

Teacher's Edition



myview<sup>®</sup>

L I T E R A C Y

2.3

SAVVAS

Teacher's Edition

myView

L I T E R A C Y

2

**SAVVAS**  
LEARNING COMPANY

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



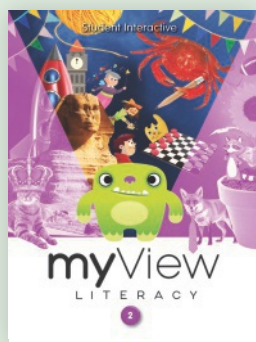
# Grade 2 Resources



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

## STUDENT RESOURCES

Whole Group



Student Interactive  
2 Volumes

Read **ALoud**

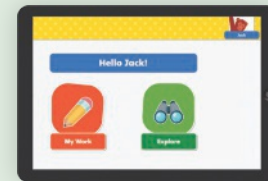
Mentor **STACK**



Trade Book Read Alouds



Genre, Skill, and  
Strategy Videos



Savvas Realize™  
Primary Student  
Interface

Small Group & Independent

**BOOK CLUB**  
with Trade Books



**WRITING CLUB**

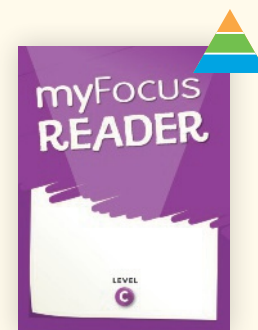


Digital Games



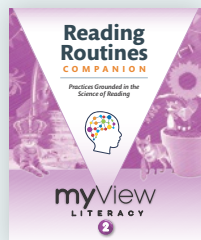
Leveled Content Readers  
with Access Videos

**SuccessMaker**

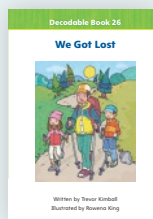


myFocus Reader

Foundational Skills



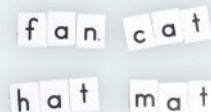
Reading  
Routines  
Companion



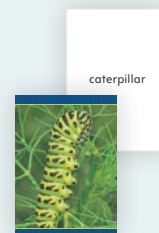
Decodable  
Readers



High-Frequency  
Word Cards



Letter Tiles



Picture  
Word Cards



Alphabet  
Cards



Sound  
Spelling Cards

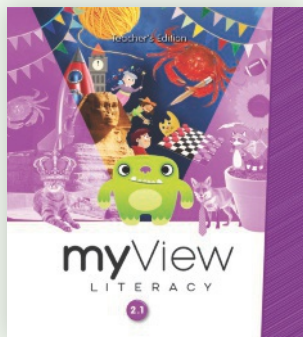


### Savvas Realize™

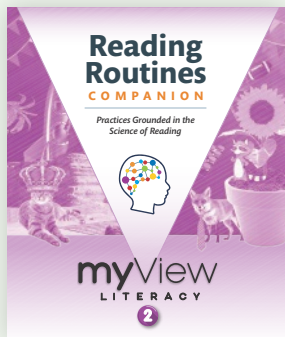
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

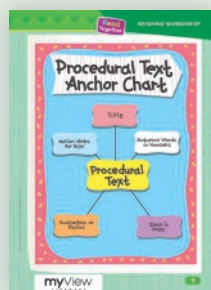
## TEACHER RESOURCES



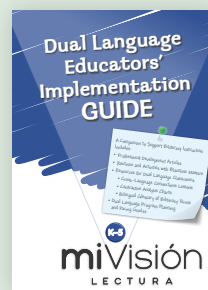
**Teacher's Edition**  
5 Volumes



**Reading Routines Companion**



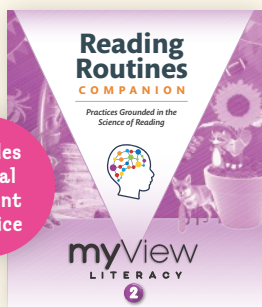
**Anchor Charts**



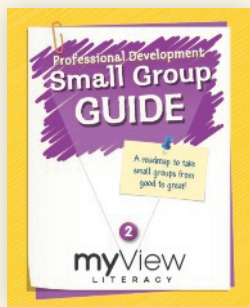
**Dual Language Educators' Implementation Guide**

### Printables Include:

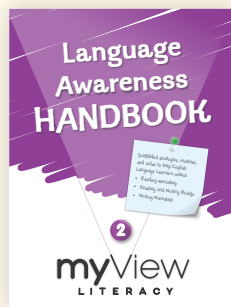
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



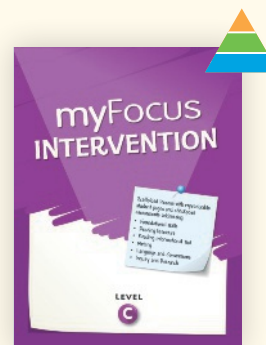
**Reading Routines Companion**



**Small Group Professional Development Guide**



**Language Awareness Handbook**

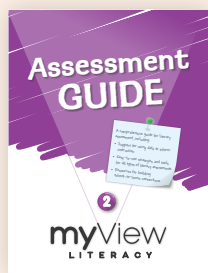


**myFocus Intervention Teacher's Guide**

### Printables Include:

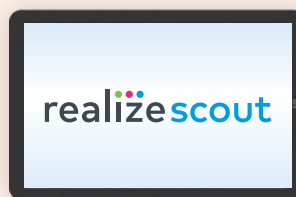
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## Assessment & Reporting



**Assessment Guide**

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



**Realize Scout Observational Tool**

### SAVVAS literacy Screener & Diagnostic Assessments

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

# An Instructional Model for Today's Classroom

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



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



## Foster a Love of Reading

### Student Interactive

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



### Read ALOUD

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



### Mentor STACK

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

### BOOK CLUB

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

\*Titles are subject to change.



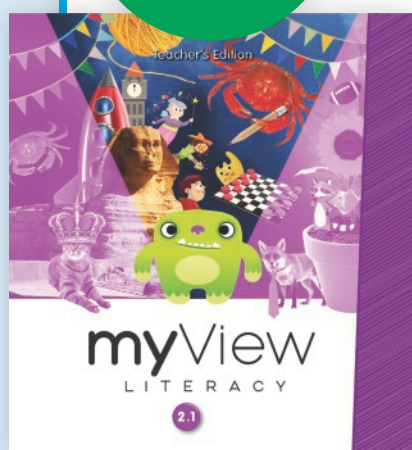
# A Continuum of Resources to Meet the Needs of Your Students



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

## LEVEL OF SUPPORT

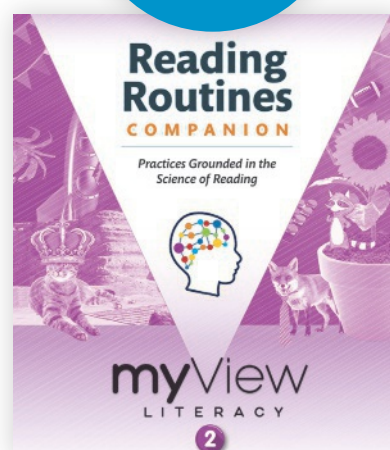
### Teacher's Edition



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

Whole group lessons with corresponding small group differentiated instruction.

### Reading Routines Companion



### Reading Routines Companion (K-5)

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

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





SuccessMaker



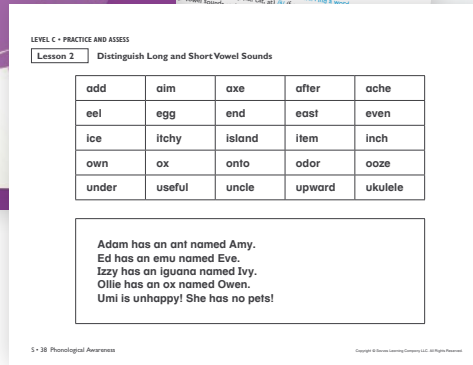
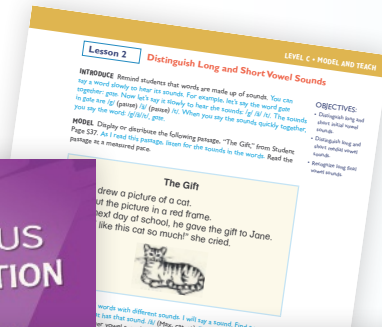
## SuccessMaker®

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



myFocus Intervention

myFOCUS INTERVENTION



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

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

## myFocus Intervention

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

Lessons follow a routine of:

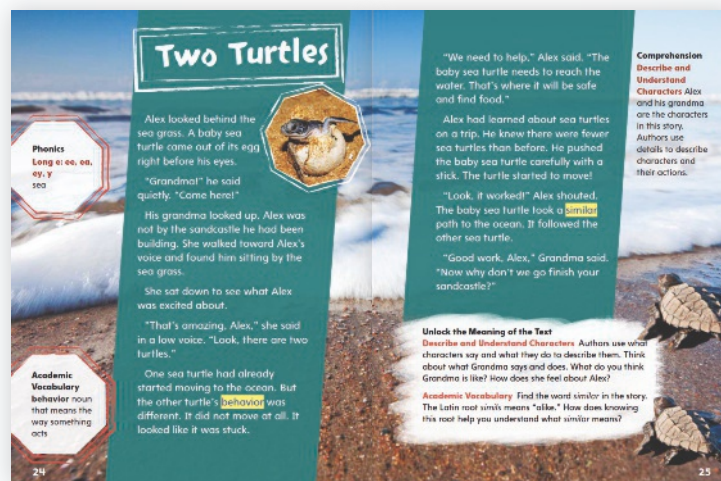
- Model (*I Do!*)
- Teach (*We Do!*)
- Practice (*You Do!*)



myFocus Reader

myFOCUS READER

LEVEL C



## 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*.



**myView Digital** **NOVEMBER**

**FORMATIVE ASSESSMENT OPTIONS**

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

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

**Decide**

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

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

**HIGH-FREQUENCY WORDS**  
good  
said

**STUDENT INTERACTIVE, p. 15**  
**Phonics**  
**Digraphs wh, ch, ph, Trigraph tch**  
Read these words.  
whip inch graph catch  
when chop lunch hatch  
**MYSTERY** Say each picture name. Highlight the digraph or trigraph in each picture name. **What happens to these vowels when they are part of a digraph or trigraph?**

**STUDENT INTERACTIVE, p. 16**  
**Phonics**  
**Digraphs wh, ch, ph, Trigraph tch**  
**MYSTERY** 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.  
**MYSTERY** 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 TALK AND SHARE** Have students complete p. 49 in the *Student Interactive* independently.

**SPELLING WORDS**  
catch inch  
check inch  
chip while  
graph which  
high-frequency words  
good said

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

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

**LESSON 4**  
**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** **21**

### Kate Wins the Game

Written by Moira McGinty



**Long a: a e**  
broke game lake  
Date June Kate  
Rimes Kate mile


**Consonant Digraph sh**  
shade smash

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

**Decodable Reader** **14**

### The Bravest

Written by Ramona Vargas



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

**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 baby rival  
magic seven

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

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

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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

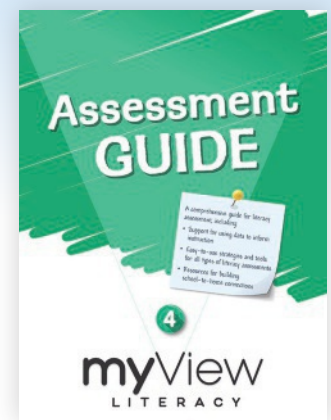
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## 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

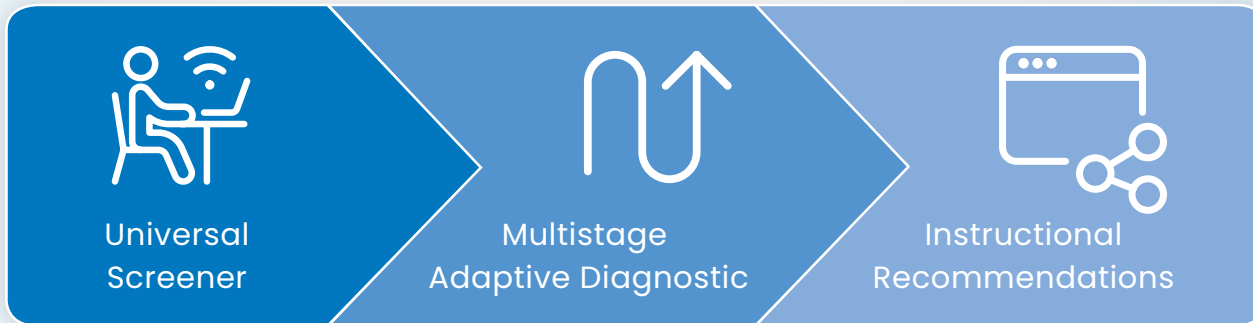
### Test Preparation (Grades 2–5)



- 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.

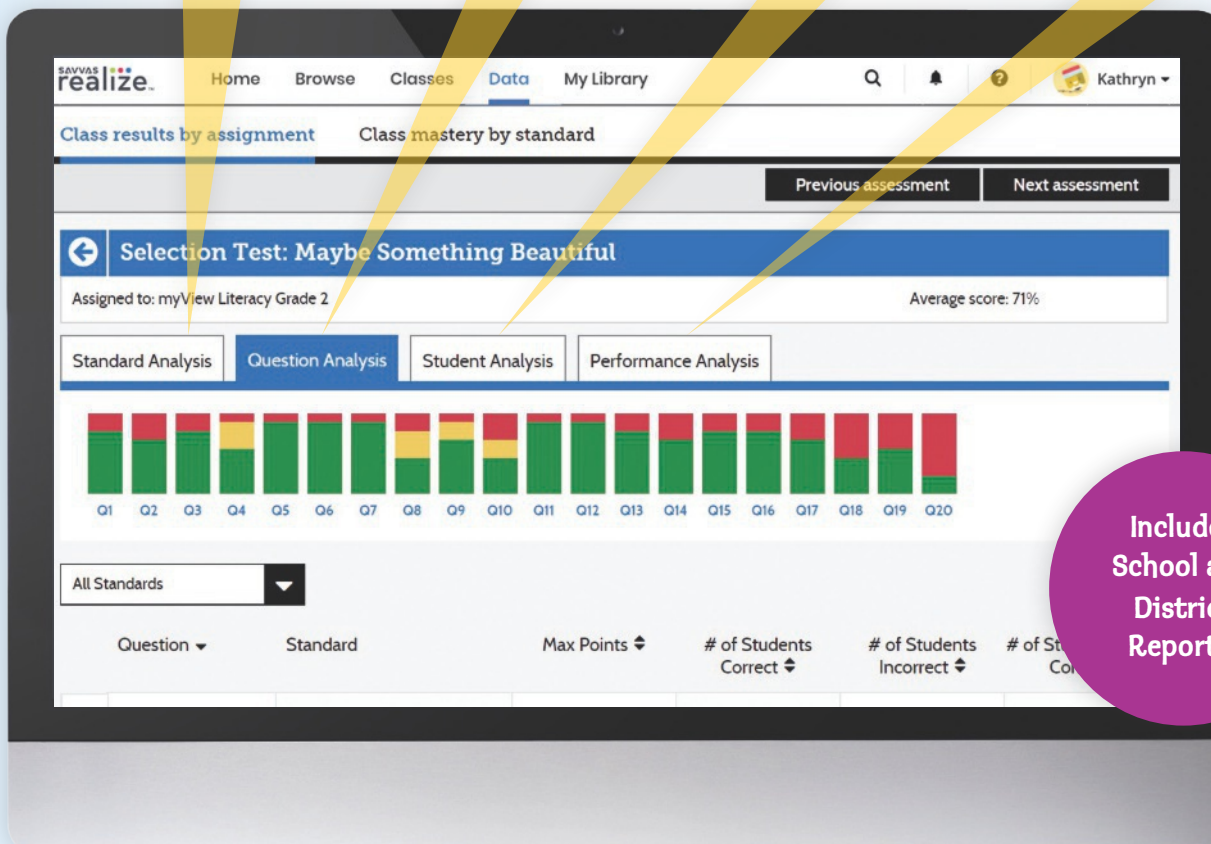
Student data connects skills to instructional supports and resources.

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.

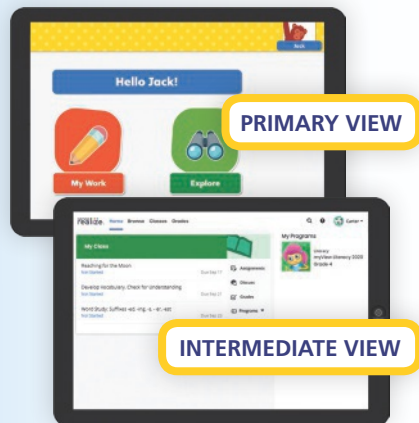
# The Digital Difference



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

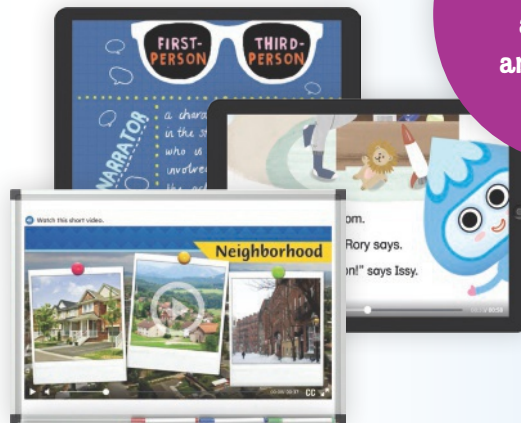
## The Student Experience

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.

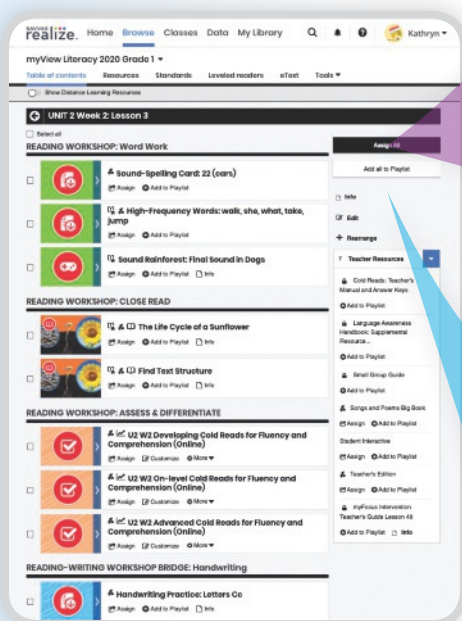


### Digital Games

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

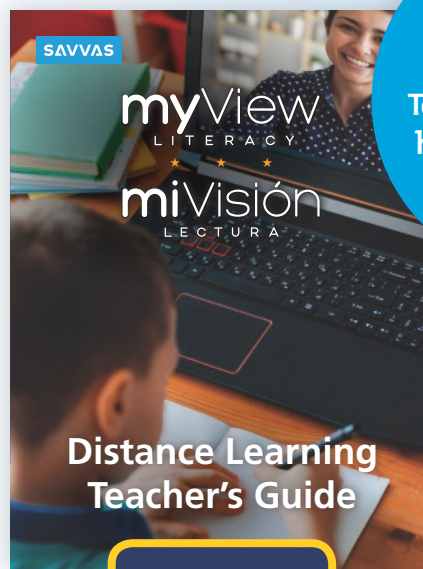
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



# Engaged, Motivated Classrooms

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



## Social-Emotional Learning

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



## Inclusive and Equitable Instruction

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

## Professional Learning and Program Implementation

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



### Program Activation

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

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

### Jump-start Your Teaching!

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

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



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UNIT THEME

# Our Traditions

## Essential Question

What makes a tradition?

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



REALIZE  
READER



GAME



AUDIO



DOWNLOAD



ANNOTATE



RESEARCH



VIDEO



ASSESSMENT

myView  
Digital



## WEEK 1



from *Fables* pp. T14–T73  
by Arnold Lobel

Fables

**WEEKLY QUESTION** What lessons can we learn from traditional tales?

## WEEK 2

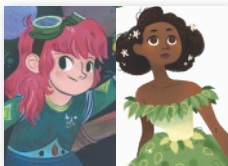


*The Legend of the Lady Slipper* pp. T74–T143  
by Lise Lunge-Larsen and Margi Preus

Legend

**WEEKLY QUESTION** What stories do people tell to understand the world around them?

## WEEK 3



*Interstellar Cinderella | Cendrillon:  
An Island Cinderella* pp. T144–T213  
by Deborah Underwood | by Tracey Baptiste

Folktales

**WEEKLY QUESTION** How can a traditional story be told in different ways?

## WEEK 4



*The Abenaki* pp. T214–T273  
by Joseph Bruchac

Informational Text

**WEEKLY QUESTION** What makes a Native American tradition?

## WEEK 5



*My Food, Your Food* pp. T274–T341  
by Lisa Bullard

Realistic Fiction/Procedural Text

**WEEKLY QUESTION** How does food help make a tradition?

## WEEKS 1–5

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

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

**PROJECT-BASED INQUIRY** pp. T470–T495





UNIT THEME

# Our Traditions



## Essential Question

What makes a tradition?

WEEK  
**3**

## Interstellar Cinderella and Cendrillon: An Island Cinderella

How can a traditional story be told in different ways?

WEEK  
**2**

BOOK  
CLUB

## The Legend of the Lady Slipper

What stories do people tell to understand the world around them?



WEEK  
**1**

BOOK  
CLUB

## Fables

What lessons can we learn from traditional tales?



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



## The Abenaki

What makes a Native American tradition?



WEEK  
4



WEEK  
5

## My Food, Your Food

How does food help  
make a tradition?



## Project

WEEK  
6



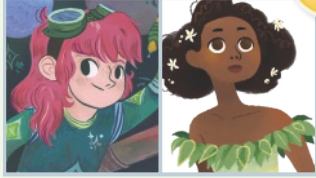


## Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they have learned about traditions in the **WEEK 6 PROJECT: Celebrate at School!**

UNIT THEME

# Our Traditions

	WEEK 1	WEEK 2	WEEK 3
<b>READING WORKSHOP</b>	<p><b>Fables</b></p>  <p><b>Fables</b></p> <p>Use theme to determine key ideas in fables.</p>	<p><b>Legend</b></p>  <p><b>The Legend of the Lady Slipper</b></p> <p>Make personal, textual, and societal connections to author's purpose.</p>	<p><b>Folktales</b></p>  <p><b>Interstellar Cinderella and Cendrillon: An Island Cinderella</b></p> <p>Visualize details to compare and contrast stories.</p>
<b>FOUNDATIONAL SKILLS</b>	Phonics, High-Frequency Words, Decodable Text		
<b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge reading poetry through: <ul style="list-style-type: none"> <li>• Academic Vocabulary</li> <li>• Handwriting</li> <li>• Read Like a Writer</li> <li>• Write for a Reader</li> </ul>		
<b>BOOK CLUB SEL</b>	<i>Celebrating the New Year</i> by Traci Sorell What can we learn about traditions around the world?		
<b>WRITING WORKSHOP</b>	Introduce Mentor Stacks and immerse in poetry.	Develop elements of poetry.	Develop the structure of poetry.
<b>READING-WRITING WORKSHOP BRIDGE</b>	Bridge writing poetry through: <ul style="list-style-type: none"> <li>• Spelling</li> <li>• Language &amp; Conventions</li> </ul>		

## UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Talk with others to learn about traditions.

### READING WORKSHOP

- Read different types of traditional tales and understand their elements.

### READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading and writing.

### WRITING WORKSHOP

- Use figurative language and sound devices to write poetry.

## WEEK 4

### Informational Text



#### The Abenaki

Make connections between author's purpose and ideas in other texts.

Phonics, High-Frequency Words, Decodable Text

Bridge reading poetry through:

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

### Choose Your Book

What can we learn about traditions around the world?

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

Bridge writing poetry through:

- Spelling
- Language & Conventions

## WEEK 5

### Realistic Fiction/ Procedural Text



#### My Food, Your Food

Use text features to make inferences about literary text.

Publish, celebrate, and assess poetry.

## WEEK 6

### Inquiry and Research



#### Celebrate at School! Research Articles

### FOUNDATIONAL SKILLS

Phonics, High-Frequency Words, Spelling

### Project-Based Inquiry

- Generate questions for inquiry
- Research traditions celebrated at schools
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect



UNIT THEME

# Our Traditions

		WEEK 1	WEEK 2	WEEK 3	
		<b>Traditional Tales: Fables</b> 	<b>Traditional Tales: Legend</b> 	<b>Traditional Tales: Folktales</b> 	
		<b>Fables</b>	<b>The Legend of the Lady Slipper</b>	<b>Interstellar Cinderella and Cendrillon: An Island Cinderella</b>	
READING WORKSHOP	<b>Foundational Skills</b>	Phonics: Long <i>i</i> : <i>i</i> , <i>ie</i> , <i>i_e</i> , <i>igh</i> , <i>y</i>	Phonics: Comparative Endings	Phonics: <i>r</i> -Controlled Vowels: <i>er</i> , <i>ir</i> , <i>ur</i>	
		High-Frequency Words: <i>eyes</i> , <i>earth</i> , <i>thought</i>	High-Frequency Words: <i>along</i> , <i>few</i> , <i>head</i>	High-Frequency Words: <i>something</i> , <i>example</i> , <i>paper</i>	
		Decodable Text: <i>Rabbit's Kite</i>	Decodable Text: <i>No Help at All!</i>	Decodable Text: <i>Perfect!</i>	
	<b>Minilesson Bank</b>	Infographic: Traditional Tales	Infographic: The World of the Storyteller	Infographic: Telling a Story	
		Fable: Fables	Legend: The Legend of the Lady Slipper	Folktales: Interstellar Cinderella and Cendrillon: An Island Cinderella	
		Words That Can Tell About Feelings	Words That Can Tell About Feelings and Objects	Words That Can Describe and Name Objects and an Action	
		Identify Theme	Discuss Author's Purpose	Compare and Contrast Stories	
		Determine Key Ideas	Make Connections	Visualize Details	
		Talk About It: Respond to Literature	Write to Sources: Respond to Literature	Talk About It: Respond to Literature	
	READING-WRITING WORKSHOP BRIDGE	<b>Academic Vocabulary</b>	Related Words	Synonyms and Antonyms	Context Clues
		<b>Handwriting</b>	Write the Cursive Letters <i>f</i> , <i>k</i> , <i>r</i> , and <i>s</i>	Write the Cursive Letters <i>j</i> , <i>p</i> , <i>a</i> , and <i>d</i>	Write Words Using Appropriate Strokes; Write the Cursive Letters <i>g</i> and <i>o</i>
		<b>Read Like a Writer/Write for a Reader</b>	Author's Purpose	Story Structure	Word Choice
	WRITING WORKSHOP	<b>Weekly Focus</b>	<b>Introduce and Immerse</b>	<b>Develop Elements</b>	<b>Develop Structure</b>
		<b>Minilesson Bank</b>	Poetry	Imagery	Simile
			Poetry	Sensory Details	Alliteration
			Poetry	Sensory Details	Alliteration
			Generate Ideas	Word Choice	Audio Recording
			Plan Your Poem	Word Choice	Audio Recording
READING-WRITING WORKSHOP BRIDGE	<b>Spelling</b>	Spell Words with Long <i>i</i> : <i>i</i> , <i>ie</i> , <i>i_e</i> , <i>igh</i> , <i>y</i>	Spell Words with Comparative Endings	Spell Words with <i>r</i> -Controlled Vowels <i>er</i> , <i>ir</i> , <i>ur</i>	
	<b>Language &amp; Conventions</b>	Present-Tense Verbs	Past- and Future-Tense Verbs	Irregular Verbs	

# Essential Question

What makes a tradition?

## WEEK 4

### Informational Text



#### The Abenaki

Phonics: Diphthongs *ou, ow, oi, oy*

High-Frequency Words: *often, important, took*

Decodable Text: *The Story*

Infographic: The Wabanaki

Informational Text: The Abenaki

Words That Can Relate to Traditions

Discuss Author's Purpose

Make Connections

Write to Sources: Respond to Informational Text

Word Parts

Write the Cursive Letters *c, q, n, and m*

Text Structure

#### Writer's Craft

Revise Drafts by Rearranging Words

Edit Adjectives and Articles

Edit Adjectives and Articles

Edit for Past, Present, and Future Verb Tenses

Edit for Past, Present, and Future Verb Tenses

Spell Words with *ou, ow, oi, oy*

Subject-Verb Agreement

## WEEK 5

### Realistic Fiction/ Procedural Text



#### My Food, Your Food

Phonics: Vowel Teams *oo, ue, ew, ui*

High-Frequency Words: *hear, idea, enough*

Decodable Text: *Sue's New School*

Infographic: Traditional Foods

Realistic Fiction/Procedural Text: My Food, Your Food

Words That Can Tell About Food

Understand Text Features

Make Inferences

Talk About It: Respond to Text

Oral Language

Write the Cursive Letters *y, x, v, and z*

Organizing Information

#### Publish, Celebrate, Assess

Edit for Nouns

Edit for Prepositions and Prepositional Phrases

Prepare for Celebration

Publish and Celebrate

Assessment

Spell Words with Vowel Teams *oo, ue, ew, ui*

Adverbs

## WEEK 6

### Inquiry and Research



#### Celebrate at School!

#### FOUNDATIONAL SKILLS

Phonics: /s/ Spelled *c*; /j/ Spelled *g* or *dge*

High-Frequency Words: *group, book, almost*

Spelling: Spell Words with /s/ Spelled *c* and /j/ Spelled *g* or *dge*

Compare Across Texts: "Our Traditions"

Inquire: Celebrate at School!

Leveled Research Articles

Academic Words

Explore and Plan: Explore Opinion Writing

Conduct Research: Search Online

Collaborate and Discuss: Analyze Student Model

Cite Sources

Extend Research: Write a Thank You Note

Revise and Edit

Celebrate and Reflect

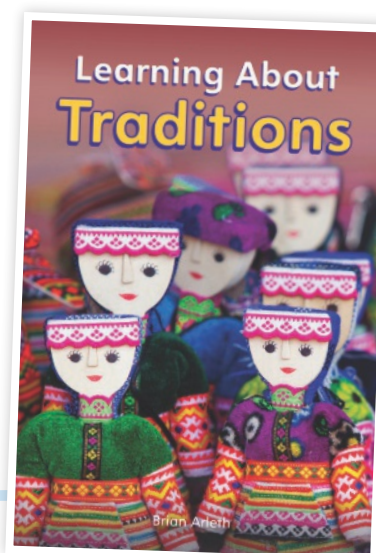
# UNIT 3 LEVELED READERS LIBRARY



## LEVEL H

### Leveled Readers for Unit 3

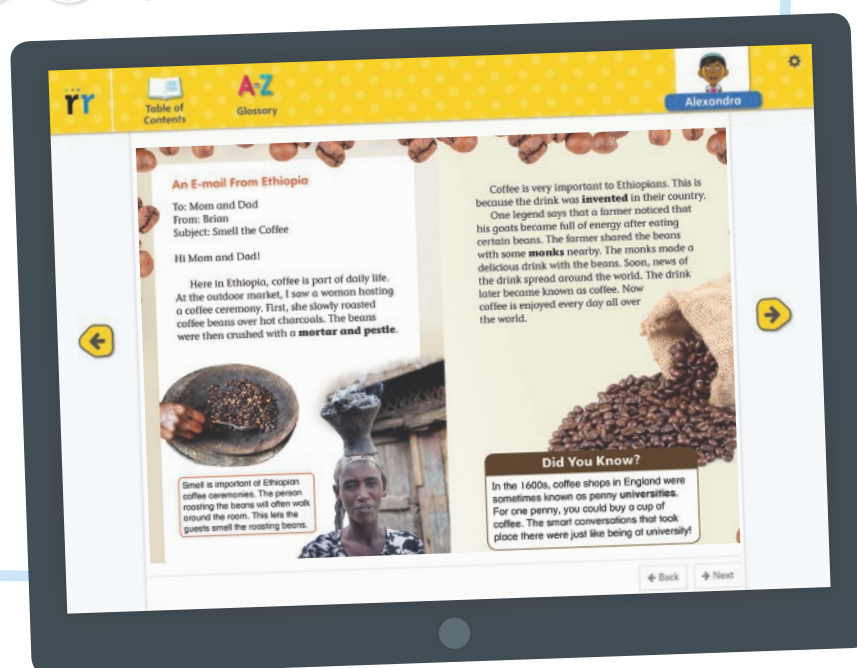
- Unit 3 guided reading levels range from Level H through Level M.
- Readers align to the unit theme, Our Traditions, and to the unit Spotlight Genre, Traditional Tales.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.

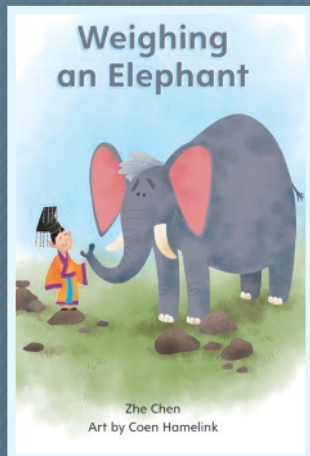


### Complete Online Access to the Grade 2 Leveled Library



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

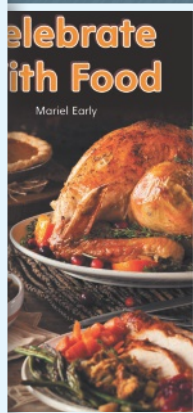




Level K



Level K



Level K



Level L



Level L



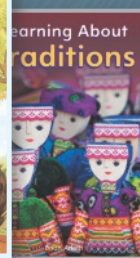
Level L



Level M



Level M



Level M

LEVEL M

## Teaching Support

See the Leveled Reader Teacher's Guide for

### Guided Reading

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

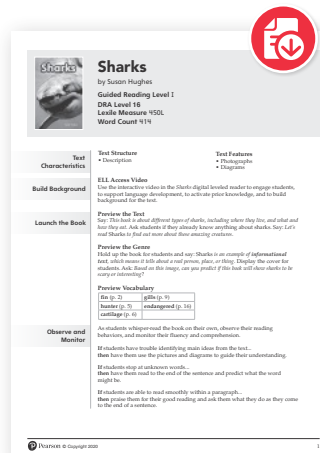
### Differentiation

- Support for ELLs
- Language Development suggestions

### Guided Writing

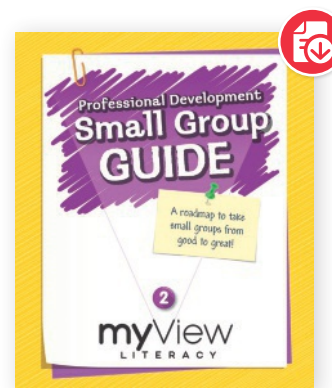
- Prompts for responding to text

LEVELED READER TEACHER'S GUIDE



See the Small Group Guide for

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



SMALL GROUP GUIDE

# Our Traditions

## OBJECTIVES


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

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

Establish purpose for reading assigned and self-selected texts.

## Essential Question

Introduce the Essential Question for Unit 3: *What makes a tradition?* Tell students they will read many texts about the traditions of people from around the world. Explain that reading texts in a variety of genres helps students build their vocabulary and strengthen their reading skills.

**Watch the Unit Video** Say: *You will watch a video about families and their traditions. Pay attention to the celebrations shown in the video.* 

**TURN, TALK, AND SHARE** Have partners discuss the content of the video. Use these questions to guide discussion:

- What did you notice about the families that you saw?
- How might food and storytelling be connected to traditions?

STUDENT INTERACTIVE, pp. 10-11

**UNIT 3**

# Our Traditions

**Essential Question**

## What makes a tradition?

**Watch**

"Our Traditions" to learn about foods and stories from different family traditions.

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

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

**TURN and TALK** What do you notice about these traditions?

**Spotlight on Traditional Tales**

**Reading Workshop**

- Infographic: Traditional Tales**  
**from *Fables*** ..... Fable  
by Arnold Lobel
- Infographic: The World of the Storyteller**  
***The Legend of the Lady Slipper*** ..... Legend  
by Lise Lunge-Larsen and Margi Preus
- Infographic: Telling a Story**  
***Interstellar Cinderella and Cendrillon: An Island Cinderella*** ..... Folktale  
by Deborah Underwood | Tracey Baptiste
- Infographic: The Wabanaki**  
***The Abenaki*** ..... Informational Text  
by Joseph Bruchac
- Infographic: Traditional Foods**  
***My Food, Your Food*** ..... Realistic Fiction  
by Lisa Bullard

**Reading-Writing Bridge**

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

**Writing Workshop**

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

**Project-Based Inquiry**

- Inquire • Research • Collaborate

**11**

**ELL Targeted Support Prior Experiences** Use the supports below to help students use their prior experiences to understand the meanings of words in English.

Have students identify two words in the video that they have heard before. Help them use each word in a sentence. **EMERGING/DEVELOPING**

Have partners use familiar English words and their prior experiences to discuss new words from the video. Monitor discussions for understanding. **EXPANDING/BRIDGING**

## Independent Reading

**Self-Select Texts** Discuss pp. 12–13 in the *Student Interactive*. Tell students that they can select their own texts and read independently for longer and longer periods of time. Have students:

- Select texts by favorite authors, about interesting topics, and in different genres.
- Read independently for sustained periods of time to build stamina.

STUDENT INTERACTIVE, pp. 12-13

**UNIT 3** INDEPENDENT READING

### Independent Reading

Follow these steps to help you understand the meaning of a word as you read independently.

1. Read the word using what you know about letters and their sounds.
2. See if there is a base word that you know with an ending added to it.
3. Look at the words and sentences around the word for clues to its meaning. For example, see how clues in this sentence help you understand the word **moral**:  
  
The **moral**, or lesson, of the story is “Be kind to others.”
4. When you think you know the word, reread the sentence with its meaning in mind.

### My Reading Log

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

# UNIT 3

## INTRODUCE THE UNIT

### OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

### ELL Language Transfer

**Vowel Digraphs** Because vowels in Spanish are never silent, Spanish speakers may pronounce vowel digraphs in English with two vowel sounds. Help students learn the relationships between sounds and letters of the English language by having them practice saying and writing words with long vowel digraphs.

### 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 Unit Goals on p. 14 in the *Student Interactive*.
- **My TURN** Have students color the “thumbs up” if they feel they have already accomplished the Unit Goals, or the “thumbs down” if they think they have more to learn.

Students will revisit this page in Week 6.

## Academic Vocabulary

**Oral Vocabulary Routine** Academic Vocabulary is the language students need to understand and complete their work in school. Explain that as students work through the unit, they will learn and use these academic words to talk about different traditions and how these traditions are shared. Read aloud the paragraph on p. 15 in the *Student Interactive*. Have students work with a partner to create sentence frames relating to the Academic Vocabulary words. Each student will write on paper or an index card a sentence frame, with the space for the Academic Vocabulary word left blank. One partner reads the sentence frame aloud, and the other partner guesses the Academic Vocabulary word that fits in the blank. Provide the following example sentence frames to help partners develop their own:

We use \_\_\_\_\_ when we speak to one another.  
(communication)

The school will \_\_\_\_\_ its practice of school assemblies.  
(maintain)

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



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

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

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

**ELL Targeted Support Use Academic Language** Present the following strategic learning techniques to help students understand the theme of traditions, and acquire basic and grade-level vocabulary.

Review with students the meanings of two Academic Vocabulary words. Then use simple sentence stems to help students compose short, meaningful phrases that feature the two Academic Vocabulary words. **EMERGING**

Write the sentence frames from the oral vocabulary routine on the board. Have student pairs complete the frames and then use the completed frames to ask and answer questions featuring the relevant Academic Vocabulary words. **DEVELOPING**

Have student pairs read the definition of each academic word. Then have them take turns completing the example sentence frames from the oral vocabulary routine. Finally, challenge pairs to write a sentence that shows how one of the words could be used in another subject area. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 14-15

UNIT 3

INTRODUCTION

**Unit Goals**

- In this unit, you will
- read traditional tales
  - write a poem
  - learn about traditions

**MY TURN** Color the pictures to answer.

I know about different types of traditional tales and understand their elements.		
I can use language to make connections between reading and writing.		
I can use figurative language and sound devices to write poetry.		
I can talk with others about what traditions are.		

**Academic Vocabulary**

communication culture purpose belief maintain

In this unit, you will read traditional stories from different cultures. You'll learn how a **culture** is created by people who share a common **purpose** and a **belief** system. People from the same culture often use the same language for **communication**. They may also enjoy traditional foods and wear traditional clothing and listen to traditional music. Why is it important to **maintain** traditions like these?

**TURN and TALK** Use the Academic Vocabulary words to talk with your partner about traditions. The picture will help you.





## 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 fables and identify their themes.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

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

## Materials

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

### LESSON 1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T18–T19
  - » Phonics: Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T20–T21
- Listening Comprehension: Read Aloud: “The Lion and the Mouse” T22–T23
- Traditional Tales: Fables T24–T25
  - ☑ Quick Check T25

#### READING BRIDGE

- Academic Vocabulary: Related Words T26–T27
- Handwriting: Letters *f* and *k* T26–T27

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T31
- Strategy, Intervention, and On-Level/Advanced Activities T30
- ELL Targeted Support T30
- Conferencing T31

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

**BOOK CLUB** T31 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T352–T353
  - » Poetry
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T352–T353
- Conferences T350

#### WRITING BRIDGE

- Spelling: Words with Long *i* T354
  - ☑ Assess Prior Knowledge T354
- Language and Conventions: Spiral Review: Collective Nouns T355

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T32–T33
  - » Phonics: Decode and Write Words with Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*
  - ☑ Quick Check T33
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T34–T47
  - » Preview Vocabulary
  - » Read: *Fables*
- Respond and Analyze T48–T49
  - » My View
  - » Develop Vocabulary
  - ☑ Quick Check T49
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T50
- Guided Reading/Leveled Readers T53
- Strategy and Intervention Activities T50, T52
- Fluency T50, T52
- ELL Targeted Support T50, T52
- Conferencing T53

##### INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T51
- Independent Reading T53
- Literacy Activities T53

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T356–T357
  - » Poetry: What It Sounds Like
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T356–T357
- Conferences T350

#### WRITING BRIDGE

- Spelling: Teach Words with Long *i* T358
  - FLEXIBLE OPTION
- Language and Conventions: Oral Language: Present-Tense Verbs T359

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T54–T55
  - » Phonics: Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*
  - » High-Frequency Words

#### CLOSE READ

- Identify Theme T56–T57
- Close Read: from *Fables*
  - Quick Check** T57

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Author's Purpose T58–T59
- Handwriting: Letters *r* and *s* T58–T59

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T61
- Strategy and Intervention Activities T60
- Fluency T60
- ELL Targeted Support T60
- Conferring T61

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T61
- Literacy Activities T61

### WRITING WORKSHOP

#### MINILESSON

- Poetry T360–T361
  - » Poetry: What It Looks Like
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T360–T361
- Conferences T350

### WRITING BRIDGE

- Spelling: Review and More Practice: Words with Long *i* T362 **FLEXIBLE OPTION**
- Language and Conventions: Teach Present-Tense Verbs T363

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T62–T63
  - » Read Decodable Text: *Rabbit's Kite*

#### CLOSE READ

- Determine Key Ideas T64–T65
- Close Read: from *Fables*
  - Quick Check** T65

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

### WRITING WORKSHOP

#### MINILESSON

- Poetry T364–T365
  - » Generate Ideas
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T364–T365
- Conferences T350

### WRITING BRIDGE

- Spelling: Spiral Review: Words with Long *o* T366 **FLEXIBLE OPTION**
- Language and Conventions: Practice Present-Tense Verbs T367

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T68–T69
  - » Revisit Decodable Text: *Rabbit's Kite*
  - » Fluency

#### COMPARE TEXTS

- Reflect and Share T70–T71
  - » Talk About It
    - Quick Check** T71
    - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T73
- Strategy, Intervention, and On-Level/Advanced Activities T72
- ELL Targeted Support T72
- Conferring T73

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

**BOOK CLUB** T73 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T368
  - » Plan Your Poem
  - » Share Back

#### INDEPENDENT WRITING

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

### WRITING BRIDGE

- Spelling: Words with Long *i* T370
  - Assess Understanding** T370
- Language and Conventions: Standards Practice T371 **FLEXIBLE OPTION**

# Materials

**WEEKLY LAUNCH: INFOGRAPHIC**

**Traditional Tales**

People have told stories for a very long time. These traditional tales were told to children, who told them to their children, who told them to their children, and so on.

A fable is a short story with a moral, or lesson. It usually has animal characters. In "The Tortoise and the Hare," a speedy hare loses a race to a slow turtle.

Folktales and fairy tales usually have good characters and bad characters. Often at the end, the good characters live "happily ever after." In "Sleeping Beauty," a princess is woken from a spell by the kiss of a handsome prince.

**Weekly Question**  
What lessons can we learn from traditional tales?

**TIPS AND TALKS**  
Talk about the stories described here. Tell what you already know about these children's stories. What lesson can you learn from one of the traditional tales described on these pages?

**INFOGRAPHIC**  
"Traditional Tales"

**READING WORKSHOP**

**Fable Anchor Chart**

**Purpose**  
To entertain and to teach a lesson

The setting may not be real. The story ends with a lesson, or a moral. Characters are usually animals that act like people. The moral is the theme.

**Fables**

**READING ANCHOR CHART**  
Fable

**Fable Anchor Chart**

**Purpose**  
To entertain and to teach a lesson

**Fables**

**EDITABLE ANCHOR CHART**  
Fable

**Decodable READER**

**DECODABLE READER**

**Handwriting**

**Writing Workshop**

**My Words to Know**  
any come play

**Language and Conventions**  
An imperative sentence gives a command or makes a request. It starts with a capital letter and ends with a period.

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Leveled Readers**

**Sharks**

**Guided Reading Level 1**  
DRA Level 18  
Lexia Measure 100L  
Word Count 114

**Test Features**  
• Comprehension  
• Phonics  
• Fluency

**Build Background**  
Use the resources above the Shark digital reader to support background development. Use your own knowledge and to build background for the text.

**Preview the Text**  
Read the text aloud and discuss different types of sharks, including where they live and what they eat. Ask students if they already have anything about sharks. Say: Let's read 'Sharks' to find out more about these amazing animals.

**Preview the Content**  
Read up the text for students and say: 'Sharks is an example of informational text. Informational text shares a subject or topic, or thing. Explain the content to students. Ask: Based on the image, can you predict if the text will focus more on shark anatomy?

**Preview Vocabulary**  
Read 2-3 words from the text and discuss their meanings.

**Observe and Monitor**  
As students volunteer read the book on their own, observe their reading fluency and understand that fluency and comprehension.

If students have trouble identifying words above their text, they have them on the pictures and diagrams to guide their understanding.

If students struggle to understand words, they have them read to the end of the sentence and predict what the word might be.

If students are able to read fluently within a paragraph, they give them their good reading card and ask them what they do as they come to the end of a sentence.

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

eyes  
earth  
thought

### Develop Vocabulary

rage  
hopes  
contentment  
alarm  
disappointments

### Spelling Words

try  
tried  
spy  
spied  
tonight  
dimes  
strike  
spider  
pirate  
delight

### Unit Academic Vocabulary

communication  
culture  
purpose  
belief  
maintain

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Students will identify and describe the main events and details of a story.  
Students will identify and describe the main events and details of a story.

**ELL Language Transfer**  
Organize: Point out the Spanish cognates in the title.  
• *lion*  
• *mouse*  
• *promise*

**FLUENCY**  
Also listening to Read Aloud Routine, discuss the Lion and the Mouse. Read aloud together and discuss the Lion and the Mouse. Read aloud together and discuss the Lion and the Mouse.

**THINK ALOUD** *Teacher*  
Read aloud to students. Think aloud about the Lion and the Mouse. Read aloud to students. Think aloud about the Lion and the Mouse.

**Traditional Tales: Fables**  
Tell students you are going to read a fable about. Have students listen as you read "The Lion and the Mouse." Explain that students should listen actively, paying careful attention to features of a fable as you read. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules. Then have students describe key details from the fable.

**START-UP**  
**READ-ALoud ROUTINE**  
Purpose: Have students listen closely to identify elements of fables.  
**READ** the whole passage aloud without stopping.  
**REPEAT** the text aloud a second time. This time stop to model Think Aloud strategies related to the genre and the characters in the story.

**The Lion and the Mouse**  
One day a mouse accidentally ran over a sleeping lion's nose. The lion awoke and put his paw on its tail.  
"Please let me go!" begged the mouse. "I promise I will repay you."  
The lion didn't believe that, but he wasn't very hungry and he let the mouse go.  
Not long after the lion got caught in a hunter's trap and couldn't get free. The mouse heard his roar and came running.  
"It will help you," exclaimed the mouse.

**READ ALOUD**  
"The Lion and the Mouse"



**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.  
• Read the title and genre of the story.  
• Determine the Teaching Point.  
• Write the key points of the story.  
• 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 model with students.

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

**DURING READING**  
• You can choose to do a think-aloud to students get to get on the story and enjoy. Think Aloud and open-ended questioning for a deeper dive into the text.  
• Read with expression to draw in students.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Aloud to model strategies and make use to monitor comprehension and correct reading when they read.  
• 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 comprehension by modeling the Think Aloud Big Idea of the story.  
• Choose and assign a Student Response Form available on ReadAloud.com.

**Finals Teaching Points**  
• Recall the story.  
• Identify characters.  
• Identify the Teaching Point.  
• Summarize the story.  
• Make connections.  
• Determine Point of view.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**

**Shared Read**

**Fables**  
by Arnold Lobel

THE ICE AND THE APPLE TREE  
THE FROG AT THE RAINBOW'S END  
THE MOUSE AT THE WEANWORE

**SHARED READ**  
Fables

**BOOK CLUB**

Titles related to Spotlight Genre and Theme:  
T496-T505

**Mentor STACK**

Writing Workshop T349

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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

**Assessment GUIDE**

A comprehensive guide to literacy assessment including:  
• Support for using data to inform instruction  
• Core to use strategies and tools for literacy assessment  
• Resources for helping school leaders coordinate

**myview LITERACY**

**ASSESSMENT GUIDE**

# Word Work

## OBJECTIVES

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

Identify and read high-frequency words.



Sound-Spelling Cards 70, 71, 78-81

## FOUNDATIONAL SKILLS EXTENSION

See p. T43 for a long *i* extension activity that can be used as the text is read in Lessons 2 and 3.

## Phonics: Decode Words with Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*

### Minilesson

**FOCUS** Remind students that a sound can be represented by different spellings. Tell them that this week they will learn different spellings for the long *i* sound. Display Sound-Spelling Card 80 (lime). *You have practiced the vowel pattern CVCe and know that the final e is silent and the first vowel is long. The word lime has a CVCe pattern.* Display Sound-Spelling Cards 70 (pie), 71 (lightbulb), 78 (hi), 79 (child), and 81 (sky). Point out the spelling pattern for long *i* in each word. Have students read the words with you. Point out the word *hi* on Sound-Spelling Card 78. Explain that in a consonant-vowel pattern, the final vowel is usually long, as in the word *hi*. Tell students that the CVCe pattern for long *i* is the most common spelling of long *i*.

Display Sound-Spelling Card 71 again. Say: *In the word lightbulb, three letters make the long i sound: i, g, h. When three letters make a single sound, they are called a trigraph.*

**MODEL AND PRACTICE** Use the chart on p. 18 of the *Student Interactive* to model how you read the first word. Say: *When I see a vowel in a word, I think about what I have learned about vowel patterns to help me decide if the vowel is long or short. For example, when I see the word wild, I notice that the letter i is followed by two consonants, not one, so it isn't a CVC word. I know that in words like child, wild, and mind, where the vowel is followed by two consonants, the vowel can stand for a long vowel sound.* Have students orally read the words in the chart, naming the vowel pattern that represents the long *i* sound in each word. When students have finished, ask: *Which of these vowel patterns is a trigraph?* Guide students to identify *igh*. Ask: *What sound does the trigraph igh represent?*

**TURN, TALK, AND SHARE** Have students work with a partner to read the sentences at the bottom of p. 18 and underline the long *i* spelling in each word.



**ELL Targeted Support Long i Spellings** Help students understand that in English, different letters can stand for one sound.

Write the following words: *lime*, *light*, *my*, and *pie*. Circle the vowel pattern that stands for the long *i* sound. Read aloud each word and point to the circled letter or letters and say: **long *i*, the sound is /i/**. Then point to the letters and ask students to say the sound they represent. **EMERGING/DEVELOPING**

Read the first word in each row on p. 18 with students. Point to the underlined letters. Say: **These letters stand for the /i/ sound**. Have students read aloud the rest of the words. Write: *bike*, *tie*, *sigh*, and *my*. Ask students to read the words and tell which letters stand for the long *i* sound. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *eyes*, *earth*, and *thought*. Tell students these are the high-frequency words for this week. They need to practice reading them so they can recognize the words quickly.

- Point to each word, read it aloud, and have students repeat it. Randomly point to the words and have students read them.
- Model using the words in oral sentences. Point to each word as you say the following sentences: *We see with our eyes; We live on the earth; I thought you did well.*
- Have students choose a word, say it, and use it in a sentence.

eyes

thought

earth

STUDENT INTERACTIVE, p. 18

### PHONICS

## Long i: i, ie, i\_e, igh, y

Long *i* can be spelled *i*, *ie*, *i\_e*, *igh*, and *y*. Decode, or read, each word below and listen for the long *i* vowel sound.

Long <i>i</i> spelled <i>i</i> :	wild	kind	spider
Long <i>i</i> spelled <i>ie</i> :	lie	die	tries
Long <i>i</i> spelled <i>i_e</i> :	life	white	drive
Long <i>i</i> spelled <i>igh</i> :	fight	tonight	bright
Long <i>i</i> spelled <i>y</i> :	try	why	by

**TURN and TALK** Read these sentences with a partner. Find the words with long *i*. Discuss the spellings for long *i*.

1. Why did the pilot fly so high across the night sky?
2. A spider tried to drop out of the light to sit beside Mike.

**Long *i* words in sentences above:**

**Why, pilot, fly, high, night, sky, spider, tried, light, beside, Mike**

Both **ie** and **y** can spell long **i** or long **e**.



# Interact with Sources

## OBJECTIVES

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

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

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

## ACADEMIC VOCABULARY

**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: [How are these stories a form of communication?](#) [What can we learn about a culture from stories we read?](#)

- communication
- belief
- culture
- maintain
- purpose

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

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *What makes a tradition?* Point out the Week 1 Question: *What lessons can we learn from traditional tales?*

Have students follow along as you read aloud “Traditional Tales” on pp. 16–17 in the *Student Interactive*. As you read, have students underline the names of characters they are familiar with. Then organize students into small groups and have them discuss the distinguishing characteristics of the different types of traditional tales. During the group discussions, encourage students to ask questions to make connections to the topic of the infographic.

Use the following questions to guide the group discussions:

- Why do you think fables, folktales, and legends have survived so long?
- What characters do you know from folktales and fairy tales? What do they have in common?
- Do you think Robin Hood really stole from the rich to give to the poor? Why might people tell this story?
- Which one of these stories is your favorite? Why?

**WEEKLY QUESTION** Read the Week 1 question: *What lessons can we learn from traditional tales?* Tell students they just learned about a few characteristics of traditional tales. Traditional tales often teach a lesson. Explain that they will learn another lesson reading a traditional tale this week.

**TURN, TALK, AND SHARE** Have students discuss with a partner what they already know about the tales and the lessons that can be learned from them. Encourage students to name more familiar traditional tales that teach lessons.

**ELL Targeted Support Visual Support** Before reading the text from the infographic aloud, give a simple and brief retelling of each story mentioned in the infographic.

Point to the images as you summarize each story. For example, say: **The tortoise raced the hare. The hare took a nap. The tortoise won the race.** Repeat your summary, having students echo you to expand and internalize English vocabulary. **EMERGING**

Have students expand and internalize English vocabulary by retelling each story featured in the infographic. First, have students point to and say the names of the characters in each story. Then use the pictures to elicit a simple retelling of the story from them.

Provide synonyms as needed (turtle/rabbit). **DEVELOPING**

Have partners use the visuals to provide simple retellings of the stories mentioned in the infographic. Prompt partners to expand their English vocabulary by sharing other tales that fit into each category. **EXPANDING**

Group students. Have groups use the visuals to retell each story mentioned in the infographic. Then have groups further expand and internalize their English vocabulary by discussing why each story is a good example of its type of traditional tale. **BRIDGING**

STUDENT INTERACTIVE, pp. 16-17

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 1

# Traditional Tales

People have told stories for a very long time. These traditional tales were told to children, who told them to their children, who told them to their children, and so on.

A **fable** is a short story with a moral, or lesson. It usually has animal characters. In "The Tortoise and the Hare," a speedy hare loses a race to a slow turtle.



**Folktales** and **fairy tales** usually have good characters and bad characters. Often at the end, the good characters live "happily ever after." In "Sleeping Beauty," a princess is woken from a spell by the kiss of a handsome prince.



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A **legend** is an old story about a hero or an important event. Often the story is based on a real person or event. For example, Robin Hood really existed, but people created the story that he robbed from the rich to give to the poor.



Weekly Question

What lessons can we learn from traditional tales?

TURN and TALK

Talk about the stories described here. Tell what you already know about these children's stories. What lesson can you learn from one of the traditional tales described on these pages?

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# Listening Comprehension

## OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.


## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the fable.

- lion : *león*
- jungle : *jungla*
- promise : *promesa*

## FLUENCY

After completing the Read Aloud Routines, display “The Lion and the Mouse.” Read a short section aloud, and ask students to pay attention to your prosody, or expression. Remind students that prosody includes smoothness, expression, rhythm, and intonation. Tell students that punctuation gives clues to the type of expression that should be used when reading aloud. Emphasize that fluency is about reading for meaning, not speed. Have students choose a section of dialogue from the story and read it aloud with expression.

 **THINK ALOUD** Analyze **Traditional Tales** I notice that the main characters are animals. The mouse talks to the lion. I know that fables often have talking animals. I will look for other features of fables as I continue reading.

## Traditional Tales: Fables

Tell students you are going to read a fable aloud. Have students listen as you read “The Lion and the Mouse.” Explain that students should listen actively, paying careful attention to features of a fable as you read. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules. Then have students describe key details from the fable.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen closely to identify elements of fables.

**READ** the whole passage aloud without stopping.

**REREAD** the text aloud a second time. This time stop to model Think Aloud strategies related to the genre and the characters in the story.

## The Lion and the Mouse

One day a mouse accidentally ran over a sleeping lion’s nose. The lion awoke and put his paw on its tail.

“Please let me go!” begged the mouse. “I promise I will repay you.”

The lion didn’t believe that, but he wasn’t very hungry and he let the mouse go.

Not long after the lion got caught in a hunter’s trap and couldn’t get free. The mouse heard his roar and came running.

“I will help you,” exclaimed the mouse.



“The Lion and the Mouse,” continued

“It’s no use,” wailed the lion. “I’m trapped and there’s nothing a tiny little mouse like you can do to help me. Go away.”

But the mouse knew the lion was wrong. She wanted the lion to know that great strength comes in all sizes—even for someone as small as a mouse.

The mouse got to work, chewing on the ropes to set the lion free. Before long, the lion was able to escape the trap.

“Thank you, dear mouse. I would surely be killed by the hunters if it weren’t for you,” said the lion. “I misjudged your strength and I’ve learned a valuable lesson today.”



**THINK ALOUD Analyze Traditional Tales** As I read the second half of the story, I’m thinking about the lesson that the lion learned from the mouse’s actions. I think the author wants me to understand that, not only did the mouse keep her promise, but she also was able to help the lion even though she was so small. Fables end with a moral, or lesson. Lion learns that someone’s size should not be used to judge his or her strength or abilities.

### ELL Access

To help prepare students for the oral reading of “The Lion and the Mouse,” read aloud this short summary:

A mouse runs across a sleeping lion’s nose by accident. The lion wakes up and grabs her. The mouse asks the lion to let her go. She promises to help him if he ever needs her. The lion says a little mouse cannot help him. But he lets her go. Later the lion gets trapped. The mouse keeps her promise. She helps the lion escape.

## WRAP-UP

### INTERACTIVE

#### The Lion and the Mouse

Characteristics of Fables	Included in this Story?
Begins with “Long ago” or “One day”	
Has animals as the main characters	
The animals talk	
has a moral or lesson	
is short	

Use a Characteristics of Fables chart to help students determine whether the characteristics of a fable are present in this 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

# Traditional Tales: Fables

## LEARNING GOAL

I can read fables and identify their themes.

## OBJECTIVE

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

## LANGUAGE OF THE GENRE

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

- fable
- moral
- theme

## FLEXIBLE OPTION ANCHOR CHARTS

- Display an anchor chart with a simple tree with five branches in the classroom.
- Add the title *Fable* to the chart.
- Have students suggest characteristics of a fable to add to the branches.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to fables:

- fable : *fábula*
- lesson : *lección*
- moral : *moral*
- theme : *tema*

## Minilesson

**FOCUS ON STRATEGIES** Explain that traditional tales are made-up stories that were originally oral stories. These stories have been passed down from generation to generation. Tell students that a fable is an example of a traditional tale. Students can identify a fable by asking these questions:

- Does the story have animal characters that speak and act like humans?
- Do the characters have to solve some kind of problem?
- Does the story provide a lesson or moral at the end?

Explain that the moral of a fable is the lesson that the author teaches readers through the words and actions of the characters. In fables, the moral is also known as the theme of the story.

**MODEL AND PRACTICE** Model determining that a story is a fable based on the story elements. **To tell whether “The Lion and the Mouse” is a fable, I ask myself questions. Does the story have animal characters that talk? The answer is yes. Do the characters have to solve some kind of problem? Yes, they do. Is there a moral or lesson in the story? Yes. Even though the mouse is much smaller than the lion, she is able to help the lion. The lion misjudged the mouse because of her size. I believe “The Lion and the Mouse” is an example of a fable.**

**ELL Targeted Support Retelling** Remind students that retelling a story helps them to remember and understand what they read.

Guide a retelling of the fable. Provide sentence frames. *First, a mouse steps on a \_\_\_\_\_. Then, the lion grabs the \_\_\_\_\_. The mouse asks him to let her \_\_\_\_\_. She promises to help \_\_\_\_\_. Later the lion needs \_\_\_\_\_. The mouse \_\_\_\_\_. The lion learns even small animals can \_\_\_\_\_.*

### EMERGING/DEVELOPING

Prompt students to retell the story of the lion and the mouse. Ask them to tell in their own words what the lion learned when the mouse helped him. Have them tell about the morals of other fables they have read. **EXPANDING/**

### BRIDGING

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify fables.

**OPTION 1 TURN AND TALK** Have students work with a partner to complete the activity on p. 22 of the *Student Interactive*. Observe students as they talk to assess whether they can identify the moral in other fables they have read.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark places in the text where they notice a characteristic of a fable they are reading. Have them write the characteristic on the sticky note.

### QUICK CHECK

**Notice and Assess** Can students identify fables?

#### Decide

- **If students struggle**, revisit instruction about fables in Small Group on p. T30.
- **If students show understanding**, have them continue practicing the strategies for fables using the Independent Reading and Literacy Activities in Small Group on p. T31.

STUDENT INTERACTIVE, pp. 22-23

GENRE: TRADITIONAL TALES

READING WORKSHOP

**My Learning Goal** I can read fables and identify their themes.

**Spotlight on Genre**

### Traditional Tales: Fables

Traditional tales have been told over and over for years. A **fable** is a traditional tale. It is short, often has animal characters, and ends with a **moral**, or lesson. The moral is the theme.

**Sour Grapes**

Fox spotted some grapes hanging over a branch. He jumped again and again but could not reach them. Then he said, "Those grapes are probably sour anyway."

Moral: It is easy to say you don't want something when you cannot have it.

**TURN and TALK** Tell what happens in a fable you know. What is its moral? What makes it a fable?

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## Fable Anchor Chart

**Purpose**

To entertain and to teach a lesson

- The story is short.
- The setting may not be real.
- The story ends with a lesson, or a moral.
- Characters are usually animals that act like people.
- The moral is the theme.

Fables

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# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language as a strategy to help them understand and remember the academic vocabulary words. Point out the following cognates:

- maintain : *mantener*
- purpose : *propósito*

## Related Words

### Minilesson

**FOCUS ON STRATEGIES** Related words often have a connection in meaning. Help students recognize related words to learn new vocabulary:

- To understand the meaning of a word, notice its word parts.
- Ask yourself if you know a word that is related to it.
- Is the meaning of the new word similar to or different from the meaning of the word you know?

Words parts can help you understand the meaning. For example, if you know the word *like*, you know *dislike* means the opposite.

**MODEL AND PRACTICE** Model this strategy using the academic vocabulary on p. 43 in the *Student Interactive*.

If I saw the word *communication* in a text, I might realize that I already know the meaning of the word *communicate*. I can use this information to figure out that *communication* is related to *communicate* and means “an exchange of information.”

Have students apply this strategy to another word from the chart on their own.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters *f* and *k*

**FOCUS** Display the cursive letters *f* and *k*.

**MODEL** Tell students to think of a roller coaster that loops up and travels back down. Have students begin to form the letter *f* with the pencil on the bottom line, slide it up at a slight slant and curve around to form a loop. Like a roller coaster, their pencil will curve down. Tell them to do the same below the bottom line, forming another loop. Model doing similar movements to form the letter *k*, with a loop in the top of the letter.



ASSESS UNDERSTANDING

Apply

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

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 43

VOCABULARY      READING-WRITING BRIDGE

**My Learning Goal**

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

**Academic Vocabulary**

**Related words** are words that are connected. They can look like words in other languages. They can share word parts. They can have the same or opposite meanings.

**MY TURN** For each vocabulary word, write a word that is related to it. Share your words with the class or add them to the Word Wall. **Possible responses:**

Word	Related Word	How It Is Related
communication	communicate	It shares a word part.
culture	<b>cultural</b>	<b>It shares a word part.</b>
purpose	<b>goal</b>	<b>It has almost the same meaning.</b>
belief	<b>believe</b>	<b>It shares a word part.</b>
maintain	<b>destroy</b>	<b>It has the opposite meaning.</b>

43

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**PRACTICE** Have students use *Handwriting* p. 137 from the *Resource Download Center* to practice writing cursive letters *f* and *k*.

Name \_\_\_\_\_

**Handwriting**

**Cursive Letters f, k**

Look at the lowercase cursive *f* in the box. What kind of strokes are used? Where do you start a lowercase cursive *f*? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *f*.

Look at the lowercase cursive *k* in the box. What kind of strokes are used? Where do you start a lowercase cursive *k*? What do you do next? How do you finish it?

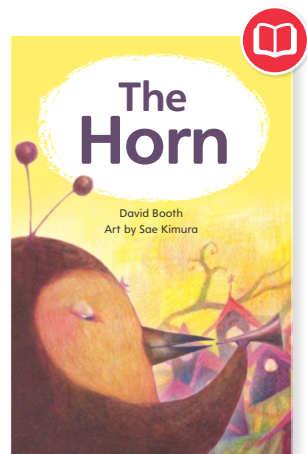
**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *k*.

Grade 2 • Unit 3 • Week 1 137

Handwriting p. 137

# Matching Texts to Learning

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



LEVEL H

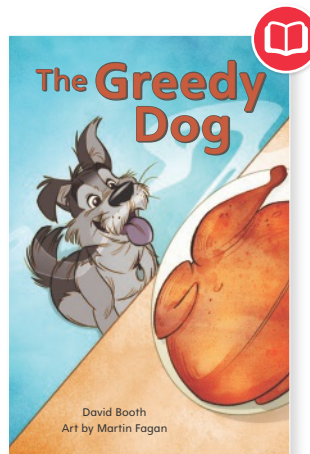
**Genre** Fantasy

**Text Elements**

- Three to eight lines per page
- Minimal illustration

**Text Structure**

- Chronological



LEVEL I

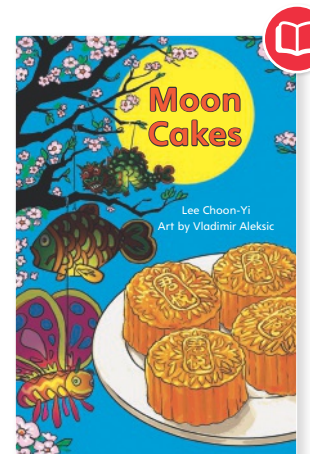
**Genre** Folktale

**Text Elements**

- Three-syllable words
- Sentences carry over two to three lines

**Text Structure**

- Chronological



LEVEL J

**Genre** Folktale

**Text Elements**

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

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

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

### Identify Fables

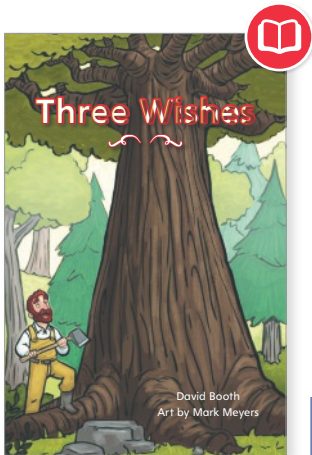
- Are the characters people or animals? How do they behave?
- What is the lesson or moral in this story?
- How does the length of the story provide a clue that this is a fable?

### Develop Vocabulary

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

### Identify Theme

- What problem did the characters have?
- How was the problem solved?
- What lesson did the characters learn from solving their problem?



LEVEL K

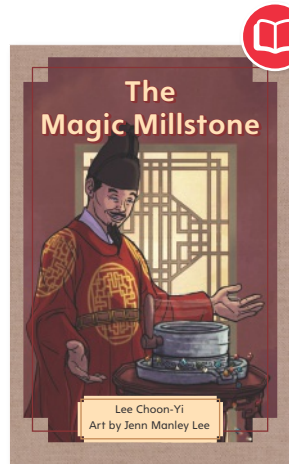
**Genre** Traditional Tale

**Text Elements**

- Longer, more complex sentences
- Variety of words used to assign dialogue

**Text Structure**

- Chronological



LEVEL L

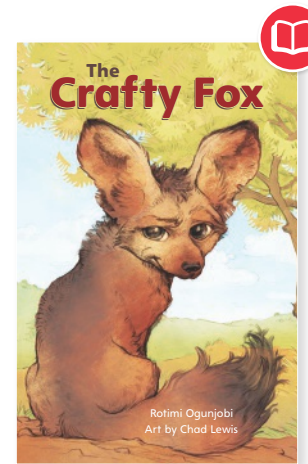
**Genre** Legend

**Text Elements**

- Plot and situation outside typical experience
- Sentences carry over multiple lines

**Text Structure**

- Chronological



LEVEL M

**Genre** Folktale

**Text Elements**

- Most content carried by text
- Characters revealed through behavior

**Text Structure**

- Chronological

**Determine Key Ideas**

- What details does the author share about the main character?
- What does the author want you to understand about the character?
- What details reveal clues about the theme?
- What other ideas help you understand the theme?

**Compare Texts**

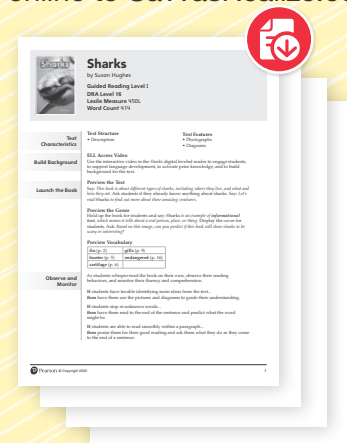
- What connections can you make to other books you have read?
- How was the setting of this book similar to real life?

**Word Work**

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

**Leveled Reader Teacher's Guide**

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





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

# Teacher-Led Options

## Strategy Group

### IDENTIFY FABLES

**Teaching Point** Today I want to review with you the characteristics of fables. Fables often have main characters that are animals. These animals act like humans. As the characters try to solve the problem, they learn a lesson. This lesson is the moral or theme of the story. Look back at “The Lion and the Mouse” with students and discuss why it is a fable.

### ELL Targeted Support

Provide students with these cognates: *animal/animal*; *problem/problema*; *lesson/lección* to help them talk about fables.

Make a list of characteristics of fables: the characters can be animals, the animals talk, the characters try to solve a problem, and the characters learn a lesson. Provide examples of fables. Retell each one. Go through the list and ask students if the story has each characteristic.

### EMERGING/DEVELOPING

Ask students to describe two events in “The Lion and the Mouse.” Ask students to explain why these events could not happen in real life. Have students work with a partner to identify the mouse’s problem and how she resolves that problem. **EXPANDING**

Have students use a T-chart to list examples of story events that could be a story event in a fable and in a realistic fiction story. **BRIDGING**



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

## Intervention Activity

### IDENTIFY FABLES

Use Lesson 27, pp. T157–T162, in the *my Focus Intervention Teacher’s Guide* to instruct students on the characteristics of traditional tales.

LEVEL C • READ

**Lesson 27** Genre: Traditional Tales

**DIRECTIONS** Read the traditional tales. Notice how they are alike and different.

**The Lion and the Mouse**

1 One afternoon a mouse was walking in the woods when she saw a sleeping lion.

2 “Eek!” squeaked the mouse. This woke the lion. He trapped the mouse under his big paw.

3 “Please let me go!” begged the mouse. “If you do, I promise to help you the next time you need it.”

4 The lion laughed. “Little mouse, you are too small to help a big strong lion like me. But I will let you go. Now run home to your family.”

5 The very next day the lion was caught in a hunter’s net. He roared for help. The mouse heard him. She chewed through the net and freed the lion. She said, “Even someone small can be a big help.” *Everyone can be helpful, no matter their size.*

**The Magic Pot**

1 Long ago in Korea, a poor farmer found an old pot when he was digging in his field. He took it home. Before he went to bed, he put his shovel in it. The next morning, the pot was filled with shovels.

2 So the next night the poor farmer put his last coin into the pot. In the morning he found the pot filled with coins! He became rich.

3 Word of the magic pot spread. The greedy king heard about the pot. He made the farmer bring it to him.

4 When the king looked inside the pot, he fell into it. The pot filled with many kings! All the kings wanted to sit on the throne and began to fight one another.

Reading Literature T • 157

## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students use the infographic on *SI* pp. 16–17 to generate questions about fables and fairy tales. Then have them choose a question to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 180–184 in the *Resource Download Center*.



## Conferring

3 students / 3-4 minutes  
per conference

### IDENTIFY FABLES

**Talk About Independent Reading** Ask students to talk about why the book they are reading is a fable.

### Possible Conference Prompts

- What are the characters like?
- What lesson can you learn from this story?
- How did you use what you know about fables to understand the story?

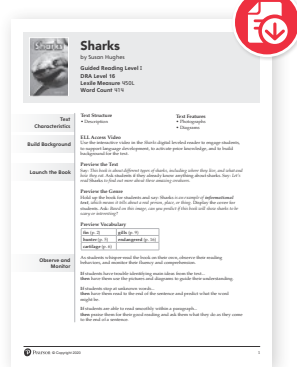
**Possible Teaching Point** Readers can study the setting and story elements in the book to determine if they have the characteristics of a fable.

## Leveled Readers



### IDENTIFY FABLES

- For suggested titles, see *Matching Texts to Learning*, pp. T28–T29.
- For instructional support on recognizing the characteristics of fables, 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 the characteristics of fables they identified in a text they are reading.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write about their reading in a reading notebook.
- play the *myView* games.
- refer to the anchor chart on *SI* p. 23 and tell a partner whether the book they are reading has these characteristics.

## BOOK CLUB



See Book Club, pp. T500–T505 for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *Celebrating the New Year*.

# Word Work

## OBJECTIVES

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

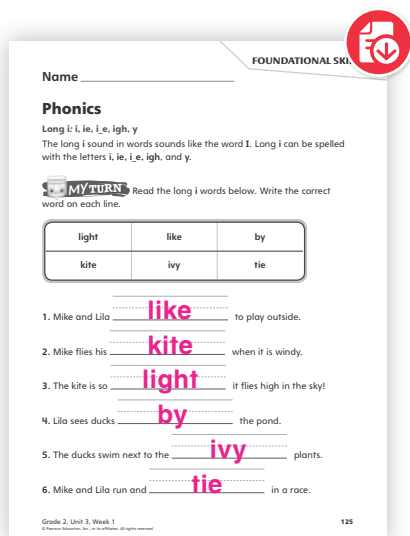
Identify and read high-frequency words.



Sound-Spelling Cards 70, 71, 78, 79, 80, 81

## ADDITIONAL PRACTICE

For additional student practice with long *i* spellings, use *Phonics* p. 125 from the *Resource Download Center*.



*Phonics*, p. 125

## Phonics: Decode and Write Words with Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*

### Minilesson

**FOCUS** Use Sound-Spelling Cards 70, 71, 78, 79, 80, and 81 to review the spelling for the long *i* sound. Point out that the vowel team *ie* is a digraph because it is made of two letters. Tell students that *igh* is called a trigraph because it is made of three letters.

**MODEL AND PRACTICE** Point to and name the picture of the iron at the top of p.19 in the *Student Interactive*. Read each of the words below the picture: *ever*, *open*, and *iron*. Model how you choose the correct word. **The picture is an iron. I hear long *i* in the word *iron*. As I read each of the words, I listen for the long *i*. This helps me make sure I select the correct word.** Ask students to underline the word that says *iron* and then write the word under the picture. Then ask students to name the next picture and identify the vowel sound. Have them underline the word that says *bike*. Ask them what vowel pattern stands for the long *i* sound. Repeat with the picture of the light.

**APPLY My TURN** Ask students to complete the rest of the activity at the top of p. 19 independently. Circulate and provide support where needed.

**ELL Targeted Support Vowel Patterns** Provide practice in identifying vowel patterns in words.

Write: *like*, *look*, *fight*, *sick*, *my*, and *kind*. Ask students to read the words with you. Read them again and point out the words with a long *i* sound. Cross out the words that do not have long *i*. Then circle the vowel patterns that stand for the long *i* sound. Point to the vowel pattern as you read aloud the words, and have students repeat after you. **EMERGING/DEVELOPING**

Write the vowel patterns *ie*, *y*, *igh*, *i\_e* on cards and place them in a row. Write the following words on cards: *nice*, *try*, *pie*, *sigh*, *high*, *fly*, *light*, *lie*, *kite*, *why*, and *right*. Show a card one at a time and ask students under which pattern to place the word. Then have students read the word.

**EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use these strategies for decoding words with long *i*.

**OPTION 1 My TURN** Have students complete the activity at the bottom of p. 19.

**OPTION 2 Independent Activity** Have students use letter tiles to create and read words with the long *i* spellings *i*, *ie*, *i\_e*, *igh*, and *y*.

**QUICK CHECK**

**Notice and Assess** Are students able to decode and write words with the long *i* spellings: *i*, *ie*, *i\_e*, *igh*, and *y*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on p. T50.
- **If students show understanding**, extend instruction for Phonics in Small Group on p. T50.

## HIGH-FREQUENCY WORDS



Display the high-frequency words *eyes*, *earth*, and *thought*.

- Point to the words and ask students to read them.
- Assign one of the words to each pair of students. Ask them to write a sentence using the word. Have partners share their sentences with the class.

## STUDENT INTERACTIVE, p. 19

## FOUNDATIONAL SKILLS

**Long i: i, ie, i\_e, igh, y**

**MY TURN** Underline the word that names the picture. Then read and write the word.



ever  
open  
iron

**iron**

back  
bake  
bike

**bike**

light  
late  
lot

**light**

fleas  
flies  
flows

**flies**

dim  
dime  
dome

**dime**

cry  
crow  
crawl

**cry**

**MY TURN** Write a sentence that contains two of the words you wrote above.

**Responses should include any two of the underlined words in one sentence.**

# Introduce the Text



## OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

### Shared Read Plan

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

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

## Preview Vocabulary

- Introduce the vocabulary words on p. 24 in the *Student Interactive* and define them as needed.
- **contentment:** feeling of happiness  
**rage:** strong anger  
**hopes:** things wanted in the future  
**disappointments:** feelings of not getting what you wanted  
**alarmed:** felt fearful of danger
- These words will help you understand the characters in *Fables* by Arnold Lobel. As you read, highlight the words when you see them in the text. Ask yourself what they tell you about each character.

## Read

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

### FIRST READ STRATEGIES

**READ** Help students to connect their own lives and lessons that they have learned to what they are reading as a way to better understand the fable.

**LOOK** Direct students' attention to the illustrations to help them understand the fable.

**ASK** Help students generate questions about confusing parts.

**TALK** Encourage students to talk about the fable with a partner.

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



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

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

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



**ELL Targeted Support Preteach Vocabulary** Tell students that they may find it easier to read a text if they learn some of the key vocabulary first.

Read each vocabulary word and give its meaning. Have students choose a word and mime the emotion. **EMERGING**

Discuss the meanings of the words. Have each student draw a person showing each emotion. **DEVELOPING**

For each word, have pairs list events that would cause that emotion and write a sentence about one of them. **EXPANDING**

Ask students to write how the meanings of the following pairs of words are alike or different: *hopes* and *disappointments*, *rage* and *contentment*, *rage* and *alarmed*. **BRIDGING**

## ELL Access

### Prior Knowledge

Help students connect what they already know about fables they have read with the text. Encourage students to tell about fables that they have read or may have been told by family members.

STUDENT INTERACTIVE, pp. 24-25

## Fables

### Preview Vocabulary

Look for these words as you read *Fables*.

rage hopes disappointments alarmed contentment

### First Read

**Read** to understand each fable.

**Look** at illustrations to help you understand the fables.

**Ask** such questions as **what** or **why** about confusing parts.

**Talk** about the fables with a partner.

### Meet the Author

**Arnold Lobel** is best known for writing the *Frog and Toad* books, but he won the Caldecott Medal for *Fables*. He and his wife Anita Lobel wrote some books together. Arnold Lobel wrote almost 100 children's books!

Genre Traditional Tale: Fable



## from FABLES

by Arnold Lobel



THE HEN AND THE APPLE TREE  
THE FROGS AT THE  
RAINBOW'S END  
THE MOUSE AT THE SEASHORE



AUDIO

Audio with  
Highlighting



ANNOTATE

## First Read

### Look

**THINK ALOUD** By looking at the picture on this page, I know that the characters in this story are animals. I see a hen looking out the window of a house. Outside, I see legs, ears, and a mouth with sharp teeth coming out of an apple tree. It looks like a scary animal is hiding in an apple tree.



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### CROSS-CURRICULAR PERSPECTIVES

### Social Studies



The tradition of oral storytelling goes back through history before books and electronic media. This type of storytelling was meant to entertain, inform, and teach lessons. It is through this type of storytelling that information can be learned about different cultures. By looking closely at the stories, we can tell how different cultures lived, what they believed in, and what traditions they followed. Have students connect this information to the infographic on pp. 14–15 of the *Student Interactive*.



## THE HEN AND THE APPLE TREE

- 1 One October day, a Hen looked out her window. She saw an apple tree growing in her backyard.
- 2 “Now that is odd,” said the Hen. “I am certain that there was no tree standing in that spot yesterday.”
- 3 “There are some of us that grow fast,” said the tree.
- 4 The Hen looked at the bottom of the tree.
- 5 “I have never seen a tree,” she said, “that has ten furry toes.”
- 6 “There are some of us that do,” said the tree. “Hen, come outside and enjoy the cool shade of my leafy branches.”

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### CLOSE READ

#### Determine Key Ideas

**Highlight** a detail that helps you understand a key idea about how the tree looks.

## First Read

### Ask

**THINK ALOUD** As I read, I try to understand what is happening in the story. I'm a little confused about why the tree is talking. I know animals can talk in fables, but I'm not sure about trees. Is the tree actually talking? Or is an animal hiding in the tree? Why would an animal pretend to be a tree? I'll keep reading to find out if my questions are answered.

## Close Read

### Determine Key Ideas

Explain that students should look for descriptive words that help them understand more about the character and setting in a story. Remind students that descriptions can be found in dialogue, or what characters say. Direct students' attention to **paragraph 5**. Ask: *What words on the page tell how the tree looks?* See student page for possible responses.

DOK 1

### OBJECTIVE

Evaluate details to determine key ideas.

### Possible Teaching Point




#### Read Like a Writer | Author's Craft

**Personification** Explain that personification is giving human qualities to animals and objects in fables. It helps make the characters seem real and helps readers connect to them. Guide students to point out examples of personification on p. 27. Ask: *How does the writer give the hen human qualities? What or who else in the story has human qualities?* For more instruction on Author's Craft, see pp. T58–T59.



## First Read

### Read

 **THINK ALOUD** I see that the hen is noting unusual things about the tree. As I read, I pay attention to the ways the tree in the story is different from a normal tree. The tree in the story has “long, pointed ears” and “a mouth full of sharp teeth.” I remember seeing the ears and the teeth in the picture at the beginning of the story. I think there is an animal with long ears and sharp teeth hiding in the tree.

## Close Read

### Vocabulary in Context

Remind students that if they are unsure about the meaning of a word, they can use context clues, or other words near it, to determine its meaning.

Have students read **paragraph 13** and underline the word near *quiver* that has almost the same meaning. **See student page for possible responses.** Point out that the words *quiver* and *shake* are both movements the tree makes that cause the leaves to fall off.

DOK 2

### OBJECTIVE

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

### CLOSE READ



### Vocabulary in Context

Underline the word near **quiver** that has almost the same meaning.

- 7 The Hen looked at the top of the tree.
- 8 “I have never seen a tree,” she said, “that has two long, pointed ears.”
- 9 “There are some of us that have,” said the tree. “Hen, come outside and eat one of my delicious apples.”
- 10 “Come to think of it,” said the Hen, “I have never heard a tree speak from a mouth that is full of sharp teeth.”
- 11 “There are some of us that can,” said the tree. “Hen, come outside and rest your back against the bark of my trunk.”
- 12 “I have heard,” said the Hen, “that some of you trees lose all of your leaves at this time of the year.”
- 13 “Oh, yes,” said the tree, “there are some of us that will.” The tree began to quiver and shake. All of its leaves quickly dropped off.

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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Repetition** Help students identify uses of repetition on p. 28. Point out phrases such as “there are some of us” and “I have never...” Discuss how the use of repetition helps the writer give structure to the dialogue between Hen and the tree. For more instruction on Author's Craft, see pp. T58–T59.



- 14 The Hen was not surprised to see a large Wolf in the place where an apple tree had been standing just a moment before. She locked her shutters and slammed her window closed.
- 15 The Wolf knew that he had been outsmarted. He stormed away in a hungry rage.


- 16 *It is always difficult to pose as something that one is not.*

CLOSE READ **Identify Theme**

Underline the sentence that tells the theme, or lesson, of this fable. Then underline the sentence on this page that supports the theme.

**rage** strong anger

**First Read****Talk**

 **THINK ALOUD** I know that fables are written to teach a lesson. At the end of the story, I learn that the animal hiding in the tree was a wolf. He was trying to disguise himself as a tree to trick Hen into leaving her house. In the end, though, his disguise didn't work. I think the story is trying to tell me that I shouldn't try to pretend to be someone I'm not. I can talk with a partner about the fable to see what he or she thinks about it.

**Close Read****Identify Theme**

Remind students that fables often have a theme, or lesson. This can also be called the moral. Discuss how authors include a theme for readers to learn.

Have students read **paragraphs 15 and 16** and underline the sentence that states the theme and another that supports the theme. **See student page for possible responses.**

Ask students to restate the theme, or lesson, of the story in their own words.

**Possible responses:** Don't pretend to be something you are not.

DOK 2

**OBJECTIVE**

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

**Possible Teaching Point** **Read Like a Writer | Author's Craft**

**Descriptive Language** Point out the specific words on p. 29 used to describe Hen's and Wolf's actions. Direct students to the verbs *locked*, *slammed*, and *stormed*. Check students' understanding of the meaning of each word. Substitute each specific verb with a vague verb such as *shut*, *closed*, and *walked*. Help students understand how word choice affects meaning. For more instruction on Author's Craft, see pp. T58–T59.

## First Read

### Look

**THINK ALOUD** By looking at the picture on this page, I get an idea about the characters in the story and what they might do. I see three frogs that look like they are chasing a rainbow. I will read on to find out what they are doing.



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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Picture Walk** Guide students through the pictures in the text. Starting with the cover of the book, students make predictions based on the title and illustrations. For shorter stories, students can examine an illustration or illustrations within a story and make a note of the characters and the setting. Have students examine the illustration on p. 30 and discuss the characters and setting. For more instruction on Author's Craft, see pp. T58–T59.



## THE FROGS AT THE RAINBOW'S END

- 17 A Frog was swimming in a pond after a rainstorm. He saw a brilliant rainbow stretching across the sky.
- 18 “I have heard,” said the Frog, “there is a cave filled with gold at the place where the rainbow ends. I will find that cave and be the richest frog in the world!”
- 19 The Frog swam to the edge of the pond as fast as he could go. There he met another Frog.
- 20 “Where are you rushing to?” asked the second Frog.
- 21 “I am rushing to the place where the rainbow ends,” said the first Frog.
- 22 “There is a rumor,” said the second Frog, “that there is a cave filled with gold and diamonds at that place.”
- 23 “Then come with me,” said the first Frog. “We will be the two richest frogs in the world!”

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### CLOSE READ


#### Determine Key Ideas

Highlight the sentence that tells the key idea about what Frog plans to do.

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## First Read

### Read

 **THINK ALOUD** As I read, I pay attention to who the characters are and what they say and do. So far, I know there are two frogs in the story. They both have heard a rumor, or a story, about gold at the end of the rainbow. They both want to follow the rainbow. In the picture, there are three frogs. I wonder if they'll meet another frog who will join them. I'll read to find out.

## Close Read

### Determine Key Ideas

Direct students' attention to **paragraph 18**. Have students highlight the sentence that tells the key idea about what Frog is planning to do. **See student page for possible responses.**

Ask: *Why does the frog want to find the cave? How does he plan to do it?* **Possible Response:** An example clue is “I will find that cave and be the richest frog in the world.” Just before this, the Frog remembered that he heard there was a cave filled with gold at the place where the rainbow ends. He plans to follow the rainbow to find the cave filled with gold.

DOK 2

### OBJECTIVE

Evaluate details to determine key ideas.

**ELL Targeted Support** Tell students that drawing pictures can help them understand the key ideas in a story.


Identify key details about what the cave looks like in paragraph 18. Have students use the details to draw a picture.

#### EMERGING/DEVELOPING

Do the activity above and have students write captions for their drawings. **EXPANDING/BRIDGING**

## First Read

### Ask

 **THINK ALOUD** As I read, I ask questions to help me understand the story. I notice that each frog has heard a slightly different story. The first frog thinks there is gold in the cave. The second frog adds diamonds to the list and the third frog adds pearls. Why have the frogs all heard slightly different versions of the story? Where did the story come from? Is the story true?

## Close Read

### Identify Theme

Remind students that the theme or moral in a fable is the lesson the writer wants to teach. Explain that the moral is usually written at the end of a fable. Explain that the lesson always connects to the characters' actions in the story. Direct students' attention to **paragraphs 30, 31, and 32**, and have them complete the Close Read activity on p. 32. **See student pages for possible responses.**

Ask: *What were the Frogs' highest hopes, and why didn't they achieve their goals?*

**Possible Response:** The Frogs' highest hopes were to find gold, diamonds, and pearls. They followed the rainbow to find their highest hopes, but were swallowed up by a Snake. The Frogs did not think of anything but what they wanted, so they were not careful. Because they were not careful, they did not achieve their goals, and were disappointed instead.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Identify Theme

Underline the theme of this fable. Then underline a sentence that tells the Frogs' highest hopes. Underline another sentence that tells why they were disappointed.

- 24 The two Frogs jumped out of the pond and ran through the meadow. There they met another Frog.
- 25 "What is the hurry?" asked the third Frog.
- 26 "We are running to the place where the rainbow ends," said the two Frogs.
- 27 "I have been told," said the third Frog, "there is a cave filled with gold and diamonds and pearls at that place."
- 28 "Then come with us," said the two Frogs. "We will be the three richest frogs in the world!"
- 29 The three Frogs ran for miles. Finally they came to the rainbow's end. There they saw a dark cave in the side of a hill.
- 30 "Gold! Diamonds! Pearls!" cried the Frogs, as they leaped into the cave.

32

### Possible Teaching Point

#### Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to remind students that related words are words that are connected in some way. They can share word parts or have the same or opposite meanings. Point out the related words *jumped* and *leaped* on p. 32. Explain that they are related because they share similar meanings.



31 A Snake lived inside. He was hungry and had been thinking about his supper. He swallowed the three Frogs in one quick gulp.

32 *The highest hopes may lead to the greatest disappointments.*



## CLOSE READ



**hopes** things wanted in the future

**disappointments** feelings of not getting what you wanted

## First Read

## Talk


**THINK ALOUD** The lesson I learn at the end of the story is that great hopes might lead to great disappointments. I think the writer doesn't mean that being hopeful, or wanting something to happen, will always lead to disappointment. Looking back at the story can help me interpret, or understand, the lesson. The frogs weren't careful. They were greedy and just wanted to be the richest frogs, without thinking through their plan. I think the writer wants me to know that if I am excited or hopeful about something happening, I should make sure I am careful and think through my plan so I am not disappointed. I can share my reactions with a partner and learn what he or she thinks of the fable.

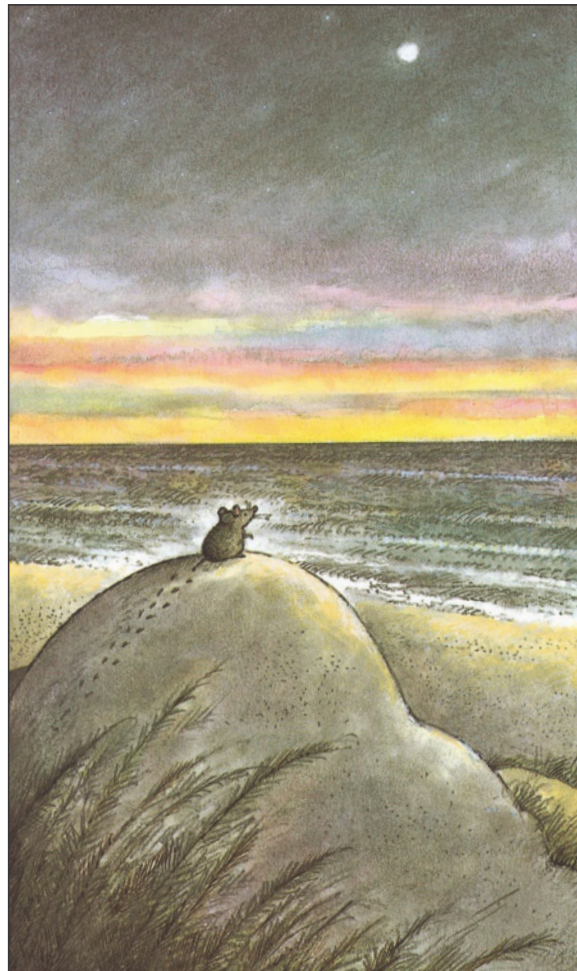
## Foundational Skills Extension

**Long i** To help students practice decoding words with the long *i* sound spelled *i*, *ie*, *i\_e*, *igh*, and *y*, have them read pp. 32–33 in the *Student Interactive* aloud. Ask them to identify words with the long *i* sound, such as *miles*, *finally*, *side*, *diamonds*, *cried*, and *highest*.

## First Read

### Look

 **THINK ALOUD** I'll look at the illustration to help me predict what the setting of the story will be. I see a mouse sitting by itself on a sand dune looking out onto the water. I can see footprints. Maybe the mouse had to climb up to get to the top of the hill. This shows me that the setting will be at the seashore.



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34

**ELL Targeted Support Present-Tense Verbs** Have students practice using present-tense verbs to describe the illustration on p. 34.

Review present-tense verbs by saying sentences such as: *We are in the classroom. She holds her book. I talk to everyone.* Guide students to describe the picture with questions such as: **What is the mouse doing? What do you see in the picture?** Provide sentence frames: *The mouse \_\_\_\_\_ on a hill. The mouse \_\_\_\_\_ at the ocean.* **EMERGING/DEVELOPING**

Have students write a short paragraph to describe the illustration using present-tense verbs. **EXPANDING/BRIDGING**



## THE MOUSE AT THE SEASHORE

- 33 A Mouse told his mother and father that he was going on a trip to the seashore.
- 34 “We are very alarmed!” they cried. “The world is full of terrors. You must not go!”
- 35 “I have made my decision,” said the Mouse firmly. “I have never seen the ocean, and it is high time that I did. Nothing can make me change my mind.”
- 36 “Then we cannot stop you,” said Mother and Father Mouse, “but do be careful!”
- 37 The next day, in the first light of dawn, the Mouse began his journey. Even before the morning had ended, the Mouse came to know trouble and fear.
- 38 A Cat jumped out from behind a tree.

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### CLOSE READ

#### Determine Key Ideas


Highlight a key idea that explains why the parents are fearful.

**alarmed** felt fearful of danger

35

## First Read

### Read

 **THINK ALOUD** When I read, I try to understand the characters' thoughts and feelings. This helps me understand why they act how they do. I read that Mouse's parents are “alarmed” when he wants to go to the seashore and talk about “terrors.” I wonder why the seashore would be dangerous for a mouse. As I read, I look for details that tell me why a trip to the seashore would be dangerous.

## Close Read

### Determine Key Ideas

Key ideas help readers determine what is important in a story. Direct students' attention to **paragraph 34** and guide them to find details that explain why Mouse's parents are fearful of his trip to the seashore. Ask: *Where do you see words that relate to fear or danger on the page?* Have students complete the Close Read activity on p. 35. **See student page for possible responses.**

DOK 2

#### OBJECTIVE

Evaluate details to determine key ideas.

### Possible Teaching Point


#### Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to remind students that related words can share a word part or have similar or opposite meanings. Ask: *How are the words **terror** in paragraph 34 and **fear** in paragraph 37 related?* (Possible response: They have similar meanings.)



## First Read

### Ask

 **THINK ALOUD** As I read, I ask myself “What happens?” and “Why does it happen?” After I read page 36, I ask: What happened to the Mouse? I read that he escaped a cat and was attacked by birds and dogs, but he made it to the seashore. Why did Mouse want to go to the seashore? I see some clues in the text. He says the seashore is “beautiful” and he likes watching the waves. Mouse went to the seashore because he wanted to see the beauty of the ocean.

- 39 “I will eat you for lunch,” he said.
- 40 It was a narrow escape for the Mouse. He ran for his life, but he left a part of his tail in the mouth of the Cat.
- 41 By afternoon the Mouse had been attacked by birds and dogs. He had lost his way several times. He was bruised and bloodied. He was tired and frightened.
- 42 At evening the Mouse slowly climbed the last hill and saw the seashore spreading out before him. He watched the waves rolling onto the beach, one after another. All the colors of the sunset filled the sky.
- 43 “How beautiful!” cried the Mouse. “I wish that Mother and Father were here to see this with me.”

36

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### Possible Teaching Point

#### Read Like a Writer | Author's Craft

**Descriptive Language** Authors use descriptive language to help create a picture in our mind. Display an example from paragraph 42: “At evening the Mouse slowly climbed the last hill and saw the seashore spreading out before him.” Then point out details about the colors of the sunset and the description of the waves. Ask students how the details help them picture the seashore in their minds. For more instruction on Author's Craft, see pp. T58–T59.



44 The moon and the stars began to appear over the ocean. The Mouse sat silently on the top of the hill. He was overwhelmed by a feeling of deep peace and contentment.

45 *All the miles of a hard road are worth a moment of true happiness.*

CLOSE READ **Identify Theme**

Underline this fable's theme. Then underline a sentence that supports the theme.

**contentment** feeling of happiness

**First Read****Talk**

Direct students to the lesson at the end of the fable. Ask: *When was a time you did something very difficult? What made it difficult or challenging? How did you feel after you did it?* Have students discuss their experiences with a partner.

**Close Read****Identify Theme**

The theme is the lesson that readers learn in a fable. Help students with challenging and figurative language in the theme. Explain that the phrase “miles of a hard road” can relate not just to traveling, but to any type of challenge. Explain that the theme always relates to characters' actions in the text. Point out that *contentment* is a synonym for *happiness*. Have students complete the Close Read activity on p. 37.

**See student page for possible responses.**

**DOK 2**

**OBJECTIVE**

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

**Possible Teaching Point** **Language & Conventions | Present-Tense Verbs**

Use the Language & Conventions lesson on p. T363 in the Reading-Writing Workshop Bridge to help students identify and use present-tense verbs. Have students circle all the verbs on p. 37. Ask: *Which verb is written in present tense?* (are)

# Respond and Analyze



## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

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

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

## My View

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

- **Brainstorm** What did you think about the theme of each fable?
- **Discuss** Why do you think each fable has animals for characters?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors choose words to convey information. The vocabulary words *rage*, *hopes*, *contentment*, *alarmed*, and *disappointments* tell us about the characters' feelings in the stories from *Fables*.

- Remind yourself that words can have related meanings.
- Ask yourself which words you already know that could help you understand the vocabulary words.

**MODEL AND PRACTICE** Model filling out the chart on *S/* p. 38 using the word *rage*.

- I begin by looking at each word in the box. I ask myself which of these five words has a meaning closest to *anger*. I know that *rage* means "very strong anger," so I write it down.

**ELL Targeted Support Pronunciation** Display the words in the box on *S/* p. 38. Explain that words can have similar meanings.

Ask students to say the vocabulary words. Write them and have students read them aloud. Help students match each vocabulary word to a word in the chart on *S/* p. 38. **EMERGING**

Ask students to say the vocabulary words. Have partners work together to match each to a word in the chart on *S/* p. 38. **DEVELOPING/EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students respond using newly acquired vocabulary as they complete p. 38 of the *Student Interactive*. They should determine which vocabulary word is related to each word in the chart.

**OPTION 2 Use Independent Text** Have students find related words in their independent reading and list the words in their reading notebooks.

### QUICK CHECK

**Read and Ask** Can students identify related words?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T52–T53.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T52–T53.

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

STUDENT INTERACTIVE, pp. 38–39

VOCABULARY	COMPREHENSION	READING WORKSHOP												
<p><b>Develop Vocabulary</b></p> <p><b>MY TURN</b> In the chart, write a vocabulary word from the box that is related to a word in the first column.</p> <p>rage hopes disappointments alarmed contentment</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Related Word</th> </tr> </thead> <tbody> <tr> <td>anger</td> <td>rage</td> </tr> <tr> <td>wishes</td> <td>hopes</td> </tr> <tr> <td>happiness</td> <td>contentment</td> </tr> <tr> <td>surprised</td> <td>alarmed</td> </tr> <tr> <td>mistakes</td> <td>disappointments</td> </tr> </tbody> </table>	Word	Related Word	anger	rage	wishes	hopes	happiness	contentment	surprised	alarmed	mistakes	disappointments	<p><b>Check for Understanding</b></p> <p><b>MY TURN</b> Look back at the texts to answer the questions. Write the answers.</p> <ol style="list-style-type: none"> <li>1. What makes these stories fables?  <b>DOK 2</b> They are very short stories. They teach a lesson or a moral.</li> <li>2. Why did the author include the sentence in italics at the end of each fable?  <b>DOK 2</b> The sentence in italics at the end of each fable is the moral, or lesson, of the story.</li> <li>3. How are the Frogs in “The Frogs at the Rainbow’s End” and the Mouse in “The Mouse at the Seashore” alike? How are they different?  <b>DOK 3</b> Possible response: The Frogs and the Mouse all have high hopes. Only the Mouse’s journey ends happily.</li> </ol>	
Word	Related Word													
anger	rage													
wishes	hopes													
happiness	contentment													
surprised	alarmed													
mistakes	disappointments													
38	39													

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

# Teacher-Led Options

## Word Work Strategy Group



### DECODE WORDS WITH LONG *i* SPELLED *i*, *ie*, *i\_e*, *igh*, *y*

#### Sound-Spelling Cards

Display Sound-Spelling Card 78. Say the word *hi*, stressing the long *i* sound. Say: *Hi* has the long *i* sound. What other words with the long *i* sound do you know?



Refer students to *S/* p. 18. Identify all words with the long *i* sound. Have students tell how the long *i* sound is spelled in each word.

### ELL Targeted Support

Remind students that the long *i* sound can be made with several different spellings.

Write the following word pairs: *bike/bake*; *wild/will*; *to/tie*; *bright/brought*; *tray/try*; *bee/by*; *life/laugh*. Have students say each word, identify the long *i* word, and underline the long *i* spelling.

### EMERGING/DEVELOPING

Challenge students to look through a glossary or dictionary to find other words with long *i* spellings and write them in a sentence. **EXPANDING/BRIDGING**



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

## Intervention Activity



### DECODE WORDS WITH LONG *i*

Use Lesson 5, pp. T51–T54, in the *myFocus Intervention Teacher's Guide* for instruction on reading words with vowel digraphs.

LEVEL C • MODEL AND TEACH

**Lesson 5** Long Vowel Digraphs *ai, ay, ie, igh, oa, ow*

**INTRODUCE** Remind students that long vowel sounds can be spelled different ways. Today we will learn to spell *ai* in a different way. We will also learn how to spell *ie* and *igh* in new ways.


**MODEL** Display or share copies of "Snow Day" from Student Page S51, and read it aloud.

**Snow Day**

Mike looks out the window. He sees the wind blow the snow. The snow coats the grass and trees.

Mike will stay inside. He plays with his clay. All day he makes little dogs and cats. He will paint them red and gray.

Later, Mike helps his brother make a pie. The pan they need is up high. They get the pan and make a tasty pie.



**TEACH** Point out the word *snow* in sentence 2. Listen as I say this word: */s/n/ow/*. Say it with me: *snow*. The word *snow* has a long *o* sound spelled *ow*. *ow* is a vowel team that makes a long *o* sound. Repeat with the word *coats* and the vowel team *oa*.

Point out the word *clay* in sentence 5. Listen as I say this word: */c/l/ai/*. Say it with me: *clay*. The word *clay* has a long *a* sound spelled *ay*. *ay* is a vowel team that makes a long *a* sound. Repeat with the word *paint* and the vowel team *ai*.

Point out the word *pie* in sentence 8. Listen as I say this word: *pie*. Say it with me: */p/i/*. The word *pie* has a long *i* sound spelled *ie*. Point out the word *high* in sentence 9. Listen as I say this word: */h/i/*. Say it with me: *high*. The word *high* has the same long *i* sound as *pie*, but this time the long *i* is spelled *igh*. Both *ie* and *igh* are vowel teams that make a long *i* sound.

Phonics, Morphology, and Spelling T • 51

## Fluency

Assess 2–4 students



### PROSODY

Encourage students to read aloud with expression and accuracy.

### ORAL READING RATE AND ACCURACY

Use pp. 61–66 in Unit 3, Week 1 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have a group of students work with letter tiles to practice making words with long *i* spelled *i*, *ie*, *i\_e*, *igh*, and *y*. Have them write each word they create on a note card. Ask students to take turns showing their card and having other students in the group say the word on the card.

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



### Decodable Reader



Students can read the decodable reader, *Earth Every Day*, to practice reading words with long *i* spellings and high-frequency words.

### High-Frequency Words

Encourage students to pay attention to how frequently they see, hear, and say this week's high-frequency words: *eyes*, *earth*, and *thought*. Ask them to use the words as many times as they can and record each time they used a word on a note card. Then have them share the number of times they used each word with the class when they return to school the next day.

### Centers



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

## Decodable Reader

**Earth Every Day**  
Written by Hai Tran

Decodable Reader  
13

Long i: i, ie, y	Long i: i_e	Long i: igh
hi ties my pie	bikes face like miles piles	high lights right

**High-Frequency Words**

do	good	thought
Earth	one	would
eyes	others	work

97

Hil Earth Day is a fine time to think about our world. We thought we could do things each week to help the Earth.

98

My dad rides his bike to work one time each week. He bikes for miles.

99

My mom piles things that can be used one more time. Why would we put these pie tins by the dump?

100

Ty ties these up to make a stack as high as he is.

101

We thought it was good to use a new light. It will help our eyes too! We can shut lights off.

102

We send letters to ask others to take pride in our Earth and do what is right.

103

I thought you might like to help. Keep your eyes open for times you can help the Earth.

104

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

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to teach you that readers of traditional tales notice words that have related meanings. They think of words they know that have similar meanings to help them understand the story. Look back at *Fables* with students and discuss words that have related meanings in each fable.

### ELL Targeted Support

Tell students that sometimes words have similar meanings. Write: *anger*, *surprised*, *rage*, and *alarm*. Read the words aloud and have students echo-read. Discuss the meaning of each word.

Ask students what expression they would make to show anger. Have a volunteer show the class. Do the same for the other words. **EMERGING**

Ask students what expression they would make to show anger. Have students draw the expression. Have them label the drawing with the word *anger* and write the similar word next to it. Do the same for the other words. **DEVELOPING**

Have students work in pairs to find similar words and write them in a T-chart. Students may use dictionaries. **EXPANDING/BRIDGING**



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

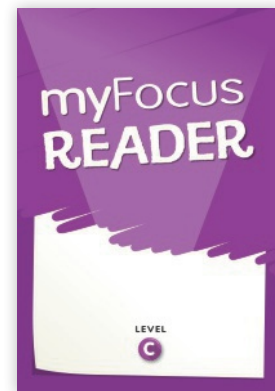
## Intervention Activity



### DEVELOP VOCABULARY

Use pp. 30–31 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

Help students choose a short passage in an appropriate leveled reader. Ask partners to practice reading their passage until it sounds like conversation. Remind them to use the punctuation as a clue to the type of expression to use for each sentence.

### ORAL READING RATE AND ACCURACY

Use pp. 61–66 in Unit 3, Week 1 *Cold Reads* to assess the students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students/3-4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share their word lists and the strategies they used to determine the related words.

### Possible Conference Prompts

- Which words with related meanings did the author use to tell us how the characters felt?
- Why do you think the author needed to use related words?
- What helped you understand the words?

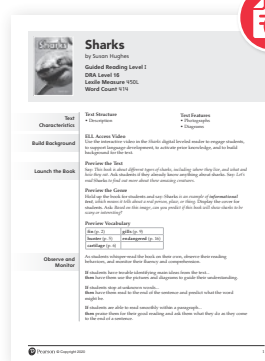
**Possible Teaching Point** Readers look for words that have related meanings when they are reading. Learning these words makes them better readers of traditional tales.

## Leveled Readers



### DEVELOP VOCABULARY

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



## Whole Group

**Share** Bring the class back together. Ask several students for examples of related words, and reinforce strategies they used.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Fables*.
- 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



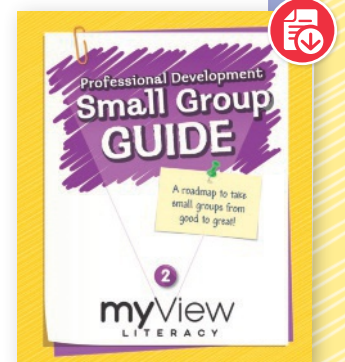
Students can

- work with a partner to discuss and answer the questions on *SI* p. 39.
- choose a passage and take turns reading it with a partner, making sure to use appropriate expression.
- play the *myView* games.

### SUPPORT PARTNER READING

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

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





# Word Work

## OBJECTIVES

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

Recognize and read grade-appropriate irregularly spelled words.

Identify and read high-frequency words.

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Phonics: Review Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*

### Minilesson

**FOCUS** Remind students that a sound can have more than one spelling. Review with students the spellings they have learned that represent the long *i* sound: *i*, *ie*, *i\_e*, *igh*, and *y*. Write the following words: *hi*, *child*, *pie*, *lime*, *lightbulb*, and *sky*. Read each word with students. Call on students to underline the vowel pattern in each word that stands for the long *i* sound.

**MODEL AND PRACTICE** Say: *When I read words, I look carefully at the vowel patterns to help me decode the words correctly.* Write the following vowel patterns on cards and place them in a pocket chart or write them on chart paper and lay it on the floor: *i*, *ie*, *i\_e*, *igh*, and *y*. Write the following words on cards: *tribe*, *wide*, *spike*, *rise*, *stripe*, *quite*, *die*, *pie*, *fried*, *tried*, *flies*, *kind*, *mind*, *grind*, *wild*, *by*, *dry*, *pry*, *sky*, *high*, *flight*, *tight*, *might*, and *right*. Mix up the cards. Have students take turns drawing a card, reading the word, and placing it under the correct vowel pattern. Ask other students to notice if the word is placed correctly.



# High-Frequency Words

## Minilesson

**FOCUS** Remind students of the high-frequency words for the week: *eyes*, *earth*, and *thought*. To read fluently, students will need to learn how to read these words.

**MODEL AND PRACTICE** Write *eyes*. *The word eyes isn't spelled the way it sounds. The letter e has a long i sound.* Ask students to write *eyes*, *earth*, and *thought* and read them aloud to a partner.

**APPLY MyTURN** Have students identify, read, and write the words on p. 20.


**TURN, TALK, AND SHARE** Have pairs use each clue to identify the word it describes.

STUDENT INTERACTIVE, p. 20

### HIGH-FREQUENCY WORDS | DECODABLE TEXT

#### My Words to Know

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

 **MYTURN** Read the high-frequency words in the box. Write the correct words on the lines. Form the letters correctly as you write each word. Use connecting strokes to connect the letters.

eyes

earth

thought

1. The earth here is soft and brown.
2. I have green eyes.
3. I thought about the answer to your question.

#### TURN and TALK

Work with a partner. Use the clues to identify the words.

They help you see. **eyes**

You stand on it. **earth**

It's what your brain did yesterday. **thought**

## HIGH-FREQUENCY WORDS

Use this opportunity to reinforce handwriting instruction and to have students demonstrate and apply their skills in forming cursive letters. Tell them that in cursive writing, the letters in each word should be connected from left to right with smooth strokes. Slowly write *earth* in cursive. Point to the strokes you used to connect the letters. Ask students to copy what you wrote.

- Slowly write *eyes* in cursive. Have three volunteers take turns pointing to the strokes you used to connect letters.
- Have students demonstrate their skill by copying *eyes*.
- Ask students to apply their handwriting skills by writing *thought* with properly formed letters and appropriate connecting strokes.

# Identify Theme



## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary to talk about theme. Give students sentence starters, such as:

- It was the Frogs' belief in riches at the end of the rainbow that led them to \_\_\_\_\_.
- Mouse tried to maintain his dream of going to the seashore and found \_\_\_\_\_ when he got there.

## Minilesson

**FOCUS ON STRATEGIES** Readers learn about theme by noticing text evidence and how characters respond to different situations. This can give readers clues about the theme of a fable.

- Pay attention to how the characters react to problems.
- Think about important decisions the characters have to make.
- Consider how the characters grow and change in the story.

**MODEL AND PRACTICE** Use the Close Read notes of the *Student Interactive* to model how to identify the theme of a fable. Tell students that you will provide assistance as they determine the theme.

- Which sentences support the theme of the fable? In “The Hen and the Apple Tree,” I am going to underline “The Wolf knew that he had been outsmarted” and write this in the chart. This shows what the Wolf learned after posing as a tree. I am going to write “The Wolf knows he is not able to pose as something he is not: a tree” because this is how it helped me identify the theme.
- Have pairs of students find and underline text that supports the themes of the remaining two fables. Provide assistance as needed. Then have them write how the text helps them identify the theme.

**ELL Targeted Support Responding to Questions** Tell students that responding to questions about theme is a good way to check that they understand a text.

Ask students to describe how a particular character reacted to the problem in the fable. **EMERGING**

Ask students to explain why the character’s reaction helps identify the theme of the fable. **DEVELOPING**

Ask students how the theme of a fable depends on what characters do. **EXPANDING**

Have students choose a fable. Ask them how the theme of the fable would change if the character had made a different choice in reaction to the problem. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying theme.

**OPTION 1 My TURN Use the Shared Read** Have students annotate the text using the other Close Read notes for Identify Theme and then use the text evidence from their annotations to complete the chart on p. 40.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark places in the text where they notice details about the theme. Direct them to write on each sticky note how the detail helps them understand the theme.

### QUICK CHECK

**Notice and Assess** Can students identify theme?

#### Decide


- **If students struggle,** revisit instruction about identifying theme in Small Group on pp. T60–T61.
- **If students show understanding,** extend instruction about identifying theme in Small Group on pp. T60–T61.

STUDENT INTERACTIVE, p. 40

CLOSE READ

### Identify Theme

The **theme** is the message or meaning of a story. In a fable, the lesson or moral is the theme.

 **MY TURN** Go to the Close Read notes with your teacher and determine the theme using text evidence. Follow the directions to underline the texts. Use the text you underlined to complete the chart.

*Possible responses shown.*

Fable	Text I Underlined that Supports the Theme	How It Helps Identify the Theme
“The Hen and the Apple Tree”	“The Wolf knew that he had been outsmarted.”	The Wolf knows he is not able to pose as something he is not: a tree.
“The Frogs at the Rainbow’s End”	“ <b>Gold! Diamonds! Pearls!</b> ” “ <b>He swallowed the three Frogs in one quick gulp.</b> ”	<b>The Frogs’ highest hopes of getting rich lead to their greatest disappointment of being eaten.</b>
“The Mouse at the Seashore”	“ <b>He was overwhelmed by a feeling of peace and contentment.</b> ”	<b>It shows the moment of true happiness the Mouse feels after his hard journey.</b>

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# Read Like a Writer, Write for a Reader

## OBJECTIVES

Discuss the author's purpose for writing the text, including what the author wants to answer, explain, or describe.

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

## ELL Access

**Sensory Language** Tell students that authors use descriptive words to show how a character is feeling. Provide teacher support to enhance and confirm students' understanding of sensory language. Use facial expressions or have students use them to show the meaning of the descriptive words *tired* and *frightened* and then *deep*, *peace*, and *contentment*.

## Author's Purpose

### Minilesson

**FOCUS ON STRATEGIES** Authors have many different reasons for writing. Their purpose can be to teach, entertain, or inform.

- Authors include details in the text that help them meet their purpose.
- Authors choose words carefully for their purpose.

**MODEL AND PRACTICE** Model using the example on p. 44 in the *Student Interactive* to show students how writers use details to support a purpose. Remind students that a moral is a lesson, and then read the moral on p. 44. Emphasize the phrases "hard road" and "true happiness." Then say: **In the sentences "He had lost his way several times. He was bruised and bloodied. He was tired and frightened," the author uses details to describe the hard road that Mouse had to travel. This helps us understand that Mouse had a difficult journey. Read the sentences that support true happiness and point out how the words *peace* and *contentment* support this idea.**

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters *r* and *s*

**FOCUS** Display the cursive letters *r* and *s*.

**MODEL** Remind students to sit upright in their chair with both feet flat on the floor. Tell students that the lowercase *r* and *s* are written without lifting the pencil. Both begin on the bottom line and travel up to the middle. The lowercase *r* dips down then out, then travels back down to the bottom line. The lowercase *s* curves out as the pencil travels down, making a partial circle before it reaches the bottom line. Have students practice both letters.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activity on p. 44 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 44

**AUTHOR'S CRAFT**

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

Authors have a purpose. They include details that help them meet their purpose.

Author's Purpose in "The Mouse at the Seashore"	Details That Support That Purpose
To teach this moral: "All the miles of a <b>hard road</b> are worth a moment of <b>true happiness</b> ."	<b>Hard road:</b> "He had lost his way several times. He was bruised and bloodied. He was tired and frightened." <b>True happiness:</b> "He was overwhelmed by a feeling of deep peace and contentment."

**MY TURN** Imagine you are writing a story. Your purpose is to teach this moral: **Good things come to those who wait.**

Write two details that support your purpose.

Writing: **Possible response: A girl really wants a new bike. She waits for her birthday.**

A good thing: **Possible response: On the day of her birthday, she gets a bike.**

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## Writing Workshop

Remind students to think about their purpose for writing. Tell them that having a purpose will help them choose details for their drafts. During conferences, give students support in choosing details that will support their purpose and make their writing stronger.

**PRACTICE** Have students use *Handwriting* p. 138 from the *Resource Download Center* to practice writing cursive letters *r* and *s*.

Name \_\_\_\_\_

**Handwriting**

**Cursive Letters r, s**

Look at the lowercase cursive *r* in the box. What kind of strokes are used? Where do you start a lowercase cursive *r*? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *r*.

Look at the lowercase cursive *s* in the box. What kind of strokes are used? Where do you start a lowercase cursive *s*? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *s*.

Grade 2 • Unit 3 • Week 1

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Handwriting p. 138

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

# Teacher-Led Options

## Strategy Group



### IDENTIFY THEME

**Teaching Point** Today I want to teach you that *theme* is the main message in a story or fable. As you read, you should look for details that help you understand the story's main message. Once you finish reading, look back at these details and use them to identify the story's theme. Look back at *Fables* with students and identify the theme of each fable.

### ELL Targeted Support

Tell students that giving information about a text will help them understand it.

Have students complete the following sentence:  
*One detail that helps me understand the theme of "The Hen and the Apple Tree" is \_\_\_\_\_.*

### EMERGING

Ask students to describe the theme of a fable of their choice. **DEVELOPING**

Have students think about the last two fables and then explain how the rainbow's end and the seashore are alike and different. **EXPANDING**

Ask students to compare the theme of one of the fables with the theme of another story they have read. **BRIDGING**



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

## Intervention Activity



### IDENTIFY THEME

Use Lesson 35, pp. T209–T214, in the *myFocus Intervention Teacher's Guide* for instruction on determining theme.


LEVEL C • READ

**Lesson 35 Determine Theme**

**DIRECTIONS** Read "Moving to the Country." Then follow along as your teacher reads the story aloud. Think about what the story is about. Listen for information about its main message.

**Moving to the Country**

- 1 When Oma heard the news, her heart sank. Her family was moving! She would leave her friends behind. She would leave the city behind. They were moving to the country.
- 2 Yuck. There was nothing to do in the country. There were no fun city parks. There were no great food trucks. Oma wondered if there were even sidewalks to skate on. All she knew was that the country would be strange.
- 3 It didn't matter that Oma was sad. "Stop pouting," said her mom. "We are moving anyway. You will learn to like it. You will see. It is nice in the country. But you have to give it a chance."
- 4 The drive to the country took a long time. Oma felt worse and worse as the miles ticked by. All she could see were fields and farms.
- 5 "Look at the cows! Look at the horses!" her mom beamed. Her little sister clapped.
- 6 Yuck. Oma wrinkled her nose. "Those animals stink," she thought.
- 7 "Look at the vegetables growing!" her dad smiled.
- 8 Yuck. Oma wrinkled her nose. "Who likes vegetables?" she thought.
- 9 Finally they reached the country town where they would now live. Oma saw the sign.
- 10 "Fairview. What a dumb name," Oma thought. "There is nothing fair about moving!"



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## Fluency

Assess 2-4 students



### PROSODY

Help pairs choose a short passage to read with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 61–66 in Unit 3, Week 1 *Cold Reads* to assess the students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students/3–4 minutes per conference

### IDENTIFY THEME

**Talk About Independent Reading** Have students use the details they wrote on their sticky notes to identify the main message of the text. Ask volunteers to share their strategies with the class.

### Possible Conference Prompts

- What details did the author use to tell about the character's problems?
- How did the author tell readers what the character was thinking or feeling?
- What helped you to understand the theme?

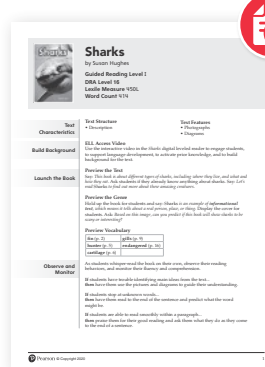
**Possible Teaching Point** If you have trouble identifying a story's theme, ask yourself what the characters learned. This detail might help you figure out the main message.

## Leveled Readers



### IDENTIFY THEME

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



## Whole Group

**Share** Bring the class back together as a whole group. Invite two students to share some observations about identifying a theme. As the students make their observations, reinforce their strategies with the class.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Fables*.
- read a self-selected trade book or their Book Club text.
- partner-read a text, coaching each other about thematic details.

### Centers



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

### Literacy Activities



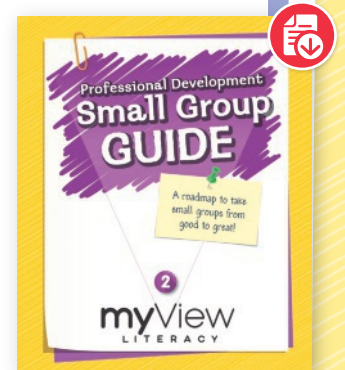
Students can

- work with a partner to complete or review the activity on *SI* p. 40.
- take turns reading a passage with a partner, using appropriate expression.
- play the *myView* games.

### SUPPORT PARTNER READING

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

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





# Decodable Text

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

---

## Read *Rabbit's Kite*

**FOCUS** Have students turn to p. 21 in the *Student Interactive*. Say: *We are going to read a story today about a rabbit who is having trouble flying his kite. How do you think the rabbit might solve his problem?*

**READ** Tell students that as they read, they should stop and check their understanding of what they read. Say: *As you read, think about what you are reading and whether it makes sense. You might have to go back and reread a sentence, just to make sure you understand the story.* Have students choral read the whole story with a partner. Then have them reread the story, this time with one student reading the part of the cat and the other the part of the rabbit.





## Reread *Rabbit's Kite*

**FOCUS ON COMPREHENSION** Tell students that rereading a story or piece of text helps them understand and remember important details or information. Ask students what the story *Rabbit's Kite* is mostly about.

Ask: **What is Rabbit's problem at the beginning of this story?** Have students point out and read aloud the sentence that tells Rabbit's problem (sentence 1). Point to and read the first question under the story. Have students answer the question and read aloud the sentences that contain the answer (paragraph 4). Continue with question 2.

**RETELL** Have student pairs retell *Rabbit's Kite* to each other.

STUDENT INTERACTIVE, p. 21



### FOUNDATIONAL SKILLS

## Rabbit's Kite

Rabbit's kite was stuck in a tree. Cat walked by. "Can I help, Rabbit?"

"I was flying my kite, and it got stuck," cried Rabbit.

"It's very high up," Cat thought. "But I think I can get it."

Cat went up the tree. He pulled the kite off the branch. The kite fell back to earth.

"Thank you!" said Rabbit. "The next time **you** need help, I will be there to help **you!**"

1. How does Cat help Rabbit?

**Possible response: He goes up the tree and pulls**

**Rabbit's kite off the branch.**

2. What does Rabbit say he will do? **Possible response:**

**He will help Cat the next time Cat needs help.**

3. Find and write three or more words that have the long i sound spelled i, i\_e, ie, igh, or y.

**Possible responses include: kite, by, I, flying,**

**cried, high, time**

# Determine Key Ideas



## OBJECTIVES

Evaluate details read to determine key ideas.

Recount or describe key ideas or details from a text.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the Academic Vocabulary words to determine key ideas. Ask:

- What was the Hen's purpose in talking to the "tree"?
- How did communication help the Mouse convince his parents to let him take his journey?

## Minilesson

**FOCUS ON STRATEGIES** The important ideas in a text are known as key ideas. When evaluating the text, the reader works to understand how key ideas are related and how well those ideas explain a topic.

- Think about descriptions of characters or places.
- Notice how the author lets the reader know what the character is thinking and feeling.
- Think about the story's main message to evaluate which details reveal key ideas.

**MODEL AND PRACTICE** Use the Close Read note on *SI* p. 27 to model how to find and evaluate details that relate to the key ideas.

- Say: *What words does the author use to describe the tree? In paragraph 5, the Hen says: "I have never seen a tree that has ten furry toes." I know that the Hen was looking out her window at the apple tree. I can use this detail about the tree to understand that the tree is actually an animal posing as a tree. That seems to be a key idea in this story, and that tells me that the detail is important. I will write it in the chart.*
- Have students reread "The Hen and the Apple Tree" and find another detail. Then help them determine how the two details are related and evaluate the two details to determine a key idea.

**ELL Targeted Support Enhance Understanding** Explain that comparing key ideas in texts can enhance students' understanding of the texts. This is because similar key ideas provide context for understanding characters and themes in stories. Read aloud paragraph 5 from *Fables*.

After reading, have students answer questions such as: *What other stories have you read with a character who tried to fool another character? Did it work? Why or why not?* **EMERGING/DEVELOPING**

After reading, have pairs share text-to-text connections about key ideas. Then have them use their connections to explain a key idea or a character in the fable. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for highlighting text details to determine key ideas.

**OPTION 1 MyTURN** Have students annotate the text using the Close Read notes for Determine Key Ideas and then use their annotations to complete *SI* p. 41.

**OPTION 2 Use Independent Text** Have students write details in their reading notebooks as they read. Then have them review their notes and determine one or more key ideas in the text.

### QUICK CHECK

**Notice and Assess** Can students determine key ideas?

#### Decide

- **If students struggle**, review instruction for determining key ideas in Small Group on pp. T66–T67.
- **If students show understanding**, extend instruction for determining key ideas in Small Group on pp. T66–T67.

STUDENT INTERACTIVE, p. 41

#### READING WORKSHOP

### Determine Key Ideas

Key ideas are the important ideas in a text. When you work to understand how key ideas are related and how well they explain a topic, you evaluate a text.

**MYTURN** Go back to the Close Read notes. Highlight details that help you determine key ideas. Determine how the ideas are related and how they explain the topic. Complete the chart.

Possible responses shown.

Details I Highlighted	Key Idea
"I have never seen a tree that has ten furry toes."	The tree looks like an animal that is pretending to be a tree.
"I will find that cave and be the richest frog in the world!"	Frog wants to get rich.
"The world is full of terrors."	Mouse's parents are worried about what could happen to Mouse.

Use the  **QUICK CHECK** on the previous page to determine differentiated instruction.

# Teacher-Led Options

## Strategy Group



### DETERMINE KEY IDEAS

**Teaching Point** Today I want to teach you that thinking about details in a fable can help you better understand the story's key, or important, ideas. Reread *Fables* with students and discuss which details work together to reveal key ideas.

### ELL Targeted Support

Model how to find details about the key ideas in *Fables*.

Read aloud a short passage from one of the fables. Pause at the end of each sentence. Model restating details from the text. Ask students to raise their hands when they hear details that are clues to key ideas. Have students take notes on key ideas. **EMERGING**

Read aloud a short passage from one of the fables. Pause at the end of each sentence. Ask students to take notes on the details that help them determine the key ideas. **DEVELOPING**

Choose a fable and read it aloud. Have students work with a partner to take notes to name and evaluate the details they heard. Ask volunteers to share how their details help them determine key ideas. **EXPANDING**

Have a student volunteer choose a fable and read it aloud to the group. Have partners choose three details from the text that help determine three ideas. Have each pair write their details and key ideas in a chart and share it with the class. **BRIDGING**



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

## Intervention Activity



### DETERMINE KEY IDEAS

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on determining key ideas.


LEVEL C • READ

**Lesson 31** Apply Reading Strategies

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

**A Trip to the Library**

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



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## Fluency

Assess 2–4 students



### PROSODY

Help students choose a short passage to read with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 61–66 in Unit 3, Week 1 *Cold Reads* to assess the students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students/3–4 minutes  
per conference

### DETERMINE KEY IDEAS

**Talk About Independent Reading** Ask students to share the details they wrote in their notebooks and explain how they determined key ideas.

### Possible Conference Prompts

- How many of your details were about characters' decisions or actions?
- What makes one detail more important than another?
- How does identifying key ideas help you understand the theme?

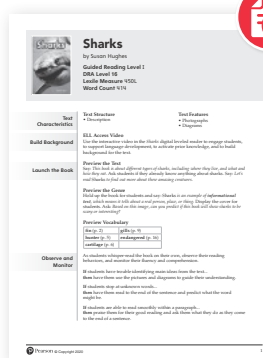
**Possible Teaching Point** Active readers make notes about details to help determine key ideas.

## Leveled Readers



### DETERMINE KEY IDEAS

- For suggested titles, see Matching Texts to Learning, pp. T28–T29.
- For instructional support on determining key ideas, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share observations about determining key ideas in the texts they read. Reinforce with students the reading strategies students used.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- complete the chart on *SI* p. 41.
- write about their book in their reading notebook.
- play the *myView* games.
- take turns reading a passage with a partner, using 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.



# Decodable Text

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

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

Identify and read high-frequency words.

## Revisit *Rabbit's Kite*

**FOCUS** Have students turn to p. 21 in the *Student Interactive*. Say: *We are going to revisit the story today about a rabbit who is having trouble flying his kite. In this story, you will read some words with the long i sound spelled in different ways.*

**READ** Call students' attention to the first sentence in the story. Ask if they can find a word with the long *i* sound. Have them circle the word *kite* and tell what vowel pattern stands for the long *i* sound.

Review with students that the sound /i/ can be spelled using different vowel patterns. *Which word in the second sentence has the sound /i/ spelled y?* (by) Have students underline the word.

Have partners work together to identify words with long *i* in the rest of the story. They should read the words together and then circle the vowel pattern. When students are finished, call on one or more sets of partners to read the words they found.

## ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 131 in the *Resource Download Center*.



FOUNDATIONAL SKI 

Name \_\_\_\_\_

**My Words to Know**  
Read the words in the box. Pick a word from the box to complete each sentence.

earth    eyes    thought

**MY TURN**

1. Leah **thought** the sun looked very bright today.

2. She wore sunglasses to protect her **eyes**.

3. She felt the brown **earth** under the plant.

Read each word below. Draw a line to match each word on the left to a related word on the right.

1. moon — earth

2. nose — thought

3. think — eyes

Grade 2, Unit 3, Week 1    131

My Words to Know, p. 131



## Reread *Rabbit's Kite*

**FOCUS ON PHONICS AND FLUENCY** Tell students that learning about letters and sounds helps them read a story fluently and understand it. Review with students what the story *Rabbit's Kite* is mostly about.

Remind students that they learned how to decode words with the long *i* sound. Challenge them to apply their phonetic knowledge by finding and decoding these words in the story. Have students complete the activity in question 3.

Then say: *earth, eyes, thought*. Have students identify and read the high-frequency word that appears in the story.

**PRACTICE** Have student pairs practice rereading the text with accuracy, good expression, and appropriate oral reading rate.

STUDENT INTERACTIVE, p. 21



### FOUNDATIONAL SKILLS

## Rabbit's Kite

Rabbit's kite was stuck in a tree. Cat walked by. "Can I help, Rabbit?"

"I was flying my kite, and it got stuck," cried Rabbit.

"It's very high up," Cat thought. "But I think I can get it."

Cat went up the tree. He pulled the kite off the branch. The kite fell back to earth.

"Thank you!" said Rabbit. "The next time **you** need help, I will be there to help **you!**"

1. How does Cat help Rabbit?

**Possible response: He goes up the tree and pulls**

**Rabbit's kite off the branch.**

2. What does Rabbit say he will do? **Possible response:**

**He will help Cat the next time Cat needs help.**

3. Find and write three or more words that have the long *i* sound spelled *i*, *i\_e*, *ie*, *igh*, or *y*.

**Possible responses include: kite, by, I, flying,**

**cried, high, time**

## Fluency

### PROSODY

After reviewing the decodable story, model reading aloud the first paragraph of the text, asking students to pay attention to your expression, to how you chunk groups of words, and to how you emphasize key words. Explain that fluency is about reading for meaning at a comfortable rate. Remind them to read the dialogue the way the characters might have said it.



# Reflect and Share



## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- How did the Mouse's belief in himself help him on his journey?
- Why do you think fables are important to the culture?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Remind students that when they participate in discussions, they should make pertinent comments, or remarks that build on what others say, in order to have meaningful conversations.

- Before making a comment, ask yourself whether it is on-topic and related to the discussion.
- Identify examples from the text to support your comment.
- Build on others' comments. Use language such as "I am glad you said that because" or "I agree, and also think" to help connect ideas.
- Listen closely to others' comments and take turns making comments, ensuring that everyone has a chance to join the discussion.

**MODEL AND PRACTICE** Model making pertinent comments using the Talk About It prompt on p. 42 in the *Student Interactive*.

- The most important lesson I learned is from "The Mouse at the Seashore." It is worthwhile to work hard for a goal. Mouse survived his long journey despite the danger. He kept going and reached his goal. He was very happy to reach the seashore, and succeeding through hard work made him even happier. I think this is important for everyone.

**ELL Targeted Support Discuss Themes** Read aloud this theme from one of the fables: *All the miles of hard road are worth a moment of true happiness.* Ask students to discuss how the theme relates to real lives.

Display the following sentence starters: *I think \_\_\_\_\_. Hard work \_\_\_\_\_.* Tell students to use the frames to discuss their thoughts about the theme. Have partners share how the theme relates to their lives.

#### EMERGING/DEVELOPING

Tell students to rewrite this theme in their own words. Then have them copy the themes of the remaining fables and restate them in their own words. Finally, have partners discuss the importance of each theme in real life.

#### EXPANDING/BRIDGING

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections between texts.

**OPTION 1 Use the Shared Read** Have students use the theme of each fable to talk about lessons they learn in life. If desired, distribute Collaborative Conversations tips from the *Resource Download Center* to help guide discussions.

**OPTION 2 Use Independent Text** Students should use their self-selected texts to discuss how their lessons apply to their lives.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction in Small Group on pp. T72–T73.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T72–T73.

**WEEKLY QUESTION** Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 42

RESPOND TO TEXT

### Reflect and Share

**Talk About It**  
Discuss the moral, or lesson, you learned from each of the fables. Which lesson do you think is the most important? Why? Use examples from the texts to support your response.

A fable always has a moral at the end.



**Follow Agreed-upon Rules for Discussions**  
When having a discussion, everyone should have a chance to talk about the topic.

- Take turns speaking. Say what you want to say and then let someone else speak.
- Listen actively to others.

Use these sentence starters to help you take your turn respectfully.

I'd like to say . . .  
That's a good point.  
I'd like to add that . . .

**Weekly Question**  
What lessons can we learn from traditional tales?

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42

Use the  **QUICK CHECK** on the previous page to determine differentiated instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to remind you that comparing the morals of two or more traditional tales can help you better understand each tale. Notice which details in each tale help you identify the moral, and how those details are similar and different in different tales. Create a three-circle Venn diagram. Fill the diagram in with students, showing similarities and differences among the details and morals in *Fables*.

### ELL Targeted Support

Scaffold the Reflect and Share activity for English language learners.

Guide students to choose the two fables they liked the best. Have them fill in the following sentence frames: *The moral of the first fable is \_\_\_\_\_.* *The moral of the second fable is \_\_\_\_\_.* *The \_\_\_\_\_ fable's moral is most important, because \_\_\_\_\_.* **EMERGING**

Have students fill in the above sentence frames and read their responses in a small group. Guide other members of the group to respond, using the sentence starters on p. 42 to agree or disagree respectfully. **DEVELOPING**

In small groups, have students choose two fables and state the moral of each fable in their own words. Have each student say which fable is more relevant to his or her life and why. Guide other members of the group to respond, using the sentence starters on p. 42. **EXPANDING/BRIDGING**



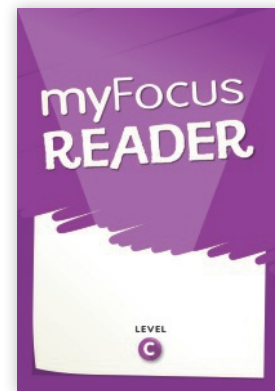
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### COMPARE TEXTS

Reread pp. 30–31 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 traditions and encourages them to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their ideas about the lessons learned in the fables and share their ideas with others.

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

See *Extension Activities* pp. 180–184 in the *Resource Download Center*.

**Conferring**3 students/3–4 minutes  
per conference**COMPARE TEXTS**

**Talk About Independent Reading** Have students compare fables and share what they learned about connecting fables to their lives.

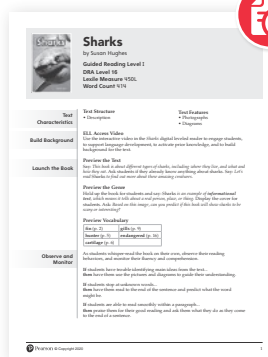
**Possible Conference Prompts**

- What elements of the fables are similar?
- What elements are different?
- How did you use what you know about traditional tales to compare the texts?

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

**Leveled Readers****COMPARE TEXTS**

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

**Whole Group**

**Share** Bring the class back together as a whole group. Invite two or three students to share connections they made to the characters and themes in the texts or to lessons learned in their own lives.

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

Students can

- read the infographic “Traditional Tales” with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader.

**Centers**

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

**Literacy Activities**

Students can

- write about the comparisons they make between texts in a reading notebook.
- retell other fables they know.
- complete an activity in the *Resource Download Center*.
- play the myView games.

**BOOK CLUB**

See Book Club, pp. T496–T505, for

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

## Suggested Daily Times

### READING WORKSHOP

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

### WRITING WORKSHOP

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

## Learning Goals

- I can read a traditional tale and understand its plot.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

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

## Materials

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

### LESSON 1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T78–T79
  - » Phonics: Decode Words with Comparative Endings
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T80–T81
- Listening Comprehension: Read Aloud: “Thunder and Lightning” T82–T83
- Traditional Tale: Legend T84–T85
  - ☑ **Quick Check** T85

#### READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Handwriting: Letters *j* and *p* T86–T87

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T91
- Strategy, Intervention, and On-Level/Advanced Activities T90
- ELL Targeted Support T90
- Conferring T91

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T91
- Literacy Activities T91

**BOOK CLUB** T91 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T376–T377
  - » Imagery
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T376–T377
- Conferences T374

#### WRITING BRIDGE

- Spelling: Comparative Endings T378
  - ☑ **Assess Prior Knowledge** T378
- Language and Conventions: Spiral Review: Present-Tense Verbs T379
  - FLEXIBLE OPTION**

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T92–T93
  - » Phonics: Decode and Write Words with Comparative Endings
  - ☑ **Quick Check** T93
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T94–T117
  - » Preview Vocabulary
  - » Read: *The Legend of the Lady Slipper*
- Respond and Analyze T118–T119
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T119
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T120
- Guided Reading/Leveled Readers T123
- Strategy and Intervention Activities T120, T122
- Fluency T120, T122
- ELL Targeted Support T120, T122
- Conferring T123

##### INDEPENDENT/COLLABORATIVE

- Word Work Activities and Decodable Reader T121
- Independent Reading T123
- Literacy Activities T123

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T380–T381
  - » Explore Sensory Details
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T380–T381
- Conferences T374

#### WRITING BRIDGE

- Spelling: Teach Comparative Endings T382
  - FLEXIBLE OPTION**
- Language and Conventions: Oral Language: Past- and Future-Tense Verbs T383
  - FLEXIBLE OPTION**

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T124–T125
  - » Phonics: Comparative Endings
  - » High-Frequency Words

#### CLOSE READ

- Discuss Author's Purpose T126–T127
- Close Read: *The Legend of the Lady Slipper*
  - ✔ Quick Check T127

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Story Structure T128–T129
- Handwriting: Letters *a* and *d* T128–T129

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T131
- Strategy and Intervention Activities T130
- Fluency T130
- ELL Targeted Support T130
- Conferring T131

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131

### WRITING WORKSHOP

#### MINILESSON

- Poetry T384–T385
  - » Apply Sensory Details
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T384–T385
- Conferences T374

### WRITING BRIDGE

- Spelling: Review and More Practice: Comparative Endings T386 **FLEXIBLE OPTION**
- Language and Conventions: Teach Past- and Future-Tense Verbs T387

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T132–T133
  - » Read Decodable Text: *No Help at All!*

#### CLOSE READ

- Make Connections T134–T135
- Close Read: *The Legend of the Lady Slipper*
  - ✔ Quick Check T135

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T137
- Strategy and Intervention Activities T136
- Fluency T136
- ELL Targeted Support T136
- Conferring T137

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

### WRITING WORKSHOP

#### MINILESSON

- Poetry T388–T389
  - » Explore Word Choice
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T388–T389
- Conferences T374

### WRITING BRIDGE

- Spelling: Spiral Review: Words with Long *i* T390 **FLEXIBLE OPTION**
- Language and Conventions: Practice Past- and Future-Tense Verbs T391

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T138–T139
  - » Revisit Decodable Text: *No Help at All!*
  - » Fluency

#### COMPARE TEXTS

- Reflect and Share T140–T141
  - » Write to Sources
    - ✔ Quick Check T141
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T143
- Strategy, Intervention, and On-Level/Advanced Activities T142
- ELL Targeted Support T142
- Conferring T143

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T143
- Literacy Activities T143

**BOOK CLUB** T143 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T392
  - » Apply Word Choice
  - » Share Back

#### INDEPENDENT WRITING

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

### WRITING BRIDGE

- Spelling: Comparative Endings
  - ✔ Assess Understanding T394 **FLEXIBLE OPTION**
- Language and Conventions: Standards Practice T395

# Materials

**WEEKLY LAUNCH: INFOGRAPHIC**

### The World of the Storyteller

The Ojibwe (ah JIB wayz) are a large group of Native Americans. Storytelling is important to the Ojibwe. Long ago, the Ojibwe lived near Lake Superior and Lake Huron in North America. They still live in the same area today.

From the shores of Lake Superior, the Ojibwe could see this land they called the Sleeping Giant.

Forests of maple trees cover the land.

In the forests, lovely flowers called lady slippers grow.

Winters are cold and snowy where the Ojibwe live.

**Weekly Question**  
What stories do people tell to understand the world around them?

**MY TURN** Look at the map and the photos of the land where the Ojibwe live. What do you wonder about the land? Think how the Ojibwe wondered about it. What kinds of stories do you think they might tell? Write your ideas.

**INFOGRAPHIC**  
“The World of the Storyteller”

**READING WORKSHOP**

### Legend Anchor Chart

**Purpose**  
To tell a story about a hero or an event.

**A legend**  
is a well-known story that may be partly true and partly fiction.

- has special meaning in a culture
- may have been told many times before it was written down

**READING ANCHOR CHART**  
Legend

### Legend Anchor Chart

**Purpose**  
To tell a story about a hero or an event.

**A legend**

**EDITABLE ANCHOR CHART**  
Legend

**Decodable READER**

**DECODABLE READER**

**Handwriting**

**Writing Workshop**

**My Words to Know**

**Language and Conventions**

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

### Leveled Readers

**Sharks**

**Test Structure**

**Test Features**

**Characteristics**

**Build Background**

**Launch the Book**

**Preview the Text**

**Preview the Content**

**Preview Vocabulary**

**Observe and Monitor**

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

along  
few  
head

### Develop Vocabulary

admiration  
exhausted  
medicines  
messenger  
moccasins

### Spelling Words

mean  
meanest  
richer  
busy  
busiest  
meaner  
rich  
richest  
busier  
hottest

### Unit Academic Vocabulary

communication  
culture  
purpose  
belief  
maintain

WEEK 2 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively, use relevant strategies to clarify understandings, and answer questions about main ideas and details.

**ELL Language Transfer**  
**Objective:** Post and the Spanish equivalent of "Thunder and Lightning."  
• drawing: dibujar  
• answer: contestar  
• cause: causar

**FLUENCY**  
After completing the Read Aloud Routine, students should be able to read the story aloud with accuracy and fluency.

**THINK ALOUD: Answer**  
Readers should be able to answer questions about the story using evidence from the text.

**Traditional Tales: Legend**  
Tell students you are going to read a legend about. Have students listen as you read "Thunder and Lightning." Explain that students should listen actively, paying careful attention to the characters and events of the story. They should also think about the purpose of the story. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

**START-UP**  
**READ-ALoud ROUTINE**  
**Purpose:** Have students actively listen for elements of a legend.  
**READ** the entire text aloud without stopping for the Think Aloud callouts.  
**REREAD** the text aloud, pausing to model Think Aloud strategies related to the genre and the characters in the story.

**Thunder and Lightning**  
Long ago, Thunder and Lightning lived on the Earth, just like boys and girls like you. But they were not allowed in the village because people were afraid of them.  
Thunder was a mother sheep and her son was Lightning.  
Lightning had a bad temper. When he got angry, he would run around the forest (and sometimes even the village) and burn down trees and knock down houses. He destroyed farms, hurt animals, and did a lot of damage.

READ ALOUD  
"Thunder and Lightning"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

### Fiction Lesson Plan

**WHY**  
Interactive Read Aloud:  
• allows students to learn about their independent reading level.  
• allows students to learn about their reading level.  
• allows students to learn about their reading level.  
• allows students to learn about their reading level.  
• allows students to learn about their reading level.

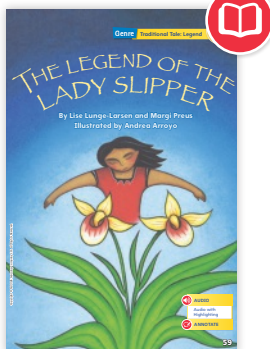
**PLANNING**  
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Read the text aloud to the class.  
• Determine the Teaching Point.  
• Write open-ended questions and model Think Aloud as you read, write and pose in the book at the points where you plan to stop to think and model.

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

**DURING READING**  
• You can choose to stop and model to students how to get the most out of the text and why. Think Aloud and open-ended questions for a deeper dive into the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Aloud to model strategies and draw attention to the teaching point.  
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Engage in a discussion about the story.  
• Choose and assign a Student Response Form available on ReadAloud.com.

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE



SHARED READ  
*The Legend of the Lady Slipper*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T506-T509

**Mentor STACK**

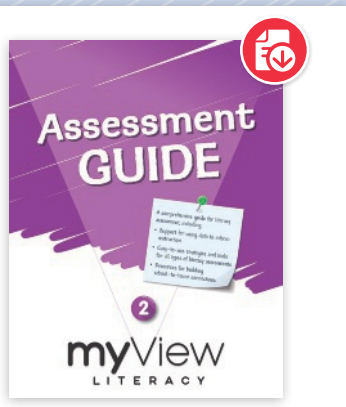
Writing Workshop T373

LITERACY STATIONS

SCOUT

## Assessment Options for the Week

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



ASSESSMENT GUIDE



# Word Work

## OBJECTIVES

Decode words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

## FOUNDATIONAL SKILLS EXTENSION

See p. T111 for a comparative endings extension activity students can use while reading the text on Lessons 2 and 3.

## Phonics: Decode Words with Comparative Endings

### Minilesson

**FOCUS** Write the following words: *tall*, *taller*, *tallest*. Circle the *-er* and *-est* endings. Compare the heights of three students. Point to a student and say: [Name of student] is tall. Point to a student who is taller. Say: [Name of student] is taller than [name of student]. Finally, point to a student who is taller than the other two students. Say: [Name of student] is the tallest. The endings *-er* and *-est* are used to compare things. When we compare two things, we use the comparative ending *-er*. When we compare more than two things, we use the superlative ending *-est*. Ask students to read the examples at the top of p. 52 in the *Student Interactive*. Ask how many runners the first example is comparing and how many runners the second example is comparing.

**MODEL AND PRACTICE** Write the following: *happy* + *i* + *er* = *happier*; *wet* + *t* + *er* = *wetter*; *pale* + *r* + *er* = *paler*. Say: Sometimes base words change spellings when the ending *-er* or *-est* is added. When a word ends in *y*, the *y* changes to *i* before the ending is added. Point out the base word in *drier* and *driest* (*dry*) and review the rule in the chart on p. 52. Repeat for the CVC and CVCe pattern rules as shown in the chart. When a word has a CVC pattern, the consonant is doubled before adding the ending. When a word ends in *e*, the *e* is dropped before adding the ending. Call on different students to read aloud the rules on the chart on SI p. 52 while other students follow along.

**APPLY My TURN** Have students read or decode each word in the list on p. 52. Then tell students to underline the base word in each word and tell what each word means.

**TURN, TALK, AND SHARE** Have students work with a partner to make up sentences using the words *sillier*, *silliest*, *cuter*, and *cutest*.



**ELL Targeted Support Comparative Endings** Help students understand that we can compare things using *-er* and *-est*.

Draw a sketch of a boy and a dog. Ask which runs faster. Write *fast* under the boy and *faster* under the dog. Add a sketch of a horse. Write *fastest* under the horse. Have students use sentence frames to compare: *The boy is \_\_\_\_\_; The dog is \_\_\_\_\_; The horse is \_\_\_\_\_.* Use the sentence frames with objects, such as a bike, car, and train.

**EMERGING/DEVELOPING**

Have students point to the word *largest* in the list on p. 52. Have them say the base word (*large*). Have them use the words *large*, *larger*, and *largest* in sentences. Review the *y*, *CVC*, and *CVCe* rules, and have partners write the superlative and comparative forms for the words *funny*, *big*, and *ripe*. **EXPANDING/BRIDGING**

**HIGH-FREQUENCY WORDS**



Display the high-frequency words *along*, *few*, and *head*.

- Point to each word as you read it aloud. Ask students to repeat each word.
- Point to each word one at a time, and have students read and spell the word out loud, clapping their hands as they say each letter.

along

head

few

STUDENT INTERACTIVE, p. 52

PHONICS

**Comparative Endings**

The endings *-er* or *-est* are used to compare things.

When two things are compared, you'll see the ending <i>-er</i> .	When more than two things are compared, you'll see the ending <i>-est</i> .
Nora is faster than Eli.	Juan is the fastest runner in the school.

Some base words change when *-er* or *-est* is added to them.

When a word ends in <i>y</i> , the <i>y</i> changes to <i>i</i> .	When a word has the <i>CVC</i> pattern, the last consonant is doubled.	When a word has the <i>CVCe</i> pattern, the final <i>e</i> is dropped.
dry, drier, driest	hot, hotter, hottest	late, later, latest

**MY TURN** Decode, or read, these words. Underline the base word in each. Tell what each word means.

- greener    largest    redder    safer  
bluest    slower    maddest    flatter

**TURN and TALK** Take turns with your partner. Make up sentences using these words: sillier, silliest, cuter, cutest.

# Interact with Sources

## OBJECTIVES

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

Generate questions for formal and informal inquiry with adult assistance.

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

Describe how weather patterns and seasonal patterns affect activities and settlement patterns.

## ACADEMIC VOCABULARY

**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: [What was an important part of Ojibwe culture?](#) [What was the purpose of the stories the Ojibwe told?](#) [How do the Ojibwe people maintain their culture?](#) [What communication skills does a storyteller need?](#) [Do you think the Sleeping Giant was one of the Ojibwe's beliefs?](#)

- communication
- belief
- culture
- maintain
- purpose

Use these words throughout the week to reinforce language acquisition.

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *What makes a tradition?* Point out the Week 2 question: *What stories do people tell to understand the world around them?*

Direct students' attention to the infographic on pp. 50–51 in the *Student Interactive*. Divide the class into small groups. Have students read and then discuss the infographic.

Use these questions to guide discussion:

- What is the weather like in each season where the Ojibwe live?
- What do you think the Ojibwe did during the long, cold winters?
- What would you see if you walked around where the Ojibwe live?
- Why do you think the Ojibwe call the land “the Sleeping Giant”?

**WEEKLY QUESTION** Read the Week 2 question: *What stories do people tell to understand the world around them?* Tell students that they just learned about the world of one group of storytellers. This week they will read a typical story told by storytellers to help people understand the world around them.

**My TURN** Have students write answers to the questions on p. 51 of the *Student Interactive* and then share their ideas in small groups.



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

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

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

**ELL Targeted Support Visual Support** Explain that Native Americans were the first people to live in North America. One group of Native Americans is called the Ojibwes. The photos show things the Ojibwes see in their world.

Have students name what they see in each visual, including the colors, snow, leaves, trees, shore, flowers, and lake. Then ask: **What season does each picture show?**

**EMERGING**

Create a graphic organizer with students and have them categorize the words in the text and the visuals into seasons, naming what the Ojibwe see in each season. **DEVELOPING**

Have students write sentences to describe what the images in the photos look like. Say: **The Ojibwe thought the land looked like a “Sleeping Giant.”** What do the things in the other pictures look like? **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 50-51

**WEEKLY LAUNCH: INFOGRAPHIC**

## The World of the Storyteller

The Ojibwes (oh JIB wayz) are a large group of Native Americans. Storytelling is important to the Ojibwes. Long ago, the Ojibwes lived near Lake Superior and Lake Huron in North America. They still live in the same area today.

From the shores of Lake Superior, the Ojibwes could see this land they called the Sleeping Giant.

Winters are cold and snowy where the Ojibwes live.

**WEEK 2**

**Weekly Question**

What stories do people tell to understand the world around them?

**MY TURN** Look at the map and the photos of the land where the Ojibwes live. What do you wonder about the land? Think how the Ojibwes wondered about it. What kinds of stories do you think they might tell? Write your ideas.

50

Forests of maple trees cover the land.

In the forests, lovely flowers called lady slippers grow.

51

# Listening Comprehension

## OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in “Thunder and Lightning.”

- destroy : *destruir*
- animals : *animales*
- cause : *causar*

## FLUENCY

After completing the Read Aloud Routine, display “Thunder and Lightning.” Model reading aloud a short section of the story, asking students to pay attention to your rate. Remind students that their rate of reading should not be too fast or slow. Good readers remember to pause at a comma and stop briefly at periods before continuing to read.

**THINK ALOUD** Analyze  
**Legends** I notice that the story happens a long time ago. I think this might be a traditional tale. There are both human and animal characters. The animals act like humans, which is another clue that this might be a traditional tale. I will look for other clues as I read.

## Traditional Tales: Legend

Tell students you are going to read a legend aloud. Have students listen as you read “Thunder and Lightning.” Explain that students should listen actively, paying careful attention to the characters and events of the story. They should also think about the purpose of the story. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students actively listen for elements of a legend.

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

**REREAD** the text aloud, pausing to model Think Aloud strategies related to the genre and the characters in the story.

## Thunder and Lightning

Long ago, Thunder and Lightning lived on the Earth, just like boys and girls like you. But they were not allowed in the village because people were afraid of them.

Thunder was a mother sheep and her son was Lightning.

Lightning had a bad temper. When he got angry, he would run around the forest (and sometimes even the village) and burn down trees and knock down houses. He destroyed farms, hurt animals, and did a lot of damage.



“Thunder and Lightning,” continued

When this happened, Thunder got very angry. She yelled loudly at her son, making all kinds of noise.

Eventually the king made Thunder and Lightning move far, far outside of the village where Lightning couldn’t do any damage to the villagers and their homes.

This didn’t help. Sometimes, Lightning would throw such a tantrum and cause such a fire that it would reach the village.

So the king told Thunder and Lightning that they had to leave Earth, and he sent them up in the sky. That way Lightning couldn’t cause as much damage as before.

Now when you see Lightning during a storm, you know that his mother is scolding him when you hear Thunder soon after.



**THINK ALOUD** Analyze Legends I know that legends sometimes try to explain why or how something came to be. This story tells why we have thunder and lightning. I think that long ago people told this story to explain thunder and lightning because they didn’t have the scientific knowledge then to explain it. This clue helps me recognize that this story is a legend.

### ELL Access

To prepare students for the oral reading and help them understand the legend, provide this short summary:

The story is about why we have thunder and lightning. Thunder and Lightning were sheep. Lightning had a bad temper. He broke things when he was mad. Then his mother, Thunder, would shout at him. People made them move farther and farther away from the town. But Lightning still caused trouble. The king sent them up into the sky where they live today.

### WRAP-UP

#### Thunder and Lightning

First,



Then,



Finally,

Use a sequence chart to help students retell the story in order. Ask them to tell what the story tells us about why we have thunder and lightning.

### 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

# Traditional Tale: Legend

## LEARNING GOAL

I can read a traditional tale and understand its plot.

## OBJECTIVES

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

Establish purpose for reading assigned and self-selected texts.

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

## LANGUAGE OF THE GENRE

While discussing the genre and the anchor chart with students, have them use these words.

- author's purpose
- hero
- plot

## FLEXIBLE OPTION ANCHOR CHARTS

- Display a poster-sized anchor chart in the classroom.
- Throughout the week have students add examples to the class anchor chart.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to legends.

- legend : *leyenda*
- hero : *héroe*

## Minilesson

**FOCUS ON STRATEGIES** Explain that legends are stories from long ago that were first told orally. They were not written down for a long time. Some legends are about real people who are made to seem like heroes. Some legends explain natural events. They try to explain something that once was hard to understand. Tell students they can ask these questions to tell if a story is a legend:

- Who or what is the story about? Where does the story happen?
- How does the story begin?
- What does the story explain or describe? Why might this story have a special meaning in a culture?

**MODEL AND PRACTICE** Model how to determine if a text is a legend. *I can tell that the story “Thunder and Lightning” is a legend because of these clues: it starts with the words “Long ago,” it has animal characters, and it tries to explain a natural event.* Ask students to explain the author's purpose.

**BE A FLUENT READER** Explain that good readers use expression when they read aloud. Reading with expression is called prosody. Remind students to make their voices go up when there is a question and to sound excited when they see an exclamation point.

**ELL Targeted Support Prior Knowledge** Use stories students are familiar with to talk about legends.

Retell the story “Thunder and Lightning” with students. Prompt with sentence frames: *First, Lightning got in \_\_\_\_\_. His mom Thunder shouted at \_\_\_\_\_. Then the king made them move far \_\_\_\_\_. Ask students if the story could really happen. Tell them the story is a legend.*

### EMERGING/DEVELOPING

Ask students to share stories from their own culture about heroes or about natural events like the “Thunder and Lightning” story. Ask: *Is this an old story? How do you know this story? Does the story try to teach something?*

### EXPANDING/BRIDGING

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify legends.

**OPTION 1** Have partners talk about the story “Thunder and Lightning” and tell why it is a legend.

**OPTION 2 Use Independent Text** Have students determine if stories they are reading independently are legends or not. Ask them to think about the purpose of the story: Is it to tell about a hero? Is it to explain why something in nature happens?

### QUICK CHECK

**Notice and Assess** Can students identify the characteristics of a legend?

#### Decide

- **If students struggle**, review the instruction about legends on p. 90.
- **If students show understanding**, have students continue practicing the strategies for reading legends using the Independent Reading and Literacy activities in Small Group on p. 91.

**Be a Fluent Reader** Have students work with a partner to complete the fluency activity on p. 56 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 56–57

GENRE: TRADITIONAL TALES

READING WORKSHOP

**My Learning Goal**  
I can read a traditional tale and understand its plot.

**Spotlight on Genre**

### Traditional Tale: Legend

A legend is an old story that tells about the great deeds of a hero or about an important event. It has special meaning in a culture. Long ago, legends were passed along by word of mouth.

- Some legends are based on a real person or event.
- They have a **plot** that tells the events.
- The plot has a **beginning**, a **middle**, and an **end**.

**Be a Fluent Reader** Fluent readers read aloud with prosody, or expression. Legends often include exciting events. This makes them a good place to practice reading with expression.

- To read with expression, pay attention to punctuation. Read with excitement when you see an exclamation point.
- When you read dialogue, speak in a different voice for each character.

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## Legend Anchor Chart

**Purpose**  
To tell a story about a hero or an event

**A legend**  
is a well-known story that may be partly true and partly fiction

has special meaning in a culture

may have been told many times before it was written down

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# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVE

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

## ELL Access

Help students use their prior knowledge to understand and remember academic vocabulary. Guide them in identifying familiar synonyms and antonyms for the Academic Vocabulary words, such as *goal* (purpose) and *ignore* (maintain).

## Synonyms and Antonyms

### Minilesson

**FOCUS ON STRATEGIES** Remind students that synonyms are words that have the same meaning. Explain that antonyms have opposite meanings.

- Make a connection to a synonym or antonym to help you remember the meaning of a word.
- Determining the meaning of a word by looking for a synonym or an antonym near it.

**MODEL AND PRACTICE** Write *She loved her moccasins because they were such soft shoes. We were exhausted, not energetic, after hiking up the mountain.* Read the first sentence and ask: *What words can help you understand the meaning of moccasins? Is this a synonym or an antonym?* Circle the words and encourage students to explain their answers. Then read the second sentence and ask: *What word helps you understand the meaning of exhausted? Does the word have the same meaning or the opposite meaning?* Have students identify the antonym *energetic* and explain its meaning in context. Finally, have students use the same antonyms in a new sentence.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters *j* and *p*

**FOCUS** Display cursive letters *j* and *p*.

**MODEL** Model writing the cursive letters *j* and *p*. Point out that the swing up starts on the line and that part of the letter goes below the line. Write several of each letter in a row. Air-write the letters and have students practice with you.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete the activity on p. 87 in the *Student Interactive*.

WEEKLY STANDARDS  
PRACTICE 


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

## STUDENT INTERACTIVE, p. 87

VOCABULARY
READING-WRITING BRIDGE

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

**My Learning Goal**



### Academic Vocabulary

**Synonyms** are words that mean the same thing. **Big** and **large** are synonyms. **Antonyms** are words with opposite meanings. **Dark** and **light** are antonyms. Sometimes you can determine the meaning of a word by looking for a synonym or an antonym near it.

**MYTURN** Find a synonym or antonym for each highlighted word. Then explain what the word means.

The girl **communicates** with her brother. They tell each other everything.

Underline a synonym. **Communicates** means talks to.

Finding a cure is the **purpose** for the journey. It is a good reason to go.

Underline a synonym. **Purpose** means reason.

The girl **maintains** hope. She does not lose it.


Underline an antonym. **Maintains** means keeps.

The brother **believes** in the girl. He does not doubt her.

Underline an antonym. **Believes** means trusts in.

87

**PRACTICE** Have students complete *Handwriting* p. 139 from the *Resource Download Center* to practice writing cursive letters *j* and *p*.


Name \_\_\_\_\_


### Handwriting

**Cursive Letters j, p**

Look at the lowercase cursive *j* in the box. What kind of strokes are used? Where do you start a lowercase cursive *j*? What do you do next? How do you finish it?


**MYTURN** Trace the cursive letters. Then write the lowercase cursive letter *j*.



---

Look at the lowercase cursive *p* in the box. What kind of strokes are used? Where do you start a lowercase cursive *p*? What do you do next? How do you finish it?

**MYTURN** Trace the cursive letters. Then write the lowercase cursive letter *p*.

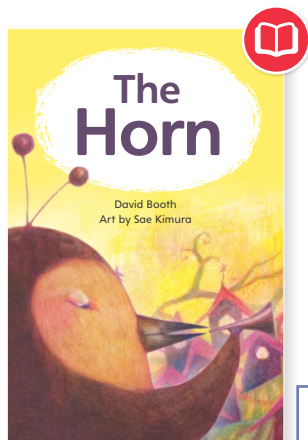


Grade 2 • Unit 3 • Week 2  
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Handwriting p. 139

# Matching Texts to Learning

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



LEVEL H

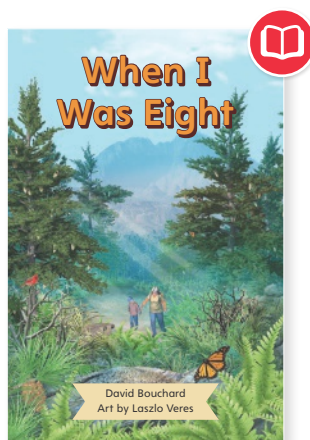
**Genre** Fantasy

**Text Elements**

- Three to eight lines per page
- Minimal illustration

**Text Structure**

- Chronological



LEVEL I

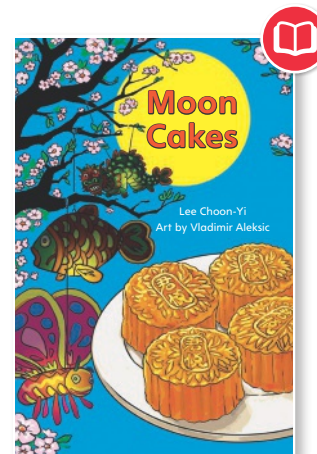
**Genre** Narrative

**Text Elements**

- Longer stretches of dialogue
- Five to eight lines of text per page

**Text Structure**

- Chronological



LEVEL J

**Genre** Folktale

**Text Elements**

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

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

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

### Identify Legends

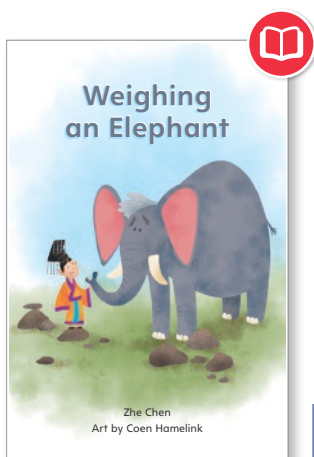
- What is the purpose of this story?
- Does the story tell about a hero or an event?
- Has the story been told over and over for a long time?
- When and where does this story happen?
- What special meaning might this legend have?

### Develop Vocabulary

- What is one way you might find the definition of this word?
- What strategies did you use to help you understand the meanings of words?

### Discuss Author's Purpose

- What is the purpose of the legend?
- How can you tell what the purpose of the story is?
- What details help you determine the author's purpose?



LEVEL K

**Genre** Folktale

**Text Elements**

- Situations unfamiliar to many readers
- Variety of words used to assign dialogue

**Text Structure**

- Chronological



LEVEL L

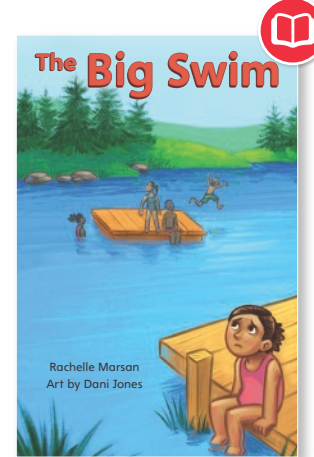
**Genre** Legend

**Text Elements**

- Plot and situation outside typical experience
- Sentences carry over multiple lines

**Text Structure**

- Chronological



LEVEL M

**Genre** Realistic Fiction

**Text Elements**

- Meaning conveyed through text rather than images
- Multisyllable words that are challenging to decode

**Text Structure**

- Chronological

## Make Connections

- What personal connection can you make to this story?
- What other story or book did this legend remind you of? Why?
- What detail or idea in the legend reminds you of something about the world?

## Compare Texts

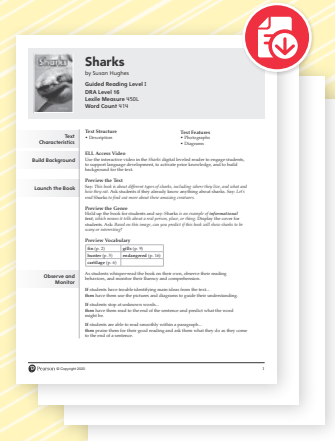
- How is a legend like a fable?
- How is this legend similar to or different from other legends you have read?

## Word Study

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

## Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T85 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFYING LEGENDS

**Teaching Point** Legends are stories that were told long ago. They may tell about a hero who does great things or explain natural things such as why there is a sun and a moon. Legends are important to the culture that created them. Like other stories, legends have characters, a setting, and a plot. Have students brainstorm legends they know. Ask them what makes these stories legends. You may also provide students with examples such as Paul Bunyan, Robin Hood, or Merlin.

### ELL Targeted Support

Display and read “Thunder and Lightning” as students follow along. Ask them who the story is about and what we know about the characters. Ask them what happens first, next, and last. Have them complete the following sentence starter: The legend is about why \_\_\_\_\_.

### EMERGING/DEVELOPING

In pairs, have students brainstorm heroes from legends. Display a two-column chart on the board. List the heroes in the first column. Have students list each hero’s deeds in the second column. Have students identify the purpose of the legend. **EXPANDING/BRIDGING**



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

## Intervention Activity



### IDENTIFY LEGENDS

Use Lesson 27, pp. T157–T162, in the *myFocus Intervention Teacher’s Guide* to instruct students on the characteristics of traditional tales.

LEVEL C • READ

**Lesson 27** Genre: Traditional Tales

**DIRECTIONS** Read the traditional tales. Notice how they are alike and different.

**The Lion and the Mouse**

- 1 One afternoon a mouse was walking in the woods when she saw a sleeping lion.
- 2 “Eek!” squeaked the mouse. This woke the lion. He trapped the mouse under his big paw.
- 3 “Please let me go!” begged the mouse. “If you do, I promise to help you the next time you need it.”
- 4 The lion laughed. “Little mouse, you are too small to help a big strong lion like me. But I will let you go. Now run home to your family.”
- 5 The very next day the lion was caught in a hunter’s net. He roared for help. The mouse heard him. She chewed through the net and freed the lion. She said, “Even someone small can be a big help.”  
*Everyone can be helpful, no matter their size.*

**The Magic Pot**

- 1 Long ago in Korea, a poor farmer found an old pot when he was digging in his field. He took it home. Before he went to bed, he put his shovel in it. The next morning, the pot was filled with shovels.
- 2 So the next night the poor farmer put his last coin into the pot. In the morning he found the pot filled with coins! He became rich.
- 3 Word of the magic pot spread. The greedy king heard about the pot. He made the farmer bring it to him.
- 4 When the king looked inside the pot, he fell into it. The pot filled with many kings! All the kings wanted to sit on the throne and began to fight one another.

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## On-Level and Advanced



### INQUIRY

Have students use the infographic on *Student Interactive* p. 50 to generate questions about the Ojibwes and their legends and choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 180–184 in the *Resource Download Center*.



## Conferring

3 students / 3-4 minutes  
per conference

### IDENTIFY LEGENDS

**Talk About Independent Reading** Ask students to explain why the book they are reading is a legend.

### Possible Conference Points

- Why is this book a legend?
- What special meaning does it have?
- What are the most important events in the plot?

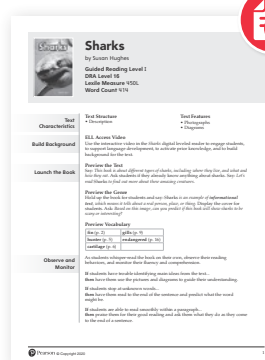
**Possible Teaching Point** Legends are stories about important people or events in a culture or explanations of things that are difficult to understand. What stories have special meaning in your family?

## Leveled Readers



### IDENTIFY LEGENDS

- For suggested titles, see Matching Texts to Learning, pp. T88–T89.
- For instructional support on recognizing the characteristics of legends, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class together. Invite one or two students to share a legend they have read and explain the characteristics that make it a legend.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write in their reading notebook about a hero in a legend they are reading.
- retell a legend they have read with a partner.
- partner-read “Thunder and Lightning.”
- play the *MyView* games.

## BOOK CLUB



See Book Club, pp. T506–T509, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

# Word Work

## OBJECTIVES

Decode words with inflectional endings, including *-s*, *-es*, *-ed*, *-ing*, *-er*, and *-est*.

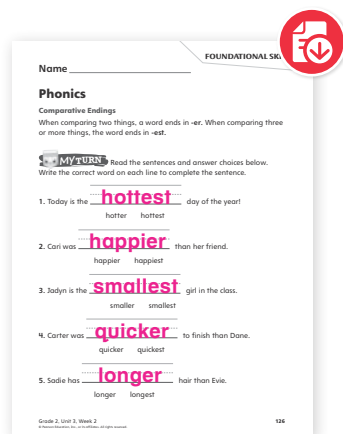
Identify and read high-frequency words.

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

## ADDITIONAL PRACTICE



For additional student practice with comparative endings, use *Phonics* p. 126 from the *Resource Download Center*.



Phonics, p. 126

## Phonics: Decode and Write Words with Comparative Endings

### Minilesson

**FOCUS** Say: When we compare two things, we add the comparative ending *-er* to the base word. When we compare more than two things, we add the superlative ending *-est*. We decode words with these inflectional endings by understanding what each ending means.

**MODEL AND PRACTICE** Write *shorter*, *tiny*, and *wet*. I want to decode the word *shorter*, so I think about what the ending *-er* means. It means that two things are being compared. *Shorter* means that the height of two things is being compared. Write *shortest* and have students decode it. I want to compare three things that are tiny. *Tiny* ends in *y*, so I drop the *y*, add *i*, and then add *-est*. Write *tiniest*. Now I want to compare two things that are wet. I need to double the consonant before adding *-er*. Write *wetter*. Have students form the comparative and superlative forms of *fast*, *busy*, and *dim*.

**APPLY My TURN** Read the top paragraph on *SI* p. 53 with students. Then have them complete the sentences by choosing and writing the correct word. Remind students to decide how many things are being compared and then demonstrate their phonetic knowledge by decoding the words and selecting an answer.

**ELL Targeted Support Comparative Endings** Provide practice in comparing things.

Display objects that can be compared, for example, different sizes of pencils, crayons, or books. Point to each object and say: *long/longer/longest*, *heavy/heavier/heaviest*, and so on. Ask students to repeat. Randomly point to one of the objects, such as the longest pencil, and ask students to supply the adjective. **EMERGING**

Use the same objects as in the Emerging activity. Ask partners to say sentences using comparative language: *This \_\_\_\_\_ is \_\_\_\_\_; This \_\_\_\_\_ is \_\_\_\_\_er; This \_\_\_\_\_ is \_\_\_\_\_est.* **DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use these strategies for decoding words with comparative endings.

**OPTION 1** Display *old*, *chilly*, and *wise*. Have students write each word with both *-er* and *-est* endings. Then have them decode the words they wrote.

**OPTION 2 Independent Activity** Have students find words that compare things and sort them into a T-chart with the headings *-er* and *-est*.

**QUICK CHECK**

**Notice and Assess** Are students able to decode and write words with comparative endings?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on p. T120.
- **If students show understanding**, extend instruction for Phonics in Small Group on p. T121.

## HIGH-FREQUENCY WORDS



Display the high-frequency words *along*, *few*, and *head*.

- Point to each word and ask students to read it.
- Ask students to use each word in a sentence.

along

head

few

## STUDENT INTERACTIVE, p. 53

## FOUNDATIONAL SKILLS

**Comparative Endings**

Words that end in *-er* compare two things: **The library is shorter than the apartment building.** Words that end in *-est* compare more than two things: **Let's have a picnic by the shortest tree in the forest.**



**MY TURN** Read each sentence. Write the correct form of the word on the line.

1. That oak tree is the (taller, tallest) in the woods.  
tallest
2. My cat is (fuzzier, fuzziest) than your cat. fuzzier
3. Whales are the (bigger, biggest) animal of all.  
biggest
4. Ken's band was the (louder, loudest) band in the parade.  
loudest
5. The workers are making the sidewalk (wider, widest).  
wider
6. Sue's joke was (funnier, funniest) than Mark's joke.  
funnier



# Introduce the Text



*The Legend of the Lady Slipper*

## OBJECTIVE

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

### Shared Read Plan

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

**Close Read** Use the Close Read Notes to guide your instructions for Lessons 3 and 4.

## Preview Vocabulary

- Introduce the vocabulary words on p. 58 in the *Student Interactive* and define them as needed.
  - messenger:** someone who carries news or a message to someone else
  - moccasins:** soft leather shoes
  - admiration:** a feeling of great respect and approval
  - medicines:** things used to make a sick person well
  - exhausted:** very tired
- These words will help you understand the story in *The Legend of the Lady Slipper*. Highlight the words as you see them in the text. What do they tell you about the text?

## Read

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

### FIRST READ STRATEGIES

**READ** to understand the author's purpose. Encourage students to think about what the author is trying to tell the reader and why he or she wrote the story.

**LOOK** at the pictures. Remind students that pictures can help them understand the text and how characters react or feel.

**ASK** Tell students to ask themselves questions about the sequence of events. Encourage students to ask not only what happened in the story, but also why something happened.

**TALK** Remind students to think about stories people tell to understand the world around them. Have students discuss the text with a partner. Encourage students to share the questions they had during the reading and to help each other answer them.

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



**ELL Targeted Support Preview Vocabulary** Tell students that learning new vocabulary before reading can help them read the text.

Read the words on p. 58 and ask students to repeat them. Use sketches, gestures, or mime to help students understand the meanings. **EMERGING**

Read aloud the words on p. 58 with students. Discuss the definitions. Ask questions to reinforce students' understanding of the words: *What does a messenger do? Where do you wear moccasins? When do people show admiration? Why do people take medicines? Show me what you look like when you are exhausted.* **DEVELOPING/EXPANDING**

Instruct students to write sentences using the vocabulary words. Have them read their sentences with a partner. **BRIDGING**

STUDENT INTERACTIVE, pp. 58-59



## The Legend of the Lady Slipper

### Preview Vocabulary

Look for these words as you read *The Legend of the Lady Slipper*.

messenger moccasins admiration medicines exhausted

### First Read

**Read** to understand the author's purpose.

**Look** at the pictures.

**Ask** questions about the sequence of events.

**Talk** about how this text answers the weekly question.

### Meet the Authors



Lise Lunge-Larsen



Margi Preus

**Lise Lunge-Larsen** moved to the United States from Norway. She is a teacher, storyteller, author, and expert on trolls. **Margi Preus** has won many awards for her books for young readers. She also writes plays. Both authors live in Duluth, Minnesota.

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# THE LEGEND OF THE LADY SLIPPER

By Lise Lunge-Larsen and Margi Preus  
Illustrated by Andrea Arroyo



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## First Read

### Read

**THINK ALOUD** As I read, I notice that the author doesn't use any names for the characters. She uses general words like *mother*, *father*, and *young girl*. I wonder why the author chooses to do this.



## Close Read

### Discuss Author's Purpose

Read aloud the Close Read note with students and direct their attention to the beginning of the story. Ask: *What word tells when the story takes place? Does it tell about a specific date or time?* Have students underline the word in the text. **See student page for possible responses.**

Have students consider stories that start with similar words such as *once upon a time*. Ask: *Why do you think so many writers choose to start with these words?*

**(Possible Response:** The phrase “once upon a time” often signals a fable. I think these types of words tell readers that the story they are about to read is very old.)

DOK 2

### OBJECTIVES

Discuss the author's purpose for writing a text.

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

### CLOSE READ



### Discuss Author's Purpose

Underline the word that the author uses to show the story takes place at an unknown time in the past.

- 1 Once there was a young girl who lived with her mother and father, sister and brother, aunts and uncles, her many cousins, her grandfathers and grandmothers, and all of her people in a village among the whispering pines. Of all her family, her older brother was her favorite.

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### CROSS-CURRICULAR PERSPECTIVES

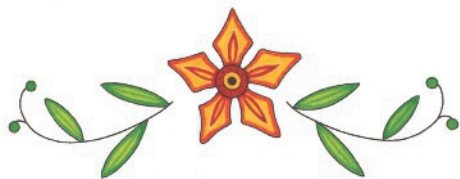
### Social Studies



Ojibwe historically lived in clans, which were family groups that included aunts, uncles, cousins, and grandparents. They often moved with the seasons. In the winter, they lived in forests where they could hunt and trap and also near lakes where they could go ice fishing.



2 He was as strong as a bear, as fast as a rabbit, and as smart as a fox. Because of these traits, he was the messenger for the village. When he went on his journeys the little girl begged to go along with him, but all he would say was, “Maybe tomorrow.”



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**CLOSE READ**

**messenger** someone who carries news or a message to someone else

## First Read

### Ask

**THINK ALOUD** As I read, I ask myself “What happened first? What happened next?” I look at clues in the text to help me decide. The narrator tells me that when the girl’s brother went on journeys, the girl begged to go with him. These words describe something that happened before this story begins. The writer is giving more information about the past to help us understand the relationship between the girl and her brother.

### Possible Teaching Point



#### Read Like a Writer | Author’s Craft

**Similes** Remind students to look for comparisons like “strong as a bear” or “smart as fox” when they read. Explain that these comparisons can help readers understand more about the characters in the story and their traits, or characteristics. Have students use the similes on p. 61 to help them describe the little girl’s brother in their own words. Explain that figurative language can make descriptions stronger or more meaningful. For more instruction on Author’s Craft, see pp. T128–T129.

## First Read

### Look

**THINK ALOUD** I look at the illustrations to help me understand what happens in the story. I see the girl on the left side of the picture. She is separate from everyone else, and she is standing. The others in the picture are either lying down or kneeling. I think the people lying down are sick and the ones kneeling are caring for them. The girl is separate from this, which tells me she is not sick.



3 Then one day a terrible disease struck. The little girl watched as, one by one, her people became ill. Her grandparents, her aunts and uncles, her sister, her mother. Even her father fell ill.

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### Possible Teaching Point



#### Language & Conventions | Past-Tense Verbs

Use the Language & Conventions lesson on p. T387 in the Reading-Writing Workshop Bridge to remind students that some verbs have different or irregular forms in the past tense. **This story happens in the past and so the verbs are in the past tense.** Have students look for past-tense verbs. Point out *struck*, *became*, and *fell*. **These are past-tense forms of *strike*, *become*, and *fall*.**



- 4 A neighboring village had the mash-ki-ki, the healing herbs, they needed, but the journey was too dangerous to make in winter. It was too cold, the snow was too heavy, and between the villages lay a deep, dark lake covered with groaning ice. Such journeys were not made in Gichi Manidoo Giizis, the Great Spirit Moon.
- 5 Still, her brother said, yes, he would make the trip.

## CLOSE READ

**Discuss Author's Purpose**

Underline words the author uses to show that the people in the story speak a language other than English.



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**First Read****Talk**

**THINK ALOUD** As I read, I think about how the story relates to the weekly question: *What stories do people tell to understand the world around them?* I'll think about how this story explains something about the world. On this page, I learn that traveling was very dangerous in the little girl's community. During the winter, it was difficult to get the herbs and medicine people needed. Today, I can go to the store to get medicine in any season. In this community, they had to travel long distances to get supplies.

**Close Read****Discuss Author's Purpose**

Direct students' attention to **paragraph 4**. Ask: *What words do you see on the page that are unfamiliar? Underline them. See student page for possible responses. How can you figure out what the words mean?* Guide students to understand that the words in the girl's language are defined on the page. Explain that the writer uses words in a different language to help the reader understand more about the girl's culture and community.

DOK 2

**OBJECTIVE**

Discuss the author's purpose for writing text.

**CROSS-CURRICULAR PERSPECTIVES****Social Studies**

When the ice on the lake was strong enough, the Ojibwe typically went ice fishing.

## First Read

### Ask

**THINK ALOUD** As I read, I ask: *When does each event in the story happen? What words give clues about the sequence, or order of events?* On the page, I see the words *tomorrow* and *right away*. These words tell me about time. The girl thought about leaving tomorrow, or in the future, but when she saw how sick her brother was, she decided she needed to leave right away.



## Close Read

### Make Connections

Ask students to read the Close Read note. Direct students' attention to **paragraph 7**. *What does the girl decide to do? Why? What does this tell you about how she feels?* Have students highlight text details that support their answers. **See student page for possible responses.**

**(Possible responses:** The girl decides to make the journey on her own and leave right away. She does this because she realizes her brother is very sick. She loves her brother and wants to take care of the people in her village.)

#### OBJECTIVE

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

#### CLOSE READ



#### Make Connections

**Highlight** words that show how the girl feels about her village.

- 6 But then even he became ill.
- 7 Now the little girl thought surely there was no one else to go, unless she herself were to make the journey. Maybe tomorrow, she thought. But looking at her brother, his face bright with fever, she knew she had to leave right away.

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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

Help students understand basic cause-and-effect structure. Explain that as students read, they should ask themselves why events happen. Guide students with questions such as: *Why does the little girl decide she needs to make the trip? Why does she decide she needs to leave right away?* For more instruction on Author's Craft, see pp. T128–T129.



8 She found her *ma-ki-sins*, the beautifully beaded moccasins her mother had made out of deerskin, and tucked warm rabbit fur inside them. Then she slipped them on and stepped out into a raging storm.

CLOSE READ 

**moccasins** soft leather shoes



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## First Read

### Talk

In pairs, have students discuss what they know about the village's culture and how people live in the girl's community. Ask: *What do the people in the girl's community wear to stay warm? Where do they get their clothes? What do they use for medicine?* Have students use evidence from the text to support their answers. Have students keep these details in mind as they continue discussing how the story answers the Weekly Question.

### CROSS-CURRICULAR PERSPECTIVES

#### Social Studies



The Ojibwe used the skins of animals to make their clothes and shoes. They used rabbit fur to line the inside of their moccasins for the cold winters. Their moccasins were famous for their appearance which sometimes included beads or quills from a porcupine as decoration. In fact, the name Ojibwe means "people of the puckered moccasin."



## First Read

### Look

Ask: *What do you see in the illustration? What does it tell you about the girl? Why do you think there are words in the picture? What do they mean?* Have students refer to the text on the page to guide their responses. **(Possible Responses:** I see the girl walking through a snow storm. The illustration shows me that the girl is very determined. I think the words show what she is thinking. I learn from the text that they mean “Be strong.”)

## Close Read

### Vocabulary in Context

Read aloud the Close Read note and direct students’ attention to **paragraph 10**. Say: *Look for the word **plunging** and read the words before and after it. Which words give you more information about the meaning of the word **plunging**? Underline them. See student page for possible responses.* Encourage students to use the illustration on the page to help them define the word *plunging*.

DOK 2

### OBJECTIVE

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

### CLOSE READ



### Vocabulary in Context

You can sometimes figure out the meanings of words by reading words nearby. Underline words in the text that help you understand the meaning of **plunging**.

- 9 Trees lashed about in the wind, rattling their branches. Falling snow stung her face. “*Mash-ka-wi-zin*,” it hissed, “Be strong.”
- 10 The girl bent her head and stalked like a bear into the storm. The snow tugged at her, but she charged through it, plunging into the wind.



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### Possible Teaching Point



#### Read Like a Writer | Author’s Craft

**Word Choice** Explain that writers use specific words to help readers imagine or picture what characters do. Point out specific verbs the writer uses on p. 66 such as *lashed*, *rattling*, *stalked*, *tugged*, and *charged*. Ask students to explain how each word helps them imagine the girl’s actions. For more instruction on Author’s Craft, see pp. T128–T129.




- 11 All day she walked until, at dusk, she stood before the windswept lake. The slick ice lay as if asleep, silent. On the far shore the wigwams of the other village glowed warmly.
- 12 The little girl stepped out onto the frozen lake and the ice shuddered and woke. *“Da-daa-ta-biin,”* it rumbled, “Go quickly!”
- 13 So the girl ran like a rabbit, skittering and slipping.

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## First Read

### Read

 **THINK ALOUD** I know this text is a legend. The purpose of a legend is to tell about a hero or important event. I think the girl is the hero of this story, so I'll pay attention to details that tell me more about her. On this page, I read that the girl walked “all day.” She walks over ice and through freezing weather. I can tell she is determined and brave.

## CROSS-CURRICULAR PERSPECTIVES

### Social Studies



The Ojibwe historically lived in wigwams, which were round buildings with a rounded top. The frame was wooden and then animal skins were placed over the frame. Finally, bark from a birch tree was placed over the skins. Wigwams were not portable, but the Ojibwe could quickly assemble new ones when they chose a new place to live.

## First Read

### Ask

**THINK ALOUD** As I read, I ask: What happened first? What happened next? I look for words that tell me about the order of events. I look for phrases that answer the question “When?” The people rushed out to meet the girl when she reached the other side. The people admired the girl when she finished telling her story.



### CLOSE READ



#### Discuss Author's Purpose

Underline the words the author uses to show the girl is a hero to the people in the village.

**admiration** a feeling of great respect and approval

- 14 When she reached the other side, all the people rushed out to meet her. She told them her story, and when she finished, she saw their faces glowing with admiration.

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## Close Read

### Discuss Author's Purpose

Ask: What makes someone a hero? What qualities or characteristics does the girl have? Have students use their answers to these questions to help them complete the Close Read activity. See student page for possible responses.

DOK 3

#### OBJECTIVE

Discuss the author's purpose for writing text.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Figurative Language** Remind students that figurative language helps the reader imagine what the author wrote. It does not always mean exactly what the words mean. Point out the expression “their faces glowing with admiration.” Ask: Does this mean their faces were actually glowing like candles? What do you think the writer is trying to say about the people's reaction to the girl's story? For more instruction on Author's Craft, see pp. T128–T129.



- 15 Then an old woman swept her up and carried her into a lodge. She fed the little girl roasted venison and warm tea. She tucked her in with soft robes. The girl was almost asleep when she remembered the medicines.
- 16 “The *mash-ki-ki*,” she murmured.



## CLOSE READ

**medicines** things used to make a sick person well



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## First Read

### Read

**THINK ALOUD** As I read, I think about what makes this story a legend. The purpose of a legend is to tell a meaningful story about a hero or important event. I pay attention to how the girl acts like a hero. The woman is taking care of the girl, but the girl can only think of getting medicine back home to her village. She thinks of others before herself.

### CROSS-CURRICULAR PERSPECTIVES

#### Social Studies



Deer were important to the survival of the Ojibwe people. They ate venison, which is deer meat, and used the skins for clothing, blankets, and the walls of their wigwams. **How did the Ojibwe feel about nature? In what ways did they show how they felt about nature?** Have students use evidence from the text to support their answers.

## First Read

### Look

Ask: What do you see in the illustration? What is the girl doing? What is the woman doing? What predictions can you make about what will happen next based on the illustration?

**(Possible Responses:** I see the woman falling asleep. The girl leaves. I predict that the girl will continue on her journey alone.)



## Close Read

### Make Connections

To help students understand the girl's motivation, ask: *What does the woman think the girl should do? Why?* (Wait until tomorrow because it is unsafe to travel at night in the cold.) *What does the girl decide to do? Why?* (Leave right away because she is worried about her friends and family.) Direct students' attention to **paragraph 18** and have them complete the Close Read activity. **See student page for possible responses.**

DOK 2

### OBJECTIVE

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

### CLOSE READ



### Make Connections

**Highlight** words that show the people in the girl's village are more important to her than her own safety.

17 "We will bring you and the *mash-ki-ki* to your people," the old woman whispered. "Tomorrow. It is too dark and too cold to travel tonight."

18 **But when the little girl closed her eyes she saw the sad, pale faces of her family, her friends, and her brother, and she knew she must leave right away.** She rose quietly, gathered up the medicine bundle, and crept out.

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### CROSS-CURRICULAR PERSPECTIVES

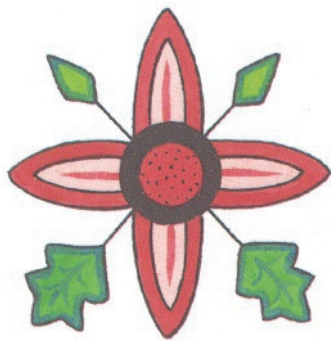
### Social Studies



Winter was when the Ojibwe spent much of their time together in their wigwams. Among the activities that happened during the long winter were repairing tools, cooking, making clothing, and storytelling. Winter was the time children learned about the legends of their people.



- 19 The storm had stopped. Now all was deep cold and silence, except the popping and cracking of the trees. Her eyes stung; she felt the frost gather on her cheeks. She pulled her robe tight and hurried across the lake.



## First Read

### Ask

In pairs, have students ask each other questions about the sequence of events in the story to this point. Give sentence frames for guidance: *What did the girl do after \_\_\_\_\_? What did the woman say before \_\_\_\_\_?*

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Sensory Details** Explain that writers use words that appeal to the senses of taste, touch, sight, smell, and sound to help the reader connect with the story. Ask: *Which words on the page are related to sound? Which are related to sight? Touch?* Help students point out sensory details on the page. For more instruction on Author's Craft, see pp. T128–T129.

## First Read

### Look

Encourage students to make connections between the illustrations and the text. Ask: *What do you see in the illustration? What shape do the lights have? How does this support a detail in the text?*

**(Possible Responses:** Students should point out that the lights look like human figures, which supports the idea in the text that the lights are spirits of the girl's ancestors.)



## Close Read

### Make Connections

Ask students to complete the Close Read note. Remind students to look for context clues, or words around unfamiliar words, to determine meaning. **See student page for possible responses.**

Discuss with the class what they know about the northern lights. If students are unfamiliar with the northern lights, explain that they can be viewed only from certain places in the world, including areas in the northern United States and Canada, where the Ojibwe lived. If possible, help students conduct research to find out more about the northern lights. Encourage students to discuss what it must be like to experience these lights.

DOK 2

### OBJECTIVE

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

### CLOSE READ



### Make Connections

**Highlight** the text that tells you what the lights are called in English. Have you heard of this before?

20 Blue and green lights flickered in the sky. She knew the lights were the spirits of the dead, gaily dressed, rising and falling in the steps of a dance. *Jii-ba-yag-nii-mi-wag*, her people called them, the northern lights.

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### CROSS-CURRICULAR PERSPECTIVES

### Social Studies



The Ojibwe felt a connection to the people who lived before them, their ancestors. The northern lights were a way the ancestors let the living know they were near. This was something positive and beautiful. The spirits of the dead dancing is another legend from the Ojibwe. *What are some ways other cultures remember the spirits of their ancestors? How does your own family or culture remember your ancestors?*



- 21 What if someone from her family or one of her people were to join them because she had been so slow? She left the lake and quickened her pace, keeping her eyes on the lights in the sky.

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## First Read

### Talk

In pairs, have students discuss what the little girl's reaction to the northern lights tells the reader about her culture. Ask: **How do the stories the little girl has heard help her understand the world around her? How does she feel about the northern lights?** Have students use the illustrations and the text to support their answers.

**(Possible Response:** The stories she heard as a little girl inspire her to walk faster on her journey to get the medicine quickly. She doesn't want anyone back home to become part of the northern lights because she was too slow.)

### Possible Teaching Point



#### Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T86–T87 in the Reading-Writing Workshop Bridge to remind students that they can look for synonyms and antonyms to help them determine the meaning of a new word. Point out the word *quickened* on p. 73. Model finding an antonym (slow) to determine the meaning of an unfamiliar word.



## First Read

### Ask

In pairs, have students ask and answer questions to retell a sequence of events. Model a question for students such as: *What did the little girl do first to try to get out of the snow?* Remind students to use words that show sequence in their questions, such as *first, then, next, and finally.*

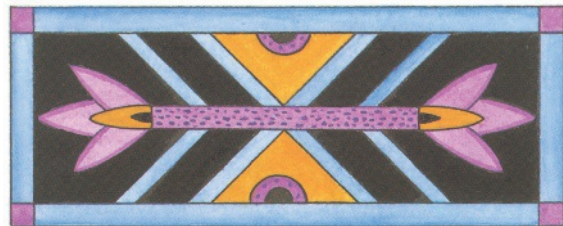
### CLOSE READ



22 Suddenly, the snow collapsed around her and she was buried up to her arms. She kicked and punched at the snow. That was no use. She churned her little legs as fast as she could, as if to run out of the snow. That only dug her in deeper.

23 Above her the dancing spirits leapt and spun. Maybe she would be the next one among them, she thought. She fell back, exhausted.

**exhausted** very tired



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### Possible Teaching Point

#### Language & Conventions | Past and Future Verbs

Use the Language & Conventions lesson on p. T387 in the Reading-Writing Workshop Bridge to help students identify and use past- and future-tense verbs. Point out the use of specific, past-tense verbs on p. 74. Have students underline each past-tense verb on the page. Then have students act out verbs or draw a picture to demonstrate an understanding of each verb's meaning. Point out irregular past-tense verbs such as *leapt* and *spun*.



24 “*Nib-waa-kaan!*” the snow around her whispered, “Be wise!” Yes, she must be smart like the fox who *thinks* his way around the trap.


25 She lay back to think and felt the snow relax its grip. She lay further back and it let go a little more. Slowly, she wriggled and turned, paddled and swam her way out of the snow.

26 “Ho-whah!” she sang out. Her feet were free!

CLOSE READ **Discuss Author's Purpose**

Underline the text that shows who gives the girl advice.

**First Read****Read**

 **THINK ALOUD** As I read the story, I think about the messages and ideas the author expresses in the legend. When the girl needs help, she hears the snow whisper to her. She tries to be like a fox to get out of the snow. I notice that the girl looks to nature when she is afraid or in trouble.

**Close Read****Discuss Author's Purpose**

Direct students' attention to **paragraph 24**. Ask: *How does the girl figure out how to get out of the snow? Who or what helps her?* Have them underline text evidence to support their answer. **See student page for possible responses.** Have students discuss the ways in which nature is personified in the story, or given human characteristics.

DOK 2

**OBJECTIVE**

Discuss the author's purpose for writing text.

**Foundational Skills Extension**

Help students practice decoding words with comparative endings. Point out the word *smart* in paragraph 24. Write *smarter* and *smartest*. Remind students that a word that ends in *-er* compares two things and the ending *-est* is used to compare more than two things. Have students decode the words you wrote and use all three words in sentences.

## First Read

### Read

**THINK ALOUD** As I read, I look for details that tell me why the girl acts how she does. The girl loses her shoes in the snow. Without her shoes, her feet are going to be very cold. She must be sad and frustrated. Still, she keeps going. Getting the medicine to her family is very important to her. She is going to keep walking no matter what.

27 But then, “*Gaa-wiin!* Oh, no!” she cried. Her feet were bare and cold. Her moccasins were gone, buried deep in the drift. She dug in the snow, but it was too soft and loose. She wiped her nose on her sleeve and continued on barefoot.



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### Possible Teaching Point

#### Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T86–T87 in the Reading-Writing Workshop Bridge to remind students that synonyms and antonyms can help them determine the meaning of unfamiliar words. Help students find the synonym for the word *drift* (snow).



28 With the very first step, icy crystals cut into her flesh and her feet began to bleed. In every footprint bright red drops of blood mingled with the white snow. Still, she stumbled ahead until dawn, when she reached the edge of her village. There she called out before sinking into the snow.

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#### CLOSE READ

#### Make Connections

**Highlight** the text that shows what the girl does to get the medicine to the people in her village. What does that help you understand about the girl?

**Possible response:** The girl thinks that helping her village is more important than her own safety.

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## First Read

### Look

Have students look at the illustration to help them understand difficult or unfamiliar vocabulary such as *mingled* and *stumbled*. After reading the text on p. 77, have students retell the events on the page using the illustration to help guide their summaries.

## Close Read

### Make Connections

Ask students to complete the Close Read note. **See student page for possible responses.** Ask: *What words on the page tell you how difficult the girl's journey is? What does this tell you about the girl? Why do you think she keeps going even though the journey is difficult?* In pairs, have students list three characteristics that describe the girl based on her actions. **(Possible Response:** The girl is fearless, dedicated, and caring.)

DOK 2

#### OBJECTIVE

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

### CROSS-CURRICULAR PERSPECTIVES

#### Social Studies

Winter Ojibwe villages were usually close to the forests so that it was easy to hunt. In winter, the clans broke into smaller groups of one or two families. They did this so that people could spread out and have a better chance of hunting food.

## First Read

### Ask

**THINK ALOUD** As I read, I ask questions to help me understand the order of events in the story. I think about questions I have about what will happen in the future, too. What will happen to the little girl? Will she recover after her journey? Will the sick people get better? As I keep reading, I'll look for answers to my questions.



## Close Read

### Make Connections

Ask students to read the Close Read note. Explain that often, people's actions show how they feel. Ask: **How do the people act toward the girl? What does this tell you about how they feel?** Have students highlight text evidence. **See student page for possible responses.** **What are other ways people show how they feel about someone who has done something brave?**

**(Possible Response:** People may honor them with an award or special celebration.)

DOK 2

### OBJECTIVE

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

### CLOSE READ



### Make Connections

**Highlight** the text that shows how the people from the village feel about the girl.

29 The people from her village—even some of the sick ones—ran out when they heard her cry. They carried her back to her lodge and wrapped her swollen and bleeding feet in thick, warm deerskins.

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### CROSS-CURRICULAR PERSPECTIVES

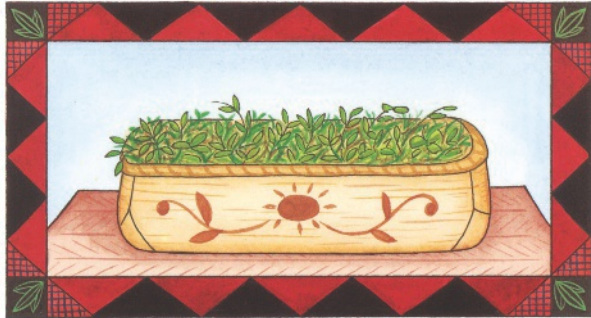
### Social Studies



The Ojibwe lived in family groups called *bands*. These bands were part of a bigger family group called a *clan*. Clans usually had the name of an animal such as a bird or fish. The clan would live together in villages in the summer, when they harvested rice, corn, and squash, then break into the smaller bands in winter.




30 Because of the *mash-ki-ki*, the people were healed. The little girl remained weak for a long, long time, but soon after the snow melted, she too recovered.



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## First Read

### Read

 **THINK ALOUD** As I read, I think about why the author wrote the legend and what message she is sending. I read that the girl is weak for a very long time, but the people in the village get better because of the medicine she brought. The girl's journey made her weak and sick, but she did it so others could get better. This tells me she is brave.

### Possible Teaching Point



#### Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T86–T87 to remind students that synonyms and antonyms can help them determine the meaning of unfamiliar words. Point out the word *recovered*. Explain that students can use context clues to find a synonym, or word with similar meaning, to understand the meaning of *recovered*. Point out the use of the word *too* after the word *recovered*, and the way it connects the girl's actions with the people's actions. Guide students to understand that the word *healed* is a synonym for *recovered*.

## First Read

### Read

**THINK ALOUD** I read that flowers grew wherever the little girl had stepped with her bleeding feet. This makes me think of the connection the girl had with nature during the story. The wind and the snow spoke to her. Now, flowers grow where the girl stepped. I think the writer is telling me something about the girl's strong connection with the natural world around her.



## Close Read

### Author's Purpose

Ask: *What do the girl and her brother see in the places the girl had stepped?* Direct students' attention to **paragraph 32** and have them complete the Close Read activity. **See student page for possible responses.** *How do the little girl and her brother feel when they see the flowers?* (amazed)

DOK 2

### OBJECTIVE

Discuss the author's purpose for writing text.

### CLOSE READ



### Discuss Author's Purpose

Underline the text that shows what the girl and her brother find when they search for her moccasins.

- 31 When the forest turned green, she and her brother went to search for her lost moccasins. What they found there filled them with wonder.
- 32 On the very spot where she had lost her moccasins and wherever she had stepped with her bleeding feet, beautiful new flowers grew. They were pink and white and shaped just like the little moccasins the girl had worn on her journey.

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**ELL Targeted Support Retelling** Explain to students that retelling a story can help them to understand and remember what they read.

Provide sentence frames to help students retell the story.

#### EMERGING/DEVELOPING

Have students work in pairs. One student retells the first half of the story and the other student retells the second half. **EXPANDING/BRIDGING**

CLOSE READ **Fluency**

Practice reading with fluency. Read aloud paragraphs 14–19 several times with a partner. Read the dialogue with feeling, or prosody. Read in a different voice for the old woman and the little girl to show their points of view.

33 The Ojibwe people named the new flower *ma-ki-sin waa-big-waan*, which means the moccasin flower. Today it is also called the lady slipper. The people gave the little girl her name, too, “*Wah-Oh-Nay*,” or “Little Flower,” because although she was as strong as a bear, fast as a rabbit, and smart as a fox, she was also as lovely and rare as a wild spring flower.



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81


## CROSS-CURRICULAR PERSPECTIVES

## Social Studies



The stories Native Americans tell are more than just entertainment. Stories are a way to explain religion, the history of their family or their tribe, or to explain things such as how the world was made or why things in nature are the way they are. The stories are so important that a storyteller is given much respect and is usually given a gift before the storytelling begins.

**First Read****Talk**

 **THINK ALOUD** As I read the ending of the story, I think about the way stories explain the world around us. At the end, I learn that the story about the little girl explains how the moccasin flower, or the lady slipper, first bloomed. The story helps explain something in nature.

**Close Read****Fluency**

Ask students to read the Close Read note. Divide the class into pairs and have students practice reading the text aloud to each other. Have students switch roles in the dialogue to practice prosody. Explain that students should adjust their tone, pitch, and volume as they read to demonstrate different characters' voices. Tell them to use the same techniques to express each character's feelings appropriately.

DOK 1

**OBJECTIVE**

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



# Respond and Analyze



*The Legend of the Lady Slipper*

## OBJECTIVES

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

Make inferences and use evidence to support understanding.

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

Respond using newly acquired vocabulary as appropriate.

## My View

Use these suggestions to prompt initial responses to reading *The Legend of the Lady Slipper*.

- **Discuss** What are the girl's interior and exterior traits?
- **Brainstorm** What might have happened if the girl had acted differently?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Making word groups is a way to remember the meanings of new vocabulary words. We can make these word groups with familiar synonyms or words related to the new word.

**MODEL AND PRACTICE** Model making a word group using the word *village*.

- This is a new vocabulary word. I learned from clues in the reading that a village is like a small town. I can make a word group for the word *village* with the words *small town*. *Community* might be another word to add to the word group.
- Display the word *journey* and have the class create a word group. Ask them to think of synonyms or words that are related to *journey*. Create a word map with students' ideas. Elicit words such as *travel*, *trip*, and *voyage*.

**ELL Targeted Support Vocabulary** Explain that the author uses the words in the box on *Sl* p. 82 to describe the characters and events of the legend.

Point to the activity on p. 82. Ask students to describe boots and slippers. Guide them in reading the words in the box, and have them complete the following sentence: *The vocabulary word that reminds me most of boots and slippers is \_\_\_\_\_.* **EMERGING**

Guide students in reading the words in the box. Discuss the meaning of each word and have students come up with a synonym. Then help them place each word in its proper place in the activity on p. 82. **DEVELOPING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students complete the activity on p. 82 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find the meanings of unfamiliar words using either the book's glossary or a digital dictionary.

### QUICK CHECK



**Notice and Assess** Are students able to appropriately use vocabulary?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T122–T123.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T122–T123.

**Check for Understanding My TURN** Have students complete p. 83 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 82–83

VOCABULARY	COMPREHENSION	READING WORKSHOP
<p><b>Develop Vocabulary</b></p> <p> <b>MY TURN</b> Write the word from the box that belongs in each word group.</p> <p>admiration exhausted medicines messenger moccasins</p> <p>1. _____ <b>moccasins</b> _____ boots slippers</p> <p>2. tired weary _____ <b>exhausted</b> _____</p> <p>3. mail carrier _____ <b>messenger</b> _____ delivery person</p> <p>4. respect approval _____ <b>admiration</b> _____</p> <p>5. cures remedies _____ <b>medicines</b> _____</p>	<p><b>Check for Understanding</b></p> <p> <b>MY TURN</b> Look back at the text to answer the questions. Write the answers.</p> <p><b>DOK 2</b> 1. What are some clues that this story is a legend? <b>Possible response: It is an old story. It tells about a hero and what she does to help others.</b></p> <p>2. Find an example of a word or phrase from a language other than English in this story and tell what it means. How does the author help you understand the meaning of these words? <b>Possible response: Mash-ki-ki means "healing herbs." The author tells the meaning in the phrase after the word.</b></p> <p><b>DOK 3</b> 3. What evidence from the text supports the idea that the girl puts the needs of her village above her own needs? Is that a good way to live? Why or why not? <b>Possible response: When the girl gets the medicine, she leaves for home and does not rest. That is a good way to live because the people in the village also take care of her.</b></p>	

Use the  **QUICK CHECK** on p. T93 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### DECODE COMPARATIVE ENDINGS

Write: *faster*. Say: *Pete is faster than his baseball coach*. Have students suggest other sentences for *faster*. Then write *fastest* and say, *Pete is the fastest player on the team*. Challenge students to suggest other sentences for *fastest*. Discuss the difference between *faster* and *fastest*.

### ELL Targeted Support

Remind students that the endings *-er* and *-est* are used to compare things.

Write: *large, larger* and *largest*. Have students say the endings they hear in *larger* and *largest*, then have them say each word again. **EMERGING**

Say a word, write it, and have students tell the comparative and superlative forms of the word. Use the following words: *slow (slower, slowest); safe (safer, safest); loud (louder, loudest)*.

### DEVELOPING

Write *A pond is small*. Have students use the correct comparative endings to complete these sentences: *A puddle is \_\_\_\_\_. A drop of water is \_\_\_\_\_*. **EXPANDING**

Give partners a base word (*cold, pretty, quiet, funny, little*) and have them say the comparative and superlative forms. Have students write a sentence for each form of the word.

### BRIDGING



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

## Intervention Activity

### DECODE COMPARATIVE ENDINGS

Use Lesson 22, pp. T133–T136 in the *myFocus Intervention Teacher's Guide* for instruction on decoding words with comparative endings.

LEVEL C • MODEL AND TEACH

**Lesson 22** Comparatives and Superlatives

**INTRODUCE** Remind students that adjectives are words that describe. Say: Today you are going to learn about adjectives that compare. Comparative adjectives compare two things. *John is tall, but Dan is taller*. Superlative adjectives compare three or more things. *Bob is the tallest person in our family*.


**MODEL** Display or share copies of "Fast Facts" from Student Book page S133 and read it aloud.

**Fast Facts**

Here are some interesting "fast facts." The brown hare is a really fast runner. The lion is even **faster**. But the cheetah is the **fastest** land animal. Cheetahs can run 61 miles an hour.

Here's a **more** interesting fact. The sailfish is the fastest swimmer in the ocean. It can go 68 miles an hour.

This might be the **most** interesting fact. Birds are good fliers, but some are **better** than others. The falcon is the **best** flier! It can fly up to 200 miles an hour.



**TEACH** Reread the passage with students. Point out and say *faster*. Adding the word part *-er* to the word *fast* forms a comparative adjective. This word tells you that the lion isn't just fast, but it's more fast, or faster, than the hare. Point out and say *fastest*. Adding the word part *-est* to *fast* forms a superlative adjective. This word tells you that the cheetah isn't just fast, but it's the fastest land animal of all.

Point out *more* and *most* and say the words with students. For some words, we don't add *-er* or *-est*. Instead, we use the words *more* and *most*. For example, we say *more interesting* and *most interesting*.

Point out *better* and *best*. These words also compare things. For example, we might say that a robin is a good flier, a goose is a better flier and the falcon is the best flier of all.

Vocabulary T • 133

**OBJECTIVES:**

- Identify the meanings of comparatives and superlatives.
- Understand that comparatives and superlatives are formed by adding the word parts *-er* and *-est*.
- Recognize the irregular comparative and superlative *more* and *most*.
- Recognize the irregular comparative and superlative *better* and *best*.

## Fluency

Assess 2–4 students

### PROSODY

Have students choose a passage to read aloud with proper rate, expression, and accuracy.

### ORAL READING RATE AND ACCURACY

Use pp. 67–72 in the Unit 3 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

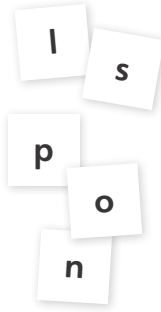
## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with the endings *-er* and *-est*. Have them write each word they create on a note card. Then have them take turns showing a card and having other students in the group say the word on the card and use it in a sentence.



Students can also play the letter tile game in the *myView* games at [SavasRealize.com](https://www.savasrealize.com).

### Decodable Reader



Students can read the decodable reader, *The Bravest*, to practice reading words with comparative and superlative endings and high-frequency words.

### High-Frequency Words

Encourage students to pay attention to how frequently they see, hear, and say this week's high-frequency words: *along*, *few*, and *head*. Have students record in their notebooks every time they hear or use one of the words. Then have them count the occurrences for each word. Have them share their findings in class the next day. Discuss as a group which word students heard or used the most.

### Centers




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

## Decodable Reader

**The Bravest**  
Written by Ramona Vargas


Decodable Reader  
14



Comparative Endings		
bigger	braver	fastest
bigger	deeper	highest
braver	faster	smartest


High-Frequency Words		
all	few	know
along	head	live
away	here	many
do	into	move
others	they	what

105




I live on the highest piece of ice. I live here along with many others like me. They are all bigger than I am.

106




They all slide along the trails. They are all faster than I am.

107



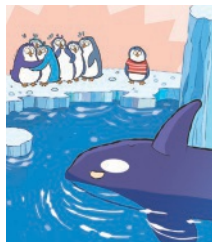
The others all like to jump off the biggest rock into the sea. They are all braver than I am.

108



I wish to be brave, but the sea is deeper than deep.

109




A whale comes by. The others do not know what to do.

110



I move fast!  
I put a few rocks on my head.  
I make a big shadow to make the whale go away.

111



They say that I am the smartest, fastest, and bravest of all!

112

Use the  **QUICK CHECK** on p. T119 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Remember that a synonym is a word that has the same meaning as another word. We can put synonyms together in a word group to help us to remember the meaning of a new vocabulary word. Use an idea map to create a word group for *teacher*. Then have students find definitions for the vocabulary words in *The Legend of the Lady Slipper*. Have them make a word group for each vocabulary word.

### ELL Targeted Support

Explain that creating word groups using synonyms can help readers learn unfamiliar words.

Have students find each vocabulary word in the margin of the *Student Interactive* and underline a word in the definition that might be a synonym. Then help them think of other words they can put into a word group for each vocabulary word. Finally, say one word from each word group and have students match it to the correct vocabulary word. **EMERGING/DEVELOPING**

Have students work independently to create their own word groups for the vocabulary words. Then ask volunteers to share their word groups with the class. **EXPANDING/BRIDGING**



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

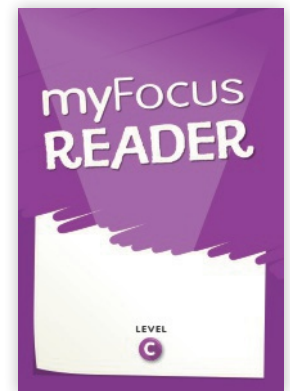
## Intervention Activity



### DEVELOP VOCABULARY

Read pp. 32–33 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight to students.

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



## Fluency

Assess 2–4 students



### RATE

Help students choose a short passage in an appropriate leveled reader. Ask pairs to take turns reading the passage at an appropriate rate. Remind students to read at a rate that is neither too fast nor too slow, to pause at commas, and to stop at periods.

### ORAL READING RATE AND ACCURACY

Use pp. 67–72 in Unit 3, 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 a word group they can make with an unfamiliar word from a legend they read. Have students explain how their words relate to one another.

### Possible Conference Prompts

- What were some new words in your reading?
- Which synonyms can help you remember the meaning of these new words?
- How do you think making word groups helps you remember new words?

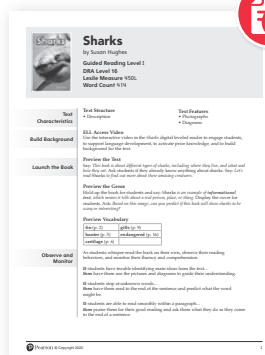
**Possible Teaching Point** You can use a [dictionary](#) and a [thesaurus](#) to find synonyms to use in word groups for new words.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T88–T89.
- For instructional support on using context clues to determine the meaning of new words, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite students to share the definitions of new words they found in the legends, and celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Legend of the Lady Slipper*.
- 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



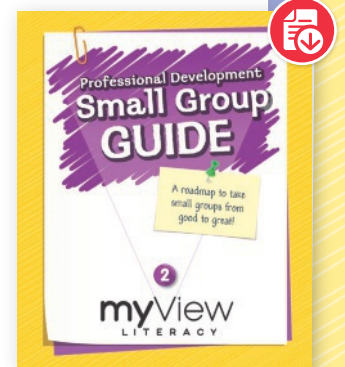
Students can

- work with a partner to discuss and answer the questions on *SI* p. 83.
- make word groups with new words from their independent reading.
- take turns with a partner reading a passage at an appropriate rate.

### SUPPORT INDEPENDENT READING

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

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



# Word Work

## OBJECTIVES

Decode words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

Identify and read high-frequency words.

## Phonics: Review Comparative Endings

### Minilesson

**FOCUS** Remind students that we add the comparative ending *-er* and the superlative ending *-est* to base words when we make comparisons. We use *-er* when comparing two things and *-est* when comparing more than two things.

**MODEL AND PRACTICE** Model adding comparative endings. Write the words *small*, *hot*, and *funny*. To make the word *small* an adjective that compares, I just add *-er* or *-est* to the end of the word. The word *hot* ends with one consonant, so I need to double the *t* before adding the endings. The word *funny* ends with *y*. I need to drop the *y*, add *i*, and then add the comparative ending. Write *smaller*, *hotter*, and *funnier* and circle the endings. Then have students decode the original words and their comparative forms.

Remind students that *few* is one of this week's high-frequency words. Say: This word can be used to name the number of people, places, or objects. Write *I have a few apples*. Have students identify and read the high-frequency word. Then write *You have fewer apples*. Have students identify the high-frequency word with the comparative ending.

**APPLY** Write the following words, one on each card: *happier, happiest, slower, slowest, taller, tallest, shorter, shortest, faster, fastest, bigger, biggest, heavier, heaviest, lighter, lightest, older, oldest, busier, busiest, redder, reddest, longer, longest*. Mix up the cards and place them face down. Have students work in pairs. The first pair draws a card, decodes the word, comes up with a sentence using the word, and then says the sentence. The rest of the class decides if the adjective is used correctly. If it is, the pair of students gets a point and the next pair of students draws a card. When the cards run out, mix them up, and play again if time permits.



# High-Frequency Words

## Minilesson

**FOCUS ON STRATEGIES** Write *A few cows began to head to the barn along the path.* Remind students that *along*, *few*, and *head* are the high-frequency words for the week. Discuss the words with students.

**MODEL AND PRACTICE** Write the words on cards. Flash the cards and ask students to read the words. Then call on several students to use one of the words in an oral sentence.


**APPLY My TURN** Have students complete the activity on S/ p. 54.

**TURN, TALK, AND SHARE** Ask partners to complete the activity.

STUDENT INTERACTIVE, p. 54

### HIGH-FREQUENCY WORDS | DECODABLE TEXT

#### My Words to Know


 **MY TURN** Read the high-frequency words in the box. Write a sentence using each word.

along

few

head

**Possible responses: Matt walked along the path. Sara gave Pam a few pencils. The doll has a big head.**

 **TURN and TALK** Trade sentences with a partner. Identify the high-frequency words in each other's work. Talk about any corrections.

You will see high-frequency words a lot when you read!



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# Discuss Author's Purpose



*The Legend of the Lady Slipper*

## OBJECTIVES

Discuss the author's purpose for writing the text, including what the author wants to answer, explain, or describe.

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary to talk about author's purpose. Give students sentence starters, such as:

- The author's purpose in introducing the brother as the strongest, fastest, smartest person in the village is to \_\_\_\_\_.
- The author helps the reader understand the culture of the village by \_\_\_\_\_.

## Minilesson

**FOCUS ON STRATEGIES** Active readers look for details in a text to help them identify the author's purpose. These details include the characters' decisions, the events of the story, and the story's main message or theme.

- Before you read, scan the story for details in the title and illustrations that might provide clues to purpose.
- While you read, pay attention to words the author chooses.
- After you read, think about how you feel about the text. Was it fun? The author's purpose may be to entertain the reader. Did you learn something? The author's purpose may be to explain something.

**MODEL AND PRACTICE** Display "Thunder and Lightning" on pp. T82–T83 to model how to discuss author's purpose and text structure.

- The title is "Thunder and Lightning," so I predict the author is going to explain how thunder and lightning happen. The text begins with "Long ago," which sounds like a story. Maybe the author wants to entertain us also.
- I can discuss the author's purpose by sharing ideas like this with other readers. As we read the text, we will have new ideas that we can discuss.
- The text structure is also a clue to the author's purpose. For example, the author introduces the problem at the beginning and doesn't say how it's solved until the very end. This keeps me interested throughout the story because I want to find out what happens.

Have students discuss the author's purpose in a familiar story, including how the use of text structure contributes to that purpose.

**ELL Targeted Support Explain with Specificity** Display "Thunder and Lightning," and guide students in discussing how a story's details show author's purpose.

Have students complete this sentence: *Based on the title, I think the author wants the reader to know \_\_\_\_\_.* Use the Think Aloud notes to discuss the difference between explanations in legends and science books. **EMERGING/DEVELOPING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use strategies for discussing author’s purpose.

**OPTION 1 My TURN** Have students use the Close Read notes to underline information and then complete the chart on p. 84 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students create a chart showing details that help them identify the author’s purpose. They may use the chart on p. 84 in the *Student Interactive* as a model.

### QUICK CHECK

**Notice and Assess** Can students discuss the author’s purpose?

#### Decide


- **If students struggle**, revisit instruction for discussing author’s purpose in Small Group on pp. T130–T131.
- **If students show understanding**, extend instruction for discussing author’s purpose in Small Group on pp. T130–T131.

STUDENT INTERACTIVE, p. 84

#### CLOSE READ

### Discuss Author’s Purpose

Authors write for different reasons, or purposes. They may write to entertain readers or to give information. Authors use the structure of a text to make it fun to read. For example, an author may start with a problem and wait to the end to tell how it turned out.

 **MY TURN** Go to the Close Read notes. Underline details that help you discuss the author’s purpose. Then complete the chart. **Possible responses:**

Paragraph	What did you underline?	What was the author’s purpose?
1	“Once”	to tell us the events in the story happened a long time ago
24	“the snow around her whispered”	to show the girl’s connection to nature
32	“wherever she had stepped with her bleeding feet, beautiful new flowers grew”	to explain where a kind of flower came from

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Develop drafts into a focused piece of writing by organizing structure.

## ELL Access

Have students use prereading supports to enhance their comprehension of story structure. For example, have them complete a story map or other appropriate graphic organizer to identify the beginning and ending of a familiar story. Discuss with them what kind of information is included in a story's beginning and ending.

## Story Structure

### Minilesson

**FOCUS ON STRATEGIES** Stories include a beginning and an ending. The beginning gets the reader's attention and the ending closes the story.

- The beginning can tell us when and where the story happens and who the story is about.
- The beginning can also include what causes the main action in the story to happen.
- The ending tells how the action ends and how the story finishes.

**MODEL AND PRACTICE** Direct students' attention to the sentences on p. 88 of the *Student Interactive*. Read the sentences that show the beginning of *The Legend of the Lady Slipper*. Then say: **Now I know the story is about a young girl and the action that starts the story is a disease that struck.** Model using the same strategy for the ending.

Then have partners take turns telling the beginning of stories they know while the other partner listens and then tells what the beginning reveals.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters *a* and *d*

**FOCUS** Display cursive letters *a* and *d*.

**MODEL** Model writing the letters. Write several in a row. Trace the letters. Then have the class write the letters in the air. Then write *dad*, *add*, *lad*, and *dam*. Have the class air-write the words.



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students complete the activity on p. 88 in the *Student Interactive*.

## STUDENT INTERACTIVE, p. 88

**AUTHOR'S CRAFT**

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

Authors organize their stories with a structure. They include a beginning to start the action and an ending to finish it.

Structure of <i>The Legend of the Lady Slipper</i>	What This Tells Me
<b>Beginning:</b> "Once there was a young girl . . . "Then one day a terrible disease struck."	I learn who the story is about and what happens to start the action.
<b>End:</b> "Because of the <i>mash-ki-ki</i> , the people were healed."	I learn how the action ends.

**MYTURN** Write a sentence that could begin a story you might write. Then write a sentence that ends the story.  
**Responses should include a sentence that introduces a character and/or setting and a sentence that suggests plot closure.**

88

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## Writing Workshop

Have students develop beginnings and endings for any stories they create during Writing Workshops. During conferences, support students' writing by helping them include appropriate information in their beginnings and endings.

**PRACTICE** Have students complete *Handwriting* p. 140 from the *Resource Download Center* to practice writing cursive letters *a* and *d*.

Name \_\_\_\_\_

**Handwriting**

Cursive Letters *a*, *d*

Look at the lowercase cursive *a* in the box. What kind of strokes are used? Where do you start a lowercase cursive *a*? What do you do next? How do you finish it?

**MYTURN** Trace the cursive letters. Then write the lowercase cursive letter *a*.

Look at the lowercase cursive *d* in the box. What kind of strokes are used? Where do you start a lowercase cursive *d*? What do you do next? How do you finish it?

**MYTURN** Trace the cursive letters. Then write the lowercase cursive letter *d*.

Grade 2 • Unit 3 • Week 2  
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Handwriting p. 140

Use the  **QUICK CHECK** on p. T127 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DISCUSS AUTHOR'S PURPOSE

**Teaching Point** The author's purpose is the author's reason for writing. An author might want to entertain, to explain, or to try to change the reader's mind about something. The details of a story can show you the author's purpose. Sometimes the title provides a clue. The author's word choice and the text structure can also help you identify his or her purpose. Have students work with a partner to identify and discuss the details they underlined in the Close Read notes.

### ELL Targeted Support

Use Close Read notes to guide students in using strategies to discuss author's purpose.

Help students complete the sentences: *In paragraph 14, the villagers look at the girl with admiration because \_\_\_\_\_. The author wants the reader to understand that the girl \_\_\_\_\_.*

### EMERGING

Have students complete the following sentences: *When I read the words and phrases that were not in English, I thought that \_\_\_\_\_. I think the author used a different language to \_\_\_\_\_.*

### DEVELOPING

Have students work in pairs to discuss two of the Author's Purpose Close Read notes. Ask them to write a detail for each note that helps them understand the author's purpose, then share their details with the class.

### EXPANDING/BRIDGING



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

## Intervention Activity



### DISCUSS AUTHOR'S PURPOSE

Use Lesson 42, pp. T257–T262, in the *myFocus Intervention Teacher's Guide* to provide instruction on author's purpose.


LEVEL C • READ

**Lesson 42** Author's Purpose

**DIRECTIONS** Read "How to Build a Log Cabin" silently. Then follow along as your teacher reads the text aloud. Listen for the steps involved in building a log cabin.

**How to Build a Log Cabin**

- 1 Have you ever wanted to build a log cabin like the ones American pioneers lived in? It's a lot of work, but building your own house can be fun.
- Planning**
  - 2 First, plan your cabin. Decide what size it will be. How many feet long will each wall of the cabin be? Where will the door and windows go? Draw the cabin and label the parts.
  - 3 Next, decide where to build the cabin. Make sure it is not a low spot where rainwater collects. Use string and spikes in the ground to mark where the walls will be. Dig a base and make sure it is level.
- Building**
  - 4 After you dig the base, get materials. You will need logs. Take the logs to the site of your cabin. Make sure the logs are the right length. Make notches at the ends of the logs. Then, use the biggest logs for the bottom layer of the walls. This way, the rest of the logs will have good support.



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## Fluency

Assess 2–4 students



### RATE

Help students choose a short passage to read at an appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 67–72 in Unit 3, 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

### DISCUSS AUTHOR'S PURPOSE

**Talk About Independent Reading** Ask students to use their charts to discuss the author's purpose. Have them read aloud details that helped them identify the author's purpose.

### Possible Conference Prompts

- What was the author's purpose?
- What helped you identify it?
- Is there more than one purpose? If so, what is the other purpose?

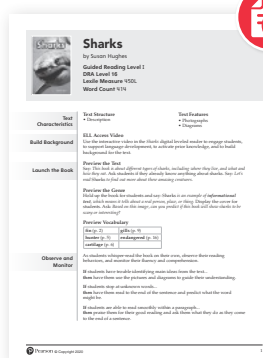
**Possible Teaching Point** Readers consider words and phrases and text structure to identify the author's purpose. Are there words or expressions that tell you the author is trying to explain something to you or entertain you?

## Leveled Readers



### DISCUSS AUTHOR'S PURPOSE

- For suggested titles, see Matching Texts to Learning, pp. T88–T89.
- For instructional support on identifying and discussing author's purpose, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite students to discuss the author's purpose for a book they are reading. Encourage students to explain how they could identify the purpose and what details were especially helpful.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Legend of the Lady Slipper*.
- read a self-selected trade book or their Book Club text.
- retell an independent-reading book to a partner.

### Centers



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

### Literacy Activities



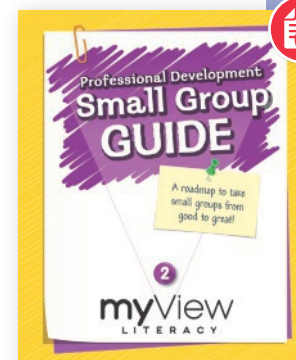
Students can

- work with a partner to discuss and complete the chart on *SI* p. 84.
- complete an activity in the *Resource Download Center*.
- choose a passage from the story and with a partner take turns reading the passage at an appropriate rate.

### SUPPORT PARTNER READING

Partner reading is a good time for students to practice developing their reading skills and strategies. They can coach each other or agree on questions they have about how to interpret a text.

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



# Decodable Text

## OBJECTIVES

Make inferences and use evidence to support understanding.

Retell and paraphrase texts in ways that maintain meaning and order.

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## Read *No Help at All!*

**FOCUS** Have students turn to p. 55 in the *Student Interactive*. Read aloud the title with them. Say: **This story is about a boy with lots of questions. Do you think he is going to get answers to his questions? What makes you think that?**

**READ** Explain that it is important that students read for meaning. Say: **When you read, think about what is happening in the story. As you read, ask yourself whether the story is making sense. Stop and reread if you need to.** Ask students to first read the story silently. Then have partners reread the story orally, this time reading only the dialogue, having one student be Ron and the other be Hank. Tell them to read the dialogue in the way they think the characters might have said it.





## Reread *No Help at All!*

**FOCUS ON COMPREHENSION** Remind students that we always read for meaning. Call on one or more students to tell in their own words what the story is about. Ask students what kinds of questions Ron asks in the story. Discuss why he might be asking so many questions. Then have students write an answer to question 1 on p. 55. Read aloud question 2 with students. Ask them to write their answers to the question.

**RETELL** Have students work with a partner to retell *No Help at All!* to each other.

STUDENT INTERACTIVE, P. 55



### FOUNDATIONAL SKILLS

## No Help at All!

Ron asked, "Why is this hill taller than that one?"

"Because," said Hank.

"Why is this the biggest tree on the hill?"  
asked Ron.

"Because," said Hank.

"Why do you keep saying because?" asked Ron.

"Come along. Let's go home," said Hank.

"At least you didn't say because!" said Ron.

1. Why is Ron asking questions?

**Possible response: He wants to know about the world.**

2. Why do you think Hank keeps saying "because"?

**Possible response: He doesn't know the answers.**

3. Find a word in the story that ends with **-er** or **-est**.  
Use it in a new sentence.

**Possible response: I am taller than my sister.**



# Make Connections



The Legend of the  
Lady Slipper

## OBJECTIVE

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

## ACADEMIC VOCABULARY

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

- How is the girl's **belief** about the northern lights different from the scientific explanation?
- How is the girl's **culture** similar to other ancient cultures you know about?

## Minilesson

**FOCUS ON STRATEGIES** Active readers make connections while reading. They find connections to their personal experiences, other texts they have read, and society.

- A character might say or do exactly what you would say or do in the same situation. A character might remind you of someone you know.
- Other texts you have read can connect to new texts. Ask yourself if other stories had similar characters, settings, or events.
- You can connect what you read to society. The text may make you think of how to behave within your community. You might connect to a lesson or moral or an important topic in the world.

**MODEL AND PRACTICE** Display the text “Thunder and Lightning” on pp. T82–T83 and model using strategies to make connections.

- *When I read about Lightning's bad temper, I think of children I know who lose their temper. When they are angry, sometimes they break things. Thunder sounds like a mother scolding her son when he is very bad.*
- Help students make connections to other parts of the story. Encourage students to identify the type of connection: personal experience, other texts, or society.

**ELL Targeted Support Text to Self** Guide students in using the legend to make connections between the text and their personal experiences. Have them reread paragraphs 1 and 2 on *SI* pp. 60–61.

Ask: *How is the girl like you? How is she different? How is her community similar to and different from yours?* Help students use English to answer. Transcribe their answers, and have them copy the words. **EMERGING**

Have students work in pairs to discuss and write answers to the following questions: *How is the girl like you? How is she different? How is her community similar to and different from yours?* **DEVELOPING/EXPANDING**

Have students write a short paragraph in which they make connections between their personal experiences and the girl and her community.

**BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use strategies for making connections.

**OPTION 1 My TURN** Have students highlight the text using the Close Read notes for Make Connections and then use them to complete the chart on p. 85 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students make a chart like the one on p. 85 in the *Student Interactive* to make connections about their independent reading.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for making connections in Small Group on pp. T136–T137.
- **If students show understanding**, extend instruction for making connections in Small Group on pp. T136–T137.


STUDENT INTERACTIVE, p. 85

READING WORKSHOP

### Make Connections

You make all kinds of connections when you read. Some of the connections you can make include:

- Connections to personal experiences
- Connections to other texts
- Connections to society

 **MY TURN** Go back to the Close Read notes and highlight text evidence. Then complete the chart. For each example, tell if you made a connection to your own experience, other texts, or society. **Possible responses:**

When I read ...,	I made connections to ...
how close the girl feels to her village,	how I feel about my own community.
about the northern lights,	a book I read about the northern lights.
how the people from the village take care of the girl,	how important it is for people in a society to take care of each other.

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### MAKE CONNECTIONS

**Teaching Point** Active readers make connections to what they read. Ask students about their favorite books or stories and what they like about them. Help students see how they already make connections. Think about a book you like. What do you like about it? Which characters do you like or not like and why? What do you think or feel when you read the story? Elicit responses that make connections to personal experiences, other books, or the community.

### ELL Targeted Support

Have students retell *The Legend of the Lady Slipper* as a group. Ask students to talk about the parts they remember the most and why.

Use sentence frames to help students make connections in response to the prompts in the chart on S/ p. 85. **EMERGING**

Discuss the prompts in the chart to elicit connections from students' personal experience, previous reading material, or their community.

### DEVELOPING

Have students complete the Make Connections activities in the Close Read notes. Then have them write a connection they made to each passage they highlighted in their reading notebooks. **EXPANDING**

Have students complete the Expanding activity and then explain to a partner how prior experiences helped them make one of the connections. **BRIDGING**



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

## Intervention Activity



### MAKE CONNECTIONS

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* to provide instruction on applying reading strategies.


LEVEL C • READ

**Lesson 31** Apply Reading Strategies

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

**A Trip to the Library**

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



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## Fluency

Assess 2–4 students



### PROSODY

Help students choose a short passage to read with appropriate expression.

### ORAL READING RATE AND ACCURACY

Use pp. 67–72 in Unit 3, 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

### MAKE CONNECTIONS

**Talk About Independent Reading** Ask students to use their charts to discuss the connections they made.

### Possible Conference Prompts

- What connections did you make?
- What parts of the text helped you make the connections?
- How does making connections help you understand and enjoy what you read?

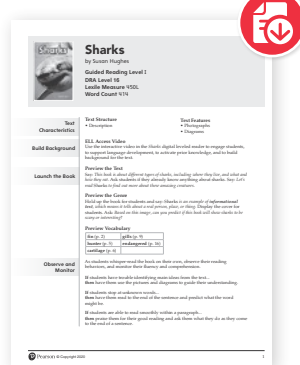
**Possible Teaching Point** Even if a story seems unrelated to your life, you can often still make a connection to the characters. Ask yourself what you would do in the situations you read about, and decide whether the characters acted the same or different.

## Leveled Readers



### MAKE CONNECTIONS

- For suggested titles, see *Matching Texts to Learning*, pp. T88–T89.
- For instructional support on making connections, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together and have volunteers talk about connections they made to a text. Discuss why making connections can make reading more fun.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Legend of the Lady Slipper*.
- read a trade book or their Book Club text.
- coach each other as they partner-read a text.

### Centers



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

### Literacy Activities



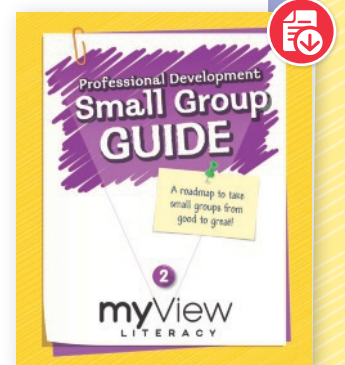
Students can

- use an organizer to make connections to their independent reading.
- play a MyView game.
- with a partner take turns reading a passage at an appropriate rate.

### SUPPORT INDEPENDENT READING

Students can use the strategy of making connections when they choose a text to read independently. Help students self-select texts they think will connect to them personally, to their classroom reading, or to their communities.

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



# Decodable Text

## OBJECTIVES

Decode words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

Identify and read high-frequency words.

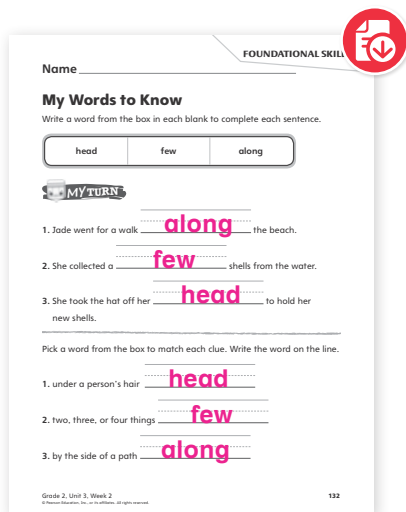
## Revisit *No Help at All!*

**FOCUS** Have students turn to p. 55 in the *Student Interactive*. Say: *We are going to revisit this story about a boy with a lot of questions. As you read, you'll find some words that compare things using the comparative endings we learned this week.*

**READ** Call students' attention to the first sentence in the story. Ask: *I hear the word taller. What is being compared in this sentence?* (two hills) Ask students what comparative ending has been added to the word *tall*. (-er) Remind students that when we compare more than two things, we use the superlative ending -est. Ask students to find a word that is comparing more than two things and underline it. (tallest) Ask them what the word *tallest* is comparing. (all the trees on the hill)

## ADDITIONAL PRACTICE

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



My Words to Know, p. 132



## Reread *No Help at All!*

**FOCUS ON PHONICS AND FLUENCY** Remind students that learning about word parts helps them read fluently and understand what they read. Call volunteers to tell in their own words what the story is about.

Remind students that they have learned how to decode words with inflectional endings. Write the words *small*, *smaller*, and *smallest*. Have students use each word in a sentence. Then ask students to complete the activity in question 3.

Then review the high-frequency words *along*, *few*, and *head*. Have students identify the high-frequency word that appears in the story.

**PRACTICE** Have partners practice rereading the text with accuracy, appropriate oral reading rate, and expression.

### Fluency

#### PROSODY

Display *No Help at All!* Model reading aloud the first half of the text, asking students to pay attention to how you emphasize the dialogue between Hank and Ron. Explain that fluency is about reading for meaning at a natural rate. Invite partners to practice prosodic reading using their favorite sentences from the text.

STUDENT INTERACTIVE, p. 55



#### FOUNDATIONAL SKILLS

### No Help at All!

Ron asked, "Why is this hill taller than that one?"

"Because," said Hank.

"Why is this the biggest tree on the hill?" asked Ron.

"Because," said Hank.

"Why do you keep saying because?" asked Ron.

"Come along. Let's go home," said Hank.

"At least you didn't say because!" said Ron.

1. Why is Ron asking questions?

**Possible response: He wants to know about the world.**

2. Why do you think Hank keeps saying "because"?

**Possible response: He doesn't know the answers.**

3. Find a word in the story that ends with **-er** or **-est**. Use it in a new sentence.

**Possible response: I am taller than my sister.**

# Reflect and Share



The Legend of the Lady Slipper

## OBJECTIVES

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

Use text evidence to support an appropriate response.

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

## ACADEMIC VOCABULARY

**Integrate** Provide oral practice of the unit Academic Vocabulary by asking students to make connections to the unit theme, the Essential Question, and other texts.

- When do people explain their beliefs?
- What are ways that people maintain their culture?
- What is the purpose of telling stories?
- How has communication changed?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** To write an opinion paragraph about a literary text, first collect your thoughts and opinions about the text. Write brief comments that demonstrate an understanding of the text. Use your written comments to develop a paragraph that has one central, or main, idea and details that relate to the central idea.

- Think about your central idea.
- Identify details from texts that support your central idea.
- Link the details to the central idea with words like *because* and *also*.

**MODEL AND PRACTICE** Tell students that “Thunder and Lightning” is trying to explain how thunder and lightning happen. Model writing brief comments to demonstrate an understanding of the text.

- The story tells us that Thunder and Lightning are often together because they are mother and son. The son gets angry and burns things. The mother yells at her son when he does this. What are other ways the story explains thunder and lightning?
- After students respond, have them brainstorm a central idea to answer the question: *Why did someone make up the story of “Thunder and Lightning”?*

**ELL Targeted Support Writing** Display and read aloud the question *Why do people make up stories to explain things?* Brainstorm answers with students and write their ideas under the question.

Provide a sentence starter for the central idea: *People make up stories to explain things because \_\_\_\_\_.* Next, have students brainstorm with a partner details to support the central idea. Provide sentence frames for students to use for their supporting details. For example, *\_\_\_\_\_ explains \_\_\_\_\_ because \_\_\_\_\_.* Also, *\_\_\_\_\_ explains \_\_\_\_\_.* You may provide more frames for students to complete their opinion paragraphs. **EMERGING/**

#### **DEVELOPING**

Have students write their opinion paragraphs using the ideas discussed.

#### **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections between texts.

**OPTION 1 Use the Shared Read** Have students use evidence from this week’s texts to write about why people tell stories to explain things. Remind students to look at p. 86 as a guide for their writing and to provide sufficient text evidence to demonstrate their understanding of the texts.

**OPTION 2 Use Independent Text** Students should review their self-selected texts to get ideas about stories people tell to understand the world.

### QUICK CHECK

**Notice and Assess** Are students able to make comparisons across texts?

#### Decide

- **If students struggle,** revisit instruction for comparing texts in Small Group on pp. T142–T143.
- **If students show understanding,** extend instruction for comparing texts in Small Group on pp. T142–T143.

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


STUDENT INTERACTIVE, p. 86

RESPOND TO TEXT

### Reflect and Share

**Write to Sources**

*The Legend of the Lady Slipper* is a story that explains why a flower grows. Think about other stories you have read in the unit. On a piece of paper, write a paragraph to tell why you think people make up stories to explain things.



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**Focus on One Main Idea**

Your opinion paragraph should focus on one main, or central, idea.

- All sentences should relate to the main idea.
- Develop your idea with specific details.

Begin your paragraph with a sentence that states your main idea. Use details from the texts to support it. Use linking words, such as *because* and *also*, to connect ideas.

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**Weekly Question**

What stories do people tell to understand the world around them?

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Whenever we read more than one text with the same theme, we should think about what is similar and what is different about the texts. This helps readers understand the theme. Have students compare “Thunder and Lightning” and *The Legend of the Lady Slipper*. Encourage students to look for similarities.

### ELL Targeted Support

Have students compare legends. Tell students to look at “Thunder and Lightning” and *The Legend of the Lady Slipper*.

Discuss why people made up these stories. Have students orally complete these sentence starters: “*Thunder and Lightning*” explains \_\_\_\_\_. The Legend of the Lady Slipper explains \_\_\_\_\_.

### EMERGING

Have students work in pairs to complete the sentences above in writing. **DEVELOPING**

Have partners discuss why people made up these stories. Encourage them to identify each story’s lesson and what it was attempting to explain. Have each pair write and share a summary of what they discussed.

### EXPANDING

Have individual students write a short paragraph that explains why people write stories like these, using an example from each story to support the explanation. **BRIDGING**



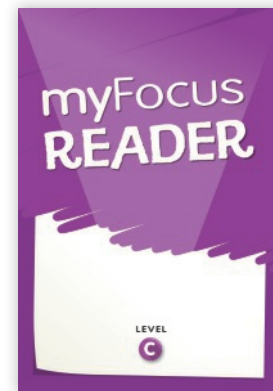
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### COMPARE TEXTS

Reread pp. 32–33 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 traditions and encourages them to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize the information they learned about stories people tell to explain and understand their world.

**Critical Thinking** Discuss with students why people tell stories to understand their world, and ask them for examples of stories that explain the world.

See *Extension Activities* pp. 180–184 in the *Resource Download Center*.



## Conferring

3 students/3-4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to compare the reasons people have for telling various traditional tales.

#### Possible Conference Prompts

- What were the purposes of the stories?
- How did you identify the purposes?
- Could you make connections? How did this help you understand why people tell stories?

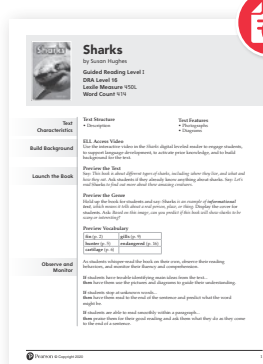
**Possible Teaching Point** Did you know that authors leave clues for you in stories so that you can start to figure out the ending as the story is unfolding? Why do you think they do that? Can you find an example of this in *The Legend of the Lady Slipper*?

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T88–T89.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



## Whole Group

### Share

Bring the class back together as a whole group. Invite one or two students to share connections they made to other texts.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write in their reading notebook in response to the Weekly Question.
- complete an activity in the *Resource Download Center*
- choose a passage from the story and with a partner take turns reading the passage with expression.

## BOOK CLUB



See Book Club pp. T506–T509 for

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

## 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 folktales and compare versions of the same tale.
- I can use language to make connections between reading and writing traditional tales.
- I can use figurative language and sound devices to write poetry.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

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

## Materials

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

### LESSON 1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T148–T149
  - » Phonics: *r*-Controlled Vowels *er, ir, ur*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T150–T151
- Listening Comprehension: Read Aloud: “The Princess and the Peanuts” T152–T153
- Folktales T154–T155
  - ☑ **Quick Check** T155

#### READING BRIDGE

- Academic Vocabulary: Context Clues T156–T157
- Handwriting: Write Words T156–T157

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T161
- Strategy, Intervention, and On-Level/Advanced Activities T160
- ELL Targeted Support T160
- Conferring T161

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T161
- Literacy Activities T161

**BOOK CLUB** T161 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T400–T401
  - » Simile
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T400–T401
- Conferences T398

#### WRITING BRIDGE

- Spelling: *r*-Controlled Vowels *er, ir, ur* T402
  - ☑ **Assess Prior** Knowledge T402
- Language and Conventions: Spiral Review: Past-Tense and Future-Tense Verbs T403

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T162–T163
  - » Phonics: Decode and Write Words with *r*-Controlled Vowels *er, ir, ur*
  - ☑ **Quick Check** T163
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T164–T187
  - » Preview Vocabulary
  - » Read and Compare Texts
- Respond and Analyze T188–T189
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T189
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T190
- Guided Reading/Leveled Readers T193
- Strategy and Intervention Activities T190, T192
- Fluency T190, T192
- ELL Targeted Support T190, T192
- Conferring T193

##### INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T191
- Independent Reading T193
- Literacy Activities T193

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T404–T405
  - » Explore Alliteration
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T404–T405
- Conferences T398

#### WRITING BRIDGE

- Spelling: Teach *r*-Controlled Vowels *er, ir, ur* T406
  - ☑ **Flexible Option**
- Language and Conventions: Oral Language: Irregular Verbs T407

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T194–T195
  - » Phonics: *r*-Controlled Vowels *er, ir, ur*
  - » High-Frequency Words

#### CLOSE READ

- Compare and Contrast Stories T196–T197
- Close Read: *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*
  - ✔ **Quick Check** T197

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Word Choice T198–T199
- Handwriting: Letters *g* and *o* T198–T199

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T201
- Strategy and Intervention Activities T200
- Fluency T200
- ELL Targeted Support T200
- Conferring T201

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

### WRITING WORKSHOP

#### MINILESSON

- Poetry T408–T409
  - » Apply Alliteration
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T408–T409
- Conferences T398

### WRITING BRIDGE

- Spelling: Review and More Practice: *r*-Controlled Vowels *er, ir, ur* T410 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Irregular Verbs T411

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T202–T203
  - » Read Decodable Text: *Perfect!*

#### CLOSE READ

- Visualize Details T204–T205
- Close Read: *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*
  - ✔ **Quick Check** T205

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T207
- Strategy and Intervention Activities T206
- Fluency T206
- ELL Targeted Support T206
- Conferring T207

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

### WRITING WORKSHOP

#### MINILESSON

- Poetry T412–T413
  - » Explore Audio Recording
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T412–T413
- Conferences T398

### WRITING BRIDGE

- Spelling: Spiral Review: Comparative Endings T414 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Irregular Verbs T415

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T208–T209
  - » Revisit Decodable Text: *Perfect!*
  - » Fluency

#### COMPARE TEXTS

- Reflect and Share T210–T211
  - » Talk About It
    - ✔ **Quick Check** T211
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T213
- Strategy, Intervention, and On-Level/Advanced Activities T212
- ELL Targeted Support T212
- Conferring T213

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T213
- Literacy Activities T213

**BOOK CLUB** T213 **SEL** →

### WRITING WORKSHOP

#### MINILESSON

- Poetry T416
  - » Apply Audio Recording
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T416–T417 **SEL** →
- Conferences T398

### WRITING BRIDGE

- Spelling: *r*-Controlled Vowels *er, ir, ur* T418
  - ✔ **Assess Understanding** T418
- Language and Conventions: Standards Practice T419 **FLEXIBLE OPTION** ←

# Materials

**WEEKLY LAUNCH: INFOGRAPHIC**

**Telling a Story**

The story of Cinderella is hundreds of years old. It has been told in different countries around the world. But the story is not always the same.

In some stories, a fairy godmother helps Cinderella. In other stories, a white bird in a wishing tree helps her.

In some stories, Cinderella wears glass slippers. In other stories, she wears gold slippers.

In some stories, a pumpkin turns into a coach and mice turn into coachmen to take Cinderella to a ball. But many stories don't explain how Cinderella gets to the ball at all.

In some stories, Cinderella must leave the ball by midnight. In other stories, she leaves just because she is tired!

**Weekly Question**

How can a traditional story be told in different ways?

**TURN OF FATE**

Tell the Cinderella story to a partner. First, draw your story. Draw the beginning, two important middle events, and the end. Next, use your pictures to tell your Cinderella stories to each other. Tell your story with descriptive details such as how Cinderella looked and how she got to the ball. Speak clearly in complete sentences. Then talk about how your stories are alike and different.

**INFOGRAPHIC**  
"Telling a Story"

**READING WORKSHOP**

**Folktales Anchor Chart**

These stories

- were first told out loud and were later written down
- have problems to solve
- have good characters and bad characters

**Folktales**

- told by different people
- developed over time into different versions of the same folktale
- retold in different places

**READING ANCHOR CHART**  
Folktales

**Folktales Anchor Chart**

These stories

**Folktales**

**EDITABLE ANCHOR CHART**  
Folktales

**Decodable READER**

**DECODABLE READER**

**Handwriting**

**Writing Workshop**

**My Words to Know**

**Language and Conventions**

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Leveled Readers**

**Sharks**

**Teacher's Guide**

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

something  
example  
paper

### Develop Vocabulary

stranded  
mechanic  
blossoms  
expensive  
forgave

### Spelling Words

fern  
term  
chirp  
first  
curb  
burn  
perky  
birthday  
alert  
perfect

### Unit Academic Vocabulary

communication  
culture  
purpose  
belief  
maintain

WEEK 3 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively, use relevant strategies to clarify understandings, and answer questions about main ideas and details.

**ELL Language Transfer**  
**Objective:** Post and the Spanish equivalent of "The Princess and the Peanuts."

**FLUENCY**  
Also compare the Read Aloud routine to the "Think Aloud" routine.

**THINK ALOUD Routine**  
**Objective:** Post and the Spanish equivalent of "The Princess and the Peanuts."

**Traditional Tales: Folktales**  
Encourage students to listen actively as you read about the folktale "The Princess and the Peanuts." Stop often to discuss or bring change in different elements of the story, but the problem and solution are very much the same.

**START-UP**  
**READ-ALOUD ROUTINE**  
**Purpose:** Have students set a purpose for reading "The Princess and the Peanuts." Suggest that they plan for the problem to be solved.

**READ** the whole text aloud without stopping to address the Think Aloud callouts.

**DEBATE** the text to the class, paying to model Think Aloud strategies relevant to the genre.

**The Princess and the Peanuts**  
Once upon a time lived a princess who loved sports so much that her family held a royal sports competition for her.

On the first day, the king was most excited about hockey. During the game, the king and queen cheered and clapped. But the princess trembled in the cold stadium.

"Hurry! Cart racing is next!" shouted the queen. The lower bell struck, and they were off! But as the horses ran, they kicked up dirt. Dust soon filled the arena.

"Oh my!" said the princess as she coughed.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud:  
• enables students to learn about their independent reading level.  
• allows students to learn language development.  
• provides an opportunity to build fluency and improve reading.  
• fosters a love and enjoyment of reading.

**PLANNING**  
Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Identify the key elements of the story.  
• Determine the Teaching Points.  
• Write open-ended questions and model Think Aloud as you read, write and plan to the book at the points where you plan to stop to interact with students.

**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 build essential background necessary for understanding.  
• Discuss key vocabulary essential for understanding.

**DURING READING**  
• You can choose to stop and read aloud to students get to get to the end and apply 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 points.  
• Use Think Aloud to model strategies and make use to monitor comprehension and correct reading level.  
• Help students make connections to their own experiences, think they have read or learned in the past, or the world.

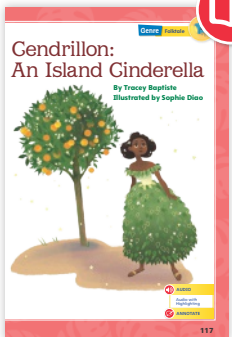
**AFTER READING**  
• Summarize and allow students to share thoughts about the story.  
• Request student comprehension by modeling the format on the last of the story.  
• Choose and assign a Student Response Form available on ReadAloud.com.

**Finals Teaching Points**  
• Summarize the story.  
• Determine Theme.  
• Make Connections.  
• Determine Point of View.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD  
"The Princess and the Peanuts"



SHARED READ  
Interstellar Cinderella and Cendrillon:  
An Island Cinderella

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T510-T513

**Mentor STACK**

Writing Workshop T397



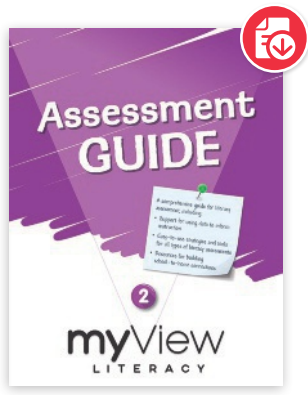
LITERACY STATIONS



SCOUT

## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Word Work

## OBJECTIVES

Decode multisyllabic words with *r*-controlled vowels.

Identify and read high-frequency words.



Sound-Spelling Cards  
67, 72, 104

## FOUNDATIONAL SKILLS EXTENSION

See pp. T170 and T187 for *r*-controlled vowel extension activities students can use while reading the text in Lessons 2 and 3.

## Phonics: Decode Words with *r*-Controlled Vowels: *er, ir, ur*

### Minilesson

**FOCUS** Display Sound-Spelling Cards 67, 72, and 104. Point out that the words *fern*, *girl*, and *curtain* all have the vowel sound /er/. Explain that these words have an *r*-controlled vowel, which means that the letter *r* follows a vowel and creates a different vowel sound. The vowel sound is neither long nor short. Ask students to read the words on the cards as you point to them, listening to the *r*-controlled vowel sound.

**MODEL AND PRACTICE** Model reading the *r*-controlled vowel in the word *her* in the chart on p. 96 of the *Student Interactive*. Say: I see the letter *e* in the middle of this word. I know it is not the short vowel sound /e/. The letter *e* is followed by the letter *r*, which tells me this word has an *r*-controlled vowel sound /er/. I know I need to pay attention to the letters surrounding vowels to make sure I can decode the vowel sound. Ask students to read the word *her* and listen to the vowel sound. Then have them read the rest of the words in the first row of the chart and identify the vowel sound in each word.

**APPLY My TURN** Have students read the rest of the words on *Student Interactive* page 96 as they listen for the *r*-controlled sound.

**TURN, TALK, AND SHARE** Have students work with a partner to reread the words in the chart and underline the *r*-controlled spelling in each word. Then have them choose one word in each column, use the words in sentences, and share their sentences with their partner.



**ELL Targeted Support r-Controlled Vowels** The /er/ sound may be difficult for some students to say. Tell students to watch your mouth as you say the sound /er/ and then have them repeat the sound with you.

Have students practice the /er/ sound. Write the words *girl*, *her*, and *fur*. Ask them to say the words with you several times, emphasizing the /er/ sound. **EMERGING**

Write the words *her*, *girl*, and *fur*. Circle the vowel + r. Say the sound and have students repeat. Then ask them to read the words. Work with them to read the words in the chart on p. 96. **DEVELOPING**

Have students work with a partner to read the words on p. 96 together and brainstorm two additional words for each vowel pattern in the chart. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *something*, *example*, and *paper*.

- Point to each word as you read it aloud.
- Have students choose a word, say it, and use it in a sentence.

something

paper

example

### STUDENT INTERACTIVE, p. 96

#### PHONICS

### r-Controlled Vowels: er, ir, ur

When a vowel is followed by r, the vowel has a different sound. The vowel is called **r-controlled**. The letter pairs **er**, **ir**, and **ur** make the same sound.

**MY TURN** Read, or decode, the words with r-controlled words. Listen for the r-controlled sound.

er	ir	ur
her	stir	fur
jerk	girl	turn
perfect	dirty	hurry

**TURN and TALK** Reread the words in the chart with a partner. Underline the r-controlled vowel pattern in each word.

Then choose one word from each column and use the words in sentences. Share your sentences with your partner.

When I say her, stir, and fur, I hear words that rhyme.





# Interact with Sources

## OBJECTIVES

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

Retell and paraphrase texts in ways that maintain meaning and logical order.

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

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

## ACADEMIC VOCABULARY

**Language of Ideas** Building upon students’ academic language is key to their academic growth across all subjects. After you discuss the weekly question, ask: [How were traditional stories communicated long ago, before they were written? Do you think different cultures have different Cinderella stories?](#)

- communication
- belief
- culture
- maintain
- purpose

Use these words throughout the week to reinforce language acquisition.

## Explore the Infographic

Revisit the Essential Question for Unit 3: *What makes a tradition?* Then read aloud the Week 3 Question: *How can a traditional story be told in different ways?*

Read aloud the infographic “Telling a Story” on pp. 94–95 in the *Student Interactive*. Explain that many students are familiar with some version of this story. Ask: [What Cinderella stories have you heard? Did someone tell you the story, or is the story from a book or movie?](#)

Pose the following questions to help students demonstrate their knowledge of this well-known example of children’s literature.

- Where does Cinderella live in the story you know?
- Who are the characters in the story? Why are they important?
- Do you know where the story you heard first came from?
- What type of story is Cinderella—a folktale, a fable, or a fairy tale?

**WEEKLY QUESTION** Conclude the discussion by restating the Week 3 Question: *How can a traditional story be told in different ways?* Briefly review versions of the Cinderella story that were mentioned in this activity. Tell students that they will read two very different Cinderella stories this week.

**TURN, TALK, AND SHARE** Have students create drawings of the Cinderella stories they know and use them to retell the story to a partner. Drawings for the beginning, middle, and end should be included. Emphasize that students’ retellings should maintain the meaning of the story, be told in correct order, and include some descriptive details. After students share their retellings, have them discuss how their retellings are alike and different. Then have students create an audio recording of their Cinderella stories.



### EXPERT’S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Having a strong conceptual foundation in the first language creates a solid foundation for learning academic language in English. It is good to encourage kids to continue to learn and read in their first language. Knowledge transfers from one language to another. If students have the concept in their first language, it is an easier lift because they only have to learn the English vocabulary.”

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

**ELL Targeted Support Visual and Contextual Support** Help students use visual and contextual support to read grade-appropriate content area text. Look at the illustrations on pp. 94–95 together.

Point to and name the images in the pictures and have students find the words and phrases in the text: *fairy godmother, glass slippers, gold slippers, pumpkin, mice*. Tell students a coach is like a car and the coachmen drive it. Explain that *ball* has another meaning and is a big party where people dance. **EMERGING/DEVELOPING**

Place students in pairs. Ask students to look at the pictures and the text and then write 5–10 words that are important to the Cinderella story. Have pairs compare their chosen words and note any differences. Then have them tell why they picked each word.

**EXPANDING**

Have students use the visuals and contextual details from the infographic to tell a new version of the Cinderella story. **BRIDGING**

STUDENT INTERACTIVE, pp. 94-95

WEEKLY LAUNCH: INFOGRAPHIC

## Telling a Story

The story of Cinderella is hundreds of years old. It has been told in different countries around the world. But the story is not always the same.

In some stories, a fairy godmother helps Cinderella. In other stories, a white bird in a wishing tree helps her.



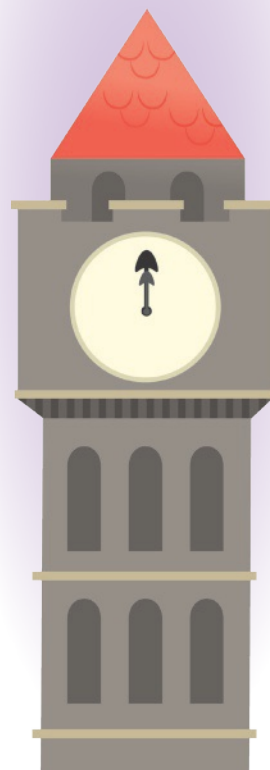
In some stories, Cinderella wears glass slippers. In other stories, she wears gold slippers.



In some stories, a pumpkin turns into a coach and mice turn into coachmen to take Cinderella to a ball. But many stories don't explain how Cinderella gets to the ball at all.



In some stories, Cinderella must leave the ball by midnight. In other stories, she leaves just because she is tired!



WEEK 3  
**Weekly Question**

**How can a traditional story be told in different ways?**

**TURN and TALK**

Tell the Cinderella story to a partner. First, draw your story. Draw the beginning, two important middle events, and the end. Next, use your pictures to tell your Cinderella stories to each other. Tell your story with descriptive details such as how Cinderella looked and how she got to the ball. Speak clearly in complete sentences. Then talk about how your stories are alike and different.

# Listening Comprehension

## OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.


## ELL Language Transfer

**Cognates** Point out the Spanish cognates in “The Princess and the Peanuts.”

- princess : *princesa*
- baseball : *béisbol*

## FLUENCY

After completing the Read-Aloud Routine, display “The Princess and the Peanuts.” Model reading aloud a short section of the story, asking students to pay attention to the rate at which you read. Emphasize that fluency is about reading for meaning at an appropriate rate.

 **THINK ALOUD** Analyze **Folktales** The story starts with “Once upon a time.” I know that folktales often start like this. The characters are a princess, a king, and a queen. I know that these characters are common in folktales.

## Traditional Tales: Folktales

Encourage students to listen actively as you read aloud the folktale “The Princess and the Peanuts.” Say: **Often the characters or setting change in different versions of the story, but the problem and solution are very much the same.**

### START-UP

#### READ-ALLOUD ROUTINE

**Purpose** Have students set a purpose for reading “The Princess and the Peanuts.” Suggest that they listen for the problem to be solved.

**READ** the whole text aloud without stopping to address the Think Aloud callouts.

**REREAD** the text to the class, pausing to model Think Aloud strategies relevant to the genre.

## The Princess and the Peanuts

Once upon a time lived a princess who loved sports so much that her family held a royal sports competition for her.

On the first day, the king was most excited about hockey. During the game, the king and queen cheered and clapped. But the princess trembled in the cold stadium.

“Hurry! Cart racing is next!” shouted the queen. The tower bell struck, and they were off! But as the horses ran, they kicked up dirt. Dust soon filled the arena.

“Oh my!” said the princess as she coughed.

*“The Princess and the Peanuts” continued*

After the race, the princess said, “How I would love to watch a sport my parents and I all enjoyed!”

“The game is about to start!” said the king.


The princess looked up and noticed they had come to a soft green field with a large white diamond.

“It’s a new game called baseball,” explained the queen.

The royal family took their place in a box that seemed to hang in the sky. A new world lay below them. A player threw a white ball. Another player hit it with a smooth club. The ball flew so far the princess could no longer see it. The royal family jumped to their feet and cheered. The game continued with just as much excitement.

The king and queen then passed a small bag to the princess. “Here, love! Try these!”

The princess opened the gift, a bag full of delicious peanuts. “The perfect treat for a perfect game,” she thought. And she finally smiled.

 **THINK ALOUD** Analyze Folktales Folktales typically have a problem to be solved. The princess’s problem was that she wanted to find a sport she could enjoy watching with her parents.

**ELL Access**

To help prepare students for the oral reading, provide a brief summary of the story:

A princess and her parents love sports. They hold the first competition in the kingdom. Everyone is excited. They watch hockey first. But the stadium is too cold for the princess. They watch cart racing next. But the horses kick dirt as they run. The princess coughs and coughs. Then they watch a new game. It is called “baseball.” The family loves it. The king and queen give the princess a small bag. It is full of peanuts. The princess is happy with her snack and the new game.

**FLEXIBLE OPTION**   
**INTERACTIVE**  
**Trade Book Read Aloud**

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

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

**WRAP-UP****“The Princess and the Peanuts”****Another traditional tale**

After reading “The Princess and the Peanuts,” ask students to use a T-chart to compare the story with another traditional tale they are familiar with. Encourage them to think about the characters, setting, and problem.



SPOTLIGHT ON GENRE

# Folktales

## LEARNING GOAL

I can read folktales and compare versions of the same tale.

## OBJECTIVES

Establish a purpose for reading assigned and self-selected texts.

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

## LANGUAGE OF THE GENRE

While discussing the genre and the anchor chart with students, have them use these words.

- traditional
- problem
- character
- version

## FLEXIBLE OPTION ANCHOR CHARTS

Display a blank poster-sized anchor chart.

- Have students list characteristics of folktales.
- Add to the anchor chart as students learn more about folktales.

## ELL Language Transfer

**Cognates** Point out the French cognates on pp. 100–101.

- traditional : *traditionnel*
- problème : *problem*
- version : *version*
- magic : *magique/magie*

## Minilesson

**FOCUS ON STRATEGIES** Explain that like fables, folktales are also traditional tales that have been handed down over generations. However, folktales usually have genre characteristics that distinguish them from fables, such as characters who are people and a more detailed plot. Students can identify folktales by asking:

- Characters: Are the main characters people? What are they like?
- Setting: Does the story take place “long ago” in an imaginary place?
- Problem: Does the character have to solve a problem? Is magic involved in the solution?
- Ending: Does the good character win in the end?

**MODEL AND PRACTICE** Model identifying characteristics of folktales from the Read Aloud and establishing a purpose for reading. *The story about the princess and the peanuts is similar to other folktales I have read. But it is also different because the setting has some modern sports. I know that traditional tales are often retold in different ways. I know that different cultures can have their own versions of a story too.* Have students discuss one similar characteristic fables and folktales share and one characteristic they do not share.

*Before I read, I always set a purpose because this helps guide my reading. It gets me thinking about the story and looking for answers as I read. When I read more folktales, I want to find out how they are similar to and different from “The Princess and the Peanuts” and other folktales I have read.*

Read and discuss the text on *SI* p. 100 about establishing a purpose for reading. Work with students to establish a purpose for reading the assigned texts.

**ELL Targeted Support Retell** Explain that retelling a story helps readers check their understanding and remember key details.

Support students in retelling the story of “The Princess and the Peanuts” using words, sketches, and gestures. **EMERGING**

Have partners list the characters, problem, and setting of “The Princess and the Peanuts.” **DEVELOPING/EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use strategies for identifying folktales.

**OPTION 1 Use the Anchor Chart** Have students work with a partner to discuss the characteristics of folktales. Circulate to determine if students show understanding.

**OPTION 2 Use Independent Text** Have students compare realistic fiction and folktales they have read. Ask them to write their comparisons in their Reader's Notebook.

### QUICK CHECK

**Notice and Assess** Can students identify folktales?

#### Decide

- **If students struggle**, revisit instruction about Traditional Tales in Small Group on p. T160.
- **If students show understanding**, have them continue practicing the strategies for reading folktales using the Independent Reading and Literacy Activities in Small Group on p. T161.

**TURN, TALK, AND SHARE** Have students complete the Turn and Talk activity on p. 100 of the *Student Interactive*. Call on volunteers to share their ideas with the class.

STUDENT INTERACTIVE, pp. 100-101

GENRE: TRADITIONAL TALES

**My Learning Goal** I can read folktales and compare versions of the same tale.

**Spotlight on Genre**

### Traditional Tales: Folktales

Folktales are traditional tales, or well-known stories, that people have told again and again. A folktale:

- may have been told for years before it was written.
- has a problem to solve.
- has characters that are either all good or all bad.
- may be told in different ways, or **versions**.

**Establish a Purpose for Reading** When you read different versions of the same story, you might read to compare them.

**TURN and TALK** The story of Cinderella is a folktale. It is also called a fairy tale because it has magic in it. Share what you know about this tale. Look at the pictures in *Interstellar Cinderella* and *Cendrillon*. How might these Cinderella stories be the same as the traditional Cinderella story? How might they be different?

100

READING WORKSHOP

## Folktale Anchor Chart

These stories

- Ⓒ were first told out loud and were later written down
- Ⓒ have problems to solve
- Ⓒ have good characters and bad characters

**Folktales**

- told by different people
- developed over time into different versions of the same folktale
- retold in different places

101

# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

## ELL Access

Review what context clues are. Then display short sentences that contain the Academic Vocabulary words and appropriate context clues, such as synonyms. Have students use the context clues to say what each word means. Tell students to ask for help if needed and to convey their ideas by describing if they do not know the exact English words to use.

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Review the academic vocabulary words for the unit: *communication*, *culture*, *purpose*, *belief*, and *maintain*. Explain that context clues are words and sentences near an unfamiliar word that can help you understand it. Say: *We can use context clues to learn more about our academic vocabulary words. If you see a word or expression that you don't understand, read the words and sentences near it to look for clues to its meaning.*

**MODEL AND PRACTICE** Read with students the first example on p. 131 of the *Student Interactive*: *I read the words on purpose, but I don't know what this means. The sentence right before it gives me a context clue as to what it means. Its says the girl meant to break the toy. So when you mean to do something, you do it on purpose.*

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Write Words

**FOCUS** Write words in cursive, using appropriate strokes when connecting letters.

**MODEL** Show students how to write words in cursive. Guide them to connect the letters using appropriate strokes. Model how to write these words: *jump*, *bow*, *sad*, and *wow*.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activity on p. 131 in the *Student Interactive*.

WEEKLY STANDARDS  
PRACTICE

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

## STUDENT INTERACTIVE, p. 131

VOCABULARY READING-WRITING BRIDGE

I can use language to make connections between reading and writing traditional tales.

**My Learning Goal**

**Academic Vocabulary**

**Context clues** are words that can help you understand a word's meaning. You can determine the meaning of a word by looking for clues in nearby words and sentences.

**MY TURN** Circle the context clues that help you understand each **bold** word or phrase. Then determine the meaning of the word and fill in the blank.

- The girl **meant to** break the toy. She did it **on purpose**.  
In this sentence, **on purpose** means meaning to do something.
- Taking care of** an old house isn't easy. Home **maintenance** is expensive.  
In this sentence **maintenance** means things you do to take care of something.
- Mario looked at Leo in **disbelief**. He **did not believe** him.  
In this sentence, **disbelief** is the opposite of belief.

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**PRACTICE** Have students complete *Handwriting* p. 141 from the *Resource Download Center* to practice writing cursive words.

Name \_\_\_\_\_

**Handwriting**

**Write Words**

An important part of cursive writing is correctly joining letters in a word. Look at the word it below. As the letter i is finished, it goes right into the beginning of the letter t. Dot the i and cross the t after the word is written. Trace the word.

**MY TURN** Trace each word. Then write each word on your own. Work carefully to make sure the letters are joined correctly.

Grade 2 • Unit 3 • Week 3

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Handwriting p. 141



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



LEVEL H

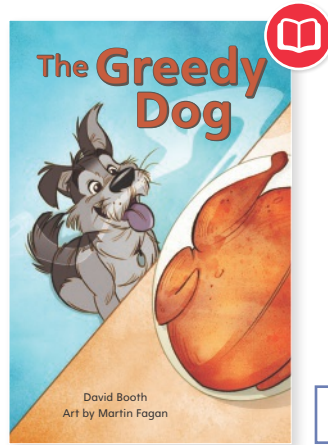
**Genre** Narrative

**Text Elements**

- Three to eight lines per page
- Accessible content

**Text Structure**

- Chronological



LEVEL I

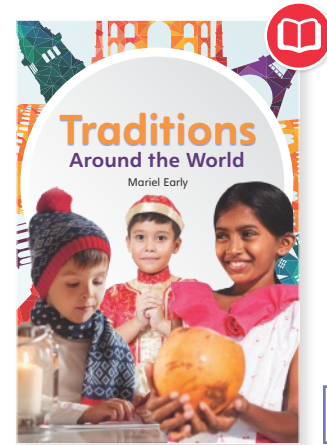
**Genre** Folktale

**Text Elements**

- Three-syllable words
- Sentences carry over two to three lines

**Text Structure**

- Chronological



LEVEL J

**Genre** Informational Text

**Text Elements**

- Some ideas new to most readers
- Many lines of print per page

**Text Structure**

- Compare and Contrast

## Guided Reading Instruction Prompts

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

### Identify Folktales

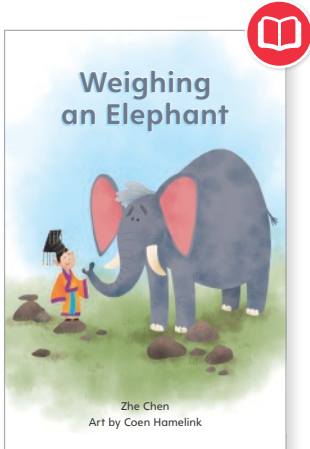
- Who are the characters and what is the setting?
- Which characters are good and which ones are bad?
- What is the problem in the story?

### Develop Vocabulary

- What can you do to figure out the meaning of a word?
- What clues from the text tell you about the word \_\_\_?
- How can you learn the meaning of a word from the sentence it is in?

### Compare and Contrast Stories

- Which characters in the tales act or look similar?
- Which characters face similar problems?
- How are the settings similar and different?
- What do the story problems have in common?



LEVEL K

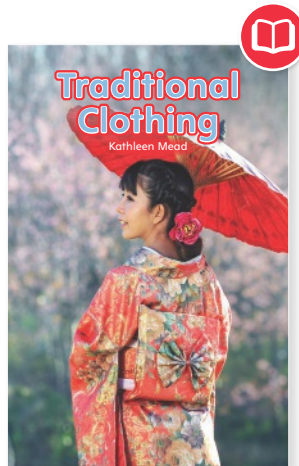
**Genre** Folktale

**Text Elements**

- Situations unfamiliar to many readers
- Variety of words used to assign dialogue

**Text Structure**

- Chronological



LEVEL L

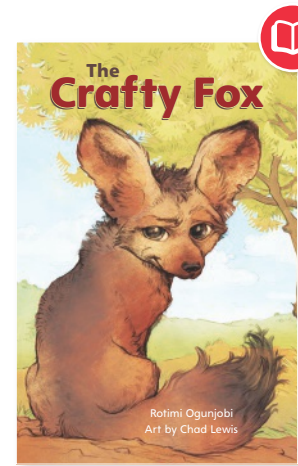
**Genre** Informational Text

**Text Elements**

- Some ideas new to most readers
- Many lines of print per page

**Text Structure**

- Compare and Contrast



LEVEL M

**Genre** Folktale

**Text Elements**

- Most content carried by text
- Characters revealed through behavior

**Text Structure**

- Chronological

## Visualize Details

- What descriptive details does the author use to help you visualize parts of the story?
- How do the details help you picture the characters and setting?
- How do these details help you understand the events of the story?

## Compare Texts

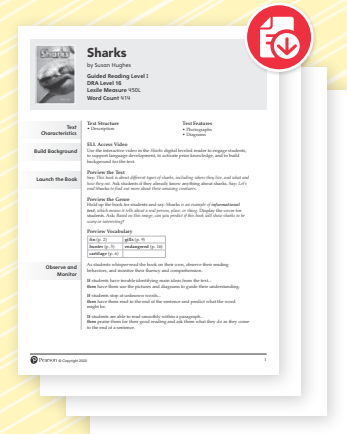
- In what way is the purpose of each story similar and different?
- What is similar in each text?
- What is different?

## Word Work

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

## Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T155 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY FOLKTALES

**Teaching Point** A folktale is a story that has been told for hundreds of years. Folktales are set in a time long ago. They usually have people as the main characters, some who are good and some who are bad. The good characters often have to solve a problem, and they usually win in the end. Review “The Princess and the Peanuts” with students and discuss why it is a folktale. Point out that this folktale has a modern setting but the story follows the pattern of traditional folktales.

### ELL Targeted Support

Show students examples of folktales that have a princess or prince.

As students look at the illustrations in the texts you chose, ask them to tell what they see in the illustrations. Reinforce the characteristics of folktales. **EMERGING**

Show students a folktale from a book in the classroom, or a leveled or independent reading book. As you show the illustrations in the texts you chose, ask them to tell characteristics of folktales they notice. **DEVELOPING**

Ask partners to talk about folktales they have read. Have them share the plot and tell why the story is a folktale. **EXPANDING/BRIDGING**



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

## Intervention Activity



### IDENTIFY FOLKTALES

Use Lesson 27, pp. T157–T162, in the *my Focus Intervention Teacher’s Guide* to instruct students on the characteristics of traditional tales.

LEVEL C • READ

**Lesson 27** Genre: Traditional Tales

**DIRECTIONS** Read the traditional tales. Notice how they are alike and different.

**The Lion and the Mouse**

- 1 One afternoon a mouse was walking in the woods when she saw a sleeping lion.
- 2 “Eek!” squeaked the mouse. This woke the lion. He trapped the mouse under his big paw.
- 3 “Please let me go!” begged the mouse. “If you do, I promise to help you the next time you need it.”
- 4 The lion laughed. “Little mouse, you are too small to help a big strong lion like me. But I will let you go. Now run home to your family.”
- 5 The very next day the lion was caught in a hunter’s net. He roared for help. The mouse heard him. She chewed through the net and freed the lion. She said, “Even someone small can be a big help.”  
*Everyone can be helpful, no matter their size.*

**The Magic Pot**

- 1 Long ago in Korea, a poor farmer found an old pot when he was digging in his field. He took it home. Before he went to bed, he put his shovel in it. The next morning, the pot was filled with shovels.
- 2 So the next night the poor farmer put his last coin into the pot. In the morning he found the pot filled with coins! He became rich.
- 3 Word of the magic pot spread. The greedy king heard about the pot. He made the farmer bring it to him.
- 4 When the king looked inside the pot, he fell into it. The pot filled with many kings! All the kings wanted to sit on the throne and began to fight one another.

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on SI pp. 94–95 as a stimulus for thinking of a folktale they wish to investigate. Throughout the week, have them conduct research about the origin of the folktale and other versions that may exist. See *Extension Activities* pp. 180–184 in the *Resource Download Center*.

## Conferring

3 students / 3-4 minutes  
per conference

### IDENTIFY FOLKTALES

**Talk About Independent Reading** Have students explain how they know their story is a folktale.

#### Possible Conference Prompts

- What is the setting of this folktale?
- What can you tell me about the good and bad characters?
- What is the problem in this folktale, and how is it solved?

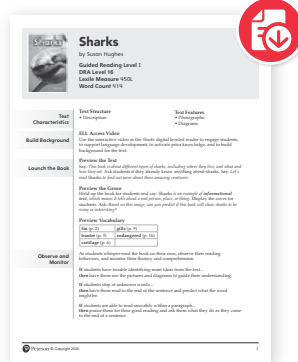
**Possible Teaching Point** Readers should remember that folktales are traditional tales, originally told aloud. Over time, different versions of the stories emerged. Different cultures also added their own cultural elements to the stories.

## Leveled Readers



### IDENTIFY FOLKTALES

- For suggested titles, see Matching Texts to Learning, pp. T158–T159.
- For instructional support on recognizing the characters, settings, and themes of folktales, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Encourage one or two students to share what they discovered about folktales, and celebrate what they learned.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to “The Princess and the Peanuts” or a previously read leveled reader or eText.
- read a self-selected folktale.
- begin 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 folktales in their Reader’s Notebook.
- play the myView games.
- take turns reading “The Princess and the Peanuts” with a partner using appropriate expression.

## BOOK CLUB



See Book Club, pp. pp. T510–T513, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

# Word Work

## OBJECTIVES

Decode and write multisyllabic words with *r*-controlled vowels.

Identify and read high-frequency words.

## ADDITIONAL PRACTICE



For additional student practice with *r*-controlled vowels, use *Phonics* p. 127 from the *Resource Download Center*.

Name \_\_\_\_\_

**FOUNDATIONAL SKILL**

**Phonics**

**r-Controlled Vowels: er, ir, ur**  
An *r* next to a vowel changes the sound the vowel makes in a word. Words spelled with *er*, *ir*, and *ur* all make the same /er/ sound.

**MY TURN** Read, or decode, the sentences and answer choices below. Circle the word that belongs in each sentence. Then write it on the line.

1. \_\_\_\_\_ **Turn** \_\_\_\_\_ to the next page in the book.  
Nurse Turn Tune

2. A \_\_\_\_\_ **tiger** \_\_\_\_\_ took a nap in the sun.  
tiger fern tighten

3. Two is the \_\_\_\_\_ **number** \_\_\_\_\_ after one.  
verb perfect number

4. I went to the \_\_\_\_\_ **circus** \_\_\_\_\_ after school.  
circus third twirl

Grade 2, Unit 3, Week 3  
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*Phonics* p. 127

## Phonics: Decode and Write Words with *r*-Controlled Vowels: *er*, *ir*, *ur*

### Minilesson

**FOCUS** Tell students that a sound can be represented by different spellings. Review the spellings of the sound /er/ by writing the words *fur*, *bird*, and *fern* and then reading the words aloud. Circle the spelling pattern. Say: **To decode words with the sound /er/, recognize the spelling pattern. It can appear in one-syllable words, such as fur, bird, and fern, and in multisyllabic words such as turtle, circle, and perfect.**

**MODEL AND PRACTICE** Model reading and writing words with *r*-controlled vowels. Say: **When I read words that have the vowel e, i, or u followed by the letter r, I know that the sound is not a short or long sound but an r-controlled sound: /er/. When I write words with the /er/ sound, I remember that the sound is spelled with er, ir, or ur.** Ask students to look at the first word in the chart on p. 97 in the *Student Interactive*. Ask them which letters stand for the vowel sound. Have them circle the *r*-controlled pattern *ir*. Then ask students to decode the word.

Tell students that when they need to spell a word with the sound /er/, they can use one of the three spelling patterns for /er/. They can check a dictionary if they are unsure of which pattern to use.

**APPLY** Have students read the words in the chart on *SI* p. 97 with a partner and circle the letters that stand for /er/ in each word.

**ELL Targeted Support r-Controlled Vowels** Remind students that the letters *er*, *ir*, and *ur* stand for the sound /er/.

Write and read aloud words with /er/ from the story: *bird*, *fern*, *dirty*. Have students echo read the words with you. **EMERGING**

Write the vowel patterns *er*, *ir*, and *ur*. Say the sound and ask students to repeat. Read aloud the story with students. After reading, ask them to find words with the sound /er/. **DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use these strategies for decoding words with *r*-controlled vowels.

**OPTION 1 MyTURN** Have students read the sentences and supply the missing word.

**OPTION 2 Independent**

**Activity** Have students list words with the *r*-controlled vowel sound /er/ in their independent reading.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the sound /er/ spelled *er*, *ir*, and *ur*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on p. T190.
- **If students show understanding**, extend instruction for Phonics in Small Group on p. T191.

## HIGH-FREQUENCY WORDS

Display the high-frequency words *something*, *example*, and *paper*. Ask students to read each word as you randomly point to the words several times. Tell them that to decode the multisyllabic word *paper*, they will need to understand the sound /er/.

- Ask partners to carefully write each word on a blank card, making sure to check their spelling. Have them practice holding up cards for their partner to read.
- Ask partners to use the words in oral sentences.

something

paper

example

STUDENT INTERACTIVE, p. 97

## FOUNDATIONAL SKILLS

## r-Controlled Vowels: er, ir, ur

**MYTURN** Practice decoding the words in the box. Then use the words to complete the sentences.

bird	burn	curly
serve	thirsty	perfect

1. The cake may **burn** if the oven is too hot.
2. On this hot day, we are **thirsty**.
3. That **bird** has bright yellow feathers.
4. Will's black hair is very **curly**.
5. What food should we **serve** for lunch?
6. The sunny weather was **perfect** for our hike.

# Introduce the Texts



## Compare Texts

Point out that students will read two texts in this lesson, *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*. As students read, encourage them to think about the Week 3 Question: *How can a traditional story be told in different ways?*



## OBJECTIVES

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

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

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

## Preview Vocabulary

- Introduce the words on p. 102 in the *Student Interactive*. Define words as needed.  
**stranded:** not able to leave because there is no way to get anywhere else  
**mechanic:** someone whose job is fixing machines
- [These words will help you understand information in \*Interstellar Cinderella\*. As you read the words in the text, ask yourself why these words are important.](#)

### 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. Prompt students to think about what they already know about the Cinderella story and how they can relate this new version of the story to their previous knowledge.

### FIRST READ STRATEGIES

**READ** Remind students to read the text for the purpose they set.

**LOOK** Tell students that the illustrations can help them understand the text.

**ASK** Tell students that asking questions about confusing parts of the story can help them better understand the story.

**TALK** Prompt students to talk about the text with a partner—what they enjoyed, what reminded them of another version of the story, and so on.

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



**ELL Targeted Support** **Prereading Support** Use the illustrations in the story, along with what students already know about folktales, to help them prepare for the reading of the text.

Preview the selection with students, giving them a brief summary of the story as they look at the illustrations with you. **EMERGING/DEVELOPING**

Have partners look at the illustrations in the text on *Student Interactive* p. 103. Ask them why they think this story might be a folktale. Ask them to discuss how this story might be similar to or different from other folktales they have read. **EXPANDING/BRIDGING**

## ELL Access

**Background Knowledge** Using prior knowledge can help students make meaning from a text. If students are familiar with a version of Cinderella from their own culture, ask them to share it with the group.

STUDENT INTERACTIVE, pp. 102-103

## Interstellar Cinderella

### Preview Vocabulary

Look for these words as you read *Interstellar Cinderella*.

stranded

mechanic

### First Read

**Read** for the purpose you set.

**Look** at the illustrations to help you understand the text.

**Ask** questions about any confusing parts.

**Talk** about the text with a partner.

### Meet the Author



Deborah Underwood wanted to be an astronomer when she was growing up. She ended up being a singer and an author. She has worked hard to write better stories than the first story she wrote. She also writes informational texts and sings in a choir.

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Genre Folktales / Science Fiction

AUDIO  
Audio with Highlighting

ANNOTATE

# INTERSTELLAR CINDERELLA

By Deborah Underwood  
Illustrated by Meg Hunt

103



## First Read

### Read

**THINK ALOUD** Before I start to read, I think about my purpose for reading. My purpose is to compare this folktale to the traditional version of Cinderella I already know. As I read, I'll look for ways the two Cinderella characters are the same and different. I'll pay attention to how the main events are alike and different. Already, I can tell the two stories are different because their settings are different. This one takes place in space.

## Close Read

### Visualize Details

Remind students that words and illustrations work together to give the reader an image of the story. **Creating an image of the story in your mind helps you understand and enjoy it more.** Look for words that describe how things look. Look for words that tell you about setting, or where the story takes place. Direct students' attention to **paragraphs 1 and 2**. Have students highlight words that help them picture the place where Cinderella lives. **See student page for possible responses.**

**How do these words help you understand the place where Cinderella lives? (Possible Response:** The descriptions help me understand that Cinderella lives in outer space. She has many tools in her home so she can fix machines from the future.)

DOK 2

### OBJECTIVE

Create mental images to deepen understanding.

### CLOSE READ



### Visualize Details

**Highlight** words that help you picture in your mind the place where Cinderella lives.

- 1 Once upon a planetoid, amid her tools and sprockets, a girl named Cinderella dreamed of fixing fancy rockets.
- 2 She fixed the robot dishwashers and zoombrooms in her care, but late each night she snuck away to study ship repair.



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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Features of Poetry** Have students note the way the text on p. 104 looks. Point out the short lines and line breaks. Explain that the text is written as a poem. Remind students that a stanza is a group of lines. Ask students how many stanzas are on this page.

Model reading the first few lines aloud. Ask students to clap or tap along with the rhythm of the words as you read. Then have students identify the last words in the lines that rhyme. Have them read aloud the page with you and circle those words. For more instruction on Author's Craft, see pp. T198–T199.



## First Read

### Look

**THINK ALOUD** In this picture, I see Cinderella with her stepsisters and stepmother. These are the same characters that are in the Cinderella story I know. The illustration helps me understand the relationship between Cinderella and her stepsisters. The two sisters are standing together, far away from Cinderella. One sister is holding Cinderella's toolbox. Their expressions and the way they are standing make me think they aren't nice to Cinderella.

- 3 One day her wicked stepsisters came dashing in, excited.  
“The Prince’s Royal Space Parade! Our family’s invited!”
- 4 “I wish that you could come, my dear. Alas, no room! Although . . . why don’t you fix that broken ship and fly it to the show?”

### Possible Teaching Point



#### Read Like a Writer | Author’s Craft

**Word Choice** Remind students that an author chooses words purposefully, particularly in a poem. Because of a poem’s structure and often brief length, every word is important. Point out that the last word of every second and fourth line rhymes in the poem they are reading. Ask: **Why does the author use the word *show*? What word does it rhyme with? (*Although*)** For more instruction on Author’s Craft, see pp. T198–T199.

## First Read

### Ask

**THINK ALOUD** As I read, I ask questions about parts I don't understand. Why does Cinderella say she's stranded? Why does she need the toolbox? I'll look at the illustrations and the text to try to answer my questions. When I look back at p. 105, I see the stepsister talks about a "broken ship." Now I understand that Cinderella can't get to the show unless she has tools to fix the broken ship.



### CLOSE READ



**stranded** not able to leave because there is no way to get anywhere else

5 “My toolbox!” Cinderella cried, “we’re stranded here, I guess.” But Murgatroyd the mouse sent out a cosmic SOS.

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### Possible Teaching Point



#### Language & Conventions | Irregular Past Tense Verbs

Use the Language & Conventions lesson on p. T411 in the Reading-Writing Workshop Bridge to remind students that irregular verbs do not follow common rules to form the past tense. Irregular verbs change spelling and students need to practice these spellings. Point out the irregular past tense verb *sent* on p. 106. Ask students to write the present tense form of the verb (*send*). Then have students read aloud the sentence containing *sent* on p. 106.



## CLOSE READ

Visualize  
Details

Highlight the words that help you picture how Cinderella's ship will move.

- 6 “I’m here—your fairy godrobot! I’ll make you brand-new tools. You’ll need a space suit, too, of course: Atomic blue! With jewels!
- 7 This power gem will speed your ship across the starry sky. It only lasts till midnight—after that, your ship won’t fly.”
- 8 “Oh, thank you!” Cinderella said. She quickly fixed the rocket, then tucked the sonic socket wrench inside her space-suit pocket.



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## First Read

## Talk

**THINK ALOUD** As I read, I pay attention to what I learn about Cinderella. This will help me compare this story to the Cinderella story I know. This Cinderella gets tools from the fairy godrobot, but she fixes the ship on her own. She seems tough and talented. She already knows a lot about fixing ships. She just needed the right tools to help her.

## Close Read

## Visualize Details

Direct students' attention to **paragraph 7**. Have students highlight words in the text that help them picture how Cinderella's ship will move. Remind students to look for verbs, or words that show action. **See student page for possible responses.** Can you form a picture in your mind of what you think this “power gem” looks like? Have students sketch what they think the ship looks like.

DOK 2

## OBJECTIVE

Create mental images to deepen understanding.

## Possible Teaching Point



## Read Like a Writer | Author's Craft

**Rhyme Scheme** Remind students that rhyme is the repetition of sounds at the ends of words, such as *hill* and *still*. Ask: *What are the rhyming words on this page? (tools, jewels; sky, fly; rocket, pocket)* For more instruction on Author's Craft, see pp. T198–T199.

## First Read

### Look

**THINK ALOUD** As I read, I look at the illustrations to help me answer a question in the text. On p. 108, I see the question “What was burning?” In the illustration, I see dark clouds of smoke. They seem to be coming from behind one of the ships. I think this is the royal ship because I see a crown design on the side of the ship.

- 9 She zoomed past stars and nebulae,  
and parked beside a moon.  
The space parade was glorious!  
Each starship made her swoon.
- 10 At last the royal ship approached.  
Her heart was filled with yearning.  
The ship of Cinderella’s dreams!  
But heavens! What was burning?



108

## Foundational Skills Extension

### *r*-Controlled Vowels *er*, *ir*, *ur*

Remind students that *er*, *ir*, and *ur* all make the same sound: /er/. Write the words *germ*, *bird*, and *fur*, and have students read aloud the words with you. Ask students to locate and read aloud the two words on p. 108 with *r*-controlled vowels (*Cinderella*, *burning*).



- 11 The prince's spaceship jerked and hissed and spewed a cloud of grit. The prince hopped out. "Oh blast! What now? My chief mechanic quit!"
- 12 But Interstellar Cinderella knew just what to do. She zipzapped with her socket wrench—the ship was good as new!
- 13 The prince invited her aboard. Last stop? Galactic Hall! He said, "I hope you'll join me for the Gravity-Free Ball."

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CLOSE READ **Compare and Contrast Stories**

Underline two details that are the same as in the Cinderella story that most people know.

**mechanic** someone whose job is fixing machines

**First Read****Talk**

In pairs, have students make predictions about what will happen based on what they know about the traditional Cinderella story. Ask: **How does the traditional Cinderella story end? How do you think this story will be the same? How do you think it will be different?** When pairs finish discussing, have them share predictions with the class.

**Close Read****Compare and Contrast Stories**

Remind students of the characteristics of folktales, such as a detailed plot and people characters (instead of animal characters). Have students demonstrate their knowledge of distinguishing characteristics of well-known children's literature by thinking about how this story compares to the Cinderella story they know. First, ask: **What characters do you remember from the traditional Cinderella story? What are the main events in the story?** Have students talk about their answers with a partner and make lists for each response. Then direct students to highlight details in **paragraphs 11 and 13** that are the same as the Cinderella story they know. **See student page for possible responses.**

DOK 3

**OBJECTIVE**

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

**Possible Teaching Point** **Read Like a Writer | Author's Craft**

**Word Choice** Point out the writer's use of specific, descriptive verbs on p. 109: *jerked*, *hissed*, *spewed*, and *hopped*. Discuss how these words help readers create mental pictures of the action in the story. For more instruction on Author's Craft, see pp. T198–T199.

## First Read

### Read

As they read, have students track comparisons between this story and the original Cinderella story. Direct students to create a Venn Diagram or chart to compare characters and main events. Guide students to find details to compare and contrast on p. 110: *What happens at this ball? What happened at the ball from the original Cinderella story? What does the prince do in each story?* Have students write their responses in their organizer.

## Close Read

### Vocabulary in Context

Remind students that they can use context to determine the meaning of words they do not know. Direct students' attention to **paragraph 16**. Model using context to define the word *cosmos*. Say: *The prince is searching the cosmos to find Cinderella. I know you search in a place or a location. This tells me the cosmos is a place.* Guide students to use other surrounding sentences to further define the word *cosmos*.

Ask, *What does cosmos mean?* Have students review **paragraph 16** to locate and underline the words that tell them the meaning. **See student page for possible responses.**

DOK 2

### OBJECTIVE

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

### CLOSE READ



### Vocabulary in Context

Underline words near the word **cosmos** that can help you understand its meaning.

- 14 They talked for hours of rocket ships. The time went whizzing by. Then Cinderella saw the clock and said, "I have to fly!"
- 15 "But wait!" the prince called after her. "Please tell me how to find—" The girl was gone—but she had left her socket wrench behind.
- 16 The prince sent a transmission to the farthest edge of space. "I'll search the cosmos for her. How I wish I'd seen her face!"



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### Possible Teaching Point



#### Language & Conventions | Irregular Verbs

Use the Language & Conventions lesson on p. T411 in the Reading-Writing Workshop Bridge to remind students that irregular verbs change spelling to form the past tense. Direct students to the first paragraph on p. 110. Explain that each of these four lines has one past-tense verb in it. One of them (*talked*) is a regular past-tense verb that uses the *-ed* ending. Three verbs are irregular. Ask them to find the three irregular past tense verbs in the paragraph (*went, saw, said*).



## First Read

### Ask

**THINK ALOUD** I notice that the story jumps ahead to the prince visiting Cinderella's house. How did the sisters know the prince was looking for Cinderella? Did the sisters see Cinderella at the ball? The writer doesn't answer my questions directly, so I'll need to make guesses based on what I know.

- 17 “The prince’s ship!” Grisilla screeched.  
Her sister squealed in fear.  
“The prince won’t marry one of us  
if Cinderella’s here!”
- 18 Their mother said, “Don’t worry.  
He won’t find her in this house!  
I’ve trapped her in the attic  
with that useless robot mouse.”

### Possible Teaching Point



#### Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T156–T157 in the Reading-Writing Workshop Bridge to remind students to use context clues to determine the meaning of unfamiliar words. *We can use context clues to figure out the meaning of the word **squealed**. Other nearby words, such as **screeched** and **in fear**, help us figure out the meaning of this word.*



## First Read

### Look

Have students find details in the illustration on p. 112 that add to their understanding of the story. Ask: *What do you see in the illustration? Look at the characters' expressions. What do they tell you about how the characters are feeling?* (**Possible Response:** The stepsisters look uncertain and confused; they know they will be unable to fix the ship.)



## Close Read

### Vocabulary in Context

Remind students to use surrounding words to figure out the meaning of an unfamiliar word.

Say, *Craft is short for spacecraft. What is another word used in the text that has the same meaning as spacecraft here?* Direct students' attention to **paragraph 19** and have them underline the word. **See student page for possible responses.**

Explain that *ship* is short for *spaceship*.

DOK 2

### OBJECTIVE

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

### CLOSE READ



### Vocabulary in Context

The word **craft** is short for **spacecraft**. Underline a word near it that has nearly the same meaning. What is another meaning of **craft**?

- 19 The prince's cargo door revealed a broken craft within. "The girl I seek can fix a ship. So—who'd like to begin?"
- 20 He gave the sonic socket wrench to one, then to the other. Alas, they couldn't fix the ship (and neither could their mother).

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### CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Have students consider the ways in which science and technology affect the plot of *Interstellar Cinderella*. Have students point out aspects of the story that identify it as a science-fiction or futuristic story. Then ask: *How do these elements change the ideas in the story? How do science and technology make this story different from the original Cinderella story?*



- 21 Cinderella struggled,  
but the space rope held her tight,  
till Murgatroyd's robotic teeth  
cut through it with one bite.



113

## First Read

### Talk

In pairs, have students make predictions about how the story will end. Guide students with sentence frames such as: *I think Cinderella will \_\_\_\_\_.* *I think the prince will \_\_\_\_\_.*

**ELL Targeted Support Vocabulary** Help students to understand these words: *struggled*, *tight*, and *robotic*.

Define: *struggled*, *tight*, and *robotic*. Then provide sentence frames to reinforce the meanings: *I \_\_\_\_\_ to carry the big box. These shoes are too \_\_\_\_\_.* *I like \_\_\_\_\_ toys.* **EMERGING/DEVELOPING**

Remind students that synonyms can help them understand new words. Have pairs find synonyms for each word. Then have them take turns using *struggled*, *tight*, and *robotic* in a sentence.

**EXPANDING/BRIDGING**

## First Read

### Ask

As students read, encourage them to ask questions about why events happen in the story. Model forming a question based on the ideas on p. 114: “Why does Cinderella refuse to marry the prince?” Have students each write two questions using the word *why*. Then in pairs, have students use the text to try to answer each other’s questions.

## Close Read

### Compare and Contrast Stories

Remind students that characteristics of folktales include different versions of the same story and characters who are either all good or all bad. Have students demonstrate their knowledge of distinguishing characteristics of well-known children’s literature by thinking about how this story compares to the Cinderella story they know. To guide students, direct their attention to **paragraphs 23 and 24**. Ask: **What happens when the prince finds Cinderella in the original story?** Ask them to underline a detail that is the same in both stories. Then ask: **In the original story, does Cinderella agree to marry the prince? How does this Cinderella respond to the prince’s question?** Have students underline a detail that is different from the original story. **See student page for possible responses.**

DOK 3

### OBJECTIVE

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

### CLOSE READ



### Compare and Contrast Stories

Underline a detail that is the same as in the more well-known Cinderella story. Then underline a detail after it that is different.

- 22 “The ship! It’s leaving! Wait—what’s this?” She made a fast repair, then strapped the rusty jet pack on and blasted through the air.
- 23 She landed right beside the prince. “That wrench is mine!” she cried. She quickly fixed the ailing ship. The prince said, “Be my bride!”
- 24 She thought this over carefully. Her family watched in panic. “I’m far too young for marriage, but I’ll be your chief mechanic!”



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### Possible Teaching Point



#### Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T156–T157 in the Reading-Writing Workshop Bridge to remind students to use context clues to find the meaning of unfamiliar words. **We can use context clues to figure out the meaning of the word *ailing*. Other words nearby, such as *wrench* and *fixed*, help us figure out the meaning of this word.**



- 25 Amid her fleet of sparkling ships,  
and friends both old and new,  
a joyful Cinderella cried,  
“My stars! Dreams do come true!”



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## First Read

### Talk

After students finish reading, have them talk about the text in pairs. Provide sentence frames such as: *I thought it was interesting that \_\_\_\_\_.* *I was surprised when \_\_\_\_\_.*

### Possible Teaching Point



#### Language & Conventions | Irregular Verbs

Use the Language & Conventions lesson on p. T411 in the Reading-Writing Workshop Bridge to remind students that irregular verbs change spelling to form the past tense. Ask students to point out the irregular verb on p. 115 (*cried*). Write the verb *say* on the board and have students write its irregular past-tense form (*said*). Ask: *Why do you think the writer chose the verb **cried** instead of **said**?*

# Introduce the Texts



Interstellar Cinderella

## Compare Texts

Before students read *Cendrillon: An Island Cinderella*, tell them that afterwards, they will compare and contrast this story with *Interstellar Cinderella*.



Cendrillon: An Island Cinderella

## OBJECTIVES

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

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

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

## Preview Vocabulary

Introduce the words on *SI* p. 116. Define words as needed.

- **blossoms:** flowers of a plant that produces fruit
- **expensive:** costing a lot of money
- **forgave:** stopped being angry toward someone for something the person did

These words will help you understand *Cendrillon: An Island Cinderella*. As you read the words in the text, ask: *Why are these words important?*

## 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 the two texts. *We just finished reading Interstellar Cinderella. As we read Cendrillon: An Island Cinderella, notice how the texts are similar to and different from each other. Think about how the two texts compare to other Cinderella stories you know. Discuss the First Read Strategies with students.*

## ELL Access

Ask students to predict what they think this text will be about based on the words in the title and their prior knowledge of the Cinderella story.

### FIRST READ STRATEGIES

**READ** Remind students to read to compare and contrast this version of a Cinderella story to *Interstellar Cinderella*.

**LOOK** Encourage students to look at the illustrations to help them understand the text.

**ASK** Have students ask questions to clarify information they do not understand.

**TALK** Prompt students to summarize both stories and to compare and contrast them.

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



**ELL Targeted Support** **Prereading Support** Before reading, work with students to help them think about and list what they already know about *Cendrillon: An Island Cinderella*.

Use background knowledge about the Cinderella story and preview vocabulary words and story titles. Explain that this will help students prepare for reading. **EMERGING/DEVELOPING**

Before reading, have pairs think about and list what they already know about *Cendrillon: An Island Cinderella*. Have them write a one-sentence prediction of how this story will be different from the other two Cinderella stories they know. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 116–117

## Cendrillon: An Island Cinderella

### Preview Vocabulary

Look for these words as you read *Cendrillon*.

blossoms expensive forgave

### Read and Compare

**Read** to compare and contrast this version of a Cinderella story to *Interstellar Cinderella*.

**Look** at illustrations to help you understand the text.

**Ask** such questions as **who** or **where** about the characters.

**Talk** to restate or summarize the text.

### Meet the Author



**Tracey Baptiste** grew up on the Caribbean island of Trinidad. She collects Cendrillon stories. Her novel *The Jumbies* is based on a folktale from Haiti. In that story, a brave girl named Corrine saves her island home from creepy creatures called jumbies.



Genre Folktales



## Gendrillon: An Island Cinderella

By Tracey Baptiste  
Illustrated by Sophie Diao



AUDIO

Audio with  
Highlighting

ANNOTATE

## First Read

### Read

**THINK ALOUD** As I read this version of Cinderella, I'll compare it to other Cinderella stories I have read. I'll start by comparing the settings, or where the stories take place. *Interstellar Cinderella* took place in space. I read that *Cendrillon* takes place on a "little island." There are palm trees and orange trees on the island.

## Close Read

### Visualize Details

Have students highlight words in the text that help them picture the place where Cendrillon lives. **See student page for possible responses.** Can you form a picture in your mind of the island? As you read the words, try to see the trees, feel the breeze, and smell the sweet orange blossoms.

DOK 2

### OBJECTIVE

Create mental images to deepen understanding.



### CLOSE READ



### Visualize Details

**Highlight** words that help you picture the place where Cendrillon lives.

**blossoms** flowers of a plant that produces fruit

- 1 A gentle breeze blew over the little island. It curved around palm trees and swept over rice fields. Then it landed softly against a girl watering her orange tree. The orange blossoms made the air smell sweet. The girl was named Cendrillon. Her mama had planted the tree before she became sick. Now her mama was gone.

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### Possible Teaching Point

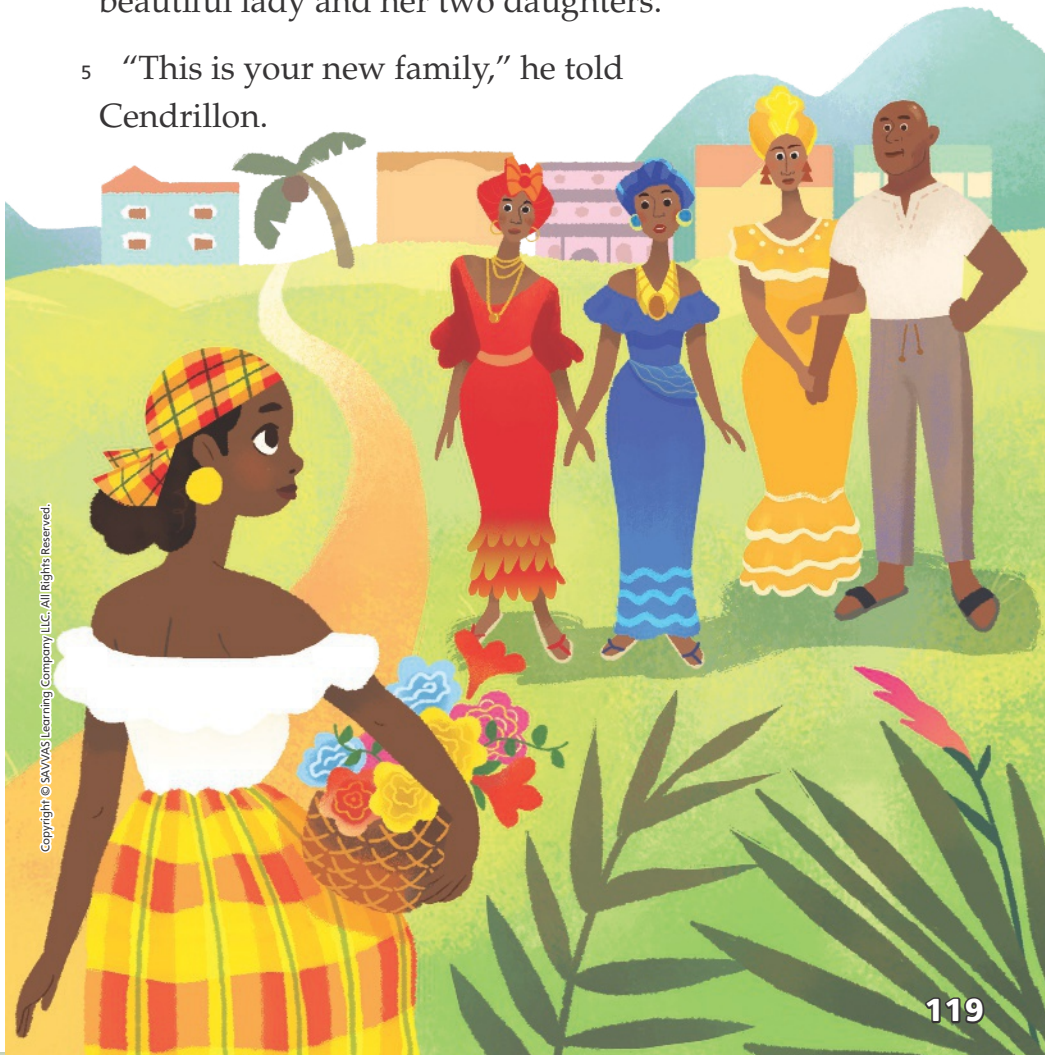


#### Read Like a Writer | Author's Craft

**Sensory Details** Have students look for words that appeal to the senses as they read. Ask: *What words on p. 118 relate to touch? Smell?* (*gentle, landed softly, sweet*) Explain that writers use these words to help the reader imagine the setting. For more instruction on Author's Craft, see pp. T198–T199.



- 2 Cendrillon was lonely without her mother.
- 3 “I must find a new mother for my girl,” thought her father. Later that day, he sailed to another island.
- 4 A few weeks later, Papa returned with a beautiful lady and her two daughters.
- 5 “This is your new family,” he told Cendrillon.



## First Read

### Look

**THINK ALOUD** I can look at the illustrations to help me understand more about the story. The people standing in front of Cendrillon must be her father and her new family. Just like in the other story, Cendrillon stands far away from her stepsisters. There is distance between them. They don't look very friendly. Only Cendrillon's father is smiling.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

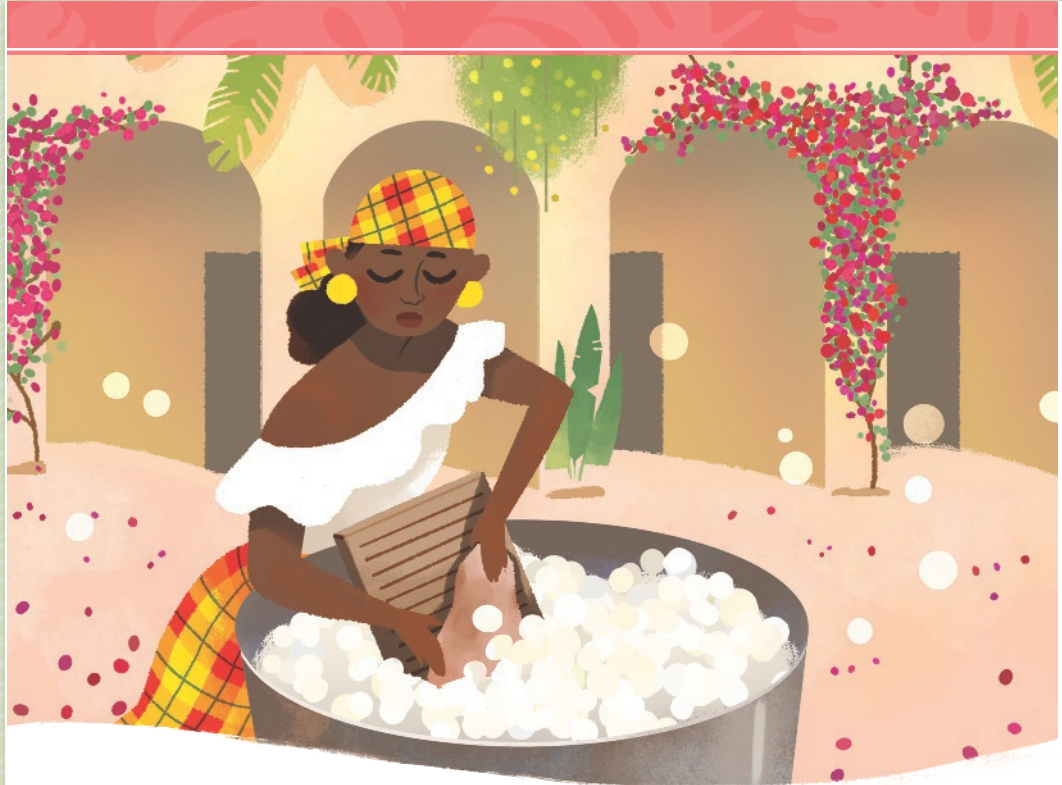
**Sequence of Events** Help students identify words that signal chronological order as they read. Point out the phrases *later that day* and *a few weeks later*. Explain that these phrases help the reader understand the sequence of events in the story, including how much time passes between events. For more instruction on Author's Craft, see pp. T198–T199.



## First Read

### Ask

**THINK ALOUD** As I read, I ask questions about the characters. At first, Cendrillon's stepsisters and stepmother are kind to her. Later, her stepmother turns "cold and cruel." Why did the stepmother's feelings change? Why is she forcing Cendrillon to do all the chores? I think the stepmother was only kind to Cendrillon in the past because Papa was there.



- 6 At first, Cendrillon's new family was kind to her. Then Cendrillon's life changed. There was a shipwreck, and Papa did not return. Cendrillon's stepmother turned cold and cruel. She sent Cendrillon to the kitchens. She made her scrub pots and sweep the floor. Cendrillon scrubbed and swept until her fingers were raw.

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### Possible Teaching Point



#### Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T156–T157 in the Reading-Writing Workshop Bridge to remind students to use context clues to find the meaning of unfamiliar words. *We can use context clues to figure out the meaning of the word **cruel**. Other words nearby, such as **life changed** and **cold**, help us figure out the meaning of this word.*



- 7 One day, a fancy letter arrived. Cendrillon picked it up, but her stepmother snatched it from her and read it.
- 8 “The mayor’s son will choose a wife! All young ladies have been invited to a ball!”
- 9 For days, Cendrillon’s stepmother and stepsisters shopped for expensive clothes to wear to the ball. Cendrillon had to scrub, wash, sew, and sweep.

CLOSE READ **Compare and Contrast Stories**

Compare and contrast this story and *Interstellar Cinderella*. Underline a detail that is different in the two stories. Then underline a detail that is nearly the same.

**expensive** costing a lot of money

**First Read****Talk**

To help students compare *Interstellar Cinderella* and *Cendrillon*, first have pairs talk about key characters and events from *Interstellar Cinderella*. Then have them discuss key events in *Cendrillon* so far.

**Close Read****Compare and Contrast Stories**

Ask students to compare and contrast this story and *Interstellar Cinderella*. Remind students to compare and contrast specific characters and events. Guide students with questions such as: **Who are the characters mentioned on this page? How do these characters relate to the ones from *Interstellar Cinderella*?** Direct students’ attention to **paragraph 8**. Have them find and underline examples in the text that show how the stories are similar and different. **See student page for possible responses.**

DOK 3

**OBJECTIVE**

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

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**Possible Teaching Point** **Read Like a Writer | Author’s Craft**

**Compare and Contrast** Explain that writers can use compare and contrast structure within a story to explain the relationships between characters, ideas, and events. Point out the contrast between the stepmother and stepsisters’ actions and Cendrillon’s actions. Have students identify words in the text that develop this contrast (*fancy, expensive, shopped; sew, wash, sweep*). For more instruction on Author’s Craft, see pp. T198–T199.

## First Read

### Read

**THINK ALOUD** As I read, I make comparisons to *Interstellar Cinderella*. Cendrillon's stepsisters tear her dress and leave without her. In *Interstellar Cinderella*, Cinderella's stepsisters also leave without her. They leave her stranded with a broken spaceship. Both pairs of stepsisters try to keep the Cinderellas from the ball. As I keep reading, I'll compare what happens when each Cinderella is left behind.

## Close Read

### Visualize Details

Direct students' attention to **paragraph 10** and have them highlight words in the text that help them picture the way Cendrillon's stepsisters treated her. Guide students with questions: *What words on the page describe the stepsisters' actions? What words describe how Cendrillon feels? See student page for possible responses.*

DOK 2

### OBJECTIVE

Create mental images to deepen understanding.

### CLOSE READ



### Visualize Details

Highlight the words that help you picture in your mind how Cendrillon's stepsisters treat her.

- 10 On the night of the ball, Cendrillon wanted to go, but the stepsisters **tore her simple dress and left without her.** Cendrillon sat crying under the orange tree.
- 11 Then the gentle breeze blew orange blossoms into her hair and covered her in leaves, making a beautiful new dress!
- 12 "Go to the ball!" the breeze whispered.



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### Possible Teaching Point



#### Read Like a Writer, Write for a Reader | Author's Craft

**Sentence Length** Explain that a short sentence helps break up longer sentences. Authors also use short sentences to emphasize a point. Have students find short sentences and long sentences on the page. Ask: *Where does the author use short sentences?* Explain that the short sentence emphasizes how important it is for Cendrillon to go to the ball. For more instruction on Author's Craft, see pp. T198–T199.



- 13 When Cendrillon arrived at the ball, the mayor's son looked only at her. All night, they danced to the music of guitars and drums. At midnight, though, her leaves and flowers began to dry up and fall. Cendrillon ran home.

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### Possible Teaching Point



#### Language & Conventions | Irregular Verbs

Use the Language & Conventions lesson on p. T411 in the Reading-Writing Workshop Bridge to remind students that irregular verbs change spelling to form the past tense. Ask students to identify verbs on this page. Some of them are regular past tense verbs with *-ed* at the end. Some are irregular. Ask students to find two irregular verbs. (*began*, *ran*)

## First Read

### Look

Have students use the illustration to make predictions. Ask: **What is happening in the illustration?** Point to specific parts of the illustration to describe what is happening. Ask: **Do you think the mayor's son will be able to find Cendrillon later? What do you think he will use to guide him?** Have students look at the illustration for clues.

## First Read

### Ask

**THINK ALOUD** As I read, I ask questions about the characters. I know folktales usually have good characters and bad characters. Who are the bad characters? Who are the good ones? As I read and reread, I underline words that tell me who is good and who is bad. I know the stepmother and stepsisters are bad. They scream at Cendrillon and lock her outside. Is the mayor's son good? I'll keep reading to help me decide.

- 14 Cendrillon's stepmother saw the leafy trail.
- 15 "You were at the ball!" she screamed.
- 16 A knock at the front door stopped her. It was the mayor's son! A stepsister pushed Cendrillon out the back door and locked her outside.
- 17 "I am looking for the girl in the leaf dress," said the mayor's son. Then he saw the trail of leaves. He followed it through the door.



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**ELL Targeted Support Read Aloud** Use the dialogue in the story to provide oral practice for students. Select characters' quoted text from the story and write each sentence on the board.

Have students echo read the dialogue with you. Use this spoken language to retell the characters and events of the story. **EMERGING/DEVELOPING**

In small groups, have students act out the story as a play, using these quotes as their dialogue. **EXPANDING/BRIDGING**



- 18 There was Cendrillon. The mayor's son recognized her at once.
- 19 He took Cendrillon's hand. "Will you marry me?" he asked.
- 20 Before long, there was a great wedding. Cendrillon moved into a grand house with her new husband. She forgave her stepmother and stepsisters because she was a kind and gentle person.
- 21 And they all lived happily ever after, soothed by a sweet, gentle breeze that always smelled of orange blossoms.

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CLOSE READ **Compare and Contrast Stories**

Underline a key detail that is nearly the same in *Interstellar Cinderella* and this story. Then underline a key detail that is different.

**forgave** stopped being angry toward someone for something the person did

**First Read****Talk**

In pairs, have students retell the main events in the story. Have one partner retell the first half of the story aloud, and the other summarize the ending. Then have pairs work together to write a one-paragraph summary of the story. Remind students to include all the main characters and important events, including the problem and solution.

**Close Read****Compare and Contrast Stories**

Ask students to compare and contrast this story and *Interstellar Cinderella*. Model making a comparison about the ending of the stories: *In Interstellar Cinderella, Cinderella turns down the Prince's marriage proposal. Instead, she wants to be his chief mechanic. The mayor's son proposes marriage to Cendrillon in this story. Does she accept? How are the endings the same and different?* Direct students' attention to **paragraphs 19 and 20**. Have them find and underline details in the text that are similar and different. **See student page for possible responses.**

DOK 3

**OBJECTIVE**

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

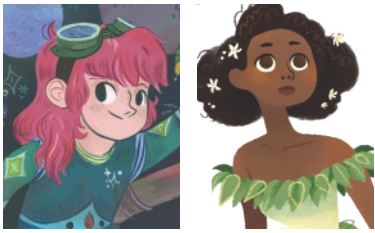
**Foundational Skills Extension****r-Controlled Vowels er, ir, ur**

Remind students that *er*, *ir*, and *ur* all make the same sound: /er/. Write the words *germ*, *bird*, and *fur*, and have students read aloud the words with you.

Ask students to locate and read aloud the words on S/ p. 125 with the *r*-controlled vowels *er*, *ir*, and *ur*. (*her*, *stepmother*, *stepsisters*, *person*, *ever*, *after*)

# Respond and Analyze

## Compare Texts



*Interstellar Cinderella*  
*Cendrillon: An Island Cinderella*

## OBJECTIVES

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

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

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

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

Respond using newly acquired vocabulary as appropriate.

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

## My View

Ask questions to encourage thinking and to prepare students to analyze *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*.

- **React** What did you like about each story? What did you not like?
- **Discuss** Did you make a personal connection to one of these stories? What did the story make you think about?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain that authors choose vocabulary words carefully to best describe what they want to say.

- Write definitions and examples to remind yourself of the word's meaning.
- Think about how the word ties into the text. What does this word describe in the story?

**MODEL AND PRACTICE** Direct attention to p. 126 in the *Student Interactive*. Read the instructions aloud. Read each word in the box and ask students to repeat it. Demonstrate how to complete the activity by helping students use context clues to find the meaning of *blossoms*.

**ELL Targeted Support** Help students learn the vocabulary words.

Copy the sentences from the text that use these words. Have students read each sentence aloud and explain the meaning of the vocabulary word.

#### EMERGING/DEVELOPING

In pairs, have students find these words in the text then write their own sentences using these words. Then have them read their sentences aloud.

#### EXPANDING/BRIDGING

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Ask students to complete p. 126.

**OPTION 2 Use Independent Text** Ask students to find unfamiliar words in their independent texts and use context clues to figure out the definitions. Have students write the words and sentences that contain them in their reading notebooks.

### QUICK CHECK

**Notice and Assess** Can students use context clues to determine meaning?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T192–T193.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T192–T193.

**Check for Understanding My TURN** Have students complete p. 127 of the *Student Interactive* to demonstrate knowledge of distinguishing characteristics of folktales.

STUDENT INTERACTIVE, pp. 126–127

VOCABULARY	COMPREHENSION	READING WORKSHOP
<p><b>Develop Vocabulary</b></p> <p><b>MY TURN</b> Fill in each blank. Circle the context clues that helped you decide which word to use.</p> <p>stranded mechanic blossoms expensive forgave</p> <ol style="list-style-type: none"><li>The cherry trees are covered with pink <u>blossoms</u>, or <u>flowers</u>.</li><li>When their car broke down, the family was <u>stranded</u> with <u>no way to get home</u>.</li><li>I can't buy that <u>expensive</u> shirt. It <u>costs more money than I have</u> right now.</li><li>Our car lost a lot of oil, so we asked a <u>mechanic</u> to <u>fix</u> it.</li><li>She hurt my feelings, but I <u>forgave</u> her and <u>tried to forget about it</u>.</li></ol>	<p><b>Check for Understanding</b></p> <p><b>MY TURN</b> Look back at the texts to answer the questions. Write the answers.</p> <ol style="list-style-type: none"><li>What parts, or characteristics, of the Cinderella fairy tale make it a typical folktale? <b>DOK 2</b> <u>Possible response: It has been told for many years. It has a problem. It has very good and very bad characters. It can be told in different ways.</u></li><li>Why do you think the authors wanted to retell the Cinderella story in different settings? <b>DOK 3</b> <u>Possible response: It's the kind of story people can enjoy in different times and places.</u></li><li>In what ways are the main characters the same in these stories and other Cinderella stories you know? <b>DOK 3</b> <u>Possible response: They work hard. They are strong. They find a way to solve their problem.</u></li></ol>	



Use the  **QUICK CHECK** on p. T163 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group



### DECODE WORDS WITH *r*-CONTROLLED VOWELS

#### Sound-Spelling Cards

Display Sound-Spelling Card 67. Point to the picture and say the word *fern* aloud, stressing the /er/ sound. Say: *The word fern has the /er/ sound.*

*What other words with the sound /er/ do you know?*

Write the words students suggest. Have students identify the spelling of /er/ in each word.

Refer students to pp. 96 and 97 of the *Student Interactive*. Read the pages together to identify all words with the /er/ sound. Have students tell how the sound /er/ is spelled in each word.

#### ELL Targeted Support

Remind students that the /er/ sound can be made with different spellings.

Write: *her*, *girl*, and *fur*. Have students say each word as you underline the vowel spelling.

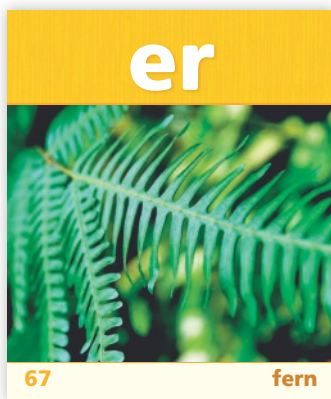
#### EMERGING

Write: *fur* and *for*. Have students say each word and identify the vowel sound. Continue with the word pairs: *her/hair*; *stair/stir*; *turn/torn*;

*hairy/hurry*; *far/fur*. **DEVELOPING**



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



## Intervention Activity



### DECODE WORDS WITH SYLLABLE PATTERNS

Use Lesson 10, pp. T75–T78, in the *myFocus Intervention Teacher's Guide* for instruction on syllable patterns.

LEVEL C • MODEL AND TEACH

**Lesson 10** Syllable Patterns

**INTRODUCE** Remember that some words can be broken into smaller parts called syllables. You already learned how to divide some words into syllable patterns. Today we will learn how to divide words that contain some common syllable patterns.

**MODEL** Read aloud "Apple Pie" from Student Page 575.

**Apple Pie**

Sam saw a hot apple pie on the table. Sam loved apple pie. He wanted to gobble it up. But he had to control himself. The pie was for his uncle. Sam's parents were having a party for Uncle Jim later. It was going to be a complete surprise!

So, Sam left the apple pie on the table. He didn't take a bite. He ate an apple from the fruit bowl instead.

**TEACH** Reread the passage with students. Point out *hot* in sentence 1. Let's say this word: *hot*. *Hot* has one syllable that ends in a consonant. Syllables that end in a consonant usually have a short vowel sound. *Hot* has a short *o* sound. Point out *going* (sentence 7) and say it with students. *Going* has two syllables. The first syllable ends in a vowel. A syllable that ends in a vowel usually has a long vowel sound. The first syllable of *going* has a long *o* sound. Point out *bite* (sentence 9) and have students say it. *Bite* has one syllable that is made up of a vowel, a consonant, and a final *e*, which is silent. The vowel that comes before the final *e* has a long vowel sound. *Bite* has a long *i* sound.

Point out *table* (sentence 8) and *control* (sentence 4). Let's say these words: *table*, *control*. *Table* has the consonant *b* followed by the letters *le*. *Control* has a vowel (*o*) followed by three consonants (*n*, *t*, and *r*) and another vowel (*o*).

Point out *later* in sentence 6. Let's say this word: *later*. *Later* has a vowel + *r*. The letter *r* changes the sound of the vowel *e*. Together the letters make the sound /er/.

Help students identify other passage words with the patterns described above.

Phonics, Morphology, and Spelling T • 75

## Fluency

Assess 2-4 students



### PROSODY

Direct students to select a passage to read aloud.

### ORAL READING RATE AND ACCURACY

Use pp. 73–78 in Unit 3 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Independent/Collaborative

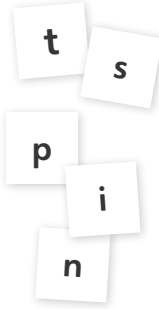
### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have students work with letter tiles to practice making words with *r*-controlled vowel spellings *er*, *ir*, and *ur*. Have them write each word they create on a note card. Then have them take turns showing a card and having other students say the word on the card.

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



### Decodable Reader



Students can read the decodable reader, *The School Paper*, to practice reading words with *r*-controlled vowel spellings and high-frequency words.

### High-Frequency Words

Ask students to notice how often they say this week's high-frequency words: *something*, *example*, and *paper*. Have them write the words on a note card. Then have students pair up and listen to their partners over the course of a day, recording each time they hear their partners use each word. The next day, have students pool information to learn which word they said the most.

### Centers



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

## Decodable Reader

**The School Paper**  
Written by Hannah Johnson

Decodable Reader  
15

**r-Controlled Vowel er**  
clerk, female, terms, Herb, terms

**r-Controlled Vowel ir**  
birds, birth, dirt

**r-Controlled Vowel ur**  
Burt, curb, nurse, turn

**High-Frequency Words**  
about, paper, what, example, something, have, there

113

We have a school paper. We each get a turn to write something for the paper.

114

We use an example from the Femdale paper. This helps us know how to write for a paper and what terms to use.

115

Burt and Herb will write about jobs. Burt will write about his dad, who is a nurse.

116

Herb will write about the work that a clerk does in a store each day.

117

Lee will write about the birth of his baby sis. Jo will write about one way to plant ferns in the dirt.

118

I will take a turn. I'll write about when there was a nest of birds by the curb.

119

What is an example of something you could write about for a paper?

120

Use the  **QUICK CHECK** on p. T189 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Let's review how to figure out the meaning of a word using context clues. Look back at the word *blossoms* on p. 118 in the *Student Interactive*. Guide students to use context clues to figure out the word's meaning.

### ELL Targeted Support

Explain that word webs relate words that are known to unknown words. Write the weekly vocabulary words in separate circles: *stranded*, *mechanic*, *blossoms*, *expensive*, and *forgave*.

Use gestures or visuals to model the vocabulary words. For example, hold up a picture of a mechanic fixing a car, and say *mechanic*. Have students repeat your words. **EMERGING**

Have students write the first words that come to mind when they think about each word. Ask for examples of what they wrote and add them to the webs in satellite circles. **DEVELOPING**

Ask students to add words to the web. Then have them write a sentence that includes one or more of the words. **EXPANDING**

Have students develop and share questions to help the class come up with more related words. For example: *Where is a place someone can be stranded?* **BRIDGING**



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

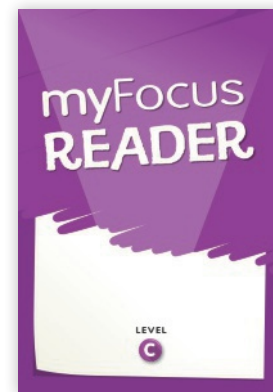
## Intervention Activity



### DEVELOP VOCABULARY

Read pp. 34–35, in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional information for students.

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



## Fluency

Assess 2-4 students



### RATE

Help students choose a short passage from the selection text or a leveled reader. Have students take turns reading the passage at an appropriate rate. If needed, model how to read at a reasonable and comfortable rate.

### ORAL READING RATE AND ACCURACY

Use pp. 73–78 in Unit 3 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to share new words they learned in the text. Have them share strategies they used to determine the meanings of one or two of the words.

### Possible Conference Prompts

- What is one word that was new to you?
- What helped you learn the meaning of this word?

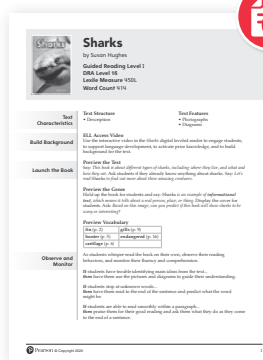
**Possible Teaching Point** Readers can learn new words by studying the meaning of the words and sentences around them.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T158–T159.
- For instructional support on using context clues to determine the meaning of unfamiliar words, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group, and ask students to share new words they found while reading a folktale.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Interstellar Cinderella* or *Cendrillon: An Island Cinderella*.
- 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



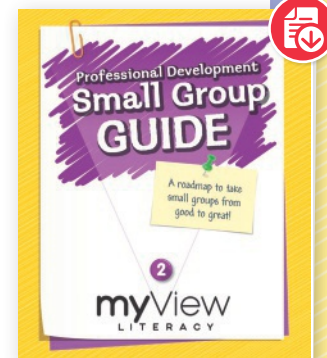
Students can

- discuss and answer the questions on *Student Interactive* p. 127 with a partner.
- play the *myView* games.
- partner-read a page from *Interstellar Cinderella* or *Cendrillon: An Island Cinderella*, taking turns reading the page at an appropriate rate.

### SUPPORT INDEPENDENT READING

Independent reading offers students a chance to practice using the reading skills and strategies they have learned on their own.

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



# Word Work

## OBJECTIVES

Decode multisyllabic words with *r*-controlled vowels.

Identify and read high-frequency words.

## Phonics: Review *r*-Controlled Vowels *er, ir, ur*

### Minilesson

**FOCUS** Review with students the spellings for the sound /er/. Write *er, ir,* and *ur* on the board. Point to the spelling patterns and have students say the sounds the patterns stand for.

**MODEL AND PRACTICE** Write the word *spur* on the board and model how you decode the word. Say: *I notice that the vowel is followed by the letter r. This tells me that the vowel sound is r-controlled: /er/. I can sound out the word using what I know about letters and sounds: /s/ /p/ /er/.* Write the following words on cards: *adverb, emerge, jerk, germ, stern, swerve, whir, third, quirk, smirk, swirl, whirl, first, thirst, squirt, shirt, blur, curb, disturb, churn, sunburn, turn, return, lurk, nurse, hurt.* Write the vowel patterns on cards and place them in a row in a pocket chart: *er, ir, ur.*

Mix up the cards and place them face down. Have students work with a partner to draw a card, read it aloud, show it to the class, and then place the card under the correct vowel pattern in the pocket chart.



# High-Frequency Words

## Minilesson

**FOCUS ON STRATEGIES** Remind students of the high-frequency words for the week: *something*, *example*, and *paper*.

**MODEL AND PRACTICE** Say: I look at the first word in the box on p. 98. I notice that it is made up of two words: *some* and *thing*. Then I use the word in a sentence: *I need something to drink*. Ask students to read aloud the words on p. 98 of the *Student Interactive*.


**APPLY My TURN** Have students read the words in the chart and use them to complete the sentences.

**TURN, TALK, AND SHARE** Have pairs identify the high-frequency words and write their own sentences with the words.

STUDENT INTERACTIVE, p. 98

### HIGH-FREQUENCY WORDS | DECODABLE TEXT

#### My Words to Know

 **MY TURN** Read the high-frequency words in the box. Then read the sentences. Write the missing words. Form the letters correctly as you write each word. Use connecting strokes to connect the letters.

something


example

paper

Wait! I think I forgot *something*.

An apple is an *example* of a fruit.

Write your name on the *paper*.

 **TURN and TALK** Read these sentences aloud with a partner. Identify the high-frequency words. Then write your own sentences. Identify and read the words in each other's writing.

Ron drew a picture on white paper.

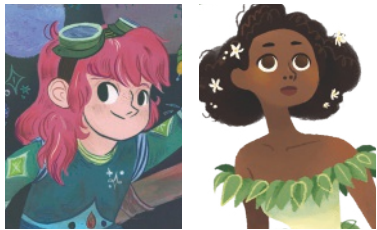
The teacher asked for an example of a noun.

You look happy. Did something good happen?

**High-frequency words: paper, example, something**

# Compare and Contrast Stories

## Compare Texts



*Interstellar Cinderella*  
*Cendrillon: An Island Cinderella*

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** As you discuss the text, model using the Academic Vocabulary words:

- Folktales like *Cinderella* sometimes have different versions in different cultures.
- The different versions of *Cinderella* communicate storylines that are alike.

## Minilesson

**FOCUS ON STRATEGIES** When we compare and contrast stories, we tell how they are alike and how they are different.

- Look at the setting. Do the stories happen in similar places? Do the stories take place at the same time?
- Compare and contrast the characters. How are the characters in each story different? How are they similar?
- Consider the events. Did the same thing happen in both stories? Was there something different at the beginning? In the middle? At the end?

**MODEL AND PRACTICE** Direct attention to the Close Read notes on p. 109 and p. 114 of *Interstellar Cinderella*. Tell students you will compare this story to the traditional Cinderella story. Model using what they underlined to complete the first row of the chart on p. 128.

- To compare and contrast stories, I need to find details that are the same or different. What in this story is similar to the traditional Cinderella story? What is different?
- I see that like the traditional story, this story has a prince. I will write that in the chart. However, in contrast to the traditional story, Cinderella says she is too young to marry. I will write that in the next column.

Discuss the distinguishing characteristics of folktales as a class. Then tell students to find other similarities between *Interstellar Cinderella* and the traditional Cinderella story. Then have them identify differences.



## EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“We need to be mindful of how we are teaching comprehension. When we ask questions such as—What color is Mary's dress? How is the character feeling now?—we are testing comprehension rather than teaching it. To teach comprehension, we need to model and demonstrate—show kids what we are thinking in our heads.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing and contrasting stories.

**OPTION 1 MyTURN** Ask students to complete p. 128 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Guide students to compare and contrast two independent texts of the same genre. Have them use their reading notebooks to create and complete a chart similar to the one on p. 128 in the *Student Interactive*.

### QUICK CHECK

**Notice and Assess** Are students able to identify similarities and differences in two stories?

#### Decide


- **If students struggle**, revisit instruction for comparing and contrasting stories in Small Group on pp. T200–T201.
- **If students show understanding**, extend instruction for comparing and contrasting stories in Small Group on pp. T200–T201.

#### STUDENT INTERACTIVE, p. 128

##### CLOSE READ

### Compare and Contrast Stories

When you **compare** things, you tell how they are alike.  
When you **contrast** things, you tell how they are different.

 **MYTURN** Go to the Close Read notes. Underline the details that help you compare and contrast stories. Use what you have underlined to complete the chart.

Story	How It's Like Another Cinderella Story	How It's Different from Another Cinderella Story
<i>Interstellar Cinderella</i>	Like the traditional <i>Cinderella</i> story: <b>It has a prince.</b> <b>It has a ball.</b> <b>The prince finds Cinderella and wants to marry her.</b>	Unlike the traditional <i>Cinderella</i> story: <b>Cinderella says she's too young for marriage.</b> <b>Cinderella offers to be the prince's chief mechanic.</b>
<i>Cendrillon: An Island Cinderella</i>	Like <i>Interstellar Cinderella</i> : <b>It has a ball.</b> <b>A young man wants to marry Cendrillon.</b>	Unlike <i>Interstellar Cinderella</i> : <b>It has a mayor's son instead of a prince.</b> <b>There is a great wedding.</b>

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# Read Like a Writer, Write for a Reader

## OBJECTIVE

Discuss the use of descriptive, literal, and figurative language.

### ELL Access

Read aloud a few passages from *Interstellar Cinderella* or *Cendrillon: An Island Cinderella*. Help students identify interesting words and phrases in the passage and discuss what reasons the author might have had for making these word choices.

## Word Choice

### Minilesson

**FOCUS ON STRATEGIES** The words an author uses help the reader predict what will happen in a story. The author also pays attention to word choice for these reasons:

- The words help the reader picture the events.
- The words make the events interesting.
- The words add vivid details about what is happening.

**MODEL AND PRACTICE** Use the example on p. 132 in the *Student Interactive* to discuss with students how writers develop story events with careful word choice. On page 132, we see part of the story. The author tells us Cendrillon's life changed. When we continue reading, it says her stepmother "turned cold and cruel." Now we know that her life changed for the worse. We can predict that the next events are going to be bad for Cendrillon.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters *g* and *o*

**FOCUS** Display cursive letters *g* and *o*.

**MODEL** Model writing letters *g* and *o* in cursive. Guide students by showing them how to form the cursive letters using appropriate strokes.



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students complete the activity on p. 132 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 132

**AUTHOR'S CRAFT**

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

Authors choose words carefully to help them tell the events of their stories.

Text from <i>Cendrillon: An Island Cinderella</i>	What This Word Choice Says
"At first, Cendrillon's new family was kind to her. Then Cendrillon's life changed. There was a shipwreck, and Papa did not return. Cendrillon's stepmother turned cold and cruel."	Cendrillon's stepmother began to treat her differently. These words lead to story events that follow.

**MY TURN** Imagine you are writing the story of Cinderella. Start with this sentence and write two more sentences. Choose words to help develop story events.

Cinderella's stepsisters are getting ready for the ball.

**Possible response:** Cinderella wishes there was some way she could go to the ball too. But she has many chores to do and only rags to wear.

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## Writing Workshop

Have students choose words that make their Writing Workshop texts compelling to readers. During conferences, support students' writing by helping them select vivid descriptive words to include in their texts.

**PRACTICE** Have students complete *Handwriting* p. 142 from the *Resource Download Center* to practice writing cursive letters *g* and *o*.

Name \_\_\_\_\_

**Handwriting**

Cursive Letters *g*, *o*

Look at the lowercase cursive *g* in the box. What kind of strokes are used? Where do you start a lowercase cursive *g*? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *g*.

Look at the lowercase cursive *o* in the box. What kind of strokes are used? Where do you start a lowercase cursive *o*? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *o*.

Grade 2 • Unit 3 • Week 3  
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Handwriting p. 142

Use the  **QUICK CHECK** on p. T197 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### COMPARE AND CONTRAST STORIES

**Teaching Point** Today I want to remind you that we can learn about a text by comparing and contrasting it with another text. Encourage students to revisit *Interstellar Cinderella* and *Cendrillon: An Island Cinderella* and point out similarities and differences. Guide them to locate words that help them identify these similarities and differences. Demonstrate how to use a graphic organizer to record what they find.

### ELL Targeted Support

Tell students that reading a text aloud can help them better understand what they read.

Read one of the stories aloud together. Model by reading the first paragraph, then have students take turns as they continue with the rest of the story. At the end of the story, prompt students to ask questions about pronunciation, vocabulary, or content. **EMERGING/DEVELOPING**

In pairs, have students take turns reading one of the stories aloud. **EXPANDING/BRIDGING**



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

## Intervention Activity



### COMPARE AND CONTRAST STORIES

Use Lesson 27, pp. T157–T162, in the *myFocus Intervention Teacher's Guide* for more instruction on comparing traditional tales.

LEVEL C • READ

**Lesson 27** Genre: Traditional Tales

**DIRECTIONS** Read the traditional tales. Notice how they are alike and different.

**The Lion and the Mouse**

- 1 One afternoon a mouse was walking in the woods when she saw a sleeping lion.
- 2 "Eek!" squeaked the mouse. This woke the lion. He trapped the mouse under his big paw.
- 3 "Please let me go!" begged the mouse. "If you do, I promise to help you the next time you need it."
- 4 The lion laughed. "Little mouse, you are too small to help a big strong lion like me. But I will let you go. Now run home to your family."
- 5 The very next day the lion was caught in a hunter's net. He roared for help. The mouse heard him. She chewed through the net and freed the lion. She said, "Even someone small can be a big help." *Everyone can be helpful, no matter their size.*

**The Magic Pot**

- 1 Long ago in Korea, a poor farmer found an old pot when he was digging in his field. He took it home. Before he went to bed, he put his shovel in it. The next morning, the pot was filled with shovels.
- 2 So the next night the poor farmer put his last coin into the pot. In the morning he found the pot filled with coins! He became rich.
- 3 Word of the magic pot spread. The greedy king heard about the pot. He made the farmer bring it to him.
- 4 When the king looked inside the pot, he fell into it. The pot filled with many kings! All the kings wanted to sit on the throne and began to fight one another.

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## Fluency

Assess 2-4 students



### PROSODY

Help students practice reading a short passage with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 73–78 in Unit 3 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

### COMPARE AND CONTRAST STORIES

**Talk About Independent Reading** Ask students to use their charts to discuss how the stories they read were similar and different.

#### Possible Conference Prompts

- How were these texts similar?
- How were these texts different?
- What did you learn by comparing and contrasting these stories?

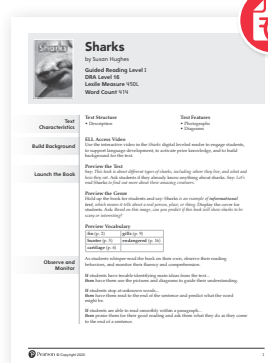
**Possible Teaching Point** Readers can learn more about texts by comparing and contrasting them. This is because comparing and contrasting makes readers think in depth about characters, setting, and problems in each story.

## Leveled Readers



### COMPARE AND CONTRAST STORIES

- For suggested titles, see Matching Texts to Learning, pp. T158–T159.
- For instructional support on comparing and contrasting stories, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together. Invite a volunteer to point out similarities and differences they found in *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Interstellar Cinderella* or *Cendrillon: An Island Cinderella* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- read a text with a partner, coaching each other as they read.

### Centers



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

### Literacy Activities



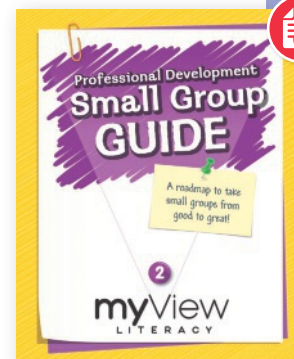
Students can

- discuss the chart they completed on *Student Interactive* p. 128 with a partner.
- play the *myView* games.
- use their reading notebooks to create a graphic organizer comparing and contrasting stories they have read.

### SUPPORT PARTNER READING

Partner reading teaches students how to work with a peer to overcome the hurdles of reading unfamiliar books. Together, they can work through difficult passages.

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



# Decodable Text

## OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

---

## Read Perfect!

**FOCUS** Have students turn to p. 99 in the *Student Interactive*. Say: **We are going to read a story today about a bird who is looking for a new home.**

**READ** Before students begin reading, tell them they are going to read to find out if Bird finds a new home. Tell them to monitor their comprehension to make sure they understand what they read. Ask them what they can do if the story is not making sense (go back and reread, retell silently in their heads, look again at the letters and sounds to make sure they are reading the correct words). Ask students to first read the story silently, making sure to monitor their comprehension as they read. Then have partners chorally read the story together.





## Reread *Perfect!*

**FOCUS ON COMPREHENSION** Ask: *What is Bird's problem at the beginning of this story?* Have students point out and read aloud the sentences that tell what Bird's problem is. (first paragraph) *What does Bird do to try to solve his problem? What doesn't Bird like about the nests? How does Bird solve his problem?*

Have students read aloud question 1. Ask students to share their ideas before writing an answer to the question. Read aloud question 2 with students. Ask for ideas on another similar story. Discuss the use of "too little" and compare the story to Goldilocks. Point out that Bird found something else wrong with the second nest. Then have students write answers to question 2.

**RETELL** Have students work with a partner to retell *Perfect!* to each other.

STUDENT INTERACTIVE, p. 99



### FOUNDATIONAL SKILLS

## Perfect!

Bird sits in his cage. "I want something else. I want a nest," he says.

He finds a nest made of ferns. "Too little," says Bird. He finds a nest on the earth. "Too dirty," says Bird. The third nest is not little or dirty. "I like this nest!" says Bird. "I think I'll stay."

Bird sees Hawk. "Oh no!" Bird says. He hurries back. "My cage is a perfect home!"



1. Why does Bird like the third nest?

**It isn't too little or too messy.**

2. What fairy tale does this remind you of?

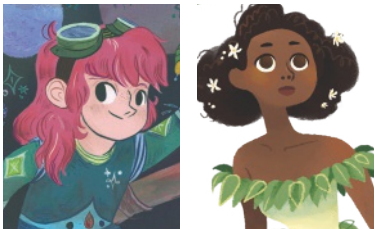
**Goldilocks and the Three Bears**

3. Write three words from the story with r-controlled vowels: one with **er**, one with **ir**, and one with **ur**.

**Possible responses: er: ferns, perfect; ir: Bird, dirty, third; ur: hurries**

# Visualize Details

## Compare Texts



*Interstellar Cinderella*  
*Cendrillon: An Island Cinderella*

## OBJECTIVES

Create mental images to deepen understanding.

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

## ACADEMIC VOCABULARY

**Integrate** As you discuss the text, model using the Academic Vocabulary words:

- What is the purpose of visualizing as you read?
- I believe that visualizing is a great comprehension strategy.

## Minilesson

**FOCUS ON STRATEGIES** When we read, visualizing details helps us deepen our understanding of the text. Authors often use words that allow us to form pictures in our minds.

- Think about the characters. What do they look like? Picture them in your mind.
- Where and when is the story set? Visualize the setting.
- What happens in the story? Form an image in your mind as you read about each event.

**MODEL AND PRACTICE** Revisit p. 104 of *Interstellar Cinderella* in the *Student Interactive*. Have students examine the Close Read note.

- The words the author uses here are very descriptive and very visual. Listen while I read. Close your eyes and picture the scene the author sets for us with her words. Read the text on p. 104 aloud. Then have students reread to themselves, noticing words that provoke strong mental images. Do the same for the Close Read note on p. 107.
- Then revisit *Cendrillon: An Island Cinderella*. Have students look at the Close Read notes on *SI* pp. 118 and 122. Then read these pages aloud with a partner, noting which words they highlighted and how those words help them create mental images that deepened their understanding of the text.

**ELL Targeted Support Taking Notes** Tell students that authors can use words and phrases to create images in the reader's mind. Have students listen as you read a short passage of text with strong visual language.

Ask students to draw what they picture. Then help them label elements of their drawings with single words. **EMERGING/DEVELOPING**

Ask students to take notes about which words provoke strong images in their minds. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for visualizing details.

**OPTION 1 My TURN** Have students finish p. 129 in the *Student Interactive* by describing the detail they visualized and drawing a picture of it.

**OPTION 2 Use Independent Text** Prompt students to draw in their reading notebooks as they read a passage with strong visuals in their independent texts. Next to their drawings they should note words from the text that helped them visualize.

### QUICK CHECK

**Notice and Assess** Can students draw or say what they visualized?

#### Decide


- **If students struggle**, revisit instruction for visualizing details in Small Group on pp. T206–T207.
- **If students show understanding**, extend instruction for visualizing details in Small Group on pp. T206–T207.

### STUDENT INTERACTIVE, p. 129

#### READING WORKSHOP

### Visualize Details


When you visualize details in a story, you create mental images. This means that you picture the story's characters, places, and events in your mind. Visualizing details helps you have a deeper understanding of the text.

 **TURN and TALK** Go back to the Close Read notes. Highlight details that help you create mental images in *Interstellar Cinderella* and *Cendrillon: An Island Cinderella*. Choose one detail that you highlighted. Close your eyes and form a picture in your mind. Then draw the picture.

The detail I visualized is **Possible response: the zoombrooms Cinderella fixes**

**Children should draw a picture that relates to the details they named.**



Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### VISUALIZE DETAILS

**Teaching Point** Today I want to show you how visualizing details can help you understand a text. The descriptive details that an author uses can help you picture the story events and the conflicts that a character faces. Display “The Princess and the Peanuts” on pp. T152–T153. Help students find visual language and use it to form mental images.

### ELL Targeted Support

Help students develop background knowledge that will help them discuss visualizing details when reading.

Have students tell you what they think of when they read the word *ball*. Define the term. Ask: **What might people do at a ball?** Elicit *dance*.

### EMERGING

Have partners use a dictionary to find meanings of *ball*. Then have them explain to you which meaning is used in the Cinderella stories.

### DEVELOPING

Ask partners to complete the Developing activity and then draw and label a picture of a ball.

### EXPANDING

Display the terms *ball*, *expensive clothes*, *beautiful*, and *leaf dress*. Have groups read the terms and use them in a written paragraph describing a ball. **BRIDGING**



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

## Intervention Activity



### VISUALIZE DETAILS

Use Lesson 32, pp. T189–T194, in the *myFocus Intervention Teacher’s Guide* for instruction on monitoring comprehension.

LEVEL C • READ

**Lesson 32** Monitor Comprehension

**DIRECTIONS** Read the following story.

**The Year of the Horse**

- 1 After Kate had soccer practice, her mom explained the family’s weekend plans. “We’re going to New York City today to see Grandma Chin! We will stay at her apartment overnight.”
- 2 Kate groaned. “But wait, *I can’t go*. Tara invited me to sleep over tonight.”
- 3 “You can do that another time. This visit is special,” said Kate’s mom. “It’s Chinese New Year, and you haven’t seen your grandmother for a long time.”
- 4 Although Kate knew she looked Chinese, she didn’t feel Chinese. Her dad was born in China and moved to New York City with his parents when he was just a baby. But Kate never knew her father. He had died a month before she was born. Kate’s mom was born in the States and spoke only English. Grandma Chin spoke almost *no* English.
- 5 Kate thought about the long weekend ahead. She sighed all the way through the train ride into the city.
- 6 “Okay, let’s go!” Kate’s mom said when the train pulled into the station. “I’m glad we brought your winter coat. I’m not sure whether it’s going to snow, but it certainly looks like it.” Kate and her mom walked several blocks to the Golden Unicorn restaurant. The sky was gray, and so was Kate’s mood. It was going to be a l-o-o-o-o-ng weekend.

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## Fluency

Assess 2–4 students



### ACCURACY

Prompt student pairs to practice reading a brief passage accurately.

### ORAL READING RATE AND ACCURACY

Use pp. 73–78 in Unit 3 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### VISUALIZE DETAILS

**Talk About Independent Reading** Ask students to share the drawings they made and point out the language in the text that helped them visualize details.

### Possible Conference Prompts

- What are some words that helped you visualize the setting or characters?
- What words helped you visualize events?
- Describe how these words helped you draw your picture.

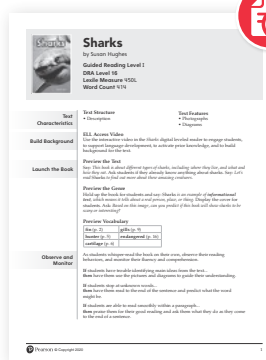
**Possible Teaching Point** Readers can draw or write notes to help them better understand and remember details about a text.

## Leveled Readers



### VISUALIZE DETAILS

- For suggested titles, see *Matching Texts to Learning*, pp. T158–T159.
- For instructional support on visualizing details, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Ask a student to share something he or she learned about visualizing.

## Independent/Collaborative

## Independent Reading



Students can

- reread and listen to a text they read this week.
- read a trade book or their Book Club text.
- listen to “The Princess and the Peanuts.”

## Centers



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

## Literacy Activities



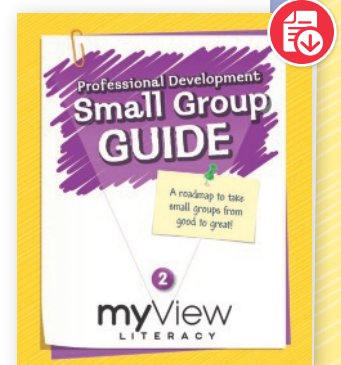
Students can

- discuss the drawing they made on *SI* p. 129 with a partner.
- play the *myView* games.
- take turns reading a short passage with a partner, reading the text accurately.

## SUPPORT PARTNER READING

Encourage students to work with a partner to develop reading goals. Students can then support each other, using positive motivation to help them achieve their goals.

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



# Decodable Text

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Decode multisyllabic words with *r*-controlled vowels.

Identify and read high-frequency words.


## Revisit *Perfect!*

**FOCUS** Have students turn to p. 99 in the *Student Interactive*. Say: *We are going to revisit a story today about a bird who is looking for a new home. In this story, you'll read some words with r-controlled vowels.*

**READ** Call students' attention to the title of the story. Ask: *What sound do you hear in the first syllable of this word? (/er/)* *What letters stand for this sound? (e and r)* Ask students what letters stand for the sound /er/. Write *er*, *ir*, and *ur* on the board. Ask them to find a word with the sound /er/ spelled with the letters *i* and *r*.

## ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 133 in the *Resource Download Center*.

FOUNDATIONAL SKILL 

Name \_\_\_\_\_

**My Words to Know**  
Read the words in the box below. Find the word that best completes each sentence and fill in the blank. Read each sentence.

something	example	paper
-----------	---------	-------

**MY TURN**

- Lauren found something on the ground.
- Give each student a sheet of paper.
- Tony wrote an example on the board.

Find the word from the box that matches each meaning below. Write the word on the line.

- a particular thing something
- a material used for writing paper
- a model example

Grade 2, Unit 3, Week 3  
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My Words to Know, p. 133



## Reread *Perfect!*

**FOCUS ON PHONICS AND FLUENCY** Remind students that learning sounds and letters helps them read fluently and understand the story. Discuss with students the sequence of events in *Perfect!*

Remind students that they learned how to decode words with the letters *er*, *ir*, and *ur*. Help them to apply their phonetic knowledge by finding and decoding these words in the story: *bird*, *ferns*, *dirty*, *third*, and *perfect*. Have students complete the activity in question 3.

Then review the high-frequency words *something*, *example*, and *paper*. Have students find one of the words in the story and read the sentence in which the word appears.

**PRACTICE** Have partners reread the text with accuracy, expression, and appropriate oral reading rate.

## Fluency

### PROSODY

Display “*Perfect!*” and model reading aloud the text, asking students to pay attention to how you emphasize the key words such as *too little*, *too dirty*. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice prosodic reading using their favorite sentences from the text.

STUDENT INTERACTIVE, p. 99



### FOUNDATIONAL SKILLS

## Perfect!

Bird sits in his cage. “I want something else. I want a nest,” he says.

He finds a nest made of ferns. “Too little,” says Bird. He finds a nest on the earth. “Too dirty,” says Bird. The third nest is not little or dirty. “I like this nest!” says Bird. “I think I’ll stay.”

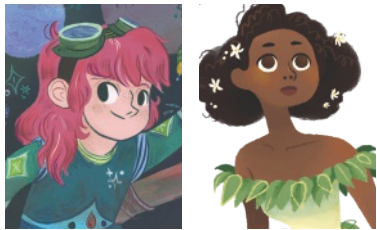
Bird sees Hawk. “Oh no!” Bird says. He hurries back. “My cage is a perfect home!”



1. Why does Bird like the third nest?  
**It isn't too little or too messy.**
2. What fairy tale does this remind you of?  
**Goldilocks and the Three Bears**
3. Write three words from the story with r-controlled vowels: one with *er*, one with *ir*, and one with *ur*.  
**Possible responses: er: ferns, perfect; ir: Bird, dirty, third; ur: hurries**

# Reflect and Share

## Compare Texts



*Interstellar Cinderella*  
*Cendrillon: An Island Cinderella*

## OBJECTIVES

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

Tell a story or recount an experience with appropriate facts and relevant, descriptive details.

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to discuss the Weekly Question and unit theme. Ask:

- What is the purpose of telling a traditional tale?
- Talking is one form of communication. What is another form?
- How does storytelling maintain a tradition?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain that you will guide students in discussing a topic and using text evidence to support the topic under discussion.

**MODEL AND PRACTICE** Model how to discuss a topic, focusing on staying on topic and using text evidence to support the discussion.

- I listen when someone else is talking, giving him or her my full attention. When it is my turn to talk, I make comments only about the topic we are discussing.
- If the discussion gets off topic, I wait until there is a break in the discussion. Then I raise my hand or use another signal that I want to speak. I return the discussion to the topic by saying “I would like for us to keep talking about...” or something similar.
- I use text evidence to support my opinion during a discussion of the topic. For example, I like *Interstellar Cinderella* more because the main character can fix things and dreams of “fixing fancy rockets.” If I don’t understand another’s opinion, I ask for evidence to support that opinion.

Have students review the Talk About It prompt on SI p. 130, cite an opinion they have on the topic, and find a piece of text evidence that supports that opinion. Provide assistance as needed.

**ELL Targeted Support Seek Clarification** Guide students in seeking clarification when a discussion goes off topic.

Provide sentence frames students can use to seek clarification: *You mention \_\_\_\_\_. How does the topic of \_\_\_\_\_ connect to the topic we are discussing? Please tell me more about the connection between \_\_\_\_\_ and \_\_\_\_\_.* **EMERGING/DEVELOPING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections between texts.

**OPTION 1 Use the Shared Read** Have students make notes to organize their thoughts about the Weekly Question: *How can a traditional story be told in different ways?* Have them prepare for a group discussion on this topic.

**OPTION 2 Use Independent Text** Have students compare and contrast one of the Cinderella stories with another folktale or story they read in their self-selected independent-reading texts.

### 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. T212–T213.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on pp. T212–T213.


**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. 130

RESPOND TO TEXT

### Reflect and Share

**Talk About It**  
This week you read two versions of the well-known story *Cinderella*. You've probably read, heard, or seen other versions of this tale. Talk as a class about the theme of Cinderella and the version you liked best. Use text evidence to support your view.



**Stay on Topic**  
It is important to share information and ideas that focus on the topic under discussion.

- Make comments about the topic only.
- If the discussion gets off track, find a way to come back to the topic.

Use these sentence starters to help others stay on topic.

I would like for us to keep talking about . . .  
That's really interesting, but let's get back to . . .

**Weekly Question**  
How can a traditional story be told in different ways?

130

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Today I want to discuss how readers compare two kinds of stories. Imagine comparing a realistic fiction story to a folktale. Readers will first think about what makes a story realistic fiction and what makes a story a folktale. Then they use what they know about each genre to figure out how the texts are similar and different. Have students compare a familiar realistic fiction text to one of the versions of Cinderella.

### ELL Targeted Support

Help students write using a variety of connecting words to combine phrases, clauses, and sentences.

Help students write two short sentences with their opinions of the Cinderella stories. Model using connecting words. **EMERGING**

Have students complete the Emerging activity and read their sentences aloud. **DEVELOPING**

Have students write their opinions of two familiar Cinderella stories. Help them use connecting words. **EXPANDING**

Have partners interview each other about their opinions and then use connecting words to compare their opinions in writing. **BRIDGING**



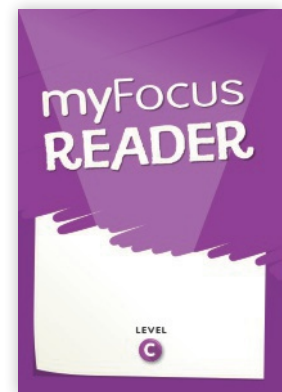
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### COMPARE TEXTS

Reread pp. 34–35 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 tradition and encourages 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 folktales and what is or is not realistic about them. Then have students share their findings.

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

See *Extension Activities* pp. 180–184 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they learned as they compared the folktale or story they read to the Cinderella stories.

### Possible Conference Prompts

- How were the stories similar?
- How were they different?
- What is something new you learned by comparing the two texts?

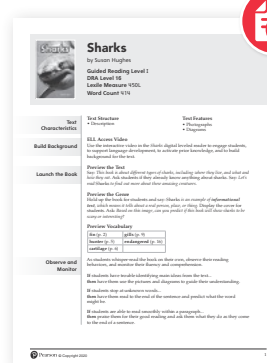
**Possible Teaching Point** Active readers compare and contrast the traditional tales they read. Noticing how folktales are similar and different can help readers understand the stories.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T158–T159.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite several volunteers to tell one way that the Cinderella folktale and another text they read are similar or different. Then celebrate students' work in small group this week.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *Interstellar Cinderella*, *Cendrillon: An Island Cinderella*, or “The Princess and the Peanuts.”
- 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 and/or draw in their reading notebooks in response to the Weekly Question.
- play the myView games.
- review the purpose they established for reading folktales and discuss with a partner how they worked toward that purpose.

## BOOK CLUB



See Book Club, pp. T510–T513 for

- ideas for future Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating use of the trade book *Celebrating the New Year*.



## 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 learn more about traditions by reading about Native American life.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

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

## Materials

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

### LESSON 1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T218–T219
  - » Phonics: Diphthongs *ou, ow, oi, oy*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T220–T221
- Listening Comprehension: Read Aloud: “Greetings Around the World” T222–T223
- Informational Text T224–T225
  - ☑ **Quick Check** T225

#### READING BRIDGE

- Academic Vocabulary: Word Parts T226–T227
- Handwriting: Letters *c* and *q* T226–T227

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T231
- Strategy, Intervention, and On-Level/Advanced Activities T230
- ELL Targeted Support T230
- Conferring T231

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T231
- Literacy Activities T231

**BOOK CLUB** T231 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T424–T425
  - » Revise Drafts by Rearranging Words
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T424–T425
- Conferences T422

#### WRITING BRIDGE

- Spelling: Words with *ou, ow, oi, oy* T426
  - ☑ **Assess Prior Knowledge** T426
- Language and Conventions: Spiral Review: Irregular Verbs T427

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T232–T233
  - » Decode and Write Words with Diphthongs *ou, ow, oi, oy*
  - ☑ **Quick Check** T233
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T234–T247
  - » Preview Vocabulary
  - » Read: *The Abenaki*
- Respond and Analyze T248–T249
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T249
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T250
- Guided Reading/Leveled Readers T253
- Strategy and Intervention Activities T250, T252
- Fluency T250, T252
- ELL Targeted Support T250, T252
- Conferring T253

##### INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T251
- Independent Reading T253
- Literacy Activities T253

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T428–T429
  - » Explore Descriptive Adjectives and Articles
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T428–T429
- Conferences T422

#### WRITING BRIDGE

- Spelling: Teach Words with *ou, ow, oi, oy* T430
- Language and Conventions: Oral Language: Subject-Verb Agreement T431

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T254–T255
  - » Phonics: Diphthongs *ou*, *ow*, *oi*, *oy*
  - » High-Frequency Words

#### CLOSE READ

- Discuss Author's Purpose T256–T257
- Close Read: *The Abenaki*
  - ✔ **Quick Check** T257

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Text Structure T258–T259
- Handwriting: Letters *n* and *m* T258–T259

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T261
- Strategy and Intervention Activities T260
- Fluency T260
- ELL Targeted Support T260
- Conferring T261

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T261
- Literacy Activities T261

### WRITING WORKSHOP

#### MINILESSON

- Poetry T432–T433
  - » Apply Descriptive Adjectives and Articles
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T432–T433
- Conferences T422

### WRITING BRIDGE

- Spelling: Review and More Practice: Words with *ou*, *ow*, *oi*, *oy* T434
- Language and Conventions: Teach Subject-Verb Agreement T435

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T262–T263
  - » Read Decodable Text: *The Story*

#### CLOSE READ

- Make Connections T264–T265
- Close Read: *The Abenaki*
  - ✔ **Quick Check** T265

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T267
- Strategy and Intervention Activities T266
- Fluency T266
- ELL Targeted Support T266
- Conferring T267

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T267
- Literacy Activities T267

### WRITING WORKSHOP

#### MINILESSON

- Poetry T436–T437
  - » Explore Past, Present, and Future Verbs
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T436–T437
- Conferences T422

### WRITING BRIDGE

- Spelling: Spiral Review: Words with *r*-Controlled Vowels *er*, *ir*, *ur* T438
- Language and Conventions: Practice Subject-Verb Agreement T439

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T268–T269
  - » Revisit Decodable Text: *The Story*
  - » Fluency

#### COMPARE TEXTS

- Reflect and Share T270–T271
  - » Write to Sources
    - ✔ **Quick Check** T271
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T273
- Strategy, Intervention, and On-Level/Advanced Activities T272
- ELL Targeted Support T272
- Conferring T273

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T273
- Literacy Activities T273

**BOOK CLUB** T273 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T440
  - » Apply Past, Present, and Future Verbs
  - » Share Back

#### INDEPENDENT WRITING

- **WRITING CLUB** T440–T441 **SEL**
- Conferences T422

### WRITING BRIDGE

- Spelling: Words with *ou*, *ow*, *oi*, *oy* T442
  - ✔ **Assess Understanding** T442
- Language and Conventions: Standards Practice T443

# UNIT 3 WEEK 4 WEEK AT A GLANCE: RESOURCE OVERVIEW

## Materials

**WEEKLY LAUNCH: INFOGRAPHIC**

**The Wabanaki**  
The Wabanaki (wah-buh-NAH-kee) are made up of five Native American groups in the northeastern United States and southeastern Canada. The Abanaki, who you will read about later this week, are members of the Wabanaki.

**Long ago,** the Wabanaki peoples lived in wigwams.

**Long ago,** the Wabanaki traveled in birch bark canoes.

**Long ago,** the Wabanaki peoples made baskets to carry things.

**Long ago,** the Wabanaki celebrated with **agoning and** **commencing**.

**Today,** they live in houses but also **make wigwams** the way they were made long ago.

**Today,** they travel by car or modern canoes but also **canoe** **canoe** that are made long ago.

**Today,** they use other containers but also **carry** **carry** that are made long ago.

**Today,** they still celebrate this way.

**Weekly Question**  
What makes a Native American tradition?  
**Quick Write** Circle the names of four traditions that Wabanaki peoples sometimes follow today. What makes these things traditions? How do they compare to traditions your family follows?  
**Possible response:** They are things done long ago that are still sometimes done today. My family also celebrates with traditional music and dancing.

**INFOGRAPHIC**  
“The Wabanaki”

**READING WORKSHOP**

**Informational Text Anchor Chart**

**Headings**

- Work for a life to describe the main part of a text
- Are usually just a few words
- Divide the text into sections
- Are often in bold face
- Make it easy to find information

**READING ANCHOR CHART**  
Informational Text

**Informational Text Anchor Chart**

**Headings**

**EDITABLE ANCHOR CHART**  
Informational Text

**Decodable READER**

**DECODABLE READER**

**Handwriting**

**My Words to Know**

**Writing Workshop**

**Language and Conventions**

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Leveled Readers**

**Sharks**

**Overview**

**Build Background**

**Launch the Book**

**Observe and Monitor**

**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

often  
important  
took

### Develop Vocabulary

natural  
society  
cure  
traditions  
respect

### Spelling Words

about  
amount  
count  
clown  
join  
spoil  
noise  
flower  
loyal  
found

### Unit Academic Vocabulary

communication  
culture  
purpose  
belief  
maintain



**WEEK 4 LESSON 1 READING WORKSHOP** GENRE & THEME

### Listening Comprehension

**Informational Text**

Tell students you are going to read about an informational text. Have them listen as you read "Greetings Around the World." Encourage students to be active listeners by looking at you and thinking about what you are reading.

**START-UP**  
**READ-ALoud ROUTINE**  
 Prepare: Have students listen actively for elements of informational text.  
**READ** the entire text aloud, pausing to model Think Aloud strategies related to the genre.

**ELL Language Transfer**  
**Objective:** Point out the Spanish cognates in the passage.  
 • different: diferente  
 • culture: cultura  
 • respect: respeto  
 • tradition: tradición

**FLUENCY**  
 Also completed by the Read Aloud Model, students "Greetings Around the World" (Informational text) about sections of the text, using strategies learned from the previous lessons. Have students read the text in small groups, alternating between reading and listening. Encourage students to use the strategies they learned in the previous lessons to help them understand the text.

**THINK ALOUD: Answer**  
 How do you think the author felt about the different cultures? How do you think the author felt about the different traditions? How do you think the author felt about the different customs?

**Greetings Around the World**  
 Different cultures often have different ways to show respect and friendliness in a greeting. In the United States, many people shake hands firmly while saying hello. But in other countries and cultures, the tradition sometimes looks a little different.

**Handshakes in China**  
 In China, a handshake is also used, but it's a sign of respect to greet the oldest person first. The Chinese use a light handshake and a slight bow, without making eye contact.

**Greetings in Thailand**  
 People don't shake hands at all in Thailand. Instead, they put their hands together in front of the chest and bow in greeting. This is called a wai.

**READ ALOUD**  
 "Greetings Around the World"



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
 Interactive Read Aloud:  
 • engages students to look about their independent reading time.  
 • builds students' comprehension.  
 • reinforces students' reading language development.  
 • provides an opportunity to model fluency and expression reading.  
 • fosters a love and enjoyment of reading.

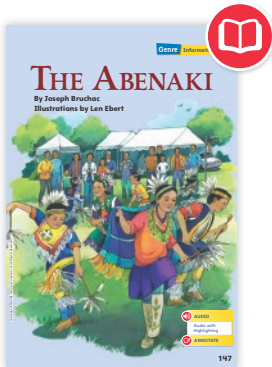
**PLANNING**  
 • Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
 • Assign the text to the students.  
 • Determine the Teaching Point.  
 • Write your own questions and model Think Aloud as you read, write and pose in the book at the points where you plan to stop to think and discuss.

**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 about background knowledge and what background knowledge is necessary for understanding.  
 • Discuss key vocabulary essential for understanding.

**DURING READING**  
 • You can choose to stop and reading to students get to get to the end and apply Think Aloud and other reading strategies for a change also into the text.  
 • Read with expression to show to students.  
 • Ask questions to guide the discussion and draw attention to the teaching point.  
 • Use Think Aloud to model strategies and make sure use to monitor comprehension and correct reading when they read.  
 • Help students make connections to their own experiences, think they have read or learned in the past, or the world.

**AFTER READING**  
 • Summarize and allow students to share thoughts about the story.  
 • Request student comprehension by reading the text and big idea of the story.  
 • Choose and assign a Student Response Form available on ReadAloud.com

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
 The Abenaki

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T496-T499

**Mentor STACK**

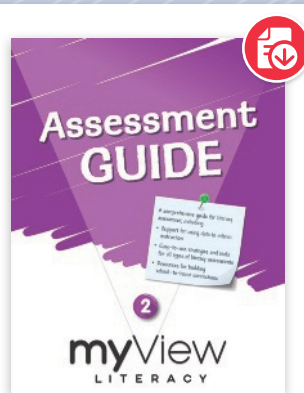
Writing Workshop T421

**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

Decode multisyllabic words with vowel teams, including digraphs and diphthongs.

Identify and read high-frequency words.



Sound-Spelling Cards 88, 94, 98, 100

## FOUNDATIONAL SKILLS EXTENSION

See p. T240 for a diphthong extension activity students can use while reading the text in Lessons 2 and 3.

## Phonics: Decode Words with Diphthongs *ou, ow, oi, oy*

### Minilesson

**FOCUS** Display Sound-Spelling Cards 94 and 98. Read *owl* and *mouse* with students and point out that different vowel teams make the same sound. Explain that the vowel teams *ou/ow* and *oi/oy* are called diphthongs. Diphthongs are two letters that begin with one vowel sound and move, or glide, into another vowel sound in the same syllable. Tell students that the spelling patterns *ou* and *ow* stand for the sound /ou/. Repeat with Sound-Spelling Cards 88 and 100 for the vowel patterns *oi* and *oy*. Say: **Readers learn to recognize these vowel teams in short and long words, such as *noisy* and *enjoyment*. To decode words with the spellings *oi, oy, ow, and ou*, apply your phonetic knowledge. Try saying them with the sound /oi/ or /ou/.**

**MODEL AND PRACTICE** Write the word *found* and model how you determine the vowel sound. Say: **When I see two vowels together I know that they often stand for one sound. Sometimes it can be a long vowel sound. Sometimes it can be a sound that is neither long nor short. I recognize that the spelling *ou* stands for the /ou/ sound. Paying attention to vowel spelling patterns helps me read words. I can read this word: *found*.** Have students look at the top of p. 140 of the *Student Interactive* and decode the words. Ask students to circle the vowel patterns that stand for the diphthongs /oi/ and /ou/. Have them read the text with you. Call on volunteers to say words with the vowel patterns *ou, ow, oi, and oy*.

Ask students to look at the chart on p. 140. Read aloud the words in the first and second column with students. Ask them to circle the vowel patterns in the words. Then have partners read aloud the words in columns three and four with the vowel patterns *oi* and *oy*.

**TURN, TALK, AND SHARE** Have students read the sentences on the bottom of p.140 of the *Student Interactive* with a partner. Then ask them to find and underline the words with the vowel patterns *ou, ow, oi, and oy*. Ask students to share the words they found.



**ELL Targeted Support Diphthongs** Provide practice in reading diphthongs.

Have students point to the house and the crown on p. 140 and read the words. Ask them to circle the *ou* in *house* and say /ou/. Have them point to the crown, say the word, circle the *ow* spelling and say /ou/. Repeat with *boy* and *coin*. Work with students to read the words and complete the Turn and Talk activity. **EMERGING/DEVELOPING**

Have students read aloud each of the words on p.140. Ask them to circle the vowel pattern that stands for /ou/ and /oi/. Read aloud the sentences with students. Work with them to find the words with diphthongs in the first sentence. Then have partners complete the remaining sentences. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *often*, *important*, and *took*.

- Point to each word as you read it aloud.
- Point to each word again and have students read, spell the word, and use it in a sentence.
- If time permits, have students use letter tiles to spell the words.

often

took

important

STUDENT INTERACTIVE, p. 140

### PHONICS

## Diphthongs ou, ow, oi, oy

The words **house** and **crown** have the same vowel sound. This sound is called a diphthong and can be spelled **ou** or **ow**.



house



crown

The words **coin** and **boy** have the same vowel sound. It is also a diphthong. It can be spelled **oi** or **oy**.



coin



boy

Read, or decode, these words and listen for the vowel sounds that are alike.

ou	ow	oi	oy
loud	plow	boil	toy
count	clown	point	enjoy
about	power	poison	royal

**TURN and TALK** Read these sentences. Find words with vowel sounds like the ones in **mouse** and **joy**.

The thirsty soil enjoys a shower that soaks the ground.

A crowd of people made a joyful noise as the player ran around the bases.

# Interact with Sources

## OBJECTIVES

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

Describe personal connections to a variety of sources.

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

## ACADEMIC VOCABULARY

**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: [What is the purpose of traditions? How have the Wabanaki people maintained their traditions throughout the years?](#)

- communication
- belief
- culture
- maintain
- purpose

Emphasize that these words will be useful as students read and write about the Essential Question.

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *What makes a tradition?* Point out the Week 4 Question: *What makes a Native American tradition?*

Direct students' attention to the infographic on pp. 138–139 in the *Student Interactive*. Have students read the infographic and discuss in small groups how the Wabanaki of long ago and today are alike and different.

Display the following questions as ideas that groups might discuss:

- How are Wabanaki ways of travel of long ago and today alike? How are they different?
- What things did the Wabanaki make in the past?
- What do the Wabanaki still make today?
- How do the Wabanaki celebrate? What do you think they celebrate?

**WEEKLY QUESTION** Remind students of the Week 4 Question: *What makes a Native American tradition?* Tell students they have just learned about several Native American traditions and they will learn more about the topic this week.

**QUICK WRITE** Have students circle the names of four traditions sometimes followed by the Wabanaki peoples today. Ask students to write two or more sentences to explain what makes these activities traditions. Then have students make connections between these traditions and their personal experiences. Have them write to explain how these traditions compare to the students' family traditions.

**ELL Targeted Support Visual Support** Preview the visuals and help students connect the images to the text and the topic of traditions. Point out the way each picture shows an item connected to a tradition of the Wabanaki people.

Name each item depicted in the visuals and provide a synonym: *wigwam* (house), *canoes* (boats), *basket* (container). Then ask: **What do you do to celebrate? What do the Wabanaki do to celebrate?** **EMERGING**

Create a Venn diagram with students and ask them to categorize the activities described in the visuals under the headings “Long ago” and “Today.” Point out that the intersecting part of the diagram is where students should record activities that the Wabanaki did long ago and still do today. **DEVELOPING**

Have partners use their own words to restate the idea in the text that accompanies each visual. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 138–139

WEEKLY LAUNCH: INFOGRAPHIC

WEEK 4

# The Wabanaki

The Wabanaki (wah-buh-NAH-kee) are made up of five Native American groups in the northeastern United States and southeastern Canada. The Abanaki, who you will read about later this week, are members of the Wabanaki.



Today, the Wabanaki peoples live much like other people. But they sometimes do things in traditional ways to keep their culture alive.

## Weekly Question

**What makes a Native American tradition?**

**Quick Write** Circle the names of four traditions that Wabanaki peoples sometimes follow today. What makes these things traditions? How do they compare to traditions your family follows?

**Long ago**, the Wabanaki peoples lived in wigwams.

**Long ago**, the Wabanaki traveled in birch bark canoes.

**Long ago**, the Wabanaki peoples made baskets to carry things.

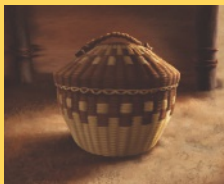
**Long ago**, the Wabanaki celebrated with dancing and drumming.



**Today**, they live in houses but also make wigwams the way they were made long ago.



**Today**, they travel by car or modern canoes but also make birch bark canoes.



**Today**, they use other containers but still create baskets that are works of art.



**Today**, they still celebrate this way.

**Possible response:** They are things done long ago that are still sometimes done today. My family also celebrates with traditional music and dancing.



# Listening Comprehension

## OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.


## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the passage.

- different : *diferente*
- cultures : *culturas*
- respect : *respecto*
- tradition : *tradición*

## FLUENCY

After completing the Read-Aloud routine, display “Greetings Around the World.” Model reading aloud a short section of the text. Have students notice how you pause slightly after commas. Explain that this focuses the reader’s attention on the information. Point out that fluency is about reading for meaning, not speed. Readers want their listeners to hear and understand the most important information.

 **THINK ALOUD** Analyze Informational Text The title tells me right away what the text is about: greetings in different parts of the world. The first sentence explains the topic. It says that different cultures have different ways of greeting someone. I think this is the main idea.

## Informational Text

Tell students you are going to read aloud an informational text. Have them listen as you read “Greetings Around the World.” Encourage students to be active listeners by looking at you and thinking about what you are reading.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of 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.

## Greetings Around the World

Different cultures often have different ways to show respect and friendliness in a greeting. In the United States, many people shake hands firmly while saying hello. But in other countries and cultures, the tradition sometimes looks a little different.

### Handshakes in China

In China, a handshake is also used, but it’s a sign of respect to greet the oldest person first. The Chinese use a light handshake and a slight bow, without making eye contact.

### Greetings in Thailand

People don’t shake hands at all in Thailand. Instead, they put their hands together in front of the chest and bow in greeting. This is called a *wai*.



“Greetings Around the World”, continued

## Greetings in Brazil

Brazilians often greet one another with kisses on the cheek, even at work. Men usually shake hands. Each handshake is long, with strong eye contact.

## Handshakes in Africa

People in Africa shake hands but each country has its own tradition. In Namibia, people lock thumbs when shaking hands. In southern Africa, it’s traditional to hold one’s own elbow during a handshake to show respect. Many countries have their own elaborate handshakes, including a finger snap at the end.

Learning about other cultures is fascinating. Understanding other cultures’ traditions brings people across the world a little bit closer.



**THINK ALOUD** Analyze **Informational Text** This text continues to provide details about greetings in different countries. Each section is labeled with a heading that tells me which country the information is about. This is an informational text.

### ELL Access

To help prepare students for the oral reading of “Greetings Around the World,” read aloud this short summary:

This text is about ways people around the world greet others. In the United States, people shake hands. In China, people shake hands and bow. In Brazil, people often kiss on the cheek. Different countries in Africa have different ways to greet people. They might lock thumbs when they shake hands. They might snap their fingers after a handshake.

## WRAP-UP

### Greetings Around the World

Section	Facts
Handshakes in China	
Greetings in Thailand	
Greetings in Brazil	
Handshakes in Africa	

Have students provide one fact for each section of the text.

### 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.



# Informational Text

## LEARNING GOAL

I can learn more about traditions by reading about Native American life.

## OBJECTIVE

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

## LANGUAGE OF THE GENRE

Review the genre throughout the week by having students work with you to add examples to the class anchor chart.

- facts
- main idea
- headings
- details
- photos
- definitions
- author's purpose

## FLEXIBLE OPTION ANCHOR CHARTS

Display a blank chart and ask students to contribute to it.

- Review the genre throughout the week and ask students to add to the chart as they learn about informational text.
- Have students suggest graphics.
- Ask students to add text titles they have read.

## ELL Language Transfer

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

- information : *información*
- informational : *informativo*
- photo : *foto*

## Minilesson

**FOCUS** Explain that the purpose of informational text is to give facts on a topic. Informational text has the following characteristics.

- **Topic:** Look at the title and first paragraph. What is the text about?
- **Main idea:** What important idea is the author saying about the topic?
- **Supporting details:** What facts and details does the author use to tell more about the main idea?
- **Headings:** How does the author use headings to organize the information?
- **Graphic features:** What additional information is provided in photographs, maps, and charts?

**MODEL AND PRACTICE** Model how you determine whether “Greetings Around the World” is an informational text. *I know that an informational text provides facts. It has main ideas supported by details. The title “Greetings Around the World” gives me a clue that the main idea is about how people greet each other in different countries. I don’t see graphic features, but I do see headings. The headings give me a clue about the main idea of each section. The sections give facts about different kinds of greetings. Use the anchor chart on p. 146 to discuss how headings help organize an informational text.*

**ELL Targeted Support Informational Text** Provide practice in identifying informational text.

Draw a sketch of a bird and display the following text: *A bird has wings. A bird can fly. A bird has a beak.* Read the text with students, pointing to your sketch as you read. Ask students to retell the facts about birds.

### EMERGING/DEVELOPING

Using informational texts from the *Student Interactive*, independent reading books, or leveled books, show students pages and ask them to identify headings and graphic features. **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to identify informational text.

**OPTION 1 TURN AND TALK** Have students work with a partner to complete the activity on p. 144 of the *Student Interactive*. Circulate as students work to determine whether they are able to distinguish between informational text and traditional tales.

**OPTION 2 Use Independent Text** As students read their independent texts, have them place a sticky note on one fact on each page.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction about informational text in Small Group on p. T230.
- **If students show understanding**, have them continue practicing the strategies for reading informational text, using the Independent Reading and Literacy Activities in Small Group on p. T231.

STUDENT INTERACTIVE, pp. 144–145

GENRE: INFORMATIONAL TEXT

READING WORKSHOP

**My Learning Goal** I can learn more about traditions by reading about Native American life.

### Informational Text

Informational text tells facts about real people, things, or events. Informational text is different from other kinds of text.

- Headings organize the information.
- Photos show what you are reading about.
- The text is usually in the present tense.

**TURN and TALK** Work with a partner. Think about the traditional tales you have read so far in this unit. Compare them to informational text. How are the two genres alike? How are they different? Write your thoughts on the lines below.

**Possible response: Informational text is like traditional tales because it often has events and people or animals. Informational text is different from traditional tales because informational text tells about facts and traditional tales are fiction.**

### Informational Text Anchor Chart

**Headings**

- Work like a title to describe the next part of a text
- Are usually just a few words
- Divide the text into sections
- Are often in **bold face**
- Make it easy to find information

144

145

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# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVES

Identify the meaning of and use words with affixes *un-*, *re-*, *-ly*, *-er*, and *-est* (comparative and superlative), and *-ion/tion/sion*.

Respond using newly acquired vocabulary as appropriate.

## ELL Access

**Retell** As they work to master academic language, ELL students need many experiences with new words. Encourage students to use academic language in their own oral and written work. Ask them to retell facts from the informational text. Challenge more advanced students to summarize each section and explain how the summary matches the heading.

## Word Parts

### Minilesson

**FOCUS ON STRATEGIES** Remind students of the Academic Vocabulary for the unit: *communication*, *culture*, *purpose*, *belief*, and *maintain*. Also remind them that adding word parts, such as suffixes, to a word can change the word's meaning.

- A suffix is a word part added to the end of a word.
- When a suffix is added to a word, the word has a new meaning.
- A suffix can change a verb to a noun.

**MODEL AND PRACTICE** Tell students that the suffixes *-ion* and *-tion* mean “state, condition, or action.” These suffixes turn verbs into nouns. Write *locate* + *ion* = *location*. Say: **The verb *locate* means “to find a place.” I can remove the letter *e* and add the suffix *-ion*. I have formed a new word, a noun. It means “a place.”** Use the word in a sentence. Explain that there are spelling changes for adding some suffixes. For example, for *locate*, the letter *e* is taken away before the suffix is added. Then write *react* + *ion* = *reaction*. Have students identify the verb and the suffix, tell what *reaction* means, and use the word in a sentence.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters *c* and *q*

**FOCUS** Display cursive letters *c* and *q*.

**MODEL** Model writing cursive *c*. Then write *can*, *act*, *sac*, and *gecko*, showing proper letter formation and correct letter size. Have students copy the words. Repeat the routine with *q*: *quiet*, *quick*, *quack*, *aqua*.



ASSESS UNDERSTANDING

Apply

**My TURN** Have students complete the activity on p. 165 in the *Student Interactive*.

WEEKLY STANDARDS PRACTICE



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

STUDENT INTERACTIVE, p. 165

VOCABULARYREADING-WRITING BRIDGE

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

My Learning Goal

**Academic Vocabulary**

Adding a suffix can change the meaning of a word. For example, a word may change from a verb to a noun. If you know the meaning of the base word, you may be able to figure out the meaning of the word with a suffix.

The word **communication** is made up of two parts:  
 communicate + tion = communication  
 (base word)      (suffix)      (new word)

Adding the suffix **-tion** to the verb **communicate** and dropping the **e** makes the noun **communication**.

**MY TURN** Add the suffix **-tion** to each word to build a new word. Then use each noun in a sentence.

Verb		Noun
participate	+ tion	participation
inflate		inflation
pollute		pollution
introduce		introduction

165

**PRACTICE** Have students complete *Handwriting* p. 143 from the *Resource Download Center* to practice writing cursive letters c and q.

Name \_\_\_\_\_

**Handwriting**

**Cursive Letters c, q**

Look at the lowercase cursive c in the box. What kind of stroke is used? Where do you start a lowercase cursive c? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter c.

c c c c c c c c

Look at the lowercase cursive q in the box. What kind of strokes are used? Where do you start a lowercase cursive q? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter q.

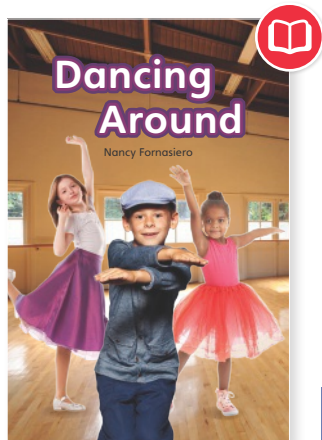
q q q q q q q q

Grade 2 • Unit 3 • Week 4  
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Handwriting p. 143

# Matching Texts to Learning

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



LEVEL H

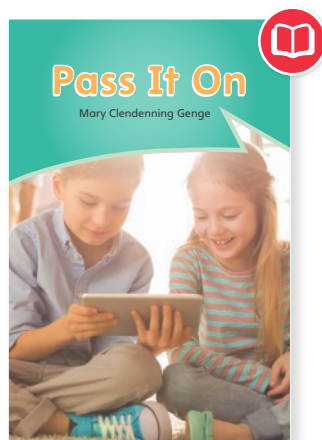
**Genre** Informational Text

**Text Elements**

- Some easy compound words
- Accessible content from beyond readers' home

**Text Structure**

- Compare and Contrast



LEVEL I

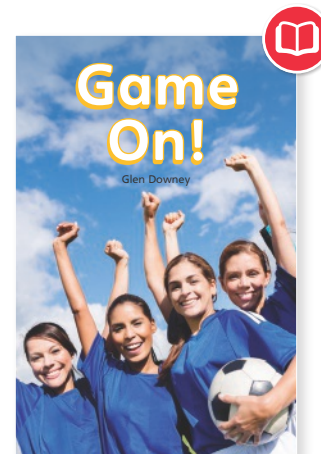
**Genre** Expository Text

**Text Elements**

- Table of Contents
- Mix of familiar and new content

**Text Structure**

- Description



LEVEL J

**Genre** Informational Text

**Text Elements**

- Clearly presented organizational structure
- Many lines of print per page

**Text Structure**

- Description

## Guided Reading Instruction Prompts

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

### Identify Informational Text

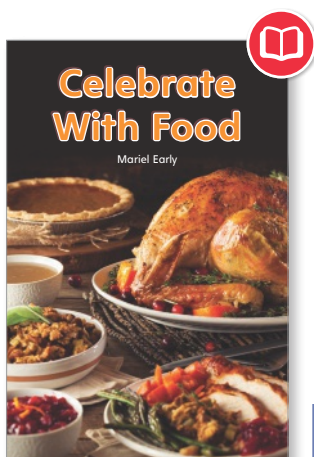
- How do the title and headings help you understand the main idea?
- What details can you find to support the main idea?
- How do the graphics help you understand what the text is about?

### Develop Vocabulary

- How can photographs help you understand what a word means?
- What does the word \_\_\_\_ tell us about the main idea of the text?
- Why would an author choose to use this particular word?

### Discuss Author's Purpose

- What do you think the author's purpose for writing this text is?
- How does the title help you identify the author's purpose?
- What does the author want you to understand about the topic?



LEVEL K

**Genre** Informational Text

**Text Elements**

- Longer, more complex sentences
- Varied organization

**Text Structure**

- Compare and Contrast



LEVEL L

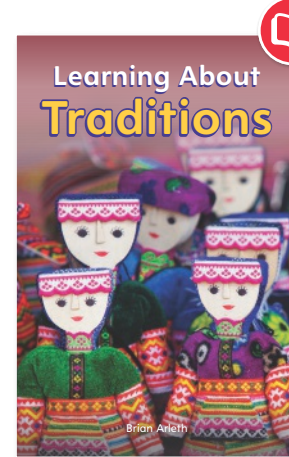
**Genre** Informational Text

**Text Elements**

- Table of contents, glossary, and index
- Longer sentences carry over three lines

**Text Structure**

- Compare and Contrast



LEVEL M

**Genre** Nonfiction

**Text Elements**

- Most content carried by text
- Multisyllable words that are challenging to decode

**Text Structure**

- Description with Travel Diaries

**Make Connections**

- What do you know about the topic from other texts you have read or heard?
- What personal connections can you make to this text?
- What does this text remind you of?

**Compare Texts**

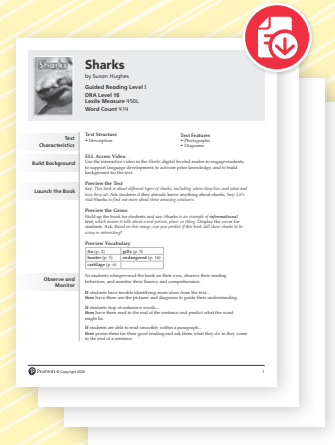
- How do the graphics in these texts help you?
- How are the texts organized?

**Word Work**

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

**Leveled Reader Teacher's Guide**

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





Use the  **QUICK CHECK** on p. T225 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### DISCUSS INFORMATIONAL TEXT

**Teaching Point** The purpose of informational text is to give information on a topic. The information is organized into paragraphs with main ideas and supporting details. Headings often provide a clue to the main ideas. Visual features such as photographs add information. Graphic features such as charts and graphs also add information. Look back to “Greetings Around the World,” and discuss the ways students can tell this text is informational.

### ELL Targeted Support


Use accessible language to help students discuss informational texts.

Display an informational text. Point out and name features such as photographs, headings, and charts. Have students repeat each name. **EMERGING**

Write *graphic* and *text* side by side. Use the Emerging activity, and write each feature you name under the relevant word. Discuss the meanings of *graphic* and *text* with students. **DEVELOPING**

Write *feature* and define it as “a part.” Use the Developing activity. Follow up by pointing to a feature in the text and asking: *What is the name of this feature?* **EXPANDING**

Have students in small groups choose an informational text and use the words *text*, *graphic*, and *feature* to explain its elements. **BRIDGING**

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

## Intervention Activity

### DISCUSS INFORMATIONAL TEXT

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher’s Guide* to instruct students on characteristics of informational text.

LEVEL C • READ

**Lesson 36** Genre: Informational and Persuasive Texts

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

**Farm to Table**

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

**Farmers’ Markets**

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

**Supermarkets**

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

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

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Reading Informational Text T • 217

## On-level and Advanced

### INQUIRY

**Question and Investigate** Ask students to think about traditions of the Wabanaki people. Have students work to generate questions about these traditions. Tell students to choose one question and conduct the research needed to answer it. See *Extension Activities* pp. 180–184 in the *Resource Download Center*.

## Conferring

3 students/3-4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Have students explain why the text they are reading is informational text.

#### Possible Conference Prompts

- How is the information in the text organized?
- How do the headings help you understand the text?
- Why do you think the author included photos?

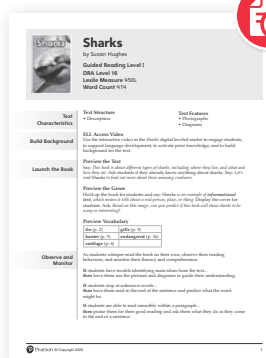
**Possible Teaching Point** Point out that informational text can be lively and extremely interesting. Guide students to recall interesting informational texts the class has recently read. Have students discuss the reasons these texts are interesting.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see Matching Texts to Learning, pp. T228–T229.
- For instructional support on recognizing the characteristics of informational text, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Ask volunteers to share the most important facts in the book they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected informational text.
- read and listen to a previously read leveled reader or eText informational text.
- begin reading the Book Club text.

### Centers



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

### Literacy Activities



Students can

- write about facts they learned from their reading in a reading notebook.
- play the myView games.
- refer to the anchor chart on *Student Interactive* p. 145 and work in small groups to identify elements of informational text in texts they are reading.

## BOOK CLUB



See Book Club, pp. T496–T499, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

# Word Work

## OBJECTIVES

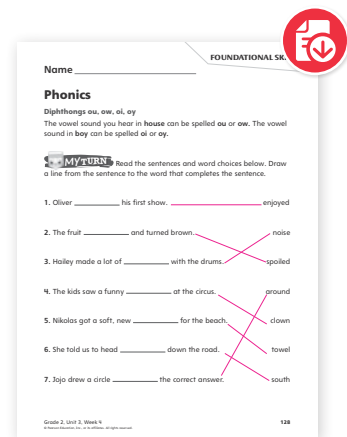
Decode multisyllabic words with vowel teams, including digraphs and diphthongs.

Identify and read high-frequency words.

## ADDITIONAL PRACTICE



For additional student practice with diphthongs *ou*, *ow*, *oi*, and *oy*, use *Phonics* p. 128 from the *Resource Download Center*.



*Phonics* p. 128

## Phonics: Decode and Write Words with Diphthongs *ou*, *ow*, *oi*, *oy*

### Minilesson

**FOCUS** Remind students that a sound can be represented by different spellings. Single sounds that are made by two vowels are called *diphthongs*. Review the spellings of the diphthongs /ou/ and /oi/. Remind students that to decode words with these spellings, they must apply their phonetic knowledge of the sounds such spellings can represent. Write the following words and call on students to read them aloud: *proud*, *around*, *scowl*, *brow*, *checkpoint*, and *destroy*. Point out the vowel teams.

**MODEL AND PRACTICE** Model decoding and writing words with diphthongs. Write *downtown*. Say: *To read this word, I apply my knowledge of the sounds the letters ow can make. In this word, they make the sound /ou/. Erase the word. Say: To write the same word, I start with the letter d. I listen for the vowel sounds. I hear /ou/. I remember that the sound can be spelled ou or ow. I try the spelling ow.* Tell students that when they hear the vowel sound /ou/ or /oi/ they need to decide how the sound is spelled. They should try writing the word. They can always check a dictionary.

**APPLY My TURN** Have students use a word from the box to complete each sentence. Provide support as needed.

**ELL Targeted Support Practice Diphthongs** Provide practice in reading and writing diphthongs.

Draw sketches of the following: boy, coin, cloud, and owl. Write the words under the sketches. Circle the vowel pattern in each word and say the sound each pattern stands for. Have students sound out each word with you, for example, /b/ /oi/. Ask students to sound out the words independently and then say the whole words. **EMERGING/DEVELOPING**

Give pairs of students letter cards. Say *town* and have pairs use the letter cards to spell the word. Ask pairs to take turns sounding out the word they spelled. Review the spelling. Repeat with the words: *brown*, *count*, *boil*, and *toy*. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use these strategies for decoding words with diphthongs.

**OPTION 1 MyTURN** Have students complete the activity at the bottom of the page. Then ask partners to reread the sentences.

**OPTION 2 Independent Activity** Have students say and write as many words with the target diphthongs as they can. Then have them identify the spelling of the sounds in each word.

**QUICK CHECK**

**Notice and Assess** Are students able to decode and write words with the diphthongs *ou*, *ow*, *oi*, *oy*?

**Decide**

- **If students struggle**, revisit instruction for Phonics in Small Group on p. T250.
- **If students show understanding**, extend instruction for Phonics in Small Group on p. T251.

## HIGH-FREQUENCY WORDS



Display the high-frequency words *often*, *important*, and *took*.

- Read each word and have students repeat it.
- Call on different students to create an oral sentence using one of the words.

often

took

important

STUDENT INTERACTIVE, p. 141

## FOUNDATIONAL SKILLS

**Diphthongs ou, ow, oi, oy**

**MYTURN** Write a word from the box to finish each sentence. Then read the words.

towel    pointed    mountain    oily    royal

1. The cowboy rode his horse up a mountain.
2. The royal palace has a tall tower.
3. I used a brown towel to clean up the oily mess.
4. The treetops were not round but pointed.

**MYTURN** Underline other words in the sentences that have the same vowel diphthong sounds as house, now, boil, and joy. Read the words.

# Introduce the Text



## OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

### Shared Read Plan

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

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

## Preview Vocabulary

- Introduce the vocabulary words on p. 146 in the *Student Interactive*. Define them as needed.

**natural:** produced by nature, not people

**society:** a group of people living together

**cure:** get rid of sickness

**traditions:** beliefs, stories, and ways of living passed down from parents to children

**respect:** show honor to

- These words will help us understand information about the Abenaki culture. As you read, highlight the words when you see them in the text. Ask yourself about the ideas and facts these words help you understand.

## Read

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

### FIRST READ STRATEGIES

**READ** Remind students that when reading an informational text, they look for important details that teach them about the Abenaki.

**LOOK** Remind students that the photos can often help them understand the text.

**ASK** Tell students to ask questions when they do not understand.

**TALK** Have pairs discuss the message the author wants readers to understand.

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



### EXPERT'S VIEW Pamela Mason, Harvard University

“As a teacher, it is important to understand the backgrounds of your students—socially, linguistically, and culturally. You also need to evaluate text for the cultural assumptions and weigh those assumptions against the cultural capital that children bring to texts. For example, a book about an animal family that lives in the woods may seem accessible to students, but it assumes a mom, a dad, and two kids. Our students’ own cultural backgrounds may be different.”

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



**ELL Targeted Support Prepare for Reading** Help students preview the text to help them understand what they read.

Use the illustrations in the text to give students background to the reading. Using simple language, describe what the illustrations show. Answer questions students may have. **EMERGING/DEVELOPING**

Reinforce word meanings using these prompts: *Name something natural.* *How do you cure a cold?* *What is a tradition in your family?* *Who do you respect?* *What is a society?* **EXPANDING/BRIDGING**

## ELL Access

**Background Knowledge** Students make meaning not only from the words they learn, but also from their prior knowledge. Encourage students to share personal knowledge or ideas from texts they have read about people's traditions.

STUDENT INTERACTIVE, pp. 146–147



## The Abenaki

### Preview Vocabulary

Look for these words as you read *The Abenaki*.

natural   society   cure   traditions   respect

### First Read

**Read** to learn about the Abenaki.

**Look** at the photos to help you understand the text.

**Ask** questions to clarify information.

**Talk** about the author's message.

### Meet the Author



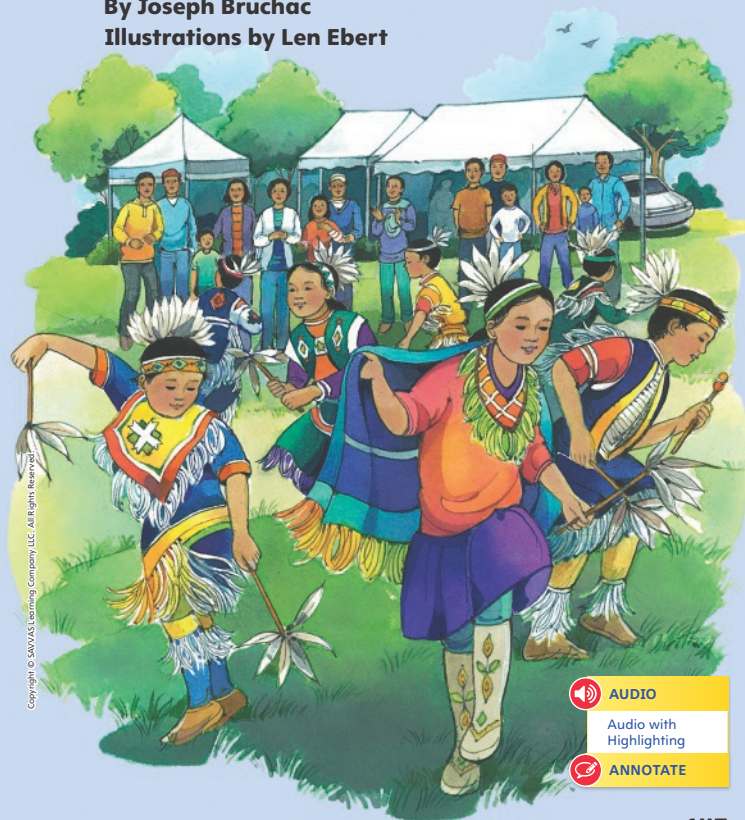
**Joseph Bruchac** has written many children's books about Native American people. He is a storyteller and a musician who tells stories and sings songs both in English and the Abenaki language.

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Genre Informational Text

# THE ABENAKI

By Joseph Bruchac  
Illustrations by Len Ebert



AUDIO

Audio with  
Highlighting

ANNOTATE

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## First Read

### Ask

**THINK ALOUD** Before I start reading, I set a purpose, or a goal for reading. My purpose is to learn about the Abenaki people. I don't know about the Abenaki people yet, so I have a lot of questions. Where do they live? What are their beliefs? What is important to them? As I read, I'll look for information that answers my questions.

## Close Read

### Discuss Author's Purpose

Have students read the Close Read note. Point out that the structure of this text includes headings to tell readers what each section, or part, of the text is about. Direct students' attention to the heading on *Student Interactive* p. 148, and have them echo-read it with you. Make certain students understand that the heading is like a title for the information that appears on pp. 148–149. It explains what the section of text will be about. Point out that the heading asks a question, and that the text will answer the question. Have students complete the Close Read activity. **See student page for possible responses.**

DOK 2

### OBJECTIVES

Discuss the author's purpose for writing a text.

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

### CLOSE READ

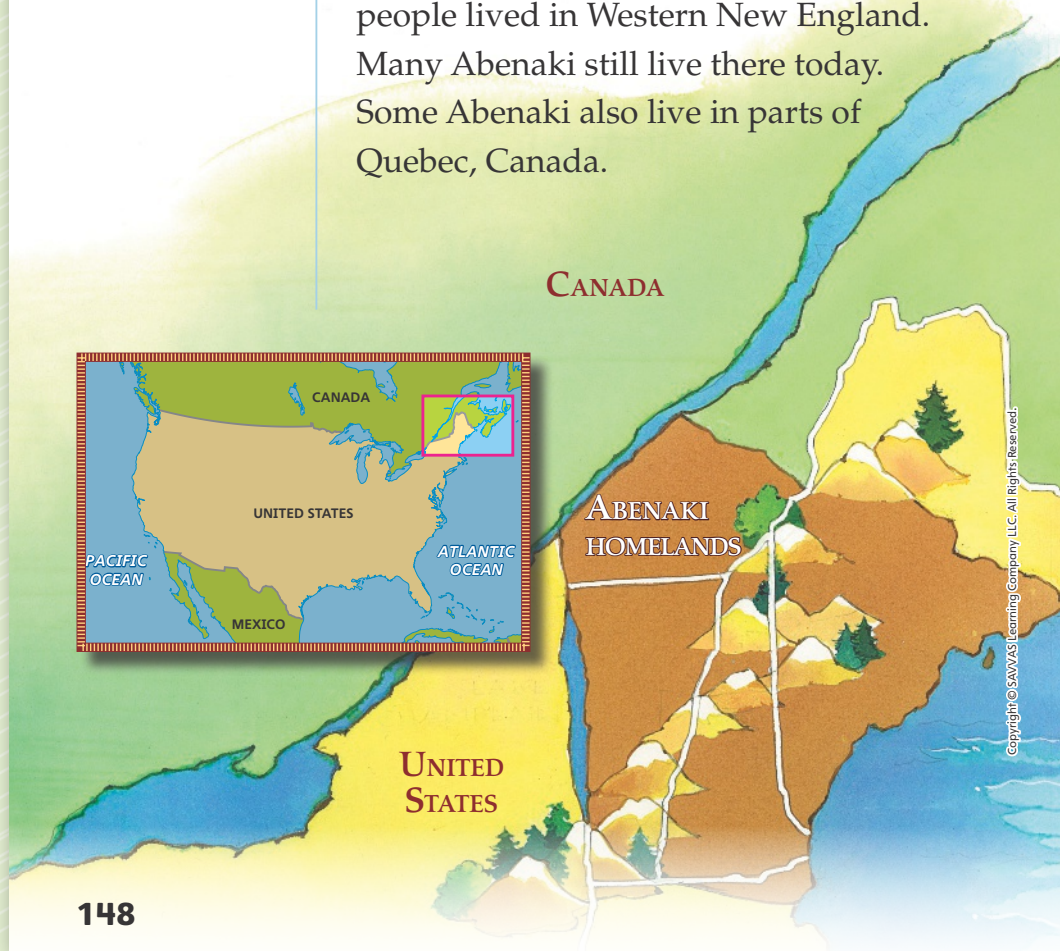


### Discuss Author's Purpose

Underline words the author uses to tell the topic of this section.

### Who are the Abenaki people?

- The Abenaki (ah'-buh-nah-kee) are a group of Native Americans. Their homeland is the northeast. Native Americans were the first people to inhabit North America. They lived there for thousands of years before people from Europe arrived. The Abenaki people lived in Western New England. Many Abenaki still live there today. Some Abenaki also live in parts of Quebec, Canada.



### CROSS-CURRICULAR PERSPECTIVES

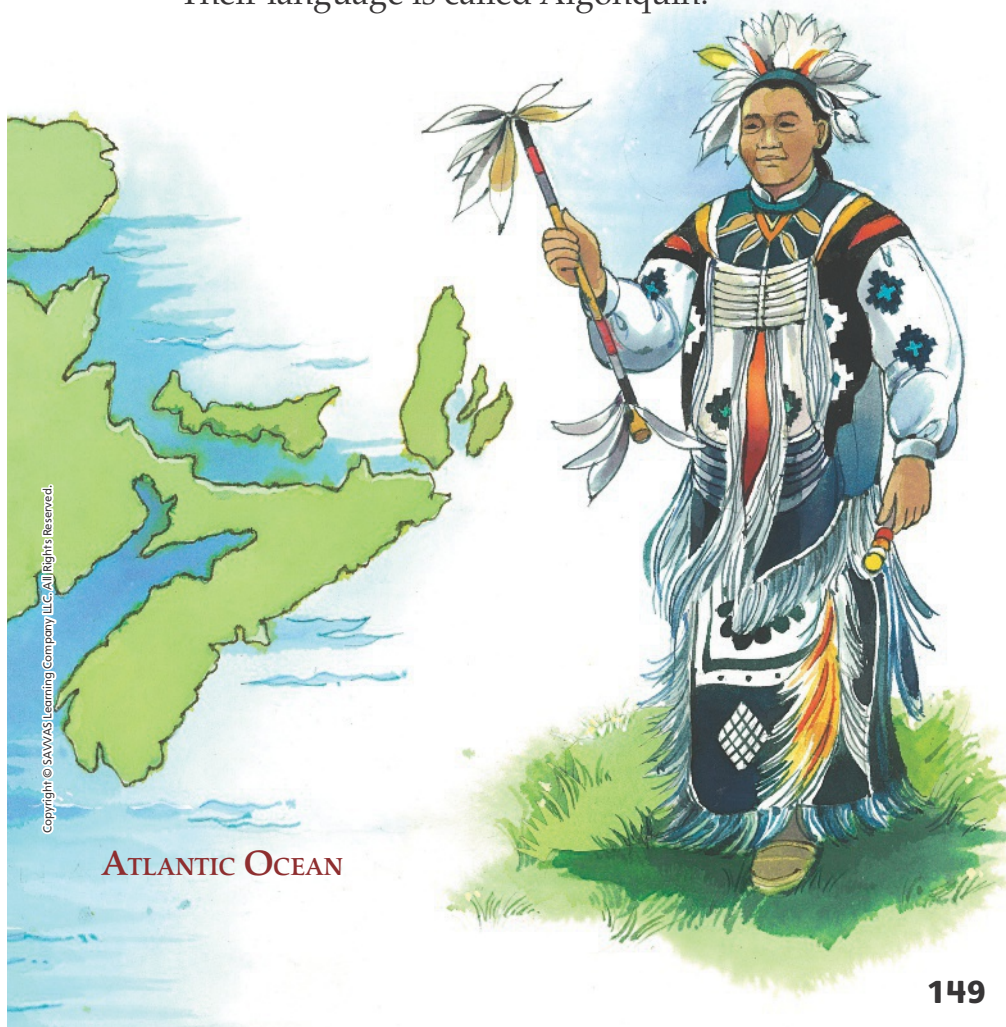
### Social Studies



Connect the text to the chart “The Wabanaki” on pp. 138–139. **How is information on this page of *The Abenaki* like information in the chart introduction and the chart “The Wabanaki”? How is it different?** Guide students to note that both of these texts tell about Native American cultures. The chart tells about the Wabanaki people, and it explains that the Abenaki are one of five groups that make up the Wabanaki. The page in the *Abenaki* tells about the Abenaki language and the location of the Abenaki homeland, while the chart tells about a variety of traditions.



- 2 Abenaki means “Dawn Land Place.”  
Dawn is the time of day when the sun rises.  
The sun comes up in the east. The Abenaki  
homelands are in the east. Their name means  
that they live in the east, where the sun rises.  
The Abenaki speak their own language.  
Their language is called Algonquin.



## First Read

### Read

**THINK ALOUD** My purpose for reading is to learn more about the Abenaki. After I read each page, I try to summarize, or retell, what I learned. On this page, I learned that Abenaki means “Dawn Land Place.” They have that name because they live in the east. I also learned that the Abenaki language is called Algonquin.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Text Features** Help students make connections between the map and the text on p. 148. Have students underline words in the text that specify locations (North America; northeast; Western New England; Quebec, Canada). Have students point out each location on the map. Explain that the map on the right shows a closer view of the section within the red box in the map on the left. For more instruction on Author's Craft, see pp. T258–T259.





## First Read

### Look

**THINK ALOUD** I can use the illustrations to help me understand what I read in the text. I read that a wigwam is made of “thin bent wooden poles.” I can see these poles in the illustration. They run along the outside of the wigwams. The text tells me the poles were covered with bark from birch trees. The brown material between the poles in the picture must be bark.

### What was life like long ago for the Abenaki?

- 3 Long ago, Abenaki people lived in small communities. They called their houses wigwams. *Wigwam* means “house.” A wigwam was made of thin bent wooden poles. The Abenaki covered the skinny poles with the bark of birch trees. Birch bark was a strong covering. It was effective in keeping out the wind and the rain. There were many wigwams in an Abenaki village. Their doors opened to the east, toward the dawn.



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### CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Connect again the text to the chart “The Wabanaki” on pp. 138–139 of the *Student Interactive*. **How does information on this page of *The Abenaki* connect to the information in the chart?** Guide students to note that the chart gives brief information about wigwams; however, the page in the text gives a great deal more information. Encourage students to use forms of the Academic Vocabulary words in their responses. (Possible response: The Abenaki used trees to build their wigwams. Trees are from nature. The wigwams show part of the Abenaki tradition.)



## CLOSE READ



## Vocabulary in Context

Sometimes you can figure out a word's meaning by looking for examples in the words around it. Underline examples of **crops** that help you understand what crops are.

**natural** produced by nature, not people

- 4 The Abenaki were hunters, fishers, and farmers. They survived by using the natural resources around their homes. They fished in the ocean, rivers, and lakes. They hunted in the thick forests. They grew crops such as corn, beans, and squash. They also used deerskins and the skins of other animals for clothing.



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## First Read

## Talk

**THINK ALOUD** As I read, I think about the author's message. What does he want me to learn? On this page, I see that the Abenaki used "natural resources" to survive. I know that natural resources are things that are found outdoors, like plants, animals, and water. I can tell that nature was very important to the Abenaki.

## Close Read

## Vocabulary in Context

Have students read the Close Read note. Explain: *As you read, you may come across words you do not know the meaning of. When this happens, look for any examples that help tell the word's meaning.* Direct students' attention to the last two sentences in **paragraph 4**. Point out the phrase *such as*. Explain that this phrase can be a clue that the next words will be examples. Have students complete the Close Read activity. Guide students to understand that corn, beans, and squash are examples of crops. **See student page for possible responses.**

DOK 2

## OBJECTIVE

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

## CROSS-CURRICULAR PERSPECTIVES

## Social Studies



Have students identify the natural resources named on p. 151. Ask: *How do the Abenaki depend on natural resources to survive?* Have students cite examples from the text. Ask: *What natural resources are in your community? How do you depend on natural resources?*



## First Read

### Ask

Point out the question in the heading on p. 152. Explain that the text on this page will answer the general question in the heading. Have students each write two of their own questions about how the Abenaki live today. Model forming an example question such as, “Where do the Abenaki live today?” Remind students to look for answers to their questions as they read.

### CLOSE READ



**society** a group of people living together

**traditions** beliefs, stories, and ways of living passed down from parents to children

### What is life like for the Abenaki today?

5 Today, Abenaki people are part of American society. They dress and work like other Americans. They no longer live in wigwams. They choose to live in modern homes. They live in towns and cities mostly in New England and Canada. Although the Abenaki live like many other Americans today, they keep their culture and traditions alive.



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## Foundational Skills Extension

### Words with Diphthong ow

Review the diphthongs lesson on pp. 140–141. Then, on p. 152, have students locate one word that has the letters *ow* to spell /ou/. (*town*) Ask a student to read the word aloud and write it on a display surface, circling the letters that spell /ou/. (*ow*) With the class, brainstorm words that have *ow* to spell /ou/. (Possible answers: *clown*, *frown*, *power*, *flower*)



## CLOSE READ

**What customs from long ago are still important to the Abenaki?**

- 6 The Abenaki still follow many of the same ways of life from long ago. They wear traditional clothing at festivals and big celebrations called powwows. Three traditional customs continue to be important to the Abenaki.
- 7 Storytelling—to teach children
- 8 Plants—to aid healing
- 9 Traditional songs—to give thanks

**Make Connections**

**Highlight** words that show traditional customs that are important to the Abenaki today. Connect to another text. Which of these customs helps the villagers in *The Legend of the Lady Slipper*?



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**First Read****Talk**

Explain that an author's message is the overall idea that the author wants readers to understand. Have pairs use the details on this page and what they have read so far to discuss a possible message the author wants them to understand.

**Close Read****Make Connections**

Tell students that as they read, they can make connections to other texts they have already read. Explain that making connections helps them build on what they already know about the topic. Ask students to highlight words that show traditional customs that are still important to the Abenaki. **See student page for possible responses.**

To help students connect to *The Legend of the Ladyslipper*, as a class retell the main ideas of the legend. Then have students read each traditional custom of the Abenaki one by one and decide which best applies to the legend.

DOK 3

**OBJECTIVE**

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

**Possible Teaching Point****Academic Vocabulary | Word Parts**

Use the Academic Vocabulary lesson on pp. T226–T227 in the Reading-Writing Workshop Bridge to remind students that adding word parts can change the meaning of a word. Ask students to locate a word on SI p. 153 that shows how the word *celebrate* can change when a suffix is added. (celebrations) Have them explain how the meaning of *celebrate* changes. (The word changes from a verb to a noun.)



## First Read

### Read

Point out the question in the heading: “What are Abenaki stories about?” Explain that understanding Abenaki stories helps students learn about the Abenaki people and their culture. After reading p. 154, have students write one sentence to summarize what Abenaki stories are about. Then ask: *What does this tell you about the Abenaki people?*

## Close Read

### Make Connections

Guide students to understand that the text gives an example of an Abenaki story. *I read that Abenaki stories tell about how the world came to be. They explain things about the world. The writer gives an example of one Abenaki story. What is the story about?* (how corn first came to the Abenaki) Have students complete the Close Read activity, highlighting words in the text that describe the traditional tale. **See student page for possible responses.**

DOK 2

### OBJECTIVE

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

### CLOSE READ

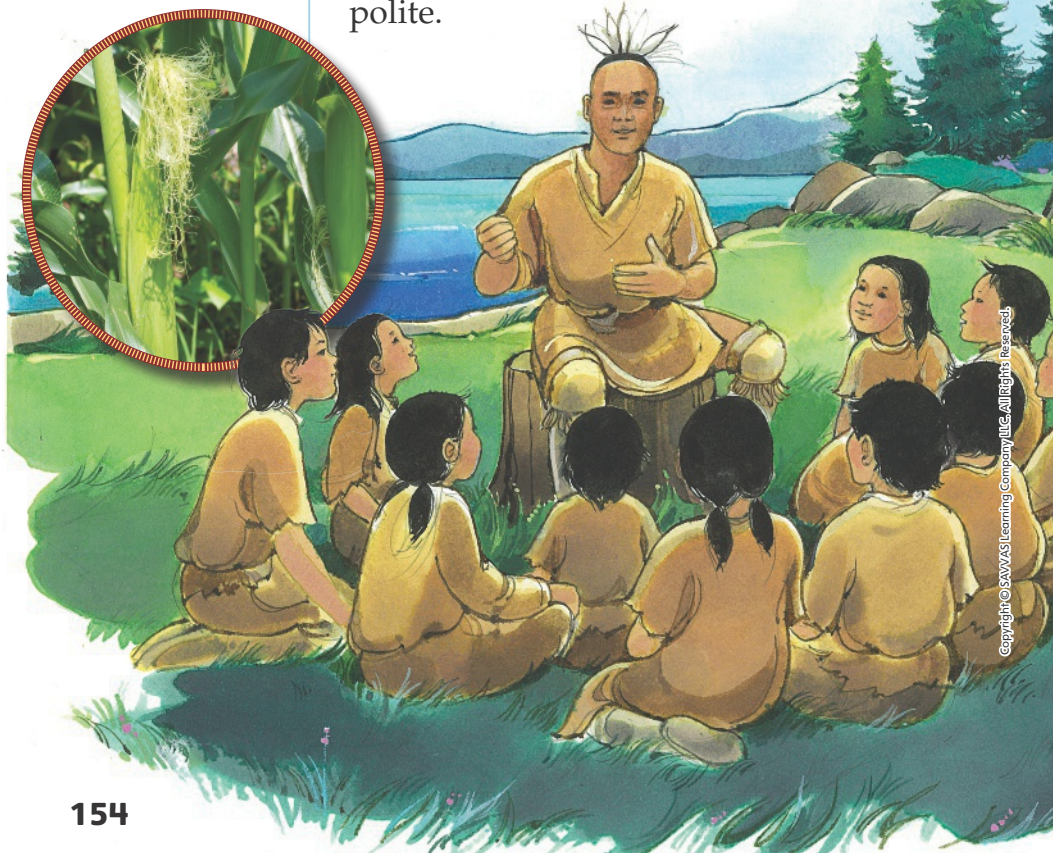


### Make Connections

**Highlight** words that tell how the first corn plant comes about.

### What are Abenaki stories about?

10 Many Abenaki stories are about nature. These stories tell how the natural world came to be. One story tells how corn came to the Abenaki. In the story, a beautiful golden-haired woman helps the people. She becomes the first corn plant. Other stories tell about children. They show young people the importance of being respectful and polite.



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### Possible Teaching Point



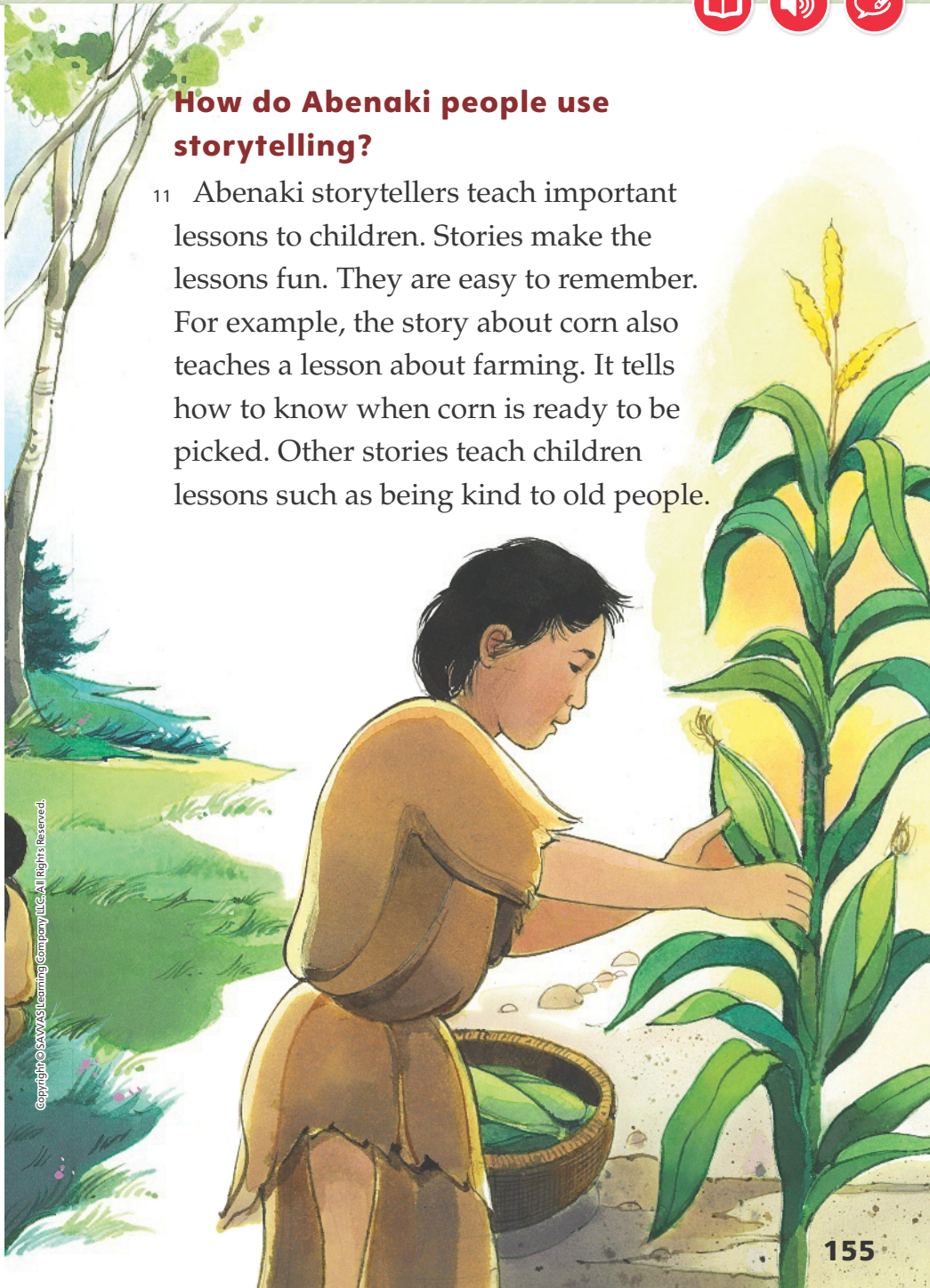
#### Academic Vocabulary | Word Parts

Use the Academic Vocabulary lesson on pp. T226–T227 in the Reading-Writing Workshop Bridge to remind students that word parts have their own meanings. Help students apply knowledge of suffixes to understand the word *respectful* on p. 154. Write the base word *respect* on the board and remind students that the suffix *-ful* means “full of.” Discuss the meaning of *respectful* and explain how the suffix changes the word’s meaning (changes from a noun to an adjective).



## How do Abenaki people use storytelling?

- 11 Abenaki storytellers teach important lessons to children. Stories make the lessons fun. They are easy to remember. For example, the story about corn also teaches a lesson about farming. It tells how to know when corn is ready to be picked. Other stories teach children lessons such as being kind to old people.



## First Read

### Look

**THINK ALOUD** As I read, I try to connect the illustrations with what I read in the text. On this page, I see a child picking corn. I look at the text to see where the writer talks about picking corn. I read that Abenaki stories tell children lessons about farming, such as when corn is ready to be picked. So, the illustration shows me how children learn useful things from traditional stories.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Headings** Explain that authors use headings to organize information in a text. Ask: **What do you notice about each heading in this text?** (They are all written as questions.) **Why do you think the headings are written as questions?** (They show the reader what questions will be answered in each section.) Point out that students can also use headings to find information quickly. For more instruction on Author's Craft, see pp. T258–T259.



## First Read

### Ask

Explain that students can ask questions to clarify, or learn more about the information on the page. Model asking a clarification question based on the text on p. 156 such as: “How do the Abenaki make tea from pine needles?” In pairs, have students use the text to write two additional questions about how plants are used for medicine.

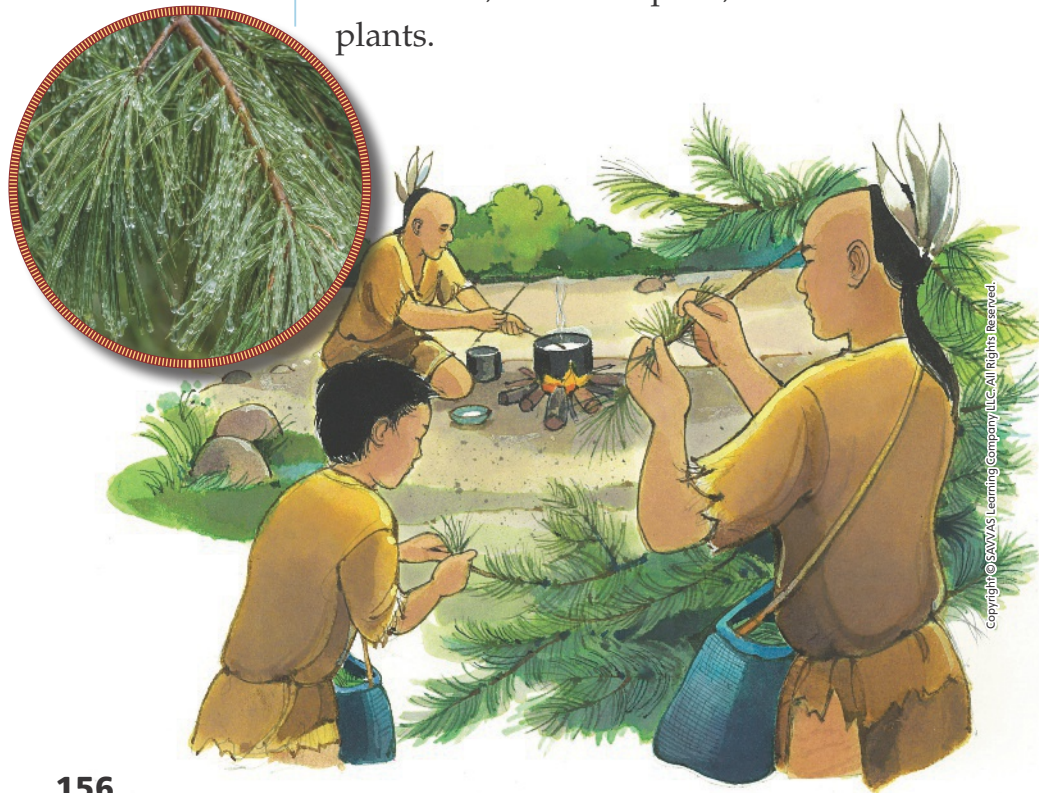
### CLOSE READ



## How do the Abenaki use medicine plants?

12 Long ago, the Abenaki learned to use plants as medicine. Some forest plants, such as the pine tree, helped heal sickness. Today, the Abenaki still make tea from pine needles. The tea helps cure sore throats and colds. Abenaki people use medicine plants as well as modern medicines. In fact, many modern medicines, such as aspirin, come from plants.

**cure** get rid of sickness



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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Images** Explain that pictures in informational text help readers understand the text. Ask: **What does the big picture on this page show?** (how the medicine is being made) **What does the small picture show?** (a close-up of the pine needles used to make medicine) **How do these pictures help explain the text?** (Possible answer: They help explain the text by showing details of what the plant looks like and details of how the medicine is made.) For more on Author's Craft, see pp. T258–T259.

CLOSE READ **How do the Abenaki give thanks through song?**

13 Nature has given the people many gifts. These gifts include food, water, and medicine plants. The Abenaki are grateful for these gifts. So, the people sing to thank nature. One song is called the “Green Corn Song.” Every year when corn is ready to be harvested, or picked, the Abenaki sing this song. It gives thanks for the gift of corn.

**Discuss Author’s Purpose**

Underline words the author used to explain how the Abenaki show they are grateful.



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**First Read****Talk**

Ask students to think about the author’s message, or what the writer wants readers to understand about the Abenaki. In pairs, have students discuss the following questions: *What is important to the Abenaki? How do you know?* Provide sentence frames as needed such as *\_\_\_ is important to the Abenaki because \_\_\_.*

**Close Read****Discuss Author’s Purpose**

Ask students to read the Close Read note. The author writes that the “Abenaki are grateful for these gifts.” *What gifts are the Abenaki grateful for?* (food, water, and medicine plants) Explain that the Abenaki are grateful for gifts that come from nature. Explain that this is another way of saying the Abenaki give thanks for nature’s gifts. Have students complete the Close Read activity. **See student page for possible responses.**

DOK 1

**OBJECTIVE**

Discuss the author’s purpose for writing a text.

**Possible Teaching Point****Language & Conventions | Subject-Verb Agreement**

Use the Language & Conventions lesson on p. T435 in the Reading-Writing Workshop Bridge to remind students that a subject and a verb in a sentence must work together. Point out examples of subject-verb agreement on p. 157. Highlight the phrases “the people sing” and “it gives thanks.” For each subject, ask: *Is this singular or plural? Does it talk about one or more people or things?* Guide students to understand that the verb matches the number of the subject.





## First Read

### Read

**THINK ALOUD** As I read, I try to understand more about the Abenaki. I try to summarize, or retell, what I learned after I read each page. My summary should answer the question in the heading. Why are the traditional ways of the Abenaki important to them today? Stories and traditions from the past help the Abenaki understand more about themselves and their lives today.

## Close Read

### Discuss Author's Purpose

Have students read the Close Read note. Explain that the main idea is the most important idea in an informational text. Authors may begin or end a text with the main idea. Direct students' attention to the end of the paragraph. Have them complete the Close Read activity. **See student page for possible response.**

Then ask: *How did you know this was the main idea?*

**Possible response:** The underlined sentence tells the biggest idea of the text. All the ideas and information in the text tell how the Abenaki today keep traditions from the past alive.

DOK 2

### OBJECTIVES

Discuss the author's purpose for writing a text.

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

### CLOSE READ

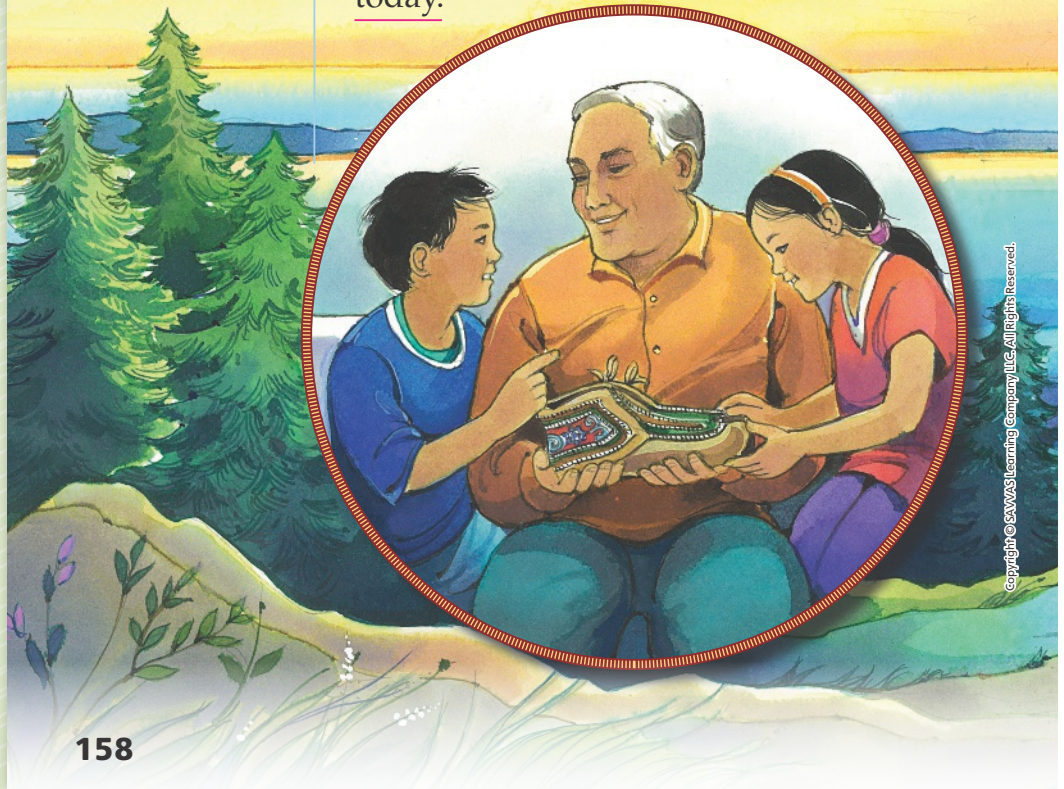


### Discuss Author's Purpose

Underline words the author uses to tell the main idea of the text.

### Why are the traditional ways of the Abenaki important to them today?

<sup>14</sup> The Abenaki feel it is important to preserve their culture. That is why they still tell stories. It is why they use medicine plants and sing songs of thanks. These customs and traditions connect the Abenaki to the past. The Abenaki feel that knowing about the past helps them know about themselves today.



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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Illustrations** Explain that illustrations can provide details not included in the text. Ask how the illustration helps the reader understand the main idea of the text. (The picture shows a grandfather with grandchildren. He is showing a moccasin, a kind of shoe worn long ago, and he is probably teaching his grandchildren about a tradition.) For more instruction on Author's Craft, see pp. T258–T259.

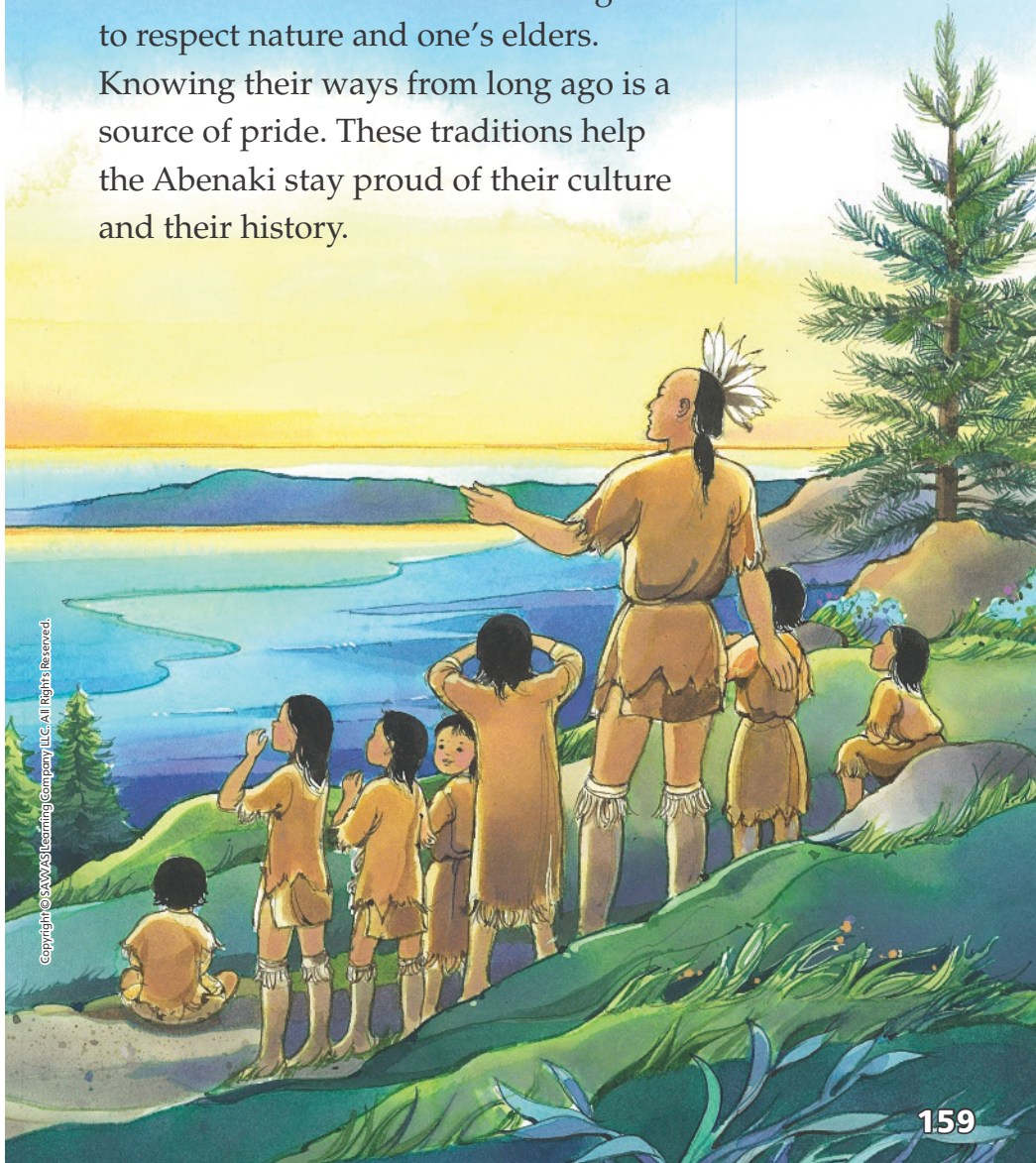


## CLOSE READ



15 The Abenaki do not want to lose their traditions. Their culture teaches them how to behave. It teaches that it is good to be thankful. It teaches that it is good to respect nature and one's elders. Knowing their ways from long ago is a source of pride. These traditions help the Abenaki stay proud of their culture and their history.

**respect** show honor to



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## First Read

### Talk

In pairs, have students talk about what they learned from the text. Provide students with questions to guide their discussions: **What are three things the Abenaki learn from traditions? What is one tradition you'd like to learn more about? Which did you think was the most interesting?**

**ELL Targeted Support Summarizing** To check students' understanding, have them summarize the main ideas in *The Abenaki*.

Guide students with sentence frames to help them summarize the main ideas in the text: *The Abenaki live \_\_\_\_\_. In the past, the Abenaki lived in \_\_\_\_\_. Today, the Abenaki \_\_\_\_\_.* **EMERGING/DEVELOPING**

Have students use the headings to help them write a one-paragraph summary of the main ideas of the text. Ask students to include one detail from each section of the text in their summary. **EXPANDING/BRIDGING**

# Respond and Analyze



## OBJECTIVES

Use print or digital resources to determine meaning and pronunciation of unknown words.

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

Respond using newly acquired vocabulary as appropriate.

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

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

## My View

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

- **Brainstorm** What is one tradition your family has that you would like to share with others?
- **Discuss** Which tradition of the Abenaki did you most enjoy discovering? Why?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Explain that when students find a word they do not understand, they can look up its meaning and pronunciation in a dictionary.

- Carefully check the spelling of the word, and then find it in a print or digital dictionary.
- If you find more than one definition of the word in the dictionary, check to see which definition makes sense in the sentence.

**MODEL AND PRACTICE** Direct attention to the second sentence on *SI* p. 151. Read the sentence aloud, then model looking up *natural*.

- *I don't know what **natural** means in this sentence, so I will look it up in a dictionary.*
- Look up the word and read each definition. Have students use the context to help you choose the correct definition.

**ELL Targeted Support Vocabulary** Display the sentence on p. 151 that includes the word *natural*.

Help students use guide words to find the word in a print dictionary. Then review definitions with them to find the appropriate one. **EMERGING**

Ask students in groups to work together to look up the definition and choose a definition that makes sense in the sentence. **DEVELOPING/EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students complete the activity on p. 160 in the *Student Interactive*. Remind students to either copy the definitions from the selection or put them into their own words.

**OPTION 2 Use Independent Text** Have students list unfamiliar words from the texts they read. Ask students to use a print or digital dictionary to look up the meaning of each word.

### QUICK CHECK



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

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T252–T253.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T252–T253.

**Check for Understanding My TURN** Have students complete p. 161 of the *Student Interactive* to demonstrate understanding of the text.

STUDENT INTERACTIVE, pp. 160–161

VOCABULARY	COMPREHENSION	READING WORKSHOP												
<p><b>Develop Vocabulary</b></p> <p> <b>MY TURN</b> Use the definitions on the selection pages to write what each word means.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Meaning</th> </tr> </thead> <tbody> <tr> <td>natural</td> <td>produced by nature, not people</td> </tr> <tr> <td>society</td> <td>a group of people living together</td> </tr> <tr> <td>cure</td> <td>get rid of sickness</td> </tr> <tr> <td>traditions</td> <td>beliefs, stories, and ways of living passed down from parents to children</td> </tr> <tr> <td>respect</td> <td>show honor to</td> </tr> </tbody> </table>	Word	Meaning	natural	produced by nature, not people	society	a group of people living together	cure	get rid of sickness	traditions	beliefs, stories, and ways of living passed down from parents to children	respect	show honor to	<p><b>Check for Understanding</b></p> <p> <b>MY TURN</b> Look back at the text to answer the questions. Write the answers.</p> <p><b>DOK 2</b> 1. What makes this text an informational text?  <b>It tells facts about the Abenaki people.</b></p> <p>2. Why did the author include the questions in bold in this text?  <b>Possible response: to help readers understand how the text is organized and what each section is about</b></p> <p><b>DOK 1</b> 3. How is life for the Abenaki today the same as it was long ago?  <b>They still follow many old customs, such as wearing traditional clothing at powwows, storytelling, using plants for healing, and singing traditional songs to give thanks.</b></p>	
Word	Meaning													
natural	produced by nature, not people													
society	a group of people living together													
cure	get rid of sickness													
traditions	beliefs, stories, and ways of living passed down from parents to children													
respect	show honor to													
160	161													

Use the  **QUICK CHECK** on p. T233 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group



### DECODE WORDS WITH DIPHTHONGS

#### Sound-Spelling Cards

Display Sound-Spelling Card 88. Point to the picture and say the word *oil*, stressing the /oi/ sound. Say: **The word *oil* has the /oi/ sound spelled *oi*. What other spelling for the sound /oi/ do you know? (oy) What**



**words do you know with the sound /oi/?** Write the words and have students identify the spelling of /oi/ in each word. Continue with /ow/ spelled *ou* and *ow*. Then read the text on SI pp. 140–141 and have students say how the sounds are spelled in each word.

#### ELL Targeted Support

Remind students that vowel sounds can have different spellings.

Write *toy* and *tie*. Have students say each word, identify the vowel sound, and underline the spelling. Circle the word with the /ow/ or /oy/ sound. (*toy*) Repeat with the following: *out/it; cried/crowd; pint/point; joy/jay; teen/town; noise/nose*. **EMERGING/DEVELOPING**

Challenge students to look through a glossary or dictionary to find other words with diphthongs and create sentences to define each word.

#### EXPANDING/BRIDGING



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

## Intervention Activity



### DECODE WORDS WITH DIPHTHONGS

Use Lesson 9, pp. T69–T72, in the *myFocus Intervention Teacher's Guide* for instruction on reading words containing diphthongs.

LEVEL C • MODEL AND TEACH

**Lesson 9 Diphthongs**

**INTRODUCE** Remind students that vowel sounds can be spelled in more than one way. You learned that the sounds /oi/ and /oo/ can both be spelled with the letters oo. In this lesson, we will learn that the /ou/ sound can be spelled with the letters ou and ow. We will also learn that the /oi/ sound can be spelled with the letters oi and oy.

**MODEL** Display or share copies of "The Clown" from Student Page S69 and read it aloud.

**OBJECTIVES:**

- Understand the concept of diphthongs.
- Recognize vowel diphthong /ou/ spelled ou.
- Recognize vowel diphthong /oi/ spelled oi.
- Recognize vowel diphthong /oi/ spelled oy.
- Demonstrate and apply phonetic and spelling knowledge by decoding multisyllabic words with vowel teams, including diphthongs.

**The Clown**

There was a crowd around a clown. The clown made a loud sound with a toy. He did not use his voice. There was a cup on the ground for coins. A boy left a coin for the clown.

**TEACH** Reread the passage with students. Point out the word *clown* in sentence 1. Listen to this word: *clown*. Say it with me: *clown*. The word *clown* has the /ou/ sound spelled with the letters *ow*. Point out the word *ground* in sentence 4. Listen to this word: *ground*. Say it with me: *ground*. The word *ground* has the /ou/ sound spelled with the letters *ou*.

Point out the word *boy* in sentence 5. Listen to this word: *boy*. Say it with me: *boy*. The word *boy* has the /oi/ sound spelled with the letters *oy*. Point out the word *coin* in the same sentence. Listen to this word: *coin*. Say it with me: *coin*. The word *coin* has the /oi/ sound spelled with the letters *oi*. Make sure students can pronounce each word correctly. Then help them find other words in the passage with the /ou/ sound spelled *ou* and *ow*; and the /oi/ sound spelled *oy* and *oi*.

Phonics, Morphology, and Spelling T • 69

## Fluency

Assess 2–4 students



### PROSODY

Encourage students to read a passage aloud with expression and accuracy.

### ORAL READING RATE AND ACCURACY

Use pp. 79–84 in Unit 3, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have a group of students work together with letter tiles to practice making words with the diphthongs *ou*, *ow*, *oi*, and *oy*. Have them write each word they create on a note card. Then have them take turns showing a card and having other students in the group say the word on the card.



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

### Decodable Reader



Students can read the decodable reader, *Joy's Flowers*, to practice reading words with diphthongs and high-frequency words.

### High-Frequency Words

Challenge students to pay attention to how many times they see this week's high-frequency words: *often*, *important*, *took*. Have each student choose one of the words and record every time it appears in texts they read for the rest of the day. Have students share their findings in class the next day.

### Centers



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

## Decodable Reader

**Joy's Flowers**  
Written by Donyette Sanchez

Decodable Reader  
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Diphthongs ou, ow, oi, oy		
down	now	found
down	Joy	proud
flower(s)	moist	shower
found	noise	soil
frown	now	sprout
ground	out	without

High-Frequency Words		
brown	plant	soil
land	seeds	

121

Joy found a bag of flower seeds. What can she do with them? Joy had a frown on her face. Then she smiled. She will make a garden in the soil!

122

What will she do first? Joy will plant her seeds. A good spot of land is what Joy needs.

123

This soil is nice and brown. Joy digs tiny holes for the seeds. She will dig holes for every single one of them!

124

Now the seeds can be planted. One seed in each hole is how it's done. Put soil on top, but do not pound it down!

125

It's time to make the soil moist. It is a shower for the flowers! It will help them sprout. Now they just need sunlight.

126

When will the flowers sprout? Without a noise, the flowers will poke out of the ground and go up to the sky.

127

Joy is so proud! Her flowers did get big. She will pick one flower and take it home.

128

Use the  **QUICK CHECK** on p. p. T249 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today, I want to remind you that you can use a dictionary to determine the meaning of a word. Read aloud the sentence on SI p. 156 that includes the word *cure*. Give each student access to a digital or print dictionary. To look up the definition in a digital dictionary, enter the word in the search field. Check the spelling before clicking the search icon. Circulate to be certain students have found the word. Then guide them to select the correct definition.

### ELL Targeted Support

Tell students that drawing a picture after checking a definition can help them understand the meaning of the word.

Help students look up the definition of *cure*. Ask them to draw a picture of a person before and after a cure. **EMERGING**

Have students look up the definitions of the vocabulary words. Ask them to draw a picture that helps them understand how each definition fits its sentence, and complete this sentence frame for each picture: *The word \_\_\_\_\_ means “\_\_\_\_\_.”* **DEVELOPING**



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

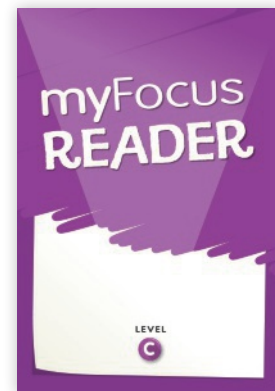
## Intervention Activity



### DEVELOP VOCABULARY

Read pp. 36–37, 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 informational text leveled reader. Ask students to take turns reading with appropriate phrasing and intonation, reading slowly enough to show pauses after commas and to show understanding of the text.

### ORAL READING RATE AND ACCURACY

Use pp 79–84 in Unit 3, 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** Have students share their list of unfamiliar words and the strategies they used to figure out their meanings.

### Possible Conference Prompts

- How do these words help you better understand the facts in the text?
- How do they help you understand the main idea?
- How did you work to understand the words?

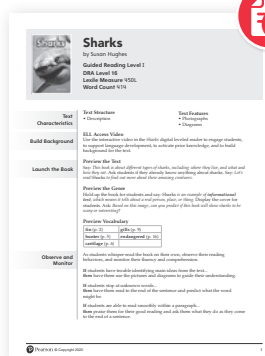
**Possible Teaching Point** Authors of informational texts choose words that clearly state the facts, even if some words might be unfamiliar to some readers.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see Matching Texts to Learning, pp. T228–T229.
- For instructional support on identifying and defining unfamiliar words, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Have students share the new words they found in the informational text.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Abenaki*.
- read an informational trade book or a Book Club text.
- partner-read an informational text with headings, with partners alternating as they read sections.

### Centers



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

### Literacy Activities



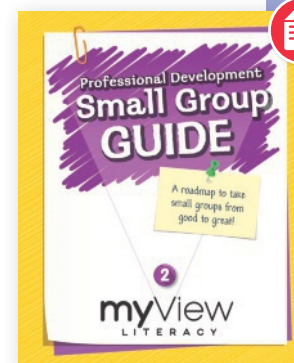
Students can

- complete the activity on *SI* p. 160.
- play the *myView* games.
- partner-read aloud a section of an informational text, taking turns to look up definitions of unknown words.
- complete an activity in the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

Students can often better understand unfamiliar texts through partner-reading activities. This allows students to guide one another through passages each might find difficult.

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





# Word Work

## OBJECTIVES

Decode multisyllabic words with vowel teams, including digraphs and diphthongs.

Identify and read high-frequency words.

## Phonics: Review Diphthongs *ou*, *ow*, *oi*, *oy*

### Minilesson

**FOCUS** Review the spellings for /ou/ and /oi/. Write the words *noise*, *toy*, *sound*, and *brown*. Have students read the words with you. Call on different students to come up and circle the diphthong in a word.

**MODEL AND PRACTICE** Write the following words on cards for a matching game: *frown*, *brown*, *cow*, *prowl*, *howl*, *allow*, *scowl*, *now*, *stout*, *sour*, *mound*, *count*, *flour*, *proud*, *shout*, *hoist*, *coin*, *foil*, *join*, *moist*, *soil*, *pinpoint*, *disappoint*, *noise*, *boy*, *toy*, *enjoy*, *ploy*, *destroy*, *employ*, *soy*, *annoy*. Turn several cards face down and explain the rules as you model how to play the game. **I turn over two cards. I read the cards. If the cards have the same vowel sound, I get to keep the cards. If they don't have the same vowel sounds, I turn them back over.** Mix up the cards and turn them face down. Depending on the number of students, you might want to have students work with partners. Have them play the game, trying to match words with the same sound. Tell them to focus on the vowel sounds, not the spelling.

# High-Frequency Words

## Minilesson

**FOCUS ON STRATEGIES** Remind students of the high-frequency words for this week: *often*, *important*, and *took*.

**MODEL AND PRACTICE** Model how you practice reading the words. *I say the word: often. I notice that I do not hear the /t/ sound when I say often.* Read the rest of the high-frequency words and then ask students to read the words on *SI* p. 142 aloud.


**APPLY My TURN** Have students read the sentences under the box and underline the high-frequency words.

**TURN AND TALK** Have partners read and answer each of the questions.

STUDENT INTERACTIVE, p. 142

### HIGH-FREQUENCY WORDS | DECODABLE TEXT

#### My Words to Know


 **MY TURN** Read the high-frequency words in the box. Then identify and underline the words in the sentences.

often

important

took

Lin went to the library often. She loved to read. Books were very important to her. She always took her library card.

 **TURN and TALK** Work with a partner. Read the sentences. Answer the questions.

1. Yesterday, what were some things you **took** home from school?
2. What are two things that are very **important** to you?
3. What games do you **often** play?

# Discuss Author's Purpose



## OBJECTIVES

Discuss the author's purpose for writing the text, including what the author wants to answer, explain, or describe.

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

## ACADEMIC VOCABULARY

**Integrate** As you discuss author's purpose, model using the Academic Vocabulary words:

- What is the author's **purpose** in using headings in *The Abenaki*?
- Why is **communication** of information about a variety of **cultures** important?

## Minilesson

**FOCUS ON STRATEGIES** An author may write to tell a fun story, to persuade the reader to have a certain opinion, or to give information. The author uses text structure to contribute to the purpose.

- Notice how much of a text is fact and how much is opinion.
- Look for the main idea, key details, causes and effects, and comparisons.
- Identify the text structure, such as the headings. Identify words such as, *first*, *next*, and *last*.

**MODEL AND PRACTICE** Use pp.156–157 of the *Student Interactive* to model discussing an author's purpose. Notice how each heading asks a question about the Abenaki people. Then the section under the heading answers the question. I also see illustrations and maps that explain information in the text. I think the author's purpose is to give readers information. I can share my ideas about the author's purpose with another reader. We can discuss the author's purpose to deepen our understanding of the text. Have students discuss the author's purpose in previously read texts.

**ELL Targeted Support Academic Vocabulary** Remind students that *purpose* is an Academic Vocabulary word.

Ask: Did the author write *The Abenaki* to tell a funny story? (no) Did he write it to tell facts about the Abenaki people and their traditions? (yes) **EMERGING**

Have students complete the Emerging activity. Then ask: What is the author's purpose? (to inform; to give information) **DEVELOPING**

## EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX



“ Small groups should be flexible—grouping and regrouping students into a variety of small groups according to each group's shared, data-informed needs. For example, Johnny may struggle with reading comprehension, but he may be performing above level on phonics. In order to truly meet Johnny's needs, you must continually monitor his small group data and regroup him according to his progress. Yearlong small group data administration and evaluation is the key to flexible grouping. ”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for discussing author’s purpose.

**OPTION 1 My TURN** Ask students to use the text they underlined to complete p. 162 of the *Student Interactive*.

**OPTION 2 Use Independent Activity** Have students create and complete a chart like the one on *SI* p. 162 for a text they have read independently.

### ✓ QUICK CHECK

**Notice and Assess** Are students able to identify the author’s purpose?

#### Decide


- **If students struggle**, revisit instruction for discussing author’s purpose in Small Group on pp. T260–T261.
- **If students show understanding**, extend instruction for discussing author’s purpose in Small Group on pp. T260–T261.

### STUDENT INTERACTIVE, p. 162

#### CLOSE READ

### Discuss Author’s Purpose

Author’s purpose is the reason the author wrote a text. An author might write a text to entertain, to explain, or to give information. The words and text structure an author chooses support the author’s purpose.

 **MY TURN** Go to the Close Read notes. Underline words that show the author’s purpose and use of text structure. Use what you underlined to complete the chart and discuss the author’s purpose. **Possible responses:**

What did you underline?	Why do you think the author made that choice?
“Who are the Abenaki people?”	to tell the reader what the section is about
“people sing to thank nature”	to explain how the Abenaki give thanks to nature
“The Abenaki feel that knowing about the past helps them know about themselves today.”	to state the most important idea of the text

# Read Like a Writer, Write for a Reader

## OBJECTIVE

Develop drafts into a focused piece of writing by organizing with structure.

## ELL Access

### Text Structure

Tell students that understanding the structure of a text can help them find information. It can also help them write their own informational texts. Discuss three headings from the text and sentences that follow each heading. Show students how the heading tells the main idea of the section, and point out how the details in the sentences provide more information. Have students engage in cooperative learning interactions, sharing information about other details they could add under each heading.

## Text Structure

### Minilesson

**FOCUS ON STRATEGIES** Writers of informational texts organize their writing so the information is clear and easy to follow.

- Writers organize information through sections with headings. The heading is like a title for the section.
- Writers organize the sentences under each heading to give more information about it.

**MODEL AND PRACTICE** Direct students to read the heading on p. 166 of the *Student Interactive*. Say: **This heading asks a question. “What are Abenaki stories about?” I see the answer to the question when I read the text below the heading. It says they are about nature. Then the author shares the detail that the stories tell how the natural world came to be. Finally, she shares an example. Now I know the organization and can better understand the information.** Invite volunteers to repeat the routine with additional sections of *The Abenaki*.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters *n* and *m*

**FOCUS** Display cursive letters *n* and *m*.

**MODEL** Model writing cursive *n*. Then write the following words: *now*, *on*, *win*, and *lane*, showing proper letter formation and correct letter size. Have students copy the words. Repeat the routine with *m*: *my*, *am*, *jam*, and *mom*.



ASSESS UNDERSTANDING

Apply

**My TURN** Have students complete the activity on p. 166 in the *Student Interactive*.

STUDENT INTERACTIVE, p. 166

**AUTHOR'S CRAFT**

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

Authors organize information so it makes sense to their readers. In nonfiction, information is often organized in sections with headings.

Text from <i>The Abenaki</i>	What This Organization Tells Me
<p><b>What are Abenaki stories about?</b></p> <p>Many Abenaki stories are about nature. These stories tell how the natural world came to be. One story tells how corn came to the Abenaki. . . .</p>	<p>The heading tells me a main idea that I will read about.</p> <p>The sentences under the heading give information about that main idea. Their order makes sense.</p>

**MY TURN** Read the paragraph below. Write a heading for the paragraph that tells the main idea.

**Possible response: "Ways to Enjoy Nature."**

There are many ways to enjoy nature. Start by going outdoors. Look for living things all around you. Then close your eyes and focus on what you hear and smell.

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Writing Workshop

Have students use headings to organize the structure of their Writing Workshop texts. During conferences, support students' writing by helping them find ways to include appropriate headings in their texts.

**PRACTICE** Have students complete *Handwriting* p. 144 from the *Resource Download Center* to practice writing cursive *n* and *m*.

Name \_\_\_\_\_

**Handwriting**

Cursive Letters n, m

Look at the lowercase cursive *n* in the box. What kind of strokes are used? Where do you start a lowercase cursive *n*? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *n*.

Look at the lowercase cursive *m* in the box. What kind of strokes are used? Where do you start a lowercase cursive *m*? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter *m*.

Grade 2 • Unit 3 • Week 4

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Handwriting p. 144

Use the  **QUICK CHECK** on p. T257 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DISCUSS AUTHOR'S PURPOSE

**Teaching Point** When you read a text, you can pay close attention to headings, pictures, main ideas, and details to figure out the author's purpose, or reason for writing. If these features show that the author is telling facts about something that is real, the author's purpose for writing is to inform.

### ELL Targeted Support

Guide students to identify and discuss the author's purpose in *The Abenaki*.

Help students complete the following sentences: *If the author gives information, the author's purpose is to \_\_\_\_\_ me. If the author tells a story, the author's purpose is to \_\_\_\_\_ me.* **EMERGING**

Ask partners to use the following sentence frame to tell about the author's purpose in writing *The Abenaki*: *I can tell that the author's purpose is \_\_\_\_\_ because \_\_\_\_\_.* **DEVELOPING**

Tell partners to identify the author's purpose in writing *The Abenaki* and then explain how they figured out this purpose. **EXPANDING/BRIDGING**



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

## Intervention Activity



### DISCUSS AUTHOR'S PURPOSE


Use Lesson 42, pp. T257–T262, in the *myFocus Intervention Teacher's Guide* for instruction regarding author's purpose.

LEVEL C • READ

**Lesson 42** Author's Purpose

**DIRECTIONS** Read "How to Build a Log Cabin" silently. Then follow along as your teacher reads the text aloud. Listen for the steps involved in building a log cabin.

**How to Build a Log Cabin**

- 1 Have you ever wanted to build a log cabin like the ones American pioneers lived in? It's a lot of work, but building your own house can be fun.
- 2 **Planning**  
First, plan your cabin. Decide what size it will be. How many feet long will each wall of the cabin be? Where will the door and windows go? Draw the cabin and label the parts. 
- 3 Next, decide where to build the cabin. Make sure it is not a low spot where rainwater collects. Use string and spikes in the ground to mark where the walls will be. Dig a base and make sure it is level.
- 4 **Building**  
After you dig the base, get materials. You will need logs. Take the logs to the site of your cabin. Make sure the logs are the right length. Make notches at the ends of the logs. Then, use the biggest logs for the bottom layer of the walls. This way, the rest of the logs will have good support.

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Reading Informational Text, T • 257

## Fluency

Assess 2–4 students



### PROSODY

Choose several paragraphs for partners to read with appropriate phrasing.

### ORAL READING RATE AND ACCURACY

Use pp. 79–84 in Unit 3, 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

### DISCUSS AUTHOR'S PURPOSE

**Talk About Independent Reading** Ask students to use the chart they created to discuss the author's purpose in the text they read.

#### Possible Conference Prompts

- What was the main idea? What were some of the details that supported the main idea?
- How did you know the author's purpose was not to entertain?
- How did you figure out the author's purpose?

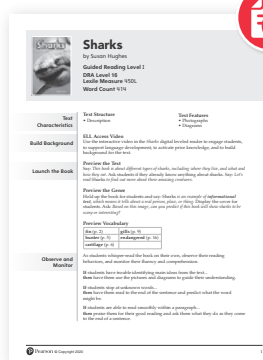
**Possible Teaching Point** The purpose of many informational texts is to inform, not to entertain. Writing an informational text, however, can be entertaining for an author, because research can be like a treasure hunt for information.

## Leveled Readers



### DISCUSS AUTHOR'S PURPOSE

- For suggested titles, see Matching Texts to Learning, pp. T228–T229.
- For instructional support on discussing author's purpose, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a group. Have volunteers discuss the reading strategies they used to help them better understand the author's purpose.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Abenaki*.
- read and listen to informational text in a previously read leveled reader or eText.
- begin reading a new Book Club text.

### Centers



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

### Literacy Activities



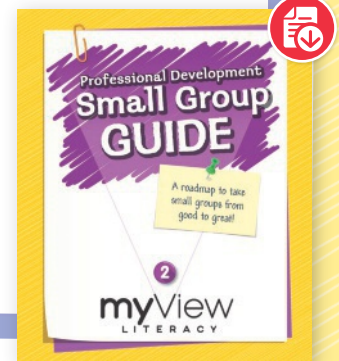
Students can

- complete the activity on *Student Interactive* p. 162.
- play the *myView* games.
- work in pairs to challenge one another as one partner names a text the class has read and the other partner tells the author's purpose in writing the text.

### SUPPORT INDEPENDENT READING

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

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





# Decodable Text

## OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the decodable story:

- story : *historia*
- important : *importante*

## Read *The Story*

**FOCUS** Have students turn to p. 143 in the *Student Interactive*. Say: *We are going to read a story today about children and a storyteller.*

**READ** Tell students they will read to find out what kind of story the storyteller tells the children. Review how students monitor comprehension. Tell them to think about what is happening in the story. If the story is not making sense, tell them to stop and reread. Ask students to first read the story silently, making sure to monitor their comprehension as they read. Then have partners chorally read the story together.





## Reread *The Story*

**FOCUS ON COMPREHENSION** Discuss what the story was about with students. Ask: *Who are the characters in this story?* (children, storyteller) *What do the children want to find out?* (why the flower is so red)

Read aloud the first question on p. 143. Discuss why the storyteller tells the children a story. Then ask students to write an answer. Call on a student to read aloud the second question as other students follow along. Ask students to write an answer. Ask several volunteers to share their answers.

**RETELL** Have students work with a partner to retell *The Story* to each other.

STUDENT INTERACTIVE, P. 143



### FOUNDATIONAL SKILLS

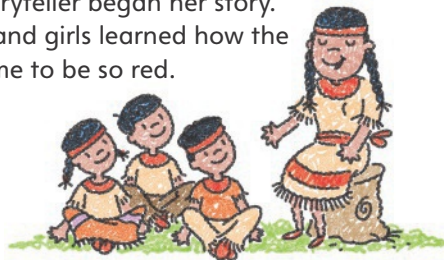
## The Story

A boy asked the storyteller, “Why is that flower so red?”

“Ah, that is important to know. I will tell you a story. Find the other boys and girls. Have them join us,” she said.

The storyteller sat on a stump. The boys and girls sat down around her on the ground.

The storyteller began her story. The boys and girls learned how the flower came to be so red.



1. Why does the storyteller tell a story?  
**The boy asks; she teaches by telling stories.**
2. What do the children learn?  
**how the flower became red**
3. Write four words from the story. Write one with each vowel team: **ou, ow, oi, oy.**

**Possible responses shown. ou: around, ground;**  
**ow: flower, down, how; oi: join, oy: boy, boys**

# Make Connections



## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Provide oral practice with unit Academic Vocabulary words as students make connections between texts.

- How does the Abenaki culture compare to other cultures you have read about?
- Did *The Abenaki* maintain your interest as well as the last informational text you read?

## Minilesson

**FOCUS ON STRATEGIES** Active readers notice when an informational text reminds them of something they read in the past. Thinking about these connections helps them understand both texts better.

- Pay attention when a text reminds you of something else you have read.
- Think about how the texts are similar and different.
- Notice how making these connections helps you remember what you read.

**MODEL AND PRACTICE** Model making connections as you complete the first row of the graphic organizer on p. 163 of the *Student Interactive*.

- One detail said the Abenaki people use plants to help healing. This detail makes me think of *The Legend of the Lady Slipper*. That text tells about plants that are used for healing, just like *The Abenaki* tells about plants that are used for healing.

**ELL Targeted Support Respond to Questions** Help students make connections. Ask: *Does the text make you think of another text you have read? How is this text like another text you have read?*

Guide students in answering the above questions by completing the following sentence frame: The Abenaki *reminded me of* \_\_\_\_\_ *because* \_\_\_\_\_. **EMERGING**

Have students complete the sentence frame above, and the following: *This helps me better understand and remember the informational text because* \_\_\_\_\_. **DEVELOPING**

Have pairs compare *The Abenaki* with another text they have both read. Tell them to discuss why one text makes them think of another. Ask them to explain how this helps them understand *The Abenaki*. Monitor conversations, providing guidance as necessary. **EXPANDING**

Ask students to list two or three texts they can think of that are like *The Abenaki* in some way. Then have them write a sentence about each text that describes the similarity. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making connections.

**OPTION 1 My TURN** Have students highlight the text in response to the Make Connections Close Read notes, and then use their annotations to complete p. 163 in the *Student Interactive*.

**OPTION 2 Use Independent Text** Ask students to copy the chart from p. 163 of the *Student Interactive* and use it as they work to make connections during their independent reading. Have students write at least two entries in the chart.

### QUICK CHECK

**Notice and Assess** Are students able to make connections between and among texts?

#### Decide

- **If students struggle,** revisit instruction for making connections in Small Group on pp. T266–T267.
- **If students show understanding,** extend instruction for making connections in Small Group on pp. T266–T267.

STUDENT INTERACTIVE, p. 163

READING WORKSHOP

### Make Connections

Sometimes ideas from one text will remind you of another text. That's one way of making connections. Making connections as you read can help you understand a text and remember what you read.

**MY TURN** Go back to the Close Read questions. Highlight connections in the text you can make. Use what you highlighted to complete the chart. **Possible responses shown.**

When I read . . .	it reminded me . . .
that the Abenaki use plants to aid healing,	of how the villagers in <i>The Legend of the Lady Slipper</i> use plants for healing.
about the story that tells how a woman helps people and becomes the first corn plant,	about how in <i>The Legend of the Lady Slipper</i> , the first lady slipper plants come from a girl who helps her village.

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### MAKE CONNECTIONS

**Teaching Point** When you read an informational text, you can make connections to other texts you have read. You might notice that the main ideas of the texts are similar, or a place discussed in the texts is the same. You might make a connection because some of the details in the texts are the same.

Discuss the chart on *Student Interactive* p. 163. Ask students to tell how this chart helped them make connections between texts.

### ELL Targeted Support

Model using the strategy of making connections. Direct students' attention to pp. 158–159 of the *Student Interactive*.

Echo-read the pages. Then have students create a drawing depicting another text they think of when they read these pages. Ask questions to elicit students' reasoning. **EMERGING**

Have students complete the following sentence frames: The *Abenaki* reminds me of another text I read, titled \_\_\_\_\_. One reason I made that connection is \_\_\_\_\_. Another reason is \_\_\_\_\_. **DEVELOPING**

Have pairs discuss a connection they made between *The Abenaki* and another text they have read. **EXPANDING**



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

## Intervention Activity

### MAKE CONNECTIONS

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for additional instruction on applying reading strategies.


LEVEL C • READ

**Lesson 31** Apply Reading Strategies

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

**A Trip to the Library**

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



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## Fluency

Assess 2-4 students

### PROSODY

Have student pairs practice reading with appropriate phrasing and intonation.

### ORAL READING RATE AND ACCURACY

Use pp. 79–84 in Unit 3, Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3-4 minutes per conference

### MAKE CONNECTIONS

**Talk About Independent Reading** Ask students to use the chart they created to explain how they made connections between texts.

### Possible Conference Prompts

- What is one detail that made you think of another text?
- How are the two texts alike? How are they different?

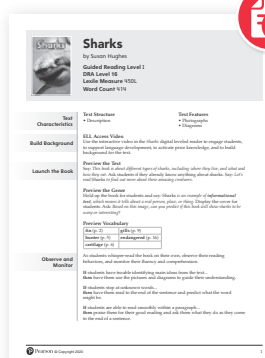
**Possible Teaching Point** *Your mind will naturally make connections as you read. When something you read reminds you of another text, write a note about it. When you're done reading, look back at the connections you've made.*

## Leveled Readers



### MAKE CONNECTIONS

- For suggested titles, see Matching Texts to Learning, pp. T228–T229.
- For instructional support on making connections between texts, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Ask students to discuss success in making connections.

## Independent/Collaborative

### Independent Reading



Students can

- create charts like the one on S/ p. 163 to make connections among texts they are reading.
- discuss making connections in the Book Club text.
- practice fluent reading with a partner.

### Centers



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

### Literacy Activities



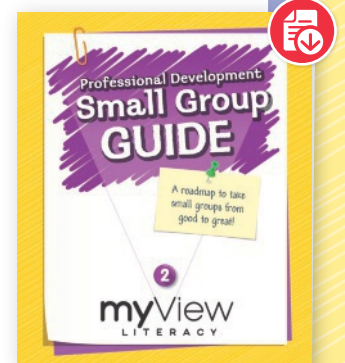
Students can

- write in response to the Weekly Question.
- find informational texts about traditions.
- play the *myView* games.
- complete an activity in the *Resource Download Center*.

### SUPPORT INDEPENDENT READING

Remember to build students' confidence. As you listen to students read, point out aspects of the reading that the student has performed well.

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



# Decodable Text

## OBJECTIVES

Decode multisyllabic words with vowel teams, including digraphs and diphthongs.

Identify and read high-frequency words.

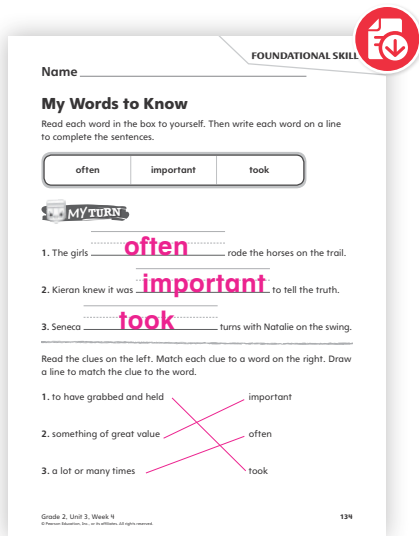
## ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 134 in the *Resource Download Center*.

## Revisit *The Story*

**FOCUS** Have students turn to p. 143 in the *Student Interactive*. Say: *We are going to revisit the story today about children and a storyteller. In this story, you'll read some words with vowel teams.*

**READ** Ask students to reread the first sentence with you, listening for the sounds /ou/ and /oi/. Ask students to identify the words *boy* and *flower* and tell which letters stand for /ou/ and /oi/. Have partners work together to identify words with the sounds /ou/ and /oi/ in the rest of the story. They should read the words together and then circle the diphthongs that stand for the sounds /ou/ and /oi/. When students are finished, call on one or more partners to read the words they found.



FOUNDATIONAL SKILL

Name \_\_\_\_\_

**My Words to Know**  
Read each word in the box to yourself. Then write each word on a line to complete the sentences.

often      important      took

**MY TURN**

1. The girls **often** rode the horses on the trail.

2. Kieran knew it was **important** to tell the truth.

3. Seneca **took** turns with Natalie on the swing.

Read the clues on the left. Match each clue to a word on the right. Draw a line to match the clue to the word.

1. to have grabbed and held      important

2. something of great value      often

3. a lot or many times      took

Grade 2, Unit 3, Week 4  
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My Words to Know, p. 134



## Reread *The Story*

**FOCUS ON PHONICS AND FLUENCY** Remind students that learning about letters and vowel sounds help them read a story fluently and read for meaning. Review with students what *The Story* is mostly about.

Remind students that they can apply phonetic knowledge to decode words with the diphthongs /oi/ and /ou/. Write *around* and have students decode it. Then write *flower* and *know*. Point to the spelling *ow* in each word. Have students decode the words to tell you which has the sound /ou/. Have students complete the activity in question 3.

Write the words *often*, *important*, and *took*, and read the words together. Ask students to identify the high-frequency word that appears in the story.

**PRACTICE** Have students reread with a partner with accuracy, expression, and appropriate oral reading rate.

STUDENT INTERACTIVE, p. 143



### FOUNDATIONAL SKILLS

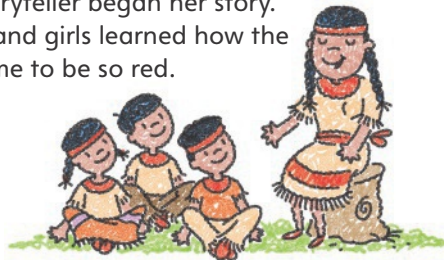
## The Story

A boy asked the storyteller, “Why is that flower so red?”

“Ah, that is important to know. I will tell you a story. Find the other boys and girls. Have them join us,” she said.

The storyteller sat on a stump. The boys and girls sat down around her on the ground.

The storyteller began her story. The boys and girls learned how the flower came to be so red.



1. Why does the storyteller tell a story?  
**The boy asks; she teaches by telling stories.**
2. What do the children learn?  
**how the flower became red**
3. Write four words from the story. Write one with each vowel team: **ou, ow, oi, oy.**

**Possible responses shown. ou: around, ground;  
ow: flower, down, how; oi: join, oy: boy, boys**

## Fluency

### PROSODY

After completing the decodable text, model reading aloud the first two paragraphs of the text, asking students to pay attention to your reading accuracy and how you read the dialogue between the boy and the storyteller. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice prosodic reading using their favorite sentences from the text.



# Reflect and Share



## OBJECTIVES

Use text evidence to support an appropriate response.

Retell and paraphrase texts in ways that maintain meaning and logical order.

Write informative/explanatory texts that introduce a topic, use facts and definitions to develop points, and provide a conclusion.

## ACADEMIC VOCABULARY

**Integrate** Provide oral practice with the unit Academic Vocabulary words to reflect on the text while preparing to write a report. For example:

- What is an Abenaki belief you might include in your report?
- What would you like to explain about culture in your report?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Remind students that informational texts give facts and details about a topic. Tell students they should decide on facts and definitions to include before they write a report about a specific topic. Point out that this will help them write their ideas in an interesting, organized way.

- Decide on a statement for the main idea.
- Decide on facts to include in the report. Remember to retell these facts in your own words; do not copy the facts from a text.
- Decide on definitions to include in the report.

**MODEL AND PRACTICE** Model developing a statement of the main idea. Direct attention to the introduction to the activity on p. 164.

- I want to tell why traditions are important. I read that traditions help connect the present time to the past, and they help people practice respect and appreciation. I think my main idea will be: Traditions are important because they help people tie the past to the present.
- Have students practice writing their own main ideas for their reports.

**ELL Targeted Support Prepare to Write** Have students use a graphic organizer to organize their thoughts before writing. Draw an organizer that consists of a horizontal rectangle with two columns below it. Label the rectangle “Main Idea” and label the columns “Facts” and “Definitions.”

Use yes/no questions to help students fill facts and definitions they want to include in their report. Provide support as students work, allowing them to dictate entries, if necessary. **EMERGING**

Have students use the following sentence frames to guide their work with the graphic organizer: *My main idea is \_\_\_\_\_.* *The facts I will include are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.* *The words I will define are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.* **DEVELOPING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts.

**OPTION 1 Use the Shared Read** Have students use facts from their reading this week.

**OPTION 2 Use Independent Text** Students should include facts from their self-selected informational and traditional texts in their reports.

### QUICK CHECK

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

#### Decide

- **If students struggle**, revisit instruction for comparing texts in Small Group on pp. T272–T273.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T272–T273.

**WEEKLY QUESTION** Have students respond to the Weekly Question on a separate sheet of paper.


STUDENT INTERACTIVE, p. 164

RESPOND TO TEXT

### Reflect and Share

**Write to Sources**  
This week, you read about Native American traditions. What purpose do traditions have in a society? On another piece of paper, compose a report to tell why traditions are important.

Traditions are beliefs, stories, and ways of living passed down from parents to children.



**Use Facts and Definitions**  
Facts and definitions help readers understand your topic.

- Use facts about the Abenaki and the Wabanaki from the texts you read.
- Define words such as **Abenaki**, **traditions**, and **society**.
- Use your own words when you retell facts from texts.

In your report, write one sentence that tells why traditions are important. Use facts and definitions from this week's texts to support and explain your topic.

**Weekly Question**  
What makes a Native American tradition?

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When readers compare and contrast informational texts, it helps them better understand the texts and remember the facts they have read. Remind students of the informational texts they have read this week. Ask them to select two of the texts and organize their thoughts before writing a paragraph comparing the two.

### ELL Targeted Support

Provide language support as students complete the activity in the *Student Interactive*. Help students expand and internalize the key vocabulary, including: *compare*, *topic sentence*, *main ideas*, *facts*, and *definitions*.

Have students choose an informational text in addition to *The Abenaki* and dictate the titles to you. Help them dictate a clear topic sentence to compare the texts. **EMERGING**

Have students use these sentence frames to organize their comparisons orally: *The topic sentence I will use to compare the two informational texts is \_\_\_\_\_.* *The facts I will include are \_\_\_\_\_.* **DEVELOPING**

Have partners work together to choose their texts and organize their comparisons. Have them tell you their plans using the terms *main idea*, *topic sentence*, *facts*, and *definitions*. **EXPANDING**

Have students create an organizer to use for planning and discussing their comparisons. Tell them to include sections for Main Idea, Topic Sentence, and Facts. As they fill in their organizers, check to make sure they use routine language correctly. **BRIDGING**



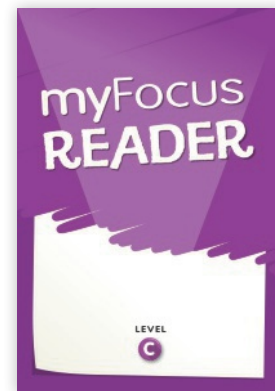
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### COMPARE TEXTS

Reread pp. 36–37 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 tradition and encourages them to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

**Organize Information and Communicate** Help students organize their findings about traditions into a format to share with others.

**Critical Thinking** Discuss information students learned and the process they used.

See *Extension Activities* pp. 180–184 in the *Resource Download Center*.



## Conferring

3 students / 3-4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they have learned about traditions from informational texts and traditional tales.

#### Possible Conference Prompts

- What did you enjoy most about the informational texts you read?
- How are informational texts different from the traditional tales you read?
- How did comparing texts help you understand them?

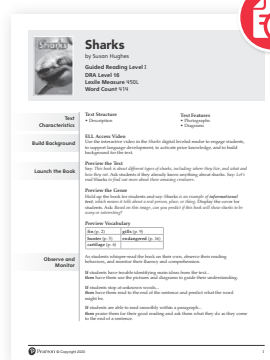
**Possible Teaching Point** Readers use information they already know to help them understand the ideas they read in a text.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T228–T229.
- For instructional support on comparing informational texts, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Have one or two students share their topic sentences, facts, and definitions.

## Independent/Collaborative

### Independent Reading



Students can

- reread and listen to *The Abenaki* with a partner.
- read a self-selected text.
- reread and/or listen to the leveled reader.

### Centers



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

### Literacy Activities



Students can

- write in the readers' notebook in response to the Weekly Question.
- find additional informational texts about traditions.
- play the *myView* games.

### BOOK CLUB



See Book Club, pp. T496–T499 for

- ideas for weekly Book Club sessions.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups' collaboration.
- facilitating the use of trade books.

## 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 learn more about traditions by reading a story about traditional foods.
- I can use language to make connections between reading and writing.
- I can use figurative language and sound devices to write poetry.

### SEL SOCIAL-EMOTIONAL LEARNING

## Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment

## Materials

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

### LESSON 1

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T278–T279
  - » Phonics: Vowel Teams *oo, ue, ew, ui*
  - » High-Frequency Words

##### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T280–T281
- Listening Comprehension: Read Aloud: “How to Make Glitter Slime” T282–T283
- Procedural Text T284–T285
  - ☑ **Quick Check** T285

#### READING BRIDGE

- Academic Vocabulary: Oral Language T286–T287
- Handwriting: Letters *y* and *x* T286–T287

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T291
- Strategy, Intervention, and On-Level/Advanced Activities T290
- ELL Targeted Support T290
- Conferring T291

##### INDEPENDENT/COLLABORATIVE

- Independent Reading T291
- Literacy Activities T291

**BOOK CLUB** T291 **SEL**

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T448–T449
  - » Edit for Nouns
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T448–T449
- Conferences T446

#### WRITING BRIDGE

- Spelling: Vowel Teams *oo, ue, ew, ui* T450
  - ☑ **Assess Prior Knowledge** T450
- Language and Conventions: Spiral Review: Subject-Verb Agreement T451

### LESSON 2

#### READING WORKSHOP

##### FOUNDATIONAL SKILLS

- Word Work T292–T293
  - » Phonics: Decode and Write Words with Vowel Teams *oo, ue, ew, ui*
  - ☑ **Quick Check** T293
  - » High-Frequency Words

##### SHARED READ

- Introduce the Text T294–T315
  - » Preview Vocabulary
  - » Read: *My Food, Your Food*
- Respond and Analyze T316–T317
  - » My View
  - » Develop Vocabulary
  - ☑ **Quick Check** T317
- Check for Understanding

#### SMALL GROUP/INDEPENDENT

##### TEACHER-LED OPTIONS

- Word Work Support T318
- Guided Reading/Leveled Readers T321
- Strategy and Intervention Activities T318, T320
- Fluency T318, T320
- ELL Targeted Support T318, T320
- Conferring T320

##### INDEPENDENT/COLLABORATIVE

- Word Work Activity and Decodable Reader T319
- Independent Reading T321
- Literacy Activities T321

#### WRITING WORKSHOP

##### MINILESSON

- Poetry T452–T453
  - » Edit for Prepositions and Prepositional Phrases
  - » Share Back

##### INDEPENDENT WRITING

- Poetry T452–T453
- Conferences T446

#### WRITING BRIDGE

- Spelling: Teach Vowel Teams *oo, ue, ew, ui* T454
- Language and Conventions: Oral Language: Adverbs T455

## LESSON 3

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T322–T323
  - » Phonics: Vowel Teams *oo, ue, ew, ui*
  - » High-Frequency Words

#### CLOSE READ

- Understand Text Features T324–T325
- Close Read: *My Food, Your Food*
  - ✔ Quick Check T325

### READING BRIDGE

- Read Like a Writer, Write for a Reader: Organizing Information T326–T327
- Handwriting: Letters *v* and *z* T326–T327

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T329
- Strategy and Intervention Activities T328
- Fluency T328
- ELL Targeted Support T328
- Conferring T329

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

### WRITING WORKSHOP

#### MINILESSON

- Poetry T456–T457
  - » Prepare for Celebration
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T456–T457
- Conferences T446

### WRITING BRIDGE

- Spelling: Review and More Practice: Vowel Teams *oo, ue, ew, ui* T458 **FLEXIBLE OPTION**
- Language and Conventions: Teach Adverbs T459

## LESSON 4

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T330–T331
  - » Read Decodable Text: *Sue's New School*

#### CLOSE READ

- Make Inferences T332–T333
- Close Read: *My Food, Your Food*
  - ✔ Quick Check T333

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T335
- Strategy and Intervention Activities T334
- Fluency T334
- ELL Targeted Support T334
- Conferring T335

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T335
- Literacy Activities T335

### WRITING WORKSHOP

#### MINILESSON

- Poetry T460–T461
  - » Publish and Celebrate
  - » Share Back

#### INDEPENDENT WRITING

- Poetry T460–T461
- Conferences T446

### WRITING BRIDGE

- Spelling: Spiral Review: Diphthongs *ou, ow, oi, oy* T462 **FLEXIBLE OPTION**
- Language and Conventions: Practice Adverbs T463

## LESSON 5

### READING WORKSHOP

#### FOUNDATIONAL SKILLS

- Word Work T336–T337
  - » Revisit Decodable Text: *Sue's New School*
  - » Fluency

#### COMPARE TEXTS

- Reflect and Share T338–T339
- Talk About It
  - ✔ Quick Check T339
  - » Weekly Question

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T341
- Strategy, Intervention, and On-Level/Advanced Activities T340
- ELL Targeted Support T340
- Conferring T341

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T341
- Literacy Activities T341

**BOOK CLUB** T341 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Poetry T464–T465
  - » Assessment

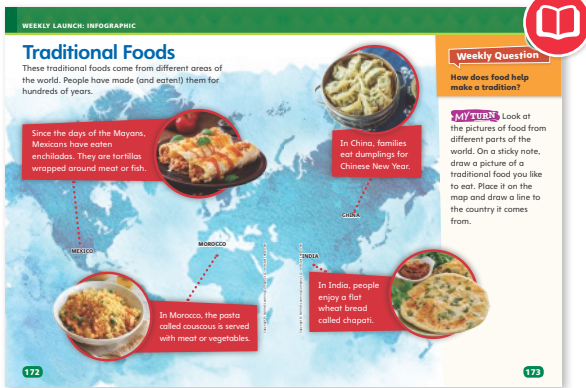
#### INDEPENDENT WRITING

- Assessment T464–T465
- Conferences T446

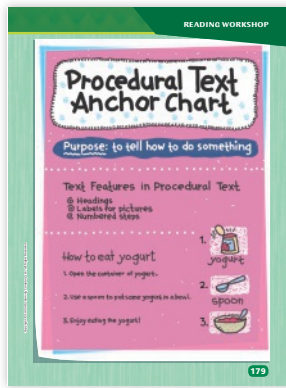
### WRITING BRIDGE

- Spelling: Vowel Teams *oo, ue, ew, ui* T466
  - ✔ Assess Understanding T466
- Language and Conventions: Standards Practice T467 **FLEXIBLE OPTION**

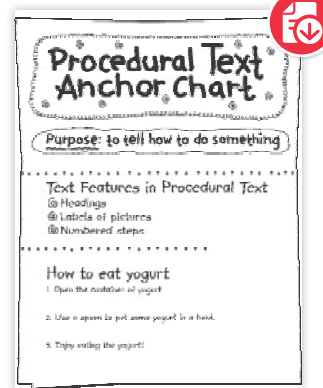
# Materials



**INFOGRAPHIC**  
"Traditional Foods"



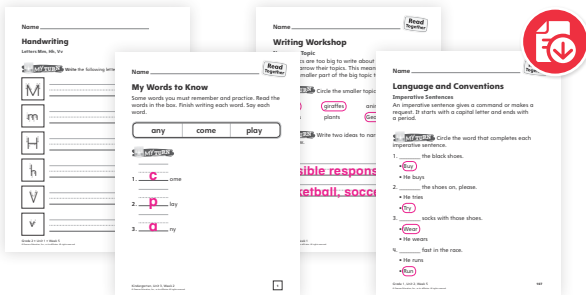
**READING ANCHOR CHART**  
Procedural Text



**EDITABLE ANCHOR CHART**  
Procedural Text



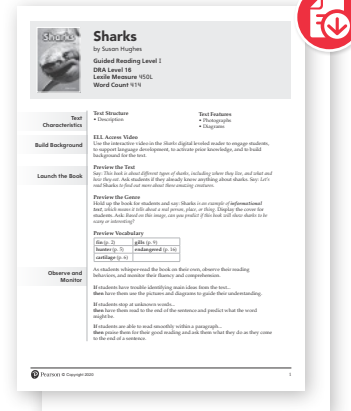
**DECODABLE READER**



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**Leveled Readers**



**LEVELED READER TEACHER'S GUIDE**

## Words of the Week

### High-Frequency Words

hear  
idea  
enough

### Develop Vocabulary

cultures  
plain  
products  
spicy  
ingredients

### Spelling Words

afternoon  
bruise  
cruise  
drew  
goose  
argue  
cocoon  
cue  
fewer  
true

### Unit Academic Vocabulary

communication  
culture  
purpose  
belief  
maintain

WEEK 5 LESSON 1 READING WORKSHOP GENRE & THEME

### Listening Comprehension

**PROCEDURAL TEXT**

**OBJECTIVES**

- Understand the main idea and supporting details of a procedural text.
- Identify the steps in a sequence of events.
- Identify the materials and tools used in a procedure.
- Identify the safety precautions in a procedure.

**PROCEDURAL TEXT**

Tell students you are going to read about a procedural text. Have students define as they read "How to Make Glitter Slime." Explain that students should listen actively, paying careful attention to the print, or text, features in the text and making inferences where able. Prompt them to ask relevant questions to clarify information, to answer questions using multi-word responses, and to begin to compare and contrast related texts.

**START-UP**

**READ-ALOUD ROUTINE**

**Purpose:** Have students listen actively for elements of procedural text.

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

**REAS:** The text about, pausing to model Think Aloud strategies related to the genre and the text features.

**How to Make Glitter Slime**

**Materials**

- 1/2 cup glue
- 1 teaspoon borax powder
- 1 cup water (room temperature)
- 1 tablespoon glitter
- 4 drops food coloring
- 2 medium mixing bowls
- 1 mixing spoon
- gloves
- safety glasses



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

**Fiction Lesson Plan**

**WHY**

**Interactive Read Aloud**

- allows students to look about their independent reading time.
- allows students to ask questions.
- allows students to ask questions.
- allows students to ask questions.
- allows students to ask questions.

**PLANNING**

- Select a text from the Read Aloud Trade Book Library or the school or classroom library.
- Identify the key idea of the story.
- Identify the key idea of the story.
- Identify the key idea of the story.
- Identify the key idea of the story.

**BEFORE READING**

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Ask the key idea of the story.
- Point out interesting artwork or photos.
- Ask about background knowledge and use that background knowledge for discussion.
- Discuss key vocabulary essential for understanding.

**DURING READING**

- You can choose to stop and reading to students get to get to the end and stop.
- Ask questions to guide the discussion and draw attention to the key idea.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the key idea.
- Use Think Aloud to model strategies and make use of student comprehension and connect reading to real life.
- Help students make connections to their own experiences, ask they have read or heard in the past, or in the world.

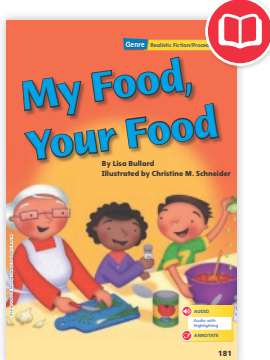
**AFTER READING**

- 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 Read.com



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "How to Make Glitter Slime"



SHARED READ My Food, Your Food

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T496-T499

**Mentor STACK**

Writing Workshop T445



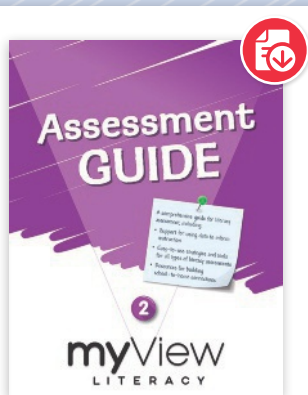
LITERACY STATIONS



SCOUT

## Assessment Options for the Week

- Daily Formative Assessment Options
- Progress Check-Ups on SavvasRealize.com
- Cold Reads on SavvasRealize.com
- Writing Workshop Performance-Based Assessment on SavvasRealize.com
- Writing Workshop Assessment



ASSESSMENT GUIDE



# Word Work

## OBJECTIVES

Decode words with short, long, or variant vowels, vowel teams or digraphs, and blends.

Identify and read high-frequency words.



Sound-Spelling Cards 68, 90, 102, 103

## FOUNDATIONAL SKILLS EXTENSION

See p. T296 for a vowel team extension activity students can use while reading the text in Lessons 2 and 3.

## Phonics: Decode Words with Vowel Teams *oo, ue, ew, ui*

### Minilesson

**FOCUS** Display Sound-Spelling Cards 68, 90, 102, and 103. Read aloud the words on the cards with students. Say: *These words have different vowel spellings, but they all have the same vowel sound: /ü/. The letters oo, ue, ew, and ui are vowel teams that stand for the sound. These vowel teams are called vowel digraphs. When different vowel teams all make the same sound, they are called variant vowels.*

**MODEL AND PRACTICE** Point to and say the word zoo in the chart on p. 174 of the *Student Interactive*. Then say, *I hear the sound /ü/ in zoo. I can see that the sound /ü/ in zoo is spelled with the digraph oo.* Have students repeat the word with you, identify the vowel sound, and name the spelling that represents the sound in the word.

**APPLY MyTURN** Have students read the words in the chart and listen for the vowel sound in each word.

**TURN, TALK, AND SHARE** Have students work with a partner to reread the words in the chart on p. 174 and underline the vowel team in each word. Then have one partner choose a word for the other partner to use in a sentence. Tell students to continue until each partner has chosen two words and made two sentences. Finally, challenge partners to come up with a new example for each variant vowel that makes the sound /ü/.



**ELL Targeted Support Vowel Teams** Help students practice pronouncing the sound /ü/ and correcting mispronunciations. Write the sentences below and have students read them aloud, pausing after each word with *oo*, *ue*, *ew*, and *ui* to ensure they pronounced it correctly.

*She knew the fruit was a clue.* **EMERGING**

*Those blue boots look new.* **DEVELOPING**

*He grew into the suit, but he finally threw the big shoes away.* **EXPANDING**

*Due to the heat, food on the menu included fruit soup and cooled mushroom stew.* **BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *hear*, *idea*, and *enough*.

- Point to each word as you read it aloud.
- Have students choose a word, say it, and use it in a sentence.
- If time permits, have students use letter tiles to spell the words.

hear

enough

idea

STUDENT INTERACTIVE, p. 174

### PHONICS

## Vowel Teams oo, ue, ew, ui

The vowel teams **oo**, **ue**, **ew**, and **ui** can make the vowel sound in **moon**. These vowel teams are called digraphs.



**MY TURN** Read, or decode, the words in the chart and listen for the vowel sound in each word.

oo	ue	ew	ui
zoo	blue	crew	suit
boot	true	jewel	juice

**TURN and TALK** Reread the words in the chart with a partner. Underline the vowel team in each word. Then pick a word. Have your partner use it in a sentence. Take turns until you have used two words each.

# Interact with Sources

## OBJECTIVES

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

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

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

Examine information from various sources about places and regions.

---

## ACADEMIC VOCABULARY

**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: [What purpose does traditional food have in helping people maintain their culture?](#)

- communication
- culture
- purpose
- belief
- maintain

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

## Explore the Infographic

Remind students of the Essential Question for Unit 3: *What makes a tradition?* Point out the Week 5 Question: *How does food help make a tradition?*

Direct students' attention to the infographic on pp. 172–173 in the *Student Interactive*. Explain that an infographic is a visual source that combines words and pictures to provide information. Have students read the infographic and discuss the different traditional foods from around the world.

Use the following questions to guide discussion:

- What do you think are some of the ingredients in each of these foods?
- Which of these traditional dishes have you tried? Which ones do you want to try?
- Which area of the world does each food come from?
- Why do you think people from different parts of the world eat different foods?

**WEEKLY QUESTION** Reread the Week 5 Question: *How does food help make a tradition?* Tell students they just learned that different areas of the world have their own unique traditional foods. Explain that they will read about more traditional foods this week.

**My TURN** Have students write sticky notes and annotate the map as directed on p. 173 in the *Student Interactive*.

**ELL Targeted Support Vocabulary** Help students learn the basic food vocabulary that will be used this week. Tell students to listen closely as you read aloud the information on pp. 172–173 in the *Student Interactive*. Identify the type of food in each photo, based on the vocabulary in the text.

Help students circle the word or words in the text that correspond to the food in each photo. Then have them label each picture with the name of the food. **EMERGING**

Ask partners to circle the word or words in the text that correspond to the food in each photo. Then have them write captions to describe the ingredients in the food. **DEVELOPING**

Direct individuals to circle the word or words in the text that correspond to the food in each photo. Then have students take turns describing the food in the photos as other students guess the food being described. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 172–173

WEEKLY LAUNCH: INFOGRAPHIC

## Traditional Foods

These traditional foods come from different areas of the world. People have made (and eaten!) them for hundreds of years.

Since the days of the Mayans, Mexicans have eaten enchiladas. They are tortillas wrapped around meat or fish.



MEXICO

MOROCCO



In Morocco, the pasta called couscous is served with meat or vegetables.

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In China, families eat dumplings for Chinese New Year.

CHINA

INDIA

In India, people enjoy a flat wheat bread called chapati.



WEEK  
5

### Weekly Question

How does food help make a tradition?

**MY TURN** Look at the pictures of food from different parts of the world. On a sticky note, draw a picture of a traditional food you like to eat. Place it on the map and draw a line to the country it comes from.

173

# Listening Comprehension

## OBJECTIVES

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

Develop and sustain foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.


## ELL Transfer

**Cognates** Point out the Spanish cognates in “How to Make Glitter Slime.”

- perfect : *perfecto*
- adult : *adulto*
- minute : *minuto*

## FLUENCY

After completing the Read-Aloud Routine, display the text. Model reading aloud a short section of the text, asking students to pay attention to how you read the steps at a slower pace than you normally read aloud. Explain that reading aloud procedural texts requires the reader to speak slowly and clearly. This will help listeners understand and follow the steps.

 **THINK ALOUD** Analyze Procedural Texts The text begins with the list of materials I’ll need. This helps me to gather everything before I begin following the instructions.

## Procedural Text

Tell students you are going to read aloud a procedural text. Have students listen as you read “How to Make Glitter Slime.” Explain that students should listen actively, paying careful attention to the print, or text, features in the text and making inferences where able. Prompt them to ask relevant questions to clarify information, to answer questions using multi-word responses, and to follow agreed-upon discussion rules.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students listen actively for elements of procedural text.

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

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

## How to Make Glitter Slime

### Materials

- ½ cup glue
- 1 teaspoon borax powder
- 1 cup water (room temperature)
- 1 tablespoon glitter
- 4 drops food coloring
- 2 medium mixing bowls
- 1 mixing spoon
- gloves
- safety glasses



“How to Make Glitter Slime,” continued

## Instructions

Making slime is a fun, messy project that is perfect for a rainy day! You’ll need an adult to help you with some of the steps, such as mixing the borax.

1. Safety first! Put on gloves and safety glasses.
2. Put 1 cup of water into a mixing bowl.
3. Add 1 teaspoon of borax powder to the bowl.
4. Mix the borax into the water for one minute.
5. Add  $\frac{1}{2}$  cup of glue to the second mixing bowl.
6. Mix  $\frac{1}{2}$  cup of water into the glue.
7. Add the food coloring and glitter. Mix well.
8. Pour the second bowl into the first bowl.
9. Now comes the messy part! Use your hands to mix the slime. It will feel sticky at first. Keep mixing until it gets less sticky.
10. Let the slime sit for five minutes before you begin using it.
11. To store your slime, place it in a container or plastic bag in the fridge.



**THINK ALOUD Analyze**  
**Procedural Texts** Most of the text is a list of steps. The steps are numbered to help me follow them in order. By having the steps in a list, I can focus on one step at a time. Procedural texts are formatted this way to help readers understand a step-by-step process. Imagine if the text had no numbers and it was just one long paragraph!

## ELL Access

To help prepare students for the oral reading of “How to Make Glitter Slime,” read aloud this short summary.

This text will show us how to make slime. The text has two lists. The first list tells us everything we will need to make the slime. The second list is longer. It tells us each step to follow to make the slime. We have to follow the steps completely and in order.

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

### Making Glitter Slime

Step	
Step	

Work with students to list all of the steps for making glitter slime in the Sequence Chart.

# Procedural Text

## LEARNING GOAL

I can learn more about traditions by reading a story about traditional foods.

## OBJECTIVES

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

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

Recognize characteristics of multimedia and digital texts.

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

## LANGUAGE OF THE GENRE

Review the genre throughout the week by having students work with you to add examples to the class anchor chart.

- procedural text
- instructions
- text feature

## FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest text features to look for.
- Have them add specific text titles as they read new texts.

## Minilesson

**FOCUS ON STRATEGIES** Explain that a multimedia text has the characteristics of two or more kinds of text. This week students will read a shared multimedia text that has both a realistic fiction story and a procedural text. Have students look at the features of procedural text on p. 179. Discuss differences between realistic fiction and procedural text.

- Realistic stories are written to entertain. Procedural texts are written to explain how to do something.
- A procedural text usually lists instructions as numbered steps or uses sequential language such as *first* and *next*. Stories are written in paragraphs that show events happening over time.

**MODEL AND PRACTICE** Model comparing texts. Say: “*How to Make Glitter Slime*” is a procedural text because it tells you how to make something. It has two lists: one of materials and one of steps. Realistic fiction tells a story that could happen in real life. The story is told in paragraphs, not lists. The purpose is to entertain.

**ELL Targeted Support Sequence** Help students understand sequence.

Write the words *first*, *next*, and *then* and read them with students. Provide simple instructions using sequential language, for example: *First, stand up. Next, turn around in a circle. Then sit back down.*

### EMERGING

Show students examples of procedural text, such as a recipe. Have them use sequence words, such as *first*, *then*, *next*, and *finally*, to summarize the recipe. **DEVELOPING/EXPANDING**

Discuss the features listed on the anchor chart on p. 179. Ask students to tell their partner how to make their favorite sandwich or other simple food, using sequential language. **BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for analyzing multimedia text and making connections between genres.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the activity on p. 178 of the *Student Interactive*. Circulate to discover if students can name two types of text features in the recipe.

**OPTION 2 Use Independent Text** Have students create a simple Venn diagram to compare two texts they have read.

### QUICK CHECK

**Notice and Assess** Can students identify multimedia text?

#### Decide

- **If students struggle**, revisit instruction about multimedia text in Small Group on p. T290.
- **If students show understanding**, have them continue practicing the strategies for reading multimedia text using the Independent Reading and Literacy Activities in Small Group on p. T291.

STUDENT INTERACTIVE, pp. 178–179

GENRE: REALISTIC FICTION/PROCEDURAL TEXT

READING WORKSHOP

**My Learning Goal** I can learn more about traditions by reading a story about traditional foods.

### Procedural Text

*My Food, Your Food* is a realistic fiction story that ends with a recipe. A recipe is an example of **procedural text**. A procedural text has **instructions**, or orders to follow, for completing a task. It often includes:

- **numbered steps**, or a related sequence of actions that tell you what to do first, next, and last.
- **headings** and **pictures** to help you understand the steps.

**TURN and TALK** Preview the recipe in *My Food, Your Food*. Name two types of text features in the text. Tell a partner how you think the text features will help you follow what the recipe says to do.

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## Procedural Text Anchor Chart

**Purpose:** to tell how to do something

### Text Features in Procedural Text

- ⑥ Headings
- 🖼️ Labels for pictures
- ① Numbered steps

#### How to eat yogurt

1. Open the container of yogurt. 
2. Use a spoon to put some yogurt in a bowl. 
3. Enjoy eating the yogurt! 

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179



# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Access

Provide teacher support to help students understand abstract vocabulary. List each Academic Vocabulary word on the board. Under each word, list concrete nouns or ideas that help students understand the abstract word. For example, *communication*: *talk, write, tell stories, draw pictures, sing songs to express emotions.*

## Oral Language

### Minilesson

**FOCUS ON STRATEGIES** Explain that oral language is the language we use when we speak. We will use academic vocabulary to have conversations about what we learn.

Remind students of the Academic Vocabulary words for the unit: *communication, culture, purpose, belief, and maintain.*

- Listen to the way others speak about a text, and then compare that to the words the author uses in the text itself.
- Pay attention to the way a spoken word sounds and how you can use that word appropriately in a conversation.

**MODEL AND PRACTICE** Model this strategy using the Academic Vocabulary word *culture* in the activity on p. 207 in the *Student Interactive*.

One word we have read in this unit is the word *culture*. When I hear someone use the word *culture*, I think about the traditions, language, songs, and stories shared by a group of people. I can use the word *culture* to discuss these topics.

Have students apply this strategy using additional Academic Vocabulary words from the unit in conversation. Then discuss their responses and correct any misconceptions.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters y and x

**FOCUS** Display cursive letters y and x.

**MODEL** Model writing y and x in cursive. Work with students to explain how to form the cursive letters using appropriate strokes. Write the words *yoyo, yam, ax,* and *ox* for students to copy.



ASSESS UNDERSTANDING

Apply

**My TURN** Have students complete the activity on p. 207 of the *Student Interactive*. Encourage students to use these words in conversations.

WEEKLY STANDARDS PRACTICE

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

STUDENT INTERACTIVE, p. 207

**VOCABULARY**      **READING-WRITING BRIDGE**

I can use language to make connections between reading and writing. **My Learning Goal**

**Academic Vocabulary**

You have learned many different words in this unit. One word you have learned is **culture**. Complete the word web with words that have something to do with the word **culture**.

**TURN and TALK** Tell your partner about your word web. Explain why you chose the words you did.

Possible responses are given. Accept any words related to culture.

**207**

**PRACTICE** Have students use *Handwriting* p. 145 from the *Resource Download Center* to practice writing cursive letters y and x.

Name \_\_\_\_\_

**Handwriting**

**Cursive Letters y, x**

Look at the lowercase cursive y in the box. What kind of strokes are used? Where do you start a lowercase cursive y? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter y.

Look at the lowercase cursive x in the box. What kind of strokes are used? Where do you start a lowercase cursive x? What do you do next? How do you finish it?

**MY TURN** Trace the cursive letters. Then write the lowercase cursive letter x.

Grade 2 • Unit 3 • Week 5      145

Handwriting p. 145

# Matching Texts to Learning

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



LEVEL H

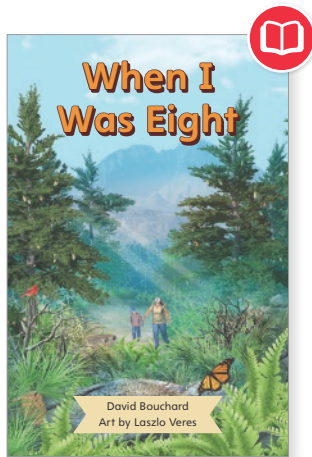
**Genre** Narrative

**Text Elements**

- Three to eight lines per page
- Accessible content

**Text Structure**

- Chronological



LEVEL I

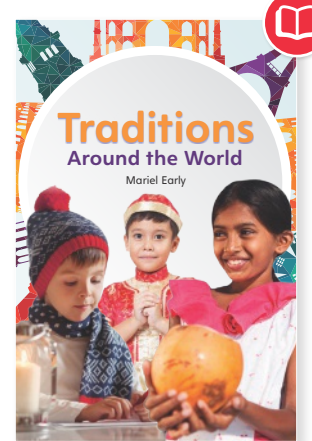
**Genre** Narrative

**Text Elements**

- Longer stretches of dialogue
- Five to eight lines of text per page

**Text Structure**

- Chronological



LEVEL J

**Genre** Informational Text

**Text Elements**

- Some ideas new to most readers
- Many lines of print per page

**Text Structure**

- Compare and Contrast

## Guided Reading Instruction Prompts

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

### Identify Multimedia Text

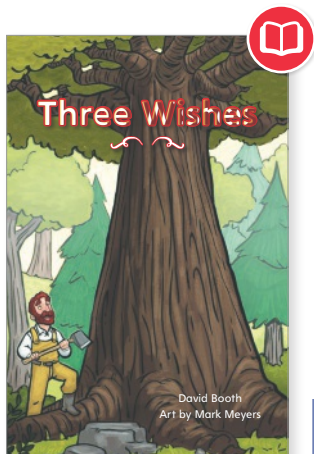
- What genres are included in the text?
- How do the text features help you understand what both texts are about?
- How does the combination of texts present the topic in an interesting way?

### Develop Vocabulary

- Use what you know about the word \_\_\_ to write a question containing the word. Then answer the question.
- Why would the author need to use this particular word?
- How does the word \_\_\_ help you make an inference about something in the text?

### Understand Text Features

- What text features are in the text?
- How do these text features help readers locate information?
- How do the text features help you understand the important ideas in the text?



LEVEL K

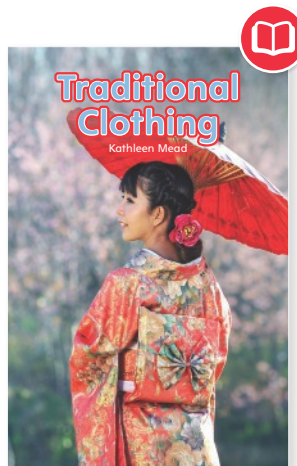
**Genre** Traditional Tale

**Text Elements**

- Longer, more complex sentences
- Variety of words used to assign dialogue

**Text Structure**

- Chronological



LEVEL L

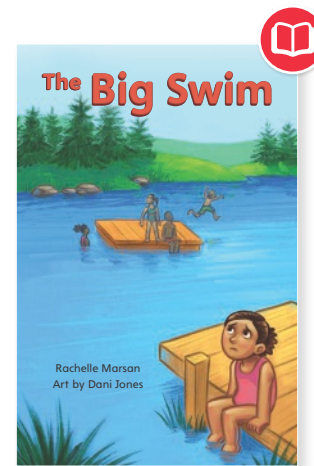
**Genre** Informational Text

**Text Elements**

- Picture books
- Vocabulary is familiar to students

**Text Structure**

- Description



LEVEL M

**Genre** Realistic Fiction

**Text Elements**

- Meaning conveyed through text rather than images
- Multisyllable words that are challenging to decode

**Text Structure**

- Chronological

**Make Inferences**

- What do you already know about a character or idea on page \_\_\_?
- What does the author tell you directly about this character or idea?
- What inference can you make using the two pieces of information above?

**Compare Texts**

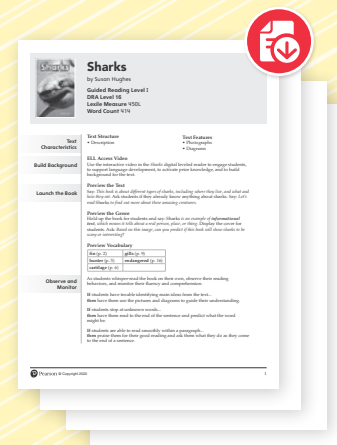
- What connections can you make to other books?
- What text features did the author use?

**Word Work**

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

**Leveled Reader Teacher's Guide**

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



Use the  **QUICK CHECK** on p. T285 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY MULTIMEDIA TEXT

**Teaching Point** Say: A multimedia text has more than one genre within it. For example, it might include a story and a procedural text. It might include a story and an informational text. Whatever the text types, the texts will be related and about the same topic. It is important to be able to recognize the features of different types of text so you can better understand multimedia text. Look back at a multimedia text students have recently read and discuss why it is a multimedia text.

### ELL Targeted Support

Help students understand multimedia texts by reviewing common genres that a multimedia text may include.

Show students an example of a procedural text and a realistic fiction text. Point out features such as lists in the procedural text versus paragraphs in the informational text. Point out any headings and titles in both texts. Provide sentence frames: *A procedural text has \_\_\_\_\_.* *An informational text has \_\_\_\_\_.* *Both have \_\_\_\_\_.* **EMERGING**

Display an example of a procedural text, an informational text, and a realistic fiction text. Help them discuss the text features of the texts. **DEVELOPING**

Lead students in a discussion about different types of texts, such as fiction, informational, and procedural. List the different text features as students talk about them. **EXPANDING/ BRIDGING**



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

## Intervention Activity



### READING MULTIMEDIA TEXT

Use Lesson 36, pp. T217–T222, in the *myFocus Intervention Teacher's Guide* to instruct students on characteristics of informational and persuasive text, two types of texts they may encounter in a multimedia text.

LEVEL C • READ

**Lesson 36** Genre: Informational and Persuasive Texts

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

**Farm to Table**

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

**Farmers' Markets**

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

**Supermarkets**

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

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

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## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on *SI* pp. 172–173 to generate questions about traditional foods and then choose one question to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 180–184 in the *Resource Download Center*.



## Conferring

3 students/3–4 minutes  
per conference

### IDENTIFY MULTIMEDIA TEXT

**Talk About Independent Reading** Ask students to share the genres in the multimedia text they are reading.

### Possible Conference Prompts

- What makes this text a multimedia text?
- What types of text features are in the text?
- How does recognizing the characteristics of the different texts help you understand the author's purpose?

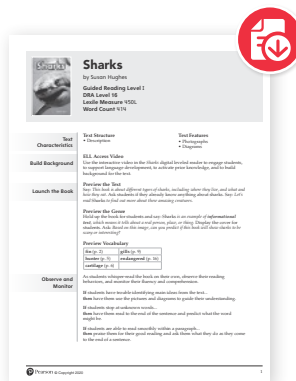
**Possible Teaching Point** Readers can understand the author's purpose and the important information in a multimedia text by recognizing the genres and their features.

## Leveled Readers



### IDENTIFY MULTIMEDIA TEXT

- For suggested titles, see Matching Texts to Learning, pp. T288–T289.
- For instructional support on the characteristics of multimedia text, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share information about the different genres in a multimedia text they have read.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- write in a reading notebook about how a multimedia text helped them learn new information.
- retell a text they are reading for a partner.
- play the myView games.

## BOOK CLUB



See Book Club, pp. T496–T499, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

# Word Work

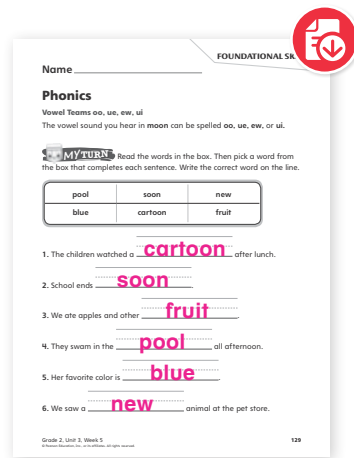
## OBJECTIVES

Decode words with short, long, or variant vowels, vowel teams or digraphs, and blends.

Identify and read high-frequency words.

## ADDITIONAL PRACTICE

For additional student practice with vowel teams *oo*, *ue*, *ew*, and *ui*, use *Phonics* p. 129 from the *Resource Download Center*.



*Phonics* p. 129

## Phonics: Decode and Write Words with Vowel Teams *oo*, *ue*, *ew*, *ui*

### Minilesson

**FOCUS** Review the variant spellings of /ü/. Explain that to decode words with these spellings, students must know the sounds each vowel team can make.

**MODEL AND PRACTICE** Write: *cartoon*. Say: I see three vowels, but I know the double o stands for /ü/, so there are two vowel sounds in this word. The first sound is r-controlled. Now that I know the vowel sounds, I can easily sound out and read the word: /k/ /ar/ /t/ /ü/ /n/: *cartoon*. To write *cartoon*, I have to decide which digraph is the correct one to use. Have students use this process to decode and write *blue*, *new*, and *suit*.

**APPLY My Turn** Have students read each sentence on *SI* p. 175 and underline the words with the vowel teams *oo*, *ue*, *ew*, and *ui*.

**ELL Targeted Support Vowel Digraphs** Provide practice identifying vowel digraphs.

Write: *oo*, *ue*, *ew*, and *ui*. Point to each digraph and say the sound. Have students repeat the sound. Write the following words and ask students to sound out and read each word with you as you point to it: *new*, *too*, *blue*, *fruit*. Call on different students to come up and circle the letters that stand for /ü/. **EMERGING/DEVELOPING**

Write the vowel patterns on cards and place them in a row in a pocket chart: *oo*, *eu*, *ew*, and *ui*. Write the following words on cards: *soon*, *zoo*, *food*, *broom*, *true*, *glue*, *chew*, *threw*, and *grew*. Show a card one at a time and ask students under which card in the pocket chart you should place the word. **EXPANDING/BRIDGING**



### EXPERT'S VIEW Pat Cunningham, Wake Forest University

“If you just test what kids know in isolation, for example showing them a single word to read, most kids can do pretty well. But when they are reading, they don't always apply that knowledge. You need to assess word reading in context. What kids can do in isolation may be different from what they can do in reading and writing.”

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



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use these strategies for decoding words with vowel teams.

**OPTION 1 MyTURN** Have students sort the words from the sentences onto the chart.

**OPTION 2 Independent Activity** Have students say and write as many words with the target vowel teams as they can.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with the vowel teams *oo*, *ue*, *ew*, and *ui*?

**Decide:**

- **If students struggle**, revisit instruction for Phonics in Small Group on p. T318.
- **If students show understanding**, extend instruction for Phonics in Small Group on p. T318.

## HIGH-FREQUENCY WORDS



Display the high-frequency words *hear*, *idea*, and *enough*.

- Point to the words and ask students to read them. Repeat several times.
- Use the words in oral sentences: *I have a good idea for a story; I hear a loud noise; I have had enough dinner.*
- Have partners take turns making up oral sentences using the words.
- Have partners practice reading and spelling the high-frequency words.

hear

enough

idea

STUDENT INTERACTIVE, p. 175

## FOUNDATIONAL SKILLS

Vowel Teams *oo*, *ue*, *ew*, *ui*

**MYTURN** Underline the words in the sentences with the vowel teams *oo*, *ue*, *ew*, and *ui*. There are two vowel team words in each sentence. Then write the words in the correct column in the chart.

1. Glue the pictures of fruit to the poster.
2. Charlie lost his front tooth, but he will grow a new one.
3. We found a clue to tell us what animal likes to chew on the plants.
4. Tina fell at the pool and got a bruise.

oo	ue	ew	ui
tooth	glue	chew	fruit
pool	clue	new	bruise



# Introduce the Text



## OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

## Shared Read Plan

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

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

## Preview Vocabulary

- Introduce the words on p. 180 in the *Student Interactive* and define them as needed.

**cultures:** groups of people with the same language or traditions

**plain:** simple; nothing on it

**products:** things people use or eat

**spicy:** having a strong, sharp flavor

**ingredients:** foods you use to make a dish

- Knowing these words will help you make inferences in *My Food, Your Food*. When you make inferences, you use text evidence, as well as what you already know, to support your understanding of the text. As you read, highlight the vocabulary words when you see them in the text. Ask yourself what they tell you about traditional foods.

## Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection might be to find out about interesting foods from other cultures.

### FIRST READ STRATEGIES

**READ** Tell students to read for information about foods from different cultures.

**LOOK** Tell students that illustrations can often help them understand the text.

**ASK** Tell students that asking questions helps them clarify information.

**TALK** Direct students to talk about what they found interesting in the text and explain why.

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



**ELL Targeted Support** **Prereading Support** Prepare students for reading by previewing the text and talking about new vocabulary.

Preview the illustrations with students and provide a simple summary of what is happening. **EMERGING**

Discuss the vocabulary on *SI* p. 180. Preview the text with students, pointing out the vocabulary when it appears. **DEVELOPING**

Discuss the vocabulary on *SI* p. 180. Have students describe a plain sauce and a spicy sauce and explain how products can be ingredients. **EXPANDING**

Discuss the vocabulary on *SI* p. 180. Then have partners choose a word and draw it. Have other students guess what it is. **BRIDGING**

## ELL Access

### Background Knowledge

Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share examples of their favorite foods from their culture.

STUDENT INTERACTIVE, pp. 180–181



## My Food, Your Food

### Preview Vocabulary

Look for these words as you read *My Food, Your Food*.

sauce   plain   products   spicy   ingredients

### First Read

**Read** to learn about foods from different cultures.

**Look** at illustrations to help you understand the text.

**Ask** questions to clarify information.

**Talk** about what you found interesting.

### Meet the Author



**Lisa Bullard** writes everything from informational books to mysteries. She also teaches children and adults how to write their own books. She has written books about people around the world, including *My Clothes, Your Clothes* and *My Language, Your Language*.

180

Genre Realistic Fiction/Procedural Text

# My Food, Your Food

By Lisa Bullard

Illustrated by Christine M. Schneider



AUDIO

Audio with  
Highlighting



ANNOTATE

181

## First Read

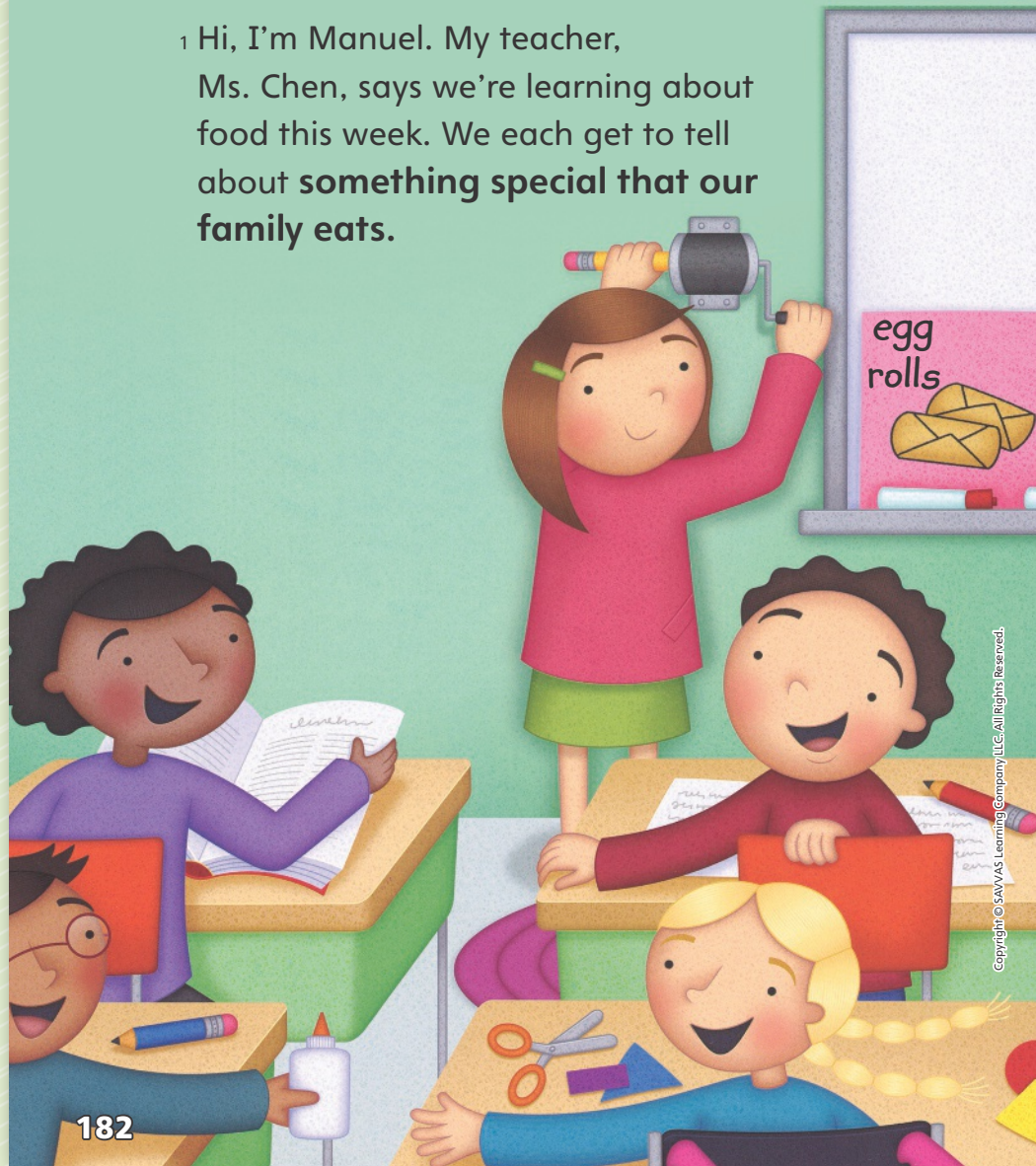
### Look

**THINK ALOUD** Before I read, I look at the illustrations to see if I can find out what the text will be about. I see a group of students in a classroom. They look like they're having fun. There is a picture of food on the board. The label says "egg rolls." I think the class is learning about different types of food.

## Chapter One

# It's Food Week!

1 Hi, I'm Manuel. My teacher, Ms. Chen, says we're learning about food this week. We each get to tell about **something special that our family eats.**



## Foundational Skills Extension

### Vowel Teams

To help students practice decoding words with vowel teams that make the /ü/ sound, have them read p. 182 in the *Student Interactive* aloud. Ask them to identify words with *oo* and *ue* digraphs, which are often, but not always, spellings of the sound /ü/. Help them to determine that *food* has an /ü/ sound and *Manuel* does not.

CLOSE READ **Understand Text Features**


Underline the label for a kind of soup that is one of the foods the students are learning about.

2 I whisper to Ms. Chen what I want to talk about. I'm going to surprise our class!

This week:  
**Foods of the World**

borscht


Kimchee

 Ms. Chen

183

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**First Read****Ask**

 **THINK ALOUD** As I read, I ask questions about the text. Manuel says he is going to surprise his class. What food from his family will Manuel talk about? I want to read to find out. I also see pictures of foods on the board. What are these foods and who is talking about them?

**Close Read****Understand Text Features**

Explain that multimedia texts often contain text features that help authors achieve a specific purpose. These text features might include headings or labels.

Explain that a label tells what something is. In a text, labels are often used to explain an image or diagram. Have students find the picture of soup on p. 183. Ask: *What label goes with the picture of soup?* Have students underline the label. **See student page for possible responses.**

Ask students to consider what further information the other text features on this page give readers about the story. Have students support their responses with text evidence from p. 183.

**Possible Response:** There are three illustrations of food on the board, and each one is labeled. The board has a title for the topic of the pictures. The teacher's desk has a label with her name.

DOK 2

**OBJECTIVES**

Recognize characteristics of multimedia and digital texts.

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

**Possible Teaching Point** **Academic Vocabulary | Oral Language**

Use the Academic Vocabulary lesson on pp. T286–T287 in the Reading-Writing Workshop Bridge to remind students to use new vocabulary words when they answer questions about the text and talk about the text in class. Write the Academic Vocabulary word *culture* on the board. Explain that different foods are parts of different cultures from around the world. Encourage students to use this word when discussing the text with a partner.

## First Read

### Talk

**THINK ALOUD** I think it's interesting that Manuel eats the foods his grandmother grew up eating. I wonder if his grandmother learned the recipes from her own grandmother. I think the food must be delicious. In the illustration, Manuel looks like he's very excited to eat it!

## Close Read

### Make Inferences

Tell students that they should use text evidence and what they already know to make an inference about the text.

First, have students look at the illustration on p. 184. Ask: *What food do you see on the table? Do you recognize any of the food Manuel and his grandparents are eating?* Direct students to p. 185 to find the names for the food in the “tasty dinner.” **See student page for possible responses.**

DOK 2

### OBJECTIVE

Make inferences and use evidence to support understanding.

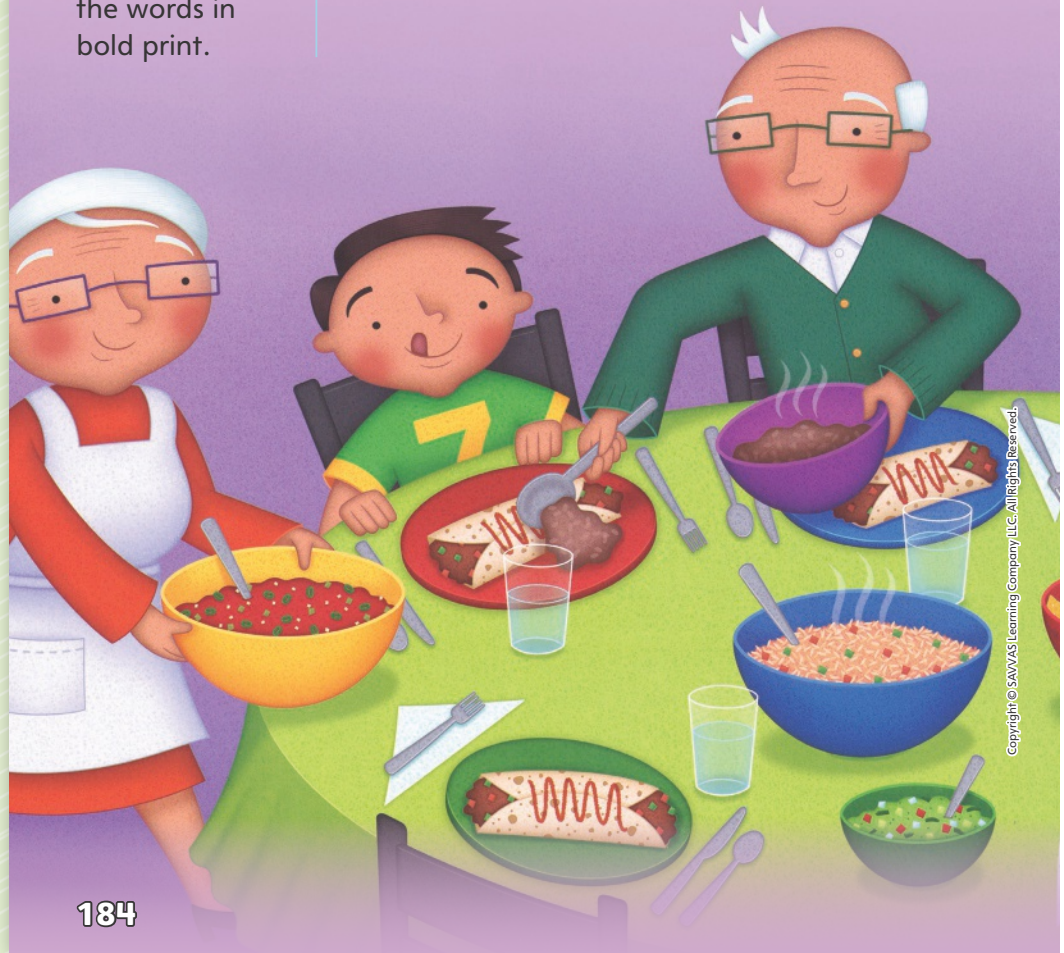
### CLOSE READ



### Make Inferences

**Highlight** the words that help you infer, or figure out, what foods Manuel may be thinking of when he says the words in bold print.

- 3 Tonight, Abuela is making a **tasty dinner**. Abuela means “Grandmother.” She cooks the kind of food she grew up eating, first in Mexico and then in California.



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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Character Development** Guide students to note details about characters in the story as they read. Point out that students learn information about Manuel's grandmother on p. 184. Have students write three things they know about Manuel's grandmother after reading *SI* p. 184. For more instruction on Author's Craft, see pp. T326–T327.



- 4 Her burritos and salsa make my stomach happy! Now I can't wait for my turn to talk on Friday.



## First Read

### Read

**THINK ALOUD** As I read, I think about what I learn about food from different cultures. I read about burritos and salsa in paragraph 4. Manuel's Abuela made the food. She is from Mexico and she cooks the food she grew up eating. So, burritos and salsa must be part of Mexican culture.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Organizing Information** Have students look at the text feature at the bottom of the page. Point out that this text feature is a question addressed to the reader. Ask: *How does the question help you connect to the story?* Have students discuss their answers to the question on the page in pairs. For more information on instruction in Author's Craft, see pp. T326–T327.

## First Read

### Look

**THINK ALOUD** In the picture, I see a boy pointing at the word “Italy” on the board. I also see a picture of noodles. The label says “spaghetti.” I know that the students are giving presentations on food from different cultures. So, from the picture, I can figure out, or infer, that spaghetti must come from Italy.

#### CLOSE READ

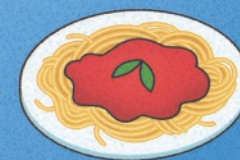


**sauce** a liquid served with food to make the food taste better

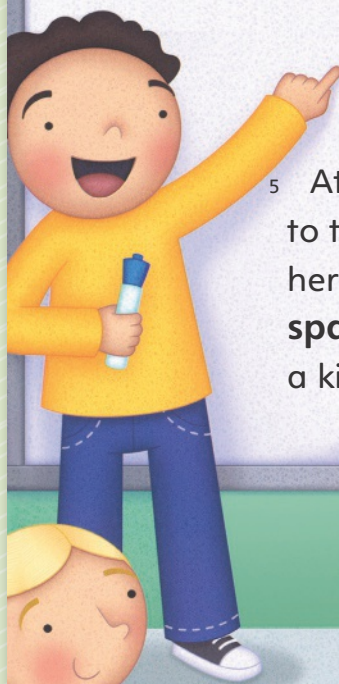
### Chapter Two

## Noodles from Different Places

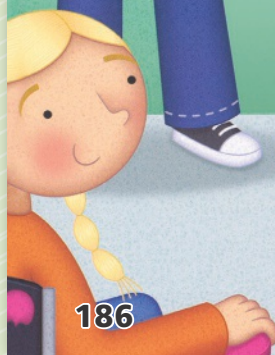
spaghetti



Italy



5 At school on Tuesday, it’s Tony’s turn to talk. “My great-grandparents came here from Italy,” he says. “My family loves **spaghetti with marinara sauce**. That’s a kind of tomato sauce.”



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### Possible Teaching Point



#### Read Like a Writer | Author’s Craft

**Organizing Information** Before students read the text on the page, have them look at text features including the chapter title, the words and picture on the board, and the words in bold print in paragraph 5. Ask: **What can you learn just by reading and looking at the text features on the page?** For more information on instruction in Author’s Craft, see pp. T326–T327.

CLOSE READ **Understand Text Features**

Look for the feature in a box that asks you questions. Underline the first question in the box.

- 6 Ms. Chen tells us that people have moved to the United States from all over the world. They still make many of the foods from their home countries. **Spaghetti and marinara sauce are Italian foods.**

What parts of the world does your family come from? Do they like to eat any special foods from those places?



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**First Read****Talk**

Have pairs of students discuss the text and respond to the question on the page. Ask: **What is the most interesting thing you have learned about different foods so far? What special food does your family eat?**

**Close Read****Understand Text Features**

Remind students that text features can include text written inside a box on the page. Explain that text features connect with and add to the main text on the page.

Have students read **p. 187** to look for the feature with text that speaks to the reader and then to underline the first question in this text. **See student page for possible responses.**

Ask students what they think the purpose of this kind of text feature is. Have students support their responses with text evidence from p. 187.

**Possible Response:** The text at the bottom of the page speaks to us, the reader, because it asks us some questions about our family and the foods our family likes to eat. It helps the reader connect to the text.

DOK 2

**OBJECTIVES**

Recognize characteristics of multimedia and digital texts.

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

**Possible Teaching Point** **Academic Vocabulary | Oral Language**

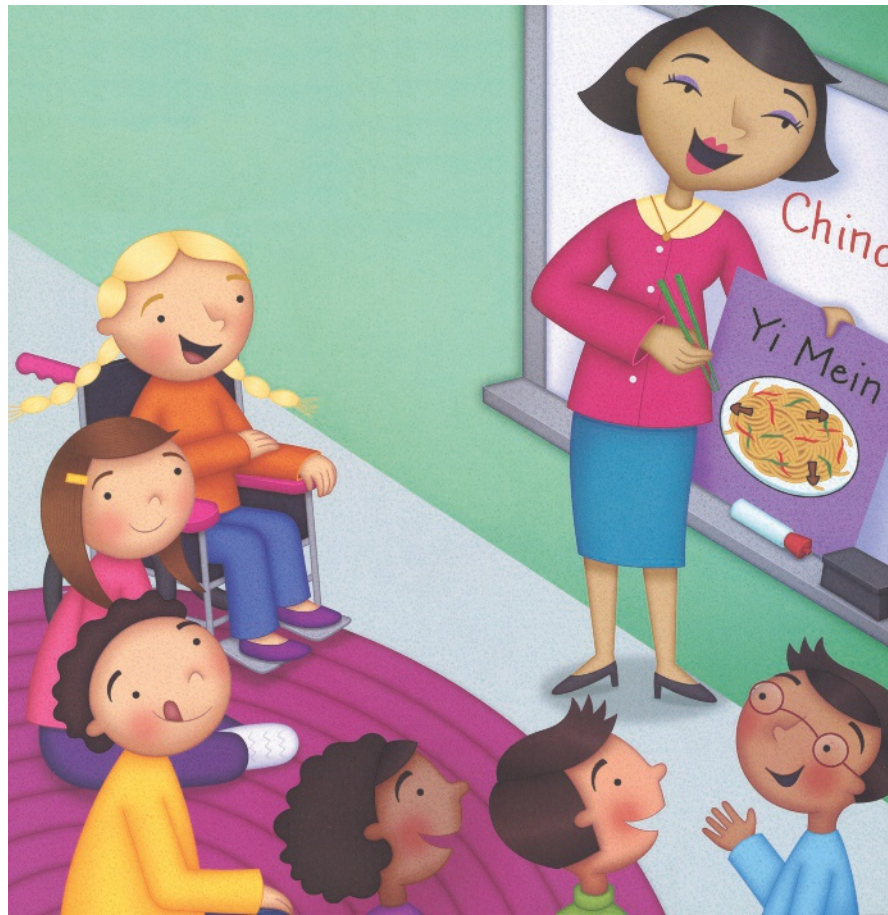
Use the Academic Vocabulary lesson on pp. T286–T287 in the Reading-Writing Workshop Bridge to remind students to use new vocabulary words when they answer questions about the text and when they talk with a partner. Have students practice using the term *purpose*. Ask: **What do you think is the purpose of the class project? Why do you think Ms. Chen is asking students to share foods they eat at home?**



## First Read

### Read

As they read, have students make connections between different cultures and types of food. Have students create a two-column chart with the headings Culture/Place and Food. Have students add to the chart as they read. As they read p. 188, ask: **Where are Ms. Chen's parents from? What is one food they eat?**



- 7 Ms. Chen shows us another kind of noodle dish. It's called yi mein. "Many cultures eat noodles," she says. "My parents moved here from China. They use **chopsticks** to eat their noodles."

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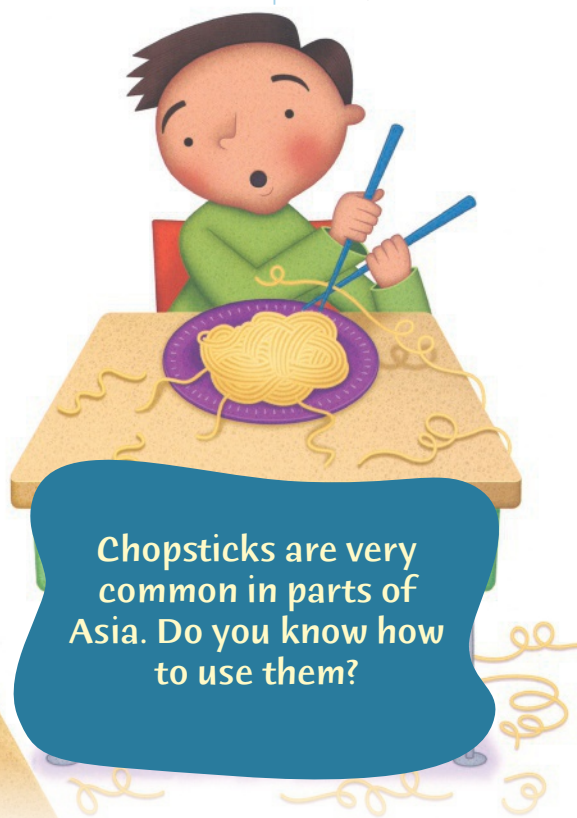
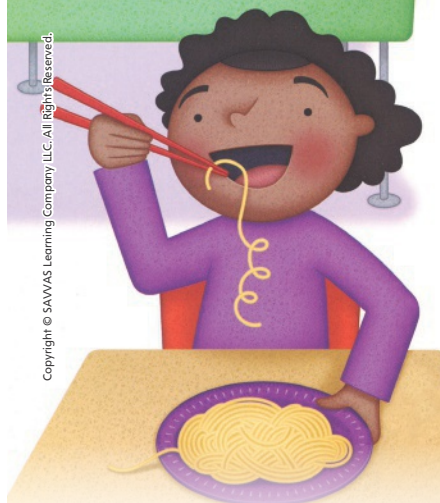
### Possible Teaching Point



**Language & Conventions** Use the Language & Conventions lesson on p. T459 in the Reading-Writing Workshop Bridge to remind students that adverbs answer the questions *How?* *Where?* or *When?* Point out the use of the adverb *here* on p. 188. Have a student read aloud the sentence "My parents moved here from China." Ask: **In this sentence, which question does the adverb answer?** (where?) Guide students to understand that the adverb modifies or gives more information about the verb *moved*.



- 8 A cafeteria worker brings in plain noodles so we can try using chopsticks. Ms. Chen shows us how.
- 9 **Noodles sure are sneaky!**



Chopsticks are very common in parts of Asia. Do you know how to use them?

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## CLOSE READ

## Make Inferences

**Highlight** the sentence that helps you know how Manuel feels about using chopsticks.

**plain** simple; nothing on it

## First Read

## Look

**THINK ALOUD** I see that the text feature at the bottom of the page asks me, the reader, if I know how to use chopsticks. I have never used chopsticks, so I will try to figure out how to use them by looking at the pictures and seeing if I can tell which student is using chopsticks the best. It looks like Manuel is having trouble. He is trying to use the chopsticks with both hands. The other two students seem to be using them correctly. They hold the chopsticks the same way.

## Close Read

## Make Inferences

Explain that students can use both text and graphics, or pictures, to help them make an inference about the characters in a story.

Explain that sometimes writers do not explain directly how a character thinks or feels. The reader needs to draw his or her own conclusions from the words on the page. First, have students use the illustration to draw conclusions about Manuel's feelings. Ask: **Is Manuel successful with the chopsticks? How do you know?** Then direct students to **paragraph 9**. Have them highlight the sentence that supports their answer. **See student page for possible responses.**

**Possible Response:** Both the picture of Manuel looking like he's having trouble with his chopsticks and the text "Noodles sure are sneaky," tell me that Manuel feels unsure about using chopsticks.

DOK 2

## OBJECTIVE

Make inferences and use evidence to support understanding.

## CROSS-CURRICULAR PERSPECTIVES

## Social Studies



Chopsticks—two wooden sticks used as eating utensils—were developed by the Chinese approximately five thousand years ago. The tools spread across most of east Asia and are today made of bamboo, plastic, wood, or stainless steel. Chopsticks are used to eat all manner of food, including noodles, a basic Chinese food. Noodles are so important to the Chinese culture that a special dish of "longevity noodles" is made at birthdays and celebrations. The noodles are eaten whole and never broken, so as to symbolize long life. Have students connect this information to pp. 188–189 of the *Student Interactive*, as well as to the infographic on pp. 172–173.

## First Read

### Ask

**THINK ALOUD** As I read, I ask questions about ideas I want to know more about. In the illustration, Marit's bread and Raj's bread look similar to me. They're both flat and round. How are the two breads different? Are they made differently? I'll keep reading to see if I can find the answer. If I don't see an answer in the text, I can do more research to answer my questions.

### Chapter Three

## Flat Bread, Puffy Bread

10 On Wednesday, Marit and Raj share different breads. I can see that the breads are both flat and round like Abuela's tortillas.



190

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Text Features** Help students read the map on p. 190. Guide students to use the labels and arrows to understand where India and Norway are located on the map. If possible, use a classroom map to identify other locations discussed in the text (Mexico, China). For more instruction on Author's Craft, see pp. T326–T327.



- 11 Raj's bread is called roti. His dad ate it growing up in India. It's chewy and good.
- 12 Marit's bread is called lefse. It's from Norway. That's where her family comes from.

13 **It melts in my mouth.**



## CLOSE READ

**Make Inferences**

In the sentence shaped like a hill, **highlight** the words that help you know if Manuel likes lefse.

**First Read****Read**

Have students add to their two-column charts to write information about food from India and Norway. Then ask students to compare and contrast each type of bread. Ask: **How are some of these foods the same? How are they different?** Have students discuss their answers in pairs.

**Close Read****Make Inferences**

Remind students that they should use what they already know along with text evidence to make an inference.

Have students find the sentence shaped like a hill and read the sentence aloud. Ask: **When Manuel says the bread melts in his mouth, does that mean he likes it or dislikes it? Why?** Have students complete the Close Read activity on p. 191. **See student page for possible responses.**

Ask students whether they can make an inference about Manuel's feelings for roti. Have students support their responses with text evidence from p. 191.

DOK 2

**OBJECTIVE**

Make inferences and use evidence to support understanding.

**Possible Teaching Point****Read Like a Writer | Author's Craft**

**Sensory Details** Explain that writers include details that relate to touch, sight, smell, taste, and sound to help the reader connect with the ideas in the text. Have students find examples of sensory details on p. 191 (*chewy, melts in my mouth*). Point out how the words the author uses help students understand how the bread tastes. For more instruction on Author's Craft, see pp. T326–T327.

## First Read

### Talk

In pairs, have students discuss the question: “Which tradition or food has been especially interesting to you?” Have you read about any foods or traditions you did not know about before? Have pairs work together to write one question they could research to learn more about the tradition or food that they are interested in.



## Close Read

### Vocabulary in Context

Remind students that using context is one way to determine the meaning of unfamiliar words.

Direct students’ attention to **paragraph 15**. Look at the sentences that come before the word *Shabbat* to learn more about this word. I see the phrase “religious tradition called *Shabbat*.” What religion? When does the tradition happen? Look for more context clues that answer those questions. See **student page for possible responses**.

Encourage students to compare the illustrations of challah on p. 192 to roti and lefse on pp. 190–191.

DOK 2

### OBJECTIVES

Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

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



CLOSE READ

### Vocabulary in Context

Underline words that help you understand what *Shabbat* means.

- 14 Then Lara shows us a braided bread called challah. It’s puffy instead of flat.
- 15 Lara’s family is Jewish. They eat challah every Friday night. It’s part of their religious tradition called *Shabbat*.

192

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### CROSS-CURRICULAR PERSPECTIVES

### Social Studies



Bread is one of the world’s simplest foods and yet is also one of the most diverse. Made with differing proportions of flour and water, there is evidence that humans have been eating bread since the Neolithic era. Over the centuries, bread has become key in countless religious and cultural celebrations, including Polish weddings, Mardi Gras in New Orleans, and the annual Bread Festival in France. Have students connect this information to pp. 190–192 of the *Student Interactive*, as well as to the infographic on pp. 172–173.




- 16 Ms. Chen tells us that many religions have traditions with food. For example, some people don't eat pork because of their religion.



## First Read

### Look

 **THINK ALOUD** The text talks about the importance of food in many religious traditions. I look at the illustration and wonder which religious tradition this family is celebrating. Then I see the challah on the table, and I recognize Lara, so I know this is probably Shabbat, the Jewish tradition.

### Possible Teaching Point



#### Academic Vocabulary | Oral Language

Use the Academic Vocabulary lesson on pp. T286–T287 in the Reading-Writing Workshop Bridge to remind students to use the vocabulary terms to talk about the text. Point out the academic vocabulary word *belief*. Explain: Sometimes, people choose to eat or not eat certain foods because of their religious beliefs. Ask: How can people's beliefs affect the food they eat? Encourage students to use academic vocabulary in their responses.

## First Read

### Talk

**THINK ALOUD** I think it's interesting that Layla and her dad go fishing and eat the fish they catch. It's fun to think about doing something that people did thousands of years ago. Today, people usually eat fish from a supermarket or restaurant. I think it would be fun to try to catch and cook fish, but it is probably hard too.

## Close Read

### Understand Text Features

Remind students that text features help them locate information.

Explain that a heading tells what a section of text will be about. It is usually written in a bigger, bolder font than the rest of the text on the page. Have students read p. 194 to find and underline the heading that tells the topic of this chapter. **See student page for possible responses.**

Ask students to look back over the titles of the first three chapters. Ask students to think about how the text in each chapter relates to the title.

DOK 2

### OBJECTIVES

Recognize characteristics of multimedia and digital texts.

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

CLOSE READ



### Understand Text Features

Underline the heading that tells you the topic of this chapter.

## Chapter Four

# Families Make Different Choices

- 17 On Thursday, Jayla shows us her fishing pole. She tells us about fishing with her dad. They **cook** and **eat** the fish they catch.
- 18 "People have hunted and fished for food for thousands of years," Ms. Chen says.



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**ELL Targeted Support Related Words** Check students' understanding of the relationships between related words.

Point out the related words *fishing*, *fish*, and *fished* on SI p. 194. Define each word and name its part of speech. Provide sentence frames: *We went \_\_\_\_\_.* *We \_\_\_\_\_ yesterday.* *Did you catch a \_\_\_\_\_?*

### EMERGING/DEVELOPING

Have students point out a pair of related words with similar meanings on SI p. 194. **EXPANDING/BRIDGING**



## CLOSE READ



- 19 She also says some families choose not to eat meat or fish. Others don't eat anything from animals.
- 20 **That means no meat, eggs, or dairy products.**

**products** things people use or eat



## First Read

### Ask

**THINK ALOUD** I read that some families don't eat anything that comes from animals. They don't eat meat, eggs, or dairy products. What are dairy products? They must come from animals, but I'm not sure exactly what foods are dairy products. I'll keep reading to see if I can find out. If I don't see the answer, I'll make a note to research my question later.

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Text Features** Direct students to the bold words on p. 195. Explain that these words give examples of things that come from animals. Ask students to think about why the author chose to make them bold. Explain that text features can draw the reader's attention to important information. For more information on instruction in Author's Craft, see pp. T326–T327.



## First Read

### Look

**THINK ALOUD** I'm getting close to finding out what Manuel is bringing to class. The ingredients pictured on this page remind me of what I saw in a picture of a dish from earlier in the story on p. 184. I think Manuel is bringing salsa!

## Close Read

### Understand Text Features

Tell students that text features include words in bold type. Authors use bold type to emphasize words or sentences.

Have students scan p. 196 to find and underline the bold words that describe what is happening. **See student page for possible responses.**

Ask students to think about common ingredients in many foods. Have students support their responses with the labeled foods on p. 196.

**Possible Response:** On the counter are four food products with labels of either words or initials, so I will underline them: "Diced Tomatoes," "Green Chiles," "S" (for salt), and "P" (for pepper).

DOK 2

### OBJECTIVES

Recognize characteristics of multimedia and digital texts.

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

### CLOSE READ

#### Understand Text Features

Underline the bold words that tell what is happening.

21 Thursday after school, Abuela and I get busy in the kitchen. **We're making the food I'm going to talk about in school.**



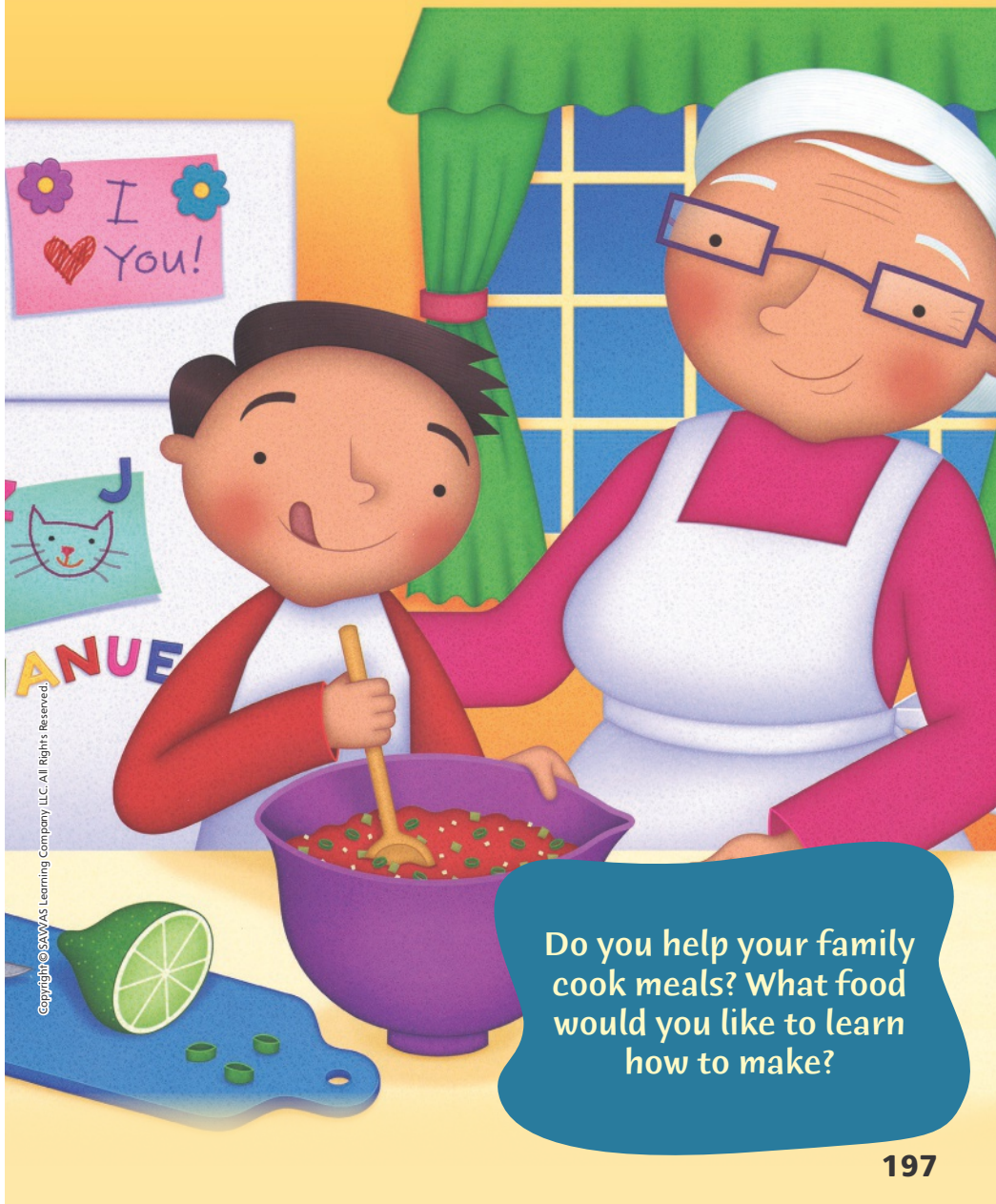
196

**ELL Targeted Support Initials** Explain that the first letter of a familiar English word is sometimes used to stand for the word.

Point to the salt and pepper shakers. Guide students to provide the words *salt* and *pepper* to label each. **EMERGING/DEVELOPING**

Have partners brainstorm other common English words that are recognizable as initials. For example, *Y(es) / N(o)* or *H(ot) / C(old)*.

**EXPANDING/BRIDGING**



## First Read

### Look

Have students look at the illustration to make a prediction about what food Manuel will bring to class. Direct students back to p. 184. Ask: [Do you see the same food on this page?](#) [Can you identify the food Manuel is making?](#)

Do you help your family cook meals? What food would you like to learn how to make?

197

### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Text Features** Point out the text feature on the bottom of p. 197. Explain that answering the question in the box helps the reader connect with the story. In pairs, have students answer the questions at the bottom of p. 197. Have partners share their answers with the class. For more information on instruction in Author's Craft, see pp. T326–T327.

## First Read

### Read

**THINK ALOUD** On this page, we find out that Manuel decided to bring salsa to class. I read and look at the pictures to learn more about it. Manuel says he likes salsa spicy. This makes me think there are a few different ways to make salsa. It can be spicy or it can be plain. Manuel also says he and Abuela make their salsa with tomatoes. I wonder if other types of salsa are made without tomatoes.

## Close Read

### Vocabulary in Context

Remind students that using context is one way to determine the meaning of unfamiliar words.

Explain: I'll look for words that tell me more about salsa. I can ask questions to help me look for context clues. What is salsa? What ingredients are in it? What does it taste like?

Direct students to underline words that describe salsa and look at the illustrations of salsa if needed. Have students support their responses with text evidence from p. 198.

**See student page for possible responses.**

**Possible Response:** The text directly says that salsa is a "Mexican sauce," and it also says that Manuel and Abuela make theirs with "tomatoes." Manuel likes it "spicy." I will underline all these words.

DOK 2

### OBJECTIVE

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

CLOSE READ



### Vocabulary in Context

Underline the words that help you know what **salsa** means.

**spicy** having a strong, sharp flavor

## Chapter Five

# Finally, Friday

22 It's finally Friday. Have you guessed my food? "**Salsa** is a Mexican sauce," I say. "Abuela and I make ours with tomatoes. I like it spicy."

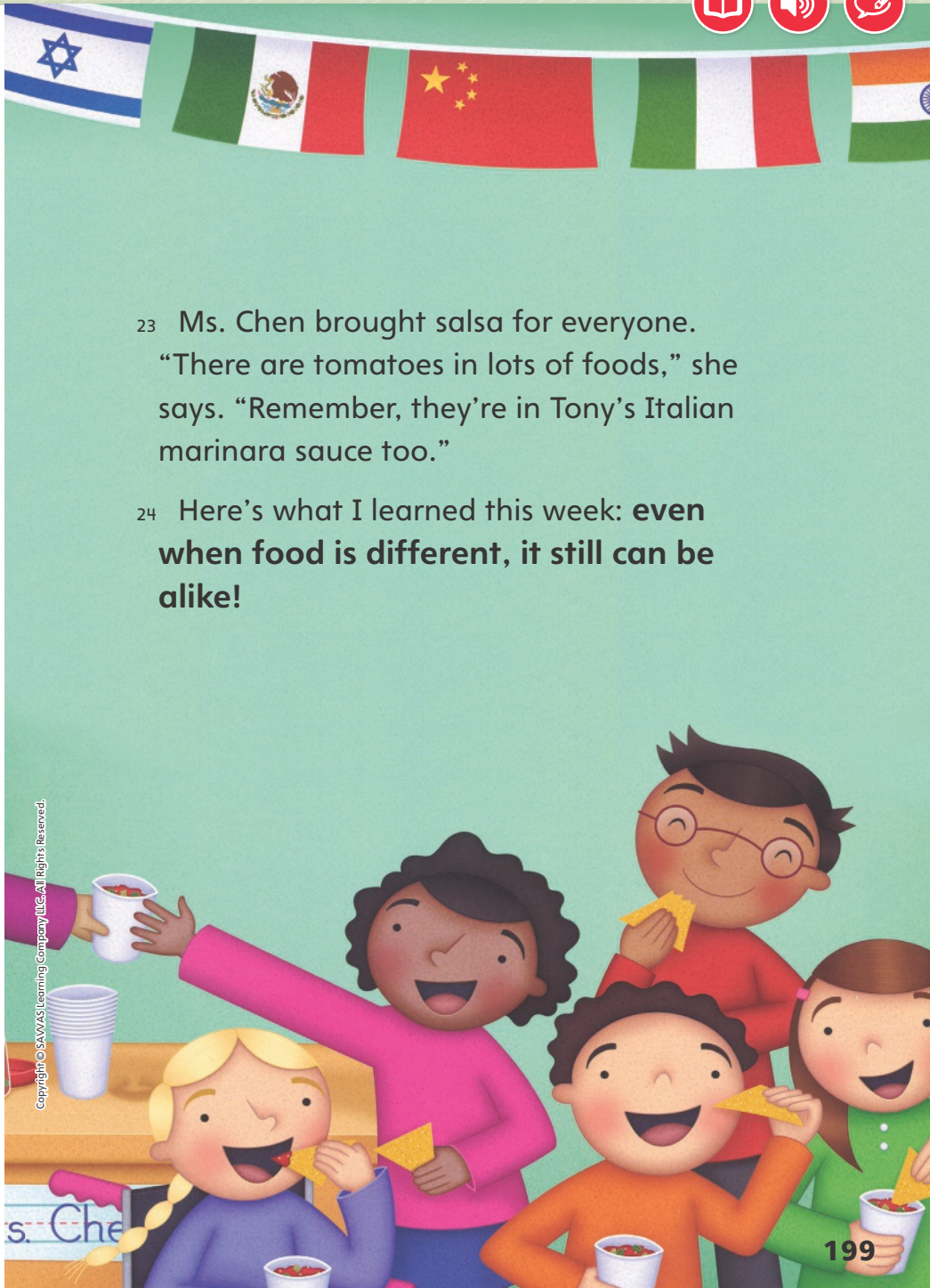


### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Text Features** Point out that students can use text features to help them determine the meaning of unfamiliar words. Sometimes, an author provides definitions for challenging vocabulary on the page. Model using the definition in the margin on p. 198 to understand the meaning of the word *spicy*. For more information on instruction in Author's Craft, see pp. T326–T327.



- 23 Ms. Chen brought salsa for everyone.  
“There are tomatoes in lots of foods,” she says. “Remember, they’re in Tony’s Italian marinara sauce too.”
- 24 Here’s what I learned this week: **even when food is different, it still can be alike!**

## First Read

### Talk

Have students discuss the text and draw comparisons between information in the text. Ask: *What was the most interesting thing you learned from the text? Name two foods and explain how they are similar. Name two foods and explain how they are different.* Have students discuss their answers with a partner.

**ELL Targeted Support Summarize** Explain that summarizing helps students check their understanding of new information.

Have pairs summarize what they learned. Provide sentence frames: *I learned that \_\_\_\_\_ is a food that people eat in \_\_\_\_\_.*

**EMERGING/DEVELOPING**

Have pairs write a one-paragraph summary of the story.

**EXPANDING/BRIDGING**

## First Read

### Ask

Ask students to imagine they are going to make the recipe for salsa on the page. Have students read the list of ingredients and recipe and then write a list of questions they have about the process. Model asking a question: *I'm not sure how to measure 28 ounces of tomatoes. How do I know if I have 28 ounces?*

## Close Read

### Understand Text Features

To help students complete the Close Read activity, first have them look at the illustration. Ask students to describe in their own words what they see in the illustration. Ask them to name the ingredients they see in the picture. Then, direct students' attention to the top of p. 201. Have students underline the step that describes what they see in the picture. **See student page for possible responses.**

DOK 2

### OBJECTIVES

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

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

### CLOSE READ



### Understand Text Features

Underline the numbered step that describes what the picture shows.

**ingredients** foods you use to make a dish

## 25 Make Your Own Salsa

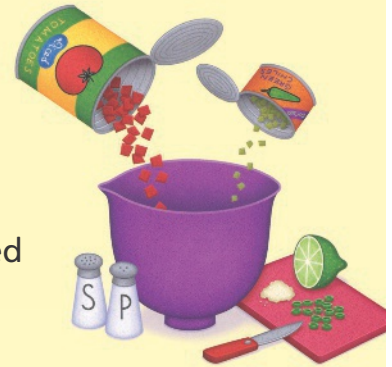
### Ingredients

- 1 can (28 ounces, or 794 grams) diced tomatoes
- 1 can (4 ounces, or 113 g) diced green chiles
- 2 green onions, thinly sliced
- 1 clove minced garlic
- 1 tablespoon lemon or lime juice
- 1/8 teaspoon salt
- 1/8 teaspoon pepper

### Directions

You can make salsa just like Manuel did! You'll need an adult to help you with some tasks, such as opening cans, chopping, and using a blender.

- 1) Wash your hands.
- 2) Drain the tomatoes. Set aside 1/4 cup of the tomato juice.



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### Possible Teaching Point



#### Read Like a Writer | Author's Craft

**Organizing Information** Help students understand how information is organized in a procedural text such as a recipe. Point out the first heading and ask: *What is the purpose of the recipe?* Point out the sections for "Ingredients" and "Directions." Explain that recipes tend to follow a common form. Dividing information into sections and steps makes it easier for the reader to follow instructions. For more information on instruction in Author's Craft, see pp. T326–T327.



## CLOSE READ

**Vocabulary in Context**

Antonyms are words with opposite meanings. Underline a word that is the opposite of **chunky**.

- 3) In a large bowl, mix together 1/4 cup tomato juice, drained tomatoes, and the other ingredients. You can leave out the green chiles if you don't like spicy food.
- 4) For chunky salsa, stir together and enjoy!
- 5) For smoother salsa, put everything into a blender. Blend on the slowest setting for just a few seconds. Continue blending a few seconds at a time until the salsa is as smooth as you like.
- 6) Serve the salsa with tortilla chips or with Mexican dishes like tacos or burritos.



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201

**First Read****Read**

**THINK ALOUD** As I read the recipe, I look for connections to the story about Manuel. I know Manuel and his abuela made salsa. I wonder if this is the same recipe they used. I remember Manuel said he made his salsa spicy. I'll look to see if this salsa is spicy. The recipe says "you can leave out the green chiles if you don't like spicy foods." I think Manuel probably used the green chiles to make his salsa.

**Close Read****Vocabulary in Context**

Tell students that antonyms are words with opposite meanings. Provide several examples, such as: *messy/tidy*, *full/empty*, and *funny/serious*. Explain that students are looking for a word in the recipe that is an antonym for *chunky*. Check students' understanding of the word *chunky*. Point out that for chunky salsa, the recipe ends at step 4. Explain that the steps following step 4 must be to make a type of salsa that is different from chunky salsa. Direct students' attention to step 5. Have students read the step to identify the word that means the opposite of *chunky*. **See student page for possible responses.** Have students explain their answer.

**Possible Response:** The text in step 5 talks about putting everything in a blender to make smoother salsa. The chunky salsa is going into the blender to become something different. The word *smooth* describes the salsa that is different from or the opposite of chunky salsa. **DOK 2**

**OBJECTIVES**

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

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

**Possible Teaching Point****Language & Conventions | Adverbs**

Use the Language & Conventions lesson on p. T459 in the Reading-Writing Workshop Bridge to remind students that adverbs tell how, when, or where something happens. Explain that adverbs are helpful in a procedural text such as a recipe because they describe how something is done. Point out phrases from the recipe that include adverbs such as "stir together," and "mix together." Challenge students to create phrases using adverbs based on the instructions or ingredients in the recipe. For example: "thinly slice the onions" or "carefully dice the chiles."

# Respond and Analyze



*My Food, Your Food*

## OBJECTIVES

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

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

Respond using newly acquired vocabulary as appropriate.

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

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

## My View

Use these suggestions to prompt students' initial responses to reading *My Food, Your Food*.

- **Ask** Why do you think the author included a procedural text at the end of the realistic fiction story?
- **Freewrite** Write about how one of the foods in the text makes you feel. Have you eaten this food, and, if so, do you like or dislike it?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that the author chose the newly acquired vocabulary words *cultures*, *plain*, *products*, *spicy*, and *ingredients* to help describe details about traditional foods.

- Remind yourself of the word's meaning.
- Ask yourself what the author is describing about traditional foods.

**MODEL AND PRACTICE** Model filling out the chart on p. 202 in the *Student Interactive* using the newly acquired vocabulary word *products*.

- I know that the word *products* means “things that people use or eat.”
- I also know that *dairy products* are things that come from milk. Dairy products I have tried are butter, milk, ice cream, and cheese. I'll write these products in the column under “Questions.”

**ELL Targeted Support Vocabulary** Explore the meanings of *spicy* and *plain*.

Define each word using the definitions in the *Student Interactive*. Then have students brainstorm examples of foods that are spicy or plain. Discuss why these foods might be considered opposites. **EMERGING/DEVELOPING**

Have students write definitions of *spicy* and *plain* and then create a two-column chart listing examples of each type of food.

**EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 My TURN** Have students illustrate their comprehension of newly acquired vocabulary as they complete p. 202 of the *Student Interactive*. Circulate to make sure students answer all questions.

**OPTION 2 Use Independent Text** Have students use a dictionary to find the definitions of unfamiliar words. Ask them why they think the author chose these words to help describe the topic of the text.

### QUICK CHECK



**Notice and Assess** Can students answer questions about vocabulary?

#### Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T320–T321.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T320–T321.

**Check for Understanding My TURN** Ask students to complete p. 203 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 202–203

VOCABULARY	COMPREHENSION	READING WORKSHOP										
<p><b>Develop Vocabulary</b></p> <p> <b>MY TURN</b> Answer the questions in the chart. Use the vocabulary words in your responses.</p> <table border="1"> <thead> <tr> <th>Word</th> <th>Questions</th> </tr> </thead> <tbody> <tr> <td>products</td> <td>What dairy products have you tried? Responses should demonstrate understanding that dairy products include things like butter, milk, ice cream, and cheese.</td> </tr> <tr> <td>sauce</td> <td>What kind of sauce do you like on spaghetti? Responses should demonstrate understanding of kinds of spaghetti sauce, such as tomato sauce alone or with meat.</td> </tr> <tr> <td>plain, spicy</td> <td>Which foods do you like better, plain or spicy? Why? Responses should demonstrate understanding of the difference between plain and spicy.</td> </tr> <tr> <td>ingredient</td> <td>What is your favorite ingredient on a pizza? Why? Responses should demonstrate understanding that an ingredient is part of a prepared food.</td> </tr> </tbody> </table> <p>202</p>	Word	Questions	products	What dairy products have you tried? Responses should demonstrate understanding that dairy products include things like butter, milk, ice cream, and cheese.	sauce	What kind of sauce do you like on spaghetti? Responses should demonstrate understanding of kinds of spaghetti sauce, such as tomato sauce alone or with meat.	plain, spicy	Which foods do you like better, plain or spicy? Why? Responses should demonstrate understanding of the difference between plain and spicy.	ingredient	What is your favorite ingredient on a pizza? Why? Responses should demonstrate understanding that an ingredient is part of a prepared food.	<p><b>Check for Understanding</b></p> <p> <b>MY TURN</b> Look back at the text to answer the questions. Write the answers.</p> <ol style="list-style-type: none"> <li>1. What part of the text is realistic fiction? What part of the text is procedural, or has instructions that tell how to do something?  <b>DOK 2</b> The story with characters and events that could happen in real life is realistic fiction. The recipe that tells how to make salsa is procedural.</li> <li>2. Why do you think the author included a salsa recipe? What is the recipe's first step?  <b>DOK 3</b> It gives readers a chance to follow instructions to make their own salsa. The first step is to wash your hands.</li> <li>3. How do the children feel about sharing their special foods with the class? How do you know?  <b>DOK 2</b> They are proud and excited to share their cultures and traditions. They look excited in the pictures and sound excited in the text.</li> </ol> <p>203</p>	
Word	Questions											
products	What dairy products have you tried? Responses should demonstrate understanding that dairy products include things like butter, milk, ice cream, and cheese.											
sauce	What kind of sauce do you like on spaghetti? Responses should demonstrate understanding of kinds of spaghetti sauce, such as tomato sauce alone or with meat.											
plain, spicy	Which foods do you like better, plain or spicy? Why? Responses should demonstrate understanding of the difference between plain and spicy.											
ingredient	What is your favorite ingredient on a pizza? Why? Responses should demonstrate understanding that an ingredient is part of a prepared food.											



Use the  **QUICK CHECK** on p. T293 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### DECODE WORDS WITH VOWEL TEAMS

#### Sound-Spelling Cards

Display Sound-Spelling Card 103. Point to the picture and say the word *fruit* aloud, stressing the /ü/ sound. Say: *The word fruit has the /ü/ sound spelled ui. What other spellings for the sound /ü/ do you know? What words have the sound /ü/?*



Refer students to *S/* pp. 174–175. Read the pages together to identify words with the sound /ü/. Have students tell how the sounds are spelled in each word.

#### ELL Targeted Support

Have students practice reading and sounding out vowel teams.

Write: *tooth, glue, new, and fruit*. Read each word and have students tell the vowel sound they hear. Underline the vowel spelling as they say each word. **EMERGING**

Write: *boot* and *bait*. Have students say each word and underline the vowel team. Repeat with *true/tray; sought/suit; chow/chew; moon/moan*.

#### DEVELOPING



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

## Intervention Activity

### DECODE WORDS WITH VOWEL TEAMS

Use Lesson 7, pp. T61–T64, in the *myFocus Intervention Teacher's Guide* for additional instruction on vowel teams.

LEVEL C • MODEL AND TEACH

**Lesson 7** Vowel Teams oo, ew, ue, ui

**INTRODUCE** Remind students that vowel sounds can be spelled in more than one way. For example, you have learned that the long *i* sound can be spelled with the letters *i*, *ie*, and *igh*. In this lesson, we will learn that the /oo/ sound can be spelled with the letters *oo*, *ew*, *ue*, and *ui*.

**MODEL** Display or share copies of "A Cool Thing to Do" from Student Page S61 and read it aloud.

**OBJECTIVES:**

- Understand the concept of vowel patterns.
- Recognize /oo/ spelled oo.
- Recognize /oo/ spelled ew.
- Recognize /oo/ spelled ue and ui.

**A Cool Thing to Do**

It's hot in my room. What can I do to feel cool? I can go to the pool! But I grew so tall. My swimsuit is too small.

I need a new suit. So I go to the shop. Do I want red or blue? It's hard to choose.

Soon, I feel thirsty. I have fruit juice. (I have ice cream, too.) It gets too late to go to the pool. So I go to the zoo. I blow up a balloon. I see a blue snake. Now that's cool!

**TEACH** Reread the passage with students. Point out the word *room* in sentence 1. Listen as I say this word: *room*. Say it with me: *room*. The word *room* has the /oo/ sound spelled with the letters *oo*. Repeat this process for the words *grew* (sentence 4), *suit* (sentence 6), and *blue* (sentence 8). Make sure students can pronounce each word correctly. Then help them find other words in the passage with the /oo/ sound and the spellings *oo*, *ew*, *ui*, and *ue*.

Phonics, Morphology, and Spelling T • 61

## Fluency

Assess 2–4 students



### PROSODY

Have students practice reading to a partner with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 85–90 in Unit 3, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Independent/Collaborative

### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Have students work together with letter tiles to practice making words with the vowel teams: *oo*, *ue*, *ew*, and *ui*. Have them write each word they create on a note card. Then have them take turns showing a card and having other students in the group say the word on the card.



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

### Decodable Reader



Students can read the decodable reader, *Just for Dad*, to practice reading words with vowel teams and a number of high-frequency words.

### High-Frequency Words

Have students compare the vowel sounds in this week's high-frequency words: *hear*, *idea*, and *enough*. Have them work with a partner to say the words, write the words, and identify the vowel sounds. Ask students to discuss the spellings of the sounds. Challenge students to identify the number of syllables in each word.

### Centers



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

## Decodable Reader

**Just for Dad**  
Written by Jim Martinez

Decodable Reader  
17

<b>Vowel Team oo</b> afternoon bedroom	<b>Vowel Team ue</b> foods school	<b>Vowel Team ee</b> blue clues	<b>Vowel Team ui</b> glue Sue
<b>Vowel Team ew</b> new	<b>Vowel Team ui</b> stew fruit	<b>Vowel Team ui</b> juice	

**High-Frequency Words**  
could hear said something want  
enough idea some they working

129

Sue and Joy want to do something kind for Dad. He is working hard at his new job. They didn't give him any clues.

130

That afternoon after school, they went into the bedroom. He could not hear them.

131

Sue has an idea. They could make some of the foods he likes.

132

Joy said that they could make a card with paper and glue.

133

They make enough stew for a crowd. Sue piles the fruit, and Joy makes juice.

134

They put the blue card on the tray with the food.

135

"What a great idea! I can't thank you enough," said Dad.

136

Use the  **QUICK CHECK** on p. T317 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that you can use key vocabulary in a text, as well as what you already know, to help you make inferences about the text. Have students look back at *My Food, Your Food* for some words the author uses to describe traditional foods.

### ELL Targeted Support

Tell students they can use different strategies to learn the definition of a word. Have students use visual and contextual support to enhance their understanding of the vocabulary.

Choose pictures from a magazine or book that illustrate the following vocabulary words: *sauce*, *plain*, *products*, *spicy*, and *ingredients*. Ask students leading questions about each picture.

### EMERGING

Instruct students to look up the definitions of the vocabulary words in a dictionary and then write the definitions in their own words. **DEVELOPING**

Have students complete and write the following sentences using the vocabulary. Direct them to use a dictionary as needed. *A dish made with hot peppers can be very \_\_\_\_.* *At the beginning of a recipe is a list of \_\_\_\_.* **EXPANDING**

Direct individuals to write five sentences, each using a vocabulary word. Then have them share with the class. **BRIDGING**



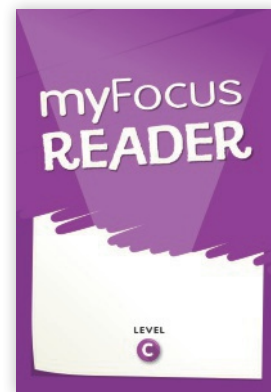
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### DEVELOP VOCABULARY

Read pp. 38–39 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



### RATE

Help students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage at a reasonable and comfortable rate. Tell students they may adjust their rate while reading as needed.

### ORAL READING RATE AND ACCURACY

Use pp. 85–90 in Unit 3, Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to discuss what they learned about the unfamiliar words they found in their text.

### Possible Conference Prompts

- What words has the author used that are specific to the topic?
- Why do you think the author chose those words?
- What helped you understand new words?

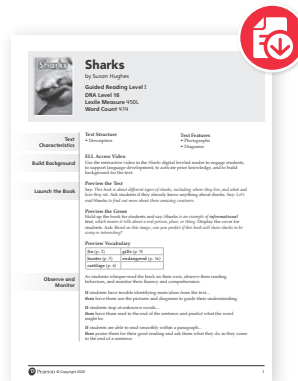
**Possible Teaching Point** Readers pay attention to the words authors use. They might think, “Why did the author choose this word?”

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see *Matching Texts to Learning*, pp. T288–T289.
- For instructional support on using vocabulary to help make inferences about a text, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and why the author may have chosen those words.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *My Food, Your Food* or “How to Make Glitter Slime.”
- read a trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

### Centers



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

### Literacy Activities



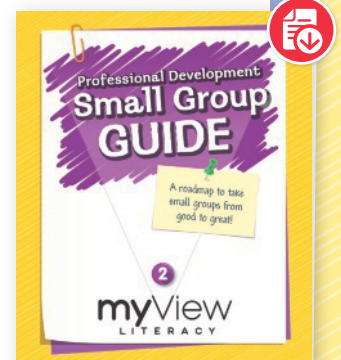
Students can

- independently complete the chart on *Student Interactive* p. 202.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 203.
- play the myView games.

### SUPPORT PARTNER READING

As students work with partners, they can practice fluency and comprehension skills along with collaboration skills. Support students as they read and analyze texts together.

See also the *Small Group Guide* for additional support.



# Word Work

## OBJECTIVES

Decode words with short, long, or variant vowels, vowel teams or digraphs, and blends.

Identify and read high-frequency words.

## Phonics: Review Vowel Teams *oo, ue, ew, ui*

### Minilesson

**FOCUS** Remind students that a sound can have more than one spelling. Review with students the spellings they have learned that represent the sound /ü/. Write the following words on the board: *spoon, clue, few, and fruit*. Read each word with students and underline the vowel team in each word.

**MODEL AND PRACTICE** Model how you pay attention to vowel sounds and spellings when you read and write words. Say: *I look for vowel patterns to help me read the words. I know that vowel digraphs stand for one sound. When I learn to spell words, I pay attention to the vowel sounds and the way they are spelled.* Have students work with a partner. Tell students to use a sheet of paper to make three columns with the following headings: *Moon, House, and Toy*. Write the words below on the board. Have students read each word, listening carefully to the vowel sound in the word. Then have them write the word in the column with the word that has the same vowel sound. Finally, have students write sentences for one word from each column.

town	cruise	new	joy	mouse	pool	point	glue
chew	tooth	suit	clown	found	blue	boil	royal



# High-Frequency Words

## Minilesson

**FOCUS ON STRATEGIES** Remind students of the high-frequency words for the week: *hear*, *idea*, and *enough*.

**MODEL AND PRACTICE** Read the words in the box on p. 176 and have students say the words with you. Ask them to spell the word *hear*. Repeat with *idea* and *enough*.


**APPLY MyTURN** Have students underline each high-frequency word in the sentence under the box, and then write a sentence for each word.

**TURN, TALK, AND SHARE** Have partners read each other's sentences and identify and name the high-frequency word in each sentence.

STUDENT INTERACTIVE, p. 176

### HIGH-FREQUENCY WORDS | DECODABLE TEXT

#### My Words to Know

 **MYTURN** Read the high-frequency words in the box. Then identify and underline them in the sentence.

hear

idea

enough


Do you have enough time to hear my idea?

Write a sentence that uses each word.

**Possible response: I hear a bird singing.**

**Possible response: That's a great idea!**

**Possible response: Dan brought enough pizza for everyone.**

 **TURN and TALK** Read each sentence aloud with a partner. Have your partner find and name the high-frequency word in your sentence. Take turns.

# Understand Text Features



## OBJECTIVES

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

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to talk about text features. Give students sentence starters, such as:

- One purpose of text features is \_\_\_\_.
- A text feature that helps with communication of a procedure is \_\_\_\_.

## ELL Access

Ask questions about the key features in the salsa recipe: *What do you need to know before you begin cooking? How do you know what to do first?*

## Minilesson

**FOCUS ON STRATEGIES** Authors use text features to achieve specific purposes, including to help readers locate and understand information.

- What does a heading tell about a section of text?
- Pay attention to illustrations. How do they help clarify the text?
- Ask yourself how labels give information.
- Ask yourself what information is in boxes or the numbered steps.

**MODEL AND PRACTICE** Use the Close Read note on p. 183 of the *Student Interactive* to model how to underline the label for a kind of soup.

- I see some pictures on the board of food, which makes sense because the class is learning about food this week. The middle picture is of a bowl of soup. I see a label above the soup that I think gives the soup's name, so I will underline the word *borscht*.
- Have pairs look for the feature that asks questions on p. 187 and then underline the first question in that text. Ask partners to discuss the author's purpose for using this feature in the text.

**ELL Targeted Support Use Visual and Contextual Support** Give students food magazines with recipes that contain text headings, illustrations, labels, text in boxes, and/or numbered steps.

Direct students to find all the text features they can. Discuss how students knew these were text features. **EMERGING/DEVELOPING**

Prompt partners to name examples of text features on the pages and then use this information to say what each recipe is for.

**EXPANDING/BRIDGING**



## EXPERT'S VIEW Sharon Vaughn, University of Texas at Austin

“It's important to remember that oral reading fluency is not just about rate. Accuracy and prosody also have a significant impact on comprehension. Prosody is a wonderful marker for reading. Pay attention to whether students are reading with meaning and attending to punctuation when they are reading aloud. That is a better indicator of comprehension than reading rate alone.”

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

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for identifying and understanding text features.

**OPTION 1 MyTURN** Have students annotate the text using the other Close Read notes for Understand Text Features and then use their annotations to complete the chart on p. 204.

**OPTION 2 Use Independent Text** Ask students to make a concept chart about their text, with *Text Features* in the middle and each spoke naming text features in the text.

### QUICK CHECK

**Notice and Assess** Can students understand text features?

#### Decide

- **If students struggle**, revisit instruction about understanding text features in Small Group on pp. T328–T329.
- **If students show understanding**, extend instruction about understanding text features in Small Group on pp. T328–T329.


STUDENT INTERACTIVE, p. 204

#### CLOSE READ

### Understand Text Features

Authors use **text features** to help readers locate and understand information.

- **Headings** tell what parts of the text will be about.
- **Illustrations**, or pictures, give extra information.
- **Labels** give more information about a picture.
- **Texts in boxes** ask questions or tell facts.
- **Numbered steps** tell how to do parts of a task in order.

 **MYTURN** Go to the Close Read notes. Underline text features. Complete the chart.

**Possible responses are shown.**

Text Features the Author Used	Information It Helped Me Understand
labels	the name of a kind of soup in a picture
question in a box	the part of the world my family is from and our special foods
heading	that Chapter 4 is about choices families make
numbered step and its illustration	the step of mixing drained tomatoes and other ingredients in a large bowl

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# Read Like a Writer, Write for a Reader

## OBJECTIVES

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

Develop drafts into a focused piece of writing by organizing with structure.

## ELL Access

### Text Features

Help students understand the purpose of text features. Display the directions for *Make Your Own Salsa* from pp. 200–201 of the *Student Interactive* (or another recipe) as a paragraph. Ask students to explain with specificity and detail which text is easier to follow. Have students break the paragraph into numbered steps and then compare with the steps in the recipe.

## Organizing Information

### Minilesson

**FOCUS ON STRATEGIES** Authors use text features to organize information so it is clear to readers. This helps authors achieve their purpose for writing. Text features include headings, numbered steps, labels, and captions.

- What is the purpose of the text?
- What text features does the author use to meet this purpose?

**MODEL AND PRACTICE** Model using pp. 200–201 of the *Student Interactive* to show students how and why authors organize information. **The author of *Make Your Own Salsa* organized the text to tell how to do something. The purpose of the text is to give a recipe for others to follow. What text features did the author use to make the recipe easy to follow?**

Guide students to look at the headings *Ingredients* and *Directions* and explain why these are necessary. Emphasize that if the information was written in paragraphs it would be a lot more difficult to follow.

# Handwriting

## OBJECTIVE

Develop handwriting by accurately forming all cursive letters using appropriate strokes when connecting letters.

## Letters v and z

**FOCUS** Display cursive lowercase v and z.

**MODEL** Model writing the letters v and z in cursive. Work with students to explain how to form the cursive letters using appropriate strokes. Write the words *van*, *wave*, and *zoom* for students to copy.



## ASSESS UNDERSTANDING

## Apply

## MyTURN

Have students complete the activity on p. 208 in the *Student Interactive*.

## STUDENT INTERACTIVE, p. 208

**AUTHOR'S CRAFT**

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

Authors organize the information in their writing to make it clear to their readers. Look back at the recipe in the text.

Text from "Make Your Own Salsa"	What This Structure Tells Me
<b>Ingredients</b>	This part lists what you need to make salsa. It is important because you need to make sure you have everything before you begin.
<b>Directions</b>	This part gives the steps, in order, for making salsa. It is important because you need to follow the steps in order so that the salsa is made correctly.

**MYTURN** Write a recipe that tells how to make your favorite sandwich.

Responses should include ingredients and utensils (e.g., bread, peanut butter, jam, knife) and a list of numbered steps under Directions.

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## Writing Workshop

Have students organize information logically in their Writing Workshop texts. During conferences, support students' writing by helping them find ways to use headings and other text features to organize information logically.

**PRACTICE** Have students use p. 146 from the *Resource Download Center* to practice writing cursive v and z.

Name \_\_\_\_\_

**Handwriting**

Cursive Letters v, z

Look at the lowercase cursive v in the box. What kind of strokes are used? Where do you start a lowercase cursive v? How do you finish it?

**MYTURN** Trace the cursive letters. Then write the lowercase cursive letter v.

Look at the lowercase cursive z in the box. What kind of strokes are used? Where do you start a lowercase cursive z? What do you do next? How do you finish it?

**MYTURN** Trace the cursive letters. Then write the lowercase cursive letter z.

Grade 2 • Unit 3 • Week 5

146

Handwriting, p. 146

Use the  **QUICK CHECK** on p. T325 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### UNDERSTAND TEXT FEATURES

**Teaching Point** Readers of procedural texts can use headings, pictures, and numbered steps to easily locate and understand how to follow the text's instructions. Have students look back at the numbered steps on *SI* pp. 200–201 to find the features that will help them understand how to make salsa.

### ELL Targeted Support

Choose a page from *My Food, Your Food* and have students ask and answer questions using the Academic Vocabulary words *communication* and *purpose*.

Write: *communication*. Help students define the Academic Vocabulary word, and write what they say. Then ask: **How is this page an example of communication?** Help students use words from the definition in their responses. **EMERGING**

Have students use the Academic Vocabulary word *purpose* to ask and answer questions about the role of a certain text feature on the page. **DEVELOPING**

Have students use the Academic Vocabulary word *communication* to ask and answer questions about the information conveyed by the illustrations and text features on the page. **EXPANDING**

Have partners use both Academic Vocabulary words to ask and answer questions about the illustrations and text features on the page.

### BRIDGING



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

## Intervention Activity



### UNDERSTANDING TEXT FEATURES

Use Lesson 41, pp. T249–T254, in the *myFocus Intervention Teacher's Guide* for instruction on understanding text features.

LEVEL C • READ

**Lesson 41** Examine Text Features and Images

**DIRECTIONS** Preview the text by reading the title and headings, looking at any key terms in bold, and viewing the images. Then read the passage.

**Butterflies Go Far!**

1 Every year, butterflies travel southwest for the winter. Like birds that fly south for the winter, butterflies fly back north when the weather is warmer. This flying south and then north is called **migration**.

**How far do they go?**


2 Some monarch butterflies travel 3,000 miles each way! How far each butterfly goes in one day can vary, or change.

3 Scientists study butterflies to see how these delicate insects make this incredible journey. They found that many butterflies fly between 50 and 100 miles a day. However, a few fly much farther than 100 miles. Scientists recorded that one butterfly went more than 250 miles in a single day.

4 Monarch butterflies travel between eastern North America and Mexico. Butterflies on the west coast of North America spend the winter in southern California, near San Diego and Santa Cruz.

**How do they stay warm?**

5 Butterflies feel the cold. If it is too cold, they will die. That is why they go someplace warm for the winter. Butterflies have different ways to stay warm. One way is to cluster into a group with other butterflies.



The pattern on a monarch butterfly's wings warns other animals that the butterfly is not good to eat. This protects the butterfly.

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## Fluency

Assess 2–4 students



### PROSODY

Help students choose a short passage from the text to read with expression.

### ORAL READING RATE AND ACCURACY

Use pp. 85–90 in Unit 3, 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

### UNDERSTAND TEXT FEATURES

**Talk About Independent Reading** Ask students to display their concept charts and explain how text features made their text easier to understand.

#### Possible Conference Prompts

- What text features can you find?
- How do they help you find information?
- Why do you think the author included these text features?

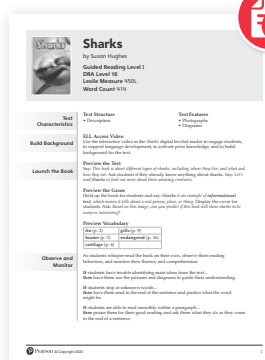
**Possible Teaching Point** Readers know that authors choose text features to achieve a purpose. They might think, “What was the author’s purpose for using these particular text features in this text?”

## Leveled Readers



### UNDERSTAND TEXT FEATURES

- For suggested titles, see *Matching Texts to Learning*, pp. T288–T289.
- For instructional support on understanding text features, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share some text features from their reading and explain why the author may have chosen those features.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *My Food, Your Food* or “How to Make Glitter Slime.”
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

### Centers



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

### Literacy Activities



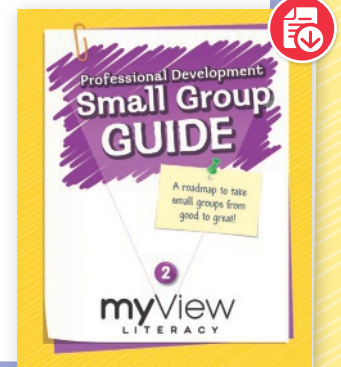
Students can

- complete the graphic organizer on *Student Interactive* p. 204.
- play the *myView* games.
- choose a passage from the text and, with a partner, take turns reading the passage with accuracy.

### SUPPORT PARTNER READING

Keep partners on track by giving them a list of suggested conversation prompts.

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



# Decodable Text

## OBJECTIVES

Make inferences and use evidence to support understanding.

Retell and paraphrase texts in ways that maintain meaning and logical order.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the decodable story:

- family : *familia*
- fruit : *fruta*

## Read *Sue's New School*

**FOCUS** Have students turn to p. 177 in the *Student Interactive* and read aloud the title. Say: **We are going to read a story today about a girl who is starting at a new school. How do you think Sue might feel?**

**READ** Review with students the importance of reading for meaning. Tell them to monitor their comprehension and when their reading does not make sense, tell them to go back and reread. Before students begin reading, tell them they will read the text to find out how Sue feels. Ask students to first read the story silently and then read it aloud with their partner. Partners can take turns reading paragraphs or they can read chorally.





## Reread *Sue's New School*

**FOCUS ON COMPREHENSION** Say: We read about a girl named Sue. We know some things about Sue that we didn't know before we read the story. Ask students whether they could tell how Sue felt at the beginning of the story. Read aloud question 1 and ask students for their ideas. Have them read aloud the part of the story that helps them infer why she stopped (last two sentences in paragraph 1). Say: We can use the clues in the story and our own experience in the world to know that Sue felt a bit scared to go into the room.

Have students write an answer to question 1. Then have students read question 2 and ask for ideas. Point out that the story does not tell what the food is for. How do students know? (Students can use past experience and the clues in the text.)

**RETELL** Have students work with a partner to retell the story.

STUDENT INTERACTIVE, p. 177



### FOUNDATIONAL SKILLS

## Sue's New School

Sue stopped outside the classroom. Sue's family had just moved, and it was her first day at a new school. "Moving was not my idea!" she thought. "I liked my old school."

Sue sighed and went into the room. She saw fruit and other food on the desks. A girl gave her a big card. It said, "Yay for Sue! We hope you'll like it here!"

Sue smiled. She knew she would.

1. Why does Sue stop outside the classroom?  
**She is scared because it is her first day.**
2. Why is there food on the desks?  
**The class is having a party for her.**
3. Write one word from the story with each vowel team:  
**oo, ue, ew and ui.**  
**Possible responses: oo: school, classroom, room, food;**  
**ue: Sue, ew: new, knew; ui: fruit**

# Make Inferences



My Food, Your Food

## OBJECTIVES

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

Make inferences and use evidence to support understanding.

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

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

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

## ACADEMIC VOCABULARY

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

- What inference can you make about the meaning of food in different cultures?
- How does making inferences help you maintain your interest in reading a text?

## Minilesson

**FOCUS ON STRATEGIES** Readers use evidence and what they already know to make inferences that support their understanding of a text.

- Think about what you know about people's thoughts and emotions.
- Notice what the author tells you directly in the text.
- Put together the clues from the text with what you already know to make an inference.

**MODEL AND PRACTICE** Model filling out the chart on *SI* p. 205 using the phrase “burrito and salsa” that students highlighted on *SI* p. 185. The phrase “burrito and salsa” helped me infer what Manuel was thinking. To make this inference, I thought of what I know, which is that many people like burritos and salsa. Next, I combined what I know with the text evidence “a tasty dinner” to make the inference that Manuel is thinking of burritos and salsa for dinner. Have students use this process to make an inference that supports their understanding of the text.

**ELL Targeted Support Prior Knowledge and Experiences** Tell students that readers use prior knowledge and experiences to help them understand what they read. Read aloud paragraph 3 from p. 184 of *My Food, Your Food*.

Ask students questions to elicit prior knowledge and experiences, such as: *Who do you know who makes tasty dinners? What foods are in a tasty dinner?* Then have students tell you what they think Manuel means by *tasty dinner*. **EMERGING**

Have students work in pairs to share prior knowledge and experiences that help them understand what Manuel means by *tasty dinner*. **DEVELOPING**

Have pairs share prior knowledge about grandmothers and the kinds of food they cook. Then have each relate an experience they have had that is like the one Manuel will have tonight. **EXPANDING**

Have students read the page and then use their prior knowledge and experiences to explain what makes Manuel think his dinner will be tasty.

**BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for making inferences.

**OPTION 1 My TURN** Have students complete the activity on p. 205 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark text evidence about characters or ideas. Tell them to write on each sticky note an inference about the character or idea.

### QUICK CHECK

**Notice and Assess** Can students make inferences about a text?

#### Decide


- **If students struggle**, revisit instruction about making inferences in Small Group on pp. T334–T335.
- **If students show understanding**, extend instruction for making inferences in Small Group on pp. T334–T335.

STUDENT INTERACTIVE, p. 205

READING WORKSHOP

### Make Inferences

When you make inferences, you use evidence and what you already know to support your understanding of a text.


 **MY TURN** Go back to the Close Read notes. Highlight words that help you figure out what Manuel is thinking. Use what you highlighted to complete the chart. **Possible responses are shown.**

What I Highlighted	What I Know	My Inference
burritos and salsa	Many people like burritos and salsa.	Manuel thinks of burritos and salsa when he tells about a tasty dinner.
Noodles sure are sneaky!	Noodles are long and slippery, so they can be hard to eat.	Manuel thinks it is hard to get noodles into his mouth with chopsticks.
melts in my mouth	If something tastes good, people sometimes say it “melts” in their mouth.	Manuel thinks lefse tastes good.

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### MAKE INFERENCES

**Teaching Point** Good readers know that not everything is stated directly in a text. Readers need to use what they know from their life experience, and combine it with what they read in the text, to make an inference about the text. Have students look back at their annotations in *My Food, Your Food* to make inferences.

### ELL Targeted Support

Help students develop the language of making an inference. Write: *clouds*, *rain*, and *infer*. Explain that *infer* is the verb for making an inference.

Use gestures, drawings, and simple words to help students connect *clouds* and *rain*. Then help them orally complete these sentences: *I know that \_\_\_\_\_ comes from \_\_\_\_\_. When I see clouds, I infer that \_\_\_\_\_ is coming.* **EMERGING**

Ask: *Where does rain come from? When you see clouds, what do you think might happen?* After they answer, have students complete the sentence frames above. **DEVELOPING**

Have students use the three words to write one or more sentences about making an inference.

### EXPANDING/BRIDGING



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

## Intervention Activity

### MAKE INFERENCES

Use Lesson 31, pp. T183–T188, in the *myFocus Intervention Teacher's Guide* for instruction on applying reading strategies.


LEVEL C • READ

**Lesson 31** Apply Reading Strategies

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

**A Trip to the Library**

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



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## Fluency

Assess 2–4 students

### ACCURACY

Help students choose a short passage and read with accuracy.

### ORAL READING RATE AND ACCURACY

Use pp. 85–90 in Unit 3, 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

### MAKE INFERENCES

**Talk About Independent Reading** Ask students to reread their sticky notes and then talk with a partner about one of their inferences and the text evidence that led them to it.

### Possible Conference Prompts

- What inference did you make?
- What text evidence helped you make this inference? What prior knowledge?
- How did this inference help you understand the text?

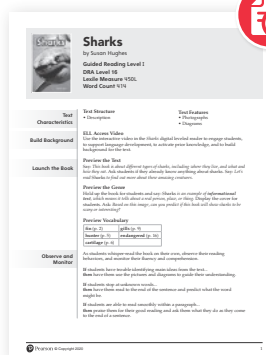
**Possible Teaching Point** Readers know to make inferences and use text evidence to support their understanding. They might think, “How do I know this about the text, even though the author doesn’t state it directly?”

## Leveled Readers



### MAKE INFERENCES

- For suggested titles, see Matching Texts to Learning, pp. T288–T289.
- For instructional support on making inferences and showing the text evidence and prior knowledge that support them, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share what they learned today about making inferences.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



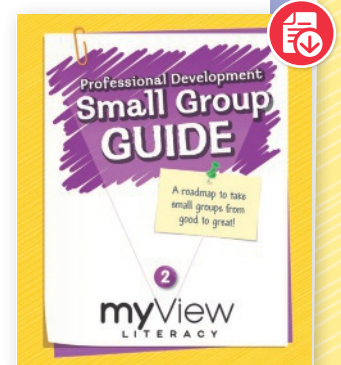
Students can

- complete the graphic organizer on *Student Interactive* p. 205.
- write about their book on notebook paper.
- play the *myView* games.
- with a partner, take turns reading a text at a reasonable rate.

### SUPPORT INDEPENDENT READING

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

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



# Decodable Text

## OBJECTIVES

Decode words with short, long, or variant vowels, vowel teams or digraphs, and blends.

Identify and read high-frequency words.

## ADDITIONAL PRACTICE

For additional practice with high-frequency words, have students complete *My Words to Know*, p. 135 in the *Resource Download Center*.

## Revisit *Sue's New School*

**FOCUS** Have students turn to p. 177 in the *Student Interactive* and read aloud the title. Say: **We are going to revisit a story today about a girl who is starting at a new school. In this story, you will read some words with the sound /ü/.**

**READ** Reread the title of the story. Say: **I hear the sound /ü/ in the word *Sue's*. How is the sound /ü/ spelled in the word *Sue's*? I hear the sound /ü/ in the word *new*. How is the sound /ü/ spelled in the word *new*? I hear the sound /ü/ in the word *school*. How is the sound /ü/ spelled in the word *school*?** Have partners work together to identify words with the sound /ü/ in the rest of the story.

Students should read the words together and then circle the vowel teams *oo*, *ue*, *ew*, and *ui* that spell the sound /ü/. When students are finished, call on one or more students to read the words that they found.



Name \_\_\_\_\_

**FOUNDATIONAL SKI**

**My Words to Know**

Pick a word from the box to complete each sentence. Write the word in the blank. Reread the sentence.

hear      idea      enough

**MY TURN**

1. Tara wanted to hear the song.

2. He had an idea for how to fix the broken clock.

3. Tessa had enough food to eat for lunch.

Use the words from the box to answer the questions below. Write the words on the lines.

1. What do you do with your ear? hear

2. Which word means a thought? idea

3. What word means the right amount? enough

Grade 2, Unit 3, Week 5

135

My Words to Know, p. 135



## Reread *Sue's New School*

**FOCUS ON PHONICS AND FLUENCY** Remind students that learning about letters and sounds helps them read fluently and understand what they read. Review the sequence of events in the story *Sue's New School*.

Remind students that they learned how to decode words with the sound /ü/. Challenge them to apply their phonetic knowledge by completing the activity in question 3.

Then say the words *hear*, *idea*, and *enough*. Ask students to find one of the high-frequency words in the story.

**PRACTICE** Have students practice reading the story with accuracy, expression, and appropriate oral reading rate.

### Fluency

Display *Sue's New School*. Model reading aloud the first paragraph of the text, asking students to pay attention to your reading accuracy and to how you emphasize the key words. Explain that fluency is about reading for meaning at a comfortable rate. Invite partners to practice expressive reading using their favorite sentences from the story.

STUDENT INTERACTIVE, p. 177



FOUNDATIONAL SKILLS

### Sue's New School

Sue stopped outside the classroom. Sue's family had just moved, and it was her first day at a new school. "Moving was not my idea!" she thought. "I liked my old school."

Sue sighed and went into the room. She saw fruit and other food on the desks. A girl gave her a big card. It said, "Yay for Sue! We hope you'll like it here!"

Sue smiled. She knew she would.

1. Why does Sue stop outside the classroom?  
**She is scared because it is her first day.**
2. Why is there food on the desks?  
**The class is having a party for her.**
3. Write one word from the story with each vowel team:  
**oo, ue, ew and ui.**  
**Possible responses: oo: school, classroom, room, food;**  
**ue: Sue, ew: new, knew; ui: fruit**

# Reflect and Share



*My Food, Your Food*

## OBJECTIVES

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

Follow, restate, and give oral instructions that involve a short, related sequence of actions.

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

Make inferences and use evidence to support understanding.

## ACADEMIC VOCABULARY

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

- What **beliefs** do your friends have about food traditions?
- What other texts have you read about traditional food in different **cultures**?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain that during a discussion, it is important to listen actively and take turns.

- If you get excited about a topic, make your point and then let someone else talk.
- If you find yourself interrupting someone else, apologize and then let the other person finish.

Tell students that when they give oral instructions to a partner, it is a good idea to have the partner restate the instructions to make sure he or she fully understands them.

**MODEL AND PRACTICE** Model listening actively and taking turns using the Talk About It prompt on p. 206 in the *Student Interactive*.

- When my discussion partner tells me how his family makes noodles, I listen carefully to the steps in the process. One step is unclear, and I start to interrupt.
- I realize I need to let my partner finish before I can make my point, so I stop and say, “I’m sorry. I didn’t mean to interrupt. Please finish what you were saying.”
- After my partner finishes, I ask for clarification of the step I found confusing.
- Have partners discuss the Talk About It prompt on p. 206 in the *Student Interactive*. Then have them take turns giving oral instructions about a short, related sequence of actions. After each one gives the instructions, the other should restate them to confirm clarity.

**ELL Targeted Support Working with Peers** Explain that talking with a partner can help clarify ideas in a text. Choose a page from *My Food, Your Food* with text features and illustrations.

Prompt student pairs to discuss what is happening in the text and in the text features and illustrations. Ask them to take turns speaking.

**EMERGING/DEVELOPING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for comparing texts.

**OPTION 1 Use the Shared Read** Ask students to explain how the realistic fiction part of *My Food, Your Food* compares to the procedural text at the end.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading to discuss food traditions.

### QUICK CHECK

**Notice and Assess** Can students compare texts?

#### Decide

- **If students struggle**, revisit instruction on comparing texts in Small Group on pp. T340–T341.
- **If students show understanding**, extend instruction on comparing texts in Small Group on pp. T340–T341.


**WEEKLY QUESTION** Have students respond to the Weekly Question in small-group discussion.

STUDENT INTERACTIVE, p. 206

RESPOND TO TEXT

### Reflect and Share

**Talk About It**  
You read about some traditional foods. Talk about your own traditions. What traditional foods does your family enjoy? Choose one, and tell how it is prepared.

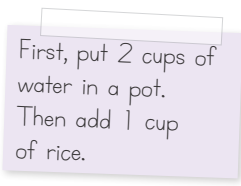


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**Give and Follow Oral Instructions**  
Here are some tips for giving clear instructions.

- Tell what to do in order.
- Use words like **first**, **then**, and **last**.

When your partner tells you a recipe, repeat it back.



- Restate the instructions. That way you will know if you understood.

-----

**Weekly Question**  
How does food help make a tradition?

206

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Use the  **QUICK CHECK** on the previous page to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** When reading a multimedia text, readers think about why the author chose to use more than one genre. Readers know that authors tell stories and explain procedures using different text features. Have students discuss how numbered steps plus photographs and drawings can help make a procedure clear.

### ELL Targeted Support

Have students share their opinions of text features in extended discussions.

Display magazines. Point to each text feature and have students name it. Then ask them to share which text feature makes them want to read the text and why. **EMERGING**

Direct students to list the text features in *My Food, Your Food*. Ask partners to discuss which of these text features does the most to make the text easier to understand. **DEVELOPING**

Using *My Food, Your Food*, ask partners to compare the text features in the realistic fiction story to the text features in the procedural text. Then ask each of them to express an opinion about which features help them learn the most.

### EXPANDING

Have students discuss, in groups of two or three, their opinions in response to this question: *Which type of text is easier to learn from, a realistic fiction text or a procedural text?* Tell students to support their opinions with examples. **BRIDGING**



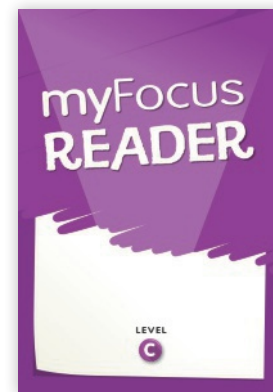
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### COMPARE TEXTS

Reread pp. 38–39 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 tradition and encourages them to use the Academic Vocabulary words.



## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Students should organize their findings on traditional foods into an effective format.

**Critical Thinking** Talk with students about their findings and the process they used.

See *Extension Activities* pp. 180–184 in the *Resource Download Center*.



## Conferring

3 students / 3–4 minutes  
per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they learned about comparing texts.

#### Possible Conference Prompts

- Which text features are the same and different in the texts?
- Which part of the reading interested you the most? Why?
- Why do families celebrate with food?

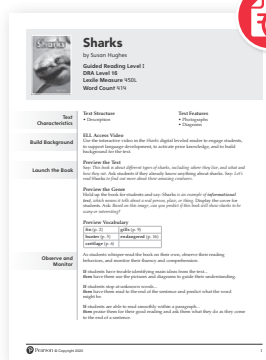
**Possible Teaching Point** Readers think about other texts they have read to compare text features and ideas.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see Matching Texts to Learning, pp. T288–T289.
- For instructional support on comparing texts, see the *Leveled Reader Teacher's Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share comparisons they made to other texts. Encourage students to describe how the texts are similar and different.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to the infographic on *S/* pp. 172–173 with a partner.
- read a self-selected text.
- reread and/or listen to their Leveled Reader.

### Centers



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

### Literacy Activities



Students can

- write in their reading notebook in response to the Weekly Question.
- research other traditional foods.
- play the *MyView* games.

### BOOK CLUB



See Book Club, pp. T496–T499, for

- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for incorporating the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.





# Resources

## Stacks of Mentor Texts



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

## myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

## Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

## Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

## Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts
  - ▶ write in different genres and styles
  - ▶ apply writing conventions



# Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

*The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.*

## Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details. (Conference Notes Templates are available on SavvasRealize.com.).



## Conference Routine



<b>Research</b>	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
<b>Name a Strength</b>	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
<b>Decide on a Teaching Point</b>	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
<b>Teach</b>	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.

## WRITING ASSESSMENT

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: Poetry

UNIT  
**1**

### LAUNCHING WRITING WORKSHOP

Students will

- become familiar with a variety of genres
- learn how to plan and revise writing
- recognize the structure of fiction and nonfiction
- write, revise, and publish work in a variety of genres

UNIT  
**2**

### INFORMATIONAL TEXT: LIST ARTICLE

Students will

- develop a writing plan for a list article
- use details that support a main idea
- incorporate text features to enhance meaning
- write an informational list article

UNIT  
**3**

### POETRY: POEMS

Students will

- learn characteristics of poetry and generate ideas
- explore sensory details and choose words for effect
- apply language conventions correctly
- write poetry

UNIT  
**4**

### NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives and learn about their characteristics
- develop setting, problem, and resolution in narratives
- focus on sequence and craft a conclusion
- write personal narratives

UNIT  
**5**

### INFORMATIONAL TEXT: HOW-TO BOOK

Students will

- recognize the characteristics of procedural texts
- develop easy-to-follow instructions using commands
- include a graphic, a list of materials, and sequential steps
- write how-to books



**BONUS!**

### OPINION WRITING: BOOK REVIEW

Students will

- learn about opinion writing in book reviews
- introduce a topic, state an opinion, and supply supporting reasons
- capitalize book titles correctly
- write book reviews

**FAST TRACK**

# Your Writing Workshop for Standards Success

UNIT  
**3**

## INFORMATIONAL TEXT: INFORMATIONAL BOOK

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Poetry</li><li>• Generate Ideas</li><li>• Plan Your Poem</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Imagery</li><li>• Apply Sensory Details</li><li>• Apply Word Choice</li></ul>
<b>WEEK 3</b> <b>DEVELOP STRUCTURE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Simile</li><li>• Apply Alliteration</li><li>• Apply Audio Recording</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Revise Drafts by Arranging Words</li><li>• Apply Descriptive Adjectives and Articles</li><li>• Apply Past, Present, and Future Verbs</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit for Nouns</li><li>• Edit for Prepositions and Prepositional Phrases</li><li>• Assessment</li></ul>

# Weekly Overview

Students will

- understand the purpose and structure of poetry
- generate topics and details for their poems

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Poetry T352	Poetry: What It Sounds Like T356	Poetry: What It Looks Like T360
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T353	Independent Writing and Conferences T357	Independent Writing and Conferences T361
<b>SHARE BACK FOCUS</b> 5–10 min.	Elements of Poetry T353	Rhymes in Poems T357	Lines of Poetry T361
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T354</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Collective Nouns T355</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Long <i>i</i>: <i>i</i>, <i>ie</i>, <i>i_e</i>, <i>igh</i>, <i>y</i> T358</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Past-Tense Verbs T359</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T362</li> <li>• <b>Language &amp; Conventions</b> Teach Past-Tense Verbs T363</li> </ul>



# Mentor STACK



- *Animalia* by Graeme Base
- *The New Kid on the Block* by Jack Prelutsky
- *Kids Pick the Funniest Poems* by Bruce Lansky
- *Laughing Out Loud, I Fly: Poems in English and Spanish* by Juan Felipe Herrera

To support instruction, choose stack texts that fulfill the following requirements:

- Poems contain descriptive language.
- Poems use rhyming words at the ends of lines.
- Poems have a clearly defined main topic.

Preview these selections for appropriateness for your students. Selections are subject to availability.

**FAST TRACK**

**LESSON 4**

**FAST TRACK**

**LESSON 5**

Generate Ideas T364

Plan Your Poem T368

Independent Writing and Conferences T365

Writing Club and Conferences T368–T369

Topic Drawings and Ideas T365

Related Words T368

**FLEXIBLE OPTION**

- **Spelling** Spiral Review T366
- **Language & Conventions** Practice Past-Tense Verbs T367

- **Spelling Assess Understanding** T370
- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T371

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Onomatopoeia

Independent Writing

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

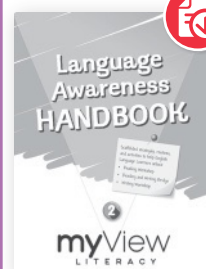
Independent Writing and Conferences

**SHARE BACK FOCUS**

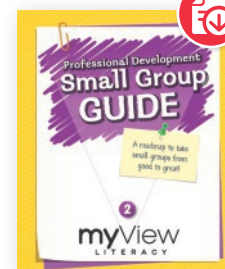
5–10 min.

Haiku

Haiku



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 what poems look and sound like. Also gauge where students may need support in planning their poems. Have stack texts and minilessons available.

## FORMATIVE ASSESSMENT

## Conference Prompts

### Genre Immersion Lessons

**If** students need additional support,  **Then** read a short poem aloud and help students identify its topic, its rhythm, and any rhyming words.


**If** students show understanding, **Then** ask: Which poem that we have read is your favorite? Why?

### Generate Ideas

**If** students need additional support,  **Then** ask: What about your topic do you find interesting?

**If** students show understanding, **Then** instruct them to draw topics and describe their drawings in poetry.

### Plan Your Poem

**If** students need additional support,  **Then** ask: What would you like to write a poem about? What are your thoughts about that topic?

**If** students show understanding, **Then** instruct them to arrange their thoughts and feelings into drafts.

## Conference Support for ELL

### EMERGING

- Read poems together, explaining English words if necessary.
- Use intonation and visual cues to emphasize rhyming words when reading a poem.
- Use modeled writing to demonstrate how to plan a poem.

### DEVELOPING

- Read aloud a poem. Read it again as if it were prose, and discuss the differences.
- Read aloud a poem. Repeat rhyming words.
- Suggest a topic and help students brainstorm their thoughts and feelings about it.

### EXPANDING

- Ask students how the structure of a poem differs from that of prose.
- Have students identify end rhymes in a poem.
- Have students discuss topics that interest them in small groups.

### BRIDGING

- Invite students to read a poem and think aloud about how the poet expresses ideas in each line.
- Use explicit instruction to teach how rhyming words create sounds.
- Ask students guided questions to help them plan their poems.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **details that support the author's purpose** and **verbs (present tense)**.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of how poems look and sound. These targeted supports were chosen to help students better understand how to develop their own poetry.

Use this note for the minilesson on pp. T356–T357.

### ELL Targeted Support

#### POETRY: WHAT IT SOUNDS LIKE

Poetry is unique because of the emphasis it places on sound. Some ways poets influence the sounds of their poems are by including rhyming words and maintaining rhythm.

Read a rhyming poem from the stack text aloud. Prompt students to raise a hand when they hear rhyming words. **EMERGING**

Read a stack text chorally with students, pausing to emphasize end rhymes.

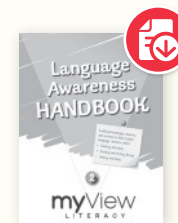
#### **DEVELOPING**

Have pairs of students read poems aloud to each other and then identify rhyming words.

#### **EXPANDING**

Have students read poems aloud, emphasizing end rhymes. Help students brainstorm rhyming words they could use in their own poetry.

#### **BRIDGING**



#### LANGUAGE AWARENESS HANDBOOK

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

Use this note for the minilesson on pp. T360–T361.

### ELL Targeted Support

#### POETRY: WHAT IT LOOKS LIKE

Part of what makes poetry unique is the way it is structured visually. Have students use support from you and from their peers to enhance and confirm their understanding of the visual structure of poems.

Use a stack text to demonstrate the line structure of a poem. Use a Think Aloud to describe the visual impression it makes. **EMERGING**

Have students read poems together in small groups and discuss the line structure. Prompt them with questions such as: *Do the lines look the same? How long are the lines? Are the lines different lengths?* **DEVELOPING**

Have partners take turns reading lines of poems, discussing the thoughts and details expressed in each line. Then ask: *What makes the lines look different? What are some similarities among the lines?* **EXPANDING**

Have students tell you what they understand about the visual structure of a poem. Then give students poems from the stack and have them find examples that support their understanding of how poets express their thoughts and ideas in lines rather than sentences. **BRIDGING**

FAST TRACK

# POETRY

## OBJECTIVE

Compose literary texts, including poetry.

STUDENT INTERACTIVE, p. 47

**POETRY WRITING WORKSHOP**

I can use figurative language and sound devices to write poetry. **My Learning Goal**

**Poetry**  
In a poem, the poet carefully chooses words to express thoughts and feelings. The words are arranged in lines. Sometimes the words at the ends of lines rhyme.  
The poet wants to create pictures in the reader's mind. Sometimes the poet compares different things.

**A Red Apple**

A ruby red apple hung high from a tree.  
So I shook a branch and loosened it free.  
Then I took a bite and heard a sharp crunch.  
That juicy red apple made me a sweet lunch.

Compares the color red to a ruby  
Words that rhyme  
Words that describe sound and taste

47

## Minilesson

Mentor STACK



**TEACHING POINT** Poetry is a form of writing that contains thoughts and feelings in lines. Poems are typically filled with descriptive language. Sometimes, they contain rhyming words at the ends of lines.

**MODEL AND PRACTICE** Direct students to p. 47 of the *Student Interactive*. Point out the poem. Say: **This is a poem about an apple. We know this is a poem because of how the words are arranged into lines rather than sentences. Some words rhyme, and some words don't.**

Read aloud "A Red Apple." Say: **In each line, the poet chose words to describe the apple. What words does the poet use to describe the apple? (red, ruby red, hung high, crunch, juicy, sweet) Where does the speaker find the apple? What does the speaker do with it?** Discuss how the speaker finds it in a tree, shakes it down, and then eats it. Ask: **Which words rhyme in the poem? (tree, free, crunch, lunch)**

Hold up a poem from the stack. Read the title and point out the lines. Read the poem as a class, and model finding the subject of the poem, words that describe the subject, and rhyming words.

## Independent Writing

Mentor STACK



**FOCUS ON DESCRIPTIVE WORDS** Students should explore poems during independent writing time.

- If students have trouble identifying structural elements of poetry, pick specific poems for them and identify lines and rhyming words.

### WRITING SUPPORT

- **Modeled** Choose a stack text. Do a Think Aloud To model how a poet describes a subject.
- **Shared** Have students choose poems from the stack. Prompt them to identify descriptive words about the subject of each poem.
- **Guided** Provide explicit instruction on how to identify descriptive words about a subject.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who are ready should begin working on their own poems, making sure to focus on topics that interest them and include descriptive words.

See the **Conference Prompts** on p. T350.



## Share Back

Invite students to share the poems they have read or written. Ask other students to identify the elements of poetry in the work.

# Spelling Spell Words with Long *i*: *i, ie, i\_e, igh, y*

## OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams.

### SPELLING WORDS

try	dimes
tried	strike
spy	spider
spied	pirate
tonight	delight

### HIGH-FREQUENCY WORDS

earth	thought
-------	---------

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the sentences. Have students spell each word with the long *i* sound and the two high-frequency words.

#### Spelling Sentences

1. I would like to **try** to play a new game.
2. He **tried** his best in the race.
3. They wanted to **spy** on the other team.
4. She **spied** the cookies on the table.
5. We are going to a movie **tonight**.
6. He needed two **dimes** and a nickel.
7. A lightning **strike** caused the fire.
8. There is a **spider** on my desk!
9. The **pirate** wore an eye patch.
10. It was a **delight** to see them.
11. The plant grew out of the **earth**.
12. She **thought** the puppy was cute.

## ELL Targeted Support

**Spelling Patterns** Review the long *i* spelling patterns. Write and say: *try* and *tried*. Underline the long *i* spelling patterns. Have students write these words. **EMERGING**

Display: *spy, spied, dimes, tonight, and pirate*. Students write the words and underline the spelling pattern in each one.

**DEVELOPING**

Have students scan texts to find examples of words with each long *i* spelling pattern. Have them write the words they find. **EXPANDING**

Challenge students to write as many words as possible with long *i* spelled *i, ie, i\_e, igh, y*. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Long *i*: *i, ie, i\_e, igh, y*


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Long *i*: *i, ie, i\_e, igh, y*

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:** Spell Words with Long *o*: *o, oa, ow*

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Collective Nouns

**FOCUS** Review with students that a collective noun names a group of persons or things. Emphasize that it is singular even though it names a group of more than one.

**MODEL AND PRACTICE** Display this sentence: *The team has a winning record.* Have students read the sentence aloud. Then ask students to name the collective noun (*team*). Ask: *Is the collective noun team singular or plural? (singular)*

**APPLY** Have partners create a list of collective nouns and then write sentences for each noun. Challenge them to name collective nouns for people (*class, crowd, audience*) and animals (*herd, flock, group*).

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### ELL Targeted Support

**Vocabulary** Help students learn basic vocabulary heard during classroom instruction and interactions. Explain that the first step in recognizing a collective noun is to understand what the noun names. Write: *family, club, team, herd, flock, group, stack, class, band, crowd.* Ask students to read each word aloud. Then help students define each word. **EMERGING**

Have students learn the vocabulary by saying the words aloud and defining them in their own words. **DEVELOPING**

Have partners learn the vocabulary by reading the words aloud, briefly defining them, and then using them in oral sentences. **EXPANDING**

Challenge partners to think of collective nouns they have heard during classroom instruction and interactions. Have them say and write the words and use them in sentences. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Collective 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

# Poetry: What It Sounds Like

## OBJECTIVES

Demonstrate phonological awareness by producing a series of rhyming words.

Compose literary texts, including poetry.

## Minilesson

Mentor STACK 

**TEACHING POINT** Poets use words that make specific sounds when read aloud. They do this by choosing words that

- rhyme with other words
- sound like what they describe
- help create a beat, or rhythm

**MODEL AND PRACTICE** Direct students to the poem on p. 47 in the *Student Interactive*. Say: *The poet chose words based on their sounds as well as their meanings. The poet used rhyming words and created a pattern of sounds called a rhythm.* Ask students to identify the rhyming words in the first stanza. Say: *Here the poet rhymes tree and free. The poet could have written: A ruby red apple hung high from a tree, so I shook a branch and the apple fell off. The rhyming lines sound much better!*

Next, have students identify the rhyming words in the second stanza. Say: *Crunch and lunch rhyme. They share the same sound and create a rhythm.* Point out the phrase “heard a sharp crunch.” Say: *The poet also chose descriptive words to express the sound that the apple makes. What sound does the apple make? It crunches.*

Read more poems from the stack aloud together. Have students identify rhyming words and other interesting sounds in the poems.

## Possible Teaching Point

### Language & Conventions | Present-Tense Verbs

As students read and write poetry, guide them to notice when present-tense verbs are used. Reinforce that singular nouns and pronouns use verbs that end in -s in the present tense.

Students may choose to write in the present tense when they want to

- explain something that is happening at the present moment
- describe feelings in a particular situation

## Independent Writing

Mentor STACK



**FOCUS ON RHYMING WORDS** Students should continue to read poetry from the stack, looking for rhyming words as they go along.

- If students have difficulty, read poems aloud to them and emphasize the words that rhyme.

### WRITING SUPPORT

- **Modeled** Do a Think Aloud to model identifying rhyming sounds using a poem from a stack text.
- **Shared** Have students choose several poems from the stack and work together to identify rhyming words.
- **Guided** Provide explicit instruction on how to locate rhyming words by sight and sound.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students with a strong understanding should write poetry that includes rhyming words.

See the **Conference Prompts** on p. T350.

## Share Back

Invite students to share examples of rhyming poetry from poems they have read or written.



# Spelling Spell Words with Long *i*: *i, ie, i\_e, igh, y*

## OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams.

### SPELLING WORDS

try	dimes
tried	strike
spy	spider
spied	pirate
tonight	delight

### HIGH-FREQUENCY WORDS

earth	thought
-------	---------

## LESSON 2

### Teach

**FOCUS** Explain that long *i* sound words are usually spelled with the single letters *i* and *y* and the letter teams *ie*, *i\_e*, and *igh*.

**MODEL AND PRACTICE** Write the words: *like*, *right*, *try*, *pie*, and *hi*. Emphasize how the long *i* sound is made. Discuss the one-syllable words with open syllables. Point out the one-syllable word with the VCe syllable. Have students spell those words.

**APPLY MyTURN** Have students complete *Student Interactive* p. 45 to practice spelling words with long *i*. Use the leveled supports on p. T354 for ELLs.

SPELLING
READING-WRITING BRIDGE

### Spell Words with Long *i*: *i, ie, i\_e, igh, y*

**MYTURN** Write words from the list that have the same long *i* spelling as each word below.

<p><b>child</b> _____</p> <p>spider _____</p> <p>pirate _____</p>	<p><b>pie</b> _____</p> <p>tried _____</p> <p>spied _____</p>
<p><b>five</b> _____</p> <p>dimes _____</p> <p>strike _____</p>	<p><b>right</b> _____</p> <p>tonight _____</p> <p>delight _____</p>
<p><b>my</b> _____</p> <p>try _____</p> <p>spy _____</p>	

Spelling Words

try

tried

spy

spied

tonight

dimes

strike

spider

pirate

delight

Write a My Words to Know word to complete each sentence.

- We dug a hole in the earth.
- We thought it would be fun to play a game.

**My Words to Know**

earth

thought

## LESSON 2

Teach Spell Words with Long *i*: *i, ie, i\_e, igh, y*

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long *i*: *i, ie, i\_e, igh, y*

### FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with Long *o*: *o, oa, ow*

### LESSON 5

Assess Understanding



# Language & Conventions

## Present-Tense Verbs

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Present-Tense Verbs

**FOCUS** Answer any questions students have about present-tense verbs. Then explain to the class what a verb is: a word that can tell when actions happen. Say: *A present-tense verb tells what happens now.*

**MODEL AND PRACTICE** Display this sentence: *The boy walks to the store with his sister.*

Ask: *What is the present-tense verb? (walks) What does the present-tense verb do? (tells us what the boy is doing now)*

Point out that when a noun or pronoun is singular, the present-tense verb usually ends with an -s or -es. Write: *The horse runs. She sings. A cloud passes overhead.* Have students identify the present-tense verbs. Ask students for more examples.

**APPLY** Have partners create oral sentences that use present-tense verbs. Have partners share their sentences with the class, identifying the present-tense verbs and the singular or plural nouns or pronouns that the verbs match.

#### OBJECTIVE

Edit drafts using standard English conventions, including present-tense verbs.

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Present-Tense Verbs

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Collective Nouns

**LESSON 3**

Teach Present-Tense Verbs

**LESSON 4**

Practice Present-Tense Verbs

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Poetry: What It Looks Like

## OBJECTIVES

Explain visual patterns and structures in a variety of poems.

Compose literary texts, including poetry.

## Minilesson

Mentor STACK



**TEACHING POINT** Poets arrange words into lines rather than sentences. The poet carefully chooses which words appear on each line.

**MODEL AND PRACTICE** Return to p. 47 in the *Student Interactive*. Point to the poem and count its lines. Say: **This poem has eight lines. The lines are all about the same length and have a similar number of syllables. This keeps the poem's rhythm consistent. Lines of a poem are different from regular sentences—they don't always have punctuation.**

Poets think about how words look and sound together in each line. Point to lines 1 and 2. **Here the poet starts with: *A ruby red apple. I can almost see this apple.* In the next line, I see the apple is hanging high in the tree.** Point to lines 2 and 4. **The poet ended these lines with words that rhyme.**

Read lines 5 through 8. Ask: **What happens in each line? Explain how the poet ends lines 6 and 8.** (Point out *crunch* and *lunch*.)

Read aloud and display another poem from the stack. Discuss the number of lines and the content of each line.

## Possible Teaching Point

### Spelling | Words with Long *i*

As students work on their poems, ask them to underline words with long *i*. Remind them that words with the long *i* sound can be spelled with *i*, *ie*, *i\_e*, *igh*, and *y*. Have them confirm that the words they found are spelled correctly. Provide dictionaries that students can use to check spellings.

## Independent Writing

Mentor STACK



**FOCUS ON LINES** Students should continue to work on their poems, focusing on what they want to describe in each line.

- If students have difficulty, read poems from the stack with them, explaining how poets decide to end lines.

### WRITING SUPPORT

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- **Modeled** Do a Think Aloud to model identifying how each line of a poem relates to the subject.
- **Shared** Read a poem aloud. Prompt students to share what each line describes.
- **Guided** Discuss with students options for deciding how to end a line of poetry.

 **Intervention** Refer to the *Small Group Guide* for support.

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- Students who show understanding should experiment with different line lengths.

See the **Conference Prompts** on p. T350.

## Share Back

Have students share lines from their poems. Ask them to explain their choices in writing them.

# Spelling Spell Words with Long *i*: *i, ie, i\_e, igh, y*

## OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams.

### SPELLING WORDS

try	dimes
tried	strike
spy	spider
spied	pirate
tonight	delight

### HIGH-FREQUENCY WORDS

earth	thought
-------	---------

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that words with long *i* sounds are formed by *i, ie, i\_e, igh,* and *y,* and that some one-syllable words with these sounds, such as *try* and *spy,* have open syllables.

**MODEL AND PRACTICE** Have students spell these words and underline each long *i* spelling pattern: *site, light, cry, hi, tie.* Then have them circle the words with open syllables. Finally, have students spell the one-syllable word with a VCe syllable, *nine,* and these one-syllable words with open syllables: *fly, lie, sigh.*

**APPLY** Have students complete Spelling p. 147.

Name \_\_\_\_\_

**Spelling**  
 Spell Words with Long *i*: *i, ie, i\_e, igh, y*  
 The long *i* sound can be spelled with the letters *i, ie, i\_e, igh,* and *y.*

Spelling Words				
try	tried	spy	spied	tonight
dimes	strike	spider	pirate	delight

**MY TURN** Write a word from the box to complete each sentence. Use what you know about spelling patterns to spell correctly.

- Aja tried to reach the top shelf, but she was too short.
- The baseball pitcher threw a strike at the batter.
- Remi wanted to spy on her little brother.
- Let's watch the basketball game tonight at 6:00.
- It was a delight to meet your new friends!

Grade 2, Unit 3, Week 1  
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## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Long *i: i, ie, i\_e, igh, y*

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Long *i: i, ie, i\_e, igh, y*

## FLEXIBLE OPTION

### LESSON 4

📖 Spiral Review: Spell Words with Long *o: o, oa, ow*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Present-Tense Verbs

### LESSON 3

#### Teach Present-Tense Verbs

**FOCUS** Explain that present-tense verbs tell what happens now. They can be used with singular or plural nouns and pronouns.

Review that if a verb is used with a singular noun or the pronouns *he*, *she*, or *it*, the verb ends in *-s* or *-es*. If used with a plural noun, it does not end in *-s* or *-es*.

Review action verbs and forms of *be* (*am*, *is*, *are*). Point out that these present-tense verbs do not show action.

**MODEL AND PRACTICE** To reinforce present-tense verbs, name different types of actions. Ask students to provide examples of sentences that include those actions and use present-tense verbs with singular and plural nouns.

Then ask students to create sentences using *am*, *is*, and *are* to demonstrate present-tense verbs that do not show action. For example, say: *I am a teacher. What are you?*

#### OBJECTIVE

Edit drafts using standard English conventions, including present-tense verbs.

#### ELL Targeted Support

**Edit Writing** Display four sentences with present-tense verbs. Have students copy the sentences and underline the present-tense verb in each one. **EMERGING**

Have students identify the present-tense verbs in the sentences. Then have them choose two of the verbs and write a new sentence that includes each verb. Have students check that the present-tense verbs are correct, editing as needed. **DEVELOPING**


Have partners identify the present-tense verbs and then write original sentences with three of the four verbs. Have them review their sentences to ensure that they have used the present-tense verbs correctly, editing as needed. **EXPANDING**

Have students identify the present-tense verbs and write four new sentences with these verbs. Then have them switch sentences with a partner and edit their partner's writing for the correct use of present-tense verbs. **BRIDGING**

### LESSON 3

#### Teach Present-Tense Verbs

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Collective Nouns

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Present-Tense Verbs

**LESSON 4**

**Practice Present-Tense Verbs**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

FAST TRACK

# Generate Ideas

## OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Compose literary texts, such as poetry.

STUDENT INTERACTIVE, p. 48

**POETRY**

**Generate Ideas**

A poet chooses a topic to write about. Before beginning to write, the poet generates, or thinks of, ideas and feelings about the topic. Drawing is one way to generate ideas and feelings.

**MY TURN** Think of a topic for your poem. Draw two pictures that show what you might write about the topic.

Topic: \_\_\_\_\_

Drawing 1	Drawing 2

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## Minilesson

Mentor STACK



**TEACHING POINT** A poem starts with a topic. Before writing, a poet generates ideas and feelings about a topic. Drawing is one method a poet might use to brainstorm ideas and feelings.

**MODEL AND PRACTICE** Hold up a poem from the stack. Read its title and state its topic, then read the poem. Say: *This poet chose to write about \_\_\_\_\_. Before the poet began to write, he or she brainstormed ideas and feelings about the topic. Drawings can represent feelings and ideas.* Model doing a simple drawing based on the poem's topic. Discuss how it relates to the topic.

Call on a few students to share some topic ideas. Choose one of the ideas and draw a sketch about it. Have students identify ideas and feelings the drawing evokes.

Direct students to p. 48 of the *Student Interactive*. Have students complete the exercise. When finished, have pairs of students talk about their topics and drawings together.

### Possible Teaching Point

### Writing Process

#### Prewriting | Visualizing

If students need support before drawing to show their ideas, ask them to close their eyes and visualize about the topic. Encourage them to think about what they might see and hear. Then ask them to describe the feelings they experience as they visualize. Guide students to use the visualization as they create their drawings.

## Independent Writing

**FOCUS ON IDEAS** Students should generate ideas for their poems by drawing.

- If students have trouble, ask them to describe what they want to draw, then draw it for them.

### WRITING SUPPORT

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- **Modeled** Do a Think Aloud to model drawing an idea or feeling based on a topic.
- **Shared** Provide sample topics to students. Have them complete drawings based on the topic.
- **Guided** Ask students questions about their drawings to help them come up with related ideas and feelings.

 **Intervention** Refer to the *Small Group Guide* for support.

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- If students complete the task, ask them to list ideas and feelings they get from their drawings.

See the **Conference Prompts** on p. T350.

## Share Back

Ask students to share their drawings and describe them. Instruct other students to share ideas and feelings that they get from the drawings.



# Spelling Spiral Review

## OBJECTIVES

Identify and read high-frequency words.

Spell one-syllable and multisyllable words with closed syllables, open syllables, VCe syllables, vowel teams, including digraphs and diphthongs, *r*-controlled syllables, and final stable syllables.

### SPELLING WORDS

try	dimes
tried	strike
spy	spider
spied	pirate
tonight	delight

### HIGH-FREQUENCY WORDS

earth	thought
-------	---------

### Writing Workshop

As students proofread their writing, remind them to check the spellings of words with long *o* spelled *o*, *oa*, and *ow*.

FLEXIBLE OPTION

## LESSON 4

### Spiral Review


**FOCUS** Review how to spell words with the long *o* sound. Point out the spelling patterns *o*, *oa*, and *ow*.

**MODEL AND PRACTICE** Read aloud the words *load*, *bowl*, and *only* and have students categorize them by their pattern (*oa*, *ow*, and *o*). Underline the pattern in each word and read the words with students.

**APPLY** Read additional words for students to write in each category: *float*, *throw*, *mow*, *coach*, *go*, *below*, *load*, and *open*.

FLEXIBLE OPTION

## LESSON 4

 **Spiral Review:**  
 Spell Words  
 with Long *o*: *o*,  
*oa*, *ow*

FLEXIBLE OPTION

## LESSON 1

**Assess Prior Knowledge**

## LESSON 2

Teach Spell Words with Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*

FLEXIBLE OPTION

## LESSON 3

Review and More Practice Spell Words with Long *i*: *i*, *ie*, *i\_e*, *igh*, *y*

## LESSON 5

**Assess Understanding**



# Language & Conventions

## Present-Tense Verbs

### LESSON 4

#### Practice Present-Tense Verbs

**APPLY MyTURN** Have students complete the practice activity on p. 46 to edit drafts using present-tense verbs. Use the leveled supports on p. T363 for ELLs.

**LANGUAGE AND CONVENTIONS**

**Verbs: Present Tense**

Verbs can tell when actions happen. Present tense verbs tell what happens now. Present tense verbs with singular nouns and **he, she,** and **it** usually end in **s**. Present tense verbs with plural nouns and **I, you, we,** and **they** do not end in **s**.

Leo **runs**. I **walk**. Leo and Alice **jump**.

Some present tense verbs, such as **am, is,** and **are,** do not show action.

I **am** ready.

Ana **is** ready.

Mai and I **are** ready.

**MYTURN** Edit this draft by crossing out each incorrect verb and writing the correct word above.

Blue ~~are~~ <sup>is</sup> my favorite color. Dad ~~paint~~ <sup>paints</sup> my bedroom blue. Three walls ~~is~~ <sup>are</sup> done. It ~~look~~ <sup>looks</sup> great so far! Mom and I ~~help~~ <sup>helps</sup> by staying out of the way. I ~~am~~ <sup>is</sup> glad it will be finished soon!

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#### OBJECTIVE

Edit drafts using standard English conventions, including present-tense verbs.

#### Writing Workshop

Tell students to pay attention to present-tense verbs as they begin writing drafts during Writing Workshop. You may wish to have students peer edit with a partner to check for correct use of present tense verbs.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Collective 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**

# Plan Your Poem

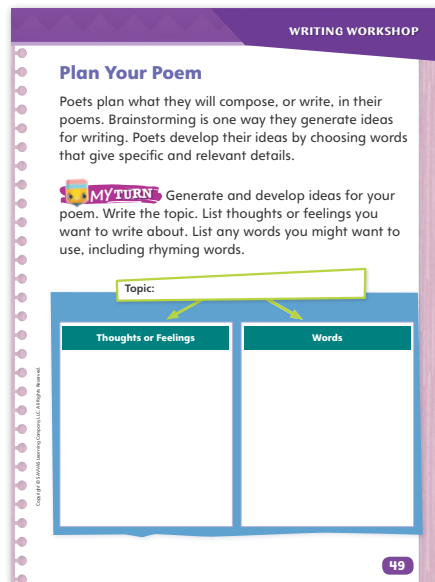
## OBJECTIVES

Plan a first draft by generating ideas for writing such as drawing and brainstorming.

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Compose literary texts, such as poetry.

STUDENT INTERACTIVE, p. 49



## Minilesson

Mentor **STACK**



**TEACHING POINT** Before poets start writing, they plan what they will write about. They brainstorm ideas and develop these ideas with specific and relevant details.

**MODEL AND PRACTICE** Hold up a poem from the stack. Say: *Before writing, this poet planned what to include in the poem. Let's see what this poem is about.*

Read the poem and review its topic. Call on students to name ideas and feelings about which the poet wrote. List the ideas and feelings. Then review the poem for specific words and details that connect to those ideas and feelings. List these words and details for students to see.

Direct students to p. 49 in the *Student Interactive*. Have them complete the activity on the page, first filling in a topic, then brainstorming thoughts and feelings about it, and finally listing words that relate to those thoughts and feelings. Encourage them to think about words that rhyme.

## WRITING CLUB

Place students into Writing Club groups. See p. T369 for details on how to run Writing Club.

## Share Back

Have students share a topic idea, a thought or feeling about it, and some related words. Instruct other students to add more related words if they can.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share ideas for poems and any drafts they wish.

As students are new to Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to provide constructive feedback
- How to build on each other's comments
- How to accept and use feedback

**What Are We Sharing?** Students should take turns sharing their poetry, whether they have completed drafts of poems or just assorted lines. Classmates should offer feedback and suggest words and details they can include.



### **How Do We Get Started?** Conversation Starters

- You could use \_\_\_\_\_ to rhyme with \_\_\_\_\_.
- Another good descriptive word is \_\_\_\_\_.
- I like the sound of that line.
- I'm not sure what \_\_\_\_\_ means.



# Spelling Spell Words with Long *i*: *i, ie, i\_e, igh, y*

## OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams.

### SPELLING WORDS

try	dimes
tried	strike
spy	spider
spied	pirate
tonight	delight

### HIGH-FREQUENCY WORDS

earth	thought
-------	---------

## LESSON 5

### ✓ Assess Understanding

Read aloud the bold words, and then read the sentences. Have students listen for words with long *i* sounds and the high-frequency words. Then read each sentence again. Repeat each word and allow time for students to spell it.

### Spelling Sentences

1. The **pirate** was searching for treasure.
2. He wanted to **try** to do the puzzle.
3. She found two **dimes** on the sidewalk.
4. He did not want to **strike** out.
5. We **tried** to bake a cake.
6. Do you think she is a **spy**?
7. He was afraid of the **spider**.
8. I'd like to eat some ice cream **tonight**.
9. It was such a **delight** to join the team!
10. They **spied** their friends outside.
11. We **thought** about going swimming.
12. Look at the footprint on the **earth**.

### FLEXIBLE OPTION LESSON 1

#### ✓ Assess Prior Knowledge


### LESSON 2

Teach Spell Words with Long *i*: *i, ie, i\_e, igh, y*

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Long *i*: *i, ie, i\_e, igh, y*

### FLEXIBLE OPTION LESSON 4

 Spiral Review: Spell Words with Long *o*: *o, oa, ow*

## 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.

The cat runs away from the squirrel.

Which word in the sentence is a present-tense verb?

- A cat
- B away
- C squirrel
- D runs**

**APPLY** Have students complete *Language & Conventions* p. 153 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Verbs: Present

A present tense verb tells what is happening now. Present tense verbs with singular nouns end in -s. Present tense verbs with plural nouns do not end in -s.

**MY TURN** Write the correct present tense verb on each line to complete each sentence.

1. Yuri **finds** a frog in the grass.  
finds find

2. The frog **sits** on the log in the sun.  
sit sits

3. The children **want** to play with the frog.  
want wants

4. The frog **eats** a fly. Ribbit!  
eat eats

5. The children **run** home.  
run runs

Grade 2, Unit 3, Week 1 153

#### OBJECTIVE

Edit drafts using standard English conventions, including present-tense verbs.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Collective Nouns

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Present-Tense Verbs

### LESSON 3

**Teach Present-Tense**  
Verbs

### LESSON 4

**Practice Present-**  
Tense Verbs

# Weekly Overview

Students will

- include imagery in their poems
- describe sights, sounds, tastes, smells, and physical sensations in their poems
- understand how to choose words for effect

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Imagery T376	Explore Sensory Details T380	Apply Sensory Details T384
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T377	Independent Writing and Conferences T381	Independent Writing and Conferences T385
<b>SHARE BACK FOCUS</b> 5–10 min.	Imagery T377	Sensory Adjectives T381	Sensory Details T385
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T378</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Present-Tense Verbs T379</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Comparative Endings T382</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Past- and Future-Tense Verbs T383</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T386</li> <li>• <b>Language &amp; Conventions</b> Teach Past- and Future-Tense Verbs T387</li> </ul>

Mentor **STACK**

When selecting stack texts for the week's minilessons, make sure they meet the following criteria:

- Poems use rich language that allows readers to form mental images.
- Descriptive language appeals to readers' senses.
- Words convey very specific feelings.

**FAST TRACK****LESSON 4****LESSON 5**

Explore Word Choice T388	Apply Word Choice T392
Independent Writing and Conferences T389	Writing Club and Conferences T392–T393
Words T389	Word Choices T392
<b>FLEXIBLE OPTION</b> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T390</li> <li>• <b>Language &amp; Conventions</b> Practice Past- and Future-Tense Verbs T391</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <b>Assess Understanding</b> T394</li> <li>• <b>FLEXIBLE OPTION</b> </li> <li>• <b>Language &amp; Conventions</b> Standards Practice T395</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>			
5–10 min.	Write a Creative Title	Narrow Your Topic	
<b>INDEPENDENT WRITING AND CONFERENCES</b>			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
<b>SHARE BACK FOCUS</b>			
5–10 min.	Titles	Topics	
	See the online <i>Language Awareness Handbook</i> for additional writing support.		See the <i>Small Group Guide</i> for additional writing support.



# Conferences



Mentor **STACK**




This week, assess students' understanding of the elements of poetry, considering the use of imagery, sensory details, and authors' word choices. Have stack books and minilessons available.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Imagery

**If** students need additional support,


 **Then** show students photographs and use imagery to describe them.

**If** students show understanding,

**Then** have them read poems and describe what they picture in their minds.

#### Explore Sensory Details

**If** students need additional support,


 **Then** ask them to describe objects that appeal to a particular sense.

**If** students show understanding,

**Then** ask them which sensory details they think are the most descriptive.

#### Apply Sensory Details

**If** students need additional support,


 **Then** read a poem together, pointing out sights, sounds, smells, tastes, and physical sensations.

**If** students show understanding,

**Then** ask them to think of details that appeal to multiple senses.

#### Explore Word Choice

**If** students need additional support,

 **Then** read a stack text together, pausing to identify words that evoke feelings.

**If** students show understanding,

**Then** ask if there are any words in their poems they think they should replace.

## Conference Support for ELL

### EMERGING

- Learn descriptive adjectives in your students' native languages.
- Model drawing pictures and using sensory details to describe them.
- Use a Think Aloud to model adding interesting words to a sentence.

### DEVELOPING

- Work with students to create word walls of sensory details for specific objects.
- Invite students to use their native languages to discuss what they see, hear, taste, smell, or feel in a highly interesting text that you provide.
- Use a Think Aloud to model the effect of a poet's word choice.

### EXPANDING

- Have students work in groups to create imagery.
- Refer to real-life experiences to help students write sensory details.
- Ask questions to help students explore word choice in their poems.

### BRIDGING

- Have students locate imagery in a text and then think aloud how they picture what is described.
- Offer students explicit instruction as they write sensory details.
- Have students edit their own poems with word choice in mind.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **story structure** and **verbs (past and future tense)**.



## ELL Minilesson Support

### Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that expands their awareness of how poems contain imagery and sensory details. Refer to these targeted supports.

Use this note for the minilesson on pp. T376–T377.

### ELL Targeted Support

#### IMAGERY

Help students express their ideas about images through single words, short phrases, and extended discussions. Remind them that authors use descriptive words to create imagery. This imagery creates pictures in readers' minds.

Read a simple stack text with students. Prompt them to draw pictures about the text. Ask them to discuss their drawings. Accept one-word responses. **EMERGING**

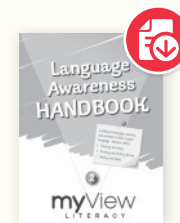
Read a stack text with students. Have students describe what you read. Ask questions to help them add details to their descriptions.

#### **DEVELOPING**

Have students read poems in small groups. Have the groups present examples of imagery and describe what they pictured while reading.

#### **EXPANDING**

Give students sentences with little detail and ask them to add descriptive words that create imagery. Then have them read their sentences aloud. **BRIDGING**



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

Use this note for the minilesson on pp. T380–T381.

### ELL Targeted Support

#### EXPLORE SENSORY DETAILS

Guide students to monitor their understanding of what they hear in class, and help them seek clarification as needed. Remind them that sensory details help readers know how an object looks, sounds, tastes, smells, and feels.

Read a simple poem aloud. Use a Think Aloud to model finding and understanding sensory details. Have students ask questions to clarify understanding. **EMERGING**

Read one or more poems to students. Use slower speech with longer pauses to stress sensory details and descriptive language. Have students ask questions about any confusing vocabulary or imagery. **DEVELOPING**

Read a poem aloud, and then reread sensory details one a time. Tell students to monitor their understanding and raise a hand if they want clarification of any details they hear. **EXPANDING**

Have student pairs choose two poems and read them aloud to each other. As they listen to each poem, have students monitor their understanding. Tell them to seek clarification from you or each other of any language they do not fully understand. **BRIDGING**

FAST TRACK

# Imagery

## OBJECTIVES

Create mental images to deepen understanding.

Compose literary texts, including poetry.

STUDENT INTERACTIVE, p. 91

POETRY WRITING WORKSHOP

I can use figurative language and sound devices to write poetry.

**My Learning Goal**

### Imagery

A poet often uses words that help the reader imagine what something looks like. The words paint a picture in the reader's mind. These "word pictures" are called imagery.

A ruby red apple  
hung high from a tree

Can you picture an apple that is as red as a jewel? Is it dangling from a high tree branch? That is imagery.

**MY TURN** Fill in the chart below using two poems from your classroom library.

Title of Poem	Example of Imagery	What I Picture

91

## Minilesson

Mentor STACK



**TEACHING POINT** Poets use imagery to make their poems easy to remember. In imagery, descriptive words paint a picture in the reader's mind.

**MODEL AND PRACTICE** Direct students to p. 91 in the *Student Interactive*. Say: Poets use descriptive words to show readers the pictures they have in their minds as they write. The term for these words is imagery.

Point out and read the lines of poetry on the page. The poet chose words so we can picture the apple. What do you think of when you read or hear "ruby red"?

Discuss students' answers. The poet could have just used "red." Instead, the poet wanted to paint a specific picture. Any other choice, such as "bright red," "cardinal red," or "fire-engine red," would have had a different effect. Rubies are beautiful, deep red, sparkling jewels. Rubies are valuable. The poet is telling us that the apple is a beautiful, deep red color. Most likely, the poet values this apple and is suggesting that the apple is special.

Further discuss the imagery of "hung high from a tree." Explain how the poet conveys the apple's location: It hangs in a tree and it is hard to reach, again reinforcing how it is special and desirable.

Have students choose two poems from the stack and then fill in the chart on p. 91.

## Independent Writing

Mentor STACK



**FOCUS ON IMAGERY** During independent writing time, students should explore the imagery in poems from the stack.

- If students have trouble identifying imagery, point out examples and explain the pictures the words convey.

### WRITING SUPPORT

- **Modeled** Do a Think Aloud to model creating a mental picture from imagery in a poem.
- **Shared** Read a poem. Ask students questions about what they picture.
- **Guided** Offer specific examples of words that evoke powerful mental images.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should try to write words and phrases that convey images.

See the **Conference Prompts** on p. T374.

## Share Back

Have students share examples of imagery. Ask other students to describe the pictures that they see in their minds.



# Spelling Spell Words with Comparative Endings

## OBJECTIVE

Spell words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

### SPELLING WORDS

mean	meaner
meanest	rich
richer	richest
busy	busier
busiest	hottest

### HIGH-FREQUENCY WORDS

head	along
------	-------

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each word with comparative endings and the high-frequency words.

#### Spelling Sentences

1. The dog is not **mean**.
2. Is a king **richer** than a prince?
3. August is the **hottest** time of the year.
4. My parents are **busy** today.
5. The mall is **busier** in November than in January.
6. My friend came **along** to visit Grandma.
7. Which animal is the **meanest**?
8. That boat belongs to the **richest** person in the world.
9. A lion has a big **head**.
10. Saturday is the **busiest** day at the restaurant.
11. The witch is **meaner** than the pirate.
12. The story is about a **rich** man and woman.

## ELL Targeted Support

**Spelling Patterns** Review the rules for the endings -er and -est. Read aloud this week's spelling words. Have students hold up one finger if the ending is -er or -est and two fingers if y changes to i before adding -er or -est. Then display the words and have students write them. **EMERGING/DEVELOPING**

Have partners write familiar -er and -est words, including those in which the y changes to i before adding -er or -est. Then ask volunteers to share their words and have the class spell them. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Comparative Endings


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Comparative Endings

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:** Spell Words with Long i: i, ie, i\_e, igh, y

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Present-Tense Verbs

**FOCUS** Review present-tense forms of action verbs and a verb that does not show action. Remind students that if the subject is *he*, *she*, or *it*, the present-tense verb ends in *s*.

**MODEL AND PRACTICE** Display the following sentence frames: *I \_\_\_\_ in the park. Carla \_\_\_\_ in the park too. We \_\_\_\_ happy.* Complete the sentences with the correct present-tense verbs *play*, *plays*, and *are*. Have students choose other verbs to complete the sentences. Then have them change the subject and complete the sentences with the correct present-tense forms of *play* and *be*.

**APPLY** Have students create sentences with a partner using different action verbs in the present tense. Then ask volunteers to write their sentences on the board and underline the present-tense verb. Finally, challenge students to write another sentence that uses a present-tense form of *be* and tells how the subject feels.

#### OBJECTIVE

Edit drafts using standard English conventions, including present-tense verbs.

#### ELL Targeted Support

**Edit Writing** Display four sentences with present-tense verbs. Have students copy the sentences and underline the present-tense verb in each one. **EMERGING**

Have students identify the present-tense verbs in the sentences. Then have them choose two of the verbs and write a new sentence that includes each verb. Have students check that the present-tense verbs are correct, editing as needed. **DEVELOPING**

Have partners identify the present-tense verbs and then write original sentences with three of the four verbs. Have them review their sentences to ensure that they have used the present-tense verbs correctly, editing as needed. **EXPANDING**

Have students identify the present-tense verbs and write four new sentences with these verbs. Then have them switch sentences with a partner and edit their partner's writing for the correct use of present-tense verbs. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Present-Tense  
Verbs

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Past- and Future-Tense  
Verbs

### LESSON 3

Teach Past- and  
Future-Tense Verbs

### LESSON 4

Practice Past- and  
Future-Tense Verbs

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Sensory Details

## OBJECTIVES

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Compose literary texts, including poetry.

STUDENT INTERACTIVE, p. 92

POETRY

### Sensory Details

A poet uses **sensory details**. Sensory details describe what you see, hear, taste, smell, and touch.

See: A **ruby red** apple

Hear: and heard a **sharp crunch**

Taste: That **juicy** red apple / Made me a **sweet** lunch.

Smell: **sweet cinnamon** bread baking

Touch: tossing and turning on the **lumpy** pillow

**MY TURN** Plan sensory details to use in your poem. Some senses may have more details.

Topic:
See:
Hear:
Taste:
Smell:
Touch:

92

## Minilesson

Mentor **STACK**

**TEACHING POINT** Poets use sensory details. These details describe sights, sounds, tastes, smells, and physical feelings.

**MODEL AND PRACTICE** Direct students to p. 92 in the *Student Interactive*. Poets use sensory details to describe things you can see, hear, taste, smell, and touch. Review the examples with students as follows:

- A ruby red apple is a visual detail. The reader can picture it.
- The poet describes a sound as “a sharp crunch.” The poet chose sharp specifically. This is not a soft crunch that might not be heard. It is loud and distinct.
- The apple tastes “juicy” and “sweet.” We know it’s not dry and bitter. The speaker is probably enjoying this apple.
- Baking bread gives off a smell. We know the type of bread it is—it has cinnamon in it. Cinnamon has a particular smell. The poet also says the smell is “sweet.”
- The subject of this line is tossing and turning on a pillow. The speaker feels the pillow—it’s lumpy and probably uncomfortable. We know the speaker is tossing and turning, which is another way of saying he or she can’t sleep.

Ask: *What do sensory details describe?* Pair students and have them read stack poems together. Have them identify sensory details and record their favorites in their writing notebooks.

## Possible Teaching Point

## Writing Process

### Prewriting | Drafting

Students may benefit from using a word web as they identify sensory details in poetry. Have them write the topic of a poem in the center oval, and then write a specific word or phrase from the poem that describes how the topic looks, sounds, tastes, feels, or smells.

## Independent Writing

**FOCUS ON SENSORY DETAILS** Students should continue to identify sensory details in the poetry they read.

- If students have difficulty, make up sensory details for them and ask to which senses these details appeal.

### WRITING SUPPORT

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- **Modeled** Do a Think Aloud to model how to experience a sensory detail in a poem.
- **Shared** Read sensory details from a poem. Ask students to describe the senses to which they appeal and the feelings they evoke.
- **Guided** Provide explicit instruction on identifying and incorporating sensory details.

 **Intervention** Refer to the *Small Group Guide* for support.

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- Students who feel comfortable should add sensory details to their own poems.

See the **Conference Prompts** on p. T374.

## Share Back

Ask students to share their favorite examples of sensory details.



# Spelling Spell Words with Comparative Endings

## OBJECTIVE

Spell words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

### SPELLING WORDS

mean	meaner
meanest	rich
richer	richest
busy	busier
busiest	hottest

### HIGH-FREQUENCY WORDS

head	along
------	-------

## LESSON 2

### Teach

**FOCUS** Say: To spell words with the inflectional endings -er and -est, first spell the base word, and then spell the ending. You may have to change the spelling of the base word. Use the words *busier* and *hotter* to show how the spellings of base words can change when endings are added.

**MODEL AND PRACTICE** Display: *tall*, *silly*, *cold*, and *funny*. Show students how to apply spelling knowledge by adding -er and -est to each word.

**APPLY My TURN** Have students complete *Student Interactive* p. 89 to practice spelling words with comparative endings. Use the leveled supports on p. T378 for ELLs.

READING-WRITING BRIDGE

SPELLING

### Spell Words with Comparative Endings

To spell words with endings, spell the base word and then the ending. A base word sometimes changes when an ending is added. Notice the spelling changes in *busy* and *hot* when you add endings.

**MY TURN** Write the Spelling Words in the blanks.

- Be nice, not mean.  
Add -er and -est to that word:  
meaner    meanest
- He is poor, not rich.  
Add -er and -est to that word:  
richer    richest
- She is resting, not busy.  
Add -er and -est to that word:  
busier    busiest
- It is the hottest day of the year!
- Ouch! I bumped my head.
- Come along with us!

Spelling Words

mean  
meaner  
meanest  
rich  
richer  
richest  
busy  
busier  
busiest  
hottest

My Words to Know

head  
along

89

## LESSON 2

Teach Spell Words with Comparative Endings

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Comparative Endings

### FLEXIBLE OPTION LESSON 4

**Spiral Review:** Spell Words with Long i: *i*, *ie*, *i\_e*, *igh*, *y*

### LESSON 5

Assess Understanding



# Language & Conventions

## Past- and Future-Tense Verbs

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Past- and Future-Tense Verbs

**FOCUS** Explain that we use an *-ed* ending to tell about the past. The ending is the same for all subjects. Use examples such as: *I played. You played. He played. She played. It played. We played. They played.* Then explain that we use the word *will* in front of a verb to talk about the future. The form does not change when we use *he, she, it.* *I will play. He will play. We will play. You will be happy. She will be happy. We will be happy.*

**MODEL AND PRACTICE** Display the following sentences: *Tom walked to school. Tomorrow he will take the bus. We lived in Arizona. Next year we will live in Florida.* Ask volunteers to circle the past-tense verbs and underline the future-tense verbs. Then have students chorally read the sentences.

**APPLY** In pairs, have students create oral sentences featuring past- and future-tense verbs. Have one student in the pair create sentences with past-tense verbs and the other student create sentences with future-tense verbs. Then have them switch roles.

#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense.

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Past- and Future-Tense  
Verbs

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Present-Tense  
Verbs

**LESSON 3**

Teach Past- and  
Future-Tense Verbs

**LESSON 4**

Practice Past- and  
Future-Tense Verbs

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

## FAST TRACK

# Apply Sensory Details

## OBJECTIVES

Develop drafts into a focused piece of writing by developing an idea with specific and relevant details.

Compose literary texts, including poetry.

## Minilesson

Mentor STACK 

**TEACHING POINT** Explain that when composing literary texts, writers develop their ideas with specific and relevant details, such as sensory details. For example, poets choose sensory details to describe sights, sounds, smells, tastes, and physical feelings. Before writing, poets often list sensory details that relate to the subjects of their poems, then choose which ones to include.

**MODEL AND PRACTICE** Ask: *Why do poets use sensory details?* Discuss students' answers. Say: *Poets use sensory details to describe what the reader can see, hear, taste, smell, and touch about their topics.*

Pick a text from the stack that contains multiple sensory details and read it aloud. Point out each sensory detail, describing how it appeals to a particular sense.

Students can plan to use sensory details in their poems. Direct students to pick topics, then come up with lists of specific sensory details about them.

## Possible Teaching Point

### Language & Conventions | Past- and Future-Tense Verbs

As students continue to work on their poems, remind them to use correct verb tenses to clarify when events happen. Reinforce these concepts.

- Events that happened in the past are described with verbs that usually have an *-ed* ending. (Sam walked to the park.)
- Events that happen in the future are described with verbs that have *will* before them. (Sam will walk to the park.)

Have students carefully check their work to make sure the verb tenses are correct.

## Independent Writing

**FOCUS ON SENSORY DETAILS** During independent writing time, students should continue to incorporate specific, relevant sensory details into the poems they compose.

- If students have difficulty, engage them in conversations about their subjects that evoke sensory details.

### WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to write lines of poetry that include sensory details.
- **Shared** Place students in groups and assign each group a topic. Instruct students to work together to create sentences with sensory details relating to their topics.
- **Guided** Provide explicit instruction on how students should incorporate sensory details into their poems.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students complete the assignment, instruct them to come up with rhyming pairs of sensory details.

See the **Conference Prompts** on p. T374.

## Share Back

Call on students to share the topics for their poems and discuss the sensory details they plan to use. Instruct other students to describe what thoughts and feelings they get from the details.

# Spelling Spell Words with Comparative Endings

## OBJECTIVE

Spell words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

### SPELLING WORDS

mean	meaner
meanest	rich
richer	richest
busy	busier
busiest	hottest

### HIGH-FREQUENCY WORDS

head	along
------	-------

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students of the spelling changes that may be necessary when they add -er or -est to one-syllable or multisyllabic words. For a CVC word, double the last consonant. If the word ends in y, change it to i before adding the ending.

**MODEL AND PRACTICE** Tell students to listen to each of the following adjectives: *smart, long, pretty, slow, tiny, cold, busy, and happy*. Repeat each word, have students copy it, and then have them add the inflectional endings -er and -est, making spelling changes as necessary.

**APPLY** Have students complete *Spelling* p. 148 from the *Resource Download Center*.

The worksheet includes a 'Name' field, a 'Spelling' section with a definition of comparative endings, a table of words (mean, meaner, meanest, rich, richer, richest, busy, busier, busiest, hottest), and a 'MY TURN' section with five matching questions. The questions are: 1. most mean (meanest), 2. not very nice (mean), 3. more mean (meaner), 4. most busy (busiest), 5. more busy (busier). Lines connect the answers to the clues.

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Comparative Endings

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach Spell Words with Comparative Endings

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Spell Words with Long i: i, ie, i\_e, igh, y

### LESSON 5

Assess Understanding



# Language & Conventions

## Past- and Future-Tense Verbs

### LESSON 3

#### Teach Past- and Future-Tense Verbs

**FOCUS** Remind students that past-tense verbs tell what happened in the past. Explain to students we use the past tense with expressions such as: *yesterday, last night, last week, last year, or last summer*. Review the rule for past-tense verbs. Then remind students that future-tense verbs tell what will happen in the future. They use *will* before the verb. Explain that *tomorrow, tomorrow night, next week, next year, or next summer* are examples of time expressions we use with the future tense. Review the rule for future-tense verbs.

**MODEL AND PRACTICE** Say: *Last night I cooked dinner. I finished my book. I watched the news.* Ask: *Is this story in the past or the future? How do you know?* Then say: *We will visit my grandparents next summer. I will ride a horse. Grandma and Grandpa will have a barbecue.* Ask: *Is this story in the past or the future? How do you know?* Then ask students to write sentences using past- and future-tense verbs.

#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense.

#### ELL Targeted Support

**Edit Writing** Have students edit writing for appropriate verb tenses. Write: *played* (past), *plays* (present), and *will play* (future). Then write the sentence frames: *Yesterday Joe \_\_\_\_.* *Today Joe \_\_\_\_.* *Tomorrow Joe \_\_\_\_.* Circle the time words in each sentence and guide students to complete each sentence with the correct form of *play*. **EMERGING**

Have students edit these sentences for verb tense: *Yesterday the dog will bark.* *Today the dog walk.* *Tomorrow the dog barked.* **DEVELOPING**

Have students edit these sentences for verb tense: *I will finish my homework yesterday.* *Today I play with friends.* *Tomorrow I watched a movie.* **EXPANDING**

Have partners write sentences using the words *yesterday, today, and tomorrow*. Then have them switch sentences with another pair and check the verb tenses, editing as needed.

**BRIDGING**

### LESSON 3

#### Teach Past- and Future-Tense Verbs

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Present-Tense Verbs

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Past- and Future-Tense Verbs

#### LESSON 4

**Practice Past- and Future-Tense Verbs**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Word Choice

## OBJECTIVE

Compose literary texts,  
including poetry.

## Minilesson

Mentor STACK



**TEACHING POINT** Poets carefully choose interesting words that sound good together. They want the reader to understand the feelings and ideas in the poem, and they want to create an enjoyable experience for the reader.

**MODEL AND PRACTICE** Read a poem from the stack. Ask students to recall some images they enjoyed. Say: *The poet created these images by carefully choosing words. The poet wanted readers to understand and feel a certain way about the topic.*

Read more poems from the stack together. Pose questions to help students understand word choice:

- What words did the poet use to describe \_\_\_\_\_?
- What feeling did you get from these words?
- What is the poet trying to say with \_\_\_\_\_?
- Why do you think the poet used these words?

Then pair students to read another poem from the stack. Have them discuss the poet's choice of words and the feelings they get from the words.

## Possible Teaching Point

### Spelling | Comparative Endings

As students continue to work on their poems, encourage them to look for places to include words that compare. Talk about how comparisons can clarify descriptions and feelings in a poem.

As they use comparisons, remind students to

- add the inflectional endings *-er* and *-est* to the base word
- check the spelling of the base word as they add the appropriate ending

## Independent Writing

**FOCUS ON WORD CHOICE** Students should continue to work on their poems.

- If students need additional help, ask them how they want their readers to feel, then suggest appropriate words.

### WRITING SUPPORT

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- **Modeled** Do a Think Aloud to model the effect of a poet's word choice.
- **Shared** Read a line of a poem. Discuss its content. Work with students to explain why the poet chose certain words.
- **Guided** Provide explicit instruction on how words elicit feelings.

 **Intervention** Refer to the *Small Group Guide* for support.

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- If students show understanding, encourage them to experiment with different words to evoke certain feelings.

See the **Conference Prompts** on p. T374.

## Share Back

Ask students to share words they have chosen for their poems. Instruct other students to share what feelings and thoughts the words give them.



# Spelling Spiral Review

## OBJECTIVE

Spell one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams.

### SPELLING WORDS

mean	meaner
meanest	rich
richer	richest
busy	busier
busiest	hottest

### HIGH-FREQUENCY WORDS

head	along
------	-------

### Writing Workshop

As students proofread their writing, remind them to check the spelling of words with the long *i* sound.

## FLEXIBLE OPTION

### LESSON 4

#### Spiral Review


**FOCUS** Have students review five ways to spell the long *i* sound: *i*, *ie*, *i\_e*, *igh*, *y*.

**MODEL AND PRACTICE** Display the words *fly*, *lied*, *time*, *fight*, and *pirate*. Say the words. Point out the different ways to spell the long *i* sound. Then read the following words and have students spell them: *ice*, *cried*, *try*, *spider*, *spy*, *tonight*, *spied*, and *dimes*.

**APPLY** Tell students to classify the words from the practice activity by their spelling pattern. Then have them add one more word for each pattern. Display the patterns and have volunteers complete the categories with their words. Finally, have the class chorally spell the words.

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:**  
 Spell Words with  
 Long *i*: *i*, *ie*, *i\_e*,  
*igh*, *y*

### LESSON 5

**Assess Understanding**

## FLEXIBLE OPTION

### LESSON 1

**Assess Prior Knowledge**

### LESSON 2

Teach Spell Words with Comparative Endings

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with Comparative Endings



# Language & Conventions

## Past- and Future-Tense Verbs

### LESSON 4

#### Past- and Future-Tense Verbs

**APPLY MyTURN** Have students complete the practice activity on p. 90 to edit drafts using past-tense and future-tense verbs. Use the leveled supports on p. T387 for ELLs.

**LANGUAGE AND CONVENTIONS**

**Verbs: Past Tense and Future Tense**

Verbs can tell when actions happen. **Past tense verbs** tell what happened in the past. Many past tense verbs end with **-ed**. **Future tense verbs** tell what will happen in the future. They use **will** before the verb.

Verb	Past Tense	Future Tense
learn	Last week we <b>learned</b> about whales.	Next week we <b>will learn</b> about sharks.
cook	Jo <b>cooked</b> dinner last night.	She <b>will cook</b> again tonight.
visit	Last fall we <b>visited</b> Ohio.	Next fall we <b>will visit</b> Maine.

**MYTURN** Edit this draft by crossing out the incorrect verbs and writing the correct verbs above.

**finished** I ~~will finish~~ my book a week ago. Last night I ~~will call~~ my cousin to tell her about it. My cousin said she ~~went~~ to the library tomorrow. She ~~borrowed~~ **will borrow** the book to read next week. **called** **will go**

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#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense.

#### Writing Workshop

Tell students to pay attention to past- and future-tense verbs as they begin writing drafts during Writing Workshop. Remind them that many past-tense verbs end in *-ed* and that future-tense verbs use *will* before the verb.

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Present-Tense Verbs

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Past- and Future-Tense Verbs

#### LESSON 3

**Teach Past- and Future-Tense Verbs**

### LESSON 4

#### Practice Past- and Future-Tense Verbs

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

FAST TRACK

# Apply Word Choice

## OBJECTIVE

Compose literary texts, including poetry.

STUDENT INTERACTIVE, p. 93

**Word Choice**

Poets carefully choose their words. They choose interesting, colorful words that sound good together. They choose words that help the reader see their ideas.

The cat  
The **little black** cat

Slept on a mat  
**Snoozed peacefully** on a mat.

**MYTURN** Add or change words to improve this sentence. Choose words that are more interesting to help readers see the idea better.  
A flower grew in a lot.  
**Possible response: A bright yellow flower popped up in an empty parking lot.**

**MYTURN** Use interesting words as you compose your poem.

93

## Minilesson

Mentor STACK



**TEACHING POINT** Remind students that when writers compose literary texts, such as poetry, they choose words to help readers see their ideas and feelings.

**MODEL AND PRACTICE** Direct students to p. 93 of the *Student Interactive*. Say: Poets choose colorful and interesting words that sound good together, as we discovered with “ruby red apple.” *Ruby* is a word that gives readers a clear mental picture and also sounds interesting.

Point to the examples on the middle of the page. Say: “A cat slept on a mat” is an interesting idea. But is this the most interesting way to express an idea? Hmm, probably not. A poet can use other words to express the same idea and paint an interesting picture. “The little black cat snoozed peacefully on a mat.” With this word choice, we can picture the cat even better. It’s little and black. It’s snoozing, an interesting synonym for sleeping. And it is peaceful. This is a nice image. The poet made word choices to create a picture and give the line a unique sound.

Have students complete the exercise on p. 93. Invite students to share their word choices.

## WRITING CLUB

Place students into Writing Club groups. See p. T393 for details on how to run Writing Club.

## Share Back

Ask students to discuss why they chose certain words to include in the poems they composed.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share the poems they are working on, making sure that they have included rich imagery and a variety of sensory details.

When students return to Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to take turns speaking
- How to ask questions to help each other develop ideas
- How to politely suggest alternatives

**What Are We Sharing?** Tell students that they will be sharing their poetry. Explain that they will discuss choices of imagery, sensory details, and words.



### How Do We Get Started? **Conversation Starters**

- That detail makes me picture \_\_\_\_\_.
- Why did you choose those words? that image? that sensory detail?
- I'm not sure how \_\_\_\_\_ relates to the topic.
- \_\_\_\_\_ might be a better word choice.



# Spelling Spell Words with Comparative Endings

## OBJECTIVE

Spell words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

### SPELLING WORDS

mean	meaner
meanest	rich
richer	richest
busy	busier
busiest	hottest

### HIGH-FREQUENCY WORDS

head	along
------	-------

## LESSON 5

### ✓ Assess Understanding

Read aloud the words and sentences. Then read each sentence slowly. Repeat each word and allow time for students to spell it.

### Spelling Sentences

1. Luke is the **busiest** student in school.
2. Oliver has a **richer** grandfather than Mary.
3. The clown wore a huge bow on her **head**.
4. Ogres are **meaner** than trolls.
5. King Midas was the **richest** man on the island.
6. Ms. Garcia is very **busy** today.
7. Katie went **along** with me to the movie.
8. The airport is **busier** than the train station.
9. That is the **meanest** person in the neighborhood.
10. The Ojibwes have a **rich** storytelling tradition.
11. When is the **hottest** time of the year?
12. It is **mean** not to share sometimes.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach Spell Words with Comparative Endings

FLEXIBLE OPTION  
LESSON 3

Review and More Practice Spell Words with Comparative Endings

FLEXIBLE OPTION  
LESSON 4

 Spiral Review: Spell Words with Long i: i, ie, i\_e, igh, y

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Past- and Future-Tense Verbs

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

Display these sentence frames and guide students to answer the question.

Yesterday he \_\_\_\_\_ in the park.  
Tomorrow he \_\_\_\_\_ home.

Which verbs correctly complete the sentences?

- A played, stays
- B** played, will stay
- C will play, stayed
- D plays, stays

**APPLY** Have students complete *Language & Conventions* p. 154 in the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Verbs: Past and Future

A verb is an action word. A verb in the past tense tells what already happened and usually ends with -ed. A future tense verb tells what will happen in the future. It has the word will before the verb.

**MY TURN** Circle the verb in each sentence. Write if it is a past or future tense verb.

1. Uncle Ry walked into the store. past
2. He will buy a new hammer. future
3. He looked on the shelves for the perfect hammer. past
4. Uncle Ry will tap nails into wood with the hammer. future
5. He will pay the sales clerk for the tool. future
6. Uncle Ry walked to his car with his new hammer. past

Grade 2, Unit 3, Week 2 154

## OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense.

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Present-Tense  
Verbs

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
Past- and Future-Tense  
Verbs

## LESSON 3

**Teach Past- and  
Future-Tense Verbs**

## LESSON 4

**Practice Past- and  
Future-Tense Verbs**

# Weekly Overview

Students will

- create similes and alliteration
- consider how sound affects meaning in a poem
- record themselves reading poems aloud and then listen to discover ways to improve the poems

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Simile T400	Explore Alliteration T404	Apply Alliteration T408
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T401	Independent Writing and Conferences T405	Independent Writing and Conferences T409
<b>SHARE BACK FOCUS</b> 5–10 min.	Similes T401	Alliterative Sentences and Phrases T405	Examples of Alliteration T409
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T402</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Past- and Future-Tense Verbs T403</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with <i>r</i>-Controlled Vowels <i>er, ir, ur</i> T406</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Irregular Verbs T407</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T410</li> <li>• <b>Language &amp; Conventions</b> Teach Irregular Verbs T411</li> </ul>

Mentor **STACK**

Select stack texts that meet the following criteria:

- Poems contain similes with *like* and *as*.
- Poems contain alliteration.
- Rhythm and language ensure that the poems sound pleasant or distinctive when read aloud.

**FAST TRACK****LESSON 4****LESSON 5**

Explore Audio  
Recording T412

Apply Audio Recording  
T416

Independent Writing  
and Conferences T413

Writing Club and  
Conferences T416–T417

Editing for Sound T413

Learning from Audio  
Recording T416

**FLEXIBLE OPTION**

- **Spelling** Spiral Review T414
- **Language & Conventions** Practice Irregular Verbs T415

- **Spelling** *Assess Understanding* T418

- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T419

**ADDITIONAL RESOURCES****MINILESSON**

5–10 min.

Concrete Poems

Acoustic Poems

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

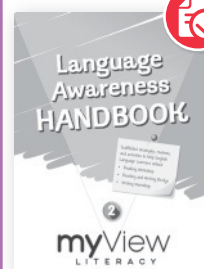
Independent Writing and Conferences

**SHARE BACK FOCUS**

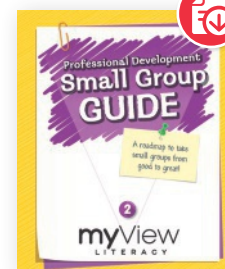
5–10 min.

Idea Sources

Idea and Detail Sources



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 poets choose sensory details, certain words, and sound patterns so that their poems sound pleasing when read aloud. Have stack books and minilessons available.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Simile

**If** students need additional support,


 **Then** review texts from the stack, pointing out similes.

**If** students show understanding,

**Then** discuss how similes create interesting images.

#### Explore Alliteration

**If** students need additional support,


 **Then** read a poem together, pointing out alliteration.

**If** students show understanding,

**Then** give them a list of words and have them add words to form alliterative phrases.

#### Apply Alliteration

**If** students need additional support,


 **Then** ask them which beginning sounds they enjoy and want to use.

**If** students show understanding,

**Then** instruct them to include several examples of alliteration (with different beginning sounds) in their poems.

#### Apply Audio Recording

**If** students need additional support,

 **Then** listen to students' recordings together. Pause frequently to discuss words, sound patterns, and images.

**If** students show understanding,

**Then** ask: What did you learn from listening to your recording?

## Conference Support for ELL

### EMERGING

- Do a Think Aloud to model how to connect two ideas with a simile.
- Use simple English words to introduce alliterative phrases.
- Help students record themselves reading poetry. Play back the recording. Point out words and sounds.

### DEVELOPING

- Introduce nouns, then work with students to create similes.
- Identify and read examples of alliteration in a stack text. Prompt students to repeat as you read.
- Have students read poems to themselves, then read them aloud. Discuss differences between reading and hearing.

### EXPANDING

- Have students write similes. Offer explicit instruction when needed.
- Pair students. Ask each pair to write two similes.
- Ask students how they want their poems to sound. Then record student readings and discuss the outcome.

### BRIDGING

- Have students revise their work to include similes.
- Have students add alliterative adjectives to specific nouns.
- Offer explicit instruction on revising poems for sound.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **word choice** and **irregular verbs**.



## ELL Minilesson Support

### Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that expands their awareness of similes and alliteration.

Use this note for the minilesson on pp. T400–T401.

#### ELL Targeted Support

##### SIMILE

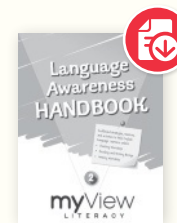
Tell students that when using similes, it is important to know how two different things are similar in at least one way. During reading and after students read, guide them to see that a simile compares two things using the words *like* or *as*. Support students directly or use support from peers to develop and confirm understanding of similes.

Ask students to point out *like* or *as* in similes while reading stack texts. Instruct students to explain what the simile compares, drawing a picture if necessary. **EMERGING**

Provide a student pair with a simile from a text. Prompt them to discuss what is being compared in the simile. Provide more similes to students to use as they master the skill. **DEVELOPING**

Have students work in pairs to identify similes in a stack text. Then prompt them to present their findings to the class. **EXPANDING**

Prompt students to identify similes in stack texts. Then have students revise their poems to include similes and then discuss their revisions in small groups. Challenge students to add more than one simile. **BRIDGING**



### LANGUAGE AWARENESS HANDBOOK

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

Use this note for the minilesson on pp. T404–T405.

#### ELL Targeted Support

##### EXPLORE ALLITERATION

Explain that alliteration is a language structure in which words start with the same consonant sound. To help students learn what alliteration sounds like, have them listen as you read poems aloud.

Provide students with simple texts that contain alliteration. Read aloud to model enunciation of beginning sounds. **EMERGING**

Use a Think Aloud to model writing simple sentences with alliteration. Read the sentences aloud and have students repeat them. Gradually have students begin reading new sentences aloud. **DEVELOPING**

Read aloud a poem with alliteration, and then ask students which sounds they heard repeated. Write the words with alliteration, read them aloud, and have students describe the repeated structures they hear. **EXPANDING**

Read aloud several poems with alliteration. Have students choose a poem and pair up. Ask partners to take turns reading the words with alliteration in their poems. Then have partners discuss the effect alliteration has on them as listeners. **BRIDGING**

FAST TRACK

# Simile

## OBJECTIVES

Create mental images to deepen understanding.

Compose literary texts, including poetry.

STUDENT INTERACTIVE, p. 135

**POETRY**      **WRITING WORKSHOP**

I can use figurative language and sound devices to write poetry.      **My Learning Goal**

### Simile

A poet can use **similes** to create imagery. A **simile** compares two things using the word **like** or **as**.

She eats **like** a bird.  
I'm **as** hungry **as** a bear.

**MY TURN** Replace the underlined word or words in each sentence with a simile. Write the new sentence.

- My book bag weighs a lot.  
**Possible response: My book bag is as heavy as a load of bricks.**
- I slept well.  
**Possible response: I slept like a baby.**

**MY TURN** Include similes as you compose your poem.

135

## Minilesson

Mentor **STACK**



**TEACHING POINT** Writers use comparisons to give details about their topics. One kind of comparison is called a simile. Similes compare two or more things using the word *like* or the phrase *as \_\_\_\_ as*, with an adjective in the blank space.

**MODEL AND PRACTICE** Direct students to p. 135 of the *Student Interactive*. Say: **Similes are another way to create imagery in a poem. When using similes, a poet compares two things using the word *like* or *as*. Point to the first example. This example compares *she*—a person—to an animal. What does she eat like? A bird. Birds are tiny. They usually eat very little. The poet must be saying that “she” eats very little.**

Point to the second example. Ask: **Which word shows us that this image is a simile? What does the simile compare? What image does the poet create with this simile?**

Read poems from the stack together. Identify similes and discuss the images they create. Then direct students to complete the exercise on p. 135 in the *Student Interactive*.

## Independent Writing

**FOCUS ON SIMILES** Students should explore how they can incorporate similes into their poetry.

- If students have trouble, help them describe the subjects of their poems.

### WRITING SUPPORT

- **Modeled** Do a Think Aloud to model creating a simile to compare two things.
- **Shared** Create a list of nouns for students, then work with them to find other nouns to which they can be compared.
- **Guided** Provide explicit instruction on how to write a simile.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who show understanding should make sure they have tried writing both kinds of similes.

See the **Conference Prompts** on p. T398.

## Share Back

Have students share their similes. Instruct other students to describe the mental images they get from the similes.



# Spelling Spell Words with *r*-Controlled Vowels *er, ir, ur*

## OBJECTIVE

Spell one-syllable and multisyllabic words with *r*-controlled vowels.

### SPELLING WORDS

fern	burn
term	perky
chirp	birthday
first	alert
curb	perfect

### HIGH-FREQUENCY WORDS

something paper

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Use the example spelling sentences from Lesson 5 to monitor and examine students' familiarity in spelling words with the *r*-controlled vowels *er, ir,* and *ur*.

For students who excel at spelling words with the *r*-controlled vowels *er, ir,* and *ur*, incorporate the following Challenge Words with the spelling list.

#### Challenge Words

- circular
- mermaid
- purpose

## ELL Targeted Support

**Sounds and Letters** Display the spelling words. Say each word aloud and have students echo you. As you read each word aloud, circle the *er, ir,* or *ur*. **EMERGING**

Have students find other words with the *r*-controlled vowels *er, ir,* and *ur*. Ask them to write these words and read each one quietly to themselves as they circle the *er, ir,* or *ur*.

**DEVELOPING**

Challenge students to list as many words with the *r*-controlled vowels *er, ir,* and *ur* as they can and say each word as they circle the *er, ir,* or *ur*. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with *r*-Controlled Vowels *er, ir, ur*


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with *r*-Controlled Vowels *er, ir, ur*

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:** Spell Words with Comparative Endings

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Past- and Future-Tense Verbs

**FOCUS** Review past- and future-tense verbs from p. T387.

**MODEL AND PRACTICE** Write present-tense sentences such as: *Pam shows me her homework.* Work together to revise the sentences so that the action happened in the past and then revise again so that the sentence tells of action that will happen in the future.

**APPLY** Ask students to work together to put the following sentence in the past tense and then in the future tense: *We walk to school together.*

#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense.

#### ELL Targeted Support

**Edit Writing** Have students edit writing for appropriate verb tenses. Write: *played* (past), *plays* (present), and *will play* (future). Then write the sentence frames: *Yesterday Joe \_\_\_\_.* *Today Joe \_\_\_\_.* *Tomorrow Joe \_\_\_\_.* Circle the time words in each sentence and guide students to complete each sentence with the correct form of *play*. **EMERGING**

Have students edit these sentences for verb tense: *Yesterday the dog will bark.* *Today the dog walk.* *Tomorrow the dog barked.* **DEVELOPING**

Have students edit these sentences for verb tense: *I will finish my homework yesterday.* *Today I play with friends.* *Tomorrow I watched a movie.* **EXPANDING**

Have partners write sentences using the words *yesterday*, *today*, and *tomorrow*. Then have them switch sentences with another pair and check the verb tenses, editing as needed. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Past-Tense and  
Future-Tense  
Verbs

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Irregular Verbs

### LESSON 3

Teach Irregular Verbs

### LESSON 4

Practice Irregular  
Verbs

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Alliteration

## OBJECTIVE

Compose literary texts, including poetry.

## Minilesson

Mentor **STACK**



**TEACHING POINT** Poets choose words that form sound patterns. Alliteration is a sound pattern created by choosing words that share the same beginning sound, such as *ruby red*.

**MODEL AND PRACTICE** Say: Poets form sound patterns with words. We read a poem about a *ruby red apple*. Both *ruby* and *red* start with an *r* sound. That sound pattern is called alliteration. The poet used alliteration because of the way it sounds.

Using poems from the stack, have students identify examples of alliteration. First, have them point out which beginning sounds are repeated, and then have them read the lines with emphasis on the beginning sounds.

Supply student pairs with groups of words and have them work together to create alliterative phrases.

## Possible Teaching Point

## Writing Process

### Drafting | Alliteration

As students continue to recognize alliteration and write poetry with alliteration, remind them that these words begin with the same sound. If students need support, choose a consonant such as *s*, *t*, or *m* and ask them to say a phrase with words that begin with the target letter. Talk about why phrases with alliteration are fun to say when reading a poem aloud.

## Independent Writing

**FOCUS ON ALLITERATION** Students should continue to explore alliteration to improve their recognition of the technique.

- If students have difficulty, ask them to read sentences aloud, then point out repeated beginning sounds.

### WRITING SUPPORT

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- **Modeled** Do a Think Aloud to model how to recognize alliteration.
- **Shared** Have students offer words. Instruct other students to offer words that create alliterative phrases.
- **Guided** Offer specific words to help students create alliterative phrases.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students finish the task, ask them to write their own alliterative sentences and phrases.

See the **Conference Prompts** on p. T398.

## Share Back

Invite students to share the alliterative sentences and phrases they wrote. Have other students identify the repeated beginning sounds.



# Spelling Spell Words with *r*-Controlled Vowels *er, ir, ur*

## OBJECTIVE

Spell one-syllable and multisyllabic words with *r*-controlled vowels.

### SPELLING WORDS

fern	burn
term	perky
chirp	birthday
first	alert
curb	perfect

### HIGH-FREQUENCY WORDS

something	paper
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## LESSON 2

### Teach

**FOCUS** Say: When a vowel is followed by *r*, the vowel sound is not long or short. The spellings *er, ir,* and *ur* all make the same sound.

**MODEL AND PRACTICE** Display *her, stir,* and *turkey*. Point out the *er, ir,* and *ur* and say each word. Note that the different letter pairs in the words make the same sound. Have students spell other *er, ir,* and *ur* words.

### APPLY MyTURN

Have students complete *Student Interactive* p. 133 to practice spelling words with *r*-controlled vowels. Use the leveled supports on p. T402 for ELLs.

READING-WRITING BRIDGE

**Spell Words with *r*-Controlled Vowels *er, ir, ur***

**MYTURN** Sort the spelling words by their *r*-controlled vowel pattern.

<b>ir</b>	<b>ur</b>	Spelling Words fern term chirp first curb burn perky birthday alert perfect  My Words to Know something paper
chirp _____	curb _____	
first _____	burn _____	
birthday _____		
<b>er</b>		
fern _____		
term _____		
perky _____		
alert _____		
perfect _____		

Write a My Words to Know word to answer these clues.

What word is the opposite of nothing? something

What are you writing on now? paper

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## LESSON 2

**Teach Spell Words with *r*-Controlled Vowels *er, ir, ur***

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with *r*-Controlled Vowels *er, ir, ur*

### FLEXIBLE OPTION LESSON 4

**Spiral Review:** Spell Words with Comparative Endings

### LESSON 5

Assess Understanding



# Language & Conventions

## Irregular Verbs

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Irregular Verbs

**FOCUS** Introduce the lesson by reviewing that the ending *-ed* is added to regular verbs to form the past tense. Give examples of sentences in the past tense, and ask students to point out the verb. Say which verbs are regular (*-ed*) and which are irregular.

**MODEL AND PRACTICE** Write on the board the present tense of several verbs that are irregular in the past tense: *go, eat, take*. Ask: *How can I say these verbs in the past tense?* Write the past tense next to each verb (*went, ate, took*). Say a sentence using the present-tense verb and have students say the same sentence with the past-tense form. For example: *I go to school. / I went to school.*

**APPLY** Write several more present-tense verbs that are irregular in the past tense: *wear, write, sit*. Have partners say the past tense of each verb (*wore, wrote, sat*) and use it in an oral sentence. Remind students that the action in their sentences should take place sometime in the past, such as yesterday, last week, or earlier today.

#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense as well as frequently occurring irregular verbs.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Irregular Verbs

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Past- and  
Future-Tense  
Verbs

**LESSON 3**

Teach Irregular Verbs

**LESSON 4**

Practice Irregular  
Verbs

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

FAST TRACK

# Apply Alliteration

## OBJECTIVES

Create mental images to deepen understanding.

Compose literary texts, including poetry.

STUDENT INTERACTIVE, p. 136

POETRY

**Alliteration**

Poets sometimes choose words that have the same beginning sound. This sound pattern is called **alliteration**. Poets use alliteration to make their poems sound pleasing. An example is this Mother Goose rhyme:

Three **g**ray geese in a **g**reen field **g**razing,  
**G**ray were the geese and **g**reen was the **g**razing.

**MY TURN** Think of ways to use alliteration in your poem. Write three phrases you might use.

Possible responses are shown.

Topic of Poem	Spring
Phrase	green grass growing
Phrase	busy bees buzzing
Phrase	delightful daffodils

**MY TURN** Compose your poem to include alliteration.

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## Minilesson

Mentor STACK

**TEACHING POINT** Alliteration is a sound pattern used in poetry. Alliteration makes poems sound pleasing by using words that begin with the same sound.

**MODEL AND PRACTICE** Direct students to p. 136 in the *Student Interactive*. Remind students that poets choose words beginning with the same sound to create alliteration. Point out the example on the top of the page. Read the Mother Goose lines, emphasizing the *grr* sound. Ask: **What sound pattern did you hear? In this rhyme, the poet chose many words that began with a *grr* sound. This is an example of alliteration. The poet could have just written: *the geese ate in a field*. Instead, the poet added words to create a better image.**

Point out the chart on p. 136. Explain that students can begin writing poetry by first thinking of a topic and then listing some phrases that use alliteration. Direct students to complete the exercise. When students are finished, introduce and read stack texts that contain alliteration.

### Possible Teaching Point

#### Spelling | Words with *r*-Controlled Vowels

Remind students that when a vowel is followed by *r*, the vowel sound is neither short nor long. The spelling for the sound heard in *stir* can be spelled *er*, *ir*, and *ur*.

Have students read their poems aloud and circle any words with *r*-controlled vowels. Ask them to check the spelling of these words, using a dictionary as needed.

## Independent Writing

**FOCUS ON ALLITERATION** Students should continue to write their poems while trying to incorporate alliteration.

- If students need assistance, suggest words or phrases they can add.

### WRITING SUPPORT

---

- **Modeled** Use a Think Aloud to model writing an alliterative line of poetry.
- **Shared** Place students into groups. Assign each group a beginning sound and instruct them to create alliterative stanzas of poetry.
- **Guided** Explicitly suggest places in students' work where they should add alliteration.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, tell them to look up new words that start with the beginning sounds they are using.

See the **Conference Prompts** on p. T398.

## Share Back

Ask students to share lines of poetry that have alliteration. Instruct students to offer feedback, including ideas for substitute words that fit the alliteration schemes.

# Spelling Spell Words with *r*-Controlled Vowels *er, ir, ur*

## OBJECTIVE

Spell one-syllable and multisyllabic words with *r*-controlled vowels.

### SPELLING WORDS

fern	burn
term	perky
chirp	birthday
first	alert
curb	perfect

### HIGH-FREQUENCY WORDS

something    paper

## FLEXIBLE OPTION

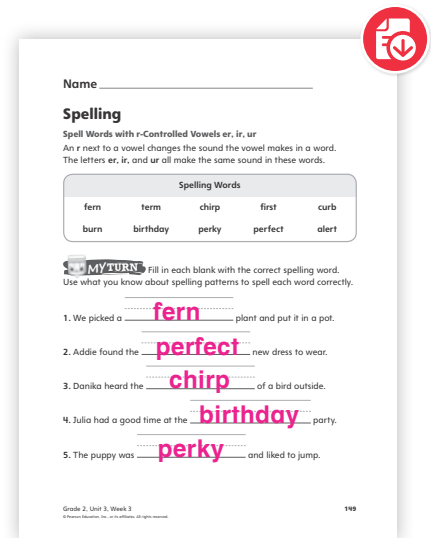
### LESSON 3

#### Review and More Practice

**FOCUS** Review words with the *r*-controlled vowels *er, ir, and ur*. To spell the sounds in *r*-controlled syllables, students should add the letter *r* after the vowel. This is true for multisyllabic words as well as one-syllable words.

**MODEL AND PRACTICE** Display one-syllable and multisyllabic words with the *r*-controlled spellings *er, ir, and ur*. Read the words aloud and have students spell them.

**APPLY** Have students complete Spelling p. 149 in the *Resource Download Center*.



## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with *r*-Controlled Vowels *er, ir, ur*

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with *r*-Controlled Vowels *er, ir, ur*

## FLEXIBLE OPTION

### LESSON 4

📖 Spiral Review: Spell Words with Comparative Endings

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Irregular Verbs

### LESSON 3

#### Teach Irregular Verbs

**FOCUS** Remind students that while *-ed* can be added to most verbs to form the past tense, irregular verbs do not follow this rule. Students will need to practice the spellings of irregular past-tense verbs. Give examples of verbs and say the irregular past-tense form of the verb.

**MODEL AND PRACTICE** Display present-tense sentences, such as: *I see a bird outside.* Choose present-tense verbs that are irregular in the past tense (*sit/sat, tell/told, take/took, buy/bought, swim/swam, run/ran*). Have students change each sentence to past tense.

#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense as well as frequently occurring irregular verbs.

#### ELL Targeted Support

**Edit Writing** Display a list of present-tense verbs that are irregular in the past tense. Have students write the past-tense form of each verb and then use it in a written sentence. Have students check the irregular past-tense verbs to make sure they are correct, editing as needed. **EMERGING/DEVELOPING**

Have students write the past-tense form of each displayed present-tense verb. Then have them include the past-tense verbs in a written paragraph. Have them check to make sure they have correctly written the past-tense verbs, editing as needed. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach Irregular Verbs

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Past- and  
Future-Tense  
Verbs

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Irregular Verbs

#### LESSON 4

**Practice Irregular  
Verbs**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Explore Audio Recording

## OBJECTIVES

Compose literary texts, including poetry.

Create audio recordings of stories or poems; add drawings or other visuals to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

## Minilesson

Mentor STACK 

**TEACHING POINT** Poets carefully consider sound when they write. They choose words that sound good together to create a nice effect when read aloud. Poets may make recordings of their poetry to listen for ways to improve sounds.

**MODEL AND PRACTICE** Review how poets create sounds in their work by choosing

- sensory details to help someone “hear” details in a poem, such as “sharp crunch”
- interesting words that sound good together, such as “snoozed peacefully”
- words with the same beginning sounds, such as the alliterative phrase “gray geese in a green field grazing”

Say: **Poets want their poems to sound good. They may practice by making audio recordings. After recording a poem, poets will play it back and listen for ways to make it better.**

Model how to record yourself reading a stack poem aloud using available classroom technology. Play the recording back. Share your thoughts on how the poem sounded. Discuss how you could change the sound by using different word choice, sensory details, or sound patterns.

## Possible Teaching Point

### Language & Conventions | Irregular Verbs

Remind students that the ending *-ed* is added to most verbs to form the past tense, but irregular verbs do not follow this pattern. Have students make a two-column chart with the headings *Regular Verbs* and *Irregular Verbs*. Ask students to read their poems aloud and write each verb in the poem in the appropriate column. Have them use a dictionary to confirm that they have formed the past tense verbs correctly.

## Independent Writing

**FOCUS ON HOW WORDS SOUND** During independent writing time, students should review their poems and consider how the words they choose will affect sound.

- Students who need extra guidance should work together to read poems aloud and suggest ways to improve the sound.

### WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to review an audio recording of a poem.
- **Shared** Play a recording of a poem. Discuss areas where different word choices, sensory details, and alliteration might improve the experience.
- **Guided** Offer students explicit instructions about how to make a poem sound good when read aloud.

 **Intervention** Refer to the *Small Group Guide* for support.

- Students who complete the task should think about which words to emphasize when reading aloud.

See the **Conference Prompts** on p. T398.

## Share Back

Ask students to share changes that made their poems sound better.



# Spelling Spiral Review

## OBJECTIVE

Spell words with inflectional endings, including -s, -es, -ed, -ing, -er, and -est.

## SPELLING WORDS

fern	burn
term	perky
chirp	birthday
first	alert
curb	perfect

## HIGH-FREQUENCY WORDS

something	paper
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## Writing Workshop

Ask students to check their drafts for the correct spelling of words with comparative and superlative endings and *r*-controlled vowels.

FLEXIBLE OPTION

## LESSON 4

### Spiral Review


**FOCUS** Remind students how to spell words with comparative and superlative endings. Review p. T382 for further instruction.

**MODEL AND PRACTICE** As you read aloud the following words, have students spell them: *rich, richer, richest, mean, meaner, meanest*.

**APPLY** Put students in pairs. Ask each pair to write a list of words with the endings *-er* and *-est*.

FLEXIBLE OPTION

## LESSON 4


 **Spiral Review:**  
Spell Words with  
Comparative  
Endings

## LESSON 5

 **Assess  
Understanding**

FLEXIBLE OPTION

## LESSON 1

 **Assess Prior  
Knowledge**

## LESSON 2

Teach Spell Words  
with *r*-Controlled  
Vowels *er, ir, ur*

FLEXIBLE OPTION

## LESSON 3

Review and More  
Practice Spell Words  
with *r*-Controlled  
Vowels *er, ir, ur*



# Language & Conventions

## Irregular Verbs

### LESSON 4

#### Practice Irregular Verbs

**APPLY MyTURN** Have students complete the practice activity on *Student Interactive* p. 134 to edit drafts using irregular past-tense verbs. Use the leveled supports on p. T411 for ELLs.

LANGUAGE AND CONVENTIONS

#### Irregular Verbs

You add **-ed** to most verbs to show action in the past. **Irregular verbs** do not follow this rule. Instead, these verbs change spelling for the past tense.

Present	Past
sit	sat
tell	told
see	saw
take	took
hide	hid

**MYTURN** Edit this draft by crossing out the incorrect verbs and writing the correct verb above.

We played hide-and-seek yesterday. I ~~hid~~<sup>hid</sup> in my closet. I ~~sitt~~<sup>sat</sup> on one side and pulled a coat over my head. It ~~take~~<sup>took</sup> the others a long time to find me. My sister ~~see~~<sup>saw</sup> me last. She ~~tell~~<sup>told</sup> me it was a great place to hide.

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#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense as well as frequently occurring irregular verbs.

#### Writing Workshop

Have students edit their writing for irregular verbs. Tell them to find verbs in the past tense and identify those that are regular and those that are irregular. Ask students to exchange drafts with a partner and check for the correct use of irregular past-tense verbs.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Past- and  
Future-Tense  
Verbs

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Irregular Verbs

**LESSON 3**

Teach Irregular Verbs

**LESSON 4**

**Practice Irregular  
Verbs**

FLEXIBLE OPTION  
**LESSON 5**

Standards Practice

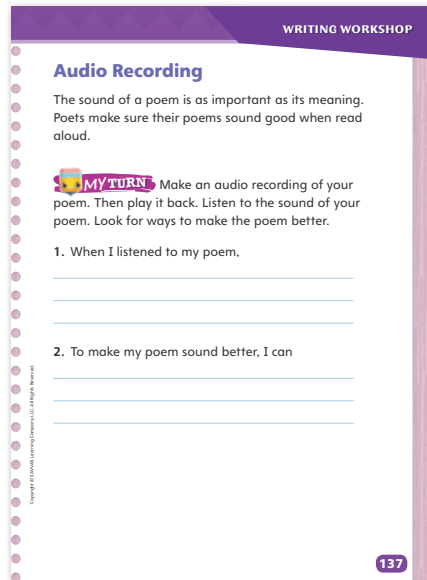
**FAST TRACK**

# Apply Audio Recording

## OBJECTIVE

Compose literary texts, including poetry.

STUDENT INTERACTIVE, P. 137



## Minilesson

**TEACHING POINT** Audio recordings help poets consider how to improve sounds in their poetry.

**MODEL AND PRACTICE** Direct students to p. 137 of the *Student Interactive*. Review the purpose of making an audio recording and the recording steps: **1) Record yourself reading a poem aloud. 2) Play back the recording and listen carefully. 3) Reflect on ways to make the poem sound better.**

Help students work in pairs with one managing the equipment or software while the other reads. After students play back their poems, have them complete the exercise on p. 137.

As students work, ask questions to make sure they understand why poets consider sound. Review word choice, sensory details, and word patterns as necessary.

## WRITING CLUB

Place students into Writing Club groups. See p. T417 for details on how to run Writing Club.

## Share Back

Ask students to share examples of how they discovered ways to improve poems by playing back audio recordings.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will explore sound in their poetry.

Students should spend the first 5–10 minutes of Writing Club discussing the following:

- How to offer clear and helpful feedback
- The role of the audience when someone is reading a poem
- How to take turns during discussions

**What Are We Sharing?** Students should take turns reading their poems. Classmates should help them find ways to improve the sound of their poems.

## How Do We Get Started? Conversation Starters

- You might want to add \_\_\_\_\_ (sensory detail/word choice/alliteration).
- Why did you choose this \_\_\_\_\_(sensory detail/word choice/alliteration)?
- This \_\_\_\_\_ sounds very nice when read aloud.
- You can create alliteration by adding the word \_\_\_\_\_.
- \_\_\_\_\_ is a good place for a simile.

# Spelling Spell Words with *r*-Controlled Vowels *er, ir, ur*

## OBJECTIVE

Spell one-syllable and multisyllabic words with *r*-controlled vowels.

### SPELLING WORDS

fern	burn
term	perky
chirp	birthday
first	alert
curb	perfect

### HIGH-FREQUENCY WORDS

something	paper
-----------	-------

## LESSON 5


### Assess Understanding

Read aloud the following sentences to assess students' abilities to spell the week's high-frequency words and words with the *r*-controlled vowels *er, ir, and ur*. Repeat the sentences and give students time to spell each bold word.

### Spelling Sentences

1. That plant is a **fern**.
2. What does that **term** mean?
3. I hear a bird **chirp**.
4. He is **first** in line.
5. Let's wait at the **curb**.
6. Do not **burn** the toast.
7. What a **perky** dog!
8. Tomorrow is my **birthday**.
9. Be careful and stay **alert**.
10. I found the **perfect** gift.
11. I have **something** for her.
12. She needs a piece of **paper**.

FLEXIBLE OPTION   
**LESSON 1**

 **Assess Prior Knowledge**


**LESSON 2**

Teach Spell Words with *r*-Controlled Vowels *er, ir, ur*

FLEXIBLE OPTION   
**LESSON 3**

Review and More Practice Spell Words with *r*-Controlled Vowels *er, ir, ur*

FLEXIBLE OPTION   
**LESSON 4**

 **Spiral Review:** Spell Words with Comparative Endings

## LESSON 5

 **Assess Understanding**



# Language & Conventions

## Irregular Verbs

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

Ask students to respond to the question on their own. Remind them to choose just one answer.

Which of the following is a correct sentence?

- A I goed home early.
- B** I went home early.
- C I wented home early.

**APPLY** Have students complete *Language & Conventions* p. 155 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Irregular Verbs  
Irregular verbs do not follow a spelling pattern. The past tense of an irregular verb does not usually end in -ed.

**MYTURN** Write the correct past tense verb in each sentence.

1. Last night Sue **saw** (see) a kitten.

2. Jonna **went** (go) to the mall.

3. A bush **grew** (grow) tall and wide.

**MYTURN** Write sentences using the three verbs.

1. found \_\_\_\_\_

2. held \_\_\_\_\_

3. bought \_\_\_\_\_

Grade 2, Unit 3, Week 3  
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**OBJECTIVE**

Edit drafts using standard English conventions, including past, present, and future verb tense as well as frequently occurring irregular verbs.

FLEXIBLE OPTION

**LESSON 5****Standards Practice**

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Past-and  
Future-Tense  
Verbs

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Irregular Verbs

**LESSON 3**

**Teach Irregular Verbs**

**LESSON 4**

**Practice Irregular  
Verbs**

# Weekly Overview

Students will revise their poems by

- rearranging words to make lines clearer and more interesting
- using descriptive adjectives and correct articles
- editing for correct verb tense

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Revise Drafts by Rearranging Words T424	Explore Descriptive Adjectives and Articles T428	Apply Descriptive Adjectives and Articles T432
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T425	Independent writing and Conferences T429	Independent Writing and Conferences T433
<b>SHARE BACK FOCUS</b> 5–10 min.	Improve Sentences T425	Adjectives and Articles T429	Edited Adjectives and Articles T433
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T426</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Irregular Verbs T427</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with <i>ou, ow, oi, oy</i> T430</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Subject-Verb Agreement T431</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T434</li> <li>• <b>Language &amp; Conventions</b> Teach Subject-Verb Agreement T435</li> </ul>

# Mentor STACK





To use with this week’s minilessons, choose stack texts in which

- word order is very clear
- the writer uses many adjectives
- past-, present-, and future-tense verbs appear

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Explore Past, Present, and Future Verbs T436	Apply Past, Present, and Future Verbs T440
Independent Writing and Conferences T437	Writing Club and Conferences T440–T441
Changed Verb Tenses T437	Revised Verb Tenses T440
<p><b>FLEXIBLE OPTION</b> </p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T438</li> <li>• <b>Language &amp; Conventions</b> Practice Subject-Verb Agreement T439</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <i>Assess Understanding</i> T442</li> </ul> <p><b>FLEXIBLE OPTION</b> </p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T443</li> </ul>

**ADDITIONAL RESOURCES**

<p><b>MINILESSON</b></p> <p>5–10 min.</p>	Thesaurus for Poetry	Prose Poem
<p><b>INDEPENDENT WRITING AND CONFERENCES</b></p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p><b>SHARE BACK FOCUS</b></p> <p>5–10 min.</p>	Changed Words	Sharing Prose Poems
 <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 students' understanding of revising by rearranging words and correct use of adjectives, articles, and verb tense. Have stack books and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Revise Drafts by Rearranging Words

**If** students need additional support,


 **Then** help them get rid of unnecessary sentences by incorporating the information in them into other sentences.

**If** students show understanding,

**Then** ask students why they chose to rearrange the words that they selected.

#### Apply Descriptive Adjectives and Articles

**If** students need additional support,


 **Then** review a stack text together, identifying descriptive adjectives and articles.

**If** students show understanding,

**Then** have students add an article and an adjective to a line of poetry.

#### Explore Past, Present, and Future Verbs

**If** students need additional support,

 **Then** read a stack text and point to clues that indicate past, present, or future action.

**If** students show understanding,

**Then** have them locate examples of specific verb tenses in a stack text.

## Conference Support for ELL

### EMERGING

- Create sentences with words in the wrong positions and use a Think Aloud to model fixing them.
- Give students images and help them list adjectives that apply.
- Learn examples of past-, present-, and future-tense verbs in students' native languages.

### DEVELOPING

- Use a graphic organizer to arrange interesting details students find in assigned sentences.
- Provide students with a cloze sentence that omits adjectives and articles. Ask students to choose from a word bank to fill in the blanks.
- Have students recite past, present, and future tenses of simple verbs.

### EXPANDING

- Guide students in moving words around in a sentence.
- Have students write sentences that contain adjectives.
- Put students in groups and ask each group to write a paragraph in the past, present, or future tense.

### BRIDGING

- Have students work in pairs to rearrange sentences in their poetry.
- Ask students to discuss a poet's choice of adjectives.
- After reading a stack text, have students write a reaction that includes past, present, and future verbs.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure** and **subject-verb agreement**.



## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that expands their awareness of articles and correct verb tense.

Use this note for the minilesson on pp. T428–T429.

### ELL Targeted Support

#### EXPLORE DESCRIPTIVE ADJECTIVES AND ARTICLES

Adjectives are descriptive words that help readers learn more about nouns. Articles (*the*, *a*, and *an*) are short adjectives that specify which noun a writer is discussing. Write the articles and the Academic Vocabulary words: *culture*, *belief*, and *purpose*.

Remind students that the article *an* is used before words that begin with a vowel. Point to each vocabulary word, and have students tell you whether *a* or *an* should precede it.

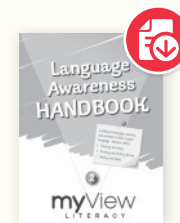
#### EMERGING

Complete the Beginning activity. Then ask students which article, *a* or *an*, should go in front of the phrases *strong belief*, *old culture*, and *author's purpose*. **DEVELOPING**

Remind students that “a culture” refers to any culture, while “the culture” refers to a specific culture. Write the adjectives *Abenaki*, *ancient*, *traditional*. Have student work in pairs to write sentences using each adjective, the word *culture*, and the proper article. **EXPANDING**

Have students write a sentence for each Academic Vocabulary word that combines it with an article and a descriptive adjective.

#### BRIDGING



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

Use this note for the minilesson on pp. T436–T437.

### ELL Targeted Support

#### EXPLORE PAST, PRESENT, AND FUTURE VERBS

Support students as they develop a grasp of language structures involving verb tenses. Write *I watched the game yesterday*. *I watch the game now*. *I will watch the game tomorrow*.

Help students read each sentence and identify the words that are the same. Then underline and explain the different structures of the past-tense, present-tense, and future-tense sentences. **EMERGING**

Have students read the sentences and identify which words are different. Underline the words they identify. Use the sentences to explain the structure appropriate for each tense.

#### DEVELOPING

Pair students and have partners read the sentences. Ask them to identify the past-tense, present-tense, and future-tense verbs. Provide support as needed. Then have partners create new sentences using the same verbs.

#### EXPANDING

Work with students in pairs or small groups. Guide them to describe the language structures of the sentences, and help them isolate the differences caused by using various tenses. Then support them as they create a sentence for each tense to demonstrate their grasp of the structures. **BRIDGING**

## FAST TRACK

# Revise Drafts by Rearranging Words

## OBJECTIVE

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

STUDENT INTERACTIVE, p. 169

The screenshot shows a page from a student interactive. At the top, it says 'POETRY' and 'WRITING WORKSHOP'. Below that is a 'My Learning Goal' icon with a cartoon character and the text: 'I can use figurative language and sound devices to write poetry.' The main heading is 'Revise Drafts by Rearranging Words'. Below this, it explains that authors may rearrange words to make their writing clearer or more interesting. Two examples are provided: 1. Original: 'The sandwiches,are in the refrigerator for lunch.' Revised: 'The sandwiches for lunch are in the refrigerator.' 2. Original: 'The,boy drank a glass of water. He was thirsty.' Revised: 'The thirsty boy drank a glass of water.' There are two 'MY TURN' sections. The first asks the student to revise the sentence 'My friends on the playground met for a game of kickball.' and provides the revised sentence 'My friends met on the playground for a game of kickball.' The second 'MY TURN' asks the student to revise their own poem by rearranging words to make it more interesting. The page number '169' is in the bottom right corner.

## Minilesson

**TEACHING POINT** As poets revise their drafts, they often rearrange words to make their writing clearer and more interesting. Rearranging words can change the sound and meaning of a poem.

**MODEL AND PRACTICE** Direct students to p. 169 in the *Student Interactive*. Say: **When poets reread their writing, they often see ways to make it clearer and more interesting. One way to do this is to rearrange words.**

Point to the first example in the middle of the page. Explain how “for lunch” was moved from the end of the sentence to the beginning. Read the original sentence and the revision. Say: **The author revised this sentence to make it clearer. Right away, the reader knows that the sandwiches are for lunch. In the original sentence, this detail gets lost at the end of the sentence.**

Point to the second example. Read the original and revised sentences. Say: **The author made this sentence more interesting by moving a detail from the second sentence. Now the reader can picture this “thirsty boy” who drinks a glass of water. The second sentence isn’t needed anymore.**

Have students complete the exercise on p. 169. Then have them apply the same principles as they revise their poems.

## Independent Writing

**FOCUS ON REARRANGING WORDS** During independent writing time, students should continue to revise their drafts with an emphasis on rearranging words to make lines and sentences clearer and more interesting.

- If students have difficulty, point out words in their work that could be rearranged.

### WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to rearrange a sentence to make it clear and interesting.
- **Shared** Ask students to suggest ways to rearrange sample sentences. Write their answers and offer corrections where necessary.
- **Guided** Provide explicit instruction on how and where to move words around to make sentences clearer or more interesting.

 **Intervention** Refer to the *Small Group Guide* for support.

- If they complete the task, instruct them to try deleting words that may not be needed.

See the **Conference Prompts** on p. T422.

## Share Back

Have students share the revisions they have made.



# Spelling Spell Words with *ou*, *ow*, *oi*, *oy*

## OBJECTIVES

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

Identify and read high-frequency words.

### SPELLING WORDS

about	spoil
amount	noise
count	flower
clown	loyal
join	found

### HIGH-FREQUENCY WORDS

took	often
------	-------

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each spelling word, as well as the two high-frequency words.

#### Spelling Sentences

1. The book is **about** a lake.
2. The right **amount** of water is in the cup.
3. I will **count** the puppies.
4. The **clown** jumped up.
5. Will you **join** our team?
6. The apple will **spoil**.
7. The lion made a loud **noise**.
8. The blue **flower** is pretty.
9. My dog is like a **loyal** friend.
10. I **found** a five-dollar bill.
11. We **took** turns.
12. I **often** walk to school.

## ELL Targeted Support

**Vowel Teams** Remind students that vowels can work together to make sounds. Write *out*, *down*, *oil*, *toy*. Pronounce each word as you point to its vowels. Write *shout*, *town*, *boil*, *boy* underneath the first set of words. Point to each new word and have students spell it aloud. **EMERGING/DEVELOPING**

Say *shout*, *down*, *soil*, *enjoy*. Have students spell each word aloud. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with *ou*, *ow*, *oi*, *oy*


## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with *ou*, *ow*, *oi*, *oy*

## FLEXIBLE OPTION

### LESSON 4

 **Spiral Review:** Spell Words with *r*-Controlled Vowels *er*, *ir*, *ur*

### LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Irregular Verbs

Review that some verbs are irregular, which means they do not end with *-ed* in the past tense. Instead the verb changes spelling.

**MODEL AND PRACTICE** Write *I go today. I went yesterday.* Underline *go* and *went*. Point out that *go* is an irregular verb. It changes to *went* to show past tense. For practice, write *I run today. I \_\_\_\_\_ yesterday.* Ask students to complete the second sentence with the correct irregular verb.

**APPLY** Repeat the routine above with the following sentence and sentence frame: *I eat lunch today. I \_\_\_\_\_ lunch yesterday.* Then invite partners to list other present-tense verbs that have irregular past-tense forms and share the list with the class.

#### OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tense as well as frequently occurring irregular verbs.

#### ELL Targeted Support

**Edit Writing** Display a list of present-tense verbs that are irregular in the past tense. Have students write the past-tense form of each verb and then use it in a written sentence. Have students check the irregular past-tense verbs to make sure they are correct, editing as needed. **EMERGING/DEVELOPING**

Have students write the past-tense form of each displayed present-tense verb. Then have them include the past-tense verbs in a written paragraph. Have them check to make sure they have correctly written the past-tense verbs, editing as needed. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Irregular Verbs

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Subject-Verb  
Agreement

### LESSON 3

Teach Subject-Verb  
Agreement

### LESSON 4

Practice Subject-Verb  
Agreement

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Explore Descriptive Adjectives and Articles

## OBJECTIVE

Edit drafts using adjectives, including articles, and adverbs.

STUDENT INTERACTIVE, p. 170

**POETRY**

**Edit Adjectives**

An adjective describes people, places, or things. An adjective can tell how many, what size, what color, or what shape.

three dogs tall tree green apple round hole

The words **a**, **an**, and **the** are special adjectives called articles. **The** refers to a specific person, place, or thing. **A** does not. Use **an** before a noun that begins with a vowel.

the boy a boy an egg

Authors edit their writing to make sure they have used adjectives well and articles correctly. For example:

tiny tall green an

I saw a frog hop in the grass and land on an ant.

**MY TURN** Edit the sentences. Use at least one adjective in the first sentence. Make sure the correct article is used in the second sentence.

**A** mighty lion roars.

**The** children are singing.

**MY TURN** Edit your poem for adjectives and articles.

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## Minilesson

**TEACHING POINT** When poets edit their writing, they make sure to use adjectives correctly, including short adjectives called articles. Adjectives describe people, places, and things. The article *the* refers to a specific person, place, or thing while the articles *a* and *an* do not.

**MODEL AND PRACTICE** Direct students to the first paragraph on p. 170 of the *Student Interactive*. Say: **Authors write with adjectives. Adjectives describe people, places, and things. Adjectives can tell readers the amounts of things or what color, size, or shape they are.** Read the examples and reinforce how the adjectives describe how many dogs, the size of a tree, the color of an apple, and the shape of a hole.

Direct students to the second paragraph. Say: **Authors also use adjectives called articles. Articles are *a*, *an*, and *the*.** Discuss the examples provided. **The** describes a specific person, place, or thing: “The boy.” **A** and **an** are not specific. “A boy” can mean any one boy. Use **an** the same way you use **a**, but in front of words that begin with vowels: “an egg.”

## Possible Teaching Point

## Writing Process

### Revising and Editing | Adjectives and Articles

As students revise their work, remind them that adjectives give specific details about people, places, or things. Adjectives may add interest, humor, or excitement to a poem.

Students can look for places to add adjectives by asking themselves these questions:

- Can I add an adjective to tell about a color, size, amount, or shape?
- Can I add an article such as *a*, *an*, or *the* to make my poem clearer?

## Independent Writing

**FOCUS ON ADJECTIVES AND ARTICLES** During independent writing time, students should continue to work on their poems while examining their own use of adjectives.

- If students need help, point out where they have used adjectives or articles incorrectly.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model understanding what an adjective describes.
- **Shared** Give students a list of adjective/noun pairs and ask them to work in groups to determine what quality the adjectives describe.
- **Guided** Provide explicit instruction on how to identify and understand adjectives in sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students show understanding, ask them to add adjectives to their work.

See the **Conference Prompts** on p. T422.

## Share Back

Have students share some examples of sentences with adjectives in their own work. Instruct other students to identify the adjectives, articles, and nouns in the sentences.



# Spelling Spell Words with *ou*, *ow*, *oi*, *oy*

## OBJECTIVES

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

Identify and read high-frequency words.

### SPELLING WORDS

about	spoil
amount	noise
count	flower
clown	loyal
join	found

**HIGH-FREQUENCY WORDS**  
took often

## LESSON 2

### Teach

**FOCUS** Say: Different groups of letters can make the same sound in words with one or more syllables. Give examples using *ou* and *ow* and *oy* and *oi*. Discuss these vowel teams.

**MODEL AND PRACTICE** Display count and flower. Read and spell each word aloud, circling *ou* and *ow*. Have students repeat with *oi* and *oy*.

### APPLY MyTURN

Have students complete *Student Interactive* p. 167 to spell one-syllable and multisyllabic words with vowel teams, including diphthongs. Use the leveled supports on p. T426 for ELLs.

SPELLING      READING-WRITING BRIDGE

### Spell Words with *ou*, *ow*, *oi*, *oy*

**MYTURN** Write the missing vowels to make a spelling word from the list. Then write the word.

1. c <u>ou</u> nt	_____	count
2. sp <u>oi</u> l	_____	spoil
3. f <u>ow</u> nd	_____	found
4. j <u>oi</u> n	_____	join
5. ab <u>ou</u> t	_____	about
6. l <u>oy</u> al	_____	loyal
7. am <u>ou</u> nt	_____	amount
8. n <u>oi</u> se	_____	noise
9. cl <u>ow</u> n	_____	clown
10. fl <u>ow</u> er	_____	flower

**Spelling Words**

about  
amount  
count  
clown  
join  
spoil  
noise  
flower  
loyal  
found

**My Words to Know**

often  
took

Write a My Words to Know word to complete each sentence.

11. She \_\_\_\_\_ **took** her lunch out of the bag.

12. We \_\_\_\_\_ **often** visit our cousins on Sundays.

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## LESSON 2

Teach Spell Words with *ou*, *ow*, *oi*, *oy*

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Words with *ou*, *ow*, *oi*, *oy*

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:** Spell Words with *r*-Controlled Vowels *er*, *ir*, *ur*

**LESSON 5**

Assess Understanding



# Language & Conventions

## Subject-Verb Agreement

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Subject-Verb Agreement

**FOCUS** Tell students that a singular subject must have a singular verb and a plural subject must have a plural verb. Point out that you add an -s to most verbs when the subject is singular (excluding the pronouns *I* and *you*).

**MODEL AND PRACTICE** Write sentences to narrate events in the class using singular and plural subjects. For example, *Mr. Adams drinks coffee. The students sit down.* Point out the -s on the end of singular verb forms. Then invite students to act out verbs. Record a sentence telling what they do. For example: *Susan sings. Tim and Fernando wave.*

**APPLY** Have pairs take turns acting out verbs for another pair. Have the viewing pair say a sentence about what they see. Tell pairs to use some singular and some plural subjects when acting. Circulate to make sure students are using correct subject-verb agreement.

#### OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

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FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Subject-Verb  
Agreement

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Irregular Verbs

**LESSON 3**

Teach Subject-Verb  
Agreement

**LESSON 4**

Practice Subject-Verb  
Agreement

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

## FAST TRACK

# Apply Descriptive Adjectives and Articles

## OBJECTIVE

Edit drafts using adjectives, including articles, and adverbs.

## Minilesson

Mentor STACK



**TEACHING POINT** Poets make sure to use adjectives and articles correctly.

**MODEL AND PRACTICE** Review the purpose of adjectives and articles. Read a familiar poem to show how poets use adjectives and articles. Ask questions to check for comprehension.

Have students return to p. 170 in the *Student Interactive*. Say: *When authors edit their writing, they make sure to use adjectives accurately. They also make sure to use articles correctly.*

Read the third paragraph and the example without the additions. Say: *The author added the adjective *tiny* to describe the size of the frog and *tall* green to describe the size and color of the grass. This creates an image for the reader. We know that the grass is probably taller than the tiny frog. At the end of the sentence, the letter *a* was crossed out. “A ant” does not sound right. It is incorrect because *ant* begins with a vowel. The article should be *an*.*

Have students complete the editing exercise on SI p. 170. Then have students edit their own poems for adjectives and articles.

## Possible Teaching Point

**Spelling** | Words with *ou*, *ow*, *oi*, *oy*

Remind students that different groups of letters may spell the same sound. Provide examples, such as *boy/foil* and *out/how*. Have students underline words in their poems with any of these groups of letters. Make sure they check the spellings of these words.

## Independent Writing

**FOCUS ON ADJECTIVES AND ARTICLES** Students should edit their poems for adjectives and articles.

- If students have difficulty, suggest specific adjectives they should work into their writing.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how to come up with an adjective about the subject of a sentence.
- **Shared** Cross out instances where students have incorrectly used articles. Have students write in the correct articles.
- **Guided** Ask students questions to draw out details about their subjects.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Students who show understanding should experiment with using multiple adjectives to describe a particular noun.

See the **Conference Prompts** on p. T422.

## Share Back

Ask students to share how they have used adjectives differently or made corrections to articles in their poems.

# Spelling Spell Words with *ou*, *ow*, *oi*, *oy*

## OBJECTIVES

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

Identify and read high-frequency words.

## SPELLING WORDS

about	spoil
amount	noise
count	flower
clown	loyal
join	found

## HIGH-FREQUENCY WORDS

took	often
------	-------

## FLEXIBLE OPTION

### LESSON 3

#### Review and More Practice

**FOCUS** Remind students that different groups of letters can stand for the same sound. Review the sound of *ou* and *ow* in *out* and *owl* and the sound of *oy* and *oi* in *loyal* and *boil*.

**MODEL AND PRACTICE** Have students spell the following words: *loyal*, *flower*, *spoil*, *about*. Afterward, ask how students knew the correct spelling (because they had practiced spelling the words).

**APPLY** Have students complete *Spelling* p. 150 from the *Resource Download Center* to spell one-syllable and multisyllabic words with vowel teams, including diphthongs.

Name \_\_\_\_\_

**Spelling**  
 Spell Words with *ou*, *ow*, *oi*, *oy*  
 The vowel sound in how can be spelled *ow* or *ou*. The vowel sound in boy can be spelled *oy* or *oi*.

about	amount	count	clown	join
spoil	noise	flower	loyal	found

**MY TURN** Read the spelling words in the box above. Then write the word on the line that matches each clue below. Use the spelling patterns to help you spell correctly.

- A member of the circus with a red nose clown
- To be helpful and kind to a friend loyal
- A beautiful part of a plant flower
- To become part of a team join
- Another word for a sound noise

Grade 2, Unit 3, Week 4  
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## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach Spell Words with *ou*, *ow*, *oi*, *oy*

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with *ou*, *ow*, *oi*, *oy*

## FLEXIBLE OPTION

### LESSON 4

📖 Spiral Review: Spell Words with *r*-Controlled Vowels *er*, *ir*, *ur*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Subject-Verb Agreement

### LESSON 3

#### Teach Subject-Verb Agreement

**FOCUS** Remind students that a sentence must name something (the subject) and tell what it does (the verb). Then read aloud the introductory information at the top of *Student Interactive* p. 168, pointing out the letter -s added to the verb for a singular subject.

**MODEL AND PRACTICE** Direct attention to the chart at the top of *Student Interactive* p. 168. I read the word *leaf*. I know this is a singular noun. It names one leaf, so the verb in the sentence must be a singular verb: *falls*. In the next sentence, I read the noun *leaves*. I know this is a plural noun; it names more than one leaf, so the verb does not end in the letter -s. The singular noun *leaf* agrees with the singular verb *falls*. The plural noun *leaves* agrees with the plural verb *fall*.

#### OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

#### ELL Targeted Support

**Edit Writing** Have students edit writing for subject-verb agreement.

Write: *The girl walk*. Ask: *How many girls are there?* (one) *The subject is singular, so the verb needs to be singular*. Cross out *walk* and write *walks*. Repeat with: *The girls walks*. **EMERGING**

Have students identify and correct the subject-verb agreement errors in these sentences: *The frog eat a fly*. *The frogs hops into the lake*. **DEVELOPING**

Have students identify and correct the subject-verb agreement errors in these sentences: *Jake and Liz cleans the garage*. *Liz organize the tools*. *Jake throw away garbage*. *Their parents thanks them*. **EXPANDING**

Provide students with sentences that have incorrect subject-verb agreement. Have them edit each one to be correct. Then have them explain their edits. **BRIDGING**

### LESSON 3

#### Teach Subject-Verb Agreement

FLEXIBLE OPTION

#### LESSON 1



Spiral Review:  
Irregular Verbs

FLEXIBLE OPTION

#### LESSON 2

Oral Language:  
Subject-Verb  
Agreement

#### LESSON 4

Practice Subject-Verb  
Agreement

FLEXIBLE OPTION

#### LESSON 5

Standards Practice

# Explore Past, Present, and Future Verbs

## OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tenses.

STUDENT INTERACTIVE, p. 171

**WRITING WORKSHOP**

**Edit for Past, Present, and Future Verb Tenses**

Verb tenses tell what happened in the past, what happens in the present, and what will happen in the future. Authors edit their writing to make sure they have used verb tenses correctly. For example:

love  
I ~~loved~~ to read.

got  
Yesterday Dad ~~gets~~ a book for me.

will  
Tomorrow we ~~read~~ it together.

**MY TURN** Edit the sentences. Change each verb to the correct tense.

will  
I visit my grandparents next Sunday.

walked  
We walk on the river trail last week.

**MY TURN** Edit your poem for correct verb tenses.

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## Minilesson

**TEACHING POINT** Poets edit their writing to make sure they have used verb tenses correctly. Verb tenses indicate when something happens, such as in the past, the present, or the future. Many past-tense verbs end in *-ed* and many future-tense verbs come after the word *will*.

**MODEL AND PRACTICE** Direct students to p. 171 in the *Student Interactive*. Say: **Verb tenses tell the reader whether something has already happened, is happening now, or will happen.** Discuss the rules that typically apply to conjugating past- and future-tense verbs, and then walk through the examples in the middle of the page.

A present-tense verb shows what is happening now. *Love* is in the present tense. “I love to read” is correct. When *I* is the subject, there is no *s* on the end of the verb. For example: *I walk, I eat, I listen.*

In the second sentence, *Yesterday* is the first word. This means something has already happened, so *got* is the correct tense of the verb *get*. *Got* is past tense. *Dad got the book yesterday*—in the past.

In the third sentence, *Tomorrow* is the first word. This shows us that something has not happened yet. It will happen in the future. So *will* should be added before the verb *read*. “We will read it.”

## Possible Teaching Point

### Language & Conventions | Subject-Verb Agreement

As students edit their work for correct verb tenses, remind them also to check for correct subject-verb agreement. Reinforce that

- a singular subject must have a singular verb
- a plural subject must have a plural verb

Ask students to confirm that they added *-s* to most verbs with a singular subject.

## Independent Writing

**FOCUS ON VERB TENSES** During independent writing time, students should review verb tenses in their writing.

- If students have difficulty, share more examples of past-, present-, and future-tense verbs with them.

### WRITING SUPPORT

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- **Modeled** Do a Think Aloud to model how to identify and understand verb tense in a sentence.
- **Shared** Create a word wall that lists verbs in different tenses. Work with students to identify the tense of each verb.
- **Guided** Provide explicit instruction on how to write verbs in the past, present, and future tenses.

 **Intervention** Refer to the *Small Group Guide* for support.

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- Students who have a firm understanding should edit their own work for correct verb tense.

See the **Conference Prompts** on p. T422.

## Share Back

Ask students to share examples of verbs indicating the past, present, and future.



# Spelling Spiral Review

## OBJECTIVE

Spell one-syllable and multisyllabic words with *r*-controlled vowels.

## SPELLING WORDS

about	spoil
amount	noise
count	flower
clown	loyal
join	found

## HIGH-FREQUENCY WORDS

took	often
------	-------

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words that have *the r*-controlled vowels *er*, *ir*, and *ur*, as well as words that have the same sound with different spellings (*ou*, *ow*, *oy*, and *oi*).

## FLEXIBLE OPTION

### LESSON 4

#### Spiral Review


**FOCUS** Have students recall the spelling lesson from the previous week for *r*-controlled vowels *er*, *ir*, and *ur*.

**MODEL AND PRACTICE** Display these words: *fern*, *chirp*, *burn*. Say each word aloud, circling *er* in *fern*, *ir* in *chirp*, and *ur* in *burn*.

**APPLY** Have students write the following words: *term*, *first*, *curb*.

## FLEXIBLE OPTION

### LESSON 4


 **Spiral Review:**  
Spell Words with  
*r*-Controlled  
Vowels *er*, *ir*, *ur*

### LESSON 5

 **Assess Understanding**

## FLEXIBLE OPTION

### LESSON 1

 **Assess Prior Knowledge**

### LESSON 2

Teach Spell Words with *ou*, *ow*, *oi*, *oy*

## FLEXIBLE OPTION

### LESSON 3

Review and More Practice Spell Words with *ou*, *ow*, *oi*, *oy*



# Language & Conventions

## Subject-Verb Agreement

### LESSON 4

#### Practice Subject-Verb Agreement

##### APPLY My TURN

Have students complete the practice activity on p. 168 to edit sentences using correct subject-verb agreement. Use the leveled supports on p. T435 for ELLs.

#### LANGUAGE AND CONVENTIONS

##### Subject-Verb Agreement

The subject and the verb in a sentence must work together. When the subject and verb work together, they agree. Add -s to most present tense verbs to agree with a singular subject. A **singular** subject is about **one** person or thing. If the subject is a plural noun or pronoun, do not add -s. A **plural** noun or pronoun is about **more than one** person or thing.

Verb	Singular Subject	Plural Subject
fall	The leaf <b>falls</b> .	The leaves <b>fall</b> .
eat	Max <b>eats</b> breakfast.	The boys <b>eat</b> breakfast.

**MY TURN** Edit the sentences by crossing out each incorrect verb and writing the correct word above so the subject and verb agree.

My cousins ~~live~~ <sup>lives</sup> next door. They have two dogs.  
 The dogs ~~play~~ <sup>play</sup> in the yard. One dog ~~bark~~ <sup>barks</sup> a lot.  
 We ~~hear~~ <sup>hear</sup> him at my house. My sister ~~likes~~ <sup>like</sup> the dog even though he ~~make~~ <sup>makes</sup> a lot of noise.

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#### OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

#### Writing Workshop

Tell students that as they begin writing drafts during Writing Workshop, they should pay attention to subject-verb agreement. Remind them to also check to be certain irregular verbs are correct.

FLEXIBLE OPTION

#### LESSON 1

Spiral Review: Irregular Verbs

FLEXIBLE OPTION

#### LESSON 2

Oral Language: Subject-Verb Agreement

#### LESSON 3

Teach Subject-Verb Agreement

### LESSON 4

#### Practice Subject-Verb Agreement

FLEXIBLE OPTION

#### LESSON 5

Standards Practice

**FAST TRACK**

# Apply Past, Present, and Future Verbs

## OBJECTIVE

Edit drafts using standard English conventions, including past, present, and future verb tenses.

## Minilesson

Mentor **STACK**



**TEACHING POINT** Poets edit their poems to make sure they have used tenses correctly.

**MODEL AND PRACTICE** Review the purpose of verb tenses. Say: **Authors make sure to use correct verb tenses.** Read a stack text to students that uses verbs of different tenses. When you read a line with a verb, ask: **Does the action in this sentence happen in the past, present, or future? What is the tense of this verb?**

Say: **You will edit your poems for correct verb tenses. Read each line. Ask yourself when the event or action happens:**

- Does it happen now, in the present?
- Did it already happen in the past?
- Will it happen in the future?

Have students edit their poems for correct verb tense.

## WRITING CLUB

Place students into Writing Club groups. See p. T441 for details on how to run Writing Club.

## Share Back

Ask students to share how they revised their poems for correct use of verb tenses.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will revise their poems together, focusing on ways to rearrange words to make lines clearer and more interesting, use adjectives and articles correctly, and edit for correct verb tense.

As students return to their Writing Club groups, they should spend the first 5-10 minutes discussing the following:

- How to gain the floor respectfully
- How to offer constructive feedback
- How to use feedback to improve drafts

**What Are We Sharing?** Tell students they will share drafts of their poems. Group members should offer ways to rearrange words, add adjectives, and edit for correct use of articles and verb tenses.

### How Do We Get Started? Conversation Starters

- This article should be changed to \_\_\_\_\_.
- What if you moved this word to this part of the sentence?
- You could add the adjective \_\_\_\_\_ to make this idea more interesting.
- When does this take place?
- You should use the verb \_\_\_\_\_ to show past/present/future.

# Spelling Spell Words with *ou*, *ow*, *oi*, *oy*

## OBJECTIVES

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

Identify and read high-frequency words.

## SPELLING WORDS

about	spoil
amount	noise
count	flower
clown	loyal
join	found

## HIGH-FREQUENCY WORDS

took	often
------	-------

## LESSON 5


### Assess Understanding

Read aloud the words and sentences. Have students spell the words with *ou*, *ow*, *oi*, and *oy*, 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. It lasts **about** an hour.
2. She **often** arrives early.
3. What **amount** of time do you need?
4. Ina **took** Fluffy to the park.
5. Please **count** the dimes.
6. He does not want to **spoil** the surprise.
7. Derke wants a job as a **clown**.
8. Marnie wants to **join** the team.
9. I saw a blue **flower** today.
10. Who **found** my backpack?
11. The bell makes a clanging **noise**.
12. The dog is **loyal** to its owner.

FLEXIBLE OPTION   
LESSON 1

 Assess Prior Knowledge


LESSON 2

Teach Spell Words with *ou*, *ow*, *oi*, *oy*

FLEXIBLE OPTION   
LESSON 3

Review and More Practice Spell Words with *ou*, *ow*, *oi*, *oy*

FLEXIBLE OPTION   
LESSON 4

 Spiral Review: Spell Words with *r*-Controlled Vowels *er*, *ir*, *ur*

## LESSON 5

 Assess Understanding



# Language & Conventions

## Subject-Verb Agreement

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

Have students choose the correct verb to complete the following sentence.

We \_\_\_\_\_ our books.

- A taking
- B takes
- C taked
- D take**

**APPLY** Have students complete *Language & Conventions* p. 156 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Subject-Verb Agreement  
The subject and the verb in a sentence have to agree in number. They both have to be singular (one) or plural (more than one).

**MY TURN** Circle the correct verb that agrees with the subject and completes each sentence. Then write the word on the line.

- Leo \_\_\_\_\_ the toy his aunt gave to him.  
likes like
- Anteaters \_\_\_\_\_ ants from anthills.  
eats eat
- Travis and Tom \_\_\_\_\_ to the game.  
runs run
- Ava \_\_\_\_\_ to school early every day.  
come comes
- Ava and Mia \_\_\_\_\_ games till school starts.  
play plays

Grade 2, Unit 3, Week 4  
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## OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Irregular Verbs

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
Subject-Verb  
Agreement

## LESSON 3

**Teach Subject-Verb  
Agreement**

## LESSON 4

**Practice Subject-Verb  
Agreement**

# Weekly Overview

Students will

- edit for nouns, prepositions, and prepositional phrases
- prepare a final draft of a poem and read it aloud
- complete a poetry assessment

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Nouns T448	Edit for Prepositions and Prepositional Phrases T452	Prepare for Celebration T456
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T449	Independent Writing and Conferences T453	Independent Writing and Conferences T457
<b>SHARE BACK FOCUS</b> 5–10 min.	Correct Use of Nouns T449	Correct Use of Prepositions T453	Revisions T457
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T450</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Subject-Verb Agreement T451</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Vowel Teams <i>ou, oo ue, ew, ui</i> T454</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Adverbs T455</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Review and More Practice T458</li> <li>• <b>Language &amp; Conventions</b> Teach Adverbs T459</li> </ul>

Mentor **STACK**

Use these criteria when selecting texts to help students edit and publish their poetry:

- Text includes a variety of common, proper, singular, and plural nouns and prepositional phrases.
- Sensory details create strong imagery.
- Words and rhythm are pleasing to the ear.

**FAST TRACK****LESSON 4****LESSON 5**

Publish and Celebrate T460	Assessment T464
Independent Writing and Conferences T461	Assessment T464–T465
Sensory Language T461	Assessment T464–T465
<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Spiral Review T462</li> <li>• <b>Language &amp; Conventions</b> Practice Adverbs T463</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> <b>Assess Understanding</b> T466</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Standards Practice T467</li> </ul>

**ADDITIONAL RESOURCES**

<b>MINILESSON</b>		
5–10 min.	Poetry Recital	Poetry Review
<b>INDEPENDENT WRITING AND CONFERENCES</b>		
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
<b>SHARE BACK FOCUS</b>		
5–10 min.	Discussion of Enjoyable Poems	Poetry Reviews
 <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 how to edit for nouns and prepositions as well as how to publish and celebrate one's writing.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit For Nouns

**If** students need additional support,


 **Then** ask: When should you use a plural noun?

**If** students show understanding,

**Then** ask: Which type of noun did you have the most difficulty using correctly?

#### Edit for Prepositions and Prepositional Phrases

**If** students need additional support,


 **Then** read several sentences from a stack text. Guide students to identify prepositions and prepositional phrases.

**If** students show understanding,

**Then** ask: Which prepositions do you use most often in your poem?

#### Publish and Celebrate

**If** students need additional support,

 **Then** ask: What is one detail in your poem that describes a smell, sound, taste, or sight?

**If** students show understanding,

**Then** ask: Why is it useful to include sensory details in your poem?

## Conference Support for ELL

### EMERGING

- Learn key phrases in your students' home languages that include some familiar singular, plural, common, and proper nouns.
- Write short sentences with prepositional phrases. Circle the prepositions and act out the meaning of the phrases.
- Use a stack text to provide examples of sensory details. Write them and have students echo-read them with you.

### DEVELOPING

- Use stack texts to demonstrate correct use of singular, plural, common, and proper nouns.
- Use shared writing to teach students correct use of prepositions in prepositional phrases.
- Read aloud a poem and guide students to identify sensory details. Record their responses.

### EXPANDING

- Have student pairs edit for nouns in sentences that you supply.
- Use guided writing to teach students correct use of prepositions in students' prepositional phrases.
- Have pairs of students work together to write phrases that include sensory details. Invite pairs to share their work.

### BRIDGING

- Have students identify the nouns and their type in a poem from the stack.
- Have students add one or two prepositional phrases to their poems.
- Have students write a sensory detail for each of the five senses. Invite students to share their work.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilesson on **organizing information** and **adverbs**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps prepare them to write a poem that will be assessed. These targeted supports were chosen to help students develop skills in editing for correct use of nouns, prepositions, and prepositional phrases.

Use this note for the minilesson on pp. T448–T449.

#### ELL Targeted Support

##### EDIT FOR NOUNS

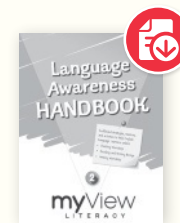
Plural nouns may present challenges to English learners, especially those whose native language is Chinese, Korean, Hmong, or Vietnamese. In these languages, there is no plural form for most nouns.

Point to objects in the room and say simple phrases such as “two pencils.” Emphasize each plural noun by saying it louder than other words in the phrase. Have students echo your words. **EMERGING**

Provide pairs of sentences—a complete sentence and a cloze sentence—to help students use plural nouns, such as: *I have one book. I have two \_\_\_\_\_.* Include sentences with nouns whose plural is formed by adding *-es* (for example, *boxes*) and *-ies* (for example, *bunnies*). **DEVELOPING**

Provide a list of singular nouns. Have students work in pairs to practice writing sentences with the plural forms of the nouns. **EXPANDING**

Invite students to write a paragraph about their favorite animal. Tell them to include both singular and plural nouns. Have students check each other’s work. **BRIDGING**



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

Use this note for the minilesson on pp. T452–T453.

#### ELL Targeted Support

##### EDIT FOR PREPOSITIONS AND PREPOSITIONAL PHRASES

Prepositions may present challenges to English learners, especially those whose native language is Spanish. In Spanish, the meaning of a preposition is not always the same as the meaning in English.

Display a word wall with common prepositions, such as: *in, out, up, down, over, and under*. Demonstrate the meanings of these prepositions using visual clues, and then use each in a prepositional phrase. **EMERGING**

Provide students with incomplete prepositional phrases, such as: “\_\_\_ the store,” “\_\_\_ the bridge,” and “\_\_\_ the hill.” Have students complete the phrases by using the prepositions *to, under, and down*. **DEVELOPING**

With the aid of a word wall that lists prepositions such as *in, out, up, down, over, and under*, have students work in groups to write short prepositional phrases. **EXPANDING**

Have students identify prepositional phrases in a stack text. Then prompt students to write sentences that include prepositional phrases that begin with the prepositions they identified. **BRIDGING**

FAST TRACK

# Edit for Nouns

## OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

STUDENT INTERACTIVE, p. 211

POETRY WRITING WORKSHOP

I can use figurative language and sound devices to write poetry. **My Learning Goal**

### Edit for Nouns

A singular noun names a person, place, or thing. Plural nouns name more than one of these. Common nouns are general names. Proper nouns name something specific and are capitalized.

**MY TURN** Edit this draft. Read once to look for mistakes with singular and plural nouns. Read it again to look for mistakes with common and proper nouns.

~~Saturday~~ ~~Mr.~~ Chin make a fruit salad. He cut up a melon, two ~~bananas~~, three ~~peaches~~, and an orange. We mixed all the ~~fruits~~ together in one big ~~bowls~~.

Then I added some grapes. We served the salad in ~~dishes~~ small ~~dishes~~ to everyone at the summer picnic.

**MY TURN** Edit your poem to make sure you used nouns correctly.

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## Minilesson

Mentor STACK



**TEACHING POINT** Authors check that singular and plural nouns are used correctly and that common nouns are lowercase and proper nouns are capitalized.

**MODEL AND PRACTICE** Say: *Writers edit their work to be sure that they have used nouns correctly. A singular noun names one person, place, or thing. A plural noun names more than one person, place, or thing. Ask students to identify singular nouns and plural nouns in a stack text of your choosing. Record their responses under the headings “Singular Nouns” and “Plural Nouns.” Guide students to include nouns with plurals that end in -es and -ies. Then say: Nouns can name any person, place, or thing, such as teacher. These are called common nouns. Nouns can also name a specific person, place, or thing, such as Ms. Chang. These are called proper nouns and they begin with a capital letter.* Point out that both *Ms.* and *Chang* are capitalized. Guide students to name common nouns and proper nouns and record their responses under the headings “Common Nouns” and “Proper Nouns.”

Direct students to p. 211 in the *Student Interactive* and have them complete the first My Turn activity, editing the draft to correct mistakes with singular, plural, common, and proper nouns. After students have corrected the mistakes, ask volunteers to identify the nouns that are used correctly in the paragraph and tell whether each is singular or plural, common or proper.

## Independent Writing

### FOCUS ON USING NOUNS

- Have students select one of their poems to edit for correct use of singular, plural, common, and proper nouns.

### WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to correct errors in the use of singular, plural, common, and proper nouns.
- **Shared** Use a stack text to point out singular nouns. Ask students how to make them plural. Record their answers. Then have students identify proper nouns and describe which words are capitalized.
- **Guided** Provide explicit instruction on how to correctly use singular, plural, common, and proper nouns.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T446.

## Share Back

Have students share an example of an edit they made to correct a mistake with a singular or plural noun and one with a common or proper noun.



# Spelling Spell Words with Vowel Teams

## *oo, ue, ew, ui*

### OBJECTIVES

Identify and read high-frequency words.

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

### SPELLING WORDS

afternoon	argue
bruise	cocoon
cruise	cue
drew	fewer
goose	true

### HIGH-FREQUENCY WORDS

hear	enough
------	--------

### FLEXIBLE OPTION

## LESSON 1

### ✓ Assess Prior Knowledge

Use the sentences from Lesson 5 to assess students' prior knowledge of the vowel teams *oo*, *ue*, *ew*, and *ui*.

For students who demonstrate understanding of these vowel teams, include the following Challenge Words with the spelling list.

### Challenge Words

juiciest  
 shampoo  
 pursuit

### ELL Targeted Support

**Sound-Letter Relationships** Help students distinguish between words with the /oo/ sound and words with the /ōō/ sound. Write: *look*, *book*, *soon*, and *moon*. Say each word. Put your finger under the *oo* as you say it. Have students write and say each word. **EMERGING/DEVELOPING**

Explain the difference in pronunciation between the words. Have students list words with both pronunciations of *oo* and read their lists aloud. **EXPANDING/BRIDGING**

### FLEXIBLE OPTION

## LESSON 1

### ✓ Assess Prior Knowledge

## LESSON 2

Teach Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*


### FLEXIBLE OPTION

## LESSON 3

Review and More Practice Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*

### FLEXIBLE OPTION

## LESSON 4

 **Spiral Review:** Spell Words with *ou*, *ow*, *oi*, *oy*

## LESSON 5

✓ **Assess Understanding**



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Subject-Verb Agreement

**FOCUS** Review subject-verb agreement. See pp. T431 and T435.

**MODEL AND PRACTICE** Share the following sentences with students: *The bear walk into the cave. Her cubs crawls over to meet her.* Then guide students to change the verb in each sentence so the subject and verb agree. Remind students to add -s to most present-tense verbs to agree with a singular subject (excluding the singular pronouns *I* and *you*), and to not add -s if the subject is a plural noun or pronoun. (*The bear walks into the cave. Her cubs crawl over to meet her.*)

**APPLY** Have pairs analyze the following sentences to identify whether the subject is singular or plural and then correct the incorrect verb: *My friends likes to go to the park. Tamara play soccer there.* (*My friends like to go to the park. Tamara plays soccer there.*)

#### OBJECTIVE

Edit drafts using standard English conventions, including complete sentences with subject-verb agreement.

#### ELL Targeted Support

**Edit Writing** Have students edit writing for subject-verb agreement. Write: *The girl walk.* Ask: **How many girls are there?** (one) **The subject is singular, so the verb needs to be singular.** Cross out *walk* and write *walks*. Repeat with: *The girls walks.* **EMERGING**

Have students identify and correct the subject-verb agreement errors in these sentences: *The frog eat a fly. The frogs hops into the lake.* **DEVELOPING**

Have students identify and correct the subject-verb agreement errors in these sentences: *Jake and Liz cleans the garage. Liz organize the tools. Jake throw away garbage. Their parents thanks them.* **EXPANDING**

Provide students with sentences that have incorrect subject-verb agreement. Have them edit each one to be correct. Then have them explain their edits. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Subject-Verb Agreement

FLEXIBLE OPTION

### LESSON 2

Oral Language: Adverbs

### LESSON 3

Teach Adverbs

### LESSON 4

Practice Adverbs

FLEXIBLE OPTION

### LESSON 5

Standards Practice

## FAST TRACK

# Edit for Prepositions and Prepositional Phrases

## OBJECTIVE

Edit drafts using standard English conventions including prepositions and prepositional phrases.

STUDENT INTERACTIVE, p. 212

POETRY

### Edit for Prepositions and Prepositional Phrases

Prepositions are words like *in*, *on*, *by*, and *under*.  
Prepositional phrases begin with prepositions.  
Authors edit their writing to make sure they have used prepositions and prepositional phrases correctly.

**MY TURN** Edit this draft. Check that prepositions have been used correctly.

My family wanted to have pizza ~~by~~ <sup>for</sup> dinner. We got ~~in~~ <sup>across</sup> our car and drove ~~above~~ <sup>to</sup> town to our favorite restaurant. We sat ~~in~~ <sup>at</sup> a table ~~over~~ <sup>by</sup> the door. We ordered a pizza ~~by~~ <sup>with</sup> mushrooms. When the waiter put the pizza ~~at~~ <sup>on</sup> the table, I couldn't wait to eat!

**MY TURN** Edit your poem to make sure you used prepositions and prepositional phrases correctly.

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## Minilesson

**TEACHING POINT** Authors edit their work to make sure they have used prepositions and prepositional phrases correctly.

**MODEL AND PRACTICE** Explain that prepositions are often short words, such as: *in*, *on*, *by*, and *to*. Say: A prepositional phrase is a group of words that begins with a preposition and includes a noun, for example, “by the bridge.” Ask students to identify the preposition *by* and the noun *bridge*. Guide students to form prepositional phrases using the prepositions in the list and then use them in sentences. Record students’ responses. Say: When you edit for prepositions, think about whether the preposition you used makes sense. For example, ask yourself, “Does a boat float under the water?” No, a boat floats on the water. The preposition *under* doesn’t make sense. Do you sit by your friend or across your friend? You sit by your friend. *Across* does not make sense.

Direct attention to the first My Turn activity on p. 212 in the *Student Interactive*. As needed, guide students to identify the prepositional phrases in the paragraph. After students complete the activity, have pairs share their responses to help each other locate mistakes they might have missed.

## Possible Teaching Point

**Spelling | My Words to Know**

Tell students that each week they learn to read some words that don’t follow regular spelling patterns. These words are called My Words to Know. List them on the board:

- *earth*
- *thought*
- *head*
- *hear*
- *paper*
- *something*
- *took*
- *often*
- *along*
- *enough*

Have students confirm these words are spelled correctly in their poems.

## Independent Writing

### FOCUS ON PREPOSITIONS AND PREPOSITIONAL PHRASES

- Invite students to select one of their poems to edit for correct use of prepositions and prepositional phrases.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how to locate a preposition in a sentence and determine whether it is used correctly.
- **Shared** Provide a list of common prepositions and have students create prepositional phrases. Record their responses. Then ask volunteers to form sentences using the phrases.
- **Guided** Provide explicit instruction on how to use prepositional phrases.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T446.

## Share Back

Have students read a line from their poems that uses a preposition correctly.



# Spelling Spell Words with Vowel Teams

## *oo, ue, ew, ui*

### OBJECTIVES

Identify and read high-frequency words.

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

### SPELLING WORDS

afternoon	argue
bruise	cocoon
cruise	cue
drew	fewer
goose	true

### HIGH-FREQUENCY WORDS

hear	enough
------	--------

## LESSON 2

### Teach

**FOCUS** Remind students that vowel teams are called digraphs. Then explain that the digraphs *oo*, *ue*, *ew*, and *ui* are pronounced like the sounds in the word *moon*.

**MODEL AND PRACTICE** Display the words: *drew*, *argue*, *goose*, and *bruise*. Say a word aloud, point to the underlined letters, repeat the sound, and have students say and spell the word. Repeat for the remaining words.

**APPLY My TURN** Have students complete *Student Interactive* p. 209 to practice spelling words with vowel teams *oo*, *ue*, *ew*, *ui*. Use the leveled supports on p. T450 for ELLs.

SPELLING
READING-WRITING BRIDGE

### Spell Words with Vowel Teams oo, ue, ew, ui

**MY TURN** The vowel sound in **moon** can be spelled **oo**, **ue**, **ew**, or **ui**. Write a Spelling Word or a My Words to Know word to complete each sentence.

- A **goose** is a kind of bird.
- The opposite of false is **true**.
- The **afternoon** is my favorite time of day.
- They **argue** about which show to watch.
- I fell and got a **bruise** on my arm.
- There is **enough** room for you.
- I **drew** a picture to go with my story.
- Five is **fewer** than six.
- There is your **cue** to go on stage.
- A **cocoon** covers a growing butterfly.
- Speak louder so I can **hear** you.
- A **cruise** on a boat is fun.

**Spelling Words**

fewer  
true  
cue  
goose  
drew  
cocoon  
afternoon  
argue  
bruise  
cruise

**My Words to Know**

hear  
enough

209

## LESSON 2

Teach Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

Review and More Practice Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:** Spell Words with *ou*, *ow*, *oi*, *oy*

**LESSON 5**

Assess Understanding



# Language & Conventions

## Adverbs

FLEXIBLE OPTION

### LESSON 2

#### Oral Language: Adverbs

**FOCUS** Tell students that an adverb can tell three things. It can tell *how* something happens, such as “They sang *slowly*.” It can tell *when* something happens, such as “They sang *tonight*.” Or it can tell *where* something happens, such as “They sang *inside*.”

**MODEL AND PRACTICE** Write the following sentence on the board: *She talks quietly*. Then model figuring out whether this adverb tells *how* she talks, *when* she talks, or *where* she talks. Conclude that *quietly* tells us *how* she talks. Help students practice using the adverb *yesterday* by writing and analyzing a new sentence.

**APPLY** Have partners write a sentence that uses the adverb *nearby*. Ask pairs to share their sentence with another pair and identify why *nearby* is an adverb.

#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

---

FLEXIBLE OPTION   
**LESSON 2**

**Oral Language:**  
Adverbs

FLEXIBLE OPTION   
**LESSON 1**

**Spiral Review:**  
Subject-Verb  
Agreement

**LESSON 3**

Teach Adverbs

**LESSON 4**

Practice Adverbs

FLEXIBLE OPTION   
**LESSON 5**

Standards Practice

# Prepare for Celebration

## OBJECTIVE

Publish and share writing.

## Minilesson

**TEACHING POINT** Authors often publish their poems by reading them aloud to an audience. You have written and revised your poems over the course of Unit 3. Today you will prepare to celebrate your work by choosing a poem to publish.

**MODEL AND PRACTICE** Say: You are almost finished with this unit. Now it's time to take some final steps before you publish and celebrate your poems.

Provide students the bulleted list below. Then say: Reread your poem silently. Remember that poems look a certain way. Check to see that

- your poem is arranged into lines.
- you have placed a comma or period where you need to pause.
- your thoughts and ideas are clear and interesting. Do you include similes and sensory details? Are you satisfied with your choice of words?
- your poem sounds pleasing to the ear. Do you use interesting words and alliteration? Do some words rhyme?
- your work is free of spelling or grammar errors, especially in the use of nouns and prepositions.

Circulate among students as they work. If necessary, provide examples of effective poems. Encourage students to replay their audio recordings as needed. You might want to read a student's poem to him or her and discuss ways to improve how it sounds.

## Possible Teaching Point

### Language & Conventions | Adverbs

This week students have learned about adverbs. Adverbs tell

- how something happens
- when something happens
- where something happens

Have students read their poems aloud, identify the adverbs, and make sure they are used correctly.

## Independent Writing

**FOCUS ON REVISING POEMS** Have students revise their poems to prepare for celebration.

- Invite them to read their poem aloud to themselves one last time to catch any elements they want to correct or revise.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how to reread a poem carefully.
- **Shared** Have students work in pairs to identify elements of their poems to revise or correct.
- **Guided** Offer explicit instruction to help students choose a poem to publish.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T446.

## Share Back

Have students give an example of a revision they made to their poem that improved how it looks and sounds.

# Spelling Spell Words with Vowel Teams

## *oo, ue, ew, ui*

### OBJECTIVES

Identify and read high-frequency words.

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

### SPELLING WORDS

afternoon	argue
bruise	cocoon
cruise	cue
drew	fewer
goose	true

### HIGH-FREQUENCY WORDS

hear	enough
------	--------

### FLEXIBLE OPTION

## LESSON 3

### Review and More Practice

**FOCUS** Remind students that the sound in *soon* can be spelled with the vowel teams *oo*, *ue*, *ew*, and *ui*.

**MODEL AND PRACTICE** Display the words *cue*, *fewer*, *cocoon*, and *cruise*. Have students spell each word and then sound out and say each word. Ask volunteers to use each word in a sentence.

**APPLY** Have students complete *Spelling* p. 151 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
 Spell Words with Vowel Teams oo, ue, ew, ui  
 The letters oo, ue, ew, and ui all can spell the same vowel sound.

Spelling Words				
fewer	cue	true	goose	drew
cocoon	afternoon	argue	bruise	cruise

**MY TURN** Write the spelling word for each clue below. Use what you know about spelling patterns to spell correctly.

- A caterpillar builds this around itself **cocoon**
- A smaller number of something **fewer**
- A big bird **goose**
- A black and blue mark on your skin **bruise**
- The part of the day after morning **afternoon**
- To fight or disagree **argue**

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### FLEXIBLE OPTION

## LESSON 1

✓ Assess Prior Knowledge

## LESSON 2

Teach Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*

### FLEXIBLE OPTION

## LESSON 3

Review and More Practice Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*

### FLEXIBLE OPTION

## LESSON 4

Spiral Review: Spell Words with *ou*, *ow*, *oi*, *oy*

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Adverbs

### LESSON 3

#### Teach Adverbs

**FOCUS** Remind students that adverbs convey time and place. An adverb tells about *how*, *when*, or *where* things happen. Adverbs can be placed anywhere in a sentence, though they are often found at the end.

**MODEL AND PRACTICE** To reinforce instruction, write these sentence frames: *The dog ate \_\_\_\_\_. Then it ran \_\_\_\_\_.* Help students complete each sentence using adverbs. (Possible responses: *tonight, outside*) Then ask partners to complete the following sentence with an adverb: *I climbed the tree \_\_\_\_\_.* (Possible response: *slowly*) Have students explain their choice.

#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

#### ELL Targeted Support

**Language Structures** During classroom instruction, remind students that an adverb can tell *how* something happens, *when* something happens, or *where* something happens. Display and read these sentences: *I walk quickly. I walk early. I walk outside.*

Ask students to act out the first sentence by walking slowly and then walking quickly. Then ask them to describe what time of day it is if someone walks early. Finally, ask them to


describe the surroundings of someone who walks outside. Then label each adverb with the question it answers: *How? When? or Where?* **EMERGING/DEVELOPING**

Direct partners to identify the adverb in each sentence and say whether it tells *how*, *when*, or *where*. Then have students use each word in a new sentence. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach Adverbs

FLEXIBLE OPTION  
**LESSON 1**

 **Spiral Review:**  
Subject-Verb  
Agreement

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Adverbs

**LESSON 4**

**Practice Adverbs**

FLEXIBLE OPTION  
**LESSON 5**

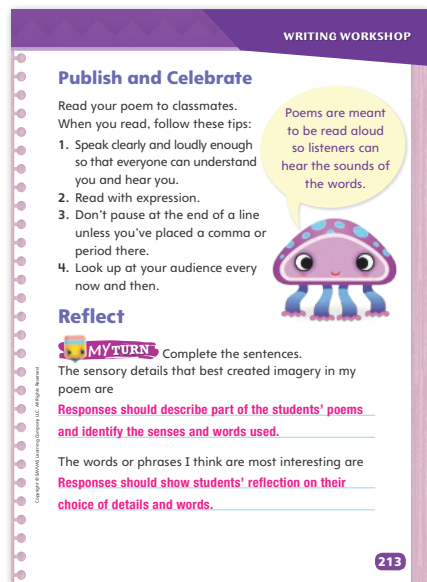
**Standards Practice**

# Publish and Celebrate

## OBJECTIVE

Publish and share writing.

STUDENT INTERACTIVE, p. 213



## Minilesson

**TEACHING POINT** You will celebrate your writing process with a poetry reading. First, you will publish your poem by preparing a final draft of it. Then you will read this draft aloud to an audience. The reading will reinforce the interaction of sound and meaning in poetry.

**MODEL AND PRACTICE** Explain that today students will publish, share, and celebrate their work with a poetry reading and then reflect on, or think about, the details they included to create clear pictures in their listeners' minds.

Say: Poetry is meant to be shared and read aloud so that listeners can enjoy the sounds of the words. Direct students to the top of p. 213 in the *Student Interactive* and point out that these steps will help them read their poems effectively. Have students echo-read the steps with you.

Select a familiar a poem and use it to model following the steps on p. 213. Then reread the poem quietly and without expression, pauses, or eye contact with the audience. Discuss the difference between the two experiences.

Remind students to think about the meanings of their poems as they read. Then have students publish their poems by preparing final drafts. Ask them to read aloud their poems one at a time to the whole class or to small groups of classmates. After the readings, transition students to Independent Writing.

## Possible Teaching Point

## Writing Process

### Publishing | Share Writing

Give students time to practice reading their poems before they share with an audience. Encourage them to read

- loudly and clearly
- with expression
- with a rhythm based on lines of the poem

## Independent Writing

**FOCUS ON SENSORY DETAILS** Direct students' attention to the My Turn activity on p. 213 in the *Student Interactive*.

- Have students think about the poem they just read as they complete the sentences.

### WRITING SUPPORT

---

- **Modeled** Using a familiar poem, do a Think Aloud to model identifying strong imagery.
- **Shared** Read aloud a poem from the stack. Ask students to identify words and phrases that sound good and create strong imagery. Record their responses and have students read them aloud with you.
- **Guided** Provide explicit instruction on how to identify sensory details and other interesting language.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T446.

## Share Back

Have students share one or two of their favorite images from their poems.



# Spelling Spiral Review

## OBJECTIVES

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

## SPELLING WORDS

afternoon	argue
bruise	cocoon
cruise	cue
drew	fewer
goose	true

## HIGH-FREQUENCY WORDS

hear	enough
------	--------

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words with *ou*, *ow*, *oi*, and *oy*. Then have them check the spelling of words with *oo*, *ue*, *ew*, and *ui*.

FLEXIBLE OPTION

## LESSON 4

### Spiral Review


**FOCUS** Review the diphthongs *ou*, *ow*, *oi*, and *oy*. See pp. T426 and T430. Remind students that different vowel teams can make the same sound.

**MODEL AND PRACTICE** Read the following words and have students spell them: *loyal*, *join*, *clown*, *found*.

**APPLY** Have pairs work together to underline the vowel teams in each word: *loyal*, *join*, *clown*, *found*.

FLEXIBLE OPTION

## LESSON 4


 **Spiral Review:**  
 Spell Words with  
*ou*, *ow*, *oi*, *oy*

## LESSON 5

 **Assess Understanding**

FLEXIBLE OPTION

## LESSON 1

 **Assess Prior Knowledge**

## LESSON 2

Teach Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*

FLEXIBLE OPTION

## LESSON 3

Review and More Practice Spell Words with Vowel Teams *ou*, *oo*, *ue*, *ew*, *ui*



# Language & Conventions

## Adverbs

### LESSON 4

#### Practice Adverbs

**APPLY MyTURN** Have students complete *Student Interactive* p. 210 to edit for adverbs that convey time and place. Use the leveled supports on p. T459 for ELLs.

**LANGUAGE AND CONVENTIONS**

#### Adverbs

Adverbs tell about things that happen.

An adverb can tell	Example
how something happens.	We walk <b>quickly</b> .
about <b>time</b> , or <b>when</b> something happens.	We walk <b>early</b> .
about <b>place</b> , or <b>where</b> something happens.	We walk <b>outside</b> .

**MYTURN** Edit this draft by adding adverbs to the sentences. You may use adverbs from the Word Bank.

**Word Bank**  
down   carefully   sometime   tonight   outside

I helped make dinner. I filled the big pot with **tonight** water and got the pasta from the shelf. I stirred **down** the sauce. We ate **carefully** on the **outside** patio. I want to cook again! **sometime**

210

#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

#### Writing Workshop

As students write and revise drafts, remind them to use adverbs correctly. You may wish to have students trade drafts with a partner to check the use of adverbs.

FLEXIBLE OPTION  
**LESSON 1**

**Spiral Review:**  
Subject-Verb  
Agreement

FLEXIBLE OPTION  
**LESSON 2**

**Oral Language:**  
Adverbs

**LESSON 3**

**Teach Adverbs**

**LESSON 4**

**Practice Adverbs**

FLEXIBLE OPTION  
**LESSON 5**

**Standards Practice**

## FAST TRACK

# Assessment

## OBJECTIVES

Develop drafts into a focused piece of writing by organizing with structure and developing an idea with specific and relevant details.

Compose literary text, including poetry.

## Minilesson

**TEACHING POINT** Today you will be assessed on your skill in writing a poem. You will use the writing skills you learned in this unit to successfully write your poem.

**MODEL AND PRACTICE** Tell students that they will write a poem in response to a prompt and that they will be assessed on their writing.

Provide the prompt that appears on p. T465 and have students echo-read it with you. As needed, discuss the meaning of *traditions*. Point out that the prompt states the type of writing and the topic. Ask: **What is the type of writing named in the prompt?** Underline “eight-line poem.” **What is the topic in the prompt?** Circle “a family tradition.”

Help students brainstorm some family traditions, such as: carving a pumpkin every October, spending holidays together, or having pancakes for breakfast every weekend. Record students’ responses. Say: **Write about a tradition you have experienced that you think is fun and/or meaningful.**

To discuss some of the key characteristics of a poem, provide the bulleted list that appears on p. T465. Have students echo-read each item with you. As needed, discuss the meaning of terms such as: *simile*, *alliteration*, and *sensory detail*. Then tell students to refer to the list as they write their poems.

## Assessment

Tell students to use the skills they have learned in this unit to complete the writing assessment, or assess students’ published writing by using the rubric on p. T465.



## WRITING ASSESSMENT



## Poetry

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** Think about traditions you have at home. Write an eight-line poem about a family tradition.

Be sure to

- arrange words into lines
- rhyme words at the end of lines
- include two similes
- use alliteration at least two times
- include a sensory detail

## 4-Point Poetry Writing Rubric



Score	Structure	Imagery	Sound	Conventions
4	Words structured into lines, with a strong understanding of how to rhyme end words.	Poem exhibits a strong understanding of creating word pictures, demonstrates knowledge of sensory details, similes.	Poem includes several examples of alliteration.	Poem exhibits a strong understanding of nouns, adjectives, and verb tense, with few or no errors.
3	Most words structured into lines, with some understanding of how to rhyme end words.	Poem exhibits an adequate understanding of how to create imagery within poems, includes a sensory detail or simile.	Poem includes some examples of alliteration.	Poem exhibits some understanding of nouns, adjectives, and verb tense, with some errors.
2	Some words arranged into lines, with fair or little understanding of how to rhyme end words.	Imagery within poems is ill formed or confusing. Does not include sensory details or similes.	Poem includes at least one example of alliteration.	Poem exhibits some understanding of nouns, adjectives, and verb tense, with many errors.
1	Words partially arranged into lines; does not contain rhyming end words.	Poem does not include imagery or sensory details and similes.	Poem does not include any alliterative words.	Poem is difficult to understand because of the many errors in conventions.
0	Poem gets no credit if it does not demonstrate adequate command of poetry structure, imagery, sound, or language conventions.			

# Spelling Spell Words with Vowel Teams

## *oo, ue, ew, ui*

### OBJECTIVES

Identify and read high-frequency words.

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

### SPELLING WORDS

afternoon	argue
bruise	cocoon
cruise	cue
drew	fewer
goose	true

### HIGH-FREQUENCY WORDS

hear	enough
------	--------

## LESSON 5


### Assess Understanding

Use the following sentences for a spelling test.

### Spelling Sentences

1. I do not want to **argue** any more.
2. Can you **hear** me?
3. The caterpillar just came out of its **cocoon**.
4. Myra has a big **bruise** from when she fell off her bike.
5. Is it **true** that you do not like chocolate?
6. The **goose** walked slowly across the field.
7. Do you have **enough** time to finish your homework?
8. My little sister **drew** that picture.
9. The teacher uses a clapping **cue** to signal for students to listen.
10. Nihar would love to go on a **cruise** around the world someday.
11. It is supposed to snow this **afternoon**.
12. There are **fewer** kids at the park today.

### FLEXIBLE OPTION LESSON 1

 **Assess Prior Knowledge**


### LESSON 2

Teach Spell Words with Vowel Teams *ou, oo, ue, ew, ui*

### FLEXIBLE OPTION LESSON 3

Review and More Practice Spell Words with Vowel Teams *ou, oo, ue, ew, ui*

### FLEXIBLE OPTION LESSON 4

 **Spiral Review:** Spell Words with *ou, ow, oi, oy*

## LESSON 5

 **Assess Understanding**



# Language & Conventions

## Adverbs

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Display the following sentence and then have students respond independently.

We walked slowly across the wobbly bridge.

What does the adverb tell you?

- A how
- B when
- C where
- D why

**APPLY** Have students complete *Language & Conventions* p. 157 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

Adverbs  
Some adverbs give details about an action verb. The adverbs below tell when or where the action is taking place.

**MY TURN** Decide which adverb belongs in the sentence. Circle the correct adverb.

1. \_\_\_\_\_ **Now** \_\_\_\_\_ they will go to the game.  
 Now     Nowhere

2. Shiro goes \_\_\_\_\_ **inside** \_\_\_\_\_ to get warm.  
 sometime     inside

3. I will turn in my work \_\_\_\_\_ **later** \_\_\_\_\_  
 later     near

4. He ran \_\_\_\_\_ **upstairs** \_\_\_\_\_ to get his hat.  
 never     upstairs

5. Nate leaves \_\_\_\_\_ **tomorrow** \_\_\_\_\_  
 tomorrow     since

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#### OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey place.

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

FLEXIBLE OPTION

### LESSON 1



**Spiral Review:**  
Subject-Verb  
Agreement

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Adverbs

### LESSON 3

**Teach Adverbs**

### LESSON 4

**Practice Adverbs**

# Weekly Overview

Students will be introduced to book reviews. They will

- explore opinion writing through the genre of book review
- identify topics, opinions, and reasons
- generate ideas and plan their own book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Book Review WW2	Book Review: Opinions WW3	Book Review: Reasons WW4
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW2	Independent Writing and Conferences WW3	Independent Writing and Conferences WW4
<b>SHARE BACK FOCUS</b> 5–10 min.	Common Features of Book Reviews WW2	Book Titles and Opinions WW3	Reasons WW4



## Mentor STACK



You may choose to print or project examples of book reviews from

- *Stone Soup* periodical magazine
- *School Library Journal* periodical magazine
- *Publisher's Weekly* periodical magazine

**Use the following criteria to add to your book review stack:**

- The book being reviewed within the book review is appropriate for students.
- The opinion is clearly stated.
- The opinion is supported with strong reasons.

Preview these selections for appropriateness for your students.

### FAST TRACK

#### LESSON 4

#### LESSON 5

Brainstorm Ideas WW5

Plan Your Book Review WW6

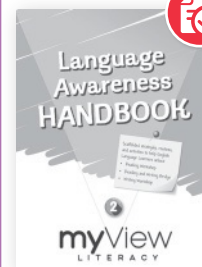
Independent Writing and Conferences WW5

Writing Club and Conferences WW6–WW7

Book Review Ideas WW5

Making a Plan WW6

#### ADDITIONAL RESOURCES



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences



Mentor STACK




During this time, assess for understanding of the elements of opinion writing within a book review to gauge students' ability to brainstorm and plan their own book review. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Book Review

**If** students need additional support,


 **Then** show a stack text that students are familiar with. Ask: What does the writer think about the book? How do you know?

**If** students show understanding,

**Then** ask students to tell different opinions people might have about the book being reviewed.

#### Brainstorm Ideas

**If** students need additional support,


 **Then** ask about some of the students' favorite types of books. Provide examples of several options within that preferred genre.

**If** students show understanding,

**Then** ask students to investigate other books by that same author or other books on a related topic.

#### Plan Your Book Review

**If** students need additional support,

 **Then** have students practice stating their opinion and one reason aloud.

**If** students show understanding,

**Then** ask: Which reason is most important to you? Why?

## Conference Support for ELL

### EMERGING

- Read book reviews with a simple sentence structure.
- Create a sentence frame such as *One reason I liked this book is because \_\_\_*.
- Explain that reasons tell why.

### DEVELOPING

- Use stack books students have heard before. Ask students to tell which words gave clues to tell if the writer enjoyed the book.
- Model language used to identify a reason. Use words such as *because* and *since*.
- Have students help create a word bank of useful words to describe a book.

### EXPANDING

- Have students restate the opinion and at least one reason found in several book reviews.
- Discuss how their own opinion is similar to, or different from, the opinion in one of the reviews.
- Discuss additional reasons the writer might have given to explain what they enjoyed about a book.

### BRIDGING

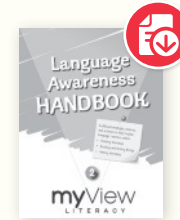
- Ask students to work with partners to plan their book reviews and generate additional reasons.
- Have students identify the opinion and reasons in a new book review.
- Have students make a word bank of specific words that help state opinions and reasons.



## ELL Minilesson Support

### Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional support that increases their ability to understand published book reviews and plan their own book review.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW2.

### ELL Targeted Support

#### BOOK REVIEW

Use the stack texts to help students identify the opinion and reasons in a book review.

Work individually with students to identify the opinion and reasons. Have them repeat or retell the opinion and reasons using a simple sentence frame such as *She likes the book \_\_\_ because \_\_\_*. **EMERGING**

Ask students to restate the opinion and a reason from the stack text with a sentence that includes the word *because* or *since*.

#### DEVELOPING

Have several students talk together about their favorite books on a similar topic. **EXPANDING**

Have students create a short audio commercial advertisement for a favorite book. **BRIDGING**

Use this note for the minilesson on p. WW5.

### ELL Targeted Support

#### BRAINSTORM IDEAS

Students may need support generating words to identify reasons that explain why they enjoyed a book.

Display several of the group's favorite books. Help students generate adjectives that describe each book and put those words on sticky notes to place on each book cover. Model using those descriptive words in a sentence frame such as *We like this book because it is \_\_\_*. **EMERGING**

Have students choose two books on similar topics or of the same genre. Think aloud as you compare the two and select a favorite. Model different ways to identify your choice and reasons, such as *I like \_\_\_ better because it is \_\_\_*. **DEVELOPING**

Have students talk with a partner and state their preferences or opinions about several books. Remind students that they do not need to have the same opinion or the same reasons. **EXPANDING**

Have students talk together about books they have enjoyed. Then ask students to restate their partner's opinion of one of the books to the larger group. **BRIDGING**

FAST TRACK

# Book Review

## OBJECTIVE

Identify characteristics of opinion writing within a book review.

STUDENT INTERACTIVE 2.2, p. 681

**Opinion Writing**

<b>Topic and Opinion</b>	I think everyone will enjoy Amelia Bedelia.
<b>Reason</b>	Boys and girls will love this book because Amelia is so funny. She will make everyone laugh.
<b>Reason</b>	This book is also great because it teaches a lesson about following directions.
<b>Conclusion</b>	These are the reasons why I think you will love reading Amelia Bedelia.

## Writing Support

- **Modeled** Choose a stack text. Do a Think Aloud to identify what book is being reviewed and what the author's opinion is.
- **Shared** With students' input, make a list of reasons given in one of the stack texts.
- **Guided** Use a stack text to provide explicit instruction on the elements of opinion writing within a book review.

**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK

**TEACHING POINT** An opinion tells what a person feels, thinks, or believes. A book review gives an opinion on a book the writer has read. A book review is one type of opinion writing. A book review includes

- an introduction that tells the title of the book and states an opinion.
- reasons that support and connect to the opinion.
- a conclusion that restates the opinion in a different way.

**MODEL AND PRACTICE** Tell students that they will be learning about opinion writing in book reviews and then writing a book review of their own. Introduce opinion writing in book reviews by selecting a text from the stack. Read the title aloud. Ask students: **How do you know this is a book review and not a book?** Ask students to raise their hands as soon as they can tell if the writer enjoyed the book or not. As you read, pause to reinforce the opinion and reasons.

After reading, tell students: **The writer gives an opinion about the book. What words does the author use to do that?** Ask for specific examples of a clear opinion from within the text. **Writers need to give reasons for the opinions. What are some of the reasons given in this text?** Help students identify the reasons that support the opinion.

Have students turn to p. 681 in *Student Interactive 2.2*. Review the parts of a book review: the clear introduction that gives the title of the book and an opinion, the supporting reasons, and a solid conclusion.

## Independent Writing

Mentor STACK

After the immersion lesson, students can continue reading stack texts if they need more time to develop their understanding of opinion writing within a book review. If students demonstrate understanding, they can begin jotting down possible book titles for their own book review. See the **Conference Prompts** for suggestions.

## Share Back

Call on students to tell an element one can find in a well-written book review. Ask students to site an example from one of the stack texts to demonstrate understanding. Correct any misconceptions as they arise.

# Book Review: Opinions

## Minilesson

Mentor STACK 

**TEACHING POINT** A book review includes an introduction that gives the title of the book and a clearly stated opinion. A book review also includes reasons that support and connect to the opinion. A strong conclusion in a book review should restate the opinion in a new way.

**MODEL AND PRACTICE** Select a text from the stack and read it aloud to the class. Ask students to tell why the text is an example of a book review. Encourage and model the use of the terms *introduction*, *title*, *opinion*, *reasons*, *support*, and *conclusion*.

When you have finished reading, remind students that an opinion is a person's thoughts or feelings about a topic and that not everyone will have the same opinion. Explain that even people who share the same opinion about a book may have different reasons to support that opinion.

Use similar questions to prompt discussion:


- Which words in the text let you know that this is an opinion?
- What reasons were given to support the opinion?
- Which reason did you think was the strongest?
- Did the review make you want to read this book? Why or why not?
- What question might you ask the person who wrote this review?

## OBJECTIVE

Identify elements of book reviews.

## Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to point out the opinion and reasons given.
- **Shared** Prompt students to identify the opinion and supporting reasons from one of the texts from the stack.
- **Guided** Use the stack texts to provide explicit instruction on identifying the elements of opinion writing in book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

As students begin their independent writing time, invite them to continue studying the stack texts if they need more time to learn about the elements found in book reviews. If some students are ready to write, they can use this time to write ideas about how they could introduce the book they are reviewing and what the opinion will be. See the **Conference Prompts**.

## Share Back

Ask students to share the title of the books being reviewed and opinions from either stack texts or the book reviews they are starting to write. Ask listeners to restate the writer's opinion. Remind students to use their own words in their restatements.


# Book Review: Reasons

## OBJECTIVE

Retell the important details in book reviews.

### Writing Support

- **Modeled** Read a stack text aloud and do a Think Aloud to retell the topic, opinion, and at least one supporting reason.
- **Shared** Have students choose a stack text, determine if the writer enjoyed the book, and retell several reasons given in the review.
- **Guided** Have students retell several reasons given in one of the stack texts, providing explicit instruction and support as needed.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Well-written book reviews provide not just an opinion about the book, but solid reasons that support and explain the opinion. A clearly stated reason will help the reader understand, and perhaps even agree with, the opinion that is presented. A strong, positive review may make other people want to read the book.

**MODEL AND PRACTICE** Read aloud from a text in the stack. Ask: **How could you restate the opinion in your own words?** Write the opinion on a chart or the board. Ask: **How would you restate one of the reasons in your own words?** Write that reason on the chart as well. Have students tell you if the reason is a good connection to and support for the opinion. Draw a thin line connecting the reason and the opinion if the group thinks the reason is only somewhat strong and a bolder line if they think the reason is stronger and a better connection. Continue with other reasons given in the text, and have the class evaluate the strength of each reason. Read another stack text aloud. Invite students to suggest the strongest reason given and the weakest. Encourage them to explain their thinking.

## Independent Writing

Mentor STACK 

If students need additional support before moving to writing independently, have them review the stack texts to see how writers include reasons to support their opinions. If students show understanding, have them begin writing reasons to support their opinions in their book reviews. See the **Conference Prompts** for suggestions.

## Share Back

Invite students to share a reason from their book review that they think is very strong. Model how to offer feedback on the reason that may help the writer strengthen the reason even more.

# Brainstorm Ideas

## Minilesson

Mentor STACK 

**TEACHING POINT** Writers often brainstorm ideas before finalizing what they will write. Writers of opinion pieces and book reviews may generate many reasons and then choose only the strongest, most convincing, reasons to include in the final book review.

**MODEL AND PRACTICE** Show several book review examples from the stack. Help students recall the opinions and reasons in each review. Say: *We have read many books. When writing a book review, we must first decide on a book to review. I'm going to choose one of my favorite books.* Explain that the writer of a book review usually wants other people to read that book. Say: *I want to think about why I really liked this book and what parts of the book will help me explain that or be examples of that reason.*

Have students turn to p. 682 in *Student Interactive 2.2*. Explain that they will use this page to help them develop possible ideas for their book reviews. You may want to model completing the page using one of your favorite books.

## OBJECTIVE


Plan a book review by selecting a book, an opinion, and reasons.

STUDENT INTERACTIVE 2.2, p. 682

BOOK REVIEW

**Brainstorm Ideas**

An author of a book review chooses what book to write about and decides if other people should read the book. Then an author thinks about why the book is a favorite and what parts of the book are examples of that reason.

 **MY TURN** Think of a book you have enjoyed. Write the title. Write two reasons why you think other people will like it too. What parts of the book are examples of each reason? Write what you could tell readers.

Book Title:		
Readers will enjoy this book because:	Readers will enjoy this book because:	
Tell readers about:	Tell readers about:	

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## Independent Writing

Mentor STACK 

Students should determine a book to review and work on writing their book reviews. If students have difficulty, they should review one of the book reviews in the stack and identify what they might use as models. If students are comfortable with their opinions, they should continue developing their book reviews. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share the titles, opinions, and one of the reasons they have brainstormed. Ask them to explain why they made those choices. Point out that it is natural for different readers to have varying opinions about books.

## Writing Support

- **Modeled** Use a Think Aloud to model brainstorming ideas for a book review.
- **Shared** Once students have brainstormed several titles, have them select a book and tell a partner one reason that book was chosen.
- **Guided** Provide explicit support as needed to help students stay focused on choosing one book. You might give them several choices from within their favorite genres or topics.



**Intervention** Refer to the *Small Group Guide* for support.

**FAST TRACK**

# Plan Your Book Review

## OBJECTIVES

Listen actively, ask questions, and provide useful feedback.

Plan the elements for writing a book review.

STUDENT INTERACTIVE 2.2, p. 683

WRITING WORKSHOP

### Plan Your Book Review

Authors need to plan their book reviews to be certain everything important is included.

**MY TURN** Develop ideas for your book review. List ideas you might want to include.

What is the book?

↓

What is my opinion of the book?

↓

What reasons will support my opinion?

↓

Why will readers enjoy this book?

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## Writing Support

- **Modeled** Conduct a Think Aloud to model how to plan a book review.
- **Shared** Ask questions to help students think about how they might get someone interested in reading a book they enjoyed themselves.
- **Guided** Provide support and instruction as needed to ensure that all elements of the book review are covered in the planning.

**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

**TEACHING POINT** A book review focuses on an opinion about one book. Strong reasons and examples from the book can encourage people to want to read the book. A good conclusion reminds the reader of the title of the book and what the writer’s opinion was.

**MODEL AND PRACTICE** Remind students that all the writers of the book reviews in the stack made plans before beginning to write. When writing a book review, writers need to first decide what book will be the topic of the review.

Direct students to p. 683 in *Student Interactive 2.2*. Model selecting a title and writing in the graphic organizer. Think aloud as you state several ways you might word your opinion about the book. Say: *I could say that this is one of my favorite animal stories. Maybe I might say that people who love animal stories as much as I do will love reading this book.* Ask for more suggestions. When you are finished, talk about the suggestions students made and how the suggestions were helpful to you as you planned your book review. Follow the same process for the remaining parts of the graphic organizer.

Ask students to complete the page and talk about their decisions with a partner. Circulate around the room and comment on positive examples of collaboration.

## WRITING CLUB

Place students in Writing Club groups. See p. WW7 for details on how to facilitate Writing Club.

## Share Back

Invite students to share with the class the books they have selected and their opinions. Encourage them to tell how comments from others were helpful in making their choices. Ask for specific examples of changes or additions they made based on suggestions from others. Remind students that giving and receiving feedback is an important part of successful writing.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their planning for their book reviews.

As students are in new Writing Club groups, they should spend the first 5–10 minutes discussing the following:

- How to listen actively to the speaker
- How to give a helpful suggestion
- How to make certain everyone contributes

**What Are We Sharing?** Students should share the topics, opinions, and reasons they are planning to use in their book review. Students who are familiar with the books may give helpful feedback by suggesting what they enjoyed about each book. This conversation will help the writer begin to evaluate the reasons he or she might include in the book reviews.



## How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Clubs.

- Why did you choose that book?
- What would be important to tell someone who has never read that book?
- What else did you like or not like about that book?





# Weekly Overview

This week students will continue to write their own book reviews. They will

- apply their knowledge of opinion writing to draft a book review
- choose a book to review
- state an opinion and supply reasons to support it

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	<b>Drafting</b>	<b>Develop Elements</b>
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Choose a Book WW12	Explore State an Opinion WW13	Apply State an Opinion WW14
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW12	Independent Writing and Conferences WW13	Independent Writing and Conferences WW14
<b>SHARE BACK FOCUS</b> 5–10 min.	Book Choices WW12	Identify Opinions WW13	State Opinions WW14

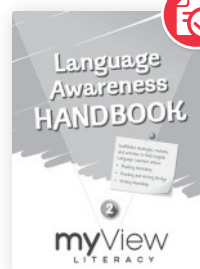
Mentor **STACK**

These criteria may be helpful in selecting texts to teach the elements of opinion writing within a book review.

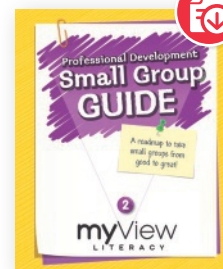
- texts that introduce the book being reviewed
- texts that include a clearly stated opinion
- texts containing reasons that support the opinion

**FAST TRACK****LESSON 4****LESSON 5**Explore Supply Reasons  
WW15Apply Supply Reasons  
WW16Independent Writing  
and Conferences WW15Writing Club and  
Conferences  
WW16–WW17

Identify Reasons WW15

Supply Supporting  
Reasons WW16**ADDITIONAL RESOURCES**




See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences Mentor STACK

During this time, assess for understanding of the elements of book reviews to gauge the need for additional support and to address any misconceptions. Have stacks and minilessons available to reference during conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Choose a Book</b>		
<b>If</b> students need additional support,	 <b>Then</b> ask leading questions to help students determine the types of books they enjoy reading.	
<b>If</b> students show understanding,	<b>Then</b> ask: What are you looking for most when choosing a book to review?	
<b>State an Opinion</b>		
<b>If</b> students need additional support,	 <b>Then</b> read a book review together and help students identify the sentences that state an opinion.	
<b>If</b> students show understanding,	<b>Then</b> have students use their writer's notebooks to try several different ways to state the same opinions.	
<b>Supply Reasons</b>		
<b>If</b> students need additional support,	 <b>Then</b> review a stack text and work together to identify and highlight the reasons that are given.	
<b>If</b> students show understanding,	<b>Then</b> have students add details to their own book reviews to make the reasons stronger.	

## Conference Support for ELL

### EMERGING

- Have students draw pictures showing something they especially liked, or did not like, about the books they are reviewing. Use the drawings to talk together about the books and how they felt about them.
- Create a simple sentence frame such as *\_\_\_\_\_ is my favorite book because \_\_\_\_\_*. Have students repeat the model with you as you help them state their opinions and reasons.

### DEVELOPING

- Work with students to create a chart of what they look for in a good book.
- Provide sentence frames to help students write an opinion statement and reasons based on the chart.
- As students state opinions and reasons, transcribe what they have said.

### EXPANDING

- Have students brainstorm a list of their favorite books.
- Choose one book from the list and model how to state an opinion with several supporting reasons.
- Ask specific questions to help students add more specific information to their reasons.

### BRIDGING

- Have students work with partners to create a list of characteristics of books they enjoy.
- Ask partners to choose two books and then compare and contrast them using the characteristics they listed.



## ELL Minilesson Support

### Week 2: Develop Elements

During this week, your ELLs will benefit from additional writing support that helps them develop the elements of opinion writing within book reviews. These targeted supports help students better understand how to draft their own book reviews.

Use this note for the minilesson on p. WW13.

### ELL Targeted Support

#### EXPLORE STATE AN OPINION

As students work on developing their opinions, have them work on making their opinion sentences clear and strong.

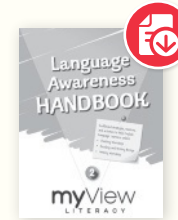
Show students a book they have read before. Have students say and then write one sentence that expresses an opinion about the book. Provide a sentence frame as needed.

#### EMERGING

Work individually with students as they draft an opinion sentence. Provide a word bank for reference, including words such as *favorite*, *like*, *enjoy*, *love*, *mysterious*, *funny*, *suspenseful*, and *best*. **DEVELOPING**

Have students discuss two books with partners. Encourage them to discuss which book they prefer and why they prefer one over the other. Encourage them to jot down notes on the discussion. **EXPANDING**

Have students state their own opinion about a book and then state the opposite opinion. Have students write several different ways to word each opinion. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW16.

### ELL Targeted Support

#### APPLY SUPPLY REASONS

Have students practice supplying reasons that support their opinions.

Have students choose a book they enjoy. Help students develop reason sentences that use the word *because* or *since*. **EMERGING**

Have students work with partners and take turns telling about a book they enjoy and why they enjoy it. Encourage students to ask questions of their partners and to restate their partner's reasons for enjoying the books.

#### DEVELOPING

Have students tell partners two reasons for their opinions about favorite books they have both read. Encourage the listener to then add a reason to those already given. **EXPANDING**

Ask students to state reasons someone may give who has the opposite opinion about a book they both reviewed. **BRIDGING**

FAST TRACK

# Choose a Book

## OBJECTIVE

Select and introduce a book as the subject for a book review.

STUDENT INTERACTIVE 2.2, p. 684

**BOOK REVIEW**

**My Learning Goal** I can write a book review.

**Choose a Book**

Book review authors often choose a book they feel strongly about. They usually choose books they enjoyed and think others should read.

**MY TURN** What are some books you have read? Give a book one star if you did not like it very much. Give a book two stars if you liked it. Give the book three stars if the book is your favorite.

Book Title	Stars ★ ★ ★

**MY TURN** Write the title of the book you will review.

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## Writing Support

- **Modeled** Choose a book and model how to state the title and tell a little about the book.
- **Shared** Have students each choose a book they enjoy and talk with partners about the book.
- **Guided** Use a familiar book to provide explicit support to students as they identify the book title and share some information about the book.

**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK

**TEACHING POINT** A book review is a type of opinion writing. Most often, authors choose books to review that they are especially interested in and enjoyed.

**MODEL AND PRACTICE** Explain to students that choosing a book as the subject of a book review may be the most important step and requires careful thought. Say: *I want to choose a book that I really enjoyed and that I hope other people will want to read. I think about the types of books I like and what books I have read recently. I like animal books and books that teach a lesson.* Choose two books you have shared with the class recently and display them. Review briefly what type of book each is and what you enjoyed about each as you model choosing the one you enjoyed more.

Review a book from the stack and note what the writer wrote to introduce the book. Choose several familiar books, and ask students to tell something about each book. Discuss how they could tell something about the book without telling how the book ends.

Read the activity instructions on p. 684 of *Student Interactive 2.2*. Remind students how to rate books to narrow their choices for the book review.

## Independent Writing

During independent writing time, students should choose the book for their book reviews and write a sentence to tell about the book. Remind students to include the title of the book. If students have difficulty selecting a book, encourage them to choose one they hope their friends will read. If students have already taken these steps, they should review what they have written and then continue to write. See the **Conference Prompts** for suggestions.

## Share Back

Invite several students to read aloud what they have written to introduce their books. If multiple students select the same book, discuss different words that are used to tell about it.

# Explore State an Opinion

## Minilesson

Mentor STACK 

**TEACHING POINT** The writer of a book review gives an opinion about a book. The opinion tells what the writer thinks or feels about the book. Not everyone has the same opinion about a book.

**MODEL AND PRACTICE** Read aloud one of the book reviews from the stack. Say: *This writer tells about the book and gives an opinion. What did the writer say that told us an opinion?* Discuss the words the author chose to state the opinion.


On a flip chart or the board, create a two-column chart with *Book* written at the top of one column and *Opinion* written at the top of the other. Using the stack texts, do a Think Aloud to model identifying and then writing the titles of the books and the opinions. Work as a group to identify the books and opinions from several other book reviews and record the results on the chart. Encourage students to use words from the reviews that state the opinions. Point out any frequently used words or phrases.

## OBJECTIVE

Identify and state an opinion.

## Writing Support

- **Modeled** Read aloud a book review and talk through how to identify the stated opinion. On a chart, write the opinion sentences you find.
- **Shared** Have students talk together about two books they have both read. Invite students to tell their opinions of each and which they enjoyed more.
- **Guided** Use stack texts to provide explicit instruction to identify and discuss clear opinion sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

During independent writing time, students should state an opinion about the book they have selected. Students needing suggestions may review the mentor stack for models. Students who can successfully write an opinion should continue writing their book reviews. Use **Conference Prompts** as needed.

## Share Back

Ask several students to share their opinions. Point out words and phrases that are used to show a clear choice or preference. You may use some of those words to create a Book Review Word Bank for future use in their writing.

FAST TRACK

# Apply State an Opinion

## OBJECTIVE

State an opinion clearly when writing a book review.

STUDENT INTERACTIVE 2.2, p. 685

WRITING WORKSHOP

### State an Opinion

An opinion tells how the author thinks or feels. The opinion in a book review tells if the author liked or did not like the book. The opinion should be stated clearly.

**MY TURN** Circle Yes or No to tell if each sentence clearly states an opinion.

1. I read *Note the Great*. Yes  No
2. *Snowy Owl Invasion* was a wonderful book! Yes  No
3. I think you will love *Rodent Rascals*. Yes  No

**MY TURN** Write a strong opinion statement about your book for your book review.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_


\_\_\_\_\_

\_\_\_\_\_

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## Writing Support

- **Modeled** Do a Think Aloud as you choose and then state an opinion about a book. Model both a weak and a strong opinion statement to point out the differences.
- **Shared** Have students practice stating their opinions about a book to a partner before writing it.
- **Guided** Provide explicit instruction to help students state opinions clearly. Create a bank of words that can be useful.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Opinions state choices or preferences. People who read book reviews want to know the opinion of the review writer. Opinions should be stated clearly so readers know what the review writer thought of the book.

**MODEL AND PRACTICE** Opinions in book reviews tell how the reviewer thinks or feels about the book. Remind students that not everyone has the same opinion about a book, and those differences of opinion can be interesting to discuss. Using a book from the stack, ask students to identify the writer's opinion and then state whether or not they agree with the writer's opinion. Students should explain why they agree or disagree with the writer.

Say: Today you will be writing your opinion. When I write a book review, I tell about the book and state my opinion. You know I like this animal book. I could write that I loved it or that it is was extremely interesting. You will know right away what my opinion is. Write your opinion sentence on the board or a chart.

Tell students that they will be practicing writing an opinion on p. 685 of *Student Interactive 2.2*. Discuss why writers often use strong words like *best* and *favorite*. Encourage students to tell their opinions to partners before writing them.

## Independent Writing

Mentor STACK 

During independent writing time, have students review their opinion pieces and write a sentence that states a clear opinion. Students needing examples should review the mentor stack for clear opinion statements to use as models. Students who can successfully write opinion statements should continue writing their book reviews. Use the **Conference Prompts** to guide conferences.

## Share Back

Have a few students share their opinion statements with the class. Invite students who reviewed the same book to state whether their opinions are the same or different.

# Explore Supply Reasons

## Minilesson

Mentor STACK 

**TEACHING POINT** Reasons in a book review tell or explain why the writer has a certain opinion about a book. Writers include several reasons to help readers understand the opinion. Reasons should support and explain the opinion.

**MODEL AND PRACTICE** Read aloud one of the stack book reviews. After reading, model how to identify the reasons that were given to explain and support the opinion. Draw attention to words such as *because* or *since*. Work with students to identify reasons found in another book review. Pause while reading to ask why the writer has that opinion. Help students use the words *because* or *since* when retelling the reasons. Discuss reasons that are especially supportive of the opinion. Repeat with other book reviews and have students tell which reasons they found strongest and why.


Say: *When a person tells us their opinion, we might wonder why they made that choice. Some reasons may be stronger than others. I could write that I liked this animal book because I like animals or that I liked it because the photo of the tiger's teeth helped me imagine what it would be like to meet a tiger. Which reason is more interesting or makes you more likely to want to read this book?* Tell students that they may try listing many reasons to support their opinions before deciding on which ones to use in their book reviews.

## OBJECTIVE

Identify and supply a reason that supports an opinion.

## Writing Support

- **Modeled** Use other opinion books to model how to identify reasons.
- **Shared** Encourage students to help strengthen a reason by adding more details or specific information.
- **Guided** Provide explicit instruction and support as needed to help students supply reasons that connect to and support opinions.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

Following this minilesson, students should transition into independent writing. If students need support writing reasons, have them look for models in the mentor texts. Students who are writing confidently may begin generating lists of reasons to use in their book reviews. Use **Conference Prompts** to guide conferences.

## Share Back

Invite students to share a reason that would explain their opinion about the book. Model how to ask questions that might make the reasons stronger or more detailed.



FAST TRACK

# Apply Supply Reasons

## OBJECTIVE

Supply reasons that support an opinion within a book review.

STUDENT INTERACTIVE 2.2, p. 686

**BOOK REVIEW**

### Supply Reasons

Reasons help readers understand the opinion of a book review author. The reasons may include some examples that will make readers want to read the book.

**MY TURN** Read the text. Underline the reasons that support the opinion.

I read *Jumanji*. I think you would love to read this book if you like fun adventures. One reason is because the children in the book find a game and the excitement begins right away. It is also fun when the wild animals come to life and start running around. Will the children make it out of the game alive? You will need to read the book to find out.

**MY TURN** Add reasons that support your opinion to your book review.

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## Writing Support

- **Modeled** Do a Think Aloud to model identifying and restating reasons found in a book review.
- **Shared** Display an opinion statement about a book students have read. Ask students to generate reasons that support that opinion.
- **Guided** Provide explicit instruction in supplying reasons that support an opinion using sentence frames as needed. *I enjoyed the book because \_\_\_\_\_.*

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Book reviews need reasons to support and explain an opinion about a book. It is useful for reasons to be specific and detailed to help readers decide if they might enjoy reading the book.

**MODEL AND PRACTICE** Tell students that book reviewers state opinions and need to support those opinions with reasons. Reasons explain why the review writer liked or didn't like the book. Readers like to understand why a review writer holds an opinion.

Read aloud one of the book reviews from the stack. *What are some of the reasons the writer gives us to explain the opinion? What if the writer would have just written, "I like the book. It was good." Why wouldn't that be very helpful?* As you reread the review aloud, write the reasons on a chart or the board. Invite students to tell which reasons are the strongest and why. Tell students that they will help you write a book review, just like this author did. Model how to write an opinion and supply reasons as a class.

Have students look at p. 686 in *Student Interactive 2.2*. Talk together about the reasons given for enjoying the book. Ask students to underline each reason. Have students add reasons to their own book reviews.

## WRITING CLUB

Use the following page to guide Writing Club. See the **Conference Prompts** for conducting individual conferences.

## Share Back

When Writing Club ends, invite a few students to share their opinions and reasons with the group. Point out how the reasons support the opinion and answer why the writer has that opinion about the book.

# WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will introduce their books, opinions, and reasons in their book reviews.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- A process to make certain everyone has a chance to contribute
- Ways to ask clarifying questions
- The best volume and speed for reading what they have written

**What Are We Sharing?** Tell students that they will be introducing their books, opinions, and reasons to the Writing Club. Writing Club members may help them think of additional or stronger reasons to support their opinions.

## How Do We Get Started? Conversation Starters

You may use these prompts to help students begin the discussion in Writing Club meetings.

- Why did you choose that book?
- You might add more information about \_\_\_ to make the reason stronger.
- What else did you especially like about the book?

# Weekly Overview

Students will

- identify the parts of a book review
- organize and draft their own book review that includes introducing the book and opinion, stating reasons, and providing a conclusion

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Introduce a Book and Opinion WW22	Explore Organize Reasons WW23	Apply Organize Reasons WW24
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW22	Independent Writing and Conferences WW23	Independent Writing and Conferences WW24
<b>SHARE BACK FOCUS</b> 5–10 min.	Write Introductions WW22	Identify Supporting Reasons WW23	Write Supporting Reasons WW24

Mentor **STACK**

These criteria may be helpful in selecting texts to teach the structure of book reviews.

- The text clearly introduces the book being reviewed and the opinion.
- The author provides strong reasons to support the opinion.
- The text has an identifiable conclusion that restates the opinion.

**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Explore Provide a  
Conclusion WW25

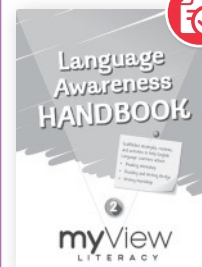
Apply Provide a  
Conclusion WW26

Independent Writing  
and Conferences WW25

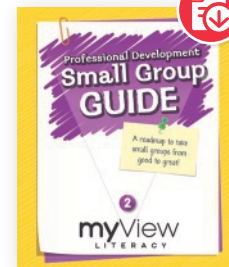
Writing Club and  
Conferences  
WW26–WW27

Identify Elements of  
Conclusions WW25

Write Strong Conclusions  
WW26



See the online  
*Language  
Awareness  
Handbook*  
for additional  
writing support.



See the *Small  
Group Guide*  
for additional  
writing support.

# Conferences

Mentor **STACK** 


During this time, assess for understanding of the structure and organization of a book review including introductions, reasons, and conclusions. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Introduce a Book and Opinion

**If** students need additional support,


 **Then** work together to create a visual model of what should be included in a book review introduction.

**If** students show understanding,

**Then** ask: What is the most important thing to tell readers about the book using just a few words?

#### Organize Reasons

**If** students need additional support,


 **Then** help students use a web diagram to connect reasons to their opinions.

**If** students show understanding,

**Then** ask: Which of your reasons do you think is strongest? Why?

#### Provide a Conclusion

**If** students need additional support,

 **Then** work together to compare their conclusions to their introductions and note what is different and what is similar.

**If** students show understanding,

**Then** ask: How did you word your opinion differently in the conclusion?

## Conference Support for ELL

### EMERGING

- Create a color-coded diagram with illustrations to make the parts of a book review more visible.
- Have students point to parts of the book they are reviewing and give each part a “thumbs up” or “thumbs down” to show their opinions.
- Help students turn each of the “thumbs up” into a statement. Have students repeat each sentence with you.

### DEVELOPING

- Have students retell the parts of a book review. Help students create their own anchor charts to remember how to organize a book review.
- Use a sentence frame to practice stating an opinion about a book with supporting reasons. *One reason I like this book is \_\_\_\_\_. This book is my favorite because \_\_\_\_\_.*

### EXPANDING

- Have students explain how they will structure their book reviews.
- Discuss how the introduction to a book review is different from other types of writing.
- Prompt students to compare the structure of a book review to another type of writing they have done.

### BRIDGING

- Help students do their own Think Aloud with a partner as they plan their own book reviews.
- Use guided writing to help students write strong sentences in each part of their book reviews.
- Invite students to talk about how their introductions and conclusions are different.



## ELL Minilesson Support

### Week 3: Develop Structure

During this week, your ELLs will benefit from additional writing support that helps them become more aware of how a book review is structured. These targeted supports were chosen to help students better understand how to compose and organize their writing.

Use this note for the minilesson on p. WW22.

#### ELL Targeted Support

##### INTRODUCE A BOOK AND OPINION

Tell students that writers begin book reviews by telling about the book and stating a strong opinion. Talk together about why all the parts are important.

Display a book from your class library. Have students point to where the title of the book is found. Have students repeat the title of the book with you. Help students create a sentence that tells a little about the book, such as: *This is an animal story.* **EMERGING**

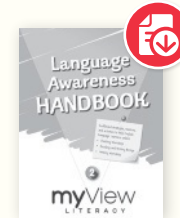
Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Help students create a sentence that tells the title of the book and what type of book it is. Help them reword the sentence several different ways.

##### DEVELOPING

Help students grow their vocabularies by working together to create a bank of words that can be used to tell about a book. The words might tell the type of book or characteristics that make books enjoyable. **EXPANDING**

Challenge students to tell how they might tell a kindergarten student about one of their favorite books. Remind them that it is likely the child has never read the book they are reviewing.

##### BRIDGING



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW24.

#### ELL Targeted Support

##### APPLY ORGANIZE REASONS

Remind students that reasons explain and support the opinion. Students may need support organizing and strengthening the reasons in their book reviews.

Learn the words *why* and *because* in your students' home languages. Ask a *why* question and answer with a *because* reason using gestures as needed. Remind students that the answers were the reasons. **EMERGING**

Hold up two or three books students have read before. Ask them to choose which one they would like you to read aloud. Discuss why they selected that one. Explain that their answer is a reason and tells why. **DEVELOPING**

Have one student state a reason for liking a particular book. Model different ways that the reason might be worded. Ask students to write a new reason and then work with partners to write a different way to word that reason.

##### EXPANDING

Have groups of students work together to list as many reasons for liking a book from your class library as possible. Review the list together and identify the strongest reasons. Talk about what makes a reason a strong reason. **BRIDGING**

FAST TRACK

# Introduce a Book and Opinion

## OBJECTIVES

Identify the elements of an introduction to a book review.

Develop drafts of the introduction to a book review that tells about the book and states an opinion.

STUDENT INTERACTIVE 2.2, p. 687

WRITING WORKSHOP

I can write a book review. **My Learning Goal**

### Introduce a Book and Opinion

The beginning of a book review should let the reader know the title of the book and a detail about the book. The introduction needs to tell if the reviewer enjoyed the book or not.

Title	I read <u>Flossie and the Fox</u> . It is about a smart girl.
Opinion	I think this is one of my favorite books.

**MY TURN** Read the text. Circle the title. Draw a star by the sentence that tells the opinion.


I just read an animal book titled Freda the Cheetah. I think every person in my class will love ★ this book.

**MY TURN** Revise the introduction to your book review to include a detail about the book and your opinion.

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## Writing Support

- **Modeled** Do a Think Aloud that models deciding what to tell about a book.
- **Shared** Have students read an opinion statement from a stack text. Discuss together what makes the opinion clear or what could be adjusted.
- **Guided** Provide explicit instruction on what to include in a book review introduction and have students create a reminder list.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Authors of book reviews begin with an introduction that includes the title of the book being reviewed, tells a little about the book, and states an opinion about the book.

**MODEL AND PRACTICE** Choose a book review from the stack that has a strong introduction and read the introduction aloud. Say: *The introduction of a book review is very important. It needs to tell the reader what book is being reviewed and what the reviewer thought or felt about the book. Since some readers may not have read the book before, it is good to tell just a little about the book as well.* Write the elements of a good introduction on a flip chart or the board.

Help students understand that they are just going to use a few words to tell about the book, such as saying that it is a funny story or that the book has photographs of real animals. Have students identify the words used in the introduction that state an opinion.

Have students turn to p. 687 in *Student Interactive 2.2*. Read and discuss the page together and have them work with a partner to complete the page.

## Independent Writing

Mentor STACK 

After completing the minilesson, students should transition to independent writing. If students have difficulty with introductions, have them review how introductions in the mentor stack have been written and use those as examples. Students who are confident about what an introduction should include may draft and revise introductions to their book reviews. Use the **Conference Prompts** as needed.

## Share Back

Have students share what they wrote for the introductions to their book reviews. Show how to check that all parts of the introduction are included and model giving constructive feedback.

# Explore Organize Reasons

## Minilesson

Mentor STACK 

**TEACHING POINT** Before authors of book reviews develop their reviews, they plan the reasons that support their opinions. A reviewer who really enjoyed a book will often give his or her strongest reason first to help the reader quickly understand why the book was so enjoyable.

**MODEL AND PRACTICE** Talk about the value of supplying reasons to support opinions. Select a book review from the stack that contains well-organized reasons. Read the review aloud and have students give a “thumbs up” signal when they hear a reason in the book review. Say: *The best writers of book reviews will think about many reasons why they like the books before they begin writing. They choose what order to put the reasons. Often the strongest reason is given first to help the reader know right away why the reviewer liked the book.*

Choose a familiar book from your classroom library that your students have enjoyed. Work with the class to generate a list of reasons why they enjoyed and would recommend the book. Once there is a sizable list of reasons, have students choose two reasons they might use in a book review. Talk more about those two reasons and do a Think Aloud as you determine which is the stronger reason you might put first in a book review.

## Independent Writing

Mentor STACK 

After the minilesson, students should transition to independent writing. If students need extra support drafting their reasons, have them reread book reviews from the stack for ideas. Encourage them to make a short list of reasons that support their opinions and work with them to prioritize the reasons. Students who understand how to develop strong reasons should be encouraged to continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

## Share Back

Invite several students to share the drafts of their reasons. Ask the students to explain why they decided to organize the reasons as they did. Reinforce key ideas as they are brought up.


## OBJECTIVES

Identify and evaluate reasons that support an opinion.

Organize and draft reasons that support an opinion in a book review.

## Writing Support

- **Modeled** Think aloud as you brainstorm reasons that support an opinion about a book.
- **Shared** Create a list of reasons why a person would enjoy a book. Talk with students about which reasons might be most important to each of them. Remind students that different reasons might matter more to different people.
- **Guided** Ask targeted questions to help students check that reasons strongly support their opinions.

 **Intervention** Refer to the *Small Group Guide* for support.



FAST TRACK

# Apply Organize Reasons

## OBJECTIVES

Draft reasons that support an opinion.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 688

**BOOK REVIEW**

**Organize Reasons**

Book review authors organize the reasons in a specific way. The writer might put the strongest reason first to get the reader's attention.

**MY TURN** Put a star by the reason you think is stronger.

The book has nice pictures.  
The book is good.

★ The main character is so funny that you will laugh out loud.

**MY TURN** List the reasons you will include in your book review. Put a star by the strongest reason. Then number the reasons in the order you will use them in your book review.

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## Minilesson

Mentor STACK 

**TEACHING POINT** The reasons given in an opinion piece need to explain and support the stated opinion. In a book review, those reasons explain why the reviewer enjoyed, and in some cases didn't enjoy, a book.

**MODEL AND PRACTICE** Refer to a book review from the stack and review the reasons given to support the reviewer's opinion. Help students understand that strong reasons help someone who hasn't read the book decide if they might like to read it.

Work through a shared writing activity as you craft a reason to explain your opinion in your book review. Say: **One reason I like this book is because it is about a dog who gets into lots of funny situations. I could write, "I like dogs" but that doesn't seem like a very strong reason. I need to tell more.** Work with the group to add words or phrases to write a compelling reason. Remind students that they can use their strongest example as the first reason in their book reviews. Tell students to be as specific as they can be in their reasons.

Direct students to p. 688 in *Student Interactive 2.2*. Read the text on the page and make certain students understand the task. Ask students to tell partners why they selected the reason they did as being the strongest.

## Writing Support

- **Modeled** Talk through book reviews in the stack with students to help them identify strong reasons and why the reasons are effective.
- **Shared** Have students work with you to modify a reason to make the language stronger.
- **Guided** Provide explicit instruction if reasons do not support the stated opinion.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

Following the minilesson, have students continue working on adding reasons to their book reviews. Students who need additional support should review a stack book for examples of strong reasons. If students feel confident in their writing, encourage them to stretch and strengthen the reasons to make their book review more interesting. See **Conference Prompts** for suggestions.

## Share Back

Invite students to share the reasons they have written. Ask them to share how they stretched and strengthened their original reasons. Model how to give feedback that restates and encourages the writer's efforts.

# Explore Provide a Conclusion

## Minilesson

Mentor STACK 

**TEACHING POINT** The conclusion of a book review gives the author one more chance to state his or her opinion of the book and perhaps get others interested in reading the book themselves. A good conclusion states the opinion in a new way, includes the title of the book, and reminds readers why they might enjoy reading the book.

**MODEL AND PRACTICE** Explain the importance of a strong conclusion in a book review. Choose a book review from the stack with an especially strong conclusion. Read a page aloud and discuss the role the conclusion plays. Say: *Let's see if this conclusion does what it needs to do. Does it remind us of the reviewer's opinion? Does it tell us the title of the book again? Does it remind us of a reason we might enjoy reading this book ourselves?* Repeat this process with several other book reviews from the stack.


As you review other book reviews with the class, note words and phrases that are used. Help students develop a bank of phrases that may serve as models when writing conclusions. Post these on a chart for all to see.

## OBJECTIVE

Identify the parts of conclusions to book reviews.

## Writing Support

- **Modeled** Conduct a Think Aloud as you reword your opinion in several different ways.
- **Shared** Challenge students to come up with at least five different ways to restate an opinion. Transcribe the group's suggestions.
- **Guided** Ask questions that guide students to check that they have provided all the elements needed for a strong conclusion.

 **Intervention** Refer to the *Small Group Guide* for support.

## Independent Writing

Mentor STACK 

As students transition to independent writing, have them draft and revise possible conclusions to their book reviews. If students have difficulty, encourage them to modify one of the models or reread a book review from the stack as a jumpstart. If students feel confident with their conclusions, they should continue writing their book reviews. See the **Conference Prompts** for additional suggestions.

## Share Back

Call on several students to share what they have written. Ask the listeners to check if the conclusions restate the opinion in a new way, include the book title, and review a reason others might enjoy the book. If an element is missing, invite the group to offer suggestions.

FAST TRACK

# Apply Provide a Conclusion

## OBJECTIVES

Draft a conclusion to a book review.

Accept and provide feedback to strengthen writing.

STUDENT INTERACTIVE 2.2, p. 689

**WRITING WORKSHOP**

**Provide a Conclusion**

The ending of a book review is called the **conclusion**. The conclusion should retell the writer's opinion in a new way. Also, the conclusion should suggest why others should read the book.

**Restate your opinion.** → Those are a few of the reasons I loved this book. If you like stories where the girl is smart and clever, I think you will really want to read *Flossie and the Fox*.

**Remind readers of the title and why they should read the book.** →


**MYTURN** Answer these questions and revise the conclusion to your book review.

1. What is your opinion of the book?
2. Why do you think other people will enjoy the book?

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## Writing Support

- **Modeled** Think aloud as you check your model conclusion for a restatement of your opinion, the book title, and the review of a reason.
- **Shared** Have students make suggestions of changes that could be made to improve your shared conclusion.
- **Guided** Ask targeted questions to help students write stronger conclusions to their book reviews.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The conclusion is a writer's last chance to make the opinion clear to the readers. It might even encourage some readers to want to read the reviewed book themselves.

**MODEL AND PRACTICE** Read aloud a book review with a strong conclusion from the stack. Ask students to tell what should be included in a strong conclusion in a book review and if they think the review you read aloud has a strong conclusion. Help students locate examples of strong conclusions from other book reviews. Invite a volunteer who has selected a book review to lead a group discussion about how strong or weak that conclusion is.

Conduct a shared writing activity as you write and polish the conclusion for a book review for a book your students have enjoyed. **I wrote part of a review about one of our favorite books. I need to write a conclusion. What ideas do you have to help me?** Work together to craft several options of conclusions that restate the opinion, include the book's title, and remind readers of one of the reasons they might also enjoy the book. Help students revise the conclusions to include stronger words.

Have students turn to p. 689 in *Student Interactive 2.2*. Read the page with the students. Review how to evaluate a conclusion.

## WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** when conferring with individual students.

## Share Back

Have several students read their book reviews aloud and focus attention on the conclusions. Model how to give encouraging feedback. Invite listeners to tell which words in the conclusions they found strongest and if the review made them more likely to want to read the book.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share the book reviews they have been writing. They will talk about the inclusion of all the elements.

Students should spend the first 5–10 minutes of their Writing Club time reviewing the following:

- Behaviors of active listeners
- Process for making helpful suggestions
- Using the proper volume and speed when speaking

**What Are We Sharing?** Students can share how they organized their book reviews and how they checked that all the elements were included. Remind the group that people may have different opinions on the same book and to be respectful of those differences.

### How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you introduce your book and opinion?
- What other reasons did you think about using?
- How did you state your opinion differently in the conclusion?
- Which part of your book review are you most pleased with? Why?

# Weekly Overview

Students will revise their book reviews with an eye on

- capitalization of book titles
- simple and compound sentences
- conjunctions

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Capitalize Book Titles WW32	Explore Simple and Compound Sentences WW33	Apply Simple and Compound Sentences WW34
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW32	Independent Writing and Conferences WW33	Independent Writing and Conferences WW34
<b>SHARE BACK FOCUS</b> 5–10 min.	Capitalization WW32	Discriminate Between Simple and Compound Sentences WW33	Revise to Include Simple and Compound Sentences WW34

Mentor **STACK**

These criteria may be helpful in selecting texts to add to your book review stack to provide models of the correct usage of capitalization in book titles, simple and compound sentences, and conjunctions.

- The text includes examples of both simple and compound sentences.
- The text contains examples of conjunctions.

**FAST TRACK****LESSON 4****LESSON 5**

Explore Conjunctions  
WW35

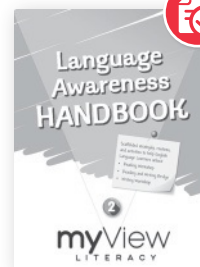
Apply Conjunctions  
WW36

Independent Writing  
and Conferences WW35

Writing Club and  
Conferences  
WW36–WW37

Identify How to Use  
Conjunctions WW35

Revise to Include  
Conjunctions WW36

**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 in book titles, simple and compound sentences, and conjunctions to determine where students need support. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Capitalize Book Titles

**If** students need additional support,


 **Then** use a book from the classroom library or one of their book reviews. Have students point out capitalized words in a book title and review why each is capitalized.

**If** students show understanding,

**Then** ask: What rule did you follow when you capitalized this word?

#### Simple and Compound Sentences

**If** students need additional support,


 **Then** model how two simple sentences could be joined to make a compound sentence.

**If** students show understanding,

**Then** have students identify examples of both simple and compound sentences in their own writing.

#### Conjunctions

**If** students need additional support,

 **Then** use a stack text to show how conjunctions can be used to connect reasons to the opinion.

**If** students show understanding,

**Then** ask: How did you decide which conjunction to use here?

### Conference Support for ELL

#### EMERGING

- Write two simple sentences on a chart or the board. Ask students to repeat them after you. Use a conjunction to create a compound sentence and have students repeat that sentence. Circle the conjunction that joined the two sentences.
- Make word cards with one conjunction on each card. Give each student a card and help them create and say a sentence that contains their conjunction.

#### DEVELOPING

- Work with students to create a visual anchor chart to help them remember the rules for capitalizing book titles.
- Ask one student to stand holding a card with an opinion written on it. Ask two students to stand holding cards with reasons on them. Ask a student to hold a conjunction word. Demonstrate how that conjunction could connect each reason to the opinion.

#### EXPANDING

- Transcribe sentences students suggest that include conjunctions. Have students circle each conjunction.
- Use shared writing to help students expand a simple sentence into a compound sentence.

#### BRIDGING

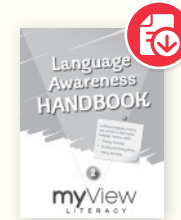
- Have students work with partners to create several compound sentences. Invite them to tell what the smaller sentences were that were joined together.
- Ask volunteers to conduct a Think Aloud for the group as they capitalize book titles.



## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will benefit from additional writing support that helps them focus on understanding grammar rules. These targeted supports were chosen to help students better understand the English language and build foundational writing skills.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW33.

### ELL Targeted Support

#### EXPLORE SIMPLE AND COMPOUND SENTENCES

Work with students to identify and write both simple and compound sentences.

Write two simple sentences on sentence strips. *I like trucks. They are big.* Have students read and repeat the sentences. Create a third sentence strip that says, *I like trucks because they are big.* Have students read and repeat the sentence. Repeat the procedure with sentences students suggest. **EMERGING**

Provide partners with sentences, some simple and some compound. Have partners discuss which type of sentences they have and how they know. **DEVELOPING**

Give each student a simple sentence written on a card. Have them walk from person to person to see if there is a way to join their sentences to form compound sentences. If students can make a compound sentence, partners should read the new sentence to the group.

#### **EXPANDING**

Challenge students to find compound sentences in books from the classroom library. Have them share their findings and tell which conjunction is used. **BRIDGING**

Use this note for the minilesson on p. WW35.

### ELL Targeted Support

#### EXPLORE CONJUNCTIONS

Help students understand how to use conjunctions to write better sentences.

Write: *I enjoyed this book because it had many new facts about snakes.* Circle *because* and say: *Because is a conjunction. It joins these two parts together.* Help students read the sentence aloud. **EMERGING**

Write: *I loved this book and especially liked the snake photos.* Ask students to identify the conjunction and tell or show what it does. Help them identify the opinion and the reason.

#### **DEVELOPING**

Write: *I think you will like this book. It is full of photos of young animals.* Work with students to use a conjunction to connect the opinion and the reason. As students respond, write the new sentence for all to see. Invite volunteers to use the first sentence and join a new reason to it using a different conjunction. **EXPANDING**

Write: *I think \_\_\_\_\_ because \_\_\_\_\_.* Circle the conjunction *because*. Have students work in pairs to write sentences. Have pairs read the new sentences and tell which part is the opinion and which is the reason. **BRIDGING**



FAST TRACK

# Capitalize Book Titles

## OBJECTIVES

Correctly capitalize book titles.

Edit drafts using standard English conventions including capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 690

**BOOK REVIEW**

**My Learning Goal** I can write a book review.

**Capitalize Book Titles**  
In a book title, you should capitalize:

- the first word and the last word
- important words

**MY TURN** Circle the letters that should be capitalized in these book titles.

the boxcar children
seeds and trees
Billy the bug
the last puppy

**MY TURN** Edit your book review to make sure you have capitalized the book title correctly.

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## Writing Support

- **Modeled** Use classroom library books and stack texts to point out capitalization in book titles.
- **Shared** Have partners work together to check for correct capitalization of the book titles in their book reviews.
- **Guided** Use stack texts to provide explicit instruction on capitalization.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** The titles of books follow special rules for capitalization. They check to be certain that the first and last word in the title begin with capital letters. They also check that any important words, such as verbs, nouns, pronouns, adverbs, and adjectives are capitalized.

**MODEL AND PRACTICE** Display several books from the stack that demonstrate proper capitalization. Tell students that the titles of books follow different rules for capitalization than sentences follow. Guide students to determine that the first and last words should be capitalized. Important words such as verbs, nouns, pronouns, adjectives, and adverbs should also be capitalized. Write a book title on a chart or the board using only lowercase letters. Work together to determine which words to capitalize based on the rules students have learned. Repeat the process with several titles.

Have students turn to p. 690 in *Student Interactive 2.2*. Have students tell a partner what capitalization rules they should remember. When students have completed the page, talk about the capitalization rules they used.

## Independent Writing

Mentor STACK 

After the minilesson, students may begin checking their book reviews for the correct usage of capital letters in book titles. If students need extra support, suggest that they identify the capitalization rules that are followed in a stack text. Students who are confident in capitalizing book titles may continue writing their book reviews. See the **Conference Prompts** on p. WW30 for more suggestions.

## Share Back

Have students share how they capitalized the book titles in their book reviews and tell what capitalization rules they used.

# Explore Simple and Compound Sentences

## Minilesson

Mentor STACK 

**TEACHING POINT** Authors use a combination of some simple sentences and some compound sentences to make their writing more interesting.

**MODEL AND PRACTICE** Select a text from the stack that has several examples of compound sentences. Choose one simple sentence and one compound sentence and read them aloud. Write both sentences on a chart or the board. Say: *We know that a sentence is a complete thought and has a naming part and an action part. This sentence is called a simple sentence because it has one naming part and one action part. This sentence is different. It is called a compound sentence. When we look at it carefully, we see that it is made up of two complete thoughts that are joined together. The complete thoughts are separated by a comma.* Have students tell what the two complete thoughts are.

Explain that using a mixture of simple and compound sentences in writing can make the text more interesting. Model how to take two short sentences and create a compound sentence. Write several compound sentences and note the two complete thoughts that are separated by commas.

## OBJECTIVE

Identify and create simple and compound sentences.

## Independent Writing

Mentor STACK 

During independent writing time, have students write several compound sentences. If students are uncertain about how to combine complete thoughts, guide them to create models they can follow. When students are comfortable writing compound sentences, they should proceed to adding a compound sentence or sentences to their book reviews. See the **Conference Prompts** on p. WW30 for additional suggestions.

## Writing Support

- **Modeled** Demonstrate how to join two smaller sentences. *I have a dog. His name is Max. I have a dog, and his name is Max.*
- **Shared** Work with students to practice creating compound sentences by supplying the two simple sentences and having students join them together.
- **Guided** Ask targeted questions to help students identify how simple and compound sentences differ.



**Intervention** Refer to the *Small Group Guide* for support.

## Share Back

Call on students to share compound sentences they have written. Invite other classmates to tell the two complete thoughts that were combined.

FAST TRACK

# Apply Simple and Compound Sentences

## OBJECTIVE

Identify and create simple and compound sentences.

STUDENT INTERACTIVE 2.2, p. 691

WRITING WORKSHOP

### Simple and Compound Sentences

A **compound sentence** is made of two simple sentences that are joined by a comma and the word *or*, *so*, *and*, or *but*.

**Simple Sentences**  
I liked this book. I hope you enjoy it too.

**Compound Sentence**  
I liked this book, and I hope you enjoy it too.

**MY TURN** Write S next to the sentence if it is a simple sentence. Write C next to the sentence if it is a compound sentence.

**S** The girl in the story is brave.

**C** The fox runs away, but he does not go far.

**C** Flossie can give up, or she can try to trick the fox.


**S** The fox thought he was very clever.

**MY TURN** Revise your book review to include at least one compound sentence.

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## Writing Support

- **Modeled** Walk through the combining of two complete thoughts to make a compound sentence and the breaking apart of a compound sentence to identify the two complete thoughts.
- **Shared** Have students work with partners to identify the two complete thoughts in compound sentences.
- **Guided** Ask focused questions as students work with partners to write compound sentences.

 **Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor STACK 

**TEACHING POINT** Compound sentences are made of two complete thoughts that are joined together. A mixture of simple and complex sentences within a book review can make it more interesting for the readers.

**MODEL AND PRACTICE** Remind students that each simple sentence has both a naming part and an action part. A compound sentence contains two complete thoughts. Read aloud a compound sentence from a stack book or other source. Say: *Is that a simple or compound sentence? How do you know? What are the two complete thoughts you heard in that sentence? What word joined those two thoughts together?* Repeat the steps with several other simple and complex sentences, asking students to explain how they determined if the sentence was simple or compound.

Direct students to p. 691 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity and check for understanding. Tell students that they will be looking for ways to include compound sentences in their book reviews.

## Independent Writing

Mentor STACK 

Have students continue working on their book reviews. Remind them to write an interesting compound sentence. It might be formed from combining two existing sentences or created as a new sentence. If students are having difficulty, they may review mentor texts for ideas. Students who can successfully write compound sentences should continue writing their book reviews. Confer with students using the **Conference Prompts** on p. WW30.

## Share Back

Invite a student to share sentences from his or her book review. Ask listeners to tell if the sentences are simple or compound and how they know.

# Explore Conjunctions

## Minilesson

Mentor STACK 

**TEACHING POINT** A conjunction is a type of word. Conjunctions connect words or parts of sentences. The words *and* and *because* are both conjunctions. Writers of book reviews and other opinion pieces often use conjunctions to connect reasons to the opinions they support.

**MODEL AND PRACTICE** Write the words *and* and *because* on a chart or the board. Invite a student to say a sentence that uses one of these words. Tell students that *and* and *because* are conjunctions. Explain conjunctions connect words or parts of sentences. Explain that conjunctions can be especially useful in opinion writing because they can help connect reasons to the opinions they support. Use an example sentence from one of the stack texts that uses *and* or *because* to connect a reason to the opinion.

State an opinion about a book you have read as a class. Invite students to suggest a reason that supports that opinion. Say: **We have an opinion and a reason. Let's use the word *because* to create one sentence that connects them.** Model your thinking as you draft a new sentence. Circle the word *because* and draw attention to how it connects the reason to the opinion. Repeat the procedure with a sentence using *and* to connect the reason and opinion.

## Independent Writing

Mentor STACK 

Have students write sentences that clearly connect a reason to the opinion. Students who are not yet confident using conjunctions may review a stack text to help identify where conjunctions might be used in their book reviews. Students who are confident using conjunctions should continue writing their book reviews. See the **Conference Prompts** on page WW30 for additional suggestions.

## Share Back

Ask a student to read a sentence that contains a conjunction. Talk together about how the conjunction helps join the reason and opinion.

## OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

## Writing Support

- **Modeled** Conduct a Think Aloud as you talk about using a conjunction to connect a reason to an opinion.
- **Shared** If students are uncertain if they have used conjunctions correctly, encourage them to read the sentence aloud to a partner. Have the partners tell if the reason connects to the opinion.
- **Guided** Use leading questions to guide students to determine if the conjunction helps connect the reason and opinion.



**Intervention** Refer to the *Small Group Guide* for support.

FAST TRACK

# Apply Conjunctions

## OBJECTIVES

Use conjunctions correctly.

Connect reasons to the opinions they support when writing opinion pieces.

STUDENT INTERACTIVE 2.2, p. 692

BOOK REVIEW

### Conjunctions

Conjunctions are words that join parts of sentences. *And* and *because* are examples of conjunctions. When writing a book review, you can use conjunctions to connect the opinion and reasons.

I think you will enjoy this book **because** it is full of surprises.

**MY TURN** Circle the conjunctions in each sentence.

This book is interesting **and** includes photos of all the coins I like to collect.

I learned about interesting jungle animals **and** about wild animals near where we live.

One reason I think this book is funny is **because** the hero keeps getting lost.

**MY TURN** Revise your book review to include conjunctions that connect your opinion and reasons.

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## Minilesson

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 book reviews and other opinion pieces often use the conjunction *because* to connect a reason to the opinion it supports.

**MODEL AND PRACTICE** Read a sentence containing *because* from one of the stack books. Demonstrate how using *because* helps signal to the reader that the sentence contains a reason. Say: **I might write, "I thought this book was terrific because it helped me learn about how to care for puppies." The word *because* helps let you know that I'm giving a reason why I thought the book was terrific. The conjunction *because* connects the reason to the opinion.** Have students help you think of another sentence about a book they are reviewing that uses the conjunction *and*.

Direct students to p. 692 in *Student Interactive 2.2*. Read the text on the page and review what students are asked to do to complete the page. Guide students to complete the activity. Then they should begin to look for ways to improve their opinion pieces with the inclusion of conjunctions.

## Writing Support

- **Modeled** Think aloud as you revise your writing and explain how you will use a conjunction to join a reason to the opinion.
- **Shared** Help students locate conjunctions in mentor texts. Talk together about how the conjunctions are used.
- **Guided** Remind students to read their sentences aloud or to partners and check if the sentences make sense.

 **Intervention** Refer to the *Small Group Guide* for support.

## WRITING CLUB

Use the Writing Club guide on the following page to guide discussions. Use the **Conference Prompts** on p. WW30 when conferring with individual students.

## Share Back

Have several students select one of their book reviews to read aloud. Ask questions to be certain the pieces have been checked for the correct capitalization of book titles, simple and compound sentences, and conjunctions.

## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share their writing to demonstrate understanding of capitalization of book titles, simple and compound sentences, and conjunctions.

Students should spend the first 5–10 minutes of their Writing Club time reviewing how they will follow these listening and speaking rules:

- Listen actively and do not interrupt others
- Build on ideas stated by others
- Give feedback that is helpful

**What Are We Sharing?** Tell students that they will share the drafts of their book reviews with the Writing Club members. Group members should make helpful suggestions for revisions that might make the book review even stronger with correct usage of capitalization and conjunctions.

### **How Do We Get Started?** *Conversation Starters*

Use these prompts to help students begin the discussions in their Writing Club.

- Do you have some simple sentences and some compound sentences?
- Have you thought about connecting this reason to your opinion using a conjunction?
- Should this letter in the title should be capitalized?

# Weekly Overview

This week, students will publish and celebrate their writing. They may also be assessed on what they have learned about opinion writing. Students will

- edit their writing for the correct capitalization of book titles
- edit their writing for conjunctions
- present their book reviews to the class
- review what they have learned about writing a book review

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit for Capitalization of Book Titles WW42	Edit for Conjunctions WW43	Prepare for Celebration WW44
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences WW42	Independent Writing and Conferences WW43	Independent Writing and Conferences WW44
<b>SHARE BACK FOCUS</b> 5–10 min.	Capitalization of Book Titles WW42	Use Conjunctions to Connect Reasons and Opinions WW43	Revise Book Reviews WW44

Mentor **STACK**

These criteria may be helpful in selecting book review texts to reinforce the skills of using capital letters in book titles and using conjunctions.

- book reviews that are strong examples of opinion writing with reasons closely connected to opinions
- texts that include conjunctions

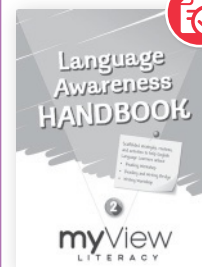
**FAST TRACK****LESSON 4****LESSON 5****ADDITIONAL RESOURCES**

Celebration WW45

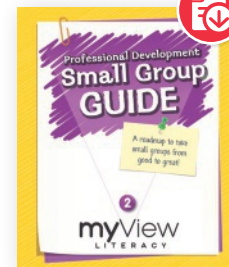
Assessment WW46

Independent Writing  
and Conferences WW45Assessment  
WW46–WW47

Celebration WW45

Assessment  
WW46–WW47

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.



# Conferences



Mentor STACK



During this time, assess for understanding of capitalization of book titles, and using conjunctions to connect reasons and opinions. Determine where students may need extra support. Have stacks and minilessons available to reference during conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Edit for Capitalization of Book Titles

**If** students need additional support,

**Then** show and explain the capitalization of book titles using stack texts or books in your classroom library.

**If** students show understanding,

**Then** ask: What rules did you follow when deciding which words in this title to capitalize?

#### Edit for Conjunctions

**If** students need additional support,

**Then** point out the use of *because* in a stack text. Discuss how it connects the reason and the opinion.

**If** students show understanding,

**Then** have students edit their own book reviews to include conjunctions.

#### Prepare for Celebration

**If** students need additional support,

**Then** ask: Which skill do you feel most confident using in your book review?

**If** students show understanding,

**Then** ask: What would you do differently when writing another book review?

## Conference Support for ELL

### EMERGING

- Model revising a sentence involving a reason so that it now includes the word *because*.
- Use books from your classroom library to provide models of capitalization in book titles.

### DEVELOPING

- Have students point out conjunctions in stack texts and their own book reviews to demonstrate how to connect reasons to opinions.
- Do a Think Aloud to decide how to capitalize a book title.
- Have students tell what they enjoyed most about opinion writing in their book reviews.

### EXPANDING

- Have students tell how they know which words in book titles should be capitalized.
- Ask students to find examples of conjunctions *and* and *because* in a stack text. Have them then tell how the conjunctions are used.
- Use guided writing to help students reflect on their opinion writing skills in their book reviews.

### BRIDGING

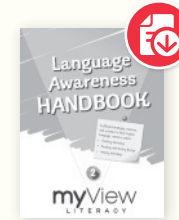
- Challenge students to work with partners to create an anchor chart to remind themselves and others how to capitalize book titles.
- Have students practice reading their book reviews fluently and with expression.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, Assess

During this week, your ELLs will benefit from additional writing support that helps them focus on capitalization of book titles and using conjunctions to connect reasons to opinions. These targeted supports help students build confidence when sharing their book reviews.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. WW43.

### ELL Targeted Support

#### EDIT FOR CONJUNCTIONS

As students focus on the sentences in their book reviews, they should note on how to use the conjunctions *and* and *because* to connect reasons and opinions.

Point to the words *and* and *because* in sentences written on a chart or the board. Read the sentences together. Help students use those sentences as models for their own writing. **EMERGING**

Work together to connect a reason to an opinion using *and* or *because*. Have students read the resulting sentences aloud. **DEVELOPING**

Have students find sentences in stack texts that contain the conjunction *because*. Determine if it helps connect the reason to the opinion. **EXPANDING**

Have students create sentence frames that can be used to connect reasons to an opinion. Have students exchange frames and complete the sentences. **BRIDGING**

Use this note for the minilesson on p. WW44.

### ELL Targeted Support

#### PREPARE FOR CELEBRATION

Help students practice giving feedback to writers by using positive comments and helpful suggestions.

Read a volunteer's book review aloud. Post several sentence starters to model and guide feedback. *I like the way you \_\_\_\_\_. You did a good job when \_\_\_\_\_. You could also \_\_\_\_\_.* **EMERGING**

Read a volunteer's book review aloud. Ask for comments that point out something that is well written. Discuss how the comments show the listener is paying attention and gives the writer information about what worked well. **DEVELOPING**

Have partners give feedback on each other's book review. Listen in and compliment comments that were positive and helpful. **EXPANDING**

Invite writers to share their book reviews with partners. Have writers share comments that were very helpful and why those comments were helpful. **BRIDGING**

**FAST TRACK**

# Edit for Capitalization of Book Titles

## OBJECTIVE

Edit writing for proper capitalization of book titles.

STUDENT INTERACTIVE 2.2, p. 693

**WRITING WORKSHOP**

I can write a book review.

**My Learning Goal**

**Edit for Capitalization of Book Titles**

Book titles follow special rules for capitalization. Always capitalize the first and last word in a book title. Capitalize all the important words.

**MYTURN** Write the titles of three of your favorite books. Circle the capital letters.

**MYTURN** Edit your book review for the correct use of capital letters.

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## Writing Support

- **Modeled** Use books from the classroom library or stack texts to model how to determine which words in a book title should be capitalized.
- **Shared** Without using any capital letters, write several book titles on a chart or the board. Discuss with students which words should be capitalized and why.
- **Guided** Provide specific support for capitalization using book titles in students' book reviews.

**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

Mentor **STACK**

**TEACHING POINT** Before publishing their book reviews, writers check to see that the titles of the books they are reviewing are capitalized correctly. The first and last words in a book title should be capitalized. Important words (nouns, pronouns, verbs, adjectives, and adverbs) should also be capitalized.

**MODEL AND PRACTICE** Tell students that authors double-check that they have capitalized the correct words in the book titles of the books they are reviewing. Point out examples of correct capitalization of titles using stack books. Write the title of a book on the chart or the board using all lowercase letters. Say: **Here is the title of the book I am reviewing. I need to check to make sure I capitalize the correct words in the title.** Review the rules for capitalizing book titles as you work together to decide which words should be capitalized. Repeat the process with several titles the students suggest.

After discussing the titles, have students turn to p. 693 in *Student Interactive 2.2*. Talk together about what they need to do to complete the activity. Remind them that they may use books from your classroom library if they need help thinking of book titles. Ask partners to check each other's titles and discuss the rules they used.

## Independent Writing

After the minilesson, students should edit their book reviews to correctly capitalize the book titles. Students who have a strong understanding of capitalizing book titles should continue to make revisions to their book reviews. If students need extra support, remind them to go word by word, checking for capitalization rules that apply. See the **Conference Prompts** on p. WW40 for more suggestions.

## Share Back

Have students write the title of the book they are reviewing on the board. Invite others to tell what rules were used to determine which words should be capitalized.

## FAST TRACK

# Edit for Conjunctions

## Minilesson

Mentor STACK



**TEACHING POINT** Authors of book reviews check to make certain readers will understand why they liked or did not like the books they reviewed. They often help readers by using conjunctions to connect the reasons to the opinion. Conjunctions such as *and* and *because* join words or parts of sentences together.

**MODEL AND PRACTICE** Read part of a book review from the stack that contains conjunctions. Point out the conjunctions and discuss what they connect. Write: *I like this book very much. It is full of maps.* Say: *I wrote that the book is full of maps, but the reader may not understand that having a lot of maps is one reason I liked the book. How could I use a conjunction to help connect the reason to the opinion?* Guide students to craft a new sentence using *because*. They might make the sentence even stronger by adding *and*. Write: *I like this book because it is full of maps, and I love maps.*

Direct students to the activity on p. 694 in *Student Interactive 2.2*. Remind students that conjunctions have many uses and that one of the uses may be to help readers connect a reason to the opinion. If students need extra support, work together to complete a model and discuss what the conjunctions join.

## Independent Writing

Students should spend independent writing time editing their book reviews for conjunctions that link the reasons to the opinion. If students have difficulty linking the reasons to the opinion, encourage them to draw a line from the first word of each reason to the opinion the reason supports. Students working confidently may add additional reasons linked to their opinions. See the **Conference Prompts** on p. WW40 for additional suggestions.

## Share Back

Call on students to read aloud a sentence that includes a conjunction. Prompt students to tell what the conjunction joins. Remind students that editing is one of the most important steps in writing because it helps readers clearly understand the opinions.

## OBJECTIVES

Use conjunctions properly.

Edit drafts with adult assistance using standard English conventions, including usage of conjunctions.

STUDENT INTERACTIVE 2.2, p. 694

BOOK REVIEW

**Edit for Conjunctions**

A conjunction is a word that joins together words and parts of sentences. *And* and *because* are conjunctions.

**MY TURN** Write the conjunction that makes sense in each sentence.

One reason I like this book is because it is about snakes.

The book has photos and charts to help you learn more.

The snake photos are great because they have labels.

**MY TURN** Edit your book review for conjunctions.

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## Writing Support

- **Modeled** Do a Think Aloud to model how to use a conjunction to link a reason to the opinion.
- **Shared** Point out a conjunction in a sentence. Ask students to tell how the conjunction is used and what it joins.
- **Guided** Look for places in students' book reviews that could benefit from the use of a conjunction. Provide focused instruction to create the new sentence.



**Intervention** Refer to the *Small Group Guide* for support.

# Prepare for Celebration

## OBJECTIVES

Edit drafts using standard English conventions including capitalization and conjunctions.

Edit drafts to include both simple and compound sentences.

## Writing Support

- **Modeled** Do a Think Aloud to model how to practice reading a book review aloud. Focus on reading clearly with enthusiasm.
- **Shared** Help students look for common grammar and punctuation errors in their book reviews.
- **Guided** Provide explicit instruction on what students should look for as they revise and edit.



**Intervention** Refer to the *Small Group Guide* for support.

## Minilesson

**TEACHING POINT** Authors revise and edit their book reviews to make certain they include all the elements of a well-written opinion. Strong book reviews use both simple and compound sentences, link reasons to the opinion clearly, and use capitalization correctly.

**MODEL AND PRACTICE** Say: *You have worked hard writing book reviews that state your opinions about books you have read. We are almost ready to celebrate your efforts. Now is the time to check your writing to be certain it is ready to share.*

Review with students what they have learned about opinion writing. Invite students to put what they have learned in their own words. As you write each of their statements, ask students to look through their opinion books and find examples of each of the items.

Reread each statement. Ask if there are any questions about the items listed. Display the statements as students move to independent writing.

## Independent Writing

Have students revise and edit their book reviews. Students needing support should review the list of statements the class created. Encourage students who are ready to practice reading their book reviews aloud quietly. See **Conference Prompts** on p. WW40 for suggestions.

## Share Back

Invite students to share examples of changes they made to their book reviews. Reinforce the value of revising and editing.

# Celebration

## Minilesson

**TEACHING POINT** When writers publish their work, they are excited and pleased. They have worked hard and look forward to sharing their writing with others. They may think back on what they did well and what they might improve when they do more writing.

**MODEL AND PRACTICE** Tell students that the time has come to celebrate and share the work they have done with the book reviews. You may want to video record the book reviews. Model how to prepare for the presentation. Do a Think Aloud before sharing, by stating what you need to remember when speaking to a group. Say: *I want to do my best when presenting my book review. I need to stand still and look up from my paper from time to time. I want to read clearly and with expression. I love this book and want listeners to know that I'm excited for them to read it also.* Model reading aloud your book review. Provide time for students to practice reading their book reviews. Remind them to think about how they will read with expression.

## Independent Writing

Have students share their book reviews. Celebrate their efforts. When sharing is completed, invite students to reflect on the experience.

## OBJECTIVE

Publish and share book reviews.

## Writing Support

- **Modeled** Do a Think Aloud as you reflect on the experience of writing your book review.
- **Shared** Ask questions to help students to think more deeply about what they did well and the areas where they want to improve their writing.
- **Guided** Provide sentence prompts to help them reflect on their writing.

FAST TRACK

# Assessment

## OBJECTIVE

Compose book reviews in which they introduce the book, state an opinion, support the opinion with reasons, and include a conclusion.

## Minilesson

**TEACHING POINT** Assessing writing helps students identify all that they have learned and see where they may still need more practice.

**MODEL AND PRACTICE** You will be assessed on what you have learned about writing a book review. You will use all of the skills you have learned to respond to a writing prompt. You will need to remember to

- introduce the book and state your opinion.
- supply reasons that are connected to and support your opinion.
- write a strong conclusion.
- capitalize words correctly.

Have students turn to p. 695 in *Student Interactive 2.2*. Review the list as a class to remind them what they have learned about expressing an opinion in a book review. Have students check each skill they have learned and included in their book reviews. Remind students that they should look back at the book reviews they have written to find evidence that they understand and have used that skill.

STUDENT INTERACTIVE 2.2, p. 695

WRITING WORKSHOP

**Assessment**

Congratulations! You have learned how to write a book review.

**MY TURN** Read the list. Put a check next to what you can do.

- I can introduce the book I am writing about.
- I can clearly state my opinion.
- I can supply reasons that support my opinion.
- I can write a strong conclusion.
- I can correctly capitalize a book title.
- I can use both simple and compound sentences in my writing.
- I can use conjunctions to connect the opinion and reasons.

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## Assessment

See the unit assessment on p. WW47 and tell students that they will be taking a writing assessment. Explain that they should respond to the writing prompt and use all they have learned in this unit. As another form of assessment, you may score students' writing using the rubric on p. WW47.



## WRITING ASSESSMENT

**Opinion Writing: Book Review**

Provide students with the assessment prompt below. The prompt may be displayed for students or printed from SavvasRealize.com.

**Prompt** Write an opinion piece about a book you enjoyed. Introduce the book and state your opinion. Supply reasons to support your opinion. Use words that link or connect the reasons to the opinion. Write a conclusion. Capitalize the book title correctly. Use both simple and compound sentences.

**4-Point Opinion Writing Rubric**

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	The opinion is clearly stated and well supported.	Organization is clear and effective, creating a sense of cohesion.	The reasons closely connect to, and clearly support, the opinion.	The ideas are clearly conveyed using precise language. There is a good variety of simple and complex sentences.	The command of conventions is clearly shown.
3	The opinion is clear and adequately supported.	Organization is generally clear, though some ideas are not well connected.	The reasons connect to, and somewhat support, the opinion.	The ideas are adequately conveyed using more general language. There are mostly simple sentences.	The command of conventions is somewhat shown.
2	The opinion is stated and somewhat supported.	Organization is inconsistent and some elements are missing.	The reasons somewhat connect to the opinion.	The ideas are unevenly conveyed using very simple language. There are only simple sentences.	The command of conventions is weak or uneven.
1	The opinion is not clearly stated and not well supported.	Organization is poor or nonexistent.	The reasons do not connect to the opinion or are missing.	The ideas are conveyed in a vague or confusing manner. Some sentences are incomplete.	There is very little use of correct conventions.
0	Book review gets no credit if it does not demonstrate adequate command of opinion writing traits.				





**Week 6**

**Project Focus**

**This week students will**

- write letters to the principal about traditions they think the school should celebrate or recognize
- give opinions on why they think the school should celebrate these traditions

**Lesson 1**

T474–T475,  
T476  
T484–T485

**Foundational Skills**

- Phonics: Decode /s/ Spelled *c*; /j/ Spelled *g* or *dge*
- Spelling

**Compare Across Texts**

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “A Tradition to Remember”
- Use Academic Vocabulary

**Lesson 2**

T474–T475,  
T476  
T486–T489

**Foundational Skills**

- Phonics: Write /s/ Spelled *c*; /j/ Spelled *g* or *dge*
- Spelling: Spell /s/ Spelled *c*; /j/ Spelled *g* or *dge*

**Explore and Plan**

- Explore Opinion Writing
- Read “Blanket Toss!”

**Conduct Research**

- Search Online
- Apply keyword search

**Lesson 3**

T480–T481,  
T477  
T490–T491

**Foundational Skills**

- Phonics: /s/ Spelled *c*; /j/ Spelled *g*, *dge*
- High-Frequency Words
- Spelling

**Collaborate and Discuss**

- Analyze Student Model
- Read “Birthdays Around the World”

**Refine Research**

- Cite Sources

**Lesson 4**

T482–T483,  
T477  
T492–T493

**Foundational Skills**

- Phonics: Review Words with /s/ Spelled *c*; /j/ Spelled *g*, *dge*
- Spelling

**Extend Research**

- Write a Thank You Note

**Collaborate and Discuss**

- Revise and Edit

**Lesson 5**

T482–T483,  
T477  
T494–T495

**Foundational Skills**

- Phonics: Spiral Review: Compound Words
- Spelling

**Celebrate and Reflect**

- Present letters
- Reflect on your project

**Reflect on the Unit**

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing



# INTEGRATE your INSTRUCTION

## English Language Arts

- Write opinion pieces.
- Participate in collaborative conversations.

## Quest SOCIAL STUDIES



- For alternative inquiry projects, go online to [SavvasRealize.com](http://SavvasRealize.com).

## Social Studies

- Gather and evaluate sources.
- Develop claims and use evidence to support claims.
- Communicate conclusions and identify ways to take action.

## 4-Point Research Project Rubric

Score	Focus	Research	Organization	Language and Vocabulary	Delivery
4	Opinion is clearly stated and convincing.	Appropriate sources are used. Sources are cited correctly.	Key points appear in a logical order and are supported by details.	There are no spelling errors. Vocabulary words are used appropriately.	Student reads clearly and at an understandable rate.
3	Opinion is mostly clear and convincing.	Some appropriate sources are used. Sources are mostly cited correctly.	The organization is mostly clear. Key points are supported by some details.	There are some spelling errors. Most vocabulary words are used correctly.	Student reads fairly clearly and at an understandable rate.
2	Opinion is confusing or largely unconvincing.	Few appropriate sources are used. Sources are rarely or incorrectly cited.	The organization is not always clear. Key points and details may be missing.	There are many spelling errors. Vocabulary words are seldom used correctly.	Student struggles to read clearly and/or with appropriate rate.
1	Opinion is disorganized and unconvincing.	Research is absent, irrelevant, or inaccurate. Sources are not cited.	Organization is confusing and key points and details are absent or inaccurate.	There are many errors in spelling. No vocabulary words are used.	Student's speech is unclear.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of writing or delivery of a persuasive letter.</li> <li>• Response is unintelligible, illegible, or off topic.</li> </ul>				



Have students complete the student-friendly Research Project Checklist, p. 185, from the *Resource Download Center*.

# Compare Across Texts

## OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

## Our Traditions

In a class discussion, remind students of the unit theme, *Our Traditions*, and the Essential Question, *What makes a tradition?* Tell students they will be reading informational and opinion texts that relate to the theme in different ways. They will be synthesizing, or putting together, the information from the texts to gain new understanding about the theme. Point out that students can strengthen their responses by including text evidence.

**TURN, TALK, SHARE** Have students look back at weekly questions in pairs. Next, have partners write something they learned from each text about stories people tell. Tell students to use the information to help them answer the Essential Question.

### Compare Across Texts

Remind students that all of the readings in this unit connect to the unit theme, *Our Traditions*. Have a volunteer point to each selection in the opener and tell how each selection relates to a tradition. Then, use these questions to help students compare the texts.

- Which text presents a traditional story? What kind of story is it? (Possible response: *The Legend of the Lady Slipper* is a legend.)
- Which texts present retellings of traditional stories? How are they related? (Possible response: *Cendrillon: An Island Cinderella* and *Interstellar Cinderella* are related because they both retell the Cinderella story in different settings.)
- How does *My Food, Your Food* relate to the unit theme? (Possible response: Food and food preparation connect to many cultural traditions.)

### Essential Question

**My TURN** Have students answer the Unit 3 Essential Question: *What makes a tradition?* Remind students to support their response with text evidence from each story they read.



**ELL Targeted Support Activate Prior Knowledge.** Explain to students that one way to build understanding of new vocabulary is to access what they already know about a topic. Have students discuss what they know about traditions.

Draw a T-chart. On the left side, write “My Traditions.” On the right side, write “Traditions in the United States.” Have students fill in each side of the T-chart. **EMERGING**

Read aloud the Essential Question: *What makes a tradition?* Have partners discuss the Essential Question and list words related to the theme on a sheet of paper during discussions. Prompt students to discuss their cultural traditions. **DEVELOPING**

Have students write complete sentences about their family and cultural traditions and compare those traditions to what they know about traditions in the United States.

**EXPANDING**

Ask students to research a tradition from another country they know about through their parents. Then ask them to give a two-minute presentation comparing that tradition to one in the United States. **BRIDGING**



Use the *ELL Observational Assessment Checklists* to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 214-215

COMPARE ACROSS TEXTS

UNIT THEME  
**Our Traditions**

**TURN and TALK**  
Share It With your partner, write something you learned from each text about stories people tell or other things they share. Use this information to help you answer the Essential Question. Possible responses shown.

**WEEK 1**  
**Fables**  
Stories about animals can teach lessons.

**WEEK 2**  
**The Legend of the Lady Slipper**  
Legends can tell why something happens in nature.

**WEEK 3**  
**Interstellar Cinderella and Cendrillon: An Island Cinderella**  
Some fairy tales can be told in multiple cultures.

**WEEK 4**  
**The Abenaki**  
The Abenaki still practice their old traditions today.

**WEEK 5**  
**My Food, Your Food**  
Different kinds of food are part of traditions.

**WEEK 6**  
**Project**  
Now it is time to apply what you learned about traditions in your WEEK 6 PROJECT: Celebrate at School!

**Essential Question**  
**MY TURN**  
In your notebook, answer the Essential Question: What makes a tradition?

BOOK CLUB

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# Word Work

## OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words with short, long, vowel teams, digraphs, and blends.

Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs.

## ADDITIONAL PRACTICE



For additional student practice with /s/ and /j/ spellings, use *Phonics* p. 130 from the *Resource Download Center*.

Phonics, p. 130

## FOUNDATIONAL SKILLS EXTENSION

Write: *cinder, danger, cellar, dance, edge, ginger, decide, gentle, concert, and ledge*. Have students read each word and tell how the sounds /s/ and /j/ are spelled.

## Phonics: Decode /s/ Spelled c; /j/ Spelled g or dge

### Minilesson

**FOCUS** Point to the penny at the top of p. 216 in the *Student Interactive* and say, *A penny is one cent*. Have students listen to the sound /s/ at the beginning of *cent*. Say: *The letter c is pronounced /s/ when it comes before the letter e, i, or y*. Have students tell how the sound /s/ is spelled in each of the remaining pictures at the top of p. 216 and what letter follows the spelling in each word.

Write the words *gem* and *fudge*. Say *gem* and have students listen for the sound /j/ at the beginning. Say: *A g in a word can make the sound /j/ when it is followed by the letter e, i, or y*. Repeat for the word *fudge*. Point out that the spelling *dge* for the sound /j/ always follows a vowel sound and comes at the end of a word or a syllable. The *dge* spelling for the /j/ sound is an example of a trigraph, or combination of three letters representing one sound.

**MODEL AND PRACTICE** Read aloud the directions at the bottom of p. 216. Then have students read the first example sentence with you. Say, *I can hear that Lucy has the sound /s/. I can see that the sound /s/ in Lucy is spelled with a c*. Have students underline the word *Lucy*. Work with students to identify and underline the remaining words with /s/ spelled c in the first sentence.

**TURN, TALK, AND SHARE** Have partners complete p. 216. Tell them to underline the words with /s/ spelled c and /j/ spelled g or dge.

## Phonics: Write /s/ Spelled c; /j/ Spelled g or dge

**APPLY AND PRACTICE My TURN** Have students read the words in the box on the top of p. 217 of the *Student Interactive*. Then read aloud the first sentence under the box and help students decide which word from the box best completes the sentence. Tell them to write the word in the blank provided.

Have students use the rest of the boxed words to complete the remaining sentences.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 MyTURN** Challenge students to spell the words in the box on p. 217 of the *Student Interactive* and use the words in a sentence of their own creation.

**OPTION 2 Independent Activity** Have students use letter tiles to create and read new words containing the sounds /s/ spelled *c* and /j/ spelled *g* or *dge*. Then have them write the words on a separate sheet of paper.

## QUICK CHECK

**Notice and Assess** Are students able to decode and write words with /s/ spelled *c* and /j/ spelled *g*, *dge*?

## Decide

- **If students struggle**, revisit instruction for phonics in Small Group on pp. T478–T479.
- **If students show understanding**, have them practice the challenge words *celebrate*, *emergency*, *knowledge*.

STUDENT INTERACTIVE, pp. 216–217

## PHONICS

## s Sound Spelled c; j Sound Spelled g or dge

The letter *c* can make the *s* sound you hear in **see**. A *c* makes the *s* sound when it comes before the letter *e*, *i*, or *y*. Read these words.



cent



pencil



icy

The letter *g* can make the *j* sound you hear in **just**. A *g* sometimes makes the *j* sound when it comes before the letter *e*, *i*, or *y*. The letter group *dge* also stands for the *j* sound. Read these words.

page

giraffe

gym

badge

**TURN and TALK** Read these sentences. Point out the words with *c*, *g*, and *dge*. Tell what sound the letter or letters stand for.

Lucy, let's find a nice place to get some peace and quiet.

The giant would not budge from the village center.

Twice, George and Bruce sat on the ledge by the flag.

216

## FOUNDATIONAL SKILLS

## s Sound Spelled c; j Sound Spelled g or dge

**MYTURN** Practice reading the words in the box. Then use the words to complete the sentences.

circus	dodge	bridge
strange	fancy	germs

1. We looked down from the bridge at the river.
2. The clowns at the circus squeezed into the tiny car.
3. I have never seen that strange bug before.
4. Wash your hands so germs don't spread.
5. Dora had to be quick to dodge the ball.
6. The gift had a fancy bow on it.

217



# Spelling: Spell /s/ Spelled c; /j/ Spelled g or dge

## OBJECTIVES

Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

Alphabetize a series of words and use a dictionary or glossary to find words.

### SPELLING WORDS

badge	peace
edge	huge
judge	giraffe
pace	gems
mice	price

### HIGH-FREQUENCY WORDS

group	almost
-------	--------

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Read aloud the words and sentences. Have students spell each spelling word, including the two high-frequency words.

#### Spelling Sentences

1. I wear my **badge** on my coat.
2. Don't get too close to the **edge**.
3. The **judge** is in the courtroom.
4. He ran at a very fast **pace**.
5. I do not want **mice** in my house.
6. It is good to have **peace** and quiet.
7. She drove a **huge** tractor.
8. I saw a **giraffe** at the zoo.
9. There were beautiful **gems** in the ring.
10. What is the **price** of milk?
11. The singing **group** came to our school.
12. I was **almost** late.

### LESSON 2

#### Teach

**FOCUS** Explain that guide words tell the first and last word on a dictionary page.

**MODEL AND PRACTICE** Read the guide words in the middle of page 219 of the *Student Interactive*. For each pair, say a word that might be found in the dictionary between the two guide words.

**APPLY MyTURN** Have students write the list word they would find between each pair of guide words. Then have students write the rest of the Spelling Words and the My Words to Know in alphabetical order on p. 219 of the *Student Interactive*.



## FLEXIBLE OPTION

## LESSON 3

## Review and More Practice

**FOCUS** Remind students that /s/ can be spelled s or c and /j/ can be spelled j, g, or dge.

**MODEL AND PRACTICE** Write or display these words: *judge*, *germs*, *price*. Say each word aloud and point out the spellings of the sounds /s/ and /j/ in each word.

**APPLY** Have students practice spelling the spelling words with letter cards and complete *Spelling* p.152 from the *Resource Download Center*.

## FLEXIBLE OPTION

## LESSON 4

## Spiral Review

**FOCUS** Remind students that compound words are made up of two or more smaller words.

**MODEL AND PRACTICE** Write or display these words: *bathtub*, *inside*, *railroad*, *pitchfork*, *basketball*, *bookshelf*. Read them with students and have them define the words.

**APPLY** Have students circle the smaller words within each of the compound words: *bathtub*, *inside*, *railroad*, *pitchfork*, *basketball*, and *bookshelf*. Then have them explain to a partner how the smaller words combine to form the meaning of the compound word, using sentences such as: *When you play basketball, you throw a ball into a basket.*

**Project-Based Inquiry** As students proofread their writing, remind them to check the spellings of compound words.

## LESSON 5

## Assess Understanding

Read aloud the words and sentences. Have students spell each word, including the two high-frequency words.

## Spelling Sentences

1. The sheriff has a **badge**.
2. The **edge** of the cliff is high.
3. Will you **judge** the contest?
4. Walk at a quick **pace**.
5. The **mice** were his pets.
6. There was no **peace** in the noisy room.
7. There was a **huge** storm.
8. A **giraffe** has a very long neck.
9. Precious **gems** are very pretty.
10. The **price** of the shirt was low.
11. What scout **group** are you in?
12. He **almost** won the race.



Name \_\_\_\_\_

**Spelling**  
Spell Words with s Sound Spelled c and j Sound Spelled g or dge  
The letters c, g, and dge make different sounds in different words.

Spelling Words				
badge	edge	judge	pace	mice
peace	huge	giraffe	gems	price

**MY TURN** Circle the best word to complete each sentence. Write the word on the line. Spell the word correctly.

1. The police officer wore a badge.  
 badge     edge
2. The girls ran a fast pace during the race.  
 pace     judge
3. Patrick found peace looking at the sky.  
 peace     mice
4. At the zoo we saw a tall giraffe.  
 giraffe     huge

Grade 2, Unit 3, Week 6  
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Use the  **QUICK CHECK** on p. T475 to determine small group instruction.

# Teacher-Led Options

## Word Work Strategy Group

### /s/ Spelled *c*; /j/ Spelled *g*, *dge*

Help students monitor their oral language production and practice self-correction. Give each student a card with one of the spellings of the sound /s/: *s*, *c*. Write the following words: *cereal*, *see*, *cent*, *save*, *acid*, *cell*, and *stand*. Read each word aloud. Tell students to hold up their card if it matches the spelling of the sound /s/ in each word. Repeat the activity for spellings of the sound /j/, *j*, *g*, *dge*, using the following words: *jump*, *gentle*, *germ*, *dredge*, *just*, *gym*, and *hedge*.

### ELL Targeted Support

Help students practice self-correction. Provide the following sentences. Have students read them carefully, pausing when they think they may have mispronounced a word. As needed, help them correct their pronunciation.

*Place the pencil on the edge of the page.* **EMERGING**

*The giraffe certainly seemed gigantic on the city bridge.* **DEVELOPING**

*I decided that when I fidget I need to exercise to burn off energy.* **EXPANDING**

*Imagine the police officers displaying their glowing badges in a giant circle of light!*

**BRIDGING**



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

## Intervention Activity



### Identify /s/ Spelled *c*; /j/ Spelled *g*, *dge*

Use Lesson 10, Syllable Patterns, in the *myFocus Teacher's Guide* for instruction on complex consonants.

LEVEL C • MODEL AND TEACH

**Lesson 10** Syllable Patterns

**INTRODUCE** Remember that some words can be broken into smaller parts called syllables. You already learned how to divide some words into syllables. Today we will learn how to divide words that contain some common syllable patterns.

**MODEL** Read aloud "Apple Pie" from Student Page S75.

**Apple Pie**

Sam saw a hot apple pie on the table. Sam loved apple pie. He wanted to gobble it up. But he had to control himself. The pie was for his uncle. Sam's parents were having a party for Uncle Jim later. It was going to be a complete surprise!  
So, Sam left the apple pie on the table. He didn't take a bite. He ate an apple from the fruit bowl instead.

**TEACH** Reread the passage with students. Point out *hot* in sentence 1. Let's say this word: *hot*. *Hot* has one syllable that ends in a consonant. Syllables that end in a consonant usually have a short vowel sound. *Hot* has a short o sound. Point out *going* (sentence 7) and say it with students. *Going* has two syllables. The first syllable ends in a vowel. A syllable that ends in a vowel usually has a long vowel sound. The first syllable of *going* has a long o sound. Point out *bite* (sentence 9) and have students say it. *Bite* has one syllable that is made up of a vowel, a consonant, and a final e, which is silent. The vowel that comes before the final e has a long vowel sound. *Bite* has a long i sound.

Point out *table* (sentence 8) and *control* (sentence 4). Let's say these words: *table*, *control*. *Table* has the consonant *b* followed by the letters *le*. *Control* has a vowel (*o*) followed by three consonants (*n*, *t*, and *r*) and another vowel (*o*).

Point out *later* in sentence 6. Let's say this word: *later*. *Later* has a vowel + *r*. The letter *r* changes the sound of the vowel *e*. Together the letters make the sound /er/.

Help students identify other passage words with the patterns described above.

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## Fluency

Assess 2–4 students



### PROSODY

Have students read a short passage aloud to a partner. Have students concentrate on expression and rate as they read.

### ORAL READING RATE AND ACCURACY

Use the *Fluency Progress Chart* to track student progress.



## Independent/Collaborative

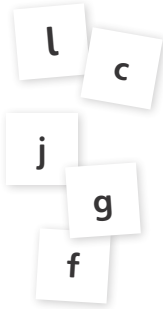
### Word Work Activity



#### BUILD WORDS WITH LETTER TILES

Distribute letter tiles to students. Have students practice forming the following words: *ledge*, *cent*, *juicy*, *gentle*, *fudge*, *gem*, and *circle*.

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



### Decodable Reader



Encourage students to read the decodable reader, *Book Club*, to practice reading words with /s/ spelled c and words with /j/ spelled g or dge.

### High-Frequency Words

Have students make their own word cards for this week's high-frequency words: *group*, *book*, and *almost*, as well as two or three of the words from the previous week. Have students practice reading the words with a partner.

### Centers



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

## Decodable Reader

**Book Club**  
Written by Moshi Chan

Decodable Reader  
18

**Complex Consonant c /s/**  
city mice nice place race space twice

**Complex Consonant g /j/**  
age page

**Complex Consonant dge /j/**  
edge judge

**High-Frequency Words**  
about book have school what  
almost group laugh they would

137

We have a book club at school. A group of us meets each day.

138

The book from last week was about a boy our age. He lost an important race. I checked out that book twice.

139

The book for this week is about mice that go to space. I am almost to the end. I laugh at every page!

140

I like a book about a girl and her cat. They got lost near the edge of the city. They had to find a place to get help.

141

My book club pals judge the best parts of the book. We have different ideas almost all the time.

142

Our group likes to chat. We try to be nice and not all speak at the same time.

143

What book do you think our group would like?

144

# Word Work

## OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words with short, long, or variant vowels, trigraphs, and blends.

Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Identify and read high-frequency words.

---

## Phonics: /s/ Spelled *c*; /j/ Spelled *g, dge*

**PREPARE** Make several sets of missing-letter word cards with words missing the letters *c* and *g*. Use the following words as examples: *\_ent, ri\_e, \_ity, dan\_e, bad\_e, rid\_e, ma\_ic, ca\_e*.

**PLAY THE GAME** Tell students they will work in small groups to decide which letter is missing from a word and then use a letter tile to fill in the missing letter.

Distribute a set of word cards and letter tiles *c* and *g* to each group. Tell students to put the word cards in the middle of the table face down and the letter tiles in the middle face up. Then tell students to turn over one card so everyone in the group can see it. Tell players to look at the word, decide which letter is missing, and quickly grab a letter tile to fill in the blank. The player, who correctly chooses the letter first keeps the word card. The player with the most cards at the end of the game wins.



# High-Frequency Words

## Minilesson


**FOCUS ON STRATEGIES** Display this week's high-frequency words: *group*, *book*, *almost*. Have students say and spell the words and then use them in oral sentences.

**MODEL AND PRACTICE** **My TURN** Have students turn to p. 218 in the *Student Interactive*. Write the sentence from the My Turn activity and model underlining the word *group*. Then have students complete the activity independently.

**APPLY** **TURN, TALK, AND SHARE** Have partners complete the activity on p. 218 in the *Student Interactive*.

## ADDITIONAL PRACTICE

For additional practice on high-frequency words, see *My Words to Know*, p. 136 in the *Resource Download Center*.

FOUNDAATIONAL SK 

Name \_\_\_\_\_

**My Words to Know**  
Read the words in the box. Pick a word to finish each sentence. Write the word on the line. Reread each sentence to make sure it makes sense.

group      book      almost

**MY TURN**

1. Siras wanted to join the group of kids.

2. Tomorrow is almost here.

3. They dropped the book on the table.

Use each word above to make up a new sentence of your own. Write your new sentences on the lines below. Possible responses:

1. The group met at lunch.

2. She is almost six years old.

3. My book is next to the bed.


Grade 2, Unit 3, Week 6 136

*My Words to Know* p. 136

STUDENT INTERACTIVE, p. 218

### HIGH-FREQUENCY WORDS

## My Words to Know


**MY TURN**  Read the high-frequency words in the box. Identify and underline them in the sentence below.

group

book

almost

Our teacher said, "Our group is almost finished reading this book!"

**TURN and TALK**  Read the clues below to a partner. Your partner should guess which word goes with each meaning. Take turns.



### Clues Set 1

something you read **book**

nearly **almost**

a bunch **group**



### Clues Set 2

just about **almost**

many together **group**

words on pages **book**

# Word Work

## OBJECTIVES

Demonstrate and apply spelling knowledge by spelling one-syllable and multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

Demonstrate and apply phonetic knowledge by decoding compound words, contractions, and common abbreviations.

## Phonics: Review Words with /s/ Spelled *c*; /j/ Spelled *g*, *dge*

**FOCUS** Review words with the sounds /s/ spelled *c* and /j/ spelled *g* that students have learned in this unit.

**MODEL AND PRACTICE** Remind students of the spellings with /s/ and /j/ they learned. Write an example word for each spelling on chart paper or the board. For example: *race*, *digit*, *twice*, *bridge*, *prince*, *germ*, *hedge*. Then have students write their own words containing these sounds and spellings.

## Phonics: Spiral Review: Compound Words

### Minilesson

**FOCUS** Remind students that a compound word is a single word made up of two smaller words that have been put together.

**MODEL AND PRACTICE** Share some examples of compound words and how they are formed with students: *car* + *wash* = *carwash*. Point out that the compound word *carwash* combines the meanings of the two smaller words.

Then try another example, such as *kickball*, and ask students to explain how the compound word combines the meanings of the two smaller words, *kick* and *ball*.

**APPLY** Have students work in pairs with the other familiar compound words listed below until students understand how compound words are formed and how meaning is derived from two smaller words.

sailboat	cartwheel	eyeball
raincoat	ballpark	handshake
snowball	firefighter	newborn



**ELL Targeted Support** **Sorting Words** Guide students to think of words for each skill students reviewed: /s/ spelled *c*; /j/ spelled *g*, *dge*; compound words. Write the spellings of these words on chart paper. Then write the following headings on a second sheet of chart paper: “Spelling of the Sound S,” “Spellings of the Sound J,” “Compound Words.”

Work with students to sort the words into the proper categories. Have students write the words in the correct section of the chart. Then have students work with a partner to create simple sentences for as many of the words as possible. **EMERGING/DEVELOPING**

Have students sort the words into the correct categories and write them in the correct section of the chart. Have them work with a partner to create complex sentences, with each sentence using two or more of the words. **EXPANDING/BRIDGING**

## HIGH-FREQUENCY WORDS



Display the high-frequency words *group*, *book*, and *almost*. Have students tell what familiar letter combinations they recognize in the words. Point to *group* and read it. Then point to each of the other words and say it as you point to it. Say each word again and have students say the word with you. Display each word again. Have students say the word and then spell it.

group

book

almost



# Inquire

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

Compose correspondence such as thank you notes or letters.

Generate questions for formal and informal inquiry with adult assistance.

Develop and follow a research plan with adult assistance.

## RESEARCH ARTICLES



<b>A Tradition to Remember</b>	510L, 580L, 610L
Blanket Toss!	510L, 580L, 620L
Birthdays Around the World	510L, 580L, 620L

See *Small Group Guide* for additional information on how to distribute the articles.

## ELL Language Transfer

**Cognates** Point out that the Spanish cognate for the word *tradition* is *tradicion*.

## Introduce the Project

This week students will write opinion letters to their principal about a tradition they believe the school should celebrate or recognize. Read aloud the prompt on p. 220. Motivate students by activating prior knowledge, such as asking them what traditions the school celebrates already.

### CRITICAL LITERACY

### Build Background

**Read-Pause-Make Connections** Distribute copies of “A Tradition to Remember.” Use the article to help students build background for the topic. Have students take turns reading paragraphs with a partner. After each paragraph, ask them to pause to share connections to the text. Write the following stems on the board to start conversations.

- This reminds me of ...
- I remember when I participated in a tradition about ...
- I read a book about other cultural traditions, and I remember ...

After reading, have students discuss their annotations with the class.

**COLLABORATE** Allow time for pairs to brainstorm lists of school traditions. As they work, walk around the room asking questions about their lists, such as: *What traditions exist in your school?* or *What other traditions do you think are at other schools?* *What key words would help you find out more information?* Tell students to think of their own questions for researching school traditions. For example, what traditions would they like at their school, and why?

## Use Academic Words

**COLLABORATE** Tell students to use some of their newly acquired academic vocabulary to talk about the theme of Our Traditions. Remind students that they will also use some of these words in their opinion letters.



### EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Before putting a text in front of children, it is important to understand why we want children to read that text at this time. We also need to think about how children will be able to access this text through their different identities—cultural, gender, developmental, personal, and community.”

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

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Have pairs of students read the article together. Work with students to create two lists with headings: “A Tradition in My School” and “A Tradition I Want at School.” Guide pairs to list words or phrases related to each heading.

**OPTION 2 Advanced** If a pair reads and answers the stem statements quickly, prompt them to discuss cultural, familial, and school traditions. Ask students to generate lists of their ideas and questions of inquiry that connect the different traditions.

## ELL TARGETED SUPPORT

Read the Academic Vocabulary words on p. 221 with students. Have each student practice saying each word. Discuss the meanings of the words and relate them to students’ prior knowledge. Ask students to write sentences using the words and read them aloud.

**NEXT STEPS** Remind students that, with your assistance, they will develop and follow a research plan in order to complete the project in a week. Walk students through the School Traditions Research Plan on *SI* p. 221. Assist students in completing the two missing sections. Make sure that students cross off the first step of generating questions and key words for research.

STUDENT INTERACTIVE, pp. 220–221

INQUIRE
PROJECT-BASED INQUIRY

# CELEBRATE AT SCHOOL!

**Activity**

School traditions are important. Write an opinion letter to your principal. Tell about a tradition you think your school should begin. Give reasons the school should have the tradition.

**Use Academic Words**

**COLLABORATE** Choose a school tradition you want to celebrate. Talk about it with your partner. Use the academic vocabulary you have learned. Use these words when you write your letter to the principal.

**Academic Vocabulary**

belief	purpose
culture	maintain
communication	

**Let's Read!**

This week you will read three articles about traditions. Today's article explains what makes a tradition.

1 A Tradition to Remember

2 Blanket Toss!

3 Birthdays Around the World

**Generate Questions**

**COLLABORATE** With a partner, talk about traditions at your school. Discuss how you might learn facts about traditions other schools have. Generate questions to guide your research.

**School Traditions Research Plan**

A research plan is a guide you will follow as you work on your project. Complete this plan with help from your teacher. Every day you will do a step to follow the plan.

- Day 1** List questions and key words to guide research.
- Day 2** Do research of school traditions \_\_\_\_\_
- Day 3** Write an opinion letter to your principal.
- Day 4** Revise and edit your letter. \_\_\_\_\_
- Day 5** Present your letter to your classmates.

220
221

# Explore and Plan

## OBJECTIVES

Evaluate details to determine key ideas.

Recognize characteristics of persuasive text, including distinguishing facts from opinion.

### RESEARCH ARTICLES

A Tradition to Remember	510L, 580L, 610L
<b>Blanket Toss!</b>	<b>510L, 580L, 620L</b>
Birthdays Around the World	510L, 580L, 620L

See *Small Group Guide* for additional information on how to distribute the articles.

## Explore Opinion Writing

Use the opinion article “Blanket Toss!” to help students recognize the characteristics of argumentative texts. Remind students of the parts of opinion texts: a statement of the topic, the author’s opinion, and several reasons that support the opinion.

### CRITICAL LITERACY

### Challenge the Text

Tell students that, when we read opinion texts critically, we look at where facts come from and how they support an author’s opinion. Have students use sticky notes to record information from the article. Write the following prompts on the board and have students complete each:

Write:

- what you find most interesting,
- who you think this article is written for,
- a word you think the class should know, and
- any linking words that connect the author’s opinion and reasons.

After reading, have students discuss their annotations with the class.

### COLLABORATE

After recording their ideas, have students work in pairs to fill out the chart about “Blanket Toss!” on p. 222. Point out to students that this argumentative article has a clear opinion about the importance of the blanket toss tradition. Have students distinguish facts from opinion. Direct them to locate and highlight the author’s opinion statement. Ask them to find facts in the article that the author uses to support this opinion. Explain that facts help support a writer’s argument. Highlight one or more facts in the article.

### Write for a Reader

**Audience** Remind students that their letters will be addressed to their principal, so they should use formal language that follows the format of professional correspondence. Offer questions to help students think about their audience, such as: *What do you think would convince your principal to take on the tradition you present? Why? What interesting facts can support your opinion?*

**ELL Targeted Support Evaluate Information** Help students evaluate information in the article by having pairs read and complete the Topic, Opinion, and Reasons graphic organizer.

Write these sentence frames and have students complete them orally: The author’s opinion in “Blanket Toss!” is \_\_\_\_\_. One reason that supports this opinion is \_\_\_\_\_.

**EMERGING**

Guide students to create their own simple sentences to tell about the topic, opinion, and reasons in “Blanket Toss!” **DEVELOPING**

Have students create complex sentences to help them tell about the topic, opinion, and supporting reasons in the article. **EXPANDING**

Have students write a short paragraph identifying with more specificity the topic, opinion, and supporting reasons. Have them also explain to a partner how they knew where to find the reasons. **BRIDGING**

**NEXT STEPS** Before students move on to the Conduct Research page, ask them what tradition they think they will write about in their opinion letter. Tell students that they will soon need to do research.

STUDENT INTERACTIVE, p. 222

COLLABORATE AND DISCUSS

**Here’s What I Think**

In an opinion paragraph, an author introduces the topic and states her opinion about it. An **opinion** is what someone thinks. It cannot be proven true or false.

Next, the author gives reasons that support her opinion. A reason may include facts. A **fact** is a statement you can prove to be true. An author also uses linking words to connect her opinion and reasons. Finally, she restates her opinion in a concluding statement.

**Opinion Phrases:** I believe, the best, my favorite

**Linking Words:** because, also, finally

**COLLABORATE** Read “Blanket Toss!” with a partner. Then complete the chart. **Possible responses:**

Author’s topic	The Alaskan blanket toss
Author’s opinion	The blanket toss is an important tradition.
Words the author uses to connect ideas	first, second, finally, because
Reasons and facts the author gives	It is part of their history. It was first done by Inupiat hunters to help them see their prey.

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# Conduct Research

## OBJECTIVES

Identify and gather relevant sources and information to answer the questions.

Demonstrate understanding of information gathered.

## CUSTOMIZE IT!

Differentiate instruction by offering students the opportunity to be creative using the information they find in their research. Encourage students to write a poem or song about this information. Remind them of the theme of *Our Traditions*. Encourage them to express this theme in their songs or drawings and to offer an opinion about a tradition or point of research in their creative works.

## Search Online

**TEACHING POINT** Tell students that they can find information in a variety of relevant sources as they do research. Explain that people often identify and gather relevant information online.

**MODEL AND PRACTICE** Model the process for determining keywords and using them to identify and gather relevant information from relevant online sources.

### Keyword Search Online

Say: *I will show you how to use keywords to search online for your topic. Suppose I want to research how different countries celebrate independence days—the day the country became a country on its own. In the United States, Independence Day is July 4. First, I will think of some keywords that are related to my topic. These might include phrases such as “Independence Day,” “July 4,” or “Independence Day in (name of country).” Ask students to identify other possible keywords. Write students’ ideas and read them aloud. Next, I type the keywords into the search engine we use at school. A list of sources will appear on the screen. Show students the list that is generated from typing “Independence Day in Norway” into the search engine. Model reviewing the information gathered and identifying the titles that look like they could be relevant sources. Say: I click on some of the Internet articles and scan each article to see if it will answer my questions about the topic.*

**COLLABORATE** Direct students to *S/* p. 223, and have them work on their own keyword searches to identify and gather relevant sources and information. To demonstrate understanding of the information they gathered, have students explain the topic and key ideas from each source. Then have them use the sources and information to answer the questions.

### EXPERT'S VIEW Julie Coiro, University of Rhode Island



“It can be hard to decide at what point we need to teach kids about the more challenging parts of how to use the Internet, but it is important to start right away. We should start at the beginning, modeling and talking through the websites that come up in a search. Of course, we need to protect children, but we also need to introduce them to the real processes involved in online reading.”

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



## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Give struggling students a list of keywords to enter into a search engine. Ask students to look at two results from the article list and to complete these sentence frames: *This source is about \_\_\_\_\_. It could be useful to me because \_\_\_\_\_. A keyword I learned is \_\_\_\_\_.*

**OPTION 2 Advanced** If students readily grasp the process of identifying keywords and using them to search online, have them begin researching their topics. Students should gather their own sources and determine if the sources are valuable. If they are ahead of other students in their research, encourage them to do the “Customize It!” activity along with their opinion letters.

## ELL TARGETED SUPPORT

Have students explain what keywords are in their own words. Then ask them to share with others in the class what keywords they used and what resources they found using them. Encourage students to use the terms *keywords*, *research*, *Internet*, and *search engine* in their explanations.

**NEXT STEPS** Inform students that they will be reviewing a sample opinion letter and learning how to cite sources correctly. Tell students to continue to identify and use keywords in their research.

STUDENT INTERACTIVE, p. 223

### CONDUCT RESEARCH

### PROJECT-BASED INQUIRY

#### Search Online

Your letter to the principal will be stronger if you include facts to support your opinions. Keywords can help you find facts on the Internet. Choose the best keywords to search for information about school traditions.

1. **Possible response: school traditions**
2. **Possible response: traditions for elementary schools**

Use the keywords to identify and gather relevant sources and information to answer your questions about school traditions. It is a relevant source if it answers your question. If you don't understand a source, ask an adult or find another source you do understand.

**COLLABORATE** What information did you learn from the keyword search? Was it relevant? Did you understand it? Did it answer your questions? Discuss with your partner. Are there other keywords you should try?

**Responses should be notes on information gained through students' online searches.**

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# Collaborate and Discuss

## OBJECTIVES

Recognize characteristics of persuasive text, including stating what the author is trying to persuade the reader to think or do.

Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.

Compose correspondence such as thank you notes or letters.

Identify primary and secondary sources.

Cite sources appropriately.

## Analyze Student Model

**TEACHING POINT** Explain that an opinion letter differs from other types of argumentative writing. The letter directly addresses one person rather than a group, so its content can be tailored to a specific audience. Read the student model aloud and guide students through the parts of an opinion letter.

**MODEL AND PRACTICE** Use the sample correspondence on p. 224 to model parts of an opinion letter. Say: *The letter has the date at the top, and it names the person it is written to. The topic is stated first in the body of the letter. Look for opinion words, such as *best* and *believe*, and linking words, such as *because* and *also*, that connect reasons to the opinions.* Point out that the salutation and closing in a letter both begin with a capital letter.

### RESEARCH ARTICLES

A Tradition to Remember	510L, 580L, 610L
Blanket Toss!	510L, 580L, 620L
<b>Birthdays Around the World</b>	<b>510L, 580L, 620L</b>

See Small Group Guide for additional information on how to distribute the articles.

### CRITICAL LITERACY

### Compare Viewpoints

Distribute copies of “Birthdays Around the World.” Use the article to help students recognize characteristics of informational text. Have partners take turns orally reading the article, pausing to check understanding.

Have students use the stems to discuss birthdays around the world.

- One celebration reminds me of ...
- One celebration is different from what I know because ...

## CUSTOMIZE IT!

Instead of an opinion letter, allow students to create a poster about birthdays around the world. They may find images in magazines or online if printing is available. Students may also include their own drawings. Students can use information from the article “Birthdays Around the World.”

## Cite Sources

**COLLABORATE** Instruct students to give credit to, or cite, the sources they used in their letters. Say: *If you use someone else’s idea, you must give them credit.* To explain how to cite sources appropriately, guide students through the sample citation on p. 225. Then have students complete the Collaborate activity.

Confirm that students understand why it is necessary to cite sources appropriately (to give writers proper credit for their work) as well as how to cite them appropriately (to name the author, title, home page, and date). Then review that primary sources, such as journals, are first-hand accounts, while secondary sources, such as textbooks, are based on information from other sources. Show students an informational text and a journal or letter. Have students identify which is the primary source and which is the secondary source.

**ELL Targeted Support Linking Words** Give students practice working with linking words.

Have students read and say the word *because*. Have students tell a partner an activity they like to do. Have them explain why they like the activity, using the sentence frame: *I like to \_\_\_ because \_\_\_*. **EMERGING**

Display the linking words *because, and, but, and then*. Have students use each one in an oral sentence about a favorite activity. **DEVELOPING**

Have students read and say the word *because*. Have students tell a partner about something they would like to do and explain why, using a complete sentence that includes the word *because*. Repeat with the linking words *and, but, and then*. **EXPANDING**

Display the linking words *because, and, but, and then*. Group students and have groups use the displayed words to discuss activities they would like to try. **BRIDGING**

**NEXT STEPS** Check in with students as they write their opinion letters. Use sentence frames or stems to assist struggling writers. Review with students that letters begin with the date and the salutation. Next, explain that the body of the letter includes the topic and reasons with opinion words and linking words.

If students struggle, review the Student Model, pointing out where the opinion is in the first sentence, where the opinion words are, and where the linking words are.

STUDENT INTERACTIVE, pp. 224–225

## COLLABORATE AND DISCUSS

**Opinion Letter**

Authors use opinion phrases and linking words to tell and support their opinions. In a letter, the author uses a capital letter in the greeting and the closing.

March 12, 2020

Dear Principal Booth,

I think our school needs a new tradition. We should have an end-of-year campout for students, their families, and teachers. I believe this is the best tradition because students would work hard all year so they could go to the campout. Also, students would remember the campout for the rest of their lives. It would be a great way to end the year!

Sincerely,  
Allie Hernandez

**Topic/Opinion**

**Opinion Words**

**Linking Words**

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## REFINE RESEARCH

**Cite Sources**

A primary source comes from someone who saw an event. A secondary source comes from someone who learned about the event from other sources. When you use primary and secondary sources, you need to cite, or name, them. This tells readers where you got your information.

This is the information you need to cite an online article:

1. Name of author (last name, first name)
2. Title of the article (in quotations)
3. Title of the home page (in italics)
4. Web
5. Date you read the information

Example: Wallis, Camden. "Another Great Campout." *School News*. Web. March 16, 2020.

**COLLABORATE** Cite an online source you used. Tell if it is a primary or a secondary source.

**Responses should follow the style of the example above.**

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# Extend Research

## OBJECTIVES

Revise drafts by adding, deleting, or rearranging words, phrases, or sentences.

Edit drafts using standard English conventions, including capitalization of months, days of the week, and the salutation and conclusion of a letter.

Compose correspondence such as thank you notes or letters.

Compare formal and informal uses of English.

## CUSTOMIZE IT!

Instead of a letter, allow students to present their opinion through a fictional tale. Assist students in reviewing the stories they read during this unit, and have them brainstorm ideas for character, plot, and how to express their opinion through fiction.

**Primary Source** SOCIAL STUDIES



Go to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

## Write a Thank You Note

**COLLABORATE** Partners will compose correspondence in the form of a thank you note to the principal. The focus of the note is to thank the principal for considering a student's idea.

Use the example on p. 226 to instruct students about the five parts of a thank you note. Display the model and point out the parts:

- First, students use correct capitalization and punctuation to write the date at the top of the page. This is the Heading.
- Next, students use the correct salutation, capitalization, and punctuation to address the principal. The salutation should begin with a capital letter. This is the Greeting.
- Third, students write a brief note of thanks. They repeat their idea and include another point related to their topic. This is the Body.
- Next, students use a formal way to indicate that the letter is about to end. This is the Closing. The closing should begin with a capital letter.
- Last, students write their names. This is the Signature.

Have students complete the Collaborate activity on p. 226 to write their thank you notes.

## Revise and Edit

**COLLABORATE** Explain to students that writers always revise their work, and explain that it helps when writers read their work aloud. Listening to how a letter sounds can help determine when to add, delete, or rearrange words, phrases, or sentences in their letters. Review also the rules students learned about capitalizing the names of people, days of the week, and months as well as the greeting and closing of a thank you note.

Instruct students to complete the Revise and Edit checklists on p. 227.

### Write for a Reader

Remind students that letters and thank you notes are usually formal, so they should not include slang terms or contractions.



## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle with the format for a thank you note, create a template for them to fill in.

**OPTION 2 Advanced** Pair students who readily grasp revising and editing. Have these students work in pairs. Encourage them to offer each other suggestions for how to find better words or phrases to express their opinions and reasons.

## ELL TARGETED SUPPORT

**Formal Language** Help students make two lists, one with words and phrases (such as *sincerely, you are, or because*) that belong in a formal letter, and one with less formal language (such as *bye, you're, or 'cause*) that may be appropriate in friendly communication.

**NEXT STEPS** Remind students that they will have to finish composing their opinion letters and thank you notes so that they can read them to the class the next day.

STUDENT INTERACTIVE, pp. 226–227

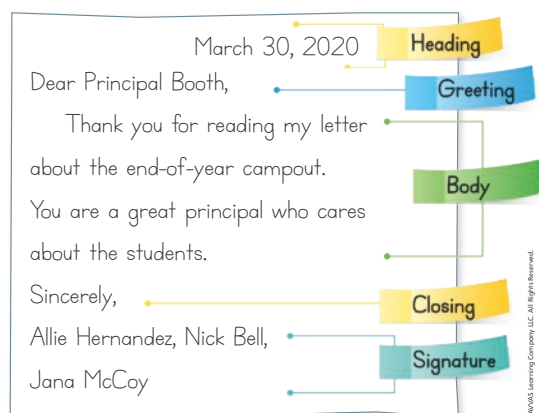
### EXTEND RESEARCH

### COLLABORATE AND DISCUSS

### PROJECT-BASED INQUIRY

#### Write a Thank You Note

After you send an opinion letter to your principal, you may want to write the principal a thank you note. Thank your principal for reading your letter and thinking about your idea. A thank you note often has five parts. The body is usually shorter than a friendly letter.



**COLLABORATE** With a partner, plan and write a thank you note to your principal. Thank him or her for thinking about your idea for a new school tradition.

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#### Revise

**COLLABORATE** When you revise, it helps to read your writing out loud. You may need to add, delete, or rearrange words, phrases, or even sentences. Reread your opinion letter with your partner. How does it sound?

##### Did you...

- clearly state your opinion?
- give reasons that support your opinion?
- use opinion words?
- use linking words to connect your reasons to your opinion?

#### Edit

**COLLABORATE** As you work with your partner to edit your opinion letter, think about conventions you learned this week.

##### Did you...

- use a capital letter in your greeting and closing?
- capitalize the month in your heading?

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# Celebrate and Reflect

## OBJECTIVES

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

Share information and ideas that focus on the topic under discussion, speaking clearly at an appropriate pace and using the conventions of language.

Develop social communication such as distinguishing between asking and telling.

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

Describe personal connections to a variety of sources.

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

Publish and share writing.

Use an appropriate mode of delivery, whether written, oral, or multimedia, to present results.

## CUSTOMIZE IT!

Allow students to present the poems, stories, or songs they have created. Have the students who listen to the creations respond to the following stems: *My favorite part of this piece was...* and *I like this piece because...*

## ELL Access

Be patient with newcomers. They will begin speaking more when they are ready. Newcomers will begin to acquire language as they settle into the classroom environment, and they will gradually become comfortable with making presentations.

## Share

**COLLABORATE** Before final publication, discuss appropriate modes of delivery, such as publishing letters in the school newspaper, creating a multimedia presentation, or reading letters aloud to an audience. Explain that the mode identified in the text is appropriate because persuasive texts are often presented orally—for example, as debates and speeches. Then have pairs prepare their oral presentations and share ideas by presenting their letters and thank you notes orally to another team.

Review the ways to be an active presenter and listener on *SI* p. 228:

- To share your ideas, speak clearly at an appropriate pace. Talk slowly enough and speak loudly enough to ensure that your audience can understand everything you say. As you present your ideas, make sure to use the conventions of language. For example, use complete sentences and correct subject-verb agreement.
- Let listeners ask questions during or after your presentation.
- Listen carefully to questions and answer them as best you can. If you do not know the answer, say so, or say that you need time to find the answer.
- Ask for clarification or more explanation as needed after your partner reads his or her letter. Help each other stay focused on the topic under discussion.

Allow students time to practice their oral delivery. Make sure they focus on the topic, speak clearly at an appropriate pace, use the conventions of language, allow listeners to ask questions, and listen carefully to and answer any questions. Have students make adjustments based on the reactions of their peers. In addition, monitor students as they listen to their peers. Make sure they listen actively and ask relevant questions to clarify information.

Have students reflect on their work on *SI* p. 228. Ask students to share their responses with a partner.

## Reflect

**MyTURN** Students should work independently or with their partners to evaluate their own goals on *SI* p. 229. Ask them to consider what made them like certain reading or writing activities the most, and why. Have students make personal connections to the texts they read. First let students discuss these connections with their partners. Have them share ideas and information that focus on the connections. Then ask students to write their reflections on their reading.



# 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. Review and discuss the Essential Question. Have students reevaluate the progress they have made toward their reading and writing goals.

**MyTURN Reflect on Your Reading** Display and discuss the stories from the unit. Have volunteers talk about what they liked about what they read during the unit. Encourage students to think of and share personal connections they made to selections. Then have students complete the Reflect on Your Reading questions on the top of p. 229.

**Reflect on Your Writing** Ask students to complete the sentence about their writing at the bottom of p. 229. Have volunteers tell what they learned about writing during the unit and how they think their writing improved over time.

## Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy*



*Assessment Checklists* will help you monitor student progress.

### STUDENT INTERACTIVE, pp. 228-229

#### CELEBRATE AND REFLECT

##### Share

**COLLABORATE** With your partner, read your opinion letter to another pair of classmates. Ask them to pretend they are the principal and to ask any questions they may have about your opinion. Remember to follow these rules for speaking and listening.

- Speak clearly at a pace that is not too fast or too slow.
- As you share ideas, use the conventions of language. Use complete sentences and correct subject-verb agreement.
- Allow listeners to ask questions.
- Listen carefully to questions.
- Ask questions after your partner reads his or her letter.

##### Reflect

**MYTURN** Complete the sentences.

I'm most proud of \_\_\_\_\_  
in my letter because \_\_\_\_\_

The next time I write an opinion letter I will \_\_\_\_\_

#### REFLECT ON THE UNIT

##### Reflect on Your Goals

Look back at your unit goals at the beginning of this unit. Use a different color to rate yourself again.

**MYTURN** Complete the sentences.

##### Reflect on Your Reading

I would tell my friend to read \_\_\_\_\_

from this unit because \_\_\_\_\_

##### Reflect on Your Writing

I most enjoyed writing \_\_\_\_\_

because \_\_\_\_\_

# BOOK CLUB

## OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

## FLEXIBLE OPTION TRADE BOOK LESSON PLAN

To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Celebrating the New Year*, 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 choose one for them from the list on p. T497.
- 2 KNOW THE BOOK** Have a clear idea of what the book is about so that you can helpfully participate in groups' conversations if necessary.
- 3 PREVIEW THE BOOK** Present your chosen book to the assembled groups. Give a brief preview of what the book is about. Be sure not to give too much away. Then allow students the chance to discover the book on their own.
- 4 ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. As they read and discuss the book in a group, they will apply some of the same thinking they have 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, help them choose a book related to the theme, Our Traditions, or the Essential Question for the unit: *What makes a tradition?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for traditional tales and to focus on purpose and theme, consider helping them choose a book in that genre.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

*Celebrating the New Year* by Traci Sorell

*The Green Frogs* retold by Yumi Heo

*A Ring of Tricksters* by Virginia Hamilton

*Doña Flor* by Pat Mora

*American Indian Myths and Legends* by Richard Erdoes

*Sam's Ride* by Becky Citra

Preview these selections for appropriateness for your students and for title availability.

## Each Day

**DISCUSSION CHART** Display a sample of the Discussion Chart. Explain that after each session with their Book Clubs, students will share details they notice, connections they make, and things they wonder about.

**TEACHER'S ROLE** Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an observer and occasional facilitator, helping start stalled conversations or directing 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 examples of how to phrase ideas productively and respectfully. **SEL**

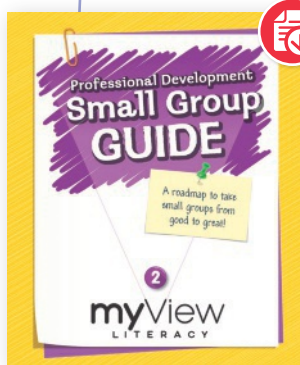
- I notice \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- Why do you say that?
- What can we agree on?



### 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, making appropriate contributions, and building on the ideas of others.

Describe personal connections to a variety of sources.

## Book Club Routine

**READ ALOUD** At each Book Club session, students will independently read 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.

- What facts do you learn from the words in the book?
- What information is provided in the photographs and drawings?
- Which design elements are the same from one page to the next?

# 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 do the text, images, and design bring up? Have groups share their questions and ideas with the whole class.

Talk about each Book Club's ideas when the whole class comes together.

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Celebrating the New Year* by Traci Sorell

*The Green Frogs* retold by Yumi Heo

*A Ring of Tricksters* by Virginia Hamilton

*Doña Flor* by Pat Mora

*American Indian Myths and Legends* by Richard Erdoes

*Sam's Ride* by Becky Citra

Preview these selections for appropriateness for your students.



# BOOK CLUB

## OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

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## MODEL LESSON PLAN

For Weeks 1–3, Book Club offers instruction specific to this unit’s book, *Celebrating the New Year*. For Weeks 4 and 5, you can use a book from the list provided or a book of your own choosing. On pp. T496–T499, you will find a full description of the elements of Book Club with instruction that can be adapted to the book of your choice.

## *Celebrating the New Year*

**BOOK CLUB ROUTINE** Book Club will meet twice each week during Small Group time. On each Book Club day, students will assemble and discuss the book, focusing on different elements from week to week.

**WEEKLY FOCUS** Over the course of Book Club, groups will focus on three 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 out of reading, the teacher’s role should be as an observer and occasional facilitator, helping start stalled conversations or guiding groups to specific understandings.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK

 *Celebrating the New Year* by Traci Sorell *The Green Frogs* retold by Yumi Heo *A Ring of Tricksters* by Virginia Hamilton *Doña Flor* by Pat Mora *American Indian Myths and Legends* by Richard Erdoes *Sam's Ride* by Becky Citra

Preview these selections for appropriateness for your students.

# Discussion Charts

As students discuss the text, pictures, and design, capture their thoughts by using a Discussion Chart. Each day the discussion will center on one of three distinct focuses:

- **Noticings** lets students note what catches their attention in the book.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

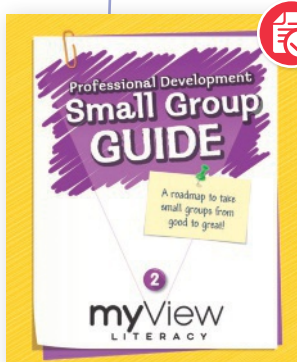
**COLLABORATION** Each session of Book Club features reminders and sentence starters to give students opportunities to practice their collaborative conversation skills. **SEL** SOCIAL-EMOTIONAL LEARNING



## Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# BOOK CLUB

## OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources.

## Week 1

### Launch *Celebrating the New Year*

**INTRODUCE** Tell students that Book Club is a time to enjoy books. They will read an informational text called *Celebrating the New Year*.

**READING TIME** Tell students to read *Celebrating the New Year*. Then they will meet in a Book Club group to explore more deeply what they read. Today they will focus on understanding what the text says, or what it is about.

**CONNECT TO THE THEME** Tell students that the book connects both to the unit theme, Our Traditions, and to the Essential Question for the unit: *What makes a tradition?* As a class, discuss how the book relates to both.

**COMPARE TO THE SPOTLIGHT GENRE** Remind students that the traditional tales in Unit 3 are made-up stories that are handed down. Explain that *Celebrating the New Year* is an informational text about traditions that are handed down within different cultures.

- This book's purpose is to provide information about a holiday.
- *Celebrating the New Year* gives facts and details about the ways that people in different places celebrate one special day.

**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

 *Celebrating the New Year* by Traci Sorell

 *The Green Frogs* retold by Yumi Heo

 *A Ring of Tricksters* by Virginia Hamilton

 *Doña Flor* by Pat Mora

 *American Indian Myths and Legends* by Richard Erdoes

 *Sam's Ride* by Becky Citra

Preview these selections for appropriateness for your students.

## Focus on Text: Noticings

## Session 1

## GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If necessary, introduce the following talking points to get groups talking about their noticings based on the text:

- I noticed that not all people celebrate the New Year on the same date.
- What did you notice about the meanings of New Year's foods?
- What are some traditions that Ethiopians use to celebrate the New Year?

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 frames like these as examples of how students should phrase their ideas productively and respectfully. **SEL**

- I appreciate your idea about \_\_\_\_\_ because \_\_\_\_\_.
- I have a different idea about \_\_\_\_\_ because \_\_\_\_\_.

# BOOK CLUB

## OBJECTIVES

Read grade-appropriate text independently.

Establish purpose for reading assigned and self-selected texts.

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

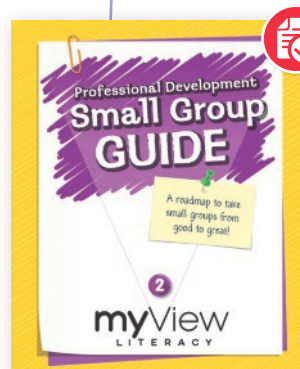
Describe personal connections to a variety of sources.

## Week 1

### Focus on Text

Today students will continue to focus on understanding what the text of *Celebrating the New Year* says. They will explore the text further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**REREAD AND RETELL** Allow students rereading time as appropriate. Review the reading and discussion from Session 1 by having students take turns retelling information that they learned in *Celebrating the New Year* and discussing the noticings that they shared. Display the Noticings chart from Session 1 as you enter into the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 2

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the text.

- Which celebrations sound familiar to you? Which ones seem unusual?
- I wonder whether white clothing means something special in Brazil.

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 to take turns when having a group discussion and not to interrupt when someone else is speaking.

### SEL SOCIAL-EMOTIONAL LEARNING

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I speaking too often or too much compared to my classmates?
- How can I show my classmates that I am listening?
- What would be a polite way to express my own thoughts?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Celebrating the New Year* by Traci Sorell

*The Green Frogs* retold by Yumi Heo

*A Ring of Tricksters* by Virginia Hamilton

*Doña Flor* by Pat Mora

*American Indian Myths and Legends* by Richard Erdoes

*Sam's Ride* by Becky Citra

Preview these selections for appropriateness for your students.

# BOOK CLUB

## OBJECTIVE

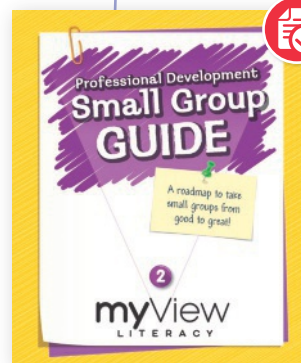
Work collaboratively with others to follow agreed-upon rules for discussion, including listening to others, speaking when recognized, making appropriate contributions, and building on the ideas of others.

## Week 2

### Focus on Pictures

Today students will focus on understanding the pictures in *Celebrating the New Year*. They will explore the pictures using the Discussion Chart, focusing today on their noticings.

**REREAD AND RETELL** Allow students time to reread as necessary, and remind them to pay special attention to illustrations and photographs. Review the reading and discussion from Session 2 by 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.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



### EXPERT'S VIEW Frank Serafini, Arizona State University

“The role of the teacher in a Book Club is first to be a listener and second to be a facilitator. We need to pay close attention to what children are talking about and learn how to ‘up the ante’ on the discussion. Most importantly, our role is to call attention to elements in the text that children won’t notice on their own. Think of yourself as a literary docent—pointing out the wonders of each new book.”

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



# Noticings

## Session 3

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their noticings about the photographs and drawings.

- What do you notice about people's expressions in the drawings and photographs?
- I noticed that some of the illustrations look almost like photographs.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticings column. Allow each Book Club to share something they noticed about the visuals.

Noticings

**COLLABORATION** Remind students to listen quietly as others are speaking. **SEL** SOCIAL-EMOTIONAL LEARNING

As students share their noticings, ask them to keep these points in mind.

- Am I using good listening skills?
- Could I add something useful to what has been said?
- Am I staying on track and talking about what I noticed in the artwork?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Celebrating the New Year* by Traci Sorell

*The Green Frogs* retold by Yumi Heo

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*Doña Flor* by Pat Mora

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Preview these selections for appropriateness for your students.



# BOOK CLUB

## OBJECTIVES

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

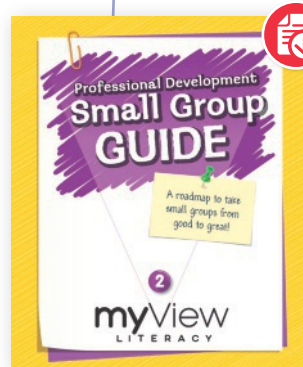
Describe personal connections to a variety of sources.

## Week 2

### Focus on Pictures

Today students will focus on understanding how the images in *Celebrating the New Year* provide information about a holiday. Students will observe the images closely as they reread. They will explore the images further in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**REREAD AND RETELL** Give students time to refamiliarize themselves with the text. Review the reading and discussion from Session 3 by having students take turns retelling interesting aspects of the artwork in *Celebrating the New Year* and discussing the noticings that students shared. Display the Noticings chart from Session 3 as you enter into the day's discussion.



### Book Club Options

See the Small Group Guide for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 4

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the photographs and drawings.

- The New Year's fireworks remind me of the ones on the Fourth of July.
- I wonder how many people it takes to hold up the dragon in the parade.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the photographs.

Connections	Wonderings

**COLLABORATION** Remind students of the rules for good listeners, and point out that speaking clearly will help the group. **SEL**

As students share their connections and wonderings, ask them to keep these points in mind:

- Am I speaking clearly?
- Should I think a bit more before sharing my idea?
- Can my classmates across the classroom hear my voice?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Celebrating the New Year* by Traci Sorell

*The Green Frogs* retold by Yumi Heo

*A Ring of Tricksters* by Virginia Hamilton

*Doña Flor* by Pat Mora

*American Indian Myths and Legends* by Richard Erdoes

*Sam's Ride* by Becky Citra

Preview these selections for appropriateness for your students.

# BOOK CLUB

## OBJECTIVE

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

## Week 3

### Focus on Design

Today students will focus on understanding how their appreciation of *Celebrating the New Year* is aided by the book's design, its layout, and the arrangement of words in relation to images. They will pay close attention to the design as they reread. They will explore the design further in their Book Clubs using the Discussion Chart, focusing today on their noticings.

**REREAD AND RETELL** Provide time for students to refresh their impressions of the text. Review the reading and discussion from Session 4 by having several students tell what they noticed about the photographs and illustrations in *Celebrating the New Year* and discussing the connections and wonderings that students shared. Display the Connections and Wonderings chart from Session 4 as you enter into the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Noticings

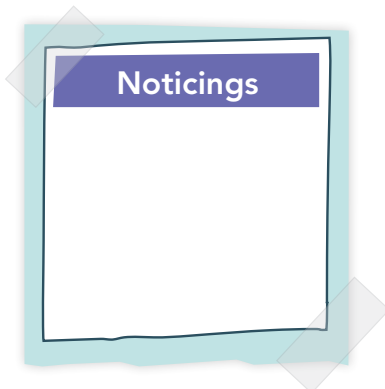
## Session 5

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their noticings about the design of the book.

- What patterns does the designer follow on most of the pages?
- I notice that sometimes words are in a box and sometimes they are not.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Noticing 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 connections and wonderings, ask them to keep these points in mind:

- Does my idea add something to my classmate's idea?
- What is a polite way to express my disagreement?
- If someone's idea confuses me, what should I say?

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Celebrating the New Year* by Traci Sorell

*The Green Frogs* retold by Yumi Heo

*A Ring of Tricksters* by Virginia Hamilton

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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, making appropriate contributions, and building on the ideas of others.

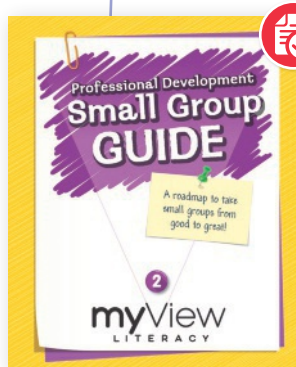
Describe personal connections to a variety of sources.

## Week 3

### Focus on Design

Today students will continue to focus on understanding how the design of *Celebrating the New Year* contributes to the experience of reading the book. They will explore the design in their Book Clubs using the Discussion Chart, focusing today on their connections and wonderings.

**REREAD AND RETELL** Give students time to reread the text as necessary. Review the reading and discussion from Session 5 by having students take turns retelling things that they noticed in the design of *Celebrating the New Year*. Display the Noticings chart from Session 5 as you enter into the day's discussion.



### Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.



# Connections & Wonderings

## Session 6

### GUIDE BOOK CLUB

Allow students time to discuss the book in their groups. If groups have difficulty knowing what to talk about, introduce a question or observation to get them talking about their connections and wonderings about the design.

- The red headings make it easy for me to find the topic of the page.
- I wonder why the designer used a mix of illustrations and photographs.

Bring the class back together. Display the Discussion Chart and tell students that today they will fill in the Connections and Wonderings columns. Allow each Book Club to share something they connected to and something they wondered about from the design.

Connections	Wonderings

**COLLABORATION** Encourage participation by reminding students that everyone has something to offer in a group discussion. **SEL**

As students share their connections and wonderings, they may use sentence frames such as these:

- When you mentioned \_\_\_\_\_, I wondered about \_\_\_\_\_.
- When you said \_\_\_\_\_, I realized \_\_\_\_\_.

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK

*Celebrating the New Year* by Traci Sorell

*The Green Frogs* retold by Yumi Heo

*A Ring of Tricksters* by Virginia Hamilton

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Preview these selections for appropriateness for your students.

# Glossary

## OBJECTIVES

Alphabetize a series of words and use a dictionary or glossary to find words.

Use print or digital resources to determine meaning and pronunciation of unknown words.

---

## How to Use a Glossary

### Minilesson

**FOCUS ON STRATEGIES** Remind students that a glossary is in the back of a book. It tells what words in the book mean and how to say them. A glossary lists words in ABC order.

Point out the guide words. Explain that these show the first and last words on the page. To find a word, students can think about how it is spelled. Students can use ABC order to look up a word.

Remind students that, if a word does not appear in the glossary, they can look it up in a print or digital dictionary. Print and digital dictionaries include the meaning of a word as well as its pronunciation. A print dictionary also uses ABC order. For an online dictionary, students can type the word into the search box.

**MODEL AND PRACTICE** Model how to use a glossary entry using the example glossary entry from p. 696 in the *Student Interactive*.

- When I look up a word in a glossary, I am looking for an entry word. The entry words are bold. I look for the entry word based on its starting letter. In this case, *crater* begins with the letter *c*, so I know it will be toward the beginning of the glossary.
- In parentheses, I see how *crater* is pronounced.
- Next, I find the word's definition, or what the word means.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

## ASSESS UNDERSTANDING

### Apply

**My TURN** Have students turn and talk to a partner about how they would use the glossary to find the meaning of the word *exhausted*. First, have them write its meaning and a sentence using the word. Then, have them pronounce it. Finally, have pairs find a new word in a dictionary, and determine its meaning. Challenge students to alphabetize *exhausted* and the new word.

STUDENT INTERACTIVE, p. 696

#### GLOSSARY INSTRUCTION

### How to Use a Glossary

A **glossary** can help you find the meaning and pronunciation of words. Words in a glossary are listed alphabetically, from A to Z. **Guide words** at the top of each page show the first and last words on the page. A print or online **dictionary** is like a glossary, but it has more words. To use an online dictionary, type the word in the search box. You will get the definition. Sometimes you can hear how to say the word.

The pronunciation guide shows you how to say the word.

Cc

**crater** (KRAY tuhr) A crater is a hole at the top of a volcano. NOUN

All words that begin with c will be after Cc.

This sentence tells you what the word means.

**MY TURN** Find the word **exhausted** in the glossary. On a piece of paper, write its meaning. Write a sentence using the word. Decide how to say it. Then find the meaning of a word that is not in this glossary. Use a dictionary.



# GLOSSARY

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## GLOSSARY

accept • coast

### Aa

**accept** (ak SEPT) If you **accept** something that is offered to you, you take it. VERB

**admiration** (ad muh RAY shuhn) **Admiration** is a feeling of great respect and approval. NOUN

**alarmed** (uh LARMD) Someone who is **alarmed** feels fearful of danger. VERB

**allowed** (uh LOWD) If you were **allowed** to do something, you were told you could do it. VERB

**amount** (uh MOWNT) The **amount** of something is how much there is or how many there are. NOUN

**arches** (ARCH iz) **Arches** are curved structures that often form the tops of doors, windows, and gateways. NOUN

**architect** (AR kuh tect) An **architect** is a person who designs buildings. NOUN

### Bb

**balance** (BAL uhns) If something is in **balance**, it is in a steady condition. NOUN

**belief** (bi LEEF) A **belief** is something thought to be true or real. NOUN

**blossoms** (BLOSS uhms) **Blossoms** are the flowers of a plant that produces fruit. NOUN

### Cc

**canyons** (KAN yuhn) **Canyons** are narrow valleys with high, steep sides, often with a stream at the bottom. NOUN

**challenge** (CHAL uhj) A **challenge** is something difficult that requires extra work. NOUN

**cinders** (SIN der) **Cinders** are pieces of rock and wood that are partly burned. NOUN

**coast** (KOHST) The **coast** is the land along the sea. NOUN

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## GLOSSARY

communication • disasters

**communication** (kuh myoo nuh KAY shuhn) **Communication** is the sharing of information. NOUN

**connect** (kuh NEKT) If you **connect** something to something else, you join the things together. VERB

**construction** (kuhn STRUHK shuhn) **Construction** is the act of building something. NOUN

**contentment** (kuhn TENT muhnt) **Contentment** is a feeling of happiness. NOUN

**crater** (KRAY tuhr) A **crater** is a hole at the top of a volcano. NOUN

**creations** (kree AY shuhn) **Creations** are things that are made or produced. NOUN

**crumble** (KRUHM buhl) To **crumble** is to break apart into small pieces over time. VERB

**culture** (KUL chuhr) A **culture** is a group of people with the same language and traditions. NOUN

**cure** (KYUR) To **cure** is to get rid of sickness. VERB

### Dd

**damage** (DAM ij) **Damage** is harm or injury. NOUN

**den** (DEN) A **den** is a wild animal's home or resting place. NOUN

**desert** (DEZ ert) A **desert** is a dry, sandy area of land without water and trees. NOUN

**destroy** (di STROI) To **destroy** something is to hurt it very badly. VERB

**determined** (di TER muhnd) Someone who is **determined** shows strong purpose and is unwilling to quit. ADJECTIVE

**detour** (DEE tur) To **detour** is to go a different way when a road is blocked. VERB  
A **detour** is another way of getting to a place. NOUN

**disappointments** (diss uh POINT muhnts) **Disappointments** are feelings of not getting what you wanted. NOUN

**disasters** (duh ZAS ter) **Disasters** are events that cause great damage, loss, or suffering. NOUN

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discuss • ingredients

**discuss** (dis KUS) To **discuss** something is to talk about it with other people. VERB

**drooped** (DROOPT) If something **drooped**, it hung down. VERB

### Ee

**environment** (en VY ruh muhnt) The **environment** is everything around us that helps us live, especially air, water, and soil. NOUN

**equal** (EE kwuhl) If two things are **equal**, they are the same in size, number, or amount. ADJECTIVE

**exhausted** (eg ZAW stid) To be **exhausted** is to be very tired. ADJECTIVE

**expensive** (ek SPEN siv) When something is **expensive**, it costs a lot of money. ADJECTIVE

### Ff

**faded** (FAYD id) Something that has **faded** has lost its freshness or color. VERB

**flows** (FLOHZ) If something **flows**, it moves along smoothly. VERB

**forgave** (fer GAYV) **Forgave** means stopped being angry with someone for something the person did. VERB

**fossils** (FOS uhlz) **Fossils** are parts or prints of a plant or animal that lived a long time ago. NOUN

### Gg

**garbage** (GAR bij) **Garbage** is scraps of things thrown away. NOUN

### Hh

**hopes** (HOHPS) **Hopes** are things wanted in the future. NOUN

### Ii

**improve** (im PROOV) If you **improve** something, you make it better. VERB

**ingredients** (in GREE dee uhnts) **Ingredients** are foods you use to make a dish. NOUN

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## GLOSSARY

inhaled • organizing

**inhaled** (in HAYLD) **Inhaled** means breathed in. VERB

### Ll

**lava** (LAH vuh) **Lava** is hot, melted rock that flows from a volcano. NOUN

**layers** (LAY erz) **Layers** are thin or thick parts of something that are over or under one another. NOUN

### Mm

**magma** (MAG muh) **Magma** is hot, melted rock under the surface of the earth. NOUN

**maintain** (mayn TAYN) To **maintain** something is to take care of it. VERB

**mechanic** (muh KAN ik) A **mechanic** is a person whose job is fixing machines. NOUN

**medicines** (MED uh suhnh) **Medicines** are things used to make a sick person well. NOUN

**messenger** (MES n jer) A **messenger** is a person who carries news or a message to someone else. NOUN

**minerals** (MIN uhr uhlz) **Minerals** are solid materials, usually dug from the earth, such as coal and gold. NOUN

**moccasins** (MOK uh suhnh) **Moccasins** are soft leather shoes. NOUN

**monuments** (MON yuh muhnts) **Monuments** are buildings, statues, and places that honor a person or an event. NOUN

**mural** (MYUR uhl) A **mural** is a large picture painted directly on a wall. NOUN

### Nn

**natural** (NACH er uhl) Something that is **natural** is produced by nature, not people. ADJECTIVE

### Oo

**observes** (uhb ZERVZ) Someone who **observes** watches carefully. VERB

**organizing** (OR guh nyz ing) **Organizing** is planning so things run smoothly. VERB

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**Pp**

**participate** (par TIS uh payt) To **participate** is to take part or join. VERB

**plain** (PLAYN) If something is **plain**, it is simple and does not have a lot of extra things on it. ADJECTIVE

**plains** (PLAYNZ) **Plains** are flat areas of land. NOUN

**plastic** (PLASS tik) **Plastic** is a light, strong material that can be made into things. NOUN

**plots** (PLOTS) **Plots** are small pieces of land used for a purpose. NOUN

**products** (PROD uhkts) **Products** are things people use or eat. NOUN

**purpose** (PER puhss) A **purpose** is a reason for something that someone wants to do. NOUN

**Rr**

**rage** (RAYJ) **Rage** is a feeling of strong anger. NOUN

## participate · scents

**reaction** (ree AK shuhn) A **reaction** is an action in response to something. NOUN

**refused** (ri FYUZD) If you **refused**, you did not do something. VERB

**resources** (REE sors is) **Resources** are things that meet a need. NOUN

**respect** (ri SPEKT) When you **respect** something or someone, you feel or show honor to them. VERB

**responsible** (ri SPON suh buhl) If you are **responsible** for something, you are expected to take care of it. ADJECTIVE

**ruin** (ROO uhn) To **ruin** something is to break or spoil it completely. VERB

**Ss**

**sauce** (SAWSS) A **sauce** is a liquid served with food to make the food taste better. NOUN

**scents** (SENTS) **Scents** are strong smells, good or bad. NOUN

## GLOSSARY

## shelter · volunteers

**shelter** (SHEL ter) A **shelter** is a home for a short time. NOUN

**skill** (SKIL) A **skill** is something a person does well. NOUN

**slippery** (SLIP er ee) Something that is **slippery** is likely to cause slipping or sliding. ADJECTIVE

**society** (suh SY uh tee) A **society** is a group of people living together. NOUN

**soil** (SOIL) **Soil** is the loose top layer of the Earth. Soil is dirt. NOUN

**spicy** (SPY see) If something is **spicy**, it has a strong, sharp flavor. ADJECTIVE

**stranded** (STRAND id) If you are **stranded**, you are not able to leave because there is no way to get anywhere else. VERB

**surface** (SER fess) A **surface** is the top or outside part of something. NOUN

**survive** (suh VYV) To **survive** is to continue to live. VERB

**Tt**

**traditions** (truh DISH uhnz) **Traditions** are beliefs, stories, and ways of living passed down from parents to children. NOUN

**Uu**

**underground** (UHN der grownd) **Underground** describes something that is beneath the ground. ADJECTIVE

**useless** (YOOSS luhss) If something is **useless**, it is not helpful or good for anything. ADJECTIVE

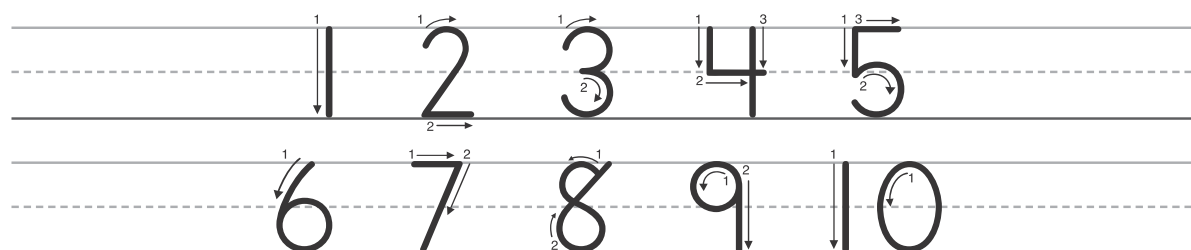
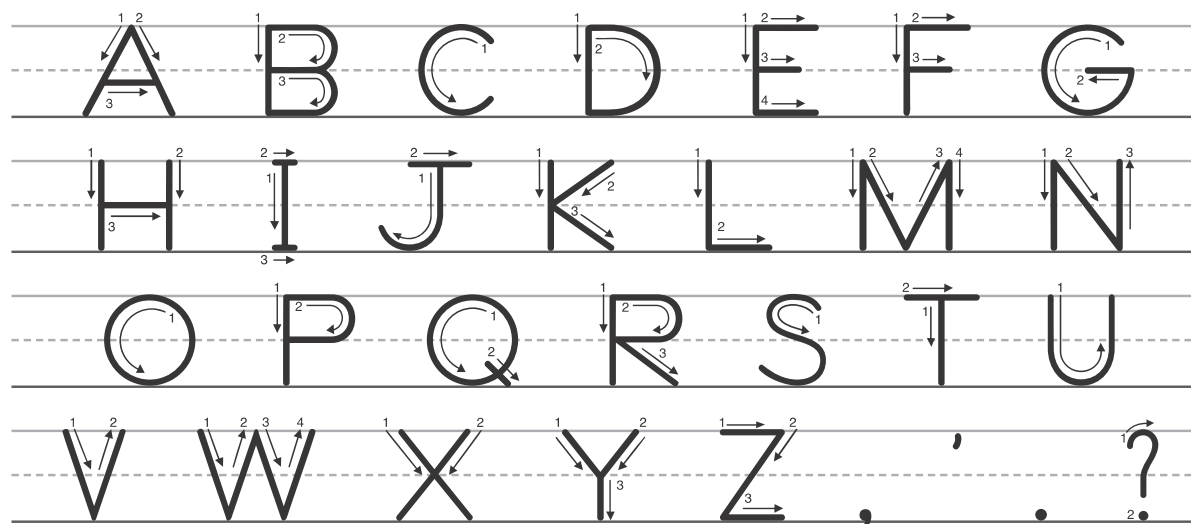
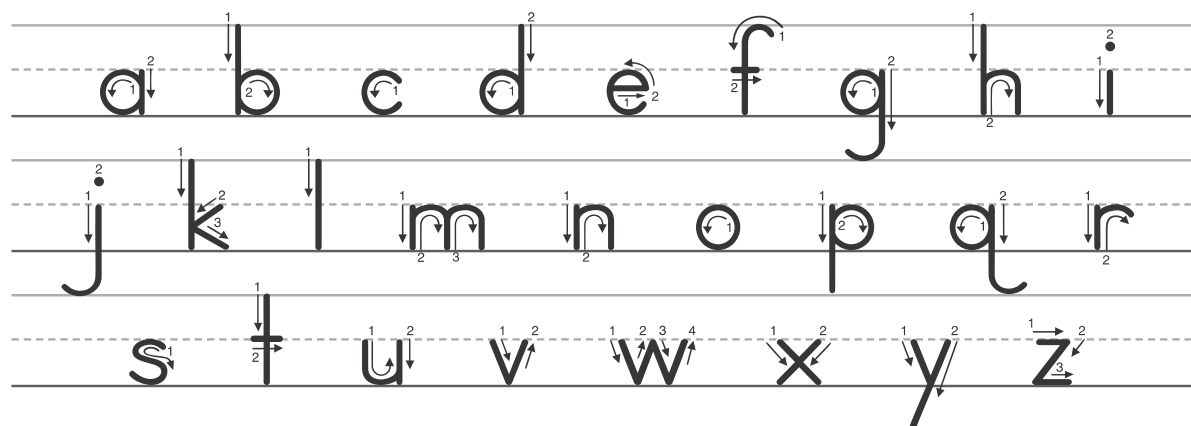
**Vv**

**volcano** (vol KAY noh) A **volcano** is an opening in the Earth's crust through which steam, ashes, and lava are sometimes forced out. NOUN

**volunteers** (vol uhn TIRZ) **Volunteers** are people who do jobs without getting paid. NOUN

# Handwriting Model

## Manuscript



# Handwriting Model

## D'Nealian™ Alphabet

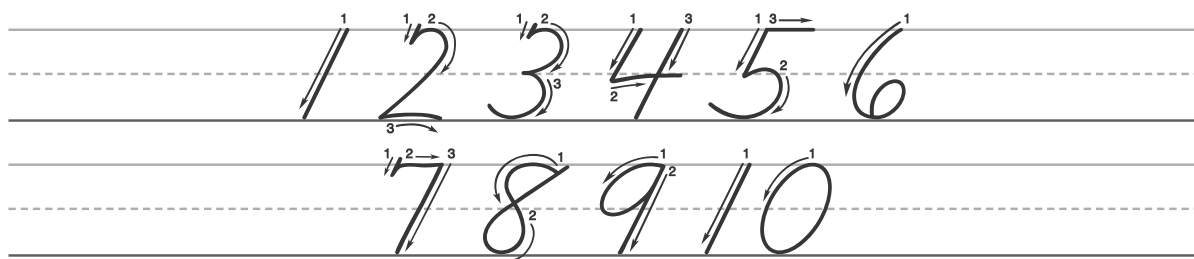
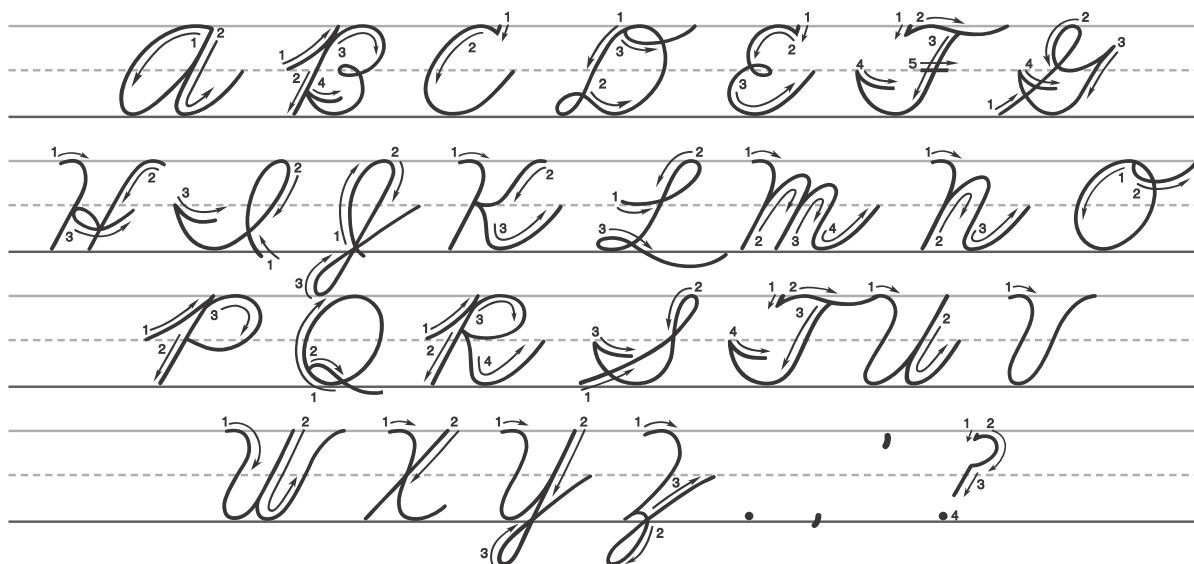
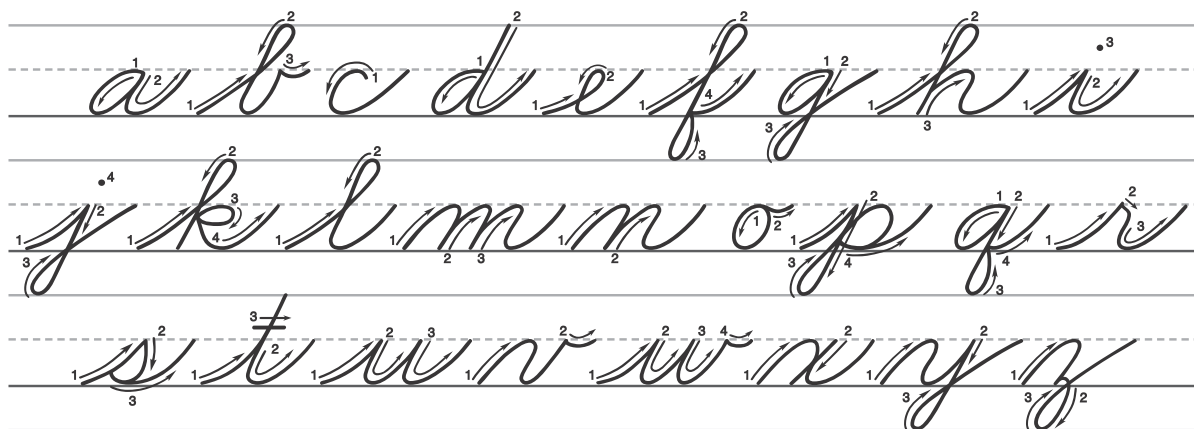
a b c d e f g h i  
j k l m n o p q r s t  
u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

# Handwriting Model

## Cursive



# Handwriting Model

## D'Nealian™ Cursive

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

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# TEXT COMPLEXITY CHARTS

**“The Hen and the Apple Tree” from *Fables***

By Arnold Lobel  
Genre: Fable

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Verb tenses
- Meaning: Understanding how the hen outwits the wolf

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **500L**      Average Sentence Length: **11.64**      Word Frequency: **3.901**      Word Count: **291**

**Complexity Level**

**Qualitative Measures**

**Levels of Meaning**



Simple      Very Complex

The fable’s moral is **clear and stated** at the end: *It is always difficult to pose as something that one is not*. However, students may need support appreciating the humor of the hen’s clever way of outsmarting the wolf.

**Text Structure**



Simple      Very Complex

The story is simple and short, and has **familiar elements of a fable**, including repetitious dialogue and a character who outwits another. The illustration **directly supports** the story by showing setting and characters but is not essential to understanding the text.

**Language Conventuality and Clarity**



Simple      Very Complex

Language is **easy to understand**. Most sentences are **simple or compound**, and the vocabulary is mostly **familiar**; however, students may need support understanding less-familiar vocabulary (*quiver, shutters, outsmarted, stormed away, rage, pose*). Paragraph 14 contains a longer sentence with challenging verb tenses.

**Knowledge Demands**



Simple      Very Complex

The story explores a **single theme**. There are **no references or allusions to other texts or cultural elements**. Characters and events are fantastical but easy to understand. Knowing that a hen is prey for a wolf will help students understand the wolf’s motive.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Use **sentence frames** to model past tense and past progressive tense verbs. Explain that past-tense verbs are actions that already happened.

- Yesterday I \_\_\_\_ to school. I \_\_\_\_ walking when I saw my friend.
- It \_\_\_\_ raining when I woke up this morning. It is sunny now, but last week it \_\_\_\_ a lot.

**Meaning** Explain that a moral is a lesson. **Say:** *One moral is about posing as something you are not. When you pose, you pretend to be something or somebody else.*

Give examples of posing, such as The Big Bad Wolf pretending to be Little Red Riding Hood’s grandmother. Guide students to share ideas about posing, and how it is tricking others.

**Structure Say:** *Scan the text. How many times does the Hen say, “I have never ...”? Are there any other repeated sentences or phrases?*

- Have students work with a partner to find examples of repetition.
- Have them share their findings with the class.

**“The Frogs at the Rainbow’s End” from Fables**

By Arnold Lobel  
Genre: Fable

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Knowledge Demands: Other texts about the end of the rainbow
- Meaning: Understanding character motives

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **550L**

Average Sentence Length: **9.097**

Word Frequency: **3.801**

Word Count: **282**

**Complexity Level**

**Qualitative Measures**

**Levels of Meaning**



The fable’s stated theme is **clearly found** in the moral: *The highest hopes may lead to the greatest disappointments*. However, students may also infer themes related to greed or making impulsive decisions.

**Text Structure**



The story is simple and short, and has **familiar elements of a traditional tale**, including repetitious dialogue and a pattern of three similar episodes leading to the unexpected ending. The illustration **directly supports** the story by showing setting, characters, and an important event in the story but is not essential to understanding the text.

**Language Conventionality and Clarity**



Language is **easy to understand**. Most sentences are **simple**, and the vocabulary is mostly **familiar**. Repetition adds to the ease of reading (*richest frog in the world*).

**Knowledge Demands**



Students may observe that this **story is similar to other texts** about a pot of gold at the end of the rainbow. Characters and events are fantastical but easy to understand. The frogs’ motive for trying to find the end of the rainbow is simple (seeking riches), giving rise to a subtle theme about greed.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Meaning** Share a common moral, such as *Treat others the way you want to be treated*. **Say:** *Morals are from stories. They are like lessons. The stories show us how we should act or behave.*

Discuss the moral and ask students to share ways that they want to be treated. Make a **list**, and discuss why the moral is a good way to act or behave.

**Knowledge Demands** Use **questioning** to assess students’ prior knowledge of folktales about the end of the rainbow. **Ask:**

- *Have you heard other stories about the end of the rainbow?*
- *What have you heard or read might be at the end of the rainbow?*

Have students share what they know. Tell them to look for similar ideas in this story.

**Structure Say:** *Many traditional tales have events that happen in threes. Can you think of any stories where something similar happens three times, or where there are three similar characters?*

- Have students share their knowledge of these stories (Goldilocks, The Three Little Pigs, and so on).

# TEXT COMPLEXITY CHARTS

**“The Mouse at the Seashore”**  
from *Fables*  
By Arnold Lobel  
Genre: Fable

### Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Idioms
- Meaning: Understanding character motivations and feelings

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: **560L**      Average Sentence Length: **9.893**      Word Frequency: **3.932**      Word Count: **277**

#### Complexity Level

#### Qualitative Measures

##### Levels of Meaning



The fable’s moral is **stated** at the end of the story: *All the miles of a hard road are worth a moment of true happiness*. Students may need support extending this lesson to a metaphorical road. A subtle theme of growing up by facing the unknown can also be identified.

##### Text Structure



The story is simple and short, and has a clear **chronological** structure marked by time words and phrases such as *by afternoon* and *at evening*. The illustration **directly supports** the story by the final scene but is not essential to understanding the text.

##### Language Conventinality and Clarity



Language is largely **easy to understand**. Most sentences are **simple** or **compound**, and the vocabulary is mostly **conversational**, though some words may be unfamiliar (*overwhelmed*, *contentment*); however, students may need support understanding idiomatic language (*high time*, *narrow escape*); the clause *the Mouse came to know trouble and fear*; and the descriptive language in paragraph 42.

##### Knowledge Demands



There are **no references or allusions to other texts or cultural elements**. Characters and events are fantastical but easy to understand. Experience seeing the ocean or a large body of water may help students understand the ending.

### Reader and Task Considerations

#### English Language Learners

**Language Preview** these words and idioms: *overwhelmed*, *contentment*, *high time*. Have students complete the sentences:

- Someone might feel overwhelmed (by a large crowd/by a sandwich).
- A feeling of contentment is similar to a feeling of (peace/anger).
- If it is high time to do something, you should do it (later/now).

#### Intervention

**Meaning** Explain that morals are lessons about life. **Ask:** *What is a road? What do you do on a road? Why are roads important?* **List** answers.

Provide examples of sayings about roads, such as *The road is for the journey, not the destination* and *The road is a lonely place*. Guide students to see that the road is a metaphor for life. Discuss each saying and its meaning.

#### On Level/Advanced

**Structure** Explain that some words signal when an action happens. **Say:** *The words first, next, and last tell when, but phrases such as In the morning are also used.*

- Have students **list** signal words and phrases from a classroom book.
- Have pairs compare their lists and talk about how the phrases help readers understand when events happen.

**The Legend of the Lady Slipper**

By Lise Lunge-Larsen and Margi Preus  
Genre: Traditional Tale: Legend

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Using signal words to identify sequence
- Language: Understanding personification

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **640L**

Average Sentence Length: **12.284**

Word Frequency: **3.758**

Word Count: **1,081**

**Complexity Level**

**Qualitative Measures**

**Levels of Meaning**



Although the title and ending suggest that the fable is meant to explain the origin of the lady slipper flower, more **subtle themes** of courage and helping one another in spite of danger can be inferred from the actions of the main character.

**Text Structure**



The third-person narrative is **chronological**, but the events are mythical and magical rather than realistic. Students may need support following the sequence of events and distinguishing the magical elements from the historically based ones. Signal words such as *once*, *then*, and *now* help clarify the sequence. The illustrations **support parts of the text**.

**Language Conventinality and Clarity**



Language contains many examples of **figurative language**, including similes (*He was as strong as a bear*) and personification (*"Nib-waa-kaan!" the snow around her whispered*). Most of the vocabulary is simple, but sentences include many **complex** constructions.

**Knowledge Demands**



The story includes **experiences** that are fantastical and magical. Familiarity with other fables and with the lady slipper flower will help students feel more comfortable with the content. There are many **references to elements of Ojibwe culture**, including words, daily life, and customs.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Structure** Discuss with students words that are often used to show when events happen: *after*, *before*, *then*, *when*, *first*, and other words. Have them practice using these words in **sentence frames** such as these:

- \_\_\_\_ school, I went to the store.
- \_\_\_\_ school, I brushed my teeth.
- I remembered to feed the dog \_\_\_\_ I was on my way to the park.
- I lost my phone. \_\_\_\_, I found it!

**Language** Explain that this story includes several examples of **personification**—figurative language in which objects are described as if they were human. Ask questions to stimulate discussion about human attributes.

- **What do humans use to communicate?**
- **How do humans express how they feel?**

Have students share their ideas.

**Knowledge Demands** Have students work with a partner to research the areas where the Ojibwe have lived over time. Have them answer the following questions:

- Where did or do the Ojibwe live?
- What is the weather or climate like in these areas?
- What language or languages do the Ojibwe speak?
- What are the Ojibwe known for?

# TEXT COMPLEXITY CHARTS

**Interstellar Cinderella**  
By Deborah Underwood  
Genre: Folktale/Science Fiction

### Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Unfamiliar and made-up terms
- Knowledge Demands: Familiarity with the fairy tale *Cinderella*

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Complexity Level

#### Levels of Meaning



#### Text Structure



#### Language Conventinality and Clarity



#### Knowledge Demands



### Qualitative Measures

This updated version of the classic *Cinderella* story has **multiple** contemporary themes as well as a futuristic setting. As in the original, a person who is seen as unimportant is rewarded and unkind people are not. But this version includes a spunky protagonist whose mechanical expertise wins the day.

The third-person narrative poem is **chronological** and mostly tracks the original, although the surprise ending may be somewhat **difficult to predict**. The vivid illustrations **support** many events in the story and give useful information about the events, settings, and characters.

This text is a poem, and thus it may present some additional challenges for students as they consider the effects of rhyme and rhythm. Although the story's **familiarity** will help students infer meanings of unfamiliar terms, they may need help with **some less familiar words** (*planetoid, sprockets, nebulae, swoon, yearning*) and made-up terms (*zooombroom, godrobot, zipzapped*).

The story includes **themes of varying levels of complexity**, and the experiences portrayed are **uncommon to readers**. Familiarity with the fairy tale *Cinderella* is important for students to understand the reference and parallels as well as the thematically important contrasts with the original. Students should understand what a socket wrench is.

### Reader and Task Considerations

#### English Language Learners

**Language** Give students simple definitions of the following terms and ask them which one they think is a made-up word: *planetoid, sprocket, zooombroom, nebulae* (for *zooombroom*, make up a definition such as “a broom that sweeps floors by itself”). Have them use the **sentence frame** to tell why they think each word names a real or imaginary thing.

- I think this word names a real/imaginary thing because \_\_\_\_\_.

#### Intervention

**Knowledge Demands** Share the following features of science fiction:

- Science words and processes are often part of the story.
- The story often takes place in the future.
- Technology (computers, robots, machines) are part of the plot.

Have students talk about how science fiction is different from regular fiction.

#### On Level/Advanced

**Structure Say:** *Tales are often retold in different ways. What are the most important events in the original Cinderella story? How does the story end?*

- Have partners tell the main events of the original fairy tale, including the ending.
- Have partners identify the events that *must* be in each version of *Cinderella* without changing the story too much.





**My Food, Your Food**  
By Lisa Bullard  
Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Knowledge Demands: How foods are similar and different
- Meaning: Appreciating differences and finding things in common

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 570L      Average Sentence Length: 8.316      Word Frequency: 3.342      Word Count: 657

Complexity Level

Qualitative Measures

Levels of Meaning



The themes are **clear** but unfold over the course of the story and are **most clearly stated** at the very end, when the narrator states the lesson he learned that *even when food is different, it still can be alike*. Students can **infer** that this statement applies to other aspects of life such as cultures, families, people.

Text Structure



The story has a **description text structure** divided into chapters and includes a procedural text (recipe). The illustrations **directly support and assist** readers in understanding the story. Text features draw readers to connect their own experiences with the text.

Language Conventionalty and Clarity



The sentences are **simple** and the vocabulary is mostly **familiar and conversational**. Students may need support pronouncing and defining names for different foods. The story includes many different text features (headings, maps, illustrations, labels) that students may need help following. Students may also need help reading the salsa recipe at the end of the story and understanding how it connects to the rest of the text.

Knowledge Demands



Most readers will find that some of the experiences portrayed are **unfamiliar**. **Abstract** themes of valuing differences and finding things in common despite differences must be inferred from the story and the food-related lesson the narrator learns.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p><b>Meaning</b> Help students prepare to understand themes related to how people, families, foods, and cultures are similar and different. Use <b>sentence frames</b> to help them share ways they are alike and different from others.</p> <ul style="list-style-type: none"> <li>• One way my friends and I are alike is _____.</li> <li>• One way my friends and I are different is _____.</li> </ul>	<p><b>Knowledge Demands</b> Ask students to share their favorite foods. <b>List</b> the foods on the board. Discuss how students' favorite foods are similar and different. Ask questions such as:</p> <ul style="list-style-type: none"> <li>• <b>How many favorite foods have noodles?</b></li> <li>• <b>Which favorite foods are breads?</b></li> <li>• <b>Which favorite foods have some of the same ingredients?</b></li> </ul>	<p><b>Language</b> Preview the book. <b>Say:</b> <b>Read the title and look at the illustrations. What foods and words for food do you see in the pictures?</b></p> <ul style="list-style-type: none"> <li>• Have students list with a partner the foods and food words they find.</li> <li>• Have pairs share their lists. Make a combined list on the board</li> <li>• <b>Ask:</b> <b>How many of these foods have you eaten before?</b></li> </ul>



SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>FOUNDATIONAL SKILLS</b>						
<b>Print Concepts</b>						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
<b>Phonological Awareness</b>						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
<b>Phonics</b>						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
<b>High-Frequency Words</b>						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
<b>Fluency</b>						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational texts (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimedia texts	•	•	•	•	•	•
Identify the audience of a text					•	•
<b>Key Ideas and Details</b>						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Analysis</b>						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
<b>Response to Sources</b>							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
<b>VOCABULARY ACQUISITION</b>							
<b>High-Frequency Words</b>							
Identify and read high-frequency (sight) words	•	•	•	•	•	•	
<b>Word Study</b>							
Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•					
Alphabetize words to the third letter			•	•			
Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•	
Understand synonyms and antonyms			•	•	•	•	
Identify and understand the meaning of common prefixes	•	•	•	•	•	•	
Identify and understand the meaning of common suffixes	•	•	•	•	•	•	
Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•	
Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•	
Learn and understand common abbreviations			•	•			
Identify and learn about compound words			•	•			
Identify and learn homographs and homophones	•	•	•	•	•		
Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•	
Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•	
Learn about word origins and word histories						•	
Understand adages and proverbs						•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Learning Strategies</b>						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Spelling (cont.)</b>						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
<b>Grammar and Usage</b>						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
<b>Capitalization and Punctuation</b>						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
Revise drafts for coherence and clarity	•	•	•	•	•	•	
Edit drafts for the conventions of standard English	•	•	•	•	•	•	
Publish written work for audiences	•	•	•	•	•	•	
<b>Genre Immersion: Modes and Products</b>							
Write in a variety of modes							
• Informative or explanatory	•	•	•	•	•	•	
• Narrative	•	•	•	•	•	•	
• Opinion	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	<b>SPEAKING</b>						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	<b>LISTENING</b>						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	<b>COLLABORATION</b>						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	<b>RESEARCH SKILLS AND PROCESS</b>						
	<b>Conduct Short Research Projects</b>						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
PROJECT-BASED INQUIRY	<b>Identify and Gather Information</b>						
	Use primary and secondary sources for research			•	•	•	•
	Avoid plagiarism				•	•	•
	Find information for research from both print and online sources	•	•	•	•	•	•
	Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
	Review sources critically for relevance and reliability		•	•	•	•	•



SCOPE AND SEQUENCE		K	1	2	3	4	5
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
<b>Author's Craft and Structure</b>							
Identify the author's purpose and craft	•	•	•	•	•	•	





## Academic vocabulary

integrate/integration, **U1**:T60, T68, T74, T124, T132, T138, T188, T196, T202, T244, T258, T306, T314, T320; **U2**:T62, T70, T73, T122, T130, T136, T192, T200, T206, T262, T270, T276, T324, T332, T338; **U3**:T56, T64, T70, T126, T134, T140, T196, T204, T210, T256, T264, T270, T324, T332, T338; **U4**:T64, T72, T78, T132, T140, T146, T202, T210, T216, T272, T280, T286, T334, T342, T348; **U5**:T62, T70, T76, T130, T144, T194, T202, T208, T262, T270, T276, T324, T332, T338

language of ideas, **U1**:T20, T84, T148, T212, T268; **U2**:T20, T86, T146, T216, T286; **U3**:T20, T80, T150, T220, T280; **U4**:T20, T88, T156, T226, T296; **U5**:T173, T86, T138, T154, T218, T286

oral language, **U1**:T274

synonyms, **U1**:T90, T100

use/using academic vocabulary, **U1**:T466; **U2**:T484; **U3**:T484; **U4**:T494; **U5**:T484

Word Wall, **U1**:T12; **U2**:T16; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Accuracy.** See Fluency, reading

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U4**:T40, T53, T369, T373, T377, T458

comparative, **U4**:T393, T397, T401, T405

descriptive, **U3**:T428–T429, T432–T433

superlative, **U4**:T393, T397, T401, T405

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Adverbs, U3**:T302, T315, T455, T459, T463, T467; **U4**:T40, T53, T365, T369, T373, T377, T381, T458–T459; **U5**:T424–T425

**Affixes.** See Word Work, prefixes; Word Work, suffixes

**Agreement, subject-verb, U2**:T424–T425, T452–T453  
**U3**:T245, T431, T435, T439, T443

**Alliteration.** See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

**Analyzing.** See Higher-order thinking skills

**Anchor chart, U1**:T24, T88, T152, T272; **U2**:T24, T90, T150, T220, T290; **U3**:T24, T84, T154, T224, T284; **U4**:T24, T92, T160, T230, T300; **U5**:T24, T90, T158, T222, T290

**Answering questions.** See Questioning

**Antonyms, U3**:T86–T87, T109, T112, T115; **U4**:T94–T95, T118

**Apostrophe, U1**:T406–T407, T410–T411

**Appreciating literature.** See Literary response, Reflect and Share

**Asking questions.** See Questioning

## Assess and Differentiate

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Quick Check, **U1**:T25, T33, T53, T61, T69, T75, T97, T89, T117, T125, T133, T139, T161, T153, T181, T189, T197, T203, T225, T217, T237, T245, T253, T259, T281, T273, T299, T307, T316, T321, T457; **U2**:T25, T33, T55, T63, T71, T77, T87, T91, T115, T123, T131, T137, T159, T151, T185, T193, T201, T207, T229, T221, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T163, T155, T189, T197, T205, T211, T225, T233, T249, T257, T265, T271, T285, T293, T317, T325, T333, T339, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T169, T161, T195, T203, T211, T217, T239, T231, T265, T273, T281, T287, T301, T327, T335, T343, T349, T485; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T475

Small Group, **U1**:T28–T31, T54–T57, T64–T65, T70–T71, T76–T77, T92–T95, T118–T121, T128–T129, T134–T135, T140–T141, T156–T159, T182–T185, T192–T193, T198–T199, T204–T205, T220–T223, T238–T241, T248–T249, T254–T255, T260–T261, T276–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T116–T119, T126–T127, T132–T133, T138–T139, T154–T157, T186–T189, T196–T197, T202–T203, T208–T209, T224–T227, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T28–T31, T50–T53, T60–T61, T66–T67, T72–T73, T88–T91, T120–T123, T130–T131, T136–T137, T142–T143, T158–T161, T190–T193, T200–T201, T206–T207, T212–T213, T228–T231, T250–T253, T260–T261, T266–T267, T272–T273, T288–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T28–T31, T58–T61, T68–T69, T74–T75, T80–T81, T96–T99, T126–T129, T136–T137, T142–T143, T148–T149, T164–T167, T196–T199, T206–T207, T212–T213, T218–T219, T234–T237, T266–T269, T276–T277, T282–T283, T288–T289, T304–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T499; **U5**:T28–T31, T56–T59, T66–T67, T72–T73, T78–T79, T94–T97, T124–T127, T134–T135, T140–T141, T146–T147,

T162–T165, T188–T191, T198–T199, T204–T205, T210–T211, T226–T229, T256–T259, T266–T267, T272–T273, T278–T279, T294–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479

Independent/Collaborative, **U2**:T79, T127

Book Club, **U1**:T31, T77, T95, T141, T159, T205, T223, T261, T279, T323; **U2**:T31, T79, T97, T139, T157, T209, T227, T279, T297, T341; **U3**:T31, T73, T91, T143, T161, T213, T231, T273, T291, T341; **U4**:T31, T81, T99, T149, T167, T219, T237, T289, T307, T351; **U5**:T31, T79, T97, T147, T165, T211, T229, T279, T297, T341

Center Activities, **U3**:T121

Conferring, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Decodable Reader, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

High-Frequency Words, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T121, T191, T151, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Independent Reading, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T305, T331,

T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T355, T341

Leveled Readers, **U1**:T29, T31, T57, T65, T71, T77, T93, T95, T121, T129, T135, T141, T157, T159, T185, T193, T199, T205, T221, T223, T241, T249, T255, T261, T277, T279, T303, T311, T317, T323; **U2**:T29, T31, T59, T67, T73, T79, T95, T97, T119, T127, T133, T139, T155, T157, T189, T197, T203, T209, T225, T227, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T72, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T257, T267, T273, T291, T321, T329, T335, T341; **U4**:T29, T31, T61, T69, T75, T81, T97, T99, T129, T137, T143, T149, T165, T167, T199, T207, T213, T219, T235, T236, T269, T277, T283, T289, T305, T307, T331, T389, T339, T351; **U5**:T29, T31, T59, T67, T73, T79, T95, T97, T127, T135, T141, T147, T163, T165, T191, T199, T205, T211, T227, T229, T259, T267, T273, T279, T295, T297, T321, T329, T335, T341

Literacy Activities, **U1**:T23, T53, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T303, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T59, T69, T73, T77, T199, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T326, T277, T283, T289, T307, T331, T387, T391, T395; **U5**:T31, T59, T67, T73, T79, T115, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

Word Work Activity, **U1**:T55, T119, T183, T239, T301, T461; **U2**:T57, T117, T187, T257, T319, T479; **U3**:T51, T191, T251, T319, T479; **U4**:T59, T127, T197, T267, T329, T489; **U5**:T57, T125, T189, T257, T319, T479

Teacher-Led Options, **U1**:T30–T31, T54–T57, T64–T65, T70–T71, T76–T77, T94–T95, T118–T121, T128–T129, T134–T135, T140–T141, T158–T159, T182–T185, T192–T193, T198–T199, T204–T205, T222–T223, T238–T241, T248–T249, T254–T255, T260–T261, T278–T279, T300–T303, T310–T311, T316–T317, T322–T323, T460–T461; **U2**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T116–T119, T126–T127, T132–T133, T138–T139, T156–T157, T186–T189, T196–T197, T202–T203,

T208–T209, T226–T227, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U3**:T30–T31, T50–T53, T60–T61, T66–T67, T72–T73, T90–T91, T120–T123, T130–T131, T136–T137, T142–T143, T160–T161, T190–T193, T200–T201, T206–T207, T212–T213, T230–T231, T250–T253, T260–T261, T266–T267, T272–T273, T290–T291, T318–T321, T328–T329, T334–T335, T340–T341, T478–T479; **U4**:T30–T31, T58–T61, T68–T69, T74–T75, T80–T81, T98–T99, T126–T127, T136–T137, T142–T143, T148–T149, T166–T167, T196–T199, T206–T207, T212–T213, T218–T219, T236–T237, T366–T369, T276–T277, T282–T283, T288–T289, T306–T307, T328–T331, T338–T339, T344–T345, T350–T351, T488–T489; **U5**:T30–T31, T56–T59, T66–T67, T72–T73, T78–T79, T96–T97, T124–T127, T134–T135, T140–T141, T146–T147, T164–T165, T188–T191, T198–T199, T204–T205, T210–T211, T228–T229, T256–T259, T266–T267, T272–T273, T278–T279, T296–T297, T318–T319, T328–T329, T334–T335, T340–T341, T478–T479

Fluency, **U1**:T54, T56, T64, T70, T118, T120, T128, T134, T182, T184, T192, T198, T238, T240, T248, T254, T300, T302, T310, T316, T460; **U2**:T56, T58, T66, T72, T116, T118, T126, T132, T186, T188, T196, T202, T256, T258, T266, T272, T318, T320, T328, T334, T478; **U3**:T50, T52, T60, T66, T120, T122, T130, T136, T190, T192, T200, T206, T250, T252, T260, T266, T318, T320, T328, T334, T478; **U4**:T58, T60, T68, T72, T126, T128, T136, T142, T196, T198, T206, T212, T266, T268, T276, T282, T228, T330, T338, T344; **U5**:T56, T58, T66, T72, T124, T126, T134, T140, T188, T190, T198, T204, T256, T258, T266, T272, T318, T320, T328, T334

Intervention Activity, **U1**:T30, T54, T56, T64, T70, T76, T94, T118, T120, T128, T134, T140, T158, T182, T184, T192, T198, T204, T222, T238, T240, T248, T254, T260, T278, T300, T302, T310, T316, T322, T460; **U2**:T30, T56, T58, T66, T72, T78, T96, T116, T118, T126, T132, T138, T156, T186, T188, T196, T202, T208, T226, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340 T478; **U3**:T30, T50, T52, T60, T66, T72, T90, T120, T122, T130, T136, T142, T160, T190, T192, T200, T206, T212, T220, T250, T252, T260, T266, T272, T290, T318, T320, T328, T334, T340, T478; **U4**:T30, T58, T60, T68, T74, T80, T98, T126, T128, T136, T142, T148, T166, T196, T198, T206, T212, T218, T236, T266, T268, T276, T282, T288, T306, T328, T330, T338, T344, T350, T488; **U5**:T30, T56, T58, T66, T72, T78, T96, T124, T126, T134, T140, T146, T164, T188, T190, T198, T204, T210, T228, T256, T258, T266, T272, T278, T296, T318, T320, T328, T334, T340, T478

On-Level and Advanced, **U1**:T30, T76, T94, T140, T158, T204, T222, T260, T278, T322; **U2**:T30, T78, T96, T138, T156, T208, T226, T278, T296, T340; **U3**:T30, T72, T90, T142, T160, T212, T230, T272, T290, T340; **U4**:T30, T80, T98, T148, T166, T218, T236, T288, T306, T350; **U5**:T30, T78, T96, T146, T164, T210, T228, T278, T296, T340

Strategy Group, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T382, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340

ELL Targeted Support, **U1**:T30, T56, T64, T70, T76, T94, T120, T128, T134, T140, T158, T184, T192, T198, T204, T222, T240, T248, T254, T260, T278, T302, T310, T316, T322; **U2**:T30, T58, T66, T72, T78, T96, T118, T126, T132, T138, T156, T188, T196, T202, T208, T226, T258, T266, T272, T278, T296, T320, T328, T334, T340; **U3**:T30, T52, T60, T66, T72, T90, T122, T130, T136, T142, T160, T192, T200, T206, T212, T230, T252, T260, T266, T272, T290, T320, T328, T334, T340; **U4**:T30, T60, T68, T74, T80, T98, T128, T136, T142, T148, T166, T198, T206, T212, T218, T236, T268, T276, T282, T288, T306, T330, T338, T344, T350; **U5**:T30, T58, T66, T72, T78, T96, T126, T134, T140, T146, T164, T190, T198, T204, T210, T228, T258, T266, T272, T278, T296, T320, T328, T334, T340. *See also* ELL (English Language Learners)

Word Work Strategy Group, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478

ELL Targeted Support, **U1**:T54, T118, T182, T238, T300, T460; **U2**:T56, T116, T186, T256, T318, T478; **U3**:T50, T120, T190, T250, T318, T478; **U4**:T58, T126, T196, T266, T328, T488; **U5**:T56, T124, T188, T256, T318, T478. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T57, T65, T71, T77, T95, T121, T129, T135, T141, T159, T185, T193, T199, T205, T223, T241, T249, T255, T261, T279, T311, T317, T323; **U2**:T31, T59, T67, T73, T79, T97, T119, T127, T133, T139, T157, T189, T197, T203, T209, T227, T259, T267, T273, T279, T297, T321, T329, T335, T341; **U3**:T31, T53, T61, T67, T73, T91, T123, T131, T137, T143, T161, T193, T201, T207, T213, T231, T253, T261, T267, T273, T291, T321, T329, T335, T341; **U4**:T31, T61, T69, T75, T81, T99, T129, T137, T143, T149, T167, T199, T207, T213, T219, T237, T269, T277, T283, T289, T307, T331, T339, T345, T351; **U5**:T31, T59, T67, T73, T79, T97, T127, T135, T141, T147, T165, T191, T199, T205, T211, T229, T259, T267, T273, T279, T297, T321, T329, T335, T341

### Assessment

formative, **U1**:T25, T33, T53, T61, T69, T75, T89, T97, T117, T125, T133, T139, T153, T161, T181, T189, T197, T203, T217, T225, T237, T245, T253, T259, T273, T281, T299, T307, T315, T321, T332, T356, T380, T404, T428, T457; **U2**:T25, T33, T55, T63, T71, T77, T91, T99, T115, T123, T131, T137, T151, T159, T185, T193, T201, T207, T221, T229, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U3**:T25, T33, T49, T57, T65, T71, T85, T93, T119, T127, T135, T141, T155, T163, T189, T197, T205, T211, T233, T249, T255, T257, T265, T271, T285, T293, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475; **U4**:T25, T33, T57, T65, T73, T79, T93, T101, T125, T133, T141, T147, T161, T169, T195, T203, T211, T217, T231, T239, T265, T273, T281, T287, T301, T309, T327, T335, T343, T349, T360, T384, T408, T485, T432; **U5**:T25, T33, T55, T63, T71, T77, T91, T99, T123, T131, T139, T145, T159, T167, T187, T195, T203, T209, T223, T231, T255, T263, T271, T277, T291, T299, T317, T325, T333, T339, T350, T374, T398, T422, T446, T475

performance-based, **U1**:T327; **U2**:T345; **U3**:T345; **U4**:T355; **U5**:T345

scoring guide/rubric, **U1**:T453; **U2**:T471; **U3**:T471; **U4**:T481; **U5**:T471

spelling, **U1**:T352, T376, T400, T424, T448, T459; **U2**:T370, T394, T418, T442, T466, T477; **U3**:T370, T394, T418, T442, T466, T477; **U4**:T380, T404, T428, T452, T476, T487; **U5**:T370, T394, T418, T442, T466, T477

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**Audience.** See Literary devices/terms, audience

### Author's craft, **U3**:T100

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beat, **U5**:T252  
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clarifying information through images, **U4**:T161, T163  
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correct information, **U5**:T180  
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**U3**:T258–T259; **U4**:T54, T184, T314, T322; **U5**:T102  
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**Automaticity.** See Fluency, reading

## B

**Background knowledge, U1**:T466

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**Bilingual children.** See ELL (English Language Learners)

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**U3**:T31, T73, T91, T143, T161, T213, T231, T273, T291,  
 T341, T496–T513; **U4**:T31, T81, T99, T149, T167, T219,  
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**Capitalization, U4**:T434; **U5**:T452

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**Central idea, of informational text.** See Informational text

**Central message.** See Literary devices/terms

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**U3**:T29, T70–T71, T89, T140–T141, T159, T164, T178–  
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**U4**:T29, T78–T79, T96, T146–T147, T165, T216–T217,  
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See also Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

**Consonants.** See Phonics/decoding, consonants

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**Contrasting.** See Compare and contrast

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**Cross-text evaluation.** See Compare texts

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**Differentiated instruction.** See Assess and Differentiate

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**Directions, follow/give.** See Genres, how-to books; Genres, procedural text

**Discussion.** See Listening; Speaking

**Drama.** See Genres, drama/play

## E

**Electronic information.** See Technology

### ELL (English Language Learners)

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*A Green Kid’s Guide to Watering Plants, U2*:T34–T55

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See also Sound devices and poetic elements

**Literary genres.** See Genres

**Literary response, Reflect and Share, U1**:T74–T75, T138–T139, T202–T203, T258–T259, T320–T321; **U2**:T76–T77, T136–T137, T206–T207, T276–T277, T338–T339; **U3**:T70–T71, T140–T141, T210–T211, T270–T271, T338–T339; **U4**:T78–T79, T146–T147, T216–T217, T286–T287, T348–T349; **U5**:T76–T77, T144–T145, T208–T209, T276–T277, T338–T339

**Literature selections**

*The Best Place*, **U5**:T68–T69, T74–T75

*Building on Nature: The Life of Antoni Gaudí*, **U4**:T102–T125

*Celebrating the New Year*, **U3**:T500

*Cendrillon: An Island Cinderella*, **U3**:T164, T178–T189

*The Changing River*, **U5**:T136–T137, T142–T143

*Cleaning the Beach*, **U4**:T278–T279, T284–T285

*Disaster Alert!*, **U5**:T500

from *Fables*, **U3**:T34–T49

*Friends Around the World*, **U1**:T482

*The Garden of Happiness*, **U4**:T170–T195

*Helen's Story*, **U4**:T70–T71, T76–T77

“How Many Stars in the Sky?,” **U1**:T34–T53

*Interstellar Cinderella*, **U3**:T164–T178, T188–T189

“Jackie Robinson: Opening the Doors,” **U4**:T22–T23

“Joey and His Pouch,” **U2**:T218–T219

*John Chapman: Planter and Pioneer*, **U4**:T510

*Kent's Idea*, **U4**:T340–T341, T346–T347

*Kids Can Be Big Helpers*, **U4**:T310–T327

*The Legend of the Lady Slipper*, **U3**:T94–T119

“The Lion and the Mouse,” **U3**:T22–T23

*Lizard's Move*, **U5**:T268–T269, T274–T275

“Making a Difference in Your Community,” **U4**:T158–T159

*Maybe Something Beautiful*, **U1**:T98–T117

*My Food, Your Food*, **U3**:T294–T317

“A New Home,” **U1**:T270–T271

*No Help at All!*, **U3**:T132–T133, T138–T139

*One Plastic Bag*, **U4**:T240–T265

*Perfect!*, **U3**:T202–T203, T208–T209

*A Place to Play*, **U4**:T208–T209, T214–T125

*Poetry*, **U1**:T226–T227

“Preparing for the Storm,” **U5**:T156–T157

“The Princess and the Peanuts,” **U3**:T152–T153

*Rabbit's Kite*, **U3**:T62–T63, T68–T69

“The Sandcastle,” **U1**:T22–T23

*The Seasons of Arnold's Apple Tree*, **U2**:T160–T185

“Season to Season,” **U2**:T148–T149

“Shoes and Hands Across the World,” **U4**:T228–T229

*A Small Tree in a Big Wind*, **U5**:T200–T201, T206–T207



*Spider's Web*, **U4**:T138–T139, T144–T145  
*The Story*, **U3**:T262–T263, T268–T269  
*Sue's New School*, **U3**:T330–T331, T336–T337  
 “Thunder and Lightning,” **U3**:T82–T83  
 “A Traveling Alphabet,” **U1**:T214–T215  
 “Troy's Project,” **U1**:T86–T87  
 “Volcano Sleeps,” **U5**:T220–T221  
*Volcano Wakes Up!*, **U5**:T232–T255  
 “Volunteering Helps Everyone,” **U4**:T298–T299  
*Welcome, Max*, **U5**:T330–T331, T336–T337  
*What's in the Egg, Little Pip?*, **U2**:T230–T255  
*Where Do They Go in Rain or Snow?*, **U5**:T168–T187  
*Who Says Women Can't Be Doctors?*, **U4**:T34–T57  
*You Can't Climb a Cactus*, **U1**:T282–T299  
 See also Genres

## M

### Main idea

and details, **U1**:T156, T164, T173, T174, T188–T189, T414–T415; **U2**:T356–T357, T376–T377, T380–T381, T384–T385, T403–T404, T408–T409; **U4**:T422–T423  
 and topic, **U2**:T376–T377  
 identify main idea, **U1**:T156, T164, T173, T174, T188–T189; **U5**:T294, T302, T310, T315, T324–T325  
 list article, **U2**:T356–T357, T364–T365  
 of informational text. See Informational text  
 See also Listening, listening comprehension

**Make connections.** See Compare texts

**Make inferences**, **U2**:T255, T232, T237, T246, T248, T253, T270–T271; **U3**:T289, T298, T303, T305, T332–T333; **U5**:T295 T305, T309, T312, T332–T333

**Mechanics.** See Apostrophe; Capitalization; Comma

### Media

incorporate, **U1**:T474  
 infomercial, **U5**:T492–T493  
 in research, **U5**:T488–T489  
 Internet, **U4**:T498–T499  
 poster, **U2**:T492  
 video/film, **U5**:T492–T493

**Media center/library.** See Reference sources

**Mentor Stacks**, **U1**:T331, T332, T334–T335, T338–T339, T342–T343, T346–T347, T355, T356, T358–T359, T362–T363, T366–T367, T370–T371, T379, T380, T382–T383, T386–T387, T390–T391, T394–T395, T403, T404, T406–T407, T410–T411, T414–T415, T418–T419, T427, T428, T430–T431, T442–T443; **U2**:T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T372, T374,

T376–T377, T380–T381, T384–T385, T388–T389, T397, T398, T400–T401, T404–T405, T412–T413, T421, T422, T424–T425, T428–T429, T436–T437, T445, T446, T448–T449, T452–T453; **U3**:T349, T350, T352–T353, T356–T357, T360–T361, T364–T365, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T392, T397, T398, T400–T401, T404–T405, T408–T409, T412–T413, T421, T422, T432–T433, T436–T437, T440, T445, T448–T449; **U4**:T359, T360, T362–T363, T366–T367, T370–T371, T374–T375, T378, T383, T384, T386–T387, T390–T391, T394–T395, T398–T399, T401, T407, T408, T410–T411, T414–T415, T418–T419, T422–T423, T426, T431, T432, T434–T435, T438–T439, T442–T443, T446–T447, T455, T456, T458; **U5**:T349. T350, T352–T353, T356–T357, T360–T361, T368, T373, T374, T376–T377, T380–T381, T384–T385, T388–T389, T397, T398, T400–T401, T404–T405, T412–T413, T416, T421, T422, T428–T429, T432–T433, T436–T437, T445, T452–T453, T460–T461

**Modeling.** Teacher modeling, writing modeling, and think-alouds are presented in all units.

**Multiple-meaning words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**myView Digital.** Go to [SavvasRealize.com](https://www.savvasrealize.com) to access Realize Reader and all other digital content.

## N

**Nonfiction.** See Genres, nonfiction

**Note-taking**, **U5**:T488

**Nouns**, **U2**:T428–T429, T432–T433; **U3**:T448

collective, **U2**:T455, T459, T463, T467

common, **U2**:T407, T411, T415, T419

irregular, **U2**:T383, T387, T391, T395

plural, **U2**:T359, T363, T367, T371, T383, T387, T391, T395

possessive, **U2**:T431, T435, T439, T453

proper, **U2**:T407, T411, T415, T419; **U4**:T204–T205;

**U5**:T26–T27

singular, **U2**:T359, T363, T367, T371

## O

**On-level learners.** See Assess and Differentiate

**Online student resources.** Go to [SavvasRealize.com](https://www.savvasrealize.com) to access Realize Reader and all other digital content.

**Onomatopoeia.** See Literary devices/terms, onomatopoeia; Sound devices and poetic elements, onomatopoeia

**Oral language.** See Listening; Speaking

**Oral reading ability, assessment of, U1:**T54, T56, T64, T70, T118, T120, T128, T134, T182, T184, T192, T198, T238, T240, T248, T254, T300, T302, T310, T316; **U2:**T56, T58, T66, T72, T116, T118, T126, T132, T186, T188, T196, T202, T256, T258, T266, T272, T318, T320, T328, T334, T478; **U3:**T50, T52, T60, T66, T120, T122, T130, T136, T190, T192, T200, T206, T250, T252, T260, T266, T318, T320, T328, T334, T478; **U4:**T58, T60, T68, T74, T126, T128, T136, T142, T196, T198, T206, T212, T266, T268, T276, T282, T328, T330, T338, T344; **U5:**T56, T58, T66, T72, T124, T126, T134, T140, T188, T190, T198, T204, T256, T258, T266, T272, T318, T320, T328, T334

**Oral vocabulary development.** See Academic vocabulary; Content knowledge; Oral Reading Ability



**Paraphrase, U2:**T490

**Parts of a book**

glossary, **U2:**T122

index, **U2:**T113, T122

See also Text features

**Parts of speech.** See Adjectives; Adverbs; Nouns; Prepositions; Pronouns; Verbs

**Penmanship.** See Handwriting

**Persuasive text.** See Genres, persuasive text

**Phonics/decoding**

closed syllables, **U4:**T18–T19, T32–T33, T62–T63, T368, T372, T376, T380

common syllable patterns

CVCe, **U1:**T122–T123, T364, T368, T372, T376, T194–T195, T200–T201

VCCCV, **U5:**T216–T217, T230–T231, T260–T261

VCCV, **U4:**T294–T295, T308–T309, T332–T333, T492–T493

VC/V, **U4:**T18–T19, T32–T33, T62–T63

V/CV, **U4:**T86–T87, T100–T101, T130–T131

consonant blends, **U1:**T256–T257

final, **U1:**T146–T147, T160–T161, T186–T187, T200–T201

initial, **U1:**T146–T147, T160–T161, T186–T187, T200–T201

consonant digraphs, **U1:**T256–T257

final, **U1:**T210, T224, T242, T318–T319

initial, **U1:**T224, T242, T318–T319

consonants

double, **U5:**T84–T85, T98–T99, T128–T129

silent, **U4:**T484–T485, T490–T493

consonant trigraphs, **U1:**T224, T242

contractions, **U2:**T18–T19, T32–T33, T60–T61, T68–T69

decodable text, **U3:**T62–T63, T68–T69, T132–T133, T138–T139, T202–T203, T208–T209, T262–T263, T268–T269, T330–T331, T336–T337; **U4:**T70–T71, T76–T77, T138–T139, T144–T145, T208–T209, T214–T215, T278–T279, T284–T285, T340–T341, T346–T347; **U5:**T68–T69, T74–T75, T136–T137, T142–T143, T200–T201, T206–T207, T268–T269, T274–T275, T330–T331, T336–T337

endings

comparative, **U3:**T78–T79, T92–T93, T124–T125

inflected, **U1:**T266–T267, T280–T281, T304–T305, T312–T313, T464; **U2:**T74–T75

final stable syllables, **U5:**T474–T477, T480–T481

homographs, **U5:**T18–T19, T32–T33, T60–T61, T354, T358, T362, T366, T370

open syllables, **U4:**T86–T87, T100–T101, T130–T131, T392, T396, T400, T404

prefixes, **U4:**T224–T225, T238–T239, T270–T271

spelling

/j/ spelled *g* or *dge*, **U3:**T474–T477, T480–T483

/s/ spelled *c*, **U3:**T474–T477, T480–T483

suffixes, **U4:**T154–T155, T168–T169, T200–T201

vowels

digraphs, **U2:**T84–T85, T98–T99, T120–T121, T128–T129, T144–T145, T158–T159, T190–T191, T198–T199, T204–T205

diphthongs, **U3:**T218–T219, T232–T233, T254–T255

long vowels, **U1:**T18–T19, T66–T67, T72–T73, T82–T83, T96–T97, T122–T123, T130–T131, T200–T201;

**U2:**T214–T215, T228–T229, T260–T261, T268–T269, T284–T285, T298–T299, T322–T323, T330–T331, T336–T337, T482; **U3:**T18–T19, T32–T33, T54–T55

*r*-controlled, **U1:**T456–T457, T462–T464; **U3:**T148–T149, T162–T163, T194–T195

short vowels, **U1:**T18–T19, T32–T33, T58, T66–T67, T72–T73, T82, T136–T137

spelled *aw*, *au*, *ough*, *al*, **U5:**T152–T153, T166–T167, T192–T193

vowel teams, **U3:**T278–T279, T292–T293, T322–T323

words, compound, **U2:**T474–T475, T480–T483;

**U3:**T482–T483

**Phonological awareness**

changes in words, **U3:**T278–T279, T292–T293, T322–T323

phonemes

add, **U1:**T266–T267; **U2:**T18–T19

change, **U2**:T84–T85, T144–T145, T214–T215, T284–T285  
 remove, **U1**:T266–T267; **U2**:T18–T19  
 vowels, distinguish/discriminate long and short vowels,  
**U1**:T18–T19, T82  
 words, rhyming, **U1**:T146–T147, T210–T211

**Phrasing.** See Fluency, reading

**Pictures.** See Text features, illustrations/photographs

**Plagiarism.** **U2**:T490

**Play.** See Genres, drama/play

**Plot.** **U1**:T276, T285, T293, T295, T297, T306–T307;  
**U2**:T154, T162, T164, T166, T170, T176, T180,  
 T192–T193; **U4**:T370–T371. See *also* Listening, listening  
 comprehension

**Plurals.** See Nouns, plural

**Poetic devices.** See Literary devices/terms; Sound devices  
 and poetic elements

**Poetry.** See Genres, poetry

**Possible Teaching Point.** See Teaching strategies,  
 Possible Teaching Point

**Predict**  
 confirm or adjust predictions, **U2**:T103, T110; **U4**:T244, T250,  
 T257; **U5**:T163, T173, T177, T180, T184, T202–T203  
 make and/or confirm predictions, **U1**:T277, T286, T289, T290,  
 T314–T315; **U2**:T95, T106, T130–T131; **U4**:T280–T281

**Prefixes,** **U4**:T224–T225, T238–T239, T257, T270–T271,  
 T440, T440, T448, T452. See *also* Word Work, prefixes

**Prepositions and prepositional phrases,** **U2**:T436–T437,  
 T440; **U3**:T452–T453; **U5**:T39, T44, T52, T359, T363,  
 T367, T371

**Print awareness.** See Parts of a book

**Prior knowledge.** See Background knowledge; ELL  
 (English Language Learners)

**Procedural text.** See Genres, procedural text

**Project-Based Inquiry,** **U1**:T452–T477; **U2**:T471–T495;  
**U3**:T471–T495; **U4**:T480–T505; **U5**:T470–T495  
 Celebrate and Reflect, **U1**:T476–T477; **U2**:T494–T495;  
**U3**:T280–T281; **U4**:T438–T439; **U5**:T494–T495  
 Collaborate and Discuss, **U1**:T472–T473; **U2**:T490–T491;  
**U3**:T490–T491; **U4**:T500–T501; **U5**:T490–T491  
 Compare Across Texts, **U1**:T454–T455; **U2**:T472–T473;  
**U3**:T472–T473; **U4**:T482–T483; **U5**:T472–T473  
 Explore and Plan, **U1**:T468–T469; **U2**:T486–T487;  
**U3**:T486–T487; **U4**:T496–T497; **U5**:T486–T487  
 Inquire, **U1**:T466–T467; **U2**:T484–T485; **U3**:T484–T485;  
**U4**:T494–T495; **U5**:T484–T485  
 Research, **U1**:T470–T471, T474–T475; **U2**:T488–T489, T492–  
 T493; **U3**:T488–T489, T492–T493; **U4**:T498–T499, T502–  
 T503; **U5**:T488–T489, T492–T493

**Pronouns,** **U4**:T245, T246, T256, T441, T445, T449, T453,  
 T438–T439, T442–T443; **U5**:T448–T449  
 reflexive, **U4**:T324, T465, T469, T473, T477

**Proofreading.** See Writing Workshop, composition, writing  
 process, proofread

**Prosody,** **U1**:T54, T56, T64, T70, T118, T182, T192, T238,  
 T240, T248, T254, T300, T302, T460; **U2**:T56, T58, T66,  
 T72, T256, T258, T266, T272, T478; **U3**:T50, T52, T60,  
 T66, T69, T120, T136, T139, T190, T200, T209, T250,  
 T252, T260, T266, T269, T318, T328, T478; **U4**:T58, T60,  
 T68, T74, T77, T145, T215, T266, T268, T276, T282,  
 T285, T347; **U5**:T56, T58, T66, T72, T75, T124, T126,  
 T134, T140, T143, T188, T198, T204, T207, T256, T258,  
 T266, T272, T275, T318, T320, T328, T334, T337

**Publish, Celebrate, and Assess,** **U1**:T426–T431,  
 T434–T435, T438–T439, T442–T443, T446–T447;  
**U2**:T444–T449, T452–T453, T456–T457, T460–T461,  
 T464–T465; **U3**:T444–T449, T452–T453, T456–T457,  
 T460–T461, T464–T465; **U4**:T454–T459, T462–T463,  
 T466–T467, T470–T471, T474–T475; **U5**:T444–T449,  
 T452–T453, T456–T457, T460–T461, T464–T465

**Punctuation.** See Apostrophe; Comma

**Purpose and audience.** See Author’s purpose; Literary  
 devices/terms, audience

## Q

**Questioning,** **U1**:T93, T101, T113, T115, T132–T133;  
**U2**:T29, T39, T45, T53, T70–T71; **U4**:T29, T39, T45, T50,  
 T53, T72–T73

**Quest social studies,** **U1**:T453; **U3**:T471; **U4**:T481

**Quick Check.** See Assess and Differentiate, Quick Check

## R

**Rate.** See Fluency, reading

**Read aloud.** See Reading to students

**Reader response.** See Connections; Literary response

**Reading and writing about literature.** See Literary  
 response

**Reading fluency.** See Fluency, reading; Oral reading ability

**Reading rate.** See Fluency, reading

**Reading to students,** **U1**:T22, T86, T150, T214, T270;  
**U2**:T22, T88, T148, T218, T288; **U3**:T22, T82, T152,

T222, T282; **U4**:T22, T90, T158, T228, T298; **U5**:T22, T88, T156, T220, T288

## Reading Workshop

### Foundational Skills

fluency. See Fluency, reading

high-frequency words. See Vocabulary development, high-frequency words

phonics. See Phonics/decoding

phonological awareness. See Phonological Awareness

word structure and knowledge, See Dictionary/glossary; Phonics/decoding; Prefixes; Spelling; Suffixes

### reading comprehension

analysis. See Strategies/skills compare across texts

compare two or more genres, **U3**:T89

compare two or more texts, **U1**:T29, T74–T75, T93, T138–T139, T157, T202–T203, T221, T258–T259, T277, T321–T322; **U2**:T29, T76–T77, T95, T136–T137, T155, T206–T207, T225, T276–T277, T295, T338–T339; **U3**:T29, T70–T71, T189, T140–T141, T159, T164, T178–T179, T210–T211, T229, T270–T271, T289, T338–T339; **U4**:T29, T78–T79, T97, T146–T147, T165, T216–T217, T235, T348–T349; **U5**:T29, T76–T77, T95, T100, T112, T144–T145, T163, T208–T209, T227, T276–T277, T295, T338–T339

genre characteristics. See Genres

### response to sources

interact with sources, **U1**:T20–T21, T84–T85, T148–T149, T212–T213, T268–T269; **U2**:T20–T21, T86–T87, T146–T147, T216–T217, T286–T287; **U3**:T20–T21, T80–T81, T150–T151, T220–T221, T280–T281; **U4**:T20–T21, T88–T89, T156–T157, T226–T227, T296–T297; **U5**:T20–T21, T86–T87, T154–T155, T218–T219, T286–T287

reflect on reading and respond, **U1**:T52–T53, T116–T117, T180–T181, T236–T237, T298–T299; **U2**:T54–T55, T114–T115, T184–T185, T254–T255, T316–T317; **U3**:T48–T49, T118–T119, T188–T189, T248–T249, T316–T317; **U4**:T56–T57, T124–T125, T194–T195, T264–T265, T326–T327; **U5**:T54–T55, T122–T123, T186–T187, T254–T255, T316–T317

write to sources, **U1**:T138–T139, T258–T259; **U3**:T140–T141; **U4**:T286–T287; **U5**:T144–T145, T276–T277

## Reading-Writing Workshop Bridge

analyze author's craft, **U3**:T100

adding emphasis, **U4**:T47

alliteration, **U4**:T180

beat, **U5**:T252

cause and effect, **U5**:T132–T133, T308

character development, **U3**:T298

clarifying information through images, **U4**:T261, T263

compare and contrast, **U3**:T183

context clues, **U5**:T307

correct information, **U5**:T180

descriptive language, **U2**:T109, T124–T125, T170, T246;

**U3**:T39, T46; **U4**:T105, T134–T135, T188, T252, T255;

**U5**:T42, T302, T326–T327

developing ideas, **U4**:T116

diagrams, **U5**:T312

dialogue, **U2**:T234, T251, T264–T265

dot, dot, dot, **U2**:T183

exclamatory sentences, **U5**:T53

features of poetry, **U3**:T166

figurative language, **U1**:T48, T105, T114, T230; **U2**:T46;

**U3**:T104; **U4**:T51, T66–T67, T109, T112, T114, T115, T120, T244, T247; **U5**:T244, T250

first person, **U1**:T46; **U4**:T174; **U5**:T238

foreshadowing, **U1**:T40; **U4**:T251, T258, T262

graphic features, **U1**:T284, T287, T290, T308–T309; **U2**:T45, T176, T304, T310, T315, T326–T327; **U5**:T43, T45, T64–T65, T106, T117, T245

graphics, **U2**:T41; **U5**:T305

headings, **U3**:T243

idioms, **U4**:T43, T50, T274–T275

illustrations, **U2**:T38, T48, T52, T168, T171, T238; **U3**:T246

imagery/images, **U3**:T244; **U5**:T246

index, **U2**:T113

inferences, **U2**:T41

informal language, **U4**:T48

literal language, **U4**:T66–T67; **U5**:T115

making comparisons, **U5**:T51

onomatopoeia, **U2**:T250; **U5**:T172

organizing information, **U3**:T299, T300, T314, T326–T327

parallel structure, **U1**:T103

patterns and structures of poetry, **U5**:T264–T265

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**U3**:T58–T59; **U5**:T64–T65

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sentence length, **U2**:T194–T195; **U3**:T184

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**U4**:T45; **U5**:T305  
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 T267, T314; **U3**:T258–T259; **U4**:T54, T184, T314, T322;  
**U5**:T102  
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 T171, T198–T199; **U4**:T119, T173, T192, T242, T312,  
 T317, T320, T336–T337; **U5**:T196–T197  
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 spelling. See Spelling  
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 academic language/vocabulary. See Academic vocabulary  
 Word Study. See Spelling, Word Work; Word Work

**Read Like a Writer.** See Teaching strategies, Possible  
 Teaching Point

**Realistic fiction.** See Genres, realistic fiction

**Reference sources**  
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**U4**:T502–T503; **U5**:T492–T493  
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 key word search online, **U3**:T488–T489  
 navigating web sites, **U4**:T498–T499  
 peer review, **U4**:T502  
 review/revise topic, **U1**:T474–T475; **U2**:T492–T493;  
**U3**:T492–T493; **U4**:T502–T503; **U5**:T492–T493  
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 See also Graphic organizers; Graphic sources; Parts of a book;  
 Reference sources

**Response to literature.** See Connections; Literary  
 response

**Rhyme.** See Literary devices/terms, rhyme; Sound devices  
 and poetic elements, rhyme

**Routines.** See Teaching strategies, routines  
**Rubric.** See Assessment, scoring guide/rubric; Writing  
 rubrics; Writing Workshop

## S

**SavvasRealize.com.** Go to SavvasRealize.com to access  
 Realize Reader and all other digital content.

**Science activities.** See Cross-Curricular Perspectives,  
 science; uEngineer It!

**Science in reading, U2**:T471; **U3**:T471. See also  
 CrossCurricular Perspectives, science; uEngineer It!

**Self-selected text, U1**:T11, T31, T57, T65, T71, T77, T95,  
 T121, T129, T135, T159, T185, T193, T199, T205, T223,  
 T241, T249, T255, T261, T279, T303, T311, T317, T323;  
**U2**:T11, T31, T59, T67, T73, T79, T97, T119, T127, T133,  
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 T273, T279, T297, T321, T329, T335, T341; **U3**:T11, T31,  
 T53, T61, T67, T73, T91, T123, T131, T137, T143, T161,  
 T193, T201, T207, T213, T231, T253, T261, T267, T273,  
 T291, T321, T329, T335, T341; **U4**:T11, T31, T61, T69,  
 T75, T81, T99, T129, T137, T143, T149, T167, T199, T207,  
 T213, T219, T236, T269, T277, T283, T289, T307, T331,  
 T339, T345, T351; **U5**:T11, T31, T59, T73, T79, T97, T127,  
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**Sensory details.** See Literary devices/terms, sensory details

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 T439, T443  
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**U3**:T245, T431, T435, T439, T443

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**Sequence, U1**:T126–T127; **U3**:T181; **U4**:T401–T411. See  
 also Listening, listening comprehension

**Setting, U1:**T28, T37, T41, T47, T50, T60–T61; **U2:**T154, T162, T164, T166, T170, T176, T180, T192–T193;

**U4:**T370–T371, T382–T384 . See also Listening, listening comprehension; Literary devices/terms, setting

**Shared Read, U1:**T34–T53, T98–T117, T162–T181, T226–T237, T282–T299; **U2:**T34–T55, T100–T115, T160–T185, T230–T255, T300–T317; **U3:**T34–T49, T94–T119, T164–T189, T234–T249, T294–T317; **U4:**T28–T31, T34–T57, T102–T125, T170–T195, T240–T265, T310–T327; **U5:**T34–T55, T100–T123, T168–T187, T232–T255, T300–T317

**Small Group.** See Assess and Differentiate, Small Group

**Social studies activities.** See Cross-Curricular Perspectives, social studies

**Social studies in reading, U1:**T453; **U4:**T481. See also Cross-Curricular Perspectives, social studies

**Sound devices and poetic elements, U3:**T166

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**Sources.** See Interact with Sources; Reference sources; Technology

**Sources, Interact with.** See Interact with Sources

**Speaker's viewpoint.** See Literary devices/terms, point of view

**Speaking.** See Listening, listening comprehension

**Speaking, ask and answer questions, U1:**T101, T113, T115, T132–T133; **U2:**T29, T39, T45, T53, T70–T71;

**U4:**T29, T39, T45, T50, T53, T72–T73

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consonant blends, **U1:**T384, T388, T392, T396, T400

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syllable pattern VCCV, **U4:**T460, T464, T468, T472, T476

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T454, T458, T462, T466

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long, **U1:**T360, T364, T368, T372, T376; **U2:**T378, T382,

T386, T390, T394, T426, T430, T434, T438, T442,

T450, T454, T458, T462, T466; **U3:**T354, T358, T362,

T366, T370

*r*-controlled, **U1:**T456–T457; **U3:**T402, T406, T410, T414,

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T192–T193

words with *ar*, *or*, *ore*, *oar*, **U1:**T458–T459

words with *aw*, *au*, *ough*, *al*, **U5:**T402, T406, T410, T414, T418

words with *ie*, **U2:**T402, T406, T410, T414, T418

words with *kn*, *wr*, *gn*, *mb*, *lf*, **U4:**T486–T487

words with *-s*, *-es*, *-ed*, *-ing*, **U1:**T432, T436, T440, T444, T448

words with contractions, **U2:**T354, T358, T362, T366, T370

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compound words, **U2:**T474–T475

suffixes, **U4:**T412, T416, T420, T424, T428

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**Spiral review, U1:**T72, T136, T200, T256, T318, T337, T348, T361, T372, T385, T396, T409, T420, T433, T444, T459, T464; **U2:**T74, T134, T204, T274, T336, T355, T366, T379, T390, T403, T414, T427, T438, T451, T462, T477, T482; **U3:**T355, T366, T379, T391, T403, T414, T427, T438, T451, T462, T477; **U4:**T365, T376, T389, T400, T413, T424, T437, T448, T461, T472, T487, T492; **U5:**T355, T366, T379, T390, T403, T414, T427, T438, T451, T462, T477, T482

**Story elements.** See *under* Literary devices/terms

**Story map.** See Graphic organizers, story map

**Story structure.** See Plot; Text structure

**Strategies/skills**

ask and answer questions, **U1:**T101, T113, T115, T132–T133;

**U2:**T29, T39, T45, T53, T70–T71; **U4:**T29, T39, T45, T50,

T53, T72–T73

compare and contrast stories, **U3:**T158, T171, T176, T183,

T187, T196–T197

compare and contrast texts, **U5**:T94, T102, T107, T110, T114, T115, T130–T131

confirm or adjust predictions, **U2**:T103, T110; **U4**:T244, T250, T257; **U5**:T163, T172, T177, T180, T184, T202–T203

create new understandings, **U4**:T165, T173, T176, T182, T186, T188, T190, T210–T211; **U5**:T95, T104, T108, T116, T119, T138–T139

describe and understand characters, **U1**:T92, T105, T107, T110, T124–T125; **U2**:T224, T234, T238, T241, T242, T251, T262–T263

describe and understand plot elements, **U1**:T276, T285, T293, T295, T297, T306–T307

describe and understand setting, **U1**:T28, T37, T41, T47, T50, T60–T61

describe connections, **U5**:T28, T37, T40, T46, T52, T62–T63

determine key ideas, **U2**:T295, T303, T307, T312, T314, T332–T333; **U3**:T29, T37, T41, T45, T64–T65

determine theme, **U4**:T164, T175, T178, T192, T202–T203

discuss author’s purpose, **U3**:T88, T96, T99, T104, T111, T116, T126–T127, T228, T236, T245, T246, T256–T257

explain patterns and structures, **U1**:T220, T229, T231, T244–T245; **U5**:T226, T236, T240, T242, T253, T262–T263

find important details, **U4**:T235

identify elements of drama, **U5**:T162, T168, T174, T182, T194–T195

identify main idea, **U1**:T156, T164, T173, T174, T188–T189; **U5**:T294, T302, T310, T315, T324–T325

identify text structure, **U2**:T28, T40, T42, T43, T46, T49, T62–T63; **U4**:T28, T37, T41, T46, T48, T55, T64–T65, T234, T243, T248, T255, T260, T262, T272–T273

identify theme, **U3**:T28, T39, T42, T47, T56–T57

make and/or confirm predictions, **U1**:T277, T286, T289, T290, T314–T315; **U2**:T95, T94, T130–T131; **U4**:T280–T281

make connections, **U3**:T89, T100, T106, T108, T113, T114, T134–T135, T229, T241, T242, T264–T265; **U4**:T97, T108, T110, T118, T140–T141; **U5**:T227, T234, T238, T244, T249, T250, T270–T271

make inferences, **U2**:T225, T232, T237, T246, T248, T253, T270–T271; **U3**:T289, T298, T303, T305, T332–T333; **U5**:T295, T305, T309, T312, T328–T329

monitor comprehension, **U1**:T221, T235, T252–T253; **U4**:T305, T315, T318, T325, T342–T343; **U5**:T29, T38, T42, T44, T70–T71

text features, **U2**:T94, T106, T108, T110, T113

understand persuasive text, **U4**:T304, T312, T316, T320, T334–T335

understand setting and plot, **U2**:T154, T162, T164, T166, T170, T176, T180, T192–T193

understand text features, **U3**:T288, T297, T301, T308, T310, T314, T324–T325

use text evidence, **U1**:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

use text features, **U2**:T122–T123, T294, T304, T308, T310, T324–T325; **U4**:T96, T105, T112, T117, T119, T120, T132–T133

visualize, **U2**:T155, T168, T172, T179, T183, T200–T201; **U3**:T159, T166, T169, T180, T184, T204–T205

*See also* Unit Overview

**Strategy Group.** *See* Assess and Differentiate, Small Group, Teacher-Led Options, Strategy Group

**Structures of informational text.** *See* Informational text

**Struggling readers.** *See* Assess and Differentiate

**Study strategies.** *See* Graphic organizers; Graphic sources; Research/study skills

**Style, author’s.** *See* Literary response

**Subject-verb agreement.** *See* Agreement, subject-verb

**Suffixes, U4**:T154–T155, T168–T169, T200–T201, T412, T416, T420, T424, T428. *See also* Spelling, Word Work; Word Work

**Syllables.** *See* Phonics/decoding, common syllable patterns; Word Work, syllable patterns

**Synonyms, U1**:T90, T100; **U2**:T92–T93, T103; **U3**:T86–T87, T109, T112, T115; **U4**:T118; **U5**:T92–T93, T108, T116, T119. *See also* Vocabulary development, synonyms



**Taking notes.** *See* Note-taking; Research/study skills, take notes

## Teaching strategies

Possible Teaching Point (Reading Workshop), **U1**:T31, T37–T40, T42–T44, T46, T48, T50, T57, T65, T71, T77, T95, T100, T101, T103, T105, T108, T114, T121, T129, T135, T141, T159, T166, T168, T169, T171, T172, T174, T176, T179, T185, T193, T199, T205, T223, T229, T230, T234, T235, T241, T249, T255, T261, T279, T284–T291, T295, T297, T303, T311, T317, T323; **U2**:T31, T38, T39, T41, T43, T45–T58, T51–T53, T59, T67, T73, T79, T97, T103, T105, T109, T111, T113, T119, T127, T133, T139, T157, T162, T167–T173, T175–T177, T180, T181, T183, T189, T197, T203, T209, T227, T234, T235, T238, T240, T241, T243, T244, T246, T247, T250–T253, T259, T267, T273, T279, T297, T302–T305, T307, T310, T313, T315, T321, T329, T335, T341; **U3**:T31, T37–T40, T42, T45–T47, T53, T61, T67, T73, T91, T97, T98, T100, T102, T104, T107, T109, T110, T112, T115, T123, T131, T137, T143, T161, T166–T169, T171–T173, T176, T177, T180–T185, T193, T201, T207, T213, T231, T237, T241–T246, T253, T261,

T267, T273, T291, T297–T302, T304, T305, T307, T309, T311, T312, T314, T315, T321, T329, T335, T341; **U4**:T31, T39, T40, T43, T45, T47–T51, T53–T55, T61, T69, T75, T81, T99, T105, T107, T109, T112, T114–T116, T118–T120, T129, T137, T143, T149, T167, T172–T175, T180, T182–T184, T187–T188, T191–T193, T199, T207, T213, T219, T236, T242–T247, T249, T251–T253, T255–T263, T269, T277, T283, T289, T307, T312, T314, T316–T317, T319–T322, T324–T325, T331, T339, T345, T351; **U5**:T31, T37, T39, T42–T46, T50–T54, T59, T73, T79, T97, T102, T106, T108, T115–T117, T119, T127, T135, T141, T147, T165, T171–T172, T174–T175, T177–T181, T183–T184, T191, T199, T205, T211, T231, T236–T238, T240–T241, T244–T245, T248, T250, T252–T253, T259, T267, T273, T279, T297, T302, T304–T308, T312, T314–T315, T321, T329, T335, T341

Possible Teaching Point (Writing Workshop), **U1**:T338, T342, T346, T364, T368, T372, T386, T390, T394, T410, T414, T418, T434, T438, T442; **U2**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U3**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460; **U4**:T366, T370, T374, T390, T394, T398, T414, T418, T422, T438, T442, T446, T462, T466, T470; **U5**:T356, T360, T364, T380, T384, T388, T404, T408, T412, T428, T432, T436, T452, T456, T460

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Book Club. See Book Club

read-aloud, **U1**:T22, T86, T150, T214, T270; **U2**:T22, T88, T148, T218, T288; **U3**:T22, T82, T152, T222, T282; **U4**:T22, T90, T158, T228, T298; **U5**:T22, T88, T156, T220, T288

See also Assessment; Writing Club

**Technology, Internet, U4**:T498–T499

**Testing, formal and informal.** See Assessment

**Text, types.** See Genres

**Text Complexity Charts, U1**:R2–R6; **U2**:R2–R6; **U3**:R2–R9; **U4**:R2–R6; **U5**:R2–R7

**Text elements.** See Text features

**Text evidence, U1**:T29, T38, T42, T48, T68–T69, T157, T166, T170, T178, T196–T197

**Text features, U2**:T94, T106, T108, T110, T113, T122–T123, T137–T138, T243, T294, T304, T308, T310, T324–T325; **U3**:T237, T288, T297, T301, T304, T308–T312, T314, T324–T325; **U4**:T96, T105, T112, T117, T119, T120, T132–T133; **U5**:T305

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graphic sources. See Graphic sources

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See also Graphic sources; Parts of a book

**Text structure, U1**:T174, T286, T295; **U2**:T28, T40, T42, T43, T46, T49, T62–T63, T180, T287; **U4**:T28, T37, T41, T46, T48, T54, T64–T65, T234, T243, T248, T255, T260, T262, T272–T273; **U5**:T400

cause and effect, **U5**:T132–T133, T308

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parallel, **U1**:T103

poetry, **U5**:T264–T265

sequence, **U1**:T126–T127, T176; **U3**:T181; **U4**:T410–T411

story, **U3**:T128–T129

See also Text features

**Theme, of literature.** See Literary devices/terms, Theme

**Theme, of unit.** See Unit Overview

**Think-aloud statements.** Think-alouds and teacher modeling are demonstrated throughout weekly lessons as basic teaching strategies.

**Thinking strategies.** See Higher-order thinking skills

**Time sequence.** See Sequence

**Types of literature.** See Genres



**uEngineer It!, U2**:T471; **U5**:T471

**Unfamiliar words.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Unit goals.** See Goals, unit

**Unit Overview, U1**:T2–T9; **U2**:T2–T9; **U3**:T2–T9; **U4**:T2–T9; **U5**:T2–T9

**Usage.** See Adjectives; Adverbs; Agreement, subject-verb; Contractions; Nouns; Prepositions; Pronouns; Sentences; Verbs



**Venn diagram.** See Graphic organizer, Venn diagram

**Verbs**

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 present, **U3**:T47, T359, T363, T367, T371, T436–T437, T440  
*See also* Agreement, subject-verb

**Visualize.** *See* Strategies/skills, visualize

## Vocabulary development

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## Vocabulary skills/strategies

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**Word attack skills.** *See* Dictionary/glossary; Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

**Word identification.** *See* Dictionary/glossary; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Work

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ISBN-10: 0-13-490944-5

