

Teacher's Edition



myview<sup>®</sup>

L I T E R A C Y

K.2

SAVVAS

Teacher's Edition

myView

L I T E R A C Y



**SAVVAS**  
LEARNING COMPANY

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# myView Literacy Experts and Researchers



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



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



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



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



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



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



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



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



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



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



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



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



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



**Lee Wright, Ed.D.**  
*Literacy Coach and Regional Staff Developer Houston, Texas*



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



# Kindergarten Resources



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

## STUDENT RESOURCES

Whole Group



Student Interactive and Big Book Collection (5 Volumes Each)

Read **ALoud**

Mentor **STACK**



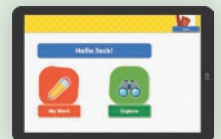
Trade Book Read Alouds



ABC Rhyme Time and Songs and Poems Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

Small Group & Independent

**BOOK CLUB**  
with Trade Books



Includes Big Books

**WRITING CLUB**



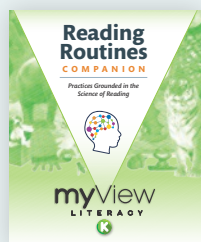
Digital Games

**SuccessMaker**



Leveled Content Readers with Access Videos

Foundational Skills



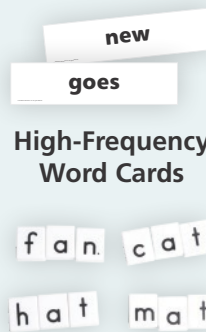
Reading Routines Companion



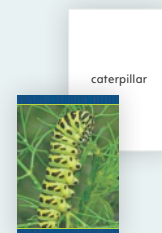
Decodable Stories



Decodable Readers



Letter Tiles



Picture Word Cards



Alphabet Cards



Kindergarten Letter Recognition Unit

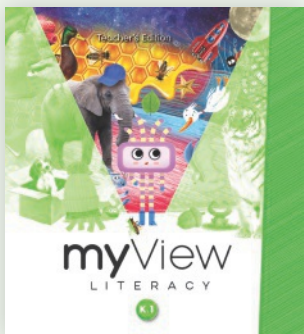


### Savvas Realize™

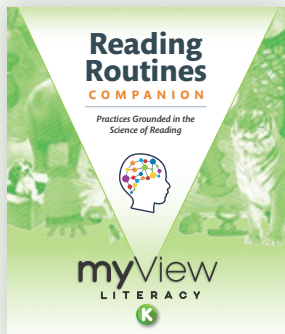
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

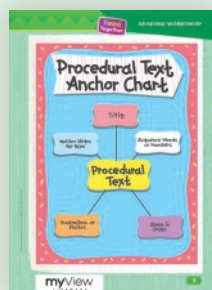
## TEACHER RESOURCES



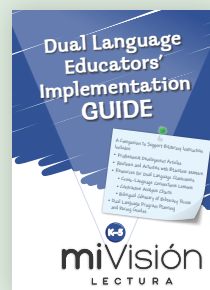
Teacher's Edition  
5 Volumes



Reading Routines  
Companion



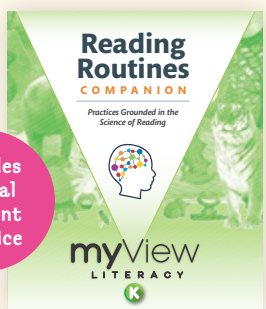
Anchor Charts



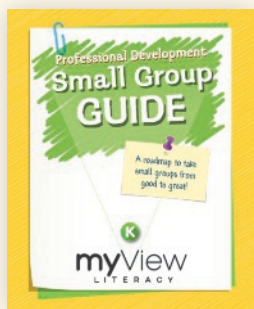
Dual Language  
Educators'  
Implementation Guide

### Printables Include:

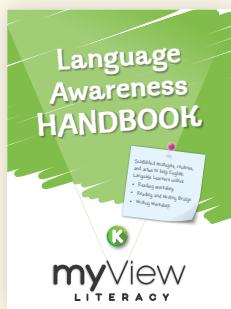
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



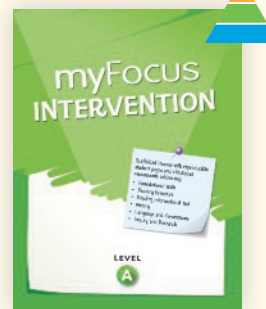
Reading Routines  
Companion



Small Group  
Professional  
Development Guide



Language  
Awareness  
Handbook

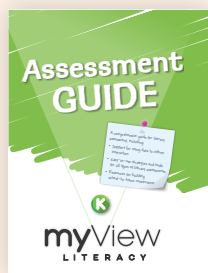


myFocus Intervention  
Teacher's Guide

### Printables Include:

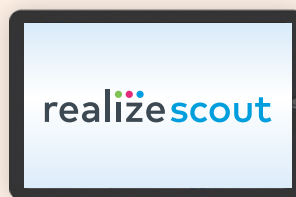
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## Assessment & Reporting



Assessment  
Guide

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



Realize Scout  
Observational Tool

### SAVVAS literacy Screener & Diagnostic Assessments

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

# An Instructional Model for Today's Classroom

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



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



## Foster a Love of Reading

### Student Interactive

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

### Mentor STACK



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

### Read ALOUD



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

### BOOK CLUB

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

*\*Titles are subject to change.*





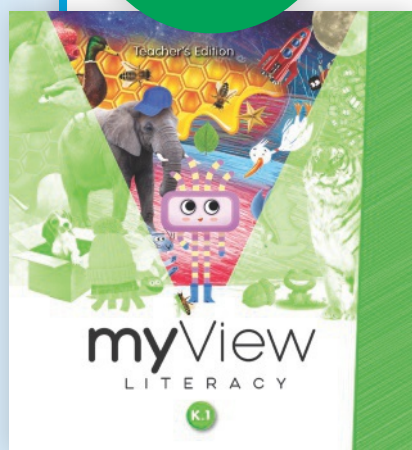
# A Continuum of Resources to Meet the Needs of Your Students



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

## LEVEL OF SUPPORT

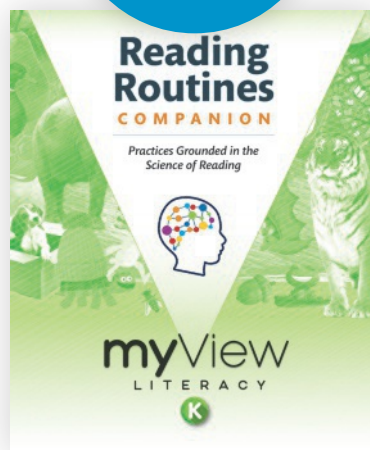
### Teacher's Edition



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

Whole group lessons with corresponding small group differentiated instruction.

### Reading Routines Companion



### Reading Routines Companion (K-5)

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

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



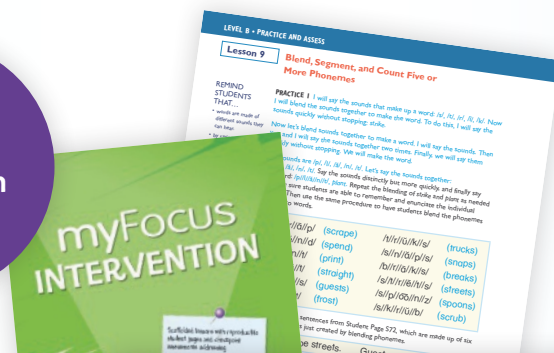
SuccessMaker



## SuccessMaker®

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

myFocus Intervention

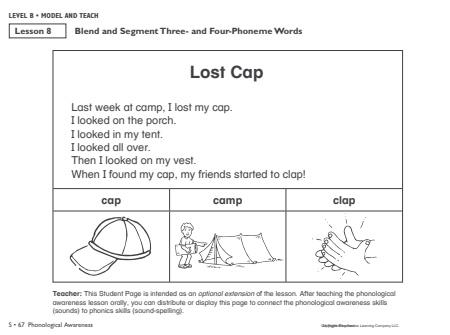


## myFocus Intervention

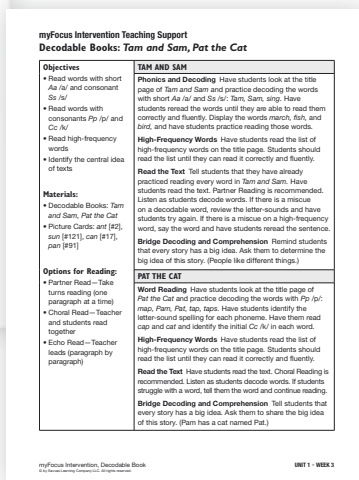
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

Lessons follow a routine of:

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



myFocus Reader



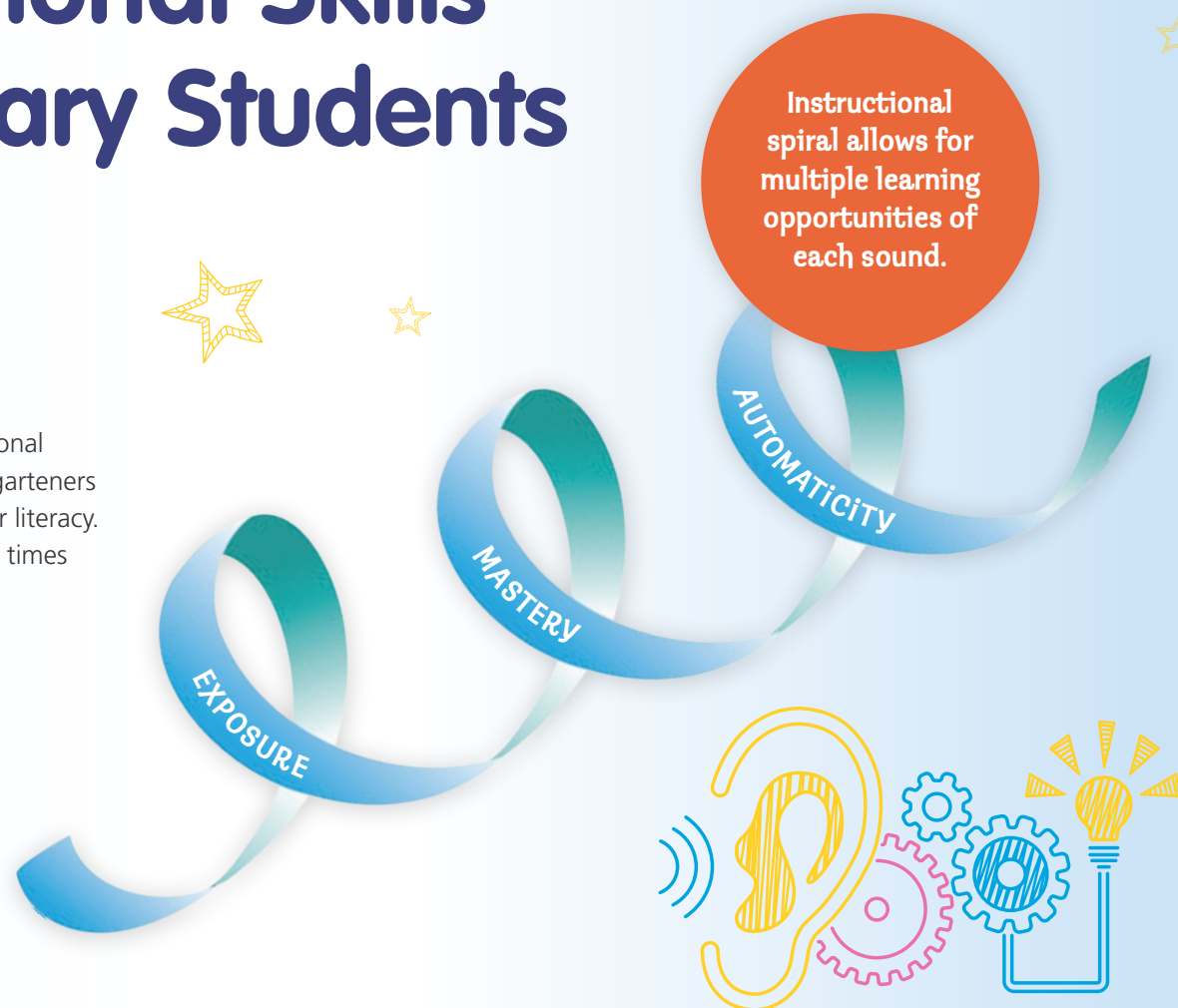
## myFocus Reader

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

# Foundational Skills for Primary Students

## Phonological to Phenomenal

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



### Sequence of Instruction

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

#### EARLY

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

#### BASIC

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

#### ADVANCED

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

# Connected Phonics and Spelling

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

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

## Word Work

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

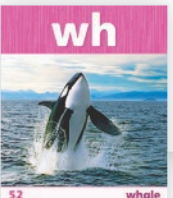
**ADDITIONAL PRACTICE**  
For additional student practice with consonant digraphs and trigraphs, use *Phonics*, p. 137 from the *Resource Essentials Center*.

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

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

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

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



132 UNIT 2 • WEEK 1

**myView Digital** **NOVEMBER**

**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**

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

**APPLY** Say each picture name. Highlight the digraph or trigraph in each picture name. **Turn, talk, and share** with a partner.

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

**STUDENT INTERACTIVE, p. 16**

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

**FOCUS** 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.

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

**have fun when they catch!**

The Art and

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

## Spelling Spell Words with Digraphs and Trigraphs

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

**LESSON 2**

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

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

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

**SPELLING WORDS**

catch	inch
check	match
chip	whale
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 Review: Spell Words with Long e Spelled at the

**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**  
broke game lake  
Date Jane Kate  
Rimes Kate mile

**Consonant Digraph sh**  
shade smash

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

**Decodable Reader**

## The Bravest

Written by Ramona Vargas

14

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

**Words**  
know others  
live they  
move what

105

### Decodable Stories (K-1)

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

### Decodable Readers (K-3)

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

**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
do	a	from
they	would	there
one	whole	

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

69

# Purposeful Assessments, Powerful Results

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

## Formative Assessments – Daily/Weekly

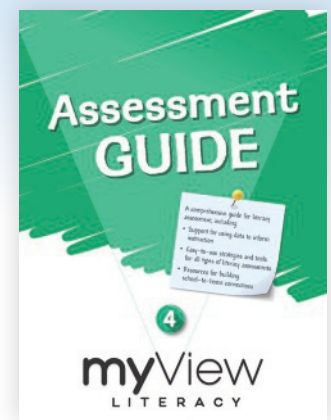
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## Unit Assessments – 5x Year

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

## Summative Assessments – 3x Year

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



### Data-Driven Assessment Guide

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

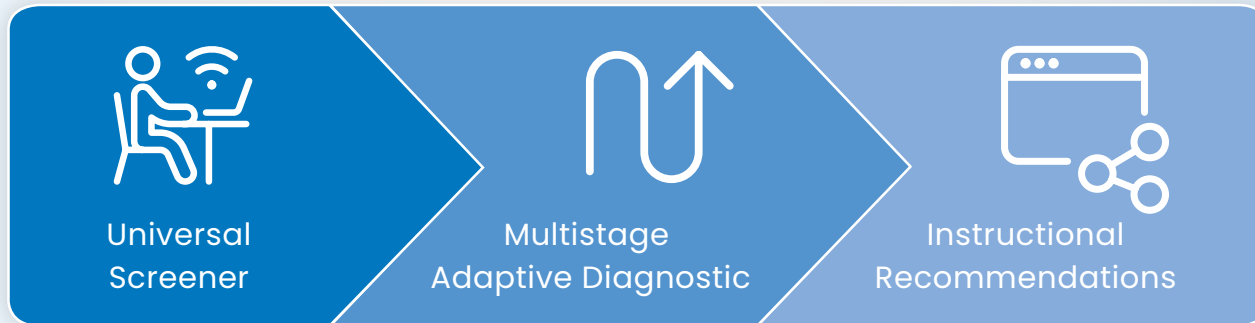
### Test Preparation (Grades 2–5)



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

# SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

Student data connects skills to instructional supports and resources.

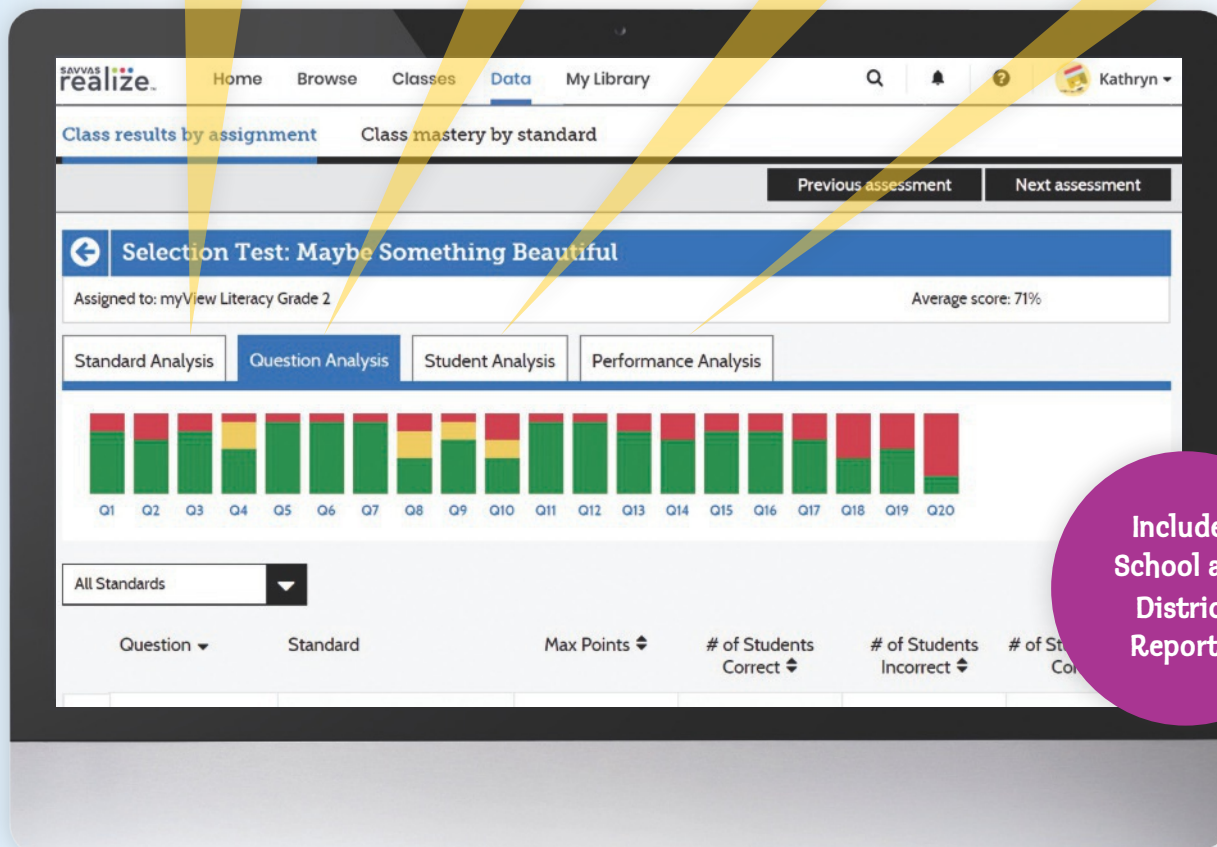


**See progress by standard.**

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

**Focus on individual student performance.**

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



## Intuitive Data Reporting

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

**Includes School and District Reports.**



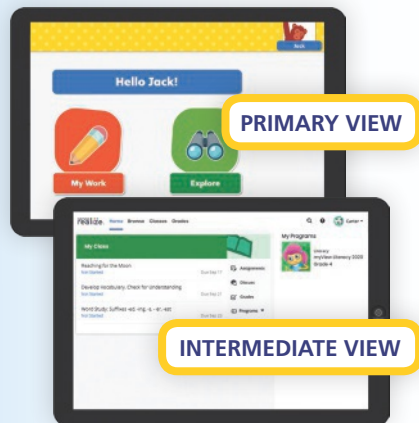
# The Digital Difference



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

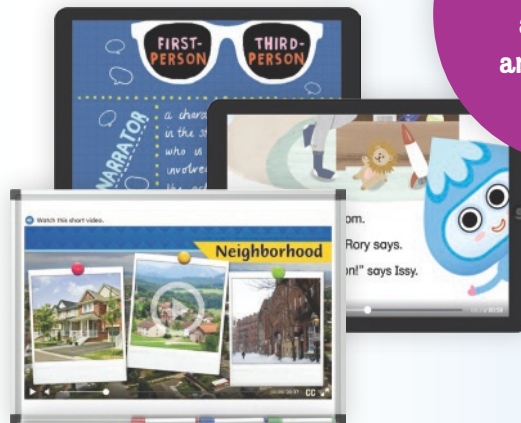
## The Student Experience

High-Interest resources capture attention and increase learning.



### Adaptive Dashboard

Adjust student view for ease of use!



### Engaging Videos

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

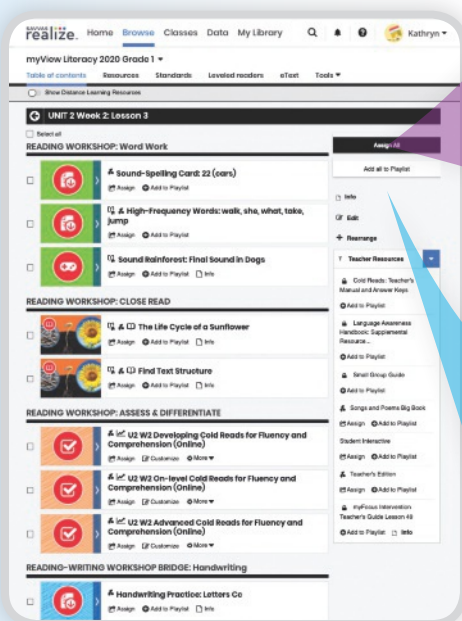


### Digital Games

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

## The Teacher Experience

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



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

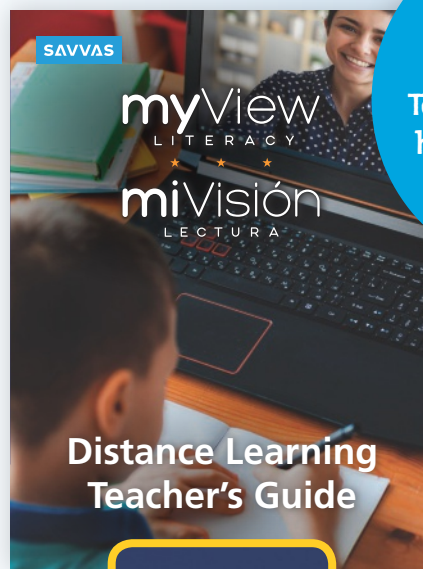
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



# Engaged, Motivated Classrooms

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



## Social-Emotional Learning

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



## Inclusive and Equitable Instruction

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

## Professional Learning and Program Implementation

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



### Program Activation

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

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

### Jump-start Your Teaching!

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

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



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

### Live Instructional Coaching Chat

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

### On-Demand Training Library

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

### Teacher Webinars

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



UNIT THEME

# Living Together

## Essential Question

What do living things need?



SAVVAS  
**realize**<sup>™</sup>

Go ONLINE for all lessons.

myView  
Digital



REALIZE  
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



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ASSESSMENT

# Spotlight on Informational Text



## WEEK 1



***Animals on the Move*** pp. T14–T69

Informational Text

by Ron Fridell

**WEEKLY QUESTION** Why do some animals move from place to place?

## WEEK 2



***From Nectar to Honey*** pp. T70–T125

Informational Text

by Christine Taylor-Butler

**WEEKLY QUESTION** How do some living things make what they need?

## WEEK 3



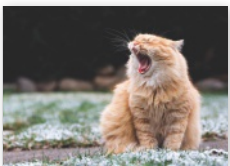
***Do We Need This?*** pp. T126–T181

Fiction

by Guadalupe V. Lopez

**WEEKLY QUESTION** How do we know what we need?

## WEEK 4



***Open Wide!*** pp. T182–T237

Informational Text

by Ana Galán

**WEEKLY QUESTION** How do different animals eat their food?

## WEEK 5



***Run, Jump, and Swim*** pp. T238–T293

Persuasive Text

by Kimberly Feltes Taylor

**WEEKLY QUESTION** Why is exercise important?

## WEEKS 1–5

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

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

**PROJECT-BASED INQUIRY** pp. T422–T453





UNIT THEME

# Living Together

## Essential Question

What do living things need?

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

WEEK  
**1**

## Animals on the Move

Why do some animals move from place to place?

BOOK CLUB

WEEK  
**2**

## From Nectar to Honey

How do some living things make what they need?

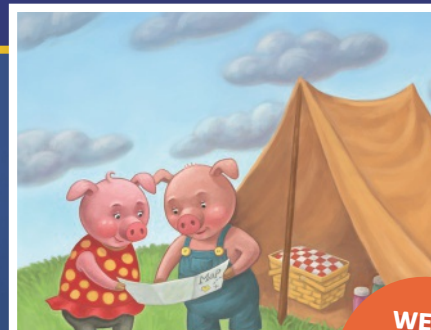


BOOK CLUB

WEEK  
**3**

## Do We Need This?

How do we know what we need?

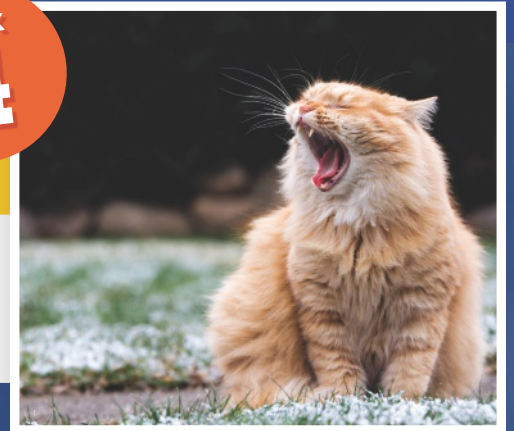




## Open Wide!

WEEK  
4

How do different animals eat their food?



WEEK  
5

## Run, Jump, and Swim

Why is exercise important?



## Project

WEEK  
6



### Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "Living Together" in the **WEEK 6 PROJECT: Get a Pet!**

UNIT THEME

# Living Together

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Informational Text



Animals on the Move

Identify the main idea to understand informational text.

Informational Text



From Nectar to Honey

Use text structure to ask and answer questions about informational text.

Fiction



Do We Need This?

Make personal connections to characters in literary text.

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

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

BOOK CLUB SEL

*Foxes* by Alma Flor Ada

What can we learn about how animals live together?

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 reading and writing informational text through:

- Pre-Spelling
- Language & Conventions

## UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others to learn about living things.

### READING WORKSHOP

- Read informational text and understand its elements.

### READING-WRITING WORKSHOP BRIDGE

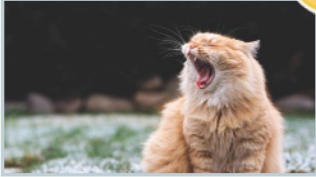
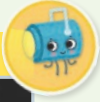
- Use language to make connections between reading and writing informational texts.

### WRITING WORKSHOP

- Use elements of informational text to write informational list books.

## WEEK 4

### Informational Text



#### Open Wide!

Use text features to make and confirm predictions about informational text.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing fiction through:

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

Choose Your Book.

What can we learn about living things?

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

## WEEK 5

### Persuasive Text



#### Run, Jump, and Swim

Use text structure to find important details in persuasive text.

Publish, celebrate, and assess informational writing.

Bridge reading and writing informational text through:

- Pre-Spelling
- Language & Conventions

## WEEK 6

### Inquiry and Research



#### Get a Pet!

### FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

### Project-Based Inquiry

- Generate questions for inquiry
- Research animals that can be pets
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect



# UNIT 2 SKILLS OVERVIEW

## UNIT THEME

# Living Together

### WEEK 1

Informational Text



Animals on the Move

### WEEK 2

Informational Text



From Nectar to Honey

### WEEK 3

Fiction



Do We Need This?

READING WORKSHOP	Foundational Skills	Phonological Awareness: Initial and Final Sounds; Segment and Blend Phonemes	Phonological Awareness: Segment and Blend Phonemes; Alliteration; Initial and Final Sounds	Phonological Awareness: Identify Words; Segment and Blend Phonemes
		Phonics: Consonants <i>Dd /d/</i> and <i>Kk /k/</i>	Phonics: Short <i>Oo /o/</i> ; Consonant <i>Ff /f/</i>	Phonics: Consonants <i>Hh /h/</i> and <i>Ll /l/</i>
		High-Frequency Words: <i>are, that, of</i>	High-Frequency Words: <i>they, you, do</i>	High-Frequency Words: <i>one, two, three</i>
	Minilesson Bank	Infographic: Time to Move!	Infographic: Making a Place to Live	Diagram: Eating Well
		Informational Text: <i>Animals on the Move</i>	Informational Text: <i>From Nectar to Honey</i>	Fiction: <i>Do We Need This?</i>
		Words that Name Different Animals	Words that Tell About Bees	Words that Name What We Need
Find Main Idea and Supporting Details		Find Text Structure	Identify and Describe Characters	
Make Inferences About Main Ideas		Ask and Answer Questions About Text Structure	Make Connections Between Personal Experiences and Characters	
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	Antonyms	Context Clues
	Handwriting	Write the Letters <i>Tt</i> and <i>Oo</i>	Write the Letters <i>Cc</i> and Words	Write the Letters <i>Aa</i> and <i>Dd</i>
	Read Like a Writer/Write for a Reader	Question-and-Answer Text Structure	Visualize	Analyze Third-Person Text
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure
	Minilesson Bank	Informational List Books	Compose a Title	Graphics
		Main Idea and Details in Informational List Books	Explore Main Idea	Explore Words and Sentences
		Simple Graphics in Informational List Books	Apply Main Idea	Apply Words and Sentences
		Generate Ideas for List Books	Explore Details	Explore Organize Ideas
		Plan List Book	Apply Details	Apply Organize Ideas
READING-WRITING WORKSHOP BRIDGE	Pre-Spelling	Rhyming Sort	Rhyming Sort	Rhyming Sort
	Language & Conventions	Adjectives and Articles	Adjectives and Articles	Present-Tense Verbs

# Essential Question

What do living things need?

## WEEK 4

### Informational Text



#### Open Wide!

Phonological Awareness: Segment and Blend Onset and Rime; Initial and Final Blends; Rhyming Words

Phonics: Consonant *Gg* /g/; Initial and Final Consonant Blends

High-Frequency Words: *four, five, here*

Infographic: How Anteaters Eat

Informational Text: *Open Wide!*

Words That Name Different Animals

Find Text Features

Make and Confirm Predictions About Text Features

Talk About It: Oral Response to Informational Text

Word Parts

Write the Letters *Ee* and *Ff*

Writer's Craft

#### Writer's Craft

Edit for Singular and Plural Nouns

Explore Edit for Capitalization

Apply Edit for Capitalization

Explore Edit for Adjectives

Apply Edit for Adjectives

Rhyming Sort

Verbs

## WEEK 5

### Persuasive Text



#### Run, Jump, and Swim

Phonological Awareness: Medial Sounds; Initial Sounds; Rhyming Words

Phonics: Short *Ee* /e/; Consonants *Ww* /w/ and *Yy* /y/

High-Frequency Words: *go, from, yellow*

Poem: Let's Exercise!

Persuasive Text: *Run, Jump, and Swim*

Words That Can Name Actions

Find Text Structure

Find Important Details Using Text Structures

Write to Sources: Respond to Persuasive Text

Oral Language

Write Words and the Letters *Gg*

Supporting Points in a Text

#### Publish, Celebrate, and Assess

Edit for Prepositions

Edit for Capitalization

Prepare for Celebration

Celebration

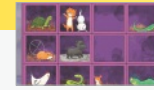
Assessment

Rhyming Sort

Future-Tense Verbs

## WEEK 6

### Inquiry and Research



#### Get a Pet!

#### Foundational Skills

Phonological Awareness: Rhyming Words

Phonics: Word Families *-op, -ot, -en, -et*

High-Frequency Words: *blue, green, what*

Compare Across Texts: Living Together

Inquire: What Pets Need

Academic Vocabulary

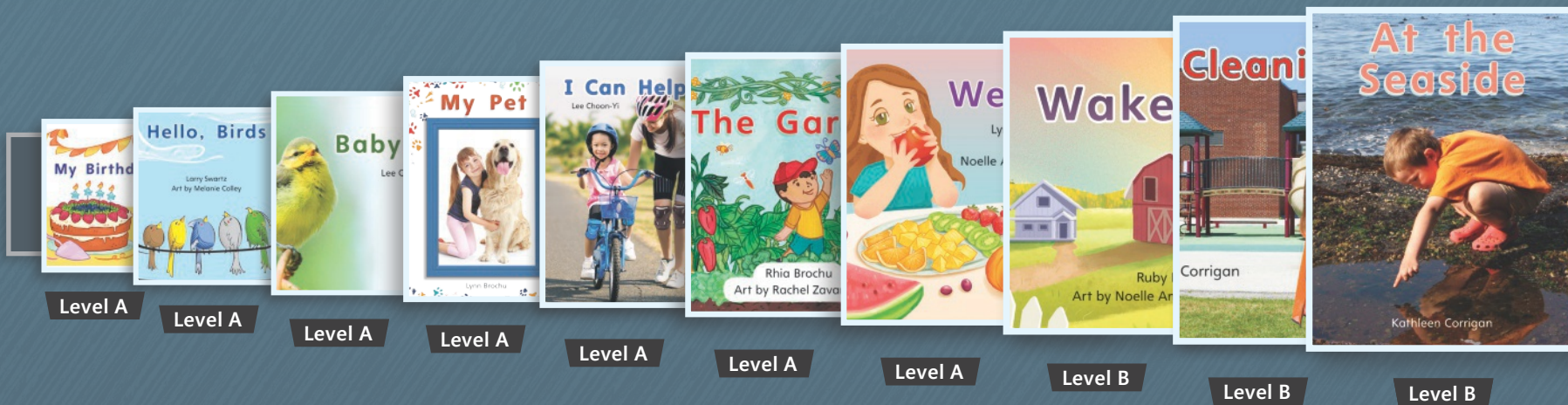
Explore and Plan: Introduce Informational Writing

Conduct Research: Sources

Collaborate and Discuss: Revise and Edit

Celebrate and Reflect

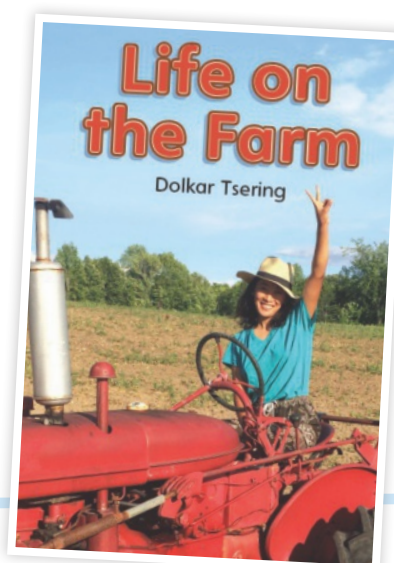
# UNIT 2 LEVELED READERS LIBRARY



## LEVEL A

### Leveled Readers for Unit 2

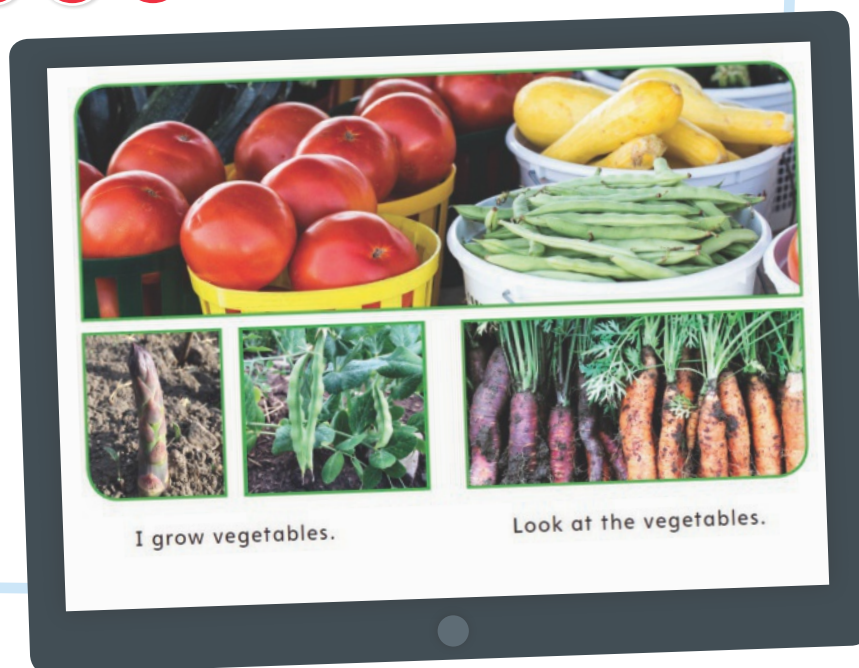
- Unit 2 guided reading levels range from Level A through Level D.
- Readers align to the unit theme, Living Together, and to the unit Spotlight Genre, Informational Text.
- See the “Matching Texts to Learning” pages each week for suggested texts and instruction aligned to the week’s instruction and genre.

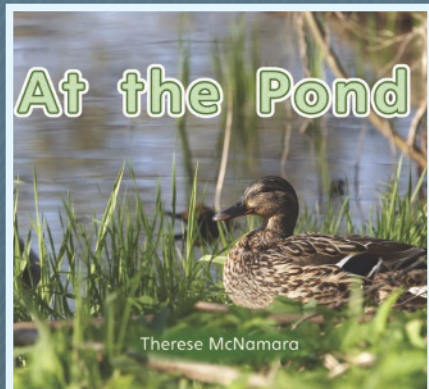


### Complete Online Access to the Grade K Leveled Library

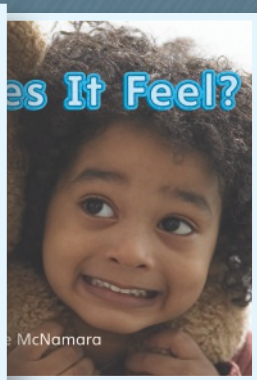


- A range of levels from Level A through Level D
- A variety of fiction and nonfiction genres
- Text structures and features aligned to the continuum of text levels
- Readers provide audio and word-by-word highlighting to support students as they read
- Leveled Reader Search functionality in SavvasRealize.com

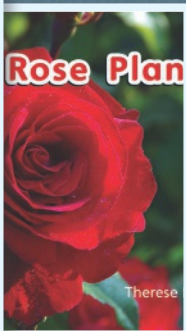




Level B



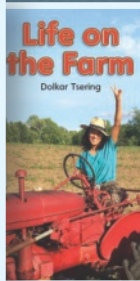
Level B



Level B



Level C



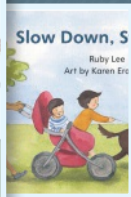
Level C



Level C



Level D



Level D



Level D

LEVEL D

## Teaching Support

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

### Guided Reading

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

### Differentiation

- Support for ELLs
- Language Development Suggestions

### Guided Writing

- Prompts for Responding to Text

LEVELED  
READER  
TEACHER'S  
GUIDE



See the **Small Group Guide for**

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



SMALL GROUP  
GUIDE



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myView  
LITERACY

A roadmap to take small groups from good to great!

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# Living Together

## OBJECTIVES

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


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

Recognize characteristics of multimedia and digital texts.

Ask questions about organisms, objects, and events observed in the natural world.

## Essential Question

Introduce the Essential Question for Unit 2: *What do living things need?* Tell students they will read many texts to learn about the different things that plants and animals need. Explain that reading texts in a variety of genres is important; each author gives different information and writes about the theme in a different way.

**Watch the Unit Video** Tell students that a multimedia text can use both sound and pictures. A video is a multimedia text. Have students pay attention to the sound and pictures as they watch “Buzz, Buzz, Buzz!” 

**TURN, TALK, AND SHARE** Tell partners to discuss what they learned about living things by watching the video. Use the following questions to guide their discussions.

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

STUDENT INTERACTIVE, pp. 8–9



**UNIT 2**

# Living Together

**Essential Question**

**What do living things need?**

**Watch**

“Buzz, Buzz, Buzz!” and see what you can learn about what bees need.



**TURN and TALK**

What do bees need?

**Spotlight on Informational Text**

Reading Workshop	
	<b>Infographic: Time to Move!</b> <b>Animals on the Move</b> ..... Informational Text by Ron Fridell
	<b>Infographic: Making a Place to Live</b> <b>From Nectar to Honey</b> ..... Informational Text by Christine Taylor-Butler
	<b>Diagram: Eating Well</b> <b>Do We Need This?</b> ..... Fiction by Guadalupe V. Lopez
	<b>Infographic: How Anteaters Eat</b> <b>Open Wide!</b> ..... Informational Text by Ana Galán
	<b>Poem: Let's Exercise!</b> <b>Run, Jump, and Swim</b> ..... Persuasive Text by Kimberly Feltes Taylor

**Reading-Writing Bridge**

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

**Writing Workshop**

- Plan Your List Book • Compose Details • Organize Ideas ..... Informational Text
- Edit for Adjectives • Publish and Celebrate

**Project-Based Inquiry**

- Inquire • Research • Collaborate

**ELL Targeted Support Take Notes** Play the video “Buzz, Buzz, Buzz!” and have students demonstrate listening comprehension of increasingly complex English by taking notes in response.

Focusing on words in the video, find online pictures for support. Hold up each picture while using the word in a sentence. Then have students draw the images to take notes. **EMERGING**

Ask students simple, specific questions such as **What do bees need?** Using picture supports as needed, have students write their answers to take notes. **DEVELOPING**

Ask students to share and discuss the facts in the video. Then have students work in pairs to take notes about two or three facts they learned. **EXPANDING**

Have partners take turns asking questions about the facts in the video and writing their responses to take notes. **BRIDGING**

## Independent Reading

**Self-Select Texts** Read aloud pp. 10–11 in the *Student Interactive*. Remind students to choose a book that is neither too hard nor too easy to read. Then have students:

- Self-select texts about things they enjoy or are interested in.
- Demonstrate how to hold and handle the book, where to start reading, and how to put the book away upon completion of reading.
- Complete the reading log.

STUDENT INTERACTIVE, pp. 10–11

**UNIT 2**

INDEPENDENT READING

**Read Together**

**Independent Reading**

Follow these steps to read on your own!

1. Choose a book.
2. Start at the front cover.
3. Turn the pages gently.
4. Put the book back when you are finished.




Directions Tell students they should choose a book that does not look too easy or too hard. Discuss how to handle a book properly. Say: *Make sure you are holding the book right side up. When you finish a page, turn gently to the next page.* Have students practice the skills as they self-select and interact independently with text.

**My Independent Reading Log**

Date	Book	Pages Read	My Ratings
			  
			  
			  
			  

Directions Have students complete the chart to tell about their independent reading.

# UNIT 2

## INTRODUCE THE UNIT

### OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Identify real-life connections between words and their use.

### ELL Language Transfer

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

- depend : *dependier*

### Word Wall

Begin an Academic Vocabulary Word Wall for display. Add to the Word Wall as you generate new vocabulary related to the theme throughout the unit.

## Unit Goals

- Read aloud to students the bulleted list of goals on p. 12 in the *Student Interactive*.
- Have students color in the shape next to each goal as it is being read aloud.

As a class, discuss the difference between a living and nonliving thing. Look at the pictures on p. 12 for examples.

**MyTURN** Ask students to circle the living things in the box.

## 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 discuss living things. Tell students to turn to p. 13 in the *Student Interactive*. Read the words and sentences aloud. Then use the EXPAND and ASK questions below for each word. Have students respond using the newly acquired Academic Vocabulary as appropriate.

**Expand:** To **grow** is to get bigger or change.

**Ask:** Name an animal. How does it **grow**?

**Expand:** People **need** water and food to live.

**Ask:** What do plants **need** to live?

**Expand:** When we **share** objects, everyone takes turns using things.

**Ask:** What can you **share** in the classroom?

**Expand:** People **depend** on plants for food.

**Ask:** How do plants **depend** on people?

**TURN, TALK, AND SHARE** Call attention to the picture on p. 13. Tell students to talk about the picture with a partner, using the Academic Vocabulary words.



### 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 for more professional development on research-based best practices.

**ELL Targeted Support Learn Academic Vocabulary** Help students to learn Academic Vocabulary words heard during classroom instruction and interactions.

Use the Language Transfer note in the side column to help Spanish speakers understand the meaning of the Academic Vocabulary word *depend*. Say the other Academic Vocabulary words aloud to students. Then have them draw what they think the words mean. **EMERGING**

Review the four Academic Vocabulary words aloud with students and then write the “ask” questions from the oral vocabulary routine on the board. Have student pairs discuss the questions, using and reusing the Academic Vocabulary words as much as possible. **DEVELOPING**

Have student pairs take turns reading the context sentences on p. 13. Then have them take turns asking and answering the “ask” questions from the oral vocabulary routine. Challenge them to provide more detail in their answers, and have them use and reuse the Academic Vocabulary words in their answers to reinforce word meanings. **EXPANDING**

Have student volunteers take turns teaching one of the four Academic Vocabulary words to the rest of the class. Offer guidance as needed. **BRIDGING**

STUDENT INTERACTIVE, pp. 12-13


**UNIT 2** INTRODUCTION **Read Together**

### Unit Goals

In this unit, you will

- read informational texts
- write an informational text
- learn about living things

**MY TURN** Circle living things.




**12** **Directions** Read the unit goals to students. Then discuss the difference between living and non-living things. Have students circle the pictures that show living things.

**Academic Vocabulary** **Read Together**

grow	need	share	depend
------	------	-------	--------

Animals **need** food to **grow**.  
Some animals **share** food with each other.  
They **depend** on one another.

**TURN and TALK** Talk about the picture.



**13** **Directions** Read the Academic Vocabulary words and the sentences to students. Say: You can use words you learn to talk about ideas and texts. Have students use the newly acquired Academic Vocabulary to talk about the picture with a partner.



# 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.
- I can use words to tell about informational text.
- I can write an informational text.

#### SEL SOCIAL-EMOTIONAL LEARNING

### ✓ Assessment Options for the Week

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

### Materials

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

#### LESSON 1

##### READING WORKSHOP

###### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonological Awareness: Initial and Final /d/
  - » Phonics: Introduce Dd
  - » High-Frequency Words

###### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “How Animals Find Their Way” T22–T23
- Informational Text T24–T25
  - ✓ Quick Check T25

##### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters Tt T26–T27

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T31
- Strategy Groups, 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 Text T304–T305
  - » List Book
  - » Share Back

###### INDEPENDENT WRITING

- List Book T305
- Conferences T302

##### WRITING BRIDGE

- Language & Conventions: Spiral Review: Singular and Plural Nouns T306–T307

**FLEXIBLE OPTION**

#### LESSON 2

##### READING WORKSHOP

###### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Read and Write Words with Dd
    - ✓ Quick Check T33
  - » High-Frequency Words

###### SHARED READ

- Introduce the Text T34–T39
  - » Preview Vocabulary
  - » Print Awareness: Sentences
  - » Read: *Animals on the Move*
- Respond and Analyze T40–T41
  - » My View
  - » Develop Vocabulary
    - ✓ Quick Check T41
  - » Check for Understanding

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

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

###### INDEPENDENT/COLLABORATIVE

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

##### WRITING WORKSHOP

###### MINILESSON

- Informational Text T308–T309
  - » List Book: Main Idea & Details
  - » Share Back

###### INDEPENDENT WRITING

- List Book T309
- Conferences T302

##### WRITING BRIDGE

- Pre-Spelling: Rhyming Sort T310
- Language & Conventions: Oral Language: Adjectives T311

**FLEXIBLE OPTION**

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T46–T47
  - » Phonological Awareness: Final /k/
  - » Phonics: Introduce *Kk*
  - » High-Frequency Words

#### CLOSE READ

- Main Idea and Supporting Evidence T48–T49
- Close Read: *Animals on the Move*
  - ✔ **Quick Check** T49

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Question and Answer Text Structure T50–T51
- Handwriting: Letters *Oo* T50–T51

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

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

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T312–T313
  - » List Book: Simple Graphics
  - » Share Back

#### INDEPENDENT WRITING

- List Book T313
- Conferences T302

### WRITING BRIDGE

- Language & Conventions: Teach Adjectives and Articles T314–T315

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T54–T55
  - » Phonics: Read and Write Words with *Kk*
    - ✔ **Quick Check** T55
  - » Decodable Story: Read *The Kid* T56–T57

#### CLOSE READ

- Make Inferences T58–T59
- Close Read: *Animals on the Move*
  - ✔ **Quick Check** T59

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T63
- Strategy Groups and Intervention Activities T60, T62
- Fluency T62
- ELL Targeted Support T60, T62
- Conferring T63

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T61
- Independent Reading T63
- Literacy Activities T63

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T316–T317
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- List Book T317
- Conferences T302

### WRITING BRIDGE

- Language & Conventions: Practice Adjectives and Articles T318–T319

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T64–T65
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Review *Dd* and *Kk*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T66–T67
  - » Talk About It
    - ✔ **Quick Check** T67
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T69
- Strategy Groups, Intervention, and On-Level/Advanced Activities T68
- ELL Targeted Support T68
- Conferring T69

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69

**BOOK CLUB** T69 **SEL** →

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T320
  - » Plan Your List Book
  - » Share Back

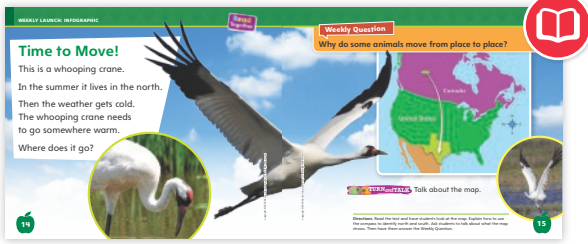
#### INDEPENDENT WRITING

- **WRITING CLUB** T320–T321 **SEL** →
- Conferences T302

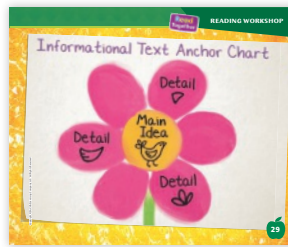
### WRITING BRIDGE

- Language & Conventions: Standards Practice T322–T323 **FLEXIBLE OPTION** ↩

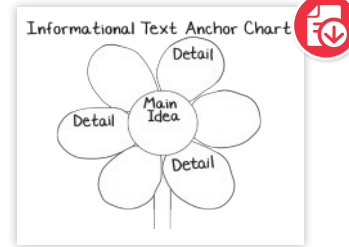
# Materials



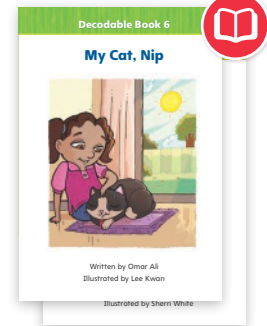
**INFOGRAPHIC**  
"Time to Move!"



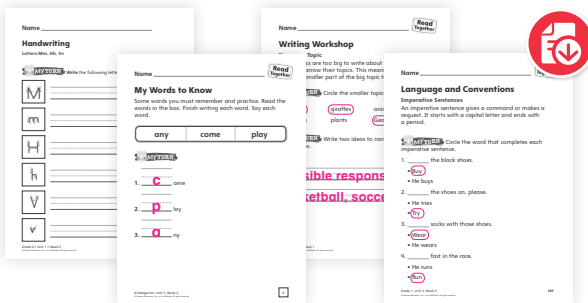
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



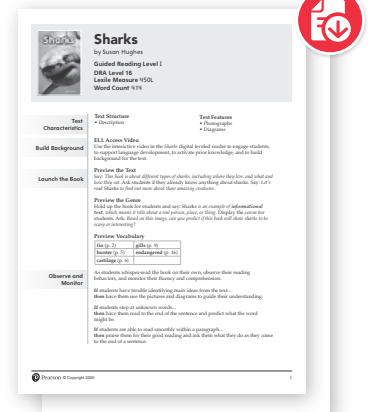
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELLED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

of  
are  
that

### Develop Vocabulary

butterflies  
geese  
whales

### Unit Academic Vocabulary

grow  
need  
share  
depend

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**

**Read Aloud**

Tell students that they will listen to an informational text called "How Animals Find Their Way." Have students ask and answer questions about key details in the read-aloud. Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud and to ask for clarification if something is not understood.

**START-UP**

**READ-ALoud ROUTINE**

**Purpose** Have students listen actively for elements of informational text, such as the main idea and details.

**READ** the article text aloud without stopping for the Think Aloud routine.

**RESPOND** the article text aloud to model Think Aloud strategies related to the genre.

**ELL Language Transfer**

**Objective** List the names of animals in the Read Aloud.

**Activities**

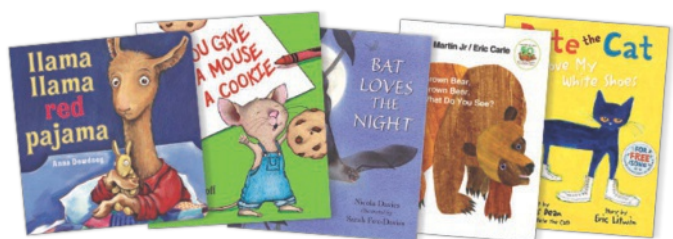
- region: animal
- animal: animal
- animal: animal
- animal: animal
- animal: animal
- animal: animal
- animal: animal
- animal: animal

**How Animals Find Their Way**

Animals often move, or migrate, from one area to another in order to find food or shelter in the winter. They will go back to the same area every year. But how do they find their way?

Different animals use different ways to find their way from their summer home to their winter home and back.

Animals that travel during the day use the sun as a guide, or compass. Animals that travel at night use the stars as a guide. Other animals, like birds and some sea animals, use a magnetic force that is given off by the North and South Poles.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**INTENT**

**Interactive Read Aloud**

- Increase students' comprehension.
- Increase students' reading fluency and expression.
- Provide an opportunity to model fluency and expression reading.
- Foster a love and enjoyment of reading.

**PLANNING**

- Select a book from the Read Aloud Trade Book Library or the school or classroom library.
- Identify the key idea of the story.
- Determine the Teaching Point.
- Write open-ended questions and model Think Alouds on sticky notes and place them back of the page where you plan to stop in the story.

**BEFORE READING**

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Discuss the title or cover of the story.
- Explain your knowledge and/or personal background necessary for understanding.
- Discuss the vocabulary necessary for understanding.

**DURING READING**

- You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questions for a second time through the story.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use Think Alouds to model strategies related to the teaching point to increase comprehension and correct meaning from text.
- Use sticky notes to capture students' own experiences, how they have used the strategy in the past, or the words.

**AFTER READING**

- Summarize and ask students to share thoughts about the story.
- Student answer comprehension by writing the main or big idea of the story.
- Draw and write a Student Response Form available on Read.com.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

**READ ALOUD**  
"How Animals Find Their Way"



**SHARED READ**  
*Animals on the Move*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T458-T463

**Mentor STACK**

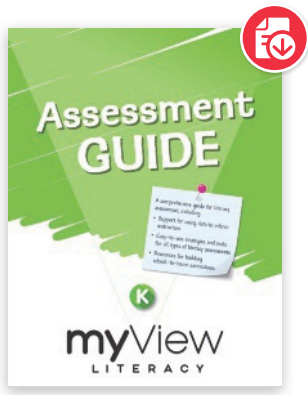
Writing Workshop T301

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



ASSESSMENT GUIDE

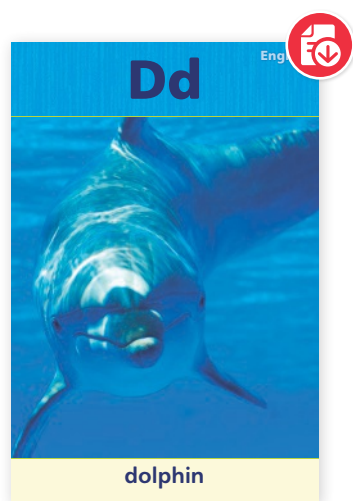
# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T38 for a *Dd* extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Initial and Final /d/

**FOCUS AND MODEL** Tell students that today they will learn a new sound. Listen carefully as I say the new sound: /d/ /d/ /d/. The sound /d/ is made by placing your tongue behind your top teeth, then pushing air through, making the sound /d/. Show students how to make the sound /d/ and have them practice it. Try saying the sound /d/ several times.

**SEE AND SAY** Have students turn to p. 16 in the *Student Interactive*. Point to the picture of the dog. Listen to the sounds as I say this word: /d/ /o/ /g/. The first, or initial, sound in the word *dog* is /d/. Name each picture in the first row on p. 16 and have students circle the picture words with the initial sound /d/ like *dog*. Repeat this process for picture words that end with the sound /d/ in the second row.

## Phonics: Introduce *Dd*

### Minilesson

**FOCUS** Hold up the Alphabet Card for *Dd* and point to the picture of the dolphin. Have students say *dolphin* with you. Let's say the sound at the beginning of the word: /d/ -*olphin*. The beginning sound /d/ is spelled with the letter *d*. Point to the letters *Dd* on the Alphabet Card. Tell students the word *dolphin* begins with the sound /d/, so it begins with the letter *d*.

**MODEL AND PRACTICE** Write the letters *Dd* on the board. Have students turn to p. 17 in the *Student Interactive* and trace the letters on the first line. Tell students that you will say a group of words that will either have the beginning or ending sound /d/. Have students listen for the sound /d/ and trace the letter in the air as you say each word that includes the sound /d/. Use the following words, emphasizing the sound /d/: *dog, bed, dinosaur, mad, pad, dime, dance, lid*.

**APPLY MyTURN** Have students look at p. 17 in the *Student Interactive*. Point to the letter *d* and tell me the sound it spells. Now we will circle each picture name that begins or ends with /d/. Say the picture name *dot*, emphasizing the initial sound: /d/ /d/ /d/ /o/ /t/. Does the word for this picture begin with the sound /d/? Yes, it does, so we will circle it. Instruct students to complete the activity.

**ELL Targeted Support** Practice the Sounds /d/ and /t/ Tell students that they have just learned the sound /d/, and they previously learned the sound /t/. *The sounds /d/ and /t/ are very similar, so we are going to work on them together.* Have students listen as you say the following words one at a time, emphasizing the sounds /d/ and /t/: *do, ten, lid, dot, bad, cat.*

Say the words again. Have students repeat each word after you. **EMERGING**

Say the words again. Have students repeat each word after you. After students have said all the words, have them tell you whether they hear the sound /d/ or /t/ in each word. Do any words have both sounds? **DEVELOPING**

Say the words again. Have students repeat each word after you. After students have said all the words, have them tell you whether they hear the sound /d/ or /t/ in each word. Have them tell you where they hear the sound in each word. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS

Display the high-frequency words *are, that, and of.*

- Point to the word *are* and read it.
- Have students point to the word *are* and read it.
- Repeat for *that* and *of*.

are

that

of

## STUDENT INTERACTIVE, pp. 16-17

### PHONOLOGICAL AWARENESS | PHONICS

### FOUNDATIONAL SKILLS

#### Initial and Final Sounds

**SEE and SAY** Circle



Tell students that images represent dog, box, door, desk.

**SEE and SAY** Underline



Tell students that images represent wood, bed, mop, red.

16

**Directions** Say: Listen to the sound at the beginning of this word: /d/-og. Dog has the sound /d/ at the beginning. Have students circle the picture words in the first row that begin with the sound /d/ like dog. Continue with the second row, asking students to underline the picture words that end with the sound /d/ like wood.

#### Consonant Dd

**MY TURN** Circle



Tell students that images represent dot, ball, dig, dog.



Tell students that images represent cat, sled, sad, bug.

**Directions** Tell students that the letter *d* makes the sound /d/. Say: You will see the letter *d* in words that have the /d/ sound. Model how to form the letters *D* and *d*. Have students trace the letters *Dd* and identify the sound *d* represents. Say: Now you will match the letter and the sound. Circle the picture words that begin or end with the sound for *d*.

17

# Interact with Sources

## OBJECTIVES

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

Identify events that have repeating patterns, including seasons of the year and day and night.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *What does the whooping crane need to move from its summer home to its winter home?*

- grow
- share
- need
- depend



Songs and Poems  
Big Book

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

## Explore the Infographic

Have students turn to p. 14 of the *Student Interactive*. Remind students of the Essential Question for Unit 2: *What do living things need?* Point out the Week 1 Question: *Why do some animals move from place to place?* Explain that this week students will learn why some animals move from place to place. Read aloud the heading.

Read aloud the text on p. 14 and have students follow along. Explain to them that animals sometimes move from place to place and that the whooping crane is one such animal. Then read the infographic "Time to Move!" Point out to students that during the winter it gets cold in the north, but it is warm in the south.

Use the following prompts to guide discussion:

- Ask students to predict where they think the whooping crane goes when it gets cold.
- Point to the map on p. 15. Explain how to use the compass rose to identify north and south.
- Explain that this map shows where the whooping crane lives in Canada. Have students point to this part of the map.
- Tell students that the map also shows where whooping cranes go when it gets cold. Have students point to this place on the map.

Have students ask questions about the infographic to clarify any information they do not understand.

**TURN, TALK, AND SHARE** Have students interact with sources by using the pictures and text on pp. 14–15 to talk about why whooping cranes move from place to place. Make sure students understand that they can use the map to see that the birds go south. Whooping cranes go to Texas when the weather gets cold.

**WEEKLY QUESTION** Read aloud the Week 1 Question: *Why do some animals move from place to place?* Ask students why the whooping crane moves from Canada to Texas each year. Point out that the answer to this question is in the text, which says "The whooping crane needs to go somewhere warm." Explain that there are other reasons that animals move and that students will read more about them this week.

**ELL Targeted Support Learning Techniques** Provide learning techniques, such as using pictures to acquire vocabulary, for students as you review the map and information about the whooping crane. Make sure students understand that a whooping crane is a kind of bird and that both words are the bird's name.

Use the learning technique of visual cues and actions to help students acquire new vocabulary. Point to Canada. Shiver and say the word *cold*. Point to Texas. Stop shivering and say the word *warm*. Have students repeat the words after you. **EMERGING**

Use visual learning techniques to help students acquire the words *cold* and *warm* and have students repeat the words after you. Have them point to the place that is cold on the map. Ask students why whooping cranes move from this place. Provide a sentence frame as needed: *They want to be \_\_\_\_\_*. **DEVELOPING**

Review the meaning of *cold*, *warm*, *north*, and *south*. Then have students use learning techniques by pointing to the place that is cold on the map. Ask basic one-word or yes-no questions to reinforce language acquisition, such as *Where do whooping cranes go when it is cold?* **EXPANDING**

Review the meaning of *cold*, *warm*, *north*, and *south*. Have students use the learning technique of discussion by talking to a partner about the map using these words. Provide sentence frames as needed: *When it is \_\_\_\_\_, whooping cranes move \_\_\_\_\_*. **BRIDGING**

STUDENT INTERACTIVE, pp. 14-15

WEEKLY LAUNCH: INFOGRAPHIC

**Read Together**

**Weekly Question** Why do some animals move from place to place?

**1**

### Time to Move!

This is a whooping crane.  
In the summer it lives in the north.  
Then the weather gets cold.  
The whooping crane needs to go somewhere warm.  
Where does it go?



**TURN and TALK** Talk about the map.

**Directions** Read the text and have students look at the map. Explain how to use the compass to identify north and south. Ask students to talk about what the map shows. Then have them answer the Weekly Question.

**14**

**15**



# Listening Comprehension

## OBJECTIVES

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


Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

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

## ELL Language Transfer

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

- animals : *animales*
- migrate : *emigrar*
- different : *diferente*
- guide : *guía*
- magnetic : *magnético*
- force : *fuerza*
- mountains : *montañas*
- lakes : *lagos*
- migration : *migración*

 **THINK ALOUD** Analyze **Informational Text** After you reread the first paragraph, say, *The main idea is often at the beginning. This first sentence tells information about animals. It says that some animals move from place to place. I think this text will mostly be about how animals know where to go. That is the main idea.*

## Read Aloud

Tell students that they will listen to an informational text called “How Animals Find Their Way.” Have students ask and answer questions about key details in the read-aloud. Encourage students to be active listeners by looking at you and thinking about what you are saying as you read aloud and to ask for clarification if something is not understood.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of informational text, such as the main idea and details.

**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.

## How Animals Find Their Way

Animals often move, or migrate, from one area to another in order to find food or shelter in the winter. They will go back to the same area every year. But how do they find their way?

Different animals use different ways to find their way from their summer home to their winter home and back.

Animals that travel during the day use the sun as a guide, or compass. Animals that travel at night use the stars as a guide. Other animals, like birds and some sea animals, use a magnetic force that is given off by the North and South Poles.



“How Animals Find Their Way,” continued

Some animals find their way the same way you do. They use landmarks like trees, mountains, rivers, and lakes to get from one place to another.

Scientists are still learning about animals and their migration patterns, but they believe that some animals use more than one way to find their way.



**THINK ALOUD** Analyze **Informational Text** After you reread this paragraph, say, *The last paragraph talks about how scientists are still learning more about animals. The text is about real people, places, and things. This is not a made-up story. Instead, the author wrote it to tell something about animals.*

## WRAP-UP

### How Animals Find Their Way

1. use the sun as a guide
- 2.
- 3.
- 4.

Use the chart to help students identify details that tell what animals use to find their way.

**ELL Targeted Support Understand Meaning** Read aloud “How Animals Find Their Way” slowly and discuss the meaning with students.

Reread the first sentence. Ask students what the sentence means. Use words and gestures to make sure that they know the meaning of the words *move*, *food*, *shelter*, and *winter*. Use physical responses to reinforce meaning. For instance, have students move about as they say the word *move*, pretend to eat as they say the word *food*, and shiver as they say *winter*. Then have students draw a picture to show the general meaning. **EMERGING**

Have small groups discuss the general meaning of the text. Then have groups share what they think the text is about. Provide sentence frames as needed: *This text is mostly about \_\_\_\_.* **DEVELOPING**

Have small groups discuss the text. Ask them to put the general meaning in their own words. Then ask them to remember as many of the ideas in the text as they can. Have groups take turns sharing details from the text with the rest of the group. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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





## SPOTLIGHT ON GENRE

## Informational Text

## LEARNING GOAL

I can read informational text.

## OBJECTIVE

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

LANGUAGE OF  
THE GENRE

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

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

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language as you discuss the main idea and details in an informational text.

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

FLEXIBLE OPTION  
ANCHOR CHARTS

To make your own anchor chart, begin by telling what an informational text is.

- Talk about what the text is about.
- Talk about the details that support the main idea.
- Add more details to the anchor chart as you learn.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that an informational text has a main, or central, idea and details. Knowing the parts of an informational text can help a reader better understand it.

- The main, or central, idea is what the text is mostly about. **An informational text has one big idea. That's the main idea.**
- The details are small pieces of information that tell more about the main idea. **An informational text has a lot of little ideas too. They tell more about the big idea. These little ideas are called details.**

Readers look for the main idea and details of a text. Knowing the main idea and details helps a reader better understand the text.

**MODEL AND PRACTICE** Point out the example on p. 28 of the *Student Interactive*. Read aloud the text. **I see that the first sentence tells the main idea, which is that birds have body parts that help them. The other sentences tell details, or pieces of information about two body parts. Their wings help them fly and their beaks help them to eat.**

**ELL Targeted Support Vocabulary** Provide support to help students use grade-level content-area vocabulary in context to internalize new English words. Display a picture of a bird.

Point to the parts of the bird, and have students repeat the body part after you. Reinforce meaning by using physical responses. For example, have students flap their “wings” when saying the word *wings*. **EMERGING**

Name each part of the bird as you point to it and have students repeat the words after you. Then ask volunteers to point to body parts as students say the words. **DEVELOPING**

Give clues about words based on the picture, such as: *These help the bird fly. What is the word?* Have students say the word. **EXPANDING**

Ask basic questions about the body parts, such as: *Which body part helps the bird fly?* Tell students to respond in a complete sentence: *A bird's wings help the bird fly.* **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify main idea and details.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about other things that might be part of an informational text about birds. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Texts** Have students draw a picture of the main idea of an informational text they are reading.

### QUICK CHECK

**Notice and Assess** Can students identify details that support a main idea in an informational text?

#### Decide

- **If students struggle**, revisit instruction for main idea and details in Small Group on pp. T30–T31.
- **If students show understanding**, extend instruction for main idea and details in Small Group on pp. TT30–T31.

## STUDENT INTERACTIVE, pp. 28–29

GENRE: INFORMATIONAL TEXT Read Together READING WORKSHOP

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

**SPOTLIGHT ON GENRE** Read Together

### Informational Text

An **informational text** tells details about a central, or main, idea.

**Main Idea** → Birds have body parts that help them.

**Details** → Their wings help them fly.  
Their beak helps them eat.

**TURN and TALK** Talk about other details that would be in an informational text about birds.

**28** Directions Read aloud the model text. Say: *The main idea is what the text is mostly about. Supporting evidence, or details, tell more about the main idea.* Have students identify the main idea and supporting evidence in the model text and think of other details an informational text about birds might tell.

**Informational Text Anchor Chart**

**29**

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# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about informational text.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Explore word relationships and nuances in word meanings.

## Related Words

### Minilesson

**FOCUS ON STRATEGIES** Remind students that word parts can be added to words to make related words. Related words are words that are connected in some way, such as having the same base word. Word parts can be added to the end of verbs, or action words, to make related words.

- To show something that already happened, you can sometimes add *-ed* to the end of a verb.
- To tell that one person or animal is doing something, you sometimes add *-s* to the end of a verb.

**MODEL AND PRACTICE** Write the word *jump* on the board. Have everyone stand up and jump. As you are jumping, say: *We jump*. Ask students what you just did. Add *-ed* to *jump* in a different color. *We jumped*. Ask one student to jump. Add an *-s* to the word *jump* in a different color. *[Matt] jumps*. Repeat this activity by writing words with and without word parts: *play/plays/played*. Ask students to identify the word part.

# Handwriting

## OBJECTIVE

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

## Letters Tt

**FOCUS** Show students the alphabet. Point out the letters *Tt*. The letter *t* is made from two straight lines—one vertical line that goes down (trace it with your finger) and a horizontal line that goes across.

**MODEL** Draw an uppercase *T* on the board as you explain how to make it. To make a capital *T*, you draw a line down. Then you pick up your pencil and draw a line across the top. Have students practice making a capital *T* in the air. Continue by modeling how to write lowercase *t*.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Read aloud the sentences on p. 45 in the *Student Interactive*. Have students circle the words with endings.

STUDENT INTERACTIVE, p. 45

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to tell about informational text.

**My Learning Goal**

### Academic Vocabulary

grow need share depend

**MYTURN** Circle

The bird shared some food last night.

Now it needs to find more.

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**Directions** Remind students that the endings *-s* and *-ed* can be added to the ends of some verbs. Read aloud the sentences one at a time. Ask students to circle the word in each sentence that has an ending added to it.

**PRACTICE** Have students use *Handwriting* p. 76 in the *Resource Download Center* to practice writing *Tt*.

Name \_\_\_\_\_

### Handwriting

Letters Tt

**MYTURN** Write

T

T

T

T

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

Kindergarten • Unit 2 • Week 1

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*Handwriting*, p. 76

# Matching Texts to Learning

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



LEVEL A

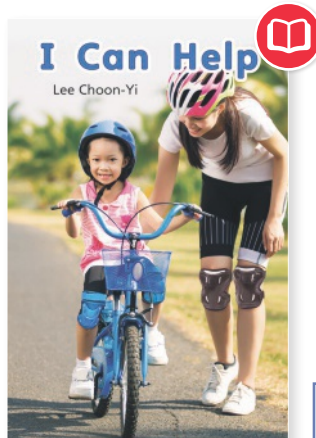
**Genre** Informational Text

**Text Elements**

- One line of text per page
- Familiar Content

**Text Structure**

- Simple Factual



LEVEL A

**Genre** Narrative Nonfiction

**Text Elements**

- Three words per page
- Familiar vocabulary

**Text Structure**

- Simple Factual



LEVEL A

**Genre** Narrative Nonfiction

**Text Elements**

- Four words per page
- Familiar vocabulary

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Informational Text

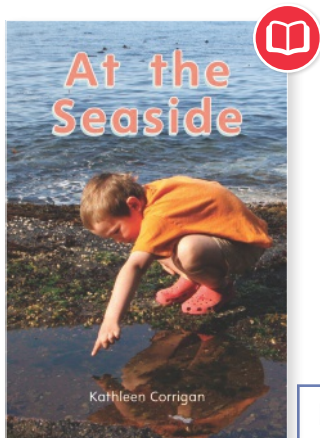
- What is the title? Can you guess what the text will be about?
- What is the text mostly about? What does the author want you to know?
- Does the text have details that give more information about the main idea?
- Are there pictures or graphics that help you know what the text is about?

### Develop Vocabulary

- Which words are important for you to understand the text?
- Are there any photographs or illustrations that help you understand what a word means?
- What does the word \_\_\_\_ tell us about the main idea of the text?
- Why would an author use this word?

### Find the Main Idea and Supporting Details

- Where can you find the main idea of the book? What does the main idea tell you about the book?
- What details did you read about the main idea?



LEVEL B

**Genre** Informational Text

**Text Elements**

- Two lines per page
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Informational Text

**Text Elements**

- Two lines per page
- High-frequency words

**Text Structure**

- Simple Factual



LEVEL D

**Genre** Narrative

**Text Elements**

- Simple dialogue
- Two to six lines of text per page

**Text Structure**

- Chronological

**Make Inferences**

- What do you think will happen in the book based on the main idea?
- What new ideas do you have based on what you read?

**Compare Texts**

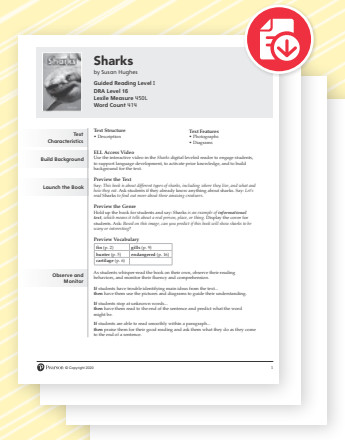
- What is the title of each text?
- What is the main idea of each text?
- How are the texts the same? How are they different?
- Do both texts have the same kinds of pictures?

**Word Work**

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

**Leveled Reader Teacher's Guide**

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





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

# Teacher-Led Options

## Strategy Group

### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** Today I want to talk about informational texts. The purpose of informational texts is to teach readers about something. The main idea is what the informational text is mostly about. The other parts of an informational text tell about this main idea. Review the Anchor Chart on p. 29 of the *Student Interactive*. Then read aloud the main idea on p. 28. Have students name the details on the chart and describe how they relate to the main idea.

### ELL Targeted Support

Have students read the main idea and details. Explain that this information can help them understand information and enhance comprehension of an informational text about birds.

Have student pairs discuss the body parts that help birds. **EMERGING**

Show students a picture of a bird. Work with them to describe how each body part helps the bird, referring to the listed details. **DEVELOPING**

Have student pairs discuss the details about a bird's body. Provide sentence frames to help pairs identify another detail that might support the main idea, such as *A bird's \_\_\_\_ helps the bird to \_\_\_\_*. **EXPANDING**

Have students draw a picture of a bird and label the body parts that support the main idea.

### BRIDGING



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

## Intervention Activity

### NONFICTION TEXTS

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

LEVEL A • READ

**Lesson 46** Genre: Nonfiction Texts

**DIRECTIONS** Follow along as your teacher reads aloud "A Good Home for a Cat." Think about what information the author gives. How might you use the information?

**A Good Home for a Cat**

A cat is a nice pet. There are three things to do to make a good home for a cat.

Make a cat bed. Get a box of a good size. Cut a hole in one side so the cat can get into and out of the box. Line the box with a soft cloth. A cat that lives indoors needs a litter box too.

Buy or make some fun things for the cat to play with. Find a pine log. The cat will like to scratch it!

Set up a place for the cat to eat and drink. Get the best cat food you can.

It is easy to make a good home for a cat. A cat with a good home will be a happy cat!

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## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 14–15 of the *Student Interactive* to generate questions about the animals or the map. Then have them choose one question to investigate. Throughout the week, have them conduct research about the question. See the *Extension Activities* pp. 113–117 from the *Resource Download Center*.



## Conferring

3 students / 3-4 minutes  
per conference

### INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to share a drawing they made showing the main idea of an informational text they are reading.

### Possible Conference Prompts

- What is the title? Does the title help you know about the main idea?
- What questions did you ask yourself to figure out the main idea?
- What do you see in the pictures? What do they tell you about the main idea?

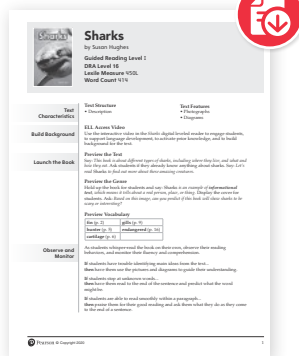
**Possible Teaching Point** Readers can get clues about the topic of an informational text by retelling the most important part of the text.

## Leveled Readers



### INFORMATIONAL TEXT

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



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share the main idea and interesting details from the informational text they are reading.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- play the myView games.
- use an anchor chart like the one on *Student Interactive* p. 29 to draw pictures showing the main idea and details of an informational book they are reading.

## BOOK CLUB



See Book Club, pp. T458–T463, for

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

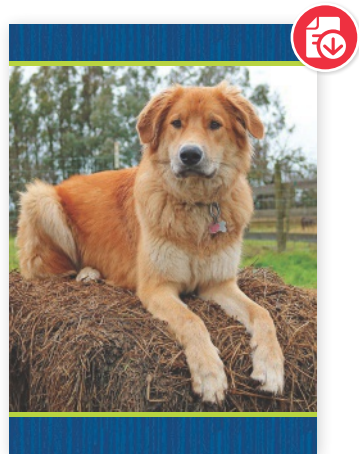
# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The sound /d/ exists in many languages. To help students with this sound and letter, point out words in students' first languages that begin with /d/. For example, the word for *dentist* begins with /d/: *dentista* (Spanish, Filipino, and Portuguese).

## Phonics: Read and Write Words with Dd

### Minilesson

**FOCUS** Show students the *dog* Picture Card and tell them that it is a picture of a dog. Listen as I say the sounds in this word: /d/ /o/ /g/. I hear the sound /d/ at the beginning of *dog*. Say the sound /d/ with me.

Show students the spelling of the word on the back of the card. Point to the *d* and say /d/. Do you hear the sound /d/? What letter makes the sound /d/? Have students identify the letter *d*. Write the letters *Dd* on the board. Have students trace the letters *Dd* in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters *Dd* on the board. Listen carefully to the following words: *mad, dot*. One word begins with /d/ and the other word ends with /d/. Listen again: /m/ /a/ /d/ /d/ /d/, /d/ /d/ /d/ /o/ /t/. Do you hear the word that begins with the sound /d/? Have a volunteer identify the word that begins with the sound /d/. Then have a student identify the word that ends with the sound /d/.

**ELL Targeted Support Practice with /d/ Spelled Dd** Tell students that they should know how to say /d/ and identify the letter for the sound.

Display the words *day, día* and *dollar, dólar*. Tell students the first word is in English, but the second word is in Spanish. Say the words one pair at a time. Have students repeat after you and identify the beginning sound and letter for each word. **EMERGING**

Say *day, día* and *dollar, dólar*, one pair at a time. Have students repeat. Then have students say the beginning sound in each word and write the letter for that sound. **DEVELOPING**

Say *day, día* and *dollar, dólar*, one pair at a time. Have students repeat. Discuss the meanings and the close translations of the words. Then have students write and say each word. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete p. 18 of the *Student Interactive*.

**OPTION 2 Independent Activity** Have students fold a sheet of paper into four sections. In each section, they should draw a picture that either begins or ends with /d/. For students that can, have them write the picture word in the box.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for consonant *Dd* in Small Group on pp. T42–T43.
- **If students show understanding**, extend instruction for consonant *Dd* in Small Group on pp. T42–T43.

## HIGH-FREQUENCY WORDS

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


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

## STUDENT INTERACTIVE, p. 18


PHONICS | PHONOLOGICAL AWARENESS

### Consonant Dd


**MY TURN** Write and read



dip



sad



pad

**18** Directions Have students trace the letter *d* on each line and say the sound for the letter. Then have them use what they know about letters and sounds to write the word for each picture name. Finally, have students read the words.

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## ADDITIONAL PRACTICE

For additional student practice with consonant *Dd*, complete *Phonics*, p. 58 from the *Resource Download Center*.


FOUNDATIONAL SKILL  
Read Together


Name \_\_\_\_\_


### Phonics

Consonant Dd

**MY TURN** Write and match

Je d and Da d 

a sa d ki d 

Get in be d 

Directions Have students write *d* to complete the words and describe the pictures. Then have them read the words and draw a line to its picture match.

Grade K, Unit 2, Week 1  
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58

*Phonics*, p. 58

# Introduce the Text



Animals on the Move

## OBJECTIVES

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Identify real-life connections between words and their uses.

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

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

## ELL Language Transfer

Students from countries with nonalphabetic languages may not be familiar with sentences or how to identify them by looking for capital letters or ending punctuation. Give them extra practice in mastering this skill.

### 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 *butterflies*, *geese*, and *whales* on p. 30 in the *Student Interactive*. As you read each word, have students point to the picture to help them make real-life connections between words and their use.
- Ask students to raise their hands if they have seen the animal or know anything about it.
- Explain that these are words students will see in the text. Have them look for the words as you read.

## Print Awareness

Turn to p. 30 of the *Student Interactive*. Use the sentence under "Read" to demonstrate basic concepts about sentences: they are made of words, tell an idea, begin with a capital letter, end with a punctuation mark. Have students identify the beginning and end of the sentence.

Next, point to the section "Meet the Author." Ask: **How many sentences are in this section?** (3) **How many words are in the first sentence?** (10)

## Read

Explain that we often read for a purpose. **I can tell that this is an informational text. I read an informational text to learn about a topic, such as why animals move from place to place.** Have students set a purpose for reading *Animals on the Move*. After students complete the First Read ask, **What did you learn?**

### FIRST READ STRATEGIES

**READ** Read or listen to the text. During the first reading, work to understand what the text is about.

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

**ASK** Ask questions about the text to deepen understanding.

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

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



**ELL Targeted Support Internalize New Vocabulary** Tell students that content area vocabulary includes words that are used for a specific topic, such as animals. Have students internalize this vocabulary by using it in context.

Point to each of the pictures: *butterflies*, *geese*, *whales*. Say each word clearly and have students repeat after you. Use physical responses to help students remember the meaning of the words and learn words for how these animals move. Make arms into butterfly wings and say: **Butterflies fly**. Spread your arms out and say: **Geese fly**. Dive like a whale and say: **Whales swim**. **EMERGING**

Review the words on p. 30 and then ask basic questions about each: **Do whales live on land or in water? How do butterflies move? How do geese move? How do whales move?** **DEVELOPING**

Have students take turns describing or defining one of the vocabulary words. Tell them to use complete sentences by providing sentence frames: *Butterflies are* \_\_\_\_\_. *Whales* \_\_\_\_\_. **EXPANDING**

In pairs, have students take turns using each vocabulary word in a sentence. Then challenge pairs to think of sentences about how the animals are alike and different: *Butterflies and geese both* \_\_\_\_\_. *A butterfly is* \_\_\_\_\_ *than a whale*.


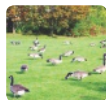

**BRIDGING**

STUDENT INTERACTIVE, pp. 30–31

**VOCABULARY**


**Animals on the Move**

**Preview Vocabulary**

 butterflies	 geese	 whales
--	--	---

**Read**  
Read the text to learn why animals move from one place to another.

**Meet the Author**

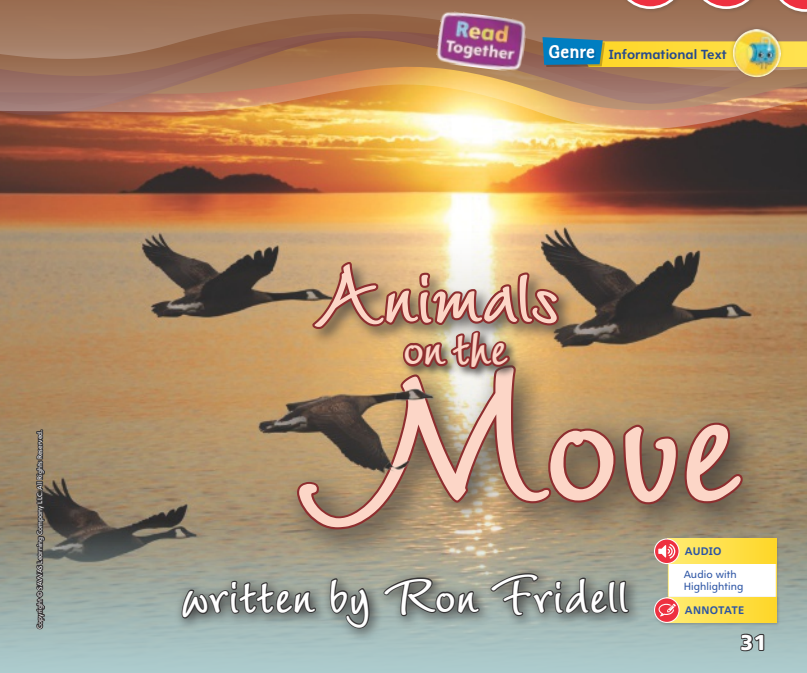


**Ron Fridell** writes books about pumpkins, silkworms, rivers, and jungles. He loves to hike, climb, and visit faraway places. He tries to make each day an exciting adventure.

30

**Read Together**

**Genre** Informational Text



*Animals on the Move*

written by Ron Fridell

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

31

STUDENT INTERACTIVE, pp. 32-33

32

Some animals need to take long trips. They travel, or migrate, for different reasons.


33

**CLOSE READ**

What do some animals do?  
Underline the word that names the main idea.

## First Read

### Read

 **THINK ALOUD** As I read, I learn that animals take long trips for different reasons. I will read more to learn about which animals travel and why.

### Possible Teaching Point



#### Language & Conventions | Adjectives

Use a lesson from pp. T314–T315 in the Reading-Writing Workshop Bridge to teach students about adjectives. Explain that the author uses adjectives, or words that describe nouns, to help readers understand the information in the text. Point out the word *long* on p. 32 of the *Student Interactive*. *Long* is an adjective that describes the trips the animals take each year.

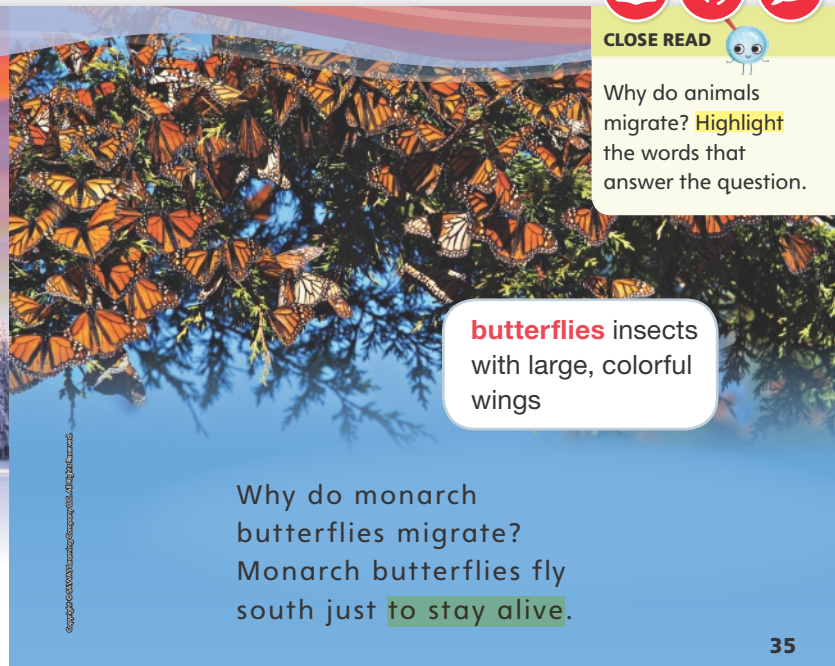


## STUDENT INTERACTIVE, pp. 34–35



Why do animals migrate?  
They need to get away  
from places that are cold.

34



Why do monarch  
butterflies migrate?  
Monarch butterflies fly  
south just to stay alive.

**butterflies** insects  
with large, colorful  
wings

35



## CLOSE READ



Why do animals migrate? Highlight the words that answer the question.

## Foundational Skills Extension

### High-Frequency Words

Have students identify, or point to, the high-frequency word *are*.

#### CROSS-CURRICULAR PERSPECTIVES

Science



Remind students that animals are living things. All living things have needs. All animals need water, food, and shelter. But different types of animals also have different needs. Some animals need warmth, while others can live where it is colder.

## Close Read



### Identify Main Idea

Read aloud the Close Read note on p. 35 of the *Student Interactive: Why do animals migrate?* Then read aloud pp. 32–33 one at a time and have students highlight the word on each page that names the main idea. **DOK 2**

### Make Inferences

Tell students that these pages tell reasons that animals migrate. Work with them to find and highlight the two reasons on pp. 34–35. Then guide students to use the details to make an inference about the places where the animals live before they migrate. **DOK 2**

#### OBJECTIVES

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



STUDENT INTERACTIVE, pp. 36–37



CLOSE READ



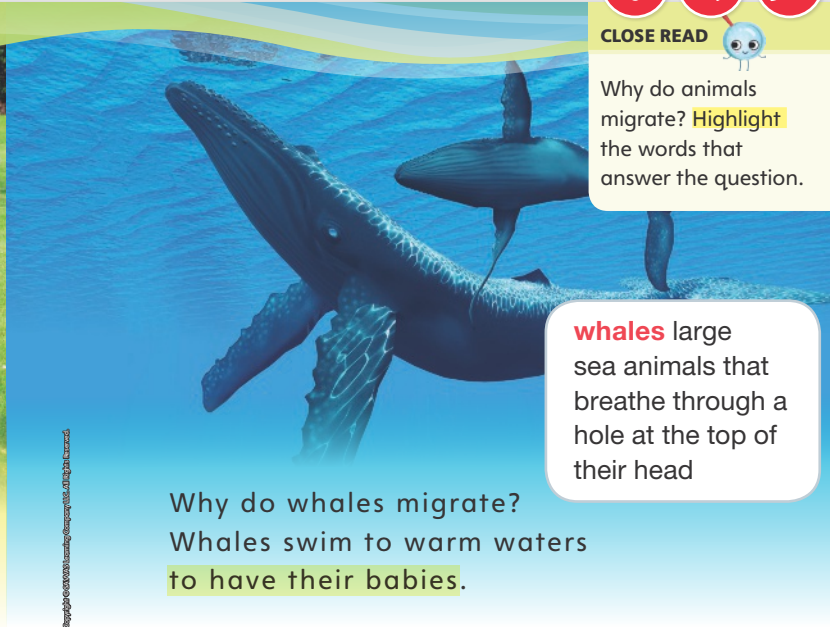
Why do animals migrate? **Highlight** the words that answer the question.



**geese** a type of bird that swims and has a long neck

Why do geese migrate?  
Geese fly to warm places to find food.

36



**whales** large sea animals that breathe through a hole at the top of their head

Why do whales migrate?  
Whales swim to warm waters to have their babies.

37

## First Read

### Look

**THINK ALOUD** I see on p. 36 that the geese are in the grass eating. This tells me something about why the geese migrate. They migrate to find food in the winter.

## Foundational Skills Extension

### Consonant *Dd*

Have students identify, or point to, words with initial or final sound /d/ spelled *d*.

### Possible Teaching Point



#### Read Like a Writer | Analyze Question-and-Answer Text Structure

Use the lesson on pp. T50–T51 from the Reading-Writing Workshop Bridge to point out to students how the author uses a question-and-answer format. Then read the question on p. 36 of the *Student Interactive*. Ask students to identify the answer the author gives.



STUDENT INTERACTIVE, pp. 38-39



CLOSE READ



What do animals do in the spring?  
Highlight the words that answer the question.



In spring, these animals fly or swim back north.  
In fall, they migrate south again.

38



Would you want to get away from cold weather?  
Where would you go?

39

## CROSS-CURRICULAR PERSPECTIVES

Science



Explain to students that different animals have different body parts that help them live in different places. Tell students that birds have feathers that do not keep them very warm during cold weather. Explain that some butterflies go where it is warm during periods of cold weather.

## Close Read



## Make Inferences

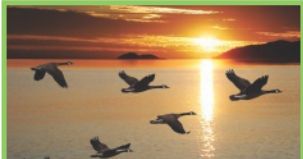
Read aloud the Close Read note on p. 37 of the *Student Interactive*. Have students find the two phrases that answer the question. Guide them to make an inference about the places where the animals lived. **DOK 2**

Read aloud the Close Read note on p. 39. Have students find the answer on p. 38. Guide them to make an inference about the north in the spring. **DOK 2**

## OBJECTIVE

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

# Respond and Analyze



*Animals on the Move*

## OBJECTIVES

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

Identify real-life connections between words and their use.

Use text evidence to support an appropriate response.

## ELL Language Transfer

**Plural Nouns** In some languages, including Chinese, Hmong, and Vietnamese, nouns do not have a plural form. Instead, the plural is indicated with an adjective. Help children understand that plural nouns in English are often made by adding -s.

## My View

Use these suggestions to prompt students' initial responses to *Animals on the Move*.

- **Talk** What did you like most about *Animals on the Move*?
- **Illustrate Details** If you could be one of these animals, which would you be? Draw a picture of that animal and explain why.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that the words *butterflies*, *geese*, and *whales* all name animals.

- Look at the pictures.
- Think about the word that names each animal.
- Ask yourself how you would describe this animal. What does the animal look like? What does it do?

**MODEL AND PRACTICE** Have students turn to p. 40 in the *Student Interactive*. Read each of the vocabulary words to students. *When I look at the picture of butterflies, I see that they have wings, are colorful, and fly.* Then have them draw a picture to show each word. Remind them that the words are plural, so their pictures should have more than one butterfly, goose, or whale.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 40 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students search classroom books or an online Web site to find other pictures of the vocabulary words to help them make real-life connections.

### QUICK CHECK

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

#### Decide

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

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 41 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 40–41

VOCABULARY			Read Together	COMPREHENSION	Read Together	READING WORKSHOP						
<h3>Develop Vocabulary</h3> <p><b>MY TURN</b> Draw</p> <table border="1"> <thead> <tr> <th>butterflies</th> <th>geese</th> <th>whales</th> </tr> </thead> <tbody> <tr> <td>Drawing should show butterflies.</td> <td>Drawing should show geese.</td> <td>Drawing should show whales.</td> </tr> </tbody> </table>			butterflies	geese	whales	Drawing should show butterflies.	Drawing should show geese.	Drawing should show whales.	<h3>Check for Understanding</h3> <p><b>MY TURN</b> Write</p> <p><b>DOK 1</b> 1. One fact I learned is Possible response: _____ _____ <b>geese fly to warm places</b> _____</p> <p>2. Why does the author include pictures? <b>DOK 3</b> Possible response: _____ _____ <b>to show more about the animals, such as where they live</b> _____</p> <p>3. Why do animals need to go to warm places? <b>DOK 1</b> Possible response: _____ _____ <b>There is more food in warm places.</b> _____</p>			
butterflies	geese	whales										
Drawing should show butterflies.	Drawing should show geese.	Drawing should show whales.										
<p><b>40</b> Directions Read the vocabulary words to students. Then have them draw a picture to show the meaning of each word.</p>			<p><b>41</b> Directions Read aloud the items one at a time and have students write their responses. Remind them to use text evidence.</p>									

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

# Teacher-Led Options

## Word Work Strategy Group



### SOUND /d/ SPELLED Dd

**Alphabet Cards** Display Alphabet Card Dd. This is a dolphin. *Dolphin* begins with /d/. What letter spells the sound /d/? Yes, the letter *d*.



Write the words *mad*, *dog*, *doll*, and *red* on the board. Point to each word. Have students read it, and if they hear the sound /d/ at the beginning, they will clap their hands. If they hear the sound /d/ at the end of a word, they will stomp their feet.

### ELL Targeted Support

Help students become more comfortable with relevant letter-sound relationships.

Play a game with students: Tell them that when they hear the sound /d/, they should trace *d* in the air. Say a combination of consonant sounds, being sure to include the sound /d/ intermittently, and guide students to trace *d* at the right times. **EMERGING**

Ask students to choose partners. Have one partner say consonant sounds including /d/. Have the other partner trace *d* in the air when he or she hears /d/. Have partners switch roles every minute. **DEVELOPING**

Have one partner write as many letters as he or she can. Then have the other partner say the sound that each written letter makes. Switch roles and repeat. **EXPANDING**

Have students write as many letters as possible on a sheet of paper before reading each letter aloud.

### BRIDGING



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

## Intervention Activity



### CONNECT SOUND AND LETTER: CONSONANTS 2

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with *d*.

LEVEL A • MODEL AND TEACH

**Lesson 22** Connect Sound and Letter: Consonants 2

**INTRODUCE** Write the letters Nn, say the name *n*, and have students repeat after you. Explain that *n* is a consonant and spells the sound /n/. Point to a student whose name begins with N, such as Nat. What sound do you hear at the beginning of Nat? Write the name Nat. In this lesson, we'll connect sounds and consonant letters.

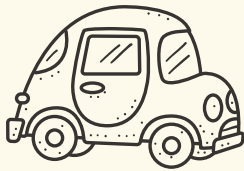
**MODEL** Display or share copies of the passage "Who Fits in the Car?" from Student Page S137, and read it aloud. Say: The words in this story have the letters and sounds *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/.

**OBJECTIVES:**

- Recognize letters *n*, *b*, *c*, *f*, *d*, *g* and sounds /n/, /b/, /k/, /f/, /d/, /g/.
- Connect letters and sounds *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/.
- Identify *n* /n/, *b* /b/, *c* /k/, *f* /f/, *d* /d/, and *g* /g/ in words.

**Who Fits in the Car?**

The dog got in the car.  
The duck got in the car.  
The goat got in the car.  
The fox with the big bag did not fit in the car!



**TEACH** Use examples to help students recognize letter-sound correspondences. Say: We read the word *dog*. The first letter in *dog* is *d*. The letter *d* stands for the sound /d/. Point to other words in the story that begin with *d* /d/. Help students identify the words *duck* and *did* as words beginning with *d* /d/. Circle each *d*. Continue the process for *n* /n/, *b* /b/, *c* /k/, *f* /f/, and *g* /g/, circling each letter as you identify it.

Phonics, Morphology, and Spelling T • 137

## Intervention Activity



### PHONOLOGICAL AWARENESS

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

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students, and have them build words with the sound /d/ spelled *d*. Then have them work with a partner to read the words. Possible responses: *dig, dim, mad, sad, had, dot*.



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

### Decodable Book



Students can read the Decodable Book *My Cat, Nip* to practice words with short *a* and short *i* and last week's high-frequency words.

Display and read aloud last week's high-frequency words: *she, see, look*. Have students practice reading each one.

Model how to partner read by choosing a student and partner-reading with him or her. Have students partner-read the Decodable Book, switching readers after each page.

### High-Frequency Words

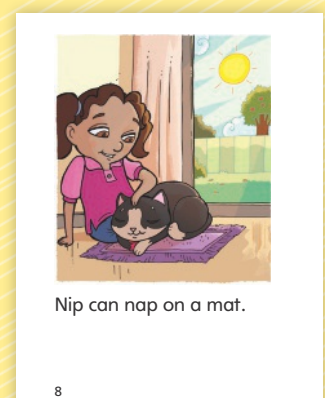
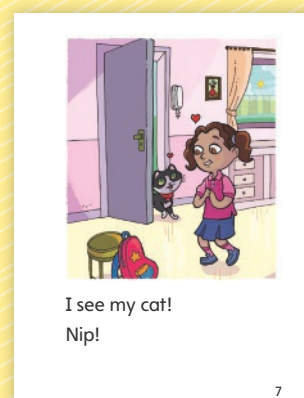
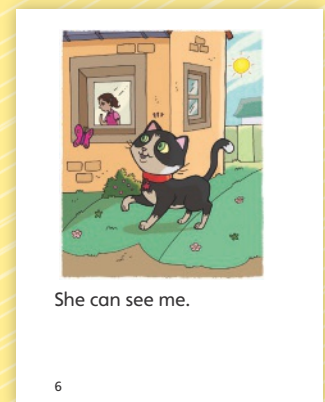
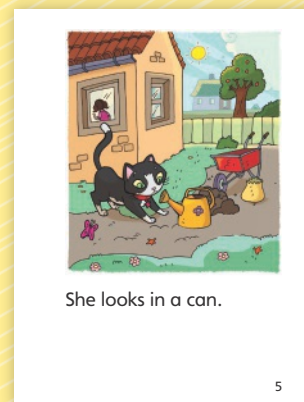
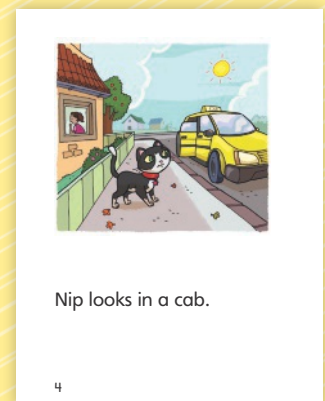
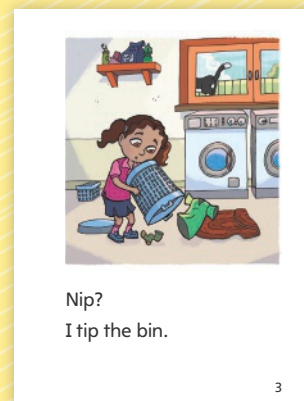
Have students create their own high-frequency word cards on index cards, using this week's words: *are, that, and of*. Then have students practice reading them with a partner.

### Centers



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

## Decodable Book



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

# Teacher-Led Options

## Strategy Group

### DEVELOP VOCABULARY

**Teaching Point** We can use illustrations to help us figure out the meanings of words. I know that a whale is an animal, but seeing an illustration of a whale helps me to learn more about the word. Display p. 37 in the *Student Interactive*. Have students describe what they learn about whales by seeing an illustration. I see that a whale is a large animal that lives in the water. It has a pointy mouth and is a dark color.

### ELL Targeted Support

Tell students visuals can support background knowledge needed to comprehend challenging language. Display pictures of whales. Write the word *whale* on the board and read it aloud with students.

Have students develop background knowledge by discussing features of whales with a partner using the photos as support. **EMERGING**

Have students say words that describe a whale to a partner such as *giant*, *gray*, and *smooth*. Have them point to a picture that demonstrates each descriptive word. **DEVELOPING**

Using the visuals as support, have students finish the sentence frames: *Whales are \_\_\_\_\_*. *Whales have \_\_\_\_\_*. **EXPANDING**

Have students write sentences describing whales using the pictures as support. Have them share their sentences with a partner to further develop background knowledge. **BRIDGING**

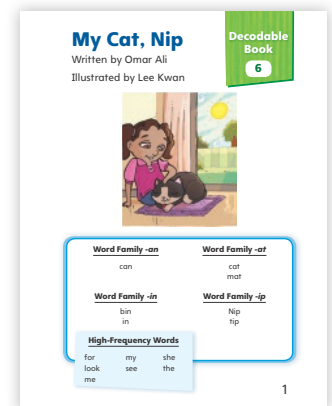


For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity

### MY CAT, NIP

Read the Decodable Book *My Cat, Nip* with students. Use the teaching support online at SavvasRealize.com to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students

### ORAL READING

Have students take turns reading the Decodable Book *My Cat, Nip* aloud with a partner. Ask pairs to try to read all of the words correctly.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share some of the pictures they found in books that show the vocabulary words.

### Possible Conference Prompts

- What did you learn from the picture?
- How does a picture help you know what a word means?
- Which picture helped you understand the word the most?

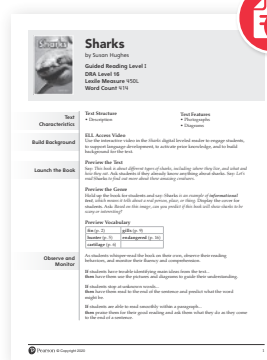
**Possible Teaching Point** We can use pictures to help us understand the meaning of a word we have never heard before. Pictures can help us understand how something looks and what it does.

## Leveled Readers



### DEVELOP VOCABULARY

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



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share new words they found in informational texts. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Animals on the Move*.
- read a self-selected trade book or the Book Club text.
- partner-read a text, coaching each other as they read the book.

### Centers



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

### Literacy Activities



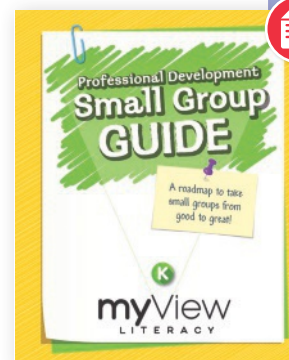
Students can

- work with a partner to talk about the animals in *Animals on the Move*.
- play the myView games.
- complete an activity from the *Resource Download Center*.

### SUPPORT COLLABORATION

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

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





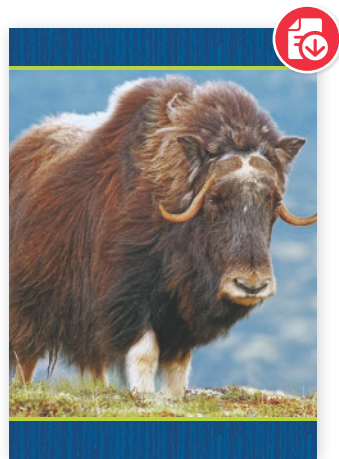
# Word Work

## OBJECTIVES

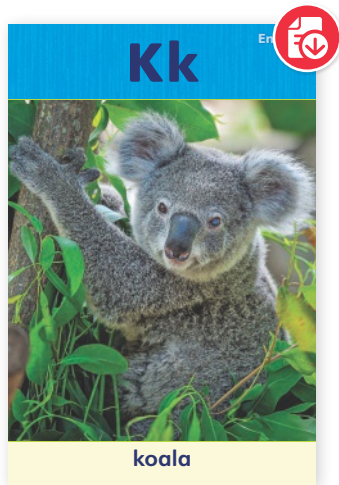
Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T37 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Final /k/

**FOCUS AND MODEL** Today we are going to learn a new sound. Listen carefully: /k/ /k/ /k/. The sound /k/ is made by placing the back of your tongue toward the back of your mouth. Then push air through your mouth and release it, making the sound /k/. Show students how to make the sound /k/ and have them practice it.

Display the Picture Card *yak*. This is a picture of a yak. Listen to the ending sound as I say this word: *ya- /k/*. What sound does *yak* end with? Students should supply the sound /k/. Then say the following words and have students give a thumbs-up if they hear the sound /k/ at the end of the word. Have them give a thumbs-down if they hear the sound /k/ at the beginning of the word: *book, kit, king, speak, keep, key, dock, mark, hook*.

**SEE AND SAY** Point to the picture of the rock on p. 19 of the *Student Interactive*. Listen to the sounds in this word: *ro- /k/*. *Rock* has the sound /k/ at the end. Have students complete the page.

## Phonics: Introduce Kk

### Minilesson

**FOCUS** Tell students that the sound /k/ can be spelled with the letter *k*. Display the *Kk* Alphabet Card. Point to the koala on the card and tell students the word *koala* begins with *k*. Point to the letters on the card, and tell students the names of these letters are uppercase *K* and lowercase *k*. Write uppercase and lowercase *Kk* on the board and slowly trace the letters as you say the sound /k/.

**MODEL AND PRACTICE** Have students turn to p. 20 in the *Student Interactive*. Let's say the picture word *king* and listen to the beginning sound: /k/ -*ing*. The word begins with /k/. Can you identify, or tell me, what letter spells the sound /k/? Point to the letters *Kk*. Students should trace the uppercase and lowercase letters on the page. Have them point to the letter *k* and tell you what sound it represents.

**APPLY MyTURN** Have students complete the activity on p. 20 in the *Student Interactive*.

# High-Frequency Words

## Minilesson

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

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

**APPLY MyTURN** Have students read the sentences on p. 21 with you. Ask them to identify the words *of*, *are*, and *that* in the sentences and underline the words. Then have them read the sentences with a partner.

**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they hear or say frequently. Write the words *of*, *are*, and *that* on the board.

Provide students with cards that have this week's high-frequency words on them. Say one of the high-frequency words aloud. Students should hold up the card with the word. Repeat the activity until students can hold up the correct card.

### EMERGING/DEVELOPING


Say one of the high-frequency words. Have students write the word on a card. Continue with the other words. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 19

FOUNDATIONAL SKILLS

### Final Sounds

**SEE and SAY** Circle



Tell students that images represent rock, sock, bus, lock.

Tell students that images represent duck, hat, tack, pig.

**Directions** Have students name each picture and circle the picture words that end with the sound /k/. Model: Listen to the sounds in this word: /r/ /o/ /k/. The sound at the end of rock is /k/.

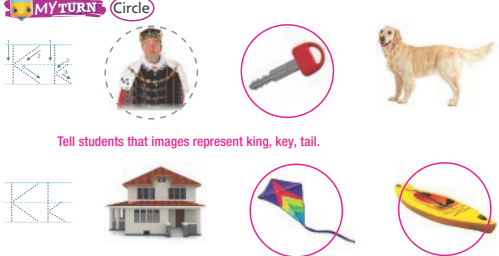
19

STUDENT INTERACTIVE, p. 20

PHONICS | HIGH-FREQUENCY WORDS

### Consonant Kk

**MYTURN** Circle



Tell students that images represent king, key, tail.

Tell students that images represent house, kite, kayak.

**Directions** Tell students that the letter k makes the sound /k/. Explain that they will see the letter k in many words that have the /k/ sound. Model how to form the letters K and k. Have students trace the letters Kk and identify the sound that k represents. Say: Now you will match the letter and the sound. Circle the picture words in each row that begin with the sound for k.

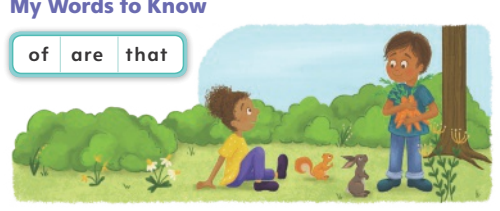
20

STUDENT INTERACTIVE, p. 21

FOUNDATIONAL SKILLS

### My Words to Know

of are that



### My Sentences to Read

**MYTURN**

We are with Kim.

Can we have a bit of that?

**Directions** Say: Listen to these words: *of*, *are*, *that*. Have students point to each word as they read it aloud. Then have students read the sentences. Ask them to identify and underline the high-frequency words in the sentences.

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# Main Idea and Supporting Evidence

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to talk about why animals move from one place to another. For example, as you discuss main ideas and details, provide sentence starters with the vocabulary words:

- Butterflies/geese/whales migrate because they need \_\_\_\_\_.

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language as you discuss the main idea and details in an informational text.

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

## Minilesson

**FOCUS ON STRATEGIES** Remind students that an informational text has a main idea. Identifying the main idea will help a reader better understand the text.

- The main idea is what the text is mostly about. When we read, we try to connect the important details to the main idea.
- Authors make sure that the facts and details they use tell something important about the main idea.

**MODEL AND PRACTICE** Tell students that you will help them find the main idea in *Animals on the Move*. I know that the title of the book, the pictures, and the text will all help me figure out the main idea. The title is *Animals on the Move*. I can see on the first few pages that all these animals are moving, so I think moving will have something to do with the main idea.

Now, I will go back and reread the text. Read aloud p. 32. What does the author want me to know? From these sentences, I can see that the author wants me to know that animals travel, or migrate, for different reasons. This is the main idea. The pictures and other parts of the text provide details, or examples, of some of these animals. They provide evidence to support the main idea.

Read the Close Read note on p. 33 in the *Student Interactive* with students and guide them to underline the main idea.

Have students flip through the pictures to identify supporting details, namely the animals that migrate and why they migrate. Help students make the link between these examples and the main idea.



### 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 best practices.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding the main idea.

**OPTION 1 My TURN** Have students complete the My Turn activity on p. 42 in the *Student Interactive* by writing a word that tells the main idea and circling the picture that shows evidence that supports the main idea.

**OPTION 2 Use Independent Text** Have students look at and read informational text during independent reading. Have them use sticky notes to identify the page or sentence that tells the main idea.

### QUICK CHECK


#### Notice and Assess

Can students identify the main idea in informational text?

#### Decide


- **If students struggle**, revisit instruction for main idea and details in Small Group on pp. T52–T53.
- **If students show understanding**, extend instruction for main idea and details in Small Group on pp. T52–T53.

### STUDENT INTERACTIVE, p. 42

CLOSE READ 


### Find Main Idea and Supporting Evidence


The **main idea** is what the text is mostly about. **Supporting evidence**, or details, tells more about the main idea.


 **MY TURN** Write and circle

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

**migration**





 **Directions** Read aloud the sentences at the top of the page. Have students look back at the text to find the main idea and details that tell about the main idea. Say: Write a word that names the main idea. Circle the picture that shows evidence that supports the main idea.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

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

## ELL Language Transfer

**Questions** Speakers of Chinese, Vietnamese, and other Asian languages often form questions by adding words to statements, *The food is hot, no? You see or not see the bird?* Model the word order of English questions for students to understand and to follow the patterns. Provide ample opportunities for students to practice.

## Question-and-Answer Text Structure

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that authors organize books in different ways. The organization is how the book tells information. If you are writing about someone's life, you might start with his or her birth and write about events in order. Or you could write about the most interesting things first.

One type of organization is to ask and answer questions. Questions help readers follow the text. Readers might think about the questions before the author answers them.

**MODEL AND PRACTICE** Have students look at pp. 36–37 in the *Student Interactive*. I see that this text is organized with questions and answers. Page 36 has the question *Why do geese migrate?* Then the next sentence answers that question. *Geese fly to warm places to find food.*

# Handwriting

## OBJECTIVE

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

## Letters Oo

**FOCUS** Show students the alphabet. Challenge them to find the letters Oo. Point out that the letter o has no straight lines. Point out that uppercase letter O is larger than the lowercase o.

**MODEL** Model how to write the uppercase letter O. Show students where to begin the letter and how to form it. Have students practice writing the letter in the air with their fingers. Then repeat with the lowercase letter o.



## ASSESS UNDERSTANDING

## Apply

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

STUDENT INTERACTIVE, p. 47

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

1. The author asks questions and gives answers.

Ask questions.

2.

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**Directions** Read the first item and have students write their responses on the lines. Say: Authors organize texts in different ways. They choose a structure, or way of organizing, that helps them. Discuss with students how the question and answer structure contributes to the author's purpose. Then have students look at the picture and take turns asking questions about the picture with a partner.

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## Writing Workshop

Have students use the question-answer format in a list book they are writing. During conferences, support students' writing by helping them develop questions and write complete answers to the questions.

**PRACTICE** Have students use *Handwriting* p. 77 in the *Resource Download Center* to practice writing the letters Oo.

Name \_\_\_\_\_

### Handwriting

Letters Oo

Write

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

Kindergarten • Unit 2 • Week 1 77

*Handwriting, p. 77*

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

# Teacher-Led Options

## Strategy Group



### MAIN IDEA AND SUPPORTING EVIDENCE

**Teaching Point** Today I want to talk more about how to find the main idea and details in an informational text. When we read informational text, the first step is to look at the title, which will give important information about the main idea. We can also look at the illustrations and pictures to see what they show about the main idea. Look back at *Animals on the Move* with students and discuss what they can learn from the title and the pictures.

### ELL Targeted Support

Tell students they can use support from teachers or peers to identify the main idea of *Animals on the Move*. Guide students to reread the story and view the visuals, providing support when needed.

Ask simple questions to lead students to the main idea, such as *Do these pictures show animals? Are the animals all doing the same thing?* **EMERGING**

Ask: *Why are the animals on the move?* Then have students use support from a partner to provide an oral sentence to answer the question.

### DEVELOPING

Have students work with a partner to identify the main idea. Provide sentence frames as needed.

*I can tell by the \_\_\_\_ that the main idea of this text is \_\_\_\_.* **EXPANDING**

Have students identify the main idea and report their findings to the class. Have the class provide feedback and support on their findings. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of informational text can use the illustrations and photos in a text to help them understand new vocabulary words. Model how to determine the meaning of the word *migrate* using p. 33 in *Animals on the Move*.

**Model** Tell students that they need help to understand new vocabulary words, and pictures can help with that. *When I read page 33, I am not sure what migrate means. The sentence tells me that butterflies, geese, and whales migrate. I can look at the pictures and see that the butterflies and geese are flying from one place to another. So I think that migrate means to move from one place to another.*



## Conferring

3 students / 3–4 minutes  
per conference

### MAIN IDEA AND SUPPORTING EVIDENCE

**Talk About Independent Reading** Ask students to look back at the pages where they placed sticky notes to indicate main ideas during independent reading. Have students tell about the main idea of each text.

### Possible Conference Prompts

- What is the title of your book? Does the title give you any clues about the main idea?
- Tell me one detail that was interesting to you.
- What do you see in the pictures? What details did you learn by looking at them?

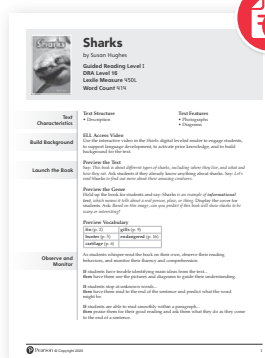
**Possible Teaching Point** Readers stop to think about the facts they read in an informational text. They think about how those facts help them understand the main idea.

## Leveled Readers



### MAIN IDEA AND SUPPORTING EVIDENCE

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the main idea of the informational text they are reading. Ask students to share how they determined the main idea.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



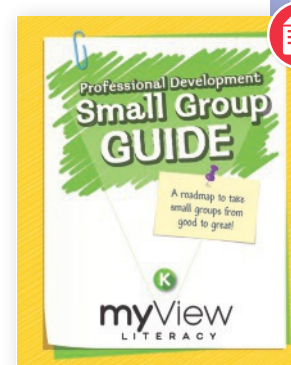
Students can

- write or draw about their reading in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on *Student Interactive*, p. 29, and tell a partner the main idea of an informational book they are reading.

### SUPPORT PARTNER READING

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

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





# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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



Picture Card

## Phonics: Read and Write Words with Kk

### Minilesson

**FOCUS** Display the Picture Card *kangaroo*. This is a picture of a kangaroo. I hear the sound /k/ at the beginning of *kangaroo*. Say the sound /k/ with me.

**What letter spells the sound /k/ in *kangaroo*?** Have students identify the letter *k*. Write the letters *Kk* on the board. Have students write the letters *Kk* in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters *Kk* on the board. Listen carefully to the following words: *kit*, *speak*. Both words have the sound /k/ in them. Listen again: /k/ /i/ /t/, /s / /p/ /ē/ /k/. Do you hear the sound /k/ in each word?

**ELL Targeted Support Learn New Language** Tell students that being able to hear and identify different letter sounds will help them understand English words. Write the word *kit* on the board and underline the letter *k*.

Say the sounds in the word *kit*: /k/ /i/ /t/, emphasizing the sound /k/ at the beginning. Have students repeat each sound after you as you point to the letter in the word on the board. Provide the following sentence frame so students can use *kit* in a sentence: *I open the tool* \_\_\_\_\_. **EMERGING**

Point to the word *kit* on the board. Say each sound separately as you point to the letter: /k/ /i/ /t/. Have students listen and repeat after you. Then have students find other words with the consonant *k* in content-area materials. Ask them to use one of the words they found in a sentence. **DEVELOPING**

Ask students for examples of words with the sound /k/ spelled *k*, such as *kid*. Say the words aloud. Have students spell the words aloud and use one of the words in a sentence. **EXPANDING**

Have students write as many *k* words as they can. Have them exchange words with a partner and have partners read each other's words.

**BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 22 in the *Student Interactive*.

**OPTION 2 Independent Activity** Display the following Picture Cards: *kite, doll, kitten, sock, man, kangaroo*. Have students draw the picture words that begin with the sound /k/ on a sheet of paper. They should write *Kk* on top of each page.

## QUICK CHECK

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

## Decide

- **If students struggle**, revisit instruction for consonant *Kk* in Small Group on pp. T60–T61.
- **If students show understanding**, extend instruction for consonant *Kk* in Small Group on pp. T60–T61.

## STUDENT INTERACTIVE, p. 22

PHONICS

### Consonant Kk

**MYTURN** Read and match

Directions Have students trace the letter *K* or *k* in each word and say the sound for the letter. Then ask them to read each word and draw a line from the word to the matching picture. (Tell them that the woman's name is Kim.)

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## ADDITIONAL PRACTICE

For additional student practice with consonant *Kk*, use *Phonics*, p. 59 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

### Phonics

Final Sound k

**MYTURN** Circle  
Tell students that images represent yak, map, book, hook, speak, boat.

**MYTURN** Write

hoo     **k**      boo     **k**  
ya     **k**      spea     **k**

Directions Have students circle the pictures that represent words with the sound k at the end. Then write k to complete each word.  
Grade K, Unit 2, Week 1  
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*Phonics*, p. 59

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Remind students that words are made up of sounds such as /d/ spelled *d*, and /k/ spelled *k*. Tell them to look for these sound-spellings in words.

## Read *The Kid*

**FOCUS** Have students turn to p. 23 of the *Student Interactive*. We are going to read a story today about a kid and some animals. Point to the title of the story. The title of the story is *The Kid*. I hear the sounds /k/ and /d/ in the word *kid*. In this story, we will read other words that have the sounds /d/ and /k/.

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

STUDENT INTERACTIVE, p. 23



The screenshot shows a digital page titled "The Kid" with a green header. The header includes "DECODABLE STORY" and "FOUNDATIONAL SKILLS" with icons for a book, audio, and highlighting. The main illustration shows a child in a yellow shirt and blue pants holding a jar of jam, standing in a grassy field with a rabbit and a squirrel. The text "The Kid" is at the top, with "Kid" highlighted in yellow. Below the illustration, the text "We are sad!" is shown, with "sad" highlighted in yellow. A yellow callout box says "Highlight the words with the d sound." At the bottom right, there are buttons for "AUDIO" (with a speaker icon), "ANNOTATE" (with a pencil icon), and a green circle with the number "23".



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

After students have read the story, call their attention to the title. **I see the letter K in this word. What sound does the letter K spell?** Help them identify, or say, the sound /k/. Repeat with the sound /d/ at the end of the word *Kid*. Have students highlight the word with the sound /d/ in the title.

Call students' attention to the sentence on p. 23. **Which word includes the sound /d/? Point to it.** Help students identify, or say, the sound /d/. Then have them find and highlight the word with the sound /d/ in the sentence.

Have students turn to pp. 24–25. **Which words include the sound /k/? Point to them.** Help students identify, or say, the sound /k/. Then have them find and underline the words with the sound /k/. Have them tell you the high-frequency words they see.

## STUDENT INTERACTIVE, pp. 24–25



## DECODABLE STORY

## FOUNDATIONAL SKILLS



Dan, I see that kid.  
Kip, I see that can.

24



We ran to the kid.  
Can we have a sip of that?

25

Underline the words with the letter k.

# Make Inferences

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to make inferences. Ask:

- Do you think butterflies have to grow strong wings to travel such a long distance?
- What do you think geese depend on to find their way?
- Can anyone else share an inference they can make based on what we just read?

## Minilesson

**FOCUS ON STRATEGIES** Explain that authors do not always directly say everything a reader needs to know. They expect readers to make inferences. When readers make inferences, they look at what the author tells them in words and pictures. Then they use their knowledge and evidence to think about what these words and pictures mean.

**MODEL AND PRACTICE** Guide students to make an inference. Act like you are shivering. Then ask students what they can tell from your actions. **You can tell I am cold even though I did not tell you I was cold. You used what you already knew plus evidence you saw to make an inference, or a guess, that I am cold. You can do this when you read.** Have students turn to p. 35 in the *Student Interactive*. The text says, or gives evidence, that monarch butterflies fly south to stay alive. I know that it is warmer in the south. I can make the inference that they fly south for the winter months because it is warmer there.

Read the Close Read notes on pp. 35, 37, and 39 in the *Student Interactive* with students and have them highlight words in the text that answer the question. Then have them use these details to make inferences about animal migration. Provide assistance as needed.

**ELL Targeted Support Making Inferences** Read aloud a short passage. Provide support as students make inferences using information from the text.

Have students engage in pantomime to show an inference about the text, such as going from being cold to flying to where it is warm. **EMERGING**

Ask yes/no questions to help students make inferences using text details, such as: **Do animals migrate to get away from the cold? Is it warm in the south during winter?** **DEVELOPING**

Have students use complete sentences to make an inference by providing sentence frames: *The text says \_\_\_\_\_. I know that when it is cold, I \_\_\_\_\_. This means that the geese fly south because \_\_\_\_.* **EXPANDING/ BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making inferences.

**OPTION 1 My TURN** Read aloud the directions on p. 43 in the *Student Interactive*. Then have students draw a picture to show why animals go north again in the spring.

**OPTION 2 Use Independent Text** Have students draw a picture of an inference they make during independent reading.


### QUICK CHECK

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

#### Decide


- **If students struggle**, revisit instruction for making inferences in Small Group on pp. T62–T63.
- **If students show understanding**, extend instruction for making inferences in Small Group on pp. T62–T63.

### STUDENT INTERACTIVE, p. 43

 **READING WORKSHOP**

## Make Inferences


You can use details in the text and what you already know to **make inferences**.

 **MY TURN** Draw

Drawing should show that it is warm.

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**Directions** Read aloud the information at the top of the page. Say: *Why do the animals go north again in the spring? Draw a picture to show the answer.* Have students look back at the text. Remind them to use what they already know and evidence from the text to support their understanding.

 43

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

# Teacher-Led Options

## Word Work Strategy Group



### SOUND /k/ SPELLED Kk

**Alphabet Card** Display Alphabet Card Kk. This is a koala. Koala begins with /k/. What letter spells the sound /k/? Yes, the letter k.



Work with students to think of other words that begin with the sound /k/ spelled k. Record words or draw the pictures on the board.

### ELL Targeted Support

Write the words *kit*, *kite*, *kid*, and *kin* on the board. Read each word aloud. Point to the first letter in *kit* and ask the class what the letter is called; ask what sound the letter spells. Repeat with the other words. Offer feedback as needed and guide students to recognize that the letter is k and that it spells the sound /k/. **EMERGING**

Write the words *kit*, *kite*, *kid*, and *kin* on the board. Have students work in pairs to decode each word. Guide students as necessary. Then ask students to say the first letter in each word and the sound the letter spells. **DEVELOPING**

Say the words *kit*, *kite*, *kid*, and *kin*. Ask students to write each word. Review the correct spelling of each word, and read the words together as a class.

### EXPANDING

Say the words *kit*, *kite*, and *kid*. Have students spell the words. Then have them write sentences using the words. **BRIDGING**



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

## Intervention Activity



### CONNECT SOUND AND LETTER: CONSONANTS 3

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

LEVEL A • MODEL AND TEACH

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

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


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

**OBJECTIVES:**

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

**Can You Do It?**

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



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

Phonics, Morphology, and Spelling T • 141

## Intervention Activity



### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students build words with the sound /d/ spelled *d* or sound /k/ spelled *k*. Possible words for students to build include *kit*, *Kim*, *Kip*, *dig*, *kid*, *lid*, *bed*, and *kin*.

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



### Decodable Book



Students can read the Decodable Book *We Did It* to practice reading CVC words with /k/ and /d/ and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *of*, *are*, *that*. Tell them they will practice reading these words in the Decodable Book *We Did It*. [When you see these words in today's story, you will know how to read them.](#)

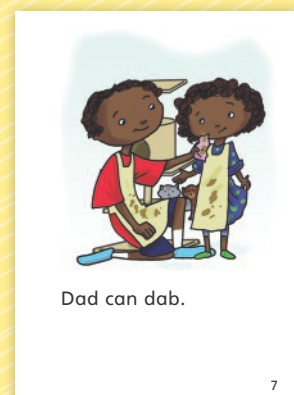
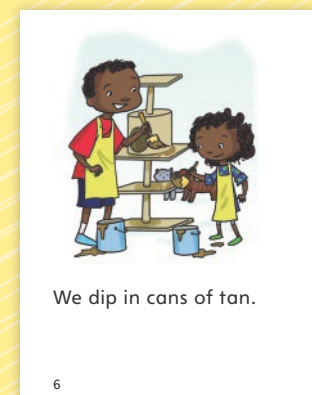
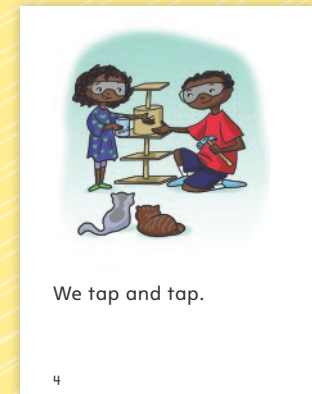
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

### Centers



See the myView Literacy Stations in the [Resource Download Center](#).

## Decodable Book





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

# Teacher-Led Options

## Strategy Group

### MAKE INFERENCES

**Teaching Point** Today I want to remind you how to make inferences. Here's an example. Yawn and look sleepy. How do I feel? Students should note that you are tired. How did you know? Point out that they used what you did and prior knowledge (what a yawn means) to figure out you are tired. They have made an inference! They can do the same thing when they read.

### ELL Targeted Support

Guide students to use learning strategies to share ideas and inferences.

Introduce the words *fly*, *swim*, and *walk*. Explain their meanings using words and actions. Then have students use words and actions to tell how animals migrate. **EMERGING**

Ask students an inference question about the text, such as *Why is it difficult for butterflies to stay alive in the north during winter?* Have students use describing words and gestures to help explain their ideas. **DEVELOPING**

Have partners use picture and text clues to discuss inferences they can make about migration. If students have difficulty explaining an idea, tell them to use strategies such as pantomiming. **EXPANDING**

Have partners take turns asking each other questions about the text and answering the questions using text evidence. Remind them of strategies they can use if they have difficulty explaining an idea. **BRIDGING**



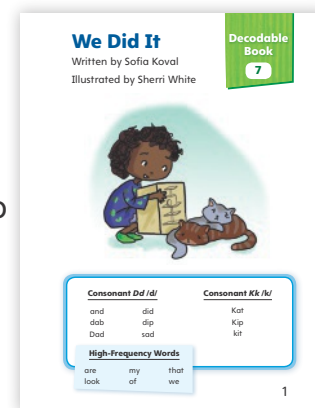
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### WE DID IT

Have students reread the Decodable Book *We Did It*. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for decoding words and reading high-frequency words.



## Fluency

Assess 2–4 students



### ORAL READING

Have student pairs practice chorally reading the Decodable Book *We Did It*.

### ORAL READING RATE AND ACCURACY

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

**Conferring**3 students / 3–4 minutes  
per conference**MAKE INFERENCES**

**Talk About Independent Reading** Ask students to share what they drew and explain the inferences they made.

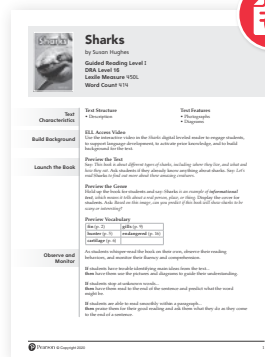
**Possible Conference Prompts**

- What does the author tell in the text?
- What do you know about this topic?
- What inference can you make?

**Possible Teaching Point** Readers can get clues about the topic by making inferences based on the pictures.

**Leveled Readers****MAKE INFERENCES**

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

**Whole Group**

**Share** Bring the class back together in whole group. Invite one or two students to share an inference about the informational text they are reading.

**Independent/Collaborative****Independent Reading**

Students can

- read a trade book to a partner.
- read and listen to a previously read leveled reader or Realize Reader.
- continue reading their Book Club text.

**Centers**

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

**Literacy Activities**

Students can

- write or draw about their reading.
- play the myView games.
- write a list of the words with letters *d* or *k* they find during independent reading and compare their lists with a partner.

**SUPPORT INDEPENDENT READING**

As students read they should think about the ideas and details in the text and how they can make inferences using the text and the pictures.

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



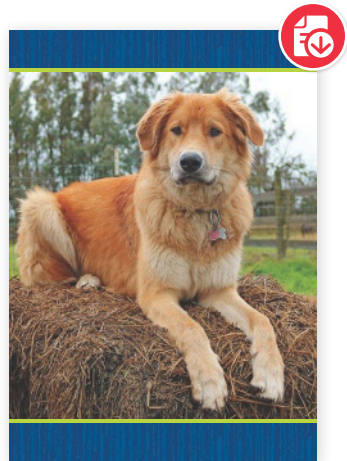
# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words.

Segment spoken one-syllable words into individual phonemes.

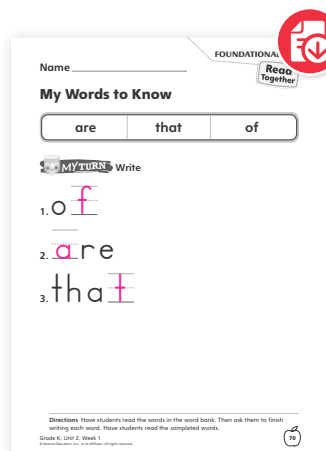
Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words.



Picture Card

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know*, p. 70 from the *Resource Download Center*.



*My Words to Know*, p. 70

## Phonological Awareness: Segment and Blend Phonemes

**FOCUS AND MODEL** Display the Picture Card *dog*. Point to the picture of the dog. Listen to the sounds as I say this word slowly: /d/ /o/ /g/. What is the first sound? Say it with me: /d/. What is the next sound? Say it with me: /o/. What is the last sound? Say it with me: /g/. This word has three sounds: /d/ /o/ /g/. Now listen as I blend the sounds, or say them together quickly, to say the word: *dog*. Repeat with the word *kit*.

**PRACTICE** Say words one at a time and have students segment and identify the phonemes in each word. Then have them blend the phonemes to say the whole word. Use these words: *dot, dig, dip, kit, kid, kin*.

## Phonics: Review Dd and Kk

### Minilesson

**FOCUS** Write the letters *Dd* and *Kk* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *d/d/, k/k/*. Ask students to say the sound as you point to each letter.

**MODEL AND PRACTICE** Tape a *Dd* or a *Kk* card on each student. Then write the word *Dan* on the board. *We will read this word together. If you hear the sound /d/, stand up if you have the letters Dd taped to you. Stand up if you have the letters Kk taped to you if you hear the sound /k/.* Point to each letter as you read the word aloud. *Let's read this word together: /d/ /a/ /n/, Dan.* Continue the activity with the words *Kim, dab, kit, Kip, sad, kid, and dip*.

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



**APPLY MyTURN** Have students look at p. 27 in the *Student Interactive*. Have them read the words in the word bank. Then have them read the sentences. Ask students to complete each sentence by writing the best word from the word bank on the lines.

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

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- Use illustrations to help you understand what you read.

Read the sentences on p. 27 aloud. Ask students to tell how the picture helps them understand the sentences. **EMERGING**

Have students repeat the sentences on p. 27. Make sure they are pronouncing the medial sound /i/ correctly. Allow them time to practice saying the words. **DEVELOPING**

In small groups, have students reread *The Kid* on pp. 23–25. Encourage listeners to stop and ask questions about words or situations they do not understand. Discuss the illustrations to help them understand the story better. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will learn many high-frequency words this year, which will help them become better readers. Say the word *are* and ask students what letters spell the word. Have students

- say the letters for the word as you write the letters on the board.
- say and spell the word, tapping their arm for each letter.
- repeat with *of* and *that*.

## STUDENT INTERACTIVE, pp. 26–27

### PHONICS

#### Consonants Dd and Kk

**TURN and TALK** Read

pad      dab

kid      Kip

kit      Kim

Dan      dad

26

**Directions** Remind students that the letter *d* makes the sound /d/ and the letter *k* makes the sound /k/. Have partners take turns pointing to the letter *d* or *k* in each word and saying the sound for the letter. Then have partners take turns reading the words.

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### FOUNDATIONAL SKILLS

#### Consonants Dd and Kk

**MY TURN** Read and write

dip      kid

Look at Kim.

She is a      **kid**     .

She can      **dip**      it.



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**Directions** Remind students that the letter *d* makes the sound /d/ and the letter *k* makes the sound /k/. Have students read the words in the word bank. Then have them read the sentences. Ask students to complete each sentence by writing the best word from the word bank on the lines.

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# Reflect and Share

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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

Retell texts in ways that maintain meaning.

## ACADEMIC VOCABULARY

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

- What did you learn from other books about what animals need?
- What characteristics do these animals share?
- What features do these books share?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that retelling a text means putting it in your own words. *When you retell a text, you tell the main idea and most important details.* Tell students they can retell two texts, and then compare them according to how the main ideas and details are similar.

- Think about the main idea of each text.
- Tell about some of the important details. Details can include facts or examples.
- Consider how the main ideas and details are similar across texts.
- Use your own words to retell each text.

**MODEL AND PRACTICE** Model retelling and comparing texts. Listen as I retell the main idea and some important details from *Animals on the Move*: Animals migrate for different reasons. Some animals migrate to get away from the cold. They go somewhere warm in the fall. Now I can compare what I learned in *Animals on the Move* to another text I have read: “Time to Move!” Both texts tell about why animals migrate. Both texts tell me that animals migrate south when it starts to get cold.

**ELL Targeted Support** Encourage students to think about how this text compares to other texts they have read about animals. Provide sentence frames.

*Animals on the Move tells about how animals \_\_\_\_\_. I also read \_\_\_\_\_.*

**EMERGING**

*Animals on the Move is about \_\_\_\_\_. I also read \_\_\_\_\_. It is about \_\_\_\_\_.*

**DEVELOPING**

*The main idea of Animals on the Move is \_\_\_\_\_. The main idea of \_\_\_\_\_ is \_\_\_\_\_.*

**EXPANDING**

*Animals on the Move is different from \_\_\_\_\_ because \_\_\_\_\_.*

**BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for retelling and comparing across texts as they retell other texts they have read.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn to p. 44 in the *Student Interactive*. Ask them to take turns retelling the main idea and important details from *Animals on the Move*. Then ask them to tell their partner about another book they read about animals. Have partners talk about how *Animals on the Move* compares to these other texts.

**OPTION 2 Use Independent Text** Provide students with a blank sheet of paper. Have students choose two informational texts that they have read. On one side of the sheet of paper, have students draw pictures to retell one text. On the other, have them draw pictures to retell the other text. Ask students to talk about how the texts are similar and how they are different.

### QUICK CHECK


**Notice and Assess** Can students retell *Animals on the Move* and compare it to other texts?

#### Decide


- **If students struggle**, revisit instruction for retelling and comparing texts in Small Group on pp. T68–T69.
- **If students show understanding**, extend instruction for retelling and comparing texts in Small Group on pp. T68–T69.


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

### STUDENT INTERACTIVE, p. 44


RESPOND TO TEXT 

### Reflect and Share

 **TURN and TALK** Tell the main idea and important details from the text. How is it similar to other texts you have read about animals?



**Weekly Question**  
Why do some animals move from place to place?

 **Directions** Have partners take turns retelling the text. Say: *When you retell a text, you tell the most important details.* Then have partners respond to sources by comparing the text with other texts they have read about animals.

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Use the  **QUICK CHECK** on p. T67 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Good readers retell important ideas and details from texts they read. They think about the different ways authors write about similar topics, such as animals. Authors may have some ideas that are the same and some ideas that are different. Work with students to retell *Animals on the Move* and another book you have read and then identify similarities and differences.

### ELL Targeted Support

Encourage students to use illustrations to help them compare texts.

Give students a book about animals. Ask them to make comparisons: *Animals on the Move* tells about whales. Does your book tell about whales?

#### EMERGING

Provide sentence frames to help partners compare books about animals. *Both books tell about \_\_\_\_.* **DEVELOPING**

Provide partners with sentence frames to help students compare and contrast books about animals. *The main idea of Animals on the Move is \_\_\_\_.* *The main idea of \_\_\_\_ is \_\_\_\_.* **EXPANDING**

Have partners identify one thing that is the same about the two books and one thing that is different. Then have them share their ideas with the rest of the group. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Reread *Animals on the Move* 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 details in a text support a main idea.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their research on their question about an animal, and have them share their findings with the class.

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

See *Extension Activities*, pp. 113–117, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share their drawings. Talk about how creating the drawings helped them to retell the text and compare the texts.

### Possible Conference Prompts

- Do both texts have the same main idea?
- Do both texts use the same animals as examples?
- How are the pictures the same? How are they different?

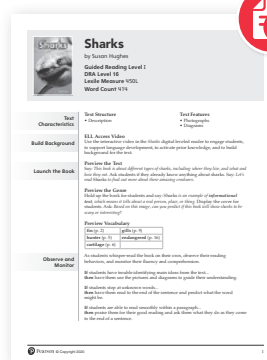
**Possible Teaching Point** Readers think about other texts they have read to make connections between ideas.

## Leveled Readers



### COMPARE TEXTS

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share connections they made between *Animals on the Move* and another text they read. Ask students to share one way the texts are similar.

## Independent/Collaborative

### Independent Reading



Students can

- reread the map “Time to Move!” and talk about the pages with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write or draw in response to the Weekly Question.
- research other animals that migrate.
- compare the geese in the infographic “Time to Move!” to the animals in *Animals on the Move*.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T458–T463, for

- teacher's summary of *Foxes*.
- 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 2

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

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

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

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

### Materials

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

#### LESSON 1

##### READING WORKSHOP

###### FOUNDATIONAL SKILLS

- Word Work T74–T75
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Introduce Oo
  - » High-Frequency Words

###### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T76–T77
- Listening Comprehension: Read Aloud “What Animals Need” T78–T79
- Informational Text T80–T81
  - ☑ Quick Check T81

##### READING BRIDGE

- Academic Vocabulary: Antonyms T82–T83
- Handwriting: Write Cc T82–T83

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T87
- Strategy Groups, Intervention, and On-Level/Advanced Activities T86
- ELL Targeted Support T86
- Conferring T87

###### INDEPENDENT/COLLABORATIVE

- Independent Reading T87
- Literacy Activities T87

**BOOK CLUB** T87 **SEL**

##### WRITING WORKSHOP

###### MINILESSON

- Informational Text T328–T329
  - » Compose a Title
  - » Share Back

###### INDEPENDENT WRITING

- List Book T329
- Conferences T326

##### WRITING BRIDGE

- Language & Conventions: Spiral Review: Adjectives T330–T331

**FLEXIBLE OPTION**

#### LESSON 2

##### READING WORKSHOP

###### FOUNDATIONAL SKILLS

- Word Work T88–T89
  - » Phonics: Read and Write Words with Oo
  - ☑ Quick Check T89
  - » High-Frequency Words

###### SHARED READ

- Introduce the Text T90–T95
  - » Preview Vocabulary
  - » Read: *From Nectar to Honey*
- Respond and Analyze T96–T97
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T97
  - » Check for Understanding

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T101
- Strategy Groups and Intervention Activities T98, T100
- Fluency T100
- ELL Targeted Support T98, T100
- Conferring T101

###### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T99
- Independent Reading T101
- Literacy Activities T101

##### WRITING WORKSHOP

###### MINILESSON

- Informational Text T332–T333
  - » Explore Main Idea
  - » Share Back

###### INDEPENDENT WRITING

- List Book T333
- Conferences T326

##### WRITING BRIDGE

- Pre-Spelling: Rhyming Sort T334
- Language & Conventions: Oral Language: Adjectives and Articles T335

**FLEXIBLE OPTION**

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T102–T103
  - » Phonological Awareness: Alliteration
  - » Phonics: Introduce *Ff*
  - » High-Frequency Words

#### CLOSE READ

- Find Text Structure T104–T105
- Close Read: *From Nectar to Honey*
  - ✔ **Quick Check** T105

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Visualize T106–T107
- Handwriting: Write Words T106–T107

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T109
- Literacy Activities T109

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T336–T337
  - » Apply Main Idea
  - » Share Back

#### INDEPENDENT WRITING

- List Book T337
- Conferences T326

### WRITING BRIDGE

- Language & Conventions: Teach Adjectives and Articles T338–T339

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T110–T111
  - » Phonics: Read and Write Words with *Ff*
    - ✔ **Quick Check** T111
  - » Decodable Story: Read *Bob on the Mat* T112–T113

#### CLOSE READ

- Ask and Answer Questions T114–T115
- Close Read: *From Nectar to Honey*
  - ✔ **Quick Check** T115

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T117
- Independent Reading T119
- Literacy Activities T119

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T340–T341
  - » Explore Details
  - » Share Back

#### INDEPENDENT WRITING

- List Book T341
- Conferences T326

### WRITING BRIDGE

- Language & Conventions: Practice Adjectives and Articles T342–T343

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T120–T121
  - » Phonological Awareness: Initial and Final *Ff*
  - » Phonics: Review Short *Oo* and *Ff*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T122–T123
  - » Writes to Sources
    - ✔ **Quick Check** T123
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T125
- Strategy Groups, Intervention, and On-Level/Advanced Activities T124
- ELL Targeted Support T124
- Conferring T125

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T125
- Literacy Activities T125

**BOOK CLUB** T125 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T344
  - » Apply Details
  - » Share Back

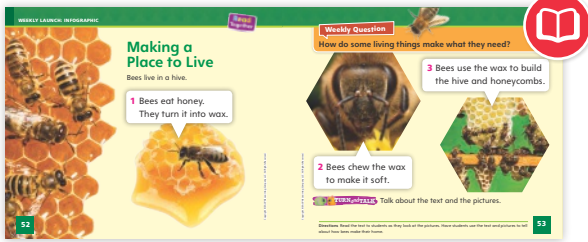
#### INDEPENDENT WRITING

- **WRITING CLUB** T344–T345 **SEL**
- Conferences T326

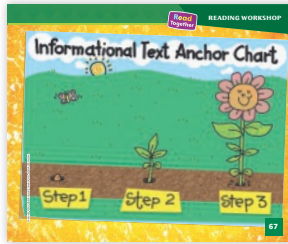
### WRITING BRIDGE

- Language & Conventions: Standards Practice T346–T347 **FLEXIBLE OPTION**

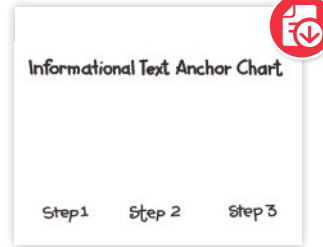
# Materials



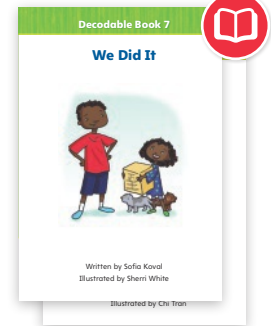
**INFOGRAPHIC**  
"Making a Place to Live"



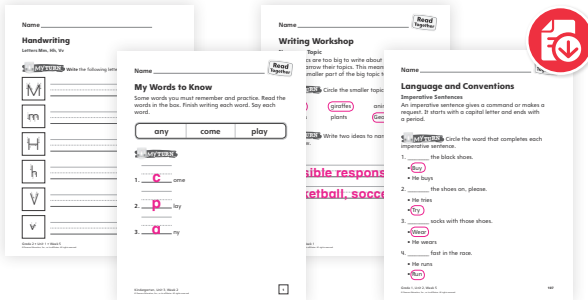
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



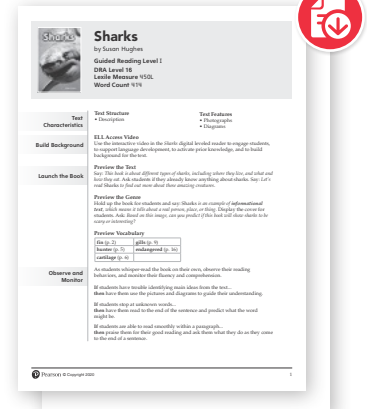
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

do  
you  
they

### Develop Vocabulary

bees  
honey  
nectar  
hive

### Unit Academic Vocabulary

grow  
need  
share  
depend

WEEK 2 LESSON 1 GENRE & THEME  
READING WORKSHOP

### Listening Comprehension

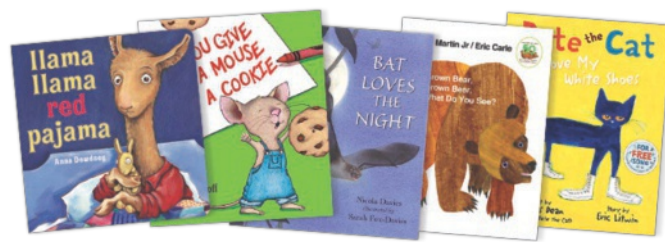
**OBJECTIVES**  
Students will be able to listen to an informational text and identify the main idea and details.  
Students will be able to listen to an informational text and identify the main idea and details.

**Read Aloud**  
Tell students that they will listen to an informational text. Informational texts give facts and details about real people, places, and things. They have a main idea and details. They describe, list, or explain about the informational text. "What Animals Need?" Tell students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

**START-UP**  
**READ-ALoud ROUTINE**  
Purpose Have students listen actively to elements of informational text, such as main idea and details.  
**READ** the entire text aloud without stopping for the Think Aloud out loud.  
**RESPOND** the text aloud, pausing to model the Think Aloud strategies related to informational text.

**What Animals Need**  
All animals have the same basic, or simple, needs. They all need food and water to live. Animals need food such as seeds, nuts, plants, or other animals. They drink water from lakes and rivers. Each animal has a special way to get the food it needs. Most animals need a home, or a place to live. Some live in trees and bushes. Some live in the grass or weeds. Others live in water or in special places such as caves. Animals live in places that suit their needs and provide a good temperature for their bodies.

**READ ALOUD**  
"What Animals Need"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

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

**PLANNING**  
• Select a book from the Read Aloud Trade Book Library or the school or classroom library.  
• Identify the key ideas of the story.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Aloud an entry, middle, and end of the book all of the parts where you plan to stop to think aloud.  
• Determine the text's main idea and details.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Discuss the title and the genre of the story.  
• Explain your knowledge and your interest in the background necessary for understanding.  
• Discuss the vocabulary necessary for understanding.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Aloud and open-ended questioning for a second time on the 2nd.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Read with expression to draw in listeners.  
• Read with expression to draw in listeners.  
• Use Think Aloud to model strategies while readers use to monitor comprehension and correct meaning from text.  
• Help students make connections to their own experiences, how they have been used in the past, or the world.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Support student comprehension by modeling the main idea and details of the story.  
• Discuss and assign a Student Response Form available on Read.com.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
From Nectar to Honey

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T464-T467

**Mentor STACK**

Writing Workshop T325

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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

**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words.

Segment spoken one-syllable words into individual phonemes.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## Phonological Awareness: Segment and Blend Phonemes

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

Tell students they can segment, or take apart, and blend, or put together, the sounds in a word. Listen to this word: *hop*. Now listen as I take apart the sounds in the word: /h/ /o/ /p/. I hear our new sound /o/ in the middle. Now listen as I put the sounds together again to say the word: *hop*.

**SEE AND SAY** Have students segment and blend the sounds in each picture word on p. 54 in the *Student Interactive* and circle all the words with the sound /o/.

## Phonics: Introduce Oo

### Minilesson

**FOCUS** Hold up the Oo Alphabet Card and point to the picture of the otter. Let's say the sound at the beginning of the word *otter*: /o/ -tter, /o/. The sound /o/ is spelled with the letter o. Point to the letters Oo on the Alphabet Card. Tell students the word *otter* begins with the sound /o/, so it begins with the letter o.

**MODEL AND PRACTICE** Write the letters Oo on the board. Tell students that you will say a word that has the sound /o/ in the middle. They will listen for the middle sound /o/ and trace the letter o in the air as you say each word. Use these words, emphasizing the sound /o/: *top, box, hot, job, pop, mom, hop, Rob*.

**APPLY MyTURN** Direct students to the first picture on p. 55 in the *Student Interactive*. Say: Trace the letter o and identify, or tell me, the sound it makes. Now circle each picture word that has the sound /o/. Does the word *mop* include the sound /o/? Yes, it does, so we will circle it. Tell students to complete the activity.

**ELL Targeted Support Distinguish Sounds** Tell students that being able to hear different letter sounds will help them understand English words. Write the words *mop*, *pot*, and *dot* on the board. Say the words aloud and have students repeat.

Write the word *top* on the board. Say each letter sound separately, for example *t-o-p*. Have students repeat after you. Then say the whole word and have students listen and repeat. Practice with three other short *o* words. **EMERGING**

Write the word *top* on the board. Say each letter sound separately, for example *t-o-p*. Have students listen and repeat after you. Then have them find other short *o* words in content-area materials. Have students take turns sounding out words letter by letter, and then say the whole word. **DEVELOPING**

Ask students what spoken English sounds are hard to understand. Ask for examples of words with short *o* sounds, such as *not*. Write them on the board. Say the words students find aloud. Have students listen and repeat after you. Then have them spell the words aloud. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS

Display the high-frequency words *they*, *you*, and *do*. Show students familiar letter sounds, such as *d /d/*, in these words.

- Point to the word *do* and read it.
- Have students identify the word *do* by pointing to it, and then have them read it.
- Repeat for *you* and *they*.

do

you

they

## STUDENT INTERACTIVE, pp. 54–55

### PHONOLOGICAL AWARENESS | PHONICS

### FOUNDATIONAL SKILLS

#### Sounds

SEE and SAY Circle



Tell students that images represent sock, cat, mop, top.



Tell students that images represent jet, pot, rock, sun.

54

Directions Model: Listen to the sounds in this word: /s/ /o/ /k/. *sock*. *Sock* has the sound /o/ in the middle. Have students segment and blend the sounds in each picture word, circling the ones with the sound /o/ in the middle.

#### Short o Spelled o

MY TURN Circle



Tell students that images represent mop, sock, seven.



Tell students that images represent ant, pot, pig.



Tell students that images represent rock, sun, dot

Directions Tell students that the letter o can make the sound /o/. Model how to form the letters O and o. Say: You will see the letter o in many words that have the short o sound. Trace the letters Oo. Point to the letter o and identify, or tell me, the sound it makes. Now circle each picture word that has the same o sound in the middle.

55

# Interact with Sources

## OBJECTIVES

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

Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *Why does a bee depend on honey? What does a bee need to build its home?*

- grow
- need
- share
- depend



Songs and Poems Big Book

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

## Explore the Infographic

Remind students of the Essential Question for Unit 2: *What do living things need?* Point out the Week 2 Question: *How do some living things make what they need?* Explain that students will learn about animals this week.

Have students follow along as you turn to p. 52 of the *Student Interactive* and point to the picture of the bees. Explain that animals need homes. A bee's home is a beehive. Tell students that bees make their own homes. Then read the infographic, "Making a Place to Live."

Use the following prompts to guide discussion:

- Ask students to look at the picture on p. 52 and tell what they see.
- Have students act out the process of chewing the wax.
- Have students look at the final picture. Ask them what the bees build with the wax.

Tell students to ask questions about the infographic to clarify any information they do not understand.

**TURN, TALK, AND SHARE** Have students interact with sources by using the pictures and text on pp. 52–53 to talk about what the bees do to build their home.

**WEEKLY QUESTION** Remind students of the Week 2 Question: *How do some living things make what they need?* Tell students that they just learned how one living thing, a bee, makes what it needs. A bee makes a hive and honeycombs using honey. Explain that other animals make what they need too, and students will read more about them this week.



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

**ELL Targeted Support Visual Support** Help students use visual support to understand vocabulary by reading aloud the numbered captions with each visual element. Tell students to look at the photos and listen closely as you read about how bees make honeycombs.

Ask students leading questions about each visual pictured to help students use visual support to develop vocabulary. Discuss how it relates to the reading. Continue this way until students have discussed each illustration. **EMERGING**

Point to each visual element as you read aloud the numbered steps. After reading each piece, have students ask their partner how the visual helps him or her understand what bees need. **DEVELOPING**

Have student pairs take turns reading each caption. Then have each student pair choose one visual, and ask them to explain to the class how it supports them answering the weekly question. **EXPANDING**

Have students silently read the infographic text and draw their own pictures of how bees make honeycombs. Then have students pair up and show each other the pictures they drew. Have partners discuss how the context of one another's drawings helps them understand vocabulary about animals. **BRIDGING**

STUDENT INTERACTIVE, pp. 52-53

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

WEEK 2

### Making a Place to Live

Bees live in a hive.

1 Bees eat honey. They turn it into wax.

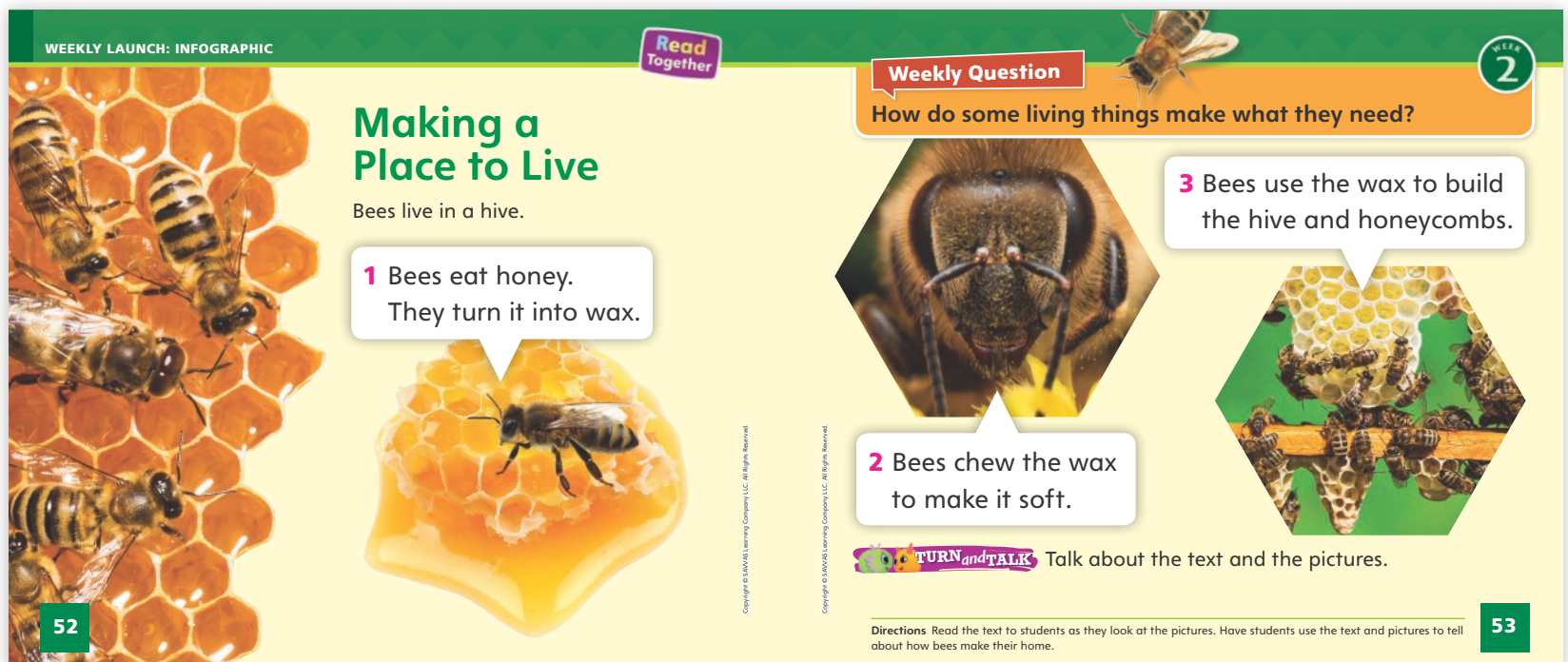
2 Bees chew the wax to make it soft.

3 Bees use the wax to build the hive and honeycombs.

TURN and TALK Talk about the text and the pictures.

Directions Read the text to students as they look at the pictures. Have students use the text and pictures to tell about how bees make their home.

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# Listening Comprehension

## OBJECTIVES

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

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

## ELL Language Transfer

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

- animals : *animales*
- special : *especial*
- temperature : *temperatura*
- oxygen : *oxígeno*
- air : *aire*

**THINK ALOUD** Analyze **Informational Text** When I read, it helps to think about what the text is about. This text mainly talks about what animals need. The author tells me this in the first sentence: "All animals have the same basic, or simple, needs."

## Read Aloud

Tell students that they will listen to an informational text. Informational texts give facts and details about real people, places, and things. They have a main idea and details. Have students listen as you read aloud the informational text, "What Animals Need." Tell students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively to elements of informational text, such as the main idea and details.

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

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

## What Animals Need

All animals have the same basic, or simple, needs. They all need food and water to live. Animals need food such as seeds, nuts, plants, or other animals. They drink water from lakes and rivers. Each animal has a special way to get the food it needs.

Most animals need a home, or a place a live. Some live in trees and bushes. Some live in the grass or weeds. Others live in water or in special places such as caves. Animals live in places that suit their needs and provide a good temperature for their bodies.



"What Animals Need," continued

Animals also need oxygen. Some animals get oxygen from the air, and others get oxygen from the water.

All animals need food and water. They also need a home and oxygen. They need these four things to live.

**THINK ALOUD** Analyze **Informational Text** After you reread this paragraph, say: The paragraph I just read tells about one thing that animals need: oxygen. It said that some animals get oxygen from the air while others get oxygen from the water. I wonder: What is an animal that gets oxygen from the air? I think my dog gets oxygen from the air when she breathes.

## WRAP-UP

### What Animals Need

1. food
- 2.
- 3.
- 4.

Use the chart to help students identify details about what animals need.

**ELL Targeted Support Understand Meaning** Read aloud "What Animals Need" twice. Have students listen carefully. Discuss the meaning of the informational text. Then give examples of a main point and ask students for additional main points. Provide an example of a detail and tell how it supports a main point. Ask students for other examples of important details. Discuss the general meaning of the text. Ask students to draw a picture to show this general meaning. Invite students to point to and describe their picture to the class. **EMERGING**

Review the general meaning of the text. Have small groups discuss the text and identify the general meaning in their own words. Identify one of the main points aloud. Encourage groups to identify the remaining main points and share with the class. **DEVELOPING**

Have small groups discuss the text and then identify the general meaning in their own words. Give an example of a main point and an important detail that supports it. Then have small groups work together to identify and write down other main points and details from the text. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud



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

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





SPOTLIGHT ON GENRE

# Informational Text

## LEARNING GOAL

I can read informational text.

## OBJECTIVES

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

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

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, tell students to use words related to informational text in their discussion.

- organize
- order
- sequence
- details

## FLEXIBLE OPTION ANCHOR CHARTS

Add to your informational text anchor chart.

- What details are included?
- What order are the details presented in?
- Discuss with students why they are in this order.

## ELL Language Transfer

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

- information : *informacion*
- detail : *detalle*
- idea : *idea*

## Minilesson

**FOCUS ON STRATEGIES** Tell students that an informational text has a main idea and details. An author puts the details in order to make the content easy for the reader to understand. An author can use different patterns to organize details. If the details always go in a specific order, it creates a sequence.

**MODEL AND PRACTICE** Have students turn to p. 66 in the *Student Interactive*. Point out the three pictures showing first, next, and last. **These pictures show a sequence of events. First, the seeds are planted. Next, the seeds sprout. Last, the flower blooms. These events must go in a specific order. Can you think of anything else that must be done in a specific order?** Allow students time to think of a sequential order like washing hands, hitting a baseball, etc.

Talk about other informational texts that contain a sequential order. Discuss how the details go in order to provide clarity for the reader. Then ask students to identify the order in the informational text “What Animals Need.” Provide assistance as needed.

**ELL Targeted Support Describe** Have students describe the infographic “Making a Place to Live” on pp. 52–53 of the *Student Interactive*.

Have students point to each step, as you describe what is happening. **First, bees eat honey and turn it into wax. Next, bees chew the wax. Last, bees use the wax to make honeycombs.** Then repeat each step and have students repeat the step chorally as they point to the picture on the infographic. **EMERGING**

Prompt students to retell the three details in order, using the words *first*, *next*, and *last*. **DEVELOPING**

Have students ask and answer questions about the infographic. Encourage them to use the words *first*, *next*, and *last*. For instance, *What happens first? First, the \_\_\_\_.* **EXPANDING**

Have students take turns retelling the events shown in the Anchor Chart, using the words *first*, *next*, and *last*. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying order within informational text.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 66 of the *Student Interactive*. Circulate to discover if students can retell the steps in order.

**OPTION 2 Use Independent Text** Have students look at other informational texts that show steps in a sequence and draw what happens first, next, and last.

### QUICK CHECK

**Notice and Assess** Can students identify order within informational texts?

#### Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on pp. T86–T87.
- **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. T86–T87.

## STUDENT INTERACTIVE, pp. 66–67

GENRE: INFORMATIONAL TEXT

My Learning Goal I can read informational text.

SPOTLIGHT ON GENRE

### Informational Text

An informational text can tell how something happens. It can tell **steps in a sequence**, or what happens first, next, and last.

First Next Last

**TURN and TALK** Retell the steps in order.

Directions Read the genre information to students. Say: Remember that informational texts tell details about a central, or main, idea. Sometimes those details tell the steps in a sequence. Have students discuss how a flower grows. Then have partners take turns retelling the steps in order.

66

67

Informational Text Anchor Chart

Step 1 Step 2 Step 3

READING WORKSHOP

# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about informational text.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.

## ELL Access

To master academic language, ELL students need many encounters with new words when they listen, speak, read, and write. Encourage students to use academic language in their own oral and written work. Ask them to retell what they heard or read. Challenge more advanced students to summarize what they've learned.

## Antonyms

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that antonyms are words with opposite meanings. They can use these strategies to decide if two words are antonyms.

- Say the first word. What does it mean?
- Say the second word. What does it mean?
- Do the two words have opposite meanings? If so, they are antonyms, or opposites.
- Read the words in the right-hand column of p. 83 in the *Student Interactive*. Guide students to understand that *shrink* is the opposite of *grow*, and *keep* is the opposite of *share*.

**MODEL AND PRACTICE** Hold up your hand and tell students that adults have big hands. *What word describes the size of an adult's hand? Yes, big. Now picture a baby's hand. A baby's hand is little. Because big and little are opposites, they are antonyms.* Provide additional example words, such as *up*, *open*, *empty*, and *dry*. Guide students to name an antonym for each word. (Possible responses: *down*, *close*, *full*, *wet*)

# Handwriting

## OBJECTIVE

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

## Write Cc

**FOCUS** Display the following uppercase and lowercase letters: Cc.

**MODEL** Model how to write the uppercase letter C. Show students how the letter is formed by starting near the top right and curving around to the left. Have them practice forming the letter in the air with their finger. Then repeat with the lowercase letter c.



ASSESS UNDERSTANDING

Apply

**My TURN** Have students complete the activity on p. 83 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 83


VOCABULARY **Read Together** READING-WRITING BRIDGE


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

**Academic Vocabulary**

grow need share depend

**MY TURN** Match

share shrink 

grow keep 

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**Directions** Read the words to students. Have them match each word on the left to the word on the right that has the opposite meaning.

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**PRACTICE** Have students use *Handwriting*, p. 78 in the *Resource Download Center* to practice writing Cc.

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

**Handwriting**  
Letters Cc

**MY TURN** Write

C C C C C C C C

c c c c c c c c

C \_\_\_\_\_

c \_\_\_\_\_

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

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Handwriting, p. 78

# Matching Texts to Learning

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



LEVEL A

**Genre** Informational Text

**Text Elements**

- One line of text per page
- Familiar content

**Text Structure**

- Simple Factual



LEVEL A

**Genre** Narrative Nonfiction

**Text Elements**

- Four words per page
- Familiar vocabulary

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Informational Text

**Text Elements**

- Two lines per page
- Text and pictures

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Informational Text

- What is the title? Can you guess what the text will be about?
- Is there a main idea that all of the details tell about?
- Are there details that give more information about the main idea?
- Are there any graphics that help the reader understand what the text is about?

### Develop Vocabulary

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

### Find Text Structure

- What is the main idea of the text?
- What details did you learn about the main idea?
- What is the order of the details?
- What can you discover about the text by looking at the details and the order of the details?



LEVEL B

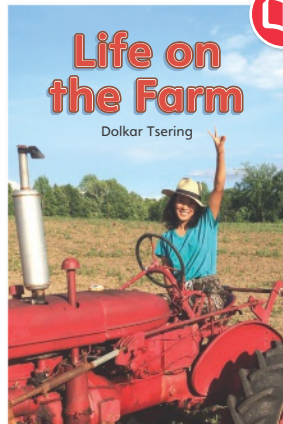
**Genre** Informational Text

**Text Elements**

- Two lines per page
- Prepositional phrases

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Narrative Nonfiction

**Text Elements**

- One to three lines per page
- Prepositional phrases

**Text Structure**

- Simple Factual



LEVEL D

**Genre** Narrative

**Text Elements**

- Two to four lines of text per page
- Less repetition

**Text Structure**

- Chronological

**Ask and Answer Questions**

- Ask a question about information you would like explained.
- Ask a question about what you see in the pictures.
- Ask a question about something you would like to learn more about.
- Ask a question about a word the author used.

**Compare Texts**

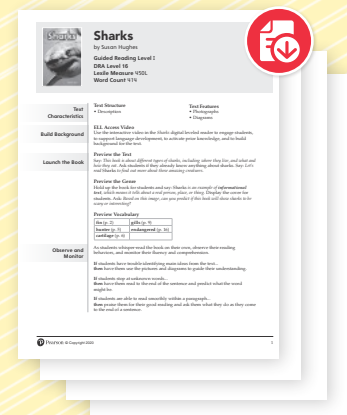
- What is the title of each text?
- What is the main idea of each text?
- How are the details presented in each text?

**Word Work**

For possible teaching points, see the *Leveled Reader Teacher's Guide*.

**Leveled Reader Teacher's Guide**

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





Use the  **QUICK CHECK** on p. T81 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** Today I want to remind you that an informational text puts the details in a specific order. Some texts can be put in order of time, in order of events, or in order of importance. Look back at the infographic on pp. 52–53 of the *Student Interactive* with students and discuss how the details are organized.

### ELL Targeted Support

Ask students to look at the pictures that accompany the text. Have students discuss if there is a pattern to the order of images. **EMERGING**

Have students identify the details of the text. Ask students to discuss structure and organization of the details. **DEVELOPING**

Have students draw and label the three steps in the hive-making process. **EXPANDING/BRIDGING**



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

## Intervention Activity



### NONFICTION TEXTS

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

LEVEL A • READ

Lesson 46    Genre: Nonfiction Texts

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

Why Cats Are the Best Pets


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

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

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

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

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



T • 278 Reading Informational Text

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 52–53 of the *Student Interactive* to generate questions about how some living things make what they need, and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 113–117 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to show their drawings that illustrate the order of events in the book they are reading.

### Possible Conference Prompts

- What is the book about?
- What happens first? Then what happens? What happens last?
- How does the order of details help you understand the topic, or what the book is about?

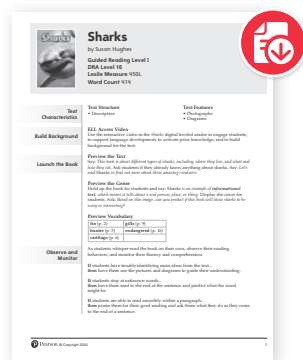
**Possible Teaching Point** As you are reading, stop to think about what happens first. Then think about what happens next. This can help you better understand the information.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to identify the order of details in a text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the sequence of events in the informational books they are reading. Ask them to share how they figured out the sequence of events.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write about their reading in a reading notebook.
- refer to the Anchor Chart on p. 67 of the *Student Interactive* and tell a partner about the order of details of an informational book they are reading.
- play the myView games.

## BOOK CLUB



See Book Club pp. T464–T467 for

- ideas for facilitating Book Club.
- suggested texts to support the unit genre.
- support for the groups’ collaboration.
- facilitating use of the trade book *Foxes*.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The letter *o* exists in many languages, but it may sound different. To help students understand the different sounds that can be used for *o*, point out words in students' home languages that have the letter *o*. For example, these words for "fox" have the letter *o*: *zorro* (Spanish), *raposa* (Portuguese), and *soro* (Filipino).

## Phonics: Read and Write Words with Oo

### Minilesson

**FOCUS** Hold up Picture Card *box*. This is a picture of a box. Listen to the sounds in *box*: /b/ /o/ /ks/. I hear the sound /o/ in the middle of *box*. Say the sound /o/ with me.

Flip the card over and show students the spelling of the word. Read the word, pointing to each letter as you say the sound: /b/ /o/ /ks/. Do you hear the sound /o/? What letter spells the sound /o/? Have students identify the letter *o*. Let's trace the letter in the air. When we see this letter in a word, what sound will we say? (/o/)

**MODEL AND PRACTICE** Have students turn to p. 56 in the *Student Interactive*. Help them name each picture. Let's say the word and listen to the middle sound: /m/ /o/ /p/. The middle sound is /o/. What letter spells that sound? Have students trace the *o* on the line. Repeat for the words *dot* and *pot*.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students complete p. 56 in the *Student Interactive*. They should write and then read each CVC word.

**OPTION 2 Independent Activity** Have students draw pictures of things that have names that include /o/. Have them write the letter o beneath each picture.

### QUICK CHECK

**Notice and Assess** Can students read *Oo*?

#### Decide

- **If students struggle**, revisit instruction for reading *Oo* in Small Group on pp. T98–T99.
- **If students show understanding**, extend instruction for reading *Oo* in Small Group on pp. T98–T99.

## HIGH-FREQUENCY WORDS

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

- read the words with you.
- spell each word, clapping as they say each letter.

## ADDITIONAL PRACTICE


For additional practice with short o, have students complete *Phonics* p. 60 from the *Resource Download Center*.

STUDENT INTERACTIVE, p. 56


PHONICS | PHONOLOGICAL AWARENESS

### Short o Spelled o


**MYTURN** Write and read



o mop



o dot



o pot

56 **Directions** Have students name the pictures and trace the letter o on the lines. Tell them that these picture names all have the sound /o/ in the middle. Have students write the words that name the pictures and then decode them.

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FOUNDATIONAL SKILLS  
Read Together







Name \_\_\_\_\_

### Phonics

Short Oo

**MYTURN** Circle and write

Tell students that images represent pot, sun, top, sock, cat, mop.

Directions: Have students circle the pictures with names that include the short o sound. Ask them to write the uppercase and lowercase letters on the lines.

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*Phonics*, p. 60

# Introduce the Text



## OBJECTIVES

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

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

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

### Shared Read Plan

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

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

## Preview Vocabulary

- Introduce the words *bees*, *honey*, *nectar*, and *hive* from p. 68 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as: *What do you know about bees? Have you ever eaten toast with honey? Are you small enough to live in a hive?*
- Have students demonstrate what they know about the words. They can make buzzing noises like a bee. They can show how they feel about the taste of honey by pretending to taste some.
- *The words bees, honey, nectar, and hive will help us understand the text From Nectar to Honey.*

## Read

Discuss the First Read Strategies with students. Tell students that looking at the title and pictures before reading can help them figure out what the text will be about. Say: *Listen to the title and look at the picture. What questions do you have before you read the text?*

Explain that if students don't understand something, they can make adjustments by rereading, using background knowledge, or asking questions. Have students monitor their comprehension as they read. If students' understanding of the text breaks down, prompt them to make adjustments by asking questions and rereading to find the answers to their questions. These answers will provide students new information and a better understanding of the reading.

Provide assistance as necessary.

### FIRST READ STRATEGIES

**READ** Listen and read along, tracking the print, as the text is read aloud.

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

**ASK** Generate, or ask, questions about the text to deepen understanding.

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

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



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to read a book if they learn some of the vocabulary before reading.

Work with students as they look at the pictures on p. 68 of the *Student Interactive*. Discuss the meaning of each of the vocabulary words. **EMERGING**

Discuss the meaning of each of the preview vocabulary words. Have students work in pairs to create sentences using each of the words. **DEVELOPING**

Write one of the vocabulary words on the board. Have students work together to suggest other words thematically similar to this word. Have students create a graphic organizer on the board for each of the words. **EXPANDING**

Have students work with a partner. Assign each pair one of the vocabulary words. Have students think about how they would teach this vocabulary word to others. Suggest they provide a definition, use the word in a sentence, and/or provide a physical activity that will help others remember the word. Then have partners teach their word to the rest of the group. **BRIDGING**

STUDENT INTERACTIVE, pp. 68–69

**VOCABULARY**

**Read Together**

## From Nectar to Honey

### Preview Vocabulary

 bees	 honey	 nectar	 hive
---	--	---	---

**Read**  
Listen to the title and look at the picture. What questions do you have before you read the text?

**Meet the Author**



**Christine Taylor-Butler** has written more than 75 books for children. She has won prizes for her books. In school Christine studied engineering, art, and design. She now lives in Kansas City.

**68** Directions Remind students that they can ask questions about a text before they read it. Say: Asking and answering questions before, during, and after reading can help you better understand a text and get information. Have students look at the photo on the title page and ask questions about the text before reading.

**Read Together**

**Genre** Informational Text

**AUDIO**  
Audio with Highlighting

**ANNOTATE**



*From Nectar to Honey*  
written by  
Christine Taylor-Butler

**69**

STUDENT INTERACTIVE, pp. 70-71



**bees** insects that can make honey

**honey** a sticky, sweet liquid made by bees

Did you know that flowers help bees? They help bees make honey.

**bee**

**flower**

Bees fly many miles each day. They fly from one flower to another.

70

71

## First Read

### Ask

**THINK ALOUD** I don't understand why bees fly from one flower to another. When I don't understand something in a text, I can ask a question about it. Then I can go back and reread the text to find the answer. My question is, *Why do bees fly from one flower to another?* I will reread these pages. The sentences on page 70 tell me that flowers help bees make honey. Now I understand why bees fly from flower to flower!

## Foundational Skills Extension

### High-Frequency Words

Have students identify, or point to, the high-frequency word *they* on p. 70 in the *Student Interactive*.

### Possible Teaching Point




#### Read Like a Writer | Visualize

Tell students that making pictures in their minds, or visualizing, while they read can help them understand what they are reading. Use the images included with the text, and the instruction on pp. T106–T107, to help students visualize nectar and the process of how bees make honey.



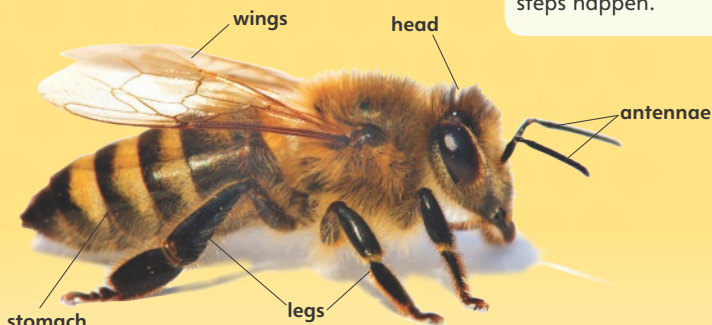
STUDENT INTERACTIVE, pp. 72-73

**nectar** a sweet liquid found in many flowers







**nectar**

First, flowers make a sweet juice called nectar.  
Next, bees sip the nectar.



Bees store the nectar in their stomachs.

**CLOSE READ** 

How do flowers help bees make honey? Underline the words that tell when the steps happen.

## CROSS-CURRICULAR PERSPECTIVES

Science



Tell students that bees are insects. Like many insects, bees have antennae, a head, six legs, wings, and a stomach. Direct students to look at the diagram on p. 73 of the *Student Interactive* to identify the parts of a bee.

## Close Read



## Find Text Structure

Tell students that *From Nectar to Honey* shows steps in a sequence. **Sometimes steps are numbered. Sometimes words tell the order in which things happen.** Read aloud the Close Read note on p. 73 of the *Student Interactive*. Prompt students to identify and underline the words that tell when each step happens in the honey-making process.

DOK 2

## OBJECTIVE

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



STUDENT INTERACTIVE, pp. 74-75



CLOSE READ



What questions can you ask about the steps on these pages? Highlight the answers to your questions.

**hive** a nest for bees

hive

Bees sip the nectar until they are full. After that, they fly back to the hive.

Other bees work in the hive. Then they turn the nectar into honey.

## First Read

### Talk

**THINK ALOUD** The text says that when bees are full from sipping nectar, they fly back to the hive. Then the text says that bees work in the hive. I wonder what a hive is? I can see from the photographs that there are many bees in one place, turning nectar into honey. I am going to talk to a partner to see what he or she thinks a hive is. I bet it is the bees' home. I will tell that to my partner.

### CROSS-CURRICULAR PERSPECTIVES

Science



Tell students that scientists often learn by asking questions about something they see and then observing it until they figure it out. Ask students how they can learn more about nature by observing what they see around them.



STUDENT INTERACTIVE, pp. 76-77



76

Bees store the honey in their hives. They eat the honey in winter.

honey

We can eat the honey too!

77

### Possible Teaching Point



#### Academic Vocabulary | Antonyms

Use the Academic Vocabulary lesson on pp. T82–T83 in the Reading-Writing Workshop Bridge to teach about words that are antonyms. Point out this sentence from p. 74 of the *Student Interactive*: “Bees sip the nectar until they are full.” Ask students to tell you a word that means the opposite of *full*. (Possible answers: *empty* or *hungry*)

## Close Read



### Ask and Answer Questions

Ask students to read the Close Read note on p. 75 of the *Student Interactive*. Prompt them to ask questions about the steps of making honey. Have students highlight the answers to their questions. **DOK 3**

### OBJECTIVE

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

# Respond and Analyze



*From Nectar to Honey*

## OBJECTIVES

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

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

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

## My View

Use these suggestions to prompt students' initial responses to reading *From Nectar to Honey*.

- **Retell** Have students tell a partner about the part of the text that interested them the most and ask what he or she found the most interesting. Ask: *What part interested you the most? Why?*
- **Illustrate Details** Have students draw a picture of a bee and illustrate the parts of the bee's body. Then have partners tell details about each part and discuss how these parts help the bee make honey. Ask: *How does each part of the bee's body help it do its job of making honey?*

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors choose words carefully. The vocabulary words *bees*, *honey*, *nectar*, and *hive* can be used to talk about the main idea in *From Nectar to Honey*. Have students turn to pp. 72–73 in the *Student Interactive*. Use the word *nectar* to model the strategy.

- **READ** Read the word and the sentences in which it is used.
- **LOOK** Look for photographs or illustrations that help you picture and understand the word.
- **THINK** Think about why the author needed to use this word. What information is the author trying to give the reader?

**MODEL AND PRACTICE** Have students turn to p. 78 in the *Student Interactive*. Model how to complete the activity using the word *bees*. Read the directions aloud and ask students to look at the pictures. Ask: *Which is the picture of bees?*

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students practice developing vocabulary by completing p. 78 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find and list unfamiliar words that tell about a topic from their independent reading texts.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T100–T101.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T100–T101.

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 79 in the *Student Interactive*.

**ELL Targeted Support Visual Media** Explain that photographs are visual media.

Model how to find images that go with words from p. 78 in the *Student Interactive*. Refer students back to *From Nectar to Honey*. **EMERGING/DEVELOPING**

Guide a discussion on information that students can learn from photographs. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 78–79

VOCABULARY
Read Together
COMPREHENSION
READING WORKSHOP

### Develop Vocabulary




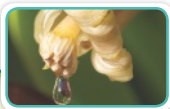
**MY TURN** Match

bees

honey

nectar



hive

Directions: Read the words to students. Have them use illustrations to clarify word meanings by drawing a line from each word to the matching picture.

### Check for Understanding

**MY TURN** Circle and write

**DOK 2** 1. What is the main idea?

2. Why does the author use the words *first* and *next*?

**DOK 3** Possible response: \_\_\_\_\_  
to tell when things happen

3. Why do bees need to fly many miles each day?

**DOK 3** Possible response: \_\_\_\_\_  
so they can fill their stomachs with nectar

Directions: Read aloud question 1 and the answer choices to students. Have them circle the answer. Then read aloud questions 2 and 3 and encourage students to write their answers.

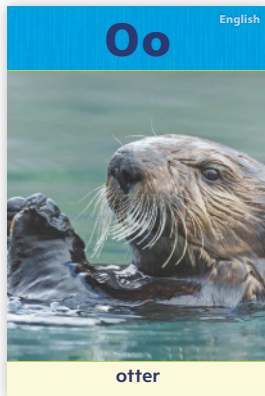
Use the  **QUICK CHECK** on p. T89 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT o SPELLED Oo

**Alphabet Card** Display the Oo Alphabet Card. This is an otter. Otter begins with /o/. What letter spells the sound /o/? Yes, the letter o.



Tell students that you will say a word, and they should trace the letter o if they hear /o/. Use these words: *hop, map, sock, dot.*

### ELL Targeted Support

Help students monitor their production of oral language and self-correct as needed.

Write some short o words on the board. Work together as a class to read them, and ask students to monitor their own pronunciation carefully. **EMERGING**

Help students take turns reading passages from a level-appropriate text, having them monitor their own reading. Help them notice when they have made a mistake. **DEVELOPING**

Have students work in pairs to read passages from a level-appropriate text, helping each other to self-monitor and self-correct. **EXPANDING**

Challenge student volunteers to read aloud to the class, and to stop and re-read anything that they mispronounce or misread on the first try. **BRIDGING**



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

## Intervention Activity

### SHORT o

Use Lesson 27 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with short o.

LEVEL A • MODEL AND TEACH

**Lesson 27** Short o

**INTRODUCE** Remind students that words are made up of consonant and vowel sounds. You learned that /o/ is spelled with the letter o, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short o sound.


**MODEL** Display or share copies of the following passage, "Hot Pot," from Student Page S161, and read it aloud.

Point to the word *pot* in the first line. The word *pot* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *hot*. Changing a letter in a word makes a new word. When the *p* in *pot* is changed to an *h*, the word *pot* becomes *hot*.

**Hot Pot** ends with -ot

The *pot* is *hot*.  
The lid is on the *pot*.  
*Cod* is in the *pot*.  
*Pop* got the *cod*.

ends with -op



**TEACH** Point out the words with the short o sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short o. *Pot* and *hot* both have a short o sound and end with -ot. I can use the -ot letter combination to make new words that have the short o sound. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short o sound, such as *Pop*.

Now point to the -od letter combination at the end of *Cod* in the third sentence. Now that I know what the letters -od sound like, when I hear a word that ends with those sounds, I can spell the word. The word *Cod* ends with the sounds /o/ and /d/. I can write the letter combination -od. The word starts with the sound /k/. I know the letter *c* makes the /k/ sound. I can add the letter *c* to the beginning of -od. Work through spelling other examples, such as *pod*, *nod*, and *rod* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 161

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



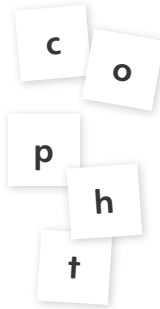
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them practice forming words with short *o*: *cot*, *tot*, *rot*, *hot*, *pot*, *top*, *mop*, *hop*. Students can also play the Letter Tile game in the myView games on SavvasRealize.com.



### Decodable Book



#### WE DID IT

Students can revisit last week's Decodable Book *We Did It* to practice reading words with the sounds /d/ and /k/ and last week's high frequency words.

Before reading, display and remind students of last week's high-frequency words: *of*, *are*, *that*. Tell them that they will practice reading these words in the Decodable Book *We Did It*. **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. Partners can take turns reading pages and then switch who starts and read again.

### High-Frequency Words

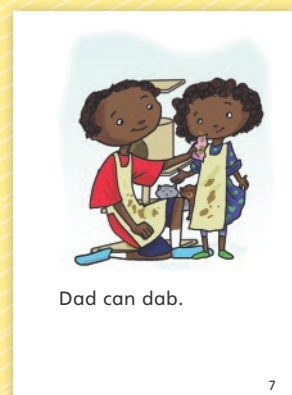
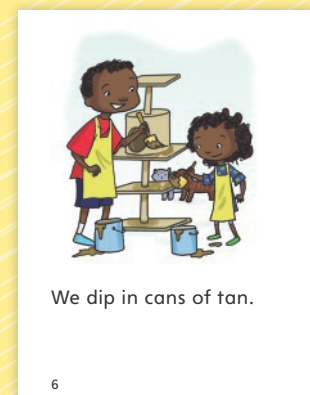
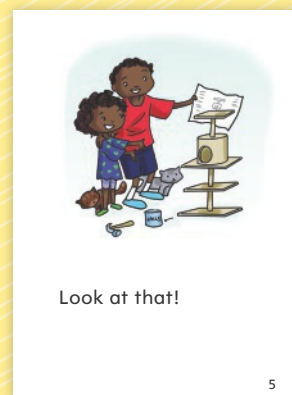
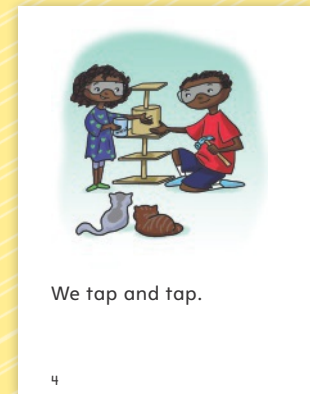
Tape high-frequency words to paper cups. Have students read the words and stack the cups. If they miss a word, say it for them and have them try again.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T97 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that when you read a word and you don't know the meaning, you can use the pictures to help you. Look back at p. 72 of *From Nectar to Honey* in the *Student Interactive* and demonstrate with the word *nectar*.

### ELL Targeted Support

Tell students that drawing pictures can help them learn new words. Write these words on the board: *bees, honey, nectar, hive*.

Point out pictures in the text that illustrate each word. Then have students draw and label their own pictures to represent the words. **EMERGING**

After reviewing the text to make sure students understand the meanings of the words, have students draw a single picture that includes all four elements. Have them use the words to label their pictures. **DEVELOPING**

Have students further develop vocabulary by drawing and labeling a diagram of a bee. Have them complete these sentences and write them next to the diagram. \_\_\_\_\_ *help the bee fly.* \_\_\_\_\_ *help the bee walk.* **EXPANDING/BRIDGING**



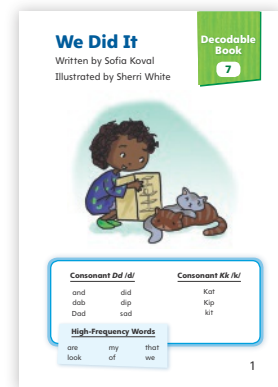
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### WE DID IT

Have students read the Decodable Book *We Did It*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Ask pairs to try to read all of the words correctly.

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students about the new words they identified in their independently read texts. Have them think about how the pictures help them understand the words when they are used in the story.

### Possible Conference Prompts

- How do you use illustrations in stories to help you figure out the author’s meaning?
- Why are these words important to this story?

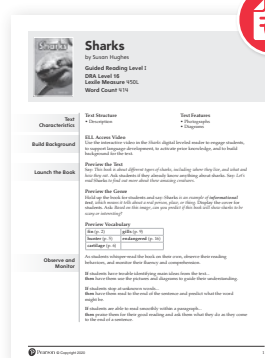
**Possible Teaching Point** Readers use different strategies to help them understand the meaning of texts. One of those strategies is to use illustrations to figure out what is happening.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to notice words that indicate a sequence of events, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share the words they learned as they read, and celebrate what they have learned.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- play the myView games.
- complete an activity from the *Resource Download Center*.
- write about their reading in a reading notebook.

### SUPPORT INDEPENDENT READING

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

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





# Word Work

## OBJECTIVES

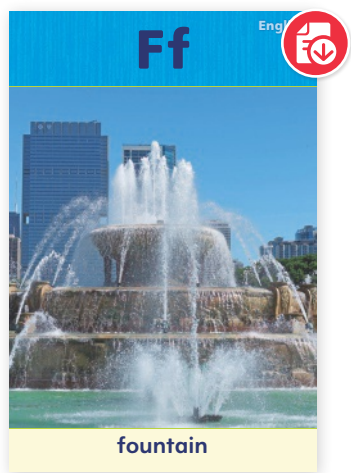
Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T92 for a high-frequency words extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Alliteration

**FOCUS AND MODEL** Today we will practice using alliteration. Alliteration is when a word begins with the same sound as many of the other words around it. If I say *Frank finds football fun*, all the words begin with the same sound. What sound is that? Yes, /f/. Have students repeat the sentence after you.

Display the *fan*, *feather*, and *five* Picture Cards. Say: *These three words all begin with the same sound: /f/. What is the word we say when words all begin with the same sound?* Students should identify *alliteration*. *What sound do you hear at the beginning of fan, feather, and five? (/f/)* Tell students that you will say groups of words. Ask them to touch their toes if all of the words begin with the same sound: *fire, fell, fall; paste, follow, dot; fin, fish, far*.

**SEE AND SAY** Point to the picture of the fork on p. 57 of the *Student Interactive*. *Fork has the sound /f/ at the beginning.* Have students circle the pictures of all the words that begin with the same initial sound as *fork*.

## Phonics: Introduce Ff

### Minilesson

**FOCUS** Tell students that the sound /f/ is spelled with the letter *f*. Display Alphabet Card *Ff*. Point to the picture of the fountain and tell students that the word *fountain* begins with *f*. Point to the letters on the card, and tell students that the names of these letters are uppercase *F* and lowercase *f*. Write uppercase and lowercase *Ff* on the board. Trace the letters slowly as you say the sound /f/.

**MODEL AND PRACTICE** Have students turn to p. 58 in the *Student Interactive*. *Let's say the picture word farm and listen to the beginning sound: /f/ -arm. The word begins with /f/. Can you identify, or tell me, what letter makes the sound /f/?* Students should trace the uppercase and lowercase letters on the page. Have them point to the letter *f* and identify, or tell you, what sound it represents.

**APPLY MyTURN** Have students complete the activity on p. 58.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *do*, *you*, and *they*. Have students read the words at the top of p. 59 in the *Student Interactive* with you: *do*, *you*, *they*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 59. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *do*, and have students point to it. Now let's read the word together: *do*. Repeat with the other words.

**APPLY My TURN** Have students read the sentences on p. 59 with you. Ask them to identify and underline the words *they*, *you*, and *do* in the sentences. Then have them read the sentences with a partner.

**ELL Targeted Support Use Routine Language** Write the words *do*, *you*, and *they* and say the words with students. Help students learn and use these routine vocabulary words.

Review the words you wrote on the board with students. Then ask leading questions that require students to use one of the words in the answer. **EMERGING**

Model using the routine words in sentences, such as *What do you like best about school?* Have students share sentences using the words. Provide sentence frames as needed. **DEVELOPING**

Review the words with students. Have students draw a picture that would give them the opportunity to write one of the vocabulary words in a caption. **EXPANDING**

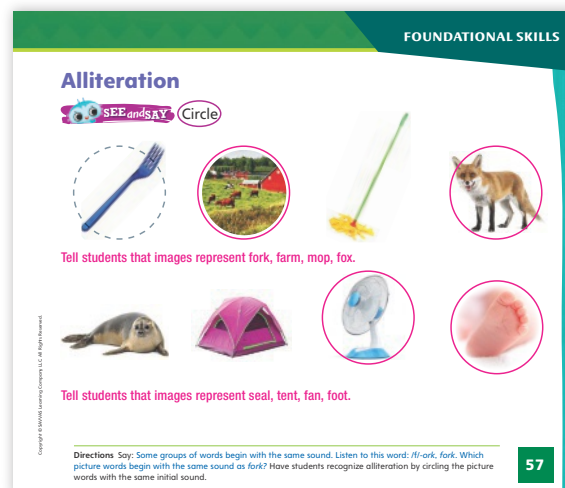
Review the words with students. Then have students write and read aloud a sentence using each word. **BRIDGING**

STUDENT INTERACTIVE, p. 57

FOUNDATIONAL SKILLS

### Alliteration

**SEE and SAY** Circle



Tell students that images represent fork, farm, mop, fox.

Tell students that images represent seal, tent, fan, foot.

Directions: Say: Some groups of words begin with the same sound. Listen to this word: *ff*-ork, fork. Which picture words begin with the same sound as fork? Have students recognize alliteration by circling the picture words with the same initial sound.

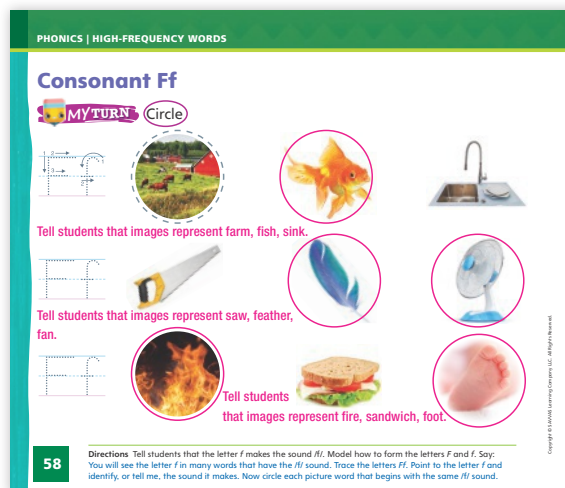
57

STUDENT INTERACTIVE, p. 58

PHONICS | HIGH-FREQUENCY WORDS

### Consonant Ff

**MY TURN** Circle



Tell students that images represent farm, fish, sink.

Tell students that images represent saw, feather, fan.

Tell students that images represent fire, sandwich, foot.

Directions: Tell students that the letter *f* makes the sound *ff*. Model how to form the letters *F* and *f*. Say: You will see the letter *f* in many words that have the *ff* sound. Trace the letters *Ff*. Point to the letter *f* and identify, or tell me, the sound it makes. Now circle each picture word that begins with the same *ff* sound.

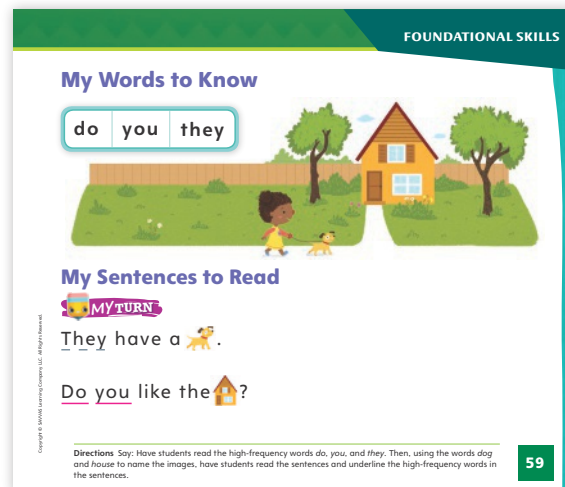
58

STUDENT INTERACTIVE, p. 59

FOUNDATIONAL SKILLS


### My Words to Know


do you they



### My Sentences to Read

**MY TURN**

They have a .

Do you like the .

Directions: Say: Have students read the high-frequency words *do*, *you*, and *they*. Then, using the words *dog* and *house* to name the images, have students read the sentences and underline the high-frequency words in the sentences.

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# Find Text Structure

## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- **First**, flowers make nectar. Bees depend on the nectar from flowers.
- **Next**, bees gather nectar from flowers. Bees need the nectar to make honey.

## Minilesson

**FOCUS ON STRATEGIES** Text structure is how a text is put together. Some informational texts tell the steps in a sequence, or what comes first, next, and last.

- **Read the text.** Can you find any sequence words, such as *first*, *next*, *last*?
- **Look at the sequence words.** How do they help you understand what happens when in the text?

**MODEL AND PRACTICE** Have students look at *From Nectar to Honey* in the *Student Interactive*. Point out that the text shows a series of steps. **What happens first? What happens next? What happens last?** Guide students to form oral sentences using *first*, *next*, and *last* to explain the steps in the text. Have students turn to the Close Read note on p. 73 and underline the words that tell when steps happen.

**ELL Targeted Support Steps in a Sequence** Have students look back at what they underlined during the Close Read.

Have students number the images in the order they occur. Discuss how the numbers correspond to the words *first*, *next*, and *last*. **EMERGING**

Have students explain the steps in the sequence in their own words. Remind them to use the words *first*, *next*, and *last*. **DEVELOPING**

Challenge students to think of a fourth step to add to the sequence. Explain that they can use *next* or *then* more than once to tell a longer sequence. **EXPANDING**

Have students use the words *first*, *next*, *then*, and *last* to tell the steps in another sequence they have read about or experienced. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding text structure, specifically focusing on the sequence.

**OPTION 1 MyTURN** Have students complete p. 80 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students read an informational text with steps in a sequence. Have them put sticky notes on each of the steps in the sequence.


### QUICK CHECK

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


#### Decide

- **If students struggle,** revisit instruction about identifying text structure in Small Group on pp. T108–T109.
- **If students show understanding,** extend instruction about identifying text structure on pp. T108–T109.

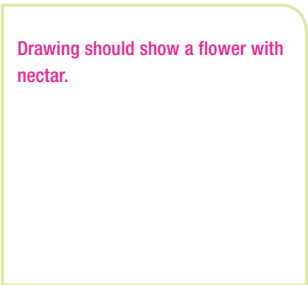
## STUDENT INTERACTIVE, p. 80

CLOSE READ 

### Find Text Structure

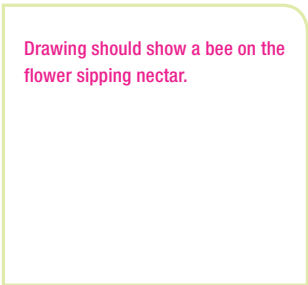
 **MYTURN** Draw and write

Drawing should show a flower with nectar.



➔

Drawing should show a bee on the flower sipping nectar.



## First

## Next

**80** Directions Say: Some informational texts tell the steps in a sequence, or what happens first, next, and last. Have students draw pictures to show how flowers help bees make honey. Then have them label the steps with sequence words. Remind students to look back at the text.

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# Read Like a Writer, Write for a Reader

## OBJECTIVES

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

Identify real-life connections between words and their use.

## ELL Access

**Visualization** Tell students that when a reader visualizes, he or she creates mental images based on the reading. After reading aloud the selected text, have students draw a picture of one thing they visualized from the reading. Have students share with the class.

## Visualize

### Minilesson

**FOCUS ON STRATEGIES** Authors choose specific words to help readers visualize, or create pictures in their minds of, what they are reading.

- Authors choose words that describe or explain.

**MODEL AND PRACTICE** Using the first sentence on p. 85 in the *Student Interactive*, show students how writers use vivid, interesting words. **The first sentence asks us to find a word in the text that helps us picture nectar. To find the word, I need to look back in the text. On p. 72, the author says, “First, flowers make a sweet juice called nectar.” The word *juice* helps me visualize and understand that nectar is a liquid similar to juice.** Have students turn to p. 85 and complete the first item.

# Handwriting

## OBJECTIVE

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

## Write Words

**FOCUS** Write these letters and have students identify each one: *T, c, L, i, t, O, l, C, o, l*.

**MODEL** Model writing the word *lit*. Tell students that each letter in a word needs to be formed correctly, with a small space between each letter. Have students practice writing the word *lit* in the air, saying each letter as they write it. Then have them say the word. Repeat with the word *cot*.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Read aloud item 2 on p. 85 in the *Student Interactive* with students. Have them use their Close Read notes to complete the question.

STUDENT INTERACTIVE, p. 85

AUTHOR'S CRAFT
READING-WRITING BRIDGE

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

**MYTURN** Write

- Find a word in the text that helps you picture nectar.  
Possible response: \_\_\_\_\_  
**juice**
- What word could you add to the text to help readers picture a bee?  
Possible response: \_\_\_\_\_  
**fuzzy**

Directions Discuss with students how authors use words that help readers visualize, or picture, something in their minds. Read the first item with students. Have them look back at the text to find the answer and then write it on the line. Then read the second item and have students write their response. Encourage them to look at the photos in the text for ideas.

85

**PRACTICE** Have students use *Handwriting*, p. 79 in the *Resource Download Center* to practice writing words moving left to right.

Name \_\_\_\_\_

### Handwriting

Write Words

**MYTURN** Write

**it** \_\_\_\_\_

**hit** \_\_\_\_\_

**cot** \_\_\_\_\_

**lot** \_\_\_\_\_

DIRECTIONS Read each word aloud. Have students trace each word. Then have them write each word on their own, paying attention to proper letter size, formation, and spacing.

Kindergarten • Unit 2 • Week 2

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*Handwriting*, p. 79

Use the  **QUICK CHECK** on p. T105 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### FIND TEXT STRUCTURE

**Teaching Point** When building something, how do you understand what steps to do when? Often, steps are numbered to tell you what to do first, second, and third. Text structures with a sequence of steps often work the same way and use words to help you understand the order of events. What words in *From Nectar to Honey* help you understand the sequence of events?

### ELL Targeted Support

Provide a simple sequence chart graphic organizer that students can use to take notes during the Close Read.

Have student pairs draw a picture in the appropriate box of the chart to represent each step in the sequence. **EMERGING**

Have students draw a picture in the appropriate box of the chart to represent each step in the sequence. Then have them use their charts to retell the steps to a partner. **DEVELOPING**

Have students complete the sequence chart either by writing or drawing the steps. Then have them label the steps with the words. **EXPANDING**

Have students complete the sequence chart by writing the steps and labelling them. Then have students retell the steps in their chart to a partner. As the partner is retelling the steps, have the students take notes of information they can add to their chart. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of informational text can reread a passage if they do not understand it. Model rereading a passage in *From Nectar to Honey* to help clarify the text.

**Model** Tell students that you do not understand what you read on p. 72. *I will reread that page to understand what the author is saying. As I read, I will think about the words and make sure I understand them.* Read the page aloud. Explain that *nectar* means a sweet juice that flowers make. The bees turn the nectar into honey.

**Conferring**3 students / 3–4 minutes  
per conference**FIND TEXT STRUCTURE**

**Talk About Independent Reading** Ask students to review the sequence of events in the book they read. Have students identify the words that helped them figure out the order of the events.

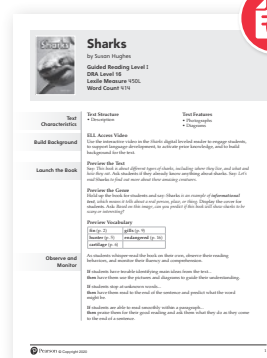
**Possible Conference Prompts**

- Which word does the author use to tell you what happens at the beginning?
- How do you know what step happens next?
- How does the author let you know what is the final step?

**Possible Teaching Point** Learning sequence words like *first*, *next*, and *last* helps readers to understand what is happening in an informational text. These words help to tell a story, or sequence, that can form a picture in readers' heads.

**Leveled Readers****FIND TEXT STRUCTURE**

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to identify the sequence in a text, see *Leveled Reader Teacher’s Guide*.

**Whole Group**

**Share** Bring the class back together as a group. Invite students to tell about the reading strategies they used during independent reading.

**Independent/Collaborative****Independent Reading**

Students can

- reread and listen to *From Nectar to Honey* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- work in pairs to support each other in retelling their independent reading books.

**Centers**

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

**Literacy Activities**

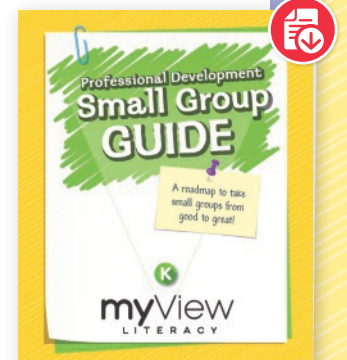
Students can

- play the myView games.
- create a drawing that shows the sequence of steps in *From Nectar to Honey* or an independent reading text.

**SUPPORT INDEPENDENT READING**

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

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

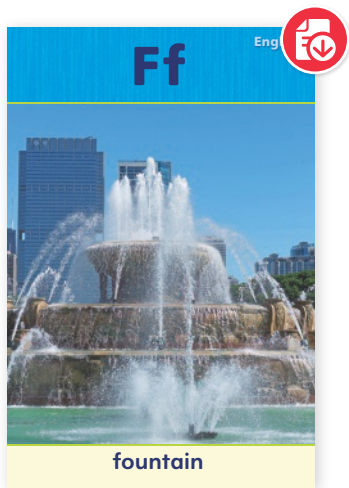




# Word Work

## OBJECTIVE

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



Alphabet Card

## Phonics: Read and Write Words with *Ff*

### Minilesson

**FOCUS** Hold up the *Ff* Alphabet Card. This is a picture of a fountain. It begins with the sound /f/. What letter spells the sound /f/? Point to the uppercase and lowercase letters and remind students that they are uppercase and lowercase *Ff*. Have several students name and write the letters on the board as the others write the letters in the air. Point to one of the letters on the board. When we see this letter, what sound will we say? (/f/)

**MODEL AND PRACTICE** Have students turn to p. 60 in the *Student Interactive*. Help them name each picture. Let's say the word and listen to the beginning sound: *fan*, /f/ /a/ /n/. The word begins with /f/, so it begins with the letter *f*. Now let's trace the letter *f* on the lines with our pencil. Repeat the routine for the CVC words *fit* and *fin*.

**ELL Targeted Support Distinguish Sounds** Tell students that being able to hear different letter sounds will help them understand English words. Write the words *fan*, *fit*, and *fin* on the board. Say the words aloud and have students repeat.

Point to the word *fan*. Say each letter sound. Have students repeat after you. Then say the whole word and have students listen and repeat. Practice with the other two words. **EMERGING**

Point to the word *fan*. Say each letter sound separately, for example *f-a-n*. Have students listen and repeat after you. Then have students find other words with the consonant *Ff* in content-area materials. Have students take turns sounding out words letter by letter, and then say the whole word. **DEVELOPING**

Ask students what spoken English sounds with the consonant *Ff* are hard to understand. Ask for examples of words with the consonant *f* sound, such as *fun*. Write it on the board. Say the words students find aloud. Have students listen and repeat after you. Then have them spell the words aloud. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 MyTURN** Have students write and then read the words on p. 60 of the *Student Interactive*.

**OPTION 2 Independent Activity** Write the letter *f* on four pieces of paper so that the letter takes up the entire page. Then distribute the papers to four students. On four other pieces of paper, write *ad*, *in*, *it*, and *an*, and distribute these papers to four other students. Call on students to stand next to each other and hold their papers up for the class to see as they spell the words *fad*, *fin*, *fit*, and *fan*.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for reading *Ff* in Small Group on pp. T116–T117.
- **If students show understanding**, extend instruction for reading *Ff* in Small Group on pp. T116–T117.

## ADDITIONAL PRACTICE


For additional student practice with consonant *f*, have students complete *Phonics* p. 61 in the *Resource Download Center*.

### STUDENT INTERACTIVE, p. 60


**PHONICS**

### Consonant Ff


**MY TURN** Write and read



f fan



f fit



f fin

**60** Directions Have students name the pictures and trace the letter *f* on each line. Then have them write the word for each picture name and decode the words.

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FOUNDATIONAL SKILL **Read Together**



Name \_\_\_\_\_

### Phonics



Consonant Ff

**MY TURN** Circle and write



Tell students that images represent fish, net, fan, fox, five, cow.

Ff

Ff

Ff

Directions Move students circle the images with names that begin with the letter Ff. Ask them to write the uppercase and lowercase letters on the lines.

Grade K, Unit 2, Week 2  
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**61**

*Phonics*, p. 61

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Remind students that the letter *f* spells the sound /f/ in English. Point out words that have the sound /f/ in other languages. For example, *familia* is *family* in Spanish and Swahili. In Albanian, *family* is *familje*.

## Read *Bob on the Mat*

**FOCUS** Have students turn to p. 61 in the *Student Interactive*. We are going to read a story today about a girl named Tif and a dog named Bob. Point to the title of the story. The title of the story is *Bob on the Mat*. I hear the short *o* sound in the word *Bob*. In this story, we will read other words with the short *o* sound and words with the sound /f/ spelled *f*.


**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Review this week's high-frequency words: *do, you, they*. Tell students they will practice reading these words in the story *Bob on the Mat*. Display the words. Have students read them with you. *When you see these words in the story Bob on the Mat, you will know how to identify and read them. You will also see some other Words to Know we've learned: is and the.*

STUDENT INTERACTIVE, p. 61

DECODABLE STORY

FOUNDATIONAL SKILLS

### Bob on the Mat



Look at **Bob**.  
He is with Tif.

Highlight the words with the short *o* sound.

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

61



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

After students have read the story, call their attention to the title. **I see the letter o in two of the words. What sound does the letter o spell?** Help them identify, or say, the sound /o/. Then have them identify and match sounds and letters by finding and highlighting the words with the sound /o/ spelled o on p. 61.

Have students turn to pp. 62–63. **Which words include the sound /f/?** Students should supply the words *Tif* and *fit*. **How do you know these words include the sound /f/?** Students should say that the words have the letter *f*, and the letter *f* spells the sound /f/. They should underline each word with lowercase letter *f*.

STUDENT INTERACTIVE, pp. 62–63



DECODABLE STORY

FOUNDATIONAL SKILLS



Look, Tif! Bob is at the mat.  
They like the mat. Do you like it?

62

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Bob sat.  
Bob can fit on the mat.

63

Underline the words  
with the f sound.

# Ask and Answer Questions

## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- What does a bee need to make honey?
- Flowers grow even after bees gather nectar from them.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that asking and answering questions before, during, and after they read can help them better understand a text. Some examples of questions that students could ask are:

- What do I think the text will be about?
- How are the steps in the sequence related?
- What did I learn from the text?

**MODEL AND PRACTICE** Say: Asking questions can help you better understand a text. Before reading *From Nectar to Honey*, I looked at the pictures and wondered if the text would be about bees. When reading, I had some questions about the sequence of events. After reading, I often ask myself what I learned from reading the text.

Have students go back to the Close Read note on p. 75 in the *Student Interactive*. Have students generate questions about the text and highlight the answers to their questions. Provide assistance as needed.

**ELL Targeted Support Asking and Answering Questions** Tell students that readers ask and answer questions while they read, often without realizing they are doing so.

Model both asking a simple question and answering a simple question with a student. In pairs, have students ask and answer simple questions about *From Nectar to Honey*. **EMERGING**

In pairs, have students formulate a question they could ask about *From Nectar to Honey*. Have partners share their questions with the whole class. Have students search for answers in the text. **DEVELOPING**

In pairs, have students formulate a question they could ask before reading a text, while reading a text, and after reading a text. Have students apply their questions to *From Nectar to Honey*. **EXPANDING**

In pairs, have students take turns asking and then answering questions that they formulate to demonstrate comprehension of *From Nectar to Honey*. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for asking and answering questions by drawing a picture that shows the answer to one of their questions.

**OPTION 1 MyTURN** Have students complete p. 81 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students write down questions they have before, during, and after reading a text.

### ✓ QUICK CHECK

**Notice and Assess** Can students ask and answer questions before, during, and after reading a text?

#### Decide

- **If students struggle**, revisit instruction for asking and answering questions in Small Group on pp. T118–T119.
- **If students show understanding**, extend instruction for asking and answering questions in Small Group on pp. T118–T119.

STUDENT INTERACTIVE, p. 81

The screenshot shows a page from a student interactive. At the top, there is a green header with the text 'Read Together' in a purple box and 'READING WORKSHOP' in white. Below the header, the title 'Ask and Answer Questions' is displayed in blue. A 'MY TURN' icon is followed by the word 'Draw'. A pink instruction reads 'Drawing should show details from the text.' At the bottom left, there is a 'Directions' section with text: 'Remind students that they can ask and answer questions before, during, and after they read to help them better understand the text and get information. Have students generate a question about the text and share it with a partner. Then have them draw to show the answer to their question. Remind students to look back at the text.' A green box with the number '81' is in the bottom right corner. A small copyright notice is visible on the left side.

Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

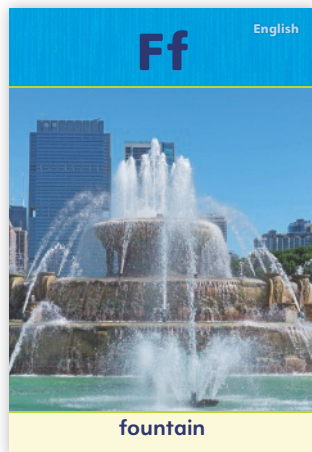
# Teacher-Led Options

## Word Work Strategy Group



### SOUND /f/ SPELLED Ff

**Alphabet Card** Display Alphabet Card Ff. Point to the picture and remind students that the word *fountain* begins with the consonant sound /f/. Say: Other words begin with the sound /f/. Fan begins with the sound /f/. What other words begin with the sound /f/ spelled f? Work with students to think of other words that begin with f.



### ELL Targeted Support

Students need to know the relationships between letters and sounds in order to sound out, or decode, words as they read.

Assign a grade-appropriate text and have students read aloud individual words with f.

When a reader has trouble sounding out a word, model sounding it out. **EMERGING**

Have students partner-read a grade-appropriate text. When they mispronounce a word, ask students to identify the letter-sound relationships they know in the word and then work with them to decode it correctly. **DEVELOPING**

Have pairs take turns reading aloud grade-appropriate text. Have them listen for and point out words with f and write them in their notebooks. **EXPANDING/BRIDGING**



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

## Intervention Activity



### CONNECT SOUND AND LETTER: CONSONANTS 2

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /f/ spelled Ff.

LEVEL A • MODEL AND TEACH

**Lesson 22** Connect Sound and Letter: Consonants 2

**INTRODUCE** Write the letters Nn, say the name n, and have students repeat after you. Explain that n is a consonant and spells the sound /n/. Point to a student whose name begins with N, such as Nat. What sound do you hear at the beginning of Nat? Write the name Nat. In this lesson, we'll connect sounds and consonant letters.

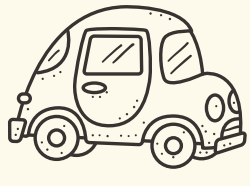
**MODEL** Display or share copies of the passage "Who Fits in the Car?" from Student Page S137, and read it aloud. Say: The words in this story have the letters and sounds n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/.

**OBJECTIVES:**

- Recognize letters n, b, c, f, d, g and sounds /n/, /b/, /k/, /f/, /d/, /g/.
- Connect letters and sounds n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/.
- Identify n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/ words.

**Who Fits in the Car?**

The dog got in the car.  
The duck got in the car.  
The goat got in the car.  
The fox with the big bag did not fit in the car!



**TEACH** Use examples to help students recognize letter-sound correspondences. Say: We read the word dog. The first letter in dog is d. The letter d stands for the sound /d/. Point to other words in the story that begin with d /d/. Help students identify the words duck and did as words beginning with d /d/. Circle each d. Continue the process for n /n/, b /b/, c /k/, f /f/, and g /g/, circling each letter as you identify it.

Phonics, Morphology, and Spelling T • 137

## Intervention Activity



### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

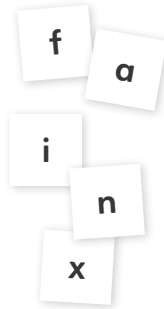
### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them practice forming words with the sound /f/ spelled *f*: *fan*, *fox*, *fin*.

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



### Decodable Book



#### FOR TOM AND RON

Students can read the Decodable Book *For Tom and Ron* to practice reading /f/ spelled *f*, short *o* spelled *o*, and this week's high-frequency words.

Before reading, display and remind students of this week's high-frequency words: *do*, *you*, *they*. Tell them that they will practice reading these words in the Decodable Book *For Tom and Ron*. **When you see these words in today's story, you will know how to read them.**

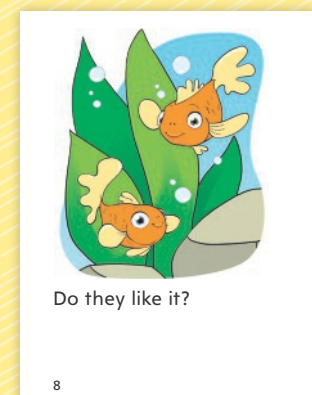
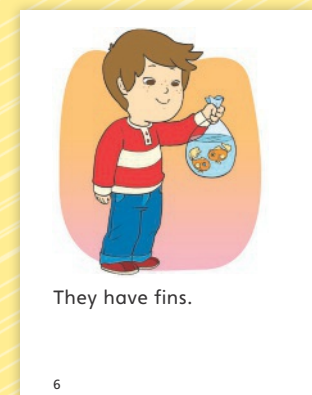
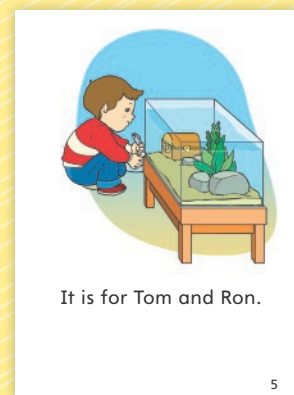
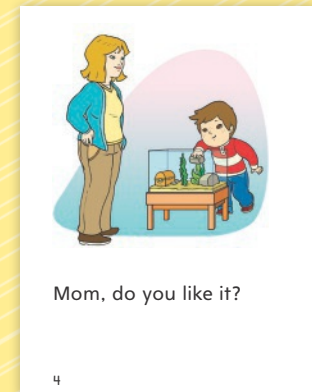
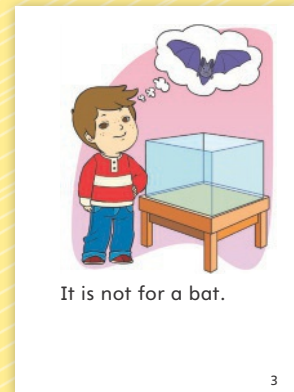
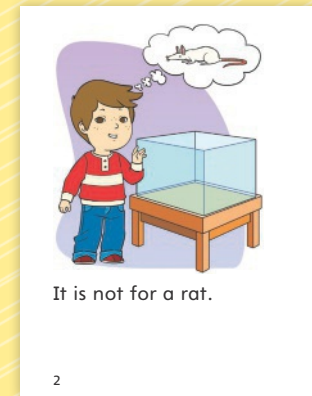
Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have partners take turns reading a page. Then have them reread together, with a different student reading first to ensure both students read each page.

### Centers



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

## Decodable Book





Use the  **QUICK CHECK** on p. T115 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### ASK AND ANSWER QUESTIONS

**Teaching Point** Today we are going to talk about a strategy you can use to better understand what you read. In your daily life, you often ask questions when you don't understand something. You can do the same thing when you read. Look back at *From Nectar to Honey* and work with students to ask and answer questions about the text.

### ELL Targeted Support

Tell students that responding to questions about a text is a good way to demonstrate comprehension. Have students take turns reading aloud a short nonfiction leveled reader or other informational text to the class. Ask questions during and after reading to check students' understanding.

Ask students fact-based questions about the text that they can answer by recalling or rereading one sentence. **EMERGING**

Ask students to explain or describe something about information in the text. **DEVELOPING**

Ask students questions they can answer by identifying a personal experience that relates to the text. **EXPANDING**

Ask students questions eliciting them to compare an element of the text with something they learned in *From Nectar to Honey*. **BRIDGING**



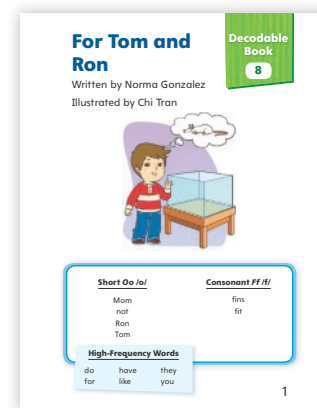
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### FOR TOM AND RON

Have students reread the Decodable Book *For Tom and Ron*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional support.



## Fluency

Assess 2-4 students



### ORAL READING

Have students orally read the Decodable Book.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3-4 minutes per conference

### ASK AND ANSWER QUESTIONS

**Talk About Independent Reading** Ask students what questions they asked themselves before, during, and after reading the text.

### Possible Conference Prompts

- What question did you ask yourself to prepare for reading the text?
- What is something you wondered about while reading?
- What do you think is the most important part of the text?

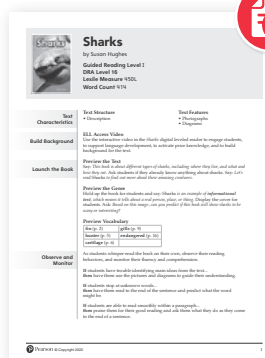
**Possible Teaching Point** Active readers ask themselves questions as they read. They look for answers to their questions in the text and talk about their questions. This helps them to better understand what they are reading.

## Leveled Readers



### ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to ask and answer questions before, during, and after reading, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class together and have volunteers tell what questions they asked themselves before, during, and after reading. Have all students celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to another text they read.
- read a trade book or their Book Club text.
- work with a partner to practice reading and asking and answering each other’s questions about a text.

### Centers



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

### Literacy Activities



Students can

- complete the MyTurn activity on p. 81 in the *Student Interactive*.
- write questions as they are reading.
- play the myView games.

### SUPPORT INDEPENDENT READING

It is important to tell students what they are doing right as readers. As you listen to readers, be sure to tell them what they are doing well.

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



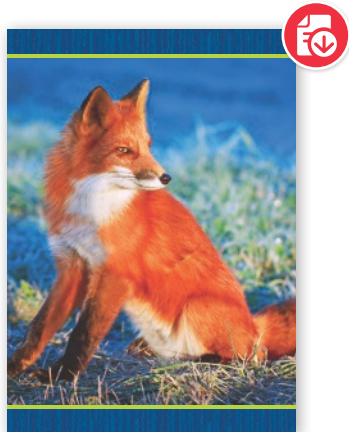
# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

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

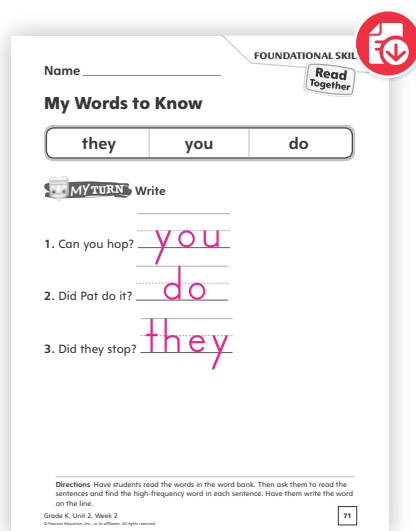
Spell common high-frequency words.



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 71 from the *Resource Download Center*.



*My Words to Know*, p. 71

## Phonological Awareness: Initial and Final /f/

**MODEL** Display the *fox* Picture Card. Listen as I say this word: *fox*. What is the first sound in *fox*? Say it with me: /f/ -ox.

Hold up the *leaf* Picture Card. Listen as I say this word: *leaf*. What is the last sound in *leaf*? Say it with me: *lea-* /f/. What sound is at the beginning of the word *fox*? What sound is at the end of the word *leaf*?

**PRACTICE** Place the Picture Cards *fox* and *leaf* at the front of the room. Display the *five* Picture Card and say the word: *five*. Ask a student to repeat the word and place the card next to the *fox* if it begins with the sound /f/, or next to the *leaf* if it ends with the sound /f/. Repeat with the Picture Cards for *roof*, *feather*, *fan*, *wolf*.

## Phonics: Review Short Oo and Ff

### Minilesson

**FOCUS** Write the letters *Oo* and *Ff* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *o/o/*, *f/f/*. Ask students to say the sound as you point to each letter.

**MODEL AND PRACTICE** Divide the class in half. One half is the *F-Team*, the other is the *O-Team*. Place teams on opposite sides of the room. Write the words *cot*, *mop*, *Tom*, *fan*, *fit*, *top*, *fin*, and *fad* on the board. We will read these words together. If you hear the /f/ sound, the *F-Team* will applaud. If you hear the /o/ sound, the *O-Team* will applaud. Point to each letter as you read each word aloud. Let's read the first word together: /k/ /o/ /t/. Repeat using the rest of the words.

**TURN, TALK, AND SHARE** Have students turn to p. 64 in the *Student Interactive* and read these words with a partner.



**APPLY MyTURN** Have students look at p. 65 in the *Student Interactive*. Have them circle the words with short *o* and underline the words with the letter *f*. Then have them read the sentences and draw a line to match the sentences with the corresponding pictures.

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

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- With partners, ask classmates to explain an idea or word.

Read the sentences on p. 65 aloud. Pause frequently and encourage students to ask questions about what they hear. **EMERGING**

Read the sentences on p. 65 aloud. Ask students to listen and take notes about words they don't understand. Afterwards, have students discuss ways to clarify what they heard. **DEVELOPING**

In small groups, have students reread *Bob on the Mat* on pp. 61–63. Encourage listeners to stop and ask questions about words they don't understand. Students should help clarify words for each other. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *do* and ask students what letters spell the word. Have students

- say the letters as you write them on the board.
- repeat with *you* and *they*.
- read the words aloud.

## STUDENT INTERACTIVE, pp. 64–65

### PHONICS

#### Short o and Consonant Ff

**TURN and TALK** Read

**fig fan fib**

**fad fin fat**

**cot top nod**

**not mop dot**

64

**Directions** Remind students that the letter *o* can make the sound /o/ and the letter *f* makes the sound /f/. Then have students take turns reading the words with a partner.

### FOUNDATIONAL SKILLS

#### Short o and Consonant Ff

**MY TURN** Circle, underline, and match

Tom is fit.

Do you see the mop?

The fan is not on.

Do you have a pot?



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**Directions** Remind students that the letter *o* can make the sound /o/ and the letter *f* makes the sound /f/. Have students circle the words with short *o* and underline the words with the letter *f*. Then have them read the sentences and match them to the appropriate images. (Tell them that the dog's name is Tom.)

65

# Reflect and Share

## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- [What do animals need to grow?](#)
- [How do animals share natural resources?](#)

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Tell students that sometimes they may visually respond to a text they read. When they draw a picture, they can share ideas and information. They can also compare different texts they have read and consider how different authors write about similar subjects. Students should

- make sure they understand what the texts are about.
- think about ideas or information they could share in their drawings.

**MODEL AND PRACTICE** Model sharing ideas and information about the topic using the Weekly Question on p. 82 in the *Student Interactive*. [I know that living things need air, water, food, and shelter. In \*From Nectar to Honey\*, we read that bees make honey for food. In \*Animals on the Move\*, we read about geese migrating to find food. I could share that information in a picture.](#)

**ELL Targeted Support Express Ideas** An idea is something you are thinking about. Give students an example of an idea from the text. Ask students to listen and follow along as you read aloud a passage from the text.

Have students point out key words from the passage and explain why the words are important. **EMERGING**

Have students retell the passage in their own words. **DEVELOPING**

Have students discuss the main idea and details in the passage. **EXPANDING**

Have students discuss how the passage is similar to something else they have read this week. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

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

**OPTION 1 My TURN** Have students respond to sources by completing p. 82 in the *Student Interactive* and by drawing pictures of two animals that they have read about.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading texts to discuss how some living things make what they need.

### QUICK CHECK


**Notice and Assess** Can students reflect on what they have read and compare across texts?

#### Decide


- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T124–T125.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T124–T125.

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

### STUDENT INTERACTIVE, p. 82

RESPOND TO TEXT 

## Reflect and Share

 **MY TURN** Draw

Drawing should show a bee and another animal.

**Weekly Question**

How do some living things make what they need?

**82** Directions Tell students they read about bees. Ask: [What other animals have you read about?](#) Have students respond to sources by drawing a bee and another animal they have read about.

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Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to remind you that, when readers read more than one text on the same theme, they should think about what they learned in each text. They think about what is the same and what is different in each. Look back at the infographic and *From Nectar to Honey* and help students identify the similarities and differences in the texts.

### ELL Targeted Support

Use these activities to help students acquire vocabulary essential to comparing the texts.

Remind students that both texts were about bees. Have them complete the sentence frame:

Bees are \_\_\_\_\_. **EMERGING**

Ask students to say what the bees *chew*, and why. Ask them to say what the bees *sip*, and why. **DEVELOPING**

Ask students to explain what a *hive* is, and why bees need one. Ask them to explain what *honey* is, and why bees need it. **EXPANDING/BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: “Making a Place to Live,” “What Animals Need,” and *From Nectar to Honey*.

Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what living things need and encourages them to use the Academic Vocabulary words *grow*, *need*, *share*, and *depend*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings on how living things make what they need 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. 113–117, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they are learning in the book they are reading and what they already knew about the topic before they began the book.

### Possible Conference Prompts

- What did you already know about this topic before you began reading?
- What are you learning?
- Have you read other books on the same topic?

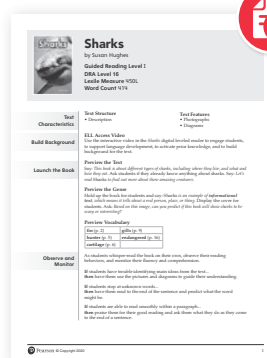
**Possible Teaching Point** Readers of informational texts sometimes compare the text they are reading to other texts they have read.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T84–T85.
- For instructional support on how to make connections between texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share what they have learned this week and celebrate what they have learned.

## Independent/Collaborative

### Independent Reading



Students can

- review what they have read this week in their leveled reader or in *From Nectar to Honey*.
- read a self-selected trade book or their Book Club text.
- partner-read a text and then reflect on the text after reading it.

### Centers



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

### Literacy Activities



Students can

- play the myView games.
- draw a picture to explain something they read this week.

### BOOK CLUB



See Book Club, pp. T464–T467, for

- teacher's summary of text.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.



# UNIT 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 about what living things need.
- I can use words to make connections.
- I can write an informational text.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

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

## Materials

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

### LESSON 1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T130–T131
  - » Phonological Awareness: Identify Words
  - » Phonics: Introduce *Hh*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T132–T133
- Listening Comprehension: Read Aloud: “Pedro and Maria’s Camping Adventure” T134–T135
- Fiction T136–T137
  - ☑ Quick Check T137

#### READING BRIDGE

- Academic Vocabulary: Context Clues T138–T139
- Handwriting: Letters Aa T138–T139

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T143
- Strategy Groups, Intervention, and On-Level/Advanced Activities T142
- ELL Targeted Support T142
- Conferring T143

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

**BOOK CLUB** T143 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T352–T353
  - » Graphics
  - » Share Back

##### INDEPENDENT WRITING

- List Book T353
- Conferences T350

#### WRITING BRIDGE

- Language & Conventions: Spiral Review: Adjectives T354–T355 **FLEXIBLE OPTION**

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T144–T145
  - » Phonics: Read and Write Words with *Hh*
  - ☑ Quick Check T145
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T146–T151
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Do We Need This?*
- Respond and Analyze T152–T153
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T153

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T157
- Strategy Groups and Intervention Activities T154, T156
- ELL Targeted Support T154, T156
- Conferring T157

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T155
- Independent Reading T157
- Literacy Activities T157

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T356–T357
  - » Explore Words and Sentences
  - » Share Back

##### INDEPENDENT WRITING

- List Book T357
- Conferences T350

#### WRITING BRIDGE

- Pre-Spelling: Rhyming Sort T358
- Language & Conventions: Oral Language: Present Tense Verbs T359 **FLEXIBLE OPTION**

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T158–T159
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Introduce *Ll*
  - » High-Frequency Words

#### CLOSE READ

- Identify and Describe Characters T160–T161
- Close Read: *Do We Need This?*
  - ✓ **Quick Check** T161

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Analyze Third-Person Text T162–T163
- Handwriting: Letters *Dd* T162–T163

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T165
- Strategy Groups and Intervention Activities T164
- ELL Targeted Support T164
- Conferring T165

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T165
- Literacy Activities T165

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T360–T361
  - » Apply Words and Sentences
  - » Share Back

#### INDEPENDENT WRITING

- List Book T361
- Conferences T350

### WRITING BRIDGE

- Language & Conventions: Teach Present Tense Verbs T362–T363

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T166–T167
  - » Read and Write Words with *Ll*
    - ✓ **Quick Check** T167
  - » Decodable Story: Read *The Ham* T168–T169

#### CLOSE READ

- Make Connections T170–T171
- Close Read: *Do We Need This?*
  - ✓ **Quick Check** T171

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T175
- Strategy Groups and Intervention Activities T172, T174
- Fluency T174
- ELL Targeted Support T172, T174
- Conferring T175

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T173
- Independent Reading T175
- Literacy Activities T175

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T364–T365
  - » Explore Organize Ideas
  - » Share Back

#### INDEPENDENT WRITING

- List Book T365
- Conferences T350

### WRITING BRIDGE

- Language & Conventions: Practice Present Tense Verbs T366–T367

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T176–T177
  - » Phonological Awareness: Segment and Blend Phonemes
  - » Phonics: Review *Hh* and *Ll*
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T178–T179
  - » Talk About It
    - ✓ **Quick Check** T179
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T181
- Strategy Groups Intervention, and On-Level/Advanced Activities T180
- ELL Targeted Support T180
- Conferring T181

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T181
- Literacy Activities T181

**BOOK CLUB** T181 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T368
  - » Apply Organize Ideas
  - » Share Back

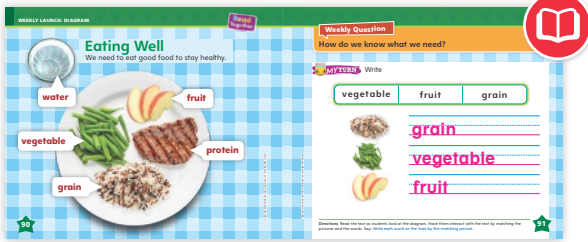
#### INDEPENDENT WRITING

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

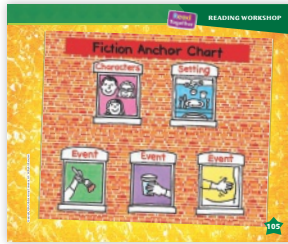
### WRITING BRIDGE

- Language & Conventions: Standards Practice T370–T371 **FLEXIBLE OPTION**

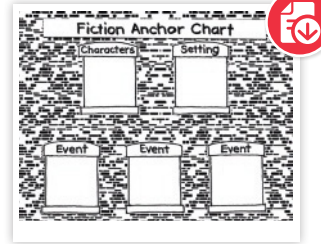
# Materials



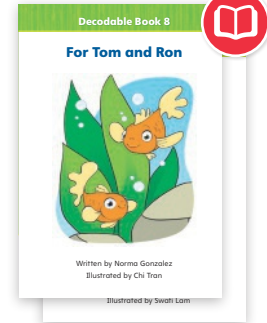
**INFOGRAPHIC**  
"Eating Well"



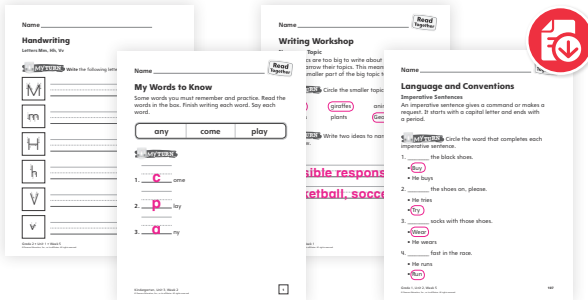
**READING ANCHOR CHART**  
Fiction



**EDITABLE ANCHOR CHART**  
Fiction



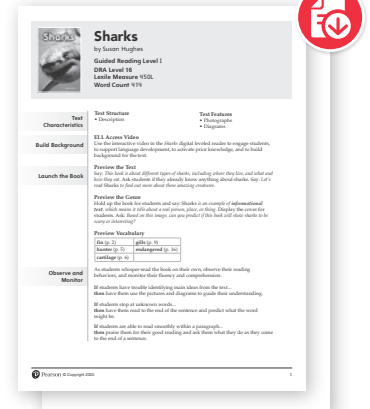
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

one  
two  
three

### Develop Vocabulary

food  
water  
shelter

### Unit Academic Vocabulary

grow  
need  
share  
depend

WEEK 3 LESSON 1  
READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively and ask questions to understand comprehension.  
Recognize and explain literary elements within and across texts.  
Analyze, compare, and contrast literary elements within and across texts.

**ELL Language Profile**  
Cognitive: Focus on the lesson objectives related to the lesson focus.  
• story: fiction  
• fiction: fiction  
• comparing: comparing  
• character: character

**THINK-ALoud Routine**  
Provide the think-aloud routine for the lesson focus.  
• **THINK** the author's purpose for writing the text.  
• **THINK** the author's point of view.  
• **THINK** the author's tone.  
• **THINK** the author's style.

**START-UP**  
**READ-ALOUD ROUTINE**  
Provide the read-aloud routine for the lesson focus.  
• **READ** the text aloud, pausing to model Think Aloud strategies related to the genre.

**Pedro and Maria's Camping Adventure**  
"I can't wait to go camping!" exclaimed Maria.  
"It'll be fun," said Pedro, "especially if we make sure we have everything we need."  
"Like what?" asked Maria.  
"Well, Papa said we will need sleeping bags," Pedro said, "and a tent for shelter."  
"We should bring food and water," suggested Maria. "We will also need clothes that will protect us in case there are mosquitoes. Even though it will be hot, I am bringing pants, not just shorts."

**READ ALOUD**  
"Pedro and Maria's Camping Adventure"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

**SWT**  
Interactive Read Aloud  
• Analyze and explain literary elements within and across texts.  
• Analyze, compare, and contrast literary elements within and across texts.  
• Provide an opportunity to model literary and expressive reading.  
• Focus on the author's purpose for writing.

**PLANNING**  
• Select a book from the Read Aloud Trade Book Library or the school curriculum.  
• Identify the key idea of the story.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Aloud an entry point and goal for each of the points where you plan to think aloud.  
• Review the text.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Discuss the title in relation to the story.  
• Explain your knowledge and/or related background necessary for understanding.  
• Discuss the vocabulary essential for understanding.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and apply Think Aloud and open-ended questioning to a second read of 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 related to the lesson objective and content meaning from text.  
• Use Think Aloud to model strategies to help your listeners, make they have read the text on their own.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Student answer comprehension by writing the title or the story.  
• Discuss and assign a Student Response Form available on ReadAloud.com

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Do We Need This?*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T468-T471

**Mentor STACK**

Writing Workshop T349

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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

**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify the individual words in a spoken sentence.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T148 for an extension activity with consonant *Hh* that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Identify Words

**FOCUS AND MODEL** Tell students that today they will learn a new sound and identify words in sentences. **Listen carefully as I say the new sound: /h/ /h/ /h/.** Show students how to make the sound /h/ and have them practice it.

**SEE AND SAY** Have students turn to p. 92 in the *Student Interactive*. Explain that they will circle pictures that begin with the sound /h/. Practice with the word *hat*. Name each picture on p. 92 with students. Then have them circle the pictures that begin with the sound /h/.

Say: **Now I will say a sentence. I will clap for each word in the sentence. Listen for each word: *The hat came off. What are the words in that sentence? (the, hat, came, off)*** Repeat with other simple sentences.

## Phonics: Introduce *Hh*

### Minilesson

**FOCUS** Display Alphabet Card *Hh*. Point to the picture of the helicopter. Have students say *helicopter* with you. Point to the letters *Hh* on the Alphabet Card. Tell students the word *helicopter* begins with the sound /h/, so it begins with the letter *h*.

**MODEL AND PRACTICE** Model how to form the letters *H* and *h*. Then have students trace the letters at the top of p. 93 in the *Student Interactive*. Tell students to listen for the beginning sound /h/ spelled *h* and trace the letter in the air when they hear the sound. Tell them to keep their hands on their desk for words that do not start with the letter *h*. Use the following words for this activity, emphasizing the initial sound: *hop, toss, ham, hail, hip, pit, had*.

**APPLY MyTURN** Have students look at p. 93 in the *Student Interactive*. Direct them to the first picture. Say the word *hamster*. **Does this word begin with the sound /h/? Yes, so we will circle it.** Tell students to complete the activity.

**ELL Targeted Support Sound /h/ Spelled Hh** Remind students that the sound /h/ can be spelled with the letters *Hh*.

Have students draw two pictures. One picture should start with the sound /h/. The other picture should not. One at a time, have students share their pictures. Have the other students say which ones begin with the sound /h/ and which ones do not. **EMERGING**

Tell students that the following words begin with the sound /h/. Read them aloud: *hop, hip, ham, hope*. Have students come up with other words that begin with /h/. Tell each student to come up with at least one word. **DEVELOPING**

Have students write the letter *h* on an index card. As you say each of the following words aloud, direct students to hold up the card with the letter *h* if a word begins with the sound /h/: *hop, happy, elephant, heart, pony, hope, zoo, apple, hallway*. Then have students say other words that begin with the sound /h/. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Display the high-frequency words *one, two, and three*.

- Point to the word *one* and read it.
- Have students point to the word *one* and read it.
- Repeat for *two* and *three*.

one

two

three

STUDENT INTERACTIVE, pp. 92-93

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

**Identify Words**

**SEE and SAY** Circle, clap, and count



Tell students that images represent horse, boy, hat, house, pot, hoe, bush.

**Directions** Have students name the images in the picture and circle the picture words that begin with the sound /h/. Then say: Now I will say a sentence about the picture. Listen as I clap for each word: *The hat came off.* There are four words in this sentence. Say other sentences about the picture, and have students identify and count the individual words in each one.

**Consonant Hh**

**MY TURN** Circle



**Directions** Tell students that the letter *h* makes the sound /h/. Explain that they will see the letter *h* in many words that have the /h/ sound. Model how to form the letters *H* and *h*. Ask students to name the letters at the top of the page and say the sound *h* makes. Then have them trace the letters. Say: Now look at each picture and say its name. Circle the picture words that start with the sound for the letter *h*.

# Interact with Sources

## OBJECTIVES

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

Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *What do you need besides food and water to stay healthy? What do you need to grow strong?*

- grow
- need
- share
- depend



Songs and Poems Big Book

## Explore the Infographic

Remind students of the Essential Question for Unit 2: *What do living things need?* Point out the Week 3 Question: *How do we know what we need?* Tell students that this week, they will learn about how we know what we need.

Ask students to tell you what they see on pp. 90–91 of the *Student Interactive*. Read aloud the heading and the sentence below it. Then read each label and have students point to the picture of each item. Use the following questions to prompt discussion:

- What foods do you see on the plate?
- Green beans are a vegetable. What are some other vegetables?
- Meat is a protein. What are some other proteins?
- An apple is a fruit. What are some other fruits?
- What foods should we eat to stay healthy?

**MyTURN** Read aloud the words in the box on p. 91 of the *Student Interactive*. Have students interact with the text and photos on pp. 90–91 by writing the correct word next to each picture on p. 91.

**WEEKLY QUESTION** Remind students of the Week 3 Question: *How do we know what we need?* Discuss the question with them and explain that they will read more about what people and animals need to live.



### 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 wordless books, picture books, and repetitive language books. Read to kids a lot to get them to realize that there is a payoff in books, and they are fun.”

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

**ELL Targeted Support Visual Support** To help students use visual support to develop vocabulary, read aloud the different types of food on the diagram as you point to each picture. Explain to students that we need the right amounts of different kinds of foods to be healthy.

Write the following words on sticky notes: *green beans, apple, rice, meat*. Say each word as you place the sticky notes on their corresponding pictures. Remove the sticky notes and call on different students to place a sticky note next to a picture and use the visual support to say the name of the food. **EMERGING**

Use the infographic to stimulate discussion. Ask students what they would need to eat to stay healthy. Show them pictures of other kinds of fruits and vegetables. Encourage them to use the visual support of these pictures to complete the sentence frames: *This is a/an \_\_\_\_\_. These are \_\_\_\_\_.* **DEVELOPING**

Ask students to draw a picture of a plate of food that is healthy and that they like to eat. Have them use the visual support of their picture to name each food. Provide the sentence frames: *This is a/an \_\_\_\_\_. These are \_\_\_\_\_.* **EXPANDING**

Have partners talk about foods that are healthy and foods that are not healthy. Ask them to draw a picture of one food that is healthy and one that is not healthy. Have students name the healthy foods, using the visual support of their partner's drawings to understand each word. **BRIDGING**

STUDENT INTERACTIVE, pp. 90-91

**WEEKLY LAUNCH: DIAGRAM**

**Eating Well**  
We need to eat good food to stay healthy.

**Weekly Question**  
How do we know what we need?

**MY TURN** Write

vegetable	fruit	grain
-----------	-------	-------

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**grain** \_\_\_\_\_

**vegetable** \_\_\_\_\_

**fruit** \_\_\_\_\_

**Directions** Read the text as students look at the diagram. Have them interact with the text by matching the pictures and the words. Say: Write each word on the lines by the matching picture.

**91**



# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to the Read Aloud.

- story : *histora*
- fiction : *ficción*
- camping : *cámping*
- adventure : *aventura*

 **THINK ALOUD** Analyze Fiction After you reread the title, say: The title of the story tells a lot about what it will be about. Pedro and Maria are the people in the story. They are going camping. The word “Adventure” in the title tells me that it is not something they do every day. They are looking forward to their trip. I can’t wait to hear more about their adventure!

## Read Aloud

Tell students that they will listen to you read a story. Tell students that a story that is made up is called fiction. There are many different kinds of fiction, or stories. Listening to stories can be fun. Have students listen as you read aloud the story “Pedro and Maria’s Camping Adventure.” Tell students to be active listeners by looking at you and thinking about what you are saying as you read aloud.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of fiction, such as characters, setting, and story events.

**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.

## Pedro and Maria’s Camping Adventure

“I can’t wait to go camping!” exclaimed Maria.

“It’ll be fun,” said Pedro, “especially if we make sure we have everything we need.”

“Like what?” asked Maria.

“Well, Papa said we will need sleeping bags,” Pedro said, “and a tent for shelter.”

“We should bring food and water,” suggested Maria. “We will also need clothes that will protect us in case there are mosquitos. Even though it will be hot, I am bringing pants, not just shorts.”



*“Pedro and Maria’s Camping Adventure,” continued*

Maria went to the kitchen and looked for food to bring. She gathered bread, drinks, peanut butter, and fruit. Then she went to the garage.

“Will you please try to find the blow-up mattresses?” asked Pedro. “We don’t really need them because we’ll have our sleeping bags. But the mattresses will make camping more comfortable.”

“Sure!” exclaimed Maria. “I’m so excited for our adventure!”



**THINK ALOUD Analyze Fiction** After you reread the first paragraph on this page, say: *The story is about camping, but Maria and Pedro are at home. I know this because Maria first goes into the kitchen, and then she goes to the garage. They must be at their house.*

## WRAP-UP

STORIES		
Characters (Who?)	Setting (Where?)	Plot (What happens?)

Use the chart to help students identify the features of the story they just listened to.

**ELL Targeted Support Prior Knowledge** Use prior knowledge to help build context for the story.

Provide pictures of a tent, campfire, and sleeping bag. Point to the pictures and ask students if they know the names of these things in English. Reinforce by naming the items. **EMERGING**

Have students listen to the story again. Ask them if they have ever been camping or know what a sleeping bag is. **DEVELOPING**

Have students talk to a partner about what they would bring if they went camping. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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



# Fiction

## LEARNING GOAL

I can read about what living things need.

## OBJECTIVES

Identify and describe the main character(s).

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

Describe the setting.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about fiction:

- characters
- setting
- plot, or story, events

## FLEXIBLE OPTION ANCHOR CHARTS

Continue to add to your fiction text anchor chart.

- Have students talk about why we read fiction.
- Have them talk about the features of a story.
- Add to the anchor chart as students learn about the genre.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that they will talk about fiction texts, or stories. Explain that fiction is a story that is made up.

- Fiction texts, or stories, have *settings*. A setting includes *where* the story takes place. It also includes *when* the story takes place.
- Fiction texts, or stories, have *characters*. Characters are the people or animals that are in a story.
- Fiction texts, or stories, have *plots*, or events. A plot, or set of events, is what happens in a story.

**MODEL AND PRACTICE** Read aloud the model fiction story on p. 104 in the *Student Interactive*. Model for students the elements of fiction. The setting of fiction, or a story, tells where the story is happening. It also tells when. In this story, the setting is at the family table, and it is dinnertime. Characters are the people or animals that are in a story. The characters in the story on page 104 are the family members. A plot is what happens in a story. A plot has events. In this story, the first thing that happens is that the family eats ham. Then they drink water. Last, the family feels full. This little story is fiction. It is a story that is made up, and it has a setting, characters, and plot events. Read the Anchor Chart together on p. 105.

**ELL Targeted Support Explain Elements of Fiction** Provide examples of fiction and informational texts. Help students explain the elements of fiction with increasing detail as they learn more English.

Use sentence frames to explain about how the texts are different, using single words or short phrases: *A story has \_\_\_\_.* *Informational text has \_\_\_\_.* Have students repeat the words after you. **EMERGING**

Ask students to point out what they notice about each type of book. Then have them work with a partner to explain with more detail how the two types of text are alike and how they are different. Have partners share ideas with the class. **DEVELOPING**

Ask students to work with a partner and discuss using more detailed sentences about how fiction and informational texts are alike and different. **EXPANDING**

Repeat the Expanding activity. Have students record their ideas in a two-column chart and share the details with the class. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify characteristics of fiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner to discuss how the story on p. 104 is different from an informational text about what people need.

**OPTION 2 Independent Activity** Have students look at and read fiction texts during independent reading. Have them use sticky notes on words and pictures that tell about the characters, setting, and main events. Then have them describe the story elements to a partner.

### ✓ QUICK CHECK

**Notice and Assess** Are students able to identify fiction elements, and tell how fiction is different from an informational text?

#### Decide

- **If students struggle,** revisit instruction for identifying fiction in Small Group on pp. T142–T143.
- **If students show understanding,** extend instruction for identifying fiction in Small Group on pp. T142–T143.

## STUDENT INTERACTIVE, pp. 104–105

GENRE: FICTION Read Together READING WORKSHOP

**My Learning Goal** I can read about what living things need.

**Fiction**  
Fiction is a make-believe story.

**Setting** — It is dinnertime.

**Characters** — The family is at the table.

**Plot** — They eat ham. They drink water.  
They feel full!

**TURN and TALK** Tell how this story is different from an informational text about what people need.

**Directions** Read aloud the genre information and model text. Have students identify and describe the characters, setting, and plot, including the main events. Then have them talk about how the story is different from an informational text.

**Fiction Anchor Chart**

104 105

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# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

## ELL Access

To master Academic Vocabulary, students need practice hearing and using the words in context. Encourage students to use terms in discussions and when answering questions in class. Provide exposure to the words. If appropriate, provide students with words in their home language.

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that they can use clues to help them understand a word they do not know.

- Sometimes you can look at picture clues. What do you see in the picture that can help you understand the meaning of the word?
- Sometimes you can look at context clues, or details in the other words. What other words in the sentence do you know? Can they help you understand the meaning of the word?

### MODEL AND PRACTICE

- Have students turn to p. 121 in the *Student Interactive*. Read aloud the academic vocabulary words with students. Define the words if needed.
- Provide this sentence: *I can share my book with my friend.* Read aloud the sentence. Model how you use the context to learn the meaning of a word. *I can use the context clues, or the other words in the sentence, to help me figure out the meaning of the word share. I know what a book is, and I know what a friend is. What could I do with my book and my friend? I could let my friend read my book with me. I think share means to let someone else have or use something.*

# Handwriting

## OBJECTIVE

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

## Letters Aa

**FOCUS** Display uppercase and lowercase Aa. Have students identify the letters.

**MODEL** Model how to write the uppercase letter A. Show students where to begin the letter, what to do next, and how to finish it. Have students practice writing the letter in the air with their fingers. Then repeat with the lowercase letter a.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete the second sentence on p. 121 in the *Student Interactive*.

## STUDENT INTERACTIVE, p. 121

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can use words to make connections. **My Learning Goal**

**Academic Vocabulary**

need grow share depend

**MYTURN** Write

Animals need food and water.

Food helps living things grow big.

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**Directions** Read the sentences one at a time to students. Have them choose the Academic Vocabulary word that best completes each sentence and write it on the lines. Tell students to use clues in the sentences to help them clarify meanings.

121

**PRACTICE** Have students use *Handwriting* p. 80 from the *Resource Download Center* to practice writing the letters Aa.

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

**Handwriting**

Letters Aa

**MYTURN** Write

A A A A A A A

a a a a a a a

A \_\_\_\_\_

a \_\_\_\_\_

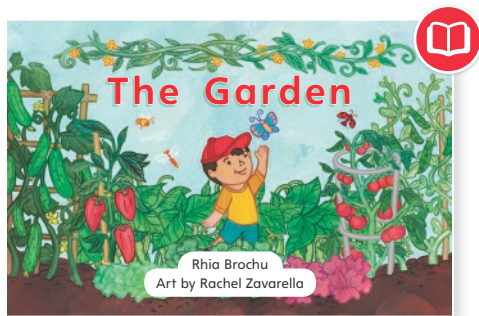
**DIRECTIONS** Model the accurate formation of the letters A and a, pointing out the starting points, direction, types of lines made, and ending points. Have students practice tracing the letters, and then practice writing the letters on their own.

Kindergarten • Unit 2 • Week 3  
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*Handwriting*, p. 80

# Matching Texts to Learning

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



LEVEL A

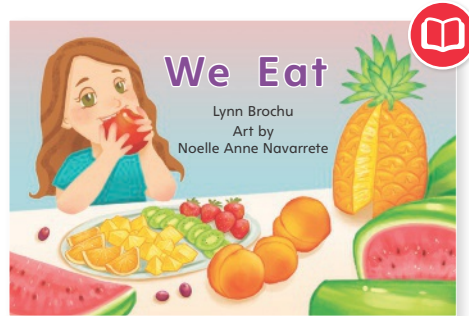
**Genre** Narrative

**Text Elements**

- Four words per page
- Simple sentences

**Text Structure**

- Repetitive Structure



LEVEL A

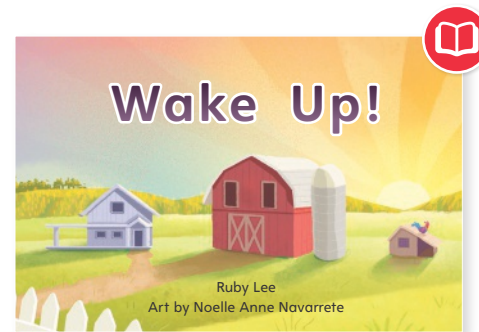
**Genre** Narrative

**Text Elements**

- Four words per page
- Familiar content

**Text Structure**

- Repetitive Structure



LEVEL B

**Genre** Narrative

**Text Elements**

- Two lines per page
- Simple sentences

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

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

### Identify Fiction

- What is fiction?
- How do you know this book is a story and not an informational text?
- What story features do you see in this story?
- Who are the characters, or people that the story is about?
- Where and when does the story happen?

### Develop Vocabulary

- What do you do when you see a word you don't know?
- How do the pictures help you know what words mean?
- What do the words tell you about the setting, or where this story takes place?

### Identify and Describe Characters

- Who are the characters in this story?
- What is [character] like?
- Which character do you like best? Why?

## Ben's Baby Brother



Ruby Lee • Art by Yong Ling Kang

LEVEL C

**Genre** Realistic Fiction

### Text Elements

- Two lines per page
- Text and illustrations

### Text Structure

- Repetitive Structure

## Come Here, Cat



Ruby Lee  
Art by Jonathan Berg

LEVEL D

**Genre** Narrative

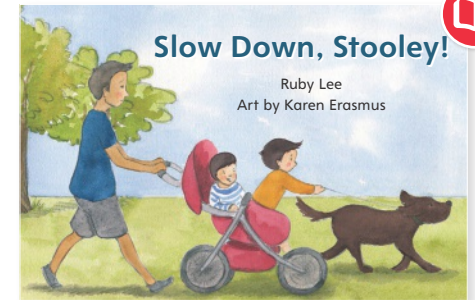
### Text Elements

- Simple dialogue
- Two to six lines per page

### Text Structure

- Chronological

## Slow Down, Stooly!



Ruby Lee  
Art by Karen Erasmus

LEVEL D

**Genre** Narrative

### Text Elements

- Familiar content and ideas
- Sentences continue to the next line

### Text Structure

- Chronological

## Make Connections

- Are any of the characters like someone you know? Why?
- Have you ever felt or acted like [character]? When?
- Which character do you like the best? Why?

## Compare Texts

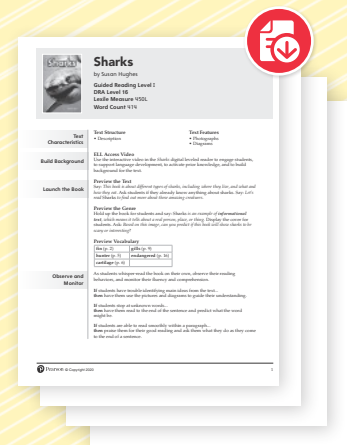
- How are the characters of these two stories alike?
- How are the events alike? How are they different?

## Word Work

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

## Leveled Reader Teacher's Guide

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





Use the  **QUICK CHECK** on p. T137 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY FICTION

**Teaching Point** Today I want to talk about fiction. Fiction is a made-up story. It has *characters*. These are the people and animals in the story. They are who the story is about. A fiction text, or story, has a *setting*. This is when the story happens, such as in the morning or in the summer. The setting is also where the story happens. A fiction text, or story, has a *plot*. This is the events that happen in the story. The events happen in order.

### ELL Targeted Support

Show students a familiar book or story. Point out the characters, setting, and story events.

Have students use a familiar fiction book. Support them as they point to and name the characters in the book. Then have them point to something that shows where and when the story takes place. **EMERGING**

Support students as they answer simple questions about a familiar book or story. Allow them to answer with just one word. *Who are the characters? Where does the story happen? When does the story happen?* **DEVELOPING**

Have students support one another by asking one another questions about the book, such as *Who is the story about? What happens at the beginning?* **EXPANDING**

Have students support each other as they discuss with a partner the characters, setting, and plot events. **BRIDGING**



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

## Intervention Activity



### FICTION

Use Lesson 39 in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of fiction.

LEVEL A • READ

**Lesson 39** Genre: Fiction

**DIRECTIONS** Follow along as your teacher reads "A Good Catch" and "At the Game." Look at the pictures.

**A Good Catch**

Early one morning, Chad and Mom stepped from the dock onto the fishing boat. "Welcome aboard," said Captain Joe.

Captain Joe piloted the boat over to a bay. "Lots of fish here," he said. "There should be a good catch." Just then the wind almost blew Chad's hat off.

"Hold on!" smiled Captain Joe.

"Don't be like me. I lost my favorite hat yesterday. The wind tossed it right into the bay."


By midmorning, Mom had caught three fish. Chad just came up empty. Then it was time to return to shore.

Reluctantly, Chad reeled in. He felt something a little heavy. "I got one!" he cried.

But no, he hadn't. It was a hat, a bright blue hat.

Captain Joe laughed and held the hat up.

"Good catch! That's the hat I lost yesterday!"



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Reading Literature T • 229

## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the diagram on p. 90 in the *Student Interactive* to explore the weekly question. Throughout the week, have them conduct research on the question. For additional support, have them complete the *Extension Activities* pp. 113–117 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY FICTION

**Talk About Independent Reading** Ask students questions about the characters, setting, and plot of a book they are reading. Have students refer back to the pages they marked with sticky notes.

### Possible Conference Prompts

- Who are the characters in this book? In other words, who is the book about?
- What is the setting of the book? In other words, where and when does it take place?
- What happens in the story?

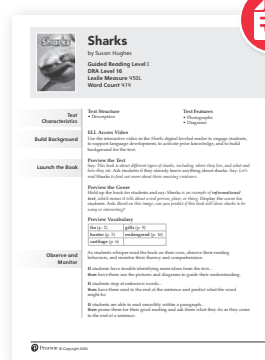
**Possible Teaching Point** Remember that fiction is made up. It can be fun to read about what happens in a story.

## Leveled Readers



### IDENTIFY FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to identify fiction, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Ask one or more students to tell what they have learned about fiction.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected fiction trade book.
- read and listen to a previously read leveled reader.
- read their Book Club text or one of the suggested titles on pp. T140–T141.

### Centers



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

### Literacy Activities



Students can

- tell their partner about a favorite character in the book they are reading.
- draw a picture of the setting of their book.
- play the myView games.
- draw a picture of a story event and tell about the event to a partner.

## BOOK CLUB



See Book Club, pp. T468–T471, for

- ideas for guiding Book Club.
- suggested texts to support the unit theme.
- support for groups’ collaboration.
- facilitating use of the trade book *Foxes*.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The letter *h* exists in many languages. In Spanish, the letter *h* has no sound. It is silent. For example, in English, the word *habit* is pronounced /h/-*abit*, but in Spanish, the word *hábito* is pronounced *AH-*bee*-toe*.

## Phonics: Read and Write Words with *Hh*

### Minilesson

**FOCUS** Hold up Picture Card *hat*. This is a picture of a hat. I hear the sounds /h/ /a/ /t/. The letter *h* spells the sound /h/ at the beginning of *hat*. Say the sound /h/ with me.

**MODEL AND PRACTICE** Display the word *hat*. Read the word, pointing to each letter as you say the sound: /h/ /a/ /t/. This is the word *hat*. The word *hat* has the beginning sound /h/ spelled *h*. You can read this word, and you can write this word. Point to the word *hat* and have students read it. Then guide them to say each letter as they write it in the air. Repeat with the words *hot*, *hid*, *ham*, *hop*, *hip*, *had*.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

**OPTION 1 My TURN** Have students complete p. 94 in the *Student Interactive*. They should read each word, write it on the lines, and then draw a line to match each word with the picture that shows the word.

**OPTION 2 Independent Activity** Have students look through a simple book to find words that begin with the letter *h*. Have students write the words and then share them with a partner.

### QUICK CHECK

**Notice and Assess** Can students read and write three-letter words that begin with *h*?

#### Decide

- **If students struggle**, revisit instruction for reading and writing three-letter words that begin with the letter *h* in Small Group on pp. T154–T155.
- **If students show understanding**, extend instruction for reading and writing three-letter words that begin with the letter *h* in Small Group on pp. T154–T155.

## High-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *one*, *two*, and *three*. Have students

- read each word.
- spell each word, tapping their knees as they say each letter.

### STUDENT INTERACTIVE, p. 94

PHONICS | PHONOLOGICAL AWARENESS


### Consonant Hh

**MY TURN** Read, write, and match

hat \_\_\_\_\_  
\_\_\_\_\_

ham \_\_\_\_\_  
\_\_\_\_\_

hop \_\_\_\_\_  
\_\_\_\_\_



Directions Remind students that the letter *h* makes the sound /h/. Ask students to read each word. Then have them write the words on the lines. Finally, have students draw a line from each word to the matching picture.

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## ADDITIONAL PRACTICE

For additional student practice with consonant *Hh*, use *Phonics* p. 62 from the *Resource Download Center*.

FOUNDATIONAL SKILL **Read Together**

Name \_\_\_\_\_

### Phonics

Consonant Hh

**MY TURN** Write

Hh	Hh
cat <u>h</u> at	rid <u>h</u> id
but <u>h</u> ut	sit <u>h</u> it
rim <u>h</u> im	tip <u>h</u> ip
pen <u>h</u> en	rug <u>h</u> ug
mop <u>h</u> op	not <u>h</u> ot

Directions Have students read the first word in each word pair. Ask them to complete the second word by writing *h* at the beginning. Then have them read the rhyming pair.

Grade K, Unit 2, Week 3

*Phonics*, p. 62

# Introduce the Text



## OBJECTIVES

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

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

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

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

## Shared Read Plan

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

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

## Preview Vocabulary

- Read aloud the vocabulary words on p. 106 of the *Student Interactive* with students: *food*, *water*, *shelter*. Ask students what they know about these words.
- Give definitions for the words. (*food is something we eat; water is a liquid we drink every day; shelter is a place to live and be safe*)
- Prompt students to share what they know about the words. Ask questions such as: **What is an example of a food? Why do we need water? What is an example of a shelter?**
- Explain that students will come across these words in their reading.

## Print Awareness

Tell students that there is a correct way to hold and handle a book. Hold a book upside down and say: **I cannot read the book when I hold it this way!** Turn the book right side up. Then ask students what they can do to get to the next page. Tell them that they can turn the page, and that they should turn the page carefully and in a correct order without skipping. Have students practice holding their *Student Interactive* right side up and turning the pages carefully.

## Read

Have students point to the title of the selection and read it aloud with you. Have them point to the author's and the illustrator's names. Read aloud the information about the author on p. 106. Then have students explain the role of the author and the illustrator in the story.

### FIRST READ STRATEGIES

**READ** Listen and follow along to the text.

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

**ASK** Generate, or ask, questions about the text to deepen understanding.

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

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 Developing Vocabulary** Provide simple illustrations of the words *food*, *water*, and *shelter*. Point to each sketch, say the word, and have students repeat. Provide these sentence frames: *I eat \_\_\_\_\_*. *I drink \_\_\_\_\_*. *I live in a \_\_\_\_\_*. Ask students to use the sentence frames to use the words in oral sentences. **EMERGING**

Have students point to each word on p. 106 of the *Student Interactive*. As students point to each word, read the words aloud to them. Have them repeat each word after you. Work with students to list examples of food, places to find water, and kinds of shelters. **DEVELOPING**

Have students work with a partner. Assign each pair one of the words to use for generating examples. Partners should come up with a list of foods, where they might find water, or types of shelters (such as houses or tents). Then have partners share their ideas with the rest of the group. **EXPANDING**




Ask partners to use the words in oral sentences. Prompt partners to listen carefully to their partner's sentences and provide feedback. **BRIDGING**

STUDENT INTERACTIVE, pp. 106–107

VOCABULARY Read Together


## Do We Need This?

### Preview Vocabulary

 food	 water	 shelter
---	--	--

**Read**  
Read the story to find out what the characters need.

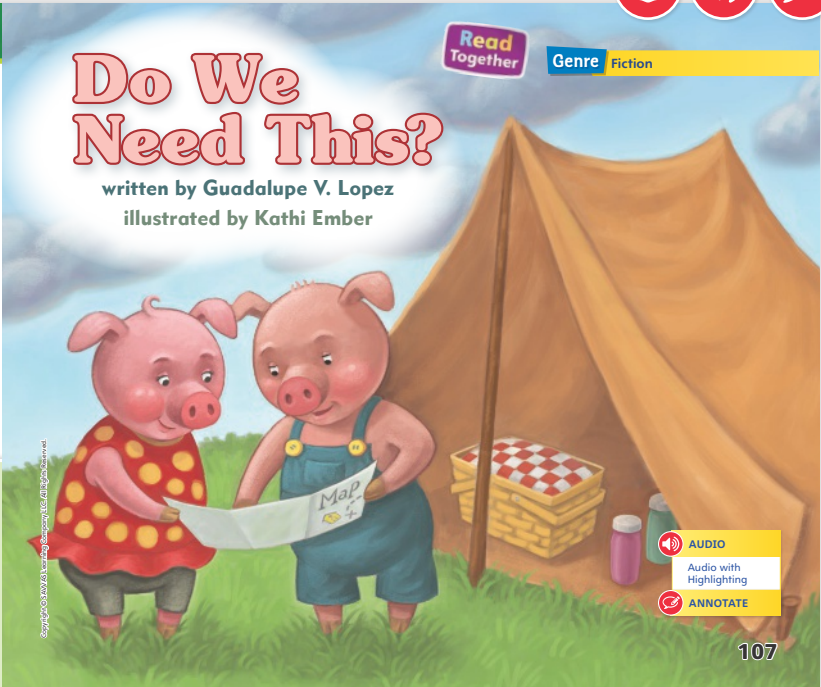
**Meet the Author**



**Guadalupe V. Lopez** likes to write about children and their adventures. She gets ideas by watching her own children. When she isn't home writing books, she is in the classroom having fun with her students.

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Read Together Genre Fiction



**107**

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

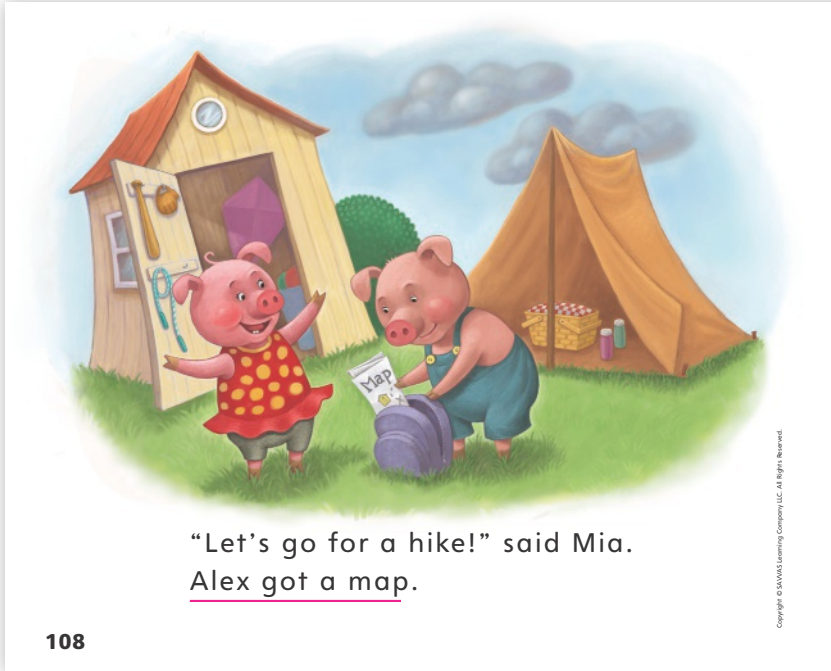
STUDENT INTERACTIVE, pp. 108–109



CLOSE READ



What is Alex like?  
Underline the words that help you understand what he is like.



“Let’s go for a hike!” said Mia.  
Alex got a map.



“This will show us where to go,”  
said Alex.  
“Now, what do we need?”

## First Read

### Read

**THINK ALOUD** After reading pp. 108–109, I know this story will be about two characters wanting to go hiking. They have a map, but they will need to bring other things too.

## Foundational Skills Extension

### Consonant *Hh*

Have students identify, or point to, the word on p. 108 with initial sound /h/. If needed, remind students that the sound /h/ is made by the letter *h*.

### Possible Teaching Point



#### Read Like a Writer | Author’s Craft

Explain to students that often writers will describe their characters and tell what they are like. They will also use dialogue to give clues about them. Tell students that dialogue is what the characters say. Read aloud the first sentence on p. 109 in the *Student Interactive*. Ask students which character is speaking the words “This will show us where to go.” (Alex) Then ask students what they learn about Alex from what he says. (He knows how to use a map.)



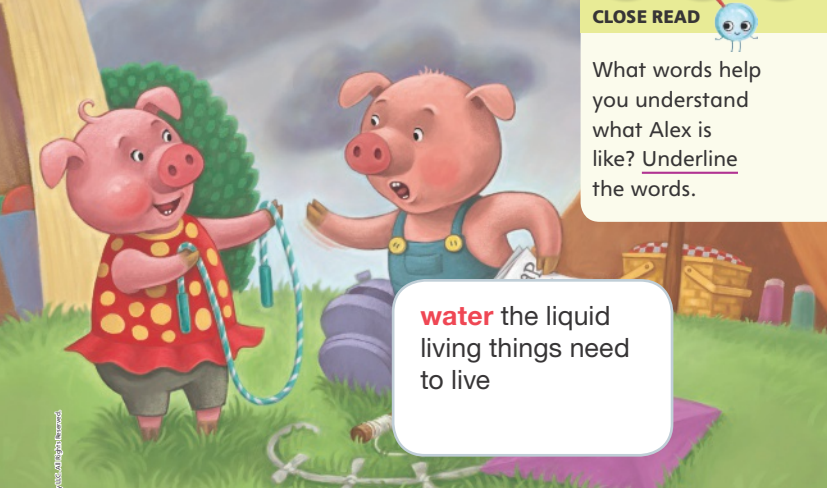
## STUDENT INTERACTIVE, pp. 110-111



**food** what living things eat

“We need this,” said Mia.  
“No,” said Alex. “We need food.”

110



**water** the liquid living things need to live

“We need this,” said Mia.  
“No,” said Alex. “We need water.”

111



## CLOSE READ

What words help you understand what Alex is like? Underline the words.

## CROSS-CURRICULAR PERSPECTIVES

## Science



A *want* is something that is desired but is not necessary to live. *Needs* are things living organisms must have to live a healthy life. The basic needs for humans are air, water, food, clothing that protects against the elements, and shelter. For animals, the basic needs are air, water, food, and shelter. Tell students that sometimes people say they need something, but it is really a want. This is because they can live without it.

## Close Read



## Identify and Describe Characters

Ask students to identify Alex in the illustration on p. 108 of the *Student Interactive*. Then read aloud the Close Read note on p. 109 and have students underline words that show what Alex is like. Suggest they look at what he says, thinks, and does.

## DOK 2

Point out the Close Read note on p. 111 and have students find and underline words that show what Alex is like. **DOK 2**

## OBJECTIVE

Identify and describe the main character(s).



STUDENT INTERACTIVE, pp. 112-113



## First Read

### Ask

**THINK ALOUD** I have a question about the illustration on p. 112: Why does Mia have the look on her face that she does? I can look at the other details in the picture to answer my question. It is raining in the picture, so maybe that surprised Mia. Now Mia and Alex can't go hiking.

**ELL Targeted Support** Discuss the characters with students. Point to each character and say their names. Have students repeat. Provide sentence frames to help students talk about the characters: *Mia is \_\_\_\_\_.* *Alex is \_\_\_\_\_.* Allow students to use single words to complete the sentences. **EMERGING**

Ask students who the characters are. Discuss the character of Alex with students. Then have partners use the sentence frame to describe what they think Alex is like: *I think Alex \_\_\_\_\_.*

**DEVELOPING**

Discuss what students understand about Alex and point out clues in the text, using both text and illustrations. Then ask students to work with a partner to describe Alex in one or more complete sentences. **EXPANDING/BRIDGING**



STUDENT INTERACTIVE, pp. 114–115



CLOSE READ



How are you like Mia and Alex?  
**Highlight** words in the text.

### Possible Teaching Point



#### Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T138–T139 in the Reading-Writing Workshop Bridge to teach about finding clues in sentences to help understand the meaning of an unfamiliar word. Point out the word *shelter* on p. 114 of the *Student Interactive*. Read the sentence aloud with students. Ask students if they know what *shelter* means. Explain that sometimes students can figure out the meanings of words from the words or pictures in the text. **I can tell from the word “Run!” and the exclamation point that there is a problem. Alex says “We need shelter” as he points to the tent. The illustration shows the rain and Alex pointing to the tent. This helps me understand that shelter means a place where they can go to be out of the rain.**

### Close Read



#### Make Connections

Prompt students to describe what the characters are doing in the illustrations on pp. 114–115. Have students think about how they are like Mia or Alex and share with the group. Then prompt them to highlight words on these pages that show how they are like Mia or Alex.

DOK 2

#### OBJECTIVE

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

# Respond and Analyze



## OBJECTIVES

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

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

## My View

Prompt students' initial responses to *Do We Need This?*

- **Talk** Work with a partner. Describe a character from the story. What did you like about the character?
- **Illustrate** Draw a character from the story. Talk with a partner about your drawing and about the character.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Remind students that they can use context clues to clarify the meanings of new or difficult words. Sometimes context clues are other words nearby in the text.

- **Read and Search** Read the word and then search for other words nearby whose meanings you already know.
- **Think** Think about how the nearby words that you know tell more about the word you don't know to figure out the meaning of the new word.

**MODEL AND PRACTICE** Have students look at p. 116 in the *Student Interactive*. Have them read the vocabulary words *food*, *water*, and *shelter* with you. Then say: *I will read the first sentence: Alex and Mia need something to eat. The words to eat are a clue. Which vocabulary word is something we eat? Yes, food.* Have students write the word *food*.

**ELL Targeted Support** Show students pictures of different foods, sources of water, and types of shelter. Ask: *What is this?* Have students respond using the sentence frame: *This is \_\_\_\_\_.* **EMERGING**

Give pairs of students one of the words. Provide the sentence frame: *I need \_\_\_\_\_.* Ask students to work together to draw a picture of their word and write a sentence under it, using the sentence frame. **DEVELOPING**

Provide the sentence frame: *I need \_\_\_\_\_.* Ask students to draw a picture for each word and then write a sentence under it, using the sentence frame. Have students read a partner's sentences. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students complete the rest of p. 116 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students search for unfamiliar words in texts they are independently reading. Have them mark the words with sticky notes. Then have them look for context clues to clarify the new words' meanings.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T156–T157.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T156–T157.

**Check for Understanding My TURN** Have students complete the Check for Understanding on p. 117 in the *Student Interactive*.


STUDENT INTERACTIVE, pp. 116–117

VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary

**MY TURN** Write

food
water
shelter



Alex and Mia need food to eat.

They need water to drink.

Directions Read aloud the vocabulary words. Then read the sentences. Have students complete each sentence by writing the correct vocabulary word on the lines. Tell them to use context clues to clarify meanings.

### Check for Understanding

**MY TURN** Write

**DOK 3** 1. What lesson does Mia learn?  
Possible response: They need food, water, and shelter.

2. Why do you think the author wrote this text?  
Possible response: to tell a story about needs

**DOK 3** 3. Why do people need shelter?  
Possible response: to keep safe and dry

Directions Read aloud the questions one at a time and have students write their responses. Discuss the answers with students.

Use the  **QUICK CHECK** on p. T145 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SOUND /h/ SPELLED Hh

**Write** Have students make their own alphabet cards by writing an *h* on a piece of paper (this is not primarily a handwriting activity, so students need not worry about the uppercase/lowercase distinction). Say: *You have made the letter h. H says /h/.* Prompt students to say the sound represented by *h*. Write the letter *h* on the board. Add letters to spell the CVC word *hot*. Work together as a class to decode the word, then substitute new letters to practice other CVC words.

### ELL Targeted Support

Tell students to listen carefully when they talk so they will realize when they make a mistake. Provide students with a grade-appropriate text to pronounce /h/ words.

Display an image of an ear to remind them to listen carefully to what they say. Have them repeat the /h/ word until they are satisfied with the pronunciation. **EMERGING**

Have students ask themselves if the word made sense and sounded correct. Have a volunteer help them pronounce the /h/ word correctly. **DEVELOPING**

Have students touch their ear if they hear a word mispronounced. Have them provide each other feedback while reading /h/ words. **EXPANDING**



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

## Intervention Activity



### CONNECT SOUND AND LETTER: CONSONANTS 1

Use Lesson 21 in the *myFocus Intervention Teacher's Guide* for additional instruction on connecting sounds and letters.

LEVEL A • MODEL AND TEACH


**Lesson 21**    **Connect Sound and Letter: Consonants 1**

**INTRODUCE** Write the letters *Mm*, say the name (*m*), and have students repeat after you. Explain that *m* is a consonant and spells the sound /m/. Point to something that begins with *m*, such as a map. **What sound do you hear at the beginning of map?** Write the word *map*. In this lesson, we'll learn how letters and sounds connect.

**MODEL** Display or share copies of the following passage, "Mac and Sam," from Student Page S133, and read it aloud. **The words in this story have the letters and sounds /l/, r /r/, s /s/, m /m/, t /t/, and p /p/.**

**Mac and Sam**

I have a tiny pup.  
His name is Mac.  
Mac likes to run for his ball.  
I have a tiny cat.  
Her name is Sam.  
Sam likes to sit on my lap!



**TEACH** Use examples of words to help students recognize letter-sound correspondences. Say: **The first word in the title is Mac. It begins with the letter M. The other name in the title is Sam. It begins with the letter S. The letter M stands for the sound /m/ and the letter S stands for the sound /s/.** Point out letter-sound correspondences in the story for /l/, r /r/, t /t/, and p /p/.

Phonics, Morphology, and Spelling T • 133

## Intervention Activity



### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Tell students to hunt for letters. Say: *I am looking for an h. When you find an h, hold it up in the air.* Guide students to the correct Letter Tile. Write *h* on the board. Repeat the process for *o* and then for *p*. Stop the letter hunt to work as a class to decode *hop*. Then hunt for letters for a new CVC word beginning with *h*.

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



### Decodable Book



#### FOR TOM AND RON

Students can revisit last week's Decodable Book *For Tom and Ron* to practice reading short *o*, the sound */f/*, and last week's high-frequency words.

Tell students that last week's high-frequency words were *do*, *you*, and *they*. Write the words on the board and practice reading them aloud with students.

Have each student read a page, restarting the book as necessary.

### High-Frequency Words

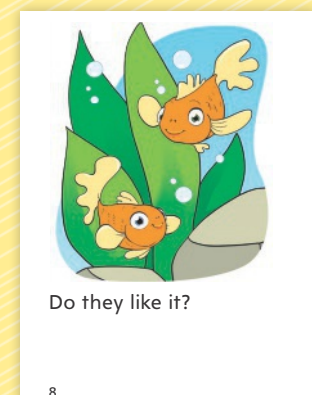
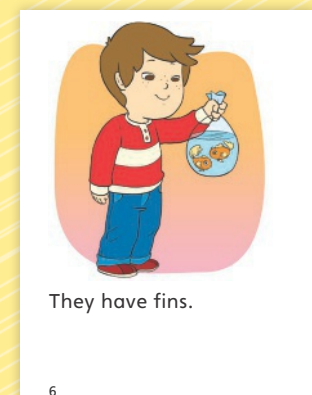
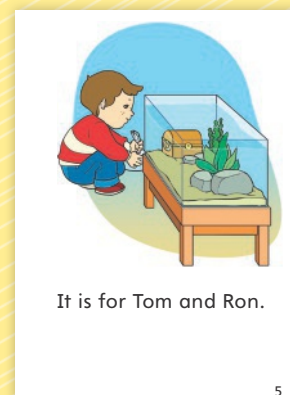
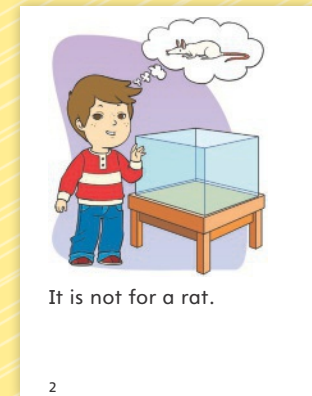
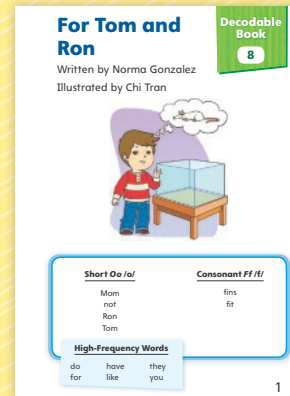
Have students make their own word cards for this week's high-frequency words *one*, *two*, and *three* and one or two words from the previous week. Partners can practice reading the words.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T153 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** What can you do when you read a word but don't know its meaning? You can use the context, the words around the word, to figure out the meaning. Have students turn to p. 109 in the *Student Interactive* and read the word *need*. Help them use context clues to determine its meaning.

### ELL Targeted Support

Help students use different strategies to read words.

Point to the word *need* on p. 109 in the *Student Interactive*. Ask students to identify the first and last letters and sounds in the word. Explain the *ee* digraph in the middle. Help students sound out the word. **EMERGING**

Provide the following sentences: *She eats f\_\_\_.* *W\_\_\_ is wet. I am safe in a sh\_\_\_.* Read each sentence aloud, skipping the missing word. Ask students to use the beginning sounds and the context clues to figure out the missing words.

### DEVELOPING

Have partners work together to write a sentence using one of the words, leaving a blank where the mystery word belongs. Have students trade papers and guess each other's missing words, reading the sentence aloud. **EXPANDING/**

### BRIDGING



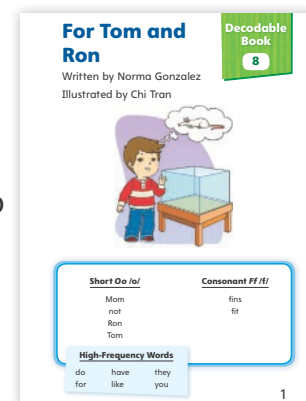
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### FOR TOM AND RON

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



## Fluency

Assess 2–4 students



### ORAL READING

Have students choose two pages from the Decodable Book. Ask pairs to take turns reading the pages using an appropriate reading rate. Remind them that they need to take a breath at the end of a sentence before reading the next sentence.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Have students share the new words they marked with sticky notes during independent reading. Ask them how they used context clues to discover the meanings of these words.

### Possible Conference Prompts

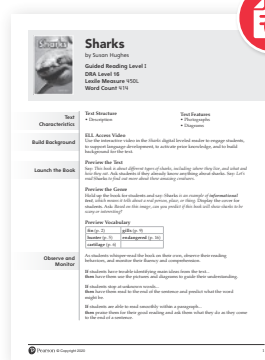
- What do you think this word means?
- What clues helped you learn what the word means?
- Can you make up your own sentence using the word?

**Possible Teaching Point** Usually context clues are nearby a word you are trying to learn. But sometimes you will find clues to a word's meaning in places you don't expect, so always be on the lookout for clues to help you learn.

## Leveled Readers

### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to use different strategies to determine the meaning of difficult words, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share a difficult word in their reading and how they figured out what the word means.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Do We Need This?*
- read a self-selected trade book or their Book Club text.
- partner-read a text of their choice, asking each other questions about the book.

### Centers



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

### Literacy Activities



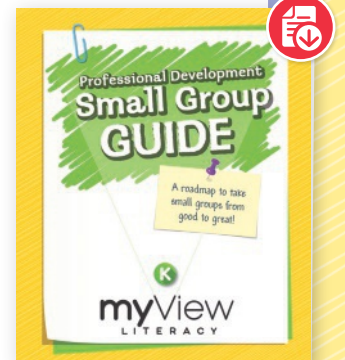
Students can

- practice whisper-reading one or more pages in their book to improve fluency.
- play the myView games.
- draw a picture of one of the characters in their book.

### SUPPORT INDEPENDENT READING

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

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





# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words.

Segment spoken one-syllable words into individual phonemes.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## Phonological Awareness: Segment and Blend Phonemes

**FOCUS AND MODEL** Today we are going to learn a new sound. Listen carefully: /l/ /l/ /l/. You can make the sound /l/ by placing the tip of your tongue right above your two front teeth. Show students how to make the sound /l/ and have them practice it. Make sure students are not adding the sound of short e to the beginning of the sound /l/. The letter l is said /e/ /l/, but that is not the sound /l/.

**SEE AND SAY** Have students turn to p. 95 in the *Student Interactive*. Explain that first, they will segment and blend the sounds in each word. Then they will circle picture words that begin with the sound /l/. Model with the word *lock*. This is a picture of a lock. The sounds I hear in *lock* are /l/ /o/ /k/. I can blend the sounds /l/ /o/ /k/ to form the word *lock*. Name each picture on p. 95 with students. Have them segment the individual phonemes and then blend the phonemes in each word. Then have them circle the pictures that begin with the sound /l/.

## Phonics: Introduce Ll

### Minilesson

**FOCUS** Tell students that the sound /l/ is spelled with the letter l. Display Alphabet Card Ll. Point to the lemon on the card and tell students the word *lemon* begins with l. Point to the letters on the card, and tell students the names of these letters are uppercase L and lowercase l. Write uppercase and lowercase Ll on the board and slowly trace the letters as you say the sound /l/.

**MODEL AND PRACTICE** Have students turn to p. 96 in the *Student Interactive*. Let's look at the first picture and listen to the beginning sound in the word *lip*: /l/ -ip. The word *lip* begins with the sound /l/, and that sound is spelled with the letter l. Let's circle the picture of the lip because the word starts with the sound /l/, and then we'll trace the uppercase letter L and the lowercase letter l below the picture of the lip.

**APPLY MyTURN** Have students complete the activity on p. 96 in the *Student Interactive*.



# High-Frequency Words

## Minilesson

**FOCUS** Tell students that they will practice reading the high-frequency words *one*, *two*, and *three*. Have students read the words at the top of p. 97 in the *Student Interactive* with you: *one*, *two*, *three*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 97. Say: *I will read a word, and I want you to point to it. Then we will read the word together.* Read *one*, and have students point to it. *Now let's read the word together: one.* Repeat with the other words.

**APPLY MyTURN** Have students read the sentences on p. 97 with you. Ask them to identify the words *one*, *two*, and *three* in the sentences and underline the words *one*, *two*, and *three*. Then have them read the sentences with a partner.

**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they will hear, say, and read often. Write the words *one*, *two*, and *three* on index cards.

Show each of the high-frequency words and read them aloud with students. Have each student make his or her own set of high-frequency words on index cards and then work with a partner to practice reading them. **EMERGING/DEVELOPING**

Review the three words with students. Have students write a sentence using each of the words. Then have them share with a partner and practice reading the sentences. **EXPANDING/BRIDGING**

## STUDENT INTERACTIVE, p. 95

FOUNDATIONAL SKILLS

Sounds

SEE and SAY Circle

Directions: Model segmenting a word into individual phonemes. Listen to the sounds in this word. /l/ /u/ /l/. Now, let's blend the sounds to form a word: /l/ /u/ /l/. Lock. The word lock begins with the sound /l/. Have students segment and blend each picture word in the first row, circling the words that begin with /l/. Continue with the second row and find /l/.

95

## STUDENT INTERACTIVE, p. 96

PHONICS | HIGH-FREQUENCY WORDS

Consonant LI

MYTURN Circle

Tell students that images represent lip, pool, house.

Tell students that images represent jet, wheel, leaf.

Directions: Tell students that the letter l makes the sound /l/. Model how to form the letters L and l. Explain that they will see the letter l in words that have the /l/ sound. Then have students name each picture. Say: If the picture word begins or ends with the sound for the letter l, circle the picture and write the letters.

96

## STUDENT INTERACTIVE, p. 97

FOUNDATIONAL SKILLS

My Words to Know

one two three

My Sentences to Read

MYTURN

I have one.

I have two.

Can we have three?

Directions: Tell students that the words in the word bank are words they will see a lot when they read. Read the high-frequency words with students as they point to each word. Then have students read the sentences and underline the high-frequency words.

97

# Identify and Describe Characters

## OBJECTIVE

Identify and describe the main character(s).

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the characters, ask:

- Why do we *need* to eat food in order to *grow*?
- Why is it good to *share* food and water with others if they are hungry or thirsty?

## ELL Access

Provide the Spanish cognates for:

character : *carácter*

illustration : *ilustración*

describe : *describir*

## Minilesson

**FOCUS ON STRATEGIES** Explain that characters are the people or animals in a story. They are who the story is about.

- Explain that readers can learn about characters by paying attention to what they say.
- They can also learn about characters from the things they do.
- Tell students that sometimes the illustrations give clues about a character.

**MODEL AND PRACTICE** Ask students to name the two characters in the story *Do We Need This?* (Alex and Mia) *As I read the story, I can find out about the characters. First, I can pay attention to what the characters say. I notice that Alex gets a map and says, "This will show us where to go." He also says, "We need food" and "We need water." Because of what he says, I learn that Alex knows a lot about camping. Next, I can look at what the characters do. Mia keeps bringing Alex the wrong things to take hiking. Because of what she does, I learn that Mia doesn't know much about camping. I can also find out about the characters by looking at the illustrations. I can see in the illustrations that Alex is frowning at Mia. By looking at the pictures, I learn that Alex is a little frustrated with Mia.* Tell students that they can use these strategies to learn about characters and describe, or tell about, them. Have students read the Close Read notes on pp. 109 and 111 in the *Student Interactive* and underline words that tell them more about Alex. Then have them turn to p. 118 in the *Student Interactive* and talk as a class about what students know about the character of Alex.



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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying and describing characters.

**OPTION 1 My TURN** Have students draw pictures of Alex showing two things about him on p. 118 in the *Student Interactive*. Support students as needed.

**OPTION 2 Use Independent Text** Have students choose a character from an independent text they are reading. Then have them draw the character and give an oral description of him, her, or it.

### QUICK CHECK

**Notice and Assess** Can students identify and describe characters?

#### Decide

- **If students struggle**, revisit instruction for describing characters in Small Group on pp. T164–T165.
- **If students show understanding**, extend instruction for describing characters in Small Group on pp. T164–T165.


**ELL Targeted Support Characters** Use visuals and short sentences to help students identify the characters.

Point to Mia. Say: **Mia is a character.** Ask students to point to and name another character.

#### EMERGING/DEVELOPING


Have students say a sentence to identify the characters: The characters are \_\_\_ and \_\_\_. Then ask them to take turns describing the characters. **EXPANDING/BRIDGING**

### STUDENT INTERACTIVE, p. 118

CLOSE READ 


## Identify and Describe Characters

Characters are the people or animals in a story.

 **MY TURN** Draw

Drawing should show a detail about Alex.

→



←

Drawing should show a detail about Alex.

**118** Directions Say: We can describe, or tell about, the main characters in a story. Have students identify the character in the picture. Then have them describe the character by drawing two details about him. Remind students to look back at the text.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Listen to and experience first- and third-person texts.

## Analyze Third-Person Text

### Minilesson

**FOCUS ON STRATEGIES** Remind students that first-person text is when a character uses *I* and *me* to tell the story. Third-person text is when the author tells the story about the characters.

**MODEL AND PRACTICE** Read aloud p. 108 in the *Student Interactive*. “*Let’s go for a hike!*” said Mia. Alex got a map. I know this text is in third person because of the words *said Mia* and the sentence *Alex got a map*. This tells me that Alex is not telling the story, and neither is Mia. The author is telling the story. This is called third-person text.

Direct students to find examples of third person on pp. 109–115 of the *Student Interactive*. Then read aloud the questions on p. 123 with students, helping them analyze third-person text and answer the first question.

# Handwriting

## OBJECTIVE

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

## Letters *Dd*

**FOCUS** Display the letters *D* and *d* by writing them on the board. Have students name the letters.

**MODEL** Model forming the uppercase and lowercase letters *D* and *d*. Point out how both letters begin with the same lines but end differently. Then have students use their finger to air-write the letters.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students answer the question on p. 123 in the *Student Interactive* independently. Have several students share their sentences.

## Writing Workshop

Have students pay attention to who is telling their stories in their Writing Workshop texts. During conferences, support students' writing by helping them use pronouns consistent with third-person text.

## STUDENT INTERACTIVE, p. 123

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

1. Is the person who tells the story a character in the story? Write a clue from the text.  
Possible response:  
**No; Alex got a map.**
2. Write a sentence about Alex and Mia.  
Possible response:  
**Alex and Mia eat together.**

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**Directions** Say: Sometimes the narrator, or the person telling a story, is not a character. The narrator uses the characters' names instead of the word *I*. Reread a page in the story so students can listen to and experience third-person text. Then read the items one at a time and have students write their responses.

**123**

**PRACTICE** Have students use *Handwriting* p. 81 from the *Resource Download Center* to practice writing the letters *Dd*.

Name \_\_\_\_\_

### Handwriting

Letters Dd

Write

**D**

**d**

**D** \_\_\_\_\_

**d** \_\_\_\_\_

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

Kindergarten • Unit 2 • Week 3

*Handwriting*, p. 81

Use the  **QUICK CHECK** on p. T161 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY AND DESCRIBE CHARACTERS

**Teaching Point** Today I want to teach you how to describe characters. The characters are the people and the animals in the story. They are who the story is about. When you try to identify the characters, ask yourself, “Who is this story about?” Then ask yourself, “What is this character like?” Use things the characters say to help you tell what they are like. Also think about what they do and what you see in the pictures. Have students turn to p. 110 in the *Student Interactive*. Help them identify and describe Alex.

### ELL Targeted Support

Provide practice in identifying characters.

Show students a story they have read recently. Point to the illustrations and ask, *Who is this story about? Who is this?* Have students respond using the sentence frame: *This is*

\_\_\_\_\_. **EMERGING**

Ask partners to use a book they are reading for independent reading. Have them point to the characters in the book using the sentence frame: *This is* \_\_\_\_\_. **DEVELOPING**

Have students turn and talk with a partner as you ask them what a character is. Then ask them to talk about how they can tell what characters are like. Ask partners to share their ideas with the group. **EXPANDING/BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of fiction can improve their understandings of a story by pausing as they read and visualizing what is happening in a scene in a story. Model for students by choosing a passage from *Do We Need This?*

**Model** Read a passage aloud from *Do We Need This?* Then close your eyes and describe to students, in your own words, what you are picturing. Point out to them that visualizing forced you to think about what is happening in the text in your own words. Then ask students to close their eyes and picture the part that you read. Call on volunteers to describe, in their own words, what they pictured. You can probe further by asking students what they picture for specific words whose meanings may be unclear.

## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY AND DESCRIBE CHARACTERS

**Talk About Independent Reading** Ask students to share the drawings they made of characters from independently read texts. Have them describe the characters they drew.

#### Possible Conference Prompts

- Who did you draw?
- What is this character like? How do you know?

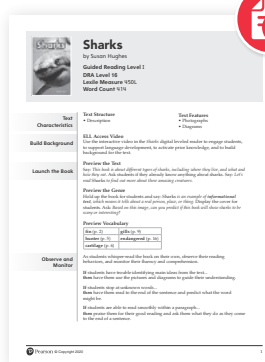
**Possible Teaching Point** When you read, pay attention to who the characters are and what they are like. That can help you connect with them. Thinking about how some characters are like you can make reading more fun.

## Leveled Readers



### IDENTIFY AND DESCRIBE CHARACTERS

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how authors describe characters, see *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- reread and listen to *Do We Need This?*
- read a self-selected trade book or their Book Club text.
- work with a partner to choose several pages of *Do We Need This?* to read together, stopping after each page to ask each other questions about the text.

## Centers



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

## Literacy Activities



Students can

- draw a picture of Mia and write a sentence about her.
- tell a partner about a character they like in a book they are reading.
- tell a partner whether they liked or didn’t like the story *Do We Need This?* and explain why.
- play the myView games.

### SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts to keep their book discussion going.

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share a character from their book and tell what the character is like.



# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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



Alphabet Card

## Phonics: Read and Write Words with Ll

### Minilesson

**FOCUS** Display Alphabet Card *Ll*. This is a picture of a lemon. I hear the sound /l/ at the beginning of *lemon*. The sound /l/ can be spelled with the letter *l*.

**MODEL AND PRACTICE** Have students turn to p. 98 in the *Student Interactive*. Let's look at the first picture on page 98. Can you find the arrow pointing to the person's lap? Let's say the word and listen to the beginning sound: /l/ /a/ /p/. The beginning sound is /l/. What letter spells that sound? Trace the lowercase letter *l*. Then write the word *lap* on the line. Read the word *lap*.

**ELL Targeted Support Letter-Sound Relationships** Point to and name the pictures on p. 96 in the *Student Interactive*. Help students understand that letters represent sounds. Explain that the letter *l* represents the sound /l/.

Have students look at the pictures on p. 96 and tell a partner what each picture shows. Have students say which words have the sound /l/. Then have students draw a picture of a word that begins with the sound /l/ and write the letters *Ll* below the picture. **EMERGING**

Have students choose items in the classroom and say the word for each item aloud. Have them write the letters *Ll* on self-stick notes and use the notes to label any items that have the sound /l/. **DEVELOPING**

Write these word stems on the board: *\_ip*, *\_ap*, *\_ad*. Point to the first word stem and say the word *lip*. Ask students to say the sound they hear at the beginning of the word and the letter that represents that sound. Then have them write the word on a sheet of paper. Continue with *lap* and *lad*. **EXPANDING**

Have students write words they know with the sound /l/. Ask them to circle the letter that represents the sound /l/ in each word. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 98 in the *Student Interactive*.

**OPTION 2 Independent Activity** Write the letter *l* on four pieces of paper so that the letter takes up the entire page. Then distribute the papers to four students. On four other pieces of paper, write *ad*, *id*, *it*, and *ot*, and distribute these papers to four other students. Call on students to stand next to each other and hold their papers up to spell the words *lad*, *lit*, *lid*, and *lot*. Have other students read the words.

## QUICK CHECK

**Notice and Assess** Can students read and write three-letter words that begin with *l*?

## Decide


- **If students struggle**, revisit instruction for reading and writing three-letter words that begin with the letter *l* in Small Group on pp. T172–T173.
- **If students show understanding**, extend instruction for reading and writing three-letter words that begin with the letter *l* in Small Group on pp. T172–T173.

## STUDENT INTERACTIVE, p. 98

PHONICS


### Consonant Ll

**MYTURN** Write and read




\_\_\_\_\_

\_\_\_\_\_ **lap** \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_ **lid** \_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_ **pal** \_\_\_\_\_

**98** Directions Have students trace the letter *l* on each line. Then have them write the words that name the pictures. Finally, have them decode the words they have written.

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## ADDITIONAL PRACTICE

For additional student practice with consonants *Hh* and *Ll*, use *Phonics* p. 63 from the *Resource Download Center*.

FOUNDATIONAL SKILL




Name \_\_\_\_\_

### Phonics

Consonants Hh and Ll




**MYTURN** Write

Tell students that images represent hat, leg, ham, hit, lab, hot.

\_\_\_\_\_

\_\_\_\_\_ **hat** \_\_\_\_\_ **leg** \_\_\_\_\_ **ham** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_ **hit** \_\_\_\_\_ **lab** \_\_\_\_\_ **hot** \_\_\_\_\_

Directions Have students look at the pictures and the letters on the lines below each. Ask them to write h or l to complete each word. Then have them say the words.

Grade K, Unit 2, Week 3

63

*Phonics*, p. 63

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language and recognize the elements of the English sound system in words. Remind students that words are made up of sounds, and the sounds are spelled with letters. The sound /h/ is spelled with the letter *h*, and the sound /l/ is spelled with the letter *l*. Tell them to listen for these sounds in words.

## Read *The Ham*


**FOCUS** Have students turn to p. 99 in the *Student Interactive*. We are going to read a story today about some children who are eating ham. Point to the title of the story. The title of the story is *The Ham*. I hear the sound /h/ at the beginning of the word *ham*. What other sounds that we learned do you hear in the word *ham*? Students should come up with the sounds /a/ and /m/. In this story, we will read other words that have sounds you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week's high-frequency words: *one*, *two*, *three*. Tell them they will practice reading these words in the story *The Ham*. Display the words. Have students read them with you. When you see these words in the story *The Ham*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 99

DECODABLE STORY

## The Ham



The ham is hot!

FOUNDATIONAL SKILLS

Highlight the words with the h sound.

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

**99**



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

After students have read the story, call their attention to the title. **I see the letter *h* in this word: *ham*. What sound is at the beginning of the word *ham*?** Help them identify, or say, the sound /h/. Then have them find and highlight the words with the sound /h/ spelled *h* on p. 99. **I also see other sounds on the page that we already learned. Can you tell me the other sounds?** Help students identify, or say, the sounds /a/, /m/, /o/, /t/, and /i/.

Have students turn to pp. 100–101. **Which words include the sound /l/? Point to them.** Help students identify, or say, the sound /l/. Then have them find and underline the words with the sound /l/.

STUDENT INTERACTIVE, pp. 100–101



DECODABLE STORY

FOUNDATIONAL SKILLS



Hal can have one.  
Lin can have two.

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Can I have three?  
I like ham a lot!

Underline the words with the l sound.

100

101

# Make Connections

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, ask:

- Why do we need to eat food?
- In what ways do we depend on water?

## Minilesson

**FOCUS ON STRATEGIES** Explain that making connections helps us understand a story. When we think about what the story reminds us of, we make connections. Give examples of connections they could make.

- If the story events remind us of something we have done, we can use that to understand the story better.
- We can think about how the characters feel and times we felt the same way. This helps us understand the characters.
- We can ask ourselves if the story is like another story we know. We can use our past reading experience to make connections.

**MODEL AND PRACTICE** Model connecting to *Do We Need This?* I can connect to Mia. She didn't seem to know much about camping. I'm like that too. I know how she must have felt when she kept bringing the wrong things to Alex. Making connections helped me understand and enjoy the story more. Have students reread the Close Read note on p. 115 in the *Student Interactive* and highlight words that reminded them of something. Have students tell a partner what connections they can make to the text. Provide assistance as needed.

**ELL Targeted Support Explain** Use sticky notes to label pictures in the text: Mia, Alex, map, tent, rain. Read the words and ask questions to help students make and explain connections. Ask: *Are you like Mia/Alex? Why? Have you used a map? When?* **EMERGING**

Model making connections for students. Provide the sentence frame: *I can connect with \_\_\_\_\_*. Use different pages in the text to ask students what the story reminds them of. Have students tell partners what connections they can make. **DEVELOPING/EXPANDING**

Provide the cognate *connection/conexión* for Spanish-speaking students. Have partners talk about connections they can make to the story.

**BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections.

**OPTION 1 My TURN** Have students tell a partner how they are like either Mia or Alex. Then ask them to draw a picture on p. 119 in the *Student Interactive* that shows how they are like the character.

**OPTION 2 Use Independent Text** Have students use the following sentence frame to write one way they are like a character in their independent reading text: *I am like \_\_\_\_\_ because \_\_\_\_\_.*

### QUICK CHECK

**Notice and Assess** Do students understand how to make connections to the text?

#### Decide

- **If students struggle,** revisit instruction for making connections in Small Group on pp. T174–T175.
- **If students show understanding,** extend instruction for making connections in Small Group on pp. T174–T175.

STUDENT INTERACTIVE, p. 119

The screenshot shows a page from a student interactive titled "Make Connections". At the top, there is a green header with the text "Read Together" and "READING WORKSHOP". Below the header, the title "Make Connections" is displayed. A "MY TURN" icon is followed by the word "Draw". A pink instruction box states: "Drawing should show one way the student is like a character in the story." At the bottom left, there is a small vertical copyright notice: "Copyright © SAVVAS Learning Company, LLC. All Rights Reserved." At the bottom center, there are "Directions" in blue text: "Directions Say: You can connect texts you read to your own life. How are the characters in the story like you? Have students make connections to personal experiences by drawing one way they are like Mia or Alex. Remind students to look back at the text." At the bottom right, there is a green star icon with the number "119" inside.

Use the  **QUICK CHECK** on p. T167 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SOUND /I/ SPELLED L

**Air-Write** Write *l* on the board and tell students, *This letter is l. L says /l/, like in the words lemon and leaf. Can everyone tell me what l says?*

Guide students to correctly say the sound /l/. Ask students to trace the letter in the air. Write the word *lid* on the board. Have students trace each letter individually, then trace the whole word. Work as a class to decode the word. Repeat the activity, using other CVC words that begin with *l*.

### ELL Targeted Support

Many children have difficulty aurally distinguishing /l/ and /r/ and orally producing them as distinct sounds. Provide practice in pronouncing these sounds as students decode *L* words.

Use a hand mirror to help students see their mouth formation as they practice /l/ and /r/. Then read aloud the following words, having students clap their hands when they hear /l/ and stomp their feet when they hear /r/: *lot, red, read, let's, lap, rob*. Work with students to decode the words correctly. **EMERGING/DEVELOPING**

Write the words *let, lad, lot, lid, and Len* on the board. Have partners take turns reading the words aloud, correcting one another's pronunciation of /l/ at the beginning of each word, as needed. **EXPANDING/BRIDGING**



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

## Intervention Activity



### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for additional instruction.

LEVEL A • MODEL AND TEACH


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

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

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

**Can You Do It?**

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



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

Phonics, Morphology, and Spelling T • 141

## Intervention Activity



### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Put students in groups of 3–4. Give each group a set of Letter Tiles. Write an *l* on the board. Have groups find their *l* tile and place it in the center of their workspace. Guide students to form CVC words beginning with *l*. Tell them to work cooperatively.



As a group finishes a word, write it on the board. Bring the groups back together and decode each word.

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

### Decodable Book



#### A LOT OF CATS

Students can read the Decodable Book *A Lot of Cats* to practice reading consonants *h* and *l* as well as high-frequency words they have learned.

Before reading, display and remind students of this week's high-frequency words: *one*, *two*, *three*. Tell them that they will practice reading these words in the Decodable Book *A Lot of Cats*. *When you see these words in today's story, you will know how to read them.*

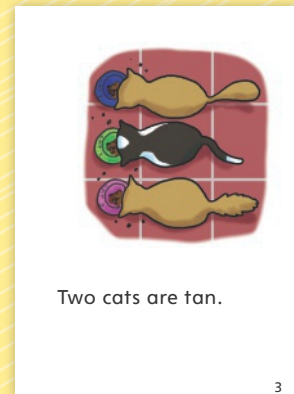
Have students form small groups of three. In each group, have one student read the whole text through while the other two follow silently. Then change roles and repeat.

### Centers



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

## Decodable Book





Use the  **QUICK CHECK** on p. T171 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE CONNECTIONS

**Teaching Point** Today I want to talk about how important it is to make connections when you read. Making connections means seeing what the text reminds you of. Sometimes we can connect to the characters and what they do or feel. We might have done the same thing or felt the same way. This helps us get to know the characters better. Sometimes we can connect to a story event. We might have read about it in another book or seen a similar event on TV. Making connections helps us better understand the story. Ask students what connections they can make to the story *Do We Need This?*

### ELL Targeted Support

Model making connections to the text: *This makes me think of when I was lost and had to use a map.* Ask students to draw a picture that shows something the story makes them think of. **EMERGING**

Show students pictures of, for example, a sports activity, a family eating dinner, or a child riding a bike. Tell what a picture reminds you of and ask different students to tell what it reminds them of. Validate students' answers by saying: *Great! You can make connections.* **DEVELOPING**

Provide sentence frames: *This is like \_\_\_\_\_. This makes me think of \_\_\_\_\_.* Have students use the sentence frames to tell a partner about the connections they can make. **EXPANDING/BRIDGING**



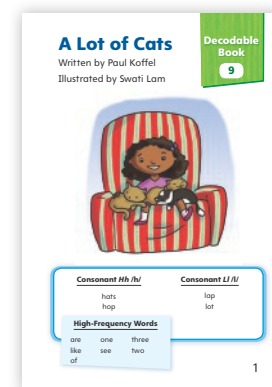
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### A LOT OF CATS

Have students reread the Decodable Book *A Lot of Cats*. Use the teaching support online at [SavvasRealize.com](https://www.savvasrealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students choose several pages in the Decodable Book and take turns reading the pages with a partner. Tell them to take a breath at the end of each sentence before beginning the next one.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### MAKE CONNECTIONS

**Talk About Independent Reading** Ask students to tell you about a book they are reading and what the book is mostly about. Ask them to tell you any connections they can make.

### Possible Conference Prompts

- Does this remind you of anything? What?
- Which character are you most like? Why?
- Has this ever happened to you? When?

**Possible Teaching Point** Readers think about connections they can make as they read. They think about what the story events or the characters remind them of. This helps them understand better and enjoy the story.

## Leveled Readers



### MAKE CONNECTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to make connections during reading, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share a connection they can make to a book they are reading.

## Independent/Collaborative

## Independent Reading



Students can

- reread and listen to *Do We Need This?*
- read a trade book or their Book Club text.
- partner-read a text, asking each other questions.

## Centers



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

## Literacy Activities



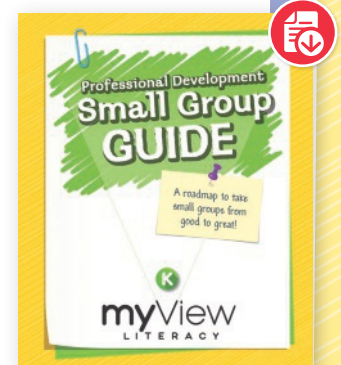
Students can

- draw a picture of something that the story reminded them of.
- talk with a partner about something in their book that they could make a connection to.
- play the myView games.
- tell about the characters in their book.

## SUPPORT INDEPENDENT READING

Prompt students to choose independent texts that are neither too easy nor too hard. Provide guidance if students are unsure of suitable texts.

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



# Word Work

## OBJECTIVES

Blend spoken phonemes to form one-syllable words.

Segment spoken one-syllable words into individual phonemes.

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



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 72 from the *Resource Download Center*.

FOUNDATIONAL SKILL  
Read Together

Name \_\_\_\_\_

**My Words to Know**

one two three

**MY TURN** Write

red two

green three

yellow one

Directions: Have students read the words in the box. Then ask them to look at the pictures. Have them write the word for the number of crayons in each picture.

Grade K, Unit 2, Week 3

*My Words to Know*, p. 72

## Phonological Awareness: Segment and Blend Phonemes

**MODEL** Display Picture Card *hat*. Listen to the sounds as I say this word slowly: /h/ /a/ /t/. Now I can say the sounds quickly and blend them together: *hat*.

**PRACTICE** Use Picture Cards *lake*, *leaf*, and *hen*. Show each picture and say what it is. For each picture, have students say each individual sound in the word, pausing between each sound. Then have them say each sound quickly, blending them together to say the word.

## Phonics: Review Hh and Ll

### Minilesson

**FOCUS** Write the letters *Hh* and *Ll* on the board. Have students identify the letters as you point to them. Then review the sound for each letter.

**MODEL AND PRACTICE** Write an uppercase letter *H* or *L* on several index cards. Give one card to each student. *I am going to say some words. If a word starts with the sound /h/ and you have a card with the letter H on it, stand up. If a word starts with the sound /l/ and you have a card with the letter L on it, stand up.* Say the following words one at a time, and guide students to stand as needed: *lip*, *hot*, *hop*, *lot*, *Lin*, *hat*, *him*. Then display each word and have students read it. Point to each letter as you say each word. *Let's read this word together: /h/ -ot, hot.* Repeat with these words: *hop*, *lot*, *lip*, *Lin*, *hat*, *him*.

**APPLY My TURN** Have students turn to p. 102 in the *Student Interactive* and read the words in each row. Have them write the letter that is the same in all three words on the line. Then have them complete the activity on p. 103.



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

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- With partners, ask classmates to explain an idea or word.

Read the sentences on p. 103 aloud. Pause after each sentence to allow students to ask questions about words they do not understand. Have a student who understands the meaning do a pantomime to demonstrate it. For example, a student could hop on one foot for the word *hop*. **EMERGING/DEVELOPING**

In small groups, have students read the sentences on p. 103. Prompt students to draw a picture of a sentence that is difficult to understand. Students should help clarify sentences for each other. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**



Remind students that high-frequency words are words that they hear, read, and say often. Say the word *one* and ask students what letters spell the word. Have students

- say the letters as you write them on the board.
- say and spell the word, clapping their hands for each letter.
- Repeat with the words *two* and *three*.

STUDENT INTERACTIVE, pp. 102-103

PHONICS

FOUNDATIONAL SKILLS

**Consonants Hh and Ll**

**MY TURN** Read and write

lot	lad	lip	
hot	hip	hat	
ham	hit	hop	
lab	lid	pal	

**Directions** Remind students that the letter *h* makes the sound /h/ and the letter *l* makes the sound /l/. Say: Read the words in the first row. What letter is the same in all three words? Write the letter on the lines. Have students continue with the remaining rows.

**Consonants Hh and Ll**

**MY TURN** Circle, underline, and match

Lin can hop.

The lid is hot.

Hal is on my lap.

Look at me hit!

**Directions** Remind students that the letter *h* makes the sound /h/ and the letter *l* makes the sound /l/. Have students read the sentences. Then have them circle the words that begin with the letter *h* and underline the words that begin with the letter *l*. Last, have students draw lines from the sentences to the pictures that match.

# Reflect and Share

## OBJECTIVES

Identify basic similarities in and differences between two texts on the same topic.

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

Retell texts in ways that maintain meaning.

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Using the infographic for support, ask:

- Why do we need to eat grains? What about protein?
- How does eating vegetables help us grow?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that, when they talk about different texts in a discussion, they need to:

- listen to what others have to say and not interrupt.
- add to the comments of others.
- tell what is the same about the texts and what is different.

**MODEL AND PRACTICE** Ask students to think about the text they read last week, *From Nectar to Honey*. **This text is an informational text that told me facts about how bees make honey. Bees need flowers so they can make honey. The book we read this week is about what Mia and Alex need.** Talk about what bees need. **Do bees need food? Do bees need to drink? Do bees need shelter?** Tell students that bees drink nectar from flowers and they live in a hive. Ask partners to retell the story about Mia and Alex. Then have them tell how what these characters need is similar to what a bee needs.

**ELL Targeted Support Use Content-area Vocabulary** Tell students that using vocabulary words to talk about texts can help them become better English speakers.

Have students look back at *From Nectar to Honey*. Use sentence frames to have them talk about the text using content-area vocabulary: *This text is about \_\_\_\_\_ . A bee needs \_\_\_\_\_ .* Repeat with *Do We Need This?*

#### EMERGING

Provide sentence frames that will help students compare texts using content-area vocabulary: *Bees need \_\_\_\_\_ . Mia and Alex need \_\_\_\_\_ .* Have partners use the sentence frames to discuss the two texts.

#### DEVELOPING

Have students look at both texts with a partner and compare them using content-area vocabulary. Provide sentence frames if needed. **EXPANDING**

Have students use content-area vocabulary to tell the group how the ideas in the two texts are alike. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections between texts.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn to p. 120 in the *Student Interactive* and complete the Turn and Talk. If desired, distribute Collaborative Conversations tips from the *Resource Download Center* to help guide discussions.

**OPTION 2 Use Independent Text** Have students use their self-selected independent reading texts to discuss what other animals and people need.

### QUICK CHECK


**Notice and Assess** Are students able to make connections between texts?

#### Decide


- **If students struggle**, revisit instruction for making connections across texts in Small Group on pp. T180–T181.
- **If students show understanding**, extend instruction for making connections across texts in Small Group on pp. T180–T181.


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

STUDENT INTERACTIVE, p. 120

RESPOND TO TEXT 

### Reflect and Share

 **TURN and TALK** What do Alex and Mia need? Retell the story to a partner. Then talk about what a bee needs. How is it similar to what Alex and Mia need?



**Weekly Question**  
How do we know what we need?

**120** **Directions** Have students retell the main events in the story to a partner. Then remind students they read about bees in *From Nectar to Honey*. Say: *Bees have needs too. How are a bee's needs like Alex's and Mia's needs? Talk to your partner.*

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Use the  **QUICK CHECK** on p. T179 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to show you that it helps you develop a good understanding of a topic if you can compare different texts. It helps you understand how different authors write about the same topic. When you compare texts, you tell how the texts are the same and how they are different. Create a Venn diagram and help students compare what bees need and what Mia and Alex need. In the “both” part of the diagram, you could record food, water, and shelter. In the differences sections, you could record different food and shelter needs for different activities.

### ELL Targeted Support

Help students compare things.

Provide a Venn diagram. Label one side *Alex* and the other side *Bees*. Have students tell how Alex is similar to a bee and how he is different from a bee. Record their responses in the diagram.

#### EMERGING

Ask students to work in cooperative groups to compare the texts, using the following sentence frames: *One way Do We Need This? is like From Nectar to Honey is \_\_\_\_\_. One way they are different is \_\_\_\_\_.* **DEVELOPING/EXPANDING**

Ask students to work in cooperative groups to compare the texts and create a Venn diagram. (They could copy one you provide.) Ask them to compare *Do We Need This?* and *From Nectar to Honey*. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: “Eating Well,” “Pedro and Maria’s Camping Adventure,” and *Do We Need This?* Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how living things know what they need and encourages them to use the Academic Vocabulary words *grow*, *need*, *share*, and *depend*.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Over the week, students will have researched one thing that we need to live and will have thought about how we know that we need it. Help them organize their findings into a format they can easily share with others.

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

See *Extension Activities*, pp. 113–117, in the *Resource Download Center*.

**Conferring**3 students / 3–4 minutes  
per conference**COMPARE TEXTS**

**Talk About Independent Reading** Ask students to compare the book they are reading to *Do We Need This?*

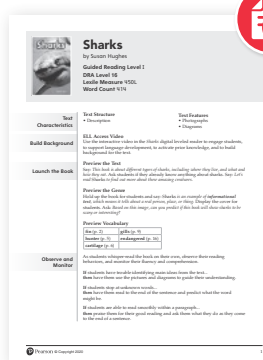
**Possible Conference Prompts**

- What is your independent reading book about?
- What is one way it is like the story *Do We Need This?* What is one way it is different?

**Possible Teaching Point** When you compare things, you use words such as *like*. When you contrast things, you use words such as *unlike* or *different from*.

**Leveled Readers****COMPARE TEXTS**

- For suggested titles, see “Matching Texts to Learning,” pp. T140–T141.
- For instructional support on how to make comparisons between texts, see *Leveled Reader Teacher’s Guide*.

**Whole Group**

**Share** Bring the class back together in whole group. Invite one or two students to share what they learned about comparing texts. Have them share one way their independent reading book is like or unlike the selection *Do We Need This?*

**Independent/Collaborative****Independent Reading**

Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or eText.
- continue reading their Book Club text or one of the books from the suggested titles on p. T455.

**Centers**

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

**Literacy Activities**

Students can

- write about their reading in a reading notebook.
- tell a partner how their independent reading book is like the text *Do We Need This?* and how it is different.
- draw two pictures showing what *Do We Need This?* and *From Nectar to Honey* are about.

**BOOK CLUB**

See Book Club, pp. T468–T471, for

- a teachers' summary of the text.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.



## Suggested Daily Times

### READING WORKSHOP

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

### WRITING WORKSHOP

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

## Learning Goals

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

### SEL SOCIAL-EMOTIONAL LEARNING

## ✓ Assessment Options for the Week

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

## Materials

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

## LESSON 1

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T186–T187
  - » Phonological Awareness: Segment and Blend Onset and Rime
  - » Phonics: Introduce *Gg*
  - » High-Frequency Words

#### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T188–T189
- Listening Comprehension: Read Aloud: “Hungry Animals” T190–T191
- Informational Text T192–T193
  - ✓ Quick Check T193

### READING BRIDGE

- Academic Vocabulary: Word Parts T194–T195
- Handwriting: Forming *Ee* T194–T195

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T199
- Strategy, Intervention, and On-Level/Advanced Activities T198
- ELL Targeted Support T198
- Conferring T199

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

**BOOK CLUB** T199 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T376–T377
  - » Edit for Singular and Plural Nouns
  - » Share Back

#### INDEPENDENT WRITING

- List Book T377
- Conferences T374

### WRITING BRIDGE

- Language & Conventions: Spiral Review: Verbs (present) T378–T379

## LESSON 2

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T200–T201
  - » Phonics: Read and Write Words with *Gg*
  - ✓ Quick Check T201
  - » High-Frequency Words

#### SHARED READ

- Introduce the Text T202–T207
  - » Preview Vocabulary
  - » Print Awareness
  - » Read: *Open Wide!*
- Respond and Analyze T208–T209
  - » My View
  - » Develop Vocabulary
  - ✓ Quick Check T209
  - » Check for Understanding

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T210
- Guided Reading/Leveled Readers T213
- Strategy and Intervention Activities T210, T212
- Fluency T212
- ELL Targeted Support T210, T212
- Conferring T213

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T211
- Independent Reading T213
- Literacy Activities T213
- Partner Reading T213

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T380–T381
  - » Explore Edit for Capitalization
  - » Share Back

#### INDEPENDENT WRITING

- List Book T381
- Conferences T374

### WRITING BRIDGE

- Pre-Spelling: Rhyming Sort T382
- Language & Conventions: Oral Language: Verbs (past) T383

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T214–T215
  - » Phonological Awareness: Blended Sounds
  - » Phonics: Introduce Consonant Blends
  - » High-Frequency Words

#### CLOSE READ

- Find Text Features T216–T217
- Close Read: *Open Wide!*
  - ✔ **Quick Check** T217

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Writer's Craft T218–T219
- Handwriting: Forming *Ff* T218–T219

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T221
- Strategy and Intervention Activities T220
- ELL Targeted Support T220
- Conferring T221

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T221
- Literacy Activities T221

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T384–T385
  - » Apply Edit for Capitalization
  - » Share Back

#### INDEPENDENT WRITING

- List Book T385
- Conferences T374

### WRITING BRIDGE

- Language & Conventions: Teach Verbs (past) T386–T387

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T222–T225
  - » Phonics: Read and Write Words with Consonant Blends
    - ✔ **Quick Check** T223
  - » Decodable Story: Read *Pig and Frog* T224–T225

#### CLOSE READ

- Make and Confirm Predictions T226–T227
- Close Read: *Open Wide!*
  - ✔ **Quick Check** T227

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T228
- Guided Reading/Leveled Readers T231
- Strategy and Intervention Activities T228, T230
- Fluency T230
- ELL Targeted Support T228, T230
- Conferring T231

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T229
- Independent Reading T231
- Literacy Activities T231

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T388–T389
  - » Explore Edit for Adjectives
  - » Share Back

#### INDEPENDENT WRITING

- List Book T389
- Conferences T374

### WRITING BRIDGE

- Language & Conventions: Practice Verbs (past) T390–T391

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T232–T233
  - » Phonological Awareness: Identify and Produce Rhyming Words
  - » Phonics: Review Gg and Consonant Blends
  - » High-Frequency Words

#### COMPARE TEXTS

- Reflect and Share T234–T235
  - » Talk About It
    - ✔ **Quick Check** T235
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T237
- Strategy, Intervention, and On-Level/Advanced Activities T236
- ELL Targeted Support T236
- Conferring T237

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T237
- Literacy Activities T237

**BOOK CLUB** T237 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T392
  - » Apply Edit for Adjectives
  - » Share Back

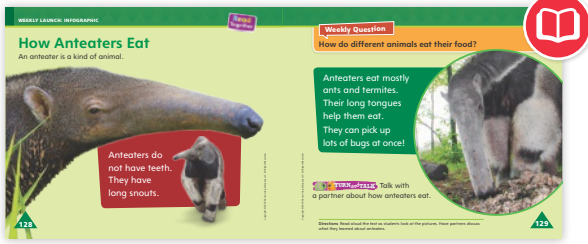
#### INDEPENDENT WRITING

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

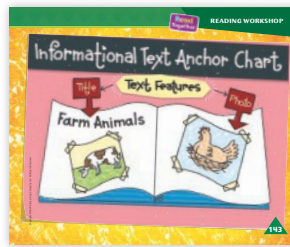
### WRITING BRIDGE

- Language & Conventions: Standards Practice T394–T395 **FLEXIBLE OPTION**

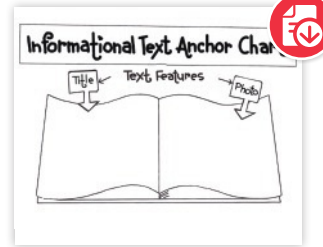
# Materials



**INFOGRAPHIC**  
“How Anteaters Eat”



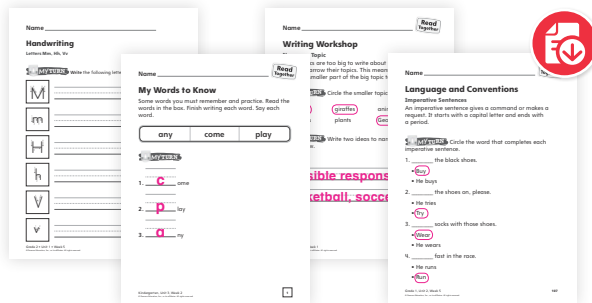
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



**DECODABLE BOOKS**



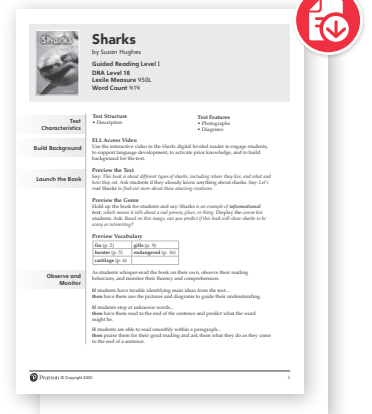
**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**Leveled Readers**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

four  
five  
here

### Develop Vocabulary

shark  
eagle  
turtle  
hummingbird

### Unit Academic Vocabulary

grow  
need  
share  
depend

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively and ask questions to understand information.  
Recognize characteristics and structures of informational text.  
Identify the main idea and supporting evidence with visual assistance.

**ELL Language Transfer**  
**Objective:** Print out the Spanish equivalent of the Think Alouds to read to the students. Have them read the Spanish version to help them understand the meaning of the text.  
• Spanish: animales  
• gato  
• perro

**THINK ALOUD** Ask an informational text. After you read the text, think about the main idea and supporting evidence. Write down the main idea and supporting evidence. Think about the main idea and supporting evidence. Write down the main idea and supporting evidence.

**Read Aloud**  
Tell students that you are going to read about an informational text. Point out that informational texts give facts and are about real things. These types of texts help us learn new things. Ask students to activate their background knowledge about the text as you read it aloud. Invite them to picture in their minds the animals they hear about in the text.

**START UP**  
**READ-ALOUD ROUTINE**  
Prepare your students to be actively to determine the purpose of the text.  
**READ** the entire text aloud without stopping for the Think Aloud culture.  
**READ** the text aloud, pausing to model Think Aloud strategies related to the genre.

**Hungry Animals**  
There are different ways animals eat their food.  
Rats and squirrels eat seeds and fruit. The animals break nuts apart with their sharp teeth.  
Cats and dogs use their tongues to lick up water and their teeth to chew food.  
Some animals, such as frogs and snakes, don't chew their food. They swallow it whole!  
Fish don't chew their food. Some fish use their sharp teeth to hold their prey. Then they swallow it whole or in large pieces.  
Insects and other animals eat plants. They eat the leaves and grass. They often live and eat in areas where there is a lot of grass.

READ ALOUD  
"Hungry Animals"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**  
**Interactive Read Aloud**  
• Engage students in their active and independent reading time.  
• Develop students' comprehension.  
• Provide an opportunity to model fluency and expressive reading.  
• Foster a love and enjoyment of reading.

**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school curriculum.  
• Identify the big idea of the story.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Alouds on sticky notes and place them at the points where you plan to stop to think aloud.  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Give the title to the students.  
• Give your background and cultural context necessary for understanding.  
• Discuss the vocabulary essential for understanding.

**DURING READING**  
• You can choose to do a first reading so students get the gist of the story and a second reading and open-ended questioning for a deeper dive into the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Alouds to model strategies skilled readers use to monitor comprehension and construct meaning from text.  
• Use sticky notes to capture the key moments, words they have read, or the plot, or the words.

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

**Skills Teaching Points**  
• Record the Story  
• Record Questions  
• Record the  
• Record the  
• Record the

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE



SHARED READ  
*Open Wide!*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T454-T457

**Mentor STACK**

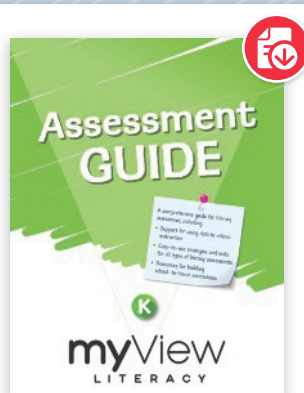
Writing Workshop T373

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Word Work

## OBJECTIVES

Blend spoken onsets and rimes to form simple words.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T204 for a Gg extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Segment and Blend Onset and Rime

**FOCUS AND MODEL** Tell students that today they will learn a new sound. Listen carefully as I say the new sound: /g/ /g/ /g/. The sound /g/ is made by placing the back of your tongue against the top of your mouth. Show students how to make the sound /g/ and have them practice it. We can hear the sound /g/ at the beginning, or onset, of some words, such as *get*, /g/ -*et*, *get*.

**SEE AND SAY** Have students turn to p. 130 in the *Student Interactive*. Tell them to point to the picture of the gate. Listen to the sounds as I say this word: /g/ -*ate*, *gate*. Have students point to the picture of the goat. Listen to the sounds as I say this word: /g/ -*oat*, *goat*. Repeat both words, emphasizing the initial sound: /g/ -*ate*, /g/ -*oat*. The words *gate* and *goat* have the onset /g/. Have students blend the onset and rime of each picture word in the first column. Name each picture on p. 130 with students. Have them complete the page.

## Phonics: Introduce Gg

### Minilesson

**FOCUS** Hold up Alphabet Card Gg and point to the picture of the goose. Let's say the sound at the beginning of the word *goose*: /g/. The sound /g/ is spelled with the letter *g*. Point to the letters Gg on the Alphabet Card.

**MODEL AND PRACTICE** Write the word *goat* on the board. Listen carefully to the following word: /g/ -*oat*. Do you hear the sound /g/ in this word? What letter spells the sound /g/? (*g*) Tell students that you will read some words aloud. Tell them to listen for the sound /g/ spelled *g* and clap when they hear it. Display the following words, and point to the words as you read them aloud: *pig*, *gill*, *gum*, *pill*, *hog*, *get*, *fish*, *go*, *big*.

**APPLY My TURN** Have students look at p. 131 in the *Student Interactive*. Say: Point to the letter *g* and tell me the sound it spells. Now we will draw a line from each word that begins with /g/ to the letters Gg. Direct students to the first picture. Say the word *guitar*, emphasizing the onset: /g/ -*uitar*. Does this have a /g/ sound in the onset? Yes, it does, so we draw a line from Gg to the picture of the guitar. Review the picture words with students. Then have them complete the activity.

**ELL Targeted Support Practice with the Sound /g/** Tell students that they have just learned the sound /g/. Tell them that learning the sounds of English words will help them understand English better. Provide a three-column graphic organizer for each student.

Prepare each graphic organizer with the letters *g* and *a* in the first two columns. Have students fill in two rows of the graphic organizer with a letter that would finish a word that begins with *ga*. Words can include: *gap, gag, gab, gal, gas*. Have students read the words and use each one in a sentence. **EMERGING**

Prepare each graphic organizer with the letter *g* in the first column. Have students fill in the next two columns with *gVC* words. Have them fill in at least three rows. Then have them turn the paper over and draw a picture that shows one of the words they wrote. **DEVELOPING**

Have students write a *g* in the first three rows of the first column. Then have them fill in the other boxes to spell CVC words that start with *g*. Then have students write *g* in the last column of the next three rows. Have them fill in the other boxes to spell CVC words that end with *g*. Have students read the words. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Display the high-frequency words *four, five, and here*.

- Point to the word *four* and read it.
- Have students point to the word *four* and read it.
- Repeat for *five* and *here*.

four

five

here

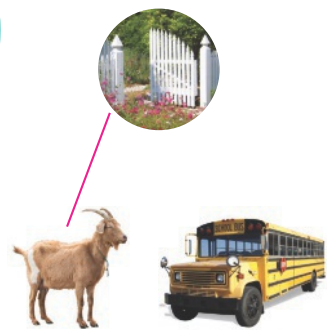
STUDENT INTERACTIVE, pp. 130–131

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

**Sound Parts**

**SEE and SAY** Match



Tell students that images represent gate, goat, bus.



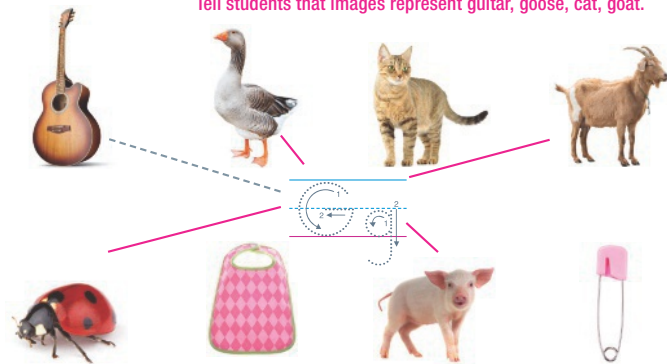
Tell students that images represent goose, bat, girl.

**Directions** Model: Listen to this word: /g/-ate, gate. The word gate begins with the sound /g/. Then have students draw a line to match the picture words in each set that begin with the same sound. Have students segment and blend the onset and rime in each picture word and identify the beginning sound.

**Consonant Gg**

**MY TURN** Match

Tell students that images represent guitar, goose, cat, goat.



Tell students that images represent bug, bib, pig, pin.

**Directions** Tell students that the letter *g* can make the sound /g/. Say: The sound /g/ can be at the beginning or end of a word. You will see the letter *g* in many words that have the /g/ sound. Model how to form the letters *G* and *g*. Have students trace the letters *Gg* and then draw lines from the letters to the picture words that begin or end with the sound for the letter *g*.

# Interact with Sources

## OBJECTIVES

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

Examine evidence that living organisms have basic needs such as food, water, and shelter for animals and air, water, nutrients, sunlight, and space for plants.

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: *What does the anteater need to grow?*

- grow
- need
- share
- depend



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

## Explore the Infographic

Remind students of the Essential Question for Unit 2: *What do living things need?* Then introduce them to the Week 4 Question: *How do different animals eat their food?* Tell them that over the week they will learn about how different animals eat their food.

Have students follow along as you turn to p. 128 of the Student Interactive and point to the pictures of the anteater. Explain that the pictures show how anteaters get their food. Then read the infographic, “How Anteaters Eat.”

- Ask students to point to the pictures that show the anteater eating.
- Have students tell which body part the anteater uses to eat the food shown in the pictures.
- Have students tell what other body parts might help the anteater get or eat its food.

Tell students to ask questions about the infographic to clarify any information they do not understand.

**TURN, TALK, AND SHARE** Have students interact with sources by using the pictures and text on pp. 128–129 of the *Student Interactive* to talk about how the anteater gets its food. *How is that different from the way you get your food?*

**WEEKLY QUESTION** Point out the Week 4 Question: *How do different animals eat their food?* Tell students that they just learned how anteaters eat their food. Ask students to take turns describing it to a partner, and then challenge them to talk about how other animals they are familiar with get their food.

**ELL Targeted Support Learn Essential Language** Help students use language they already know to learn new language essential to understanding the infographic.

Point out the word *anteater* and have students say it aloud with you. Ask: **What two words do you hear in *anteater*?** Have students review the words *ant* and *eat* and explain to them how the meaning of the word *anteater* is related. **EMERGING**

Explain to students that we have noses while anteaters have *snouts*. Have students touch their noses. Then have them say what the word *snout* means, and point to the snout in the picture. **DEVELOPING**

Discuss with students what *ants* and *termites* are. Have students say the names of some things that we eat, and then discuss with them how the meanings of the words *ants* and *termites* are related in the infographic (they also name foods).

**EXPANDING**

Have students use the new language they have learned from the infographic to discuss how anteaters and humans are similar, and how they are different.

**BRIDGING**

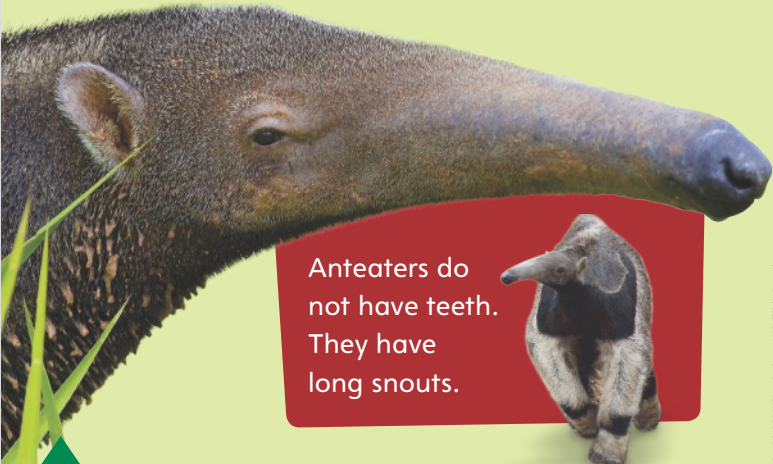
STUDENT INTERACTIVE, pp. 128-129

WEEKLY LAUNCH: INFOGRAPHIC

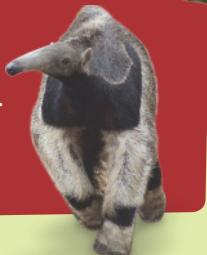
**Read Together**

## How Anteaters Eat

An anteater is a kind of animal.



Anteaters do not have teeth. They have long snouts.



**Weekly Question** **WEEK 4**  
How do different animals eat their food?

Anteaters eat mostly ants and termites. Their long tongues help them eat. They can pick up lots of bugs at once!

**TURN and TALK** Talk with a partner about how anteaters eat.

**Directions** Read aloud the text as students look at the pictures. Have partners discuss what they learned about anteaters.

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# Listening Comprehension

## OBJECTIVES


Listen actively and ask questions to understand information.

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

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud. Identify the cognates that relate to the setting of the story.

- different : *diferente*
- animals : *animales*
- prey : *presa*
- human : *humano*

 **THINK ALOUD** Analyze Informational Text After you read the text, reread the title. I know that a title is a text feature that gives me a hint about what a text will be about. The title of this text is “Hungry Animals.” I think this means that the text will be about what different kinds of animals eat.

## Read Aloud

Tell students that you are going to read aloud an informational text. Remind them that informational texts give facts and are about real things. These types of texts help us learn new things. Ask students to actively listen to the text as you read it aloud. Invite them to picture in their minds the animals they hear about in the text.

### START-UP

#### READ-ALoud ROUTINE

**Purpose** Have students listen actively to determine the purpose of the text.

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

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

## Hungry Animals

There are different ways animals eat their food.

Rats and squirrels eat seeds and fruit. The animals break nuts apart with their sharp teeth.

Cats and dogs use their tongues to lick up water and their teeth to chew food.

Some animals, such as frogs and snakes, don't chew their food. They swallow it whole!

Fish also don't chew their food. Some fish use their sharp teeth to hold their prey. Then they swallow it whole or in large pieces.

Horses and cows are grazers. This means they eat grass. They often live and eat in areas where there is a lot of grass.

*"Hungry Animals," continued*

Deer are browsers. This means they eat leaves and branches.

Humans are animals, too! We use our teeth to chew and grind food into small pieces. Then we swallow it.

**THINK ALOUD****Analyze Informational Text**

After you read this text, say: I see that the first sentence tells what the text is mostly about, how animals eat food. Each paragraph after that talks about different kinds of animals. The text tells what horses, cows, and deer eat, but not how. Then it says humans are animals too, and we use teeth to chew and grind food. I think that means that the horses, cows, and deer also use their teeth to chew and grind their food.

**WRAP-UP****Hungry Animals**

1. rats
- 2.
- 3.
- 4.

Use a chart to help students identify animals they learned about in the text. Have them help you list the animals you read about in the text and the different ways those animals eat.

**ELL Targeted Support Develop Vocabulary** Help students develop vocabulary needed to understand the text by providing opportunities to talk about and use the words.

Ask students to identify any words that are new to them from the text. Explain the meaning of each word using simple language and actions. Have students draw a picture to show the meaning. **EMERGING**

Have students ask questions about difficult words in the text. Discuss the meanings. Then ask basic questions to elicit yes/no or one-word answers that show understanding of the words, such as *Do fish chew their food?* **DEVELOPING**

Review the meanings of difficult words from the text with students, such as *browsers* and *grind*. Then have students use vocabulary from the text to tell about the most interesting thing they learned. **EXPANDING**

Have students talk with a partner about what they learned about the animals in the text. Have partners help each other clarify the meanings of any unknown words as they explain their ideas. **BRIDGING**

**FLEXIBLE OPTION**   
**INTERACTIVE**  
**Trade Book Read Aloud**

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

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





## SPOTLIGHT ON GENRE

# Informational Text

## LEARNING GOAL

I can read informational text.

## OBJECTIVES

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

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

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the meanings of titles and graphics.

- What can we learn from the title?
- What can we learn from the pictures?

## FLEXIBLE OPTION ANCHOR CHARTS

Continue to add to your informational text anchor chart.

- Add *text features*.
- Discuss with students how text features help them to understand and learn the information in the story.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that today they will learn about informational texts. Informational texts give facts about a topic.

- The title often tells what an informational text will be about, allowing students to gain information necessary to read the text.
- Informational texts use photographs, illustrations, or maps to help explain the text. These are sometimes called graphics.
- Details in the graphics tell more about the main idea.

Before reading an informational text, think about what you might learn. As you read, check to see if you are correct.

**MODEL AND PRACTICE** Tell students that they can use the title and pictures in an informational text to help them learn about the topic. They can also use these text features before they read to help them predict, or make a guess, about what they will learn. Direct students to p. 143 of the *Student Interactive*.

- I see the title “Farm Animals” and two pictures—a cow and a hen. I can guess, or predict, that this text will be about animals that you find on a farm.

**ELL Targeted Support Informational Text** Point out the title “Farm Animals” on p. 143 of the *Student Interactive*. Tell students that this is an informational text.

Explain that in this informational text, students will learn about real animals and information about them. Point to the pictures. Have students identify things that are real. **EMERGING**

Ask students what they see in the pictures on p. 143 of the *Student Interactive*. Have them use sentence frames to answer. *It is a picture of a \_\_\_\_\_. This book will be about \_\_\_\_.* **DEVELOPING**

Have students use the pictures to explain why the text is informational. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use strategies for using the title and graphics to learn more from an informational text.

**OPTION 1 TURN, TALK, AND SHARE** Have students turn and talk with a partner about what they know about informational texts. Then have partners share their ideas with the class.

**OPTION 2 Use Independent Texts** As students look at and read informational texts during independent reading, ask them to preview the title and graphics to predict what the book will be about.

### QUICK CHECK

**Notice and Assess** Can students use the title and graphics to better understand an informational text?

#### Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on pp. T198–T199.
- **If students show understanding**, extend instruction for informational texts in Small Group on pp. T198–T199.

STUDENT INTERACTIVE, pp. 142–143

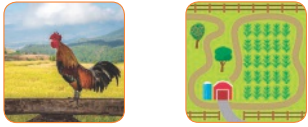
GENRE: INFORMATIONAL TEXT

My Learning Goal I can read informational text.

SPOTLIGHT ON GENRE

### Informational Text


An informational text has a **title** and **graphics**.  
The title tells what the text will be about.  
Graphics give more information.



**TURN and TALK** Tell a partner what you know about informational texts.

Directions Read the genre information to students and talk about titles and simple graphics, such as photos, illustrations, and maps. Say: *Details in the graphics tell more about the central, or main, idea of the text.* Have students work with a partner to discuss what they have learned about informational texts.

Informational Text Anchor Chart



142

143

# Academic Vocabulary

## LEARNING GOAL

I can use words to tell about stories.

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Explore word relationships and nuances in word meaning.

Identify new meanings of familiar words and apply them accurately.

---

## Word Parts

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that word parts are small parts of words that are added to a word to make a new word. Word parts can change the meaning of the base word.

- Tell students that some word parts appear at the beginning of a word.
- These word parts, called prefixes, change the meaning of that word.
- The word part *un-* means "not." The word part *pre-* means "before." The word part *re-* means "again."

**MODEL AND PRACTICE** Write the word *kind* on the board and read it with students. Say: *The word kind means "nice."* Now write *un-* in front of *kind*. *If I write the word part un- in front of the word kind, the new word is unkind. What does unkind mean? Yes, it means "not nice."* Repeat with the words *happy, unhappy; cook, precook; write, rewrite; and use, reuse.*

# Handwriting

## OBJECTIVE

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

---

## Forming Ee

**FOCUS** Display an uppercase and lowercase *Ee*.

**MODEL** Model forming an uppercase *E* by drawing one line straight down from top to bottom. Then model drawing three lines from left to right, starting at the top. Model forming a lowercase *e* by starting on the bottom half of the line, drawing a line to the right, and then curving the line up and around. Demonstrate several times and have the students draw in the air with their fingers.



ASSESS UNDERSTANDING

Apply

**My TURN** Have students complete the activity on p. 159 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 159

VOCABULARY
Read Together
READING-WRITING BRIDGE

I can use words to tell about informational text.

My Learning Goal

### Academic Vocabulary

grow
need
share
depend

Write

un
pre
re

The leaves grow again every year.

They **re**grow.

Directions Say: The word part *un-* means "not." The word part *pre-* means "before." The word part *re-* means "again." Read the sentences to students. Have them think about the meaning of the first sentence. Then have them write the word part that best completes the word *grow* in the second sentence.

159

**PRACTICE** Have students use *Handwriting* p. 82 in the *Resource Download Center* to practice writing *Ee*.

Name \_\_\_\_\_

### Handwriting

Letters Ee

Write

E

e

E

e

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

Kindergarten • Unit 2 • Week 4

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Handwriting, p. 82

# Matching Texts to Learning

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



LEVEL A

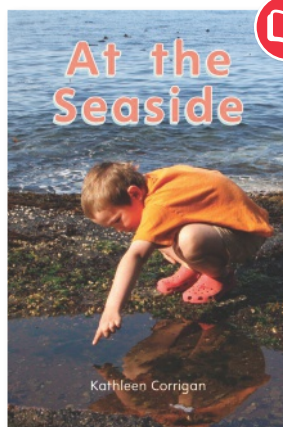
**Genre** Informational Text

**Text Elements**

- One line of text per page
- Familiar content

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Informational Text

**Text Elements**

- Two lines per page
- Text and pictures

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Informational Text

**Text Elements**

- Two lines per page
- Text and pictures

**Text Structure**

- Simple Factual

## Guided Reading Instruction Prompts

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

### Identify Informational Text

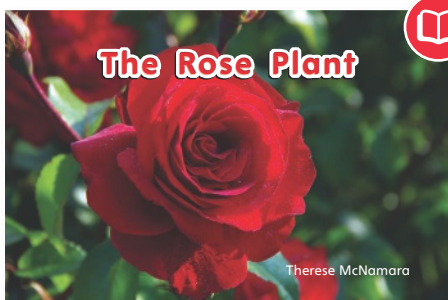
- What is the title? Does this tell you about what the text will be about?
- Do the pictures help you understand what the text is about?
- What do you think you will learn?

### Develop Vocabulary

- Are there words that you do not know?
- Do the pictures help you figure out what the words mean?
- Which picture shows the word \_\_\_\_?
- Which words do you still not understand after reading the text? How might you find out what these words mean?

### Find Text Features

- Which pictures go with the text?
- Are there other graphics in the text, such as maps or other visuals?
- What is the title of the book? Where is it shown?



LEVEL B

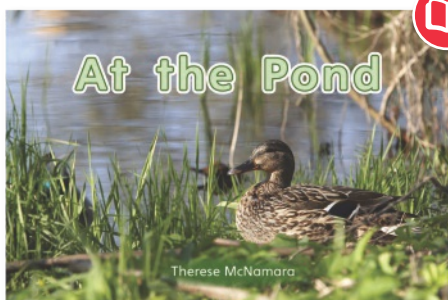
**Genre** Informational Text

**Text Elements**

- Two lines per page
- Prepositional phrases

**Text Structure**

- Simple Factual



LEVEL B

**Genre** Informational Text

**Text Elements**

- Two lines per page
- Simple sentences

**Text Structure**

- Simple Factual



LEVEL C

**Genre** Informational Text

**Text Elements**

- Two lines per page
- High frequency words

**Text Structure**

- Simple Factual

### Make and Confirm Predictions

- Look at the title. How does it help you know what the book will be about?
- Preview the pictures and graphics.
- How can you predict what the book will be about?
- After reading, think about what you read. Did you learn what you thought you would learn?

### Compare Texts

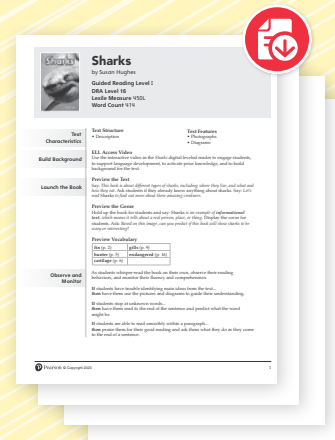
- What is the title of each text?
- What is the main idea of each text?
- Do both texts have graphics? What kind?

### Word Work

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

## Leveled Reader Teacher's Guide

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





Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** Today I want to remind you that we are reading informational texts. An informational text tells us facts. We can learn about a topic by reading informational texts.

Look back at pp. 31–38 in *Animals on the Move*, and review the characteristics of an informational text. Point out the title and pictures. Discuss how they help you predict what the text will be about and understand the main ideas.

### ELL Targeted Support

Tell students that the pictures on p. 38 show animals that migrate and a map of their migration patterns.

Ask students to trace one of the migration routes and name the animal that follows that route.

### EMERGING

Remind students that informational texts give facts. Reread p. 38 for students and ask them to name a fact from the page. **DEVELOPING**

Remind students that informational texts use text features such as photos to give details. Ask students to tell what they can learn about the animals by looking at p. 38. **EXPANDING**

Ask students to tell in their own words what an informational text is. **BRIDGING**



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

## Intervention Activity

### NONFICTION TEXTS

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for instruction on recognizing the characteristics of nonfiction texts and using features to predict and understand what a text is about.

LEVEL A • READ

**Lesson 46** Genre: Nonfiction Texts

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

### Why Cats Are the Best Pets

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


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

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

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

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

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



T • 278 Reading Informational Text

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## On-Level and Advanced

### INQUIRY

**Question and Investigate** In response to the infographic on pp. 128–129 of the *Student Interactive* have students choose another animal (not an anteater). Throughout the week, have them conduct research about how the chosen animal eats. See *Extension Activities* pp. 113–117 in the *Resource Download Center*.



## Conferring

3 students / 3-4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to share what they learned about how text features of informational text can help them make predictions.

#### Possible Conference Prompts

- What is the book about? What did you learn?
- Does the text tell a story or give facts?

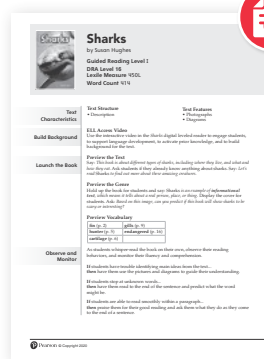
**Possible Teaching Point** Good readers think about the text before they read. This helps them understand what details to look for when they read.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to identify text features, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share what they learned about identifying informational texts, 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 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 p. 155 of the *Student Interactive*.
- play the myView games.

### BOOK CLUB



See Book Club, pp. T454–T457, for:

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of trade books.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The letter *Gg* exists in many languages. To help students with this sound and letter, point out words in students' home languages that have a *g* in them. For example, these words for *garage* have the sound /g/ spelled *g* in them: *garaje* (Spanish), *garahe* (Filipino), and *garage* (French).

## Phonics: Read and Write Words with *Gg*

### Minilesson

**FOCUS** Hold up the *gum* Picture Card. This is a picture of gum. I hear the sounds /g/ -um. I hear the sound /g/ at the beginning of *gum*. Say the sound /g/ with me.

Turn the card over and show students the spelling of *gum*. Point to the *g* and say /g/. Do you hear the sound /g/? Which letter spells the sound /g/? Have students identify the letter *g*. Write the letters *Gg* on the board.

**MODEL AND PRACTICE** Point to the letters *Gg* on the board. Listen carefully to the following words: *gap, ham*. One word has the sound /g/. Listen carefully: /g/ /a/ /p/, *gap*; /h/ /a/ /m/, *ham*. Which word has the sound /g/ in it? Have a volunteer identify the word *gap*. Which letter spells the sound /g/? Students should say *g*. Remind students that some words end with the sound /g/. Listen carefully to the following words: *log, jam*. One word has the sound /g/ at the end. Listen carefully: /l/ /o/ /g/, *log*; /j/ /a/ /m/, *jam*. Which word has the sound /g/ at the end? Have a volunteer identify the word *log*. Which letter spells the sound /g/? (*g*) Repeat the activity using the following words: *goose, hill; pit, dig; bag, bed; lip, get*.

**ELL Targeted Support Beginning and Ending Sounds** Tell students that it is important they know how to say the sound /g/ spelled *g* and how to distinguish it from other sounds they have learned.

Display the words *pig, gap, tag, big, gal, and gift*. Tell students all the words have the sound /g/ spelled *g*. Read the words one at a time. Have volunteers identify whether the word has the sound /g/ at the beginning or the end. **EMERGING/DEVELOPING**

Have students think of other words that have the sound /g/ spelled *g*. Tell them to identify where the sound /g/ is in each word. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 132 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students look through a magazine and make a collage with at least three pictures with the sound /g/. Have them write the letters Gg at the top of their collage.

## QUICK CHECK

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

**Decide**

- **If students struggle**, revisit instruction for consonant Gg in Small Group on pp. T210–T211.
- **If students show understanding**, extend instruction for consonant Gg in Small Group on pp. T210–T211.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and read the words *four*, *five*, and *here*. Have students


- read each word.
- spell each word, tugging lightly on their ear lobes as they say each letter.

## STUDENT INTERACTIVE, p. 132


PHONICS | PHONOLOGICAL AWARENESS

### Consonant Gg


**MYTURN** Circle and write



mat  
gas



bag  
hat



can  
log

gas

bag

log

**132**

**Directions** For each item, have students name the picture and tell whether they hear /g/ at the beginning or end. Ask them to circle the word that has the letter for the sound /g/. Then have them read each circled word and write it on the lines.

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## ADDITIONAL PRACTICE

For additional student practice with consonant Gg, have students complete *Phonics* p. 64 from the *Resource Download Center*.

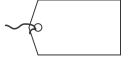



FOUNDATIONAL SKILLS  
Read Together

Name \_\_\_\_\_

### Phonics

Consonant Gg

**MYTURN** Write and match

pig

tag

gift

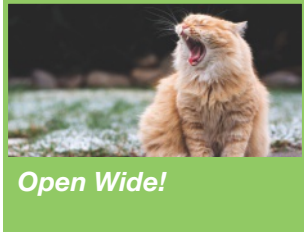
bag

**Directions** Have students look at the pictures. Ask them to write g to complete the words that name the pictures. Then have them read the words and draw a line from the picture to the word.

Grade K, Unit 2, Week 4  
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*Phonics*, p. 64

# Introduce the Text



## OBJECTIVES

Recognize the difference between a letter and a printed word.

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

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

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

## Shared Read Plan

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

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

## Preview Vocabulary

- Introduce the words *shark*, *eagle*, *hummingbird*, and *turtle* on p. 144 in the *Student Interactive*. Have students share what they already know about the animals. Have students act out each animal.

## Print Awareness

Guide students to recognize the difference between a letter and a printed word. Tell students that words are made up of letters. Have students look at the title on p. 144 of their *Student Interactive*. Ask them to find the first letter on the page (*o*). Tell them that the letter *o* is the first letter in the word *Open*. Work with students to count the letters in this word.

## Read

Discuss the First Read Strategies. In this first read, tell students to read for understanding and enjoyment. Explain to students that they can use the picture on the title page and the repetitive text structure to predict what the text will be about. Have students use text features and structures to make a prediction, providing assistance as necessary. After students complete the First Read, ask: **Which animals did you read about? What do those animals eat? How do they get their food?**

### FIRST READ STRATEGIES

**READ** Read or listen to the informational text. During the first reading, work to understand what the text is about.

**LOOK** Look at the pictures to help understand what the animals and their teeth and mouths look like.

**ASK** Generate, or ask, questions about the text to deepen understanding.

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

Help students read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.



**ELL Targeted Support Internalize New Vocabulary** Tell students that content-area vocabulary includes words that are used for a topic they are studying, such as how and what animals eat. Write the words *shark*, *eagle*, *hummingbird*, and *turtle* on the board. Say the words aloud and have students repeat after you. Have students use the pictures on pp. 148–150 and p. 152 to help them define the words.

Use one of the words in a sentence. Help students create and say other sentences using the other words. **EMERGING**

Say each word aloud to students and have them repeat after you. Have pairs use context clues to help them come up with a definition of the words. Then invite students to share their definitions with the class. **DEVELOPING**

Find the vocabulary word *eagle* on p. 149 in the text and ask students to use the picture and text to help them determine the meaning. Have student pairs take turns identifying other vocabulary words in the text and defining them based on context clues. **EXPANDING**

In pairs, have students take turns using each vocabulary word in a sentence. Encourage partners to check the speaker's accuracy and provide helpful feedback as needed. **BRIDGING**

STUDENT INTERACTIVE, pp. 144–145

**VOCABULARY**

**Open Wide!**

**Preview Vocabulary**

 shark	 eagle	 turtle	 hummingbird
--	--	---	--

**Read**

What do you think you will read about in this text?

**Meet the Author**



**Ana Galán** was born in Spain. Before she was a writer, Ana worked as a veterinarian. Her favorite animals are dogs and horses. She lives in New York with her family and her dog.

**Directions** Say: You can use the words and picture on the title page to make a prediction, or tell what you think you will read. You can also use the repeating structure of the text to predict what the text will be about. Have students make a prediction using text features and structures.

**Open Wide!**

written by  
**Ana Galán**

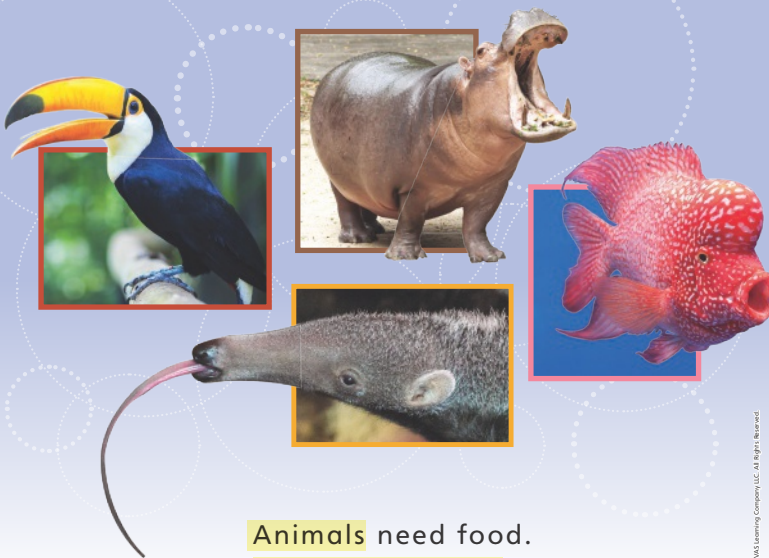
**Genre** Informational Text

**AUDIO**  
Audio with Highlighting

**ANNOTATE**

145

STUDENT INTERACTIVE, pp. 146-147



146

Animals need food.  
What do they eat?

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147

This bear has a big mouth.  
What does it eat?  
It eats plants and meat.

**CLOSE READ**

What do you think you will read about in this text? Highlight the words that tell you. Use the pictures too.

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## First Read

### Look

**THINK ALOUD** What do you notice about the pictures on p. 146? The pictures show four different animals with their mouths open. I can look at pictures to understand what each animal's mouth and/or teeth look like. I can do this throughout the text.

## Foundational Skills Extension

### Consonant Gg

Have students identify, or point to, the word with final sound /g/ spelled *g* on p. 147.

### CROSS-CURRICULAR PERSPECTIVES

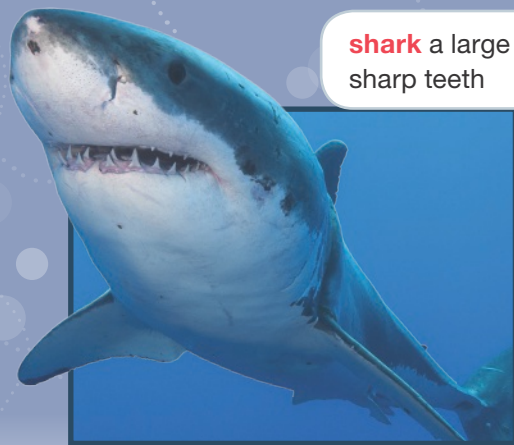
Science



Tell students that each of the animals in the book lives in a different type of home. Some animals build homes underground; others build homes in trees or fallen logs. In addition, some animals live in water; others live on land. Invite students to identify which animals live in water and which live on land.



STUDENT INTERACTIVE, pp. 148-149



**shark** a large fish with sharp teeth

This shark has many teeth.  
What does it eat?  
It eats fish.

148

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**eagle** type of large bird with good vision and powerful wings

This eagle has a yellow beak.  
What does it eat?  
It eats meat and fish.

149

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CLOSE READ

What body parts do these animals use to eat? Underline the words that tell what the pictures show.

### Possible Teaching Point



#### Read Like a Writer | Ask and Answer Questions

Point out to students that the text asks a question on each page. Then the text answers that question. Tell them that they can also learn by asking questions. When they are unsure about the answer to a question, they can keep reading until they find the answer. Point out that the text may not answer every question they have.

## Close Read



### Make and Confirm Predictions

Have students look at the pictures. Then ask them the Close Read question on p. 147. Work with students to identify and highlight words that help them know what the text will be about. **DOK 2**

### Find Text Features

Have students discuss the text features you see on the pages. Point out that the pictures are text features. Then have students underline the words that tell what the pictures on pp. 148–149 show. **DOK 2**

## OBJECTIVES

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



STUDENT INTERACTIVE, pp. 150-151



CLOSE READ



How do these animals use their mouths? Underline the words that tell what the pictures show.

**hummingbird** a small bird with wings that move very fast



This hummingbird has a long beak.  
What does it drink?  
It drinks sweet nectar.

150



This frog has a long tongue.  
What does it catch?  
It catches tasty insects.

151

## First Read

### Talk

**THINK ALOUD** I can talk with a partner about the text to better understand it. For example, I might talk to a partner about what I learned about animals from the text. I will say that I learned that a hummingbird has a very long beak. I will ask my partner to tell me something interesting he or she learned. We can talk about what we know about these animals too.

## Foundational Skills Extension

### Consonant Blends

Have students identify, or point to, words with initial consonant blends. Point out that in a consonant blend, both of the consonants spell their most common letter sound. Have students find the word on p. 150 that begins with the sound /dr/.

### Possible Teaching Point



#### Read Like a Writer | Analyze Words That Help the Reader Visualize

Remind students that visualizing means making a picture in one's mind. Have students close their eyes. Read aloud the first sentence of p. 151. **What do you picture? What words help you picture this?** Point out that the phrase *long tongue* helps readers know what the frog looks like.



STUDENT INTERACTIVE, pp. 152-153



**turtle** an animal with a large shell that covers its body

This turtle has no teeth.  
What does it nibble?  
It nibbles plants.

152

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CLOSE READ



Think about what you predicted the text would be about. Was your prediction correct? **Highlight** the words that tell what the text is about.

There are all kinds of animal mouths.  
Different kinds of animals eat  
different kinds of things!

153

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## Possible Teaching Point



### Academic Vocabulary | Word Parts

Review the information about word parts on pp. T194–T195 of the Reader-Writer Bridge. Then have students identify a word on p. 152 that has the word part *s* added to mean more than one. (plants) Ask students what word would be used for just one. (plant) Then have students identify the plural nouns on p. 153. Work through each example (kinds, mouths, animals, things), and work with students to identify the part that was added and how this part changes word meaning (from one to more than one).

## Close Read



### Find Text Features

Have students look at the pictures on pp. 150–151. Point out that these pictures show how animals use their mouths. Then ask them to underline the words that tell what the pictures show. **DOK 2**

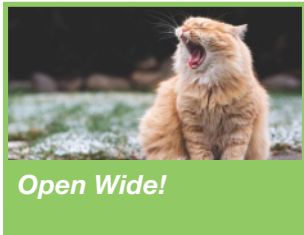
### Make and Confirm Predictions

Have students think about their prediction. Then have them use text features to confirm their prediction by highlighting the words on p. 153 that tell what the text is about. Have them tell whether they were correct. **DOK 2**

### OBJECTIVES

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

# Respond and Analyze



## OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

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

## My View

Use these suggestions to prompt students' initial responses to reading *Open Wide!*

- **Talk** Ask students to find a page or photo that they thought was interesting. Invite them to tell what they liked about the page and what they learned from it.
- **Illustrate the Main Idea** Ask students why they thought the book was called *Open Wide!* Have students draw a picture of their favorite animal mouth and tell a partner why they like it.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that the author uses words that help describe what animals eat and the body parts that help them eat it. Help students identify these precise and informative words.

- **READ** Look for words that tell more about words that are new to you or important for understanding the text.
- **THINK** Think about why the author chose to use the word.
- **ASK** Ask questions about the word and the context, such as *Why did the author choose this word? What does this word have to do with the big idea of the text?*

**MODEL AND PRACTICE** Help students begin working on the activity on p. 154 in the *Student Interactive*. Guide them through identifying the correct colors to use for each vocabulary word. *The word shark is shown in red. That means I will use a red crayon to circle the picture of the shark.* Guide students through the next example if needed. Some students may need help understanding that the picture of the eagle should be circled in blue crayon.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students identify the picture of the hummingbird on p. 154 in the *Student Interactive* and circle the picture with a green crayon. Then have them repeat with a yellow crayon for the picture of the turtle.

**OPTION 2 Use Independent Text** As students read texts independently, have them write or draw an important word about an animal from their texts.

### QUICK CHECK

**Notice and Assess** Can students identify vocabulary words in a text?

#### Decide

- **If students struggle**, revisit instruction for vocabulary in Small Group on pp. T212–T213.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T212–T213.

**Check for Understanding MyTURN** Have students complete the Check for Understanding on p. 155 in the *Student Interactive*.



#### 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.





STUDENT INTERACTIVE, pp. 154–155

**VOCABULARY**

**Develop Vocabulary**

**MYTURN** Circle

shark eagle turtle hummingbird

yellow circle

green circle

blue circle

red circle

**Directions** Read the vocabulary words to students. Point out that each word is in a different color box. Have students use colors to match the pictures and the words. Say: *The word shark is in a red box. Draw a red circle around the picture that shows a shark.* Have students continue with the remaining words and pictures.

**COMPREHENSION**

**Check for Understanding**

**MYTURN** Circle and write

**DOK 1** 1. What kind of graphic does the author use?

maps photos

2. Why does the author tell about different kinds of animals?

**DOK 3** Possible response: \_\_\_\_\_  
 \_\_\_\_\_  
 to tell about different ways animals can eat

3. How are the shark and the turtle different?

**DOK 2** Possible response: \_\_\_\_\_  
 \_\_\_\_\_  
 The shark has teeth. The turtle does not have teeth.

**Directions** Read aloud question 1 and the answer choices to students. Have them circle the answer. Then read aloud questions 2 and 3 and have students write their responses. Remind them to use text evidence.

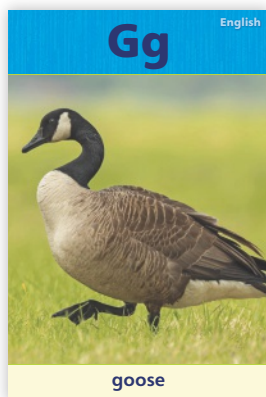
Use the  **QUICK CHECK** on p. T201 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SOUND /g/ SPELLED Gg

**Alphabet Card** Display the Gg Alphabet Card. **This is a goose. Goose has the beginning sound /g/. What letter spells /g/?** Have students tell you that g spells /g/. **Yes, the letter g.** Tell students that you will say a word, and, if they hear the sound /g/, they should trace the letter g in the air. Use these words: *lag, lit, get, tap, pig.*



### ELL Targeted Support

Tell students that it is important to know what sounds the letters spell in the English language. Read the following words to each group of students: *got, tag, gap, pig, get, sag.*

Provide feedback when students have a hard time pronouncing the sounds of a word. Help them repeat each word after you. **EMERGING**

Closely monitor students and help them self-correct as they read the words aloud.

### DEVELOPING

Have students read the words and use them in sentences. Encourage students to monitor their speech and self-correct as they pronounce words in the English language. **EXPANDING/BRIDGING**



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 2

Use Lesson 22 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /g/.

LEVEL A • MODEL AND TEACH

**Lesson 22** **Connect Sound and Letter: Consonants 2**

**INTRODUCE** Write the letters Nn, say the name n, and have students repeat after you. Explain that n is a consonant and spells the sound /n/. Point to a student whose name begins with N, such as Nat. What sound do you hear at the beginning of Nat? Write the name Nat. In this lesson, we'll connect sounds and consonant letters.

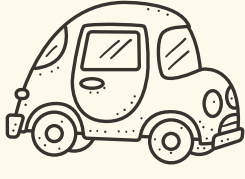
**MODEL** Display or share copies of the passage "Who Fits in the Car?" from Student Page S137, and read it aloud. Say: The words in this story have the letters and sounds n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/.

**OBJECTIVES:**

- Recognize letters n, b, c, f, d, g, and sounds /n/, /b/, /k/, /f/, /d/, /g/.
- Connect letters and sounds n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/.
- Identify n /n/, b /b/, c /k/, f /f/, d /d/, and g /g/ in words.

**Who Fits in the Car?**

The dog got in the car.  
The duck got in the car.  
The goat got in the car.  
The fox with the big bag did not fit in the car!



**TEACH** Use examples to help students recognize letter-sound correspondences. Say: We read the word dog. The first letter in dog is d. The letter d stands for the sound /d/. Point to other words in the story that begin with d /d/. Help students identify the words duck and did as words beginning with d /d/. Circle each d. Continue the process for n /n/, b /b/, c /k/, f /f/, and g /g/, circling each letter as you identify it.

Phonics, Morphology, and Spelling T • 137

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles to students. Write a *g* on the board and say, **Remember, this is *g*. *G* says /g/. Find your *g* tile and put it in the middle.** Have students place their *g* tiles in the center of their desks. Then prompt them to find the *e* and *t* tiles. Have students work as a class to decode the word *get*. Repeat for a new CVC word beginning with *g*.

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



### Decodable Book



#### A LOT OF CATS

Students can revisit last week's Decodable Book *A Lot of Cats* to practice reading words with the sounds /h/ and /l/ and last week's high-frequency words.

Display last week's high-frequency words: *first*, *second*, *third*. Tell students that they will practice reading these words in the Decodable Book *A Lot of Cats*. **When you see these words in today's story, you will know how to read them.** Pair students for reading and listen carefully as they use letter-sound relationships to decode.

### High-Frequency Words

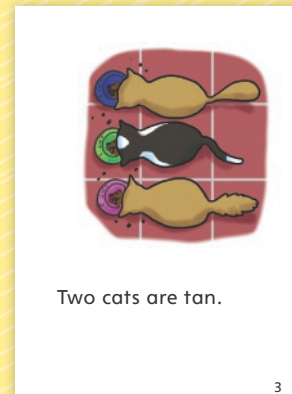
Have students work in pairs to make their own sentences for this week's high-frequency words. Partners can practice reading the words.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T209 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Remember, you can use the pictures in a text to understand the meanings of new words. When you read a word but don't know its meaning, look for pictures nearby. Have students look back at pp. 148 and 149 in the *Student Interactive*. Guide a volunteer to read the word *shark*. Ask: *Is there a picture nearby that helps us see what shark means? Point to it.* Repeat the routine for *eagle*.

### ELL Targeted Support


Have students use the visual and contextual support in *Open Wide!* to enhance understanding of the vocabulary words *shark*, *eagle*, and *turtle*.

Write *shark*, *eagle*, and *turtle* on the board. Have students say each word aloud and find the picture of the animal in *Open Wide!* **EMERGING**

Have students find these words in the text and read about each animal. Then have them draw that animal and label it using the correct vocabulary word. **DEVELOPING**

Have students find these words in the text and read about each animal. Then have them describe that animal to a partner. **EXPANDING**

Have students read about and look at the photos of each animal. Then have them write a sentence using each animal name. **BRIDGING**

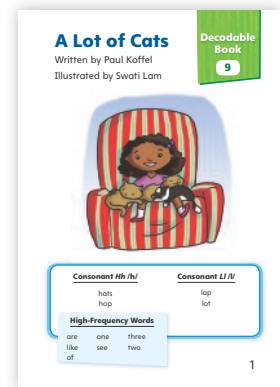
 For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### A LOT OF CATS

Have students read the Decodable Book *A Lot of Cats*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for decoding and reading high-frequency words.



## Fluency

Assess 2-4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Ask pairs to try to read all of the words correctly. Encourage students to pronounce words smoothly, without segmenting. Model for them how to do this by reading excerpts of the text aloud.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3-4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students about unfamiliar words they encountered during independent reading. Have students decode and read the words. Have them look at nearby imagery to clarify the words' meanings.

### Possible Conference Prompts

- What do you think this word means?
- What is this picture showing?
- Why is this word important in the text?

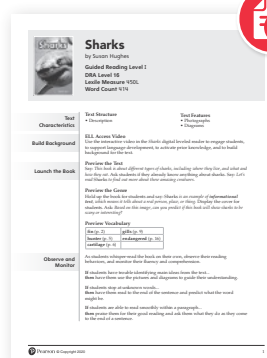
**Possible Teaching Point** When we look at pictures, we can think of words. Words that tell what a picture looks like are descriptions. To describe a picture is to say how it looks, or what it shows.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to use pictures to clarify meanings of unfamiliar words, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite students to share new word meanings that they learned and to indicate the pictures that helped them. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Open Wide!*
- read a trade book or their Book Club text.
- partner-read a text, coaching each other as they read and helping each other to learn new words.

### Centers



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

### Literacy Activities



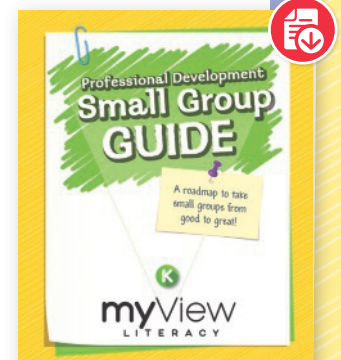
Students can

- work with a partner to discuss the questions on p. 161 of the *Student Interactive*.
- play the myView games.
- work with a partner to choose text passages to read, focusing on fluency and expression.
- complete an activity from the *Resource Download Center*.

### SUPPORT PARTNER READING

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

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





# Word Work

## OBJECTIVES

Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T206 for a consonant blends extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Blended Sounds

**FOCUS AND MODEL** Tell students that a consonant blend is two or more consonant sounds heard together at the beginning or end of a word.

Display the *stamp* Picture Card. This is a picture of a stamp. Listen to the two beginning sounds as I say this word: /st/ -amp. Which two blended sounds does *stamp* begin with? Yes, /s/ and /t/.

Hold up your hand. This is my hand. Listen to the two ending sounds as I say this word: ha- /nd/. What blended sounds does *hand* end with? Students should supply the sounds /n/ and /d/.

**SEE AND SAY** Have students point to the picture of the *stem* on p. 133 in the *Student Interactive*. Listen to the sounds of this word: /st/ /e/ /m/. *Stem* has the blended sound /st/ at the beginning. Circle the pictures in the first row that have the same blended sound at the beginning. Continue with the second row for the ending blend /nd/.

## Phonics: Introduce Consonant Blends

### Minilesson

**FOCUS** Tell students that when two consonants are together, they can spell a blended sound. Display the *crab* Picture Card. Tell students that the word *crab* begins with a consonant blend. Write the word on the board. Listen as I decode this word: /kr/ /a/ /b/, *crab*. *Crab* has the blended sounds /kr/ at the beginning. Which letters spell the blended sounds at the beginning of *crab*? Students should say *c* and *r*. Repeat the routine with the *vest* Picture Card.

**MODEL AND PRACTICE** Have students turn to p. 134 in the *Student Interactive*. Let's say the first picture word, *spot*, and listen to the word: /sp/ /o/ /t/. The word begins with a blended sound. Listen to the word again: /sp/ /o/ /t/. Do you hear the blended sounds at the beginning of *spot*? Let's find the letters that spell the blended sounds /sp/, *s* and *p*, and trace them. Now let's draw a line from the letters to the picture.

**APPLY MyTURN** Have students complete the activity on p. 134, providing guidance when necessary.

# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *four*, *five* and *here*. Have students read the words at the top of p. 135 in the *Student Interactive* with you: *four*, *five*, *here*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 135. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *four*, and have students point to it. Now let's read the word together: *four*. Repeat with the other words.

**APPLY MyTURN** Have students read the sentences on p. 135 in the *Student Interactive* with you. Ask them to identify the words *four*, *five*, and *here* in the sentences and underline the words. Then have them read the sentences with a partner.

**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they hear or say frequently. Write the words *four*, *five*, and *here* on the board. Say the words aloud with students. Use the words in sentences to describe the illustration on p. 135.

Review the three high-frequency words you wrote on the board. Have students look at the picture of Pig on p. 135. Provide sentence frames for students to say the words in context. *Pig ate \_\_\_\_\_ apples. Pig has \_\_\_\_\_ bananas. Pig sits \_\_\_\_\_.* **EMERGING/DEVELOPING**


Review the three words with students. Erase them. Write the following on the board: *f\_ur, f\_ve, h\_re*. Have students fill in the missing letters to complete the high-frequency words. Then provide the sentence frames: *Last year, I was \_\_\_\_\_. Now I am \_\_\_\_\_. I like it \_\_\_\_.* **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 133

FOUNDATIONAL SKILLS

### Blended Sounds

**SEE and SAY** Circle



Tell students that images represent stem, step, crab, stop.

Tell students that images represent land, gift, hand, pond.

**Directions** Model: Listen as I say the sounds in this word: /st/ /el/ /m/. The word begins with the blended sound /st/. Have students identify the sounds in the picture words in the first row and circle the ones that begin with /st/ like stem. Continue with the second row and the final blend /nd/.

133


STUDENT INTERACTIVE, p. 134

PHONICS | HIGH-FREQUENCY WORDS

### Consonant Blends

**MYTURN** Match

Tell students that images represent spot, lamp, drum, desk, flag, tent.



**Directions** Say: A consonant blend is two or more consonants that come together at the beginning or end of a word. Their sounds blend together, but each sound is heard. Have students trace the letters and identify the sound each blend makes. Then ask them to draw a line from each pair of letters to the picture word that begins or ends with the same blended sound.


134

STUDENT INTERACTIVE, p. 135

FOUNDATIONAL SKILLS

### My Words to Know

four five here



### My Sentences to Read

**MYTURN**

Here is Pig.

Pig had four.

Pig can see five.

**Directions** Say: Some words we will see a lot when we read. Have students read the high-frequency words and then the sentences. Ask them to underline the high-frequency words in the sentences.

135

# Find Text Features

## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

**Integrate** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the text features of the text, ask:

- Which picture shows what animals need?
- Find a picture that shows that animals depend on their body parts to find food.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that informational texts include things that help the reader understand the topic better. Some of the most important of these text features are photographs, or illustrations, and titles. Students can

- look at photographs and illustrations before reading to achieve specific purposes, such as predicting what the text will be about.
- use the title to gain information about what the text is about.
- pay attention to photographs and illustrations during reading to get more information than the words alone give.
- use the photos to help you understand the meaning of new, challenging, or interesting words.

Readers can preview text features such as titles and photographs, or they can read the title and look at each photo as they read. Tell students that they should look at each photograph as the words are read aloud to them.

**MODEL AND PRACTICE** Remind students that they just read an informational text about how different animals eat. Model how to use the photos in the informational text to learn more about the topic.

- **On page 149, I see an eagle with its yellow beak. It uses its beak to eat.** Direct students to the Close Read note on p. 149. Have them underline the words on pp. 148–149 that tell what the pictures show.
- **On page 150, I see a hummingbird drinking nectar from a flower. The picture helps me understand what the words are describing.** Point out to students the Close Read note on p. 151. Have them underline words that tell what the pictures on pp. 150–151 show.



### EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Assigning helper roles to each student in a small group is an effective way to promote independent learning. For example, a Table Captain can be assigned to retrieve and put away small group supplies; a Time Keeper can be assigned to count down and announce the end time for each small group activity; a Scribe can be assigned to take notes.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying and using text features such as titles and photos to understand a text.

**OPTION 1 MyTURN** Have students complete the MyTurn activity on p. 156 in the *Student Interactive* by identifying the title and drawing a picture to show details that they learned in the text.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark text features such as photos, maps, and diagrams that help them understand the text and achieve specific purposes.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for finding text features in Small Group on pp. T220–T221.
- **If students show understanding**, extend instruction for finding text features in Small Group on pp. T220–T221.

**ELL Targeted Support Text Features** Students may find it difficult to express their ideas about the photos.

Provide students with sentence frames: *The picture of the \_\_\_\_\_ shows \_\_\_\_\_. The \_\_\_\_\_ eats \_\_\_\_\_.* **EMERGING/DEVELOPING**

Provide students with a description of the text and have students create illustrations for the description. Students can draw images, cut out pictures from magazines, etc. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 156

The screenshot shows a page from a student interactive. At the top left, it says 'CLOSE READ'. At the top right, there is a 'Read Together' icon. The main heading is 'Find Text Features'. Below that, there is a 'MYTURN' icon with the text 'Write and draw'. A large pink 'Open Wide!' is written across the page. Below this, there is a large empty box for drawing. At the bottom left, there is a green triangle with the number '156'. At the bottom right, there is a small vertical copyright notice: 'Copyright © HMV Learning Company, LLC. All Rights Reserved.'

Drawings should show details from the photos in the text.

**Directions** Tell students that informational texts have a title that names the topic and simple graphics that give more information. Have students look back at the text. Ask them to write the title and draw two details they learned from the photos. Say: *Authors write informational texts to share information. The title and pictures can help them.* Discuss how the title and graphics help the author achieve her purpose.

# Read Like a Writer, Write for a Reader

## OBJECTIVES

Synthesize information to create new understanding with adult assistance.

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

---

## Writer's Craft

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that writers of informational texts use words that help readers visualize, or picture, important details about the topic:

- Authors use words that describe the main topic and details.
- Authors use words that help the reader visualize, or picture, the topic.

**MODEL AND PRACTICE** Ask students to turn to p. 151 in the *Student Interactive*. Reread the text for students. *The author uses good words to describe the frog and how it eats. The word **long** tells about the frog's tongue. There's a good word to describe the insects the frog eats. The word is **tasty**. The words **long** and **tasty** give me good information about this topic.* Provide additional examples of words the author uses to describe animals and how they eat.

# Handwriting

## OBJECTIVE

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

---

## Forming Ff

**FOCUS** Display uppercase and lowercase *Ff*.

**MODEL** Model how to write the uppercase *F* by making a straight line from top to bottom. Then model drawing a short line at the top from left to right and another line in the middle from left to right. Model how to form a lowercase *f* by making a curved line from top to bottom with a short line across. Demonstrate several times and have students draw in the air with their fingers.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete p. 161 of the *Student Interactive*. Help them find the text on hummingbirds in the shared read if necessary.

STUDENT INTERACTIVE, p. 161

AUTHOR'S CRAFT READING-WRITING BRIDGE

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

Write

1. What word in the text helps you picture a hummingbird's beak?

Hummingbirds have a long beak.

2. What other word can you use to tell about a hummingbird's beak?

Possible response: \_\_\_\_\_  
Hummingbirds have a thin beak.

Directions Say: Authors use words that help readers visualize, or picture in their minds, what is happening. Have students discuss words from the text that helped them visualize how animals eat. Read question 1 and have students go back to the text to find the answer. Read question 2 and have students write their response. Encourage them to look back at the photo in the text for ideas.

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**PRACTICE** Have students use *Handwriting* p. 83 from the *Resource Download Center* to practice writing the letters *Ff*.

Name \_\_\_\_\_

### Handwriting

Letters Ff

Write

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

Kindergarten • Unit 2 • Book 4

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*Handwriting*, p. 83

Use the  **QUICK CHECK** on p. T217 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### FIND TEXT FEATURES

**Teaching Point** Today I want to remind you that informational texts have text features that help the reader understand the topic. In the case of the text we are reading today, *Open Wide!*, the text features are photos of animals and the body parts they use to eat. Look back at *Open Wide!* on p. 151 in the *Student Interactive* to talk about the photo that shows the frog's tongue.

### ELL Targeted Support

Tell students that talking about the photos in the text can help them understand more about *how* animals get the food they need to live.

Name an animal shown in the book and ask students to identify the picture of that animal.

#### EMERGING

Point to the picture of the hummingbird on p. 150 and ask students to point to and name the body part it uses to drink nectar. Read aloud the words *long beak* in the text. **DEVELOPING**

Have students choose an animal they learned about in *Open Wide!* and tell what they see in the picture of the animal. Have them use the sentence frame: *The picture of the \_\_\_\_ shows \_\_\_\_.* **EXPANDING**

Have students describe how the photos in *Open Wide!* help them learn about animals. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of informational texts must be able to make use of the photos and understand why they are important. Explain to students that each photo in the text *Open Wide!* has a purpose for learning more about animals and how they eat.

**Model** Tell students that you need to look at the photo on p. 149 of the eagle. *The photo on this page shows me something very important. It shows how sharp the eagle's beak is. This gives me information that the text does not give me. The text says that the beak is yellow. I can see that from the photo. But the photo shows me that the beak is sharp enough to rip through meat and fish. That helps me learn more about how eagles get their food.*

Talk about the importance of each photo in the text. Point out that each photo shows a body part that is used for getting food. Help students to compare the body parts of the animals they see in the photos.



## Conferring

3 students / 3-4 minutes  
per conference

### FIND TEXT FEATURES

**Talk About Independent Reading** Ask students to look at the sticky notes they used during independent reading and identify the kinds of text features they marked.

### Possible Conference Prompts

- What text features do you see in the book?
- What do the text features teach you?
- Do you learn the same information from the text of the book?

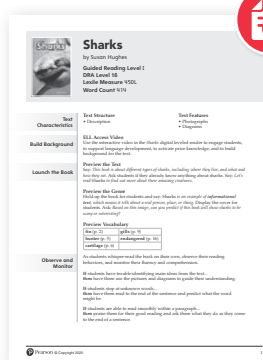
**Possible Teaching Point** *When you read something, you can close your eyes and try to picture what you read. Then compare your mental picture to pictures in the text.*

## Leveled Readers



### FIND TEXT FEATURES

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to identify text features, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together. Invite students to share what they learn from the text features in informational texts.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Open Wide!*
- read a trade book or their Book Club text.
- retell their independent reading books.

### Centers



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

### Literacy Activities



Students can

- complete the drawing on *SI* p. 156.
- play the myView games.
- choose another book and describe the text features.
- complete an activity from the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

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

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





# Word Work

## OBJECTIVE

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



Picture Card

## Phonics: Read and Write Words with Consonant Blends

### Minilesson

**FOCUS** Hold up the *drum* Picture Card. This is a picture of a drum. I hear two sounds at the beginning of *drum*. Say the two sounds with me: /dr/. Show students the spelling of the word. Point to the *d* and say /d/. Point to the *r* and say /r/. Then move your fingers quickly from *d* to *r*, and quickly say /dr/. Do you hear the two blended sounds /dr/? Which letters spell the blended sounds /dr/? Have students use letter-sound relationships to decode other words that begin with the blended sounds /dr/. Examples may include *dragon*, *drop*, and *dress*.

**MODEL AND PRACTICE** Write the words *ramp* and *stop* on the board. Listen carefully as I use what I know about letters and sounds to decode these words: /r/ /a/ /mp/, *ramp*; /st/ /o/ /p/, *stop*. In each word there are two blended sounds. Listen: /r/ /a/ /mp/; /st/ /o/ /p/. Which word has the blended sounds at the end? Yes, *ramp*. Which letters spell the blended sounds? Students should say the letters *m* and *p*. Repeat for the beginning blend in *stop*.

**ELL Targeted Support Initial and Final Blends** Tell students that it is important to learn the relationships between sounds and letters of the English language. Provide students with several index cards with initial and final blends on the front and sample words on the back.

Show students the front of the first card and read it. Repeat with additional initial and final blends. **EMERGING**

Tell students to read the card and tell you the blend, word, and sounds. **DEVELOPING**

Have students say the blended sounds with a partner. Have them think of other words with the same initial or final blend. **EXPANDING**

Have students create their own initial and final blend cards. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 136 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students look in the classroom for words that begin with blended sounds. Tell them to find at least one word that begins with a blended sound and one word that ends with a blended sound.

## QUICK CHECK

**Notice and Assess** Can students read and write consonant blends?

## Decide

- **If students struggle**, revisit instruction for reading consonant blends in Small Group on pp. T228–T229.
- **If students show understanding**, extend instruction for reading consonant blends in Small Group on pp. T228–T229.

STUDENT INTERACTIVE, p. 136

PHONICS

### Consonant Blends

**MYTURN** Write and read

		
milk	drop	lamp
		
frog	hand	clap

**Directions** Have students name the pictures and use blends to finish writing the words. Then have them use letter-sound relationships to decode the CCVC and CVCC words. Model the first word: The sound for *m* is /m/. One sound for *i* is /i/. The blended sound for *lk* is /lk/. I will say the sounds together to read the word: /m/ /i/ /lk/, milk.

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## ADDITIONAL PRACTICE

For additional student practice with reading consonant blends, have students complete *Phonics* p. 65 from the *Resource Download Center*.







FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Words with Blended Sounds

**MYTURN** Read **Students should write the correct letters and then read the words.**

		
op	flag	frog
		
jump	band	desk

**Directions** Name the pictures and have students write the letters in each word. Then have them use letter-sound relationships to decode the CCVC and CVCC words.

Grade K, Unit 2, Week 4

Phonics, p. 65

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ELL Access

Some consonant blends may be difficult for students to pronounce. For example, Spanish speakers may add the sound /e/ to the beginning of words with s- blends. Help students pronounce the words in the story with consonant blends. *What is the sound for the letter f? What is the sound for the letter r? Now let's say the sounds /f/ and /r/ together: /ffrrr/. Continue with other consonant blends from the story.*

## Read *Pig and Frog*

**FOCUS** Have students turn to p. 137 in the *Student Interactive*. We are going to read a story today about a pig and a frog. Point to the title of the story. The title of the story is *Pig and Frog*. I hear the sound /g/ in the word *Frog*. Which other word has the sound /g/? Students should say *Pig*. I hear a word with the blend /fr/. Which word is this? Students should say *Frog*. In this story, we will read words that have other sounds that you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week's high-frequency words: *four, five, here*. Tell them they will practice reading these words in the story *Pig and Frog*. Display the words. Have students read them with you. *When you see these words in the story Pig and Frog, you will know how to identify and read them.*

STUDENT INTERACTIVE, p. 137

DECODABLE STORY

FOUNDATIONAL SKILLS

### Pig and Frog



Here is **Pig** at the bin.  
He **got** four.

Highlight the words with the letter g.

 **AUDIO**  
Audio with Highlighting

 **ANNOTATE**

137



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

After students have read the story, call their attention to the title. **I hear the sound /g/ in this word: Frog. What letter spells the sound /g/?** Help them identify, or say, the letter *g*. Then have students find and highlight the word *Frog* on p. 137. **Can you tell me another word with the sound /g/ in the title?** Help students identify, or say, *Pig*. Then they should highlight *Pig* in the title.

Call students' attention to the sentences on p. 137. **Which words include the sound /g/? Point to them.** Help students identify, or say, the sound /g/. Then have them find and highlight the words *pig* and *got*.

Have students turn to pp. 138–139. **Which words include blends? Point to them.** Help students identify, or say, the blends. Then have them find and underline the words *Frog*, *pond*, *and*, *grin*, and *glad*.

STUDENT INTERACTIVE, pp. 138–139



DECODABLE STORY

FOUNDATIONAL SKILLS



Here is Frog at the pond.  
She got five.

138

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Pig and Frog grin.  
They are glad!

139

Underline the words that begin or end with a blend.

# Make and Confirm Predictions

## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- Why does a hummingbird depend on a long beak?
- Why does a shark need teeth while a turtle does not need teeth?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that a prediction is a careful guess about what might happen. Explain to students that:

- They can predict what a text will be about by looking at the pictures and the repeating structure of the text.
- When they have finished reading the text, they can think about the prediction to see if it was correct.

Readers explore new understandings when they make and confirm predictions. Each new close read may help them confirm predictions they made during earlier reads.

**MODEL AND PRACTICE** Guide students through the process of predicting and confirming predictions. Look at pp. 146–147 in the *Student Interactive* with students.

- I can look at the pictures on p. 146 in the *Student Interactive* and make predictions about what the book will be about and what the author wants me to know. Point out the Close Read note on p. 147 to students. Have them highlight the words on these pages that help them make predictions.
- After I read the text, I can check to see if my predictions were correct. After students have read the text, guide their attention to the Close Read note on p. 153. Ask them to highlight the words on pp. 152–153 that help tell whether their predictions were correct.

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making and confirming predictions.

**OPTION 1 MyTURN** Have students draw what they predict they might learn when they read about the shark on p. 148 of the *Student Interactive*. Then read the text aloud to them. Have students raise one hand if their prediction was correct and two hands if their prediction was incorrect. Then have them complete p. 157 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Invite students to work in pairs to make predictions about a book in the classroom library. Have them choose among a few informational texts that you provide. Ask students to predict what the book will be about. Then read aloud to them so they can tell if their predictions were correct.

### QUICK CHECK

**Notice and Assess** Can students make and confirm predictions about an informational text?

#### Decide

- **If students struggle**, revisit instruction for making and confirming predictions in Small Group on pp. T230–T231.
- **If students show understanding**, extend instruction for making and confirming predictions in Small Group on pp. T230–T231.

STUDENT INTERACTIVE, p. 157

The screenshot shows a page from a student interactive titled "Make and Confirm Predictions" under the heading "READING WORKSHOP". It features a "Read Together" icon and a "MY TURN" section with the instruction "Draw and circle". A note states "Drawing should show a prediction based on text evidence." Below this is a large blank area for drawing. At the bottom, there is a question "Were you correct?" with "Yes" and "No" options. A "Directions" box at the bottom left provides instructions for the activity. A page number "157" is in a green triangle at the bottom right.

**Read Together** READING WORKSHOP

### Make and Confirm Predictions

**MY TURN** Draw and circle

Drawing should show a prediction based on text evidence.

Were you correct? Yes No

**Directions** Remind students that they looked at the title page's words and picture as well as the text's repeating structure to make a prediction about the text. Have them draw what they predicted. Then say: *Now that you have finished reading, use what you know to tell if your prediction was correct.* Have students confirm their prediction by circling Yes or No.

157

Use the  **QUICK CHECK** on p. T223 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### CONSONANT BLENDS

**Picture Card** Display the *frog* Picture Card. *This is a frog. Frog begins with /fr/. /fr/ is a blend. When we blend, we combine two different sounds.* Model blending consonants for students by holding up your left fist and saying /f/, then holding up your right fist and saying /r/, then bringing your fists together and saying /fr/. Say: *We can make other blends, too. Let's blend /t/ and /r/. Use your hands to model the tr blend. Repeat for other blends.*



### ELL Targeted Support

Help students grasp the concept of blending consonants with these activity ideas.

Remind students that *r* spells /r/. Then say several consonant blends to students to help them grasp the idea: *Here are some ways to blend sounds with /r/: /tr/, /kr/, /br/, /dr/.* Ask students to say some of these sounds back to you. **EMERGING/DEVELOPING**

Say a variety of consonant blends with *r*. Ask students to write the letters you are saying.

### EXPANDING/BRIDGING



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

## Intervention Activity

### CONSONANT BLENDS

Use Lesson 32 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with initial and final blends.

LEVEL A • MODEL AND TEACH

**Lesson 32 Consonant Blends**

**INTRODUCE** Emphasize that students can segment and blend sounds to read words. Explain that they will read and spell words with consonant blends. Say: *Consonant blends are two consonants that are read together. The sounds blend into each other. Words with consonant blends at the beginning are spelled with two consonants, then the vowel, and then a consonant. Words with consonant blends at the end are spelled with one consonant, then the vowel, and then two more consonants.*

**OBJECTIVES:**

- Read and spell CCVC words with initial consonant blends.
- Read and spell CVCC words with final consonant blends.

**MODEL** Display or distribute the passage "The Sled" from Student Page S185 and read it aloud.

**The Sled**

I held my sled in my hand. ends with -nd


I went up the hill. ends with -nt

I set my sled on the top of the hill.

I sat on it.

I went fast! I did not stop! starts with -st

ends with -st



**TEACH** Point out the words with initial and final consonant blends. Explain that students will learn to read more words when they learn to recognize consonant blends. Say: *The word sled begins with the letters s and l. This is a consonant blend. We blend the letter sounds together as we read. The sounds /s/ and /l/ are read /sl/. Once we blend the consonants, we can read the rest of the word: /sl/ /e/ /d/. Repeat with the final consonant blend in the word hand. Explain that some consonant blends appear only at the beginning of words and others may appear only at the end of words. Then say: *Some consonant blends with s can be found at the beginning and end of words. Point out the words fast and stop in the passage. Blend the words with students.**

Now point to the -st letter combination at the end of fast in the last line. Now that I know what the consonant blend -st sounds like, when I hear a word with those sounds, I can spell the word. The word fast ends with the sounds /st/. I can write the letter combination st. The word starts with the sounds /f/ and /e/. I know the letters t and e make those sounds. I can write te at the beginning of the word.

Phonics, Morphology, and Spelling T • 185

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD BLENDS WITH LETTER TILES

Distribute Letter Tiles to students. Have them practice forming blends by saying a blend two or three times and having the students form the blend by putting the letter tiles together.



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

### Decodable Book



#### BATS IN A TRAP

Students can read the Decodable Book *Bats in a Trap* to practice reading consonant *g*, blends, and all the other consonant sounds they have learned. *Bats in a Trap* will also help students practice this week's high-frequency words.

Remind students of the high-frequency words by saying *four*, *five*, and *here* and having students repeat the words back to you. Tell them that they will practice reading these words in the Decodable Book *Bats in a Trap*. **When you come to these words in the book, you will know how to read!**

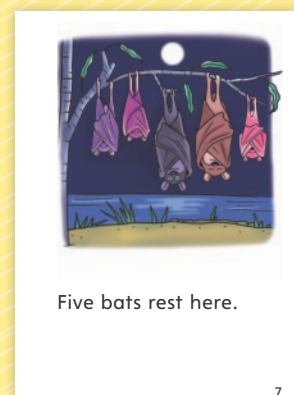
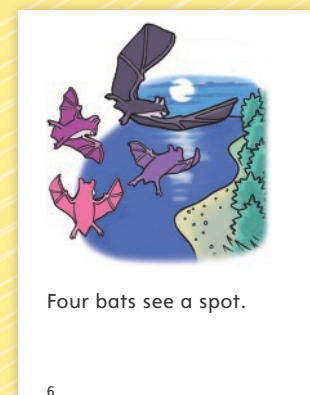
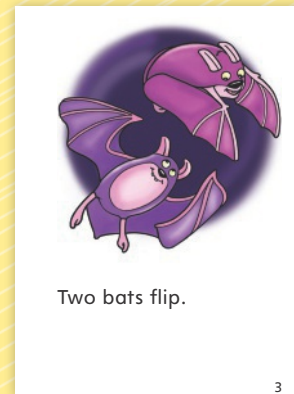
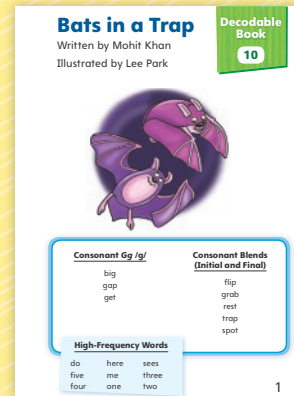
Pair students for reading and listen carefully as they use letter-sound relationships to decode. Have students read the entire story, switching readers after each page. Then have partners reread the story, this time with the other student reading first.

### Centers



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

## Decodable Reader





Use the  **QUICK CHECK** on p. T227 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE PREDICTIONS

**Teaching Point** Making predictions, or guesses, about what you're going to read helps you to understand the text better. You can look at the text features, like the pictures, to help you make predictions.

### ELL Targeted Support

Tell students that using prereading supports, such as looking through a text for pictures, is a good way to predict what the book is going to be about.

Ask students to look through *Open Wide!* and look at the photos in the story to predict what it will be about. Give them the following sentence frame to help them talk about the story: *This story will be about \_\_\_\_\_.* **EMERGING**

Ask students to look through *Open Wide!* and use the photos in the story to predict what it will be about. Students should form their own sentences to talk about what the story will be about. **DEVELOPING**

After looking through the story, students work in pairs to use the photos in the story to predict what *Open Wide!* will be about. **EXPANDING**

Ask students to look at the photos in *Open Wide!* Invite students to work in pairs to talk about what the story will be about and give reasons why they think that. **BRIDGING**



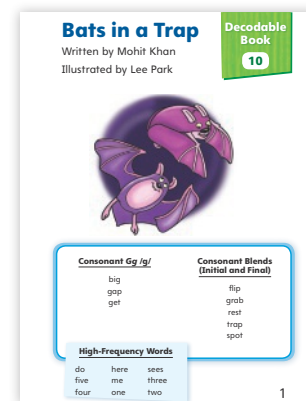
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### BATS IN A TRAP

Have students reread the Decodable Book *Bats in a Trap*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Help students choose a short passage in an appropriate leveled reader. Have them choral read with you. Demonstrate proper prosody, pacing, and pronunciation of words.

### ORAL READING RATE AND ACCURACY

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



## Conferring

3 students / 3–4 minutes  
per conference

### MAKE PREDICTIONS

**Talk About Independent Reading** Ask students to talk about the predictions they made about books they are reading independently. Ask them how making predictions helps them to understand what they are reading.

### Possible Conference Prompts

- How does making predictions help you when you are reading?
- What strategies did you use to make predictions about the story?
- What are other strategies you can use?

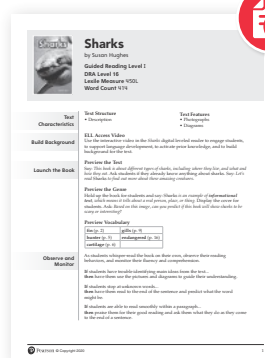
**Possible Teaching Point** Readers look for ways to predict what they are about to read to help them understand the text better.

## Leveled Readers



### MAKE PREDICTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to make predictions, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share their process for making a prediction and whether their predictions were correct.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to a text they read.
- read a 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



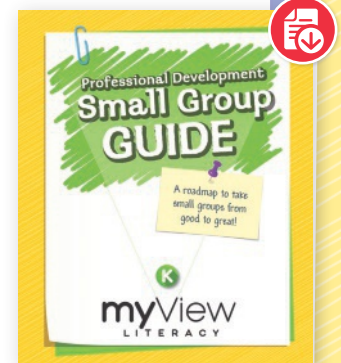
Students can

- complete an activity from the *Resource Download Center*.
- play the myView games.
- practice choral reading with you, getting more practice pronouncing words.

### SUPPORT INDEPENDENT READING

It is important for students to be able to use text features to predict what texts will be about. This skill will help them learn to read, and it will also help them to enjoy reading and learn new things.

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



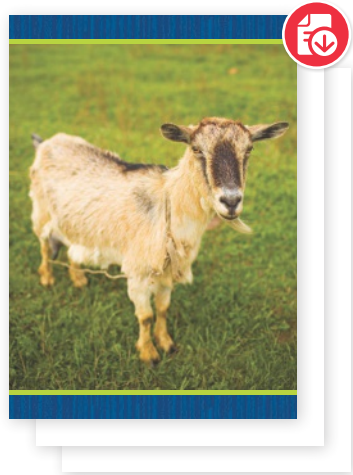
# Word Work

## OBJECTIVES

Identify and produce rhyming words.

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

Spell common high-frequency words.



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, complete *My Words to Know* p. 73 from the *Resource Download Center*.

NAME \_\_\_\_\_

FOUNDATIONAL SKILL **Read Together**

**My Words to Know**

four five here

**MY TURN** Write

1. You can get a pet here. here

2. Bob has five cats. five

3. Nick has four dogs. four

Directions: Have students read the words in the word bank. Ask them to read the sentences. Then ask them to find the high-frequency word in each sentence and write it on the line.

Grade K, Unit 2, Week 4

*My Words to Know*, p. 73

## Phonological Awareness: Identify and Produce Rhyming Words

**MODEL** Display the *goat* Picture Card. This is a picture of a goat. Listen to the sounds in *goat*: /g/ /ō/ /t/. What sound do you hear in the middle of *goat*? Students should say /ō/. What sound do you hear at the end? Students should say /t/. Then hold up the *boat* Picture Card. This is a picture of a boat. *Boat* rhymes with *goat*. When words rhyme, it means they have the same middle and ending sounds. *Boat* and *goat* have the sound /ō/ in the middle and the sound /t/ at the end.

**PRACTICE** Continue to display the Picture Cards for *goat* and *boat*. What other words can you think of that rhyme with *goat* and *boat*? Let's see how many we can name. Possible responses are *moat*, *coat*, *float*, and *note*.

## Phonics: Review Gg and Consonant Blends

### Minilesson

**FOCUS** Write the letters *Gg* and the following examples of consonant blends on the board: *br*, *pl*, *st*. Have students identify the letters as you point to them. Then review the sounds for *g* and the consonant blends.

**MODEL AND PRACTICE** Create Team *G* and Team Blend. Have teams stand on opposite sides of the room. Then write the word *clap* on the board. We will use what we know about letters and sounds to decode this word together. If Team *G* hears the sound /g/, touch your nose. If Team Blend hears a blended sound, touch your nose. One word will have both the sound /g/ and a blend, so pay careful attention. Point to each letter as you read the word. Let's read this word together: /kl/ -ap, *clap*. Repeat with the words *gap*, *past*, *got*, *gift*, *gas*, *stop*, *pig*, and *slam*.

**APPLY My TURN** Have students turn to p. 140 in the *Student Interactive* and read and write the words with *g* and consonant blends.



**APPLY MyTURN** Have students look at p. 141 in the *Student Interactive*. Have them read the sentences with a partner.

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

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

Read the sentences on p. 141 aloud. Pause frequently and encourage students to ask questions. Provide the sentence in the student's first language if necessary. **EMERGING**

Read the sentences on p. 141 aloud. Ask students to take notes about words and sentences they don't understand.

**DEVELOPING**

Have partners read the sentences on p. 141. Tell listeners to ask questions about the English words if they have difficulty.

**EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many of the words this year, and the words will help them become better readers. Say the word *four* and ask students what letters spell the word. Have students

- say the letters as you write them on the board.
- say and spell the word, clapping their hands for each letter.
- repeat with *five* and *here*.

STUDENT INTERACTIVE, pp. 140–141

### PHONICS

## Consonant Gg and Blends

**MYTURN** Read and write

got

drop

spin

got

drop

spin

fast

lift

pig

fast

lift

pig

**Directions** Have students decode the CVC, CCVC, and CVCC words using letter-sound relationships. Say: Point to each letter or blend in the word and say the sound it makes. Then say the sounds together to read the word. Then have students write the words on the lines.

140

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### FOUNDATIONAL SKILLS

## Consonant Gg and Blends

**TURNandTALK** Read



Gil is with Mom and Dad.



Look at Gil skip.



He can skip fast!



Mom and Dad clap.



**Directions** Remind students that the letter *g* can make the sound /g/ and a consonant blend is two or more consonants that come together in a word, but each sound is heard. Have students take turns reading the sentences with a partner.

141

# Reflect and Share

## OBJECTIVES

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

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

Describe personal connections to a variety of sources.

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

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that when they read texts on a similar topic, it is important to talk about and describe opinions and personal connections to the texts to make sure they and their classmates understand the same things about the topic. They can use an oral, pictorial, or written response to demonstrate understanding. Tell students that after they read, they should

- think about the main topic of each text.
- be able to summarize the main ideas to another person.
- listen to the ideas of others in order to connect ideas across the texts.

**MODEL AND PRACTICE** Ask students to turn to p. 128 in the *Student Interactive*. Reread the text for students. Continue with the text starting on p. 158. *These texts are about animals and how they eat. That makes me think about what my favorite animal I read about is. I really liked reading about the bear because I got to see its huge teeth in the picture. I also learned what it ate. Which animal do you like best?* Provide additional examples of oral responses that students may have after reading the texts. Then have students recall what they learned in the texts and describe how what they learned connects to their own lives.

**ELL Targeted Support** Model sentence frames to help students compare and contrast the different animals in the texts.

- A \_\_\_\_\_ eats \_\_\_\_\_. A \_\_\_\_\_ eats \_\_\_\_\_. **EMERGING**
- A \_\_\_\_\_ eats \_\_\_\_\_ by using its \_\_\_\_\_. A \_\_\_\_\_ eats \_\_\_\_\_ by using its \_\_\_\_\_. **DEVELOPING**
- A \_\_\_\_\_ is similar to a \_\_\_\_\_ because they both \_\_\_\_\_. **EXPANDING**
- A \_\_\_\_\_ is different from a \_\_\_\_\_ because \_\_\_\_\_. **BRIDGING**

Allow students to draw their responses as they compare and contrast the animals in the texts *How Anteaters Eat* and *Open Wide!*

## FORMATIVE ASSESSMENT OPTIONS

### Apply

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

**OPTION 1 TURN, TALK, AND SHARE** Have students respond orally to complete the activity on p. 158 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use their self-selected independent reading texts to discuss how other animals use their mouths or other body parts to find and eat their food.

### QUICK CHECK


**Notice and Assess** Can students share ideas and information gained from comparing texts?

#### Decide


- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T236–T237.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. TT236–T237.

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


### STUDENT INTERACTIVE, p. 158

RESPOND TO TEXT 

### Reflect and Share

 Which animal was the most interesting to learn about? How does that animal eat? What does that animal make you think about?

It reminds me of \_\_\_\_\_



**Weekly Question**

How do different animals eat their food?

**158**

Directions Explain that students can respond to sources by sharing their opinions and describing how ideas in the texts from this week connect to their own lives. Tell students to recall what they learned in *Open Wide!* and *How Anteaters Eat*. Then have them share their opinions and personal connections to the texts with a partner.

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Use the  **QUICK CHECK** on p. T235 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### COMPARE TEXTS

**Teaching Point** Today I want to remind you that learning is often something we do together. We can help each other understand these texts by talking about them together. Sometimes different readers have different ideas, and it is important to listen to what other people think about a text.

### ELL Targeted Support

What I liked most about the text was \_\_\_\_\_.

#### EMERGING

Reading this text made me feel \_\_\_\_\_.

(for example: *happy, sad, good, bad, funny, confused, silly*) **DEVELOPING**

Reading this text made me think that \_\_\_\_\_.

#### EXPANDING

Ask: **What did you think about this text?** Follow up by asking students to support or explain their responses. Model by expressing some of your own thoughts about the text and supporting them. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students about some of the texts and features they have read this week, such as *Open Wide!*, *Pig and Frog*, and the Weekly Opener infographic about anteaters. Use the teaching support online at SavvasRealize.com to help students participate in a discussion about how different animals eat and about how the various texts from the week can contribute to a nuanced understanding of how different animals eat. Encourage students to reflect on the links between this discussion and broader discussions about the nature of living things and the importance of the environment to support life, among other appropriate themes. Encourage students to use the unit Academic Vocabulary words, *grow, need, share, and depend*, in discussion.

## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students review and organize the research they have done over the week about how an animal eats. Help them put their work into a format that makes it easy to share with others.

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

See *Extension Activities*, pp. 113–117, in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to compare the texts they read independently to this week's selection *Open Wide!*

### Possible Conference Prompts

- Same text: What did you think about this text? Do you agree with what \_\_\_\_ thought about the text?
- Different texts: What did you think about this text? How did it make you feel?

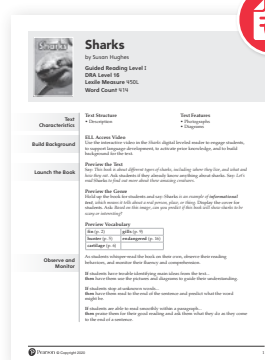
**Possible Teaching Point** Remember, by listening carefully to each other and asking each other questions, we can learn almost anything!

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T196–T197.
- For instructional support on how to ask questions about texts, see *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite two or three students to share their final thoughts regarding any of the texts from the week. Celebrate their thinking.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to leveled readers with a partner.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other as they read the book and discussing the ideas in the book together.

### Centers



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

### Literacy Activities



Students can

- write and/or draw in their notebooks in response to the Weekly Question.
- work in pairs to develop a deeper understanding of a text from the week through critical discussion.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T454–T457, for

- a teachers' summary of the text *Foxes*.
- 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 what living things need.
- I can use words to make connections.
- I can write an informational text.

### SEL SOCIAL-EMOTIONAL LEARNING

## ✓ Assessment Options for the Week

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

## Materials

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

### LESSON 1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T242–T243
  - » Phonological Awareness: Medial /e/
  - » Phonics: Introduce *Ee*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T244–T245
- Listening Comprehension: Read Aloud: “Time to Move!” T246–T247
- Persuasive Text T248–T249
  - ✓ Quick Check T249

#### READING BRIDGE

- Academic Vocabulary: Oral Language T250–T251
- Handwriting: Write Words T250–T251

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T255
- Strategy, Intervention, and On-Level/Advanced Activities T254
- ELL Targeted Support T254
- Conferring T255

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255

**BOOK CLUB** T255 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T400–T401
  - » Edit for Prepositions
  - » Share Back

##### INDEPENDENT WRITING

- List Book T401
- Conference T398

#### WRITING BRIDGE

- Language & Conventions: Spiral Review: Verbs (Past) T402–T403

**FLEXIBLE OPTION** ↩

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T256–T257
  - » Phonics: Read and Write Words with *Ee*
  - ✓ Quick Check T257
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T258–T263
  - » Preview Vocabulary
  - » Read: *Run, Jump, and Swim*
- Respond and Analyze T264–T265
  - » My View
  - » Develop Vocabulary
  - ✓ Quick Check T265
  - » Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T266
- Guided Reading/Leveled Readers T269
- Strategy and Intervention Activities T266, T268
- Fluency T268
- ELL Targeted Support T266, T268
- Conferring T269

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T267
- Independent Reading T269
- Literacy Activities T269
- Partner Reading T269

#### WRITING WORKSHOP

##### MINILESSON

- Informational Text T404–T405
  - » Edit for Capitalization
  - » Share Back

##### INDEPENDENT WRITING

- List Book T405
- Conference T398

#### WRITING BRIDGE

- Pre-Spelling: Rhyming Sort T406

- Language & Conventions: Oral Language: Verbs (Future) T407

**FLEXIBLE OPTION** ↩

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T270–T271
  - » Phonological Awareness: Initial /w/ and /y/
  - » Phonics: Introduce *Ww* and *Yy*
  - » High-Frequency Words

#### CLOSE READ

- Find Text Structure T272–T273
- Close Read: *Run, Jump, and Swim*
  - ✔ **Quick Check** T273

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Supporting Points in a Text T274–T275
- Handwriting: Letters *Gg* T274–T275

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T277
- Strategy and Intervention Activities T276
- ELL Targeted Support T276
- Conferring T277

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T277
- Literacy Activities T277

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T408–T409
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- List Book T409
- Conference T398

### WRITING BRIDGE

- Language & Convention: Teach Future Verbs T410–T411

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T278–T279
  - » Phonics: Read and Write Words with *Ww* and *Yy*
    - ✔ **Quick Check** T279
  - » Decodable Story: Read *They Can Do It!* T280–T281

#### CLOSE READ

- Find Important Details T282–T283
- Close Read: *Run, Jump, and Swim*
  - ✔ **Quick Check** T283

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Word Work Support T284
- Guided Reading/Leveled Readers T287
- Strategy and Intervention Activities T284, T286
- Fluency T286
- ELL Targeted Support T284, T286
- Conferring T287

#### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Book T285
- Independent Reading T287
- Literacy Activities T287

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T412–T413
  - » Celebration

#### INDEPENDENT WRITING

- List Book T413
- Conference T398

### WRITING BRIDGE

- Language & Conventions: Practice Future Verbs T414–T415

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T288–T289
  - » Phonological Awareness: Identify and Produce Rhyming Words
  - » Phonics: Review Short *e*, *Ww*, *Yy*

#### COMPARE TEXTS

- Reflect and Share T290–T291
  - » Write to Sources
    - ✔ **Quick Check** T291
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T293
- Strategy, Intervention, and On-Level/Advanced Activities T292
- ELL Targeted Support T292
- Conferring T293

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T293
- Literacy Activities T293

**BOOK CLUB** T293 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Informational Text T416
  - » Assessment

#### INDEPENDENT WRITING

- Assessment T416–T417
- Conference T398

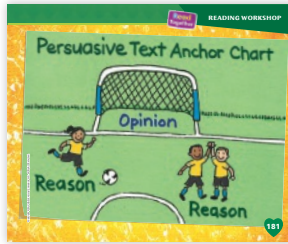
### WRITING BRIDGE

- Language & Conventions: Standards Practice T418–T419 **FLEXIBLE OPTION**

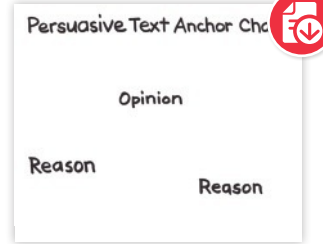
# Materials



**POEM**  
"Let's Exercise!"



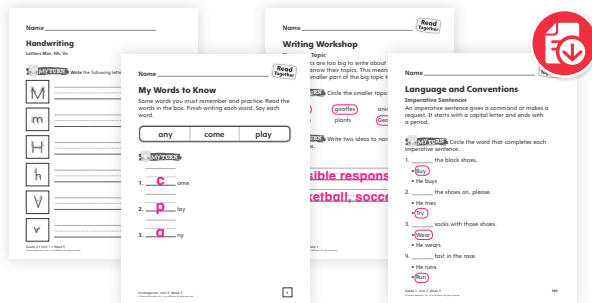
**READING ANCHOR CHART**  
Persuasive Text



**EDITABLE ANCHOR CHART**  
Persuasive Text



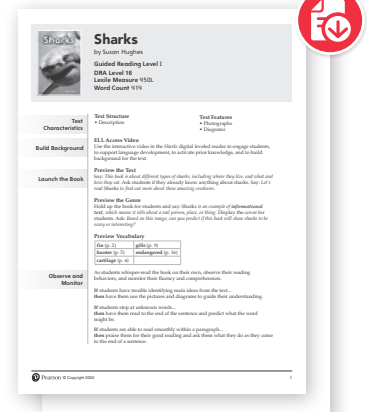
**DECODABLE BOOKS**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**SONGS AND POEMS BIG BOOK**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

go  
from  
yellow

### Develop Vocabulary

push  
swim  
climb  
carry

### Unit Academic Vocabulary

grow  
need  
share  
depend



WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**

Listen actively and ask questions to understand information and answer questions using what you hear.

**Read Aloud**

Tell students that some texts are meant to persuade, or lead someone to think or do something. For example, an author might write a text to tell people they should eat healthy food. In "Time to Move!" the author wants people to know why it is important to exercise. Ask students to listen actively by looking at you and thinking about the ideas in the text as you read.

**START-UP**

**ELL Language Transfer**

**Objective:** Read for the Spanish language in the Read Aloud Library of the regular time to exercise and its benefits.

- describe: describe
- energy: energía
- make: hacer
- move: mover

**READ-ALoud ROUTINE**

**Purpose:** Have students listen actively for characteristic features of persuasive texts, such as an opinion and supporting reasons.

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

**DISCUSS** the text aloud posing or model Think Aloud strategies related to the genre.

**Time to Move!**

Exercising is the best thing ever! Exercise helps people to be healthy and strong. Exercising will make you less likely to get sick. It will help you to sleep better at night and get more rest.

Exercising also makes your bones and muscles stronger. With strong bones, you will be less likely to get hurt. With strong muscles, you will be able to do more. You can carry heavier things and move more quickly.

**READ ALOUD**  
"Time to Move!"



**READ ALOUD TRADE BOOK LIBRARY**

Interactive Read Aloud

### Fiction Lesson Plan

**SWF**

**Interactive Read Aloud**

- supports students to learn about their independent reading level.
- supports students' comprehension.
- provides an opportunity to model fluency and expressive reading.
- helps build and expand on reading.

**PLANNING**

- Select a text from the Read Aloud Trade Book Library or the school or classroom library.
- Identify the big idea of the story.
- Determine the Teaching Point.
- Write open-ended questions and model Think Alouds on sticky notes and place them on all the pages where you plan to stop to discuss the text.

**BEFORE READING**

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Discuss the title or cover of the story.
- Explain your knowledge and cultural or personal background necessary for understanding.
- Discuss the vocabulary necessary for understanding.

**DURING READING**

- You can choose to do a first reading so students get the gist of the story and apply Think Alouds and open-ended questions for a second read of the text.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use Think Alouds to model strategies skilled readers use to monitor comprehension and correct meaning from text.
- Help students make connections to their own experiences, texts they have read, or to the genre or the world.

**AFTER READING**

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

**Skills: Teaching Points**

- Record the Story
- Record Questions
- Setting the Scene
- Evidence from Text
- Make Connections
- Response from the Text

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*Run, Jump, and Swim*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T454-T457

**Mentor STACK**

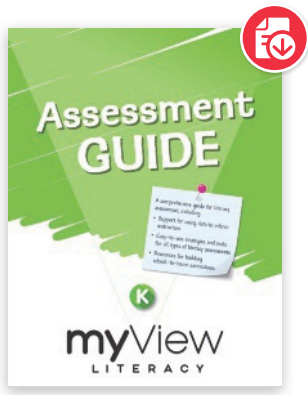
Writing Workshop T397

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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



**ASSESSMENT GUIDE**

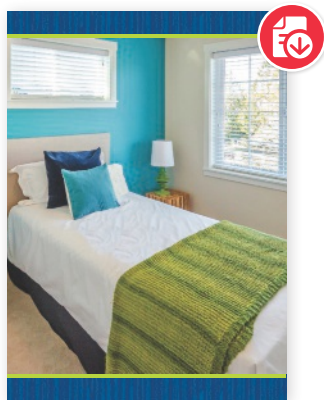
# Word Work

## OBJECTIVES

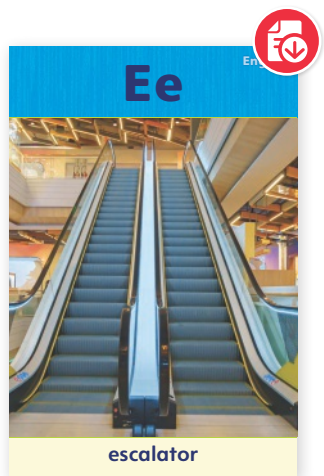
Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Card



Alphabet Card

## FOUNDATIONAL SKILLS

### EXTENSION

See p. T261 for a short e extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Medial /e/

**FOCUS AND MODEL** Today we are going to learn a new sound. Listen carefully as I say the new sound: /e/ /e/ /e/. The sound /e/ is made by opening your mouth, and placing the tip of your tongue behind your bottom teeth. Show students how to say the sound /e/, and have them practice it. Try saying the sound /e/ several times. Repeat these words after me: *pet, met, set, get, bet, let, net*.

**SEE AND SAY** Have students turn to p. 168 in the *Student Interactive*. Tell them that they will be circling the picture words that have the sound /e/ in the middle. Listen to the sounds as I say this word: /w/ /e/ /b/, *web*. Say the sounds in the word with me: /w/ /e/ /b/. Repeat the word, emphasizing the medial sound: /w/ /e/ /e/ /e/ /b/. The word *web* has the sound /e/ in the middle, so we will circle the picture. Name each picture on p. 168 and have students circle the picture words with the middle sound /e/.

## Phonics: Introduce Ee

### Minilesson

**FOCUS** Hold up the *bed* Picture Card and point to the picture of the bed. Have students say *bed* with you. Let's say the sound in the middle of the word *bed*: /e/. The middle sound /e/ is spelled with the letter *e*. Show students the Alphabet Card for *Ee*. Point to the letters *Ee* and tell students the names of these letters are uppercase *E* and lowercase *e*. Tell students the word *bed* has the middle sound /e/, so it has the letter *e* in the middle.

**MODEL AND PRACTICE** Write the letters *E* and *e* on the board. Have students turn to p. 169 in the *Student Interactive* and trace the letters on the first line with their finger. Tell students they will circle the picture words that have the sound for *e* in the middle. Have students point to the first picture. Say the sounds in the word *net* with me: /n/ /e/ /t/. Does *net* have the sound /e/? Yes, it does, so we will circle the picture.

**APPLY My TURN** Have students look at p. 169 in the *Student Interactive*. Name the rest of the picture words on the page with students and have them complete the activity to identify and match the sound /e/ with the letters *Ee*.

**ELL Targeted Support Sound-Letter Relationships** Tell students that they have just learned the sound /e/ spelled e. Tell them that learning the sounds that make English words and the letters that spell those sounds will help them understand English better. Provide the following Letter Tiles for students: *b, d, h, n, t, e*.

Write the following words on the board: *bed, hen, net*. Have students listen to you say the words and repeat after you. Have students manipulate their tiles to spell each of the words. After they have spelled each word, have them read it. **EMERGING**

Write the following words on the board: *bed, hen, net, bet, ten*. Have students listen to you say the words and repeat after you. Have students manipulate their tiles to spell each of the words. After they have spelled the word, have them read it. Have students choose two words to use in sentences. **DEVELOPING**

Have students manipulate their tiles to make words with short e. Have them read each word and use it in a sentence before they go onto the next word. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**

Display the high-frequency words *go, from, and yellow*.

- Point to the word *go* and read it.
- Have students point to the word *go* and read it.
- Repeat for *from* and *yellow*.

go

from

yellow

STUDENT INTERACTIVE, pp. 168-169

PHONOLOGICAL AWARENESS | PHONICS

FOUNDATIONAL SKILLS

**Middle Sounds**

SEE and SAY Circle



Tell students that images represent web, bus, pen.



Tell students that images represent bug, red, pig, net.

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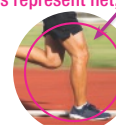
Directions Model the first word: Listen to the sounds in web: /w/ /e/ /b/. Web has /e/ in the middle. Have students name each picture and circle the picture words that have the sound /e/ in the middle.

**Short e Spelled e**

MY TURN Circle



Tell students that images represent net, log, man, pen.



Tell students that images represent nut, leg, men, pan.

Directions Tell students that the letter e can make the sound /e/. Explain that they will see the letter e in many words that have the /e/ sound. Model how to form the letters E and e. Have students trace the letters Ee. Say: Point to the letter e and tell me the sound it makes. Then have students name the pictures and circle the ones that have the sound for e in the middle.

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# Interact with Sources

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Language of Ideas** The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the map, ask: *How long will it take to grow big and tall? Why is it important to share?*

- grow
- need
- share
- depend



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

## Explore the Poem

Remind students of the Essential Question for Unit 2: *What do living things need?* Point out the Week 5 Question: *Why is exercise important?* Explain that students will learn about exercise this week.

Have students follow along as you turn to p. 166 in the *Student Interactive* and point to the picture of the girl running with the kite. Explain that people need exercise. Tell students that exercise keeps us healthy. Then read the poem, "Let's Exercise!"

Tell students they can interact with poems or other sources by discussing the text, illustrating a response to the text, or writing a response to the text.

- Ask students if they can picture any of the concepts from the poem, such as running, leaping, or being strong. Have them illustrate one of these actions. Then ask them if they can picture what any of the animals in the poem do.
- Ask for volunteers to safely act out some of the forms of exercise mentioned in the poem.
- Ask students to think about whether or not they think it is good to exercise. Then have them create a written response for why it is good to exercise.

**TURN, TALK, AND SHARE** After discussing the poem, have students interact with the poem by completing the drawing activity on p. 167 in the *Student Interactive*.

**WEEKLY QUESTION** Point out the Week 5 Question: *Why is exercise important?* Tell students that they just read a poem that talked about exercise. Remind them that the poem gave some reasons that exercise is good or beneficial. Tell them that they will read other texts this week about the importance of exercise. The texts they read this week will try to persuade them that exercise is good.

**ELL Targeted Support Understand Language Structures** Help students comprehend common language structures that are used in poetry. Point out how the poem on p. 166 in the *Student Interactive* is organized into short lines and includes rhyming words.

Help students demonstrate their understanding of the language structures of poetry by pointing to each line in the poem as you read it aloud. Then have them point to the rhyming words. **EMERGING**

Have students count the lines in the poem. Then have them underline the rhyming words, using a different color for each rhyming pair. **DEVELOPING**

Have partners work together to read another simple poem or nursery rhyme. Have students identify language structures in the poem, such as rhyming words. **EXPANDING**

Have partners read a simple poem or nursery rhyme and discuss language structures in the poem. Then have students write two rhyming lines that could be added to the poem. **BRIDGING**

STUDENT INTERACTIVE, pp. 166-167

WEEKLY LAUNCH: POEM

**Read Together**

**Let's Exercise!**

Exercise is fun!  
You can run like a dog.  
Exercise is fun!  
You can leap like a frog.  
Exercise is good for you!  
You can be strong like a bear.  
Exercise is good for you!  
You can be fast as a hare.

**Weekly Question**

Why is exercise important?

**MY TURN** Draw

Drawing should show a way of exercising from the poem.

**Directions** Read the poem as students look at the pictures. Say: Now you will interact with the poem by drawing a picture about it. Interacting in meaningful ways means you are interacting in ways that help you understand the text. Have students illustrate their favorite way of exercising from the poem.

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# Listening Comprehension

## OBJECTIVES


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

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the Read Aloud. Many of the cognates relate to exercise and its benefits.

- exercise : *ejercicio*
- muscles : *músculos*
- energy : *energía*
- active : *activo*
- reason : *razón*

 **THINK ALOUD** Analyze **Persuasive Text** After you read the first sentence, say, *When writers use words such as best, they are usually telling us how they feel about something. I think the author wants us to think exercise is the best thing ever.*

## Read Aloud

Tell students that some texts are meant to persuade, or lead, someone to think or do something. For example, an author might write a text to tell people they should eat healthy food. In “Time to Move!” the author wants people to know why it is important to exercise. Ask students to listen actively by looking at you and thinking about the ideas in the text as you read.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for characteristic features of persuasive text, such as an opinion and supporting reasons.

**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.

## Time to Move!

Exercising is the best thing ever! Exercise helps people to be healthy and strong. Exercising will make you less likely to get sick. It will help you to sleep better at night and get more rest.

Exercising also makes your bones and muscles stronger. With strong bones, you will be less likely to get hurt. With strong muscles, you will be able to do more. You can carry heavier things and move more quickly.



*“Time to Move!” continued*

Exercise helps your brain, too. It gives you more energy to learn and play. If something is upsetting you, exercise can make you feel better.

The best part of exercising, though, is it's fun! You make new friends by playing together. You can enjoy time with your family. At the same time, you are being healthy!

Good friends and good health: What more could you ask for? So get out there and exercise today!



**THINK ALOUD Analyze Persuasive Text** After you read the second-to-last paragraph, say, *The author has given a lot of reasons that help support why exercising is "the best thing ever." I now know more about why exercise is good, and about why I should exercise. The author has helped me understand that people should exercise. Now I want to exercise!*

## WRAP-UP

### Why People Should Exercise

1. won't get sick
- 2.
- 3.
- 4.

Use the chart to show reasons the author gives for exercising.

**ELL Targeted Support Respond to Questions** Read aloud “Time to Move!” twice. Have students listen carefully. Ask simple questions to help students talk about exercise.

Read aloud “Time to Move!” Ask: **How can exercise help you?** Exercise helps \_\_\_\_\_. Exercise gives \_\_\_\_\_. Exercise makes \_\_\_\_\_. **EMERGING/DEVELOPING**

Read aloud “Time to Move!” Have students name three good things about exercise. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION INTERACTIVE Trade Book Read Aloud

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

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



# Persuasive Text

## LEARNING GOAL

I can read persuasive text.

## OBJECTIVE

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

## LANGUAGE OF THE GENRE

As you review the Anchor Chart, make sure that students understand how opinions and reasons function in persuasive texts.

- What is an opinion?
- What is a reason (or evidence)?

## FLEXIBLE OPTION



### ANCHOR CHARTS

Begin a persuasive text anchor chart using the Read-Aloud text.

- Students can add other, related reasons for exercising.
- Students can add additional reasons to support the opinion.
- Discuss with students how multiple reasons can work together to support how the author thinks.

## Minilesson

**FOCUS ON STRATEGIES** Tell students that persuasive texts are written in order to make readers think or do something.

- A persuasive text often begins with an opinion that tells what the author thinks about something.
- The author uses words, such as *should*, to help persuade, or tell, readers to think the same way.
- The author gives reasons that others should think the same way. Reasons are facts and ideas that support an opinion.

Readers can look for the opinion and reasons in a persuasive text. Identifying these parts of the text makes it easier to understand.

**MODEL AND PRACTICE** Remind students that you just read “Time to Move!” Tell them that because this text is a persuasive text, it has an opinion and supporting reasons.

- The author says that exercise is the “best thing ever.” The author wants us to think this, too.
- The author tells us reasons that exercise is the best thing ever. The author says that exercise helps us be healthy and is a way to make friends.

Read aloud the text on p. 180 of the *Student Interactive*. Point out the opinion and reasons.

**ELL Targeted Support Persuasive Text** Point out the sample persuasive text on p. 180 of the *Student Interactive*. Tell students that this text is a persuasive text, and explain that the Spanish cognate for the word *persuade* is *persuadir*. The word *persuade* will help students understand what a persuasive text is. On p. 180, the author tries to persuade us that joining a soccer team is a good idea. Ask students, **What is something that I should do? Can you describe it and tell me why I should do it?**

### EMERGING/DEVELOPING

Have students try to convince you to join a soccer team. Encourage them to use the word *should*. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify persuasive text.

**OPTION 1 TURN, TALK, AND SHARE** Read aloud the Turn and Talk questions on p. 180. Have partners discuss how a persuasive text is different from an informational text. Then, have students share their responses.

**OPTION 2 Use Independent Text** Have students look at and read persuasive texts during independent reading. Have them put sticky notes on the author's opinion and supporting reasons.

### QUICK CHECK

**Notice and Assess** Can students identify persuasive texts?

#### Decide

- **If students struggle**, revisit instruction in Small Group on pp. T254–T255.
- **If students show understanding**, extend instruction in Small Group on pp. T254–T255.

STUDENT INTERACTIVE, pp. 180–181

GENRE: PERSUASIVE TEXT

My Learning Goal I can read about what living things need.

**Persuasive Text**  
The author of a **persuasive text** wants you to think or do something. A persuasive text has an **opinion** and **reasons**.

**Opinion** → You should join a soccer team.

**Reasons** → You will get a lot of exercise.  
You will make new friends!

**TURN and TALK** Why did the author write this text? How is it different from an informational text?

**Directions** Read aloud the genre information. Say: An *opinion* tells what the author wants you to think or do. *Reasons* tell why you should think or do that thing. Read the model text. Have students recognize characteristics of the persuasive text and state what the author wants to persuade readers to think or do. Then ask them to discuss how the model text is different from an informational text.

**Persuasive Text Anchor Chart**

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# Academic Vocabulary

## LEARNING GOAL

I can use words to make connections.

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

ELL students need multiple encounters with new vocabulary in order to master it. Use activities that allow students to listen to, speak, read, and write the Academic Vocabulary words frequently. More advanced students can use the Academic Vocabulary words to summarize what they have learned.

## Oral Language

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that they can develop their vocabulary by using new words orally when speaking with others.

- Using vocabulary words when talking with and having fun with others can help you learn more about what the words mean.
- If you don't know how to say what a word means, you can act out or show its meaning.

**MODEL AND PRACTICE** Have students turn to p. 197 in the *Student Interactive*. Model how you act out the word *grow* and then how you draw it. Give partners one of the words and ask them to talk about how they could draw or act out the word's meaning. Tell them they will present their word to the class.

# Handwriting

## OBJECTIVE

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

## Write Words

**FOCUS** Write the words *bed* and *from* on the board. Explain to students that you are writing whole words by writing groups of letters together. Ask for volunteers to read the words to the class. Identify the two words with the whole class.

**MODEL** Point to the word *bed*. Say: *This is the word bed. Bed has three letters in it: b, e, d. Practice writing these three letters in order to make the word bed.* Have students practice tracing the word *bed* on their desks with a finger. Then repeat the exercise for the word *from*.



## ASSESS UNDERSTANDING

## Apply

**TURN, TALK, AND SHARE** Have students find partners and complete the oral language activity on p. 197 in the *Student Interactive*. Then have students share their drawings or performances with the class.

STUDENT INTERACTIVE, p. 197

The screenshot shows a page from the Student Interactive with a blue header containing 'VOCABULARY', 'Read Together', and 'READING-WRITING BRIDGE'. Below the header, there is a yellow box with the text 'I can use words to make connections.' and a red box with 'My Learning Goal'. A central blue box lists the words: 'grow', 'need', 'share', 'depend'. Below this is a 'MY TURN Write' section with four sets of handwriting lines. At the bottom, there is a 'TURN and TALK Guess the word.' section and 'Directions' for the activity. A blue heart icon with the number '197' is in the bottom right corner.

Write the words *red* and *go* on the board. Ask students if they can identify the words. Say: *These are the words red and go. Let's practice writing these words.* Have students practice tracing the words *red* and *go* on their desks.

**PRACTICE** Have students use *Handwriting* p. 84 from the *Resource Download Center* to practice writing words.

The screenshot shows a handwriting practice page with a 'Name' field and a 'Read Together' icon. The section is titled 'Handwriting Write Words' and includes a 'MY TURN Write' section with multiple sets of handwriting lines. At the bottom, there are 'Directions' and a page number '84'.

*Handwriting*, p. 84

# Matching Texts to Learning

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



LEVEL A

**Genre** Informational Text

**Text Structure**

- One line of text per page
- Familiar content

**Text Structure**

- Simple Factual



LEVEL A

**Genre** Narrative

**Text Structure**

- Four words per page
- Simple sentences

**Text Structure**

- Repetitive Structure



LEVEL B

**Genre** Narrative Nonfiction

**Text Structure**

- Two lines per page
- Text and pictures

**Text Structure**

- Repetitive Structure

## Guided Reading Instruction Prompts

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

### Identify Persuasive Text

- Did the author tell you what you should do or believe?
- Is the text a persuasive text? How do you know?
- What is the purpose of a persuasive text?

### Develop Vocabulary

- How do photographs or illustrations help you understand word meaning?
- What does the word \_\_\_\_ tell us about the text?
- Why would an author use that word?

### Find Text Structure

- Did the author state an opinion at the beginning?
- Does the author give reasons for his or her opinion?
- Does the author give facts?



## Ben's Baby Brother



Ruby Lee • Art by Yong Ling Kang

LEVEL C

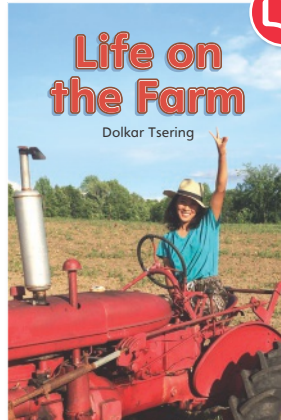
**Genre** Realistic Fiction

### Text Structure

- Two lines per page
- Concepts supported by pictures

### Text Structure

- Repetitive Structure



## Life on the Farm

Dolkar Tsering

LEVEL C

**Genre** Narrative Nonfiction

### Text Structure

- One to three lines per page
- Prepositional phrases

### Text Structure

- Simple Factual



## Busy Bee

Isaac Olaleye  
Art by Gareth Llewellyn

LEVEL D

**Genre** Narrative

### Text Structure

- Two to four lines per page
- Less repetition

### Text Structure

- Chronological

## Find Important Details

- What evidence did the author present to support what he or she is trying to tell you to do or believe?
- How do the facts help explain the author's opinion?

## Compare Texts

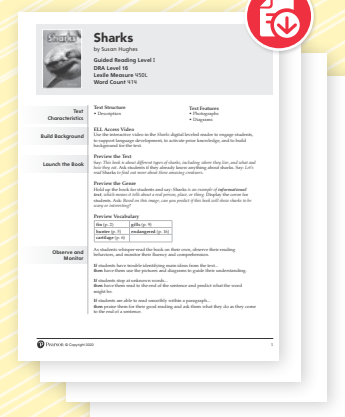
- How do the authors in different texts try to persuade you?
- Do both texts have evidence?

## Word Work

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

## Leveled Reader Teacher's Guide

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





Use the  **QUICK CHECK** on p. T249 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY PERSUASIVE TEXT

**Teaching Point** Say, *Today I want to teach you about persuasive texts. In a persuasive text, an author tries to persuade you to think or do something.* Explain to students that persuasive texts usually include opinions and supporting reasons, and they include words such as *should*, *great*, *worst*, and *best*. Tell students that they can recognize whether a text is persuasive by checking to see if the author is trying to persuade the reader to feel a certain way about something.

### ELL Targeted Support

Explain to students the meaning of *persuade*. You might point to the meaning of the Spanish cognate *persuadir*.

Make up persuasive passages, and ask students to identify what you are trying to persuade them to think or do. Vary the complexity of the passages you make up to accommodate different levels of ELL development.

### EMERGING/DEVELOPING

Ask students to write a persuasive paragraph and share it with a partner. Have partners give feedback on whether they were persuaded by the speaker. **EXPANDING/BRIDGING**



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

## Intervention Activity



### NONFICTION TEXTS

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

LEVEL B • READ

**Lesson 46** Analyze Characters' Experiences

**DIRECTIONS** Follow along as your teacher reads the story aloud.

**Toby in Charge**

Toby the dog was asleep. She was dreaming. She was having a great dream! Toby dreamed that she was on a spaceship. She was blasting off into the deep blue sky. But the dream did not stop there. In Toby's dream, the spaceship went past the rocky moon. Then it went past the brilliant sun. And the dream kept getting better.

Toby dreamed that the spaceship went to the stars. But the dream was even better than that, because Toby was not just on the spaceship. She was in charge. She was the captain of the spaceship. She was the captain even though she was a dog.

"Turn to the left!" Toby called to a cat. The cat turned the spaceship to the left.

"Turn off the lights!" Toby said to a bird. The bird turned off the lights.

The spaceship came up to a star. Toby looked out the window. The star was a gigantic ball of fire. It was blue and red. It was the most beautiful thing she had ever seen.

"Take a picture of the star!" Toby said to a fox. The fox took a picture of the star.

Toby sat down and opened her laptop. She found the picture of the star. Then she put the picture on her blog. She wrote about how it felt to look at the star—

Toby woke up. Her phone was ringing.

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students look back at the Weekly Opener on p. 166 in the *Student Interactive*. Have them think about some of the things that people and animals need to live. Ask them to choose one of these things to investigate. Throughout the week have students learn reasons that this is important. See *Extension Activities* pp. 113–117 in the *Resource Download Center*.



## Conferring

3 students / 3-4 minutes  
per conference

### IDENTIFY PERSUASIVE TEXT

**Talk About Independent Reading** Ask students to say what their persuasive texts are trying to persuade readers to think or do.

### Possible Conference Prompts

- What is your book trying to persuade you to think or to do?
- How is the author supporting his or her opinion?

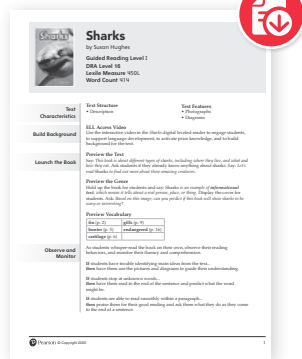
**Possible Teaching Point** Readers can see what an author is trying to persuade them of by noticing when the author uses the word *should*. The word *should* is often used persuasively.

## Leveled Readers



### IDENTIFY PERSUASIVE TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to recognize characteristics of persuasive text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share an opinion in one of the books they are reading.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write or draw about their reading in a reading notebook.
- play the myView games.
- refer to the anchor chart on p. 181 in the *Student Interactive* and tell a partner the author’s opinion and supporting reasons from a persuasive text they are reading.

## BOOK CLUB



See Book Club, pp. T454–T457, for

- ideas for Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *The Dandelion*.

# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Card

## ELL Language Transfer

The letter *Ee* exists in many languages, but its pronunciation may be different in some cases. To help students with this sound and letter, point out words in students' home languages that have an *e* in them. For example, these words for *men* have an *e* in them: *hombres* (Spanish), *hommes* (French), and *homens* (Portuguese).

## Phonics: Read and Write Words with *Ee*

### Minilesson

**FOCUS** Hold up the *desk* Picture Card. This is a picture of a desk. Listen to the sounds in the word *desk*: /d/ /e/ /sk/. I hear the sound /e/ in the middle of *desk*. Say /e/ with me.

Turn the card over and show students the spelling of the word. Point to the *e* and say /e/. Do you hear the sound /e/? What letter makes the sound /e/? Have students identify the letter *e*. Write the letters *Ee* and *Oo* on the board. Review the sound for the letter *o* with students. Then divide students into two teams. The first team is short *e*. The second team is short *o*. Write the following words on the board: *egg*, *leg*, *log*, *pet*, *mop*. Read the words aloud. When a word with the sound /e/ is said, the short *e* team stands up. When a word with the sound /o/ is said, the short *o* team stands up.

**MODEL AND PRACTICE** Point to the letters *Ee* on the board. Then display the word *get*. Listen carefully to the following word: /g/ /e/ /t/. Do you hear the sound /e/ in this word? What letter spells the sound /e/ in *get*? Have a volunteer point to the letter *e* in the word.



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



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete the rest of p. 170 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have partners say color words, such as *red*, *yellow*, *orange*, and identify any words with the sound /e/. Have students write the letters *Ee* using the colors that have the sound /e/.

## QUICK CHECK

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

**Decide**

- **If students struggle**, revisit instruction for short *e* in Small Group on pp. T266–T267.
- **If students show understanding**, extend instruction for short *e* in Small Group on pp. T266–T267.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words they will hear and see over and over in texts. Write and read the words *go*, *from*, and *yellow*. Have students

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

## STUDENT INTERACTIVE, p. 170

PHONICS | PHONOLOGICAL AWARENESS

### Short e Spelled e

**MYTURN** Read, write, and draw

men **men**

hen **hen**

pet **pet**

Drawing should show men, a hen, or a pet.

Directions: Have students trace the letter *e* in each word. Then have them read each word and write it on the lines. Finally, have students choose one word and draw a picture that shows the word.

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## ADDITIONAL PRACTICE

For additional student practice with short *e*, have students complete *Phonics* p. 66 from the *Resource Download Center*.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

**Phonics** Middle Sound e Tell students that images represent lock, dress, web, neck, fish, sled.

**MYTURN** Draw

bed

Directions: Tell students to read the word in the center of the page. Then have them say the word each picture represents and identify which words make the same short *e* vowel sound. Have them draw a line from the words with short *e* to the word *bed*.

Grade K, Unit 2, Week 5

*Phonics*, p. 66

# Introduce the Text



## OBJECTIVES

Recognize the difference between a letter and a printed word.

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

### Shared Read Plan

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

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

## Preview Vocabulary

- Tell students you are going to teach them some new words. Say the words *push*, *swim*, *climb*, and *carry*.
- Prompt students to look at the pictures of these words on p. 182 in the *Student Interactive*. Have students say what they already know about each of the words. Provide prompts. [What is something you push?](#) [What animals swim?](#) [What can you climb?](#) [What do you carry to school?](#) Tell students to watch for these words in *Run, Jump, and Swim*.

## Print Awareness

Have students look at p. 183 in their *Student Interactive*. Guide students to recognize the difference between a letter and a printed word. Point to the first letter on the page. [This is a letter](#). Run your finger under the first word. [This is a word](#). Ask volunteers to find another word on the page. Ask them to tell a letter in the word.

## Read

Discuss the First Read Strategies. In this first read, ask students to think about what the author wants them to know. After students complete the First Read, ask: [What did you learn?](#) [What surprised you?](#)

### FIRST READ STRATEGIES

**READ** Read or listen to the text.

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

**ASK** Generate, or ask, questions about the text to deepen understanding.

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

Help students to read the whole text independently, in pairs, or as a whole class. Use the First Read notes to help students connect with the text and to monitor comprehension.

**ELL Targeted Support Prior Experience** Have students tell what they know about exercise.

Prompt partners to ask the following questions one at a time: *Have you ever played a sport or exercised? Has anyone ever told you that you should exercise or play a sport? Why do people exercise?* **EMERGING/DEVELOPING**

Have students tell the class their opinion on a physical sport or activity they have played or participated in. Then have students present a persuasive argument on the importance of exercise. **EXPANDING/BRIDGING**





STUDENT INTERACTIVE, pp. 182-183



VOCABULARY Read Together


## Run, Jump, and Swim

### Preview Vocabulary

 swim	 push	 climb	 carry
---	---	--	--

**Read**  
Read the text and look at the pictures to learn about why you should exercise.

**Meet the Author**



**Kimberly Feltes Taylor** has written more than 15 books. She likes reading, watching movies, going on long walks, and playing tennis.

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Read Together Genre Persuasive Text

# Run, Jump, and Swim



**AUDIO**  
Audio with Highlighting

**ANNOTATE**

written by Kimberly Feltes Taylor

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STUDENT INTERACTIVE, pp. 184-185



CLOSE READ



What does the author want us to do? Underline the word.

**carry** to take something from one place to another

Exercise is fun.  
It gives you strength to carry things.



Why should you exercise?



## First Read

### Read

**THINK ALOUD** I read the word *exercise*, but I don't know what it means. What can I do? I am going to reread the text to find out. The text says: "It gives you strength to carry things." I can look at the photographs on these pages to clarify the meaning of *exercise*. In the pictures on pages 184 and 185, I see a girl with a hula hoop and a boy carrying books. Now that I have reread the sentences and looked at the pictures, I think *exercise* means moving around and doing things to stay strong.

### CROSS-CURRICULAR PERSPECTIVES

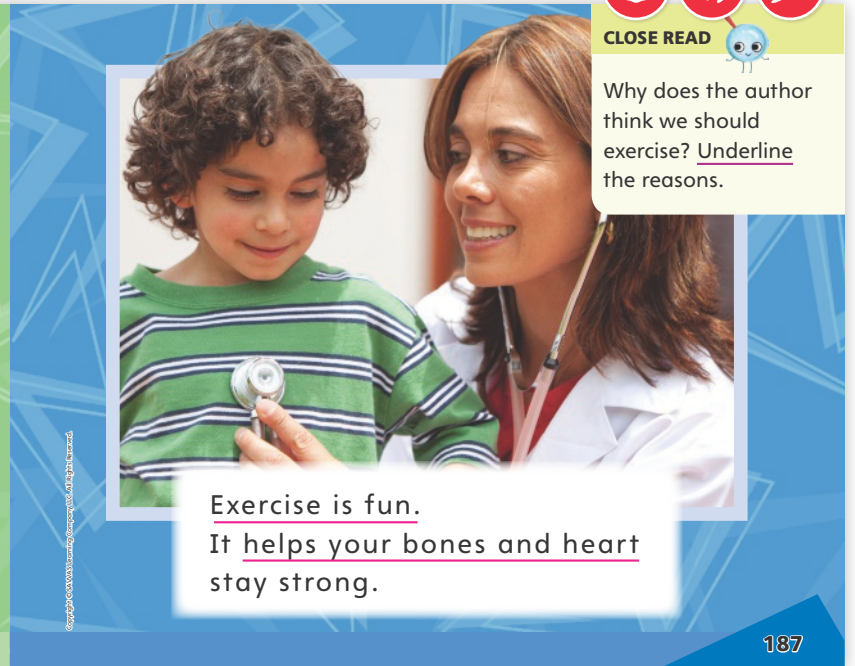
Science



Tell students that all animals need to exercise. Ask if any students have or know a pet that has to be taken out for walks or given a different kind of exercise. Explain to them that all living things need exercise because exercise keeps bodies healthy.



STUDENT INTERACTIVE, pp. 186–187



### Possible Teaching Point



#### Read Like a Writer | Supporting Points in a Text

Tell students that the author is using reasons to support her opinion. Her opinion is that we should exercise, and she is giving us several reasons why it is good for us. Use the instruction on pp. T274–T275 to help students understand more about how authors support points in a text.

## Foundational Skills Extension

### Short Ee

Point out the first word on p. 186. Ask students what letter this word begins with. (*E*) Then ask them what sounds the letter *E* makes. Guide them to recognize that the word *Exercise* begins with the sound /e/.

## Close Read



### Find Text Structure

**What does the author want us to do?** Work with students to find and underline the word on pp. 184–185 that shows the answer. Point out that the rest of the text explains why and how readers should exercise. **DOK 2**

### Find Important Details

Remind students of their answer to the previous Close Read question. Tell students the author gives details, or information, to support this idea. Ask students to find and underline the reasons that the author thinks we should exercise. **DOK 2**

### OBJECTIVES

Evaluate details to determine what is most important with adult assistance.



STUDENT INTERACTIVE, pp. 188-189



CLOSE READ



What details does the author tell about exercise on these pages? Highlight the important details.



**climb** to use your hands or feet to go up

What can you do to exercise?  
You can **run**.  
You can **climb**.

188



**swim** to use your arms and legs to move through water

You can **jump**.  
You can **swim**.

189

## First Read

### Look

**THINK ALOUD** Let's look at the photos on page 188. In one of the photos, children are running. In the other photo, a child is climbing. I think the author wanted to include these photos because they help make a connection to the text "You can run." and "You can climb." The pictures help me understand what I am reading. Look at the pictures on page 189. What do you think the sentences on this page will be about?

### CROSS-CURRICULAR PERSPECTIVES

Science



Tell students that exercise makes us feel good and helps our bodies stay strong because it requires us to be active. Exercising helps people and animals have the strength to do all of the things they want and need to do. Have students share some of the types of exercise shown in the text. Then have them talk about their favorite ways to exercise.



STUDENT INTERACTIVE, pp. 190-191



Exercise is fun.  
It makes you feel good too.

190



It is fun to exercise  
with your friends!

191

## Foundational Skills Extension

### Consonant Ww

Have students identify, or point to, the word that begins with *w* on p. 191. Then have them tell you what sound this word begins with. (the sound /w/) Have them practice making the sound /w/ in the word *with*.

## Close Read



### Find Important Details

Remind students that the author wants readers to know that they should exercise. Read aloud the question in the Close Read box. Ask students to find the important details on pp. 188–189. **DOK 2**

#### OBJECTIVE

Evaluate details to determine what is most important with adult assistance.

# Respond and Analyze



*Run, Jump, and Swim*

## OBJECTIVES

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

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

Use text evidence to support an appropriate response.

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

## My View

Ask students how they feel about exercise now that they have read the story *Run, Jump, and Swim*.

- **Author's Claim** Ask students if the author persuaded them or not. Say: *The author of the story says we should exercise. Do you agree or not? Tell me why.*
- **Author's Reasons** If students agree with the author, ask them why. Encourage them to find evidence in the text. If students disagree with the author, ask them to provide reasons of their own.

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that they can use pictures to help understand what words mean.

- **READ** Read the four vocabulary words: *push, carry, swim, climb*.
- **THINK** *What do these words mean?* Call on volunteers to attempt to act out the words.
- **PICTURE** *Try to picture each word. What would each word look like?*

**MODEL AND PRACTICE** Have students look at the picture of a child pushing a shopping cart on p. 192 in the *Student Interactive*. Explain to students that the word shown in the image is *push*. Tell them that they can clarify the meanings of words by looking at pictures.

**ELL Targeted Support Vocabulary** Explain to students that when they do not know the meaning of a word, they can use pictures to help them find out.

Ask students to raise their hands when you point to the picture of running in *Run, Jump, and Swim*. Repeat for other pictures. **EMERGING/DEVELOPING**

Point to a picture in *Run, Jump, and Swim*, and ask students to say what kind of exercise it shows. Repeat for other pictures. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for learning and clarifying word meanings.

**OPTION 1 MyTURN** Have students complete the My Turn activity on p. 192 in the *Student Interactive*. Then go over the correct responses as a class and discuss the word meanings with students if needed.

**OPTION 2 Use Independent Text** Have students use images and text to clarify word meanings in independent reading. Ask them to use sticky notes to mark the new words they learn, and have them show the images that clarify the meanings of these words to the class.

### QUICK CHECK

**Notice and Assess** Can students use images and text to learn or clarify word meanings?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T268–T269.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T268–T269.


**Check for Understanding MyTURN** Have students complete the Check for Understanding on p. 193 in the *Student Interactive*.

## STUDENT INTERACTIVE, pp. 192–193


VOCABULARY
Read Together
COMPREHENSION
Read Together
READING WORKSHOP

### Develop Vocabulary


**MYTURN** Circle




push    carry



swim    climb



push    climb



carry    swim

Directions Read the words below each picture to students. Have them identify the action shown in the picture and circle the vocabulary word that names the action.

### Check for Understanding

**MYTURN** Circle and write

**DOK 1** 1. One opinion the author gives is  
Possible responses:  
exercise is fun; it is fun to exercise with your friends

2. The author would want us to  
**DOK 3** watch a movie    play baseball

3. What exercises can you do to be strong?  
**DOK 2** Possible responses:  
lift things, push things, climb things

Directions Read aloud the items one at a time and have students circle or write their responses. Remind students to use text evidence.

192

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193

Use the  **QUICK CHECK** on p. T257 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SHORT *e* SPELLED *Ee*

**Decode** On the board, write three sets of three blanks. In the middle blank in each set of three, write an *e*. Point to an *e*. Say: **This is e. E says /e/. What does this letter say?** Have students repeat /e/. Then, on the first set of three blanks, write a *p* in the first blank. Ask students to say the sound made by *p*. Write *n* in the third blank. Ask students to say the sound made by *n*. Then, either by calling on volunteers or working as a whole class, have students segment and decode the word *pen*. Repeat the same routine for the other two sets of blanks, using the words *get* and *led*.

### ELL Targeted Support

Tell students that it is important to know what sounds the letters make in the English language.

Hold up the following Picture Cards: *web*, *ten*, *hen*. Have students name each picture, monitoring the way they pronounce the words. **EMERGING**

Provide students with the following Picture Cards: *web*, *ten*, *hen*, *bag*, *cap*, *hat*. Have students name each picture, monitoring their pronunciation. Then have them sort the pictures by middle sound. **DEVELOPING**

Have students find words in books that have the middle sound /e/. **EXPANDING**

Have students write words that have the middle sound /e/. **BRIDGING**



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

## Intervention Activity



### SHORT *e*

Use Lesson 28 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with the sound /e/.

LEVEL A • MODEL AND TEACH

**Lesson 28** Short *e*

**INTRODUCE** Emphasize that words are made up of consonant and vowel sounds. You learned that /t/ is spelled with the letter *t*, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short *e* sound.

**MODEL** Display or share copies of the following passage, "Ben's Pet," from Student Page S165, and read it aloud.

Point to the word *red* in the last line. The word *red* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *bed*. Changing a letter in a word makes a new word. When the *r* in *red* is changed to a *b*, the word *red* becomes *bed*.

**OBJECTIVES:**

- Read words with the short *e* sound.
- Form words using the short *e* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

**Ben's Pet**

Ben gets a pet.  
He gets a dog.  
He gets the dog a red bed.

ends with -et  
ends with -ed

**TEACH** Point out the words with the short *e* sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short *e*. *Red* and *bed* both have a short *e* sound and end with -ed. Now that I know -ed has a short *e* sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short *e* sound, such as *Ben* and *pet*.

Now point to the -et letter combination at the end of *pet* in the first sentence. Now that I know what the letters -et sound like, when I hear a word that ends with those sounds, I can spell the word. The word *pet* ends with the sounds /t/ and /e/. I can write the letter combination -et. The word starts with the sound /p/. I know the letter *p* makes the /p/ sound. I can add the letter *p* to the beginning of -et. Work through spelling other examples, such as *let*, *met*, and *bet* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 165

## Intervention Activity



### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

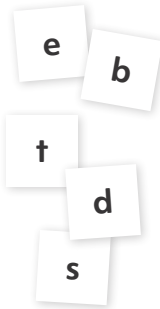
### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have them practice forming words with short *e*: *bed, red, fed, set, bet, and jet*.

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



### Decodable Book



#### BATS IN A TRAP

Students can revisit last week's Decodable Book *Bats in a Trap* to practice reading words with the sound /g/ and last week's high-frequency words. Before reading, display and remind students of last week's high-frequency words: *four, five, here*. Tell them that they will practice reading these words in the Decodable Book *Bats in a Trap*. **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. Have them take turns reading pages.

### High-Frequency Words

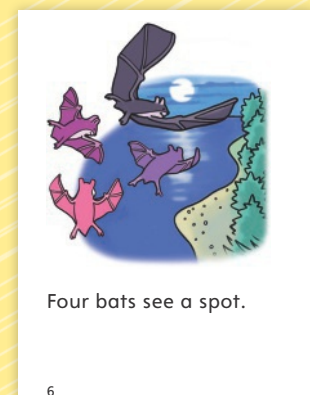
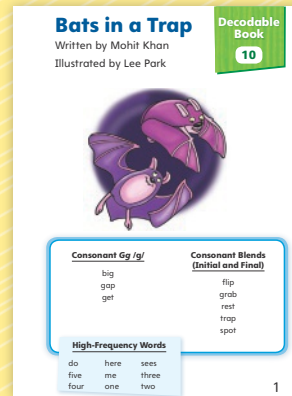
Have students create their own high-frequency word cards on index cards and practice reading them with a partner.

### Centers



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

## Decodable Book



Use the  **QUICK CHECK** on p. T265 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that you can use images and words in a text to help you understand the meanings of unfamiliar words. Write the four vocabulary words on the board: *push*, *carry*, *climb*, *swim*. Point to *push* and ask students to point to the image on p. 192 in their *Student Interactive* that best shows or clarifies the meaning of *push*. Repeat the activity for *carry*, *climb*, and *swim*. Then ask students if there are any unfamiliar words in the text *Run, Jump, and Swim*. Repeat the activity for the unfamiliar words, if there are any.

### ELL Targeted Support

Tell students that when they run into a word they don't know, they can look at some of the other content on the page in order to learn or clarify the word's meaning. Other words on the page, or images on the page, can help.

Turn to p. 186 in the *Student Interactive*. Point to the picture of the girl pushing the cart, and ask students to say the words that the picture makes them think of. **EMERGING**

Ask students to find images that show *push*, *carry*, and *swim* in the weekly selection.

### DEVELOPING

Ask students to look through simple books to try to use images to learn or clarify the meanings of unfamiliar words. **EXPANDING/BRIDGING**



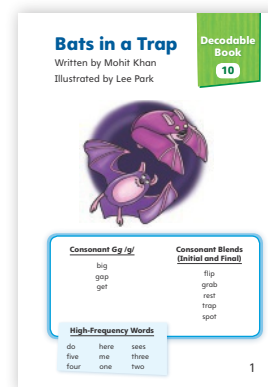
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### BATS IN A TRAP

Have students read the Decodable Book *Bats in a Trap*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book aloud with a partner. Ask pairs to try to read all of the words correctly.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Have students share an unfamiliar word they made note of during independent reading and say what they think it means.

### Possible Conference Prompts

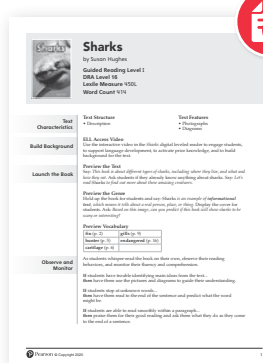
- What do you think this word means?
- What images are around the word in the text? How are these images related to the word?

**Possible Teaching Point** You can sometimes find clues to a word's meaning by looking at the other words around it.

## Leveled Readers

### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to use contextual elements to determine the meanings of unknown words, see *Leveled Reader Teacher's Guide*.



## Independent/Collaborative

## Independent Reading

Students can

- reread and listen to *Run, Jump, and Swim*.
- 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

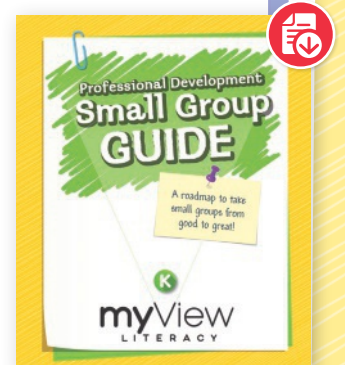
Students can

- work with a partner to discuss the questions on p. 193 in the *Student Interactive*.
- play the myView games.
- complete p. 90 in the *Resource Download Center*.

### SUPPORT PARTNER READING

Have students work together to use context clues to learn and clarify the meanings of new words as they read.

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



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the new words whose meanings they learned or clarified through context clues.



# Word Work

## OBJECTIVES

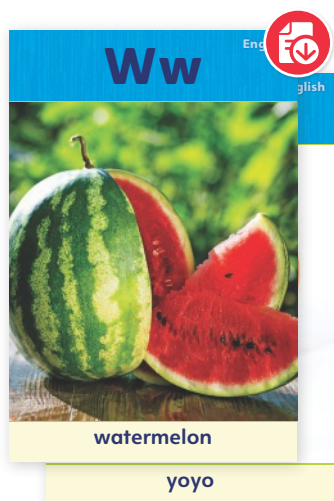
Demonstrate phonological awareness.

Identify and match the common sounds that letters represent.

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Cards

## FOUNDATIONAL SKILLS EXTENSION

See p. T263 for a Ww extension activity that can be used as the text is read on Days 2 and 3.

## Phonological Awareness: Initial /w/ and /y/

**FOCUS AND MODEL** Today we are going to learn two new sounds. Listen carefully: /w/ /w/ /w/. The sound /w/ is made by making a tight circle with your lips and holding your tongue in the back of your mouth. Show students how to make the sound /w/. Repeat for the sound /y/, instructing students to place their tongue behind their lower teeth.

Display the *waffle* Picture Card. This is a picture of a waffle. Listen to the beginning sound as I say the word: /w/ -*affle*. What sound does *waffle* begin with? Students should say /w/. Repeat with the *yak* Picture Card.

**SEE AND SAY** Have students point to the picture of the watch on p. 171 of the *Student Interactive*. Listen to the sounds in this word: /w/ -*atch*. *Watch* has the sound /w/ at the beginning. Circle the picture words in the first row that begin with the same sound as *watch*. Then have students repeat the activity for the sound /y/ in the second row.

## Phonics: Introduce Ww and Yy

### Minilesson

**FOCUS** Display the Ww Alphabet Card. Point to the picture of the watermelon and tell students the word *watermelon* begins with the sound /w/. Point to the letters Ww. These letters are uppercase W and lowercase w. The letter w spells the sound /w/ at the beginning of *watermelon*. Repeat with the Yy Alphabet Card.

**MODEL AND PRACTICE** Have students turn to p. 172 in the *Student Interactive*. Write the letters Ww and Yy on the board and have students trace the letters on the page with their fingers. Look at the picture of the butterfly wing. Listen carefully as I say the word: /w/ -*ing*. Does *wing* begin with the sound /w/ or the sound /y/? (/w/) Let's draw a line from the picture to the letters Ww. Now let's trace the letters Ww.

**APPLY My TURN** Have students complete the activity on p. 172.



# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *go*, *from* and *yellow*. Have students read the words at the top of p. 173 in the *Student Interactive* with you: *go*, *from*, *yellow*.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 173. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *go*, and have students point to it. Now let's read the word together: *go*. Repeat with the other words. Then have students use the words in sentences.

**APPLY MyTURN** Have students read the sentences on p. 173 with you. Ask them to identify the words *go*, *from*, and *yellow* in the sentences. Have them underline the high-frequency words in the sentences. Then have them read the sentences with a partner.

**ELL Targeted Support Use Routine Language** Write the words *go*, *from*, and *yellow* and say the words aloud. Help students learn and use the routine vocabulary.

Review the words you wrote on the board. Ask questions that require students to use one of the words in an answer, such as *What color is the sun?* **EMERGING**

Model using the routine vocabulary in sentences, such as *We will go to the cafeteria for lunch.* Have students share sentences using the words. Provide sentence frames as needed. **DEVELOPING**

Review the words with students. Have partners ask each other questions that require them to use the vocabulary words in the answers. **EXPANDING**

Have students work independently to write sentences using the vocabulary words and then read them aloud to the class. **BRIDGING**

## STUDENT INTERACTIVE, p. 171

FOUNDATIONAL SKILLS

### Initial Sounds

SEE and SAY Circle

Tell students that images represent watch, can, water, wolf.

Tell students that images represent yawn, yellow, boat, yarn.

Directions Say: Listen to the sound at the beginning of this word: /w/. Watch begins with the sound /w/. Now circle and say the picture words in the first row that begin with the same sound as watch. Continue with the second row, having students circle and say the picture words that begin with the sound /y/ like yawn.

171

## STUDENT INTERACTIVE, p. 172

PHONICS | HIGH-FREQUENCY WORDS

### Consonants Ww and Yy

MYTURN Match

Tell students that images represent yellow, wing, wagon, yo-yo.

Directions Say: The letter w makes the sound /w/. You will see the letter w in many words that have the /w/ sound. Model how to form the letters W and w. Have students trace the letters Ww and say the sound for the letters. Repeat with the sound /y/ and the letters Yy. Then have students draw a line from each set of letters to a picture word that begins with the sound for those letters.

172

## STUDENT INTERACTIVE, p. 173

FOUNDATIONAL SKILLS

### My Words to Know

go from yellow

### My Sentences to Read

MYTURN

The sled is yellow.

He got it from me.

Look at him go!

Directions Say: There are some words that we will see a lot when we read. Listen as I read these words: *go*, *from*, *yellow*. Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency words in the sentences.

173

# Find Text Structure



Run, Jump, and Swim

## OBJECTIVES

Recognize characteristics of persuasive text with adult assistance and state what the author is trying to persuade the reader to think or do.

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

## ACADEMIC VOCABULARY

**Integrate** The Academic Vocabulary words for this unit can be integrated into a discussion of the text, *Run, Jump, and Swim*. Ask students:

- Why do we need exercise to grow?
- If you fall and scrape your knee while playing, will the skin heal, or regrow?

## Minilesson

**FOCUS ON STRATEGIES** Remind students that persuasive texts are texts that claim that readers should think or do something. Authors use text structure to organize their opinions and then give reasons, or evidence, to support their claims. These are important parts in persuasive texts. Remind students to

- look for words such as *better* or *great* that the author uses to convince readers.
- recognize words that call on readers to agree, such as *should* or *must*.
- look for evidence before “buying in” to the author’s claim. Ask: *Why should I do that? Why should I think that?* An author’s reasons or evidence answer these *why* questions.

Readers can learn to identify the text structures that characterize persuasive texts. Doing this will help readers to weigh the information and think of how to respond.

**MODEL AND PRACTICE** Remind students about the selection *Run, Jump, and Swim*. Assist students as they think about whether or not it was a persuasive text, and how they can tell.

- Look at pages 184 and 185 in the *Student Interactive*. Is the author trying to get us to think or do something? Notice that she uses the word *should*. She is trying to get us to exercise. Her claim is that we should exercise. Direct students to the Close Read note on p. 185. Have them underline what the author wants them to do.
- Look at pages 186 and 187. Here the author is telling us why exercise is good. She is giving reasons, or evidence, to support her claim. Point out to students the Close Read note on p. 187 in the *Student Interactive*. Have them underline the reasons the author gives.



### Expert's View Sharon Vaughn, University of Texas, Austin

“Rhyming is a foundational skill because it helps students hear the sounds of our language, and it sets the foundation for learning phonics. Students first recognize *fan*, *can*, and *man* as rhyming words, but those words can also be used to teach blending and segmenting of onset and rime. Rhyming words can then be used to connect sounds to letters in the context of word families. Learning to map the sounds of our language to print—blending and segmenting sounds—is the golden nugget of Kindergarten, and rhyming helps lay that foundation.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for recognizing how persuasive text structures contribute to an author's purpose.

**OPTION 1 MyTURN** Have students complete the My Turn activity on p. 194 in the *Student Interactive*.

**OPTION 2 Use Independent Text** As students read independently, have them think about text structure and author's purpose. Ask them to identify the structure of one of the texts they are reading.

### QUICK CHECK

**Notice and Assess** Can students identify text structure and say how it contributes to an author's purpose?


#### Decide

- **If students struggle**, revisit instruction for identifying text structures in Small Group on pp. T276–T277.
- **If students show understanding**, extend instruction for identifying text structures in Small Group on pp. T276–T277.

**ELL Targeted Support Persuasive Text** Read aloud the first two pages of *Run, Jump, and Swim*. Ask: *What is the author wanting us to do? What is one reason why the author wants us to do this?* **EMERGING/DEVELOPING**


Have students work in pairs to identify additional details that show why the author believes exercise is important. **EXPANDING/BRIDGING**

### STUDENT INTERACTIVE, p. 194

CLOSE READ 

#### Find Text Structure

Text structure is how a text is organized. The author of a persuasive text writes an opinion and then gives reasons to convince you to think or do something.

 **MYTURN** Write and draw

**exercise**

Drawing should show a reason why we should exercise.

**194**

**Directions** Have students find and read the opinion and reasons in the text. Discuss how this text structure contributes to the author's purpose. Then have students write what the author is trying to persuade the reader to think or do and draw one reason she gives in the text.

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

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

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## Supporting Points in a Text

### Minilesson

**FOCUS ON STRATEGIES** Explain that authors use reasons to support what they are trying to say. If an author states an opinion, or makes a point, but does not support it with reasons, the text will not be complete.

- An author can tell readers some important facts that contribute to his or her main point.
- An author can support the idea that we need to exercise by providing the reason that exercise makes us feel healthier.

**MODEL AND PRACTICE** Have students turn to p. 199 in the *Student Interactive*. Remind them that in *Run, Jump, and Swim*, the author is trying to persuade readers to exercise. Ask students to tell the reasons the author uses to support her point that we should exercise, providing assistance as necessary. Ask them if they can recall any of the author's reasons or think of any of their own.

# Handwriting

## OBJECTIVE

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

---

## Letters Gg

**FOCUS** Write an uppercase and lowercase Gg on the board. Explain that words beginning with /g/ are written with an uppercase G or a lowercase g. Ask students to identify the uppercase G and the lowercase g.

**MODEL** Write the name *Gus* on the board. Point to the uppercase G. **This is uppercase G. We use uppercase to begin sentences and names. Watch as I trace the uppercase G with my finger.** Show students where to begin the letter and how to properly form it. Have students trace uppercase G on their desks.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students apply what they have learned about how authors support points in texts by completing the My Turn activity on p. 199 of the *Student Interactive*. Review the answers to the two questions with the class.

STUDENT INTERACTIVE, p. 199

AUTHOR'S CRAFT
READING-WRITING BRIDGE

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

**MY TURN** Write

- Find a word in the text that tells why exercise is fun.  
Possible response: \_\_\_\_\_  
run, climb, jump, swim
- Write your own sentence that tells why exercise is fun.  
Possible response: \_\_\_\_\_  
You can ride a bike.

Directions Say: An author gives reasons to support a main idea in a text. Read the first item and have students look through the text to find an answer to write on the lines. Have students discuss their responses. Then ask students to write their own reason to support the author's main idea that exercise is fun.

199

## Writing Workshop

Have students look for an author's supporting points in their Writing Workshop texts. During conferences, support students' writing by helping them find opportunities to include supporting points for opinions in their writing.

Write the word *got* on the board. **This is the word *got*.** Point to the lowercase *g*. **This is the lowercase *g*.** Watch as I trace this lowercase *g* on the board. Have students trace lowercase *g* on the surfaces of their desks.

**PRACTICE** Have students use *Handwriting* p. 85 from the *Resource Download Center* to practice writing Gg.

Name \_\_\_\_\_

### Handwriting

Letters Gg

**MY TURN** Write

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

Kindergarten • Unit 2 • Book 5  
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*Handwriting*, p. 85

Use the  **QUICK CHECK** on p. T273 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### FIND TEXT STRUCTURE

**Teaching Point** An important part in a persuasive text is the author's claim. This is the author's opinion—what he or she thinks we should do. Explain to students that the purpose of a persuasive text is to get readers to think or do something. To get the most out of a persuasive text, readers should look for the author's opinion, or claim.

### ELL Targeted Support

Tell students that they can use support from peers and teachers to recognize when an author is trying to persuade them. If an author says that you should do or think something, then that author is trying to persuade you. Guide students in reading a persuasive passage.

Ask student pairs to tell whether or not each passage is persuasive. Provide support if needed. **EMERGING**

Ask students to say what the author is trying to persuade them to think or do in each passage. Provide support if needed. **DEVELOPING**

Help students respond to the text by providing the following sentence frame: *The text persuaded me to \_\_\_\_*. **EXPANDING**

Ask student pairs to work together to explain why this is a persuasive text using examples from the reading. **BRIDGING**



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

## Intervention Activity



### READING BEHAVIORS

**Teaching Point** Readers of persuasive text can recognize the parts of the text that make it a persuasive text. Readers can learn to recognize an author's claim or opinion and what the author is asking readers to think or do. Readers can also learn to recognize an author's supporting reasons, or why the author is asking people to think or do something.

**Model** Ask students whether they can recognize the author's opinion and supporting reasons in *Run, Jump, and Swim*. Say: *I will reread the first few pages of *Run, Jump, and Swim*. See if you can identify what the author is trying to get you to think or do and the reasons why. See if you can identify when the author uses a supporting reason.* Read pp. 184–187 in the *Student Interactive* aloud to students. Help them identify the claim and supporting reasons.



## Conferring

3 students / 3–4 minutes  
per conference

### FIND TEXT STRUCTURE

**Talk About Independent Reading** Ask students to share the author’s claim and supporting reasons from independently read persuasive texts. Ask them to say whether or not they thought that the author persuaded them of the claim, and why.

### Possible Conference Prompts

- What does the author want you to think or do? How is he or she trying to persuade you?
- Why does the author want you to think or do that?

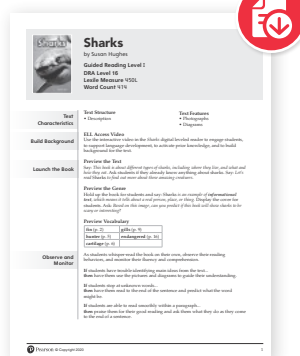
**Possible Teaching Point** When reading a persuasive text you should think about what the author is trying to persuade you to think or do and the reasons why.

## Leveled Readers



### FIND TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to identify important structures of persuasive text, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a group. Invite one or two students to say what the author’s claim is in their independently read text and tell whether or not the author persuaded them.

## Independent/Collaborative

## Independent Reading



Students can

- reread and listen to *Run, Jump, and Swim* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- read a different leveled reader and look for characteristic features of persuasive text.

## Centers



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

## Literacy Activities



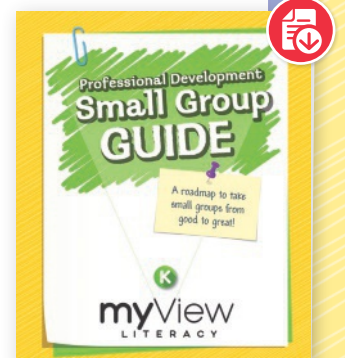
Students can

- complete the activity on p. 194 in the *Student Interactive*.
- play the myView games.
- create a chart of short e words from their reading.

## SUPPORT INDEPENDENT READING

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

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



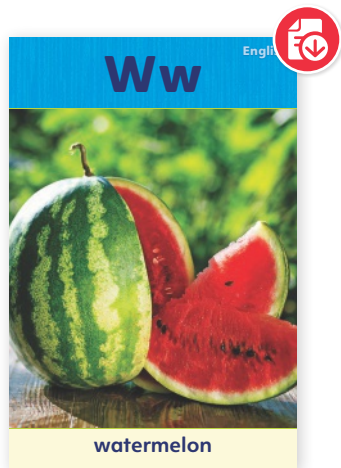


# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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



Alphabet Card



Alphabet Card

## FOUNDATIONAL SKILLS EXTENSION

See p. T263 for a *Ww* extension activity that can be used as the text is read on Days 2 and 3.

## Phonics: Read and Write Words with *Ww* and *Yy*

### Minilesson

**FOCUS** Hold up the *Ww* Alphabet Card. This is a picture of a watermelon. I hear the sound /w/ at the beginning of *watermelon*. Say the sound /w/ with me. What letter makes the sound /w/? Have students identify the letter *w*. Write the letters *Ww* on the board. Have students write the letters *Ww* in the air as you lead them.

Hold up the *Yy* Alphabet Card. This is a picture of a yo-yo. I hear the sound /y/ at the beginning of *yo-yo*. Say the sound /y/ with me. What letter spells the sound /y/? Have students identify the letter *y*. Write the letters *Yy* on the board. Have students write the letters *Yy* in the air as you lead them.

**MODEL AND PRACTICE** Point to the letters *Ww* and *Yy* on the board. Then display the words *wag* and *yet*. Listen carefully as I read these words: *wag*, *yet*. One word has the sound /w/, and one word has the sound /y/. Listen carefully: /w/ /a/ /g/, /y/ /e/ /t/. Which word includes the sound spelled *w*? Have volunteers identify the word *wag*. Which word includes the sound /y/ spelled *y*? Have volunteers identify the word *yet*.

**ELL Targeted Support Initial Sounds** Point to the pictures on p. 174 in the *Student Interactive*. Help students understand that letters represent different sounds.

Have students find the pictures with the sound /w/ and practice saying the sound as they point to the letter *w*. Repeat with the sound /y/. **EMERGING/DEVELOPING**

Have students practice saying the following words and identify whether each word includes the initial sound /w/ or /y/: *yet*, *wet*, *win*, *yes*, *wig*, *year*. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students complete p. 174 in the *Student Interactive*.

**OPTION 2 Independent Activity** Have students look in the classroom for items whose names begin with the sound /w/ or /y/. Tell them to find at least two items that begin with /w/ and two items that begin with /y/. Have students draw pictures of the items they find. They should label their pictures *w* or *y*.

## QUICK CHECK

**Notice and Assess** Can students read and write words with *Ww* and *Yy*?

**Decide**

- **If students struggle**, revisit instruction for consonants *Ww* and *Yy* in Small Group on pp. T284–T285.
- **If students show understanding**, extend instruction for consonants *Ww* and *Yy* in Small Group on pp. T284–T285.

## STUDENT INTERACTIVE, p. 174

PHONICS

### Consonants Ww and Yy

**MYTURN** Read, write, and match

yam    **yam**

yak    **yak**

wag    **wag**

win    **win**

**Directions** Remind students that the letter *y* can make the sound /y/ and the letter *w* makes the sound /w/. Have students trace the letter *y* or *w* in each word and say the sound for the letter. Then have them read the words and write them on the lines. Finally, have students draw a line from each word to the matching picture.

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## ADDITIONAL PRACTICE

For additional student practice with consonants *Ww* and *Yy*, complete *Phonics* p. 67 from the *Resource Download Center*.

FOUNDATIONAL SKILLS

Name \_\_\_\_\_

**Phonics**

Consonants Ww and Yy **MYTURN** Write Tell students that images represent yarn, wig, worm, yard, wink, web.

yarn    wig    worm

yard    wink    web

**Directions** Have students look at the pictures. Ask them to write *w* or *y* to complete the word that describes each picture. Then have them say the words.

Grade K, Unit 2, Week 5  
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Phonics, p. 67

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ELL Access

Students may confuse English short vowel sounds, such as /e/ and /i/. Help students distinguish the short e sound in words. Give each student a picture of a smiling face. Tell them to listen for the short e sound as you say some words. If they hear the sound /e/ in a word, they should hold up the smiling face. Say the following words, emphasizing the medial vowel sounds: *set, sit, pit, pet, mitt, met, let, lit*. Repeat the activity until students are able to distinguish the short e sound.

## Read *They Can Do It!*

**FOCUS** Have students turn to p. 175 in the *Student Interactive*. We are going to read a story today about activities children do. Point to the title of the story. The title is *They Can Do It!* Have students point to the word *wet* in the last sentence on p. 175. Listen as I read this word: /w/ /e/ /t/, *wet*. I hear the sound /w/ in this word. I also hear the sound /e/. What letter spells the sound /w/? Students should say *w*. What letter spells the sound /e/? Students should say *e*. In this story, we will read other words that have sounds you have learned.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *go, from, yellow*. Tell them they will practice reading these words in the story *They Can Do It!* Display the words. Have students read them with you. When you see these words in the story *They Can Do It!*, you will know how to identify and read them.

STUDENT INTERACTIVE, p. 175

DECODABLE STORY

FOUNDATIONAL SKILLS

## They Can Do It!



Pam can swim with **Wil**.

They are **wet**!

**Highlight** the words that begin with the **w** sound.

 **AUDIO**  
Audio with Highlighting

 **ANNOTATE**

175



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

After students have read the story, call their attention to the first sentence on p. 175. **I hear the sound /w/ in this word: *Wil*. What letter spells the sound /w/?** Help them identify, or say, the letter *w*. Then have students find and highlight the words on p. 175 that begin with the sound /w/ (*Wil, wet*).

Have students turn to pp. 176-177. **Which words include the sound /e/? Point to them.** Help students identify, or say, the sound /e/. Then have them find and underline the words *Wes, yellow, sled, yet, and Yes*. **Which words include the sound /y/? Point to them.** Help students identify, or say, the sound /y/ and then find and highlight the words with the letter *y* (*yellow, yet, Yes*).

## STUDENT INTERACTIVE, pp. 176-177



## DECODABLE STORY

## FOUNDATIONAL SKILLS



Wes can go on a yellow sled.  
He will not go yet!

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Sal can bat.  
Yes! Look at it go!

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Underline the words with the short e sound.  
Highlight the words with the letter y.

# Find Important Details

## OBJECTIVE

Evaluate details to determine what is most important with adult assistance.

## ACADEMIC VOCABULARY

**Integrate** The Academic Vocabulary words for Unit 2 can be integrated into a discussion of important details and text structures in *Run, Jump, and Swim*. Ask students:

- [Why does the author tell us we need exercise?](#)
- [In what ways do our bodies depend on exercise?](#)

## Minilesson

**FOCUS ON STRATEGIES** Tell students that finding important details in a text can help readers better understand what the author is saying.

- Readers can evaluate details to determine which ones are most important to a text.
- Some important details are pieces of information that tell more about the main idea of the text.
- Some important details are used to support an author's point, whether in an informational or persuasive text.

Being able to identify important details in a text will help readers understand it. Important details are facts or pieces of information that together make a text complete and interesting to read.

**MODEL AND PRACTICE** Tell students that *Run, Jump, and Swim* has many important details in it that can help students understand the text. Instruct students to open their *Student Interactive* to p. 188. Assist them as they find important details in the text.

- [Look at pages 188 and 189. What details does the author give us here? She tells us about specific ways to exercise.](#)
- [Look at the pictures on these pages. Can you identify any details in the pictures that help us understand more about exercise? Do any of the pictures support details in the text?](#)
- [Look at the pictures on the Close Read note on page 189.](#) Ask them to evaluate the details included in the pictures and text by deciding if the detail was helpful. Have students highlight the most important details.

**ELL Targeted Support Find Details** Tell students that details are small pieces of information in a text. Details are important because they help support an idea.

Guide students to identify a sentence that tells about one way to exercise. Say: [This is a detail.](#) Encourage students to find and name another detail.

### EMERGING/DEVELOPING

Have students read texts independently and keep lists of important details.

### EXPANDING/BRIDGING

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for finding important details.

**OPTION 1 My TURN** Have students complete the My Turn activity on p. 195 in the *Student Interactive*. Have them share their drawings with the class and explain the importance of the details drawn.

**OPTION 2 Use Independent Text** Have students identify details in the texts they read independently. Then have them draw two details of their choice, share their drawings with the class, and explain the context and the importance of the details chosen.

### QUICK CHECK

**Notice and Assess** Can students evaluate details in a text to determine what is most important?

#### Decide

- **If students struggle,** revisit instruction for finding and evaluating important details in a text in Small Group on pp. T286–T287.
- **If students show understanding,** extend instruction for finding and evaluating important details in a text in Small Group on pp. T286–T287.

STUDENT INTERACTIVE, p. 195

**Read Together** READING WORKSHOP

### Find Important Details


**MY TURN** Draw

Drawing should show a detail about exercise.

Drawing should show a detail about exercise.

**Directions** Remind students that details tell more about a topic. Say: *Finding the most important details will help you better understand what you are reading.* Have students evaluate details they learned in the text and draw two important details about exercise. Remind them to look back at the text.

195

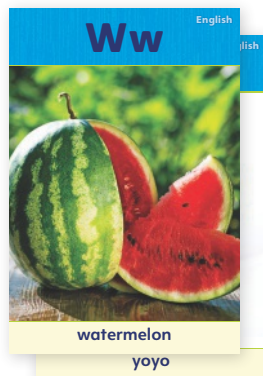
Use the  **QUICK CHECK** on p. T279 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### SOUND /w/ SPELLED Ww AND SOUND /y/ SPELLED Yy

**Alphabet Cards** Display the Ww and Yy Alphabet Cards. Hold up the Ww Alphabet Card. **This is a picture of a watermelon. Watermelon begins with /w/. What letter spells the sound /w/? (w)** Write the words *wet* and *web* on the board, and have students work together to decode them. Repeat for Yy using the Yy Alphabet Card and the words *yet* and *yes*.



### ELL Targeted Support

Help students learn relevant consonant sounds in English. Write *yet*, *web*, *yap*, on the board.

Read the words to students. Guide them to repeat the words with correct pronunciation.

### EMERGING

Have students read the words. Help them see the letter-sound connections in the words.

### DEVELOPING

Say the word *yet*. Ask students to say what letters they think are in the word. Do the same with the word *web*. **EXPANDING**

Say all four words. Have students say them back to you with correct pronunciation. Then have students write the words down. **BRIDGING**



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

## Intervention Activity

### CONNECT SOUND AND LETTER: CONSONANTS 3

Use Lesson 23 in the *myFocus Intervention Teacher's Guide* for additional instruction in reading words with /y/ and /w/.

LEVEL A • MODEL AND TEACH


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

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

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

**Can You Do It?**

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



**OBJECTIVES:**

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

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

Phonics, Morphology, and Spelling T • 141

## Intervention Activity

### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have them practice forming words with the sounds /y/ and /w/: *win, yak, yes, web.*

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



### Decodable Book



#### THE BEST NESTS

Students can read the Decodable Book *The Best Nests* to practice reading consonant sounds /w/ and /y/, and high-frequency words they have learned this week.

Before reading, display this week's high-frequency words: *go, from, yellow.* Have students read the words with you. Tell them that they will practice reading these words in the Decodable Book *The Best Nests*.

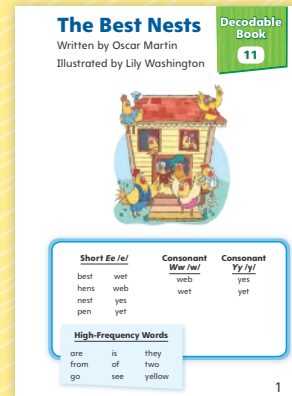
Call on one student to read the first page of the Decodable Book *The Best Nests*. Have that student call on a second student to read the second page, and so on. Repeat the text enough times that every student has a chance to read.

### Centers

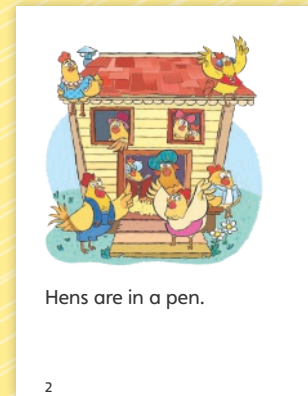


See the myView Literacy Stations in the *Resource Download Center*.

## Decodable Book



1



2



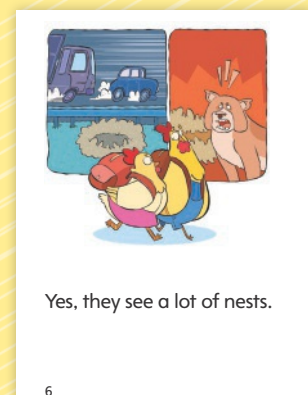
3



4



5



6



7



8



Use the  **QUICK CHECK** on p. T283 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### FIND IMPORTANT DETAILS

**Teaching Point** Texts have many details in them. In order to understand a text well you should determine which details are most important. Explain to students that the details that are most important in a persuasive text are the ones that support the author’s claim or opinion the most. Discuss with students which details in *Run, Jump, and Swim* are most important.

### ELL Targeted Support

Tell students that a detail is a small piece of information. Remind ELLs that the Spanish word for detail is a cognate, *detalle*. This may help them understand what a detail is. Emphasize that knowing which details are important will help a reader understand a text.

Read a simple story to students, and ask them to recall details. **EMERGING**

Read a simple story to students, and ask them to recall details. Have them say which details were most important, and why. **DEVELOPING**

Have students select their own texts to read independently, and have them keep a list of important details. Discuss the details with students, and ask why these details are important to the text. **EXPANDING/BRIDGING**



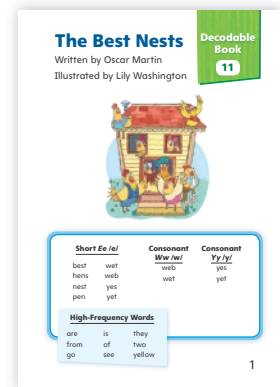
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### THE BEST NESTS

Have students read the Decodable Book *The Best Nests*. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide instructional support for foundational skills and comprehension.



## Fluency

Assess 2–4 students



### ORAL READING

Have students take turns reading the Decodable Book with a partner.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### FIND IMPORTANT DETAILS

**Talk About Independent Reading** Have students tell you about the drawings they made of important details in the text they are reading.

### Possible Conference Prompts

- Which details in the text were most important? Why?
- What were your favorite details in the text? Were they important details? Why or why not?

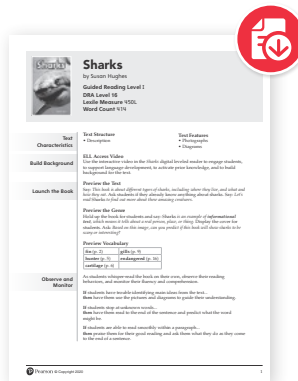
**Possible Teaching Point** Readers can figure out which details are most important by thinking about what the text is about (its main idea) or what the author is telling us to do.

## Leveled Readers



### FIND IMPORTANT DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to identify important details, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together for whole group. Invite one or two students to share an important detail from one of this week’s texts, or from an independently read text. Ask them to say why the detail they chose is important.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book or reread *Run, Jump, and Swim*.
- read from their Book Club books, a previously read leveled reader, or an eText.

### Centers



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

### Literacy Activities



Students can

- write or draw about important details they found in a text this week.
- play the myView games.
- read a text from this week with a partner, keeping a list of important details.

### SUPPORT PARTNER READING

Have students read with partners. Partners should support each other in decoding and interacting with the text, and they should also discuss the text’s meaning with each other. Guide partners to help each other learn.

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



# Word Work

## OBJECTIVES

Identify and produce rhyming words.

Identify and match the common sounds that letters represent.

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

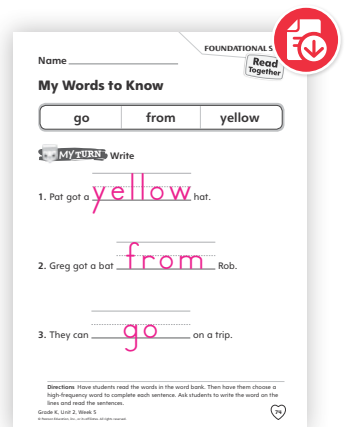
Identify and read common high-frequency words by sight.



Picture Cards

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, complete *My Words to Know* p. 74 from the *Resource Download Center*.



*My Words to Know*, p. 74

## Phonological Awareness: Identify and Produce Rhyming Words

**FOCUS** Tell students that words that have the same middle and ending sounds rhyme. *The words wet and yet rhyme. They both have the middle and ending sounds /e/ /t/.*

**PRACTICE** Display the *red* Picture Card. *This is the color red. Say red with me: /r/ /e/ /d/, red. What is the middle sound in red? (/e/) What is the ending sound? (/d/).* Then hold up the *bed* Picture Card. *This is a picture of a bed. Bed rhymes with red. They both have the sound /e/ in the middle and the sound /d/ at the end. What other words can you think of that rhyme with bed and red? (Possible responses are fed, Ted, Jed, Ned, led, and wed.)*

## Phonics: Review Short e, Ww, and Yy

### Minilesson

**FOCUS** Write the letters *Ee*, *Ww*, and *Yy* on the board. Have students identify the letters as you point to them. Then review the sound for each letter: *e /e/, w/w/, y/y/*. Ask students to say the sound as you point to each letter.

**MODEL AND PRACTICE** Write the words *wet* and *yet* on the board. *The word wet starts with the consonant w and has the short e sound in the middle. The word yet starts with the consonant y and has the short e sound in the middle.* Have students repeat the words after you.

Give each student three index cards. Ask students to write *Ee* on one card, *Ww* on one card, and *Yy* on one card. Then write the word *web* on the board. *We will read this word together. Hold up the Ww card if you hear the sound /w/. Hold up the Ee card if you hear the sound /e/. Hold up the Yy card if you hear the sound /y/. Repeat with the words red, yet, wig, and yak.*

**APPLY My Turn** Have students turn to p. 178 in the *Student Interactive*. Have them identify the beginning sound in *yo-yo* and underline the words in the row that begin with the letter for that sound. Continue with *wagon* and *ten*. Then have students use letter-sound relationships to decode the words.



**APPLY TURN, TALK, AND SHARE** Have students look at p. 179 in the *Student Interactive*. Have partners read the sentences on the page.

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

- Ask your teacher to repeat something more slowly.
- Ask your teacher to explain the meaning of a word.
- With partners, ask classmates to explain an idea or word.

Read the sentences on p. 179 aloud. Pause frequently and tell students to ask questions about the meanings or pronunciation of words. **EMERGING**

Read the sentences on p. 179 aloud. Ask students to listen and request clarification about words they don't understand. Remind students that sometimes looking at the illustration on a page can help them understand the text better. **DEVELOPING**

Have partners reread the sentences on p. 179 aloud. Tell listeners to stop and ask questions about words or ideas they don't understand. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Remind them they will be learning many high-frequency words this year and knowing these words will help them become better readers. Say the word *go* and ask students what letters spells the word. Have students


- say the letters as you write them on the board.
- say and spell the word, doing a silent cheer for each letter.
- repeat with *from* and *yellow*.

STUDENT INTERACTIVE, pp. 178-179

### PHONICS

## Short e and Consonants Ww and Yy

**MY TURN** Underline and read



<u>yes</u>	<u>drop</u>	<u>yet</u>	<u>yam</u>
<u>wet</u>	<u>win</u>	<u>tin</u>	<u>went</u>
<u>list</u>	<u>step</u>	<u>let</u>	<u>nest</u>

**Directions** Have students identify the sound at the beginning of yo-yo. Then have them underline the words in the first row that begin with the letter for that sound. Continue with the beginning sound in *wagon* and the middle sound in *ten*. Finally, have students use what they know about letters and sounds to read the CVC, CCVC, and CVCC words.

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### FOUNDATIONAL SKILLS

## Short e and Consonants Ww and Yy

**TURN and TALK** Read

**I do not have a pet yet.**

**The dog is wet!**

**He can wag it.**

**Yes! I will get the dog.**



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**Directions** Remind students that the letter e can make the sound /e/, the letter w makes the sound /w/, and the letter y can make the sound /y/. Then have students take turns reading the sentences with a partner.

179

# Reflect and Share

## OBJECTIVES

Recall or gather information to answer a question.

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

Describe personal connections to a variety of sources.

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

## ACADEMIC VOCABULARY

**Integrate** The Academic Vocabulary words can be integrated into a discussion of *Run, Jump, and Swim*. Ask students:

- Can you think of a kind of exercise that people share, or do together?
- What are healthy foods to eat if you want to grow big and strong?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Explain to students that there are many ways to respond to something you read and make connections between a text and your own life. Writing or drawing about the connections to your own life experiences can make the text more meaningful to a reader.

- Readers can draw connections between a text and past experiences.
- Readers can also draw connections between a text and experiences they would like to have.
- Readers can also make connections between the different texts they read, to find new ways of considering a topic.

**MODEL AND PRACTICE** Remind students that they read a short persuasive text about joining a soccer team on p. 180 in the *Student Interactive*. Tell them that this short text can be connected to their lives.

- Can I connect this text to my own life or experiences? I have played on a soccer team before. I got lots of exercise and had fun with my friends. My own life experiences make me think that the author is correct—that it is good to join a soccer team!
- How does this text compare to *Run, Jump, and Swim*? Which text is more persuasive?

**ELL Targeted Support Prior Experience** Help students use their prior experiences to understand the text and connect it to their own lives.

Read a simple story to students and have them say how it reminds them of their own experiences. **EMERGING**

Repeat the Emerging activity, but use a more difficult text and have students go into more detail about the relevance of their own experiences.

**DEVELOPING**

Have students work in pairs to discuss how their prior experiences relate to *Run, Jump, and Swim*. **EXPANDING**

Have student volunteers explain to the class how their own prior experiences help clarify the meaning of *Run, Jump, and Swim*. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts and making connections between a text and their own lives and experiences.

**OPTION 1 MyTURN** Have students complete the My Turn activity on p. 196 in the *Student Interactive*. Then have them share their drawings with the class and explain what their drawings show.

**OPTION 2 Use Independent Text** Remind students that, as with *Run, Jump, and Swim*, they can make personal connections to the content in other books. Have them draw a picture to show a connection they made between an independently read text and their own lives.

### QUICK CHECK

**Notice and Assess** Can students connect texts to their lives?

#### Decide

- **If students struggle**, revisit instruction for making comparisons to texts in Small Group on pp. T292–T293.
- **If students show understanding**, extend instruction for making and comparisons to texts in Small Group on pp. T292–T293.

**WEEKLY QUESTION** Have students use ideas, information, and evidence from texts they have read this week to answer the weekly question. Have them discuss and form their responses in small groups, or by individually writing or drawing. Tell students to write or draw about their own experiences with movement and exercise. Remind them to speak audibly and clearly as they discuss the question.

### STUDENT INTERACTIVE, p. 196

RESPOND TO TEXT

Read Together

### Reflect and Share

**MY TURN** Draw

Drawing should show an exercise from the text and another thing the student can do to stay healthy.

**Weekly Question**

Why is exercise important?

196

Directions Tell students they read about exercise. Remind students they have also read about other things people can do to stay healthy. Say: You can respond to a text by drawing a picture that shows how it connects to your own life. Have students describe personal connections by drawing what they can do to stay healthy, including one exercise from the text and something else they have read about.

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Use the  **QUICK CHECK** on p. T291 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Comparing two or more texts that we have read is another way to make connections. We can see how the ideas from different authors make us think or feel. Remind students that they have read different texts this week about things that people can do to stay healthy. Discuss with them how to make connections between these texts and their own lives.

### ELL Targeted Support

Encourage students to discuss things they do to be healthy.

Prompt students with the following sentence starter: *To be healthy, I \_\_\_\_*. Ask them how this relates to something they have read this week. **EMERGING**

Ask students to say one thing they have done to be healthy that was also in this week's texts, or one thing that was in the texts that they would like to do. **DEVELOPING**

Have students draw a picture to show one thing they have done to be healthy from the week's texts, or one thing from the texts they would like to do. Have them share their connection with the group. **EXPANDING**

Have students write about a connection between their lives and a text about staying healthy from this week. **BRIDGING**



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

## Intervention Activity



### COMPARE TEXTS

Remind students of the texts they have read: *Run, Jump, and Swim*, *The Best Nests*, and *Let's Exercise!* Engage students in a conversation that demonstrates how the texts they have read this week support their understanding of why exercise is important. Encourage them to use the unit Academic Vocabulary words and the selection vocabulary words, *carry*, *push*, *climb*, and *swim*.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

At the beginning of the week, students began to create short persuasive texts about why exercise is good. Over the course of the week, students have read a lot more about the benefits of exercise. They will have updated their texts to include more details from the texts they read. Have students share and discuss their short texts with the class. Encourage them to say which reasons to exercise are most important to them, and why.

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

See *Extension Activities*, pp. 113–117, in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to make connections between their independent reading selections and their own lives, or other texts they have read.

### Possible Conference Prompts

- Did the text remind you of anything you have experienced? What did it remind you of?
- Did the text remind you of anything else you have read? How did it remind you?

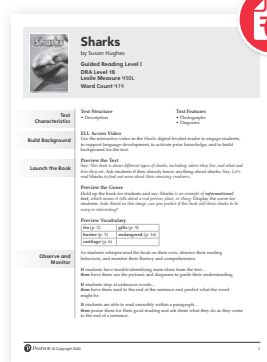
**Possible Teaching Point** Thinking about how a text connects to your own life can help you understand the text in a new way.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T252–T253.
- For instructional support on how to make connections between two different texts, see *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the connections they were able to draw between texts from this week and their own lives. Celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Run, Jump, and Swim* with a partner.
- read a self-selected text and try to make connections.
- reread and/or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write and/or draw in a notebook in response to the Weekly Question.
- work in pairs to retell texts about exercising from this week, and to connect the texts to each other and to students’ lives.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T454–T457, for

- a teachers’ summary of *Foxes*.
- 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

Week 5 • Day 5

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on [SavvasRealize.com](https://www.savvasrealize.com).

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## Writing Workshop Unit Overview

**WEEK 1** Introduce and Immerse

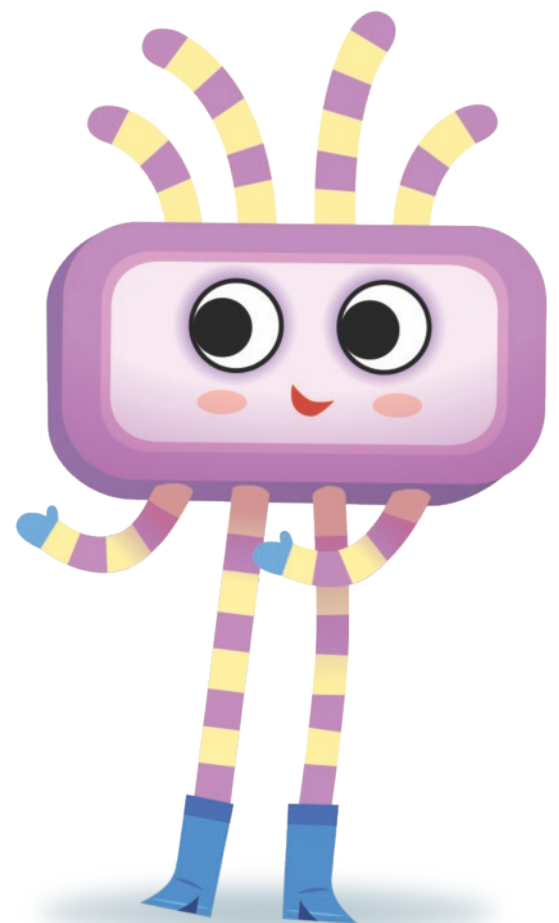
**WEEK 2** Develop Elements

**WEEK 3** Develop Structure

**WEEK 4** Writer's Craft

**WEEK 5** Publish, Celebrate, and Assess

FLEXIBLE PATH



# Units of Study

## This Unit: Informational Text

UNIT  
1

### LAUNCHING WRITING WORKSHOP

Students will

- learn to think like an author
- begin writing independently
- incorporate feedback and make suggestions to other writers
- evaluate their writing

UNIT  
4

### NARRATIVE: PERSONAL NARRATIVE

Students will

- explore elements of a personal narrative
- develop drafts orally or by drawing
- organize events in a proper sequence and conclude with a resolution
- edit for punctuation, capitalization, and spelling

UNIT  
2

### INFORMATIONAL TEXT: LIST BOOK

Students will

- explore the elements of a list book
- generate ideas and plan a list book
- learn that drawings are a type of graphic
- edit for adjectives, nouns, prepositions, and capitalization

UNIT  
5

### INFORMATIONAL TEXT: LITERARY NONFICTION

Students will

- generate ideas and use a graphic organizer to plan
- learn how to compose questions and answers
- understand how pictures and drawings add details
- identify digital tools for writing and publishing

UNIT  
3

### NARRATIVE: FICTION

Students will

- learn about the elements of fiction and generate ideas
- understand characters, setting, and plot
- incorporate problems and solutions
- compose a beginning and an ending



**BONUS!**

### OPINION WRITING: OPINION BOOK

Students will

- learn about the elements of opinion writing
- identify a topic, and state an opinion and a reason
- improve writing with the use of descriptive words
- use complete sentences and conjunctions

**FAST TRACK**

# Your Writing Workshop for Standards Success

UNIT  
**2**

## INFORMATIONAL TEXT: LIST BOOKS

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• List Books</li><li>• Generate Ideas</li><li>• Plan Your List Book</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Compose a Title</li><li>• Apply Main Idea</li><li>• Apply Details</li></ul>
<b>WEEK 3</b> <b>DEVELOP STRUCTURE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Graphics</li><li>• Apply Words and Sentences</li><li>• Apply Organize Ideas</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Singular and Plural Nouns</li><li>• Apply Edit for Capitalization</li><li>• Apply Edit for Adjectives</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Prepositions</li><li>• Edit for Capitalization</li><li>• Assessment</li></ul>

# Weekly Overview

Students will

- explore elements of a list book
- understand main idea and details
- generate ideas and plan their list book


WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	List Book T304	List Book: Main Idea and Details T308	List Book: Simple Graphics T312
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T305	Independent Writing and Conferences T309	Independent Writing and Conferences T313
<b>SHARE BACK FOCUS</b> 5–10 min.	Share Ideas T305	Identify Main Idea T309	Expand Ideas T313
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Singular and Plural Nouns T306–T307</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Pre-Spelling</b> Rhyming Sort T310</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Adjectives T311</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Teach Adjectives and Articles T314–T315</li> </ul>



# Mentor STACK



- *On a Farm* by Alexa Andrews
- *What Do Living Things Need?* by Elizabeth Austen
- *What Lives at the Pond?* by Caroline Hutchinson
- *I Read Signs* by Tana Hoban

**Use the following criteria to add to your list book stack:**

- Books that list information in a fun and engaging way.
- Books with a clear main idea and supporting details.
- Books with images that support the main idea.

Preview these selections for appropriateness for your students. Selections are subject to availability.

**FAST TRACK**

**LESSON 4**

**FAST TRACK**

**LESSON 5**

Generate Ideas T316	Plan Your List Book T320
Independent Writing and Conferences T317	Writing Club and Conferences T320–T321
Brainstorm T317	Use Graphic Organizers T320
<ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Practice Adjectives and Articles T318–T319</li> </ul>	<ul style="list-style-type: none"> <li>• <b>FLEXIBLE OPTION</b> <b>Language &amp; Conventions</b> Standards Practice T322–T323</li> </ul>




**ADDITIONAL RESOURCES**

<b>MINILESSON</b> 5–10 min.	Where to Get Ideas	Plan Your Writing
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b> 5–10 min.	Share Ideas	Identify Important Details
<p>See the online <i>Language Awareness Handbook</i> for additional writing support.</p>	<p>See the <i>Small Group Guide</i> for additional writing support.</p>	



# Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of writing list books in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Genre Immersion Lessons</b>		
<b>If</b> students need additional support,		<b>Then</b> show them a basic list book and point out the main idea and details.
<b>If</b> students show understanding,		<b>Then</b> have students talk about who would like to read a list book.
<b>Generate Ideas</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: What do you like to do? Where is your favorite place to go?
<b>If</b> students show understanding,		<b>Then</b> have students tell you details they can include in their list book.
<b>Plan Your List Book</b>		
<b>If</b> students need additional support,		<b>Then</b> say: Tell me more about your topic.
<b>If</b> students show understanding,		<b>Then</b> ask: How did you decide which details to include?

## Conference Support for ELL

### EMERGING

- Learn key phrases in your students' home language.
- Show books from the stack and use the home language phrases to translate list books.
- Ask students: What do you like to do? You may ask in their home language. Explain they can write a list book about that topic.

### DEVELOPING

- Find a list book about something that interests your students. Walk students through the book.
- Provide repetitive sentence frames to describe details of a text. This book tells me about \_\_\_\_\_. This book has pictures about\_\_\_\_\_.
- Model how to brainstorm topics.

### EXPANDING

- Rephrase or repeat questions at the student's request.
- Think aloud about how to choose a topic for a list book.
- Model how details should support or describe a main idea.

### BRIDGING

- Invite students to lead a discussion about a list book they have read and what they learned.
- Have students find the main idea of a book from the stack.
- Ask students to elaborate on topics they did not choose for their list book and why.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure** and **adjectives and articles**.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of the genre and helps them make connections to their own motivations to write. These targeted supports were chosen to help students better understand the writing mode and brainstorming process.

Use this note for the minilesson on pp. T308–T309.

### ELL Targeted Support

#### LIST BOOKS: MAIN IDEA AND DETAILS

Use the stack books to show how details in a text support the topic. Guide students as they write to explain the main idea and details with increasing specificity and detail.

Work individually with students to identify the main idea of a list book you read during the immersion lesson. Have the student look at the pictures to retell the book. Then ask him or her to write a word or phrase that explains what the book is all about. **EMERGING**

If students have difficulty identifying the main idea of a list book, read a book from the stack. Provide some main idea options and have students write a sentence to explain which one is correct and why. **DEVELOPING**

Have students write to explain two details that support the main idea of a list book you read during the immersion lesson. **EXPANDING**

Have students write to explain details that tell about the main idea of a stack text. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T316–T317.

### ELL Targeted Support

#### GENERATE IDEAS

Students may need support in generating ideas via mind mapping due to limited English skills. Help them use content-based vocabulary to write about their ideas.

Help students mind map in their home language or ask them to draw pictures of their ideas. Help them write a content-based vocabulary word or phrase to describe each idea. **EMERGING**

If students have ideas but don't know how to say them, introduce the necessary content-based vocabulary as they mind map. Have students use the words to write about their ideas. **DEVELOPING**

Have students work within a group to help generate ideas for themselves or others. Students should help each other write about the ideas using content-based vocabulary. **EXPANDING**

Pair students to brainstorm ideas and write about them using content-based vocabulary. Have the class help describe titles or details for their ideas. **BRIDGING**

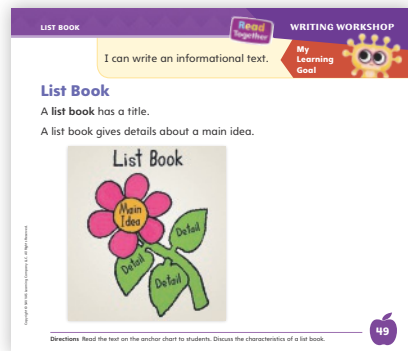
## FAST TRACK

## List Book

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 49



## Minilesson

Mentor STACK



**TEACHING POINT** A list book tells readers everything they need to know about a topic. It has a main idea and details. A list book also contains simple graphics.

**MODEL AND PRACTICE** Inform students that your class will be writing list books. List books tell readers all about something and list all the specific things someone should know about the topic.

Show a book from the stack and read the book's title. Think aloud after reading the title: *It looks like this book will tell me about \_\_\_\_\_.* I'm going to read this list book to learn everything I need to know about this topic. Read the book aloud, pausing so students can look at the pictures. Then say: *This book is a list book. It is a list book because it tells all about a topic. It has a main idea, and it lists details about the main idea.*

Have students turn to p. 49 in the *Student Interactive*. Read the page aloud. Then return to the book you just read and point out the title, the main idea, and each detail. *This book is a list book because it has a title, it has a main idea, and it lists details about the main idea.*

Read a few more stack books. Point out the title, main idea, and details as you read each one.

## Independent Writing

Mentor **STACK**



### FOCUS ON LIST BOOKS

- During independent writing time, students should read additional books from the stack to continue developing their understanding of list books.

### WRITING SUPPORT

- **Modeled** Talk through how to find the main idea in a list book.
- **Shared** With students' input, make a list of details they can recall from a stack book.
- **Guided** Prompt students to think of another detail that could be in a list book they have read.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, students should transition to writing their own list books. Make blank stapled booklets available to them for this purpose.

See the **Conference Prompts** on p. T302.

## Share Back

Call on a few students to share a book from the stack or a book they are writing and explain why it is a list book. Tell the class to think about similar topics that could be made into list books.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.



### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Singular and Plural Nouns

**FOCUS** Remind students that a singular noun names just one person, animal, place, or thing. A plural noun names more than one person, animal, place, or thing. Plural nouns can be formed by adding -s or -es to a noun.

**MODEL AND PRACTICE** Write the categories *One* and *More Than One* on the board. Also draw stick figures to show *One* and *More Than One*. Have volunteers name examples of common nouns and help you write and say the singular and plural form of each word. If students say a word with an irregular plural, such as *child/children*, just say and write the singular and plural nouns in your chart. However, explain that some plurals are formed in different ways.

**APPLY** Pair students and have them take turns saying a singular noun and having their partner say the plural of that noun.



### ELL Targeted Support

Have students use support from peers and teachers to develop their understanding of language structures. Review singular and plural nouns with them.

Hold up one pencil and say: *Here is one pencil.* Hold up two pencils and say: *Here are two pencils.* Have students repeat after you. Continue with other items in the classroom. **EMERGING**

Write *Here is one \_\_\_\_.* and *Here are two \_\_\_\_.* on the board. Support students as they use singular and plural nouns to complete the sentences. **DEVELOPING**

Have partners support each other as they take turns pointing to objects and saying sentences about the objects, such as *Here are two maps.* **EXPANDING**

Have partners work together to write one sentence using a singular noun and one sentence using a plural noun. **BRIDGING**

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION



### LESSON 2

Oral Language:  
Adjectives

### LESSON 3

Teach Adjectives and  
Articles

### LESSON 4

Practice Adjectives  
and Articles

FLEXIBLE OPTION



### LESSON 5

Standards Practice

# List Book: Main Idea & Details

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

## Minilesson

Mentor STACK 

**TEACHING POINT** The main idea of a text tells you what the book is mostly about. The details in a text support the main idea. Details of a text can be words or pictures that stay on topic and give you information about the main idea.

**MODEL AND PRACTICE** Choose a stack text. Think aloud as you look at the front cover, back cover, title page, and interior pictures. Read the title and talk about the graphics. Ask students what they think the main idea of the book could be. Make a list of their suggestions.

Read the stack text aloud. When you are finished reading, ask students: **What is this book mostly about?** Make a list of their answers. Then ask students: **What are some details you remember from the book?** Write their answers. Refer back to the book and read some details aloud to remind students.

Next, think aloud to identify the main idea. **The words in the book gave us details about \_\_\_\_\_.** **The pictures supported the details by showing \_\_\_\_\_.** **I think the main idea is \_\_\_\_\_.** Write the main idea on the board.

Have students choose a stack book or a book from the classroom library. Tell them to look through the pictures and front and back covers. Can they identify the main idea?

## Possible Teaching Point

## Writing Process

### Prewriting | Mapping

A web graphic organizer can help students develop a main idea. As you discuss the stack book, model how to create a web.

- Write the main idea in the center of the web.
- Add facts and details to the outer circles.

Point out how the facts and details give information about the main idea. Have students use a web to organize information for their list books. Tell them they can use pictures and/or writing to show their ideas.

## Independent Writing

Mentor STACK



### FOCUS ON MAIN IDEAS AND DETAILS

- During independent writing time, students can read additional books from the stack to see how authors write main ideas and details.

### WRITING SUPPORT

---

- **Modeled** Choose another stack text and do a Think Aloud.
- **Shared** Have students share the main idea of a book they have read.
- **Guided** Use a stack text to provide explicit instruction about writing a list book.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, they can transition to writing their own list books.

See the **Conference Prompts** on p. T302.

## Share Back

Call on a few students to read the details from their list book or from a stack book. Have students figure out the main idea of the book based on what was shared.



# Rhyming Sort

## OBJECTIVE

Identify and produce rhyming words.

## ELL Targeted Support

**Rhyming Words** Provide assistance in identifying rhyming words as students acquire English vocabulary.

Point to the pictures of the can and the man. Say the words and have students repeat. Say: *Can and man rhyme. Listen for the sounds /a/ /n/ in each word: can, man.* Name other words that rhyme with *can* and *man* and ask students to nod if they hear the sounds /a/ /n/ in the words. **EMERGING**

Point to each picture and ask students to tell you the word: *This is a \_\_\_\_\_.* Ask which words have the same middle and ending sounds. If students need support, say *man* and *can*. Ask students to repeat and listen for the middle and ending sounds. **DEVELOPING/EXPANDING**

Challenge students to work with a partner to think of as many rhyming words for each picture as they can. **BRIDGING**

## Minilesson

**FOCUS ON STRATEGIES** Remind students that rhyming words end with the same sounds but have different beginning sounds.

**MODEL AND PRACTICE** Say: *Listen to these words: run, fun. Both words end in the sounds /u/ /n/, but their beginning sounds are different. Run and fun rhyme.* Then have students produce these rhyming words by repeating them after you.

Have students turn to p. 46 in the *Student Interactive* and ask them to point to the picture of a can. Then have them identify rhyming words by drawing a line from the can to the picture that rhymes with *can*.

**APPLY MyTURN** Have students complete the activity on p. 46. Have them identify each rhyming pair by drawing a line from the picture in the top row to the rhyming picture in the bottom row. Then have students produce rhyming words by choosing a rhyming pair and saying other words that rhyme with the pair.

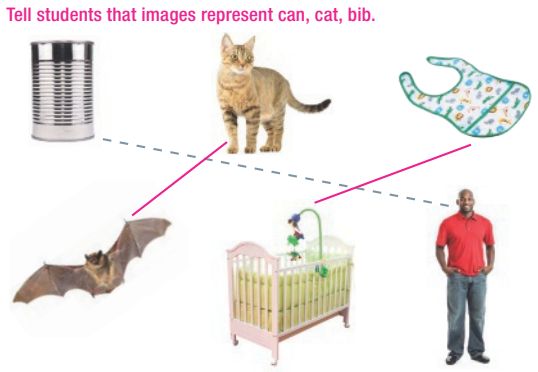
## STUDENT INTERACTIVE, p. 46

PRE-SPELLING

### Rhyming Sort

**MYTURN** Match

Tell students that images represent can, cat, bib.



Tell students that images represent bat, crib, man.

**46**

**Directions** Have students name the pictures. Say: *Rhyming words are words that have the same middle and ending sounds.* Ask students to identify the rhyming words by drawing a line from each word in the first row to the picture word that rhymes in the second row. Then ask them to produce rhyming words by saying other words that rhyme with one of the pairs. Model: *The word rat rhymes with cat and bat.*

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# Language & Conventions

## Adjectives

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Adjectives

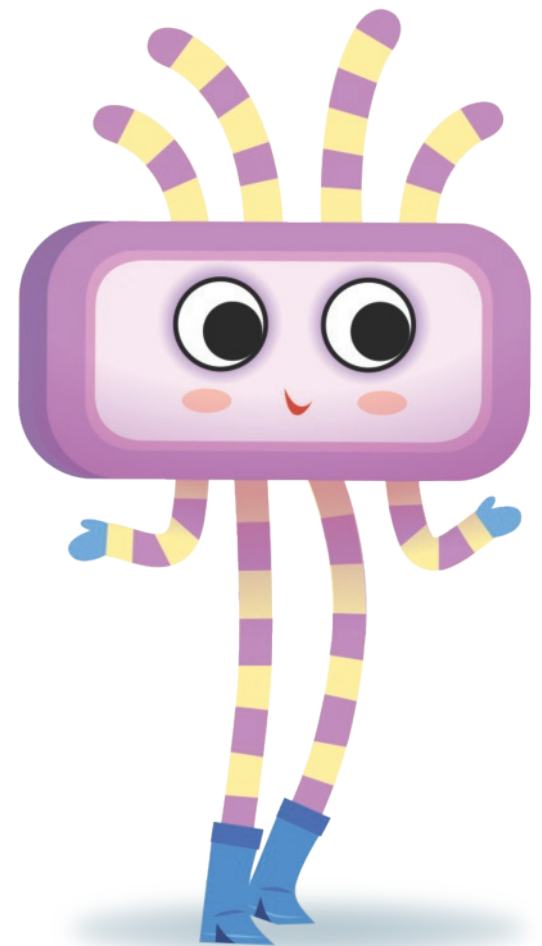
**FOCUS** Tell students that authors use words to describe nouns. These are called adjectives.

**MODEL AND PRACTICE** Hold up a book: *This book is small. Small is an adjective because it describes the book. It tells what the book looks like.* Hold up a pencil. *This is a yellow pencil. Yellow describes the pencil. It tells what the pencil looks like.*

**APPLY** Hold up or point to other objects in the classroom. Have students think of adjectives they could use to describe each object.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.



FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Adjectives

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Singular and  
Plural Nouns

**LESSON 3**

Teach Adjectives and  
Articles

**LESSON 4**

Practice Adjectives  
and Articles

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# List Book: Simple Graphics

## OBJECTIVES

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

Identify real-life connections between words and their use.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors write books about what they know or what they want their readers to learn about. They decide on which pictures, or graphics, to use to best explain the details of their topics. Before they start writing, authors:

- Choose the main idea of their book
- Decide which details will support the main idea best
- Figure out which pictures or illustrations help tell more about their topic

**MODEL AND PRACTICE** Choose a stack book to demonstrate a strong incorporation of graphics. Read aloud through the book without showing the pictures. Ask students to picture in their minds what you are reading about. Then reread the title and show students the cover. Have them describe what they see. Is it different from what they pictured the first time? Reread the book, pausing after each page to let students observe the pictures. Ask students to tell you what they see in each picture. *Without pictures, we wouldn't know what the main idea and details look like. Pictures are very important. When you write your book, you can draw pictures too.*

Then inform students that you want to write a list book about what you might take to a picnic. Have students come up with a strong title. Next, talk through and write down what items might be taken on a picnic. (*picnic basket, blanket, food, drinks, plates, utensils, napkins*) Draw simple pictures to go with each item. Explain to students that each picture can be a page in your list book.

## Independent Writing

Mentor STACK



### FOCUS ON GRAPHICS

- During independent writing time, students can read additional books from the stack to see how authors incorporate graphics.

### WRITING SUPPORT

---

- **Modeled** Use a stack book to help students understand how graphics add details to a text.
- **Shared** Guide students to think of details to draw in their list books.
- **Guided** Encourage students to add more details to their graphics.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, they can transition to writing and illustrating their own list books.

See the **Conference Prompts** on p.T302.

## Share Back

Call on a few students to share a picture from the list book they are writing or one from the stack. Other students may ask questions or make suggestions about the picture.

# Language & Conventions

## Adjectives and Articles

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

### LESSON 3

#### Teach Adjectives and Articles

**FOCUS** Write the following sentence on the board: *The small dog runs.* Read aloud the sentence. Then have students read with you as you point to each word. Ask them to say the adjective. Tell them that an adjective tells about a noun—a person, animal, place, or thing. Point out that this adjective tells about the dog’s size.

Next, turn your attention to articles. Tell students that articles are *a*, *an*, and *the*. Point to the article. Tell them that the article *the* refers to a specific dog. Tell students that articles are also known as determiners.






**MODEL AND PRACTICE** Model another example. Hold up a pen and write a sentence about it on the board:

This is a  
red pen.

*Red* is an adjective that tells about the color of the pen. The word *a* is an article that tells you that this is just one of many red pens. Point to other things in the room and have students supply an adjective and an article for the object.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Adjectives

**LESSON 3**

**Teach Adjectives and  
Articles**

**LESSON 4**

**Practice Adjectives  
and Articles**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

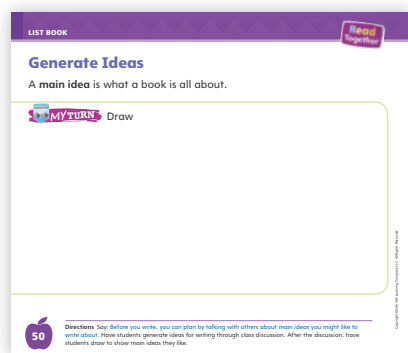
## FAST TRACK

## Generate Ideas

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE, p. 50



## Minilesson

Mentor STACK



**TEACHING POINT** A topic is what a book is all about. To think of a topic for their book, authors can brainstorm. Brainstorming helps you think of ideas. One way to brainstorm is to draw a mind map.

**MODEL AND PRACTICE** Tell students you would like to write a list book to teach readers about something, but you can't think of just one good idea. So you will brainstorm ideas about things you know a lot about.

On a flipchart, draw a big circle and write “What I Know About” in the middle. Then think aloud to list things you know a lot about. *I know a lot about my family. I could write a list book to name each person in my family. I also know a lot about soccer. I could list all of the equipment I wear in a soccer game. Something else I know a lot about is my house. I could list all the rooms in my house, or I could list what is in my bedroom. Each of these ideas is a topic I could write about.* When you are finished mind mapping, talk through which topic you will choose to write about and why. *(you know the most about it, you can write the clearest details about it, you can draw a picture of it, etc.)*

Have students turn to p. 50 in the *Student Interactive*. Read the page together. Then draw and discuss a mind map as a class to practice generating ideas for students' list books.

## Possible Teaching Point

**Language & Conventions | Adjectives and Adverbs**

This week students are learning about adjectives and articles. Remind them that

- adjectives are words that describe nouns
- articles are the words *a*, *an*, and *the*

As students plan their books, have them make a list of important nouns they will use. Guide them to supply an adjective and article for each noun, for example: *bike/a shiny bike*.

## Independent Writing

Mentor STACK



**FOCUS ON BRAINSTORMING** After this lesson, students should transition into independent writing and conferences.

- Encourage students to think of all the things they know about their topic and then begin or continue writing and drawing in their list book.

### WRITING SUPPORT

---

- **Modeled** Use stack texts to mind map other ideas for list books.
- **Shared** Prompt students to generate ideas by looking through the stack texts or the classroom library.
- **Guided** As students work, encourage them to think about what they know a lot about or what they like to do. This will help them decide on the details for their list books.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T302.

## Share Back

Call on a few students to hold up and share their mind map with the class. Ask students to share which topic they chose and why, and how they felt about brainstorming.



# Language & Conventions

## Adjectives and Articles

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

### Writing Workshop

Tell students to pay attention to adjectives and articles as they write their drafts during Writing Workshop. Ask them to look for nouns in their informational book. Are there words they could add to describe the nouns?

### LESSON 4

#### Practice Adjectives and Articles

**APPLY MyTURN** Have students edit for an article and adjective on p. 48 of the *Student Interactive*.


#### STUDENT INTERACTIVE, p. 48

LANGUAGE AND CONVENTIONS Read Together

### Adjectives and Articles

An **adjective** describes something.  
The words **a**, **an**, and **the** are articles.

This is **a big** whale.



**TURN and TALK** Tell what the whale looks like.

**MY TURN** Write

a the gray small

Look at the gray skin.

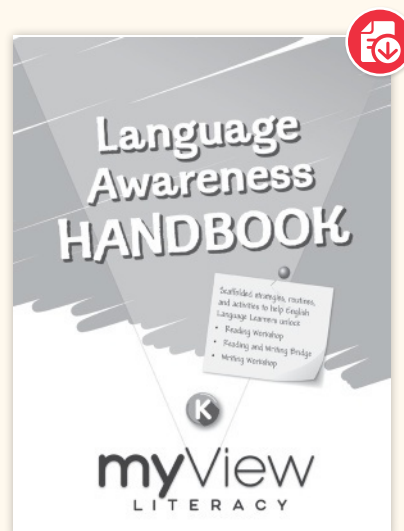
**48** **Directions** Read the information and have partners discuss what the whale looks like. Then read the articles, adjectives, and sentence. Have students edit the sentence by writing the best article and descriptive adjective on the lines.

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### Develop Language Awareness

For additional practice with adjectives and articles, complete the activity on p. 20 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand adjectives and articles.



FLEXIBLE OPTION

LESSON 1



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION

LESSON 2

**Oral Language:**  
Adjectives

LESSON 3

**Teach Adjectives and  
Articles**

LESSON 4

**Practice Adjectives  
and Articles**

FLEXIBLE OPTION

LESSON 5

**Standards Practice**

FAST TRACK

# Plan Your List Book

## OBJECTIVES

Plan by generating ideas for writing through class discussions and drawings.

Develop drafts in oral, pictorial, or written form by organizing ideas.

Identify real-life connections between words and their use.

STUDENT INTERACTIVE, p. 51



## Minilesson

Mentor STACK



**TEACHING POINT** Graphic organizers can help writers plan their books before they write them. A graphic organizer for a list book can include the title, the main idea, each detail, and a simple picture illustrating each detail.

**MODEL AND PRACTICE** Draw a simple graphic organizer on a flipchart or board. The graphic organizer should include room for a title, a main idea, each detail, and simple pictures for each detail. Explain each part of the graphic organizer and how each part helps the writer make sure everything is included in the book that should be. Select a stack book. Explain to students that you will read the book aloud and use the book to fill out the graphic organizer.

Read aloud the title of the book and fill it in on the graphic organizer. Read each page of the book and fill in each detail. Add simple pictures. Then ask students what the main idea of the book is and write that into the graphic organizer. Tell students that the author might have used a graphic organizer like this one to plan the book they just read.

Have students practice by drawing their own main ideas and details into the graphic organizer on p. 51 of the *Student Interactive*.

## WRITING CLUB

Place students into Writing Club groups. See p. T321 for details explaining how to run Writing Club. See the **Conference Prompts** on p. T302.

## Share Back

Call on a few students to discuss their list book's main idea and details. As students share, other students should ask questions or make suggestions about other items that could be included within the speaker's list book.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will discuss their topic ideas. They will get help from their Writing Club members to plan their list books.

As students talk about their list book ideas, remind them to:

- Practice taking turns reading.
- Show consideration as they listen.
- Ask questions to provide helpful feedback.

**What Are We Sharing?** Students can share their list book ideas or their list book plans with one another. Students can help one another identify the main idea of their books and choose the right details to support their main ideas. Tell students to ask questions and make suggestions about the details in another student's book. The writer of the book should use the feedback from his or her peers to strengthen writing by adding pictures and details.



## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What are some ideas for your list books?
- Tell me why you would write about this idea.
- What pictures or drawings help tell the details?
- Who would like to read your book?



# Language & Conventions

## Adjectives and Articles

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.



FLEXIBLE OPTION 

### LESSON 5

#### Standards Practice

Display the following sentence. Read aloud the sentence and then each question and answer choice.

I see a black cat.

(1) Which word in the sentence is an adjective?

- A see
- B black
- C cat

(2) Which word is an article?

- A I
- B see
- C a



**APPLY MyTURN** Have students complete *Language and Conventions*, p. 86, from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Adjectives and Articles**  
An adjective describes something.  
The words **a**, **an**, and **the** are articles.

**MYTURN** Circle

a	an	the
---	----	-----

That is \_\_\_\_\_ best hat.

**MYTURN** Circle

fan	big	sat
-----	-----	-----

Don has a \_\_\_\_\_ pan.

Directions Have students choose and circle the article from the first box that best completes the first sentence. Have them choose and circle the adjective from the second box that best completes the second sentence.

Grade K, Unit 2, Week 1 86

*Language and Conventions*, p. 86

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Adjectives

**LESSON 3**

**Teach Adjectives and  
Articles**

**LESSON 4**

**Practice Adjectives  
and Articles**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will

- learn about the elements of list books, such as the title, main idea, and details
- refer back to the stack to identify how authors incorporate these elements
- apply what they have learned about these elements in their own writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Compose a Title T328	Explore Main Idea T332	Apply Main Idea T336
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T329	Independent Writing and Conferences T333	Independent Writing and Conferences T337
<b>SHARE BACK FOCUS</b> 5–10 min.	Title Ideas T329	Deciding on a Main Idea T333	Main Idea T337
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Spiral Review: Adjectives T330–T331	• <b>Pre-Spelling</b> Rhyming Sort T334 <b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Oral Language: Adjectives and Articles T335	• <b>Language &amp; Conventions</b> Teach Adjectives and Articles T338–T339



# Mentor STACK



Use the following criteria to add to your list book stack:

- Books that have a clear main idea.
- Books that have clear details that support the main idea.
- Books that have strong titles.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Explore Details T340	Apply Details T344
Independent Writing and Conferences T341	Writing Club and Conferences T344–T345
Details About Main Idea T341	Main Idea and Supporting Details T344
<ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Practice Adjectives and Articles T342–T343</li> </ul>	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T346–T347</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>			
5–10 min.	Decide Which Details to Include	Facts	
<b>INDEPENDENT WRITING AND CONFERENCES</b>			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
<b>SHARE BACK FOCUS</b>			
5–10 min.	Share Your Main Idea and Details	Details That Are Facts	
	See the online <i>Language Awareness Handbook</i> for additional writing support.		See the <i>Small Group Guide</i> for additional writing support.



# Conferences



Mentor STACK




During this time, assess for understanding of title, main idea, and details in order to gauge where students may need support in writing their list books. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Compose a Title

**If** students need additional support,


 **Then** ask: What is your list book about?

**If** students show understanding,

**Then** ask: How did you come up with your title?

#### Main Idea

**If** students need additional support,


 **Then** refer to stack books to demonstrate a clear main idea.

**If** students show understanding,

**Then** ask: What details might you add to better support your main idea?

#### Details

**If** students need additional support,

 **Then** ask: Which details are important to supporting your main idea?

**If** students show understanding,

**Then** ask: How did you choose which details to include?

## Conference Support for ELL

### EMERGING

- Use a web graphic organizer for main idea and details.
- Learn key phrases in your students' home languages.
- Use modeled writing to help students plan their writing.

### DEVELOPING

- Discuss details using a stack text.
- Model drawing for students so they know it is an acceptable form of communication.
- Use shared writing to identify main ideas and details.

### EXPANDING

- Use real-life experiences to generate topic ideas.
- Think aloud using a graphic organizer.
- Use guided writing to help students brainstorm and plan writing.

### BRIDGING

- Use visuals from stack books to discuss main ideas and details.
- Invite students to read and think aloud about details from the text.
- Use guided writing to teach characteristics and structures of list books.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **visualizing**, **adjectives**, and **articles**.



## ELL Minilesson Support

### Week 2: Develop Elements

During the Develop Elements week, your ELLs will benefit from additional writing support that further explains identifying and crafting main ideas and the details that support those ideas. These targeted supports were chosen to help students better understand main ideas and supporting details.

Use this note for the minilesson on pp. T332–T333.

#### ELL Targeted Support

##### EXPLORE MAIN IDEA

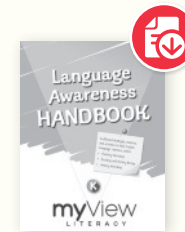
Explain that the main idea is the most important idea in a text. Tell students that responding to questions about a text is a good way to check that they understood it well. Read a stack text aloud.

Ask students fact-based questions about the main idea after reading a sentence or paragraph from a stack text. **EMERGING**

Ask students to explain something in the text. **DEVELOPING**

Ask students questions they can answer by identifying a personal experience that relates to the main idea in a stack text. **EXPANDING**

Ask students questions to compare the main idea of a list book with something they learned in another text. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T344.

#### ELL Targeted Support

##### APPLY DETAILS

Select a text with a graphic element, such as a photograph, diagram, chart, etc. Read the text aloud while students follow along.

With students, study one graphic element that goes with the reading. Ask students questions to identify details in the graphic. **EMERGING**

Have students reread a stack text and look at the graphics. Then have them work in small groups to share details of what they learned. **DEVELOPING**

Have students explain the connection between the graphics and the main idea and details in a text. **EXPANDING**

Have student pairs find a text with graphic elements. Have them demonstrate how specific graphic elements provide details about the main idea. **BRIDGING**

## FAST TRACK

# Compose a Title

## OBJECTIVES

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

Name the author and the illustrator of a text and define the role of each in presenting the ideas or information in a text.

STUDENT INTERACTIVE, p. 87

The screenshot shows a student interactive page with a purple header. On the left, it says 'LIST BOOK' and 'Read together'. On the right, it says 'WRITING WORKSHOP' and 'My Learning Goal'. Below the header, there is a yellow box with the text 'I can write an informational text.' and a 'My Learning Goal' icon. The main title is 'Compose a Title' with a subtitle 'A title tells what the text is about.' Below this, there is a 'MY TURN' section with a 'Write' prompt. The text provided is: 'A bird builds a nest. It uses sticks. It uses leaves. It even uses feathers.' At the bottom, there are two horizontal lines for writing. A small box at the bottom right contains the page number '87'. At the very bottom, there is a small box with the text 'Directions: Read the text to students. Have them dictate or compose a title for the informational text.'

## Minilesson

Mentor STACK



**TEACHING POINT** An author gives a name to his or her book, and that is called the title. The title tells what the book will be about.

**MODEL AND PRACTICE** Display the front cover of a book from your stack. Remind students that an author wrote this book, and the author chose the title. Read the title aloud and discuss with students what they think the book will be about.

Pull another book from your stack, without showing the title to students. Read a few details from the book aloud, and display the image on the front cover. Ask students what a good title for this book might be. Then reveal the title and ask students how it compares to their title ideas.

Have students turn to p. 87 in the *Student Interactive*. **Now you will think of a title for this text.** Read the text together and ask students what it is about. Then have students name possible titles as you write them on the board. Ask students to compose an informational text by copying a title onto p. 87.

## Independent Writing

Mentor **STACK**



### FOCUS ON TITLES

- Tell students to use some of their independent writing time to think of a title for their book.

### WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model how to come up with a title.
- **Shared** Have students choose a stack text. Prompt students to tell how the title helps you understand the main idea of the text.
- **Guided** Use the stack texts to provide explicit instruction on how to identify the main idea and details from the title.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have decided on a title, have them continue writing their list book.

See the **Conference Prompts** on p. T326.

## Share Back

When you bring the class back together, call on students with whom you conferred today, and ask them to share their titles. Ask the class what they think each student's book will be about.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

FLEXIBLE OPTION   
**LESSON 1**



### Spiral Review: Adjectives

**FOCUS** Review with students that adjectives describe people, places, animals, and things. Invite volunteers to list examples of adjectives and write them on the board.

**MODEL AND PRACTICE** Display this sentence frame for students: *I have a \_\_\_\_ book.* Ask students to name adjectives that could describe the book. Rewrite the sentence with the different adjectives.

**APPLY** Have students work with a partner to complete the following sentence frame: *I have a \_\_\_\_ flower.*





### ELL Targeted Support

**Language Structures** Help students learn new language structures involving articles and adjectives.

Write *an egg* and *a pen* on the board. Point out that *egg* starts with a vowel, so we use *an*, and *pen* does not, so we use *a*. Tell students that *an* and *a* are articles, so they refer to specific people, places, animals, or things. **EMERGING**

Show students an apple and a pen. Ask them to use the following sentence frame to tell what each object is: *This is a/an \_\_\_\_*. Then repeat the routine for other nouns. **DEVELOPING**

Ask partners to think of adjectives that describe an apple or a pen and use articles and the adjectives in oral sentences describing the objects. **EXPANDING**

Ask volunteers to work independently to produce sentences or phrases that include language structures comprised by articles and adjectives. Have them share their phrases or sentences with the class. **BRIDGING**

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Adjectives

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Adjectives and  
Articles

### LESSON 3

**Teach Adjectives and  
Articles**

### LESSON 4

**Practice Adjectives  
and Articles**

FLEXIBLE OPTION



### LESSON 5

**Standards Practice**

# Explore Main Idea

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

## Minilesson

Mentor STACK



**TEACHING POINT** The main idea is the most important thing the author wants to tell the reader. The main idea is important because it tells the reader what the book will be about.

**MODEL AND PRACTICE** Display a book from your stack. Page through the book and tell students what you see.

- Point out the title.
- Read the first sentence.
- Read the headings on the pages.
- Explain what you see in the pictures.

Once you have paged through the text, identify the main idea. Write the main idea on the board.

Display another book from your stack and page through it. This time, allow students to talk about what they notice. Have them name the main idea and ask them how they know. Continue with additional stack texts until students show understanding.

## Possible Teaching Point

## Writing Process

### Drafting | Determining Main Idea

Students should incorporate ideas from their own experiences, and think about what is most important as they decide on the main idea for their list books. Help students identify their main ideas by having them

- draw or list things they know or want to learn about their topic
- choose which idea is the most important

## Independent Writing

Mentor STACK



### FOCUS ON MAIN IDEA

- As students enter into their independent writing time, tell them to decide on the main idea for their book by thinking about the most important thing they want to share with readers.

### WRITING SUPPORT

---

- **Modeled** Use a stack text and do a Think Aloud to identify the main idea of a text.
- **Shared** Prompt students to identify the main idea and details by looking at the pictures.
- **Guided** Use the stack texts to provide explicit instruction on identifying the main idea.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students have determined their main idea, have them use this time to continue writing their list book.

See the **Conference Prompts** on p. T326.

## Share Back

After independent writing time, choose two students to share the main ideas of their books. Ask them to share their process for deciding on their main ideas.



# Rhyming Sort

## OBJECTIVE

Identify and produce rhyming words.



Picture Card



Picture Card

## ELL Targeted Support

**Spelling Patterns** Provide practice in seeing and hearing spelling patterns.

Write the words *fan* and *can* on the board. Say the two words aloud as you underline the *-an*. Ask students to repeat the words. Repeat with other words: *man*, *tan*, *pan*, *fan*. **EMERGING**

Have students look through their book to find examples of the spelling patterns *-an*, *-ock*, and *-at*. Have them write these words in a notebook. **DEVELOPING**

Challenge students to write down as many words as possible with the *-an* pattern. Then have students share their words with the class. **EXPANDING/BRIDGING**

## Minilesson

**FOCUS** Remind students that rhyming words end with the same sounds but have different beginning sounds. Display the *can* and *fan* Picture Cards. Have students produce rhyming words by naming the pictures on the cards. Tell students that *can* and *fan* are rhyming words. Have students identify the initial and ending sounds in *can*. *Listen to the word can. What is the first sound in can? That's right. The first sound in can is /k/. How does can end? That's right, can ends with the sounds /a/ /n/.* Continue with *fan*.

**MODEL AND PRACTICE** Ask what makes *can* and *fan* rhyming words. Lead students to conclude that *can* and *fan* end with the same sounds and that is why they rhyme. Have students turn to p. 84 in the *Student Interactive*. Emphasize *rock* in the following sentence: *I see a rock*. Point to the rock. Circulate to be sure that students have identified the rock. *The word rock ends with the sounds /o/ /k/. Which picture on the other side of the page also ends with the sounds /o/ /k/? I see a lock. The word lock also ends with /o/ /k/, so the words rock and lock rhyme.* Have students draw a line between the two pictures.

**APPLY My TURN** Have students identify the other rhyming pairs on p. 84 of the *Student Interactive*. Give help as needed or work through the activity together to help students find and produce rhyming words.

## STUDENT INTERACTIVE, p. 84

PRE-SPELLING

### Rhyming Sort

**MY TURN** Match

84

**Directions** Tell students that rhyming words have the same middle and ending sounds. Have them identify rhyming words by drawing a line to match each picture word on the left with the rhyming picture word on the right. Then ask students to produce rhyming words by saying other words that rhyme with one of the word pairs. Model: *The word sock rhymes with rock and lock.*

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# Language & Conventions

## Adjectives and Articles

FLEXIBLE OPTION

**LESSON 2****Oral Language: Adjectives and Articles**

**FOCUS** Answer any questions students may have about adjectives. Then introduce that *a*, *an*, and *the* are articles, which are a type of adjective. Explain that *a* and *an* are used with a singular noun when not naming a certain one. The article *the* is used with a specific singular noun. Share sentences containing articles and adjectives with students.

**MODEL AND PRACTICE** Display this sentence: *This is a new book.* Ask: Which word is a noun? (*book*) Which word is an adjective that describes the book? (*new*) Which word is an article that tells about the book?

(a) Repeat with the sentence: *This is the new book that my mom gave me.* Point out that this sentence talks about a specific book. It needs the article *the*.

**APPLY** Have students work in pairs to create oral sentences containing one noun, an adjective, and an article. Have students share their sentences with the class, identifying the noun, adjective, and article.

**OBJECTIVE**

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.



FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Adjectives and Articles

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Adjectives

**LESSON 3**

Teach Adjectives and  
Articles

**LESSON 4**

Practice Adjectives  
and Articles

FLEXIBLE OPTION

**LESSON 5**

Standards Practice

## FAST TRACK

# Apply Main Idea

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 88

The screenshot shows a page from a student interactive. At the top, it says 'LIST BOOK' and 'Read together'. The main heading is 'Main Idea'. Below it, a definition states: 'The central, or main, idea is the most important thing the author writes about.' There is a 'MY TURN' section with a 'Circle' icon. Below this are three images: a pile of seeds, a bird's nest, and a waterfall. The page number '88' is in the bottom left corner. At the bottom, there are directions: 'Directions: Read the model text about a bird building a nest to students. Have them think about the main idea of the text. Then ask students to circle the picture that shows the main idea.'

## Minilesson

Mentor STACK



**TEACHING POINT** The main idea, or central idea, of a text is what it is mostly about. The main idea is the most important thing the author wants to tell the reader.

**MODEL AND PRACTICE** Choose a stack book and read it to the class. Then say: *Now that I have read this book, I can think about what the book was mostly about. That will be the main idea. I'm going to think about what I read, and I'm going to look back at the pictures to help me remember. Let's name the main idea together.* Help students identify the main idea.

Next, tell students you want to compose a main idea for your list book. In your list book, you will have one page for each color of the rainbow. One page will say "This color is red," and it will have a picture of something red. The next page will say "This color is orange," and it will have a picture of something orange. *Let's think about my list book. What is it all about? On each page I will have a color of the rainbow. My book is mostly about the colors of the rainbow. That must be the main idea.*

Have students complete the activity on p. 88 of the *Student Interactive*. Reread the model text from p. 87: *A bird builds a nest. It uses sticks. It uses leaves. It even uses feathers.*

## Independent Writing

### FOCUS ON MAIN IDEA

- As students enter into their independent writing time, remind them to continue working on the main idea for their books. Tell them that the reader should be able to easily identify the main idea.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how to write a main idea for a list book about pets.
- **Shared** Show a picture of people with different kinds of pets. Ask students to say a sentence that tells the main idea of the picture.
- **Guided** Prompt students to think of a possible main idea for a list book about pets, such as kinds of pets or things pets need.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If some students have finalized their main idea, have them use this time to continue writing their list book.

See the **Conference Prompts** on p. T326.

## Share Back

Ask students to share their books' main ideas. Invite the class to ask the students questions about their main ideas.

# Language & Conventions

## Adjectives and Articles

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.



### LESSON 3


#### Teach Adjectives and Articles

**FOCUS** Tell students that adjectives describe people, places, animals, and things. Then tell students that the articles *a*, *an*, and *the* are types of adjectives that also give more information about nouns. The articles *a* and *an* are used with an unspecified singular noun. The article *the* is used with a singular noun when it is being specified.



**MODEL AND PRACTICE** To reinforce how to use adjectives and articles, name things in the classroom such as *desk*, *board*, *book*, and *chair*. Ask students to describe each thing using different articles and adjectives.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Adjectives

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Adjectives and  
Articles

**LESSON 3**

**Teach Adjectives and  
Articles**

**LESSON 4**

**Practice Adjectives  
and Articles**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Explore Details

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

## Minilesson

Mentor **STACK**

**TEACHING POINT** Authors write details about their main idea. Details tell more information, such as facts and examples, about the main idea.

**MODEL AND PRACTICE** Hold up a book from your stack. *The author of this book wrote details. The details tell more about the main idea.* Name the main idea aloud and tell students to listen for supporting details as you read the text to them.

After reading, return to the beginning of the book and point out the first detail about the main idea. Then call on students to name more details they heard about the main idea. *Authors choose a main idea, and then they write details about the main idea. When you write your list book, you should also include details.* Continue the activity with other stack books until students are able to identify details.

## Possible Teaching Point

### Language & Conventions | Adjectives

Remind students that writers use adjectives to describe the people, places, animals, and things that they write about. Articles are a type of adjective that tell whether a noun is specified or unspecified.

As students review details in their list books, have them

- circle all the nouns
- add adjectives that describe the people, places, animals, or things they are writing about
- check that they are using articles correctly

## Independent Writing

### FOCUS ON DETAILS

- Tell students that they should write details that tell more about their main idea.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how the details support the main idea of a text.
- **Shared** Help students write the main idea of a text. Then work with them to identify details from the text.
- **Guided** Ask guiding questions to help students write details based on the main idea.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students have written their details already, have them use this time to review the details in their books based on the minilesson and then continue writing.

See the **Conference Prompts** on p. T326.

## Share Back

Call on a few students to share one detail about their books' main ideas.



# Language & Conventions

## Adjectives and Articles

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

### Writing Workshop

Tell students to pay attention to adjectives and articles as they write their drafts during Writing Workshop. Ask them to look for nouns in their informational book. Are there words they could add to describe the nouns?

### LESSON 4

#### Practice Adjectives and Articles

**APPLY MyTURN** Have students edit for an article and adjective on p. 86 in the *Student Interactive*.

#### STUDENT INTERACTIVE, p. 86


LANGUAGE AND CONVENTIONS Read Together

### Adjectives and Articles

An **adjective** describes something.

The words **a**, **an**, and **the** are articles.

Look at **the yellow** flower.



**MYTURN** Write

**a** **the** **pointy** **long**

The flower has stem.

**The flower has a long stem.**

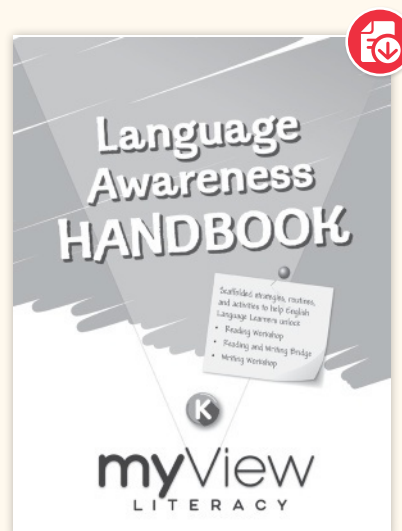
**86** **Directions** Read the information at the top of the page. Then read aloud the words and the sentence. Have students edit the sentence by rewriting it on the lines, adding an article and a descriptive adjective to tell about the stem.

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### Develop Language Awareness

For additional practice with adjectives and articles, complete the activity on p. 22 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand adjectives and articles.



FLEXIBLE OPTION

LESSON 1



Spiral Review:  
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:  
Adjectives and  
Articles

LESSON 3

Teach Adjectives and  
Articles

LESSON 4

Practice Adjectives  
and Articles

FLEXIBLE OPTION

LESSON 5

Standards Practice

**FAST TRACK**

# Apply Details

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 89



## Minilesson

Mentor **STACK**



**TEACHING POINT** Details are the facts and information that tell more about a main idea. An author writes details to supply more information about the topic.

**MODEL AND PRACTICE** Look at a book from your stack together. Remind students that a detail tells more about the main idea. Read the stack book with your students and help them identify details in the text. Then ask them to tell what main idea those details are mostly about.

Tell students that you are composing a list book about the colors of the rainbow. **The main idea of my book is that there are many colors in the rainbow. What details should I include in my book? The details should tell more about the main idea, so they should tell the colors of the rainbow.** Work with students to compose an informational text about the colors of the rainbow.

Have students turn to p. 89 of the *Student Interactive*. Read the page together and have them draw details to support the main idea.

## WRITING CLUB

Use p. T345 to guide Writing Club discussions. See the **Conference Prompts** on p. T326.

## Share Back

After Writing Club, call on students with whom you conferred. Ask the students to share the main ideas and the details from their books.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their titles, main ideas, and details.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Being respectful and considerate when sharing ideas
- Process for taking turns during discussions
- Role of audience when someone is sharing ideas

**What Are We Sharing?** Tell students that they should share their titles, main ideas, and details with their Writing Club. Their classmates should help them decide if their titles clearly identify the subject of their books and if the details they share support their main ideas.



## How Do We Get Started? Conversation Starters

- What is your favorite thing you've learned about \_\_\_\_?
- I like the detail about \_\_\_\_.
- How does the detail about \_\_\_\_ support your main idea?



# Language & Conventions

## Adjectives and Articles

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.



### FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to complete the question.

(1) I have a red ball.

Which word in the sentence is an article?

- A I
- B a
- C red
- D ball



**APPLY My TURN** Have students complete *Language and Conventions*, p. 87, from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Adjectives and Articles**  
An adjective describes something.  
The words **a**, **an**, and **the** are articles.

**MY TURN Underline**

1. The can kick.
2. Pam had an .
3. The is green.

**MY TURN Underline**

4. Sam is a fat cat.
5. Mom had a yellow sack.

Directions: Have students underline the articles in the first three sentences and the adjectives in the last two sentences.  
Grade K, Unit 2, Week 2  
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*Language and Conventions*, p. 87

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Adjectives

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Adjectives and  
Articles

**LESSON 3**

**Teach Adjectives and  
Articles**

**LESSON 4**

**Practice Adjectives  
and Articles**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will

- learn that drawings are a type of graphic
- understand that letters make up words and words and spaces make up sentences
- organize their ideas for writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Graphics T352	Explore Words and Sentences T356	Apply Words and Sentences T360
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T353	Independent Writing and Conferences T357	Independent Writing and Conferences T361
<b>SHARE BACK FOCUS</b> 5–10 min.	Discuss Drawings T353	Explain Spacing T357	Letters, Words, and Sentences T361
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ↩ • <b>Language &amp; Conventions</b> Spiral Review: Adjectives T354–T355	• <b>Pre-Spelling</b> Rhyming Sort T358 <b>FLEXIBLE OPTION</b> ↩ • <b>Language &amp; Conventions</b> Oral Language: Present Tense Verbs T359	• <b>Language &amp; Conventions</b> Teach: Present Tense Verbs T362–T363

Mentor **STACK**

Use the following criteria to add to your list book stack:

- The main idea and details are clearly organized.
- A variety of graphics are represented, including illustrations and photographs.
- The text is large enough so that students can notice letters and spaces when displayed.

**FAST TRACK****LESSON 4****LESSON 5**

Explore Organize  
Ideas T364

Apply Organize  
Ideas T368


Independent Writing  
and Conferences T365

Writing Club and  
Conferences T368–T369

Organization and  
Writing T365

Order of Details T368

- **Language & Conventions** Practice Present Tense Verbs T366–T367

- **FLEXIBLE OPTION**  **Language & Conventions** Standards Practice T370–T371

**ADDITIONAL RESOURCES****MINILESSON**

5–10 min.

Table of Contents

Decide What to Draw

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

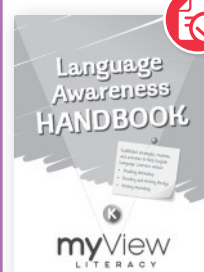
Independent Writing and Conferences

**SHARE BACK FOCUS**

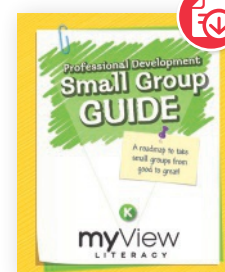
5–10 min.

Finding Information

Drawings



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences



Mentor STACK




During this time, assess for understanding of the structure of a list book in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Graphics

**If** students need additional support,


 **Then** have them identify the graphics in stack books.

**If** students show understanding,

**Then** have students add details to their drawings to show additional information.

#### Words and Sentences

**If** students need additional support,


 **Then** have them read a stack text and identify the spacing used to separate words.

**If** students show understanding,

**Then** have them tell the best way to organize their list books.

#### Organize Ideas

**If** students need additional support,

 **Then** ask: Which detail in your book is most important?

**If** students show understanding,

**Then** ask: How did you organize the details of your book?

## Conference Support for ELL

### EMERGING

- Prompt students to draw graphics to help tell their details.
- As you read a stack text, show the spaces between letters and words.
- Use sentence frames to help students organize their ideas.

### DEVELOPING

- Have students describe the details they will include in their graphics.
- Have students review their work to check for spacing between letters and words.
- Transcribe the details of the book for your students.

### EXPANDING

- Have students discuss their graphics during conference time.
- Prompt students to talk through idea organization.
- Tell students to discuss why they chose each detail and if there's something else they would add.

### BRIDGING

- Invite students to retell stack books aloud to the class.
- Have students lead class discussions.
- Ask students to elaborate on how details were organized for their books.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **third-person texts** and **present tense verbs**.



## ELL Minilesson Support

### Week 3: Develop Structure

During this week, your ELLs will benefit from additional support to help them develop structure as they write books. These targeted supports were chosen to help students further develop their understanding of how a book is organized.

Use this note for the minilesson on pp. T352–T353.

#### ELL Targeted Support

##### GRAPHICS

Students with limited English writing skills may embrace the graphics lesson, which can be a launching pad to build upon their language skills.

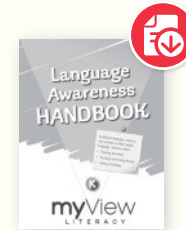
Point to pictures of drawings and photographs in a stack text. Have students identify and repeat the words *drawing* and *photo* for each graphic you show. **EMERGING**

Have students talk about the details in their drawings, naming the items they draw.

##### DEVELOPING

Have students talk through the drawings they will use for their books. **EXPANDING**

Have students add details to a picture and explain what details they added during Share Back. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T364–T365.

#### ELL Targeted Support

##### EXPLORE ORGANIZE IDEAS

Students may need support in organizing the details for their books. Help students organize and explain their ideas with increasing specificity and detail.

Write *organize* and *details* in English and the students' home language. Ask students to talk about how they can organize their details, using gestures as necessary. Help them write to explain their ideas using single words or phrases on a graphic organizer. **EMERGING**

Have students describe the details in their list book and tell how they can organize the details. Have students write to explain their ideas using phrases or simple sentences on a graphic organizer. **DEVELOPING**

Have students write a list of details to explain the order they want to share the details in their book. Have students describe the details and tell about their organization to a partner.

##### EXPANDING

Ask students to think of other ways details in a book can be organized. Have students write to explain their ideas and then describe their organization to the group. **BRIDGING**

## FAST TRACK

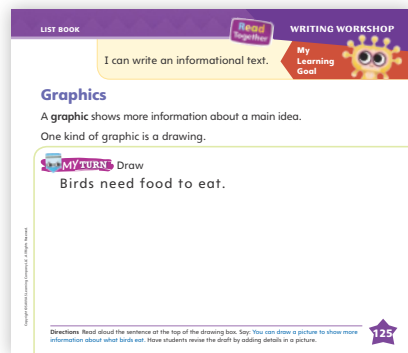
# Graphics

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

STUDENT INTERACTIVE, p. 125



## Minilesson

Mentor STACK



**TEACHING POINT** Books include graphics to help give information. Graphics show more details about a topic or show something specific about a detail. When authors write a book, they decide:

- What kind of graphics to include
- If they should include photographs or drawings
- What kind of details to add to their drawings

**MODEL AND PRACTICE** Inform students that graphics are an important part of list books and other kinds of books. Say: **Graphics, like drawings, make books interesting to read. We can look at the graphics to learn more details about a book's main idea. The author can use graphics to tell us more information without using any words!** Page through a stack text that shows illustrations. Point out the graphics used in the book, starting with the cover. Talk through what you see in each drawing and what details you identify in the pictures. Identify the main idea of the text and how the graphics illustrate the main idea.

Have students turn to p. 125 in the *Student Interactive*. Read through the activity together and have students draw a picture to show information about the topic. When they are finished drawing, help them understand that the sentence does not tell the reader what food birds eat, but the graphic shows food. The reader gets more information about the sentence because of what's shown in the graphic. Then have students revise their drafts by adding details in the picture.

## Independent Writing

Mentor **STACK**



### FOCUS ON GRAPHICS

- After reviewing stack books with graphics, students should review their list books and add graphics on each page.

### WRITING SUPPORT

- **Modeled** Think aloud about what to draw to match the topic.
- **Shared** Together, come up with details to include in the graphic.
- **Guided** Prompt students to expand on the topic by providing lots of details in their drawings.

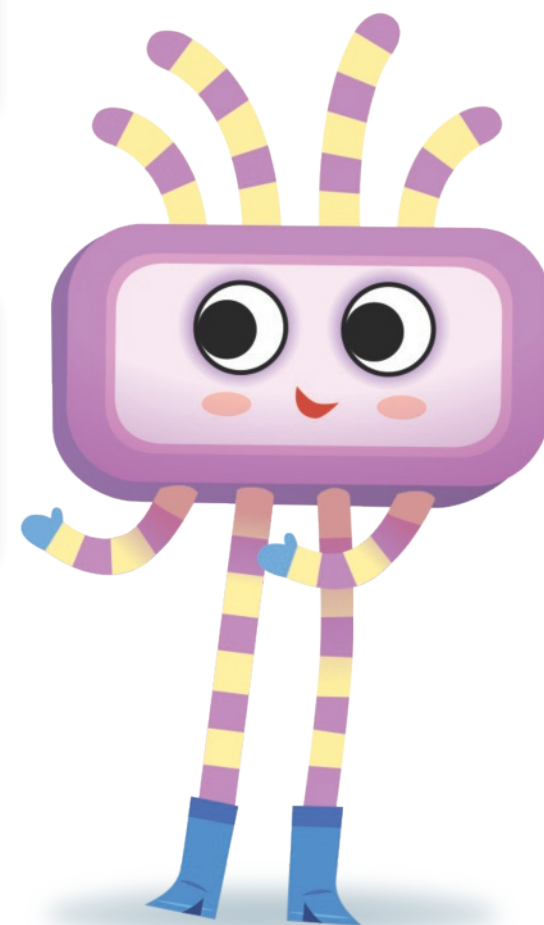
 **Intervention** Refer to the *Small Group Guide* for support.

- If students have finished adding graphics, direct them to revise their drafts by adding more details to the graphics. Then they can continue writing.

See the **Conference Prompts** on p. T350.

## Share Back

Call on one or two students to share a graphic they drew for their list books. Ask each student to explain what information the graphic adds to the book. Prompt students to ask questions or offer suggestions to help the sharing student refine his or her illustration.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Adjectives

**FOCUS ON STRATEGIES** Review adjectives from the Language & Conventions lesson. See pp. T338–T339.

**MODEL AND PRACTICE** Provide this sentence for students: *The boy is big.* Read aloud the sentence, pointing to each word. **I remember that an adjective describes a noun. The word *big* is an adjective because it tells about the boy.** Underline the word *boy* and circle the word *big*.

Provide another sentence: *This is a good book.* Read aloud the sentence with students. Ask: **What is the article? What is the adjective? What does the adjective describe?** Circle the adjective as students name it.

Call on different students to give examples of adjectives to describe a book.





### ELL Targeted Support

**Edit Writing** Review adjectives and articles. Explain that *a*, *an*, and *the* are articles that tell more about people, places, animals, and things.

Write examples of sentences with articles on the board. Read each sentence aloud and underline the articles. Repeat the articles and have students say them. **EMERGING**

Write a sentence on the board that includes a noun and a space for an adjective. Have students complete the sentence by suggesting adjectives that would make sense. **DEVELOPING**

Have students write a sentence using an adjective with an article before it. If needed, provide practice in understanding when to use *a*, *an*, or *the*. **EXPANDING/BRIDGING**

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Adjectives

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Present Tense Verbs

### LESSON 3

**Teach Present Tense**  
Verbs

### LESSON 4

**Practice Present**  
Tense Verbs

FLEXIBLE OPTION



### LESSON 5

**Standards Practice**

# Explore Words and Sentences

## OBJECTIVES

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Recognize the difference between a letter and a printed word.

## Minilesson

Mentor STACK



**TEACHING POINT** Letters have small spaces between them, and words have bigger spaces between them. You can use the concept of spaghetti and meatballs to teach spacing as students build their writing skills.

**MODEL AND PRACTICE** Explain that letters and words have spaces between them, and these spaces help readers understand what they are reading. Good writers use spacing to differentiate between letters, words, and sentences. Tell students that you will teach them how to leave spaghetti and meatballs as they write.

Copy this sentence on a flipchart: *Letters have thin spaghetti spaces between them.* In between each letter, draw a thin line using a yellow marker. Read the sentence out loud, tracking print with your finger. Explain to students that these thin lines represent spaghetti.

Write this sentence beneath the first sentence: *Words have bigger meatball spaces between them.* Between each word, use a brown marker to draw a small circle. Read the sentence out loud, tracking print with your finger. Explain to students that the circles represent meatballs.

Using a stack book, point out spaghetti and meatballs between letters and words. Have students review the stack book to visualize correct spacing between letters and words.

## Independent Writing

### FOCUS ON SPACING

- As students write, tell them to use proper spacing between letters and words. Have them review their list books for proper spacing.

### WRITING SUPPORT

---

- **Modeled** Use other elements to show spacing between words, like sticks and stones.
- **Shared** Guide students to notice spacing in their writing efforts.
- **Guided** Prompt students to think of another way to remember spacing between letters and words.

 **Intervention** Refer to the *Small Group Guide* for support.

---

As you confer with students one on one, use the **Conference Prompts** on p. T350.

## Share Back

Call on a few students to read their books and explain how much space they left between letters and words.



# Rhyming Sort

## OBJECTIVE

Identify and produce rhyming words.

## ELL Targeted Support

### Recognize Rhyming

**Words** Display Picture Cards *cap*, *fan*, and *pig*. Name the pictures with students.

Display Picture Cards *map*, *man*, and *wig*. Name these pictures with students, and guide them to match the rhyming words. Point out that each pair of words rhymes because, even though the words that rhyme have different beginning sounds, they have the same middle and ending sounds. **EMERGING**

Have students work together to pair up the rhyming words. Ask students to explain how they know the pairs of words rhyme. **DEVELOPING**

Challenge students to name more words that rhyme with the displayed words. Have Bridging students write the words on the board. **EXPANDING/BRIDGING**

## Minilesson

**FOCUS** Explain that when words rhyme, they have the same middle and ending sounds, but different beginning sounds.

**MODEL AND PRACTICE** Say: Listen to these words: *pin*, *tin*. I know these words rhyme because they have the same middle sound, /i/, and the same ending sound, /n/. I can think of other words that rhyme with these words: *win*, *fin*.


Name the pictures on p. 122 in the *Student Interactive* with students. The word *mat* has /a/ in the middle and /t/ at the end. What rhymes with *mat*? Is it the word *can*, *hat*, or *top*? Have children draw a picture of either a can, a hat, or a top, whichever one rhymes with *mat*.




**APPLY MyTURN** Have students draw pictures of things that rhyme with the pictures on p. 122 in the *Student Interactive*. If students have trouble, guide them to say the picture names, and repeat the words *can*, *hat*, and *top* for them.

## STUDENT INTERACTIVE, p. 122

PRE-SPELLING

### Rhyming Sort

 **MYTURN** Name and draw



Tell students that images represent *mat*, *fan*, *hop*.

Drawing should show a hat.

Drawing should show a can.

Drawing should show a top.

**122** **Directions** Remind students that rhyming words have the same middle and ending sounds. Ask students to name the pictures: *mat*, *fan*, *hop*. Then say: I am going to say some words. Draw a picture of each word under the rhyming picture. Say the following words one at a time: *can*, *hat*, *top*.

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# Language & Conventions

## Present Tense Verbs

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Present Tense Verbs

**FOCUS ON STRATEGIES** Tell students that verbs tell actions. Give some examples: *jump, run, eat, talk*.

**MODEL AND PRACTICE** Perform an action, for example, walk. *I walk. I am doing this now so I use the present tense verb walk.*

**APPLY** Ask students to perform or pantomime an action, such as chewing, drinking, or talking. Ask other students to use the present tense to tell what the student is doing: He/She chews, drinks, talks, etc.

#### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.



FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Present Tense Verbs

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Adjectives

**LESSON 3**

Teach Present Tense Verbs

**LESSON 4**

Practice Present Tense Verbs

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

FAST TRACK

# Apply Words and Sentences

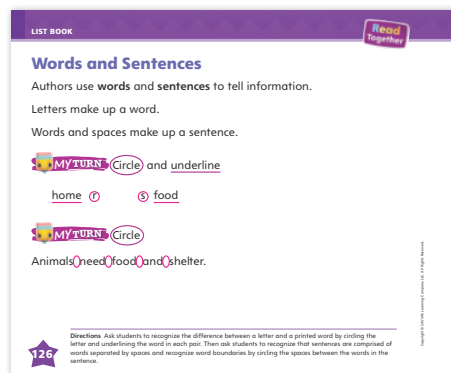
## OBJECTIVES

Recognize that sounds are represented by letters, and letters can be combined to make words.

Recognize that sentences are comprised of words separated by spaces and recognize word boundaries.

Recognize the difference between a letter and a printed word.

STUDENT INTERACTIVE, p. 126



## Minilesson

Mentor STACK



**TEACHING POINT** A word is made up of letters. A sentence is made up of words. Thin spaces are left between letters in a word; bigger spaces are left between words in a sentence. Leaving the correct spacing between words and letters allows readers to better read and understand a text.

**MODEL AND PRACTICE** Begin reading a book from the stack and pause when you get to a simple, complete sentence. Write the sentence on the board. *This sentence has letters in it. It also has words.* Have a student circle a letter. *There are many letters like this one in each word.* Have a student circle a word. *Look at the difference between a letter and a word. You can see that a word is made up of letters. A sentence is made up of words.* Draw a box around the whole sentence.

Tell students that we are able to tell the difference between a letter and a word because of the spaces between the letters. Have a student come up and draw a line between two letters. Have a different student come up and circle the space between two words. *Look at the space between the letters and the space between words. How are they different? When we write our books, we need to add spaces between letters and bigger spaces between words.* Remind students that spoken words, when written, are made of letters that are in a specific order. Have them point out the letter order of some of the words in one of the stack books as well as the spaces between letters and words.

Have students complete p. 126 of the *Student Interactive*.

### Possible Teaching Point

#### Language & Conventions | Present Tense Verbs

Remind students that verbs tell about actions. Tell them that writers use present tense verbs to tell about actions that are happening now, or in the present. As students review their words and sentences, have them circle verbs and check that they have used the present tense correctly.

## Independent Writing

Mentor STACK



### FOCUS ON SPACING

- During independent writing time, students should review their own list books, checking each word and each sentence for proper spacing. They should fix any letters or words that have too little or too much space.
- Then students can continue writing their list books.

### WRITING SUPPORT

---

- **Modeled** Choose another stack book and copy a sentence onto the board. Point out spaces between letters and words.
- **Shared** Have students rewrite a sentence from their book. Guide them to use proper spacing.
- **Guided** Use a stack book to provide explicit instruction about spacing between letters and words.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T350.

## Share Back

Call on a few students to tell you a letter from their list book and a word from their list book. Then have them read a sentence.

# Language & Conventions

## Present Tense Verbs

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

### LESSON 3

#### Teach Present Tense Verbs

**FOCUS** Review with students that a present tense verb tells about something that is happening in the present.

The fire engine speeds down the street.

I grab my backpack off the hook.

Her brothers talk about the game.





**MODEL AND PRACTICE** Provide the following words for student reference:

skips, skip

climb, climbs

shouts, shout

dance, dances

Provide a T-chart with the headings *Singular Verbs* and *Plural Verbs*. I look at the first two words: *skips* and *skip*. A singular verb that ends with *-s* tells about one person or thing. I know *skips* is a singular verb. I will write this word in the first column and *skip* in the second column. Complete the chart by reading each word pair and asking students to figure out the singular and plural verbs.

<p>FLEXIBLE OPTION</p> <p><b>LESSON 1</b></p> <p> <b>Spiral Review:</b> Adjectives</p>	<p>FLEXIBLE OPTION</p> <p><b>LESSON 2</b></p> <p><b>Oral Language:</b> Present Tense Verbs</p>	<p><b>LESSON 3</b></p> <p><b>Teach Present Tense Verbs</b></p>	<p><b>LESSON 4</b></p> <p><b>Practice Present Tense Verbs</b></p>	<p>FLEXIBLE OPTION</p> <p><b>LESSON 5</b></p> <p><b>Standards Practice</b></p>
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# Explore Organize Ideas

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

## Minilesson

Mentor STACK



**TEACHING POINT** Authors organize their ideas so the reader can follow along in the book. When writing, the most important ideas or details go first, and other ideas and sentences follow.

**MODEL AND PRACTICE** Pull a book from the stack and read it aloud with the class. Ask students to think about how the information in the text is organized. *The author put the information in order. What detail did the author decide to put first?* Have students recall what detail came first. Display the first page of the book to guide them. *What detail did the author put next?* Guide students to continue naming the details in order.

Explain to students that the author organized the details. Depending on the structure of the book you read, explain that the details are organized with the most important detail first, or the details are organized in chronological order.

Pull another book from the stack and repeat the process of identifying the details and the order in which the writer presents them. *How would the book be different if the details were in a different order?*

## Possible Teaching Point

## Writing Process

### Drafting | Organize Details

Remind students that details tell more about the main idea. As students review their list books, have them underline the details and check that

- the most important details are first
- the details are organized in chronological order

## Independent Writing

Mentor STACK



### FOCUS ON ORGANIZATION

- During independent writing time, students should reread their list books to make sure the details are organized in an order that makes sense. Tell them that it is OK to rewrite their books if they think of a better way to organize the details.
- If their details are organized, they should continue writing.

### WRITING SUPPORT

---

- **Modeled** Think aloud as you talk through how the details of a stack text are organized.
- **Shared** Have students choose a stack text, and together talk through how the details are organized.
- **Guided** Prompt students to think about other ways they could arrange details of a stack text.



**Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T350.

## Share Back

Ask a few students to share their books. How did they organize the information? Encourage students to discuss how organizing ideas can help them with anything they write.



# Language & Conventions

## Present Tense Verbs

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

### Writing Workshop

Have students look at their writing in their drafts or their list books to check that they have used present tense correctly.

### LESSON 4

#### Practice Present Tense Verbs

**APPLY MyTURN** Have students edit for a verb on p. 124 in the *Student Interactive*. Depending on your students, have them work with a partner, independently, or with teacher guidance.


#### STUDENT INTERACTIVE, p. 124

LANGUAGE AND CONVENTIONS **Read Together**


### Verbs

A **verb** is an action word.

Some verbs tell about an action that happens now.



The cat **eats**.



The cats **eat**.

**MY TURN** Write

Sam looked at a map.

**looks**

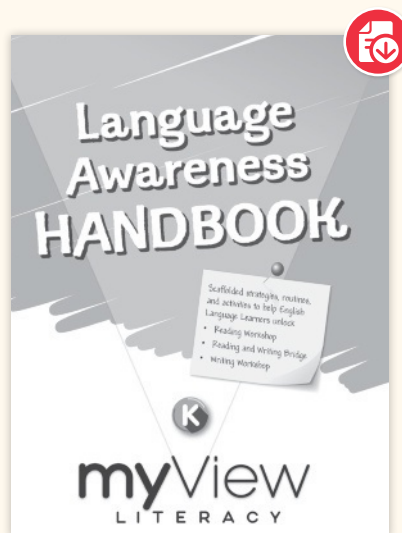
**124** **Directions** Say: When a sentence tells about one person or thing, the verb ends with -s. When a sentence tells about more than one person or thing, the verb does not end with -s. Read aloud the sentence at the bottom of the page. Ask students to edit by rewriting the verb on the lines, changing the ending to tell about an action that is happening now.

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### Develop Language Awareness

For additional practice with present tense verbs, complete the activity on p. 24 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand present tense verbs.



FLEXIBLE OPTION

LESSON 1



Spiral Review:  
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:  
Present Tense Verbs

LESSON 3

Teach Present Tense  
Verbs

LESSON 4

Practice Present  
Tense Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

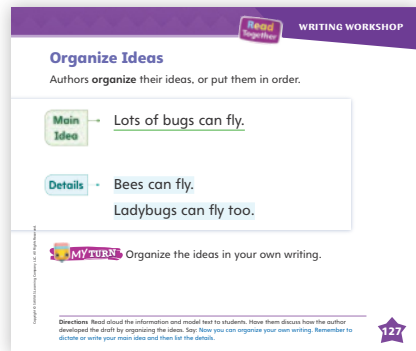
**FAST TRACK**

# Apply Organize Ideas

## OBJECTIVE

Develop drafts in oral, pictorial, or written form by organizing ideas.

STUDENT INTERACTIVE, p. 127



## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors organize their books by stating the main idea first and then listing the details. Details should be listed in an order that makes sense, such as chronologically or in the order of importance.

**MODEL AND PRACTICE** Pull a book from your stack and read it aloud with the class. Ask students to tell what the book is mostly about. Next, ask students to list some of the details that helped them decide. **The author of this book put the details in an order that makes sense. When we write our books, we will also put the details in order.**

Tell students that you are going to write a list book about animals you saw at the zoo. Write the following words on flashcards: *monkeys, penguins, lions, hippopotamuses*. Display them for students. **I am going to put my details in order. I can organize my details in the order in which I saw the animals. When I got to the zoo, I saw the penguins. Then I saw the monkeys. Then I saw the lions. Last, I saw the hippopotamuses.** Place the flashcards in order.

**There isn't one correct way to organize your details. As the author, you get to decide the way you will organize them.** Ask students if they can think of any other way to organize the details. **You might organize them in alphabetical order, by size, or by how close they live to the ground.** Invite them to come up and place the flashcards in order and explain the reason for the organization.

Have students turn to p. 127 in the *Student Interactive*. Read the page together.

## WRITING CLUB

Use p. T369 to guide Writing Club discussions. See the **Conference Prompts** on p. T350.

## Share Back

Call on a few students to read their list books and explain why they placed the details in that order.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their list books and request feedback from their peers about the organization of their details and the spacing of letters and words.

As students share how they organized their details, tell them to:

- Answer questions their peers ask about the way their details are organized
- Respond to suggestions from peers by agreeing or disagreeing with the suggestion and saying why
- Respond to suggestions by asking a question if they do not understand
- Think about ways they can strengthen their writing by adding details in response to peer feedback

**What Are We Sharing?** Students will share their books and explain why they organized their ideas in the way that they did. Students will work in groups to help one another make sure their books are organized in the best possible way. Tell students to talk with their peers about ways their books may have been better organized.



## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What is the most important detail in your book?
- How can you organize your book to help readers understand it?
- What graphics can you use to support the details in your book?
- Why is it important to plan and organize your book before writing?

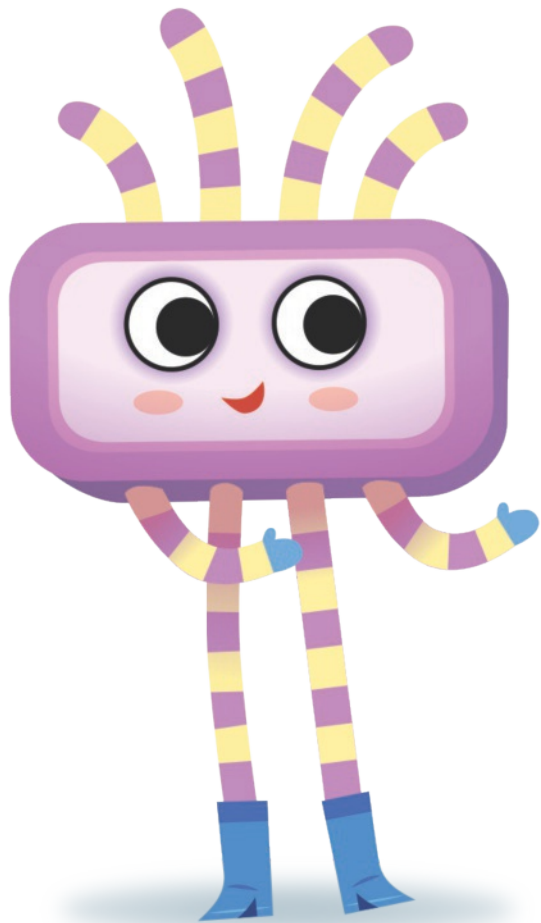


# Language & Conventions

## Present Tense Verbs

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.



### FLEXIBLE OPTION

### LESSON 5

### Standards Practice

Display the following:

1. *Jim* \_\_\_\_ *to school.*  
(walks, walk)
2. *He* \_\_\_\_ *dogs.*  
(like, likes)
3. *She* \_\_\_\_ *running.*  
(start, starts)
4. *We* \_\_\_\_ *food to stay alive.*

Read sentences 1–3 one at a time and have students tell which present tense verb belongs in the blank. Read sentence 4 and ask students to think of a present tense verb to finish the sentence.



**APPLY My TURN** Provide more practice with present tense by having students complete *Language and Conventions*, p. 88, from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Verbs  
A verb is an action word.  
Some verbs tell about an action that happens now.  
I help my brother.

**MY TURN** Circle

1. The cat licks a mat.
2. Lin hops on a rock.
3. Dad mops.
4. Pat rips the map.
5. Mom picks a hat.

Directions: Have students read the sentences. Ask them to circle the verb in each sentence.  
Grade K, Unit 2, Week 3

**Language and Conventions,  
p. 88**

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Adjectives

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Present Tense Verbs

**LESSON 3**

**Teach Present Tense  
Verbs**

**LESSON 4**

**Practice Present  
Tense Verbs**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will


- apply rules for capitalization
- edit their work for adjectives and nouns

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Singular and Plural Nouns T376	Explore Edit for Capitalization T380	Apply Edit for Capitalization T384
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T377	Independent Writing and Conferences T381	Independent Writing and Conferences T385
<b>SHARE BACK FOCUS</b> 5–10 min.	Nouns T377	Capital Letters T381	Capitalized Letters T385
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Spiral Review: Verbs (present) T378–T379	• <b>Pre-Spelling</b> Rhyming Sort T382 <b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Oral Language: Verbs (past) T383	• <b>Language &amp; Conventions</b> Teach Verbs (past) T386–T387



# Mentor STACK



Use the following criteria to add to your list book stack:

- Books with proper use of punctuation and capitalization.
- Books with singular and plural nouns.
- Books with strong adjectives.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Explore Edit for Adjectives T388

Apply Edit for Adjectives T392

Independent Writing and Conferences T389

Writing Club and Conferences T392–T393

Details T389

Details T392

• **Language & Conventions** Practice Verbs (past) T390–T391

• **FLEXIBLE OPTION** **Language & Conventions** Standards Practice T394–T395

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Spacing Between Words

Add Details to Illustrations

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

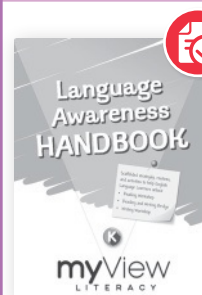
Independent Writing and Conferences

**SHARE BACK FOCUS**

5–10 min.

Sentences

Details



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 grammar and conventions in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Singular and Plural Nouns

**If** students need additional support,


 **Then** have them look for singular and plural nouns using the stack texts.

**If** students show understanding,

**Then** find a singular or plural noun in their list book and ask: Why did you choose this noun?

#### Edit for Capitalization

**If** students need additional support,


 **Then** have them identify capital letters in stack texts.

**If** students show understanding,

**Then** prompt them to identify the capital letters they used in their writing.

#### Edit for Adjectives

**If** students need additional support,

 **Then** have them describe familiar objects in the classroom, using words to tell about shape, size, or color.

**If** students show understanding,

**Then** ask: Why did you choose to use this adjective in your book?

## Conference Support for ELL

### EMERGING

- Have students practice saying singular and plural nouns.
- As you read a stack text, point out singular and plural nouns.
- Learn common nouns and their plural forms in your students' home language.

### DEVELOPING

- Tell students to practice saying and writing singular and plural nouns.
- Have students point out singular and plural nouns in texts they read.
- Point out capitalization and adjectives in stack texts.

### EXPANDING

- Have students choose singular and plural nouns in their writing.
- Prompt students to think of words that need capitalization.
- Tell students to vary the adjectives they use when writing and speaking.

### BRIDGING

- Invite students to work with a partner to review writing for capitalization, plural nouns, and adjectives.
- Have students create a list of adjectives to use in writing.
- Ask students to revise their writing and add adjectives.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **writer's craft** and **verbs**.



## ELL Minilesson Support

### Week 4: Writer's Craft

During this week, your ELLs will benefit from additional practice with grammar and conventions to help them edit their list books. These targeted supports were chosen to help students further develop their understanding of singular and plural nouns and how to use adjectives in their writing.

Use this note for the minilesson on pp. T376–T377.

### ELL Targeted Support

#### EDIT FOR SINGULAR AND PLURAL NOUNS

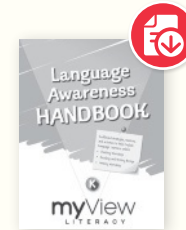
As students read and hear singular and plural nouns, they can use support to gain an understanding of how to turn a singular noun into a plural noun.

Write on the board these singular and plural noun phrases: *one book, two books; one pencil, many pencils*. Then guide students to read aloud each phrase. **EMERGING**

Have students point to an object and say the singular or plural word for it to a partner. Have the partner correct if necessary. **DEVELOPING**

Have students identify, or read aloud, singular and plural nouns in the stack books to a partner. Have the partner provide support identifying the nouns. **EXPANDING**

Have students identify additional singular and plural nouns they can use in their writing. Then have them compare these nouns with a partner. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T388–T389.

### ELL Targeted Support

#### EXPLORE EDIT FOR ADJECTIVES

Help students use content-based vocabulary in their writing by editing for adjectives. Explain that adjectives include content-based words such as colors, sizes, and shapes.

Show students an object, say the word, and have students repeat. Then add an adjective that describes the object and have students repeat. Ask them to draw the object and write the content-based word. **EMERGING**

Review students' writing, pointing to nouns that can benefit from an adjective. Have students think of a content-based word, such as a color, shape, or size, to add to their writing.

**DEVELOPING**

Make sure students use varied content-based words as they write. For example, they can use the adjectives *small* and *little*, *big* and *tall*. Have them go back to their writing and change any repeated adjectives. **EXPANDING**

Challenge students to review their work and change any general adjectives to more descriptive content-based words.

**BRIDGING**

## FAST TRACK

# Edit for Singular and Plural Nouns

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including singular and plural nouns.

STUDENT INTERACTIVE, p. 163

The screenshot shows a page from a student interactive book. At the top, it says 'LIST BOOK' and 'WRITING WORKSHOP'. Below that, there's a goal: 'I can write an informational text.' and 'My Learning Goal'. The main title is 'Edit for Singular and Plural Nouns'. It defines a singular noun as one person, animal, place, or thing, and a plural noun as more than one. There's a 'MY TURN' section with 'Write' and three sentences: 'The frog is green. (frog)', 'It has two eyes. (eye)', and 'It uses its legs to hop. (leg)'. Each sentence has a blank line before the noun. A small frog illustration is next to the first sentence. At the bottom, there are directions: 'Directions: Have students edit each sentence by deciding if the noun in parentheses should be singular or plural. Have them write the correct form of the word on the line. Then ask students to edit for singular and plural nouns in their list books.' The page number '163' is in the bottom right corner.

## Minilesson

Mentor STACK



**TEACHING POINT** A singular noun names one thing. It can be turned into a plural noun, which names many things, by adding an -s or -es. Authors edit their writing to be sure they have used singular and plural nouns correctly.

**MODEL AND PRACTICE** Hold up a stack text and tell students that the writer of this book used nouns in his or her text. Explain that a noun is a person, animal, place, or thing. Then point out a noun in the title. Say: **When a noun names only one thing, it is called a singular noun. When a noun names more than one thing, it is called a plural noun. Plural nouns usually end with the letter s. Is this noun in the title a singular noun or a plural noun?** Help students identify whether it is singular or plural. **When we write our list books, we will edit them to make sure we used singular and plural nouns correctly.**

Write a sentence from the stack text on the board, but change the noun to its incorrect singular or plural form. Tell students that they will pretend to be the author and edit this sentence. Have them point out the noun and tell you what the correct word should be. Show them how to erase the incorrect word and replace it with the correct one.

Have students turn to p. 163 in the *Student Interactive* to continue working with singular and plural nouns.

## Independent Writing

Mentor **STACK**

### FOCUS ON NOUNS

- After the lesson, tell students that they should spend independent writing time reviewing their list books and editing for singular and plural nouns.

### WRITING SUPPORT

- **Modeled** Think aloud as you look through the stack texts to identify singular and plural nouns.
- **Shared** Write or draw a singular noun and ask the student to say, write, and draw its plural form.
- **Guided** Prompt students to think about the singular and plural nouns they use every day.

 **Intervention** Refer to the *Small Group Guide* for support.

- If they demonstrate understanding, they should then continue writing and drawing in their list books using singular and plural nouns correctly.

See the **Conference Prompts** on p. T374.

## Share Back

Call on students to share a noun they used in their writing and identify whether it is singular or plural.



# Language & Conventions

## Spiral Review

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Verbs (present)

**FOCUS** Remind students that a verb is an action word. Act out examples, such as *jump*, *run*, and *smile*.

**MODEL AND PRACTICE** Tell students that we can tell if an action is still going on by hearing the verb. Say the sentence *I smile and laugh*. Explain that the words *smile* and *laugh* show that the action is still going on. Tell them that an *-ing* ending also shows the present tense. *Smiling* and *laughing* show that the actions are still going on.

**APPLY** Ask students to tell about actions that they are doing, such as *talking* and *reading*.





### ELL Targeted Support

**Edit for Subject-Verb Agreement** Help students edit written sentences for subject-verb agreement.

Write sentences with verb choices, such as: *Maria \_\_\_\_\_ (write, writes)*. Ask students which form of the verb matches the subject. Have a volunteer edit the sentence by crossing out the incorrect verb.

**EMERGING**

Write simple sentences on the board. Include some with subjects and verbs that do not agree, such as: *Maria write*. Guide students to edit the sentences by identifying and correcting the errors. **DEVELOPING**

Write sentences on the board, including some with subjects and verbs that do not agree. Have students copy the sentences on paper and edit them by circling the incorrect verbs and writing the correct forms of the verbs above them. **EXPANDING**

Have students write four simple sentences about actions that are happening now. Have partners edit each other's sentences for subject-verb agreement. **BRIDGING**

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Verbs (present)

FLEXIBLE OPTION



### LESSON 2

Oral Language: Verbs  
(past)

### LESSON 3

Teach Verbs (past)

### LESSON 4

Practice Verbs (past)

FLEXIBLE OPTION



### LESSON 5

Standards Practice

# Explore Edit for Capitalization

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

## Minilesson

Mentor STACK



**TEACHING POINT** As authors edit their writing, they make sure they used capital letters correctly. Authors follow rules when deciding which words to capitalize.

- A complete sentence begins with a capital letter.

**MODEL AND PRACTICE** Tell students that authors use both uppercase and lowercase letters in their writing. Another name for an uppercase letter is a capital letter. Tell students you will go on a capital letter hunt. Using a stack book, point out capital letters that start sentences, and encourage students to help find them too. Have students name the capital letters they see. Then say: *All of these words begin with capital letters. I wonder why they begin with capital letters. I see that each capitalized word is at the beginning of a sentence. Each sentence begins with a capital letter and ends with a period or other punctuation mark. When I write a sentence in my list book, I will begin the sentence with a capital letter, just like the author of this book.*

Write several sentences on the board or flipchart, not capitalizing the first letter. *All of these sentences are complete sentences. A complete sentence should begin with a capital letter and end with a punctuation mark. I'm going to edit these sentences for capitalization.* Have students tell you which words to capitalize, providing assistance as necessary. Model circling the letter that needs capitalizing and writing a capital letter instead.

## Independent Writing

### FOCUS ON CAPITALIZATION

- During independent writing time, have students demonstrate understanding of capitalization by reviewing their list books and editing for capitalization. Tell them to look for words that start a sentence.
- As time allows, students should continue writing and drawing their list books.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model where you would capitalize a word in a sentence.
- **Shared** Point to capitalization errors in a sentence and prompt students to suggest a correction.
- **Guided** Provide explicit instruction on which words to capitalize.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T374.

## Share Back

Call on a few students to explain what words they changed to capital letters.



# Rhyming Sort

## OBJECTIVE

Identify and produce rhyming words.

### ELL Targeted Support

**Rhyming Words** Have students practice saying the words several times. Then ask questions to help them identify the words that rhyme.

Point to the rock and ask: *What is this? This is a \_\_\_\_\_. Does rock rhyme with chair? Does rock rhyme with clock?* Repeat with other words. **EMERGING/DEVELOPING**

Have students identify and say aloud the picture names before working on the exercise. Ask: *What rhymes with rock?* Repeat with other words. **EXPANDING/BRIDGING**

## Minilesson

**FOCUS ON STRATEGIES** Remind students that rhyming words have the same ending sound. Give examples of rhyming pairs, such as *cat/bat* and *nice/twice*. Restate the ending sound as you tell students each word.

**MODEL AND PRACTICE** Demonstrate how to match the rhyming words on p. 160 of the *Student Interactive*. In the first box on the top, I see a person who looks very hot. I will look on the bottom row for a word that rhymes with *hot*. I see a rock, a cap, and a knot. The last picture is the one I am looking for. *Knot rhymes with hot*. Demonstrate how to draw a line between the two pictures.

**APPLY MyTURN** Have students complete the activity on p. 160 in the *Student Interactive* to identify and produce rhyming words. Provide help as needed.


### STUDENT INTERACTIVE, p. 160

PRE-SPELLING


## Rhyming Sort

**MYTURN** Match

Tell students that images represent hot, clock, lap.



Tell students that images represent rock, cap, knot.



**160**

**Directions** Remind students that rhyming words have the same middle and ending sounds. Say: Listen to these words: *hot, clock, lap, rock, cap, knot*. Have students draw a line from each picture word at the top of the page to the picture word at the bottom that rhymes. Then ask them to produce rhyming words by saying other words that rhyme with one of the pairs.

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# Language & Conventions

## Verbs (past)

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Verbs (past)

**FOCUS** Remind students that a verb is an action word. Tell students that a verb can be said or written to show that the action already happened and has stopped.

**MODEL AND PRACTICE** Give an example of a sentence with a past-tense verb, such as *Dan walked to the park*. Say: *I know that Dan is finished walking because of the -ed at the end of the word walk. The sentence does not say Dan walks to the park. It says he walked to the park. It's something he already did. He's there and done!*

**APPLY** Write several regular past-tense verbs on the board, such as *kicked, changed, and biked*. Have students work in pairs to come up with a sentence for each word.

#### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including verbs.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.



FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Verbs (past)

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Verbs (present)

**LESSON 3**

Teach Verbs (past)

**LESSON 4**

Practice Verbs (past)

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

## FAST TRACK

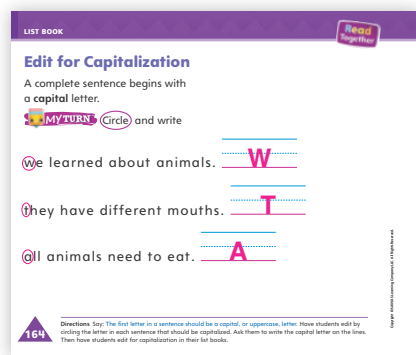
# Apply Edit for Capitalization

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including complete sentences.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

STUDENT INTERACTIVE, p. 164



## Minilesson

Mentor STACK



**TEACHING POINT** An author edits his or her work for the correct use of capitalization. Each complete sentence should begin with a capital, or uppercase, letter.

**MODEL AND PRACTICE** Use a stack book to show that the beginning word of each sentence is capitalized. Do a Think Aloud as you explain why the words are capitalized. **This is a complete sentence because it begins with a capital letter and it ends with a period. Another sentence comes next; it begins with a capital letter too. I know that capital letters are always used at the beginning of sentences.**

Tell students that good writers edit their work. They make sure all the correct words are capitalized.

Provide a simple prompt, such as *on the playground* or *on the way to school*. As a class, write a short paragraph. When the paragraph is complete, tell students that you will now edit the draft for correct capitalization. Reread the paragraph with students and have them help you decide if words have been capitalized correctly. Show them how to correct any errors in capitalization.

Have students complete p. 164 in the *Student Interactive*.

## Possible Teaching Point

**Language & Conventions | Verbs**

Review with students that verbs tell about an action. When writers use verbs to tell about an action that took place in the past, they use past tense verbs.

As students continue writing their list books, have them

- circle the verbs they have used
- tell if each verb shows an action that happened in the past or is still going on
- check that the verbs that show actions that happened in the past end in *-ed*

## Independent Writing

Mentor **STACK**

### FOCUS ON CAPITALIZATION

- During independent writing time, have students return to books they have written this unit and edit their writing for correct capitalization.

### WRITING SUPPORT

---

- **Modeled** Model looking through a stack text to find words that need capitalizing.
- **Shared** Use the stack text to help students identify capitalized words.
- **Guided** Prompt students to write using capital letters.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If they demonstrate understanding, students should continue writing their list book using correct capitalization.

See the **Conference Prompts** on p. T374.

## Share Back

Call on a few students to explain what words needed capitalization in their writing.

# Language & Conventions

## Verbs (past)

### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including verbs.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

---

### LESSON 3

#### Teach Verbs (past)

**FOCUS** Write the following sentence on the board:

We stopped the car  
at the red light.


Read the sentence. Then have students tell you which word in the sentence is a verb. After they identify *stopped* as a verb, ask them if the action happened in the past, or if it is still going on. Ask students how they know that the action happened in the past.





**MODEL AND PRACTICE** Model another example: In the sentence “Maya shouted for her team at the baseball game,” there is a verb. It is a word that shows an action. The word *shouted* shows that Maya made a loud sound to cheer her team, but she is done doing that **now**. Provide additional examples as needed so that students can easily identify the action word and understand that the action took place in the past.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Verbs (present)

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Verbs (past)

**LESSON 3**

**Teach Verbs (past)**

**LESSON 4**

**Practice Verbs (past)**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Explore Edit for Adjectives

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

## Minilesson

Mentor STACK 

**TEACHING POINT** Adjectives describe nouns. They make writing more interesting. An author uses adjectives to describe something in more detail. He or she might edit a book by adding adjectives that describe the size, color, or shape of something.

**MODEL AND PRACTICE** Draw a tree on a flipchart or board. Write *tree* next to it. Draw and label a small bird next to the tree, and draw and label some grass beneath it.

Have students close their eyes. Talk about your drawing without using adjectives. Say: *I drew a tree, a bird, and some grass. Try to imagine what I drew.* Then use adjectives to describe your drawing: *I drew a tall, green apple tree. The bird is blue and little. The short grass is green and spiky.* Ask students which sentences helped them picture your drawing.

Write a sentence on the board from a stack text. Explain that adjectives describe information giving details of size, color, or shape. Read the sentence on the board and ask students if they see any adjectives. If it has adjectives, circle them. If it does not, model how you would revise the sentence to include an adjective. Then say: *When we use adjectives in our writing, our sentences become more interesting. The describing words help our readers make pictures in their minds.*

## Possible Teaching Point

## Writing Process

### Revising and Editing | Adjectives

Tell students that when writers revise their work, they look for ways to make it better. One way writers improve their writing is to add adjectives that help the reader understand their writing better, or to make it more exciting.

After students revise their books, have them circle the adjectives. Have them tell what the adjectives help the reader understand, or how they make the writing more exciting.

## Independent Writing

Mentor STACK



### FOCUS ON ADJECTIVES

- Have students review their list books and look for places where adjectives can be added to give more detail.

### WRITING SUPPORT

---

- **Modeled** Write a simple sentence and circle the nouns. Ask students what words they can use to describe each noun and add those words to your sentence.
- **Shared** Review a stack text together and look for examples of describing words.
- **Guided** Prompt students to think of adjectives they could use as they write.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If they demonstrate understanding, have them continue writing their list books using adjectives to add detail.

See the **Conference Prompts** on p. T374.

## Share Back

Ask students to read their books aloud and point out the adjectives they used. Prompt the class to provide suggestions about other adjectives that could be used.



# Language & Conventions

## Verbs (past)

### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including verbs.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.

### Writing Workshop

Tell students to pay attention to verbs as they write their drafts during Writing Workshop. Ask them to look for examples of actions that happened in the past. Ask them to tell if there is an *-ed* at the end of the verb to show the action happened in the past.

### LESSON 4

#### Practice Verbs (past)

**APPLY MyTURN** Have students identify, read, and edit by writing the past-tense verbs on p. 162 in the *Student Interactive*. Have students act out a word with the same general meaning as talked.

#### STUDENT INTERACTIVE, p. 162

LANGUAGE AND CONVENTIONS Read Together

### Verbs

A verb that ends with **ed** tells about an action in the past.

Yesterday I **walked**.

**MYTURN** Circle and write  
I **talk** to Grandma yesterday.

**talked** \_\_\_\_\_

Last fall I **start** school.

**started** \_\_\_\_\_

**162** Directions Say: Remember that a verb is an action word. Read aloud the information at the top of the page. Then read the sentences one at a time. Have students edit each sentence by circling the verb and then writing the past-tense form of the verb on the lines.

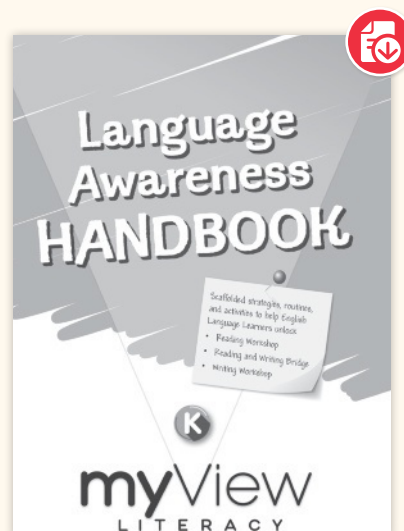


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## Develop Language Awareness

For additional practice with past-tense verbs, complete the activity on p. 26 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand past-tense verbs.



FLEXIBLE OPTION

**LESSON 1****Spiral Review:**  
Verbs (present)

FLEXIBLE OPTION

**LESSON 2****Oral Language:**  
Verbs (past)**LESSON 3****Teach Verbs (past)****LESSON 4****Practice Verbs (past)**

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

FAST TRACK

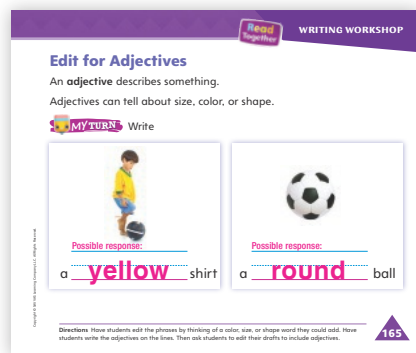
# Apply Edit for Adjectives

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Edit drafts with adult assistance using standard English conventions, including adjectives, including articles.

STUDENT INTERACTIVE, p. 165



## Minilesson

Mentor STACK



**TEACHING POINT** Adjectives are used to describe size, color, or shape. An author uses adjectives to help a reader make a picture in his or her mind.

**MODEL AND PRACTICE** Prior to the lesson, have enough adjectives written on flashcards for everyone in the class to have one, plus a few extras. The adjectives can be limited to size, color, and shape. Give one flashcard to each student. Then write sentences on the board, such as:

- I spilled paint on my shirt.
- The elephant played with a toy.
- I will put this book on the shelf.
- This sign is perfect for my clubhouse.

Alternately, write sentences from a stack book but remove the adjectives. **These sentences don't have any describing words. Let's revise these sentences by adding adjectives to make them more interesting. Raise your hand if you have a word that will describe a noun in this sentence.** Read the sentences one at a time and have student volunteers suggest adjectives, providing assistance as necessary. Write the adjectives on the board, and then read the sentences again. **When we edit these sentences to include adjectives, they are so much more interesting! When you write your list books, make sure you include adjectives.**

Have students turn to p. 165 of the *Student Interactive*. Read the page together and assist students in completing the activity, as needed.

## WRITING CLUB

Use p. T393 to guide Writing Club discussions.

## Share Back

Ask for student volunteers to share their list books and drawings. Tell the class to discuss an adjective and how it was used to describe size, color, or shape.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their ideas and list books and how they used nouns and adjectives in their writing.

Students should spend the first 5–10 minutes in their groups reviewing the following:

- Being respectful and considerate when sharing ideas
- Process for taking turns during discussions
- Role of the audience when someone is sharing ideas

**What Are We Sharing?** Students will share their list books. Tell students that they should share what plural and singular nouns they used, what adjectives they used, and how they had to edit their drafts for capitalization. Their Writing Club should help them review their work for singular and plural nouns and capitalization. The members should make suggestions about how they can use adjectives to improve their work.



## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What words did you capitalize in your book?
- Did I make the noun \_\_\_\_ plural by adding \_\_\_\_?
- What adjectives did you use to make your book more descriptive?



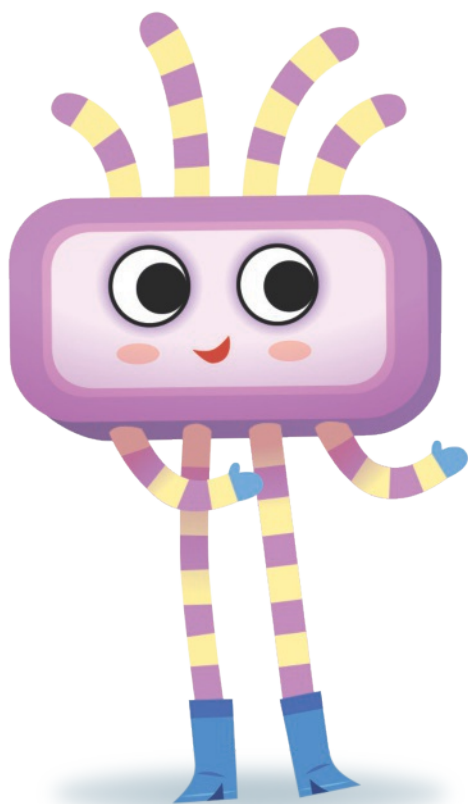
# Language & Conventions

## Verbs (past)

### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including verbs.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings.



FLEXIBLE OPTION 

### LESSON 5

#### Standards Practice

Display the following sentence and guide students to complete the question.

(1) The class laughed at their favorite joke.

Which word is a verb that shows an action that happened in the past?

- A class
- B laughed
- C favorite
- D joke



**APPLY My TURN** Have students complete *Language and Conventions*, p. 89, from the *Resource Download Center*.

Name \_\_\_\_\_

**Read Together**

**Language and Conventions**

Verbs  
A verb that ends with -ed tells about an action in the past.

On Monday Pat helped Sam.

**MY TURN** Circle and write

1. Mom locked the desk.  
locked

2. The frog rested on a log.  
rested

Directions: Have students read each sentence. Ask them to find the verb in each sentence and circle the -ed in each verb. Then have them write the verbs on the lines.  
Grade K, Unit 2, Week 4  
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**Language and Conventions,  
p. 89**

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Verbs (present)

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Verbs (past)

**LESSON 3**

**Teach Verbs (past)**

**LESSON 4**

**Practice Verbs (past)**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will

- edit for prepositions and capitalization
- present their list books to the class
- review what they have learned about list books

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Prepositions T400	Edit for Capitalization T404	Prepare for Celebration T408
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T401	Independent Writing and Conferences T405	Independent Writing and Conferences T409
<b>SHARE BACK FOCUS</b> 5–10 min.	Clues Using Prepositions T401	Revising for Capitals T405	Final Edits T409
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Spiral Review: Verbs (Past) T402–T403	• <b>Pre-Spelling</b> Rhyming Sort T406 <b>FLEXIBLE OPTION</b> ← • <b>Language &amp; Conventions</b> Oral Language: Verbs (Future) T407	• <b>Language &amp; Conventions</b> Teach Future Verbs T410–T411



# Mentor STACK



Use the following criteria to add to your list book stack:

- Books that include many prepositions.
- Books that have a large and legible font and complete sentences on each page.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Celebration T412

Assessment T416

Celebration T413

Assessment T416–T417

Celebration T413

Assessment T416–T417

- **Language & Conventions**  
Practice Future Verbs  
T414–T415

- **FLEXIBLE OPTION** **Language & Conventions**  
Standards Practice T418–T419

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Edit for  
Illustrations

ABC Books

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent  
Writing and  
Conferences

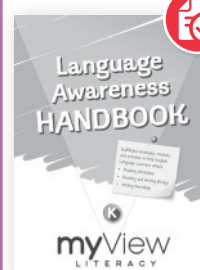
Independent  
Writing and  
Conferences

**SHARE BACK FOCUS**

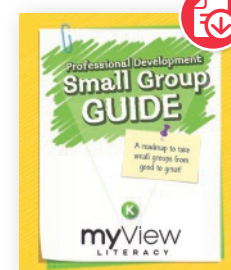
5–10 min.

Drawings

Facts



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 prepositions, capitalization, and presentation skills in order to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Edit for Prepositions</b>		
<b>If</b> students need additional support,	 <b>Then</b> place an object in various locations—on a desk, under a book, etc—and have students describe its location aloud.	
<b>If</b> students show understanding,	<b>Then</b> ask: What else do you need to edit or revise before presenting your list book?	
<b>Edit for Capitalization</b>		
<b>If</b> students need additional support,	 <b>Then</b> have them identify the first word in a stack text. Point out that it begins with a capital letter because it is the beginning of a sentence.	
<b>If</b> students show understanding,	<b>Then</b> explain that authors also capitalize words inside of sentences, such as the names of people and places.	
<b>Prepare for Celebration</b>		
<b>If</b> students need additional support,	 <b>Then</b> have them practice reading their work aloud during Conference time.	
<b>If</b> students show understanding,	<b>Then</b> ask: What part of your list book are you most proud of?	

## Conference Support for ELL

### EMERGING

- Learn simple prepositions in your students' home language.
- Write the prepositions in English next to the word in the students' home language.
- Circle capital letters in stack texts.

### DEVELOPING

- Have students say and write prepositions.
- Have students say sentences about a favorite object and its location.
- Model how to write a sentence and capitalize the first word.

### EXPANDING

- Use guided writing to help students write a complete sentence.
- Prompt students to tell you when a word should be capitalized.
- Have students practice reading their books aloud.

### BRIDGING

- Have students think of additional prepositions and use them in a sentence.
- Prompt students to point out words they capitalized in their list book.
- Have students read their list book aloud.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **supporting points in a text** and **verbs**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, and Assess

During this week, your ELLs will benefit from additional writing support that expands their awareness of how authors use words and punctuation when writing. These targeted supports were chosen to help students further develop their English language skills and build foundational writing skills.

Use this note for the minilesson on pp. T400–T401.

#### ELL Targeted Support

##### EDIT FOR PREPOSITIONS

As students gain vocabulary and understanding of English, prepositions can help them describe an object's location with increasing specificity and detail.

Point to an object in the classroom and describe its location using a prepositional phrase. For example, point to a book and say: *The book is on the shelf.* Have students draw a picture of the object and write a preposition, such as *on*, to describe its location.

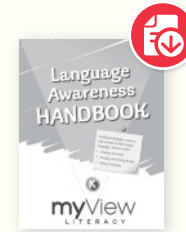
##### EMERGING

Write sentence frames on the board to help students describe objects' locations, such as: *The \_\_\_ is on \_\_\_. The \_\_\_ is under \_\_\_.* Have students choose an object and write a sentence to describe where it is located. **DEVELOPING**

Guide students in writing complete sentences describing objects' locations within the classroom. **EXPANDING**

Have students practice using prepositions by having them write a riddle. Ask students to choose an object and write sentences describing where it is located. Then have them trade papers with a partner and use the clues to figure out their partner's object.

##### BRIDGING



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on pp. T404–T405.

#### ELL Targeted Support

##### EDIT FOR CAPITALIZATION

Students may need support in identifying which words to capitalize within sentences.

Use a stack text or familiar titles to show that the words are capitalized at the beginnings of sentences. **EMERGING**

Tell students to identify when words are capitalized, prompting them to find words using stack texts or books from the classroom library. **DEVELOPING**

Have students work with a partner to edit each other's work as they look for capital letters. **EXPANDING**

Have students write new sentences, capitalizing the first letter of the first word in every sentence and using the proper punctuation.

##### BRIDGING

## FAST TRACK

# Edit for Prepositions

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Edit drafts with adult assistance using standard English conventions, including prepositions.

STUDENT INTERACTIVE, p. 201

LIST BOOK WRITING WORKSHOP

I can write an informational text. My Learning Goal

### Edit for Prepositions

Authors use prepositions to add details.  
A preposition is a word that shows a relationship.

**MY TURN** Write

on in by

The fish swims \_\_\_\_\_ in \_\_\_\_\_ the pond.

The tree is \_\_\_\_\_ by \_\_\_\_\_ the pond.

Directions: Say: Some prepositions tell where something is located. Read each sentence and have students edit by writing the best preposition from the word bank on the lines. Ask students to edit their list books for prepositions.

201

## Minilesson

Mentor STACK



**TEACHING POINT** Prepositions are used to add details to a text. Prepositions are words that show where something is located. Examples include *in*, *on*, *near*, *under*, *by*, and *over*.

**MODEL AND PRACTICE** Tell students you will play a riddle game. You will give students clues and they will guess the item using your clues. Look around the classroom and find items that are *over*, *under*, *in*, *by*, *near*, or *on* something. Use adjectives in your sentences to give students additional practice in using describing words. For example: *This round item is over the door.* Or, *This small, green object is on my desk.* As you give clues, emphasize the prepositions.

Next, write the following prepositions on a flipchart or board: *in*, *on*, *near*, *under*, *by*, and *over*. **These are prepositions. They add details to sentences and tell the location of something.** Write: *The book is on the desk.* Read the sentence aloud. **We are going to edit this sentence together. When I move the book, tell me how I should edit the sentence.** Place a book under a desk. **I know that the book is not on the desk. I will cross out that word. What word should I use instead?** Have students supply the word *under*, and repeat the activity, moving the book to other locations.

Have students edit for prepositions on p. 201 in the *Student Interactive*.

## Independent Writing

### FOCUS ON PREPOSITIONS

- Tell students that they will present their list book later this week. Today they should choose the book they would like to present. They will spend a few days editing it and preparing it for presentation.
- Have them spend independent writing time reviewing and editing their book for prepositions.

### WRITING SUPPORT

- **Modeled** Write sentences on a board or flipchart, using prepositions.
- **Shared** As students write, encourage them to vary the prepositions and adjectives used.
- **Guided** Guide students to use prepositions and adjectives as they write.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T398.



## Share Back

Call on students to share prepositions they used in their book.

# Language & Conventions

## Spiral Review

### OBJECTIVES

Edit drafts with adult assistance using standard English conventions, including verbs.

Distinguish shades of meaning among verbs describing the same general action by acting out the meanings

### FLEXIBLE OPTION

## LESSON 1



### Spiral Review: Verbs (Past)

**FOCUS** Tell students that verbs are words that name actions, or things people do. Past-tense verbs are verbs that name or describe things people have done in the past.

**MODEL AND PRACTICE** Model for students. Tell them that the sentence *I jump* is about jumping right now, whereas the sentence *I jumped* is about jumping in the past. Expand on the example by telling students the sentence *I jumped yesterday*.

**APPLY** Have students practice using past-tense verbs by finding partners and taking turns forming sentences with past-tense verbs.





### ELL Targeted Support

**Edit for Verb Tenses** Tell students they should edit their writing to make sure they have used appropriate verb tenses.

Write sentences with verb choices, such as: *I \_\_\_ my dog yesterday. (walk, walked).* Have students identify the correct verb, and ask a volunteer to cross out the incorrect verb. **EMERGING**

Have students take turns telling something they did yesterday. Write the sentences on the board and guide students to check that the correct verb tense is used in each one. **DEVELOPING**

Write past-tense sentences on the board, but include some incorrect verb tenses. Have students copy the sentences on paper, circle the incorrect verbs, and write the correct verbs above them. **EXPANDING**

Have students write two sentences about actions that are happening now and two sentences about actions that happened in the past. Have partners trade papers and edit for verb tenses. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Verbs (Past)

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Verbs (Future)

### LESSON 3

Teach Future Verbs

### LESSON 4

Practice Future Verbs

FLEXIBLE OPTION

### LESSON 5

Standards Practice

## FAST TRACK

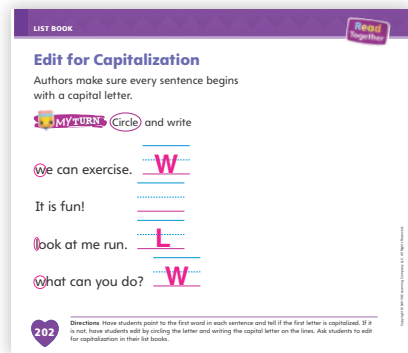
# Edit for Capitalization

## OBJECTIVES

Recognize the difference between a letter and a printed word.

Edit drafts with adult assistance using standard English conventions, including capitalization of the first letter in a sentence and name.

STUDENT INTERACTIVE, p. 202



## Minilesson

Mentor STACK



**TEACHING POINT** A sentence begins with a capital letter. Authors go back and edit their books to make sure they have capitalized the first word in each sentence.

**MODEL AND PRACTICE** Tell students that good writers go back and revise their work to make sure they have capitalized all the correct words in their book. Ask students to explain when words are capitalized. (The first letter in a word is capitalized at the beginning of a sentence.) Write a few simple sentences for the class to see, making sure to include a few examples of sentences with correct capitalization, and many examples of sentences that are not capitalized at the beginning. Example sentences include:

- read this book!
- The boy took a walk.
- how was your day?
- i like sports.
- look at the tree.

Then tell students you will use your good writing skills to go back and revise the sentences. Think aloud as you look for the word that should be capitalized in the first sentence. Say: *I know that the first word in a sentence should be capitalized. What is the first word in this sentence? That's right, the first word is read. What is the first letter in read? That's right, the letter r. Since this is a complete sentence, I know that the letter r should be capitalized. I need to edit this sentence. I will circle the r, and I will write a capital R above it.* Continue with the other sentences.

Have students edit for capitalization on p. 202 of the *Student Interactive*.

## Independent Writing

Mentor **STACK**

### FOCUS ON CAPITALIZATION

- Have students review their list books and edit for capitalization.
- Then, tell students to edit both the text and the pictures in their list books.

### WRITING SUPPORT

---

- **Modeled** Go back to the student's writing and model editing words for capitalization.
- **Shared** Have students identify capitals used in each other's writing.
- **Guided** Use a stack text to provide explicit instruction about capitalizing the first letter in words.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T398.

## Share Back

Call on a few students to show their work to the class. Prompt students to explain what words they capitalized and why.



# Rhyming Sort

## OBJECTIVE

Identify and produce rhyming words.



Picture Card



Picture Card

## ELL Targeted Support

**Rhyming Words** Explain to students that words rhyme when the middle and ending sounds are the same, such as in the words *cat* and *mat*. To help Spanish-speaking students understand the concept of rhyme, provide examples in Spanish that rhyme, such as *poca* (little) and *roca* (rock); *bata* (robe) and *rata* (rat).

Say groups of three words and ask students to tell which two words rhyme: *sit, fit, fine; pet, pot, get; most, toast, make; him, hat, fat; hide, sing, ride*. **EMERGING**

Give students simple words, such as *cat, hit, and pen*, and have them respond with a rhyming word, or words. **DEVELOPING**

Have students produce their own pairs or groups of rhyming words. Help them as needed. **EXPANDING/ BRIDGING**

## Minilesson

**FOCUS** Tell students that rhyming words have the same middle and ending sounds but have different beginning sounds. Display the *box* and *fox* Picture Cards. Have students identify the words represented by the pictures. Tell students that *box* and *fox* are rhyming words. Have students identify the initial and ending sounds in *box*. Listen to the word *box*. What is the first sound in *box*? That's right, /b/ is the first sound in *box*. How does *box* end? That's right, *box* ends with the sound /o/ /ks/. Continue with the word *fox*.

**MODEL AND PRACTICE** Ask students what makes *box* and *fox* rhyming words. Guide them to conclude that the words rhyme because they share an ending sound but have different beginning sounds. Have students open to p. 198 in the *Student Interactive*. This is a bed. *Bed* rhymes with *red*, so I will write the number from *bed* next to the word *red*. Have students write the number 1 next to the word *red*.

**APPLY MyTURN** Have students complete the other items on p. 198. Provide support as needed, and assist them in checking whether or not words rhyme.

## STUDENT INTERACTIVE, p. 198

PRE-SPELLING

### Rhyming Sort

**MYTURN** Match

1		2	
2		1	
3		3	

Tell students that images represent bed, pet, net, red, cot, dot.

**198** Directions Remind students that rhyming words have the same middle and ending sounds. Have students say each picture word, listening to the middle and ending sounds. Then have them match each picture in the first column with the rhyming picture in the second column by writing the correct number on the line.

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# Language and Conventions

## Verbs (Future)

FLEXIBLE OPTION **LESSON 2****Oral Language: Verbs (Future)**

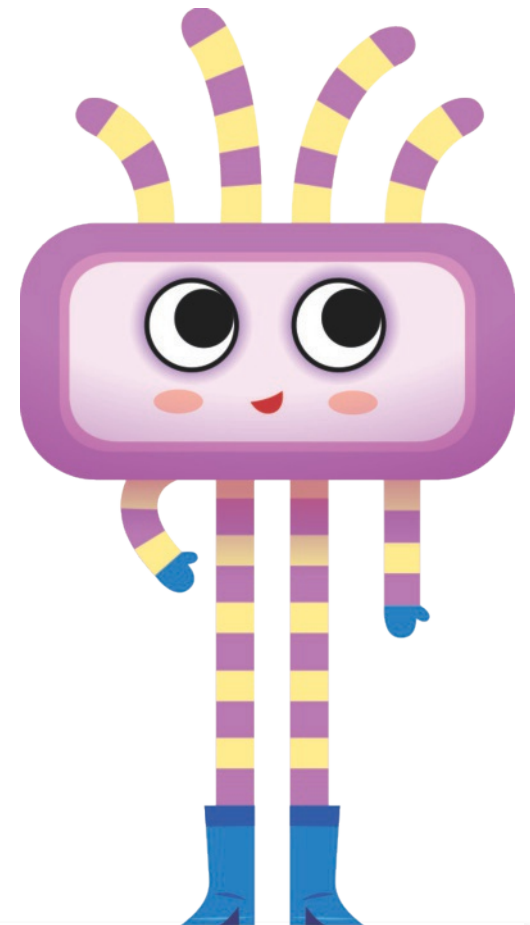
**FOCUS** Tell students that future-tense verbs name or describe things people are going to do in the future.

**MODEL AND PRACTICE** Model using future verbs for students. Say: *I will do my work. I will go to the store tomorrow.* These sentences use future-tense verbs. *Will do* and *will go* are future verbs. If a verb is in the future tense, it has the word *will* before it. Model additional examples for students if needed.

**APPLY** Have students practice using future-tense verbs by using oral language strategies. Call on one or two students and ask each student to say a sentence using a future-tense verb to the class.


**OBJECTIVE**

Edit drafts with adult assistance using standard English conventions, including verbs.

FLEXIBLE OPTION **LESSON 2**

**Oral Language:**  
Verbs (Future)

FLEXIBLE OPTION **LESSON 1**

 **Spiral Review:**  
Verbs (Past)

**LESSON 3**

Teach Future Verbs

**LESSON 4**

Practice Future Verbs

FLEXIBLE OPTION **LESSON 5**

Standards Practice

# Prepare for Celebration

## OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including complete sentences.

## Minilesson

Mentor STACK



**TEACHING POINT** Before authors celebrate, they revise their work. They also practice reading their books so they will be ready when it is time to present in public.

**MODEL AND PRACTICE** Make a Writing Checklist for students to refer to as they revise their writing to prepare for the celebration.

Provide a basic checklist:

- My drawings are complete.
- My sentences are complete.
- I can read my book out loud.

Reread each item on your classroom Writing Checklist. Ask students if they have any questions about what to check in their writing. Display your checklist so students can refer to it as they transition to independent writing.

## Possible Teaching Point

### Language & Conventions | Future-Tense Verbs

Remind students that they have been learning about different types of verbs: present tense, past tense, and future tense. As students do a final edit of their books, have them make sure they are using each type of verb correctly.

- A present tense verb tells about something that is happening now.
- A past tense verb tells about something that happened in the past, and usually ends in *-ed*.
- A future tense verb tells about something that will happen in the future, and has the word *will* before it.

## Independent Writing

### FOCUS ON EDITING

- Students should use their independent writing time to do a final edit of their list books.
- They should whisper read their book to practice for the celebration day.

### WRITING SUPPORT

---

- **Modeled** As you look through a student's work, model using the checklist to revise.
- **Shared** Have student identify how their work can be revised as they refer to the checklist.
- **Guided** Prompt students to read each sentence and refer to the checklist.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T398.

## Share Back

Call on one or two students to share a page of their book with the class and describe a change they made during their final review.

# Language & Conventions

## Future Verbs

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

### LESSON 3

#### Teach Future Verbs

**FOCUS** Explain to students that future-tense verbs tell what people will do in the future. Write on the board:

I will teach class  
tomorrow.


Explain to students that *will teach* is the future tense of the verb *teach*. It is about someone teaching in the future.





**MODEL AND PRACTICE** Model other examples. Say: *John will go to school.* *Jennifer will have fun with her friends.* Explain to students that these sentences contain examples of future-tense verbs. Give more examples if necessary.

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Verbs (Past)

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Verbs (Future)

**LESSON 3**

**Teach Future Verbs**

**LESSON 4**

**Practice Future Verbs**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Celebration

## OBJECTIVES

Develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants.

Share writing.

## Minilesson

Mentor STACK



**TEACHING POINT** Celebrating student writing is an essential part in growing your students' confidence and writing ability. While students perform at different levels, it is important to celebrate everyone's progress. Students will be motivated to write throughout the unit if they have a goal to work toward.

**MODEL AND PRACTICE** Tell students that you will celebrate your writing by reading it aloud to the class. Before reading their books, students should introduce themselves and share the title of their book. Using a book you have written or a stack text, model the way you would present your book. My name is Mr./Mrs./Ms. \_\_\_\_\_. Today I would like to share with you the book I have written, called \_\_\_\_\_. Then read the book aloud, speaking slowly and clearly.

When you are finished reading, say: When you read your book, make sure you speak slowly and clearly so we can hear you. The rest of the class and I will listen without talking.

## Possible Teaching Point

## Writing Process

### Publishing | Share Writing

Tell students that authors often celebrate their writing by talking about their books.

When sharing their list books with the class, encourage students to

- tell how they chose their topic
- show pictures from their book
- offer to answer questions their classmates may have

## Independent Writing

### FOCUS ON SHARING

- Have students share their writing with the class. Prompt students to ask questions and provide positive feedback or suggestions.

### WRITING SUPPORT

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- **Modeled** Do a Think Aloud to model how to reflect on the process of writing a list book.
- **Shared** Ask questions to help students discuss their work. Transcribe their answers.
- **Guided** Ask students guiding questions to help them reflect on the process they used to write a list book.

 **Intervention** Refer to the *Small Group Guide* for support.



# Language & Conventions

## Future Verbs

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.

### Writing Workshop

Tell students to pay attention to future-tense verbs as they write their drafts during Writing Workshop. Ask them to look for future-tense verbs in their List Book and to look for opportunities to use other future verbs.

### LESSON 4

#### Practice Future Verbs

**APPLY MyTURN** Have students apply what they have learned about future verbs by completing the My Turn activity on p. 200 in the *Student Interactive*.


#### STUDENT INTERACTIVE, p. 200

LANGUAGE AND CONVENTIONS Read Together

### Verbs

A verb that tells about the future has the word **will** before the verb.

I **will** push the cart this afternoon.



**TURN and TALK** Tell about something you will do later today.

**MY TURN** Cross out

I will climb~~ed~~ the mountain tomorrow.  
We ~~will~~ played baseball yesterday.

**200**

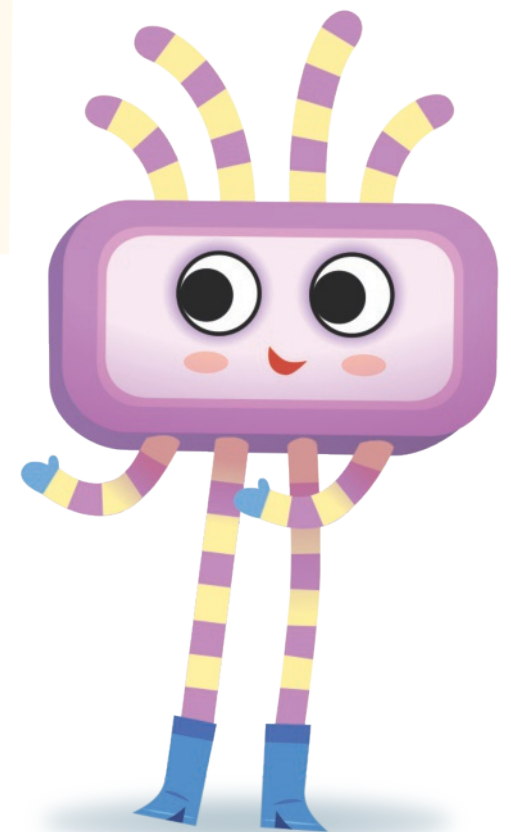
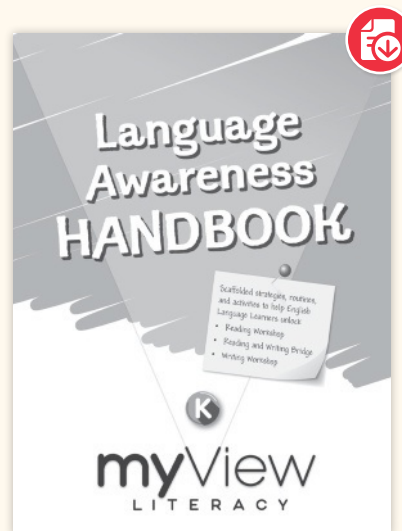
Directions Read the information and ask students to tell a partner about something they will do later using a future tense verb. Then read aloud the sentences one at a time. Remind students that the ending -ed tells about a past action and the word will tells about a future action. Have students decide if each sentence tells about the past or the future and edit the sentence by crossing out -ed or will.

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### Develop Language Awareness

For additional practice with future-tense verbs, complete the activity on p. 28 of the *Language Awareness Handbook*. In this practice activity, students will use visual support to understand future-tense verbs.



FLEXIBLE OPTION

LESSON 1



Spiral Review:  
Verbs (Past)

FLEXIBLE OPTION

LESSON 2

Oral Language:  
Verbs (Future)

LESSON 3

Teach Future Verbs

LESSON 4

Practice Future Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

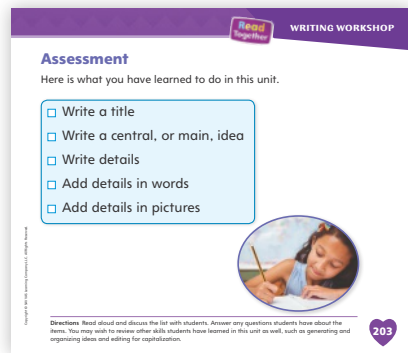
FAST TRACK

# Assessment

## OBJECTIVE

Listen actively and ask questions to understand information.

STUDENT INTERACTIVE, p. 203



## Minilesson

**TEACHING POINT** Assessing student writing is important to help you evaluate if students have mastered the writing lessons or if they need additional support for a particular topic. Tell students that they should ask questions during the assessment so that they can understand the information that is important.

**MODEL AND PRACTICE** Tell students that they will be completing a writing assessment. Explain that just like in regular Writing Workshop, they will write a book. For this assessment, they should remember everything they have done in class. Remind students that they should ask questions to understand information during the assessment. Model asking a question, such as: **How can you add detail to your writing?** Then have partners briefly practice asking the question.

Afterward, direct students to the checklist on p. 203 in the *Student Interactive*. Say: **This checklist will help you review the skills you have learned. Read each line and check the box if you understand the skill. Do not check the box if you do not understand the skill or are unsure about it. Your answers will show you what you need to review. This will help you get ready for the assessment.**

Read aloud the checklist. Prompt students to ask for clarification if they don't understand what words mean. Have them check the boxes next to the items they understand.

## Assessment

Tell students that they are going to complete a writing assessment. Using the skills they have learned in this unit, they should respond to the prompt. Another form of assessment is to score students' published writing using the rubric on p. T417.



## WRITING ASSESSMENT

**List Book**

Provide students the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**PROMPT** Think about a main idea for your list book. Organize your details. Write your book and draw pictures.

**4-Point Informational Text Writing Rubric**

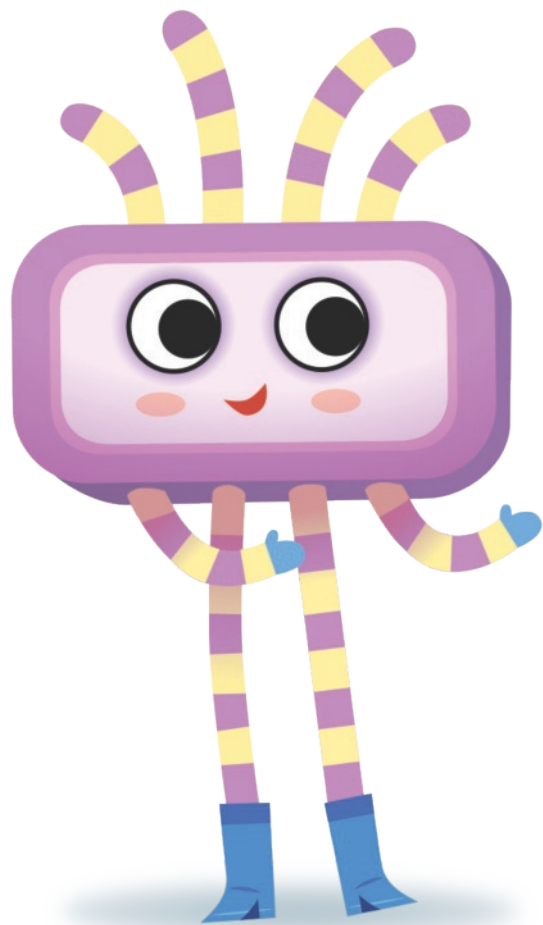
Score	Focus	Organization	Development	Language and Vocabulary	Conventions
<b>4</b>	Main idea is clearly stated.	Organization is clear.	List book includes many facts and details.	Ideas are clearly and effectively conveyed, using precise language.	Command of conventions is strongly demonstrated.
<b>3</b>	Main idea is adequately stated.	Organization is clear, though minor flaws may be present.	List book includes some facts and details.	Ideas are adequately conveyed, using precise language.	Command of conventions is sufficiently demonstrated.
<b>2</b>	Main idea is somewhat stated.	Organization is inconsistent.	List book has insufficient use of facts and details.	Ideas are unevenly conveyed, using overly simplistic language.	Command of conventions is uneven.
<b>1</b>	Response may be unfocused.	Organization is poor or nonexistent.	Development of details is poor or nonexistent.	Ideas are conveyed in a vague or confusing manner.	There is very little command of conventions.
<b>0</b>	The response shows no evidence of the ability to construct a coherent list book.				

# Language & Conventions

## Future Verbs

### OBJECTIVE

Edit drafts with adult assistance using standard English conventions, including verbs.



FLEXIBLE OPTION 

### LESSON 5

#### Standards Practice

Display the following sentences.

- (1) Amy played with her toy.
- (2) Amy plays with her toy.
- (3) Amy will play with her toy.

Which sentence shows an example of a future verb?

- A (1)
- B (2)
- C (3)
- D (2) and (3)



**APPLY My TURN** Have students complete *Language and Conventions*, p. 90, from the *Resource Download Center* for further practice with future verbs.

Name \_\_\_\_\_

**Language and Conventions**

**Verbs**  
A verb that tells about the future has the word *will* before the verb.

The kids *will* swim soon.

**My TURN Write**

send	drink	rest
------	-------	------

1. Pat will drink milk later.

2. Kim will send a gift next week.

3. Sam will rest soon.

Directions: Have students read the words in the box. Tell them to complete each sentence by writing the word *will* in front of the verb that makes sense. Have them read the sentences.

Grade K, Unit 2, Week 5  
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**Language and Conventions,  
p. 90**

FLEXIBLE OPTION  
**LESSON 1**



**Spiral Review:**  
Verbs (Past)

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Verbs (Future)

**LESSON 3**

**Teach Future Verbs**

**LESSON 4**

**Practice Future Verbs**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

# Weekly Overview

Students will

- explore elements of opinion writing
- understand topics, opinions, and reasons
- generate ideas and plan their own opinion pieces

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Opinion Writing WW2	Opinion Writing: Opinion WW3	Opinion Writing: Reasons WW4
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
<b>SHARE BACK FOCUS</b> 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4

Mentor **STACK**

- *The Best Part of Me: Children Talk About Their Bodies in Pictures and Words* by Wendy Ewald
- *The Sun Is My Favorite Star* by Frank Asch
- *I Like Me!* by Nancy Carlson

**Use the following criteria to add to your opinion writing stack:**

- The topic is accessible to students.
- The opinion is clearly stated.
- Various genres are represented.

Preview these selections for appropriateness for your students.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Brainstorm Ideas WW5

Plan Your Opinion Writing WW6

Independent Writing and Conferences WW5

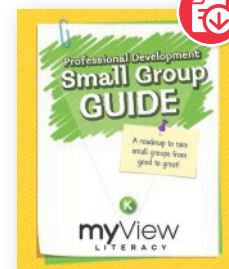
Writing Club and Conferences WW6–WW7

Opinion Ideas WW5

Making a Plan WW6



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences

Mentor STACK 


During this time, assess for understanding of the features of opinion writing to gauge students' ability to brainstorm and plan their own opinion writing. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

## Conference Prompts

### Minilessons

**If** students need additional support,


 **Then** show a stack book students are familiar with. Ask: What does the person in this book feel or think about the topic? How do you know?

**If** students show understanding,

**Then** ask students to tell different opinions children might have about the same topic in the stack book.

### Brainstorm Ideas

**If** students need additional support,


 **Then** ask about some of the students' favorite things to do, eat, or see.

**If** students show understanding,

**Then** ask students to tell several reasons that support their opinions.

### Plan Your Opinion Writing

**If** students need additional support,

 **Then** have students first state their opinion and reason aloud.

**If** students show understanding,

**Then** ask: Which of your reasons is most important to you? Why?

## Conference Support for ELL

### EMERGING

- Read an opinion piece with a simple sentence structure.
- Create a sentence frame such as *I like \_\_\_ because \_\_\_.*
- Explain that reasons tell why.

### DEVELOPING

- Use stack books students have heard before. Ask students to tell who has an opinion and how they know what the author feels or likes.
- Model language used to identify a favorite. Use words such as *best, favorite, like, and love.*
- Model how to choose a favorite from options within a topic.

### EXPANDING

- Have students restate the opinions found in several stack books.
- Discuss how a book would be different if the author had a different opinion.
- Discuss additional reasons the author could give to support the opinion in one of the stack books.

### BRIDGING

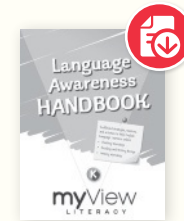
- Ask students to work with a partner to plan their opinion books and share opinions and reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students identify specific words that help state opinions and reasons.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

### ELL Targeted Support

#### OPINION WRITING

Use the stack books to help students identify the opinion and reasons in an opinion piece.

Work individually with students to identify the opinion. Have them repeat or retell the opinion using a simple sentence such as *She likes* \_\_\_\_\_. **EMERGING**

Ask students to restate the opinion and a reason from the stack book with a sentence that includes the word *because*. **DEVELOPING**

Have several students talk together about their favorites within a common topic such as favorite color, favorite food, or favorite animal.

**EXPANDING**

Have students talk about how the illustrations in one of the stack books support the reasons given for the opinion. **BRIDGING**

Use this note for the minilesson on p. WW5.

### ELL Targeted Support

#### BRAINSTORM IDEAS

Students may need support generating words to identify options within a topic or category from which to choose a favorite.

Display picture cards that fit within the same category such as animals, vehicles, or colors. Help students name each item and then choose a favorite. Provide a sentence frame such as *I like* \_\_\_\_ *best*. **EMERGING**

Have students choose the picture of a favorite item from a category. Model different ways to identify their choices and reasons such as, *I like* \_\_\_\_ *best because* \_\_\_\_\_. \_\_\_\_ *is my favorite* \_\_\_\_ *because* \_\_\_\_\_. **DEVELOPING**

Have students talk with a partner and state their opinions about several simple topics. Remind students that they do not need to have the same opinion. **EXPANDING**

Have students talk together about their opinions and reasons related to a simple topic. Then ask them to restate their partner's opinion and reasoning to the larger group. **BRIDGING**

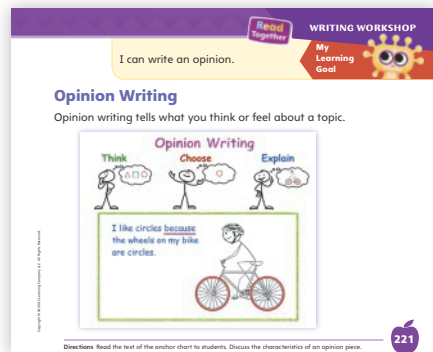
FAST TRACK

# Opinion Writing

## OBJECTIVE


Identify traits of opinion writing.

STUDENT INTERACTIVE K.5, p. 221



## Writing Support

- **Modeled** Show examples of opinion writing from the stack texts. Do a Think Aloud to explain why each is an opinion piece.
- **Shared** With students' input, make a list of topics about which a person might have an opinion.
- **Guided** Prompt students to think about a topic and an opinion about which they feel strongly. Provide explicit support and instruction as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion is how someone thinks or feels about a topic. Opinion writers state an opinion about a topic and give reasons to support their opinion.

**MODEL AND PRACTICE** Select an opinion book from the stack. Read the title and ask if students can tell what the topic of the book might be. Talk about any clues in the title or on the cover that might help the reader know that someone in the book is going to have an opinion. Read the book aloud. As you read, pause to reinforce the topic and opinion. Note the reasons given that support the opinion.

After reading, tell students: *When authors write opinions, they need to make clear what they like, think, or believe. Does the author of this book do that? Ask for specific examples of a clear opinion from within the book. Authors need to give reasons for the opinions. What reasons were given in this book? Help students identify the reasons that support the opinion. This book is an example of opinion writing. You will be writing your own opinion books during this unit.* Read additional books from the stack. Point out the elements of good opinion writing.

Have students turn to p. 221 in *Student Interactive K.5*. Review the steps of writing an opinion book: think of a topic, decide on an opinion, and give a reason or reasons explaining your opinion.

## Independent Writing

Mentor STACK 

Students can continue reading stack books if they need more time to develop their understanding of opinion writing. If students demonstrate understanding, they can begin thinking of ideas for their own opinion book. See the **Conference Prompts** for individual conferences.

## Share Back

Call on students to give an opinion on a topic they read about in one of the stack books. Encourage students to include both the topic and the opinion in their sentence such as, “Her favorite color is red” rather than just, “She likes red.”

# Opinion Writing: Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion piece includes a topic, a clearly stated opinion, and a reason or reasons that support that opinion.

**MODEL AND PRACTICE** Select a book from the stack and read it aloud to the class. As you read, do a Stop and Jot, using sticky notes to write the opinion that is stated in the book. Using a different color of sticky notes, jot reasons given that support the opinion. Write one reason per sticky note.


When you have finished reading, review the sticky notes. Remind students that opinions are someone’s thoughts or feelings and that not everyone will have the same opinion. Explain that even people who share the same opinion may have different reasons to support that opinion. Give each student a sticky note. As you read aloud a different stack text, have students jot words or pictures to record the opinion and a reason they hear in the text. When you finish reading, have students share what they recorded on their sticky note. *The author of this book wrote an opinion on a topic and gave us some reasons to explain that opinion. When you write your own opinion book, you will need to think about your opinion on a topic and give at least one reason to explain your opinion.*

## OBJECTIVE

Identify elements of opinion writing.

## Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Have students retell the topic and opinion from one of their favorite books from the stack.
- **Guided** Prompt students to take turns naming a topic and then having a partner state an opinion about that topic. Give specific feedback and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

As students begin their independent writing time, tell them to continue studying the stack books if they need more time to learn about the traits of opinion writing. If some students are ready to write, they can use this time to write about their topic and opinion. See the **Conference Prompts**.

## Share Back

Ask students to share the topics and opinions from either stack books or the opinion books they are writing. Invite students to share different opinions on topics that are suggested. Remind students to stay focused on the topic they have selected.


# Opinion Writing: Reasons

## OBJECTIVE

Identify and retell important details in opinion texts.

### Writing Support

- **Modeled** Read aloud a stack book and identify the topic, opinion, and at least one supporting reason.
- **Shared** Have students tell at least one supporting reason given in a stack text.
- **Guided** While giving explicit instruction as needed, ask students to tell several supporting reasons given in one of the stack texts.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** When writing an opinion book, the reason or reasons need to support and explain the opinion. The reasons should be clearly stated.

**MODEL AND PRACTICE** Write the word *Reason* on a chart or board. Read the word aloud and ask students to repeat it. Ask students to tell you what they think a reason is. Then say: **A reason helps tell why or explain something. In an opinion book, the reason tells why the author has that opinion.** Read a stack text aloud. When you finish, recall the topic and opinion. Invite students to recall some of the reasons given to explain and support the opinion. Invite students to suggest other reasons that the author might have added to the text. Remind students to stay focused on reasons that support the opinion.

## Independent Writing

Mentor STACK 

As students transition to independent writing time, help students who need additional support by reviewing the stack books to see how writers use reasons to explain their opinions. If students show understanding, have them begin drawing, dictating, or writing a reason to support their opinions. Confer with students to discuss their writing. See the **Conference Prompts**.

## Share Back

Invite students to share a reason from their opinion books with the class. Model how to give constructive, encouraging feedback to a writer. Ask students to try to give similar feedback.

# Brainstorm Ideas

## Minilesson

Mentor STACK 

**TEACHING POINT** When writers brainstorm, they write or draw all the ideas they have. Writers often brainstorm many ideas before deciding on one idea to use in their writing. Writers choose topics that interest them most. The more interested writers are in their topics, the easier it can be for them to write something that interests readers.

**MODEL AND PRACTICE** Review the brainstorming process with students. Say: *You may be interested in many topics. Brainstorming is the time to record all those ideas. You can then choose one for your opinion book.*

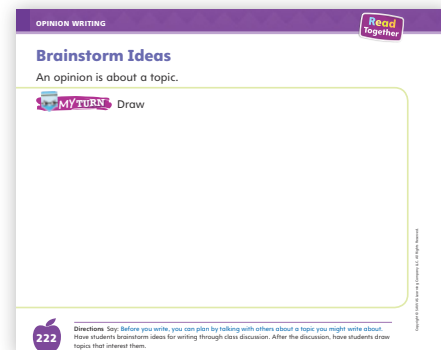
Model selecting a topic such as favorite colors. List several colors from which you might choose. Do the same with a different topic. Think aloud as you generate ideas.

Direct students to p. 222 in *Student Interactive K.5*. If students have difficulty thinking of a topic or possible opinions, you might display assorted picture cards for students to browse.

## OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.

STUDENT INTERACTIVE K.5, p. 222



## Independent Writing

Mentor STACK 

Following the minilesson, if students haven't yet determined a topic and an opinion that interest them, consider using conference time to help them settle on a topic that excites them. Students who have chosen a topic and have an opinion about the topic should begin developing their opinion books. See **Conference Prompts**.

## Share Back

Ask several students to share the topics and opinions they have brainstormed. Invite them to tell why they chose their topics. Model how to ask questions that will help the writers think more deeply about what they will write.

## Writing Support

- **Modeled** Think aloud as you come up with topics that relate to animals. Think aloud about how you form an opinion.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion does not fit.
- **Guided** Help students avoid choosing a final topic too quickly. Remind them that the goal of brainstorming is to generate many ideas.

 **Intervention** Refer to the *Small Group Guide* for support.

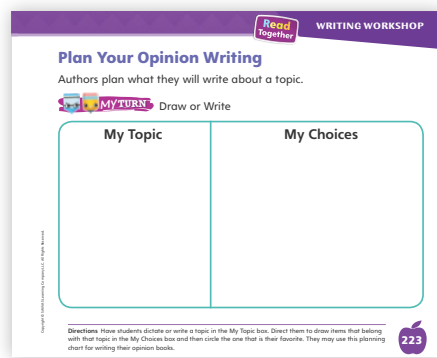
**FAST TRACK**

# Plan Your Opinion Writing

## OBJECTIVE

Listen actively, ask questions, and make pertinent comments. Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE K.5, p. 223



## Minilesson

**TEACHING POINT** An opinion book focuses on one opinion about one topic. After selecting a topic, the writer decides on an opinion about that topic. Then, the writer supports the opinion with reasons.

**MODEL AND PRACTICE** Remind students why it is important to have a plan before beginning to write. When writing an opinion book, writers need to first decide the topic about which they will write.

Direct students to p. 223 in *Student Interactive K.5*. Model selecting a topic such as books, pets, or sandwiches. Have students assist you in listing choices that fall in that topic or category. Model a non-example and ask students to explain why that item does not belong with the others. Think aloud as you try to make a choice among the options listed. Then choose your favorite item and circle that one. State your choice as an opinion. *I like hamsters best. They are my favorite pet.* When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion book.

Ask student to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

## WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

## Share Back

Invite students to share their planned topic, opinion, and a reason with the class. Encourage them to tell how comments from others were helpful as they planned their writing. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and at least one reason they will use their opinion piece.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively
- How to speak clearly and adjust their volume as needed
- How to make helpful suggestions

**What Are We Sharing?** Students should share their topic, their opinion, and a reason for their opinion. Students may give helpful feedback by suggesting other choices within the topic and by asking questions about why the final item was selected. This conversation will help the writer begin to plan reasons to add to the opinion pieces.



## **How Do We Get Started?** Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- What is the topic you picked?
- What are some of the choices you thought about?
- Why did you choose that one as your favorite?



# Weekly Overview

Students will

- learn about the elements for opinion writing
- learn how to identify a topic
- learn how to state an opinion and a reason

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Choose a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
<b>SHARE BACK FOCUS</b> 5–10 min.	Topic Selection WW12	Identify Opinions WW13	Write Opinions WW14

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books with a clearly stated opinion.
- Books that contain reasons that support the opinion.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Supply a Reason  
WW15

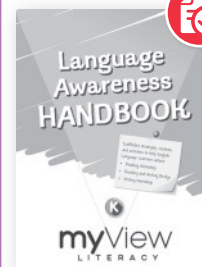
Apply Supply a Reason  
WW16

Independent Writing  
and Conferences WW15

Writing Club and  
Conferences  
WW16–WW17

Reasons WW15

Reasons WW16



See the online  
*Language  
Awareness  
Handbook*  
for additional  
writing support.



See the *Small  
Group Guide*  
for additional  
writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of the elements of opinion writing to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Choose a Topic

**If** students need additional support,


 **Then** guide them through a stack book to identify the topic.

**If** students show understanding,

**Then** ask: Which sentence in your opinion book tells the readers what the topic is?

#### State an Opinion

**If** students need additional support,


 **Then** help students identify which words tell the opinion.

**If** students show understanding,

**Then** ask: How else could the author have stated that same opinion?

#### Supply a Reason

**If** students need additional support,

 **Then** ask: Why did the character feel or think that way?

**If** students show understanding,

**Then** have students generate additional reasons the author might have given.

### Conference Support for ELL

#### EMERGING

- Show students two pictures of places or animals. Help students frame a sentence to state their opinions about which they prefer.
- Create a simple sentence frame such as *I like \_\_ because \_\_*. Have students repeat the model with you as you help them state their opinions.

#### DEVELOPING

- Work with students to create a word bank of words to show an opinion such as *like, love, favorite, and best*.
- Have students talk about a favorite book or movie. As students state an opinion or reason, transcribe what they have said. Encourage them to use this as a model.

#### EXPANDING

- Prompt students to tell about a favorite food. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite movie and ask questions of each other.

#### BRIDGING

- Ask students to practice telling a partner about their opinions and reasons before writing.
- Encourage students to provide feedback to partners who are planning their opinion books.



## ELL Minilesson Support

### Week 2: Develop Elements

This week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing. These targeted supports help students better understand how to write their own opinion pieces.

Use this note for the minilesson on p. WW13.

#### ELL Targeted Support

##### EXPLORE STATE AN OPINION

Use stack books to identify the stated opinion. Work with individual students to point out the opinion. Help students draw a picture that shows their opinion on the same topic.

##### EMERGING

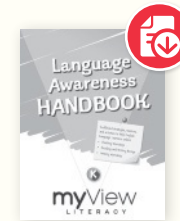
Using a stack book, help students form sentences that tell if they have the same opinion or different opinion from the one stated in the stack book. **DEVELOPING**

Have students talk with a partner about an opinion shared in a book from the stack.

##### EXPANDING

Have students state an opposite or differing opinion from one stated in a stack book.

##### BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

#### ELL Targeted Support

##### APPLY SUPPLY A REASON

Support students as they develop and state reasons that support their opinions.

Have students draw what they want to express an opinion about. Help students create a sentence that uses the word *because*.

##### EMERGING

Have students describe the items they are expressing opinions about. Help students use one or more of those descriptive words to state a reason. **DEVELOPING**

Have students tell partners why they have their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state a reason why someone might have a different opinion from theirs.

##### BRIDGING

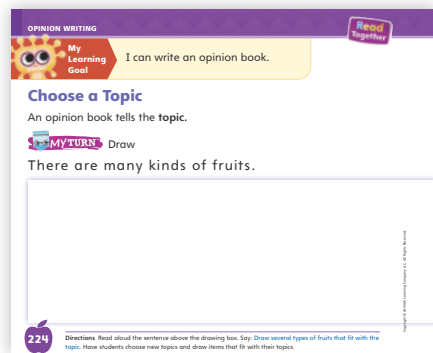
FAST TRACK

# Choose a Topic

## OBJECTIVE

Use a combination of drawing, dictating, and writing to select a topic for an opinion piece.

STUDENT INTERACTIVE K.5, p. 224



## Writing Support

- **Modeled** Use a stack book to do a Think Aloud about identifying the topic.
- **Shared** Have students choose a topic and talk to partners about the choices.
- **Guided** Prompt students to name a topic, and provide explicit support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The topic of an opinion book is the subject the writer will be writing about. The writer will be choosing a preference related to that topic.

**MODEL AND PRACTICE** On a flip chart or the board, write *Favorite* and *Best*. Help students generate a list of topics about which someone could have a favorite or choose something as the best. Examples to begin the discussion are topics such as food, pets, and colors. Review several of the stack books to spark more ideas. Ask: **What is the topic in this book? Why do you think the author selected this topic?** Continue to add topics from other stack books or additional topics students suggest.

Say: **Once we have a topic, we can think of what might be choices within that topic. If our topic is pets, we might have dogs, cats, birds, hamsters, or fish as some of our choices. We could then choose the favorite or best from the choices in that topic.**

Work with students to complete the activity on p. 224 of *Student Interactive K.5*.

## Independent Writing

Mentor STACK 

During independent writing time, students should choose their topic. If students have difficulty selecting a topic, encourage them to review the stack books for ideas. See the **Conference Prompts**.

## Share Back

Invite several students to tell the topics they selected. Model how to make an encouraging remark and ask a question to learn more about the students' choices of topics.

# Explore State an Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** An opinion tells a choice or preference.

**MODEL AND PRACTICE** Display a book from the stack. Say: *The author of this book wrote an opinion. An opinion tells how someone thinks or feels about something. It might tell what a person likes or doesn't like. Let's look for the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss words that are used to state the opinion.

On a flip chart or the board, write the headings *Topic* and *Opinion*. Using the stack book you just read, do a Think Aloud as you model identifying and then writing the topic and the opinion. Work as a group to identify the topics and opinions from several other stack books and record the results on the chart. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

## OBJECTIVE

Identify and state an opinion.

## Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion.
- **Shared** Have students look through the stack books and find examples of opinions in both text and images.
- **Guided** Help students craft sentences that give a different opinion the author might have expressed. Provide targeted support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

During independent writing time, students should state an opinion in their opinion book. You may transcribe their opinion statements as needed. Remind students that their opinions are their own and that different people will likely have different opinions on the same topic. Use **Conference Prompts** as needed.

## Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference.

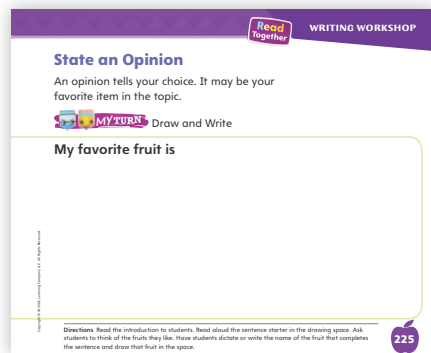
**FAST TRACK**

# Apply State an Opinion

## OBJECTIVE

Use a combination of drawing, dictating, and writing to state an opinion.

STUDENT INTERACTIVE K.5, p. 225



## Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion.
- **Shared** Have students practice telling their opinions to a partner before drawing or writing them.
- **Guided** Prompt students to draw or write their opinions. Clarify any misconceptions as you talk with individuals.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinions state choices or preferences held by a person. Not everyone has the same opinion about a topic.

**MODEL AND PRACTICE** Tell students that authors write about opinions they have or that they want their characters to have. Opinions tell what someone thinks, feels, or believes about something. An opinion might tell about something the person likes or does not like.

Say: *Today you will be writing an opinion. When I write about an opinion I have, I might begin by writing that I think something is my favorite or the very best. I could write that my favorite color is blue. That will tell you that I'm writing about the topic of colors, and my opinion is that blue is my favorite.* Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 225 of *Student Interactive K.5*. Guide them to draw and write about their favorite fruit. Remind them that not everyone will share the same opinion.

## Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion books and state a clear opinion. If students need extra support, encourage them to draw first and then talk with them about how to state their opinions. Transcribe as needed. Students who are ready may begin a new opinion book. If time permits, use **Conference Prompts** for additional support.

## Share Back

Have a few students share their opinions with the class. Ask the class to restate the opinion of the writer. Invite students who shared the same topic to state if their opinions are the same or different.

# Explore Supply a Reason

## Minilesson

Mentor STACK 

**TEACHING POINT** A reason tells or explains why someone has a certain opinion.

**MODEL AND PRACTICE** Read aloud one of the stack books. After reading, model how to identify the reasons that were given to explain and support the opinion. Use words such as *because* or *since*.

Say: *When people tell us their opinions, we might wonder why they have those opinions. You might wonder why my favorite color is blue or why I like dogs so much. Reasons tell why and explain opinions.*

Work with students to identify some reasons given in another stack book. Pause while reading to ask why the character has that opinion. Help students use the words *because* or *since* when telling the reasons found in the stack book. Repeat with several stack books to help students build confidence in identifying and stating reasons.

## OBJECTIVE

Identify and supply a reason that supports an opinion.

## Independent Writing

Mentor STACK 

Following this lesson, students should transition into independent writing. If students need additional support when identifying or supplying reasons, confer with them to help them answer why an opinion is held. Other students may begin thinking of reasons to write in their opinion books. See the **Conference Prompts** for conference support.

## Writing Support

- **Modeled** Use stack books to model how to identify reasons.
- **Shared** Encourage students to state a reason they might add to support an opinion in one of the stack books.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.



**Intervention** Refer to the *Small Group Guide* for support.

## Share Back

Invite students to share a reason that would explain their opinion. Model asking “why” questions to help clarify and refine their reasons. Encourage students to ask clarifying questions of each other.



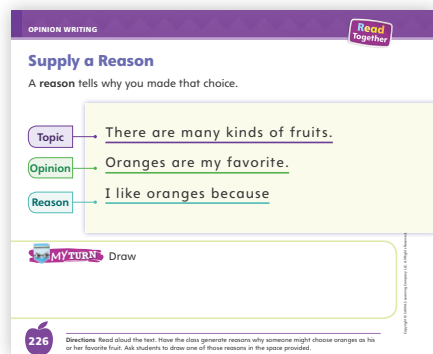
FAST TRACK

# Apply Supply a Reason

## OBJECTIVE

Plan by generating ideas for writing through class discussions and drawings.

STUDENT INTERACTIVE K.5, p. 226



## Minilesson

Mentor STACK



**TEACHING POINT** An opinion book needs more than just an opinion. Reasons help the reader understand why an opinion is held. Authors plan reasons that help explain and support the opinions.

**MODEL AND PRACTICE** Tell students that readers like to understand why a character holds an opinion. Reasons help explain why a character or the writer likes or doesn't like something. Hold up one of the stack books your class has read before. *What were some of the reasons we read in this book? If the author didn't give us reasons, we would never know why the character had that opinion. I don't think we would have enjoyed the book as much if there were no reasons.*

Have students look at p. 226 in *Student Interactive K.5*. Discuss what is shown in the boxes. Point out that the reason is unfinished. Talk together about some possible reasons that might be given to support the opinion. Ask students to complete the reason on the page using drawing, dictating, or writing. Remind students that it is natural for different people to have different reasons even if they share the same opinion.

## WRITING CLUB

Use p. WW17 to guide Writing Club. See the **Conference Notes** for conducting individual conferences.

## Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Invite other class members to restate a writer's opinion and reason in their own words.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their topics, opinions, and reasons in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Restating what the speaker has said
- Taking turns when speaking
- Speaking with the correct volume and speed

**What Are We Sharing?** Tell students that they will be sharing their topics, opinions, and reasons with their Writing Club. The group members may help them think of additional or different reasons to explain their opinions.



## **How Do We Get Started?** *Conversation Starters*

You may use these prompts to help students begin the discussion in Writing Club meetings.

- What topic did you choose?
- What is your opinion about the topic?
- What reasons tell why you have that opinion?



# Weekly Overview

Students will

- plan their ideas and opinions
- draft their opinion writing
- create a drawing to support their writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Organize Ideas WW22	Explore Placement of Topic and Opinion WW23	Apply Placement of Topic and Opinion WW24
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
<b>SHARE BACK FOCUS</b> 5–10 min.	Opinion Ideas WW22	Identify Topics and Opinions WW23	Introduce Topics and Opinions WW24



## Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The topic is engaging to the students.
- The author provides a strong opinion statement.
- The illustrations are highly supportive of the opinion.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Explore Placement of Drawing WW25

Apply Placement of Drawing WW26

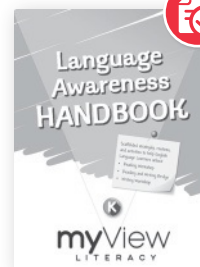
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

Examine Supportive Illustrations WW25

Create Supportive Illustrations WW26

#### ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of the structure and organization of opinion writing. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Organize Ideas

**If** students need additional support,


 **Then** provide several topics from which they might choose.

**If** students show understanding,

**Then** ask: Why did you choose this topic?

#### Placement of Topic and Opinion

**If** students need additional support,


 **Then** provide a sentence starter or sentence frame for support.

**If** students show understanding,

**Then** ask: Which words tell your topic and which words tell your opinion?

#### Placement of Drawing

**If** students need additional support,

 **Then** help students dictate labels for elements in the drawing that support their opinion.

**If** students show understanding,

**Then** have students add two details to their drawing that will help people understand the reasons for their opinion.

### Conference Support for ELL

#### EMERGING

- Use picture cards or pictures from magazines to spark ideas for topics.
- Create a word bank with accompanying pictures of topics students suggest for opinion writing.
- Do a picture walk through a stack book. Have students repeat your simple retelling.

#### DEVELOPING

- Have students retell a familiar stack book using the illustrations to help.
- Use a sentence frame to practice stating an opinion. *I think \_\_\_ is the best \_\_\_. \_\_\_ is my favorite \_\_\_.*
- Help students create an anchor chart to tell how to organize an opinion book. Transcribe their suggestions for them.

#### EXPANDING

- Have students explain how they will organize their opinion books.
- Ask students to state their ideas aloud before writing or drawing.
- Prompt students to identify the topic and the opinion in their writing.

#### BRIDGING

- Help students do their own Think Aloud as they organize their ideas for their opinion books.
- Have students restate the topics and opinions of several classmates.
- Invite students to talk about one of the details in their drawings.



## ELL Minilesson Support

### Week 3: Develop Structure

During the Develop Structure week, your ELLs will benefit from additional writing support that helps them become more aware of how an opinion piece is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the minilesson on p. WW22.

#### ELL Targeted Support

##### ORGANIZE IDEAS

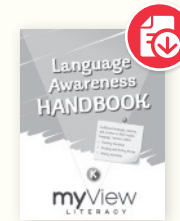
Use the stack books to increase student familiarity with the topics and opinions. Guide students to identify the topics and opinions in each book and state if they share the opinion. If they share the opinion in the book, encourage them to state the opinion in their own words. If they have a different opinion, encourage them to state their own opinion.

Work one-on-one with students to help them choose a topic. Use picture cards to prompt the conversation. **EMERGING**

Once students have chosen a topic, help them expand their vocabulary by naming possible opinions within that topic before determining an opinion. **DEVELOPING**

Have students talk with a partner about the topic they are considering. Ask the partners to name possible opinions within the topic. Students may draw and you might transcribe a list of those choices. **EXPANDING**

Challenge students to tell two possible opinions within the topic and explain why they chose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW23.

#### ELL Targeted Support

##### EXPLORE PLACEMENT OF TOPIC AND OPINION

Students may need support composing statements that tell their topics and opinions.

Learn the words *like* and *favorite* in your students' home languages. Use these as you talk together about topics and opinions.

##### EMERGING

Have students tell about their topics and opinions. Transcribe a sentence and help students repeat and read it with you.

##### DEVELOPING

Have students work with partners to choose how to word sentences that state the topic and opinion. **EXPANDING**

Have students take turns asking partners questions about the topics and opinions they have selected. **BRIDGING**

FAST TRACK

# Organize Ideas

## OBJECTIVE

Develop drafts of opinion pieces in oral, pictorial, and written form by organizing ideas.

## Minilesson

Mentor STACK 

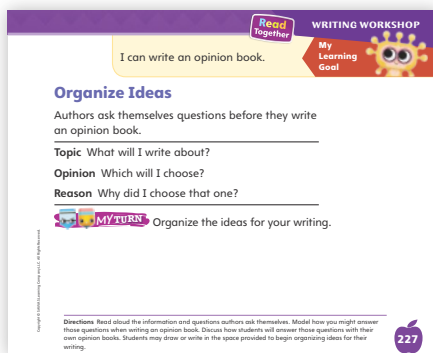
**TEACHING POINT** Authors organize their ideas before they write their opinion books. They plan the topics, opinions, and reasons carefully.

**MODEL AND PRACTICE** Remind students that an opinion piece includes a topic, an opinion, and one or more reasons. Use a book from your stack. Reread the book and then ask students to identify the elements of opinion writing they noticed in the book. Encourage them to be as specific as possible in telling where each element was found.

After discussing the book, say: *When I plan my opinion book, I need to be certain to include everything I need. I'll first think of a topic that interests me. Write the word *Topic* on a flip chart or the board. Brainstorm a list of topics such as weather, holidays, baby animals, or songs. Choose one topic to use as you continue your Think Aloud. Say: *Now that I have a topic, I need to decide on my opinion. Since I chose the topic of holidays, I'm going to write about my favorite holiday. My favorite holiday is Thanksgiving. Now that I have my topic and my opinion, I'll think about reasons that tell why I like Thanksgiving so much.**


Have students turn to p. 227 in *Student Interactive K.5*. Have students draw, dictate, or write to organize their ideas.

STUDENT INTERACTIVE K.5, p. 227



## Writing Support

- **Modeled** Use stack books to model identifying the topics, opinions, and reasons.
- **Shared** Ask students to think about their ideas for their opinion books. Transcribe their ideas to help them organize their thinking.
- **Guided** Help students identify the elements to include by color-coding or highlighting each element.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Have students organize their ideas for their opinion books. If students need extra support, help them determine what is missing from their plan and focus on those areas. Students who are ready may continue working on their opinion books. Use the **Conference Prompts** as needed.

## Share Back

Have students share their ideas for their opinion books. Show how to check that the topics, opinions, and reasons are all included and model giving constructive feedback.

# Explore Placement of Topic and Opinion

## Minilesson

Mentor **STACK**



**TEACHING POINT** Authors choose their words carefully. Opinions should be stated clearly so readers understand what the author thinks, feels, or believes about a topic.

**MODEL AND PRACTICE** Display a book from the stack that has a well-written opinion statement. Read the book aloud. After reading, return to the beginning of the book where the topic and opinion are introduced. Then say: *When I'm thinking about how I want to write about my topic and opinion, I can look to see how other authors do it. How did this author tell us the topic and opinion?*

Show another book from the stack and have students identify how the writer told the topic and opinion. Say: *Did this author use the same words as we read in the other book? No. The writers chose their own words, but the books are alike because both writers made it clear what the topics and opinions were. Now I will work on how I want to begin my opinion book.* Share your thought process as you model writing several possible statements that could be used to introduce your topic and opinion. Talk together about a reason you might give to explain your opinion.

## Independent Writing

Ask students to try several possible sentences telling their topics and opinions by first saying the sentences to themselves before deciding which they prefer. If students are hesitant, ask them to draw their ideas, and then transcribe their possible sentences. Talk about the pros and cons of each. Students who are ready may work on writing their opinion books when they decide on a sentence. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on students with whom you have conferred and ask them to share their topics and opinions with the class. Encourage students to tell how they decided what to write.

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

## Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students to create several sentence frames that might be used to state the topic and opinion.
- **Guided** Ask targeted questions to help students identify the topics and opinions in their writing.

 **Intervention** Refer to the *Small Group Guide* for support.



**FAST TRACK**

# Apply Placement of Topic and Opinion

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 228

**OPINION WRITING** Read Together

**Placement of Topic and Opinion**  
Authors put their thoughts in order.

**Topic** → There are many kinds of fruits.

**Opinion** → Oranges are my favorite.


**Reason** → I like them because they taste good.

**MY TURN** Organize the ideas for your writing.

228 **Directions:** Read aloud the information and the model text to students. Discuss how the author organized the ideas and why the ideas are organized in this way. Ask how you can organize your own writing. Remember to dictate or write the topic, opinion, and a reason.

## Writing Support

- **Modeled** Walk through a stack text with students to help them identify topics, opinions, and reasons that might be used as models for their writing.
- **Shared** Have students dictate a sentence to tell their topic and opinion as you transcribe.
- **Guided** Ask focused questions as they work with partners to clarify their writing.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor **STACK** 

**TEACHING POINT** Opinion pieces need to include topics, opinions, and reasons. When authors write opinion books, they try to make their topic, opinions, and reasons as clear as possible.

**MODEL AND PRACTICE** Refer to a stack book and discuss the elements of opinion writing that are included and the words used in the text. Say: *We are going to work on our opinion books. I wrote that there are several holidays I like and that my favorite holiday is Thanksgiving. I need to give a reason why I like it. There are many reasons, but I think I'll write that I love to sit around the table with my family.* Have students help you compose several ways to word sentences that give your reason.

Direct students to p. 228 in *Student Interactive K.5*. Read the text on the page and review the parts of an opinion book. Guide students to complete the activity.

## Independent Writing

Have students continue working on their opinion books. Ask them to say their first sentence aloud quietly before writing it. Confer with students who need additional support. If students are comfortable developing opinion sentences, they should work on strengthening sentences or adding more sentences. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share what they have written so far on their opinion books. Model how to give feedback that restates the topic, opinion, and reasons. Note any parts that are missing or have not yet been included.

# Explore Placement of Drawing

## Minilesson

Mentor STACK



**TEACHING POINT** Opinion books often include illustrations to support what the text says. The illustrations should be on the same topic as the text and may show a reason that clarifies the opinion.

**MODEL AND PRACTICE** Show a book from the stack with especially strong illustrations. Read a page aloud and discuss what is shown in the illustration. Say: *How does the illustration help us understand what the words tell us? It would be very confusing if the pictures were about something completely different.* Repeat this process with several more pages from the stack book.

Say: *When I draw a picture about my favorite holiday, I wouldn't draw a picture of me going for a swim. That would be very confusing to my readers. I wrote that I like Thanksgiving because I enjoy sitting around the table with my family. What should I draw?*

Have students work with a partner to review what they have written and plan what they will draw.

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

## Independent Writing

Have students think about what drawing or drawings would complement what they have written. If students have difficulty staying focused on the topic and their opinion, you might confer with them and label key elements in the drawing and compare the labels to the text they have written. Students who are ready should add drawings to their opinion books or add details to a drawing they have already included. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on several students with whom you have conferred and ask them to tell how they adjusted their drawings to better align with what they have written. Review why it is important for the text and images to work together.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about what to include in your drawing.
- **Shared** Encourage students to tell what they plan to draw before beginning their drawing.
- **Guided** Prompt partners to tell each other what might be good to include in the other person's drawing.



**Intervention** Refer to the *Small Group Guide* for support.

## FAST TRACK

# Apply Placement of Drawing

## OBJECTIVE

Use a combination of drawing, dictating, and writing to create opinion books that include topics, opinions, and reasons.

STUDENT INTERACTIVE K.5, p. 229

The screenshot shows a page from a student interactive book. At the top, it says 'Read Together' and 'WRITING WORKSHOP'. The title is 'Placement of Drawing'. Below the title, it says 'Drawings help readers understand the author's opinion.' There is a 'MY TURN' icon and the word 'Draw'. The main text reads: 'There are many kinds of fruits. Oranges are my favorite. I like them because they taste good.' At the bottom, there are directions: 'Directions: Read aloud the information and the model text to students. Discuss with the group what drawing might be helpful to include. Have students add a helpful drawing in the space provided. Say: Think about your own opinion writing. What drawing would help your readers better understand your opinion?' There is a page number '229' in a purple circle at the bottom right.

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinion books include topics, opinions, reasons, and often illustrations that support the text. All the elements work together to make the author's thoughts clear to the readers.

**MODEL AND PRACTICE** Use a familiar stack book. Ask students to tell what should be included in a strong example of opinion writing. Help students locate the topic, opinion, reasons, and supporting illustrations in the example from the stack. Invite a student to select a different book from the stack and lead the group to identify the opinion writing elements in that book. Tell students that you would like them to state an opinion about which of the stack texts they think does the best job of including illustrations that support the opinion in the text. Give students time to review the stack. Ask volunteers to choose the book they think has the strongest illustrations and then explain their choices. Point out words students use to describe what makes the illustration strong.

Have students turn to p. 229 in *Student Interactive K.5*. Read the page with the students. Discuss what they might draw and then have students complete the page.

## WRITING CLUB

Use the Writing Club guide on page WW27 to guide discussions. As time allows, use the **Conference Prompts** when conferring with individual students.

## Share Back

Have several students read their opinion books aloud and show the drawings. Model how to give encouraging feedback. Invite listeners to tell which part of each opinion book they thought was the strongest.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their opinion books and drawings. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Being respectful to the speaker by listening attentively
- Process for taking turns to speak
- Using the proper volume and speed when speaking

**What Are We Sharing?** Students can share how they organized their opinion books and how they decided what to include when drawing. Remind the group that people may have different opinions on the same topic and to be respectful of those differences.



## **How Do We Get Started?** *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your topic and opinion?
- What other reasons did you think about using?
- What other details could you add to your drawing?
- Which part of what you wrote is your favorite? Why?



# Weekly Overview

Students will

- improve writing with the use of descriptive words
- learn how to correctly use the conjunction *and*
- create complete sentences

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Use Descriptive Words WW32	Explore Conjunction <i>and</i> WW33	Apply Conjunction <i>and</i> WW34
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
<b>SHARE BACK FOCUS</b> 5–10 min.	Add Descriptive Words WW32	Conjunction <i>and</i> WW33	Include Conjunction <i>and</i> WW34

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- The book includes many purposeful descriptive words.
- The book has example sentences containing the conjunction *and*.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Complete Sentences WW35

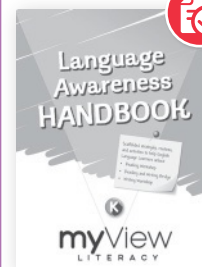
Apply Complete Sentences WW36

Independent Writing and Conferences WW35

Writing Club and Conferences WW36–WW37

Identify Complete Sentences WW35

Write Complete Sentences WW36



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences



Mentor STACK




During this time, assess for understanding of descriptive words, complete sentences, and the use of the conjunction *and* to determine where students need support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Use Descriptive Words

**If** students need additional support,


 **Then** have students draw a picture of their opinion and ask questions about details to draw out descriptive words.

**If** students show understanding,

**Then** ask: What words could be added to tell more about how something in your writing looks or sounds?

#### Conjunction *and*

**If** students need additional support,


 **Then** write a short list of objects. Ask students to say one sentence that includes two of the objects.

**If** students show understanding,

**Then** ask: How could you use *and* to make this sentence more interesting?

#### Complete Sentences

**If** students need additional support,

 **Then** write an incomplete sentence. Work with students to decide what is missing and then make the sentence complete.

**If** students show understanding,

**Then** ask: How do you know if one of your sentences is a complete sentence?

### Conference Support for ELL

#### EMERGING

- Use pictures from a stack book to help students describe what they see. Transcribe a list of the descriptive words they use.
- Model, and have students repeat, sentences with and without the word *and*. *I have a cat. I have a dog. I have a cat and a dog.*
- When students use incomplete sentences when speaking, respond to them in complete sentences without discouraging their efforts.

#### DEVELOPING

- Use shared writing to stretch sentences by adding descriptive words.
- Use a sentence frame to practice using *and* correctly. *I like \_\_\_\_ and \_\_\_\_.* *I can \_\_\_\_ and \_\_\_\_.*
- Model adding what is needed to complete an incomplete sentence.

#### EXPANDING

- Have students snap their fingers when they hear a descriptive word in a sentence from a stack book.
- Have students each write an incomplete sentence that they then swap with a partner. The partners then complete each other's sentences.

#### BRIDGING

- Challenge students to add at least one descriptive word to each sentence in their opinion books.
- Have students do a Think Aloud to tell how they used *and* in sentences they have written.



## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on the sentences within their opinion books. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.

Use this note for the minilesson on p. WW32.

#### ELL Targeted Support

##### USE DESCRIPTIVE WORDS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice adding descriptive words to sentences.

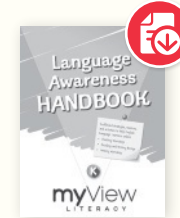
Show a picture from a stack book. Say a short sentence about what you see. *I see a house.* Have students repeat each sentence as you expand it with descriptive words. *I see a brown house. I see an old brown house.* **EMERGING**

Have students take turns describing an object in a box or bag that the rest of the students cannot see. When the other students guess the object, ask them to tell what descriptive words were most helpful to them as they tried to guess the object. **DEVELOPING**

Use blank index cards to transcribe and display a sentence with one word written on each card. Ask students to write a logical descriptive word on a blank index card to stretch the sentence and then put the new card between the other cards to make a longer sentence.

##### EXPANDING

Ask students to suggest two descriptive words that could be added to a sentence. Talk together about which word makes the sentence more interesting and why. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW35.

#### ELL Targeted Support

##### EXPLORE COMPLETE SENTENCES

Speaking and writing complete sentences is challenging to anyone learning a new language. Support students' efforts as they work toward learning how to identify and create complete sentences.

Sentence frames can help new language learners become comfortable with the structure of sentences. Repeat and post simple sentence frames that align with the opinions students are writing and drawing. **EMERGING**

Say and then write a partial sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences.

##### DEVELOPING

Have partners take turns saying part of a sentence and then having the other person complete it. Partners should then say the complete sentence together. **EXPANDING**

Have students look through their writing to be certain sentences begin with capital letters and end with punctuation. As students work, ask them to tell what each sentence needs.

##### BRIDGING



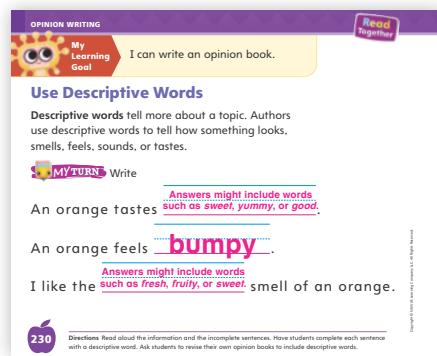
FAST TRACK

# Use Descriptive Words

## OBJECTIVE


Identify and use descriptive words. With assistance, edit drafts to include descriptive words.

STUDENT INTERACTIVE K.5, p. 230



## Writing Support

- **Modeled** Use stack books to point out descriptive words.
- **Shared** Create a word bank of descriptive words that tell how something looks, smells, feels, tastes, or sounds. Transcribe their suggested descriptive words.
- **Guided** Help students use a variety of words to describe a similar trait. Use examples such as *pretty*, *lovely*, *beautiful*, and *adorable*.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Descriptive words tell how something looks, smells, sounds, feels, or tastes. Authors use descriptive words to help readers more clearly understand what the author has in mind. Descriptive words help make sentences more interesting.

**MODEL AND PRACTICE** Tell students that descriptive words can tell more about an object or person.

Choose an opinion book from the stack that includes several good examples of descriptive words. Read a sentence as written, including the descriptive words. Then read the sentence without the descriptive words. Discuss what changed and how the descriptive words made the sentence more interesting. Repeat the process with several other sentences.

After discussing the sentences, say: *When I look at my opinion book, I look at each sentence to see if a descriptive word would make the sentence better. This sentence says my family sits around a table at Thanksgiving. Let's think of what I could add to describe that better.* Have students make suggestions of descriptive words that could relate. Transcribe several versions of the sentence using their additions. As a group, decide which sentence is most descriptive.

Have students turn to p. 230 in *Student Interactive K.5*. Have students suggest descriptive words that could be used in each sentence.

## Independent Writing

Mentor STACK 

If students need extra support, help them identify more descriptive words in a different stack book. Students who are comfortable using descriptive words may also add details to their pictures to match the descriptive words. See the **Conference Prompts** on p. WW30 for more suggestions.

## Share Back

Have students share sentences that they improved with the addition of descriptive words. Ask listeners to tell what descriptive words were included. Listen for any confusion about what descriptive words are.

# Explore Conjunction *and*

## Minilesson

Mentor **STACK**



**TEACHING POINT** A conjunction is a type of word. Conjunctions connect words or parts of sentences. The word *and* is the conjunction we use most.

**MODEL AND PRACTICE** Tell students they will be learning to write using a word that they use often when they speak. Write the word *and* on a chart or the board and have students read it with you. Invite a student to use *and* in a sentence. Tell students that *and* is a special kind of word, a conjunction. Explain that a conjunction connects words or parts of sentences.

Select a book from the stack that has several uses of the word *and*. Read a sentence containing *and* aloud. Have students repeat the sentence and snap their fingers when they say the word *and*. Write the sentence on a chart or the board, and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunction *and*.

Write two short sentences such as *I like apples. I like bananas.* Talk with students about how the word *and* can be used to join those two ideas to create one new sentence. Model with several more examples.

Review what the conjunction *and* does. Have students work with partners to create several sentences that use *and*. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the *and*.

## OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

## Writing Support

- **Modeled** Demonstrate how to use *and* to ask a student to pass you two objects. Repeat the request using two small sentences instead and discuss the difference.
- **Shared** Work with students to practice using *and* to join two ideas in sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and*.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

If students are uncertain about how to use *and* in their opinion books, confer with them and choose one sentence that can be enhanced. Guide them using questions about what could be added. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use the conjunction *and*, they should proceed independently to make those changes and continue writing their opinion books. See the **Conference Prompts** on p. WW30.

## Share Back

Call on students to share sentences from their opinion books that use the word *and*. Talk together about what words or ideas are joined together.

# Apply Conjunction *and*

## OBJECTIVE

Identify and use the conjunction *and* correctly in speaking and writing.

STUDENT INTERACTIVE K.5, p. 231

**Conjunction *and***  
The word *and* helps you put two thoughts together.

**MY TURN** Circle and Write

Oranges are sweet *and* juicy.


Oranges are used for juice *and* smoothies.

Oranges are yummy *and* good for you.

Directions: Read aloud the introduction to students. Have students circle the conjunction *and* in the two sentences. Discuss what thoughts were joined together. Ask students to write the missing word *and* in the first sentence. Have students raise their own opinion books to include the word *and*.

## Writing Support

- **Modeled** Walk through a stack book with students to help them identify how the conjunction *and* is used.
- **Shared** Have students dictate a sentence using the word *and* as you transcribe it.
- **Guided** Ask focused questions as students work with partners to write sentences that include *and*.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor **STACK** 

**TEACHING POINT** Conjunctions, such as the word *and*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences.

**MODEL AND PRACTICE** Read a sentence containing *and* from one of the stack books. Demonstrate how it would sound if the author had used two short, choppy sentences instead. Say: *The word **and** can make your writing sound more like the way we talk. I wouldn't usually say, "I have a sister. I have a brother." It sounds better if I say, "I have a sister and a brother."* Have students help you think of a sentence using *and*. Then break that sentence into two smaller sentences. Ask students if the sentence with *and* seems more natural.

Direct students to p. 231 in *Student Interactive K.5*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and share their sentences with a partner.

## Independent Writing

Have students work on their opinion books and use *and* when joining words or parts of sentences. If students have sentences that could be joined by *and*, highlight the sentences. Then ask students to try and join the sentences using *and*. Students who use conjunctions confidently should continue working on the text of their opinion books and drawings. Confer with students to discuss their writing. See **Conference Prompts** on p. WW30.

## Share Back

Invite a student to share a sentence containing *and*. Ask a listener to tell what the two smaller sentences might have been if the writer had not used *and*. Continue with several more examples.

# Explore Complete Sentences

## Minilesson

Mentor STACK 

**TEACHING POINT** A complete sentence makes sense and gives a complete thought. Authors check to be certain they begin sentences with capital letters and end them with punctuation marks.

**MODEL AND PRACTICE** Select a book from the stack and read one of the sentences aloud. Write only part of the sentence on a chart or the board. Talk with students about how you can tell that something is missing. Say: *I know a sentence needs to make sense and be a complete thought. Is this a complete sentence? What is missing?* Complete the sentences together. Repeat this process with several more sentences from the stack book.

Say: *When I wrote the draft of my opinion book, I wrote, “My family likes to sit at the dinner table together.” Is that a complete sentence? Does it make sense?*

Explain that each complete sentence needs to begin with a capital letter and end with a period, a question mark, or an exclamation mark. Have students check the sentences you have written on the chart or the board to be certain the sentences have been written correctly. Remind students that when they are writing opinion books, they should use complete sentences. Have students work with a partner to review what they have written and identify the capital letter that begins each sentence and the punctuation mark that ends each sentence.

## OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

## Independent Writing

Have students continue working on their opinion books and checking that they have used only complete sentences. If students need additional support, work collaboratively with them to construct their sentences. Students who demonstrate an understanding of using capital letters and punctuation should continue adding to their opinion books. See the **Conference Prompts** on page WW30.

## Share Back

Ask students to read just the naming part of a sentence in their opinion books. Invite classmates to tell what a logical action part might be to go with that naming part. Remind students that without both a naming part and an action part, the sentence may not make sense to the readers.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if a sentence is complete.
- **Shared** If students are uncertain if they have written a complete sentence or not, encourage them to read the sentence to a partner and work together to identify both needed parts.
- **Guided** Use leading questions to guide students in finding the naming and action parts of their sentences.



**Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

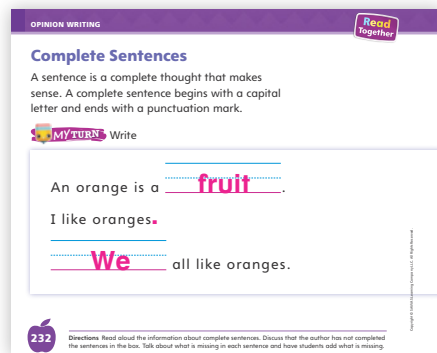
# Apply Complete Sentences

## OBJECTIVES

Identify the parts of complete sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 232



## Minilesson

Mentor STACK



**TEACHING POINT** All sentences in an opinion book should be complete sentences. Each complete sentence makes a complete thought. Sentences begin with a capital letter and end with a punctuation mark.

**MODEL AND PRACTICE** Ask students to talk in pairs and tell the two parts a complete sentence needs to have. Check that the pairs remember that every complete sentence needs to have a naming part and an action part. Explain that authors use complete sentences to make the writing clear to the readers.

Select an opinion book from the stack. Write one sample sentence from the book on a chart or the board. Begin the sentence with a lowercase letter and do not include any ending punctuation. Ask students to check your work. Ask leading questions if students do not notice what needs to be changed. Share your thinking as the needed changes are made. Have students turn to p. 232 in *Student Interactive K.5*. Talk about what is needed in each sentence. Have students complete the page and offer support as needed.

## WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. As time allows, use the **Conference Prompts** on p. WW30 when conferring with individual students.

## Share Back

Have several students read one of their opinion books aloud and tell changes that they made by adding descriptive words, including the conjunction *and*, and using complete sentences. Select several sentences and point out the naming and action parts.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share sentences in their opinion books.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- How making changes to writing can make it better
- How descriptive words make more interesting sentences
- Why authors spend time looking at individual words and sentences

**What Are We Sharing?** Students can share the sentences they revised in their opinion books. Tell them to talk about the changes they made and why they made the changes.

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## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What descriptive words did you use?
- How did you use the conjunction *and*?
- Do all of the sentences begin with capital letters?
- What punctuation marks did you use at the ends of your sentences?



# Weekly Overview

Students will

- edit for conjunctions
- edit for complete sentences
- review what they have learned about opinion writing

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Conjunctions WW42	Edit for Complete Sentences WW43	Prepare for Celebration WW44
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
<b>SHARE BACK FOCUS</b> 5–10 min.	Use Conjunctions WW42	Check for Complete Sentences with Capitalization and Punctuation WW43	Make Revisions to Opinion Books WW44

Mentor **STACK**

Use the following criteria to add to your opinion writing stack:

- Books that are strong examples of opinion writing with a clear topic and strong reasons.
- Texts that include conjunctions.
- Texts that include simple, complete sentences.

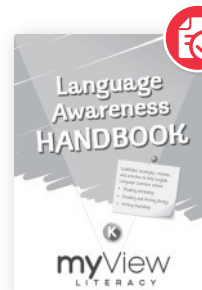
**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

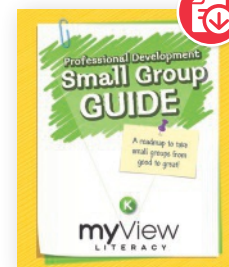
Assessment WW46

Independent Writing  
WW45Assessment  
WW46–WW47

Celebration WW45

Assessment  
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences



Mentor STACK




During this time, assess for understanding of conjunctions and the use of complete sentences. Determine where students may need extra support. Have stack books and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Conjunctions

**If** students need additional support,


 **Then** have them read their opinion books aloud. Point out sentences that could be improved with the use of conjunctions.

**If** students show understanding,

**Then** make a list of conjunctions. Encourage students to add a conjunction that they have not used yet.

#### Edit for Complete Sentences

**If** students need additional support,


 **Then** point out an incomplete sentence and talk about what is missing. Work together to complete the sentence.

**If** students show understanding,

**Then** ask: How can you tell that each sentence you have written is a complete sentence?

#### Prepare for Celebration

**If** students need additional support,

 **Then** review their opinion books. Help them each decide on the two most important edits to make before celebration day.

**If** students show understanding,

**Then** have students practice reading their opinion books aloud to partners who will offer feedback.

### Conference Support for ELL

#### EMERGING

- Use picture cards of two related objects. Use a sentence frame to focus on using conjunctions and complete sentences.        *and*        are both types of       .
- Model, and have students repeat, complete sentences that include the word *because*.

#### DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- State an incomplete sentence and work with students to add what is needed to complete the sentence.

#### EXPANDING

- Have students tell how they know if a sentence is complete.
- Ask students to find examples of the conjunction *and* in a stack book.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

#### BRIDGING

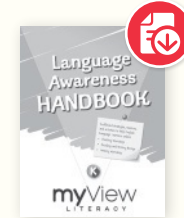
- Challenge students to work with partners to create an anchor chart to remind students of the parts of a complete sentence.
- Have students practice reading their opinion books fluently and with expression.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, Assess

This week, your ELLs will benefit from additional writing support that helps them focus on using conjunctions and complete sentences. These targeted supports help students build confidence when sharing their opinion writing.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW42.

### ELL Targeted Support

#### EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunction *and* correctly.

Point to the word *and* in a sentence written on a chart or the board. Read the sentence together and then read it as two possible sentences without the *and*. **EMERGING**

Provide students practice sentences with the *and* missing. Example: *I like to eat apples \_\_\_ oranges*. Help students determine what word is missing and what conjunction joins together. **DEVELOPING**

Have students say sentences that contain the conjunction *and*. Ask students to tell what words or parts of the sentences were joined together. **EXPANDING**

Encourage students to conduct a Think Aloud and tell how they know when the conjunction *and* is helpful. **BRIDGING**

Use this note for the minilesson on p. WW43.

### ELL Targeted Support

#### EDIT FOR COMPLETE SENTENCES

Have students practice identifying and creating complete sentences.

Display the following: *Bob and I and went to the store* on a chart or the board. Read each incomplete sentence. Ask students to help you make each part into a complete sentence by adding what might be missing. **EMERGING**

Say and then write an incomplete sentence. Say and write a version of that sentence that is complete. Ask students to tell which sentence is complete. Talk about the differences. **DEVELOPING**

Have partners check each other's writing on a search for incomplete sentences. Ask them to tell how they know if a sentence is complete. **EXPANDING**

Have each student write a complete sentence and an incomplete sentence. Have them tell what is different about each. **BRIDGING**

# Edit for Conjunctions

## OBJECTIVES

Identify and use the conjunction *and* correctly in speaking and writing.

Edit writing for proper use of the conjunction *and*.

STUDENT INTERACTIVE K.5, p. 233

**Read Together** WRITING WORKSHOP  
I can write an opinion book.  
My Learning Goal

**Edit for Conjunctions**  
Authors use conjunctions to hold thoughts together. The word *and* is a conjunction.


**MY TURN Write**  
sweet juicy yummy round

Oranges are \_\_\_\_\_ and \_\_\_\_\_.

**Directions** Read aloud the introduction. Discuss how conjunctions are used. Read aloud the descriptive words that can be used to complete the sentence. Have students choose two words to describe oranges. Ask students to read their completed sentences to partners. Talk together about how the word *and* was helpful.

## Writing Support

- **Modeled** Use stack books to point out the conjunction *and*.
- **Shared** Ask students to use two picture cards to say sentences using *and* along with the names of the two items on the cards.
- **Guided** Provide examples of specific places in their opinion books where *and* could be used.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Before publishing their writing, authors check their writing and make changes that are needed. Authors try to avoid using short, choppy sentences by using the conjunction *and* to join parts together.

**MODEL AND PRACTICE** Tell students that conjunctions such as *and* join words or parts of sentences together. Say: *When I look at my opinion book I see that I have written, "I like beans. I like tomatoes." How could I join those into one sentence?* Help students see the value of the conjunction *and*.

Choose an opinion book from the stack that includes several examples of the conjunction *and*. Read one of the sentences aloud. Ask students if they heard the *and*. Ask them to tell what it might have sounded like if the author had written two short sentences and not used *and*. Repeat the process with several other sentences.

After discussing the sentences, remind students that not every short sentence needs to be revised to include a conjunction.

Have students turn to p. 233 in *Student Interactive K.5*. Talk together about what they need to do to complete the activity.

Let students know that they may choose different words to tell about the orange that the opinions suggested.

## Independent Writing

Mentor STACK 

If students need extra support, help them identify more examples of sentences using *and* in different stack books. Students who added conjunctions should continue to add to their opinion book text or drawings. See the **Conference Prompts** on p. WW40 for more suggestions.

## Share Back

Have students share sentences they improved with the addition of *and*. Talk as a class about what the conjunction *and* joined together in each sentence.

**FAST TRACK**

# Edit for Complete Sentences

## Minilesson

Mentor **STACK** 

**TEACHING POINT** Authors check their writing before it is finished. They check to be certain they have used complete sentences. Complete sentences begin with a capital letter and end with punctuation.

**MODEL AND PRACTICE** Review several of the stack books. Point out complete sentences and have students tell the naming parts and the action parts. Say: *Authors want their writing to be understood by the people who read it. One way to make writing easier to understand is to use complete sentences. Good writers go back and make changes if they find that they have written a sentence that is not complete. They might need to change the sentence to help it make sense.*

Write a partial sentence on the board that does not begin with a capital letter and is missing any ending punctuation. Work with students to make edits to the sentence. Ask students to explain why each change was needed. Repeat the process with several other sentences or partial sentences.

Have students complete the activity on p. 234 in *Student Interactive K.5*. Check for understanding.

## Independent Writing

Have students spend independent writing time editing their opinion books. First, they should check for complete sentences, then capitalization and ending punctuation. If students need assistance, work with them as they check for one type of edit at a time. See the **Conference Prompts** on p. WW40 for additional suggestions.

## Share Back

Call on students to read a sentence they changed. Prompt students to tell why that change was made. Explain that editing and making changes is one of the most important steps in writing.


## OBJECTIVES

Identify the parts of complete sentences.

Use initial capitalization and ending punctuation in writing sentences.

Edit drafts with adult assistance using standard English conventions, including complete sentences.

STUDENT INTERACTIVE K.5, p. 234



**OPINION WRITING** **Read Together**

**Edit for Complete Sentences**

Authors make sure every sentence is complete and makes sense. Sentences begin with a capital letter and end with a punctuation mark.

**MY TURN** Write

There are many kinds of fruits


I like oranges best.

**O**ranges are good for you and they taste good.

**234** Directions: Read aloud the introduction to the class. Tell students that they need to help the author check for complete sentences and write anything that is missing. Read the sentences aloud and help students determine how they can make each sentence complete.

## Writing Support

- **Modeled** Go back to the students' writing and model how to edit words for initial capitalization and ending punctuation.
- **Shared** Have students identify the punctuation used at the ends of their sentences.
- **Guided** Provide explicit instruction about capitalizing the first letter in sentences using stack text examples.

 **Intervention** Refer to the *Small Group Guide* for support.

# Prepare for Celebration

## OBJECTIVES

Edit drafts with adult assistance using standard English conventions including conjunctions, complete sentences, initial capitalization, and ending punctuation.

Improve writing with the use of descriptive words.

## Minilesson

Mentor STACK



**TEACHING POINT** Before they celebrate their writing, authors check that their writing is as good and correct as possible. They make certain they used complete sentences with descriptive words and that each sentence begins with a capital letter and ends with punctuation. If there are short, choppy sentences, authors check to see if using the conjunction *and* could be helpful.

**MODEL AND PRACTICE** Work with students to review what they have learned about opinion writing.

- Opinion books tell the topic and state an opinion.
- A reason explains the opinion.
- Include a drawing that supports the opinion.
- Descriptive words give more details.
- The conjunction *and* joins words or parts of sentences.
- Sentences begin with a capital letter and end with a punctuation mark.

Model how one of the books in the stack uses what students have learned. Remind them to look for these elements in their own opinion books.

## Writing Support

- **Modeled** As you review students' work with them, model how to use the checklist to make changes.
- **Shared** Have students identify the changes they made using the checklist to assist them.
- **Guided** As students show you their writing, direct them to individual points on the checklist to guide them to make edits.



**Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

With assistance as needed, have students revise and edit their opinion books using the checklist as a guide. Encourage students to practice reading their opinion books aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

## Share Back

Invite students to share revisions they made. Reinforce the value of using a checklist to help remember what to focus on while revising.

# Celebration

## Minilesson

**TEACHING POINT** It is important to celebrate the work students have put into their opinion books. This helps students see their own progress and grow in confidence. While students write at different levels, celebrate the growth each student has made throughout the unit.

**MODEL AND PRACTICE** Tell students that you are going to celebrate the writing of your opinion book by reading it aloud to them. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do a good job reading my work. I practice so I read my writing well. I need to speak clearly and loudly enough for everyone to hear me. I will show my drawing for all to see. I need to stand tall and be proud of my work. I know that the listeners will tell me the parts of my writing they thought were especially good.*

Model reading aloud at a good pace and volume to be heard. When finished, invite students to give positive feedback about your opinion writing by stating specific examples of parts they thought were especially well written.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins.

## OBJECTIVES

Share opinion books.

Provide feedback to others.

## Independent Writing

Have students share their opinion books with the class. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done. Remind students that they do not need to have the same opinion as the writer to admire the writing and drawing that were presented.

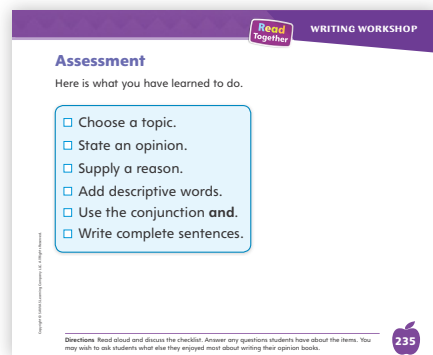
**FAST TRACK**

# Assessment

## OBJECTIVE

Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic and state an opinion or preference about the topic.

STUDENT INTERACTIVE K.5, p. 235



## Minilesson

Mentor **STACK**



**TEACHING POINT** Assessment of writing helps students identify all they have learned and see any areas where they may still need more practice and support. As you review students' assessments, notice what they did well and what areas need improvement. Consider how you will share your feedback with students to help them make improvements and to celebrate what they have learned.

**MODEL AND PRACTICE** Tell students that today they will be looking back on what they have learned about opinion writing. They will assess what they learned and how their writing has improved. Have students recall the opinion books they have written and also the ones they have read in the stack books.

Tell students that before responding to assessment prompts, it is good to review what has been learned. Have students turn to p. 235 in *Student Interactive K.5*. Read the page with the students. Invite students to ask questions or add items to the list.

Ask students to remember the list as they begin the assessment.

## Assessment

See the unit assessment on p. WW47 and tell students they will be taking a writing assessment to see all they learned. Another form of assessment is to score students' writing using the rubric on p. WW47.



## OPINION WRITING

### Opinion Writing

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**Prompt** Write an opinion piece. First, state the topic and your opinion about the topic. Then draw or write your opinion piece.

## 4-Point Opinion Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Writing clearly states an opinion on a topic.	Writing includes a clear topic, opinion, and strong reason.	The reason closely connects to and supports the opinion.	The writing includes strong use of descriptive words.	The use of conventions is clearly shown.
3	Writing adequately states an opinion on a topic.	Writing includes a topic, opinion, and reason.	The reason connects to and somewhat supports the opinion.	The writing includes descriptive words.	The use of conventions is somewhat shown.
2	Writing somewhat states an opinion on a topic.	Writing includes a topic and opinion, but no reason.	The reason somewhat connects to the opinion.	The writing includes a descriptive word.	The use of conventions is weak or uneven.
1	Writing does not state an opinion on a topic.	Writing lacks a topic, opinion, or reason.	The reason does not connect to the opinion or is missing.	The writing includes no descriptive words.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				





**Week 6**

**PROJECT FOCUS**

**This week students will**

- research pets.
- write or draw about a pet's needs.

**Lesson 1**

**Foundational Skills**

T424–T425  
T426–T427  
T442–T443

- Phonological Awareness: Rhyming Words
- Phonics: Review /o/ Spelled Oo

**Compare Across Texts**

- Living Together
- Essential Question

**Inquire**

- Introduce the Project: Get a Pet!
- Use Words: Talk About Pets

**Lesson 2**

**Foundational Skills**

T428–T431  
T444–T445  
T446–T447

- Phonics: Word Families -op and -ot

**Explore and Plan**

- Introduce Informational Writing
- Write for a Reader: Audience

**Conduct Research**

- Sources

**Lesson 3**

**Foundational Skills**

T432–T433  
T448–T449

- Phonological Awareness: Rhyming Words
- Phonics: Review /e/ Spelled Ee
- High-Frequency Words

**Refine Research**

- Take Notes

**Lesson 4**

**Foundational Skills**

T434–T439  
T450–T451

- Phonics: Word Families -en and -et
- Decodable Story: *What Is Tom?*

**Collaborate and Discuss**

- Revise and Edit

**Lesson 5**

**Foundational Skills**

T440–T441  
T452  
T453

- Phonological Awareness: Review Rhyme
- Phonics: Spiral Review: Consonants Ww /w/ and Yy /y/

**Celebrate and Reflect**

- Share
- Reflect

**Reflect on the Unit**

- Reflect on Your Reading
- Reflect on Your Writing



# INTEGRATE your INSTRUCTION

## English Language Arts

- Compose informative/explanatory pieces.
- Participate in shared research projects.
- Participate in collaborative conversations.

## uEngineer It!



For alternative inquiry projects with a science focus, go online to [SavvasRealize.com](http://SavvasRealize.com).

## Science

- Use science knowledge to understand the world.
- Ask questions to begin investigations.

## 4-Point Research Project Rubric

Score	Focus	Research	Development	Conventions	Speaking and Listening
4	The topic is clear and addresses the prompt.	A main idea and relevant details are included.	Drawing relates to the topic; writing shows understanding of directionality, letter formation, and word spacing.	The language and vocabulary are appropriate to the topic.	The oral delivery is clear, audible, and relevant. The student listens actively, asks questions, and follows oral directions.
3	The topic is mostly clear and addresses the prompt.	A main idea and some relevant details are included.	Drawing relates to the topic; writing shows some understanding of directionality, letter formation, and word spacing.	The language and vocabulary are mostly appropriate to the topic.	The oral delivery is mostly clear, audible, and relevant. The student listens adequately and follows most oral directions.
2	The topic is somewhat clear and attempts to address the prompt.	A main idea is included, but the details may be weak, irrelevant, or absent.	Drawing is mostly related to the task; writing shows some understanding of directionality, letter formation, and word spacing.	The language and vocabulary are somewhat relevant to the topic but may be somewhat unclear.	The oral delivery is mostly clear, audible, and relevant. The student somewhat listens to or follows oral directions.
1	The topic is confusing and the writing only tangentially addresses the prompt.	The main idea is not included, and details are absent.	Drawing seems unconnected to the task; writing shows little understanding of directionality, letter formation, or word spacing.	The language and vocabulary are unrelated to the topic.	Student's speech is unclear. Student interrupts or is distracted while listening.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of an informational text.</li> <li>• Response is unintelligible, illegible, or off topic.</li> </ul>				



Have students complete a student-friendly Research Project Checklist, p. 119, from the *Resource Download Center*.

# Compare Across Texts

## OBJECTIVES

Synthesize information to create new understanding with adult assistance.

Use text evidence to support an appropriate response.

## Living Together

In this unit, students have read about living things and what they need. Remind them of the unit theme, *Living Together*, and the Essential Question: *What do living things need?*

**TURN, TALK, AND SHARE** In pairs, have students look back at each text and find a sentence or picture that helped them answer the Essential Question.

### Compare Across Texts

Remind students that all of the selections in this unit are connected by the unit theme, *Living Together*. Then use the questions below to help students compare themes, topics, and genres across texts.

- In the text *Animals on the Move*, we read that animals move to get away from cold weather or to find food. In *Run, Jump, and Swim*, we read that people move. Why do people move? (Possible response: People move to stay healthy or for fun.)
- What does the author of *Run, Jump, and Swim* want readers like us to do? (Possible response: Exercise, play, and move.)
- The text *Open Wide!* is about living things. When we look at the pictures, we see real animals. This text tells about something real. It is an informational text. The text *Do We Need This?* is also about living things. Look at the pictures. Is this text about something real? Guide students to say that it is not real. It is fiction.

### Essential Question

**MyTURN** Have students write or draw their responses to the Essential Question: *What do living things need?* Tell students to look back at the texts that they have read in this unit to help them answer the question. Then tell students that this week they will work on a project in which they choose a pet and research its needs.



**ELL Targeted Support Making Connections** Explain that one way to help students make connections between living and nonliving things is to use a graphic organizer.

Draw a T-chart on the board. In the left column, write “Living.” In the right column, write “Nonliving.” Point to items in the classroom and ask if they are living or nonliving. Write the items in the correct section of the T-chart. **EMERGING**

Draw a T-chart on the board. In the left column, write “Living.” In the right column, write “Nonliving.” Then have students find examples of each type in the classroom and tell you where on the T-chart they belong. **DEVELOPING**

Have students make a T-chart on a sheet of paper. In the left column, ask them to write or draw the name of a living thing they read about in this unit. In the right column, ask them to write or draw a nonliving thing they saw or read about in this unit. **EXPANDING**

Challenge students to work individually to write or draw living and nonliving things they have seen outside the classroom. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 204–205

COMPARE ACROSS TEXTS

UNIT THEME  
**Living Together**

**TURN and TALK**  
Go back to each text and name one thing that living things need. Use the Weekly Questions to help you.

**WEEK 1**  
**Animals on the Move**  
Why do some animals move from place to place?  
*Animals on the Move* written by Ron Fricke

**WEEK 2**  
**From Nectar to Honey**  
How do some living things make what they need?  
*Nectar to Honey*

**WEEK 3**  
**Do We Need This?**  
How do we know what we need?  
*Do We Need This?*

**WEEK 4**  
**Open Wide!**  
How do different animals eat their food?  
*Open Wide!* by Ana Galán

**WEEK 5**  
**Run, Jump, and Swim**  
Why is exercise important?  
*Run, Jump, and Swim*

**WEEK 6**  
**Project**  
Now it is time to apply what you learned about what living things need in your WEEK 6 PROJECT: Get a Pet!

**Essential Question**  
What do living things need?

BOOK CLUB icons are present for Weeks 1, 2, 3, 4, and 5.

Read Together icon is present for Week 6.

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# Word Work

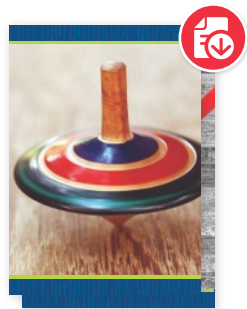
## OBJECTIVES

Identify and produce rhyming words.

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

## Phonological Awareness: Identify and Produce Rhyming Words

**FOCUS** Tell students that today they will listen for and say words that rhyme. Rhyming words have the same middle and ending sounds, like the words *cot* and *hot*.

**PRACTICE** Display Picture Card *mop*. This is a picture of a mop. Listen to the sounds in *mop*: /m/ /o/ /p/. What sound do you hear in the middle of *mop*? What sound do you hear at the end? Students should say /o/, /p/. Then hold up Picture Card *top*. Say: This is a picture of a top. *Top* rhymes with *mop*. When words rhyme, it means they have the same middle and ending sounds. *Top* and *mop* have the sound /o/ in the middle, and the sound /p/ at the end. What other words can you think of that rhyme with *top* and *mop*? Possible responses are *cop*, *hop*, *pop*, *stop*, and *drop*.

Continue the activity with other rhyming words, such as *job*, *sob*, and *cob*.

## Phonics: Review /o/ Spelled Oo

### Minilesson

**FOCUS** Display Alphabet Card *Oo*, and point to the picture of the otter. What sound do you hear at the beginning of *otter*? Students should identify the sound /o/. We already learned about the letters that spell the sound /o/. Point to the letters *Oo*. What letters can make the sound /o/? (*Oo*)

**MODEL AND PRACTICE** Display the word *pot*. Point to each letter as you say each sound: /p/ /o/ /t/. When I blend the sounds of these letters together, I read the word *pot*. Say the sounds with me: /p/ /o/ /t/. Model blending the word together. Then display the words *lot*, *cot*, *nod*, and *rod*. Point to the letters in *lot* and have students identify each sound. Then have students blend the sounds in the word to read it. Repeat with the words *cot*, *nod*, and *rod*.

**APPLY** Have partners take turns reading the words that have been displayed.



**ELL Targeted Support High-Frequency Words** Tell students that high-frequency words are words they see, hear, or say often. Write this week's three high-frequency words on the board: *blue*, *what*, *green*. Say each word aloud. Use each word in a sentence.

Review the three high-frequency words on the board. Remind students about some of the things that have been learned in this unit about what living things need. Have them use the high-frequency words to ask questions about the needs of living things. **EMERGING**

Review the three high-frequency words on the board. Have student pairs use the high-frequency words to discuss what living things need. Monitor student conversations. **DEVELOPING**

Have student pairs use each high-frequency word to write simple questions about the needs of living things. Have them discuss the answers to the questions. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Write the high-frequency words *blue*, *what*, and *green*. Show students familiar letter sounds, such as *b/b/* and *l/l/*, in these words.

- Point to the word *blue* and read it.
- Have students identify the word *blue* by pointing to it, and then have them read it.
- Repeat for each word.

blue

what

green



# Word Work

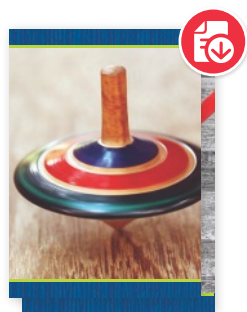
## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Recognize that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap.

Identify and read common high-frequency words by sight.



Picture Cards

## Phonics: Word Families -op and -ot

### Minilesson

**FOCUS** Hold up Picture Card *top*. Say: This is a top. The beginning sound in *top* is /t/. That sound is spelled with the letter *t*. The ending sounds in *top* are /o/ /p/. These sounds are spelled with the letters *op*. Words that end with the sounds /o/ /p/, and are spelled with the letters *op*, are in the same word family. The word *mop* ends with the sounds /o/ /p/ and the letters *op*, so the words *top* and *mop* are in the same word family.

Display the word *hot*. This is the word *hot*. It ends with the sounds /o/ /t/, and the letters *ot*. Another word in the /o/ /t/ spelled *ot* word family is *not*.

**MODEL AND PRACTICE** Display the letter combinations *-op* and *-ot* on the board. Tell students that you will say words either in the *-op* or *-ot* families. Tell them to listen carefully to the words, and trace *op* or *ot* in the air, depending on which ending sounds they hear in the word. Tell them that there will be one word that is not part of either the *-op* or *-ot* word families. Use the following words for this activity, emphasizing the ending sounds: *top*, *mop*, *tot*; *cot*, *hot*, *mat*; *cop*, *drop*, *pot*.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Have students identify each picture on p. 206 of the *Student Interactive*, and tell students that each word belongs to either the *-op* or *-ot* word family. Then have them write the words on the lines. Ask students to identify the sounds of the letters that are different in each set of words.

**OPTION 2 Independent Activity** Have pairs of students use letter tiles to create their own words ending in *-op* or *-ot*. Then have students practice reading the words.

## QUICK CHECK

**Notice and Assess** Can students read words in the word families *-op* and *-ot*?

**Decide**

- **If students struggle**, revisit instruction for word families on pp. T430–T431.
- **If students show understanding**, extend instruction for word families on pp. T430–T431.

## HIGH-FREQUENCY WORDS

Tell students that high-frequency words are words that they will hear and see over and over in texts. Write and then read the words *blue*, *what*, and *green*. Have students

- read the words with you.
- clap each letter as they spell the words.

STUDENT INTERACTIVE, p. 206

PHONICS | HIGH-FREQUENCY WORDS

### Short o Word Families

Write





hop top mop

Tell students that images represent hop, top, mop.





dot cot pot

Tell students that images represent dot, cot, pot.

206

Directions Have students write the word for each picture. Then have them read each word.

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## ADDITIONAL PRACTICE

For additional student practice with short o word families, have students complete *Phonics*, p. 68, from the Resource Download Center.

FOUNDATIONAL SKILL

Name \_\_\_\_\_

### Phonics

Short o Word Family

Write

l	d	m	r
---	---	---	---

Bob job rob

fog dog log

pot lot dot

pop hop mop

Directions Have students read the letters in the bank and the words. Then have them write a word that rhymes with each pair using one of the letters from the box. Ask students to read the rhyming words.

Grade K, Unit 2, Week 6

Phonics, p. 68

Use the  **QUICK CHECK** on p. T429 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### WORD FAMILIES *-ot* and *-op*

Remind students that the sound /o/ can be spelled with the letter *o*. Words that end in the same sounds, like *not* and *cot*, are in the same word family. Both words end in the sounds /o/ /t/, and are spelled with the letters *ot*. Display three blank lines, and write the letters *o* and *t* on the 2nd and 3rd lines. Say: **We are going to build words that are in the /o/ /t/ word family. What letter can we use at the beginning to make a word? Let's try the letter *c*. What word is that? (*cot*)** Have students call out other letters to make and read other words in the *-ot* word family. Repeat with the *-op* word family.

### ELL Targeted Support

Review the skills needed to decode words in the *-ot* and *-op* word families.

Display the letters *ot*. Point to each letter, say its sound, and have students repeat. Then add the letter *p* at the front of the letters *ot*. Have students read the word. Repeat for the words *cot* and *lot*. **EMERGING**

Display the words *pot* and *top*. Have students read each word. Then have them think of other words in the *-ot* and *-op* word families. Write each word and have students read it.

### DEVELOPING

Display the words *top* and *dot*. Have students write a list of other words in each word family. Then have pairs practice reading the words to each other. **EXPANDING/BRIDGING**



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

## Intervention Activity



### SHORT o

Use Lesson 27 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with short *o*.

LEVEL A • MODEL AND TEACH

**Lesson 27** Short o

**INTRODUCE** Remind students that words are made up of consonant and vowel sounds. You learned that /s/ is spelled with the letter *s*, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short *o* sound.

**MODEL** Display or share copies of the following passage, "Hot Pot," from Student Page S161, and read it aloud.

Point to the word *pot* in the first line. The word *pot* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *hot*. Changing a letter in a word makes a new word. When the *p* in *pot* is changed to an *h*, the word *pot* becomes *hot*.

**OBJECTIVES:**

- Read words with the short *o* sound.
- Form words using the short *o* sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

**Hot Pot** ends with -ot

The pot is hot.  
The lid is on the pot.  
Cod is in the pot.  
Pop got the cod.

ends with -op

**TEACH** Point out the words with the short *o* sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short *o*. *Pot* and *hot* both have a short *o* sound and end with -ot. I can use the -ot letter combination to make new words that have the short *o* sound. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short *o* sound, such as *Pop*.

Now point to the -od letter combination at the end of *Cod* in the third sentence. Now that I know what the letters -od sound like, when I hear a word that ends with those sounds, I can spell the word. The word *Cod* ends with the sounds /s/ and /d/. I can write the letter combination -od. The word starts with the sound /k/. I know the letter *c* makes the /k/ sound. I can add the letter *c* to the beginning of -od. Work through spelling other examples, such as *pod*, *nod*, and *rod* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 161

## Intervention Activity



### PHONOLOGICAL AWARENESS

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



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have partners use Letter Tiles to make three letter words with short o. Have them read each word together. Walk around and provide feedback as necessary.

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



### Decodable Book



Students can revisit last week's Decodable Book, *The Best Nests*, to practice reading last week's high-frequency words, and words with initial and final consonant blends.

Before reading, display and remind students of last week's high-frequency words: *go*, *from*, *yellow*. Tell students they will practice reading these words in the Decodable Book.

Pair students and have them take turns reading. Listen carefully as they use letter-sound relationships to decode.

### High-Frequency Words

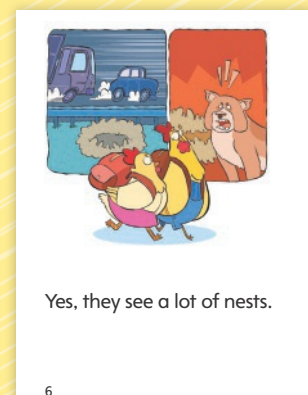
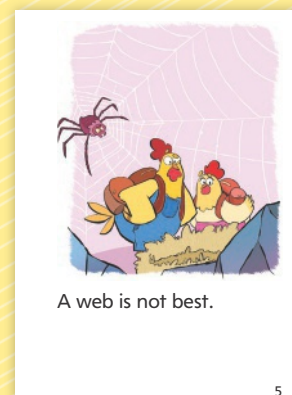
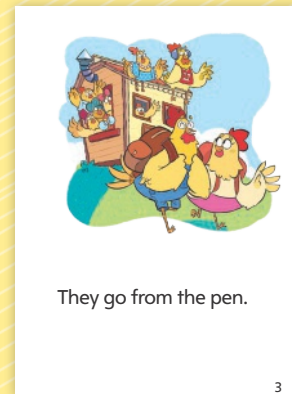
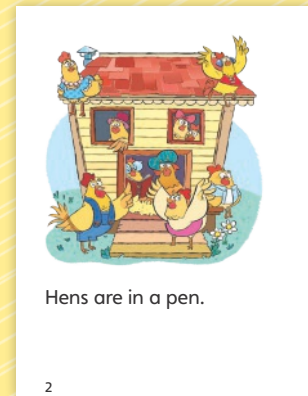
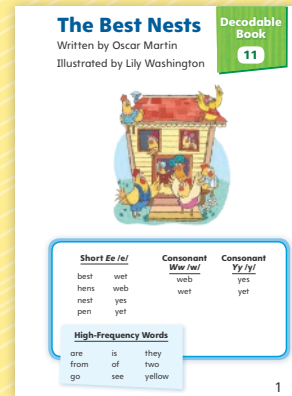
Write high-frequency words that students have learned on craft sticks, and place the sticks in a cup. Have each student draw a stick and read the word. If a student cannot read the word chosen, read it to the class and place that stick back in the cup. Continue until the cup is empty.

### Centers



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

## Decodable Book



# Word Work

## OBJECTIVES

Identify and produce rhyming words.

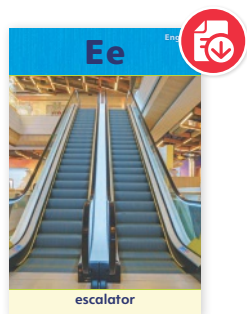
Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.



Picture Cards



Alphabet Card

## Phonological Awareness: Identify and Produce Rhyming Words

**FOCUS** Tell students that today they will listen for and say words that rhyme. Remind students that rhyming words have the same middle and ending sounds, like the words *hen* and *ten*.

**MODEL AND PRACTICE** Display Picture Card *ten*. This is the number ten. The first sound is /t/. The middle and ending sounds are /e/ /n/. Then hold up Picture Card *hen*. Say: This is a picture of a hen. *Hen* rhymes with *ten*. They both have the sound /e/ in the middle and the sound /n/ at the end. What other words can you think of that rhyme with *ten* and *hen*? Possible responses are *den*, *pen*, *when*.

## Phonics: Review /e/ Spelled Ee

### Minilesson

**FOCUS** Display Alphabet Card *Ee*, and point to the picture of the escalator. When you say the word *escalator*, draw out the sound of short e at the beginning of the word. What sound do you hear at the beginning of *escalator*? Students should identify the sound /e/. We already learned about the letter that spells the sound /e/. What letter is it? Point to the letters *Ee*. Students should say e.

**MODEL AND PRACTICE** Write the word *set* on the board. Point to each letter as you say the sound: /s/ /e/ /t/. When I blend the sounds of these letters together, I can read the word *set*. Say the sounds with me: /s/ /e/ /t/. Model blending the word together. Then display the words *bet*, *get*, *red*, and *pet*, and repeat the blending routine, reading the words with students.

**APPLY** Have partners take turns reading the words that have been displayed.



# High-Frequency Words

## Minilesson

**FOCUS** Say: Today we will practice reading the high-frequency words *blue*, *what*, and *green*. Have students read the words at the top of p. 207 in the *Student Interactive* with you.

**MODEL AND PRACTICE** Have students look at the words at the top of p. 207. Say: I will read a word, and I want you to point to it. Then we will read the word together. Read *blue*, and have students point to it. Now let's read the word together: *blue*. Repeat with the other words. Encourage students to use the words in sentences.

**APPLY MyTURN** Have students read the sentences on p. 207 with you. Ask them to identify the words *blue*, *what*, and *green* in the sentences. Have them underline the high-frequency word in each sentence. Then have students read the sentences with a partner.


STUDENT INTERACTIVE, p. 207

FOUNDATIONAL SKILLS

**My Words to Know**

blue what green

**My Sentences to Read**


 **MYTURN**

1. Can you see what I see?
2. I see a green frog.
3. I see a blue pond.

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**Directions** Have students read the high-frequency words. Then have them read the sentences and underline the high-frequency word in each sentence.

**207**



# Word Work

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Recognize that new words are created when letters are changed, added, or deleted such as it – pit – tip – tap.



Picture Cards

## Phonics: Word Families *-en* and *-et*

### Minilesson

**FOCUS** Display Picture Card *ten*. Say: This is the number ten. The onset, or beginning sound, in *ten* is /t/. The beginning sound, /t/, is spelled with the letter *t*. The ending sounds in *ten* are /e/ /n/. The sounds /e/ /n/ are spelled with the letters *en*. Hold up Picture Card *pen*, and say and spell the word. Words that end with the sounds /e/ /n/, and are spelled with the letters *en*, are in the same word family. So the words *ten* and *pen* are in the same word family.

Display the word *get*. This is the word *get*. It ends with the sounds /e/ /t/ and is spelled *et*. Another word in the /e/ /t/ word family is *pet*.

**MODEL AND PRACTICE** Display the letter combinations *-en* and *-et* on the board. Tell students that you will say words either in the *-en* or *-et* families. Tell them to listen carefully to the words and write in the air either *et* or *en*, depending on which ending sounds they hear in the word. Tell them that there will be one word that is not in the *-en* or *-et* families. Use the following words: *vet*, *let*, *men*, *Ben*, *Ken*, *dip*, *pen*, *den*, *yet*, *set*.

**ELL Targeted Support Identify Spelling Patterns** Tell students that being able to identify spelling patterns will help them read English words. Say the word *pen* and display it. Tell students that knowing this word will help them identify other words from the *-en* word family.

Write the words *den*, *hen*, *let*, and *yen* on the board. Say each letter sound separately for every word. Have students repeat after you. Then ask students to point to the word that belongs to the *-et* word family. Repeat with different word groupings. **EMERGING**

Write these words on the board: *bet*, *ten*, *pen*, *set*, *met*, *men*. Say each word so students hear each letter sound. Then have students sort by circling the *-et* words and underlining the *-en* words. **DEVELOPING**

Write *\_en* and *\_et* on the board. Call students up one at a time and give them a letter. Have students say if they can make an *-en* word, *-et* word, both, or neither. Have them say any words they can make. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 My TURN** Have students identify each picture on p. 208 of the *Student Interactive* that belongs either to the *-en* or *-et* word family, and then have them write the words on the lines. Ask students to identify the sounds of the letters that are different in each set of words.

**OPTION 2 Independent Activity** Have pairs of students use letter tiles to create their own words ending in *-en* or *-et*. Then have students practice reading the words.

## QUICK CHECK

**Notice and Assess** Can students read words in the word families *-en* and *-et*?

## Decide




- **If students struggle,** revisit instruction for word families on pp. T436–T437.
- **If students show understanding,** extend instruction for word families on pp. T436–T437.

STUDENT INTERACTIVE, p. 208

PHONICS




### Short e Word Families

**MY TURN** Write

men      hen      pen

Tell students that images represent men, hen, pen.

pet      wet      net

Tell students that images represent pet, wet, net.

208

Directions Have students write the word for each picture. Then have them read each word.

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## ADDITIONAL PRACTICE

For additional student practice with short e word families, have students complete *Phonics* p. 69 from the Resource Download Center.

FOUNDATIONAL SKILL  
Read Together



Name \_\_\_\_\_

### Phonics



Short e Word Family

**MY TURN** Write

m   p   h   t

pen      ten

men      hen

Directions Tell students to choose a letter from the bank to complete each short e word below each picture.

Grade K, Unit 2, Week 6

Phonics, p. 69



Use the  **QUICK CHECK** on p. T435 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### WORD FAMILIES *-et* and *-en*

Remind students that the sound /e/ can be spelled with the letter e. Words that end in the same sounds, like *net* and *let*, are in the same word family. Both words end in the sounds /e/ /t/ and are spelled with the letters *et*. Display three blank lines, and write the letters e and n on the 2nd and 3rd lines. Say: **We are going to build words that are in the *-en* word family. What letter can we use at the beginning to make a word? Let's try to letter p. What word is that? (pen)** Have students call out other letters to make and read other words in the *-en* word family. Repeat with the *-et* word family.

### ELL Targeted Support

Help students learn sound-letter relationships.

Show Picture Card *hen*. Have students name the picture, monitoring the way they pronounce the word. Display the word *hen* and have students read the word. Have students provide another word in the *-en* word family. **EMERGING**

Hold up Picture Card *hen*. Write the words *pet*, *get*, *ten*, *bed*, *Ken*, and *net* on the board. Have students identify which words are in the same word family as *hen*. **DEVELOPING**

Have students list words that rhyme with *hen*. Have them self-correct how they pronounce the words. Ask students to identify the letters that spell the words as they say each letter sound.

### EXPANDING/BRIDGING



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

## Intervention Activity



### SHORT e

Use Lesson 28 in the *myFocus Intervention Teacher's Guide* for instruction on reading words with short e.

LEVEL A • MODEL AND TEACH

**Lesson 28** Short e

**INTRODUCE** Emphasize that words are made up of consonant and vowel sounds. You learned that *let* is spelled with the letter e, and you learned how to blend letters to read words with this sound. Today we will learn another way to read words with the short e sound.

**MODEL** Display or share copies of the following passage, "Ben's Pet," from Student Page S165, and read it aloud.

Point to the word *red* in the last line. The word *red* has a consonant, then a vowel, and then another consonant. Each letter has its own sound. Point to the word *bed*. Changing a letter in a word makes a new word. When the r in *red* is changed to a b, the word *red* becomes *bed*.

**OBJECTIVES:**

- Read words with the short e sound.
- Form words using the short e sound.
- Change, add, and delete sounds to make new words.
- Spell VC, CVC, and CCVC words.

**Ben's Pet**

Ben gets a *pet*.  
He gets a *dog*.  
He gets the dog a *red bed*.

ends with -et  
ends with -ed

**TEACH** Point out the words with the short e sound. Explain that students can read more words when they learn how to recognize letter combinations that include a short e. *Red* and *bed* both have a short e sound and end with -ed. Now that I know -ed has a short e sound, I can use this letter combination to make new words. When I change, add, or delete a letter, I make a new word. Reinforce this idea by pointing out other words in the model that have the short e sound, such as *Ben* and *pet*.

Now point to the -et letter combination at the end of *pet* in the first sentence. Now that I know what the letters -et sound like, when I hear a word that ends with those sounds, I can spell the word. The word *pet* ends with the sounds /e/ and /t/. I can write the letter combination -et. I can start with the sound /p/. I know the letter p makes the /p/ sound. I can add the letter t to the beginning of -et. Work through spelling other examples, such as *let*, *met*, and *bet* by changing, adding, and deleting letters.

Phonics, Morphology, and Spelling T • 165

## Intervention Activity



### PHONOLOGICAL AWARENESS

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

## Independent/Collaborative

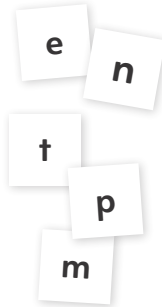
### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have students use Letter Tiles to make words ending with *en* or *et*. Walk around and give feedback as necessary.

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



### Decodable Book



Students can read the Decodable Book *What Is It?* to practice reading words in short e word families and high-frequency words they learned this week.

Before reading, display and review this week's high-frequency words: *blue*, *green*, *what*. Tell students they will practice reading these words in the Decodable Book.

Pair students and have them take turns reading. Listen carefully as they use letter-sound relationships to decode.

### Centers



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

## Decodable Book

**What Is It?**  
Written by Catherine Parr  
Illustrated by Sunil Joshi

Decodable Book  
12

Word Families -er hat	Word Families -op top
Word Families -en den	Word Families -et net

High-Frequency Words  
blue green what  
do see you

1

Is it in a den?

2

Is it in a net?

3

Is it hot?

4

It is blue.

5

I see two.

6

I see green on top.

7

What do you see?

8

# Decodable Story

## OBJECTIVES

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ELL Access

Help students learn relationships between sounds and letters of the English language using words from the decodable story. For students at the Emerging level, have them point to words that are in a certain word family. Students at the Developing level can decide between two word families and determine which a given word belongs to. For students at the Expanding or Bridging levels, have them list as many words as they can for different word families.

## Read *What Is Tom?*

**FOCUS** Have students turn to p. 209 in the *Student Interactive*. We are going to read a story today about a bat named Tom. Point to the title of the story. The title of the story is *What Is Tom?* I hear the sound of short o in the word *Tom*. In this story, we will read words with the sounds of short o and short e.

**IDENTIFY AND READ HIGH-FREQUENCY WORDS** Remind students of this week’s high-frequency words: *blue, what, green*. Tell them that they will practice reading these words in this story. Display the words. Have students read them with you. When you see these words in the story, you will know how to identify and read them. You will also see some other Words to Know we’ve learned.

STUDENT INTERACTIVE, p. 209

DECODABLE STORY

FOUNDATIONAL SKILLS

What Is **Tom**?

Highlight the words that are in the same word family as **mom**.

That one is green.  
**Tom** can get it.

AUDIO  
Audio with Highlighting

ANNOTATE

209



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

After students have read the story, call their attention to the title. **I see the letter o in this word. What sound does the letter o make?** Help them identify, or say, the sound /o/. Then have them locate and circle the words on p. 209 that are in the same word family as *mom*.

Have students turn to pp. 210–211. **Which word includes the sound /e/ and is in the same word family as *net*?** Students should supply the word *get*. **How do you know *get* is in the same word family as *net*?** Students should say both words have the ending sounds /e/ /t/ spelled with the letters *et*, so they are in the *-et* family. Have students underline the word *get*.

STUDENT INTERACTIVE, pp. 210–211



DECODABLE STORY

FOUNDATIONAL SKILLS

Underline the word that is in the same word family as **net**.

That big one is blue.  
Tom can get it.

What is Tom?  
Tom is a bat.

210

211

# Word Work

## OBJECTIVES

Identify and produce rhyming words.

Identify and match the common sounds that letters represent.

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

Identify and read common high-frequency words by sight.

## ADDITIONAL PRACTICE

For additional student practice with high-frequency words, have students complete *My Words to Know* p. 75 from the *Resource Download Center*.



*My Words to Know*, p. 75

## Phonological Awareness: Review Rhyme

**FOCUS** Tell students that words that are in the same word family have the same middle and ending sounds. Remind them that words that have the same middle and ending sounds rhyme. *The words cot and dot are in the same word family. They rhyme because they have the same middle and ending sounds, /o/ /t/.*

**PRACTICE** Tell students that there are other words that rhyme with the words *cot* and *dot*. *What other words rhyme with cot and dot?* Have students generate as many rhyming words as they can. (Possible responses: *got, hot, jot, lot, not, pot, rot*) Then repeat the activity with *den*, guiding students to generate words that rhyme with *den*.

## Phonics: Spiral Review: Consonants Ww /w/ and Yy /y/

### Minilesson

**FOCUS** Tell students that today they will review two letters and their sounds from last week: consonants *w* and *y*. Display the Alphabet Cards for *Ww* and *Yy*. Point to Alphabet Card *Ww*. *W* is the first letter in the word *watermelon*. The consonant *w* makes the sound /w/. Then point to Alphabet Card *Yy*. The consonant *y* makes the sound /y/ when it is at the beginning of a word like *yo-yo*.

**MODEL AND PRACTICE** Have students review consonants *w* and *y* by saying words that contain these letters. Listen as I say the word *wet*: /w/ /e/ /t/. The word *wet* starts with the consonant *w* and has the sound of short *e* in the middle of the word. Now listen as I say the word *yet*: /y/ /e/ /t/. The word *yet* starts with the consonant *y* and has the sound of short *e* in the middle of the word.

**APPLY** In pairs, have students spell the words *wet* and *yet* aloud.



**ELL Targeted Support High-Frequency Words** Remind students that high-frequency words are words they see, hear, or say often. Display the words *blue*, *what*, and *green* on the board. Point to each word and read it aloud. Have students repeat after you. Then model how to use these words in questions and answers, such as *What color are the leaves on that tree?*

Review the three high-frequency words you wrote on the board. Read them aloud again and have students repeat after you. Then ask questions using these words. The questions should require *yes/no* or one-word answers. **EMERGING**

Point out the high-frequency words and read them aloud with students. Model using simple questions with two high-frequency words in them. Then invite volunteers to answer the questions. Make sure students repeat the high-frequency words in their answer that were used in the question. **DEVELOPING**

Have student pairs work together to ask and answer questions using the high-frequency words. Monitor their conversations and provide feedback as needed. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Remind students that high-frequency words are words that appear over and over in texts. Say the word *blue* and ask students what letters spell the word. Have students

- say the letters as you write them on the board.
- read the words aloud.
- repeat with *what* and *green*.

# Inquire

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

## ELL Language Transfer

The Spanish word for **pet** is **la mascota**, which shares a cognate with the English word *mascot*. Help students understand that a mascot in English is an animal, person, or thing that is supposed to bring good luck to a team or school.

## Introduce the Project Get a Pet!

**TEACHING POINT** Tell students that this week they will work in pairs to choose a pet and research what it needs. Then they will write an informational text about their pet. Remind students of what they learned in Unit 1 about developing a research plan, and then direct their attention to the first item in the Pet Research Plan on p. 213 in the *Student Interactive*: **Choose a pet**.

**MODEL AND PRACTICE** Say: *If I could have any pet, what would I get? While it would be nice to get a tiger or a chimpanzee, these animals are too wild and would not make good pets. I need to choose a pet that could live in my home and that I could take care of.* Ask students the following questions to help them narrow their focus: *What are some pets you see in the picture? Does anyone have one of these pets? Do you think all of these pets have different needs?*

**COLLABORATE** Have student pairs decide on a pet and write it on p. 212 in the *Student Interactive*.

Read through the remaining steps in the Pet Research Plan. Explain that students can follow the plan by reading and completing each step. Then help students make the connection that an important part of doing research is **asking questions**. Explain that to ask questions, students should think of things they need to find out about their pet. Also explain that their **personal experience** with pets is valuable and is considered part of their research.

## Use Words: Talk About Pets

**COLLABORATE** Remind students that the academic vocabulary words they learned in this unit relate to the unit theme, *Living Together*. Model using Academic Vocabulary words *grow*, *need*, *share*, and *depend* as you describe the animals pictured on p. 212. Say: *I might choose a dog because dogs are dependable.* Then have partners ask questions about their pet, providing assistance as needed.



### EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“At the end of a reading or writing event, children should take 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** Have struggling students listen as you describe the animals in the picture. Provide students with a word bank or point to the word wall of Academic Vocabulary. Ask students to help you choose an Academic Vocabulary word to talk about one of the images.

**OPTION 2 Extend** Invite students to draw a picture that shows the meaning of one of the Academic Vocabulary words. Help students label the drawing.

## ELL TARGETED SUPPORT

To help students access their prior knowledge, focus on Academic Vocabulary words and facts students know about animals. Point to images in the photo and ask simple questions, such as *What is this animal called in your country? What does this animal need to grow?*

**NEXT STEPS** Once individual students or groups have chosen their pet, have them check off the first item in the Pet Research Plan. Tell students that now that they have chosen their pet, the next step is to follow a plan as they research what that pet needs. Explain that you will teach them how to research.

STUDENT INTERACTIVE, pp. 212–213

**INQUIRE** **Read Together** PROJECT-BASED INQUIRY



# Get a Pet!

Talk about the picture. If you could have any pet, what would you get?

**COLLABORATE** Our pet is a  
Possible response:  
**turtle**

### Use Words

**COLLABORATE** Work with a partner. Ask each other questions about pets. Use new academic words.

#### Pet Research Plan

Check each box as you do your project.

- Choose a pet.
- Research your pet.
- Draw and write about your pet.
- Share with others.

**212** Directions Have students work together to talk about the pets in the picture and discuss what pet they would like to get.

**213** Directions Help students generate questions about their pet. Say: To ask questions, think of things you need to find out about your pet. One question might be *What does it eat?* Then preview the steps in the research plan. Explain that students will follow the plan by reading and completing each step.



# Explore and Plan

## OBJECTIVE

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

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## Introduce Informational Writing

Have students turn to p. 214 in the *Student Interactive*. Explain that authors write informational texts to inform, explain, or teach something. Use the Model and Practice below to help students differentiate between informational texts and other genres. Tell them that they will write an informational text this week.

**MODEL AND PRACTICE** Say: *In this unit we have been reading and writing informational texts. Remember that the purpose of informational texts is to explain or inform readers about a topic. An informational text is about something real. When I look at the covers of the two books, I notice that both are about animals, but that one of them is about a robot dog. Which book looks like it is about something real?* Call on a student volunteer to read each title.

**TURN, TALK, AND SHARE** Discuss with students how to infer that one of these books is nonfiction (*All About Polar Bears*) and one is fiction (*My Dog Did My Homework!*). Help students make the connection about using the title to infer a book's topic and genre.

**Structure of Informational Texts** To help students begin to understand the structure of informational texts, do a picture walk of a nonfiction text from your classroom library. Use a text that has pictures, diagrams, and captions to teach students how the author organizes information. Read aloud and point to heads and subheads in the text to demonstrate how the text is structured. Tell students that they will have to look through these types of informational books to write about their pet.

### Write for a Reader

**Audience** Have students think about the audience for their writing about a pet. Offer questions to help students think about their audience, such as *Who might want to know more about turtles? What do you think your classmates would want to know about your pet?* Write student responses on the board. Tell students that it is always important to write with their audience in mind.

**ELL Targeted Support Visual Media** Tell students that visual media, such as photographs, drawings, graphics, and anchor charts, communicate information about a topic.

Point to the image of the polar bear and say its name. Ask a student volunteer to point to images on the other book cover and say the words. Write words identifying the images on the board. Have students copy the words in their notebook and say the words. **EMERGING**

Ask students to identify and compare what they see on the two book covers. Then guide a discussion on the information students learn from the comparison. **DEVELOPING**

Ask small groups to identify what they see on the two book covers. Then have students ask and answer questions about the information on the book covers. **EXPANDING**

Assign pairs to discuss what they learn from the book covers. Have them tell what they like and dislike about the images and whether they would want to have a robot dog as a pet. **BRIDGING**

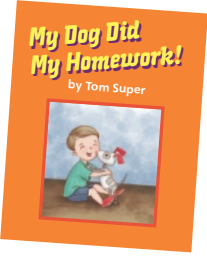
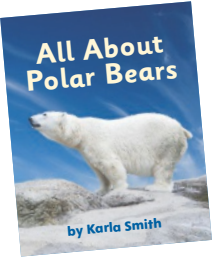
**NEXT STEPS** After reviewing the characteristics of informational writing, remind students that the next step on the Pet Research Plan is to research the pet they chose.

STUDENT INTERACTIVE, p. 214

EXPLORE RESEARCH Read Together

**Tell Me About It!**

Authors write informational texts to inform, explain, or teach something.



**TURN and TALK** Which book is informational? How can you tell?

**214** Directions Have students review the book covers. Ask partners to talk about which book is an informational text and how they know.

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# Conduct Research

## OBJECTIVE

Gather information from a variety of sources with adult assistance.

## CUSTOMIZE IT!

Challenge students by having them use selected resources to conduct research. Preview books from your classroom or school library for students. Choose appropriately leveled books and slightly above-level books with vibrant pictures or illustrations of animals. Model how to use each type of book to find information. For example, use sticky notes to mark images of animals in an above-level book. Say: *These pictures show me what the animal looks like.* Allow small groups time to complete this kind of inquiry using the selected resources. Circulate and offer guidance as needed.

## Sources

**TEACHING POINT** Tell students there are many places they can gather information about their pet. Point to the picture on p. 215 in the *Student Interactive* and ask a student volunteer to tell what this place is (library or media center). Then use the Model and Practice to explain the process of researching an animal.

**MODEL AND PRACTICE** Say: *The library or media center is one of the best places to gather information. Most libraries have books, magazines, and newspapers. We call these *print sources* because they are printed on paper, and we can hold them in our hands. Most libraries also have computers. You can use a computer to go on the Internet to search Web sites for information. If you are in a library and don't know what kind of source to use, ask the librarian for help.* Help students understand how to use a variety of sources to search for information in the library or media center.

- **Books** in a library are organized in a special way. Books about a topic, such as animals, will be together in the same section. Each book has a special number called a call number. The call number tells you where you can find the book in the library.
- **Computers** that are connected to the Internet are also a good source for information, but you have to be careful. Some Web sites will give you good, true information and some Web sites may not. Your librarian can help you find a Web site that will give you good, true information.
- **Real-life experiences** can also be a good source of information.

**COLLABORATE** Have student groups circle things that can help them gather information on p. 215. Then have students work with their project partners to generate questions and gather information from a variety of sources to answer these questions. Guide them to take notes on information they find by writing or drawing.



### 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 for more professional development on research-based best practices.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Model using sentence frames to help students find information about their pets: *My pet is a \_\_\_\_.*  
*I want to look (in a book/on the Internet) for more information about my pet.*

**OPTION 2 Extend** If students easily work together to draw what they learn about their chosen topic, ask them to label their ideas with words.

## ELL TARGETED SUPPORT

Review key strategies for communication, such as asking for help, using gestures or pictures, or saying it a different way. Have students use words and gestures to describe their brainstorming drawings to you. If students struggle with sentence structure, vocabulary, or pronunciation, help them to identify an appropriate strategy for clarifying their speech.

**NEXT STEPS** When student groups have collected information about their pets, have them go back to the Pet Research Plan on p. 213 in the *Student Interactive* and check the box “Research your pet.” Then tell students that the next step is to start writing about their pet.

STUDENT INTERACTIVE, p. 215

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY

### Ask an Expert!

There are many places to gather information about your pet.

Possible responses:



**COLLABORATE** Circle the sources you will use.

**RESEARCH**

Directions Discuss a variety of sources students can access for research. Tell them to circle the sources they will use. Have students gather information from these sources by taking notes.

215

# Refine Research

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Use a combination of drawing, dictating, and writing to compose informative texts that name a topic and supply information about it.

Gather information from a variety of sources with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

## CUSTOMIZE IT!

**Use Technology** Use bulletin board software to create online versions of groups' projects. Allow students to select images from texts in the classroom library and scan them onto a digital device, or to pull from a bank of available images. Help students use the keyboard to type, or to copy and paste words from existing texts, to express their opinions and reasons.

**Primary Source** SCIENCE



Go online to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

## Take Notes

**TEACHING POINT** Students who learn how to take notes are able to recall more information and connect more learning than those who do not. Help students focus their note-taking skills by using a graphic organizer.

**MODEL AND PRACTICE** Draw a web graphic organizer on the board. In the center circle write "Needs." Say: *A web graphic organizer is a good way for me to organize my ideas. I know that I have to write about what my pet needs, so I am going to write "Needs" in the center circle. Can anyone guess what I might write in the circles around the "Needs" circle?* Allow student volunteers time to come up with words they would write. Have students turn to p. 216 in the *Student Interactive*. *Let's look at the caption below the picture of the bird. It says, "Your pet bird needs food and a home. Can anyone tell me what the bird needs? (food and a home) I am going to write "Food" in one circle and "Home" in another. Then I am going to draw a line connecting the circles.* Have student volunteers suggest two more needs for the bird pictured (Possible responses: cage, water, toys).

Have students draw a web graphic organizer and write what their pet needs. They should be able to come up with at least three needs. Point out that when they write these needs they are writing details about their pet.

**COLLABORATE** Explain that taking notes from a variety of sources is a way to gather information. Then have students take notes on their research project. After they take notes, have them demonstrate their understanding of the information they gathered in their research by writing or drawing what their pet needs on p. 216 in the *Student Interactive*.



**ELL Targeted Support Informational Writing** Remind students that informational writing is used to tell about something. Have students practice using words to describe objects with increasing specificity and detail.

Have students draw what their pet needs. Help students label their pictures with describing words. **EMERGING**

Have students brainstorm a list of what their pet needs. Tell them to make a drawing for each of these needs, using as much detail as possible. Then have them label the drawings with descriptive phrases. **DEVELOPING**

Have students brainstorm words for their pets' needs and write a list of the words. Then challenge students to be more specific or add more details to their list. **EXPANDING**

Have students make a list of their pets' needs. Ask them to write using complete sentences, including as many specific details as possible. **BRIDGING**

**NEXT STEPS** Have students begin writing or drawing their informational text. Allow them time to write their first draft, and encourage them to investigate and gather additional information about their pets if needed. For students who are further along in the writing process, meet with them in small groups to discuss their drafts.


### STUDENT INTERACTIVE, p. 216

REFINE RESEARCH

Read Together

**Take Notes**

What does your pet need?  
My bird needs food.



Your pet bird needs food and a home.

**COLLABORATE** Write or draw what your pet needs.

Drawing should show what the pet needs. Writing should tell what the pet needs.

**216** Directions Read aloud the research example at the top of the page. Explain that taking notes from a book is one way to gather information. Discuss with students other sources for research. Then have students follow the example to take notes from a variety of sources.

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# Collaborate and Discuss

## OBJECTIVES

Revise drafts by adding details in pictures or words.

Edit drafts with adult assistance using standard English conventions.

Develop and follow a research plan with adult assistance.

## EXPAND IT!

Expand the revision process by having students create posters advertising why they chose their pet. Distribute poster paper and coloring supplies. Then have students use their first drafts to help them create a colorful poster. Tell them to use a revised version of their original drawing or add additional drawings and graphic elements, such as bubble letters or shapes.

## Revise and Edit

**TEACHING POINT** Remind groups to look back at their pet’s needs for opportunities to add more specific details. In the web graphic organizer, students may have written “food” as a need; however, students should try to revise their writing to be more specific. Use the Model and Practice to help students add details, either in the form of words or pictures, to their informational texts.

**MODEL AND PRACTICE** Direct students’ attention to the Revise and Edit page. Remind students that they had brainstormed needs of their pets, but that sometimes they can add specific details. Say: *If I said that one of the needs for my pet is food, I am not being very specific. Looking at the photographs of a piece of cake, bird seeds, and pasta, I don’t think a bird would eat cake or pasta, but they are food. In this case, it would be better to be more specific about the type of food.*

Have small groups evaluate their drafts. Ask guiding questions such as

- Did we put details in our writing or drawing that show our pet’s needs?
- Are each of our details as specific as we can get them?
- If we put “home” as a need for a bird, how can we be more specific? (cage)

**COLLABORATE** Have students write one specific need for their pet on p. 217 in the *Student Interactive*. Help students write or draw their details. Then have students evaluate their first drafts. Distribute additional lined paper or drawing paper. Then have students create a clean final copy. Remind them to write their sentences neatly with enough space between each word. Point out that their drawings should include details about their pet.

**Confer Reflect** Meet with small groups to review their final drafts. Prompt students to describe what they improved between drafts. Ask: *Did you print more carefully in this draft? Did you include spaces between your words? What details did you add to improve your drawing?* Accept student responses and point out the positive improvements in students’ final drafts.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle to identify how to improve their first drafts, guide them to review their drafts multiple times. During the first review, have students look at their letters. Ask: *Is my writing clear? Are the letters easy to read?* If not, guide students to see that they need to revise their handwriting. Next, ask: *Did I leave enough space between my words? Can I read each word separately?* If not, guide students to see that they need to add extra space between each word in their final drafts. Finally, ask: *Did I include enough details in my drawing?* If not, guide students to see that they need to add more elements to their drawings.

**OPTION 2 Extend** Tell advanced students to add another detail to their writing. Ask: *Is there another thing my pet needs?* After students determine another detail, have them add it to their final drafts.

## ELL TARGETED SUPPORT

Listen as students explain their drawings and describe their main idea and details. Write their words, phrases, and sentences on lined paper. Guide students to use a purple marker to underline their main idea and green markers to underline their details. If students have not presented a main idea or details, give them time to discuss orally. Offer high-frequency words and other English vocabulary as needed.

**NEXT STEPS** Once students have a clean copy of their writing, have them take turns reading their papers to a partner. If students drew their responses, have them talk about their drawings. Tell students that tomorrow they will present their papers or drawings to the class. Then have students go back to the Pet Research Plan on p. 213 in the *Student Interactive* and check off “Draw and write about your pet.”

STUDENT INTERACTIVE, p. 217

COLLABORATE AND DISCUSS **Read Together** PROJECT-BASED INQUIRY

### Revise and Edit

Add details to make your writing better.  
What kind of food does your pet need?

My bird needs food.



cake seeds pasta

My bird needs seeds.

**COLLABORATE** Write what your pet needs.  
Possible response: \_\_\_\_\_

My pet needs **vegetables**.

Directions Read aloud the information. Have students follow the revision example to make their notes more specific.

217



# Celebrate and Reflect

## OBJECTIVES

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

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

Share writing.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

## CUSTOMIZE IT!

Point out that writers often think about audience, or who they are writing for. Have students think about how they might revise their presentations if they were addressing a new audience. Have students choose a different audience such as a parent, guardian, principal, or another teacher. Ask students to consider the following questions: *What might my audience think about my pet? What parts of my drawing would they like the best?* Remind students that they are writing an informational text to inform or explain something to an audience. If needed, have students revise their papers to fit their new audience.

## Share

Tell students that today they will be sharing research projects about pets with the class. Have students find partners. Then give them time to practice presenting the results of their research projects to their partners in appropriate ways, such as speaking orally or displaying a piece of writing. Have students ask their partners questions to understand information. Tell the presenters to speak audibly and clearly as they share their information and ideas and multi-word responses, such as complete sentences, to answer classmates' questions.

Explain to them that in presenting the results of their research projects they should use an appropriate mode of presentation. One mode of presentation is oral (speaking); another is written. Tell students that presentations can also be multimedia, or a combination of media such as speaking, writing, and drawing. Then use the listening routine to help them understand how to be good audience members.

**Active Listening Routine** Regularly using routines will help strengthen students' emotional, cognitive, and social development. Model the active listening routine to help students understand expectations when actively listening to their classmates to understand information.

- **Look** Look at the person who is talking. Do not talk. Listen actively.
- **Think** Think about what the person is saying.
- **Respond** Raise your hand when you have a question about information. Clap when the speaker is finished giving their multi-word response.

## Reflect

**Reflect on Your Project** Give students time to think about the steps they took to write about their pets. Guide students to think about how successful they were in their brainstorming, drafting, and revising. Prompt reflection with questions, such as *What did you do at the beginning of this project? in the middle? at the end? What did you learn about your pet during each part of the project?*

**COLLABORATE** Guide students to practice speaking audibly and clearly as they share information and ideas in the activity on p. 218 in the *Student Interactive*.



# Reflect on the Unit

Remind students of the Unit Goal: *I can read informational texts*. Remind them of the Essential Question: *What do living things need?* Consider these as you guide students to reflect on the reading and writing they did in this unit.

**My TURN** **Reflect on Your Reading** Look together at pp. 204–205 in the *Student Interactive*, and have student volunteers describe each reading selection shown there. The description should include the topic and a fact from the selection. Have other volunteers offer opinions of the selection, such as *I liked reading about what animals eat* or *I like the pictures of animal mouths*.

**My TURN** **Reflect on Your Writing** Ask students to identify what they learned about writing during this unit. Have volunteers share what they liked to write best. Encourage them to use sentence frames, such as *I liked writing about \_\_\_\_\_. It was \_\_\_\_\_.* or *I liked drawing \_\_\_\_\_. It was \_\_\_\_\_.*

Direct students to identify their favorite text from this unit and their best or most improved piece of writing. Guide them to trace the dotted letters under each Reflect activity on p. 219 in the *Student Interactive* and record their choices on the lines.

## Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



### STUDENT INTERACTIVE, pp. 218–219

**CELEBRATE AND REFLECT**

**Read Together**

**Share**

Follow the rules for speaking and listening.

Speak clearly.

Listen quietly.

**Reflect**

**MY TURN** Circle

Did I learn something new?

Did I enjoy this project?

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**REFLECT ON THE UNIT**

**Read Together**

**WRITING WORKSHOP**

**Reflect on Your Reading**

**MY TURN** Write

I like \_\_\_\_\_

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

reading about how animals eat

**Reflect on Your Writing**

**MY TURN** Write

My best writing is \_\_\_\_\_

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

about what a pet needs

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**218** Directions Have students review the rules for speaking and listening before sharing. Ask them to use an appropriate mode of delivery to present their project. After sharing, have students reflect on their project.

**219** Directions Have students share their opinions about what they like and about their best work.

# BOOK CLUB

## OBJECTIVES

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

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

## FLEXIBLE OPTION TRADE BOOK LESSON PLAN



To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Foxes*, available online at [SavvasRealize.com](http://SavvasRealize.com).

## Plan Book Club

- 1 CHOOSE THE BOOK** Group non-readers together in clubs, and put emerging readers together in clubs. Help students choose a book or choose one for them from the list on p. T455.
- 2 KNOW THE BOOK** Get familiar with the book you choose, so that you can monitor groups' conversations if necessary.
- 3 PREVIEW THE BOOK** Present your chosen book to the groups. Begin with a preview of the book that touches on main ideas and themes. Then allow students the chance to discover the book on their own, whether by reading or by following along as you read aloud.
- 4 ENJOY THE BOOK** Remember that Book Club is meant to involve students in reading for fun. As they 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 own feelings about the book and informal conversations with other club members.



- ★ **CONNECT TO THE THEME** If you wish, help students make text connections by guiding them to choose a book related to the theme, Living Things, or the Essential Question for the unit: *What do living things need?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further identify characteristics of informational text and to focus on facts and details, consider helping them choose a book in that genre.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

**Foxes by Alma Flor Ada****The Dandelion Seed by Joseph Anthony****How Plants Grow by Dona Herweck Rice****Bugs for Lunch by Margery Facklam****The Sunflower Experiment by Richard Tan****Up, Down, and Around by Katherine Ayres**

Preview these selections for appropriateness for your students and for title availability.

## Each Day

**DISCUSSION CHART** Display a sample of the Discussion Chart. Explain that after each session with their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

**TEACHER'S ROLE** Since Book Club is a time for students to enjoy reading in an informal setting, the teacher's role should be as a reader, an observer, and an occasional facilitator. You may help to spur conversations or help students summarize and expand upon their own ideas about the book, but you will not lead the discussion in a traditional classroom manner.

**COLLABORATION** An important part of Book Club is students' ability to share ideas and listen to classmates. Model some strategies for responding to each other respectfully. **SEL** SOCIAL-EMOTIONAL LEARNING

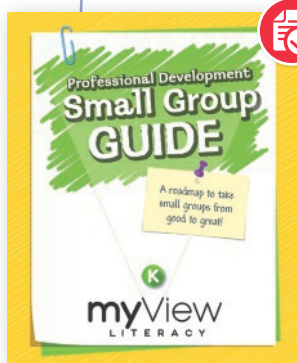
- I notice \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- Can you explain your idea?
- Do you agree with my idea?



### Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in the text.

Describe personal connections to a variety of sources.

## Book Club Routine

**READ ALOUD** At each Book Club session, students will listen to you read aloud from your chosen book. Then they will meet with their Book Club group to explore more deeply what was read.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students that you will give them a two-minute warning when it is time to return from Book Club groups.
- Explain that they should be ready to share their ideas with the whole class.

**WEEKLY FOCUS** Over the course of Book Club, groups will discuss the book multiple times, focusing on a different aspect of the book each time.

**Text** Students discuss the text of the book. What do the words on the page tell them?

**Images** Students study the book's photographs or illustrations. How does the art relate to the text? How does it add to their understanding?

**Design** Students examine the layout of the book, including the visual relationship between words and pictures, and the size and placement of the text. How does the design make the book fun to read?

### GUIDE BOOK CLUB

If students have trouble getting started in their conversations, try these talking points to guide conversation along one of the weekly focuses.

- What important ideas do you learn from the words?
- Which picture is your favorite? Why?
- Where are the words on the page? Are they easy to find and read?

SMALL GROUP



CHOOSE YOUR

BOOK

- Foxes* by Alma Flor Ada 
- The Dandelion Seed* by Joseph Anthony 
- How Plants Grow* by Dona Herweck Rice 
- Bugs for Lunch* by Margery Facklam
- The Sunflower Experiment* by Richard Tan
- Up, Down, and Around* by Katherine Ayres

# 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. Have students name the author and the illustrator and explain the role of each.

**Connections** Students should make connections between the text, illustrations, and design, and their experiences in life and with other texts.

**Wonderings** Students should consider what questions remain in their minds after reviewing the text, images, and design of the book.

Talk about each Book Club's ideas when the whole class comes together.



# BOOK CLUB

## OBJECTIVES

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

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

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

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

## MODEL LESSON PLAN

For Weeks 1-3, Book Club offers instruction specific to this unit's book, *Foxes*. For weeks 4-5, you can use a book from the list provided or a book of your own choosing. On pp. T454–T457 you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## *Foxes*

**BOOK CLUB ROUTINE** Book Club will meet twice each week during Small Group time. On each Book Club day, students will meet to continue a group 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 do they learn from the words on the page?

**Week 2: Pictures** Name the illustrator and explain the role of the illustrator. How do the images add to students' understanding of the book?

**Week 3: Design** How does the design of the book make it enjoyable to read?

**TEACHER'S ROLE** Since Book Club is a time for students to make informal, enjoyable connections to books, the teacher's role should be as an observer and occasional facilitator. You may find yourself helping to start stalled conversations or serving as a guide rather than as an instructor.



### EXPERT'S VIEW Frank Serafini, Arizona State University

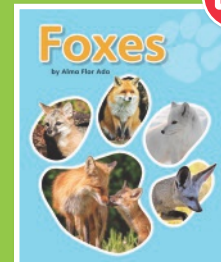
“Think about yourself as a reader—Where do you like to read? What do you like to have around you when you read? Then take a look around your classroom. Does the physical setting support readers? Are there places for children to sit and read? Is there a library of books to choose from?”

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



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

**Foxes** by Alma Flor Ada**The Dandelion Seed** by Joseph Anthony**How Plants Grow** by Dona Herweck Rice**Bugs for Lunch** by Margery Facklam**The Sunflower Experiment** by Richard Tan**Up, Down, and Around** by Katherine Ayres

# Discussion Charts

As students discuss the text, pictures, and design, record their ideas by using a discussion chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students tell what they notice about the book.
- **Connections** encourages students to connect the book to their own experiences in life and with other texts.
- **Wonderings** allows students to share any questions that remain after exploring the book.

Noticings	Connections	Wonderings

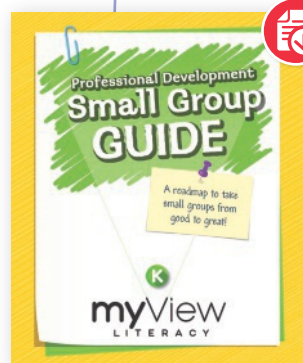
**COLLABORATION** Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



## 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

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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

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

## Week 1

### Launch *Foxes*

**INTRODUCE** Tell students that Book Club is a time to enjoy books. They will listen to *Foxes* as it is read aloud.

**READ ALOUD** Have students listen closely as you read aloud from *Foxes*. Then they will meet with their Book Club group to explore what was read. Today they will focus on understanding what the words say.

**CONNECT TO THE THEME** Tell students that *Foxes* connects both to the unit theme, Living Together, and to the Essential Question for the unit: *What do living things need?* As a class, discuss how the book relates to both.

**CONNECT TO THE SPOTLIGHT GENRE** Remind students that an informational text gives facts and details about real things. Explain that *Foxes* gives information about several different kinds of foxes.

- The purpose of the book is to give information about one kind of animal.
- *Foxes* has facts about what foxes eat, where they live, and what they do.

**ESTABLISH GROUPS** Divide students into their Book Club groups for the unit.

- Tell students that you will give them a two-minute warning when it is time to return from Book Clubs.
- Explain that they should be ready to share their ideas with the whole class.



## CHOOSE YOUR

## BOOK

 **Foxes by Alma Flor Ada**
 **The Dandelion Seed by Joseph Anthony**
 **How Plants Grow by Dona Herweck Rice**
 **Bugs for Lunch by Margery Facklam**
 **The Sunflower Experiment by Richard Tan**
 **Up, Down, and Around by Katherine Ayres**

## Focus on Text: Noticings

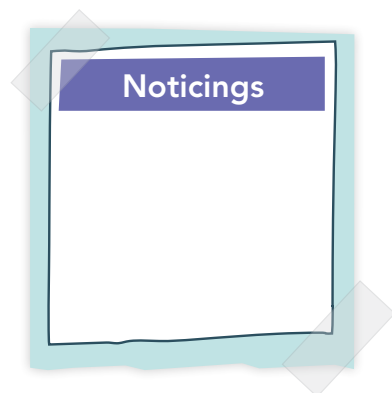
## Session 1

## GUIDE BOOK CLUB

Let students discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the words of the text:

- What kind of food is on the land?
- Which fox has a home in the sand?
- How does an Arctic fox stay warm?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Let each Book Club share an idea about the text. What did they notice?



**COLLABORATION** Tell students that we talk about books to share ideas and learn from each other. Students should listen carefully and build on the ideas of others. Offer sentence stems like these as examples of how students might speak respectfully to each other. **SEL**

- I like what you said about \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

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

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

Describe personal connections to a variety of sources.

## Week 1

### Focus on Text

Today students will continue to focus on understanding what the text of *Foxes* says, or what the book is about. They will listen closely during Read Aloud time. They will look at the pictures and explore the text further in their Book Clubs, focusing today on their connections and wonderings. As a class, they will add to their Discussion Chart.

**RETELL** Review the reading and discussion from Session 1 by having students take turns retelling what happens in *Foxes*, 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

Have students discuss the book in small groups. If groups have trouble getting started, introduce a question or observation to get them talking about their connections and wonderings about the text.

- Can anyone tell about a fox's den they have seen?
- I wonder why foxes stay hidden during the day.

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

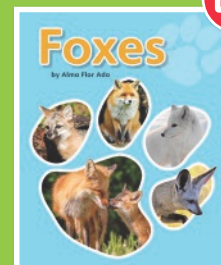
**COLLABORATION** Remind students that a good group discussion is one in which speakers do not interrupt others. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I listening carefully?
- Am I speaking clearly?
- Do I have something to add?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



**Foxes** by Alma Flor Ada



**The Dandelion Seed** by Joseph Anthony



**How Plants Grow** by Dona Herweck Rice



**Bugs for Lunch** by Margery Facklam



**The Sunflower Experiment** by Richard Tan



**Up, Down, and Around** by Katherine Ayres

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

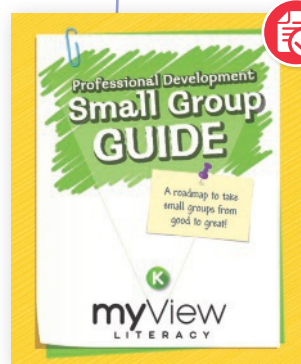
Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the photographs in *Foxes* add information. They will pay close attention to the photographs during Read Aloud time. They will explore the photographs further in their Book Clubs using the Discussion Chart, focusing today on their noticings.

**RETELL** Review the reading and discussion from Session 2 by having students take turns retelling what they enjoyed so far about *Foxes*, 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

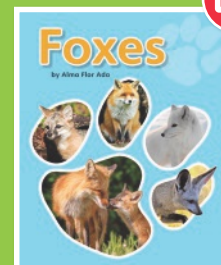
See the *Small Group Guide* for help with

- choosing a different book for your class to read.
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## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

***Foxes*** by Alma  
Flor Ada***The Dandelion  
Seed*** by Joseph  
Anthony***How Plants  
Grow*** by Dona  
Herweck Rice***Bugs for Lunch*** by  
Margery Facklam***The Sunflower  
Experiment*** by  
Richard Tan***Up, Down, and  
Around*** by  
Katherine Ayres

## Noticings

## Session 3

## GUIDE BOOK CLUB

Give students time to discuss the book in their groups. If group discussion stalls, introduce a question or observation to get students talking about their noticings about the photographs.

- Which photographs show foxes hunting for food?
- I notice how large the different foxes' ears are.

Reconvene the class and display the Discussion Chart. Tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the photographs.

## Noticings

**COLLABORATION** Remind students to take turns and 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 taking turns?
- Does my idea add something important?
- Am I staying on track and talking about the photographs?

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

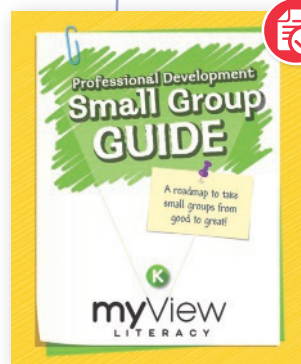
Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the photographs in *Foxes* help to add information about foxes. Students will name the author and the illustrator and explain the role of each in the text. Students will observe the photographs closely during Read Aloud time. They will explore the photographs further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 3 by having students take turns retelling what they saw in the pictures in *Foxes*, and discussing the noticings that students shared. 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

Give students time to discuss the book in their groups. If groups have difficulty getting started, introduce a question or observation to stimulate discussion about their connections and wonderings about the photographs.

- I thought that the picture of the cornfield looks like places where I have been.
- I wonder: Are there a lot of foxes in the cornfields that I have seen?

Reconvene the class and display the Discussion Chart. Tell students that today they will fill in the Connections and Wonderings columns. Have volunteers from each Book Club share something their club connected to and something they wondered about from the photographs.

Connections	Wonderings

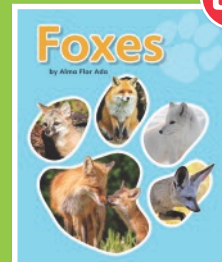
**COLLABORATION** Remind students that speaking clearly helps listeners understand what you say. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Can everyone hear me?
- Have I thought about what I want to say?
- What words will help my listeners understand me better?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



**Foxes** by Alma Flor Ada



**The Dandelion Seed** by Joseph Anthony



**How Plants Grow** by Dona Herweck Rice



**Bugs for Lunch** by Margery Facklam



**The Sunflower Experiment** by Richard Tan



**Up, Down, and Around** by Katherine Ayres



# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

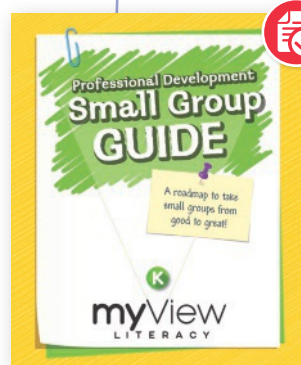
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will focus on understanding how their enjoyment of *Foxes* is aided by the book's design. Design includes the arrangement of the words and pictures on a page, the size or color of the letters, and other ways that the look of the page supports the writer's message. They will pay close attention to the design during Read Aloud time. They will explore the design further in their Book Clubs using the Discussion Chart. Today they will focus on their noticing.

**RETELL** Review the reading and discussion from Session 4 by having students compare and contrast the fox habitats illustrated in *Foxes* 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

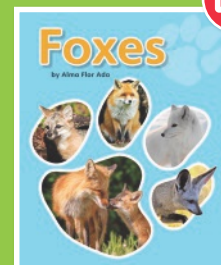
See the *Small Group Guide* for help with

- 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.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

***Foxes*** by Alma  
Flor Ada***The Dandelion  
Seed*** by Joseph  
Anthony***How Plants  
Grow*** by Dona  
Herweck Rice***Bugs for Lunch*** by  
Margery Facklam***The Sunflower  
Experiment*** by  
Richard Tan***Up, Down, and  
Around*** by  
Katherine Ayres

## Noticings

## Session 5

## GUIDE BOOK CLUB

Let students discuss the book in their groups. To stimulate discussion, you may wish to introduce a question or observation that will get students talking about their noticings about the design of the book.

- I notice that there are black silhouettes that show the shapes of all the different foxes.
- Did you notice the images in circles at some places in the book?

Call the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Let each Book Club share something they noticed about the design.

## Noticings

**COLLABORATION** Remind students that they may respond to something a classmate says. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind:

- Can I add my idea to someone else's idea?
- Do I agree or disagree with that idea?
- What should I do if I do not understand?

# BOOK CLUB

## OBJECTIVES

Work collaboratively with others by following agreed-upon rules for discussion, including taking turns.

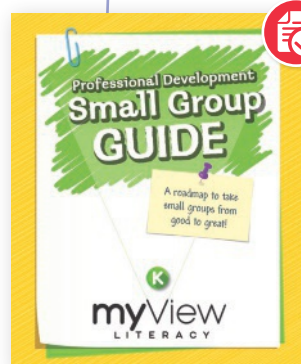
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will continue to focus on understanding how the design of *Foxes* contributes to the experience of reading the book. They will look closely at the design during Read Aloud time. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**RETELL** Review the reading and discussion from Session 5 by having students take turns mentioning things that they noticed in the design of *Foxes*. Display the Noticings Chart from Session 5 as you begin today's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 6

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, offer a question or observation to get them talking about their connections and wonderings about the design.

- I have seen silhouettes like these in bird books. They help me to know what bird I am seeing.
- I wonder why the designer was so interested in paw prints.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Have representatives from each Book Club share something they connected to and something they wondered about from the design.

Connections	Wonderings

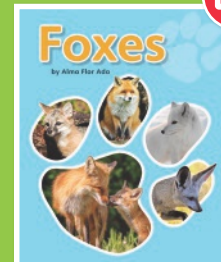
**COLLABORATION** Encourage participation by reminding students that although speaking up may seem hard, everyone can learn from everyone else in class. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Do I have something to say that no one else has said?
- Can I join my ideas to other people's ideas?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

**Foxes by Alma Flor Ada**

**The Dandelion Seed by Joseph Anthony**

**How Plants Grow by Dona Herweck Rice**

**Bugs for Lunch by Margery Facklam**

**The Sunflower Experiment by Richard Tan**

**Up, Down, and Around by Katherine Ayres**

# Picture Dictionary

## OBJECTIVES

Use a resource such as a picture dictionary or digital resource to find words.

Identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations.

---

## How to Use a Picture Dictionary

### Minilesson

**FOCUS ON STRATEGIES** A picture dictionary is a resource that shows the meanings of words through photographs and illustrations instead of through written definitions. Words in a picture dictionary can be arranged by topic. When using a picture dictionary, students should:

- Find a word.
- Tell about the picture to define the word.
- Think about how the word relates to the topic.

**MODEL AND PRACTICE** Have students turn to p. 220 in the *Student Interactive*. Read aloud the word *up*. Say: *The word **up** is the word that we are learning. The picture next to the word shows children climbing up stairs. The picture helps us understand the meaning of the word **up**. You can use a picture dictionary to find words and their meanings.* Point out the heading on p. 221 and read it aloud. Explain that this heading names the topic. All of the words in the picture dictionary will tell about directions and positions.


Read aloud the words on p. 221. Say: *The picture of the tree shows the meanings of the words **top** and **bottom**. The word **top** is above the picture to show that the word **top** means the upper part. The word **bottom** is below the picture to show that the word **bottom** means the lower part. Reread the words. Ask: *Where is the top of the tree? Where is the bottom of the tree?* Have students identify each direction or position word and use the word to tell how the picture shows the word's meaning.*

## ASSESS UNDERSTANDING


### Apply

**My TURN** Have students complete the activity on p. 220 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 220–221

**PICTURE DICTIONARY INSTRUCTION** 


### How to Use a Picture Dictionary



This is a picture of the word.  up This is the word you are learning.


**MY TURN** Draw

**PICTURE DICTIONARY**

### Directions and Positions

 down

 front  back

top  bottom

**220** Directions Tell students they can use a picture dictionary to find words. The pictures in a picture dictionary show the meanings of the words. Say: The topic of this picture dictionary is **directions and positions**. Look at the pictures as I read the words. Have students identify the word *bottom* and use it in a sentence. Then have them draw a picture that shows the meaning of the word.

**221**

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# Glossary

## OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

---

## How to Use Digital Resources

### Minilesson

**FOCUS ON STRATEGIES** A digital resource such as an online dictionary provides meanings for words. Students can use an online dictionary to find words that are not listed in the glossary. Students should:

- Go to a reliable online dictionary.
- Type the word in the search box and hit return to find the word.
- Read the word, the definition, and any other information.

**MODEL AND PRACTICE** Have students turn to p. 223 in the *Student Interactive*. Say: *These words are part of the glossary. The glossary lists vocabulary words from your book. When you want to find the meaning of a word, you can look in the glossary first. If you cannot find the word in the glossary, you can use an online dictionary.*

Have students look at p. 222 in the *Student Interactive*. Explain that this page shows how to find a word using a digital resource such as an online dictionary. Point to the word *migrate* in the search box. Say: *The word migrate is the word we want to find. First, we type the word in the search box and hit return. Then we look at the information that comes up. I see the word migrate at the top. Next, I see how the word is pronounced. The last thing I see is the definition, or the meaning of the word.* Read aloud the word *migrate* and the definition of the word. Explain that students can use an online dictionary to find any word and its meaning.

## ASSESS UNDERSTANDING

### Apply

**My TURN** Have students complete the activity on p. 222 in the *Student Interactive* to find the meaning of a word using a digital resource.

STUDENT INTERACTIVE, p. 222

GLOSSARY INSTRUCTION Read Together

### How to Use Digital Resources

The screenshot shows a search box with 'migrate' entered. A callout points to the search box: 'Type the word into the search box.' Below the search box, the word 'migrate' is displayed with a speaker icon and the text 'my-grayt | verb'. A callout points to the word: 'The word is at the top.' Below this, a sentence reads: 'When you migrate, you move from one place to another.' A callout points to this sentence: 'This sentence will help you understand what the word means.'

**MY TURN** Draw


**222** **Directions** Say: If a word you are looking for is not in this glossary, you can look for it in an online dictionary or resource. Type the word you are looking for in the search box. When you hit return, the word will appear. Have students find the word **beak** using an online dictionary and draw a picture that shows the meaning of the word.


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STUDENT INTERACTIVE, p. 223

GLOSSARY **Read Together**

**Bb** **bees** Bees are insects that can make honey. 

**butterflies** Butterflies are insects with large, colorful wings. 

**Cc** **carry** When you carry something, you take it from one place to another.

**climb** When you climb, you use your hands or feet to go up.

**Dd** **depend** When you depend on something, you rely on it for support.

223

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STUDENT INTERACTIVE, p. 224

GLOSSARY **Read Together**

**Ee** **eagle** An eagle is a type of large bird with good vision and powerful wings. 

**Ff** **food** Food is what living things eat. 

**Gg** **geese** Geese are a type of bird that swims and has a long neck. 

**grow** When you grow, you get bigger.


**Hh** **hive** A hive is a nest for bees. 


224


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STUDENT INTERACTIVE, p. 225

GLOSSARY **Read Together**

**honey** Honey is the sticky, sweet liquid that bees make. 

**hummingbird** A hummingbird is a small bird with wings that move very fast. 

**Nn** **nectar** Nectar is a sweet liquid that is found in many flowers. 

**need** When you need something, you cannot do without it.

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STUDENT INTERACTIVE, p. 226

GLOSSARY **Read Together**

**Pp** **push** When you push something, you press against it to make it move.

**Ss** **share** When you share, you let others use or have something.

**shark** A shark is a large fish with sharp teeth. 

**shelter** A shelter is something that covers or protects us. 

**swim** When you swim, you use your arms and legs to move through water.

226

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Read  
Together

**Tt** **turtle** A turtle is an animal with a large shell that covers its body.



**Ww** **water** Water is the liquid living things need to live.

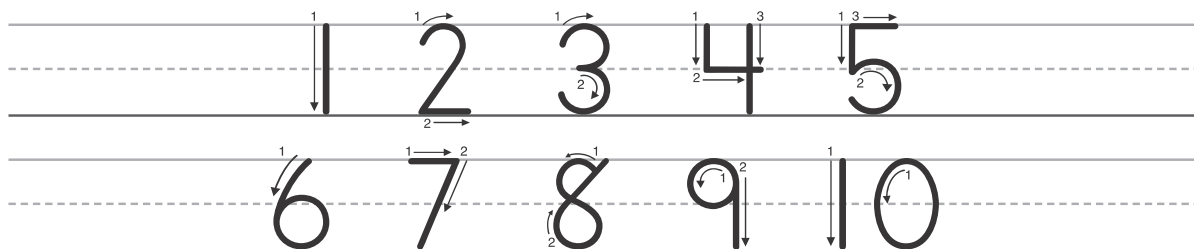
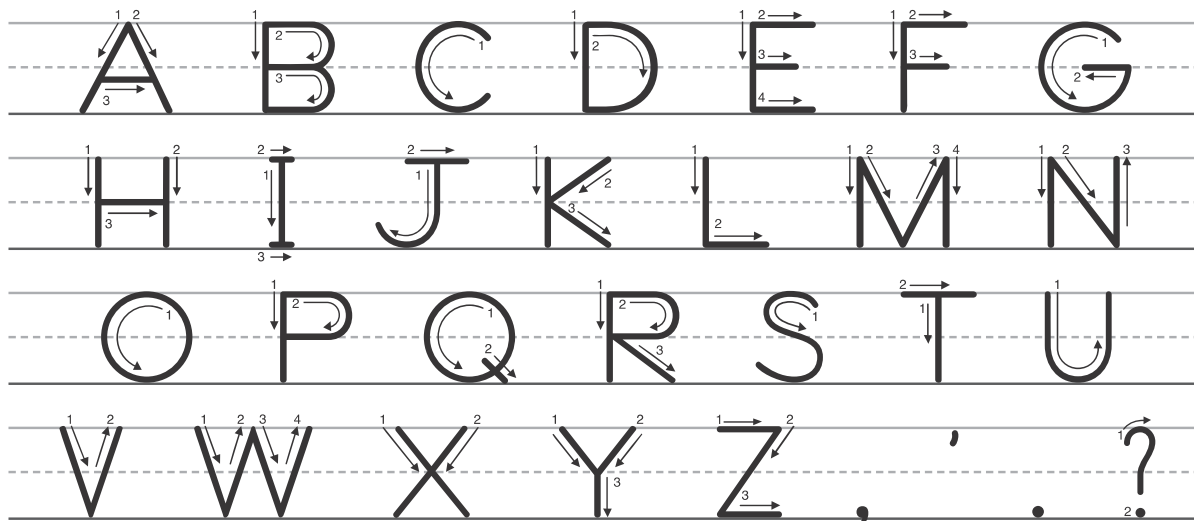
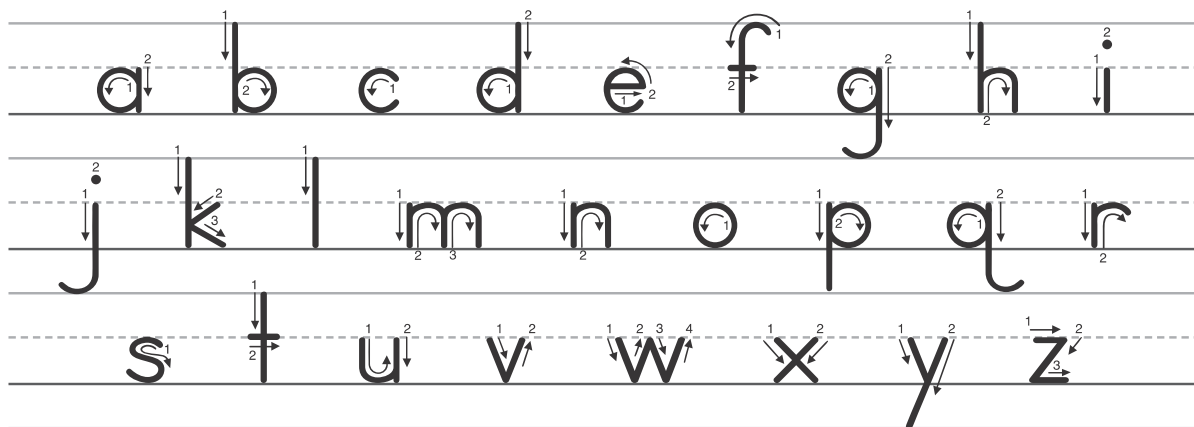


**whales** Whales are large sea animals that breathe through a hole at the top of their head.



# Handwriting Model

## Manuscript Alphabet



# Handwriting Model

## D'Nealian™ Alphabet

a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

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# TEXT COMPLEXITY CHARTS

### Do We Need This?

By Guadalupe V. Lopez  
Genre: Fiction

#### Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Pronoun usage
- Knowledge Demands: Needs and wants

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

#### Quantitative Measures

LEXILE: 270L      Average Sentence Length: 5.5      Word Frequency: 3.554      Word Count: 110

#### Complexity Level

#### Qualitative Measures

##### Levels of Meaning



Simple      Very Complex

The author's purpose is **implied** as a moral in the story. The connection between needs and wants and also the scientific needs of living things is explored through a **simple fiction text**.

##### Text Structure



Simple      Very Complex

The use of dialogue and **repetitive text patterns** helps students follow the progression of the story. The structure and **simple story progression** is mirrored with illustrations.

##### Language Conventinality and Clarity



Simple      Very Complex

Sentences are **simple** and **easy to understand**. Use of the pronouns *we* and *this* follow a **repeating pattern**, and the illustrations add to the reader's understanding of the story. Some students may need support to determine what *this* means on each page to ensure their comprehension.

##### Knowledge Demands



Simple      Very Complex

The story involves **mostly familiar situations** and can be enjoyed by students of various differentiation levels. Some **background knowledge** of the needs of living things and the difference between needs and wants will help enhance understanding.

#### Reader and Task Considerations

##### English Language Learners

##### Intervention

##### On Level/Advanced

**Knowledge Demands** Help students set up a **three-column chart** and draw themselves using food, water, and shelter. Invite them to talk about each picture with a partner.

- I use food to \_\_\_\_\_.
- I use water to \_\_\_\_\_.
- I use shelter to \_\_\_\_\_.

**Language** Help students practice identifying what the pronoun *this* refers to when you speak to them. Hold up items and mention them using the word *this*. Then say: *What is this?* Example: (Hold up a crayon.) *I can write with this. What is this?*

**Meaning** Help students think about what they would *need* and *want* to bring on a camping trip.

- Ask students to work in pairs to make a **packing list** for their trip.
- Help them list things they *need* to bring in one column and things they *want* to bring in another column.

**Open Wide!**

By Ana Galán

Genre: Informational  
Text

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade K complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Pronoun usage
- Knowledge Demands: Animal body parts

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **250L**

Average Sentence Length: **4.773**

Word Frequency: **3.459**

Word Count: **105**

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



The author's purpose is **explicitly stated** on the first page: *Animals need food. What do they eat?* While it is clear that students will learn that different animals eat different foods, students may not realize right away that the text will teach them about body parts for eating.

**Text Structure**



The **repetitive text patterns** in this descriptive text identify the animal on each page, its body parts for eating, and what it eats: *This bear has a big mouth. What does it eat? It eats plants and meat. This shark has many teeth. What does it eat? It eats fish.* Illustrations **directly support** an understanding of the text.

**Language Conventinality and Clarity**



Use of the pronouns *this* and *it* follows a **repeating pattern**, with the illustrations contributing to the reader's understanding of the concepts. Some students **may need support** to understand what the pronouns *this* and *it* refer to on each page.

**Knowledge Demands**



The text focuses on animals that will likely be **familiar to most** students. The text contains no references to other texts, but some **background knowledge** of animal body parts (*beak, tongue, teeth*) and foods (*plants, meat, fish, sweet nectar, tasty insects*) will enhance understanding.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Preteach how to identify the animals by showing students a photo of a *shark, eagle, turtle, and hummingbird*. Have students use the **sentence frames** to describe each one.

- The eagle is \_\_\_\_\_.
- The shark has \_\_\_\_\_.
- The turtle is \_\_\_\_\_.
- The hummingbird has \_\_\_\_\_.

**Knowledge Demands** Point to the unlabeled animal photos on the first and last pages and name them: *toucan, hippo, fish, anteater, panda*. Then have students use each animal name to answer the questions:

- Which animal has a long tongue?
- Which animal has a long beak?
- Which animal eats plants?

**Purpose Say:** *You are an animal, too. What do you eat? What body parts do you use to eat?*

- Ask students to work in pairs to tell what they eat and how their tongues and teeth help them eat their food.
- Ask volunteer pairs to report their ideas.

**Run, Jump, and Swim**  
By Kimberly Feltes Taylor  
Genre: Persuasive Text

### Recommended Placement

The **Quantitative Measures** place this text in the Grade K complexity band.  
The **Qualitative Measures** suggest that students might need additional support with

- Language: Pronouns and antecedents
- Knowledge Demands: Benefits of exercise

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: **150L**

Average Sentence Length: **4.667**

Word Frequency: **3.677**

Word Count: **70**

#### Complexity Level

#### Qualitative Measures

##### Author's Purpose



Simple

Very Complex

The author's purpose is **explicitly stated** on the first page: *Why should you exercise?* In this persuasive text, students should be able to follow the author's **reasons** and **opinions** for why exercise is important.

##### Text Structure



Simple

Very Complex

The persuasive text implies a **problem and solution text structure**; it begins with a question and offers solutions for being healthy. The photographs are **simple and support readers** in understanding the text.

##### Language Conventuality and Clarity



Simple

Very Complex

The sentences are **simple** and the vocabulary is mostly **familiar**; however, students may need support with **pronoun-antecedent agreement**: *It gives you power to push things.*

##### Knowledge Demands



Simple

Very Complex

Subject matter includes **simple, concrete activities** that students will relate to, such as running or jumping. While there are no references to other texts, students may need some **background knowledge** to understand how exercise can help your heart or make you feel good.

### Reader and Task Considerations

#### English Language Learners

**Language** Use a **web graphic organizer** to preteach the word *exercise*. Have students list different types of exercise. Then, use the sentence frames below to help teach how to use the pronoun *it* with an antecedent.

- \_\_\_\_\_ is exercise.
- It is \_\_\_\_\_.

#### Intervention

**Knowledge Demands** Use an **anticipation guide** to assess students' prior knowledge about the benefits of exercise. Hold up the book and ask students whether they agree or disagree with these statements:

- The author wants us to run, jump, and swim.
- Eating candy is good exercise.
- Exercise can make us happy.

#### On Level/Advanced

**Purpose Say:** *Imagine that your friend only likes to watch TV. What are some things you could say to convince him or her to go out and play?*

- **Think of two reasons.**
- **Tell your reasons to a partner.**
- **Are any reasons good for your body?**



SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>FOUNDATIONAL SKILLS</b>						
<b>Print Concepts</b>						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
<b>Phonological Awareness</b>						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
<b>Phonics</b>						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
<b>High-Frequency Words</b>						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
<b>Fluency</b>						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
<b>Key Ideas and Details</b>						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•



SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Analysis</b>						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
<b>Response to Sources</b>							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	<b>VOCABULARY ACQUISITION</b>						
	<b>High-Frequency Words</b>						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	<b>Word Study</b>						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
Understand adages and proverbs						•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Learning Strategies</b>						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Spelling (cont.)</b>						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
<b>Grammar and Usage</b>						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
<b>Capitalization and Punctuation</b>						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•	
Edit drafts for the conventions of standard English	•	•	•	•	•	•	
Publish written work for audiences	•	•	•	•	•	•	
<b>Genre Immersion: Modes and Products</b>							
Write in a variety of modes							
• Informative or explanatory	•	•	•	•	•	•	
• Narrative	•	•	•	•	•	•	
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	<b>SPEAKING</b>						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	<b>LISTENING</b>						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	<b>COLLABORATION</b>						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	<b>RESEARCH SKILLS AND PROCESS</b>						
	<b>Conduct Short Research Projects</b>						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
<b>Identify and Gather Information</b>							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
<b>Author's Craft and Structure</b>							
Identify the author's purpose and craft	•	•	•	•	•	•	





## A

### Academic vocabulary

integrate/integration, **U1**:T66, T104, T114, T122, T160, T170, T178, T216, T234, T272, T282, T290; **U2**:T48, T58, T66, T104, T114, T122, T160, T170, T178, T216, T226, T272, T282; **U3**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T224, T234, T298; **U4**:T48, T58, T66, T104, T114, T122, T160, T177, T216, T226, T234, T282, T290; **U5**:T48, T56, T62, T100, T108, T114, T152, T160, T166, T218, T224, T262, T270, T276

language of ideas, **U1**:T20, T48, T58, T76, T132, T188, T226, T244; **U2**:T20, T76, T132, T188, T244; **U3**:T20, T78, T140, T196, T252, T290; **U4**:T20, T76, T132, T188, T244; **U5**:T20, T72, T124, T176, T210, T234

Word Wall, **U1**:T12; **U2**:T10; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

**Accuracy.** See Fluency, reading

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U2**:T36, T331, T355, T311, T388–T389, T392, **U5**:T389

articles, **U2**:T314–T315, T318–T319, T322–T323, T335, T338–T339, T342–T343, T346–T347; **U3**:T396–T397, T400

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Anchor chart, U1**:T24, T80, T136, T192, T248; **U2**:T24, T80, T136, T192, T248; **U3**:T24, T82, T144, T200, T256; **U4**:T24, T80, T136, T192, T248; **U5**:T24, T76, T128, T180, T238

**Articles.** See Adjectives, articles

### Assess and Differentiate

Quick Check, **U1**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257, T265, T273, T279, T283, T291, T429, T435; **U2**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T257, T249, T265, T273, T279, T283, T291, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T437, T443; **U4**:T25, T33, T41, T49, T55, T59, T67, T81, T89, T97, T105, T111, T115, T123, T137, T145, T153, T161, T167, T171, T179, T193, T201, T209, T217, T223, T227, T235, T249, T257,

T265, T273, T279, T283, T291, T431, T437; **U5**:T25, T33, T41, T49, T57, T63, T77, T85, T93, T101, T109, T115, T129, T137, T145, T153, T161, T167, T181, T189, T203, T211, T219, T225, T239, T247, T255, T263, T271, T277, T417

Small Group, **U1**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T106–T109, T116–T117, T124–T127, T132–T133, T148–T151, T162–T165, T172–T173, T180–T183, T188–T189, T204–T207, T218–T221, T228–T229, T236–T239, T244–T245, T260–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T28–T31, T42–T45, T52–T53, T60–T63, T68–T69, T84–T87, T98–T101, T108–T109, T116–T119, T124–T125, T140–T143, T154–T157, T164–T165, T172–T175, T180–T181, T196–T199, T210–T213, T220–T221, T228–T231, T236–T237, T252–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T28–T31, T42–T45, T52–T53, T58–T59, T64–T65, T80–T83, T94–T97, T104–T105, T110–T111, T116–T117, T132–T135, T146–T149, T156–T157, T162–T163, T168–T169, T184–T187, T204–T207, T214–T215, T220–T221, T226–T227, T242–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419

Independent/Collaborative, **U1**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U2**:T31, T43, T45, T53, T60–T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T431, T437; **U3**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T219, T221, T229, T237, T239, T245, T263, T275, T277, T285, T293, T295, T301, T439, T445; **U4**:T31, T43, T45, T53, T61, T63, T69, T87, T99, T101, T109, T117, T119, T125, T143, T155, T157, T165, T173, T175, T181, T199, T211, T213, T221, T229, T231, T237, T255, T267, T269, T277, T285, T287, T293, T433, T441; **U5**:T31, T43, T45, T53, T59, T65, T83, T95, T97, T105, T111, T117, T135, T147, T149, T157, T163,

T169, T187, T205, T207, T215, T221, T227, T245, T257, T259, T267, T273, T279, T419

Book Club, **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279

Conferring, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Decodable Book, **U1**:T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T95, T147, T205, T257, T419

High-Frequency Words, **U1**:T43, T99, T155, T211, T267, T431; **U2**:T43, T99, T155, T211, T267, T431; **U3**:T45, T107, T163, T219, T275, T439; **U4**:T43, T99, T155, T211, T267, T433; **U5**:T43, T95, T147, T205, T257, T419

Independent Reading, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Letter Recognition Unit, **U1**:T43

Leveled Readers, **U1**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U2**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U3**:T29, T31, T47, T55, T65, T71, T87, T89, T109, T117, T127, T133, T149, T151, T165, T173, T183, T189, T205, T207, T221, T229, T239, T245, T261, T263, T277, T285, T295, T301; **U4**:T29, T31, T45, T53, T63, T69, T85, T87, T101, T109, T119, T125, T141, T143, T157, T165, T175, T181, T197, T199, T213, T221, T231, T237, T253, T255, T269, T277, T287, T293; **U5**:T29, T31, T45, T53, T59, T65, T81, T83, T97, T105, T111, T117, T133, T135, T149, T157, T163, T169, T185, T187, T207, T215, T221, T227, T243, T245, T259, T267, T273, T279

Literacy Activities, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

Songs and Poems Big Book, **U1**:T43

Word Work Activity, **U1**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U2**:T43, T60–T63, T99, T117, T155, T173, T211, T229, T267, T285, T431, T437; **U3**:T45, T63, T107, T125, T163, T181, T219, T237, T275, T293, T439, T445; **U4**:T43, T61, T99, T117, T155, T173, T211, T229, T267, T285, T433, T441; **U5**:T43, T95, T147, T205, T257, T419

Teacher-Led Options, **U1**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U2**:T30–T31, T42–T45, T46–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109,

- T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T430–T431, T436–T437; **U3**:T30–T31, T44–T47, T54–T55, T62–T65, T70–T71, T88–T89, T106–T109, T116–T117, T124–T127, T132–T133, T150–T151, T162–T165, T172–T173, T180–T183, T188–T189, T206–T207, T218–T221, T228–T229, T236–T239, T244–T245, T262–T263, T274–T277, T284–T285, T292–T295, T300–T301, T438–T439, T444–T445; **U4**:T30–T31, T42–T45, T52–T53, T60–T63, T68–T69, T86–T87, T98–T101, T108–T109, T116–T119, T124–T125, T142–T143, T154–T157, T164–T165, T172–T175, T180–T181, T198–T199, T210–T213, T220–T221, T228–T231, T236–T237, T254–T255, T266–T269, T276–T277, T284–T287, T292–T293, T432, T432–T433, T440–T441; **U5**:T30–T31, T42–T45, T52–T53, T58–T59, T64–T65, T82–T83, T94–T97, T104–T105, T110–T111, T116–T117, T134–T135, T146–T149, T156–T157, T162–T163, T168–T169, T186–T187, T204–T207, T214–T215, T220–T221, T226–T227, T244–T245, T256–T259, T266–T267, T272–T273, T278–T279, T418–T419
- Fluency, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272
- Intervention Activity, **U1**:T30, T42, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T173, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U2**:T30, T42, T44, T46, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T175, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T430, T436; **U3**:T30, T44, T46, T54, T62, T64, T70, T88, T106, T108, T116, T124, T126, T132, T150, T162, T164, T172, T180, T182, T188, T206, T218, T220, T228, T236, T238, T244, T262, T274, T276, T284, T292, T294, T300, T438, T444; **U4**:T30, T42, T44, T52, T60, T62, T68, T86, T98, T100, T108, T116, T118, T124, T142, T154, T156, T164, T172, T174, T180, T198, T210, T212, T220, T228, T230, T236, T254, T266, T268, T276, T284, T286, T292, T432, T440; **U5**:T30, T42, T44, T52, T58, T64, T82, T94, T96, T104, T110, T116, T134, T146, T148, T156, T162, T168, T186, T204, T206, T214, T220, T226, T244, T256, T258, T266, T272, T278, T418
- On-Level and Advanced, **U1**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U2**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U3**:T30, T70, T88, T132, T150, T188, T206, T244, T262, T300; **U4**:T30, T68, T86, T124, T142, T180, T198, T236, T254, T292; **U5**:T30, T64, T82, T116, T134, T168, T186, T226, T244, T278
- Strategy Group, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278
- ELL Targeted Support, **U1**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T173, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U2**:T30, T44, T46, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T175, T180, T198, T212, T220, T236, T254, T268, T276, T286, T292; **U3**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T220, T228, T238, T244, T262, T276, T284, T294, T300; **U4**:T30, T44, T52, T62, T68, T86, T100, T108, T118, T124, T142, T156, T164, T174, T180, T198, T212, T220, T230, T236, T254, T268, T276, T286, T292; **U5**:T30, T44, T52, T58, T64, T82, T96, T104, T110, T116, T134, T148, T156, T162, T168, T186, T206, T214, T220, T226, T244, T258, T266, T272, T278. *See also* ELL (English Language Learners)
- Word Work Strategy Group, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180, T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418
- ELL Targeted Support, **U1**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U2**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T430, T436; **U3**:T44, T62, T106, T124, T162, T180,

T218, T236, T274, T292, T438, T444; **U4**:T42, T60, T98, T116, T154, T172, T210, T228, T266, T284, T432, T440; **U5**:T42, T94, T146, T204, T256, T418

See also ELL (English Language Learners)

Whole Group, **U1**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T221, T277, T285, T295, T301; **U4**:T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

### Assessment

formative, **U1**:T25, T55, T33, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, 145, T167, T137, T153, T161, T171, T179, T350, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T429, T435; **U2**:T33, T55, T25, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, T145, T167, T137, T153, T161, T171, T179, T350, T201, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T429, T435; **U3**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T169, T175, T179, T187, T201, T209, T217, T225, T231, T235, T243, T257, T265, T273, T281, T287, T291, T299, T310, T334, T358, T382, T406, T437, T443; **U4**:T33, T55, T25, T41, T49, T59, T67, T302, T89, T111, T81, T97, T105, T115, T123, T326, T145, T167, T137, T153, T161, T171, T179, T350, T201, T223, T193, T209, T217, T227, T235, T374, T257, T279, T249, T265, T273, T283, T291, T398, T431, T437; **U5**:T33, T25, T41, T49, T57, T63, T288, T85, T77, T93, T101, T109, T115, T312, T137, T129, T145, T153, T161, T167, T336, T189, T181, T203, T211, T219, T225, T360, T247, T239, T255, T263, T271, T277, T384, T417

scoring guide/rubric, **U1**:T423; **U2**:T423; **U3**:T431; **U4**:T423; **U5**:T409

spelling, **U4**:T322, T346, T370, T394, T418, T429; **U5**:T308, T332, T356, T376, T404, T414, T399

writing, **U1**:T416, T417; **U2**:T416, T417; **U3**:T424, T425; **U4**:T416, T417; **U5**:T402, T403. See also Writing rubrics

**Audience.** See Literary devices/terms, audience

**Author's craft,** **U1**:T205, T218–T219; **U2**:T148; **U3**:T96, T114–T115; **U4**:T151; **U5**:T90, T102–T103

ask and answer questions, **U2**:T205

first-person text, **U1**:T92, T106–T107; **U4**:T37, T50–T51  
print and graphic features, **U1**:T262, T274–T275; **U4**:T261, T274–T275; **U5**:T39, T50–T51

purpose, **U1**:T148; **U5**:T253, T264–T265

question-and-answer text structure, **U2**:T38, T50–T51

rhyme and rhythm, **U5**:T154–T155

supporting information, **U2**:T261, T274–T275; **U4**:T206, T218–T219

text evidence, **U1**:T162–T163

text structure, **U3**:T282–T283; **U5**:T195, T201, T212–T213

third-person text, **U2**:T162–T163; **U3**:T226–T227;

**U4**:T162–T163

visualize, **U1**:T37, T39, T50–T51; **U2**:T92, T106–T107, T206, T218–T219; **U3**:T37, T52–T53, T157, T170–T171;

**U4**:T106–T107

word choice, **U3**:T270

**Author's message.** See Author's purpose

**Author's purpose,** **U1**:T148, T252, T261, T263, T272–T273; **U3**:T204, T213, T215, T224–T225; **U5**:T253, T264–T265. See also Listening, listening comprehension

## B

**Background, build.** See Background knowledge

**Background knowledge,** **U2**:T259; **U3**:T253; **U4**:T90; **U5**:T24

**Base words.** See Word work

**Bilingual children.** See ELL (English Language Learners)

**Book Club,** **U1**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U2**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T454–T471; **U3**:T31, T71, T89, T133, T151, T189, T207, T245, T263, T301, T462–T479; **U4**:T31, T69, T87, T125, T143, T181, T199, T237, T255, T293, T456–T473; **U5**:T31, T65, T83, T117, T135, T169, T187, T227, T245, T279, T438–T455

**Book parts.** See Parts of a book

## C

**Capitalization,** **U2**:T380–T381, T384–T385, T404–T405; **U3**:T412–T413; **U4**:T400–T401; **U5**:T37, T297, T301, T305, T309, T317

**Categorize.** See Research/study skills

**Cause and Effect.** See Listening, listening comprehension

**Central idea, of informational text.** See Informational text

**Central message.** See Literary devices/terms

**Characters**

in drama, discuss, **U5**:T242, T251, T253, T262–T263  
 identify and describe, **U1**:T28, T37, T39, T48–T49; **U2**:T140, T149, T160–T161

See also Listening, listening comprehension

**Chart/table.** See Graphic sources, chart/table

**Choral reading.** See Fluency, reading

**Chronology.** See Sequence

**Classify.** See Research/study skills

**Cognates.** See ELL (English Language Learners), language transfer, cognates

**Compare and contrast, U3**:T86, T97, T103, T112–T113; **U5**:T184, T195, T201, T210–T211. See also Listening, listening comprehension

**Compare texts, U1**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U2**:T29, T66–T67, T85, T122–T123, T141, T178–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U3**:T29, T68–T69, T87, T92, T98, T130–T131, T149, T186–T187, T205, T242–T243, T261, T298–T299, T432–T433; **U4**:T29, T66–T67, T85, T122–T123, T141, T177–T179, T197, T234–T235, T253, T290–T291, T424–T425; **U5**:T29, T62–T63, T81, T114–T115, T133, T166–T167, T185, T224–T225, T243, T276–T277, T410–T411

**Composition.** See Writing forms/products; Writing mode; Writing traits

**Comprehension strategies/skills.** See Strategies/skills

**Computers, using.** See Technology

**Concepts of print.** See Print awareness

**Conclusions, draw.** See Listening, listening comprehension

**Conferring.** See Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

**Conjunctions.** See Language and conventions

**Connections**

describe, **U4**:T28, T37, T48–T49  
 make, **U1**:T253, T263, T282–T283; **U2**:T141, T151, T170–T171; **U3**:T261, T269, T290–T291  
 text to learning, **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242, T242–T243

See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

**Consonants.** See Phonics/decoding, consonants

**Context clues.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Contrasting.** See Compare and contrast

**Conventions of standard English.** See Language and conventions

**Covers, front and back.** See Parts of a book

**Cross-Curricular Perspectives**

science, **U1**:T38, T204; **U2**:T37, T39, T93, T94, T149, T204, T260, T262, T423; **U3**:T102, T156, T213; **U4**:T148; **U5**:T88, T192, T194, T198, T250, T252, T409

social studies, **U1**:T36, T149, T151, T260; **U3**:T36, T94, T100, T268; **U4**:T38, T92, T204, T207, T260; **U5**:T38, T140, T142

**Cross-text evaluation.** See Compare texts

## D

**Decodable Readers.** See Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

**Decode**

digraphs. See Phonics/decoding, vowels, digraphs

trigraphs. See Phonics/decoding, vowels, trigraphs

words in context. See Phonics/decoding

words in isolation. See Phonics/decoding

words with final consonant blends. See Phonics/decoding, consonant blends, final

words with initial consonant blends. See Phonics/decoding, consonant blends, initial

**Demonstratives.** See Adjectives; Language and Conventions

**Details, identify.** See Main idea, and details

**Dictionary/glossary**

spelling. See Spelling

**Differentiated instruction.** See Assess and Differentiate

**Discussion.** See Listening

**Drama.** See Genres, drama/play

## E

**Electronic information.** See Technology

**ELL (English Language Learners)**

access, **U1**:T56, T112, T168, T138, T224, T194, T280, T438;

**U2**:T56, T112, T168, T160, T224, T280, T438; **U3**:T58, T120, T176, T232, T288, T446; **U4**:T56, T112, T90, T168, T224,

T280, T438; **U5**:T54, T106, T86, T158, T216, T182, T268, T422

conference support, **U1**:T302, T326, T350, T374, T398;  
**U2**:T302, T326, T350, T374, T398; **U3**:T310, T334, T358,  
T382, T406; **U4**:T302, T326, T350, T374, T398; **U5**:T288,  
T312, T336, T360, T384

language transfer, **U1**:T24, T34, T88, 144, T160, T200, T256,  
T258, T442; **U2**:T32, T34, T40, T88, T144, T200, T256,  
T442; **U3**:T32, T90, T174, T178, T208, T266, T450; **U4**:T32,  
T34, T88, T144, T200, T242, T256, T444; **U5**:T32, T84,  
T136, T188, T246, T420, T426

cognates, **U1**:T10, T22, T78, T82, T134, T190, T246, T250;  
**U2**:T12, T22, T48, T78, T80, T134, T190, T246; **U3**:T12,  
T20, T22, T50, T80, T142, T198, T254, T256; **U4**:T12,  
T20, T22, T48, T78, T134, T190, T246; **U5**:T12, T22, T74,  
T126, T178, T236, T240

directionality, **U5**:T34

first person, **U1**:T106

high-frequency words, **U4**:T434

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targeted support, **U1**:T21, T66, T443, T447, T451; **U2**:T21,  
T66, T150, T152, T170, T234, T443, T447, T451; **U3**:T144,  
T159, T160, T178, T186, T242, T451, T455, T459; **U4**:T152,  
T177, T445, T449, T453; **U5**:T114, T224, T263, T427, T431,  
T435

academic vocabulary/language, **U1**:T13; **U2**:T13; **U4**:T24;  
**U5**:T13

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analyze informational writing, **U4**:T447

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apply compose questions, **U5**:T313

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asking and answering questions, **U1**:T114, T375; **U2**:T114

asking for clarification, **U5**:T179

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beginning and ending sounds, **U2**:T200

building background, **U1**:T247; **U2**:T135

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T118, T442

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edit for adjectives and articles, **U3**:T383

edit for capitalization, **U2**:T399; **U3**:T407; **U4**:T399

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edit for prepositions, **U2**:T399

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edit for punctuation marks, **U3**:T407

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edit for spelling, **U5**:T385

edit for subject-verb agreement, **U2**:T379

edit for subjective and possessive pronouns, **U4**:T375

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edit for verbs, **U4**:T375

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T427, T441; **U2**:T47, T103, T159, T215, T271, T427,  
T441; **U3**:T49, T111, T167, T279, T435, T449; **U4**:T47,  
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- learn essential language, **U3:T197**
- learning strategies, **U1:T96, T234, T289, T425, T434; U3:T21; U5:T249, T411**
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- list books: main idea and details, **U2:T303**
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- long and short *o*, **U4:T54**
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- practice sound /ē/, **U4:T131**
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- practice sound /kw/ spelled *Qu*, **U5:T123**
- practice sound /p/, **U1:T131**
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- practice /s/ spelled *s*, **U5:T175**
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**Essential Question,** **U1**:T2, T7, T10, T424; **U2**:T2, T7, T10, T424; **U3**:T2, T7, T10, T432; **U4**:T2, T7, T10, T424; **U5**:T2, T7, T10, T410. See also Unit Overview

## Expert's View

Coiro, Julie, **U1**:T446; **U2**:T446; **U3**:T454; **U4**:T448; **U5**:T430  
 Cummins, Jim, **U1**:T132; **U2**:T132; **U3**:T140; **U4**:T132; **U5**:T124  
 Cunningham, Pat, **U1**:T256; **U4**:T256; **U5**:T246  
 Hiebert, Elfrieda "Freddy," **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12  
 Mason, Pamela, **U1**:T193; **U2**:T209; **U3**:T210; **U4**:T202; **U5**:T210  
 Morrell, Ernest, **U1**:T76; **U2**:T76; **U3**:T78; **U4**:T76; **U5**:T73  
 Pearson, P. David, **U1**:T49; **U2**:T48; **U3**:T34; **U4**:T48; **U5**:T48  
 Serafini, Frank, **U1**:T458; **U2**:T458; **U3**:T466; **U4**:T460; **U5**:T442  
 Tatum, Alfred, **U1**:T442; **U2**:T442; **U3**:T450; **U4**:T444; **U5**:T426  
 Vaughn, Sharon, **U2**:T272; **U3**:T287; **U4**:T279; **U5**:T262  
 Wallis, Judy, **U1**:T160; **U2**:T160; **U3**:T168; **U4**:T161; **U5**:T160  
 Wright, Lee, **U1**:T208; **U2**:T216; **U3**:T224; **U4**:T216; **U5**:T181

**Expression/intonation.** See Fluency, reading



**Fact and opinion.** See Listening, listening comprehension

**Fairy tale.** See Genres, fairy tale

**Fiction.** See Genres, fiction

**First read,** **U1**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U2**:T36, T38, T92, T94, T148, T150, T204, T206, T260, T262; **U3**:T36, T38, T40, T94, T96, T100, T102, T156, T158, T212, T214, T268, T270; **U4**:T36, T38, T90, T92, T94, T146, T148, T150, T202, T204, T206, T258, T260, T262; **U5**:T36, T38, T88, T90, T140, T142, T192, T194, T198, T200, T250, T252. See also First-read strategies

## First-read strategies

ask, **U1**:T34, T90, T92, T146, T202, T206, T258; **U2**:T34, T90, T92, T146, T150, T202, T258; **U3**:T34, T40, T92, T98, T154, T210, T214, T266, T268; **U4**:T34, T90, T94, T146, T202, T206, T258, T260; **U5**:T34, T36, T86, T138, T190, T196, T200, T248, T250  
 look, **U1**:T34, T36, T90, T146, T202, T204, T258, T260; **U2**:T34, T46, T90, T146, T202, T204, T258, T262; **U3**:T34, T38, T92, T94, T98, T102, T154, T156, T210, T266; **U4**:T34, T36, T90, T92, T146, T148, T202, T204, T258; **U5**:T34, T38, T86, T88, T138, T142, T190, T192, T196, T248  
 read, **U1**:T34, T38, T90, T146, T148, T202, T258; **U2**:T34, T36, T90, T146, T148, T202, T258, T260; **U3**:T34, T36, T92, T96, T98, T154, T158, T210, T212, T266, T270; **U4**:T34, T38, T90, T146, T202, T258, T262; **U5**:T34, T86, T138, T140, T190, T194, T196, T198, T248



talk, **U1**:T34, T90, T94, T146, T150, T202, T258, T262; **U2**:T34, T90, T94, T146, T202, T206, T258; **U3**:T34, T92, T98, T100, T154, T210; **U4**:T34, T90, T146, T150, T202, T258; **U5**:T34, T86, T90, T138, T190, T196, T248, T252

## Fluency, reading

accuracy, **U1**:T44, T62, T100, T118, T156, T173, T212, T230, T268, T286; **U2**:T44, T62, T100, T118, T156, T175, T212, T230, T268, T286; **U3**:T46, T64, T108, T126, T164, T182, T220, T238, T276, T294; **U4**:T44, T62, T100, T118, T156, T174, T212, T230, T268, T286; **U5**:T44, T58, T96, T110, T148, T162, T206, T220, T258, T272

modeling by teacher, **U1**:T18, T78, T134, T190, T246; **U2**:T22, T78, T134, T190, T246; **U3**:T22, T80, T142, T198, T254; **U4**:T22, T78, T134, T190, T246; **U5**:T22, T74, T126, T178, T236

See also Oral reading ability

**Folk tale.** See Genres, folk tale

**Format (of text).** See Text structure

**Formative assessment.** See Assessment

**Foundational skills.** See Fluency, reading; Phonics/decoding; Phonological Awareness

## G

### Genres

drama/play, **U5**:T238–T239, T251, T253, T262–T263

fairy tale, **U3**:T82–T83

fiction, **U2**:T136–T137; **U3**:T312–T313, T316–T317, T320–T321, T200–T201; **U4**:T136–T137, T248–T249

folk tale, **U3**:T24–T25

informational text, **U1**:T136–T137, T248–T249; **U2**:T24–T25, T80–T81, T192–T193, T444–T445; **U4**:T446–T447; **U5**:T24–T25, T76–T77, T180–T181

list books, **U2**:T304–T305, T308–T309, T312–T313,

myth, **U3**:T256–T257

narrative nonfiction, **U4**:T24–T25, T80–T81, T192–T193

personal narrative, **U4**:T304–T305, T308–T309, T312–T313

persuasive text, **U1**:T444–T445; **U2**:T248–T249; **U3**:T452–T453; **U5**:T428–T429

poetry, **U1**:T76–T77; **U2**:T244–T245; **U3**:T140–T141, T144–T145; **U4**:T244–T245; **U5**:T124–T125, T128–T129, T428–T429

question and answer books, **U5**:T290–T291, T294–T295, T298–T299

realistic fiction, **U1**:T24–T33, T80–T81, T192–T193

selecting, **U1**:T352–T353

traditional tale. See Genres, fairy tale; Genres, myth

**Gifted students.** See Assess and Differentiate

### Goals

learning, **U1**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U2**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U3**:T14, T24, T26, T72, T82, T84, T134, T144, T146, T190, T200, T202, T246, T256, T258; **U4**:T14, T24, T26, T70, T80, T82, T126, T136, T138, T182, T192, T194, T238, T248, T250; **U5**:T14, T24, T26, T66, T76, T78, T118, T128, T130, T170, T180, T182, T228, T238, T240

unit, **U1**:T5, T12; **U2**:T5, T12; **U3**:T5, T12; **U4**:T5, T12; **U5**:T5, T12

weekly, **U1**:T14, T70, T126, T182, T238; **U2**:T14, T70, T126, T182, T238; **U3**:T14, T72, T134, T190, T246; **U4**:T14, T70, T126, T182, T238; **U5**:T14, T66, T118, T170, T228

**Grammar and usage.** See Adjectives; Nouns; Prepositions; Pronouns; Sentences; Verbs

**Graph.** See Graphic sources

### Graphic organizers

story elements chart, **U4**:T135

**Graphics, simple,** **U2**:T312–T313

### Graphic sources

chart/table, **U1**:T23, T79, T135, T191; **U2**:T23, T79, T135, T191, T247; **U3**:T23, T81, T143, T199; **U4**:T23, T79, T247; **U5**:T23, T75, T179

list, **U5**:T237

picture, **U1**:T247

time line, **U4**:T132–T133, T191

**Grouping students for instruction.** See Assess and Differentiate

**Guided reading,** **U1**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U2**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U3**:T28–T29, T86–T87, T148–T149, T204–T205, T260–T261; **U4**:T28–T29, T84–T85, T140–T141, T196–T197, T252–T253; **U5**:T28–T29, T80–T81, T132–T133, T184–T185, T242–T243

## H

### Handwriting

circles

backward, **U1**:T82–T83

forward, **U1**:T138–T139

letter formation

*Aa*, **U2**:T138–T139

*Bb*, **U3**:T146–T147

*Cc*, **U2**:T82–T83

*Dd*, **U2**:T162–T163  
*Ee*, **U2**:T194–T195  
*Ff*, **U2**:T218–T219  
*Gg*, **U2**:T274–T275  
*Hh*, **U4**:T26–T27  
*Ii*, **U1**:T274–T275  
*Jj*, **U3**:T26–T27  
*Kk*, **U4**:T194–T195  
*Ll*, **U1**:T250–T251  
*Mm*, **U3**:T282–T283  
*Nn*, **U3**:T258–T259  
*Oo*, **U2**:T50–T51  
*Pp*, **U3**:T202–T203  
*Qq*, **U3**:T52–T53  
*Rr*, **U3**:T226–T227  
*Ss*, **U3**:T114–T115  
*Tt*, **U2**:T26–T27  
*Uu*, **U3**:T84–T85  
*Vv*, **U4**:T82–T83  
*Ww*, **U4**:T138–T139  
*Xx*, **U4**:T162–T163  
*Yy*, **U4**:T106–T107  
*Zz*, **U4**:T218–T219

lines

horizontal, **U1**:T50–T51  
slanted, **U1**:T106–T107  
vertical, **U1**:T26–T27

number formation

1, 2, **U4**:T274–T275  
2, 4, 6, **U5**:T130–T130  
3, 4, **U5**:T26–T27  
5, 6, **U5**:T50–T51  
7, 8, **U5**:T78–T79  
8, 10, **U5**:T154–T155  
9, 0, **U5**:T102–T103

position, body/paper/pencil, **U1**:T162–T163, T194–T195,  
T218–T219

sentences, simple, **U5**:T182–T183, T212–T213, T240–T241,  
T264–T265

words, **U2**:T106–T107, T250–T251; **U3**:T170–T171; **U4**:T50–  
T51, T250–T251

**High-frequency words**, **U1**:T19, T33, T47, T65, T43, T75,  
T89, T103, T121, T99, T123, T131, 145, T159, T177,  
T155, T187, T233, T211, T243, T257, T271, T289, T267,  
T427, T429, T431, T433, T441; **U2**:T19, T33, T47, T65,  
T43, T75, T89, T103, T121, T99, T131, T145, T159, T177,  
T155, T187, T201, T215, T233, T211, T243, T257, T271,  
T289, T267, T427, T429, T431, T433, T441; **U3**:T19, T33,  
T45, T49, T67, T77, T91, T107, T111, T129, T139, T153,  
T163, T167, T185, T195, T209, T219, T223, T241, T251,  
T265, T275, T279, T297, T435, T437, T439, T441, T449;

**U4**:T19, T33, T47, T65, T43, T75, T89, T103, T121, T99,  
T131, T145, T159, T178, T155, T187, T201, T215, T233,  
T211, T243, T257, T271, T289, T267, T427, T431, T433,  
T435, T443; **U5**:T19, T33, T47, T61, T43, T71, T85, T113,  
T95, T123, T137, T151, T165, T147, T175, T189, T209,  
T223, T205, T233, T247, T261, T275, T257, T413, T417,  
T419, T421, T425

**Homonyms.** See Vocabulary skills/strategies, academic  
vocabulary strategies, context clues

**Homophones.** See Vocabulary skills/strategies, academic  
vocabulary strategies, context clues



**Illustrations.** See Text features, illustrations/photographs

**Implied message.** See Literary devices/terms, theme;  
Main idea, and details

**Independent Reading.** See Self-selected text

**Inferring.** See Make Inferences

**Infographic**, **U1**:T20–T21, T132–T133, T188–T189;  
**U2**:T20–T21, T76–T77, T132–T133, T188, T188–T189;  
**U3**:T20–T21, T78–T79, T196–T197, T252–T253; **U4**:T20–  
T21, T76–T77, T188–T189; **U5**:T72–T73, T176–T177,  
T234–T235

**Informational text**

*Animals on the Move*, **U2**:T34–T41

“Ben Franklin,” **U4**:T190–T191

*Blizzard Action Plan*, **U5**:T196–T201

*Cars Are Always Changing*, **U4**:T34–T41

*Changing Laws, Changing Lives: Martin Luther King, Jr.*,  
**U4**:T202–T209

*A Desert in Bloom*, **U5**:T86–T93

“The Doctor’s Visit,” **U4**:T22–T23

*Farming Then and Now*, **U4**:T460

*Foxes*, **U2**:T458

“How Animals Find Their Way,” **U2**:T22–T23

“Hungry Animals,” **U2**:T190–T191

*At the Library*, **U1**:T146–T153

“Life in the Rainforest,” **U5**:T74–T75

*From Nectar to Honey*, **U2**:T90–T97

*Open Wide!*, **U2**:T202–T209

“Our Trip to the Beach,” **U4**:T78–T79

*The Past and Now*, **U4**:T224–T225

*Rain, Wind, Sun, and Snow*, **U5**:T442

*Run, Jump, and Swim*, **U2**:T258–T265

“Saving Water,” **U5**:T178–T179

“The Shaking Earth,” **U5**:T22–T23

“Special Places,” **U1**:T134–T135  
 “Time to Move!,” **U2**:T246–T247  
*Tornado Action Plan*, **U5**:T190–T195  
*Uncovering the Past*, **U4**:T90–T97  
*A Visit to the Art Store*, **U1**:T258–T265  
*Weather Around the World*, **U5**:T34–T41  
 “What Animals Need,” **U2**:T78–T79  
 “What Is at the Pond?,” **U1**:T246–T247  
 See also Genres, informational text

**Integrated curriculum.** See Cross-Curricular Perspectives

## Interact with Sources

explore infographics, **U1**:T20–T21, T132–T133, T188–T189;  
**U2**:T20–T21, T76–T77, T132–T133, T188, T188–T189;  
**U3**:T20–T21, T78–T79, T196–T197, T252–T253; **U4**:T20–T21,  
 T76–T77, T188–T189; **U5**:T72–T73, T176–T177, T234–T235  
 explore maps, **U1**:T244–T245  
 explore poetry, **U1**:T76–T77; **U2**:T244–T245; **U3**:T140–T141;  
**U4**:T244–T245; **U5**:T124–T125  
 explore time lines, **U4**:T132–T133  
 explore Web sites, **U5**:T20–T21

**Internet.** See Technology

**Intervention.** See Assess and Differentiate

**Interview.** See Listening; Reference sources, interview;  
 Research/study skills, interview

## J

**Judgments, making.** See Author’s purpose; Predict

## L

**Language, oral.** See Fluency, reading; Listening; Oral reading ability

## Language & conventions

adjectives, **U2**:T36, T311, T330–T331, T354–T355; **U5**:T365  
 adjectives and articles, **U2**:T314–T315, T318–T319, T322–  
 T323, T335, T338–T339, T342–T343, T346–T347  
 capitalization, **U5**:T37, T297, T301, T305, T309, T311  
 complete sentences, **U4**:T311, T315, T319, T323, T331;  
**U5**:T142, T345, T349, T353, T357  
 end punctuation, **U4**:T150, T359, T363, T367, T370, T379;  
**U5**:T321, T325, T329, T333, T341  
 expand sentences, **U5**:T251, T369, T373, T377, T381, T389,  
 T393, T397, T401, T405  
 future-tense verbs, **U2**:T407, T410–T411, T414–T415,  
 T418–T419; **U3**:T314–T315  
 kinds of sentences, **U4**:T93, T335, T339, T343, T347, T355

objective pronouns, **U3**:T103, T343, T346–T347, T350–T351,  
 T354–T355, T362–T363  
 past tense verbs, **U2**:T383, T386–T387, T390–T391,  
 T394–T395, T402–T403  
 plural nouns, **U1**:T150, T359, T362–T363, T366–T367, T370–  
 T371, T378–T379, T383, T386–T387, T390–T391, T394–  
 T395, T402–T403  
 possessive pronouns, **U3**:T158, T367, T370–T371, T374–T375,  
 T378–T379, T386–T387  
 prepositional phrases, **U4**:T307  
 prepositions, **U3**:T214, T271, T391, T394–T395, T398–T399,  
 T402–T403, T410–T411, T415, T418–T419, T422–T423,  
 T426–T427  
 present tense verbs, **U2**:T359, T362–T363, T366–T367,  
 T370–T371, T378–T379  
 question words, **U4**:T206, T383, T387, T391, T395, T403,  
 T407, T411, T415, T419; **U5**:T293  
 singular and plural nouns, **U1**:T263, T407, T410–T411, T414–  
 T415, T418–T419; **U2**:T306–T307  
 singular nouns, **U1**:T93, T306–T307, T311, T314–T315, T318–  
 T319, T322–T323, T330–T331, T335, T338–T339, T342–  
 T343, T346–T347, T354–T355  
 subjective pronouns, **U3**:T40, T319, T322–T323, T326–T327,  
 T330–T331, T338–T339  
 See also Capitalization; Spelling; Unit Overview; *all grammar usage and punctuation entries*

**Language Arts.** See Language and conventions

**Learning goal.** See Goals, learning

**Less-able readers.** See Assess and Differentiate

**Letter Recognition Unit, U1:** xvii–xliii

**Leveled readers, U1:**T8–T9, T29, T31, T45, T53, T63, T69,  
 T85, T87, T101, T109, T119, T125, T141, T143, T157,  
 T165, T175, T181, T197, T199, T213, T221, T231, T237,  
 T253, T255, T269, T277, T287, T293; **U2:**T8–T9, T29, T31,  
 T45, T53, T63, T69, T85, T87, T101, T109, T119, T125,  
 T141, T143, T157, T165, T175, T181, T197, T199, T213,  
 T221, T231, T237, T253, T255, T269, T277, T287, T293;  
**U3:**T8–T9, T29, T31, T47, T55, T65, T71, T87, T89, T109,  
 T117, T127, T133, T149, T151, T165, T173, T183, T189,  
 T205, T207, T221, T229, T239, T245, T261, T263, T277,  
 T285, T295, T301; **U4:**T8–T9, T29, T31, T45, T53, T63,  
 T69, T85, T87, T101, T109, T119, T125, T141, T143, T157,  
 T165, T175, T181, T197, T199, T213, T221, T231, T237,  
 T253, T255, T269, T277, T287, T293; **U5:**T8–T9, T29, T31,  
 T45, T53, T59, T65, T81, T83, T97, T105, T111, T117,  
 T133, T135, T149, T157, T163, T169, T185, T187, T207,  
 T215, T221, T227, T243, T245, T259, T267, T273, T279

**Library.** See Reference sources

**Life, text’s relation to.** See Connections

**Limited-English proficient children.** See ELL (English Language Learners)

**Listening, listening comprehension, U1:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U2:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U3:**T22–T23, T80–T81, T142–T143, T198–T199, T254–T255; **U4:**T22–T23, T78–T79, T134–T135, T190–T191, T246–T247; **U5:**T22–T23, T74–T75, T126–T127, T178–T179, T236–T237

**Literacy activities.** See Assess and Differentiate

### Literary devices/terms

audience, **U1:**T444; **U2:**T444; **U3:**T452; **U4:**T446; **U5:**T428

characters, **U3:**T316–T317, T340–T341, T344–T345;

**U4:**T308–T309

describe setting, **U1:**T196, T205, T207, T216–T217; **U4:**T140, T149, T160–T161

details, **U2:**T308–T309; **U5:**T390–T391

main idea, **U2:**T308–T309

narrator, **U4:**T332–T333, T336–T337

plot, **U1:**T84, T93, T95, T104–T105; **U3:**T260, T271,

T280–T281, T320–T321, T348–T349, T352; **U4:**T312–T313, T340–T341, T344

purpose, **U1:**T148; **U5:**T253, T264–T265

rhyme, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153, T154–T155

sequence (of events), **U4:**T352–T353, T356–T357, T360–T361, T364–T365, T368

setting, **U3:**T316–T317, T336–T337; **U4:**T308–T309, T328–T329

theme, **U3:**T28, T37, T41, T50–T51; **U4:**T252, T263, T272–T273

topic and opinion, **U5:**T314–T315

See also Sound devices and poetic elements

**Literary genres.** See Genres

**Literary response, Reflect and Share, U1:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U2:**T66–T67, T122–T123, T178–T179, T234–T235, T290–T291; **U3:**T68–T69, T130–T131, T186–T187, T242–T243, T298–T299; **U4:**T66–T67, T122–T123, T177–T179, T234–T235, T290–T291; **U5:**T62–T63, T114–T115, T166–T167, T224–T225, T276–T277

### Literature selections

“Bad Summer or Good Summer,” **U4:**T134–T135

*The Bake Sale*, **U3:**T232–T233

*The Best Story*, **U3:**T210–T217

*The Big Box*, **U3:**T58–T59

*Bob on the Mat*, **U2:**T112–T113

*Can We Be Out?*, **U5:**T216–T217

*Do We Need This?*, **U2:**T146–T153

“Duck Meets the Moon,” **U3:**T156

“Ees-aw-hah’ Ees-ae’h” (The Sun Shining), **U5:**T142–T143

*The Fun Trip*, **U3:**T446–T447

*The Gingerbread Man*, **U3:**T92–T97

*Going Out*, **U5:**T268–T269

“Goldilocks,” **U3:**T22–T23

*Grandma’s Phone*, **U4:**T146–T153

*The Ham*, **U2:**T168–T169

“Hen and Fox,” **U3:**T142–T143

“Hickory, Dickory, Dock,” **U3:**T159

*A Home in the Past*, **U4:**T438–T439

*How Anansi Got His Stories*, **U3:**T34–T43

“How Rabbit Got Its Ears,” **U3:**T254–T255

“Humpty Dumpty,” **U3:**T157–T158

*I Am*, **U1:**T56–T57

“In the Mountains,” **U1:**T190–T191

*It Is Too Wet!*, **U5:**T422–T423

“Jackie and Her Imagination,” **U1:**T22–T19

*Jen and Pete*, **U4:**T168–T169

*The Kid*, **U2:**T56–T57

*A Look at the Past*, **U4:**T112–T113

*The Man*, **U3:**T120–T121

*The Map*, **U1:**T168–T169

*Mission Accomplished!*, **U1:**T34–T41

*Mosni Can Help*, **U3:**T266–T273

“A Night at the Cogdells,” **U4:**T246–T247

“Pedro and Maria’s Camping Adventure,” **U2:**T134–T135

*Pig and Frog*, **U2:**T224, T224–T225

*In the Pit*, **U1:**T224–T225

*Quin at Bat*, **U3:**T176–T177

*Ric at Bat*, **U1:**T280–T281

*On the Run*, **U4:**T56–T57

*Sam Sat*, **U1:**T112–T113

“Sasha’s New Home,” **U1:**T78–T79

“So Many Stories,” **U3:**T198–T199

*The Story of Cornbread Man*, **U3:**T98–T103

*Telling Stories*, **U3:**T466

*Tempura, Tempura*, **U4:**T258–T265

*They Can Do It!*, **U2:**T280–T281

*They Get Big!*, **U5:**T106–T107

“The Three Javelinas,” **U3:**T80–T81

*Tif and Cole*, **U5:**T54–T55

*Too Many Places to Hide*, **U1:**T90–T97

*A Trip to the Mountains*, **U1:**T458

*The Twine on the Pine*, **U3:**T288–T289

*We Have Fun*, **U4:**T280–T281

“Wehh-dooj” (It’s Raining), **U5:**T140–T141

*We Like It!*, **U1:**T438–T439

“What Happened?,” **U5:**T236–T237

*What Is Tom?*, **U2:**T438–T439

*Where Is Twister?*, **U1:**T202–T209

*Who Am I?*, **U5:**T158–T159

*Who Likes Rain?*, **U5:**T248–T255

“Winter Fun,” **U5:**T126–T127

See also Genres

## M

### Main idea

and details, **U2**:T28, T37, T48–T49, T308–T309, T253, T261, T263, T282–T283; **U3**:T29, T39, T41, T60–T61; **U4**:T29, T39, T58–T59, T84, T95, T104–T105, T141, T149, T151, T170–T171; **U5**:T81, T89, T108–T109, T133, T141, T142, T160–T161. See *also* Listening, listening comprehension

find/identify, **U1**:T140, T149, T160–T161; **U2**:T308–T309 of informational text. See Informational text

**Make connections.** See Compare texts; Connections, make

**Make inferences, U2**:T29, T37, T39, T58–T59; **U3**:T87, T95, T101, T122–T123; **U4**:T85, T93, T114–T115; **U5**:T29, T39, T56–T57

**Map/globe.** See Graphic sources

**Mechanics.** See Capitalization

**Media center/library.** See Reference sources

**Mentor Stacks, U1**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T344, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T408–T409, T412–T413, T416; **U2**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T344, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T408–T409, T412–T413; **U3**:T309, T310, T312–T313, T316–T317, T320–T321, T324–T325, T333, T334, T336–T337, T340–T341, T348–T349, T352, T357, T358, T360–T361, T364–T365, T368–T369, T372–T373, T376, T381, T382, T384–T385, T387–T388, T392–T393, T396–T397, T400, T405, T406, T408–T409, T412–T413; **U4**:T301, T302, T304–T305, T308–309, T312–T313, T316–T317, T320, T325, T326, T328–T329, T332–T333, T336–T337, T340–T341, T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T412–T413; **U5**:T287, T288, T290–T291, T294–T295, T298–T299, T302–T303, T306, T311, T312, T314–T315, T318–T319, T322–T323, T326–T327, T330, T335, T336, T338–T339, T342–T343, T346–T347, T350–T351, T354, T359, T360, T362–T363,

T366–T367, T370–T371, T374–T375, T378, T383, T384, T386–T387, T390–T391, T394–T395, T398–T399

**Multiple-meaning words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Myth.** See Genres, myth

## N

**Narrator.** See Literary devices/terms, narrator

**Nouns, U1**:T306–T307, T354–T355,

plural, **U1**:T150, T354–T355, T359, T362–T363, T366–T367, T370–T371, T378–T379, T383, T386–T387, T390–T391, T394–T395, T263, T402–T403; **U2**:T306–T307, T376–T377

singular, **U1**:T306–T307, T311, T314–315, 318–319, 322–323, T93, T93, T330–T331, T335, T338–T339, T342–T343, T346–T347, T263, T407, T410–T411, T414–T415, T418–T419; **U2**:T376–T377

## O

**On-level learners.** See Assess and Differentiate

### Oral reading ability

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**Oral vocabulary development.** See Academic vocabulary; Oral Reading Ability

## P

**Parts of a book, U1**:T328–T329, T332–T333, T336–T337

covers, front and back, **U1**:T34, T146, T400–T401; **U3**:T34; **U4**:T258

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See *also* Print awareness; text features

**Parts of speech.** See Adjectives; Nouns; Prepositions; Pronouns; Verbs

**Penmanship.** See Handwriting

### Phonics/decoding

consonant blends, **U2**:T214–T215, T222–T223, T232–T233

final, **U5**:T84–T85, T98–T99

initial, **U5**:T84–T85, T98–T99

consonants, **U1**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T145, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441; **U2**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441; **U3**:T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185; **U4**:T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437; **U5**:T18–T19, T46–T47, T70–T71, T98–T99, T122–T123, T150–T151, T174–T175, T188–T189, T208–T209, T232–T233, T246–T247, T261–T262

decodable story, **U1**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U2**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U3**:T58–T59, T120–T121, T176–T177, T232–T233, T288–T289, T446–T447; **U4**:T56–T57, T112–T113, T168–T169, T224–T225, T280–T281, T438–T439; **U5**:T54–T55, T106–T107, T158–T159, T216–T217, T268–T269, T422–T423

sentences, **U4**:T222–T223, T232–T233, T278–T279, T288–T289, T442–T443; **U5**:T60–T61, T112–T113, T164–T165, T222–T223, T274–T275, T424–T425

vowels, **U1**:T74–T75, T88–T89, T120–T121, T186–T187, T200–T201, T232–T233, T426–T427, T432–T433; **U2**:T74–T75, T88–T89, T120–T121, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T426–T427, T432–T433, T440–T441; **U3**:T76–T77, T90–T91, T128–T129, T434–T435; **U4**:T186–T187, T214–T215

long vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T178, T200–T201, T210–T211, T214–T215, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

short vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

words, **U5**:T412–T413, T416–T417, T420–T421

word families, **U1**:T428–T429, T434–T435; **U2**:T428–T429, T434–T435; **U3**:T436–T437, T442–T443

## Phonological awareness

alliteration, **U1**:T64–T65, T102–T103, T232–T233, T242–T243; **U2**:T102–T103; **U4**:T214–T215; **U5**:T164–T165

blended sounds, **U2**:T214–T215

consonants, distinguish/discriminate

final consonant sounds, **U1**:T46–T47, T214–T215; **U2**:T18–T19, T46–T47, T120–T121; **U3**:T48–T49

initial consonant sounds, **U1**:T18–T19, T46–T47, T214–T215, T270–T271; **U2**:T18–T19, T120–T121, T270–T271; **U3**:T166–T167

onset and rime, blend and segment, **U1**:T120–T121, T130–T131, T158–T159, T176–T177, T288–T289; **U2**:T186–T187

phonemes

add, **U4**:T242–T243; **U5**:T112–T113, T420–T421

segment and blend, **U1**:T440–T441; **U2**:T64–T65, T74–T75, T158–T159, T176–T177; **U4**:T46–T47; **U5**:T60–T61, T208–T209

substitute, **U5**:T174–T175, T274–T275

syllables, **U3**:T18–T19, T110–T111, T138–T139, T194–T195, T250–T251; **U4**:T158–T159

identify and count, **U3**:T296–T297; **U4**:T120–T121, T176–T178; **U5**:T70–T71

manipulate, **U5**:T46–T47, T98–T99, T150–T151, T222–T223, T260–T261

segment and blend, **U5**:T18–T19, T122–T123, T232–T233, T412–T413, T424–T425

vowels, distinguish/discriminate

initial vowel sounds, **U1**:T186–T187; **U2**:T270–T271

medial vowel sounds, **U1**:T74–T75, T426–T427, T432–T433; **U2**:T242–T243; **U3**:T76–T77, T278–T279, T434–T435, T440–T441, T448–T449; **U4**:T18–T19, T74–T75, T130–T131, T426–T427, T434–T435, T442–T443

words

identify, **U2**:T130–T131; **U3**:T222–T223

identify and count, in sentences, **U3**:T66–T67, T184–T185; **U4**:T64–T65, T102–T103, T186–T187, T288–T289

rhyming, **U2**:T440–T441

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identify and produce, **U2**:T232–T233, T288–T289, T426–T427, T432–T433; **U3**:T128–T129, T240–T241; **U4**:T270–T271

**Phrasing.** See Fluency, reading

**Pictures.** See Text features, illustrations/photographs

**Play.** See Genres, drama/play

**Plot,** **U1**:T84, T93, T95, T104–T105; **U3**:T260, T271, T280, T281, T320–T321, T348–T349, T352; **U4**:T312–T313, T340–T341, T344. See also Listening, listening comprehension

**Plurals.** See Nouns, plural  
**Poetic devices.** See Literary devices/terms; Sound devices and poetic elements

**Poetry.** See Genres, poetry

**Possible Teaching Point.** See Teaching strategies, Possible Teaching Point

## Predict

confirm predictions, **U2:**T197, T205, T207, T226–T227;  
**U3:**T205, T213, T234–T235

**Prepositions and prepositional phrases, U2:**T400–T401;  
**U3:**T214, T271, T391, T394–T395, T398–T399, T402–T403, T410–T411, T415, T418–T419, T422–T423, T426–T427 **U4:**T307

## Print awareness

author/illustrator/titles, identify, **U1:**T202; **U3:**T34  
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 parts of a book. See Parts of a book  
 progression, left-to-right, **U1:**T90; **U3:**T154; **U5:**T34  
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**Prior knowledge.** See Background knowledge; ELL (English Language Learners)

**Project-Based Inquiry, U1:**T422–T453; **U2:**T422–T453;  
**U3:**T430–T461; **U4:**T422–T455; **U5:**T408–T437  
 celebrate and reflect, **U1:**T452–T453; **U2:**T452–T453;  
**U3:**T460–T461; **U4:**T454–T455; **U5:**T436–T437  
 collaborate and discuss, **U1:**T450–T451; **U2:**T450–T451;  
**U3:**T458–T459; **U4:**T452–T453; **U5:**T434–T435  
 compare across texts, **U1:**T424–T425; **U2:**T424–T425;  
**U3:**T432–T433; **U4:**T424–T425; **U5:**T410–T411  
 explore and plan, **U1:**T444–T445; **U2:**T444–T445; **U3:**T452–T453;  
**U4:**T446–T447; **U5:**T428–T429  
 inquire, **U1:**T442–T443; **U2:**T442–T443; **U3:**T450–T451;  
**U4:**T444–T445; **U5:**T426–T427  
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**U4:**T448–T451; **U5:**T430–T433

## Pronouns

personal  
 objective, **U3:**T103, T343, T346–T347, T350–T351, T354–T355,  
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 possessive, **U3:**T158, T367, T370–T371, T374–T375, T378–T379;  
**U4:**T388–T389, T392

**Publish, Celebrate, and Assess, U1:**T396–T417;  
**U2:**T396–T417; **U3:**T404–T425; **U4:**T396–T417;  
**U5:**T382–T403

**Punctuation.** See End punctuation

**Purpose and audience.** See Author's purpose



**Quick Check.** See Assess and Differentiate, Quick Check



**Rate.** See Fluency, reading

**Read aloud.** See Reading to students

**Reader response.** See Connections

**Reading fluency.** See Fluency, reading; Oral reading ability

**Reading rate.** See Fluency, reading

**Reading to students, U1:**T22, T78, T134, T190, T246;  
**U2:**T22, T78, T134, T190, T246; **U3:**T22, T80, T142,  
 T198, T254; **U4:**T22, T78, T134, T190, T246; **U5:**T22,  
 T74, T126, T178, T236

## Reading Workshop

### Foundational Skills

fluency. See Fluency, reading  
 high-frequency words. See Vocabulary development, high-frequency words  
 listening comprehension. See Listening, listening comprehension  
 phonics. See Phonics/decoding  
 phonological awareness. See Phonological Awareness  
 word structure and knowledge. See Phonics/decoding; Spelling

### reading comprehension

analysis. See Strategies/skills  
 compare across texts  
 compare two or more texts, **U1:**T29, T85, T141, T197, T253;  
**U2:**T29, T85, T141, T197, T253; **U3:**T29, T87, T92, T120,  
 T149, T205, T261; **U4:**T29, T85, T141, T197, T253;  
**U5:**T29, T81, T133, T185, T243

genre characteristics. See Genres

### response to sources

interact with sources, **U1:**T20–T21, T76–T77, T132–T133,  
 T188–T189, T244–T245; **U2:**T20–T21, T76–T77, T132–T133,  
 T188–T189, T244–T245; **U3:**T20–T21, T78–T79,  
 T140–T141, T196–T197, T252–T253; **U4:**T20–T21,  
 T76–T77, T132–T133, T188–T189,

T244–T245; **U5**:T20–T21, T72–T73, T124–T125, T176–T177, T234–T235

reflect on reading and respond, **U1**:T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U2**:T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U3**:T42–T43, T104–T105, T160–T161, T216–T217, T272–T273; **U4**:T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U5**:T40–T41, T92–T93, T144–T145, T202–T203, T254–T255

### Reading-Writing Workshop Bridge

analyze author's craft, **U1**:T205, T218–T219; **U2**:T148; **U3**:T96, T114–T115; **U4**:T151; **U5**:T90, T102–T103

ask and answer questions, **U2**:T205

first-person text, **U1**:T92, T106–T107; **U4**:T37, T50–T51

print and graphic features, **U1**:T262, T274–T275; **U4**:T261, T274–T275; **U5**:T39, T50–T51

purpose, **U1**:T148; **U5**:T253, T264–T265

question-and-answer text structure, **U2**:T38, T50–T51

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text structure, **U3**:T282–T283; **U5**:T195, T201, T212–T213

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visualize, **U1**:T37, T39, T50–T51; **U2**:T92, T106–T107, T206, T218–T219; **U3**:T37, T52–T53, T157, T170–T171; **U4**:T106–T107

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academic language/vocabulary. See Vocabulary skills/  
strategies, academic vocabulary

Word Study. See Word Work

**Read Like a Writer.** See Teaching strategies, Possible Teaching Point

**Realism and fantasy.** See Listening, listening comprehension

**Realistic fiction.** See Genres, realistic fiction

### Reference sources

Internet. See Technology

interview, **U4**:T448–T449

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### Research/study skills

interview, **U4**:T448–T449

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**U4**:T450–T451; **U5**:T432–T433

See also Graphic organizers; Graphic sources; Parts of a book; Reference sources

**Response to literature.** See Connections; Literary response

**Rhyme.** See Literary devices/terms, rhyme; Sound devices and poetic elements, rhyme

**Routines.** See Teaching strategies, routines

**Rubric.** See Assessment, scoring guide/rubric; Writing rubrics; Writing Workshop

## S

**Science activities.** See Cross-Curricular Perspectives, science

**Science in reading.** See Cross-Curricular Perspectives, science

**Self-selected text, U1**:T11, T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U2**:T11, T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U3**:T11, T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T221, T229, T239, T245, T263, T277, T285, T295, T301; **U4**:T11, T31, T45, T53, T63, T69, T87, T101, T109, T119, T125, T143, T157, T165, T175, T181, T199, T213, T221, T231, T237, T255, T269, T277, T287, T293; **U5**:T11, T31, T45, T53, T59, T65, T83, T97, T105, T111, T117, T135, T149, T157, T163, T169, T187, T207, T215, T221, T227, T245, T259, T267, T273, T279

### Sentences

complete, **U3**:T388–T389, T392–T393; **U4**:T311, T315, T319, T323, T331; **U5**:T142, T345, T349, T353, T357

expand, **U5**:T369, T373, T377, T381, T251, T388, T392, T396, T400, T404

kinds of, **U4**:T93, T335, T339, T343, T347

**Sequence, of events, U4**:T352–T353, T356–T357, T360–T361, T364–T365, T368 See also Listening, listening comprehension

**Setting, U1**:T196, T205, T207, T216–T217; **U3**:T316–T317, T336–T337; **U4**:T140, T149, T160–T161, T308–T309, T328–T329. See also Listening, listening comprehension; Literary devices/ terms, setting



**Shared Read, U1:**T34–T41, T90–T97, T146–T153, T202–T209, T258–T265; **U2:**T34–T41, T90–T97, T146–T153, T202–T209, T258–T265; **U3:**T34–T43, T92–T105, T154–T161, T210–T217, T266–T273; **U4:**T34–T41, T90–T97, T146–T153, T202–T209, T258–T265; **U5:**T34–T41, T86–T93, T138–T145, T190–T203, T248–T255

**Small Group.** See Assess and Differentiate, Small Group

**Social studies activities.** See Cross-Curricular Perspectives, social studies

**Social studies in reading, U1:**T423; **U3:**T431; **U4:**T423  
See also Cross-Curricular Perspectives, social studies

**Sorting, U1:**T310, T306–307, T334, T358, T382, T406  
letter, **U3:**T318, T342, T366  
rhyming, **U2:**T310, T334, T358, T406, T382

**Sound devices and poetic elements**

rhyme, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153, T154–T155

**Sources.** See Interact with Sources; Reference sources; Technology

**Sources, Interact with.** See Interact with Sources

**Speaking.** See Listening, listening comprehension

**Speaking and listening.** See Listening

**Spelling, U4:**T404–T405; **U5:**T386–T387

words, **U4:**T306, T310, T314, T318, T322, T330, T334, T338, T342, T346, T354, T358, T362, T366, T370, T378, T382, T386, T390, T394, T402, T406, T410, T414, T418, T428–T429; **U5:**T292, T296, T300, T304, T308, T316, T320, T324, T328, T332, T340, T344, T348, T352, T356, T364, T368, T372, T376, T380, T388, T392, T396, T400, T404, T414–T415

**Spiral review, U1:**T306–307, T330–T331, T354–T355, T378–T379, T402–T403; **U2:**T306–T307, T330–T331, T354–T355, T378–T379, T402–T403; **U3:**T314–T315, T338–T339, T362–T363, T386–T387, T410–T411, T448; **U4:**T318, T307, T342, T331, T366, T355, T390, T379, T414, T403, T429; **U5:**T304, T293, T328, T317, T352, T341, T376, T365, T400, T389, T415

**Story elements.** See Literary devices/terms

**Story structure.** See Plot

**Strategies/skills**

ask and answer questions, **U1:**T85, T95, T114–T115, T380–T381, T384–T385; **U2:**T85, T95, T114–T115; **U3:**T149, T157, T159, T178–T179; **U4:**T253, T263, T282–T283; **U5:**T185, T193, T199, T218–T219, T294–T295, T298–T299, T318–T319, T322–T323, T326–T327, T330  
assessment, **U2:**T416; **U3:**T425; **U4:**T416; **U5:**T402  
compare and contrast texts, **U3:**T86, T97, T103, T112–

T113; **U5:**T184, T195, T201, T210–T211  
compose introduction and conclusion, **U5:**T342–T343, T346–T347  
connect text and illustrations, **U5:**T28, T37, T48–T49  
create new understandings, **U1:**T197, T205, T207, T226–T227; **U4:**T197, T205, T207, T226–T227; **U5:**T243, T251, T253, T270–T271  
describe connections, **U4:**T28, T37, T48–T49  
describe/discuss characters, **U5:**T242, T251, T253, T262–T263  
describe plot, **U1:**T84, T93, T95, T104–T105; **U3:**T260, T271, T280–T281  
describe setting, **U1:**T196, T205, T207, T216–T217; **U4:**T140, T149, T160–T161  
determine/discuss theme, **U3:**T28, T37, T41, T50–T51; **U4:**T252, T263, T272–T273  
develop topic and opinion, **U5:**T314–T315  
discuss author’s purpose, **U1:**T252, T261, T263, T272–T273; **U3:**T204, T213, T215, T224–T225  
discuss rhyme and rhythm, **U3:**T148, T157, T159, T168–T169; **U5:**T132, T142, T152–T153  
find/identify main idea, **U1:**T140, T149, T160–T161; **U2:**T308–T309  
find important details, **U2:**T253, T261, T263, T282–T283; **U4:**T29, T39, T58–T59; **U5:**T81, T89, T108–T109  
find main idea and supporting details, **U2:**T28, T37, T48–T49, T308–T309; **U4:**T84, T95, T104–T105  
find text features, **U2:**T196, T205, T207, T216–T217; **U4:**T196, T207, T216–T217  
find text structure, **U2:**T84, T93, T104–T105, T252, T261, T272–T273; **U5:**T80, T89, T91, T100–T101  
identify and describe characters, **U1:**T28, T37, T39, T48–T49; **U2:**T140, T149, T160–T161  
incorporating peer and teacher suggestions, **U1:**T404–T405, T408–T409  
make and/or confirm predictions, **U2:**T197, T205, T207, T226–T227; **U3:**T205, T213, T234–T235  
make and respond to suggestions, **U1:**T388–T389, T392  
make connections, **U1:**T253, T263, T282–T283; **U2:**T141, T151, T170–T171; **U3:**T261, T269, T290–T291  
make inferences, **U2:**T29, T37, T39, T58–T59; **U3:**T87, T95, T101, T122–T123; **U4:**T85, T93, T114–T115; **U5:**T29, T39, T56–T57  
use graphics, **U5:**T350–T351, T354  
use pictures and text, **U5:**T390–T391  
use text evidence, **U1:**T29, T58–T59, T141, T149, T151, T170–T171  
visualize details, **U3:**T29, T39, T41, T60–T61; **U4:**T141, T149, T151, T170–T171; **U5:**T133, T141, T142, T160–T161  
See also Unit Overview

**Strategy Group.** See Assess and Differentiate, Small Group, Teacher-Led Options

**Structures of informational text.** See Informational text

**Struggling readers.** See Assess and Differentiate

**Study strategies.** See Graphic organizers; Graphic sources; Research/study skills

**Syllables.** See Phonics/decoding, syllables; Word Work, syllables

**Synonyms.** See Connections

## T

**Taking notes.** See Research/study skills, take notes

### Teaching strategies

Possible Teaching Point (Reading Workshop), **U1**:T31, T37, T39, T45, T53, T63, T69, T87, T92–T94, T101, T109, T119, T125, T181, T148, T150, T157, T165, T175, T181, T199, T205, T207, T213, T221, T231, T237, T255, T261–T263, T269, T277, T287, T293; **U2**:T31, T36, T38, T45, T53, T63, T69, T87, T92, T95, T101, T109, T119, T125, T143, T148, T151, T157, T165, T175, T181, T199, T205–T207, T213, T221, T231, T237, T255, T261, T269, T277, T287, T293; **U3**:T31, T37, T40, T41, T47, T55, T65, T71, T89, T96, T101, T103, T109, T117, T127, T133, T151, T157, T158, T165, T173, T183, T189, T207, T212, T214, T215, T221, T229, T239, T245, T269–T271, T277, T285, T295, T301; **U4**:T31, T37, T39, T45, T53, T63, T69, T87, T93, T95, T101, T109, T119, T125, T143, T149–T151, T157, T165, T175, T181, T199, T205, T206, T213, T221, T231, T237, T255, T261, T262, T269, T277, T287, T293; **U5**:T31, T36, T37, T39, T45, T53, T59, T65, T83, T90, T91, T97, T105, T111, T117, T135, T141, T142, T149, T157, T163, T169, T187, T195, T201, T207, T215, T221, T227, T245, T251, T253, T259, T267, T273, T279

Possible Teaching Point (Writing Workshop), **U1**:T312, T316, T332, T340, T360, T364, T380, T384, T404, T408; **U2**:T308, T312, T332, T340, T360, T364, T384, T388, T408, T412; **U3**:T320, T324, T340, T348, T368, T372, T388, T392, T416, T420; **U4**:T308, T312, T316, T332, T336, T340, T356, T360, T364, T380, T384, T388, T404, T408, T412; **U5**:T294, T298, T302, T318, T322, T326, T342, T346, T350, T366, T370, T374, T390, T394, T398

routines

Book Club. See Book Club

read-aloud, **U1**:T22, T78, T134, T190, T246; **U2**:T34, T78, T134, T190, T246; **U3**:T22, T80, T142, T198, T254; **U4**:T22, T78, T134, T190, T246; **U5**:T22, T74, T126, T178, T236

See also Assessment; Writing Club

**Technology, Internet, U5**:T20–T21, T430–T431

**Testing, formal and informal.** See Assessment

**Text Complexity Charts, U1**:R2–R6; **U2**:R2–R6; **U3**:R2–R7; **U4**:R2–R6; **U5**:R2–R6

**Text elements.** See Text features

**Text evidence, U1**:T29, T58–T59, T141, T149, T151, T170–T171, T162–T163

**Text structure, U2**:T38, T50–T51, T84, T93, T104–T105, T252, T261, T272–T273; **U3**:T282–T283; **U5**:T80, T89, T91, T100–T101, T195, T201, T212–T213. See also Text features

**Text types.** See Genres

**Theme, of literature.** See Literary devices/terms, theme

**Theme, of unit.** See Unit Overview

**Time line.** See Graphic sources

**Time sequence.** See Sequence

**Title page.** See Parts of a book, title page

**Types of literature.** See Genres

## U

**Unfamiliar words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Unit goals.** See Goals, unit

**Unit Overview, U1**:T2–T7; **U2**:T2–T7; **U3**:T2–T7; **U4**:T2–T7; **U5**:T2–T7

**Unknown words.** See Vocabulary skills/strategies, academic vocabulary strategies, unknown words

**Usage.** See Adjectives; Nouns; Prepositions; Pronouns; Sentences; Verbs

## V

**Verbs, U2**:T378–T379, T383, T386–T387, T390–T391, T394–T395; **U4**:T380–T381, T384–T385; **U5**:T362–T363 tense

future, **U2**:T407, T410–T411, T414–T415, T418–T419

**U3**:T314–T315

past, **U2**:T402–T403

present, **U2**:T359, T362–T363, T366–T367, T370–T371, T378–T379

**Visualize.** See Strategies/skills, visualize

**Vocabulary development, U1:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U2:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U3:**T42–T43, T104–T105, T160–T161, T216–T217, T272–T273; **U4:**T40–T41, T96–T97, T152–T153, T208–T209, T264–T265; **U5:**T40–T41, T92–T93, T144–T145, T202–T203, T254–T255

high-frequency words, **U1:**T19, T33, T47, T65, T75, T89, T103, T121, T123, T131, 145, T159, T177, T187, T201, T215, T233, T243, T257, T271, T289, T427, T429, T433, T441; **U2:**T19, T33, T47, T65, T75, T89, T103, T121, T131, T145, T159, T177, T187, T201, T215, T233, T243, T257, T271, T289, T427, T429, T433, T441; **U3:**T19, T33, T49, T67, T77, T91, T111, T129, T139, T153, T167, T185, T195, T209, T223, T241, T251, T265, T279, T297, T435, T437, T441, T449; **U4:**T19, T33, T47, T65, T75, T89, T103, T121, T131, T145, T159, T178, T187, T201, T215, T233, T243, T257, T271, T289, T427, T431, T435, T443; **U5:**T19, T33, T47, T61, T71, T85, T99, T113, T123, T137, T151, T165, T175, T189, T209, T223, T233, T247, T261, T275, T413, T417, T421, T425

preteach. See ELL (English Language Learners), vocabulary support

preview, **U1:**T34, T90, T146, T202, T258; **U2:**T34, T90, T146, T202, T258; **U3:**T34, T92, T98, T154, T210, T266; **U4:**T34, T90, T146, T202, T258; **U5:**T34, T86, T138, T190, T196, T248

selection vocabulary, **U1:**T28, T84, T140, T196, T252; **U2:**T28, T84, T140, T196, T252; **U3:**T28, T86, T148, T204, T260; **U4:**T28, T84, T140, T196, T252; **U5:**T28, T80, T132, T184, T242

See also Vocabulary skills/strategies

## Vocabulary skills/strategies

academic vocabulary strategies

antonyms, **U1:**T94, T82–T83; **U2:**T95, T82–T83; **U3:**T101, T84–T85; **U5:**T91, T78–T79

context clues, **U1:**T138–T139; **U2:**T151, T138–T139;

**U3:**T146–T147; **U4:**T149, T138–T139; **U5:**T130–T131

oral language, **U1:**T12, T261, T250–T251; **U2:**T12, T250–T251; **U3:**T12, T269, T258–T259; **U4:**T12, T262, T250–T251; **U5:**T12, T240–T241

related words, **U1:**T26–T27; **U2:**T26–T27; **U3:**T41, T26–T27; **U4:**T39, T26–T27; **U5:**T36, T26–T65

synonyms, **U1:**T82–T83; **U4:**T95, T82–T83; **U5:**T78–T79  
visualize, **U5:**T141

word parts, **U1:**T207, T194–T195; **U2:**T207, T194–T195; **U3:**T212, T202–T203; **U4:**T205, T194–T195; **U5:**T182–T183

vocabulary in context, **U4:**T39, T95, T261; **U5:**T141, T201  
See also Word Work

**Vowels.** See Phonics/decoding, vowels



**Web site.** See Technology, Internet

**Word attack skills.** See Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word families.** See Phonics/decoding, words, word families; Word Work, words, word families

**Word identification.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word Wall.** See Academic vocabulary, Word Wall

**Word Work, U1:**T29, T85, T141, T197, T253; **U2:**T29, T85, T141, T197, T253; **U3:**T29, T87, T149, T205, T261; **U4:**T29, T85, T141, T197, T253; **U5:**T29, T81, T133, T185, T243

alliteration, **U1:**T64–T65, T102–T103, T232–T233, T242–T243; **U2:**T102–T103; **U4:**T214–T215; **U5:**T164–T165

blended sounds, **U2:**T214–T215

consonant blends, **U2:**T214–T215, T222–T223, T232–T233

final, **U5:**T84–T85, T98–T99

initial, **U5:**T84–T85, T98–T99

consonants, **U1:**T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T44–T145, T158–T159, T166–T167, T176–T177, T214–T215, T222–T223, T232–T233, T242–T243, T256–T257, T270–T271, T278–T279, T288–T289, T440–T441; **U2:**T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T186–T187, T200–T201, T232–T233, T270–T271, T278–T279, T288–T289, T440–T441; **U3:**T18–T19, T32–T33, T48–T49, T56–T57, T66–T67, T110–T111, T118–T119, T128–T129, T138–T139, T152–T153, T166–T167, T174–T175, T184–T185; **U4:**T186–T187, T214–T215, T242–T243, T270–T271, T426–T427, T436–T437; **U5:**T18–T19, T46–T47, T70–T71, T98–T99, T122–T123, T150–T151, T174–T175, T188–T189, T208–T209, T232–T233, T246–T247, T261–T262

final consonant sounds, **U1:**T46–T47, T214–T215; **U2:**T18–T19, T46–T47, T120–T121; **U3:**T48–T49

initial consonant sounds, **U1:**T18–T19, T46–T47, T214–T215, T270–T271; **U2:**T18–T17, T120–T121, T270–T271; **U3:**T166–T167

onset and rime, blend and segment, **U1:**T120–T121, T130–T131, T158–T159, T176–T177, T288–T289; **U2:**T186–T187  
phonemes

add, **U4:**T242–T243; **U5:**T112–T113, T420–T421

segment and blend, **U1**:T440–T441; **U2**:T64–T65, T74–T75, T158–T159, T176–T177; **U4**:T46–T47; **U5**:T60–T61, T208–T209

substitute, **U5**:T174–T175, T274–T275

sentences, **U4**:T222–T223, T232–T233, T278–T279, T288–T289, T442–T443; **U5**:T60–T61, T112–T113, T164–T165, T222–T223, T274–T275, T424–T425

syllables, **U3**:T18–T19, T110–T111, T138–T139, T194–T195, T250–T251; **U4**:T158–T159

identify and count, **U3**:T296–T297; **U4**:T120–T121, T176–T178; **U5**:T70–T71

manipulate, **U5**:T46–T47, T98–T99, T150–T151, T222–T223, T260–T261

segment and blend, **U5**:T18–T19, T122–T123, T232–T233, T412–T413, T424–T425

vowels, **U1**:T74–T75, T88–T89, T120–T121, T186–T187, T200–T201, T232–T233, T426–T427, T432–T433; **U2**:T74–T75, T88–T89, T120–T121, T242–T243, T56–T257, T270–T271, T278–T279, T288–T289, T426–T427, T432–T433, T440–T441; **U3**:T76–T77, T90–T91, T128–T129, T434–T435; **U4**:T186–T187, T214–T215

initial vowel sounds, **U2**:T270–T271

long vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T178, T200–T201, T210–T211, T214–T215, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

medial vowel sounds, **U1**:T74–T75, T186–T187, T426–T427, T432–T433; **U2**:T242–T243; **U3**:T76–T77, T278–T279, T434–T435, T440–T441, T448–T449; **U4**:T18–T19, T74–T75, T130–T131, T426–T427, T434–T435, T442–T443

short vowels, **U3**:T194–T195, T208–T209, T222–T223, T230–T231, T240–T241, T250–T251, T264–T265, T278–T279, T286–T287, T296–T297, T440–T441, T448–T449; **U4**:T18–T19, T32–T33, T46–T47, T54–T55, T64–T65, T74–T75, T88–T89, T102–T103, T110–T111, T120–T121, T130–T131, T144–T145, T158–T159, T166–T167, T176–T177, T200–T201, T214–T215, T256–T257, T270–T271, T430–T431, T434–T435, T436–T437; **U5**:T32–T33, T46–T47, T136–T137, T150–T151

words, **U5**:T412–T413, T416–T417

identify, **U2**:T130–T131; **U3**:T222–T223

identify and count, in sentences, **U3**:T66–T67, T184–T185; **U4**:T64–T65, T102–T103, T186–T187, T288–T289

make new, **U5**:T420–T421

rhyming, **U2**:T440–T441

identify and count, **U4**:T232–T233

identify and produce, **U2**:T232–T233, T288–T289, T426–T427, T432–T433; **U3**:T128–T129, T240–T241; **U4**:T270–T271

word families, **U1**:T428–T429, T434–T435; **U2**:T428–T429, T434–T435; **U3**:T436–T437, T442–T443

See also Spelling; Vocabulary skills/strategies

**Writing, with technology.** See Technology

**Writing assessment.** See Assessment, writing; Writing rubrics

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