Practice Collective Nouns T463 	<ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T466 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T467

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Revising: How to Know When You Are Finished

Apply Punctuation

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

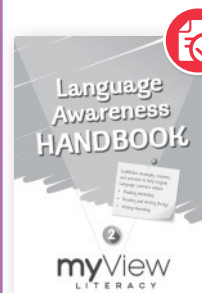
Independent Writing and Conferences

SHARE BACK FOCUS

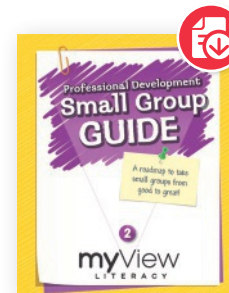
5–10 min.

Checklists

Punctuation Changes



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of how to edit for use of commas in a series and for subject-verb agreement, and how to reflect on one's informational writing skills.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Commas in a Series

If students need additional support,


 **Then** show and explain commas used in a list of items in a stack text.

If students show understanding,

Then encourage continual proper use of commas with items in a series.

Edit for Complete Sentences with Subject-Verb Agreement

If students need additional support,


 **Then** review the use of singular and plural subjects and verbs in complete sentences.

If students show understanding,

Then have students revise and edit their own writing for this issue.

Prepare for Celebration

If students need additional support,

 **Then** ask: Which skill do you feel most successful about applying in your informational list article?

If students show understanding,

Then ask: What would you do differently if you were to write another informational article?

Conference Support for ELL

EMERGING

- Do a Think Aloud about the placement of commas in a list.
- Identify the -s or -es at the end of most plural nouns.
- Invite students to discuss what is harder about writing in English than in their home language.

DEVELOPING

- Ask guided questions about correct comma use.
- Use shared writing about making nouns and verbs agree in a sentence.
- Have students discuss what they liked most about writing a list article.

EXPANDING

- Have student pairs write sentences using commas in a series.
- Have a partner circle errors in subject-verb agreement and then make corrections.
- Invite students to think aloud about how to improve their writing.

BRIDGING

- Have students include sentences using commas in a series in their texts.
- Have students incorporate feedback into their writing.
- Have students present on how an author of a stack text completed sentences with subject-verb agreement.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **how print and graphic features support purpose** and **collective nouns**.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that expands their awareness of how to use commas in a series and how to consider main ideas and details in their list articles.

Use this note for the minilesson on pp. T448–T449.

ELL Targeted Support

EDIT FOR COMMAS IN A SERIES

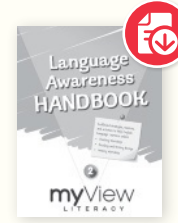
Help students hear the difference a comma makes in English sentence patterns.

Read aloud a sentence with a list of items, clearly pausing for commas. Read the same sentence with items run together. Ask students which sentence is more understandable. Write and have students copy the correct sentence. **EMERGING**

Work together to put commas into written sentences with a series of items, and have students read the sentences aloud. **DEVELOPING**

Give students written sentences with lists having no commas. Have partners work together to put commas into the sentences. Then have them read the sentences aloud to each other. **EXPANDING**

Have students prepare several sentences containing lists with no commas. Have partners then exchange sentences, read them aloud, and insert commas. Have the original writers read the corrected sentences aloud to ensure clarity. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T456–T457.

ELL Targeted Support

PREPARE FOR CELEBRATION

Facilitate peer collaboration by having students listen to and discuss one another's writing.

Read a volunteer's text aloud. Ask leading questions about what the main idea is and what details support the main idea. Help students respond as necessary. Do a Think Aloud about what you see in graphic features accompanying the text. **EMERGING**

Read a volunteer's text aloud. Have students tell you the main idea and what details support the main idea. Have students talk about graphic features they see. **DEVELOPING**

Have pairs read their list articles aloud. Have each tell the other what the main idea is and what details support the main idea. Partners should also discuss how strong and helpful graphic features are and whether they can be improved. **EXPANDING**

Have pairs read each other's list articles aloud and describe the graphic features. Then have each original writer describe the main idea he or she wished to convey. Ask partners to discuss how well the articles they heard read aloud matched the intentions of the writer. **BRIDGING**

FAST TRACK

Edit for Commas in a Series

OBJECTIVE

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

STUDENT INTERACTIVE, p. 411

LIST ARTICLE
WRITING WORKSHOP

I can use elements of informational text to write a list article.

My Learning Goal

Edit for Commas in a Series

A comma, along with **and** or **or**, separates three or more items in a series, or list.

I love pink, gold, and yellow! Do you prefer blue, green, or red?

Authors edit their writing. They check that they have used commas in lists.

MY TURN Edit this draft. Look for mistakes with commas. Then edit your list article for commas in lists.

A habitat is where a plant, animal, or other creature lives.

It provides an animal with food, water, and a home. A habitat can change if the weather turns very hot, cold, or dry. Then some animals migrate.

411

Minilesson

Mentor STACK



TEACHING POINT As authors edit their writing, they check sentences that contain a series or list of items, making sure that

- if there are two items in the series, a comma does not separate them, but if there are three or more items in the series, a comma comes after each item except for the last one
- either *and* or *or* comes before the last item in the series
- a comma comes before *and* or *or*

MODEL AND PRACTICE Using a stack text, show examples of a series or list of items. Point out that, if there are three or more items in the series, commas separate the items, including just before the final *and* or *or*. Then direct students to p. 411 of the *Student Interactive*. Review that authors use commas along with *and* or *or* to separate items in a list or series of three or more things. Read and discuss the instruction, the example sentences, and the location of commas along with the use of *and* or *or*. Say: **In the first sentence, the author separated the first two items in the list with commas. Then between the second and the third item, the author used the word *and*. In the second sentence, the author used commas and then the word *or* between the last two items in the list. Both are correct.**

Display a list of related words, such as favorite foods or days of the week. Model writing a sentence about the series that uses commas along with *and* or *or*.

Have students complete the exercise on the bottom of p. 411. Reinforce that commas are used between the first two items in the list and then *and* or *or* is used before the last item.

Independent Writing

Mentor STACK



FOCUS ON SERIES OR LISTS

- Have students locate series or lists in sentences they've written for their list articles and then edit for commas in a series.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model locating a sentence that contains a series of items.
- **Shared** Point to items in a list. Have students tell where to place commas with *and* or *or*.
- **Guided** Provide explicit instruction that commas go after every item in a series of items except the last item.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T446.

Share Back

Have students share their sentence lists and then discuss how they used commas with *and* or *or* in sentences that contained three or more items in a series or list.



Spelling Spell Words with Long o: o, oa, ow

OBJECTIVES

Identify and read high-frequency words.

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

SPELLING WORDS

below	bowl
coach	float
load	mow
only	open
throat	throw

HIGH-FREQUENCY WORDS

near	food
------	------

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. I **only** want cheese on my pizza.
2. Will you **open** the door?
3. Will cereal **float** or sink?
4. The baseball team needs a new **coach**.
5. It is five degrees **below** zero outside!
6. I have a sore **throat**.
7. Dad has one more **load** of laundry to do today.
8. I can **throw** a ball really far!
9. I would like a **bowl** of cereal with milk, please.
10. I want to help **mow** the lawn this weekend.

For students who demonstrate understanding of these digraphs, include the following Challenge Words with the spelling list.

approach hollow bellow

ELL Targeted Support

Practice Pronunciation Review words with long o: o, oa, ow. List the spelling words. Have pairs practice producing these words with the long o sound to each other. **EMERGING**

Have students find words with the long o sound spelled o, oa, and ow and practice producing this sound. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long o: o, oa, ow


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long o: o, oa, ow

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with Long e: ee, ea, ey, y

LESSON 5

 **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Possessive Nouns

FOCUS Review possessive nouns. Remind students that a possessive noun shows ownership.

MODEL AND PRACTICE Gather an assortment of classroom objects, such as a beanbag, foam ball, book, microscope, and globe. Ask volunteers to come up and choose one of the objects. Then have the class create a sentence about their classmate and the item using their classmate's name to make a possessive noun. Write the sentences on the board.

APPLY Have pairs work together to identify possessive nouns in a book they have read recently.

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, proper, and possessive nouns.

Use an apostrophe to form contractions and frequently occurring possessives.

ELL Targeted Support

Edit Writing Review with students how to form singular and plural possessive nouns. Display these sentences: *That is Bobs cat. Both dogs water bowls are empty.* Have students write the sentences and edit them by adding apostrophes to *Bobs* and *dogs* to form correct singular and plural possessive nouns. **EMERGING/DEVELOPING**

Have partners write four sentences: two that include singular possessive nouns and two that include plural possessive nouns. Have pairs exchange sentences and edit the sentences for the correct formation of singular and plural possessive nouns. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Possessive
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Collective Nouns

LESSON 3

Teach Collective
Nouns

LESSON 4

Practice Collective
Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Complete Sentences with Subject-Verb Agreement

OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

STUDENT INTERACTIVE, p. 412

LIST ARTICLE

Edit for Complete Sentences with Subject-Verb Agreement

Complete sentences need a subject and a verb. Subjects and verbs must also agree. Singular subjects often have verbs that end in -s. Plural subjects usually do not.

Authors edit their writing to check for complete sentences. They also make sure that subjects and verbs agree.

MY TURN Edit this draft. Check that subjects and verbs agree in complete sentences. Then edit your list article for subject-verb agreement.

you
Did ever see a monarch butterfly? Its colors ~~make~~ it easy
to spot. A monarch butterfly ~~has~~ orange, black, and white
markings. These markings ~~look~~ pretty, but they also
~~help~~ keep the monarch safe. The colors ~~tell~~ enemies
that the monarch has poison in it. If an animal ~~eats~~ a
monarch, the animal ~~get~~ sick. It will be so sick that it
stays away from monarchs after that!

412

Minilesson

Mentor STACK 

TEACHING POINT Authors check for complete sentences when they edit their drafts, making sure that

- all sentences are really complete sentences
- if the verb is present tense, singular subjects have verbs that end in -s
- if the verb is present tense, plural subjects do not have verbs that end in -s

MODEL AND PRACTICE Read a stack article to students, and point out the agreement of singular subject nouns with singular verbs and plural subject nouns with plural verbs. Then direct students to p. 412 in the *Student Interactive*. Read with students the information at the top of p. 412. Say: **Authors check for complete sentences when they edit their writing. What do complete sentences have?** Review that complete sentences contain both a noun and a verb. Write: *dog, cat, boy, girl, house, walk*. Say: **Authors check that the nouns and verbs in their writing agree. A singular noun—one person, place, or thing, such as: *dog, cat, boy, girl, house*—does not end with an -s. But the verb that goes with a singular noun does. Take the verb *walk*. When joined with *boy*, an -s is added to *walk*. *The boy walks*. Plural nouns, such as *dogs, cats, boys, girls, houses*, have an -s at the end. This means there is no -s added to the verb. For example, *dogs walk*.**

Have students work in pairs to edit the draft on p. 412 using complete sentences with subject-verb agreement.

Possible Teaching Point

Writing Process

Publishing | Share Writing

In Writing Workshop, students work through the steps of the Writing Process at their own pace until it is time to publish their writing.

Help students learn to successfully share their writing with others and also to be a respectful audience member.

- Before giving an oral presentation, students will benefit from time to practice reading aloud their informational list articles.
- Model how a respectful member of the audience sits, focuses his or her attention, and asks questions or provides feedback.

Independent Writing

FOCUS ON COMPLETE SENTENCES WITH SUBJECT-VERB AGREEMENT

- Students should work on editing their drafts for complete sentences with subject-verb agreement.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model verbs that agree with plural nouns.
- **Shared** Point out the presence of an -s at the end of a verb in a sentence. Ask students how the -s makes the verb agree with the noun.
- **Guided** Tell students that each complete sentence must have a subject and a verb, and look for examples in students' work to point out.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T446.

Share Back

Invite students to share examples of how they wrote complete sentences with subject-verb agreement.

Spelling Spell Words with Long o: o, oa, ow

OBJECTIVES

Identify and read high-frequency words.

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

SPELLING WORDS

below	bowl
coach	float
load	mow
only	open
throat	throw

HIGH-FREQUENCY WORDS

near	food
------	------

LESSON 2

Teach

FOCUS Remind students that the vowel teams, or digraphs, *oa* and *ow* and the letter *o* can all spell the sound /ō/. If *o* is an open syllable in a word, the *o* is most often pronounced /ō/. Be careful because *ow* can also be pronounced /ow/.

MODEL AND PRACTICE Write or display the following words: *below*, *coach*, *only*, *throw*, *throat*, *open*. Say each word aloud, putting your finger under the letter or letters that make the long *o* sound.

APPLY My TURN Have students complete *Student Interactive* p. 409 to spell words with long *o*. Use the leveled supports on p. T450 for ELLs.

SPELLING READING-WRITING BRIDGE

Spell Words with Long o: o, oa, ow

Long *o* can be spelled *o*, *oa*, or *ow*.

MY TURN Write the Spelling Words that have the same long *o* spelling as each word below. Then write the My Words to Know.

goal	grown	Spelling Words only open float coach below throat load throw bowl mow
float	below	
coach	throw	
throat	bowl	
load	mow	
no	My Words to Know	
only	near	My Words to Know near food
open	food	

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LESSON 2

Teach Spell Words with Long o: o, oa, ow


FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long o: o, oa, ow

FLEXIBLE OPTION LESSON 4

 **Spiral Review: Spell Words with Long e: ee, ea, ey, y**

LESSON 5

Assess Understanding



Language & Conventions

Collective Nouns

FLEXIBLE OPTION 

LESSON 2

Oral Language: Collective Nouns

MODEL AND PRACTICE Explain that even though a collective noun names more than one person or thing, it is still a singular noun. This is so because a collective noun names a group, and a group is one thing. Write: *Our class ___*. on the board. Invite students to supply various endings. Point out the verb in each case and explain how it is the same verb you would use if the subject were the name of one person.

APPLY Have partners create an oral sentence that includes any collective noun. Ask pairs to share their sentence with another pair and identify why the noun is collective.


OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION 
LESSON 2

Oral Language: Collective Nouns

FLEXIBLE OPTION 
LESSON 1

 **Spiral Review:**
Possessive Nouns

LESSON 3

Teach Collective
Nouns

LESSON 4

Practice Collective
Nouns

FLEXIBLE OPTION 
LESSON 5

Standards Practice

Prepare for Celebration

OBJECTIVE

Publish and share writing.

Minilesson

TEACHING POINT Authors revise and edit their work to prepare clean final drafts. They make choices about how they will publish their writing.

MODEL AND PRACTICE Say: During this unit, you have created an informational list article. You have chosen a topic and selected items to write about. You included details that are interesting to readers. You have used graphic and text features to highlight certain words and illustrate certain details. Today you will make sure your informational list article is ready to be shared. You will check it a final time for the skills you've learned and the editing skills you know.

Have students work in groups to reread each other's work and suggest edits to their final drafts. As students work, suggest that they

- read their final drafts aloud
- check spelling, grammar, and punctuation
- edit for subject-verb agreement, prepositions, correct noun usage, and commas in a series
- determine whether the information presented is interesting and organized, prioritizing the most important information first
- make sure they have included graphic and text features

Before students wrap up, have them think about whether they will publish their article in print or digital form.

Possible Teaching Point

Spelling | My Words to Know

Tell students that each week they learn to read some commonly used words in printed text that don't follow regular spelling patterns they have learned. These words are called My Words to Know. List the Unit 2 My Words to Know on the board:

- *different*
- *between*
- *air*
- *change*
- *animal*
- *study*
- *letter*
- *answer*
- *near*
- *food*

If students have used words from the My Words to Know list in their writing, they should make sure the spelling is correct.

Independent Writing

FOCUS ON REVISIONS

- Have students make revisions to their informational list articles and then reread them a final time to catch any last changes they want to make.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to carefully reread a final draft aloud.
- **Shared** Help students locate errors in their final drafts.
- **Guided** Provide explicit instruction on how to edit for spelling, grammar, and punctuation.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T446.

Share Back

Ask several students to share examples of how they revised their final drafts as they prepared for celebration.



Spelling Spell Words with Long o: o, oa, ow

OBJECTIVES

Identify and read high-frequency words.

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

SPELLING WORDS

below	bowl
coach	float
load	mow
only	open
throat	throw

HIGH-FREQUENCY WORDS

near	food
------	------

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that the vowel teams *oa* and *ow* and the letter *o* can all spell the sound /ō/.

MODEL AND PRACTICE Write or display these words: *not*, *open*, *mow*, *how*, *coach*, *below*, *only*. Have students spell and then say each word aloud.

APPLY Have students complete *Spelling* p. 89 from the *Resource Download Center*.

Name _____

Spelling
 Spell Words with Long o: o, oa, ow

only	open	float	coach	below
throat	load	throw	bowl	mow

MY TURN Write a spelling word in the blank to complete each sentence.

- Ciera _____ **only** _____ wanted carrots for lunch.
- My aunt asked me to _____ **load** _____ the dishwasher.
- Malik could not _____ **open** _____ the trunk.
- Beau is the _____ **coach** _____ of the team.
- The cat hid _____ **below** _____ the deck.
- The two kids decided who would _____ **mow** _____ the lawn.

Grade 2, Unit 2, Week 5
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FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long o: o, oa, ow

FLEXIBLE OPTION

LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with Long o: o, oa, ow

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words with Long e: ee, ea, ey, y

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Collective Nouns

LESSON 3

Teach Collective Nouns

FOCUS Remind students that a collective noun names a group of persons or things. The group is one unit even though it has many members.

MODEL AND PRACTICE To reinforce the instruction, write the following sentence frames on the board: *The soccer ___ has a game every Tuesday.* *A ___ of geese runs quickly across the road.* Help students complete each sentence using a collective noun. (*team, flock*) Then ask partners to complete the following with a collective noun: *He is going on vacation with his ___.* (*family*) Have students explain their choice.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Vocabulary Help students learn basic vocabulary heard during classroom instruction and interactions.

Explain that the first step in recognizing a collective noun is to understand what the noun names. Write: *family, club, team, herd, flock, group, stack, class, band, crowd.* Ask students to read each word aloud. Then help students define each word. **EMERGING**

Have students learn the vocabulary by saying the words aloud and defining them in their own words. **DEVELOPING**

Have partners learn the vocabulary by reading the words aloud, briefly defining them, and then using them in oral sentences. **EXPANDING**

Challenge partners to think of collective nouns they have heard during classroom instruction and interactions. Have them say and write the words and use them in sentences. **BRIDGING**

LESSON 3

Teach Collective Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Possessive Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Collective Nouns

LESSON 4

Practice Collective Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Celebrate

OBJECTIVE

Publish and share writing.

Minilesson

TEACHING POINT When writers publish their work, they can feel pride in their accomplishments. They also can reflect on any challenges they overcame in hopes of applying this reflection to their future writing projects.

MODEL AND PRACTICE Support students as they publish their list articles in the print or digital media of their choice. Have students present their work either one at a time or as part of a class gallery. Remind students that as they read their writing orally, they should speak clearly and at a loud enough volume for all to hear, making sure to pace themselves.

Lead students in a class discussion that helps students reflect on their experience, using the following discussion points:

- What interests you about that topic?
- What made you choose this detail: _____?
- What was most enjoyable about writing this article?
- What was most challenging about writing this article?
- What would you do differently next time?

Possible Teaching Point

Language & Conventions | Collective Nouns

Remind students that while collective nouns name more than one person or thing, collective nouns are still singular nouns. Encourage students to look for ways to incorporate collective nouns in their list articles.

Independent Writing

FOCUS ON CELEBRATION

- In their writer's notebooks, students should reflect on the celebration and on the writing process for their informational list articles.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model reflecting on the writing experience.
- **Shared** Ask questions to help students reflect on their experience writing informational list articles.
- **Guided** Give students ideas for writing their reflections in their writer's notebooks.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T446.

Share Back

Invite students to recall interesting details, topics, and writing style in each other's work.

Spelling Spiral Review

OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

SPELLING WORDS

below	bowl
coach	float
load	mow
only	open
throat	throw

HIGH-FREQUENCY WORDS

near	food
------	------

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with *ee*, *ea*, *ey*, and *y*.

FLEXIBLE OPTION

LESSON 4

Spiral Review


FOCUS Review the spelling rules for long *e* spelled *ee*, *ea*, *ey*, and *y*. See p. T430.

MODEL AND PRACTICE Read the following words and have students spell them: *each*, *street*, *key*, *party*.

APPLY Have pairs work together to underline the vowel team that makes the long *e* sound in each word. (*ee**ch*, *ee**st**ee**t*, *ey*, *y*)

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Spell Words with
Long *e*: *ee*, *ea*,
ey, *y*

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Words with Long *o*: *o*, *oa*, *ow*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Long *o*: *o*, *oa*, *ow*

LESSON 5

Assess Understanding



Language & Conventions

Collective Nouns

LESSON 4

Practice Collective Nouns

APPLY MyTURN Have students complete the practice activity on p. 410 to edit a draft using collective nouns.

LANGUAGE AND CONVENTIONS

Collective Nouns

A **collective noun** names a group of persons or things. It is singular even though it names more than one.

The family is in the park. The family likes the park.

Examples of Collective Nouns				
family	club	team	herd	flock
group	stack	class	band	crowd

MYTURN Edit this draft. Cross out each word you need to change to use a collective noun correctly. Write the correct word above it. The first one is done for you.

The team ~~run~~^{runs} onto the field. The crowd ~~cheer~~^{cheers} wildly. My family ~~sit~~^{sits} with me in the stands. We yell too. When the band ~~play~~^{plays} the school song, everyone stands and sings.

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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to use collective nouns correctly. Have students trade drafts with a partner to check that collective nouns have been used correctly.

Use the leveled supports on p. T459 for ELLs.

LESSON 4

Practice Collective Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Possessive Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Collective Nouns

LESSON 3

Teach Collective Nouns

FAST TRACK

Assessment

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including end punctuation, apostrophes in contractions, and commas with items in a series and in dates.

Compose informational texts, including procedural texts and reports.

STUDENT INTERACTIVE, p. 413

LIST ARTICLE WRITING WORKSHOP

Assessment

In this unit, you learned to write a list article. Rate how well you understand each skill. Review any skill you mark "No."

1. The parts of a list article	YES	NO
2. How to brainstorm ideas	YES	NO
3. How to plan your list article	YES	NO
4. How to develop a topic and main, or central, ideas	YES	NO
5. How to develop details	YES	NO
6. How to write an introduction and a conclusion	YES	NO
7. How to organize details	YES	NO
8. How to use text features such as a title and bold type	YES	NO
9. How to proofread and edit for: <ul style="list-style-type: none"> • complete sentences with subject-verb agreement • correct use of nouns • commas in series 	YES	NO

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Minilesson

TEACHING POINT Tell students that they will be assessed on their skill in writing a list article. They will use the writing skills they learned in this unit to compose a piece in response to a prompt. That means they should consider

- the structure and organization of a list article
- the writing process
- elements of a writer’s craft
- English language conventions

MODEL AND PRACTICE Review with students that they have learned to write a list article over the course of this unit. Tell students that they will be assessed on the skills involved in writing list articles.

Direct students to the checklist on p. 413 of the *Student Interactive*. Explain that they will mark “yes” or “no” to determine whether they understand each skill. Read each skill and use examples to help students recall it.

Say: **The checklist will help you review the skills you’ve used to write list articles. Answer each question honestly so you can focus on the skills you need help with. This will help prepare you for the assessment.**

Direct students to complete the checklist.

Assessment

Inform students that they are going to take a writing assessment and that they should use the skills they have learned in this unit as they respond to the prompt. As another form of assessment, you may score students’ published writing using the rubric on p. T465.



WRITING ASSESSMENT



Informational: List Article

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

Prompt Write an informational list article about a topic you know a lot about.

Be sure to

- introduce your main idea in your introduction
- summarize your main idea in your conclusion
- edit for subject-verb agreement, correct noun usage, prepositions, and commas used in a list of items
- include a title
- include a simple graphic

4-Point Informational Text Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Article is clearly focused and developed throughout.	Article clearly exhibits its main idea with a strong introduction and conclusion. Its body is comprised of a numbered list of related items.	Article effectively uses relevant details, facts, and definitions.	Article correctly uses vocabulary specific to the topic and descriptive language.	Article uses correct grammar, spelling, capitalization, and punctuation.
3	Article is mostly focused and developed throughout.	Article exhibits a main idea with an adequate introduction and conclusion. Its body is adequately structured as a numbered list of mostly related items.	Article adequately uses details, facts, and definitions.	Article adequately uses vocabulary specific to the topic and some descriptive language.	Article contains some conventions errors that do not affect clarity or comprehension.
2	Article is somewhat developed but may occasionally lose focus.	Article's introduction and conclusion do not support its main idea, are constructed poorly or are somewhat absent; listed items are confusing, absent, or unrelated to main idea.	Article uses a few details, facts, and definitions.	Words are sometimes used incorrectly. Descriptive language is weak or absent.	Article contains some conventions errors that affect clarity.
1	Article is unfocused and confusing or too short.	Article does not have an introduction or conclusion. Items are not organized into a list in the body of the article.	Article uses very few or no details, facts, or definitions.	Language is vague, unclear, or confusing.	Article is difficult to understand because it contains many conventions errors.
0	List article receives no credit if it does not demonstrate adequate command of informational text writing traits.				

Spelling Spell Words with Long o: *o, oa, ow*

OBJECTIVES

Identify and read high-frequency words.

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

SPELLING WORDS

below	bowl
coach	float
load	mow
only	open
throat	throw

HIGH-FREQUENCY WORDS

near food

LESSON 5


Assess Understanding

Read each sentence aloud. Then repeat the spelling word. Give students time to write the word. Repeat the word or the sentence if students ask.

Spelling Sentences

1. My older sister needs to **mow** the grass.
2. Keep the door **open** today.
3. She wants **only** one piece of pizza.
4. Today I have a sore **throat**.
5. My best friend lives **near** me.
6. I would like a **bowl** of strawberries, please.
7. **Coach** says I can play in the next quarter.
8. Please **throw** me that ball.
9. **Below** the shelf are my shoes.
10. I love to **float** in the pool.
11. Can you help me **load** my bike into the car?
12. We brought a lot of **food** to the picnic.

FLEXIBLE OPTION LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Long *o*: *o, oa, ow*

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long *o*: *o, oa, ow*

FLEXIBLE OPTION LESSON 4

 **Spiral Review:** Spell Words with Long *e*: *ee, ea, ey, y*

LESSON 5

 **Assess Understanding**



Language & Conventions

Collective Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and then have students respond independently.

The concert ends, and the audience clap loudly.

Which word needs to change to use a collective noun correctly?

- A Change *ends* to *end*.
- B** Change *clap* to *claps*.
- C Change *loudly* to *loud*.
- D Change *concert* to *concerts*.

APPLY Have students complete *Language & Conventions* p. 95 from the *Resource Download Center*.

Name _____

Language and Conventions

Collective Nouns
Collective nouns are names for groups of people, places, things, or animals. A collective noun takes a singular verb.

The team is coming over today.
The band plays next.

MY TURN Decide what verb should be used in each sentence. Write the correct word on the line.

- Our class enjoys learning about animals.
enjoy enjoys
- Many birds migrate in the fall.
migrate migrates
- A flock migrates thousands of miles.
migrate migrates
- A colony of bats lives in this cave.
live lives
- The bats fly out at night.
fly flies

Grade 2, Unit 2, Week 5
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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Possessive
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Collective Nouns

LESSON 3

**Teach Collective
Nouns**

LESSON 4

**Practice Collective
Nouns**

Weekly Overview

Students will be introduced to book reviews. They will

- explore opinion writing through the genre of book review
- identify topics, opinions, and reasons
- generate ideas and plan their own book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Book Review WW2	Book Review: Opinions WW3	Book Review: Reasons WW4
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
SHARE BACK FOCUS 5–10 min.	Common Features of Book Reviews WW2	Book Titles and Opinions WW3	Reasons WW4



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You may choose to print or project examples of book reviews from

- *Stone Soup* periodical magazine
- *School Library Journal* periodical magazine
- *Publisher's Weekly* periodical magazine

Use the following criteria to add to your book review stack:

- The book being reviewed within the book review is appropriate for students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

FAST TRACK

LESSON 4

LESSON 5

Brainstorm Ideas WW5

Plan Your Book Review WW6

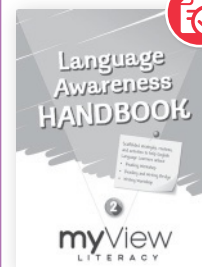
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

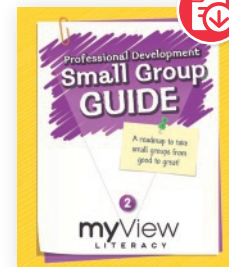
Book Review Ideas WW5

Making a Plan WW6

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of the elements of opinion writing within a book review to gauge students' ability to brainstorm and plan their own book review. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Book Review

If students need additional support,


 **Then** show a stack text that students are familiar with. Ask: What does the writer think about the book? How do you know?

If students show understanding,

Then ask students to tell different opinions people might have about the book being reviewed.

Brainstorm Ideas

If students need additional support,


 **Then** ask about some of the students' favorite types of books. Provide examples of several options within that preferred genre.

If students show understanding,

Then ask students to investigate other books by that same author or other books on a related topic.

Plan Your Book Review

If students need additional support,

 **Then** have students practice stating their opinion and one reason aloud.

If students show understanding,

Then ask: Which reason is most important to you? Why?

Conference Support for ELL

EMERGING

- Read book reviews with a simple sentence structure.
- Create a sentence frame such as *One reason I liked this book is because ___*.
- Explain that reasons tell why.

DEVELOPING

- Use stack books students have heard before. Ask students to tell which words gave clues to tell if the writer enjoyed the book.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Have students help create a word bank of useful words to describe a book.

EXPANDING

- Have students restate the opinion and at least one reason found in several book reviews.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the reviews.
- Discuss additional reasons the writer might have given to explain what they enjoyed about a book.

BRIDGING

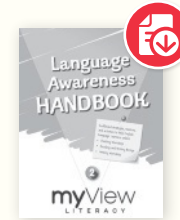
- Ask students to work with partners to plan their book reviews and generate additional reasons.
- Have students identify the opinion and reasons in a new book review.
- Have students make a word bank of specific words that help state opinions and reasons.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published book reviews and plan their own book review.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

ELL Targeted Support

BOOK REVIEW

Use the stack texts to help students identify the opinion and reasons in a book review.

Work individually with students to identify the opinion and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *She likes the book ___ because ___*. **EMERGING**

Ask students to restate the opinion and a reason from the stack text with a sentence that includes the word *because* or *since*.

DEVELOPING

Have several students talk together about their favorite books on a similar topic. **EXPANDING**

Have students create a short audio commercial advertisement for a favorite book. **BRIDGING**

Use this note for the minilesson on p. WW5.

ELL Targeted Support

BRAINSTORM IDEAS

Students may need support generating words to identify reasons that explain why they enjoyed a book.

Display several of the group's favorite books. Help students generate adjectives that describe each book and put those words on sticky notes to place on each book cover. Model using those descriptive words in a sentence frame such as *We like this book because it is ___*. **EMERGING**

Have students choose two books on similar topics or of the same genre. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons, such as *I like ___ better because it is ___*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several books. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about books they have enjoyed. Then ask students to restate their partner's opinion of one of the books to the larger group. **BRIDGING**

FAST TRACK

Book Review

OBJECTIVE

Identify characteristics of opinion writing within a book review.

STUDENT INTERACTIVE 2.2, p. 681

WRITING WORKSHOP

I can write a book review. **My Learning Goal**

Book Review

An **opinion** tells what you think about something. In a book review, the author tells readers about a book and states an opinion about the book. The author gives supporting reasons that help readers know if the book is one they might like to read.

Opinion Writing	
Topic and Opinion	I think everyone will enjoy Amelia Bedelia.
Reason	Boys and girls will love this book because Amelia is so funny. She will make everyone laugh.
Reason	This book is also great because it teaches a lesson about following directions.
Conclusion	These are the reasons why I think you will love reading Amelia Bedelia.

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Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to identify what book is being reviewed and what the author's opinion is.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing within a book review.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT An opinion tells what a person feels, thinks, or believes. A book review gives an opinion on a book the writer has read. A book review is one type of opinion writing. A book review includes

- an introduction that tells the title of the book and states an opinion.
- reasons that support and connect to the opinion.
- a conclusion that restates the opinion in a different way.

MODEL AND PRACTICE Tell students that they will be learning about opinion writing in book reviews and then writing a book review of their own. Introduce opinion writing in book reviews by selecting a text from the stack. Read the title aloud. Ask students: **How do you know this is a book review and not a book?** Ask students to raise their hands as soon as they can tell if the writer enjoyed the book or not. As you read, pause to reinforce the opinion and reasons.

After reading, tell students: **The writer gives an opinion about the book. What words does the author use to do that?** Ask for specific examples of a clear opinion from within the text. **Writers need to give reasons for the opinions. What are some of the reasons given in this text?** Help students identify the reasons that support the opinion.

Have students turn to p. 681 in *Student Interactive 2.2*. Review the parts of a book review: the clear introduction that gives the title of the book and an opinion, the supporting reasons, and a solid conclusion.

Independent Writing

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After the immersion lesson, students can continue reading stack texts if they need more time to develop their understanding of opinion writing within a book review. If students demonstrate understanding, they can begin jotting down possible book titles for their own book review. See the **Conference Prompts** for suggestions.

Share Back

Call on students to tell an element one can find in a well-written book review. Ask students to site an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

Book Review: Opinions

Minilesson

Mentor STACK 

TEACHING POINT A book review includes an introduction that gives the title of the book and a clearly stated opinion. A book review also includes reasons that support and connect to the opinion. A strong conclusion in a book review should restate the opinion in a new way.

MODEL AND PRACTICE Select a text from the stack and read it aloud to the class. Ask students to tell why the text is an example of a book review. Encourage and model the use of the terms *introduction*, *title*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a person's thoughts or feelings about a topic and that not everyone will have the same opinion. Explain that even people who share the same opinion about a book may have different reasons to support that opinion.

Use similar questions to prompt discussion:


- Which words in the text let you know that this is an opinion?
- What reasons were given to support the opinion?
- Which reason did you think was the strongest?
- Did the review make you want to read this book? Why or why not?
- What question might you ask the person who wrote this review?

OBJECTIVE

Identify elements of book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and reasons given.
- **Shared** Prompt students to identify the opinion and supporting reasons from one of the texts from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing in book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

As students begin their independent writing time, invite them to continue studying the stack texts if they need more time to learn about the elements found in book reviews. If some students are ready to write, they can use this time to write ideas about how they could introduce the book they are reviewing and what the opinion will be. See the **Conference Prompts**.

Share Back

Ask students to share the title of the books being reviewed and opinions from either stack texts or the book reviews they are starting to write. Ask listeners to restate the writer's opinion. Remind students to use their own words in their restatements.


Book Review: Reasons

OBJECTIVE

Retell the important details in book reviews.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text, determine if the writer enjoyed the book, and retell several reasons given in the review.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Well-written book reviews provide not just an opinion about the book, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented. A strong, positive review may make other people want to read the book.

MODEL AND PRACTICE Read aloud from a text in the stack. Ask: **How could you restate the opinion in your own words?** Write the opinion on a chart or the board. Ask: **How would you restate one of the reasons in your own words?** Write that reason on the chart as well. Have students tell you if the reason is a good connection to and support for the opinion. Draw a thin line connecting the reason and the opinion if the group thinks the reason is only somewhat strong and a bolder line if they think the reason is stronger and a better connection. Continue with other reasons given in the text, and have the class evaluate the strength of each reason. Read another stack text aloud. Invite students to suggest the strongest reason given and the weakest. Encourage them to explain their thinking.

Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack texts to see how writers include reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions in their book reviews. See the **Conference Prompts** for suggestions.

Share Back

Invite students to share a reason from their book review that they think is very strong. Model how to offer feedback on the reason that may help the writer strengthen the reason even more.

Brainstorm Ideas

Minilesson

Mentor STACK 

TEACHING POINT Writers often brainstorm ideas before finalizing what they will write. Writers of opinion pieces and book reviews may generate many reasons and then choose only the strongest, most convincing, reasons to include in the final book review.

MODEL AND PRACTICE Show several book review examples from the stack. Help students recall the opinions and reasons in each review. Say: *We have read many books. When writing a book review, we must first decide on a book to review. I'm going to choose one of my favorite books.* Explain that the writer of a book review usually wants other people to read that book. Say: *I want to think about why I really liked this book and what parts of the book will help me explain that or be examples of that reason.*

Have students turn to p. 682 in *Student Interactive 2.2*. Explain that they will use this page to help them develop possible ideas for their book reviews. You may want to model completing the page using one of your favorite books.

OBJECTIVE


Plan a book review by selecting a book, an opinion, and reasons.

STUDENT INTERACTIVE 2.2, p. 682

BOOK REVIEW

Brainstorm Ideas

An author of a book review chooses what book to write about and decides if other people should read the book. Then an author thinks about why the book is a favorite and what parts of the book are examples of that reason.

 **MY TURN** Think of a book you have enjoyed. Write the title. Write two reasons why you think other people will like it too. What parts of the book are examples of each reason? Write what you could tell readers.

Book Title:	
Readers will enjoy this book because:	Readers will enjoy this book because:
Tell readers about:	Tell readers about:

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Independent Writing

Mentor STACK 

Students should determine a book to review and work on writing their book reviews. If students have difficulty, they should review one of the book reviews in the stack and identify what they might use as models. If students are comfortable with their opinions, they should continue developing their book reviews. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the titles, opinions, and one of the reasons they have brainstormed. Ask them to explain why they made those choices. Point out that it is natural for different readers to have varying opinions about books.

Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for a book review.
- **Shared** Once students have brainstormed several titles, have them select a book and tell a partner one reason that book was chosen.
- **Guided** Provide explicit support as needed to help students stay focused on choosing one book. You might give them several choices from within their favorite genres or topics.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Plan Your Book Review

OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing a book review.

STUDENT INTERACTIVE 2.2, p. 683

WRITING WORKSHOP

Plan Your Book Review

Authors need to plan their book reviews to be certain everything important is included.

MY TURN Develop ideas for your book review. List ideas you might want to include.

What is the book?

↓

What is my opinion of the book?

↓

What reasons will support my opinion?

↓

Why will readers enjoy this book?

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Writing Support

- **Modeled** Conduct a Think Aloud to model how to plan a book review.
- **Shared** Ask questions to help students think about how they might get someone interested in reading a book they enjoyed themselves.
- **Guided** Provide support and instruction as needed to ensure that all elements of the book review are covered in the planning.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT A book review focuses on an opinion about one book. Strong reasons and examples from the book can encourage people to want to read the book. A good conclusion reminds the reader of the title of the book and what the writer’s opinion was.

MODEL AND PRACTICE Remind students that all the writers of the book reviews in the stack made plans before beginning to write. When writing a book review, writers need to first decide what book will be the topic of the review.

Direct students to p. 683 in *Student Interactive 2.2*. Model selecting a title and writing in the graphic organizer. Think aloud as you state several ways you might word your opinion about the book. Say: *I could say that this is one of my favorite animal stories. Maybe I might say that people who love animal stories as much as I do will love reading this book.* Ask for more suggestions. When you are finished, talk about the suggestions students made and how the suggestions were helpful to you as you planned your book review. Follow the same process for the remaining parts of the graphic organizer.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

Share Back

Invite students to share with the class the books they have selected and their opinions. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their planning for their book reviews.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively to the speaker
- How to give a helpful suggestion
- How to make certain everyone contributes

What Are We Sharing? Students should share the topics, opinions, and reasons they are planning to use in their book review. Students who are familiar with the books may give helpful feedback by suggesting what they enjoyed about each book. This conversation will help the writer begin to evaluate the reasons he or she might include in the book reviews.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- Why did you choose that book?
- What would be important to tell someone who has never read that book?
- What else did you like or not like about that book?



Weekly Overview

This week students will continue to write their own book reviews. They will

- apply their knowledge of opinion writing to draft a book review
- choose a book to review
- state an opinion and supply reasons to support it

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Choose a Book WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
SHARE BACK FOCUS 5–10 min.	Book Choices WW12	Identify Opinions WW13	State Opinions WW14

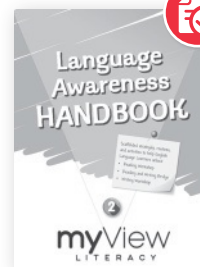
Mentor **STACK**

These criteria may be helpful in selecting texts to teach the elements of opinion writing within a book review.

- texts that introduce the book being reviewed
- texts that include a clearly stated opinion
- texts containing reasons that support the opinion

FAST TRACK**LESSON 4****LESSON 5**Explore Supply Reasons
WW15Apply Supply Reasons
WW16Independent Writing
and Conferences WW15Writing Club and
Conferences
WW16–WW17

Identify Reasons WW15

Supply Supporting
Reasons WW16**ADDITIONAL RESOURCES**

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of the elements of book reviews to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Choose a Book

If students need additional support,


 **Then** ask leading questions to help students determine the types of books they enjoy reading.

If students show understanding,

Then ask: What are you looking for most when choosing a book to review?

State an Opinion

If students need additional support,


 **Then** read a book review together and help students identify the sentences that state an opinion.

If students show understanding,

Then have students use their writer's notebooks to try several different ways to state the same opinions.

Supply Reasons

If students need additional support,

 **Then** review a stack text and work together to identify and highlight the reasons that are given.

If students show understanding,

Then have students add details to their own book reviews to make the reasons stronger.

Conference Support for ELL

EMERGING

- Have students draw pictures showing something they especially liked, or did not like, about the books they are reviewing. Use the drawings to talk together about the books and how they felt about them.
- Create a simple sentence frame such as *_____ is my favorite book because _____*. Have students repeat the model with you as you help them state their opinions and reasons.

DEVELOPING

- Work with students to create a chart of what they look for in a good book.
- Provide sentence frames to help students write an opinion statement and reasons based on the chart.
- As students state opinions and reasons, transcribe what they have said.

EXPANDING

- Have students brainstorm a list of their favorite books.
- Choose one book from the list and model how to state an opinion with several supporting reasons.
- Ask specific questions to help students add more specific information to their reasons.

BRIDGING

- Have students work with partners to create a list of characteristics of books they enjoy.
- Ask partners to choose two books and then compare and contrast them using the characteristics they listed.



ELL Minilesson Support

Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing within book reviews. These targeted supports help students better understand how to draft their own book reviews.

Use this note for the minilesson on p. WW13.

ELL Targeted Support

EXPLORE STATE AN OPINION

As students work on developing their opinions, have them work on making their opinion sentences clear and strong.

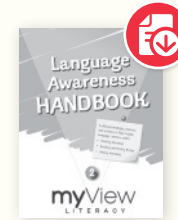
Show students a book they have read before. Have students say and then write one sentence that expresses an opinion about the book. Provide a sentence frame as needed.

EMERGING

Work individually with students as they draft an opinion sentence. Provide a word bank for reference, including words such as *favorite*, *like*, *enjoy*, *love*, *mysterious*, *funny*, *suspenseful*, and *best*. **DEVELOPING**

Have students discuss two books with partners. Encourage them to discuss which book they prefer and why they prefer one over the other. Encourage them to jot down notes on the discussion. **EXPANDING**

Have students state their own opinion about a book and then state the opposite opinion. Have students write several different ways to word each opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

ELL Targeted Support

APPLY SUPPLY REASONS

Have students practice supplying reasons that support their opinions.

Have students choose a book they enjoy. Help students develop reason sentences that use the word *because* or *since*. **EMERGING**

Have students work with partners and take turns telling about a book they enjoy and why they enjoy it. Encourage students to ask questions of their partners and to restate their partner's reasons for enjoying the books.

DEVELOPING

Have students tell partners two reasons for their opinions about favorite books they have both read. Encourage the listener to then add a reason to those already given. **EXPANDING**

Ask students to state reasons someone may give who has the opposite opinion about a book they both reviewed. **BRIDGING**

FAST TRACK

Choose a Book

OBJECTIVE

Select and introduce a book as the subject for a book review.

STUDENT INTERACTIVE 2.2, p. 684

BOOK REVIEW

My Learning Goal I can write a book review.

Choose a Book

Book review authors often choose a book they feel strongly about. They usually choose books they enjoyed and think others should read.

MY TURN What are some books you have read? Give a book one star if you did not like it very much. Give a book two stars if you liked it. Give the book three stars if the book is your favorite.

Book Title	Stars ★ ★ ★

MY TURN Write the title of the book you will review.

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Writing Support

- **Modeled** Choose a book and model how to state the title and tell a little about the book.
- **Shared** Have students each choose a book they enjoy and talk with partners about the book.
- **Guided** Use a familiar book to provide explicit support to students as they identify the book title and share some information about the book.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT A book review is a type of opinion writing. Most often, authors choose books to review that they are especially interested in and enjoyed.

MODEL AND PRACTICE Explain to students that choosing a book as the subject of a book review may be the most important step and requires careful thought. Say: *I want to choose a book that I really enjoyed and that I hope other people will want to read. I think about the types of books I like and what books I have read recently. I like animal books and books that teach a lesson.* Choose two books you have shared with the class recently and display them. Review briefly what type of book each is and what you enjoyed about each as you model choosing the one you enjoyed more.

Review a book from the stack and note what the writer wrote to introduce the book. Choose several familiar books, and ask students to tell something about each book. Discuss how they could tell something about the book without telling how the book ends.

Read the activity instructions on p. 684 of *Student Interactive 2.2*. Remind students how to rate books to narrow their choices for the book review.

Independent Writing

During independent writing time, students should choose the book for their book reviews and write a sentence to tell about the book. Remind students to include the title of the book. If students have difficulty selecting a book, encourage them to choose one they hope their friends will read. If students have already taken these steps, they should review what they have written and then continue to write. See the **Conference Prompts** for suggestions.

Share Back

Invite several students to read aloud what they have written to introduce their books. If multiple students select the same book, discuss different words that are used to tell about it.

Explore State an Opinion

Minilesson

Mentor **STACK**



TEACHING POINT The writer of a book review gives an opinion about a book. The opinion tells what the writer thinks or feels about the book. Not everyone has the same opinion about a book.

MODEL AND PRACTICE Read aloud one of the book reviews from the stack. Say: *This writer tells about the book and gives an opinion. What did the writer say that told us an opinion?* Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a two-column chart with *Book* written at the top of one column and *Opinion* written at the top of the other. Using the stack texts, do a Think Aloud to model identifying and then writing the titles of the books and the opinions. Work as a group to identify the books and opinions from several other book reviews and record the results on the chart. Encourage students to use words from the reviews that state the opinions. Point out any frequently used words or phrases.

OBJECTIVE

Identify and state an opinion.

Writing Support

- **Modeled** Read aloud a book review and talk through how to identify the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students talk together about two books they have both read. Invite students to tell their opinions of each and which they enjoyed more.
- **Guided** Use stack texts to provide explicit instruction to identify and discuss clear opinion sentences.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor **STACK**



During independent writing time, students should state an opinion about the book they have selected. Students needing suggestions may review the mentor stack for models. Students who can successfully write an opinion should continue writing their book reviews. Use **Conference Prompts** as needed.

Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference. You may use some of those words to create a Book Review Word Bank for future use in their writing.

FAST TRACK

Apply State an Opinion

OBJECTIVE

State an opinion clearly when writing a book review.

STUDENT INTERACTIVE 2.2, p. 685

WRITING WORKSHOP

State an Opinion

An opinion tells how the author thinks or feels. The opinion in a book review tells if the author liked or did not like the book. The opinion should be stated clearly.

MY TURN Circle Yes or No to tell if each sentence clearly states an opinion.


- I read *Note the Great*. Yes No
- Snowy Owl Invasion* was a wonderful book! Yes No
- I think you will love *Rodent Rascals*. Yes No

MY TURN Write a strong opinion statement about your book for your book review.

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Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion about a book. Model both a weak and a strong opinion statement to point out the differences.
- **Shared** Have students practice stating their opinions about a book to a partner before writing it.
- **Guided** Provide explicit instruction to help students state opinions clearly. Create a bank of words that can be useful.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Opinions state choices or preferences. People who read book reviews want to know the opinion of the review writer. Opinions should be stated clearly so readers know what the review writer thought of the book.

MODEL AND PRACTICE Opinions in book reviews tell how the reviewer thinks or feels about the book. Remind students that not everyone has the same opinion about a book, and those differences of opinion can be interesting to discuss. Using a book from the stack, ask students to identify the writer's opinion and then state whether or not they agree with the writer's opinion. Students should explain why they agree or disagree with the writer.

Say: Today you will be writing your opinion. When I write a book review, I tell about the book and state my opinion. You know I like this animal book. I could write that I loved it or that it is was extremely interesting. You will know right away what my opinion is. Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 685 of *Student Interactive 2.2*. Discuss why writers often use strong words like *best* and *favorite*. Encourage students to tell their opinions to partners before writing them.

Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion pieces and write a sentence that states a clear opinion. Students needing examples should review the mentor stack for clear opinion statements to use as models. Students who can successfully write opinion statements should continue writing their book reviews. Use the **Conference Prompts** to guide conferences.

Share Back

Have a few students share their opinion statements with the class. Invite students who reviewed the same book to state whether their opinions are the same or different.

Explore Supply Reasons

Minilesson

Mentor STACK 

TEACHING POINT Reasons in a book review tell or explain why the writer has a certain opinion about a book. Writers include several reasons to help readers understand the opinion. Reasons should support and explain the opinion.

MODEL AND PRACTICE Read aloud one of the stack book reviews. After reading, model how to identify the reasons that were given to explain and support the opinion. Draw attention to words such as *because* or *since*. Work with students to identify reasons found in another book review. Pause while reading to ask why the writer has that opinion. Help students use the words *because* or *since* when retelling the reasons. Discuss reasons that are especially supportive of the opinion. Repeat with other book reviews and have students tell which reasons they found strongest and why.


Say: *When a person tells us their opinion, we might wonder why they made that choice. Some reasons may be stronger than others. I could write that I liked this animal book because I like animals or that I liked it because the photo of the tiger's teeth helped me imagine what it would be like to meet a tiger. Which reason is more interesting or makes you more likely to want to read this book?* Tell students that they may try listing many reasons to support their opinions before deciding on which ones to use in their book reviews.

OBJECTIVE

Identify and supply a reason that supports an opinion.

Writing Support

- **Modeled** Use other opinion books to model how to identify reasons.
- **Shared** Encourage students to help strengthen a reason by adding more details or specific information.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Following this minilesson, students should transition into independent writing. If students need support writing reasons, have them look for models in the mentor texts. Students who are writing confidently may begin generating lists of reasons to use in their book reviews. Use **Conference Prompts** to guide conferences.

Share Back

Invite students to share a reason that would explain their opinion about the book. Model how to ask questions that might make the reasons stronger or more detailed.

FAST TRACK

Apply Supply Reasons

OBJECTIVE

Supply reasons that support an opinion within a book review.

STUDENT INTERACTIVE 2.2, p. 686

BOOK REVIEW

Supply Reasons

Reasons help readers understand the opinion of a book review author. The reasons may include some examples that will make readers want to read the book.

MY TURN Read the text. Underline the reasons that support the opinion.

I read *Jumanji*. I think you would love to read this book if you like fun adventures. One reason is because the children in the book find a game and the excitement begins right away. It is also fun when the wild animals come to life and start running around. Will the children make it out of the game alive? You will need to read the book to find out.


MY TURN Add reasons that support your opinion to your book review.

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Writing Support

- **Modeled** Do a Think Aloud to model identifying and restating reasons found in a book review.
- **Shared** Display an opinion statement about a book students have read. Ask students to generate reasons that support that opinion.
- **Guided** Provide explicit instruction in supplying reasons that support an opinion using sentence frames as needed. *I enjoyed the book because _____.*

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Book reviews need reasons to support and explain an opinion about a book. It is useful for reasons to be specific and detailed to help readers decide if they might enjoy reading the book.

MODEL AND PRACTICE Tell students that book reviewers state opinions and need to support those opinions with reasons. Reasons explain why the review writer liked or didn't like the book. Readers like to understand why a review writer holds an opinion.

Read aloud one of the book reviews from the stack. *What are some of the reasons the writer gives us to explain the opinion? What if the writer would have just written, "I like the book. It was good." Why wouldn't that be very helpful?* As you reread the review aloud, write the reasons on a chart or the board. Invite students to tell which reasons are the strongest and why. Tell students that they will help you write a book review, just like this author did. Model how to write an opinion and supply reasons as a class.

Have students look at p. 686 in *Student Interactive 2.2*. Talk together about the reasons given for enjoying the book. Ask students to underline each reason. Have students add reasons to their own book reviews.

WRITING CLUB

Use the following page to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion about the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will introduce their books, opinions, and reasons in their book reviews.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- A process to make certain everyone has a chance to contribute
- Ways to ask clarifying questions
- The best volume and speed for reading what they have written

What Are We Sharing? Tell students that they will be introducing their books, opinions, and reasons to the Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.

How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- Why did you choose that book?
- You might add more information about ___ to make the reason stronger.
- What else did you especially like about the book?

Weekly Overview

Students will

- identify the parts of a book review
- organize and draft their own book review that includes introducing the book and opinion, stating reasons, and providing a conclusion

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Introduce a Book and Opinion WW22	Explore Organize Reasons WW23	Apply Organize Reasons WW24
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
SHARE BACK FOCUS 5–10 min.	Write Introductions WW22	Identify Supporting Reasons WW23	Write Supporting Reasons WW24

Mentor **STACK**

These criteria may be helpful in selecting texts to teach the structure of book reviews.

- The text clearly introduces the book being reviewed and the opinion.
- The author provides strong reasons to support the opinion.
- The text has an identifiable conclusion that restates the opinion.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Provide a
Conclusion WW25

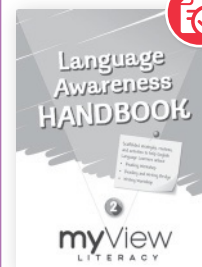
Apply Provide a
Conclusion WW26

Independent Writing
and Conferences WW25

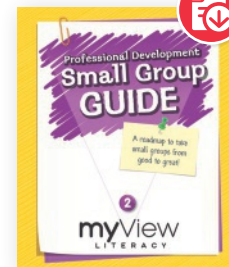
Writing Club and
Conferences
WW26–WW27

Identify Elements of
Conclusions WW25

Write Strong Conclusions
WW26



See the online
*Language
Awareness
Handbook*
for additional
writing support.



See the *Small
Group Guide*
for additional
writing support.

Conferences

Mentor **STACK** 


During this time, assess for understanding of the structure and organization of a book review including introductions, reasons, and conclusions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Introduce a Book and Opinion

If students need additional support,


 **Then** work together to create a visual model of what should be included in a book review introduction.

If students show understanding,

Then ask: What is the most important thing to tell readers about the book using just a few words?

Organize Reasons

If students need additional support,


 **Then** help students use a web diagram to connect reasons to their opinions.

If students show understanding,

Then ask: Which of your reasons do you think is strongest? Why?

Provide a Conclusion

If students need additional support,

 **Then** work together to compare their conclusions to their introductions and note what is different and what is similar.

If students show understanding,

Then ask: How did you word your opinion differently in the conclusion?

Conference Support for ELL

EMERGING

- Create a color-coded diagram with illustrations to make the parts of a book review more visible.
- Have students point to parts of the book they are reviewing and give each part a “thumbs up” or “thumbs down” to show their opinions.
- Help students turn each of the “thumbs up” into a statement. Have students repeat each sentence with you.

DEVELOPING

- Have students retell the parts of a book review. Help students create their own anchor charts to remember how to organize a book review.
- Use a sentence frame to practice stating an opinion about a book with supporting reasons. *One reason I like this book is _____. This book is my favorite because _____.*

EXPANDING

- Have students explain how they will structure their book reviews.
- Discuss how the introduction to a book review is different from other types of writing.
- Prompt students to compare the structure of a book review to another type of writing they have done.

BRIDGING

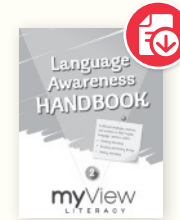
- Help students do their own Think Aloud with a partner as they plan their own book reviews.
- Use guided writing to help students write strong sentences in each part of their book reviews.
- Invite students to talk about how their introductions and conclusions are different.



ELL Minilesson Support

Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that helps them become more aware of how a book review is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW22.

ELL Targeted Support

INTRODUCE A BOOK AND OPINION

Tell students that writers begin book reviews by telling about the book and stating a strong opinion. Talk together about why all the parts are important.

Display a book from your class library. Have students point to where the title of the book is found. Have students repeat the title of the book with you. Help students create a sentence that tells a little about the book, such as: *This is an animal story.* **EMERGING**

Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Help students create a sentence that tells the title of the book and what type of book it is. Help them reword the sentence several different ways.

DEVELOPING

Help students grow their vocabularies by working together to create a bank of words that can be used to tell about a book. The words might tell the type of book or characteristics that make books enjoyable. **EXPANDING**

Challenge students to tell how they might tell a kindergarten student about one of their favorite books. Remind them that it is likely the child has never read the book they are reviewing.

BRIDGING

Use this note for the minilesson on p. WW24.

ELL Targeted Support

APPLY ORGANIZE REASONS

Remind students that reasons explain and support the opinion. Students may need support organizing and strengthening the reasons in their book reviews.

Learn the words *why* and *because* in your students' home languages. Ask a *why* question and answer with a *because* reason using gestures as needed. Remind students that the answers were the reasons. **EMERGING**

Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Discuss why they selected that one. Explain that their answer is a reason and tells why. **DEVELOPING**

Have one student state a reason for liking a particular book. Model different ways that the reason might be worded. Ask students to write a new reason and then work with partners to write a different way to word that reason.

EXPANDING

Have groups of students work together to list as many reasons for liking a book from your class library as possible. Review the list together and identify the strongest reasons. Talk about what makes a reason a strong reason. **BRIDGING**

FAST TRACK

Introduce a Book and Opinion

OBJECTIVES

Identify the elements of an introduction to a book review.

Develop drafts of the introduction to a book review that tells about the book and states an opinion.

STUDENT INTERACTIVE 2.2, p. 687

WRITING WORKSHOP

My Learning Goal

I can write a book review.

Introduce a Book and Opinion

The beginning of a book review should let the reader know the title of the book and a detail about the book. The introduction needs to tell if the reviewer enjoyed the book or not.

Title	I read <u>Flossie and the Fox</u> . It is about a smart girl.
Opinion	I think this is one of my favorite books.

MY TURN Read the text. Circle the title. Draw a star by the sentence that tells the opinion.

I just read an animal book titled Fredda the Cheetah. I think every person in my class will love ★ this book.

MY TURN Revise the introduction to your book review to include a detail about the book and your opinion.

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Writing Support

- **Modeled** Do a Think Aloud that models deciding what to tell about a book.
- **Shared** Have students read an opinion statement from a stack text. Discuss together what makes the opinion clear or what could be adjusted.
- **Guided** Provide explicit instruction on what to include in a book review introduction and have students create a reminder list.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK

TEACHING POINT Authors of book reviews begin with an introduction that includes the title of the book being reviewed, tells a little about the book, and states an opinion about the book.

MODEL AND PRACTICE Choose a book review from the stack that has a strong introduction and read the introduction aloud. Say: *The introduction of a book review is very important. It needs to tell the reader what book is being reviewed and what the reviewer thought or felt about the book. Since some readers may not have read the book before, it is good to tell just a little about the book as well.* Write the elements of a good introduction on a flip chart or the board.

Help students understand that they are just going to use a few words to tell about the book, such as saying that it is a funny story or that the book has photographs of real animals. Have students identify the words used in the introduction that state an opinion.

Have students turn to p. 687 in *Student Interactive 2.2*. Read and discuss the page together and have them work with a partner to complete the page.

Independent Writing

Mentor STACK

After completing the minilesson, students should transition to independent writing. If students have difficulty with introductions, have them review how introductions in the mentor stack have been written and use those as examples. Students who are confident about what an introduction should include may draft and revise introductions to their book reviews. Use the **Conference Prompts** as needed.

Share Back

Have students share what they wrote for the introductions to their book reviews. Show how to check that all parts of the introduction are included and model giving constructive feedback.

Explore Organize Reasons

Minilesson

Mentor STACK 

TEACHING POINT Before authors of book reviews develop their reviews, they plan the reasons that support their opinions. A reviewer who really enjoyed a book will often give his or her strongest reason first to help the reader quickly understand why the book was so enjoyable.

MODEL AND PRACTICE Talk about the value of supplying reasons to support opinions. Select a book review from the stack that contains well-organized reasons. Read the review aloud and have students give a “thumbs up” signal when they hear a reason in the book review. Say: *The best writers of book reviews will think about many reasons why they like the books before they begin writing. They choose what order to put the reasons. Often the strongest reason is given first to help the reader know right away why the reviewer liked the book.*

Choose a familiar book from your classroom library that your students have enjoyed. Work with the class to generate a list of reasons why they enjoyed and would recommend the book. Once there is a sizable list of reasons, have students choose two reasons they might use in a book review. Talk more about those two reasons and do a Think Aloud as you determine which is the stronger reason you might put first in a book review.

Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting their reasons, have them reread book reviews from the stack for ideas. Encourage them to make a short list of reasons that support their opinions and work with them to prioritize the reasons. Students who understand how to develop strong reasons should be encouraged to continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Invite several students to share the drafts of their reasons. Ask the students to explain why they decided to organize the reasons as they did. Reinforce key ideas as they are brought up.


OBJECTIVES

Identify and evaluate reasons that support an opinion.

Organize and draft reasons that support an opinion in a book review.

Writing Support

- **Modeled** Think aloud as you brainstorm reasons that support an opinion about a book.
- **Shared** Create a list of reasons why a person would enjoy a book. Talk with students about which reasons might be most important to each of them. Remind students that different reasons might matter more to different people.
- **Guided** Ask targeted questions to help students check that reasons strongly support their opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Organize Reasons

OBJECTIVES

Draft reasons that support an opinion.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 688

BOOK REVIEW

Organize Reasons

Book review authors organize the reasons in a specific way. The writer might put the strongest reason first to get the reader's attention.

MY TURN Put a star by the reason you think is stronger.

The book has nice pictures.
The book is good.

★ The main character is so funny that you will laugh out loud.

MY TURN List the reasons you will include in your book review. Put a star by the strongest reason. Then number the reasons in the order you will use them in your book review.

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Minilesson

Mentor STACK 

TEACHING POINT The reasons given in an opinion piece need to explain and support the stated opinion. In a book review, those reasons explain why the reviewer enjoyed, and in some cases didn't enjoy, a book.

MODEL AND PRACTICE Refer to a book review from the stack and review the reasons given to support the reviewer's opinion. Help students understand that strong reasons help someone who hasn't read the book decide if they might like to read it.

Work through a shared writing activity as you craft a reason to explain your opinion in your book review. Say: **One reason I like this book is because it is about a dog who gets into lots of funny situations. I could write, "I like dogs" but that doesn't seem like a very strong reason. I need to tell more.** Work with the group to add words or phrases to write a compelling reason. Remind students that they can use their strongest example as the first reason in their book reviews. Tell students to be as specific as they can be in their reasons.

Direct students to p. 688 in *Student Interactive 2.2*. Read the text on the page and make certain students understand the task. Ask students to tell partners why they selected the reason they did as being the strongest.

Writing Support

- **Modeled** Talk through book reviews in the stack with students to help them identify strong reasons and why the reasons are effective.
- **Shared** Have students work with you to modify a reason to make the language stronger.
- **Guided** Provide explicit instruction if reasons do not support the stated opinion.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Following the minilesson, have students continue working on adding reasons to their book reviews. Students who need additional support should review a stack book for examples of strong reasons. If students feel confident in their writing, encourage them to stretch and strengthen the reasons to make their book review more interesting. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the reasons they have written. Ask them to share how they stretched and strengthened their original reasons. Model how to give feedback that restates and encourages the writer's efforts.

Explore Provide a Conclusion

Minilesson

Mentor STACK 

TEACHING POINT The conclusion of a book review gives the author one more chance to state his or her opinion of the book and perhaps get others interested in reading the book themselves. A good conclusion states the opinion in a new way, includes the title of the book, and reminds readers why they might enjoy reading the book.

MODEL AND PRACTICE Explain the importance of a strong conclusion in a book review. Choose a book review from the stack with an especially strong conclusion. Read a page aloud and discuss the role the conclusion plays. Say: *Let's see if this conclusion does what it needs to do. Does it remind us of the reviewer's opinion? Does it tell us the title of the book again? Does it remind us of a reason we might enjoy reading this book ourselves?* Repeat this process with several other book reviews from the stack.


As you review other book reviews with the class, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

OBJECTIVE

Identify the parts of conclusions to book reviews.

Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check that they have provided all the elements needed for a strong conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft and revise possible conclusions to their book reviews. If students have difficulty, encourage them to modify one of the models or reread a book review from the stack as a jumpstart. If students feel confident with their conclusions, they should continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way, include the book title, and review a reason others might enjoy the book. If an element is missing, invite the group to offer suggestions.

FAST TRACK

Apply Provide a Conclusion

OBJECTIVES

Draft a conclusion to a book review.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 689

WRITING WORKSHOP

Provide a Conclusion

The ending of a book review is called the **conclusion**. The conclusion should retell the writer's opinion in a new way. Also, the conclusion should suggest why others should read the book.

Restate your opinion. → Those are a few of the reasons I loved this book. If you like stories where the girl is smart and clever, I think you will really want to read *Flossie and the Fox*.

Remind readers of the title and why they should read the book. →


MYTURN Answer these questions and revise the conclusion to your book review.

1. What is your opinion of the book?
2. Why do you think other people will enjoy the book?

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Writing Support

- **Modeled** Think aloud as you check your model conclusion for a restatement of your opinion, the book title, and the review of a reason.
- **Shared** Have students make suggestions of changes that could be made to improve your shared conclusion.
- **Guided** Ask targeted questions to help students write stronger conclusions to their book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The conclusion is a writer's last chance to make the opinion clear to the readers. It might even encourage some readers to want to read the reviewed book themselves.

MODEL AND PRACTICE Read aloud a book review with a strong conclusion from the stack. Ask students to tell what should be included in a strong conclusion in a book review and if they think the review you read aloud has a strong conclusion. Help students locate examples of strong conclusions from other book reviews. Invite a volunteer who has selected a book review to lead a group discussion about how strong or weak that conclusion is.

Conduct a shared writing activity as you write and polish the conclusion for a book review for a book your students have enjoyed. **I wrote part of a review about one of our favorite books. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several options of conclusions that restate the opinion, include the book's title, and remind readers of one of the reasons they might also enjoy the book. Help students revise the conclusions to include stronger words.

Have students turn to p. 689 in *Student Interactive 2.2*. Read the page with the students. Review how to evaluate a conclusion.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** when conferring with individual students.

Share Back

Have several students read their book reviews aloud and focus attention on the conclusions. Model how to give encouraging feedback. Invite listeners to tell which words in the conclusions they found strongest and if the review made them more likely to want to read the book.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the book reviews they have been writing. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Behaviors of active listeners
- Process for making helpful suggestions
- Using the proper volume and speed when speaking

What Are We Sharing? Students can share how they organized their book reviews and how they checked that all the elements were included. Remind the group that people may have different opinions on the same book and to be respectful of those differences.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your book and opinion?
- What other reasons did you think about using?
- How did you state your opinion differently in the conclusion?
- Which part of your book review are you most pleased with? Why?

Weekly Overview

Students will revise their book reviews with an eye on

- capitalization of book titles
- simple and compound sentences
- conjunctions

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Capitalize Book Titles WW32	Explore Simple and Compound Sentences WW33	Apply Simple and Compound Sentences WW34
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
SHARE BACK FOCUS 5–10 min.	Capitalization WW32	Discriminate Between Simple and Compound Sentences WW33	Revise to Include Simple and Compound Sentences WW34

Mentor **STACK**

These criteria may be helpful in selecting texts to add to your book review stack to provide models of the correct usage of capitalization in book titles, simple and compound sentences, and conjunctions.

- The text includes examples of both simple and compound sentences.
- The text contains examples of conjunctions.

FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Conjunctions
WW35

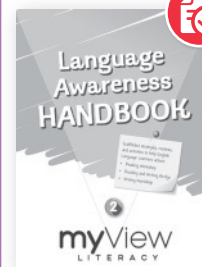
Apply Conjunctions
WW36

Independent Writing
and Conferences WW35

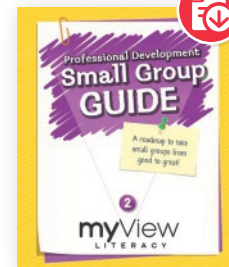
Writing Club and
Conferences
WW36–WW37

Identify How to Use
Conjunctions WW35

Revise to Include
Conjunctions WW36



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of how to use capitalization in book titles, simple and compound sentences, and conjunctions to determine where students need support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalize Book Titles

If students need additional support,


 **Then** use a book from the classroom library or one of their book reviews. Have students point out capitalized words in a book title and review why each is capitalized.

If students show understanding,

Then ask: What rule did you follow when you capitalized this word?

Simple and Compound Sentences

If students need additional support,


 **Then** model how two simple sentences could be joined to make a compound sentence.

If students show understanding,

Then have students identify examples of both simple and compound sentences in their own writing.

Conjunctions

If students need additional support,

 **Then** use a stack text to show how conjunctions can be used to connect reasons to the opinion.

If students show understanding,

Then ask: How did you decide which conjunction to use here?

Conference Support for ELL

EMERGING

- Write two simple sentences on a chart or the board. Ask students to repeat them after you. Use a conjunction to create a compound sentence and have students repeat that sentence. Circle the conjunction that joined the two sentences.
- Make word cards with one conjunction on each card. Give each student a card and help them create and say a sentence that contains their conjunction.

DEVELOPING

- Work with students to create a visual anchor chart to help them remember the rules for capitalizing book titles.
- Ask one student to stand holding a card with an opinion written on it. Ask two students to stand holding cards with reasons on them. Ask a student to hold a conjunction word. Demonstrate how that conjunction could connect each reason to the opinion.

EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Use shared writing to help students expand a simple sentence into a compound sentence.

BRIDGING

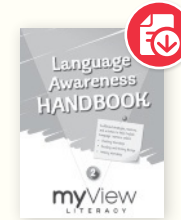
- Have students work with partners to create several compound sentences. Invite them to tell what the smaller sentences were that were joined together.
- Ask volunteers to conduct a Think Aloud for the group as they capitalize book titles.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

ELL Targeted Support

EXPLORE SIMPLE AND COMPOUND SENTENCES

Work with students to identify and write both simple and compound sentences.

Write two simple sentences on sentence strips. *I like trucks. They are big.* Have students read and repeat the sentences. Create a third sentence strip that says, *I like trucks because they are big.* Have students read and repeat the sentence. Repeat the procedure with sentences students suggest. **EMERGING**

Provide partners with sentences, some simple and some compound. Have partners discuss which type of sentences they have and how they know. **DEVELOPING**

Give each student a simple sentence written on a card. Have them walk from person to person to see if there is a way to join their sentences to form compound sentences. If students can make a compound sentence, partners should read the new sentence to the group.

EXPANDING

Challenge students to find compound sentences in books from the classroom library. Have them share their findings and tell which conjunction is used. **BRIDGING**

Use this note for the minilesson on p. WW35.

ELL Targeted Support

EXPLORE CONJUNCTIONS

Help students understand how to use conjunctions to write better sentences.

Write: *I enjoyed this book because it had many new facts about snakes.* Circle *because* and say: *Because is a conjunction. It joins these two parts together.* Help students read the sentence aloud. **EMERGING**

Write: *I loved this book and especially liked the snake photos.* Ask students to identify the conjunction and tell or show what it does. Help them identify the opinion and the reason.

DEVELOPING

Write: *I think you will like this book. It is full of photos of young animals.* Work with students to use a conjunction to connect the opinion and the reason. As students respond, write the new sentence for all to see. Invite volunteers to use the first sentence and join a new reason to it using a different conjunction. **EXPANDING**

Write: *I think _____ because _____.* Circle the conjunction *because*. Have students work in pairs to write sentences. Have pairs read the new sentences and tell which part is the opinion and which is the reason. **BRIDGING**

FAST TRACK

Capitalize Book Titles

OBJECTIVES

Correctly capitalize book titles.

Edit drafts using standard English conventions including capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 690

BOOK REVIEW

My Learning Goal I can write a book review.

Capitalize Book Titles
In a book title, you should capitalize:

- the first word and the last word
- important words

MY TURN Circle the letters that should be capitalized in these book titles.


the boxcar children
seeds and trees
billy the bug
the last puppy

MY TURN Edit your book review to make sure you have capitalized the book title correctly.

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Writing Support

- **Modeled** Use classroom library books and stack texts to point out capitalization in book titles.
- **Shared** Have partners work together to check for correct capitalization of the book titles in their book reviews.
- **Guided** Use stack texts to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The titles of books follow special rules for capitalization. They check to be certain that the first and last word in the title begin with capital letters. They also check that any important words, such as verbs, nouns, pronouns, adverbs, and adjectives are capitalized.

MODEL AND PRACTICE Display several books from the stack that demonstrate proper capitalization. Tell students that the titles of books follow different rules for capitalization than sentences follow. Guide students to determine that the first and last words should be capitalized. Important words such as verbs, nouns, pronouns, adjectives, and adverbs should also be capitalized. Write a book title on a chart or the board using only lowercase letters. Work together to determine which words to capitalize based on the rules students have learned. Repeat the process with several titles.

Have students turn to p. 690 in *Student Interactive 2.2*. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

Independent Writing

Mentor STACK 

After the minilesson, students may begin checking their book reviews for the correct usage of capital letters in book titles. If students need extra support, suggest that they identify the capitalization rules that are followed in a stack text. Students who are confident in capitalizing book titles may continue writing their book reviews. See the **Conference Prompts** on p. WW30 for more suggestions.

Share Back

Have students share how they capitalized the book titles in their book reviews and tell what capitalization rules they used.

Explore Simple and Compound Sentences

Minilesson

Mentor STACK 

TEACHING POINT Authors use a combination of some simple sentences and some compound sentences to make their writing more interesting.

MODEL AND PRACTICE Select a text from the stack that has several examples of compound sentences. Choose one simple sentence and one compound sentence and read them aloud. Write both sentences on a chart or the board. Say: *We know that a sentence is a complete thought and has a naming part and an action part. This sentence is called a simple sentence because it has one naming part and one action part. This sentence is different. It is called a compound sentence. When we look at it carefully, we see that it is made up of two complete thoughts that are joined together. The complete thoughts are separated by a comma.* Have students tell what the two complete thoughts are.

Explain that using a mixture of simple and compound sentences in writing can make the text more interesting. Model how to take two short sentences and create a compound sentence. Write several compound sentences and note the two complete thoughts that are separated by commas.

OBJECTIVE

Identify and create simple and compound sentences.

Independent Writing

Mentor STACK 

During independent writing time, have students write several compound sentences. If students are uncertain about how to combine complete thoughts, guide them to create models they can follow. When students are comfortable writing compound sentences, they should proceed to adding a compound sentence or sentences to their book reviews. See the **Conference Prompts** on p. WW30 for additional suggestions.

Writing Support

- **Modeled** Demonstrate how to join two smaller sentences. *I have a dog. His name is Max. I have a dog, and his name is Max.*
- **Shared** Work with students to practice creating compound sentences by supplying the two simple sentences and having students join them together.
- **Guided** Ask targeted questions to help students identify how simple and compound sentences differ.



Intervention Refer to the *Small Group Guide* for support.

Share Back

Call on students to share compound sentences they have written. Invite other classmates to tell the two complete thoughts that were combined.

FAST TRACK

Apply Simple and Compound Sentences

OBJECTIVE

Identify and create simple and compound sentences.

STUDENT INTERACTIVE 2.2, p. 691

WRITING WORKSHOP

Simple and Compound Sentences

A **compound sentence** is made of two simple sentences that are joined by a comma and the word *or*, *so*, *and*, or *but*.

Simple Sentences
I liked this book. I hope you enjoy it too.

Compound Sentence
I liked this book, and I hope you enjoy it too.

MY TURN Write S next to the sentence if it is a simple sentence. Write C next to the sentence if it is a compound sentence.

S The girl in the story is brave.

C The fox runs away, but he does not go far.

C Flossie can give up, or she can try to trick the fox.


S The fox thought he was very clever.

MY TURN Revise your book review to include at least one compound sentence.

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Writing Support

- **Modeled** Walk through the combining of two complete thoughts to make a compound sentence and the breaking apart of a compound sentence to identify the two complete thoughts.
- **Shared** Have students work with partners to identify the two complete thoughts in compound sentences.
- **Guided** Ask focused questions as students work with partners to write compound sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Compound sentences are made of two complete thoughts that are joined together. A mixture of simple and complex sentences within a book review can make it more interesting for the readers.

MODEL AND PRACTICE Remind students that each simple sentence has both a naming part and an action part. A compound sentence contains two complete thoughts. Read aloud a compound sentence from a stack book or other source. Say: *Is that a simple or compound sentence? How do you know? What are the two complete thoughts you heard in that sentence? What word joined those two thoughts together?* Repeat the steps with several other simple and complex sentences, asking students to explain how they determined if the sentence was simple or compound.

Direct students to p. 691 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and check for understanding. Tell students that they will be looking for ways to include compound sentences in their book reviews.

Independent Writing

Mentor STACK 

Have students continue working on their book reviews. Remind them to write an interesting compound sentence. It might be formed from combining two existing sentences or created as a new sentence. If students are having difficulty, they may review mentor texts for ideas. Students who can successfully write compound sentences should continue writing their book reviews. Confer with students using the **Conference Prompts** on p. WW30.

Share Back

Invite a student to share sentences from his or her book review. Ask listeners to tell if the sentences are simple or compound and how they know.

Explore Conjunctions

Minilesson

Mentor STACK 

TEACHING POINT A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions. Writers of book reviews and other opinion pieces often use conjunctions to connect reasons to the opinions they support.

MODEL AND PRACTICE Write the words *and* and *because* on a chart or the board. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences. Explain that conjunctions can be especially useful in opinion writing because they can help connect reasons to the opinions they support. Use an example sentence from one of the stack texts that uses *and* or *because* to connect a reason to the opinion.

State an opinion about a book you have read as a class. Invite students to suggest a reason that supports that opinion. Say: **We have an opinion and a reason. Let's use the word *because* to create one sentence that connects them.** Model your thinking as you draft a new sentence. Circle the word *because* and draw attention to how it connects the reason to the opinion. Repeat the procedure with a sentence using *and* to connect the reason and opinion.

Independent Writing

Mentor STACK 

Have students write sentences that clearly connect a reason to the opinion. Students who are not yet confident using conjunctions may review a stack text to help identify where conjunctions might be used in their book reviews. Students who are confident using conjunctions should continue writing their book reviews. See the **Conference Prompts** on page WW30 for additional suggestions.

Share Back

Ask a student to read a sentence that contains a conjunction. Talk together about how the conjunction helps join the reason and opinion.

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about using a conjunction to connect a reason to an opinion.
- **Shared** If students are uncertain if they have used conjunctions correctly, encourage them to read the sentence aloud to a partner. Have the partners tell if the reason connects to the opinion.
- **Guided** Use leading questions to guide students to determine if the conjunction helps connect the reason and opinion.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Apply Conjunctions

OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

STUDENT INTERACTIVE 2.2, p. 692

BOOK REVIEW

Conjunctions

Conjunctions are words that join parts of sentences. *And* and *because* are examples of conjunctions. When writing a book review, you can use conjunctions to connect the opinion and reasons.

I think you will enjoy this book **because** it is full of surprises.

MY TURN Circle the conjunctions in each sentence.

This book is interesting **and** includes photos of all the coins I like to collect.

I learned about interesting jungle animals **and** about wild animals near where we live.

One reason I think this book is funny is **because** the hero keeps getting lost.

MY TURN Revise your book review to include conjunctions that connect your opinion and reasons.

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Minilesson

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TEACHING POINT Conjunctions, such as *and* and *because*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences. Authors of book reviews and other opinion pieces often use the conjunction *because* to connect a reason to the opinion it supports.

MODEL AND PRACTICE Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal to the reader that the sentence contains a reason. Say: **I might write, "I thought this book was terrific because it helped me learn about how to care for puppies." The word *because* helps let you know that I'm giving a reason why I thought the book was terrific. The conjunction *because* connects the reason to the opinion.** Have students help you think of another sentence about a book they are reviewing that uses the conjunction *and*.

Direct students to p. 692 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion pieces with the inclusion of conjunctions.

Writing Support

- **Modeled** Think aloud as you revise your writing and explain how you will use a conjunction to join a reason to the opinion.
- **Shared** Help students locate conjunctions in mentor texts. Talk together about how the conjunctions are used.
- **Guided** Remind students to read their sentences aloud or to partners and check if the sentences make sense.

 **Intervention** Refer to the *Small Group Guide* for support.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** on p. WW30 when conferring with individual students.

Share Back

Have several students select one of their book reviews to read aloud. Ask questions to be certain the pieces have been checked for the correct capitalization of book titles, simple and compound sentences, and conjunctions.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization of book titles, simple and compound sentences, and conjunctions.

Students should spend the first 5–10 minutes of their Writing Club time reviewing how they will follow these listening and speaking rules:

- Listen actively and do not interrupt others
- Build on ideas stated by others
- Give feedback that is helpful

What Are We Sharing? Tell students that they will share the drafts of their book reviews with the Writing Club members. Group members should make helpful suggestions for revisions that might make the book review even stronger with correct usage of capitalization and conjunctions.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Do you have some simple sentences and some compound sentences?
- Have you thought about connecting this reason to your opinion using a conjunction?
- Should this letter in the title should be capitalized?

Weekly Overview

This week, students will publish and celebrate their writing. They may also be assessed on what they have learned about opinion writing. Students will

- edit their writing for the correct capitalization of book titles
- edit their writing for conjunctions
- present their book reviews to the class
- review what they have learned about writing a book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Capitalization of Book Titles WW42	Edit for Conjunctions WW43	Prepare for Celebration WW44
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
SHARE BACK FOCUS 5–10 min.	Capitalization of Book Titles WW42	Use Conjunctions to Connect Reasons and Opinions WW43	Revise Book Reviews WW44

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These criteria may be helpful in selecting book review texts to reinforce the skills of using capital letters in book titles and using conjunctions.

- book reviews that are strong examples of opinion writing with reasons closely connected to opinions
- texts that include conjunctions

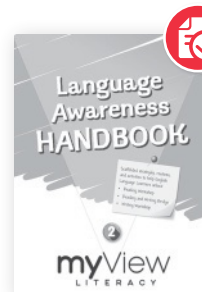
FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

Assessment WW46

Independent Writing
and Conferences WW45Assessment
WW46–WW47

Celebration WW45

Assessment
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of capitalization of book titles, and using conjunctions to connect reasons and opinions. Determine where students may need extra support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Capitalization of Book Titles

If students need additional support,

Then show and explain the capitalization of book titles using stack texts or books in your classroom library.

If students show understanding,

Then ask: What rules did you follow when deciding which words in this title to capitalize?

Edit for Conjunctions

If students need additional support,

Then point out the use of *because* in a stack text. Discuss how it connects the reason and the opinion.

If students show understanding,

Then have students edit their own book reviews to include conjunctions.

Prepare for Celebration

If students need additional support,

Then ask: Which skill do you feel most confident using in your book review?

If students show understanding,

Then ask: What would you do differently when writing another book review?

Conference Support for ELL

EMERGING

- Model revising a sentence involving a reason so that it now includes the word *because*.
- Use books from your classroom library to provide models of capitalization in book titles.

DEVELOPING

- Have students point out conjunctions in stack texts and their own book reviews to demonstrate how to connect reasons to opinions.
- Do a Think Aloud to decide how to capitalize a book title.
- Have students tell what they enjoyed most about opinion writing in their book reviews.

EXPANDING

- Have students tell how they know which words in book titles should be capitalized.
- Ask students to find examples of conjunctions *and* and *because* in a stack text. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills in their book reviews.

BRIDGING

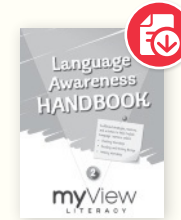
- Challenge students to work with partners to create an anchor chart to remind themselves and others how to capitalize book titles.
- Have students practice reading their book reviews fluently and with expression.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on capitalization of book titles and using conjunctions to connect reasons to opinions. These targeted supports help students build confidence when sharing their book reviews.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

ELL Targeted Support

EDIT FOR CONJUNCTIONS

As students focus on the sentences in their book reviews, they should note on how to use the conjunctions *and* and *because* to connect reasons and opinions.

Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students use those sentences as models for their own writing. **EMERGING**

Work together to connect a reason to an opinion using *and* or *because*. Have students read the resulting sentences aloud. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion. **EXPANDING**

Have students create sentence frames that can be used to connect reasons to an opinion. Have students exchange frames and complete the sentences. **BRIDGING**

Use this note for the minilesson on p. WW44.

ELL Targeted Support

PREPARE FOR CELEBRATION

Help students practice giving feedback to writers by using positive comments and helpful suggestions.

Read a volunteer's book review aloud. Post several sentence starters to model and guide feedback. *I like the way you _____. You did a good job when _____. You could also _____.* **EMERGING**

Read a volunteer's book review aloud. Ask for comments that point out something that is well written. Discuss how the comments show the listener is paying attention and gives the writer information about what worked well. **DEVELOPING**

Have partners give feedback on each other's book review. Listen in and compliment comments that were positive and helpful. **EXPANDING**

Invite writers to share their book reviews with partners. Have writers share comments that were very helpful and why those comments were helpful. **BRIDGING**

FAST TRACK

Edit for Capitalization of Book Titles


OBJECTIVE

Edit writing for proper capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 693

Writing Support

- **Modeled** Use books from the classroom library or stack texts to model how to determine which words in a book title should be capitalized.
- **Shared** Without using any capital letters, write several book titles on a chart or the board. Discuss with students which words should be capitalized and why.
- **Guided** Provide specific support for capitalization using book titles in students' book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

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TEACHING POINT Before publishing their book reviews, writers check to see that the titles of the books they are reviewing are capitalized correctly. The first and last words in a book title should be capitalized. Important words (nouns, pronouns, verbs, adjectives, and adverbs) should also be capitalized.

MODEL AND PRACTICE Tell students that authors double-check that they have capitalized the correct words in the book titles of the books they are reviewing. Point out examples of correct capitalization of titles using stack books. Write the title of a book on the chart or the board using all lowercase letters. Say: **Here is the title of the book I am reviewing. I need to check to make sure I capitalize the correct words in the title.** Review the rules for capitalizing book titles as you work together to decide which words should be capitalized. Repeat the process with several titles the students suggest.

After discussing the titles, have students turn to p. 693 in *Student Interactive 2.2*. Talk together about what they need to do to complete the activity. Remind them that they may use books from your classroom library if they need help thinking of book titles. Ask partners to check each other's titles and discuss the rules they used.

Independent Writing

After the minilesson, students should edit their book reviews to correctly capitalize the book titles. Students who have a strong understanding of capitalizing book titles should continue to make revisions to their book reviews. If students need extra support, remind them to go word by word, checking for capitalization rules that apply. See the **Conference Prompts** on p. WW40 for more suggestions.

Share Back

Have students write the title of the book they are reviewing on the board. Invite others to tell what rules were used to determine which words should be capitalized.

FAST TRACK

Edit for Conjunctions

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TEACHING POINT Authors of book reviews check to make certain readers will understand why they liked or did not like the books they reviewed. They often help readers by using conjunctions to connect the reasons to the opinion. Conjunctions such as *and* and *because* join words or parts of sentences together.

MODEL AND PRACTICE Read part of a book review from the stack that contains conjunctions. Point out the conjunctions and discuss what they connect. Write: *I like this book very much. It is full of maps.* Say: *I wrote that the book is full of maps, but the reader may not understand that having a lot of maps is one reason I liked the book. How could I use a conjunction to help connect the reason to the opinion?* Guide students to craft a new sentence using *because*. They might make the sentence even stronger by adding *and*. Write: *I like this book because it is full of maps, and I love maps.*

Direct students to the activity on p. 694 in *Student Interactive 2.2*. Remind students that conjunctions have many uses and that one of the uses may be to help readers connect a reason to the opinion. If students need extra support, work together to complete a model and discuss what the conjunctions join.

Independent Writing

Students should spend independent writing time editing their book reviews for conjunctions that link the reasons to the opinion. If students have difficulty linking the reasons to the opinion, encourage them to draw a line from the first word of each reason to the opinion the reason supports. Students working confidently may add additional reasons linked to their opinions. See the **Conference Prompts** on p. WW40 for additional suggestions.

Share Back

Call on students to read aloud a sentence that includes a conjunction. Prompt students to tell what the conjunction joins. Remind students that editing is one of the most important steps in writing because it helps readers clearly understand the opinions.

OBJECTIVES

Use conjunctions properly.

Edit drafts with adult assistance using standard English conventions, including usage of conjunctions.

STUDENT INTERACTIVE 2.2, p. 694

BOOK REVIEW

Edit for Conjunctions

A conjunction is a word that joins together words and parts of sentences. *And* and *because* are conjunctions.

MY TURN Write the conjunction that makes sense in each sentence.

One reason I like this book is because it is about snakes.

The book has photos and charts to help you learn more.

The snake photos are great because they have labels.

MY TURN Edit your book review for conjunctions.

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Writing Support

- **Modeled** Do a Think Aloud to model how to use a conjunction to link a reason to the opinion.
- **Shared** Point out a conjunction in a sentence. Ask students to tell how the conjunction is used and what it joins.
- **Guided** Look for places in students' book reviews that could benefit from the use of a conjunction. Provide focused instruction to create the new sentence.



Intervention Refer to the *Small Group Guide* for support.

Prepare for Celebration

OBJECTIVES

Edit drafts using standard English conventions including capitalization and conjunctions.

Edit drafts to include both simple and compound sentences.

Writing Support

- **Modeled** Do a Think Aloud to model how to practice reading a book review aloud. Focus on reading clearly with enthusiasm.
- **Shared** Help students look for common grammar and punctuation errors in their book reviews.
- **Guided** Provide explicit instruction on what students should look for as they revise and edit.



Intervention Refer to the *Small Group Guide* for support.

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TEACHING POINT Authors revise and edit their book reviews to make certain they include all the elements of a well-written opinion. Strong book reviews use both simple and compound sentences, link reasons to the opinion clearly, and use capitalization correctly.

MODEL AND PRACTICE Say: *You have worked hard writing book reviews that state your opinions about books you have read. We are almost ready to celebrate your efforts. Now is the time to check your writing to be certain it is ready to share.*

Review with students what they have learned about opinion writing. Invite students to put what they have learned in their own words. As you write each of their statements, ask students to look through their opinion books and find examples of each of the items.

Reread each statement. Ask if there are any questions about the items listed. Display the statements as students move to independent writing.

Independent Writing

Have students revise and edit their book reviews. Students needing support should review the list of statements the class created. Encourage students who are ready to practice reading their book reviews aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

Share Back

Invite students to share examples of changes they made to their book reviews. Reinforce the value of revising and editing.

Celebration

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TEACHING POINT When writers publish their work, they are excited and pleased. They have worked hard and look forward to sharing their writing with others. They may think back on what they did well and what they might improve when they do more writing.

MODEL AND PRACTICE Tell students that the time has come to celebrate and share the work they have done with the book reviews. You may want to video record the book reviews. Model how to prepare for the presentation. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do my best when presenting my book review. I need to stand still and look up from my paper from time to time. I want to read clearly and with expression. I love this book and want listeners to know that I'm excited for them to read it also.* Model reading aloud your book review. Provide time for students to practice reading their book reviews. Remind them to think about how they will read with expression.

Independent Writing

Have students share their book reviews. Celebrate their efforts. When sharing is completed, invite students to reflect on the experience.

OBJECTIVE

Publish and share book reviews.

Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your book review.
- **Shared** Ask questions to help students to think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Provide sentence prompts to help them reflect on their writing.

FAST TRACK

Assessment

OBJECTIVE

Compose book reviews in which they introduce the book, state an opinion, support the opinion with reasons, and include a conclusion.

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TEACHING POINT Assessing writing helps students identify all that they have learned and see where they may still need more practice.

MODEL AND PRACTICE You will be assessed on what you have learned about writing a book review. You will use all of the skills you have learned to respond to a writing prompt. You will need to remember to

- introduce the book and state your opinion.
- supply reasons that are connected to and support your opinion.
- write a strong conclusion.
- capitalize words correctly.

Have students turn to p. 695 in *Student Interactive 2.2*. Review the list as a class to remind them what they have learned about expressing an opinion in a book review. Have students check each skill they have learned and included in their book reviews. Remind students that they should look back at the book reviews they have written to find evidence that they understand and have used that skill.

STUDENT INTERACTIVE 2.2, p. 695

WRITING WORKSHOP

Assessment

Congratulations! You have learned how to write a book review.

MY TURN Read the list. Put a check next to what you can do.

- I can introduce the book I am writing about.
- I can clearly state my opinion.
- I can supply reasons that support my opinion.
- I can write a strong conclusion.
- I can correctly capitalize a book title.
- I can use both simple and compound sentences in my writing.
- I can use conjunctions to connect the opinion and reasons.

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Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment. Explain that they should respond to the writing prompt and use all they have learned in this unit. As another form of assessment, you may score students' writing using the rubric on p. WW47.



WRITING ASSESSMENT

**Opinion Writing: Book Review**

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

Prompt Write an opinion piece about a book you enjoyed. Introduce the book and state your opinion. Supply reasons to support your opinion. Use words that link or connect the reasons to the opinion. Write a conclusion. Capitalize the book title correctly. Use both simple and compound sentences.

4-Point Opinion Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	The opinion is clearly stated and well supported.	Organization is clear and effective, creating a sense of cohesion.	The reasons closely connect to, and clearly support, the opinion.	The ideas are clearly conveyed using precise language. There is a good variety of simple and complex sentences.	The command of conventions is clearly shown.
3	The opinion is clear and adequately supported.	Organization is generally clear, though some ideas are not well connected.	The reasons connect to, and somewhat support, the opinion.	The ideas are adequately conveyed using more general language. There are mostly simple sentences.	The command of conventions is somewhat shown.
2	The opinion is stated and somewhat supported.	Organization is inconsistent and some elements are missing.	The reasons somewhat connect to the opinion.	The ideas are unevenly conveyed using very simple language. There are only simple sentences.	The command of conventions is weak or uneven.
1	The opinion is not clearly stated and not well supported.	Organization is poor or nonexistent.	The reasons do not connect to the opinion or are missing.	The ideas are conveyed in a vague or confusing manner. Some sentences are incomplete.	There is very little use of correct conventions.
0	Book review gets no credit if it does not demonstrate adequate command of opinion writing traits.				

Week 6

Project Focus

This week students will

- research trees and the patterns in tree bark.
- write a Fact Sheet about the pattern the tree bark makes.

Lesson 1

Foundational Skills

T474–T475,
T476,
T484–T485

- Phonics: Decode Compound Words
- Spelling

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “Looking at Tree Bark”
- Learn about tree rubbings
- Use Academic Vocabulary

Lesson 2

Foundational Skills

T474–T475,
T476,
T486–T489

- Phonics: Decode and Spell Compound Words
- Spelling: Spell Compound Words

Explore and Plan

- Introduce Informational Writing
- Read “Tidal Patterns”

Conduct Research

- Library Database and Books
- Collect tree rubbings or bark images

Lesson 3

Foundational Skills

T480–T481,
T477,
T490–T491

- Phonics: Compound Words
- High-Frequency Words
- Spelling

Collaborate and Discuss

- Sample Fact Sheet
- Read “Nature’s Skyscrapers”

Refine Research

- Paraphrasing and Plagiarism

Lesson 4

Foundational Skills

T482–T483,
T477,
T492–T493

- Phonics: Review Compound Words
- Spelling

Extend Research

- Create a Poster with Images

Collaborate and Discuss

- Revise and Edit

Lesson 5

Foundational Skills

T482–T483,
T477,
T494–T495

- Phonics: Spiral Review Words with Long o, Spelled o, oa, ow
- Spelling

Celebrate and Reflect

- Present projects
- Reflect on projects

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing



INTEGRATE your INSTRUCTION

English Language Arts

- Write opinion pieces.
- Research trees and the patterns in tree bark and write a Fact Sheet about the pattern the tree bark makes.

uEngineer It!



For alternative inquiry projects with a social studies focus, go online to SavvasRealize.com.

Science

- Look for patterns and order when making observations about the world.
- Use science knowledge to understand the world.

4-Point Research Project Rubric

Score	Focus	Research	Organization	Conventions	Delivery
4	Fact sheet demonstrates knowledge of the topic.	One or more relevant sources are used to discover applicable facts.	Organization is clear. Key ideas are written in a logical order. Key ideas are supported by relevant details.	There are no spelling errors. Capitalization and end punctuation are correct.	Student reads clearly and at an understandable rate.
3	Fact sheet demonstrates some knowledge of the topic.	The topic is developed with at least one relevant source consulted.	Organization is mostly clear. Key ideas are written in a logical order and are supported by some details.	Spelling, end punctuation, and capitalization are mostly correct.	Student reads fairly clearly and at an understandable rate.
2	Fact sheet demonstrates weak knowledge of the topic.	The topic is minimally developed. Research is often missing or irrelevant.	Organization is not always clear. Some key ideas may be irrelevant or missing.	Writing includes several errors in spelling, end punctuation, and capitalization.	Student struggles to read clearly and/or with appropriate rate.
1	Fact sheet demonstrates minimal or no knowledge of the topic.	No outside sources were used.	Organization is confusing. Key ideas and details are absent, irrelevant, or inaccurate.	There are numerous errors in spelling, punctuation, and capitalization.	Student's speech is unclear.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or delivery of informational text. • Response is unintelligible, illegible, or off topic. 				



Have students complete the student-friendly Research Project Checklist, p.124, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Evaluate details to determine key ideas.

Compare and contrast the most important points presented by two texts on the same topic.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Nature's Wonders

In a class discussion, remind students of the unit theme, *Nature's Wonders*, and the Essential Question, *What patterns do we see in nature?* Tell students they will be reading informational texts that relate to the theme in different ways. They will be synthesizing, or putting together, the information from the texts to gain new understanding about the theme.

TURN, TALK, AND SHARE **Patterns** Have each pair select one image in each text from the unit that shows a pattern in nature, and then use that information to help answer the Essential Question. Students should write about why they chose that image. Tell students to use the information to help them answer the Essential Question.

Compare Across Texts

Remind students that the unit readings relate to the unit theme, *Nature's Wonders*. Have a student point to each selection in the opener and tell how each selection reveals a pattern in nature. Use these questions to help students compare information in the texts.

- Which texts show patterns in nature that change over time? Explain. (Possible response: *The Seasons of Arnold's Apple Tree* shows how the pattern on an apple's peel changes as it ripens. *What's in the Egg, Little Pip?* discusses the predictable changes in eggs as they develop.)
- Remind students that they read about the pattern on a snake's skin in *A Home on the Prairie* and migration patterns in *Amazing Migrations: Butterflies, Bats, and Birds*. Ask how these readings connect to the theme of *Nature's Wonders*. (Possible response: Both readings describe the homes of different animals, which show the wonders of different natural settings.)
- How does *A Green Kid's Guide to Watering Plants* show a pattern in nature? How does this text present information in a pattern? (Possible responses: This text presents the patterns we follow when we water plants. The text presents information in a pattern because it is a guidebook, and it tells how to do something.)

Essential Question

MyTURN Have students answer the Unit 2 Essential Question: *What patterns do we see in nature?*



ELL Targeted Support Evaluate Ideas Explain that one way to evaluate ideas that relate to the unit theme is to think about what we already know about nature.

Have student pairs read and complete the sentence frame: *I already know about _____, which can help me understand patterns in nature.* **EMERGING**

Have students work in pairs to list nature words. Prompt students to use these words to discuss their experiences in nature. **DEVELOPING**

Have students review the images of nature patterns from the unit texts. Have students use complete sentences to discuss the patterns. **EXPANDING**

Have students review the images of nature patterns from the unit texts. Have them use complex sentences to discuss the patterns and write about the image patterns they chose. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 414–415

COMPARE ACROSS TEXTS

UNIT THEME
Nature's Wonders

TURN and TALK
Take a Picture With a partner, choose an image in each text that shows a pattern in nature. Write why you chose it. Then use the information to help you answer the Essential Question. *Possible responses shown.*

WEEK 1
A Green Kid's Guide to Watering Plants
the pattern of planted plants

WEEK 2
A Home on the Prairie
the pattern on a snake

WEEK 3
The Seasons of Arnold's Apple Tree
Apples turn from green to red.

WEEK 4
What's in the Egg, Little Pip?
Papa stayed with Pip when Pip was in an egg. Now he stays with the new egg.

WEEK 5
Amazing Migrations: Butterflies, Bats, and Birds
Free-tailed bats fly south in fall and return north in spring.

WEEK 6
Project
Now it is time to apply what you learned about nature's wonders in your WEEK 6 PROJECT: Tree Bark.

Essential Question
MY TURN
In your notebook, answer the Essential Question: What patterns do we see in nature?

414 415

Word Work

OBJECTIVE

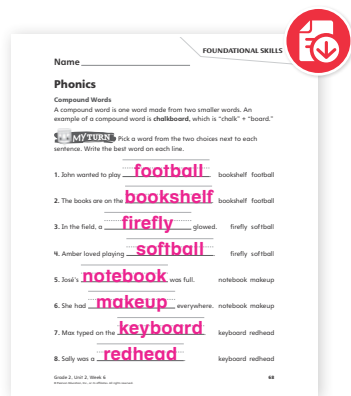
Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.

Identify real-life connections between words and their uses.

ADDITIONAL PRACTICE



For additional practice with compound words, use *Phonics* p. 68 in the *Resource Download Center*.



Phonics, p. 68

FOUNDATIONAL SKILLS EXTENSION

Say common compound words such as: *cannot*, *backpack*, *baseball*, *daydream*, *earring*, and *earthquake*. Have students identify the words that make them up and propose meanings for the compounds.

Phonics: Decode Compound Words

Minilesson

FOCUS Point to the picture of a bathtub at the top of p. 416 in the *Student Interactive*. Write the words: *bath* and *tub*. Say: *Bath* (pause) *tub*: If I put these two words together, I can make a new word, *bathtub*. Write: *bathtub*. Say: When we put two or more words together to make a new word, we make a compound word. Read aloud the definition of *compound word* on p. 416. Repeat, using the picture of the football and the word *football*.

Tell students that they can decode compound words by looking for the smaller words that form them. Say: By decoding the word *bathtub* this way, I know that the word means “a tub in which to take a bath.” To decode the word *football*, I have to think a little. I decide that *football* means “a ball to kick with a foot.”

MODEL AND PRACTICE Write: *bedtime*. Have students read the word with you and then tell you the two words inside *bedtime*. Draw a line between the words to show where *bed* ends and *time* begins. Say: When I decode this compound word, I think about the two words inside. I decide that *bedtime* means “the time for going to bed.” Write: *afternoon*. Ask: How would you decode this compound word? Guide students to identify the smaller words inside *afternoon*, discuss their meaning, and propose a meaning for the compound word.

APPLY MyTURN Have students decode each compound word in the list of words on p. 416 of the *Student Interactive*. Tell them to find the two smaller words in each compound word and draw a line between the two words.

TURN, TALK, AND SHARE Direct students to the sentences at the bottom of p. 416. Have partners read each sentence, find the compound words, and predict the meaning of the word using the smaller words that make up the compound word.

Phonics: Decode and Spell Compound Words

APPLY AND PRACTICE MyTURN Read aloud the directions on the top of p. 417. Combine *sea* and *box* and point out that *seabox* is not a word. Repeat with *sea* and *coat*. Then point out that *sea* and *shell* do go together to form the word *seashell*. Have students write the four compound words and a sentence using one of the words. Remind students to use proper capitalization and punctuation in the sentence.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students apply phonetic knowledge by using strategies for decoding compound words. Remind them to identify and understand the words inside each compound.

OPTION 1 My TURN Challenge students to spell the compound words made from the two smaller words on p. 417 of the *Student Interactive* and use the words in a sentence. Then have partners exchange their sentences and decode each other's compound words.

OPTION 2 Independent Activity Have students use letter tiles to create and read new compound words. Then, have them write the words on a separate sheet of paper, exchange their sheets, and apply phonetic knowledge to decode the multisyllabic compound words on the sheet they receive.



QUICK CHECK

Notice and Assess Are students able to decode and write compound words?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T478–T479.
- **If students show understanding**, have them practice with the challenge words: *earthquake*, *thunderstorm*, and *grandparent*.

STUDENT INTERACTIVE, pp. 416–417

PHONICS	FOUNDATIONAL SKILLS								
<p>Compound Words</p> <p>A compound word is made up of two smaller words that form a new word. Use what you know about the smaller words to predict the meaning of a compound word.</p> <p>bath + tub = bathtub </p> <p>foot + ball = football </p> <p>MY TURN Read, or decode, each compound word below. Find the two smaller words in it. Draw a line between the two words.</p> <p>bedtime after/noon every/one bird/bath</p> <p>class/room home/work air/port in/side</p> <p>hill/top moon/light barn/yard rain/drop</p> <p>TURN and TALK Read these sentences with a partner. Find the compound words. Predict the meaning of each compound word by using the meanings of the smaller words.</p> <p>I left my notebook on a bookshelf.</p> <p>I put a bookmark in my book when I stopped reading.</p>	<p>Compound Words</p> <p>Compound words are words made up of two smaller words.</p> <p>MY TURN Combine words in the first column with words in the second column to make four compound words. Write each compound word. Then read the words.</p> <table> <tr> <td>sea</td> <td>box</td> </tr> <tr> <td>mail</td> <td>coat</td> </tr> <tr> <td>bird</td> <td>shell</td> </tr> <tr> <td>rain</td> <td>house</td> </tr> </table> <p>seashell mailbox</p> <p>birdhouse raincoat</p> <p>MY TURN Write a sentence with one of the compound words you wrote above.</p> <p>Possible response:</p> <p>I found a very pretty seashell at the beach.</p>	sea	box	mail	coat	bird	shell	rain	house
sea	box								
mail	coat								
bird	shell								
rain	house								
416	417								

Spelling: Spell Compound Words

OBJECTIVES

Identify and read high-frequency words.

Demonstrate and apply spelling knowledge by spelling compound words, contractions, and common abbreviations.

Alphabetize a series of words and use a dictionary or glossary to find words.

SPELLING WORDS

weekend	raindrop
backyard	bathtub
snowman	inside
driveway	railroad
mailbox	firefly

HIGH-FREQUENCY WORDS

country	school
---------	--------

ELL Targeted Support

Compound Words Remind students that compound words are made when two smaller words are combined.

Have students identify the two smaller words in the spelling words. **EMERGING**

Have students look through their book to find examples of compound words. **DEVELOPING**

Have students write down as many compound words as possible, and share with the class. **EXPANDING**

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each compound word and the three high-frequency words.

Spelling Sentences

- The **weekend** is my favorite time.
- We play in the **backyard**.
- We built a **snowman** last winter.
- The car is in the **driveway**.
- Put the mail in the **mailbox**.
- I felt a **raindrop** on my nose.
- I fill the **bathtub** with bubble bath.
- Come **inside** if it rains.
- Have you ever ridden on the **railroad**?
- The **firefly** blinked in the dark.

HIGH-FREQUENCY WORDS

- We love to visit the **country**.
- My **school** is across the street.

LESSON 2

Teach

FOCUS Say: To spell a compound word, which is made by combining two or more smaller words, write the words that make it up without any spaces between them.

MODEL AND PRACTICE Write: *back, yard, out, side, high, chair*. Demonstrate making a compound word from two of the words. Then have students use the words to make other compound words.

APPLY My TURN Have students complete S/ p. 419.

FOUNDATIONAL SKILLS

Spell Compound Words

To spell compound words, think of how the smaller words in each word are spelled.

MY TURN Alphabetize the compound words by writing them in ABC order. Then write My Words to Know.

Spelling Words	
weekend	backyard snowman driveway mailbox
raindrop	bathtub inside railroad firefly

- backyard
- bathtub
- driveway
- firefly
- inside
- mailbox
- railroad
- raindrop
- snowman
- weekend

My Words to Know
country school

419

Use the leveled supports in the side column for ELLs.



FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that compound words are made up of two or more smaller words.

MODEL AND PRACTICE Write these word pairs: *high, way; tool, box; rain, drop; pan, cake*. Model spelling the compound word *highway*. Then have students spell compound words from the other pairs. Say each word aloud and point out the two smaller words that make up each compound word.

APPLY Have students complete *Spelling* p. 90 from the *Resource Download Center*.

FLEXIBLE OPTION

LESSON 4

Spiral Review

FOCUS Remind students that the long o sound can be spelled o, oa, or ow.

MODEL AND PRACTICE Read the following words aloud and have students determine how the long o sound is spelled: *throat, bowl, only*. Then have students spell the words.

APPLY Have students sort the spelling words from Week 5 according to whether they contain o, oa, or ow to represent the long o.

Project-Based Inquiry As students proofread their Fact Sheets, remind them to check their spellings of words containing o, oa, or ow to represent the long o sound.

LESSON 5

Assess Understanding

Read aloud the words and sentences. Have students spell each compound word and the two high-frequency words.

Spelling Sentences

1. I cannot wait for the **weekend**.
2. There is a fort in the **backyard**.
3. The **snowman** melted in the sun.
4. Get your bike from the **driveway**.
5. The letter should be in the **mailbox**.
6. The **raindrop** slid down the window.
7. Try not to slip in the **bath tub**.
8. It is too nice to stay **inside**.
9. The train is at the **railroad** station.
10. She caught a **firefly** in a jar.

HIGH-FREQUENCY WORDS

11. My grandma lives in the **country**.
12. Our **school** is very big.



Name _____

Spelling

Compound Words

A compound word is made of two smaller words put together.

Spelling Words

weekend	backyard	snowman	driveway	mailbox
raindrop	bath tub	inside	railroad	firefly

MY TURN Write a spelling word on the line that puts together the two separate words to make a compound word.

1. rain + drop = **raindrop**
2. rail + road = **railroad**
3. mail + box = **mailbox**
4. bath + tub = **bath tub**
5. fire + fly = **firefly**

Use the  **QUICK CHECK** on p. T475 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

COMPOUND WORDS

Write the words *birth* and *day* on separate cards. Hold up the word *birth* and read it aloud. Have students repeat the word after you. Hold up the word *day* and read it aloud. Say: **If I combine the word *birth* with the word *day*, I can make a new word, *birthday*.** Have students say the new word, *birthday*. Then say: **My birthday is in August.**

Work with students to think of other compound words. Make word cards for the word parts and have students put them together to make and read the compound word.

ELL Targeted Support

Remind students that compound words are made up of two shorter words.

List three or four compound words. Read and define them with students. Have students use the words to complete simple sentence frames, such as: *I like to play _____*. **EMERGING**

Have students use compound words in simple oral sentences. Then have partners work together to write a simple sentence with a compound word. **DEVELOPING**

Have students use compound words in complex sentences. Then have them read aloud their sentences to a partner. **EXPANDING/BRIDGING**



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

Intervention Activity



IDENTIFY COMPOUND WORDS

Use Lesson 15, pp. T99–T102, in the *myFocus Intervention Teacher's Guide* for instruction on reading compound words.

LEVEL C • MODEL AND TEACH

Lesson 15 Compound Words, Contractions, Abbreviations

INTRODUCE Remind students that they know how to break apart words with more than one syllable. Today we will learn how to break apart compound words. A compound word is a word made of two smaller words. Next, remind students that they know the words *not*, *am*, *is*, and *are*. We will learn how these words are shortened and combined with other words to form words called contractions. Then, tell students that they will learn how to use capital letters and periods to make abbreviations. Abbreviations are shortened forms of words.

MODEL Display or distribute Student Page 599 and read aloud the passage.

Starfish

Have you ever seen a **starfish**? We saw some on our field trip to the beach. A starfish looks like a star and lives in the water. But **it's** not really a fish. **That's** because starfish **don't** have gills, scales, or fins like fish do.

Starfish got their name because they have five arms. There is an eye at the tip of each arm. **Mr.** Dunlap told us that some starfish have 10 or 20 arms! He said that if an arm breaks off, a starfish can grow a new one.

TEACH Point out the word *starfish*. Ask students what smaller words they see in this word. (*star* and *fish*) Explain that these word parts are words on their own. You know the words *star* and *fish*. What do they mean? When they are put together, they make a new word. Guide students to determine that a starfish is an ocean animal that looks like a star. Use the same procedure to teach additional compound words, such as *weekend* and *baseball*.

Next, point to the word *it's* in sentence 4. Explain that in a contraction, two words are combined, but some letters are left out. The word *it's* is made by combining *it* and *is*. Point to the apostrophe. Say: An apostrophe takes the place of the letter *i* in *is*. Point out and explain the contractions *That's* (that is) and *don't* (do not) in sentence 5.

Finally, point to *Mr.* in paragraph 2. Explain that an abbreviation is a shortened form of a word. The abbreviation *Mr.* is a shortened form of the word *Master*. Many abbreviations start with a capital letter and end with a period. Offer and explain an additional abbreviation, such as *Rd.* (Road)

Phonics, Morphology, and Spelling T • 99

Fluency



PROSODY

Assist students in selecting a short passage in an appropriate leveled reader. Pair students and encourage them to read their selections aloud to one another. Explain to them that the more times they read it, the more it will start to sound like normal conversational speech.

ORAL READING RATE AND ACCURACY

Use the *Fluency Progress Chart* to track student progress.

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have students practice forming compound words: *ballpark, airline, bedroom, bulldog, daylight, everyone, itself.*



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

Decodable Reader



Prompt students to read the decodable reader *City Goat and Country Goat* to help reinforce students' understanding of compound words and high-frequency words.

Encourage students to read the decodable reader for this unit to practice reading compound words.

High-Frequency Words

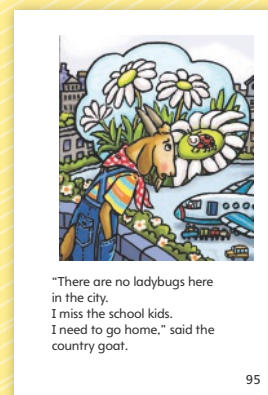
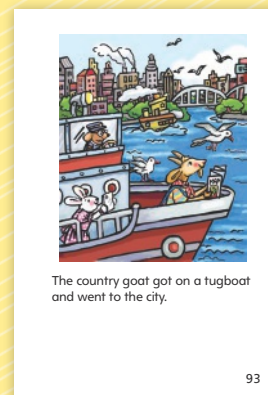
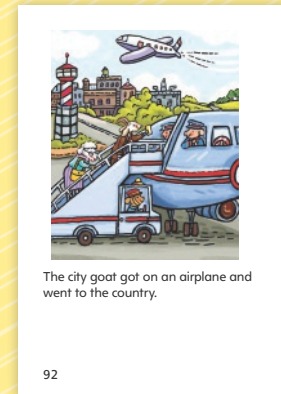
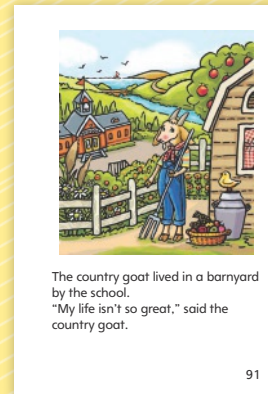
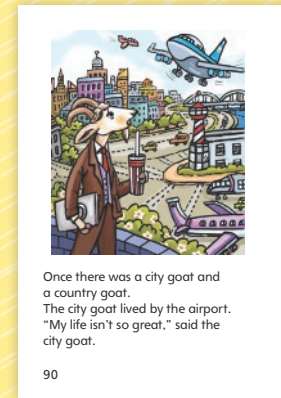
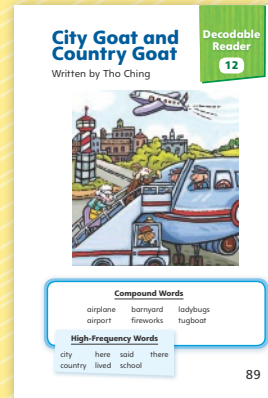
Have students make their own word cards for this week's high-frequency words: *country, city, and school*, as well as two or three words from the previous week. Have students practice reading words with a partner.

Centers



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

Decodable Reader



Word Work

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.

Identify and read high-frequency words.

Phonics: Compound Words

PREPARE Have students play a game to help them identify and read compound words. Prepare or have pairs make word cards with the following words: *foot, ball, neck, tie, book, shelf, saw, and dust*.

PLAY THE GAME Have pairs place the cards face down in a 2x4 grid and then take turns pulling two cards at a time. Students should decide if the two smaller words go together to form a compound word, such as *bookshelf* or *sawdust*. If the cards form a compound word, the cards are set aside and play continues. If they do not form a compound word, the cards are returned to their positions and play continues with the second player turning over two cards. Play continues until four compound words have been formed.

Continue other rounds of the compound word game using topic-related groups of words:

Nouns and Adjectives

some
one
thing
any
body
no
some
body

Sports

foot
score
ball
base
board
ball
goal
field

School

work
school
bag
book
board
black
pack
back

Continue playing the game until all of the students show an understanding of how compound words are formed and how they combine the meaning of two smaller words.

High-Frequency Words

Minilesson

FOCUS ON STRATEGIES Remind students of the high-frequency words *school*, *country*, and *city* and write them on the board. Call attention to spelling patterns in the words, such as the *sch* combination to represent the /sk/ sound in *school*. Have students read and spell each word and use each word in a sentence.

MODEL AND PRACTICE **MyTURN** Have students read the words at the top of p. 418. Read the first sentence starter aloud. Then say: *I know a city has tall buildings. I will write the word city to complete the sentence: There are many tall buildings in a city.* Have students complete the remaining three sentences on their own.

TURN, TALK, AND SHARE Have students work with a partner to answer the Turn and Talk questions on p. 418 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 418

HIGH-FREQUENCY WORDS/SPELLING

My Words to Know

MYTURN Read the words in the box. Write the words to complete the sentences.

country city school

1. There are many tall buildings in a city.
2. You might find farms in the country.
3. There can be a lot of cars in a city.
4. Children go to school everywhere.

TURNandTALK Work with a partner. Answer the questions. **Possible responses are given.**

1. What might you see in the country?
farms, forests
2. What might you see in a city?
tall buildings, busy streets
3. What do you like best about school?
being with friends, learning

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Word Work

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.

Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.

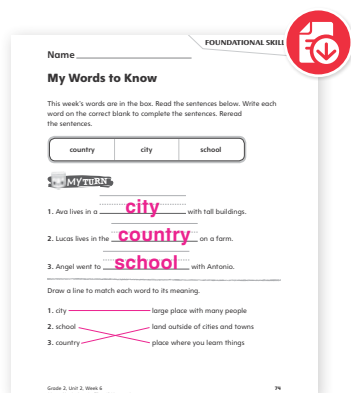
Identify real-life connections between words and their use.

Identify and read high-frequency words.

ADDITIONAL PRACTICE



For additional practice on high-frequency words, see *My Words to Know* p. 74 in the *Resource Download Center*.



My Words to Know p. 74

Phonics: Review Compound Words

Minilesson

FOCUS Review compound words that students learned in this week of study.

MODEL AND PRACTICE Say the words *water* and *fall* and show how the words can be combined to form the compound word *waterfall*. Explain the meaning of the word and connect it to the meaning of the words *water* and *fall*. Have students combine the following words to create compound words: *gold* and *fish*; *snow* and *suit*; *shoe* and *box*. After forming the compounds, have students explain or guess the meaning of the compound words based on the smaller words that form it.

Phonics: Spiral Review: Words with Long o, Spelled o, oa, ow

Minilesson

FOCUS Review all of the long o spellings students have learned in this unit.

MODEL AND PRACTICE Remind students of the long o spellings they learned. Write an example word for each type of word on chart paper or the board, such as: *cold*, *toast*, and *grow*. Then have students write their own long o words (for example, *told*, *boat*, and *low*). Challenge students to write some compound words that contain the long o spellings they learned.

Next, review the spellings of long o one at a time. Point out to students that the long o sound can be spelled in at least three different ways. In some words, long o is simply spelled with o. Show students these examples: *no*, *ago*, *over*, *total*.

Then, say that in other words long o is spelled with the letters oa. Show students some examples: *soap*, *goat*, *oats*, *toast*.

Finally, say that in still other words the long o sound is spelled with ow. Show students several examples: *low*, *bow*, *show*, *know*.

Then ask some students what they learned about how the long o sound is spelled to confirm their understanding.



ELL Targeted Support Compound Words Review with students that compound words have two parts and that each part is a word. Remind students that knowing the meanings of the two smaller words can help them identify the meaning of the compound word. Encourage students to use a dictionary, if necessary, as they determine the meaning of the compound words.

Have students define compound words by filling in the missing smaller words in a sentence frame. An example would be: *A football is a _____ that you kick with your _____.* (ball, foot) **EMERGING**

Have students define compound words by supplying a phrase that contains a smaller word within the compound. One example would be: *A football is a ball that ____ (you kick with your foot).* **DEVELOPING**

Have students define compound words by creating a sentence that uses both smaller words. One example would be: *A football is a ball that you kick with your foot.* **EXPANDING/BRIDGING**

HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that they will hear and see over and over in texts. Use the words *country*, *city* and *school* in sentences. Have students trace each word in the air, spell each word orally, and then write each word three times.

Inquire

OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

Looking at Tree Bark	450L, 530L, 590L
Tidal Patterns	440L, 540L, 590L
Nature's Skyscrapers	440L, 530L, 590L

See *Small Group Guide* for additional support on how to distribute the articles.

ELL Language Transfer

Cognates Point out the Spanish cognates related to the project:

- information : *información*
- nature : *naturaleza*

Introduce the Project

This week students will research patterns in tree bark. Students will conduct research by doing rubbings of the bark of different trees, or they can take close-up pictures of bark. Students will write an informational fact sheet explaining what they know about bark. Read aloud the prompt on p. 420 of the *Student Interactive*. Motivate students by activating prior knowledge.

CRITICAL LITERACY

Build Background

Read-Pause-Make Connections Distribute copies of “Looking at Tree Bark.” Use the article to help students build background for the topic and to recognize the characteristics and structures of informational text. Students should take turns reading paragraphs aloud, pausing from time to time to share connections to the text. Write the following stems on the board to start conversations.

- This reminds me of ...
- I remember when I was in a forest, and I saw ...
- Some other things I know about trees include ...

After reading, have students discuss their connections with the class.

COLLABORATE

Allow time for pairs to discuss how to make a tree rubbing. Explain that rubbings are a good way to make a copy of what the bark looks like without damaging the tree. Then assist students in generating their own research questions for formal inquiry on the topic of tree bark. For example, they could ask what bark is made of or why it has patterns.

Use Academic Vocabulary

COLLABORATE

Tell students to use the Academic Vocabulary on SI p. 421 to talk about the theme of Nature's Wonders. Remind students that they will also use some of these words when they write their fact sheets.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“At the end of a reading or writing event, children are taking away new language, vocabulary, and ideas that become a part of them. The ideas, words, and language do not stop at the end of the lesson. They ultimately shape a child’s academic and personal trajectories. That is what is most critical about the roles of reading and writing in students’ lives.”

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

DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students have difficulty identifying patterns in nature, provide images of natural objects for them to look at and discuss. Provide examples as needed, such as: *A zebra's stripes go black, white, black, white, and so on* or *A bee's hive is made up of shapes called hexagons*. Guide students to recognize and share the patterns they see.

OPTION 2 Advanced If pairs answer the stem statements quickly, have them generate their own questions of inquiry about patterns in nature. Have them include possible reasons each pattern exists.

ELL TARGETED SUPPORT

Guide pairs or small groups to complete the Academic Vocabulary activity on p. 421. Have students practice saying each word aloud. Define each word with students. Then ask students to share ideas about how they can connect the words with their meanings or to their own lives.

NEXT STEPS Remind students that you will help them develop and follow a research plan in order to complete the project in a week. Walk students through the Tree Bark Research Plan on SI p. 421. Provide assistance with the first step (Day 1), generating and listing research questions for formal inquiry. Then have students check off this step when they are finished.

STUDENT INTERACTIVE, pp. 420–421

INQUIRE
PROJECT-BASED INQUIRY



Activity

A kindergarten teacher wants you to share facts about tree bark with her class. Make tree rubbings and write a fact sheet to share with the kindergarten class. Point out facts about the patterns in the bark.

Use Academic Words

COLLABORATE Talk about the picture with your partner. Respond using your new academic vocabulary words. Be sure to use these words in your fact sheet.

Let's Read!

This week you will read three texts about patterns in nature. Today's article will help you build background knowledge.

Generate Questions

COLLABORATE With a partner, talk about how to make a tree rubbing. Think of two questions to guide your research on tree bark.

Academic Vocabulary

behavior	identify
design	similar
evidence	

Tree Bark Research Plan

Follow this research plan with help from your teacher.

Day 1 List questions for research.

Day 2 Make tree rubbings and do research on tree bark. Take notes as you read about trees.

Day 3 Write a fact sheet for the kindergarten class.

Day 4 Revise and edit your fact sheet.

Day 5 Present your tree rubbings and fact sheet to your classmates.

1 Looking at Tree Bark

2 Tidal Patterns

3 Nature's Skyscrapers

420
421

Explore and Plan

OBJECTIVES

Evaluate details to determine key ideas.

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

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide closure.

RESEARCH ARTICLES

Looking at Tree Bark	450L, 530L, 590L
Tidal Patterns	440L, 540L, 590L
Nature's Skyscrapers	440L, 530L, 590L

See *Small Group Guide* for additional support on how to distribute the articles.

Introduce Informational Writing

Explain that informational texts, such as reports, provide readers with facts about a subject. Use the informational article “Tidal Patterns” to help students recognize the characteristics of informational texts. Assist students in recognizing the central idea of the text.

CRITICAL LITERACY

Challenge the Text

Distribute copies of “Tidal Patterns.” Use the research article to help students recognize the characteristics of informational texts. Tell students that when we read critically, we ask where a writer’s facts have come from and why the author wrote a text. Write the following tasks on the board:

- Write or draw what you find most interesting,
- Write who you think this article is written for,
- Write a word you think the class should know, and
- Write words and facts that lead you to learn about the topic.

After reading, have students discuss their annotations with the class.

COLLABORATE

After partners record their ideas about what they are reading, help the class collaborate to fill out the Know the Facts chart on p. 422 of the *Student Interactive* about “Tidal Patterns.” Tell students to look for important ideas in the article and identify details in the article which support these ideas. Then have students answer the question at the bottom of p. 422. Remind students that facts must be true or they are only opinions, not facts.

Write for a Reader

Audience Remind students that their peers and teachers will be their audience for the informational text that they will compose. Offer questions to help students think about their audience, such as: *What do you think your audience would like to learn about tree bark? Why? What interesting facts can we learn about the topic and about other patterns in nature?*



ELL Targeted Support Main Idea and Details Have students work in pairs to complete the Main Ideas and Details graphic organizer on p. 422 of the *Student Interactive*.

Explain that a main idea is the most important idea. Ask students which is the main idea of the article: *Tides come in patterns* or *Oceans have lots of water*. **EMERGING**

Tell students that the main idea of a text is the most important idea. Have student pairs confer to determine which is the most important idea. **DEVELOPING**

Remind students that the main idea is the most important idea. Have the student pairs determine the main idea and explain how they know. **EXPANDING**

Ask pairs of students to identify the main idea and three details that support it. Have them explain how they know. **BRIDGING**

NEXT STEPS Before students move on to the Conduct Research page, check their understanding of informational texts by asking them to write or tell what their fact sheet is about and what details they plan to use to support this topic.

STUDENT INTERACTIVE, p. 422

COLLABORATE AND DISCUSS

Know the Facts

An informational text has

- one main, or central, idea
- key details that tell about the main idea
- facts and examples

COLLABORATE With a partner, read “Tidal Patterns.” Work with your class to fill in the chart.

Possible responses:

Main Idea Tides happen in patterns.		
Key Detail/ Fact Gravity makes tides.	Key Detail/ Fact The gravitational pull of the moon and sun makes tides.	Key Detail/ Fact Tides repeat. Most places have two high tides and two low tides each day.

After you read an informational text, think about the facts you read. How could you make sure they are true?

Find out who wrote the text; look up the facts online.

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Conduct Research

OBJECTIVES

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

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

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

CUSTOMIZE IT!

Offer students the opportunity to be creative with the information they find in their research.

Encourage students to transform some of their tree rubbings into drawings. Remind them of the theme of Nature's Wonders.

Encourage them to express this theme in their drawings, and tell them to use their imaginations to create characters, landscapes, or whatever the rubbings inspire.

Library Database and Books

TEACHING POINT Tell students that they can identify and gather relevant sources and information to answer research questions, as well as demonstrate their understanding of information gathered.

MODEL AND PRACTICE Model the processes for using library databases and books to answer inquiry questions.

Library Database

Say: I am going to show you how to use key words to search our library database. First, I think of words and phrases related to my topic, such as *nature patterns* or *tree bark*. Next, I type these words or phrases on the computer. That gives me a list of sources. Show students the list and point out titles that look relevant. I select some titles that I want to look up. Each book lists a call number, which tells me where on the library shelves I can find the book. Once I have the books, I scan the text features and graphics to determine if the book will be useful to my work. Direct students to *SI* p. 423, which cites headings, photos, and bold words as clues that help students decide if a source is relevant.

Books

Say: We are going to find out more about tree bark. I will ask a question to determine if this book will be useful, such as, *Does the title have information that could be related to my topic?* Hold up an appropriate book or article about trees. I think this could be a good source because the title mentions trees, and the cover has pictures of trees. This tells me this source has information on my topic. Model using text features, such as a table of contents, an index, photos, or bold words, to find a page with details about tree bark. Say: I will scan the page for important words or phrases, such as *tree bark*. Point to a listing in the table of contents about tree bark. Then say: Now I should be able to answer some of my questions with facts.

Have students practice using library databases to gather sources and information and demonstrate understanding of information gathered.

COLLABORATE Have students complete the activity on *SI* p. 423. Ask students to tell a partner why they chose the book and why it is relevant.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Give struggling students a choice of selected sources to review. Ask students to look at the book cover, title, table of contents, and graphics to complete the sentence frames, such as: *This source is useful because the title or pictures tell me _____ or This source is not useful because _____.*

OPTION 2 Advanced If students readily grasp the process of searching the library database and determining if books are useful sources, have them begin researching topics in the library database. Have them identify and evaluate the sources they find, and ask them whether they want to use the sources and why.

ELL TARGETED SUPPORT

Help students generate a list of words they already know that can be used to describe tree bark. Have students use these words as they work on their projects, as well as such content vocabulary as: *key words, library, database, and computer.*


NEXT STEPS Inform students that they will be reviewing a sample Fact Sheet and learning about paraphrasing information they have gathered in their research. Tell students to continue to take tree rubbings of bark from different trees.


STUDENT INTERACTIVE, p. 423

CONDUCT RESEARCH PROJECT-BASED INQUIRY

Identify and Gather Relevant Sources


Books in the library can be good sources. Use the **database** to find books to use as sources. Type in the topic of your fact sheet as the keyword.

 **PUBLIC LIBRARY**

Trees 

You will get many books to choose from. How do you pick the best one? Read the title and summary for each book. Then find some books and look through them. Look at headings, photos, and words in bold print.

To demonstrate that you understand the information gathered, ask yourself, "Is this source helpful? Will this book tell facts about my main idea? Did it answer my questions and do I understand the answers?"

 **COLLABORATE** Look at these books from a library database. Underline the books that might have facts about tree bark. Explain why you chose them and why they are relevant.

- Planting Trees in Your Garden
- Family Tree
- Trees
- Trees: Poetry

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423

Collaborate and Discuss

OBJECTIVES

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

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

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

RESEARCH ARTICLES

Looking at Tree Bark	450L, 530L, 590L
Tidal Patterns	440L, 530L, 590L
Nature's Skyscrapers	440L, 530L, 590L

See *Small Group Guide* for additional support on how to distribute the articles.

CUSTOMIZE IT!

Instead of doing a project on tree bark, allow students to create an image board about redwood trees. They may find images in magazines or online if they have access to a printer. Students may also include their own drawings. Students can use information from the article "Nature's Skyscrapers" to label information and respond to these stems: *I learned about _____.*

A supporting detail is _____. Use these stems as labels for their image boards.

Sample Fact Sheet

TEACHING POINT Review that informational text has a title that reflects the main topic, which is what the text is mostly about, and details about the topic.

MODEL AND PRACTICE Use the sample on *SI* p. 424 to model parts of a fact sheet. Say: *Notice that the main, or central, idea is at the top of the fact sheet: Spirals in Nature. Facts about subtopics appear below. These facts came from sources that the writer gathered.* Instruct students to begin writing their own fact sheets on tree bark. Students should use the research sources they gathered from the library to create their fact sheets, and should include the main idea.

CRITICAL LITERACY Interesting Facts

Distribute copies of "Nature's Skyscrapers." Use the article to help students recognize characteristics of informational text. Have partners take turns reading one paragraph at a time. After each paragraph, have students restate the paragraph and ask each other questions about the section. Display these sentence frames and have students use them to respond to the article: *An interesting fact in the article is _____. Redwood trees make me think of _____. One thing I learned about redwood trees is _____.*

Paraphrasing and Plagiarism

COLLABORATE Researchers must recognize the difference between paraphrasing and plagiarizing when using source materials. To avoid plagiarizing another person's ideas, writers paraphrase or quote to cite their sources. Say: *Citing a source means giving credit to the writer who came up with an original idea. Paraphrasing a source means rewording the information in your own words. In your retelling, make sure to maintain the meaning of the text and keep the details in logical order.*

Use the numbered steps at the top of *SI* p. 425 to model how to paraphrase. Emphasize that students are only changing the words of an author, not the information. Their retelling should maintain the meaning and order of the details in the original text. Have them paraphrase the information at the bottom of the page and share their work with a partner. When they are finished, have students check their own fact sheets for opportunities to paraphrase.



ELL Targeted Support Use Learning Strategies Help students orally paraphrase facts using synonyms and circumlocution as learning strategies. Point to *SI* p. 424.

Write *spiral* and point to the photographs on p. 424. Help students use circumlocution to tell you what a spiral is. **EMERGING**

Write: *circle, twist, curl, curve*. Read aloud the sentence *Leaves grow in a spiral*. Ask students to paraphrase the fact using circumlocution or one of the synonyms you wrote. **DEVELOPING**

Use the Developing activity, but have students use one or more synonyms (rather than circumlocution) to paraphrase the fact. **EXPANDING**

Write two sets of synonyms: *circle, twist, curving layers; take in, acquire*. Have students read aloud both facts about leaves on p. 424. Then have them paraphrase both facts using at least two of the synonyms. **BRIDGING**

NEXT STEPS Students will create a poster with images, such as diagrams or charts, to go along with their fact sheets.

STUDENT INTERACTIVE, pp. 424–425

COLLABORATE AND DISCUSS

Fact Sheet

In a fact sheet, the writer gives important information about a topic by listing the main, or central, idea and key facts from sources. The writer may include a picture too.

Central Idea

Spirals in Nature

Facts from Source(s)


Sunflowers

- Seeds grow in a spiral.
- The spiral holds the seeds together.

Leaves

- Leaves grow in a spiral.
- The spiral allows all leaves to get sunlight.

Visual



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424

REFINE RESEARCH

Paraphrasing

You need to put the facts from sources in your own words. That's called paraphrasing. Follow these steps to paraphrase:

1. Read a fact in a book. Then close the book.
2. In your own words, tell what you read.
3. When you use your own words, be sure you keep the same meaning as the words in the book.

COLLABORATE Read the fact below. Then paraphrase it.

Fact from source: Bark is the outer covering on a tree. Although bark from different trees can look different, bark protects the tree.

Source: Garden Guide

My paraphrase: **Sample response:**

Bark is on the outside of a tree. The bark of different trees looks different. But all bark helps protect the tree.

425

Extend Research

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Edit drafts using standard English conventions, including correct spellings of words with grade-appropriate orthographic patterns and rules and high-frequency words.

Write informative texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

CUSTOMIZE IT!

Instead of a poster, allow students to create a slideshow presentation of their images. Assist students in creating headings for their slideshow images, such as labeling each fact numerically and ending with a heading: *What we learned...*

Primary Source SCIENCE



Go to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

Create a Poster with Images

COLLABORATE Students will create posters with images that support their fact sheets. Explain that images are useful in informational text, such as reports, because they show information in a way that readers can quickly grasp. Images can support difficult concepts in a text or give more information on the topic. Have students use print and online sources to find images.

Use the example on *SI* p. 426 to discuss with students the value of incorporating images into their projects. Say: *The students used a diagram to illustrate a point. The diagram supports a fact, and it also provides an active learning opportunity for the viewer.*

Have students consider these questions to help them determine the images to use on their own posters: *What pictures or graphics could help show the facts about my informational text? How would they help?*

Revise and Edit

COLLABORATE Teaching Point Writers need to ensure that they have focused on facts, not opinions. Writers also need to follow the rules of grammar, punctuation, and spelling. Have partners complete the checklists on *SI* p. 427. Model the process of checking for spelling, punctuation, and subject-verb agreement by displaying sentences that contain errors and showing first how to check a sentence for errors and then how to fix them.



EXPERT'S VIEW Julie Coiro, University of Rhode Island

“When conducting a search on the Internet, it's tempting to let kids just click. The perception is that it's easy—type in a key word and information magically appears. But it is not that easy. Once kids have located information, they have to sort through it. They have to evaluate the information. Is it relevant? Is it reliable? Is it useful for their particular needs? To figure these things out, they should have models of how to evaluate the author's purpose and the quality of the author's claims.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to use the **Revise** checklist, reteach the concept of presenting a fact and then providing a supporting detail. Have students complete the rest of p. 427 in the *Student Interactive*.

OPTION 2 Advanced Pair students who grasp the **Revise** checklist and grammar exercises easily with struggling students. Then have them work together on revision.

ELL TARGETED SUPPORT

Subject-Verb Agreement On index cards, write plural subjects, plural verbs, singular subjects and singular verbs. Help students put the cards together to demonstrate subject-verb agreement. Then have students create sentences and say them aloud using the subjects and verbs.

NEXT STEPS Remind students that they will have to complete their Fact Sheets and posters so that they can read them to the class the next day. Early finishers should read their work aloud to a partner for oral practice.

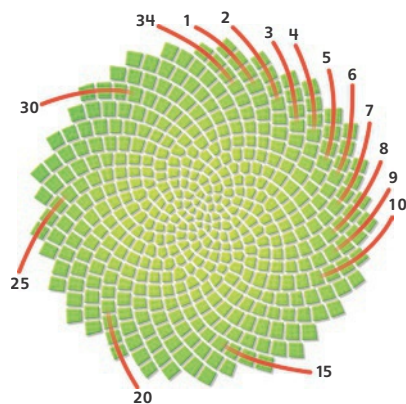
STUDENT INTERACTIVE, pp. 426–427

EXTEND RESEARCH

Create a Poster with Images

Fact sheets often have images, such as photos, like the fact sheet *Spirals in Nature*. You can also include a diagram or chart to make your fact sheet stronger.

A diagram can help readers see parts of a whole item. This diagram shows how to count the spirals in a sunflower.



COLLABORATE With a partner, make a poster of your fact sheet. Choose images to include.

426

COLLABORATE AND DISCUSS

Revise

COLLABORATE Read your fact sheet to your partner. Discuss what is good and what might be improved. Then listen to your partner's fact sheet and offer feedback.

Did you check your

central idea?	yes	no
facts from sources?	yes	no
images?	yes	no

Edit

COLLABORATE Read your fact sheet again.

Check for

- spelling
- punctuation
- subject-verb agreement

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Celebrate and Reflect

OBJECTIVES

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

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

Develop social communication such as distinguishing between asking and telling.

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

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

Synthesize information to create new understanding.

Describe personal connection to a variety of sources.

Publish and share writing.

Use an appropriate mode of delivery, whether written, oral, or multi-media, to present results.

ELL Access

Try not to force your newcomers to speak before they are ready. ELL students will begin to acquire language as they settle into the classroom environment. As they gain more confidence, their willingness to speak in front of others will increase.

Share

COLLABORATE Before students publish their work, have partners present their fact sheets and posters orally to another pair.

Guide students to look at the information on the top of *SI* p. 428. Model reading aloud the Student Model on *SI* p. 424. Remind students to listen actively while other students present their posters. Point out that listening actively includes offering comments and asking speakers questions about their presentations and their posters.

For their own presentations, emphasize that students should ideally be able to say they did all of the following after they have completed their presentations:

- When I read my fact sheet aloud, I did not stare down at my paper. Once in a while, I looked up to make eye contact with my audience.
- I did not rush, and I did not speak so slowly that it sounded unnatural. I read a little bit more slowly than my usual speaking speed, so the audience could hear and understand every word.
- I did not skip any words on the page. I also did not add any extra words. I pronounced each word correctly.
- I used multi-word responses to answer any questions from my peers.

Allow students time to practice their oral delivery and make adjustments based on the reactions of their peers. Have students present their work and listen to the feedback of their audience. Remind them to ask questions for clarification and to answer questions with multi-word responses so that others can understand their thinking.

Reflect

MyTURN Students should work independently or with their partners to evaluate their presentation by completing the sentences at the bottom of *SI* p. 429. Model completing the sentences to give students an idea of what they might say: *As I worked on my fact sheet, I most enjoyed learning new information about tree bark. One thing I think is good about my fact sheet is the use of really interesting images.* As needed, help students recall what they did by asking questions about the process and having them recall the research they did, the facts they learned, and the questions they asked. Prompt them to answer your questions in complete sentences to help them practice making multi-word responses.



Reflect on the Unit

Reflect on Your Goals Have students review the Unit Goals page at the beginning of this unit. Ask students to reflect on their own progress in reading and writing from the beginning of this unit until now. Review the Essential Question, *What patterns do we see in nature?* Then turn back to the students' progress on the Unit Goals.

MyTURN Reflect on Your Reading Allow students time to flip back through the pages of this unit to refresh their memories about what they have read. Ask them to answer the first question on p. 429 of the *Student Interactive* in their notebooks. Ask student volunteers to give brief reviews of their favorite reading selection, including a short summary and an opinion of the piece. Have other students respectfully agree or disagree with the student's opinions, citing text-based details to support their statements.

Reflect on Your Writing Allow students time to reflect on their writing from this unit and to answer the second question on p. 429 of the *Student Interactive* in their notebooks. Have student volunteers share the title they gave their favorite piece of writing, a brief summary, and a little about what inspired them to write it. Then ask them to reflect on what they liked best about writing in this unit.

Reading and Writing Strategy Assessment Checklists



The Reading and Writing Strategy Assessment Checklists



will help you monitor student progress.

STUDENT INTERACTIVE, pp. 428–429

CELEBRATE AND REFLECT

Share

COLLABORATE Share your fact sheet with others. Present your poster. Ask for questions and comments. Remember to follow these rules for speaking and listening:

- Respond to questions with more than one word.
- Listen actively, asking questions to make sure you understand the speaker.

Now post your fact sheet so that others may read it.

Reflect

MY TURN Complete the sentences.

As I worked on my fact sheet, I most enjoyed

One thing I think is good about my fact sheet is

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REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

MY TURN Complete the sentences.

Reflect on Your Reading

From independent reading in this unit, I most liked

Reflect on Your Writing

My best writing from this unit is

429

BOOK CLUB

OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

FLEXIBLE OPTION TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Arctic Tundra*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book, or you can choose one for them from the list on p. T497.
- 2 KNOW THE BOOK** Have a clear idea of what the book is about and its text features so that you can helpfully participate in groups' conversations if necessary.
- 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Give a brief preview of the book's contents and genre features. Be sure not to give too much away. Then allow students the chance to discover the book on their own.
- 4 ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. As they read and discuss the book in a group, they will apply some of the same thinking they've been introduced to in the *Student Interactive*, but the focus will be on their interactions with the book and with their fellow club members.

- ★ **CONNECT TO THE THEME** So that students can make text connections, you might help them choose a book related to the theme, *Nature's Wonders*, or the Essential Question for the unit: *What patterns do we see in nature?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for informational text and to focus on text features and structure, consider helping them choose a book in that genre.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

**Arctic Tundra** by
Claudia Oviedo**Forest Food
Chains** by Bobbie
Kalman**Looking Closely
Across the Desert**
by Frank Serafini**Who Eats What?**
by Patricia Lauber**Creepy Creatures:
Stick Insects** by
Valerie Bodden**Hiding in Deserts**
by Deborah
Underwood

Preview these selections for appropriateness for your students and for title availability.

Each Day

DISCUSSION CHART Display a sample of the Discussion Chart. Explain that after each session with their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

TEACHER'S ROLE Since Book Club is a time for students to find their own enjoyment in reading, the teacher's role should be as an observer and occasional facilitator, helping start stalled conversations or direct groups to specific understandings.

COLLABORATION An important part of Book Club is students' ability to share their ideas effectively and to listen to those of others. Offer them examples of how to phrase their ideas productively and respectfully. **SEL**

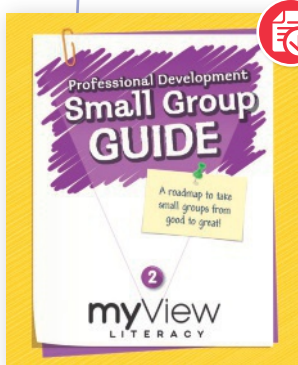
- I notice _____.
- I do not agree with _____ because _____.
- Why do you say that?
- What can we agree on?



Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



BOOK CLUB

OBJECTIVES

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

Describe personal connections to a variety of sources.

Identify real-life connections between words and their use.

Book Club Routine

READING TIME At each Book Club session, students will read the chosen book, and then they will meet with their Book Club group to explore more deeply what they read.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

WEEKLY FOCUS Over the course of Book Club, groups will discuss the book three times, focusing on a different aspect of the book each time.

Text Students discuss the text of the book. What understandings do they derive from the words on the page?

Images Students study the book's photographs or illustrations to examine how they contribute to the book's theme and the author's message.

Design Students examine the layout of the book, including the visual relationship between words and pictures, the size of the text, the use of color, and other ways the author uses the page to get a message across.

GUIDE BOOK CLUB

If students have trouble getting started in their conversations, try these talking points to guide conversation along one of the weekly areas of focus.

- What facts do you learn from the words in the book?
- What information is provided in the photographs or drawings?
- How do the pages look alike? How do they look different?

Book Support

After the individual groups have their discussions, bring them back together as a class to talk about what was said in each group. Record the groups' Noticings, Connections, and Wonderings in the Discussion Chart, adding to it on each Book Club day.

Noticings	Connections	Wonderings

Noticings Students should focus on what they notice in the text, images, and design. They might develop questions that they can work to answer as a group.

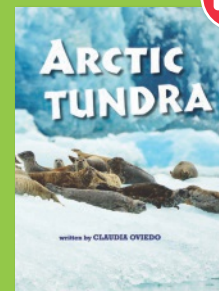
Connections Encourage students to make connections between the text, illustrations, and design on the one hand and their experiences on the other.

Wonderings What questions are brought up by the text, images, and design? Create another Discussion Chart to record their connections and wonderings. Share the ideas with the whole class.

Talk about each Book Club's ideas when the whole class comes together.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

 Arctic Tundra by
Claudia Oviedo

 **Forest Food
Chains** by Bobbie
Kalman

 **Looking Closely
Across the Desert**
by Frank Serafini

 Who Eats What?
by Patricia Lauber

 **Creepy Creatures:
Stick Insects** by
Valerie Bodden

 Hiding in Deserts
by Deborah
Underwood

BOOK CLUB

OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

Identify real-life connections between words and their use.

MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Arctic Tundra*. For weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T496–T499, you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

Arctic Tundra

BOOK CLUB ROUTINE Book Club will meet twice each week during Small Group time. On each Book Club day, students will assemble and continue their collaborative discussion about the book, focusing on different elements from week to week.

WEEKLY FOCUS Over the course of Book Club, groups will focus on different aspects of the book.

Week 1: Text Students discuss the text of the book. What understandings do they come to from the words on the page?

Week 2: Pictures How do the images contribute to the book’s theme and the author’s message?

Week 3: Design Students examine the layout of the book, including the visual relationship between words and pictures, the size of the text, and other ways the author and designer use the page to get a message across.

TEACHER’S ROLE Since Book Club is a time for students to find their own enjoyment in reading, the teacher’s role should be as an observer and occasional facilitator, helping to start stalled conversations or direct groups to specific understandings.



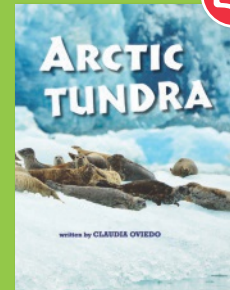
EXPERT’S VIEW Frank Serafini, Arizona State University

“Think about yourself as a reader—Where do you like to read? What do you like to have around you when you read? Then take a look around your classroom. Does the physical setting support readers? Are there places for children to sit and read? Is there a library of books to choose from?”

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



SMALL GROUP



CHOOSE YOUR

BOOK

**Arctic Tundra** by
Claudia Oviedo**Forest Food
Chains** by Bobbie
Kalman**Looking Closely
Across the Desert**
by Frank Serafini**Who Eats What?**
by Patricia Lauber**Creepy Creatures:
Stick Insects** by
Valerie Bodden**Hiding in Deserts**
by Deborah
Underwood

Discussion Charts

As students discuss the text, pictures, and design, capture their thoughts by using a discussion chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students note what catches their attention in the book.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

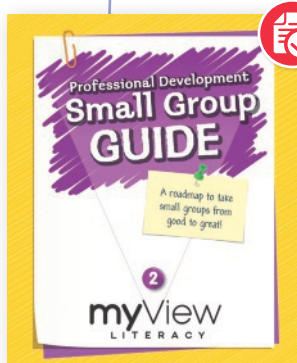
COLLABORATION Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



Book Club Options

See the *Small Group Guide* for help with

- 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

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

Week 1

Launch *Arctic Tundra*

INTRODUCE Tell students that Book Club is a time to enjoy books. They will listen to *Arctic Tundra* as it is read aloud.

READING TIME Tell students to read the book *Arctic Tundra*. Work with students who need help reading until they finish the book. Explain that soon students will meet with their Book Club group to explore more deeply what was read. Today they will focus on understanding what the text says, or what it is about.

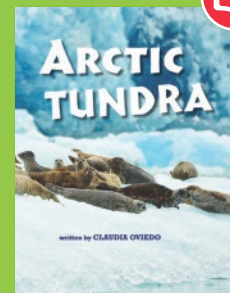
CONNECT TO THE THEME Tell students that *Arctic Tundra* connects both to the unit theme, Nature’s Wonders, and to the Essential Question for the unit: *What patterns do we see in nature?* As a class, discuss how the book relates to both.

CONNECT TO THE SPOTLIGHT GENRE Remind students that informational text gives facts and details about real places and things. Explain that *Arctic Tundra* provides information about an unusual place on Earth.

- This book’s purpose is to provide information about a real place.
- *Arctic Tundra* gives facts and details about the land, plants, animals, and people of a particular place.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.



CHOOSE YOUR

BOOK

 Arctic Tundra by
Claudia Oviedo

 *Forest Food
Chains* by Bobbie
Kalman

 *Looking Closely
Across the Desert*
by Frank Serafini

 Who Eats What?
by Patricia Lauber

 *Creepy Creatures:
Stick Insects* by
Valerie Bodden

 Hiding in Deserts
by Deborah
Underwood

Focus on Text: Noticings

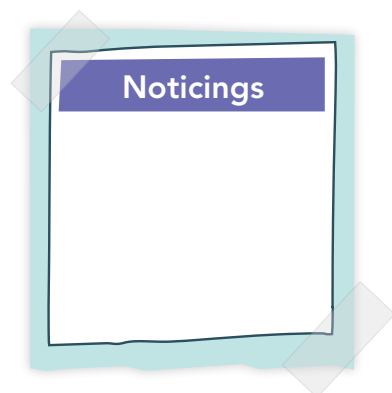
Session 1

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the text.

- What facts did you learn about the Arctic soil?
- What did you notice about what brown bears eat?
- What happened to the Arctic musk oxen?

Bring the class back together. Display a new discussion chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?



COLLABORATION Remind students that there is a purpose in talking about texts. Students should listen carefully and build on the ideas of others. Offer sentence stems like these as examples of how students should phrase their ideas productively and respectfully. **SEL**

- I like that idea because _____.
- I do not agree with _____ because _____.

BOOK CLUB

OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

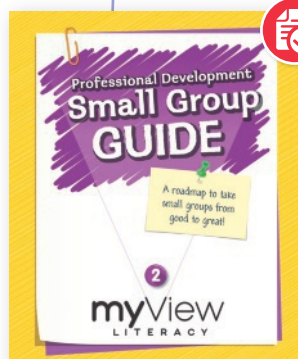
Identify real-life connections between words and their use.

Week 1

Focus on Text

Today students will continue to focus on understanding what the text of *Arctic Tundra* says, or what the book is about. They will look at the pictures and explore the text further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

REREAD AND RETELL Have students reread *Arctic Tundra*. Review the discussion from Session 1 by having students take turns retelling information about the soil, plants, animals, and people of *Arctic Tundra* and discussing the noticings that they shared. Display the Noticings chart from Session 1 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- 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 students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the text.

- Are any animals mentioned that you have never heard of before?
- I wonder whether permafrost occurs only in the Arctic.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

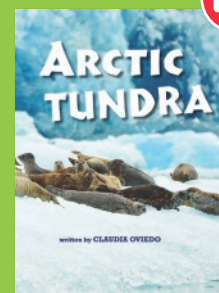
COLLABORATION Remind students of the importance of taking turns when having a group discussion and not to interrupt when someone else is speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- How should I add my ideas to the discussion?
- Is there a better way to say this?
- Do I completely understand what my classmates are saying?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Arctic Tundra by
Claudia Oviedo



*Forest Food
Chains* by Bobbie
Kalman



*Looking Closely
Across the Desert*
by Frank Serafini



Who Eats What?
by Patricia Lauber



*Creepy Creatures:
Stick Insects* by
Valerie Bodden



Hiding in Deserts
by Deborah
Underwood



BOOK CLUB

OBJECTIVES

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

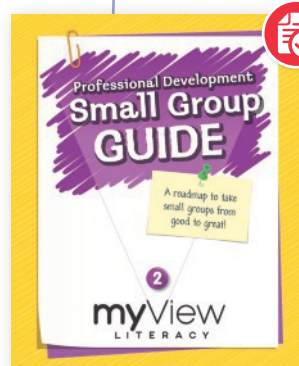
Read grade-appropriate text independently.

Week 2

Focus on Pictures

Today students will focus on understanding how the photographs and illustrations in *Arctic Tundra* help provide information. They will pay close attention to the photographs and illustrations as they reread. They will explore these features further in their Book Clubs using the Discussion Chart, focusing today on their noticing.

REREAD AND RETELL Give students time to reread the text as necessary. Review the reading and discussion from Session 2 by having students take turns retelling their personal reactions to *Arctic Tundra* and discussing the connections and wonderings students shared. Display the Connections and Wonderings chart from Session 2 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- 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.



Noticings

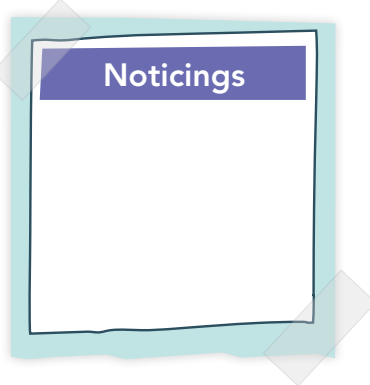
Session 3

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their noticings about the photographs and illustrations.

- What do you notice about the colors of Arctic animals?
- I noticed that the permafrost layer is much deeper than the other soil layers in the tundra.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the visuals.



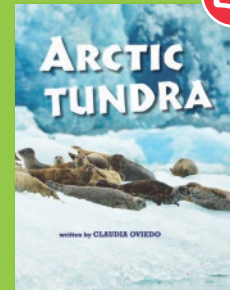
COLLABORATION Remind students to listen quietly as others are speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- Am I paying close attention to my classmates?
- Could I add something useful to what has been said?
- Am I staying on track and talking about what I noticed in photographs and illustrations?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Arctic Tundra by
Claudia Oviedo



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Chains* by Bobbie
Kalman



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Across the Desert*
by Frank Serafini



Who Eats What?
by Patricia Lauber



*Creepy Creatures:
Stick Insects* by
Valerie Bodden



Hiding in Deserts
by Deborah
Underwood



BOOK CLUB

OBJECTIVES

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

Read grade-appropriate text independently.

Describe personal connections to a variety of sources.

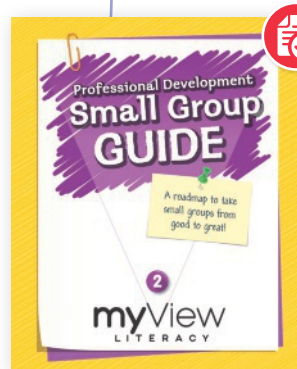
Identify real-life connections between words and their use.

Week 2

Focus on Pictures

Today students will continue to focus on understanding how the photographs and illustrations in *Arctic Tundra* help to provide additional information about an unusual place. Students will explore the photographs and illustrations further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

REREAD AND RETELL Give students time to reread the text as necessary. Review the reading and discussion from Session 3 by having students take turns retelling what surprised or fascinated them in *Arctic Tundra*'s photographs. Ask students to describe what they learned from the illustrations as well. Display the Noticings chart from Session 3 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or 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

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the photographs and illustrations.

- The map tells me that the tundra is far north of us.
- I wonder what those birds are in the food web picture.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about in the book's visuals.

Connections	Wonderings

COLLABORATION Remind students of the rules for good listeners, and point out that speaking clearly will help everyone in the group.

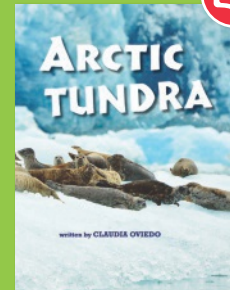
SEL SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Should I think more before sharing my idea?
- Can my classmates hear me and understand me?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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Claudia Oviedo



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Chains* by Bobbie
Kalman



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Underwood

BOOK CLUB

OBJECTIVES

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

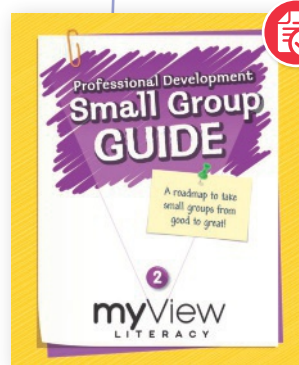
Read grade-appropriate text independently.

Week 3

Focus on Design

Today students will focus on understanding how their appreciation of *Arctic Tundra* is aided by the book's design, its layout, the arrangement of words in relation to images, and the use of color. They will pay close attention to the design as they reread. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their noticings.

REREAD AND RETELL Tell students to reread *Arctic Tundra*, paying special attention to its design. Review the reading and discussion from Session 4 by having students recall some favorite photographs and helpful illustrations from *Arctic Tundra* and discussing the connections and wonderings that students shared. Display the Connections and Wonderings chart from Session 4 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

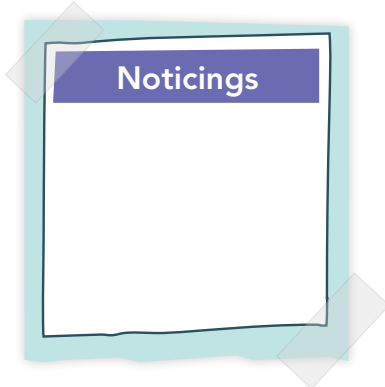
Session 5

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their noticings about the design of the book.

- What do you notice about the arrangement of photographs on pp. 13 and 18?
- I notice that the designer has used colors and shapes that make labels easy to find.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the design.



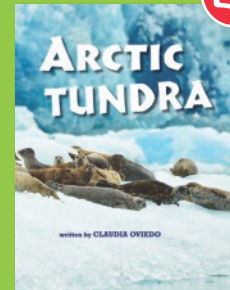
COLLABORATION Remind students that they may respond to something another group member says. **SEL**

As students share their noticings, ask them to keep these points in mind:

- Does my idea add something to my classmate's idea?
- Do I agree or disagree with what is being said?
- If I do not understand something, what should I do?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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Kalman



*Looking Closely
Across the Desert*
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*Creepy Creatures:
Stick Insects* by
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Hiding in Deserts
by Deborah
Underwood



BOOK CLUB

OBJECTIVES

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

Read grade-appropriate text independently.

Describe personal connections to a variety of sources.

Identify real-life connections between words and their use.

Week 3

Focus on Design

Today students will continue to focus on understanding how the design of *Arctic Tundra* contributes to the experience of reading the book. They will observe the design closely as they reread. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

REREAD AND RETELL Allow time for students to reread the text as necessary. Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design of *Arctic Tundra*. Display the Noticings chart from Session 5 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or 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

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the design.

- The sketch on p. 10 reminds me of something in a science textbook.
- I wonder why the designer chose orange and blue for the main background colors.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about in the design.

Connections	Wonderings

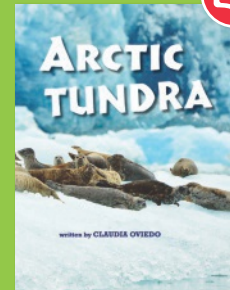
COLLABORATION Encourage participation by reminding students that everyone has something to offer. **SEL**

As students share their connections and wonderings, they may use sentence frames like these:

- You wondered about _____, but I also wondered _____.
- You said _____, and that made me think about _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

Arctic Tundra by
Claudia Oviedo

*Forest Food
Chains* by Bobbie
Kalman

*Looking Closely
Across the Desert*
by Frank Serafini

Who Eats What?
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*Creepy Creatures:
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Hiding in Deserts
by Deborah
Underwood

Glossary

OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Explain that a glossary is in the back of a book. It tells what words in the book mean and how to say them. A glossary lists words in ABC order.

Point out the guide words. Explain that these show the first and last words on the page. To find a word, students can think about how it is spelled. Students can use ABC order to look up a word.

Remind students that, if a word does not appear in the glossary, they can use a print or digital dictionary. Print and digital dictionaries include the meaning of a word as well as its pronunciation. A print dictionary also uses ABC order. For an online dictionary, students can type the word into the search box.

MODEL AND PRACTICE Model how to use a glossary entry using the example glossary entry from p. 430 in the *Student Interactive*.

- When I look up a word in a glossary, I am looking for an entry word. The entry words are bold. I look for the entry word based on its starting letter. In this case, *flock* begins with the letter *f*.
- In parentheses, I see how *flock* is pronounced.
- Next, I find the word's definition, or what the word means.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE Have students turn and talk to a partner about how they would use the glossary to find the meaning of the word *climate*. First, have them write its meaning and a sentence using the word. Then, have them pronounce it. Finally, have pairs find a new word in an online dictionary, pronounce it, and determine its meaning. Challenge students to alphabetize *climate* and the new word.

STUDENT INTERACTIVE, p. 430

GLOSSARY INSTRUCTION

How to Use a Glossary

This **glossary** tells you what a word in this book means and how to say it. The words are in ABC order. **Guide words** at the top of each page show the first and last words on the page. To find a word, think about how it is spelled. Look up the first letter of the word to find it. If a word you are looking for is not in this glossary, use a print or online **dictionary**. To use an online dictionary, type the word in the search box.

The diagram shows a glossary entry for the word "flock". The entry is: **flock** (FLOK) A **flock** is a group of animals of the same kind. NOUN. There are three callout boxes: 1. A blue box pointing to the pronunciation "(FLOK)" says "The pronunciation guide shows you how to say the word." 2. A green box pointing to the bolded "f" in "flock" says "All words that begin with f will be after Ff." 3. A blue box pointing to the definition sentence says "This sentence tells you what the word means."

TURN and TALK Find the word **climate** in the glossary. On a piece of paper, write its meaning. Write a sentence using the word. Decide how to say it. Then work together to find a word in an online dictionary. Find its meaning and how to say it.

GLOSSARY

STUDENT INTERACTIVE, p. 431

GLOSSARY

affect • carefully

Aa

affect (uh FEKT) To **affect** something is to have an effect on it or to change it in some way. VERB

arrange (uh RAYNJ) When you **arrange** something, you put it in some kind of order. VERB

Bb

backyard (BAK YARD) A **backyard** is a yard behind a house or building. NOUN

behavior (bi HAY vyer) The **behavior** of a person or animal is how that person or animal acts. NOUN

burrows (BER ohz) **Burrows** are holes or tunnels in the ground that are made by a small animal. NOUN

Cc

carefully (KAIR fuhl ee) If you do something **carefully**, you do it with thought and close attention. ADVERB

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STUDENT INTERACTIVE, p. 432

GLOSSARY

certain • decorates

certain (SERT uhn) **Certain** can mean some, but not all. ADJECTIVE

climate (KLY mit) **Climate** is the type of weather in one place. NOUN

colonies (KOL uh neez) **Colonies** are groups of animals that live in one place. NOUN

community (kuh MYOO nuh tee) A **community** is a place where people live, work, and play. Stores, houses, and libraries are all part of a community. NOUN

compare (kuhm PAIR) When you **compare** people or things, you find out or point out how people or things are alike and how they are different. VERB

Dd

daylight (DAY lyt) **Daylight** is the natural light of day. NOUN

decorates (DEK uh rays) If someone **decorates**, he or she makes something look pretty by putting something on it. VERB

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STUDENT INTERACTIVE, p. 433

design • flock

design (di ZYN) A **design** is an arrangement of details, form, and color in a painting, building, or part of nature. NOUN

different (DIF er uhnt) When two things are **different**, they are not alike. ADJECTIVE

Ee

evidence (EV uh duhns) **Evidence** is anything that proves what happened. NOUN

excited (ek SY tid) When you are **excited**, you have very strong, happy feelings about something that you like. ADJECTIVE

explore (ek SPLOR) When you **explore**, you look around a place to learn things. VERB

Ff

favorite (FAY ver it) Your **favorite** thing is the one you like better than all the others. ADJECTIVE

flock (FLOK) A **flock** is a group of animals of the same kind. NOUN

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STUDENT INTERACTIVE, p. 434

GLOSSARY

generation • huddled

Gg

generation (jen uh RAY shuhn) A **generation** is a group of people or animals that is born at the same time. NOUN

glow (GLOH) To **glow** is to shine or put out light. VERB

grazers (GRAY zerz) **Grazers** are animals that feed on growing grasses. NOUN

guide (GYD) A **guide** is a person who shows people around. NOUN

Hh

habitat (HAB uh tat) A **habitat** is a place where a plant or an animal usually lives. NOUN

hospital (HOSS pi tuhl) A **hospital** is a place where doctors and nurses care for sick or injured people. NOUN

huddled (HUD uhld) If you **huddled**, you moved very close to something or someone else. VERB

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434

STUDENT INTERACTIVE, p. 435

identify • lonely

Ii

identify (eye DEN tuh fy) To **identify** is to recognize, tell, or prove who or what something is. VERB

insects (IN sektz) **Insects** are small animals with six legs and three main parts to their bodies. NOUN

Jj

joy (JOI) **Joy** is a feeling of great happiness. NOUN

Ll

librarian (ly BRAIR ee uhn) A **librarian** is a person who is in charge of or helps to run a library. NOUN

location (loh KAY shuhn) A **location** is a position or place. NOUN

lonely (LOHN lee) If you are **lonely**, you feel sad because you are alone. ADJECTIVE

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435

STUDENT INTERACTIVE, p. 436

GLOSSARY

mammals • penguin

Mm

mammals (MAM uhlz) **Mammals** are warm-blooded animals, often covered with fur, that feed their young with their milk. NOUN

might (MYT) **Might** is power or strength. NOUN

migration (my GRAY shuhn) **Migration** is the movement of animals from one habitat to another. NOUN

moist (MOIST) Something that is **moist** is slightly wet. ADJECTIVE

Oo

oval (OH vuhl) Something that is **oval** has the shape of an egg. ADJECTIVE

Pp

penguin (PEN gwin) A **penguin** is a short-legged, black-and-white seabird that cannot fly and that lives in or near the Antarctic. NOUN

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STUDENT INTERACTIVE, p. 437

place • scolding

place (PLAYSS) To **place** something is to put or set it down. VERB

prairie (PRAIR ee) A **prairie** is a large, open grassland with very few trees. NOUN

Qq

quietly (KWY uht lee) To do something **quietly** is to do it so that it does not make noise. ADVERB

Rr

region (REE juhn) A **region** is any place, space, or area. NOUN

rhythm (RITH uhm) **Rhythm** is the strong beat that some music or poetry has. NOUN

rustle (RUS uhl) To **rustle** is to make a soft sound of things rubbing together. VERB

Ss

scolding (SKOHLD ing) **Scolding** is speaking in an angry way. VERB

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STUDENT INTERACTIVE, p. 438

GLOSSARY

scurried • stamp

scurried (SKER eed) **Scurried** means moved quickly. VERB

searchlights (SERCH lyts) **Searchlights** are powerful lights that can shine in any direction. NOUN

services (SER vis iz) **Services** are things that people do to help others. NOUN

shadows (SHAD ohz) **Shadows** are shaded places away from light. NOUN

similar (SIM uh ler) Two things are **similar** if they are alike or almost alike in some way. ADJECTIVE

soggy (SOG ee) If something is **soggy**, it is very wet. ADJECTIVE

splattered (SPLAT erd) To be **splattered** means to be splashed by dots of something. ADJECTIVE

spread (SPRED) To **spread** is to stretch out or apart. VERB

stamp (STAMP) When you **stamp**, you put a foot down forcefully. VERB

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438

STUDENT INTERACTIVE, p. 439

supermarkets • waddle

supermarkets (SOO per mar kits) **Supermarkets** are large stores that sell food and other goods.
NOUN

Tt

tour (TUR) A **tour** is a visit to see things. NOUN

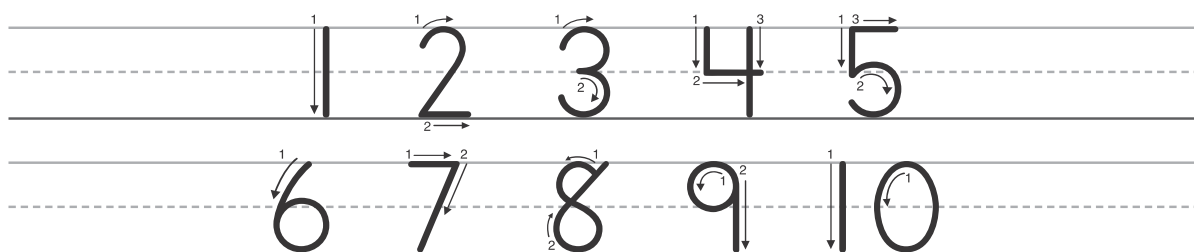
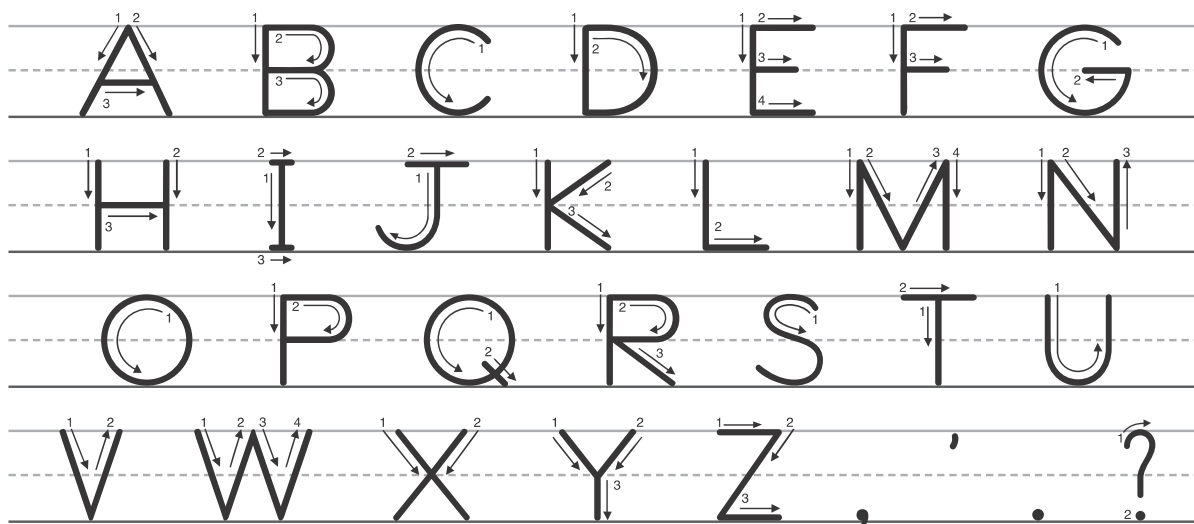
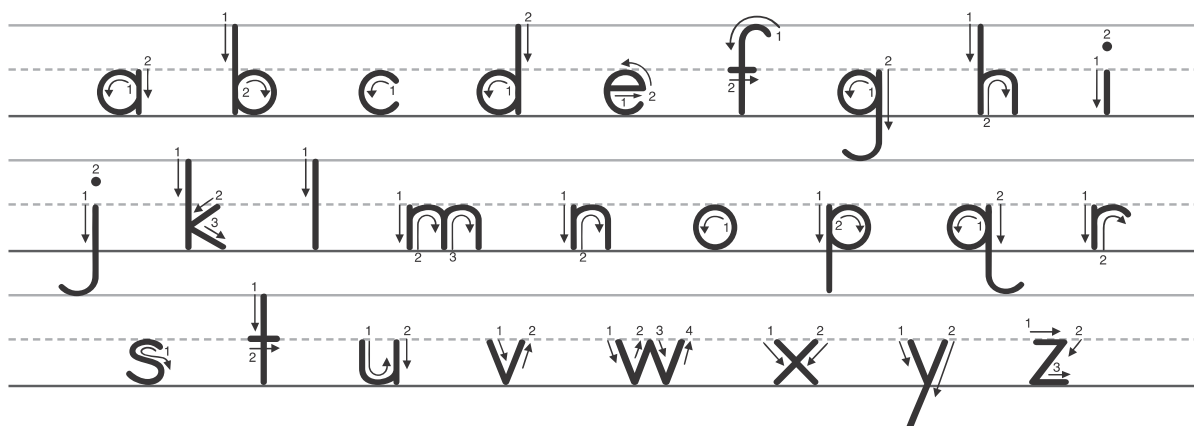
treehouse (TREE howss) A **treehouse** is a small space built in the branches of a tree for children to play in or on. NOUN

Ww

waddle (WAD uh) To **waddle** is to walk with short steps while swinging the body from side to side. VERB

Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

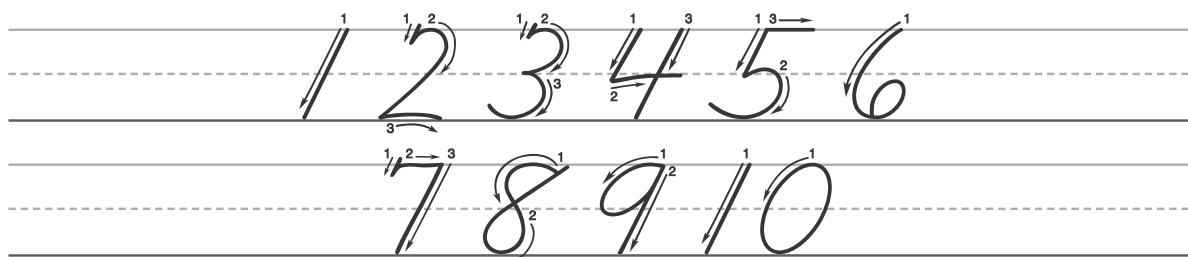
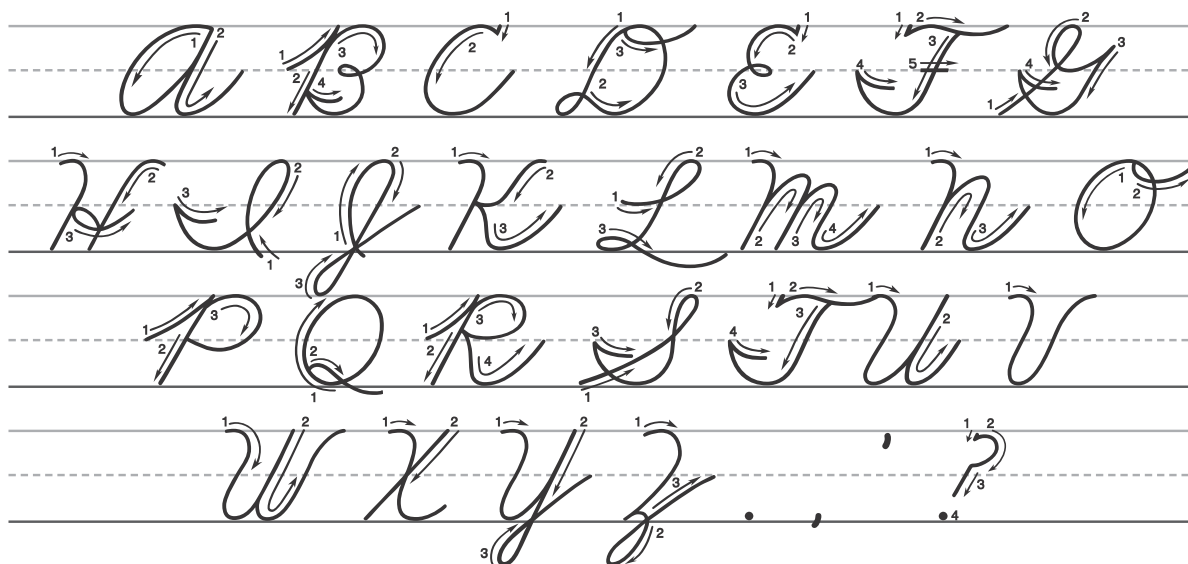
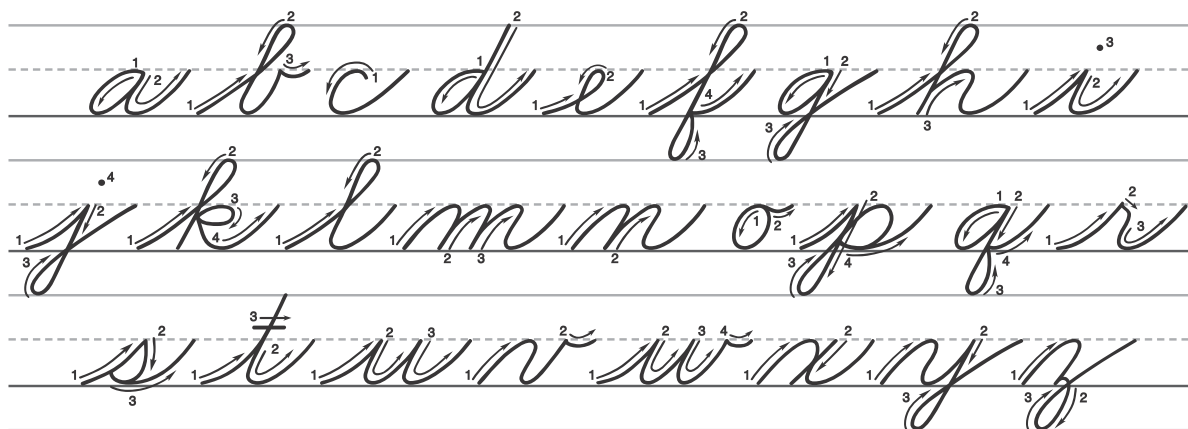
a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Handwriting Model

Cursive



Handwriting Model

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

CREDITS

Text

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TEXT COMPLEXITY CHARTS

A Green Kid's Guide to Watering Plants

By Richard Lay
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: How to be a green gardener
- Knowledge Demands: What plants need to grow

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **510L** Average Sentence Length: **8.745** Word Frequency: **3.569** Word Count: **927**

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose is **implied but easy to identify**; the title refers to being "green" and the author states *Now, it is time to plant and water your fruits and vegetables!* Students can easily infer that the author's purpose is to explain how to plant and water a garden in a "green" way.

Text Structure



Each section of the text has a main idea related to how to be a *green gardener*. The text also has elements of **sequential text structure** that follows steps in planting and watering a garden and in related processes. The illustrations and headings **enhance understanding** of the content and **connect** ideas.

Language Conventinality and Clarity



The sentences are **simple** and the vocabulary is mostly **familiar and conversational** in tone; students may need support understanding that "you" and "a green gardener" are both meant to refer to the reader.

Knowledge Demands



Subject matter includes **some common, practical knowledge** and some **discipline-specific content knowledge**. There are no references to other texts, but some background knowledge or experience in gardening or growing plants will be helpful.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Structure Help students create a **web graphic organizer** to note ways to be a green gardener as they read. Have them write "green gardener" in the center of the web. Then use pages 232 and 233 to model how to fill in the web. Read the paragraph. Then **ask**: *What does a green gardener do?* Give **sentence frames** to help students answer, and model how to write these ideas in the web.

- A green gardener grows _____.
- A green gardener studies _____.

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about what plants need to grow. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to:

- Refer to classroom experiences with growing or studying plants.
- Have students draw and label a plant **diagram** to review plant parts.

Purpose Say: *Imagine that your friend says being "green" sounds silly. What are some things you could say to explain what being "green" is and why it is important?*

- Write a **letter** to your friend.
- Share your letter with a partner.

TEXT COMPLEXITY CHARTS



TEXT COMPLEXITY

The Seasons of Arnold's Apple Tree
By Gail Gibbons
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Understanding prepositional phrases
- Knowledge Demands: Seasons in areas that have four distinct ones

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **540L** Average Sentence Length: **9.119** Word Frequency: **3.405** Word Count: **383**

Complexity Level

Qualitative Measures

Levels of Meaning



Simple Very Complex

The text's **simple central idea** is expressed on the second page of the story: *Arnold's tree keeps him busy all through the year*. The remainder of the story gives details that support this main idea. The narrative uses this simple meaning to describe the seasons.

Text Structure



Simple Very Complex

The third-person narrative is **chronological**, moving through the seasons and describing how Arnold is kept busy by the tree in each one. The illustrations are **simple** and **directly support** an understanding of the text by showing characters, settings, and events in the story.

Language Conventinality and Clarity



Simple Very Complex

The language is **explicit** and **easy to understand** and the vocabulary is familiar. Sentence structure is **primarily simple sentences**, with a few examples of compound sentences. Use of adverbs, adjectives, and prepositional phrases add vivid detail to an otherwise very simple text.

Knowledge Demands



Simple Very Complex

Story includes **experiences common to most readers** such as observing seasonal changes, cooking with family, and playing outside. There are no references to other texts or cultural elements. An understanding of why seasons occur may help add richness to student understanding. Students from areas without four seasons may need more support.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Use a **KWL chart** about the seasons. Then, have students do a **Think, Pair, Share** to activate prior knowledge. You may also want to

- have students compare the seasons in places they have lived.
- have students discuss how plants change in each season.
- have students look at the pictures and discuss experiences similar to Arnold's.

Language Give students the following **sentence frames** and have them scan through the story to find the missing words. Discuss how prepositional phrases tell where something is located.

- He can see far, far away _____.
- He weaves an apple blossom-wreath and hangs it from a _____.
- They drift to the _____.
- They glow in the _____ under his _____ on Halloween _____.

Structure Say: *This story follows the order of the seasons. In each season, Arnold does different things with his tree. If you were writing a story about what you do in the different seasons, what kinds of events would it include?*

Ask students to

- think of one event they would include for each season.
- tell their events to a partner.
- compare their choices with their partner's.

What's in the Egg, Little Pip?

By Karma Wilson
Genre: Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Knowledge Demands: Penguin life cycles and family structure
- Meaning: Inferring character emotions

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **550L** Average Sentence Length: **7.286** Word Frequency: **3.629** Word Count: **918**

Complexity Level	Qualitative Measures
<p>Levels of Meaning</p> <p>Simple Very Complex</p>	<p>The text's multiple levels of meaning are clearly distinguished from each other; details about penguin life cycles and survival practices provide context for a discussion of getting a new sibling and a theme of growing up. Students should be able to notice details about the penguin family and compare them to their own experiences.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The third-person narrative is chronological and follows a typical plot structure, including an initial conflict or problem (getting a new sibling), rising action (the storm), climax, and resolution. The illustrations directly support an understanding of the text by showing characters, settings, and events in the story.</p>
<p>Language Conventionalty and Clarity</p> <p>Simple Very Complex</p>	<p>The language is largely explicit and easy to understand and the vocabulary is mostly familiar and contemporary. Sentence structure is mostly simple and compound sentences, with a few complex constructions: <i>Just as they reached camp, frozen sleet started to fall in cold, stinging drops.</i> Text has many examples of conversational, idiomatic dialogue.</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>The story portrays experiences common to many readers, such as welcoming a new sibling, and a few less-familiar situations, such as sheltering an egg through a storm and living outside. There are no references to other texts, but students will find some background knowledge about life cycles of penguins helpful.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Meaning Have students sort words from the story into two categories: happy and unhappy. Use the words <i>frowned, pleaded, smiled, slumped, stamped</i>, demonstrating each one as needed before sorting. Then, use the sentence frames below to help reinforce that some actions show happiness and some show unhappiness.</p> <ul style="list-style-type: none"> • When I am happy, I _____. • When I am unhappy, I _____. 	<p>Knowledge Demands Use a Venn diagram to compare penguin families and human families.</p> <ul style="list-style-type: none"> • Comparisons may include parents, offspring, usual habitat, main foods, life cycles (starting as an egg and starting as a baby). • As students read, have them look for ways their family experience is similar to and different from Pip's. 	<p>Structure Read the first paragraph aloud for students, and remind them that most stories have a problem and a solution. Say: <i>What do you think the problem might be for Pip in this story?</i></p> <ul style="list-style-type: none"> • Have students discuss their ideas with a partner. • Ask them to share their ideas with the group.

TEXT COMPLEXITY CHARTS

**Amazing Migrations:
Butterflies, Bats,
and Birds**

By Cheryl Willis Hudson
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Text Structure: Using text/graphic features to understand science content

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **560L** Average Sentence Length: **7.812** Word Frequency: **3.446** Word Count: **539**

Complexity Level

Qualitative Measures

Author's Purpose



Simple Very Complex

The author's purpose is **implied but easy to identify** because the topic is clearly stated in the title. Students should see that the text gives details about the migrations of the three animals named in the title, and use this to infer that the author's purpose is to inform readers about the migration of these animals.

Text Structure



Simple Very Complex

The text has an overall **description text structure**, but within each section the text is often organized **sequentially** to describe and give details about seasonal migration patterns. Maps **enhance readers' understanding of content** and are integral to understanding. Text features such as glossary and headings help readers learn science concepts and domain-specific terms.

Language Conventationality and Clarity



Simple Very Complex

The language is **explicit** with little figurative meaning. Sentences are mostly **simple or compound** and the domain-specific vocabulary introduced is usually defined at point of use; students may need support tracking and reviewing new terms such as *generations* and *colonies*.

Knowledge Demands



Simple Very Complex

Subject matter includes **common knowledge** as well as some **discipline-specific content knowledge**. There are no references to other texts, but some background knowledge of maps, seasons, weather, and climate will be useful for students.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use the **glossary** to preteach domain-specific terms, such as *migration*, *habitat*, and *generation*. Use **sentence frames** to help students use the new terms correctly.

- Many animals live in a _____ that is dry and hot, like the desert.
- The kittens were born at the same time so they are in the same_____.
- _____ is when animals move to a new place.

Knowledge Demands Ask students to tell what they already know about migration. Then use a **question-answer chart** to find out what students wonder about migration. Have them share aloud some of their questions, and write these in a question-answer chart on the board. After reading, revisit the questions and have students answer them.

Structure Have students preview the text, using text and features such as the title, graphics, and headings. **Say:** *Read the title and look at the graphics and headings in the book. What do birds, bats, and butterflies all have in common?*

- Have students
- think of two ways they are all alike.
 - think of ways they are different.
 - explain their thinking to a partner.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
Edit drafts for the conventions of standard English	•	•	•	•	•	•	
Publish written work for audiences	•	•	•	•	•	•	
Genre Immersion: Modes and Products							
Write in a variety of modes							
• Informative or explanatory	•	•	•	•	•	•	
• Narrative	•	•	•	•	•	•	
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•	



Academic vocabulary

integrate/integration, **U1**:T60, T68, T74, T124, T132, T138, T188, T196, T202, T244, T258, T306, T314, T320; **U2**:T62, T70, T73, T122, T130, T136, T192, T200, T206, T262, T270, T276, T324, T332, T338; **U3**:T56, T64, T70, T126, T134, T140, T196, T204, T210, T256, T264, T270, T324, T332, T338; **U4**:T64, T72, T78, T132, T140, T146, T202, T210, T216, T272, T280, T286, T334, T342, T348; **U5**:T62, T70, T76, T130, T144, T194, T202, T208, T262, T270, T276, T324, T332, T338

language of ideas, **U1**:T20, T84, T148, T212, T268; **U2**:T20, T86, T146, T216, T286; **U3**:T20, T80, T150, T220, T280; **U4**:T20, T88, T156, T226, T296; **U5**:T173, T86, T138, T154, T218, T286

oral language, **U1**:T274

synonyms, **U1**:T90, T100

use/using academic vocabulary, **U1**:T466; **U2**:T484; **U3**:T484; **U4**:T494; **U5**:T484

Word Wall, **U1**:T12; **U2**:T16; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies, context clues

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U4:T40, T53, T369, T373, T377, T458

comparative, **U4**:T393, T397, T401, T405

descriptive, **U3**:T428–T429, T432–T433

superlative, **U4**:T393, T397, T401, T405

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U3:T302, T315, T455, T459, T463, T467; **U4**:T40, T53, T365, T369, T373, T377, T381, T458–T459; **U5**:T424–T425

Affixes. See Word Work, prefixes; Word Work, suffixes

Agreement, subject-verb, U2:T424–T425, T452–T453
U3:T245, T431, T435, T439, T443

Alliteration. See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

Analyzing. See Higher-order thinking skills

Anchor chart, U1:T24, T88, T152, T272; **U2**:T24, T90, T150, T220, T290; **U3**:T24, T84, T154, T224, T284; **U4**:T24, T92, T160, T230, T300; **U5**:T24, T90, T158, T222, T290

Answering questions. See Questioning

Antonyms, U3:T86–T87, T109, T112, T115; **U4**:T94–T95, T118

Apostrophe, U1:T406–T407, T410–T411

Appreciating literature. See Literary response, Reflect and Share

Asking questions. See Questioning

Assess and Differentiate

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Quick Check, **U1**:T25, T33, T53, T61, T69, T75, T97, T89, T117, T125, T133, T139, T161, T153, T181, T189, T197, T203, T225, T217, T237, T245, T253, T259, T281, T273, T299, T307, T316, T321, T457; **U2**:T25, T33, T55, T63, T71, T77, T87, T91, T115, T123, T131, T137, T159, T151, T185, T193, T201, T207, T229, T221, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T163, T155, T189, T197, T205, T211, T225, T233, T249, T257, T265, T271, T285, T293, T317, T325, T333, T339, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T169, T161, T195, T203, T211, T217, T239, T231, T265, T273, T281, T287, T301, T327, T335, T343, T349, T485; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475

Small Group, **U1**:T28–T31, T54–T57, T64–T65, T70–T71, T76–T77, T92–T95, T118–T121, T128–T129, T134–T135, T140–T141, T156–T159, T182–T185, T192–T193, T198–T199, T204–T205, T220–T223, T238–T241, T248–T249, T254–T255, T260–T261, T276–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T116–T119, T126–T127, T132–T133, T138–T139, T154–T157, T186–T189, T196–T197, T202–T203, T208–T209, T224–T227, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T28–T31, T50–T53, T60–T61, T66–T67, T72–T73, T88–T91, T120–T123, T130–T131, T136–T137, T142–T143, T158–T161, T190–T193, T200–T201, T206–T207, T212–T213, T228–T231, T250–T253, T260–T261, T266–T267, T272–T273, T288–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T28–T31, T58–T61, T68–T69, T74–T75, T80–T81, T96–T99, T126–T129, T136–T137, T142–T143, T148–T149, T164–T167, T196–T199, T206–T207, T212–T213, T218–T219, T234–T237, T266–T269, T276–T277, T282–T283, T288–T289, T304–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T499; **U5**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T124–T127, T134–T135, T140–T141, T146–T147,

T162–T165, T188–T191, T198–T199, T204–T205, T210–T211, T226–T229, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479

Independent/Collaborative, **U2**:T79, T127

Book Club, **U1**:T31, T77, T95, T141, T159, T205, T223, T261, T279, T323; **U2**:T31, T79, T97, T139, T157, T209, T227, T279, T297, T341; **U3**:T31, T73, T91, T143, T161, T213, T231, T273, T291, T341; **U4**:T31, T81, T99, T149, T167, T219, T237, T289, T307, T351; **U5**:T31, T79, T97, T147, T165, T211, T229, T279, T297, T341

Center Activities, **U3**:T121

Conferring, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Decodable Reader, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

High-Frequency Words, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Independent Reading, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T305, T331,

T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T355, T341

Leveled Readers, **U1**:T29, T31, T57, T65, T71, T77, T93, T95, T121, T129, T135, T141, T157, T159, T185, T193, T199, T205, T221, T223, T241, T249, T255, T261, T277, T279, T303, T311, T317, T323; **U2**:T29, T31, T59, T67, T73, T79, T95, T97, T119, T127, T133, T139, T155, T157, T189, T197, T203, T209, T225, T227, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T29, T31, T61, T69, T75, T81, T97, T99, T129, T137, T143, T149, T165, T167, T199, T207, T213, T219, T235, T236, T269, T277, T283, T289, T305, T307, T331, T389, T339, T351; **U5**:T29, T31, T59, T67, T73, T79, T95, T97, T127, T135, T141, T147, T163, T165, T191, T199, T205, T211, T227, T229, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341

Literacy Activities, **U1**:T23, T53, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T59, T69, T73, T77, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T326, T277, T283, T289, T307, T331, T387, T391, T395; **U5**:T31, T59, T67, T73, T79, T115, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Word Work Activity, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T191, T251, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Teacher-Led Options, **U1**:T30–T31, T54–T57, T64–T65, T70–T71, T76–T77, T94–T95, T118–T121, T128–T129, T134–T135, T140–T141, T158–T159, T182–T185, T192–T193, T198–T199, T204–T205, T222–T223, T238–T241, T248–T249, T254–T255, T260–T261, T278–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T116–T119, T126–T127, T132–T133, T138–T139, T156–T157, T186–T189, T196–T197, T202–T203,

T208–T209, T226–T227, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T30–T31, T50–T53, T60–T61, T66–T67, T72–T73, T90–T91, T120–T123, T130–T131, T136–T137, T142–T143, T160–T161, T190–T193, T200–T201, T206–T207, T212–T213, T230–T231, T250–T253, T260–T261, T266–T267, T272–T273, T290–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T30–T31, T58–T61, T68–T69, T74–T75, T80–T81, T98–T99, T126–T127, T136–T137, T142–T143, T148–T149, T166–T167, T196–T199, T206–T207, T212–T213, T218–T219, T236–T237, T366–T369, T276–T277, T282–T283, T288–T289, T306–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T489; **U5**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T124–T127, T134–T135, T140–T141, T146–T147, T164–T165, T188–T191, T198–T199, T204–T205, T210–T211, T228–T229, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T319, T328–T329, T334–T335, T340–T341, T478–T479

Fluency, **U1**:T54, T56, T64, T70, T118, T120, T128, T134, T182, T184, T192, T198, T238, T240, T248, T254, T300, T302, T310, T316, T460; **U2**:T56, T58, T66, T72, T116, T118, T126, T132, T186, T188, T196, T202, T256, T258, T266, T272, T318, T320, T328, T334, T478; **U3**:T50, T52, T60, T66, T120, T122, T130, T136, T190, T192, T200, T206, T250, T252, T260, T266, T318, T320, T328, T334, T478; **U4**:T58, T60, T68, T72, T126, T128, T136, T142, T196, T198, T206, T212, T266, T268, T276, T282, T228, T330, T338, T344; **U5**:T56, T58, T66, T72, T124, T126, T134, T140, T188, T190, T198, T204, T256, T258, T266, T272, T318, T320, T328, T334

Intervention Activity, **U1**:T30, T54, T56, T64, T70, T76, T94, T118, T120, T128, T134, T140, T158, T182, T184, T192, T198, T204, T222, T238, T240, T248, T254, T260, T278, T300, T302, T310, T316, T322, T460; **U2**:T30, T56, T58, T66, T72, T78, T96, T116, T118, T126, T132, T138, T156, T186, T188, T196, T202, T208, T226, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340 T478; **U3**:T30, T50, T52, T60, T66, T72, T90, T120, T122, T130, T136, T142, T160, T190, T192, T200, T206, T212, T220, T250, T252, T260, T266, T272, T290, T318, T320, T328, T334, T340, T478; **U4**:T30, T58, T60, T68, T74, T80, T98, T126, T128, T136, T142, T148, T166, T196, T198, T206, T212, T218, T236, T266, T268, T276, T282, T288, T306, T328, T330, T338, T344, T350, T488; **U5**:T30, T56, T58, T66, T72, T78, T96, T124, T126, T134, T140, T146, T164, T188, T190, T198, T204, T210, T228, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340, T478

On-Level and Advanced, **U1**:T30, T76, T94, T140, T158, T204, T222, T260, T278, T322; **U2**:T30, T78, T96, T138, T156, T208, T226, T278, T296, T340; **U3**:T30, T72, T90, T142, T160, T212, T230, T272, T290, T340; **U4**:T30, T80, T98, T148, T166, T218, T236, T288, T306, T350; **U5**:T30, T78, T96, T146, T164, T210, T228, T278, T296, T340

Strategy Group, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T382, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340

ELL Targeted Support, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T282, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340. *See also* ELL (English Language Learners)

Word Work Strategy Group, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478

ELL Targeted Support, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Assessment

formative, **U1**:T25, T33, T53, T61, T69, T75, T89, T97, T117, T125, T133, T139, T153, T161, T181, T189, T197, T203, T217, T225, T237, T245, T253, T259, T273, T281, T299, T307, T315, T321, T332, T356, T380, T404, T428, T457; **U2**:T25, T33, T55, T63, T71, T77, T91, T99, T115, T123, T131, T137, T151, T159, T185, T193, T201, T207, T221, T229, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T155, T163, T189, T197, T205, T211, T233, T249, T255, T257, T265, T271, T285, T293, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T161, T169, T195, T203, T211, T217, T231, T239, T265, T273, T281, T287, T301, T309, T327, T335, T343, T349, T360, T384, T408, T485, T432; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475

performance-based, **U1**:T327; **U2**:T345; **U3**:T345; **U4**:T355; **U5**:T345

scoring guide/rubric, **U1**:T453; **U2**:T471; **U3**:T471; **U4**:T481; **U5**:T471

spelling, **U1**:T352, T376, T400, T424, T448, T459; **U2**:T370, T394, T418, T442, T466, T477; **U3**:T370, T394, T418, T442, T466, T477; **U4**:T380, T404, T428, T452, T476, T487; **U5**:T370, T394, T418, T442, T466, T477

writing, **U1**:T446–T447; **U2**:T464–T465; **U3**:T464–T465; **U4**:T474–T475; **U5**:T464–T465. See also Writing rubrics

Audience. See Literary devices/terms, audience

Author's craft, **U3**:T100

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diagrams, **U5**:T312
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first person point of view, **U1**:T46; **U4**:T174; **U5**:T238
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personification, **U1**:T234; **U3**:T37; **U5**:T241
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U5:T305
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B

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U3:T31, T73, T91, T143, T161, T213, T231, T273, T291,
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 T239, T289, T307, T351, T506–T523; **U5**:T31, T79, T97,
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Central idea, of informational text. See Informational text

Central message. See Literary devices/terms

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Cognates. See ELL (English Language Learners)

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 T225, T276–T277, T295, T338–T339, T472–T473;
U3:T29, T70–T71, T89, T140–T141, T159, T164, T178–
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U4:T29, T78–T79, T96, T146–T147, T165, T216–T217,
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U5:T29, T76–T77, T95, T100, T112, T144–T145, T163,
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Digital texts. Go to SavvasRealize.com to access Realize Reader and all other digital content

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Online student resources. Go to [SavvasRealize.com](https://www.savvasrealize.com) to access Realize Reader and all other digital content.

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Rubric. See Assessment, scoring guide/rubric; Writing
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S

SavvasRealize.com. Go to SavvasRealize.com to access
 Realize Reader and all other digital content.

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Story map. See Graphic organizers, story map

Story structure. See Plot; Text structure

Strategies/skills

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U2:T29, T39, T45, T53, T70–T71; **U4:**T29, T39, T45, T50, T53, T72–T73

compare and contrast stories, **U3:**T158, T171, T176, T183, T187, T196–T197

compare and contrast texts, **U5**:T94, T102, T107, T110, T114, T115, T130–T131

confirm or adjust predictions, **U2**:T103, T110; **U4**:T244, T250, T257; **U5**:T163, T172, T177, T180, T184, T202–T203

create new understandings, **U4**:T165, T173, T176, T182, T186, T188, T190, T210–T211; **U5**:T95, T104, T108, T116, T119, T138–T139

describe and understand characters, **U1**:T92, T105, T107, T110, T124–T125; **U2**:T224, T234, T238, T241, T242, T251, T262–T263

describe and understand plot elements, **U1**:T276, T285, T293, T295, T297, T306–T307

describe and understand setting, **U1**:T28, T37, T41, T47, T50, T60–T61

describe connections, **U5**:T28, T37, T40, T46, T52, T62–T63

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explain patterns and structures, **U1**:T220, T229, T231, T244–T245; **U5**:T226, T236, T240, T242, T253, T262–T263

find important details, **U4**:T235

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identify main idea, **U1**:T156, T164, T173, T174, T188–T189; **U5**:T294, T302, T310, T315, T324–T325

identify text structure, **U2**:T28, T40, T42, T43, T46, T49, T62–T63; **U4**:T28, T37, T41, T46, T48, T55, T64–T65, T234, T243, T248, T255, T260, T262, T272–T273

identify theme, **U3**:T28, T39, T42, T47, T56–T57

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make inferences, **U2**:T225, T232, T237, T246, T248, T253, T270–T271; **U3**:T289, T298, T303, T305, T332–T333; **U5**:T295, T305, T309, T312, T328–T329

monitor comprehension, **U1**:T221, T235, T252–T253; **U4**:T305, T315, T318, T325, T342–T343; **U5**:T29, T38, T42, T44, T70–T71

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understand setting and plot, **U2**:T154, T162, T164, T166, T170, T176, T180, T192–T193

understand text features, **U3**:T288, T297, T301, T308, T310, T314, T324–T325

use text evidence, **U1**:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

use text features, **U2**:T122–T123, T294, T304, T308, T310, T324–T325; **U4**:T96, T105, T112, T117, T119, T120, T132–T133

visualize, **U2**:T155, T168, T172, T179, T183, T200–T201; **U3**:T159, T166, T169, T180, T184, T204–T205

See also Unit Overview

Strategy Group. *See* Assess and Differentiate, Small Group, Teacher-Led Options, Strategy Group

Structures of informational text. *See* Informational text

Struggling readers. *See* Assess and Differentiate

Study strategies. *See* Graphic organizers; Graphic sources; Research/study skills

Style, author’s. *See* Literary response

Subject-verb agreement. *See* Agreement, subject-verb

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Taking notes. *See* Note-taking; Research/study skills, take notes

Teaching strategies

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Possible Teaching Point (Writing Workshop), **U1**:T338, T342, T346, T364, T368, T372, T386, T390, T394, T410, T414, T418, T434, T438, T442; **U2**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U3**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U4**:T366, T370, T374, T390, T394, T398, T414, T418, T422, T438, T442, T446, T462, T466, T470; **U5**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460

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Book Club. See Book Club

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See also Assessment; Writing Club

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Testing, formal and informal. See Assessment

Text, types. See Genres

Text Complexity Charts, U1:R2–R6; **U2**:R2–R6; **U3**:R2–R9; **U4**:R2–R6; **U5**:R2–R7

Text elements. See Text features

Text evidence, U1:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

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See also Graphic sources; Parts of a book

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sequence, **U1**:T126–T127, T176; **U3**:T181; **U4**:T410–T411

story, **U3**:T128–T129

See also Text features

Theme, of literature. See Literary devices/terms, Theme

Theme, of unit. See Unit Overview

Think-aloud statements. Think-alouds and teacher modeling are demonstrated throughout weekly lessons as basic teaching strategies.

Thinking strategies. See Higher-order thinking skills

Time sequence. See Sequence

Types of literature. See Genres



uEngineer It!, U2:T471; **U5**:T471

Unfamiliar words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Unit goals. See Goals, unit

Unit Overview, U1:T2–T9; **U2**:T2–T9; **U3**:T2–T9; **U4**:T2–T9; **U5**:T2–T9

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ISBN-13: 978-0-13-490943-1
ISBN-10: 0-13-490943-7

