

Teacher's Edition



COMMON CORE
myview[®]
L I T E R A C Y

1.1

SAVVAS

Teacher's Edition

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myView
L I T E R A C Y

1.1

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Literacy Coach and Regional Staff Developer Houston, Texas



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

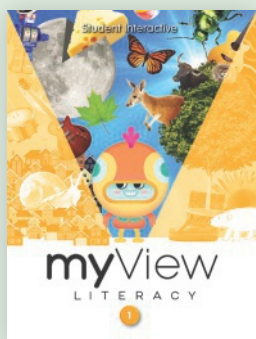


Grade 1 Resources

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

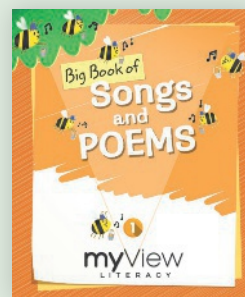
Whole Group



Student Interactive
5 Volumes



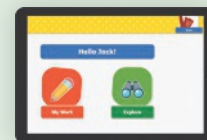
Trade Book Read Alouds



Big Books



Genre, Skill, and Strategy Videos



Savvas Realize™ Primary Student Interface

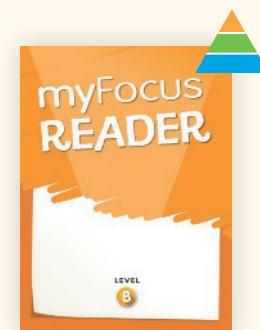
Small Group & Independent



Digital Games

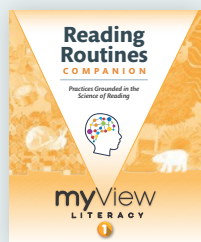


Leveled Content Readers with Access Videos



myFocus Reader

Foundational Skills



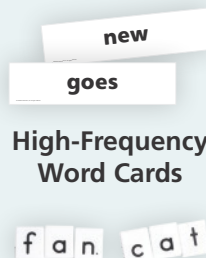
Reading Routines Companion



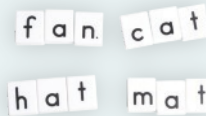
Decodable Stories



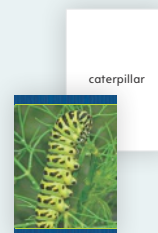
Decodable Readers



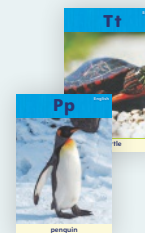
High-Frequency Word Cards



Letter Tiles



Picture Word Cards



Alphabet Cards



Sound Spelling Cards

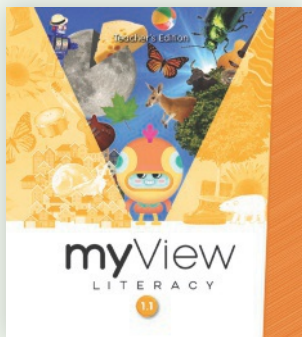


Savvas Realize™

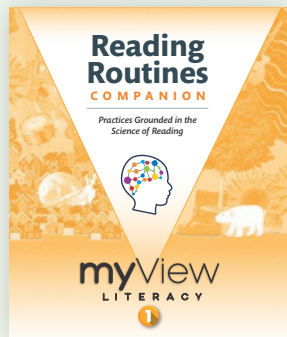
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

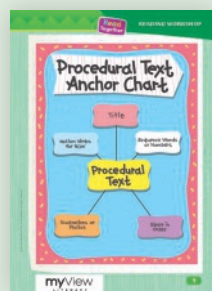
TEACHER RESOURCES



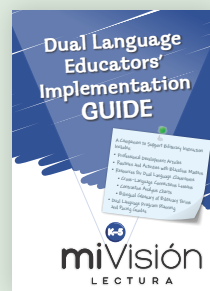
Teacher's Edition
5 Volumes



Reading Routines Companion



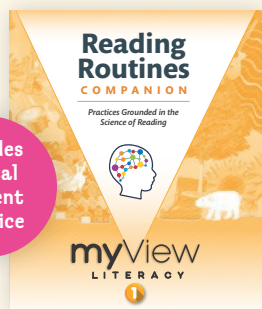
Anchor Charts



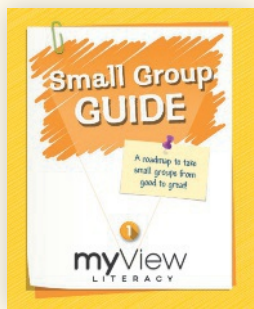
Dual Language Educators' Implementation Guide

Printables Include:

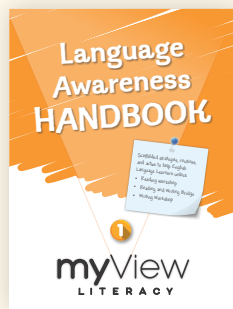
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



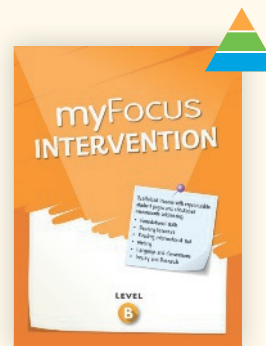
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

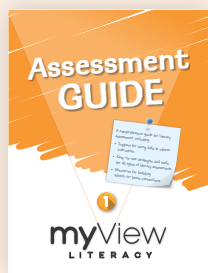


myFocus Intervention Teacher's Guide

Printables Include:

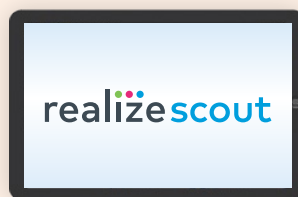
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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



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



Foster a Love of Reading

Student Interactive

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

Read ALOUD

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

Mentor STACK

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

BOOK CLUB

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

*Titles are subject to change.



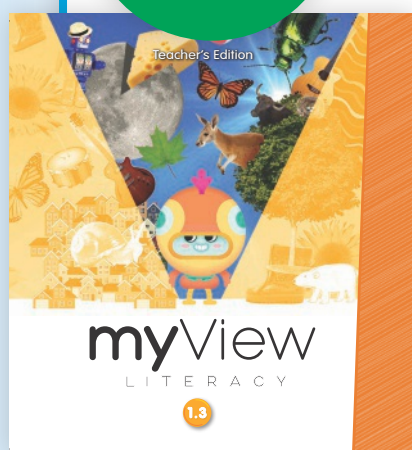
A Continuum of Resources to Meet the Needs of Your Students



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

LEVEL OF SUPPORT

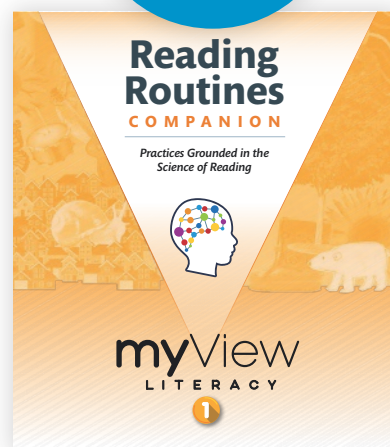
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

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

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



SuccessMaker

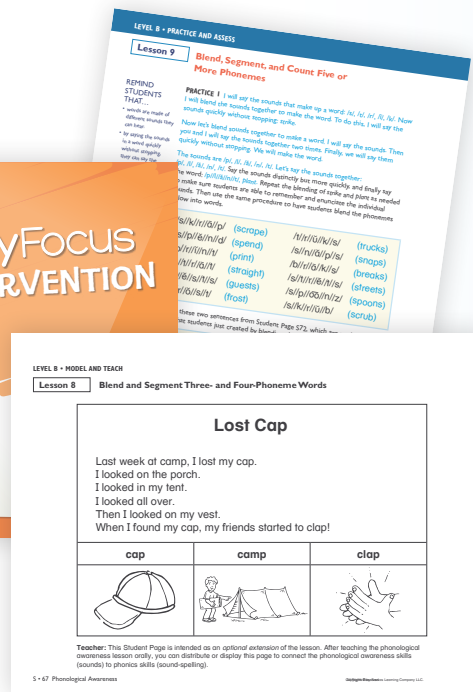


SuccessMaker®

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

myFocus
Intervention

myFocus
INTERVENTION



myFocus Intervention

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

Lessons follow a routine of:

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

myFocus
Reader

myFocus
READER

LEVEL
B

Building a Park

Ray and his family live in a city. The houses on their street have small yards. No one has room for a slide. The yards are too small to play ball.

The neighbors wanted to build a park. First, they picked a spot. There was an empty lot on the street. It was the right **type** of place for a park.

Next, the neighbors made drawings of the park. They put in places to play. They put in tables where people could eat. Everyone helped to clean up the lot.

Academic Vocabulary
type noun that names things that are alike in some important way

Characters
Mr. Johnson and Mrs. Silva are characters in this story.

Phonics
Consonant *m* made Short *a* snacks

6



One **group** of neighbors planted grass. Another group helped Mr. Johnson build tables. Mrs. Silva's company gave swings and slides. People helped to set them up. Now Ray's neighborhood has a place for people to play, rest, and eat.

Unlock the Meaning of the Text
Characters The neighbors are characters in this story. Which details in the text tell what the neighbors do?

Academic Vocabulary In the first paragraph above, **group** is a noun that names "a number of people or things together." Name some groups that you are part of.

7

myFocus Reader

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

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

Foundational Skills for Primary Students

Phonological to Phenomenal

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



Sequence of Instruction

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

EARLY

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

BASIC

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

ADVANCED

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

Connected Phonics and Spelling

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

WEEK 1 LESSON 2
READING WORKSHOP FOUNDATIONAL SKILLS

Word Work

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

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


Phonics: Decode and Write Words with Digraphs and Trigraphs

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

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

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

Phonics, p. 137



132 UNIT 2 • WEEK 1

myView Digital

FORMATIVE ASSESSMENT OPTIONS

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

OPTION 2 | Independent Activity Have students draw one or more of the consonant digraph or trigraph words and write a simple sentence about the word.

QUICK CHECK
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.

HIGH-FREQUENCY WORDS
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.

STUDENT INTERACTIVE, p. 15

Phonics: Decode and Write Words with Digraphs and Trigraphs

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

Model Say each picture name. Highlight the digraph or trigraph in each picture name. **Turn, Talk, and Share** Have partners read the words and write a simple sentence about the word.

STUDENT INTERACTIVE, p. 16

Phonics: Decode and Write Words with Digraphs and Trigraphs

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

Model What happens next? Finish the story about Chip and Patch.
Chip and Patch
have fun when they catch.

WEEK 1 LESSON 2
READING-WRITING WORKSHOP BRIDGE

Spelling Spell Words with Digraphs and Trigraphs

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

LESSON 2

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

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

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

SPELLING WORDS

catch	inch
check	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 Review and More Practice Spell Words with Digraphs and Trigraphs

LESSON 5 Assess Understanding

Dictation practice is included in the Student Interactive.


A Systematic Reading Progression

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

DECODABLE STORY FOUNDATIONAL SKILLS

On the Run

Highlight the words with the long o sound.



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


AUDIO
Audio with highlighting

ANNOTATE

23

Decodable Book 5

We Make It



Written by Hugo Delmar
Illustrated by Sandy Brightman

Decodable Reader

Kate Wins the Game

Written by Moira McGinty

21

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

High-Frequency Words
is her the you

Decodable Reader

The Bravest

Written by Ramona Vargas

14

Comparative Endings
braver bravest
taller tallest
smarter smartest

Other Words
know others
live they
move what

105

Decodable Stories (K-1)

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

Decodable Readers (K-3)

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

Megan's Robot Decodable Practice Passage 6B

Syllables V/CV, VC/V

Megan	table	report	major
Texas	river	meters	study
music	lazy	grader	robot
pupil	clever	paper	super
human	silent	bobby	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.

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Purposeful Assessments, Powerful Results

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

Formative Assessments – Daily/Weekly

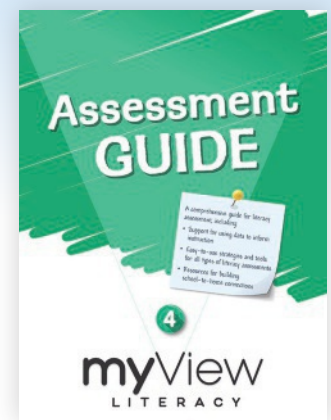
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

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

Summative Assessments – 3x Year

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



Data-Driven Assessment Guide

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

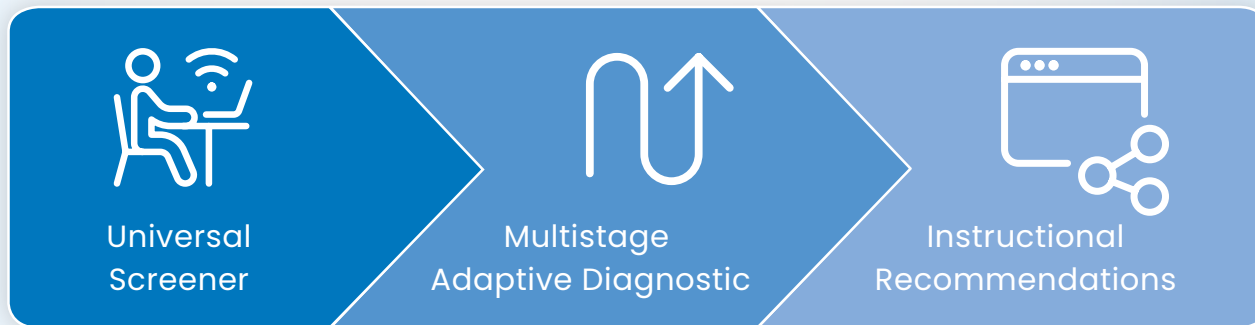
Test Preparation (Grades 2–5)



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

SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

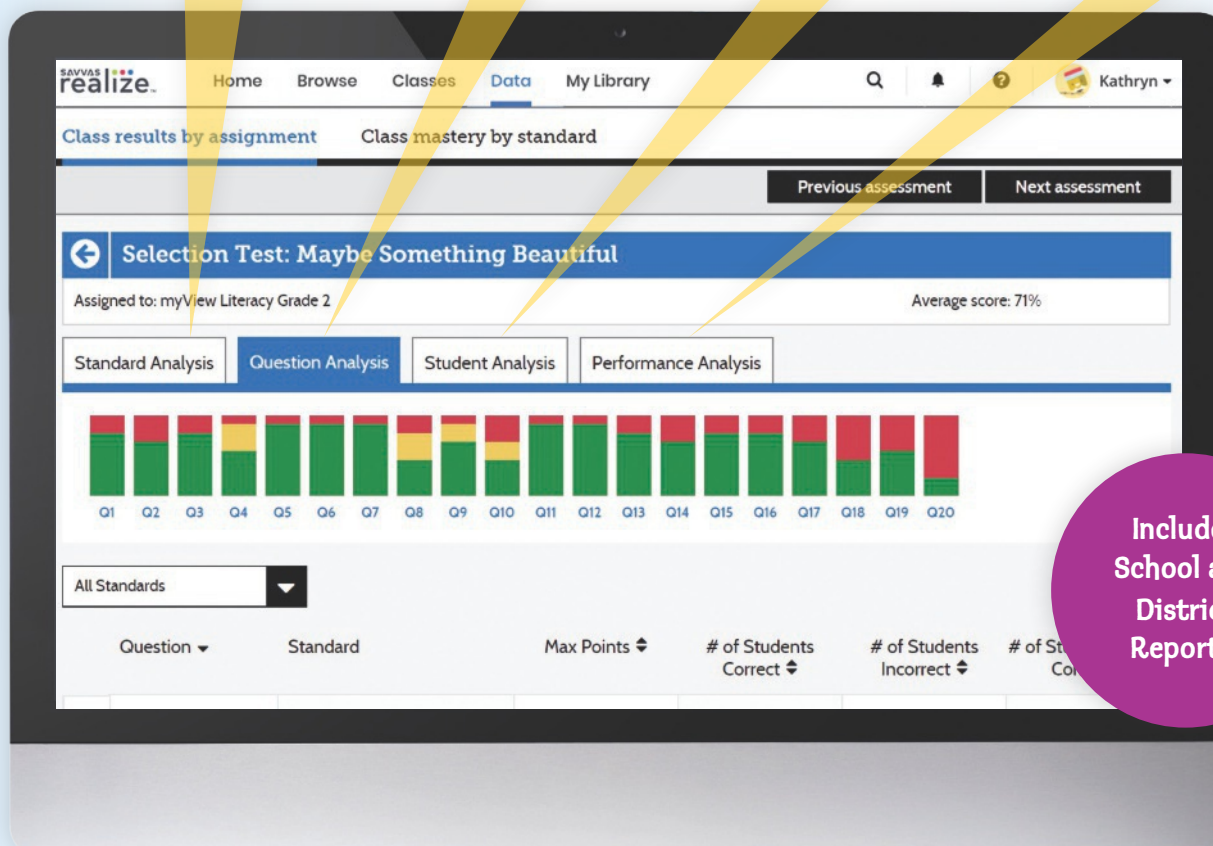
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

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

Includes School and District Reports.

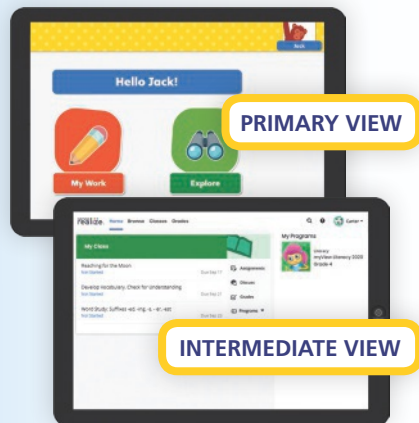
The Digital Difference



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

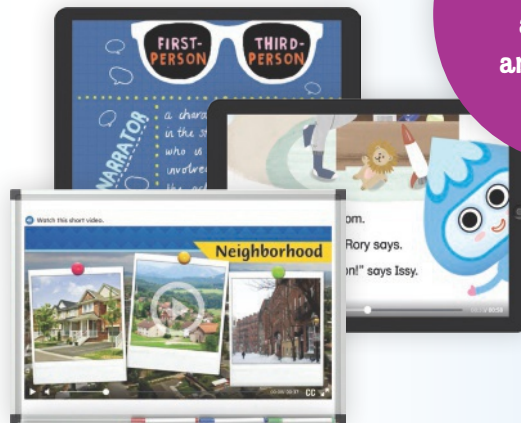
The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

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

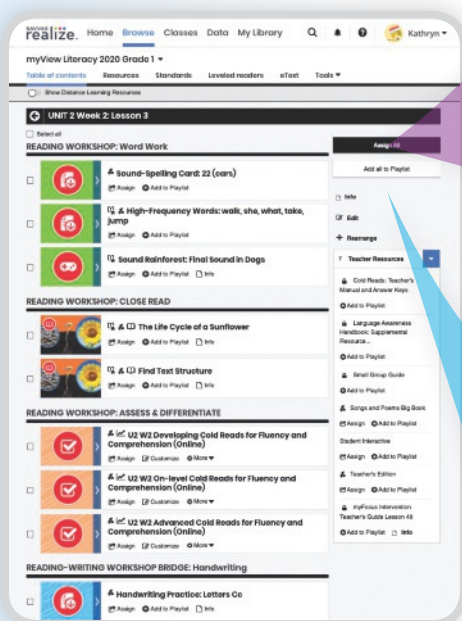


Digital Games

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

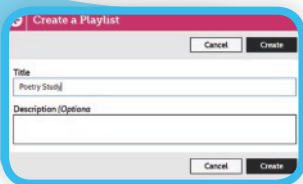
The Teacher Experience

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

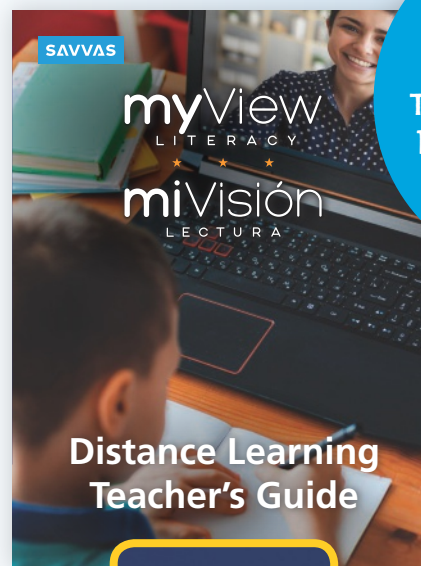


- Upload a file
- Insert a link
- Add a title
- Leave a note for your students
- Add more available content items

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



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



Engaged, Motivated Classrooms

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



Social-Emotional Learning

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



Inclusive and Equitable Instruction

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

Professional Learning and Program Implementation

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



Program Activation

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

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

Jump-start Your Teaching!

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

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



mySavvasTraining.com

Live Instructional Coaching Chat

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

On-Demand Training Library

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

Teacher Webinars

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

UNIT THEME

My Neighborhood

Essential Question

What is a neighborhood?

SAVVAS
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myView
Digital



REALIZE
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



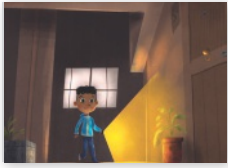
VIDEO



ASSESSMENT



WEEK 1



The Blackout pp. T14–T71
by Zetta Elliott

Realistic Fiction

WEEKLY QUESTION How can neighbors help each other?

WEEK 2



from *Henry on Wheels* pp. T72–T133
by B.B. Bourne

Realistic Fiction

WEEKLY QUESTION What can I see in a neighborhood?

WEEK 3



Look Both Ways! pp. T134–T189
by Janet Klausner

Informational Text

WEEKLY QUESTION How do signs in our neighborhood help us?

WEEK 4



Garden Party and Click, Clack, Click! pp. T190–T251
by Charles R. Smith Jr.; F. Isabel Campoy

Realistic Fiction

WEEKLY QUESTION How can I get to know my neighbors?

WEEK 5



Making a Map pp. T252–T307
by Gary Miller

Procedural Text

WEEKLY QUESTION What does a neighborhood look like?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T436–T469

UNIT THEME

My Neighborhood



WEEK
3

Essential Question

What is a neighborhood?

Look Both Ways!

How do signs in our neighborhood help us?

WEEK
2



from **Henry on Wheels**

What can I see in a neighborhood?



WEEK
1

The Blackout

How can neighbors help each other?





Garden Party and Click, Clack, Click!

How can I get to know my neighbors?

WEEK

4



WEEK

5

Making a Map

What does a neighborhood look like?



Project

WEEK

6



Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about "my neighborhood" in the **WEEK 6 PROJECT: People in My Neighborhood.**

UNIT THEME

My Neighborhood

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Realistic Fiction



The Blackout

Describe characters in realistic fiction to better understand them.

Realistic Fiction



Henry on Wheels

Describe the setting to understand important elements of realistic fiction.

Informational Text



Look Both Ways!

Use text features to find out more information about an informational text.

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing texts through:

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

BOOK CLUB SEL

Neighborhoods Around the World by Traci Sorell

What can we learn about the lives of others by seeing their neighborhoods?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in different types of texts.

Develop literary elements of writing.

Develop the structure of writing.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing texts through:

- Spelling
- Language & Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Talk with others about my neighborhood.

READING WORKSHOP

- Know about different types of fiction and understand their elements.

READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing.

WRITING WORKSHOP

- Learn about books and how to write stories.

WEEK 4

Realistic Fiction



Garden Party and **Click, Clack, Click!**

Describe characters in realistic fiction to better understand them.

Phonological Awareness, Phonics, High-Frequency Words

Bridge reading and writing texts through:

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

Choose Your Book

What is special about neighborhoods?

Apply writer's craft and conventions of language to develop and write different types of texts.

WEEK 5

Procedural Text



Making a Map

Use text features to learn how to perform the task in the procedural text.

Publish, celebrate, and assess different types of writing.

Bridge reading and writing texts through:

- Spelling
- Language & Conventions

WEEK 6

Inquiry and Research



People in My Neighborhood
Research Articles

FOUNDATIONAL SKILLS

Phonological Awareness, Phonics, High-Frequency Words

Project-Based Inquiry

- Generate questions for inquiry
- Research people who work in your neighborhood to find out what they do
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

UNIT 1 SKILLS OVERVIEW

UNIT THEME

My Neighborhood

		WEEK 1 Realistic Fiction		WEEK 2 Realistic Fiction		WEEK 3 Informational Text		
		The Blackout		Henry on Wheels		Look Both Ways!		
		CCSS		CCSS		CCSS		
READING WORKSHOP	Foundational Skills	Phonological Awareness: Medial Sounds; Recognize Alliteration; Segment and Blend Phonemes	RF.1.2.c	Phonological Awareness: Medial Sounds; Recognize Alliteration; Segment and Blend Phonemes	RF.1.2.c	Phonological Awareness: Medial Sounds; Recognize Alliteration; Add Phonemes	RF.1.2; RF.1.2.c	
		Phonics: Short <i>a</i> ; <i>Mm /m/, Ss /s/, Tt /t/</i>	RF.1.3	Phonics: Short <i>i</i> ; <i>Cc /k/, Pp /p/, Nn /n/</i>	RF.1.3; L.1.1.a	Phonics: Short <i>o</i> ; <i>Ff /f/, Bb /b/, Gg /g/</i>	RF.1.3; RF.1.3.b	
		High-Frequency Words: <i>a, l, is, his, see</i>	RF.1.3.g	High-Frequency Words: <i>we, like, the, one, do</i>	RF.1.3.g	High-Frequency Words: <i>look, you, was, by, are</i>	RF.1.3.g	
	Minilesson Bank	Infographic: Neighbor to Neighbor	RI.1.10	Infographic: What Is in a Neighborhood?	RI.1.1; RF.1.3	Diagram: Traffic Signals	RI.1.10	
		Realistic Fiction: <i>The Blackout</i>	RL.1.10	Realistic Fiction: from <i>Henry on Wheels</i>	RL.1.10	Informational Text: <i>Look Both Ways!</i>	RI.1.10	
		Words that Tell About Checking on a Neighbor	L.1.6	Words that Tell What You Can See in a Neighborhood	SL.1.1.b	Words that Tell About Walking in a Neighborhood	L.1.6	
		Describe Characters	RL.1.3	Describe Setting	RL.1.3; RL.1.7	Find Text Features	RI.1.5	
		Use Text Evidence About Characters	RL.1.7	Ask and Answer Questions About Setting	RL.1.1	Use Text Evidence About Text Features	RI.1.7	
		Talk About It: Respond to Realistic Fiction	RL.1.2	Write to Sources: Response to Literature	RL.1.3	Talk About It: Respond to Informational Text	SL.1.1	
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.1.5	Synonyms	L.1.5	Context Clues	L.1.4
		Handwriting	Proper Sitting and Paper Position	L.1.1.a	Proper Pencil Grip and Write Vertical Lines	L.1.1.a	Write Horizontal Lines and Backward Circles	L.1.1.a
		Read Like a Writer/Write for a Reader	First-Person Text	RL.1.6	Word Choice	L.1.5.c	Print Features	RI.1.5
	WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
		Minilesson Bank	Explore Meet the Author	RF.1.1	Explore Where Authors Get Ideas	W.1.5	Explore Features of a Fiction Book	RF.1.1
			Apply Meet the Author	RF.1.1	Apply Where Authors Get Ideas	SL.1.1	Apply Features of a Fiction Book	RF.1.1
			Explore What Good Writers Do	SL.1.1	Explore Digital Tools We Can Use	W.1.6	Explore Features of a Nonfiction Book	RI.1.5
			Apply What Good Writers Do	SL.1.1	Apply Digital Tools We Can Use	W.1.6	Apply Features of a Nonfiction Book	RI.1.5
			Writing Club: Overview	SL.1.1	Digital Tools We Can Use Together	W.1.6	Making and Responding to Suggestions	W.1.5
Spelling		Spell Words with Short <i>a</i>	L.1.2	Spell Short <i>i</i> Words	L.1.2.d	Spell Short <i>o</i> Words	L.1.2.d	
Language & Conventions		Nouns	L.1.1.c	Present Tense Verbs	L.1.1.e	Simple Sentences	SL.1.1	

Essential Question

What is a neighborhood?

WEEK 4

Realistic Fiction

Garden Party and Click, Clack, Click!



CCSS

WEEK 5

Procedural Text

Making a Map



CCSS

WEEK 6

Inquiry and Research

People in My Neighborhood



CCSS

Foundational Skills

Phonological Awareness: Initial Sounds; Final Sounds; Change Phonemes

RF.1.2; RF.1.2.c

Phonics: *Qu, qu /kw/; Vv /v/, Yy /y/, Zz /z/*

RF.1.3

High-Frequency Words: *where, here, for, me, go*

RF.1.3.g

Spelling: Spell Words with *Qu, qu /kw/*

L.1.2.d

Compare Across Texts: "My Neighborhood"

SL.1.6

Inquire: People in My Neighborhood

W.1.7

Leveled Research Articles

RF.1.4.a

Academic Words

L.1.6

Explore and Plan: Introduce Informational Text

RI.1.2

Conduct Research: Use Print Sources

W.1.8

Collaborate and Discuss: Analyze a Student Model

W.1.8

Identify Relevant Sources

W.1.8

Extend Research: Incorporate Media

SL.1.5

Revise and Edit

SL.1.5

Celebrate and Reflect

W.1.8; SL.1.5

Writer's Craft

Publish, Celebrate, and Assess

Explore Adding Details to Illustrations

SL.1.5

Choose a Book to Publish

W.1.5

Apply Adding Details to Illustrations

SL.1.5

Edit for Illustrations and Words

W.1.5

Explore Adding Details to Words

W.1.5

Prepare for Celebration

W.1.5

Apply Adding Details to Words

W.1.5; L.1.1.i

How to Celebrate

SL.1.1.a

Asking and Answering Questions

SL.1.1.c; W.1.5

Assessment

SL.1.1

Spell Words with Short e

L.1.2.d

Spell Words with Short u

L.1.2.d

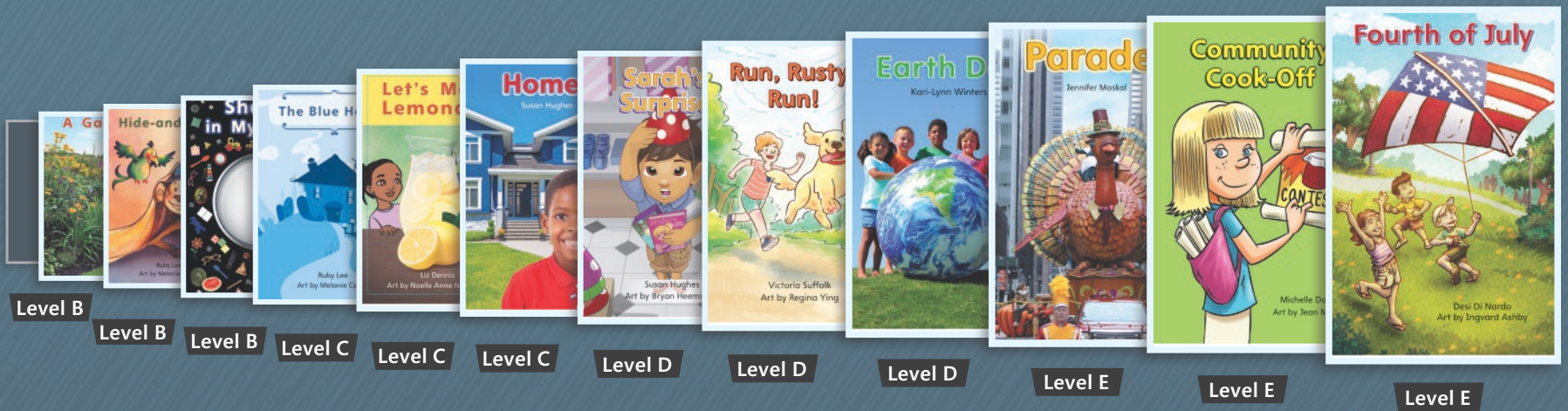
Adjectives and Articles

L.1.1.f

Sentences with Nouns, Verbs, and Adjectives

L.1.1; L.1.1.f

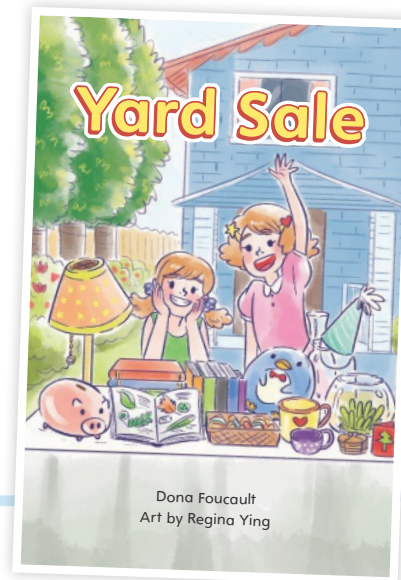
UNIT 1 LEVELED READERS LIBRARY



LEVEL B

Leveled Readers for Unit 1

- Unit 1 guided reading levels range from Level B through I.
- Readers align to the unit theme, My Neighborhood, and to the unit Spotlight Genre, Realistic Fiction.
- 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 1 Leveled Library

- A range of levels from Level B through I
- Rich variety of genres, including fiction, nonfiction, fantasy, narrative nonfiction, informational texts, and more
- Text structures and features aligned to the continuum of text levels
- Leveled Reader Search functionality in SavvasRealize.com





Teaching Support

See the Leveled Reader Teacher's Guide for

Guided Reading

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

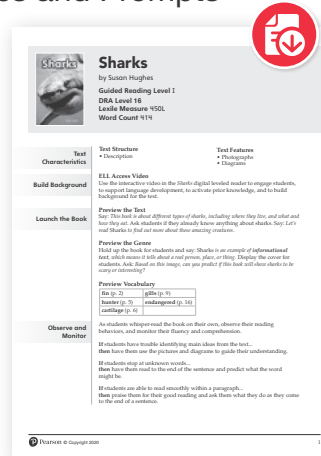
Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

- Prompts for responding to text

LEVELED READER TEACHER'S GUIDE



See the Small Group Guide for

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



SMALL GROUP GUIDE

My Neighborhood

OBJECTIVES

With prompting and support, read prose and poetry of appropriate complexity for grade 1.


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

Recognize characteristics of multimedia and digital texts.

Identify the locations of places in the neighborhood and community.

Essential Question

Introduce the Essential Question for Unit 1: *What is a neighborhood?* Tell students they will read many texts to learn about the things that you can see and do in a neighborhood. Explain that reading texts in a variety of genres is important because each author gives different information.

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 sound and pictures as they watch “Welcome to My Neighborhood.” 

TURN, TALK, AND SHARE Tell partners to discuss what they can see in a neighborhood. Use the following questions to guide their discussions.

- What did you learn from the sounds in the video?
- What did you learn from the pictures?

STUDENT INTERACTIVE, pp. 6-7

ELL Targeted Support Prior Knowledge Play the video “Welcome to My Neighborhood.”

Focus on words and facts in the video. Ask simple specific questions. **EMERGING**

Begin by asking students what words they know that relate to what is in a neighborhood and then move on to facts in the video. **DEVELOPING**

Independent Reading

Self-Select Texts Read aloud p. 8 in the *Student Interactive*. Then have students:

- Use the chart to self-select texts to read independently. Explain that students should establish, or set, a purpose for reading. A purpose is a reason to read the text.
- Record the time they spend independently interacting with text in the Reading Log on p. 9 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 8-9

UNIT 1 INDEPENDENT READING Read Together

Independent Reading

In this unit, you will read books with your teacher. You will also select, or choose, books to read on your own.

How to Find a Just-Right Book:

Select a book. Open to any page. Start reading.

Put one finger up for each word you do not know. Use the chart below.

0-1	The book is too easy.
2-3	The book is just right.
4	The book is okay to try.
5 or more	The book is too hard.

Should you read the book? Yes No

Read Together

My Reading Log

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

You may wish to use a Reader's Notebook to record and respond to your reading.

UNIT 1

INTRODUCE THE UNIT

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- group : *grupo*
- type : *tipo*

Word Wall

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

Unit Goals

- Read aloud the bulleted list of goals on p. 10 in the *Student Interactive*.
- **My TURN** Have students color the “thumbs up” if they feel they have already accomplished the goal, or the “thumbs down” if they think they have more to learn.

Students will revisit this page in Week 6.

Academic Vocabulary

Oral Vocabulary Routine Academic vocabulary is language used to talk about ideas. Explain that as students work through the unit, they will learn and use these academic words to talk about neighborhoods. Read the paragraph aloud on p. 11 in the *Student Interactive*. Then use the **EXPAND** and **ASK** questions for each word. Have students respond, or say something in reply to someone else, using the newly acquired Academic Vocabulary as appropriate.

Expand: A pencil is a **type** of writing tool.

Ask: What **types** of books do you like to read?

Expand: You and your classmates are an example of a **group**.

Ask: What is another **group** you are a part of?

Expand: To **settle** in a place means to begin living there.

Ask: If you could live anywhere in the world, where would you **settle**?

Expand: A box of crayons has **various** colors.

Ask: What are some of the **various** shapes you see in the classroom?

My TURN Have students complete the chart on p. 11 in the *Student Interactive*.



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

“Generative vocabulary strategies can help students build their skills with rare vocabulary. ‘Generative’ refers to the way students can apply knowledge of how words work—morphologically and conceptually—when encountering new words. In *myView*, words are taught as networks of ideas rather than as single, unrelated words. Studying words in conceptual groupings enables students to learn more words while reading.”

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

ELL Targeted Support Use Academic Language Use the oral vocabulary routine to help students build on what is in a neighborhood and internalize new academic language.


Use the Language Transfer note to internalize the meanings of the two academic words. Have students repeat the words after you. **EMERGING**

Use sentence stems to help students compose short, meaningful phrases that include one of the academic words. Then have students read their phrases aloud. **DEVELOPING**

Have student pairs ask and answer three of the “ask” questions with their partner. Have students use and reuse the academic words in their answers. **EXPANDING**


Have student pairs take turns asking and answering the “ask” questions from the oral vocabulary routine. Then challenge student pairs to write a sentence that shows how one of the words would be used in another subject area. **BRIDGING**


STUDENT INTERACTIVE, pp. 10-11



UNIT 1

INTRODUCTION














Unit Goals

In this unit, you will

- read realistic fiction
- write a story
- learn about neighborhoods




MY TURN Color the pictures to answer.

I can read realistic fiction.		
I can make and use words to read and write realistic fiction.		
I can write a story.		
I understand what a neighborhood is.		

Academic Vocabulary

type
group
settle
various

In this unit, you will learn about **various types** of neighborhoods where **groups** of people live. These people choose to **settle** in a neighborhood.



MY TURN Complete the chart with a check mark.

	I know the word	I don't know the word
type		
group		
settle		
various		

10

11

UNIT 1 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 realistic fiction.
- I can make and use words to read and write realistic fiction.
- I can write a story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

RL.1.10, RF.1.2.c, W.1.5, SL.1.2, L.1.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T18–T19
 - » Phonological Awareness: Medial /a/
 - » Phonics: Decode Words with Short a
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “Trash on the Trail” T22–T23
- Realistic Fiction T24–T25
 - ☑ Quick Check T25

READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Proper Sitting Position T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T31
- Strategy, Intervention, 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

- Launching Writing Workshop T318–T319
 - » Explore Meet the Author
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T319
- Conferences T316

WRITING BRIDGE

- Spelling: Spell Words with Short a T320
 - ☑ Assess Prior Knowledge T320
- Language & Conventions: Review: Nouns T321

LESSON 2

RL.1.2, RF.1.2.a, W.1.5, SL.1.2, L.1.1.b

READING WORKSHOP

FOUNDATIONAL SKILLS

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

SHARED READ

- Introduce the Text T34–T41
 - » Preview Vocabulary
 - » Read: *The Blackout*
- Respond and Analyze T42–T43
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T43
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T45
- Independent Reading T47
- Literacy Activities T47

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T322–T323
 - » Apply Meet the Author
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T323
- Conferences T316

WRITING BRIDGE

- Spelling: Teach Spell Words with Short a T324
- Language & Conventions: Oral Language: Nouns T325

LESSON 3

RL.1.3, RF.1.2.c, W.1.5,
L.1.1.b

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T48–T49
 - » Phonological Awareness: Recognize Alliteration
 - » Phonics: Decode Words with Initial and Final Consonants *Mm, Ss, Tt*
 - » High-Frequency Words

CLOSE READ

- Describe a Character T50–T51
- Close Read: *The Blackout*
 - ✔ **Quick Check** T51

READING BRIDGE

- Read Like a Writer, Write for a Reader: First-Person Text T52–T53
- Handwriting: Proper Paper Position T52–T53

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T55
- Literacy Activities T55
- Partner Reading T55

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T326–T327
 - » Explore What Good Writers Do
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T327
- Conferences T316

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Short *a* T328
- Language & Conventions: Teach Nouns T329

LESSON 4

RL.1.7, RF.1.4, W.1.3,
L.1.1.b

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T56–T57
 - » Phonics: Decode and Write Words with Short *a* and Consonants *Mm, Ss, Tt*
 - ✔ **Quick Check** T57
 - » Decodable Story: Read *At a Mat* T58–T59

CLOSE READ

- Use Text Evidence T60–T61
- Close Read: *The Blackout*
 - ✔ **Quick Check** T61

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T330–T331
 - » Apply What Good Writers Do
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T331
- Conferences T316

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review: Spell Words with Short *a* T332
- Language & Conventions: Practice Nouns T333

LESSON 5

RL.1.2, RF.1.2.b, W.1.5,
SL.1.1.b, L.1.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T66–T67
 - » Phonological Awareness: Segment and Blend Phonemes
 - » Phonics: Review: *Aa, Mm, Ss, Tt*
 - » High-Frequency Words

COMPARE TEXTS

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

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T71
- Literary Activities T71

BOOK CLUB T71 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T334
 - » Writing Club: Overview
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T334–T335 **SEL**
- Conferences T316

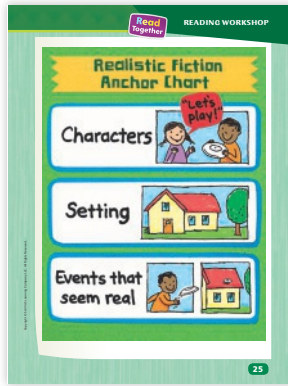
WRITING BRIDGE

- Spelling: Spell Words with Short *a* T336
 - ✔ **Assess Understanding** T336
- Language & Conventions: Standards Practice T337

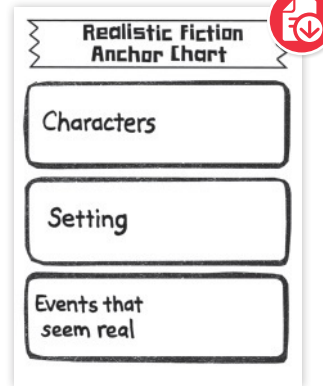
Materials



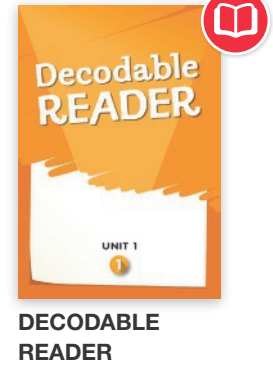
INFOGRAPHIC
"Neighbor to Neighbor"



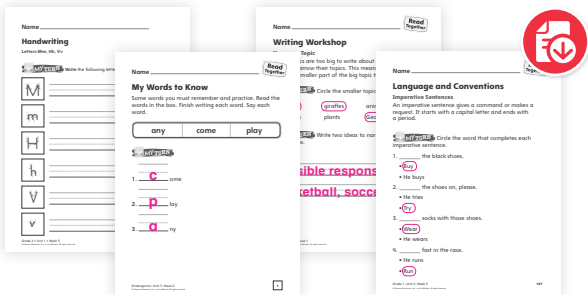
READING ANCHOR CHART
Realistic Fiction



EDITABLE ANCHOR CHART
Realistic Fiction



DECODABLE READER



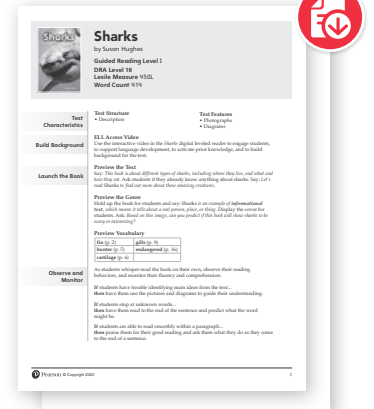
RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



Leveled Readers



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

a
I
his
is
see

Develop Vocabulary

check
listen
mutters
quiet

Spelling Words

am
at
mat
sat
I
see

Unit Academic Vocabulary

group
settle
type
various

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Ask and answer questions about key details in a text read aloud or presented through multimedia.
Use appropriate reading strategies to listen to a text read aloud or presented through multimedia.
Recall and describe many elements of a text read aloud or presented through multimedia.

FLUENCY
After completing the Read Aloud Routine, students should be able to read the text aloud with accuracy and fluency.
Use appropriate reading strategies to listen to a text read aloud or presented through multimedia.
Recall and describe many elements of a text read aloud or presented through multimedia.

ELL Language Transfer
Support students in transferring skills from their first language to English.
• Listen to the text read aloud.
• Listen to the text read aloud.
• Listen to the text read aloud.

Read Aloud
Tell students that you are going to read about a realistic fiction text. Have students listen as you read. "Read on the Trail," tell students to be active listeners by looking at you and reacting about what makes the characters and their actions seem real. Have students ask and answer questions about the key details.

START-UP
READ-ALOUD ROUTINE
Purpose Have students listen actively for elements of realistic fiction.
Skills Listen to a text read aloud with an emphasis for the "Trash Aloud" portion.
READ In the text read aloud, listening to read "Trash Aloud" portion related to the genre.

Trash on the Trail
Sam and Jessica take their bikes on their favorite trail in their neighborhood. They notice a lot of trash. They see paper, plastic cups, and soda cans.
"The trail would be much nicer if people would not litter," says Jessica.
"Maybe we should clean up the trail?" asks Sam.
"That's a really good idea," Jessica says excitedly.
"Everyone would enjoy the trail more if it did not have litter everywhere."
"It will go faster if we have help," says Sam.
Many neighborhood kids come to the trail the next day.

READ ALOUD
"Trash on the Trail"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud
• Invite students to look about their independent reading level.
• Support students' comprehension.
• Invite students to read language development.
• Provide an opportunity to build fluency and improve reading.
• Foster a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the class.
• Determine the teaching point.
• Write the key points of the story.
• Write open-ended questions and include "Think Aloud" as you read, and place in the book at the points where you plan to stop to think with students.
• Prepare a list of key vocabulary words for the text.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the key questions or themes of the story.
• Point out interesting words or phrases.
• Ask about background knowledge and any background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to do all reading or reading part for part of the text and apply "Think Aloud" and open-ended questions for a longer time into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use "Think Aloud" to model strategies and invite students to use it to monitor comprehension and correct reading when they read.
• Help students draw connections to their own experiences, text they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support student comprehension by reading the text or key part of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

Finals Teaching Points
• Monitor the story.
• Monitor the characters.
• Monitor the teaching point.
• Monitor the theme.
• Monitor the genre.
• Monitor the author/illustrator.

INTERACTIVE READ ALOUD
LESSON PLAN GUIDE

SHARED READ
The Blackout

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T474-T479

Mentor STACK

Writing Workshop T315

LITERACY STATIONS

SCOUT

Assessment Options for the Week

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

ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate phonological awareness.

Demonstrate and apply phonetic knowledge.



Sound-Spelling Card 1

FOUNDATIONAL SKILLS EXTENSION

See p. T40 for a high-frequency word extension activity that can be used as the text is read.

Phonological Awareness: Medial /a/

SEE AND SAY Point to the picture of the *cat* on p. 14 in the *Student Interactive*. Tell students to watch you and listen. As you say each sound in the word *cat*, hold up your index, middle, and ring fingers to indicate the number of sounds. Repeat the sounds in the word *cat* several times: /k/ /a/ /t/. Then repeat the activity with the pictures for *hat* and *fan*. Say: **Each picture name has different sounds. What sound do you hear in the middle of each picture name?**

PRACTICE Say: **Listen carefully as I say the sounds in *pad*: /p/ /a/ /d/.** Extend your pronunciation of the medial /a/ sound. **Now repeat the sounds in *pad* with me: /p/ /a/ /d/.** **What sound do you hear in the middle of the word *pad*? Yes! It is the sound /a/.** Keep practicing the medial a sound with the following words: *cab*, *sad*, *mad*, *tap*. Say the sounds and have students repeat the sounds.

Phonics: Decode Short a

Minilesson

FOCUS Use Sound-Spelling Card 1 (*astronaut*) to introduce how to spell the short a sound. Tell students that the sound /a/ at the beginning of *astronaut* is spelled a.

MODEL AND PRACTICE Say: **This is a picture of an *astronaut*. *Astronaut* begins with the sound /a/. Listen: /a/ (pause) /a/ (pause) /a/ (pause) *astronaut*. Say the sound with me.** Have students say the sound several times. Then ask: **What sound does *astronaut* begin with?** Elicit responses. **Good job! Point to the Aa at the top of the card. The sound /a/ is called the short a sound and is spelled with the letter a. What letter spells the short a sound? That's right, the letter a.**

APPLY MyTURN Direct students to the bottom of p. 14 in the *Student Interactive*. Have them practice saying each picture name. Tell them to listen to the middle sound in each picture name. If they hear the sound /a/, they should write the letter a on the line.



ELL Targeted Support Short a Words Help students learn relationships between sounds and letters of English. Write and say /a/ and have students repeat vocalizing the short a. Point to the pictures on the top of p. 14 in the *Student Interactive* and slowly say each word.

Repeat each picture name, and have each student point to the picture and say the word. **EMERGING**

With a partner, have students make a list of other words that have a short a sound and practice saying those words. **DEVELOPING**

Ask students to think of other words that have a short a sound. Have them think of a sentence with that word to share with a partner.

EXPANDING/BRIDGING

HIGH-FREQUENCY WORDS



Write the high-frequency words *a, I, is, his, see* on index cards or sticky notes. Display the words.

- Point to each word as you read it.
- Then spell the word and read it again. (Tell students that the word *I* must always be capitalized.)

a

his

I

see

is

STUDENT INTERACTIVE, p. 14

PHONOLOGICAL AWARENESS | PHONICS

Read
Together

Middle Sounds

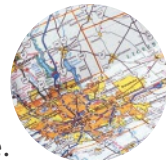
SEE and SAY Every word has at least one vowel sound. Say each picture name. Listen to the middle sound. Then say the middle sound.



Students should say *cat, hat, fan*, and then short *a*.

Short a

Short *a* is often spelled *a*, as in *map*.



MY TURN Say each picture name.

Write *a* if the word has the short *a* sound.

Tell students the images represent *bat, can, dog*.



a

a

Interact with Sources

OBJECTIVES

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Generate questions for formal and informal inquiry with adult assistance.

Obtain information about a topic using a variety of valid visual sources such as pictures, symbols, electronic media, maps, literature, and artifacts.

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 types of helping can you do in a group?](#) [How are these various activities alike and different?](#)

- type
- group
- settle
- various



Songs and Poems Big Book
See the *Songs and Poems Big Book* for selections that relate to the unit's theme. Share the songs and poems with students throughout the unit.

Explore the Infographic

Remind students of the Essential Question for Unit 1: *What is a neighborhood?* Point out and read the Week 1 Question: *How can neighbors help each other?*

Have students follow along in their *Student Interactive*, pp. 12–13, as you read aloud “Neighbor to Neighbor.” Then organize students into small groups and have them use the pictures to share information about how neighbors help each other. During the group discussions, encourage students to ask questions to clear up any confusion about the topic of the infographic.

Display the following statements as ideas groups might discuss:

- There are ways of helping that help one person or family.
- There are ways of helping that help a whole neighborhood.

Then ask: [What can you notice by looking at different ways of helping?](#) Guide students to go back to the infographic. Then have each group reach a consensus on an answer and choose a representative to share the group's answer with the class.

TURN, TALK, AND SHARE Assist students by explaining that when readers ask questions for informal inquiry, they often want to learn more about topics they find interesting. Then have students turn to a partner and start an informal inquiry by generating questions about the information in the infographic on pp. 12–13 in the *Student Interactive*. Provide assistance as needed. Tell students to speak clearly and to take turns speaking.

WEEKLY QUESTION Point out the Weekly Question: *How can neighbors help each other?* Tell students that creating little libraries, making placemats for healthy foods that neighbors receive, and training animals to help others are just a few ways neighbors can help each other. Students will read more about being helpful neighbors this week.

ELL Targeted Support Map the Concept Draw a concept web graphic organizer on the board with “How do neighbors help each other?” in the center circle.

Ask students leading questions about each visual. Invite students to summarize each visual in a word or two. Write these in circles around the center circle. **EMERGING**

Have students recreate the graphic organizer on their own paper and write answers to summarize each section of the infographic. Help them formulate answers by providing the sentence frame *Neighbors help each other when they ___*. **DEVELOPING**

Have students draw the graphic organizer on their own paper and write answers to summarize each section of the infographic. Then have students give a reason why each of the answers they wrote is an example of helping. **EXPANDING**

Ask students to help you complete the graphic organizer by explaining the different types of helping pictured in the infographic. Challenge students to add additional examples from their own knowledge or experiences of neighbors helping neighbors. Invite volunteers to share their ideas with the group. **BRIDGING**

STUDENT INTERACTIVE, pp. 12-13

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

Weekly Question

WEEK 1

Neighbor to Neighbor

TURN and TALK Sometimes we want to learn more about interesting topics, so we ask questions for informal inquiry. What questions do you have about the information here?

Little Libraries

Some neighborhoods have free outdoor libraries. Anyone can borrow a book from the box.



Colorful Meals

Some neighbors help people get healthy food. Children make colorful placemats.



Furry Friends

Some dogs sit with children who are learning to read. You can train your dog to help too!



12

13

Listening Comprehension

OBJECTIVES

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

FLUENCY

After completing the Read-Aloud Routine, model reading aloud a short section of “Trash on the Trail” that includes dialogue. Explain that fluent readers read with prosody, or expression. They read dialogue in a way that reflects characters’ emotions. As students read *The Blackout*, they should practice reading with expression.

THINK ALOUD Analyze **Realistic Fiction** After rereading the first paragraph, say, *I read about Sam and Jessica. They find trash on the bike trail. I might find trash on a bike trail in real life. This story tells about something that could happen in real life. So, I can tell this is realistic fiction.*

ELL Language Transfer

Cognates Point out the Spanish cognates in “Trash on the Trail”:

- notice : *notar*
- plastic : *plástico*
- idea : *idea*

Read Aloud

Tell students that you are going to read aloud a realistic fiction text. Have students listen as you read “Trash on the Trail.” Tell students to be active listeners by looking at you and thinking about what makes the characters and their actions seem real. Have students ask and answer questions about the key details.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of realistic fiction.

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

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

Trash on the Trail

Sam and Jessica ride their bikes on their favorite trail in their neighborhood. They notice a lot of trash. They see paper, plastic cups, and soda cans.

“The trail would be much nicer if people would not litter,” says Jessica.

“Maybe we should clean up the trail?” asks Sam.

“That’s a really good idea!” Jessica says excitedly.

“Everyone would enjoy the trail more if it did not have litter everywhere.”

“It will go faster if we have help,” says Sam.

Many neighborhood kids come to the trail the next day.



“Trash on the Trail,” continued

“This is great! All of the neighbors are helping to clean up!” Jessica says happily.

It doesn’t take long for the trail to become litter-free.

“I’m so happy we all pitched in to make the trail so clean!” Jessica says.

THINK ALOUD Analyze **Realistic Fiction** After you read the seventh paragraph, say, Jessica’s words make her sound like a real person who is excited about something. When I read realistic fiction, I read about characters, or people in a story, who say and do things that seem real.

ELL Targeted Support Describe Characters Point out the words *excitedly* in the fourth paragraph and *happily* in the seventh paragraph. Explain that these vocabulary words describe the way Jessica is feeling.

Read aloud Jessica’s words, conveying her feelings. Ask students to act excited. Then ask them to act happy. **EMERGING/DEVELOPING**

Discuss how Jessica feels in the story. Ask students to write about or draw how she feels. Invite students to share their drawings or sentences with the class. **EXPANDING/BRIDGING**

WRAP-UP

Jessica	
What she says	What she does

Ask students: *What did you learn about the character Jessica in this text?* Use a T-chart to record student responses. Explain that a character’s actions and words are details that help readers better understand a story.

FLEXIBLE OPTION

INTERACTIVE Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction.

OBJECTIVE

Describe the main character(s) and the reason(s) for their actions.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about realistic fiction.

- characters
- setting
- events

FLEXIBLE OPTION

ANCHOR CHARTS

To make your own anchor chart to go with this lesson, begin with the genre, realistic fiction.

- Have students talk about what realistic fiction is.
- Have them suggest headings and graphics.
- Add to the anchor chart as students learn about the genre.

Minilesson

FOCUS ON STRATEGIES A realistic fiction text is a made-up story that could happen in real life. Realistic fiction has characters. Characters are the people in the story. Realistic fiction also has a setting and events that are or seem real.

- Examine the characters. Do they seem like people you might know?
- Think about the setting. Does the place seem like somewhere you could go in real life?
- What happens in the story? Do the events seem like they could really happen?

MODEL AND PRACTICE Read the model “Game Over” on p. 24 of the *Student Interactive* with students. Then model how you can tell it is realistic fiction. **Max and Jan are the two people in the story “Game Over.” I can tell that they like to play together. They act like other children that I know. Just as they start to play, Max throws the toy up and it gets stuck. That seems like something that could really happen. Even though the story is made-up, it has characters and actions that seem real. I can tell that “Game Over” is realistic fiction.** Then read the Anchor Chart on p. 25 together.

ELL Targeted Support Describe Characters Help students use details to talk about the characters in “Game Over.”

Reread and explain vocabulary as needed. Provide sentence frames and have students work in pairs to talk about the characters: *There are ____ people in the story. Their names are ____ and _____. They like _____.*

EMERGING/DEVELOPING

Have student pairs take turns reading “Game Over.” Then ask students to tell who Max and Jan are and what they do. Have students share their descriptions with the class. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 TURN, TALK, AND SHARE Have students turn and talk with a partner about the realistic fiction text “Game Over” on p. 24 of the *Student Interactive*. Students should identify the characters and discuss what makes the characters seem real.

OPTION 2 Use Independent Text Have students look at and read realistic fiction texts during independent reading. Prompt them to take notes on the characters they read about and the text and pictures that make these characters seem real.

QUICK CHECK

Notice and Assess Can students identify the elements of realistic fiction?

Decide

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

STUDENT INTERACTIVE, pp. 24–25

GENRE: REALISTIC FICTION

Read Together

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

Realistic fiction is a made-up story that could happen in real life. It has characters, or the people in the story.

Game Over

Characters → Jan asks Max to play.
Max runs out with his toy.
“What a throw!” Jan says.
“Oh no!” says Max.
“The toy is on the roof!”

Read Together

READING WORKSHOP

Realistic Fiction Anchor Chart

Characters “Let’s play!”

Setting

Events that seem real

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25

Academic Vocabulary

LEARNING GOAL

I can make and use words to read and write realistic fiction.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Demonstrate understanding of word relationships and nuances in word meanings.

ELL Language Transfer

Cognates Say the Academic Vocabulary words for the unit. Ask Spanish speakers if they sound like words from their own language. Explain that students can enhance and confirm understanding of spoken language using cognates. Point out the Spanish cognates related to the Academic Vocabulary in this unit:

- type : *tipo*
- group : *grupo*
- various : *varios*

Related Words

Minilesson

FOCUS ON STRATEGIES Remind students of the Academic Vocabulary for the unit: *type*, *group*, *settle*, and *various*. Explain that related words are words that have one word part that is the same but also might have a different ending.

- Look for words that start with the same groups of letters as the vocabulary words you are learning.
- Then look to see what is different about the word. It might have a different ending.

MODEL AND PRACTICE Model an example: *We are learning the word settle in this unit. But I found the word settled. Settled has the same first six letters as settle. That makes them related words. They begin the same way but have a different ending.*

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Proper Sitting Position

FOCUS Tell students that there is a proper way to sit at their desks when they write.

MODEL Model a sitting position that enables you to write properly and without strain. Show how sitting up straight and resting one's arms on a desk or table are ways to get ready to write. Work with students to explain and help them to achieve a healthy, proper sitting position for writing at a desk.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 43 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 43

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write realistic fiction. **My Learning Goal**

Academic Vocabulary
Related words can have the same word part.

MY TURN Write each word from the box with its related word.

type	group	settle	various
settled	grouped		
settle	group		
typical	variety		
type	various		

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PRACTICE Have students use *Handwriting* p. 19 in the *Resource Download Center* to see and practice a proper sitting position for handwriting at a desk or table.

Name _____ **Read Together**

Handwriting
Proper Sitting Position
Sitting correctly when you are writing is important. It helps you write better.

Follow these steps:

1. Sit straight in your chair.
2. Lean your shoulders forward slightly.
3. Sit with your feet flat on the floor.



Grade 1 • Unit 1 • Week 1
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Handwriting, p. 19

Matching Texts to Learning

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



LEVEL C

Genre Realistic Fiction

Text Elements

- Prepositional phrases
- Three lines of text per page

Text Structure

- Chronological



LEVEL C

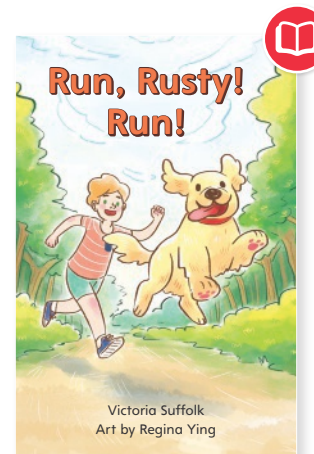
Genre Fantasy

Text Elements

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

Text Structure

- Repetitive structure



LEVEL D

Genre Realistic Fiction

Text Elements

- Simple dialogue
- Some sentences go to next line

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

- How can you tell this book is realistic fiction?
- How are the characters in the story like people you know?
- Are the events of the story similar to something that has happened to you?

Develop Vocabulary

- What clue helps you understand the meaning of the word ___? What does the word mean?
- What does the word ___ tell us about the character?
- What is a new or interesting word the author used?

Describe a Character

- What does the character do?
- How does the character feel? How can you tell?
- What do the character's words tell you about him or her?



LEVEL H

Genre Narrative Nonfiction**Text Elements**

- Complex spelling patterns
- Four to eight lines of text per page

Text Structure

- Compare and contrast



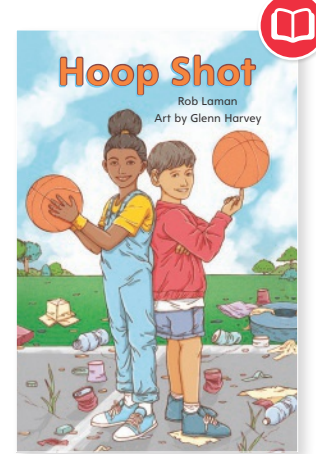
LEVEL H

Genre Realistic Fiction**Text Elements**

- Easy compound words
- Four to eight lines of text per page

Text Structure

- Chronological



LEVEL I

Genre Realistic Fiction**Text Elements**

- Many two- to three-syllable words
- Three to eight lines of text per page

Text Structure

- Chronological

Use Text Evidence

- What words in the story give you clues about the character's feelings?
- Where in the text do you learn about what the character looks like or how he or she acts?
- How do the character's words help you understand what he or she is like?

Compare Texts

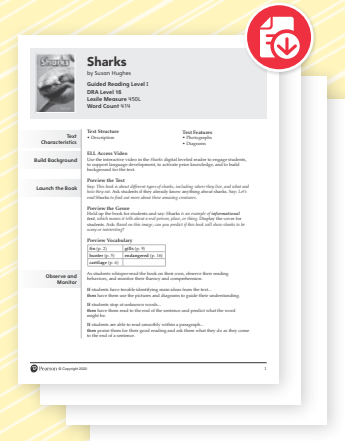
- What connections can you make to another book or story?
- What do different authors do to make the characters more interesting or realistic?

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](https://www.savvasrealize.com).



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

Teacher-Led Options

Strategy Group



IDENTIFY REALISTIC FICTION

Teaching Point Today I want to teach you how to find out if a text is realistic fiction. The words and pictures in the text tell readers if the story is realistic. Discuss the elements of realistic fiction using the model text “Game Over” on p. 24 of the *Student Interactive* and the pictures—which illustrate the characters, setting, and events in “Game Over”—on the Anchor Chart on p. 25.

ELL Targeted Support

Ask students leading questions about whether the illustrations from the Anchor Chart show people, things, and events that could be real.

EMERGING

Ask students to work with a partner to review “Game Over” to decide if it is a realistic story. Have students share their answers with the class. **DEVELOPING**

Ask students to reread the text and finish this sentence starter: “Game Over” is a realistic story because it _____. **EXPANDING/BRIDGING**



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

Intervention Activity



GENRE: FICTION

Use Lesson 39 in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing fiction.

LEVEL B • READ

Lesson 39 Genre: Fiction

DIRECTIONS Follow along as your teacher reads aloud “The Green Kite” and “The Stubborn Horse.” Look at the pictures.

The Green Kite

It was summer. Tom was at the park with his pal Max. Tom had a new green kite.

“We can have fun with my kite,” Tom said. Tom got the kite up. It was fun to fly his kite. He could see his kite up in the sky.

“Now you try, Max,” said Tom. He gave the kite to Max. Max got the kite up, but then he let go of the string. The kite went up, up, up. Soon it was a dot of green. The kite went way up over the park.

“How can we find my kite?” said Tom. He was sad.


“Let me take a look under this bush,” said Max. He had a look.

“Do you see the kite?” Tom said. Max did find a bug, but he did not find the kite.

Max said, “We can take a look over at the lake.” They did find a duck, but they did not find the kite.

Then Tom saw a boy on a bike. The boy had a green kite. “Is this your kite?” said the boy. “It was in a tree over there in the park.”

“Yes!” said Tom. “That kite is mine. Thank you!”



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On-Level and Advanced



INQUIRY

Question and Investigate Have students generate a question about neighbors helping each other from the infographic on *Student Interactive* pp. 12–13. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 62–66 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to explain why the book they are reading is realistic fiction.

Possible Conference Prompts

- Do the book’s illustrations give you any clues about whether the story is realistic?
- How are the characters realistic?

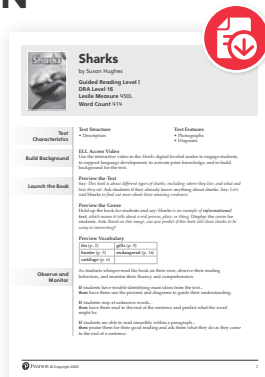
Possible Teaching Point Readers can decide if a story is realistic by looking at the illustrations and asking themselves, “Is this something that could happen in real life?”

Leveled Readers



IDENTIFY REALISTIC FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to find the elements of realistic fiction, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they like about the realistic fiction texts they are reading. Ask them what makes the story realistic fiction.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- reread and listen to “Neighbor to Neighbor.”
- begin reading their Book Club text.

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on p. 25 in the *Student Interactive* and tell a partner the characters, setting, and events of a realistic fiction text they are reading.

BOOK CLUB



See Book Club pp. T474–T479 for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Neighborhoods Around the World*.

Word Work

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Identify and read common high-frequency words.



Picture Cards

ADDITIONAL PRACTICE

For additional student practice with short *a*, use *Phonics* p. 1 from the *Resource Download Center*.

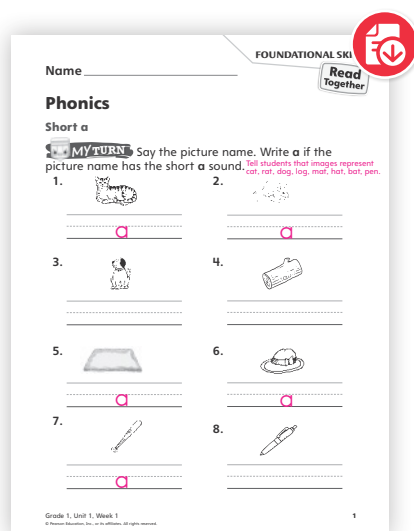
Phonics: Decode Short *a*

Minilesson

FOCUS Tell students that the short *a* sound is spelled *a*. The sound /*a*/ can be at the beginning or middle of a word.

MODEL AND PRACTICE Practice spelling the short *a* sound. Hold up the *cat* Picture Card. Say: *What does this picture show?* Elicit a response. *Yes, this is a picture of a cat.* Say *cat* again, and have students repeat the word after you. Remember to stretch out the sound /*a*/ as before. Write the letters *c* and *t* separated by a space on the board. Then say: *What is the middle sound in cat?* *Yes, /a/.* *What letter spells the sound /a/?* Elicit a response from students. Say: *Yes, a spells the sound /a/.* Write *a* to complete the spelling of *cat*. Repeat the exercise with *man*, *cap*, and *van* Picture Cards.

My TURN Ask students to turn to the top of p. 15 in the *Student Interactive* and draw a picture of something that has the short *a* sound. Then ask them to write the letter that spells the sound.



Phonics, p. 1

FORMATIVE ASSESSMENT OPTIONS

Apply

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

OPTION 2 Independent Activity Have students draw pictures of two short a words and label the pictures. Have students highlight the letter a in each word using a different color.

QUICK CHECK

Notice and Assess Are students able to identify and say the short a sound in words and pictures and spell the sound /a/?

Decide

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

HIGH-FREQUENCY WORDS

Write the words *a*, *I*, *is*, *his*, *see*. Point to a word and have students

- spell that word.
- clap as they say each letter.
- repeat for all words.

Tell students that *his* is used for males (men, boys) only. Demonstrate with examples.


STUDENT INTERACTIVE, p. 15

FOUNDATIONAL SKILLS
Read Together


Short a

MY TURN Draw a picture of something with the short a sound. Write the letter that spells that sound.


Possible drawings: cat, map, bat.




a



a



a



a


15

STUDENT INTERACTIVE, p. 16


PHONICS | PHONOLOGICAL AWARENESS
Read Together

Short a


MY TURN Say each picture name. Write the letter that spells the middle sound.




map



hat



pan



fan

MY TURN Write a to finish the words in the sentence.

T a m is a c a t .

16

Introduce the Text



OBJECTIVES

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

Describe characters, settings, and major events in a story, using key details.

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

ELL Access

Background Knowledge

Invite students to share their own prior knowledge or experience of being in the dark. Remind them that they can better understand the meaning of new words when they learn about them in a familiar context. Ask questions to help them connect the experience they can picture in their minds with the vocabulary words and other words in *The Blackout*.

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 *check*, *quiet*, *listen*, and *mutters* from p. 26 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as: *What do you do when you check on someone or something? What are some times when you need to listen well? Where is your favorite quiet place?*
- Have students demonstrate what it means to be *quiet*. They can mime what it looks like to *listen* to their favorite music on headphones. They can role-play someone as he or she *mutters*.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. Then say: *These words tell what characters do in The Blackout.*

Read

Discuss the First Read Strategies with students. For this first read, tell students to read for understanding and enjoyment.

FIRST READ STRATEGIES

READ Tell students to read or listen as you read the text aloud. During the first read, students should work to understand the characters.

LOOK Ask students to look at the pictures to help them understand what is happening in the story.

ASK Have students generate, or ask, questions about what the characters do.

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

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



ELL Targeted Support Total Physical Response Support vocabulary learning playfully by having students follow instructions that reinforce the meanings of the vocabulary words. Write *check*, *quiet*, *listen*, and *mutters* on the board.

Invite students to help you assign a particular physical action to each vocabulary word. For example, *quiet* can be represented by putting a finger in front of your lips, and *listen* can be represented by cupping your hand behind your ear. Then give instructions such as “Check under your book,” “Listen to someone to your left,” and “Mutter toward the ceiling.” **EMERGING/DEVELOPING**

Have students write the words on cards, then have them draw one from the pile and act it out. If students have mastered the words, have pairs create a scene using all the words. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 26



The Blackout

Preview Vocabulary

You will read these words in *The Blackout*.

check

quiet

listen

mutters

Read

Read to learn about the characters.

Look at the pictures to help you understand what is happening in the story.

Ask about what the characters do.

Talk about the story with a partner.

Meet the Author



Zetta Elliott used to be afraid of the dark. She still keeps lots of candles and batteries at home, just in case there is a blackout near her home.

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STUDENT INTERACTIVE, p. 27

Read Together Genre Realistic Fiction

AUDIO
Audio with Highlighting


ANNOTATE

The Blackout
written by Zetta Elliott • illustrated by Maxime Lebrun

27

First Read

Read

 **THINK ALOUD** I see when I read page 29 that Mama wants to check on Mr. Stevens. I am going to go back to the text and read to make sure I understand. The text says, “The lights went out during the storm. Everything went quiet.” Mama probably is worried that Mr. Stevens is alone in the dark.

Foundational Skills Extension

Short *a*

Point to and read the word *Blackout* in the title on p. 27. Ask: What is the first vowel sound you hear in the word *blackout*? Yes, the first vowel sound in *blackout* is the sound /a/. What letter spells the sound /a/? Point to it in the word *blackout*.

STUDENT INTERACTIVE, pp. 28–29



The lights went out
during the storm.

Everything went quiet.

quiet no sound or
noise



“I will check on Mr. Stevens,”
Mama says.

check to look into



28

29

Possible Teaching Point



Language & Conventions | Nouns

Use a lesson about nouns on p. T329 in the Reading-Writing Workshop Bridge to teach students that nouns can name things. Ask them to point out the nouns that name things on p. 28. (*lights, storm*)

First Read

Talk

THINK ALOUD I can talk with a partner about what I read. Talking can help me understand the story better. I want to talk about the text on page 28. It says, “The lights went out during the storm.” I think the lights going out is important. Then I will ask my partner, “What do you think?”

STUDENT INTERACTIVE, pp. 30–31



“I will check on Martha and Todd,” Papa says.



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30

“I will check on Mrs. Johnson,”
I say.



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CLOSE READ

Underline the words that tell what the boy says.

31

First Read

Look

THINK ALOUD I can see from the picture on page 31 that the boy has a flashlight. He is going up some stairs. The boy must be going to see Mrs. Johnson. I can tell that the boy is being careful. I can also tell that he is not afraid. He is smiling.

Possible Teaching Point



Read Like a Writer | First-Person Text

Tell students that authors can write stories from a first-person point of view. Point out the use of the pronoun *I* on p. 31. Explain that this means the story is being told from the first-person point of view. Use the instruction on p. T52 in the Reading-Writing Workshop Bridge to help students understand and recognize the first-person point of view.



STUDENT INTERACTIVE, pp. 32–33



I go upstairs with my flashlight.



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32

Mrs. Johnson's radio was always on.
But now it is silent.

VOCABULARY IN CONTEXT

Underline the words that help you understand the meaning of the word **silent**.

33

Foundational Skills Extension

Consonants *m*, *s*, *t*

Have students locate a word on pp. 32–33 that begins with the consonant *m* or *s*. (*my*, *silent*) Ask students to read these words aloud. Then ask students to find words that end with the letter *t*. (*flashlight*, *it*) Say these words aloud, emphasizing the final sound /t/.

Close Read

Describe a Character

Have students follow the prompt on p. 31. Then ask: *What do the boy's words tell you about the kind of person he is?* (possible response: a nice person) **DOK 2**

Vocabulary in Context

Have students read or listen to the text on p. 33 to help them learn or clarify the meaning of the word *silent*. (no sound) **DOK 2**

OBJECTIVES

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

Describe the main character(s) and the reason(s) for their actions.



STUDENT INTERACTIVE, pp. 34–35



“I need a battery,”
Mrs. Johnson mutters.

I give her my battery.

mutters speak in a way that is hard to understand



CLOSE READ

How would you describe the boy?
Highlight the details that help you.

First Read

Ask

THINK ALOUD I can find out about what the characters do by asking, How does the boy act toward the other people in the story?

I will look in the story to find out. I think the boy is a good neighbor. I can see that he wants to help others. For example, on page 35, he gives Mrs. Johnson his battery. I think that was a very kind thing to do. It shows that the boy is nice and caring to other people.

Foundational Skills Extension

High-Frequency Words

Have students find the high-frequency words / and a on p. 34. Ask students to read these words aloud. Then have them look through the whole text for other places with the words / and a.



STUDENT INTERACTIVE, pp. 36–37



Mrs. Johnson puts my battery
in her radio.

It works!

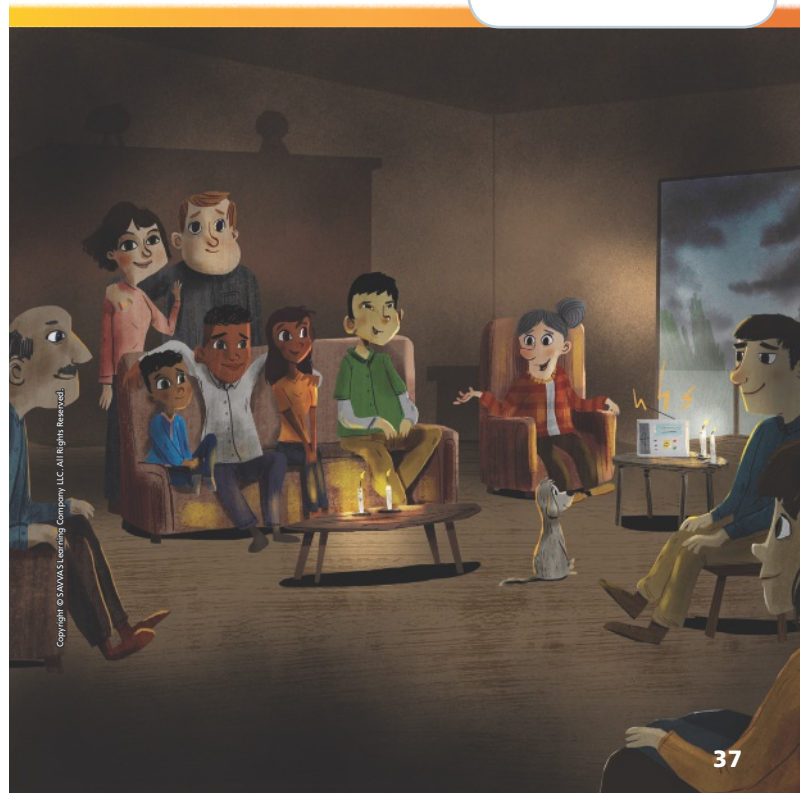


36

Everyone comes.

We all listen until the lights
come back on.

listen to hear



37

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Point to the radio in the picture on p. 36. Explain to students that during the 1930s and 1940s, radios provided news and entertainment. People would gather around the radio daily to listen to the latest news or listen to the newest episode of a show. Radios were eventually replaced by more visual technology, but there are still many people who own radios.

Close Read



Use Text Evidence

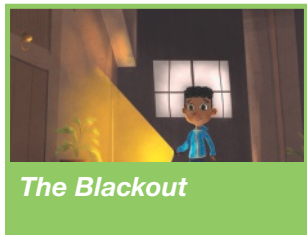
Have students read the Close Read note on p. 35. Prompt them to find text evidence that tells about the boy. Then ask, **What does this text evidence tell about the boy?** (Possible response: He cares for others.) **DOK 2**

OBJECTIVES

Use text evidence to support an appropriate response.

Describe the main character(s) and the reason(s) for their actions.

Respond and Analyze



OBJECTIVES

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

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *The Blackout*.

Retell Work with a partner to recall and retell the text in your own words. Share which part they liked best.

Describe Think about the infographic "Neighbor to Neighbor" and the text you read. Using both texts, how would you describe a good neighbor?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose words that can help a reader picture what happens in a story. The vocabulary words *check*, *quiet*, *listen*, and *mutters* tell what happens and what the characters are doing.

- Remind yourself of the word's meaning.
- Look for pictures that can help you understand a word's meaning.

MODEL AND PRACTICE Have students turn to p. 38 in the *Student Interactive*. Read the directions aloud: **Underline the word that tells what you would do to help your friends. Could you check on them? Yes. Would you mutters on them? No, that doesn't sound right.**

ELL Targeted Support Develop Vocabulary Write the vocabulary words *check*, *quiet*, *listen*, and *mutters* on the board. Review their meaning with students.

Have students make personal connections to the vocabulary words. For example, ask: **When do you need to be quiet? EMERGING**

Have students use the words to tell about personal experiences at home or at school. Model an example. **DEVELOPING/EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

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

OPTION 2 Use Independent Text Have students find and list words in their independent reading texts that tell about events and the characters.

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

Check for Understanding MyTURN Have students use text evidence to complete p. 39 in the *Student Interactive*.


STUDENT INTERACTIVE, pp. 38–39

VOCABULARY **Read Together**

Develop Vocabulary

MYTURN Underline the word that completes each sentence.

1. We (check / mutters) on our friends when the lights go out.
2. The room is too (quiet / listen).
3. Mrs. Johnson (check / mutters) in the dark.
4. We (quiet / listen) to the radio together.



38

COMPREHENSION **Read Together** **READING WORKSHOP**

Check for Understanding

MYTURN Write the answers to the questions. You can look back at the text.

DOK 2 1. How do you know this text is realistic fiction?
Possible response:
It has characters, a setting, and events that seem real.

2. How does the author describe the characters?
DOK 1 **Possible response:**
The author tells what the characters say and do.

3. How can you describe Mrs. Johnson? Use text evidence.
DOK 2 **Possible response:**
She is nice because she shares her radio with everyone.

39

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

Teacher-Led Options

Word Work Strategy Group



/a/ SPELLED a

Sound-Spelling Cards

Display Sound-Spelling Card 1. Explain to students that the word *astronaut* begins with the sound /a/ spelled a. Say: **Many words have the sound /a/. The middle sound in *mat* is /a/.**



Show students pictures of a cat, dog, hat, bat (the animal), and bike. Ask them to point out which picture names have the sound /a/. Then write the letter *a* on the board. Say /a/ aloud and have students repeat.

ELL Targeted Support

Help students monitor their understanding of the sound /a/ spelled *a*. Display Sound-Spelling Card 1 and Picture Cards with and without short *a*.

Explain to students that they can use the word *astronaut* on Sound-Spelling Card 1 to check their understanding of the sound /a/ spelled *a*. Say: **When you say a word, you can check if the sound is the same as the sound /a/ at the beginning of *astronaut*. What letter spells the sound /a/?** **EMERGING/DEVELOPING**

Have students sort the Picture Cards into words with short *a* and words without short *a*. Say: **You can use the word *astronaut* to check that you hear the correct sound when you say the picture names. What letter spells the sound /a/?** **EXPANDING/BRIDGING**



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

Intervention Activity



DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word *up*, the first sound I hear is /û/. The second sound I hear is /p/. /û/p/. *Up*. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.

MODEL Display and read "Who Is Up?" from Student Page S95. Connect the /û/ and /p/ sounds to the letters. Hold up a letter *u* card. Point to *u* and say the sound. Hold up a letter *p* card. Point to *p* and say the sound. **These sounds combine to make the word *up*. I see this word in the poem. Circle *up* in the title. Point to *up* and say the sounds and word: /û/p/. *Up*.**

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!

TEACH Use the model to further teach the skill in context. We have learned the word *up* in this poem. I will say the sounds and the word. Then we will say them together. Point to *up* in the title. Say it with me: /û/p/. /û/p/. Say it with me: *up*. Repeat with *up* in lines 1 and 5.

But who is up? Prompt for *pup*. Yes! The pup is up. *Pup* has the same sounds as *up*. The first sound I hear is /p/. Say it with me: /p/. The next sound I hear is /û/. Say it with me: /û/. The last sound I hear is /p/. Say it with me: /p/. When I combine the sounds, I get *pup*. Say it with me: *pup*. Circle and say the sounds and words for each instance of *pup*. Have students say each sound and word after you do.

Point to the word *up* again. Look at the order of the letters: *u, p*. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word *lap* and display the letters *a, l*, and *p*. Listen to the sounds in the word *lap*: /l/ /a/ /p/. I hear /l/ first, so I put the *l* at the beginning. I heard /a/ next, so I put the *a* next. Last, I hear /p/, so I put the *p* last. *L-a-p*. That's how I spell *lap*.

Phonological Awareness T • 95

Intervention Activity



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Set up a series of Letter Tiles that form two- or three-letter words. Leave an empty space where the letter tile *a* should go (*s_t*). Have students place the letter tile *a* in each word.

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

Decodable Reader



To practice reading words with the sound /a/ spelled *a* and high-frequency words, have students read the Decodable Reader *I See*.

Before students read the story, point to and read the words *red*, (p. 3), *blue*, (p. 5), and *yellow* (p. 3). Say, **These are words that name the colors of the hats in the story. Let's look for letters we know in the words. What sounds do they spell?** Encourage students to point to and read words they can blend.

Then have students read the Decodable Reader *I See*. The story will help reinforce students' understanding of words with the sound /a/ spelled *a* and high-frequency words.

High-Frequency Words

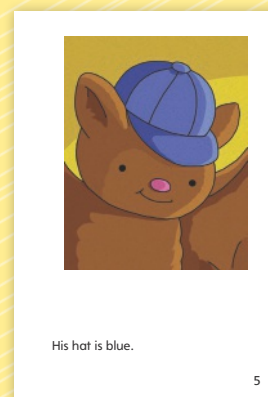
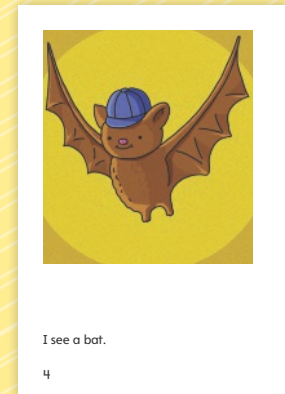
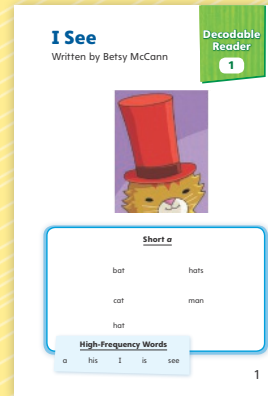
Prompt students to write the high-frequency words *I*, *see*, *a*, *his*, and *is*. Then ask students to practice reading each word aloud with a partner.

Centers



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

Decodable Reader



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

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to tell you that authors can choose their words to describe something that happens or a character. When you come to a word you don't know, think about what is happening in the story and what the author might want to tell the reader. Look back at pp. 34–35 in the *Student Interactive* and discuss the author's reason for using *mutters* instead of another word.

ELL Targeted Support

Tell students that many English words have synonyms. These are words that have the same or almost the same meaning.

Have students locate the words *quiet* and *silent* in the text. Explain that these two words have almost the same meaning. Have students use each word in a sentence. **EMERGING**

Repeat the Emerging scaffolding, but continue with the word *listen*. Identify other words or phrases that describe using ears, such as *hear* and *pay attention*. Have them discuss why they think the author used *listen* instead of other choices. **DEVELOPING**

Have students search for synonyms for *mutters* in a thesaurus or dictionary. Ask students to act out with you some of the different synonyms to demonstrate slight differences in meaning. Have students choose one or two of the synonyms they found to write sentences of their own.

EXPANDING/BRIDGING



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

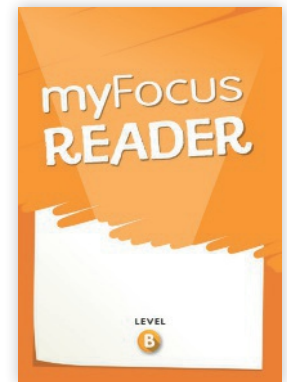
Intervention Activity



myFOCUS READER

Read the text on pp. 6–7 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

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



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage with appropriate expression to convey the feeling of the text. If needed, model reading a fiction passage with expression.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1, Week 1 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their list of words from their reading. Ask them to share the strategies they used to determine the meanings of one of the words.

Possible Conference Prompts

- What does one of the words tell about a character?
- What does one of the words tell about an event in the story?
- Why do you think the author used those words?

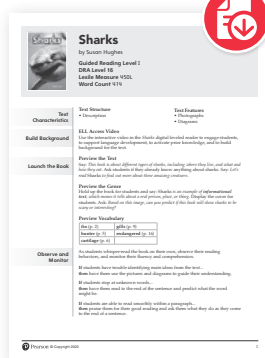
Possible Teaching Point Readers look for unusual words the author uses to make the story interesting. Learning these words helps us enjoy our reading.

Leveled Readers



DEVELOP VOCABULARY

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



Whole Group

Share Bring the class together in a whole group. Invite one or two students to share the new words they found in their realistic fiction texts. Congratulate them for being good vocabulary learners.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



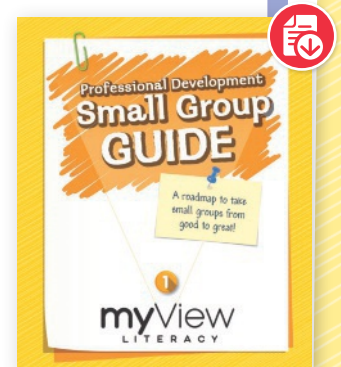
Students can

- work with a partner to discuss and answer the questions on p. 39 in the *Student Interactive*.
- play the myView games.
- build words using the Letter Tile activity on p. T45.
- complete an activity in the *Resource Download Center*.

SUPPORT COLLABORATION

Include opportunities for collaborative conversations during instructional time.

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



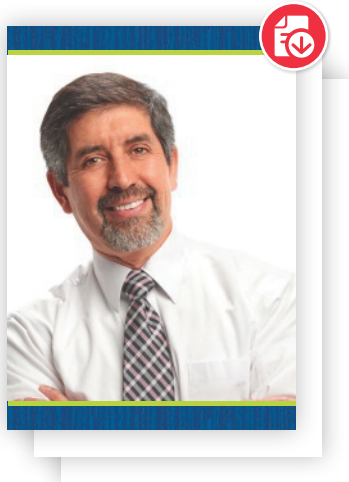
Word Work

OBJECTIVES

Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Decode words in isolation and in context by applying common letter sound correspondences.

Recognize and read grade-appropriate irregularly spelled words.



Picture Cards

FOUNDATIONAL SKILLS EXTENSION

See p. T39 for an extension activity for *Mm*, *Ss*, *Tt* that can be used as the text is read.



Sound-Spelling Cards 15, 21, 23

Phonological Awareness: Recognize Alliteration

SEE AND SAY Tell students sometimes a group of words begins with the same onset or initial sound. Point to the picture of the monkey on p. 17 in the *Student Interactive*. Say: *What sound does monkey begin with? Listen as I say the sound: /m/ (pause) /m/ (pause) /m/ (pause) monkey. Monkey begins with the sound /m/. Say the sound with me: /m/.* Repeat with the words *map* and *moon*. Then say: *What sound do monkey, map, and moon begin with? Yes, they all begin with the sound /m/.*

PRACTICE Say the following tongue twister to model words that begin with the same sound, which is called alliteration. Say: *Matt makes muffins most Mondays.* Have students repeat the words. Ask: *What is the initial, or beginning, sound in the group of words?* For additional practice in the initial sound /m/, use the *Mm* Picture Cards.

Phonics: Decode Words with Initial and Final Consonants *Mm*, *Ss*, *Tt*

Minilesson

FOCUS Use Sound-Spelling Cards 15 (*mountain*), 21 (*submarine*), and 23 (*tomato*) to introduce the sound /m/ spelled *m*, sound /s/ spelled *s*, and sound /t/ spelled *t*. Tell students they can decode, or read, words by using common letter sound correspondences.

MODEL AND PRACTICE Model the sound of each letter as you write it on the board: the sound /m/ spelled *m*, sound /s/ spelled *s*, and sound /t/ spelled *t*. Then write the word *mat*. *Listen as I say this word: mat. I will say the sounds in the word slowly: /m/ (pause) /a/ (pause) /t/.* What beginning sound do you hear? The beginning sound in *mat* is spelled with the letter *m*. What ending sound do you hear? The ending sound /t/ in *mat* is spelled with the letter *t*. Repeat this activity with the word *Tam* and tell students that the letters can make the same sound whether they begin or end a word.

APPLY My TURN Read aloud the text at the bottom of p. 17 in the *Student Interactive*. Then have students read the decodable words *sat* and *Tam*. Students first segment and say the phonemes in each word (short arrows), then blend the phonemes together to read it (long arrow).



High-Frequency Words

Minilesson

FOCUS Review the high-frequency words for the week: *a, I, is, his, see*.

MODEL AND PRACTICE Write *a*. This is the word *a*. It has only one letter. The letter *a* spells the word *a*. What other word has only one letter? (Write *I* on the board.) The word *I*, right? Have students say and spell each high-frequency word. Then have them use the words in a sentence.


APPLY MyTURN Have students identify, read, and write high-frequency words on p. 18 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 17




FOUNDATIONAL SKILLS

Read Together

Alliteration

 Sometimes groups of words begin with the same initial sound. Say the picture names. Tell the sound that is the same in each picture name.

Students should say *monkey, map, moon, and then /m/*.


Mm, Ss, Tt


The letter **m** makes the **m** sound in **mat**.
 The letter **s** makes the **s** sound in **sat**.
 The letter **t** makes the **t** sound in **tap**.

MYTURN Read these words.

s
a
t

T
a
m





17

STUDENT INTERACTIVE, p. 18

HIGH-FREQUENCY WORDS | PHONICS

Read Together

My Words to Know

Some words you will see a lot when you read.

MYTURN Read the words.

a
I
is
his
see

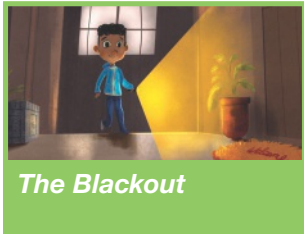
MYTURN Complete the sentences with words from the box. Read the sentences.

Handwriting Print the words clearly.

1. am Tam.
2. I Sam.
3. Sam at mat.
4. I am at mat.

18

Describe a Character



OBJECTIVE

Describe characters, settings, and major events in a story, using key details.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words. Give students sentence starters, such as:

- Of the various ways of helping in the neighborhood, my favorite type of helping is ____.
- This group of neighbors help one another during the blackout by ____.
- I would/would not like to settle in this neighborhood because ____.

Minilesson

FOCUS ON STRATEGIES Characters are the people or animals in a story. When readers describe characters, they tell about what the characters say, do, think, and feel. They also tell what the characters look like. These details can help readers describe the reasons characters do things.

MODEL AND PRACTICE Have students turn to p. 29 in the *Student Interactive* to model how to describe the reason for a main character's actions. Say: Mama says, "I will check on Mr. Stevens." I will underline those words. I wonder why Mama wants to check on a neighbor. I will look at the pictures and think about what I've read so far. In the pictures, I see that it is dark, and Mama is holding a candle. I know from reading the text that the lights have gone out. So, I think the reason that Mama is checking on Mr. Stevens is that she wants to make sure he is OK. I think she is checking on him because she is kind and thoughtful. Then have students go back to the Close Read notes on p. 31 and underline details about the boy.

ELL Targeted Support Character Descriptions Help students describe characters.

Collect photographs of people, and have each student select one picture. Have students brainstorm a few words to describe the person in the picture. Ask them to swap pictures and repeat the activity. **EMERGING/DEVELOPING**

Have students select a picture. Have them pair up and brainstorm a dialogue between their two characters. Then have them discuss what the dialogue shows about the characters. **EXPANDING/BRIDGING**



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

“There is a virtuous cycle for reading and building knowledge—knowledge begets comprehension; comprehension begets learning; learning begets knowledge. In the cycle, we use what we know to understand what we read. When we read text, we have the capacity to learn new things, and when we learn new things, we gain new knowledge structures. It increases our capacity to understand even more texts—the virtuous cycle.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing characters and the reasons for their actions.

OPTION 1 MyTURN Have students complete the activity on p. 40 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students mark places in the text that give them information about the character(s). Tell them to write one- or two-word descriptions that tell about the character(s) and the reason(s) for their actions.

QUICK CHECK

Notice and Assess Can students describe characters and the reasons for their actions?

Decide

- **If students struggle**, revisit instruction about describing a character in Small Group on pp. T54–T55.
- **If students show understanding**, extend instruction about describing a character in Small Group on pp. T54–T55.

STUDENT INTERACTIVE, p. 40

CLOSE READ

Read Together

Describe a Character

A **character** is a person or animal in a story. When we describe a character, we tell what he or she looks like. We tell what the character says or does. Like real people, characters do things for a reason.

MY TURN Describe the main character. Look back at the text. Use the pictures too.

Character	What He Says
	“I will check on Mrs. Johnson.”
	What He Does
	uses a flashlight; shares a battery

TURN and TALK Describe the reason the boy goes upstairs.

40

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Read Like a Writer, Write for a Reader

OBJECTIVE

Identify who is telling the story at various points in a text.

ELL Access

Pronouns ELL students often have a difficult time mastering pronoun use, making reading and writing in first- or third-person point of view a special challenge. Provide extra practice by having students edit writing for pronoun agreement to help students master pronouns.

First-Person Text

Minilesson

FOCUS ON STRATEGIES When a story is told by one of the characters in the story, it is called a first-person text. Readers can listen to first-person texts and then experience the text by picturing the story in their minds.

- Look for words such as *I*, *me*, *my*, and *we*.
- The author uses these words to show that the story is a first-person text.
- A first-person text is told by a character in the story.

MODEL AND PRACTICE Model using the example on p. 44 in the *Student Interactive* to demonstrate listening to and experiencing first-person texts. Say: *When I read the sentence I go upstairs with my flashlight, I notice that the author uses the words I and my. This is a first-person text. The boy is telling the story. I can picture in my mind the boy walking up the stairs carrying his flashlight.* Have students listen to a sentence from a first-person text and then tell how they experience the text.

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Proper Paper Position

FOCUS Tell students that there is a proper paper position for both left-handed and right-handed students as they write.

MODEL Model the proper paper position. Place the paper flat on the desk or table surface. Hold the paper in place with one hand while writing with the other. Work with students to explain and help them achieve a proper paper position for writing at a desk.



ASSESS UNDERSTANDING

Apply

My TURN Have students listen to and experience a first-person text by completing p. 44 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 44

AUTHOR'S CRAFT **Read Like a Writer, Write for a Reader**

A **first-person text** is a story told by a character in the story. First-person texts use words such as **I, me, my,** and **we.**

I go upstairs with **my** flashlight. The author uses these words to help readers understand that the story is a first-person text.

TURN and TALK What do you picture in your mind when you think about the first-person text *The Blackout*?

MY TURN Write a sentence about something that happened to you. Use a word that shows it is a first-person text. **Possible response:**

I went to the zoo
with my dad.

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Writing Workshop

Have students consider telling a story in the first person in their Writing Workshop texts. During conferences, support students' writing by helping them decide the best pronouns to use when writing a first-person text.

PRACTICE Have students use *Handwriting* p. 20 from the *Resource Download Center* to see and practice proper paper position for handwriting at a desk or table. Explain to students that left-handed writers and right-handed writers must position their paper differently.

Name _____

Handwriting

Proper Paper Position
Placing your paper correctly when you are writing is important. It helps you write better.

Follow these steps:

Right-Handed Writers

1. The top left corner of the paper should be set to the left.
2. The top right corner should line up with the center of your body.

Left-Handed Writers

1. The top right corner of the paper should be set to the right.
2. The top left corner should line up with the center of your body.

Left Handed Right Handed

Grade 1 • Unit 1 • Week 1
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Handwriting, p. 20

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

Teacher-Led Options

Strategy Group



DESCRIBE CHARACTERS

Teaching Point Readers pay attention to the characters in a story and notice how they act, speak, and think. Readers can use those details to describe a character. Work with students to complete p. 40 in the *Student Interactive* and to use those details to draw conclusions about the boy.

ELL Targeted Support

Tell students they will be expressing ideas about the boy in *The Blackout*. Draw out character details by asking students questions about how the boy is dressed, where he lives, what he carries with him, what he says, and what he does.

Students may prefer to express ideas in single words or short phrases. Support students in forming answers orally in simple, complete sentences. **EMERGING**

Remind students to include relevant, supporting details as they express their ideas in complete sentences. **DEVELOPING**

Have students discuss with a partner. Tell them to build on what each other says. **EXPANDING**

Have students participate in an extended discussion about the character. Ask them to use text evidence to draw conclusions about the character. **BRIDGING**



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

Intervention Activity



STORY ELEMENTS

Use Lesson 45 in the *myFocus Intervention Teacher's Guide* for instruction on story elements, including character.

LEVEL B • READ

Lesson 45 Story Elements

DIRECTIONS Follow along as your teacher reads aloud the story. Listen for information about the characters, setting, and major events.

A Camping Adventure

The woods were pretty. Benny could see the tall trees. Jack could smell the flowers.

Benny and Jack were dogs. Benny was big. Jack was small. They were on a camping trip with their family. They were on a walk, just the two of them.

The path went left. Then it went right. It passed by a big tree stump.

"The woods are great," thought Jack. "But it's probably time to turn around. We don't want to be late for lunch!"

Benny stopped. He sniffed the air. He smelled something.

Now Jack barked. It was a warning. "Look out for the bear!" it said.

A bear! Benny did not wait. He ran as fast as he could. So did Jack. They ran up a hill and past a big rock. At first they could hear the bear running, too. But the bear could not catch up to them. When they stopped to rest, the bear was gone. Now the dogs could relax.

Benny and Jack looked around. They sniffed the air. They smelled the dirt. None of it looked familiar. None of it smelled familiar.

"Uh-oh," Jack thought. "We're lost!"

"Which way is camp?" Jack barked.

Benny did not know. Jack was scared.

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Fluency

Assess 2–4 students



PROSODY

Ask partners to practice reading a short passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes per conference

DESCRIBE CHARACTERS

Talk About Independent Reading Ask students to describe a character in their books using a one- and two-word description.

Possible Conference Prompts

- Who is the character?
- What details helped you learn about the character?

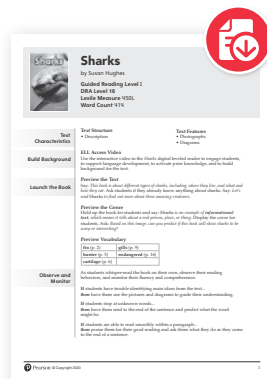
Possible Teaching Point Readers of realistic fiction can use the text and illustrations to get a better idea of what a character is like.

Leveled Readers



DESCRIBE CHARACTERS

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



Whole Group

Share Bring the class back together as a group. Invite one or two students to tell about characters they read about in their independent reading and how they learned about these characters. Celebrate students’ use of good reading strategies.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



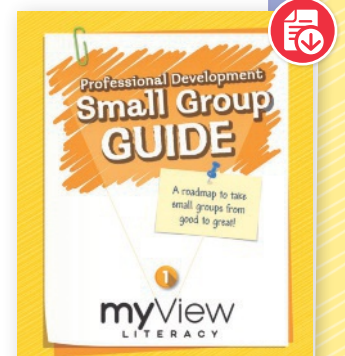
Students can

- play the myView games.
- choose a passage from the story and with a partner take turns reading the passage with appropriate rate 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 partners can help each other with difficult parts.

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



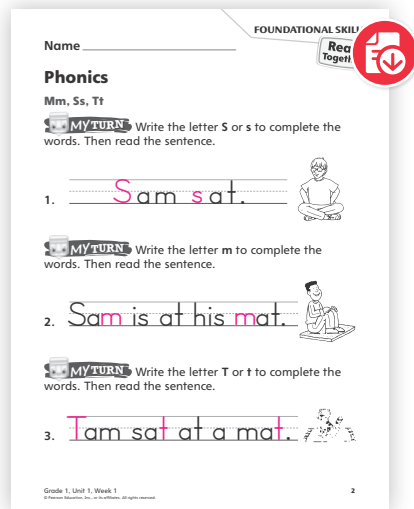
Word Work

OBJECTIVE

Decode words in isolation and in context by applying common letter sound correspondences.

ADDITIONAL PRACTICE

For additional practice with consonants *Mm*, *Ss*, and *Tt*, use *Phonics* p. 2 from the *Resource Download Center*.



Phonics, p. 2

Phonics: Decode and Write Words with Short *a* and Consonants *Mm*, *Ss*, *Tt*

Minilesson

FOCUS Review the letter names and sounds for *a/a/*; *m/m/*; *s/s/*; and *t/t/*.

MODEL AND PRACTICE Write *am*. Say: Listen as I say *am*: /a/ (pause) /m/. Say each sound slowly two times and then have students repeat. Now let's tap the sounds we hear in *am*. Model how to tap the sounds in the palm of your hand. How many sounds can you hear in *am*? Elicit responses. Draw two empty boxes. Next, model how to write the letters for each sound. Say: What letter spells the sound /a/? Write *a* in the first box. What letter spells the sound /m/? Write *m* in the second box. Read the word. Have students practice reading the word with you. Repeat with the words *at* and *mat*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 19 in the *Student Interactive*.

ELL Targeted Support Decoding Blend, read, and say short *a* words with *m*, *s*, and *t* initial and final sounds. Explain to students that words are made up of sounds. They have to listen carefully to identify the beginning sound of a word.

Write *mat* on the board. Point to the *m* and say: /m/, *m*, *mat*. Have students repeat the beginning sound and then say the word. Have students clap the individual letter sounds. Repeat with *sat* and *Tam*. **EMERGING**

Write *mat*, *sat*, and *Tam* on the board. Say the beginning letter sound for each of the words, pointing to the letter. Then say one of the words and have students identify which of the three written words you said. Have students say the word and ensure students are pronouncing the sounds correctly. **DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 19 and p. 20 in the *Student Interactive*.

OPTION 2 Independent Activity Have students draw a picture of something whose name begins with one of the letters *m*, *s*, or *t*. Then have students switch pictures with a partner. The partner has to say the word the picture represents and then write the letter it begins with below the drawing. For example, if a student draws an apple, the partner says, “The word is apple,” and writes *a* below the picture.

QUICK CHECK

Notice and Assess Are students able to decode and write words with consonants *m*, *s*, and *t*?

Decide

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

STUDENT INTERACTIVE, p. 19

Read Together

FOUNDATIONAL SKILLS

Mm, Ss, Tt

TURN and TALK Read these words with a partner.

	am	Sam	Tam
	at	sat	mat

MY TURN Write *m*, *s*, or *t* to finish the words.

- Sam *s* *a* *t* .
- Is Sam at a *m* *a* *t* ?

TURN and TALK Read the sentences.

19

STUDENT INTERACTIVE, p. 20

Read Together

PHONICS

Mm, Ss, Tt

MY TURN Say each picture name. Write *m*, *s*, or *t* to finish each word.

m *a* *n*

t *a* *g*

Listen to the first sound of the picture name.

m *a* *t*

s *a* *d*

MY TURN Write a word you wrote to finish the sentence.

Sam is at a *m* *a* *t* .

20

Decodable Story

OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

Identify and read common high-frequency words.

ELL Access

An important step to becoming a fluent reader is the ability to hear sounds in words. Use the decodable story to help students learn the sound/symbol relationships for the medial /a/ sound as well as the sounds of /m/, /s/, and /t/ in initial and final positions.

Read At a Mat

FOCUS Have students turn to p. 21 in the *Student Interactive*. We are going to read a story today about Tam and Sam. Point to the title of the story. The title of the story is *At a Mat*. I hear the short a sound in the words *at* and *mat*. What letter spells the sound /a/? Wait for responses. Yes, the letter a spells the sound /a! We will read other words with the short a sound spelled a and words with the letters m, s, and t in our story.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: a, I, is, his, see. Tell students that they will practice reading these words in the story *At a Mat*. Display the words. Have students read them with you. Say: *When you see these words in today's story, you will know how to read them.*

STUDENT INTERACTIVE, p. 21



DECODABLE STORY
FOUNDATIONAL SKILLS

At a Mat

I am Tam.

I see Sam.

AUDIO
Audio with Highlighting
 ANNOTATE

Read the story. Highlight the five words with the short a sound.

21



READ 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.

Call students' attention to the title on p. 21. **I see the letter A in the word At. What sound does the letter a make?** Have students decode the word *At*. Then have them identify words with the short *a* sound spelled *a* on p. 21 and highlight them.

Have students turn to p. 22. **Which words have the sound /t/?** Students should supply the words *mat* and *at*. **Which letter spells the sound /t/ in *mat* and *at*?** Students should say the sound /t/ is spelled with the letter *t*. Have them underline the words.

Have students turn to p. 23. **Which words have the sound /s/?** Students should supply the words *sat* and *Sam*. **Which letter spells the sound /s/ in *sat* and *Sam*?** Students should say the sound /s/ is spelled with the letter *s*. Have them highlight the words.

STUDENT INTERACTIVE, pp. 22-23



DECODABLE STORY

FOUNDATIONAL SKILLS

I see a mat.
Sam is at his mat.



Underline the three words with the **t** sound.

22

I **sat** at a mat.
Sam **sat** at his mat.



Highlight the three words with the **s** sound.

23

Use Text Evidence



OBJECTIVES

Use illustrations and details in a story to describe its characters, setting, or events.

Describe the main character(s) and the reason(s) for their actions.

ACADEMIC VOCABULARY

Integrate Model using the Academic Vocabulary words and other words that have been generated this unit.

- What type of text clues are helpful for learning about a character?
- How does the main character get along with the group?
- How does the main character get along with people of various ages?

Minilesson

FOCUS ON STRATEGIES Readers can use the details in the text to support their ideas. These details are called text evidence. They can tell about a character.

- Find evidence in the words in the text that describe the character.
- Look for evidence in pictures that show what the character does.

MODEL AND PRACTICE Say: Characters are a very important part of the story. If I understand the main characters in a story, I can better understand what is happening. When I have an idea about characters or something else I read, I look for details in the words and pictures that caused me to think of that idea. Text evidence is the details in the words and pictures that support an idea about a text. In *The Blackout*, I saw how the boy acted while the lights were out. He thought about his neighbors and went to check on Mrs. Johnson. He shared what he had with her. Those actions help me understand what the boy is like. Have students go back to the Close Read note on p. 35 of the *Student Interactive* and highlight their answers. Talk about what the details tell about the boy.

ELL Targeted Support Retell Using Pictures Help students use pictures and details to retell events from *The Blackout*.

Take a picture walk through *The Blackout*. Have students use simple words or phrases to describe one of the pictures. **EMERGING**

Look at the illustrations on pp. 30–31 of the *Student Interactive*. Work with individuals or pairs of students to tell what happens in the illustration.

DEVELOPING

Have students look at pp. 34–35 of the *Student Interactive*. Have students review the illustrations and retell the events. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence to learn about characters.

OPTION 1 MyTURN Have students use text evidence from *The Blackout* to complete p. 41 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to identify text evidence in their independent reading book that tells about a main character.

QUICK CHECK

Notice and Assess Can students use text evidence to learn about a character?

Decide

- **If students struggle**, revisit instruction for using text evidence to learn about characters in Small Group on pp. T64–T65.
- **If students show understanding**, extend instruction for using text evidence about characters in Small Group on pp. T64–T65.

STUDENT INTERACTIVE, p. 41

Read Together READING WORKSHOP

Use Text Evidence

Text evidence is the details that support an idea about the text. Text evidence helps readers describe characters and the reasons for their actions.

MYTURN Draw the main character of *The Blackout*. Look back at the text.

Possible response:
Drawing could show the boy checking on Mrs. Johnson, going upstairs with a flashlight, or giving Mrs. Johnson a battery.

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

Teacher-Led Options

Word Work Strategy Group



m/m/, s/s/, t/t/

Sound-Spelling Cards Have students observe the pictures on Sound-Spelling Cards 15, 21, and 23. Tell students that the name of the image on each card begins with the letter *m*, *s*, or *t*. Display Card 15 and say: *Mountain begins with the sound /m/. The sound /m/ is spelled with the letter m.* Repeat instruction for Sound-Spelling Cards 21 (*s/s/*) and 23 (*t/t/*).

Write the following words on the board: *Sam*, *at*. Have students segment each sound as they read the words aloud. Ask: *Which letter spells the sound /t/?* Underline the letter *t* in *at*. Repeat for *s* and *m*.

ELL Targeted Support

Help students learn the relationship between sounds and letters.

Write the following words on the board: *mat*, *sat*, *Tam*. Point at the board as you say each word aloud at a slow pace, emphasizing the sounds /m/, /s/, and /t/. Prompt students to repeat.

EMERGING

Ask students to write in their notebooks the words *mat*, *sat*, and *Tam*. Have them say each word aloud. **DEVELOPING**

Have students work with a partner to write a list of words with the sounds /m/, /s/, and /t/. Have them share their list with others. **EXPANDING**

Prompt students to write sentences using words with the sounds /m/, /s/, and /t/. **BRIDGING**



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

Intervention Activity



DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word *up*, the first sound I hear is /*u*/. The second sound I hear is /*p*/. /*u*/ /*p*/. Up. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.


MODEL Display and read "Who Is Up?" from Student Page S95. Connect the /*u*/ and /*p*/ sounds to the letters. Hold up a letter *u* card. Point to *u* and say the sound. Hold up a letter *p* card. Point to *p* and say the sound. These sounds combine to make the word *up*. I see this word in the poem. Circle *up* in the title. Point to *up* and say the sounds and word: /*u*/ /*p*/. Up.

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!



TEACH Use the model to further teach the skill in context. We have learned the word *up* in this poem. I will say the sounds and the word. Then we will say them together. Point to *up* in the title. Say it with me: /*u*/ /*p*/. /*u*/ /*p*/. Say it with me: *up*. Repeat with *up* in lines 1 and 5.

But who is up? Prompt for *pup*. Yes! The pup is up. *Pup* has the same sounds as *up*. The first sound I hear is /*p*/. Say it with me: /*p*/. The next sound I hear is /*u*/. Say it with me: /*u*/. The last sound I hear is /*p*/. Say it with me: /*p*/. When I combine the sounds, I get *pup*. Say it with me: *pup*. Circle and say the sounds and words for each instance of *pup*. Have students say each sound and word after you do.

Point to the word *up* again. Look at the order of the letters: *u, p*. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word *lap* and display the letters *a, l*, and *p*. Listen to the sounds in the word *lap*: /*l*/ /*a*/ /*p*/. I hear /*l*/ first, so I put the *l* at the beginning. I heard /*a*/ next, so I put the *a* next. Last, I hear /*p*/. so I put the *p* last. *L-a-p*. That's how I spell *lap*.

Phonological Awareness T • 95

Intervention Activity



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Hand out the Letter Tiles *a*, *m*, *s*, and *t* to students. Ask them to use these Letter Tiles to make the following words: *mat*, *sat*, *at*, *am*.



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

Decodable Reader



Prompt students to read the Decodable Reader *I Sat*. The story will help reinforce students' understanding of words with the consonants *m/m/*, *s/s/*, and *t/t/* and high-frequency words.

Draw students' attention to the cover of the Decodable Reader *I Sat*. Say: **Let's read the title and look at the picture on the cover.** **What do you think this book is about?**

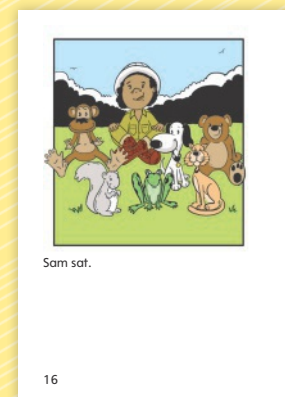
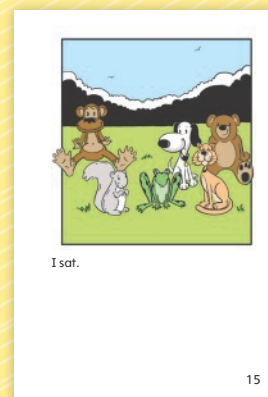
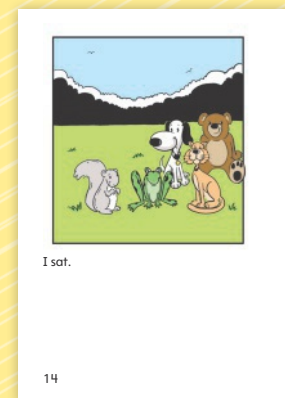
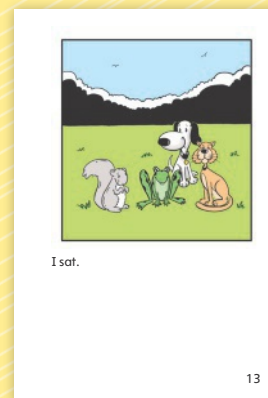
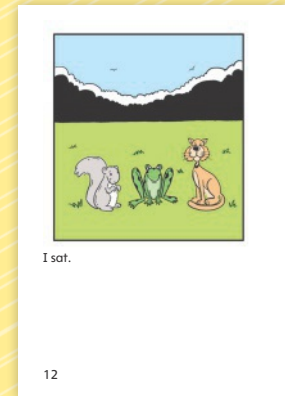
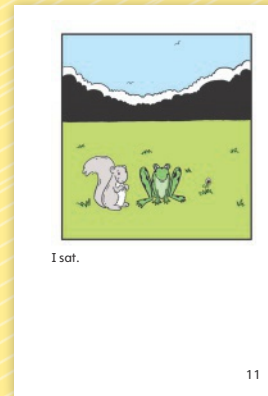
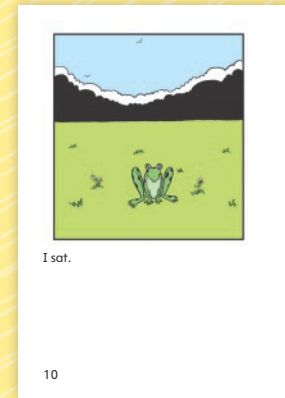
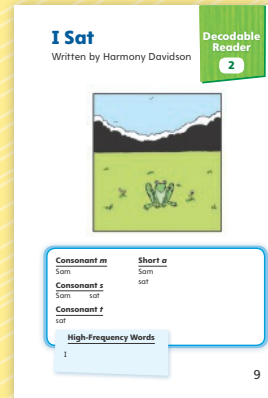
Pair students for reading and listen carefully as they use letter-sound relationships to decode. One student begins. Students read the entire story, switching readers after each page. Partners reread the story. This time the other student begins.

Centers



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

Decodable Reader



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

Teacher-Led Options

Strategy Group

USE TEXT EVIDENCE

Teaching Point Today I want to tell you about using evidence in the text to support your ideas. Text evidence are details that support an idea readers have about a text. Good readers form their ideas and opinions about characters and events in a story based on the details the author writes. Look back through *The Blackout* and work with students to find text evidence that describes the main character.

ELL Targeted Support

Tell students to use single words or short phrases to express what they know about the boy or another character in *The Blackout*.

Ask: **What did the boy give Mrs. Johnson? Why?**

Remind students they can answer in words, phrases, or sentences. **EMERGING**

Ask students to describe one detail about the boy. Ask students to point to the text or picture that supports their description. **DEVELOPING**

Have student pairs review the illustrations in the story. Then have them complete these sentence starters. *The boy gives Mrs. Johnson his _____.*
This shows that the boy is _____.

EXPANDING/BRIDGING



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

Intervention Activity

STORY ELEMENTS

Use Lesson 45 in the *myFocus Intervention Teacher's Guide* for instruction on story elements, including character.

LEVEL B • READ

Lesson 45 Story Elements

DIRECTIONS Follow along as your teacher reads aloud the story. Listen for information about the characters, setting, and major events.

A Camping Adventure

The woods were pretty. Benny could see the tall trees. Jack could smell the flowers. Benny and Jack were dogs. Benny was big. Jack was small. They were on a camping trip with their family. They were on a walk, just the two of them.

The path went left. Then it went right. It passed by a big tree stump.

"The woods are great," thought Jack. "But it's probably time to turn around. We don't want to be late for lunch!"

Benny stopped. He sniffed the air. He smelled something.

Now Jack barked. It was a warning. "Look out for the bear!" it said.

A bear! Benny did not wait. He ran as fast as he could. So did Jack. They ran up a hill and past a big rock. At first they could hear the bear running, too. But the bear could not catch up to them. When they stopped to rest, the bear was gone. Now the dogs could relax.

Benny and Jack looked around. They sniffed the air. They smelled the dirt. None of it looked familiar. None of it smelled familiar.

"Uh-oh," Jack thought. "We're lost!"

"Which way is camp?" Jack barked.

Benny did not know. Jack was scared.

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Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Have pairs practice reading their passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 1–6 in Unit 1 Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

USE TEXT EVIDENCE

Talk About Independent Reading Ask students to share their ideas about characters they read about and the text evidence that supports those ideas.

Possible Conference Prompts

- Why did you mark that part of the text as text evidence for your ideas?
- How does the text evidence support your idea about the character?

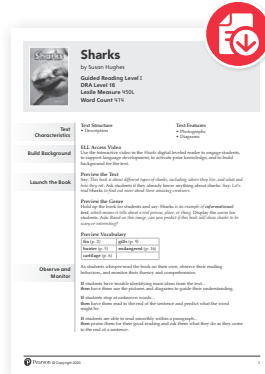
Possible Teaching Point Readers can use both words and pictures as text evidence. They often combine text evidence with prior knowledge.

Leveled Readers



USE TEXT EVIDENCE

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



Whole Group

Share Bring the class together and invite a volunteer to briefly share how he or she used text evidence to learn about a character. Have all students celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read.
- read their Book Club text.

Centers



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

Literacy Activities



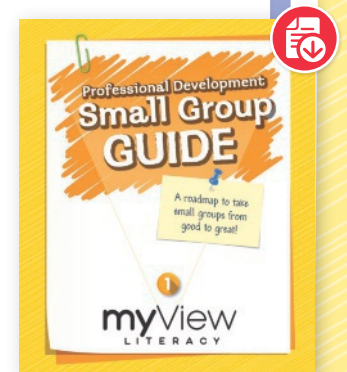
Students can

- complete the My Turn activity on p. 41 in the *Student Interactive*.
- write about their book in a reader’s notebook.
- play the myView games.
- with a partner, take turns reading a text smoothly, paying attention to punctuation.

SUPPORT INDEPENDENT READING

It is important to identify what students are doing right rather than focusing only on correction. As you listen to readers, look for opportunities to point out good practices and habits the students are using successfully.

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, including initial and/or final consonant blends.

Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Identify and read common high-frequency words.

Spell high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 13 from the *Resource Download Center*.

My Words to Know, p. 13

Phonological Awareness: Segment and Blend Phonemes

MODEL Segmenting and blending spoken words into phonemes is an important beginning reading skill. Model how to segment and blend phonemes.

Say: Listen as I say each sound in the word *cat*: /k/ (pause) /a/ (pause) /t/.

Remember to stretch the /a/ sound. Say the individual sounds in *cat* again and clap each sound as students clap and repeat the sounds after you. **How many sounds do you hear in *cat*? How many times did we clap? Right! Three times. So *cat* has three sounds. Let's say the sounds a little faster now. (Pause) Now let's say them even faster.** Monitor students' pronunciation to ensure they are saying the sounds correctly.

PRACTICE Have students practice segmenting and blending other short a words, such as *hat*, *dad*, and *bag*. They can also practice words with initial and final sounds of *m*, *s*, and *t*, such as *mad*, *sat*, and *tap*.

Phonics: Review Aa /a/, Mm /m/, Ss /s/, Tt /t/

Minilesson

FOCUS Write or point out the letters *Aa*, *Mm*, *Ss*, and *Tt*. Have students name each letter as you point to it. Then review the sound for each letter.

MODEL AND PRACTICE Write the sentences below. Have students read the sentences with a partner. Model reading the first sentence.

Sam sat.

Sam sat at a mat.

Tam sat.

Tam sat at a mat.



ELL Targeted Support Decoding Review the sound of medial /a/ and the initial and final sounds /m/, /s/, and /t/.

Briefly review the sounds /a/, /m/, /s/, and /t/. Display the *man* Picture Card. Say the word *man*. Ask students if *man* begins with the sound /m/. Have students say the word *man*. Repeat activity with the *sun* and *tub* Picture Cards so that students can practice blending initial sounds /s/ and /t/. **EMERGING**

If necessary, briefly review the sounds /a/, /m/, /s/, and /t/. Write the words *mat*, *sat*, and *Tam*. Say a word and have students indicate which written word matches the word spoken. Then have students segment and blend each word. Ask if they can put the sounds and letters together to make the name of a person from the story. (*Sam*)

DEVELOPING

If necessary, briefly review the sounds /a/, /m/, /s/, and /t/. Write the corresponding letters on the board. Ask students to use those letters and sounds to make a word from the story. Have students say the word and then spell the word they made. **EXPANDING/BRIDGING**

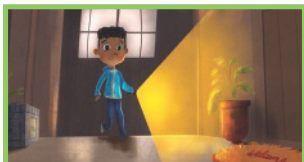
HIGH-FREQUENCY WORDS



Tell students that high-frequency words are words that they will hear and see over and over in texts. Write the words *a*, *I*, *is*, *his*, *see*. Have students work with a partner.

- One student spells a word.
- The other student says the word.
- Repeat.

Reflect and Share



The Blackout

OBJECTIVES

Describe people, places, things, and events with relevant details, expressing ideas and feelings.

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

ACADEMIC VOCABULARY

Integrate Encourage students to use the Academic Vocabulary they are learning in this unit. Offer oral practice using the following sentence starters:

I can help others in my group by _____.

I want to be the type of neighbor who _____.

Talk About It

Minilesson

FOCUS ON STRATEGIES Readers often read and compare two or more texts. Before comparing texts, readers retell the texts to check their understanding. Then they share information and ideas about both texts.

- Retell the story events using your own words. Maintain, or keep, the same meaning as the text by telling the events in order and not changing any details.
- Compare the texts.

MODEL AND PRACTICE Model retelling part of *The Blackout* using your own words and maintaining meaning, and then comparing it to another text using the Talk About It prompt on p. 42 of the *Student Interactive*. Say: **First, there is a big storm that causes the electricity to go out in the building. Mama thinks she should check on one of the neighbors. This makes me think of something I read in “Neighbor to Neighbor” about helping neighbors. Neighbors can bring healthy foods to each other.** Tell students to finish the retelling. Then have them compare the neighbors’ actions in *The Blackout* to other ways neighbors have helped in other texts.

ELL Targeted Support Retelling Tell students that one way to remember what a story is about is to retell it using their own words. Explain that connecting words, such as *first*, *next*, *last*, *and*, *after*, and *because*, can help them retell a text. Read pp. 31–32 from *The Blackout*.

Guide students to retell the excerpt of *The Blackout*. Help them use connecting words by asking what the boy did first and then next. **EMERGING**

Model retelling using connecting words such as *first* and *next*. Have students do their own retelling using those words. **DEVELOPING**

Have student partners discuss what the boy does. Then ask them to use the connecting words *first* and *next* to retell the excerpt. **EXPANDING**

Have students retell the excerpt using connecting words. Then have them retell another part of the story in their own words. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing across texts.

OPTION 1 Use the Shared Read Have students retell *The Blackout* using their own words and maintaining the meaning of the original text. Then have them make connections to other texts about how people can help one another. If desired, distribute Speaking and Listening practice pages from the *Resource Download Center*.

OPTION 2 Use Independent Text Students should use their self-selected texts to make connections to other texts about how neighbors can help one another.

✓ QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T70–T71.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T70–T71.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their responses or discuss them in small groups.


STUDENT INTERACTIVE, p. 42

RESPOND TO TEXT

Read Together

Reflect and Share

Talk About It
Retell what happens in *The Blackout*. What are other ways to help neighbors that you have read about?



Retell a Text
When retelling a text, it is important to:

- Tell about the events in your own words.
- Maintain, or keep, the same meaning as the text.

Use the words on the note to help you.

Now retell the text.

Weekly Question
How can neighbors help each other?

42

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

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When readers read realistic fiction, they can make connections to characters and events in other stories. They can think about how different characters acted and solved problems. Look back with students at the Read Aloud “Trash on the Trail” and the main text *The Blackout*. Help students identify the different ways neighbors can help each other.

ELL Targeted Support

Guide students to monitor their oral language production and employ self-corrective techniques while discussing “Trash on the Trail” and *The Blackout*.

Model how to monitor your speaking and correct yourself when you make a speaking error. Then give students questions about the texts for them to discuss. Ask students to monitor, or check, their oral language. Guide them to use self-corrective techniques as needed. **EMERGING**

Have partners monitor each other’s oral language as they discuss the texts. Prompt them to help each other correct errors in their speech.

DEVELOPING

Monitor small groups as they discuss the two texts. Then ask questions to help students recognize ways they can improve their speaking skills. **EXPANDING**

Have partners take turns asking and answering questions about the texts. Remind them to monitor their oral language and make corrections if necessary. **BRIDGING**



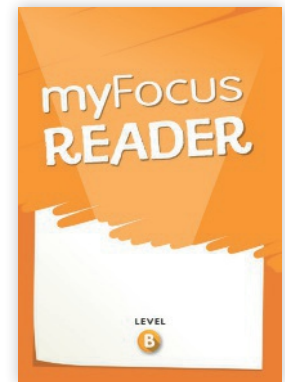
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 6–7 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of ways neighbors work together and help one another. Encourage students to use the unit’s Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings on how neighbors help one another 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. 62–66 in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to think about how neighbors can help each other. Have them share what they learned about being a good neighbor.

Possible Conference Points

- How did the characters in the story help each other?
- How is that the same or different from other books you read?
- How did it help you understand each character better?

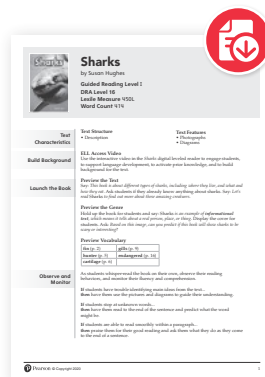
Possible Teaching Point Readers can think about how different characters in different texts handle similar situations. This can help readers understand each character better.

Leveled Readers



COMPARE TEXTS

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



Whole Group

Share Bring the class back together and invite one or two students to share connections they made across texts. Interview students to guide them in describing similarities between two texts.

Independent/Collaborative

Independent Reading



Students can

- reread “Neighbor to Neighbor” with a partner.
- read a self-selected trade book or text.
- reread and/or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write and/or draw in a reader’s notebook in response to the Weekly Question.
- complete an activity from the *Resource Download Center*.
- play the myView games.
- talk with a partner about their self-selected text.

BOOK CLUB



See Book Club, pp. T476–T479, for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Neighborhoods Around the World*.

UNIT 1 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 realistic fiction.
- I can make and use words to read and write realistic fiction.
- I can write a story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

RL.1.5, RF.1.2.c, W.1.3, SL.1.3, L.1.5

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T76–T77
 - » Phonological Awareness: Medial /i/
 - » Phonics: Decode Words with Short *i*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T78–T79
- Listening Comprehension: Read Aloud: “A Neighborhood Walk” T80–T81
- Realistic Fiction T82–T83
 - ☑ Quick Check T83

READING BRIDGE

- Academic Vocabulary: Synonyms T84–T85
- Handwriting: Proper Pencil Grip T84–T85

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T89
- Literacy Activities T89

BOOK CLUB T89 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T342–T343
 - » Explore Where Authors Get Ideas
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T343
- Conferences T340

WRITING BRIDGE

- Spelling Spell Short *i* Words T344
 - ☑ Assess Prior Knowledge T344
- Language & Conventions Spiral Review: Nouns T345

LESSON 2

RL.1.1, RF.1.4.b, L.1.1.e, L.1.2.d

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T90–T91
 - » Phonics: Decode and Write Words with Short *i*
 - ☑ Quick Check T91
 - » High-Frequency Words

SHARED READ

- Introduce the Text T92–T103
 - » Preview Vocabulary
 - » Read: *Henry on Wheels*
- Respond and Analyze T104–T105
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T105
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T109
- Word Work Activities and Decodable Reader T107
- Literacy Activities T109

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T346–T347
 - » Apply Where Authors Get Ideas
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T347
- Conferences T340

WRITING BRIDGE

- Spelling Teach Short *i* Words T348
- Language & Conventions Oral Language: Present Tense Verbs T349

LESSON 3

RL.1.3, RL.1.7, W.1.6,
L.1.1.c, L.1.1.e, L.1.5.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T110–T111
 - » Phonological Awareness: Recognize Alliteration
 - » Phonics: Decode Words with Initial and Final Consonants *Cc, Pp, Nn*
 - » High-Frequency Words

CLOSE READ

- Describe the Setting T112–T113
- Close Read: *Henry on Wheels*
 - ✔ **Quick Check** T113

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T114–T115
- Handwriting: Vertical Lines T114–T115

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T117
- Literacy Activities T117
- Partner Reading T117

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T350–T351
 - » Explore Digital Tools We Can Use
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T351
- Conferences T340

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Short *i* Words T352
- Language & Conventions: Teach Present Tense Verbs T353

LESSON 4

RL.1.1, RF.1.3.b, W.1.6,
W.1.8, L.1.1.c, L.1.1.e

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T118–T119
 - » Phonics: Decode and Write Words with Short *i* and Consonants *Cc, Pp, Nn*
- ✔ **Quick Check** T119
- » Decodable Story: Read *Tip the Cat* T120–T121

CLOSE READ

- Ask and Answer Questions T122–T123
- Close Read: *Henry on Wheels*
 - ✔ **Quick Check** T123

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Reader T127
- Strategy and Intervention Activities T124, T126
- Fluency T126 • Conferring T127
- ELL Targeted Support T124, T126

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T354–T355
 - » Apply Digital Tools We Can Use
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T355
- Conferences T340

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review T356
- Language & Conventions: Practice Present Tense Verbs T357

LESSON 5

RL.1.10, RF.1.2.b, SL.1.1,
W.1.6, L.1.2.d

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T128–T129
 - » Phonological Awareness: Segment and Blend Phonemes
 - » Phonics: Spiral Review: *Aa, Mm, Ss, Tt*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T130–T131
 - » Write to Sources
- ✔ **Quick Check** T131
- » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T133
- Literacy Activities T133

BOOK CLUB T133 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T358
 - » Digital Tools We Can Use Together
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T358–T359 **SEL**
- Conferences T340

WRITING BRIDGE

- Spelling: Spell Short *i* Words T360

✔ **Assess Understanding** T360

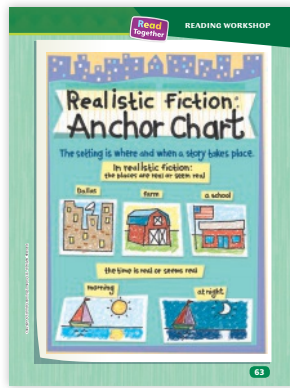
FLEXIBLE OPTION

- Language & Conventions: Standards Practice T361

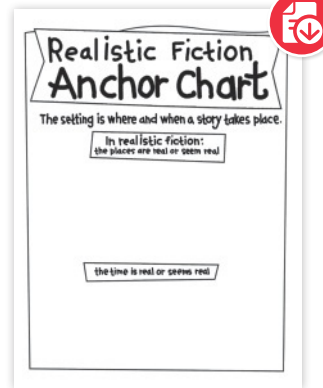
Materials



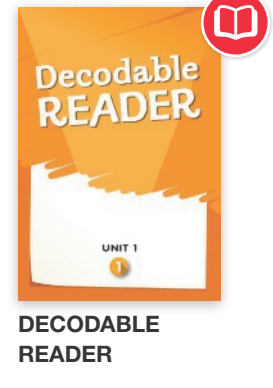
INFOGRAPHIC
"What Is in a Neighborhood?"



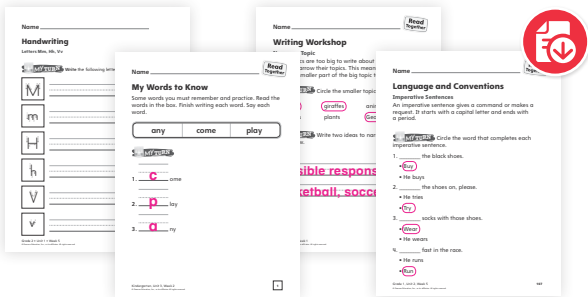
READING ANCHOR CHART
Realistic Fiction



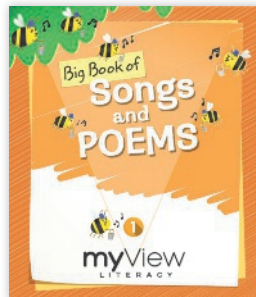
EDITABLE ANCHOR CHART
Realistic Fiction



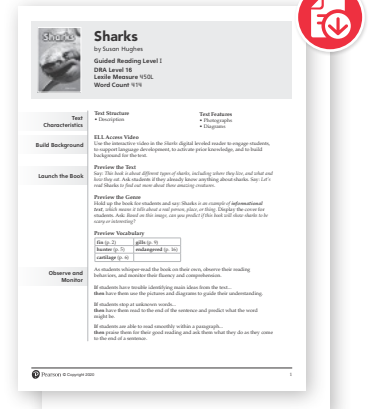
DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

do
like
one
the
we

Develop Vocabulary

block
corner
sand
street

Spelling Words

it
miss
mitt
sit
one
the

Unit Academic Vocabulary

group
settle
type
various

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant questions to clarify information, and answer questions with a clear word or phrase.

Read Aloud
Tell students that you are going to read about a realistic fiction story. Have students listen to you read the text, "A Neighborhood Walk." Encourage students to be active listeners by looking at you and thinking about the characters and where the story takes place.

START UP
READ-ALOUD ROUTINE
Purpose: Have students listen actively for elements of realistic fiction.
Read the entire text aloud without stopping for the Think Aloud callouts.
Reread the text aloud, pausing to model Think Aloud strategies related to the genre.

FLUENCY
Also completed by Read Aloud Routine: "A Neighborhood Walk." Explain that fluent readers read with expression, especially when acting out the roles of different characters. They also pronounce words clearly with expression.

ELL Language Transfer
Explain that the Spanish word "vecino" means "neighbor."
• different (obscure)
• verb (simple)

180 UNIT 1 • WEEK 2

READ ALOUD
"A Neighborhood Walk"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• enables students to learn about their independent reading levels.
• allows students to compare comprehension.
• reinforces students' overall language development.
• provides an opportunity to model fluency and expression reading.
• fosters a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Assign the role of the reader.
• Determine the Teaching Point.
• Write open-ended questions and model Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.
• Prepare a list of vocabulary words for understanding.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the students to share their thoughts on the cover.
• Point out interesting artwork or photos.
• Gather prior knowledge and activate essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop after reading to students get the gist of the story and apply Think Alouds and open-ended questioning for a deeper dive into the text.
• Read with expression to share it.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Alouds to model strategies skilled readers use to monitor comprehension and construct meaning from text.
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage students in extended thinking by modeling the "What's the Big Idea of the Story?"
• Choose and assign a Student Response form available on ReadAloud.com.

Finalists Teaching Points
• Monitor the story.
• Monitor characters.
• Monitor the Teaching Point.
• Monitor the Theme.
• Make Connections.
• Determine Point of View.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

Read Together Genre Realistic Fiction

from Everything Goes: **Henry on Wheels** by B.B. Bourne illustrated by Simon Abbott

SHARED READ
Henry on Wheels

BOOK CLUB

Titles related to Spotlight Genre and Theme: T480-T483

Mentor STACK

Writing Workshop T339

LITERACY STATIONS

SCOUT

Assessment Options for the Week

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

ASSESSMENT GUIDE

ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words.



Sound-Spelling Card 11

FOUNDATIONAL SKILLS EXTENSION

See pp. T94, T99, and T103 for short *i* extension activities that can be used as the text is read.

Phonological Awareness: Medial /i/

SEE AND SAY Point to the picture of the pin on p. 52 in the *Student Interactive*. Tell students to listen to each sound as you say the word *pin*. Repeat the sounds in the word *pin* several times: /p/ /i/ /n/. Ask: **What sound do you hear in the middle of *pin*?** Then have students repeat the activity with the pictures for *six* and *pig*. Ask students to say each picture name again and identify the middle sound in each picture name.

PRACTICE Say: **Listen carefully as I say the sounds in the word *hit*: /h/ /i/ /t/.** Extend your pronunciation of the medial sound /i/. **Now repeat the sounds in *hit* with me: /h/ /i/ /t/.** **What sound do you hear in the middle of the word *hit*?** **Correct! It is the sound /i/.** Keep practicing the sound medial *i* with the following words: *lip*, *pit*, *wig*, *zip*. Say the sounds and have students repeat.

Phonics: Decode Words with Short *i*

Minilesson

FOCUS Use Sound-Spelling Card 11 (*insects*) to introduce how to spell the short *i* sound.

MODEL AND PRACTICE Say: **This is a picture of insects. *Insects* begins with the sound /i/. Listen: /i/ (pause) /i/ (pause) /i/ (pause) *insects*. Say the sound with me.** Have students say the sound several times. Then ask: **What sound does *insects* begin with?** Elicit responses. **Great work!** Point to the *ii* at the top of the card. **The sound /i/ is called short *i* and is spelled with the letter *i*. What letter spells the short *i* sound? That's right, the letter *i*.**

APPLY My TURN Direct students to the bottom of p. 52 in the *Student Interactive*. Read aloud the text. Students first segment and say the phonemes in each word (short arrows), then blend the phonemes together to read it (long arrow).



ELL Targeted Support Short *i* Words Write the words *it* and *sit* on the board.

Say the words aloud. Then point to each letter as you say its sound. Explain to students that the short *i* sound can be at the beginning or middle of a word. Ask students to read the words. **EMERGING/DEVELOPING**

Ask students to read the words on the board. Tell them to point to each letter and say its sound. Ask: **What sounds and letters are the same in both words?** **EXPANDING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *do*, *like*, *one*, *the*, *we*.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.

do

the

like

we

one

STUDENT INTERACTIVE, p. 52

PHONOLOGICAL AWARENESS | PHONICS

Read
Together

Middle Sounds

SEE and SAY Say each picture name. Listen to the middle sound as you name each picture.

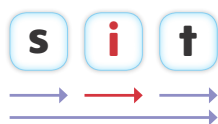
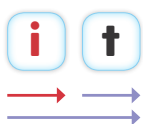


Students should say **pin**, **six**, **pig**.

Short *i*

Short *i* is often spelled **i**, as in **pin**.

MY TURN Read these words.



Interact with Sources

OBJECTIVE

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

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the infographic, ask: [What are some types of buildings you can see in a neighborhood?](#)

- type
- group
- settle
- various



Songs and Poems Big Book

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

Explore the Infographic

Review the Essential Question for Unit 1: *What is a neighborhood?* Point out the Weekly Question: *What can I see in a neighborhood?*

Have students follow along in their *Student Interactive*, pp. 50–51, as you read aloud “What Is in a Neighborhood?” Then organize students into small groups and ask them to use the pictures to share information about what they see in the neighborhood.

Display the following questions that groups might discuss:

- What various things can people do at these places in a neighborhood?
- How many different types of buildings can you find?

Then ask: [What types of buildings can you find in a neighborhood?](#) Guide students to go back to the infographic to find the answer. Ask each group to choose a representative to share one type of building with the class.

My TURN Have students interact with the infographic source by underlining the names of the neighborhood places on pp. 50–51 in the *Student Interactive*. Explain that when you interact with a text, you read it and then respond to it in a way that helps you understand it. Underlining can help readers remember important information.

WEEKLY QUESTION Remind students of the Weekly Question: *What can I see in a neighborhood?* Explain that you can see houses, stores, and parks in a neighborhood. Tell students that you can see other things in a neighborhood, too. Students will explore other places in a neighborhood this week.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“Engagement is not about having fun things for kids to do. It’s about finding a space inside of kids that really connects them with learning. It is all about belonging. Students are engaged when they feel that they are part of a community and when they see that their interests and opinions are valued. When students understand that their views or their perspectives are valued, it increases their confidence for learning and increases their engagement.”

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

ELL Targeted Support Visual Support Read aloud the sentence within each visual element. Tell students to listen closely as you read each section.

Describe each picture as students listen. Have students identify which neighborhood place you are describing. **EMERGING**

Ask students leading questions about each set of pictures. Discuss how each picture relates to its heading. **DEVELOPING**

Have student pairs take turns reading the headings and sentences. Have the reader ask the listener how the pictures help him or her understand what you can see in a neighborhood. **EXPANDING**

Have students silently read the infographic text. Then ask them to draw their own pictures about each heading. Assign partners and have each student show his or her pictures and ask the listener how the pictures help them understand what you can see in a neighborhood. **BRIDGING**

STUDENT INTERACTIVE, pp. 50-51

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

Weekly Question WEEK 2
What can I see in a neighborhood?

What Is in a Neighborhood?

MY TURN Underline the name of each neighborhood place.

Houses
A family can live here.



Apartment
Lots of people can live here.



Store
People can buy food here.



Park
Kids can play here.



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Listening Comprehension

OBJECTIVES

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

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

FLUENCY

After completing the Read-Aloud Routine, model reading aloud a section of “A Neighborhood Walk.” Explain that fluent readers read with expression, or prosody. When students read *Henry on Wheels* this week, they should practice reading aloud with expression.

THINK ALOUD Analyze **Realistic Fiction** After you reread the first paragraph, say, *I read about a girl, her brother, and her dad walking in their neighborhood. I also read that it is starting to get dark outside. This text describes a time and place that seems real. Realistic fiction tells about a time and place that is real or seems real. So, I think this text is realistic fiction.*

ELL Language Transfer

Cognates Point out the Spanish cognates in “A Neighborhood Walk”:

- continued : *continuado*
- different : *diferente*
- park : *parque*

Read Aloud

Tell students that you are going to read aloud a realistic fiction story. Have students listen as you read the text, “A Neighborhood Walk.” Encourage students to be active listeners by looking at you and thinking about the characters and where the story takes place.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of realistic fiction.

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

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

A Neighborhood Walk

The sun was setting as day turned into night. Lila, her brother, and their dad were taking a walk through their new neighborhood.

“Look at all of these trees,” said Lila.

“It is getting dark,” replied Jacob, “but I can still see some. They are very tall.”

The three continued to walk on the sidewalk. They passed many different things.

“That dog is so cute,” said Lila as they passed a neighbor walking his dog.

“Hi, Mr. Martin!” called Lila. Mr. Martin smiled and waved.



“A Neighborhood Walk,” continued

Lila, Jacob, and Dad walked to the end of their street. Then they walked to the next street. That street had a small park between some of the houses.

“Wow, I did not know there was a park here!” said Jacob excitedly.

“It looks fun!” replied Lila. “But it is getting cold, so we should go home for now.”

“Could we come back tomorrow to play on the swings?” asked Jacob.

“Yes, we should!” said Lila.



THINK ALOUD Analyze
Realistic Fiction After you read the remainder of the story, say, *In this story I read that Jacob and Lila see a park and want to play there. These are real things that real kids do. A realistic fiction story tells about characters in places that could be real. So, this text must be realistic fiction.*

ELL Targeted Support Summarize Provide support as students summarize important events in the story.

Model retelling the story in 2–3 sentences. Provide sentence frames and invite partners to summarize the story again: *The characters in the story are _____. They go on a ____ to a _____. They decide to _____.* **EMERGING/DEVELOPING**

Prompt students to write short, detailed summaries in their own words.
EXPANDING/BRIDGING

FLEXIBLE OPTION 
INTERACTIVE
Trade Book Read Aloud

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

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



WRAP-UP

A Neighborhood Walk

What do they see in the neighborhood?

Ask students: *What do Lila and Jacob see on their walk?* Use the chart to record student responses.



SPOTLIGHT ON GENRE

Realistic Fiction

LEARNING GOAL

I can read realistic fiction.

OBJECTIVES

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Describe the setting.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about realistic fiction.

- setting
- place
- time

FLEXIBLE OPTION 
ANCHOR CHARTS

To make your own anchor chart to go with this lesson, begin with the genre, realistic fiction.

- Have students discuss settings found in realistic fiction.
- Add to the anchor chart as the students learn more about the genre.

Minilesson

FOCUS ON STRATEGIES Setting in a fiction story is where and when the story takes place. In realistic fiction, the setting is a real place or somewhere that seems real. The time the story takes place is also real or seems real. For example, the story could take place in the morning or on a Tuesday or in the winter. Realistic fiction is often illustrated with pictures. To check if a story is realistic fiction, ask yourself:

- Is the setting somewhere that is or seems real?
- Does the story take place in a time that is or seems real?

MODEL AND PRACTICE Model determining if a story is realistic with the Read Aloud on pp. T80–T81. *In the story, “A Neighborhood Walk,” Lila and Jacob are taking a walk. I ask myself, could this really happen? Yes, of course children walk in their neighborhood all the time. I think about the setting. The children see a park. Does that seem real? Yes, I go to the park all the time. So these things help me decide that “A Neighborhood Walk” is realistic fiction. The characters and setting are like real life.* Then review the Anchor Chart on p. 63 of the *Student Interactive* together.

ELL Targeted Support Confirm Understanding Ask students to work with a partner to examine the setting in “A Neighborhood Walk.”

Have student pairs point out one sentence from the Read Aloud that describes a realistic time or place. Provide additional coaching if necessary. **EMERGING**

Prompt pairs to come up with questions to ask you or other students to help them understand when and where the story takes place. To help students form questions, provide sentence frames, such as *What does ___ mean?* **DEVELOPING**

Have student pairs work together to create a poster that can help other students identify setting in realistic fiction. Prompt them to use visuals, such as drawings or photos, to make their poster more engaging. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 Use the Anchor Chart Prompt students to work with a partner to discuss the characteristics of setting in realistic fiction. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text Have students look at and read realistic fiction during independent reading. Have them make a T-chart of the settings by listing the places and times that they find in their books.

✓ QUICK CHECK

Notice and Assess Can students identify the elements of realistic fiction, such as setting?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T88–T89.
- **If students show understanding**, extend instruction about realistic fiction in Small Group on pp. T88–T89.

Be a Fluent Reader Explain that fluent readers read with prosody, or expression. Have students work with a partner to complete the fluency activity on p. 62 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 62–63

GENRE: REALISTIC FICTION


Read Together

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

Realistic fiction has a setting. The setting is when and where a story happens. It can be real or seem real.



Be a Fluent Reader Fluent readers read realistic fiction aloud with expression. After you read this week's story, practice reading fluently with a partner.

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READING WORKSHOP


Read Together

Realistic Fiction: Anchor Chart

The setting is where and when a story takes place.


In realistic fiction: the places are real or seem real

Dallas	farm	a school
--------	------	----------



the time is real or seems real

morning	at night
---------	----------



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Academic Vocabulary

LEARNING GOAL

I can make and use words to read and write realistic fiction.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their native language as a strategy to help them learn academic vocabulary heard during classroom instruction and interactions. Point out the following cognates:

- type : *tipo*
- various : *varios*
- group : *grupo*

Synonyms

Minilesson

FOCUS ON STRATEGIES Remind students of the Academic Vocabulary for the unit: *type*, *various*, *settle*, and *group*. Explain that synonyms are words that have similar meanings.

- Read the sentence that has the unfamiliar word.
- Look for synonyms for the unfamiliar word that might be in the sentence or in the sentences before or after.
- Read the sentence again, substituting the synonym for the unfamiliar word. See if the sentence makes sense.

MODEL AND PRACTICE Model an example: I like to eat *various* fruits, such as apples, pears, and mangoes. I eat three *different* kinds of fruit. The word *different* seems like a synonym for *various*. I can substitute *different* in the first sentence to see if it makes sense. I like to eat *different* fruits, such as apples, pears, and mangoes. Yes, that makes sense. *Different* is a synonym of *various*.

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Proper Pencil Grip

FOCUS Explain to students that there is a correct way to hold a pencil when writing that will help them write faster and make letters correctly.

MODEL Model using a proper pencil grip.

- Start by making a fist.
- Then release the first three fingers.
- Touch the three fingers into a tripod grip.
- Slip the pencil through the first two fingers.
- Make sure your fingers are close to the pointed end of the pencil.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the activity on p. 89 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 89

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write realistic fiction. **My Learning Goal**

Academic Vocabulary

Synonyms are words that have similar meanings.

MY TURN Read each sentence. Write a word from the box that can replace the underlined word.

type	group	various
------	-------	---------

1. She needs a certain kind of fruit. type
2. Our neighborhood has different places to have fun. various
3. The crowd meets at the park. group

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89

PRACTICE Have students use *Handwriting* p. 21 from the *Resource Download Center* to practice the proper pencil grip.

Name _____ **Read Together**

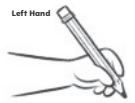

Handwriting

Proper Pencil Grip

Holding a pencil correctly when you are writing is important. It helps you write better.

Follow these steps:

1. Put your thumb on the side of the pencil closest to your body.
2. Put your pointing finger lightly on the top.
3. Rest the pencil against your tall finger.
4. Bend all fingers a little bit, but do not make a fist.

Left Hand  Right Hand 

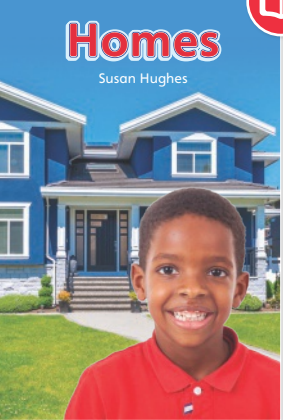
Grade 1 • Unit 1 • Week 2
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Handwriting, p. 21

Matching Texts to Learning

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



LEVEL C


Genre Narrative Nonfiction

Text Elements

- Prepositional phrases
- Two to three lines of text per page

Text Structure

- Repetitive structure



LEVEL D


Genre Realistic Fiction

Text Elements

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

Text Structure

- Repetitive structure



LEVEL D

Genre Realistic Fiction

Text Elements

- Simple dialogue
- Some sentences go to next line

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

- Does where the story happens seem real?
- Does the time the story takes place in seem real?
- Do the characters in the story seem real?

Develop Vocabulary

- Are there any pictures in the book that help you understand the meaning of a word?
- What does the word _____ tell you about the setting?
- Which words in the story help you understand the setting?

Describe Setting

- Where does the story take place? What kind of place is it?
- When does the story take place? What time of day or year is it?
- Does the story happen in more than one place? If so, where else does the story take place?



LEVEL F

Genre Fantasy

Text Elements

- Simple and split dialogue
- Periods, question marks, exclamation points

Text Structure

- Chronological



LEVEL I

Genre Fantasy

Text Elements

- Many two- to three-syllable words
- Three to eight lines of text per page

Text Structure

- Chronological



LEVEL I

Genre Realistic Fiction

Text Elements

- Many two- to three-syllable words
- Three to eight lines of text per page

Text Structure

- Chronological

Ask and Answer Questions

- What questions do you have about the setting?
- How did you find answers to your questions?
- How does asking and answering questions help you better understand the text?

Compare Texts

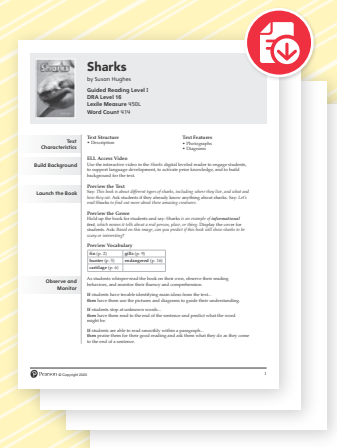
- How are the settings the same and different in each text?
- What evidence did you use to compare the texts?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T83 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point The setting of the story can help you find out if you are reading realistic fiction. Does the story happen in a time and place that is or seems real? Look back at *The Blackout* with students, and discuss if the setting seems real.

ELL Targeted Support

Guide students to demonstrate comprehension by retelling the setting of *The Blackout*.

Have students demonstrate comprehension by pointing to the pictures and words to retell where the story takes place. **EMERGING**

Ask students to complete the following sentence starter to demonstrate comprehension by retelling the setting: *The setting is _____. It seems real because _____.* **DEVELOPING**

Prompt students to demonstrate comprehension by retelling the setting in their own words and share why they think the setting seems real.

EXPANDING

Have students demonstrate comprehension by retelling in their own words the settings of both *The Blackout* and “A Neighborhood Walk.” Ask partners to discuss how these settings are alike and different. **BRIDGING**



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

Intervention Activity

GENRE: FICTION

Use Lesson 39 in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing fiction.

LEVEL B • MODEL AND TEACH

Lesson 39 Genre: Fiction

INTRODUCE Explain that students will read many kinds of texts. Say: *One kind of text you will read is fiction.*

MODEL Display or distribute Student Page S219. Read aloud each excerpt.

The Green Kite

It was **summer**. **Tom** was at the **park** with his pal **Max**. Tom had a new green kite.
“We can **have fun with my kite**,” Tom said.

The Stubborn Horse

It was **five**. The **sun came up** over the log cabin on the **farm**. **Dad** got up. **Sal** got up, too. Sal got her bag. **She had to get to school**. She could walk, but it was late. Sal said, “Can I ride with you, Dad?”

TEACH Say: Each excerpt is the beginning of a fiction story. Fiction is a story made up by an author. In some stories, the characters are like real people, and the events could happen in real life, as in the first story. Sometimes the author writes about a time period in the past, as in the second story. Identify the characters in each excerpt. In the first story, the characters are Tom and Max. In the second story, the characters are Dad and Sal.

Point out details that reveal setting. Say: The setting is where and when a story takes place. The first story takes place in the summer at a park. The second story takes place at five in the morning on a farm.

Next, point out the first event in each excerpt (flying a kite at the park; getting ready for school). Say: *This is one event, or thing that happens, in the story.*

Explain that in fiction, a character usually has a challenge or problem that needs to be solved. *Can you think of a fiction story we have read in which the character had a problem and then solved it?*

Tell students that every story has a theme, or a big idea. *You can use text evidence to figure out the theme of a story.*

Reading Literature T • 219

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on pp. 50–51 in the *Student Interactive* to generate questions about different places to live, shop, and play in a neighborhood. Throughout the week, have them conduct research about one of their questions. See *Extension Activities* pp. 62–66 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to discuss the T-charts they made about the settings they read in realistic fiction texts.

Possible Conference Prompts

- When and where does the story take place?
- What in the text helped you learn about the setting?

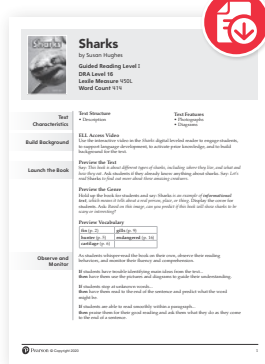
Possible Teaching Point Readers can draw a picture of the setting to help them better understand where and when a realistic fiction text takes place.

Leveled Readers



IDENTIFY REALISTIC FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to find the setting and other elements of realistic fiction, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Invite one or two students to share what they learned about the setting of realistic fiction books. Congratulate them on their understanding of setting.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the myView games.
- refer to the Anchor Chart on *Student Interactive* p. 63 and tell a partner the setting of a story they are reading.

BOOK CLUB



See Book Club pp. T480–T483 for

- ideas for discussing the Book Club book.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Neighborhoods Around the World*.

Word Work

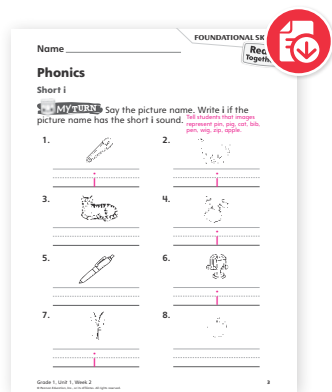
OBJECTIVES

Decode words with closed syllables, open syllables, VCe syllables, and vowel teams.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with short *i*, use *Phonics* p. 3 from the *Resource Download Center*.



Phonics, p. 3

Phonics: Decode and Write Words with Short *i*

Minilesson

FOCUS Review that the short *i* sound is spelled *i*. Say the short *i* sound as you write the letter *i* on the board.

MODEL AND PRACTICE Write the letters *T*, *t*, *s*, *m*, and *i* on their own note cards. Display the *s*, *i*, *t* note cards in a row. Say: **We can use what we know about letters and sounds to read this word.** Point to each letter and say: **What is this letter? What sound does this letter spell?** Blend the sounds with students to say the word *sit*. Say: **We just read this word.** Continue the routine with the words *Tim* and *it*.

TURN, TALK, AND SHARE Have partners read the sentences at the top of p. 53 in the *Student Interactive*. Before students read the sentences, point out the word *can* and help students read it. Monitor students to make sure they are reading the word *can* correctly.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 53 and p. 54 in the *Student Interactive*.

OPTION 2 Independent Activity Have partners play a version of Tic-Tac-Toe. Give students a sheet of paper with a 3 by 3 table. Write the letter *i* in the center box. Students take turns filling in letters around the center to make three-letter words with the medial sound short *i*.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the sound /i/ spelled *i*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T106–T107.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T106–T107.

HIGH-FREQUENCY WORDS

Write the words *do*, *like*, *one*, *the*, *we*. Have students

- spell each word.
- clap as they say each letter.
- repeat for all words.

STUDENT INTERACTIVE, p. 53

Read Together
FOUNDATIONAL SKILLS


Short i

TURN and TALK Read these sentences with a partner.


Tim can sit.

Can Tim sit?


MY TURN Say each picture name. Write the words. Read the words.
Tell students the pictures are sit, pin, sip.




Tim



sit



pin



sip


53

STUDENT INTERACTIVE, p. 54

Read Together
PHONICS | PHONOLOGICAL AWARENESS

Short i

MY TURN Write the letter *i* to finish the words. Read the sentence.



Tim can sit.

Say the sound for each letter. Then blend the sounds to read the words.

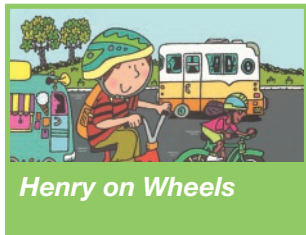
MY TURN Write a sentence about Tim.

Tim _____

Possible response:
can sit at his mat.

54

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.

ELL Access

Context Clues

Guide students to find clues in the text to help them better understand the places described in the story. Both pictures and familiar words are possible context clues they can use.

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 *sand*, *block*, *street*, and *corner* from p. 64 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as: *Where can you find sand? What is the name of the street where you live? Do you know another name for street? (block) What is the word for the place where two streets meet? (corner)*
- Have students demonstrate what they know about the words. They can use their hands to demonstrate how to play in the sand. Ask students to predict what the story will be about based on these words.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. Say: *These words will help you understand and describe the setting in the text Henry on Wheels.*

Read

Explain that readers monitor their comprehension as they read a text. Readers can make adjustments by rereading when their understanding breaks down. Talk about the First Read Strategies with students. Have them read for understanding and enjoyment during this first read.

FIRST READ STRATEGIES

READ Have students monitor their comprehension as they read. If students' understanding of the text breaks down, prompt them to make adjustments by rereading.

LOOK Remind students to look at the pictures to help them understand the text.

ASK Have students generate, or ask, questions about the setting of the story to deepen their understanding.

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

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



ELL Targeted Support Preteach Vocabulary Write on the board the vocabulary words *sand*, *block*, *street*, and *corner*.

Model reading each of the vocabulary words. Have students draw a picture that illustrates the word. Prompt them to write the vocabulary word as a label beneath their drawing. **EMERGING**

Have students use sentence frames to practice using the vocabulary words in sentence form. For example, provide students the following sentence frame:
I see ___ on the beach. (*sand*) **DEVELOPING**

Ask student pairs to work together to create their own infographic with pictures or drawings and written definitions of each vocabulary word. Have them share their infographics with the class. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, p. 64



Read
Together

from *Henry on Wheels*

Preview Vocabulary

You will read these words in *Henry on Wheels*.

sand

block

street

corner

Read

Read to enjoy the story.

Look at the illustrations to help you understand what is happening.

Ask questions about the setting.

Talk about this story with a partner.

Meet the Author



Brian Biggs created the *Everything Goes* series. He loves things that go. B.B. Bourne wrote this text in the style of Brian Biggs.

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STUDENT INTERACTIVE, p. 65



Read Together

Genre Realistic Fiction



from Everything Goes:

**Henry
on Wheels**

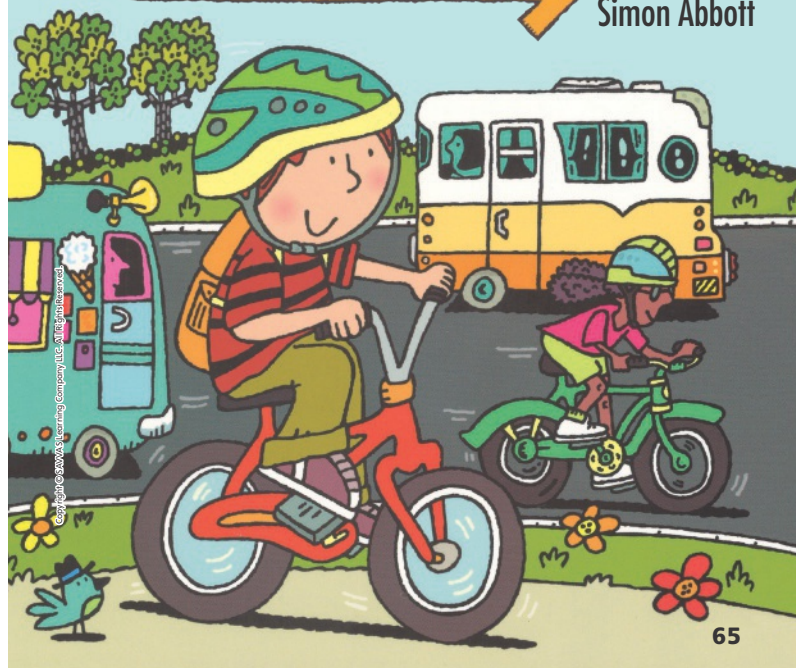
by B.B. Bourne

AUDIO

Audio with
Highlighting


ANNOTATE

illustrated by
Simon Abbott



First Read

Ask

 **THINK ALOUD** I ask questions as I read. I can find out about the setting by asking, When does the story take place?

I see the picture on the title page. Maybe it can help me answer my question. Let's take a closer look at the picture. The sky is blue. Kids are riding bikes. It looks like it is daytime. Now I know when the story takes place—daytime.

Foundational Skills Extension

Short *i*

Have students find the two words with the /i/ sound on pp. 66–67 of the *Student Interactive*. (*his, himself*) Explain that some words, such as *I, ride* and *bike*, have the letter *i* but do not make the sound /i/. Read the words *his* and *himself* aloud, emphasizing the sound /i/, and ask students to repeat.



STUDENT INTERACTIVE, pp. 66–67



Henry can ride by himself.
 “I can ride far,” Henry says.
 “I want to take a long ride.”

Henry has a red bike.
 Henry loves to ride his bike.
 He can ride up and down.

66

VOCABULARY IN CONTEXT

Underline the word that helps you understand the meaning of the word **far**.

67

Foundational Skills Extension

Cc, Nn

Have students find the word that begins with the consonant *c* and ends with the consonant *n* on both p. 66 and p. 67 in the *Student Interactive*. (*can*) Have students read the word aloud.

Close Read

Vocabulary in Context

Have students read the Close Read note on p. 67. Ask students to underline the word in the text on p. 67 that helps them learn or clarify the meaning of the word *far*. (*long*)

DOK 2

OBJECTIVE

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

STUDENT INTERACTIVE, pp. 68–69



“You may go,” says Henry’s mom.
“You may go around the block.”
“Boring!” says Henry.

block an area in a city or town surrounded by four streets



68

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“But I will stay on our block.”
Henry waves to his mom.
Then he rides away.



CLOSE READ

Underline the words that tell where Henry will ride.

69

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First Read

Look

THINK ALOUD I should look at the pictures. The pictures can help me understand what is happening. I see Henry with his mom on page 68. He is on a bike and has a helmet on. Then page 69 shows Henry waving. I think he is waving goodbye to his mom. He must be leaving to go on a bike ride.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Tell students that there are rules in a community just as there are rules at home and in school. Point out that Henry is wearing a helmet in the picture on p. 69. In many states, it is a law to wear a helmet when riding a bike. Wearing a helmet when riding a bike helps keep cyclists safe.

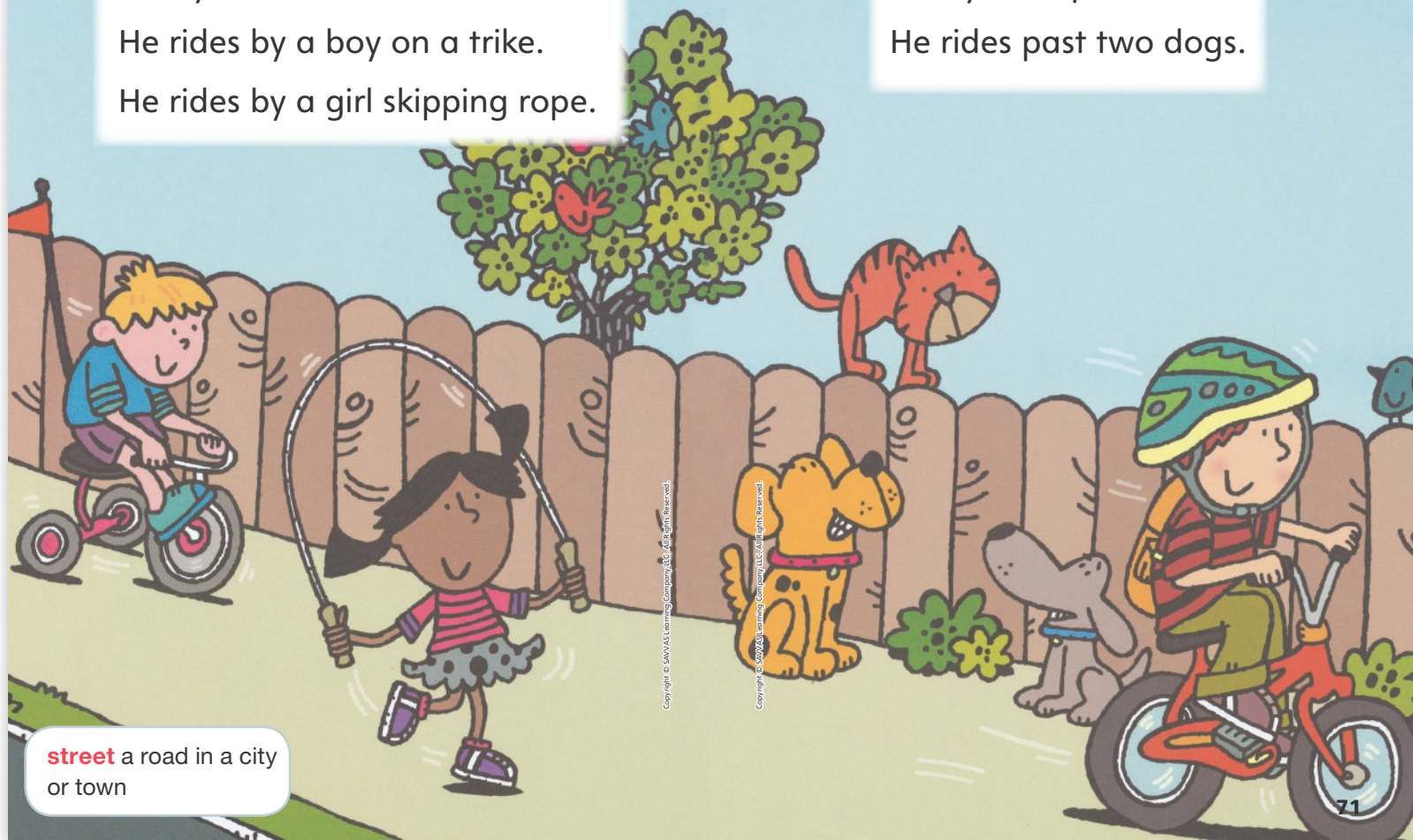


STUDENT INTERACTIVE, pp. 70–71



Henry rides down the street.
He rides by a boy on a trike.
He rides by a girl skipping rope.

Henry rides past a cat.
He rides past two dogs.



street a road in a city
or town

Possible Teaching Point



Academic Vocabulary | Synonyms

Use the Academic Vocabulary lesson on p. T84 in the Reading-Writing Workshop Bridge to teach students how finding synonyms can help them understand the meaning of unfamiliar words. Ask students how many *types* of animals Henry sees on his ride. (two; dog and cat) Explain that another word for *types* is *kinds*. You can substitute *kinds* for *types* in a sentence because they are synonyms.

Close Read



Describe the Setting

Have students describe the setting by underlining the words on p. 69 that tell where Henry will ride. Then ask: **What is one place Henry sees on his block?** (Possible response: a street) **DOK 1**

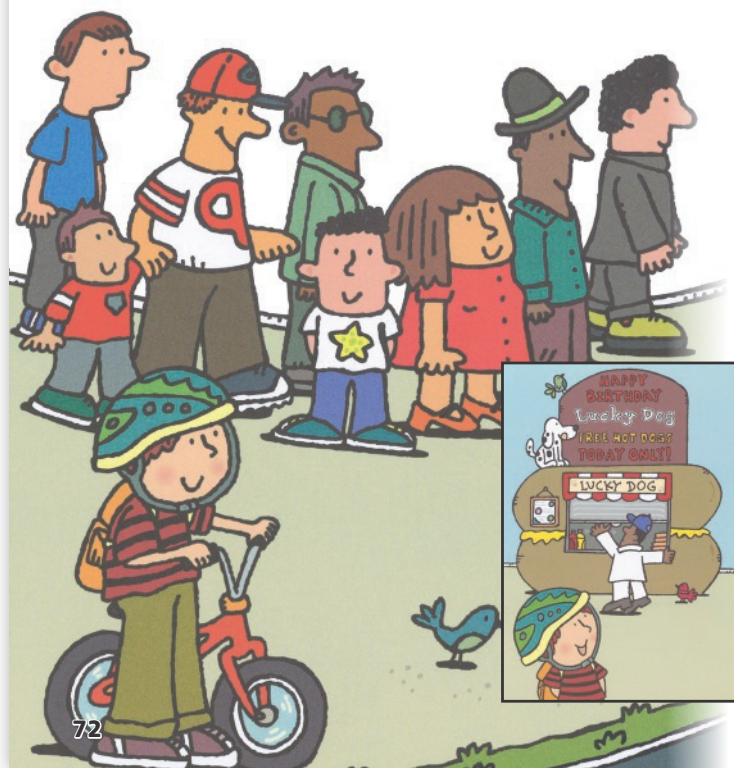
OBJECTIVE

Describe the setting.

STUDENT INTERACTIVE, pp. 72–73



Henry turns the corner.
He sees a line of people.
Henry stops to look.
“Wow!” says Henry.



Henry rides some more.
He sees a man with a shovel.
He sees a mixer too.

corner the place where two streets meet



CLOSE READ

Highlight something in the text you have a question about. To better understand, ask yourself a question about it.

First Read

Talk

THINK ALOUD I could talk with a partner about page 72. I like that Henry stops to look. He wants to know what the people are doing. I would stop to look too. I talked about the story. Now I want to know what my partner thinks. So, I could ask, “Would you stop or keep riding? Why?”

Possible Teaching Point



Language & Conventions | Present-Tense Verbs

Use a lesson on p. T353 in the Reading-Writing Workshop Bridge to teach students about present-tense verbs. Ask them to read aloud the present-tense verbs on p. 72. (*turns, sees, stops, says*)



STUDENT INTERACTIVE, pp. 74–75



Henry stops to watch.
The barrel turns.
Gravel pours out.



74

Henry waves good-bye.
He rides around a corner.
Some big kids ride up.



75

Foundational Skills Extension

Short *i*

Have students find the words on p. 75 that have the short *i* sound. (*big, kids*) Read the words aloud with students, and have them identify the letter that spells the short *i* sound.

Close Read



Ask and Answer Questions

Ask students to read the Close Read note. Prompt them to look at the large picture on p. 72. Assist students with deepening their understanding by having them generate a question about the people standing in line. (Possible response: Why are the people standing in line?) Ask: **Does the small picture give clues about the answer?** **DOK 3**

OBJECTIVE

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

STUDENT INTERACTIVE, pp. 76–77



“Nice bike,” one kid says.
“Way to ride!” they say.



Henry rides down the street.
Henry sees kids swinging.



CLOSE READ

Underline the words on this page that tell where Henry rides his bike.

First Read

Ask

THINK ALOUD I can find out about the setting by asking where Henry is on page 77. I look at the picture on page 77. I see a sign that says, “SLOW” and “Children Playing.” The text says that “Henry sees kids swinging.” I can see one kid swinging in the picture too. I know that playgrounds have swings. So, I think Henry is by a playground.

Possible Teaching Point

Read Like a Writer | Word Choice

Use the lesson on p. T114 in the Reading-Writing Workshop Bridge to teach students about word choice. Tell students that authors make choices about which words to use when they write. In realistic fiction, authors choose words to tell how the people in the story feel about what they see. Help students identify the word on p. 76 that tells how the “one kid” feels about Henry’s bike. (*Nice*)



STUDENT INTERACTIVE, pp. 78–79



Henry sees kids sliding and playing in the sand.



Henry rides past.
He waves but does not stop.

78

Henry hears some noise.
He looks up the street.
“More machines!” he says.



CLOSE READ

Highlight something on page 78 that you have a question about.

79

Foundational Skills Extension

Pp, Nn

Have students find the two words that begin with the consonant *p* or *n* on pp. 78–79. (*playing, past, not, noise*) Read each word aloud, emphasizing the /p/ and /n/ sounds, and ask students to repeat.

Close Read

Describe the Setting

Have students describe the setting by underlining the words on p. 77 that tell where Henry rides his bike. **DOK 1**

Ask and Answer Questions

Have students read the prompt on p. 79. Ask: *What is your question?* (possible response: What makes the noise?) **DOK 3**

OBJECTIVES

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

Describe the setting.

STUDENT INTERACTIVE, pp. 80–81



Henry stops to watch.
A bulldozer pushes dirt.



A dump truck backs up.



80

A backhoe digs.



The dump truck drives away.
“Wow!” says Henry.




81

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First Read

Read

 **THINK ALOUD** I do not understand why Henry stops riding his bike again. I can reread the text to help me understand. I reread parts of the text. I found out that Henry likes machines. He stops riding when he sees machines. Now I understand the text better.

Foundational Skills Extension

High-Frequency Words

Have students find the high-frequency word on p. 81. (*the*) Prompt them to read the word aloud.



STUDENT INTERACTIVE, pp. 82–83



Henry watches a crane.
The crane swings around.
Men unhook the load.



82

The dump truck comes back.
The backhoe fills it up.
“What a good day,” says Henry.



FLUENCY

Read pages 68 and 69 aloud with a partner to practice reading with expression.

83

Foundational Skills Extension

Short *i*

Have students find the two words with the sound /i/ on p. 83. (*fills, it*) Read the words aloud, emphasizing the sound /i/, and ask students to repeat.

Close Read

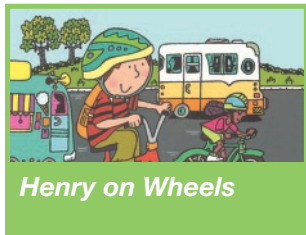
Fluency

Tell students that fluent readers read with prosody, or expression. Have students practice reading with expression when reading aloud pp. 68–69 with a partner.

OBJECTIVE

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Respond and Analyze



OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Henry on Wheels*.

- **Retell** Tell a partner about the part of the story that is most like an experience you have had. How are they the same?
- **Make Connections** Share with a partner how you feel about Henry. Is he someone like you? Do you like to do the same types of things? Does he seem like a real person to you?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Remind students that they learned some new words as they read *Henry on Wheels*: *sand*, *block*, *street*, and *corner*. These words all tell where Henry rode his bike and what he saw.

- Remind yourself about what each word means.
- Look for pictures that help you understand the words.
- Think about why the author used these words. How are they related to each other? What is the author describing?

MODEL AND PRACTICE Have students turn to p. 84 in the *Student Interactive*. Model how to complete the activity with the word *block*. Read the directions aloud and ask students to look at the words in the boxes.

Which word finishes the first sentence about Henry?

ELL Targeted Support Illustrations Tell students that the pictures in a book can help them figure out the meaning of words.

Model how to figure out the meaning of *sand* on p. 78. Emphasize the word as you read the sentence. Then point to the sandbox. **EMERGING**

Ask partners to locate the word *sand* in the story. Ask how the pictures help them understand the word. **DEVELOPING**

Ask partners to locate the words *sand* and *block*. Have partners explain the meaning of each word and how they know. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students practice developing vocabulary by completing p. 84 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words from their independent reading texts that tell about the setting.

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. T108–T109.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T108–T109.

Check for Understanding My TURN Have students complete p. 85 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 84–85

VOCABULARY	COMPREHENSION	READING WORKSHOP				
<div style="text-align: right; font-weight: bold; color: white; background-color: #2e8b57; padding: 2px; border-radius: 5px;">Read Together</div> <h3>Develop Vocabulary</h3> <p> MY TURN Use the words from the box to finish the sentences about the places Henry rides.</p> <table border="1" style="width: 100%; text-align: center; border-collapse: collapse;"> <tr> <td style="padding: 5px;">sand</td> <td style="padding: 5px;">block</td> <td style="padding: 5px;">street</td> <td style="padding: 5px;">corner</td> </tr> </table> <p>Henry can ride around the <u>block</u>.</p> <p>He rides his bike down the <u>street</u>.</p> <p>At the <u>corner</u> there is a line of people.</p> <p>Henry sees kids playing in the <u>sand</u>.</p> <div style="text-align: center; margin-top: 10px;">  </div>	sand	block	street	corner	<div style="text-align: right; font-weight: bold; color: white; background-color: #2e8b57; padding: 2px; border-radius: 5px;">Read Together</div> <h3>Check for Understanding</h3> <p> MY TURN Write the answers to the questions. You can look back at the text.</p> <p>DOK 2 1. What makes the setting realistic? Possible response: <u>Henry's neighborhood is like a real neighborhood.</u></p> <p>2. Why does the author keep Henry on his block? DOK 3 Possible response: <u>so readers can learn about Henry's neighborhood</u></p> <p>3. How is your neighborhood like Henry's neighborhood? Use text evidence. DOK 2 Possible response: <u>My neighborhood has a park with swings.</u></p>	<div style="text-align: right; font-weight: bold; color: white; background-color: #2e8b57; padding: 2px; border-radius: 5px;">Read Together</div>
sand	block	street	corner			
84	85					

Use the  **QUICK CHECK** on p. T91 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



/i/ SPELLED i

Sound-Spelling Cards Display Sound-Spelling Card 11. Write the letter *i* on the board. Then say: **The word *insects* starts with the sound /i/ spelled i.**



Read aloud a list of words. Have students raise their hands whenever they hear a word with the sound /i/. Use the following list of words: *sat, sit, am, at, Tim*. On the board, write the words with the sound /i/ spelled *i*. Ask students to read aloud each word.

ELL Targeted Support

Encourage students to seek support as needed.

Listen as students recite this list of words *sat, sit, am, at, Tim*. If students have difficulties reading a word, model saying the word aloud. **EMERGING**

Guide students to make a list of words they have trouble saying. Have them practice reciting the words whenever possible. **DEVELOPING**

Have students think of sentences for each word. Have them practice saying the words in context.

EXPANDING

Have students use what they have learned to help others needing support. Teaching a peer can reinforce their own understanding of spoken language. **BRIDGING**



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

Intervention Activity



DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • PRACTICE AND ASSESS

Lesson 14 Decode Regularly Spelled VC and CVC Words

PRACTICE 2 Display Student Page S97. Help students connect sounds and their letters in short words by reviewing and modeling how to identify parts of a familiar CVC word, such as *pup*. Circle *pup* on the Student Page. *Pup*. This is a familiar word. Say the word with me: *pup*. I will say the sounds and the word again. Then we will say them together: /p/ /u/ /p/. /p/ /u/ /p/. Say it with me: *pup*.

Next, introduce and model new CVC words. Point to *hat* in the second column. Let's learn the sounds and letters together: I will say each sound and the word. Then we will say them together. Say it with me: /h/ /a/ /t/. /h/ /a/ /t/. Say it with me: *hat*. Repeat the steps for the remaining words.

Finally, have students practice CVC words. Point to the words out of order. Have students say each word's sounds and the word smoothly. Prompt and model as needed. Point to each word at least twice.

pup	hat	tan	sit	tin
p u p	h a t	t a n	s i t	t i n

To further students' learning, cut apart each card. Cut each word apart from the three letters, but leave the letters together. Point out that the order of the letters is how the word is spelled. Have students work in pairs to put the letters with the correct word.

MONITOR PROGRESS Point to each word. Have students sound out and say the word. Then have them name each letter in the word to spell it.

pup	hat	tin	tan	hit
-----	-----	-----	-----	-----

IF... students cannot say a word, THEN... say the word slowly, blending it for students. Guide students to point to and say the word independently. Then have them identify each sound and match it to a letter.

Phonological Awareness T • 97

Intervention Activity



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



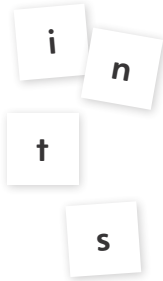
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Place students into pairs. Ask each pair to use Letter Tiles to make as many words with the sound /i/ spelled *i* as they know. Review the words, having students say them aloud.



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

Decodable Reader



Tell students that they can use Decodable Reader *Mats* to read high-frequency words and more words with the sound /i/ spelled *i*.

Go over this week's high-frequency words: *we*, *do*, *the*, *one*, *like*. Say: **You will read some of these words in today's story.**

Before students read the Decodable Reader, ask them to look for the title and name of the author on the cover. Then have students take turns reading the story with a partner.

High-Frequency Words

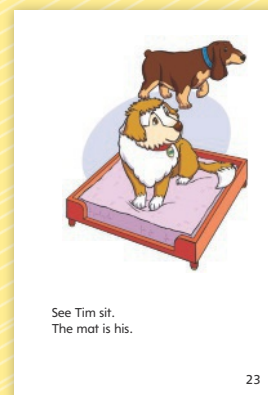
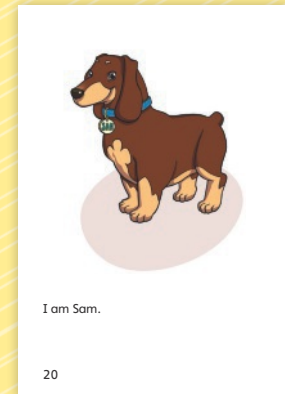
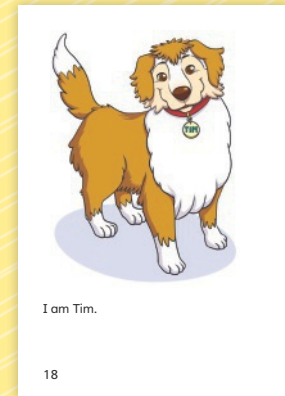
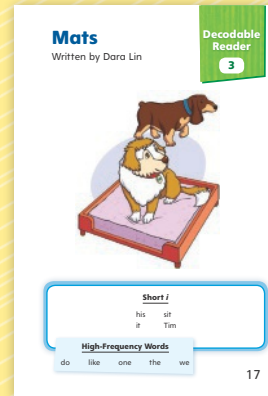
Prompt students to write sentences that include the high-frequency words *we*, *do*, *the*, *one*, and *like*. Then ask them to practice reading the words by sharing their sentences with a partner.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T105 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to remind you of some ways authors use words. Understanding how words are used can help you figure out what unfamiliar words mean. Sometimes an author can use words that help to describe the setting of the story, or where the story takes place.

Look back at *Henry on Wheels* with students for illustrations that show the meaning of the new vocabulary words.

ELL Targeted Support

Tell students that sometimes they can learn the meaning of unfamiliar words by looking at the pictures near the word.

Use a picture dictionary to show how illustrations for *sand* and *street* show meaning. Have students point out pictures in the story that do the same. **EMERGING**

Have partners look up the vocabulary words in a picture dictionary. Then have one partner point to a story picture while the other partner names the word it shows. **DEVELOPING**

Have students make their own picture dictionary of the vocabulary words using pictures cut from old magazines. **EXPANDING/BRIDGING**



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

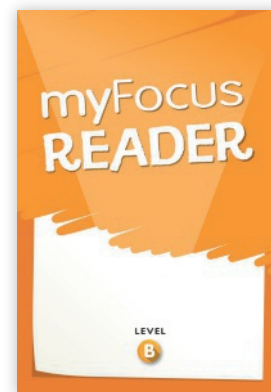
Intervention Activity



myFOCUS READER

Read pp. 8–9 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional information on neighborhoods.

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



Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage smoothly until it sounds like normal conversation. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share their list of words that describe the setting of their books and to tell what they learned about the setting from those words. Ask them to share the strategies they used to determine the meaning of one or two of the words.

Possible Conference Prompts

- What words did the author use to tell about the setting of the story?
- What helped you understand that word?

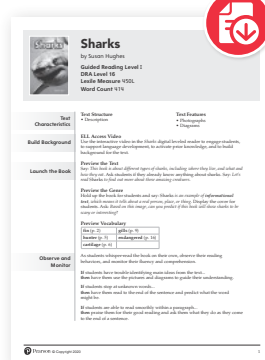
Possible Teaching Point Readers look for descriptive words that help them visualize the setting of a story. Looking for clues from illustrations helps readers connect meaning to unfamiliar words.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to determine the meaning of unknown words, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Invite a few students to share the new words they found that describe the settings of realistic fiction.

Independent/Collaborative

Independent Reading



Students can

- read pp. 8–9 in the *myFocus Reader*.
- read a trade book or their Book Club text.
- partner-read a text, asking each other about the book.

Centers



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

Literacy Activities



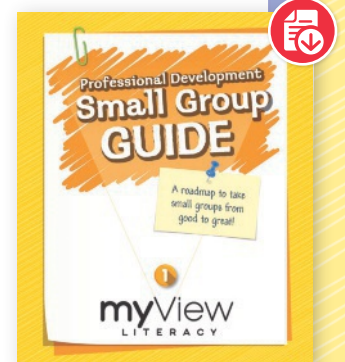
Students can

- build words using the Letter Tile activity on p. T107.
- work with a partner to answer the questions on *SI* p. 85.
- play the myView games.
- take turns with a partner, reading a page from the text with expression.

SUPPORT INDEPENDENT READING

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

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



Word Work

OBJECTIVES

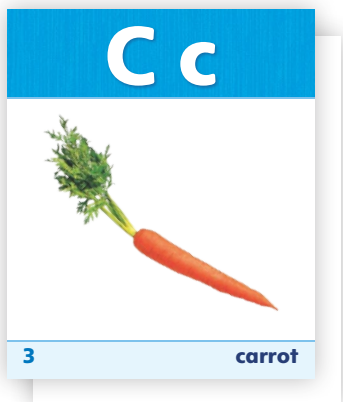
Recognize spoken alliteration or groups of words that begin with the same spoken onset or initial sound.

Decode words in isolation and in context by applying common letter sound correspondences of all consonants.

Identify and read common high-frequency words.



Picture Cards



Sound-Spelling Cards

Phonological Awareness: Recognize Alliteration

SEE AND SAY Tell students sometimes a group of words begins with the same sound. Point to the picture of the nest on p. 55 in the *Student Interactive*. Say: *What sound does nest begin with? Listen as I say the sound: /n/ (pause) /n/ (pause) /n/ (pause) nest. Nest begins with the sound /n/. Say the sound with me: /n/. Repeat with the words nine and net. Then say: What sound do nest, nine, and net begin with? Yes, they all begin with the sound /n/.*

PRACTICE Say: *Nana needs nine nuts now.* Have students repeat the words. Ask: *What is the initial, or beginning, sound in these words?* Elicit responses. *Yes, they start with the sound /n/.* Then ask: *Are the beginning sounds of these words the same?* Elicit responses. *Right! All the beginning sounds are the same.* For additional practice with alliteration, use some of the *c* and *p* Picture Cards.

Phonics: Decode Words with Initial and Final Consonants *Cc, Pp, Nn*

Minilesson

FOCUS Use Sound-Spelling Cards 3, 16, and 18 to introduce the sound /k/ spelled *c*, sound /p/ spelled *p*, and sound /n/ spelled *n*. Display each card. Name the picture, isolate the initial sound, and name the letter that spells the sound. Ask students to name the sound that each letter can spell. Explain to students that they can decode, or read, words by using common letter sound correspondences.

MODEL AND PRACTICE Write the word *pan* on the board. *We can read this word. Let's name the letters.* Then say the sounds slowly: /p/ /a/ /n/. Ask: *What is the first sound? (/p/) What letter spells that sound? Yes, the sound /p/ is spelled p.* Continue with the sound /a/ spelled *a* and the sound /n/ spelled *n*. Then have students read the word. Repeat the routine with *can*, *pin*, *nap*, *cat*, and *tin*.

APPLY MyTURN Read aloud the text at the bottom of p. 55 in the *Student Interactive*. Students first segment and say the phonemes in each word (short arrows), then blend the phonemes together to read it (long arrow).



High-Frequency Words

Minilesson

FOCUS Reread the high-frequency words for the week: *do, like, one, the, we*. Tell students that learning to read these words will make it easier to read more quickly.


PRACTICE Write the word *one* on the board. Read the word *one*, then spell the word. Have students do the same. Repeat with the rest of the high-frequency words. Then have student pairs complete this sentence starter: *We like to ____*. Tell students to pick something that they both like. Invite students to share their sentences.

APPLY My TURN Direct students to p. 56 in the *Student Interactive* and have them identify, read, and write the high-frequency words.




STUDENT INTERACTIVE, p. 55

FOUNDATIONAL SKILLS
Read Together

Alliteration

 **SEE and SAY** Sometimes groups of words begin with the same initial sound. Say the picture names. Tell the sound that is the same in each picture name.

Students should say nest, nine, net and then /n/.


Cc, Pp, Nn


The letter **c** makes the **k** sound in **cat**.
 The letter **p** makes the **p** sound in **pin**.
 The letter **n** makes the **n** sound in **nap**.

MY TURN Read each word.

c
a
n

n
a
p





55

STUDENT INTERACTIVE, p. 56

HIGH-FREQUENCY WORDS | PHONICS
Read Together

My Words to Know

Some words you will see a lot as you read.

MY TURN Read these words.

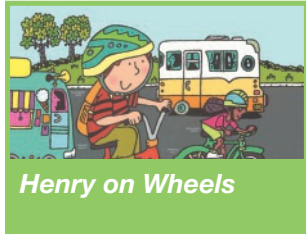
we
do
the
one
like

MY TURN Complete the sentences with words from the box. Read the sentences.

1. I like the pan.
2. I tap one.
3. Do we tap the pan?
4. We can tap and tap.

56

Describe the Setting



OBJECTIVE

Use illustrations and details in a story to describe its characters, setting, or events.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words as well as related words:

- Lila and Jacob see **various** things as they walk through their neighborhood. The different things they see are part of the setting of the story.

Minilesson

FOCUS ON STRATEGIES Remind students that the setting is where and when the story takes place. In realistic fiction, the story happens in a time and place that seem real.

- Look at the pictures in the story to see where the story takes place.
- See how the characters look and act for clues about when the story happens.
- Find words in the story that tell about the setting.

MODEL AND PRACTICE Use the Read Aloud on pp. T80–T81. **To describe the setting of a story, I need to read to find out where the story happens. I can pay attention to where the characters go in the story to help me understand where the story takes place.** Read aloud the text to the students. Then ask: **Where does this story take place?** Guide students to describe the setting of the story. (*Lila and Jacob's neighborhood*) Then have them go back to the Close Read notes on pp. 69 and 77 and underline details about the setting of *Henry on Wheels*.

ELL Targeted Support Setting Help students practice strategies for understanding the setting of a story.

Have students look at the illustrations on pp. 66–67. Ask what Henry is doing. (*riding a bike*) Have students mimic the actions of riding a bike. Then ask where Henry is riding his bike. (*on his block/street, in his neighborhood*) Point out those words in the text and have students read them aloud.

EMERGING

Have students flip through the story and answer the question “Where is Henry?” for each page. Reinforce how the answers tell about the story setting. **DEVELOPING**

Have students look at the illustrations on pp. 68–69. Then refer them to what they underlined during the Close Read. Guide students to find the phrase *on our block*. Explain that the block is the setting of the story. Have students search for pictures and words in other texts that tell about the setting. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing the setting.

OPTION 1 My TURN Have students complete p. 86 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark the setting of realistic fiction texts. Tell them to write words telling about the setting on the sticky note.

QUICK CHECK

Notice and Assess Can students describe the setting of a realistic fiction story?

Decide

- **If students struggle**, revisit instruction about describing the setting in Small Group on pp. T116–T117.
- **If students show understanding**, extend instruction about describing the setting in Small Group on pp. T116–T117.


STUDENT INTERACTIVE, p. 86

CLOSE READ

Read Together

Describe the Setting

The **setting** is where and when a story takes place.

 **MY TURN** What is the setting of *Henry on Wheels*? Look back at the text.

The setting of *Henry on Wheels* is

Possible responses:

Henry's block; the streets by Henry's house; Henry's neighborhood.

What details in the story help you describe the setting?

Possible response:

The story says that Henry rides around his block and down the street.

86

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Read Like a Writer, Write for a Reader

OBJECTIVES

Describe the main character(s) and the reason(s) for their actions.

Identify real-life connections between words and their use.

ELL Access

Interjections Explain that in English some words are used to express surprise, disgust, or other emotions. Have students listen to examples of interjections in context such as *oh my*, *really*, *hooray*, *bravo*, or *yuck*. Invite students to share words in English or their home language that they say when they feel excited to enhance and confirm their understanding of interjections.

Word Choice

Minilesson

FOCUS ON STRATEGIES Authors choose words carefully to help readers understand how characters feel about what they see.

- Read words closely.
- Think about what the words tell you about how a character feels.

MODEL AND PRACTICE Model using the example on p. 90 in the *Student Interactive* to show students how writers use word choice. Say: *In Henry on Wheels, Henry sees a lot of interesting things as he rides his bike in his neighborhood. At one point, he says, "Wow!" The author chose this word to show that Henry is excited by what he sees.*

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Vertical Lines

FOCUS Write vertical lines starting from the top to the bottom.

MODEL Model writing vertical lines on the board. Draw typical handwriting lines on the board (solid line, dotted line, solid line).

Tell students to always start at the top line. Say as you write the vertical line: *The top line is the sky, the middle (dotted) line is the fence, and the bottom line is the ground. Come down from the sky, through the fence, and to the ground.*



ASSESS UNDERSTANDING

Apply

My TURN Have students use the bottom of p. 90 to write some words or phrases that show how they would express their feelings about seeing something new.

STUDENT INTERACTIVE, p. 90

Read Together

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors choose words to help readers understand how characters feel about what they see.

Henry stops to look. "Wow!" says Henry.

The author uses this word to express how Henry feels about seeing the trucks.

MY TURN Write some words or phrases that show how you would express your feelings about seeing something new.

Possible response:

amazing, cool, neat,

awesome

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90

Writing Workshop

Have students think about word choice as they write their Writing Workshop texts. Encourage students to select one or two words from their texts and look for synonyms that express the appropriate feelings or emotions more effectively.

PRACTICE Have students use *Handwriting* p. 22 from the *Resource Download Center* to practice writing vertical lines.

Read Together

Name _____

Handwriting

Vertical Lines
To have good handwriting, you need to practice writing vertical lines, or lines that start at the top and move down.

MY TURN Trace the following lines.

MY TURN Write some vertical lines of your own.

Grade 1 • Unit 1 • Week 2
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Handwriting, p. 22

Use the  **QUICK CHECK** on p. T113 to determine small group instruction.

Teacher-Led Options

Strategy Group

DESCRIBE THE SETTING

Teaching Point When you read realistic fiction, it is important to understand the setting. The setting is where and when the story takes place. Pictures that go with the story show the setting. The author uses words to describe the setting. Look back at *Henry on Wheels*. Does the setting change on different pages? Guide students to discuss the general setting (Henry’s block/street or neighborhood) and more specific settings, such as the playground on pp. 77–78 in the *Student Interactive*.

ELL Targeted Support

Tell students that drawing pictures can help them describe the setting of a story.

Have students draw a picture of Henry’s neighborhood. Ask students to tell what their pictures show. **EMERGING**

Have students draw a picture of Henry’s neighborhood. Ask them to label the picture with a word or phrase that describes it. **DEVELOPING**

Have students draw a picture of Henry’s neighborhood. Then ask them to complete this sentence and write it next to the picture. *Henry sees _____ in his neighborhood.* **EXPANDING/BRIDGING**



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

Intervention Activity

STORY ELEMENTS

Use Lesson 45 in the *myFocus Intervention Teacher’s Guide* for instruction on setting.

LEVEL B • PRACTICE AND ASSESS

Lesson 45 Story Elements

PRACTICE 2: Use Key Details to Describe Characters, Settings, Major Events, and Theme Tell students that they can use important details in a story to help them understand more about the characters, setting, major events, and theme. Display or distribute Student Page S261 and read the top excerpt aloud.

REMINDE STUDENTS THAT...

- a story contains characters, settings, major events, and a theme.
- authors use names to identify characters.
- authors use descriptive words to depict settings and major events.
- authors show theme through characters’ words and actions.
- they can write brief responses to understand a text.

Benny stopped. He sniffed the air. He smelled something. Now Jack barked. It was a warning. “Look out for the bear!” it said. A bear! Benny didn’t wait. He ran as fast as he could. So did Jack. They ran up a hill and past a big rock. At first they could hear the bear running, too. But the bear could not catch up to them.

Tell students that this passage gives some key details about the story’s characters. You already know that Benny and Jack are dogs, and Benny is big and that Jack is little. Now you can tell some more things about them. Benny smells the air to learn about the world around him. Jack barks to warn Benny about a bear. What else can you learn about the dogs? Have students look at the third paragraph of the above excerpt. Guide students to recognize that these details suggest the dogs are fast runners and that the dogs help each other.

Repeat with the setting and the major event of the dogs encountering a bear. Invite students to write a brief response about how Benny and Jack likely felt during this event.

MONITOR PROGRESS Have students read the bottom excerpt on Student Page S261. Ask students what they learn about the setting from this text.

“The river!” Together they ran down the path. There were ducks. There were fish.

IF... students cannot identify details about the setting, THEN... ask students to draw a picture of the setting, emphasizing the animals described, and point out that students can use these details to help them understand the setting.

Reading Literature T • 261

Fluency

Assess 2–4 students

PROSODY

Provide two sentence strips to students: *You like apples. You like apples?* Ask pairs to take turns practicing reading the sentences with proper inflection.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

DESCRIBE THE SETTING

Talk About Independent Reading Ask students to look at the sticky notes in their books and to share the setting of their stories.

Possible Conference Prompts

- What helped you decide where the story takes place?
- What words can you use to tell about the setting?

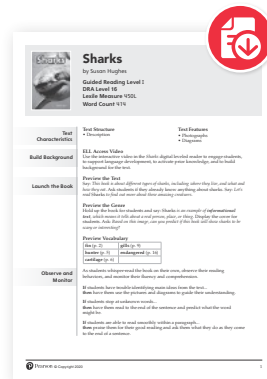
Possible Teaching Point Readers can get clues about setting by looking at the pictures that go with the text. Sometimes the setting in a story will change as the characters move from place to place.

Leveled Readers



DESCRIBE THE SETTING

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to describe the setting, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Encourage one or two students to describe the settings of their independent reading books. Ask students if these are places that they already know about or if they learned about a new place.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Henry on Wheels* or another text they previously read.
- read a self-selected trade book or their Book Club text.
- describe the setting of their independent reading books to a partner.

Centers



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

Literacy Activities



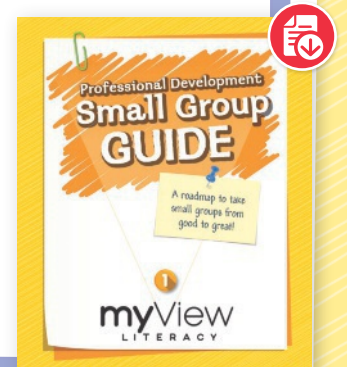
Students can

- complete the sentences on p. 86 of the *Student Interactive*.
- play the myView games.
- choose a page from the story and with a partner take turns reading the passage with appropriate rate and expression.

SUPPORT PARTNER READING

Partner reading is a good time for students to explore books with different settings. Partners can discuss what is the same and different about the settings.

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



Word Work

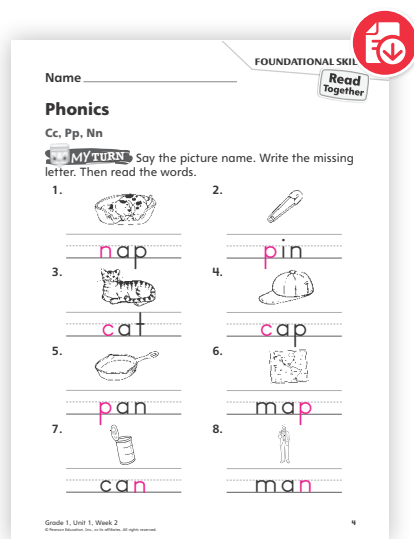
OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

Print all upper- and lowercase letters.

ADDITIONAL PRACTICE

For additional student practice with *Cc*, *Pp*, and *Nn*, use *Phonics* p. 4 in the *Resource Download Center*.



Phonics, p. 4

Phonics: Decode and Write Words with Consonants *Cc*, *Pp*, *Nn*

Minilesson

FOCUS Review the sound /k/ spelled *c*, the sound /p/ spelled *p*, and the sound /n/ spelled *n*.

MODEL AND PRACTICE Write *in*. Say: Listen as I say the word *in* slowly: /i/ (pause) /n/. Say each sound slowly so students can hear the individual sounds. Stretch the short *i* sound. Say the sounds in *in* again and have students repeat. Draw two empty boxes. Model how to write the letter for each sound. Say: What letter spells the sound /i/? Write *i* in the first box. What letter spells the sound /n/? Write *n* in the second box. Slide your finger under the boxes and read the word. Have students practice reading the word with you. Repeat with the words *can*, *pit*, *tin*, *nap*, and *pin*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 57 in the *Student Interactive*.

ELL Targeted Support Active Listening Tell students they will give a thumbs-up if they hear a word with the sound you choose.

Tell students to listen for the sound /p/. Say *pat*, *sat*, *nap*, and *tan*. Model and practice the sound /p/. Ask students the name of the letter that spells the sound /p/. **EMERGING/DEVELOPING**

Tell students to listen for the sound /n/. Say *pan*, *man*, *hat*, and *nap*. Repeat to identify words with the sound /p/. Ask students which two words are spelled using the same letters and sounds. Answer: *pan/nap*. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 57 and p. 58 in the *Student Interactive* by printing the letters *c*, *p*, and *n*. Be sure they read the words in context by reading their completed sentences.

OPTION 2 Independent Activity Students practice initial and final sounds for the target letters learned so far: *m*, *s*, *t*, *c*, *p*, *n*, and medial short *a* and short *i*. On the board, make a circle titled “2” that contains the consonant target letters. Make a plus sign and then draw another circle titled “1” that contains *i* and *a*. Ask students to make as many three-letter words as they can using two letters from Circle 2 and one letter from Circle 1. Students may work on their own or with a partner.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the consonants *c*, *p*, and *n*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T124–T125.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T124–T125.

STUDENT INTERACTIVE, p. 57

Read Together
FOUNDATIONAL SKILLS

Cc, Pp, Nn

TURN and TALK Read these words with a partner.

	can	pan	man
	it	pit	sit
	in	pin	tin
	map	tap	cap

MY TURN Write *c*, *p*, or *n* to finish the words.

- We p at the c at.
- The cat can n ap.

TURN and TALK Read the sentences.

57

STUDENT INTERACTIVE, p. 58

PHONICS
 Read Together

Cc, Pp, Nn

MY TURN Say each picture name. Write *c*, *p*, or *n* to complete the words. Then read the words.

m ap

p an

p in

c at

MY TURN Write a sentence about one of the pictures.

Possible response:
The cat can nap.

58

Decodable Story

OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

Decode words with closed syllables, open syllables, VCe syllables, and vowel teams.

Identify and read common high-frequency words.

ELL Access

Recognizing the sounds used in words helps students with their language acquisition. Sharing their learning provides reinforcement and feedback as students focus on the different sounds contained within words they are reading.

Read *Tip the Cat*

FOCUS Have students turn to p. 59 in the *Student Interactive*. We are going to read a story today about Tip. Point to the title of the story. The title of the story is *Tip the Cat*. I hear the short *i* sound in the word *Tip*. What letter in *Tip* spells the sound /i/? Wait for responses. Right! The *i* spells the sound /i/. Point to the *i* in *Tip*. We will read other words with the short *i* sound spelled *i* and words with the letters *c*, *p*, and *n* in our story.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *do*, *like*, *one*, *the*, *we*. Tell students that they will practice reading these words in the story *Tip the Cat*. Display the words. Have students read them with you. Say: *When you see these words in today's story, you will know how to read them.*

STUDENT INTERACTIVE, p. 59



DECODABLE STORY
FOUNDATIONAL SKILLS

Tip the Cat

We can see one cat.

We can see one pan.



 AUDIO

Audio with Highlighting

 ANNOTATE

Read the story. Highlight the four words with the k sound spelled c.

59



READ 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.

Call students' attention to the title on p. 59. *I see the letter c in the word Cat.* What sound do you hear at the beginning of the word *cat*? (/k/) Have students decode the word *Cat*. Then have them identify words with the sound /k/ spelled c on p. 59 and highlight them.

Have students turn to p. 60. *Which words have the sound /i/?* Students should supply the words *Tip*, *sit*, and *in*. *Which letter spells the sound /i/ in Tip, sit, and in?* Students should say the sound /i/ is spelled with the letter *i*. Have them underline the words.

Have students turn to p. 61. *Which words have the sound /n/?* Students should supply the words *can*, *nap*, *in*, and *pan*. *Which letter spells the sound /n/ in can, nap, in, and pan?* Students should say the sound /n/ is spelled with the letter *n*. Have them highlight the words.

STUDENT INTERACTIVE, pp. 60–61



DECODABLE STORY

FOUNDATIONAL SKILLS

We can pat Tip the cat.
Tip can sit in the pan.



Underline the four words with the short i sound.

60

Tip **can nap in** the **pan**.
Do we like it?
We do!



Highlight the four words with the n sound.

61

Ask and Answer Questions



Henry on Wheels

OBJECTIVE

Ask and answer questions about key details in a text or to clear up confusion about topics and texts under discussion.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the close read, model using the Academic Vocabulary words and other related words:

- What types of things were the children playing with?
- To what groups do the animals on page 71 belong?

Minilesson

FOCUS ON STRATEGIES Sometimes you may not be sure where a story is happening or why a character does something. If you ask questions about where a character goes in the story or what the character sees, it can help you understand where the story takes place. As you read the story, asking questions about the setting and finding answers will help you have a better understanding of the text.

- Do you know where the character is in the story?
- What sorts of things are happening in the story? Where are they happening?
- Ask yourself other questions about the story's pictures to get information about the setting. What sorts of places do the pictures show?

MODEL AND PRACTICE Say: *In [Henry on Wheels](#), Henry rides around his block on his bicycle and sees many things. That is the setting of the story. I remember that Henry sees a line of people and says, "Wow!" As I was reading, I asked the question: Why does Henry say, "Wow!"? To answer the question, I looked at the pictures on the page. I saw that the people were waiting for free hot dogs! No wonder they were standing in a line. Have students go back to the Close Read notes on pp. 73 and 79 in the *Student Interactive* and highlight the answers.*

ELL Targeted Support Ask and Answer Questions Let students know that they can find answers to questions by looking at the illustrations as well as the text. Read aloud p. 72 in the *Student Interactive*.

With students, study the inset that goes with the text. Ask students leading questions about what they see in that picture. **EMERGING**

Ask students to explain how the two pictures on the page are connected. Have students explain the connection to what Henry said. **DEVELOPING**

Have students reread the last line of p. 72 and look at the inset. Then have them work in small groups to share a question-and-answer about what Henry said. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions on the setting.

OPTION 1 My TURN Have students complete p. 87 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students write questions about the setting of the story they are reading on index cards. Ask them to write the question on one side and the answer on the other side.

QUICK CHECK

Notice and Assess Can students ask and answer questions on the setting of a realistic fiction story?

Decide

- **If students struggle**, revisit instruction for asking and answering questions on the setting in Small Group on pp. T126–T127.
- **If students show understanding**, extend instruction about asking and answering questions on the setting in Small Group on pp. T126–T127.

STUDENT INTERACTIVE, p. 87

Read Together READING WORKSHOP

Ask and Answer Questions

Asking and answering questions about the setting as you read helps you better understand the text.

MY TURN Draw the answer to one of your questions about *Henry on Wheels*. Look back at the text.

Possible response:
Drawing could show that the answer to why Henry does not stop is that he hears machines.

TURN and TALK What questions do you have after reading the text?

87

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Use the  **QUICK CHECK** on p. T119 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

c/k/, p/p/, n/n/

Sound-Spelling Cards Share with students Sound-Spelling Cards 3, 16, and 18. Say: *The word carrot begins with the sound /k/. The sound /k/ in carrot is spelled c.* Continue with the sound /n/ spelled *n* in *nurse* and the sound /p/ spelled *p* in *pilot*.

Write the following incomplete words on the board: *_an, _at, ma_*. Guide students to fill in the empty spaces with the letter *c*, *p*, or *n* to make real words (possible responses: *pan, can, cat, pat, man, map*). Then have students read each word aloud.

ELL Targeted Support

Have students, in pairs, practice reciting and writing words using the *can, cap, and pan* Picture Cards.

Prompt student pairs to take turns saying each picture name. Have them identify and write the letters that make the /k/, /n/, and /p/ sounds.

EMERGING

Have one student hold up a picture card while their partner writes the word, then reads it aloud. Repeat with students switching places.

DEVELOPING

Ask students to say the picture names and write the words. Then have them list other words they know that begin or end the same as the picture names. **EXPANDING/BRIDGING**



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

Intervention Activity

DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • PRACTICE AND ASSESS

Lesson 14 Decode Regularly Spelled VC and CVC Words

PRACTICE 2 Display Student Page S97. Help students connect sounds and their letters in short words by reviewing and modeling how to identify parts of a familiar CVC word, such as *pup*. Circle *pup* on the Student Page. *Pup*. This is a familiar word. Say the word with me: *pup*. I will say the sounds and the word again. Then we will say them together: /p/ /u/ /p/. /p/ /u/ /p/. Say it with me: *pup*.

Next, introduce and model new CVC words. Point to *hat* in the second column. Let's learn the sounds and letters together: I will say each sound and the word. Then we will say them together. Say it with me: /h/ /a/ /t/. /h/ /a/ /t/. Say it with me: *hat*. Repeat the steps for the remaining words.

Finally, have students practice CVC words. Point to the words out of order. Have students say each word's sounds and the word smoothly. Prompt and model as needed. Point to each word at least twice.

pup	hat	tan	sit	tin
p u p	h a t	t a n	s i t	t i n

To further students' learning, cut apart each card. Cut each word apart from the three letters, but leave the letters together. Point out that the order of the letters is how the word is spelled. Have students work in pairs to put the letters with the correct word.

MONITOR PROGRESS Point to each word. Have students sound out and say the word. Then have them name each letter in the word to spell it.

pup	hat	tin	tan	hit
-----	-----	-----	-----	-----

IF... students cannot say a word, **THEN...** say the word slowly, blending it for students. Guide students to point to and say the word independently. Then have them identify each sound and match it to a letter.

Phonological Awareness T • 97

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Students can use Letter Tiles to make the following words: *pan, pit, pat*. They can then rearrange the letters to make a new word. (*nap, tip, tap*) Students can form a word using Letter Tile *c*. They can then read their words aloud to a partner.



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

Decodable Reader



Support students by utilizing the Decodable Reader *The Nap*. This Decodable Reader can help students read high-frequency words and words that have the consonants *c/k/*, *p/p/*, and *n/n/*.

As students read the Decodable Reader, prompt them to place sticky notes on pages that include one or more high-frequency words. After reading, ask students to return to the pages that have sticky notes and reread the sentences with high-frequency words with a partner.

Centers



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

Decodable Reader

The Nap
Written by Naomi Kotzmeyer

Decodable Reader
4

Consonant c /k/ can man	Consonant p nap pat	Short a can man nan nap nat tap sat
Consonant m man nan	Consonant s sat nat	Consonant t tap nat

High-Frequency Words
I see the

25

I see Nan.

26

I see Nat.

27

Nan can nap.

28

Nat can tap.

29

Nat can nap.

30

Nan can tap.

31

The man sat.
The man can nap.

32

Use the  **QUICK CHECK** on p. T123 to determine small group instruction.

Teacher-Led Options

Strategy Group

ASK AND ANSWER QUESTIONS

Teaching Point As you read a story, you can ask yourself questions. You might wonder: Where does this story take place? You can find the answers by reading the text and looking at the pictures that go along with the story. Look back at *Henry on Wheels* on pp. 77–78 in the *Student Interactive* and work with students to ask and answer questions about the setting.

ELL Targeted Support

Tell students that asking and answering questions is a good way to check their understanding of setting.

Play “Where’s Henry?” Direct students to look at p. 66 in the *Student Interactive*. Ask students: **Where is Henry?** (at home) Repeat with other pages in the story. Stress that we ask “where” questions to learn about the setting. **EMERGING**

Ask students a question about the setting that they can answer with a description of where the story takes place. **DEVELOPING**

Ask students questions about where the story takes place in general (a neighborhood/street) and then more specifically what Henry sees on different pages. **EXPANDING**

Have student partners ask and respond to questions about Henry’s travels and what he sees. **BRIDGING**



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

Intervention Activity

ASK AND ANSWER QUESTIONS

Use Lesson 42 in the *myFocus Intervention Teacher’s Guide* for instruction on asking and answering questions.

LEVEL B • PRACTICE AND ASSESS

Lesson 42 Ask and Answer Questions and Make Connections

PRACTICE 2: Ask Questions About Key Details Say: As you read a story, questions help you keep track of the characters (people or animals), setting (where they are), and events (the things that happen). One good question to ask often is, *What is happening right now?* Display or distribute copies of Student Page S241. Read it aloud.

“I like to add two pinches of salt. Like this!” he said. He acted like a magician as he tossed salt into the bowl.
Gina added the chocolate chips. “Look! I am a cookie-making machine,” she said. She stirred the dough round and round. She moved and acted like a robot.

Ask: What is happening in this section? (The characters are mixing ingredients to make cookies. Dad adds salt, and he acts like a magician; Gina adds chocolate chips, and she acts like a robot.)

Say: The author uses comparisons to help you imagine what is happening. What does that make you wonder? Guide students to see that they could ask *How would a magician throw salt?* and *How would a robot stir dough?* Invite volunteers to act out the events for the class.

Invite students to write a brief comment responding to the text by making a personal connection to it. How are Gina and Dad having fun? What do you pretend to be for fun? Write your answer.

MONITOR PROGRESS Write who, what, when, where, why, and how on the board. Ask students to recall the whole story and ask a question that begins with one of these words. Invite volunteers to share questions and then help them write the answers on the board.

IF... students have difficulty forming questions about key details, **THEN...** have students make statements and work backwards to phrase them as questions. *Gina stirred the dough. Who stirred the dough?*

Reading Literature T • 241

Fluency

Assess 2–4 students

PROSODY

Help students choose a short passage in an appropriate leveled reader. Have student pairs practice reading the passage to achieve fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage three times. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes
per conference

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Ask students to look at the index cards with questions about the settings of their books and to share the answers to their questions.

Possible Conference Prompts

- What questions did you ask about the setting?
- Where did you look to find the answers to your questions?
- What helped you answer your questions about the setting of the story?

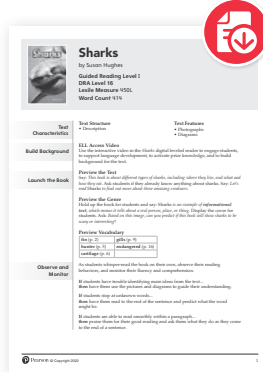
Possible Teaching Point Readers can ask questions about where a character goes in the story to help understand the setting.

Leveled Readers



ASK AND ANSWER QUESTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on asking and answering questions, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Encourage one or two students to discuss the questions and answers they used to help them understand the settings of their independent reading books. Celebrate their accomplishments in using this reading strategy.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- practice asking and answering questions about a book’s setting of their independent reading books with a partner.

Centers



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

Literacy Activities



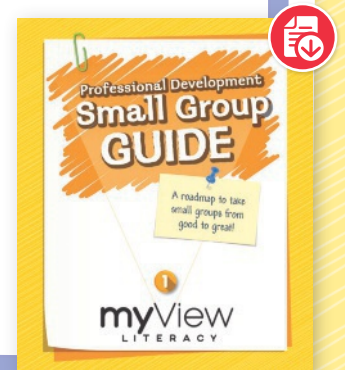
Students can

- complete p. 87 in the *Student Interactive*.
- write about their books in a notebook.
- play the myView games.
- with a partner, take turns reading a passage smoothly.

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.



Word Work

OBJECTIVES

Blend spoken phonemes to form one-syllable words, including initial and/or final consonant blends.

Segment spoken one-syllable words of three to five phonemes into individual phonemes, including words with initial and/or final consonant blends.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 14 from the *Resource Download Center*.

My Words to Know, p. 14

Phonological Awareness: Segment and Blend Phonemes

MODEL Segmenting and blending spoken phonemes is an important beginning reading skill. Model how to segment and blend phonemes.

Say: Listen as I say each sound in the word *pit*: /p/ (pause) /i/ (pause) /t/.

Remember to stretch the sound /i/. Say the individual sounds in *pit* again and have students repeat the sounds after you. Let's say the sounds a little faster now. (pause) Now let's say the sounds even faster. Monitor students' pronunciation to ensure they are saying the sounds correctly.

PRACTICE Have students practice segmenting and blending other short *i* words, such as *six*, *pig*, and *hit*. They can also practice words with initial and final sounds of *c*, *p*, and *n*, such as *cat*, *pan*, and *nap*.

Phonics: Spiral Review Aa /a/, Mm /m/, Ss /s/, Tt /t/

FOCUS Write the letters *Aa*, *Mm*, *Ss*, and *Tt*. Point to one letter at a time and ask students to name it. Review the sound for each letter. Ask students to take turns pointing to a letter and naming the sound it spells.

MODEL AND PRACTICE Write the words listed below. Point to a word and have students segment the sounds and then blend the sounds to read the word. Point to two words, such as *pan* and *man*, and ask students to tell how the words are different. (One begins with *p* and one begins with *m*.) Continue with other word pairs.

pan	man	can	tap	cap	nap
-----	-----	-----	-----	-----	-----



ELL Targeted Support Correct Pronunciation To promote correct pronunciation of beginning, medial, and ending sounds, students repeat and share words in a small group or with a partner with guidance. Write four words on the board, such as *nap*, *pit*, *sit*, and *pin*.

One student reads a word from the board aloud then repeats the word to a partner. If done correctly, student two reads the next word and repeats the word to a partner. Monitor and adjust as needed to ensure correct beginning, medial, and ending sounds. **EMERGING**

Students work in pairs. The first student reads a word from the board and then says another word with the same beginning sound to a partner. The second student then reads a word that ends with that sound and says another word with the same ending sound. Generate a list of words with beginning, medial, and ending sounds that students have been introduced to. **DEVELOPING**

Students work with a group or partner to create a chart where they list words with the same beginning/medial/ending sounds. Students take turns reading the list aloud to each other, focusing on saying and blending the letter sounds correctly. **EXPANDING**

HIGH-FREQUENCY WORDS



Write the words in a box. Then write the sentences with the blanks. Say: *With your partner, complete the sentences with the My Words to Know from the box. Then circle two words you already know. You can look in your notebooks to find the words. (I and see) Take turns reading the complete sentences.*

do

the

like

we

one

1. I like the cat.
2. Do you, Tip?
3. I see one mat.
4. We like the pan.

Reflect and Share



Henry on Wheels

OBJECTIVES

Write brief comments on literary or informational texts.

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words with the weekly question and unit theme.

Ask students:

- Which **group** of people chose to **settle** in your neighborhood?
- What **type** of things can you see in your neighborhood?
- Where are **various** places you can go in your neighborhood?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that sometimes they will be asked to write comments about a topic or text. When they write, they can compare ideas about what they read.

Students can compare the settings of stories.

- Find text evidence from both stories that tells about the settings. Text evidence, or examples from the texts, can support a response.
- Note the ways in which the settings are the same or different.

MODEL AND PRACTICE Model finding text evidence about the story setting using the Decodable Story “Tip the Cat” on pp. 59–61 in the *Student Interactive*. Say: **I can see that the characters are in a shop. The pictures show things with tags. They are for sale. The words in “Tip the Cat” do not help me figure out the setting, but the pictures do. Pictures are one type of text evidence.** Have students compare the text evidence that shows the setting in *Henry on Wheels* with that of “Tip the Cat.”

ELL Targeted Support Text Evidence Tell students that examples from the text can help them understand and compare the settings in stories. Have them compare evidence from *Henry on Wheels* and “Tip the Cat.”

Ask students to name clues they see in “Tip the Cat” that tell them about the setting. Then ask them to name clues in *Henry on Wheels*. **EMERGING**

Have partners look at a page from *Henry on Wheels* and “Tip the Cat.” Ask them to compare and contrast these different settings, citing text evidence from each. **DEVELOPING**

Have students work in small groups discussing how the types of text evidence about setting differs across the two stories. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence across texts.

OPTION 1 Use the Shared Read Have students use text evidence from this week's texts to make connections about settings in realistic fiction.

OPTION 2 Use Independent Text Provide students with a compare and contrast graphic organizer and ask them to fill in the information comparing the settings in two realistic fiction self-selected independent reading texts.

QUICK CHECK

Notice and Assess Can students write words about text evidence to compare settings?

Decide

- **If students struggle,** revisit instruction for writing to sources in Small Group on pp. T132–T133.
- **If students show understanding,** extend instruction for writing to sources in Small Group on pp. T132–T133.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to discuss in small groups.

STUDENT INTERACTIVE, p. 88


RESPOND TO TEXT

Read Together

Reflect and Share

Write to Sources

You read about Henry's neighborhood. On a separate sheet of paper, write about another realistic fiction story you have read. Use text evidence to show how the settings are similar or different.



Use Text Evidence

When writing about texts, it is important to use text evidence, or examples from the text. You should:

- Find text evidence that supports your ideas.

Weekly Question

What can I see in a neighborhood?

88

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Use the  **QUICK CHECK** on p. T131 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, they can compare the settings to see the distinct features of each text. Comparing can help readers understand each text better. Look back at the infographic “What Is a Neighborhood?” and *Henry on Wheels* and help students identify the similarities and differences in the settings.

ELL Targeted Support

Scaffold the Reflect and Share activity for English learners. Help them find text evidence in the infographic that is the same as in *Henry on Wheels*. Create a compare and contrast graphic organizer.

Ask leading questions about what is the same about the settings in the two stories. Point out that there is a park in both stories. Write *park* in the middle circle of the chart. **EMERGING**

Ask students to find what is the same about the settings in the two stories and write it in the middle circle of the chart. **DEVELOPING**

Ask students to find what is the same about the settings in the two stories and write it in the middle circle of the chart. Then ask them to find one thing that is different in the settings of the two texts and write those in outside circles. **EXPANDING/BRIDGING**



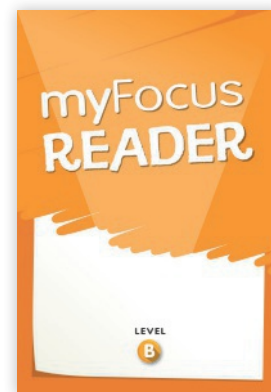
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 8–9 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to help students understand the different elements that can make up a neighborhood, and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Write Help students organize their text evidence on settings into a format they can share with others.

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

See *Extension Activities* pp. 62–66 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share the graphic organizer they filled in with comparisons of the settings of two books.

Possible Conference Prompts

- What is the setting of the first book?
- What is the setting of the second book?
- How are these settings alike? How are they different?

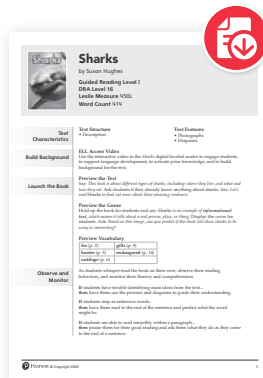
Possible Teaching Point Readers can use their prior knowledge about a particular setting to help them connect and find similarities to other settings. This approach can help them understand how the setting affects what happens in the story.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T86–T87.
- For instructional support on how to make connections between settings in different texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in a whole group. Invite one or two students to share the connections they made to other texts. Encourage students to describe how the settings of the texts are similar. Congratulate students on their ability to make comparisons.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “What Is a Neighborhood?” with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write or draw in their notebooks in response to the Weekly Question.
- work on an activity in the *Resource Download Center*.
- play the myView games.
- talk with a partner about a self-selected text.

BOOK CLUB



See Book Club, pp. T480–T483, for

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

UNIT 1 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 a neighborhood.
- I can make and use words to connect reading and writing.
- I can write a story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

RL.1.5, RF.1.1, W.1.5, SL.1.2, L.1.4.a

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T138–T139
 - » Phonological Awareness: Medial o
 - » Phonics: Decode Words with Short o
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T140–T141
- Listening Comprehension: Read Aloud: “Signs in Your Neighborhood” T142–T143
- Informational Text T144–T145
 - ☑ **Quick Check** T145

READING BRIDGE

- Academic Vocabulary: Context Clues T146–T147
- Handwriting: Horizontal Lines T146–T147

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T151
- Strategy, Intervention, On-Level, Advanced Activities T150
- ELL Targeted Support T150
- Conferencing T151

INDEPENDENT/COLLABORATIVE

- Independent Reading T151
- Literacy Activities T151

BOOK CLUB T151 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T366–T367
 - » Explore Features of a Fiction Book
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T367
- Conferences T364

WRITING BRIDGE

- Spelling: Spell Short o Words T368
 - ☑ **Assess Prior Knowledge** T368
- Language & Conventions: Spiral Review: Present Tense Verbs T369

LESSON 2

RL.1.5, RF.1.2, RF.1.3, W.1.3, SL.1.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T152–T153
 - » Phonics: Decode and Write Words with Short o
- ☑ **Quick Check** T153
 - » High-Frequency Words

SHARED READ

- Introduce the Text T154–T159
 - » Preview Vocabulary
 - » Read: *Look Both Ways!*
- Respond and Analyze T160–T161
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T161
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T160
- Guided Reading/Leveled Readers T165
- Strategy and Intervention Activities T162, T164
- Fluency T164 • Conferencing T165
- ELL Targeted Support T162, T164

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T163
- Independent Reading T165
- Literacy Activities T165

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T370–T371
 - » Apply Features of a Fiction Book
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T371
- Conferences T364

WRITING BRIDGE

- Spelling: Teach Spell Short o Words T372
- Language & Conventions: Oral Language: Simple Sentences T373

LESSON 3

RI.1.5, RF.1.1, RF.1.3.g,
W.1.2, L.1.1.j

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T166–T167
 - » Phonological Awareness: Recognize Alliteration
 - » Phonics: Decode Words with Initial and Final Consonants *Ff, Bb, Gg*
 - » High-Frequency Words

CLOSE READ

- Find Text Features T168–T169
- Close Read: *Look Both Ways!*
 - ✔ **Quick Check** T169

READING BRIDGE

- Read Like a Writer, Write for a Reader: Print Features T170–T171
- Handwriting: Backward Circles T170–T171

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T173
- Strategy and Intervention Activities T172
- Fluency T172 • Conferring T173
- ELL Targeted Support T172

INDEPENDENT/COLLABORATIVE

- Independent Reading T173
- Literacy Activities T173

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T374–T375
 - » Explore Features of a Nonfiction Book
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T375
- Conferences T364

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Short *o* Words T376
- Language & Conventions: Teach Simple Sentences T377

LESSON 4

RI.1.5, RF.1.3.b, W.1.2,
L.1.1.j

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T174–T175
 - » Phonics: Decode and Write Words with Consonants *Ff, Bb, Gg*
 - ✔ **Quick Check** T175
 - » Decodable Story: Read *Big Biff* T176–T177

CLOSE READ

- Use Text Evidence T178–T179
- Close Read: *Look Both Ways!*
 - ✔ **Quick Check** T179

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T180
- Guided Reading/Leveled Readers T183
- Strategy and Intervention Activities T180, T182
- Fluency T182 • Conferring T183
- ELL Targeted Support T180, T182

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T181
- Independent Reading T183
- Literacy Activities T183

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T378–T379
 - » Apply Features of a Nonfiction Book
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T379
- Conferences T364

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Spell Short *i*, Short *a*, and *c, p*, and *n* Words T380
- Language & Conventions: Practice Simple Sentences T381

LESSON 5

RI.1.10, RF.1.2.d, W.1.5,
SL.1.1.a, L.1.1

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T184–T185
 - » Phonological Awareness: Add Phonemes
 - » Phonics: Spiral Review: *li, Cc, Pp, Nn*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T186–T187
 - » Talk About It
 - ✔ **Quick Check** T187
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T189
- Strategy and Intervention Activities T188
- ELL Targeted Support T188
- Conferring T189

INDEPENDENT/COLLABORATIVE

- Independent Reading T189
- Literacy Activities T189

BOOK CLUB T189 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T382
 - » Making and Responding to Suggestions
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T382–T383 **SEL**
 - Conferences T364

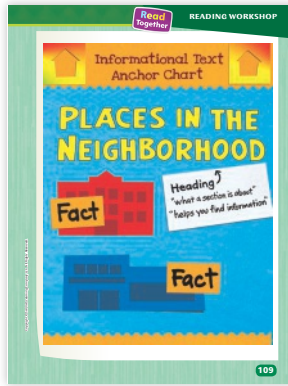
WRITING BRIDGE

- Spelling: Spell Short *o* Words
 - ✔ **Assess Understanding** T384 **FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T385

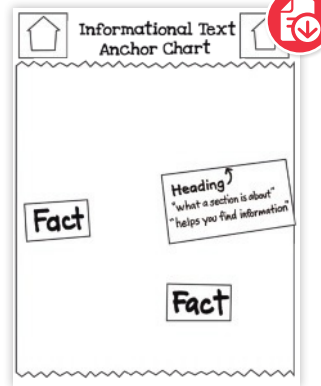
Materials



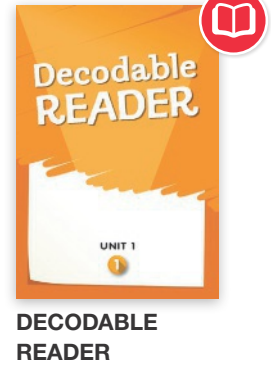
DIAGRAM
“Traffic Signals”



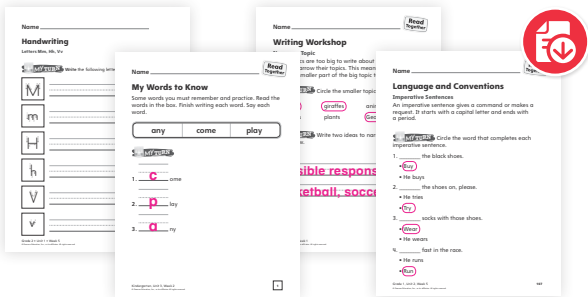
READING ANCHOR CHART
Informational Text



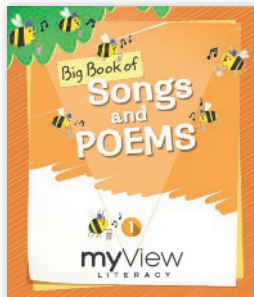
EDITABLE ANCHOR CHART
Informational Text



DECODABLE READER



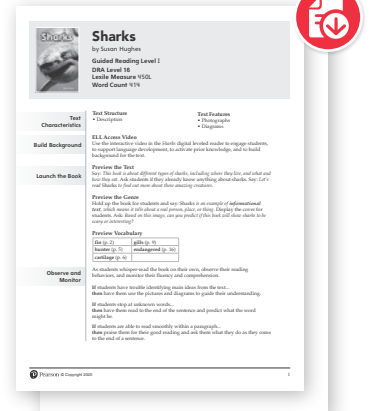
RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



Leveled Readers



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

are
by
look
was
you

Develop Vocabulary

crosswalk
guard
left
right

Spelling Words

cot
got
not
pot
look
you

Unit Academic Vocabulary

group
settle
type
various

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant questions to clarify information, and answer questions with a clear word response.
Use appropriate body language. Use appropriate facial expressions. Use appropriate eye contact. Use appropriate posture. Use appropriate hand gestures.

Read Aloud
Tell students you are going to read aloud the informational text "Signs in Your Neighborhood." Tell students to be active listeners by looking at you and thinking about what you are reading.

START-UP
READ-ALOUD ROUTINE
Purpose: Have students listen actively for elements of informational text.
READ: the entire text aloud without stopping for the "Think Aloud" activities.
REAS: the text aloud, pausing to model "Think Aloud" strategies related to the genre.

ELL Language Transfer
Objective: Find out the Spanish equivalent of "Signs in Your Neighborhood."
• Information: information
• Sign: signs

THINK ALOUD: Answer
How do you know that the sign is a stop sign? How do you know that the sign is a stop sign? How do you know that the sign is a stop sign? How do you know that the sign is a stop sign?

FLUENCY
After comparing the Read Aloud Routine, students should be able to read aloud the text "Signs in Your Neighborhood" with fluency. They should be able to read the text aloud with appropriate intonation and expression. They should be able to read the text aloud with appropriate eye contact and posture. They should be able to read the text aloud with appropriate hand gestures.

Signs in Your Neighborhood
One thing that makes neighborhoods safe is signs. Signs help people by giving information.

Signs for Drivers
Stop signs keep people safe. They tell drivers to stop and look around for people walking or for other cars. Drivers must wait until the road is clear, then they can go.
Sometimes there is construction in a neighborhood. Then there might be a sign that says Road Work Ahead. Traffic must go slowly so drivers and workers can be safe.

READ ALOUD
"Signs in Your Neighborhood"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• invites students to look about their independent reading level.
• builds students' comprehension.
• motivates students' overall language development.
• provides an opportunity to model fluency and expression reading.
• fosters a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Determine the Teaching Point.
• Write your own questions and model "Think Aloud" as you read, write, and pause in the text at the points where you plan to stop to think and read aloud.
• Prepare a list of key vocabulary words related to the text.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the students to share their thoughts on the cover.
• Point out interesting artwork or photos.
• Ask the students to share their thoughts on the artwork.
• Discuss key vocabulary words related to the text.

DURING READING
• You can choose to stop and read aloud to students part by part of the text and read aloud. Think Aloud and open-ended questioning for a longer time into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use "Think Aloud" to model strategies and students use to monitor comprehension and construct meaning from text.
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage in a discussion by reading the text and the story.
• Choose and assign a Student Response Form available on ReadAloud.com

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

LOOK BOTH WAYS!
written by Janet Kitzmann

SHARED READ
Look Both Ways!

BOOK CLUB

Titles related to Spotlight Genre and Theme: T484-T487

Mentor STACK

Writing Workshop T363

LITERACY STATIONS

SCOUT

Assessment Options for the Week

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

Assessment GUIDE

myView LITERACY

ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words.



Sound-Spelling Card 17

Phonological Awareness: Medial /o/

SEE AND SAY Point to the picture of the sock on p. 98 in the *Student Interactive*. Tell students to listen to each sound as you say the word *sock*. Repeat the sounds in the word *sock* several times: /s/ /o/ /k/. Then have students repeat the activity with the pictures for *fox* and *log*.

PRACTICE Say the sounds in the word *pot*: /p/ /o/ /t/. Elongate the pronunciation of the medial sound /o/. Then say: *Listen carefully as I say the sounds in the word pot: /p/ /o/ /t/. Now repeat the sounds in pot with me: /p/ /o/ /t/. What sound do you hear in the middle of the word pot? Good job! It is the sound /o/. Keep practicing the medial sound /o/ with the following words: mop, not, cod, tot.* Say the sounds and have students repeat.

Phonics: Decode Words with Short o

Minilesson

FOCUS Use Sound-Spelling Card 17 (*octopus*) to introduce how to spell the short o sound.

MODEL AND PRACTICE Say: *This is a picture of an octopus. Octopus begins with the sound /o/: /o/ (pause) /o/ (pause) /o/ (pause) octopus. Say the sound with me.* Have students say the sound several times, then ask: *What sound does octopus begin with? Elicit responses. Great work! Point to the Oo at the top of the card. The sound /o/ is called the short o sound and is spelled o. What letter spells the short o sound? Yes, the letter o. Write the words on and not, and have students decode them.*

APPLY My TURN Direct students to the bottom of p. 98 in the *Student Interactive*. Read aloud the text. Then have students segment (short arrows) and blend phonemes (long arrow) to decode the short o words.



ELL Targeted Support Short o Words Say the word *mop*. Model identifying the beginning, medial, and ending sounds. Then write the word on the board.

Have one student slowly say each sound and then the whole word to a partner. The partner then identifies the letters that made the sounds they heard and repeats with another word. **EMERGING**

Say the word *mop*. Model identifying the beginning, the medial, and the ending sounds. Then write the word on the board. Repeat with other words from previous lessons. **DEVELOPING**

HIGH-FREQUENCY WORDS



Write the high-frequency words *are, by, look, was, you*. Display the words.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.

are

was

by

you

look

STUDENT INTERACTIVE, p. 98

PHONOLOGICAL AWARENESS | PHONICS

Read
Together

Middle Sounds

SEE and SAY Say the sounds as you name each picture. Listen to the middle vowel sound. Then say the name of each picture again.



Students should say *sock, fox, log*.

Short o

Short **o** is often spelled **o**, as in *top*.



MY TURN Read these words.

m o p



n o t



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 diagram, ask: *What are the colors of the lights in the group of three lights? How do the various lights give different instructions?*

- type
- group
- settle
- various



Songs and Poems Big Book

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

Explore the Diagram

Remind students of the Essential Question for Unit 1: *What is a neighborhood?* Point out the Week 3 Question: *How do signs in our neighborhood help us?*

Have students follow along in their *Student Interactive*, pp. 96–97, as you read aloud “Traffic Signals.” Then organize students into small groups and have them use the pictures and text to discuss how the signs keep people safe. During the group discussions, encourage students to ask questions to clear up any confusion about the topic of the diagram.

Display the following statements as ideas the group might discuss:

- Traffic signals tell us when to stop and when to go.
- Traffic signals can help walkers and drivers stay safe.
- When you know what the signals are for walk and wait, you know when it is okay to cross the street.

Then ask: *How are the red light and the yellow hand the same?* Guide students to return to the diagram. Then have each group reach a consensus on an answer and choose a representative to share the group's answer with the class.

MyTURN Have students interact with the diagram by underlining the names of the traffic signals on pp. 96–97. Remind students that underlining is a way to interact with a text.

WEEKLY QUESTION Remind students of the Weekly Question: *How do signs in our neighborhood help us?* Tell them that traffic lights are only some of the helpful signs in the neighborhood. Point out that neighborhood signs can also tell street names and give directions. Say: *You will read about other neighborhood signs that help us stay safe.*



EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Students may pick up conversational fluency in English considerably faster than they can catch up academically in terms of reading and writing skills. Within a year or two, kids are reasonably fluent in conversational contexts, but that doesn't mean that they have caught up in academic English. It typically takes at least four to five years for students to catch up to on grade-level academic achievement.”

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

ELL Targeted Support Visual Support Read aloud each label and point out that each is the same color as the part of the diagram it references.

Guide students to answer leading questions about each signal illustrated in the diagram. Discuss the ways each of these signals is helpful. **EMERGING**

Name a command given by one of the signals on the diagram. Have students use the visual supports to tell you which signal gives that command. **DEVELOPING**

Tell partners to take turns reading each label and tracking its line to the part of the diagram it references. Have partners describe each traffic signal. **EXPANDING**

Ask students to read the labels silently and note the signal each label references. Then place students in pairs, and have each student draw another sign or signal from school or the neighborhood, writing a label for the picture. Have partners exchange pictures and read each other's labels. **BRIDGING**

STUDENT INTERACTIVE, pp. 96-97

WEEKLY LAUNCH: DIAGRAM

Read Together

Weekly Question

WEEK 3

Traffic Signals

MY TURN Underline the names of the traffic signals that help keep you safe.

Traffic Light

A traffic light lets people know when it is safe to cross the street.

Red means stop.

Yellow means get ready to stop.

Green means go.

How do signs in our neighborhood help us?

Walk and Wait Signals

Walk and wait signals let people know when it is safe to cross the street.

Cross

Do not cross

96

97

Listening Comprehension

OBJECTIVES

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


Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics and structures of informational text.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Signs in Your Neighborhood.”

- information : *información*
- cars : *carros*
- types : *tipos*

 **THINK ALOUD** Analyze **Informational Text** After you reread the first paragraph, say: *In this paragraph, I read that signs can make neighborhoods safe. This paragraph tells information about a real thing, signs. An informational text tells about a real thing, so this text is an informational text.*

FLUENCY

After completing the Read-Aloud Routine, display “Signs in Your Neighborhood.” Model reading aloud a short section of the text, asking students to pay attention to how you read. Explain that fluency is about reading for meaning, not speed. Tell students that this week they will read a text called *Look Both Ways!* When it is time to read it, they should practice reading for meaning and not rush.

Read Aloud

Tell students you are going to read aloud the informational text “Signs in Your Neighborhood.” Tell students to be active listeners by looking at you and thinking about what you are reading.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of informational text.

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

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

Signs in Your Neighborhood

One thing that makes neighborhoods safe is signs. Signs help people by giving information.

Signs for Drivers

Stop signs keep people safe. They tell drivers to stop and look around for people walking or for other cars. Drivers must wait until the road is clear, then they can go.

Sometimes there is construction in a neighborhood. Then there might be a sign that says *Road Work Ahead*. Traffic must go slowly so drivers and workers can be safe.



"Signs in Your Neighborhood," continued

Other Types of Signs

A neighborhood might have other types of signs too. Every corner has a sign that tells the name of the street. These signs help people find their way and keep them from getting lost.

You might see a sign that says *Railroad Crossing*. This tells people to watch out for trains. People should not stand or park on the railroad tracks. A train could be coming!

Sometimes there is a sign that says *Danger*. This kind of sign often has big red letters. It means that people should stay away.



THINK ALOUD Analyze **Informational Text** After you reread the paragraphs below **Other Types of Signs**, say: *In these paragraphs, I read about two kinds of signs. These paragraphs give information about two real things: a railroad crossing sign and a danger sign. An informational text tells about real things, so this text is an informational text.*

ELL Targeted Support Basic Vocabulary Guide students to learn basic vocabulary heard during classroom instruction.

Provide students with sentence frames, such as: *A stop ____ tells drivers to stop.* As you reread the text, prompt students to identify the word from the Read Aloud that best fits the sentence. (*sign*) **EMERGING/DEVELOPING**

Create a list of basic vocabulary from the Read Aloud, such as *sign* and *stop*. Guide students to understand meaning and use the words in sentences. **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.



WRAP-UP

A Railroad Crossing sign is near a railroad track.

Ask students: *Why is a Railroad Crossing sign near a railroad track?*
Record student responses.

Informational Text

LEARNING GOAL

I can read about a neighborhood.

OBJECTIVES

Recognize characteristics and structures of informational text.

Recognize differences between stories and informational texts.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about informational text.

- information
- heading
- section
- fact

FLEXIBLE OPTION ANCHOR CHARTS

To make your own anchor chart to go with this lesson, begin with the genre, informational text.

- Have students talk about the purpose of text features, such as headings.
- Have them suggest visuals to add to the anchor chart.
- Add to the anchor chart as students learn about the genre.

Minilesson

FOCUS ON STRATEGIES An informational text tells facts about real people, things, or events. Informational texts often use text features, such as headings, to help readers find information.

- Does the text tell facts about real people, things, or events?
- Look at the text features. How do the headings help you find information?
- Informational texts, or books, are different from realistic fiction. Informational books give us information. Realistic fiction books tell us stories.

MODEL AND PRACTICE Read the model “Neighborhoods” with students on p. 108 of the *Student Interactive*. Then use “Neighborhoods” to demonstrate how to identify an informational text. Say: **The title of this text is “Neighborhoods.” So the text must be about neighborhoods.** Point to the first heading. **I see the word PLACES. This word does not look like the other words. PLACES is a heading. It tells me that this part of the text is where I can read about places in a neighborhood. The text tells me what happens in a market and in a school. These are two real places in a neighborhood. These facts about real places show me that this is an informational text.** Then read the Anchor Chart on p. 109 together.

ELL Targeted Support Identifying Genre Use the model text “Neighborhoods” to help students talk about informational texts.

Ask students the following questions: **What is the heading?** (places) **Does the text talk about people, things, or events?** (yes) **Are the people, things, or events made up?** (no) Then ask: **Is this an informational text?** (yes)

EMERGING/DEVELOPING

Have students work in small groups to discuss other features of an informational text. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational texts.

OPTION 1 TURN, TALK, AND SHARE Ask students to follow the Turn and Talk prompt on *Student Interactive* p. 108 by discussing with a partner what makes informational text different from realistic fiction.

OPTION 2 Use Independent Text During independent reading, have students place a sticky note on each text feature, such as a heading, they find.

QUICK CHECK

Notice and Assess Are students able to identify the elements of informational text, such as headings?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T150–T151.
- **If students show understanding**, extend instruction about informational text in Small Group on pp. T150–T151.

STUDENT INTERACTIVE, pp. 108–109

GENRE: INFORMATIONAL TEXT **Read Together**

My Learning Goal I can read about a neighborhood.

Informational Text

An informational text tells facts about real people, things, or events. It may have text features, such as headings.

Neighborhoods

Heading → **PLACES**

There are many places in a neighborhood. There is a market where people buy food. There is a school where children learn.

TURN and TALK What makes informational text different from realistic fiction?

READING WORKSHOP **Read Together**

Informational Text Anchor Chart

PLACES IN THE NEIGHBORHOOD

Fact

Heading ↗
"what a section is about"
"helps you find information"

Fact

108 109

Academic Vocabulary

LEARNING GOAL

I can make and use words to connect reading and writing.

OBJECTIVES

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

Use sentence-level context as a clue to the meaning of a word or phrase.

ELL Targeted Support

Background Knowledge

Use students' background knowledge to allow them to use academic language. Ask questions on familiar topics, such as *What types of books do you like?* and build on their prior knowledge to help them internalize the Academic Vocabulary.

Context Clues

Minilesson

FOCUS Remind students of the Academic Vocabulary for the unit: *group, type, settle, various*. Explain that context clues can be other words in the sentence or in nearby sentences that help the reader understand what a word means.

- Read the sentence that has an unfamiliar word.
- Look for clues in the sentence that may help you figure out the meaning of the unknown word.
- Read the sentence again. Did the context clue help you find the meaning of the unknown word?
- Illustrations and photographs will also provide context clues for an unknown word.

MODEL AND PRACTICE Model an example: *There are various colors in a traffic light. The colors are red, yellow, and green. The words red, yellow, and green seem like clues about the meaning of the word various. I know that red, yellow, and green are different colors. I think the word various means "different from each other." Various colors are colors that are different from each other, so this meaning makes sense.*

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Horizontal Lines

FOCUS Horizontal lines go from the left to the right.

MODEL AND PRACTICE Model writing horizontal lines on the board, using dotted lines first.

- Draw an arrow pointing right to indicate the direction to write.
- Tell students that practicing horizontal lines will help them become better writers.



ASSESS UNDERSTANDING

Apply

My TURN Have students practice identifying context clues by completing p. 125 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 125

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing. **My Learning Goal**

Academic Vocabulary

Context clues help you understand what an unknown word means. The clues can be words around the unknown word.

MY TURN Read each sentence. Highlight the context clue for the underlined word.

1. This is a new group, or set, of books.
2. We will live here and settle in this neighborhood.
3. The various homes look different from each other.

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125

PRACTICE Have students use *Handwriting* p. 23 from the *Resource Download Center* to practice writing horizontal lines.

Name _____ **Read Together**

Handwriting

Horizontal Lines
To have good handwriting, you need to practice writing horizontal lines, or lines that start at the left and go to the right.

MY TURN Trace the following lines.

.....

.....

.....

MY TURN Write some horizontal lines of your own.

.....

.....

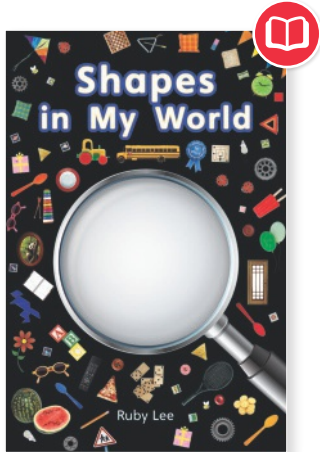
.....

Grade 1 • Unit 1 • Week 3
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Handwriting, p. 23

Matching Texts to Learning

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



LEVEL B

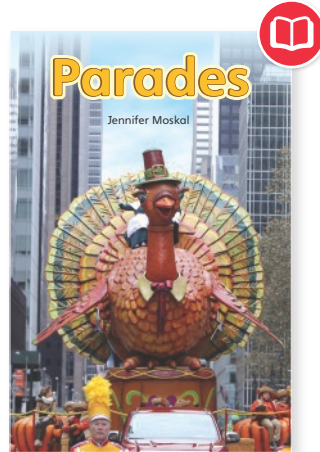
Genre Narrative Nonfiction

Text Elements

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

Text Structure

- Repetitive structure



LEVEL E

Genre Informational Text

Text Elements

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

Text Structure

- Description



LEVEL F

Genre Realistic Fiction

Text Elements

- Simple and split dialogue
- Periods, question marks, exclamation points

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Informational Text

- What did you learn from reading ___?
- Does the text have text features, such as headings?
- Does the text tell about real people, things, or events? How do you know?

Develop Vocabulary

- Are there familiar words in the text that can help you understand unfamiliar words?
- Can graphics, or pictures, in the text help you figure out the meaning of an unfamiliar word?
- Why does the author use this word?

Find Text Features

- What text features, such as headings or labels, did you find in ___?
- Where did you find these text features?
- How did the text features help you better understand what the text is about?



LEVEL G

Genre Informational Text

Text Elements

- Familiar content
- Content-specific words explained in the text

Text Structure

- Description



LEVEL G

Genre Informational Text

Text Elements

- Sequential information
- Content-specific words explained in the text

Text Structure

- Description



LEVEL H

Genre Realistic Fiction

Text Elements

- Easy compound words
- Four to eight lines of text per page

Text Structure

- Chronological

Use Text Evidence

- What do you think about the text? How can you support your ideas using text evidence?
- What details could you use as text evidence?
- How did you find text evidence to support what you think about the text?

Compare Texts

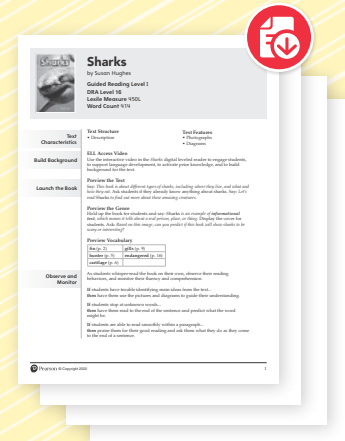
- How are ___ and ___ alike, and how are they different?
- How would you retell the texts in your own words?

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.



Use the  **QUICK CHECK** on p. T145 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY INFORMATIONAL TEXT

Teaching Point Today, I want to make sure you know how to read informational text. Informational texts have facts that tell about real people, things, or events. Readers can often find or learn facts from text features, such as headings. Guide students to identify the elements of informational text in the diagram “Traffic Signals” on *Student Interactive* pp. 96–97.

ELL Targeted Support

Ask students a series of questions about “Traffic Signals.” Have them point to different parts of the diagram to respond to your questions. For example, you can ask: [What is the heading on page 97?](#) (Walk and Wait Signals)

EMERGING/DEVELOPING

Ask students to work in small groups to write a list of informational text elements in “Traffic Signals.” **EXPANDING**

Tell student pairs to write a short informational text of their own. Ask them to include facts about a real person, thing, or event and an appropriate heading. **BRIDGING**



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

Intervention Activity



INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49 in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing informational text.

LEVEL B • READ

Lesson 49 Recognize Types of Text: Informational, Procedural, and Persuasive Texts

DIRECTIONS Follow along as your teacher reads aloud each passage. Look at the pictures.

A Secret Note

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

What You Need

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp

Directions

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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Reading Informational Text T • 283

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the diagram on *Student Interactive* pp. 96–97 to generate a question about signs in the neighborhood. Throughout the week, have them conduct research needed to answer the question. See *Extension Activities* pp. 62–66 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

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

Possible Conference Prompts

- Does the book’s title give you any clues about whether this is informational text?
- How did pictures help you realize this is an informational text?

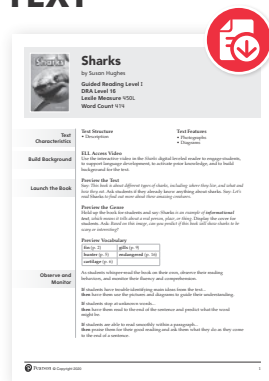
Possible Teaching Point Readers can get clues about whether a book is an informational text by the title and pictures. Photographs can show real things and people.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to find elements of informational text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two volunteers to share how they knew they were reading an informational text.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Traffic Signs.”
- read or listen to a previously read leveled reader or selection.
- read the Book Club text.

Centers



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

Literacy Activities



Students can

- write about their reading in a reader’s notebook.
- play the myView games.
- refer to the Anchor Chart on p. 109 of the *Student Interactive* and tell a partner about what makes a text informational.

BOOK CLUB



See Book Club pp. T484–T487 for

- ideas for focusing on the design of a book.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Neighborhoods Around the World*.

Word Work

OBJECTIVES

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

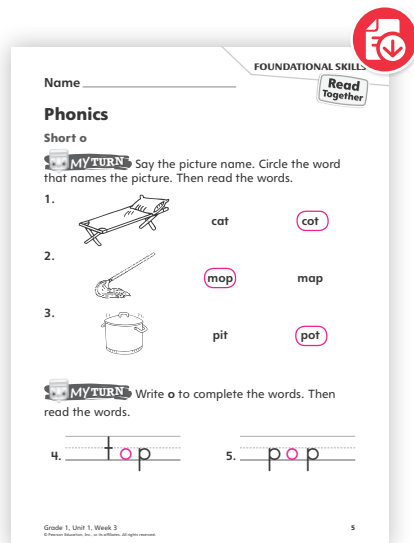
Identify and read common high-frequency words.



Picture Card

ADDITIONAL PRACTICE

For additional student practice with the short o sound, use *Phonics* p. 5 from the *Resource Download Center*.



Phonics, p. 5

Phonics: Decode and Write Words with Short o

Minilesson

FOCUS Review that the short o sound is spelled o. Say the short sound /o/ and then write o to indicate the spelling of the sound.

PRACTICE Practice spelling the short o sound. Say: *Let's draw a picture of something we know that has the short sound /o/. What word have we already practiced saying that has the short o /o/? How about mop?* Draw a picture of a mop. Beneath the picture, write the letters m and p with a blank space between them. Say *mop* and have students repeat after you. Remember to stretch out the sound /o/ as before. Then say: *What is the middle sound in mop? Yes, /o/. What letter spells the sound /o/?* Elicit a response from students. Say: *Yes, o spells the sound /o/. Great!* Write o on the line below the drawing. For additional practice with the sound /o/, use the *box* and *top* Picture Cards.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 99 in the *Student Interactive*.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 99 and p. 100 in the *Student Interactive*.

OPTION 2 Independent Activity Students can create a picture book of short o words. Have them cut out pictures from magazines or draw the pictures. Have them label the pictures with the letter that spells the sound /o/.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the sound /o/ spelled o?

Decide

- **If students struggle,** revisit instruction for Phonics in Small Group on pp. T162–T163.
- **If students show understanding,** extend instruction for Phonics in Small Group on pp. T162–T163.

HIGH-FREQUENCY WORDS

Write the words *are, by, look, was, you*. Have students



- spell each word.
- clap as they say each letter.

STUDENT INTERACTIVE, p. 99


Read Together
FOUNDATIONAL SKILLS

Short o


TURN and TALK Read these words with a partner.

 on	not
 Tom	mom


MY TURN Say each picture name. Write the letter o to finish the word. Then read the words.




pot



mop



top



pop

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99

STUDENT INTERACTIVE, p. 100

Read Together
PHONICS | PHONOLOGICAL AWARENESS

Short o

MY TURN Read the sentence. Underline the short o words. Then write the words on the lines.

Tom can see the pot on top.


Tom

on

pot

top

Listen for the short o sound that you hear in mop.



MY TURN Draw a picture to show the sentence about Tom. Label the picture with a short o word.

Possible drawing: a boy with a cooking pot on the stove; label: Tom

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100

Introduce the Text



OBJECTIVES

Identify the information that different parts of a book provide.

Ask and answer questions to help determine or clarify the meaning of words or phrases in a text.

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

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

ELL Access

Prereading

As students observe the title of this week's selection text, *Look Both Ways!*, explain the meaning of the expression "look both ways." Seek out other opportunities to help students learn new expressions as they appear.

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 *left*, *right*, *guard*, and *crosswalk* from p. 110 in the *Student Interactive*.
- Have students share what they already know about the words. Ask questions such as the following: *What do you call the part of the street where lines show that this is the place to cross? Who helps students cross the street to come to school? What are two directions you remember as you walk across a street?*
- Have students demonstrate what they know about the words. They might walk across the room and demonstrate turning left and then right. They might have one student play the role of a crossing guard while the other plays the role of a student crossing the street.
- Provide definitions of the vocabulary words as needed. Definitions appear on the selection pages that follow. *Diagrams, illustrations, and headings can help us understand the words in Look Both Ways!*

Print Awareness

Direct students' attention to p. 111. Ask: *Can you find the title?* Point out that the title, *Look Both Ways!*, is inside an image of a sign. Then tell students that they will find more text features on the following pages.

Read

Discuss the First Read Strategies with students. For this first read, prompt students to read for understanding and enjoyment.

FIRST READ STRATEGIES

READ Tell students to read or listen as you read the text. During the first read, students should work to understand the "gist" of the text, or what the text is about.

LOOK Have students look at the pictures and headings to help them understand the text.

ASK Have students generate, or ask, questions about the text to deepen their understanding.

TALK Guide students to talk to a partner about important ideas in 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 Activate Prior Knowledge Help students make connections to their prior knowledge to enhance their understanding of the selection vocabulary.

Write *left*, *right*, *guard*, and *crosswalk* on the board. Display images that students can easily associate with each vocabulary word, such as an arrow pointing left for the word *left*. Guide students to match each image to the correct vocabulary word. **EMERGING**

Invite students to share what they know about each vocabulary word. Provide sentence frames to help them during the discussion, such as: *I use my ___ hand to write and draw.* **DEVELOPING**

Write one of the vocabulary words on the board. Have students suggest new words to add to the board that are related to the selection vocabulary words by meaning or theme. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 110–111



Read
Together

Look Both Ways!

Preview Vocabulary

You will read these words in *Look Both Ways!*

left

right

guard

crosswalk

Read

Read to learn about being safe when crossing the street.

Look at the pictures and headings.

Ask questions about information you do not understand.

Talk about the most important ideas.

Meet the Author



Janet Klausner grew up in a big city, where streets were busy with traffic day and night. She has never forgotten how important it is to “look both ways” before crossing the street.

110

Read
Together

Genre Informational Text



written by Janet Klausner

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AUDIO

Audio with
Highlighting

ANNOTATE

111

STUDENT INTERACTIVE, pp. 112–113



Crosswalk

Lines

What do these lines in the street tell you?

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112



crosswalk a place to walk across a street

Lines show a safe place to cross.
First, look both ways!

CLOSE READ

Underline the label that helps you find the crosswalk in the picture.

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113

First Read

Read

THINK ALOUD I read that lines on the street show a safe place to cross and that it is important to look both ways. I learned something about being safe when crossing the street! Now I want to learn more, so I'll keep reading!

CROSS-CURRICULAR PERSPECTIVES

Social Studies



Pedestrian crossings were not always white stripes on the road. Long ago, metal studs were used on the roads to show where pedestrians could cross, but drivers had a hard time seeing the studs. After some experiments, it was determined that the black and white pattern we see today was most effective for both pedestrians and drivers.



STUDENT INTERACTIVE, pp. 114–115



Crossing Guards

What does this guard tell you?



114



guard someone who helps people stay safe

Walk when this guard tells you it is safe.

First, look both ways!

CLOSE READ 

Why does the author use the heading **Crossing Guards**? Highlight the details that help you tell why.

115

Foundational Skills Extension

Ff, Bb, Gg

Have students find the words on pp. 113 and 114 with the sound /b/ spelled *b* (*both*), the sound /f/ spelled *f* (*first*), and the sound /g/ spelled *g* (*guard*). Ask students to point to the letters that spell the sounds /b/, /f/, and /g/.

Close Read

Find Text Features

Have students follow the Close Read prompt on p. 113. Ask: **Where is the label on page 112?** (in the photo) **DOK 1**

Use Text Evidence

Ask students to answer the Close Read prompt on p. 115. (highlight: Walk when this guard tells you it is safe.) **DOK 2**

OBJECTIVES

Use text evidence to support an appropriate response.

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

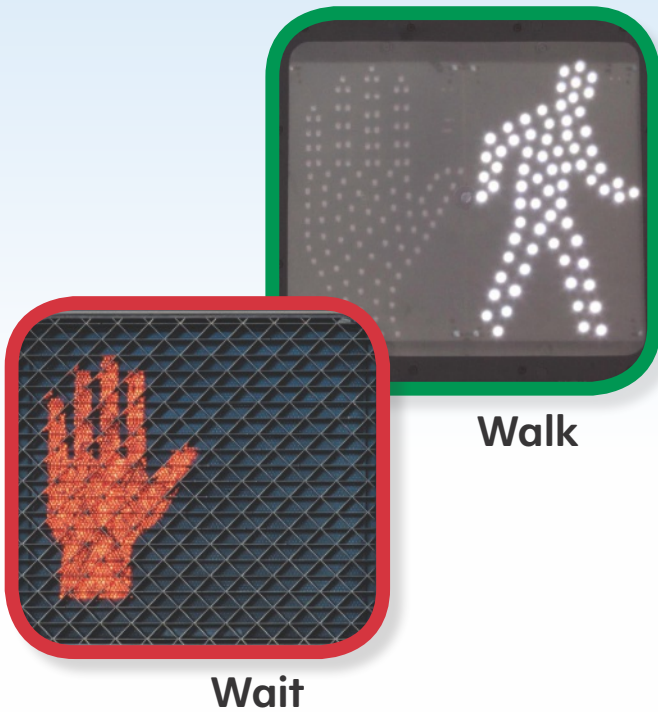


STUDENT INTERACTIVE, pp. 116–117



Pictures

What do these two pictures tell you?



Walk

Wait

116



Walk when the picture shows a person.

First, look both ways!

CLOSE READ

Underline the heading that tells what these pages are all about.

117

First Read

Look

THINK ALOUD Why do the children walk across the street in the picture on page 117? Should they wait? I can look at the signal to find the answer. The signal shows a person walking. I see this signal in a picture on page 116. The word *Walk* is by this picture. Then that signal must mean “walk.” So, the kids can cross the street. They still need to look both ways first.

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on p. T146 in the Reading-Writing Workshop Bridge to teach students about using clues in nearby sentences and pictures to guide them in understanding unknown words. Direct students’ attention to the word *Wait* on p. 116. Ask students to explain how the picture of the signal helps them understand the meaning of *Wait*.



Safety

Look at all the traffic!

How will you walk safely?



Look left, look right,
look left again.

Then walk safely!

left a direction; the
opposite of right
right a direction; the
opposite of left

Glossary



VOCABULARY IN CONTEXT

What does the word **traffic** mean? How does the picture help you understand the word's meaning? **Possible response:** Traffic is cars traveling in the same area. The picture shows many cars on the same road.

119

Possible Teaching Point



Read Like a Writer | Print Features

Explain that authors often use print features in informational text to help readers more easily find and understand information. Tell students that headings are used to organize text into sections with specific information. Glossaries are used to help readers understand unfamiliar words. Point out these features in the text. Use the lesson on p. T170 in the Reading-Writing Workshop Bridge to teach students strategies for using print features as they read.

Close Read

Find Text Features

Have students follow the Close Read prompt on p. 117. Ask: **Where is the heading on page 116?** (top of page) **DOK 1**

Vocabulary in Context

Ask: **What does traffic mean?** (all the cars, trucks, and other vehicles driving on a road) **DOK 2**

OBJECTIVES

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

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



Respond and Analyze



OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Look Both Ways!*

Retell Tell a partner about the part of the text that shows something you have seen before. Where did you see this thing?

Illustrate Details Have students draw a picture of a traffic light or walk and wait signals. Then have partners discuss the meaning of each signal and what they should do when they see it.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose words carefully to show ideas. The words *left*, *right*, *guard*, and *crosswalk* all tell about the main idea in *Look Both Ways!*

- Remind yourself of the word's meaning.
- Think about how the author helps you understand a word.
- Look at text details and illustrations for clues about a word's meaning.

MODEL AND PRACTICE Have students turn to p. 120 in the *Student Interactive*. Read aloud the directions. Model how to complete the activity, with the word *left*. Then ask students to look closely at each picture. Ask: *Which picture shows a crosswalk?*

ELL Targeted Support Visual Media Tell students that photographs are one kind of picture that can help them understand word meanings.

Have students create their own pictures for the vocabulary words. Help them label the pictures. **EMERGING**

Have partners work together to create one picture that shows all four vocabulary words and then label the drawing. **DEVELOPING/EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students practice developing vocabulary by completing the activity on p. 120 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words that tell about the topic of their independent reading texts.

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. T164–T165.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T164–T165.

Check for Understanding My TURN Have students complete p. 121 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 120–121

VOCABULARY

Read Together

Develop Vocabulary

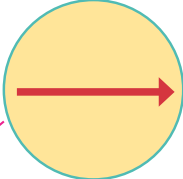

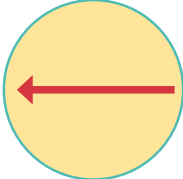

MY TURN Draw a line from each word to the picture that shows its meaning.

left

right

guard

crosswalk

COMPREHENSION

Read Together

Check for Understanding

MY TURN Write the answers to the questions. You can look back at the text.

DOK 2 1. How do you know this is an informational text?
Possible response:
It has information about a real thing.

DOK 2 2. Why does the author use the title *Look Both Ways!* for this text? Possible response:
The title tells what the text is mostly about.

DOK 3 3. Why should you look both ways before you cross the street? Use text evidence. Possible response:
It keeps me safe when I cross the street.

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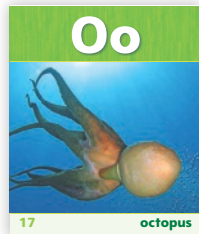
Use the  **QUICK CHECK** on p. T153 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

SHORT o

Sound-Spelling Cards Display Sound-Spelling Card 17. Discuss the image of the octopus on the card. Say: *The word octopus begins with the sound /o/. The sound /o/ is spelled o.*



Work with students to make a poster that lists words with the sound /o/ spelled o. Have them write as many words as they can and include visuals if possible. Have students share their poster, taking turns as they read their list of words.

ELL Targeted Support

Have students draw pictures of words that have the sound /o/ spelled o, such as *pot* or *mop*. Ask them to say what letter spells the sound /o/ and write that letter. **EMERGING**

Ask students to start a list of the words they encounter during class that have the sound /o/ spelled o. Then encourage them to recite their list aloud. **DEVELOPING**

Have students practice writing simple sentences that include words with the sound /o/ spelled o. Have them read their sentences to a partner. **EXPANDING/BRIDGING**



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

Intervention Activity

DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word *up*, the first sound I hear is /u/. The second sound I hear is /p/. /u/p/. *Up*. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.


MODEL Display and read “Who Is Up?” from Student Page 595. Connect the /u/ and /p/ sounds to the letters. Hold up a letter *u* card. Point to *u* and say the sound. Hold up a letter *p* card. Point to *p* and say the sound. **These sounds combine to make the word up. I see this word in the poem. Circle up in the title. Point to up and say the sounds and word: /u/p/. Up.**

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!



TEACH Use the model to further teach the skill in context. We have learned the word *up* in this poem. I will say the sounds and the word. Then we will say them together. Point to *up* in the title. Say it with me: /u/p/, /u/p/. Say it with me: *up*. Repeat with *up* in lines 1 and 5.

But who is up? Prompt for *pup*. Yes! The pup is up. *Pup* has the same sounds as *up*. The first sound I hear is /p/. Say it with me: /p/. The next sound I hear is /u/. Say it with me: /u/. The last sound I hear is /p/. Say it with me: /p/. When I combine the sounds, I get *pup*. Say it with me: *pup*. Circle and say the sounds and words for each instance of *pup*. Have students say each sound and word after you do.

Point to the word *up* again. Look at the order of the letters: *u, p*. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word *lap* and display the letters *a, l*, and *p*. Listen to the sounds in the word *lap*: /l/ /a/ /p/. I hear /l/ first, so I put the *l* at the beginning. I heard /a/ next, so I put the *a* next. Last, I hear /p/, so I put the *p* last. *L-a-p*. That's how I spell *lap*.

Phonological Awareness T • 95

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Hand out letter tiles to students. Show them pictures of a mop, a spinning top, and a cooking pot. Then guide them to name each picture by forming the correct words from the provided letter tiles. (*mop, top, pot*)

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



Decodable Reader



Students can read Decodable Reader *Tops* to practice reading words with short o spelled o and high-frequency words.

Pair students to read *Tops*. Students should read the entire story, switching readers after each page. Partners then reread the story, and the other student begins reading.

High-Frequency Words

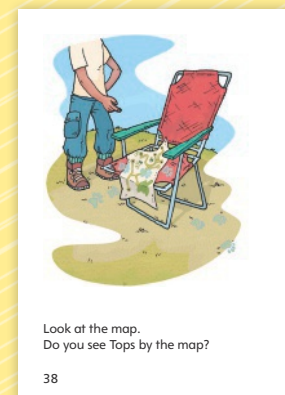
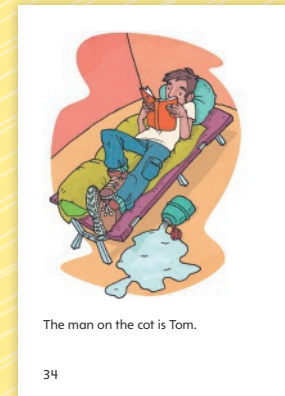
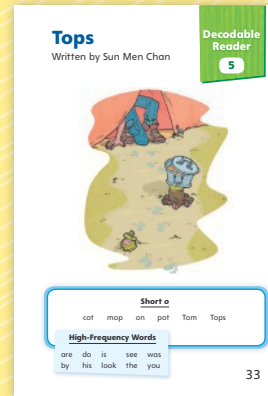
Show students a list of last week's high-frequency words: *we, like, the, one, do*. Ask students to write a sentence using each of the high-frequency words. Place students into pairs.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T161 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today, I want to remind you that when you see a word you do not know, you can use pictures to help you figure out the word's meaning. Think about what word might make sense with the picture. Direct students' attention to pp. 112 and 113 in *Look Both Ways!* to demonstrate with the word *crosswalk*.

ELL Targeted Support

Tell students that drawing pictures can help them learn keywords. Write these words on the board: *crosswalk*, *guard*, *left*, *right*.

Have students draw a picture of each of the words in their notebooks. Guide students to write a label for each illustration. **EMERGING**

Help students look up the definition of each word in a dictionary and then draw pictures of each word to show the meanings. Have them write the definition of each word next to its drawing. **DEVELOPING**

Have students create drawings for all four words and write three or four sentences about the drawing. **EXPANDING/BRIDGING**



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

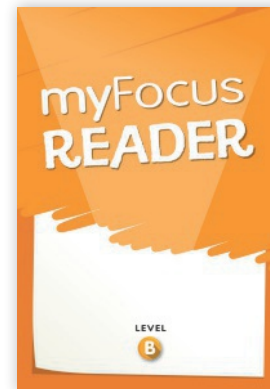
Intervention Activity



myFOCUS READER

Read the text on pp. 10–11 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

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



Fluency

Assess 2–4 students



PROSODY

Guide students to choose a short passage in an appropriate leveled reader. Ask pairs to take turns practicing reading their passage smoothly until it sounds like normal conversation. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1 Week 3 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Invite students to share their word lists and the strategies they used to determine the meanings of one or two of the words.

Possible Conference Prompts

- How did the pictures and labels help you understand the word?
- Why do you think the author chose to use that word?

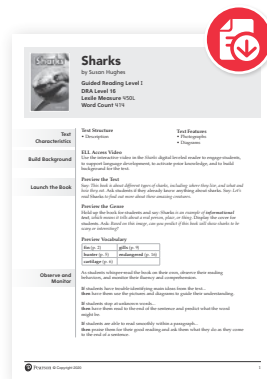
Possible Teaching Point Good readers note the topic of a book and then look for words that tell about that topic. Those words can help a reader gain knowledge about the topic.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to determine the meanings of unknown words, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask one or two students to share the new words they found in informational texts and what the words mean.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Look Both Ways!* or “Signs in Your Neighborhood.”
- 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



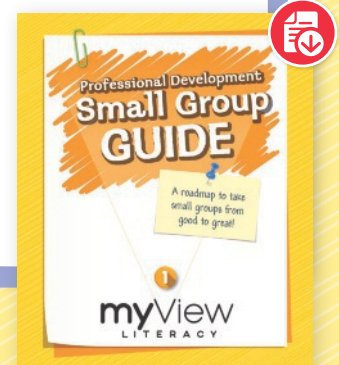
Students can

- work with a partner to discuss and complete the matching activity on p. 120 in the *Student Interactive*.
- play the myView games.
- complete an activity from the *Resource Download Center*.

SUPPORT INDEPENDENT READING

Partner-reading is a good activity for students to use to tackle unfamiliar books—so they can help each other with difficult parts of a text.

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.

Decode words in isolation and in context by applying common letter sound correspondences of all consonants.

Identify and read common high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T157 for an extension activity for *Ff*, *Bb*, *Gg* that can be used as the text is read.



Picture Cards

Phonological Awareness: Recognize Alliteration

SEE AND SAY Tell students that we can listen to the beginning sound in two or more words to see if they are the same. Point to the picture of the pencil on p. 101 in the *Student Interactive*. Say: *What sound does the word pencil begin with? Listen as I say the sound: /p/ /p/ /p/ pencil. Pencil begins with the sound /p/. Say the sound with me: /p/. Repeat with the words pumpkin and pond. Then say: What sound do pencil, pumpkin, and pond begin with? Yes, they all begin with the sound /p/.*

PRACTICE Say the following tongue twister to model words that begin with the same sound (alliteration). Have students say which is the initial sound of the words in this sentence. Say: *Peter Piper picked purple pears.* Have students repeat the words. Have students try to come up with their own tongue twister using words that have the initial sound /p/.

Phonics: Decode Words with Initial and Final Consonants *Ff*, *Bb*, *Gg*

Minilesson

FOCUS Use the *fan* and *bag* Picture Cards to introduce the sound /f/ spelled *f*, sound /b/ spelled *b*, and sound /g/ spelled *g*. Tell students they can decode, or read, words by using common letter sound correspondences.

MODEL AND PRACTICE Write the letters *f*, *b*, and *g*. Model the sound /f/ spelled *f*, the sound /b/ spelled *b*, and the sound /g/ spelled *g*. Display the *bag* Picture Card. Write the word *bag*. Listen as I say this word: *bag*. I will say the sounds in the word slowly: /b/ (pause) /a/ (pause) /g/. What beginning sound do you hear? The beginning sound /b/ in *bag* is spelled with the letter *b*. What ending sound do you hear? The ending sound /g/ in *bag* is spelled with the letter *g*. Tell students that the sounds can be spelled the same whether they begin or end a word. Repeat for the initial sound /f/ with the *fan* Picture Card. Then write the words *bin*, *big*, *got*, and *fit*. Ask students to decode the words.

APPLY MyTURN Have students practice blending and decoding the words on the bottom of p. 101 in the *Student Interactive*.

High-Frequency Words

Minilesson

FOCUS Review this week's high-frequency words: *are, by, look, was, you*.


MODEL AND PRACTICE Write *are* on the board. Say: *This is the word are.* There are three letters in *are*: *a, r, e*. Use the word in a sentence. Then have students say and spell the word and then use it in a sentence. Repeat with the remaining words.




APPLY MyTURN Ask students to identify, read, and write high-frequency words on p. 102 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 101

Read Together
FOUNDATIONAL SKILLS

Alliteration

 **SEE and SAY** Sometimes words begin with the same onset, or beginning, sound. Say the picture names. Tell the onset sound of each picture name. **Students should say pencil, pumpkin, pond and then /p/.**



Ff, Bb, Gg

The letter **f** makes the **f** sound in **fan**.
The letter **b** makes the **b** sound in **bat**.
The letter **g** makes the **g** sound in **got**.

MYTURN Read these words.

b
a
g

f
i
n

101

STUDENT INTERACTIVE, p. 102


Read Together
HIGH-FREQUENCY WORDS | PHONICS

My Words to Know

Some words you will see a lot when you read.

MYTURN Read these words.

by
are
was
you
look

 **MYTURN** Complete the sentences with words from the box. Read the sentences.

Handwriting Print the words clearly.

1. Look at the pig!
2. It was by the bin.
3. I see a pig by you.
4. We are by the bin.

102

Find Text Features



Look Both Ways!

OBJECTIVES

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

Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words. Give students sentence starters, such as:

- Headings are used to group _____.
- An informational text may have various _____.

Minilesson

FOCUS ON STRATEGIES Text features help you find and understand information. One kind of text feature is a heading. A heading tells the topic of a part of a text. Another kind of text feature is a label. A label names what a picture shows.

- Look through the text. Do you see headings in the text? Does the heading help you understand what that part of the text is about?
- Do you see labels on pictures? How does a label help you understand a picture?

MODEL AND PRACTICE Have students turn to p. 118 in the *Student Interactive* and look for a heading. *I see the word Safety at the top of the page. That is a heading, and it tells me what this section is about. The picture has a word on it in a white box. It says Traffic. This is a label, and it tells me what the picture shows.* Tell students to go back to the Close Read notes on pp. 113 and 117 and underline the label and heading.

ELL Targeted Support Text Features Tell students that labels and headings are two kinds of text features. Each has a specific purpose.

Make certain students understand the meanings of heading and label. Reinforce the difference by having students use sticky notes to label several objects in the room. **EMERGING**

Ask students to select two headings and two labels in the text. Ask them to tell how the two are alike and how they are different. **DEVELOPING**

Ask students to explain the purpose of a label. Ask them to give the purpose of a heading. Have them complete a T-chart with that information. **EXPANDING**



EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“It’s important to remember that reading is about more than phonics, fluency, and word work. We should always start with the text as a whole. Ask young readers questions such as: *What did you think about what you read? What is the big idea here? How did the author organize this text?* Then you can go back into the text to focus on phonics and the patterns or words in the text.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for finding text features.

OPTION 1 My TURN Have students complete the rest of p. 122 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark and identify text features, such as labels and headings, in their independent texts.

QUICK CHECK

Notice and Assess Are students able to identify and understand text features?

Decide

- **If students struggle**, revisit instruction for text features in Small Group on pp. T172–T173.
- **If students show understanding**, extend instruction for text features in Small Group on pp. T172–T173.

STUDENT INTERACTIVE, p. 122

CLOSE READ

Find Text Features

Text features help you find and learn information.
A **heading** tells the topic of a section.
A **label** names what a picture shows.

MY TURN What can you learn from the text features in *Look Both Ways!?* Look back at the text.

Text Feature	What I Learned
Label	<p>Possible response:</p> <p>I know what a crosswalk</p> <p>looks like.</p>
Heading	<p>Possible response:</p> <p>I know the topic of the</p> <p>section is pictures.</p>

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Read Like a Writer, Write for a Reader

OBJECTIVE

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

ELL Access

Phrases as Headings In some languages, the meaning of a subject or verb depends on how it is used in a complete sentence. Some English Language Learners might confuse the headings in *Look Both Ways!* as complete sentences. Explain that a heading can be one or more words, but it does not have to have a telling part and an action part, as a sentence does.

Print Features

Minilesson

FOCUS ON STRATEGIES Headings are print features that help readers find information. Authors use headings to divide a text into sections, or parts.

- Read the heading, or title, of the section. The heading is above the section and tells what topic the section is about.

MODEL AND PRACTICE Display p. 114 in the *Student Interactive* and say: *I see the heading "Crossing Guards." The heading is the title of that section. This section must be about crossing guards.*

TURN, TALK, AND SHARE Have students find a print feature and discuss its purpose.

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Backward Circles

FOCUS Display a handwriting circle diagram with arrows in a counterclockwise direction.

MODEL Model tracing the displayed circle with your index finger in a counterclockwise direction. Invite volunteers to trace the circle.

Work with students to help them draw backward circles on their own lined paper. Remind them to stay within the top and bottom lines.



ASSESS UNDERSTANDING

Apply

My TURN Have students use the bottom part of p. 126 in the *Student Interactive* to write a sentence about crossing the street and then write a heading for the sentence.

STUDENT INTERACTIVE, p. 126

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors use print features such as headings to help readers find information.

Crossing Guards

What does this guard tell you?

The author puts information into sections with headings to help readers find information they need.

TURN and TALK Find a print feature in the text. Discuss why the author uses that feature.

MY TURN Write a sentence about crossing the street. Then write a heading that tells what the sentence is about.

Possible response: _____

Heading: Walk

Possible response: _____

Cross the street when the picture shows

a person.

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PRACTICE Have students use *Handwriting* p. 24 from the *Resource Download Center* to see and practice drawing circles in a counterclockwise direction.

Name _____

Handwriting

Backward Circles
To have good handwriting, you need to practice writing backward circles.

MY TURN Trace the following backward circles.

MY TURN Write some backward circles of your own.

Grade 1 • Unit 1 • Week 3

Handwriting, p. 24

Use the  **QUICK CHECK** on p. T169 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY TEXT FEATURES

Teaching Point Readers of informational text can look for text features to help them understand the text. Headings can help readers identify a topic or locate information. A label names something in a picture or diagram. There is often a line from the label to the part of the picture it names.

Look back to the Weekly Launch diagram and *Look Both Ways!* as you identify and discuss text features. Point out the labels and leader lines in the Weekly Launch, making certain students understand the part of the diagram referenced by each label.

ELL Targeted Support

Read aloud each label on p. 116 of the *Student Interactive*. Help students draw a line from each label to the part of the illustration it references.

EMERGING

Ask students to draw two pictures, one that shows children walking and one that shows children waiting. Have them label each picture with one word: *walk* or *wait*. **DEVELOPING**

Have students work in small groups to write one to two sentences about walking and waiting. Tell them to draw and label pictures to illustrate their sentences. **EXPANDING/BRIDGING**



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

Intervention Activity



INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49 in the *myFocus Intervention Teacher's Guide* for instruction on informational texts.

LEVEL B • READ

Lesson 49 Recognize Types of Text: Informational, Procedural, and Persuasive Texts


DIRECTIONS Follow along as your teacher reads aloud each passage. Look at the pictures.

A Secret Note

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

What You Need

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp



Directions

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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Reading Informational Text, T • 283

Fluency

Assess 2–4 students



PROSODY

Select a passage for students to read. Have pairs take turns reading with expression. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1 Week 3 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes
per conference

IDENTIFY TEXT FEATURES

Talk About Independent Reading Ask students to discuss the labels and headings.

Possible Conference Prompts

- How does the label help a reader understand the picture?
- How does the heading help a reader understand the text?

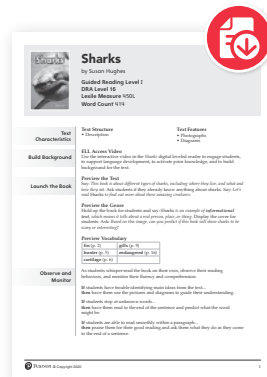
Possible Teaching Point Good readers of informational text make sure they understand which part of a picture a label tells about, and they make sure they understand what the label tells them about the picture. They understand why the label is important to the text.

Leveled Readers



IDENTIFY TEXT FEATURES

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to identify and use text features, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a group. Invite volunteers to discuss the text feature strategies they used during their independent reading. Acknowledge their growth as readers and active learners.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Look Both Ways!*
- read or listen to a previously read reader.
- read the Book Club text.

Centers



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

Literacy Activities



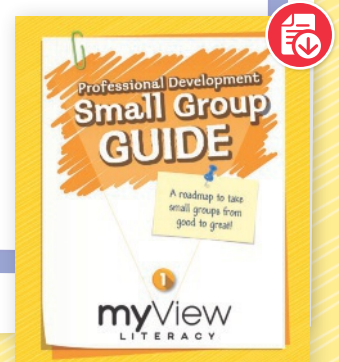
Students can

- complete the graphic organizer on p. 122 in the *Student Interactive*.
- play the myView games.
- choose a passage from the text and, with a partner, take turns reading the passage with appropriate expression.

SUPPORT INDEPENDENT READING

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

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



Word Work

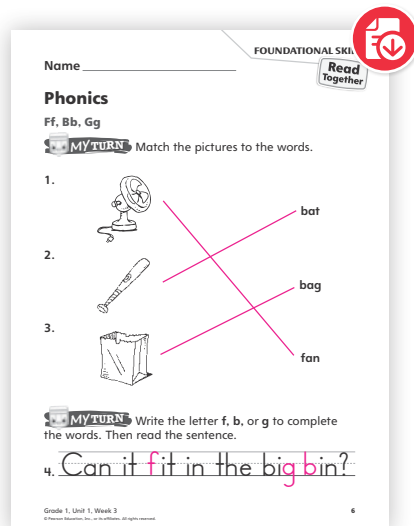
OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

Print all upper- and lowercase letters.

ADDITIONAL PRACTICE

For additional student practice with decoding and writing words with *Ff*, *Bb*, and *Gg*, use *Phonics* p. 6 from the *Resource Download Center*.



Phonics, p. 6

Phonics: Decode and Write Words with Consonants *Ff*, *Bb*, *Gg*

Minilesson

FOCUS Review the letter names and sounds for /f/ spelled *f*, /b/ spelled *b*, and /g/ spelled *g*.

MODEL AND PRACTICE Model and practice how to decode words. Write the word *fig*. Say: **Listen as I say *fig* slowly: /f/ (pause) /i/ (pause) /g/.** Say each sound slowly so students can hear the individual sounds. **How many sounds can you hear in *fig*?** Elicit responses. Draw three empty boxes. Next, model how to write the letters for each sound. Say: **What letter spells the sound /f/?** Write *f* in the first box. **What letter spells the sound /i/?** Write *i* in the second box. **What letter spells the sound /g/?** Write *g* in the third box. Slide your finger under the boxes and read the word. Have students practice reading the word with you. Repeat with the words *got* and *fib*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 103 in the *Student Interactive*.

ELL Targeted Support Sound /b/ Explain to students that they will give a thumbs-up if they hear a word that has a sound that is spelled with *b*.

Say: **bat, sat, get, baby.** Model and practice the sound /b/. Ask students the name of the letter that spells the sound /b/. **EMERGING**

Explain to students that they will give a thumbs-up if they hear a word that has a beginning or ending sound /b/. Say: **cob, rob, job, frog, nap.** Have them write two words with the sound /b/. **DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 103 and p. 104 in the *Student Interactive* by printing the letters. Be sure they read the words in context by reading their completed sentences.

OPTION 2 Independent Activity Obtain letter tiles for: *a, i, o, m, s, t, c, p, n, f, b, g*. Put the tiles in a bag. Partners take turns pulling a letter from the bag. The first student says the sound the letter makes. Then the partner says the name of the letter that spells the sound. If the partner does not know the letter name, the other student gets to say it. If correct, he or she keeps the tile. If neither of the students knows the sound or letter that spells the sound, the tile goes back in the bag. The partner with the most letter tiles at the end of play wins the game!

QUICK CHECK

Notice and Assess Are students able to decode and write words with the consonants *f, b, and g*?

Decide

- **If students struggle,** revisit instruction for Phonics in Small Group on pp. T180–T181.
- **If students show understanding,** extend instruction for Phonics in Small Group on pp. T180–T181.

STUDENT INTERACTIVE, p. 103

Read Together
FOUNDATIONAL SKILLS

Ff, Bb, Gg

TURN and TALK Decode these words with a partner.

	big	fig	pig
	got	pot	not
	tin	fin	pin
	sit	bit	fit

MY TURN Write *f, b, or g* to finish the words.

1. Can the pig fit ?

2. The pig is big .

TURN and TALK Read the sentences.

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STUDENT INTERACTIVE, p. 104

PHONICS
 Read Together

Ff, Bb, Gg

MY TURN Draw a line from each word to the picture it names. Then write the words.

bib bib

fan fan

gas gas

MY TURN Choose one word you wrote. Write a sentence with that word.
Possible response:

I like the fan!

104

Decodable Story

OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

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

Identify and read common high-frequency words.

ELL Access

Point out that many words that have the sound /b/ in English have the sound /v/ in Spanish. The Spanish sound /b/ is much softer than the English sound /b/. Monitor students' pronunciations as they decode the story.

Read *Big Biff*

FOCUS Have students turn to p. 105 in the *Student Interactive*. We are going to read a story today about Biff. Point to the title of the story. The title of the story is *Big Biff*. I hear the sound /b/ in the word *Big*. What letter in *Big* spells the sound /b/? Right! The *b* spells the sound /b/. Point to the *B* in *Big*. We will read other words with the sound /b/ spelled *b* and words with the letters *f* and *g* in our story. We will also read words with the sound /o/ spelled *o*.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *are, by, look, was, you*. Tell students that they will practice reading these words in the story *Big Biff*. Display the words. Have students read them with you. Say: *When you see these words in today's story, you will know how to read them.*

STUDENT INTERACTIVE, p. 105



DECODABLE STORY
FOUNDATIONAL SKILLS

Big Biff

Mom was by the bin.
Biff was not.
 Look at Biff, Mom!



 **AUDIO**
 Audio with Highlighting
 **ANNOTATE**

Read the story. Underline the six words that have the **b** sound.

105



READ 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.

Call students' attention to the title on p. 105. Say: **I see the letter *B* in the word *Biff*. What sound does the letter *b* spell?** Have students decode the word *Biff*. Then have them identify words with the sound /b/ spelled *b* on p. 105 and underline them.

Have students turn to p. 106. Say: **Which words have the sound /g/?** Students should supply the words *got* and *big*. Say: **Which letter spells the sound /g/ in *got* and *big*?** Students should say the sound /g/ is spelled with the letter *g*. Have them highlight the words.

Have students turn to p. 107. Say: **Which words have the short sound /o/?** Students should supply the words *not*, *on*, and *top*. Say: **Which letter spells the short sound /o/ in *not*, *on*, and *top*?** Students should say the short sound /o/ is spelled with the letter *o*. Have them highlight the words.

STUDENT INTERACTIVE, pp. 106–107



DECODABLE STORY

FOUNDATIONAL SKILLS

Biff **got** on top.
You are **big**, Biff
You do not fit on top.



Highlight the two words that have the **g** sound.

106

Do **not** sit **on** **top**!



Highlight the three words with the short **o** sound.

107

Use Text Evidence



Look Both Ways!

OBJECTIVES

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words and other words that have been generated this unit. Include them in questions, such as asking [What are the various tasks a crossing guard does?](#)

Repeat with the rest of the Academic Vocabulary words for this unit.

Minilesson

FOCUS ON STRATEGIES Text evidence is the details that support what you think about a text. Good readers use text evidence to support their understanding of the text.

MODEL AND PRACTICE Refer students to pp. 118–119 in the *Student Interactive*. Model using text evidence to support what you think about the text and text features. [Information on page 119 tells about safety. From the heading, which is a text feature, and the text on the page, I think there is a safe way to cross the street. What is the text evidence to support my response?](#) (text evidence about looking left and looking right) Have students go back to the Close Read note on p. 115 and highlight the text evidence.

ELL Targeted Support Text Evidence Tell students that text evidence backs up, or supports, an idea they have formed about the text.

Draw a diagram that shows a big rectangle above a small rectangle. Connect the two with a line. In the big rectangle, write this sentence: *A guard keeps people safe.* In the smaller rectangle, write this phrase: *helps people cross.* Read the sentence and phrase aloud, and explain how the text evidence supports the big idea. Have students draw a picture in each rectangle to illustrate. **EMERGING**

Provide classroom texts that include headings. Have partners each read a page and then express an idea about the text and identify text evidence that supports it. **DEVELOPING**

Ask partners to work together to tell an idea they have about information in *Look Both Ways!* and then find text evidence to support the idea. **EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence.

OPTION 1 My TURN Have students complete p. 123 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students write a few things they think about the text on different sticky notes. Then have them place each note near text evidence supporting that idea.

✓ QUICK CHECK

Notice and Assess Can students use text evidence to support appropriate responses in informational text?

Decide

- **If students struggle,** revisit instruction for text evidence in Small Group on pp. T182–T183.
- **If students show understanding,** extend instruction for text evidence in Small Group on pp. T182–T183.

STUDENT INTERACTIVE, p. 123

Read Together READING WORKSHOP

Use Text Evidence

Text evidence is the details that support what a reader thinks about the text and text features.

MY TURN Draw the details that support the heading **Crossing Guards**. Look back at the text. Use the pictures too.

Possible drawing could show a crossing guard helping a child cross the street.

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Use the  **QUICK CHECK** on p. T175 to determine small group instruction.

Teacher-Led Options

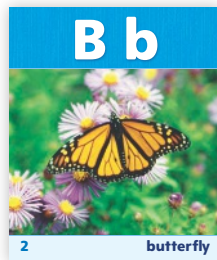
Word Work Strategy Group

f/f/, b/b/, g/g/

Sound-Spelling

Cards Display Sound-Spelling Cards 2, 7, and 8.

Help students determine the name of the image on Card 2 (*butterfly*), Card 7 (*firefighter*), and Card 8 (*game*). Ask: **What other words have the sound /f/ spelled f, the sound /b/ spelled b, or the sound /g/ spelled g?**



Have students write sentences using at least one word from the list of f/f/, b/b/, and g/g/ words that students compiled. Encourage students to share their sentences.

ELL Targeted Support

Have students sort words with the sounds /f/, /b/, and /g/. Write the following words on the board: *bin, fin, got, fit, bit, pig*.

Read the words aloud. Guide students to sort the words into three groups: words with the sound /f/ (*fin, fit*), words with the sound /b/ (*bin, bit*), and words with the sound /g/ (*got, pig*).

EMERGING/DEVELOPING

Have students add new words to each of the three categories. Encourage them to share their new words with others. **EXPANDING**

Challenge students to create a fourth category. Have students decide what words belong in this new group and the reason(s) why these words belong together. **BRIDGING**



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

Intervention Activity

DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word *up*, the first sound I hear is /u/. The second sound I hear is /p/. /u/p/. *Up*. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.


MODEL Display and read "Who Is Up?" from Student Page 595. Connect the /b/ and /p/ sounds to the letters. Hold up a letter *u* card. Point to *u* and say the sound. Hold up a letter *p* card. Point to *p* and say the sound. **These sounds combine to make the word up. I see this word in the poem. Circle up in the title. Point to up and say the sounds and word: /u/p/. Up.**

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!



TEACH Use the model to further teach the skill in context. We have learned the word *up* in this poem. I will say the sounds and the word. Then we will say them together. Point to *up* in the title. Say it with me: /u/p/. /u/p/. Say it with me: *up*. Repeat with *up* in lines 1 and 5.

But who is up? Prompt for *pup*. Yes! The pup is up. *Pup* has the same sounds as *up*. The first sound I hear is /p/. Say it with me: /p/. The next sound I hear is /u/. Say it with me: /u/. The last sound I hear is /p/. Say it with me: /p/. When I combine the sounds, I get *pup*. Say it with me: *pup*. Circle and say the sounds and words for each instance of *pup*. Have students say each sound and word after you do.

Point to the word *up* again. Look at the order of the letters: *u, p*. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word *lap* and display the letters *a, l*, and *p*. Listen to the sounds in the word *lap*: /l/ /a/ /p/. I hear /l/ first, so I put the *l* at the beginning. I heard /a/ next, so I put the *a* next. Last, I hear /p/, so I put the *p* last. L-a-p. That's how I spell *lap*.

Phonological Awareness T • 95

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Give Letter Tiles to students. On the board, write the following incomplete sentences: *I see a _ig pi_. It can _it by the _an.*

Guide students to use the Letter Tiles to build the incomplete words in the sentences. (*big, pig, fit, fan*) Read the completed sentences aloud and have students repeat. (*I see a big pig. It can fit by the fan.*)

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



Decodable Reader



Have students read the Decodable Reader *It Fit Fan* for additional support reading high-frequency words (*by, are, was, you, look*) and decoding words with the consonants *f/f/, b/b/,* and *g/g/*.

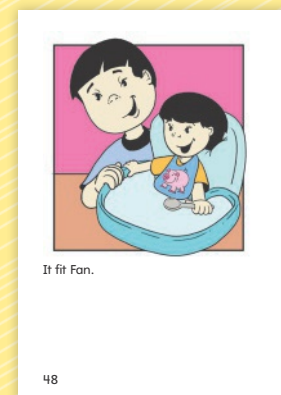
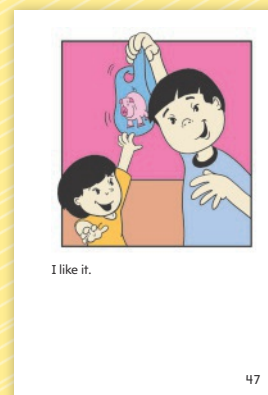
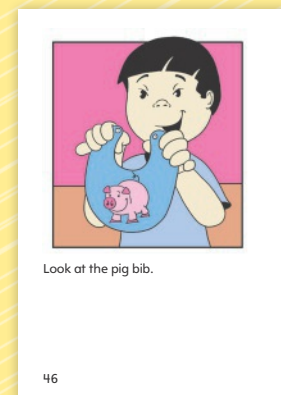
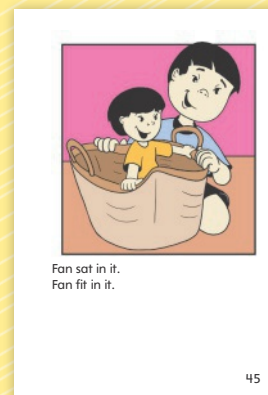
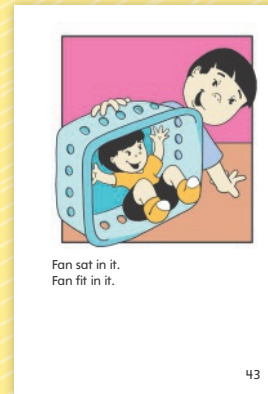
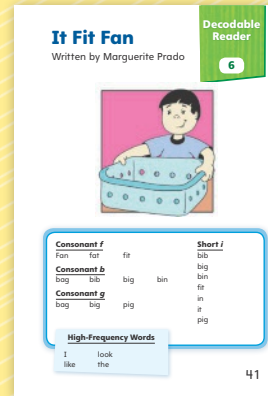
Review high-frequency words with students before they begin reading. Have partners take turns reading a page in the story. Listen carefully as they use letter-sound relationships to decode. Correct mistakes as needed.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T179 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT EVIDENCE

Teaching Point When you read informational text, you may think different things about the information you are reading. To make sure what you are thinking is correct, you must support your ideas, or back them up, with parts of the text. This is called text evidence. Model using text evidence: When I read *Look Both Ways!* I think that crossing guards are people who help. I know I must find parts of the text that support this. The text tells that the guard lets people know when it is safe to cross the street. This supports what I think about the text.

ELL Targeted Support

Read a leveled reader or other grade-appropriate text. Model an idea you have about the text. Then ask students to find text evidence to support your idea. **EMERGING/DEVELOPING**

Have partners read a leveled reader or other grade-appropriate text. Ask one student to share an idea and the other student to find text evidence to support the idea. Then have them switch roles. **EXPANDING/BRIDGING**



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

Intervention Activity



INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49 in the *myFocus Intervention Teacher's Guide* for instruction on informational text.

LEVEL 8 • READ

Lesson 49 Recognize Types of Text: Informational, Procedural, and Persuasive Texts

DIRECTIONS Follow along as your teacher reads aloud each passage. Look at the pictures.

A Secret Note

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

What You Need

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp

Directions

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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Reading Informational Text T • 283

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading text from an appropriately leveled reader. Have them work on reading smoothly and with expression.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1 Week 3 *Cold Reads*, to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

USE TEXT EVIDENCE

Talk About Independent Reading Ask students to discuss the text evidence that supports what they think about the text.

Possible Conference Prompts

- What did you first think about the text?
- Did you find text evidence to support your thinking?
- How does text evidence help you better understand the text?

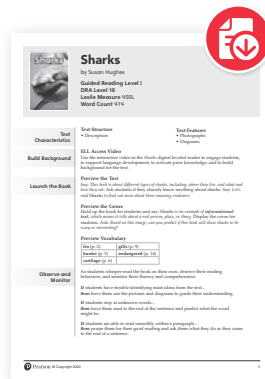
Possible Teaching Point Good readers of informational text use text evidence to make sure that what they think about a text is correct.

Leveled Readers



USE TEXT EVIDENCE

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to find text evidence to support ideas, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together, and have one student or two students briefly tell about the text evidence they found in their texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or the Book Club text.
- practice fluent reading by partner-reading their texts like a storyteller.

Centers



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

Literacy Activities



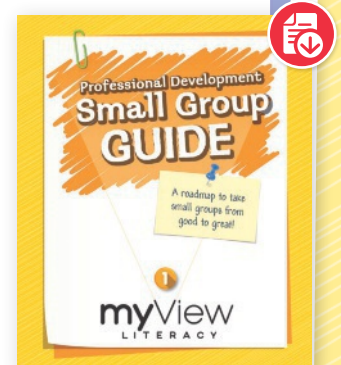
Students can

- write about their book in their notebooks.
- play the myView games.
- with a partner, take turns reading a passage smoothly, paying attention to punctuation.

SUPPORT INDEPENDENT READING

It is important to tell students what they are doing right as readers. As you listen to students read, seek out opportunities to tell students 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

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 15 from the *Resource Download Center*.

FOUNDAITIONAL SKILL Read Together

Name _____

My Words to Know
Some words you will use a lot when you write.

by are was you look

MY TURN Read the words in the box. Then use a word from the box to complete each sentence. Read the sentences.

- Sam and Dan sat by the big mat.
- A cat was on the mat.
- Sam and Dan look at the cat.
- "Look at you, nap!"
- Sam and Dan are not sad!

Grade 1, Unit 1, Week 3

My Words to Know, p. 15

Phonological Awareness: Add Phonemes

MODEL Recognizing differences in spoken words when a phoneme, or sound, is added is an important beginning reading skill.

Say the word *at*. Listen to the sounds in the word *at*: /a/ /t/. Now listen to this word: *bat*. What sound did I add to *at* to make the word *bat*? Yes, I added the sound /b/. Say the new word with me: *bat*.

PRACTICE Have students recognize the change in each pair of words when a phoneme is added: *in–bin*; *in–fin*; *at–mat*; *at–hat*.

Phonics: Spiral Review *li* /i/, *Cc* /k/, *Pp* /p/, *Nn* /n/

FOCUS Write the letters *li*, *Cc*, *Pp*, and *Nn*. Have volunteers point to a letter and name it. Review the sound for each letter by pointing to each letter as you say the sound. Then have students point to the letter that spells the sound you say. For example, say: Listen to this sound: /k/. Which letter can spell /k/? Repeat with sounds for the other letters.

MODEL AND PRACTICE Write the words listed below. Point to each word and have students segment the sounds and then blend the sounds to read the word. Have students identify the letters *i*, *c*, *p*, or *n* in each word.

not	pin	sip	cap	pan	pot	cot
-----	-----	-----	-----	-----	-----	-----



ELL Targeted Support Adding Phonemes Once students can successfully hear and identify beginning, medial, and ending sounds, adding phonemes to a word is the next step to understanding the relationship between sound, letter, and word. For ELL students, this helps them understand the flexibility of the English language.

Say the word *at*. Then say each sound: /a/ /t/. Ask students to add the sound /m/ to the beginning of the word: /m/ /a/ /t/. Have students repeat the sound that was added to the word *at*. Continue adding other initial sounds to the word *at*. **EMERGING/DEVELOPING**

Have students work with a partner to add initial sounds to make new words from the word *it* and then share. **EXPANDING**

HIGH-FREQUENCY WORDS



Write the words in a box. Then write the sentences with the blanks. Say: *With your partner, complete the sentences with the words from the box. Then circle the words you already know. You can look in your notebooks to find the words. (We, like, I, see, the) Take turns reading the complete sentences.*

are by look was you

1. We are mad.
2. Do you like me?
3. Look, I see the cat!
4. Biff was the dog by the man.

Reflect and Share



Look Both Ways!

OBJECTIVES

Participate in collaborative conversations with diverse partners about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Synthesize information to create new understanding with adult assistance.

Retell texts in ways that maintain meaning.

ACADEMIC VOCABULARY

Integrate Offer students oral practice, using the unit Academic Vocabulary words to connect to the weekly question and unit theme. Ask students:

- What types of actions keep people safe when they want to cross the street?
- What should a group of people do before crossing the street?

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students that sometimes they will read several books about the same topic and be asked to compare and discuss them. Students can get the most out of these discussions by:

- retelling each text.
- using examples and details from the text.
- making clear connections to other texts.
- thinking about what they have read and sharing information and ideas clearly at an appropriate pace.

MODEL AND PRACTICE Model sharing ideas and information about the topic under discussion, using the Talk About It prompt on p. 124 in the *Student Interactive*. The text *Look Both Ways!* is about signs in a neighborhood and how they can help us. We also read the text *Henry on Wheels*. In that text, Henry rides his bike around a neighborhood. So both texts are about neighborhoods. *Henry on Wheels* is realistic fiction. *Look Both Ways!* is informational text. That is one way the texts are different.

ELL Targeted Support Share Information Guide students to share information about places they have visited.

Explain the meaning of the verb *visit*. Then provide questions and sentence frames to help partners talk about places they have visited: *What place did you visit? I visited _____.* **EMERGING/DEVELOPING**

Ask students to write a list of questions they can use during discussion to ask others about two places they have visited. Have them work in pairs to practice asking and answering these questions. **EXPANDING**

Ask students to practice participating in a discussion. Have them each take turns taking a leadership role during a class discussion. Encourage them to use their language skills to steer the conversation. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing across texts.

OPTION 1 Use the Shared Read Have students compare two texts that they have read about the same topic. If desired, distribute Speaking and Listening practice pages from the *Resource Download Center* to help guide discussions.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to discuss and compare other neighborhood signs and signals.

✔ QUICK CHECK

Notice and Assess Can students compare across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on pp. T188–T189.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T188–T189.

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

STUDENT INTERACTIVE, p. 124

RESPOND TO TEXT

Read Together

Reflect and Share

Talk About It
Retell *Look Both Ways!* in your own words. How is this text similar to other texts you have read about neighborhoods?



Listening to Others
When sharing ideas with others, it is important to:

- Be quiet when others are speaking.
- Face the speaker to show you are listening.

Look at the picture to help you.



Weekly Question
How do signs in our neighborhood help us?

124

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Use the  **QUICK CHECK** on p. T187 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Sometimes, readers read more than one text about the same topic or idea. They can think about information they have learned in each text and compare. Doing this helps them notice what is the same and what is different in the two texts.

Direct students' attention to "Traffic Signals" on pp. 96–97 in the *Student Interactive*. Have students look for similarities and differences between the diagram and *Look Both Ways!*

ELL Targeted Support

Guide students in recalling another book they have read about neighborhoods. Have them draw a picture to show something in each book that was the same. Then have them explain their picture. **EMERGING**

Read aloud the following sentence frame, and have students complete it orally: Signs for Drivers was like *Look Both Ways!* because both books had information about _____. **DEVELOPING**

Have student pairs say two to four sentences to explain how another book they read about neighborhoods was like *Look Both Ways!* and how it was different. **EXPANDING/BRIDGING**



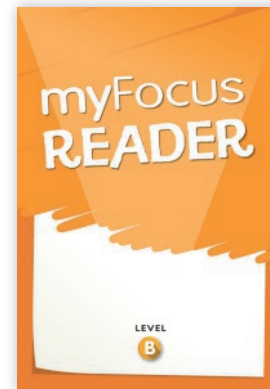
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 10–11 with students. Use the teaching support online at SavvasRealize.com to help students understand the different elements that can make up a neighborhood, and encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate Help students organize their findings on signs in the neighborhood into a format they can share with others.

Critical Thinking Discuss information students learned and the process they used. See *Extension Activities* pp. 62–66 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share how the text they are reading is similar to other texts they have read.

Possible Conference Prompts

- Have you read about similar topics in other texts?
- How are the ideas in your text like the ideas we read about together this week?
- How are the texts different?

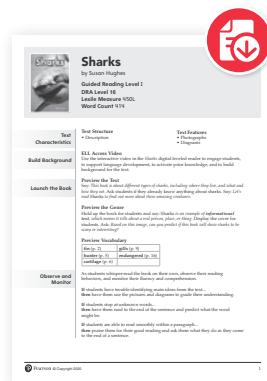
Possible Teaching Point Good readers make connections to a text they are reading and what they already know about a topic. They also make connections to texts they have already read.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to make connections between texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share connections they made between two texts. Encourage students to explain how the texts are similar. Celebrate their accomplishments as skilled readers.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Signs in Your Neighborhood.”
- read a self-selected text.
- reread or listen to the leveled reader.

Centers



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

Literacy Activities



Students can

- write a response to the Weekly Question in their notebook.
- research a traffic sign or signal not included in the lesson and draw and label a picture of it.
- play the myView games.

BOOK CLUB



See Book Club, pp. T484–T487, for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Neighborhoods Around the World*.

UNIT 1 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can read realistic fiction.
- I can make and use words to read and write realistic fiction.
- I can write a story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

RF.1.4.a, RL.1.1, W.1.3, L.1.4, L.1.4.b

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T194–T195
 - » Phonological Awareness: Medial /e/
 - » Phonics: Decode Words with Short e
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T196–T197
- Listening Comprehension: Read Aloud: “Welcome to the Neighborhood” T198–T199
- Realistic Fiction T200–T201
 - ☑ Quick Check T201

READING BRIDGE

- Academic Vocabulary: Word Parts T202–T203
- Handwriting: Write Slanted Lines T202–T203

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T207
- Strategy, Intervention, and On-Level/Advanced Activities T206
- ELL Targeted Support T206
- Conferencing T207

INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

BOOK CLUB T207 SEL

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T390–T391
 - » Explore Adding Details to Illustrations
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T391
- Conferences T388

WRITING BRIDGE

- Spelling: Spell Words with Short e T392
 - ☑ Assess Prior Knowledge T392
- Language & Conventions: Oral Language: Simple Sentences T393

LESSON 2

RL.1.7, RL.1.1, W.1.3, L.1.1.f, L.1.1.h

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T208–T209
 - » Phonics: Decode and Write Words with Short e
 - ☑ Quick Check T209
 - » High-Frequency Words

SHARED READ

- Introduce the Texts T210–T221
 - » Preview Vocabulary
 - » Read and Compare Texts
- Respond and Analyze T222–T223
 - » My View
 - » Develop Vocabulary
 - ☑ Quick Check T223
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T224
- Guided Reading/Leveled Readers T227
- Strategy and Intervention Activities T224, T226
- Fluency T226 • Conferencing T227
- ELL Targeted Support T224, T226

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T225
- Independent Reading T227
- Literacy Activities T227
- Partner Reading T227

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T394–T395
 - » Apply Adding Details to Illustrations
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T395
- Conferences T388

WRITING BRIDGE

- Spelling: Teach Spell Words with Short e T396
- Language & Conventions: Oral Language: Adjectives and Articles T397

LESSON 3

RL.1.9, W.1.3, L.1.1.f,
L.1.1.h, L.1.5.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T228–T229
 - » Phonological Awareness: Initial Sounds
 - » Phonics: Decode Words with Initial Consonants *Dd, Ll, Hh*
 - » High-Frequency Words

CLOSE READ

- Describe Characters T230–T231
- Close Read: *Garden Party; Click, Clack, Click!*
 - ✔ **Quick Check** T231

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T232–T233
- Handwriting: Forward Circles T232–T233

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T235
- Strategy and Intervention Activities T234
- Fluency T234 • Conferring T235
- ELL Targeted Support T234

INDEPENDENT/COLLABORATIVE

- Independent Reading T235
- Literacy Activities T235

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T398–T399
 - » Explore Adding Details to Words
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T399
- Conferences T388

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Short *e* T400
- Language & Conventions: Teach Adjectives and Articles T401

LESSON 4

RL.1.3, W.1.3, W.1.5,
L.1.1.f, L.1.1.h

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T236–T237
 - » Phonics: Decode and Write Words with Short *e* and Consonants *Dd, Ll, Hh*
- ✔ **Quick Check** T237
- » Decodable Story: Read *Fill the Pen* T238–T239

CLOSE READ

- Visualize Details About Characters T240–T241
- Close Read: *Garden Party; Click, Clack, Click!*
 - ✔ **Quick Check** T241

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T242
- Guided Reading/Leveled Readers T245
- Strategy and Intervention Activities T242, T244
- Fluency T244 • Conferring T245
- ELL Targeted Support T242, T244

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T243
- Independent Reading T245
- Literacy Activities T245

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T402–T403
 - » Apply Adding Details to Words
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T403
- Conferences T388

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Spell Words with Short *o* and *ff/, b/b/, g/g/* T404
- Language & Conventions: Practice Adjectives and Articles T405

LESSON 5

RL.1.10, RF.1.2.b, W.1.5,
W.1.8, SL.1.1.c

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T246–T247
 - » Phonological Awareness: Segment and Blend Phonemes
 - » Phonics: Spiral Review: *Oo, Ff, Bb, Gg*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T248–T249
 - » Talk About It
- ✔ **Quick Check** T249
- » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T251
- Strategy, Intervention, and On-Level/Advanced Activities T250
- ELL Targeted Support T250
- Conferring T251

INDEPENDENT/COLLABORATIVE

- Independent Reading T251
- Literacy Activities T251

BOOK CLUB T251 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T406
 - » Asking and Answering Questions
 - » Share Back

INDEPENDENT WRITING

- ✔ **WRITING CLUB** T406–T407 **SEL**
- Conferences T388

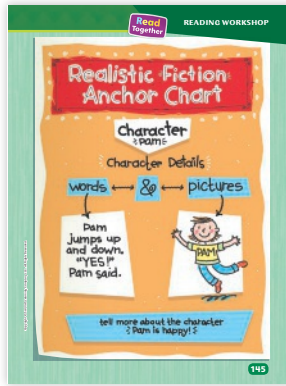
WRITING BRIDGE

- Spelling: Spell Words with Short *e* T408
 - ✔ **Assess Understanding** T408
- » **FLEXIBLE OPTION**
- Language & Conventions: Standards Practice T409

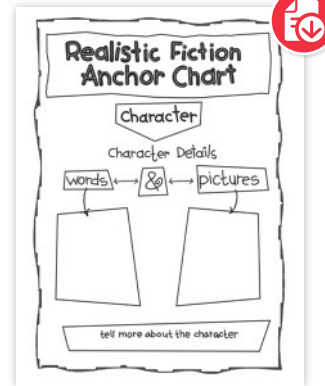
Materials



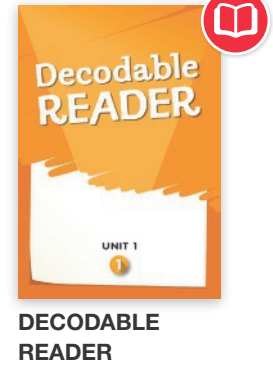
INFOGRAPHIC
"Neighborhood Activities"



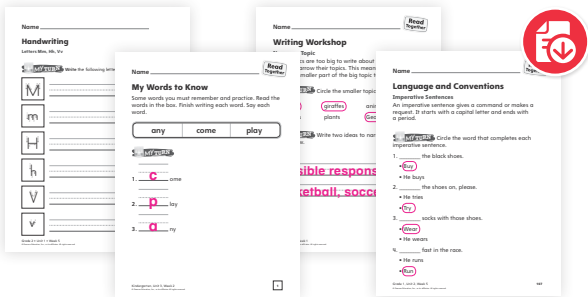
READING ANCHOR CHART
Realistic Fiction



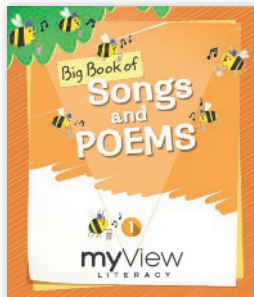
EDITABLE ANCHOR CHART
Realistic Fiction



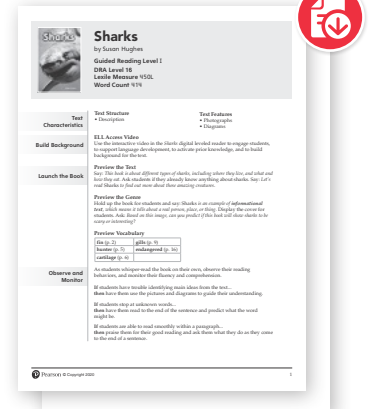
DECODABLE READER



RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

have
that
they
two
up

Develop Vocabulary

help
plant

join
meet

Spelling Words

met
net
pet
set
have
they

Unit Academic Vocabulary

group
settle
type
various

WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant strategies to clarify information, and answer questions about a text or recording.
Use appropriate body cues, such as eye contact, to indicate when you are listening.

ELL Language Transfer
Opportunities Point out the Spanish cognates in the text.

FLUENCY
Also participating in Read Aloud activities, students will read "Welcome to the Neighborhood" to develop fluency and comprehension skills.

THINK ALoud Answer
Readers: There are several reasons that Lola and Jack are excited to move to their new neighborhood. They are excited to meet new people and to explore the new neighborhood. They are also excited to see how the neighborhood will change over time.

Read Aloud
Tell students that you are going to read about a realistic fiction text. Have students listen as you read the text, "Welcome to the Neighborhood." Ask them to be active listeners by looking at you and thinking about what you are reading.

START UP
READ-ALOUD ROUTINE
Purpose Have students listen actively for elements of realistic fiction.
Read the entire text aloud without stopping for the Think Aloud activities.
Read the text aloud, pausing to model Think Aloud strategies related to the genre.

Welcome to the Neighborhood
"There have been a lot of new people moving into our neighborhood," said Mrs. Satterpage.
"Maybe we can think of some ways to get to know them," suggested Jack.
"I'm a little nervous about that," said Lola. Lola had always been a bit shy.
The next day, Jack and Lola decided to play outside in the front yard. They turned on the sprinklers. They had a fun time running in the grass through the sprinklers.
"Hi! Want to come play with us?" Jack asked when he saw the kids next door come outside.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• enables students to look about their independent reading level.
• allows students to participate in the reading process.
• provides an opportunity to build fluency and improve reading skills.
• fosters a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the class.
• Determine the Teaching Point.
• Write the key points of the text.
• Write open-ended questions related to the text. Write and place the questions in the back of the book where you plan to stop to think and discuss.
• Discuss key vocabulary essential for understanding.

BEFORE READING
• Show the cover of the book to introduce the title, author, illustrator, and genre.
• Ask the class to share or discuss the story.
• Point out interesting artwork or photos.
• Gather prior knowledge and build essential background vocabulary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and read aloud to students just part of the text and stop to think and discuss. Think Aloud and open-ended questioning for a longer time into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and invite students to use their own comprehension and critical thinking skills.
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage in a discussion by reading the text or by using the text of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

Finals Teaching Points
• Record the story.
• Record the author.
• Record the Teaching Point.
• Record the questions.
• Record the answers.
• Record the "I wonder" or "I think" questions.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "Welcome to the Neighborhood"



SHARED READ
Garden Party
Click, Clack, Click!

BOOK CLUB

Titles related to Spotlight Genre and Theme: T470-T473

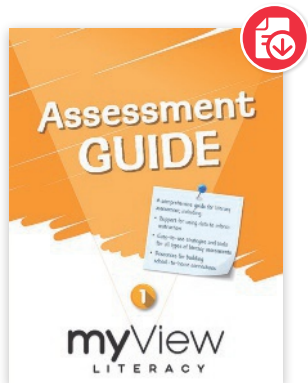
Mentor STACK

Writing Workshop T387



Assessment Options for the Week

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



ASSESSMENT GUIDE

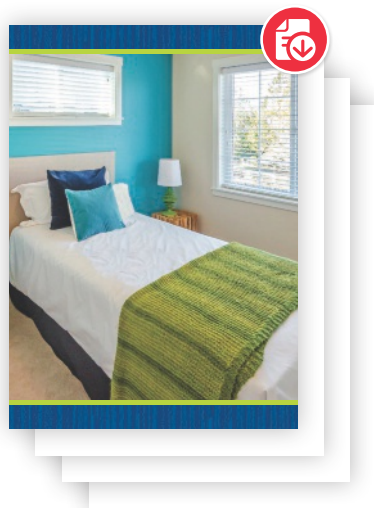
Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

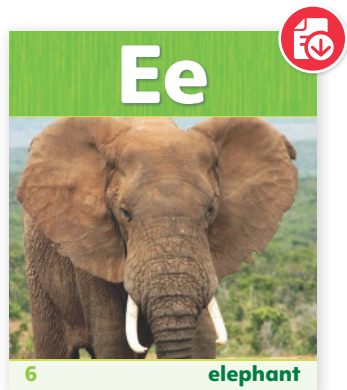
Identify and read common high-frequency words.



Picture Cards

FOUNDATIONAL SKILLS EXTENSION

See p. T214 for an extension activity for short e that can be used as the text is read.



Sound-Spelling Card 6

Phonological Awareness: Medial /e/

SEE AND SAY Hold up the *bed* Picture Card. Tell students to listen to each sound as you say the word *bed*. Repeat the sounds in the word *bed* several times: /b/ /e/ /d/. Then point to the picture of the ten on p. 134 in the *Student Interactive*. Have students repeat the activity with the pictures for *ten*, *net*, and *pen*.

PRACTICE Display the *jet* Picture Card. Say: Listen carefully as I say the sounds in the word *jet*: /j/ /e/ /t/. Now repeat the sounds in *jet* with me: /j/ e/ /t/. What sound do you hear in the middle of the word *jet*? Yes, that is the sound /e/. Display the *hen* and *red* Picture Cards to further practice the medial sound /e/. First say the sounds in each word and then have students repeat the sounds.

Phonics: Decode Words with Short e

Minilesson

FOCUS Use Sound-Spelling Card 6 (*elephant*) to introduce how to spell the sound short e.

MODEL AND PRACTICE Say: This is a picture of an elephant. *Elephant* begins with the sound /e/, which sounds like this: /e/ (pause) /e/ (pause) /e/ (pause) *elephant*. Say the sound with me. Have students say the sound several times. Then ask: What sound does *elephant* begin with? Elicit responses. Point to the *Ee* at the top of the card. The sound /e/ is called the short e sound and is spelled with the letter e. What letter makes the short e sound? Yes, the letter e. Write the words *get* and *set* and have students decode them.

APPLY MyTURN Direct students to the bottom of p. 134 in the *Student Interactive*. Have them practice saying each sound in the words by following the short arrows. Then have students blend phonemes (long arrow) to decode the short e words *pet* and *men*.



ELL Targeted Support Short e / Short a Students must be able to distinguish the sounds in words that are similar.

Write the following pairs of words: *bad/bed; sat/set; pan/pen; man/men*. Say each pair, one at a time, and model their correct pronunciation. Direct students' attention to your mouth as you form each vowel sound. Students then repeat the word pairs. Cover the words and have them write each word as you dictate. **EMERGING**

Pair students with native English speakers and have them practice saying and writing words that sound alike but are not. Add these words to the list above: *bat/bet; tan/ten; pat/pet; bag/beg*.

DEVELOPING/EXPANDING

HIGH-FREQUENCY WORDS



Write the high-frequency words *have, that, they, two, up*. Display the words.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.

have

two

that

up

they

STUDENT INTERACTIVE, p. 134

PHONOLOGICAL AWARENESS | PHONICS

Read Together

Middle Sounds

SEE and SAY Say each picture name. Listen to the middle sound as you name each picture.

10



Students should say *ten, net, pen*.

Short e

Short e is often spelled e, as in *pen*.

MY TURN Read each word.

p e t

m e n

Interact with Sources

OBJECTIVE

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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 is the group of people doing?](#) [What type of neighborhood activity do you like best?](#)

- type
- settle
- group
- various



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

Explore the Infographic

Revisit the Essential Question for Unit 1: *What is a neighborhood?* Then read aloud the Week 4 Question: *How can I get to know my neighbors?*

Direct students' attention to pp. 132–133 in the *Student Interactive*. Have students follow along as you read aloud “Neighborhood Activities.” Then place students into small groups. Ask them to use the pictures and words from the infographic to talk about how people get to know their neighbors. As they engage in group discussion, prompt students to ask questions about the infographic.

Write the following sentences on the board as talking points to support group discussion:

- Neighbors get together to make their neighborhood a better place.
- Neighbors get together to have fun.

Ask: [What would you do if you could plan a neighborhood activity?](#) [Which activity would you choose?](#) [Why?](#) Give each group time to agree on an activity. Ask a volunteer from each group to share the group's response with the class.

TURN, TALK, AND SHARE Prompt students to discuss, in pairs, what activities their neighborhoods have. Tell them that when they share their ideas, they should speak clearly.

WEEKLY QUESTION Remind students of the Weekly Question: *How can I get to know my neighbors?* Tell them that block parties, yard sales, and planting trees are different ways that people can get to know their neighbors. Explain that there are other ways people get to know their neighbors, and students will learn more about them this week.

ELL Targeted Support Visual Support Read aloud the short paragraphs as students examine the pictures.

After reading a paragraph, point to the associated image and ask students: What does this picture show? Repeat for each paragraph. **EMERGING**

Have students listen as you say a key word from one of the paragraphs about a neighborhood activity. Have students use the visual supports to determine which activity that key word describes. **DEVELOPING**

Place students into pairs. Ask students to discuss how the pictures help them understand how neighbors get to know each other. **EXPANDING**

Ask students to draw their own picture of one of the neighborhood activities. Then have students share their drawing with the class. Prompt students to explain how their drawing relates to the Weekly Question. **BRIDGING**

STUDENT INTERACTIVE, pp. 132-133

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

Neighborhood Activities

Block Party!
Neighbors get together to have fun, eat food, play games, and listen to music.



Yard Sale!
Yard sales help neighbors sell the stuff they don't need.



Weekly Question
How can I get to know my neighbors?

Plant a Tree!
Neighbors can work together to plant a new tree.



TURN and TALK What activities does your neighborhood have?

132

133

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Listening Comprehension

OBJECTIVES

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

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

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 in “Welcome to the Neighborhood.”

- moving : *moviendo*
- nervous : *nervioso*
- decided : *decidido*

FLUENCY

After completing the Read-Aloud Routine, reread a section of “Welcome to the Neighborhood” to students. Model reading with expression, and have them practice expressive reading while they read *Garden Party* and *Click, Clack, Click!* this week.

THINK ALOUD Analyze **Realistic Fiction** After you reread the sentence “I’m a little nervous about that,” said Lola, pause and say: *So far, what the people are talking about could happen in real life. These seem real. The characters and what the characters are saying so far make me think I’m reading realistic fiction.*

Read Aloud

Tell students that you are going to read aloud a realistic fiction text. Have students listen as you read the text, “Welcome to the Neighborhood.” Ask them to be active listeners by looking at you and thinking about what you are reading.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of realistic fiction.

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

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

Welcome to the Neighborhood

“There have been a lot of new people moving into our neighborhood,” said Mrs. Sampson.

“Maybe we can think of some ways to get to know them,” suggested Jack.

“I’m a little nervous about that,” said Lola. Lola had always been a bit shy.

The next day, Jack and Lola decided to play outside in the front yard. They turned on the sprinklers. They had a fun time running in the grass through the sprinklers.

“Hi! Want to come play with us?” Jack asked when he saw the kids next door come outside.



“Welcome to the Neighborhood,” continued

The kids had a fun time playing outside.

“Maybe we should introduce ourselves to more new kids,” suggested Lola later that day.

“I am happy you feel that way,” said Jack.

At the end of the summer, they were excited to go back to school. They had lots of new friends!



THINK ALOUD Analyze Realistic Fiction After you reread the sentence “The kids had a fun time playing outside,” say: *I read that kids are playing outside. What the kids are doing is something that could happen in real life. So the characters’ actions tell me that I’m reading realistic fiction.*

ELL Targeted Support Building Background Before reading “Welcome to the Neighborhood,” support students by reading aloud this short teaser. *Jack and Lola are brother and sister. They have new neighbors. Jack is happy. He wants to meet the new kids. Lola is not so sure.* **EMERGING**

Remind students that this is realistic fiction and these characters act like real people. Have students think of how these characters might act differently. Then ask them to write or draw their ideas. **DEVELOPING**

WRAP-UP

Jack and Lola	
Alike	Different

Ask students: *How are Jack and Lola alike and different?* Use the chart to record student responses.

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

Realistic Fiction

LEARNING GOAL

I can read realistic fiction.

OBJECTIVES

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

Describe the main character(s) and the reason(s) for their actions.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about realistic fiction.

- character
- character details

FLEXIBLE OPTION ANCHOR CHARTS

To make your own anchor chart to go with this lesson, begin with the genre, realistic fiction.

- Have students discuss characters and character details in the texts they have read.
- Prompt them to suggest headings and graphics.
- Add to the anchor chart as students learn about the genre.

Minilesson

FOCUS ON STRATEGIES Realistic fiction has characters. Characters are the people in realistic fiction. The words and pictures in the story tell what characters say, do, and feel.

- Examine the character details that are in the words and pictures. What do they tell about the characters?
- Think about the characters in the text. Are they like people in real life?

MODEL AND PRACTICE Model how to identify realistic fiction by discussing the characters in the Read Aloud “Welcome to the Neighborhood” on pp. T198–T199. *“Welcome to the Neighborhood” has made-up people, or characters. The text tells me what these characters say, do, and feel. These details make the characters seem like people in real life. I think this is realistic fiction.* Then read the Anchor Chart on p. 145 together.

ELL Targeted Support Confirm Understanding Explain to students that words and visuals can support their understanding of characters in realistic fiction. Have students use a realistic fiction leveled reader.

Tell partners to read the leveled reader. Have students enhance and confirm their understanding of a character by asking them to reread words, phrases, or sentences that tell about a character and point out details in the pictures. **EMERGING**

Have students enhance and confirm their understanding of a character in the leveled reader by asking them to use the pictures and context to describe the character. **DEVELOPING**

Have partners use pictures and context in the leveled reader to discuss a character. **EXPANDING**

Have students read the leveled reader and use pictures and context to develop and then share a short description of a character. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 TURN, TALK, AND SHARE Prompt students to review *The Blackout*. Then have them complete the Turn and Talk activity on p. 144.

OPTION 2 Use Independent Text Have students place sticky notes on pictures and words that tell about realistic characters in their independent text.

QUICK CHECK

Notice and Assess Can students identify the elements of realistic fiction, such as characters and character details?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T206–T207.
- **If students show understanding**, extend instruction about realistic fiction in Small Group on pp. T206–T207.

Set a Purpose Review the Set a Purpose section on p. 144 in the *Student Interactive*. Discuss a purpose for reading realistic fiction.

STUDENT INTERACTIVE, pp. 144–145

GENRE: REALISTIC FICTION


Read Together

My Learning Goal I can read realistic fiction.

SPOTLIGHT ON GENRE

Realistic Fiction

Characters are the people in realistic fiction. Details describe characters and the reasons for their actions.



TURN and TALK Describe the reason the boy helps Mrs. Johnson in *The Blackout*.

Set a Purpose It is important to think about why you are reading. Your purpose, or reason, could be to learn or to have fun.

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Read Together

READING WORKSHOP


Realistic Fiction Anchor Chart

Character
≥ Pam ≤

Character Details

words ↔ & ↔ pictures

Pam jumps up and down. "YES!" Pam said.



tell more about the character
≥ Pam is happy! ≤

145

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Academic Vocabulary

LEARNING GOAL

I can make and use words to read and write realistic fiction.

OBJECTIVES

Determine or clarify the meaning of unknown and multiple-meaning words and phrases.

Respond using newly acquired vocabulary as appropriate.

ELL Access

To expand on their academic language, ELLs need opportunities to read, listen, speak, and write new words. Encourage students to use academic language when they write and present their work. Ask them to share what they heard or read to their peers. Engage advanced students by having them use academic language while summarizing what they learned.

Word Parts

Minilesson

FOCUS ON STRATEGIES Remind students of the Academic Vocabulary for the unit: *settle*, *various*, *group*, and *type*. Explain that word parts are groups of letters that can be added to some words to make new words with different meanings.

- Determine the meaning of the word part.
- Recognize where the word part can be added to a root (beginning or end).
- Use the definition of the word part to figure out the meaning of the new word.

MODEL AND PRACTICE Look at p. 167 in the *Student Interactive* to model an example: I know that I can add the word part *re-* to some words. So, when I add *re-* to the beginning of the word *group*, the word becomes *regroup*. The new word, *regroup*, has a different meaning. I read that the word part *re-* means “again.” So, *regroup* must mean “to group again.”

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Slanted Lines

FOCUS Show examples of slanted lines to help develop students’ handwriting.

MODEL Model writing slanted lines on the board. Draw handwriting lines on the board (solid line, dotted line, solid line).

- Start at the bottom handwriting line and draw a line up and right (diagonally) to the top.
- Draw another line, moving up and left (diagonally) to the top.
- Repeat the process, this time starting from the top.



ASSESS UNDERSTANDING

Apply

MyTURN Have students complete the activity on p. 167 in the *Student Interactive* to show how the word part *re-* changes word meanings.

STUDENT INTERACTIVE, p. 167

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to read and write realistic fiction. **My Learning Goal**

Academic Vocabulary

Word parts can be added to some words to make new words with different meanings.

Re- is a word part. It means “again.”

MYTURN Write the meanings of the new words.

re- + group = regroup *to group again*

re- + pack = repack *to pack again*

re- + place = replace *to place again*

167

PRACTICE Have students use *Handwriting* p. 25 from the *Resource Download Center* to practice drawing slanted lines.

Name _____ **Read Together**

Handwriting

Slanted Lines
To have good handwriting, you need to practice writing slanted lines.

MYTURN Trace the following lines.

Tracing lines for slanted lines

MYTURN Write some slanted lines of your own.

Grade 1 • Unit 1 • Week 4 25

Handwriting, p. 25

Matching Texts to Learning

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



A Garden
Ruby Lee

LEVEL B

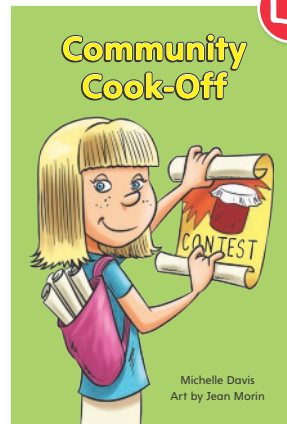
Genre Informational Text

Text Elements

- Text and pictures
- Two lines of text per page

Text Structure

- Description



Community Cook-Off
Michelle Davis
Art by Jean Morin

LEVEL E

Genre Realistic Fiction

Text Elements

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

Text Structure

- Chronological



Fourth of July
Desi Di Nardo
Art by Ingvard Ashby

LEVEL E

Genre Realistic Fiction

Text Elements

- Text and illustrations
- Predictable spelling patterns

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

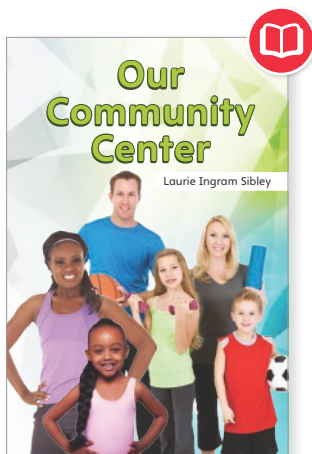
- What makes this story seem like it could happen in real life?
- Are the characters like real people you know?
- What words and pictures make the story seem real?

Develop Vocabulary

- How is the meaning of this word related to the meaning of other words?
- What does the word ____ tell us about the character's actions?
- Why might an author use this word?

Describe a Character

- What character details can you find in the text and pictures?
- How do character details help you describe the character?
- What do the character's words, actions, and feelings tell you?



LEVEL F

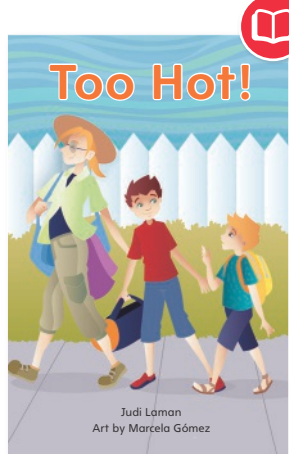
Genre Narrative Nonfiction

Text Elements

- Prepositional phrases
- Compound sentences

Text Structure

- Description



LEVEL G

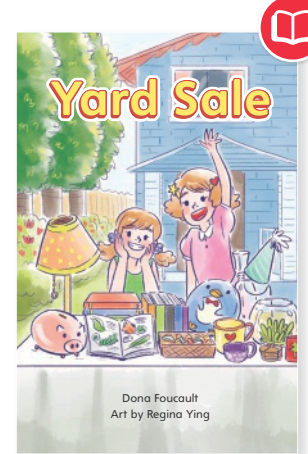
Genre Realistic Fiction

Text Elements

- Sentences with clauses
- Three to eight lines of text per page

Text Structure

- Chronological



LEVEL H

Genre Realistic Fiction

Text Elements

- Some complex letter-sound relationships
- Four to eight lines of text per page

Text Structure

- Chronological

Visualize Details

- What details help you visualize, or picture in your mind, characters?
- What do you visualize when you read ____?
- How can visualizing characters help you understand the text?

Compare Texts

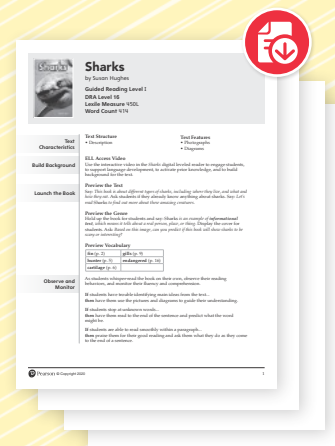
- What personal connection can you make to the texts?
- How does this connection help you better understand the texts?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T201 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY REALISTIC FICTION

Teaching Point In realistic fiction, the characters talk and act like real people. Readers can look at the words and pictures to learn what the people, or characters, say, do, and feel. These details give readers information about the characters in the text. Review “Welcome to the Neighborhood” with students and discuss what they can learn from character details.

ELL Targeted Support

Ask students whether the following characters could be in “Welcome to the Neighborhood”: a teacher (yes); a talking car (no); a young boy (yes); a ghost (no). **EMERGING**

Have student pairs discuss why a talking car and a ghost would not be in “Welcome to the Neighborhood.” Prompt pairs to share what they discussed. **DEVELOPING**

On the board, draw two large circles. In the center of one circle, write “Real.” In the center of the other, write “Not Real.” Have students add their own examples of characters that would fit in each circle. Then ask them to explain why each character belongs in one circle or the other.

EXPANDING/BRIDGING



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

Intervention Activity



GENRE: FICTION

Use Lesson 39 in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing fiction.

LEVEL B • READ

Lesson 39 Genre: Fiction

DIRECTIONS Follow along as your teacher reads aloud “The Green Kite” and “The Stubborn Horse.” Look at the pictures.

The Green Kite

It was summer. Tom was at the park with his pal Max. Tom had a new green kite.

“We can have fun with my kite,” Tom said. Tom got the kite up. It was fun to fly his kite. He could see his kite up in the sky.

“Now you try, Max,” said Tom. He gave the kite to Max. Max got the kite up, but then he let go of the string. The kite went up, up, up. Soon it was a dot of green. The kite went way up over the park.

“How can we find my kite?” said Tom. He was sad.


“Let me take a look under this bush,” said Max. He had a look.

“Do you see the kite?” Tom said. Max did find a bug, but he did not find the kite.

Max said, “We can take a look over at the lake.” They did find a duck, but they did not find the kite.

Then Tom saw a boy on a bike. The boy had a green kite. “Is this your kite?” said the boy. “It was in a tree over there in the park.”

“Yes!” said Tom. “That kite is mine. Thank you!”



Reading Literature T • 217

On-Level and Advanced



INQUIRY

Question and Investigate Have each student think of one question about a neighborhood activity from the infographic on *Student Interactive* pp. 132–133. Throughout the week, have students conduct research about their questions. See *Extension Activities* pp. 62–66 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Have students discuss the words and pictures they found that tell about realistic characters.

Possible Conference Prompts

- What words or pictures make the character seem real?
- How do you understand what the character says, does, or feels?

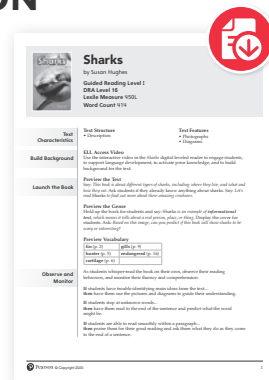
Possible Teaching Point Readers think about people they know in real life to help them describe characters in realistic fiction.

Leveled Readers



IDENTIFY REALISTIC FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to find character details in realistic fiction, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask volunteers to share what they learned about characters in realistic fiction, and celebrate what they discovered.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Neighborhood Activities.”
- read a self-selected trade book.
- continue reading their Book Club text.

Centers



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

Literacy Activities



Students can

- write about their purpose for reading realistic fiction in a reading notebook.
- play the myView games.
- take turns reading “Neighborhood Activities” with a partner using appropriate expression.

BOOK CLUB



See Book Club pp. T470–T473 for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

Word Work

OBJECTIVES

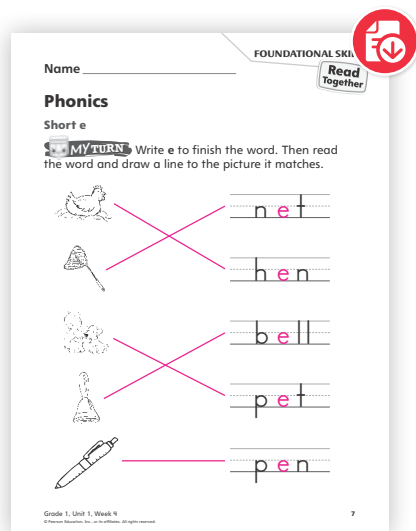
Decode words with closed syllables; open syllables; VCe syllables; vowel teams, including vowel digraphs and diphthongs; and r-controlled syllables.

Print all upper- and lowercase letters.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice decoding and writing words with short *e*, use *Phonics* p. 7 from the *Resource Download Center*.



Phonics, p. 7

Phonics: Decode and Write Words with Short *e*

Minilesson

FOCUS Review with students that the sound short *e* is spelled *e*.

MODEL AND PRACTICE Write the letter *m*. Point to the *m* and say /m/. Ask students to say the sound /m/ with you as you point to the letter and say it again. Write the letter *e*. Point to the *e* and say /e/. Now have students say the sound /e/ with you as you point to the *e*. Then slowly slide your finger (from left to right) below the two letters and blend and say the sounds (/m/ /e/).

Next, have students blend the sounds with you as you say them again. Write the letter *t*. Point to the *t* and say /t/. Have students say the sound /t/ with you as you point to the *t*. Slowly slide your finger below all three letters to blend the sounds and pronounce the word *met*. Then have students blend the letters on their own and say the word. Ask for volunteers to use the word in a sentence. For additional practice, use the words *pen*, *men*, *beg*, and *pet*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 135 in the *Student Interactive*.

FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 135 and p. 136 in the *Student Interactive* by printing the letters.

OPTION 2 Independent Activity Word Hunt: Give students a list of words with the sound /e/ spelled e, sticky notes, and a Decodable Reader. Have them place the notes on the words they find.


 QUICK CHECK

Notice and Assess Are students able to decode and write words with the sound /e/ spelled e?

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T224–T225.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T224–T225.


HIGH-FREQUENCY WORDS



Write the words *have*, *that*, *they*, *two*, *up*. Divide students into teams and ask them to choose one of the words to write on a poster board. Have each team write their word multiple times on the poster with different colored crayons or markers. When everyone is done, have students write their names under their “special” word with a pencil or pen. Hang the posters in the classroom.


STUDENT INTERACTIVE, p. 135


Read Together
FOUNDATIONAL SKILLS

Short e


 **TURN and TALK** Read these words with a partner.

	set	get	met
	men	pen	Ben


 **MYTURN** Say each picture name. Write each word. Then read the words.




men



net



pet



ten


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STUDENT INTERACTIVE, p. 136

Read Together
PHONICS | PHONOLOGICAL AWARENESS

Short e

 **MYTURN** Read the sentences. Underline words with the short e sound.


Peg the cat met ten men.


One man was Ben.

Peg sat by Ben.

Ben did pet Peg.

Listen for the short e sound you hear in **set**.



 **MYTURN** Write another sentence about Peg and Ben.

Peg and Ben

Possible response:
see a pen.

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136

Introduce the Texts



Garden Party

Compare Texts

Point out that students will read two texts in this lesson, *Garden Party* and *Click, Clack, Click!* As they read, ask students to think about the Week 4 Question: *How can I get to know my neighbors?*



Click, Clack, Click!

OBJECTIVES

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

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

Preview Vocabulary

- Introduce the words *plant* and *help* from p. 146 in the *Student Interactive*.
- Have students act out each word to show what they already know about the selection vocabulary words. They can, for example, mimic a gardener planting seeds.
- Define the vocabulary words as needed. Definitions appear on the selection pages that follow. Say: [These words will help us understand what characters do in the story *Garden Party*.](#)

Shared Read Plan

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

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

Read

Discuss the First Read Strategies with students. Guide students to develop their own purpose, or reason, for reading *Garden Party*.

FIRST READ STRATEGIES

THINK Prompt students to develop their own reasons for reading the text.

READ Have students focus on the purpose they established as they read or listen to the text.

LOOK Remind students to look at the words and pictures to help them understand the characters and the characters' actions in the text.

ASK Have students generate, or ask, questions about the characters to deepen their understanding.

COMPARE Remind students that they will be comparing this text to *Click, Clack, Click!* at a later time.

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 Have students examine the selection vocabulary words before reading the text.

Display the words *plant* and *help*. Share model sentences that use each word. Point at the words each time you say them aloud. **EMERGING**

Split students into two groups. Assign one group the word *plant* and the other group the word *help*. Have groups draw a picture to define their vocabulary word. Ask each group to share their drawing. **DEVELOPING**

Display the selection vocabulary words on the board. Ask students to come up with related words for you to add to the board. **EXPANDING**

Have students work in small groups to write their own model sentences that use both vocabulary words. Prompt students to share their work with the class. **BRIDGING**

ELL Access

Background Knowledge

Students learn by forming connections to their prior knowledge. Tell students to share personal knowledge or stories they have read that relate to neighborhood activities, gardening, and/or parties.

STUDENT INTERACTIVE, p. 146



Read
Together

Garden Party

Preview Vocabulary

You will read these words in *Garden Party*.

plant

help

Read and Compare

Think about why you will read this text.

Read for the purpose you set.

Look for words and pictures to help you understand the characters.

Ask questions about the characters.

Compare this text to *Click, Clack, Click!*

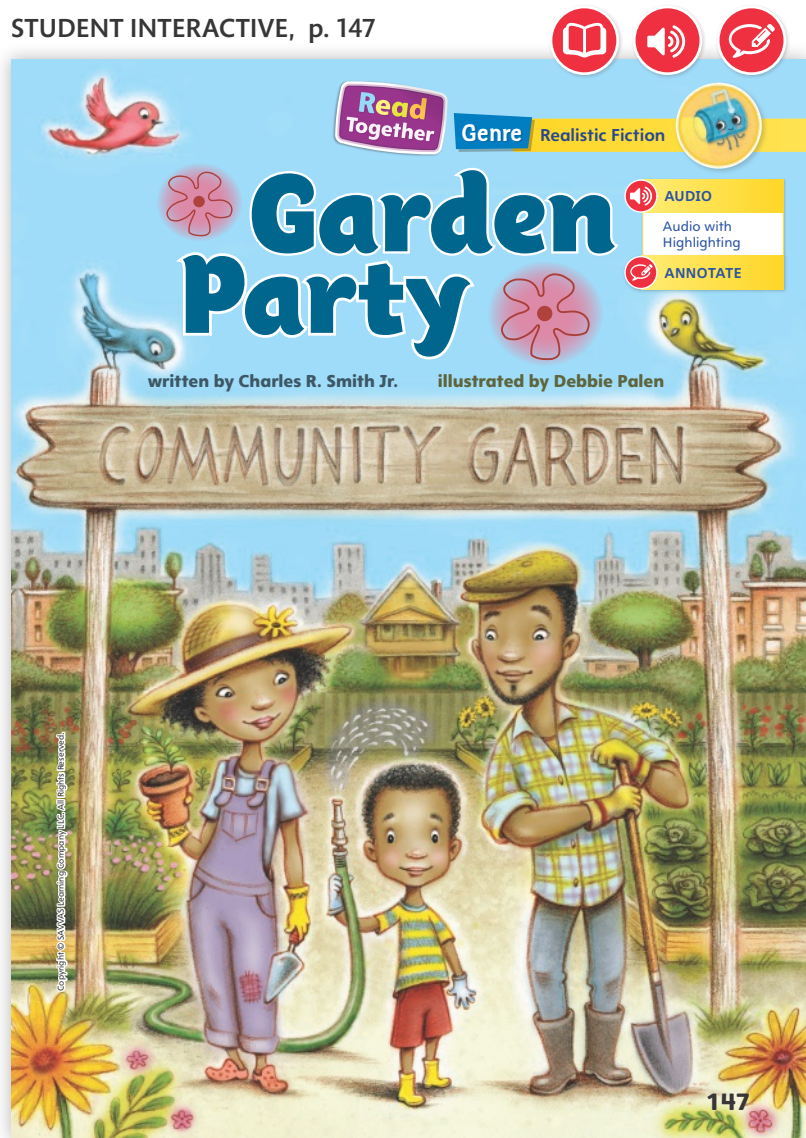
Meet the Author



Charles R. Smith Jr. is an author, photographer, and poet. He has written more than 30 books. Charles is especially proud that many kids who don't like to read do like to read his books.

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STUDENT INTERACTIVE, p. 147



First Read

Ask

THINK ALOUD I ask myself why I am reading *Garden Party*. I could read to learn about the characters. I could read to find out what a “garden party” is. But I want to learn how people can get to know their neighbors. Now I can start reading to find text evidence about the ways people become friendly neighbors.

CROSS-CURRICULAR PERSPECTIVES

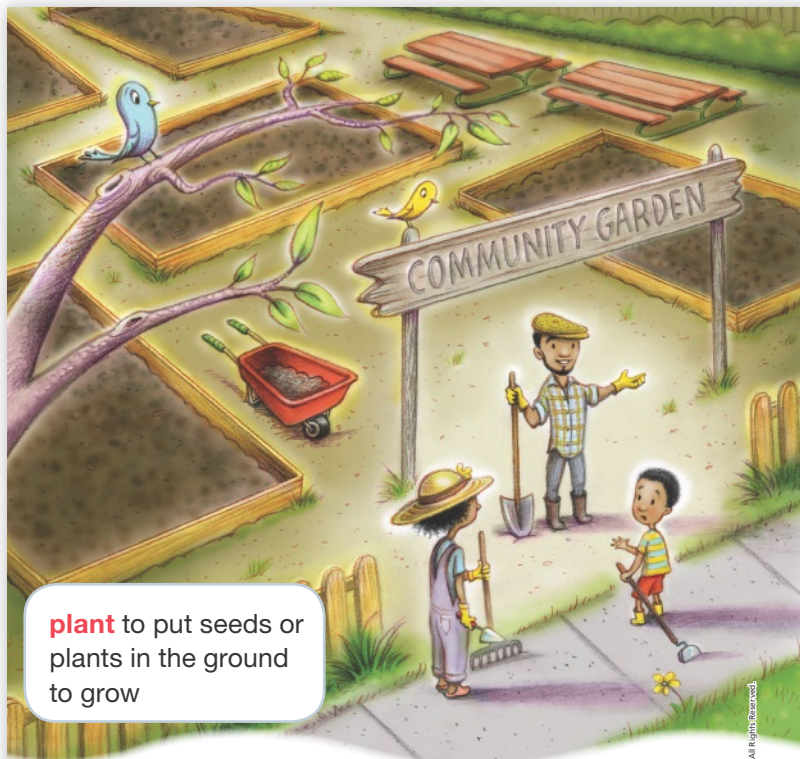
Social Studies



A community garden is land that neighbors or other groups of people use to plant flowers, trees, fruits, and vegetables. These gardens can be in urban, suburban, or rural communities. Oftentimes the purpose and eventual benefit of community gardens is to bring neighbors together to form a stronger community.



STUDENT INTERACTIVE, pp. 148-149

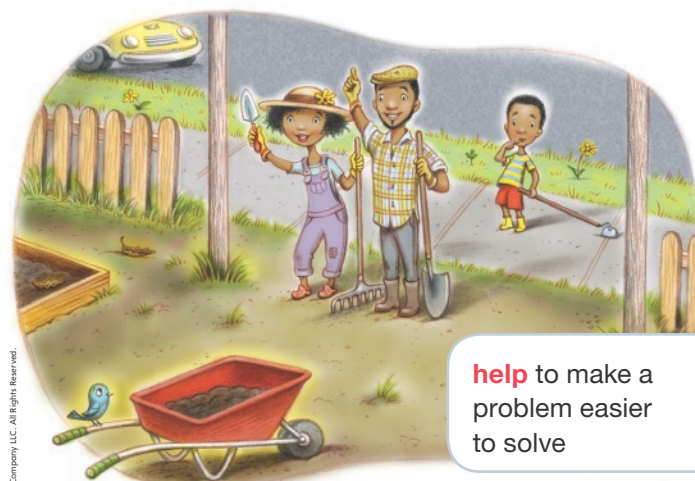


plant to put seeds or plants in the ground to grow

“We got the spot for our garden!” said Dad.

“How can we plant the garden?” asked Jamal. “It’s so big.”

148



help to make a problem easier to solve

VOCABULARY IN CONTEXT

What does the word **garden** mean? What part of the pictures help you understand the word’s meaning?

A garden is where you plant and grow flowers and food. The people in this picture are holding gardening tools.

149

Possible Teaching Point



Language & Conventions | Adjectives and Articles

Use a lesson about adjectives and articles on p. T401 in the Reading-Writing Workshop Bridge to teach students how to locate articles. Ask them to identify the article that appears twice on p. 148 in the *Student Interactive*. (*the*) Point out the phrase “the garden” on p. 148. Ask them whether the article *the* refers to a specific garden or any garden. (specific)

Close Read

Vocabulary in Context

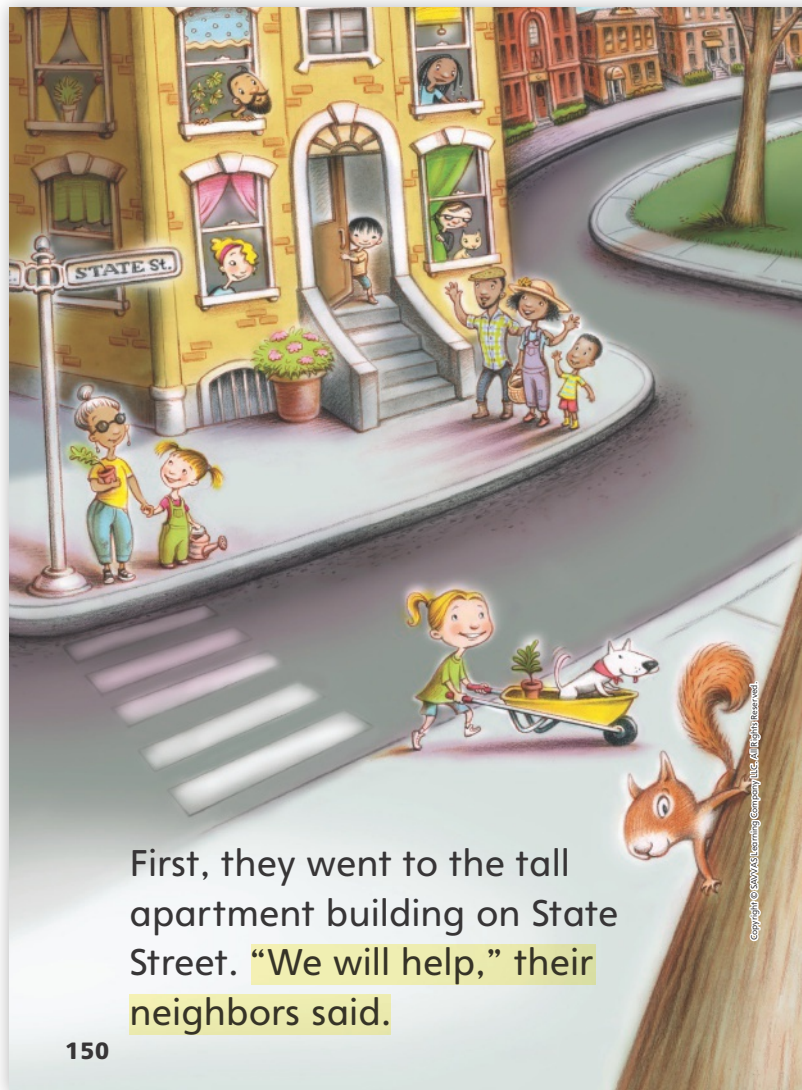
Ask students to read the Vocabulary in Context note on p. 149 in the *Student Interactive*. Prompt them to describe what they see in the pictures. Note that the illustrations can help them learn or clarify the meaning of the word *garden*.

DOK 2

OBJECTIVE

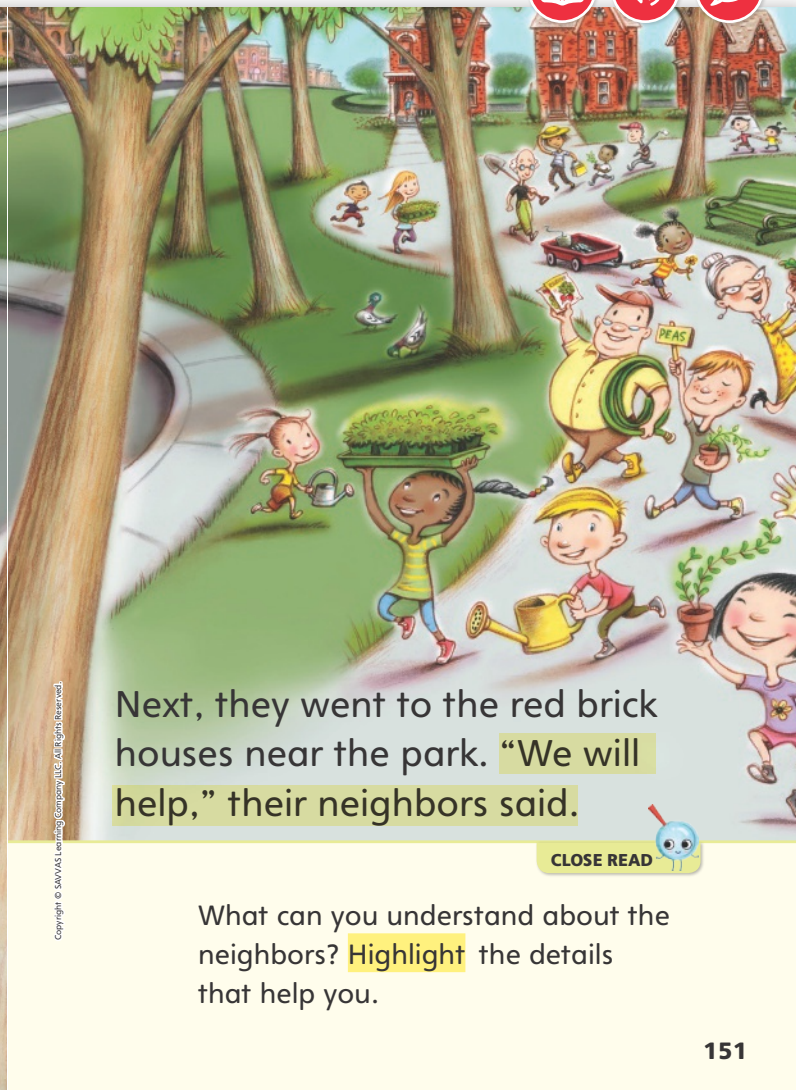
Use illustrations and texts the student is able to read or hear to learn or clarify word meanings.

STUDENT INTERACTIVE, pp. 150–151



First, they went to the tall apartment building on State Street. “We will help,” their neighbors said.

150



Next, they went to the red brick houses near the park. “We will help,” their neighbors said.

CLOSE READ

What can you understand about the neighbors? Highlight the details that help you.

151

First Read

Read

THINK ALOUD I’m reading *Garden Party* to learn how people can get to know their neighbors. Jamal gets to know his neighbors in this story. He asks his neighbors to help plant the garden. The “garden party” brings the people, or characters, together. So, that’s one way people can get to know their neighbors.

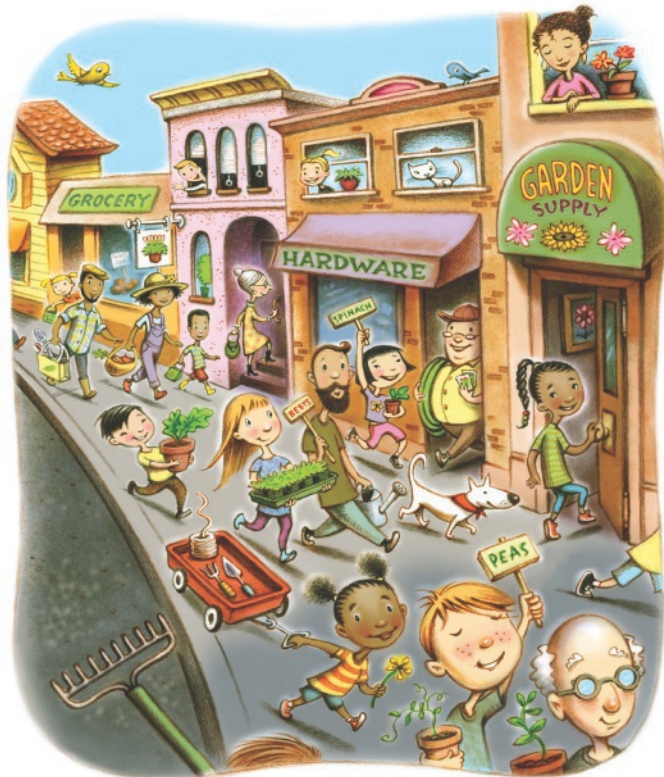
Foundational Skills Extension

Short e

Have students find a word on p. 151 in the *Student Interactive* that has a short e sound. (*Next, went, red, help*) Have students read the word aloud.



STUDENT INTERACTIVE, pp. 152–153



Last, they went to all the little stores on Main Street. “We will help,” their neighbors said.

152

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“You were right, Dad,” said Jamal. “Our neighbors did help!”

“That’s what neighbors do,” said Dad.

CLOSE READ

How does Jamal feel now?
Underline the text that helps you describe Jamal.

153

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Possible Teaching Point



Read Like a Writer | Word Choice

Point out the phrase “little stores” on p. 152 in the *Student Interactive*. Tell students that writers help readers make a picture in their minds, or visualize, by choosing descriptive words. **The word *little* helps readers understand what the stores look like.** Use the instruction on p. T232 in the Reading-Writing Workshop Bridge to help students understand how word choice can help readers visualize.

Close Read

Visualize Details

Have students follow the Close Read prompt on p. 151. Ask: **How do you visualize the neighbors?** (possible response: as happy, kind people) **DOK 2**

Describe Characters

Have students follow the Close Read prompt on p. 153. Ask: **How does Jamal feel?** (possible response: happy) **DOK 1**

OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Describe the main character(s) and the reason(s) for their actions.



Introduce the Texts



Garden Party

Compare Texts

Before students read *Click, Clack, Click!*, tell them that afterwards, they will compare and contrast the text to *Garden Party*.



Click, Clack, Click!

OBJECTIVES

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

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

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

Preview Vocabulary

- Introduce the words *meet* and *join* from p. 154 in the *Student Interactive*. Prompt students to find out what they already know about these words. Ask: *What does it mean to meet someone? Did you ever want to join a club or team?*
- Define the vocabulary words as needed. Definitions appear on the selection pages that follow. Say: *These words will help us understand what characters do in the text Click, Clack, Click!*

Shared Read Plan

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

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

Read and Compare



Compare Texts Prepare students to compare and contrast ideas across texts. *We just finished reading Garden Party. As we read Click, Clack, Click!, look for similarities and differences between the two texts.* Discuss the First Read Strategies with students. Guide students to develop their own purpose, or reason, for reading *Click, Clack, Click!*

FIRST READ STRATEGIES

THINK Prompt students to develop their own reasons for reading the text.

READ Have students focus on the purpose they established as they read or listen to the text.

LOOK Remind students to look at the words and pictures to help them understand the characters and the characters' actions in the text.

ASK Have students generate, or ask, questions about the characters to deepen their understanding.

COMPARE Guide students to compare the text to *Click, Clack, Click!* Ask them to focus on the similarities and differences between Jamal (from *Garden Party*) and Amena (from *Click, Clack, Click!*).

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** Have students examine the selection vocabulary words before reading the text.

Display the words *meet* and *join* on the board. Share model sentences that use the preview vocabulary words. Point at the words each time you say them aloud. Have students repeat the words you say. **EMERGING**

Split students into two groups. Assign one group the word *meet* and the other group the word *join*. Have each group act out the word.

DEVELOPING

Display the selection vocabulary words on the board. Ask students to read the words and come up with related words for you to add to the board.

EXPANDING

Have students work in small groups to write their own model sentences that use both vocabulary words. Prompt students to share their work with the class. **BRIDGING**

ELL Access

Background Knowledge

Students learn by forming connections to their prior knowledge. Tell students to share personal knowledge or stories they have read that relate to community.

STUDENT INTERACTIVE, p. 154



Read
Together

Click, Clack, Click!

Preview Vocabulary

You will read these words in *Click, Clack, Click!*

meet

join

Read and Compare

Think about why you will read this text.

Read for the purpose you set.

Look for words and pictures to help you understand the characters.

Ask questions about the characters.

Compare this text to *Garden Party*.

Meet the Author



F. Isabel Campoy loves music, dancing, and collecting musical instruments. She lived in Boston for 15 years. Now she lives in San Francisco.

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STUDENT INTERACTIVE, p. 155



First Read

Ask

THINK ALOUD

I see the title page shows a girl with an adult. This picture gives me a clue about how the girl feels. The adult looks like she is taking the girl someplace, but the girl looks like she isn't sure she wants to go. I ask myself why the girl looks worried. I will read on to find the answer to my question.

Foundational Skills Extension

Dd, Ll, Hh

Have students find a word on p. 156 that begins with the consonant *d* or *h*. (*here, doesn't, her*) Guide students to read the word aloud.



STUDENT INTERACTIVE, pp. 156-157



meet to see and talk to other people



Amena just moved here. She doesn't know anyone. Amena and her mom walk to the center to meet friends.

156

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“What are you playing?”
Amena asks.

“These are pieces of wood,”
Adnan says. “You clink them
together.”

CLOSE READ

How do you think Amena feels?
Underline the text that helps you
describe Amena.

157

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CROSS-CURRICULAR PERSPECTIVES

Social Studies



Music is an important cultural tradition in communities. In a community of people with different backgrounds, many types of music and musical instruments can be heard at community events or gatherings. Direct students to the picture on p. 157 of the *Student Interactive* and ask if they know of any instruments that look similar or make those sounds. Ask where they heard these instruments played.

Close Read

Describe Characters

Have students read the Close Read note. Ask: **How does Amena feel?** (Possible response: sad) Then prompt them to underline details in the text that help them describe how Amena is feeling at the start of the story.

DOK 2

OBJECTIVE

Describe the main character(s) and the reason(s) for their actions.

STUDENT INTERACTIVE, p. 158-159



“What are you playing?”
Amena asks.

“It is a wooden box,” Kim
says. “You beat on it.”

158

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“What are you playing?”
Amena asks.

“It is a gourd,” Gabriel says.
“You move the beads.”

159

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First Read

Look

THINK ALOUD I do not know who the boy on page 159 is. I should look at the words and pictures. The picture on this page shows Amena and a boy. The details from the text tell me that Amena is talking with a boy named Gabriel. So the boy in the picture must be Gabriel.

Possible Teaching Point



Language & Conventions | Adjectives and Articles

Use a lesson about adjectives and articles on p. T401 in the Reading-Writing Workshop Bridge to teach students how to spot adjectives and articles. Ask them to identify the adjective that describes *box* on p. 158 of the *Student Interactive*. (*wooden*) Then have them find the articles on p. 159. (*a, the*) Ask them whether the article *a* tells about a specific gourd or any gourd. (*any*)



STUDENT INTERACTIVE, pp. 160-161



join to become a part of a group

“Do you want to join our neighborhood band?” they ask.

“I don’t have an instrument to play,” Amena says.

160

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“Yes, you do!” they say.

“You have a jar.”

Now Amena has an instrument.
And friends too!

CLOSE READ

How does Amena feel now?
Underline the text that helps you describe Amena.

161

Possible Teaching Point



Academic Vocabulary | Word Parts

Use the lesson about Academic Vocabulary on p. T202 in the Reading-Writing Workshop Bridge to teach students about word parts. Remind students that the word part *re-* means “again.” Ask them to add *re-* to the beginning of the words *join* and *play* on p. 160. Ask: **What are the new words?** (*rejoin*, *replay*) **What does *rejoin* mean?** (to join again) **What does *replay* mean?** (to play again)

Close Read



Describe Characters

Ask students to read the Close Read note on p. 161. Guide them to use clues from the picture to help them understand how Amena feels. Then prompt students to underline details in the text that tell why she is feeling that way. Ask students to explain why Amena's character changes over the course of the story. (Possible response: She makes friends.)

DOK 3

OBJECTIVE

Describe the main character(s) and the reason(s) for their actions.

Respond and Analyze

Compare Texts



- *Garden Party*
- *Click, Clack, Click!*

OBJECTIVES

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Garden Party* and *Click, Clack, Click!*

- **Retell** Tell a partner about the part of each text that interested you the most. Why was it interesting?
- **Share** Share a personal experience that relates to one or both of the texts.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose words carefully. The vocabulary words *plant*, *help*, *meet*, and *join* can be used to talk about the actions of characters in *Garden Party* and *Click, Clack, Click!*

- Remind yourself of the word's meaning.
- Think about why the author chose to use this word. What information is the author trying to give the reader?

MODEL AND PRACTICE Have students turn to p. 162 in the *Student Interactive*. Model how to complete the activity using the word *plant*. Read the directions aloud and ask students to look at the word groups. **In which word group does *plant* fit best?**

ELL Targeted Support Give students practice in using context to understand new vocabulary. Use the sentence frame *I will ____ seeds.*

Display the sentence. Read it aloud and ask students what word completes it. Circle the word *seeds* and explain it is a clue. **EMERGING**

Have students read and complete the sentence frame. Ask them to circle the word that was a clue. **DEVELOPING**

Have partners complete the sentence and explain how they chose the right word. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond by using the vocabulary words to complete p. 162 in the *Student Interactive*.

OPTION 2 Use Independent Text Prompt students to make a list of words from their independent reading texts that tell what one or more characters do.

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. T226–T227.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T226–T227.

Check for Understanding MyTURN Have students complete p. 163 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 162–163

VOCABULARY

Develop Vocabulary

MYTURN Draw a line from each word to the word group where it best fits.

	Word Group
plant	greet hello
help	grow garden
meet	add together
join	support aid

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COMPREHENSION

Check for Understanding

MYTURN Write the answers to the questions. You can look back at the texts.

DOK 2 1. What makes both texts realistic fiction?
Possible response:
The events in each text could happen in real life.

2. What words do the authors use to describe things? Why do they use these words?
DOK 2 Possible response:
“tall”; “wooden”; these words tell what things look like.

DOK 3 3. How are the texts alike? Use text evidence.
Possible response:
Jamal and Amena are happy in the end.

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READING WORKSHOP

162
163

Use the  **QUICK CHECK** on p. T209 to determine small group instruction.

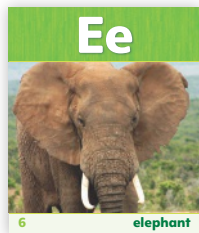
Teacher-Led Options

Word Work Strategy Group



/e/ SPELLED e

Sound-Spelling Cards Present Sound-Spelling Card 6. Have students identify the image of the elephant on the card. Say: *The word elephant begins with the sound /e/. This sound can be spelled with the letter e.*



Display this series of incomplete words: *t_n, n_t, m_n, p_t, m_t, p_n*. Have students complete each word by inserting the letter *e*. (*ten, net, men, pet, met, pen*) Then ask students to determine which words rhyme. (*ten, men, pen; net, pet, met*) Remind them that rhyming words have the same middle and ending sounds.

ELL Targeted Support

Guide students to strengthen their skills at decoding words with the sound /e/ spelled e.

Display the words *set, get, pen, and ten*. Model reading each word aloud. Have students repeat.

EMERGING

Prompt students to work with a partner to practice writing the words *set, get, pen, and ten*. Have them read the words to each other. **DEVELOPING**

Have students write sentences that have words with the sound /e/ spelled e. Have them read their sentences to others. **EXPANDING/ BRIDGING**



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

Intervention Activity



DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word *up*, the first sound I hear is /ū/. The second sound I hear is /p/. /ū/p/. Up. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.


MODEL Display and read "Who Is Up?" from Student Page S95. Connect the /ū/ and /p/ sounds to the letters. Hold up a letter u card. Point to u and say the sound. Hold up a letter p card. Point to p and say the sound. **These sounds combine to make the word up. I see this word in the poem. Circle up in the title. Point to up and say the sounds and word: /ū/p/. Up.**

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!



TEACH Use the model to further teach the skill in context. We have learned the word *up* in this poem. I will say the sounds and the word. Then we will say them together. Point to up in the title. Say it with me: /ū/p/. /ū/p/. Say it with me: up. Repeat with up in lines 1 and 5.

But who is up? Prompt for *pup*. Yes! The pup is up. *Pup* has the same sounds as *up*. The first sound I hear is /p/. Say it with me: /p/. The next sound I hear is /ū/. Say it with me: /ū/. The last sound I hear is /p/. Say it with me: /p/. When I combine the sounds, I get *pup*. Say it with me: *pup*. Circle and say the sounds and words for each instance of *pup*. Have students say each sound and word after you do.

Point to the word *up* again. Look at the order of the letters: *u, p*. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word *lap* and display the letters *a, l, and p*. Listen to the sounds in the word *lap*: /l/ /ā/ /p/. I hear /l/ first, so I put the *l* at the beginning. I heard /ā/ next, so I put the *a* next. Last, I hear /p/, so I put the *p* last. L-a-p. That's how I spell lap.

Phonological Awareness T • 95

Intervention Activity



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Provide students with Letter Tiles. Guide students to form the following words: *net*, *set*, *ten*. Use these words to have students play a game of word dominoes. Ask them to connect words end-to-end. The last letter of the left-most word must be the same as the first letter of the next word.

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



Decodable Reader



Before reading the Decodable Reader *A Map*, have students practice decoding words with the sound /e/ spelled e and reading this week's high-frequency words (*up*, *two*, *that*, *have*, *they*).

High-Frequency Words

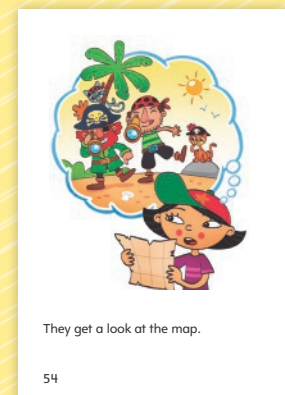
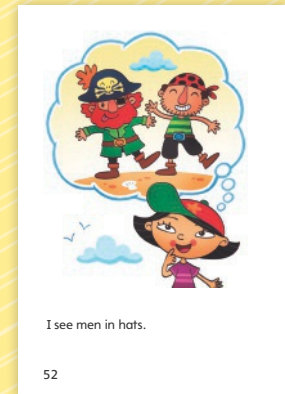
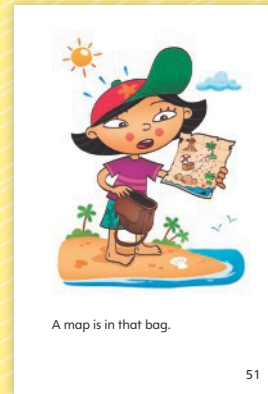
Write sentences for each of this week's high-frequency words (*up*, *two*, *that*, *have*, *they*). Show students the sentences, but replace the high-frequency words with blank spaces. Have students place the correct high-frequency word in each sentence.

Centers



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

Decodable Reader



Use the  **QUICK CHECK** on p. T223 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Today I want to show you one way to figure out what a word means. You can sometimes figure out a word's meaning by looking at other words around it. Look for a connection between the unfamiliar word and groups of similar words. Look back at the word *instrument* on p. 160 in *Click, Clack, Click!* Then display a group of words with meanings that connect to *instrument* (for example, *drums*).

ELL Targeted Support

Show how word webs can help students understand word meanings. Write these words in separate circles on the board: *click, clack, tap, clink*.

Model some of the vocabulary words. For example, tap on a desk while pointing to the word *tap* on the board. Have students copy you while saying that word aloud. **EMERGING**

Have students write on the board the first words that come to mind when they think about any or all of the example words. Ask them to draw lines from their words to other related words on the board. **DEVELOPING**

Ask students to add words to the word web. Then have them write a sentence that includes one or more of the words on the board. **EXPANDING**



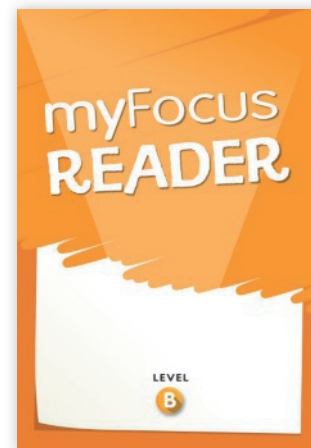
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read the text on pp. 12–13 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional information for students to learn how neighbors get to know each other.



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

Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Have students take turns reading the passage smoothly until it sounds conversational. If needed, model reading at a consistent, smooth rate.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to share words that describe the characters. Have them tell about the strategies they used to determine the meanings of these words.

Possible Conference Prompts

- What words does the author use to describe what characters do, say, or think?
- Why would the author use these words?

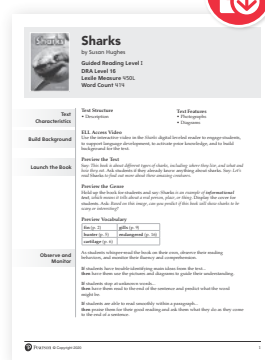
Possible Teaching Point Readers find words that tell about the characters in the books they read. Knowing these words helps readers understand those characters and their actions.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to determine the meanings of new words, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together, and invite one or two students to share new words they found while reading realistic fiction.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Garden Party* or *Click, Clack, Click!*
- read a self-selected trade book or their Book Club text.
- retell their independent reading book to a partner.

Centers



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

Literacy Activities



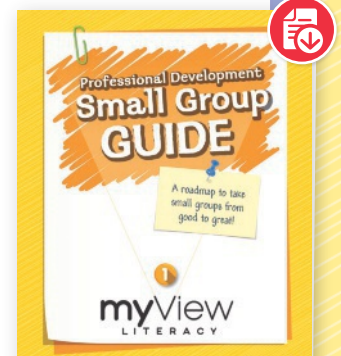
Students can

- discuss and answer the questions on p. 162 in the *Student Interactive* with a partner.
- practice this week’s develop vocabulary focus by adding to the groups of related words.
- play the myView games.

SUPPORT PARTNER READING

Partner reading offers students an opportunity to read more challenging books. 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

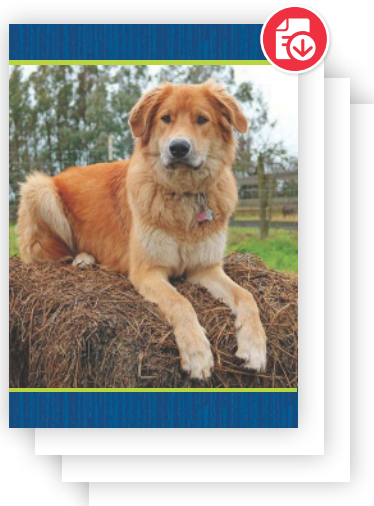
OBJECTIVES

Demonstrate phonological awareness.

Decode words in isolation and in context by applying common letter sound correspondences of all consonants.

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

Identify and read common high-frequency words.



Picture Cards

Phonological Awareness: Initial Sounds

SEE AND SAY Point to the picture of the hat on p. 137 in the *Student Interactive*. Tell students to listen for the beginning sound as you say the word *hat*. Then say: *What sound does hat begin with? Listen as I say the sound: /h/ /h/ /h/ hat. Hat begins with the sound /h/. Say the sound with me: /h/.* Repeat the sounds in the word *hat* several times and stress the beginning sound: /h/ /a/ /t/. Then have students repeat this activity with the pictures for *log* and *dog*.

PRACTICE Say the following words and have students segment and blend the phonemes: *lot*, /l/ /o/ /t/; *hen*, /h/ /e/ /n/; *Dan*, /d/ /a/ /n/. Ask students what sound they hear at the beginning of each word.

Phonics: Decode Words with Initial Consonants *Dd, Ll, Hh*

Minilesson

FOCUS Use the *dog*, *lamp*, and *hen* Picture Cards to introduce the sound /d/ spelled *d*, sound /l/ spelled *l*, and sound /h/ spelled *h*.

MODEL AND PRACTICE Write the letters *d*, *l*, and *h*. Model the sound /d/ spelled *d*, sound /l/ spelled *l*, and sound /h/ spelled *h*. Display the *dog* Picture Card. Write the word *dog*. *Listen as I say this word: dog. I will say the sounds in the word slowly: /d/ (pause) /o/ (pause) /g/. What beginning sound do you hear? Listen carefully as I say the sounds in dog again: /d/ (pause) /o/ (pause) /g/. The beginning sound in dog is the sound /d/. The sound /d/ is spelled with the letter d.* Point to the letter *d*. Practice other initial *d* words: *dot*, *dip*, *dig*. Repeat for the initial sound /l/ with the *lamp* Picture Card and the initial sound /h/ with the *hen* Picture Card. Model and practice initial sounds for words beginning with *l* and *h*: *lip*, *lot*, *leg*; *hem*, *hit*, *hog*.

APPLY My TURN Have students practice blending and decoding the words on the bottom of p. 137 in the *Student Interactive*.



High-Frequency Words

Minilesson

FOCUS Review the high-frequency words for the week: *have, that, they, two, up*.


MODEL AND PRACTICE Write *have* on the board. Say: *This is the word have. What are the letters in have? Yes, the letters are h, a, v, e.* Ask students to use *have* in a sentence. Repeat with the remaining words.


APPLY My TURN Have students identify, read, and write high-frequency words on p. 138 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 137

Read Together FOUNDATIONAL SKILLS

Initial Sounds

 **SEE and SAY** Say each picture name. Listen to the beginning sound as you name each picture.



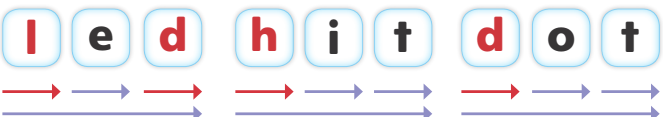
Students should say *hat, log, dog*.

Dd, Ll, Hh

The letter **d** makes the **d** sound in **dig**.
The letter **l** makes the **l** sound in **leg**.
The letter **h** makes the **h** sound in **hat**.

MY TURN Read each word.

l e d h i t d o t



137

STUDENT INTERACTIVE, p. 138

HIGH-FREQUENCY WORDS | PHONICS **Read Together**

My Words to Know

Some words you will see a lot when you read.

MY TURN Read the words.

up	two	that	have	they
----	-----	------	------	------

MY TURN Write words from the box to complete the sentences. Read the sentences.

- They* are **up** the hill.
- Hal and Deb **have** to dig.
- The **two** dig in the hill.
- Hal and Deb fill **that** pen.

138

Describe Characters

Compare Texts



- *Garden Party*
- *Click, Clack, Click!*

OBJECTIVES

Describe the main character(s) and the reason(s) for their actions.

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

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words:

- Authors describe characters in various ways.
- What type of character is Jamal?

You can also use other words from the Academic Vocabulary word wall.

Minilesson

FOCUS ON STRATEGIES Characters are the people or animals in a story. Readers can describe characters by noticing what they say and do. When you read more than one text, you can compare and contrast characters' actions.

- Examine the text. Are there words or pictures that might help you describe the main characters and the reasons for their actions?
- Focus on words that tell what the characters say, do, and feel.

Direct students' attention to the Close Read note on p. 153 of *Garden Party* in the *Student Interactive*.

- **To describe how Jamal feels, I need to read the text. Then I should find Jamal in the picture and think about how he looks. Does he look happy, sad, or mad? Then I can describe how Jamal feels.** Read aloud the text to students. Then ask: **How does Jamal feel?** Guide students to describe Jamal.
- **Compare Texts** Now have students go back to the Close Read notes on pp. 157 and 161 in the *Student Interactive* and underline the text that helps them describe how Amena feels in *Click, Clack, Click!* Lead a discussion that compares and contrasts the two characters.

ELL Targeted Support Describe Characters

Ask students to say the first words that come to mind when they look at a character in a picture. Write the words on a board. **EMERGING**

Have students work with a partner to describe a character. Provide students with sentence frames to help them discuss their descriptions. **DEVELOPING**

Prompt students to work in small groups to develop their character descriptions. Ask each group to share their work and explain the meaning of words they use to describe characters. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for describing characters.

OPTION 1 MyTURN Have students compare characters by completing the chart on p. 164 in the *Student Interactive*.

OPTION 2 Use Independent Text Guide students to describe the characters and characters' actions they read about in their independent texts. Encourage them to share their descriptions with a partner.

QUICK CHECK

Notice and Assess Are students able to describe characters in realistic fiction?

Decide

- **If students struggle**, revisit instruction for describing characters in Small Group on pp. T234–T235.
- **If students show understanding**, extend instruction for describing characters in Small Group on pp. T234–T235.

STUDENT INTERACTIVE, p. 164

CLOSE READ

Read Together

Describe Characters

Characters are the people or animals in a story. To compare characters, describe how they are alike. To contrast characters, describe how they are different.

MYTURN Draw to compare and contrast how Jamal and Amena act. Look back at the texts.

Alike	Different
Possible response: a drawing that shows Jamal and Amena acting happy at the end of their stories.	Possible response: a drawing that shows Jamal planting a garden and Amena playing music.

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164

Read Like a Writer, Write for a Reader

OBJECTIVES

Discuss how the author uses words that help the reader visualize.

Identify real-life connections between words and their use.

ELL Access

Visualization After reading aloud the selected text, have students draw a picture of a character, setting, or event they visualized while listening to the reading. Have students share with the class, using relevant vocabulary words to describe their pictures.

Word Choice

Minilesson

FOCUS ON STRATEGIES Authors choose precise and vivid words to help readers see and understand what they are describing in a text.

- Descriptive words can help you picture people, places, and events.
- Pay attention to descriptive words.
- We can make connections between words and what we think about those words.

MODEL AND PRACTICE Use the text on p. 168 in the *Student Interactive* to discuss with students how authors use words to describe people, places, and events in detail. In the sentence, “Next, they went to the red brick houses near the park,” the author uses words to paint a picture. The words *red brick* help us picture, or visualize, what the *houses* look like. Point to an object in the room, such as a chair. Ask students to make connections between the chair and real life. They might express they have a chair at home that is comfortable. Ask students to suggest words to help someone picture what it looks like.

Handwriting

OBJECTIVE

Develop handwriting by drawing forward circles.

Forward Circles

FOCUS When students draw forward circles, they draw circles in a clockwise motion.

MODEL Model drawing forward circles on the board. Draw a large circle in a clockwise motion. Draw arrows pointing clockwise around the circle to show the direction students should draw forward circles.



ASSESS UNDERSTANDING

APPLY MyTURN Have students use the bottom of p. 168 in the *Student Interactive* to write sentences with descriptive words that tell what their school looks like.

STUDENT INTERACTIVE, p. 168

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors choose words that can help readers visualize people, places, and events in a story.

Next, they went to the **red brick** houses near the park.

The author chose these words to help readers picture what the houses look like.

MYTURN Write sentences with words that tell what your school looks like.

Possible response:
My school is big.
It has a blue door.

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Writing Workshop

Have students select descriptive words in their Writing Workshop texts to help readers visualize. Ask student pairs to explain what they visualize as partners read aloud their drafts. Guide students to choose different words if partners struggle to visualize the text.

PRACTICE Have students use *Handwriting* p. 26 from the *Resource Download Center* to practice drawing forward circles.

Name _____

Handwriting

Forward Circles
To have good handwriting, you need to practice writing forward circles.

MYTURN Trace the following forward circles.

MYTURN Write some forward circles of your own.

Grade 1 • Unit 1 • Week 9
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Handwriting, p. 26

Use the  **QUICK CHECK** on p. T231 to determine small group instructions.

Teacher-Led Options

Strategy Group

DESCRIBE CHARACTERS

Teaching Point Today I want to remind you that words and pictures in a story can tell you a lot about a character. If you pay attention to these details, you will better understand the character. Look back at the pictures in *Click, Clack, Click!* on pp. 155–156 in the *Student Interactive*. Work with students to describe the characters and the reasons for their actions.

ELL Targeted Support


Using *Click, Clack, Click!*, ask students to give short answers to the following questions: What is Gabriel doing? (playing a gourd) How does Amena look at the end of the story? (happy)

EMERGING

Have students write one detail about Amena (something she says, does, or feels). Then prompt students to discuss with a partner what the detail tells them about Amena. **DEVELOPING**

Place students into small groups. Then have each group discuss by comparing the way Amena acts/feels at the beginning of the story to the way she acts/feels at the end. **EXPANDING**

Encourage students to discuss, in groups, why Amena changes. Have them share their conclusions with the class. **BRIDGING**

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

Intervention Activity

ANALYZE CHARACTERS' EXPERIENCES

Use Lesson 46 in the *myFocus Intervention Teacher's Guide* for instruction on analyzing characters' experiences.

LEVEL B • PRACTICE AND ASSESS

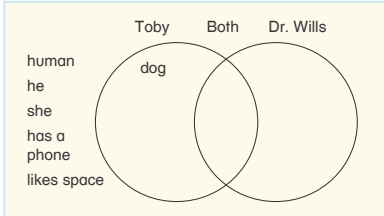
Lesson 46 Analyze Characters' Experiences

REMINDE STUDENTS THAT...

- the story may be told by a character inside the story or a narrator not in the story.
- the story tells about a character's experiences.
- they can compare and contrast characters to see how they are alike and different.

PRACTICE 3: Compare and Contrast Characters Tell students that they can use what they learn about a story's characters to compare and contrast the characters. If necessary, explain that comparing things shows how they are alike, and contrasting things shows how they are different. You can use a graphic organizer to compare and contrast characters.

Display or distribute Student Page S268. Help students read the labels on the organizer.



Tell students that the organizer has one circle for Toby. Outline the circle with your finger. In this circle we can write everything we know about Toby. You can see that one thing is already in the circle: dog. Tap the words human, he, and she, and read them aloud. Ask which of these words applies to Toby. (she) Write she in the left circle.

Repeat for Dr. Wills, writing human and he in the right circle. Then point out the overlap. This area is in the circle marked Toby. It's also in the circle for Dr. Wills. Anything we write in this area has to be true of both of these characters. Tap and read the two phrases "has a phone" and "likes space." Where should we put these? How do you know? Guide students to understand that the phrases describe both Toby and Dr. Wills and should go in the overlapping section of the organizer.

INDEPENDENT PRACTICE Ask students where they would put the phrase "walks back and forth" in the above organizer.

IF... students cannot indicate that the phrase should go in the right circle, THEN... review with students how the graphic organizer works and how the labels for the circles can help them correctly place information.

T • 268 Reading Literature

Fluency

Assess 2–4 students

PROSODY

Help students select a short passage in an appropriate leveled reader. Have them practice reading the passage accurately and with expression.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students / 3–4 minutes per conference

DESCRIBE CHARACTERS

Talk About Independent Reading Ask students to talk about the character(s) and character details they have noticed in the text.

Possible Conference Prompts

- Where did you look to find character details?
- What do the words and pictures tell you about the character(s)?

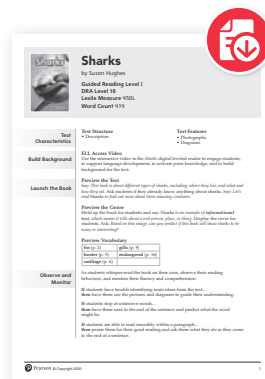
Possible Teaching Point Readers can use character details to understand characters and relate them to readers' own lives.

Leveled Readers



DESCRIBE CHARACTERS

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to find details that tell about characters, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together. Ask one or two volunteers to describe a favorite character in a text they read. Have them say why they liked that character.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Garden Party*, *Click, Clack, Click!*, or another text they have previously read.
- read a self-selected trade book or their Book Club text.

Centers



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

Literacy Activities



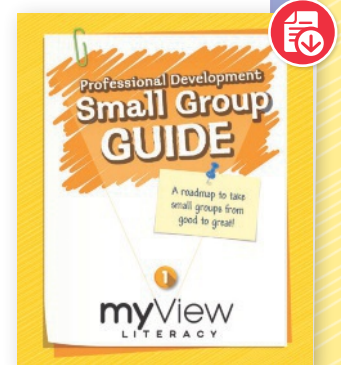
Students can

- complete the character drawing activity on *Student Interactive* p. 164.
- play the myView games.
- use a notebook to record character details from a text they have previously read.

SUPPORT PARTNER READING

Partner-reading teaches students how to work with a peer to take on the challenge of reading unfamiliar books. Together, they can help each other work through difficult passages.

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



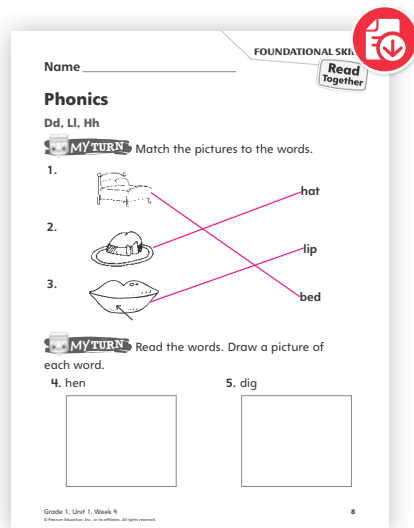
Word Work

OBJECTIVE

Decode words in isolation and in context by applying common letter sound correspondences.

ADDITIONAL PRACTICE

For additional student practice with decoding and writing words with *Dd*, *Ll*, and *Hh*, use *Phonics* p. 8 from the *Resource Download Center*.



Phonics, p. 8

Phonics: Decode and Write Words with Consonants *Dd*, *Ll*, *Hh*

Minilesson

FOCUS Review the letter names and sounds for /d/ spelled *d*, /l/ spelled *l*, and /h/ spelled *h*.

MODEL AND PRACTICE Write the word *let*. Say: Listen as I say *the word let slowly*: /l/ (pause) /e/ (pause) /t/. Say each sound slowly so students can hear the individual sounds. Say the sounds in *let* again and have students repeat. **How many sounds can you hear in *let*?** Elicit responses. Draw three empty boxes. Next, model how to write the letters for each sound. Say: **What letter spells the sound /l/?** Write *l* in the first box. Continue with the *e* and *t*. Then slide your finger under the boxes and read the word. Have students practice reading the word with you. Repeat with the words *ham* and *den*.

APPLY TURN, TALK, AND SHARE Have partners decode the words at the top of p. 139 in the *Student Interactive*.

ELL Targeted Support Initial Sounds Write a sentence with words that begin with *d*, *l*, and *h* on the board. For example, *Hector has a little dog*.

Ask students to point to the beginning letters *h*, *l*, and *d* in the sentence. Circle the letters and pronounce the initial sounds. Have students say the words after you. **EMERGING**

Ask student pairs to write the sentence in their notebooks. Then have them take turns reading it aloud. Ask them to circle the beginning sounds /h/, /l/, and /d/ and pronounce the initial sounds. **DEVELOPING/EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 139 and p. 140 in the *Student Interactive*. Be sure they read the words in context by reading their completed sentences.

OPTION 2 Independent Activity Students can create a picture book for the initial letters *d*, *l*, and *h* with pictures cut out of magazines or that they draw themselves. Tell students to write the name of each picture below it. Then have pairs share their books and read the words to each other. If time allows, students can create another book for the final letters *d*, *l*, and *h*.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the consonants *d*, *l*, and *h*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T224–T225.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T224–T225.

STUDENT INTERACTIVE, p. 139

Read Together
FOUNDATIONAL SKILLS

Dd, Ll, Hh

TURN and TALK Read these words with a partner.

	bed	let	hen
	dig	lip	him

MY TURN Write *d*, *l*, or *h* to finish the words.

- Sam can see the hen .
- It is in the bed .
- Sam let it nap.

TURN and TALK Now read the sentences.

139

STUDENT INTERACTIVE, p. 140

PHONICS
 Read Together

Dd, Ll, Hh

MY TURN Say each picture name. Write *d*, *l*, or *h* to finish each picture name.

eg

bed

hat

MY TURN Write a sentence that includes a word with *d*, *l*, or *h*.

Possible response:

I had a hat.

140

Decodable Story

OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

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

Identify and read common high-frequency words.

ELL Access

Students need to practice what they know about letter-sound relationships in order to strengthen their automaticity of the English language. Use the decodable story to provide students with an opportunity to read, listen, and share.

Read *Fill the Pen*

FOCUS Have students turn to p. 141 in the *Student Interactive*. We are going to read a story today about Hal, Deb, and a pen. Point to the title of the story. The title of the story is *Fill the Pen*. I hear the short e sound in the word *Pen*. What letter in *Pen* spells the sound /e/? Right! The letter *e* spells the sound /e/. Point to the *e* in *Pen*. We will read other words with the short e sound spelled *e*, and words with the letters *d* and *h* and *l* in our story.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *have, that, they, two, up*. Tell students that they will practice reading these words in the story *Fill the Pen*. Display the words. Have students read them with you. When you see these words in today's story, you will know how to read them.

STUDENT INTERACTIVE, p. 141



DECODABLE STORY
FOUNDATIONAL SKILLS

Fill the Pen

Hal can dig in the hill.
Deb can dig.
Two can dig a lot.



 AUDIO
Audio with Highlighting

 ANNOTATE

Read the story. Highlight the four words with the l sound.

141



READ 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.

Call students' attention to the title on p. 141. *I see the letters // in the word Fill.* *What sound does the letter / make?* Then have them identify words with the // sound spelled / and // on p. 141 and highlight them.

Have students turn to p. 142. *Which words have the sound /h/? (Hal, hill, have)* *Which letter spells the sound /h/ in Hal, hill, and have? (h)* Have them underline the words. Then ask: *Which words have the sound /d/? (Deb, dig)* *Which letter spells the sound /d/ in Deb and dig? (d)*. Have students highlight the words. Repeat with the sound /h/ spelled h.

Have students turn to p. 143. *Which words have the sound /e/? (get, pen)* *Which letter spells the short e sound in get and pen? (e)* Have students highlight the words.

STUDENT INTERACTIVE, pp. 142-143



DECODABLE STORY

FOUNDATIONAL SKILLS

Hal let **Deb** dig in the hill.
They have a BIG pen.
They can fill it up.



Underline the three words with the h sound.
Highlight the two words with the d sound.

142

They **get** hot.
Look at that **pen**!
They did it!



Highlight the two words with the short e sound.

143

Visualize Details About Characters

Compare Texts



- *Garden Party*
- *Click, Clack, Click!*

OBJECTIVES

Create mental images to deepen understanding with adult assistance.

Identify the main topic and retell key details of a text.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words that have been generated in this unit.

- The neighbors settle on helping Jamal garden.
- A group of neighbors comes to the garden party.

Minilesson

FOCUS ON STRATEGIES The details in a story can help readers create mental images to deepen their understanding about the characters and events in two or more texts.

- Find details in both texts that tell about the characters and events.
- Use these details to visualize what happens in the story.
- How does creating pictures in your mind help you understand the characters and events in the texts?

MODEL AND PRACTICE Revisit p. 151 of *Garden Party* in the *Student Interactive*. Have students examine the Close Read note.

- I can visualize, or picture in my mind, details that tell me about the neighbors. These details might be what the neighbors do or say. When I read these details, I think about what they tell me about the neighbors. Are they nice or mean? Then I can visualize the neighbors.
- Have students highlight the details on pp. 150–151 that help them visualize the neighbors in *Garden Party*.

ELL Targeted Support Describe in Detail Help students speak to describe a character.

Have students listen as you read a short passage. Ask students to raise their hands every time you say a detail that helps them visualize a character.

EMERGING/DEVELOPING

Ask students to think of a person from real life and picture that person in their minds. Then have them give a short description of the person, using key details they visualized. **EXPANDING/BRIDGING**



EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“To successfully establish routines in your classroom, you must explicitly teach procedures. Procedures inform the learner how to accomplish a routine. For example, for a Line Up routine, procedures could include saying: *Boys and Girls, first wait until your table is called. Wait with your mouths closed and your hand folded on the table. Then, when it is your turn, please stand, push in your seat, and walk quietly to stand in line.* It can take several weeks for students to master the routines and procedures necessary for their daily classroom learning.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for visualizing details about characters.

OPTION 1 MyTURN Have students complete p. 165 in the *Student Interactive*.

OPTION 2 Use Independent Text Prompt students to visualize character details as they read their independent texts. Have them draw a picture that shows a character detail they visualized.

QUICK CHECK

Notice and Assess Can students visualize details about characters in realistic fiction?

Decide

- **If students struggle**, revisit instruction for visualizing details about characters in Small Group on pp. T244–T245.
- **If students show understanding**, extend instruction for visualizing details about characters in Small Group on pp. T244–T245.

STUDENT INTERACTIVE, p. 165

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. The main title is 'Visualize Details' in blue. Below the title, there is a paragraph: 'The details in a story can help readers make pictures in their minds about the characters and events.' This is followed by a 'MY TURN' section with a small icon of a person, containing the text: 'How do you picture the neighbors in *Garden Party*? Draw the picture you see in your mind. Look back at the text.' At the bottom of the page, there is a pink text box that says: 'Possible response: drawing that shows Jamal's neighbors looking happy and supportive'. The page number '165' is in a green circle at the bottom right. On the left side, there is a vertical copyright notice: 'Copyright © SAVVAS Learning Company, LLC. All Rights Reserved.'

Use the  **QUICK CHECK** on p. T237 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group



Dd/d/, Lll/l/, Hh/h/

Sound-Spelling Cards

Display Sound-Spelling Cards 5 (dime), 10 (helicopter), and 14 (ladder). Guide students to name the images. Then say:

The letter *d* in *dime* spells the sound /d/. *Helicopter* begins with the sound /h/. This sound is spelled with the letter *h*. *Ladder* begins with the letter *l*. It spells the sound /l/.



Ask students to generate a list of words that begin with *d/d/*, *l/l/*, or *h/h/*. Have students work with a partner to create their own Sound-Spelling Card for *d/d/*, *l/l/*, or *h/h/* using a word from the list. Encourage each pair to share their Sound-Spelling Card with others.

ELL Targeted Support

Have students find pictures of words with *d/d/*, *l/l/*, and *h/h/*. Ask them to label each picture by writing its associated word. Students can review these visuals when needed. **EMERGING/DEVELOPING**

Ask students to write sentences with words that have *d/d/*, *l/l/*, and *h/h/*. Then encourage them to practice proper pronunciation by reading their sentences to a partner. **EXPANDING**

Challenge students to brainstorm a list of what they can do to help them decode words.

BRIDGING



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

Intervention Activity



DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word up, the first sound I hear is /u/. The second sound I hear is /p/. /u/p/. Up. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.


MODEL Display and read "Who Is Up?" from Student Page S95. Connect the /u/ and /p/ sounds to the letters. Hold up a letter u card. Point to u and say the sound. Hold up a letter p card. Point to p and say the sound. These sounds combine to make the word up. I see this word in the poem. Circle up in the title. Point to up and say the sounds and word: /u/p/. Up.

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!



TEACH Use the model to further teach the skill in context. We have learned the word up in this poem. I will say the sounds and the word. Then we will say them together. Point to up in the title. Say it with me: /u/p/. /u/p/. Say it with me: up. Repeat with up in lines 1 and 5.

But who is up? Prompt for pup. Yes! The pup is up. Pup has the same sounds as up. The first sound I hear is /p/. Say it with me: /p/. The next sound I hear is /u/. Say it with me: /u/. The last sound I hear is /p/. Say it with me: /p/. When I combine the sounds, I get pup. Say it with me: pup. Circle and say the sounds and words for each instance of pup. Have students say each sound and word after you do.

Point to the word up again. Look at the order of the letters: u, p. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word lap and display the letters a, l, and p. Listen to the sounds in the word lap: /l/a/p/. I hear /l/ first, so I put the l at the beginning. I heard /a/ next, so I put the a next. Last, I hear /p/, so I put the p last. L-a-p. That's how I spell lap.

Phonological Awareness T • 95

Intervention Activity



PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Spread out Letter Tiles on a flat surface. Organize the tiles to resemble a word search puzzle. Within the word search, embed words with *d* /d/, *l* /l/, and *h* /h/. Ask students to find these words in the word search and read them aloud.



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

Decodable Reader



To help reinforce students' understanding of high-frequency words and words with *d* /d/, *l* /l/, and *h* /h/, prompt students to read the Decodable Reader *We Met Meg*.

As students read the story, have them seek out words that they can visualize the meaning of. Ask students to draw pictures of one or more of these words. Say: **Drawing a picture can help you understand the meaning of a word.**

Encourage students to share their drawings with a partner and discuss how their drawings represent the meaning of words from the story.

Centers



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

Decodable Reader

We Met Meg
Written by Desiree Moody

Decodable Reader
8

Consonant d Deb fed Red did led	Consonant j Jet	Short e Deb led pen fed let Pep fell Meg had
Consonant h hen	Consonant r Red	get met well hen Nell wet Jet net
Consonants l, ll let fell well led Nell	Consonant w wet well	Short o got not

High-Frequency Words
do the
see you

57

Deb let Meg in.

58

Meg led Pep the pig.

59

Meg did not see Big Red.
Meg fell in the pen.

60

Meg fed Nell the red hen.

61

Do you see Nell?
Get the net, Meg!

62

Meg met Jet.
Jet got Meg wet.

63

Meg did well.

64

Use the  **QUICK CHECK** on p. T241 to determine small group instruction.

Teacher-Led Options

Strategy Group



VISUALIZE DETAILS

Teaching Point Today I want to show you that words in a story can help you visualize, or picture, details in your mind. Revisit “Welcome to the Neighborhood” on pp. T198–T199 and guide students to use words to visualize details about the story’s characters.

ELL Targeted Support

Tell students that picturing details in a story makes it come alive.

Read aloud a descriptive text passage. Model visualization using details from the text. Say aloud what you are picturing in your mind as you interpret the details. Have students draw what they visualize from the details. **EMERGING**

Read aloud a descriptive text passage. Have students practice visualizing a character using details in a text. Encourage them to share what they have visualized with a partner. **DEVELOPING**

Ask students to point out the details in a text that helped them visualize a character. Have them share why these details influenced their mental image of the character. **EXPANDING**

Ask students to visualize a character, form a description of that character, and write their descriptions using complete sentences.

BRIDGING



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

Intervention Activity



MONITOR COMPREHENSION

Use Lesson 47 in the *myFocus Intervention Teacher’s Guide* for instruction on using visualization to monitor comprehension.

LEVEL B • READ

Lesson 47 Monitor Comprehension

DIRECTIONS Look at the title and illustration. Then follow along as your teacher reads aloud “The Field Trip.”

The Field Trip

Cole’s class was going on a field trip. They were going to the science museum in the city. The teacher Ms. Peg told the kids to line up. She said, “The bus is here. Please find a seat with a friend.”

Cole got on the bus. He sat with his friend, Ed. They sat in the back. Cole told Ed a joke. “Why did the melon jump into the lake? It wanted to be a water-melon!”

Ed told Cole a joke. “How can the ocean say hello? It can wave!”


“You may have a snack now,” said Ms. Peg. Cole had grapes and Ed had pretzels. Cole ate some of Ed’s pretzels. And Ed ate some of Cole’s grapes.

Then, all the kids sang songs and played a game. It was fun.

“Are we there yet?” said Kate.

“It will be a little while until we get there,” said Ms. Peg. “You can have a nap now.”

“A nap?” Cole said. “We are not babies.” But he closed his eyes and soon he was asleep. Ed fell asleep too.



Reading Literature T • 269

Fluency

Assess 2–4 students



PROSODY

Help students choose a short passage in an appropriate leveled reader. Have pairs practice reading their passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

VISUALIZE DETAILS

Talk About Independent Reading Ask students to describe a drawing of a character that they visualized from the text.

Possible Conference Prompts

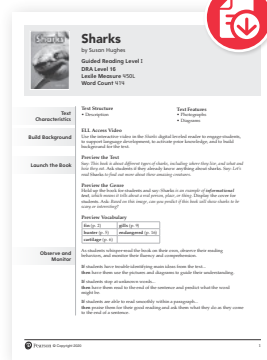
- What words in the text help you picture, or visualize, the character?
- What does your picture tell about the character?

Possible Teaching Point Readers can draw to help them remember a picture they saw in their mind. Making a sketch based on details in the story can help the character seem more real.

Leveled Readers

VISUALIZE DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to find words that help readers visualize details, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask one or two students to show a picture of a character they visualized from text details.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text they read this week.
- read a trade book or their Book Club text.
- listen to “Welcome to the Neighborhood” from pp. T198–T199.

Centers



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

Literacy Activities



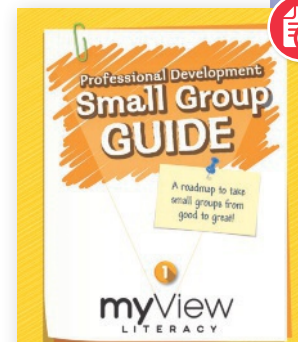
Students can

- discuss with a partner the pictures they drew on p.165 of the *Student Interactive*.
- play the myView games.
- take turns reading the short passage “Neighborhood Activities” on p. 133 in the *Student Interactive* with a partner, pointing out any adjectives or articles they find.

SUPPORT INDEPENDENT READING

Encourage students to come up with reading goals. Recommend appropriate books that will help them achieve their goals.

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, including initial and/or final consonant blends.

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 16 from the *Resource Download Center*.

Grade 1, Unit 1, Week 4

My Words to Know, p. 16

Phonological Awareness: Segment and Blend Phonemes

MODEL Students need to develop the ability to blend, or combine, individual sounds within words, as well as to segment, or break down, words into individual sounds.

Display the *pen* Picture Card. Write the word *pen*. Say: *Let's take apart the word pen.* Repeat the word *pen* slowly, elongating the sound /e/. Then ask: *What's the beginning sound? Yes, /p/. What's the middle sound? That's right, /e/. What's the ending sound? Yes, /n/.* Repeat the segmented sounds and ask the students to repeat them after you. Then say: *Let's blend the sounds to say the word.* Have students repeat the word *pen* several times.

PRACTICE Say the following words and have students segment and blend the phonemes: *leg, Deb, hen*. Ask students what sound they hear at the beginning of each word. Then ask them to identify the medial and final sounds in each word.

Phonics: Spiral Review Oo /o/, Ff /f/, Bb /b/, Gg /g/

FOCUS Write the letters *Oo, Ff, Bb, and Gg*. Have students name each letter as you point to it. Then review the sound for each letter by pointing to each letter as you say the sound. Say: *The sound /b/ can be spelled b.* Repeat with the other letters.

MODEL AND PRACTICE Write each of the words listed below. Point to each word and have students read it. Have students point out the letters *o, f, b, and g* in each word.

big	dot	get	fan	top	bib	got
-----	-----	-----	-----	-----	-----	-----



ELL Targeted Support Segment and Blend Help students learn the relationship between sounds and letters by providing practice with segmenting, blending, and reading words aloud with a partner.

Give students a set of index cards with three-letter words beginning with the sound /b/. Model how to segment, blend, and read the words. Then have students do the same with a partner. Focus on those who struggle with identifying specific sounds to letters. **EMERGING**

Give students a set of index cards with three-letter words with the beginning sounds *f*, *b*, and *g*. Vary the medial vowel. Model how to segment, blend, and read the words and have students do the same with a partner. **DEVELOPING/EXPANDING**

HIGH-FREQUENCY WORDS



Tell students that the words they studied this week are in many of the books they will read. Give students the list of high-frequency words and a bag of letter tiles and have them spell out as many of them as they can.

Reflect and Share

Compare Texts



- Garden Party
- Click, Clack, Click!

OBJECTIVES

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

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Recall information or gather information to answer a question.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to connect to the weekly question and unit theme.

Give directions such as

- Share various personal experiences related to the discussion.
- Speak clearly to the group.

Talk About It

Minilesson

FOCUS ON STRATEGIES Tell students that discussing the connections they make as they read across texts will increase their understanding and enjoyment of reading. Students should

- follow along with the discussion by listening actively.
- think about personal experiences that are related to the text or topic under discussion.
- describe their connections to personal experiences.
- speak clearly and at an appropriate pace.
- use the conventions of language.
- ask relevant questions about others' personal experiences to clarify information.
- answer questions about their personal experiences using multi-word responses.

MODEL AND PRACTICE Model describing personal connections to the topic under discussion using the Talk About It prompt on p. 166 in the *Student Interactive*. *In my life, I have gotten to know neighbors by going to a block party. I can share this personal experience in a discussion about how I would get to know neighbors if I were Jamal or Amena.*

ELL Targeted Support Collaborative Conversation

Model the proper way to interact with others during a discussion. Have students practice speaking clearly by holding a short discussion with a partner about an experience they had. **EMERGING/DEVELOPING**

Ask students to write a list of questions they can use during discussion to ask others about their personal experiences. Have them work in pairs to practice asking and answering these questions. **EXPANDING**

Encourage students to practice participating in a discussion. Have them each rotate taking a leadership role during a class discussion. Encourage them to use their language skills to steer the conversation. **BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students compare and talk about personal connections to texts they read.

OPTION 1 Use the Shared Read Have students talk about their personal connections to the texts they read this week. They should focus on relating to the ways characters in these texts get to know their neighbors.

OPTION 2 Use Independent Text Have students describe their personal connections to their self-selected independent reading texts. They should compare how they and the characters in these texts get to know their neighbors.

QUICK CHECK

Notice and Assess Can students compare across texts?

Decide

- **If students struggle**, revisit instruction for describing personal connections in Small Group on pp. T250–T251.
- **If students show understanding**, extend instruction for describing personal connections in Small Group on pp. T250–T251.

WEEKLY QUESTION Have students respond by drawing or writing to answer the Weekly Question. Tell them to include information about their own experiences with neighbors.

STUDENT INTERACTIVE, p. 166


RESPOND TO TEXT

Read Together

Reflect and Share

Talk About It

You read about how Jamal and Amena get to know their neighbors. How would you get to know neighbors if you were Jamal or Amena?

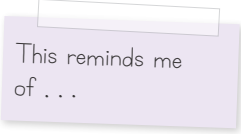


Make Connections

When describing personal connections to a text, think about:

- Your experiences.
- Feelings you have had.

Use the words on the note to help you.




Now share your connections.

Weekly Question

How can I get to know my neighbors?

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Use the  **QUICK CHECK** on p. T249 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point There is an easy way to build a connection to the texts you are reading. You can think about things that have happened to you and about your feelings. Look for similarities between your experiences and what you are reading about. Look back at *Garden Party* and *Click, Clack, Click!* to make connections between the texts and your personal experiences.

ELL Targeted Support

Read aloud a short passage from each text. Share with students a personal experience related to the passages. Model how to use language suited for a group discussion to compare and contrast a personal experience and texts. **EMERGING**

Read aloud a passage from each text. Ask students to think of a personal experience related to the passages. Have them fill in the following sentence frame:

_____ in *Garden Party* reminds me of when _____.

Repeat for *Click, Clack, Click!* **DEVELOPING**

Read aloud a short passage from each text. Have students share a personal connection to the passages. Encourage them to use language suited for group discussion. **EXPANDING/BRIDGING**



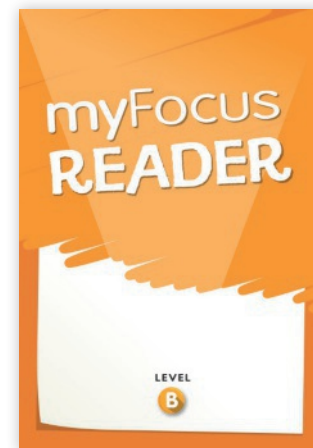
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 12–13 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation about how the texts they have read this week support their understanding of how they can get to know their neighbors. Encourage them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Organize Information and Communicate

Assist students as they organize the information they discovered about neighbors and neighborhoods so they may share their findings with others.

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

See *Extension Activities* pp. 62–66 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share personal experiences they had that are connected to the book they are reading.

Possible Conference Prompts

- How does your personal experience relate to the text?
- Have you read about characters who have had experiences similar to yours?
- Does this personal experience help you understand the text better? How so?

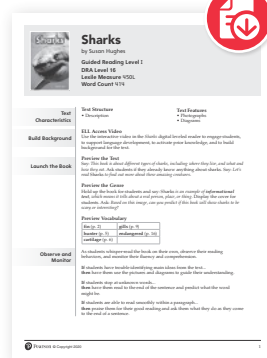
Possible Teaching Point Readers look for ways to connect their personal experiences to texts. These connections help readers as they think about what they are reading.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T204–T205.
- For instructional support on how to make connections between texts and personal experiences, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two volunteers to share a personal experience they had that was related to a text they read. Encourage others to ask questions. Then celebrate students’ work in small group this week.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Garden Party*, *Click, Clack, Click!*, or “Neighborhood Activities.”
- read a self-selected trade book or their Book Club text.
- reread and listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write or draw in their notebook in response to the Weekly Question.
- play the myView games.
- review the purpose established for reading realistic fiction and discuss with a partner whether the original purpose has changed.

BOOK CLUB



See Book Club, pp. T470–T473, for

- ideas for facilitating Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of a trade book of your choice.

UNIT 1 WEEK 5

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can read about a neighborhood.
- I can make and use words to connect reading and writing.
- I can write a story.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

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

Materials

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

LESSON 1

RI.1.10, RF.1.2.d, W.1.6, SL.1.4, L.1.1.h

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T256–T257
 - » Phonological Awareness: Medial /u/
 - » Phonics: Decode Words with Short *u*
 - » High-Frequency Words

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T258–T259
- Listening Comprehension: Read Aloud: “How to Describe Your Neighborhood” T260–T261
- Procedural Text T262–T263
 - ☑ **Quick Check** T263

READING BRIDGE

- Academic Vocabulary: Oral Language T264–T265
- Handwriting: Letters *l* T264–T265

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T269
- Strategy, Intervention, and On-Level/Advanced Activities T268
- ELL Targeted Support T268
- Conferring T269

INDEPENDENT/COLLABORATIVE

- Independent Reading T269
- Literacy Activities T269

BOOK CLUB T269 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T414–T415
 - » Choose a Book to Publish
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T415
- Conferences T412

WRITING BRIDGE

- Spelling: Spell Words with Short *u* T416
 - ☑ **Assess Prior Knowledge** T416
- Language & Conventions: Spiral Review: Adjectives and Articles T417

LESSON 2

RI.1.4, RI.1.6, W.1.5, L.1.1, L.1.1.f, L.1.4

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T270–T271
 - » Phonics: Decode and Write Words with Short *u*
 - ☑ **Quick Check** T271
 - » High-Frequency Words

SHARED READ

- Introduce the Text T272–T277
 - » Preview Vocabulary
 - » Read: *Making a Map*
- Respond and Analyze T278–T279
 - » My View
 - » Develop Vocabulary
 - ☑ **Quick Check** T279
 - » Check for Understanding

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T280
- Guided Reading/Leveled Readers T283
- Strategy and Intervention Activities T280, T282
- Fluency T282 • Conferring T283
- ELL Targeted Support T280, T282

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T281
- Independent Reading T283
- Literacy Activities T283
- Partner Reading T283

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T418–T419
 - » Edit for Illustrations and Words
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T419
- Conferences T412

WRITING BRIDGE

- Spelling: Teach Spell Words with Short *u* T420
- Language & Conventions: Oral Language: Sentences with Nouns, Verbs, and Adjectives T421

LESSON 3

RI.1.6, RF.1.2.c, L.1.1,
L.1.1.f, L.1.2.d

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T284–T285
 - » Phonological Awareness: Initial Sounds
 - » Phonics: Decode Words with Initial Consonants *Rr, Ww, Jj, Kk*
 - » High-Frequency Words

CLOSE READ

- Find Graphics T286–T287
- Close Read: *Making a Map*
 - ✔ **Quick Check** T287

READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T288–T289
- Handwriting: Letters *l* T288–T289

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T291
- Strategy and Intervention Activities T290
- Fluency T290 • Conferring T291
- ELL Targeted Support T290

INDEPENDENT/COLLABORATIVE

- Independent Reading T291
- Literacy Activities T291

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T422–T423
 - » Prepare for Celebration
 - » Share Back

INDEPENDENT WRITING

- Launching Writing Workshop T423
- Conferences T412

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review and More Practice: Spell Words with Short *u* T424
- Language & Conventions: Teach Sentences with Nouns, Verbs, and Adjectives T425

LESSON 4

RF.1.3.b, SL.1.1.a,
SL.1.1.b, L.1.1, L.1.1.f

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T292–T293
 - » Phonics: Decode and Write Words with Consonants *Rr, Ww, Jj, Kk*
- ✔ **Quick Check** T293
- » Decodable Story: Read *Three Will Run* T294–T295

CLOSE READ

- Correct and Confirm Predictions T296–T297
- Close Read: *Making a Map*
 - ✔ **Quick Check** T297

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Word Work Support T298
- Guided Reading/Leveled Readers T301
- Strategy and Intervention Activities T298, T300
- Fluency T300 • Conferring T301
- ELL Targeted Support T298, T300

INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T299
- Independent Reading T301
- Literacy Activities T301

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T426–T427
 - » How to Celebrate

INDEPENDENT WRITING

- Launching Writing Workshop T427
- Conferences T412

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Words with Short *e*, Short *a*, and Short *i* T428
- Language & Conventions: Practice Sentences with Nouns, Verbs, and Adjectives T429

LESSON 5

RF.1.2.b, SL.1.1, L.1.2

READING WORKSHOP

FOUNDATIONAL SKILLS

- Word Work T302–T303
 - » Phonological Awareness: Segment and Blend Phonemes
 - » Phonics: Spiral Review: *Ee, Dd, Ll, Hh*
 - » High-Frequency Words

COMPARE TEXTS

- Reflect and Share T304–T305
 - » Write to Sources
- ✔ **Quick Check** T305
 - » Weekly Question

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T307
- Strategy, Intervention, and On-Level/Advanced Activities T306
- ELL Targeted Support T306
- Conferring T307

INDEPENDENT/COLLABORATIVE

- Independent Reading T307
- Literacy Activities T307

BOOK CLUB T307 **SEL**

WRITING WORKSHOP

MINILESSON

- Launching Writing Workshop T430
 - » Assessment

INDEPENDENT WRITING

- Writing Assessment T430–T431
- Conferences T412

WRITING BRIDGE

- Spelling: Spell Words with Short *u* T432

✔ **Assess Understanding** T432

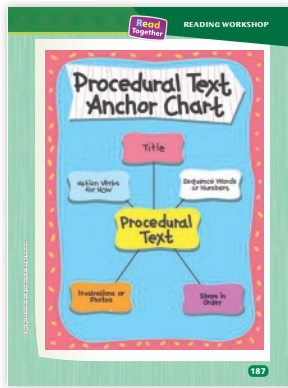
FLEXIBLE OPTION

- Language & Conventions: Standards Practice T433

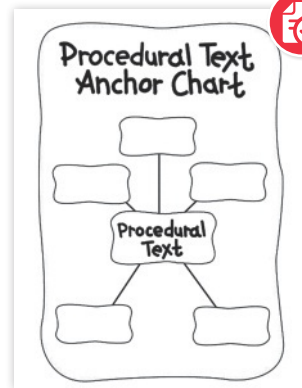
Materials



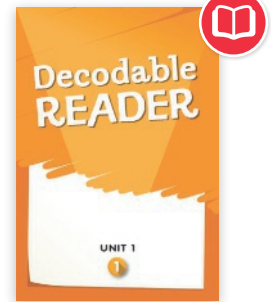
INFOGRAPHIC
"Kinds of Neighborhoods"



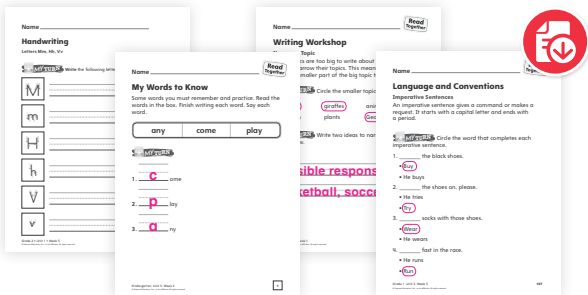
READING ANCHOR CHART
Procedural Text



EDITABLE ANCHOR CHART
Procedural Text



DECODABLE READER



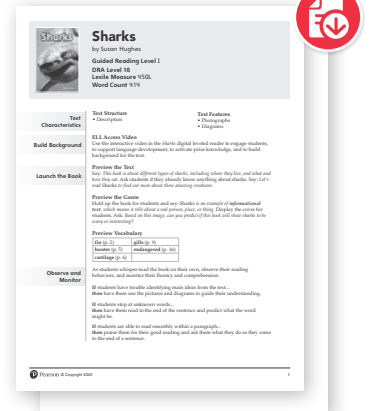
RESOURCE DOWNLOAD CENTER
Additional Practice



SONGS AND POEMS BIG BOOK



Leveled Readers



LEVELED READER TEACHER'S GUIDE

Words of the Week

High-Frequency Words

as
he
three
to
with

Develop Vocabulary

buildings
library
school
stores

Spelling Words

bug
dug
hug
tug
to
with

Unit Academic Vocabulary

group
settle
type
various

WEEK 5 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively. Use relevant questions to clarify information, and answer questions with a clear word response.
Use appropriate body cues, facial expressions, and gestures to help understand the text.

Read Aloud
Tell students that you are going to read aloud a procedural text. Have them listen while you read. Have them describe their neighborhood. Ask students to later actively do you read to help them better understand the text.

START-UP
READ-ALoud ROUTINE
Prepare: Have students listen actively for characteristics of procedural text.
READ the text aloud without stopping for the Think Aloud callouts.
REPEAT the text aloud a second time. This time, pause to model the Think Aloud strategies related to the genre.

How to Describe Your Neighborhood
There are many types of neighborhoods. To help describe what your neighborhood looks like, follow these steps:
Step 1: Make a list of things you think you will see in your neighborhood. Start by listing the following categories: Water, Parks, People, Animals. Add whatever other categories you can think of to your list.
Step 2: Take a walk around your neighborhood with a parent or guardian. Add things that you see to your list. Drawing pictures can help too. You can even take pictures. Look at the categories you wrote to help you. An example of water could be a pond.

ELL Language Transfer
Beginner: Have students describe their neighborhood.
• describe describe
• list list
• compare compare



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• engage students to learn about their independent reading level.
• engage students' comprehension.
• enhance students' overall language development.
• provide an opportunity to model fluency and expression reading.
• foster a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Select the title and theme of the story.
• Determine the Teaching Point.
• Write your independent reading level. Record Think Alouds on sticky notes and place in the book at the points where you plan to stop to think and model.
Finalists Teaching Points
• Record the story.
• Record the characters.
• Record the Teaching Point.
• Determine Theme.
• Make Connections.
• Determine Point of View.

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

DURING READING
• You can choose to stop and read modeling to students part of the story and apply Think Alouds and other modeling for a longer time into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Alouds to model strategies and make use to monitor comprehension and extend modeling time.
• Help students make connections to their own experiences, text they have read or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage student conversation by modeling the theme or big idea of the story.
• Choose and assign a Student Response Form available on Read.com.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "How to Describe Your Neighborhood"

Read Together Genre

Making a Map

written by Amy Hillier
illustrated by Vanessa Nelson



SHARED READ Making a Map

BOOK CLUB

Titles related to Spotlight Genre and Theme: T470-T473

Mentor STACK

Writing Workshop T411



LITERACY STATIONS



SCOUT

Assessment Options for the Week

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

Assessment GUIDE

myView LITERACY

ASSESSMENT GUIDE

Word Work

OBJECTIVES

Demonstrate phonological awareness.

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

Identify and read common high-frequency words.



Sound-Spelling Card 24

Phonological Awareness: Medial /u/

SEE AND SAY Point to the picture of the cup on p. 176 in the *Student Interactive*. Tell students to listen to each sound as you say the word *cup*: /k/ /u/ /p/. Say: *I hear the sounds /k/ /u/ /p/ in the word cup. What sound do you hear in the middle of cup?* Pause for responses. *Yes, the sound /u/ is in the middle of the word cup.* Have students repeat with the pictures for *bug* and *sun*. Then ask them what sound is in the middle of all three picture names.

PRACTICE Display the *gum* and *nut* Picture Cards for further practice with the medial sound /u/. First say the sounds in each word and then have students repeat the sounds.

Phonics: Decode Words with Short u

Minilesson

FOCUS Use Sound-Spelling Card 24 (*umbrella*) to introduce how to spell the short *u* sound.

MODEL AND PRACTICE Say: *This is a picture of an umbrella. Umbrella begins with the sound /u/ (pause) /u/ (pause) /u/ (pause) umbrella. Say the sound with me.* Have students say the sound several times, then ask: *What sound does umbrella begin with?* Elicit responses. Point to the *Uu* at the top of the card. *The sound /u/ is called the short u sound and is spelled u. What letter spells the sound /u/? That's right, the letter u.*

APPLY My TURN Direct students to the bottom of p. 176. Have them practice saying each sound in the words. Then have them blend the sounds to decode the short *u* words.



ELL Targeted Support Initial, Medial, and Final Sounds Help students make connections between the sounds they hear and the letters that spell the sounds.

Say the the beginning, medial, and final sounds of the word *hut*. Ask students for the letter that spells each sound. Write the letters on the board. Have students repeat the letter sounds and then blend the sounds into the word. Change the medial sound to /i/, and repeat.

EMERGING

In groups of three, assign each student one letter of a CVC word. Each student says their letter sound, in any order. Then they organize their letter sounds into a word, such as *bat*. Next, change the vowel to *i*. Have them segment and blend the sounds into the new word, *bit*. Repeat with other words. **DEVELOPING/EXPANDING**

HIGH-FREQUENCY WORDS



Write the high-frequency words *as*, *he*, *to*, *three*, and *with*. Display the words.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.
- Have students write the words in their notebooks.

as

three

he

with

to

STUDENT INTERACTIVE, p. 176

PHONOLOGICAL AWARENESS | PHONICS

Read Together

Middle Sounds

SEE and SAY Say each sound as you name each picture. Listen to the middle sound. Tell the middle sound you hear in each picture name.

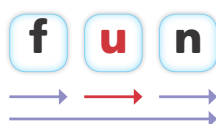
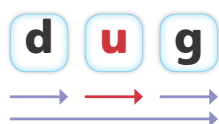


Students should say *cup*, *bug*, *sun*, and then /u/.

Short u

Short *u* is often spelled *u*, as in *sun*.

MY TURN Read these words.



Interact with Sources

OBJECTIVES

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

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

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 types of neighborhoods do you see? How do people settle in each kind of neighborhood?*

- type
- group
- settle
- various



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 1: *What is a neighborhood?* Point out the question for Week 5: *What does a neighborhood look like?*

Ask students to turn to pp. 174–175 in the *Student Interactive*. Review the infographic with students. Have students work with a partner to talk about the different types of neighborhoods they see in the infographic. Ask students to use their prior knowledge and experiences to help them discuss the three kinds of neighborhoods.

During the discussion, have students think about the following questions:

- How are the kinds of neighborhoods different from one another? Are the neighborhoods alike in any way?
- Which kind of neighborhood would you want to live in?

After the discussion, ask: *What do you notice by looking at the different kinds of neighborhoods?* Prompt students to look at the pictures in the infographic to help them answer the question.

TURN, TALK, AND SHARE Have students review the infographic. Then ask them to work with a partner to identify and discuss the kind of neighborhood they live in.

WEEKLY QUESTION Talk about the Weekly Question: *What does a neighborhood look like?* Explain that even neighborhoods that look different can have many things that are the same. Students will learn more about what neighborhoods look like this week.

ELL Targeted Support Prior Knowledge Read aloud the infographic. Then ask students to share prior knowledge to help them understand new meanings.

To help students access their prior knowledge, focus on specific things found in the infographic. Point to a tall building and ask: *What is this called in your native language? What is this called in English?* **EMERGING**

Have students use the infographic and the following sentence frames to help access their prior knowledge. *Many people live in ___ neighborhoods. Cows and horses can be found in ___ neighborhoods.* **DEVELOPING**

Have student pairs use the infographic to share and discuss their prior knowledge of neighborhoods. Encourage students to use sense words to identify features of areas. Then have them tell the class what they discussed. **EXPANDING**

Call on a student and ask specific questions about what he or she already knows about neighborhoods. Then encourage that student to turn to a classmate and ask different questions about his or her prior knowledge. **BRIDGING**

STUDENT INTERACTIVE, pp. 174–175

WEEKLY LAUNCH: INFOGRAPHIC

Read Together

Weekly Question **WEEK 5**
What does a neighborhood look like?

TURN and TALK What kind of neighborhood do you live in? Talk about it with a partner.

Urban
An urban neighborhood is in a city. Many people live close together in an urban neighborhood.

Suburban
A suburban neighborhood is near a city. People live farther apart in a suburban neighborhood.

Rural
A rural neighborhood is in the country. People live far apart in a rural neighborhood.

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Listening Comprehension

OBJECTIVES

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

Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.

Recognize characteristics and structures of informational text.

FLUENCY

After completing the Read-Aloud Routine, read aloud the first two paragraphs of “How to Describe Your Neighborhood” again. Have students pay attention to how you read. Model reading with prosody, which includes skills such as emphasis and intonation. This week, have them practice reading with prosody as they read *Making a Map*.

THINK ALOUD Analyze **Procedural Text** After you read the first paragraph, say: *In this paragraph, I read what the author will explain how to do. The author is going to explain how to describe a neighborhood. When a text explains what to do or make, it is a procedural text.*

ELL Language Transfer

Cognates Point out the Spanish cognates in “How to Describe Your Neighborhood”:

- describe : *describir*
- list : *lista*
- categories : *categorías*

Read Aloud

Tell students that you are going to read aloud a procedural text. Have them listen while you read “How to Describe Your Neighborhood.” Ask students to listen actively as you read to help them better understand the text.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for characteristics of procedural text.

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

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

How to Describe Your Neighborhood

There are many types of neighborhoods. To help describe what your neighborhood looks like, follow these steps:

Step 1: Make a list of things you think you will see in your neighborhood. Start by listing the following categories: Water, Parks, People, Animals. Add whatever other categories you can think of to your list.

Step 2: Take a walk around your neighborhood with a parent or guardian. Add things that you see to your list. Drawing pictures can help too. You can even take pictures. Look at the categories you wrote to help you. An example of water could be a pond.



“How to Describe Your Neighborhood,” continued

For the category Parks, you could notice details about a park you see. What type of fun things are there to do? This could be swinging on swings or sliding down slides.

Step 3: Add describing words to your list. This will help you later when you are writing more details about your neighborhood. Some examples of describing words are *beautiful*, *tall*, *blue*, *sparkling*, and *cute*.

THINK ALOUD Analyze **Procedural Text** After you read the second step, say: *In this paragraph, I read about some details that will help me describe my neighborhood. The author tells me that I can make a list and draw pictures. The author uses these details to help explain how to describe my neighborhood.*

ELL Targeted Support Categories Read aloud the first two paragraphs of “How to Describe Your Neighborhood.” Point out the categories in the text: Water, Parks, People, Animals. Explain that categories, or groups, can help students understand what words mean.

Have partners choose one of the categories and draw a picture of something that belongs in that category. For example, students can draw a picture of a pond for the category Water. **EMERGING**

Have students make a word web for each of the categories. Encourage students to add any words related to Water, Parks, People, and Animals to their word webs. **DEVELOPING**

Ask students to generate a word or two that belongs in each category. **EXPANDING/BRIDGING**

WRAP-UP

Steps	
First	
Next	
Then	
Last	

Ask students: *What are some steps to describe a neighborhood?* Use a sequence chart to record student responses.

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.



Procedural Text

LEARNING GOAL

I can read about a neighborhood.

OBJECTIVE

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about procedural text.

- sequence
- steps
- action verbs

FLEXIBLE OPTION ANCHOR CHARTS

To make your own anchor chart to go with this lesson, begin with the genre, procedural text.

- Have students discuss why readers would read a procedural text.
- Add to the anchor chart as the students learn more about the genre.

Minilesson

FOCUS ON STRATEGIES A procedural text uses directions, or steps, to explain how to do or make something.

- What does the text explain how to do or make?
- Look for sequence words or numbers. How do they help you understand what you will do or make?
- Look at the words at the start of each step. How do they help you understand what you're supposed to do in that step?

MODEL AND PRACTICE Read aloud the model “From School to My House” on p. 186 in the *Student Interactive*. Then talk about how it is a procedural text: “From School to My House” is the title. I think the text will tell us how the person will get from school to home. There are also numbers to keep the steps in order. The action words *go*, *turn*, and *walk* help explain what I am supposed to do to follow the steps. Have students restate the instructions. Then review the anchor chart on p. 187 in the *Student Interactive* together. Point out that a procedural text includes a title, sequence words for numbers, action words, illustrations or photographs, and steps in order.

ELL Targeted Support Vocabulary Read “From School to My House” aloud to students. Explain the structure and key features of a procedural text and talk about how words are used to guide the reader to follow the steps.

Ask students to identify the words that tell you what to do in “From School to My House.” Have them point to and read the words aloud. **EMERGING**

Have student pairs reread “From School to My House.” Ask them to use the action words in new sentences to demonstrate their understanding.

DEVELOPING

Have student pairs take turns rereading the text “From School to My House.” Ask them to use the same language to give directions from their classroom to outside. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify procedural text.

OPTION 1 TURN, TALK, AND SHARE Have students turn to a partner to discuss how procedural text is different from realistic fiction.

OPTION 2 Use Independent Text Have students create a Venn diagram showing how their independent reading text and “How to Describe Your Neighborhood” are alike and different.

QUICK CHECK

Notice and Assess Can students identify the elements of procedural text, such as steps in order and sequence words or numbers?

Decide

- **If students struggle**, revisit instruction about procedural text in Small Group on pp. T268–T269.
- **If students show understanding**, extend instruction about procedural text in Small Group on pp. T268–T269.

STUDENT INTERACTIVE, pp. 186–187

GENRE: PROCEDURAL TEXT

Read Together

My Learning Goal I can read about a neighborhood.

Procedural Text

A procedural text explains how to do or make something. It usually includes directions, or steps, to follow.

From School to My House

Steps in Order

1. Go out the front door.
2. Turn right.
3. Walk three blocks.
4. Turn left.
5. Go to the red house.

Verbs Tell What to Do

TURN and TALK How is procedural text different from realistic fiction?

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Read Together

READING WORKSHOP

Procedural Text Anchor Chart

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Academic Vocabulary

LEARNING GOAL

I can make and use words to connect reading to writing.

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Access

Prior Knowledge Tell students that sometimes they can use knowledge they already have to help them understand new words. Students can ask themselves when or where they might have seen a word used before if it looks familiar to them. That information can help them understand what the word means.

Oral Language

Minilesson

FOCUS ON STRATEGIES Remind students of the Academic Vocabulary for this unit: *type, group, various, settle*. Tell students that using new words in conversation is a good way to become more familiar with them.

- Choose one of the Academic Vocabulary words in this unit.
- Recall the meaning of the word and how it is used in a sentence.
- Now say a sentence of your own with that new word. You can use it to ask a question or tell about something.

MODEL AND PRACTICE Model an example. *We learned the word type. I remember reading that there are many different types of neighborhoods. One type of neighborhood is an urban, or city, neighborhood. Another type of neighborhood is rural, or country. I think type means “kind” or “category.” I can use that word to ask someone, “What type of neighborhood do you live in?”*

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Letters LI

FOCUS Display uppercase *L* and lowercase *l*.

MODEL Model how to write uppercase *L* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *l*.



ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE Have students practice using Academic Vocabulary by completing the activity on p. 203 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 203

VOCABULARY **Read Together** READING-WRITING BRIDGE

I can make and use words to connect reading and writing.

My Learning Goal

Academic Vocabulary

We practice new words when we use them in conversation.

TURN and TALK Use these sentences to talk with a partner about neighborhoods.

Describe different **types** of neighborhoods.

How can **groups** of people help neighborhoods?

Name the **various** places you can find in a neighborhood.

What makes a person want to **settle** in a neighborhood?

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PRACTICE Have students use *Handwriting* p. 27 in the *Resource Download Center* to practice writing the uppercase and lowercase *Ll*.


Name _____ **Read Together**

Handwriting

Letters Ll

Where do you start uppercase letter L? What do you do next? How do you finish the letter?


MY TURN Trace the letters.

 _____

MY TURN Write the uppercase letter L below.

Where do you start lowercase letter l? What do you do next? How do you finish the letter?

MY TURN Trace the letters.

 _____

MY TURN Write the lowercase letter l below.

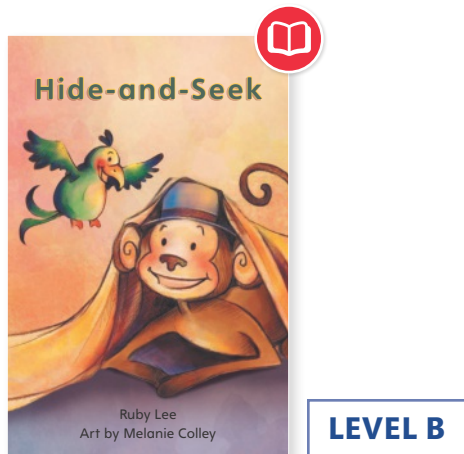
Grade 1 • Unit 1 • Week 5
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Handwriting, p. 27

Matching Texts to Learning

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



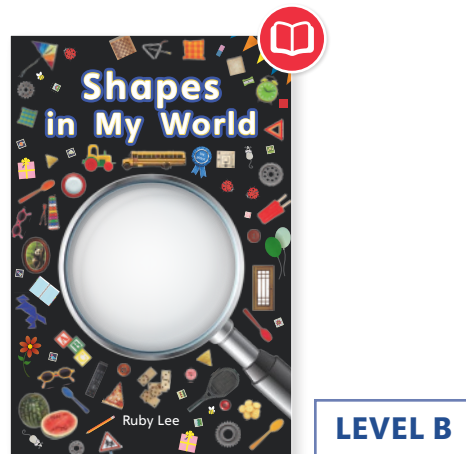
Genre Animal Fantasy

Text Elements

- Text and pictures
- Predictable sentences

Text Structure

- Repetitive structure



Genre Narrative Nonfiction

Text Elements

- Text and pictures
- Two lines of text per page

Text Structure

- Repetitive structure



Genre Informational Text

Text Elements

- Complex spelling patterns
- Some sentences go to next line

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Theme

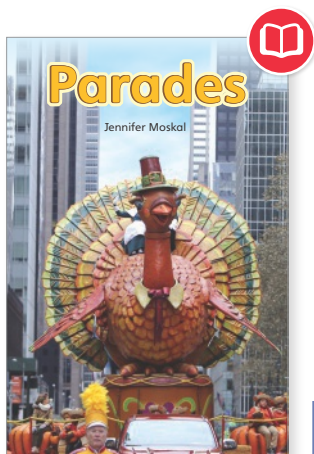
- What does this text tell about a neighborhood?
- What makes up a neighborhood?
- How is a neighborhood described in this text?

Develop Vocabulary

- How can the pictures help you figure out what an unfamiliar word means?
- How does the word ____ help you understand the text better?

Find Graphics

- What can you learn from the graphics?
- What graphics do you think the text needs?



LEVEL E

Genre Informational Text

Text Elements

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

Text Structure

- Description



LEVEL G

Genre Informational Text

Text Elements

- Familiar content
- Content-specific words explained in the text

Text Structure

- Description



LEVEL G

Genre Informational Text

Text Elements

- Sequential information
- Content-specific words explained in the text

Text Structure

- Description

Correct and Confirm Predictions

- What did you predict this book was about?
- What details in the words or pictures made you correct your prediction?
- How do you know if your prediction is correct?

Compare Texts

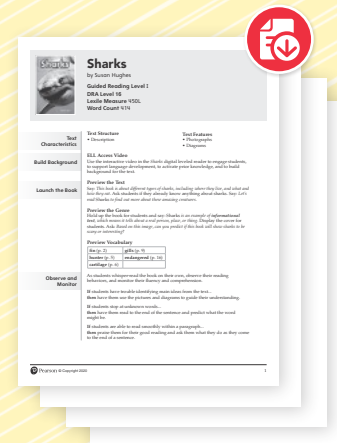
- How are the pictures similar and different?
- What order are ideas or events presented in each text?

Word Work

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T263 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY PROCEDURAL TEXT

Teaching Point A procedural text tells readers how to do something or make something. It has steps in order. The steps have words that tell readers what to do, such as *go*, *turn*, and *make*. Authors often use pictures to help readers understand the steps. Look back at “How to Describe Your Neighborhood,” pp. T260–T261, with students. Discuss how the Read Aloud is a procedural text.

ELL Targeted Support

Say a short sequence of action words for students to act out, such as *hop*, *jump*, *sit*, and *stand*. Ask students to say the words as they follow the steps. **EMERGING**

Ask students whether the following topics would be in a procedural text: boy visits his grandparents (no), how to make dinner (yes), how to make a book (yes). **DEVELOPING**

Provide a simple topic, such as how to draw a flower or how to clean up art materials. Ask student pairs to determine an order of steps for the procedure. Remind them to use action words so followers will know exactly what to do.

EXPANDING/BRIDGING



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

Intervention Activity



INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49 in the *myFocus Intervention Teacher’s Guide* for instruction on recognizing procedural text.

LEVEL B • READ

Lesson 49 Recognize Types of Text: Informational, Procedural, and Persuasive Texts


DIRECTIONS Follow along as your teacher reads aloud each passage. Look at the pictures.

A Secret Note

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

What You Need

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp



Directions

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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On-Level and Advanced



INQUIRY

Question and Investigate Ask students to refer to the infographic on pp. 174–175 in the *Student Interactive* to come up with questions about different kinds of neighborhoods. Throughout the week, have them conduct research about their questions. See *Extension Activities* pp. 62–66 in the *Resource Download Center*.



Conferring

3 students / 3–4 minutes
per conference

IDENTIFY PROCEDURAL TEXT

Talk About Independent Reading Ask students to share their Venn diagrams and describe ways that “How to Describe Your Neighborhood” and their independent reading text are alike and different.

Possible Conference Prompts

- How are the texts alike and different?
- Do both texts tell ideas or events in order?
- Why did the authors write these texts?

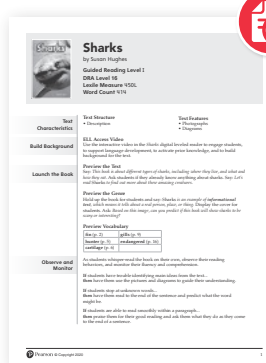
Possible Teaching Point Readers can use charts, such as Venn diagrams, to organize information they read before they share ideas about the text.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T266–T267.
- For instructional support on how to find ideas that support the theme, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Gather the class back together in whole group. Ask one or two students to share how they identified a procedural text.

Independent/Collaborative

Independent Reading



Students can

- self-select a book and read it on their own.
- read or listen to a text they have already read.
- 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.
- play the myView games.
- review the Anchor Chart on p. 187 in the *Student Interactive* with a partner and point out the characteristics of procedural text in the book they are reading.

BOOK CLUB



See Book Club pp. T470–T473 for

- a possible Book Club routine.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

Word Work

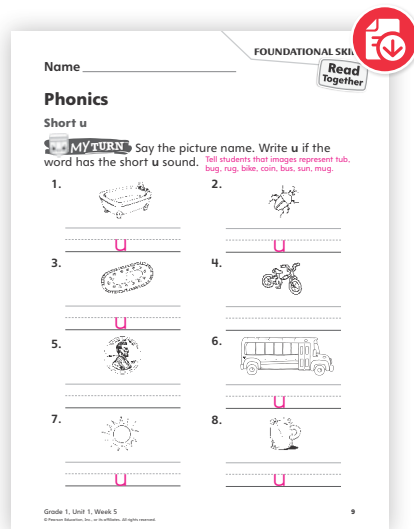
OBJECTIVES

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

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with short *u*, use *Phonics* p. 9 from the *Resource Download Center*.



Phonics, p. 9

Phonics: Decode and Write Words with Short *u*

Minilesson

FOCUS Review that the short *u* sound is spelled *u*.

MODEL AND PRACTICE Write the letter *u* on the board. Say: **This is the letter *u*. It can spell the sound /u/. Let's write words that have the sound /u/ spelled *u*.** Write the letter *h*. Point to the *h* and say /h/. Ask students to say the sound /h/ with you as you point to the letter and say it again. Write the letter *u*. Point to the *u* and say /u/. Now have students say the sound /u/ with you as you point to the *u*. Then slowly slide your finger (from left to right) below the two letters and blend and say the sounds (/hu/). Then have students blend the sounds with you as you say them again.

Next write *t*. Point to the *t* and say /t/. Have students say the sound /t/ with you as you point to the *t*. Slowly slide your finger below all three letters to blend the sounds and pronounce the word *hut*. Then have students blend the letters on their own and say the word. Say: **How many sounds are in the word *hut*? Let's clap for each sound: /h/ (clap) /u/ (clap) /t/ (clap). How many times did we clap? Right, three times! Look at the letters in *hut*. What letters spell the word *hut*? Yes, the letters are *h, u, t*. So, in the word *hut*, there are three sounds and three letters.**

For additional practice, model using the words *bug, sun, and cut*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 177 in the *Student Interactive*.



EXPERT'S VIEW Pat Cunningham, Wake Forest University

“When a kid encounters an unknown word, it’s tempting to say: “Sound out the word.” This works for short words, but it doesn’t work for longer words with five or more letters. Good readers use a combination of strategies to read unknown words. Coach the child to use other strategies: **Look at the whole word. Think about the sounds. See if the word you came up with makes sense. If not, do you know a word that has those letters and makes sense?**”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 177 and p. 178 in the *Student Interactive*.

OPTION 2 Independent Activity Give students enough letter tiles to spell several three letter words such as *hut, sun, and cut*. Ask student pairs to spell as many three letter words as they can think of and then take turns reading the words.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the short *u* sound spelled *u*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T280–T281.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T280–T281.

HIGH-FREQUENCY WORDS

Write the words *as, he, to, three, with* on the board. Read and spell each word and then have students repeat.

- Cover the words on the board and then dictate each word.
- Students write the words.
- Display the words and have students check their spellings.

STUDENT INTERACTIVE, p. 177

Read Together
FOUNDATIONAL SKILLS

Short u

TURN and TALK Read these words with a partner.

	dug	hug	mug
	but	nut	hut

MY TURN Say each picture name. Write the word on the lines. Read the words.
Tell students the images represent sun, bug, rug, and bun.

sun

bug

rug

bun

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STUDENT INTERACTIVE, p. 178

Read Together
PHONICS | PHONOLOGICAL AWARENESS

Short u

MY TURN Add **u** to make words. Read the words. Draw a line from each word to its picture.

s	u	n
c	U	p
n	U	t
t	U	b

MY TURN Write a sentence using words with short **u**. **Possible response:**

I have fun in the sun!

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Introduce the Text



OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

ELL Access

Prereading

Students can gain a better understanding of a text before they start reading by previewing the text's vocabulary, headings, labels, and pictures. Have students practice prereading strategies whenever they are introduced to a new text.

Shared Read Plan

First Read Read the text. Discuss the First Read notes with students.

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

Preview Vocabulary

- Introduce the words *stores*, *school*, *library*, and *buildings* from p. 188 in the *Student Interactive*.
- Ask students to talk about what they already know about these words. Ask questions such as: *What can you find in a library? Why do people go to stores? What can be inside buildings? What do you do at school?*
- Provide definitions of these words as needed. Definitions appear on the selection pages that follow. *These words will help us as we read the text Making a Map.*

Read

Discuss the First Read Strategies with students. Explain that when you make a prediction, you guess what the text will be about or what might happen next. Thinking about the characteristics of the genre can help a reader make a prediction. For example, procedural texts tell how to do or make something, so a reader can make a prediction about what the text will tell how to do or make. For this first read, tell students to read for understanding and enjoyment.

FIRST READ STRATEGIES

PREDICT Have students use what they know about the characteristics of the genre of procedural text to make a prediction. Provide assistance as needed.

READ Tell students to read or listen as you read the text. Tell them they are reading to understand the text.

ASK Have students ask themselves questions about the steps as they listen to or read the text. Explain that asking questions can help them gain information.

TALK Have students talk to a partner about the text and how it connects to the Weekly Question: *What does a neighborhood look like?*

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 Predicting Students can use predicting as a prereading support to enhance their comprehension of the text. Have students view the title page on p. 189 in the *Student Interactive*.

Ask students to think about the title *Making a Map*. Prompt them to use the title to predict what the text will be about as a prereading support. **EMERGING**

Have students use a prereading support by taking a picture walk through the text. Tell them to look at the illustrations. Ask students to make a prediction using what they see and point out why the illustrations support this prediction. **DEVELOPING**

Ask students to pair off and think about the genre, the title, and the illustrations to use a prereading support by making a prediction. Then have them share their prediction with the group and why they made that prediction. **EXPANDING**

Have partners use a prereading support by discussing their predictions and what supports their predictions. **BRIDGING**

STUDENT INTERACTIVE, pp. 188–189

Making a Map

Preview Vocabulary

You will read these words in *Making a Map*.

stores	school	library	buildings
--------	--------	---------	-----------

Read


Predict what the text will be about. Thinking about the genre, or type of text, can help you make a prediction.

Read to understand the text.

Ask yourself questions about the steps.

Talk about this text and the weekly question.

Meet the Author



Gary Miller loves to hike, kayak, and fish. When he's not exploring the wilderness, you will probably find him reading or playing his guitar.

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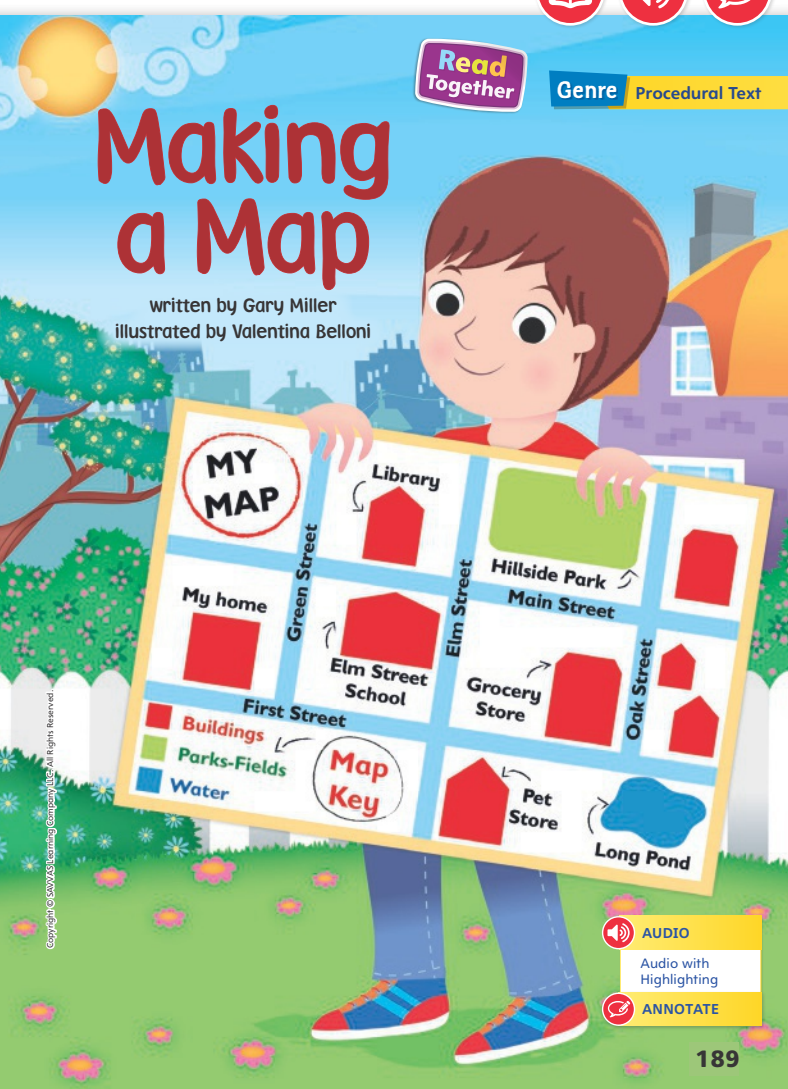
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188

Making a Map

written by Gary Miller
illustrated by Valentina Belloni

Genre Procedural Text



AUDIO
Audio with Highlighting
 ANNOTATE

189

STUDENT INTERACTIVE, pp. 190–191



Maps help people find their way.

Make a map of your neighborhood.

It will help others find places.

190



First, list some places you go.

CLOSE READ

What do you think you will learn about making a map? Highlight the words that help you. Use the pictures too.

191

First Read

Read

THINK ALOUD As I begin to read, I'm wondering exactly what a map is. I'm going to go look at the text to see whether I can find any clues. I read that maps help people find their way. What does the phrase *find their way* mean? What questions can I ask and then answer about this phrase to help me figure out what it means? Discuss possible questions and answers with students.

OBJECTIVE

Ask and answer questions to help understand words and phrases in a text.

CROSS-CURRICULAR PERSPECTIVES

Social Studies



A cartographer is a person who creates maps. The first maps were made by hand on paper or wood. These maps were big and hard to carry around. Today we use GPS, or Global Positioning System. We can use GPS to look at maps of our community on our phones.



STUDENT INTERACTIVE, pp. 192–193



Then start your map.
Draw the streets near your home.

192

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Add the places from your list.
Draw your home first.
Use squares to show buildings.

CLOSE READ

Look at the graphic, or map.
Underline the words in the text that
name what is on the map.

193

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Possible Teaching Point



Read Like a Writer | Word Choice

Tell students that authors make choices about which words to use when they write. In procedural texts, authors use sequence words such as *first*, *next*, *then*, and *last* to help keep the steps in order. Use the instruction on p. T288 in the Reading-Writing Workshop Bridge to help students identify sequence words in the text.

Close Read



Make a Prediction

Tell students a prediction tells what they think will happen next. Assist them as they follow the prompt on p. 191. **DOK 2**

Find Graphics

Tell students that graphics help readers find information. Have them follow the prompt on p. 193. **DOK 1**

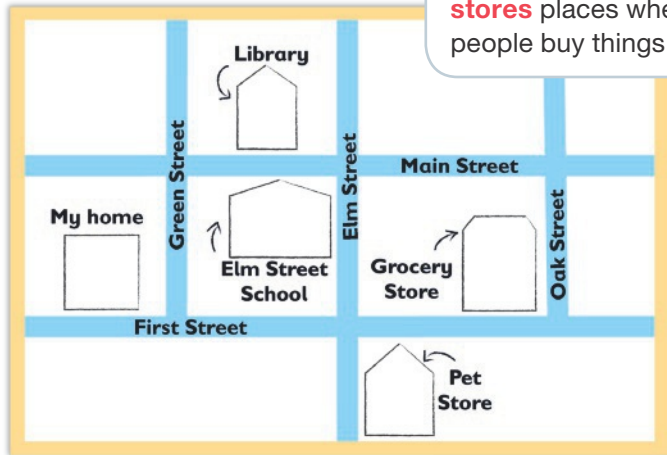
OBJECTIVES

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.
Recognize characteristics and structures of informational text, including features and simple graphics to locate or gain information.

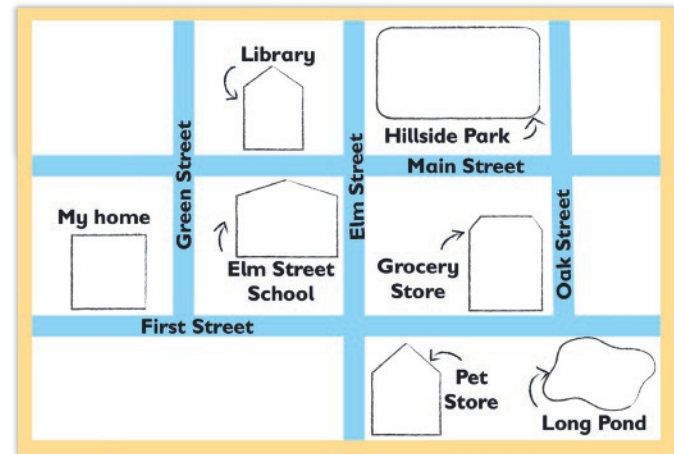
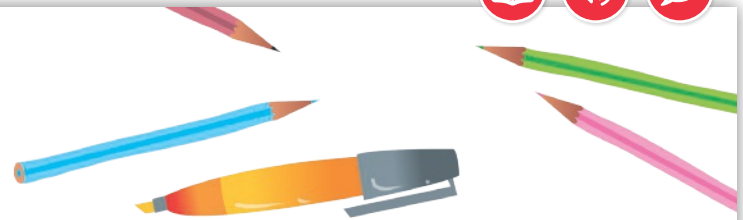
STUDENT INTERACTIVE, pp. 194–195



school a place where people learn
library a place where people can borrow books
stores places where people buy things



Draw other buildings, such as your school and the library.
Add stores too.



Add outdoor places, such as parks and ponds.

CLOSE READ

Look at the graphic, or map. Underline the words in the text that help you learn information about the map.

First Read

Ask

THINK ALOUD The text says I should add stores to my map. I'm not sure what kinds of stores to draw. I will ask myself what kinds of stores I should draw on my map. I will look at the pictures for clues. I see a grocery store and a pet store. I have those in my neighborhood, too!

Possible Teaching Point

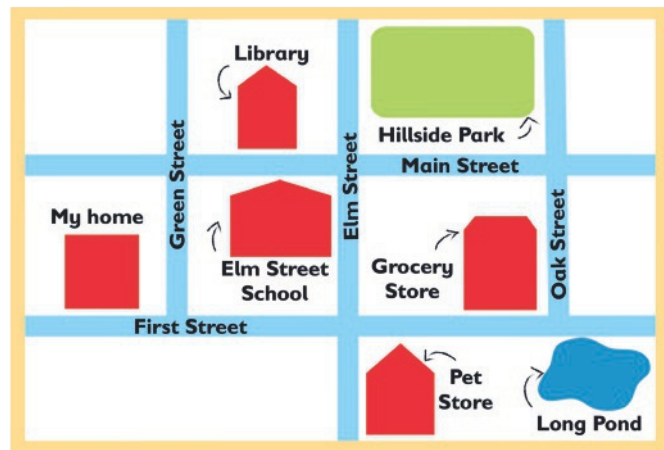


Language & Conventions | Sentences with Nouns, Verbs, and Adjectives

Use the instruction on p. T425 in the Reading-Writing Workshop Bridge to help students understand sentences with nouns, verbs, and adjectives. Have them practice identifying nouns, verbs, and adjectives by asking students to find them in the text on pp. 194–195. (nouns: *buildings, school, library, stores, places, parks, ponds*; verbs: *Draw, Add*; adjective: *outdoor*)



STUDENT INTERACTIVE, pp. 196–197



Next, color the places.
Use red for buildings.
Use green for parks and fields.
Use blue for water.

196



Last, make a key.
The key shows what the colors
on the map mean.
Your map is ready to use!

VOCABULARY IN CONTEXT

Underline words that help you understand the meaning of the word **fields**. Use the picture too.

197

Foundational Skills Extension

Rr, Ww, Kk

Have students find each word with the initial consonant *r*, *w*, or *k* on pp. 196–197. (*red, ready, water, key, key*) Read each word aloud, emphasizing the /r/, /w/, and /k/ sounds, and ask students to repeat.

Close Read

Find Graphics

Have students complete the Close Read activity on p. 195. Ask: How do these words help you learn information about the map? (They tell names of places.) **DOK 1**

Vocabulary in Context

Have students underline the words on p. 196 that helped them learn what *fields* (open, grassy areas) means. **DOK 2**

OBJECTIVES

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

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



Respond and Analyze



OBJECTIVES

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Use these suggestions to prompt students' initial responses to reading *Making a Map*. Begin by asking what part of the text interested them the most.

- **Predict** Work with a partner to discuss what you both predicted before you read the text. Were your predictions similar? In what way?
- **Instructions** Work with a partner to give and then restate the sequence of instructions for making a map.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Discuss the words the author chose to use in the text. The words *buildings*, *stores*, *school*, and *library* were chosen because they describe features that can be added to a map. Tell students:

- Remind yourself what these words mean.
- Are there any clues in the illustrations that help you understand what the words mean?
- How does knowing these words help you understand the text better?

MODEL AND PRACTICE Ask students to turn to p. 198 in the *Student Interactive*. Read aloud the directions and then the first sentence. Model how to decide which word fits in the next sentence: **I want to choose a word that tells about more than one. The word *many* is a clue. Can I see many buildings on a map? Yes. I will write the word *buildings*.**

ELL Targeted Support Develop Vocabulary Write the vocabulary words *stores*, *school*, *library*, and *buildings* on the board. Have students practice using the words in complete sentences.

Write sentence frames and ask students to write the vocabulary word that best completes each sentence. **EMERGING**

Have partners work together to use the vocabulary words in their own sentences. **DEVELOPING/EXPANDING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 My TURN Have students work on their vocabulary by completing the activity on p. 198 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students start a list of unfamiliar words from their independent texts. Encourage students to use surrounding words or pictures to help determine what the words might mean.

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. T282–T283.
- **If students show understanding**, extend instruction for vocabulary in Small Group on pp. T282–T283.

Check for Understanding My TURN Ask students to complete the activity on p. 199 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 198–199

VOCABULARY **Read Together**

Develop Vocabulary

MY TURN Write the word from the box that completes each sentence.

stores school library buildings

Look at my neighborhood map!

There are many buildings.

The library is where I get books.

I go to school to learn things.

My dad takes me to stores to buy things.

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COMPREHENSION **Read Together** **READING WORKSHOP**

Check for Understanding

MY TURN Write the answers to the questions. You can look back at the text.


DOK 2 1. What makes this text a procedural text?
Possible response:
It tells the steps to make a map.

2. Why do you think the author labels the pictures?
DOK 2 **Possible response:**
The labels help readers know what things on a map are called.

3. Why are there steps to making a map? Use text evidence.
DOK 3 **Possible response:**
You have to make a map in order.
First make a list.

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Use the  **QUICK CHECK** on p. T271 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

/u/ SPELLED *u*

Sound-Spelling Card Show students Sound-Spelling Card 24. Say: *The word umbrella begins with the sound /u/. This sound can be spelled with the letter u.*



Write the following incomplete words on the board: *b_g, r_g, h_g, n_t, s_n*. Ask students to add the letter *u* to create a list of words. (*bug, rug, hug, nut, sun*) Prompt students to decode each word as they complete it.

ELL Targeted Support


Write the following words on separate notecards: *bug, sun*. Encourage students to think of rhyming words that pair with either *bug* or *sun*.

Display pictures of a bug and the sun. Model reading each word while pointing at the appropriate image. **EMERGING**

Ask students to think of words that rhyme with the word on either card. Have them write a list.

DEVELOPING

Place students in pairs. Ask one student to draw a picture of a word that rhymes with the word on one of the cards. Then prompt the other student to guess and spell what the word is. Have students swap roles and repeat. **EXPANDING/BRIDGING**

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

Intervention Activity

DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word *up*, the first sound I hear is /*u*/. The second sound I hear is /*p*/. /*u*/ /*p*/. *Up*. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.


MODEL Display and read "Who Is Up?" from Student Page S95. Connect the /*u*/ and /*p*/ sounds to the letters. Hold up a letter *u* card. Point to *u* and say the sound. Hold up a letter *p* card. Point to *p* and say the sound. *These sounds combine to make the word up. I see this word in the poem. Circle up in the title. Point to up and say the sounds and word: /*u*/ /*p*/. *Up*.*

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!



TEACH Use the model to further teach the skill in context. We have learned the word *up* in this poem. I will say the sounds and the word. Then we will say them together. Point to *up* in the title. Say it with me: /*u*/ /*p*/. /*u*/ /*p*/. Say it with me: *up*. Repeat with *up* in lines 1 and 5.

But who is up? Prompt for *pup*. Yes! The pup is up. *Pup* has the same sounds as *up*. The first sound I hear is /*p*/. Say it with me: /*p*/. The next sound I hear is /*u*/. Say it with me: /*u*/. The last sound I hear is /*p*/. Say it with me: /*p*/. When I combine the sounds, I get *pup*. Say it with me: *pup*. Circle and say the sounds and words for each instance of *pup*. Have students say each sound and word after you do.

Point to the word *up* again. Look at the order of the letters: *u, p*. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word *lap* and display the letters *a, l*, and *p*. Listen to the sounds in the word *lap*: /*l*/ /*a*/ /*p*/. I hear /*l*/ first, so I put the *l* at the beginning. I heard /*a*/ next, so I put the *a* next. Last, I hear /*p*/. so I put the *p* last. *L-a-p*. That's how I spell *lap*.

Phonological Awareness T • 95

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students build and then read CVC words with the sound /u/ spelled *u*. Possible responses: *bug, rug, hug, lug, run, fun, sun, bun, mud, bud*.

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



Decodable Reader



Have students read the Decodable Reader *Fun in the Sun*. The story will help reinforce students' understanding of words with the sound /u/ spelled *u* and high-frequency words.

High-Frequency Words

Ask students to work with a partner and come up with sentences containing one or more of this week's high-frequency words. Have them read the sentences to the class.

Centers



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

Decodable Reader

Fun in the Sun
Written by Ruby Ivan

Decodable Reader
9

Short u
bug cub pup
rug lug mud sun
fun nut hug

High-Frequency Words
at he three to with

65

See the hen, the cub, and the pup.
They have fun in the sun.

66

The three pals have fun with a bug.
The bug is on a nut.

67

The cub and the pup tug!

68

The cub is hot.

69

He and the pup are hot.
They like to sit in the mud.

70

The hen is not as hot.

71

The hen naps in a hut.
The three pals have fun.

72

Use the  **QUICK CHECK** on p. T279 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point We read some words today in *Making a Map* that we did not know. What did we do? We looked at the other words in the text and the picture for clues to help us figure out what the unfamiliar word means. Go back to *Making a Map*, p. 197, and use the word key as an example. Help students use the text and pictures to determine the word's meaning.

ELL Targeted Support

Provide a word web for each student. Have them write the unfamiliar word *key* in the center oval.

Have students work with a partner to draw a picture of a clue for the word's meaning in one of the outer ovals. **EMERGING**

Ask student pairs to write in their web words that help them figure out what the unfamiliar word means. Ask: *Did you find clues in the text or in the pictures?* **DEVELOPING**

Have student pairs complete the word web with clues to the unfamiliar word's meaning from both the picture and words. Then have them use a dictionary to find the correct meaning of the word. **EXPANDING/BRIDGING**



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

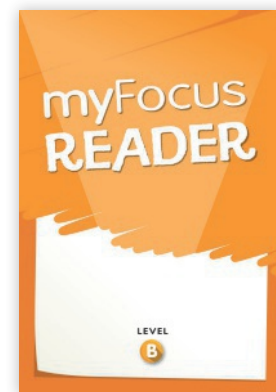
Intervention Activity



myFOCUS READER

Read the text on pp. 14–15 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on what neighborhoods look like.

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



Fluency

Assess 2–4 students



PROSODY

Have students select a short passage in an appropriate leveled reader. Ask pairs of students to take turns reading the passage until they can do so smoothly. Model reading with expression as needed.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Have students share their list of words from independent reading. Ask them to talk about how these words are important in the text.

Possible Conference Prompts

- What clues did you use to figure out word meanings?
- How can you check if the meaning you figured out is correct?

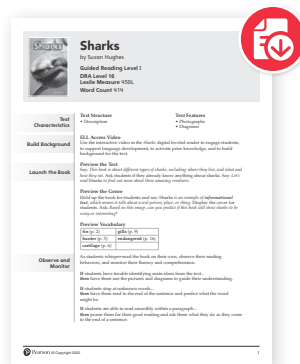
Possible Teaching Point Another strategy for determining word meanings is to read on. Sometimes a word's meaning becomes clear as you continue to read.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T266–T267.
- For instructional support on how to use context clues to determine word meanings, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Ask students to share the meanings of unfamiliar words they found in their texts. Celebrate what they learned.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Making a Map* or the *myFocus Reader* text.
- read a self-selected trade book or their Book Club text.
- read a book with a partner, taking turns reading alternate pages.

Centers



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

Literacy Activities



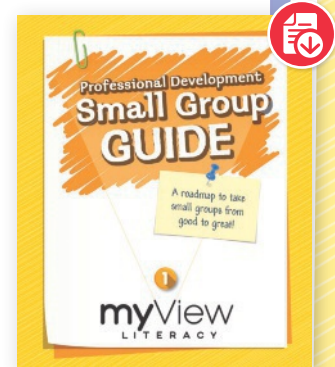
Students can

- work with a partner to complete and discuss the activity on p. 199 in the *Student Interactive*.
- play the myView games.
- take turns reading a passage with a partner until they both can read it fluently.

SUPPORT PARTNER READING

Looking for clues in a text can help a reader figure out the meaning of a word. A reading partner can help with finding clues to the meaning.

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



Word Work

OBJECTIVES

Demonstrate phonological awareness.

Decode words in isolation and in context by applying common letter sound correspondences.

Identify and read common high-frequency words.

FOUNDATIONAL SKILLS EXTENSION

See p. T277 for a *Ww, Rr* extension activity that can be used as the text is read.



Sound-Spelling Cards
20, 26, 12, 13

Phonological Awareness: Initial Sounds

SEE AND SAY Point to the picture of the rock on p. 179 in the *Student Interactive*. Say: *This is a picture of a rock. Listen as I say the beginning sound in the word rock: /r/ (pause) /r/ (pause) /r/ (pause) rock. Rock begins with the sound /r/. Say the sound with me: /r/. What sound does rock begin with? (/r/)* Repeat with the pictures for *web, jug, and kite*.

PRACTICE Have each child draw a happy face on a piece of paper. Say: *I'm going to say a word. If the word begins with the sound /r/, raise your happy face. The first word is rule. If rule begins with the sound /r/, raise your happy face now.* Wait for responses. Assess and model as needed. Say: *The next word is bug.* Wait for responses. Continue with the word *ribbon*. Then repeat for the sounds /w/, /j/, and /k/ using the words *walk, wet, new; just, row, jump; kitten, get, Kim*.

Phonics: Decode Words with Initial Consonants *Rr, Ww, Jj, Kk*

Minilesson

FOCUS Use Sound-Spelling Cards to model the sound /r/ spelled *r*, the sound /w/ spelled *w*, the sound /j/ spelled *j*, and the sound /k/ spelled *k*.

MODEL AND PRACTICE Display Sound-Spelling Card 20 (*rocket*) and point to the *r*. Say: *This is a picture of a rocket. Rocket begins with the sound /r/. Listen carefully: /r/ (pause) rocket. The sound /r/ is spelled with the letter r.* Continue modeling with Sound-Spelling Cards 26 (*waterfall*), 12 (*jacket*), and 13 (*kite*). Then have students practice recognizing initial sounds with these words: *red, run, we, will, jump, Jan, king, kid*.

APPLY My TURN Have students practice blending and decoding the words on the bottom of p. 179 in the *Student Interactive*.

High-Frequency Words

Minilesson

FOCUS Review the high-frequency words for the week. Write or display the high-frequency words: *as, he, to, three, with*.


PRACTICE Write *as* on the board. *This is the word as. It has two letters: a, s.* Have students say and spell the word. Then model using the word in a sentence. Repeat with the other words. Then have students turn to p. 180 in the *Student Interactive* and identify and read the words in the box.





APPLY MyTURN Have students identify, read, and write the high-frequency words on p. 180 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 179

Read Together
FOUNDATIONAL SKILLS

Initial Sounds

 **SEE and SAY** Say each sound as you name each picture. Listen to the sound at the beginning of each word.

Students should say *rock, web, jug, kite*.



Rr, Ww, Jj, Kk

The letter **r** makes the **r** sound in **red**.
 The letter **w** makes the **w** sound in **win**.
 The letter **j** makes the **j** sound in **jet**.
 The letter **k** makes the **k** sound in **kit**.

MYTURN Read these words.

r
i
p

j
o
b

179

STUDENT INTERACTIVE, p. 180

Read Together
HIGH-FREQUENCY WORDS | PHONICS

My Words to Know

Some words you will see a lot when you read.

MYTURN Read the words.

as
he
to
with
three

MYTURN Use words from the box to complete the sentences. Read the sentences.

1. Ken and Kim jog with Jim.
2. The three get hot in the sun.
3. Ken will run to the bus.
4. He is not as hot.

180

Find Graphics



OBJECTIVES

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

Distinguish between information provided by pictures or other illustrations and information provided by words in a text.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words and the other words that have been generated:

- What types of details are on the graphics?
- Do you think it would be better for the author to have included various graphics?

Minilesson

FOCUS ON STRATEGIES Simple graphics, such as pictures, help readers find and gain information. Graphics can tell readers more information about the topic and important ideas.

- Use graphics to help you follow steps in procedural text.
- Look at graphics to learn topic details that may not be written in words.
- Use graphics to help you understand important ideas in a text.

MODEL AND PRACTICE Have students turn to p. 192 in the *Student Interactive*. Say: *I see that this page has a graphic, or picture. I wonder what I can learn from this graphic. Let's read the text. It says to draw the streets near your home. When I look at the graphic, I notice that there are blue lines. Those are the streets. This graphic helps me learn information about making a map.* Guide students to share other things they can learn from this graphic. Then have them go back to the Close Read notes on pp. 193 and 195, and underline the words that name what is in the graphic.

ELL Targeted Support Using Graphics Authors use graphics to show information in a visual way.

Display a graphic. Prompt students to describe what they see and what they can learn from just looking at the graphics. **EMERGING/DEVELOPING**

Display a graphic and read aloud any accompanying text. Ask students to make connections between the graphic and the text. Say: *The text says _____. How does the graphic show that?* **EXPANDING/BRIDGING**



EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“The Reading and Writing Workshop is an opportunity to develop literacy skills in a way that benefits both reading development and writing development. Students become more literate when they have purposeful practice in literacy activities—reading, writing, and interacting with a range of print. In an effective workshop class, students engage in reading and writing, not just listen to instruction about how to read and write. The prominent activity should be students practicing.”

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

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for finding and using simple graphics to understand a text.

OPTION 1 MyTURN Have students complete p. 200 in the *Student Interactive*.

OPTION 2 Use Independent Text Ask students to use sticky notes to indicate the graphics that help them find and learn information in their independent texts.

QUICK CHECK

Notice and Assess Can students find and use the graphics to understand text?

Decide

- **If students struggle**, revisit the instruction for finding graphics in Small Group on pp. T290–T291.
- **If students show understanding**, extend the instruction for finding graphics in Small Group on pp. T290–T291.

STUDENT INTERACTIVE, p. 200

CLOSE READ **Read Together**

Find Graphics

Graphics, such as pictures, help readers find or learn information. The pictures in a text can give more information about the topic and important ideas.

MYTURN Write the word that names each part of the map. Look back at the text.

house park

street pond

200

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Read Like a Writer, Write for a Reader

OBJECTIVES

Analyze and apply author's craft purposefully in order to develop his or her own products and performances.

Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.

ELL Access

Visual Support Tell students that they can use pictures or illustrations found in the text to help them better understand the words an author chooses.

Word Choice

Minilesson

FOCUS ON STRATEGIES When authors write a procedure, they use words that help readers understand how to do steps in the right order.

- Words like *first*, *next*, *then*, and *last* help the reader follow the steps.

MODEL AND PRACTICE Use the example from *Making a Map* on p. 204 in the *Student Interactive* to show students how authors choose words to show the order of steps. Say: *These sentences tell how to follow a procedure. The sentence, **First, list some places you go,** tells you how to start. The word **first** is a clue that tells you how to begin.* Read the other two sentences and ask students to identify the words that give the reader clues about when to do each step. Have students tell the steps in a procedure that they know how to do. Remind them to produce complete sentences.

Handwriting

OBJECTIVE

Develop handwriting by printing words, sentences, and answers legibly leaving appropriate spaces between words.

Letters *l*

FOCUS Display uppercase *l* and lowercase *i*.

MODEL Model how to write uppercase *l* using correct letter formation and slant. Have students practice writing the letter in the air with their fingers. Then repeat with lowercase *i*.



ASSESS UNDERSTANDING

Apply

My TURN Have students complete the exercise at the bottom of p. 204 in the *Student Interactive* to create a procedural text.

STUDENT INTERACTIVE, p. 204

AUTHOR'S CRAFT

Read Like a Writer, Write for a Reader

Authors choose words in a procedural text to help readers understand the steps.

First, list some places you go. **Next**, color the places. **Last**, make a key.

The author uses these words to show the steps in order.

MY TURN Write sentences that tell how to make or do something. Use words that tell the steps in order. **Possible response:**

First, I get up. Next,

I brush my teeth.

Last, I get dressed.

204

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Writing Workshop

Have students think about words they will use to help readers follow along in their Writing Workshop texts. During conferences, support students' writing by helping them find opportunities to meaningfully include appropriate words in their writing that help readers understand the steps.

PRACTICE Have students use *Handwriting* p. 28 in the *Resource Download Center* to practice writing uppercase and lowercase *li*.

Name _____

Handwriting

Letters li

Where do you start uppercase letter I? What do you do next? How do you finish the letter?

MY TURN Trace the letters.

MY TURN Write the uppercase letter I below.

Where do you start lowercase letter i? What do you do next? How do you finish the letter?

MY TURN Trace the letters.

MY TURN Write the lowercase letter i below.

Grade 1 • Unit 1 • Week 5

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Handwriting, p. 28

Use the  **QUICK CHECK** on p. T287 to determine small group instruction.

Teacher-Led Options

Strategy Group

FIND GRAPHICS

Teaching Point As you read a text, you will often see different kinds of graphics. Pictures are a type of graphic. What kind of information can you learn from looking at a picture? Refer to the graphic on p. 196 in the *Student Interactive*. Ask: What can you learn when you look at this graphic? I can learn what buildings look like when they are drawn on a map.

ELL Targeted Support

Tell students that they can often use graphics to help them better understand what they are reading. Have students refer back to *Making a Map*.

Have students find a graphic in the text and tell one thing they notice. Prompt them to describe as much as they can. **EMERGING**

Ask students to find a graphic in the text and explain how the graphic fits in the text. Ask: How does this graphic help explain the information you read? **DEVELOPING**

Have students share a short set of directions and include a graphic that helps explain the steps. **EXPANDING/BRIDGING**



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

Intervention Activity

INFORMATIONAL, PROCEDURAL, AND PERSUASIVE TEXTS

Use Lesson 49 in the *myFocus Intervention Teacher's Guide* for instruction on informational text.

LEVEL B • READ

Lesson 49 Recognize Types of Text: Informational, Procedural, and Persuasive Texts


DIRECTIONS Follow along as your teacher reads aloud each passage. Look at the pictures.

A Secret Note

Do you want to make some invisible ink? Here is how to do it. You have to get some things. Then, look at the directions. You have to do the steps in order.

What You Need

- half a lemon
- water
- a spoon
- a bowl
- a cotton swab
- white paper
- a lamp



Directions

1. Put some lemon juice into the bowl. Put in one or two drops of water.
2. Mix the water and the juice with a spoon.
3. Then take the cotton swab. Dip it in the mix. Write a note on the white paper.
4. Let the juice dry so you do not see it. There is no note! But you can find out if it is there.
5. When it is time to show the note, set the paper under the lamp. The lamp is hot. It can get the paper hot. Soon, you will see the note.

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Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with expression.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

FIND GRAPHICS

Talk About Independent Reading Have students look back at the sticky notes they placed in their independent texts. Ask them to share why they marked the graphics they did.

Possible Conference Prompts

- How do the graphics explain the text on the page?
- What kind of information do the graphics provide?

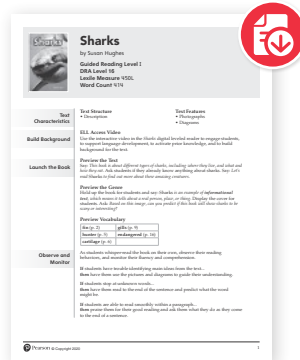
Possible Teaching Point A graphic can often clarify what you have already read. Sometimes, though, it helps to look at a graphic before you read.

Leveled Readers



FIND GRAPHICS

- For suggested titles, see “Matching Texts to Learning,” pp. T266–T267.
- For instructional support on how to find graphics that explain or clarify text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask one or two students to share a graphic that helped them better understand the text. Have them explain what they learned from the graphic.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Making a Map* or another text they have read.
- read a self-selected trade book or their Book Club text.
- support their partner in retelling an independent text.

Centers



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

Literacy Activities



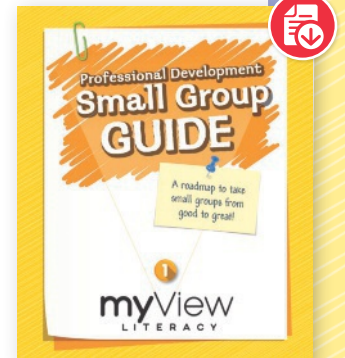
Students can

- choose a passage from the text and, with a partner, take turns reading the passage with appropriate rate.
- play the myView games.
- complete a list of short *u* words from their independent reading books.

SUPPORT INDEPENDENT READING

Prompt students to find texts that they enjoy reading by choosing books about topics they like.

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



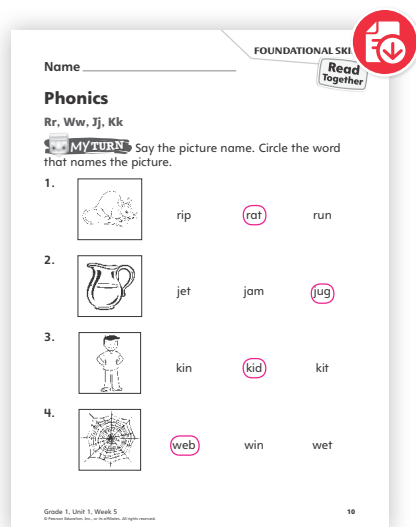
Word Work

OBJECTIVE

Decode words in isolation and in context by applying common letter sound correspondences.

ADDITIONAL PRACTICE

For additional student practice with decoding and writing words with *r*, *w*, *j*, and *k*, use *Phonics* p. 10 from the *Resource Download Center*.



Phonics, p. 10

Phonics: Decode and Write Words with Consonants *Rr*, *Ww*, *Jj*, *Kk*

Minilesson

FOCUS Write the letters *r*, *w*, *j*, and *k* on the board. Review the sound-spellings for /r/ spelled *r*, /w/ spelled *w*, /j/ spelled *j*, and /k/ spelled *k*.

MODEL AND PRACTICE Write the word *wag*. Say: *Listen as I say the sounds slowly: /w/ (pause) /a/ (pause) /g/. How many sounds can you hear in wag? Yes, we hear three sounds.* Draw three empty boxes. Next, model how to write the letters for each sound. Say: *What letter spells the sound /w/? Write w in the first box. Continue with the a and g.* Then say: *How many letters did we write? Correct, three letters, three sounds, three boxes.* Now slowly slide your finger under the boxes and blend the sounds to read the word. Then say the word more quickly. Have students practice blending and reading the word with you. Repeat with the words *rug*, *jet*, and *kid*.

TURN, TALK, AND SHARE Have partners decode the words at the top of p. 181 in the *Student Interactive*.

ELL Targeted Support Distinguish Sounds Help students pronounce the /r/ and /l/ sounds.

Review the beginning sounds of /r/ and /l/ and have students repeat after you. Then practice the sounds using minimal pairs such as *rag/lag*, *rap/lap*, and *red/led*. **EMERGING**

Have student pairs take turns reading these sentences aloud: *We lug the red rock up the hill. I look left and right before I cross the street.* Monitor students for correct pronunciation. **DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 My TURN Have students complete the rest of p. 181 and p. 182 in the *Student Interactive*.

OPTION 2 Independent Activity Ask students to make a list of words they know that begin with the consonants *r*, *w*, *j*, and *k*. Then have them draw a picture of one of their words. If time allows, they can draw pictures for more words they wrote.

QUICK CHECK

Notice and Assess Are students able to decode and write words with the consonants *r*, *w*, *j*, and *k*?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T298–T299.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T298–T299.

STUDENT INTERACTIVE, p. 181

FOUNDATIONAL SKILLS

Read Together

Rr, Ww, Jj, Kk

TURN and TALK Decode these words with a partner.

	rag	rat	rug
	web	wag	wet
	jet	jug	Jan
	Ken	kit	kid

MY TURN Write the letter *r*, *w*, *j*, or *k* to finish the words. Then read the sentences.

- Kim will **jog**.
- Wes **will** **run**.
- Can **Kim** win?

181

STUDENT INTERACTIVE, p. 182

PHONICS

Read Together

Rr, Ww, Jj, Kk

MY TURN Write the word that completes each sentence.

Think about the sounds the letters spell.

- We sit on the **rug**.
- I see a big **web**.

MY TURN Write a sentence that includes words with *r*, *w*, *j*, or *k*. **Possible response:**

The kid ran by the jet.

182

Decodable Story

OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

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

Identify and read common high-frequency words.

ELL Access

Use the decodable story to help students practice the sound/symbol relationships for the initial sound /j/ spelled *j*. Spanish speakers may have a more difficult time with this sound and might pronounce it /h/ or /y/. Monitor students' pronunciation as they read.

Read *Three Will Run*

FOCUS Have students turn to p. 183 in the *Student Interactive*. We are going to read a story about three people named *Ken, Kim, and Jeff*. What sounds do you hear at the beginning of those names? Yes, /k/ and /j/. We will also read words with the sound /u/ and letters *r* and *w* in our story.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *as, he, three, to, with*. Tell students that they will practice reading these words in the story *Three Will Run*.

STUDENT INTERACTIVE, p. 183

DECODABLE STORY


FOUNDATIONAL SKILLS

Three Will Run

Ken will jog with Kim.

He will jog with Jeff.

The three like to run.



AUDIO
Audio with
Highlighting

ANNOTATE

Read the story. Underline the three words with the **j** sound.

Highlight the two words that begin with the **k** sound spelled **k**.

183



READ 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.

Call students' attention to the title on p. 183. *I see the letter r in the word Run.* *What sound does the letter r spell?* (/r/) Have students decode the word *Run*. Then have them identify words with the sound /k/ spelled *k* on p. 183 and highlight them. Next, have students identify words with the sound /j/ spelled *j* and underline them.

Have students turn to p. 184. *Which words have the sound /w/?* Students should supply the words *will* and *wet*. *Which letter spells the sound /w/ in will and wet?* Students should say the sound /w/ is spelled with the letter *w*. Have them highlight the words.

Have students turn to p. 185. *Which words have the sound /u/?* Students should supply the words *but* and *fun*. *Which letter spells the sound /u/ in but and fun?* Students should say the short *u* sound is spelled with the letter *u*. Have them underline the words.

STUDENT INTERACTIVE, pp. 184–185



DECODABLE STORY

FOUNDATIONAL SKILLS

They jog in the sun.
They **will** get red.
They jog in the mud.
They **will** get **wet**.



Highlight the three words with the **w** sound.

184

But the three jog to the top.
They have fun as they jog.



Underline the two words with the short **u** sound.

185

Correct and Confirm Predictions



OBJECTIVE

Make, correct, or confirm predictions using text features, characteristics of genre, and structures with adult assistance.

ACADEMIC VOCABULARY

Integrate As you discuss the text during the Close Read, model using the Academic Vocabulary words. You can also use other words that have been generated this week:

- Why do you think there are **various** predictions about the text?
- What **type** of details will help you confirm your prediction?

Minilesson

FOCUS ON STRATEGIES Readers make predictions about a text using text features and what they already know. Readers can use text features to correct, or adjust, their predictions. When they confirm a prediction, they decide if their prediction matches the text features.

- Look at the text features as you read.
- Think about whether you need to change or confirm your prediction based on the text features.

MODEL AND PRACTICE Use the selection *Look Both Ways!* on pp. 111–119 in the *Student Interactive*. Say: **When I first read this title, I predicted that the text would be about looking at things around you. As I started reading, I corrected, or changed, my prediction using text features. The pictures made me think the text is about crossing the street. Once I finished the text, I could confirm that my corrected prediction matched the text features. This text is about crossing the street safely.** Have students complete the Close Read note on p. 191 in the *Student Interactive*. Assist students with correcting or confirming the prediction they made.

ELL Targeted Support Predictions Active readers make and confirm or adjust predictions as they read a text. They combine information they learn with what they already know.

Guide students to make predictions about a book they have not read based on illustrations, the title, and the beginning paragraph. **EMERGING**

Have students make a prediction about a classroom text based on the cover illustration, the title, and a few lines of text. Have them explain why they made the prediction they did. Then have them find text evidence that supports a change or confirmation of their prediction. **DEVELOPING**

Have student pairs draw their own images based on a text. Have them swap images and make predictions based on the drawing. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for correcting and confirming predictions.

OPTION 1 MyTURN Have students complete the activity on p. 201 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students discuss with a partner how they made, confirmed, or adjusted predictions in the text they are reading.

✓ QUICK CHECK

Notice and Assess Can students correct and confirm predictions about a text?

Decide

- **If students struggle**, revisit instruction for correcting and confirming predictions in Small Group on pp. T300–T301.
- **If students show understanding**, extend instruction for correcting and confirming predictions in Small Group on pp. T300–T301.

STUDENT INTERACTIVE, p. 201

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. The main title is 'Correct and Confirm Predictions' in blue. Below the title, there is a paragraph: 'A prediction tells what you think will happen next. You can use text features to correct, or change, your prediction. After you read, you can confirm if your prediction was right.' This is followed by a 'MYTURN' icon (a person with a speech bubble) and the text: 'Think about your prediction. Look back at the text. Draw what made you change your prediction.' Below this, there is a pink text box that says 'Possible drawing could show a map.' At the bottom, there is a question: 'Was your prediction correct?' with 'Yes' and 'No' as options. In the bottom right corner, there is a green circle with the number '201'. On the left side, there is a small vertical copyright notice: 'Copyright © SAVVAS Learning Company LLC. All Rights Reserved.'

Use the  **QUICK CHECK** on p. T293 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

r/r/, w/w/, j/j/, k/k/

Sound-Spelling Cards Call students' attention to the images on Sound-Spelling Cards 12 (jacket), 13 (kite), 20 (rocket), and 26 (waterfall).

Say: *The letter j in jacket spells the sound /j/. The k in kite spells the sound /k/. The word rocket begins with /r/. This sound can be spelled with the letter r. The letter w in waterfall spells the sound /w/.*



Display the words *wall*, *kit*, *jam*, and *rat*. Read the words slowly, segmenting the individual sounds as you say each word. Have students repeat each word after you read it. Ask them to identify the letters that spell the sounds /r/, /w/, /j/, and /k/.

ELL Targeted Support

Explain to students that they can correct their mistakes when speaking. They can go back to say a word correctly, or they can ask others how to say a word. Provide grade-level texts for students to read aloud.

Model for students how to self-correct as you are reading aloud. **EMERGING/DEVELOPING**

Have students monitor their own speech and self-correct. Prompt them to identify a word they may have pronounced incorrectly. **EXPANDING/BRIDGING**



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

Intervention Activity

DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • MODEL AND TEACH

Lesson 14 Decode Regularly Spelled VC and CVC Words

INTRODUCE Today we will listen to the sounds in short words and learn to recognize the letters that make the sounds. If I say the word *up*, the first sound I hear is /*u*/. The second sound I hear is /*p*/. Many words use the same sounds and letters. Knowing letters and their sounds helps us read familiar and new words. It can also help us spell familiar and new words.


MODEL Display and read "Who Is Up?" from Student Page S95. Connect the /*u*/ and /*p*/ sounds to the letters. Hold up a letter *u* card. Point to *u* and say the sound. Hold up a letter *p* card. Point to *p* and say the sound. These sounds combine to make the word *up*. I see this word in the poem. Circle *up* in the title. Point to *up* and say the sounds and word: /*u*/ /*p*/. *Up*.

OBJECTIVES:

- Segment and blend one-syllable VC words.
- Segment and blend one-syllable CVC words.
- Connect the sounds to the letters in VC and CVC words.
- Spell regular VC and CVC words.

Who Is Up?

Who is up?
The sleepy pup.
Yip, yip, yip.
The sleepy pup
Is up!



TEACH Use the model to further teach the skill in context. We have learned the word *up* in this poem. I will say the sounds and the word. Then we will say them together. Point to *up* in the title. Say it with me: /*u*/ /*p*/. /*u*/ /*p*/. Say it with me: *up*. Repeat with *up* in lines 1 and 5.

But who is up? Prompt for *pup*. Yes! The pup is up. *Pup* has the same sounds as *up*. The first sound I hear is /*p*/. Say it with me: /*p*/. The next sound I hear is /*u*/. Say it with me: /*u*/. The last sound I hear is /*p*/. Say it with me: /*p*/. When I combine the sounds, I get *pup*. Say it with me: *pup*. Circle and say the sounds and words for each instance of *pup*. Have students say each sound and word after you do.

Point to the word *up* again. Look at the order of the letters: *u, p*. The order of the letters matches the order of the sounds. When you hear a word, you can spell it by listening to the sounds in the word. Say the word *lap* and display the letters *a, l*, and *p*. Listen to the sounds in the word *lap*: /*l*/ /*a*/ /*p*/. I hear /*l*/ first, so I put the *l* at the beginning. I heard /*a*/ next, so I put the *a* next. Last, I hear /*p*/. so I put the *p* last. *L-a-p*. That's how I spell *lap*.

Phonological Awareness T • 95

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–13.



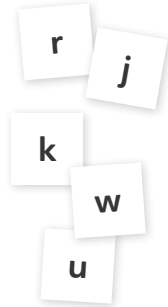
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Distribute Letter Tiles. Have students build and then read CVC words with beginning sound /r/ spelled *r*, /j/ spelled *j*, /k/ spelled *k*, and /w/ spelled *w*. Possible responses: *jug, rug, ran, rig, jig, kid, kit, red, wig, wag, rag*.



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

Decodable Readers



When students read the Decodable Reader *Get Fit!*, they can demonstrate their skills reading words with the sound /r/ spelled *r*, /j/ spelled *j*, /k/ spelled *k*, and /w/ spelled *w* and high-frequency words.

Centers



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

Decodable Reader

Get Fit!
Written by Elaine Long

Decodable Reader
10

Consonants /j/	Consonant /j/	Short e
lat	jam	get
Consonant r	jig	jen
Red	rim	Ken
Consonant w	Rob	Red
Wes	wet	Wes
	Kit	wet

High-Frequency Words

a	is	we
do	the	with

73

Rob will jog with Red.
Get fit!

74

Jen will hop a lot.
Get fit!

75

Wes will do a jig.
Get fit!

76

Kit will hit the rim.
Get fit!

77

Ken is on a mat.
Get fit!

78

It can get hot.
We will get wet.

79

We will get fit.

80

Use the  **QUICK CHECK** on p. T297 to determine small group instruction.

Teacher-Led Options

Strategy Group

CORRECT AND CONFIRM PREDICTIONS

Teaching Point A prediction is guessing what will happen in a text. You can make predictions about a text by reading the title, looking at the pictures, or reading a few lines of the text. As you read, confirm or change your predictions based on text evidence you find as you continue to read.

ELL Targeted Support

Support students in making, correcting, and confirming a prediction based on a new informational text. Display the cover of an informational text. Ask students to make a prediction. Then read a page or two and have students either confirm or correct their prediction.

Have students draw and label a picture of their prediction. Then ask them to share with the group. **EMERGING**

Have students make a prediction about the text. Ask them to point out the text evidence they used to make their prediction. **DEVELOPING**

Have partners make a prediction and then read the text to determine whether they can confirm it. Have them share the text evidence with the group. **EXPANDING/BRIDGING**



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

Intervention Activity



MAKE, CORRECT, OR CONFIRM PREDICTIONS

Use Lesson 43 in the *myFocus Intervention Teacher's Guide* for instruction on making, correcting, and confirming predictions.

LEVEL B • READ

Lesson 43 Make, Correct, or Confirm Predictions

DIRECTIONS Look at the title and think what this story might be about. Then follow along as your teacher reads aloud "Ready to March."

Ready to March

Jade got paper. Where were her crayons? She could not find them. So she got her markers.

Jade had one day to finish, but the picture had to look good. She made a picture of a dog. She wrote "Dog Club" at the top of the paper.


"Look at my sign, Mom," said Jade. "It is ready for tomorrow."

"I see," said Mom. "But the sign is too little. No one will be able to see it."

Jade did not have time to make a big, new sign. She thought about it. Then she said, "Mom, you had to make a big sign for your job."

"That is right. I did," Mom said.

Then Mom said, "I can help you." She went to her office. She made a big, big copy of Jade's sign.



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Fluency

Assess 2–4 students



PROSODY

Have students practice reading aloud in pairs until they can read the passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

CORRECT AND CONFIRM PREDICTIONS

Talk About Independent Reading Ask students to share predictions they made about their text. Have them describe how they corrected or confirmed their prediction.

Possible Conference Prompts

- What kinds of clues can you use to make a prediction about a text?
- When you find new clues about the text, can you change your prediction? Why?
- How can you confirm your prediction?

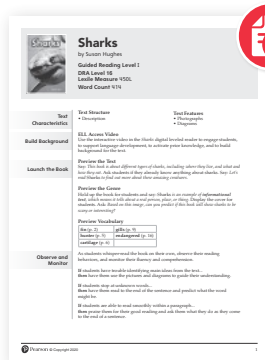
Possible Teaching Point Some clues are better than others at helping you make predictions. For example, titles may tell you something about the main idea of a text, but the name of the author tells you only who wrote the text.

Leveled Readers



CORRECT AND CONFIRM PREDICTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T266–T267.
- For instructional support on how to make, correct, and confirm predictions, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask one or two students to share their predictions about texts that they read and share whether or not they confirmed or adjusted their predictions.

Independent/Collaborative

Independent Reading



Students can

- choose a trade book or Book Club text to read.
- reread a text they have already read.
- practice reading out loud with a partner.

Centers



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

Literacy Activities



Students can

- complete the My Turn activity on p. 201 in the *Student Interactive*.
- play myView games.
- practice predicting what a book is going to be about based on the title and illustrations.
- work on their picture book of short *u* words.

SUPPORT INDEPENDENT READING

It is important to encourage readers to challenge themselves with new texts during independent reading time. If they struggle with the text, provide guidance on how to use good reading strategies.

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, including initial and/or final consonant blends.

Isolate and pronounce initial, medial vowel, and final sounds in spoken single-syllable words.

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

Decode words in isolation and in context by applying common letter sound correspondences.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 17 from the *Resource Download Center*.

My Words to Know, p. 17

Phonological Awareness: Segment and Blend Phonemes

MODEL Display the *tub* Picture Card. Say: This is a picture of a tub: /t/ /u/ /b/. What is the middle sound in *tub*? It is the sound /u/, right? Now I will say a word, and you will say each sound in the word. Ready? Display the *jet* Picture Card. This is a picture of a jet. Call on a student volunteer to say the sounds in *jet*. Yes, the sounds in *jet* are /j/ /e/ /t/. What sound does *jet* begin with? (/j/) Correct and model as needed.

PRACTICE Say the following words and have students segment and blend the phonemes: *rat*, *Ken*, *win*. Ask students what sound they hear at the beginning of each word. Then ask them to identify the medial and final sounds in each word.

Phonics: Spiral Review Ee /e/, Dd /d/, Ll /l/, Hh /h/

Minilesson

FOCUS Display the Sound-Spelling Cards 6 (*elephant*), 5 (*dime*), 14 (*ladder*), and 10 (*helicopter*) for *Ee*, *Dd*, *Ll*, and *Hh*. Have students name each letter as you point to it. Then review the sound for each letter by pointing to each letter as you say the sound. Ask: What is the picture name on the card? What letter spells the first sound in the picture name? Continue with each card.

MODEL AND PRACTICE Write each of the words listed below. Point to a word and have students read it. Provide clues about words and ask students to read or point to the words that answer the clue. For example, ask: Which word begins with the same sound as *rug*?

bed kit rip jet wet dug hug



ELL Targeted Strategies Connect Words As students begin to master the relationships between sounds and letters, present opportunities for them to write the words that are created from specific sounds. Using cloze sentences enables students to see words as being more than just connected sounds and as having meaning.

Create a sentence that has a missing word. Ensure that the missing word is one that students have experienced during this or a previous lesson. Use the following sentence: *The game is _____. (fun)* Have students tell you the missing word. **EMERGING**

Write the following sentence on the board: *We use a _____ to drink.* Model your thinking as to how you would solve for the missing word. Have students write a word that they believe will correctly fill in the blank. Read the sentence using the words that students have chosen. Discuss those choices, how they are written and said, and if their meaning makes sense to complete the sentence. **DEVELOPING**

For advanced students, use more complex sentences where more than one word is needed. Be sure to focus on the context of the sentence, making connections between what is said in a sentence to possible answer choices. For example, *On a farm you might find a _____ or a _____. (pig, cat, rat, dog, cow) I put trash in a _____ (can, bag) A _____ (dog, cat) is a pet, but a _____ (rat, hen) is not.* **EXPANDING**

HIGH-FREQUENCY WORDS



Give students a list of this week's high-frequency words: *as, he, to, with, three*. Have students work with a partner.

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

Students then switch order and repeat for each word.

Reflect and Share



OBJECTIVE

Write brief comments on literary or informational texts.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about the weekly question and unit theme.

- Why do people settle in different neighborhoods?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Tell students that writing brief, or short, comments about texts can help them organize their thoughts and ideas about what they have read. When writing brief comments, they should

- use examples and details from the text.
- make connections to other texts.
- think about what they have read and share their thoughts in their own words.

MODEL AND PRACTICE Model writing comments about sources using the Write to Sources prompt on p. 202 in the *Student Interactive*. *I see that I will be comparing two sources. First, I should make sure I have read both sources, or texts. Next, I'll take notes. I will want to write my ideas as I go. I'll record ways the sources are the same and ways they are different. I can already see one way these texts are alike. They both tell information about neighborhoods. I will start my writing with that brief, or short, comment: Both informational texts tell about neighborhoods.*

ELL Targeted Support Taking Notes Explain that students can use cards, notebooks or sticky notes to take notes about a text. Read aloud the Write to Sources prompt. Tell students at each level what they will be doing before you read the selections, “Kinds of Neighborhoods” and *Making a Map*.

Have students use sticky notes to identify important elements in the selections. Then have them draw an image for each selection. **EMERGING**

Have students list the key phrases and write one word or phrase that helps them remember what each selection is about. Ask them to share and compare their words with a partner. **DEVELOPING**

Have students share their notes with a partner. Then have them read a section of text to a partner while the partner takes notes. Tell them to take turns and compare notes. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for writing comments to compare texts.

OPTION 1 Use the Shared Read Have students use text evidence from the two texts in the prompt to write about similarities and differences.

OPTION 2 Use Independent Text Prompt students to use text evidence to make a Venn diagram showing the similarities and differences between two independent reading texts.

QUICK CHECK

Notice and Assess Can students compare texts by writing comments?

Decide

- **If students struggle**, revisit instruction for writing comments in Small Group on pp. T306–T307.
- **If students show understanding**, extend instruction for writing comments in Small Group on pp. T306–T307.

WEEKLY QUESTION Have students use the examples from the texts they have read this week to respond to the Weekly Question. Have them talk about it in small groups.

STUDENT INTERACTIVE, p. 202


RESPOND TO TEXT

Read Together

Reflect and Share

Write to Sources

Think about the texts *Kinds of Neighborhoods* and *Making a Map*. On a separate sheet of paper, write brief comments about what you learned from each text. How are these informational texts alike? How are they different?



Compare and Contrast

When writing about texts, you can compare and contrast the topics and information. You should:

- Use text evidence, or examples, from both texts.
- Explain how the examples are alike and different.

Weekly Question

What does a neighborhood look like?

202

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Use the  **QUICK CHECK** on p. T305 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Today I want to remind you that writing about texts can help you organize your thoughts and ideas about what you read. Comparing texts helps you see what is important about each text. Look back at *Making a Map* and “Kinds of Neighborhoods” to compare what is important in the pictures.

ELL Targeted Support

Suggest that students practice focusing on one text at a time before comparing them.

Have student pairs talk about details from one text using key words or phrases. Together, have them compare what is similar or different about them. **EMERGING**

Have students talk about what one text is mostly about. Then have them switch focus and talk about what the other is mostly about. Have them discuss how the texts are similar. **DEVELOPING**

Have student pairs first discuss how the two texts are similar and different. Then have them share their findings with the class. **EXPANDING/
BRIDGING**



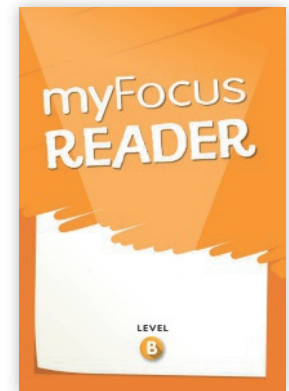
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread the text on pp. 14–15 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of what neighborhoods look like and encourages them to use the Academic Vocabulary words.



On-Level and Advanced



INQUIRY

Help students organize their findings on neighborhoods and share the information with others. Choose a format for displaying the information that makes sharing easy.

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

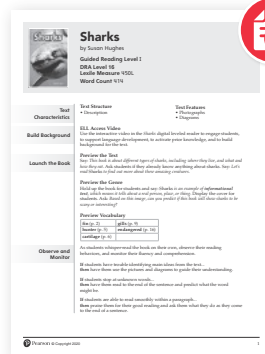
See *Extension Activities* pp. 62–66 in the *Resource Download Center*.

**Conferring**3 students/3–4 minutes
per conference**COMPARE TEXTS****Talk About Independent Reading** Ask students to discuss their Venn diagrams.**Possible Conference Prompts**

- How are the two texts alike and different?
- How did you find text evidence?
- How does the Venn diagram help you compare the texts?

Possible Teaching Point Readers can think about other texts they have read to make connections and comparisons to a text they are reading now.**Leveled Readers****COMPARE TEXTS**

- For suggested titles, see “Matching Texts to Learning,” pp. T266–T267.
- For instructional support on how to make connections between two texts, see the *Leveled Reader Teacher’s Guide*.

**Whole Group****Share** Bring the class back together and invite one or two students to share connections they made across texts. Have them share the comments they wrote about the two texts.**Independent/Collaborative****Independent Reading**

Students can

- reread or listen to *Making a Map* with a partner.
- choose a new text to read.
- reread or listen to their leveled reader.
- practice reading aloud with a partner.

CentersSee the myView Literacy Stations in the *Resource Download Center*.**Literacy Activities**

Students can

- write or draw in their notebooks in response to the Weekly Question.
- play the myView games.
- complete an activity from the *Resource Download Center*.
- talk with a partner about the similarities and differences between their self-selected texts.

BOOK CLUB

See Book Club, pp. T470–T473, for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.

Resources

Stacks of Mentor Texts

Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
 - ▶ write in different genres and styles.
 - ▶ apply writing conventions.



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.)



Conference Routine



Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.

Writing Assessment

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).

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: Launching Writing Workshop

UNIT
1

LAUNCHING WRITING WORKSHOP

Students will

- learn how authors write
- become familiar with Writing Club
- read books of various genres
- write in genres of their choice

UNIT
4

NARRATIVE: PERSONAL NARRATIVE

Students will

- learn characteristics of personal narratives and read them
- understand the role of the narrator
- focus on the sequence of events
- write personal narratives

UNIT
2

INFORMATIONAL TEXT: INFORMATIONAL BOOK

Students will

- learn characteristics of informational books and read them
- learn how to write a main idea and add details
- use correct capitalization and subject-verb agreement
- write informational books

UNIT
5

INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- learn characteristics of procedural texts and read them
- write instructions and create simple graphics
- write how-to books

UNIT
3

POETRY: POEMS

Students will

- learn characteristics of poetry and read poems
- study how poets use sensory language and imagery
- use pronouns and adverbs correctly
- write poetry



BONUS!

OPINION WRITING: OPINION BOOK

Students will

- identify topics, opinions, and reasons in persuasive texts
- learn how to introduce a topic and state an opinion
- use conjunctions accurately
- write opinion books

FAST TRACK

Your Writing Workshop for Standards Success

UNIT
1

LAUNCHING WRITING WORKSHOP

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• Apply Meet the Author• Apply What Good Writers Do• Writing Club: Overview
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Apply Where Authors Get Ideas• Apply Digital Tools We Can Use• Digital Tools We Can Use Together
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Apply Features of a Fiction Book• Apply Features of a Nonfiction Book• Making and Responding to Suggestions
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Apply Adding Details to Illustrations• Apply Adding Details to Words• Asking and Answering Questions
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Choose a Book to Publish• How to Celebrate• Assessment

Weekly Overview

Students will be introduced to Writing Workshop.

They will:

- learn who an author is.
- understand what good authors do when they write.
- learn about what they will do in their Writing Clubs.

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
MINILESSON 5–10 min.	Explore Meet the Author T318	Apply Meet the Author T322	Explore What Good Writers Do T326
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T319	Independent Writing and Conferences T323	Independent Writing and Conferences T327
SHARE BACK FOCUS 5–10 min.	What Is an Author? T319	The Student as the Author T323	Being a Good Writer T327
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T320 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Review: Nouns T321 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach Spell Words with Short a T324 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Nouns T325 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T328 <ul style="list-style-type: none"> • Language & Conventions Teach Nouns T329



Mentor STACK



- *Ralph Tells a Story* by Abby Hanlon
- *Places in My Neighborhood* by Shelly Lyons
- *Lots and Lots of Zebra Stripes: Patterns in Nature* by Stephen Swinburne
- *How to Babysit a Grandpa* by Jean Reagan
- *Zin! Zin! Zin! A Violin* by Lloyd Moss

Use the following criteria to add to your stack:

- The length of the text is approximately the same length as the students' writing should be.
- Author background is provided.
- Various genres are represented.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK

LESSON 4

FAST TRACK

LESSON 5

Apply What Good Writers Do T330	Writing Club: Overview T334
Independent Writing and Conferences T331	Writing Club and Conferences T334–T335
Some Techniques of Good Writing T331	How to Act in Writing Club T334
<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Review T332 • Language & Conventions Practice Nouns T333 	<ul style="list-style-type: none"> • Spelling Assess Understanding T336 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T337

ADDITIONAL RESOURCES

<p>MINILESSON</p> <p>5–10 min.</p>	Supplies	Organization
<p>INDEPENDENT WRITING AND CONFERENCES</p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p>SHARE BACK FOCUS</p> <p>5–10 min.</p>	List of Supplies	Important Ideas
 <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 who an author is and the different practices of good writers. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Genre Immersion Lessons

If students need additional support,


 **Then** choose several books from the stack. Ask: Where can we find the name of the author?

If students show understanding,

Then say: Tell me about an idea you have for a book.

What Good Writers Do

If students need additional support,


 **Then** ask: What makes someone a good writer? What are some things good writers do?

If students show understanding,

Then ask: What do you think is the most important thing a good writer does?

Writing Club: Overview

If students need additional support,

 **Then** ask: Why would authors share their writing with friends?

If students show understanding,

Then ask: What are you most excited to share with your Writing Club?

Conference Support for ELL

EMERGING

- Ask yes/no questions to allow students to identify the author.
- Ask questions with embedded answers about the author.

DEVELOPING

- Use sentence frames about the author for students to complete.
- Model writing short sentences about the student as author.

EXPANDING

- Model a Think Aloud for students telling about one technique a good writer uses.
- Use Guided Writing to help students write a story or sentence. Ask: What are some things a good writer does? In what order does a writer do them?

BRIDGING

- Invite students to read aloud p. 49 in the *Student Interactive* and tell in their own words what a Writing Club is.
- Use Guided Writing to write a sentence or two about how Writing Club can help student authors.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **singular nouns**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness and understanding of author information and techniques. These targeted supports were chosen to help students better communicate their understanding.

Use this note for the minilesson on p. T322.

ELL Targeted Support

APPLY MEET THE AUTHOR

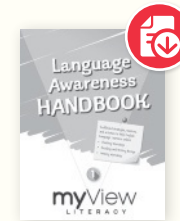
Tell students that responding to questions is a good way to check that they understand a text. Have students follow along as you read aloud a stack text, stopping periodically to ask questions about the topic and author's purpose.

Ask students fact-based questions they can answer by rereading one sentence of the text. They may give one- or two-word responses. **EMERGING**

Ask students to explain or describe something about the author's topic, based on what they have read. **DEVELOPING**

Ask students questions they can answer by identifying a personal experience that relates to the text. **EXPANDING**

Ask students to compare the author's purpose to another text they have read. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T330.

ELL Targeted Support

APPLY WHAT GOOD WRITERS DO

Tell students that you will help them develop the background knowledge needed to comprehend the steps of the writing process. Help students look back at the process good writers follow.

Help students to identify the steps of the process and the order they are in. Point to each step as they read it aloud. **EMERGING**

Help students understand the sequence of steps in the writing process. Read the steps in order once and again with some steps out of order. Have them signal when you have and have not followed the correct sequence. **DEVELOPING**

Help students retell the steps of the writing process and explain why good writers need each step. **EXPANDING**

Have students take turns paraphrasing and explaining the purpose for each step of the writing process. **BRIDGING**

Explore Meet the Author

OBJECTIVE

Demonstrate print awareness by identifying the information that different parts of a book provide.

Minilesson

Mentor **STACK**

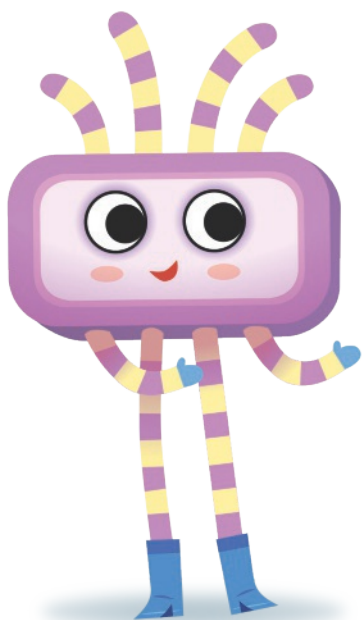
TEACHING POINT An author is a writer. An author writes books. When you read about the author of a book you can learn

- who the author is.
- the author's background.
- interesting facts about why the author wrote the book.

MODEL AND PRACTICE Explain that students will be reading all kinds of books this week. Today they will focus on the authors of those books. Hold up a book from the stack. **Every book we read will have an author. Let's look for the page in this book that tells about the author.** Turn to the author page and read the name of the author. Read any author information given. Ask: **Who is the author of this book? What did you learn about the author?** Remind students that the author is the person who wrote the book. Say: **This year, you will be authors. You will write books just like this author did.**

Read the book aloud. When you finish reading, ask students why they think the author chose to write this book. Point out any connections between the author biography and the content of the author's book.

Hold up one or two more books from the stack and repeat.



Independent Writing

Mentor **STACK**



FOCUS ON AUTHORS

- During independent writing time, students should read additional books from the stack to continue developing their understanding of authors and the books they write.

WRITING SUPPORT

- **Modeled** Choose a stack book and do a Think Aloud to model how to identify the author.
- **Shared** Have students choose a stack book. Prompt students to name the author. Lead a discussion about the author.
- **Guided** Use the stack books to provide explicit instruction on how to find the author of the book and look for specific information.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students show understanding, distribute stapled books for students to write in. Tell students that they can become authors today. They can write in any mode about anything that interests them. Remind students to put their name on the first page. They are the authors!

See the **Conference Prompts** on p. T316.

Share Back

Have a few students share what they have learned about authors.

Spelling Spell Words with Short a

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

am mat
at sat

HIGH-FREQUENCY WORDS

I
see

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with short a and the two high-frequency words.

Spelling Sentences

1. I **am** going to school.
2. Ben **sat** on the chair.
3. I will bring a box.
4. The **mat** is brown.
5. Does he **see** us?
6. Lee will wait **at** the door.

ELL Targeted Support

Spelling Short a As you read aloud the spelling words for students to spell, segment the sounds to emphasize the short a sound. Repeat each word several times to give students practice listening for sounds and writing the corresponding letters. **EMERGING**

Provide students with cloze sentences to complete with the week's spelling words. Suggest that they say the word aloud,

write it in the sentence, and read the word they have written to check that it is spelled correctly. **DEVELOPING**

Ask students to write sentences using the spelling words and use them to quiz one another on the spelling of these short a and high-frequency words. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short a

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short a

FLEXIBLE OPTION

LESSON 4

Review: Spell Words with Short a and m, s, and t

LESSON 5

✓ Assess Understanding



Language & Conventions

Review

FLEXIBLE OPTION

LESSON 1

Review: Nouns

FOCUS Tell students that a noun names a person, animal, place, or thing.

MODEL AND PRACTICE Display this sentence frame for students: *The little ___ has a blue ___ in her ___.* Insert the words *girl, ball, and hand.* As students read the sentence aloud with you, circle the nouns. Then invite volunteers to suggest other nouns to use in the frame and, as a class, write these sentences on the board.

APPLY Have partners create sentences of their own. Ask them to underline the nouns in their sentences.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Edit Writing Review noun usage. Remind students that nouns are naming words. Then display the following sentence starters: *I have a ___.* *We go to the ___.* *Let's find a ___.*

Have students use picture flashcards to practice using nouns. Ask them to name what they see in each picture. Then have partners use the nouns represented on the cards to complete the displayed sentence starters. **EMERGING**

Ask students to write the sentences, using a noun to complete each one. Have them trade with a partner and edit one another's sentences for correct usage and spelling.

DEVELOPING

Ask students to write four of their own sentences, underlining the nouns they use. Have partners trade sentences and edit one another's writing for standard grammar and usage.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

Review: Nouns

FLEXIBLE OPTION

LESSON 2

LESSON 3

LESSON 4

FLEXIBLE OPTION

LESSON 5

Oral Language: Nouns

Teach Nouns

Practice Nouns

Standards Practice

FAST TRACK

Apply Meet the Author

OBJECTIVES

Demonstrate print awareness by identifying the information that different parts of a book provide.

Discuss the author's purpose for writing text.

STUDENT INTERACTIVE, p. 47

LAUNCHING WRITING WORKSHOP **Read Together** WRITING WORKSHOP

I can write a story. **My Learning Goal**

Meet the Author
An **author** is the person who writes a book.

MY TURN Read about the author. Underline the author's name. Highlight the information that tells about the author.

Wes has been writing since he was a kid. He likes to write about animals.

TURN and TALK Talk with a partner about what authors do.

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Minilesson

Mentor STACK

TEACHING POINT Knowing about the author of a book you read can make the book more interesting.

- Authors write books for many different reasons.
- Authors write about what they know and what they like.
- Anyone can be an author.

MODEL AND PRACTICE Remind students that all books have an author. Hold up one book from the stack. Have students practice identifying the author and the kind of information given about the author. Ask: **Based on the title and author information, why do you think the author wrote this book?** Read the book together. Allow students to point out what they notice on each page. When you have finished reading, point out any connections between the author biography and the information the author chose to write in his or her book. Repeat with a second stack text.

Direct students to p. 47 in the *Student Interactive*. Reread the definition of *author*. Read the directions and information about the author together with students. After students underline the author's name and highlight the information, ask: **Who is the author? When did he start writing? What does he like to write about?**

Possible Teaching Point

Writing Process

Prewriting | Questioning

Questioning can help students consider reasons for writing. When students write, have them ask questions such as:

- Do I have a funny or interesting story I would like to tell?
- Do I want to tell others my opinion about something?
- Could I tell about something special I know how to do?

Independent Writing

Mentor **STACK**



FOCUS ON WHAT AN AUTHOR WRITES After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of what an author writes, they should investigate additional books from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack book and do a Think Aloud to model understanding author information.
- **Shared** Have students choose a stack book. Prompt students to identify the author and share information about him or her.
- **Guided** Use the stack books to provide explicit instruction on finding specific information about the author.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing in any genre that interests them in stapled booklets.

See the **Conference Prompts** on p. T316.

Share Back

Have a few students share what they wrote.

Spelling Spell Words with Short a

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

am mat
 at sat

HIGH-FREQUENCY WORDS

I
 see

LESSON 2

Teach

FOCUS Explain that the letter *a* spells the short *a* sound.

MODEL AND PRACTICE Write or display these short *a* words: *tap*, *as*, *Sam*. Say each word aloud. Guide students to point out that the letter *a* spells the short *a* sound in these words.

APPLY My TURN

Have students complete the activity on p. 45 in the *Student Interactive* independently.

The worksheet preview shows the following content:

- Header: SPELLING, Read Together, READING-WRITING BRIDGE
- Title: Spell Short a Words
- Text: The short **a** sound is often spelled **a**.
- Section: MY TURN Read and spell the words.
- Section: Spelling Words (am, at, mat, sat)
- Section: Short a (Handwriting practice for am, at, mat, sat)
- Section: My Words to Know (I, see)
- Character: A blue water drop character.
- Page Number: 45

LESSON 2

Teach Spell Words
 with Short *a*

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Short *a*

FLEXIBLE OPTION
LESSON 4

Review: Spell Words with Short *a* and *m*, *s*, and *t*

LESSON 5

Assess Understanding



Language & Conventions

Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Nouns

FOCUS Remind students that nouns are words that name a person, animal, place, or thing. Answer any questions students may have about nouns.

MODEL AND PRACTICE Write this sentence on the board: *Leila and Dan read a book about a dog.* Read aloud the sentence.

Say: Which words name people? (*Leila, Dan*) Which word names a thing? (*book*) Which word names an animal? (*dog*) All these naming words are nouns. There are three noun groups: people, animals, and things.

APPLY Have students create oral sentences using one or more nouns. Have them identify which word or words in their sentences are nouns.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION
LESSON 2

Oral Language: Nouns

FLEXIBLE OPTION
LESSON 1

Review: Nouns

LESSON 3

Teach Nouns

LESSON 4

Practice Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore What Good Writers Do

OBJECTIVE

Discuss the author's purpose for writing text.

Minilesson

Mentor **STACK**



TEACHING POINT Good writers know and follow steps throughout the writing process. They

- plan what to do before they write.
- write a first draft.
- get help from others to revise and edit their work.

MODEL AND PRACTICE Inform students that they will be exploring different things good writers do to make their writing clear and interesting. Today, they will explore what authors did before they wrote their book and what they did as they wrote.

Select two to three stories from the stack. Read aloud each one. Pause in between to brainstorm ideas about what the author may have done before and during the writing process. Say: **Good writers go through a process when they write.**

- What do you think the author did before writing about this topic?
- What questions do you think the author had while writing this book?
- How do you think the author may have answered these questions?

Possible Teaching Point

Language & Conventions | Nouns

Remind students that a noun is a word that names a person, animal, place, or thing. As you review students' book drafts, check that students are using nouns correctly.

Have students

- circle nouns in their writing
- tell what the noun names (a person, animal, place, or thing)
- draw pictures to match the nouns in their book

Independent Writing

Mentor **STACK**



FOCUS ON WHAT GOOD WRITERS DO

- Good writers sit and write quietly at their desks during Independent Writing time. They pay attention during Share Back.

WRITING SUPPORT

- **Modeled** Choose a stack book and do a Think Aloud to model what the author did before and during writing.
- **Shared** Have students choose a stack book. Prompt students to talk about an author's writing process.
- **Guided** Use the stack books to provide explicit instruction on what specific things the author may have done.

 **Intervention** Refer to the *Small Group Guide* for support.

- If they haven't done so already, have students begin writing their own books. They can write in any genre they choose.

See the **Conference Prompts** on p. T316.

Share Back

Select a few students to share what they wrote in their booklets. Remind students to pay attention as each selected student shares.

Spelling Spell Words with Short a

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

am mat
 at sat

HIGH-FREQUENCY WORDS

I
 see

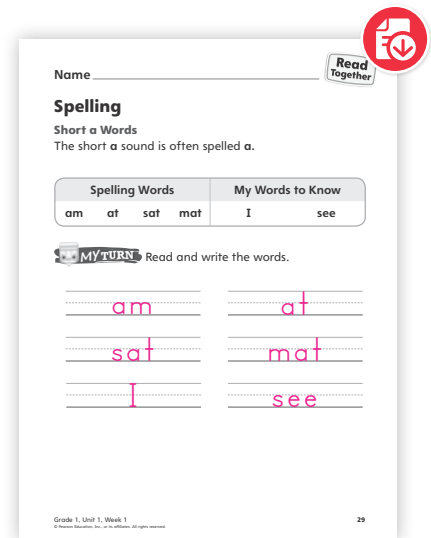
FLEXIBLE OPTION
LESSON 3

Review and More Practice

FOCUS ON STRATEGIES Remind students that the short a sound is spelled with the letter a.

MODEL AND PRACTICE Have students spell the following words as you isolate each phoneme: *mat*, /m/ /a/ /t/; *sat*, /s/ /a/ /t/; *tam*, /t/ /a/ /m/; *am*, /a/ /m/. Ask students to tell what letter spells the short a sound.

APPLY Have students complete *Spelling* p. 29 from the *Resource Download Center*.



FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Short a

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short a

FLEXIBLE OPTION
LESSON 4

Review: Spell Words with Short a and m, s, and t

LESSON 5

✓ Assess Understanding



Language & Conventions

Nouns

LESSON 3

Teach Nouns

FOCUS Explain that a noun is a word that names a person, animal, place, or thing.

MODEL AND PRACTICE To reinforce the instruction on nouns, walk around the classroom and name people and things you see, tagging them with a sticky note as you say the noun. Then give each student five sticky notes and have them take turns saying nouns and tagging five people or things in the classroom.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Edit Writing Review noun usage. Remind students that nouns are naming words. Then display the following sentence starters: *I have a ____.* *We go to the ____.* *Let's find a ____.*

Have students use picture flashcards to practice using nouns. Ask them to name what they see in each picture. Then have partners use the nouns represented on the cards to complete the displayed sentence starters. **EMERGING**

Ask students to write the sentences, using a noun to complete each one. Have them trade with a partner and edit one another's sentences for correct usage and spelling. **DEVELOPING**

Ask students to write four of their own sentences, underlining the nouns they use. Have partners trade sentences and edit one another's writing for standard grammar and usage. **EXPANDING/BRIDGING**

LESSON 3

Teach Nouns

FLEXIBLE OPTION

LESSON 1

Review: Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Nouns

LESSON 4

Practice Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

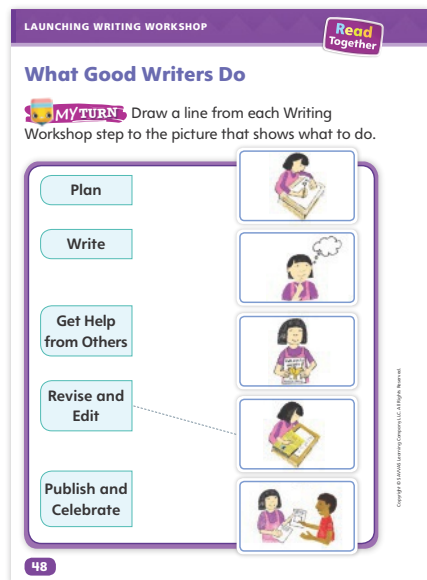
FAST TRACK

Apply What Good Writers Do

OBJECTIVE

Discuss the author's purpose for writing text.

STUDENT INTERACTIVE, p. 48



Minilesson

Mentor **STACK**



TEACHING POINT Good writers follow steps before and during the writing process.

- Writers think about what they will write.
- Writers write a draft.
- Writers work with others to improve and share their writing.

MODEL AND PRACTICE Read aloud a book from the stack. Model the steps the writer followed before writing that book. For example, *This writer probably liked ___ and looked up information about ____.* Then the writer wrote a draft. The writer added illustrations and asked others what they thought of his writing. Then the writer made changes to make the book better. Repeat with another book, soliciting answers from students.

Direct students to p. 48 in the *Student Interactive*. Here they can trace the steps in the writing process. Read the directions and each part of the Writing Workshop together with students. After students draw lines to show the order of the steps, ask: *What do good writers do before they write? What do good writers do to make their writing better? What do good writers do when they are finished writing?*

Have students look back at the pictures on p. 48. Tell students to pretend they are the child in each illustration. Ask: *What do you think this writer is saying?*

Possible Teaching Point

Spelling | Words with Short a

Ask students to read their writing (or a sentence from the *Student Interactive*) aloud and listen for words with short a. Have them pause when they hear the short a sound and check the spelling of the word. As student write, have them trade drafts with a partner to check that short a words are spelled correctly.

Independent Writing

FOCUS ON THE STEPS OF THE WRITING PROCESS Have students transition into independent writing.

- If students need help thinking of an idea to write about, suggest that they write about something they like. When writing, students should follow the steps they just learned.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how an author plans what to write.
- **Shared** Prompt students to talk about what it means to revise and edit their writing.
- **Guided** Provide explicit instruction on how to follow the specific steps discussed in the Writing Workshop.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T316.

Share Back

Call on a few students to share what they wrote and what they did to be a good writer.

Spelling Review

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

SPELLING WORDS

am mat
at sat

HIGH-FREQUENCY WORDS

I
see

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with short *a*, *m/m/*, *s/s/*, and *t/t/*.

FLEXIBLE OPTION

LESSON 4

Review: Spell Words with Short *a* and *m*, *s*, and *t*

FOCUS Continue reviewing short *a* words as well as the consonants *m/m/*, *s/s/*, and *t/t/*.

MODEL AND PRACTICE Read the following words and have students spell them: *at*, *tat*, *sat*, *am*, *mat*, *Sam*, *tam*.

APPLY Give each student letter tiles *a*, *m*, *t*, and *s*. Have them work in pairs to make as many words as possible from these tiles.

FLEXIBLE OPTION

LESSON 4

Review: Spell Words with Short *a* and *m*, *s*, and *t*

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short *a*

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short *a*

LESSON 5

✓ Assess Understanding



Language & Conventions

Nouns

LESSON 4

Practice Nouns

APPLY MyTURN Have students complete the practice activity on p. 46 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS Read Together

Nouns


A **noun** names a person, animal, or thing.

Our **neighbor** brings his **cat** and a **flashlight**.

(person) (animal) (thing)

MYTURN Edit the sentences by writing the best noun from the box.

radio boy dog



- The boy can help.
- He grabs a radio.
- He helps the dog.

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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Writing Workshop

Tell students to pay attention to nouns as they begin writing drafts during Writing Workshop. You may wish to have students trade drafts with a partner to check that nouns have been used and spelled correctly.

FLEXIBLE OPTION

LESSON 1

Review: Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Nouns Teach Nouns

LESSON 3

LESSON 4

Practice Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Writing Club: Overview

OBJECTIVE

Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

STUDENT INTERACTIVE, p. 49



Minilesson

TEACHING POINT Writing Club is a group of student authors who share writing ideas by speaking and listening cooperatively. Speakers tell about their writing ideas. Listeners are polite and helpful. Sharing makes good writers better. Writing Club can be a time for students to develop social communication.

MODEL AND PRACTICE Tell students that they will be participating in Writing Club once a week. Explain that in Writing Club, they will be working with others. Ask: *When is a good time to get help from others? What kind of help can you give others?* Tell students that today they will learn some rules about working in a Writing Club group.

Direct students to p. 49 of the *Student Interactive*. Read aloud the information about what Writing Club is and how students are expected to work together in Writing Club. Ask questions to reinforce students' understanding.

- How do you come prepared to your Writing Club?
- What are some ways to show respect when you are listening to others read their writing?
- Why shouldn't you be shy?
- What are some helpful comments that you might make?

WRITING CLUB

Place students into Writing Club groups. Have them complete the MyTurn activity on p. 49. See p. T335 for details of how to run Writing Club. See the **Conference Prompts** on p. T316.

Share Back

Call on a few students to share what they could do when they participate in Writing Club. Ask them what kind of help they would like to get from others.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their topic ideas and writing, and practice working cooperatively in a group.

As students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups discussing the following:

- How to take turns speaking and listening when having conversations
- How to listen closely to what speakers are saying
- How to speak clearly and at an appropriate volume

What Are We Sharing? Prior to sharing their ideas, students should plan what topic they would like feedback on in today's Writing Club. Students should inform their Writing Club of the topic before they begin reading their writing. This will help direct the group's focus as students are sharing their writing.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What are you most excited to write about this year?
- What did you think about before you began to write about ____?
- What was the hardest thing you had to do when writing?
- What did you enjoy most about writing this week?
- What questions did you have after you finished your writing?

Spelling Spell Words with Short a

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

am mat
at sat

HIGH-FREQUENCY WORDS

I
see

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell the short a words and high-frequency words they have been practicing this week. Then read each sentence, repeat each word, and allow time for students to spell it.

Spelling Sentences

1. Let's **see** a movie.
2. I **am** a good helper.
3. I was sad to leave.
4. They have a **mat** by their door.
5. We saw penguins **at** the zoo.
6. The children **sat** in a circle.

FLEXIBLE OPTION
LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with Short a

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Short a

FLEXIBLE OPTION
LESSON 4

Review: Spell Words with Short a and m, s, and t

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence, and guide students to complete the question.

- The boy runs quickly.

Which word in the sentence is a noun?

- A. the
- B. boy
- C. runs
- D. quickly

APPLY Have students complete *Language & Conventions* p. 35 from the *Resource Download Center*.

Name _____

Language and Conventions

Nouns
A noun names a person, an animal, or a thing.

person 	animal 	thing
------------	------------	-----------

MY TURN Circle the noun for each picture.
Use each noun in a sentence.

 dog	 cat	 map	 fan
 boy	 girl	 mom	 dad

Grade 1, Unit 1, Week 1
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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1

Review: Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Nouns

LESSON 3

Teach Nouns

LESSON 4

Practice Nouns

Weekly Overview

This week, students will

- explore resources authors use to help them decide what to write about.
- read books of various genres to consider where ideas originate.
- learn about digital tools they can use for producing and publishing their own 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
MINILESSON 5–10 min.	Explore Where Authors Get Ideas T342	Apply Where Authors Get Ideas T346	Explore Digital Tools We Can Use T350
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T343	Independent Writing and Conferences T347	Independent Writing and Conferences T351
SHARE BACK FOCUS 5–10 min.	Where an Author Gets an Idea T343	A Story for My Idea T347	A Digital Tool for Writing T351
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T344 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Nouns T345 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach Spell Short <i>i</i> Words T348 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Present Tense Verbs T349 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T352 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Teach Present Tense Verbs T353



Mentor STACK



The following criteria may be helpful in selecting texts from the stack to teach students where authors get ideas and the digital tools that they use:

- Books with a variety of topics.
- Books with graphic features such as photographs, diagrams, and illustrations.
- Books with unique fonts and text styles.

FAST TRACK

LESSON 4

Apply Digital Tools We Can Use T354

Independent Writing and Conferences T355

Use a Digital Tool to Publish Writing T355

- **FLEXIBLE OPTION** **Spelling** Spiral Review T356
- **Language & Conventions** Practice Present Tense Verbs T357

FAST TRACK

LESSON 5

Digital Tools We Can Use Together T358

Writing Club and Conferences T358–T359

Important Digital Tool Rules T358

- **Spelling** **Assess Understanding** T360
- **FLEXIBLE OPTION** **Language & Conventions** Standards Practice T361

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Writing Club: Enhancing Writing Club

Writing Resource: Thesaurus

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

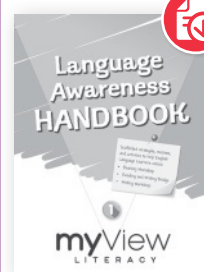
Independent Writing and Conferences

SHARE BACK FOCUS

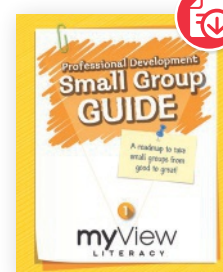
5–10 min.

How to Improve Our Writing Club

Use a Thesaurus to Find New Words



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



Conferences



Mentor STACK




During this time, assess for understanding of what resources authors use in prewriting and publishing. Monitor where students may need support in their own writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Where Authors Get Ideas

If students need additional support,


 **Then** gather several books from the stack and ask: What is this book about? Where do you think the author got ideas for this book?

If students show understanding,

Then ask: Where do you get ideas for your writing? What will you write about?

Digital Tools We Can Use

If students need additional support,


 **Then** ask: Do you like to use a pencil and paper or a computer to write? Why?

If students show understanding,

Then ask: What digital tools have you used? How did they help you?

Digital Tools We Can Use Together

If students need additional support,

 **Then** ask: Which rules on page 95 have you followed?

If students show understanding,

Then ask: How can using a digital tool make your writing better or different?

Conference Support for ELL

EMERGING

- Model using a Think Aloud for getting ideas from the setting around you.
- Have students draw a picture to show something around them that they could write about.

DEVELOPING

- Help children name the different parts of a computer by pointing to each and naming them, such as *monitor*, *keyboard*, and *mouse*.
- Talk about how to use each part when writing.

EXPANDING

- Discuss ideas students have to publish their writing.
- Use a Think Aloud to tell how you would use digital tools to publish your own writing.

BRIDGING

- Invite students to read and explain in their own words rules for using digital tools with classmates.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **verbs**.



ELL Minilesson Support

Week 2: Develop Elements

This week, your ELLs will benefit from additional writing support that helps them expand their understanding of the prewriting process as well as different digital tools they can use to help them write. These targeted supports were chosen to help students better understand the prewriting and publishing processes.

Use this note for the minilesson on p. T346.

ELL Targeted Support

APPLY WHERE AUTHORS GET IDEAS

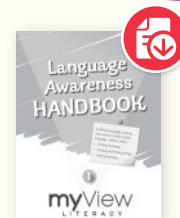
Help students use learning strategies to talk about where they can get ideas for their writing. Use the following support to help students complete the chart on p. 93 in the *Student Interactive* before they work on their Independent Writing.

Help students use circumlocution or other learning strategies as they brainstorm ideas to use in completing the chart. **EMERGING**

Have students work in pairs. Encourage them to use non-verbal cues and other learning strategies to communicate about where they can get ideas to write about. **DEVELOPING**

Challenge students to work in small groups, using learning strategies to communicate about places where they can get ideas. Have them work cooperatively to complete their charts. **EXPANDING**

Challenge students to use learning strategies, including requesting assistance from peers, to give specific details when writing about where their ideas came from. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T354.

ELL Targeted Support

APPLY DIGITAL TOOLS WE CAN USE

Students may need additional background information about digital tools before they can use them. Discuss the meanings of vocabulary related to digital tools, such as *computer*, *tablet*, *keyboard*, *save*, *Web site*, and *space bar*.

Help students use the vocabulary in oral sentences that show meaning. Use real objects as necessary to help students internalize the meanings. **EMERGING**

Help students internalize these new words by asking and answering questions about some digital tools they know or have used. **DEVELOPING**

Have students work in pairs to internalize these new words related to digital tools by asking and answering questions about the functions of a digital tool they know or have used. **EXPANDING**

Discuss a variety of publishing tools that can be used during the writing process. Show tools such as online Web-based apps for publishing stories and drawings on various Web sites. Have students use the new words to discuss what they can do when writing with digital tools. **BRIDGING**

Explore Where Authors Get Ideas

OBJECTIVE

Plan a first draft by generating ideas for writing such as by drawing and brainstorming.

Minilesson

Mentor STACK



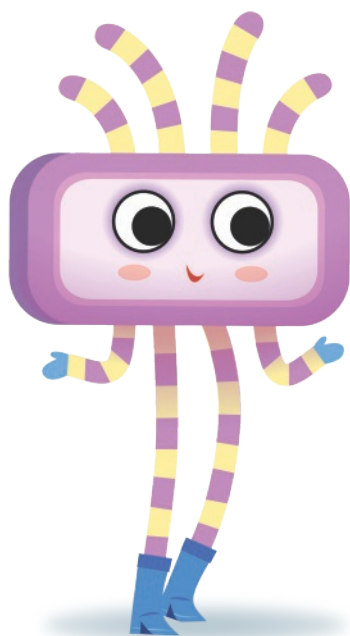
TEACHING POINT Authors get their ideas for writing in many different ways. Sometimes they get ideas from

- people and places they know.
- experiences they've had.
- their imagination.

MODEL AND PRACTICE Explain that the authors of all of the books we will read had ideas about what they would write before they began writing. Have students brainstorm a list of where authors might get ideas. Discuss the difference between real-life experiences and imagination. Then hold up a book from the stack. Read the title. Ask:

- What will this book be about?
- Where do you think the author got ideas for this book?
- Do you think the ideas came from real experiences or the author's imagination or both? Why?

Hold up one or two more books from the stack and repeat the procedure.



Independent Writing

Mentor **STACK**

FOCUS ON GETTING IDEAS

- During independent writing time, students should write independently about anything they like.

WRITING SUPPORT

- **Modeled** Choose a stack text and read an excerpt. Do a Think Aloud to model how an author may have gotten an idea for a specific excerpt.
- **Shared** Have students choose a stack text and select an excerpt to read together. Prompt students to talk about where the author may have gotten the ideas in that excerpt.
- **Guided** Use the stack texts to provide explicit instruction on whether an author used a real life experience or imagination for a specific excerpt.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T340.

Share Back

Call on a few students with whom you conferred to share what they are writing about and explain where they got the idea.

Spelling Spell Short *i* Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

it	mitt
sit	miss

HIGH-FREQUENCY WORDS

one
the

FLEXIBLE OPTION 

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with the sound /i/ and the two high-frequency words.

Spelling Sentences

1. Where did **it** go?
2. Tom likes to **sit** on the floor.
3. He catches the ball in the **mitt**.
4. I **miss** my friends when they go away.
5. I have **one** sister named Jill.
6. I like **the** color blue.

ELL Targeted Support

Spelling Patterns Write the words *it* and *sit* on the board.

Say the two words aloud as you underline the *i*. Segment and blend the sounds and have students repeat. **EMERGING**

Have students look through their book for more words with the short *i* sound. Call on students to say and spell the words they find, then invite them to write the word on the board.

DEVELOPING

Ask students to write a list of as many words as they can think of with the short *i* sound. Compare lists, then ask students to group words by their spelling patterns and ending sounds. **EXPANDING/BRIDGING**

FLEXIBLE OPTION 

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Short *i* Words


FLEXIBLE OPTION 

LESSON 3

Review and More Practice Spell Short *i* Words

FLEXIBLE OPTION 

LESSON 4

 **Spiral Review:** Spell Words with Short *a* and *m, s,* and *t*

LESSON 5

 **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Nouns

FOCUS Remind students that a noun names a person, an animal, or a thing. Ask students for examples of nouns in the three categories and write them on the board.

MODEL AND PRACTICE Write these sentences on the board: *The boy plays with a toy. My dog likes to run.* Read each sentence aloud. Ask volunteers to name the nouns in each sentence. Underline the nouns and discuss their categories (person, animal, or thing).

APPLY Have students fold a sheet of paper in thirds and label each section: *People, Animals, and Things.* Remind students that these are noun groups. Then tell students to write a few nouns for each section. Have partners share the words they wrote.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Edit Writing Review noun usage. Remind students that nouns are naming words. Then display the following sentence starters: *I have a ____.* *We go to the ____.* *Let's find a ____.*

Have students use picture flashcards to practice using nouns. Ask them to name what they see in each picture. Then have partners use the nouns represented on the cards to complete the displayed sentence starters. **EMERGING**

Ask students to write the sentences, using a noun to complete each one. Have them trade with a partner and edit one another's sentences for correct usage and spelling.

DEVELOPING

Ask students to write four of their own sentences, underlining the nouns they use. Have partners trade sentences and edit one another's writing for standard grammar and usage.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1



Spiral Review: Nouns

FLEXIBLE OPTION

LESSON 2

LESSON 3

LESSON 4

FLEXIBLE OPTION

LESSON 5

Oral Language:
Present Tense Verbs

Teach Present
Tense Verbs

Practice Present
Tense Verbs

Standards Practice

FAST TRACK

Apply Where Authors Get Ideas

OBJECTIVE

Plan a first draft by generating ideas for writing such as by drawing and brainstorming.

STUDENT INTERACTIVE, p. 93

LAUNCHING WRITING WORKSHOP **Read Together** WRITING WORKSHOP

I can write a story.

My Learning Goal

Where Authors Get Ideas
Authors get their ideas from their experiences or their imaginations. They get ideas by looking around too.

MY TURN What do you want to write about? Use the chart to draw or write your ideas.

Ideas	Where Did the Idea Come From?

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Minilesson

Mentor **STACK**



TEACHING POINT You can do what good writers do to get ideas for your writing. Using a variety of resources can make the writing process easier and fun.

- You get ideas from your real-life experiences.
- You get ideas from your imagination.
- You list ideas to help you decide what to write about.

MODEL AND PRACTICE Hold up a book from the stack. Read the story. Stop at specific events or information. Work with students to brainstorm where they would get ideas to write about this event or information. Encourage them to be as specific as possible. Repeat with one or two more books from the stack.

Direct students to p. 93 in the *Student Interactive*. Read the introductory paragraph and directions together with students. Emphasize that the Ideas column is to show ideas for topics they would like to write about. Remind them that they can get ideas from real-life people, places, and experiences. After students complete their charts, ask: **Which is your favorite idea? Where did you get that idea from? Was this a real-life experience or from your imagination?**

Possible Teaching Point

Writing Process

Drafting | Generating Ideas

Students should incorporate ideas from their own experiences or from their imaginations as they write.

Help students generate ideas by having them draw or list

- something they like or know about
- interesting experiences they have had
- people they know
- something they wonder about or want to learn

Independent Writing

Mentor STACK



FOCUS ON IDEAS Students should transition into independent writing.

- If students need additional opportunities to develop their understanding of where to get ideas, they should look back at their charts before writing.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how you would fill in the chart on p. 93 in the *Student Interactive*.
- **Shared** Have partners share and discuss their ideas recorded in the chart on p. 93 in the *Student Interactive*.
- **Guided** Use the stack texts to provide explicit instruction on how to complete the chart.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to drawing and writing their books.

See the **Conference Prompts** on p. T340.

Share Back

Invite several students to share the stories they have drawn and written down. Have them then tell where their ideas came from.

Spelling Spell Short *i* Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

it mitt
 sit miss

HIGH-FREQUENCY WORDS

one
 the


LESSON 2

Teach

FOCUS Sound-spelling patterns can help students spell words. Explain that the sound short *i* is often spelled *i*, as in *pin*.


MODEL AND PRACTICE Write or display these words: *dig*, *fix*, *lid*. Say each word aloud and point out that the middle letter in each word is an *i*. Tell students that in the consonant-vowel-consonant pattern, the vowel sound is short.

APPLY My TURN Have students use sound-spelling patterns to complete the activity on p. 91 in the *Student Interactive*.

SPELLING  READING-WRITING BRIDGE

Spell Short *i* Words

Some words follow a spelling pattern. The short *i* sound is often spelled *i*, as in *pin*.

 **MY TURN** Read and spell the short *i* words. Then spell the My Words to Know words.

Spelling Words			
it	sit	mitt	miss

Short *i*

miss
 mitt
 sit

My Words to Know

the one
 one
 the

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LESSON 2

Teach Spell Short *i* Words


FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Short *i* Words

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:** Spell Words with Short *a* and *m*, *s*, and *t*

LESSON 5

Assess Understanding



Language & Conventions

Present Tense Verbs

FLEXIBLE OPTION 

LESSON 2

Oral Language: Present Tense Verbs

FOCUS Explain that a verb tells about action. A present tense verb describes action that is happening right now. Demonstrate for students examples of present tense verbs as you say: **I walk** (as you walk around the room); **I sit** (as you sit in your chair); **I write** (as you write the words *walk*, *sit*, and *write* on the board).

MODEL AND PRACTICE Display this sentence: *Henry rides his bike*. Ask: **What does Henry do?** (*rides*) **When does Henry ride?** (*now*) **Yes, Henry rides now, so the word *rides* is a present tense verb.**

APPLY Have student partners work together to create oral sentences with present tense verbs. Have partners share their sentences with the class, telling which word is the verb.

OBJECTIVES


Edit drafts using standard English conventions, including past and present verb tense.

Use singular and plural nouns with matching verbs in basic sentences.

FLEXIBLE OPTION 
LESSON 2

Oral Language:
Present Tense Verbs

FLEXIBLE OPTION 
LESSON 1

 **Spiral Review:**
Nouns

LESSON 3

Teach Present
Tense Verbs

LESSON 4

Practice Present
Tense Verbs

FLEXIBLE OPTION 
LESSON 5

Standards Practice

Explore Digital Tools We Can Use

OBJECTIVE

Develop drafts in oral, pictorial, or written form.

Minilesson

Mentor **STACK**



TEACHING POINT There are many kinds of digital tools writers can use. Some digital tools help writers produce and improve their writing. These tools include

- computers, tablets, and laptops.
- various software programs (word processing, art tools).
- video tools.

MODEL AND PRACTICE Explain how you use digital tools, such as computers and grading software, to help you do your job as a teacher. Have students share experiences they have had using computers and tablets.

Ask:

- What do you like to do on a computer?
- Have you ever written anything on a computer? Was it easy or hard?
- How can a computer help you write?
- How can you fix a mistake when you write using a pencil? A computer?

Select a book from the stack. Open to a part of the story and hold up the book for students to view. Ask: **What digital tools do you think were used to write and illustrate this page?** Repeat with other pages and books.

Possible Teaching Point

Language & Conventions | Present Tense Verbs

If resources allow, use a digital tool to display rules and examples for using present tense verbs. Tell students to consider who is doing the action in a sentence to determine if the verb should end in -s. If possible, have students use a digital tool to edit their sentences and check that they have used present tense verbs correctly.

Independent Writing

FOCUS ON DIGITAL TOOLS After the minilesson, students should transition into independent writing.

- Students should write about whatever they like and be presented with the opportunity to use digital tools if resources allow.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying digital tools that help produce writing.
- **Shared** Prompt students to name as many digital tools as they can that they have seen or used.
- **Guided** Provide explicit instruction on which digital tools are used to produce writing and specifically what they do.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T340.

Share Back

Call on a few students to share their pictures and stories and talk about how they think a digital tool can help improve their writing.

Spelling Spell Short *i* Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

it mitt
 sit miss

HIGH-FREQUENCY WORDS

one
 the

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Remind students that words with the sound short *i* are often spelled with the letter *i*.

MODEL AND PRACTICE Have students spell the following words, as you isolate each phoneme: *big*, /b/ /i/ /g/; *did*, /d/ /i/ /d/; *win*, /w/ /i/ /n/; *fit*, /f/ /i/ /t/.

APPLY Have students complete *Spelling* p. 30 from the *Resource Download Center*.

Name _____

Spelling
 Short *i* Words
 The short *i* sound is often spelled *i*. Some words do not follow a pattern.

Spelling Words		My Words to Know
it	sit	one
miss	mitt	the

MY TURN Write the words to finish the sentences.

- Sam can sit on the mat.
- He has a mitt.
- He can use it with a ball.
- Will he miss it?
- He can see one!
- Sam has the ball now!

Grade 1, Unit 1, Week 2
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FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Short *i* Words

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach Spell Short *i* Words

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words with Short *a* and *m, s,* and *t*

LESSON 5

Assess Understanding



Language & Conventions

Present Tense Verbs

LESSON 3

Teach Present Tense Verbs

FOCUS Explain to students that present tense verbs can be action words that tell what is happening now. A present tense verb ends in -s if one person is doing the action. It does not end in -s if there are two or more people doing the action.

MODEL AND PRACTICE Ask students to name things you do in the classroom and write the verbs on the board (*write, read, walk, talk, draw*). Explain that these words are all present tense verbs and label the list of words: *Verbs*.

Display and read aloud this sentence: *The cat plays in the yard.*

Ask: *Which word is a verb?* (*plays*) Have a student underline the word on the board. Ask: *When does the cat play?* (now) *Yes, the cat does something now. She plays. The word plays is a present tense verb. It ends in -s because one cat is doing the action.*

Display sentence frames for students to edit for present tense verbs. Ask them to add the correct present tense verbs to complete the sentences.

OBJECTIVES

Edit drafts using standard English conventions, including past and present verb tense.

Use singular and plural nouns with matching verbs in basic sentences.

ELL Targeted Support

Edit Writing Review present tense verbs. Explain that they tell about something you do. Act out these verbs: *jump, sit, stand*. Have students write each verb as you act it out.

EMERGING

Have students look through classroom books to find more examples of present tense verbs. Ask them to write a list of the words and share it with the class. **DEVELOPING**

Ask students to think about things they do every day. Have them write simple two- or three-word sentences with present tense verbs that describe their everyday activities. **EXPANDING/BRIDGING**

BRIDGING

LESSON 3

Teach Present Tense Verbs

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Present Tense Verbs

LESSON 4

Practice Present Tense Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Digital Tools We Can Use

OBJECTIVE

Develop drafts in oral, pictorial, or written form.

STUDENT INTERACTIVE, p. 94

LAUNCHING WRITING WORKSHOP **Read Together**


Digital Tools We Can Use

Computers and tablets are types of **digital tools**. We can use digital tools to help us write.

MY TURN Look at the two styles of writing. **Highlight** the difference in the two types of writing.

The **big** cat can sit. He will take a nap.

The **BIG** cat can sit. He will take a nap.



TURN and TALK Talk with a partner about how digital tools can make you a better writer.

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Minilesson

Mentor STACK 

TEACHING POINT After using digital tools to produce writing, writers can also use digital tools to publish what they wrote. Some tools writers use to publish writing are:

- printers
- e-mail
- publishing software
- Web sites

MODEL AND PRACTICE Explain to students that authors use digital tools to publish their writing. Some digital tools include printers and Web sites. Hold up several books from the stack. Ask: **How would these books look if the writers had no digital tools to publish them? How do digital tools help to publish books?** Include a handwritten book in your stack as a comparison.

Direct students to p. 94 in the *Student Interactive*. Read the introduction and directions together with students. Point out that the writer used a computer to write and publish the sentences. After students highlight the differences, say: **The author of these sentences used a computer. The author went back to the word *big* and changed it to capital letters. Then the author added a picture of a cat. When we use a digital tool like a computer, we can make changes to the words we have written to make them more interesting to read.**

For Turn and Talk, encourage partners to also talk about other digital tools, such as printers, publishing software programs, and e-mail that can be used to publish writing.

Possible Teaching Point

Spelling | Short *i* Words

Ask students to read their writing aloud and listen for short *i* words. Have them pause when they hear the short *i* sound and check the spelling of the word. Have students correct any misspellings as they work on their drafts.

Independent Writing

FOCUS ON DIGITAL TOOLS TO PUBLISH WRITING After the minilesson, students should transition into independent writing.

- If possible, allow students with adult help to use a computer to compose their books. They can then e-mail that file or a scanned version of their handwritten book to you.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how digital tools can be used to publish writing.
- **Shared** Prompt students to talk about what tools they have used to publish their writing.
- **Guided** Provide explicit instruction on understanding how specific tools are used to publish writing.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T340.

Share Back

Have students talk about how using e-mail can help them share their writing.

Spelling Spiral Review

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

SPELLING WORDS

it mitt
sit miss

HIGH-FREQUENCY WORDS

one
the

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with the sounds short *i* and short *a*.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words with Short *a* and *m*, *s*, and *t*

FOCUS Have students recall the previous spelling rules for spelling words with the sound short *a* and for *m/m/*, *s/s/*, and *t/t/*.

MODEL AND PRACTICE Read aloud the following words and have students spell them: *man*, *Sam*, *tap*, *sad*, *tan*, *map*.

APPLY Have pairs work together to sort the words according to their spelling rules. (*m/m/*: *man*, *map*; *s/s/*: *Sam*, *sad*; *t/t/*: *tap*, *tan*).

FLEXIBLE OPTION

LESSON 4



Spiral Review:
Spell Words with
Short *a* and *m*, *s*,
and *t*

LESSON 5

**Assess
Understanding**

FLEXIBLE OPTION

LESSON 1

**Assess Prior
Knowledge**

LESSON 2

Teach Spell Short *i*
Words

FLEXIBLE OPTION

LESSON 3

Review and More
Practice Spell Short *i*
Words



Language & Conventions

Present Tense Verbs

LESSON 4

Practice Present Tense Verbs

APPLY MyTURN Have students edit the sentences to complete the activity on p. 92 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Present Verb Tense

A **verb** is an action word. **Present verb tense** tells about action that is happening now.

Henry **sees** Max. (present verb tense)

They **ride** on the block. (present verb tense)

MYTURN Edit the sentences by writing a present tense verb from the box.

jump	walks	plays
------	-------	-------

- Henry walks to the park.
- He plays with his dad.
- They jump.

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OBJECTIVES

Edit drafts using standard English conventions, including past and present verb tense.

Use singular and plural nouns with matching verbs in basic sentences.

Writing Workshop

Tell students to use present tense verbs during Writing Workshop when they write about actions that are happening now.

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Nouns

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

Digital Tools We Can Use Together

OBJECTIVE

Develop drafts in oral, pictorial, or written form.

STUDENT INTERACTIVE, p. 95

Digital Tools We Can Use Together

Authors use digital tools to find information to use in their writing. They work with others to write with digital tools.

MY TURN Read the list of rules for using digital tools. Check each box when you use digital tools.

- Ask before you use any digital tool.
- Only go to websites approved by your teacher.
- Ask for help to find pictures for your writing.
- Share the digital tool with others.

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Minilesson

Mentor **STACK**



TEACHING POINT Sometimes writers use digital tools made by others to help them find important information to use in their writing. Some tools they might use are

- an online dictionary, thesaurus, or encyclopedia.
- Web sites that have information about their topic.
- online photos, drawings, and diagrams to support their writing.

Authors also use digital tools to collaborate with other authors. They might use e-mail, instant messaging tools, and message boards to communicate.

MODEL AND PRACTICE Hold up a nonfiction book from your stack that you read during genre immersion days. Explain that the author used outside sources to find some of the information. Often authors use computers to help find information for these types of books. Review some of the digital tools writers can use for research.

Hold up a second stack text that has two authors or an author and an illustrator. Tell students that the authors can communicate and write books together by using digital tools. The authors might send their books via e-mail and communicate using instant messaging and message boards.

Direct students to p. 95 in the *Student Interactive*. Read aloud the introduction and directions. Point out that sometimes you will work with a classmate to use digital tools together. It is especially important to follow rules when working together. Then read each rule aloud. For each rule, ask:

- Can you use your own words to explain this rule?
- Why is this rule important when using digital tools?
- How can classmates help one another follow these rules?

WRITING CLUB

Place students into Writing Club Groups. See p. T359 for details of how to run Writing Club. See the **Conference Prompts** on p. T340.

Share Back

Call on a few students to share which rule they think is most important when working together with digital tools. Have them explain why.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas and writing.

Students will return to their Writing Club groups from Week 1 and should spend the first 5 minutes reviewing the following:

- the rules for discussions
- how to respond appropriately to comments
- asking questions to clarify information

What Are We Sharing? Tell students they should share a book they have written that week and explain how they came up with the idea or how they would publish the book. Their classmates can help them with ideas for how to expand the story or for other ways they could publish the book.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- Why did you decide to write about ____?
- What questions do you have about your topic?
- I'd like to know more about _____.
- What do you think you can do to improve your writing?
- How could you use digital tools to make your book better?

Spelling Spell Short *i* Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

it mitt
sit miss

HIGH-FREQUENCY WORDS

one
the

LESSON 5


Assess Understanding

Read aloud the words and sentences. Have students spell each word with the sound short *i* and the two high-frequency words. Then read each sentence. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. Hurry, I don't want to **miss** the bus.
2. The catcher has a big baseball **mitt**.
3. I don't see **it** anywhere.
4. I **sit** at my desk at school.
5. He waters **the** flowers.
6. Mom says I can have **one** carrot today.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Short *i* Words

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Short *i* Words

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with Short *a* and *m, s,* and *t*

LESSON 5

 **Assess Understanding**



Language & Conventions

Present Tense Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to answer the question.

(1) The girl runs around the block.

Which word in the sentence is a verb?

- A girl
- B runs**
- C around
- D block

APPLY Have students complete *Language & Conventions* p. 36 from the *Resource Download Center*.

Name _____

Language and Conventions

Verbs
A verb can name an action. It can tell what a person or thing does.

We ride our bikes.

MY TURN Circle the verbs.

see	in	over
sit	run	look
Sam	jump	one

MY TURN Write a sentence using one of the verbs you circled.

Possible response: _____
I run home. _____

Grade 1, Unit 1, Week 2

OBJECTIVES

Edit drafts using standard English conventions, including past and present verb tense.

Use singular and plural nouns with matching verbs in basic sentences.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Present Tense Verbs

LESSON 3

Teach Present
Tense Verbs

LESSON 4

Practice Present
Tense Verbs

Weekly Overview

This week, students will

- learn about the features of fiction and nonfiction books.
- read a variety of books to learn the purpose of the different features.
- understand how to make and respond to suggestions.

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
MINILESSON 5–10 min.	Explore Features of a Fiction Book T366	Apply Features of a Fiction Book T370	Explore Features of a Nonfiction Book T374
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T367	Independent Writing and Conferences T371	Independent Writing and Conferences T375
SHARE BACK FOCUS 5–10 min.	Front Cover of a Fiction Book T367	Book Parts of a Fiction Book T371	Information in the Features of a Nonfiction Book T375
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T368 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Present Tense Verbs T369 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach Spell Short o Words T372 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Simple Sentences T373 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T376 • Language & Conventions Teach Simple Sentences T377

Mentor **STACK**

The following criteria may be helpful in selecting texts from the stack to teach students about text features in fiction and nonfiction books:

- at least one nonfiction book with a table of contents, glossary, and index
- at least one fiction book with author and illustrator names on the front cover and information about the book on the back cover
- books in various genres

FAST TRACK**LESSON 4**

Apply Features of a Nonfiction Book T378

Independent Writing and Conferences T379

Book Parts of a Nonfiction Book T379

- **Spelling** Spiral Review T380
- **Language & Conventions** Practice Simple Sentences T381

FAST TRACK**LESSON 5**

Making and Responding to Suggestions T382

Writing Club and Conferences T382–T383

Response to a Suggestion T382

- **Spelling** *Assess Understanding* T384
- **Language & Conventions** Standards Practice T385

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

How Images Work with Text

When to Start a New Page

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

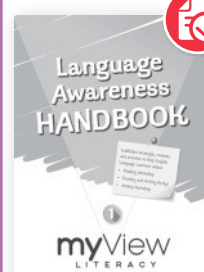
Independent Writing and Conferences

SHARE BACK FOCUS

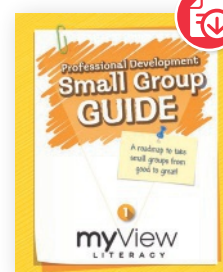
5–10 min.

Pictures Clarify Text

New Page, New Idea



See the online *Language Awareness Handbook* for additional writing support.






See the *Small Group Guide* for additional writing support.



Conferences Mentor STACK

During this time, assess students' ability to make and respond to suggestions, as well as understand the features of fiction and nonfiction books, to gauge where students may need support. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Features of a Fiction Book		
If students need additional support,	 Then gather several more books from the stack. For each feature ask: What information is on this page?	
If students show understanding,	Then ask: What ideas do you have for a fiction book? What features will you include?	
Features of a Nonfiction Book		
If students need additional support,	 Then gather several more books from the stack. For each feature ask: What information is on this page?	
If students show understanding,	Then ask: What topic would you write about? What would you include in the table of contents?	
Making and Responding to Suggestions		
If students need additional support,	 Then model making suggestions about the student's book and allowing the student to respond.	
If students show understanding,	Then ask: What part of your book would you like me to make suggestions about?	

Conference Support for ELL

EMERGING

- Have students choose a book from the stack. Name features as you point to them.
- Name a feature. Model how to find the feature in the book.

DEVELOPING

- Display a fiction book. Point to a feature: title page, front cover, back cover. Have students repeat the feature name.
- Display a nonfiction book. Point to a feature: table of contents, glossary, index. Have students repeat the feature name.

EXPANDING

- Do a Think Aloud telling how you would decide on what features to include in a fiction book.
- Use guided writing to help students write the features they would include in their own fiction book.
- Repeat the activities above using a nonfiction book.

BRIDGING

- Have students compare similar features in a fiction and nonfiction book.
- Invite students to read and explain rules for making suggestions and answering questions.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text features** and **simple sentences**.



ELL Minilesson Support

Week 3: Develop Structure

During the Develop Structure week, additional writing support will help your ELLs expand their knowledge of different book features. These targeted supports help students better understand the structure of fiction and nonfiction books.

Use this note for the minilesson on p. T370.

ELL Targeted Support

APPLY FEATURES OF A FICTION BOOK

Have students choose an idea to write about, such as a superhero or a surprise party. They should decide what features to include in their fiction book. Prompt students to write using their newly acquired vocabulary.

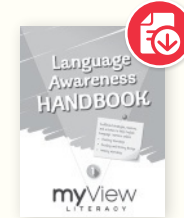
Help students choose a topic for a fiction story. Help them to use their newly acquired vocabulary to write a list of features they want to include in their fiction book. **EMERGING**

Have students work in pairs to choose a topic for their fiction stories. Have them help each other use their newly acquired vocabulary to write a list of ideas and details they would like to write about. **DEVELOPING**

Have pairs use their newly acquired vocabulary to write a specific detail they wish to include in their fiction book. **EXPANDING**

Challenge partners to choose a topic and then ask each other questions about details they might include in their books. Have them use the answers to write the details that would go on the back cover. Prompt students to write using their newly acquired vocabulary.

BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T378.

ELL Targeted Support

APPLY FEATURES OF A NONFICTION BOOK

Have students choose a topic to write about, such as an animal or a favorite place. They should explain what features and details to include in their nonfiction book.

Help students choose a nonfiction topic. Help them to explain their topic and list details they will include in their nonfiction book. Ask questions to help them increase the specificity of their details. **EMERGING**

Have students work in pairs to choose a nonfiction topic they would like to write about. Have them work together to list some details they will include in their nonfiction book. Then have them ask and answer questions to increase the specificity of their details. **DEVELOPING**

Have students work in small groups to list details about a shared topic of interest. Then have them ask and answer questions to increase the specificity of the details in their books. **EXPANDING**

Have students work in small groups to list details about each of their topics. Then have them explain ways they can increase the specificity of the details in their books. **BRIDGING**

Explore Features of a Fiction Book

OBJECTIVE

Explain differences between books that tell stories and books that give information.

Minilesson

Mentor STACK

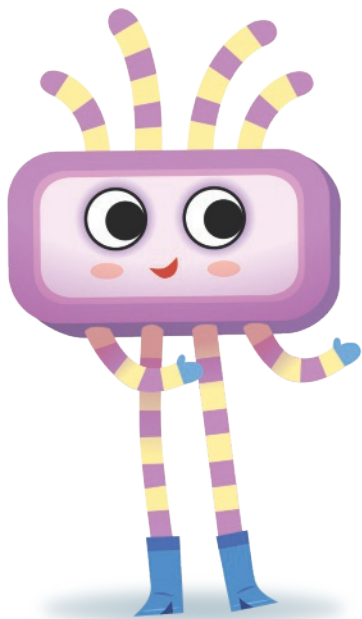


TEACHING POINT A fiction book has unique features. The features of a fiction book provide information.

- The front cover tells the title, author's name, and illustrator's name.
- The back cover tells details about the book.
- The title page tells the title, author, and publisher.
- The pages have words and pictures that tell a made-up story.

MODEL AND PRACTICE Hold up a fiction book from the stack. **Let's look at the front cover. The front cover tells the title and names of the author and illustrator.** Point to and read the title. **This is the title.** Point to and read the author and illustrator, identifying each. Repeat this procedure pointing out the details on the back cover, the information on the title page, and the words and pictures on the interior pages.

Explore the features of one or two more books from your stack, following the routine above. Focus on the structure of how the features are organized for each fiction book. As you flip through a book, ask students to point out what they notice. Mention that fiction books are often made-up stories and include characters, setting, and plot.



Independent Writing

Mentor **STACK**

FOCUS ON FEATURES OF A FICTION BOOK Have students transition to independent writing.

- Remind students that a fiction book has characters, setting, and plot. It has a front cover, back cover, title page, and words and pictures.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model how to identify the information in each feature of the fiction book.
- **Shared** Have students choose a stack text. Prompt students to find the title, author, and illustrator.
- **Guided** Use the stack texts to provide explicit instruction on the specific information contained in each feature of a fiction book.

 **Intervention** Refer to the *Small Group Guide* for support.

- Encourage students to begin or continue writing a fiction book.

See the **Conference Prompts** on p. T364.

Share Back

Invite a few students to share the information they would include on the front cover of their own fiction book.

Spelling Spell Short o Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

cot	not
got	pot

HIGH-FREQUENCY WORDS

look
you

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with the short o sound, as well as the two high-frequency words.

Spelling Sentences

1. I am on the **cot**.
2. Matt **got** the fan.
3. We will **not** go there.
4. Put the lid on the **pot**.
5. **Look** at the moon.
6. **You** are my friend.

ELL Targeted Support

Alphabetize Have students alphabetize short o words on a sheet of paper with the alphabet written along the left side of the paper. Display these words: *hop, top, pot, not, cot, got, mop, bop*. Have them highlight the first letter of each word and write the word beside the matching letter of the alphabet.

EMERGING/DEVELOPING

Circle four consonants in the alphabet. Challenge students to write a short o word beginning with each circled letter.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Short o Words


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Short o Words

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Short i, short a, and c, p, and n

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Present Tense Verbs

FOCUS Remind students that verbs tell about action. A present tense verb tells about action that is happening at that moment.

MODEL AND PRACTICE Write the following sentence: *I sit*. Demonstrate the action as you read the sentence aloud. Ask students which word tells what you are doing. Remind students that this is a present tense verb because it is describing what you are doing now. Repeat with the sentence *I look*.

APPLY Have students work in pairs to make sentences with present tense verbs. Encourage them to think of things people do or actions that happen in neighborhoods. Invite them to share their sentences with the class and tell which word in their sentence is the verb.

OBJECTIVES

Edit drafts using standard English conventions, including past and present verb tense.

Use singular and plural nouns with matching verbs in basic sentences.

ELL Targeted Support

Edit Writing Review present tense verbs. Explain that they tell about something you do. Act out these verbs: *jump, sit, stand*. Have students write each verb as you act it out.

EMERGING

Have students look through classroom books to find more examples of present tense verbs. Ask them to write a list of the words and share it with the class. **DEVELOPING**

Ask students to think about things they do every day. Have them write simple two- or three-word sentences with present tense verbs that describe their everyday activities. **EXPANDING/BRIDGING**

BRIDGING

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Present Tense
Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Simple Sentences

LESSON 3

Teach Simple
Sentences

LESSON 4

Practice Simple
Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Features of a Fiction Book

OBJECTIVE

Explain differences between books that tell stories and books that give information.

STUDENT INTERACTIVE, p. 129

The screenshot shows a page with the following content:

- Header: LAUNCHING WRITING WORKSHOP **Read Together** WRITING WORKSHOP
- Text: I can write a story. **My Learning Goal**
- Section: **Features of a Fiction Book**
- Text: The **front cover** tells the title and the names of the author and illustrator.
- Text: The **back cover** tells details about the book.
- Text: The **title page** is near the front of the book. It tells the title, the author, and publisher of a book.
- Activity: **MY TURN** Circle the book part that provides each piece of information.
- Table:

illustrator's name	front cover	back cover
book title	back cover	title page
details	back cover	front cover
author's name	title page	front cover
- Page number: 129

Minilesson

Mentor STACK



TEACHING POINT The different features of a fiction book tell about that book. We can look at these features to find specific information:

- front cover
- back cover
- title page

MODEL AND PRACTICE Hold up a book from the stack. Point to the front cover. **Here is the title, author, and illustrator.** Read aloud the title, author, and illustrator. **The front cover of the book is where we find this information. The front cover is one feature of the fiction book.** Continue to model identifying the information and features of the back cover and title page, pointing to and reading aloud the information on each.

Repeat this process with one or two more books from the stack. Display each feature, one at a time. Ask: **What information is on this part of the book? What is the name of this part, or feature? How do you know that this is a fiction, or made-up, book?**

Direct students to p. 129 in the *Student Interactive*. Read the directions and have students complete the activity. After students circle their answers, hold up another fiction book from the stack and use the book to check and confirm their answers.

Possible Teaching Point

Language & Conventions | Simple Sentences

Remind students that a simple sentence must

- begin with a capital letter
- end with a punctuation mark
- have a subject and a verb
- tell a complete idea

As students work on their book drafts, have them check to make sure they are writing complete sentences.

Independent Writing

Mentor STACK



FOCUS ON FEATURES OF A FICTION BOOK

- After the minilesson, students should transition into independent writing.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model what each feature of the book is called.
- **Shared** Have students choose a stack text. Prompt students to talk about the names of each part of the book.
- **Guided** Use the stack texts to provide explicit instruction on the name of each feature, where it is, and the information it contains.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should continue to draw and write their own books.

See the **Conference Prompts** on p. T364.

Share Back

Call on a few students to share the features they have drawn and written and tell the information they included.

Spelling Spell Short o Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

cot not
 got pot

HIGH-FREQUENCY WORDS

look
 you


LESSON 2

Teach

FOCUS Explain that the short o sound is spelled with the letter o. Tell students that alphabetizing means to put words in ABC order.


MODEL AND PRACTICE Write these words: *log, top, dot*. Model how to alphabetize the words to the first letter. Then point out the short o sound spelled o.

APPLY MyTURN Have students complete the activity on p. 127 in the *Student Interactive*.


SPELLING  READING-WRITING BRIDGE

Spell Short o Words


The short o sound is often spelled o. When we alphabetize a series, or list, of words, we write them in order of the alphabet.

 **MYTURN** Alphabetize the words in each set to the first letter.

Spelling Words			
not	got	cot	pot



My Words to Know	
look	you



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LESSON 2

Teach Spell Short o Words


FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Short o Words

FLEXIBLE OPTION LESSON 4

 **Spiral Review:** Short *i*, short *a*, and *c*, *p*, and *n*

LESSON 5

Assess Understanding



Language & Conventions

Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Simple Sentences

FOCUS Point out that for a group of words to be a complete sentence, it must have a subject (the naming part) and a verb (the action part). Answer questions students may have.

MODEL AND PRACTICE Display this sentence: *Pat goes to school.* Read the sentence aloud. Ask: *What is the subject of the sentence?* (*Pat*) *What is the verb part of the sentence?* (*goes to school*) Cover the word *Pat*, and point to the words *goes to school*. Ask: *Is this a sentence?* (No.) *Why not?* (*This group of words does not have a subject, or naming part.*)

APPLY Have student pairs create oral sentences. Remind them that their sentences must have a subject and verb. Invite pairs to share their sentences with the class and to explain why each group of words is a sentence.

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Use verbs to convey a sense of past, present, and future.

FLEXIBLE OPTION
LESSON 2

Oral Language: Simple Sentences

FLEXIBLE OPTION
LESSON 1

Spiral Review:
Present Tense
Verbs

LESSON 3

Teach Simple
Sentences

LESSON 4

Practice Simple
Sentences

FLEXIBLE OPTION
LESSON 5

Standards Practice

Explore Features of a Nonfiction Book

OBJECTIVES

Explain differences between books that tell stories and books that give information.

Demonstrate understanding of the organization and basic features of print.

Minilesson

Mentor STACK



TEACHING POINT Text features of a nonfiction book help readers locate information within the book. They help the reader understand the structure of the book. Some information included in these features are

- chapters or sections of the book.
- topics and page numbers.
- meanings of important words.

MODEL AND PRACTICE Tell students that nonfiction books are about real people, places, or events. Explain that they will examine several nonfiction books to explore the information that text features provide.

Hold up a nonfiction book from the stack. Open to the table of contents. *Let's look at the table of contents. We see the names of the chapters or sections and the page where each one begins.* Point to and read the first chapter and the page where it begins. *This is chapter X. If I turn to page XX, I see that this is where it begins.* Turn to the page where the first chapter begins. Repeat this procedure with other text features. Point out some of the topics in the index and where they are located, and show words and their definitions in the glossary.

Explore the information in the features of more nonfiction books from your stack, following the routine above. Focus on how the features are organized.

Possible Teaching Point

Writing Process

Drafting | Text Features

Help students recall how text features help readers find information in a nonfiction book. If students choose to write nonfiction, have them add chapter or section titles and make sure they have included page numbers in their drafts. Remind them that these features are used to make a table of contents.

Independent Writing

Mentor STACK



FOCUS ON FEATURES OF A NONFICTION BOOK

- During independent writing time, students should continue writing books.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model how to locate each feature of the nonfiction book and the information it contains.
- **Shared** Have students choose a stack text. Prompt students to find the chapters or section names, topics and page numbers, and word meanings.
- **Guided** Use the stack texts to provide explicit instruction on what kind of information is contained in each feature of a nonfiction book.

 **Intervention** Refer to the *Small Group Guide* for support.

- Remind students that they can put the book they're writing aside and begin a new one at any time.

See the **Conference Prompts** on p. T364.

Share Back

Have a few students share information about what they would include in a table of contents of a nonfiction book they might write.

Spelling Spell Short o Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

cot not
 got pot

HIGH-FREQUENCY WORDS

look
 you

FLEXIBLE OPTION 
LESSON 3

Review and More Practice

FOCUS Remind students that the short o sound is spelled with the letter o, and the o may be at the beginning or the middle of the word.

MODEL AND PRACTICE Write or display these words: *top, mop, on*. Say each word aloud and have students spell each one. Ask students to tell which letter makes the short o sound in each word.

APPLY Have students complete *Spelling* p. 31 from the *Resource Download Center*.



Name _____

Spelling
Short o Words
 The short o sound is often spelled o. Some words do not follow a pattern.


Spelling Words		My Words to Know
not	got	you
pot	cot	look

MY TURN Write the spelling words in alphabetical order. That means you write them in ABC order. Look at the first letter of each word.

1. cot 2. got
 3. look 4. not
 5. pot 6. you

Grade 1, Unit 1, Week 3
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FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Short o Words

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Short o Words

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:**
 Short i, short a, and c, p, and n

LESSON 5

 **Assess Understanding**



Language & Conventions

Simple Sentences

LESSON 3

Teach Simple Sentences

FOCUS Explain to students that for a group of words to be a sentence, the group of words must have a subject, or naming part, and a verb, or action part. If the group of words is missing a subject or a verb, it is not a complete sentence.

MODEL AND PRACTICE To reinforce the concept of complete sentences, write the names of several students in a column on the board. Point to the name and ask: *What can Oscar do now?* Then write student responses in a second column next to that student's name. Say: *Let's put the words together to make a complete sentence: ___ can ___. Which word is the subject?* (student's name) *Which word is the verb?* (verb provided) Add ending punctuation and read the sentence aloud. Then have students read it aloud. Repeat with the other names listed.

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Use verbs to convey a sense of past, present, and future.

ELL Targeted Support

Edit Writing Review sentences, making certain students understand that each sentence must have a subject, the naming part, and a verb, the action part. Write the following sentence on the board: *The cats ran.* Remind students that sentences have a subject and verb. Guide them to underline the subject and circle the verb. Have students write their own simple sentences. **EMERGING**

Write the following words on the board: *sat the dog* and *The dog sat.* Tell students to identify the set of words that is a sentence. Then have them rewrite the other set of words to be a sentence. Repeat with different sets of words. **DEVELOPING**

Write groups of three words that can make a simple sentence on the board. Ask volunteers to write the words in order to show a simple sentence. Discuss how the sentence was fixed. **EXPANDING/BRIDGING**

LESSON 3

Teach Simple Sentences

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Present Tense
Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Simple Sentences

LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Apply Features of a Nonfiction Book

OBJECTIVES

Explain differences between books that tell stories and books that give information.

Demonstrate understanding of the organization and basic features of print.

STUDENT INTERACTIVE, p. 130

LAUNCHING WRITING WORKSHOP Read Together

Features of a Nonfiction Book

A **table of contents** tells the section titles in a book.

An **index** is a list of the topics in a book and the pages that have information about each topic.

A **glossary** is at the back of a book. It tells the meanings of important words in the book.

MY TURN Circle the part of a book that tells the meanings of important words.

Highlight the part of a book that tells the section titles.

Underline the part of a book that lists the topics.

Table of Contents		Index	
Crossing the Street	2	Safety	2, 3, 15
Traffic Signals	5	Stop sign	8, 9, 12–13

Glossary
crosswalk area marked with lines that people use to cross the street
stop light traffic light

130

Minilesson

Mentor **STACK**



TEACHING POINT Specific information about a nonfiction book is found in the different features. We can look at these features to locate specific information:

- table of contents
- index
- glossary

MODEL AND PRACTICE Hold up a nonfiction book from the stack. Point to the table of contents. **Here are the names of the different chapters (or sections) in this book and the pages where each section begins.** Read aloud the headings and page numbers. **We found this information in the Table of Contents. The Table of Contents is one feature of the nonfiction book.** Continue to model locating and naming other book features, including the index and glossary, pointing to and reading aloud some of the information in each.

Hold up another book from the stack. Display each feature, one at a time. Ask: **What is the name of this part, or feature? What information is on this part of the book?**

Direct students to p. 130 in the *Student Interactive*. Read the directions and have students complete the activity. After students circle, highlight, and underline their answers, hold up another nonfiction book from the stack and use the book to check and confirm their answers.

Possible Teaching Point

Spelling | Short o Words

Ask students to read aloud a sentence from the *Student Interactive* or from a nonfiction book from the stack. Have them listen for words with short o and pause to confirm the spelling of the word. When students write, have them trade drafts with a partner to check that short o words are spelled correctly.

Independent Writing

Mentor STACK



FOCUS ON FEATURES OF A NONFICTION BOOK After the minilesson, students should transition to independent writing.

- If students are writing a nonfiction book, remind them to include the features they learned about.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model the name of each feature presented in this minilesson.
- **Shared** Have students choose a stack text. Prompt students to identify and talk about each feature they learned about.
- **Guided** Use the stack texts to provide explicit instruction on the name of each feature, where it is, and the information it contains.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T364.

Share Back

Call on a few students to share the information they would include in various features for a nonfiction book they might write.

Spelling Spiral Review

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

SPELLING WORDS

cot not
 got pot

HIGH-FREQUENCY WORDS

look
 you

Writing Workshop

As students proofread their writing, remind them to check the spellings of words that have the short *a*, *i*, or *o* sounds.

FLEXIBLE OPTION 

LESSON 4



Spiral Review: Short *i*, short *a*, and *c*, *p*, and *n*

FOCUS Have students recall the previous spelling rule for words with the short *i* and short *a* sounds. Review the rules for spelling sounds *c/k/*, *p/p/*, and *n/n/*.

MODEL AND PRACTICE Read aloud the following words and have students spell them: *pin*, *nap*, *pan*, *cap*, *can*, *nip*.

APPLY Have students work in pairs to sort the words by how their medial vowel sounds are spelled. (*i/i/*: *pin*, *nip*; *a/a/*: *nap*, *pan*, *cap*, *can*)

FLEXIBLE OPTION 


LESSON 4



Spiral Review:
 Short *i*, short *a*,
 and *c*, *p*, and *n*

FLEXIBLE OPTION 

LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach Spell Short *o* Words

FLEXIBLE OPTION 

LESSON 3

Review and More Practice Spell Short *o* Words

LESSON 5

 **Assess Understanding**



Language & Conventions

Simple Sentences

LESSON 4

Practice Simple Sentences


APPLY **My TURN**

Have students complete the practice activity on p. 128 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Simple Sentences

A **simple sentence** tells a complete idea. It has a subject and verb. The **subject** is the naming part. The **verb** is the action part. A sentence begins with a capital letter and ends with a punctuation mark.

The girl walks. (complete idea) 

MY TURN Edit each group of words to make a simple and complete sentence.

- cars the stop
The cars stop. Stop the cars.
- helps guard the
The guard helps.

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OBJECTIVES


Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Use verbs to convey a sense of past, present, and future.

Writing Workshop

Tell students to make sure they are writing complete sentences in their drafts. Remind them that a complete sentence has a subject and a verb.

FLEXIBLE OPTION
LESSON 1

 **Spiral Review:**
Present Tense Verbs

FLEXIBLE OPTION
LESSON 2

Oral Language:
Simple Sentences

LESSON 3

Teach Simple Sentences

LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION
LESSON 5

Standards Practice

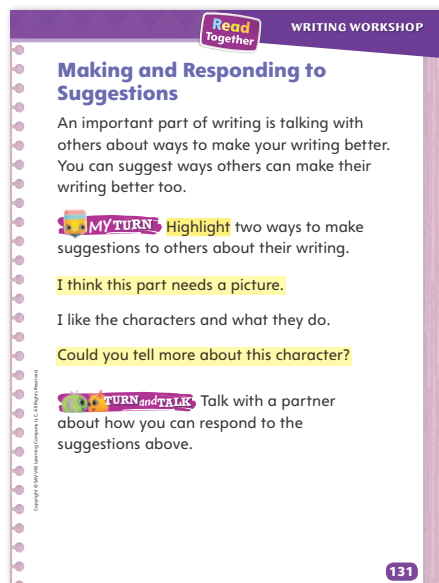
FAST TRACK

Making and Responding to Suggestions

OBJECTIVE

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

STUDENT INTERACTIVE, p. 131



Minilesson

TEACHING POINT After writing a first draft, writers find ways to make their work even better. Good writers

- listen to suggestions from others about ways to improve their writing.
- make suggestions to other writers about their writing.
- ask and respond to questions from others about writing.

MODEL AND PRACTICE Direct students to p. 131 in the *Student Interactive*. Read aloud the introduction. Write the following sentence on the board: *The animal is there.* Explain that this sentence does not make it clear about what the writer wants the reader to know. Ask: **What kind of questions or suggestions could we ask or make for the writer to make this sentence better?** Work with students to brainstorm questions and suggestions. Model how to make constructive recommendations.

Direct students back to p. 131. Read aloud the directions to My Turn. Be sure students understand the difference between a suggestion and a comment. Point out that a suggestion tells the writer something he or she could do to improve the writing. A comment tells an opinion of what someone likes or does not like about the writing. Then read the choices aloud. For each one, ask:

- **Does this choice tell a way to improve the writing?**
- **Does this choice tell how the reader feels about the writing?**

Have students work in pairs. Give partners time to talk about how they would respond to the suggestions they highlighted if someone offered those suggestions about books they were writing.

WRITING CLUB

Encourage students to use what they learned about making and responding to suggestions as they disperse into their Writing Club groups. See p. T383 for details of how to run Writing Club. See the **Conference Prompts** on p. T364.

Share Back

Invite several students to share their responses to the suggestions they received from their Writing Club.

WRITING CLUB


What's Happening This Week? In this week's Writing Club, students will share their ideas, drawings, and sentences. Students should spend the first 5–10 minutes in their groups discussing the following:

- the difference between a suggestion and a comment
- ways to make appropriate suggestions
- how to ask questions to help make writing more clear
- how to respond to questions and suggestions

What Are We Sharing? Tell students they should share a piece of writing they created this week. Their classmates can help them decide if they included all of the correct features in their fiction or nonfiction book.


How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- Is your book fiction or nonfiction?
 - How did you decide on the information to include in that feature?
 - Why didn't that feature include information about _____?
 - What do you think about adding _____?
- 

Spelling Spell Short o Words

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

cot not
got pot

HIGH-FREQUENCY WORDS

look
you

LESSON 5

✓ Assess Understanding

Read aloud the words and sentences. Have students spell each word with the short o sound, as well as the two high-frequency words. Then read each sentence. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. I will sleep on a **cot**.
2. Our family **got** a dog.
3. Fill the **pot** with water.
4. The cat will **not** come.
5. **Look** at that bug.
6. **You** are a good reader.

FLEXIBLE OPTION
LESSON 1

✓ **Assess Prior Knowledge**


LESSON 2

Teach Spell Short o Words

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Short o Words

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:** Short *i*, short *a*, and *c*, *p*, and *n*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Simple Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following groups of words, and have students select the complete sentence.

- A You and I.
- B Are.
- C They go.
- D We.

APPLY Have students complete *Language & Conventions* p. 37 from the *Resource Download Center*.

Name _____

Language and Conventions

Simple Sentences
A sentence is a group of words that tells a complete idea. A sentence tells who or what a person, animal, or thing is or does.

MY TURN Circle the complete sentences.

Mrs. Johnson needs a battery.
Needs a battery.
Listens to the radio.
She listens to the radio.

MY TURN Write a word to complete each sentence.

Possible responses:

1. The cat and dog can run.

2. It sat on a mat.

Grade 1, Unit 1, Week 2

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Use verbs to convey a sense of past, present, and future.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Present Tense
Verbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Simple Sentences

LESSON 3

**Teach Simple
Sentences**

LESSON 4

**Practice Simple
Sentences**

Weekly Overview

This week, students will

- learn how to add details to illustrations.
- learn how to add details to words.
- understand how questions and answers help 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
MINILESSON 5–10 min.	Explore Adding Details to Illustrations T390	Apply Adding Details to Illustrations T394	Explore Adding Details to Words T398
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T391	Independent Writing and Conferences T395	Independent Writing and Conferences T399
SHARE BACK FOCUS 5–10 min.	Details in Illustrations T391	Draw and Identify Details in Illustrations T395	Explore Details in Stack Books T399
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T392 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Simple Sentences T393 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach Spell Words with Short e T396 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Adjectives and Articles T397 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T400 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Teach Adjectives and Articles T401



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The following criteria may be helpful in selecting texts from the stack to teach students about writer's craft:

- Descriptive illustrations appear on the front cover and interior pages.
- A variety of interesting words are used to provide specific details.
- Various genres of both fiction and nonfiction are represented.

FAST TRACK

LESSON 4

Apply Adding Details to Words T402

Independent Writing and Conferences T403

Add Details to Sentences T403

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T404
 - **Language & Conventions** Practice Adjectives and Articles T405

FAST TRACK

LESSON 5

Asking and Answering Questions T406

Writing Club and Conferences T406–T407

Write Questions, Supply Answers T406

- **Spelling** *Assess Understanding* T408
 - **Language & Conventions** Standards Practice T409
- FLEXIBLE OPTION** ↩

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Conferences

When to Start a New Book

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

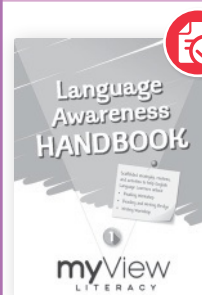
Independent Writing and Conferences

SHARE BACK FOCUS

5–10 min.

What Happens in a Conference?

Questions for Knowing When to Move On



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 about adding details to illustrations and with words as well as asking and answering questions about writing in order to gauge where students may need support. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Adding Details to Illustrations

If students need additional support,


 **Then** ask: What details do you see in this illustration that are not mentioned in the text?

If students show understanding,

Then ask: Why are details in illustrations important?

Adding Details to Words

If students need additional support,


 **Then** ask: What details are in this sentence? Is there anything else you would want to know?

If students show understanding,

Then ask: Out of all the details you added to your story, which detail are you most proud of?

Asking and Answering Questions

If students need additional support,

 **Then** ask: What are some question words you use to ask about something?

If students show understanding,

Then ask a question about the student's book and listen for the student's answer.

Conference Support for ELL

EMERGING

- Show students the cover of a book from the stack. Point to different details in the illustration. Name them and have students repeat the words.
- Draw a person on the board and have students name details that could be added. Add them.

DEVELOPING

- Display some illustrations from within a book from the stack. Point to details in the illustration. Have students name them.
- Hold up an image from a stack text. Have students complete the sentence frame: *I would add a _____ to this picture.*

EXPANDING

- Think aloud telling how you would decide what details to add to a sentence such as "I like pizza."
- Use guided writing to help students write a sentence and then add descriptive words.

BRIDGING

- Invite students to read a sentence from their book and explain how the details help the reader.



Reading-Writing Workshop Bridge

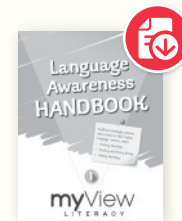
While conferring with students, refer back to the Bridge minilessons on **word choice** and **adjectives and articles**.



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 add illustration and text details to make their writing stronger. These targeted supports were chosen to help students better understand the revision step in the writing process.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T394.

ELL Targeted Support

APPLY ADDING DETAILS TO ILLUSTRATIONS

Have students use grade-level content area vocabulary in context to build academic language proficiency by talking about details they can add to the illustrations in a book from your stack.

Have students build their academic language proficiency by talking about details they might add to the illustrations in one of your stack books. Then help them talk about similar revisions they can make to their own drafts.

EMERGING

Have students build their academic language proficiency by talking in pairs about details they can add to the illustrations in a stack book. Then have pairs brainstorm similar revisions they can make to their own drafts. **DEVELOPING**

Have students use grade-level content area vocabulary to talk in small groups about details they can add to the illustrations in a book from your stack. Then have them look for similar ways they can revise their own drafts. **EXPANDING**

Have individual students use grade-level content area vocabulary to talk to the class about how they can add details to the illustrations in their own drafts. **BRIDGING**

Use this note for the minilesson on p. T402.

ELL Targeted Support

APPLY ADDING DETAILS TO WORDS

Tell students that adding details to their sentences can help them write sentences with different lengths. Writing sentences with different lengths makes writing more interesting and fun to read.

Work with students to write a detail about a picture in a stack book. Ask, "What else can we say about this picture?" Model identifying a noun and adding adjectives to describe it. Then help students do the same. **EMERGING**

Have students write to complete a sentence frame about a picture from a stack book: *This ___ is ___*. Ask questions about the picture to encourage students to add more details using descriptive words. **DEVELOPING**

Have students work in small groups to add details to their own written sentences. Encourage them to use adjectives and other descriptive words. **EXPANDING**

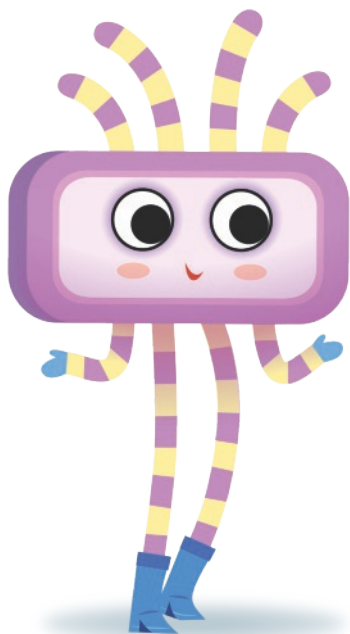
Have students write sentences about a provided topic, such as animals. Tell them to use details to make their sentences different lengths. **BRIDGING**

Explore Adding Details to Illustrations

OBJECTIVES

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

Add drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.



Minilesson

Mentor STACK



TEACHING POINT Authors include illustrations to help readers. Details in illustrations add information about a topic. Details might help readers better understand

- characters
- objects
- events
- setting

MODEL AND PRACTICE Tell students that illustrations are pictures included in books to help readers enjoy and understand a book. Show the cover of a stack book that has an illustration and title. Read aloud the title. **Let's look at this picture. It has many parts, or details. Those details help us better understand what this book is about. They add to what the title tells us.**

Guide students in identifying details in the illustration that add to their understanding.

Discuss whether the illustration shows where the text takes place, who the text is about, and what might happen in the text.

Independent Writing

Mentor STACK



FOCUS ON DETAILS IN ILLUSTRATIONS

- During independent writing time, students should continue writing their books. Remind students to include details in their illustrations.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model how to identify details in an illustration.
- **Shared** Have students choose a stack text. Prompt students to take turns seeing how many details they see in the cover illustrations.
- **Guided** Use the stack texts to give explicit instruction on the details of a cover illustration and what information they provide about the book.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T388.

Share Back

Call on a few students with whom you conferred and have them show an illustration from their book. They should describe a detail they included.

Spelling Spell Words with Short e

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

set	met
pet	net

HIGH-FREQUENCY WORDS

have
they

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each short e word and the two high-frequency words.

Spelling Sentences

1. I **set** the phone down.
2. I **met** my friend today.
3. He likes to **pet** the dog.
4. The bug is in the **net**.
5. I **have** a cat.
6. **They** left the house.

ELL Targeted Support

Spelling Patterns Write the words *set* and *met* on the board. Say the words aloud, emphasizing the short e sound. Have students write the words and circle the letter e in each word.

EMERGING

Have students search a text for more examples of short e words and write them in a list to share with the class.

DEVELOPING

Have small groups brainstorm and write short e words. Invite them to share their words with the class.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short e


FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short e

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Short o and f, b, and g

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Simple Sentences

FOCUS Review simple sentences with students. Explain that a simple sentence tells a complete idea. It has a subject and verb.

MODEL AND PRACTICE Display the following jumbled sentence: *man runs the*. Place the words in the proper order to form a simple sentence. (*The man runs.*) Ask: **Which is the naming part?** (*man*) **Which is the action part?** (*runs*) Remind students that the naming part is the subject and the action part is the verb. Give students this additional jumbled sentence to rewrite as a simple sentence: *jumps girl the*. (*The girl jumps.*)

APPLY Have partners create their own simple sentences that tell complete ideas. Prompt them to underline the subjects and circle the verbs.

OBJECTIVES

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

Use verbs to convey a sense of past, present, and future.

ELL Targeted Support

Edit Writing Review sentences, making certain students understand that each sentence must have a subject, the naming part, and a verb, the action part. Write the following sentence on the board: *The cats ran*. Remind students that sentences have a subject and verb. Guide them to underline the subject and circle the verb. Have students write their own simple sentences. **EMERGING**

Write the following words on the board: *sat the dog* and *The dog sat*. Tell students to identify the set of words that is a

sentence. Then have them rewrite the other set of words to be a sentence. Repeat with different sets of words.

DEVELOPING

Write groups of three words that can make a simple sentence on the board. Ask volunteers to write the words in order to show a simple sentence. Discuss how the sentence was fixed. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Simple Sentences

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 Adding Details to Illustrations

OBJECTIVE

Revise drafts by adding drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.

STUDENT INTERACTIVE, p. 171

The screenshot shows a page from a student interactive. At the top, it says 'LAUNCHING WRITING WORKSHOP' and 'WRITING WORKSHOP'. There are two icons: 'Read Together' and 'My Learning Goal'. The main heading is 'Adding Details to Illustrations'. Below it, the text reads: 'Authors revise their drafts by adding details to illustrations. This makes their writing better. The details can tell more about what the words say.' There is a 'MY TURN' section with the instruction: 'Revise the illustration by adding details.' Below this is a simple line drawing of a person standing. Underneath the drawing, it says 'Rick is ready for school.' The page number '171' is in the bottom right corner.

Minilesson

Mentor STACK



TEACHING POINT Authors revise their drafts by adding details in pictures. Different kinds of books contain different kinds of illustrations and details.

Fiction books usually contain illustrations with details that show

- what a character is doing
- what a character looks like
- where a character is

Nonfiction books usually contain illustrations with details that show

- different parts of an object
- what real places look like
- what real people do

MODEL AND PRACTICE Hold up a fiction book from the stack. Read aloud the title. **Look at this illustration. What details help you know more about the book? How could the illustrator have revised his or her draft to add details in pictures that would give even more information?**

Hold up another fiction book and model for students how you would revise the text to add details. Then hold up another book and ask the class to offer details they would add. Repeat the procedure with some nonfiction books.

Direct students to p. 171 in the *Student Interactive*. Read the introduction and directions and have students revise the illustration by adding details.

Possible Teaching Point

Spelling | Words with Short e

As students revise their pictures, have them draw and label a detail with a short e, such as a *pen*, something *red*, or a sister named *Deb*. As you review students' drafts, check that students are spelling short e words correctly.

Independent Writing

FOCUS ON ADDING DETAILS TO ILLUSTRATIONS

- During independent writing time, students should revise their drafts by adding details to their own pictures. Then they should continue writing.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model drawing a character and adding details.
- **Shared** Have partners work together to draw an object and talk about details they can add.
- **Guided** Provide explicit instruction on details students can add to their pictures to help readers.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T388.

Share Back

Call on several students with whom you conferred to share the pictures they drew, identify the details, and tell why they included them.

Spelling Spell Words with Short e

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

Alphabetize a series of words to the first or second letter and use a dictionary to find words.

SPELLING WORDS

set met
 pet net

HIGH-FREQUENCY WORDS

have
 they

LESSON 2

Teach

FOCUS Explain that in some words, the letter e is pronounced /e/ as in *net*.

MODEL AND PRACTICE Display the following words: *ten, men, pen*. Read each word and point out that the letter e makes the short e sound. Then circle the first letters in each word. Model alphabetizing the three words to the first letter. (*men, pen, ten*)

APPLY MyTURN Have students complete the activity on p. 169 in the *Student Interactive*.

SPELLING **Read Together** READING-WRITING BRIDGE

Spell Short e Words

Short e is often spelled e, as in *bed*. When you write a series, or list, of words in the order of the alphabet, you alphabetize the words.

MYTURN Spell the words. Alphabetize the words in each set to the first letter.

Spelling Words			
set	met	pet	net

Short e

met

net

pet

set

My Words to Know

have they

have

they

169

LESSON 2

Teach Spell Words with Short e

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Short e

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Short o and f, b, and g

LESSON 5

Assess Understanding



Language & Conventions

Adjectives and Articles

FLEXIBLE OPTION 

LESSON 2

Oral Language: Adjectives and Articles

FOCUS Introduce adjectives and articles to students. Explain that an adjective is a word that describes a noun. Articles *a* and *an* tell about any person, place, or thing. The article *the* tells about a specific person, place, or thing.

MODEL AND PRACTICE Present this sentence: *The girl has a small plant.*
Ask: Which word describes *plant*? (*small*) *Small* describes *plant*, so *small* is an adjective. Does the article *the* tell about a specific girl or any girl? (specific) Does the article *a* tell about a specific plant or any plant? (any)

APPLY Have partners practice using adjectives and articles by making their own oral sentences. Tell them to include at least one adjective and one article. They will then share their sentences with the class, explaining which word is the adjective and which is the article.


OBJECTIVE

Edit drafts using standard English conventions, including adjectives and articles.

FLEXIBLE OPTION 
LESSON 2

Oral Language:
Adjectives and
Articles

FLEXIBLE OPTION 
LESSON 1

 **Spiral Review:**
Simple Sentences

LESSON 3

Teach Adjectives and
Articles

LESSON 4

Practice Adjectives
and Articles

FLEXIBLE OPTION 
LESSON 5

Standards Practice

Explore Adding Details to Words

OBJECTIVES

Discuss how the author uses words that help the reader visualize.

Revise drafts by adding details in pictures or words.

Minilesson

Mentor STACK



TEACHING POINT After writing a first draft, authors look back and revise their writing to improve it. They often use specific words to expand sentences and add details. Some examples of these specific words are

- *fluffy* or *fuzzy*, to describe a noun like *dog*.
- *kind* or *smart*, to describe a noun like *girl*.
- *slowly* or *quickly*, to describe a verb like *walking*.

MODEL AND PRACTICE Tell students that they will be looking at several books to see just how writers use words to add details to their writing.

Hold up a book from the stack. Read the title. **Let's look at some of the details the author writes about this topic.** Read a sentence that uses detail words. Ask: **What is this sentence about? Does this sentence tell us what ___ is like? Which word adds the detail to the sentence?**

Repeat these questions while discussing details included in both fiction and nonfiction books from the stack. Point out adjectives and adverbs, focusing on how the specific words help make the writing clearer and more informative.

Possible Teaching Point

Language & Conventions | Adjectives and Articles

Remind students that

- adjectives describe nouns and add details to writing
- the articles *a* and *an* tell about any thing
- the article *the* tells about a specific thing

Have students circle detail words in their own writing and add adjectives if more details are needed. As students write, have them review their drafts to make sure articles are used and spelled correctly.

Independent Writing

Mentor STACK



FOCUS ON ADDING DETAILS TO WORDS During independent writing time, students should continue writing their books.

- Remind students to add details to their books by including adjectives in their sentences.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to identify a detail and information that was added.
- **Shared** Have students choose a stack text. Prompt students to find and discuss one detail and share what else they would like to know.
- **Guided** Use the stack texts to provide explicit instruction on identifying a detail, the additional information given, and what other information could be added using adjectives or descriptive words.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T388.

Share Back

Call on a few students with whom you conferred to share a sentence from their book and explain what details they included or added.

Spelling Spell Words with Short e

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

set met
 pet net

HIGH-FREQUENCY WORDS

have
 they

FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS Tell students that in some words the short e sound is spelled with the letter e.

MODEL AND PRACTICE Prompt students to spell these short e names: *Deb*, *Ben*, *Peg*. Say each word aloud and point out that the letter e in the middle of the three names spells the short e sound.

APPLY Have students complete *Spelling* p. 32 from the *Resource Download Center*.

Name _____

Spelling
 Short e Words
 Short e is often spelled e.

Spelling Words		My Words to Know
set	met	have
net	pet	they

MY TURN Write the words to complete the sentences.

- Jen has a pet cat.
- They play all day.
- Jen met Sam at the park.
- They get a net.
- They set it up.
- Jen and Sam have fun!

Grade 1, Unit 1, Week 4
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FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short e

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short e

FLEXIBLE OPTION

LESSON 4

📖 Spiral Review: Spell Short o and f, b, and g

LESSON 5

✓ Assess Understanding



Language & Conventions

Adjectives and Articles

LESSON 3

Teach Adjectives and Articles

FOCUS Review adjectives and articles with students. Remind students that an adjective describes something. Articles *a* and *an* tell about any person, place, or thing. The article *the* tells about a specific person, place, or thing.

MODEL AND PRACTICE Display this sentence: *A big dog runs to the tall tree.* Guide students to identify the adjectives (*big, tall*) and articles (*A, the*) in the sentence. Have students explain what the adjectives describe (*big* tells about *dog*, *tall* tells about *tree*). Then prompt them to determine if the articles tell about any thing (*A*) or a specific thing (*the*).

Display these sentence frames: *Max needs ____ shirt. (an old) He wants to paint ____ picture. (a large)* Ask students to edit for adjectives and articles.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives and articles.

ELL Targeted Support

Edit Writing Review adjectives and articles (*the, a, and an*). Then have students practice editing adjectives and articles in writing.

Write example sentences with adjectives and articles on the board. Read each sentence aloud. Ask students to copy the sentences, underlining the adjectives and circling the articles.

EMERGING

Have students form their own sentences that include adjectives and articles. Guide students to edit their work for grammar and spelling. **DEVELOPING**

Have students write sentences with an error in adjectives or articles. Invite students to switch sentences and correct the errors. **EXPANDING/BRIDGING**

LESSON 3

Teach Adjectives and Articles

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Adjectives and Articles

LESSON 4

Practice Adjectives and Articles

FLEXIBLE OPTION

LESSON 5

Standards Practice

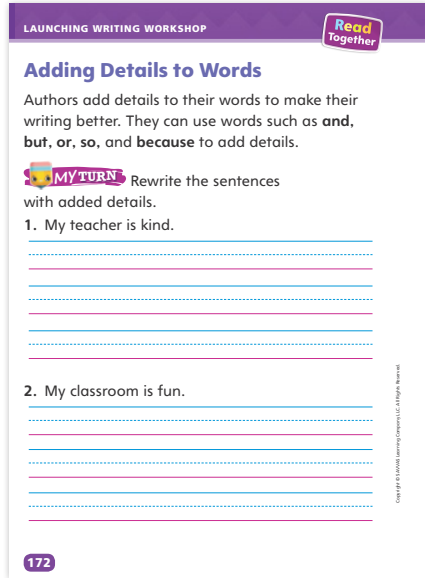
FAST TRACK

Apply Adding Details to Words

OBJECTIVE

Revise drafts by adding details in pictures or words.

STUDENT INTERACTIVE, p. 172



Minilesson

TEACHING POINT Authors add different kinds of details for different reasons. They add details that

- describe more about a character or place.
- tell how characters or events are different.

MODEL AND PRACTICE Direct students to p. 172 in the *Student Interactive*. Read aloud the directions and the first sentence. Model how to revise a draft by adding a detail. Say: **Today I'm going to teach you how to revise a sentence by adding more details. Let's read this sentence. It says: *My teacher is kind.* In this sentence, I read one detail about my teacher: she is kind. I want to add another detail. I can use the word *and* to add another detail. I can say, "My teacher is kind and funny."**

Repeat by modeling how to add details to the second sentence. For example, say: **My classroom is fun because my friends are here.**

Have students complete the activity on p. 172 in the *Student Interactive*. Have students share their answers with the class.

Writing Process

Possible Teaching Point

Revising and Editing | Adding Details

Tell students that part of revising and editing is checking to see where more details would make their writing better, clearer, or more interesting.

As students revise, have them

- add words that describe more about the person, object, or place
- add drawings that show what the new details look like

Independent Writing

FOCUS ON ADDING DETAILS TO WORDS After the minilesson, students should transition to independent writing.

- Students should reread the books they have written in this unit and find places to add details.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model how to add a detail to a simple sentence using a descriptive word.
- **Shared** Have student pairs write a sentence about something they both like. Prompt students to add details about why they like it using descriptive words.
- **Guided** Use several simple sentences to provide explicit instruction on how to add details using each of the words listed on p. 172 in the *Student Interactive*.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T388.

Share Back

Call on a few students to share their sentences and show how they added details.

Spelling Spiral Review

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

SPELLING WORDS

set met
pet net

HIGH-FREQUENCY WORDS

have
they

Writing Workshop

As students proofread their writing, remind them to check the spellings of short o and short e words.

FLEXIBLE OPTION 

LESSON 4



Spiral Review: Spell Short o and f, b, and g


FOCUS Have students recall last week's spelling rules for words with the short o sound spelled o and f/f/, b/b/, and g/g/.

MODEL AND PRACTICE Read these short o words and have students spell them: *not, got, pot, mop, top, on, fog, bob.*

APPLY In pairs, have students write a sentence with at least one short o word.

FLEXIBLE OPTION 

LESSON 1

 **Assess Prior Knowledge**

LESSON 2

Teach Spell Words with Short e

FLEXIBLE OPTION 

LESSON 3

Review and More Practice Spell Words with Short e

FLEXIBLE OPTION 

LESSON 4



Spiral Review:
Spell Short o and f, b, and g

LESSON 5

 **Assess Understanding**



Language & Conventions

Adjectives and Articles

LESSON 4

Practice Adjectives and Articles

APPLY MyTURN Have students edit the sentences on p. 170 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Adjectives and Articles

An **adjective** describes something.

See the **pretty** flowers.
(describes the flowers)

A, an, and **the** are articles, or determiners. **A** and **an** tell about any person, place, or thing. **The** tells about a specific person, place, or thing.

Flowers grow in **a** garden. (tells about any garden)



MYTURN Edit each sentence by adding an article and an adjective.

Possible responses:

1. Tom gets an old flower pot.
2. He brings it to the new garden.
3. Tom helps plant a big tree.

170

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OBJECTIVE

Edit drafts using standard English conventions, including adjectives and articles.

Writing Workshop

Tell students to use appropriate adjectives and articles as they begin writing drafts during Writing Workshop. Have students trade drafts with a partner to check that adjectives and articles have been used and spelled correctly.

FLEXIBLE OPTION
LESSON 1

 **Spiral Review:**
Simple Sentences

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

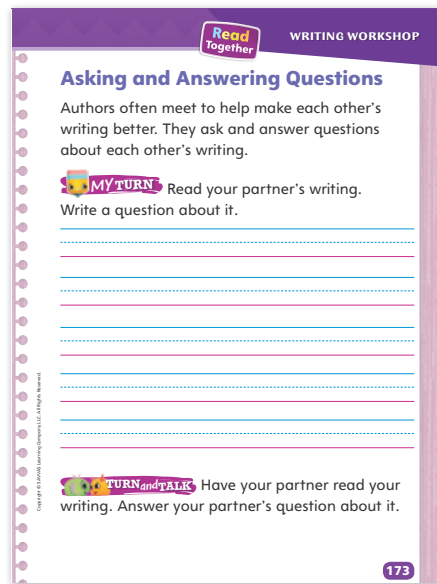
FAST TRACK

Asking and Answering Questions

OBJECTIVE

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

STUDENT INTERACTIVE, p. 173



Minilesson

Mentor **STACK**



TEACHING POINT There are a number of different ways writers try to improve their writing and make it clearer. One way is to share their writing with others and talk about how to make it clearer for readers. Good writers

- ask each other questions about their writing to clarify information.
- answer questions using multi-word responses to explain their writing.

MODEL AND PRACTICE Hold up a stack text and say: *Authors meet with other authors to make their writing better. When they meet, they ask each other questions about their writing. Let's read this book together and ask the author some questions.* Begin reading the book aloud. Pause intermittently and give students an opportunity to ask questions to clarify information. If they need assistance, model asking questions yourself.

Record some questions on the board. When you finish reading the book, say: *Now let's pretend we are the authors of this book. Let's answer these questions.* Have students help you come up with multi-word responses to answer the questions on the board.

Direct students to p. 173 of the *Student Interactive*. Read aloud the introduction and the directions to My Turn. Pair up students and have partners share the sentences they wrote on p. 172. After completing My Turn, have students read their questions to each other, then complete the Turn and Talk activity.

WRITING CLUB

As students enter into Writing Club, have them use what they learned about asking and answering questions. See p. T407 for details of how to run Writing Club. See the **Conference Prompts** on p. T388.

Share Back

Invite student partners to share their questions and answers from p. 173 in the *Student Interactive*.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas, drawings, and sentences and discuss the details they added to words and pictures.

Students should spend the first 5–10 minutes in their groups discussing the following:

- Asking questions about how to improve their writing
- Listening closely to classmates' questions and suggestions
- Responding to questions to explain their writing

What Are We Sharing? Students should first choose which piece of writing they would like feedback on in today's Writing Club. As the student reads, the other students should think about questions they can ask about the details in the student's book. Are there any other details that need to be added? Are there any that aren't needed? This will help direct the group's focus.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- What work do you want to share today?
- How did you decide what to add to your writing or illustration?
- I'd like to know more details about _____.
- Can you add details telling why _____?

Spelling Spell Words with Short e

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell high-frequency words.

SPELLING WORDS

set met
pet net

HIGH-FREQUENCY WORDS

have
they

LESSON 5

Assess Understanding

Read aloud the words and sentences. Have students spell each short e word and the two high-frequency words. Then repeat the sentences, providing enough time for students to spell each word.

Spelling Sentences

1. Did you **set** the alarm?
2. We **met** at the store.
3. The fish is my **pet**.
4. Catch it in the **net**!
5. I **have** a new pen.
6. Who are **they**?

LESSON 5

Assess Understanding

FLEXIBLE OPTION 
LESSON 1

Assess Prior Knowledge


LESSON 2

Teach Spell Words with Short e

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Short e

FLEXIBLE OPTION 
LESSON 4

 Spiral Review: Spell Short o and f, b, and g



Language & Conventions

Adjectives and Articles

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and guide students to complete the question.

(1) The girl walks in her new shoes.

Which word in the sentence is an example of an adjective?

- A shoes
- B new
- C her
- D in

APPLY Have students complete *Language & Conventions* p. 38 from the *Resource Download Center*.

Name _____

Language and Conventions

Adjectives and Articles
An adjective describes a noun.

A, an, and the are articles. **A** and **an** tell about any noun. **The** tells about a specific noun.

MY TURN Read the sentence. Circle the article. Underline the adjective.

- The fat cat can run.
- An apple can be red.
- Sam has a small toy.

MY TURN Write a complete sentence that has an adjective and an article.

Possible response:
I have a little sister.

Grade 1, Unit 1, Week 11

OBJECTIVE

Edit drafts using standard English conventions, including adjectives and articles.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language:
Adjectives and Articles

LESSON 3

Teach Adjectives and
Articles

LESSON 4

Practice Adjectives
and Articles

Weekly Overview

This week, students will

- decide on a piece of writing to publish.
- learn how to improve illustrations and words before publishing.
- understand how to celebrate their writing.
- be assessed on writing skills and strategies.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Choose a Book to Publish T414	Edit for Illustrations and Words T418	Prepare for Celebration T422
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T415	Independent Writing and Conferences T419	Independent Writing and Conferences T423
SHARE BACK FOCUS 5–10 min.	Deciding on What to Publish T415	Edit Writing to Be Published T419	Preparing to Celebrate T423
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T416 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Adjectives and Articles T417 	<ul style="list-style-type: none"> • Spelling Teach Spell Words with Short <i>u</i> T420 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Sentences with Nouns, Verbs, and Adjectives T421 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Review and More Practice T424 • Language & Conventions Teach Sentences with Nouns, Verbs, and Adjectives T425



Mentor STACK



The following criteria may be helpful in selecting texts from the stack to teach students about publishing and celebrating their writing:

- Detailed illustrations and words are organized and clear.
- The texts are published in different types of formats.
- Various genres are represented.

FAST TRACK

LESSON 4

FAST TRACK

LESSON 5

How to Celebrate T426	Assessment T430
Celebrate T427	Assessment T430–T431
Celebrate T426–T427	Assessment T430–T431
<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Spiral Review T428 • Language & Conventions Practice Sentences with Nouns, Verbs, and Adjectives T429 	<ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T432 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T433

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Feedback Forms

Publishing

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

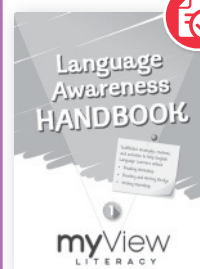
Independent Writing and Conferences

SHARE BACK FOCUS

5–10 min.

Offering Feedback to Your Classmates

Ways to Prepare to Publishing



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.


Conferences Mentor STACK

During this time, assess students' understanding of how to make publishing decisions about one's writing in order to gauge where they may need support in this last step of the writing process. Have stacks and minilessons available to reference during the conferences.


FORMATIVE ASSESSMENT

Conference Prompts


Choose a Book to Publish

If students need additional support,	 Then ask: Out of all of the books you wrote this unit, which one is your favorite?
If students show understanding,	Then ask: How will you decide what to fix in this piece of writing?

Edit for Illustrations and Words

If students need additional support,	 Then read students' books and point out sentences that need to be edited. Model how to fix them.
If students show understanding,	Then ask: What is one way you might celebrate your writing? What will you need to do to get ready?

Prepare for Celebration

If students need additional support,	 Then help students make a checklist of all the outstanding edits they need to make before sharing their books.
If students show understanding,	Then have students read their books aloud. Offer tips on fluency and reading with emotion.

Conference Support for ELL

EMERGING

- Review with students the writing they did during the past four weeks.
- Model a sentence that tells which writing you like best.
- Ask: Which writing do you like best?

DEVELOPING

- Ask students yes/no questions about editing the writing that they chose to publish, such as: Is this sentence correct? Can you make this illustration better? What details can you add?

EXPANDING

- Provide choices for the way students might want to celebrate their writing by asking questions such as: Would you like to share your writing orally or by printing it out on a computer?
- Use guided writing to help students write how they would prepare to celebrate.

BRIDGING

- Invite students to reread the rules for how to celebrate, and then share which ones they think are hardest to understand or follow.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **sentences with nouns, verbs, and adjectives**.



ELL Minilesson Support

Week 5: Publish, Celebrate, and Assess

During the Publish, Celebrate, and Assess week, your ELLs will benefit from additional writing support that helps them make decisions about publishing and celebrating their writing. These targeted supports were chosen to help students better understand how to choose which writing they will publish and how to assess skills they learned in this unit.

Use this note for the minilesson on p. T414.

ELL Targeted Support

CHOOSE A BOOK TO PUBLISH

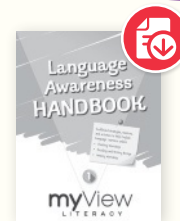
Have students work in pairs to help one another choose a book to publish.

Help students demonstrate listening comprehension by using words, symbols (like a check or X), or pictures to make a note about each of their partners' books. Then help them use those notes to talk to their partners about their writing. **EMERGING**

Have students demonstrate listening comprehension by using words, symbols, or pictures to make notes about their partners' books. Then have them use those notes to talk to their partners about their writing. **DEVELOPING**

Have students demonstrate listening comprehension by writing words or phrases about their partners' books. Then have them use their notes to choose their partners' best writing. **EXPANDING**

Have students demonstrate listening comprehension by writing sentences about their partners' books and using those notes to discuss their partners' best writing. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T431.

ELL Targeted Support

ASSESSMENT

Students will prepare to respond to the prompt by using content-based, grade-level vocabulary to write what they have learned about the writing process this unit.

Help students look back through this unit of Writing Workshop and write a list of content-area vocabulary words they think will help them write their books. **EMERGING**

Have students work with a partner to look back through this unit of Writing Workshop to write a list of content-area vocabulary words they think will help them write their books. Then have them write what each word means. **DEVELOPING**

Have students write a list of content-area vocabulary words they remember from this unit that they think will help them write their books. Then have them write what each means. **EXPANDING**

Have students write a few sentences about the ways in which some of the content-area vocabulary words they learned in this unit will help them to write their books. **BRIDGING**

FAST TRACK

Choose a Book to Publish

OBJECTIVE

Discuss the author's purpose for writing text.

STUDENT INTERACTIVE, p. 207

I can write a story.

Choose a Book to Publish
Choose something you wrote that you want to publish, or share.

MY TURN Write a title for your book.

Edit for Illustrations and Words
MY TURN Use the chart to help you edit your writing. Check yes or no.

	Yes	No
Are my illustrations complete?	<input type="radio"/>	<input type="radio"/>
Are there details in the words?	<input type="radio"/>	<input type="radio"/>

TURN and TALK What might you want to add or change before you publish your writing?

207

Minilesson

Mentor STACK



TEACHING POINT Choosing a book to publish means deciding on which writing you will get ready to share with readers. Ask yourself

- What should I do to decide which writing to publish?
- How do I know my writing is ready to be published?
- Which ideas do I want to share with my readers?

MODEL AND PRACTICE Read aloud a book from the stack. When finished, say: **Let's think about why the author decided to publish this book.** Guide students to identify how the author may have made publishing decisions. Ask and discuss answers to the following questions:

- How do you think the author knew this book was ready to be published?
- What ideas did the author want to share with readers?
- How did the author publish this writing?

Encourage students to read another stack book to decide why the book was ready to be published and what ideas the author wanted to share. Say: **Authors make sure their writing is clear, complete, and without mistakes before they publish it.**

Have students look through their own writings from this unit and choose one work to publish. Point out that they will need to be sure the writing is mistake-free before they publish it. Explain that they will do this later. Today they are just choosing what they will get ready to publish. Then direct students to the top half of p. 207 in the *Student Interactive*. Have them complete the activity by writing their title.

Independent Writing

Mentor STACK



FOCUS ON GETTING READY TO PUBLISH

- During independent writing time, students should spend time finishing the book they've decided to publish.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model why that book was ready to publish.
- **Shared** Have students choose a stack text. Prompt students to take turns talking about the ideas the author wanted to share with readers.
- **Guided** Use the stack texts to provide explicit instruction on the specific things students should look for when choosing a book to publish.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students have completed their book already, they should edit and revise, finding places to add details and clarify information.

See the **Conference Prompts** on p. T412.

Share Back

Call on a few students to explain why they chose their piece of writing to publish.

Spelling Spell Words with Short *u*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

hug **tug**
bug **dug**

HIGH-FREQUENCY WORDS

to
with

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**

Read aloud the words and sentences. Have students spell each word and the two high-frequency words.

Spelling Sentences

1. I like to **hug** my dog.
2. A fly is a type of **bug**.
3. I pull up weeds with a **tug**.
4. My brother **dug** a big hole.
5. I like **to** play ball.
6. Come **with** me to the park.

ELL Targeted Support


Familiar Words Write the words *to* and *with* on the board. Have students complete the sentences *I go to _____*. and *I go with _____*. **EMERGING**

Have students write their own sentences using the words *to* and *with* and share them with a partner. **DEVELOPING**

Have partners take turns spelling the words *to* and *with* aloud. **EXPANDING**

Ask students to take turns spelling the high-frequency words from this week and previous weeks with a partner. **BRIDGING**

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Short *u*

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Short *u*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Short *e*, Short *a*, and Short *i*

LESSON 5

 **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adjectives and Articles

FOCUS Remind students that articles are the words *a*, *an*, and *the*. Adjectives are words that describe a person, animal, or thing, such as *tall* or *short*. The article *the* is used for a specific noun. *A* and *an* are used before any noun.

MODEL AND PRACTICE Show students the following sentence: *Put ____ pen on the desk.* Have students say which article could go in the blank. Have them explain why. Then invite students to suggest adjectives to describe the pen and desk in the sentence.

APPLY Have small groups of students select a common noun. Have them work together to list as many adjectives as they can to describe the noun. Then ask each student to write a sentence using the noun, an adjective from their list, and an article.

OBJECTIVES

Use frequently occurring adjectives.

Use determiners (e.g., articles, demonstratives).

ELL Targeted Support

Edit Writing Review adjectives and articles (*the*, *a*, and *an*). Then have students practice editing adjectives and articles in writing.

Write example sentences with adjectives and articles on the board. Read each sentence aloud. Ask students to copy the sentences, underlining the adjectives and circling the articles. **EMERGING**

Have students form their own sentences that include adjectives and articles. Guide students to edit their work for grammar and spelling. **DEVELOPING**

Have students write sentences with an error in adjectives or articles. Invite students to switch sentences and correct the errors. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Adjectives and Articles

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences with Nouns,
Verbs, and Adjectives

LESSON 3

Teach Sentences with
Nouns, Verbs, and
Adjectives

LESSON 4

Practice Sentences
with Nouns, Verbs,
and Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

Edit for Illustrations and Words

OBJECTIVE

Revise drafts by adding details in pictures or words.

STUDENT INTERACTIVE, p. 207

I can write a story.

Choose a Book to Publish
Choose something you wrote that you want to publish, or share.

MY TURN Write a title for your book.

Edit for Illustrations and Words
MY TURN Use the chart to help you edit your writing. Check yes or no.

	Yes	No
Are my illustrations complete?	<input type="radio"/>	<input type="radio"/>
Are there details in the words?	<input type="radio"/>	<input type="radio"/>

TURN and TALK What might you want to add or change before you publish your writing?

207

Minilesson

Mentor STACK



TEACHING POINT When authors edit, they fix mistakes and make improvements in their writing. Good writers check for

- information that can be added.
- writing that should be changed.
- illustrations that can be improved.

MODEL AND PRACTICE Select a book from the stack and read it aloud. When finished, say: *When I read this book, I noticed the illustrations helped to add information about what I was reading. I also noticed there were no mistakes in the words. Let's read another book together. See whether the illustrations are helpful. Look for any mistakes in the words.* Have students help you choose another book from the stack. Read that book aloud.

Then ask:

- How did the illustrations help you understand the ideas?
- Did you see or hear any mistakes in the words?

Then direct students to the bottom of p. 207 in the *Student Interactive*. Have them look at the writing they chose to publish and then complete the chart.

Possible Teaching Point

Language & Conventions | Sentences with Nouns, Verbs, and Adjectives

Explain to students that, as they edit the work they want to share, they should

- make sure sentences include a noun (naming word) and a verb (action word)
- use adjectives to describe nouns and add details
- fix any mistakes in words and illustrations

Tell students that they can continue to improve their writing by checking that each sentence tells a complete idea, begins with a capital letter, and ends with a punctuation mark.

Independent Writing

FOCUS ON EDITING

- Have students review the book they have chosen to publish, checking to be sure the illustrations are detailed and there are no mistakes in the words.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model how you might edit the title of a book.
- **Shared** Prompt students to share their writing from last week and talk about how they might edit the illustration or words.
- **Guided** Provide explicit instruction on specific illustrations and words that students could edit in their own writing.

 **Intervention** Refer to the *Small Group Guide* for support.

- Have students make any additions or changes to their writing now before they publish it.

See the **Conference Prompts** on p. T412.

Share Back

Invite a few students to share the edits they made to get their work ready to publish.

Spelling Spell Words with Short *u*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

hug tug
 bug dug

HIGH-FREQUENCY WORDS

to
 with

LESSON 2

Teach

FOCUS Some words follow a sound-spelling pattern. Words with the sound /u/ are spelled with the letter *u*.

MODEL AND PRACTICE Show students an example of a word with a short *u* like *hug*. Say the word out loud and point out the *u*. Ask what sound that letter makes. Tell students that the letter *u* spells the sound /u/ in *hug*.

APPLY MyTURN

Have students use sound-spelling patterns to complete the activity on p. 205 in the *Student Interactive* independently.

SPELLING Read Together READING-WRITING BRIDGE

Spell Short *u* Words

Some words follow a spelling pattern. Short *u* is often spelled *u*, as in *bug*.

MY TURN Read and spell the short *u* words. Then spell the My Words to Know words.

Spelling Words			
bug	hug	tug	dug

Short *u*

bug
 dug
 hug
 tug

My Words to Know	
to	with
to	with

205

LESSON 2

Teach Spell Words with Short *u*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Short *u*

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Short *e*, Short *a*, and Short *i*

LESSON 5

Assess Understanding



Language & Conventions

Sentences with Nouns, Verbs, and Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language: Sentences with Nouns, Verbs, and Adjectives

FOCUS Tell students that sentences may contain nouns, verbs, and adjectives to tell a complete idea. Nouns name people, animals, or things. Verbs show action. Adjectives describe nouns.

MODEL AND PRACTICE Display and read aloud this sentence for students: John walks down the busy street. Ask students: *Does this sentence have a noun?* (yes) *What are the nouns?* (*John, street*) *What word tells what John is doing?* (*walks*) *What word describes the street?* (*busy*)

APPLY Have students work in pairs to create their own oral sentences with nouns, verbs, and adjectives. Ask them to share their sentences with the class, taking time to point out the nouns, verbs, and adjectives.

OBJECTIVES

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use frequently occurring adjectives.

Use determiners (e.g., articles, demonstratives).

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences with Nouns,
Verbs, and Adjectives

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Adjectives and
Articles

LESSON 3

Teach Sentences with
Nouns, Verbs, and
Adjectives

LESSON 4

Practice Sentences
with Nouns, Verbs,
and Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

Prepare for Celebration

OBJECTIVE

Publish and share writing.

Minilesson

Mentor STACK



TEACHING POINT Authors prepare for the celebration of their work by getting their writing ready to share. They decide how to present their final product. Then they gather materials for their presentation.

MODEL AND PRACTICE Say: *There are several steps to follow to prepare your writing for celebration.*

- Choose your best writing.
- Edit illustrations and words to make it the best it can be.
- Decide how you want to present the final copy.

Review where students are in the publishing process. So far they have chosen the writing they will publish and have edited the words and illustrations. Say: *Now let's talk about ways to present your writing.* Hold up a stack text. Ask: *How did the author present this text? What do you think had to be done to get the writing into book form? Do you think digital tools were used?*

Next, have students brainstorm ways they could present their writing. List the ways on a chart or board. Suggestions may include:

- oral presentation
- making it into a book
- printing it out from a computer
- creating a poster

Possible Teaching Point

Spelling | My Words to Know

Tell students that each week they learn to read some words in printed text that don't follow regular spelling patterns they have learned. These words are called My Words to Know. List the Unit 1 My Words to Know on the board:

- *I*
- *one*
- *look*
- *have*
- *to*
- *see*
- *the*
- *you*
- *they*
- *with*

If students have used words from the My Words to Know list in their writing, they should make sure the spelling is correct.

Independent Writing

Mentor STACK



FOCUS ON PREPARING TO CELEBRATE

- Student partners can discuss with each other what they would need to do to celebrate their writing in each of the different ways listed.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to identify one thing the author had to do to prepare for publishing the writing in book form.
- **Shared** Prompt students to ask each other questions about how they will prepare to celebrate.
- **Guided** Provide explicit instruction on how to prepare to celebrate using one of the ways listed on the board.

 **Intervention** Refer to the *Small Group Guide* for support.

- Once they have decided on the way they'd like to present their book, students should prepare it for publication.

See the **Conference Prompts** on p. T412.

Share Back

Choose a few students to say what they must do to prepare to share and celebrate their writing.

Spelling Spell Words with Short u

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

hug tug
 bug dug

HIGH-FREQUENCY WORDS

to
 with

FLEXIBLE OPTION
LESSON 3

Review and More Practice

FOCUS Remind students that the letter *u* can spell the sound /u/ in words.

MODEL AND PRACTICE Have students spell the following words as you isolate each phoneme: *tug*, /t/ /u/ /g/; *dug*, /d/ /u/ /g/; *bug*, /b/ /u/ /g/; *hug*, /h/ /u/ /g/.

APPLY Have students complete *Spelling* p. 33 from the *Resource Download Center*.

Name _____

Spelling
 Short u Words
 Short u is often spelled u. Some words do not follow a pattern.

Spelling Words	My Words to Know
bug hug	to
tug dug	with

MY TURN Write the spelling words in alphabetical, or ABC, order. Look at the first letter. Then look at the second letter.

1. bug 2. dug
 3. hug 4. to
 5. tug 6. with

Grade 1, Unit 1, Week 5
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FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short u

FLEXIBLE OPTION
LESSON 3

Review and More Practice Spell Words with Short u

FLEXIBLE OPTION
LESSON 4

📖 Spiral Review: Spell Short e, Short a, and Short i

LESSON 5

✓ Assess Understanding



Language & Conventions

Sentences with Nouns, Verbs, and Adjectives

LESSON 3

Teach Sentences with Nouns, Verbs, and Adjectives

FOCUS Explain to students that sentences tell complete ideas. They have nouns, verbs, and sometimes they have adjectives. Nouns name people, animals, or things. Verbs show action. Adjectives describe nouns.

MODEL AND PRACTICE Write the following sentence on the board: *Tim jogs to school on a hot day.* Identify and underline the nouns (*Tim, school, day*), verb (*jogs*), and adjective (*hot*).

Ask students to pair up and create their own simple sentences with at least one noun, verb, and adjective. Have them underline the nouns, verbs, and adjectives.

OBJECTIVES

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use frequently occurring adjectives.

Use determiners (e.g., articles, demonstratives).

ELL Targeted Support

Sentences Remind students that a sentence has a noun, which names people, animals, or things, and a verb, which shows action. Sometimes there is an adjective, which is a word that describes the noun. Read aloud the sentence *The red hen runs*, and have students identify the noun, adjective, and the verb. Then have students write their own sentences using the same structure as the sample sentence: *The (adjective) (noun) (verb)*. **EMERGING**

Have students pair up and write a silly sentence with a noun, a verb, and an adjective. **DEVELOPING**

Have students write their own sentences and underline the noun, the verb, and the adjective in the sentence. **EXPANDING/BRIDGING**

LESSON 3

Teach Sentences with Nouns, Verbs, and Adjectives

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adjectives and
Articles

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences with Nouns,
Verbs, and Adjectives

LESSON 4

Practice Sentences
with Nouns, Verbs,
and Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

How to Celebrate

OBJECTIVES

Develop social communication such as introducing himself/herself and others, relating experiences to a classmate, and expressing needs and feelings.

Respond to the comments of others through multiple exchanges.

Publish and share writing.

STUDENT INTERACTIVE, p. 208

The screenshot shows a page titled 'How to Celebrate' from a 'Read Together' book. It includes a 'TURN and TALK' section with instructions to introduce oneself to a partner. A cartoon character is also present on the page.

LAUNCHING WRITING WORKSHOP **Read Together**

How to Celebrate

It's time to celebrate your writing.

Follow the rules for speaking and listening.

1. Speak clearly when it is your turn.
2. Ask questions if you do not understand.
3. Listen to others.
4. Make appropriate comments.

TURN and TALK Introduce yourself to your partner. Tell about your experience writing. Then introduce each other to the group.

208

Minilesson

TEACHING POINT Explain that social communication is important when celebrating and sharing experiences. Social communication is how you talk and act with others. It's important to introduce yourself and listen to others as they tell about their experiences. Today students will celebrate by speaking about their writing. They will share their writing experience with the class. Students will follow rules to celebrate.

MODEL AND PRACTICE Say: *I am going to tell you about myself and my own writing experience in two different ways. Listen to each way and then tell me which way is better and why.* Say the following abruptly: *My name is _____. I wrote about fish.* Ask students to tell you how your introduction made them feel. Then say the following in a more excited tone: *Hello, students! I am your teacher. My name is _____. I want to share a story with you about a time I went to the lake with my family. It was beautiful and it was fun and the story involves a fish!* Talk with students about which way sounds better and why. Elicit from them that it is better to give more information to get your audience interested.

Invite a couple of students to the front of the classroom. Have them introduce themselves and relate an experience to their classmates. Help them to express their feelings as they tell their stories.

Direct students to p. 208 in the *Student Interactive*. Read aloud the rules together with students. Discuss each rule with students. Have listeners respond in a positive way to the students who have shared their experiences.

Possible Teaching Point

Writing Process

Publishing | Share Writing

In Writing Workshop, students work through the steps of the Writing Process at their own pace until it is time to publish their writing. Publishing means sharing their writing with others.

Help students follow rules for speaking and listening as they share their writing experience. Remind them to

- introduce themselves
- express how their story or experience made them feel
- tell how they chose to present their writing
- respond to others by making positive comments and asking questions

Independent Writing

FOCUS ON CELEBRATING AND SHARING

- Students should celebrate their writing by sharing it with the class.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model a rule on p. 208 in the *Student Interactive* and demonstrate how to follow it.
- **Shared** Have students share ways to introduce each other.
- **Guided** Give explicit instructions on how to follow the rules when introducing yourself and talking about writing experiences.

 **Intervention** Refer to the *Small Group Guide* for support.



Spelling Spiral Review

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

SPELLING WORDS

hug tug
 bug dug

HIGH-FREQUENCY WORDS

to
 with

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with the sounds /e/ spelled e, /a/ spelled a, /i/ spelled i, and /u/ spelled u.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Short e, Short a, and Short i

FOCUS Remind students about the previous week’s spelling rules for words with short e, short a, and short i.

MODEL AND PRACTICE Read the following words and have the students spell them: *pet, sat, tin*.

APPLY Have pairs draw three columns in their notebooks labeled “Short e,” “Short a,” and “Short i.” Have them write at least two CVC pattern words with the sounds /e/ spelled e, /a/ spelled a, or /i/ spelled i in the appropriate columns.

FLEXIBLE OPTION

LESSON 4



Spiral Review:
 Spell Short e,
 Short a, and
 Short i

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach Spell Words with Short u

FLEXIBLE OPTION

LESSON 3

Review and More Practice Spell Words with Short u

LESSON 5

✓ Assess Understanding



Language & Conventions

Sentences with Nouns, Verbs, and Adjectives

LESSON 4

Practice Sentences with Nouns, Verbs, and Adjectives

APPLY MyTURN Have students complete the activity on p. 206 in the *Student Interactive*.

LANGUAGE AND CONVENTIONS **Read Together**

Sentences with Nouns, Verbs, and Adjectives

Sentences tell complete ideas. They have nouns, verbs, and sometimes they have adjectives. **Nouns** name people, animals, or things. **Verbs** tell about a noun. **Adjectives** describe nouns.

MYTURN Read the sentences. Edit the draft by adding a sentence that has a noun, a verb, and an adjective.

Sam makes a map. The map has many streets.

Sam _____

Possible response:
draws big buildings on the map.

206

OBJECTIVES

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use frequently occurring adjectives.

Use determiners (e.g., articles, demonstratives).

Writing Workshop

Tell students to pay attention to nouns, verbs, and adjectives when they're writing their drafts during Writing Workshop.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Adjectives and Articles

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences with Nouns, Verbs, and Adjectives

LESSON 3

Teach Sentences with Nouns, Verbs, and Adjectives

LESSON 4

Practice Sentences with Nouns, Verbs, and Adjectives

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVE

Use genre characteristics and craft to compose multiple texts that are meaningful.

STUDENT INTERACTIVE, p. 209

Assessment

MY TURN Mark yes or no for each statement.

I know . . .	Yes	No
who authors are and what they do.		
what good writers do.		
Writing Workshop steps.		
what digital tools I can use.		
the features of a fiction book.		
the features of a nonfiction book.		
how to add details to illustrations.		
how to add details to words.		
how to celebrate my writing.		

TURN and TALK Talk about things you need to do to strengthen your writing.

209

Minilesson

TEACHING POINT Assessments tell students how much they have learned and how well they can use what they have learned. Students can self-assess their understanding of all skills and strategies they learned in this unit.

MODEL AND PRACTICE Direct students to p. 209 in the *Student Interactive*. Read aloud the skills together with students one at a time. For the first skill, model how to decide which column to check. For example: **I know authors are writers, and they write all kinds of genres, so I can check Yes next to this rule.** Continue reading aloud each rule, pausing to give students time to check the correct box in the chart.

Read aloud Turn and Talk. Have partners complete the activity. Encourage students to help each other review any skills they did not know. Have them write what they learned from each other about that skill.

Assessment

Inform students that they are going to take a writing assessment. They will be given a prompt that asks them to write something. 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. T431.



WRITING ASSESSMENT



Launching Writing Workshop

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

PROMPT Write a book of your choice.

Be sure to

- use your best idea.
- use the features of the type of book you are writing.
- add details to the words.
- add details using pictures.

4-Point Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Book is clearly developed and focused.	Book has clear ideas presented in a logical manner.	Book includes thorough details.	Book uses a variety of vocabulary to elaborate on ideas.	Book has correct grammar usage, spelling, capitalization, and punctuation.
3	Book is mostly focused and developed.	Book has ideas mostly organized.	Book includes adequate details.	Book uses adequate vocabulary to tell about ideas.	Book has some slight usage, grammar, spelling, and/or punctuation errors but is still understandable.
2	Book is developed but may lack some key details.	Book has some ideas out of place.	Book uses only a few details.	Language is not precise and lacks specific vocabulary.	Book has some errors in usage, grammar, spelling and/or punctuation.
1	Book may be confusing, unclear, or too short.	Book has little organization of ideas.	Book includes almost no details.	Language is vague, unclear, or confusing.	Book is hard to understand because of errors.
0	Writing gets no credit if it does not demonstrate adequate command of writing traits.				

Spelling Spell Words with Short *u*

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

hug **tug**
bug **dug**

HIGH-FREQUENCY WORDS

to
with

LESSON 5

Assess Understanding


Read aloud the words and sentences. Have students spell words with short *u* and spell the high-frequency words. Repeat each word and allow time for students to spell it.

Spelling Sentences

1. What kind of **bug** is that?
2. The pup likes to **tug** on the rope.
3. We **dug** a hole in the sand.
4. I like to **hug** my dad when I'm sad.
5. I like visiting **with** my grandma.
6. I always bring a snack **to** school.

LESSON 5

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach Spell Words with Short *u*

FLEXIBLE OPTION 
LESSON 3

Review and More Practice Spell Words with Short *u*

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:**
Spell Short *e*, Short *a*, and Short *i*

 **Assess Understanding**



Language & Conventions

Sentences with Nouns, Verbs, and Adjectives

FLEXIBLE OPTION

LESSON 5**Standards Practice**

Display the following sentence and guide students to answer the question.

(1) The big dog barks at me.

Which word is an adjective?

- A dog
- B The
- C barks
- D big**

APPLY Have students complete *Language & Conventions* p. 39 from the *Resource Download Center*.

Name _____

Language and Conventions

Sentences with Nouns, Verbs, and Adjectives
A sentence tells a complete idea. It starts with a capital letter and ends with a period.

MY TURN Circle the word that completes the sentence. Tell which words are nouns, verbs, and adjectives.

1. He has a red _____. **bat** go sad

2. The ____ cat sat. Sam **fat** bat

3. Sam is a ____ boy. Tam see **small**

4. They ____ at a big bug. **look** hat dog

Grade 1, Unit 1, Week 2

OBJECTIVES

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Use frequently occurring adjectives.

Use determiners (e.g., articles, demonstratives).

FLEXIBLE OPTION

LESSON 5**Standards Practice**

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Adjectives and
Articles

FLEXIBLE OPTION

LESSON 2

Oral Language:
Sentences with Nouns,
Verbs, and Adjectives

LESSON 3

Teach Sentences with
Nouns, Verbs, and
Adjectives

LESSON 4

Practice Sentences
with Nouns, Verbs,
and Adjectives

Weekly Overview

Students will

- explore the genre of opinion writing.
- identify topics, opinions, and reasons.
- generate ideas and plan their own opinion books.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Opinion Writing WW2	Opinion Writing: Topics and Opinions WW3	Opinion Writing: Reasons WW4
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
SHARE BACK FOCUS 5–10 min.	Common Features of Opinion Writing WW2	Topics and Opinions WW3	Reasons WW4



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- *The Perfect Pet* by Margie Palatini
- *A Pig Parade Is a Terrible Idea* by Michael Ian Black
- *In My Opinion* by Deb Bird

Use the following criteria to add to your opinion writing stack:

- The topic is interesting to students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

FAST TRACK

LESSON 4

LESSON 5

Brainstorm Ideas WW5

Plan Your Opinion Writing WW6

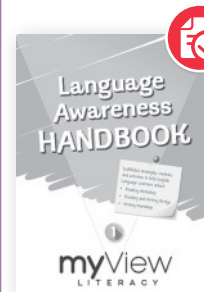
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

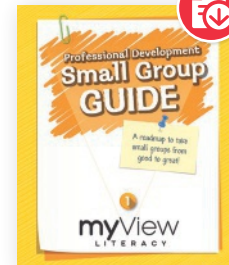
Opinion Ideas WW5

Making a Plan WW6

ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of the elements 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

Opinion Writing

If students need additional support,


 **Then** show a stack book the students are familiar with. Ask: What does the person in this book believe or think about the topic? How do you know?

If students show understanding,

Then ask students to tell different opinions people 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, movies, heroes, or sports teams.

If students show understanding,

Then ask students to state a reason someone might have that is different from their own reason.

Plan Your Opinion Writing

If students need additional support,

 **Then** have students practice stating their opinion and one 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 ____ better than ____ 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 the character has that opinion.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Model how to choose a favorite from options within a topic and give a reason to explain the choice.

EXPANDING

- Have students review several stack books and restate the opinions and reasons found.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the stack books.
- Discuss additional reasons the author could have given to support the opinion in one of the stack books.

BRIDGING

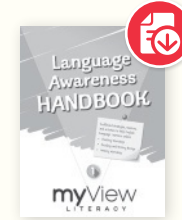
- Ask students to work with partners to plan their opinion pieces and generate additional reasons.
- Have students identify the opinion and reasons in a new opinion piece.
- Have students make a word bank of specific words that help state opinions and reasons.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published opinion writing on various topics and plan their own opinion piece.



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 and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *He likes ___ because ___*. **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 fruit, favorite sport, or favorite story. **EXPANDING**

Have students talk about which reason in one of the stack books is the strongest and why. **BRIDGING**

Use this note for the minilesson on p. WW5.

ELL Targeted Support

BRAINSTORM IDEAS

Students may need support generating words to identify reasons that support their opinion.

Display pictures that fit within the same category such as animals, plants, or types of cars. Help students name how the items within a category are different. Help students use those different features to frame their reasons. Provide a sentence frame such as *I like ___ best because ___*. **EMERGING**

Have students choose two related pictures. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons such as, *I think ___ is better because it has ___*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several simple topics and provide several reasons. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about their opinions and reasons related to a topic such as the best day of the week. Then ask them to restate their partner's opinion and reasons to the larger group. **BRIDGING**

FAST TRACK

Opinion Writing

OBJECTIVE

Identify characteristics of opinion writing.

STUDENT INTERACTIVE 1.5, p. 235

I can write an opinion book.

Opinion Writing
An opinion tells what you think about something. Opinion books have:

- a topic
- reasons
- an opinion
- a conclusion

Opinion Writing Sandwich

Topic and Opinion
My favorite... is the best
I like... I think...
I feel... I believe...


Reason
because

Conclusion
These are the reasons why...
Now you know why...
That explains why...
That is why...

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Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to explain why it is an example of opinion writing.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT An opinion book expresses the writer's opinion or preference. It includes

- an introduction that tells the topic and opinion.
- reasons that support and explain the opinion.
- a conclusion that restates the opinion in a different way.

MODEL AND PRACTICE Tell students that they will be learning about opinion writing and then write opinion books of their own. Introduce opinion writing by selecting an opinion book from the stack. Read the title aloud and display the cover. Ask students if they can tell what opinion this writer might be expressing in the book. Read the book aloud. As you read, pause to reinforce the topic, opinion, and reasons.

After reading, tell students: *The writer helps us know what he or she likes, thinks, or believes. What words does the author use to do that?* Ask for specific examples of a clear opinion from within the book. *Authors need to give reasons for the opinions. What are some of the reasons 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. You can share an opinion about a topic you choose. Read additional books from the stack, pointing out the elements of good opinion writing.

Have students turn to p. 235 in *Student Interactive* 1.5. Review the parts of an opinion piece: the clear introduction, the supporting reasons, and a solid conclusion.

Independent Writing

Mentor STACK 

After the immersion lesson, 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 jotting down ideas for their own opinion book. See the **Conference Prompts** for suggestions.

Share Back

Call on students to tell an element one can find in good opinion writing. Ask students to cite an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

Opinion Writing: Topics and Opinions

Minilesson

Mentor **STACK** 

TEACHING POINT An opinion piece includes a topic, a clearly stated opinion, and reasons that explain and support that opinion.

MODEL AND PRACTICE Select a book from the stack and read it aloud to the class. Ask students to tell why the text is an example of opinion writing. Encourage and model the use of the terms *introduction*, *topic*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a choice or preference 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.

Use questions similar to these to prompt discussion:

- What words in the text let you know that this is an opinion?
- What reasons are given to support the opinion?
- Which reason do you think is the strongest?
- What question might you ask the author or a character in this book?

OBJECTIVE

Answer questions about important details in a text.

Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and a reason.
- **Shared** Prompt students to identify the topic and opinion from one of the books from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing.



Intervention Refer to the *Small Group Guide* for support.

Independent Writing

Mentor **STACK** 

As students begin their independent writing time, invite them to continue studying the stack books if they need more time to learn about the elements found in opinion writing. If some students are ready to write, they can use this time to write ideas about how they could introduce their topic and opinion. See the **Conference Prompts** for suggestions.

Share Back

Ask students to share the topics and opinions from either stack books or the opinion pieces they are starting to write. Ask listeners to restate the writer's topic and opinion in their own words. Remind students to use different words in their restatements.


Opinion Writing: Reasons

OBJECTIVE

Retell the important details in opinion texts.

Writing Support

- **Modeled** Read a stack book aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text and retell a reason given in the text.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Good opinion writing provides not just an opinion, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented.

MODEL AND PRACTICE Read aloud from a text in the stack. Ask students to restate the opinion in the text. Write the opinion on a chart or the board. Ask students to retell a reason given in the text. Write that reason on the chart. Have students tell you if the reason is a good connection to and support for the opinion. If the reason supports the opinion, put a check mark by the reason. Provide a non-example of a reason that would not be supportive of the opinion. Ask students to explain why that reason would not be a good one to include.

Read another stack text aloud. Invite students to suggest a reason given that would earn a check mark. Encourage them to explain their thinking.

Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack books to see how writers use reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions. See the **Conference Prompts**.

Share Back

Invite students to share a reason from their opinion piece. Model how to ask clarifying questions that may help the writer strengthen the reason even more.

Brainstorm Ideas

Minilesson

Mentor STACK 

TEACHING POINT Writers often brainstorm ideas before finalizing what they will write. The writer will then choose the opinion that interests them most. Opinion writers also may generate many reasons and then choose only the strongest reasons to include in the final opinion book.

MODEL AND PRACTICE Show several opinion examples from the stack. Help students recall the opinions and reasons in each text. Say: *We all have opinions about many things. First, we need to decide on a topic to write about.* Model listing several topics and circling the topic of your choice, such as hobbies. Follow the same thinking-aloud process for listing choices within that topic, such as types of hobbies. Circle one choice, such as gardening, that will become the basis of your opinion.

Have students turn to p. 236 in *Student Interactive* 1.5. Explain that they will use this page to help them choose a topic. They will list choices or items that belong with that topic and then develop an opinion by circling one of the choices. Help them state their topic and opinion as a sentence. Model an example: *My topic is hobbies. I could choose swimming, gardening, or dancing. I think gardening is the best hobby.*

OBJECTIVE

Plan an opinion piece by selecting a topic and opinion.

STUDENT INTERACTIVE 1.5, p. 236

Read Together

OPINION WRITING

Brainstorm Ideas

The topic of an opinion book should be something the author cares about. The author should have a strong opinion or feeling about the topic.

MY TURN What topics are interesting to you? List some of those topics. Circle the topic you will write about.

MY TURN What choices belong in that topic? List some of those. Circle the one you like the best.

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Independent Writing

Mentor STACK 

Following the minilesson, have students begin independent writing. If students haven't yet determined a topic and opinion that interests them, have them look through stack books for ideas. If students are comfortable with their topics and opinions, they may continue developing their opinion piece in their stapled booklets. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the topics and opinions they have chosen. Ask them to explain why they made those choices. Model different ways students might state their topics and opinions.

Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for an opinion book.
- **Shared** Once students have brainstormed several topics, suggest an unrelated opinion as a non-example. Ask students to tell why that opinion doesn't fit.
- **Guided** Help students think of multiple possible topics by looking through picture cards and determining a category that a picture might belong to, such as vehicles, times of day, or animals that fly.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Plan Your Opinion Writing

OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 237

Minilesson

TEACHING POINT An opinion piece focuses on one opinion about one topic. After selecting a topic, the writer considers several opinions within that topic before selecting one. Once the writer has chosen an opinion, the writer uses a reason or reasons to explain that opinion to readers.

MODEL AND PRACTICE Remind students that all the authors of the books in the stack had a plan before beginning to write. When writing an opinion book, writers need to first decide the category or topic they will write about.

Direct students to p. 237 in *Student Interactive* 1.5. Model selecting a topic and writing in the graphic organizer. Have students assist you in naming and listing choices that fall in that topic or category. Think aloud as you try to decide on an opinion. Then choose your favorite item and write it. State your choice as an opinion. *I like taking the train best. It is my favorite way to travel.* When you are finished, talk about the suggestions students made and how they were helpful to you as you planned your opinion piece. Follow the same process for planning a reason.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

Share Back

Invite students to share their topics and opinions with the class. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their topics and opinions for their opinion book.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen politely to the speaker
- How to give a helpful suggestion
- How to stay focused

What Are We Sharing? Students should share the topics, opinions, and reasons they are planning to use in their opinion writing. Students may give helpful feedback by suggesting other reasons that might be used to support each opinion. This conversation will help students begin to plan their opinion books.

How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Clubs.

- What opinion did you choose?
- What are some of the other opinions you thought about?
- What other reasons are you thinking about giving to support your opinion?

Weekly Overview

Students will

- learn how to introduce a topic.
- learn how to state an opinion.
- learn how to supply reasons that support their opinion.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Introduce a Topic WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
SHARE BACK FOCUS 5–10 min.	State the Topic WW12	Identify Opinions WW13	State Opinions WW14



Mentor STACK



Use the following criteria to add to your opinion writing stack:

- Books that have an engaging topic.
- Books that include a clearly stated opinion.
- Books containing reasons that support the opinion.

FAST TRACK

LESSON 4

LESSON 5

Explore Supply Reasons
WW15

Apply Supply Reasons
WW16

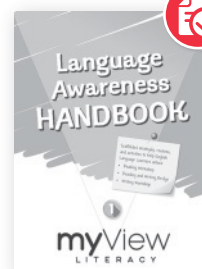
Independent Writing
and Conferences WW15

Writing Club and
Conferences
WW16–WW17

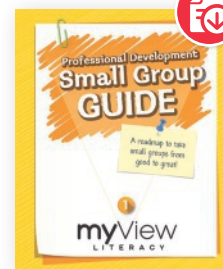
Reasons WW15

Reasons WW16

ADDITIONAL RESOURCES



See the online
*Language
Awareness
Handbook*
for additional
writing support.



See the *Small
Group Guide*
for additional
writing support.




Conferences



Mentor STACK



During this time, assess for understanding of the elements of 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
Introduce a Topic		
If students need additional support,		Then choose a book from the stack and guide students to identify the topic.
If students show understanding,		Then ask: What ideas do you have for introducing your topic?
State an Opinion		
If students need additional support,		Then review a book from the stack and help students identify which words tell the opinion.
If students show understanding,		Then ask: How else could you have stated that same opinion?
Supply Reasons		
If students need additional support,		Then state an opinion and work with students to develop possible reasons to explain and support that opinion.
If students show understanding,		Then have students evaluate which of the reasons given in a stack book is the strongest.

Conference Support for ELL

EMERGING

- Show students pictures of foods. Have students give a “thumbs up” or “thumbs down” signal for each picture. Use a sentence frame such as *I like _____. I do not like _____.*
- Have students draw pictures of a favorite food or place. Help them generate a sentence as a reason that explains why they like it.

DEVELOPING

- Work with students to create a word bank of words to state opinions such as *like, love, favorite, and best.*
- Have students talk about a favorite snack or type of vehicle.
- As students state opinions and reasons, transcribe what they have said. Encourage them to refer back to this as they draft their own writing.

EXPANDING

- Prompt students to tell about a favorite character. Ask questions to draw out reasons for their preferences.
- Ask students to talk with a partner about a favorite wild animal and ask questions of each other.
- Have students retell information about their partner’s favorite wild animal.

BRIDGING

- Invite students to create a topic list for conversations about favorites.
- Encourage students to tell a partner 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

During 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 draft their own opinion books.

Use this note for the minilesson on p. WW13.

ELL Targeted Support

EXPLORE STATE AN OPINION

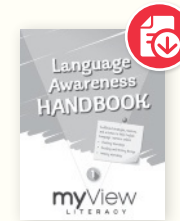
Use stack books to identify the stated opinion.

Work with individual students to identify the opinion. Help students draw a picture that shows their own opinion on the same topic. Model and transcribe as needed. **EMERGING**

Using a stack book, help students form sentences to state whether they have the same opinions as or different opinions from the one stated in a stack book. If students have the same opinions, encourage them to supply different reasons. **DEVELOPING**

Have students look through stack books with partners and talk about whether they agree or disagree with the opinions and reasons in the books. **EXPANDING**

Have students state an opposite or differing opinion from one stated in a stack book. Encourage them to give reasons to support their opinions. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

ELL Targeted Support

APPLY SUPPLY REASONS

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 develop a reason sentence that uses the word *because*.

EMERGING

Have students describe the items they are expressing opinions about. Help students use those descriptive words as a bank for writing sentences to state reasons. **DEVELOPING**

Have students tell partners the reasons for their opinions. Encourage them to use the word *because* or *since* when telling why. **EXPANDING**

Ask students to state reasons someone might give who has the opposite opinion from theirs. **BRIDGING**

FAST TRACK

Introduce a Topic


OBJECTIVE

Select and introduce a topic for an opinion piece.

STUDENT INTERACTIVE 1.5, p. 238

Writing Support

- **Modeled** Choose a stack book to do a Think Aloud to model identifying the topic and noting how it is introduced.
- **Shared** Have students choose one of their opinion books and talk with partners about what the topic is and how it is introduced.
- **Guided** Use students' opinion books to provide explicit support to identify the topic and the words they chose to introduce it.

 **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 introduces the topic at the beginning of the book. The writer then chooses a position or preference related to that topic.

MODEL AND PRACTICE On small pieces of paper write the titles of several topics such as: first grade, holidays, movies, superheroes, games, books, colors, teams, and baby animals. Place the pieces of paper in a bag. Remind students that a topic is what a person talks or writes about. Invite one student to select a paper from the bag and read the topic aloud. Invite other students to name things that would fall in that category or topic. Ask the first student to then state an opinion about which of those things is his or her favorite. Continue the process with other topics from the bag.

Review several of the stack books, and ask students to identify the topic of each. Discuss how the author introduces the topic to the readers.

Work with students to complete the activity on p. 238 of *Student Interactive 1.5*.

Independent Writing

During independent writing time, students should write or edit their topic sentences. Then they should continue to write their opinion books. If students have difficulty selecting a topic, encourage them to review topics that were in the bag. See the **Conference Prompts** for suggestions.

Share Back

Invite several students to read what they have written to introduce their topics. If multiple students select the same topic, discuss different words that are used to introduce it. You may use some of the stronger introductions to create sentence frames as models for future use.

Explore State an Opinion

Minilesson

Mentor **STACK** 

TEACHING POINT An opinion tells a choice or preference. The writer may write about the best or favorite within a topic. Some writers might write about the worst or least favorite within a topic.

MODEL AND PRACTICE Display a book from the stack. Say: *This book is an example of opinion writing. You are writing opinion books. The author of this book wrote an opinion that tells how a character thinks or feels about something. Let's find the opinion in this book.* As you read the book aloud, ask students to stop you when they hear an opinion. Discuss the words the author chose to state the opinion.

On a flip chart or the board, create a graphic organizer with *Topic* written in a box. Draw an arrow from the topic box down to another box in which you write the word *Opinion*. Using the stack books, do a Think Aloud to model identifying and then writing the topics and the opinions. Work as a group to identify the topics and opinions from several other stack books and record the results on the graphic organizer. Encourage students to use words from the books that state the opinion. Point out any frequently used words or phrases.

Independent Writing

During independent writing time, students should state an opinion in their opinion piece. Provide support for students who have difficulty making a choice. 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. You may use some of those words to create an Opinion Word Bank for future use in their writing.

OBJECTIVE

Identify and state an opinion.

Writing Support

- **Modeled** Read aloud a stack book and talk through the identification of the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students look through the stack books with partners and find examples of the opinion in both text and images. Invite students to jot down the opinion sentences they find.
- **Guided** Use stack books to provide explicit instruction to identify and discuss strong opinion sentences.



Intervention Refer to the *Small Group Guide* for support.

FAST TRACK

Apply State an Opinion

OBJECTIVE

State an opinion clearly when writing an opinion piece.

STUDENT INTERACTIVE 1.5, p. 239

Read Together WRITING WORKSHOP

State an Opinion
An author clearly states, or tells, the opinion.

MY TURN Read the text. Underline the opinion.

Not all animals make good pets. I think a fish would be a great pet.

MY TURN Write a sentence that tells your opinion about your topic.

239

Minilesson

Mentor STACK 

TEACHING POINT Opinions state choices or preferences that people have. When a writer expresses a strong opinion, it is more interesting to a reader.


MODEL AND PRACTICE Tell students that authors write about opinions they have or that they want their characters to have. An opinion tells what someone thinks, feels, or believes about something.

Say: Today you will be writing about an opinion. When I write about an opinion I have, I might begin thinking of a topic I'm interested in. I like to exercise. I'll write about the exercise I like the best. I might begin by writing, "There are many ways to exercise. Swimming is my favorite." That will tell you that I'm writing about the topic of exercise and that my opinion is swimming is the one I like the most. Write your sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 239 of *Student Interactive 1.5*. Discuss why writers use strong words like *best* and *favorite*. Remind them that not everyone will share the same opinion.

Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion. Model both a weak and a strong statement to point out the differences.
- **Shared** Have students practice stating their opinions to a partner before writing it.
- **Guided** Prompt students to write their opinions as if they were talking with someone who had the opposite opinion. Provide explicit instruction to help students state opinions clearly.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion book and write a sentence that states a clear opinion. If students need extra support, have them look through stack books and identify some models showing how opinions are stated. Help them craft a sentence using some of those words. Students who are ready may review their other opinion books to check how they stated the opinions. Use **Conference Prompts** to guide conversations.

Share Back

Have a few students share their opinion statements with the class. Invite students who shared the same topic to state if their opinions are the same or different. You might make a list of words used in clear opinion statements.

Explore Supply Reasons

Minilesson

Mentor **STACK** 

TEACHING POINT Reasons tell or explain why someone has a certain opinion. Writers want to use precise language to help readers understand the opinion. Reasons should support and explain the 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. Draw attention to words such as *because* or *since*. Work with students to identify reasons found in another stack book. Pause while reading to ask why the character has that opinion. Help students use the words *because* or *since* when retelling the reasons. Discuss reasons that are especially supportive of the opinion. Repeat with several stack books to help students build confidence in identifying and stating reasons.

Say: *When people tell us their opinions, we might wonder why they think or feel that way. You might wonder why swimming is my favorite exercise. Reasons tell why and explain the opinions. A reason might even help someone agree with your opinion or it might lead to a fun conversation with people who have a different opinion or different reasons.*

OBJECTIVE

Identify and supply a reason that supports an opinion.

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.

Independent Writing

Students should transition into independent writing. If students need additional support supplying reasons, have them draw a picture of their opinion before writing and use their drawing for ideas of reasons to include in their writing. Students who are confident writing reasons should continue working on their opinion books and adding reasons that support their opinions. Use **Conference Prompts** as needed.

Share Back

Invite students to share a reason that would explain their opinion. Model giving helpful feedback by asking clarifying questions. Encourage students to restate one of the reasons and then ask clarifying questions of each other.

FAST TRACK

Apply Supply Reasons

OBJECTIVE

Supply reasons that support an opinion within an opinion piece.

STUDENT INTERACTIVE 1.5, p. 240

The screenshot shows a page titled 'OPINION WRITING' with a 'Read together' icon. The main heading is 'Supply Reasons' with a sub-heading 'An author gives reasons that support and explain the opinion.' Below this is a 'MY TURN' section with the instruction 'Write a sentence that tells a reason for the opinion.' A text box contains the example sentence 'A shark would be a bad pet.' followed by several lines of handwriting practice. At the bottom, another 'MY TURN' section says 'In your opinion book, supply at least two reasons that support your opinion.' The page number '240' is in the bottom left corner.

Minilesson

Mentor STACK 

TEACHING POINT Opinion pieces need reasons to support and explain the opinions. Reasons help readers understand why a character likes or doesn't like something. Authors plan reasons that support the opinions.

MODEL AND PRACTICE Tell students that readers like to understand why a character holds an opinion. Display one of the stack books the students know well. *What were some of the reasons we read in this book? What would the book have been like if the author didn't include any reasons? Do you think we would have enjoyed it as much?*

Have students look at p. 240 in *Student Interactive 1.5*. Say: *What if a book just said that sharks do not make good pets? Would that be very interesting?* Talk together about some of the reasons that explain why sharks do not make good pets. Ask students to choose a reason to add to the page. Remind students that it is natural for different people to have different reasons even if they share the same opinion. Encourage students to then add reasons to their own opinion books.

WRITING CLUB

Use p. WW17 to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion.

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:

- Listening actively to others
- Making certain everyone has a chance to participate
- Having different opinions from each other is natural

What Are We Sharing? Tell students that they will be sharing their topics, opinions, and reasons with their Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.

How Do We Get Started? *Conversation Starters*

You may use these prompts to help students begin the discussion in Writing Club meetings.

- What is the opinion you want to share?
- I think your strongest reason was ____.
- How did you decide which reasons to include?

Weekly Overview

Students will

- identify the parts of an opinion book.
- organize and draft their own opinion writing.
- develop a conclusion to an opinion 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	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Organize Parts of the Page WW22	Explore Organize Introduction WW23	Apply Organize Introduction WW24
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
SHARE BACK FOCUS 5–10 min.	Parts of Opinion Pieces WW22	Elements of Introductions WW23	Write Introductions WW24



Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The book clearly introduces a topic and opinion.
- The author provides strong reasons.
- The book has an identifiable conclusion that restates the opinion.

FAST TRACK

LESSON 4

LESSON 5

Explore Write a Conclusion WW25

Apply Write a Conclusion WW26

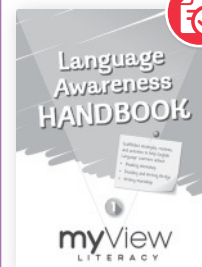
Independent Writing and Conferences WW25

Writing Club and Conferences WW26–WW27

Elements of Conclusions WW25

Write Strong Conclusions 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 including introductions and conclusions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Organize Parts of the Page

If students need additional support,


 **Then** review a selection from the stack together and discuss the parts.

If students show understanding,

Then ask: How do you plan to organize your writing?

Organize Introduction

If students need additional support,


 **Then** have students choose a book from the stack. Read the introduction together and point out what is included.

If students show understanding,

Then ask: What makes your introduction clear to the readers?

Write a Conclusion

If students need additional support,

 **Then** work together to compare their conclusions to their introductions and note what is different and what is similar.

If students show understanding,

Then ask: How did you word your opinion differently in the conclusion?

Conference Support for ELL

EMERGING

- Create a color-coded diagram to make the parts of an opinion book more visible.
- Have students create pictures to remind them of each section of an opinion book.
- Do a picture walk through the parts of a stack book. Have students repeat your simple retelling.

DEVELOPING

- Have students retell the parts of an opinion book.
- Use sentence frames to practice stating an opinion with reasons.
I think ___ is the best ___ because _____. ___ is my favorite ___ because _____.
- Help students create their own anchor charts to remember how to organize an opinion book.

EXPANDING

- Have students explain how they will organize their opinion books.
- Discuss how the introduction in opinion writing is different than in other types of writing.
- Prompt students to identify the part in their opinion books.

BRIDGING

- Help students do their own Think Aloud as they plan their own opinion books.
- Use guided writing to help students write strong introductions and conclusions by using targeted questions.
- Invite students to talk about how their introductions and conclusions are different.



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 book is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the first minilesson on page WW22.

ELL Targeted Support

ORGANIZE PARTS OF THE PAGE

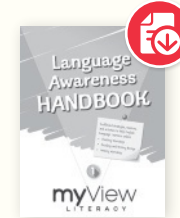
Use the stack books to increase student familiarity with the parts of an opinion piece. Guide students to identify the introduction, topic, opinion, reasons, and conclusion in each book. Talk together about why all the parts are important.

Have students fold a paper in three sections horizontally. Help them name and label what would go in the top introduction section, the middle section with reasons, and the conclusion on the bottom. **EMERGING**

Help students create several sentence frames that may be helpful in opinion writing. Model how the sentence frames might be useful in the different parts of the page. **DEVELOPING**

Have students choose a book from the stack and use different color sticky notes to identify the parts of the opinion book. Ask students to share how they decided where the sticky notes should go. **EXPANDING**

Challenge students to tell two options within the topic and explain why they would choose one over the other. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on page WW25.

ELL Targeted Support

EXPLORE WRITE A CONCLUSION

Students may need support finding different words to use in their conclusions from what they wrote in their introductions.

Write one of their introduction sentences on word cards with one word per card. Demonstrate how the words can be rearranged with only a few new words added to create a similar, but different, sentence for the conclusion. **EMERGING**

Have students read their introductions to a partner. Ask the partners to restate the introduction in their own words. Have the writers listen for ideas on how to restate their opinions in new ways to use in the conclusion. **DEVELOPING**

Ask students to work with a partner to pull apart a sentence that states an opinion and reword it at least two different ways for the conclusion. **EXPANDING**

Tell students to swap drafts with a partner and each draft a conclusion for the other's opinion piece and then read it aloud to the partner. **BRIDGING**

FAST TRACK

Organize Parts of the Page

OBJECTIVES


Identify the elements of opinion writing.

Develop drafts of opinion books in oral, pictorial, and written form by organizing ideas.

STUDENT INTERACTIVE 1.5, p. 241

Writing Support

- **Modeled** Use a stack book to model identifying the elements of opinion writing.
- **Shared** On a flip chart or the board, have students help you list and describe the sections of an opinion book.
- **Guided** Ask questions to help students describe the elements of opinion writing and how the parts are organized.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT A well-written opinion book should include an introduction to the topic and the opinion, reasons that support the opinion, and a conclusion or sense of closure.

MODEL AND PRACTICE Tell students that an opinion book should first include an introduction that introduces the topic and the opinion, followed by one or more reasons that support and explain the opinion. A conclusion should remind readers of the author's opinion and restate it in a new way.

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 when telling where an element is found.

After discussing the book, create a three-row chart on a flip chart or the board. Say: *When I plan my opinion book, I'll first think of how I will introduce the topic and my opinion.* In the top section of the chart write *Introduction = Topic + Opinion.* I then need to support my opinion with reasons so everyone will understand my opinion. Add the Word *Reasons* in the center section of the chart. *I end with a conclusion that reminds readers of my opinion.* Add *Ending or Conclusion* to the bottom section of the chart.

Have students turn to p. 241 in *Student Interactive 1.5*. Read and discuss the page together and have them work with a partner to complete the page.

Independent Writing

After completing the minilesson, students should transition to independent writing. If students need extra support, remind students they can use the parts listed on p. 241 in *Student Interactive 1.5* as a model for their plans. Students who are confident with their plans may continue working on their opinion books. Use the **Conference Prompts** as needed.

Share Back

Have students share what they will include in each part of their opinion books. Show how to check that all parts of opinion writing are included and model giving constructive feedback.

Explore Organize Introduction

Minilesson

Mentor STACK 

TEACHING POINT The introduction of an opinion book gives important information to the reader. It lets readers know the topic and opinion clearly. A good introduction sets up the rest of the opinion book.

MODEL AND PRACTICE Talk about the value of a strong introduction in opinion writing. Say: *A strong introduction is very important in an opinion book. Your introduction should quickly let the readers know the topic you are writing about and the opinion you will be explaining.*

Read several introductions from the stack. Discuss the introduction of each book. Ask: *How did the author introduce the topic? How did the author express an opinion? How did the author help us know what the rest of the text would be about?*

After reading several models, conduct a shared writing to generate some introductory sentence models that introduce the topic and opinion. Transcribe for the class and display the suggestions on a flip chart or the board.

OBJECTIVES

Draft an introduction to an opinion book.

Identify the topic and opinion in an opinion book.


Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting an introduction, have them review a few stack books for ideas. Encourage them to make a short list of what they want to include, and work with them to craft those thoughts into a sentence or sentences. Students who understand strong conclusions should be encouraged to try several versions of their introductions before deciding on one. See the **Conference Prompts** for additional suggestions.

Writing Support

- **Modeled** Read a stack text aloud and point out the topic and opinion.
- **Shared** Work with students as you write several introduction sentences. Transcribe the ideas of the group or student.
- **Guided** Ask targeted questions to guide students to include any missing information in their introductions.

 **Intervention** Refer to the *Small Group Guide* for support.

Share Back

Invite several students to share the drafts of their introductions. Ask the class to check that both the topic and the opinion are stated. Point out particularly strong words or phrases and create an Introduction Bank for future reference.

FAST TRACK

Apply Organize Introduction

OBJECTIVES

Draft an introduction to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 242

Read Together

OPINION WRITING

Organize Introduction

The **introduction** should include the topic and your opinion.

MY TURN Write a sentence that introduces the topic of the best pet. Write a sentence that states what you think would be the best pet.


MY TURN Draft an introduction to your own opinion book. Be sure to include the topic and your opinion.

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Writing Support

- **Modeled** Walk through a stack text with students to help them identify introductions that might be used as models for their writing.
- **Shared** Have students work with you to stretch a short introduction sentence by adding stronger and more interesting words.
- **Guided** Provide explicit instruction if elements of the introduction are missing or unclear.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT The introduction to an opinion book must clearly state the topic and opinion.

MODEL AND PRACTICE Refer to a stack book and review that a strong introduction needs to let the reader know the topic and opinion that will be the focus of the book. Say: *We know that the introduction needs to be a strong beginning to our writing. The introduction of an opinion book needs to tell the topic and opinion. If I decide to write about my favorite type of weather, which is rain, how could I begin?* Transcribe several possible sentences of introduction to your topic using suggestions from the class.

Work with the group to revise the sentence or sentences to make a compelling introduction. Continue modeling how you will follow the introduction by stating reasons for your opinion.

Direct students to p. 242 in *Student Interactive 1.5*. Read the text on the page and make certain students know the task. Encourage students to try saying several options aloud before deciding what to write.

Independent Writing

Following the minilesson, have students continue working on the introductions to their opinion books. If students have difficulty, suggest they add a descriptive word or words to their introductions. If students feel confident in their writing, encourage them to stretch and strengthen the introduction to make it more interesting. Students may then go on to crafting the reasons in their opinion books. See **Conference Prompts** for suggestions.

Share Back

Invite students to share the introductions they have written. Ask them to share how they stretched and strengthened their original introduction. Model how to give feedback that restates the introduction and encourages the writer's efforts.

Explore Write a Conclusion

Minilesson

Mentor STACK 

TEACHING POINT The conclusion of an opinion book gives the author one more chance to state his or her opinion on a topic. A good conclusion states the opinion in a new way and gives a sense of closure to the book.

MODEL AND PRACTICE Explain the importance of a strong conclusion or ending statement in an opinion piece. Read the conclusion of a stack book aloud and discuss the role the conclusion plays. Say: *When we read this conclusion we know that the text is finished. We are reminded of the opinion. A good conclusion restates the same opinion, but does so in a new way.* Repeat this process with several other stack books.

As you talk through conclusions in the stack books, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

Have students work with a partner to review what they have written and plan what they will draw.

OBJECTIVE

Identify the conclusion in opinion writing.

Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft possible conclusions to their opinion books. Students who understand the elements of conclusions should continue writing their opinion books. If students have difficulty, encourage them to modify one of the models or review a stack text as a jumpstart. See the **Conference Prompts** for additional suggestions.

Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways for use in a conclusion.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion for use in the conclusion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check their conclusions to see that they have provided closure and also reworded their opinions in new ways.



Intervention Refer to the *Small Group Guide* for support.

Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way and provide a sense of closure. If an element is missing, invite the group to offer suggestions.

FAST TRACK

Apply Write a Conclusion

OBJECTIVES

Draft a conclusion to an opinion book.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 1.5, p. 243

Read Together WRITING WORKSHOP

Write a Conclusion

The **conclusion** ends an opinion book by reminding the reader of the author's opinion.

MY TURN Read the text. Write a sentence that would be a good conclusion.

I think a parrot is the most interesting wild animal. Parrots are interesting because they can make many different sounds. Some parrots can live longer than a person.

Possible response:
You can see that
parrots are very
interesting animals.

MY TURN Revise your opinion book to include a strong conclusion.

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Minilesson

Mentor STACK



TEACHING POINT Opinion writing includes an introduction that states the topic and opinion, reasons that support the opinion, and a conclusion that restates the opinion and provides a sense of closure. The conclusion might even encourage some readers to agree or think more deeply about the topic.

MODEL AND PRACTICE Choose a familiar stack book. Ask students to tell what should be included in a strong conclusion in opinion writing and if the stack book you have chosen has a strong conclusion. Invite a student to select a different book from the stack and lead the group to discuss how strong or not that conclusion is.

Conduct a shared writing activity as you write and polish the conclusions of an opinion piece. Say: **I wrote that rain was my favorite type of weather and gave reasons that tell why. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several different conclusions. Help students revise the conclusions to include stronger words.

Have students turn to p. 243 in *Student Interactive 1.5*. Read the page with the students. Encourage them to try saying aloud several possible concluding statements before deciding which to write.

WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** when conferring with individual students.

Share Back

Have several students read their opinion books aloud and focus attention on the conclusions. Model how to give encouraging feedback. Invite listeners to tell which words in the conclusions they found strongest.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the opinion books they have been writing. They will talk about the inclusion of all the elements of an opinion piece.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Behaviors of active listeners
- Process for making helpful suggestions
- Using the proper volume and speed when speaking

What Are We Sharing? Students can share how they organized their opinion books and how they checked that all the elements were included. 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?
- How did you state your opinion differently in the conclusion?
- Which part of your opinion book is your favorite? Why?

Weekly Overview

Students will

- learn capitalization rules and edit opinion writing drafts.
- learn how to correctly use conjunctions.
- check and correct for usage of commas in a series.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Use Capitalization WW32	Explore Conjunctions WW33	Apply Conjunctions WW34
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
SHARE BACK FOCUS 5–10 min.	Edit for Capitalization WW32	Identify Conjunctions WW33	Use Conjunctions WW34



Mentor STACK



Use the following criteria to add to your opinion writing stack:

- The book includes examples of conjunctions.
- The book contains example sentences with series that are separated by commas.

FAST TRACK

LESSON 4

LESSON 5

Explore Commas
WW35

Apply Commas
WW36

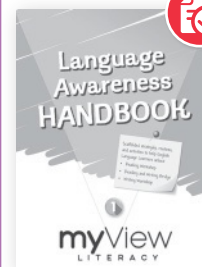
Independent Writing
and Conferences WW35

Writing Club and
Conferences
WW36–WW37

Identify How to Use
Commas WW35

Use Commas in a Series
WW36

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 how to use capitalization, conjunctions, and commas to determine where students need support. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Capitalization

If students need additional support,


 **Then** review a book from the stack. Have students point out capitalized words that begin each sentence.

If students show understanding,

Then ask: Your sentences begin with capital letters. When else do we use capital letters?

Conjunctions

If students need additional support,


 **Then** model how to create sentences using conjunctions. Have students copy the sentences as reminder models.

If students show understanding,

Then ask: How did you choose which conjunction to use here?

Commas

If students need additional support,

 **Then** have students draw or name several items that fit within the topics of their opinion books. Work together to turn that list into a sentence that includes a series.

If students show understanding,

Then ask: How did you know that a comma was needed here?

Conference Support for ELL

EMERGING

- Write a sentence for each student. Have students circle the initial capital letter and ending punctuation. Tell them to use this as a reminder when they write.
- Model sentences with conjunctions. Have students repeat each sentence and snap their fingers when the conjunction is said.

DEVELOPING

- Use modeled writing to focus attention on the use of capital letters.
- During shared writing, write a sentence that includes a series. Invite students to add the commas where they belong and explain why they should be there.

EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Ask several students to suggest items that belong in the same category. Turn that list into a sentence with a series. Ask students to circle the conjunction in the sentence and tell where the commas should be placed.

BRIDGING

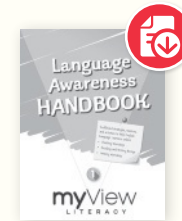
- Have students work with partners to create a sentence that contains a series. Ask which word in the sentence is a conjunction. Check for correct use of initial capitalization and placement of commas.
- Ask students to do a Think Aloud as they place commas in a sentence containing a series.



ELL Minilesson Support

Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

ELL Targeted Support

EXPLORE CONJUNCTIONS

As students begin to focus on the sentences in their opinion books, they learn to expand and enhance them. Provide practice using conjunctions in sentences.

Write the word *because* on a word card for each student. Say a sentence including *because* and ask students to hold up the card when they hear that word. Have students repeat your sentence and then say a sentence of their own. Remind students to hold up the word card when they hear or say *because*. **EMERGING**

Write a sentence that includes a conjunction. Point to and say each word and ask students to stop you when you get to the conjunction. Repeat with several sentences. Invite students to create their own sentences and then lead the group to identify the conjunctions. **DEVELOPING**

Write conjunctions on an index card with one conjunction per card. Ask students to choose a card and then work with partners to develop sentences using that conjunction. Have partners share the sentences with the group. **EXPANDING**

Challenge students to find sentences that include a conjunction in books from the stack or classroom library. Have them share their findings and tell what two sentences were joined. **BRIDGING**

Use this note for the minilesson on p. WW35.

ELL Targeted Support

EXPLORE COMMAS

Help students understand how to create a series that includes correct comma usage.

Use picture cards to have students create categories such as animals or vehicles. Create sentences using those cards. "The animal cards I see are lions, bears, and seals." Write the sentences and have students repeat them with you. Point to each comma and pause slightly.

EMERGING

Tell students a category and have them suggest words that fit the category. Transcribe their suggestions. Model a sentence that uses at least three words on the list, and write the sentence for all to see. Discuss where the commas should be placed. **DEVELOPING**

Write a sentence containing a series. Invite students to place commas where they belong and explain why they belong there. **EXPANDING**

Have students write a sentence with a series and ask them not to include any commas. Have students exchange sentences with partners and add commas to the other person's sentence. Check for understanding. **BRIDGING**

FAST TRACK

Use Capitalization

OBJECTIVES

Identify that sentences begin with initial capitalization. Capitalize the pronoun *I*.

Edit drafts using standard English conventions including capitalization for the beginning of sentences and the pronoun *I*.

STUDENT INTERACTIVE 1.5, p. 244

OPINION WRITING Read Together

My Learning Goal I can write an opinion book.

Use Capitalization
Every sentence needs to begin with a capital letter. The word *I* is always a capital letter.

MY TURN Edit the capital letters in these sentences. Write the correct words.

- a dog is my favorite pet. A
- This is what i think is the worst pet. I
- frogs might hop out of a cage. Frogs


MY TURN Write a complete sentence on a separate sheet of paper. Remember to begin the sentence with a capital letter.

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Writing Support

- **Modeled** Use stack books to point out initial capitalization.
- **Shared** Have partners work together to check for correct capitalization in their opinion books.
- **Guided** Use stack books to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Authors use the rules of capitalization when writing opinion books. They check to be certain that every sentence begins with a capital letter. The word *I* is also capitalized.

MODEL AND PRACTICE Tell students that when writing, it is important to be certain that their writing follows the rules of English. One important rule is to begin every sentence with a capital letter. Show a page from one of the stack books. Point out that every sentence begins with a capital letter.

Write a sentence on the board that contains the pronoun *I* somewhere other than as the first word. Say: **There is another rule for using capital letters. The word *I* should be capitalized. In this sentence, there should be two capital letters. What should be capitalized?**

Have students turn to p. 244 in *Student Interactive* 1.5. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing and check their opinion books for the correct usage of capital letters. If students need extra support, help them find capitalization rules that are followed in a stack text. Students who are using capital letters correctly should continue writing their opinion books. See the **Conference Prompts** on p. WW30 for more suggestions.

Share Back

Have students share sentences in their opinion books and tell what capitalization rules they used. Check that examples are given of initial capitalization and capitalization of *I*.

Explore Conjunctions

Minilesson

Mentor STACK 

TEACHING POINT A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions.

MODEL AND PRACTICE Write the words *and* and *because* on a chart or the board and have students read them with you. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences.

Select a book from the stack that has several uses of the words *and* and *because*. Read a sentence containing one of those conjunctions aloud. Have students repeat the sentence and snap their fingers when they say the conjunction. Write the sentence on a flip chart or the board and discuss what the conjunction is connecting. Repeat the process with several other sentences using the conjunctions *and* and *because*.

Talk with students about why the word *because* is especially useful in writing opinion books. Remind them that *because* can be helpful when writing reasons to explain or support opinions. Write a sentence using *because* that contains a reason. Say: **I might write, “I enjoy swimming because it is good exercise.” That sentence sounds better to me than writing, “I enjoy swimming. It is good exercise.”**


Have students work with partners to create several sentences that use a conjunction. Ask each pair to share a sentence and invite the class to snap their fingers when they hear the conjunction.

OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

Writing Support

- **Modeled** Demonstrate how to use *and* and *because* to join two smaller sentences. “I have a dog. I have a cat. I have a dog and a cat.” “I like this book. It is so funny. I like this book because it is so funny.”
- **Shared** Work with students to practice using *because* to state a reason. Show how a *because* sentence can be written as two sentences.
- **Guided** Ask targeted questions to help students identify sentences that could be expanded by using *and* or *because*.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Students should continue writing their opinion books and include conjunctions correctly. If students are struggling with using conjunctions, remind them to look through stack books for examples. Transcribe their possible sentences as needed. When students are comfortable editing their writing to use conjunctions, they should proceed independently to make those changes. See the **Conference Prompts** on p. WW30 for additional suggestions.

Share Back

Call on students to share sentences from their opinion books that use conjunctions. Talk together about what words or ideas are joined together.

FAST TRACK

Apply Conjunctions

OBJECTIVE

Identify and use conjunctions correctly in speaking and writing.

STUDENT INTERACTIVE 1.5, p. 245

Read Together WRITING WORKSHOP

Conjunctions
Conjunctions are words that can join words or thoughts. The word **because** and the word **and** are both conjunctions.

MY TURN Circle the conjunction in each sentence.

I think a fly is the worst pet **because** it is so small. Flies are tiny **and** are not fun to play with.

MY TURN Revise your opinion book to include at least one conjunction.

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Writing Support

- **Modeled** Walk through a stack text with students to help them identify conjunctions and how they are used.
- **Shared** Have students dictate sentences using conjunctions as you transcribe them.
- **Guided** Ask focused questions as students work with partners to write sentences that include conjunctions.

Intervention Refer to the *Small Group Guide* for support.

Minilesson

Mentor STACK 

TEACHING POINT Conjunctions, such as *and* and *because*, connect words and ideas in sentences. Authors may use one sentence containing *and* rather than writing two short sentences. Authors of opinion books often use the conjunction *because* to connect a reason to the opinion in supports.

MODEL AND PRACTICE Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal the reader that the sentence contains a reason. Say: *I could write, "I love rainy days because the rain helps the plants grow." You know that I'm giving a reason why I love rainy days. The conjunction because connects the reason to the opinion.* Have students help you think of another sentence about your topic that uses the conjunction *and*.

Direct students to p. 245 in *Student Interactive 1.5*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion books with the inclusion of conjunctions.

Independent Writing

Have students continue working on their opinion books. Remind them to use conjunctions when joining words or parts of sentences. If students are struggling with conjunctions, have them refer to how conjunctions are modeled on p. 245 in *Student Interactive 1.5*. If you observe students using conjunctions correctly, encourage them to continue writing their opinion books independently. See **Conference Prompts** on p. WW30 for suggestions.

Share Back

Invite a student to share a sentence containing a conjunction. Ask listeners to tell what words or ideas the conjunction brought together. Continue with several more examples.

Explore Commas

Minilesson

Mentor STACK 

TEACHING POINT When a sentence contains a list of three or more items, commas are used to separate the listed items.

MODEL AND PRACTICE Select a book from the stack that contains a series of items in a sentence that are separated by commas. Read the sentence aloud and then write it on a flip chart or the board. Point out the commas and say: *When three or more items are listed in a sentence, we put a comma between each of them. Commas are like a pause in a sentence.* Read the sentence again with a clear pause as you get to each comma.

Ask students to name a topic about which you might state an opinion. Using the topic suggested, ask for several items that fit in that category. Use sentence frames such as: *____, ____, and ____ are all types of ____.* Say: *Let's read that sentence together and pause when we get to a comma.* Repeat the process with several other examples that use student suggestions.


Tell students that when they are writing opinion books, they might think about telling several items that belong in the topic before stating a favorite. Provide an example such as, "Apples, oranges, and pears are all fruits I enjoy. Pears are my favorite."

OBJECTIVE

Use commas to separate words in a series.

Writing Support

- **Modeled** Conduct a Think Aloud as you talk about how to determine if commas are needed and where they should be placed.
- **Shared** If students are uncertain that they have placed commas correctly, encourage them to read the sentence aloud to a partner. Have them listen for a natural pause.
- **Guided** Use leading questions to guide students in determining whether there are enough items in a sentence so as to require separation by commas, as well as the correct placement of those commas.

 **Intervention** Refer to the *Small Group Guide* for support.

Independent Writing

Mentor STACK 

Have students continue working on their opinion books and encourage them to include sentences that include a series separated by commas. If students are uncertain where serial commas go, have them review stack books for examples of comma placement. Students who can use serial commas correctly should continue writing their opinion books. See the **Conference Prompts** on page WW30 for additional suggestions.

Share Back

Ask a student to read a sentence that contains a series separated by commas. Remind students to pause, but not stop, when they come to a comma as they are reading aloud.

FAST TRACK

Apply Commas

OBJECTIVES

Use commas to separate words in a series.

Edit drafts with adult assistance using standard English conventions, including using commas to separate words in a series.

STUDENT INTERACTIVE 1.5, p. 246

OPINION WRITING **Read Together**

Commas

Commas separate words in a list.

MY TURN Add commas where they are needed in each sentence.

- Sam, Liz, and I love animals.
- We like frogs, toads, and lizards.
- We find them near ponds, under leaves, or by rocks.

MY TURN Add a sentence to your opinion book that includes a list. Remember to add commas where they are needed.

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Minilesson

Mentor STACK 

TEACHING POINT When a sentence contains three or more items in a series, the items should be separated by commas. Authors edit their writing to be certain commas are used correctly.

MODEL AND PRACTICE Read aloud a sentence from one of the stack books that contains a series separated by commas. Ask: *What do we know about a sentence that contains a series or list like this one has?* Restate that commas are used to separate words in a series.

Direct students to p. 246 in *Student Interactive* 1.5 and say: *Today we are going to practice editing sentences that contain a list or series. We are going to make certain that the commas we need are in the correct place.* Have students read the first sentence on the page with you. Read it aloud again, pausing where the commas would go. Ask: *How many items are there in the series? If there are three or more, we know we will need commas. Where should we place the commas in this sentence?* Invite students to tell where they think commas are needed and explain why. 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 their opinion books aloud. Ask questions to be certain the books have been checked for capitalization, conjunctions, and serial commas.

WRITING CLUB



What's Happening This Week? In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization, conjunctions, and serial commas. Students may confer with other Writing Club members during the editing process.

Students should spend the first 5–10 minutes of their Writing Club time reviewing how they will follow these listening and speaking rules:

- Listen actively by facing the person who is speaking.
- Ask questions to clarify information.
- Everyone should be given a chance to participate.

What Are We Sharing? Before sharing their writing, students should decide which book they would like feedback on during Writing Club. Students who are sharing may begin by asking for specific feedback related to areas such as commas or conjunctions. Students can share the sentences they revised in their opinion books. Tell them to talk about the changes they made and why they made the changes.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- What conjunctions did you use?
- What changes or edits did you make?
- I like the sentence that _____.



Weekly Overview

Students will

- edit their writing for conjunctions and commas.
- present their opinion books to the class.
- 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.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Conjunctions WW42	Edit for Commas WW43	Prepare for Celebration WW44
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
SHARE BACK FOCUS 5–10 min.	Include Conjunctions in Opinion Books WW42	Use Serial Commas Correctly WW43	Revise 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 clear topics and strong reasons.
- Texts that include conjunctions.
- Texts that include serial commas.

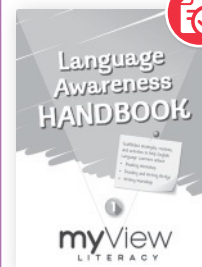
FAST TRACK**LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

Assessment WW46

Independent Writing
and Conferences WW45Assessment
WW46–WW47

Celebration WW45

Assessment
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



Mentor STACK




During this time, assess for understanding of conjunctions and the use of commas to separate words in a series. 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 ask: How does the conjunction improve the sentence?

Edit for Commas

If students need additional support,


 **Then** point out an opportunity for a series in the students' writing. Work together to correctly use commas in the sentence.

If students show understanding,

Then ask: How do the commas you used help make the sentence easier to read?

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 sharing their writing.

If students show understanding,

Then have students take turns practicing reading their opinion books aloud to partners who will then offer feedback.

Conference Support for ELL

EMERGING

- Use stack books to identify conjunctions and how they are used.
- Model revising a sentence involving a reason so that it now includes the word *because*.

DEVELOPING

- Have students point out conjunctions in stack books and their own opinion books.
- Do a Think Aloud as you insert commas in a sentence that includes a series.
- Encourage students to practice reading their opinion books aloud. Consider recording their practices for them to review.

EXPANDING

- Have students tell how they know where to place commas in sentences that have a series.
- Ask students to find examples of conjunctions in a stack book. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills.

BRIDGING

- Challenge students to work with partners to create an anchor chart to remind themselves and others where to use commas in a sentence that includes a series.
- Have students practice reading their opinion books fluently and with expression.



ELL Minilesson Support

Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on using conjunctions and serial commas. These targeted supports help students build confidence when sharing their opinion writing.

Use this note for the minilesson on p. WW42.

ELL Targeted Support

EDIT FOR CONJUNCTIONS

As students focus on the sentences in their opinion books, they should note how to use the conjunctions *and* and *because* correctly.

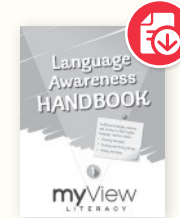
Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students create sentences similar to the models using those conjunctions. **EMERGING**

Provide students practice sentences with the conjunction missing. Example: *I like dancing _____ it is good exercise.* Help students determine which conjunction makes more sense in the sentence. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion.

EXPANDING

Have students find several examples of *because* in stack texts. Ask them to explain how they can tell if the word is used to connect a reason to an opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

ELL Targeted Support

EDIT FOR COMMAS

Have students practice creating sentences that include a series and placing the commas correctly.

Display the following on a chart or the board: *I ate fruit cheese and bread for lunch.* Read the sentence and ask students to help you decide where the commas should be placed. Repeat with several other examples. **EMERGING**

Point out sentences in stack texts that include a series. Have students note where the commas are placed. Then have students write similar sentences with the correct placement of commas. **DEVELOPING**

Have partners check each other's writing for the correct use of commas in sentences with series. Students should discuss what they find.

EXPANDING

Have each student write a sentence that includes a series, but without any commas. Have students exchange sentences and insert commas in the correct locations. **BRIDGING**

FAST TRACK

Edit for Conjunctions

OBJECTIVES

Identify and use the conjunctions *and* and *because* correctly in speaking and writing.

Edit writing for proper use of conjunctions.

STUDENT INTERACTIVE 1.5, p. 247

Read Together WRITING WORKSHOP
My Learning Goal

I can write an opinion book.

Edit for Conjunctions
Remember that conjunctions join words and thoughts.

I like owls. They have large eyes.
I like owls because they have large eyes.

MY TURN Choose the better conjunction. Write *and* or *because* to complete each sentence.

I like butterflies and bees.

One reason I like them is because they fly near flowers.

MY TURN Edit for conjunctions in your opinion book.

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Writing Support

- **Modeled** Use stack books to point out the conjunctions *and* and *because*.
- **Shared** Read aloud a page of a stack book that includes the conjunctions *and* or *because*. Have students snap their fingers when they hear the conjunction. Talk together about how it is used.
- **Guided** Provide examples of specific places in students' 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 conjunctions *and* and *because* to join parts together.

MODEL AND PRACTICE Choose an opinion book from the stack that includes several examples of the conjunctions *and* and *because*. Read one of the sentences aloud. Ask students if they heard a conjunction. Ask them to tell what it might have sounded like if the author had written two short sentences and not used the conjunction. 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. Talk with students about the value of editing and making changes that are needed.

Have students turn to p. 247 in *Student Interactive* 1.5. Talk together about what they need to do to complete the activity.

Independent Writing

Mentor STACK



If students need extra support, help them identify more examples of sentences using conjunctions in different stack books. Students who are comfortable using conjunctions should continue adding to their opinion books and choosing what they will share at the Celebration. See the **Conference Prompts** on p. WW40.

Share Back

Have students share sentences that they improved with the addition of a conjunction. Talk as a class about what the conjunction joined together in each sentence.

FAST TRACK

Edit for Commas

Minilesson

TEACHING POINT When editing, authors check to make certain they have used proper punctuation. When writing sentences that include series or lists, commas are placed between the words in the series or lists.

MODEL AND PRACTICE Explain that reading sentences that include lists or series can be confusing if the commas are not there to separate the items. Write: *I like days that are sunny rainy and cloudy.* Say: **I want to include a sentence that tells some types of weather before telling my favorite. Help me decide where the commas should be placed.** Have students show where the commas belong and explain their thinking. Check for any misconceptions. Read the corrected sentence aloud, and pause slightly at each comma.

Have students complete the activity on p. 248 in *Student Interactive 1.5*. Check that students understand where the commas belong. If students need extra support, work together to complete a model and discuss that commas are a pause between each item in a series or list.

Independent Writing

If students need assistance, work with them as they check each sentence. Students who show understanding should edit their opinion books for the correct use of serial commas. 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

Correctly use commas to separate items in a series.

Edit drafts with adult assistance using standard English conventions, including usage of commas.

STUDENT INTERACTIVE 1.5, p. 248

Read Together

OPINION WRITING

Edit for Commas

Commas are used to separate words in a list.

My kitten is smooth, soft, and fuzzy.

MY TURN Add commas to the correct place in each sentence.

1. Lions,tigers,and leopards are all big cats.
2. They are large,strong,and can roar.
3. They can be found in Asia,Africa,and in other parts of the world.

MY TURN Edit your opinion book for commas.

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Writing Support

- **Modeled** Do a Think Aloud to model how to use commas to separate words in a series.
- **Shared** Help students correct any errors of their usage of serial commas in their opinion books.
- **Guided** Provide explicit instruction on editing for serial commas.

 **Intervention** Refer to the *Small Group Guide* for support.


Prepare for Celebration

OBJECTIVE

Publish and share writing.

Writing Support

- **Modeled** Choose a stack text and do a Think Aloud as you prepare to share the book with the class.
- **Shared** Have students identify speaking skills they need to practice using the checklist to assist them.
- **Guided** As students practice sharing their opinion books, direct them to individual points on the checklist to guide them in presenting their work.

 **Intervention** Refer to the *Small Group Guide* for support.

Minilesson

TEACHING POINT Before they celebrate their writing, authors get their opinion books ready to share. They check for all of the necessary elements of an opinion book and ensure the writing is clear and polished. They make certain each sentence begins with a capital letter. They check that they have used conjunctions and commas correctly.

MODEL AND PRACTICE Create a checklist with students for sharing their opinion books aloud. Model each of the checklist items and discuss why it is important to remember.

- Speak clearly.
- Read with expression.
- Speak loud enough to be heard by everyone.
- Look at the audience at times.

Reread each item on the list and ask if students have any questions. Remind students to review the checklist as they practice. Display the checklist as students move into independent writing.

Independent Writing

Have students revise and edit their opinion books. Encourage students to practice reading their opinion books aloud quietly using the checklist as a guide. See **Conference Prompts** on p. WW40 for suggestions.

Share Back

Invite students to share revisions they made. Reinforce the value of making sure their opinion books have all the necessary elements before sharing them with the class.

Celebration

Minilesson

TEACHING POINT Celebrations help 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. Students will be motivated to write throughout the unit if they have a goal to work toward.

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 in front of people. I practice so I can read my opinion book with confidence. I need to speak clearly and loudly enough for everyone to hear me. 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 written especially well.*

Model reading aloud your opinion book. When finished, invite students to give positive feedback about your opinion writing. Prompt students to ask questions and share parts of the opinion books that they thought were especially well done. They should state specific examples. Remind students that they do not need to have the same opinions as the writers to admire the opinion books.

Ask students to practice sharing their opinion books with partners before the formal Celebration begins. You may also have students audio record themselves practicing and do a self-assessment of their reading.

OBJECTIVE

Publish and share opinion books.

Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your opinion books.
- **Shared** Ask questions to help students think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Give students prompts to help them think about the comments they heard that were helpful and positive.

Independent Writing

Ask students to share their opinion books. Prompt listening students to ask questions and share parts of the opinion books that they thought were especially well done.

Have students reflect on what they have learned about opinion writing. Have them write or tell about something new they learned.

FAST TRACK

Assessment

OBJECTIVE

Compose opinion books in which they introduce the topic and opinion, supply reasons that support the opinion, and provide a conclusion.

STUDENT INTERACTIVE 1.5, p. 249

Read Together WRITING WORKSHOP

Assessment
You have learned how to write an opinion book.

MY TURN Read the list. Put a check next to what you can do.

- I can write about a topic.
- I can state an opinion clearly.
- I can supply reasons that support my opinion.
- I can write an introduction and a conclusion.
- I begin each sentence with a capital letter.
- I use commas when writing a list.
- I use conjunctions correctly.

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Minilesson

TEACHING POINT Assessing and looking back at writing helps students identify all that they have learned and see any areas where they may still need more practice. As you review their 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 books they have read from the stack.

Have students turn to p. 249 in *Student Interactive 1.5*. Review the list as a class to remind them what they have learned. Have students check each skill they have learned and included in their opinion books. Remind students that they should look back at the opinion books they have written to find evidence that they understand and have used that skill.

Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment to demonstrate all they have learned. Explain that they should respond to the writing prompt on WW47 using all they have learned about opinion writing. Another form of assessment is to score students' writing using the rubric on p. WW47.



WRITING ASSESSMENT



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 about your favorite place or favorite sound. First, state the topic and your opinion about the topic. Then supply reasons and include a conclusion.

4-Point Opinion Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	The opinion is clearly stated and well supported.	Organization is clear and effective, creating a sense of cohesion.	The reasons closely connect to, and clearly support, the opinion.	The ideas are clearly conveyed using precise language.	The command of conventions is clearly shown.
3	The opinion is fairly well stated and generally supported.	Organization is generally clear though some ideas are not well connected.	The reasons connect to, and somewhat support, the opinion.	The ideas are adequately conveyed using more general language.	The command of conventions is somewhat shown.
2	The opinion is stated and somewhat supported.	Organization is inconsistent and some elements are missing.	The reasons somewhat connect to the opinion.	The ideas are unevenly conveyed using very simple language.	The command of conventions is weak or uneven.
1	The opinion is not clearly stated and not well supported.	Organization is poor or nonexistent.	The reasons do not connect to the opinion or are missing.	The ideas are conveyed in a vague or confusing manner.	There is very little use of correct conventions.
0	Opinion piece gets no credit if it does not demonstrate adequate command of opinion writing traits.				

Week 6

PROJECT FOCUS

This week students will

- research a neighborhood worker.
- write an informational text.

Lesson 1

Foundational Skills

T440–T441, T442
T438–T439
T458–T459

- Phonological Awareness: Initial /kw/
- Phonics: *Qu, qu*
- Spelling

RI.1.1, RI.1.5,
RF.1.2.c, W.1.2, L.1.2

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce the Project
- Read “Workers in the Neighborhood”
- Generate questions for inquiry
- Use Academic Words

Lesson 2

Foundational Skills

T444–T447, T442
T460–T461
T462–T463

- Phonics: *Qu, qu*
- Spelling: Spell Words with *Qu, qu*

RI.1.1, RI.1.5,
RF.1.2.c, W.1.2, L.1.2

Explore and Plan

- Introduce Informational Text
- Read “Walking to School”
- Explore characteristics of informational texts

Conduct Research

- Use print sources
- Answer inquiry questions
- Use text features

Lesson 3

Foundational Skills

T448–T449, T443
T464–T465

- Phonological Awareness: Initial and Final Sounds
- Phonics: Consonants *Vv, Yy, Zz*
- High-Frequency Words
- Spelling

RI.1.1, RI.1.5,
RF.1.2.c, W.1.2, L.1.2

Collaborate and Discuss

- Analyze Student Model
- Read “All Aboard the Bus”
- Identify relevant sources for research

Lesson 4

Foundational Skills

T450–T455, T443
T466–T467

- Phonics: Consonants *Vv, Yy, Zz*
- Decodable Story: *Quinn the Vet*
- Spelling

RI.1.1, RI.1.5,
RF.1.2.c, W.1.2, L.1.2

Extend Research

- Incorporate Media
- Revise
- Edit

Lesson 5

Foundational Skills

T456–T457, T443
T468
T469

- Phonological Awareness: Change Phonemes
- Phonics: Spiral Review
- Spelling

RI.1.1, RI.1.5,
RF.1.2.c, W.1.2, L.1.2

Celebrate and Reflect

- Share your informational text
- Reflect on your research

Reflect on the Unit

- Reflect on Your Goals
- Reflect on Your Reading
- Reflect on Your Writing



INTEGRATE your INSTRUCTION

English Language Arts

- Write informative/explanatory pieces.
- Participate in shared research and writing projects.
- Gather information from provided sources to answer a question.

Quest SOCIAL STUDIES



For alternative inquiry projects with a social studies focus, go online to SavvasRealize.com.

Social Studies

- Gather and evaluate sources.
- Communicate conclusions and identify ways to take action.

4-Point Research Project Rubric



Score	Focus	Research	Development	Conventions	Speaking and Listening
4	Main idea is clearly stated.	One or more sources are used to find facts.	Facts and details clearly support the main idea.	Spelling is correct. Sentences are complete.	Student reads clearly and at an appropriate rate, and listens actively.
3	Main idea is stated.	At least one source is used.	Facts and details somewhat support the main idea.	Spelling is mostly correct. Most sentences are complete.	Student reads mostly clearly but rate can vary. Student mostly listens attentively.
2	Main idea is not clear.	A source is referred to but facts are not used in writing.	Facts and details are not in a logical order to show support.	Writing includes errors in spelling, capitalization, and/or punctuation.	Student struggles to read clearly and at a steady, appropriate rate. Student is not fully attentive.
1	Main idea is not relevant.	A nonrelevant source is used.	Facts and details are illogical or missing.	Spelling errors and incomplete sentences are frequent and impede meaning.	Student's speech is unclear. Student interrupts or is easily distracted while listening.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or delivery of an informational text. • Response is unintelligible, illegible, or off topic. 				



Have students complete the student-friendly Research Project Checklist, p. 68, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Evaluate details to determine what is most important with adult assistance.

Synthesize information to create new understanding with adult assistance.

Use text evidence to support an appropriate response.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

My Neighborhood

The selections in this unit helped students learn about people, places, and things in a neighborhood. Remind students of the unit theme, *My Neighborhood*, and the Essential Question: *What is a neighborhood?*

TURN, TALK, AND SHARE **Things in My Neighborhood** Have student pairs revisit each selection to identify a word that names something in a neighborhood. Have students write the word below each text on pp. 210–211 in the *Student Interactive*. Then have students talk with their partner about how the words can help them answer the Essential Question.

Compare Across Texts

Explain to students that the texts are all connected to the unit theme: *My Neighborhood*. Invite volunteers to briefly review each selection on the opener. Volunteers should give a short summary and tell something they liked or did not like about the selection. Then use the prompts below to facilitate a discussion to compare characters, genres, settings, and events across texts.

- **Compare the characters in *The Blackout* and *Garden Party*.** (Possible response: The neighbors all help each other.)
- **How is *Making a Map* different from the other selections in this unit?** (Possible response: It is a procedural text. It tells how to make a map of a neighborhood.)
- **Tell how the setting in *Henry on Wheels* is different from *Click, Clack, Click!*** (Possible response: The setting in *Henry on Wheels* is Henry's neighborhood because he rides his bike around the block. The setting in *Click, Clack, Click!* is a community center. Amena stays in that place to meet some friends.)

Essential Question

MyTURN Have students answer the Unit 1 Essential Question: *What is a neighborhood?*



ELL Targeted Support Use Vocabulary Help students expand and remember vocabulary as they collaborate with a partner to identify words related to the unit theme.

Have students use pictures from the texts to name things in a neighborhood. Have students point to and say the names of the neighborhood people, places, and things.

EMERGING

Have students discuss with a partner how each selection connects to the word *neighborhood* by finding pictures and words in the texts. **DEVELOPING**

Have partners take turns pointing to pictures or words in the selections. The other student will say the name of the word or picture and give a definition. **EXPANDING**

Draw a three-column chart on the board. Label the columns “People,” “Places,” and “Things.” Invite students to work in small groups to find pictures and words in the selections to add to each column. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 210–211

COMPARE ACROSS TEXTS Read Together

UNIT THEME
My Neighborhood

TURN and TALK
Find a word from each text that names something in a neighborhood. Write the word by the text.
Possible responses:

WEEK 1 **The Blackout**
lights

WEEK 2 **from Henry on Wheels**
street

WEEK 3 **Look Both Ways!**
guard

WEEK 4 **Garden Party and Click, Clack, Click!**
neighbors

WEEK 5 **Making a Map**
home

Essential Question
MY TURN
What is a neighborhood?

WEEK 6 Project
Now it's time to apply what you learned about neighborhoods in your **WEEK 6 PROJECT:** People in My Neighborhood.

210 211

Word Work

OBJECTIVES

Demonstrate phonological awareness.

Decode words in isolation and in context by applying common letter sound correspondences.

Identify and read common high-frequency words.



Sound-Spelling Card 19

Phonological Awareness: Initial /kw/

SEE AND SAY Point to the picture of a quarter on p. 212 in the *Student Interactive*. Have students listen closely as you say the initial sound in the word *quarter*. Say: *This is a picture of a quarter. Quarter begins with the sound /kw/. Listen again for the beginning sound in quarter.* Say the word *quarter* again, and this time emphasize the sound /kw/. Ask: *What sound did you hear at the beginning of the word? Yes, the sound is /kw/. Say the word with me: quarter.*

PRACTICE Say the names of the remaining pictures, and model the sound /kw/. Then have students work with a partner and take turns saying the words *quarter*, *queen*, and *question*. Tell students to name the initial sound in each word (/kw/).

Phonics: Decode Words with Qu, qu

Minilesson

FOCUS Explain to students that the sound /kw/ is spelled with two letters: the letters *q* and *u*. Write the letters on the board. Display Sound-Spelling Card 19 (*quilt*). *Here is the word quilt. Listen to the first sound as I say the word again: quilt. The letters qu spell the sound /kw/.*

MODEL AND PRACTICE Write and say the name *Quinn*. Say the sounds in the word slowly: /kw/ /i/ /n/. *What sound do you hear at the beginning of the word Quinn? The sound is /kw/. The sound /kw/ is spelled qu.* Have students read the word again with you, emphasizing the initial sound /kw/. Remind students both uppercase and lowercase combinations of those letters spell the sound /kw/.

APPLY My TURN Have students practice decoding and blending the sounds that make the word *quit* at the bottom of p. 212 in the *Student Interactive*.



ELL Targeted Support Qq Words Write the letters *Qu* and *qu* on the board. Have students say the sound /kw/ as you point to each pair of letters. Write the words *quit* and *Quinn*. Read aloud the words and have students repeat.

Explain what it means to *quit* (give up or stop). Tell students that *Quinn* is a person's name. Have volunteers point to the letters *qu* in each word. Then have them write the words in their notebook and say the words aloud to a partner. **EMERGING/DEVELOPING**

Invite students to say a sentence using the words *quit* or *Quinn*. Have students write their sentence on the board, guiding them as needed. Then have all students read the sentences aloud. **EXPANDING**

Have students think of words that begin with *qu*, and have them write sentences for each word. Ask volunteers to share some of their sentences with the class. **BRIDGING**

HIGH-FREQUENCY WORDS



Display the high-frequency words *go*, *for*, *here*, *me*, *where*.

- Point to each word as you read it.
- Then spell the word and read it again.
- Have students spell and read the words with you.

go

for

me

here


where

STUDENT INTERACTIVE, p. 212

PHONOLOGICAL AWARENESS | PHONICS **Read Together**

Initial Sounds

SEE and SAY Say the name of each picture. Listen to the beginning sound of each word. Say the sound at the beginning of each word.



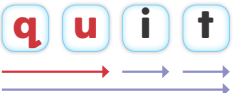
Students should say *quarter*, *queen*, *question*. Then students should say /kw/.

Qu, qu

The letters **qu** together make the sound at the beginning of the word **quit**.

MY TURN Read the word.

q u i t



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212

Spelling: Spell Words with Qu, qu

OBJECTIVES

Spell words with closed syllables, open syllables, VCe syllables, vowel teams, and r-controlled syllables.

Spell words using sound-spelling patterns.

Spell high-frequency words.

SPELLING WORDS

quit

bit

quill

will

HIGH-FREQUENCY WORDS

where

go

ELL Targeted Support

Letter-Sound

Correspondence Write words with *qu* on the board.

Say one of the words and have students repeat. Point to the beginning of each word as you say the sound /kw/. **EMERGING**

Have students take turns reading the words with a partner.

DEVELOPING

Have students name other words that begin with *qu*. Write the words on the board.

EXPANDING

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Read aloud the words and sentences. Have students spell the words with the sound /kw/, the other spelling words, and the two high-frequency words.

Spelling Sentences

1. It is time to **quit** working.
2. We **will** be in school on Monday.
3. The horse **bit** the apple.
4. Can you write with a **quill**?

HIGH-FREQUENCY WORDS

5. We can **go** to the park.
6. Do you know **where** the ball is?

LESSON 2

Teach

FOCUS ON STRATEGIES Tell students that the sound /kw/ follows a spelling pattern. The sound /kw/ is spelled *qu*.

MODEL AND PRACTICE Write or display the words *quit* and *quill*. Read each word aloud, emphasizing the sound /kw/. Point to the *qu* in each word as you say the sound. Point out the spelling of the other words.

APPLY MyTURN Have students complete the activity on p. 215 in the *Student Interactive*.

Use the leveled support in the side column for additional support for ELLs.



FLEXIBLE OPTION

LESSON 3

Review and More Practice

FOCUS ON STRATEGIES Help students recall that the sound /kw/ is spelled *qu*.

MODEL AND PRACTICE

Distribute eight index cards to each student. Have students write the following letters on separate index cards: *b, i, l, l, q, t, u, w*. Next have students work in pairs to arrange the letters to spell each spelling word.

APPLY Have students complete *Spelling* p. 34 from the *Resource Download Center*.

Read Together

Name _____

Spelling

Words with *qu, qu*
The letters *qu, qu* spell the *kw* sound, as in *quit*.

Spelling Words	My Words to Know
will bit	go
quit quill	where

MY TURN Write the words to complete the sentences. Then read the sentences.

- Where can we go?
- Do not quit.
- He will look for you.
- It's a bit hot today.
- Can Sam see the quill?

Grade 1, Unit 1, Week 6
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FLEXIBLE OPTION

LESSON 4



Spiral Review

FOCUS ON STRATEGIES Review the previous spelling skill: short *u* spelled *u*

MODEL AND PRACTICE On the board, write these words with short *u*: *rug, fun, nut, sun, but, hug, cup, pup*. Have students read them aloud.

APPLY Pair students and have them work together to match the words that rhyme. (*rug/hug, fun/sun, nut/but, cup/pup*)

Project-Based Inquiry As students proofread their writing, remind them to check their spelling, including spelling words with short *u*.

LESSON 5

Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

- I do not want to **quit** now.
- Who **will** come to our party?
- The carrot crunched when I **bit** it.
- They signed the paper with a **quill**.

HIGH-FREQUENCY WORDS

- The cars **go** fast on the road.
- Please tell me **where** my dog is.

Word Work

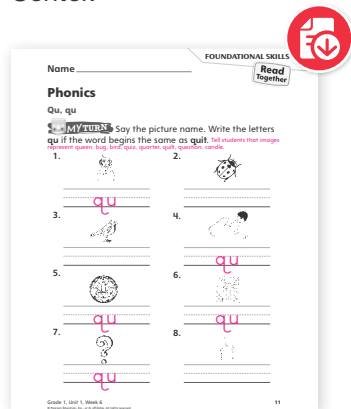
OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with *Qu, qu* use *Phonics* p. 11 from the *Resource Download Center*.



Phonics, p. 11

Phonics: Decode and Write Words with Initial *Qu, qu* /kw/

Minilesson

FOCUS Write the letters *Qu* and *qu* on the board and point to each pair of letters as you say the sound /kw/. Tell students that the sound /kw/ is spelled with the pattern *qu*.

MODEL AND PRACTICE Reinforce the phonics skill by writing the following words on the board: *quit, quill, Quinn, quiz*.

Point to and say the word *quit*. Have students repeat the word. Ask: **What sound do you hear at the beginning of *quit*?** (/kw/) **What letters spell the sound /kw/?** (qu) Invite a volunteer to underline the letters *qu*. Continue with the other words.

Next, read aloud the following sentences and have students fill in the blank with one of the *qu* words on the board.

- My hamster's name is _____. (Quinn)
- Long ago, people wrote with a _____. (quill)
- It is time to take a math _____. (quiz)
- I love playing soccer, so I will not _____. (quit)

TURN, TALK, AND SHARE Have partners read the sentences at the top of p. 213 in the *Student Interactive*.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of p. 213 and p. 214 in the *Student Interactive*.

OPTION 2 Independent Activity Have students use letter tiles or magnetic letters to spell words with *qu* from the lessons: *queen, quilt, Quinn, quit, and quiz*. Then have them say the initial sound and the letters that spell that sound.

QUICK CHECK

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

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T446–T447.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T446–T447.

HIGH-FREQUENCY WORDS

Display and then read aloud the high-frequency words: *for, go, here, me, where*.

- Dictate each word, and have students spell them aloud.
- Then cover the words, and dictate them again.
- Have students write the words as you dictate each one.

STUDENT INTERACTIVE, p. 213

Read Together FOUNDATIONAL SKILLS


Qu, qu

TURNandTALK Read these sentences with a partner.


Will Quinn quit?

Quinn will not quit.

MYTURN Say each picture name. Write the letters that stand for the beginning sound of each picture name.



quilt



qu een

TURNandTALK Tell your partner a sentence with a **qu** word.

213

STUDENT INTERACTIVE, p. 214

PHONICS **Read Together**

Qu, qu

MYTURN Point to the words as you listen to these sentences. Underline the words with the **kw** sound.

Can Quinn do the quiz?

Can Bess do the quiz?

They have one pen.

Will they quit the quiz?

The letters **qu** stand for the **kw** sound.

MYTURN Write a sentence about Quinn.

Quinn

Possible response:

will not quit.

214

Use the  **QUICK CHECK** on p. T445 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

/kw/ SPELLED *qu*

Sound-Spelling Cards

Work with students to name the image on Sound-Spelling Card 19. (quilt) Then say: *The sound /kw/ in quilt is spelled with the letters qu.*



Provide students with the following incomplete sentences. *_inn _it the _iz. The _een was mad.* Ask students to complete the sentences by using *qu* to fill in the missing letters. (*Quinn quit the quiz. The queen was mad.*) Prompt students to read the completed sentences aloud.

ELL Targeted Support

Display the *quarter, queen, and quilt* Picture Cards.

Write *qu*. Say the picture names with students and have them point to the letters that spell the first sound. Then have students trace *qu* in the air as they say the sound /kw/.

EMERGING/DEVELOPING

Write *qu*. Have students name the pictures and then name the letters that spell the sound /kw/. Have them write the letters in the air or on paper.

EXPANDING/BRIDGING



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

Intervention Activity

DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • PRACTICE AND ASSESS

Lesson 14 Decode Regularly Spelled VC and CVC Words

PRACTICE 2 Display Student Page S97. Help students connect sounds and their letters in short words by reviewing and modeling how to identify parts of a familiar CVC word, such as *pup*. Circle *pup* on the Student Page. *Pup*. This is a familiar word. Say the word with me: *pup*. I will say the sounds and the word again. Then we will say them together: /p/ /u/ /p/. /p/ /u/ /p/. Say it with me: *pup*. Next, introduce and model new CVC words. Point to *hat* in the second column. Let's learn the sounds and letters together. I will say each sound and the word. Then we will say them together. Say it with me: /h/ /a/ /t/. /h/ /a/ /t/. Say it with me: *hat*. Repeat the steps for the remaining words.

Finally, have students practice CVC words. Point to the words out of order. Have students say each word's sounds and the word smoothly. Prompt and model as needed. Point to each word at least twice.

pup	hat	tan	sit	tin
p u p	h a t	t a n	s i t	t i n

To further students' learning, cut apart each card. Cut each word apart from the three letters, but leave the letters together. Point out that the order of the letters is how the word is spelled. Have students work in pairs to put the letters with the correct word.

MONITOR PROGRESS Point to each word. Have students sound out and say the word. Then have them name each letter in the word to spell it.

pup	hat	tin	tan	hit
-----	-----	-----	-----	-----

IF... students cannot say a word, **THEN...** say the word slowly, blending it for students. Guide students to point to and say the word independently. Then have them identify each sound and match it to a letter.

Phonological Awareness T • 97

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–9.

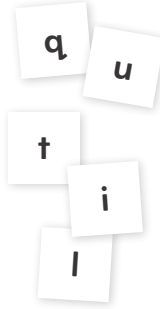
Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Place the letter tiles *q* and *u* together (as *qu*) for students to see. Have students use letter tiles to create words that start with *qu*. Offer visuals or other supports if students struggle to come up with new words.



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

Decodable Reader



Prompt students to read the Decodable Reader *The Quiz*. The story will help reinforce students' understanding of words with the sound /kw/ spelled *qu* and high-frequency words.

After reading the story, ask students to make a list of the words they read with the sound /kw/ spelled *qu*. Then have students check their lists with a partner's list to make sure they included all the *qu* words.

High-Frequency Words

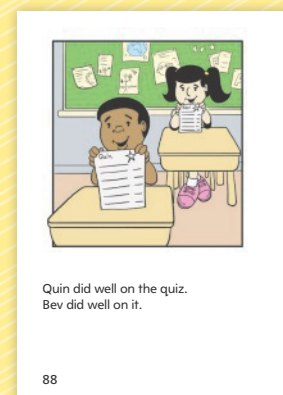
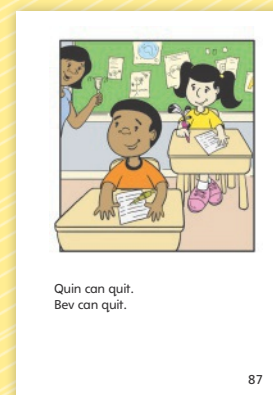
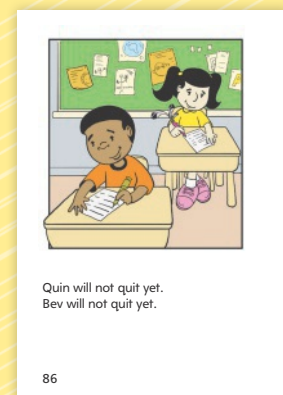
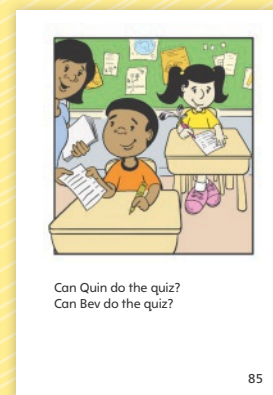
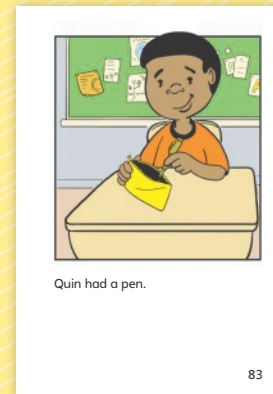
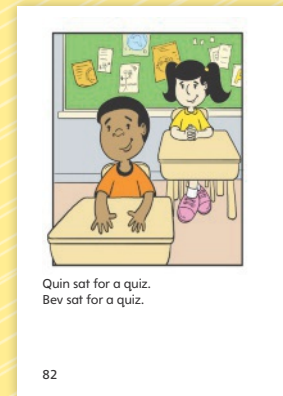
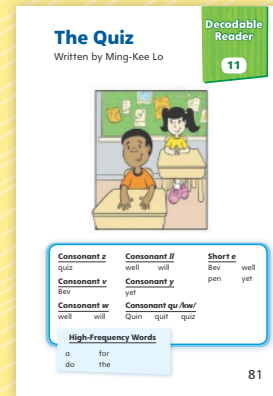
Prompt students to write the high-frequency words *go*, *me*, *for*, *here*, and *where*. Then ask students to practice reading each word aloud with a partner.

Centers



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

Decodable Reader

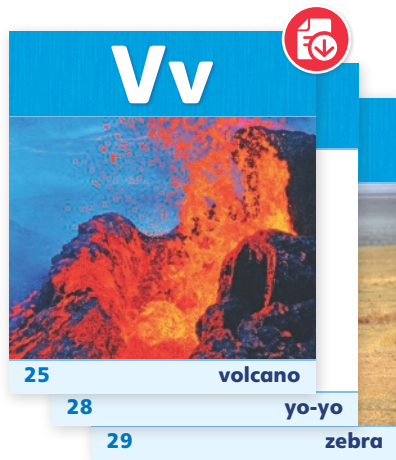


Word Work

OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

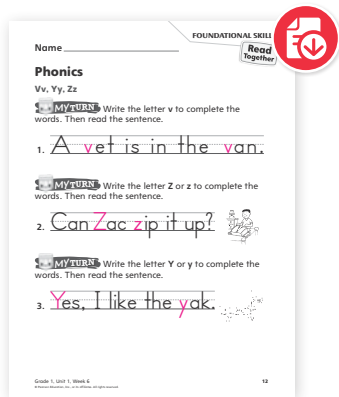
Identify and read common high-frequency words.



Sound-Spelling Cards 25, 28, 29

ADDITIONAL PRACTICE

For additional student practice with Vv, Yy, and Zz use *Phonics* p. 12 from the *Resource Download Center*.



Phonics, p. 12

Phonological Awareness: Initial and Final Sounds

SEE AND SAY Point to the picture of a bee on p. 216 in the *Student Interactive*. Say: *The bee goes buzz.* Listen closely to the sounds in the word *buzz*: /b/ /u/ /z/. What sound do you hear at the end of the word *buzz*? (/z/)

Point to the ball of yarn and have students name what they see. Ask students to identify the initial sound in the word *yarn* (/y/). Repeat with the words *van* (/v/) and *zebra* (/z/).

PRACTICE Tell students that you will say a word and that they should give a thumbs-up if the word ends with the sound /z/. Say words such as *quiz*, *yam*, *bell*, *fizz*, *snow*, *fuzz*, and *jazz*.

Next say words that begin with the sounds /y/, /v/, and /z/ and ask students to name the initial sound in each word. Say words such as *yip*, *vowel*, *zoo*, *voice*, *zipper*, and *yellow*.

Phonics: Decode Words with Consonants Vv, Yy, Zz

Minilesson

FOCUS Write the letters Vv, Yy, and Zz on the board. Point to each letter and explain to students that the sound /v/ is spelled v, the sound /y/ is spelled y, and the sound /z/ can be spelled z.

MODEL AND PRACTICE Use Sound-Spelling Cards 25 (*volcano*), 28 (*yo-yo*), and 29 (*zebra*) to show students the letter sounds. Point to the volcano and say: *What sound does volcano begin with? What letter spells that sound?* Repeat with *y/y/* and *z/z/*.

Write or display the following words. For each word, have students identify the first letter and then say the word.



APPLY My TURN Have students practice blending and decoding the words at the bottom of p. 216 in the *Student Interactive*.



High-Frequency Words







Minilesson

FOCUS Write or display the high-frequency words for the week: *for, go, here, me, where*.

MODEL AND PRACTICE Write the word *for* on the board. Say: *This is the word for. The letters in for are f, o, and r.* Ask students to say the word and spell it. Then continue with the remaining high-frequency words. Then have students turn to p. 217 in the *Student Interactive* and identify and read the words at the top of the page.

APPLY My TURN Have students use this week's high-frequency words to complete the sentences on p. 217 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 216-217

PHONOLOGICAL AWARENESS PHONICS 	HIGH-FREQUENCY WORDS  FOUNDATIONAL SKILLS					
<p>Initial and Final Sounds</p> <p> SEE and SAY Say what the bee does in the first picture. Listen to the ending sound. Name the other pictures. Listen to the beginning sounds.</p>  <p>Students should say <i>buzz, yarn, van, zebra</i>.</p> <p>Vv, Yy, Zz</p> <p>The letter v has the v sound in vet.</p> <p>The letter y has the y sound in yak.</p> <p>The letter z has the z sound in zip.</p> <p>MY TURN Read these words.</p> 	<p>My Words to Know</p> <p>Some words you will see a lot when you read.</p> <p>MY TURN Read these words.</p> <table border="1" data-bbox="869 1575 1400 1638"> <tr> <td>go</td> <td>me</td> <td>for</td> <td>here</td> <td>where</td> </tr> </table> <p> MY TURN Use words from the box to complete the sentences. Then read the sentences.</p> <ol style="list-style-type: none"> <u>Where</u> is Zak? He is <u>here</u>. Zak will <u>go</u> to the vet with <u>me</u>. The tag is <u>for</u> Zak. 	go	me	for	here	where
go	me	for	here	where		
216	217					

Word Work

OBJECTIVE

Decode words in isolation and in context by applying common letter sound correspondences.

Phonics: Decode and Write Words with Consonants Vv, Yy, Zz

Minilesson

FOCUS Write the letters v, y, and z on the board. Review the sounds each letter spells by pointing to the letter and saying its sound.

MODEL AND PRACTICE Help students practice the sound-spelling correspondences of /v/ spelled v, /y/ spelled y, and /z/ spelled z by using the following grid.

z	a	p
_____	u	m
_____	e	t
qu	i	_____
_____	e	s

Point to and read the word *zap*. Have students repeat the word. Point to the blank space in *_um*. Ask: **What letter could go in the blank to make the word you say when you eat food that tastes really good?** (y) Write y on the line and say the word *yum*, emphasizing the sound /y/. Ask students to say the word with you. Then continue by asking students to write the letters on the lines to create new words to answer the following questions:

- Who can help my pet when it is sick? (vet)
- What is something you study for? (quiz)
- What is the opposite of *no*? (yes)

TURN, TALK, AND SHARE Have partners practice blending and reading the words at the top of p. 218 in the *Student Interactive*.



FORMATIVE ASSESSMENT OPTIONS

Apply

OPTION 1 MyTURN Have students complete the rest of pp. 218–219 in the *Student Interactive*.

OPTION 2 Independent Activity Have students use letter tiles to create and read words with initial v and y and initial and final z from the lesson: *van, vet, Viv, yak, Yaz, yet, yum, zag, Zak, zip, buzz, quiz*.

QUICK CHECK

Notice and Assess Are students able to decode and write words with initial v and y and initial and final z?

Decide

- **If students struggle**, revisit instruction for Phonics in Small Group on pp. T454–T455.
- **If students show understanding**, extend instruction for Phonics in Small Group on pp. T454–T455.

STUDENT INTERACTIVE, pp. 218–219

PHONICS	FOUNDATIONAL SKILLS										
<p>Vv, Yy, Zz</p> <p>TURN and TALK Read these words with a partner.</p> <table border="1"> <tr> <td> yum</td> <td>vet</td> <td>zap</td> </tr> <tr> <td> van</td> <td>zag</td> <td>yet</td> </tr> </table> <p>MYTURN Say each picture name. Write the letter v, y, or z to make the words. Read the words.</p> <table border="1"> <tr> <td> yak</td> <td> quiz</td> </tr> <tr> <td> zip</td> <td> van</td> </tr> </table>	yum	vet	zap	van	zag	yet	yak	quiz	zip	van	<p>Vv, Yy, Zz</p> <p>MYTURN Write a sentence about two friends named Viv and Yaz. Then draw a picture of Viv and Yaz.</p> <p>Viv and Yaz</p> <p>Possible response: have a quiz.</p> <p>Possible response: drawing could show two kids at school.</p>
yum	vet	zap									
van	zag	yet									
yak	quiz										
zip	van										
218	219										

Decodable Story

OBJECTIVES

Decode words in isolation and in context by applying common letter sound correspondences.

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

Identify and read common high-frequency words.

ELL Access

Use the decodable story to help students practice reading some high-frequency words. Ask students to reread the story with a partner. As one student reads, the other student circles the high-frequency words. You may want to provide a list of all the high-frequency words learned in this unit.

Read *Quinn the Vet*

FOCUS Have students turn to p. 220 in the *Student Interactive*. We are going to read a story today about a vet named Quinn. A vet takes care of animals. Point to the title of the story. The title of the story is *Quinn the Vet*. I hear the sound /kw/ in the word *Quinn*. What letters in *Quinn* spell the sound /kw/? Right! The letters *qu* spell the sound /kw/. We will read other words with the sound /kw/ spelled *qu*, the sound /v/ spelled *v*, and words that begin with the letter *z* in our story.

IDENTIFY AND READ HIGH-FREQUENCY WORDS Before reading, review this week's high-frequency words: *for, go, here, me, where*. Tell students that they will practice reading these words in the story *Quinn the Vet*. Display the words. Have students read them with you. *When you see these words in today's story, you will know how to read them.*

READ 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.

Call students' attention to the title on p. 220. Say: *I see the letter v in the word Vet. What sound does the letter v make?* Students should say the sound /v/ is spelled with the letter *v*. Have students decode the word *Vet*. Then have them identify the two words with the sound /v/ on p. 221 and underline the three words on these two pages that start with the letter *v*. Students may also underline the word *Vet* in the illustration.

Have students turn to p. 222. Ask: *Which words have the sound /y/?* Students should supply the words *Yip* and *Yap*. *What letter spells the sound /y/ in Yip and Yap?* Students should say the sound /y/ is spelled with the letter *y*. Ask: *Which letters spell the sound /kw/ in quit?* Students should say the sound /kw/ is spelled with the letters *qu*. Have them highlight the words with the sound /y/ and sound /kw/.

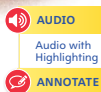
Have students turn to p. 223. Ask: *Which words begin with the sound /z/?* Students should supply the words *Zak* and *zip*. Ask: *Which letter spells the sound /z/ in Zak and zip?* Students should say the sound /z/ is spelled with the letter *z*. Have them underline the words with the sound /z/.



DECODABLE STORY

FOUNDATIONAL SKILLS

Quinn the Vet



220

I am Quinn the vet.
The van is for me.
I will go to see a pet.



Read the title and the story. Underline the three words with the **v** sound.

221



DECODABLE STORY

FOUNDATIONAL SKILLS

Where is Zak?
Here he is!
Yip! Yap!
Quit that, Zak!



Highlight the two words with the **y** sound and the word with the **kw** sound.

222

Is Zak well?
Yes, he is.
Look at him zip by!



Underline the two words that begin with the **z** sound.

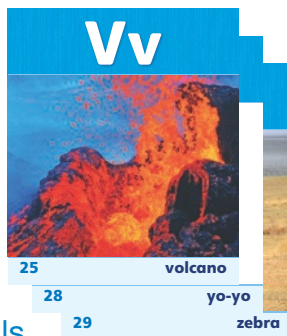
223

Use the  **QUICK CHECK** on p. T451 to determine small group instruction.

Teacher-Led Options

Word Work Strategy Group

/v/, /y/, /z/ SPELLED v, y, z
Sound-Spelling Cards Hold up Sound-Spelling Cards 29 (*zebra*), 28 (*yo-yo*), and 25 (*volcano*). Have students name each image. Say: *The /v/ in volcano is spelled with the letter v. The letter y in yo-yo spells the sound /y/. The z in zebra spells the sound /z/.*



Read passages in the Decodable Reader. Have students raise their hands each time you read a word with the sound /v/ spelled v, sound /y/ spelled y, and sound /z/ spelled z. Write the words on the board and read them aloud with students' help.

ELL Targeted Support

Students may struggle to distinguish the sounds /f/ and /v/. Some languages, such as Filipino, do not have consonant sounds that correspond to /f/ and /v/.

Hold up Sound-Spelling Cards 7 (*firefighter*) and 25 (*volcano*). Say each word slowly, emphasizing the initial sounds, while pointing at the corresponding image. Ask students to repeat and write the letters *f* and *v* in their notebooks.

EMERGING

Draw a T-chart on the board. On one side, guide students to write a list of words that begin with the sound /f/ spelled *f*. Write words that begin with the sound /v/ spelled *v* on the other side of the T-chart. Read the words aloud with students.

DEVELOPING



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

Intervention Activity

DECODE REGULARLY SPELLED WORDS

Use Lesson 14 in the *myFocus Intervention Teacher's Guide* for instruction on decoding regularly spelled words.

LEVEL B • PRACTICE AND ASSESS

Lesson 14 Decode Regularly Spelled VC and CVC Words

PRACTICE 2 Display Student Page S97. Help students connect sounds and their letters in short words by reviewing and modeling how to identify parts of a familiar CVC word, such as *pup*. Circle *pup* on the Student Page. *Pup*. This is a familiar word. Say the word with me: *pup*. I will say the sounds and the word again. Then we will say them together: /p/ /u/ /p/. /p/ /u/ /p/. Say it with me: *pup*.

Next, introduce and model new CVC words. Point to *hat* in the second column. Let's learn the sounds and letters together. I will say each sound and the word. Then we will say them together. Say it with me: /h/ /a/ /t/. /h/ /a/ /t/. Say it with me: *hat*. Repeat the steps for the remaining words.

Finally, have students practice CVC words. Point to the words out of order. Have students say each word's sounds and the word smoothly. Prompt and model as needed. Point to each word at least twice.

pup	hat	tan	sit	tin
p u p	h a t	t a n	s i t	t i n

To further students' learning, cut apart each card. Cut each word apart from the three letters, but leave the letters together. Point out that the order of the letters is how the word is spelled. Have students work in pairs to put the letters with the correct word.

MONITOR PROGRESS Point to each word. Have students sound out and say the word. Then have them name each letter in the word to spell it.

pup	hat	tin	tan	hit
-----	-----	-----	-----	-----

IF... students cannot say a word, **THEN...** say the word slowly, blending it for students. Guide students to point to and say the word independently. Then have them identify each sound and match it to a letter.

Phonological Awareness T • 97

Intervention Activity

PHONOLOGICAL AWARENESS

For students who need support, Phonological Awareness lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–9.

Independent/Collaborative

Word Work Activity



BUILD WORDS WITH LETTER TILES

Write the following incomplete words on the board: *_um*, *_ap*, *_an*, *_ag*, *_ak*. Hide the letter tiles *v*, *y*, and *z* throughout the room. Ask students to work together to find the hidden letter tiles.



Once students have retrieved the letter tiles, have them use the tiles to complete each word on the board. (*yum*, *zap*, *van*, *zag*, *yak*)

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

Decodable Reader



Prompt students to read the Decodable Reader *Vic and Roz*. The story will help reinforce students' understanding of words with the sounds /v/ spelled *v*, /y/ spelled *y*, /z/ spelled *z*, and high-frequency words.

Have partners read the story. Encourage them to help each other decode words as they read.

Centers



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

Decodable Reader

Vic and Roz
Written by Chad Hollis

Decodable Reader
12

Consonant v rev van vic	Consonant z buzz buzz quiz zip	Consonant qu quit quiz
Consonant r rev Roz	Consonants ff muff puff	Short u but puff fuzz sun huff tug muff up
Consonant y yell yell yam		

High-Frequency Words
a is they with have the we

89

The sun is up.
But it is not hot!

90

Vic will zip up.
Vic will tug on a hat.

91

Roz will get a muff with fuzz on it.

92

Dad will sit.
Dad will sip.
Yum!

93

"Rev up the van!" they yell.
"We have a quiz!"

94

Vic will huff.
Roz will puff.
They will not quit.

95

Will they get the quiz?
Not yet!

96

Word Work

OBJECTIVES

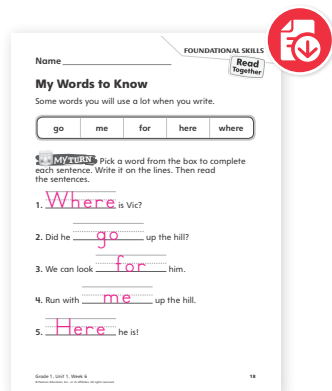
Recognize the change in spoken word when a specified phoneme is added, changed, or removed.

Decode words in isolation and in context by applying common letter-sound correspondences.

Identify and read common high-frequency words.

ADDITIONAL PRACTICE

For additional student practice with high-frequency words, use *My Words to Know* p. 18 from the *Resource Download Center*.



My Words to Know, p. 18



Picture Cards

Phonological Awareness: Change Phonemes

MODEL Display the *fan* Picture Card. Model changing the initial phoneme from /f/ to /p/ to make the word *pan*. Model adding the phoneme /t/ to the end of *pan* to make the word *pant*. Then model removing the phoneme /p/ from *pant* to make the word *ant*.

PRACTICE Display the Picture Card *cap*. Say: **Change the middle sound from /a/ to /ā/. What new word do you have?** Students should reply *cape*. Say: **Remove the first sound from *cape*. What new word do you have?** Students should reply *ape*. Say: **Now, add the sound /t/ to the beginning of *ape*. What new word do you have?** Students should reply *tape*.

Continue the activity, having students add, delete, and change phonemes. Use the words *net* (*night, kite, kit*); *man* (*mane, rain, train*); and *cat* (*rat, rate, crate*).

Phonics: Spiral Review Rr /r/, Ww /w/, Jj /j/, Kk /k/

Minilesson

FOCUS Write the letters *Rr*, *Ww*, *Jj*, and *Kk* on the board. Point to *Rr* and tell students that this letter spells the sound /r/. Read words that begin with the sound /r/, such as *run*, *rip*, and *rat*. Have students read each word and identify which letter spells the sound /r/. Then review the sound for the following letters as you point to them: /w/ spelled *w*, /j/ spelled *j*, and /k/ spelled *k*. Remind students that the letters make the same sound whether the letter is lowercase or uppercase.

MODEL AND PRACTICE Write the following words: *rag*, *jam*, *kit*, *win*, *jet*, *rug*, *Ken*, *wet*. Have students read each word, identify the initial sound, and name the letter that spells it. Tell students to sort the words by their initial sound.

APPLY Have students think of other words that begin with the sounds /r/, /w/, /j/, or /k/. Ask them to make a list of as many words as they can. Then ask for volunteers to share their words and create a master list on the board. Have students spell each word that is added to the list.



ELL Targeted Support Change in Phonemes Working with rhyme, repetition, and rhythm is a great way to help students learn to discriminate sounds. These types of fun exercises help students develop the verbal fluency that leads to automaticity in their reading.

Say a word that students are familiar with, for example, *bat*. Segment and blend the sounds together to make the word. Ask students what the word would be if the beginning sound were /k/. Have students say the individual sounds and then the word, *cat*. Ask students what the word would be if we changed the sound /k/ to the sound /b/, *bat*. Students repeat the individual sounds. Continue through other initial sounds, creating a rhythm as they rhyme. Other word endings might be *-ut*, *-op*, or *-it*. **EMERGING/DEVELOPING**

Say the word *can* and then say the word *van*. Ask students to recognize the change in the words and explain what changed. (The sound /k/ changed to the sound /v/.) Say a new word, such as *man*. Ask a volunteer to change the initial sound again to make a new word, such as *tan*, *fan*, and *ran*. Have the group recognize the change. Continue with other initial sounds, creating a rhythm as they rhyme. Students can clap the rhythm. **EXPANDING**

HIGH-FREQUENCY WORDS



Explain that high-frequency words are words that students will hear and see over and over in texts. Write the words *for*, *go*, *here*, *me*, and *where*. Have students work with a partner.

- One student spells a word.
- The other student says the word.
- Repeat.

Inquire

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Participate in shared research and writing.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES



Workers in the Neighborhood	270L, 310L, 360L
Walking to School	270L, 300L, 350L
All Aboard the Bus	260L, 310L, 340L

See the *Small Group Guide* for additional information on how to distribute the articles.

ELL Language Transfer

Titles Review special titles. Point out that abbreviations are a part of many languages.

- Mr.
- Miss / Ms.
- Mrs.
- Dr.

Introduce the Project

This week, students will work in pairs to research neighborhood workers and then write an informational text explaining what a worker in their neighborhood does. Read aloud the prompt on p. 224 in the *Student Interactive*. Activate students' background knowledge and set a purpose for the project. Use the rubric on p. T437 to evaluate students' completed projects.

CRITICAL LITERACY

Build Background



Read-Pause-Make Connections Distribute copies of “Workers in the Neighborhood.” Use the information in the research article to support students in building background on neighborhood workers. Have partners take turns reading aloud a paragraph and making connections to real life using these stems.

- Someone I know works . . .
- In my neighborhood, I see . . .

COLLABORATE

Have student pairs brainstorm by writing words and drawing pictures about neighborhood workers. Tell students we generate questions for formal inquiry about words and pictures, such as *Where does this person work?* or *How does this worker help in the neighborhood?* Generating, or asking, questions helps us set a purpose for our project. Have pairs generate and write two questions for inquiry about neighborhood workers.

Use Academic Words

COLLABORATE

Review the Academic Vocabulary words *settle*, *various*, *group*, and *type* with students. Have them use the words to tell about their neighborhoods and to talk about the image on pp. 224–225 in the *Student Interactive* using their newly acquired Academic Vocabulary.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Motivation and engagement are about children having meaningful literacy exchanges with text. At the end of any particular lesson, there should be evidence that children are smarter and that there has been personal development because of that lesson.”

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

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Allow time for pairs to name neighborhood workers and tell what the workers do. Model drawing and writing what the students say. For example, *You said that a firefighter is a neighborhood worker. Write firefighter. You said that firefighters put out fires. We can ask how firefighters put out fires.* Draw a firefighter using a water hose to put out a small fire.

OPTION 2 Extend If pairs easily generate ideas and questions about neighborhood workers, have them write sentences about a neighborhood worker, such as where and how the worker does his or her job.

ELL Targeted Support

Invite pairs to name neighborhood workers in their home language. Expand students' English vocabulary by translating names of known neighborhood workers into English. Have pairs draw pictures of neighborhood workers and present them by saying the English names of the workers.

NEXT STEPS Remind students that they will follow a research plan in order to complete the project in one week. Read aloud the Neighborhood Worker Research Plan on p. 225 in the *Student Interactive* and have students follow along. At the end of this lesson, students should have completed the first step by choosing a neighborhood worker and writing two questions for research.

STUDENT INTERACTIVE, pp. 224–225

INQUIRE

Read Together

PROJECT-BASED INQUIRY

People in My Neighborhood

Activity

Choose a worker in your neighborhood and explain what he or she does.

Let's Read!

This week you will read three articles about neighborhoods.

- 1 Workers in the Neighborhood
- 2 Walking to School
- 3 All Aboard the Bus

COLLABORATE Talk about neighborhood workers. Think of two questions to research.

Use Academic Words

COLLABORATE You learned many new academic words in this unit. Use the words to talk about the picture with a partner.

Neighborhood Worker Research Plan

- Day 1 List two questions.
- Day 2 Research a neighborhood worker.
- Day 3 Write an informational text.
- Day 4 Revise and edit your text.
- Day 5 Present your informational text.

224
225

Explore and Plan

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 features and simple graphics to locate or gain information.

RESEARCH ARTICLES

Workers in the Neighborhood	270L, 310L, 360L
Walking to School	270L, 300L, 350L
All Aboard the Bus	260L, 310L, 340L

See the *Small Group Guide* for additional information on how to distribute the articles.

Introduce Informational Text

Read aloud the paragraph on p. 226 in the *Student Interactive*. Tell students that an informational text explains information about a topic. An informational text has a main, or central, idea and details. The main idea is what the text is mostly about. Details give more information about the main idea. Use the article “Walking to School” to help students identify characteristics of informational texts.

CRITICAL LITERACY

Challenge the Text

Distribute copies of “Walking to School.” Explain to students that reading critically involves understanding why an author wrote a text. Read aloud “Walking to School” one paragraph at a time. Have students look for characteristics of informational texts. Write the following tasks on the board.

Find the following:

- the main, or central, idea
- details that tell about the main idea

Tell students that before they write their informational texts, they should state their central idea clearly and include only details that tell more about the central idea.

COLLABORATE After reading “Walking to School,” have students work with a partner to fill in the chart on p. 226 in the *Student Interactive*. Ask students to find the main idea of the article and details that tell more about the main idea.

Write for a Reader

Audience Remind students that their audience is their classmates. As they plan and write their informational texts, students should consider what their classmates want to know about a neighborhood worker. Help students write for an audience by asking questions, such as *What might your classmates already know about your neighborhood worker?* and *What do you think is most important for them to learn about your neighborhood worker?*



ELL Targeted Support Confirm Understanding Before reading the article, read aloud the title “Walking to School.” Have students tell a partner what they think the article will be about. Support students in confirming understanding of information in the article by having pairs work together to tell the main idea.

Have student pairs listen as you read the article. Then ask them to complete the sentence frame: *This article is about _____*. **EMERGING**

Provide a word web for student pairs. After reading, have them label or draw the main, or central, idea of the article in the center circle. In the circles around the center circle, have pairs write or draw details that support the main idea. **DEVELOPING**


Have student pairs take turns reading the article aloud. Ask them to tell the main idea and details. Challenge students to explain how the information is organized within the text.

EXPANDING

Have students work in groups to state the main idea and key details. After reading the article, have students ask one another questions about the topic and then answer them using information from the article. **BRIDGING**


NEXT STEPS Check students’ understanding of informational texts by asking them to write or draw the main idea of their text before they continue with the Conduct Research page. Explain to students that they should look back at this statement to guide their research.

STUDENT INTERACTIVE, p. 226

EXPLORE AND PLAN 

Inform Your Readers

Some authors write to inform readers about a topic. When reading informational text, look for a main, or central, idea and details.

 **COLLABORATE** Read “Walking to School” with a partner. Then fill in the chart.

Main Idea
Possible response: We can see many things in a neighborhood.

Details
Possible response: We can see neighbors, birds, a corner store, and a playground.

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Conduct Research

OBJECTIVES

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

Identify and gather relevant sources and information to answer the questions with adult assistance.

CUSTOMIZE IT!

Provide students with the opportunity to interact with digital books or magazines. Point out similarities between digital books, magazines, and articles and their print counterparts, such as table of contents, bold words, photographs, or headings.

Use Print Sources

TEACHING POINT Help students conduct research by providing articles, books, magazines, or other accessible print sources from the school library. Use the Model and Practice on print sources to help students identify and gather relevant information to answer their questions about a neighborhood worker. Remind students to use their questions to guide their research.

MODEL AND PRACTICE Use a relevant informational text to model the process for using print sources to answer inquiry questions. See the example below.

Print Source

Say: Let's learn about firefighters. First, I ask a question to focus my research: *How do you become a firefighter?* Display an appropriate book or article about neighborhood workers. This looks like a relevant source because the title (or cover picture) tells me that it has information about firefighters. Use text features, such as a table of contents, an index, photographs, or headings, to find a page with details about firefighters. I will quickly look for key words, such as *firefighter* and *job*. Point to a sentence containing a fact about firefighters and read it aloud. Here is a fact about firefighters: *Firefighters have to take a test before they can become a firefighter.* This fact answers my research question.

COLLABORATE Have student pairs turn to p. 227 in the *Student Interactive* and circle the source where they will look for information to answer their questions about their neighborhood worker. Ask pairs to work collaboratively to discuss how they can use the source to gather information. Tell students to follow the rules for discussion, including listening to each other, speaking when recognized, and making appropriate contributions.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to ask questions about a worker, have them create a T-chart in their notebooks. Have them label the left column “Know” and the right column “Don't Know.” Have students list facts they already know about their neighborhood worker in the left column and things they do not know in the right column. Have students reread the right column and select two items to use as questions for research.

OPTION 2 Extend Have students use a word web or a chart to organize information that they gather about their neighborhood worker.


ELL Targeted Support

As students research, invite them to write on a sheet of paper new vocabulary they encounter in print sources. Have them write or draw definitions for the words. Encourage students to use these new words as they respond to their inquiry questions.

NEXT STEPS Ask students to write the name of their neighborhood worker and their two questions before they begin researching. Remind them that as they research, they should look only for information that answers their questions about their neighborhood worker. Support students in using text features and scanning for key words as they research.

STUDENT INTERACTIVE, p. 227

CONDUCT RESEARCH **Read Together** PROJECT-BASED INQUIRY



Check It Out! 

My neighborhood worker is
Possible response:
a firefighter

Two questions about my neighborhood worker are
Possible response:

1. How do you become a firefighter?
2. What is a firefighter's uniform?

COLLABORATE  Circle the source where you will look for information to answer your questions.

 **books**  **librarian**

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Collaborate and Discuss

OBJECTIVES

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

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

Identify and gather relevant sources and information to answer the questions with adult assistance.

Demonstrate understanding of information gathered with adult assistance.

Analyze Student Model

TEACHING POINT Explain that the student model has the characteristics of an informational text. Point out the structure of the student model: the main, or central, idea is stated first, and the sentences that follow are details supporting the main idea.

MODEL AND PRACTICE Use the student model on p. 228 in the *Student Interactive* to model the characteristics of informational text. Say: **The main, or central, idea is the first sentence of the text. The author tells which neighborhood worker he or she will write about. Then the author tells details about the main idea in the following sentences. What is another detail you could add that tells more about the main idea?** Invite students to tell additional details that relate to the main idea.

RESEARCH ARTICLES

Workers in the Neighborhood	270L, 310L, 360L
Walking to School	270L, 300L, 350L
All Aboard the Bus	260L, 310L, 340L

See the *Small Group Guide* for additional information on how to distribute the articles.

CUSTOMIZE IT!

Another option for this project is creating an informational magazine. Allow students to draw pictures or collect images from old magazines. Have students put one image on a sheet of paper and write or type text to accompany the image. Help students arrange the papers in order and staple them together to form a magazine.

CRITICAL LITERACY

Author's Purpose

Distribute copies of “All Aboard the Bus.” Use the research article to help students discuss the reasons why authors write. Have pairs take turns orally reading a paragraph at a time. Students should pause to determine why the author wrote this article. Have them take notes on clues about the author’s purpose.

Write the following tasks on the board. Have students complete the tasks as they discuss the author’s purpose.

1. Share something interesting you learned.
2. Explain whether you agree with the author’s opinion.

Encourage students to use the information in their articles.

Identify Relevant Sources

COLLABORATE Before students start writing their informational texts, assist them by modeling how to identify and gather, or collect, relevant sources to answer the questions they have about their topic. Select a book about a neighborhood worker. Read aloud the title and tell what you see on the cover. Flip through the book and tell what the pictures show. Explain whether the title and pictures relate to your topic. Then ask partners to gather, or collect, books or magazines from the class library and identify a source that is relevant to their topic. If they can use the source to answer their questions, have them write the title of the book on p. 229 in the *Student Interactive*. Provide assistance as needed.



ELL Targeted Support Discuss Your Informational Text Support English language learners in expressing their ideas by composing sentences orally.

Guide students to express ideas and facts using sentence starters, such as *One neighborhood worker is _____*. *He/she is important because _____*. Write students' sentences on the board and have them copy the sentences in their notebooks. **EMERGING**

Provide sentence frames for the whole text using the structure of the student model. Have students use the sentence starters above to express their main, or central, idea and provide other frames to help students state details. Record students' responses on the board.

DEVELOPING

Have students follow the text structure of the student model to express their main idea and key details. Have small groups take turns telling their main idea and facts from their research. **EXPANDING**

Invite student pairs to express ideas and facts they discovered during research. Then have students write their informational texts using as many facts from their research as possible.

BRIDGING

NEXT STEPS Check in with student pairs as they write their informational texts. Offer support if students are struggling. Point out that the main, or central, idea should guide the body of the text. Model stating a main idea and one or two supporting details, such as *Firefighters are important neighborhood workers. They keep the neighborhood safe. They help put out fires. They help if there is an accident.*

STUDENT INTERACTIVE, pp. 228–229

COLLABORATE AND DISCUSS Read Together

Informational Text

Informational texts include a main idea and details. The details tell more about the main idea.

Main Idea

One neighborhood worker is a dad. A dad takes his children to school. He can play with them. He can make dinner for them. Dads have an important job in the neighborhood.

Details

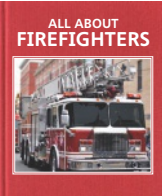
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REFINE RESEARCH Read Together **PROJECT-BASED INQUIRY**

Identify Relevant Sources RESEARCH

COLLABORATE Before you use a book for research, make sure it is about your topic. Books about your topic will help you answer your questions. You can gather, or collect, books that will help you answer your questions. Follow these steps:

1. Read the title.
2. Look at the cover and pictures.
3. Use what you see to decide if the book is about your topic.



COLLABORATE With a partner, find a source for your topic. Write the title of the book.

Book title: _____

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Extend Research

OBJECTIVES

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

Develop drafts in oral, pictorial, or written form by developing an idea with specific and relevant details.

Add drawings or other visuals to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Edit drafts using standard English conventions.

Primary Source SOCIAL STUDIES



Go to SavvasRealize.com online for primary sources that will help students with their research.

Incorporate Media

COLLABORATE Before students revise and edit their texts, have them draw a life-size version of their worker. Provide butcher paper and crayons or markers for students to draw their life-size pictures. They will share the picture with the class when they read their informational texts aloud. Encourage students to add specific and relevant details from their research, such as tools used or uniforms worn by the worker.

If students struggle to begin a drawing, guide them in finding an appropriate photograph from a book or magazine to use as inspiration.

Revise

COLLABORATE Set aside time for students to read their informational texts aloud to a partner. Explain that this is the time for them to review their drafts and make any revisions, or changes. Have students use the checklist to evaluate their informational texts and share feedback. They should circle “yes” or “no” to respond to each item. If students responded “no” to any items on the checklist, they should work together to revise their drafts by adding details in the picture or words.

Edit

COLLABORATE Students will edit their texts by adding details to sentences. Write sentences from the student model on the board. Add details, such as adjectives, or replace words with more descriptive nouns or verbs. Model each edit and explain how and why you are adding details or replacing nouns and verbs. Then have student pairs edit their informational texts.

Write for a Reader

Audience As students revise and edit their informational texts, remind them to add details that will engage the audience and help the audience understand the topic. Students should evaluate their facts and details by asking questions, such as *Do readers need to know this fact to understand my main, or central, idea? Is this detail interesting?*



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle to revise their informational texts, have them annotate their texts using the checklist. Ask students to circle their main idea. Then have students underline and number each detail. Ask: **Do you have a clear main, or central, idea? Does the first detail tell more about the main idea?** Continue questioning students in this manner until students answer “no.” Then support students in fixing the sentence that needs revision.

OPTION 2 Extend Students who can easily revise and edit their informational texts can extend their project by adding more facts and descriptive details. Encourage students to use additional facts and details or incorporate new vocabulary words in their project.

ELL Targeted Support

Share subject-verb agreement revising strategies with students. You can read aloud a sentence from students’ writing, point out an incorrect subject or verb, and ask if there is a better word to use in its place. Read aloud the corrected sentence with students and discuss if the sentence is better.

NEXT STEPS Remind students that they should finish dictating or writing their informational texts so they can present their texts to the class the next day. If students finish early, have them take turns practicing reading their informational texts aloud to a partner.

STUDENT INTERACTIVE, pp. 230–231

EXTEND RESEARCH

**Picture This!**

You can use pictures to help your readers see more details about your topic.

Often, pictures can tell more than words!



COLLABORATE With a partner, draw a life-size picture of the worker you chose. Include specific details that develop your ideas.

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COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

Revise

COLLABORATE Read your informational text to your partner. Circle **yes** or **no**.

Did you need to

revise the main idea?	yes	no
add details to the words?	yes	no
add details to the picture?	yes	no

Edit

COLLABORATE Read your informational text again.

Check for

- nouns
- verbs
- adjectives

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Celebrate and Reflect

OBJECTIVES

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

Share information and ideas about the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

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

Use drawings or other visuals to help clarify ideas, thoughts, and feelings.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

CUSTOMIZE IT!

Make copies of students' magazines for all members of the class. Have students use the magazines to follow along as other students present.

ELL Access

Share strategies for self-correction when speaking. Assure students that everyone makes mistakes when speaking. If students stumble on pronouncing a word, have them pause, scan the letters of the word, and say the word again. Students can also start over from the beginning of the sentence or phrase if they wish.

Share

COLLABORATE Explain to the class that student pairs will share their informational texts. Discuss appropriate modes of delivery, such as reading aloud or presenting the writing digitally. Suggest that pairs take turns reading one sentence at a time as they present their text.

Point to the rules for speaking and listening on p. 232 in the *Student Interactive*. Tell students that they will listen actively as other students present. Say: **I listen actively by looking at the speaker and paying attention until the speaker is finished. I stay quiet as the speaker talks.**

Remind students that they should wait to ask questions until after the presentation is finished. When they ask and answer questions in a collaborative group setting, students should follow agreed-upon rules for discussion, including speaking when recognized and making appropriate comments. Say: **When I have a comment or question, I raise my hand and wait until it is my turn to speak. I make sure the comment or question I have is appropriate, or on topic.**

Explain that students should speak clearly at an appropriate pace. Say: **When we present our informational texts, we speak clearly by pronouncing words correctly and emphasizing words or phrases that are important. We do not speak too fast or too slow. We want to make sure everyone can understand us.**

Have students share their informational texts. Tell them to speak clearly at an appropriate pace when sharing ideas and information. Have students draw pictures that they can share to help explain their thoughts in their writing.

Reflect

MyTURN Guide students to complete the sentences at the bottom of p. 232 in the *Student Interactive*. Model answering the questions: **The source that helped me most is the book about firefighters. The hardest part of research is finding a just-right book.**

Give students time to think about both their successes and struggles during their research activities. Prompt them with questions, such as *Where did you find information for your project?* or *Which was easier: finding information, or writing about it?* Then have students write their responses.



Reflect on the Unit

Reflect on Your Goals With students, review the Unit Goals page at the beginning of the unit. Have students reflect on their reading and writing skills. Direct students to rate themselves again to assess their progress.

My TURN Reflect on Your Reading Invite students to return to the Compare Across Texts section on pp. 210–211 in the *Student Interactive* to reflect on the unit’s reading. Ask volunteers to briefly summarize each text. Ask other volunteers to tell how the text challenged them, such as *This text had a lot of diagrams* or *There were a lot of words I did not know in this text*.

Reflect on Your Writing Help students recount the writing they did in this unit. Ask students to reflect on their writing with prompts, such as *Which type of writing did you most enjoy? Which writing from this unit was easiest for you to do? What do you like about writing stories? What do you like about writing informational texts?*

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 232–233

CELEBRATE AND REFLECT

Read Together

Share

COLLABORATE Share your informational text. Follow these rules for **speaking and listening**.

- Listen actively.
- Share ideas about the topic.
- Speak clearly.

Reflect

MY TURN Complete the sentences.

The source that helped me most is

The hardest part of research is

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REFLECT ON THE UNIT

Read Together

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

MY TURN Complete the sentences.

Reflect on Your Reading

The hardest text to read from this unit is

Reflect on Your Writing

The writing I like best from this unit is

233

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 *Neighborhoods Around the World*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book, or you can choose one for them from the list on p. T471.
- 2 KNOW THE BOOK** Have a clear idea of what happens in the book, so that you can help participate in groups' conversations if necessary.
- 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Give a brief preview of the book's setting or tone and what the book is about. Be sure not to give away too much. Then allow students the chance to discover the book on their own.
- 4 ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. As they read and discuss the book in a group, they will apply some of the same thinking they've been introduced to in the *Student Interactive*, but the focus will be on their interactions with the book and with their fellow club members.

- ★ **CONNECT TO THE THEME** So that students can make text connections, you might help them choose a book related to the theme, My Neighborhood, or the Essential Question for the unit: *What is a neighborhood?* As a class, students should discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for realistic fiction and to focus on character and setting, consider helping them choose a book in that genre.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



*Neighborhoods
Around the World*
by Traci Sorell



*In Lucia's
Neighborhood* by
Pat Shewchuk



Our Library by Eve
Bunting



This Is My Town by
Mercer Mayer



Career Day by
Anne Rockwell



The Jolly Postman
by Allan and Janet
Ahlberg

Preview these selections
for appropriateness for
your students and for title
availability.

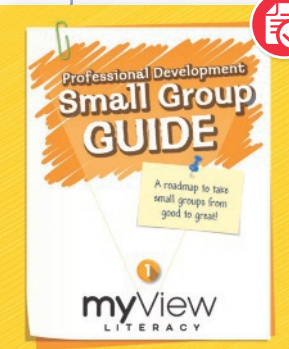
Each Day

DISCUSSION CHART Display a sample of the Discussion Chart. Explain that after each session with their Book Clubs, they 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 get their own enjoyment from reading, the teacher's role should be as an observer and occasional facilitator, helping to start stalled conversations or direct groups to specific understandings.

COLLABORATION An important part of Book Club is students' ability to share their ideas effectively and to listen to those of others. Offer them examples of how to phrase their ideas productively and respectfully. **SEL**

- I notice _____.
- I don't agree with _____ because _____.
- Why do you say that?
- What can we agree on?



Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.

BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

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, and 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 how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

WEEKLY FOCUS Over the course of Book Club, groups will discuss the book three times, focusing on a different aspect of the book each time.

Text Students discuss the text of the book. What understandings do they come to from the words on the page?

Images Students study the book's photographs or illustrations to examine how they contribute to the book's theme and the author's message.

Design Students examine the layout of the book, including the visual relationship between words and pictures; the size of the text; and other ways the author uses the page to get a message across.

GUIDE BOOK CLUB

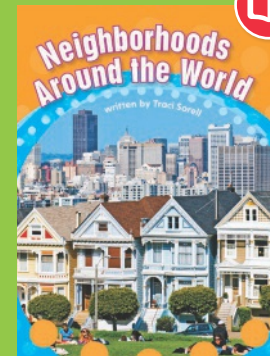
If students have trouble getting started in their conversations, try these talking points to guide conversation along one of the weekly focuses.

- Which words let you know what the book is about?
- How are the photographs alike? How are they different?
- How does the designer use different shapes and colors?



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Neighborhoods Around the World*** by Traci Sorell
- In Lucia's Neighborhood*** by Pat Shewchuk
- Our Library*** by Eve Bunting
- This Is My Town*** by Mercer Mayer
- Career Day*** by Anne Rockwell
- The Jolly Postman*** by Allan and Janet Ahlberg

Book Support

After the individual groups have their discussions, bring them back together as a class to talk about what was said in each group. Record the groups' Noticings, Connections, and Wonderings in the Discussion Chart, adding to it on each Book Club day.

Noticings	Connections	Wonderings

Noticings Students should focus on what they notice in the text, images, and design. They might develop questions that they can work to answer as a group.

Connections Encourage students to make connections between the text, illustrations, and design and their experiences.

Wonderings What questions are brought up by the text, images, and design? Share the ideas with the whole class.

Talk about each Book Club's ideas when the whole class comes together.

BOOK CLUB

OBJECTIVES

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

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

MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Neighborhoods Around the World*. For Weeks 4–5, you can use a book from the list provided or a book of your own choosing. On pp. T470–T473, you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

Neighborhoods Around the World

BOOK CLUB ROUTINE Book Club will meet twice each week during Small Group time. On each Book Club day, students will assemble and continue their collaborative discussion about the book, focusing on different elements from week to week.

WEEKLY FOCUS Over the course of Book Club, groups will focus on different aspects of the book.

Week 1: Text Students discuss the text of the book. What understandings do they come to from the words on the page?

Week 2: Pictures How do the images contribute to the book’s theme and the author’s message?

Week 3: Design Students examine the layout of the book, including the visual relationship between words and pictures; the size of the text; and other ways the author and designer use the page to get a message across.

TEACHER’S ROLE Since Book Club is a time for students to get their own enjoyment from reading, the teacher’s role should be as an observer and occasional facilitator, helping to start stalled conversations or direct groups to specific understandings.



EXPERT’S VIEW Frank Serafini, Arizona State University

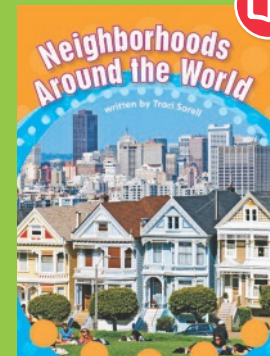
“For Reading Workshop, there isn’t a script to follow, but rather an organizational framework. The components should include reading aloud, discussing literature, independent reading, small group instruction, and Book Clubs. The focus of classroom reading instruction should be a response to students’ needs and interests. It is more important to follow the children than it is to follow a curriculum.”

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



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

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The Jolly Postman
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Ahlberg

Discussion Charts

As students discuss the text, pictures, and design, capture their thoughts by using a Discussion Chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students note what catches their attention in the book.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

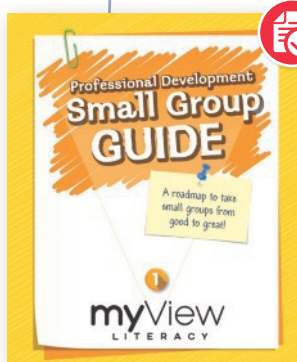
COLLABORATION Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



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.

Week 1

Launch *Neighborhoods Around the World*

INTRODUCE Tell students that Book Club is a time to enjoy books. They will listen to *Neighborhoods Around the World* as it is read aloud.

READ ALOUD Tell students to listen closely as you read aloud from *Neighborhoods Around the World*. Then they will meet with their Book Club group to explore more deeply what was read. Today they will focus on understanding what the text says, or what it is about.

CONNECT TO THE THEME Tell students that *Neighborhoods Around the World* connects both to the unit theme, My Neighborhood, and to the Essential Question for the unit: *What is a neighborhood?* As a class, students should discuss how the book relates to both.

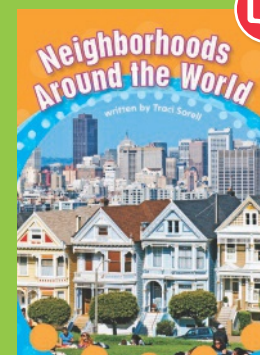
CONNECT TO THE SPOTLIGHT GENRE Remind students that realistic fiction tells about people or places that are made up but could be real. Informational text, such as *Neighborhoods Around the World*, tells about people or places that are real. This book gives information about different real neighborhoods in different real places.

- This book's purpose is to give information about places.
- *Neighborhoods Around the World* tells about real people living in real places.

ESTABLISH GROUPS Divide students into their Book Club groups for the unit.

- Tell students how much time they have to work in their groups.
- Explain that they should be prepared to share their ideas with the whole class.

SMALL GROUP



CHOOSE YOUR

BOOK



*Neighborhoods
Around the World*
by Traci Sorell



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The Jolly Postman
by Allan and Janet
Ahlberg

Focus on Text: Noticings

Session 1

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If necessary, introduce the following points to get groups talking about their noticings based on the text:

- Are there any words in the book that you do not understand?
- What did you notice about the houses in Benin?
- What did you notice about the different places where children play?

Bring the class back together. Display a new Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share an idea about the text. What did they notice?

Noticings

COLLABORATION Remind students that there is a purpose for talking about texts. Students should listen carefully and build on the ideas of others. Offer sentence stems like these as examples of how students should phrase their ideas productively and respectfully. **SEL**

- I notice _____ about this group's ideas.
- I don't agree with _____ because _____.

BOOK CLUB

OBJECTIVES

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

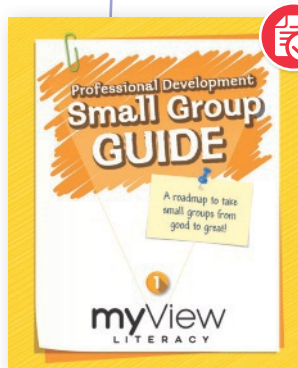
Describe personal connections to a variety of sources.

Week 1

Focus on Text

Today students will continue to focus on understanding what the text of *Neighborhoods Around the World* says, or what the story 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, using the Discussion Chart to focus today on their connections and wonderings.

RETELL Review the reading and discussion from Session 1 by having students take turns retelling information about the different places in *Neighborhoods Around the World* 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 your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 2

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the text.

- Where do you play in your neighborhood?
- I wonder what it would be like to go to a floating market.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connect to or wonder about in the text.

Connections	Wonderings

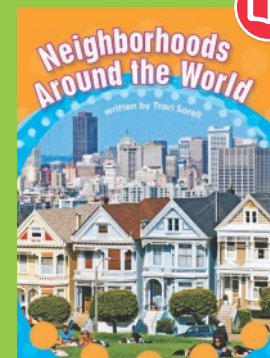
COLLABORATION Remind students of the importance of taking turns when having a group discussion and of not interrupting when someone else is speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I treating my classmates nicely?
- Am I making my point clearly?
- Can I add something to what my classmate said?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Neighborhoods Around the World
by Traci Sorell



In Lucia's Neighborhood
by Pat Shewchuk



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BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

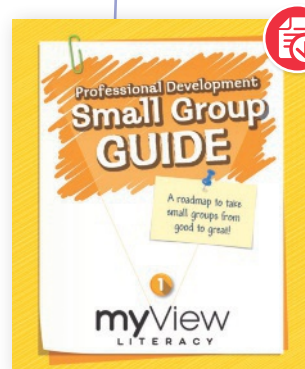
Describe personal connections to a variety of sources.

Week 2

Focus on Pictures

Today students will focus on understanding how the photographs in *Neighborhoods Around the World* help to tell about people's lives in other places. Students 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 to focus today on their noticings.

RETELL Review the reading and discussion from Session 2 by having students take turns retelling the connections they made to places in *Neighborhoods Around the World* and discussing the connections and wonderings students shared. Display the Connections and Wonderings chart from Session 2 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

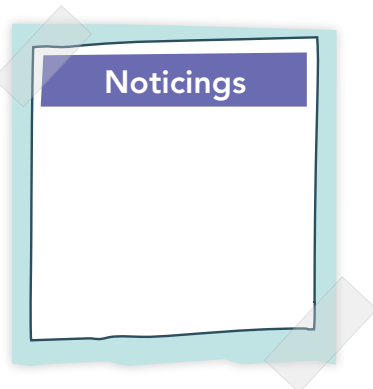
Session 3

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their noticings about the photographs.

- What differences do you see between the pictures from the United States and those from Russia?
- What do you notice about the soccer players in Brazil?

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the photographs.



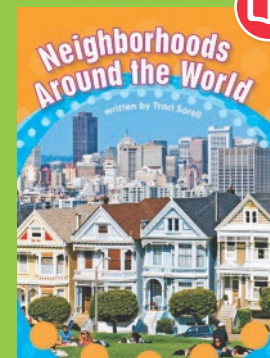
COLLABORATION Remind students to listen quietly as others are speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- Did someone already say this?
- Does my idea add to this discussion?
- Am I staying on track and talking about what I noticed in the pictures?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Neighborhoods Around the World
by Traci Sorell



In Lucia's Neighborhood by Pat Shewchuk



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BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

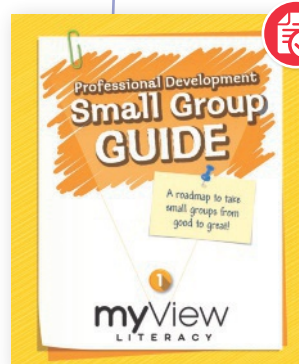
Describe personal connections to a variety of sources.

Week 2

Focus on Pictures

Today students will focus on understanding how the photographs in *Neighborhoods Around the World* help to show the residents' different worlds. Students will observe the photographs closely during Read Aloud time. They will explore the photographs further in their Book Clubs, using the Discussion Chart to focus 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 photographs in *Neighborhoods Around the World* 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 your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 4

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the photographs.

- Which of the photographs reminds you of some place in your own neighborhood or town?
- Which of the photographs makes you wonder what it's like to live in that place?

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the photographs.

Connections	Wonderings

COLLABORATION Remind students of the rules for good listeners, and point out that speaking clearly will help everyone in the group.

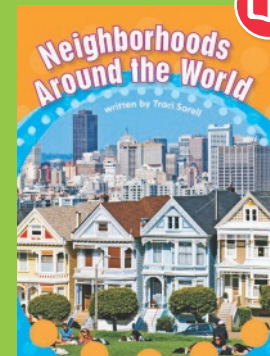
SEL SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I speaking slowly and loudly enough?
- Have I thought about what I want to say?
- Can my classmates understand me?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Neighborhoods Around the World
by Traci Sorell



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by Pat Shewchuk



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BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

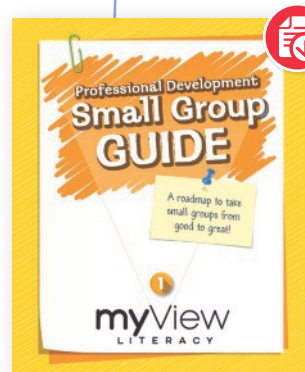
Describe personal connections to a variety of sources.

Week 3

Focus on Design

Today students will focus on understanding how their enjoyment of *Neighborhoods Around the World* is aided by the book's design. When talking about a book's design, groups can discuss how the photographs go with the text, why some pictures are in boxes and circles, and why the person who designed the book might have used colored circles and frames. 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 to focus today on their noticings.

RETELL Review the reading and discussion from Session 4 by having students compare and contrast the settings in *Neighborhoods Around the World* 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 your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Noticings

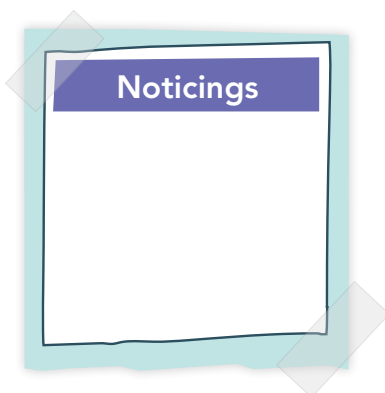
Session 5

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their noticings about the design of the book.

- I notice the name of each country appears inside a colored oval on top of the page.
- What do you notice about the borders and frames the designer uses around the photos?
- Where does the designer put the words on each page?

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Noticings column. Allow each Book Club to share something they noticed about the design.



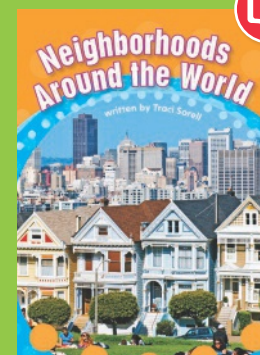
COLLABORATION Remind students that they may respond to something another group member says. **SEL**

As students share their noticings, ask them to keep these points in mind:

- Can I add my idea to someone else's idea?
- Do I agree or disagree with my classmates?
- Is there a polite way to tell a speaker that I don't understand?

READING WORKSHOP

SMALL GROUP



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BOOK



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Ahlberg

BOOK CLUB

OBJECTIVES

Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

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 *Neighborhoods Around the World* contributes to the experience of reading the book. They will observe the design closely during Read Aloud time. They will explore the design further in their Book Clubs, using the Discussion Chart to focus 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 *Neighborhoods Around the World*. Display the Noticings chart from Session 5 as you enter into the day's discussion.



Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



Connections & Wonderings

Session 6

GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the design.

- How do the big photographs help you imagine each place?
- I wonder how the designer decided on what to show in the smaller photos.

Bring the class back together. Display the Discussion Chart and tell students that today they will add to the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the design.

Connections	Wonderings

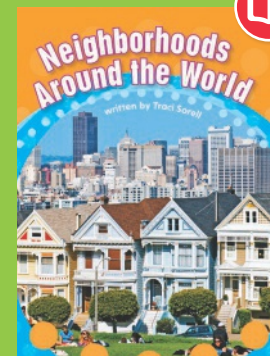
COLLABORATION Encourage participation by reminding students that everyone has something to offer. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Have I already shared, or is it my turn to talk?
- How do my ideas fit into what the group is saying?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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The Jolly Postman
by Allan and Janet Ahlberg

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, and locations.

How to Use a Picture Dictionary

Minilesson

FOCUS ON STRATEGIES A picture dictionary is a resource readers can use to find words. It has pictures or illustrations that show what the words mean. Each picture has a label that names what the picture shows. Picture dictionaries can be organized into groups.

- Find the word in the picture dictionary.
- Look at the picture. What does the picture show? How does the picture help you figure out what the word means?
- Look at the name for the group of words. How does the word fit into that group? How do all the words fit into the group?

MODEL AND PRACTICE Have students turn to pp. 234–235 in the *Student Interactive*. Say: **This is a resource called a picture dictionary. We can find words and what they mean in a picture dictionary. It has pictures to help us learn what words mean. The words and pictures in a picture dictionary can belong to the same group. This picture dictionary has words that name locations.** Ask students to point to the word *fire station*. Say: **The word *fire station* names a location, or place. We can use the picture to help figure out what a fire station is.** Guide students to understand that a fire station is a place where fire trucks are kept and firefighters work. **What other words name locations? Let's find words in the picture dictionary!**

Have partners identify and use the words that name locations on p. 235 in the *Student Interactive*. Then ask them to explain how the words fit into the group *locations*.

ASSESS UNDERSTANDING

Apply

TURN, TALK, AND SHARE Have students identify and use the word *school* to complete the Turn and Talk activity on p. 234 in the *Student Interactive*.

STUDENT INTERACTIVE, pp. 234–235

PICTURE DICTIONARY INSTRUCTION

Read Together

How to Use a Picture Dictionary

You can use a picture dictionary to find words. The words are grouped into topics. The topic of this picture dictionary is **locations**. Look at the pictures, and try to read the words. The pictures will help you understand the meanings of the words.

This is a picture of the word.



fire station

This is the word you are learning.

TURN and TALK Find the word **school** in the picture dictionary. Use the word in sentences to show you understand what the word means.

234

PICTURE DICTIONARY

Locations



grocery store



police station



hospital



school



library



train station



park

235

Glossary

OBJECTIVE

Use a resource such as a picture dictionary or digital resource to find words.

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES A glossary is a dictionary at the back of a book. It tells the meanings of important words that are used in the book. Sometimes there is a picture to help you understand the meaning. The words in a glossary are listed in alphabetical, or ABC, order.

- Look at the first letter of the word you want to find in the glossary.
- Use the guide words in the glossary to help you find the right page. Guide words are at the top of each page. They name the first and last word on the page. Ask yourself, *Does my word come before or after these guide words? Does my word come in between these guide words?*
- Use the second letter in your word to help you find the word on the page.
- Read the sentence to help you understand what the word means.

MODEL AND PRACTICE Have students turn to p. 236 in the *Student Interactive*. Read aloud the introduction. Then discuss the model. Say: *The green letters Ss tell us that all words that begin with s come after Ss. The blue word is the word we are looking for. That word is used in a sentence to help us understand what the word means. What word is in blue? What does sand mean? Using the alphabet and the guide words, let's find sand in the glossary.* Guide students to understand how to use the alphabet to determine that *sand* is on p. 240. Ask: *How do the guide words quiet and settle help you know that this is the page with the word sand?*


Write these words on the board for partners to find in the glossary: *left, plant, right, street*. Ask them to find each word and read the sentence. Then ask them to use each word in their own sentence.

ASSESS UNDERSTANDING

Apply

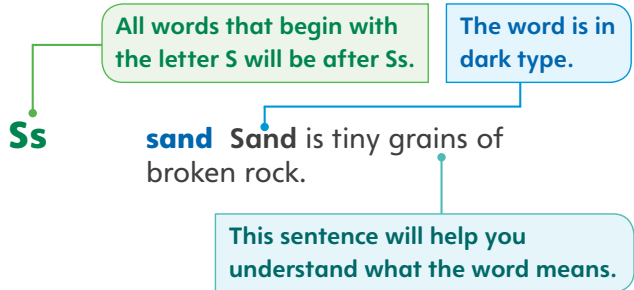
My TURN Have students complete p. 236 in the *Student Interactive*. Remind them to use the alphabet and the guide words to find the word.


STUDENT INTERACTIVE, p. 236

GLOSSARY INSTRUCTION 

How to Use a Glossary

A glossary can help you find the meanings of words you do not know. The words in a glossary are in alphabetical, or ABC, order. Guide words at the top of the pages can help you find words.

Ss 
All words that begin with the letter S will be after Ss. The word is in dark type.
sand Sand is tiny grains of broken rock.
This sentence will help you understand what the word means.

 **MY TURN** Find the word **library** in the glossary. Draw a picture of what the word means.

236

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UNIT 1 GLOSSARY

STUDENT INTERACTIVE, p. 237

GLOSSARY

Read Together

block • crosswalk

Bb

block A **block** is the area in a city or town enclosed by four streets.

buildings **Buildings** are structures with walls and roofs where people do activities.

Cc

check When you **check** something, you examine it to see if it is correct, working properly, and so on.

corner A **corner** is the place where two streets meet.

crosswalk A **crosswalk** is an area marked by lines that is used by people walking across the street.



237

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STUDENT INTERACTIVE, p. 238

GLOSSARY

Read Together

group • left

Gg

group A **group** is a number of people or things together.

guard A **guard** is a person who protects or watches. A crossing guard protects and watches people cross the street safely.



Hh

help To **help** means to give or do what is needed or useful.

Jj

join When you **join**, you become a member of some kind of group.

Ll

left **Left** is the opposite of right. Left is the direction toward the bold word.

238

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STUDENT INTERACTIVE, p. 239

GLOSSARY

Read Together

library • plant

library A **library** is a room or building where books and other materials are for borrowing. People can borrow magazines, videos, and music too.

listen When you **listen**, you try to hear something or someone.



Mm

meet When people **meet**, they get together at a certain time or place.

mutters When a person **mutters**, he or she mumbles.

Pp

plant When you **plant**, you put something in the ground so it can grow.



239

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STUDENT INTERACTIVE, p. 240

GLOSSARY

Read Together

quiet • settle

Qq

quiet When you are **quiet**, you do not make a sound.

Rr

right **Right** is the opposite of left. Right is the direction toward the next page.

Ss

sand **Sand** is tiny grains of broken rock.



school A **school** is a place where people learn things in a group.

settle When you **settle**, you set up a new place to live.

240

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stores • various

stores Stores are places where people can buy things.



street A street is a road in a city or town.



Tt

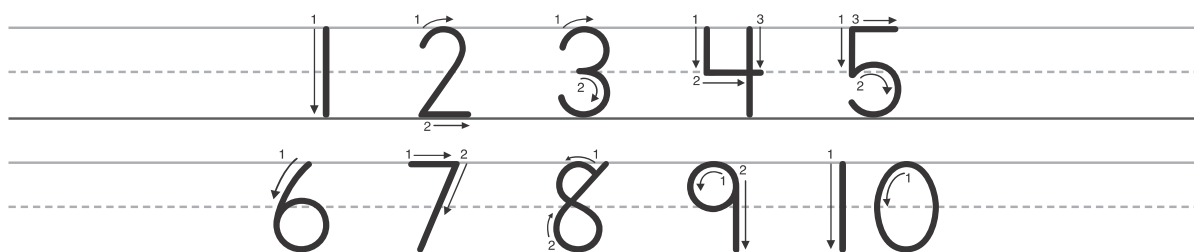
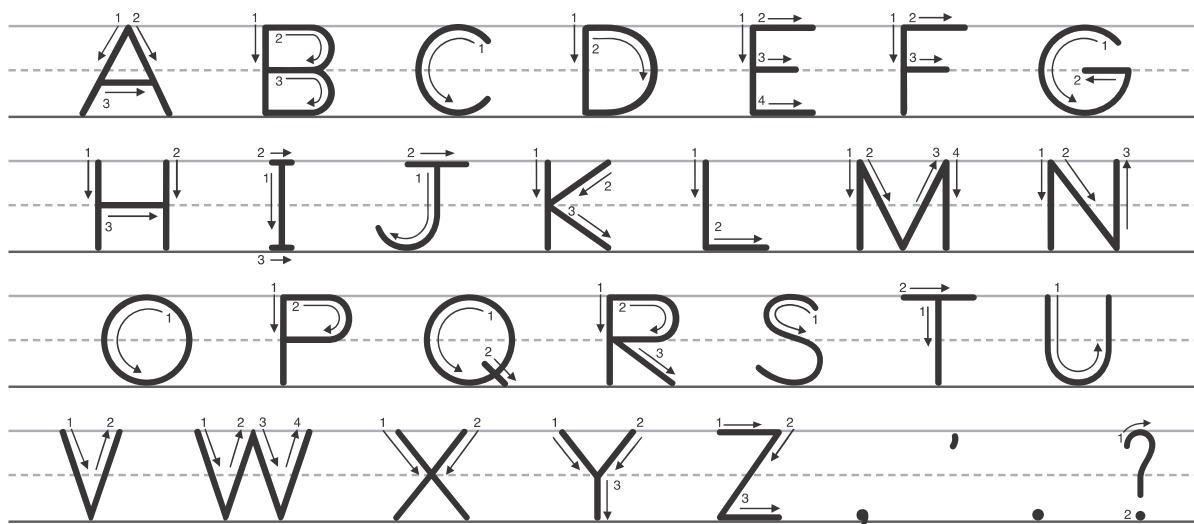
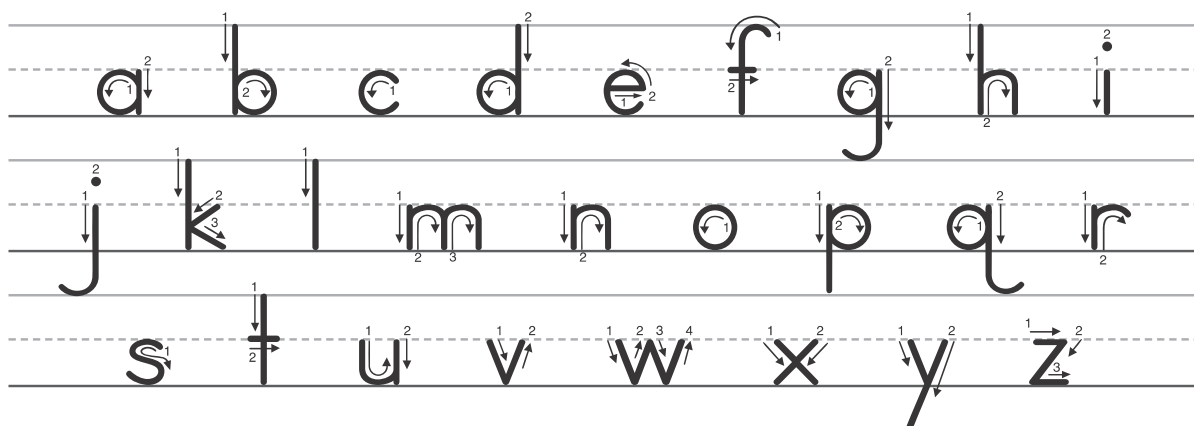
type A **type** is a kind, sort, or group that is alike in some way.

Vv

various **Various** means different from one another.

Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

CREDITS

Text

HarperCollins Publishers

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Illustrations

Unit 1: **12** André Jolicoeur; **21–23, 105–107, 220–223** Benedetta Capriotti; **25, 109** Chris Vallo; **27–38, 40, 46** Maxime Lebrun; **42, 48, 94, 166, 171, 230** Tim Johnson; **59–61, 183–185** Juliana Motzko; **63, 145, 187** Ken Bowser; **65–84** Simon Abbott; **141–143** Genie Espinosa; **147–153** Debbie Palen; **155–161** Peter Francis; **189–198, 200** Valentina Belloni

TEXT COMPLEXITY CHARTS

The Blackout
By Zetta Elliott
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: First-person point of view
- Knowledge Demands: Power outages

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **380L** Average Sentence Length: **6** Word Frequency: **3.536** Word Count: **84**

Complexity Level

Qualitative Measures

Levels of Meaning



Simple Very Complex

The theme of helping others is **clear and easy to understand**. The illustrations **help identify the problem** of the lights going out during a storm. Students may need help with the term *blackout*, as used in the title, since it is **not used or explained explicitly** in the story.

Text Structure



Simple Very Complex

The first-person point of view is **easy to follow** in this story. However, students are unable to identify the main character by name because of the use of the pronoun *I*. Students may need assistance when referring to him during discussions.

Language Conventuality and Clarity



Simple Very Complex

The use of the **present tense** makes the text **easy to follow** along with the illustrations, and it makes the story less complex. With the exception of the idiom *check on* and the unfamiliar word *mutters*, the vocabulary is **familiar and straightforward**.

Knowledge Demands



Simple Very Complex

Some students may be **unfamiliar** with the term or concept of a *blackout*, or the arrangement of apartment living. Students may also need support understanding why it is necessary for neighbors to check on one another during a power outage.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preview the idiom *check on* with students. **Say:** *When I check on people, I go to them and make sure they are safe.*

Have students practice using the phrase with **sentence frames**.

- I check on my ____ during a storm.
- My ____ checks on me when I am sick.

Structure Preview page 32 of the story to help students understand first-person narration. **Ask:**

- *Who is I in the sentence I go upstairs with my flashlight?*
- *Does the reader know the boy's name from the sentence and picture on page 32? Why or why not?*

Meaning Say: *Storms sometimes make the electricity go out. This is called a blackout. People help each other stay safe in blackouts.* Ask students to think about a time they and their families stayed safe during a storm or other event. **Ask:**

- *How did you help people stay safe? How did people help you?*

from *Everything Goes:*
Henry on Wheels
By B.B. Bourne
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.
The **Qualitative Measures** suggest that students might need additional support with

- Language: Dialogue
- Knowledge Demands: Construction equipment

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **300L** Average Sentence Length: **4.885** Word Frequency: **3.433** Word Count: **254**

Complexity Level	Qualitative Measures
<p>Levels of Meaning</p> <p>Simple Very Complex</p>	<p>The story is clear with one level of meaning: Henry is riding his bike around the neighborhood alone for the first time and sees many things along the way. The plot is easy to follow and made clear from the beginning of the story.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The text is clear and chronological, and the third-person point of view will be easy to follow. The main character's name, Henry, is included at the beginning of many sentences, aiding comprehension. Illustrations directly support the text and help students understand sentences.</p>
<p>Language Conventinality and Clarity</p> <p>Simple Very Complex</p>	<p>The vocabulary is easy to understand within the context of the story. Sentences are primarily simple sentences. However, students may need support with dialogue, including some dialogue without speaker tags. There is also a lot of vocabulary related to construction that might be unfamiliar to students.</p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>Students may be unfamiliar with a food truck and with machines related to construction. Illustrations support the text, and students can use them to identify the construction equipment and its function: <i>He sees a mixer too. The barrel turns. Gravel pours out.</i> Unfamiliar terms such as <i>trike</i> can also be pointed out through illustrations: <i>He rides by a boy on a trike.</i></p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Knowledge Demands Preview the illustrations to point out unfamiliar terms to students. Ask:</p> <ul style="list-style-type: none"> • Which picture shows a <i>mixer</i>? • Where is the <i>gravel</i> in the pictures? Where is the <i>trike</i>? <p>Model using each word in a sentence.</p>	<p>Language Preview the dialogue on page 67. Guide students to identify who is speaking (Henry) and what he says. Ask:</p> <ul style="list-style-type: none"> • What marks are used to show that someone has started speaking? • What marks are used to show that someone has stopped speaking? 	<p>Language Say: Remember that a verb is an action word. This story uses many verbs. Point out the picture on pages 70 and 71.</p> <ul style="list-style-type: none"> • Have partners discuss what each person or animal is doing in the picture. • Then have partners write sentences about the picture, based on what they discussed. Ask them to circle the verb in each sentence.

TEXT COMPLEXITY CHARTS

Look Both Ways!

By Janet Klausner
Genre: Informational
Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.
The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Text features
- Knowledge Demands: Safety rules in traffic

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **310L** Average Sentence Length: **5.923** Word Frequency: **3.705** Word Count: **77**

Complexity Level

Qualitative Measures

Author's Purpose



The purpose of the text is **implied**; there is no topic sentence, but the text features and illustrations make the topic and author's meaning **clear**. Students must interact with the text, text features, and illustrations: (heading) *Crossing Guards* *What does this guard tell you?* (Photo shows a crossing guard holding a stop sign.)

Text Structure



The descriptive text structure **may be unfamiliar** to students who have not read texts with **headings, labels, or glossaries**, but the imperative sentences direct students to use these text features. Some students may need help identifying the headings and labels as separate from the text. The **question-and-answer** format clarifies content.

Language Conventinality and Clarity



The text gives students practice reading **varied sentence structures**, because **all sentence types** are used: declarative, imperative, exclamatory, and interrogative. The labels and glossary make the vocabulary **easy to understand**. **Repetition** of the word *first* shows the importance of pedestrian safety.

Knowledge Demands



The concept of pedestrian safety might be **unfamiliar** to students who have not frequently experienced crossing the street. **Headings** introduce concepts clearly: *Lines, Crossing Guards, Pictures, Safety*. **Photos** introduce concepts such as *crosswalks, crossing guards, and traffic signals*.

Reader and Task Considerations

English Language Learners

Language Focus with students on the vocabulary words *left* and *right* on page 119. Model looking left and right, and left again. **Ask:**

- Which is your *left* hand?
- Which is your *right* hand?

Repeat the questioning with various objects or actions and then invite students to use the words in their own sentences.

Intervention

Text Structure Preview pages 112 and 113. Guide students to identify and understand text features. **Ask:**

- Which text feature tells you the topic you will be reading about? (the heading, *Lines*)
- Which text feature tells what is in the picture? (the label, *Crosswalk*)
- Where can you look to find the meanings of some words? (glossary)

On Level/Advanced

Knowledge Demands Say: *The book tells how to stay safe on streets and sidewalks.* **Ask:**

- What is a traffic signal?
- What do traffic signals show to people driving and walking?
- How can you walk safely across a street?

Have students work with a partner to write 2–3 rules for staying safe on streets and sidewalks.

Garden Party

By Charles R. Smith Jr.
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Meaning: Theme
- Knowledge Demands: Community gardens

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **320L** Average Sentence Length: **6.625** Word Frequency: **3.747** Word Count: **106**

Complexity Level	Qualitative Measures
<p>Levels of Meaning</p> <p>Simple Very Complex</p>	<p>There are multiple levels of meaning in the story. The plot unfolds as a problem-and-solution story, while the theme ends up being about community. Some students may need help making the connection between the steps in the process of making the community garden and the theme of community cooperation.</p>
<p>Text Structure</p> <p>Simple Very Complex</p>	<p>The text is chronological with sequence words (<i>first, next, last</i>) clearly pointing out the steps the characters took to make their community garden. The problem has a clear solution, and the illustrations directly support the text, aiding comprehension.</p>
<p>Language Conventionalty and Clarity</p> <p>Simple Very Complex</p>	<p>Dialogue is clear, and pronoun use is clarified by illustrations. Sentences are mostly simple, with familiar vocabulary and repetition: “<i>We will help,</i>” <i>their neighbors said.</i></p>
<p>Knowledge Demands</p> <p>Simple Very Complex</p>	<p>Some students may be unfamiliar with community gardens and with enlisting the help of neighbors to create one. The concept of a community coming together should be familiar to most students.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p>Language Preteach the sequence words <i>first, next, and last</i>. Line up three students and use the words to indicate each student’s position in line. Have students repeat the sentences after you. Repeat with actions, such as <i>First, I get my book. Next, I open my book. Last, I read my book.</i></p>	<p>Knowledge Demands Guide students to understand what a community garden is and how it works. Ask:</p> <ul style="list-style-type: none"> • What do people do when they plant a garden? • How can people work together to make a garden? • Why do people sometimes need to work together to make a garden? 	<p>Meaning Say: <i>This story is about a community garden. Think about how people in a community can work together.</i> Ask:</p> <ul style="list-style-type: none"> • What is a neighbor? Who are your neighbors? • How can neighbors work together to solve a problem?

TEXT COMPLEXITY CHARTS

Click, Clack, Click!
By F. Isabel Campoy
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.
The **Qualitative Measures** suggest that students might need additional support with

- Language: Names of musical instruments
- Knowledge Demands: Community centers

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **390L** Average Sentence Length: **5.833** Word Frequency: **3.669** Word Count: **105**

Complexity Level

Qualitative Measures

Levels of Meaning



Simple Very Complex

The story has **multiple levels of meaning**: Amena is new to the area and visits the community center to meet other children (**explicit**); children at the center are part of a community because they all play musical instruments (**implicit**). The theme is **subtle but clear**: The children welcome Amena to the community through music.

Text Structure



Simple Very Complex

The story has a **clear question-and-answer** format that is **repeated**: “*What are you playing?*” Amena asks. / “*It is a gourd,*” Gabriel says. “*You move the beads.*” The story is **easy to predict**, and the illustrations **directly support** the text.

Language Conventinality and Clarity



Simple Very Complex

The story includes words that are **unfamiliar**: musical instruments (*gourd, pieces of wood*); verbs (*clink them, beat on it*). Unfamiliar vocabulary is **supported** through the illustrations and labels indicating the sounds each instrument makes. Most sentences are **simple**, although there are a few **complex sentences**.

Knowledge Demands



Simple Very Complex

Students may be **unfamiliar** with the concept of community centers; **background knowledge** is needed to get a full understanding of the setting and plot. Students may also need assistance understanding the different musical instruments, such as the wooden box and gourd.

Reader and Task Considerations

English Language Learners

Language Preteach the musical instrument vocabulary. Display a variety of musical instruments, if possible, or use photos. Guide students to use the word with a **sentence frame**:

One musical instrument is a _____.
Another musical instrument is _____.

Intervention

Text Structure Guide students to preview the illustrations and labels to understand how each instrument is played and the sound it makes. **Ask**:

- **What do the pieces of wood sound like?**
- **How do you make that sound?**

Repeat with each instrument.

On Level/Advanced

Knowledge Demands Say: **A community center is a place where people in a neighborhood can go to be together.** Have students familiar with community centers share experiences. **Ask**:

- **What would you expect to be able to do at a community center?**

Discuss who is in a neighborhood and how they are part of a community.

Making a Map

By Gary Miller

Genre: Procedural Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 1 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Author's Purpose: Procedural text
- Knowledge Demands: Street maps

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 400L

Average Sentence Length: 5.684

Word Frequency: 3.517

Word Count: 108

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose and meaning are **explicitly stated** on the first page: *Maps help people find their way. Make a map of your neighborhood.* Each step in the process of creating a neighborhood map is **clearly supported** by illustrations.

Text Structure



This is a procedural text: the steps needed to create a map are **clear** and in a **logical order**. Words such as *first*, *then*, and *next* help show the order of steps, and the illustrations **assist in understanding** each step.

Language Conventinality and Clarity



Vocabulary relating to neighborhood places should be **familiar** to students. Sentences are **straightforward and simple**, with many imperative sentences telling students how to create a map.

Knowledge Demands



The concept of maps, the information they provide, and their purpose is needed to understand the procedural text. Some students may be **unfamiliar** with maps and procedural texts. Students will benefit from **background knowledge** with maps and steps in a process.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Display a very simple **map** and point out the information it provides. Have students locate specific places on the map by pointing. Then discuss how maps help people.

Language Say: *The word key has more than one meaning.* Show students a picture of a simple map key, such as the one on page 197.

Ask:

- What is a map key?
- What does a key for a door do?
- How does a map key make using a map easier?

Purpose Say: *A procedure is a way to do something. A procedural text tells the reader what steps to take to do something.*

- Have students discuss what they know about maps.
- Have partners **draw** a simple map of the classroom.
- Have volunteers share what information is shown on their maps.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
Understand adages and proverbs						•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•	
Edit drafts for the conventions of standard English	•	•	•	•	•	•	
Publish written work for audiences	•	•	•	•	•	•	
Genre Immersion: Modes and Products							
Write in a variety of modes							
• Informative or explanatory	•	•	•	•	•	•	
• Narrative	•	•	•	•	•	•	
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
Identify the author's purpose and craft	•	•	•	•	•	•	

A

Academic vocabulary

integrate/integration, **U1**:T50, T60, T68, T112, T122, T130, T168, T178, T186, T230, T240, T248, T286, T296, T304; **U2**:T50, T60, T68, T108, T118, T126, T164, T174, T182, T220, T230, T238, T276, T286, T294; T52, T62, T70, T116, T126, T134, T172, T182, T190, T228, T238, T246, T284, T294, T302; **U4**:T56, T66, T74, T118, T128, T136, T174, T184, T192, T234, T244, T252, T292, T302, T310; **U5**:T52, T62, T70, T110, T120, T128, T166, T176, T184, T224, T244, T284, T294, T302

language of ideas, **U1**:T20, T140, T196, T258; **U2**:T20, T78, T136, T192, T248; **U3**:T20, T80, T144, T200, T256; **U4**:T20, T84, T146, T202, T262; **U5**:T20, T80, T138, T194, T254

use/using academic vocabulary, **U1**:T458; **U2**:T448; **U3**:T456; **U4**:T464; **U5**:T456

Word Wall, **U1**:T12; **U2**:T12; **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, U1:T276, T417, T421, T425, T429, T433; **U2**:T311

articles, **U1**:T397, T401, T405, T409, T417; **U4**:T424–T425

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U3:T400–T401, T404; **U5**:T37, T343, T392–T393, T396–T397

Affixes. See Phonics/decoding, suffixes; Word Work, suffixes

Agreement, subject-verb, U2:T392–T393, T396; **U3**:T416–T417

Anchor chart, U1:T24, T82, T144, T200, T262; **U2**:T24, T82, T140, T196, T252; **U3**:T24, T84, T148, T204, T260; **U4**:T24, T88, T150, T206, T266; **U5**:T24, T84, T142, T198, T258

Articles. See Adjectives, articles

Assess and Differentiate

Quick Check, **U1**:T25, T33, T43, T51, T57, T61, T69, T83, T91, T105, T113, T119, T123, T131, T145, T153, T161, T167, T169, T179, T187, T201, T209, T223, T231, T237, T241, T249, T263, T271, T279, T287, T293, T297, T305, T445, T451; **U2**:T25, T33, T43, T51, T57, T61, T69, T91, T101, T109, T115, T119, T127, T141, T149, T157, T165, T171, T175, T183, T197, T205, T213, T221, T227, T231, T239,

T253, T261, T269, T277, T283, T287, T295, T435, T441; **U3**:T25, T32, T45, T53, T59, T63, T71, T85, T93, T109, T117, T123, T127, T135, T149, T157, T165, T173, T179, T183, T191, T205, T213, T221, T229, T235, T239, T247, T261, T269, T277, T285, T291, T295, T303, T443, T449; **U4**:T25, T33, T49, T57, T63, T67, T75, T89, T97, T111, T119, T125, T129, T137, T151, T159, T167, T175, T181, T185, T193, T207, T227, T235, T241, T245, T249, T253, T267, T275, T285, T293, T299, T303, T311, T451, T457; **U5**:T25, T33, T45, T53, T59, T63, T71, T85, T93, T103, T111, T117, T121, T129, T143, T151, T159, T167, T173, T177, T185, T199, T207, T219, T225, T233, T237, T245, T259, T267, T277, T285, T295, T303, T443, T449

Small Group, **U1**:T28–T29, 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, T224–T227, T234–T235, T242–T245, T250–T251, T266–T269, T280–T283, T290–T291, T298–T301, T306–T307, T446–T447, T454–T455; **U2**:T28–T31, T44–T47, T54–T55, T62–T65, T70–T71, T86–T89, T102–T105, T112–T113, T120–T123, T128–T129, T144–T147, T158–T161, T168–T169, T176–T179, T184–T185, T200–T203, T214–T217, T224–T225, T232–T235, T240–T241, T256–T258, T270–T273, T280–T281, T288–T291, T296–T297, T436–T437, T444–T445; **U3**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T110–T113, T120–T121, T128–T131, T136–T137, T152–T155, T166–T169, T176–T177, T184–T187, T192–T193, T208–T211, T222–T225, T232–T233, T240–T243, T248–T249, T264–T267, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453; **U4**:T28–T31, T50–T53, T60–T61, T68–T71, T76–T77, T92–T95, T112–T115, T122–T123, T130–T133, T138–T139, T154–T157, T168–T171, T178–T179, T186–T189, T194–T195, T210–T213, T228–T231, T238–T239, T246–T249, T254–T255, T270–T273, T286–T289, T296–T297, T304–T307, T312–T313, T452–T453, T460–T461; **U5**:T28–T31, T46–T49, T56–T57, T64–T67, T72–T73, T88–T91, T104–T107, T114–T115, T122–T125, T130–T131, T146–T149, T160–T163, T170–T171, T178–T181, T186–T187, T202–T205, T220–T223, T230–T231, T238–T241, T246–T247, T262–T265, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453

Independent/Collaborative, **U1**:T31, T45, T47, T55, T63, T65, T71, T89, T107, T109, T117, T125, T127, T133, T151, T163, T165, T173, T181, T183, T189, T207, T225, T227, T235, T243, T245, T251, T269, T281, T283, T291, T299, T301, T307, T447, T455; **U2**:T31, T45, T47, T55, T63, T65, T71, T89, T103, T105, T113, T121, T123, T129, T147, T159, T161, T169, T177, T179, T185, T203, T215, T217, T225, T233, T235, T241, T258, T271, T273, T281, T289, T291, T297, T437, T445; **U3**:T31, T47, T49, T57, T65, T67, T73, T91, T111, T113, T121, T129, T131, T137,

T155, T167, T169, T177, T185, T187, T193, T210–T211, T223, T225, T233, T241, T243, T249, T267, T279, T281, T289, T297, T299, T305, T445, T453; **U4:**T31, T51, T53, T61, T69, T71, T77, T95, T113, T115, T123, T131, T133, T139, T157, T169, T171, T179, T187, T189, T195, T213, T229, T231, T239, T247, T249, T255, T273, T287, T289, T297, T305, T307, T313, T453, T461; **U5:**T31, T47, T49, T57, T65, T67, T73, T91, T105, T107, T115, T123, T125, T131, T149, T161, T163, T171, T179, T181, T187, T204–T205, T221, T223, T231, T239, T241, T247, T265, T279, T281, T289, T297, T299, T305, T445, T453

Book Club, **U1:**T31, T71, T89, T133, T151, T189, T207, T251, T269, T307; **U2:**T31, T71, T89, T129, T147, T185, T203, T241, T258, T297; **U3:**T31, T73, T91, T137, T155, T193, T211, T249, T267, T305; **U4:**T31, T77, T95, T139, T157, T195, T213, T255, T273, T313; **U5:**T31, T73, T91, T131, T149, T187, T205, T247, T265, T305

Conferring, **U1:**T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2:**T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3:**T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4:**T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5:**T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Decodable Reader, **U1:**T45, T63, T107, T125, T163, T181, T225, T243, T281, T299, T447, T455; **U2:**T45, T63, T103, T121, T159, T177, T215, T233, T271, T289, T437, T445; **U3:**T47, T65, T111, T129, T167, T185, T223, T241, T279, T297, T445, T453; **U4:**T51, T69, T113, T131, T169, T187, T229, T247, T287, T305, T453, T461; **U5:**T47, T65, T105, T123, T161, T179, T221, T239, T279, T297, T445, T453

High-Frequency Words, **U1:**T45, T63, T107, T125, T163, T225, T243, T281, T447; **U2:**T45, T103, T159, T215, T271, T437; **U3:**T47, T111, T167, T223, T279, T445; **U4:**T51, T69, T113, T169, T229, T287, T453; **U5:**T47, T105, T123, T161, T221, T279, T445

Independent Reading, **U1:**T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T251, T269, T283, T291, T301, T307; **U2:**T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3:**T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169,

T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4:**T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5:**T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Leveled Readers, **U1:**T29, T31, T47, T55, T65, T71, T87, T89, T109, T117, T127, T133, T149, T151, T165, T173, T183, T189, T205, T207, T227, T235, T245, T251, T267, T269, T283, T291, T301, T307; **U2:**T29, T31, T47, T55, T65, T71, T87, T89, T105, T113, T123, T129, T145, T147, T161, T169, T179, T185, T201, T203, T217, T225, T235, T241, T256, T258, T273, T281, T291, T297; **U3:**T29, T31, T49, T57, T67, T73, T89, T91, T113, T121, T131, T137, T153, T155, T169, T177, T187, T193, T209, T211, T225, T233, T243, T249, T265, T267, T281, T289, T299, T305; **U4:**T29, T31, T53, T61, T71, T77, T93, T95, T115, T123, T133, T139, T155, T157, T171, T179, T189, T195, T211, T213, T231, T239, T249, T255, T271, T273, T289, T297, T307, T313; **U5:**T29, T31, T49, T57, T67, T73, T89, T91, T107, T115, T125, T131, T147, T149, T163, T171, T181, T187, T203, T205, T223, T231, T241, T247, T263, T265, T281, T289, T299, T305

Literacy Activities, **U1:**T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2:**T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3:**T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4:**T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5:**T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Word Work Activity, **U1:**T45, T63, T107, T125, T163, T181, T225, T243, T281, T299, T447, T455; **U2:**T45, T63, T103, T121, T159, T177, T215, T233, T271, T289, T437, T445; **U3:**T47, T65, T111, T129, T167, T185, T223, T241, T279, T297, T445, T453; **U4:**T51, T69, T113, T131, T169, T187, T229, T247, T287, T305, T453, T461; **U5:**T47, T65, T105, T123, T161, T179, T221, T239, T279, T297, T445, T453

Teacher-Led Options, **U1:**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, T224–T227, T234–T235, T242–T244, T250–T251, T268–T269, T280–T283, T290–T291, T298–T301, T306–T307, T446–T447, T454–T455; **U2**:T30–T31, T44–T47, T54–T55, T62–T65, T70–T71, T88–T89, T102–T105, T112–T113, T120–T123, T128–T129, T146–T147, T158–T161, T168–T169, T176–T179, T184–T185, T202–T203, T214–T217, T224–T225, T232–T235, T240–T241, T257–T258, T270–T273, T280–T281, T288–T291, T296–T297, T436–T437, T444–T445; **U3**:T30–T31, T46–T49, T56–T57, T64–T67, T72–T73, T90–T91, T110–T113, T120–T121, T128–T131, T136–T137, T154–T155, T166–T169, T176–T177, T184–T187, T192–T193, T210–T211, T222–T225, T232–T233, T240–T243, T248–T249, T266–T267, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453; **U4**:T30–T31, T50–T53, T60–T61, T68–T71, T76–T77, T94–T95, T112–T115, T122–T123, T130–T133, T138–T139, T156–T157, T168–T171, T178–T179, T186–T189, T194–T195, T212–T213, T228–T231, T238–T239, T246–T249, T254–T255, T272–T273, T286–T289, T296–T297, T304–T307, T312–T313, T452–T453, T460–T461; **U5**:T30–T31, T46–T49, T56–T57, T64–T67, T72–T73, T90–T91, T104–T107, T114–T115, T122–T125, T130–T131, T148–T149, T160–T163, T170–T171, T178–T181, T186–T187, T204–T205, T220–T223, T230–T231, T238–T241, T246–T247, T264–T265, T278–T281, T288–T289, T296–T299, T304–T305, T444–T445, T452–T453

Fluency, **U1**:T46, T54, T64, T108, T116, T126, T164, T172, T182, T226, T234, T244, T282, T290, T300; **U2**:T46, T54, T64, T104, T112, T122, T160, T168, T178, T216, T224, T234, T272, T280, T290; **U3**:T48, T56, T66, T112, T120, T130, T168, T176, T186, T224, T232, T242, T280, T288, T298; **U4**:T52, T60, T70, T114, T122, T132, T170, T178, T188, T230, T238, T248, T288, T296, T306; **U5**:T48, T56, T66, T106, T114, T124, T162, T170, T180, T222, T230, T240, T280, T288, T298

Intervention Activity, **U1**:T30, T44, T46, T54, T62, T64, T70, T88, T106, T108, T116, T124, T126, T132, T150, T162, T164, T172, T180, T182, T188, T206, T224, T226, T234, T242, T244, T250, T268, T280, T282, T290, T398, T300, T306, T446, T454; **U2**:T30, T44, T46, T54, T62, T64, T70, T88, T102, T104, T112, T120, T122, T128, T146, T158, T160, T168, T176, T178, T184, T202, T214, T216, T224, T232, T234, T240, T257, T270, T272, T280, T288, T290, T296, T436, T444; **U3**:T30, T46, T48, T56, T64, T66, T72, T90, T110, T112, T120, T128, T130, T136, T154, T166, T168, T176, T184, T186, T192, T210, T222, T224, T232, T240, T242, T248, T266, T278, T280, T288, T296, T298, T304, T444, T452; **U4**:T30, T50, T52, T60, T68, T70, T76, T94, T112, T114, T122, T130, T132, T138, T156, T168,

T170, T178, T186, T188, T194, T212, T228, T230, T238, T246, T248, T254, T272, T286, T288, T296, T304, T306, T312, T452, T460; **U5**:T30, T46, T56, T64, T66, T72, T90, T104, T106, T114, T122, T124, T130, T148, T160, T162, T170, T178, T180, T186, T204, T220, T222, T230, T238, T240, T246, T264, T278, T280, T288, T296, T298, T304, T444, T452

On-Level and Advanced, **U1**:T30, T70, T88, T132, T150, T188, T206, T250, T268, T306; **U2**:T30, T70, T88, T128, T146, T184, T202, T240, T257, T296; **U3**:T30, T72, T90, T136, T154, T192, T210, T248, T266, T304; **U4**:T30, T76, T94, T138, T156, T194, T212, T254, T272, T312; **U5**:T30, T72, T90, T130, T148, T186, T204, T246, T264, T304

Strategy Group, **U1**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T226, T234, T244, T250; T260; T268, T282, T290, T300, T306; **U2**:T30, T46, T54, T64, T70, T88, T112, T122, T128, T146, T160, T168, T178, T184, T202, T216, T224, T234, T240, T257, T272, T280, T290, T296; **U3**:T30, T48, T56, T66, T72, T90, T112, T120, T130, T136, T154, T168, T176, T186, T192, T210, T224, T232, T242, T248, T266, T280, T288, T298, T304; **U4**:T30, T52, T60, T70, T76, T94, T114, T122, T132, T138, T156, T170, T178, T188, T194, T212, T230, T238, T248, T254, T272, T288, T296, T306, T312; **U5**:T30, T48, T56, T66, T72, T90, T106, T114, T124, T130, T148, T162, T170, T180, T186, T204, T222, T230, T240, T246, T264, T280, T288, T298, T304 ELL Targeted Support, **U1**:T30, T46, T54, T64, T70, T88, T108, T116, T126, T132, T150, T164, T172, T182, T188, T206, T226, T234, T244, T250, T268, T282, T290, T300, T306; **U2**:T30, T46, T54, T64, T70, T88, T112, T122, T128, T146, T160, T168, T178, T184, T202, T216, T224, T234, T240, T257, T272, T280, T290, T296; **U3**:T30, T48, T56, T66, T72, T90, T112, T120, T130, T136, T154, T168, T176, T186, T192, T210, T224, T232, T242, T248, T266, T280, T288, T298, T304; **U4**:T30, T52, T60, T70, T76, T94, T114, T122, T132, T138, T156, T170, T178, T188, T194, T212, T230, T238, T248, T254, T272, T288, T296, T306, T312; **U5**:T40, T56, T60, T66, T70, T114, T128, T132, T138, T142, T186, T198, T202, T208, T212, T256, T272, T276, T282, T286. *See also* ELL (English Language Learners)

Word Work Strategy Group, **U1**:T44, T62, T106, T124, T162, T180, T224, T242, T280, T298, T446, T454; **U2**:T44, T62, T102, T104, T120, T158, T176, T214, T232, T270, T288, T436, T444; **U3**:T46, T64, T110, T128, T166, T184, T222, T240, T278, T296, T444, T452; **U4**:T50, T68, T112, T130, T168, T186, T228, T246, T286, T304, T452, T460; **U5**:T46, T64, T104, T122, T160, T178, T220, T238, T278, T296, T444, T452

ELL Targeted Support, **U1**:T44, T62, T106, T124, T162, T180, T224, T242, T280, T298, T446, T454; **U2**:T44, T62, T102, T104, T120, T158, T176, T214, T232, T270, T288, T436, T444; **U3**:T46, T64, T110, T128, T166, T184, T222, T240, T278, T296, T444, T452; **U4**:T50, T68, T112, T130, T168, T186, T228, T246, T286, T304, T452, T460; **U5**:T46, T64, T104, T122, T160, T178, T220, T238, T278, T296, T444, T452. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2**:T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3**:T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4**:T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5**:T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Assessment

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O

On-level learners. See Assess and Differentiate

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Oral reading ability

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Phonics/decoding

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CV, **U3:**T454–T455

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final, **U2:**T134–T135, T148–T149, T236–T237

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consonant digraphs, **U2:**T190–T191, T204–T205, T292–T293; **U3:**T18–T19, T32–T33, T132–T133

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U2:T66–T67, T180–T181, T438–T441; **U3:**T68–T69

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-ing, **U2:**T218–T219, T226–T227, T292–T293

-s, **U2:**T162–T163, T170–T171, T236–T237

-ing, **U4:**T116–T117, T124–T125, T190–T191

plural, -es, **U4:**T54–T55, T62–T63, T134–T135

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- er, -or, **U5**:T108–T109, T116–T117, T182–T183
- ly, -ful, **U5**:T224–T225, T232–T233, T300–T301

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- open, **U3**:T282–T283, T290–T291
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- digraphs, **U4**:T232–T233, T240–T241, T290–T291, T298–T299, T308–T309; **U5**:T68–T69

- diphthongs, **U4**:T200–T201, T214–T215, T260–T261, T274–T275, T308–T309, T462–T463

- long vowels, **U2**:T246–T247, T260–T261, T430–T431, T434–T435, T446–T447; **U3**:T68–T69, T78–T79, T92–T93, T114–T115, T122–T123, T142–T143, T156–T157, T188–T189, T244–T245; **U5**:T18–T19, T78–79, T126–T127, T182–T183, T192–T193, T206–T207, T300–T301

- r-controlled, **U3**:T438–T439, T442–T443; **U4**:T18–T19, T32–T33, T72–T73, T82–T83, T96–T97, T134–T135, T190–T191

- short vowels, **U1**:T18–T19, T32–T33, T56–T57, T66–T67, T76–T77, T90–T91, T138–T139, T152–T153, T194–T195, T208–T209, T256–T257, T270–T271

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- compound, **U3**:T446–T449; **U4**:T72–T73
- with *Qu*, *qu*, **U1**:T440–T441, T444–T445

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- final consonant sounds, **U1**:T448–T449
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- add, **U1**:T184–T185; **U2**:T106–T107, T162–T163; **U3**:T300–T301, T454–T455
- change, **U1**:T456–T457; **U2**:T66–T67, T246–T247, T430–T431; **U4**:T72–T73, T134–T135, T250–T251
- manipulate, **U2**:T236–T237; **U3**:T68–T69, T244–T245; **U5**:T182–T183, T242–T243
- remove, **U2**:T124–T125, T180–T181; **U3**:T78–T79, T142–T143; **U4**:T190–T191; **U5**:T192–T193
- segment and blend, **U1**:T66–T67, T128–T129, T302–T303, T246–T247; **U2**:T18–T19, T134–T135, T446–T447; **U3**:T18–T19, T50–T51, T170–T171, T226–T227, T438–T439, T446–T447; **U4**:T18–T19, T82–T83, T116–T117, T446–T447; **U5**:T51, T58, T108–T109, T126–T127, T136–T137, T164–T165, T224–T225, T252–T253, T438–T439, T454–T455

sounds

- final sounds, **U2**:T48–T49; **U3**:T254–T255; **U4**:T54–T55, T144–T145, T172–T173, T200–T201, T260–T261, T290–T291, T454–T455; **U5**:T18–T19

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Predict

- confirm predictions, **U1**:T267, T275, T296–T297; **U3**:T29, T39, T41, T62–T63; **U5**:T89, T97, T99, T120–T121, T147, T155, T176–T177

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U3:T48, T56, T66, T112, T120, T130, T168, T176, T186,
T224, T280, T288, T298; **U4**:T60, T70, T114, T122, T132,
T170, T178, T188, T230, T238, T248, T288, T296, T306;
U5:T56, T66, T106, T114, T124, T162, T170, T180, T222,
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Differentiate, Small Group

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T420–T421, T424–T425, T428–T429

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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

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U2:T22, T80, T138, T194, T250; **U3**:T22, T82, T146,
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Reading Workshop

Foundational Skills

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high-frequency words. *See* Vocabulary development, high-
frequency words

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Prefixes; Spelling; Suffixes

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T179, T196–T197, T258–T259; **U2**:T20–T21, T78–T79,
T136–T137, T192–T193, T248–T249; **U3**:T20–T21,
T80–T81, T144–T145, T200–T201, T256–T257;
U4:T20–T21, T84–T85, T146–T147, T202–T203, T262–
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T105, T160–T161, T222–T223, T278–T279; **U2**:T42–
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T220–T221, T276–T277; **U4**:T48–T49, T110–T111,
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conventions of language. See Language and conventions

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vocabulary acquisition

- academic language/vocabulary. See Vocabulary skills/strategies, academic vocabulary
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Science activities. See Cross-Curricular Perspectives, science

Science in reading, U2:T427; **U5**:T435. See also Cross-Curricular Perspectives, science

Self-selected text, U1:T11, T31, T47, T55, T65, T71, T89, T109, T117, T127, T133, T151, T165, T173, T183, T189, T207, T227, T235, T245, T251, T269, T283, T291, T301, T307; **U2**:T11, T31, T47, T55, T65, T71, T89, T105, T113, T123, T129, T147, T161, T169, T179, T185, T203, T217, T225, T235, T241, T258, T273, T281, T291, T297; **U3**:T11, T31, T49, T57, T67, T73, T91, T113, T121, T131, T137, T155, T169, T177, T187, T193, T211, T225, T233, T243, T249, T267, T281, T289, T299, T305; **U4**:T11, T31, T53, T61, T71, T77, T95, T115, T123, T133, T139, T157, T171, T179, T189, T195, T213, T231, T239, T249, T255, T273, T289, T297, T307, T313; **U5**:T11, T31, T49, T57, T67, T73, T91, T107, T115, T125, T131, T149, T163, T171, T181, T187, T205, T223, T231, T241, T247, T265, T281, T289, T299, T305

Sentences

- complete, **U2**:T392–T393, T396; **U3**:T416–T417
- kinds of
 - compound, **U4**:T280, T427, T431, T435, T439; **U5**:T319
 - declarative, **U2**:T94, T339, T343, T347, T351, T250
 - exclamatory, **U2**:T387, T391, T395, T399, T358
 - imperative, **U2**:T264, T411, T415, T419, T423; **U3**:T78
 - interrogative, **U2**:T154, T363, T367, T371, T375, T383
- structure, simple, **U1**:T222–T223, T298; **U2**:T41, T315, T319, T323, T327, T335

Sequence

- sequence of events, **U4**:T372–T373, T376–T377, T380–T381, T384–T385, T388
- steps in a process, **U5**:T368–T369, T372–T373
- See also Listening, listening comprehension

Setting. See Listening, listening comprehension; Literary devices/terms, setting

Shared Read, U1:T34–T43, T92–T105, T154–T161, T210–T223, T272–T279; **U2**:T34–T43, T92–T101, T150–T157, T206–T213, T262–T269; **U3**:T34–T45, T94–T109, T158–T165, T214–T221, T270–T277; **U4**:T34–T49, T98–T111, T160–T167, T216–T227, T276–T285; **U5**:T34–T45, T94–T103, T152–T159, T208–T219, T268–T277

Small Group. See Assess and Differentiate, Small Group

Social studies activities. See Cross-Curricular Perspectives, social studies

Social studies in reading, U1:T437; **U3:**T435; **U4:**T387.

See *also* Cross-Curricular Perspectives, social studies

Sound devices and poetic elements

imagery, **U3:**T344–T345, T348–T349

onomatopoeia, **U3:**T368–T369, T372–T373

rhyme, **U3:**T376–T377, T380

sensory details, **U3:**T340–T341

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, U5:T412–T413

patterns and rules, **U3:**T392–T393, T396–T397

phonics, connection to

consonant blends, final, **U2:**T358, T362, T366, T374

consonant blends, initial, **U2:**T310, T314, T318, T326

consonant digraphs, **U2:**T382, T386, T390, T398; **U3:**T318, T322, T326, T334

consonant patterns, **U2:**T334, T338, T342, T350; **U3:**T414, T418, T422, T430

trigraphs, **U3:**T318, T322, T326, T334

vowel diphthongs, **U4:**T398, T402, T406, T414, T422, T426, T430, T434, T438

vowels, **U3:**T390, T394, T398, T406

vowels, long, **U2:**T406, T410, T414, T422, T432–T433;

U3:T342, T346, T350, T358, T366, T370, T374, T378, T382; **U5:**T318, T322, T326, T334, T354, T390, T394, T398, T406

vowels, *r*-controlled, **U3:**T440–T441; **U4:**T326, T330, T334, T342, T350, T354, T358, T366

vowels, short, **U1:**T74–T75, T150–T151, T220–T221, T296–T297, T366–T367

vowel sound in *foot*, **U5:**T440–T441

vowel teams, **U5:**T366, T370, T374, T382

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with endings, **U4:**T448–T449

with open and closed syllables, **U5:**T414, T418, T422, T430

with *Qu, qu*, **U1:**T442–T443

that compare, **U4:**T374, T378, T382, T390

Spiral review, U1:T184, T246, T302, T321, T332, T345, T356, T369, T380, T393, T404, T417, T428, T443, T456; **U2:**T66, T180, T236, T292, T311, T322, T335, T346, T359, T370, T383, T394, T407, T418, T433, T446; **U3:**T68, T132, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454; **U4:**T72,

T134, T308, T327, T338, T351, T362, T375, T386, T399, T410, T423, T434, T449, T462; **U5:**T182, T242, T300, T319, T330, T343, T354, T367, T378, T391, T402, T415, T426, T441, T454

Story elements. See Literary devices/terms, characters, events, plot, setting, theme

Story structure. See Plot; Text structure

Strategies/skills

analyze text features, **U2:**T360–T361, T364–T365

ask and answer questions, **U1:**T87, T99, T101, T122–T123, T406; **U2:**T145, T155, T174–T175; **U4:**T29, T41, T47, T66–T67, T271, T281, T283, T302–T303

assessment, **U1:**T378; **U2:**T420; **U3:**T428; **U4:**T436; **U5:**T376

author's purpose, **U2:**T144, T164–T165; **U3:**T97, T103, T105, T116–T117

brainstorm topic and main idea, **U2:**T320–T321

compare and contrast texts, **U4:**T210, T219, T225, T234–T235

compose introduction and conclusion, **U2:**T368–T369, T372

correct and confirm predictions, **U1:**T267, T296–T297; **U5:**T89, T97, T99, T120–T121, T147, T155, T176–T177

create new understandings, **U2:**T201, T209, T211, T230–T231; **U4:**T93, T101, T107, T128–T129

describe connections, **U4:**T28, T39, T41, T43, T56–T57

describe/discuss characters, **U1:**T28, T39, T50–T51, T204, T215, T219, T221, T230–T231

describe elements of poetry, **U2:**T200, T209, T211, T220–T221

describe main events, **U3:**T219

describe main events and settings, **U3:**T228–T229

describe plot, **U3:**T28, T41, T43, T52–T53

describe setting, **U1:**T86, T97, T101, T112–T113; **U3:**T217

determine theme, **U4:**T154, T163, T174–T175; **U5:**T211, T217, T224–T225

discuss author's purpose, **U2:**T155; **U3:**T88

elements of drama, **U2:**T256, T265, T267, T276–T277

elements of poetry, **U3:**T152, T161, T163, T172–T173

facts and details, **U2:**T336–T337, T340–T341

find graphics, **U1:**T266, T275, T277, T286–T287

find/identify main idea, **U2:**T28, T37, T50–T51, T332–T333; **U4:**T23, T293, T270, T279, T283

find important details, **U2:**T29, T39, T41, T60–T61; **U4:**T211, T220, T225, T244–T245; **U5:**T203, T213, T215, T217, T236

find text features, **U1:**T148, T157, T159, T168–T169

find text structure, **U2:**T86; **U5:**T37, T39, T41

fluency, **U5:**T275

generate ideas, **U3:**T328–T329

identify events and settings, **U3:**T208

identify persuasive text, **U3:**T264, T273, T275, T284–T285; **U5:**T146, T155, T157, T166–T167

identify theme, **U5:**T202

incorporating peer and teacher suggestions, **U1:**T282

main idea and details, **U2**:T312–T313
 make and/or confirm predictions, **U1**:T275; **U3**:T29, T39, T41, T62–T63
 make connections, **U3**:T89, T97, T103, T107, T126–T127, T153, T163, T182–T183, T265, T273, T294–T295; **U4**:T155, T165, T184–T185; **U5**:T29, T37, T41, T62–T63
 make inferences, **U2**:T87, T97, T118–T119, T256, T265, T267, T286–T287; **U5**:T263, T275, T294–T295
 organize with structure, **U2**:T356–T357; **U5**:T364–T365
 text structure, **U2**:T95, T97, T108–T109
 use graphics, **U5**:T376–T377, T380
 use pictures and text, **U5**:T262, T271, T273, T284–T285
 use text evidence, **U1**:T29, T41, T60–T61, T149, T157, T178–T179
 use text features, **U5**:T88, T99, T101, T110–T111
 use text structure, **U4**:T92, T103, T105, T107, T109, T118–T119; **U5**:T28, T52–T53
 visualize details, **U1**:T205, T240–T241; **U3**:T209, T217, T238–T239
 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

Subject-verb agreement. See Agreement, subject-verb

Suffixes

-er, -or, **U5**:T108–T109, T116–T117, T182–T183
 -ly, -ful, **U5**:T224–T225, T232–T233, T300–T301
 See also Word Work

Syllables. See Phonics/decoding; Word Work, common syllable patterns



Taking notes. See Research/study skills, take notes

Teaching strategies

Possible Teaching Point, **U1**:T31, T37, T38, T47, T55, T65, T71, T89, T97, T98, T100, T109, T117, T127, T133, T151, T158, T159, T165, T173, T183, T189, T207, T213, T215, T220, T221, T227, T235, T245, T251, T269, T275, T276, T283, T291, T301, T307, T322, T326, T330, T346, T350, T354, T370, T374, T378, T394, T398, T402, T418, T422, T426; **U2**:T31, T37, T40, T41, T47, T55, T65, T71, T94, T95, T97, T105, T113, T123, T129, T147, T153, T154, T161, T169, T179, T185, T203, T208, T210, T217, T225, T235, T241, T258, T264, T266, T273, T281, T291, T297, T312, T316,

T320, T336, T340, T344, T360, T364, T368, T384, T388, T392, T408, T412, T416; **U3**:T31, T37, T39, T40, T42, T49, T57, T67, T73, T91, T97, T99, T101, T102, T104–T106, T113, T121, T131, T137, T155, T161, T162, T169, T177, T187, T193, T211, T217, T218, T225, T233, T243, T249, T267, T272, T275, T281, T289, T299, T305, T320, T324, T328, T344, T348, T352, T368, T372, T376, T392, T396, T400, T416, T420, T424; **U4**:T31, T36, T39, T41, T43, T44, T53, T61, T71, T77, T95, T101, T103, T106–T108, T115, T123, T133, T139, T157, T163, T165, T171, T179, T189, T195, T213, T218, T219, T220, T231, T239, T249, T255, T273, T280, T282, T289, T297, T307, T313; T328, T332, T336, T352, T356, T360, T376, T380, T384, T400, T404, T408, T424, T428, T432; **U5**:T31, T37, T38, T41, T49, T57, T67, T73, T91, T97, T98, T100, T107, T115, T125, T131, T149, T155, T157, T163, T171, T181, T187, T205, T211, T213, T214, T223, T231, T241, T247, T265, T271, T272, T281, T289, T299, T305, T320, T324, T328, T344, T348, T352, T368, T372, T376, T392, T396, T400, T416, T420, T424

routines

Book Club. See Book Club

read-aloud, **U1**:T22, T80, T142, T198, T260; **U2**:T22, T80, T138, T194, T250; **U3**:T22, T82, T146, T202, T258; **U4**:T22, T86, T148, T204, T264; **U5**:T22, T82, T140, T196, T256

See also Assessment; Writing Club

Technology

Internet, **U4**:T84–T85; **U5**:T80–T81, T460, T460–T461

Testing, formal and informal. See Assessment

Text Complexity Charts, U1:R2–R7; **U2**:R2–R6; **U3**:R2–R6; **U4**:R2–R7; **U5**:R2–R6

Text elements. See Text features

Text evidence, U1:T29, T41, T60–T61, T149, T193, T178–T179

Text features, U1:T148, T157, T159, T168–T169; **U2**:T360–T361, T364–T365; **U5**:T88, T97, T99, T101, T110–T111

Text structure, U2:T37, T86, T166–T167, T356–T357; **U4**:T92, T103, T105, T107, T109, T118–T119; **U5**:T28, T37, T38, T39, T41, T52–T53, T54–T55, T364. See also Text features

Text types. See Genres

Theme, of literature. See Literary devices/terms, theme

Theme, of unit. See Unit Overview

Timeline. See Graphic sources

Time sequence. See Sequence

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Types of literature. See Genres

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Unfamiliar words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

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preview, **U1:T34, T92, T154, T210, T216, T272; U2:T34, T92, T149, T206, T262; U3:T34, T94, T158, T214, T270; U4:T34, T98, T160, T216, T222, T276; U5:T34, T94, T152, T208, T268**

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Vocabulary skills/strategies

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See also Word Work

Vowels. See Phonics/decoding, vowels

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Word attack skills. See Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

Word identification. See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

Word Wall. See Academic vocabulary, Word Wall

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 - VCCV, **U3**:T226–T227, T234–T235, T300–T301
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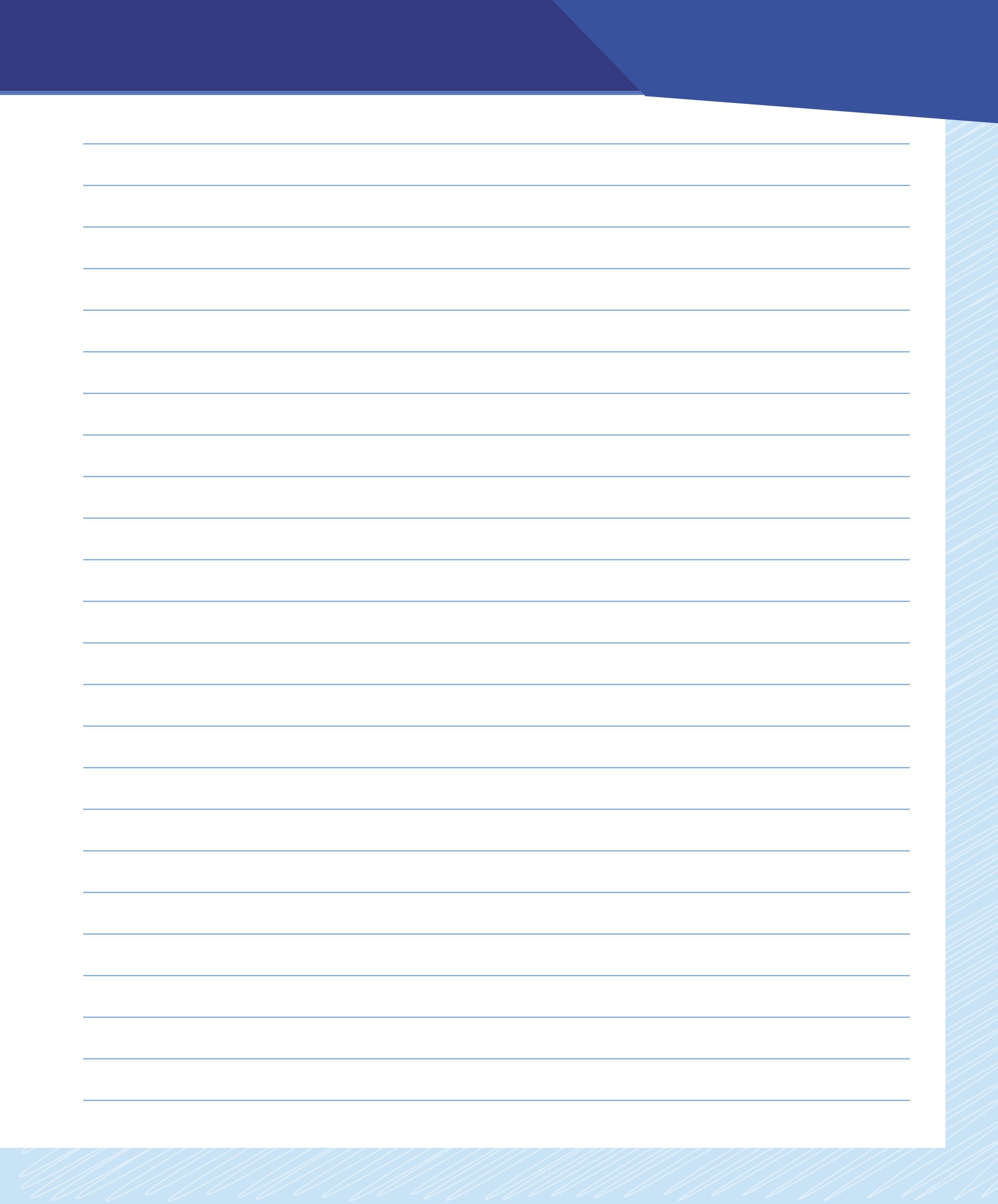
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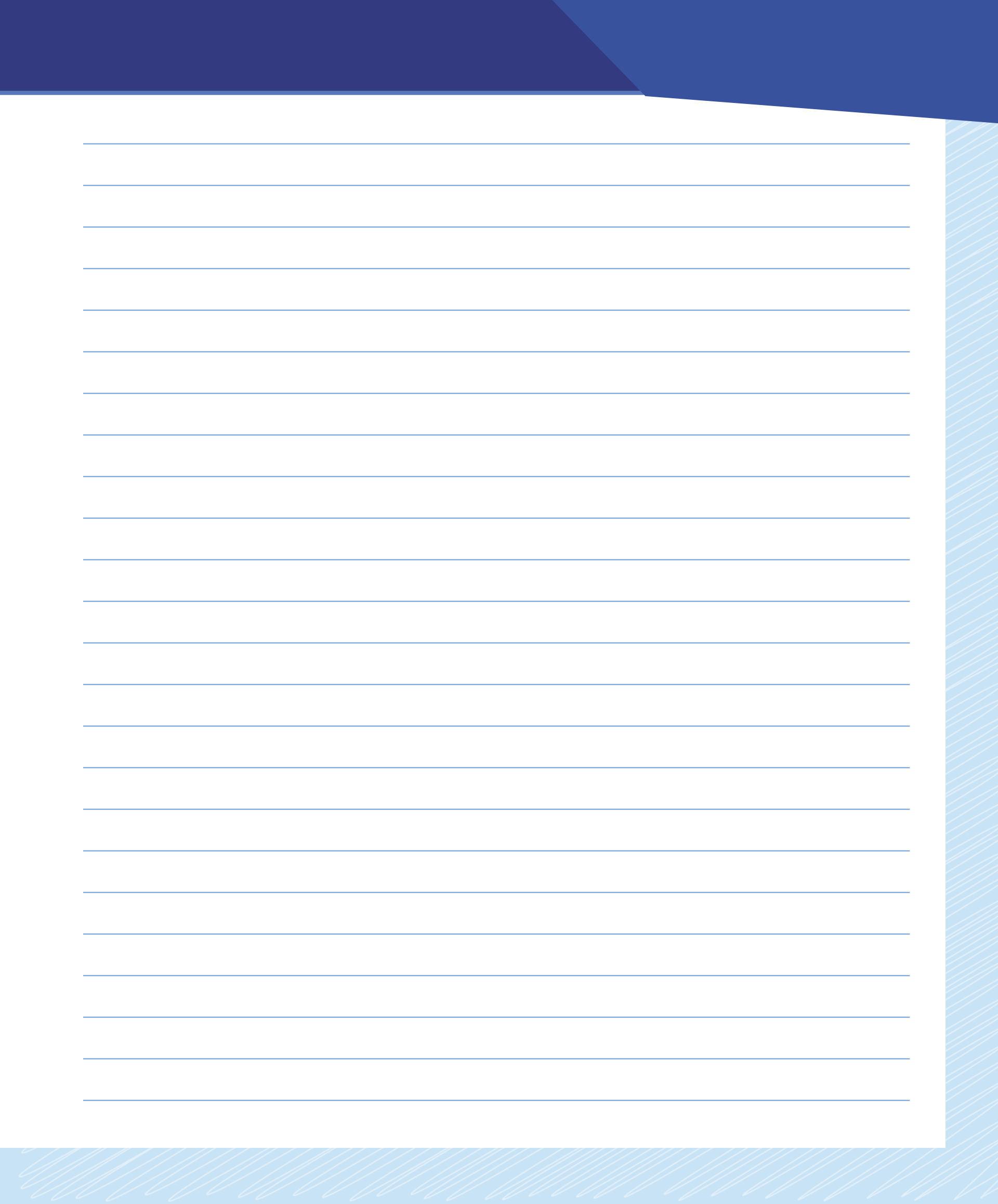
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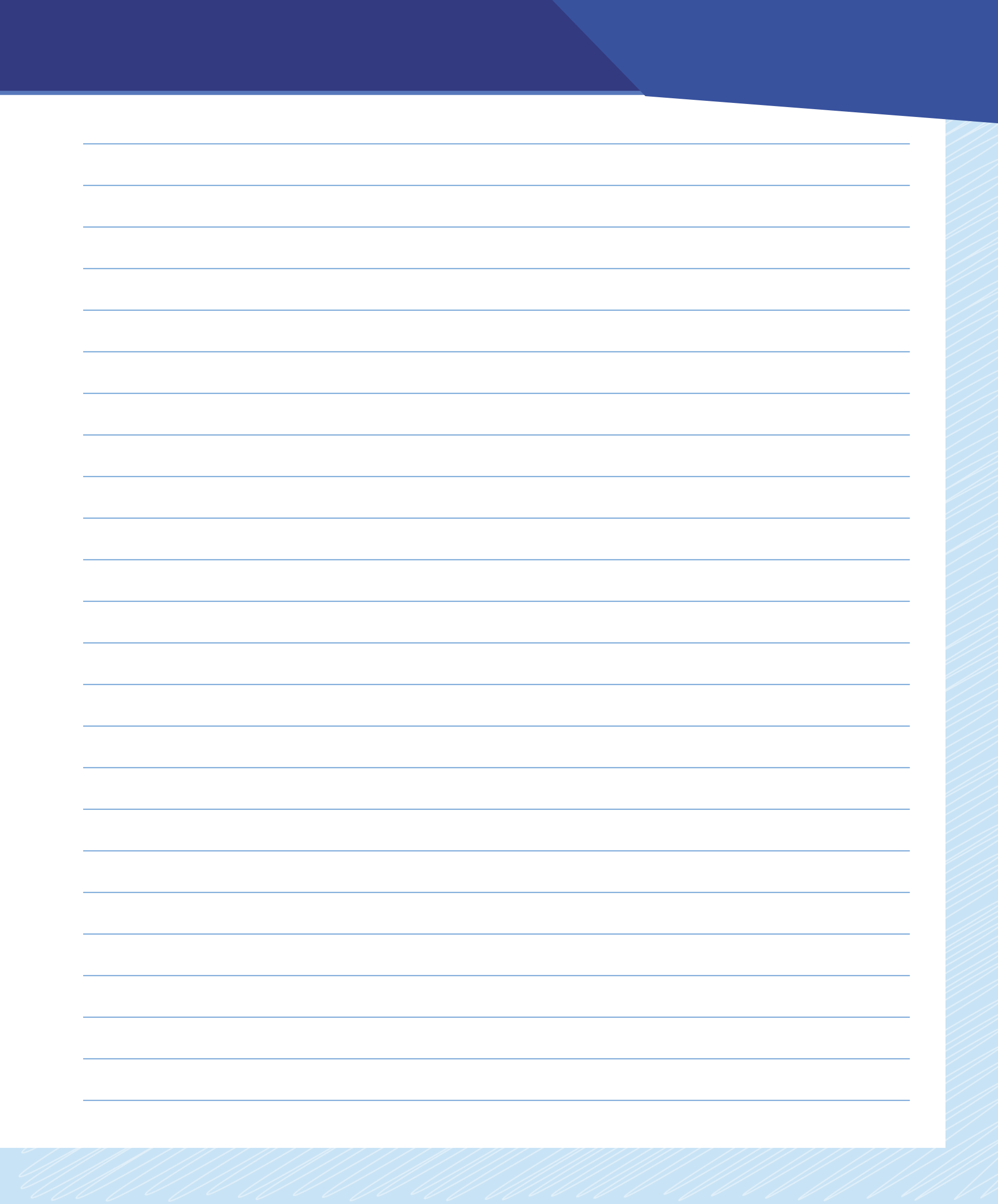
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