


Unit  
**1**

GRADE 1

Teacher's Edition

 NATIONAL GEOGRAPHIC  
**Reach**  
for **Reading**  
COMMON CORE PROGRAM





exploration



compelling  
visuals



education

# Forwarding the National Geographic Mission



great storytelling




celebration of cultures



authenticity

Unit  
**1**

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COMMON CORE PROGRAM



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 NATIONAL  
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## Meet the Artist

**Joel Sotelo** grew up in Tijuana, Mexico and began coming to the United States with his mother as a young child. He now lives in San Diego where he works as an artist and designer. Sotelo loves to travel and integrates elements of many countries and cultures into his art.

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# National Geographic Reach for Reading

## Reach all students with this innovative, new common core reading program

Empower every classroom to reach for reading success through

- Content-based instruction
- Reading for every learner
- Structured and flexible teacher support



**Read a Story**  
Who is in the story?  
Ruby  
Mother Duck  
and Father Duck  
Ruby, they look alike!  
**Reading Strategy**  
As you read, look at the text and pictures to determine what is important in the story.

**Shared Reading**  
**Read a Story** Anthology pages 207–207  
**Genre and Character** Tell children that Ruby in Her Own Time is an animal fantasy. Read aloud the characters' names. Explain that a ruby is a gemstone used in jewelry. Rubies are small and precious, or very special.  
**Science Background** Share information to build background:  
• Like many other birds, ducks build **nests** and lay **eggs**.  
• **Ruby** ducks are called **ducklings**. They **hatch** out of eggs.  
• When ducklings are born, they can't get food on their own. They also can't swim or fly. They learn how to do these things as they **grow**.  
Read pages 207–230 to the class. Use the questions on T212–213 to T228–229 to guide discussion on the first read (Day 3) and second read (Day 4).

**Comprehension Focus**







FIRST READ	SECOND READ
<b>Day 3: Read and Comprehend</b> <ul style="list-style-type: none"><li>• Make Predictions</li><li>• Active Reading</li><li>• Critical Thinking</li></ul>	<b>Day 4: Reread and Analyze</b> <ul style="list-style-type: none"><li>• Determine Importance</li><li>• Identify Plot</li><li>• Critical Thinking</li></ul>

Week 1 | Day 3 | T207

**A**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Words with Long a**  
Complete each word so it names the picture.

1.  _____ <u>g</u> _____ _____ <u>a</u> _____ _____ <u>t</u> _____ _____ <u>e</u> _____	2.  _____ <u>w</u> _____ _____ <u>a</u> _____ _____ <u>v</u> _____ _____ <u>e</u> _____
3.  _____ <u>c</u> _____ _____ <u>a</u> _____ _____ <u>k</u> _____ _____ <u>e</u> _____	4.  _____ <u>t</u> _____ _____ <u>a</u> _____ _____ <u>p</u> _____ _____ <u>e</u> _____
5.  _____ <u>l</u> _____ _____ <u>a</u> _____ _____ <u>k</u> _____ _____ <u>e</u> _____	6.  _____ <u>v</u> _____ _____ <u>a</u> _____ _____ <u>s</u> _____ _____ <u>e</u> _____

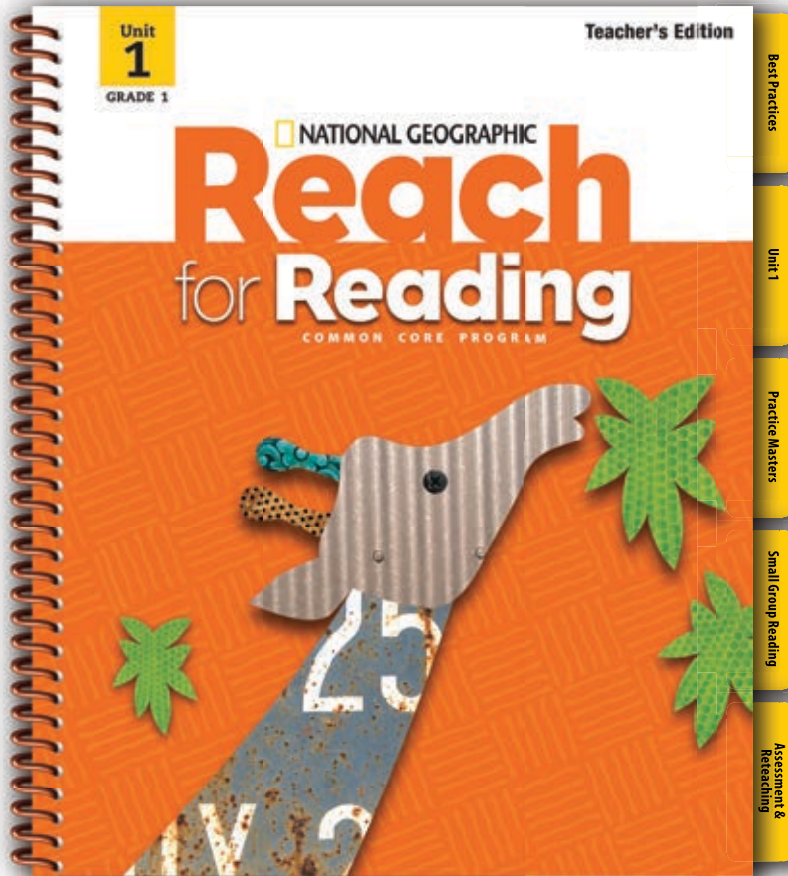
**Read It Together** Look at the waves in the lake.

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Practice Masters **PM4.4**

**B**

# Everything you need for the unit is in one book



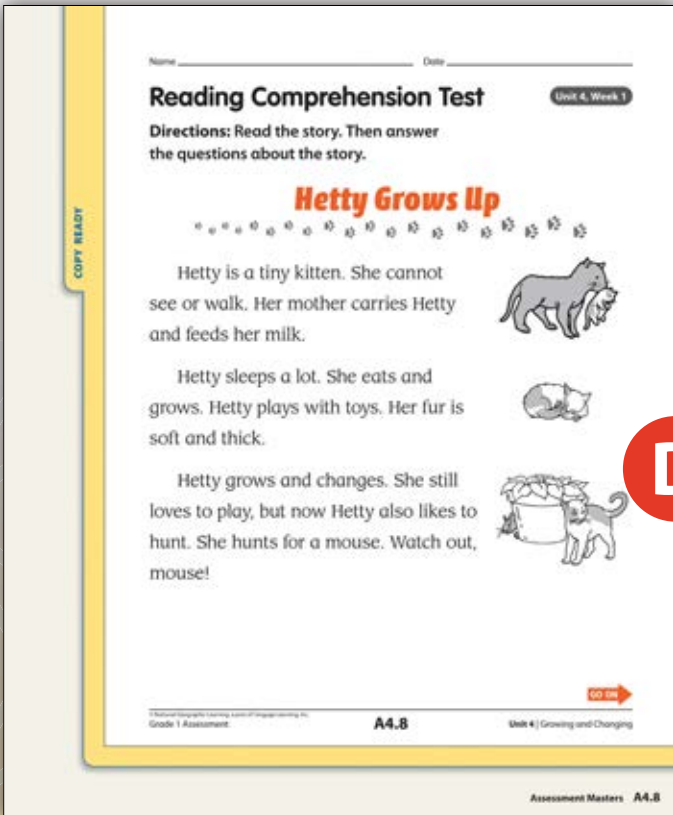
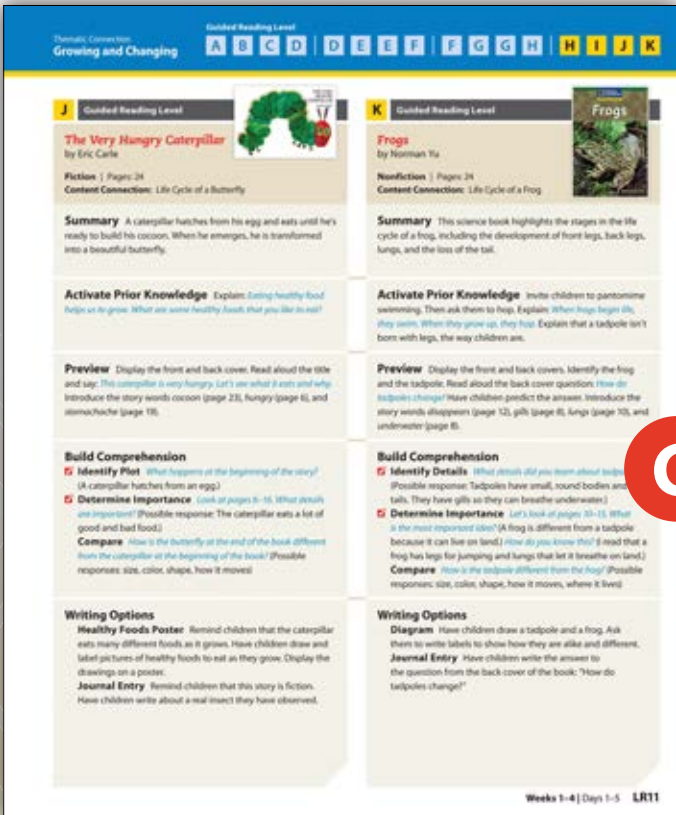
**Best Practices**

**A Unit 1 (Whole Group Lessons)**

**B Practice Masters**

**C Small Group Reading**

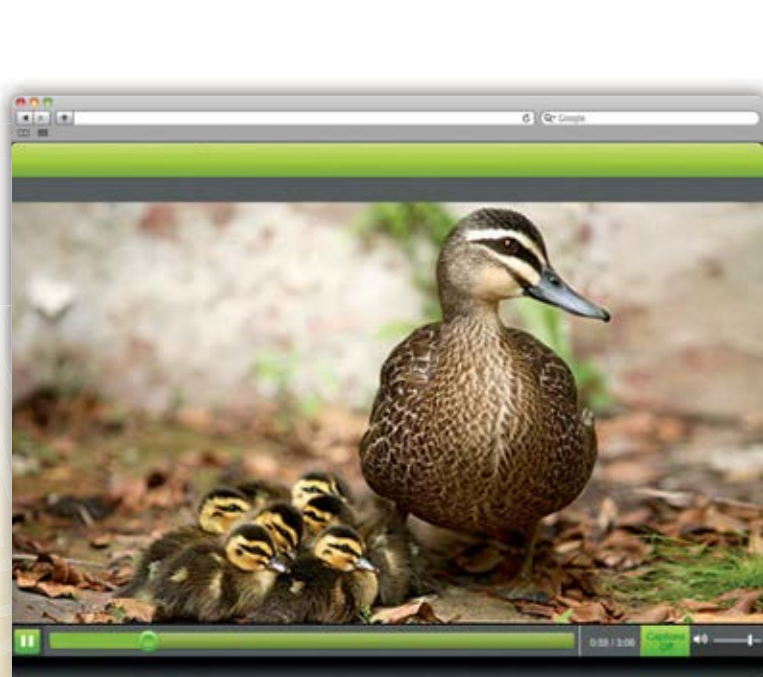
**D Assessment & Reteaching**



# Content-Based Instruction

## Engage students with decodable texts and authentic literature

Read on Your Own Books (32 decodable texts)



Build Background Videos



Interactive Whiteboard Activities



Decodable texts align with content

**Unit at a Glance**

- ▶ **Language:** Retell a Story, Restate an Idea, Science Words
- ▶ **Literacy:** Determine Importance
- ▶ **Content:** Animal Life Cycles

**Unit 4**

# Growing and Changing

**BIG Question** How do animals change as they grow?

**Share What You Know**

- 1 **Draw** an animal you know as a baby, and then as an adult.
- 2 **Tell** how the animal changed.
- 3 **Show** what the baby can do. Show what the adult can do.

**Build Background:** Watch a video about animals.  
[NGReach.com](https://www.ngrach.com)

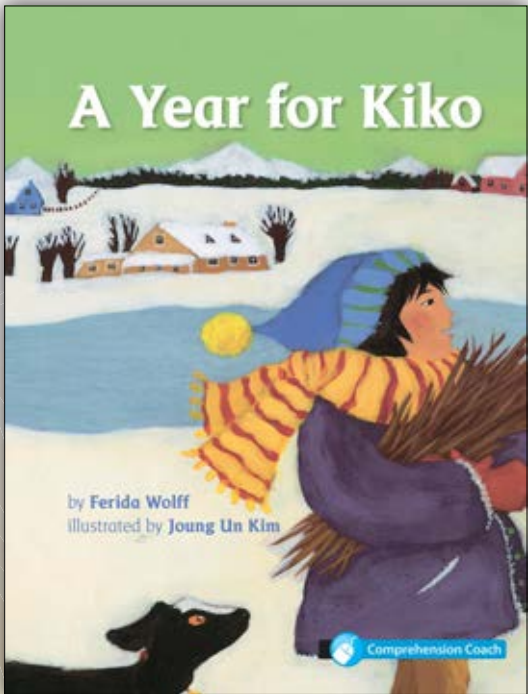
**Baby Birds Grow Up**

**Do It!**

Kitten  
cat

200

Student Anthology (pages from *Baby Birds Grow Up* Read On Your Own Book)



Authentic, multicultural literature

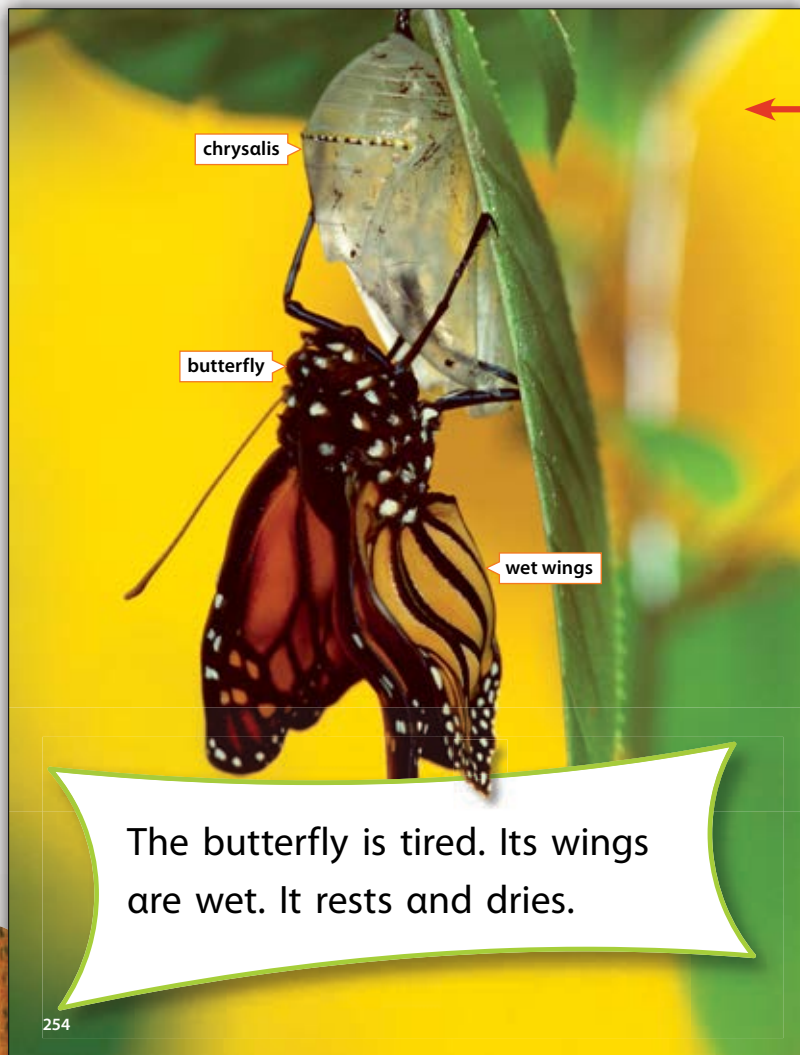
Student Anthology Selections



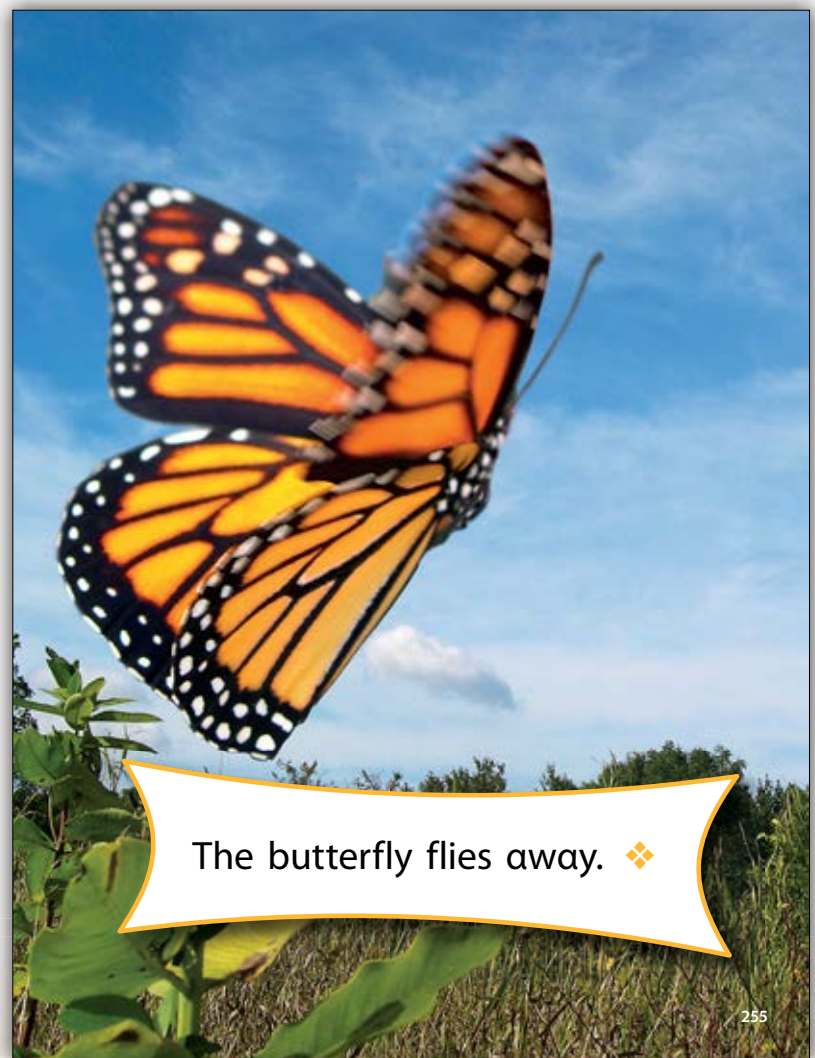
Amazing visuals



## Learn skills and strategies with an accessible anthology



← Visuals support comprehension



### Vocabulary

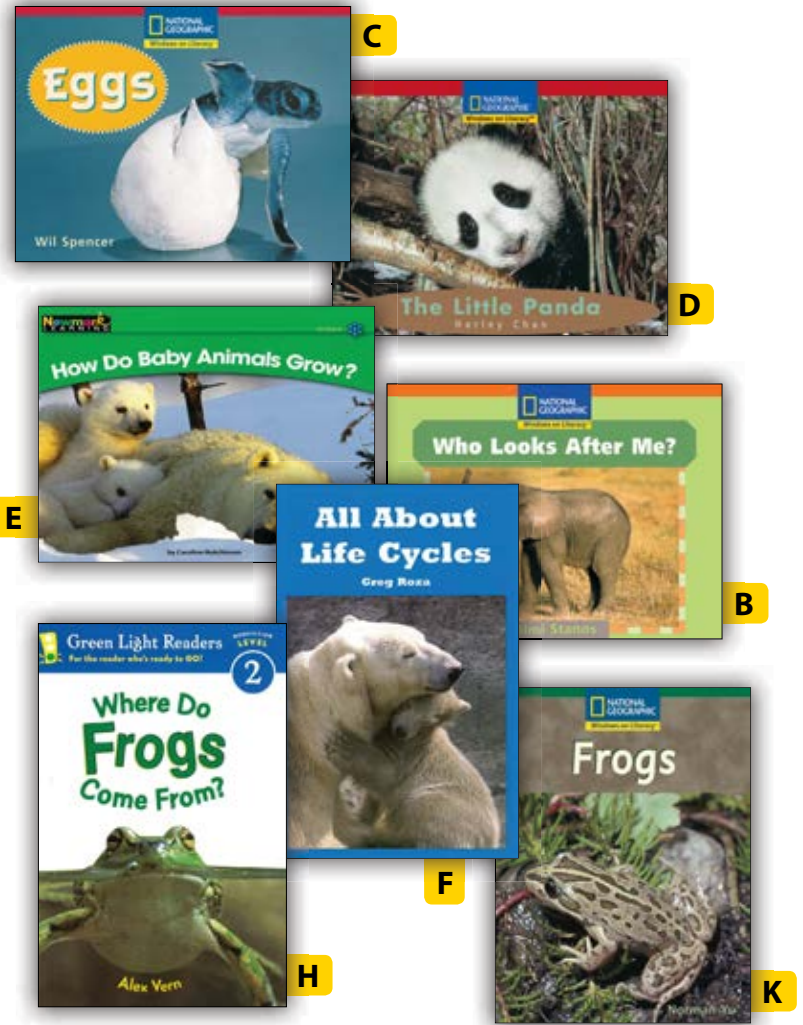
- Science and Social Studies Vocabulary
- Academic Vocabulary

# Apply skills and strategies with Leveled Readers\*

## Fiction



## Nonfiction



\*Correlated to Guided Reading Levels

# Structured and Flexible Teacher Support

## Follow the lesson path or tailor your plans to meet instructional needs

Online Lesson Planner

Week 1 Planner		Online Lesson Planner NGReach.com	
		Day 1	Day 2
<b>Decodable Text</b> 	<b>WHOLE GROUP TIME</b> <b>Phonological Awareness</b>  5 minutes	<b>Learn Sounds, Letters, and Words</b> <input checked="" type="checkbox"/> Delete Initial Sounds T201a CC.1.Rfou.2.c	<b>Read and Comprehend</b> <input checked="" type="checkbox"/> Delete Initial Sounds T204e CC.1.Rfou.2.c
	<b>Phonics and Spelling</b>  20–30 minutes	<b>Phonics</b> CC.1.Rfou.2.b; CC.1.Rfou.3; CC.1.Rfou.3.c <input checked="" type="checkbox"/> Words with Long a T201a CVCe Word Patterns T201a	<b>Phonics</b> CC.1.Rfou.1.a-b; CC.1.Rfou.3; CC.1.Rfou.3.c; <input checked="" type="checkbox"/> Words with Short a and Long a T204e CC.1.Rfou.4 CCVCe Word Patterns T204e <input checked="" type="checkbox"/> Read with Fluency T204g
	<b>High Frequency Words</b>  5–10 minutes	<input checked="" type="checkbox"/> Learn High Frequency Words T199k, T201d CC.1.Rfou.3.g; CC.1.L.2.d	<input checked="" type="checkbox"/> Words with Long a T204f <input checked="" type="checkbox"/> CCVCe Patterns T199l, T204f <input checked="" type="checkbox"/> Practice High Frequency Words T199k, T204f Handwriting T204f CC.1.L.1.a
	<b>Anthology &amp; Big Book</b>	<b>Listen and Comprehend</b> Introduce the Big Question; Preview Unit Projects T200–T201 CC.1.SL.1–2 Retell a Story T202 CC.1.Rit.2	<b>Listen and Analyze</b> <b>Academic Talk</b> CC.1.Rit.3; CC.1.L.6 Respond with Detail T204
<b>Speaking and Listening</b>  10 minutes	<b>Daily Grammar</b> CC.1.L.1; CC.1.L.1.d; CC.1.L.4; CC.1.L.6 <input checked="" type="checkbox"/> Use Subject Pronouns T199m	<b>Daily Grammar</b> CC.1.L.1; CC.1.L.1.d; CC.1.L.4 <input checked="" type="checkbox"/> Use Subject Pronouns T199m	
<b>Language and Vocabulary</b>  15–25 minutes	<b>Science Vocabulary</b> CC.1.L.4 Learn Key Words T202 <b>adult baby egg form grow hatch nest</b>	<b>Academic Vocabulary</b> CC.1.L.4 <input checked="" type="checkbox"/> Learn More Key Words T204i <b>before determine importance inside plot shape size time</b>	
<b>Reading</b>  20–40 minutes	<b>Read</b> CC.1.Rit.10 Read-Aloud: Animal Fantasy T203a <b>Comprehension</b> CC.1.Rit.2–3 <input checked="" type="checkbox"/> Identify Plot T203a	<b>Reread</b> CC.1.SL.2 Read-Aloud: Animal Fantasy T205a <b>Comprehension</b> CC.1.Rit.2–3; CC.1.L.5.d <input checked="" type="checkbox"/> Determine Importance T205a	
<b>Writing</b>  15–45 minutes	<b>Power Writing</b> T202 CC.1.W.5 <b>Writing</b> CC.1.W.3 Write About How Animals Grow T204d	<b>Power Writing</b> T204i CC.1.W.5 <b>Writing</b> CC.1.W.5 Writer's Craft T205b	
<b>Fiction &amp; Nonfiction</b>	<b>LEVELED READING TIME</b>  20 minutes <b>Read Book 1</b> CC.1.Rit.3; CC.1.Rit.10; CC.1.Rinf.7; CC.1.Rinf.2 Introduce LR2 Read LR4–LR11 <input checked="" type="checkbox"/> Identify Plot <input checked="" type="checkbox"/> Identify Details <input checked="" type="checkbox"/> Determine Importance	<b>Reread Book 1</b> CC.1.Rit.3; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rit.10; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 <input checked="" type="checkbox"/> Identify Plot <input checked="" type="checkbox"/> Identify Details <input checked="" type="checkbox"/> Determine Importance	
<b>LEARNING STATION TIME</b>  20 minutes	<b>Speaking and Listening</b> T199i CC.1.SL.4–5 <b>Language and Vocabulary</b> T199i CC.1.L.4 <b>Writing</b> T199i CC.1.W.3; CC.1.W.5–6 <b>Cross-Curricular</b> T199j CC.1.SL.2; CC.1.SL.5 <b>Reading and Intervention</b> T199j; RT4.1 CC.1.Rfou.4; CC.1.Rit.10		





Clear time allotments

Grouping options

T199g Unit 4



Daily writing, spelling, and grammar

Thematic Connection Growing and Changing		
BIG Question How do animals change as they grow?		
Day 3	Day 4	Day 5
<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li>Delete Final Sounds T205c CC.1.Rfou.2.c</li> <li><b>Phonics</b> CC.1.Rfou.2.b; 1.Rfou.3                             <ul style="list-style-type: none"> <li>Words with Contractions T205c</li> <li>Blend Sounds T205</li> </ul> </li> <li><b>Spelling</b> CC.1.L.2; 1.L.2.d; CC.1.L.2.e                             <ul style="list-style-type: none"> <li>Words with Contractions T199l, T205e</li> </ul> </li> <li>Practice High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T199l, T205f</li> </ul>	<ul style="list-style-type: none"> <li>Delete Final Sounds T230a CC.1.Rfou.2.c</li> <li><b>Phonics</b> CC.1.Rfou.2.b; CC.1.Rfou.3-4                             <ul style="list-style-type: none"> <li>Words with Contractions T230a</li> <li>Blend Sounds T230a</li> </ul> </li> <li>Read with Fluency T230c</li> <li><b>Spelling</b> CC.1.L.2.d; CC.1.Rfou.3; CC.1.L.2; CC.1.L.2.e                             <ul style="list-style-type: none"> <li>Words with Contractions T199l, T230a</li> </ul> </li> <li>Practice High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T199l, T230b</li> </ul>	<ul style="list-style-type: none"> <li>Review T231a CC.1.Rfou.2.c</li> <li><b>Phonics</b> CC.1.Rfou.3                             <ul style="list-style-type: none"> <li>Words with Long a and Contractions T199l, T231b</li> </ul> </li> <li><b>Spelling</b> CC.1.L.2.d                             <ul style="list-style-type: none"> <li>Words with Long a and Contractions T231a</li> </ul> </li> <li>Review High Frequency Words CC.1.Rfou.3.g; CC.1.L.2.d T199l, T231a</li> </ul>
<b>Read and Comprehend</b>	<b>Reread and Analyze</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li>Preview and Predict T206 CC.1.SL.1</li> <li><b>Daily Grammar</b> CC.1.L.1; CC.1.L.1.d; CC.1.L.4                             <ul style="list-style-type: none"> <li>Use Subject Pronouns T199n</li> </ul> </li> <li><b>Vocabulary</b> CC.1.L.4                             <ul style="list-style-type: none"> <li>Expand Word Knowledge T206</li> </ul> </li> <li><b>Read</b> CC.1.Rlit.10                             <ul style="list-style-type: none"> <li>Read an Animal Fantasy T207-T230 </li> </ul> </li> <li><b>Comprehension</b> CC.1.Rlit.2-3                             <ul style="list-style-type: none"> <li>Identify Plot T207-T230</li> </ul> </li> <li><b>Power Writing</b> T206 CC.1.W.5                             <ul style="list-style-type: none"> <li>Write About How Animals Grow T230</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Act Out the Plot T230e CC.1.Rlit.2</li> <li><b>Daily Grammar</b> CC.1.L.1; CC.1.L.1.d; CC.1.L.4                             <ul style="list-style-type: none"> <li>Grammar and Writing T199n</li> </ul> </li> <li><b>Vocabulary</b> CC.1.L.4                             <ul style="list-style-type: none"> <li>Share Word Knowledge T230e</li> </ul> </li> <li><b>Reread</b> CC.1.Rlit.1; CC.1.Rlit.10                             <ul style="list-style-type: none"> <li>Reread an Animal Fantasy T230f </li> </ul> </li> <li><b>Comprehension</b> CC.1.Rlit.1-3                             <ul style="list-style-type: none"> <li>Identify the Plot T207-T230</li> <li>Determine Importance T207-T230</li> <li>Analyze Characters T230g</li> </ul> </li> <li><b>Power Writing</b> T230 CC.1.W.5                             <ul style="list-style-type: none"> <li>Writer's Craft T231</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Talk About <i>Ruby in Her Own Time</i> T232 CC.1.SL.1</li> <li><b>Daily Grammar</b> CC.1.L.1; CC.1.L.1.d; CC.1.Rfou.3.g; CC.1.L.2.d                             <ul style="list-style-type: none"> <li>Review T199n</li> </ul> </li> <li><b>Vocabulary</b> CC.1.L.4                             <ul style="list-style-type: none"> <li>Review T231a</li> </ul> </li> <li><b>Reread and Integrate Ideas</b> CC.1.Rlit.2                             <ul style="list-style-type: none"> <li>T232 </li> </ul> </li> <li><b>Comprehension</b> CC.1.Rlit.2-3                             <ul style="list-style-type: none"> <li>Identify the Plot T232</li> <li>Determine Importance T232</li> </ul> </li> <li><b>Power Writing</b> T231a CC.1.W.5                             <ul style="list-style-type: none"> <li>Write About Characters T232</li> </ul> </li> </ul>
<b>Read Book 2</b> CC.1.Rlit.3; CC.1.Rlit.10; CC.1.Rinf.2; CC.1.Rinf.7 <ul style="list-style-type: none"> <li>Introduce LR2</li> <li>Read LR4-LR11</li> <li>Identify Plot</li> <li>Identify Details</li> <li>Determine Importance</li> </ul>	<b>Reread Book 2</b> CC.1.Rlit.3; CC.1.Rinf.2; CC.1.Rinf.7; CC.1.Rlit.10 <ul style="list-style-type: none"> <li>Read and Integrate Ideas LR2 CC.1.Rinf.10; CC.1.SL.1</li> <li>Identify Plot</li> <li>Identify Details</li> <li>Determine Importance</li> </ul>	<b>Reading</b> CC.1.SL.1.a; CC.1.W.1-3 <ul style="list-style-type: none"> <li>Connect Across Texts LR3</li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Choose a Writing Option LR4-LR11</li> </ul> </li> </ul>
<b>ASSESSMENT &amp; RETEACHING</b>		
		
<b>Assessment &amp; Reteaching</b> T233a <ul style="list-style-type: none"> <li>Foundational Skills A4.5-A4.7 CC.1.Rfou.2.a-c; CC.1.Rfou.3; CC.1.Rfou.3.c</li> <li>Spelling Test T199k CC.1.Rfou.3.g; CC.1.L.2.d</li> <li>Oral Reading Assessment A4.1-A4.4 CC.1.Rfou.4</li> <li>Reading Comprehension Test A4.8-A4.10 CC.1.Rlit.3</li> <li>Reading Strategy Assessment LR4.5-LR4.6 CC.1.Rinf.10</li> <li>Vocabulary Test A4.11-A4.14 CC.1.L.4; CC.1.L.6</li> <li>Grammar and Writing Test A4.15-A4.16 CC.1.L.1; CC.1.L.1.d</li> <li>Reteaching Masters RT4.1-RT4.4</li> </ul>		

Daily Phonics

Common Core Standards

Focused reading skills and strategies

Substantive differentiation

Assessments inform instruction

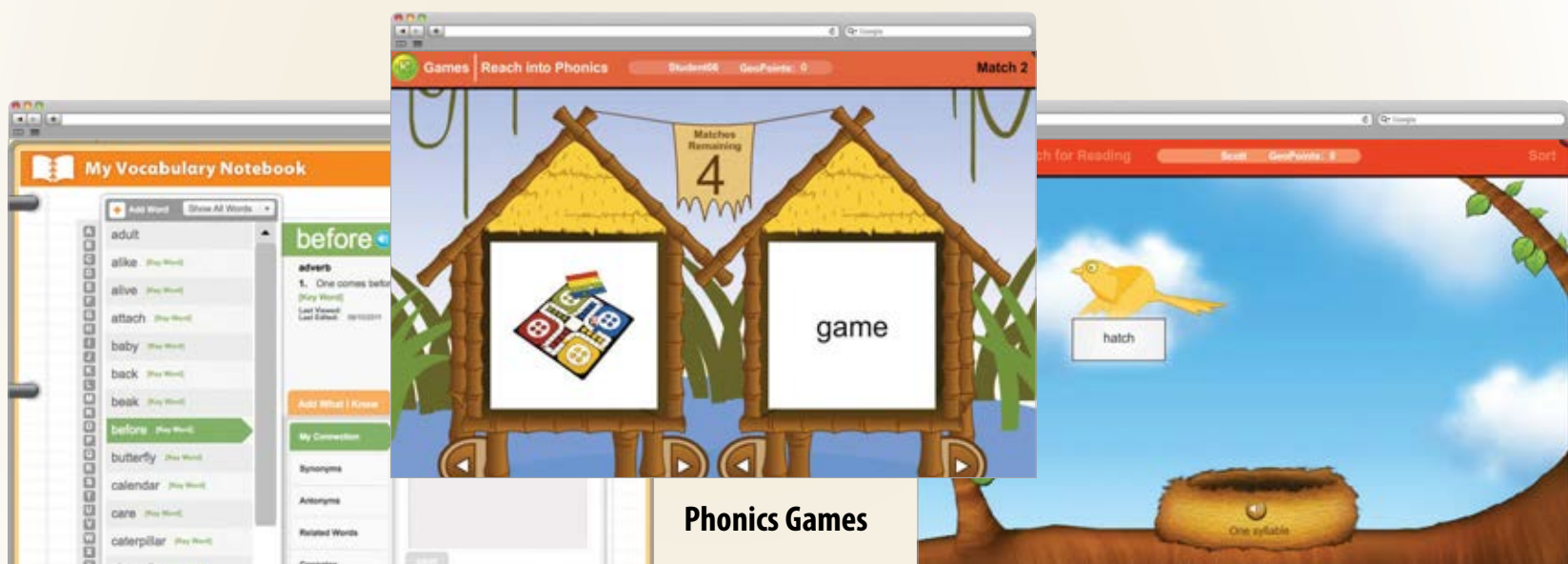


# Engaging Technology Tools

## Bring content to life at NGReach.com

### Student Technology

- My Assignments
- Digital Library
- Build Background Videos
- Build Background Interactives
- Comprehension Coach
- Other Student Resources
- Read with Me MP3s
- Practice Masters
- Teamwork Activites
- Sing with Me Phonics Songs MP3s

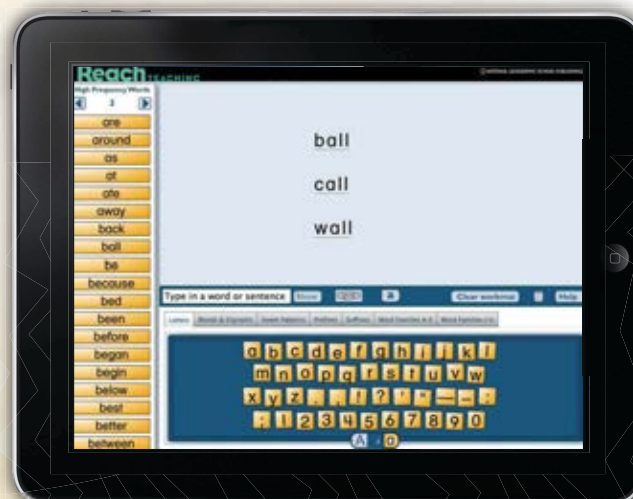


My Vocabulary Notebook

Vocabulary Games



Student eEdition



Word Builder App



Available for download

## Teacher Technology

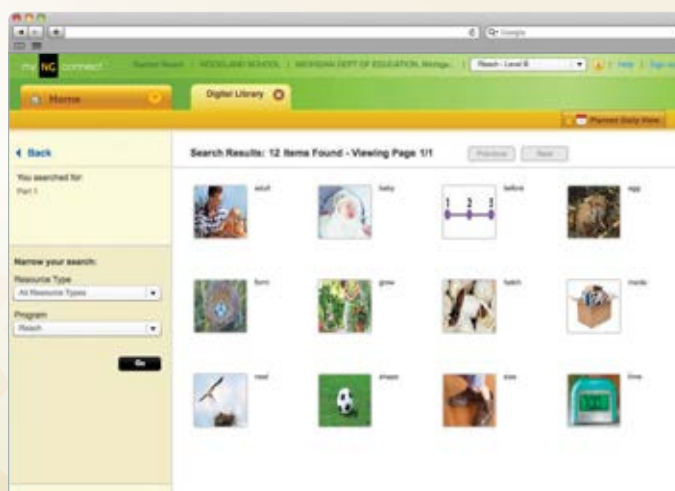
- Build Background Videos
- Build Background Interactives
- eVisuals
- Family Newsletters
- Teamwork Activities
- Teacher's Guides
- Test-taking Strategies
- Teacher's Guides
- Online Professional Development
- Other Student Resources



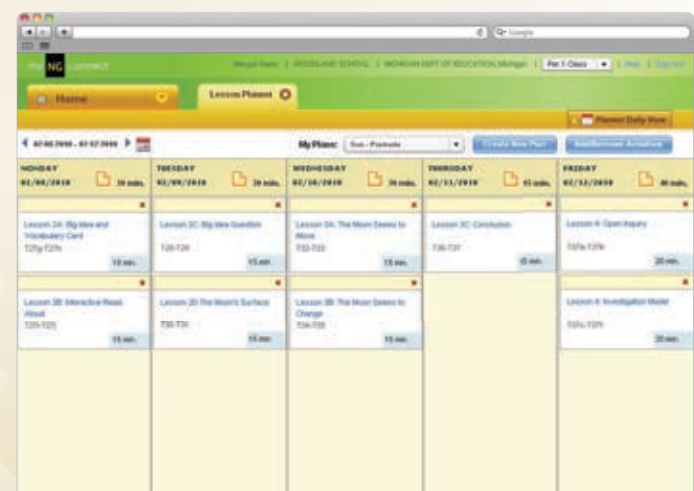
**Interactive Whiteboard Lessons**



**Student and Teacher's eEdition**



**Digital Library**



**Online Lesson Planner**

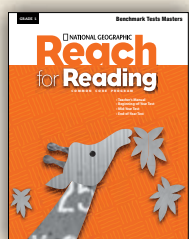
# Frequent and Varied Assessment

## Inform instruction every step of the way

### Teacher's Edition Assessment Resources

- Weekly Tests
- Unit Tests
- Oral Reading Assessments
- Rubrics and Answer Keys

### Additional Resources



### Benchmark Tests



### ExamView® CD-ROM



### eAssessment™

NGRReach.com

### REPORTS

**PRINT & ONLINE**  
Report Forms for Teacher to Complete

Student Profile: Foundational Skills	A4.7
Student Profile: Weekly and Unit Tests	A4.56
Class Profile: Weekly and Unit Tests	A5.58
Student Profile: Strengths and Needs Summary	A4.59
Student Profile: Oral Reading Assessment Progress Tracker	ONLINE ONLY

### Reteach and Practice

**RESOURCES AND ROUTINES**

**Foundational Skills, Spelling, Fluency**

**RETEACH**  
Phonological Awareness Routine, page BP36  
Phonics/Decoding & Spelling Routines, page BP36  
High Frequency Words Routines, page BP37  
Fluency Routines, page BP40

**ADDITIONAL PRACTICE**  
Phonics Games [NGReach.com](http://NGReach.com)  
Word Builder [NGReach.com](http://NGReach.com)  
Activities for Daily Practice, page BP38

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### ONLINE ONLY

#### Automated Reports

**Student Profile:** Weekly and Unit Assessments  
**Class Profile:** Weekly and Unit Assessments  
**Standards Summary Report**

### Reading

**RETEACH**  
Rhythm & Rhyme: Reteaching Master RT4.13  
Determine Importance: Reteaching Master RT4.14

**ADDITIONAL PRACTICE**  
Leveled Books, pages LR4–LR12  
Comprehension Coach [NGReach.com](http://NGReach.com)

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### ONLINE ONLY

#### Automated Reports

**Student Profile:** Weekly and Unit Assessments  
**Class Profile:** Weekly and Unit Assessments  
**Standards Summary Report**

### Vocabulary, Grammar and Writing

**RETEACH**  
Possessive Adjectives: Reteaching Master RT4.15  
Interactive Writing Routine page BP58

**ADDITIONAL PRACTICE**  
More Grammar Practice RT4.16

**WRITING TRAIT**  
Organization: Reteaching Master RT4.17

Week 4 | Assessment & Reteaching T267d



## My Family

**?** BIG QUESTION

What makes a family?



### PHONICS & READING SKILLS

<b>Best Practices</b> .....	BP1
<b>Ready, Set</b> .....	RS1

### PHONICS BOOKS



Book 1



Book 2



Book 3



Book 4

Sounds & Letters *m, s, h, t*  
Short *a*  
Preview and Set a Purpose  
Organize Ideas

<b>Week 1</b> .....	T1f
<b>Tortillas and Lullabies</b> .....	Realistic Fiction T5b
by Lynn Reiser	
<b>Families in Many Cultures</b> .....	Photo Book T9
by Heather Adamson	 Comprehension Coach

Sounds & Letters *f, n, l, p, c*  
Short *i*  
Identify Author's Purpose  
Compare Authors' Purposes

<b>Week 2</b> .....	T23c
<b>The World Is Your Family</b> .....	Magazine Article T25
by Josh Thome	
 NATIONAL GEOGRAPHIC EXCLUSIVE	
<b>Our Community Garden</b> .....	Email T30f
by Aria Gomez	 Interactive Whiteboard

Sounds & Letters *g, d, v, r*  
Short *o*  
Preview and Predict  
Identify Setting

<b>Week 3</b> .....	T31e
<b>Mystery Bottle</b> .....	Fantasy T33b
by Kristen Balouch	
<b>Papá and Me</b> .....	Realistic Fiction T37
by Arthur Dorros	 Comprehension Coach

Sounds & Letters *b, w, j, z*  
Short *e*  
Identify Setting  
Compare Settings

<b>Week 4</b> .....	T55c
<b>Postcard to Grandpa</b> .....	Postcard T57
by Amy Tong	
<b>Postcard Pals</b> .....	Postcard T60f
by Jay Patel	 Interactive Whiteboard
<b>Writing Project: Photo Essay</b> .....	T62

### RESOURCES

Practice Masters PM1.1–PM1.93  
Leveled Reading LR1–LR19

Assessment Masters A1.1–A1.65  
Reteaching Masters RT1.1–RT1.19

## Shoot for the Sun



### ? BIG QUESTION

When is something alive?



### PHONICS & READING SKILLS

Sounds and Letters *y, qu, x, k*  
Short *u*  
List Facts  
Monitor Reading

<b>Week 1</b> .....	T65g
<b>Life in the Forest</b> .....	Science Book T70
by Theresa Volpe	
NATIONAL GEOGRAPHIC EXCLUSIVE	
<b>Are You Living?</b> .....	Song T73
by Laura Purdie Salas	Comprehension Coach

### PHONICS BOOKS



Double Final Consonants  
Words with *-ck, -ng*  
Use a Diagram  
Compare Texts

<b>Week 2</b> .....	T87c
<b>A Straw Hat</b> .....	Diagram T89
by Lily Block	
<b>From Cotton to Clothes</b> .....	Social Studie Article T92f
by Courtney Taddonio	Interactive Whiteboard



Blends *fl, pl, sl*  
Blends *cl, bl, gl*  
Identify Plot  
Monitor Reading

<b>Week 3</b> .....	T93e
<b>Zina, the Wooden Puppet</b> .....	Fairy Tale T96
by Honor Teoudoussia	
<b>The Daisy</b> .....	Folk Tale T99
by Lada Josefa Kratky	Comprehension Coach



Blends *fr, gr, tr*  
Blends *br, cr, dr*  
Compare Fiction and Nonfiction

<b>Week 4</b> .....	T119c
<b>Michael Fay and the Giant Redwoods</b> .....	Project Notebook T121
by Gabrielle Burns	
NATIONAL GEOGRAPHIC EXCLUSIVE	
<b>Fredwood Goes to California</b> .....	Tall Tale T126f
by Natasha Itkin	Interactive Whiteboard
<b>Writing Project: How-To Article</b> .....	T128



### RESOURCES

Practice Masters PM2.1–PM2.78  
Leveled Reading LR1–LR19

Assessment Masters A2.1–A2.61  
Reteaching Masters RT2.1–RT2.19

## To Your Front Door

### ? BIG QUESTION

How do we get what we need?

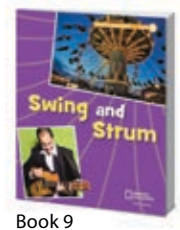


#### PHONICS & READING SKILLS

Blends with *s*  
Triple Blends with *s*  
Categorize  
Ask Questions

<b>Week 1</b> .....	T131g
<b>Wen-Mei and Her Clay Pot</b> .....	Fable T136
by Grace Lin	
<b>Markets</b> .....	Social Studies Article T139
by Cassie Mayer	Comprehension Coach

#### PHONICS BOOKS



Book 9

Final Blends *nd, nk, nt*  
More Final Blends  
Identify Author's Purpose  
Compare Authors' Purposes

<b>Week 2</b> .....	T155c
<b>Flower Power</b> .....	Online Article T157
by Stephanie Boron	
<b>Special Delivery!</b> .....	Humorous Story T160f
by Geneva Martinez	Interactive Whiteboard



Book 10

Digraphs *ch, tch*  
Digraph *th*  
Identify Details  
Ask Questions

<b>Week 3</b> .....	T161e
<b>How Did That Get in My Lunchbox?</b> .....	Informational Text T164
by Chris Butterworth	
<b>Delivery</b> .....	Poem T167
by Anastasia Suen	Comprehension Coach



Book 11

Digraph *wh*  
Digraph *sh*  
Connect Ideas  
Connect Ideas Across Texts

<b>Week 4</b> .....	T189c
<b>Money</b> .....	Fact Sheet T191
by Heather Langer	
<b>Farmers Get a Chance</b> .....	Social Studies Article T194f
by Jean Baptiste	Interactive Whiteboard
<b>Writing Project: Thank You Letter</b> .....	T196



Book 12

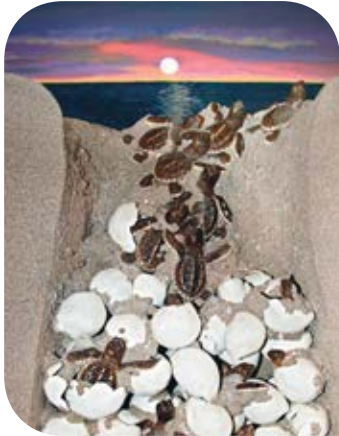
#### RESOURCES

Practice Masters PM3.1–PM3.71  
Leveled Reading LR1–LR19

Assessment Masters A3.1–A3.60  
Reteaching Masters RT3.1–RT3.19

# Unit 4

## Growing and Changing



### ? BIG QUESTION

How do animals change as they grow?



### PHONICS & READING SKILLS

Long *a*

Contractions

Identify Plot

Determine Importance

<b>Week 1</b> .....	T199g
<b>Farfallina &amp; Marcel</b> .....	<b>Animal Fantasy</b> T204
by Holly Keller	
<b>Ruby in Her Own Time</b> .....	<b>Animal Fantasy</b> T207
by Jonathan Emmet	 <b>Comprehension Coach</b>

### PHONICS BOOKS



Book 13

Long *i*

Endings *-ed, -ing*

Use Captions

Use Text Features

<b>Week 2</b> .....	T233c
<b>Turtles: From Eggs to Ocean</b> .....	<b>Science Article</b> T235
by Mariana Fuentes	
 NATIONAL GEOGRAPHIC EXCLUSIVE	
<b>A Frog's Life</b> .....	<b>Science Article</b> T240f
by Todd Silva	 <b>Interactive Whiteboard</b>



Book 14

Long *o*

Identify Main Idea and Details

Determine Importance

<b>Week 3</b> .....	T241e
<b>Guess What I'll Be?</b> .....	<b>Fact Book</b> T243
by Annie Axworthy	
<b>A Butterfly Is Born</b> .....	<b>Science Article</b> T246
by Fran Downey	 <b>Comprehension Coach</b>
 NATIONAL GEOGRAPHIC EXCLUSIVE	



Book 15

Long *u*

Long *e*

Identify Poetry Features

Compare Poetry Features

<b>Week 4</b> .....	T259c
<b>Caterpillar</b> .....	<b>Poem</b> T261
by Nikki Grimes	
<b>Over in the Meadow</b> .....	<b>Poem</b> T264f
by Olive A. Wadsworth	 <b>Interactive Whiteboard</b>
<b>Writing Project: Story</b> .....	T266



Book 16

### RESOURCES

Practice Masters PM4.1–PM4.73  
Leveled Reading LR1–LR19

Assessment Masters A4.1–A4.64  
Reteaching Masters RT4.1–RT4.19

## Creature Features



### ? BIG QUESTION

How are animals different?



### PHONICS & READING SKILLS

Soft c  
Soft g  
Compare and Contrast  
Make Connections

<b>Week 1</b> .....	T1g
<b>What Do You with a Tail Like This?</b> .....	Fact Book T6
by Steve Jenkins and Robin Page	
<b>For Pete's Sake</b> .....	Animal Fantasy T9
by Ellen Stoll Walsh	Comprehension Coach

### PHONICS BOOKS



Book 17

Words with -y  
Plurals -s, -es, -ies  
Identify Main Idea and Details

<b>Week 2</b> .....	T31c
<b>Alligators</b> .....	Science Article T33
by Julie Larson	
<b>The World of Tide Pools</b> .....	Science Article T38f
by Ben Keller	Interactive Whiteboard
<b>NATIONAL GEOGRAPHIC EXCLUSIVE</b>	



Book 18

Words with ai, ay  
Contractions  
Categorize Details  
Make Connections

<b>Week 3</b> .....	T39e
<b>A Bird Can Fly</b> .....	Fact Book T42
by Douglas Florian	
<b>Slither, Slide, Hop, and Run</b> .....	Fact Book T45
by Katharine Kenah	Comprehension Coach



Book 19

Words with ee, ea, ie  
Endings -ed, -ing  
Distinguish Fact and Opinion

<b>Week 4</b> .....	T59c
<b>My Crittercam Journal</b> .....	Photo Journal T61
by Greg Marshall	
<b>NATIONAL GEOGRAPHIC EXCLUSIVE</b>	
<b>Greg Marshall and Crittercam</b> .....	Science Article T64f
by Jenna Kwon	Interactive Whiteboard
<b>NATIONAL GEOGRAPHIC EXCLUSIVE</b>	
<b>Writing Project: Expository Article</b> .....	T66



Book 20

### RESOURCES

Practice Masters PM5.1–PM5.70  
Leveled Reading LR1–LR19

Assessment Masters A5.1–A5.59  
Reteaching Masters RT5.1–RT5.19

# Unit 6

## Up In the Air

### ? BIG QUESTION

What's wild about weather?



### PHONICS & READING SKILLS

Words with *oa, ow, -old*  
Compound Words  
Identify Cause and Effect  
Make Inferences

<b>Week 1</b> .....	T69g
<b>Storm Is Coming!</b> .....	<b>Animal Fantasy</b> T73a
by Heather Tekavec	
<b>I Face the Wind</b> .....	<b>Science Nonfiction</b> T77
by Vicki Cobb	Comprehension Coach

### PHONICS BOOKS



Words with *ie, igh*  
Syllables  
Describe Character's Actions/  
Experiences  
Compare Characters'  
Experiences

<b>Week 2</b> .....	T95c
<b>Wind Eagle</b> .....	<b>Legend</b> T97
retold by Renee Biermann	
<b>The Story of Lightning and Thunder</b> .....	<b>Folktale</b> T102f
adapted by Cecilia Yang	Interactive Whiteboard



Words with *oo, ou, ew*  
Words with *ue, ui, u\_e, ew*  
Classify Details  
Make Inferences

<b>Week 3</b> .....	T103e
<b>Hey, Ray!</b> .....	<b>Poem</b> T105a
by Lada Josefa Kratky	
<b>A Year for Kiko</b> .....	<b>Realistic Fiction</b> T109
by Ferida Wolff	Comprehension Coach



Words with *au, aw, -alk*  
Words with *oo, ea*  
Compare Texts

<b>Week 4</b> .....	T127c
<b>Chasing Storms with Tim Samaras</b> .....	<b>Interview</b> T129
by Jennifer Tetzloff	
NATIONAL GEOGRAPHIC EXCLUSIVE	
<b>Hunting for Hurricanes</b> .....	<b>Science Article</b> T132f
by Sofia Miller	Interactive Whiteboard
<b>Writing Project: Nonfiction Paragraph</b> .....	T134



### RESOURCES

Practice Masters PM6.1–PM6.67  
Leveled Reading LR1–LR19

Assessment Masters A6.1–A6.65  
Reteaching Masters RT6.1–RT6.20

## Then and Now



### ? BIG QUESTION

What's the difference between then and now?



### PHONICS & READING SKILLS

Words with *ar*

Words with *kn, wr, gn, mb*

Identify Main Idea and Details

Visualize

<b>Week 1</b> .....	T137g
<b>Now and Ben</b> .....	Biography T142
by Gene Barretta	
<b>Communication Then and Now</b> .....	History Article T145
by Robin Nelson	Comprehension Coach

### PHONICS BOOKS



Book 25

Words with *or, ore*

Syllables

Identify Author's Reasons

Compare Genres

<b>Week 2</b> .....	T163c
<b>My Space Adventures</b> .....	Blog T165
by Constance Adams	
NATIONAL GEOGRAPHIC EXCLUSIVE	
<b>Life in Outer Space</b> .....	Online Article T170f
by Kevin Hand	Interactive Whiteboard
NATIONAL GEOGRAPHIC EXCLUSIVE	



Book 26

Words with *ir, er, ur*

Endings *-er, -est*

Describe Characters' Feelings

Visualize

<b>Week 3</b> .....	T171e
<b>Grandma Blanca's Blackout Barbecue</b> .....	Realistic Fiction T174
by Argentina Palacios	
<b>A New Old Tune</b> .....	Realistic Fiction T177
by Pat Cummings	Comprehension Coach



Book 27

Words with *air, ear, are*

Words with *eer, ear*

Identify Point of View

Compare Genres

<b>Week 4</b> .....	T191c
<b>Invention Poems</b> .....	Poem T193
by Charise Mericle Harper and Hector Sanchez	
<b>The Messy Invention</b> .....	Historical Fiction T198f
by Carmen Osorio	Interactive Whiteboard
<b>Writing Project: Friendly Letter</b> .....	T200



Book 28

### RESOURCES

Practice Masters PM7.1–PM7.65  
Leveled Reading LR1–LR19

Assessment Masters A7.1–A7.61  
Reteaching Masters RT7.1–RT7.19

## Get Out the Map!

### ? BIG QUESTION

Why do we need maps?



#### PHONICS & READING SKILLS

Words with *al, all*  
Endings *-es, -ed, -ing*  
Use Information  
Review Reading Strategies

<b>Week 1</b> .....	T203g
<b>Follow That Map! A First Book of Mapping Skills</b> .....	<b>Informational Text</b> T208
by Scot Ritchie	
<b>If Maps Could Talk</b> .....	<b>Informational Text</b> T211
by Erika L. Shores	<b>Comprehension Coach</b>

#### PHONICS BOOKS



Book 29

Words with *oi, oy*  
Words with *ou, ow*  
Identify Elements of Poetry

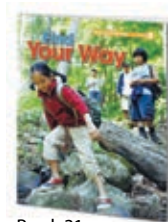
<b>Week 2</b> .....	T225c
<b>Haiku</b> .....	<b>Poem</b> T227
by Richard Wright	
<b>Lost!</b> .....	<b>Poem</b> T230f
by Katie Saucke	<b>Interactive Whiteboard</b>



Book 30

Words with *C + -le*  
Words with VCV Syllables  
Identify Steps in a Process  
Describe the Connection

<b>Week 3</b> .....	T231e
<b>Larry Gets Lost in Seattle</b> .....	<b>Adventure Story</b> T234
by John Skewes	
<b>Caperucita Roja</b> .....	<b>Modern Fairy Tale</b> T237
by Argentina Palacios	<b>Comprehension Coach</b>



Book 31

Words with *C + -le*  
Words with VCV Syllables  
Describe the Connection

<b>Week 4</b> .....	T259c
<b>How to Make a Compass</b> .....	<b>How-To Article</b> T261
by Michael A. DiSpezio	
<b>NATIONAL GEOGRAPHIC EXCLUSIVE</b>	
<b>How to Make a Treasure Map</b> .....	<b>How-To Article</b> T266f
by Matt Garrison	<b>Interactive Whiteboard</b>
<b>Writing Project: Literary Response</b> .....	T268



Book 32

#### RESOURCES

Practice Masters PM8.1–PM8.67  
Leveled Reading LR1–LR19

Assessment Masters A8.1–A8.61  
Reteaching Masters RT8.1–RT8.19



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## Fiction

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John Skewes

### Fantasy

-  **Mystery Bottle** ..... UNIT 1 T33b  
Kristen Balouch
-  **Farfallina & Marcel** ..... UNIT 4 T204  
Holly Keller
- Ruby in Her Own Time** ..... UNIT 4 T207  
Jonathan Emmet
- For Pete’s Sake** ..... UNIT 5 T9  
Ellen Stoll Walsh
-  **Storm Is Coming!** ..... UNIT 6 T74  
Heather Tekavec


### Fable

-  **Wen-Mei and Her Clay Pot** ..... UNIT 3 T136  
Grace Lin

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-  **Zina the Wooden Puppet** ..... UNIT 2 T96  
Honor Teoudoussia
- Caperucita Roja** ..... UNIT 8 T237  
Argentina Palacios

### Folk Tale

- The Daisy** ..... UNIT 2 T99  
Lada Josefa Kratky
-  **The Story of Lightning and Thunder** ..... UNIT 6 T102f  
adapted by Cecilia Yang

### Historical Fiction

-  **The Messy Invention** ..... UNIT 7 T198f  
Carmen Osorio

### Humorous Story

-  **Special Delivery!** ..... UNIT 3 T160f  
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### Legend

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retold by Renee Biermann

### Postcard

- Postcard to Grandpa** ..... UNIT 1 T57  
Amy Tong
-  **Postcard Pals** ..... UNIT 1 T60f  
Jay Patel

## Realistic Fiction

-  **Tortillas and Lullabies** ..... UNIT 1 T5b  
Lynn Reiser
- Papá and Me** ..... UNIT 1 T37  
Arthur Dorros
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Ferida Wolff
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Pat Cummings

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Natasha Itkin

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### Haiku

- Haiku** ..... UNIT 8 T227  
Richard Wright

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- Delivery** ..... UNIT 3 T167  
Anastasia Suen
- Caterpillar** ..... UNIT 4 T261  
Nikki Grimes
-  **Over in the Meadow** ..... UNIT 4 T264f  
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-  **What Do You Do with a Tail Like This?** . . . . . UNIT 5 T6  
Steve Jenkins and Robin Page
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Jennifer D. Turner, Ph.D.



Deborah J. Short, Ph.D.

# Building Comprehension for All Students

by Jennifer D. Turner and Deborah J. Short

As teachers, we have all worked with students who can read any text placed in front of them, but they simply can't comprehend what they've read. When we see these students struggle, it reminds us that comprehension is more than just reading a text; when students comprehend they are able to make meaning from the text, and equally important, they are able to critically think about and transform those meanings for their own purposes (Au, 2006; Hammerberg, 2004).

## Why don't all students "get" comprehension?

There are a number of reasons why students may have difficulty with reading comprehension. Some readers do not have some of the "basic building blocks" of comprehension, including phonemic awareness, phonics, fluency, and vocabulary. Students of non-English language backgrounds may also have to learn our alphabet system. Such skills are the vital foundation for constructing meaning from texts.

Some students have started to develop these foundational skills but struggle in other ways. They may decode words successfully but not know the meaning of an unfamiliar word, or they know an alternate meaning for a multiple-meaning word. They may not have the background schema to activate key concepts or themes in a text. Without broader vocabulary and background knowledge, students struggle to comprehend what they read.

Other readers may not have acquired comprehension strategies because they had limited access to explicit strategy instruction. In today's schools, this may sound a bit unbelievable, but it does happen. Students from culturally and linguistically diverse backgrounds are often placed in low-level reading and writing groups which overemphasize beginning skills. Although some students may need these skills, a problem occurs when instruction in these groups overemphasizes literal recall and other lower-level skills, and at the expense of building higher-order thinking skills and teaching comprehension strategies (Au, 2006).

A related and equally significant impediment happens when teachers do not believe that students of color are capable of building and using complex comprehension strategies (Hammerberg, 2004). By waiting too long for introduce comprehension strategies to students, we do them academic harm as they get further and further behind their grade-level peers.

Finally, some students, especially those who have severe reading difficulties or have been placed in special education, may need additional scaffolding to acquire comprehension processes and strategies. Some may need additional in-class support, while others might need targeted interventions.

## What can teachers do to promote comprehension for all students?

Many students benefit from an explicit approach to teaching comprehension strategies, including clear teacher modeling and explanation, extensive practice and feedback, and opportunities for application across a variety of literary and informational texts that span topics across the content areas (Pearson & Duke, 2002; Duffy, 2009; Villaume & Brabham, 2002).



▲ Decodable texts and authentic literature selections provide literary and informational texts that span the content areas.

According to Fisher, Lapp, and Frey (2011), comprehension is dependent upon the interaction of four sets of critical variables:

- reader variables
- text variables
- educational-context variables
- teacher variables.

We would add a fifth set as well, support variables—oral and written discourse supports for making meaning of text.

To consider, plan, and implement effective comprehension instruction, teachers need to become *orchestrators* (Turner, 2005). Orchestrators carefully and thoughtfully bring together these five variables in ways that support students' comprehension and develop their lifelong love of literacy. Finding and using appropriate materials can assist teachers and students in this endeavor.

## Reader Variables

No two readers are the same. Children enter our classrooms with a variety of backgrounds as literacy learners. They have different strengths in reading and writing, different genre preferences and interests, and different areas of challenge. All of our students have their own cultural and linguistic backgrounds, and participate in a multitude of literacy practices embedded within their families, friendship networks, and communities (Au, 2006; Turner & Hoeltzel, 2011). Research shows that comprehension instruction is most effective when it is responsive to the varying needs and interests of individual readers and builds upon their cultural and linguistic resources (Au, 2006; Hammerberg, 2004).

Fortunately, *Reach for Reading* can help teachers to learn more about their students and use that knowledge to their pedagogical advantage. First of all, the units and lessons feature high-quality fiction and informational texts that reflect the diversity in our classrooms. In these pages, students read about people and places within a wide variety of cultural, racial, ethnic, and global communities. Primary languages are often incorporated into the selections in ways that affirm students' linguistic backgrounds, and multiethnic characters and storylines build on students' cultural knowledge (Moll, 1992). As children discuss these varied texts, make personal connections, and share their family and community experiences, teachers gain insights about their students' cultural backgrounds.

Second, affective diagnostic assessments in the *Reach for Reading* program, such as interest surveys, also provide multiple opportunities for teachers to gather information about students' reading preferences in and out of school. All of this information can help teachers to be more responsive to the diverse strengths and needs of their students.



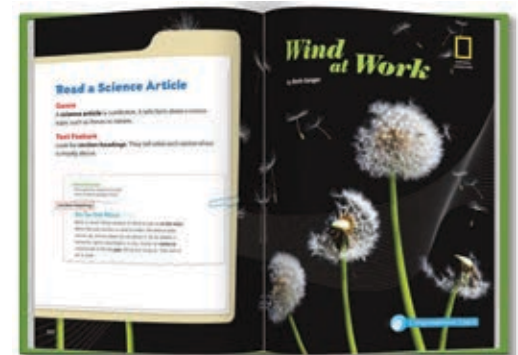
▲ Anthologies and libraries feature a diverse array of literature and informational texts.

## Text Variables

Increasing literacy demands of the workplace and a globalized society require that our children know how to consume, comprehend, and critique the texts they encounter in their schools, their families, their friendship networks, and their communities (Au, 2006). Now more than ever, students need to start learning to read a wide range of texts and then reading to learn from them. The Common Core Standards as well as the National Assessment of Educational Progress put a premium on different genres.

Students therefore benefit not only from exposure to various text types but also to explicit instruction in genre study and in selecting appropriate comprehension strategies according to the genre. This type of instruction helps students anticipate the type of information to be delivered and offers schema for constructing meaning.

*Reach for Reading* offers students a wide variety of fiction and nonfiction texts. While children from all cultures enter our schools with knowledge of narrative, because story-telling is a universal experience, not all children have been exposed to informational and expository text, or poems and biographies for that matter. Yet we know that the ability to make meaning from all types of text is critical for success in school. *Reach for Reading* highlights a wealth of genres including realistic fiction, science articles, photo essays, poetry, folktales, and digital texts (e.g., blogs). Students are given tools for attacking these types of text, first recognizing unique features of the genres and then applying step-by-step comprehension strategies in guided, then increasingly independent, ways.



▲ Students are given tools for working with informational and literary texts.

## Educational-Context Variables

Comprehension should be woven into all aspects of classroom life. Teachers must be purposeful about the “creation of the social contexts and situations that shape children’s cognition” (Smolkin & Donovan, 2002). Whether teachers are working with the whole class, in small groups, or one on one, comprehension is a key literacy goal. This is easier said than done, given limitations on instructional time and the daily distractions that arise. *Reach for Reading* provides teachers with numerous research-based practices, such as cooperative learning strategies, small group and learning station resources, and technology-oriented activities that maximize instructional time, address learning styles, and facilitate deeper understanding of texts.

Highly-motivating classroom communities are designed with active, inquisitive children in mind. To become strategic readers, students need multiple opportunities to interact with peers and meaningfully respond to tasks that support text comprehension. Just as students need practice reading and making meaning of texts from different genres, they also need to respond to a range of literal, inferential, and critical thinking questions. *Reach for Reading* includes engaging learning activities that help students to build the kind of comprehension competencies emphasized on standardized tests (e.g., stating the main idea, making inferences) as well as more authentic tasks that encourage students to apply and extend their critical thinking skills and communicative skills.

## Teacher Variables

Teachers play a significant role in developing skilled readers “who actively read and automatically construct meaning as they read” (Fisher, Lapp, & Frey, 2011, p. 259). Although there is no “magic bullet” for teaching comprehension, the gradual release of responsibility model is a useful framework. Fisher, Lapp, and Frey (2011) outline five critical steps within this model:

1. Establishing Purpose
2. Teacher Modeling
3. Guided Instruction
4. Productive Group Work
5. Independent Student Practice

Through these steps, teachers build skilled readers by explicitly modeling comprehension strategies and coaching students to collaboratively practice using strategies with a variety of texts. Then they step away to allow students to independently apply strategies.

*Reach for Reading* is built upon this model of systematic instruction, with units and individual lessons designed to support the release of responsibility from teacher to students through multiple opportunities for practice, feedback, and the “trying out” of new skills. By focusing instruction on one strategy over the course of a unit, students spend time “getting good” at each strategy. Strategies that arise naturally out of the text’s demands are consistently included to ensure strategies are employed in the service of reading comprehension.

## Support Variables

While much of this monograph has focused on the process of reading, research shows us that investing time in student-generated oral and written discourse can support the development of comprehension skills (Cazden, 2001; Holliday, 1994; Saunders & Goldenberg, 2007). By creating structured opportunities for students to engage in academic talk and academic writing, we can build their reasoning skills, their background knowledge, their vocabulary, and their ability to use discourse markers and subject area registers to share ideas and relate experiences. Talking about a text before, during, and after reading it builds comprehension. Talking with partners lets students confirm or clarify their emerging understandings of a piece of text. Writing about a text gives students time to reflect on what they read and convey their impressions, formulate an argument, or condense details into a summary.

One major support that *Reach for Reading* provides is explicit teaching with language frames. Sentence starters and other types of language frames help students articulate their thoughts, orally or in writing. When a student wants to give an opinion, the program helps them say not only “I believe that...” or “I disagree because...” but increases the sophistication of the discourse, showing them other options such as “In my opinion, \_\_\_\_\_ should \_\_\_\_\_” and “\_\_\_\_\_ claims \_\_\_\_\_ but I found that \_\_\_\_\_.” These language frames offer students ways of thinking about and applying higher-order comprehension processes and reading strategies. As they learn to use them, they will also learn to recognize and comprehend them when encountered in text.

## Conclusion

We know that young learners do not always learn at the same rate as their classmates. And when reading and language arts instruction are considered, we know that some skills and language domains may develop more rapidly than others. We also know that our students enter our classrooms with varying reading abilities already in place—some accelerated, some on grade-level, some below-level, and some having no success yet. Our job as educators is to help all students become skillful readers. We do that best by knowing our students’ cultural and linguistic backgrounds, topics they might be interested in reading about, skills they have acquired, and those they need more instruction and practice on.

The *National Geographic Reach for Reading* program gives us tools to make our work with young learners more effective, more meaningful to them, and more fun overall. Students learn to read and learn how to talk about and write about what they have read. If we do our jobs well, students will be on the path to a lifelong love of reading.

For **research citations** see page R19.



Silvia Linan-Thompson, Ph. D.



Lada Kratky

# Building Foundational Skills

by Silvia Linan-Thompson and Lada Kratky

Learning to read can be a very easy one for some students, while for others, reading will be one of the most difficult tasks they will undertake. Typically, a classroom is made up of students with varying strengths and backgrounds, and the teacher will have to orchestrate instruction to meet the needs of all.

The report of the National Reading Panel in 2000 identified five key components of reading instruction: phonological awareness, phonics, vocabulary, comprehension, and fluency. These components are inter-dependent and mastering them all will lead to reading success. The foundational skills—phonological awareness and decoding skills—are critical for reading success.

Foundational skills do not, however, function in isolation. As students are building foundational skills, they must also attend to word meaning and comprehension. Strong instruction in foundational skills and consistent connections of these skills to all areas of reading is a key to building long-term reading success.

## Phonological awareness

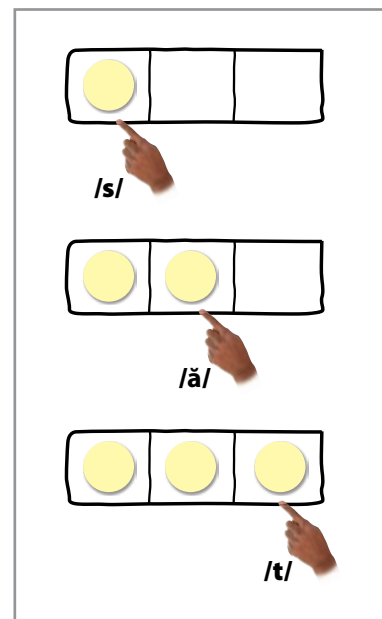
Phonological awareness is the ability to hear, identify, and manipulate sounds in words. It is an essential skill for emergent readers: children must be able to distinguish sounds in words before they can link the sound to the letters that represent them. Explicit instruction in phonemic awareness improves students' reading (National Reading Panel, 2000). For very young learners with little awareness of the sounds they articulate when speaking, Yopp (2000) recommends starting with activities that focus on rhyme. Playful poems and chants, as well as songs, will naturally engage young learners and encourage them to focus on sounds in words.



◀ Sing with Me Phonics Songs engage students with rhymes.

Phonological awareness then continues developing sound awareness tasks like isolating and substituting initial, medial, and final sounds, as well as segmenting and counting sounds in words. These activities, at the phoneme level, are the most predictive of later reading success.

Through activities at the phoneme level, children begin to recognize the sequence of sounds in a given word. An effective way for learners to develop this skill is through Elkonin—or sound—boxes. Elkonin was a Russian psychologist who devised the practice of showing a picture and a series of boxes corresponding to the number of sounds in the word the picture represents. The task of the learner is to say the word slowly while pushing a chip into each box as its corresponding sound is being said. By this method, the learner becomes aware quite graphically of the initial, medial, and final sound in a word. Eventually, children will be able to segment words without the support of the Elkonin boxes.



Children's phonemic awareness skills will continue to develop as they acquire knowledge of the alphabet. Phonemic awareness begins but does not fully develop until children learn to read and spell. It is learning the correspondence between sounds and printed letters that allows children to develop and automatize the full representation of sounds (Goswami, 2006).



## Phonics

Explicit and systematic phonics instruction is an essential part of a successful classroom reading program (National Reading Panel, 2000). Phonics instruction teaches students sound-symbol correspondence and then teaches to blend sounds to decode words. To read, children must learn to map sounds to print. As they learn grapheme-phoneme correspondences, children are building an alphabetic schemata, or map, into which they fit and store the letter/sound relations they encounter.

*National Geographic Reach for Reading* includes consistent routines for phonics. Using these routines, children are taught first to blend using the sound-by-sound blending routine; additional routines (vowel-first blending, whole word blending) are included for children needing additional support. Consistent, systematic classroom routines are provided to help students acquire knowledge and automaticity in reading and spelling words.

Typical English texts include a large number of High Frequency Words. These are common words that appear very frequently and are often phonetically irregular, such as *a*, *are*, *one*, *of*, and *the*. Children must learn to read these words, as well as write them. To achieve this most efficiently, students use a High Frequency Word routine and a variety of review and practice games that provide multiple opportunities to read as well as write those words.


After learning and practicing phonics skills and High Frequency Words in individual words and sentences, children read the Read On Your Own Books, which have decodable informational texts and stories. Accurate reading of words is only the first step in efficient reading. In order to develop automatic recognition of words, students must have multiple exposures to words in a variety of contexts. Read On Your Own Books have been designed with the idea that children can learn content even as they are learning to read, debunking the traditional thinking that in kindergarten through second grade, students learn to read, and not until third grade do they start to read to learn content.

Research shows children love science, and the books in this program abound with science stories, illustrated with outstanding National Geographic photographs. Children practice new phonics skills as they learn all about animal look-alikes, animals huge and small, bodies, fins and stripes, and so many other wonders of nature and culture.

Cover up all spellings except *i, e* on **Sound/Spelling Card 34**. Then use **Decoding Routine 1** to connect sound and spelling */i, e* and to blend words.

Step 1 Develop Phonological Awareness	/i, e
1. Tell children: <i>This word has /i/ at the beginning. These words have /i/ in the middle.</i>	ice slide, price, shine
2. Tell children: <i>I will say a word. Listen for /i/. If you hear it, tug your ear. If you don't hear it, do not tug your ear. (chin and plate do not have the /i/)</i>	dive, pile, chin, plate, slice, knife

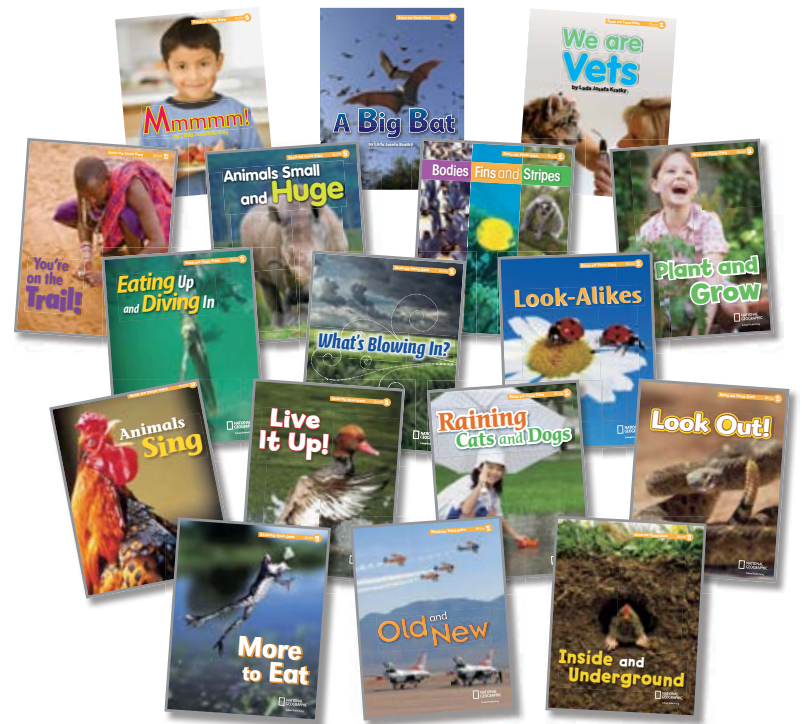
  

Step 2 Introduce the Sound/Spelling	
1. Display the picture-only side of <b>Sound/Spelling Card 34</b> . Say: <i>ice</i> . Have children repeat.	 Card 34 ice, /i, i, e
2. Say: <i>ice</i> . Have children repeat.	
3. Turn the card over. Point to the <i>i, e</i> spelling. Explain that one way to spell /i/ is with an <i>i</i> followed by a consonant followed by an <i>e</i> . The <i>e</i> comes at the end of each word. The <i>e</i> is silent. The sound for vowel <i>i</i> is its own name, /i/.	

Step 3 Blend Sound-by-Sound	
1. Write <i>f</i> Say /f/ and have children repeat.	f
2. Add <i>i, e</i> . Remind children that the <i>e</i> is silent and the sound for /i/ is its own name. Say /i/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	fi e
3. Add <i>n</i> between the <i>i</i> and <i>e</i> . Model blending the whole word and then have children blend with you.	fine
4. Write and blend other words with /i, e.	nine, bike, smile, dime, prize

For Decoding Routine 1, see page BP32.  
See Differentiate



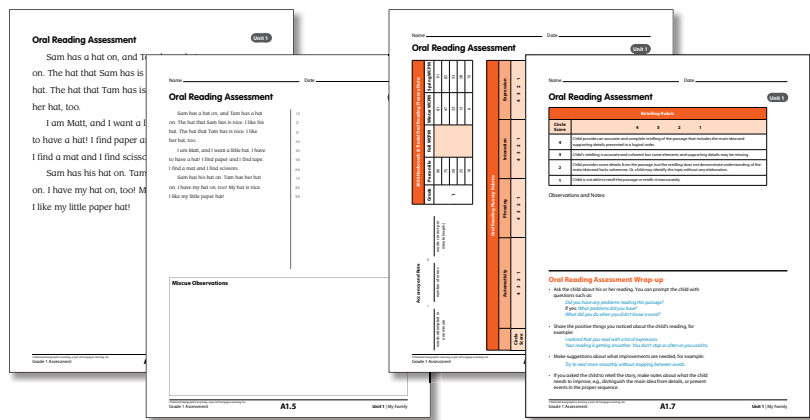
Read On Your Own Books are not simplistic decodable texts. They present grade-level science and social studies concepts, topics that relate to real life, and texts that are worth reading and are interesting to students. Beginning readers read for meaning and are then asked to think about their reading. They give opinions, hold discussions, ask questions, and answer them. With National Geographic photographs, texts can be both decodable and content-rich.

In third grade and beyond, the Common Core Standards indicate that students have acquired most foundational phonological awareness, decoding, and spelling skills. In *Reach for Reading*, Daily Spelling and Word Work helps reinforce and build automaticity for all learners. Additionally, resources are provided for older learners who may need to build any prerequisite skills. An intervention kit, *Reach into Phonics* for grades three through five, provides age-appropriate lessons and texts to build foundational reading skills. To help students transition from the primary grades to this more rigorous intermediate-level expectation, additional games and activities are provided in the grade three Teacher's Edition for daily phonics intervention.

## Fluency and comprehension

All children should learn to read accurately and without effort. Fluent reading, the ability to read with speed, accuracy, and prosody, is essential to reading comprehension. Students' oral reading provides insight into their fluency. If they are still developing decoding skills, their reading will be labored as they sound out words, and their reading of text may resemble reading a list of unrelated words—reading in a monotone.

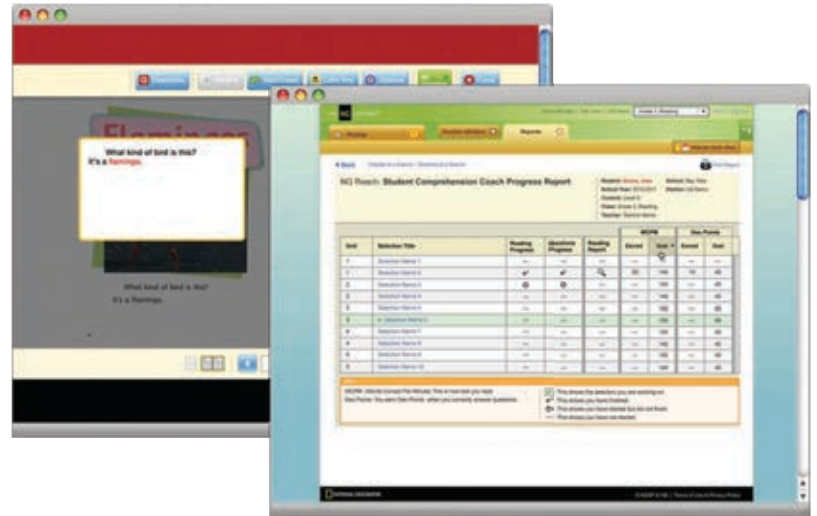
If students pause appropriately, use correct phrasing, or change their intonation and expression in response to the text, they may not need fluency practice. Furthermore, we can usually assume that they understand what they are reading. Their response to the text is a reflection of their processing of the text as they read. These students may not need additional fluency practice. However, to be sure, assess students' oral reading fluency to ensure they are meeting grade-level benchmarks. Oral reading assessments focus on accuracy, rate, and comprehension to reinforce the importance of reading to understand, rather than simply calling out words.



- ▲ Oral reading assessments include resources for measuring accuracy, rate, and comprehension.

*Reach for Reading* has high-interest books at various reading levels to ensure that students have numerous opportunities to read text at their independent levels. Additionally, there are several activities every week that focus on building fluency in addition to activities that build decoding skills, language, and automaticity for students that also need that support. Consistent fluency practice routines and practice passages provide support for building fluency and comprehension. The Comprehension Coach is an interactive software resource that provides a risk-free and private individualized opportunity for repeated reading. Literature selections from the anthology and Read On Your Own decodable books are included in the program. Students can read silently or listen to a model of the selection being read fluently. They can also record and listen to their own reading of the selection. After reading a section, the software automatically calculates and graphs their reading rate in words correct per minute

(WCPM). This frequent and individualized opportunity for repeated readings helps students build fluency in a risk-free environment. The inclusion of rich texts and comprehension questions supports the connection between smooth reading and understanding.



- ▲ Speech recognition technology is built into the online Comprehension Coach so individual students can record multiple readings and track improvement in their words correct per minute (WCPM).

## Conclusion

It is important to see the five components of reading instruction as being interdependent, and that mastering them will lead to reading success. Through poems and chants, students are naturally engaged, focus on sounds in words, and learn that words are made up of a sequence of sounds and that you can manipulate those sounds. Through explicit phonics instruction and multiple exposures to words in a variety of contexts, students learn to read accurately and without effort. Students are given engaging, content-rich text to help them continue to learn to read by reading for information. Fluent reading is essential to reading comprehension, and providing reading material that is worth reading and high interest to students will ensure that they read for meaning and think about what they are reading.

For **research citations** see page R19.



Nancy Frey, Ph.D.

# Developing Young Writers *by Nancy Frey*

The ability to read and write to convey information, provoke thought, and inspire others has long been considered a hallmark of an educated person (Manguel, 1996). More importantly, reading and writing are tools for empowerment—they provide a voice and a forum for those who would otherwise be silent (Freire, 2000). The importance of being heard, both verbally and through writing, is especially vital.

## Writing instruction across dimensions

Writing instruction has lagged behind reading instruction in both its scope as well as its depth. While educators recognize that reading requires carefully crafted experiences to promote phonemic awareness, mapping sounds onto letters, building vocabulary knowledge, and fostering comprehension across longer pieces of text, writing lacks the same fine-grained approach. Writing instruction has been confabulated with causing writing (Cutler & Graham, 2008; Gilbert & Graham, 2010), with comparatively little attention dedicated to building skills, establishing a variety of purposes for writing, and building motivation for doing so. Even worse, writing occurs infrequently and for short durations, leaving students without the stamina they need to engage in sustained writing.

*Reach for Reading* seeks to alter the way writing occurs in the classroom by promoting instruction across dimensions. Dimensions include project-based writing and writing in response to authentic questions; writing to reinforce comprehension; developing writing fluency; and building writing skills.

First and foremost, the need to write begins on the first page of the unit when a true purpose is established. Students confront meaningful Big Questions such as “When do harmless things become harmful?” as they explore the world of insects and competition for habitats. Students also write daily in lessons that focus on specific skills. They learn about the grammar of the language through writing as well, and incorporate vocabulary and grammar in generative sentences. Importantly, they build their writing fluency through daily power writing. Weekly project writing allows students to answer these Big Questions across a variety of genres and forms as they apply their knowledge of conventions and build their capacity to engage in skilled production. Taken together, these instructional components consolidate to form systematic, scaffolded writing instruction that mirrors the purposeful teaching of reading. Let’s look further at the research base on programmatic implications of each of these principles.

## Motivating writers with Big Questions

As with all people, children are spurred to discovery by questions that require investigation. Ask a child “What is the difference between then and now?” and then give her the resources and experiences she will need to address the topic, and wonderful things can occur. She might learn about how communication technologies have changed, but the need to communicate has not. She can compare and contrast similarities and differences between past and present, view a video about invention, and develop visual literacy skills to examine photographs and illustrations of transportation across time. The question can even spur on investigation about space exploration and changes that have occurred as women have become astronauts and scientists. This is intriguing content for anyone. And, in *Reach for Reading*, the content is presented in a way that is accessible to young students. With information, ideas, and opinions swimming in her imagination, the student can use writing as a natural outlet for sharing with an audience.

Motivation in writing is essential in the development of this complex skill. Young writers are motivated to write when they have an audience and purpose (Wilson, 2008). As well, knowledge of content and writing forms has been found to have a significant positive impact on the writing performance (Olinghouse & Graham, 2009). It is also significant that even primary writers find self-expression to be a motivation for writing in school (Nolen, 2007).

The spirit of inquiry in *Reach for Reading* serves as a catalyst for spurring the act of writing. But the willingness to write can be muted by a lack of skill. Therefore, writing instruction needs to be scaffolded to build competence and confidence.

**Invaders!**

Unit 5

Share What You Know

**BIG Question** When do harmless things become harmful?

Think of a time when you really...

## Scaffolded instruction builds writing skills

Scaffolded instruction is a principle of teaching dating back to the early 20th century. Vygotsky's (1938/1978) observations of the interactions of children who were learning together gave him insight into the possibilities of what could occur when a competent other (teacher or peer) was present to offer support. Over time, Vygotsky's insights about a learner's zone of proximal development were reinterpreted as the teacher practice of scaffolding (Wood, Bruner, & Ross, 1976). Scaffolding in turn has been further explained in reading as a gradual release of responsibility model of instruction (Pearson & Gallagher, 1983). More recently, this model has been expanded for reading and writing instruction to include a collaborative learning phase where students engage in productive group work in the company of peers (Fisher & Frey, 2007, 2008).

Effective teachers deliver writing lessons designed to scaffold student learning using a gradual release of responsibility model of instruction (Pearson & Gallagher, 1983). Scaffolded instruction in writing includes opportunities for students to witness the act of writing by their teacher while he or she uses a think aloud approach to explain the decision-making used by a writer (Davey, 1983). *Reach for Reading* provides examples of modeled writing to support teachers as they implement scaffolded writing instruction.

Think Aloud	Write
<i>I'm going to write about the Great Wall of China. When I <b>visualize</b> the wall, I think about its stone walls. They are bumpy and remind me of a tortoise's shell, so I'll make that a simile.</i>	The Great Wall has stone walls that are as bumpy as tortoise shells.
<i>The wall is long and twists like a snake. I'll make that a metaphor.</i>	The wall is a snake. It twists through the mountains.

At various times, students also benefit from writing together through the guided instruction offered by interactive writing. In addition, students regularly experience skill-building exercises such as generative sentences, daily writing skills, power writing, and close examination and replication of writing models (Fisher & Frey, 2007). Schleppegrell and Go (2007) examined the writing of fourth and fifth grade English learners who had generated lists of possible academic language and vocabulary prior to writing and found that the young writers utilized these lists to strengthen the structure and content of their writing. In addition, the children whose teachers used writing models were able to transfer these linguistic structures effectively.

## Daily writing builds fluency

Systematic building of writing skills within a supportive environment that includes scaffolded instruction is essential if students are to become accomplished writers. However, the issue of writing fluency is also critical to their development. As with reading instruction, where it is understood that a steady daily diet of texts nourishes young readers and contributes to fluency, so it is with writing. In addition to the scaffolded writing instruction noted above, additional daily writing instructional activities are provided in *Reach for Reading* including power writing, generative sentences, and daily writing skills.

Power writing (Fearn & Farnan, 2001; Fisher & Frey, 2007) builds the writing stamina of young writers. These brief, timed writing events encourage children to put their ideas down on paper in order to build writing fluency. Students are encouraged to write for both volume, and with effort, for a minute at a time and then count words and circle errors. This can be repeated, and students can chart their best result to gauge their own progress over time. By engaging in these short timed writing exercises, students build stamina similar to results of daily training for a physical activity. In addition, students can track their own growth, set goals, and discuss their progress with their teacher. All of these practices are found to be essential for maintaining motivation (Bong, 2009).

**Power Writing**

Have students write as much as they can as well as they can in one minute about the word *power*.

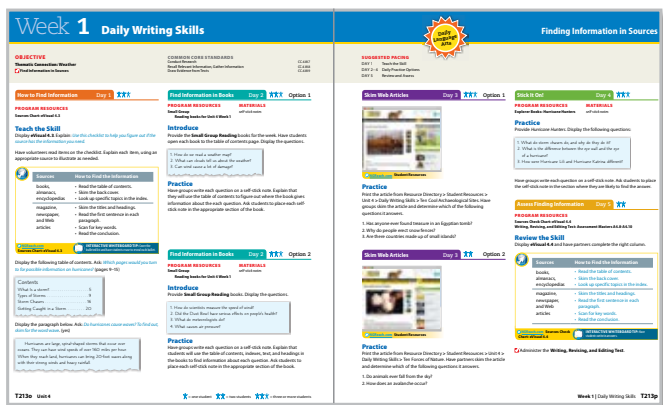
For **Writing Routine 1**, see page BP47.

The purpose of generative writing is to draw the student's attention to several key features of effective writing, including vocabulary, syntax, and semantic meaning (Fisher & Frey, 2007). Inspired by the work of Fearn and Farnan (2001) on given word writing, students are challenged to incorporate a vocabulary word or specific part of speech into a sentence. Unlike convention writing exercises, several conditions are provided to constrain their work. For instance, students might be instructed to use the word *weather* in the third position in a sentence that is at least seven words in length. Responses include the following:

- The cold *weather* caused me to go back to get a coat.
- I like *weather* that brings sunshine after a rainstorm.
- Meteorologists study *weather* so they can make predictions.

The attention to position and length causes the writer to simultaneously consider the grammatical and semantic elements required, giving them a time to consolidate this knowledge authentically. By integrating grammar instruction into a progression of more extended writing, students move from learning basic skills in isolation toward making decisions about grammar at its point of use.

Daily Writing Skills provide focused instruction, practice, application, and assessment resources that target specific skills such as using transitions or supporting ideas with sufficient and relevant details. These focused activities help develop the craft of writing to support students as they participate in extended writing projects.



## Conclusion

The act of writing is far too important to leave to chance. We know that merely “causing” writing through writing prompts is not enough. Young writers must be taught about the structures and conventions of the language, as well as the craft. Purposeful attention to building the fluency, content knowledge, and art of writing are woven together into a compelling program. Using a scaffolded approach to writing instruction, children learn not only what and how to write, but most importantly, why we write. In discovering the art of writing, they also discover themselves.

### Language Frames

<p><b>Retell</b></p> <ul style="list-style-type: none"> <li>• The story takes place _____.</li> <li>• The main character's problem is _____. Then _____. Finally, _____.</li> <li>• The funniest part is when _____.</li> </ul>	<p><b>Make Suggestions</b></p> <ul style="list-style-type: none"> <li>• It was hard to picture _____. You could add more details to _____.</li> <li>• Your story is _____ in some parts. _____ is one place where you can add _____.</li> </ul>
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## Writing projects extend writing opportunities

The view that recognizes that writing is a social act, not just a strictly cognitive one (e.g., Au, 1997; Dyson, 1989) is a central tenet of *Reach for Reading*. These social acts are fueled by the conversations that occur between writers. The weekly writing projects in the program capitalize on the interaction of oral language development and writing development. Students regularly experience research-based instructional routines that invite them to compose orally in the company of their peers (Lapp, Flood, & Tinajero, 1994). They meet to discuss their writing with peer responders who are supported with language frames to shape their collegial discussions.

Time is devoted at the end of each week to publish and share their writing with an audience, thereby further reinforcing the purpose of the writing as a way to answer a compelling question. These writing projects do double duty, as each spotlights a writing trait as well as a format or genre. These projects provide further opportunity to consolidate complex writing behaviors, develop self-awareness, and build community in the classroom. After all, isn't that what writing is for?

While writing is often viewed as an independent activity, the research on the importance of collaboration before and after writing is compelling. Writing is ultimately about audience, so conversation and response is integral to the process. As noted earlier, writers typically begin to compose orally before they put pencil to paper. Therefore, it is essential for young writers to convey their own ideas, listen to the ideas of others, and dialogue about both. Children also need opportunities to discuss what they have written with fellow writers in order to obtain peer responses. Students meet the authors of many of the readings in the *Reach for Reading* program and learn how these professionals approach their craft. These author conversations are intended to model the kind of thinking that writers of all ages engage in.

Writing Project, continued

<p><b>Revise</b></p> <p>1. <b>Read, Retell, Respond</b> Read your draft aloud to a partner. Your partner listens and then retells the story. Note ways to improve your writing.</p> <div style="border: 1px solid #0070C0; padding: 5px; margin: 5px 0;"> <p style="text-align: center; font-size: small;">Language Frames</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px;"> <p><b>Retell</b></p> <ul style="list-style-type: none"> <li>• The story takes place _____.</li> <li>• The main character's problem is _____. Then _____. Finally, _____.</li> <li>• The funniest part is when _____.</li> </ul> </td> <td style="width: 50%; padding: 2px;"> <p><b>Make Suggestions</b></p> <ul style="list-style-type: none"> <li>• It was hard to picture _____. You could add more details to _____.</li> <li>• Your story is _____ in some parts. _____ is one place where you can add _____.</li> </ul> </td> </tr> </table> </div> <p>2. <b>Make Changes</b> Think about your draft and your partner's suggestions. Then use the Revising Marks on page 585 to mark your changes.</p> <ul style="list-style-type: none"> <li>• Is every event clearly described? If not, add details.</li> <li>• Make sure you write what the character says sounds like that character. Replace words that don't.</li> </ul>	<p><b>Retell</b></p> <ul style="list-style-type: none"> <li>• The story takes place _____.</li> <li>• The main character's problem is _____. Then _____. Finally, _____.</li> <li>• The funniest part is when _____.</li> </ul>	<p><b>Make Suggestions</b></p> <ul style="list-style-type: none"> <li>• It was hard to picture _____. You could add more details to _____.</li> <li>• Your story is _____ in some parts. _____ is one place where you can add _____.</li> </ul>	<p><b>Edit and Proofread</b></p> <p>Work with a partner to edit and proofread your tall tale. Remember to use lots of action verbs. Use verb forms of have and be. Make sure that each verb agrees with its subject. Use the marks on page 585 to show your changes.</p> <p><b>Spelling Tip</b> When you write a correction, use an eraser to erase the letters that are left over.</p> <p><b>Publish</b></p> <p>1. <b>On Your Own</b> Add pictures. Read your story to your classmates. You may even want to use sound effects!</p> <div style="border: 1px solid #0070C0; padding: 5px; margin: 5px 0;"> <p style="text-align: center; font-size: x-small;">Presentation Tips</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 2px; font-size: x-small;"> <p><b>If you are the speaker...</b></p> <p>Read with expression. If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p> </td> <td style="width: 50%; padding: 2px; font-size: x-small;"> <p><b>If you are the listener...</b></p> <p>Try to picture the story in your mind.</p> <p>Laugh or smile to show the speaker when you think something is funny.</p> </td> </tr> </table> </div> <p>2. <b>With a Group</b> Invite family and friends to a storytelling festival. Choose several of your tall tales to act out. Create scenery and assign parts. Practice and perform the stories for your audience.</p> <div style="text-align: center; margin-top: 10px;"> </div>	<p><b>If you are the speaker...</b></p> <p>Read with expression. If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p>	<p><b>If you are the listener...</b></p> <p>Try to picture the story in your mind.</p> <p>Laugh or smile to show the speaker when you think something is funny.</p>
<p><b>Retell</b></p> <ul style="list-style-type: none"> <li>• The story takes place _____.</li> <li>• The main character's problem is _____. Then _____. Finally, _____.</li> <li>• The funniest part is when _____.</li> </ul>	<p><b>Make Suggestions</b></p> <ul style="list-style-type: none"> <li>• It was hard to picture _____. You could add more details to _____.</li> <li>• Your story is _____ in some parts. _____ is one place where you can add _____.</li> </ul>				
<p><b>If you are the speaker...</b></p> <p>Read with expression. If your story is funny, make it sound funny.</p> <p>Use gestures to help your listeners imagine what the text describes.</p>	<p><b>If you are the listener...</b></p> <p>Try to picture the story in your mind.</p> <p>Laugh or smile to show the speaker when you think something is funny.</p>				

For research citations see page R19.

Author Monograph | Writing **BP9**



Nonie K. Lesaux, Ph.D.

# Beyond the Word List: Comprehensive Vocabulary Instruction

by Nonie K. Lesaux

Across generations of schooling, vocabulary instruction has started with a list of words—often words from a particular story. And in many classrooms, to teach these words, a familiar scene unfolds: the teacher introduces the words and posts the list. As part of this vocabulary instruction, students might match words with their dictionary definitions, and, at some point, they might read a story containing the words and answer a set of comprehension questions. After these kinds of instructional activities, it's often time for assessment.

In this traditional scenario, the time and attention devoted to vocabulary learning are limited. But to meet the needs of today's readers, and the literacy demands that are part of today's Common Core Standards, research tells us that this instructional paradigm is going to have to shift. We need to focus more carefully on the words we're choosing to teach, reconsider the duration and overall approach to vocabulary instruction, and investigate the types of opportunities we're giving our students to learn any given word.

For all learners, vocabulary and reading comprehension have a reciprocal relationship—while greater vocabulary leads to greater comprehension, better comprehension also leads to learning more vocabulary words (Stanovich, 2008). Yet vocabulary learning is an enormous task; in order to be academically successful, students must leave high school with a working understanding of about 50,000 words. And at the core of the role of vocabulary in reading comprehension is the relationship between vocabulary and a child's knowledge about the world—their background knowledge.

Thinking about vocabulary instruction as a vehicle to building up a child's background and conceptual knowledge, though, has major implications for how we go about the instructional task (Heibert, 2005). And that means a paradigm shift—in at least four ways. We need to

- focus on the words that matter most
- use a deep, interactive approach to build word knowledge
- follow research-based routines
- build strategies for word learning.

## Focus on the words that matter most

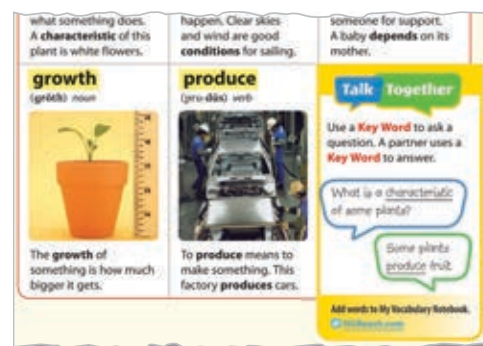
We can't possibly teach students the roughly 50,000 words they need to know to be academically successful—we just don't have the time. So we need to make sure that we're making the absolute most of that time. That means a focus on building up students' vocabulary and background knowledge for reading success in *all* content areas.

As in the opening scenario, traditional vocabulary instruction practice tends to focus on low-frequency or rare words, or to focus on the concrete nouns that are part of children's everyday lives (e.g., *furniture, foods*) (Heibert, 2005). But these words can be relatively unimportant when we stack them up against all of the words that our students need to know. To be effective, we must more strategic about the words we are teaching as part of vocabulary instruction.

In every classroom, we can focus on the words students need to be academically successful and then use them as a platform for a number of important learning goals, including 1) increasing academic talk (e.g., dialogue, debate); 2) promoting more strategic reading of narrative and informational text; and 3) supporting students' research and inquiry—all skills that make up what we call "advanced literacy" and all key anchors of the Common Core Standards. We call these words *high-utility, academic* words (e.g., *analyze, characteristic, observe*) because if learned deeply, they support overall academic success, not just the comprehension of a specific text or reading lesson. They are words that show up far more in print than they do in conversation, even between educated adults.

A focus on academic words is especially important when teaching students with underdeveloped vocabularies, who need to know them in order to access the content-specific words they encounter. In *Reach*

*for Reading*, we have been very strategic about what words are taught during the precious instructional time spent on vocabulary instruction (high-utility, academic words).



## Use a deep, interactive approach to build word knowledge

Knowing a word is not an all-or-nothing affair—we all have *degrees* of knowledge of any given word. Degrees of knowledge range from no knowledge at all to a general sense of the word, all the way to an understanding of the abstract concept that underlies the word. As is the case for many students in today’s classrooms, we might understand a word when *someone else* uses it in a specific context, but we don’t use the word in our own writing or speaking, and we might struggle with its meaning when we come across it in print when we are reading on our own and don’t have the benefit of interaction with another person. And this compromises our comprehension in that instance. But for many of our students, lack of deep word knowledge compromises not just their reading comprehension, but their academic success. These students have *some* understanding of a whole lot of words—but it’s not accumulating for academic success.

The goal of vocabulary instruction, then, is for students to gain an understanding of the concept that a word represents, to acquire its multiple meanings, to understand its relationship to other words, and to understand how it is used figuratively or metaphorically. But getting to deep knowledge of a word takes time and a much more interactive, comprehensive approach than what has been standard in our classrooms. This means an instructional plan that builds in opportunities to learn these words over an extended period of time, providing multiple exposures across the lesson cycle, and in different ways—drawing on and developing students’ reading, writing, listening, and speaking skills.

Word learning must be anchored in rich content. Students need to learn *how* to think about language and how words work—and this takes time and multiple opportunities across different instructional contexts. It especially means the benefit of discussion and dialogue to clarify one’s knowledge and grapple with new learning. And there is consensus that this deeper, more sustained approach to vocabulary instruction means focusing on fewer words. This contrasts with the more common practice of teaching a large number of words starting with a list or workbook, a practice that might get us to Friday’s vocabulary test but not to deep knowledge that is maintained over the long-term.

*Reach for Reading* includes academic and content words that are very tightly connected to content under study—to build up background knowledge. Students using *Reach for Reading* gain multiple exposures to each word and are given myriad opportunities to hear, read, and use the word in reading, writing, listening and speaking.

Part 1  
Think and Respond

**Key Words**

blossom	produce
characteristic	root
conditions	seed
cycle	soil
depend	sprout
growth	

**Talk About It**

- What seems **realistic** about the story? Give two examples.  
The story is realistic because \_\_\_\_\_.
- Imagine you are the dad. **Give information** to the girl about the life **cycle** of a potato plant.  
First, the plant has \_\_\_\_\_. Next, \_\_\_\_\_. Then, \_\_\_\_\_.

## Follow research-based routines

In spite of the fact that gaps in reading performance are often associated with gaps in vocabulary knowledge, instruction in this area occurs infrequently and inconsistently in most classrooms across the U.S. and Canada (Foorman et al. 2001; Lesaux et al., 2006; Scott, Jamieson-Noel, & Asselin, 2003; Watts, 1995). Estimates suggest that in kindergarten through second grade classrooms, only between 10 percent and 28 percent of academic time focuses on explicit instruction to support oral language development; by the middle school years, this number is about 10 percent. And when it does happen, much of this vocabulary instruction is what we would call “incidental” in nature. Instruction is often not part of a long-term plan, nor does it provide students with multiple, varied opportunities.

Take, for example, what research finds to be one of the most common scenarios for vocabulary instruction: The class is gathered around for a read aloud and the teacher starts reading. As she moves through the pages, she comes across a word that she is fairly certain many of the students will not know. She stops, provides a definition (with example) for the word, in passing, and continues through the pages. In this way, the students are really only exposed to the word once, and there is just one teaching method (i.e., a verbal explanation). This instruction is not part of a long-term plan, nor does it provide students with multiple, varied opportunities as part of a comprehensive routine to build up deep knowledge. Whether deep teaching and learning has occurred is questionable, even unlikely; we know from important research on vocabulary instruction, especially that which focuses on the number of exposures, across contexts, that a child needs to learn a word, that a much more planful, comprehensive approach is needed.

Guided by a long-term plan for vocabulary learning, *Reach for Reading* features a weekly research-based vocabulary instructional routine. The routine recognizes the importance of repetition in deliberate and strategic ways to provide students with multiple, varied exposures to the words (and their concepts) and to practice their word learning. Across the cycle, instructional tasks draw on and develop students reading, writing, listening and speaking skills.



▲ My Vocabulary Notebook is a digital resource to support the *Reach for Reading* vocabulary routines.

## Build strategies for word learning

As mentioned earlier, we can't possibly "cover" all the words students need to learn for academic success. But while reading, students constantly come up against words that they don't know—and readers need tools to figure out the meaning these words. Therefore, as part of deep, interactive vocabulary instruction, we need to equip students with strategies to try to figure out the meaning of an unfamiliar word they encounter while reading. Without these tools, readers might skip the words repeatedly and potentially lose overall meaning, or they may get "stuck" on those words and lose their train of thought that is central to the meaning-making process. What the students do at a crossroads while reading depends in large part on the word-learning strategies they have in their toolkits.

To become advanced readers, students need to be able to pull apart an unfamiliar word (e.g., *is there a root or suffix that might help to signal its meaning?*), dig deeply enough to find a helpful context clue (e.g., *does something in the prior paragraph signal what this might mean?*), think of a related word that looks the same (e.g., *is it a cognate?*), or think about when they heard the word prior to this reading (e.g., *what is the connection to background knowledge?*). With direct and explicit teaching of word-learning strategies, students are better able to work through more challenging text and get closer to that goal of acquiring the thousands of words needed for academic success.

Instruction in word-learning strategies is systematic and incorporated into the instructional pathway presented in *Reach for Reading*. Students connect strategies to key words and have multiple opportunities to apply word-learning strategies.

**Part 2**  
**Word Work**

### Suffixes

Many English words end with a **suffix**, or a short word part. Many of these English suffixes came from Latin, Greek, or Old English. Sometimes knowing the meaning of the suffix can help you predict the meaning of the word.

This chart shows some common suffixes.

Suffix	Origin	Meaning	Example
-able	Latin	can be done	allowable, transferable
-ist	Greek	one that does	biologist, geologist
-ful	Old English	full of	useful, careful

The suffix *-ful* means *full of*. What do you think the word *thoughtful* means?

**Try It Together**

Read the sentences. Then answer the questions. Use the chart to help you.

Marine botanists study plant life in the ocean—from spiky sea urchins, to bountiful seaweed. They think studying plants is enjoyable and useful work.

- Look for the Latin suffix in the word *enjoyable*. What do you think *enjoyable* means?  
 A not enjoyable  
 B one who enjoys things  
 C a fun object  
 D can be enjoyed
- Look for the Greek suffix *-ist*. What do you think *botanist* means?  
 A an ocean plant  
 B one that studies botany  
 C the study of plant life  
 D a male scientist

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▲ Instruction and practice in word-learning strategies equip students to extend vocabulary beyond the words taught in *Reach for Reading*.

## Conclusion

Research finds that well-developed vocabulary knowledge—the often specialized and sophisticated language of text—is an important tool for making meaning while reading. It is also a common source of weakness for students who don't understand deeply the text they've read, even when they might have read it fluently. In fact, these same students might answer a set of literal comprehension questions accurately, but when they move to more complex literacy tasks—including drawing inferences, producing a written composition, and engaging in academic debate and dialogue—lack of deep vocabulary knowledge impedes performance.

To equip today's readers with the advanced literacy skills that are needed for post-secondary success (and full participation in society) and that are part of today's Common Core Standards, research tells us that there are key shifts to instructional paradigm for promoting word learning. Within our literacy blocks and across classrooms, we need to focus more carefully on the words we're choosing to teach, reconsider the duration and overall approach to vocabulary instruction, and investigate the types of opportunities we're giving our students to learn any given word.





Nonie K. Lesaux, Ph.D.

# Academic Talk: A Key to Literacy *by Nonie K. Lesaux*

To develop stronger readers in classrooms across the country, we need more productive noise—the sounds of students talking and working together on academic tasks. Talk is, in fact, one of the most crucial tools in the classroom to promote critical reading and thinking. Consider the following statistics that clearly demonstrate we must strengthen our reading instruction for *all* students:

- On one International Student Assessment, only 30 percent and 12 percent of U.S. students scored in the highest category on the reading and problem solving sections, respectively (Wagner, 2008).
- According to the National Center on Education Statistics, over 40 percent of students in community colleges and 20 percent of students in four-year institutions require remedial instruction (NCES 2004b).
- Educators in colleges and universities, including elite institutions, report a steady decline in students' critical thinking, reading, and writing skills (Baum & Ma, 2007).

So why focus on academic talk? Well, we know that reading words is necessary to support comprehension, but it's only a first step. While the reader must be able to successfully decode, he or she must also recognize the meaning of the words themselves and especially the concepts those words represent. To do this, the reader draws on his or her background knowledge, constantly applying what he or she already knows about the text's topic while making his or her way through the word-covered pages. But if the words or the topic are completely unfamiliar or just too difficult to grasp independently, then sounding out the words may look like "reading," but it is simply an exercise, unresponsive of learning.

The specialized, sophisticated language and abstract ideas featured in text prove challenging for many readers—not just those who are struggling. In fact, we may have a false sense of security that students who reach proficiency in early grades are inoculated against later difficulties and destined for success.

The following guiding principles will help teachers design effective academic language instruction to promote students' academic reading and writing skills:

- Provide daily opportunities for academic talk.
- Go beyond comprehension questions.
- Facilitate rich discussion.
- Connect academic talk to academic writing.

## Provide daily opportunities for academic talk

Despite national calls for instructional frameworks that focus on *Reading, Writing, Listening, and Speaking*, and although talk is one of the most powerful tools for comprehending and analyzing text, research tells us very clearly that speaking is the neglected standard. For hundreds of years, students have been taught to listen quietly as the teacher talked, so that they would learn; still today teachers dominate classroom talk (Cazden, 1988; Heath, 1978; Snow, Tabors, & Dickinson, 2001). When attention to developing oral language does occur in most classrooms, it tends to be in preschool and kindergarten. So, ironically, as the texts and the language needed for academic success become more difficult, less instructional time, if any, is devoted to academic talk and oral language development. For students to succeed as readers and writers, we need to focus on developing their sophisticated language skills.

And if speaking is the neglected standard, listening is the misunderstood standard. *Passive* listening, like following directions, is the norm. *Active* listening is needed. Teachers can help students develop *active* listening and speaking skills through structured dialogue and debate activities that center on rich concepts. These practices also build the reasoning skills and background knowledge that are at the core of strong reading and writing.



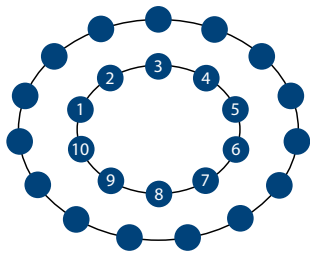
*Reach for Reading* is designed to infuse reading time with significant opportunities for students to develop their academic speaking and listening skills. In every unit, and across the lesson cycle, students are presented with

- Big Questions that focus on interesting cross-curricular topics to talk about
- interesting ways to engage in academic discussion (cooperative learning structures, book discussion groups, and more).

By placing academic talk at the core of good literacy instruction, *Reach for Reading* not only builds students' speaking skills, but their active listening skills also. Teachers are guided to support students to participate in academic talk effectively with structured opportunities to do so.



- ◀ Big questions provide interesting, cross-curricular topics for reading, writing, listening, and speaking.



### Talk Together

- ◀ Cooperative learning and partner work facilitate active engagement involving every student.

## Go beyond comprehension questions

When students are given opportunities to speak during reading instruction, they most often answer low-level questions with one or two word replies, and usually during the whole-group lesson. Consider the read-aloud: the teacher reads a story, pausing every now and again to pose a question to the group. Some students raise their hands, and the teacher calls on one to respond. This practice is widespread. Researchers have found that questions about the here and now or questions with answers easily found in text are used between 50 percent and 80 percent of the time in classrooms (Watson & Young, 1986; Zwiers, 2008). But these questions serve primarily one purpose—to evaluate students' understanding about something relatively concrete and literal. It's our strongest readers who can engage effectively with the question-answer format. Overall, however, very few students benefit from this.

To promote academic talk, we can't just have whole-group settings, and we can't rely almost exclusively upon teacher questioning as our tool to do so. Effective instructional practices to promote academic talk in the service of reading comprehension and writing development focus very seriously on *dialogue*—engaging conversation about rich topics and ideas featured in text—in order for students to develop their ideas and informed opinions.

When they engage in academic talk, students make claims and justify them with evidence, articulate causes and effects, compare ideas. They work as a whole class and in pairs or small groups. Students may have roles to play so they consider perspectives other than their own, or they may share opinions and work to build consensus. In classrooms focused on academic talk for improved literacy, teachers model good academic discussions. Teachers might also work with students on turn-taking or constructive disagreement with another's opinion.

In *Reach for Reading*, instruction to broaden academic talk centers on a Big Question featured in every unit and is anchored in rich text, which is key to building comprehension skills. Instruction draws significantly on the teacher's and students' personal connections to topics. At the end of each unit and throughout the course of study, students take a stance and debate a point of view, or do some research as part of a collaborative project, and report out to their peers as experts. In conjunction with a high-quality literature and nonfiction selections, students pose questions and find answers or apply their knowledge to new situations.

In structured discussions, we ask students to learn from their peers by observing and listening, exposing them to rich and engaging text that features academic language. *Reach for Reading* also teaches and provides repeated exposures to cross-curricular and academic language registers and vocabulary words to improve their academic language skills. The scaffolded instruction on language frames moves students from forming basic sentences to making comparisons, giving opinions, and justifying choices to their peers. Students pull together their emerging skills and practice academic talk in all of the unit projects as well. Overall, the instruction is dynamic and engaging. It qualifies as much more than basic communication and prepares students for the rigorous academic environments in middle school, high school, and beyond. Academic language frames scaffold students to promote participation at all levels.

## Facilitate rich discussion

If our students are going to advance to the next level, they need to actively construct their own knowledge. This means we need a paradigm shift in the role and actions of the teacher. If students are to deeply understand new texts and topics and generate new conceptual knowledge, lessons need to be designed accordingly. This means much less stand-and-deliver or step-by-step instruction to show students how produce the “right” answers, and more lessons designed around an open-ended question or big idea, connected to a long-term plan for content learning, and student collaboration. As a facilitator of students' own active learning, the teacher leads discussions on topics and texts. She is skilled at managing the process of inquiry—which doesn't always go in the direction planned—and, over time, supports students' unpacking of difficult text and big ideas (Goldenberg, 1992).

*Reach for Reading* supports this shift in roles through the gradual release of responsibility. Its design was guided by the principle that teachers are facilitators of student learning, guiding students on how to construct their own knowledge through in-depth interactions with text and abstract ideas. For this reason, the program supports teachers in leading fertile discussions about big ideas. Teachers model what good conversations look like and how one builds on the ideas of others. Rich discussion is fostered by enabling students at all levels to engage with authentic fiction and nonfiction texts that extend social studies and science questions beyond the shared reading in the anthology. After reading, heterogeneous groups meet to share and compare knowledge and insights gained from the different books. Cross-text sharing enables students to apply reading in authentic ways in a context that facilitates contributions by all participants.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

Miss Ramphus

Everest: The Climb, Part 1

The Coy, Part 1

Compare and contrast the books you have read. Discuss these questions with your group:

1. What helps each character imagine the world? How do these books help readers imagine the world?
2. How does each author help you visualize each amazing place?
3. What is similar about the settings in each book? What is different? What makes each of the places in these books amazing?

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▲ Students at varied reading levels explore different content-rich texts and novels. Heterogeneous groups share and compare thematically-related books creating an authentic context for academic discussion.

The *Reach for Reading* teacher's edition offers effective whole-group and small-group lessons to increase academic talk in our classrooms, encouraging teachers to take advantage of built-in opportunities for peer scaffolding to push students forward, while paying careful attention to groupings. Every unit features numerous occasions for teachers to foster academic language, including the end-of-unit collaborative projects that focus on the Big Questions.

## Connect academic talk to academic writing

Recent research is very clear that writing is a significant weakness for many students in our classrooms. For example, in a recent study in urban middle schools, participating teachers agreed that writing a paragraph is a difficult exercise for 6th graders (Kelley, Lesaux, Kieffer & Faller, 2010). How does increasing academic talk relate to promoting students' writing skills? It does so at least three ways:

1. Effective pre-writing work begins with teacher direction and modeling and encourages structured academic talk as students generate and organize ideas with the help of a classmate.

2. Effective writing assignments provide a platform for developing students' academic language skills; when students can accurately use new vocabulary or sentence structures in writing, clearly they have a sound understanding of the meaning and mechanics.
3. When writing instruction is embedded into the overall unit of study, and therefore linked to texts, it's another chance to have students grapple with academic language. Students gain the scaffolded support they need to generate and organize ideas, incorporate appropriate academic words and sentences, and move from notes or a graphic organizer to a flowing paragraph.

The *Reach for Reading* writing approach provides opportunities for increased academic talk and peer-learning. This is especially the case during the prewriting and editing phases when students share ideas with a partner and when students edit each other's work and learn how to give feedback constructively. In addition, all writing instruction is embedded in the unit of study and connects to rich text, providing further opportunities to develop academic language.

### Language Frames

#### Tell Your Ideas

- Something in nature I know about is \_\_\_\_\_.
- One tall tale I know is \_\_\_\_\_. I could write something like that.
- The problem could be \_\_\_\_\_.

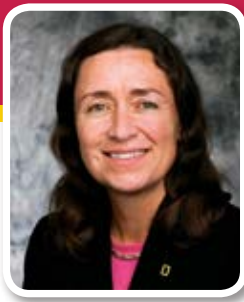
#### Respond to Ideas

- How would you turn \_\_\_\_\_ into a tall tale?
- \_\_\_\_\_ sounds funny. What will make your tale different?
- What will \_\_\_\_\_ do to solve the problem?

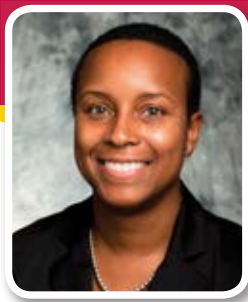
## Conclusion

If we are to support all students' literacy development, prevent reading difficulties, and close achievement gaps, our classrooms should be filled with academic talk—talk that centers on big ideas and complex concepts worthy of discussion and debate and is engaging for our students. To do this we need to increase student talk and decrease teacher talk (Cazden, 2001; Fisher, Frey, & Rothenberg, 2008; McIntyre, Kyle & Moore, 2006; Saunders & Goldenberg, 1992). We need to expand teachers' repertoires to go beyond questioning to get students speaking. The dialogue that promotes reading comprehension and writing skills engages students to work and think together about a complex problem, to see others' viewpoints, and to better understand the knowledge and experiences they bring to the issue.

For **research citations** see page R19.



Deborah J. Short, Ph.D.



Jennifer D. Turner, Ph.D.

# Reaching Your Reading Potential

by Deborah J. Short and Jennifer D. Turner

Our classrooms are very diverse across a range of variables: income, culture, first language background, learning styles, and more. Children enter our classrooms with different early literacy backgrounds—strengths and weaknesses in reading and writing, varied personal experiences that could be activated as prior knowledge, ranges of vocabulary knowledge, Roman or other alphabetic/graphic systems, and perspectives on print. Even with similar backgrounds, students learn to read at different rates.

Nonetheless, all students have the potential to be effective readers, writers, and thinkers. They need more than basic skills instruction to reach their potential, however. They benefit from meaningful, generative activities that ask them to analyze and apply what they are learning, make connections and compare ideas, solve problems, and create new products. The call for college and career readiness standards now being instantiated in many state standards and for deeper learning (Alliance for Excellent Education, 2011) demonstrate that many educators are ready to shift away from rote learning and standardized testing of facts to promote instruction that can lead students to be successful in school and beyond.

While the thought of high school graduation may be far from the average first or third grader's mind, these thoughts should be front and center in their teachers' minds. We want all students to start on the path to postsecondary learning and we want to give them critical tools to move forward. Unfortunately, many students from lower income or language minority families are not in classrooms that focus on challenging, creative learning (Au, 2006; Snow, Griffin & Burns, 2005; Edwards, McMillon & Turner, 2010). Sadly, research has shown that these classrooms often focus on basic skills instruction with decontextualized worksheets and memorization drills. If these students start to struggle with reading, they receive more of the same, perhaps with more intensity. This is not a winning solution.

*Reach for Reading* has been designed to break this cycle. It provides rich, robust instruction for all students with relevant and engaging literature that gives students satisfaction when they reach the conclusion of a story, article, or poem. Moreover, the series has connected reading instruction to the content areas—giving students tools to access the content and fostering higher-level reading skills across all subjects encountered during the school day.

Differentiated instruction is the underpinning of all lesson activities. As we discuss below, whether the class is working on vocabulary, post reading responses, unit projects, or another task, *Reach for Reading* gives teachers multiple approaches for delivering new knowledge to the students and for enticing the students to practice and apply that knowledge.

## Content-based reading

How will *Reach for Reading* move students along the pathway to reading success? The move begins with content-based units centered around a Big Question that connect to science or social studies. These are not questions with simple, factual answers, but questions that require both facts and analysis. Students can think about questions the way one might in the real world, a college course, or a workplace. The Big Question thread is pulled through the unit. *Reach for Reading* holds fast to the thematic plan and addresses grade-level content standards in addition to foundational skills development, grade-level reading, and language arts standards.

## Oral language

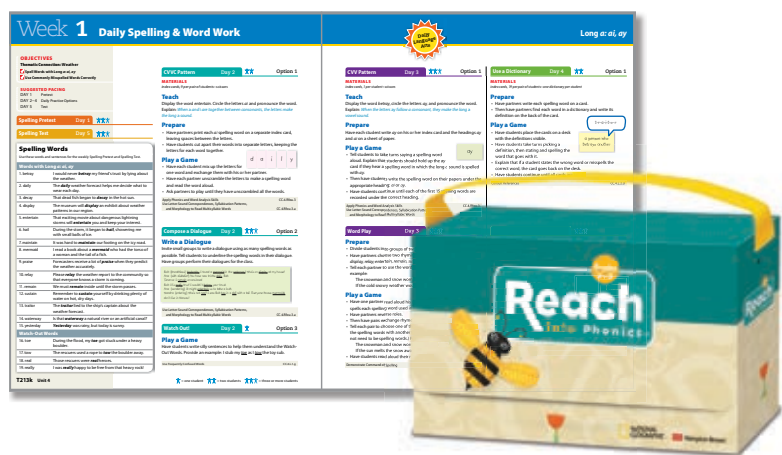
Big Questions are written to promote academic talk among students, giving them an opportunity to consider the topic from their personal perspectives and read the selections. But if we want to generate more productive talk in classrooms, we also have to ensure students have the skills and knowledge to participate in academic discussions (Fisher, Frey & Rothenberg, 2008).

To facilitate academic talk, *Reach for Reading* involves students in a range of vocabulary development activities focusing on subject-specific words and general academic words which have been carefully selected to convey conceptual knowledge. Lessons incorporate many opportunities for students to learn and practice using the words through discussions, sketches, brief writing tasks, role plays, and hands-on activities. Technology supports learning with resources including online photographs, video clips, and a student's own personal vocabulary notebook.



## Explicit, systematic instruction and assessment

Furthermore, the building blocks for reading, phonemic awareness and phonics, are present in the grade-level books. In the primary grades students experience daily lessons on these elements. In the upper grades for the small percentage of students who still need help decoding or for the recent immigrant students new to English, a supplementary kit, *Reach into Phonics*, is available. At any grade, online phonics games can supplement the regular instruction. Teachers have flexibility in choosing the amount of support to provide students based on their needs.



Explicit instruction in reading comprehension strategies, another critical piece of the reading puzzle, is also present throughout the units. With step-by-step instructions and practice with a portion of the selection to be read, students experience a consistent introduction to each strategy. These strategies are the focus of the comprehension checks while they read texts at their level and the post-reading activities that link the topics to the Big Question.

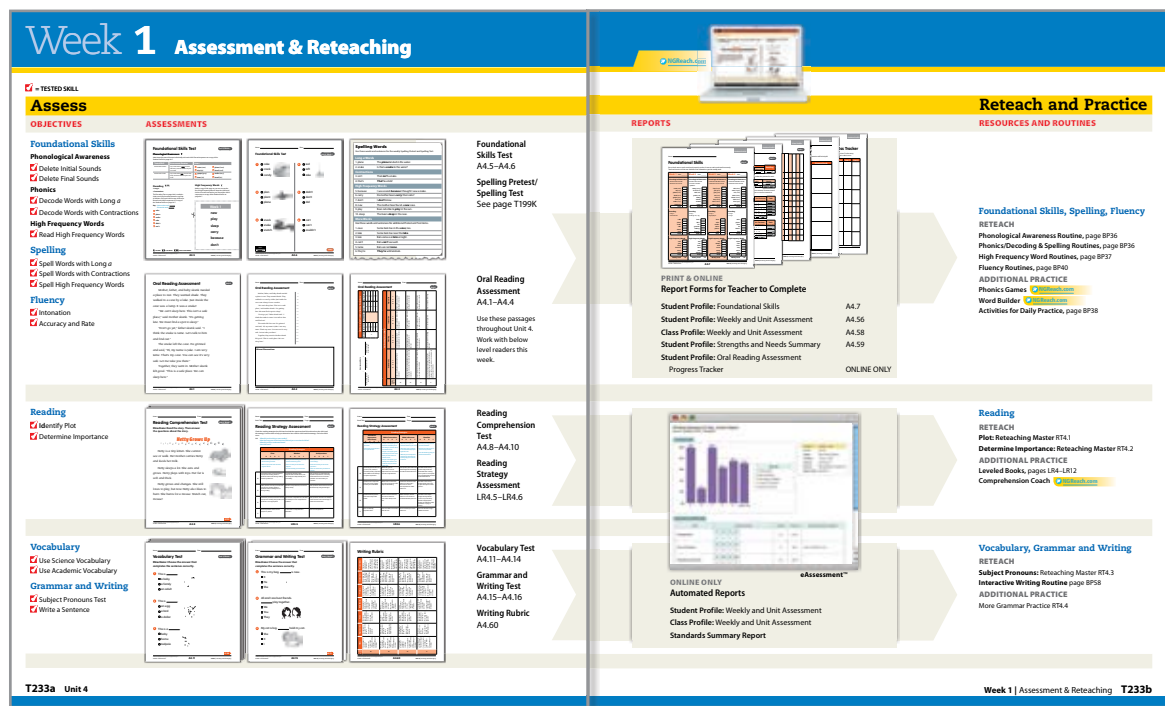
*Reach for Reading* offers teachers and students multiple ways of demonstrating understanding. Students respond to reading through writing activities designed for their reading and language proficiency levels. *Reach for Reading's* informal assessment tools, including running records and comprehension strategy checklists, help teachers to monitor students' progress and tailor instruction to meet their needs on a daily basis, while unit tests and projects allow teachers to gauge their learning over time.

A major concern for all teachers is what to do when children struggle. What if they can't read well despite one's best efforts? Before moving students to intensive interventions, we encourage teachers to try the monitoring and reteaching techniques built into *Reach for Reading*. Students can use online games, Comprehension Coach, and other technology resources for extended practice.

An extensive array of scaffolding features helps teachers to readjust instructional tasks so that students are challenged at the appropriate level. Cooperative learning activities anchor each lesson so that students support one another as they are learning the subject matter, and practice their oral language skills as they interact verbally. Additionally, on-the-page text supports, including Before You Move On and In Other Words, scaffold students' vocabulary knowledge and reading comprehension. Writing activities are designed to guide students through the process of authoring and editing texts in print (e.g., stories, essays) and online formats (e.g., blogs, emails).

## Conclusion

By 2050, demographers predict the U.S. population will be majority-minority. In many of our school districts, this trend has become a reality. We have to reach all our students with core reading instruction that will move below-level students to on-grade level and on-grade level students up to an advanced level. Our advanced readers, who may be in these classrooms as well, need to be challenged so they make progress, too. With *Reach for Reading* we will help all students—below-level, on-level, and above-level—become better readers, writers, and thinkers.



For research citations see page R19.



Sylvia Linan-Thompson, Ph.D.

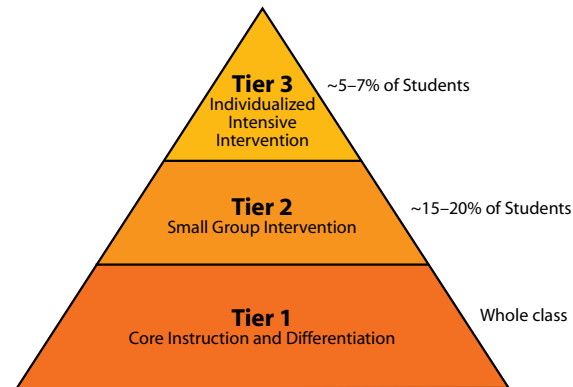
# Monitoring Progress to Reach Reading Goals

by Sylvia Linan-Thompson

In today's heterogeneous classroom, monitoring progress is more important than ever. Research has long shown that teachers need to use assessment data to inform their instructional planning and decision making (Afflerbach, 2007; Edwards, Turner, & Mokhtari, 2008). With today's focus on Response to Intervention, or RtI, this principle of using assessment to inform instruction has been more formally defined and organized in a system to help connect this critical research finding to the complex logistics of classroom teaching. Response to Intervention (RtI) describes a framework that promotes the use of successive cycles of assessment, instruction, and decision-making as a means for preventing the development of learning difficulties.



Students who continue to exhibit difficulty in acquiring reading skills after one or two cycles of Tier 2 receive Tier 3 instruction. While there might be some variation in terms of the length of Tier 2 or who provides instruction, the sequence is standard. The third tier is the most intense. Because very few students (5–7 percent) need this level of instruction, students receive instruction in groups of one to three students. In many models, the third tier of instruction is provided outside the classroom



## Multi-tier instruction

The cycle begins with benchmarking. The data provides the teacher with information about students' reading skills. All students receive core reading instruction or Tier 1. The classroom teacher provides the first tier of instruction to all students. This does not mean that all students get the same instruction, however. In this first tier, instruction is differentiated and scaffolded, and flexible grouping is used to maximize learning.

Students who do not meet benchmark are also provided Tier 2 instruction, and their progress is monitored with formative assessments. Assessments are used on a regular basis. If students have made adequate progress and meet benchmark, they exit from Tier 2 instruction. If they have not made adequate progress, they continue to receive Tier 2 instruction in addition to Tier 1. In most models, the first two tiers of instruction are provided in the general education classroom. The second tier of instruction is provided to students, usually 15–20 percent, who do not meet grade-level benchmarks. Targeted instruction meant to “catch them up” is delivered to these students in small, homogeneous groups.

## Characteristics of effective Tier 1 instruction

Tier 1 reading instruction and core reading instruction are synonymous. For Tier 1 to be effective for all students, attention must be paid to both the content and delivery of instruction. Furthermore, it has to meet the literacy needs of all the students in the class. To accomplish this, *Reach for Reading* has ensured that the instruction is explicit and systematic, is differentiated, and that there are sufficient materials to ensure that all students have multiple opportunities to read every day regardless of their reading level.

There is consensus in the research field about what constitutes effective reading instruction. Effective reading instruction builds students foundational reading and decoding skills, develops their vocabulary knowledge, teaches strategies and builds knowledge needed to comprehend and analyze text, and focuses on fluency instruction that includes increased exposure to vocabulary and print (National Reading Panel, 2000). *Reach for Reading* includes instruction in all of these areas with interactive and integrated lessons.

Additionally, because *Reach for Reading* is built around content area topics, students as early as first grade are engaged with both narrative and expository text and acquire not only new content but also the vocabulary, language, and text structures associated with a variety of texts. This enables students to apply core reading knowledge in all subjects throughout the school day.

The content of instruction is only one part of effective instruction. *How* instruction is delivered is equally important. Well-delivered and supported instruction helps to create a safe environment in which students can acquire new knowledge. The lessons in *Reach for Reading* are structured to provide several layers of support. The first level is the structure of the lessons. They provide a clear introduction, with modeling to make the task explicit for children. Guided practice is included so the teacher can ensure that children learn the task, and then there is independent practice to solidify learning. Additionally, guidance in providing corrective feedback and opportunities to check for understanding are included.

## Differentiation and Tier 1 instruction

As noted earlier, Tier 1 instruction includes differentiation. To become successful readers, students need opportunities to read different types of text every day. To ensure all students have access to text they can read during Tier 1 instruction, the *Reach for Reading* program gives students a variety of reading resources. The rich, authentic literature and informational texts in the student anthologies are scaffolded with on-page supports, frequent comprehension checks, and pre- and post-reading activities that build skills, strategies, background knowledge, and vocabulary to support all learners. In addition, a range of leveled reading options are available for small group reading. In addition to providing reading practice, content-based reading at varied levels builds students' content knowledge and allows them to participate in and contribute to discussions.



◀ Scaffolded anthology selections provide an entry point for all learners in Tier 1.



▲ Differentiated small group reading—with Explorer Collection books and trade books—matches readers and texts over a range of reading levels.

Finally, across lessons, flexible grouping formats are used to provide students with additional opportunities to practice what they are learning. Homogeneous and heterogeneous small group formats are used in addition to purposeful pairing as appropriate for the learning objective.

## Multiple measures

Frequent assessments are critical to monitoring progress and identifying opportunities for reteaching for all students. A variety of assessment tools, including both formal tests and embedded informal assessments, are provided to gauge student progress and identify students who may require reteaching or students who would benefit from additional practice to build automaticity. Using a range of measures is critical to capture the multi-dimensional range of skills required to read, write, listen, and speak.

**3 Spell Words with Long a** ✓  
Use **Letter Cards** to build *bake* and blend the word. Then have pairs use **Letter Cards** to build *same, haze, cape, grape, and frame*. When all pairs have built their words, have the class chorally blend and read the words together. Repeat for word families *-ake, -ale, -ame, and -ate* like those in the Word Bank. Assign **Practice Master PM4.4** for more practice.

bake	tale	name	gate
lake	male	game	date
make	pale	same	late
take	sale	tame	plate
rake	whale	flame	skate
snake			
shake			

Word Bank: Long a

**Check & Reteach**  
**OBJECTIVE:** Read and Spell Words with Long a ✓  
Read and Spell CCVc Word Patterns ✓  
Dictate: *Tale, Farfallina & Marcel is a tale. Tale.* Have children write then chorally spell *tale*. If children misspell *tail*, display the word using **Sound/Spelling Cards**. Repeat the word and have children sound out the word with you. Then have children rewrite the word correctly. Repeat with this sentence: *Marcel is a male goose.*

▲ In addition to formal assessments at the end of each week, every tested skill includes point-of-use ideas for informal monitoring of progress and reteaching.

## Providing Tier 2 instruction

Who needs Tier 2 instruction? Students who do not meet benchmarks benefit from Tier 2 instruction. There are a variety of factors that inhibit students' reading progress including

- limited early literacy experiences
- lack of instruction or practice
- failure to develop phonemic awareness
- failure to develop the alphabetic principle
- failure to master basic decoding skills
- ability to read accurately but not automatically
- very slow learning.



When planning Tier 2 instruction, use data to determine what students need and group them homogeneously. When children can't decode, we focus on basic word-level skills and ensure that students learn the skills needed to read words. They need to know letter sounds, how to map those sounds to letters, and blend them to read words. They also need to practice reading the words until they can read them automatically. It is also important to ensure that students are also learning language. Building students' listening and speaking vocabulary will also help them in reading words automatically. When words are known well, both the pronunciation and meaning are accessed automatically.

*Reach for Reading* has several components that can be used to support these students as they develop the code, including routines and resources for reteaching foundational skills identified for the early grades. For intermediate grades, a complete phonics intervention kit, *Reach into Phonics*, is provided for students who struggle with foundational reading skills. In addition, a range of digital resources provide opportunities for repeated practice for automaticity development.



▲ Comprehension Coach and *Reach into Phonics*

When children can decode but are not fluent, Tier 2 instruction focuses on building fluency in text reading. But children who are not fluent may also need to develop language and automaticity. They also need opportunities to read text at their independent reading level.

For this group of children, the *Reach for Reading* trade books are a valuable resource. Materials in the program's leveled library extend to reach students who are two years below the grade-level reading targets. These books can be used to provide students practice reading at their independent level while they build content knowledge. Further, there are several opportunities for students to practice additional independent reading. Time is allotted in pacing for the leveled library for teacher work with Tier 2 students and to conduct conferences with all students.



Some children will develop adequate decoding and fluency skills but will not comprehend what they read. These students need to learn to monitor their comprehension and to use comprehension strategies. However, to understand text, students must also know the meaning of the majority of the words they are reading:

- Pacing includes reading and rereading texts to enable the students to read once for literal comprehension and then read a second time to deepen comprehension.
- Background knowledge and vocabulary lists are provided for anthology and library reading to help students at all levels.
- Writing options provide options for all students to respond to reading in level-appropriate ways.

Building students' background also aids in comprehension. The words we can associate with topics we know about and the depth of our knowledge of specific topics facilitate our understanding of texts on those topics. Therefore exposure to a wide range of topics provides students with opportunities to develop vocabulary associated with various topics in an engaging and embedded context and thereby build their world knowledge in the process.

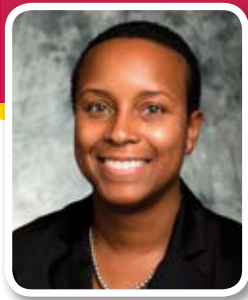
## Conclusion

It is not enough for us to assess for accountability purposes. Teachers not only need to know how to collect pertinent data on students' learning and development, but to use it in an easy-to-implement way to make appropriate instructional decisions about grouping, reteaching, and more. The range of measures, teaching resources, and reteaching resources in *Reach for Reading* help teachers respond to individual needs and grow as capable and confident readers, writers, listeners, and speakers.

For **research citations** see page R19.



Lada Kratky



Jennifer D. Turner, Ph.D.

# Orchestrating Instruction *by Lada Kratky and Jennifer D. Turner*

Our classrooms are made up of students with a variety of interests, strengths, and personalities. Some are shy while others are outspoken; some are afraid to take risks, while some are bold; some have been read to, others have never held a book. In the classroom, one of the challenges a teacher faces is grouping these diverse personalities in such a way that they will all flourish. It has been shown that small group instruction is more effective for students than simply doing whole group instruction during the entire day (Taylor, Pearson, Clark & Walpole, 2000). And so, how do we group students?

We know that the best literacy teachers don't simply organize their instruction; they *orchestrate* learning within their classrooms (Turner, 2005). Heilman and his colleagues (2002) note that "Implementing reading instruction in a class requires careful orchestration of time, materials, and instruction to satisfy the needs of individual children" (p. 508). This means that teachers must be thoughtful and purposeful as they make grouping decisions.

## Reading groups

Although there are many grouping formats that teachers may use for reading instruction in their classrooms, we focus on two primary types—homogeneous groups and heterogeneous groups. Homogeneous groups are formed when students of similar reading levels come together to read a text. The purpose of homogeneous reading groups is to provide explicit instruction to groups of four to six students at their instructional levels (Fountas & Pinnell, 1996; 2001) and to scaffold students' understanding of texts (Frey & Fisher 2010). Importantly, homogeneous groups should not be static, or students will remain in the same reading group for the entire year (Fountas & Pinnell, 2001; Iaquina, 2006). Rather, homogeneous groupings must be flexible and allow for individual growth and continued challenges.

Heterogeneous groups are formed with students of varying strengths, needs, and interests as readers. According to Heilman et al (2002), heterogeneous groups "have the potential to increase students' academic engaged time and achievement by promoting active learning, with students talking and working together rather than passively listening" (p. 502).

Which grouping format is best? A primary consideration for making this decision is identifying the task at hand, and the question becomes if students should be placed in homogenous or heterogeneous groups to provide the best setting for the given task.

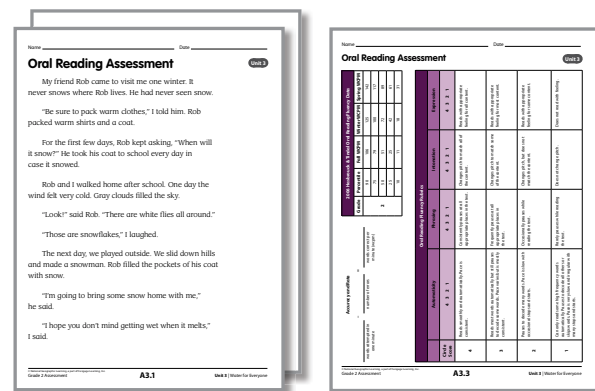
When learning and practicing a skill, students will work best when grouped with others of similar skill levels. Instructional levels are determined by observation of student strengths. Reading means deriving meaning from print. To that end, teachers should be aware if students are purely decoding or if they are using phonics and language skills to arrive at meaning. Teachers of emergent readers, in addition, should be aware if students control concepts of print, have letter knowledge, and can identify High Frequency Words. The best tool for assessing student strengths in reading is the running record.

## Running records

In *An Observation Survey*, Marie Clay (2000) states that running records help teacher in

- the evaluation of text difficulty
- the grouping of children
- the acceleration of a child
- monitoring the progress of children
- observing particular difficulties in particular children.

A running record of student performance can be carried out with any introduced text and at any time. It consists of following the student's reading by making markings, which will be used to analyze strengths and difficulties. The teacher jots down a tick, or check mark, for each word read correctly. A miscue is recorded. If a child corrects an error, the correction is recorded as well. A struggling reader should be observed frequently in order to track his or her progress and inform his or her instruction. On-level readers can be observed on a regular basis.



▲ Oral reading assessments provide running records of reading progress. Measures are provided for accuracy, rate, and comprehension.

## Flexible grouping

Using running record scores and other measures, the teacher will create homogeneous reading groups. Reading groups are formed to provide explicit instruction to a group of four to six students at their instructional levels. These groupings must be flexible and allow for individual growth and continued challenges.

The most important and continual consideration has to be that groupings are flexible. Students grow at different speeds. Flexible groupings are essential to avoid frustration and keep kids engaged by keeping them appropriately challenged and meeting individual needs. Running records and conferences must become part of routine and constant observations of each student's growth, which will guide continual and necessary adjustments between groups.

As Iaquinata (2006) observes, flexible groups “avoid the traditional problems of grouping, because teachers change the composition of groups regularly to accommodate the different learning paths of readers” (p. 414). In order to maintain flexibility, it is necessary to assess students' strengths and needs on an ongoing basis. Thus, constant observation of each student's growth, as well as periodic adjustments within groups, are vital in order to allow each student to advance at his or her own rate.



▲ Leveled books provide opportunities for students to explore science and social studies content and apply reading skills and strategies at their individual instructional levels.

Once groups are formed, there are a variety of different instructional approaches that classrooms take to implement small group reading. Guided reading involves teacher-supported discussions in small groups (Fountas & Pinnell, 1996). Literature circles are heterogeneous, student-lead groups of four or six children who read the same book. They prepare for discussion by taking on particular role e.g. Discussion Director, Connector, Illustrator. (Daniels, 2002). Many other reading routines exist and can be effective once groups are formed. Regardless of the format used, homogeneous group reading is just a first step in reading. It's also important to have students share and extend learning through heterogeneous group discussions.

After students work with texts at their level, *Reach for Reading* provides the opportunity for all students to share the knowledge gained about the different stories and informational texts they have read through heterogeneous group discussions. The “Connect Across Texts” part of the small group and leveled reading routines provides opportunities for all learners to transform facts and ideas gleaned from their books into knowledge, ideas, and opinions about the core content topics and questions that form the center of each unit.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Connect Across Texts**

Share the story words with your group. Then take notes as you listen to each summary.

Miss Ramphal
Event: The Climb, Part 1
The Climb, Part 1

Compare and contrast the books you have read. Discuss these questions with your group.

1. What helps each character imagine the world? How do these books help readers imagine the world?
2. How does each author help you visualize each amazing place?
3. What is similar about the settings in each book? What is different? What makes each of the places in these books amazing?

563.7



## Selecting the right book

Among the many baskets of books that are made available in a classroom, students will find books that are easy for them, those that are at instructional level, and those that are difficult. It is important to know which books are appropriate for each learner. Fountas and Pinnell say, “Easy readers...allow children to focus on the meaning and enjoy humor and suspense. [They] give children “mileage” as readers and build confidence.” However, it is not enough for children to just read easy texts.

Instructional-level books are those that allow readers to learn more and progress little steps at a time. They provide practice of known strategies and go a step beyond, allowing for fluent reading and opportunities to problem solve. Hard texts will more than likely discourage the reader. The reading will be choppy, punctuation will be ignored, perhaps there will be sounding out of individual letters, all of which will result in little or no comprehension and the message that reading is difficult and frustrating.

*Reach for Reading* provides a large range of texts to meet the diverse levels of today's heterogeneous classrooms for every one of the

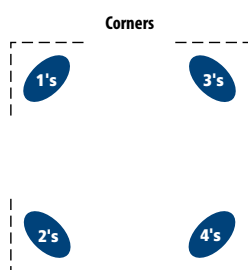
- 32 content-based decodable readers are provided in the primary grades
- over 100 thematically-connected trade books carefully selected to span across the range of below-level, on-level, and above-level readers
- 64 Explorer Books featuring articles from *National Geographic Explorer* magazine written at two different reading levels.

## Grouping for cooperative learning

Generally speaking, when involved in cooperative learning activities, heterogeneous groupings will engage students most effectively. These groups mix language abilities as well as personalities in order to combine talkers with non-talkers, the shy with the bold. The purpose of this type of grouping is to share ideas, discuss, talk, brainstorm, or build together. By having heterogeneous grouping, talkers become role models, and non-speakers slowly build up enough confidence to speak. These activities allow students to learn from each other as they work together.

The teacher is the most informed person with regards to student strengths in language and participation and is the best person to match up different students for mutual benefit and growth.

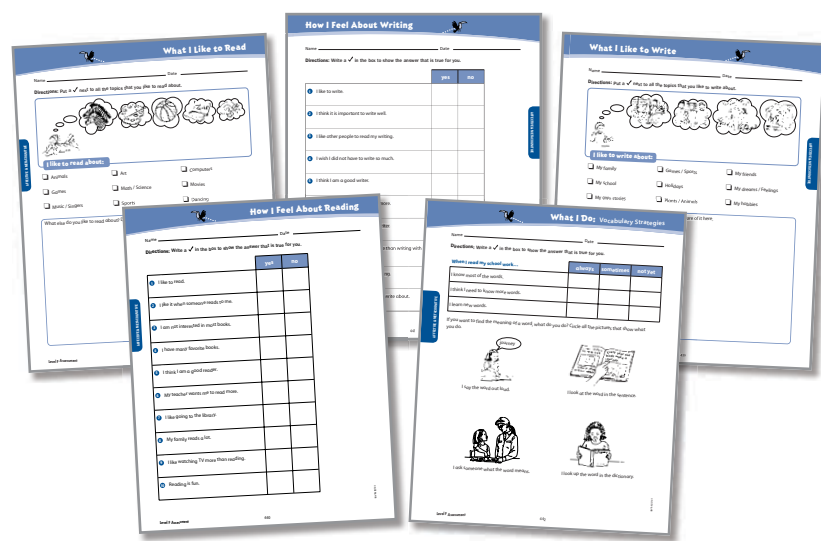
*National Geographic Reach for Reading* offers a wide range of cooperative learning activities. An example of such an activity is “Corners.” Each of the four corners of the classroom is assigned one aspect of a discussion. At their seats, students think and write about one of those aspects. Then they go to the corresponding corner to discuss their ideas. At the end, one student from each group shares the thoughts of the group with the class.



Cooperation, discussions, listening to others’ opinions and sharing of ideas are behaviors that are desirable and have to be learned. When students work together in heterogeneous groups, those behaviors can be nurtured and made to develop.

## Independent reading

In addition to selecting texts according to students’ reading levels, teachers should also select texts based on students’ interests and preferences. For example, students generally choose the book that they would like to read during independent reading time. Teachers may also encourage students to select topics of interest in science and social studies and support students in using a wide range of informational texts, which promotes content learning and literacy development (Bergoff & Egawa, 1991). Finally, recent research suggests that students respond enthusiastically to texts that mirror their cultural, linguistic, or ethnic backgrounds, and teachers should select books which are relevant to students’ lives and interests outside of school (Louie, 2006; Turner & Kim, 2005).



▲ Affective and metacognitive assessments are provided at [NGReach.com](http://NGReach.com).

Independent reading time is a time in the day for readers just to explore reading. Whereas leveled reading takes place in homogeneous groups and texts are selected primarily for their appropriate instructional level, independent reading can happen when students are grouped heterogeneously and texts are selected based on personal interests of the reader. Book baskets are leveled, so students can select easy or instructional-level texts and read to each other. In addition, students can explore book baskets that might contain selections to entice diverse interests. These might be catalogs, how-to manuals, magazines on motorcycles, cars or airplanes, cookbooks, or any other type of texts that might not otherwise be available to students. It is exploration time, a time readers confirm the fact that reading is fun.

## Conclusion

Small group instruction has been proven to be most effective when teaching students of different backgrounds and strengths. In activities where the focus is learning a skill, such as reading, homogeneous groups are more efficient because they group students by ability and instruction is aimed at each specific ability level. Constant observation of student participation and progress is required for teachers to be informed about their students. Finally, it is important for teachers to remember that small group instruction is critical, but it is just one part of a balanced literacy program. Small group instruction provides opportunities for students to work closely with their peers and with texts, yet it should not be the only instructional feature of the literacy block. Participating in small instructional groups, as well as accessing literacy events within the whole community (e.g., read alouds, shared writing experiences) and opportunities to read independently, enhance children’s development as critical readers, writers, talkers, and thinkers.

For **research citations** see page R19.



Nancy Frey, Ph.D.

# Using Technology to Foster Learning for a New Century

by Nancy Frey

Peer over the shoulder of an elementary-aged child who is working on a computer and prepare to be amazed and a little intimidated. The children in today's classrooms have never known a time when the Internet did not exist and have been raised in an environment where information is just as likely to be presented digitally as it is in print. When confronted with an interesting question, they are as likely to turn to a computer, or other device with a Web browser, as they are to look in a book. This shift in learning is not confined to school-aged children. Increasingly, teachers of these same students have themselves experienced curriculum development as a process that occurs within digital spaces.

Professional organizations have united in their calls for a 21<sup>st</sup> century approach to education that broadens our approach to teaching, learning, and literacy. The International Reading Association in 2009 called for literacy curriculum that emphasizes use of print and digital technologies in learning, and further stated "students have the right to... teachers who use ICTs (information and communication technologies) skillfully for teaching and learning effectively" (IRA, 2009). The Partnership for 21<sup>st</sup> Century Learning Skills, a consortium of education and business organizations, states that the 21<sup>st</sup> century content must include "global awareness, financial, economic, business, and entrepreneurial literacy, civic literacy, and health and wellness awareness" (Partnership for 21<sup>st</sup> Century Learning Skills, 2009). The digital divide still exists, and there is enormous disparity in access to technology in homes, classrooms, and communities. A survey by the Kaiser Family Foundation reported that schools play a key role in providing access to those students who lack access to technology in their homes and communities (Rideout, Foehr & Roberts, 2010).

However, the development of 21<sup>st</sup> century learners who are also learning to be literate is complex. Hobbs (2010), in her testimony to the United States Congress, noted that there are three kinds of possible risks: *content risks* that expose students to harmful material; *contact risks* that may result in online harassment or bullying; and *conduct risks* that include misrepresentation and misinformation. The troubling nature of access to 21<sup>st</sup> century learning experiences is confounded by access to hardware that is connected to the Internet.

According to the Pew Internet and American Life Project, access to broadband is significantly lower in poorer households, among Hispanics, and in homes where English learners live, and that the rate of access has declined in the last several years among this population due to cost (2008).

The fact is that preparation of students for learning in a new century means that the curriculum they use must focus on building the types of critical literacy needed for global communication. It presents a unique challenge for elementary educators who need to balance the development of the kinds of skills needed for becoming digitally literate with the very real concerns about shielding young children from risk.

*Reach for Reading* is designed to build students' capacity for learning with technology, and to support teachers' efforts in utilizing technology in a safe environment. In addition, the curriculum design of the program accentuates the content knowledge needed by 21<sup>st</sup> century learners.

## Literacy 2.0: learning in the 21<sup>st</sup> century

Literacy and learning in the 21<sup>st</sup> century is shifting from an emphasis on the tools (e.g., computers, smartphones, podcasts, networks) to processes. In other words, we know that the tools teachers and students use will continue to change at breathtaking speed. In fact, it is likely that by the time you read this white paper, there will be new tools that did not exist when it was written. Instead, educators understand that the focus needs to shift to the processes used by learners when utilizing technologies. All learners need the following technology literacy skills (Frey, Fisher, & Gonzalez, 2010). Students must be able to

- search and find information
- use information
- create information
- share information.

*Reach for Reading* is designed to promote searching for information across both print-based and digital texts through online reading experiences focused on topics and issues that impact the social, biological, and physical world. Students view video clips to build their background knowledge and listen to both the teacher and others to build their language skills. They use information from printed texts and digital texts to formulate answers from an inquiry-based curriculum. The Digital Library provides a media-rich search resource and access to National Geographic texts, videos, and images is available online.



▲ In addition to traditional printed texts in anthologies, Big Books, and trade books, interactive texts are designed for whole-class reading.

Each day, students create information through writing. Importantly, writing genres include those needed for digital communication, such as writing emails and blogs. Many of the writing projects utilize Magazine Maker which focuses students on using technology to produce writing. The digital nature of these resources brings the most current information about the world to the classroom. As always, students are consistently challenged to be discriminating consumers of information.



◀ Students create writing projects using the Magazine Maker.



## Social learning in the 21<sup>st</sup> century

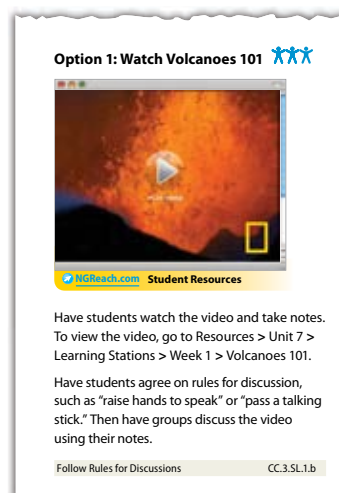
Noted literacy researcher Paul Gee (2007) states that learning is socially constructed between people and requires them to probe, hypothesize, reprobe, and rethink and that this occurs in both face-to-face and digital environments. The Web 2.0 revolution has made digital spaces interactive, and people expect to be able to dialogue, confer, and debate on any topic of interest. Whether in a classroom or a digital environment, students need the skills to ask questions, form opinions, ask more questions, and draw conclusions. Therefore, a curriculum designed to prepare 21<sup>st</sup> century learners must include ample opportunities for students to converse with their peers, ask questions, disagree, and formulate their own opinions.

In *Reach for Reading*, communication is located at the heart of the program. Students engage daily in verbal and written discourse about ideas and information that impact their local communities and the world at large. Rest assured that these environments are constructed to reduce the content, contact, and conduct risks that might otherwise lead to restriction of such experiences due to these concerns.

## Reading and writing in the 21<sup>st</sup> century

Leu et al. (2009) state that the “self-directed text construction” of online reading experiences represents a shift from traditional print-based literacy. Students in an online environment move freely between texts to form understandings. Students need ample experiences with moving among a group of texts in order to develop the ability to synthesize information. Therefore, each unit in *Reach for Reading* is organized around a Big Question that prompts students to move among a set of informational and narrative texts to construct understanding.


The Big Questions are designed to defy easy answers, and learners are prompted to use both their background knowledge and what they have learned from their readings to draw conclusions and formulate answers. Research activities in the program include traditional print-based research and online research. This organization encourages students to engage in the kinds of nonlinear multi-text explorations needed when reading and researching online.



◀ Web research activities help students use synthesis skills using printed resources in the program and text and media resources online.

## Communication in the 21<sup>st</sup> century

Both on- and offline experiences are necessary for students to become thoroughly literate in the 21<sup>st</sup> century. *Reach for Reading* emphasizes the communication and collaboration skills necessary for students to engage in these practices in both face-to-face and digital environments. In particular, the language frames present in every lesson cause students to focus on both the academic language and academic vocabulary needed in verbal and written communication. As Leu and colleagues (2009) note, “[o]nline reading and writing are so closely connected it is not possible to separate them; we read online as authors and write online as readers” (p. 266). The ability to do so requires that learners are immersed in the rich oral and written dialogue with others that is critical for online learning.



Learn test-taking strategies.  
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### Write About It

What **traits** do you most admire in Cuy? Why? Write an e-mail to Cuy to tell him. Use **Key Words**.

Cuy's traits

To: Cuy@ngreach.com  
From: ileana@ngreach.com  
Subject: Cuy's traits

Hi Cuy,  
You have some great traits, like \_\_\_\_ and \_\_\_\_ . I like these things about you because \_\_\_\_ .

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## Let's not forget literacy learning!

Reading, writing, and communicating in digital environments is essential for learners in a new century, but let's not forget that our primary job is to induct children into the world of literacy. Therefore, the resources available to the teachers of these students must be similarly cutting edge. Because the *Reach for Reading* program features both print and digital tools, teachers are able to draw from a rich catalog of materials that would otherwise be prohibitively large to store in a classroom. These include instructional support tools such as online letter cards that can be manipulated to form words for use in phonics instruction, vocabulary cards that bring meaning to life when providing reading comprehension instruction, and graphic organizers that make it easy to show students how information is sequenced during writing instruction.

Even better, digital resources make it even easier to provide the necessary alternative materials needed for Tier 2 Response to Intervention programs to supplement quality core instruction. In the past, students who struggled to read and write often did so because their teachers were not able to supply them with enough repetition and practice of skills. However, the digital resources make it possible to provide struggling students with meaningful reteaching and practice opportunities to accelerate their progress.



◀ Digital resources like phonics games, vocabulary games, and the Comprehension Coach provide options for additional practice.

## Conclusion

It is imperative that we prepare students for their future as members of a global community where information is shared, produced, and understood across space and people. It is clear that the challenge is great, especially because the past decades have taught us that we are not able to predict the tools they will be using as adults. Rather, our best approach is to ensure that students know how to communicate and collaborate with one another in both face-to-face and digital environments. They must be provided with daily opportunities to read, write, speak, listen, and view using many kinds of visual and written texts. Students must become increasingly comfortable searching for information, storing it, sharing it, producing it, and presenting it to a variety of audiences. Learners who are able to do these things are well prepared for a new century.

For **research citations** see page R19.

# Foundational Skills

**Research Basis:** Phonological awareness is the ability to hear, identify, and manipulate sounds in words. It is an essential skill for emergent readers: children must be able to distinguish sounds in words before they can link the sounds to the letters that represent them. Explicit instruction in phonological awareness significantly improves children’s reading (National Reading Panel, 2000).

## Phonological Awareness Routine 1

### Match, Identify, and Isolate Sounds

**Purpose:** Children listen to beginning, middle, or ending sounds in pairs of words to determine whether the sounds are the same or different. They identify the sound that is the same in a set of three words. Then they isolate the sound in a single word. If children need additional instruction in hearing sounds in words, use **Phonological Awareness Routine 12** on BP31.

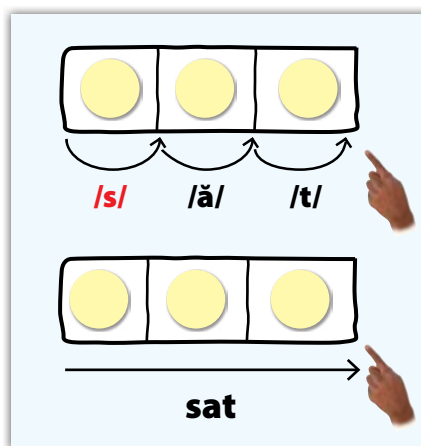
- 1. Match Sounds** Begin by telling children they will listen for sounds in words. Then have children listen as you say two words with the same beginning (middle, ending) sound. Ask children if the two words have the same beginning (middle, ending) sound: *Are the beginning sounds the same?*
- 2. Match and Distinguish Sounds** Continue with other sets of words, some of which do *not* share the same beginning (middle, ending) sounds.
- 3. Identify Matching Sounds** Say three words that only share their beginning (middle, ending) sounds. Ask children to say the one sound that is the same in all three words. Continue with other sets of words.
- 4. Isolate Sounds** Ask children to listen for the beginning (middle, ending) sound of a word. Say the word slowly, and have children repeat it. Then have children say the beginning (middle, ending) sound in the word.

## Phonological Awareness Routine 2

### Blend Sounds

**Purpose:** Children blend sounds to make words.

- 1. Listen to Sounds** Tell children that you will say a word slowly and then they will say it quickly. Say the word, sound by sound, holding each continuous sound for a few seconds. (The following consonant sounds are continuous: /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, /z/.)
- 2. Use Sound Boxes** Tell children that for every sound they say, they will put one chip in one sound box. Have children repeat the word sound by sound with you as you model how to put chips in the sound boxes to show each sound. Then model how to blend the sounds to say the word fast. Begin by pointing to the first box. Loop your finger below each chip or box as you say each sound: /s/ /ă/ /t/. *What’s the word? sat.* Sweep your finger quickly under the boxes as children repeat the word.
- 3. Blend Sounds** Have children clear the chips from their boxes. Say the next word sound by sound, holding continuant sounds. Have children put a chip in their sound boxes for each new sound. Then have children blend sounds to say the word. Repeat for remaining words. If children make an error, ask them to try again. If they repeat the error, provide corrective feedback. (See **Corrective Feedback Routine 1** on BP36.)



### Best Practices

**Scaffold Meaning** The primary purpose of instruction in phonological awareness is to help children hear, identify, and manipulate sounds. Choose words that are familiar to your students. When words are unfamiliar, *briefly* scaffold meaning with a gesture or explanation. Remember to keep the focus of instruction on the sounds in the words.

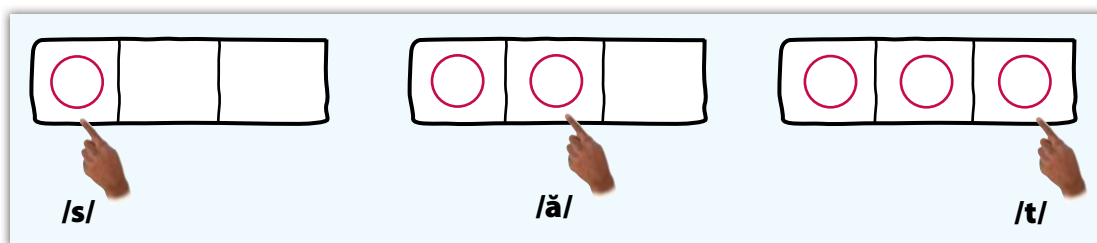


## Phonological Awareness Routine 3

### Segment Sounds

**Purpose:** Children segment a word into individual sounds.

1. **Use Sound Boxes** Display sound boxes and tell children that the boxes will help them say a word slowly. Explain that they will say a new sound each time you point to a new sound box.
2. **Listen to a Model** Say a word. Model how to say it slowly, switching to each new sound as you place a coin or chip on the next sound box. Say the word again together slowly, cueing children for each new sound by switching to the next sound box. Have children repeat.
3. **Segment Sounds** Say the next word. Have children say the word slowly as they point to the sound boxes. Repeat for the remaining examples.



4. **Count Sounds** Have children say the word again slowly and put chips in sound boxes to show the sounds. Ask them to count sounds by counting the chips.

## Phonological Awareness Routine 4

### Add Sounds

**Purpose:** Children add sounds to words to make new words.

1. **Say a Word** Begin by telling children they will add a sound to a word to make a new word. Say a word that can have a sound added to the beginning or end to make a new word. Have children say the word with you.
2. **Listen to a Model** Identify the added sound, and tell where it will be added. Model how to say the new word slowly and then fast: *Listen to this word: hi. Let's add /d/ to the end of hi: hi, /d/, hide. What's the word? hide.* Have children repeat the new word with you.
3. **Add Sounds** Say another word and have children repeat it. Identify the sound to add, and where to add it. Have children say the new word along with you, slowly and then fast. Repeat the steps with another word and sound, but let children say the new word on their own. Continue with the remaining examples.

## Phonological Awareness Routine 5

### Delete Sounds

**Purpose:** Children delete sounds from words to make new words.

1. **Say a Word** Begin by telling children that they will take a sound away from a word to make a new word. Then say a word that can have a sound deleted from the beginning or end to make a new word. Have children say the word with you.
2. **Listen to a Model** Identify the sound to take away, and tell where to take it from (beginning, end). Model how to segment the sound and say the remaining word: *Listen to this word: tear. Let's take away the beginning sound /t/ from tear: /t/ear. What word is left? ear.* Have children say the new word with you.
4. **Delete Sounds** Say another word and have children repeat it. Identify the sound to take away, and tell where it is taken from (beginning, end). Have children say the sound and new word along with you, and repeat the new word. Repeat, having children segment the sound and say the new word on their own. Continue with the remaining examples.

## Best Practices

### Pronouncing and Segmenting

**Sounds** Clear pronunciation helps children distinguish sounds. Follow these tips to pronounce clearly without distorting sounds.

- Do hold continuant sounds for emphasis. The sounds /f/, /h/, /l/, /m/, /n/, /r/, /s/, /v/, /w/, /y/, and /z/ can be held without distortion.
- Use caution when pronouncing stop sounds. Repeat the sound or word, rather than adding force to the sound. Emphasizing stop sounds can result in distortion, such as pronouncing "tuh" instead of /t/ at the beginning of words such as *tin* or *tan*.
- When segmenting sounds, say the word slowly holding any continuant sounds, rather than creating pauses between sounds. For example, when segmenting the word *fast* (/f/ /a/ /s/ /t/), say "fffaasst."



## Phonological Awareness Routine 6

### Substitute Sounds

**Purpose:** Children substitute sounds to make new words.

- 1. Listen to a Model** Tell children they will add a sound to a word to make a new word. Use sound boxes and chips to model changing the beginning (middle, ending) sound in a word. Say a word, and repeat it slowly, having children place a chip for each sound in a box: *Listen to this word: pan. Say it slowly with me: /p/ /ă/ /n/. Now say it again slowly. Put a chip in a sound box every time you say a new sound.* Identify the beginning (middle, ending) sound in the word. Have children say the sound as they point to the sound box: *The beginning sound is /p/. Point to the box for /p/.*
- 2. Substitute Sounds** Have children change the sound: *Now change the /p/ in pan to /v/. What word is it? van* Have children say the word slowly and then quickly as they point to the chips in the sounds boxes. Repeat with remaining words.

## Phonological Awareness Routine 7

### Count Syllables

**Purpose:** Children count the number of syllables in words.

- 1. Say a Word** Tell (or remind) children that words can have one or many syllables. Give examples. Then tell children that they are going to clap each syllable in a word. Say the first word.
- 2. Clap Syllables** Repeat the word slowly, clapping out (or tapping) the syllables. Have children repeat the word as they tap or clap the syllables with you.
- 3. Count Syllables** As you say the word again, have children place in a row one block or square of paper for each syllable. Then have them count the syllables in the word by counting the blocks or squares. Continue clapping and counting syllables in other words.

## Phonological Awareness Routine 8

### Combine Syllables

**Purpose:** Children combine syllables to make words.

- 1. Listen to a Word** Tell (or remind) children that words can have one or many syllables. Give examples. Then tell children that they are going to put syllables together to make a word. Say a word, syllable by syllable.
- 2. Blend Syllables** Ask children to blend the syllables to say the word quickly. Say another word, syllable by syllable. Ask children to say the word. Repeat for remaining examples.

### Best Practices

#### Streamline Instructional

**Language** Young children beginning formal instruction, or beginning formal instruction in English, may enter school with little knowledge of the language of instruction. Provide simple, clear explanations or directives that can be easily understood by all children.

**Model and Guide Practice** Model each task, including questions and responses. Then have children complete the task along with you by echoing or chiming in. Finally, have children complete the task on their own. Listen for errors and provide immediate feedback. See **Corrective Feedback Routine 1** on BP36.



## Phonological Awareness Routine 9

### Segment Syllables

**Purpose:** Children divide a word into syllables.

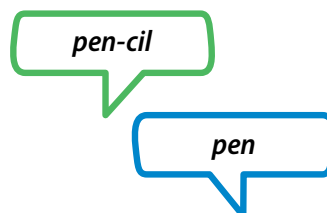
1. **Listen to a Word** Tell children they are going to say each syllable in a word. Say a word.
2. **Segment Syllables** Say the word again, clapping (or tapping) as you say each syllable. Have children tap or clap as they say each syllable with you. Say a new word, and have children clap (or tap) as they say each syllable. Repeat with remaining examples.

## Phonological Awareness Routine 10

### Delete Syllables

**Purpose:** Children delete syllables from a word.

1. **Listen to a Word** Tell children they are going to listen to a word and take away one of the syllables. Say the word. Have children repeat the word.
2. **Delete Syllables** Say: *Listen to this word and clap the syllables: pencil. (pen-cil) Now say only the first syllable. (pen)* Repeat with remaining examples.



## Phonological Awareness Routine 11

### Substitute Syllables

**Purpose:** Children substitute syllables in a word.

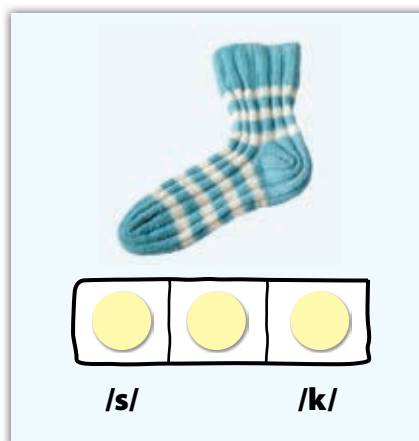
1. **Listen to a Word** Tell children they are going to listen to a word and change one of the syllables. Say the word. Have children repeat the word.
2. **Substitute Syllables** Say: *Listen to this word and clap the syllables: bigger. Now change the final syllable ger to gest. What is the new word? (biggest)* Repeat with remaining examples.

## Phonological Awareness Routine 12

### Hear and Identify Sounds in Words

**Purpose:** Children say a word slowly and identify the beginning or ending sound.

1. **Listen to Sounds** Show children a picture of an object whose name has three sounds, and whose initial sound is continuous. Under the picture show a three-box grid. Using three chips, demonstrate saying the word slowly, while moving a chip into each corresponding box. Have the children repeat the word while moving each chip, matching each sound with the corresponding sound box.
2. **Identify Initial Sound** Have the children say the word again slowly while pointing to the corresponding sound boxes. Point to the first box and ask: *What sound do you hear at the beginning of \_\_\_\_\_?* Have the children start saying the word again and identify the initial sound.
3. **Identify Final Sound** Have children say the word again slowly while pointing to the corresponding sound boxes. As they finish saying the word, have them listen to that final sound. Point to that last box and ask: *What sound do you hear at the end of \_\_\_\_\_?*



### Best Practices

**Teach in Small Groups** Phonological awareness instruction is most effective in a small-group setting. This instruction should also be done in short periods of time, and shouldn't take up more than 20 instructional hours over the school year. Three 5-minute small group lessons will be more effective than one fifteen minute whole-group lesson (Carnine et al. 2005).

# Foundational Skills, continued

**Research Basis:** Explicit instruction in phonics helps children understand the alphabetic principal—that patterns of letters in written words represent the sounds in spoken words. This principal is the foundational skill of reading and lays the framework for children to decode and comprehend successfully as they progress in their reading development. Instruction should be systematic and include six core components: phonemic awareness warm-up, explicit instruction in sound/spelling relationships, practice blending, application to decodable text, dictation and spelling, and word work. (National Reading Panel, 2000; CORE Reading Sourcebook, 2000.) Effective practice also includes immediate feedback on errors and reteaching for those children who need additional support.

## Decoding Routine 1

### Sound-by-Sound Blending

**Purpose:** Children listen for the target sound in words, associate the sound and its spelling(s), and blend words with the target sound/spelling.

#### Step 1 Develop Phonological Awareness

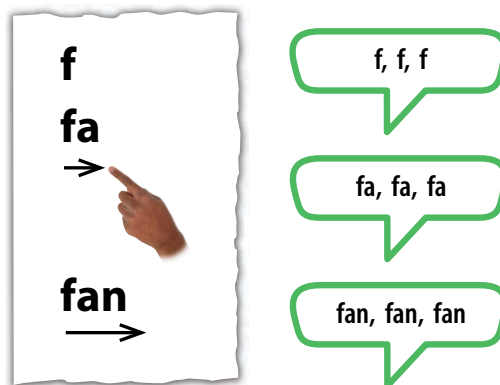
1. **Listen for Sounds** Provide examples of words with the target sound in the initial, final, and medial positions. (Note that some positions may not be applicable with all elements.)
2. **Identify Sounds** Say a series of words, some with the target sound and some without. Have students respond to indicate when they hear the target sound.

#### Step 2 Introduce Sound/Spelling Card

1. **Name the Picture** Cover all non-target spellings on the **Sound/Spelling Card** before beginning the lesson. Display the picture-only side of the **Sound/Spelling Card**. Name the picture and have children repeat it three times.
2. **Say the Sound** Say the target sound, and have children repeat it three times.
3. **Say the Spellings** Turn the **Sound/Spelling Card** over. Point to and name the spelling(s) for the sound. Have children repeat the spelling three times.
4. **Identify Examples** Give examples of words with the sound/spelling in various positions.

#### Step 3 Blend Sound-by-Sound

1. **Identify Sound/Spelling(s)** Write the spelling of the first sound in the word. Point to the spelling and say the sound. Point to the spelling again and have children say the sound. (Note that in some cases, such as soft *c* or *g*, the initial sound is unknown until the subsequent vowel is added. Explain to children why you are not saying the sound yet.)
2. **Blend Sounds** Write the spelling of the second sound and repeat the procedure. If the second sound is a vowel, blend the first sound with the vowel sound as you sweep your hand beneath the two spellings. (Note that in CVCe words, the sound of the vowel depends on the silent *e*, so write a space and the silent *e* as part of the vowel pattern in this step.)
4. **Continue Identifying and Blending Sounds** Write the spelling of the next sound, and continue the procedure until the word is complete. When you have written the complete word, sweep your hand below the word. Have children blend the sounds and read the word.
6. **Repeat for More Words** Repeat the procedure for other words. Point out variations in the pattern during this step and have children blend several words with each variation.

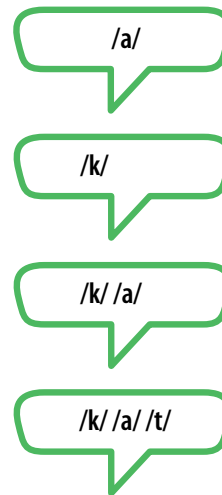
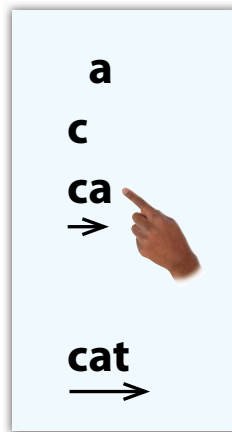


## Decoding Routine 2

### Vowel-First Blending

**Purpose:** Children who have difficulty blending and reading words use vowel-first blending to focus on a word's vowel sound before blending the whole word.

- 1. Identify the Vowel Spelling** Write the spelling for the word's vowel sound. Point to the vowel spelling and say the sound. Have children repeat the sound.
- 2. Identify Sound/Spelling(s) Before the Vowel** Explain that you will write the letters that come before the vowel sound. Explain that you will remember to say the vowel sound when you blend the word. Write the spelling for the first sound(s) in the word. Point to the spelling and say the sound. Have children repeat the sound.
- 4. Blend the Word** Blend the word through the vowel sound, sweeping your hand below the letters. Have children repeat the sounds.
- 5. Identify Sound/Spelling(s) After the Vowel** Write any remaining spellings that follow the vowel. Point to each spelling and say the sound. Have children repeat each sound.
- 6. Blend the Word** Blend the whole word as you sweep your hand below the letters. Have children blend the sounds and read the word.



### Best Practices

**Select a Blending Routine** Each blending routine has an important role in instruction. For many children, sound-by-sound blending instruction helps them understand the alphabetic principal that links letter patterns and sounds. If children struggle with sound-by-sound blending, use the vowel-first blending routine to help them identify the vowel sound before they blend each word. Once children have mastered sound-by-sound blending, they should begin to read whole words and further develop structural analysis decoding strategies that focus on word patterns and word structure.

## Decoding Routine 3

### Continuous Blending

**Purpose:** Children use this routine as they move on from sound-by-sound blending.

- 1. Listen to a Model** Write the word. Sweep your hand below the letters and blend the sounds, stretching out the word. Then say the whole word naturally.
- 3. Blend the Whole Word** Have children blend the word in the same way.



## Decoding Routine 4

### Read Decodable Text

**Purpose:** Children engage in repeated readings of materials at their instructional level to decode words in context, develop fluency, and build comprehension.

#### First Read    Whisper Read

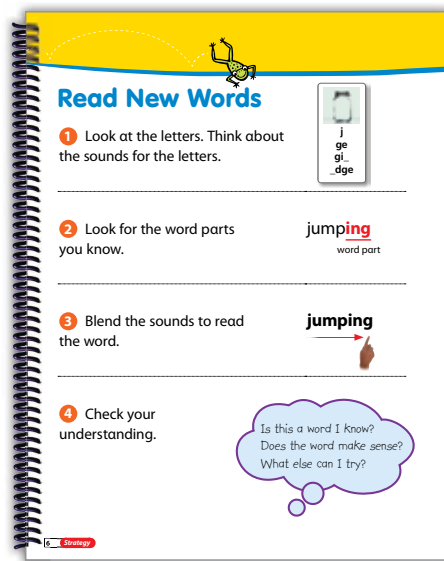
- 1. Read Aloud** Have children read the first page aloud quietly. Monitor children as they read, and listen for errors. If children make errors, ask them to try again, or ask if what they read made sense. If children don't self-correct, then provide corrective feedback. (See **Corrective Feedback Routine 2** on BP36.) Then ask children to reread the sentences. If necessary, pronounce non-decodable Story Words for students.
- 2. Summarize** After children read, summarize the common errors you identified. Reteach the related **Sound/Spelling Cards**.
- 3. Repeat** Have children continue reading. Repeat Steps 1 and 2.
- 4. Discuss Decoding Strategies** Have children show you the hard words they found in the selection and tell how they used the **Read New Words** strategy to figure out those words.

#### Second Read    Partner Reading

- 1. Read Aloud** Assign partners. If children struggled in the first read, have those children read aloud with you. Have children take turns reading aloud a sentence or a page. Monitor children as they read, and listen for misread words. If children make errors, ask them to try again, or ask if what they read made sense. If children don't self-correct, then provide corrective feedback. (See **Corrective Feedback Routine 2** on BP36.) Then ask children to reread the sentences.
- 2. Summarize** After children read, summarize the common errors you identified. Use the related **Sound/Spelling Cards** to reteach.
- 3. Repeat** Have partners continue reading. Repeat the procedure.

#### Third Read    Choral Reading

- 1. Read Aloud** Explain that you will be reading together as a group. Read the text aloud with children.
- 2. Practice Fluent Reading** Model reading with appropriate pronunciation, rate, and expression. Encourage children to echo two sentences, and listen to assess their phrasing. When children have successfully read the decodable text several times, assess their understanding with appropriate comprehension questions.



Sing with Me Phonics Song Book page 6

## Dictation Routine 1

### Sound-by-Sound Spelling

**Purpose:** Children segment sounds to spell words with the target sound/spelling.

1. **Review Sound/Spelling** Review the target **Sound/Spelling Card**. Tell children that they will be spelling words with (identify sound).
2. **Say the Word** Say the first word.
3. **Segment Sounds and Identify Sound/Spellings** Model how to segment the sounds in the word. Have children say the first sound in the word, match the sound to a **Sound/Spelling Card**, and identify the spelling.
5. **Write Spelling** Have children repeat the spelling and then write it. Repeat for the remaining sound/spellings in the word.
6. **Check and Correct Spelling** Write the word. Have children check their spelling. If a word is misspelled, children should circle it and write it correctly.

## Dictation Routine 2

### Whole Word Spelling

**Purpose:** Children spell words to write sentences with the target sound/spelling.

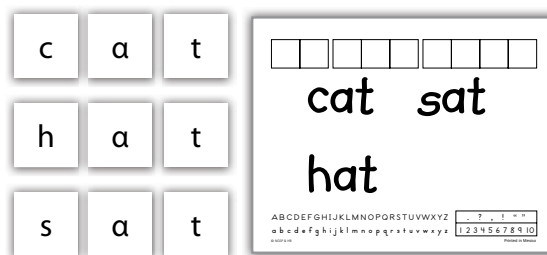
1. **Say a Sentence** Have children listen as you read the sentence.
2. **Spell Words** As you read the sentence slowly several times, have children write it. Remind children to use the Word Wall for help with high frequency words.
3. **Check and Correct Spelling** Write the sentence. Have children check their spelling. Children should circle any misspelled words and write them correctly.

## Word Work Routine 1

### Word Building

**Purpose:** Children use **Letter Cards**, magnetic boards and tiles, or **Write-On/Wipe-Off Boards** to build and transform words. In the beginning of the year, you may want to limit the number of **Letter Cards** children work with at once.

1. **Build a Word** Say a word and ask children to make or spell it. Children should say the word slowly and place or write the spelling for each sound they hear.
2. **Self-Check** Circulate and check for accuracy. Then display the word and ask children to self-check.



## Word Work Routine 2

### Word Sorts

**Purpose:** Children sort words into categories based on sound and/or spelling patterns.

1. **Prepare** Create word sort charts by drawing column lines on blank paper and making copies. Distribute and have children write key words or sort categories at the top of each column.
2. **Sort Words** Provide a word list or have children choose words to sort into the categories. Children write each word in the appropriate column.
3. **Read Words Aloud** Have children read each group of words aloud. Ask them to tell what is the same about the words in each group.

**Variations:** Children can sort **Phonics Picture Cards** by beginning, ending, or middle sound. They can sort words by sound or by spelling pattern. Once children are familiar with sorting, they can do open sorts. In an open sort, children decide how to group the words.

## Corrective Feedback Routine 1

### Phonological Awareness

**Purpose:** Children receive immediate feedback on errors made during phonological awareness instruction.

1. **Correct the Error** Pause the activity when you hear the error. Demonstrate the correct task and/or answer. *Listen to this word: mine. Now I'll say the word slowly: /m/ /ī/ /n/.*
2. **Check Understanding** Have children repeat the task on their own.

## Corrective Feedback Routine 2

### Phonics

**Purpose:** Children receive immediate feedback on errors made during phonics instruction.

1. **Correct the Error** Say the correct word: (Point to word.) *The word is mat.* If you are working on letter/sound correspondences, say the correct sound for the target letter: (Point to letter a.) *This says /ă/.* Use the **Sound/Spelling Card** to point out the correct sound/spelling.
2. **Model** Demonstrate how to blend sounds to read the word. Point to the first letter to begin, and loop under each letter as you blend. Say: *I will say the sounds. /m/ /ă/ /t/. What's the word? mat.*
3. **Guide Practice** Have children sound out the word with you, going sound by sound. Again, point to the first letter to begin, and loop under each letter as you blend. Say: *Say the sounds with me. /m/ /ă/ /t/. What's the word? mat.*
4. **Check Understanding** Have children sound out the word. Then ask them to say the word.
5. **Reinforce Learning** Have children go back and reread the text containing the target word.

## Reteaching Routine 1

### Phonics/Decoding & Spelling

**Purpose:** Children review the target sound/spelling, and read and write words with that sound/spelling.

1. **Display the Word** Display a word with the target phonics element or word structure.
2. **Say the Word** Identify the word for students and ask them to repeat it.
3. **Read the Word** Point to the target phonics element or word structure. Identify the target letter(s) and sound(s). Ask children to repeat the target letter(s) and sound(s). Then display more words with the target element. Point to the letter(s) and ask: *What is the letter? What is the sound?*
4. **Scaffold the Spelling** Say the word, and use it in a sentence. Have students repeat the word. Ask them to say the first sound and write its spelling, referring to the **Sound/Spelling Cards** as necessary. Repeat for remaining sounds. Then write the word, and have students compare it to their spelling. If children spelled the word incorrectly, have them circle it and write it correctly.

## Reteaching Routine 2

### Phonics

**Purpose:** Children contrast long and short vowel sounds and identify corresponding spelling patterns.

1. **Contrast Long and Short Vowel Sounds** Have children repeat the target sounds. Then read pairs of words with contrasting vowel sounds: *cap/cape. Which one has the long vowel sound for the letter a? (cape)* Repeat with additional words.
2. **Use Word Patterns to Decode Words** Post and read aloud pairs of contrasting words such as *tap/tape, cap/cape, pin/pine, hid/hide.* Have children use the spelling patterns to identify the sound of the vowel. Ask: *How many vowels are in hid? (one) In hide? (two). What kind of letter comes after the vowel in hid? (a consonant) In hide? (a consonant). Are there any other letters in hid? (no) In hide? (yes, one) Is the vowel long or short in hid? (short)* Repeat for other sets of words.

### Best Practices

**Self-Correction** Opportunities to self-correct are important for English language learners. When children make errors, give them an opportunity to correct themselves by cueing them to the error. For example, point to the word and say: *Something tricked you. Try that again.* If children repeat the error, pause the activity and provide immediate feedback, following the routines at left.



**Research Basis:** High frequency words are the most common words in printed English. About 100 words make up 50 percent of most English text. Many of these words are phonetically irregular, so children must learn to recognize them on sight without needing to sound them out. Many high frequency words are abstract, and children may need help understanding their meanings. The following routines encourage children to look carefully at new high frequency words as they begin to commit them to memory; they also encourage children to explore the words' meanings.

## High Frequency Words Routine 1

### Introduce High Frequency Words

**Purpose:** Use the Learn New Words routine on **Sing with Me Phonics Songs** page 7 to introduce high frequency words to children.

- 1. Look at the Word** Display the word on the board or whiteboard and have students look at it carefully.
- 2. Listen to the Word** Pronounce the word.
- 3. Listen and Think** Pronounce the word in a sentence, and explain what it means. Example: *The moon is very far from Earth. Far means a long way away.*
- 4. Say It** Have students say the word aloud.
- 5. Spell It** Have students spell the word chorally.
- 6. Say It** Have students say the word again.
- 7. Use It in a Sentence** Use the word in sentences. Encourage students to make up sentences and to have a discussion using the word.



**Sing with Me Phonics Song Book** page 7

## High Frequency Words Routine 2

### Reteach High Frequency Words

**Purpose:** Reteach high frequency words.

Group children who did not master the high frequency words. Reteach about five words at a time. Display words on **Word Builder** or in the **Pocket Chart** with **Letter Cards**.

Use **Word Builder** to display words or sentences with the high frequency words.

- 1. Look at the Word** Display the word.  
Say: *Look at the word.*
- 2. Listen to the Word** Tell children: *Listen to the word.* Then point to the word as you say it. Have students repeat the word.
- 3. Discuss Meaning** Use the word in a sentence and discuss its meaning.
- 4. Say the Word** Point out known sound/spellings. Have children say the word.
- 5. Spell the Word** Have children spell the word as you display each letter. Point to each letter again and have children spell the word.
- 6. Write the Word** Then ask children to say the word on their own and write it.



## Activities for Daily High Frequency Word Practice

### Whole Group Practice: Word Wall



#### Post Words

After introducing new High Frequency Words, post the **High Frequency Word Cards** cut from the **Practice Masters** (see the Practice Master section of each Teacher's Edition) on a classroom Word Wall. Organize words by the sound of the first letter.

#### Sound Sort

Children take turns saying a sound, other children name the words on the Wall that start with that sound.

#### Random Reading

Point to words at random and have children read them aloud. Increase the pace as children gain familiarity with the words.

#### Word Sorts

Have children sort words by beginning letter, numbers of letters, rhymes, rimes, onsets, vowel sounds, or other categories.

#### Create Sentences

Post sentences with High Frequency Words. Read them aloud or have volunteers read them. Underline the high frequency word and have children place the matching High Frequency Word card in the Pocket Chart.

I am a <u>mother</u> .	mother
I am <u>his</u> mother.	his
I <u>have</u> a mother.	have
I have a sister, <u>too</u> .	too
My sister <u>has</u> a mother and a sister.	has
<u>Find</u> the mother and her son.	find

### Whole Group Games



#### Word Clues

Spell words from the Word Wall one letter at a time. Pause after placing each letter, give a clue to the word, and see if students can guess the word you are spelling. Children can respond with the correct answer orally, in writing, or by holding up individual **Word Cards**. Continue adding letters and clues until children guess the word. Clues can include number of letters, meanings, antonyms or synonyms, or sentence frames. This activity can be done with **Word Builder** or with **Letter Cards** in a pocket chart.

It has three letters.  
It begins with *n*.  
It rhymes with *blue*.  
It completes the sentence:  
*I want to buy some \_\_\_\_\_ shoes.*



#### Bop!

Organize children into two teams in front of the Word Wall. Give the first child on each team a cardboard tube. Read a word. The first child to bop the word with the tube spells and reads the word to score a point for that team. Play continues until all children have had a turn.



#### Build, Mix, Fix

Write or display a High Frequency Word. Have children build the word with **Letter Cards**. After all children have spelled the word, have them mix up their letters. Cover the displayed word and have children fix their word by putting the letters back in the correct order. Uncover the word and have children check and correct their work. Then chant the word's spelling. Continue with remaining words.

#### Toss and Spell

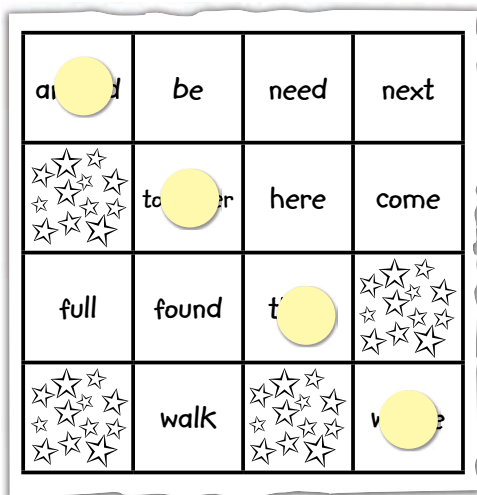
Use a bean bag and sit in a circle. The first child says a High Frequency Word and its first letter, and tosses the bean bag to next child. That child says the next letter. Tossing continues until word is complete. The child who says last letter also uses the word in an oral sentence.

## Whole Group Games, continued



### Wordo

Create Wordo grids boards by drawing a grid like the one below and making copies. Distribute Wordo grids and game chips. (Depending on the number of words you are using, you may want to fill extra spaces with stars to show that they are bonus spaces.) Have children write the target words in random order on the Wordo grid. Shuffle the **High Frequency Word Cards** for the same set of words. As you call out each word, chant the spelling together and have children mark their boards. The first child to mark a 4-word row horizontally, vertically, or diagonally says “Wordo!” and play begins again.



### Hopscotch

Make a hopscotch grid on the classroom floor with tape. Choose a Word Wall word and write one letter in each box of the hopscotch and the whole word at the top. Students hop and say each letter to spell the word and then say the word at the end. Repeat for additional words.

## Small Group and Partner Games



### Bang!

Place **High Frequency Word Cards** and three or four cards that say Bang! in a container. Have a small group of children pass the container and choose a card. If they can read the word and use it in a sentence, they get to keep the card. If they get a Bang! Card, they return all of their cards to the container.

### Clues and Choose

Lay several **High Frequency Word Cards** face up on the floor. Have a small group of children sit in a circle around the cards. One child mentally chooses a word and gives a clue about it: *This word begins with a b.* The child can continue to give clues until another child is the first to touch the correct card. He or she gets to give the next set of clues.

### Guess the Missing Word

Write sentences with the target High Frequency Words. Cover up the target word in each with a stick-on note. Work with a small group of children. Have children guess the word with no letters showing. Write 5 reasonable guesses out to the side. Uncover the onset and cross out any guesses that are eliminated. Make additional guesses if necessary. Show the whole word and help children confirm which guess makes sense and has the right letters.

### Memory or Matching

Create two of each target **High Frequency Word Card** (see the Practice Master section of each Teacher’s Edition). Partners lay the cards face down and take turns turning up two cards. If the cards match, the child keeps the cards. If the cards don’t match, the child turns the cards face down again and play continues. When all cards are matched up the child with the most pairs wins.

### Word Hunt

Partners or small groups find words from the list in their reading selections or in print around the school or classroom.

### Flashcard Routine

Use **High Frequency Word Cards** as flashcards. Show each card and have children read the word. If children can read the word easily the card goes in their pile. If they have trouble you keep the card. Review the tricky words in your pile at the end of the activity. (This game can be played one-on-one, with small groups, or as a whole group.)

# Reading

**Research Basis:** Research has shown that repeated reading of texts at an appropriate instructional level can increase reading fluency for students who struggle with reading (Chard et al. 2002; Dowhower 1987; Kuhn & Stahl 2003; O’Shea et al. 1985; Samuels 1979), and that it can enhance comprehension (Daly & Martens 1994; Dowhower 1987; Freeland et al. 2000).

## Fluency Routine 1

### Choral or Echo Reading/Marking the Text

1. **Select a passage.** Choose an appropriate text and provide copies for students. Keep passages short and use a variety of texts: narrative, expository, poems, songs, student writing. Choose text that is motivating.
2. **Provide a model.** Have students listen to a fluent reading of the text. This can be read aloud by the teacher or a recorded version. Use the fluency models provided on the selection recordings audio CD or in MP3 format at [NGReach.com](http://NGReach.com).
3. **Have students mark the text.** As they listen to the model, have students mark the reader’s phrasing (/ for a short pause; // for a longer pause) or intonation (rising or falling inflections) on a copy of the text.
4. **Have students read the text.** Students can echo or choral read the text with you, following markings for phrasing and intonation. Coach phrasing and intonation as needed.
5. **Have students do repeated readings.** Have partners practice reading the same text in its unmarked version until they can read it fluently.

## Fluency Routine 2

### Paired Reading

1. **Select a passage.** Choose an appropriate text and provide copies for participants. Paired reading works best with a selection that contains strong emotions.
2. **Establish pairs.** Pairs can be peer-to-peer or student-adult groupings. Note that performance tends to be better when students read aloud to an adult as opposed to a peer.
3. **Read alternate sentences.** Have partners alternate reading sentences, checking each other’s readings as they go.
4. **Monitor fluency.** Encourage students to attend to prosody (phrasing, expression, and intonation).

## Fluency Routine 3

### Recording and Tracking Comprehension Coach

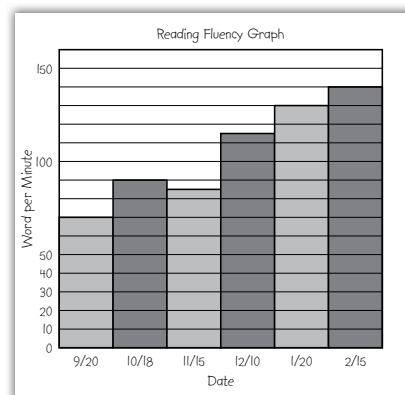
1. **Read and record.** Have students use the Comprehension Coach to record and analyze their readings.
2. **Re-record as needed.** Encourage students to repeat their recording until they are satisfied with their reading and rate.
3. **Note progress.** Have students note their accuracy and rate as measured by the Comprehension Coach. They should see increases in both rate and accuracy over time.

## Fluency Routine 4

### Timed Reading Comprehension Coach

Use this technique to help students develop an appropriate reading rate with good accuracy. Research suggests this technique is highly motivational if students have a clear target for words read correct per minute (WCPM) and then chart their progress.

1. **Read and record.** Have students use the Comprehension Coach to record their readings. The Comprehension Coach encourages students to read carefully and thoughtfully, repairing miscues, thinking about vocabulary, and actively comprehending.
2. **Graph results.** Have students record their WCPM on a graph or chart each time they use the Comprehension Coach.



**Research Basis:** Research demonstrates the importance of teachers providing support for decoding and comprehension as children read text at their instructional level. Working with leveled text helps children negotiate increasingly difficult texts. (Pinnell & Fountas 1996)

In addition, learning to make connections through reading and discussion further enhances and expands children’s growing understanding of the world and of specific content areas. By comparing, contrasting, and integrating information from various sources on a common concept, children learn to evaluate information and information sources as well as learn to adjust their thinking and understanding based on continuing input.

## Leveled Reading Routine 1

**Purpose:** Guide and support children as they read texts at their instructional reading level and to provide children with varying viewpoints on a wide range of subject areas.

### Introduce

1. **Choose and assign books.** Review the Teaching Resources provided for each Unit. Select eight books for each child to read over the course of the four-week unit. A wide range of difficulty levels (Fountas & Pinnell) are provided as well as various approaches to the unit concept to help match student interest.

2. **Introduce books.** Work with children reading the same book to introduce the book. Use the Teaching Resources on LR1-LR12 for specific instruction tailored to each book. Providing time for previewing and preparing to read, allows children time to activate their prior knowledge of the topic and to identify possible challenges to their reading.



3. **Introduce story words.** Preview any story words that are listed for each book. Since children will be reading at their instructional levels, pre-teaching story-specific words will help ensure their understanding of the text as a whole.

4. **Establish a Weekly Reading Plan for Children.** Establish a schedule children will follow throughout the year. Avoiding any confusion about procedure will allow children to concentrate completely on their reading.

- DAY 1: Read book 1 independently
- DAY 2: Reread book 1 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 3: Read book 2 independently.
- DAY 4: Reread book 2 with a partner who has read the same book. Discuss the book and complete the graphic organizer together.
- DAY 5: Discuss books in small group with children who have read different books.

## Leveled Reading Routine 2

### Read and Integrate Ideas

1. **Have children read independently.** Allow time for children to read each book independently to acquaint themselves with the text. They can read silently, whisper read, or read aloud. As they read, circulate and have individuals read selected passages aloud for you. Encourage children to self-correct by asking questions such as: *Did that make sense? You said \_\_\_\_\_. Does that sound right?*

2. **Have homogenous pairs reread and discuss.** Pair children who have read the same book, and have them reread the book together. Encourage children to read pages to each other. Remind children to listen respectfully as their partner reads.

After reading, have children discuss what they have read and use the graphic organizers provided on LR13-LR15 for the book to help them organize their ideas and solidify understanding.



Name \_\_\_\_\_ Date \_\_\_\_\_

### Comparison Chart

#### Connect Across Texts

Draw a picture about a book that you read. Listen to other people in your group. Draw pictures about some of the books they read.

Title: _____	Title: _____
Title: _____	Title: _____

How do animals change as they grow?

LR.3 Unit 4 | Growing and Changing

Use your beginning/intermediate/advanced/extended response to write a partner about the story.

LR.1 Unit 4 | Growing and Changing

- 3. Monitor partner's discussions.** As partners discuss their book, prompt them to show you where in the book they gathered the information to complete their graphic organizers. Use the build comprehension questions in the **Teaching Resources** on LR1-LR12 to check for understanding. In addition, encourage children to point out information in the text that stood out for them such as sections they found very interesting, confusing, or that contradicts or confirms their prior understandings of the concepts.
- 4. Have children self-assess.** Distribute the **Reader Reflections Assessment Master** on LR19. Have children evaluate their ability to read on their own. Point out that good readers always monitor their own reading and know when they understand what they are reading and when they don't.
- 5. Provide writing options.** Have each child complete a writing option from the **Teaching Resources** from LR1-LR12. Allowing children a variety of ways to convey their understanding will help solidify their knowledge and allow you different methods of gauging their understanding.

## Leveled Reading Routine 3

### Connect Across Texts

- 6. Form heterogeneous discussion groups.** Group children of mixed ability levels into clusters of four, representing different combinations of books. This will allow children to access the books they did not or could not read. In addition, children will be comparing ideas, understandings, and reactions as well information.
- 7. Introduce the activity.** Write the Big Question. Have children use the designated **Practice Master** to record notes or draw a picture to help them remember what their classmates say about their books. Children presenting summaries benefit from the exercise of condensing the information they learned and presenting key points. Children listening to a summary can add the knowledge to their growing understanding of the concept as well as make decisions about how the new knowledge fits into their view of the concept. Assessment tools are provided for noting and recording children's ability to participate and learn from concept-based discussions.

## Leveled Reading Routine 4

### Conduct Conferences

- 8. Assess reading.** Have each child read aloud from his or her book.
  - Listen for miscues and assess fluency using the **Oral Reading Assessments**.
  - Ascertain children's understanding of the connection between the book and the Big Question for the unit.
  - Have children restate the Big Question.
  - Have children point out examples in their books.
  - Encourage children to respond in their own words.
  - Use **Reading Strategy Rubrics** to assess the student's use of the reading strategies.
- 9. Assess writing.** Use each student's response to the chosen writing option to assess their writing and further assess their understanding of the content. Pay particular attention to the grammar, spelling, and writing skills being addressed in the daily lessons to see if children are transferring these skills to all of their writing. Review these skills with children when necessary.
- 10. Plan intervention or acceleration.** Plan for reteaching (**Reteaching Masters**) or acceleration based on the outcome of the book conference. Use the Recommended Books on page LR12 to guide children in choosing further books to read.

**Research Basis:** Research confirms the importance of all students being exposed to grade-level text for concept and vocabulary development. These routines provide support for students who are not yet able to read grade-level selections on their own. Listening to a recording of the selection provides the most support.

Echo reading has been shown to contribute to the reading growth of low-achieving readers (Mathes et al 2001). Echo reading, choral reading, and paired or partner reading provide increasingly lower levels of support and encourage students to develop toward independent reading of grade-level text. In addition, the added comprehension focus that teachers provide before, during, and after reading provide additional opportunity to rehearse reading skills and strategies. Observe students as they read, with the goal of providing the lowest level of support that will enable students to access the text being read.

## Learning Station Routine 1

### Listening Center

1. **Choose a space.** A good space is a quiet corner, where students using the center will not be distracted or disturb others.
2. **Gather resources.** Resources can include CD players, headphones, books recorded onto a computer, audio CD, or other electronic device, and one or more copies of books students will listen to. You may also want to provide response sheets, pencils and markers, and baskets to hold books and materials.
3. **Assign text.** Students can listen to books on their own or in groups, depending on interest and reading level. Encourage students to follow along in the text as they listen.
4. **Provide ways to respond.** Have students illustrate their favorite part of the story, complete a response sheet, write about what they heard, or respond in some other way.

## Learning Station Routine 2

### Echo Reading

1. **Select a text.** The text can be a complete selection or a portion of text. Passages for echo reading are best when they are short and motivating for students.
2. **Select students.** Echo reading can be used with a small group or an individual student. It is most appropriate for students who are not yet able to process the text on their own but can track the print as you read aloud and as they repeat the sentences after you.
3. **Have students listen and repeat.** The teacher reads a sentence aloud, modeling good intonation and rhythm. Students then read the sentence aloud following the teacher's model. Encourage students to track the print as they listen and repeat.
4. **Correct errors.** The teacher provides immediate feedback to correct student mistakes.
5. **Have students reread.** After reading aloud with the teacher, have students reread the text in pairs until they can read it fluently.



## Learning Station Routine 3

### Choral Reading

1. **Select a text.** The text can be a complete selection or a portion of a text. Passages for choral reading are best when they are short and motivating for students. Predictable text works well for choral reading.
2. **Select students.** Choral reading is most appropriate for students who are hesitant to read aloud independently but can join in reading the text in unison with other students with the teacher leading. Choral reading helps build students' motivation, confidence, and fluency.
3. **Read the text aloud first.** Model fluent reading and good intonation.
4. **Read the text in unison with students.** Have all students in the group read the passage aloud in unison with you. Encourage them to use good intonation.
5. **Have students reread.** After reading with the teacher, have students reread the text in pairs until they can read it fluently.

## Learning Station Routine 4

### Paired Reading

1. **Select a text or portion of text.** Passages for paired reading are best when they include strong emotions or dialogue.
2. **Pair students.** You may wish to pair students of similar reading ability, or pair a higher level reader with a lower level reader.
3. **Explain the procedure.** Tell students if you want them to:
  - Read the passage aloud in unison.
  - Take turns with each person reading a sentence, paragraph, or page.
  - Have one student listen while the other reads.
4. **Model error correction.** Demonstrate how students should support each other by rereading misread words, and asking for and giving help when needed.
5. **Encourage fluent reading.** Partners should practice good prosody (phrasing, expression, and intonation) as they read.
6. **Encourage discussion.** Have the reader pause at the end of a paragraph or section. The listener can then summarize or make a connection. Pairs can ask each other questions about what was read, such as:
  - *What was your favorite part of the story?*
  - *What was your page about?*
  - *Were there any parts that were hard to read?*



**Research Basis:** Within a good instructional program, independent reading can help students develop fluency, vocabulary, comprehension, and background knowledge. However, reading independently is not a substitute for key skill instruction in decoding, vocabulary, comprehension, and fluency. Teachers can support students as independent readers by assisting with book selection and encouraging students to share information about what they have read (Cunningham & Stanovich, 1998).

## Independent Reading Routine

**Purpose:** Support students in making effective and successful use of independent reading time.

- 1. Select topics.** Provide a rich collection of books to choose from. Books may include known texts, classroom favorites, or picture books. Support students in selecting books of interest for independent reading. Discussing books in advance with individual students or groups can motivate readers and help them determine what they want to read. Use the Leveled Reading Books at a Glance on LR1 and the Recommended Books list on LR12 of every Teacher's Edition for book suggestions.
- 2. Share.** Bring students together to share their reading experiences. Students who have read different books can summarize what they read, and share what they found most interesting in their reading. Students who have read the same or similar books can share what they have learned about the topic and what more they would like to learn.
- 3. Extend.** Encourage students to extend their understanding of the book with an activity such as one of the following:
  - Draw a picture about something related to the book.
  - Create a short play or pantomime based on the book.



Use the **Leveled Book Finder** to find more books.



# Vocabulary

**Research Basis:** Decades of research have confirmed the important role that vocabulary plays in reading comprehension and in students' overall academic success (Hiebert & Kamil 2005). Immersing students in rich and varied language experiences permits them to learn words through listening, speaking, reading, and writing. In this view of robust, explicit instruction, vocabulary is introduced using consistent, predictable routines (Beck et al. 2002).

## Vocabulary Routine 1

### Introduce the Words

**Purpose:** Students engage in learning concepts and acquire background knowledge as they learn new key words and develop a deeper understanding of the words.

- 1. Pronounce the word.** Model the pronunciation of the key word and point to the accompanying picture; have students pronounce the word.
- 2. Rate the word.** Have children give a thumbs up if they know the word or a thumbs down if they do not.



**I know  
the word.**



**I don't know  
the word.**

Ask: *What do you know about this word?* Encourage students to share their ideas about the word.

### 3. Define the word.

Use a student-friendly definition to explain the meaning. (Definitions are provided in the Picture Dictionary at the back of the Anthology.)

### 4. Elaborate.

Generate discussion of the word. Use one or more of the following strategies:

- Relate the word to your personal experience.
- Encourage students to use the word as they talk about their own experience.
- Using questions or comments, motivate students to engage in discussion about the word. Extended discussion will help all students understand the word and how it is used.
- Point out word parts and spelling patterns that will help students recognize the word.
- Challenge students to connect the word across content areas.
- Post the words on the Word Wall.



### Post the words on a word wall.

- Reserve a section of the classroom wall or bulletin board for the Word Wall.
- As new vocabulary is introduced, write the words on cards and add them to the wall. Words can be arranged in random order, or alphabetically, by similar topic, or in other ways as you choose.
- Tell students that they will add definitions, sentences, drawings, and more to the word wall as they learn more about each word.
- Periodically have students read the Word Wall or portions of it chorally. Encourage students to tell about how they have used the words in class or outside of school.


**Research Basis:** Research confirms that students need to use a word multiple times in different contexts to become fully familiar with the word and its meaning or meanings. Exploring the word through the use of graphic organizers, writing, and illustrations provides a rich array of experiences with the word that helps students develop deep word knowledge (Beck et al. 2002; Carlo et al. 2004; Marzano et al. 2005).

## Vocabulary Routine 2

### Expand Word Knowledge

**Purpose:** Students use graphic organizers, illustrations, and writing to expand their knowledge of the meaning and usage of new words.

- Form pairs.** Explain that each pair will become experts on one vocabulary word.
- Display the graphic organizer.** Use the graphic organizer or three-dimensional graphic organizer specified in the Teacher's Edition lesson, or another graphic organizer from the examples in Vocabulary Routine 4.
- Select a key word.** Display the vocabulary word and model for students how to locate information about the word and complete the graphic organizer.
  - Find the word in the Picture Dictionary in the Anthology or in another dictionary and read the information about the word.
  - Write the word.
  - Add a definition, context sentence, and picture.
- Assign key words.** Assign a word to each student pair and have them create a similar graphic organizer for their word.

<p><b>Word</b> home</p>	<p><b>Picture</b></p> 
<p><b>Word in Context</b> My home is at 123 Main Street.</p>	<p><b>Definition</b> a place to live</p>

**4-Corner Vocabulary**



Have children add words to **My Vocabulary Notebook**.

# Vocabulary, continued

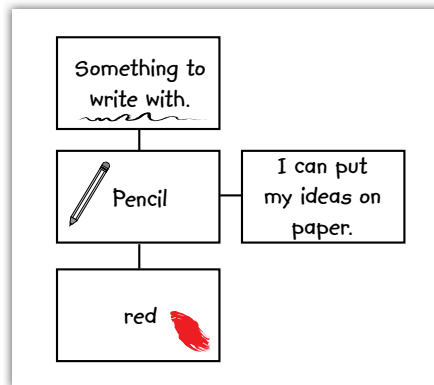
**Research Basis:** Talking about words and sharing their knowledge of words provides additional opportunities for students to use new words in different contexts and to become increasingly familiar with how the words are used. Taking the role of the class expert on a word motivates students to continue exploring words and their meanings (Beck et al. 2002; Blachowicz et al. 2005).

## Vocabulary Routine 3

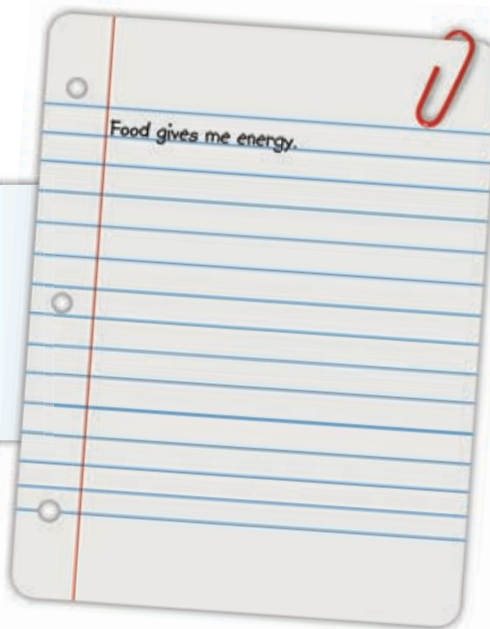
### Share Word Knowledge

**Purpose:** Students deepen word knowledge by sharing their deeper understandings of words for which they have become class experts.

1. **Form pairs.** Pair each student with a partner who studied a different vocabulary word for Vocabulary Routine 2 (Expand Word Knowledge).
2. **Share.** Partners take turns reading to each other their graphic organizers from Vocabulary Routine 2.
3. **Discuss.** Partners discuss and create sentences using both vocabulary words. If needed give students sentence starters.
4. **Write.** Students write their sentences in their journals and draw a line under each vocabulary word.
5. **Repeat.** Repeat steps 1–4 above until each student has a journal entry for each vocabulary word.



Word Map



**Student 1:** My word is food.

**Student 2:** The word I studied is energy.

**Student 1:** Let's make a sentence using both words.

**Student 2:** How about, "Food gives me energy."

**Research Basis:** In addition to learning key words that are important for selection comprehension and understanding content area concepts, children are often exposed to many new words used in classroom directions, explanations, and discussion. Examples are words such as *story*, *sentence*, and *routine*. Research demonstrates that graphic organizers are an effective tool for introducing these words and giving children experience in using them and exploring their meanings (Hiebert & Kamil 2005).

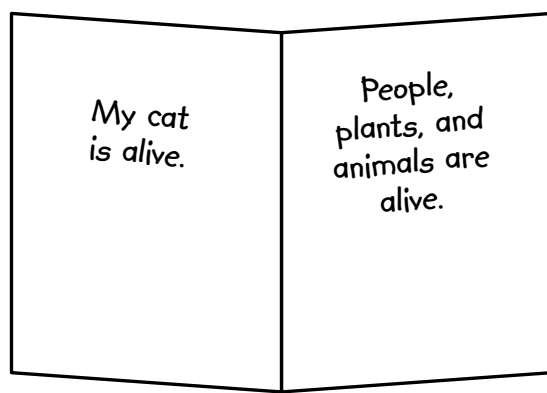
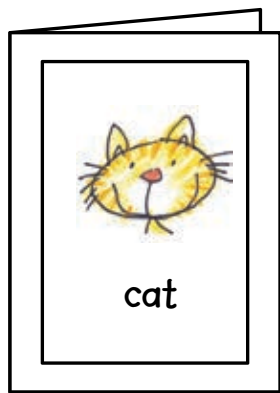
## Vocabulary Routine 4

### Review, Extend, or Reteach Vocabulary

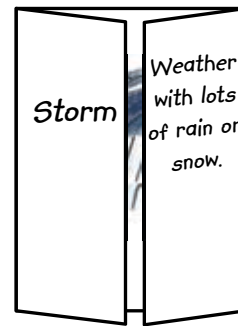
**Purpose:** Provide instruction and practice with vocabulary words and other important words used in classroom directions and discussion.

1. **Display the word.** Write the word on the board or chart paper.
2. **Display the graphic organizer.** Use the graphic organizer specified in the Teacher's Edition or select another graphic organizer from those shown below.
3. **Model.** Create the graphic organizer.
4. **Involve students.** Talk with children about the word in a large or small group. Add information about the word to the graphic organizer. Information can include a picture, examples and non-examples. Have children use the graphic organizers to talk about the word and concept.

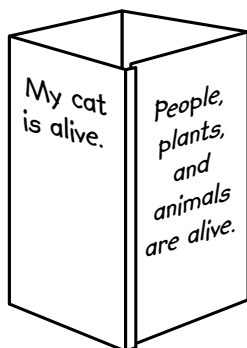
### Three-Dimensional Graphic Organizers



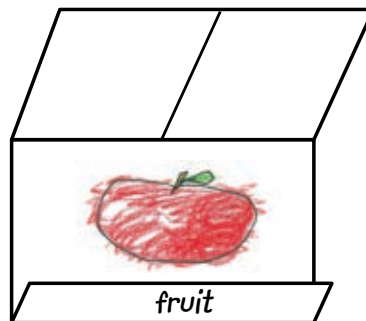
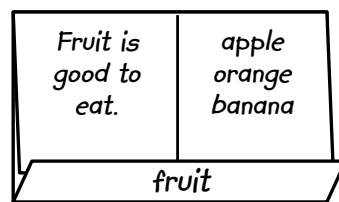
Portrait



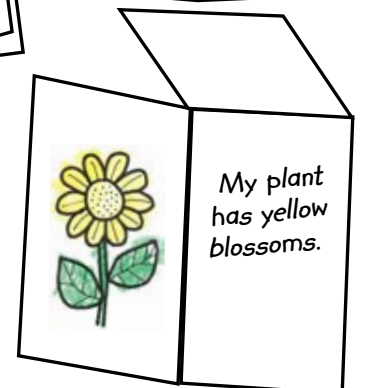
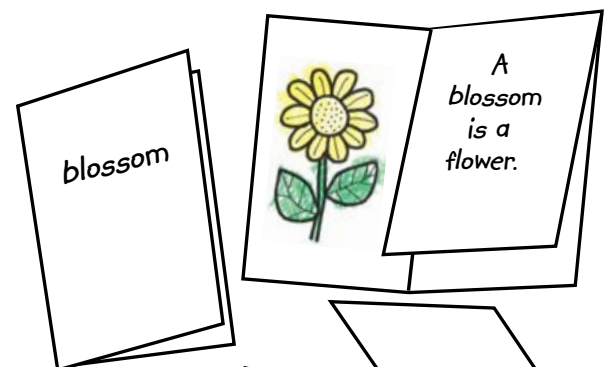
Window Graphic



Upright

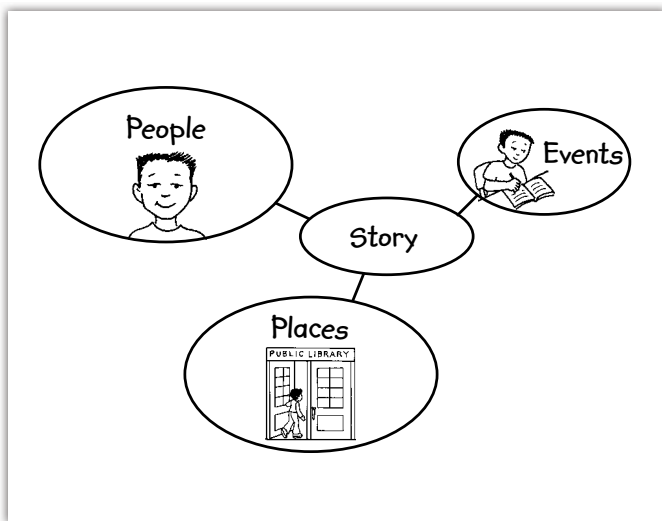


Fold-Up Tab

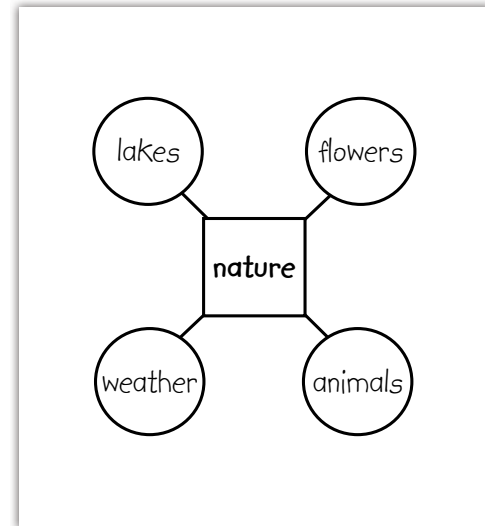


Three-Quarter Book

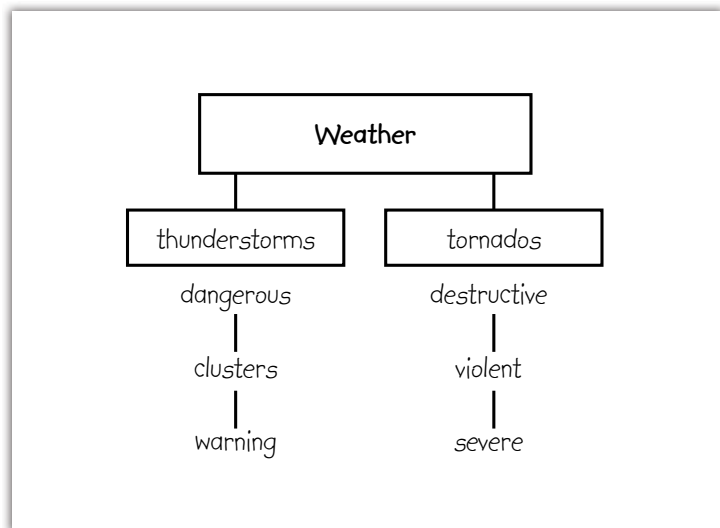
## Other Graphic Organizers



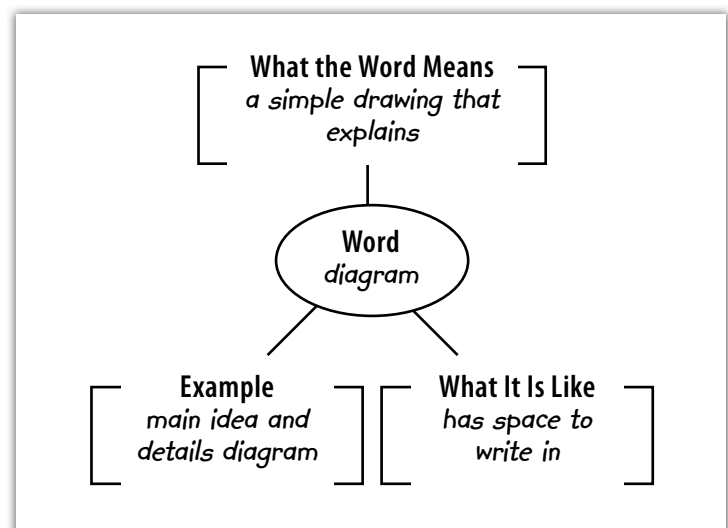
**Word Web**



**Word Web of Examples**



**Semantic Web**



**Word Map**

Word	Definition	My Example
strategy	a plan	my football team's plan to win

**Example Chart**

**Research Basis:** Research demonstrates that reading aloud to students is most effective when the teacher engages students in discussion about words, concepts, and events in the selection both during and after reading aloud. The text-talk method provides a framework for guiding discussion and focusing on important key words (Beck et al. 2002; Gambrell et al. 1996).

## Vocabulary Routine 5

### Text-Talk Read Aloud

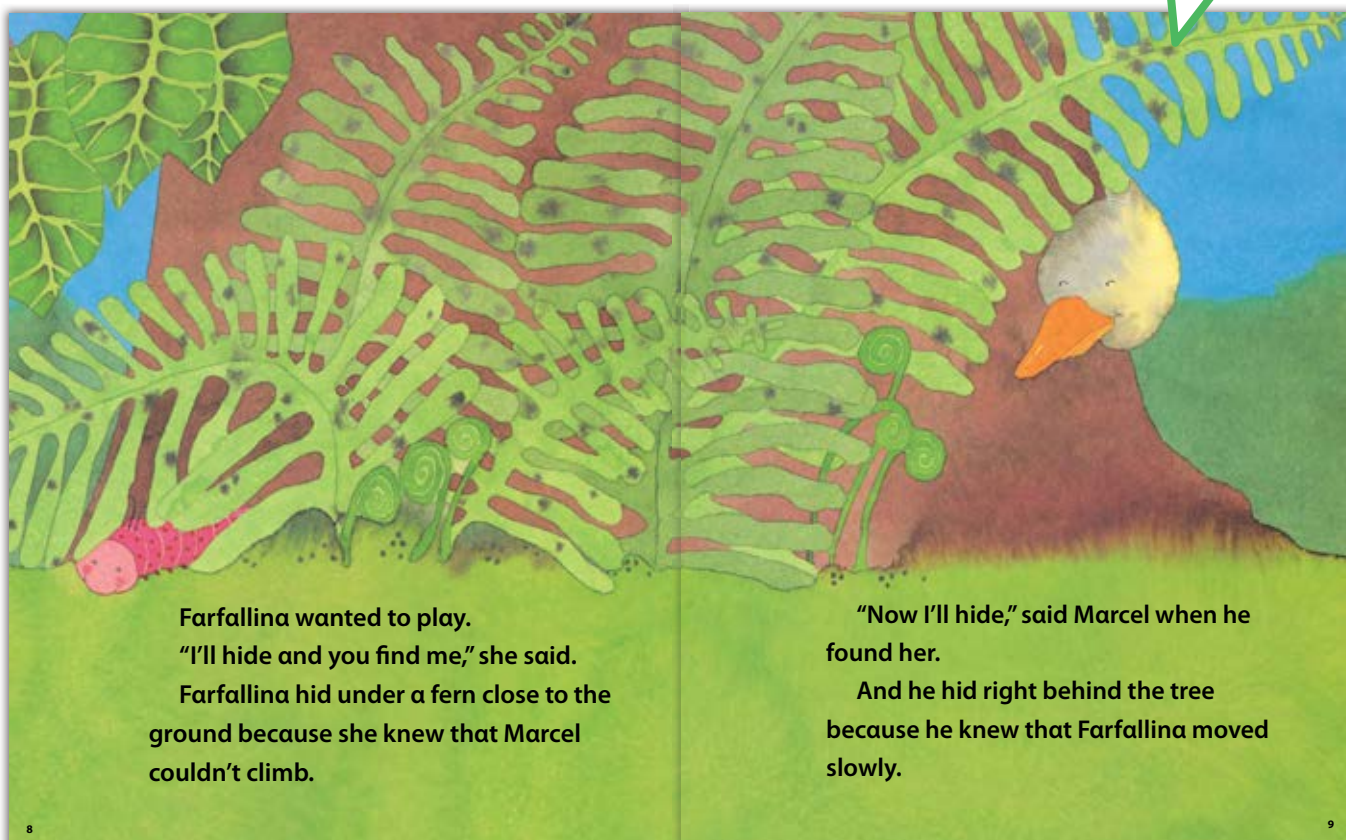
**Purpose:** The text-talk method teaches text-specific vocabulary after a selection has been read aloud to students.

1. **Display the key words.**
2. **Read aloud.** As you read, pause to provide a short explanation of each key word as you come to it. For example, if you are teaching the word *because* you might say: *You can use the word because when you are giving a reason for something. For example, I hope I catch the bus today after school, because I don't want to be late.*
3. **Elaborate meanings.** After reading, activate prior knowledge: *What do you know about this word?* Explain the meanings of the key words more fully, using the steps of Vocabulary Routine 1.
4. **Discuss.** Create discussion prompts that encourage students to use the words together. For example, for the word *because*, you may display the following frame and ask students to use the word as they tell about an upcoming weekend activity, holiday, or school event.

I hope \_\_\_\_\_ because \_\_\_\_\_.

5. **Extend.** Encourage students to think about and use the key words at other times in classroom discussion, and in their lives beyond the classroom. Invite them to tell about how they have used the target words outside of class and to tell about how they have heard friends and family use the target words.

Farfallina stayed on the ground because Marcel couldn't climb. In other words, the reason was to allow Marcel to find her.

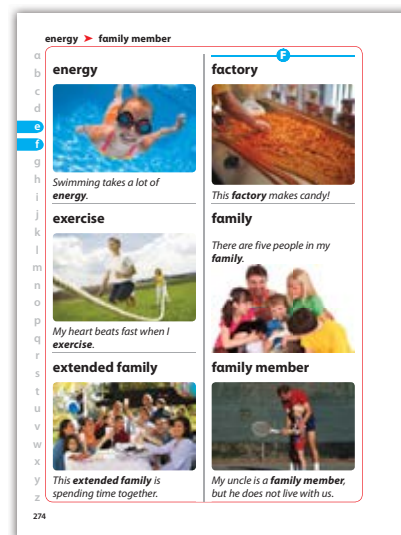


## Vocabulary Routine 6

### Reteaching Vocabulary

**Purpose:** Review or reteach vocabulary that has been previously introduced.

- 1. Form groups.** Group students who did not master vocabulary, or who will benefit from reviewing the words. Follow the following steps for each word to be retaught or reviewed.
- 2. Focus on the key word.** Point out the word on the Picture Dictionary page of the Anthology.
- 3. Pronounce the word.** Say the word and have students repeat it after you.
- 4. Teach the meaning.** Read the definition of the word, and then elaborate the meaning using different words and giving additional examples. For example, for the phrase *extended family* you might say: *Extended family are people like aunts, cousins, and grandparents. Extended family members might live nearby or far away. Your parents, brothers, and sisters are not extended family members.*
- 5. Make connections.** Discuss with students when they might use the word. Model an example. Then have students use Think, Pair, Share (PD61) to make connections.
- 6. Write and remember.** Have students record each word on a separate page in their journals. Ask them what they note about the word's sounds and spelling. Then have them do one or more of the following:
  - Make a Word Map to help them remember the word. (See Word Map, page PD50).
  - Make a drawing to illustrate the word's meaning.
  - Write a definition.
  - Write a context sentence.
  - Write the translation of the word in their home language. Go to [NGReach.com](http://NGReach.com) to find translations of vocabulary words in seven languages.



Picture Dictionary in Student Anthology

Cousins and grandparents are extended family.

Aunts and uncles are extended family, too.





**Research Basis:** Research confirms that interaction with new words combined with multiple exposures in varied contexts enhances children’s ability to learn and retain new vocabulary. (Beck, McKeown, and Kucan 2002)

## Activities for Daily Vocabulary Practice

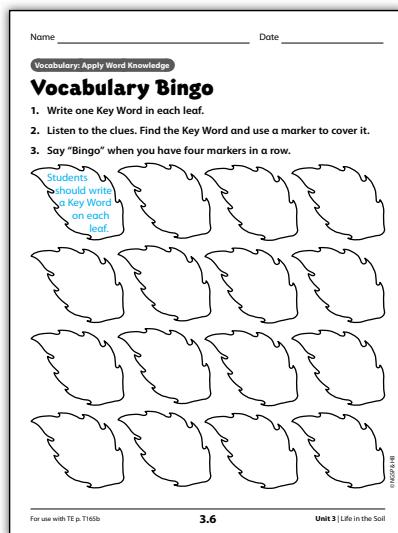
**Purpose:** These routines can be used to give students additional experience in a variety of contexts with vocabulary introduced during lessons.

### Whole Group Games



#### Vocabulary Bingo

- Distribute cards.** Hand out Bingo cards. (Go to [NGReach.com](http://NGReach.com) to access templates).
- Fill out cards.** Have students write the key words in random order on the card.
- Give clues.** Provide oral clues or questions about the key words. For example, for the word *produce* you might say: *This word means to make or give.*
- Mark the words.** Have students place a marker on each word as they identify it.
- Bingo!** When a student has a complete row of markers, he or she calls, “Bingo.” Ask the student to review his or her answers and pair answers with the clues.



#### Stump the Expert

- Name the expert.** Designate one student to be the expert.
- Challenge the expert.** Another student (the stumper) presents a definition. The expert has 10 seconds to produce the term.
- Continue the challenges.** If the expert responds accurately, the next stumper offers a challenge. This continues until the expert is stumped or answers a set number of challenges and earns applause.
- Name a new expert.** The student who stumps the expert becomes the new expert.

### Whole Group Activities



#### Yes or No?

- Ask questions.** Pose yes or no questions using two vocabulary words. You or your students can make up the questions. For example, the following questions might be asked using words to do with plants: *Do roots grow in the soil? Are blossoms a characteristic of rose plants?*
- Students respond.** Students can respond orally, in writing, or they can use thumbs up or thumbs down. Have students compare responses and pair their answers with the clue. Remind students to use complete sentences and restate the question. For example: *Yes, roots grow in the soil.*

#### Around the World

- Choose a traveler.** A student designated as the traveler moves from his or her seat to stand by a neighboring student, the challenger.
- Provide a definition.** The teacher gives the traveler and the challenger a definition; whoever responds first with the correct word becomes the new traveler and challenges a new student.
- Continue the challenge.** A traveler who continues to respond first and returns to his or her own seat has gone “around the world.”

#### Rivet

- Select a key word.** For this variation of the game Hangman, choose a key word.
- Write a blank for each letter.** On the board, write a blank for each letter of the word. For example, for *ecosystem*, write \_ \_ \_ \_ \_ .
- Fill in letters one by one.** Fill in the blanks one letter at a time: *e c o* \_ \_ \_ \_ .
- Have students guess the word.** Pause briefly after you write each letter. Encourage the class to guess the word.
- Complete the word.** When someone identifies the word correctly, have that student fill in the remaining blanks.

## Small Group Games



### Picture It

1. **Write the words.** Display several vocabulary words.
2. **Group students.** Arrange students in small groups, each with chart paper and a marker.
3. **Teams plan.** Have each group:
  - Choose a key word (without telling what the word is)
  - Decide how they can show the word's meaning in a drawing
  - Choose one member of the group who will create the drawing.
4. **Students create drawings.** Call on a group, and allow the drawer 15 to 30 seconds to complete the picture.
5. **Students identify the word.** Have other groups talk quietly about the picture. When they agree on the key word, they designate one member to raise his or her hand and give their answer.
6. **Award points.** When a group guesses the key word correctly, award 1 point to the group and have that group's drawer take the next turn. Continue until one group has collected 3 points.

## Small Group Activities



### Multiple Key Word Skit

1. **Group students.** Organize students in small groups and give each group a list of five or more vocabulary words.
2. **Brainstorm.** Allow time for groups to brainstorm how the words relate to each other and to create a skit with dialogue that includes all the words.
3. **Discuss.** After students present their skits, discuss with them which skit was most original, most humorous, or used the words most accurately.

### Vocabulary Concentration

1. **Prepare pairs of cards.** Write each key word on two cards or slips of paper.
2. **Spread the cards.** Turn the cards over and spread them randomly on a table.
3. **Students look for matches.** Students take turns turning over two cards. When a student turns over two cards that have same word, he or she keeps the cards.
4. **The winner!** The student with the most cards is the winner.



## Partner Activities



### Word Sorts

- Students write words.** Have students write the words on index cards or strips of paper, one word per card or strip.
- Establish categories.** For a closed sort, provide the category of how the words should be sorted, such as:
  - Related meanings or concepts
  - Synonyms
  - Part of speech
  - Connotation
  - Formal or informal
  - Spelling patterns
  - Words with multiple meanings
  - Words with Spanish cognatesFor an open sort, have students work together to determine the sort categories.
- Explain sorts.** When students have sorted the words, have them explain their sorts. Have them create a chart or web to record the word relationships they found.
- Sort again.** Have students sort the words again using different categories. Have them record the information in a graphic organizer.

Fruit	Vegetable
banana	lettuce
apple	onion
orange	corn

Round	Not Round
tomato	milk
apple	banana
onion	rice
orange	bread
	beans
	corn
	cheese

## Individual Activities



### Word Poems

- Concrete Poems.** Students draw a meaningful shape or object and write words along the outline of the shape, so words look like the physical shape. For example, a student may draw a volcano and along the outline write: *lava, magma, cone, flow, ash, erupt*.
- Diamante Poems.** Diamante Poems are 7 lines long. To begin, have students think of two words that are opposites (antonyms).
  - Line 1: Write a noun
  - Line 2: Add two adjectives that describe line 1
  - Line 3: Add three action verbs that relate to line 1
  - Line 4: Add two nouns that relate to line 1, and two nouns that relate to line 7
  - Line 5: Add three action verbs that relate to line 7
  - Line 6: Add two adjectives that describe line 7
  - Line 7: Write a noun that is the opposite of or contrasts with line 1
- Cinquain Poems.** Cinquain poems have different patterns. Have students complete the pattern below with a key word.
  - Line 1: A noun
  - Line 2: Two adjectives
  - Line 3: Three related words ending in -ing
  - Line 4: A related phrase
  - Line 5: Another word for the noun







# Writing

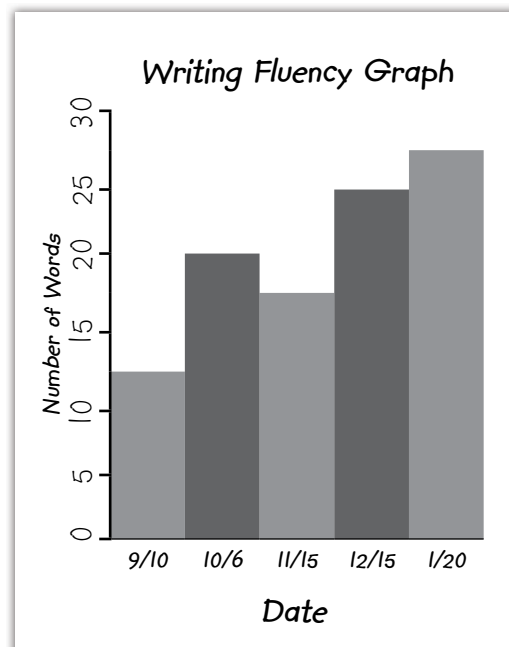
**Research:** Research shows that expert writers write longer strings of words before stopping to think than less skilled writers. Power writing practice helps students learn to get their words down on paper quickly. It also helps them overcome the tendency to stall before starting to write (Fisher & Frey 2007). While power writing can focus on any word or concept, this routine is most effective when key words and ideas relate to the topic or theme of a unit.

## Writing Routine 1

### Power Writing

**Purpose:** Develop students' writing fluency; provide an opportunity for students to record their progress in writing fluency.

-  **1. Display a word or picture.** Choose a word or picture that will be motivating for students to write about. Invite them to think about the word or picture and what they know about the word or concept. Activate prior knowledge or experiences: *What do you think of when you hear/see \_\_\_\_\_?*
- 2. Set the timer.** The timer is usually set for one minute. In some cases you may want to vary the amount of time.
-  **3. Have students write.** Ask students to write as much as they can, as well as they can in one minute.
-  **4. Check work.** Have students check their spelling and grammar and circle any mistakes.
-  **5. Count words.** Have students count the number of words they wrote and record the number on their papers.
- 6. Repeat the procedure.** If time allows, have students create more than one passage. Repeat steps 2–5 one or two times.
- 7. Record results.** Have students record their best result and create a writing fluency graph. Over time, the graph will show students' growth in fluency and help motivate their progress as writers.
- 8. Adjust the time.** To develop fluency further, vary the amount of writing time from 30 seconds to two minutes or more in separate Power Writing sessions.



### Best Practices

**Differentiate Routines** When doing the Power Writing each day, provide differentiated support for students of different levels. Allow below level students to write a list of single words. Say: *Write all the words you know.* On-level students can write one or two sentences. Challenge above level students to write several sentences in a paragraph.

**Research:** Many students may not understand the process of recording their thoughts or conversation in writing. Modeled writing demonstrates the process of how language is represented in written form. Modeling the process often is effective in improving students' attitude toward writing as well as their writing skills (Fisher & Frey 2007). Modeled writing also helps deepen vocabulary, language, and concept development through frequent exposure to clear models and think-alouds.

## Writing Routine 2

### Modeled Writing

**Purpose:** Model the process of composing to help students learn the writing process, writing strategies and writer's craft.

- 1. Model thinking about the first sentence.** Think aloud as you decide what you will include in your first sentence.
- 2. Write the first sentence.** Read aloud what you have written.
- 3. Continue thinking aloud as you write.** Think aloud to model how you plan and write additional sentences.
- 4. Involve students.** Encourage students to help write additional sentences. Discuss their ideas with them, and add the new ideas to the writing as appropriate.

Think Aloud	Write
<i>I want to tell about some new puppies that were born last week. I'll write a news article to tell about the puppies. I'll begin by telling the most important facts.</i>	Last week, six new puppies were born on Davis Street.
<i>Next I'll tell what the puppies looked like.</i>	The puppies were brown and white and had soft fur. Their eyes were closed.
<i>What else do you think people will want to know about the puppies?</i>	They were born under the porch of the Marino's house. Mrs. Marino fixed a bed for the puppies and their mother in the hall.

#### Puppies Born

Last week, six new puppies were born on Davis Street. The puppies were brown and white and had soft fur. Their eyes were closed. They were born under the porch at the Marino's house. Mrs. Marino fixed a bed for the puppies and their mother in the hall. Mrs. Marino said she would look for new homes for the puppies in a few weeks.

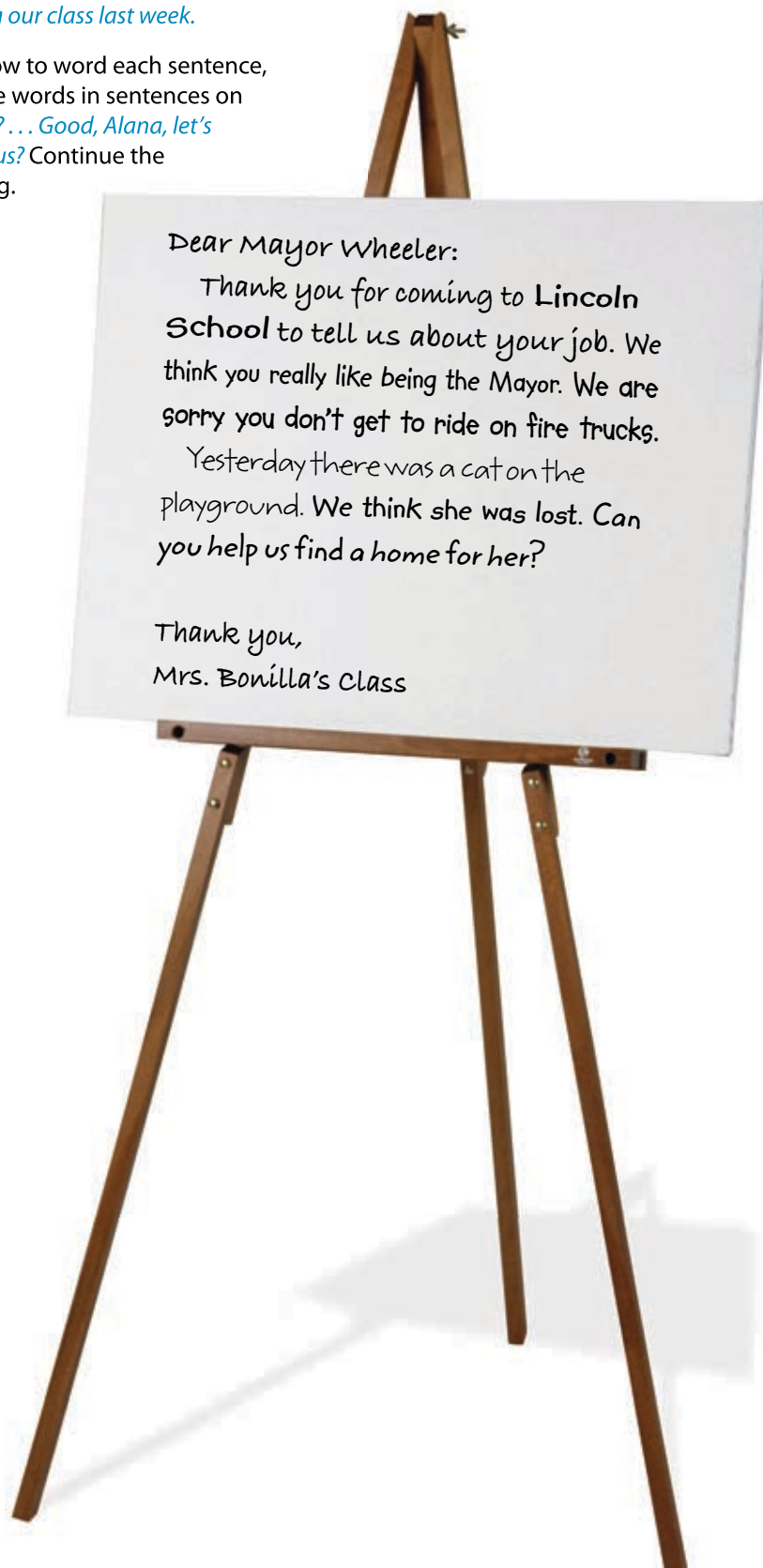
**Research:** Expert writers make many decisions as they write. Students may not understand all of the decisions involved. Interactive writing makes these decisions part of the conversation between teacher and students. It also demonstrates for students how expert writers think about word choice and constantly review to maintain syntax and meaning as they write (Fisher & Frey 2007).

## Writing Routine 3

### Interactive Writing

**Purpose:** Scaffold students to turn collaborative oral composition into written form.

- 1. Establish a purpose.** Discuss with students the purpose and audience you will be writing for. For example: *Let's write a letter to Mayor Wheeler to thank her for visiting our class last week.*
- 2. Talk through the text.** Lead a discussion with students about how to word each sentence, and then support individual students as they write letters or entire words in sentences on the board or chart paper. For example: *How will we begin our letter? ... Good, Alana, let's start with Dear Mayor Wheeler: Can you come up and write that for us?* Continue the discussion having different members of the class take turns writing.
- 3. Problem solving.** Use questions or prompts to help students solve problems as they write. For example: *So far this sentence says: Thank you for coming to ... What did we say comes next in the sentence? ... That's right, Duwayne, next we're going to write Lincoln School. ... Can you come up and write the next word? What letter does Lincoln begin with?*
- 4. Reread frequently.** Reread the entire message after each word is added. This will help students see how each word fits into the overall process.



**Research:** Most elementary students need continued support as they become independent writers. They are most successful when the teacher provides effective prompts, a collaborative context, and effective coaching (Fisher & Frey 2007).

## Writing Routine 4

### Independent Writing

**Purpose:** Provide support to help students achieve success as independent writers.

- 1. Provide appropriate writing prompts.** Make sure that writing prompts are motivating and appropriate. Prompts should:
  - Encourage a variety of responses
  - Allow for a range of writing abilities
  - Be appropriate for the writers' experiences
  - Include topics that interest students
- 2. Use RAFTs.** Have students use the RAFT structure to make sure writing assignments have a clear purpose and authenticity. Students should understand their Role, Audience, Form, and Topic before they begin to write. Here is a sample RAFT:
  - Role:** A student who wants to clean up a vacant lot.
  - Audience:** Neighbors who could help clean up the lot.
  - Form:** An email message
  - Topic:** Please come on Saturday to help clean up the lot.
- 3. Support peer response.** Teach students how to be effective peer reviewers of each others' writing. Strategies may include:
  - Use the language frames to scaffold conversation.
  - Encourage writers to invite responses from peers, but don't compel them.
  - Encourage students to talk with each other as readers, not as critics. If something makes them laugh, or feel sad, or catches their interest, they should tell the writer so. If something isn't clear, they should tell that, too. However, details of word choice, organization, sentence structure, etc. are best dealt with in teacher-student conferences.
- 4. Conference.** Confer with students about their writing. Conferences should be short and focused. Include the following steps:
  - **Inquiry:** Ask about, the topic, how the work is coming, and areas of difficulty.
  - **Decision:** Based on student responses, decide on the focus for the conference.
  - **Instruction:** Choose a point for teaching. This may be any of the writing traits, writer's craft, grammar, usage, spelling, capitalization, and punctuation. Refer to records of student performance on grammar, revising and editing, and spelling lessons and assessments. Writing traits rubrics for conferences are provided in the Assessment section of each Teacher's Edition.
  - **Recording:** Record anecdotal notes of the conference for follow-up. Include next steps for the writer.

## Writing Routine 5

### Student Journals

- **Set up journals.** Journals can take many forms. You may wish to have students keep a journal with separate sections for vocabulary, language, grammar, and writing. Or students can just add cumulatively to their journals as they learn. In either case, encourage students to decorate their journals and maintain them with care.
- **Coach.** Observe students as they write and look for opportunities to coach them with spelling, word skills, strategies, and their thinking about topics and Big Questions.
- **Review journals.** Have students review their journals with you at conference time. Reviewing their work over time helps students recall what they've learned and see how they have progressed. It can also help you focus on areas where a student may need reteaching or additional support.

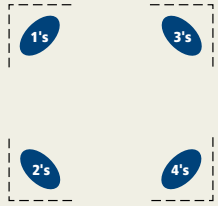
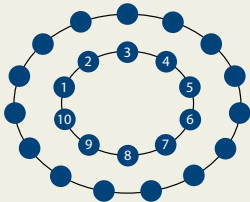
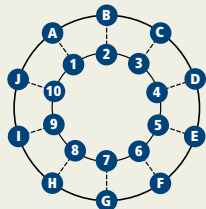
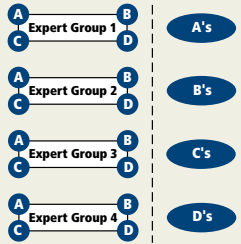
### Best Practices

Journaling is a good way to help students move from note taking and assigned writing to writing independently. Lessons in *National Geographic Reach for Reading* include many opportunities for students to make notes about vocabulary, language, and grammar, and to write in response to their reading or their thoughts about Big Questions. Journals help students remember what they have learned and see their progress over time.

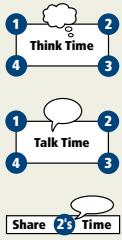
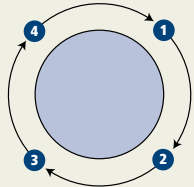
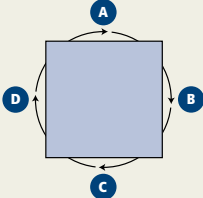
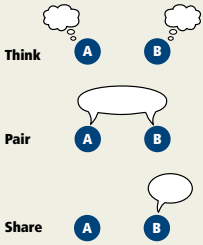
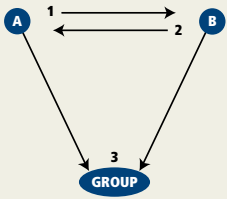
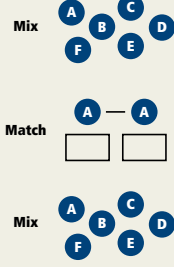
# Cooperative Learning

**Research Basis:** Cooperative learning routines take advantage of classroom diversity and make it a vital resource for helping all students acquire challenging academic content and language. These routines promote active engagement and social motivation for all students. For English language learners, they also create opportunities for purposeful communication. Regular use of such routines has been shown to be effective (Johnson & Johnson 1986; Kagan 1986; Slavin 1988).

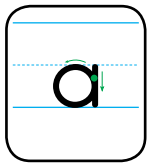
**Purpose:** These routines provide consistent opportunities for students to work together and learn from one another.

STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p><b>CORNERS</b></p> 	<ul style="list-style-type: none"> <li>• Corners of the classroom are designated for focused discussion of four aspects of a topic.</li> <li>• Students individually think and write about the topic for a short time.</li> <li>• Students group into the corner of their choice and discuss the topic.</li> <li>• At least one student from each corner shares about the corner discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• By “voting” with their feet, students literally take a position about a topic.</li> <li>• Focused discussion develops deeper thought about a topic.</li> <li>• Students experience many valid points of view about a topic.</li> </ul>
<p><b>FISHBOWL</b></p> 	<ul style="list-style-type: none"> <li>• Part of a group sits in a close circle, facing inward; the other part of the group sits in a larger circle around them.</li> <li>• Students on the inside discuss a topic while those outside listen for new information and/or evaluate the discussion according to pre-established criteria.</li> <li>• Groups reverse positions.</li> </ul>	<ul style="list-style-type: none"> <li>• Focused listening enhances knowledge acquisition and listening skills.</li> <li>• Peer evaluation supports development of specific discussion skills.</li> <li>• Identification of criteria for evaluation promotes self-monitoring.</li> </ul>
<p><b>INSIDE-OUTSIDE CIRCLE</b></p> 	<ul style="list-style-type: none"> <li>• Students stand in concentric circles facing each other.</li> <li>• Students in the outside circle ask questions; those inside answer.</li> <li>• On a signal, students rotate to create new partnerships.</li> <li>• On another signal, students trade inside/outside roles.</li> </ul>	<ul style="list-style-type: none"> <li>• Talking one-on-one with a variety of partners gives risk-free practice in speaking skills.</li> <li>• Interactions can be structured to focus on specific speaking skills.</li> <li>• Students practice both speaking and active listening.</li> </ul>
<p><b>JIGSAW</b></p> 	<ul style="list-style-type: none"> <li>• Group students evenly into “expert” groups.</li> <li>• Expert groups study one topic or aspect of a topic in depth.</li> <li>• Regroup students so that each new group has at least one member from each expert group.</li> <li>• Experts report on their study. Other students learn from the experts.</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming an expert provides in-depth understanding in one aspect of study.</li> <li>• Learning from peers provides breadth of understanding of over-arching concepts.</li> </ul>

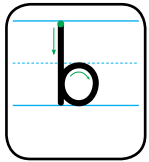


STRUCTURE & GRAPHIC	DESCRIPTION	BENEFITS & PURPOSE
<p><b>NUMBERED HEADS TOGETHER</b></p> 	<ul style="list-style-type: none"> <li>• Students number off within each group.</li> <li>• Teacher prompts or gives a directive.</li> <li>• Students think individually about the topic.</li> <li>• Groups discuss the topic so that any member of the group can report for the group.</li> <li>• Teacher calls a number and the student from each group with that number reports for the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion of topics provides each student with language and concept understanding.</li> <li>• Random recitation provides an opportunity for evaluation of both individual and group progress.</li> </ul>
<p><b>ROUNDTABLE</b></p> 	<ul style="list-style-type: none"> <li>• Seat students around a table in groups of four.</li> <li>• Teacher asks a question with many possible answers.</li> <li>• Each student around the table answers the question a different way.</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraging elaboration creates appreciation for diversity of opinion and thought.</li> <li>• Eliciting multiple answers enhances language fluency.</li> </ul>
<p><b>TEAM WORD WEBBING</b></p> 	<ul style="list-style-type: none"> <li>• Provide each team with a single large piece of paper. Give each student a different colored marker.</li> <li>• Teacher assigns a topic for a web.</li> <li>• Each student adds to the part of the web nearest to him/her.</li> <li>• On a signal, students rotate the paper and each student adds to the nearest part again.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual input to a group product ensures participation by all students.</li> <li>• By shifting point of view, students develop broad and in-depth understanding of concepts.</li> </ul>
<p><b>THINK, PAIR, SHARE</b></p> 	<ul style="list-style-type: none"> <li>• Students think about a topic suggested by the teacher.</li> <li>• Pairs discuss the topic.</li> <li>• Students individually share information with the class.</li> </ul>	<ul style="list-style-type: none"> <li>• The opportunity for self-talk during the individual think time allows the student to formulate thoughts before speaking.</li> <li>• Discussion with a partner reduces performance anxiety and enhances understanding.</li> </ul>
<p><b>THREE-STEP INTERVIEW</b></p> 	<ul style="list-style-type: none"> <li>• Students form pairs.</li> <li>• Student A interviews student B about a topic.</li> <li>• Partners reverse roles.</li> <li>• Student A shares with the class information from student B; then B shares information from student A.</li> </ul>	<ul style="list-style-type: none"> <li>• Interviewing supports language acquisition by providing scripts for expression.</li> <li>• Responding provides opportunities for structured self-expression.</li> </ul>
<p><b>MIX AND MATCH</b></p> 	<ul style="list-style-type: none"> <li>• Prepare cards that can be matched as pairs, such as a word and its definition.</li> <li>• Hand one card to each student.</li> <li>• Students mingle and talk about their cards.</li> <li>• Teacher calls "Match," and each student finds the partner whose card matches with his or her own. Students exchange cards and mingle again.</li> </ul>	<ul style="list-style-type: none"> <li>• The mixing process encourages students to have multiple conversations with an academic focus.</li> <li>• Discussions provide each student with language and concept understanding.</li> <li>• Cards can be traded, so students don't know who their partner is until the end.</li> </ul>

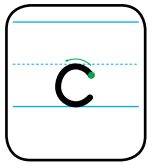
# Scripts for Letter Formation



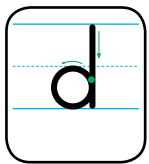
Start on the green dot and make a circle. Touch the middle line and the bottom line as you go all the way around to where you started. Continue up to the middle line and then down to the bottom line. Stop. That's small *a*. Now try it on your own.



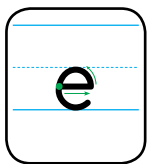
Start on the green dot and go down to the bottom line. Now go back up over your line almost to the middle line. Then, make one little belly from the middle line to the bottom line. That's small *b*. Now try it on your own.



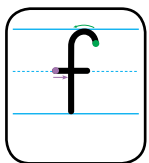
Start on the green dot and go around in a circle. Touch the middle line and the bottom line as you curve round and around. Stop a little above the bottom line. That's small *c*. Now try it on your own.



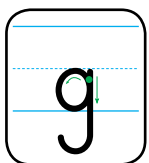
Start on the green dot and curve up to the middle line, then go round and around. Make a circle. Continue up to the top line and then trace over your line all the way down to the bottom line. Stop. That's small *d*. Now try it on your own.



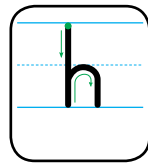
Start on the green dot and go across. Follow the arrow. Then, circle up and around, touching the middle line and the bottom line. Curve up a little bit at the end. Stop. That's small *e*. Now try it on your own.



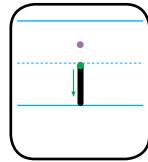
Start on the green dot and curve up. Touch the top line, then go around and down to the bottom line. Go to the purple dot and go across the middle line. Stop. That's small *f*. Now try it on your own.



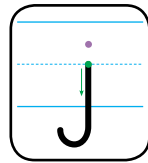
Start on the green dot and curve up. Touch the middle line, then go round and around to make a circle. Continue up to the middle line and then go down below the bottom line and curve up to make a little hook. That's small *g*. Now try it on your own.



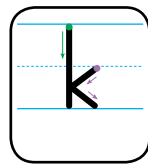
Start on the green dot and go down to the bottom line. Go back over your line almost to the middle line, curve up, touch the middle line, and then go down to the bottom line. Stop. That's small *h*. Now try it on your own.



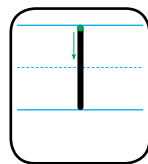
Start on the green dot and go down to the bottom line. Go to the purple dot. Stop. That's small *i*. Now try it on your own.



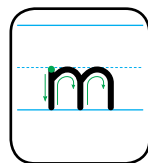
Start on the green dot and go down below the bottom line and curve up to make a little hook. Then go to the purple dot. Stop. That's a small *j*. Now try it on your own.



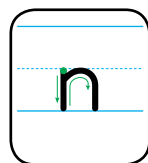
Start on the green dot and go down to the bottom line. Go to the purple dot. Go down at a slant and touch your first line, then slant down to the bottom line. Stop. That's a small *k*. Now try it on your own.



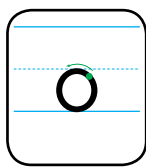
Start on the green dot and go down to the bottom line. Stop. That's small *l*. Now try it on your own.



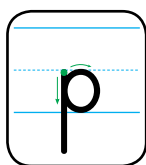
Start on the green dot and go down to the bottom line. Go back over your line almost to the green dot, curve up and around and go down to the bottom line. Go back up, around, and down to the bottom line one more time. Stop. That's small *m*. Now try it on your own.



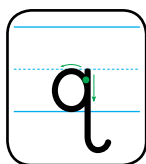
Start on the green dot and go down to the bottom line. Go back over your line almost to the green dot, curve up, touch the middle line, and then go down to the bottom line. Stop. That's small *n*. Now try it on your own.



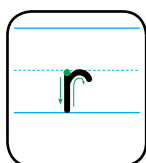
Start on the green dot and make a little circle. Touch the middle line and the bottom line and curve round and around all the way back to where you started. Stop. That's small *o*. Now try it on your own.



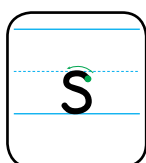
Start on the green dot and go below the bottom line. Go back over your line almost to the green dot, curve up and around to make a circle. First touch the middle line and then the bottom line. That's small *p*. Now try it on your own.



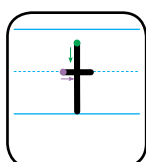
Start on the green dot and make a circle. Touch the middle line and the bottom line as you go around and back to the green dot. Continue up to the middle line and then go down below the bottom line, and make a little tail. Stop. That's a small *q*. Now try it on your own.



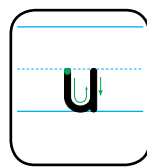
Start on the green dot and go down to the bottom line. Trace over your line again. Just before you reach the middle line, curve up and make a hook. Stop. That's a small *r*. Now try it on your own.



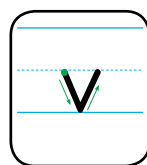
Start on the green dot and curve up, touch the middle line, then go round and around. Touch the bottom line, then curve up a little more. Stop. That's small *s*. Now try it on your own.



Start on the green dot and go down to the bottom line. Go to the purple dot and go across the middle line. Stop. That's small *t*. Now try it on your own.



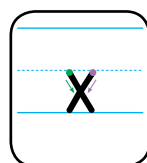
Start on the green dot and go down. Curve around, touch the bottom line, and curve back up to the middle line. Trace over your line again as you go back down to the bottom line. Stop. That's small *u*. Now try it on your own.



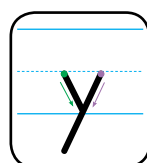
Start on the green dot and slant down to the bottom line. Then slant up to the middle line. Stop. That's small *v*. Now try it on your own.



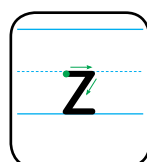
Start on the green dot and slant down to the bottom line. Now slant up to the middle line, back down to the bottom line, and then back up again. Stop at the middle line. That's small *w*. Now try it on your own.



Start on the green dot and slant down to the bottom line. Go to the purple dot. Slant down to the bottom line. Stop. That's small *x*. Now try it on your own.

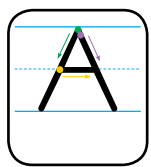


Start on the green dot and slant down to the bottom line. Go to the purple dot and then slant down. Touch your first line, then continue down below the bottom line. Stop. That's small *y*. Now try it on your own.

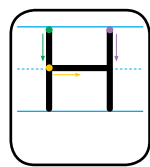


Start on the green dot and go across the middle line. Slant down to the bottom line, and then go across the bottom line. Stop. That's small *z*. Now try it on your own.

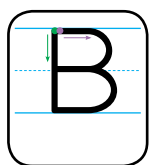
# Scripts for Letter Formation, continued



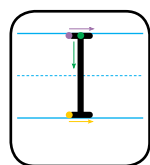
Start on the green dot and slant down. Follow the green arrow to the bottom line. Go to the purple dot and slant down to the bottom line. Go to the gold dot and go across. Make sure you touch both of your lines. Stop. That's capital *A*. Now try it on your own.



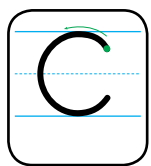
Start on the green dot and go down to the bottom line. Go to the purple dot and go down to the bottom again. Go to the gold dot and go across the middle line until you touch your other line. Stop. That's capital *H*. Now try it on your own.



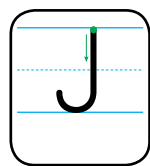
Start on the green dot and go down to the bottom line. Go to the purple dot and make two big round bellies. Make one belly down to the middle line, and then another to the bottom line. Stop. That's capital *B*. Now try it on your own.



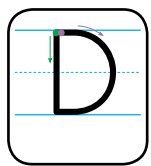
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line to make a little roof. Then go to the gold dot and go across the bottom line to make the floor. Stop. That's capital *I*. Now try it on your own.



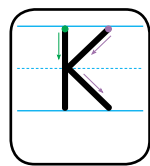
Start on the green dot and go around in a circle. Touch the top line and the bottom line as you curve round and around. Stop a little above the bottom line. That's capital *C*. Now try it on your own.



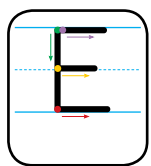
Start on the green dot and go down. Just before you get to the bottom line, curve around, touch the bottom line, and curve up to make a little hook. Stop. That's capital *J*. Now try it on your own.



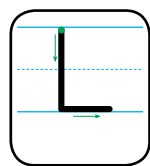
Start on the green dot and go down to the bottom line. Go to the purple dot. Go round and around. Follow the purple arrow. Go all the way down to your first line. Stop. That's capital *D*. Now try it on your own.



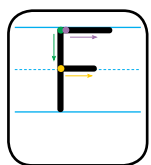
Start on the green dot and go down to the bottom line. Go to the purple dot. Go down at a slant and touch your first line, then slant down to the bottom line. Stop. That's capital *K*. Now try it on your own.



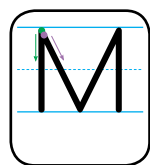
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Go to the gold dot and go across the middle line. Then, go to the red dot and go across the bottom line. Stop. That's capital *E*. Now try it on your own.



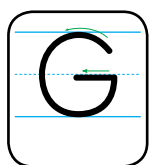
Start on the green dot and go down to the bottom line. Then go across the bottom line. Stop. That's capital *L*. Now try it on your own.



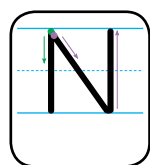
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Go to the gold dot and go across the middle line. Stop. That's capital *F*. Now try it on your own.



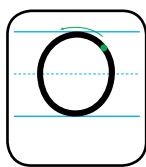
Start on the green dot and go down to the bottom line. Go to the purple dot and slant down to the bottom line. Slant up to the top line, and then go straight down again. Stop. That's capital *M*. Now try it on your own.



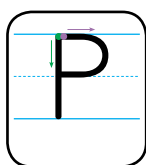
Start on the green dot and curve up. Touch the top line. Then curve round and around, almost making a circle. Stop at the middle line. Now go across. Stop. That's capital *G*. Now try it on your own.



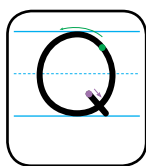
Start on the green dot and go down to the bottom line. Go to the purple dot and slant down to the bottom line. Now go straight up to the top line. Stop. That's capital *N*. Now try it on your own.



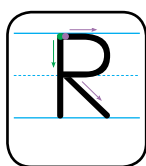
Start on the green dot and make a big circle. Touch the top line and the bottom line and curve round and around all the way back to where you started. Stop. That's capital *O*. Now try it on your own.



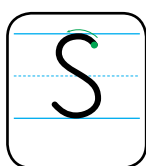
Start on the green dot and go down to the bottom line. Go to the purple dot and make one belly around to the middle line. Make sure you touch your first line. Stop. That's capital *P*. Now try it on your own.



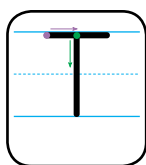
Start on the green dot and make a circle. Touch the top line and the bottom line as you go around, back to the green dot. Go to the purple dot. Make a short line; follow the purple arrow. Stop. That's capital *Q*. Now try it on your own.



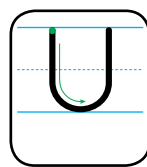
Start on the green dot and go down to the bottom line. Go to the purple dot and make one belly down to the middle line. Make sure you touch your first line. Now slant down to the bottom line. Stop. That's capital *R*. Now try it on your own.



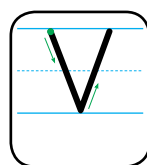
Start on the green dot and curve up, touch the top line, then go round and around. Touch the bottom line, then curve up a little more. Stop. That's capital *S*. Now try it on your own.



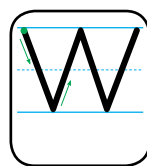
Start on the green dot and go down to the bottom line. Go to the purple dot and go across the top line. Stop. That's capital *T*. Now try it on your own.



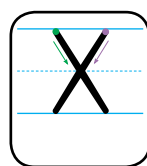
Start on the green dot and go down. Curve around, touch the bottom line, and curve back up to the top line. Stop. That's capital *U*. Now try it on your own.



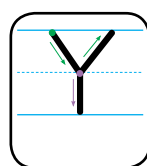
Start on the green dot and slant down to the bottom line. Continue and slant up all the way to the top line. Stop. That's capital *V*. Now try it on your own.



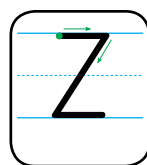
Start on the green dot and slant down to the bottom line. Now slant up to the top line, back down to the bottom line, and finally, slant up again, all the way to the top line. Stop. That's capital *W*. Now try it on your own.



Start on the green dot and slant down to the bottom line. Go to the purple dot. Slant down to the bottom line. Stop. That's capital *X*. Now try it on your own.




Start on the green dot and slant down to the middle line. Then slant up to the top line. Go to the purple dot. Go down to the bottom line. Stop. That's capital *Y*. Now try it on your own.




Start on the green dot and go across the top line. Slant down to the bottom line, and then go across the bottom line. Stop. That's capital *Z*. Now try it on your own.

# Ready, Set... Planner

## Diagnostic Assessments

 **Concepts of Print**  
RS2 CC.K.Rfou.1-1.a-d;  
CC.K.L.2.a-b

 **Sounds and Letters**  
RS3 CC.K.Rfou.1.b-d;  
CC.K.Rfou.2;  
CC.K.Rfou.2.c; CC.K.Rfou.3.b

 **Phonological Awareness**  
RS5 CC.K.Rfou.2-2.a-d

### Week 1

### Day 1

### Day 2

#### CONSONANTS

#### Phonological Awareness



5–10 minutes

#### Review Sounds, Letters, & Words

**Isolate Words in Sentences** RS18 CC.K.Rfou.2  
**Identify and Distinguish Rhyme** RS18 CC.K.Rfou.2.a

#### Review Sounds, Letters, & Words

**Isolate Words in Sentences** RS20 CC.K.Rfou.2  
**Identify and Distinguish Rhyme** RS20 CC.K.Rfou.2.a

#### Concepts of Print



10–15 minutes

**Name and Sequence Letters** RS18 CC.K.Rfou.1.d

**Match Capital and Lowercase Letters** RS20 CC.K.Rfou.1.d

#### Phonics and Handwriting



15–20 minutes

**Sounds and Letters** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
**/m/m, /s/s, /f/f, /h/h** RS19 CC.K.Rfou.2.c; CC.K.L.1.a

M m S s F f H h

**Sounds and Letters** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
**/t/t, /n/n, /l/l, /p/p** RS21 CC.K.Rfou.2.c; CC.K.L.1.a

T t N n L l P p

#### High Frequency Words



5–10 minutes

**Review High Frequency Words** RS19 CC.K.Rfou.3.c  
am  
i

**Review High Frequency Word** RS21 CC.K.Rou.3.c  
a

### Week 2

### Day 1

### Day 2

#### SHORT VOWELS

#### Phonological Awareness



5–10 minutes

#### Review Sounds, Letters, & Words

**Produce Rhyme** RS28 CC.K.Rfou.2.a  
**Segment and Match Syllables** RS28 CC.K.Rfou.2.b

#### Review Sounds, Letters, & Words

**Produce Rhyme** RS30 CC.K.Rfou.2.a  
**Blend Onset and Rime** RS30 CC.K.Rfou.2.c

#### Concepts of Print



10–15 minutes

**Identify Sentence Capitalization** RS28 CC.K.Rfou.1.a;  
CC.K.L.2.a

**Identify End Punctuation (. ! ?)** CC.K.Rfou.1;  
RS30 CC.K.L.2.b

#### Phonics and Handwriting



15–20 minutes

**Sound and Letter** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
**/ă/a** RS29 CC.K.Rfou.2.c; CC.K.Rfou.3.b; CC.K.L.1.a

A a

**Sound and Letter** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
**/i/i** RS31 CC.K.Rfou.2.c; CC.K.Rfou.3.b; CC.K.L.1.a

I i

#### High Frequency Words




5–10 minutes

**Review High Frequency Word** RS29 CC.K.Rfou.3.c  
little

**Review High Frequency Words** RS31 CC.K.Rfou.3.c  
on  
that

# Prerequisite Foundational Skills

 **Handwriting**  
RS8 CC.K.L.1.a

 **High Frequency Words**  
RS11 CC.K.Rfou.3.c

 **Phonics**  
RS13 CC.K.Rfou.3-3.a-c

## Day 3

### Review Sounds, Letters, & Words

**Produce Rhyme** RS22 CC.K.Rfou.2.a  
**Identify and Combine Syllables** RS22 CC.K.Rfou.2.b

**Recognize Letters and Words** RS22 CC.K.Rfou.1.b-d

**Sounds and Letters** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
/k/c, /g/g, /v/v, /d/d RS23 CC.K.Rfou.2.c; CC.K.L.1.a

Cc Gg Vv Dd

**Review High Frequency Word** RS23 CC.K.Rfou.3.c  
**like**

## Day 4

### Review Sounds, Letters, & Words

**Produce Rhyme** RS24 CC.K.Rfou.2.a  
**Identify and Combine Syllables** RS24 CC.K.Rfou.2.b

**Recognize Words as Words** RS24 CC.K.Rfou.1.a;  
CC.K.Rfou.1.c

**Sounds and Letters** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
/r/r, /z/z, /b/b, /w/w, /y/y RS25 CC.K.Rfou.2.c; CC.K.L.1.a

Rr Zz Bb Ww Yy

**Review High Frequency Word** RS25 CC.K.Rfou.3.c  
**my**

## Day 5

### Review Sounds, Letters, & Words

**Produce Rhyme** RS26 CC.K.Rfou.2.a  
**Segment and Match Syllables** RS26 CC.K.Rfou.2.b

**Recognize Directionality** RS26 CC.K.Rfou.1-1.a

**Sounds and Letters** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
/j/j, /k/k, /ks/x, /kw/q RS27 CC.K.Rfou.2.c; CC.K.L.1.a

Jj Kk Xx Qq

**Review High Frequency Words** RS27 CC.K.Rfou.3.c  
**is**  
**this**

## Day 3

### Review Sounds, Letters, & Words

**Produce Rhyme** RS32 CC.K.Rfou.2.a  
**Blend Onset and Rime** RS32 CC.K.Rfou.2.c

**Hold a Book** RS32 CC.K.Rfou.1  
**Identify Front and Back Cover** RS32 CC.K.Rfou.1

**Sound and Letter** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
/ö/o RS33 CC.K.Rfou.2.c; CC.K.Rfou.3.b; CC.K.L.1.a

Oo

**Review High Frequency Word** RS33 CC.K.Rfou.3.c  
**the**

## Day 4

### Review Sounds, Letters, & Words

**Segment Onset and Rime** RS34 CC.K.Rfou.2.c  
**Match Beginning Sound** RS34 CC.K.Rfou.2.d

**Identify Title, Author and Illustrator** RS34 CC.K.Rfou.1

**Sound and Letter** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
/ë/e RS35 CC.K.Rfou.2.c; CC.K.Rfou.3.b; CC.K.L.1.a

Ee

**Review High Frequency Words** RS35 CC.K.Rfou.3.c  
**and**  
**to**

## Day 5

### Review Sounds, Letters, & Words

**Segment Onset and Rime** RS36 CC.K.Rfou.2.c  
**Match Beginning Sound** RS36 CC.K.Rfou.2.d

**Identify Page Number and Tables of Contents** RS36 CC.K.Rfou.1

**Sound and Letter** CC.K.Rfou.1.b-d; CC.K.Rfou.2;  
/ü/u RS37 CC.K.Rfou.2.c; CC.K.Rfou.3.b; CC.K.L.1.a

Uu

**Review High Frequency Words** RS37 CC.K.Rfou.3.c  
**her**  
**him**



# Concepts of Print Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

**Resources:** A story book that has a distinct title and byline on the cover, a title page, and a table of contents with page numbers. Make sure the text is an appropriate size and density.

**Directions:** Use the book as you read the items aloud. If the child is not a native English speaker, you may conduct the assessment in the child's native language if you speak it. Check the box for each correct response.

		
<input type="checkbox"/> 1 Identifies the covers of a book.	Holding the book vertically, spine outward, pass the book to the child.	<i>Show me the front of the book. Show me the back.</i>
<input type="checkbox"/> 2 Identifies the title on the cover of a book.	Have the child hold the book.	<i>Where is the title of the book? Show it to me.</i>
<input type="checkbox"/> 3 Identifies the title and author on the title page.	Open the book to the title page.	<i>Show me the title of the book. Show me the name of the person who wrote the book.</i>
<input type="checkbox"/> 4 Identifies the table of contents and knows how to use it; identifies page numbers.	Open the book to the table of contents.	<i>What is this page? How do you use it?</i>
<input type="checkbox"/> 5 Recognizes the first word, not an illustration, in the text on the left page.	Open the book to a spread where there is text on both pages.	<i>Where should I start reading?</i>
<input type="checkbox"/> 6 Tracks print from left to right and top to bottom on a page.	a. Continue with the same page. b. Read to the end of a line.	a. <i>Now I am going to read the book. Which way do I go as I read?</i> b. <i>Where do I go from here?</i>
<input type="checkbox"/> 7 Matches oral and printed words; knows to turn the page.	Continue reading. Pause before reading a right-hand page. Stop at the bottom of the page.	<i>On this page, point to each word as I say it. Where do I go next?</i>
<input type="checkbox"/> 8 Recognizes the difference between letters and words.	Turn the page.	<i>Point to a word. Now point to the first letter in this word. Point to the last letter.</i>
<input type="checkbox"/> 9 Recognizes capital and lowercase letters.	Point out a capital letter.	<i>This is a capital [name of letter]. Find a small [name of letter].</i>
<input type="checkbox"/> 10 Recognizes that sentences are composed of separate words.	Read to the end of the book. On the page, frame a sentence.	<i>Use your finger to point to each word in this sentence. Count the words.</i>
<input type="checkbox"/> 11 Notes that a period ends a sentence.	Pause after reading a declarative sentence. Point to the period.	<i>What is this for?</i>

COPY READY



# Letter-Sound & Letter-Name Assessment



COPY READY

**Directions:** Copy page RS4. Display one row at a time. Point to a letter and ask the child to say its sound. Check the letter sounds that the child says correctly. You may also use this assessment to test letter-name knowledge by pointing to a letter and asking the child to say its name. To test for Letter-Sound or Letter-Name Fluency, display all letters and ask the child to say the sounds or names for as many as they know in one minute. Record correct and incorrect responses and complete the appropriate fluency chart below.

Letter	Sound	Name
M		
S		
F		
H		
T		
A		
C		
P		
L		
G		
R		
E		
D		
K		
N		
V		
O		
J		
B		
W		
I		
Z		
Y		
Q		
X		
U		

Letter	Sound	Name
m		
s		
f		
h		
t		
a		
c		
p		
l		
g		
r		
e		
d		
k		
n		
v		
o		
j		
b		
w		
i		
z		
y		
q		
x		
u		

	Date:	Date:	Date:
Total Letters Attempted in One Minute			
Errors to Subtract			
Equals Correct Letter-Sound Matches per Minute			

	Date:	Date:	Date:
Total Letters Attempted in One Minute			
Errors to Subtract			
Equals Correct Letter-Name Matches per Minute			



M S F H T A C

P L G R E D K

N V O J B W I

Z Y Q X U

---

m s f h t a c

p l g r e d k

n v o j b w i

z y q x u

COPY READY

# Phonological Awareness Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Read the Script and Practice Items prior to administering each group of items. Circle the item number for each correct response; mark the item number with an X for each incorrect response. Then record the total correct for each test section in the space provided. Add the section totals and record the sum in the Student Profile.

Student Profile	Test Date:		Test Date:		Test Date:	
	Total	Percent	Total	Percent	Total	Percent
Form A	/40	%	/40	%	/40	%
Form B	/40	%	/40	%	/40	%

COPY READY

Skills	Script & Practice Items	Form A Items	Form B Items
<p><b>1 Identify Rhyme</b></p> <p>The child identifies rhyming words.</p>	<p><i>I am going to say two words that end with the same sounds: <b>cat</b> ... <b>sat</b>. These words rhyme. Listen while I say two words that do not rhyme: <b>cat</b> ... <b>bike</b>.</i></p> <p><i>Now I am going to say more words. Tell me if they rhyme or do not rhyme.</i></p>	<p><b>1</b> bed, red (rhyme)</p> <p><b>2</b> tree, bee (rhyme)</p> <p><b>3</b> job, sun (do not)</p> <p><b>4</b> pin, like (do not)</p> <p><b>5</b> far, jar (rhyme)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> car, new (do not)</p> <p><b>2</b> box, fox (rhyme)</p> <p><b>3</b> go, no (rhyme)</p> <p><b>4</b> pick, quick (rhyme)</p> <p><b>5</b> cake, hat (do not)</p> <p>Total Correct <input type="text"/> /5</p>
<p><b>2 Segment Syllables</b></p> <p>The child segments words into syllables.</p>	<p><i>I am going to say a word with two parts: <b>starfish</b>. Say the two parts you hear in <b>starfish</b>. That's right: <b>star</b>, <b>fish</b>.</i></p> <p><i>Now I am going to say more words. Say the two parts you hear in each word.</i></p>	<p><b>1</b> popcorn (pop, corn)</p> <p><b>2</b> sunshine (sun, shine)</p> <p><b>3</b> winter (win, ter)</p> <p><b>4</b> quickly (quick, ly)</p> <p><b>5</b> unlock (un, lock)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> notebook (note, book)</p> <p><b>2</b> baseball (base, ball)</p> <p><b>3</b> carpet (car, pet)</p> <p><b>4</b> slowly (slow, ly)</p> <p><b>5</b> repay (re, pay)</p> <p>Total Correct <input type="text"/> /5</p>

# Phonological Awareness Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

Skills	Script & Practice Items	Form A Items	Form B Items
<p><b>3 Isolate Sounds</b></p> <p>The child identifies the initial sound in a word.</p>	<p><i>I am going to say some words that begin with the same sound: <b>mess, make, mitt</b>. Tell me what the first sound is. That's right. The sound is /m/.</i></p> <p><i>Now I am going to say more words. Tell me the first sound you hear in the words.</i></p>	<p><b>1</b> go, gift, good (/g/)</p> <p><b>2</b> win, wet, wave (/w/)</p> <p><b>3</b> moon, map, miss (/m/)</p> <p><b>4</b> zoo, zero, zipper (/z/)</p> <p><b>5</b> look, leaf, lamp (/l/)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> top, tent, table (/t/)</p> <p><b>2</b> fun, fix, fork (/f/)</p> <p><b>3</b> cup, cat, cool (/k/)</p> <p><b>4</b> hand, house, help (/h/)</p> <p><b>5</b> read, race, row (/r/)</p> <p>Total Correct <input type="text"/> /5</p>
<p>The child identifies the final sound in a word.</p>	<p><i>I am going to say some words that end with the same sound: <b>sock, neck, pack</b>. Tell me what the last sound is. That's right. The sound is /k/.</i></p> <p><i>Now I am going to say more words. Tell me the last sound you hear in the words.</i></p>	<p><b>1</b> ran, tin, bun (/n/)</p> <p><b>2</b> off, stuff, if (/f/)</p> <p><b>3</b> sack, clock, duck (/k/)</p> <p><b>4</b> kiss, pass, dress (/s/)</p> <p><b>5</b> bed, lid, hide (/d/)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> cab, rib, tub (/b/)</p> <p><b>2</b> hill, bell, pull (/l/)</p> <p><b>3</b> fog, pig, bag (/g/)</p> <p><b>4</b> mom, jam, them (/m/)</p> <p><b>5</b> move, give, save (/v/)</p> <p>Total Correct <input type="text"/> /5</p>
<p><b>4 Blend Sounds</b></p> <p>The child blends sounds to form a word.</p>	<p><i>I am going to say the sounds in a word: /m/ /u/ /g/. I can put the sounds together to make the word <b>mug</b>.</i></p> <p><i>Now I am going to say some more sounds. Put the sounds together and tell me what the word is.</i></p>	<p><b>1</b> /f/ /i/ /l/ (fill)</p> <p><b>2</b> /s/ /o/ /k/ (sock)</p> <p><b>3</b> /n/ /e/ /t/ (net)</p> <p><b>4</b> /v/ /a/ /n/ (van)</p> <p><b>5</b> /k/ /u/ /p/ (cup)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> /m/ /a/ /n/ (man)</p> <p><b>2</b> /l/ /e/ /g/ (leg)</p> <p><b>3</b> /y/ /e/ /s/ (yes)</p> <p><b>4</b> /w/ /i/ /n/ (win)</p> <p><b>5</b> /h/ /o/ /p/ (hop)</p> <p>Total Correct <input type="text"/> /5</p>

COPY READY

# Phonological Awareness Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

COPY READY

Skills	Script & Practice Items	Form A Items	Form B Items
<p><b>5 Segment Words into Sounds</b></p> <p>The child segments a word into its sounds.</p>	<p><i>I am going to say a word: <b>rug</b>. Tell me the sounds that you hear in the word <b>rug</b>. That's right. The sounds are: /r/ /u/ /g/.</i></p> <p><i>Now I am going to say more words. Tell me the sounds you hear in each word.</i></p>	<p><b>1</b> bat (/b/ /a/ /t/)</p> <p><b>2</b> time (/t/ /i/ /m/)</p> <p><b>3</b> park (/p/ /är/ /k/)</p> <p><b>4</b> brush (/b/ /r/ /u/ /sh/)</p> <p><b>5</b> cloud (/k/ /l/ /ou/ /d/)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> neck (/n/ /e/ /k/)</p> <p><b>2</b> gate (/g/ /ä/ /t/)</p> <p><b>3</b> short (/sh/ /ôr/ /t/)</p> <p><b>4</b> drum (/d/ /r/ /u/ /m/)</p> <p><b>5</b> point (/p/ /oi/ /n/ /t/)</p> <p>Total Correct <input type="text"/> /5</p>
<p><b>6 Delete a Sound</b></p> <p>The child deletes an initial sound and says the new word.</p>	<p><i>I am going to say a word: <b>cat</b>. Now I am going to say <b>cat</b> without the first sound: <b>at</b>. <b>At</b> is the word you get when you take /k/ away from the beginning of <b>cat</b>.</i></p> <p><i>Now I am going to say more words. I want you to tell me the word you get when you take away the first sound. Say <b>neat</b>. Now say it without the /n/. (Repeat the process for the other test items.)</i></p>	<p><b>1</b> neat - /n/ (eat)</p> <p><b>2</b> mice - /m/ (ice)</p> <p><b>3</b> sour - /s/ (our)</p> <p><b>4</b> clap - /k/ (lap)</p> <p><b>5</b> spill - /s/ (pill)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> bus - /b/ (us)</p> <p><b>2</b> cold - /k/ (old)</p> <p><b>3</b> size - /s/ (eyes)</p> <p><b>4</b> clock - /k/ (lock)</p> <p><b>5</b> trip - /t/ (rip)</p> <p>Total Correct <input type="text"/> /5</p>
<p>The child deletes a final sound and says the new word.</p>	<p><i>I am going to say a word: <b>beet</b>. Now I am going to say <b>beet</b> without the last sound: <b>bee</b>. <b>Bee</b> is the word you get when you take /t/ away from the end of <b>beet</b>.</i></p> <p><i>Now I am going to say more words. I want you to tell me the word you get when you delete the last sound. Say <b>soap</b>. Now say it without the /p/. (Repeat the process for the other test items.)</i></p>	<p><b>1</b> soap - /p/ (so)</p> <p><b>2</b> time - /m/ (tie)</p> <p><b>3</b> weed - /d/ (we)</p> <p><b>4</b> fork - /k/ (for)</p> <p><b>5</b> place - /s/ (play)</p> <p>Total Correct <input type="text"/> /5</p>	<p><b>1</b> seat - /t/ (sea)</p> <p><b>2</b> road - /d/ (row)</p> <p><b>3</b> tune - /n/ (too)</p> <p><b>4</b> farm - /m/ (far)</p> <p><b>5</b> stage - /j/ (stay)</p> <p>Total Correct <input type="text"/> /5</p>

# Handwriting Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

**Resources:** A copy of pages RS9–RS10 for the child to write on.

**Directions:** Read each set of item directions aloud; they are also written on the child’s page. If the child is not a native English speaker, you may give directions in the child’s native language if you speak it. For each item, check the box that best describes the child’s overall handwriting ability.

If the child’s writing ability is clearly limited and he or she struggles to copy individual letters, do not continue with word and sentence formation.

If you want to assess handwriting periodically throughout the year, apply the rubric below to the Spelling Tests.

Skills	Items
Forms individual letters	<p><b>1 Copy the letters.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Beginning</li><li><input type="checkbox"/> Developing</li><li><input type="checkbox"/> Proficient</li></ul> <p><b>What to look for:</b> pencil grip, fluidity in strokes, speed, accuracy, and confidence.</p>
Forms words	<p><b>2 Copy the words.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Beginning</li><li><input type="checkbox"/> Developing</li><li><input type="checkbox"/> Proficient</li></ul> <p><b>What to look for:</b> the ability to form letters of approximately the same size, the position of the letters on each of the lines, and consistent spacing between letters in each word.</p>
Forms sentences	<p><b>3 Copy the sentences.</b></p> <ul style="list-style-type: none"><li><input type="checkbox"/> Beginning</li><li><input type="checkbox"/> Developing</li><li><input type="checkbox"/> Proficient</li></ul> <p><b>What to look for:</b> the ability to form upper- and lowercase letters, appropriate spacing between words, and punctuation.</p>

COPY READY



Name \_\_\_\_\_ Date \_\_\_\_\_

**1** Copy the letters.

E e                      A a                      G g

\_\_\_\_\_

Q q                      B b                      S s

\_\_\_\_\_

**2** Copy the words.

am                      the                      you

\_\_\_\_\_

where                      school                      give

\_\_\_\_\_

COPY READY



Name \_\_\_\_\_ Date \_\_\_\_\_

**3** Copy the sentences.

This is a book.

What do you see?

He can fix my computer.

COPY READY



# High Frequency Words Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

**Directions:** Give the child a copy of the High Frequency Words Assessment on page RS12. Have the child read each list of words out loud starting with the first list. Check boxes next to words the child reads correctly and put an X in boxes next to incorrect responses. Stop when the child displays frustration or misses more than two words in a row. Record the score at the bottom.

If you wish to test for fluency, count how many words the child reads in a minute and enter the information in the fluency chart below.

Administer the same word list at the end of the year to check growth.

COPY READY

List 1	List 2	List 3	List 4
<input type="checkbox"/> a	<input type="checkbox"/> the	<input type="checkbox"/> have	<input type="checkbox"/> us
<input type="checkbox"/> this	<input type="checkbox"/> to	<input type="checkbox"/> do	<input type="checkbox"/> very
<input type="checkbox"/> and	<input type="checkbox"/> day	<input type="checkbox"/> then	<input type="checkbox"/> old
<input type="checkbox"/> I	<input type="checkbox"/> his	<input type="checkbox"/> what	<input type="checkbox"/> just
<input type="checkbox"/> is	<input type="checkbox"/> your	<input type="checkbox"/> she	<input type="checkbox"/> come
<input type="checkbox"/> like	<input type="checkbox"/> we	<input type="checkbox"/> you	<input type="checkbox"/> three
<input type="checkbox"/> little	<input type="checkbox"/> from	<input type="checkbox"/> get	<input type="checkbox"/> little
<input type="checkbox"/> my	<input type="checkbox"/> work	<input type="checkbox"/> of	<input type="checkbox"/> eat
<input type="checkbox"/> on	<input type="checkbox"/> good	<input type="checkbox"/> put	<input type="checkbox"/> after
<input type="checkbox"/> that	<input type="checkbox"/> has	<input type="checkbox"/> with	<input type="checkbox"/> again

Word Fluency	Date:	Date:
Total Words Attempted in One Minute		
Errors to Subtract		
Equals Correct Words per Minute		

# High Frequency Words Assessment



a	have
this	do
and	then
I	what
is	she
like	you
little	get
my	of
on	put
that	with
the	us
to	very
day	old
his	just
your	come
we	three
from	little
work	eat
good	after
has	again

List 1

List 3

List 2

List 4



COPY READY



**Directions:** Distribute copies of the test on pages RS14–RS17 to the children. You can have children write their names and the date, or do it for them ahead of time. Use the directions below to administer the test.

**Items 1–7 Directions**

**Say:** Listen to this word: \_\_\_\_\_.  
Choose the letter that stands for the first sound in the word: \_\_\_\_\_.

**Items 8–20 Directions**

**Say:** Listen to this word: \_\_\_\_\_. Choose the word: \_\_\_\_\_.

- |          |        |         |
|----------|--------|---------|
| 1 sun    | 8 fan  | 15 tape |
| 2 horse  | 9 pen  | 16 lake |
| 3 cat    | 10 bag | 17 kite |
| 4 mitt   | 11 pot | 18 dime |
| 5 rabbit | 12 tub | 19 tube |
| 6 nut    | 13 him | 20 cone |
| 7 web    | 14 pup |         |

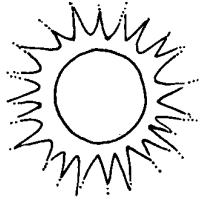
## Answer Key

Item	Key	Item Description	Category
1	B	s (sun)	Decoding
2	A	h (horse)	
3	C	c (cat)	
4	C	m (mitt)	
5	B	r (rabbit)	
6	A	n (nut)	
7	A	w (web)	
8	B	fun / fan* / fin	Blend with Short Vowels
9	B	pin / pen* / pan	
10	C	big / bug / bag*	
11	A	pot* / pit / pat	
12	C	tab / top / tub*	
13	B	ham / him* / hum	
14	C	pop / pep / pup*	
15	C	tap / top / tape*	CVCe Words
16	A	lake* / like / lick	
17	C	kit / cute / kite*	
18	B	dim / dime* / dome	
19	A	tube* / tub / tab	
20	B	cane / cone* / can	

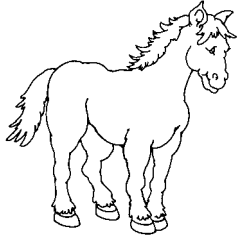


Name \_\_\_\_\_ Date \_\_\_\_\_

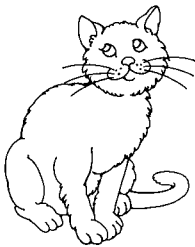
- 1 (A) f  
(B) s  
(C) m



- 2 (A) h  
(B) t  
(C) k



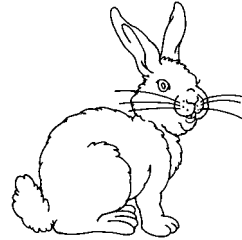
- 3 (A) b  
(B) j  
(C) c



- 4 (A) d  
(B) s  
(C) m



- 5 (A) l  
(B) r  
(C) p



- 6 (A) n  
(B) f  
(C) z



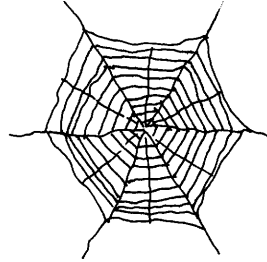
COPY READY



Name \_\_\_\_\_ Date \_\_\_\_\_

COPY READY

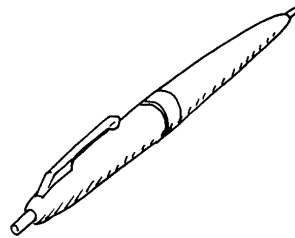
- 7 (A) w  
(B) q  
(C) y



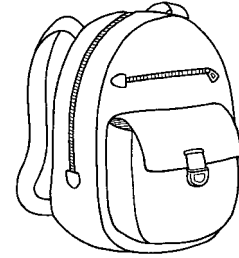
- 8 (A) fun  
(B) fan  
(C) fin



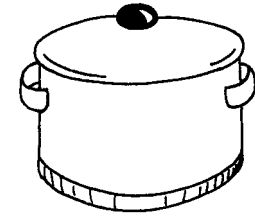
- 9 (A) pin  
(B) pen  
(C) pan



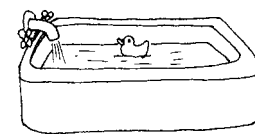
- 10 (A) big  
(B) bug  
(C) bag



- 11 (A) pot  
(B) pit  
(C) pat



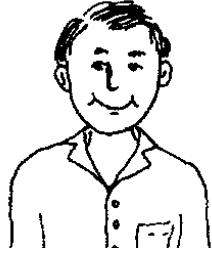
- 12 (A) tab  
(B) top  
(C) tub



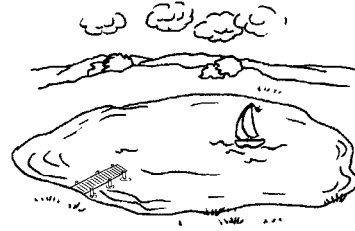


Name \_\_\_\_\_ Date \_\_\_\_\_

- 13 (A) ham  
(B) him  
(C) hum



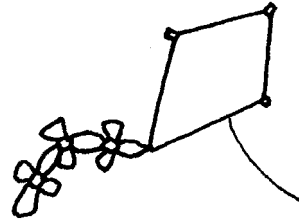
- 16 (A) lake  
(B) like  
(C) lick



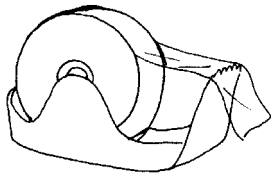
- 14 (A) pop  
(B) pep  
(C) pup



- 17 (A) kit  
(B) cute  
(C) kite



- 15 (A) tap  
(B) top  
(C) tape



- 18 (A) dim  
(B) dime  
(C) dome



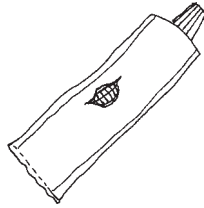
# Phonics Assessment



Name \_\_\_\_\_ Date \_\_\_\_\_

COPY READY

- 19 (A) tube  
(B) tub  
(C) tab



- 20 (A) cane  
(B) cone  
(C) can



Decode Items 1-7	Blend with Short Vowels Items 8-14	CVCe Words Items 15-20
_____/7	_____/7	_____/6
Score ____/20		

# Day 1 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Isolate Words in Oral Sentences

Identify and Distinguish Rhyme

Name and Sequence Letters

Identify and Write Sounds and Letters /m/m, /s/s,  
/f/f, /h/h

Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7–9

Phonics Picture Cards 2–8, 10–16, 18–24, 26–32, 38,  
43, 63, 130

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Track 1  
Letter Cards

## Phonological Awareness

### 1 Isolate Words in Oral Sentences

Remind children that sentences are made up of words. Say: *We like to sing. There are four words in the sentence: We ... like ... to ... sing.* Have children clap for each word as you repeat the sentence. Continue with *I am happy. We are in school.*

### 2 Identify and Distinguish Rhyme

Explain that rhyming words are words that end with the same sound. Display the picture-only side of **Phonics Picture Cards 2** (man) and **43** (pan), and name the pictures. Explain: *Man and pan rhyme. They end with the same sounds.* Listen: man, pan. Now you say the rhyming words: man, pan.



- Display **Picture Card 63** and name the picture: can. Ask: *Does can rhyme with man and pan?* Repeat for these **Phonics Picture Cards: 18** (fan), **24** (fox), **38** (bell), **130** (van). Have children stand and say the picture name if it rhymes with man, pan, and can. Then have them repeat the rhyming words man, pan, can, fan and van.
- Have children tell which word pairs rhyme: pig/wig, mop/top, red/tape, cat/hat, hen/bike, cup/pup. (pig/wig, mop/top, cat/hat, and cup/pup)

## Check & Reteach

**OBJECTIVE:** Isolate Words in Oral Sentences ✓

Recite: *I like my cat, and that is that.* Ask: *What rhyming words did I say?* (cat, that) Recite again.

Have children stomp their feet for each word.

If children cannot answer, guide the class in a chant as children echo the rhyme and clap:

*My brother's name is Matt.* (Matt, clap, clap) *He wears a hat.* (hat, clap, clap) *We like to chat...* (chat, clap, clap) ... *with our cat!* (cat, clap, clap)

## Concepts of Print

### 3 Name and Sequence Letters Sing with Me Phonics Songs Book pages 8–9

Play Track 1 and follow the directions. Point to each letter in “The Alphabet Song” as it is sung.

Point to *a* in “The Alphabet Song.” Begin the song, but stop after *c*. Point to *d* and ask: *What letter comes after c?* (*d*) Continue to sing and stop after random letters. Each time you pause, point to the next letter and have children name it. Then alternate singing letter groups with children.



Sing with Me Phonics  
Songs Book pages 8–9

## COMMON CORE STANDARDS

### Reading

Recognize that Spoken Words

are Written

CC.K.Rfou.1.b

Identify Letters

CC.K.Rfou.1.d

Demonstrate Understanding

of Spoken Words

CC.K.Rfou.2

Recognize and Produce

Rhyming Words

CC.K.Rfou.2.a

Blend and Segment Onsets

and Rimes

CC.K.Rfou.2.c

Read High Frequency Words

CC.K.Rfou.3.c

### Language

Print Letters

CC.K.L.1.a



# Phonics

## 4 Identify and Write Sounds and Letters /m/m, /s/s, /f/f, /h/h

Repeat for each letter, using the **Phonics Picture Cards** listed.

- Display the picture-only side of **Phonics Picture Card 7**. Name the picture and tell children: *Listen to the beginning sound: /m/, mop. Now you say /m/, mop.*
- Hold up **Letter Card m** and name it. Explain: *M stands for /m/.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card m**. As you display the picture-only side of **Phonics Picture Cards 2–8**, ask children to repeat each name, say the beginning sound, and hold up and name it.
- Use **Scripts for Letter Formation** to guide children as they write the letter.

Letters	Picture Cards
m	2–8
s	10–16
f	18–24
h	26–32



For **Scripts for Letter Formation**, see pages BP62–BP65.

Repeat the routine for *s*, *f*, and *h*.

See **Differentiate**

# High Frequency Words

## 5 Read and Spell Key Words Sing with Me Phonics Songs Book page 7

Guide children to use **Letter Cards** to build *I* and *am*. Then build and read this sentence: *I am [your name].*

Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *I* and *am*. Then say: *I am \_\_\_\_\_*. Have children point to the words they built as they complete the sentence with their own names.

Display and read the sentence: *I am happy*. Have children use the words *I* and *am* to dictate sentences about themselves, for example: *I am tall/tired/funny/hungry*.

### Check & Reteach

**OBJECTIVE:** Name and Sequence Letters  
Identify and Write Letters *m, s, f, h*  
Read and Spell High Frequency Words

Display *I* and *am* and the words *merry, silly, funny, and happy*. Have children chorally say and spell *I* and *am*. Then say each of the last four words in random order. As you say each word, have children write the first letter of the word on a piece of paper and show it. Then have them tell what letter comes after the letter they wrote in the alphabet.

If children can't complete the activity, name other words that begin with /m/, /s/, /f/, and /h/ as children trace the letters *m, s, f, h* on **Letter Cards**. Then sing "The Alphabet Song" again.

## Differentiate

### EL English Learners

**ISSUE** The letter *h* is silent in Spanish, so children might not pronounce it in English.

**STRATEGY** Have children:

- practice making the /h/ sound by placing their tongues behind their bottom teeth and breathing out through open mouths
- practice saying a chant like this: *Hi, Henry! Hi, Hank! Hi, Helen! Hi, Horse, Hen, and Hare!* Distribute **Letter Card h**. Have children hold up *h* when they say words beginning with /h/.

### Learn New Words

- 1 **Look**  
Look at the word. High Frequency Word  
the
- 2 **Listen**  
Listen to the word.
- 3 **Listen and Think**  
Listen to the word in a sentence.  
What does it mean?
- 4 **Say It**  
Say the word.
- 5 **Spell It**  
Spell the word. the  
t-h-e  
the
- 6 **Say It**  
Say the word again.



**Sing with Me Phonics Songs Book** page 7

# Day 2 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Isolate Words in Oral Sentences  
Identify and Distinguish Rhyme  
Match Capital and Lowercase Letters  
Identify and Write Sounds and Letters /t/t, /n/n, /l/l,  
/p/p  
Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7–9  
Phonics Picture Cards 2, 6, 16, 21, 28, 33, 43–51, 56,  
60, 67, 79–85, 87–93, 101, 109, 119–126, 138,  
164, 204

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Track 1  
Letter Cards

## Phonological Awareness

### 1 Isolate Words in Oral Sentences

Remind children that sentences are made up of words. Say: *Cats are animals.* Point out that there are three words in the sentence: *Cats . . . are . . . animals.* Have children clap for each word as you repeat. Continue with *I like horses.*

### 2 Identify and Distinguish Rhyme

Display the picture-only side of **Picture Cards 16** (sock) and **93** (lock) and name the pictures. Say: *Sock and lock rhyme. They end with the same sounds. Now you say the rhyming words: sock, lock.*



- Display **Picture Cards 28** (hat), **48** (pig), **67** (cat), **109** (duck), **138** (wig), and **204** (truck). Say: *Can a pig wear a wig?* Ask: *Which two words rhyme?* (pig, wig) Have volunteers find the two pictures and hold them up as children repeat the rhyme. Continue with this rhyme: *I see a duck in my truck.*
- Have children tell which pairs of words rhyme: *bed/red, cup/cake, bug/rug, game/name, six/hill, boat/goat.* (bed/red, bug/rug, game/name, and boat/goat)

## Check & Reteach

**OBJECTIVES:** Isolate Words in Oral Sentences  
Identify and Distinguish Rhyme

Recite: *That pot is very hot.* Ask: *What rhyming words did I say?* (pot, hot) Recite again. Have children nod their head for each word they hear.  
If children cannot answer, say *pot/hot*, isolating -ot. Have children name the ending sounds. Repeat with *dad/sad, red/led, hit/bit.* Slowly recite: *Mike got a new bike.* Have children take a step forward at each word and name the rhyme.

## Concepts of Print

### 3 Match Capital and Lowercase Letters

Sing with Me Phonics Songs Book  
pages 8–9

Distribute one set of **Letter Cards a–z** among children. Play Track 1 and have them point to their letters as they sing.



Sing with Me Phonics  
Songs Book pages 8–9

Display **Phonics Picture Card 164**. Ask: *What letter is this?* (a) *I see capital A and small a.* Ask a volunteer to match the card to the same letter in “The Alphabet Song.” Continue with **Phonics Picture Cards 33, 60, and 101**. Then distribute **Letter Cards A–Z**. Have children match capital and lowercase letters. Repeat for remaining letters.

## COMMON CORE STANDARDS

### Reading

Recognize that Spoken Words are Written	CC.K.Rfou.1.b
Identify Letters	CC.K.Rfou.1.d
Demonstrate Understanding of Spoken Words	CC.K.Rfou.2
Recognize and Produce Rhyming Words	CC.K.Rfou.2.a
Blend and Segment Onsets and Rimes	CC.K.Rfou.2.c
Read High Frequency Words	CC.K.Rfou.3.c
<b>Language</b>	
Print Letters	CC.K.L.1.a

# Phonics

## 4 Identify and Write Sounds and Letters /t/, /n/, /l/, /p/

Repeat for each letter, using the **Phonics Picture Cards** listed:

Letters	Picture Cards
t	79–85
n	119–126
l	87–93
p	43–51

- Display the picture-only side of **Phonics Picture Card 84**. Name the picture and tell children: *Listen to the beginning sound: /t/, top. Now you say /t/, top.*
- Hold up **Letter Card t** and name it. Explain: *T stands for /t/.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card t**. As you display the picture-only side of **Phonics Picture Cards 79–85**, ask children to repeat each name, say the beginning sound, and name the letter. Use **Scripts for Letter Formation** to guide children as they write.



For **Scripts for Letter Formation**, see pages BP62–BP65. Repeat the routine for *n*, *l*, and *p*.

See **Differentiate**

# High Frequency Words

## 5 Read and Spell Key Words Sing with Me Phonics Songs Book page 7

Guide children to use **Letter Cards** to build *l*, *am*, and *a*. Then use **Picture Card 2** or **56** (man/girl) to make and read this sentence: *I am a [Picture Card 2 or 56]*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *a*. Then say: *I am a [man/girl]*. Have children point to the words as they complete the sentence to tell about themselves, for example, *I am a boy*.

Display and read: *I am a \_\_\_\_*. Display **Phonics Picture Card 48** and say this riddle: *I say “oink.” What am I?* Have children complete the sentence to answer the riddle: *I am a pig*. Continue with riddles for **Phonics Picture Cards 6, 21, and 85**.

### Check & Reteach

**OBJECTIVE:** Match Capital and Lowercase Letters  
Identify and Write Letters *t*, *n*, *l*, *p*  
Read and Spell High Frequency Words

Display *l*, *am*, and *a* and the words *taco*, *noodle*, *lime*, and *pear*. Have children chorally say and spell *l*, *am*, and *a*. Say each of the last four words in random order. Have children write the first capital and lowercase letters of each word on a piece of paper and show it.

If children cannot do the activity, name other foods that begin with /t/, /n/, /l/, and /p/, as children match and trace the capital and lowercase **Letter Cards** that represent them.

## Differentiate

### EL English Learners

**ISSUE** The letters *t*, *n*, *l*, and *p* stand for the same sounds in Spanish as they do in English.

**STRATEGY** Write *t* and say /t/. Ask Spanish-speaking children to say words in Spanish that have the /t/ sound. Repeat for /n/, /l/, and /p/.

### Learn New Words

- 1 **Look**  
Look at the word. High Frequency Word  
the
- 2 **Listen**  
Listen to the word.
- 3 **Listen and Think**  
Listen to the word in a sentence.  
What does it mean?
- 4 **Say It**  
Say the word.
- 5 **Spell It**  
Spell the word. the  
t-h-e  
the
- 6 **Say It**  
Say the word again.



**Sing with Me Phonics Songs Book** page 7



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Produce Rhyme

Identify and Combine Syllables

Recognize Letters and Words

Identify and Write Sounds and Letters /k/c, /g/g, /v/v, /d/d

Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 10–11

Phonics Picture Cards 5, 12, 26, 34, 51, 53–59, 61–68, 70, 87, 100, 102–109, 128–133, 139, 149, all letter cards for alphabet

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3

Letter Cards

## Phonological Awareness

### 1 Produce Rhyme

Have children hop as they say: *I hop*. Then have them stop and say: *I stop*. Explain: *Hop and stop rhyme because they end with the same sounds. What other words rhyme with hop and stop?* (mop, top, pop, cop, drop, shop, bop)

### 2 Identify and Combine Syllables

Explain that a syllable is a vowel sound and the letters that surround it. Say: *Some words have one syllable, and some have two or more syllables.* Display and name **Phonics Picture Card 5**. Explain: *The word monkey has two parts, or syllables: mon-key. Say monkey and clap for each syllable: mon-key. What is the first syllable in monkey?* (mon) *What is the last syllable?* (key)



- Repeat with **Phonics Picture Cards 12** (seven), **26** (hammer), **34** (baby), and **51** (puppet). Have children clap the syllables and identify the first and last syllable.
- Display **Phonics Picture Card 70** (rabbit). Direct: *Say these syllables fast to name the picture: rab-bit.* Continue with **Phonics Picture Cards 87** (lad-der), **100** (kit-ten), **107** (don-key), **139** (win-dow), and **149** (ze-bra).

## Check & Reteach

**OBJECTIVE:** Produce Rhyme  
Identify and Combine Syllables

Have children name a word that rhymes with *bug*, then have them tell which of the following words has two syllables and name the syllables: *desk* or *dinner*.

If children cannot produce rhyming words, have half the class chant sounds for letters such as *d, h, j, l, m,* and *t*, as the other half answers with */ug/*. After each round, blend the rhyming word. For children who have difficulty with syllables, say *sis* and *ter*. Then say: *What word do these syllables make together?* (sister) *How many syllables does sister have?* (two)

## Concepts of Print

### 3 Recognize Letters and Words Sing with Me Phonics Songs Book pages 10–11

Play Tracks 2–3 and follow the directions, tracking the print.

Point to the apple in “ABC Sound Song.” Ask: *What can I see? I can see an apple. I can see an a, too. Let’s find an a.* Continue with *b–z*.

Explain that there is a space between words in a sentence, but there is no space between letters in a word. Have children point to each word and identify the letters in each word.

Sing with Me Phonics  
Songs Book pages 10–11

## COMMON CORE STANDARDS

### Reading

Recognize that Spoken Words are Written CC.K.Rfou.1.b

Understand Word Spaces Identify Letters CC.K.Rfou.1.c

Demonstrate Understanding of Spoken Words CC.K.Rfou.2

Recognize and Produce Rhyming Words CC.K.Rfou.2.a

Count, Pronounce, and Blend Spoken Syllables CC.K.Rfou.2.b

Blend and Segment Onsets and Rimes CC.K.Rfou.2.c

Read High Frequency Words CC.K.Rfou.3.c

### Language

Print Letters CC.K.L.1.a

# Phonics

## 4 Identify and Write Sounds and Letters /k/c, /g/g, /v/v, /d/d

Repeat for each letter, using the **Phonics Picture Cards** listed.

Letters	Picture Cards
c	61–68
g	53–59
v	128–133
d	102–109

- Display the picture-only side of **Phonics Picture Card 64**. Name the picture and tell children:  
*Listen to the beginning sound: /k/, cap. Now you say /k/, cap.*
- Hold up **Letter Card c** and name it. Explain: **C** stands for /k/. Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card c**. As you display the picture-only side of **Picture Cards 61–68**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** to guide children as they write the capital and lowercase letter.



For **Scripts for Letter Formation**, see pages BP62–BP65.  
Repeat the routine for *g, v, and d*.

See **Differentiate**

# High Frequency Words

## 5 Read and Spell Key Words Sing with Me Phonics Songs Book page 7

Guide children to use **Letter Cards** to build *l, like, and a*. Then use **Phonics Picture Card 105** (dog) to make this sentence: *I like a dog*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *like*. Then say: *I like a dog*. Have children point to the words as they complete the sentence to tell what they like, for example, *I like a game/book/banana*.

Write *like*. Then distribute **Letter Cards** for *e, i, k, and l* to groups of four. Give each child a card. Have groups arrange themselves to spell *like* and tell what they like.

### Check & Reteach

**OBJECTIVE:** Recognize Letters and Words  
Identify and Write Letters *c, g, v, d*  
Read and Spell High Frequency Words

Display *l, like, a*, and the words *cake, game, vest, and doll*. Have children chorally say and spell *l, like, and a*. Ask: *What letter does vest/cake/doll/game start with?* Have children write the capital and lowercase of the first letter of the word on a piece of paper and show it. Then write *I like a game*. Have volunteers put a dot under each letter and a line under each word. If children cannot complete the activity, name other words that begin with the sounds /k/c, /g/g, /v/v, and /d/d. Have children hold up the corresponding **Letter Card** for the beginning sound and then trace the letter as they say the sound.

## Differentiate

### EL English Learners

**ISSUE** Children who speak Spanish may need practice making the /d/ and /v/ sounds in English.

**STRATEGY** Have children:

- practice using the correct mouth position to make each sound: tongue behind teeth for /d/ and upper teeth against lower lip for /v/.
- practice saying word sets for each sound: *Dad/did, mad/sad/bad, vest/vase/van, violet/violin*.

### Learn New Words

- 1 **Look**  
Look at the word. High Frequency Word  
the
- 2 **Listen**  
Listen to the word.
- 3 **Listen and Think**  
Listen to the word in a sentence.  
What does it mean?
- 4 **Say It**  
Say the word.
- 5 **Spell It**  
Spell the word. the  
t-h-e  
the
- 6 **Say It**  
Say the word again.



**Sing with Me Phonics Songs Book** page 7

# Day 4 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Produce Rhyme

Identify and Combine Syllables

Recognize Words

Identify and Write Sounds and Letters /r/r, /z/z, /b/b,  
/w/w, /y/y

Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 10–11

Phonics Picture Cards 34–41, 70–77, 111–117,  
135–141, 149–151, all letter cards for alphabet

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3  
Letter Cards

## Phonological Awareness

### 1 Produce Rhyme

Tell children that they will make rhymes. Say: *I see a fox. It runs to the \_\_\_\_.* Have children say words that rhyme with *fox*. (*ox, box, socks, blocks*) Repeat for this rhyme: *Where is the snake? It is by the \_\_\_\_.* (*cake, rake, steak, lake*)

### 2 Identify and Combine Syllables

Explain: *The word sunny has two parts, or syllables: sun-ny. Say sunny and clap for each syllable: sun-ny. What is the first syllable in sunny? (sun) What is the last syllable in sunny? (ny) Continue with teach-er, pen-cil, cray-on, and re-cess. Have children clap syllables and identify the first and last syllable in each word.*

sun-ny What is the first syllable?

Say: *Now listen to these syllables: pup-py. What is the word? Continue with these syllables: kit-ten, tur-tle, li-on, chip-munk, squir-rel.*

## Check & Reteach

**OBJECTIVE:** Produce Rhyme  
Identify and Combine Syllables

Ask children to complete this rhyme: *My brother will jog to the \_\_\_\_.* (*log, frog, dog, hog*)

Ask: *Which word has two syllables?* (*brother*)

If children have difficulty, say *kitten/mitten, jug/red, pan/dog, sleep/peep, rabbit/habit*. Have children raise their hands for each rhyming pair. Then ask partners to create rhymes with the rhyming words. Have them clap the syllable(s) for each word in their rhymes.

## Concepts of Print

### 3 Recognize Words Sing with Me Phonics Songs Book pages 10–11

Play Tracks 2–3 and follow the directions, tracking the print as you sing. Read the sentence *I can eat an egg every day*. Point to each word as you say it. Explain: *The words we speak are made up of sounds. A written word is made up of letters that stand for sounds. There are spaces between written words.* Read the sentence again, and have children look for the spaces in between each word, counting each word by holding up their fingers. Ask: *How many fingers are you holding up?* (seven) *How many words are in the sentence?* (seven)

Sing with Me Phonics  
Songs Book pages 10–11

## COMMON CORE STANDARDS

### Reading

Track Print CC.K.Rfou.1.a

Recognize that Spoken Words are Written CC.K.Rfou.1.b

Understand Word Spaces CC.K.Rfou.1.c

Identify Letters CC.K.Rfou.1.d

Demonstrate Understanding of Spoken Words CC.K.Rfou.2

Recognize and Produce Rhyming Words CC.K.Rfou.2.a

Count, Pronounce, and Blend Spoken Syllables CC.K.Rfou.2.b

Blend and Segment Onsets and Rimes CC.K.Rfou.2.c

Read High Frequency Words CC.K.Rfou.3.c

**Language**

Print Letters CC.K.L.1.a

# Phonics

## 2 Identify and Write Sounds and Letters /r/, /z/, /b/, /w/, /y/

Repeat for each letter, using the **Phonics Picture Cards** listed.

Letters	Picture Cards
r	70–77
z	149–151
b	34–41
w	135–141
y	111–117

- Display the picture-only side of **Phonics Picture Card 71**. Name the picture and say: *Listen to the beginning sound: /r/, rake. Now you say /r/, rake.*
- Hold up **Letter Card r** and name it. Explain: *R stands for /r/.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card r**. As you display the picture-only side of **Phonics Picture Cards 70–77**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** to guide children as they write the capital and lowercase letter. Repeat for *z, b, w, and y.*



For **Scripts for Letter Formation**, see pages BP62–BP65.

See **Differentiate**

# High Frequency Words

## 5 Read and Spell Key Words *Sing with Me Phonics Songs Book* page 7

Guide children to use **Letter Cards** to build *I, like, and my*. Then use **Phonics Picture Card 39** (bike) to make this sentence: *I like my bike*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *my*. Then say: *I like my bike*. Have children point to the words as they complete the sentence to tell what they like, for example, *I like my dog/mom/friends/teacher*.

Write *am, I, like, and my*. Say: *This word starts with /m/ and rhymes with fly. What is the word?* Continue with riddles for the other words.

### Check & Reteach

**OBJECTIVE:** Recognize Words  
Identify and Write Letters *r, z, b, w, y*  
Read and Spell High Frequency Words

Ask children to name things they have that begin with *r, z, b, w, and y*. Display the words and point to them at random as you say them aloud. Have children name and write the beginning letter. Display the sentence frame *I like my \_\_\_\_\_*. and have children read it as they complete the sentence with the thing they named.

If children cannot complete the activity, review with them the sounds of *r, z, b, w, and y*. Help them think of words that begin with each letter.

## Differentiate

### EL English Learners


**ISSUE** Children who speak Spanish may need practice making the /z/ and /r/ sounds in English.

**STRATEGY** Have children:

- practice using the correct mouth position to make each sound with the tongue behind the teeth.
- practice saying sentences for each sound: *Zack and Zane are zebras at the zoo. Rose the rabbit runs to the red rug.*

### Learn New Words

- 1 Look**  
Look at the word. High-Frequency Word  
the
- 2 Listen**  
Listen to the word.
- 3 Listen and Think**  
Listen to the word in a sentence.  
What does it mean?
- 4 Say It**  
Say the word.
- 5 Spell It**  
Spell the word. the  
t-h-e  
the
- 6 Say It**  
Say the word again.



**Sing with Me Phonics Songs Book** page 7



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Produce Rhyme

Segment and Match Syllables

Recognize Directionality of Text

Identify and Write Sounds and Letters /j/j/, /k/k/, /x/x/,  
/q/q/, /y/y/

Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 12–13

Phonics Picture Cards 19, 34, 44, 95–100, 115,  
143–147, 153–157, 159–163

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3

Letter Cards

## MATERIALS

index card

## Phonological Awareness

### 1 Produce Rhyme

Make rhyming-word chains. Have children sit in a circle. Say: *had*. Have the first child say *had* and add a rhyming word. The next child repeats the two rhyming words and says a third. Continue until children run out of rhyming words. Continue with *ball* and *day*. (*had* → *sad* → *fad* → *bad* → *mad* → *glad*; *ball* → *fall* → *wall* → *tall* → *call* → *hall*; *day* → *way* → *hay* → *may* → *say* → *stay*)

### 2 Segment and Match Syllables

Explain: *The word table has two parts, or syllables: ta-ble. Say table and clap for each syllable: ta-ble. What is the last syllable in table? (-ble)* Have children tell which word in each pair ends with *-ble*: *bubble/summer, lemon/trouble, dribble/puzzle*. Continue with *winter* and the syllable *-ter*. Use these word pairs: *puppy/after, batter/mitten, walking/center*.

## Check & Reteach

**OBJECTIVE:** Produce Rhyme  
Segment and Match Syllables

Dictate: *I cut my finger*. Ask children to name words that rhyme with *cut*. (*but, hut, nut, rut*) Then ask them to say the syllables in *finger* (*fin-ger*) and match the last syllable to either *pencil* or *longer*. (*longer*)

If children have difficulty, display **Phonics Picture Cards 19** (feather), **34** (baby), **44** (parrot), and **115** (yellow). Have children identify the picture whose name rhymes with *carrot*, *maybe*, *weather*, and *fellow*. Say each word and have children count the syllables and name the last syllable in each word.

## Concepts of Print

### 3 Directionality

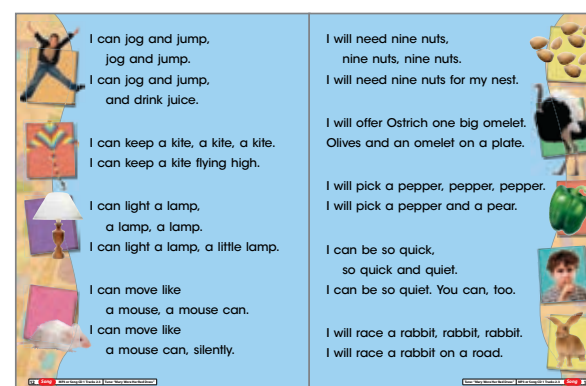
Sing with Me Phonics Songs Book pages 12–13

Play Tracks 2–3 and follow the directions, tracking the print as you sing. Read the sentence *I can jog and jump, jog and jump*.

Track the sentence with your finger as you read it. Explain:

*When you read a sentence, you move from left to right as you read.* Have volunteers track print as children sing that line of the song again. Then explain:

*When you read or sing a group of sentences that fill more than one line, you start at the top and read from left to right as you move down the page.* Have children sing page 11 of the song again as you track the print.



Sing with Me Phonics  
Songs Book pages 12–13

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Print	CC.K.Rfou.1
Track Print	CC.K.Rfou.1.a
Recognize that Spoken Words are Written	CC.K.Rfou.1.b
Identify Letters	CC.K.Rfou.1.d
Demonstrate Understanding of Spoken Words	CC.K.Rfou.2
Recognize and Produce Rhyming Words	CC.K.Rfou.2.a
Count, Pronounce, and Blend Spoken Syllables	CC.K.Rfou.2.b
Blend and Segment Onsets and Rimes	CC.K.Rfou.2.c
Read High Frequency Words	CC.K.Rfou.3.c
<b>Language</b>	
Print Letters	CC.K.L.1.a



# Phonics

## 4 Identify and Write Sounds and Letters /j/j, /k/k, /x/x, /q/q, /y/y

Repeat for each letter, using the **Phonics Picture Cards** listed.

Letters	Picture Cards
j	143–147
k	95–100
x	159–163
q	153–157

- Display the picture-only side of **Phonics Picture Card 147**. Name the picture and tell children: *Listen to the beginning sound: /j/, jet. Now you say /j/, jet.*
- Hold up **Letter Card j** and name it. Explain: *J stands for /j/.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card j**. As you display the picture-only side of **Phonics Picture Cards 143–147**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** to guide children as they write the capital and lowercase letter. Repeat for *k*, *x*, and *q*.



For **Scripts for Letter Formation**, see pages BP62–BP65.

See **Differentiate**

# High Frequency Words

## 5 Read and Spell Key Words Sing with Me Phonics Songs Book page 7

Guide children to use **Letter Cards** to build *is* and *my*. Then use a handwritten word card for *this*, and **Phonics Picture Card 143** (jacket) to make this sentence: *This is my jacket*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *is* and *this*. Then say: *This is my jacket*. Have children complete the sentence by pointing to something they are wearing.

### Check & Reteach

**OBJECTIVE:** Recognize Directionality of Text  
Identify and Write Letters *j*, *k*, *x*, *q*  
Read and Spell High Frequency Words

Dictate: *This starts with j and rhymes with car.* Ask children to respond with *This is a \_\_\_\_\_.*

Write a response on a strip of paper and have children read the sentence together, tracking the print from left to right as they read. Then have them form the letter *j* in the air. Repeat with riddles for words that begin with *k*, *x*, and *q*.

If children cannot complete the activity, write *This is a jar*. Read the sentence together and have children say the word that starts with *j*. Repeat with *This is a king/x-ray/queen*.

## Differentiate

### EL English Learners

**ISSUE** In Spanish, there is no /j/ sound. The sound /kw/ is spelled differently.

**STRATEGY** Have children:

- practice using the correct mouth position to make each sound.
- practice saying sentences for each sound: *Joe jumps. Jean jumps. Jake jumps. We jump. Quinn is quick. Quinn is quiet. Quinn quits quacking.*

### Learn New Words

- 1 **Look**  
Look at the word. High Frequency Word  
the
- 2 **Listen**  
Listen to the word.
- 3 **Listen and Think**  
Listen to the word in a sentence.  
What does it mean?
- 4 **Say It**  
Say the word.
- 5 **Spell It**  
Spell the word. the  
t-h-e  
the
- 6 **Say It**  
Say the word again.



**Sing with Me Phonics Songs Book** page 7

# Day 1 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

- Produce Rhyme
- Segment and Match Syllables
- Identify a Sentence: Capitalization of First Word
- Identify and Write Sound and Letter /ă/a
- Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 12–13  
Phonics Picture Cards 27, 34, 36, 64, 88, 159,  
165–169, 193; consonant cards

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3  
Letter Cards

## MATERIALS

index card, 1

## Phonological Awareness

### 1 Produce Rhyme

Place **Phonics Picture Cards 27** (hand), **36** (bat), **64** (cap), **88** (lamp), and **193** (flag) in a container. Have a volunteer choose a card, name the picture, and say a rhyming word. Then have children name other rhyming words. (*hand* → *sand* → *band* → *land* → *brand* → *stand*; *bat* → *hat* → *cat* → *sat* → *flat* → *scat*; *cap* → *tap* → *lap* → *rap* → *snap* → *slap*; *lamp* → *camp* → *ramp* → *cramp* → *damp* → *stamp*; *flag* → *bag* → *tag* → *rag* → *brag* → *drag*)

Hand rhymes  
with sand.



### 2 Segment and Match Syllables

Say: *The word person has two parts, or syllables: per-son. Say person and clap for each syllable: per-son. What is the first syllable in person? (per-)* Say each pair of words and have children tell which word starts with *per-*: *perfect/peanut, pumpkin/purple, perform/pencil*. Then have children tell whether they hear *per-* in the first or last syllable of *paper* and *purpose*.

## Check & Reteach

**OBJECTIVES:** Produce Rhyme  
Segment and Match Syllables

Ask children to name words that rhyme with *map*. Then have them identify the syllables in *tiger*. (*ti-ger*) Ask: *What is the first/second syllable?*

If children have difficulty, dictate *trap, tap, hand, cat, cap, sap*. Ask children to rap their hand on their desk for each *-ap* word they hear. Say *carpet* and *sparkle*. Have children clap the syllables. Ask: *Which word ends with kle? Which word starts with car?*

## Concepts of Print

### 3 Identify a Sentence: Capitalization of First Word

Sing with Me Phonics Songs Book pages 12–13

Play Tracks 2–3 and follow the directions, tracking the print as you sing. Display and read the sentence *This is how to pick a pepper*. Have children identify the first word in the sentence. (*This*) Ask: *How is this word different from the other words?* Lead children to see that it begins with a capital letter. Explain: *The first word in a sentence always begins with a capital letter*. Sing the song again and have children clap when they sing a word that begins a sentence.

<p>I can jog and jump, jog and jump. I can jog and jump, and drink juice.</p>	<p>I will need nine nuts, nine nuts, nine nuts. I will need nine nuts for my nest.</p>
<p>I can keep a kite, a kite, a kite. I can keep a kite flying high.</p>	<p>I will offer Ostrich one big omelet. Olives and an omelet on a plate.</p>
<p>I can light a lamp, a lamp, a lamp. I can light a lamp, a little lamp.</p>	<p>I will pick a pepper, pepper, pepper. I will pick a pepper and a pear.</p>
<p>I can move like a mouse, a mouse can. I can move like a mouse can, silently.</p>	<p>I can be so quick, so quick and quiet. I can be so quiet. You can, too.</p>
	<p>I will race a rabbit, rabbit, rabbit. I will race a rabbit on a road.</p>

Sing with Me Phonics  
Songs Book page 12–13

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Print	CC.K.Rfou.1
Recognize that Spoken Words are Written	CC.K.Rfou.1.b
Understand Word Spaces	CC.K.Rfou.1.c
Identify Letters	CC.K.Rfou.1.d
Demonstrate Understanding of Spoken Words	CC.K.Rfou.2
Recognize and Produce Rhyming Words	CC.K.Rfou.2.a
Count, Pronounce, and Blend Spoken Syllables	CC.K.Rfou.2.b
Blend and Segment Onsets and Rimes	CC.K.Rfou.2.c
Associate Long Sounds with Vowels	CC.K.Rfou.3.b
Read High Frequency Words	CC.K.Rfou.3.c
<b>Language</b>	
Print Letters	CC.K.L.1.a
Capitalize Sentences	CC.K.L.2.a

# Phonics

## 4 Identify and Write Sound and Letter /ă/a

Teach short *a* using Phonics Picture Cards.

- Display the picture-only side of **Phonics Picture Card 167**. Name the picture and tell children: *Listen to the beginning sound: /ă/, ant. Now you say /ă/, ant.*
- Hold up **Letter Card a** and name it. Explain: *A can stand for /ă/. When a sounds like /ă/ it is called short a.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card a**. As you display the picture-only side of **Phonics Picture Cards 159 and 165–169**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** to guide children as they write the capital and lowercase *a*.



For **Scripts for Letter Formation**, see pages BP62–BP65.

See **Differentiate**

# High Frequency Words

## 5 Read and Spell Key Words *Sing with Me Phonics Songs Book* page 7

Guide children to use **Letter Cards** to build *is*, *a*, and *little*. Then use a handwritten card for *This*, and **Phonics Picture Card 34** (baby) to make this sentence: *This is a little baby*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *little*. Then say: *This is a little baby*. Have children point to little items in the classroom as they say: *This is a little \_\_\_\_\_*.

### Check & Reteach

**OBJECTIVES:** Identify a Sentence: Capitalization of First Word  
Identify and Write Sound and Letter /ă/a  
Read and Spell High Frequency Words

Display in a column: *This is a little apple.* and *This is a little ant.* Make a small drawing of an ant and an apple in a column to the right of the sentences. Read each sentence with children. Have children point out the capital letter in the beginning of each sentence. Then ask children to name the words that begin with /ă/. Have volunteers draw lines from each sentence to the picture that goes with it.

If children have difficulty, have partners use **Letter Cards** to match capital and lowercase letters and build short *a* and High Frequency Words, and then share their words with the class.

## Differentiate

### EL English Learners

**ISSUE** There is a similar sound to /ă/ in Spanish, but there is no sound-symbol match. Children may need practice pronouncing /ă/ and with the sound/letter correspondence.

**STRATEGY** Have children:

- practice placing tongues behind bottom teeth and opening mouths to say /ă/.
- form the letter *a* in the air as they practice saying words that begin with /ă/: *an/am/as/ask/and*.

A 'Learn New Words' routine card for the word 'the'. It includes six steps: 1. Look (Look at the word. High-Frequency Word the), 2. Listen (Listen to the word.), 3. Listen and Think (Listen to the word in a sentence. What does it mean?), 4. Say It (Say the word.), 5. Spell It (Spell the word.), and 6. Say It (Say the word again.). A photograph of a young girl is shown on the right side of the card, with a speech bubble containing the word 'the' and its phonetic breakdown 't-h-e'.

**Sing with Me Phonics Songs Book** page 7

# Day 2 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

- Produce Rhyme
- Blend Onset and Rime
- Identify a Sentence: End Punctuation (. ! ?)
- Identify and Write Sound and Letter /i/
- Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 14–15  
Phonics Picture Cards 40, 87, 138, 165–169, 177–180

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3  
Letter Cards

## Phonological Awareness

### 1 Produce Rhyme

Make rhyming-word chains. Have children sit in a circle. Say *big*. Have the first child say *big* and add a rhyming word. The next child repeats the two rhyming words and says a third. Continue until children run out of rhyming words. Continue with *bill* and *sink*. (*big* → *wig* → *pig* → *fig* → *jig* → *dig*; *bill* → *hill* → *will* → *pill* → *fill* → *still* → *grill*; *sink* → *pink* → *wink* → *link* → *rink* → *think*)

### 2 Blend Onset and Rime

Tell children that you will say a word slowly and they will say the word fast. Say *big* slowly, separating it into onset and rime: /b/, *ig*. Have children clap softly for /b/ and loudly for *ig* as they repeat /b/, *ig*. Ask: *What's the word?* (*big*)

/b/, *ig*  
What is the word?

Continue to have children blend onset and rime in these words: *hill*, *pin*, *kit*, *dig*, *fish*, *sip*.

## Check & Reteach

**OBJECTIVES:** Produce Rhyme  
Blend Onset and Rime

Have children blend onset and rime in *did* and then name a rhyming word. If children have difficulty, say sounds /b/, /h/, /k/, /l/, and /r/ and have children answer each sound with /id/ and then chorally blend the rhyming word. (*bid*, *hid*, *kid*, *lid*, and *rid*)

## Concepts of Print

### 3 Identify a Sentence: End Punctuation (. ! ?)

Sing with Me Phonics Songs Book pages 14–15

Play Tracks 2–3 and follow the directions, tracking the print as you sing. Read the sentence *I can see a snake in the sand.*

Point to the period at the end of the sentence and explain: *A sentence always ends with a punctuation mark. This is a period. It is a punctuation mark. Look for the periods on this page. How many can you find?* Lead children to point to the periods as you keep a running tally. Then display an exclamation point and a question mark. Explain: *These are also punctuation marks that end sentences. You can find the end of a sentence by looking for one of these marks.*

Sing with Me Phonics  
Songs Book page 14–15

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Print	CC.K.Rfou.1
Recognize that Spoken Words are Written	CC.K.Rfou.1.b
Identify Letters	CC.K.Rfou.1.d
Demonstrate Understanding of Spoken Words	CC.K.Rfou.2
Recognize and Produce Rhyming Words	CC.K.Rfou.2.a
Blend and Segment Onsets and Rimes	CC.K.Rfou.2.c
Associate Long Sounds with Vowels	CC.K.Rfou.3.b
Read High Frequency Words	CC.K.Rfou.3.c

### Language

Print Letters	CC.K.L.1.a
Name End Punctuation	CC.K.L.2.b

# Phonics

## 4 Identify and Write Sound and Letter /i/i

Teach short *i* using **Phonics Picture Cards**.

- Display the picture-only side of **Phonics Picture Card 180**. Name the picture and tell children: *Listen to the beginning sound: /i/, insect. Now you say /i/, insect.*
- Hold up **Letter Card i** and name it. Say: *I can stand for /i/. When i sounds like /i/ it is called short i.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card i**. As you display the picture-only side of **Phonics Picture Cards 177–180**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** as children write capital and lowercase *i*. For **Scripts for Letter Formation**, see pages BP62–BP65.



See **Differentiate**

Distribute **Letter Cards** for *i* and *a*. As you display **Phonics Picture Cards** for *i* and *a* (cards 165–169), have children name each picture and hold up the letter that stands for the beginning sound.

# High Frequency Words

## 5 Read and Spell Key Words Sing with Me Phonics Songs Book page 7

Guide children to use **Letter Cards** to build *I, am, on* and *a*. Then use **Phonics Picture Card 87** (ladder) to make this sentence: *I am on a ladder*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *on*. Then say: *I am on a ladder*. Have children point to the words as they complete the sentence. (*I am on a hill/bed/chair/bike/log.*) Repeat for *that* with **Letter Cards t (2), h, a, Phonics Picture Card 40** (boat), and *I am on that boat*.

### Check & Reteach

**OBJECTIVES:** Identify a Sentence: End Punctuation (. ! ?)  
Identify and Write Sound and Letter /i/i  
Read and Spell High Frequency Words

Write *An insect is on that branch. It is a big insect!* Have children read the words *on* and *that* as you point to them. Then read the sentence. Have children clap when they hear short *i* and stamp their feet at the end of each sentence.

If children have difficulty, have them use **Letter Cards** to spell *in, on, and that*. Write this sentence frame and have children read the words *That* and *on* as you point to them: *That \_\_\_\_\_ is on a \_\_\_\_\_*. Then have children point to items as they complete it: *That book is on a table. That clock is on a wall.* Continue with the sentence frame: *That \_\_\_\_\_ is in a \_\_\_\_\_*. Encourage children to clap for the end punctuation.

## Differentiate

### EL English Learners

**ISSUE** There is a similar sound to /i/ in Spanish, but there is no sound-symbol match. Children may need practice pronouncing /i/ and with the sound/letter correspondence.

**STRATEGY** Have children:

- practice placing tongues behind bottom teeth to say /i/.
- form the letter *i* in the air as they practice saying words that begin with /i/: *in/it/is/inch/ill*.

A graphic titled 'Learn New Words' with a yellow header. It lists six steps: 1. Look (Look at the word. High frequency Word the), 2. Listen (Listen to the word.), 3. Listen and Think (Listen to the word in a sentence. What does it mean?), 4. Say It (Say the word.), 5. Spell It (Spell the word.), 6. Say It (Say the word again.). A photo of a smiling girl is on the right with a speech bubble containing 'the t-h-e the'.

**Sing with Me Phonics Songs Book** page 7

# Day 3 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Produce Rhyme

Blend Onset and Rime

Identify Front and Back Cover

Identify and Write Sound and Letter /ō/o

Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 10–15,  
Front Cover, Back Cover

Phonics Picture Cards 7, 16, 50, 105, 165–169,  
177–180, 182–185

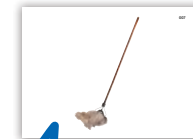
### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3  
Letter Cards

## Phonological Awareness

### 1 Produce Rhyme

Display **Phonics Picture Card 7** (mop). Say: *What rhymes with mop? One word is hop.* Ask children to name other rhyming words. Continue with **Phonics Picture Cards 16** (socak), **50** (pot), and **105** (dog). (*mop* → *hop* → *pop* → *top* → *chop* → *drop*; *sock* → *lock* → *dock* → *block* → *rock* → *knock*; *pot* → *hot* → *dot* → *not* → *lot* → *trot*; *dog* → *log* → *jog* → *fog* → *bog* → *frog*)



What rhymes with *mop*? One word is *hop*.

### 2 Blend Onset and Rime

Tell children that you will say a word slowly and they will say the word fast. Say *box* slowly, separating it into onset and rime: /b/, ox. Have children clap softly for /b/ and loudly for ox as they repeat /b/, ox. Ask: *What's the word?* (*box*)

Continue to have children blend onset and rime in *nod*, *job*, *hot*, *pond*, *fog*, *lock*.

## Check & Reteach

**OBJECTIVE:** Produce Rhyme  
Blend Onset and Rime

Have children blend onset and rime for /d/, ot and then name rhyming words.

If children have difficulty, demonstrate how to blend onset and rime in /p/ ot and /h/ ot.

Then have children blend /n/ and /r/ with od to make rhyming words.

## Concepts of Print

### 3 Hold a Book and Identify Front and Back Cover

Sing with Me Phonics Songs Book pages 10–15, Front and Back Covers

Play Tracks 2–3 and lead children in singing “ABC Sound Song.”

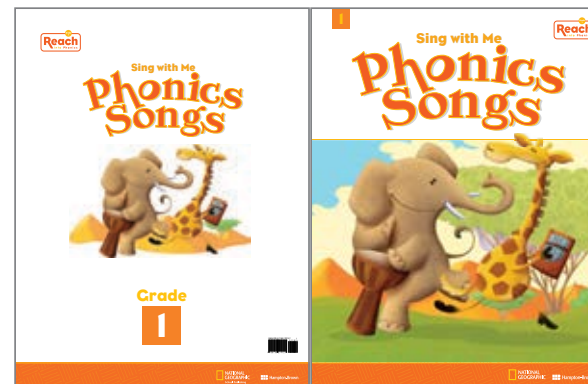
Then display the front and back covers of **Sing with Me Phonics Songs Book**. Tell children:

*A book has two covers, one on the front and one on the back.*

*Both covers tell about the book.*

Point out the book's binding.

Demonstrate how to hold a book, open it, and turn pages in order from the front cover to the back cover.



Sing with Me Phonics  
Songs Book Front and Back Covers

Have children look at the front and back covers of other books in the classroom, identify each, and demonstrate holding the book. Then ask them to tell what they see on the covers.

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Print CC.K.Rfou.1

Recognize that Spoken Words are Written CC.K.Rfou.1.b

Demonstrate Understanding of Spoken Words CC.K.Rfou.2

Recognize and Produce Rhyming Words CC.K.Rfou.2.a

Blend and Segment Onsets and Rimes CC.K.Rfou.2.c

Associate Long Sounds with Vowels CC.K.Rfou.3.b

Read High Frequency Words CC.K.Rfou.3.c

### Language

Print Letters CC.K.L.1.a

# Phonics

## 4 Identify and Write Sound and Letter /ō/o

Teach short o using **Phonics Picture Cards**.

- Display the picture-only side of **Phonics Picture Card 182**. Name the picture and tell children: *Listen to the beginning sound: /ō/, octopus. Now you say /ō/, octopus.*
- Hold up **Letter Card o** and name it. Say: *O can stand for /ō/. When o sounds like /ō/ it is called short o.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card o**. As you display the picture-only side of **Phonics Picture Cards 182–185**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** to guide children as they write capital and lowercase o.



For **Scripts for Letter Formation**, see pages BP62–BP65.

See **Differentiate**

Distribute **Letter Cards** and **Phonics Picture Cards** for o (cards 182–185), a (cards 165–169), and i (cards 177–180) so each child has either one **Phonics Picture Card** or one **Letter Card**. Have children find others with matching letters.

# High Frequency Words

## 5 Read and Spell Key Words *Sing with Me Phonics Songs Book* page 7

Guide children to use **Letter Cards** to build *I, like, and the*. Then use **Phonics Picture Card 105** (dog) to make this sentence: *I like the dog*. Follow the **Learn New Words Routine** on *Sing with Me Phonics Songs Book* page 7 to review *the*. Then say: *I like the dog*. Have children point to each word as they complete the sentence: *I like the \_\_\_\_\_*.

Write *like* and *the* on the board. Shuffle the **Letter Cards** for those words and ask volunteers to spell *like* and *the*.

### Check & Reteach

**OBJECTIVE:** Identify Front and Back Cover  
Identify and Write Sound and Letter /ō/o  
Read and Spell High Frequency Words

Have children look for a book with the word *the* and the letter o on either the front or back cover.

If children have difficulty, have them use **Letter Cards** to build the word *the* and trace the letter o and then match their cards to words around the classroom.

## Differentiate

### EL English Learners

**ISSUE** There is a similar sound to /ō/ in Spanish, but there is no sound-symbol match. Children may need practice pronouncing /ō/ and identifying the sound/letter correspondence.

**STRATEGY** Have children:

- practice placing tongues behind bottom teeth and opening mouths to say /ō/.
- form the letter o in the air as they practice saying words that begin with /ō/: *on/odd/ostrich*

A screenshot of a page titled 'Learn New Words' with a yellow header. It lists six steps: 1. Look (Look at the word. 'the' is shown in a box), 2. Listen (Listen to the word.), 3. Listen and Think (Listen to the word in a sentence. What does it mean?), 4. Say It (Say the word.), 5. Spell It (Spell the word. 'the' is spelled as t-h-e in a box), and 6. Say It (Say the word again.). A photo of a smiling girl is on the right side of the page.

**Sing with Me Phonics Songs Book** page 7

# Day 4 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Segment Onset and Rime

Match Beginning Sound

Identify Title, Author, and Illustrator

Identify and Write Sound and Letter /ë/e

Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 10–15

Phonics Picture Cards 28, 64, 165–169, 171–175,  
177–180, 182–185

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3

Letter Cards

## MATERIALS

classroom picture books that include names of authors  
and illustrators

## Phonological Awareness

### 1 Segment Onset and Rime

Model how to segment the word *bed* by saying: *bed, /b/, ed*. Then have children repeat */b/, ed*. Continue to have children say these words in two parts: *well, pen, red, set, tell, leg*.

### 2 Match Beginning Sound

Tell children to listen to these words: *pig, pan*. Ask: *Do pig and pan begin with the same sound?* (Yes.) As you say each word pair, have children clap if the words begin with the same sound: *egg/fox, rug/rope, nip/nail, top/end, on/odd, love/leg*.

Do *pig* and *pan*  
begin with the  
same sound?

## Check & Reteach

**OBJECTIVE:** Segment Onset and Rime  
Match Beginning Sound

Dictate: *beg, met, men*. Ask children to break each word into two parts. Then ask them to tell which words begin with the same sound. (*met, men*)

If children have difficulty, model saying a word and breaking it into parts: *leg, /l/ eg*. Have children complete the next examples along with you. Dictate: */p/ en, pen; /w/ eb, web*.

Display a number of classroom items, several with names that begin with the same sounds.

Say each name and have children repeat. Ask volunteers to identify those whose names begin with the same sound.

## Concepts of Print

### 3 Identify Title, Author, and Illustrator

Sing with Me Phonics Songs Book Front Cover

Lead children in singing “ABC Sound Song.”

Display the front cover of **Sing with Me Phonics Songs Book**. Point to the title. Explain: *A book has different parts. One part is the title. The title tells the name of the book, article, or story.*

Then hold up a picture book and point to and read the title. Then point to and read the author’s name. Explain: *An author is a person who writes a book, an article, or a story.* Point to and read the illustrator’s name. Tell children: *An illustrator is a person who draws the pictures in a book. The words illustrated by or pictures by tell us who the illustrator is.* Display more picture books. Have children find the titles, authors’ names, and illustrators’ names.



Sing with Me Phonics  
Songs Book Front Cover

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Print	CC.K.Rfou.1
Recognize that Spoken Words are Written	CC.K.Rfou.1.b
Identify Letters	CC.K.Rfou.1.d
Demonstrate Understanding of Spoken Words	CC.K.Rfou.2
Blend and Segment Onsets and Rimes	CC.K.Rfou.2.c
Isolate Initial Phonemes	CC.K.Rfou.2.d
Associate Long Sounds with Vowels	CC.K.Rfou.3.b
Read High Frequency Words	CC.K.Rfou.3.c
<b>Language</b>	
Print Letters	CC.K.L.1.a



# Phonics

## 4 Identify and Write Sound and Letter /ĕ/e

Teach short e using **Phonics Picture Cards**.

- Display the picture-only side of **Phonics Picture Card 171**. Name the picture and tell children: *Listen to the beginning sound: /ĕ/, egg. Now you say /ĕ/, egg.*
- Hold up **Letter Card e** and name it. Explain: *E can stand for /ĕ/. When e sounds like /ĕ/ it is called short e.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card e**. As you display the picture-only side of **Phonics Picture Cards 171–175**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** as children write capital and lowercase e. For **Scripts for Letter Formation**, see pages BP62–BP65.



See **Differentiate**

Place **Phonics Picture Cards** for *e*, *a* (cards 165–169), *o* (cards 182–185), and *i* (cards 177–180) in a bag. Have children take turns choosing a picture and completing these sentences: *This is an [picture name]. [Picture name] begins with [sound]. [Letter name] stands for [sound].*



# High Frequency Words

## 5 Read and Spell Key Words *Sing with Me Phonics Songs Book* page 7

Guide children to use **Letter Cards** to build *and*, *I*, *is*, *like*, *this*, and *that*. Then use **Picture Cards 28** (hat) and **64** (cap) to make this sentence: *I like this hat and that cap*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *and*. Then dictate: *I like this hat and that cap*. Have children tell what they like. Repeat the routine to review *to*. Use **Letter Cards** to build *to* and a hand-drawn picture of a girl hopping to make this sentence: *I like to hop*.

### Check & Reteach

**OBJECTIVES:** Identify Title, Author, and Illustrator  
Identify and Write Sound and Letter /ĕ/e  
Read and Spell High Frequency Words

Display books with *and* and *to* in the title and have children read them. Then display *egg* and have children name the beginning letter and write it.

Have them point to the titles and the names of the authors and illustrators.

If children have difficulty, read each word and have children echo you.

Model for children how to identify each title, author, and illustrator and have partners practice together.

## Differentiate

### EL English Learners

**ISSUE** The letter *e* stands for the same sound in Spanish as the short *e* in English.

**STRATEGY** Write *e* and say /ĕ/. Ask Spanish-speaking children to say words in Spanish that have the /ĕ/ sound.

### Learn New Words

- 1 **Look**  
Look at the word.
- 2 **Listen**  
Listen to the word.
- 3 **Listen and Think**  
Listen to the word in a sentence.  
What does it mean?
- 4 **Say It**  
Say the word.
- 5 **Spell It**  
Spell the word.
- 6 **Say It**  
Say the word again.

High Frequency  
Word  
the



**Sing with Me Phonics  
Songs Book** page 7

# Day 5 Review Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

- Segment Onset and Rime
- Match Beginning Sound
- Identify Page Numbers and Tables of Contents
- Identify and Write Sound and Letter /ū/u
- Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book pages 7, 10–15, a4  
Phonics Picture Cards 165–169, 171–175, 177–180,  
182–189

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 2–3  
Letter Cards

## Phonological Awareness

### 1 Segment Onset and Rime

Model how to segment the word *bug* by saying: *bug*, /b/, *ug*. Then have children repeat /b/, *ug*. Continue to have children say these words in two parts: *fun*, *tub*, *nut*, *mud*, *huff*, *pup*.

The word is *bug*.  
Say it in two parts.

/b/, *ug*

### 2 Match Beginning Sound

Tell children: *Listen to these words: van, vase. Do van and vase begin with the same sound?* (Yes.) As you say each word pair, have children clap if the words begin with the same sound: *way/well*, *yes/run*, *us/up*, *box/vet*, *zip/zoo*, *wet/bus*.

## Check & Reteach

**OBJECTIVES:** Segment Onset and Rime  
Match Beginning Sound

Dictate: *bus, jug, bun*. Ask children to break each word into two parts. Then ask them to tell which words begin with the same sound.

If children have difficulty, have them model saying words and breaking them into parts to match beginning sounds: *mud, mad, /m/ ud, /m/ ad, /m/ and /m/ match*. Have children echo you. Repeat for *gum/got* and *tug/tap*.

## Concepts of Print

### 3 Identify Page Numbers and Tables of Contents

**Sing with Me Phonics Songs Book** Table of Contents

Lead children in singing “ABC Sound Song.” Then point to the page number at the bottom of page 10. Tell children: *Most books have page numbers. This number is page 10. The numbers help us find our place in a book.* Turn to page 12 and ask children to find and say the page number.

Display the first page of the table of contents of **Sing with Me Phonics Songs Book** (page a4). Explain: *The table of contents tells the parts of a book and what page each part starts on.* Point to and read *The Alphabet Song*. Point to the page number in the table of contents. Then ask: *What page does “The Alphabet Song” start on?* (page 8) Point to and read *ABC Sound Song*. Ask: *What page does “ABC Sound Song” start on?* (page 10) Explain: *The table of contents helps us find parts of a book quickly.*

Contents	
Read New Words Decoding Strategy	6
Learn New Words High Frequency Word Strategy	7
The Alphabet Song	8
ABC Sound Song	10
Our House Sounds: /r/, /h/, /k/, /s/	16
The Hat Sound: /t/	17
Tap, Tap Sounds: /t/, /p/, /k/, /s/	18
Sit on a Mat Sound: /s/	19
Dad Can Help Sounds: /d/, /a/, /p/	20
Dad and Mom Sound: /d/	21
My Mother's Job Sounds: /m/, /o/, /t/	22
Our Hen Sound: /h/	23
Help with Work Sounds: /h/, /p/, /k/, /s/	24
Grow a Yam Sound: /g/	25
Buzz and Hiss Sounds: /b/, /z/, /h/, /s/	26
Little Ducks Words with -ck, -ng	27
Oh, No! Sounds: /o/, /n/	28

Sing with Me Phonics  
Songs Book Table of Contents

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Print	CC.K.Rfou.1
Recognize that Spoken Words are Written	CC.K.Rfou.1.b
Identify Letters	CC.K.Rfou.1.d
Demonstrate Understanding of Spoken Words	CC.K.Rfou.2
Blend and Segment Onsets and Rimes	CC.K.Rfou.2.c
Isolate Initial Phonemes	CC.K.Rfou.2.d
Associate Long Sounds with Vowels	CC.K.Rfou.3.b
Read High Frequency Words	CC.K.Rfou.3.c
<b>Language</b>	
Print Letters	CC.K.L.1.a

# Phonics

## 4 Identify and Write Sound and Letter /ŭ/u

Teach short *u* using **Phonics Picture Cards**.

- Display the picture-only side of **Phonics Picture Card 187**. Name the picture and tell children: *Listen to the beginning sound: /ŭ/, umbrella. Now you say /ŭ/, umbrella.*
- Hold up **Letter Card u** and name it. Explain: *U can stand for /ŭ/. When u stands for /ŭ/ it is called short u.* Hold up the picture card and have children name it, say the beginning sound, and name the letter.
- Distribute **Letter Card u**. As you display the picture-only side of **Phonics Picture Cards 187–189**, ask children to repeat each name, say the beginning sound, and hold up and name the letter.
- Use **Scripts for Letter Formation** as children write capital and lowercase *u*. For **Scripts for Letter Formation**, see pages BP62–BP65.



See **Differentiate**

Place **Phonics Picture Cards** for *a* (cards 165–169), *e* (cards 171–175), *i* (cards 177–180), *o* (cards 182–185), and *u* around the room. Have children find all the pictures, name them, say the beginning sound, and then name the sound's letter.



# High Frequency Words

## 5 Read and Spell Key Words *Sing with Me Phonics Songs Book* page 7

Guide children to use **Letter Cards** to build *her*, *l*, and *like* to make this sentence: *I like her*. Follow the **Learn New Words Routine** on **Sing with Me Phonics Songs Book** page 7 to review *her*. Then have a girl stand. Dictate: *I like her*. Have children point to each word as they say the sentence. Repeat for *him* with **Letter Cards** *h*, *i*, and *m* and the sentence *I like him*.

Write *her*, *him*. Shuffle the **Letter Cards** and ask volunteers to spell *her* and *him*.

### Check & Reteach

**OBJECTIVES:** Identify Page Numbers and Tables of Contents  
Identify and Write Sound and Letter /ŭ/u  
Read and Spell High Frequency Words

Display **Sing with Me Phonics Songs Book** page 14. Have children tell the page number and count how many *u*'s they can find on the page. Then have them write the letter *u* and the words *her* and *him*, say the sound, and read the words.

If children have difficulty, have partners build *her* and *him* with **Letter Cards**. Then have children write the letter *u* and hold it up when they hear a word that starts with /ŭ/. Dictate: *over, under, up, down, umbrella, olive, umpire*. (*Under, up, umbrella, umpire* start with /ŭ/.)

## Differentiate

### EL English Learners


**ISSUE** There is a similar sound to /ŭ/ in Spanish, but there is no sound-symbol match. Children may need practice pronouncing /ŭ/.

**STRATEGY** Have children:

- practice placing tongues behind bottom teeth and opening mouths to say /ŭ/.
- form the letter *u* in the air and exaggerate /ŭ/ as they say: *uh, uh, up; uh, uh, us; uh, uh, under*.

### Learn New Words

- 1 Look**  
Look at the word.  

- 2 Listen**  
Listen to the word.
- 3 Listen and Think**  
Listen to the word in a sentence.  
What does it mean?
- 4 Say It**  
Say the word.
- 5 Spell It**  
Spell the word.  

- 6 Say It**  
Say the word again.

**Sing with Me Phonics Songs Book** page 7

Name \_\_\_\_\_ Date \_\_\_\_\_

# Prerequisite Foundational Skills

Summarize the strengths and needs of individual children. Address strengths and needs as you differentiate, intervene, and reteach children.

	Consistent Strengths	Greatest Needs
<p><b>Concepts of Print</b></p> <ul style="list-style-type: none"> <li>Name and Sequence Letters</li> <li>Match Capital and Lowercase Letters</li> <li>Recognize Letters and Words</li> <li>Recognize Words as Words</li> <li>Identify Directionality</li> <li>Identify Sentence Capitalization</li> <li>Identify End Punctuation</li> <li>Hold a Book</li> <li>Identify Front and Back Cover</li> <li>Identify Title, Author, and Illustrator</li> <li>Identify Page Numbers and Tables of Contents</li> </ul>		
<p><b>Letter-Sound and Letter Name Recognition</b></p> <ul style="list-style-type: none"> <li>Identify sounds a-z</li> <li>Name letters A-Z and a-z</li> </ul>		
<p><b>Phonological Awareness</b></p> <ul style="list-style-type: none"> <li>Isolate Words in Sentences</li> <li>Identify and Distinguish Rhyme</li> <li>Produce Rhyme</li> <li>Identify and Combine Syllables</li> <li>Segment and Match Syllables</li> <li>Blend Onset and Rime</li> <li>Segment Onset and Rime</li> <li>Match Beginning Sound</li> </ul>		
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>Form Individual Letters</li> <li>Form Words</li> <li>Form Sentences</li> </ul>		
<p><b>High Frequency Words</b></p> <ul style="list-style-type: none"> <li>am, I, a, like, my, is, this, little, on, that, the, and, to, her, him</li> </ul>		
<p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>Decode Words</li> <li>Blend with Short Vowels</li> <li>Decode CVCe Words</li> </ul>		

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RS38

COPY READY



## Whole Group Time

### TEACHER

- Conduct Phonics Lessons
- Conduct Reading Lessons
- Teach Daily Language Arts
  - Daily Spelling and Word Work
  - Daily Grammar
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

### CHILDREN

- Learn to Read
- Read and Respond to Fiction and Nonfiction
- Build Content Knowledge
- Engage in Daily Language Arts Activities
- Collaborate on Writing Projects
- Complete Assessments

## Leveled Reading Time

### TEACHER

- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

### CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

## Learning Station Time

### TEACHER

- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

### CHILDREN

- Read Independently
- Complete Learning Station Activities
- Meet for Intervention, Reteaching, or Acceleration
- Work on Assigned Skills Practice



# My Family

 **BIG**  
Question

What makes a family?

# Unit 1 Program Resources

## WHOLE GROUP TIME



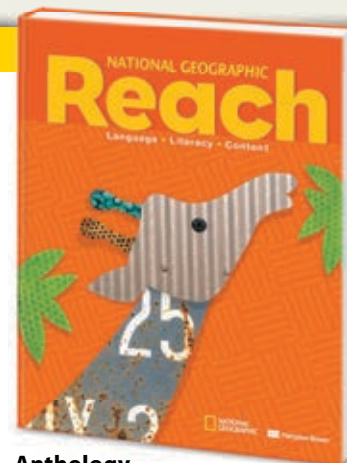
[NGReach.com](http://NGReach.com)



**Read On Your Own:**  
Decodable Books



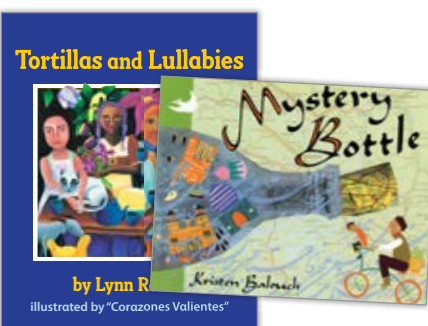
- Write-On/Wipe-Off Board
- Sound Spelling Cards
- Phonics Picture Cards
- Sing with Me Phonics Songs



**Anthology**  
Volume 1, Pages 1–65



**Build Background Video**



**Big Books**



**Interactive Read-Aloud 1 and 2**

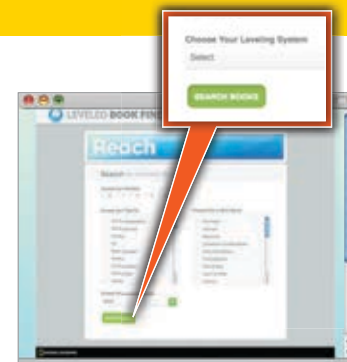
## LEVELED READING TIME



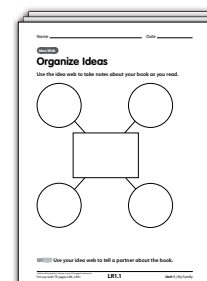
**Fiction Leveled Books**



**Nonfiction Leveled Books**



**Leveled Book Finder**



**Leveled Reading Masters**  
LR1.1–LR1.7



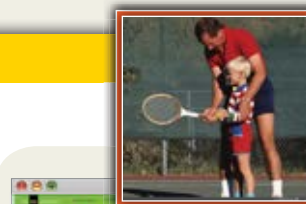
## LEARNING STATION TIME



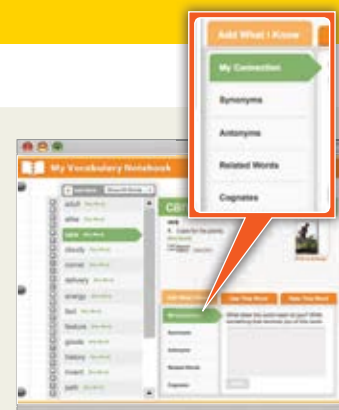
[NGReach.com](http://NGReach.com)

### Student Technology

- My Assignments
- Digital Library
- Phonics Games
- Vocabulary Games
- My Vocabulary Notebook
- Comprehension Coach
- Read with Me MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Digital Library



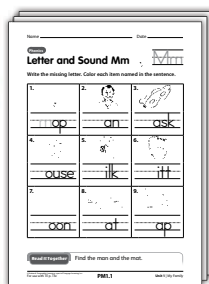
My Vocabulary Notebook



Phonics Games & Vocabulary Games



Practice Book  
PM1.1–PM1.93



Practice Masters  
PM1.1–PM1.93



Teamwork Activities



ESL Kit

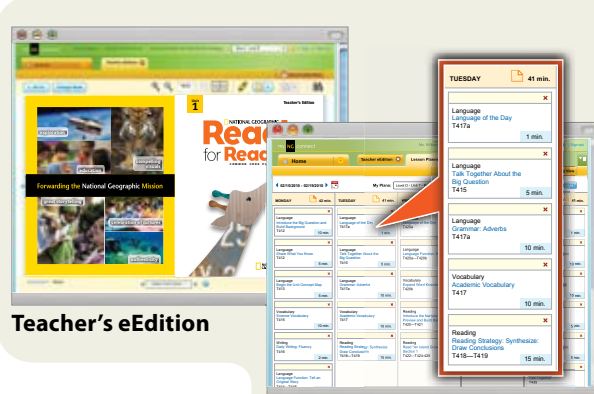
## PLANNING RESOURCES



[NGReach.com](http://NGReach.com)

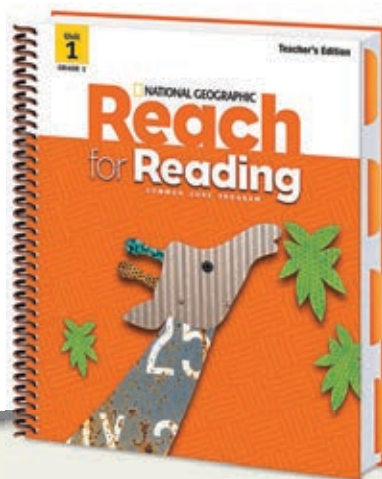
### Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 1.1–1.15
- Family Newsletter 1 (in 7 languages)
- Teamwork Activities Teacher's Guide
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



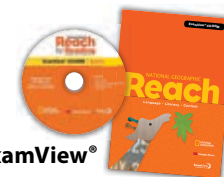
### Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Leveled Reading
- Assessment and Reteaching Masters

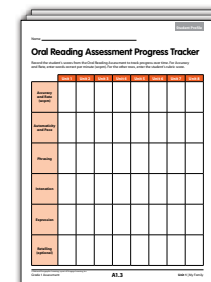
## ASSESSMENT & RETEACHING



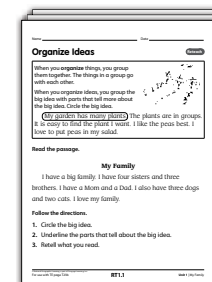
eAssessment™



ExamView®





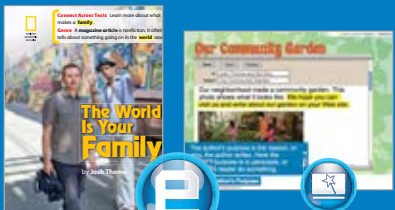








Assessment Masters  
A1.3–A1.65



Reteaching Masters  
RT1.1–RT1.20

# Unit 1 Skills at a Glance

✔ = TESTED SKILL

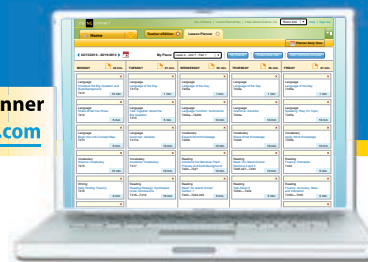
Introduce Unit 1	BUILD BACKGROUND VIDEO	INTRODUCE THE BIG QUESTION		
	WHOLE GROUP TIME	Speaking and Listening	Language and Vocabulary	Reading
<b>Week 1</b>  		<b>Listen to Realistic Fiction</b> ✔ Preview and Set a Purpose ✔ Organize Ideas Describe Discuss Family Activities Discuss Family Routines	<b>Phonics</b> ✔ Isolate Initial Sounds; Blend Sounds ✔ Identify and Write Sounds and Letters <i>m, s, h, t</i> ✔ Read and Spell Words with Short <i>a</i> ✔ Grammar: Nouns ✔ Social Studies Vocabulary <b>family family member holiday home meal</b> ✔ Academic Vocabulary <b>care celebrate help play world</b>	<b>Read and Comprehend Realistic Fiction</b> <b>Read and Comprehend a Photo Book</b> ✔ Preview and Set a Purpose ✔ Organize Ideas <b>Phonics</b> ✔ Read Decodable Text ✔ Read and Spell High Frequency Words <b>find has have his mother too</b> 
<b>Week 2</b>   	Discuss Connections Discuss Author's Purpose Relate Readings to the Big Question	<b>Phonics</b> ✔ Isolate Initial Sounds; Blend Sounds ✔ Read and Spell Words with <i>f, n, l, p, c</i> ✔ Read and Spell Words with Short <i>i</i>  ✔ Grammar: Articles and Nouns ✔ Identify Nouns	<b>Read and Comprehend a Magazine Article</b> <b>Read and Comprehend an Email</b> ✔ Preview and Set a Purpose ✔ Identify Author's Purpose <b>Phonics</b> ✔ Read Decodable Text ✔ Read and Spell High Frequency Words <b>do then what with you your</b> 	
<b>Week 3</b>  	<b>Listen to Fiction</b> ✔ Preview and Predict ✔ Identify Setting Give Information Describe Setting Describe a Setting	<b>Phonics</b> ✔ Isolate Final Sounds; Blend Sounds ✔ Read and Spell Words with <i>g, d, v, r</i> ✔ Read and Spell Words with Short <i>o</i> ✔ Grammar: Common and Proper Nouns ✔ Social Studies Vocabulary <b>extended family fun parents special together visit</b> ✔ Academic Vocabulary <b>group idea place share trip</b>	<b>Read and Comprehend a Story</b> <b>Read and Comprehend Realistic Fiction</b> ✔ Preview and Predict ✔ Identify Setting  <b>Phonics</b> ✔ Read Decodable Text ✔ Read and Spell High Frequency Words <b>get help of put we work</b> 	
<b>Week 4</b>   	Talk About Places Use Nouns Relate Readings to the Big Question	<b>Phonics</b> ✔ Isolate Final Sounds; Blend Sounds ✔ Read and Spell Words with <i>b, w, j, z</i> ✔ Read and Spell Words with Short <i>e</i>  ✔ Grammar: Dates ✔ Identify Nouns	<b>Read and Comprehend a Postcard</b> ✔ Identify Setting ✔ Compare Settings  <b>Phonics</b> ✔ Read Decodable Text ✔ Read and Spell High Frequency Words <b>day from good she us very</b> 	
<b>Unit 1 Wrap-Up</b>	<b>ANSWER THE BIG QUESTION</b>	<b>UNIT PROJECTS</b>		

## **BIG Question** What makes a family?


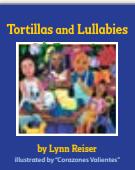
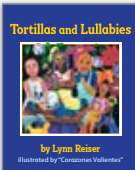

<b>Writing</b>	<b>LEARNING STATION TIME</b>	<b>ASSESSMENT &amp; RETEACHING</b>	<b>LEVELED READING</b>
<p>Power Writing Write About Families Writer's and Illustrator's Craft Write About Your Family Write Another Page for the Family Book Write About It</p>	<p><b>Speaking and Listening</b> My Family; Describe a Family Member</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Remember Good Times; Write a Description</p> <p><b>Cross-Curricular</b> Animal Families; Ask Questions</p> <p><b>Reading and Intervention</b> Comprehension Coach; Talk About a Book; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li>✓ Isolate Initial Sounds</li> <li>✓ Decode and Spell Words with <i>m, s, h, t</i> and Short <i>a</i></li> <li>✓ High Frequency Words</li> <li>✓ Fluency: Phrasing, Accuracy, Rate</li> <li>✓ Organize Ideas</li> <li>✓ Social Studies and Academic Vocabulary</li> <li>✓ Grammar: Nouns</li> <li>✓ Write About Family</li> </ul>	<p><b>GUIDED READING LEVELS A - K</b> <b>Weeks 1-4</b></p>  <ul style="list-style-type: none"> <li><b>A</b> <i>I Help My Dad</i></li> <li><b>B</b> <i>My Mom and Dad Take Care of Me</i></li> <li><b>B</b> <i>Fun with My Family</i></li> <li><b>C</b> <i>Best Friends</i></li> <li><b>C</b> <i>Shopping with Dad</i></li> <li><b>D</b> <i>Just Like My Grandpa</i></li> <li><b>D</b> <i>In My Family</i></li> <li><b>E</b> <i>Helping Mom and Dad</i></li> <li><b>E</b> <i>Families Share</i></li> <li><b>F</b> <i>Cousins</i></li> <li><b>F</b> <i>Take a Look at My Family</i></li> <li><b>G</b> <i>My Family Keeps Fit</i></li> <li><b>H</b> <i>The Mommy Book</i></li> <li><b>I</b> <i>Families</i></li> <li><b>J</b> <i>Uncle Elephant</i></li> <li><b>K</b> <i>That's Papa's Way</i></li> </ul> <p> Leveled Book Finder</p>
<p>Power Writing Write About the Magazine Article Write About People Write a Personal Response Write About Author's Purpose Write About Family</p>	<p><b>Speaking and Listening</b> Family Fun; Describe a Family Event</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Count Family Members; Describe Your Family</p> <p><b>Cross-Curricular</b> Tell Me More; Compare Families</p> <p><b>Reading and Intervention</b> Comprehension Coach; Make a Poster; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li>✓ Isolate Initial Sounds</li> <li>✓ Decode and Spell Words with <i>f, n, l, p</i> and Short <i>i</i></li> <li>✓ High Frequency Words</li> <li>✓ Fluency: Phrasing, Accuracy, Rate</li> <li>✓ Identify Author's Purpose</li> <li>✓ Social Studies and Academic Vocabulary</li> <li>✓ Grammar: Articles and Nouns</li> <li>✓ Write About People</li> </ul>	
<p>Power Writing Write a Question Writer's Craft Write About a Place Writer's Craft Write About It</p>	<p><b>Speaking and Listening</b> Like a Family; Describe a Game</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Family Portrait; Family Vacation</p> <p><b>Cross-Curricular</b> Taking Care of Baby; Tell Where Animals Live</p> <p><b>Reading and Intervention</b> Comprehension Coach; Share and Compare; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li>✓ Isolate Final Sounds</li> <li>✓ Decode and Spell Words with <i>g, d, v, r</i> and Short <i>o</i></li> <li>✓ High Frequency Words</li> <li>✓ Fluency: Intonation, Accuracy, Rate</li> <li>✓ Identify Setting</li> <li>✓ Social Studies and Academic Vocabulary</li> <li>✓ Grammar: Common and Proper Nouns</li> <li>✓ Write About a Place</li> </ul>	
<p>Power Writing Write a Postcard Write the Address on a Postcard Write a Personal Response Write About Setting Write About Places Families Live</p> <p><b>Writing Project:</b> Write a Photo Essay</p>	<p><b>Speaking and Listening</b> Home or School?; Describe Family Activities</p> <p><b>Language and Vocabulary</b> Games; My Vocabulary Notebook</p> <p><b>Writing</b> Keep in Touch; Write Sentences</p> <p><b>Cross-Curricular</b> Grown-Ups + Kids; Countries to Visit</p> <p><b>Reading and Intervention</b> Comprehension Coach; Book Talk; Reteach Phonics; ESL Kit</p>	<ul style="list-style-type: none"> <li>✓ Isolate Final Sounds</li> <li>✓ Decode and Spell Words with <i>b, w, j, z</i> and Short <i>e</i></li> <li>✓ High Frequency Words</li> <li>✓ Fluency: Intonation, Accuracy, Rate</li> <li>✓ Identify Setting</li> <li>✓ Social Studies and Academic Vocabulary</li> <li>✓ Grammar: Dates</li> <li>✓ Write Descriptive Sentences</li> <li>✓ Writing Trait: Word Choice</li> </ul>	

# Week 1 Planner




Online Lesson Planner  
NGReach.com



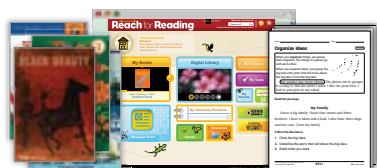
☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>
<b>Decodable Text</b>	<b>Phonological Awareness</b> 5 minutes	☑ Isolate Initial Sounds T3a <span style="float:right">CC.1.Rfou.2.c</span>	☑ Isolate Initial Sounds T5g <span style="float:right">CC.1.Rfou.2.c</span>
	<b>Phonics and Spelling</b> 20–30 minutes 	<b>Phonics</b> <span style="float:right">CC.1.Rfou.2</span> ☑ Sounds and Letters /m/m, /s/s, /h/h, /t/t T3a  <b>Spelling</b> <span style="float:right">CC.1.L.2.d; CC.1.L.2.e</span> ☑ Words with Short a T1j, T3b ☑ Words with m, s, h, t T1j, T3b	<b>Phonics</b> <span style="float:right">CC.1.Rfou.2; CC.Rfou.4</span> ☑ Sounds and Letters /m/m, /s/s, /h/h, /t/t T5g ☑ Read with Fluency T5i <b>Spelling</b> <span style="float:right">CC.1.Rfou.3; CC.1.L.2.d; CC.1.L.2.e</span> ☑ Words with m, s, h, t T1j, T5j
	<b>High Frequency Words</b> 5–10 minutes	☑ Learn High Frequency Words T1j, T3d <span style="float:right">CC.1.Rfou.3.g; CC.1.L.2.d</span>	☑ Practice High Frequency Words T1j, T5h Handwriting T5h <span style="float:right">CC.1.Rfou.3.g; CC.1.L.2.d; CC.1.L.1.a</span>
<b>WHOLE GROUP TIME</b>		<b>Listen and Comprehend</b>	<b>Listen and Analyze</b>
<b>Anthology &amp; Big Book</b>	<b>Speaking and Listening</b> 10 minutes	Introduce the Big Question; Preview Unit Projects T2–T3 Describe T4 <span style="float:right">CC.1.SL.1–2; CC.1.SL.1.a; CC.1.SL.4</span>	Discuss Family Activities T6–T7
	<b>Language and Vocabulary</b> 15–25 minutes	<b>Daily Grammar</b> <span style="float:right">CC.1.L.1; CC.1.L.1.b</span> ☑ Use Nouns T1l <b>Social Studies Vocabulary</b> <span style="float:right">CC.1.L.4</span> ☑ Learn Key Words T4 <b>family family member holiday home meal</b>	<b>Daily Grammar</b> <span style="float:right">CC.1.L.1; CC.1.L.1.b</span> ☑ Use Nouns T1l <b>Academic Vocabulary</b> <span style="float:right">CC.1.L.4</span> ☑ Learn More Key Words T6 <b>care celebrate help play world</b>
	<b>Reading</b> 20–40 minutes	<b>Read</b> <span style="float:right">CC.1.Rlit.10</span> ☑ Read Aloud: Realistic Fiction T5a <b>Comprehension</b> <span style="float:right">CC.1.Rlit.6; CC.1.Rlit.10</span> ☑ Preview and Set a Purpose T5a 	<b>Reread</b> <span style="float:right">CC.1.Rlit.10</span> ☑ Read Aloud: Realistic Fiction T7a <b>Comprehension</b> <span style="float:right">CC.1.Rlit.10</span> ☑ Organize Ideas T6 
	<b>Writing</b> 15 minutes	<b>Power Writing</b> T4 <span style="float:right">CC.1.W.5</span> <b>Writing</b> <span style="float:right">CC.1.W.5</span> Write About Families T5f	<b>Power Writing</b> T6 <span style="float:right">CC.1.W.5</span> <b>Writing</b> <span style="float:right">CC.1.Rlit.7</span> Writer's and Illustrator's Craft T7a
<b>LEVELED READING TIME</b>		<b>Read Book 1</b> <span style="float:right">CC.1.Rinf.10; CC.1.Rlit.7; CC.1.Rlit.10</span> Introduce LR2 ☑ Read LR4–LR11 ☑ Plan: Predict, Confirm Predictions ☑ Organize Ideas ☑ Identify Setting	<b>Reread Book 1</b> <span style="float:right">CC.1.Rinf.10; CC.1.Rlit.7; CC.1.Rlit.10; CC.1.SL.1</span> ☑ Read and Integrate Ideas LR2 ☑ Plan: Predict, Confirm Predictions ☑ Organize Ideas ☑ Identify Setting
<b>LEARNING STATION TIME</b>			<b>Speaking and Listening</b> T1h <span style="float:right">CC.1.SL.4–5</span> <b>Language and Vocabulary</b> T1h <span style="float:right">CC.1.L.4</span> <b>Writing</b> T1h <span style="float:right">CC.1.W.5</span> <b>Cross-Curricular</b> T1i <span style="float:right">CC.1.SL.2; CC.1.SL.5</span> <b>Reading and Intervention</b> T1i; RT.1 <span style="float:right">CC.1.Rfou.3–4; CC.1.Rinf.10</span>

**BIG Question** What makes a family?

Day 3	Day 4	Day 5
<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T7c <span style="float: right;">CC.1.Rfou.2.b</span></li> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.2.b; CC.1.Rfou.3</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>a</i> T7c</li> </ul> </li> <li><b>Spelling</b> <span style="float: right;">CC.1.L.2.d;</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>a</i> T1k, T7e</li> </ul> </li> <li><input checked="" type="checkbox"/> Practice High Frequency Words T1k, T7e <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T21a <span style="float: right;">CC.1.Rfou.2.b</span></li> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.2.b; CC.1.Rfou.3–4</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>a</i> T21a, T21d</li> <li><input checked="" type="checkbox"/> Read with Fluency T21c</li> </ul> </li> <li><b>Spelling</b> <span style="float: right;">CC.1.Rfou.3; CC.1.L.2.d–e</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>a</i> T1k, T21a</li> </ul> </li> <li><input checked="" type="checkbox"/> Practice High Frequency Words T1k, T21b <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li>Review T21h <span style="float: right;">CC.1.Rfou.2.b</span></li> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.3</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>a</i> and Words with <i>m, s, h, t</i> T21h</li> </ul> </li> <li><b>Spelling</b> <span style="float: right;">CC.1.Rfou.3; CC.1.L.2.d</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Spell Words with <i>m, s, h, t</i> and Short <i>a</i> T21h</li> </ul> </li> <li><input checked="" type="checkbox"/> Review High Frequency Words T1k, T21h <span style="float: right;">CC.1.Rfou.3.g; CC.1.2.d</span></li> </ul>
<b>Read and Comprehend</b>	<b>Reread and Analyze</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li>Preview and Set a Purpose T8 <span style="float: right;">CC.1.SL.1</span></li> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use Nouns T1m</li> </ul> </li> <li><b>Vocabulary Practice</b> <span style="float: right;">CC.1.L.4</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Expand Word Knowledge T8</li> </ul> </li> <li><b>Read</b> <span style="float: right;">CC.1.Rinf.10</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Read a Photo Book T9 </li> </ul> </li> <li><b>Comprehension</b> <span style="float: right;">CC.1.Rinf.10;</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Set a Purpose T9–T20–21</li> </ul> </li> <li><b>Power Writing</b> T8 <span style="float: right;">CC.1.W.5</span></li> <li><b>Writing</b> <span style="float: right;">CC.1.W.7</span> <ul style="list-style-type: none"> <li>Write About Your Family T20–T21</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Discuss Family Routines T21e <span style="float: right;">CC.1.SL.1</span></li> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b</span> <ul style="list-style-type: none"> <li>Grammar and Writing T1m</li> </ul> </li> <li><b>Vocabulary Practice</b> <span style="float: right;">CC.1.L.4</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share Word Knowledge T21e</li> </ul> </li> <li><b>Reread</b> <span style="float: right;">CC.1.Rinf.10</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reread a Photo Book T21f </li> </ul> </li> <li><b>Comprehension</b> <span style="float: right;">CC.1.Rinf.10</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Set a Purpose T9–T20–21</li> <li><input checked="" type="checkbox"/> Organize Ideas T9–T20–21</li> </ul> </li> <li><b>Power Writing</b> T21e <span style="float: right;">CC.1.W.5</span></li> <li><b>Writing</b> <span style="float: right;">CC.1.W.7</span> <ul style="list-style-type: none"> <li>Write Another Page for Family Book T21f</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Talk About <i>Families</i> T22 <span style="float: right;">CC.1.SL.1</span></li> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b</span> <ul style="list-style-type: none"> <li>Review T1m</li> </ul> </li> <li><b>Vocabulary</b> <span style="float: right;">CC.1.L.5.b</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review T21g</li> </ul> </li> <li><b>Reread and Integrate Ideas</b> <span style="float: right;">CC.1.Rlit.10</span> <ul style="list-style-type: none"> <li>T22</li> </ul> </li> <li><b>Comprehension</b> <span style="float: right;">CC.1.Rfou.3; CC.1.Rfou.3.g</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Set a Purpose T22 </li> <li><input checked="" type="checkbox"/> Organize Ideas T22</li> </ul> </li> <li><b>Power Writing</b> T21g <span style="float: right;">CC.1.W.5</span></li> <li><b>Writing</b> <span style="float: right;">CC.1.W.5</span> <ul style="list-style-type: none"> <li>Write About It T22</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li><b>Read Book 2</b> <span style="float: right;">CC.1.Rinf.10; CC.1.Rlit.7; CC.1.Rlit.10</span> <ul style="list-style-type: none"> <li>Introduce LR2</li> <li>Read LR4–LR11</li> <li><input checked="" type="checkbox"/> Plan: Predict, Confirm Predictions</li> <li><input checked="" type="checkbox"/> Organize Ideas</li> <li><input checked="" type="checkbox"/> Identify Setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Reread Book 2</b> <span style="float: right;">CC.1.Rinf.10; CC.1.Rlit.7; CC.1.Rlit.10; CC.1.SL.1</span> <ul style="list-style-type: none"> <li>Read and Integrate Ideas LR2</li> <li><input checked="" type="checkbox"/> Plan, Preview, Predict</li> <li><input checked="" type="checkbox"/> Organize Ideas</li> <li><input checked="" type="checkbox"/> Identify Setting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li><b>Reading</b> <span style="float: right;">CC.1.SL.1.a; CC.1.W.1–3</span> <ul style="list-style-type: none"> <li>Connect Across Texts LR3</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Choose a Writing Option LR4–LR11</li> </ul> </li> </ul>

**ASSESSMENT & RETEACHING**

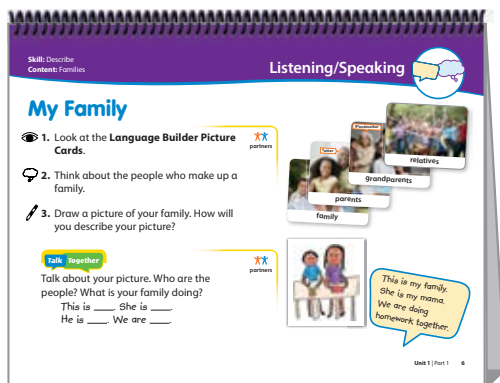


<ul style="list-style-type: none"> <li><b>Assessment &amp; Reteaching</b> T23a–T23b</li> <li><input checked="" type="checkbox"/> Foundational Skills A1.8–A1.10 <span style="float: right;">CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c</span></li> <li><input checked="" type="checkbox"/> Spelling Test T1j <span style="float: right;">CC.1.Rfou.3; CC.1.L.2.d–e</span></li> <li><input checked="" type="checkbox"/> Oral Reading Assessment A1.3–A1.7 <span style="float: right;">CC.1.Rfou.4</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reading Comprehension Test A1.11–A1.14 <span style="float: right;">CC.1.Rlit.3</span></li> <li><input checked="" type="checkbox"/> Reading Strategy Assessment LR17–LR18 <span style="float: right;">CC.1.Rinf.10</span></li> <li><input checked="" type="checkbox"/> Vocabulary Test A1.15–A1.17 <span style="float: right;">CC.1.L.4; CC.1.L.5.b; CC.1.L.6</span></li> <li><input checked="" type="checkbox"/> Grammar and Writing Test A1.18–A1.19 <span style="float: right;">CC.1.L.1; CC.1.L.1.b</span></li> <li>Reteaching Masters RT1.1–RT1.4</li> </ul>
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# Week 1 Learning Stations

## Speaking and Listening

### Option 1: My Family



**My Family**

1. Look at the Language Builder Picture Cards.

2. Think about the people who make up a family.

3. Draw a picture of your family. How will you describe your picture?

**Talk Together**  
Talk about your picture. Who are the people? What is your family doing?  
This is \_\_\_\_ She is \_\_\_\_  
He is \_\_\_\_ We are \_\_\_\_

*This is my family. She is my mama. We are doing homework together.*

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 6

Teacher's Guide on [NGReach.com](http://NGReach.com)

drawing paper • colored markers

Describe People

CC.1.SL.4

### Option 2: Describe a Family Member



### PROGRAM RESOURCES & MATERIALS

Digital Library Image: Language Builder Picture Cards B1, B2, B3, B5, B6, B7

drawing paper • colored markers

- Have children work in pairs. One child describes in detail a person from a picture card. The listener draws a picture based on this oral description.
- Have partners compare and discuss the card and the drawing.
- Have partners reverse roles and repeat.

Add Visuals to Clarify

CC.1.SL.5

## Language and Vocabulary

### Key Words

care • celebrate • family • family member  
help • holiday • home • meal • mother  
organize • play • purpose • world

### Option 1: Vocabulary Games



[NGReach.com](http://NGReach.com) Online Vocabulary Games

Determine the Meaning of Words

CC.1.L.4

### Option 2: My Vocabulary Notebook



[NGReach.com](http://NGReach.com) My Vocabulary Notebook

Have children expand word knowledge by:

- adding definitions, synonyms, antonyms, and images
- identifying all the vocabulary words that are nouns
- practicing writing the words.

Determine the Meaning of Words

CC.1.L.4

## Writing

### Option 1: Remember Good Times



**Remember Good Times**

1. When did you have a good time with your family? Draw a picture.

2. Share your picture with your partner. Ask:  
• Where did you go?  
• Why was it fun?

3. Write a sentence to answer each question.  
My family went \_\_\_\_  
It was fun because \_\_\_\_

**Talk Together**  
Share your pictures and sentences. Talk about how families have fun together.

*My family went to the fair. It was fun because we rode ponies.*

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 7

Teacher's Guide on [NGReach.com](http://NGReach.com)

drawing paper • colored markers

Focus on a Topic

CC.1.W.5

### Option 2: Write a Description

#### MATERIALS

drawing paper • colored markers

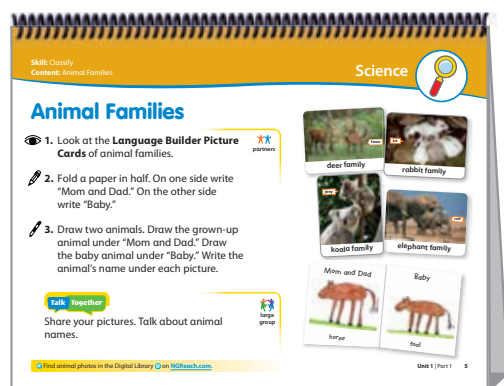
Have children draw a picture of a family celebration, such as a picnic in the park. Have children write sentences to describe the picture. Ask: *What did you do? Where did you go?* Provide sentence frames: *My family \_\_\_\_.*  
*We went to \_\_\_\_.*

Focus on a Topic

CC.1.W.5

## Cross-Curricular

### Option 1: Animal Families



**Animal Families**

- Look at the Language Builder Picture Cards of animal families.
- Fold a paper in half. On one side write "Mom and Dad." On the other side write "Baby."
- Draw two animals. Draw the grown-up animal under "Mom and Dad." Draw the baby animal under "Baby." Write the animal's name under each picture.

**Talk Together**  
Share your pictures. Talk about animal names.

Find animal photos in the Digital Library on [NGReach.com](http://NGReach.com)

#### PROGRAM RESOURCES & MATERIALS

**Cross-Curricular Teamwork Activities: Card 5**

**Teacher's Guide on** [NGReach.com](http://NGReach.com)

drawing paper • colored markers

Add Visuals to Clarify

CC.1.SL.5

### Option 2: Ask Questions



#### PROGRAM RESOURCES & MATERIALS

**Digital Library Image: Language Builder Picture Cards B9, B10, B11, B12**

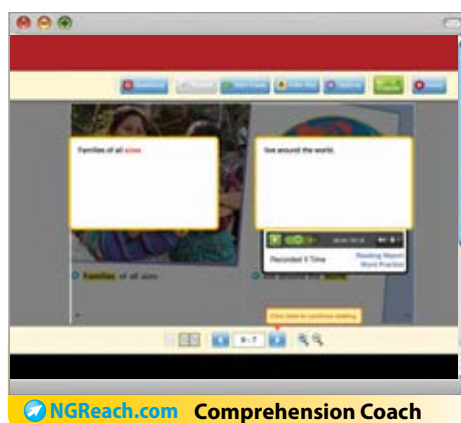
Have partners take turns pointing to a picture card and asking a question. For example, a child points to the picture of the elephant family and asks: *What are these animals? How are the mother elephant and the baby elephant the same? How are they different?* Then have children use illustration details or prior knowledge to answer the questions.

Ask and Answer Questions

CC.1.SL.2

## Reading

### Option 1: Comprehension Coach



[NGReach.com](http://NGReach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency

CC.1.Rfou.4

Read Informational Text

CC.1.Rinf.10

### Option 2: Talk About a Book



#### MATERIALS

*Families in Many Cultures*

Have partners read *Families in Many Cultures* together. Then have children take turns asking a partner what he or she likes and doesn't like about the selection. Have children summarize their conversation by completing these sentence frames: *One thing I like about this selection is \_\_\_\_\_. One thing I do not like about this selection is \_\_\_\_\_.*

See **Recommended Reading** on page LR12.

Participate in Conversations

CC.1.SL.1

## Intervention

### Option 1: Reteach Short *a*

#### PROGRAM RESOURCES

**Phonics Picture Card 167**

**Sound/Spelling Cards 5, 6, 7**

Use **Reteaching Routine 1**.



**Display the word:** *ant*.

- Say the word:** *ant*. Have children repeat.
- Read the word.** Point to the short *a* and ask: *What is the letter? What is the sound?*
- Scaffold spelling.** Say: *Ant. An ant is a small bug.* Have children say the word and the first sound and spell it. Refer to **Sound/Spelling Cards** for remaining sounds.

For **Reteaching Routine 1**, see BP36.

Decode Words with Short *a*

CC.1.Rfou.3

### Option 2: Phonics Games



[NGReach.com](http://NGReach.com) Online Phonics Games

Read with Fluency

CC.1.Rfou.4

For **Reteaching Masters**, see pages RT1.1– RT1.4.

#### Additional Resources

### ESL Kit



ESL Teacher's Edition pages T4–T23

# Week 1 Daily Spelling & Word Work

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Spell Words with *m, s, h, t*
- ✓ Spell Words with Short *a*
- ✓ Spell High Frequency Words

## SUGGESTED PACING

- DAY 1 Spelling Pretest
- DAY 2–4 Daily Practice Options
- DAY 5 Spelling Test

## Spelling Pretest

Day 1



## Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Short *a* Words

- |        |                             |
|--------|-----------------------------|
| 1. man | I read about a <b>man</b> . |
| 2. sad | He was <b>sad</b> .         |
| 3. hat | He lost his <b>hat</b> .    |
| 4. lap | It was in his <b>lap</b> !  |

### High Frequency Words

- |           |                                      |
|-----------|--------------------------------------|
| 5. find   | I cannot <b>find</b> my book.        |
| 6. has    | My brother <b>has</b> it.            |
| 7. have   | May I <b>have</b> a turn?            |
| 8. his    | It is <b>his</b> favorite book.      |
| 9. mother | My <b>mother</b> will read it to us. |
| 10. too   | She likes the book, <b>too</b> .     |

### More Words

Use these words and sentences for additional Pretest and Test items.

- |        |                                      |
|--------|--------------------------------------|
| 1. mat | We sit on the <b>mat</b> .           |
| 2. sat | We <b>sat</b> as she read.           |
| 3. mad | The boy in the story is <b>mad</b> . |
| 4. cap | He lost his <b>cap</b> .             |
| 5. dad | He asked his <b>dad</b> for help.    |
| 6. bag | They found it in his <b>bag</b> .    |

## Sort Pictures

Day 2



Option 1

### PROGRAM RESOURCES

My Letter Books: Practice Masters  
PM1.6–PM1.9

### MATERIALS

scissors

## Prepare

Have children cut out the pictures.

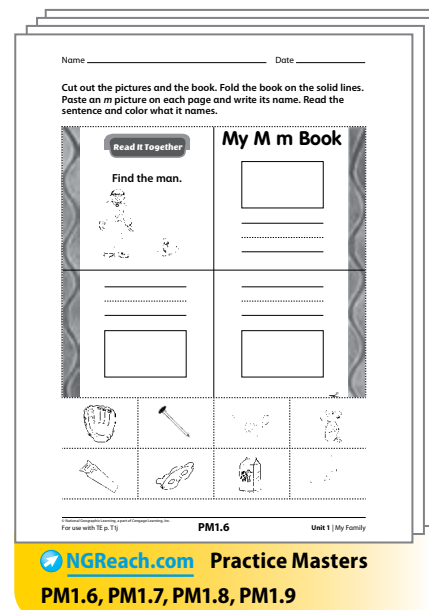
## Play a Game

- Name each picture. Have children sort the pictures that start with the sound for *m*.
- Have children paste a picture on each page of **My M m Book** and write or dictate its name.
- Repeat with the remaining letter books.
- Have partners complete the Read It Together.

Extend the activity by asking children to name other words that start with the sound of *m, s, h,* and *t*.

Decode Words with *m, s, h, t*  
Spell Words with *m, s, h, t*  
Spell New Words Phonetically

CC.1.Rfou.3  
CC.1.L.2.d  
CC.1.L.2.e



NGReach.com Practice Masters  
PM1.6, PM1.7, PM1.8, PM1.9

## Alphabetize

Day 2



Option 2

### PROGRAM RESOURCES

High Frequency Word Cards: Practice  
Master PM1.10

### MATERIALS

scissors

## Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

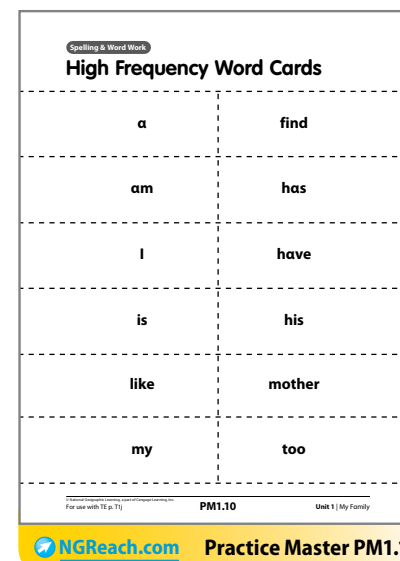
## Play a Game

- The groups turn cards face down and mix them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have each group remix the cards for another round.

After several rounds, determine the winner.

Spell High Frequency Words

CC.1.L.2.d



NGReach.com Practice Master PM1.10





## Play Memory

Day 3



Option 1

### Prepare

Display the spelling words.

### Play a Game

- Have one child choose a spelling word without telling his or her partner what word it is.
- The partner asks a series of yes-no questions, such as *Does it have a short a?* The child answers, based on the chosen word.
- The partner uses the child's answers to guess the word. To correctly guess the word, a child must say the word, then spell it aloud.
- Partners change roles and play with the new spelling word.
- Play continues until each spelling word has been used.

Decode Words with *m, s, h, t,* and Short *a*

CC.1.Rfou.3

Spell Words with *m, s, h, t,* and Short *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

## Play Twenty Questions Day 3



Option 2

### MATERIALS

index cards—32 per group

### Prepare

Distribute 32 cards to each group and have children write each spelling word on two index cards.

### Play a Game

- Have groups turn cards face down and mix them up.
- Children spread them on the table.
- Children take turns turning over two cards and reading the words. If the cards have the same word, he or she spells the word and keeps the cards.
- Play continues until all cards are matched. The winner is the child with the most cards.

Decode Words with *m, s, h, t,* and Short *a*

CC.1.Rfou.3

Spell Words with *m, s, h, t,* and Short *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

## Point to It

Day 4



Option 1

### PROGRAM RESOURCES

#### Letter Cards

### Prepare

Distribute **Letter Cards** for each spelling word to groups.

### Play a Game

- Have groups turn cards facedown and mix them up.
- On signal, each child in the group selects five cards. Children use the cards to try to build a spelling word.
- Children keep any cards that they do not use.
- On their next turn, children can draw five more cards or trade with another child for cards they need to build the spelling words.
- Play continues until each group has built all the spelling words.

Spell Words with *m, s, h, t,* and Short *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

## Build a Word

Day 4



Option 2

### MATERIALS

alphabet line • index cards with spelling words—1 set per pair of children

### Play a Game

- Have partners place the word cards face down in a pile.
- One child draws a card and reads aloud the word.
- The other child spells the word by pointing to each letter on the alphabet line in the correct order.
- Partners change roles and spell a new word. Have children play until they have spelled all the words.



Decode Words with *m, s, h, t,* and Short *a*

CC.1.Rfou.3

Spell Words with *m, s, h, t,* and Short *a*

CC.1.L.2.d

Spell High Frequency Words

CC.1.L.2.d

# Week 1 Daily Grammar

## OBJECTIVE

Thematic Connection: My Family

✔ Use Nouns

## COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Common Nouns

CC.1.L.1

CC.1.L.1.b

## Day 1

### PROGRAM RESOURCES

Nouns: eVisual 1.1

### MATERIALS

drawing paper • colored markers

## Teach the Rules

Use page T5f to introduce nouns. Point out that a noun names a person, place, or thing.

### Nouns

A noun names a person.	My <u>sister</u> plays with me.
A noun names a place.	We play at the <u>park</u> .
A noun names a thing.	We play with a <u>ball</u> .

[NGReach.com](#) Nouns: eVisual 1.1

## Play a Game

Have partners play “Find and Name.” Explain:

- Draw a picture. Then trade pictures with your partner.
- Name all the nouns in your partner’s picture. Count the nouns.
- Compare drawings and tallies with another pair. The pair with the most nouns wins.

## Differentiate

### BL Below Level

**ISSUE** Some children may have difficulty identifying nouns.

**STRATEGY** Point to people, places, and things in the classroom. Point to yourself and say: *I am a teacher. Teacher names a person. The word teacher is a noun.* Have children point to people, places, and things in the classroom and complete these sentence frames: \_\_\_\_\_ names a \_\_\_\_\_.  
The word \_\_\_\_\_ is a noun.

## Day 2

### PROGRAM RESOURCES

Singular and Plural Nouns:  
eVisual 1.2

### MATERIALS

game cards numbered 2–5 • multiple cards numbered 1 • small objects such as pencils

## Teach the Rules

Use page T7b to introduce singular and plural nouns. Explain that most plural nouns end with an -s.

### Singular and Plural Nouns

A singular noun names one person, place, or thing.	I have one <u>sister</u> .
A plural noun names more than one person, place, or thing.	You have two <u>sisters</u> .

[NGReach.com](#) Singular and Plural Nouns: eVisual 1.2

## Play a Game

Explain how to use the cards and items to play “Make a Match”:

- Place the number cards facedown in a pile.
- Draw a card. Read the number and place the matching number of items next to it. If the card says 2, place two objects next to it.
- Use the number and the objects in a sentence: I have two pencils.
- Play until each number card has been matched with objects.

## Differentiate

### EL English Learners

**ISSUE** In Chinese languages, Hmong, Korean, and Vietnamese, there are no plural forms for nouns.

**ISSUE** Help children practice forming plural nouns. Model adding an -s to the singular nouns used in the game. Read aloud each pair of words and have children repeat. Use the plural nouns in sentences to model.



# Day 3

### PROGRAM RESOURCES

**Irregular Plural Nouns: eVisual 1.3**  
**Tic Tac Toe Game: Practice Master PM1.14**

### MATERIALS

game markers, 2 colors, enough for each pair to have 9 of each color

## Teach the Rules

Use page T20–T21 to introduce irregular plural nouns. Point out that some nouns do not form the plural by adding a final -s.

### Irregular Plural Nouns

#### Names One

My father is a man.  
She has one child.  
The baby kicks his foot.

#### Names More Than One

Those two men are my uncles.  
They have three children.  
The baby has tiny feet.

[NGReach.com](http://NGReach.com) Irregular Plural Nouns: eVisual 1.3

## Play a Game

Distribute **Practice Master PM1.14**. Have pairs play **Tic Tac Toe**. Explain:

- *Take turns. Point to a word. Tell whether it names one or more than one.*
- *Use the word in a sentence. If your partner agrees, place a game marker in the square.*
- *For the middle square, name a noun and tell if it's singular or plural. Use it in a sentence.*
- *Play until someone places three markers in a row.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Nouns**

**Use Nouns**

1. Play Tic Tac Toe. Point to a square.
2. Say the word. Tell whether it names one or more than one person, place, or thing.
3. Use the word in a sentence.
4. If you choose the middle square, name your own noun. Complete steps 2 and 3.
5. Place your game marker in the square.

 child	 feet	 woman
 foot	<b>Draw a noun. Name it.</b>	 men
 man	 women	 children

For use with TE p. 11m PM1.14 Unit 1 | My Family

[NGReach.com](http://NGReach.com) Practice Master PM1.14

## Differentiate

### BL Below Level

**ISSUE** Children have difficulty identifying irregular plural nouns.

**STRATEGY** List the nouns used in the game. Before children play, read aloud each word and have children repeat. Ask them to tell if the word names one or more than one. Players can refer to the list.

# Day 4

### PROGRAM RESOURCES

**Write Nouns: Practice Master PM1.16**

## Grammar and Writing

Use page T21f to model noun usage in writing. Then distribute **Practice Master PM1.16**. Use the words in the word bank to review singular and plural nouns. Then read aloud each sentence and have children write the noun that correctly completes each sentence.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar and Writing**

**Write Nouns**

Singular Nouns	Plural Nouns
child	children
brother	brothers
house	houses

Read each sentence. Find a word from the word bank that completes the sentence. Write the word in the sentence.

1. My mom and dad are my (parent/parents).
2. They have two (child/children).
3. I have one (brother/brothers).
4. We live in a (house/houses).
5. We play many (game/games).
6. I love my (family/families).

For use with TE p. 11m PM1.16 Unit 1 | My Family

[NGReach.com](http://NGReach.com) Practice Master PM1.16

# Day 5

### PROGRAM RESOURCES

**Grammar and Writing Test**  
**Assessment Masters A1.18–A1.19**

## Review and Assess

Display the sentences below. Have small groups work together to underline the noun in each sentence and then write the plural form of the noun.

This is my mother.  
I am her child.  
We go to the park.  
We kick the ball.

Administer the **Grammar and Writing Test**.



Anthology

## OBJECTIVE

**Thematic Connection: My Family**

Preview Content

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Family Newsletter 1

### TECHNOLOGY ONLY

Unit 1 Build Background Video

## MATERIALS

drawing paper • crayons or markers • push pins



## MORNING WARM-UP

**What is your favorite family activity? Why?**

Form pairs and have partners turn and talk. Then have pairs join together and share their favorite family activities.

## Social Studies Background

### 1 Big Question Anthology page 2

Read aloud the Big Question. Explain that this unit is about families and the kinds of things they do together. Distribute Family Newsletter 1.

### 2 Share What You Know Anthology page 3

Activate prior knowledge: *What kinds of things does your family do together?*

Review the directions on page 3 and distribute materials. After each child completes steps 1 and 2, form small groups and complete step 3.

### 3 Build Background Video

Set a purpose for viewing: *Watch and listen for how families are alike and different.* Play and discuss the video: *How are families different?* (Possible response: Families are different sizes.) *What do families do together?* (Possible responses: share meals; have fun) *How are families around the world alike?* (Possible response: They love each other.)



Dear Family Member,

"What makes a family?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about families. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

#### Directions:

1. Talk together about activities you like to do as a family. Where do you like to go together? What do you like to do? Try to use some of the New Words in your discussion.
2. Use the space below to draw a picture of your family doing something together, or find a photo of an activity you have done together in the past.
3. Remind your student to bring the photo or completed picture to class.

#### What We're Reading

**"Mystery Bottle"**  
by Kristen Balouch  
In this story, a magical bottle sends a boy across the world to visit his grandfather.

**"Families in Many Cultures"**  
by Heather Adamson  
Families show the things they do together.

**"The World Is Your Family"**  
by Josh Thome  
In this magazine article, two young Explorers pass on a message about how to treat others.

**"Papa and Me"**  
by Arthur Dorros  
A boy describes a fun day spent with his father.

**"Postcard to Grandpa"**  
by Amy Tong  
In this postcard, a girl tells her grandfather about something fun she did in Arizona.

And more!



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Family Newsletter 1 | English

[NGReach.com](http://NGReach.com) Family Newsletter 1  
in seven languages

## COMMON CORE STANDARDS

### Speaking and Listening

Participate in Conversations CC.1.SL.1  
Ask and Answer Questions about Information Presented Through Media CC.1.SL.2

## Mini Lesson

### Identify Media Elements

**Explain:** *In a video, pictures and sounds work together to help you understand what you see and hear.* Play the **Build Background Video** a second time. Pause at 35 seconds to think aloud: *I notice that when the person speaking, or the narrator, says "a dad," the image of the dad becomes larger. Then I pay attention to this family member.*



[NGReach.com](http://NGReach.com) Build Background Video

Pause the video at 1:13 and at 1:17.

Have children explain how a split screen can help them understand several images at one time as the narrator is discussing them. At the end of the video, have children turn and talk about their favorite parts of the video.

# My Family

**?**  
**BIG**  
Question

**What makes a family?**

**Share What You Know**



- 1 Draw** your family doing something together. Hang your picture in the classroom.
- 2 Act out** what your picture shows. Can your class find your picture?
- 3 Say** something about your family and the picture.



Build Background: Watch a video about family activities.  
[NGReach.com](http://NGReach.com)

**STUDENT TECHNOLOGY**



Student eEdition



Video



Word Builder



Phonics Games

[NGReach.com](http://NGReach.com)

**Anthology**  
pages 2–3

## Unit Projects

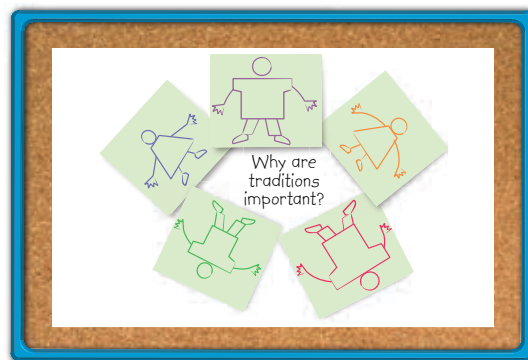
### 4 Introduce the Unit Concept Map

Review the Big Question. Ask children to flip through the unit pages and prompt them to predict. Ask: *What do you think you will learn?* Have pairs turn and talk about pages that they find interesting.

Post a class concept map. Explain:  
*As we go through this unit, we will organize our answers to the Big Question using a class concept map.*

Model: *In the video, I learned that **family members** love each other.* Record this idea on the class concept map. Ask: *What other ideas can we add from the video?*

(Possible response: Some **families** have two sets of parents.) Record children’s ideas on the map.



**Concept Map**

### 5 Preview Unit Projects

Point out the activities on page 65 of the **Anthology**. Explain: *At the end of the unit, you will choose one of these projects on the Big Question and share your work.* Read aloud the project options. Ask children to think about which option they will choose.

## Weekly Folder

- ✓ Word Portraits (T8, T21e)
- ✓ Writing (T5f, T7a, T20–T21, T21f, T22)
- ✓ Idea Web: **Practice Master PM1.11**
- ✓ Idea Web: **Practice Master PM1.18**

Sing with Me  
Phonics Songs Book**OBJECTIVES**

Thematic Connection: My Family

- ✓ Isolate Initial Sounds
- ✓ Identify and Write Sounds and Letters *m, s, h, t*
- ✓ Read and Spell High Frequency Words

**PROGRAM RESOURCES****PRINT & TECHNOLOGY**

Write-On/Wipe-Off Board

Sing with Me Phonics Songs Book, page 16

Sound/Spelling Cards 1, 2, 4, 5

Phonics Picture Cards 2, 3, 5, 7, 8, 10, 11, 13, 15, 16, 26, 27, 28, 30, 31, 79, 81, 82, 83, 84

Read On Your Own Book 1

Letters and Sounds: Practice Masters PM1.1–PM1.4

**TECHNOLOGY ONLY**Sing with Me Phonics Songs MP3 or CD 1,  
Tracks 4–5

Letter Cards

Phonics Games

## Phonological Awareness

### 1 Isolate Initial Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the beginning sound.
- **Say a word:** *cat*. Have children repeat the word.
- **Segment sounds:** */k/ /ă/ t/*. *What is the first sound you hear?* (*/k/*)
- **Say the sound again:** */k/*

For **Phonological Awareness Routine 1**, see page BP28.Repeat the routine with the words *dog* (*/d/*), *run* (*/r/*), *picnic* (*/p/*), *bat* (*/b/*).

## Check & Reteach

**OBJECTIVE:** Isolate Initial Sounds ✓Ask: *What is the beginning sound in tap?* (*/t/*)

If children did not say */t/*, say *tap* slowly, separating it into onset and rhyme: */t/ ap*. Have children repeat it several times and tap their fingers on the table for the beginning sound. Repeat with *tin*. Then continue with *mouse* (*/m/ouse*), *home* (*/h/ome*), *too* (*/t/oo*).

## Phonics

### 2 Learn Sounds and Letters */m/m, /s/s, /h/h, /t/t* ✓

Sing with Me Phonics Songs Book page 16









Scaffold language. Point to and name *house*, *mother*, *sister*, and *mouse* as children repeat. Play Tracks 4 and 5 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 2 Point to yourself.
- 3 Trace mouse's ears and a house in the air.
- 4 Make a "come here" wave.

Sing with Me Phonics  
Songs Book page 16**COMMON CORE STANDARDS****Reading**

Demonstrate Understanding of Phonemes	CC.1.Rfou.2
Isolate Initial Sounds	CC.1.Rfou.2.c
Read Irregularly Spelled Words	CC.1.Rfou.3.g
<b>Language and Vocabulary</b>	
Spell High Frequency Words	CC.1.L.2.d

Cover up *ce* and *ci\_* on **Sound/Spelling Card 1/s/** and *\_mb* on **Sound/Spelling Card 2/m/**. Then use **Decoding Routine 1** to connect sound and spelling /m/m. Repeat for /s/s, /h/h, and /t/t.

Step 1 Develop Phonological Awareness	/m/m	/s/s	/h/h	/t/t
1. Tell children: <i>These words have /m/ at the beginning.</i> <i>These words have /m/ at the end.</i>	man, mop, my am, him, drum	see, sun, sit us, bus, yes	he, have, house	too, ten, turn bat, net, sit
2. Tell children: <i>I will say a word. Listen for /m/. If you hear it, say, "Mmmm." If you don't hear it, don't say anything.</i> (The sound is not in <i>by, week, deck</i> .)	yum, by, map, room, week, moon, deck, mother	sad, sit, do, gas, we, soup	hat, hop, mud, home, how, side	hog, cat, top, milk, time, sun
Step 2 Introduce the Sound/Spelling				
1. Display the picture-only side of <b>Sound/Spelling Card 2</b> . Say: <i>mop</i> . Have children repeat.				
2. Say: /m/. Have children repeat.	Card 2 mop, /m/, m	Card 1 seed, /s/, s	Card 4 hand, /h/, h	Card 5 tiger, /t/, t
3. Turn the card over. Point to <i>m</i> and name the letter. Have children repeat.				
4. Give examples of words with /m/ in initial and final positions.	mat, may, men; hum, room	said, sail, sign; bus, gas, yes	hot, hill, him, horse	toe, tape, tub; jet, dot, goat
Step 3 Associate Sounds and Spellings				
1. Write <i>m</i> . Say: /m/. Have children repeat.	m	s	h	t
2. Display the picture-only side of <b>Phonics Picture Card 2</b> . Have children name the picture and say the beginning sound.				
3. Turn over the card to display the word and picture. Ask a volunteer to point to the letter that stands for /m/.	Card 2: man /m/ man ↑	Card 10: saw /s/ saw ↑	Card 27: hand /h/ hand ↑	Card 79: tape /t/ tape ↑
4. Repeat with <b>Phonics Picture Cards 3 and 5</b> .	Card 3: mask Card 5: moon	Card 11: seal Card 13: sign	Card 28: hat Card 30: hen	Card 81: tent Card 84: top

For **Decoding Routine 1**, see page BP32.












Read On Your Own Book 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Letter and Sound Mm**

Write the missing letter. Color each item named in the sentence.

1.  _ m o p _	2.  _ a n _	3.  _ a s k _
4.  _ o u s e _	5.  _ i l k _	6.  _ i t t _
7.  _ o o n _	8.  _ a t _	9.  _ a p _

**Read It Together** Find the man and the mat.

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### 3 Identify Sounds and Letters *m, s, h, t*

Read On Your Own Book 1 page 2

Distribute **Letter Cards** for *m, s, h,* and *t*. Display the picture-only side of **Phonics Picture Card 15**. Name the picture (soap) and have children hold up and name the letter that stands for the beginning sound. (*s*) Turn over the card, and point to the first letter as you say the word. Repeat with **Phonics Picture Cards 7** (mop), **31** (horse), **82** (tiger), **83** (tire), **8** (mouse), **26** (hammer), and **16** (sock).



Phonics Picture Card 15

Have children turn to **Read On Your Own Book 1** page 2. Review the sound/spellings and do the example together. Have partners take turns naming letters and matching them to the appropriate pictures. Assign **Practice Masters PM1.1–PM1.4** for more practice.

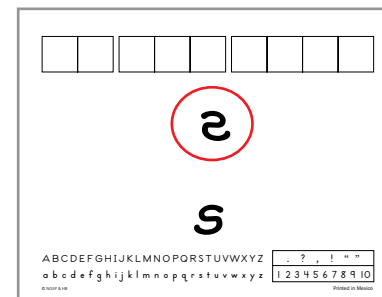
Children can also play **Phonics Games** at [NGReach.com](http://NGReach.com) to reinforce phonics skills.

### 4 Write Sounds and Letters *m, s, h, t*

Use **Dictation Routine 1** to have children practice spelling by writing on their **Write-On/Wipe-Off Boards** the letter that stands for the beginning sound in *soap, mop, horse,* and *tiger*.

- **Say a word:** *soap*.
- **Segment Sounds:** /s/ /ō/ /p/. *What is the beginning sound you hear? (/s/)*
- **Display Sound/Spelling Cards.** Have children match the beginning sound to a card. (card 1 /s/)
- **Repeat the word:** *soap*. Have children write the letter that stands for the beginning sound.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *mop, horse,* and *tiger*. (cards 2 /m/, 4 /h/, 5 /t/)

For **Dictation Routine 1**, see page BP35.



Write-On/Wipe-Off Board

Then say each of these words: *tire, mouse, hammer, sock*. Have children say each beginning sound and write its letter.

### Check & Reteach

**OBJECTIVE:** Identify and Write Sounds and Letters *m, s, h, t*

Check dictation words for the correct writing of letters *m, s, h, t*.

If children write the letters incorrectly, use the **Scripts for Letter Formation** to reteach.

For **Scripts for Letter Formation**, see page R11.

**Daily Language Arts**  
**Daily Spelling and Word Work** ✓  
Practice options on page T1j





## Sounds for m, s, h, t

Listen to the beginning sounds.

Example:



mouse



sun



sink



house



hat



table

2

## Key Words

Look at the pictures.

Read the sentences.

High Frequency  
Words

find
has
have
his
mother
too



### Mother

1. I **have** a **mother**.
2. I like my mother.
3. Sam **has** a mother, **too**.
4. **Find his** mother.

His mother  
has a hat!



Phonics Games  
NGReach.com

3

Read On Your Own Book 1  
pages 2–3

# High Frequency Words

## 5 Read and Spell Key Words Read On Your Own Book 1 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Word Routine 1**.

- **Say the High Frequency Word:** *find*.
- **Say a sentence with the word:** *I cannot find the mouse.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Word Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing so children can say the High Frequency Words. Then have partners work together to match each sentence to one of the pictures.

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words

Have children chorally read a word from the list on page 3, write the word, and hold up their papers. Scan for misspellings. Repeat for all words.

If children are spelling words incorrectly, have them work with a partner. Ask Partner A to say a word for Partner B to spell. Then Partner B says a word for Partner A to spell. Have children look at page 3 to check and correct their spelling.

## Differentiate

### EL English Learners

**ISSUE** English learners may not know meanings.

**STRATEGY** Use the gestures in parentheses and examples in blue to convey word meaning.

**find** *Let's find a girl in the picture.* (Point to girl in the first picture on page 3.) *When you want to find something, you look for it.*

**has** *One woman has a hat. Let's find the hat.* (Point to the hat.)

**have** *I don't have a hat. That means I don't own a hat.*

**his** (Point to Sam.) *Sam has hair on his head.* (Point to Sam's hair.) *"His hair" means that it is Sam's hair.*

**mother** *This is the girl's mother.* (Point to the girl's mother.) *Now let's find Sam's mother.* (Point.)

**too** *The girl is with her mother. Sam is with his mother, too.* (Point to mothers.) *Too means "also." Sam is with his mother also.*



Anthology

**OBJECTIVES****Thematic Connection: My Family**

- ✔ Use Social Studies Vocabulary in Speaking
- ✔ Preview and Set a Purpose

**PROGRAM RESOURCES****PRINT ONLY**Big Book: *Tortillas and Lullabies***PRINT & TECHNOLOGY**

Sing with Me MP3

Family Newsletter 1

**TECHNOLOGY ONLY**

Digital Library: Key Word Images

My Vocabulary Notebook

**MATERIALS**

colored markers • index cards • self-stick notes

## Academic Talk

**1 Describe** Anthology page 4

Tell children: *This song is about a **family** routine. A routine means doing the same things in the same way. Remind children that they follow routines in their classroom every day. Elicit some routines. Explain that routines make it easier to remember what to do.* Review the previously taught High Frequency Words *help, like, and my*. Play the song and have children follow in their books on page 4 as they sing.

Then say: *When we tell about something we do, or an action, we describe it.* Explain that in this song: *The girl tells about a routine she follows at home.* Ask: *What routines do you follow at home to get ready for school?*

After children listen to and sing “Our Routine,” have pairs work together to draw pictures of a classroom routine. Have children use the drawings and their own words to describe their pictures to one another and listen attentively when others talk about their pictures. Remind them to speak one at a time and listen to others when it is their turn to speak.

## Social Studies Vocabulary

**2 Key Words** ✔ Anthology page 5

Use **Vocabulary Routine 1** to teach the words.

- **Pronounce the word and point to its picture:** **holiday**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** A **holiday** is a special day we celebrate.
- **Elaborate:** On a **holiday**, we might give and receive gifts. We might eat a special **holiday meal** with family members. Many people may gather at our **homes**.

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

**Key Words**

family • family member  
holiday • home • meal

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *home*.

For **Writing Routine 1**, see page BP56.

**COMMON CORE STANDARDS****Reading**

Read with Accuracy and Fluency	CC.1.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression	CC.1.Rfou.4.b
Identify Who Is Telling the Story	CC.1.Rlit.6
Read Prose	CC.1.Rlit.10

**Writing**

Focus on a Topic	CC.1.W.5
------------------	----------

**Speaking and Listening**

Follow Rules for Discussion	CC.1.SL.1.a
Describe Events	CC.1.SL.4

**Language and Vocabulary**

Use Common Nouns	CC.1.L.1.b
Determine Meaning of New Words	CC.1.L.4
Use Words and Phrases	CC.1.L.6



- help
- like
- my

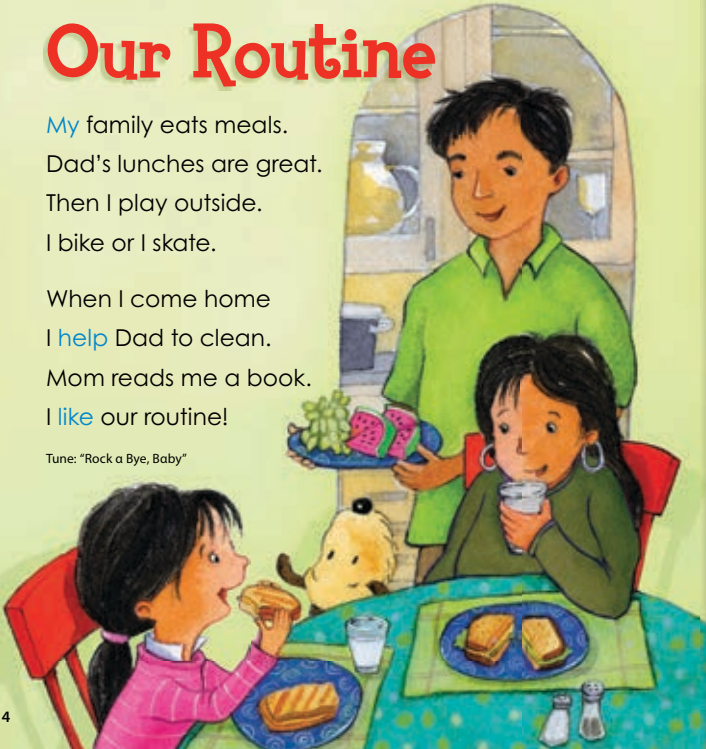
## Describe

Listen and sing. **Song** ((MP3))

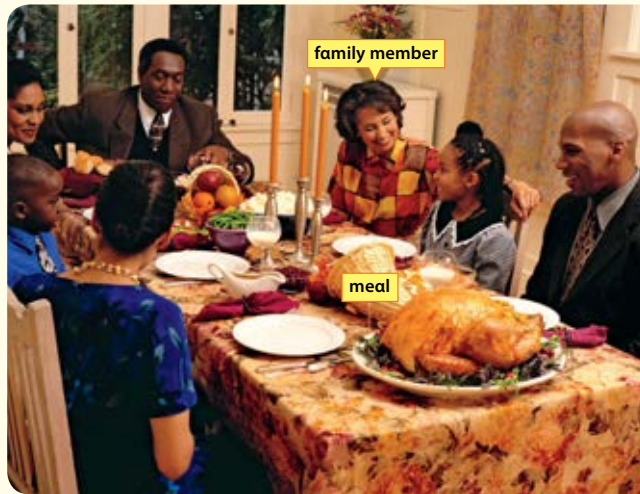
# Our Routine

My family eats meals.  
Dad's lunches are great.  
Then I play outside.  
I bike or I skate.  
  
When I come home  
I **help** Dad to clean.  
Mom reads me a book.  
I **like** our routine!

Tune: "Rock a Bye, Baby"



## Key Words



▲ A family holiday at home.

### Talk Together

What is each family member doing? Tell your partner. Name your family members.

### STUDENT TECHNOLOGY



Student eEdition



Sing with Me



Digital Library



My Vocabulary Notebook

NGReach.com

Have partners take turns repeating the **Vocabulary Routine 1** (see T4) for each word. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

### 3 Talk Together Anthology page 5

Have partners talk about what each member of the family in the illustration on page 4 is doing. Then have them repeat with the photo. If needed, provide the following sentence frames to help them say complete sentences: *The sister eats \_\_\_\_\_. The father has \_\_\_\_\_. The mother drinks \_\_\_\_\_. The daughter \_\_\_\_\_.*



NGReach.com My Vocabulary Notebook

Anthology  
pages 4–5

## Differentiate

### EL English Learners

**ISSUE** Children do not understand the definitions.

**STRATEGY** Provide translations of **Key Words** and have children use each one in a sentence. Access **Family Newsletter 1** for translations in seven languages. Use cognates for Spanish speakers:

*family/familia*

*family member/ miembro de la familia*

*routine/rutina*

### BL Below Level

**ISSUE** Children need help with vocabulary.

**STRATEGY** Use the illustration and photo on pages 4 and 5 and point to examples of the words. Have children complete sentence starters such as *The girl is a **family member** because...* (Possible response: because she is part of the **family**)

## Check & Reteach

**OBJECTIVE:** Use Social Studies Vocabulary in Speaking ✓

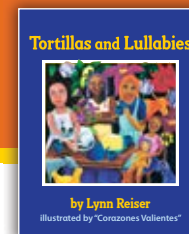
Circulate as partners do the **Talk Together** activity. Listen for any incorrect usage of the social studies vocabulary and High Frequency Words.

If children use words incorrectly, point to the photo and ask clarifying questions.

*What is the **family** doing?* (eating turkey at a **holiday** dinner)

*Which **family member** is speaking?* (the daughter)

*How can you tell that this is a **holiday meal**?* (They are dressed up, and the **home** is decorated.)



Big Book

## Comprehension

### 4 Preview and Set a Purpose Big Book page 32

Display and read aloud page 32 of *Tortillas and Lullabies*. Explain that *preview* means to look at pictures and words before you read. After you preview, you can decide why you want to read. You set a purpose, or reason, for reading.

Model how to preview and set a purpose using the title and the picture. Say:

- *I read the title. It tells that the story is about tortillas and lullabies. I see people sitting at a table with tortillas on it*
- *I want to find out who they are and what they are doing.*

Tell children that another purpose can be to find out who is telling the story. *When you read, it is important to know who is telling the story to help you understand what is happening.* Explain that words such as *I, me, or my* tell who is telling the story.

See **Differentiate**

## Differentiate

### AL Above Level

**ISSUE** Children easily set a purpose for reading.

**STRATEGY** Challenge children to support their purposes. Provide this sentence frame: *I want to find out \_\_\_\_\_ because \_\_\_\_\_.*

### Check & Reteach

**OBJECTIVE:** Preview and Set a Purpose 

Choose a book from your classroom library and display the cover. Ask: *What purpose would you set for reading this book?*

For children who have difficulty setting a purpose, ask clarifying questions: *What do you see on the cover? What does the title tell you about the book? What do you want to find out about the book?*

## Big Book Read-Aloud

### 5 Share a Story **Big Book** pages 5, 11, 17, 23, 32

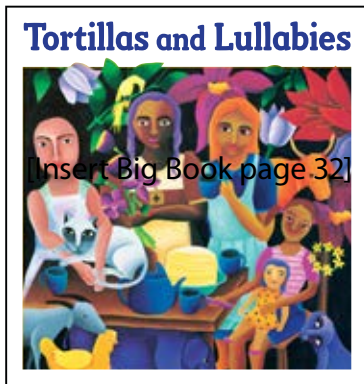
Display page 5. Model setting a purpose for this part.: *The title of this part is Tortillas. Let's read on to find out more about the tortillas.*

Have children preview pages 11, 17, and 23. Have them use the sentence frames on page 32 to set a purpose for reading each section. Remind children also to read to find out who is telling the story.

## Learn to Plan

**Preview.** Read the title and look at the picture. What do you see?

**Set a purpose.** What do you want to know about the family?



### How to Plan

- |  |  |
|--|--|
| <p> 1. Preview: Read the title and look at the pictures.</p> <p> 2. Set a Purpose: Decide what you want to find out while reading.</p> <p> 3. Read for your purpose.</p> | <p>I read ____ I see ____</p> <p>I want to find out ____</p> <p>I read that ____</p> |
|--|--|

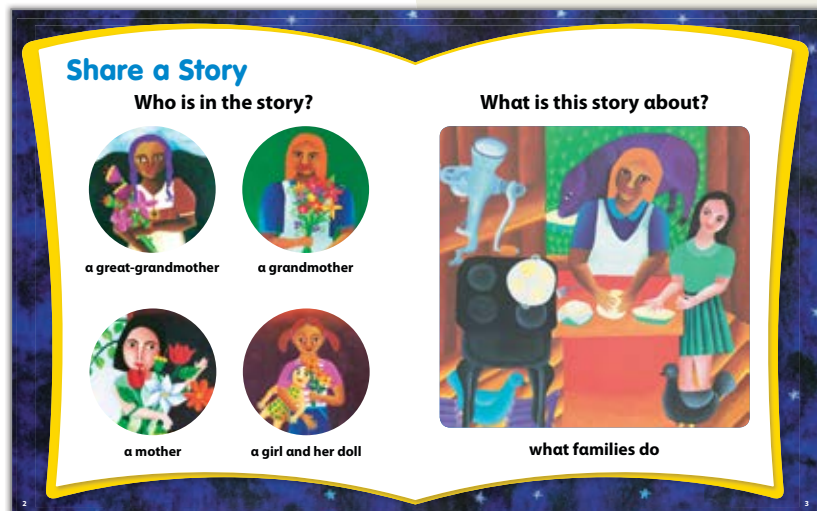
Big Book page 32

**SOCIAL STUDIES BACKGROUND** Explain what tortillas are:

- *Tortillas are thin, flat, and round. They are made of corn or flour.*
- *Cooks make small balls of tortilla dough, roll them out into big, thin circles, and cook them in a skillet.*
- *Tortillas are used in Mexican dishes such as enchiladas, burritos, and quesadillas.*

Display and read the Share a Story on **Big Book** pages 2–3.

**GENRE** Define the genre: *Realistic fiction stories tell about characters who are not real, but who do things that real people might do. The events never happened, but they could happen.* Read aloud pages 4–31 of *Tortillas and Lullabies*. Use the questions on pages T5c–T5f to build comprehension on the first read (Day 1) and second read (Day 2).



Big Book pages 2–3

## Comprehension Focus

FIRST READ

SECOND READ

### Day 1 Listen and Comprehend

- Active Reading
- ✓ Preview and Set a Purpose

### Day 2 Listen and Analyze

- ✓ Organize Ideas
- Critical Thinking




Big Book pages 4–5



1 My great-grandmother made tortillas for my grandmother. 2

3

4 My grandmother made tortillas for my mother. 3


Big Book pages 6–7



1 My mother made tortillas for me. 3

4 and I made tortillas for my doll.

Big Book pages 8–9



1

2 Every time it was the same, but different. 2



Big Book pages 10–11

## Fluency ✓

**Phrasing** Explain the concept: *When reading aloud, fluent readers read groups of words together rather than reading one word at a time. You can pause, or take a breath, between groups of words or phrases.* Model phrasing as you read the story, and then have children read along with you using proper phrasing.

## Build Comprehension

### FIRST READ

#### Day 1 Listen and Comprehend

- 1 **Preview and Set a Purpose** ✓ Preview the pictures on pages 6–9. *What do you see?* (tortillas, girls, a doll) *What do you want to find out?*
- 2 **Active Reading** Have children chime in as you read the verb phrases *made tortillas, gathered flowers, washed a dress, and sang a lullaby.* Then have them repeat, “Every time it was the same, but different.”

### SECOND READ

#### Day 2 Listen and Analyze

- 3 **Organize Ideas** ✓ *What pattern do you see in how the people are listed?* (oldest to youngest)
- 4 **Identify the Narrator** *Who is telling the story?* (the girl) *How do you know?* (She uses the words *I* and *my*.)



My grandmother gathered flowers for my great-grandmother.



My mother gathered flowers for my grandmother.



I gathered flowers for my mother,



and my doll gathered flowers for me.

Big Book pages 12–13

Big Book pages 14–15



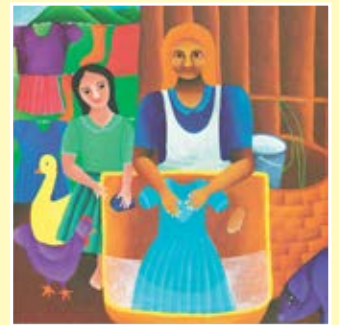
7 Every time it was the same, but different.



Big Book pages 16–17



My great-grandmother washed a dress for my grandmother. 6



My grandmother washed a dress for my mother. 6

Big Book pages 18–19

## Build Comprehension

### FIRST READ

#### Day 1 Listen and Comprehend

- 5 **Active Reading** Have children act out making tortillas, gathering flowers, washing a dress, and singing a lullaby while rocking a baby to sleep.

### SECOND READ

#### Day 2 Listen and Analyze

- 6 **Determine Sequence** *In what order are the characters listed?* (great-grandmother, grandmother, **mother**, and girl)

See **Differentiate**

- 7 **Make Connections** *How is your family like this family?*

- 8 **Organize Ideas** ✓ *How do the chapter titles and numbers help you organize ideas?* (Possible response: They help me keep the activities the **family** does together in my mind.)

## Differentiate

### SN Special Needs

**ISSUE** Children have difficulty recognizing the pattern.

**STRATEGY** Organize children into four groups and assign each group the role of one character in the story. As you read, have each group mime the actions taking place as their assigned character does them. Point to each group to signal when to mime. Then reread so children can mime without your prompts.

### EL English Learners

**ISSUE** Children do not know the difference between family members mother, grandmother, and great-grandmother.

**STRATEGY** Provide translations for English learners, such as *mother/madre, grandmother/abuela, and, great-grandmother/bisabuela.*



My mother washed a dress for me, **6**



and I washed a dress for my doll.

Big Book pages 20–21



Every time it was the same, but different.



Big Book pages 22–23

### FOUR 4 Lullabies 8



23



My great-grandmother sang a lullaby to my grandmother. **2**



My grandmother sang a lullaby to my mother. **2**

Big Book pages 24–25



My mother sang a lullaby to me, **2**



and I sang a lullaby to my doll— **2**

Big Book pages 26–27

## Build Comprehension

### FIRST READ

#### Day 1 Listen and Comprehend

- 1 Preview and Set a Purpose** ✓ After page 28, ask: *What do you want to find out about next?* (Possible response: what lullaby they will sing)
- 2 Active Reading** To help them recognize the pattern, have children repeat after you as you say the words *great-grandmother, grandmother, mother, me, I, and doll.*

### SECOND READ

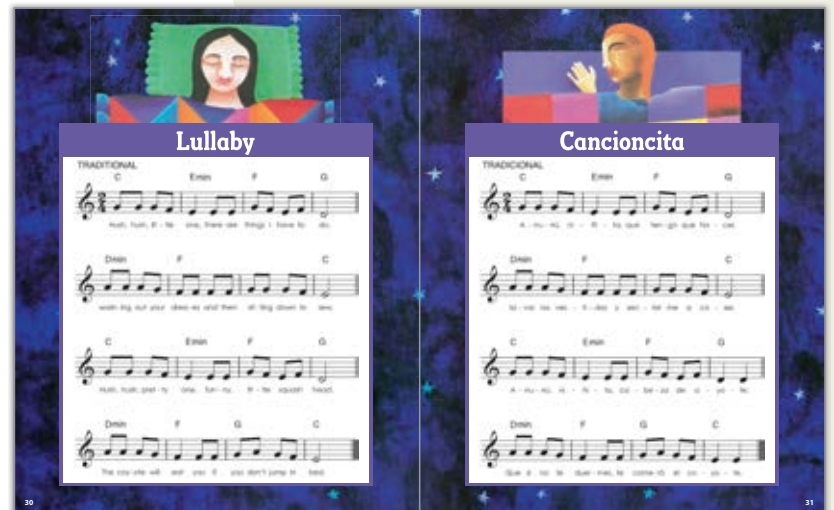
#### Day 2 Listen and Analyze

- 3 Organize Ideas** ✓ Remember that you organize ideas around a big idea. *What is the big idea of the story?* (Family members do things for each other.)
- 4 Analyze Setting** *Where does the story take place?* (at the family's **home**) *What do you think it is like there?* (Possible responses: loving; happy; friendly)





Big Book pages 28–29



Big Book pages 30–31

## Writing

### 6 Write About Families

Have children form small groups. Display the following sentence frames. Tell children to each pick one frame, copy it, and fill in the blanks with names of family members.

My \_\_\_\_ cooks for \_\_\_\_.

My \_\_\_\_ drives \_\_\_\_.

My \_\_\_\_ buys food for \_\_\_\_.

My \_\_\_\_ lifts heavy things for \_\_\_\_.

My \_\_\_\_ washes the dishes for \_\_\_\_.

When they finish writing, have each child say one completed sentence aloud. Then have them discuss why it is important to do things together as a family, just like the family in *Tortillas and Lullabies*.



### Daily Language Arts

#### Daily Grammar

Point out common nouns throughout the **Big Book**, such as *grandmother*, *dress*, and *mother*. Then use the Daily Grammar lesson on page T11 to teach common nouns.

**WRAP-UP** Remind children that they discussed their favorite family activity at the beginning of the day. Have them compare what their family members do for each other during this activity to what the family members in *Tortillas and Lullabies* do for each other. Prompt them with questions: *Does someone cook? Does someone drive? Does someone do the laundry? Does someone bring gifts?*

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Isolate Initial Sounds
- ✓ Identify and Write Sounds and Letters *m, s, h, t*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Write-On/Wipe-Off Board

Sound/Spelling Cards 1, 2, 4, 5

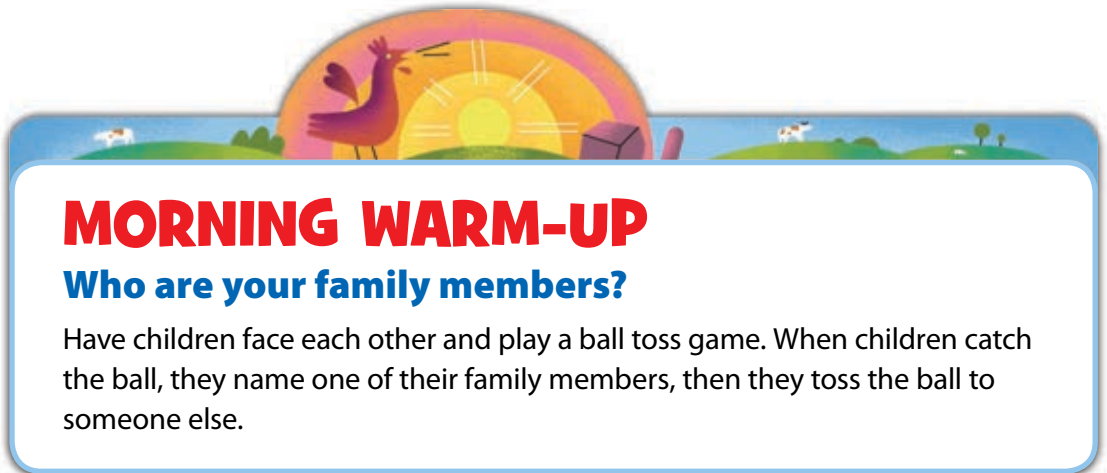
Phonics Picture Cards 2, 4, 6, 12, 14, 26, 32, 80, 85

Handwriting: Practice Master PM1.5

Read On Your Own Book 1

### TECHNOLOGY ONLY

Letter Cards



## MORNING WARM-UP

### Who are your family members?

Have children face each other and play a ball toss game. When children catch the ball, they name one of their family members, then they toss the ball to someone else.

## Phonological Awareness

### 1 Isolate Initial Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the beginning sound.
- **Say a word:** *mom*. Have children repeat the word.
- **Segment sounds:** /m/ /ō/ /m/. *What is the first sound you hear?* (/m/)
- **Say the sound again:** /m/.

For **Phonological Awareness Routine 1**, see page BP28.

Have children repeat the routine with the words *son* (/s/), *his* (/h/), and *toss* (/t/).

## Check & Reteach

**OBJECTIVE:** Isolate Initial Sounds ✓

Ask: *Which word begins with /m/: mitt or sell?* (mitt)

If children did not say *mitt*, have them repeat the beginning sound and each word several times (/m//m/, *mitt*; /s//s/, *sell*). Ask: *Which word begins with /m/?* Repeat by asking which word begins with /t/: *tape* or *have*.

## Phonics

### 2 Identify Sounds and Letters *m, s, h, t* ✓

**REVIEW** Cover up the spelling *\_mb* on **Sound/Spelling Card 2** and display it. Ask: *What's the picture?* (mop) *What's the beginning sound?* (/m/) *What's the spelling?* (m) Repeat for **Sound/Spelling Cards 1** /s/, 4 /h/, and 5 /t/.



## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Phonemes CC.1.Rfou.2

Isolate Initial Sounds CC.1.Rfou.2c

Read Irregularly Spelled Words CC.1.Rfou.3.g

Read with Fluency CC.1.Rfou.4

### Language and Vocabulary

Print Letters CC.1.L.1.a

Spell High Frequency Words CC.1.L.2.d

Use **Letter Cards** *m, s, h, and t*. Display the picture-only side of **Phonics Picture Card 2**, and name the picture. (man) Have a volunteer place the card under the matching letter that stands for /m/. Turn the card over to check correctness. Continue with the following cards in random order: **4** (mitten), **6** (monkey), **12** (seven), **14** (sink), **26** (hammer), **32** (hose), **80** (teapot), **85** (turtle).

### 3 Write Sounds and Letters *m, s, h, t* ✓

Have children practice spelling the first sound in *soon, help, milk, and take*. Say the word and have children repeat. Ask children to match the beginning sound in the word to the spelling on the **Sound/Spelling Card**. Prompt children to write the spelling on their **Write-On/Wipe-Off Boards**. Repeat with *how, toe, make, soup*.

#### Check & Reteach

**OBJECTIVE:** Identify and Write Sounds and Letters *m, s, h, t* ✓

Say: *make*. Ask children to write the correct spelling for the beginning sound.

If children do not write *m*, display *m* and ask children to say its sound. Ask children to name other words they know that begin with /m/. Display their answers. Then erase the *m* in each word and ask volunteers to rewrite it. Repeat for *s, h, and t*.

## High Frequency Words

### 4 Read and Spell Key Words ✓

Display and read the sentences below. Say the underlined word. Reread the sentences, having children clap when they hear the word. Distribute **High Frequency Word Cards** for the underlined words. Reread. Have partners place their word cards on the matching word.

mother	I am a <u>mother</u> .
his	I am <u>his</u> mother.
have	I <u>have</u> a mother.
too	I have a sister, <u>too</u> .
has	My sister <u>has</u> a mother and a sister.
find	<u>Find</u> the mother and her son.

Assign **Practice Master PM1.5**.

#### Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words ✓

Have children work in pairs. One child spells a word from **Practice Master PM1.5**, and his or her partner says the word.

For children who misspell or say the wrong word, use **High Frequency Word Routine 2**.

For **High Frequency Word Routine 2**, see page BP37.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Handwriting**

### High Frequency Words

Trace each word two times and then write it.

find find find

has has has

have have have

his his his

mother mother mother

too too too

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For use with TE p. T5h **PM1.5** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com) Practice Master PM1.5



### Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T1j



Read On Your Own Book 1

### A Family

by Lada Kratky

I have a mother.

I have a mother, too.

I have a sister.

I have a sister, too.

### Legend

- words with *m, s, h, t*
- high frequency words
- \* story words

Read On Your Own Book 1  
pages 4–7

## Differentiate

### BL Below Level

**ISSUE** Children cannot yet identify letter/sounds *m, s, h, t*, and other previously taught phonic elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 1	Teacher's Edition
words with initial consonants	mother (pages 4, 5)	/m/m (page RS19)
	my (page 10)	
	sister (pages 6, 7)	/s/s (page RS19)
	house (pages 8, 9)	/h/h (page RS19)
words with short vowels	family (page 10)	/f/f (page RS19)
	have (pages 4, 5, 6, 7, 8, 9)	/ă/a (page RS29)
	mother (pages 4, 5)	/ô/o (page RS33)
	sister (pages 6, 7)	/î/i (page RS31)
	family (page 10)	

### AL Above Level

**ISSUE** Children can quickly decode the passage.

**STRATEGY** Challenge children to write a list of the people in their family.

## Decodable Reading

### 5 Read "A Family" Read On Your Own Book 1 pages 4–10

Use the photos to preteach the story words *sister* (page 6) and *family* (page 10). Then use gestures to preteach the story word *house* (page 8). Use **Decoding Routine 4** to conduct two readings of "A Family." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

#### FIRST READ

### Day 2 Decode and Self-Correct

Have children take turns reading aloud. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

#### SECOND READ

### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on rate and accuracy. Use the following questions to build comprehension.

- Identify Details** *Look at page 4. What does the girl have?* (She has a mother.) *Does the boy have a mother, too?* (Yes.)
- Make Comparisons** *How are the girl and the boy alike?* (They both have a mother, a sister, a house, and a family.) *How are they different?* (Possible response: The girl has a yellow house. The boy does not.)
- Make Connections** *What other kinds of houses are there?* (Children's responses may include apartments and houses of different sizes, colors, materials, and so on.)
- Draw Conclusions** *Look at the pictures on page 10. Who says, "I like my family"?* (The girl and the boy both say, "I like my family.")

For **Decoding Routine 4**, see page BP34.



Practice Phonics

**Sounds for m, s, h, t**

Name each object in the picture. Listen to the sound at the beginning of each word. Point to the letter that makes the sound.

m s h t

**Talk Together**

Talk about the picture. Then tell what sound you hear at the beginning of each thing you see.

I see two sisters.

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Read On Your Own Book 1  
pages 8–11

## Practice Phonics

### 6 Words with *m, s, h, t* ✓ Read On Your Own Book 1 page 11

Have children name the letters in the box. Then name the following items in the picture and have children find and point to each one: *hat, mat, milk, mother, mug, salt, sink, sister, soap, soup, toast*.

See **Differentiate**

### 7 Talk Together Read On Your Own Book 1 page 11

Have partners turn and talk about what they see in the illustration. Encourage them to use the *m, s, h, t* words they identified in the illustration and the sentence frame: *I see \_\_\_\_\_*. Have children tell what sound begins each word they use to complete the frame. (Possible answers: *I see two sisters. I see a hat. I see a mother.)*

## Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from “A Family.” Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

## Differentiate

### SN Special Needs

**ISSUE** Children with some learning differences may struggle with letter sounds.

**STRATEGY** Tell children you are going to say some words. For words that begin with /m/, they should move around in their seats. For words with /s/, they should stamp their feet. For words with /h/, they should hold up their hand. For words with /t/, they should tap their desks. Say the words from **Practice Phonics** and allow time for children to do the motions. Ask children to repeat the sounds as they move.



Anthology

### OBJECTIVES

**Thematic Connection: My Family**

- Organize Ideas
- Use Academic Vocabulary in Speaking

### PROGRAM RESOURCES

PRINT ONLY

**Big Book:** *Tortillas and Lullabies*

PRINT AND TECHNOLOGY

**Idea Web:** Practice Master PM1.11

TECHNOLOGY ONLY

**Digital Library:** Key Word Images

**My Vocabulary Notebook**

### MATERIALS

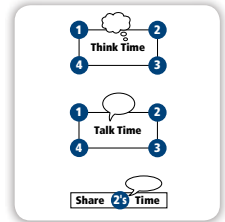
large pieces of paper • markers

## Academic Talk

### 1 Discuss Family Activities

Say: *Families do all kinds of things together. What do you do with your family?* Use **Numbered Heads Together** to have groups discuss activities their families like to do together. Have one child from each group report the family activities to the class.

For **Numbered Heads Together**, see page BP61.



Numbered Heads Together

## Comprehension

### 2 Organize Ideas Anthology page 6

Point to the idea web on page 6. Say: *A web such as this one is used to organize ideas. When you organize things, you group them together. This web tells about what families do together.* Point to the text in the center box. Say: *This is the big idea.* Ask the children what things belong in the circles. (activities families do together) These activities are smaller parts that tell more about the big idea.

### Check & Reteach

**OBJECTIVE:** Organize Ideas

Point to the square and the circles in the web. Ask: *Which tells the big idea?*

For children who do not recognize the big idea as the most important part, ask: *Why is the square in the middle of the web? (It is the big idea.) What information do you write in the circles? (parts that tell more about the big idea)*

### 3 Talk Together Anthology page 6

Have children form pairs to discuss what their families do. Then distribute **Practice Master PM1.11** for children to complete. Have them use their family activities to complete the circles on the idea web. Remind children that the family activities discussed in the Academic Talk activity can also be placed in the circles. Then have partners use their webs to talk about the big idea.

See **Differentiate**

## Academic Vocabulary

### 4 More Key Words Anthology page 7

Use **Vocabulary Routine 1** and the images on page 7 to teach the **Key Words**.

- **Pronounce the word and point to its picture:** **care**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** To **care** for something or someone is to look after it, him, or her.
- **Elaborate.** Relate the word to your experience: *I care for my dog by walking her every day. We care for each other when we help each other learn.*

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *meal*.

For **Writing Routine 1**, see page BP56.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Idea Web**

### Organize Ideas

Write about what your family does together.

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NGReach.com Practice Master PM1.11

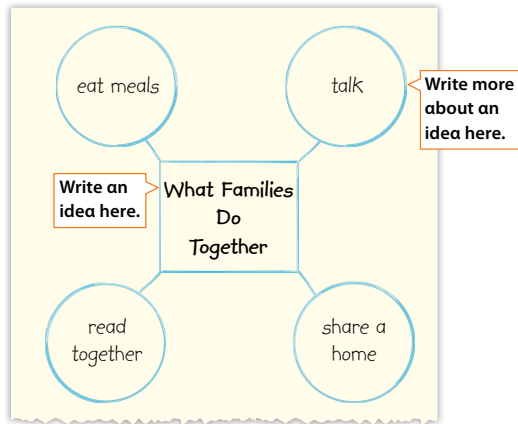
### COMMON CORE STANDARDS

<b>Reading</b>	
Use Illustrations and Details to Describe	CC.1.Rlit.7
Read Prose	CC.1.Rlit.10
<b>Writing</b>	
Focus on a Topic	CC.1.W.5
<b>Language and Vocabulary</b>	
Use Common Nouns	CC.1.L.1.b
Determine Meaning of New Words	CC.1.L.4



## Organize Ideas

Idea Web



### Talk Together

Tell your partner what your family does. Make a new idea web. Write in the circles.



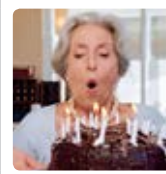
## More Key Words

**care**



I **care** for my plant.

**celebrate**



We **celebrate** grandma's birthday.

**help**



I **help** carry the clothes.

**play**



We **play** a game.

**world**



There are many people and places in the **world**.

### Talk Together

Use one **Key Word** in a sentence.

I **celebrate** when I get a good grade.

• High Frequency Word

Add words to My Vocabulary Notebook.

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Anthology  
pages 6–7

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

Have partners take turns repeating **Vocabulary Routine 1** (see page T6) for each word on page 7. Have children add the words to **My Vocabulary Notebook**.



### 5 Talk Together Anthology page 7

Read the directions and examples. Have pairs take turns using each **Key Word** in a simple sentence. Then have volunteers share one sentence with the class.

## Check & Reteach

**OBJECTIVE:** Use Academic Vocabulary in Speaking ✓

Ask children to give examples of each **Key Word**, such as: *What are some things you **celebrate**?* (Possible response: I **celebrate** a holiday, a birthday, a special occasion, or a good grade.) Ask children to answer orally, using complete sentences.

If children have difficulty using the words in sentences, point to a picture of a **Key Word** and read the sentence below it. Have children give one more example of the word using the same sentence pattern. (Possible response: I **help** with the dishes.)

## Differentiate

### BL Below Level

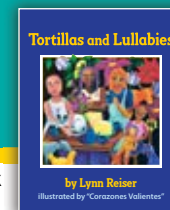
**ISSUE** Children struggle with organizing ideas.

**STRATEGY** Have partners draw pictures of what they do with their families. Then post their pictures around the phrase “What Families Do Together,” and draw a line from the pictures to the big idea. Encourage them to talk about the activities shown in each picture. Prompt them to use words or phrases from their descriptions to complete their idea webs.

### AL Above Level

**ISSUE** Children organize ideas easily.

**STRATEGY** Have children expand their idea webs to include things such as where each activity is done (e.g., at home, at the park, inside, outside, etc.) or what things families need for each activity (e.g., bat, ball, net, picnic basket, etc.).



Big Book

## Listen Again and Analyze

### 6 Build Comprehension **Big Book** pages 4–31

Use the **Listen and Analyze** questions on T5c–T5e as you reread *Tortillas and Lullabies* and practice organizing ideas.



Have children set a purpose for listening again to *Tortillas and Lullabies*. Suggest: *Let's set a purpose for listening again to Tortillas and Lullabies. Let's listen to find out the big idea of the book and the details that support it.*

### 7 Meet the Author and Illustrators **Big Book** back cover

Display the back cover and read the biographies aloud. Say: *The words and pictures tell us that Corazones Valientes is a group of painters who paint pictures of family, friends, and places they want to go. What would you paint to show what your family does?* (Possible responses: I would paint my family eating dinner together. I would paint my family going on a trip together.)

## Writing

### 8 Writer's and Illustrators' Craft

Read aloud the **Writer's and Illustrators' Craft**. Explain that the writer, Lynn Reiser, tells the story with words. The illustrators, Corazones Valientes, tell the story with pictures.

Use a Think Aloud to model how the words and pictures work together.

Read	Think Aloud
Every time it was the same, but different.	<i>Every time the author repeats this sentence, the pictures show me four people doing the same thing in different ways. I can see that the great-grandmother washes a dress by hand and the mother washes a dress in a machine. They both wash dresses for someone else, but in different ways.</i>

Direct children to a few more illustrations. Discuss how the illustrators show the different places and the different people. Point out the expressions on the people's faces.

Next, discuss how Lynn Reiser sometimes uses pictures to inspire her writing. Say: *Look at the picture. Think of other words that could go with it.* Ask children to write a sentence that goes with the picture.



## Meet the Author Lynn Reiser



When **Lynn Reiser** writes a story, she likes to make the words and pictures go together. She sometimes gets her ideas when she is gardening or exercising. She writes wherever she goes, even on planes and trains.

## Meet the Illustrators “Corazones Valientes”

“**Corazones Valientes**” is a group of painters from Costa Rica. Their name means “brave hearts.” They paint pictures of their families, friends, and places they want to go.

### Writer’s and Illustrator’s Craft

Authors tell stories with words.  
Illustrators make pictures.  
Be an author. Write one page  
of a story. Be an illustrator.  
Draw a picture.




Big Book  
back cover



### Daily Language Arts ✓

Point out singular and plural nouns throughout the **Big Book**, such as *doll* and *flowers* on page 15. Then use the Daily Grammar lesson on page T11 to teach singular and plural nouns.

Have children share their sentences with the class. Have them discuss how they made their words go with the pictures as Lynn Reiser and the Corazones Valientes did in the book.



**WRAP-UP** Have children compare their families to those they have read about. Ask: *What **family members** did we read about in Tortillas and Lullabies and A Family?* (great-grandmother, grandmother, mother, daughter, and sister) *How is your **family** the same or different from the **families** in the books?* (Possible responses: I have a grandmother, too. I don’t have a sister.)

# Day 3 Learn Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Thematic Connection: My Family

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short *a*
- ✓ Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Write-On/Wipe-Off Board

Sing with Me Phonics Songs Book, page 17

Sound/Spelling Cards 1, 2, 4, 5, 6

Read On Your Own Book 1

Letter and Sound *Aa*: Practice Master PM1.12

High Frequency Words: Practice Master PM1.13

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1, Tracks 6–7

Word Builder

## MATERIALS

small chips or coins, 3 per child

## MORNING WARM-UP

What is something you do with your family members?

Have children work in small groups to talk about some of the things they do with their family members. Have one member of each group share his or her group's answers with the class.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *dad*.
- **Segment the sounds:** /d/ /ă/ /d/. Model and then have children place chips in the sound boxes on the **Write-On/Wipe-Off Boards** as you repeat the sounds.
- **Blend the sounds.** Loop your finger beneath the boxes as you blend /d/ /ă/ /d/. Sweep under the boxes quickly. *What's the word?* (*dad*) Have children repeat.

For **Phonological Awareness Routine 2**, see page BP28.

Have children repeat the routine with the words *am*, *at*, *has*, *mat*, *fat*, *cat*, and *sat*.

## Check & Reteach

**OBJECTIVE:** Blend Sounds ✓

Segment the sounds /t/ /ă/ /b/ and ask: *What's the word?* (*tab*)

If children do not say *tab*, say the sounds again slowly, having children echo each sound.

Then say: *ta /b/*. Finally, say: *tab*. Repeat with *cap* and *ham*.

## Phonics

### 2 Learn Words with Short *a* ✓

Sing with Me Phonics Songs Book page 17

Play Tracks 6 and 7 and follow the directions.

Practice the gestures until children can perform smoothly.

- 1 Stand; place paper cone on head as a "hat."
- 2 Take "hat" off head; place "hat" on floor.
- 3 Sit down on "hat."
- 4 Clap hands together to show "flat."

## COMMON CORE STANDARDS

### Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b  
Decode Words with Short *a* CC.1.Rfou.3  
Read Irregularly Spelled Words CC.1.Rfou.3.g  
Read with Fluency CC.1.Rfou.4



### Language and Vocabulary

Spell Words with Short *a* CC.1.L.2.d  
Spell High Frequency Words CC.1.L.2.d  
Spell New Words Phonetically CC.1.L.2.e



Sing with Me Phonics  
Songs Book page 17

Use **Decoding Routine 1** to connect sound and spelling /ă/a and to blend words.

<b>Step 1 Develop Phonological Awareness</b>		/ă/a
1. Tell children: <i>These words have /ă/ at the beginning. These words have /ă/ in the middle.</i>		at, am, ant, apple man, hat, fan,
2. Tell children: <i>I will say a word. Listen for /ă/. If you hear it, raise your hand. If you don't hear it, don't do anything.</i> (Seal and soap do not have /ă/.)		ask, cat, seal, bat, soap, lamp
<b>Step 2 Introduce the Sound/Spelling</b>		
1. Display the picture-only side of <b>Sound/Spelling Card 6</b> . Say: <i>apple</i> . Have children repeat.		 <p><b>Card 6</b></p>
2. Say: /ă/. Have children repeat.		
3. Turn the card over. Point to the spelling and name the letter. Have children repeat.		
4. Give examples of words with short a at the beginning and in the middle.		ant, and, alligator; cap, can, bat
<b>Step 3 Blend Sound-by-Sound</b>		
1. Write <i>a</i> . Point to the <i>a</i> spelling on <b>Sound/Spelling Card 6</b> . Tell children that one sound for <i>a</i> is /ă/.		a
2. Add <i>m</i> . Blend: /ă/ /m/, sweeping your hand beneath the letters. Have children repeat. Model blending the whole word again; then have children blend with you.		am → 
3. Repeat for the remaining words.		at, Sam, ham, hat, mat

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

## Differentiate

### EL English Learners

**ISSUE** In Cantonese, there is no /ă/ sound. There are similar sounds in Spanish and Vietnamese, but children may need help creating the /ă/ sound.

**STRATEGY** Have children:

- tell whether the sound /ă/ is used in their home language.
- practice making the /ă/ sound by placing their tongues behind their bottom teeth and opening their mouths.
- practice saying groups of words that begin with /ă/ and that have /ă/ in the middle: *at/am/ask/apple, hat/cat/sat/mat, map/cap/tap/lap.*



Read On Your Own Book 1

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Letter and Sound Aa**

Write the missing letter. Color the item named in the sentence.

1. apple	2. mop
3. ax	4. fox
5. alligator	6. ant

**Read It Together** Find the ax.

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NGReach.com Practice Master PM1.12

### 3 Read Words with Short a

Read On Your Own Book 1 page 12

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *I, on, that, and little*.

Have children turn to **Read On Your Own Book 1** page 12. Review the sound/spelling /ă/a and complete the example together. Have partners take turns reading the picture labels. Assign **Practice Master PM1.12** for more practice.

### 4 Spell Words with Short a

Use **Dictation Routine 1** to have children practice spelling *am, sat, and ham* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *am*.
- **Segment sounds:** /ă/ /m/. *What is the first sound you hear in am?* (/ă/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 6 /ă/, 2 /m/)
- **Repeat the word:** *am*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *sat* and *ham* using **Sound/Spelling Cards 1 /s/, 2 /m/, 4 /h/, 5 /t/, 6 /ă/**.

For **Decoding Routine 1**, see page BP35.

Write-On/Wipe-Off Board

### Check & Reteach

**OBJECTIVE:** Read and Spell Words with Short a

Check that children spell words with a short *a* correctly.

If children do not spell words with short *a* correctly, write *sat* and have children use **Letter Cards** to build the word and spell it. Have them change the first letter to make *cat* and spell it. Have them build and spell other words: *hat, ham, am*.

## High Frequency Words

### 5 Read and Spell Key Words

Read aloud page 13. Then reread the sentences. Have children tap the desk when they hear a High Frequency Word.



## Words with Short a

Look at each picture. Read the words.



Example:



hat



mat



Sam



sat

## Key Words

Read the sentences. Match each sentence to one of the pictures.

High Frequency Words

- find
- has
- his
- have
- mother
- too



### Hats

1. Sam **has** a hat.
2. **Find his** hat.
3. Find **Mother** a hat.
4. I **have** a hat, **too**.

My mother has a hat, too.



Phonics Games  
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STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 1  
pages 12–13

Use a Word Wall chant to develop automatic recognition. Together with children chant each word and spelling (for example: *f, i, n, d*), starting in a crouch and rising higher with each letter. Then say the whole word and jump up high.

Assign **Practice Master PM1.13** for more practice.

**REVIEW** Check children's retention of High Frequency Words from **Ready, Set ...**. Have children play **Bop!** with *my, like, this, little, her, and him*.

- Organize two teams and sit them in front of the Word Wall. Give the first child on each team a cardboard tube.
- Read a word. The first child to bop the word with the tube spells and reads the word.
- For each correctly read and spelled word, the team gets a point.
- Play continues until each team member has had a turn.

For **Bop! Game**, see page BP38.

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words ✓

Dictate the sentence: *His cat has a hat, too.*

Use **High Frequency Words Routine 2** to reteach misspelled words. Provide a model for each word, pointing out familiar spellings. Have children spell the word as you display each letter. Then have children say the word and spell it. Dictate: *I will find his hat. His mother has a hat, too.*

For **High Frequency Words Routine 2**, see page BP37.

Name \_\_\_\_\_ Date \_\_\_\_\_

High Frequency Words

### Find a Hat

Write a word from the box to complete each sentence.



High Frequency Words
find
has
have
his
mother
too

1. Sam has a hat.

2. His hat is on the mat.

3. His mother sat on his hat!

4. I have a hat, too.

5. Find my hat!

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PM1.13

Unit 1 | My Family

NGReach.com Practice Master PM1.13

## Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T1k



Anthology

**OBJECTIVE**

**Thematic Connection: My Family**

Preview a Photo Book and Set a Purpose

**PROGRAM RESOURCES**

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3

**MATERIALS**

strips of colored paper • glue • crayons • colored markers • self-stick notes

**Power Writing**

Have children write as much as they can as well as they can in one minute about the phrase *family member*.

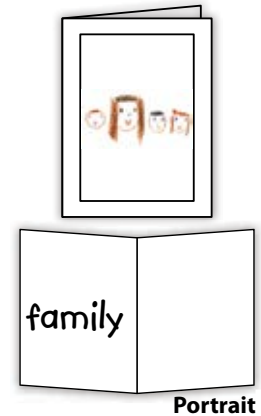
For *Writing Routine 1*, see page BP56.

## Vocabulary Practice

**1 Expand Word Knowledge**

Use **Vocabulary Routine 2** to model making a portrait about the word **family**.

- Fold a sheet of paper in half, taking the top edge to the bottom.
- Glue small strips of colored paper to the outside edges of the cover to form a picture frame.
- Have children draw a picture in the frame to illustrate the meaning of the word. Then have them write the word on the inside.



For **Vocabulary Routine 2**, see page BP47.

Assign a **Key Word** to a small group of children. Have each group create a portrait for its assigned **Key Word**. Display the portraits on the word wall.

**Key Words**

care · celebrate · family · family member  
 help · holiday · home · meal  
 play · world

## Academic Talk

**2 Preview and Set a Purpose** Anthology pages 8–9

Read aloud the title. Then ask: *What do you see in the big photo?* (Possible response: a mother and two children) Explain: *Cultures means “different groups of people who share similar beliefs, holidays, special meals, and so on.”* Lead children on a picture walk.

Have partners turn and talk about what they want to know based on the picture walk. Have children share with the rest of the class: *What do you think this selection will be about?* (Possible response: I think it will be about different families from around the world.) *What do you want to learn about when you read this book?* (Possible response: what kinds of things families do together)

**Check & Reteach**

**OBJECTIVE:** Preview a Photo Book and Set a Purpose

Listen to children’s responses.

If children do not set a purpose that makes sense with the selection, have them choose a favorite photo from the selection. Ask: *Why do you like this photo?* (Possible responses: The people look happy. They look interesting.) Ask: *What would you like to know about these people?* (Possible response: what they are doing) Explain: *You can set a purpose for reading the photo book. You want to learn more about what the people in the photo are doing.*

**COMMON CORE STANDARDS**

<b>Reading</b>	
Read Informational Texts	CC.1.Rinf.10
Read with Accuracy and Fluency	CC.1.Rfou.4
Read Orally with Accuracy, Appropriate Rate, and Expression	CC.1Rfou.4.b
<b>Writing</b>	
Focus on a Topic	CC.1.W.5
Participate in Shared Writing Projects	CC.1.W.7
<b>Speaking and Listening</b>	
Participate in Conversations	CC.1.SL.1
<b>Language and Vocabulary</b>	
Use Common Nouns	CC.1.L.1.b
Determine Meaning of New Words	CC.1.L.4

## Read a Photo Book

A **photo book** uses photos to tell about real people and things.

✓ Look for **photos**.



Think about what the photos show.

### Reading Strategy

**Set a purpose** before you read. What do you want to learn?

# Families

in Many Cultures

by Heather Adamson

STUDENT  
TECHNOLOGY



Digital  
Library



Read  
with Me



Student  
eEdition



My Vocabulary  
Notebook

NGReach.com

Anthology  
pages 8–9

## Shared Reading

### 3 Read a Photo Book Anthology pages 8–9

**GENRE AND PHOTOS** Read aloud the definition of a photo book. Explain: *A photo book is nonfiction. The photos show real people and what they do.* Point to the photos. Explain that photos help us understand what we read.

**SOCIAL STUDIES BACKGROUND** Share information to build background:

- Not all **families** are alike. Some have few **family members**, while others have many. Families live together and take **care** of each other.
- Cultures have traditions that they pass down in **families**. People in different cultures cook special food, **celebrate holidays**, and speak different languages.

Ask: *What food does your family eat? What holidays do you celebrate? What languages do you speak at home?* Tell children that these things are part of their family culture. Read pages 10–21 to the class. Use questions on T10–T11 to T20–T21 to guide discussion on the first read (Day 3) and second read (Day 4).

## Comprehension Focus

FIRST READ

SECOND READ

### Day 3 Read and Comprehend

- ✓ Preview and Set a Purpose
- Active Reading

### Day 4 Reread and Analyze

- ✓ Organize Ideas
- Critical Thinking



**Families** of all sizes **2**

10

Anthology  
pages 10–11



live around the **world**. **1 3**  
**2**

11

## Build Comprehension

### FIRST READ

#### Day 3 Read and Comprehend

- 1 Set a Purpose** ✓ Model: *I read that **families** of many sizes live all over the **world**. I see a picture of **family members** and a map of the **world**.*  
Ask: *Who are the people in this **family**?* (two women and a baby) Ask: *What are these people doing together?* (eating, laughing) *I want to find out what **families** do together, so I will read more.*
- 2 Active Reading** Have children read aloud the vocabulary words *families* and *world* on pages 10–11. Ask: *Where is a **family**?* (on page 10) *Where is the **world**?* (on page 11)  
See **Differentiate**

### SECOND READ

#### Day 4 Reread and Analyze

- 3 Organize Ideas** ✓ Ask: *What did we learn about **families** on this page?* (They are many sizes. They live around the **world**.) Use self-stick notes to write these ideas down for children.
- 4 Use Visuals** ✓ Point to the map. Explain: *This is a map of the **world**. The dark blue parts are large bodies of water. What do you think the other parts are?* (land)

## Differentiate

### EL English Learners

**ISSUE** Children do not understand what it means to set a purpose for reading.

**STRATEGY** Have the children work in small groups to generate answers to questions such as: *Do you think we will get information or enjoy a story? What do you want to know about families?*





Families **help**



each other. **5 6 7**

Anthology  
pages 12–13

## Build Comprehension

### FIRST READ

#### Day 3 Read and Comprehend

- 5 Active Reading** Have children chime in as you read the text on pages 12 and 13.
- 6 Confirm Purpose** ✓ Have children tell how they help at home. Remind children of the purpose you set (to learn more about **families**). Ask: *What have you learned about **families**?* (**Families help** each other.) Model: *I will keep reading to learn more about **families**.*

### SECOND READ

#### Day 4 Reread and Analyze

- 7 Organize Ideas** ✓ Guide children to use self-stick notes when they read important ideas about families. Ask: *What else did we learn about **families**?* (They **help** each other.)
- 8 Draw Conclusions** *How is the mother helping her son?* (Possible response: She is helping him do his homework.) *Why do you think that?* (The son is holding a pencil and it looks like he is reading a school textbook.)

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Children have difficulty combining details in the picture to draw conclusions.

**STRATEGY** Have children point out details in the picture. Tell them to put themselves in the picture and tell what they would be doing.

### EL English Learners

**ISSUE** Children lack sentence structures necessary for stating conclusions.

**STRATEGY** Have children use gestures to complete some modified Language Frames:

- *The boy/mom/dad is:* [Have children point to the detail.]

Then have children complete this Language Frame:

- *That [person] is helping [per son] to [action].*



Families

14



share **meals**. 1 2 3 4

15

Anthology  
pages 14–15

## Build Comprehension

### FIRST READ

#### Day 3 Read and Comprehend

- 1 **Active Reading** Have children chime in on vocabulary words as you read aloud. Encourage them to follow along by tracking the text with their finger.
- 2 **Use Visuals** Guide children to look closely at the photos:
  - *What are these **families** doing?* (They are eating together.)
  - *What do these words and photos tell us about **families**?* (**Families** share **meals**.)
  - Have children identify some of the food items.

### SECOND READ

#### Day 4 Reread and Analyze

- 3 **Organize Ideas** ✓ Guide children to make another self-stick note. *What idea should go here?* (**Families** share **meals**.)
- 4 **Make Connections** *What kind of food does your **family** eat when they share **meals**?* (Responses will vary but should include a variety of foods.)



Families **celebrate** **holidays**.

16



Families celebrate birthdays. **5 6 7 8**

17

**Anthology**  
pages 16–17

## Build Comprehension

### FIRST READ

#### Day 3 Read and Comprehend

- 5 Active Reading** Have children point to each word as you read the text. Then have them chime in and read with you. Point out the periods. Say: *This mark tells me to stop.* Ask: *What types of events do **families celebrate**? (**holidays** and birthdays)*
- 6 Make Connections** *What other things that **families** do together might be included in this book?* (Possible response: **Families** take vacations together.)

### SECOND READ

#### Day 4 Reread and Analyze

- 7 Organize Ideas** ✓ Guide children to add to the idea web. Draw another spoke and ask: *What idea should go here? (**celebrate**)*
- 8 Express Opinions** *What is your favorite **holiday** that your **family celebrates**?* (Responses will vary.) *What do you like best about the way your **family celebrates**?* (Responses will vary.)

See **Differentiate**

## Differentiate

### **EL** English Learners

**ISSUE** Children lack sufficient English to express their opinions.

**STRATEGY** Have children draw pictures of their favorite holiday or a family birthday celebration. Then have children repeat after you as you describe what you see in the drawings.



Families **play** together.

18

Anthology  
pages 18–19



Families laugh together. **1 2 3 4**

19

## Fluency ✓

**Phrasing** Explain the concept: *Fluent readers read with proper phrasing. Their reading is not too fast or too slow. They pause for punctuation, such as periods.* Read aloud pages 18–19 to model appropriate phrasing. Point out the periods that signal short stops. Have partners read aloud together several times, mimicking your phrasing.

## Build Comprehension

### FIRST READ

#### Day 3 Read and Comprehend

- 1 Set a Purpose** ✓ Review your purpose for reading. (to find out what families do together) Ask: *How did setting a **purpose** for reading help you better understand the text?* (Possible response: It helped me remember why I was reading.)
- 2 Use Visuals** *What do the photos tell you about the people on these pages?* (what they are doing or how they might be feeling) *How do you think the people in the photos on these pages are feeling?* (happy)

### SECOND READ

#### Day 4 Reread and Analyze

- 3 Organize Ideas** ✓ *What other ideas about **families** should we add to our self-stick notes?* (play together, laugh together)
- 4 Draw Conclusions** *Why do people laugh or smile?* (because they are happy or have seen or heard something funny) Point to the girl laughing. Ask: *Why do you think the girl is laughing?* (Possible response: because she is having fun, or maybe she heard a joke)



What is your family like? ❖

21

**Anthology**  
pages 20–21

## Writing

### 4 Write About Your Family

Ask: *What question does the author ask on page 21?* (She asks what my **family** is like.) Explain to children that they will make a class book about their own families. Have them draw pictures of their families and then write and complete this sentence frame under the pictures: *My family is \_\_\_\_\_*. Supply adjectives such as *silly, calm, busy, and neat*. After children share their pictures and sentences, collect them and make them into a class book to be used on Day 4.



### Daily Language Arts

#### Daily Grammar ✓

Point out the singular noun *family* on **Anthology** page 21. Then point out plural noun families on **Anthology** page 20. Then use the daily grammar lesson on page T1m to teach irregular plural nouns.

### WRAP-UP

Put the self-stick notes on the board. Have children decide which activity that families do together is the most important. Make a list of children's decisions and tally the responses.

# Day 4 Read and Comprehend

Decodable Narrative Text

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short *a*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Write-On/Wipe-Off Board
- Sound/Spelling Cards 1, 5, 6
- My A a Book: Practice Master PM1.15
- Read On Your Own Book 1

### TECHNOLOGY ONLY

- Letter Cards

## MATERIALS

small coins or chips, 5 per child

## COMMON CORE STANDARDS

### Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with Short *a* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g


Read with Fluency CC.1.Rfou.4

### Language and Vocabulary

Spell Words with Short *a* CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e



## MORNING WARM-UP

### What special days do you celebrate with your family?

Form pairs and have partners turn and talk. Prompt children to talk about how they celebrate. Have each child share with the class the most interesting celebration his or her partner said.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *birthday*.
- **Segment the sounds:** /b/ /ûr/ /th/ /d/ /ã/. Have children put chips in the sound boxes on their **Write-On/Wipe-Off Boards** as they repeat each sound.
- **Blend the sounds.** Have children loop their fingers beneath the boxes as you blend /b/ /ûr/ /th/ /d/ /ã/. Then have them sweep their fingers under the boxes more quickly as they echo the word. Ask: *What's the word?* (birthday)

For **Phonological Awareness Routine 2**, see page BP28.

Have children repeat the routine with the words *cat*, *him*, *mitt*, *rat*, and *bat*.

## Check & Reteach

**OBJECTIVE:** Blend Sounds ✓

Ask: *If I blend the sounds /s/ /ă/ /t/, what word do I make?* (sat)

If children don't say *sat*, use **Sound/Spelling Cards 1** /s/, **6** /ă/, and **5** /t/ to show each sound. Stand and say: /s/. Pause half-way and say: /ă/. Then sit and say: /t/. Blend the word as you sit. Have children echo blend and mimic your actions. Repeat with *ham* and *mat*.

## Phonics

### 2 Read and Spell Words with Short *a* ✓

**REVIEW** Display **Sound/Spelling Card 6**. Ask what the picture is. (apple) *What's the beginning sound?* (/ă/) *How do you spell it?* (a) Use **Letter Cards** to model how to build *at* and *am*. Have children point to the /ă/ in each word.

Distribute paper. Have each child fold a sheet of paper in half to make two columns labeled *at* and *am*. Have partners build the word *hat* with their **Letter Cards**, blend the sound, and write the word in the first column. Continue with **Word Bank** words.

at	am
hat	Sam
mat	ham
sat	

Word Bank: Short *a*

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *Sam has a ham.*
- **Repeat the sentence.** Have children write the sentence.
- **Write the sentence.** Have children check and correct spelling.

For **Dictation Routine 2**, see page BP35.

Assign **Practice Master PM1.15** for more practice.

## High Frequency Words

### 3 Read and Spell Key Words ✓

Model pronouncing each of this week's words. Have children chant the words three times as you point to them on the Word Wall: *find, has, have, his, mother, too*.

**REVIEW** Have children play **Memory** with this week's words and previous high frequency words *a, this, is, my, on, and that*.

- Make two sets of High Frequency Word Cards. Partners lay the cards face down and take turns turning up two cards, which they read aloud.
- If the cards match, the player keeps the cards. If they don't match, the cards are turned over again and the next player gets a turn.

For **Memory Game**, see page BP38.

### Check & Reteach

**OBJECTIVES:** Read and Spell Words with Short *a* ✓  
Read and Spell High Frequency Words ✓


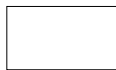










Repeat **Dictation Routine 2** with the sentence: *Tad has a mother, too.*

If children have trouble spelling short *a* words correctly, display the correct spelling for a misspelled word, and use **Reteaching Routine 1** for the short *a* sound. Then dictate: *Can a cat have a mother?* If children misspell a High Frequency Word, point to a word on the Word Wall and ask children to say the word, spell it, and say it again.

For **Reteaching Routine 1**, see page BP36.

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an a picture on each page and write its name. Read the sentence and color what it names.

<b>Read It Together</b> Find the ant. 	<b>My A a Book</b>  _____ _____		
_____ _____ 	_____ _____ 		
			
			

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For use with TE p. T21b **PM1.15** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com) Practice Master PM1.15



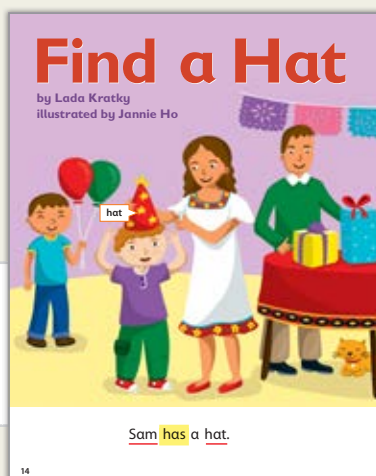
### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice options on page T1k



Read On Your Own Book 1



**Legend**  
 — words with short *a*  
 ■ high frequency words

Read On Your Own Book 1  
 pages 14–17



## Differentiate

### BL Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 1	Teacher's Edition
initial consonants	hat (pages 14, 15, 16, 17, 18, 19, 20) Mat (page 16) Sam (page 14) Tam (page 18) too (page 20)	/h/h (page RS19)  /m/m (page RS19) /s/s (page RS19) /t/t (page RS21)
words with short <i>a</i>	Sam (page 14) hat (pages 14, 15, 16, 17, 18, 19, 20) Mat (page 16) Tam (page 18)	/ă/a (page RS29)

### AL Above Level

**ISSUE** Children can quickly decode the passage.

**STRATEGY** Ask children to practice reading the text faster and faster in order to achieve reading at an appropriate rate.

## Decodable Reading

### 4 Read "Find a Hat" Read On Your Own Book 1 pages 14–20

Use **Decoding Routine 4** to conduct two readings of "Find a Hat." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

#### FIRST READ

#### Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

#### SECOND READ

#### Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement in rate and accuracy. Use the following questions to build comprehension.

- 1 Identify Details** *Who gets a hat first?* (Sam gets the first hat.)
- 2 Use Visuals** *Who has a hat that looks like a crown? It has three circles on top of three points.* (Mat has a hat that looks like a crown.)
- 3 Make Inferences** *Where are the boys?* (They are at a party.) *How do you know?* (They have on party hats.)
- 4 Make Connections** *Which hat would you find for the mother? Why?*

For **Decoding Routine 4**, see page BP34.





Practice Phonics

**Words with Short a**

Read these words.

am	ham	sat	Sam
at	hat	mat	

Use letters to build these words. h a t

**Talk Together**

Choose words from the box above to tell your partner what you see in the picture.

I see a hat.

STUDENT TECHNOLOGY

Student eEdition

Comprehension Coach

NGReach.com

Read On Your Own Book 1  
pages 18–21

## Practice Phonics

**5 Words with Short a** Read On Your Own Book 1 page 21  
Distribute **Letter Cards**. Read aloud the first activity on page 21. Have partners read the words in the box and complete the word-building activity.

**6 Talk Together** Read On Your Own Book 1 page 21  
Have children tell about the picture by filling in the blank in the sentence frame with words from the box. Remind them to think about where the characters are and what they are doing. (Possible answers: *I see a hat/a man/a ham.*)

	a	t
s	a	t
h	a	t
h	a	m
s	a	m

### Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from “Find a Hat.” Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

## OBJECTIVES

**Thematic Connection: My Family**

- ✔ Set a Purpose
- ✔ Organize Ideas

## PROGRAM RESOURCES

TECHNOLOGY ONLY

- Read with Me MP3
- My Vocabulary Notebook

## MATERIALS

children's portraits from Day 3 • children's class book about families from Day 3 • self-stick notes

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *celebrate*.

For **Writing Routine 1**, see page BP56.

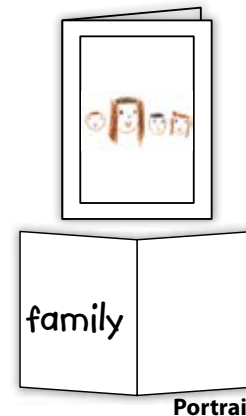
## Vocabulary Practice

### 1 Share Word Knowledge ✔

Refer children to the portraits they made on Day 3 (see T8). Have partners use the portraits as they follow the steps of **Vocabulary Routine 3**.

- Take turns reading the word portraits.
- Talk about how each picture shows the meaning of a word.
- Create sentences using two **Key Words** and have children write them in their **My Vocabulary Notebook**.
- Draw a line under each **Key Word**.

For **Vocabulary Routine 3**, see page BP48.



## Academic Talk

### 2 Discuss Family Routines

**REVIEW** Ask: *What are some things families in the photo book did?* (Possible responses: **celebrate**, **help** each other, **play** games, and share **meals**) Go back through the book and pull off the self-stick notes you made on Day 3.

#### Key Words

care · celebrate · family  
 family member · help · holiday  
 home · meal · play · world

Invite children to arrange the self-stick notes in a web around the word *Families*. Then arrange children into several small groups. Give a self-stick note to each group, and do the **Jigsaw** routine.

- Have each group share examples of how their families celebrate together, help each other, play games, or share meals.
- Have one child from each group share what they discussed.
- Collect the sticky notes and add to the class web.

Explain that you can learn different things every time you read a book. Ask: *What do you want to pay attention to when you read the photo book today?* (Possible response: how the **families** in the photos are alike and different)

For **Jigsaw**, see page BP60.

## Check & Reteach

**OBJECTIVES:** Set a Purpose ✔  
 Organize Ideas ✔

Listen carefully as children share their ideas and set a purpose for rereading. If children have difficulty coming up with examples, ask: *What games do you play with your family? What is your favorite meal to share with your family?* If children have difficulty setting a purpose, have them talk about what they remember from the selection. Then guide them to set the purpose of finding details they had forgotten.

## COMMON CORE STANDARDS

<b>Reading</b>	
Read Informational Text	CC.1.Rinf.10
<b>Writing</b>	
Participate in Shared Writing Projects	CC.1.W.7
<b>Speaking and Listening</b>	
Participate in Conversations	CC.1.SL.1
<b>Language and Vocabulary</b>	
Use Common Nouns	CC.1.L.1.b
Determine Meaning of New Words	CC.1.L.4

## Read a Photo Book

A **photo book** uses photos to tell about real people and things.

✓ Look for **photos**.



Think about what the photos show.

### Reading Strategy

**Set a purpose** before you read. What do you want to learn?

# Families

in Many Cultures

by Heather Adamson

STUDENT  
TECHNOLOGY



Student  
eEdition



Read  
with Me



My Vocabulary  
Notebook

NGReach.com

Anthology  
pages 8–9

## Reread and Analyze

### 3 Build Comprehension Anthology pages 8–21

Reread page 8. Remind children of the purpose they set for rereading. Then use the **Reread and Analyze** questions on T10–T11 to T18–T19 as you reread “Families in Many Cultures.”



See **Differentiate**

## Writing

### 4 Write Another Page for Family Book

Have children reread the class book about families that they made on Day 3. Have them add another sentence to their pictures. Have them complete this frame:

Families \_\_\_\_ together.

## WRAP-UP

Have children talk about how their families celebrate together. Say: *Think of a **holiday** or **special day** that you **celebrate** with your **family**. How do you **celebrate**?* (Possible response: I **celebrate** my birthday. Mom makes me a special cake.)

## Differentiate

### BL Below Level

**FRONTLOAD** Have children listen to the story using the **Read with Me MP3** before conducting the whole-class rereading.

### OL On Level

**READ TOGETHER** Have children track the print as you reread together.

### AL Above Level

**READ ALONG** Have children whisper read as you conduct the rereading.

## Daily Language Arts

### Daily Grammar ✓

Point out the noun *Families* in the sentence frame. Have children complete the Grammar and Writing lesson on page T1m and apply it as they edit nouns in the class book.



Read On Your Own Book 1

## OBJECTIVES

### Thematic Connection: Growing and Changing

- ✓ Read and Spell Words with *m, s, h, t*
- ✓ Read and Spell Words with Short *a*
- ✓ Read and Spell High Frequency Words
- ✓ Demonstrate Understanding of a Photo Book
- ✓ Organize Ideas
- ✓ Set a Purpose

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Vocabulary: Practice Master PM1.17

Idea Web: Practice Master PM1.18

Read On Your Own Book 1

### TECHNOLOGY ONLY

Online Vocabulary Games

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *holiday*.

For **Writing Routine 1**, see page BP56.

## MORNING WARM-UP

### What is your favorite thing about your family?

Invite children to tell the class about things that their family does, trips they go on, holidays they celebrate, or special ways they do things.

## Vocabulary Review

### 1 Apply Word Knowledge

Have children apply their knowledge of the **Key Words** to play games.



### VOCABULARY GAME

Introduce **Yes or No?** Display the **Key Words** and distribute **Practice Master PM1.17**.

#### Key Words

care · celebrate · family  
 family member · help · holiday  
 home · meal · play  
 world

To play, read aloud each question and ask children which Key Word completes it. Then reread each question and have children check *yes* or *no* to indicate their answer.

For **Yes or No?**, see page BP53.



### ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

## COMMON CORE STANDARDS

### Reading

Decode Words with *m, s, h, t* and Short *a* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

### Writing

Focus on a Topic CC.1.W.5

### Speaking and Listening

Participate in Conversations CC.1.SL.1

### Language and Vocabulary

Use Common Nouns CC.1.L.1.b

Spell Words with *m, s, h, t* and Short *a* CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Define Words by Attributes CC.1.L.5.b

## Find the Hats

Look at the pictures with a partner. Take turns reading the sentences. Then find the hat.



22



23

### STUDENT TECHNOLOGY



Student eEdition



Vocabulary Games



Resources

[NGReach.com](https://www.ngrach.com)

### Legend

- words with short *a*
- words with *m, s, h, t*
- high frequency words

### Read On Your Own Book 1

pages 22–23

## Phonics Review

### 2 Play Find the Hat Read On Your Own Book 1 pages 22–23

Point to Sam, Mat, and Pam on pages 22–23. Explain that Sam and his family live on a ranch and that Pam, Mat, and their family are clowns in a circus. Invite children to tell about or point to things that people on a ranch might wear or do. Then have children tell about or point to things that clowns wear or do. Have partners read the sentences and find the appropriate hats on both pages. Gather the groups together and discuss what they found.

Then ask children to find and read the following:

Words that begin or end with /m/ (*Sam, mother, Mat, Pam*)

Words that begin or end with /t/ (*too, hat, Mat*)

A word that begins with /s/ (*Sam*)

Words that begin with /h/ (*his, hat*)

Words with a short *a* in the middle (*Sam, hat, Mat, Pam*)

A High Frequency Word in the title (*Find*)

### Check & Reteach

- OBJECTIVES:** Read and Spell Words with Short *a*
- Read and Spell Words with *m, s, h, and t*
- Read and Spell High Frequency Words

Have children follow along as you read aloud the clues listed on pages 22 and 23 several times through. On the first read, have children clap when they hear a word that starts with *m* (*mother, Mat*). When children clap, have them say the word and spell it. Repeat for words that start with *s* (*Sam*), *h* (*hat*), and *t* (*too*). Then repeat for words that have short *a* (*Sam, hat, Mat, Pam*) and for High Frequency Words.

Name \_\_\_\_\_ Date \_\_\_\_\_

#### Vocabulary

### Yes or No?

- Listen to the questions. Write the Key Word where it belongs in each sentence.
- Listen to the questions again.
- Check Yes or No for each question.



- |   | Yes                                 | No                                  |
|---|-------------------------------------|-------------------------------------|
| 1. Is breakfast a <u>meal</u> ?             | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 2. Is a teacher a <u>family member</u> ?    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| 3. Can an apartment be a <u>home</u> ?      | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 4. Is New Year's Day a <u>holiday</u> ?     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 5. Can you <u>celebrate</u> a birthday?     | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| 6. Is a group of students a <u>family</u> ? | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

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For use with TE p. T21g

PM1.17

Unit 1 | My Family

[NGReach.com](https://www.ngrach.com) Practice Master PM1.17

### Daily Language Arts

#### Daily Spelling and Word Work

Practice options on pages T1j–T1k



Answers Talk About It

- 1. Identify Details** Families celebrate birthdays and holidays.
- 2. Make Comparisons** Some families celebrate the same holidays.
- 3. Set a Purpose** I wanted to learn more about families. I learned that families around the world share meals, laugh, and play together.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Idea Web**

**Families in Many Cultures**

Write about what families do together.

**Read It Together** Take turns with a partner. Tell what you learned about families in "Families in Many Cultures."

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NGReach.com Practice Master PM1.18

**Daily Language Arts**

**Daily Grammar** ✓

Point out nouns on **Anthology** page 22 or in the written example for Write About It.

## Academic Talk

- 3 Talk About It** Anthology page 22  
Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or photos and use **Key Words** in their responses.

## Writing

- 4 Write About It**  
Tell children that they will write about how their families help them. Read aloud the directions on page 22. Ask children to name different ways people in a family help each other. Use one of these examples to model a response. Say: *Amy said her father helps her learn how to ride a bike. When Amy's father does this, he helps her learn new things.* Share a written example: *My family helps me learn how to do new things.*

### Check & Reteach

**OBJECTIVE:** Demonstrate Understanding of a Photo Book ✓

Use the answers to **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they identify ways their families help them. Have children who do not demonstrate comprehension listen to the selection audio provided in the **Student eEdition**. Use questions from the **Comprehension Coach** to guide comprehension.

## Reread and Integrate

- 5 Organize Ideas** ✓ Anthology page 23  
**REVIEW** Remind children: *You can use an idea web to help organize ideas and better understand what you read.*

Explain how the example "play games" is a detail from the book that tells about the bigger idea in the center of the web. Distribute **Practice Master PM1.18**. Have children complete the idea web. Have partners share and compare idea webs.

### Check & Reteach

**OBJECTIVES:** Organize Ideas ✓  
Set a Purpose ✓

Listen to children as they retell what they learned about families. If children are unable to retell details about families, display pages from the book and ask: *What is happening in this picture? What is the family doing?* Record children's answers as a Key Points List and have children use the list to retell the story. Remind children that they set a purpose when they began the photo book. Ask: *What purpose did you set when you read this photo book?* (Possible response: I wanted to find out what families do.) *Did you learn what you wanted to learn?* (Possible response: Yes.)

### Talk About It

1. What do **families** celebrate?

Families celebrate \_\_\_\_ .

2. How are some families the same?

Some families \_\_\_\_ .

3. What purpose did you set for reading?

What did you learn?

I wanted to learn \_\_\_\_ .

I learned \_\_\_\_ .

Learn test-taking strategies.  
[NGReach.com](http://NGReach.com)

### Write About It

How does your family **help** you?

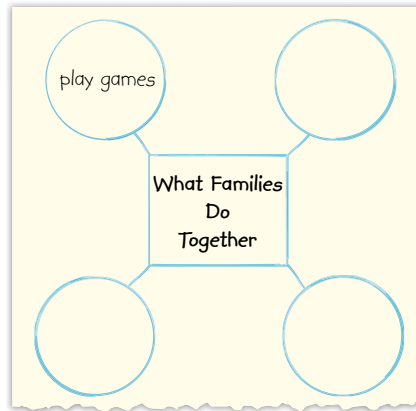
My family helps me \_\_\_\_ .



### Organize Ideas

What do the families in the story do together?

Idea Web



Use your web. Tell a partner what you learned in "Families in Many Cultures".

The families celebrate birthdays.



## WRAP-UP

Have each child review the contents of their **Weekly Folders**. Form groups and ask children to use what they know to discuss the **Big Question: What makes a family?** Circulate and prompt discussion. Ask:

- *Who are the members of your **family**?*
- *What do **families** do together?*
- *How do **families help** each other?*
- *What **holidays** do **families celebrate** together?*
- *What do you know about **families** who live in different parts of the **world**?*

Summarize the class discussion and have a volunteer add an idea to the Concept Map.

# Week 1 Assessment & Reteaching

= TESTED SKILL

## Assess

### OBJECTIVES

#### Foundational Skills

##### Phonological Awareness

- Isolate Initial Sounds
- Blend Sounds

##### Phonics

- Decode Sounds and Letters *m, s, h, t*
- Decode Words with Short *a*
- Decode Words with Final *s*

##### High Frequency Words

- Read High Frequency Words

#### Spelling

- Spell Words with *m, s, h, t*
- Spell Words with Short *a*
- Spell High Frequency Words

#### Fluency

- Phrasing
- Accuracy and Rate

#### Reading

- Preview and Set a Purpose
- Organize Ideas

#### Vocabulary

- Use Social Studies Vocabulary
- Use Academic Vocabulary

#### Grammar and Writing

- Nouns Test
- Write about Family

### ASSESSMENTS

**Foundational Skills Test** Unit 1, Week 1

**Phonological Awareness** **Tested Skill**

Directions: Read each item individually with each child. Record responses on a copy of the Student Profile on page A1.8.

Item	Response	Score
1. Isolate Initial Sounds	<input type="radio"/> hat <input type="radio"/> sack <input type="radio"/> sack	
2. Blend Sounds	<input type="radio"/> hat <input type="radio"/> sack <input type="radio"/> sack	

**Decoding** **Tested Skill**

Directions: Read each item individually with each child. Record responses on a copy of the Student Profile on page A1.8.

**High Frequency Words** **Tested Skill**

Directions: Read each item individually with each child. Record responses on a copy of the Student Profile on page A1.8.

**Week 1**

his  
too  
has  
find  
have  
mother

**Foundational Skills Test** Unit 1, Week 1

1.  f  c  
 s  s  
 m  m

2.  h  hat  
 t  hat  
 k  hat

3.  r  fun  
 m  fan  
 t  fin

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

**Short a Words**

1. man I read about a **man**.  
2. sad He was **sad**.  
3. hat He lost his **hat**.  
4. lap It was in his **lap**!

**High Frequency Words**

5. find I cannot **find** my book.  
6. has My brother **has** it.  
7. have May I **have** a turn?  
8. his It is **his** favorite book.  
9. mother My **mother** will read it to us.  
10. too She likes the book, **too**.

**More Words**

Use these words and sentences for additional Pretest and Test items.

1. mat We sit on the **mat**.  
2. sat We **sat** as she read.  
3. mad The boy in the story is **mad**.  
4. cap He lost his **cap**.  
5. dad He asked his **dad** for help.  
6. bag They found it in his **bag**.

Foundational Skills Test  
A1.8–A1.9

Spelling Pretest/  
Spelling Test  
See page T1j

**Oral Reading Assessment Progress Tracker** Unit 1, Week 1

Record the student's scores from the Oral Reading Assessment Progress Tracker on this Accuracy and Rate, enter words correct per minute (wpm). For the other rows, enter the student's score.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (wpm)								
Accuracy and Rate								
Phrasing								
Intonation								
Expression								
Reading (optional)								

**Oral Reading Assessment** Unit 1

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like her hat, too.

I am Matt, and I want a little hat. I have to have a hat! I find paper and I find tape. I find a mat and I find scissors.

Sam has his hat on. Tam has her hat on. I have my hat on, too! My hat is nice. I like my little paper hat!

**Oral Reading Assessment** Unit 1

Accuracy and Rate	Accuracy	Rate	Phrasing	Intonation	Expression	Reading (optional)

Oral Reading Assessment  
A1.3–A1.7

Use these passages throughout Unit 1. Work with Below Level readers this week.

**Reading Comprehension Test** Unit 1, Week 1

Directions: Read the story. Then answer the questions about the story.

**Family Meals**

We are a busy family. Every day is busy. Mom goes to work. Dad goes to work. My sister and I go to school.

On Saturday, we go shopping. Mom drives us to the store. Before we go, we plan our meals. Dad makes a list. That way we know just what to buy. When we come home, we help put everything away.

Later, everyone meets in the kitchen. We cook dinner together. The food smells good. We are hungry as we sit down at the table.

We are a family. We plan our meals, we shop, and we cook dinner. At last, we can eat!

**Reading Strategy Assessment** Unit 1

Check the reading strategy the child used and ask the questions that follow about how the child used the strategy. Use the table to help you determine how well the child used the strategy. Circle the child's score.

Ask: "What did you do with your reading?" "What did you do to help you understand how well the child used the strategy?" "What did you do to understand how well the child used the strategy?"

Plan (4 3 2 1)	Monitor (4 3 2 1)	Ask Questions (4 3 2 1)
1. The student has a plan for reading.	1. The student monitors for understanding.	1. The student asks questions to help understand the text.
2. The student has a plan for reading.	2. The student monitors for understanding.	2. The student asks questions to help understand the text.
3. The student has a plan for reading.	3. The student monitors for understanding.	3. The student asks questions to help understand the text.
4. The student has a plan for reading.	4. The student monitors for understanding.	4. The student asks questions to help understand the text.

**Reading Strategy Assessment** Unit 1

Comprehension Strategies	Make Connections	Make Inferences	Visualize
1. The student uses a strategy to understand the text.	1. The student makes connections between the text and their own life.	1. The student makes inferences about the text.	1. The student visualizes the text.
2. The student uses a strategy to understand the text.	2. The student makes connections between the text and their own life.	2. The student makes inferences about the text.	2. The student visualizes the text.
3. The student uses a strategy to understand the text.	3. The student makes connections between the text and their own life.	3. The student makes inferences about the text.	3. The student visualizes the text.
4. The student uses a strategy to understand the text.	4. The student makes connections between the text and their own life.	4. The student makes inferences about the text.	4. The student visualizes the text.

Reading Comprehension Test  
A1.11–A1.14

Reading Strategy Assessment  
LR1.5–LR1.6

**Vocabulary Test** Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. This is a \_\_\_\_\_.  
 ship  rock  home

2. The Fourth of July is a \_\_\_\_\_.  
 father  holiday  sentence

3. This is a \_\_\_\_\_.  
 toy  sea  meal

**Grammar and Writing Test** Unit 1, Week 1

Directions: Choose the answer that completes the sentence correctly.

1. We play in the \_\_\_\_\_.  
 wet  pool  swim

2. My sister reads many \_\_\_\_\_.  
 book  books  bookes

3. These are my \_\_\_\_\_.  
 parents  smiling  nice

**Writing Rubric** Unit 1, Week 1

Criteria	4	3	2	1
Content	Includes all required information and details.	Includes most required information and details.	Includes some required information and details.	Includes few required information and details.
Organization	Organized and easy to read.	Organized and easy to read.	Organized and easy to read.	Organized and easy to read.
Language	Uses a variety of words and phrases.	Uses a variety of words and phrases.	Uses a variety of words and phrases.	Uses a variety of words and phrases.
Conventions	Follows all conventions.	Follows most conventions.	Follows some conventions.	Follows few conventions.

Vocabulary Test  
A1.15–A1.17

Grammar and Writing Test  
A1.18–A1.19

Writing Rubric  
A1.61

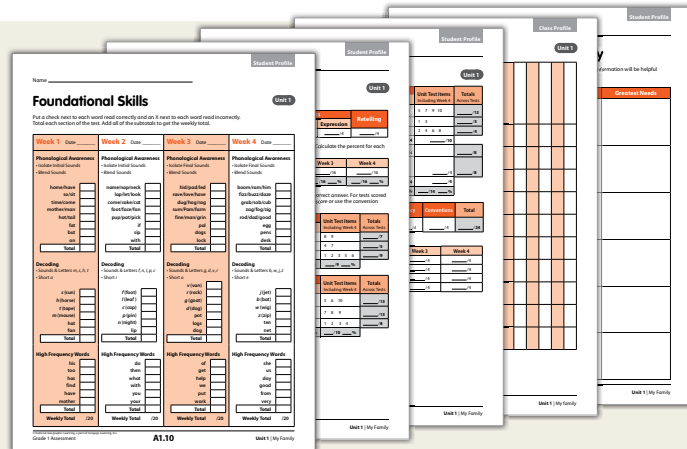




# Reteach and Practice

## REPORTS

## RESOURCES AND ROUTINES



### PRINT & ONLINE

#### Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A1.10
- Student Profile: Weekly and Unit Tests** A1.57–A1.58
- Class Profile: Weekly and Unit Tests** A1.59
- Student Profile: Strengths and Needs** A1.60
- Student Profile: Oral Reading Progress Tracker** A1.3

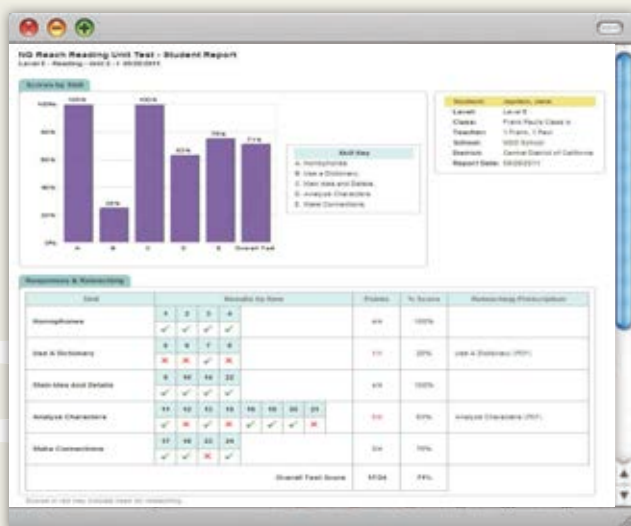
## Foundational Skills, Spelling, Fluency

### RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

### ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

### ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Assessment**
- Class Profile: Weekly and Unit Assessment**
- Standards Summary Report**

## Reading

### RETEACH

- Organize Ideas: Reteaching Master RT1.1**
- Preview and Set a Purpose: Reteaching Master RT1.2**

### ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

## Vocabulary, Grammar and Writing

### RETEACH

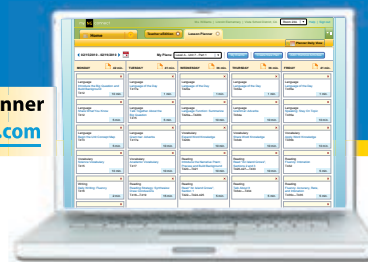
- Nouns: Reteaching Master RT1.3**
- Interactive Writing Routine**, page BP58

### ADDITIONAL PRACTICE




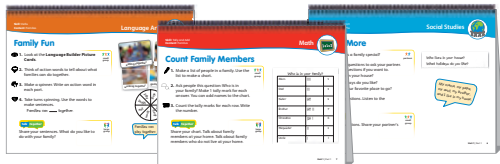
- More Grammar Practice RT1.4

# Week 2 Planner




Online Lesson Planner  
NGReach.com



☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>
Decodable Text	<b>Phonological Awareness</b> 🕒 5 minutes	☑ Isolate Initial Sounds T23k CC.1.Rfou.2.c	☑ Isolate Initial Sounds T29a CC.1.Rfou.2.c
	<b>Phonics and Spelling</b> 🕒 20–30 minutes 	<b>Phonics</b> CC.1.Rfou.2 ☑ Sounds and Letters/f/f, /n/n, /l/l, /p/p, /c/c T23k <b>Spelling</b> CC.1.L.2.d–e ☑ Words with f, n, l, p, c T23g; 23m ☑ Words with Short i T23g	<b>Phonics</b> CC.1.Rfou.2; CC.1.Rfou.4 ☑ Words with f, n, l, p, c T29a Read with Fluency T29d <b>Spelling</b> CC.1.Rfou.3; CC.1.L.2.d–e ☑ Words with f, n, l, p, c T23g, T29b
	<b>High Frequency Words</b> 🕒 5–10 minutes	☑ Learn High Frequency Words T23g, T23n CC.1.Rfou.3.g; CC.1.L.2.d	☑ Practice High Frequency Words T29b Handwriting T29b CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a
<b>WHOLE GROUP TIME</b>		<b>Read and Comprehend</b>	<b>Reread and Comprehend</b>
Anthology & Big Book	<b>Speaking and Listening</b> 🕒 10 minutes	☑ Preview and Set a Purpose T24a CC.1.SL.1	Discuss Connections T29e CC.1.Rinf.3
	<b>Language and Vocabulary</b> 🕒 15–25 minutes	<b>Daily Grammar</b> CC.1.L.1; CC.1.L.1.b; CC.1.L.1.h ☑ Use Articles and Nouns T23i <b>Vocabulary</b> CC.1.L.1.b ☑ Identify Nouns T23o	<b>Daily Grammar</b> CC.1.L.1; CC.1.L.1.b ☑ Use Articles and Nouns T23i <b>Academic Vocabulary</b> CC.1.L.1.b ☑ Identify Nouns T29e
	<b>Reading</b> 🕒 20–40 minutes	<b>Read</b> CC.1.Rinf.10 Shared Reading: Magazine Article T24a 	<b>Reread</b> CC.1.Rinf.10 ☑ Shared Reading: Magazine Article T29e <b>Comprehension</b> ☑ Identify Author's Purpose T29e 
	<b>Writing</b> 🕒 15 minutes	<b>Power Writing</b> T23o CC.1.W.5 <b>Writing</b> CC.1.W.2 Write About the Magazine Article T28–29	<b>Power Writing</b> T29e CC.1.W.5 <b>Writing</b> CC.1.W.2 Write About People T30h
<b>LEVELED READING TIME</b>		<b>Read Book 1</b> CC.1.Rlit.10; CC.1.Rlit.7; CC.1.Rinf.10 Introduce LR2 Read LR4–LR11 ☑ Plan: Predict, Confirm Predictions ☑ Organize Ideas ☑ Identify Setting	<b>Reread Book 1</b> CC.1.Rlit.10; CC.1.Rlit.7; CC.1.Rinf.10; CC.1.SL.1 Read and Integrate Ideas LR2 ☑ Plan: Predict, Confirm Predictions ☑ Organize Ideas ☑ Identify Setting
<b>LEARNING STATION TIME</b>			<b>Speaking and Listening</b> T23e CC.1.SL.4 <b>Language and Vocabulary</b> T23e CC.1.L.4 <b>Writing</b> T23e CC.1.W.5 <b>Cross-Curricular</b> T23f CC.1.SL.1–2 <b>Reading and Intervention</b> T23f; RT1.5 CC.1.Rfou.3–4; CC.1.W.2

**BIG Question** What makes a family?

Day 3	Day 4	Day 5
<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T30a <span style="float: right;">CC.1.Rfou.2.b</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T30i <span style="float: right;">CC.1.Rfou.2.b</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review T30o</li> </ul>
<p><b>Phonics</b> <span style="float: right;">CC.1.Rfou.2.b; CC.1.Rfou.3</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>i</i> T30a</li> </ul> <p><b>Spelling</b> <span style="float: right;">CC.1.Rfou.3; CC.1.L.2.d-e</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>i</i> T23h, T30c</li> </ul>	<p><b>Phonics</b> <span style="float: right;">CC.1.Rfou.2.b; CC.1.Rfou.3-4</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>i</i> T30i Read with Fluency T30k</li> </ul> <p><b>Spelling</b> <span style="float: right;">CC.1.L.2.d</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short <i>i</i> T23h, T30j</li> </ul>	<p><b>Phonics</b> <span style="float: right;">CC.1.Rfou.3</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with <i>f, n, l, p, c</i> and Short <i>i</i> T30o</li> </ul> <p><b>Spelling</b> <span style="float: right;">CC.1.Rfou.3; CC.1.L.2.d-e</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with <i>f, n, l, p, c</i> and Short <i>i</i> T30o</li> </ul>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice High Frequency Words T30c <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice High Frequency Words T30j <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review High Frequency Words T30o <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>
<b>Listen and Comprehend</b>	<b>Listen and Analyze</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li>Preview and Set a Purpose T30e <span style="float: right;">CC.1.SL.1</span></li> </ul>	<ul style="list-style-type: none"> <li>Discuss Author's Purpose T30n <span style="float: right;">CC.1.SL.1</span></li> </ul>	<ul style="list-style-type: none"> <li>Relate Readings to the Big Question T31b <span style="float: right;">CC.1.SL.1</span></li> </ul>
<p><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b; CC.1.L.1.h</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use Articles and Nouns T23j</li> </ul> <p><b>Vocabulary</b> Review Social Studies Vocabulary T30e</p>	<p><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b; CC.1.L.1.h</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Grammar and Writing T23j</li> </ul> <p><b>Vocabulary</b> <span style="float: right;">CC.1.L.1.b</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identify Nouns T30m</li> </ul>	<p><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b; CC.1.L.1.h</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review T31</li> </ul> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Apply Word Knowledge T31</li> </ul>
<p><b>Read</b> <span style="float: right;">CC.1.Rinf.10; CC.1.SL.2</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interactive Read-Aloud: Share an Email T30e</li> </ul> 	<p><b>Reread</b> <span style="float: right;">CC.1.Rinf.10</span></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Interactive Read-Aloud: Share an Email T30m</li> </ul> <p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identify Author's Purpose T30m</li> </ul> 	<p><b>Comprehension</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Compare Authors' Purposes T31a</li> </ul> 
<p><b>Power Writing</b> T30e <span style="float: right;">CC.1.W.5</span></p> <p><b>Writing</b> <span style="float: right;">CC.1.W.1</span></p> <p>Write a Personal Response T30h</p>	<p><b>Power Writing</b> T30m <span style="float: right;">CC.1.W.5</span></p> <p><b>Writing</b> <span style="float: right;">CC.1.W.1</span></p> <p>Write About Author's Purpose T30n</p>	<p><b>Power Writing</b> T30o</p> <p><b>Writing</b> <span style="float: right;">CC.1.W.5</span></p> <p>Write About Family T31b</p>

**Read Book 2** CC.1.Rlit.10; CC.1.Rlit.7; CC.1.Rinf.10

Introduce LR2  
Read LR4–LR11

- IPlan: Predict, Confirm Predictions
- IOrganize Ideas
- Identify Setting

**Reread Book 2** CC.1.Rlit.10; CC.1.Rlit.7; CC.1.Rinf.10

Read and Integrate Ideas LR2

- Plan, Preview, Predict
- IOrganize Ideas
- Identify Setting

**Reading** CC.1.W.1-3; CC.1SL.1; CC.1.SL.1.a

Connect Across Texts LR3

**Writing**

Choose a Writing Option LR4–LR11

**ASSESSMENT & RETEACHING**



**Assessment & Reteaching** T31c–T31d

- Foundational Skills A1.20–A1.21 CC.1.Rfou.2.b–c; CC.1.Rfou.3–4
- Spelling Test T23g CC.1.Rfou.3; CC.1.L.2.d–e
- Oral Reading Assessment A1.3–A1.7 CC.1.Rfou.4
- Reading Comprehension Test A1.22–A1.25 CC.1.Rlit.3
- Reading Strategy Assessment LR1–LR7 CC.1.Rinf.10
- Vocabulary Test A1.26–A1.27 CC.1.L.1.b
- Grammar and Writing Test A1.28–A1.29 CC.1.L.1.b; CC.1.L.1.h

Reteaching Masters RT1.5–RT1.8

# Week 2 Learning Stations

## Speaking and Listening

### Option 1: Family Fun



**Family Fun**

- Look at the Language Builder Picture Cards.
- Think of action words to tell about what families can do together.
- Make a spinner. Write an action word in each part.
- Take turns spinning. Use the words to make sentences. Families can \_\_\_\_\_ together.

**Talk Together**  
Share your sentences. What do you like to do with your family?

**Language Arts**

Unit 1 Part 1 5

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 5

Teacher's Guide on [NGReach.com](http://NGReach.com)

drawing paper • colored markers • paper clips

Describe Events CC.1.SL.4

### Option 2: Describe a Family Event



### MATERIALS

drawing paper • colored markers

Have children work in pairs. Ask: *What special events do you celebrate with your family? How do you celebrate?*

- Have children draw a picture showing a special day with their families.
- Children share the picture with their partner and tell about the special days.
- Encourage children to tell about their family event like a story.
- Have children share their partner's story with the class and answer questions.
- Listen to fluent models. Record their reading and get a fluency report.


Describe Events CC.1.SL.4

## Language and Vocabulary

### Key Words

care • celebrate • family • family member  
help • holiday • home • meal • organize  
play • purpose • world

### Option 1: Vocabulary Games



**NGReach.com Online Vocabulary Games**

Determine the Meaning of Words CC.1.L.4

### Option 2: My Vocabulary Notebook



**NGReach.com My Vocabulary Notebook**

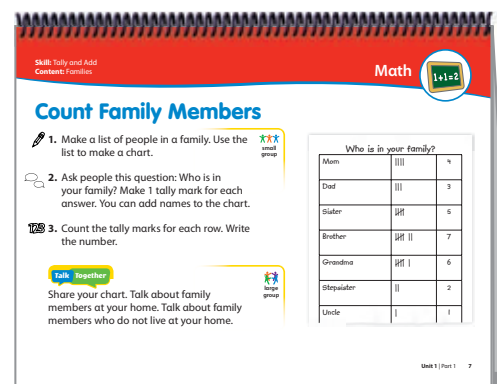
Have students expand word knowledge by:

- identifying nouns connected to favorite holidays
- identifying words with short *i* sounds
- practicing writing the words.

Determine the Meaning of Words CC.1.L.4

## Writing

### Option 1: Count Family Members



**Count Family Members**

- Make a list of people in a family. Use the list to make a chart.
- Ask people this question: Who is in your family? Make 1 tally mark for each answer. You can add names to the chart.
- Count the tally marks for each row. Write the number.

**Math**

Who is in your family?

Mum		4
Dad		3
Sister		4
Brother		4
Grandma		4
Grandpa		2
Uncle		1

Unit 1 Part 1 7

### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 7

Teacher's Guide on [NGReach.com](http://NGReach.com)

drawing paper • colored markers

Focus on a Topic CC.1.W.5

### Option 2: Describe Your Family



### MATERIALS

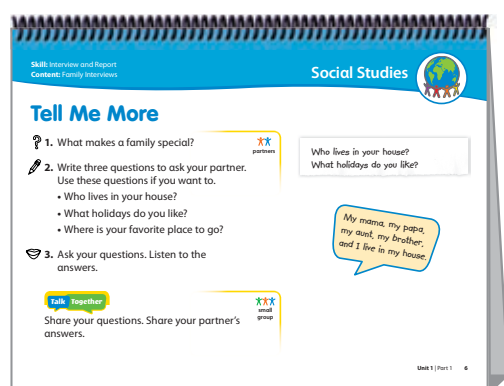
drawing paper • colored markers

Have children draw a picture of their family. Have children share their picture with a partner. Partners should ask: *How many people are in your family? Do you have a brother? Do you have a sister?* etc. Have children answer each question and write it. Provide sentence frames: *I have \_\_\_\_\_. There are \_\_\_\_\_ in my family.*

Focus on a Topic CC.1.W.5

## Cross-Curricular

### Option 1: Tell Me More



#### PROGRAM RESOURCES & MATERIALS

**Cross-Curricular Teamwork Activities: Card 6**  
**Teacher's Guide on** [NGReach.com](https://www.ncreach.com)

Ask and Answer Questions

CC.1.SL.2

### Option 2: Compare Families



#### MATERIALS

**Digital Library Image: Language Builder Picture Cards B1–B8**

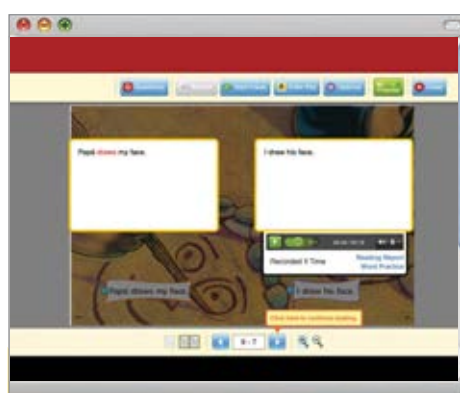
Display the Language Builder Picture Cards for students and chorally count how many members are in each family. Then have children draw a picture of their families. Have them switch with a partner. Ask: *How many people are in your family? How many people are in your partner's family? Which family has more people?* Choose a few drawings and display them. As a class, count the family members chorally.

Participate in Conversations

CC.1.SL.1

## Reading

### Option 1: Comprehension Coach



[NGReach.com](https://www.ncreach.com) **Comprehension Coach**

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency

CC.1.Rfou.4

Read Informational Text

CC.1.Rinf.10

### Option 2: Make a Poster



#### MATERIALS

*large paper, crayons*

Divide children into three groups. Have each group work together to make a poster of someone who helps children or others who are far away. Reread the magazine article on pages 26–29 to give children ideas. Encourage them to show a location of the place on a globe and a photo of the people they help. Then have them write one sentence as a caption.

See **Recommended Reading** on page LR12.

Write About Topics

CC.1.W.2

## Intervention

### Option 1: Reteach Short *i*

#### PROGRAM RESOURCES & MATERIALS

**Phonics Picture Card 180**

**Sound/Spelling Cards 1, 5, 7, 11, 14, 21**

Use **Reteaching Routine 1**.

- **Display a word.**
- **Say the word:** *insect*. Have children repeat.
- **Read the word.** Point to the short *i* and ask: *What is the letter? What is the sound?*
- **Scaffold spelling.** Say: *Insect. An insect has six legs*. Have children repeat the word, say the first sound, and write its spelling, referring to the **Sound/Spelling Cards**.

For **Reteaching Routine 1**, see BP36.

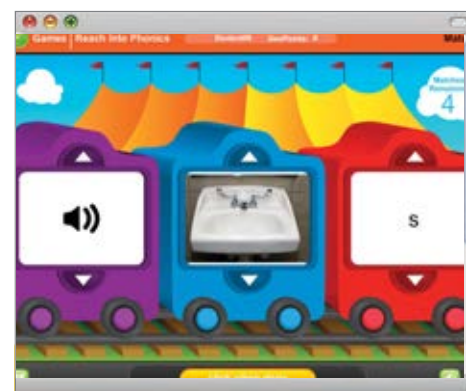
Decode Words with Short *i*

CC.1.Rfou.3

Read with Fluency

CC.1.Rfou.4

### Option 2: Phonics Games



[NGReach.com](https://www.ncreach.com) **Online Phonics Games**

Read with Fluency

CC.1.Rfou. 4

For **Reteaching Masters**, see pages RT1.5–RT1.8.

### Additional Resources

#### ESL Kit



ESL Teacher's Edition pages T23m–T31

# Week 2 Daily Spelling & Word Work

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Spell Words with *f, n, l, p, c*
- ✓ Spell Words with Short *i*
- ✓ Spell High Frequency Words

## SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	Test

## Spelling Pretest

Day 1



## Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Short *i* words

1. sit	My brother and I <b>sit</b> at the dinner table.
2. him	I pass the water to <b>him</b> .
3. sip	I <b>sip</b> from my glass.
4. in	There's a lot of water <b>in</b> it.

### High Frequency Words

5. do	<b>Do</b> you like tacos?
6. then	<b>Then</b> you can come to dinner.
7. what	<b>What</b> is in my mom's tacos?
8. with	They are filled <b>with</b> meat and beans.
9. you	I know <b>you</b> will like them.
10. your	What is <b>your</b> favorite dish?

### More Words

Use these words and sentences for additional Pretest and Test items.

1. dip	I like to <b>dip</b> my tortillas in the sauce.
2. lid	I put the <b>lid</b> back on the sauce.
3. fit	We <b>fit</b> the leftover food in the fridge.
4. tin	If a <b>tin</b> is empty, we recycle it.
5. bin	We put it in a <b>bin</b> .
6. big	It is a very <b>big</b> bin!

## Sort Pictures

Day 2



Option 1

### PROGRAM RESOURCES

My Letter Books: Practice Masters  
PM1.26–PM1.30

### MATERIALS

scissors

## Prepare

Have children cut out the pictures.

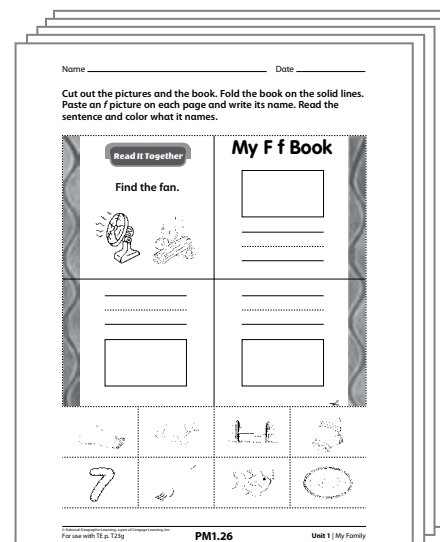
## Play a Game

- Name each picture. Have children sort the pictures that start with the sound for *f*.
- Have children paste a picture on each page of **My Ff Book** and write or dictate its name.
- Repeat with the remaining letter books. Have partners complete the Read It Together.

Extend the activity by asking children to name other words that start with the sound of *f, n, l, and p*.

Decode Words *f, n, l, p, c*  
Spell Words with *f, n, l, p, c*  
Spell New Words Phonetically

CC.1.Rfou.3  
CC.1.L.2.d  
CC.1.L.2.e



NGReach.com Practice Masters  
PM1.26, PM1.27, PM1.28, PM1.29, PM1.30

## Alphabetize

Day 2



Option 2

### PROGRAM RESOURCES

High Frequency Word Cards:  
Practice Master PM1.31

### MATERIALS

scissors

## Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

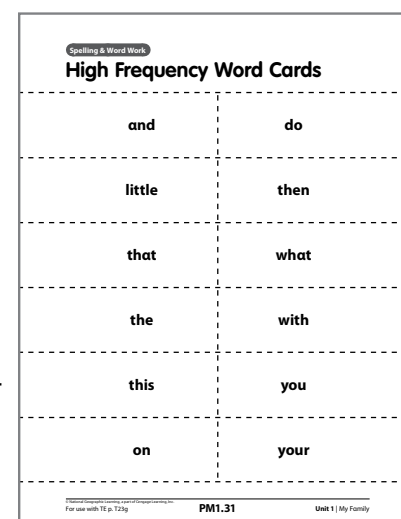
## Play a Game

- The groups turn cards face down and mix them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have each group remix the cards for another round.

After several rounds, determine the winner.

Spell High Frequency Words

CC.1.L.2.d



NGReach.com Practice Master PM1.31



## Read a Word

Day 3



Option 1

### MATERIALS

index cards—17 per group • paper bags—1 per group

### Prepare

Have children work in groups to write each spelling word on a separate card. On the remaining card, have a child write the word *family*.



### Play a Game

- Have children place all word cards in the bag and shake to mix.
- One child chooses a card from the bag without looking.
- If a spelling word is chosen, the child reads the word, spells it, and keeps the card.
- When the *family* card is pulled, the child says, *I love my family* and returns this and all other cards collected to the bag.
- The winner is the child with the most cards when all spelling words have been pulled from the bag.

Extend the activity by having children say a sentence for each word.

Decode Words <i>f, n, l, p, c</i> , and Short <i>i</i>	CC.1.Rfou.3
Spell Words with <i>f, n, l, p, c</i> , and Short <i>i</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

## Act It Out

Day 3



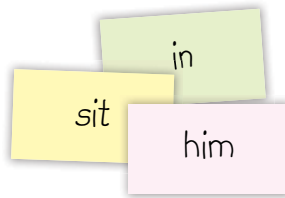
Option 2

### MATERIALS

index cards—16 per group

### Prepare

Distribute 16 cards to each group and have children write each spelling word on a separate index card.



### Play a Game

- Have groups turn cards face down and mix them up.
- On signal, one child takes a card and silently reads the word. Then he or she gives clues to the word using pantomime and facial expressions.
- Ask the child who guesses the word to spell it aloud while the group checks the spelling with the card.
- Have the child who correctly guessed the word choose a new card, and the game continues.

Have groups play until all word cards have been used.

Decode Words <i>f, n, l, p, c</i> , and Short <i>i</i>	CC.1.Rfou.3
Spell Words with <i>f, n, l, p, c</i> , and Short <i>i</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

## Illustrate a Word

Day 4



Option 1

### MATERIALS

drawing paper • crayons or markers

### Prepare

Display the spelling words.

### Use Visuals

- Have partners choose a spelling word and draw a picture to illustrate it. Then have them exchange drawings with another pair.
- The other pair writes a sentence under the picture using the illustrated word.



Extend the activity by having pairs illustrate *two* of the words in a drawing. Have them exchange pictures with another pair as before.

Spell Words with <i>f, n, l, p, c</i> , and Short <i>i</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

## Rhyme Words

Day 4



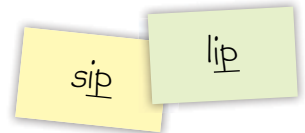
Option 2

### Prepare

Display the spelling words.

### Play a Game

- One child points to a spelling word and says a word that rhymes with it. The other child then says another word that also rhymes. If both children are able to name a rhyming word, each receives a point.
- Have children trade roles. Continue the game until all the spelling words have been chosen. The child with more points at the end wins the game.



Extend the activity by having children work together to write rhyming words for as many of the spelling words as they can. Have them underline the parts of the paired rhyming words that sound the same.

Decode Words <i>f, n, l, p, c</i> , and Short <i>i</i>	CC.1.Rfou.3
Spell Words with <i>f, n, l, p, c</i> , and Short <i>i</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

# Week 2 Daily Grammar

## OBJECTIVES

**Thematic Connection: My Family**

✔ Use Articles and Nouns

## COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Common Nouns

Use Determiners

CC.1.L.1

CC.1.L.1.b

CC.1.L.1.h

## Day 1

### PROGRAM RESOURCES

A/An: eVisual 1.5

Choose A or An: Practice Master  
PM1.24

### MATERIALS

scissors

## Teach the Rules

Use pages T28–T29 to introduce the articles *a* and *an*. Point out that the words *a* and *an* usually come before a noun.

### Articles: *a, an*

- |  |   |
|--|---|
| • Use <b>a</b> before a noun that begins with a consonant <b>sound</b> . | I have <b>a</b> brother. You have <b>a</b> grandmother. |
| • Use <b>an</b> before a noun that begins with a vowel <b>sound</b> .    | I have <b>an</b> uncle. You have <b>an</b> aunt.        |

NGReach.com Articles: *a, an*: eVisual 1.5

## Play a Game

Distribute **Practice Master PM 1.24**. Have partners play “Choose the Right Word.”

Explain:

- Cut out the word cards and lay them face down.
- Take turns turning over a word card and reading the noun. Say a sentence using the noun and a or an.
- Continue playing until all the cards are turned over.

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar

Choose A or An

holiday	brother	egg
apple	friend	grandfather
sister	home	uncle
bed	orange	table
aunt	parent	meal
grandmother	banana	sister

For use with TE p. T28 PM1.24 Unit 1 | My Family

NGReach.com Practice Master PM1.24

## Differentiate

### BL Below Level

**ISSUE** Children may have difficulty distinguishing the difference between *a* and *an* and the nouns with which they should be used.

**STRATEGY** Write common singular nouns on index cards with the first letter underlined. Then write *a* on one card and *an* on another. Have children use the cards to join the correct article to each noun. Guide them to notice that the first sound of the noun determines which article, *a* or *an*, should be used.

## Day 2

### PROGRAM RESOURCES

Plural Nouns with -s, -es:  
eVisual 1.6

### MATERIALS

soft ball or sponge

## Teach the Rules

Use page T30 to introduce plural nouns with *-s* and *-es*. Point out the following rules for forming plurals, reminding children that a noun is a word that names a person, place, animal, or thing and that *plural* names more than one.

### Plural Nouns with -s and -es

- |  |                              |
|--|------------------------------|
| • If a noun ends with <i>ss, s, z, sh, ch, or x</i> , add <b>-es</b> . | dish → dishes                |
| • If a noun ends with any other letter, add <b>-s</b> .                | meal → meals<br>home → homes |

NGReach.com Plural Nouns with -s and -es: eVisual 1.6

## Play a Game

Display a list of singular nouns that have plural forms that end in *-s* or *-es*. Have children sit in a circle to take turns throwing and catching the soft ball. To begin, give the soft ball to one child. Have the child say a singular noun from the list and toss the soft ball to another child, who says the noun’s plural form and whether it ends with *-s* or *-es*.

Continue play until each child has had at least two turns to act as a thrower and as a catcher.

## Differentiate

### EL English Learners

**ISSUE** In Chinese, Korean, Hmong, and Vietnamese, there is no plural form for nouns. Plurality can be expressed through an adjective quantifier.

**STRATEGY** Review the use of *-s* and *-es* in English. Then have children copy sentences with a blank for the plural ending, such as these: *I saw two sister \_\_\_\_\_ . The dog \_\_\_\_\_ chased the fox \_\_\_\_\_ . The boy \_\_\_\_\_ ate their lunch \_\_\_\_\_ .* Post the ending *-s* and *-es* and have children complete the sentences.





## Day 3

### PROGRAM RESOURCES

A/An and The: eVisual 1.7

### Teach the Rules

Use page T30h to introduce the difference between *a/an* and *the*. Point out the following rules for using the indefinite and definite articles.

#### A/An and The

- Use **a** and **an** for any person, place, thing, or idea.
  - A** garden is fun.
  - Give me **a** flower.
  - I can eat **an** apple.
- Use **the** with a specific person, place, thing, or idea.
  - The** garden at our home is very big.
  - Give me **the** hose.

NGReach.com A/An and the, eVisual 1.7

### Play a Game

Play the game "Choose a Word." Post ten common nouns and the articles *the*, *a*, and *an*. One child says a sentence using the word and one of the indefinite articles. That child points to another child. The second child should add to the sentence and use the definite article.

Provide examples: *A garden is fun.* *The community garden is really fun.*

Children continue playing until all ten words have been used with both indefinite and definite articles.

## Differentiate

### AL Above Level

**ISSUE** Children are ready to apply the rules to new words.

**STRATEGY** Have children choose nouns from the Key Words and say sentences using the indefinite and definite articles.

## Day 4

### PROGRAM RESOURCES

Grammar and Writing:  
Practice Master PM1.36

### Grammar and Writing

Use page T30n to model article usage in writing. Then distribute **Practice Master PM1.36**. Read each sentence. Have children find the correct word in the word bank and write it to complete the sentence.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar and Writing**

**Write Articles and Plural Nouns**

- Read the story.
- Circle the correct articles.
- Fill in the blanks with plural nouns. Add -s or -es.

It takes a lot of work to make (a/the) garden! First, we cleaned up (a/the) yard. Then we moved two benches (bench) near the garden. Next, we bought some seeds. I got beans (bean) and sunflowers (sunflower). I also got (a/an) apple seed. We planted (a/the) seeds. We watered them with (a/an) hose. I can't wait to eat from (a/the) garden!

For use with TE 2, T23 **PM1.36** Unit 1 | My Family

**Practice Master PM1.36**

## Day 5

### PROGRAM RESOURCES

Grammar and Writing Test:  
Assessment Masters A1.28–A1.29

### Review and Assess

See page T31 for a review of articles and plural nouns.

Administer the **Grammar and Writing Test**.

# Day 1 Learn Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Thematic Connection: My Family

- ✓ Isolate Initial Sounds
- ✓ Read and Spell Words with *f, n, l, p, c*
- ✓ Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 18
- Phonics Picture Cards 3, 7, 8, 9, 10
- Sound/Spelling Cards 3, 6, 7, 8, 9, 14, 20
- Letters and Sounds: Practice Masters PM1.19–PM1.23
- Write-On/Wipe-Off Board
- Read On Your Own Book 2

### TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 1, Tracks 8–9
- Word Builder
- Phonics Games

## MORNING WARM-UP

### Who is part of your world family?

Explain that a world family is made up people from many cultures all over Earth. Have small groups think of different people who make up their world families. One child from each group shares the group's ideas with the class.

## Phonological Awareness

### 1 Isolate Initial Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the beginning sound.
- **Say the word:** *family*. Have children repeat the word.
- **Segment sounds:** /f/ /ä/ /m/ /ŭ/ /l/ /ē/. *What is the first sound you hear?* (/f/)
- **Say the sound again:** /f/.

For **Phonological Awareness Routine 1**, see page BP28.

Have children isolate the beginning sound for *lap* (/l/), *pat* (/p/), and *cat* (/k/).

## Check & Reteach

**OBJECTIVE:** Isolate Initial Sounds ✓

Ask: *What is the beginning sound in big?* (/b/)

If children cannot answer, say *big* slowly, separating it into onset and rhyme: /b/ *ig*. Have children clap loudly for /b/ and softly for *ig* as they repeat /b/ *ig*. Have children identify the beginning sound. Repeat for these words: *cap*, *tap*, *sat*.

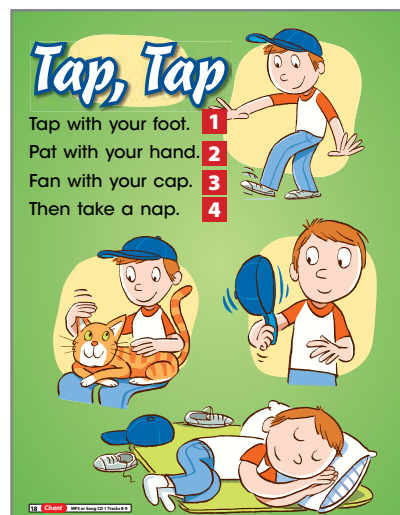
## Phonics

### 2 Learn Sounds and Letters /f/f, /n/n, /l/l, /p/p, /c/c ✓

Sing with Me Phonics Songs Book page 18

Play Tracks 8 and 9 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 Tap your foot.
- 2 Pat your head with your hand.
- 3 Use a cap, your hand, or paper to fan your face.
- 4 Rest your head on your hands.



Sing with Me Phonics  
Songs Book page 18

## COMMON CORE STANDARDS

### Reading

- |                                       |               |
|---------------------------------------|---------------|
| Isolate Initial Sounds                | CC.1.Rfou.2.c |
| Read Irregularly Spelled Words        | CC.1.Rfou.3.g |
| Demonstrate Understanding of Phonemes | CC.2.Rfou.2   |






### Language and Vocabulary

- |                            |            |
|----------------------------|------------|
| Print Letters              | CC.1.L.1.a |
| Spell High Frequency Words | CC.1.L.2.d |

## Weekly Folder

- ✓ Writing (T28–29, T30, T30h, T30n, T31b)
- ✓ Compare Authors' Purposes: **Practice Master PM1.32**

Cover *ph* on **Sound/Spelling Card 3**, *kn\_* and *\_gn* on **Sound/Spelling Card 7**, and *\_ck* and *k* on **Sound/Spelling Card 14**. Then use **Decoding Routine 1** to connect sounds and spellings /f/f, /n/n, /l/l, /p/p, and /k/c and to blend words.

Step 1 Develop Phonological Awareness	/f/f	/n/n	/l/l	/p/p	/k/c
1. Tell children: <i>These words have /f/ at the beginning.</i> <i>These words have /f/ at the end.</i>	fan, fish, foot if, leaf, roof	nut, nose, nail on, fun, can	lap, leg, lunch nail, tail, school	pat, pig, point cup, tap, nip	cap, cat, cake Mac
2. Tell children: <i>I will say a word. Listen for /f/. If you hear it, make a face.</i>	off, far, cat, fall, nap, knife	an, lap, not, win, four, net	bowl, feet, log, lip, tap, mail	pet, hand, hop, put, take, lap	cage, line, car, cup, fall, coat
Step 2 Introduce the Sound/Spelling					
1. Display the picture-only side of <b>Sound/Spelling Card 3</b> . Say: <i>fish</i> . Have children repeat.					
2. Say: /f/. Have children repeat.	Card 3 fish, /f/, f	Card 7 nose, /n/, n	Card 8 lamp, /l/, l	Card 9 pizza, /p/, p	Card 14 candle, /k/, c
3. Turn the card over. Point to <i>f</i> and name it.					
4. Give examples of <i>f</i> in initial and final positions. Repeat for /n/, /l/, /p/, and for initial /k/.	fox, fork, fence if, leaf, roof	nut, nose, nail on, man, hen	leaf, lamp, lock seal, girl, nail	pan, pig, pear cup, mop, soap	can, cow, cut
Step 3 Blend Sound-by-Sound					
1. Write <i>f</i> . Say: /f/. Have children repeat.	f	N	l	p	c
2. Add <i>a</i> . Say: /ä/, sweeping your hand beneath the spellings. Have children blend the sounds with you.	fa →	Na →	la →	pa →	ca →
3. Add <i>t</i> . Say: /t/. Model blending the word. Have children blend with you.	fat →	Nan →	lab →	pat →	cat →
4. Write and blend words with /f/f. Repeat the routine for other words.	fan	nap	lack, lamb	Pam, pal	can, cap

For **Decoding Routine 1**, see page BP32.



Read On Your Own Book 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Letter and Sound Ff**

Write the missing letter. Color each item named in the sentence.

1.  fox	2.  sink	3.  fork
4.  fence	5.  fan	6.  five
7.  foot	8.  fish	9.  fire

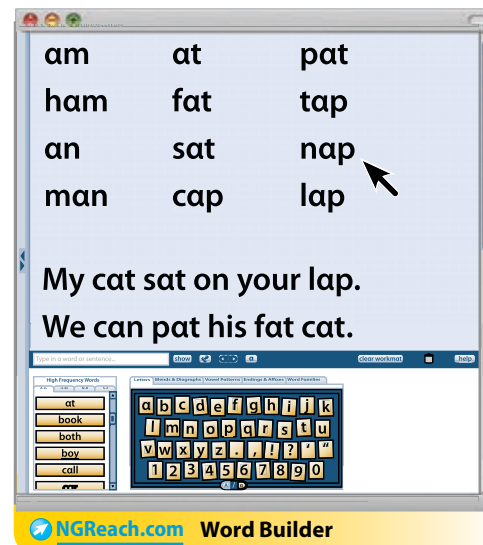
**Read It Together** Find the fan and the fox.

PM1.19 Unit 1 | My Family

NGReach.com Practice Masters PM1.19–PM1.23

**3 Read Words with f, n, l, p, c** ✓ Read On Your Own Book 2 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out previously taught High Frequency Words *your*, *we*, and *his*, and ask children to read the sentences.

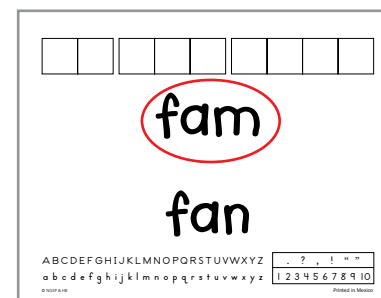


Have children turn to **Read On Your Own Book 2** page 2. Review the sound/spellings for /f/f, /n/n, /l/l, /p/p, and /c/k and read the example. Have children echo. Then have children chorally read the picture labels. Assign **Practice Masters PM1.19–PM1.23** for more practice.

Children can also play **Phonics Games** at [NGReach.com](http://NGReach.com) to reinforce phonics skills.

**4 Spell Words with f, n, l, p, c** ✓

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.



Write-On/Wipe-Off Board

- **Say a word:** *fan*.
- **Segment sounds:** /f/ /ă/ /n/. *What is the last sound you hear?* (/n/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 3 /f/, 6 /ă/, and 7 /n/)
- **Repeat the word:** *fan*. Have children write the spelling of the word.
- **Write the correct spelling.** Have children check and correct their spelling. Repeat for *lap* and *cap*, using cards 8 /l/, 6 /ă/, 9 /p/, and 20 /k/.

For **Dictation Routine 1**, see page BP35.

Then dictate: *Pam has a tan cap*. Have children chorally repeat and then write the sentence. Write the correct sentence, and have children check and correct.

## Check & Reteach

**OBJECTIVE:** Read and Spell Words with *f, n, l, p, c* ✓

Check dictation sentences for the correct spellings. Prompt self-correction.

If children spell a word incorrectly, use **Decoding Routine 2** to reteach *f, n, l, p, c*. Repeat with this sentence: *Cal has my map*.

For **Decoding Routine 2**, see page BP33.

## Daily Language Arts

**Daily Spelling and Word Work** ✓

Practice options on page T23g



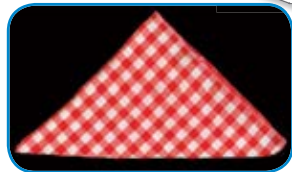
## Sounds for f, n, l, p, c

Listen to the beginning sounds.

Example:



fan



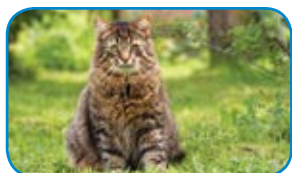
napkin



Lab



pan



cat



cap

2

## Key Words

Look at the picture.  
Read the sentences.

High Frequency  
Words

do  
then  
what  
with  
you  
your



What Do You Do?

1. **You** have a mat.
2. You have a cap.
3. **What do** you do **with** the mat?
4. **Then** what do you do with **your** cap?

What can you do with a cat?



Phonics Games  
NGReach.com

3

STUDENT  
TECHNOLOGY



Student  
eEdition



Word  
Builder

NGReach.com

Read On Your Own Book 2  
pages 2–3

# High Frequency Words

## 5 Read and Spell Key Words Read On Your Own Book 2 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Word Routine 1**.

- **Say the High Frequency Word:** *with*.
- **Say a sentence with the word:** *The boy may play with the cat.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Word Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to answer the questions.

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words

Have partners read the words on the list on page 3 to each other. Then have them write each word on a note card or use **High Frequency Word Cards** for *do*, *then*, *what*, *with*, *you*, and *your*.

Give a clue for each High Frequency Word, such as: *This word rhymes with pen. (then)* Tell children to hold up the word that fits the clue. Suggest that children think of other clues for the words. Invite them to share their clues with the class.

## Differentiate

### EL English Learners

**ISSUE** English learners may not know the meanings of words.

**STRATEGY** Use the gestures in parentheses and examples in blue to convey word meaning.

**do** (Hold up a crayon.) *Do I have a crayon?* (Nod head.) *Yes, I do.*

**then** *I will draw a circle.* (Draw a circle.) *Then I will draw two ears.* (Draw two ears.) *That means I draw two ears after I draw the circle.*

**what** *What will I do next?* (Draw a cat's features.) *Do you see eyes, a nose, and a mouth?*

**with** *I can draw with my crayon.* (Show your cat picture.) *That means I use my crayon to draw.*

**you** (Pass out crayons.) *Now you have a crayon.* (Point to children to demonstrate *you*.)

**your** *What will you do with your crayon?* (Have children draw.) *Your means that the crayon belongs to you.*



Anthology

## OBJECTIVES

**Thematic Connection: My Family**

- ✓ Identify Nouns
- ✓ Preview an Article and Set a Purpose

## PROGRAM RESOURCES

TECHNOLOGY ONLY

- Vocabulary Practice: eVisual 1.4
- My Vocabulary Notebook
- Read with Me MP3

## MATERIALS

colored markers or crayons

## Vocabulary Strategy

### 1 Identify Nouns ✓ Anthology pages 24

Project **Student eEdition** page 24. Ask children to identify the people in the picture. Have volunteers read the caption and labels. Ask: *How does the photograph help you understand the meaning of the words mother and daughters?* (The photograph shows that a mother is a person who has children and that daughters are female children.) Point out that the words *mother* and *daughters* are nouns that name people.

Display and read aloud **eVisual 1.4**. Then reread and have children echo the sentences. Divide the class into five groups and assign one set of sentences to each group. Have each group work together to identify the noun that names a person in each sentence.

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *world*.

For **Writing Routine 1**, see page BP56.



### Vocabulary Practice

1. My mother picked me up at school.
2. I said goodbye to my teacher and got in the car.
3. We picked up my brother from soccer practice.
4. I waved to my uncle, who is the coach of the team.
5. When we got home, my father cooked us all dinner.



[NGReach.com](http://NGReach.com) Vocabulary Practice: eVisual 1.4



**INTERACTIVE WHITEBOARD TIP:** Have children underline the nouns that name people.

Have each group share results with the class. Volunteers from each group can

- read aloud their sentences.
- identify the noun that names a person in each sentence.

Encourage children to add *mother*, *teacher*, *brother*, *uncle*, and *father* to **My Vocabulary Notebook**.



[NGReach.com](http://NGReach.com) My Vocabulary Notebook

## COMMON CORE STANDARDS

<b>Reading</b>	
Read Informational Texts	CC.1.Rinf.10
<b>Writing</b>	
Write About Topics	CC.1.W.2
<b>Speaking and Listening</b>	
Participate in Conversations	CC.1.SL.1
<b>Language and Vocabulary</b>	
Use Common Nouns	CC.1.L.1.b
Use Determiners	CC.1.L.1.h



## Identify Nouns



The **mother** has two **daughters**.

A **noun** names a person or people.

### Try It Together

Read the list of words. Draw a picture to show each noun. How are the nouns alike?

Nouns
man
baby
sister
teachers

24

### STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Read with Me

NGReach.com

Anthology page 24

## 2 Try It Together Anthology page 24

Read aloud the directions and question. Have children work with partners to complete the activity, giving each child two nouns to draw. Then have partners compare their drawings with each other. Ask: *How are the pictures alike?* (They are all pictures of people.)

See **Differentiate**

### Check & Reteach

**OBJECTIVE:** Identify Nouns ✓

Ask children to give additional examples of nouns that name people in a family. (Possible responses: *father, daughter, son, aunt, uncle, cousin*)

If children cannot give examples of nouns, elicit: *Let's name our family members.* List responses and have children tell their relationship to each name they gave. Have them use a sentence frame: \_\_\_\_\_ is my \_\_\_\_\_. Ask: *What do you call that person?* (Possible responses: aunt or uncle)

## Differentiate

### SN Special Needs

**ISSUE** Children have difficulty making drawings that show the meanings of the nouns.

**STRATEGY** Have children draw a member of their family and tell about him or her. For example: *This is my mother/sister/papa.* Encourage children to tell something about what makes that person (noun) special.

### AL Above Level

**ISSUE** Students quickly complete their drawings and need an additional challenge.

**STRATEGY** Ask children to use each noun in a sentence. Invite them to tell how the nouns that are pictured in their drawings are alike and different.



Anthology

## Academic Talk

### 3 Preview and Set a Purpose Anthology page 25

**REVIEW** Ask: *How do you decide what movie you would like to see?* (Possible response: I see a commercial for it.) Explain that when children watch the commercial, they are previewing the movie.

Ask: *Why would you like to see a particular movie?* (Possible response: It would make me laugh.) Explain that, like moviegoers, readers preview selections and set purposes for reading.

Read aloud the title of the magazine article. Have partners preview the article by flipping through pages 26–29. Ask: *How does previewing give you ideas about what you will find out?* (Possible response: The title, photos, and map tell me that I will learn about people in different parts of the world.) *What is your purpose for reading this magazine article?* (Possible response: to learn about people around the **world**)

### Check & Reteach

**OBJECTIVE:** Preview an Article and Set a Purpose 

Listen as children set a purpose for reading.

If children do not set reasonable purposes, read aloud the title on page 25 and have children describe the photo. Have them tell why setting a purpose is important before they begin to read a selection.

## Shared Reading

### 4 Share a Magazine Article Anthology page 25

**CONNECT ACROSS TEXTS** Project **Student eEdition** page 25. *Explain: "Families in Many Cultures" is about how **families** all over the **world** **help** each other. In this selection, you will learn how people all over the **world** are like one big **family**.* Read aloud **Connect Across Texts**.

**GENRE** Read aloud the genre description. Clarify: *A magazine article gives facts about a topic. A fact is information that is true.*

**SOCIAL STUDIES BACKGROUND** Share information about the different ways *family* can be used to refer to people:

- **Family** can include people all over the **world**.
- **Family** can be any group of people who **care** for each other.
- People who **help** others are part of the **family** in their community.
- You can be part of the **family** of the **world** by **helping** others and getting involved in your community.





**Connect Across Texts** Learn more about what makes a **family**.

**Genre** A **magazine article** is nonfiction. It often tells about something going on in the **world** now.



**STUDENT TECHNOLOGY**



Digital Library



Read with Me



Student eEdition



My Vocabulary Notebook

[NGReach.com](http://NGReach.com)

Anthology page 25

**REVIEW** Remind children how to preview and set a purpose: Read pages 26–29. Use the questions on T26–T27 to build comprehension on the first read (Day 1) and second read (Day 2).

### Comprehension Focus

FIRST READ

SECOND READ

**Day 1 Read and Comprehend**

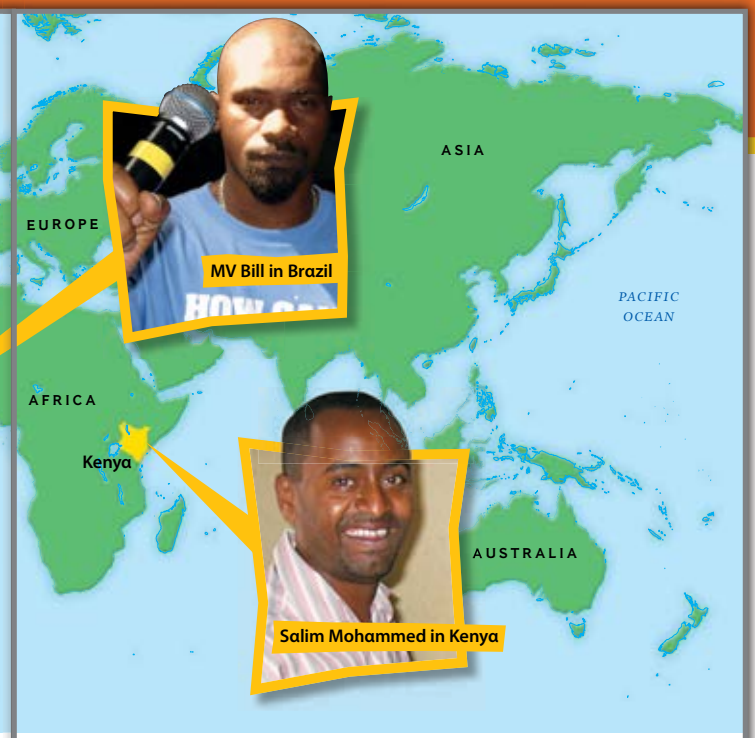
- Active Reading
- ☑ Preview and Set a Purpose
- Critical Thinking

**Day 2 Reread and Analyze**

- ☑ Identify Author's Purpose
- Critical Thinking



We meet people all over the world.



These people **help** others.

Anthology  
pages 26–27

## Build Comprehension

### FIRST READ

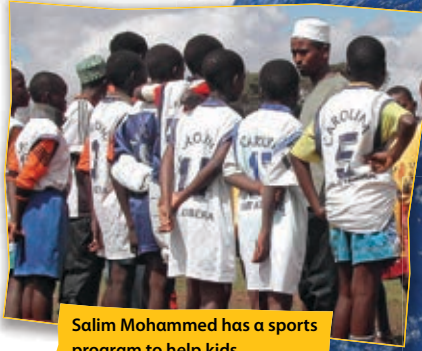
#### Day 1 Read and Comprehend

- 1 **Active Reading** Ask children to point to the appropriate photos on pages 26 and 27 as you read the descriptions of each person in the captions on pages 28 and 29.
- 2 **Use Visuals** Have children trace the lines from the photos to the places where the people live. Ask: *Where do these people live?* (Haiti, Brazil, and Kenya)

### SECOND READ

#### Day 2 Reread and Analyze

- 3 **Identify Author's Purpose** Remind children that an author uses words and pictures to show information. Ask: *What do the pictures tell you about the author's purpose?* (Possible response: The pictures show people who **help**.)
- 4 **Draw Conclusions** Read aloud the sentence on page 28. Point to the photos and reread the captions. Ask: *What is their important message?* Guide children to conclude that it is a message of friendship and caring. Ask: *Why is that message important?* Discuss with children how helping others shows that we care about people in our world family.



Salim Mohammed has a sports program to help kids.

3



Camseuze Moise teaches about health all over Haiti.



Singer MV Bill built a community center.

Their message is important. 4

Be family to the world around you.

## Writing

### 5 Write About the Magazine Article

Have partners write a sentence about something they learned about one of the people in “The World Is Your Family.” Display this sentence frame: *I learned about a person named \_\_\_\_\_. One thing this person did is \_\_\_\_\_.* Partners should work together to fill in the blanks. Help children as necessary. Have partners share their sentences with the class.



### Daily Language Arts

#### Daily Grammar ✓

Have children look for examples of the article *a* in their **Anthologies**. (*a family* and *a magazine article* on page 10) Then use the Daily Grammar lesson on page T23k to teach nouns.



**WRAP-UP** Have small groups discuss this question: *What could you do to help people in your world family?* Have groups present their ideas to the class.

## OBJECTIVES

Thematic Connection: My Family

- ✓ Isolate Initial Sounds
- ✓ Read and Spell Words with *f, n, l, p, c*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY


Sound/Spelling Cards 3, 7, 8, 9, 14

Handwriting: Practice Master PM1.25

Read On Your Own Book 2

### TECHNOLOGY ONLY

Letter Cards



## MORNING WARM-UP

### How do we play with our families?

Have children work in three groups and assign each a different kind of family: the one you have at home, at school, or in the world. Have groups turn and talk about how members of their family play together. Ask children to use the frames: *I play \_\_\_\_\_ with my \_\_\_\_\_ family* or *We play \_\_\_\_\_ with our \_\_\_\_\_ family*.

## Phonological Awareness

### 1 Isolate Initial Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the beginning sound.
- **Say the word:** *play*. Have children repeat the word.
- **Segment sounds:** */p/ /l/ /ā/*. *What is the first sound you hear?* (*/p/*)
- **Say the sound again:** */p/*.

For **Phonological Awareness Routine 1**, see page BP28.

Have children identify the beginning sound in these words: *nose* (*/n/*), *leap* (*/l/*), and *can* (*/k/*).

## Check & Reteach

**OBJECTIVE:** Isolate Initial Sounds ✓

Ask: *Do fan and feet begin with the same sound?* (Yes.)

If children cannot answer correctly, name word pairs. Have children clap if both words begin with the same sound: *nap/nose, lap/fin, pat/pick, cat/cup*. Have children say the beginning sound of words that match.

## Phonics

### 2 Read Words with *f, n, l, p, c* ✓

**REVIEW** Display **Sound/Spelling Card 3** with *ph* covered. Have children identify the picture (fish) and the beginning sound (*/f/*).

Ask: *What is the spelling?* (*f*)

Repeat for cards 7 */n/*, 8 */l/*, 9 */p/*, and 14 */k/*.



## COMMON CORE STANDARDS

### Reading

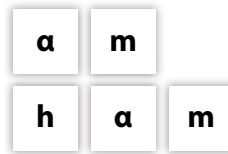
Isolate Initial Sounds	CC.1.Rfou.2.c
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Demonstrate Understanding of Phonemes	CC.2.Rfou.2

### Language and Vocabulary

Spell High Frequency Words	CC.1.L.2.d
----------------------------	------------

### 3 Spell Words with *f, n, l, p, c* ✓

Use **Letter Cards** to build *am*. Add **Letter Card** *h* to build *ham* and blend the word with children. Distribute **Letter Cards** *a, m, h, P,* and *C*. Have children build and read words with *-am*. (*ham, Pam, Cam*)



#### Check & Reteach

**OBJECTIVE:** Read and Spell Words with *f, n, l, p, c* ✓

Dictate: *Cat. I found the cat under the bed. Cat.* Have children write and then chorally spell *cat*. For children who had difficulty spelling *cat*, write the word *cat*. Point to each letter and have children say the sound. Say the word and have children repeat. Then remove the *c*. Say: *pat*. Ask: *What letter do I need to make the word pat?* (*p*) Continue with *fat*. Have children spell each word they complete.

## High Frequency Words

### 4 Read and Spell High Frequency Words ✓

Display and read the sentences below. Then say the underlined word.

- what** What is that?
- your** Is that your cat?
- do** What can the cat do?
- you** My cat can find you.
- then** Then my cat can nap on your lap!
- with** My cat can nap with you!

Reread each sentence and have children smile when they hear a High Frequency Word. Distribute **High Frequency Word Cards** to partners. Reread each sentence and have partners hold up the card that matches each underlined word. Assign **Practice Master PM1.25**.

#### Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words ✓

Have partners chorally read the words from **Practice Master PM1.25**. Then have them write the spelling of each word on their desk with their finger. If children have difficulty spelling, use **High Frequency Words Routine 2** to reteach. For **High Frequency Words Routine 2**, see page BP37.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Handwriting**

### High Frequency Words

Trace each word two times and then write it.

do do do

then then then

what what what

with with with

you you you

your your your

\_\_\_\_\_

\_\_\_\_\_

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For use with TE p. T29b **PM1.25** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com) Practice Master PM1.25



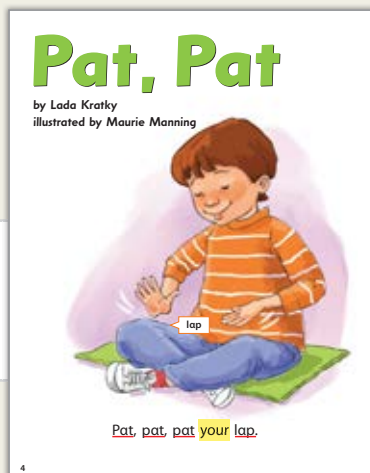
### Daily Language Arts

**Daily Spelling and Word Work** ✓

Practice options on page T23g



Read On Your Own Book 2



### Legend

- words with *f, n, l, p, c*
- high frequency words

Read On Your Own Book 2  
pages 4–7

## Differentiate

### BL Below Level

**ISSUE** Children do not recognize words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 2	Teacher's Edition
initial consonants	pat (page 4)	/p/p (page RS21)
	pan (page 6)	
	lap (page 4)	/l/l (page RS21)
	cat (page 5)	/k/c (page RS23)
	can (page 7)	
	cap (page 9)	
	tap (page 6)	/t/t (page T3)
	fan (page 8)	/f/f (page RS19)
	hat (page 8)	/h/h (page T3)
	nap (page 10)	/n/n (page RS21)
words with short vowel <i>a</i>	pat (page 4)	/ă/a (page T7d)
	lap (page 4)	
	cat (page 5)	
	tap (page 6)	
	pan (page 6)	
	can (page 7)	
	fan (page 8)	
	hat (page 8)	
	cap (page 9)	
	nap (page 10)	

### SN Special Needs

**ISSUE** Children need additional practice with words with *f, n, l, p,* and *c*.

**STRATEGY** Bring to class a hat, cap, pan, and can. Name each item and have children find the corresponding word on a page. Reread the story and have children act out each page, using props when appropriate.

## Decodable Reading

### 5 Read "Pat, Pat" ✓ Read On Your Own Book 2 pages 4–10

Use **Decoding Routine 4** to conduct two readings of "Pat, Pat." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

#### FIRST READ

### Day 2 Decode and Self-Correct

Have partners read to each other. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

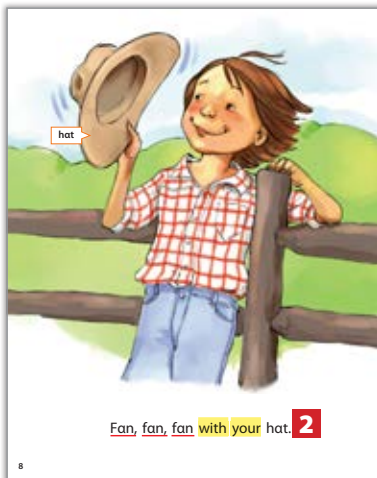
#### SECOND READ

### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- Identify Details** *What do the children pat?* (They pat a lap and a cat.)  
*What do they tap?* (They tap a pan and a can.) *What can you pat? What can you tap?* (You can pat a cat. You can tap a hat.)
- Make Inferences** *Why do you think the girl fans with her hat?* (Possible response: She is hot.)
- Make Comparisons** *How is the boy on page 8 like the girl on page 7?* (Both fan.) *How is the boy different?* (Possible responses: He fans with a cap. He is at a park instead of a ranch.)
- Make Connections** *Do you ever take a nap? When do you take a nap? Why do you take a nap?* (Possible response: Yes, I take a nap when I get home from school so I can rest before I play.)

For **Decoding Routine 4**, see page BP34.



Practice Phonics

**Sounds for f, n, l, p, c**

Read these words.

fan	nap	lap	cat
can	pan	pat	fat

Find the words that start with f. Then find words that start with n, l, p, and c. Use letters to build them. f a n

**Talk Together** This is a cat!

Choose words from the box above to tell your partner what you see in the picture.

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e Student eEdition

Comprehension Coach

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Read On Your Own Book 2  
pages 8–11

## Practice Phonics

### 6 Words with f, n, l, p, c ✓

Read On Your Own Book 2 page 11

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Have partners build words with *f, n, l, p, c*.

See **Differentiate**

### 7 Talk Together

Read On Your Own Book 2 page 11

Have partners turn and talk about what they see in the illustration. Encourage them to use the words and the sentence frame: *This is a \_\_\_\_*. Have children point to a picture each time they say a new sentence. (Possible answers: *This is a pan/lap/fan/cat/can/cap.*)

f	a	n
p	a	n
c	a	n
n	a	p
l	a	p

## Differentiate

### BL Below Level

**ISSUE** Children may use *k* for the hard *c*, /k/.c.

**STRATEGY** Review **Sound/Spelling Card 14**.

Explain that *c* stands for the /k/ sound when it comes before *a*, *o*, and *u*. Have children blend *cat*, *can*, and *cap*.

## Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "Pat, Pat." Note reading speed and miscues. For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

**OBJECTIVES****Thematic Connection: My Family**

- ✓ Identify Nouns
- ✓ Identify Author's Purpose

**PROGRAM RESOURCES****PRINT & TECHNOLOGY**

T Chart: Practice Master PM1.32

**TECHNOLOGY ONLY**

Read with Me MP3

**MATERIALS**

self-stick notes, one pad per child

**Power Writing**

Have children write as much as they can as well as they can in one minute about the word *play*.

For **Writing Routine 1**, see page BP56.

**Vocabulary Practice****1 Identify Nouns** ✓

**REVIEW** Remind children that a noun can name a person or people.

Write this sentence: *My family is special.* Read the sentence. Explain: *I see the word **family**. **Family** is a noun. **Family** names a group of people.*

Have partners place self-stick notes on the pictures of people on pages 26 and 27 in "The World Is Your Family." (Josh, Sol, Camseuze, MV Bill, Salim)

Say: *Josh takes pictures. He is a photographer. The word photographer is a noun that names a person.* Help children use the captions on pages 28 and 29 to identify common nouns that name the people. (Camseuze/teacher, Salim/coach, MV Bill/singer) Have children think of other nouns they know that name a person.

**Check & Reteach****OBJECTIVE: Identify Nouns** ✓

Display and read aloud: *The author wrote a story.* Ask: *What word in this sentence is a noun that names a person?* (author)

For children who cannot identify *author* as a noun that names a person, point to and say each word in the sentence and ask if the word names a person.

**Academic Talk****2 Discuss Connections** Anthology pages 26–27

Have children look at the pictures and labels and reread the text on pages 26 and 27. Ask: *How are Josh and Sol connected?* (They work together.) *What job do they do?* (They meet people all over the **world**.) Ask: *How are Josh and Sol connected to the other people in the magazine article?* (Josh and Sol met Camseuze, MV Bill, and Salim and took their pictures.)

**Comprehension****3 Identify Author's Purpose** ✓ Anthology pages 28–29

Have children look at the photos and captions on pages 28 and 29.

- Tell children that an author's purpose is his or her reason for writing. Authors might write to teach their readers, to tell what they think, or to entertain. Read aloud the two sentences at the bottom of the pages. Rephrase: *The authors think the message of the people they meet is important. The authors think we should all be like family to each other.* Explain that the author's purpose is to tell readers what he thinks.
- Tell children to pay attention to how the author tells what he thinks as they reread "The World Is Your Family."

**COMMON CORE STANDARDS****Reading**

Describe the Connection CC.1.Rinf.3  
Read Informational Texts CC.1.Rinf.10

**Writing**

Write About Topics CC.1.W.2

**Language and Vocabulary**

Use Common Nouns CC.1.L.1.b  
Use Determiners CC.1.L.1.h





**Connect Across Texts** Learn more about what makes a **family**.

**Genre** A **magazine article** is nonfiction. It often tells about something going on in the **world** now.



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TECHNOLOGY



Student  
eEdition



Read  
with Me

NGReach.com

Anthology page 25

## Check & Reteach

**OBJECTIVE:** Identify Author's Purpose ✓

Ask: *What is an author's purpose?*

If children cannot answer, ask: *Why do you write a story or send an email?* Display their responses. Explain to children that when they write, they are authors. Why they write something is their purpose for writing.

## Reread and Analyze

### 4 Build Comprehension

Use the **Reread and Analyze** questions on pages T26–T29 as you reread “The World Is Your Family.”

See **Differentiate**

## Differentiate

### BL Below Level

**FRONTLOAD** Have children listen to the article using **Read with Me** MP3 before conducting the whole-class rereading.

### OL On Level

**READ TOGETHER** Have children track the print as you reread together.

### AL Above Level

**READ ALONG** Read page by page. Have children chime in to read the words they know.



## Respond and Extend

### 5 Compare Authors' Purposes Anthology page 30

Remind children that an author's purpose is the author's reason for writing. Read aloud page 30. Remind children that "Families in Many Cultures" is a photo book and "The World Is Your Family" is a magazine article.

Focus children's thinking by asking questions:

- *Both authors use photos to share information. How are the photos different?* ("Families in Many Cultures" shows photos of what the words describe. "The World Is Your Family" has a map to show where some people live in the **world**.)
- *What information does each author want to share?* (In "Families in Many Cultures," the author tells that **families** all over the **world** spend time together in similar ways. In "The World Is Your Family," the author tells that **families** include people all over the **world** who **help** each other in their communities.)
- *What text features do the authors use to show more information?* (In "Families in Many Cultures," the author shows a picture of the **world** to show that **families** exist everywhere. In "The World Is Your Family," the author uses a map to show that people **help** each other all over the **world**. The author also uses captions under the photos to give details about the ways people **help** others.)

Have children record their answers on **Practice Master PM1.32**.

### Check & Reteach

**OBJECTIVE:** Compare Authors' Purposes

Ask: *How can you identify an author's **purpose**?*

If children cannot answer, explain: *Looking at what an author writes about can tell you the **purpose** for writing. You can also look for words that give clues about what the author might be thinking or feeling about the topic. The author's feelings or opinions can also help tell you the **purpose**.* Have children review pages 28 and 29 for text and captions. Have children fill in the following sentence: *The author writes about \_\_\_\_\_. He feels \_\_\_\_\_.*

### 6 Talk Together Anthology page 30

Read aloud the **Talk Together**. Ask: *How do you think differently about **families** now?* Encourage children to discuss who can be a family member and what families do together. Add their ideas to the unit concept map.

Name \_\_\_\_\_ Date \_\_\_\_\_

**T-Chart**

### Compare Authors' Purposes

Compare "Families in Many Cultures" and "The World Is Your Family."

"Families in Many Cultures"	"The World Is Your Family"
to show families in different places	
to tell what families do together	to tell readers to be family to all people
is a photo book	to get readers to care and help others
does not have captions and labels	is a magazine article
	has captions and labels

**Read It Together** Take turns with a partner. Tell how the authors' purposes are different.

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## Compare Author's Purpose

Authors have different purposes for writing.

"Families in Many Cultures"



Families **celebrate** **holidays**.

to share information

"The World Is Your Family"



Be family to the world around you.

to tell you what they think

Tell another purpose the authors had for writing their texts.

### Talk Together

Think about what you read and learned.  
What makes a family?

30

Anthology page 30



## Daily Language Arts

### Daily Grammar ✓

Have children identify plural nouns on page 30 of their **Anthologies** and tell if they end with *-s* or *-es*. Then use the Daily Grammar lesson on page T23j to review plural nouns.

## Writing

### 7 Write About People

Form pairs. Have partners work together to write two sentences about something they want to know about one of the people in the magazine article "The World Is Your Family." Post these sentence frames: *We want to know more about \_\_\_\_\_. One thing we want to know is \_\_\_\_\_.* Help children fill in the frames if necessary.

Tell partners to turn and talk to other pairs to compare their sentences. Have pairs share their sentences with the class.

## WRAP-UP

Prompt a whole class discussion about the **Big Question: What makes a family?** Review: *Think about what we've read in "Families in Many Cultures" and "The World Is Your Family."* Post the sentence frame: *Families \_\_\_\_\_ together.* Discuss words or phrases—such as *eat, play, work*—that tell what families do with each other. For each one, have children vote on which kind of family does the activity: home, school, world, or all.

# Day 3 Learn Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Thematic Connection: My Family

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short *i*
- ✓ Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 19
- Sound Spelling Card 11
- Letter and Sound *i*: Practice Master PM1.33
- High Frequency Words: Practice Master PM1.34
- Read On Your Own Book 2
- Write-On/Wipe-Off Board

### TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 1, Tracks 10–11
- Word Builder

## MATERIALS

small chips or coins, 3 per child • cardboard tubes



## MORNING WARM-UP

### How can you help people in your community?

Have small groups think of ways to help people in their community. Each group should choose their favorite idea and share it with the class.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *give*.
- **Segment the sounds:** /g/ /i/ /v/. Have children put chips in the sound boxes on their **Write-On/Wipe-Off Boards** as they repeat each sound.
- **Blend sounds.** Have children loop their fingers beneath each sound as you blend *sit*. Have them sweep their fingers under the boxes as they echo.

For **Phonological Awareness Routine 2**, see page BP28.

Have children repeat the routine with the words *sip*, *mat*, *can*, and *with*.

## Check & Reteach

**OBJECTIVE:** Blend Sounds ✓

Ask: *What is this word: /m/ /ă/ /n/?* (*man*)

If children cannot answer, say the word and segment it, repeating each sound: *man*, /m/ /m/ /m/, /ă/ /ă/ /ă/, /n/, /n/ /n/. Have children repeat as a chant. Repeat for *pin*, *lip*, *fin*, *lap*.

## Phonics

### 2 Learn Words with Short *i* ✓

Sing with Me Phonics Songs Book page 19

Play Tracks 10 and 11 and follow the directives. Practice the gestures until children can perform smoothly.

- 1 3 Bend arms up to ask a “What” question.
- 2 Draw a rectangular “mat” in the air.
- 4 Sit down and sip.

## COMMON CORE STANDARDS

### Reading

- Blend Sounds to Orally Produce Words CC.1.Rfou.2.b
- Decode Words with Short *i* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g

### Language and Vocabulary

- Spell Words with Short *i* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Spell New Words Phonetically CC.1.L.2.e


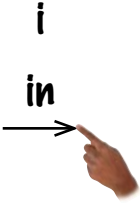
## Sit on a Mat

- 1 What can you do with a mat?
- 2 Do with a mat?
- 3 Do with a mat?
- 4 What can you do with a mat?
- 4 Sit on it and sip!



Sing with Me Phonics  
Songs Book page 19

Use **Decoding Routine 1** to connect sound and spelling /i/i and to blend words.

<b>Step 1 Develop Phonological Awareness</b>		/i/i
<ol style="list-style-type: none"> <li>1. Tell children: <i>These words have /i/ at the beginning. These words have /i/ in the middle.</i></li> <li>2. Tell children: <i>I will say a word. Listen for /i/. If you hear it, say /i/. If you don't hear it, don't say anything.</i></li> </ol>		<p>it, is, in sit, sip, with ill, at, fish, pig, hat, kit, wig</p>
<b>Step 2 Introduce the Sound/Spelling</b>		
<ol style="list-style-type: none"> <li>1. Display the picture-only side of <b>Sound/Spelling Card 11</b>. Say: <i>insect</i>. Have children repeat.</li> <li>2. Say: /i/. Have children repeat.</li> <li>3. Turn the card over. Point to the spelling and name the letter. Have children repeat.</li> </ol>	 <p><b>Card 11</b> Insect, /i/i</p>	
<ol style="list-style-type: none"> <li>4. Give examples of words with short <i>i</i> at the beginning and in the middle.</li> </ol>		<p>it, inch, igloo; fin, sit, pin</p>
<b>Step 3 Blend Sound-by-Sound</b>		
<ol style="list-style-type: none"> <li>1. Write <i>i</i>. Point to the <i>i</i> spelling on <b>Sound/Spelling Card 11</b>. Tell children that the short <i>i</i> sound for <i>i</i> is /i/.</li> <li>2. Add <i>n</i>. Blend: /i/ /n/, sweeping your hand beneath the spellings. Have children repeat. Model blending the whole word again, and then have children blend with you.</li> </ol>		
<ol style="list-style-type: none"> <li>3. Repeat for the remaining words.</li> </ol>		<p>if, sip, lit, pin</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

## Differentiate

### EL English Learners

#### PHONICS TRANSFER

**ISSUE** In Vietnamese and Hmong, there is no /i/ sound. There are similar sounds in Spanish and Cantonese, but children may need help creating the /i/ sound in English.

**STRATEGY** Have children:

- tell whether the sound /i/ is used in their home language.
- practice making the /i/ sound.
- practice saying groups of words that begin with /i/ and that have /i/ in the middle: *in/if/is/it, sit/fit/hit, fin/win/pin, sip/lip/hip*.



Read On Your Own Book 2

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Letter and Sound Ii**

Write the missing letter. Color each item named in the sentence.

1.  insect	2.  ball
3.  apple	4.  igloo
5.  ice cream	6.  seven

**Read It Together** Find the insect and the igloo.

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NGReach.com Practice Master PM1.33

Name \_\_\_\_\_ Date \_\_\_\_\_

**High Frequency Words**  
**Find Nat!**

Write a word from the box to complete each sentence.

**High Frequency Words**

do

then

what

with

you

your

- Can you find Nat the cat?
- Is Nat on the mat with Pam?
- What is that in the cap?
- Nat, do you like to nap?
- Then you can nap in your cap!

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NGReach.com Practice Master PM1.34

### 3 Read Words with Short i

Read On Your Own Book 2 page 12

Use the **Word Builder** to project the words and sentences shown. Have children blend the words as they did in step 3 on page T30b. Then point out High Frequency Word *The*.

Review the sound/spelling /i/i and read the examples on page 12 together. Assign **Practice Master PM1.33** for more practice.

NGReach.com Word Builder

### 4 Spell Words with Short i

Use **Dictation Routine 2** to have children practice spelling *if*, *fit*, *sit*, and *hid* on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *The tan hat fit him.*
- **Repeat the sentence.** Children write the sentence as you repeat it several times slowly.
- **Write the sentence.** Children check and correct their spelling. Repeat the routine with these sentences: *The cat can sit. The cat hid the hat.*

For **Dictation Routine 2**, see page BP35.

Write-On/Wipe-Off Board

### Check & Reteach

**OBJECTIVE:** Read and Spell Words with Short i

Repeat **Dictation Routine 2** with the sentence: *Tim can tap.*

If children do not spell *Tim* correctly, write other short *i* words: *Jim, hit, sit, hid, his*. Underline the *i* and say each word slowly, emphasizing the /i/. Repeat with this sentence: *Jim hid his cap.*

## High Frequency Words

### 5 Read and Spell Key Words

Read On Your Own Book 2 page 13

Read aloud page 13. Then reread the sentences. Have children tap when they hear a High Frequency Word.

Use a Word Wall chant to develop automatic recognition. Together, chant the spelling of each word and beat each letter like a drummer. Then say the whole word and do a drum roll. Assign **Practice Master PM1.34** for more practice.



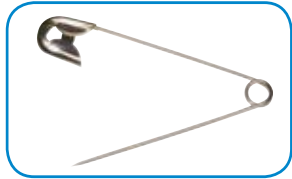
## Words with Short i

Look at each picture. Read the words.

Example:



fin



pin



lip



sit



i

12

## Key Words

Read the sentences. Match each sentence to one of the pictures.

High Frequency Words

do  
then  
what  
with  
you  
your



### Pat Your Cat

1. **What** can **you do with your** cat?
2. You can pat your cat.
3. **Then** you can fan your cat.

Do you have a cat?



Phonics Games  
NGReach.com

13

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 2  
pages 12–13

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words ✓

Have partners take turns reading and spelling the High Frequency Words on page 13 of **Read On Your Own Book 2**. Circulate and listen for errors.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach the words.

For **High Frequency Words Routine 2**, see page BP37.

**REVIEW** Check children's retention of **Ready, Set...** High Frequency Words.

Have children play **Bop!** with *is, like, little, a, am, and, and I*.

- Organize children into two teams. Give the first child on each team a cardboard tube.
- Call out a word. The first child to bop that word on the Word Wall must say the word, spell it, and use it in a sentence to get a point.
- The next child on each team gets the "bopper." Play continues until all children have had a turn.

For **Bop! Game**, see page BP38.

## Daily Language Arts

**Daily Spelling and Word Work** ✓

Practice options on page T23h

**OBJECTIVES****Thematic Connection: My Family**

✔ Preview an Email and Set a Purpose

**PROGRAM RESOURCES****PRINT & TECHNOLOGY**Interactive Read-Aloud 1 or Interactive Read-Aloud 1  
PDF R11–R12**Power Writing**Have children write as much as they can as well as they can in one minute about the word *help*.For **Writing Routine 1**, see page BP56.**COMMON CORE STANDARDS****Reading**

Read Informational Texts CC.1.Rinf.10

**Writing**

Write Opinions CC.1.W.1

**Speaking and Listening**

Participate in Conversations CC.1.SL.1

Ask and Answer Questions About CC.1.SL.2

Information Presented

Through Media

**Language and Vocabulary**

Use Common Nouns CC.1.L.1.b

Use Determiners CC.1.L.1.h

**Academic Talk****1 Preview and Set a Purpose** ✔ Interactive Read-Aloud 1 **SCREEN 1**

Have children look at the screen as you read aloud the subject line of the email. Have children preview: *What do you see on this screen?* (Possible responses: an email, a garden, children) *What do you want to know about the garden?* (Possible response: Who made the garden?) Set a purpose: *Let's read to find out about the garden.*

**Check & Reteach****OBJECTIVE:** Preview an Email and Set a Purpose ✔

Check children's responses to ensure that they understand how to preview and set a purpose.

If children respond off topic, have them look at screen 1 again. Ask: *What is the title of the email? Where are the children? What are they doing?* Have children continue looking through the screens until you are sure they understand that this email is about a community garden.

**Vocabulary Practice****2 Review Social Studies Vocabulary**

Review the **Key Words** to prepare children for reading "Our Community Garden." Tell children that they can use words they have learned to talk about what they see in the email. Ask: *How can a garden help families in our community?* (Possible responses: by teaching **families** how to grow food and flowers, by growing food for **meals** for **families**, by providing a nice place for people to meet and work together) Have children talk about community projects and places they know, such as a community garden, a community center, or a farmer's market.

**Interactive Read-Aloud****3 Share an Email** Interactive Read-Aloud 1 **SCREEN 1**

**GENRE** Explain: *"Our Community Garden" is an email. An email is a note or letter you send to someone on the computer.*

**CONNECT ACROSS TEXTS** Remind children that "The World Is Your Family" was about Josh Thome and Sol Guy. Josh and Sol have a Web site where they post information about people who help others. Ask: *How do the people in "The World Is Your Family" help others?* (by teaching sports, by teaching about health, by building a community center) Have children think about why someone would email them about a community garden. Set a purpose: *Let's read to find out why someone is writing to Josh and Sol.*





SCREEN 1

The screenshot shows an email interface on a whiteboard. The email title is "Our Community Garden". The recipient is "Josh Thome and Sol Guy" and the subject is "Our Community Garden". The body text reads: "Our neighborhood made a community garden. This photo shows what it looks like. We hope you can visit us and write about our garden on your Web site." Below the text is a photo of children in a garden. A blue text box at the bottom left explains author's purpose: "The author's purpose is the reason, or why, the author writes. Here the author's purpose is to persuade, or make the reader do something." A "More" button is next to it. At the bottom, there is a navigation bar with "Author's Purpose" selected.

**SOCIAL STUDIES BACKGROUND** Share information about community gardens:

- A community garden is a garden shared by people who live near each other.
- A community garden might be in an empty piece of land in a big city. It might be in a park. It might be on the roof of a tall building.
- Everyone works together to plant and take care of the garden. Everyone shares the vegetables and flowers.
- Some communities give some of the food they grow to needy families.

**Key Words**

- care · celebrate
- family · family member
- help · holiday · home
- meal · play · world

Read screens 1–3 to the class. Use the questions on page T30g to build comprehension during the first read (Day 3) and second read (Day 4).

**Comprehension Focus**

FIRST READ

SECOND READ

**Day 3 Listen and Comprehend**

- ✓ Preview and Set a Purpose
- Active Reading

**Day 4 Listen and Analyze**

- ✓ Identify Author's Purpose
- Critical Thinking

## Fluency ✓

**Phrasing** Remind children: *When you read, punctuation shows you when to pause. Each sentence in the email has a period. When I read, I pause after each period.* Model reading with proper phrasing, pausing at each period. Have children clap once at each pause.

**SCREEN 2**

Our garden is a special place. It brings neighbors together. It also makes our neighborhood look great. Here is another photo. I like this one a lot.

The author gives reasons to try to make the reader agree. More →

Reasons 1 3

Interactive Read-Aloud 1

## Build Comprehension

## FIRST READ

## Day 3 Listen and Comprehend

- 1 Preview and Set a Purpose** Have children look at the photos before you read. Ask: *Who works in this garden? What do they grow there?* (Possible responses: Adults and children work in the garden. They grow flowers, plants, and vegetables.) *What more do you want to know about the garden?* (Possible response: why Aria thinks Josh and Sol should see it)
- 2 Active Reading** Explain: *If Aria was talking to Josh and Sol, she would use her voice to try to persuade them.* Model reading screen 2 in a persuasive voice. Then have children read along with you. Repeat for screen 3.

## SECOND READ

## Day 4 Listen and Analyze

- 3 Identify Author's Purpose** ✓ Remind children that the author's purpose is the reason, or why, the author writes. Read screen 1 aloud. *What is Aria's purpose for writing this email?* (She wants to persuade Josh and Sol to visit her community garden and tell about it on their Web site.)
- 4 Analyze Details** Explain that the author's reasons are more persuasive if they are positive. Point out the positive words *beautiful, good, pretty, and shares* on screen 3. *How do these words make you feel?* (Possible response: happy) Read screen 2. *What positive words does Aria use here?* (Possible responses: *special, together, great, like*)



SCREEN 3

Interactive Read-Aloud 1

# Writing

## 4 Write a Personal Response

Interactive Read-Aloud 1 SCREENS 1-3

Display screens 1-3. Have children work in small groups to discuss why they think Josh and Sol should visit the community garden.

Ask: *What does Aria say in the email to make them want to visit?* Encourage children to use **Key Words** in their discussions. Then have children write a sentence to tell what they think Josh and Sol should do and why. Provide a sentence frame: *I think you should \_\_\_\_\_ because \_\_\_\_\_.*

Invite children to share their sentences with the class.

### Key Words

- care · celebrate · family · family member
- help · holiday · home · meal
- play · world



## Daily Language Arts

### Daily Grammar ✓

Point out the plural nouns *plants* and *flowers* and the articles *the* and *a* on screen 3. Then use the Daily Grammar lesson on page T231 to teach articles.

**WRAP-UP** Remind children that Aria is trying to persuade Josh and Sol to come and see her community garden. Have children imagine the garden. Ask children to describe ways the garden will help Aria's community.



Read On Your Own Book 2

## OBJECTIVES

**Thematic Connection: My Family**

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short *i*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

**My Letter Ii Book: Practice Master PM1.35**

**Write-On/Wipe-Off Board**

**Read On Your Own Book 2**

### TECHNOLOGY ONLY

**Letter Cards**

## MATERIALS

small chips or coins, 3 per child

## MORNING WARM-UP

### What is something you care about?

Explain that there are things we all care about or would like to change. Have children form a large circle for a ball toss game. When they catch the ball, children should say one thing they care about and toss the ball to the next child.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *friend*.
- **Segment the sounds:** /f/ /r/ /ɛ/ /n/ /d/. Have children place a chip in their sound boxes on the **Write-On/Wipe-Off Boards** for each sound they hear as you segment the word.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: *friend*. Then have them sweep their fingers under the boxes as they echo the word more quickly.

For **Phonological Awareness Routine 2**, see page BP28.

Repeat the routine with the words *it*, *mat*, *do*, *nap*, *win*, and *kick*.

## Check & Reteach

**OBJECTIVE:** Blend Sounds ✓

Ask: *What word do I get if I blend the sounds /s/ /i/ /t/?* (*sit*)

For children who have difficulty blending sounds, have them begin with the complete word and work backward by chanting: *Sit. /s/ /it/. /s/ /i/ /t/. Sit.* Repeat with *map*, *lip*, *pin*, *sip*, *tan*, and *it*.

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *i* picture on each page and write its name. Draw a picture to go with the sentence.

**Read It Together**

Draw a wig on a pig.

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**My I i Book**

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NGReach.com Practice Master PM1.35

## COMMON CORE STANDARDS

### Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with Short *i* CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

### Language and Vocabulary

Spell Words with Short *i* CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e

## Phonics

### 2 Read Words with Short *i* ✓

**REVIEW** Use **Letter Cards** to build and blend *in* with children. Add **Letter Card** *f* to build *fin*. Replace with *p* and then with *t*, and have children blend words. (*pin*, *tin*) Distribute **Letter Cards** *i*, *n*, *f*, *p*, and *t* and have children take turns building and reading words with *-in*. Repeat for word families *-it* and *-ip*.

-it	-ip
it	lip
fit	nip
lit	sip
sit	tip
hit	hip
pit	

Assign **Practice Master PM1.35** for more practice.

### 3 Spell Words with Short *i* ✓

Use **Dictation Routine 2** to have children spell sentences on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *Nan hid the pin.*
- **Repeat the sentence.** Children write the sentence as you repeat it several times slowly.
- **Write the sentence.** Children check and correct their spelling.

Repeat the routine with this sentence: *Nan hid it in a can.*

For **Dictation Routine 2**, see page BP35.

## High Frequency Words

### 4 Read and Spell Key Words ✓

Model pronouncing this week's words. Have children read and spell each word as you point to it on the Word Wall: *do, then, what, with, you, your.*

**REVIEW** Have children play **Memory** with the review words *to, day, from, work, good, your, and we.*

For **Memory Game**, see page BP38.

### Check & Reteach

**OBJECTIVES:** Read and Spell Words with Short *i* ✓  
Read and Spell High Frequency Words ✓

Have partners use **Letter Cards** to spell High Frequency Words. One partner says a High Frequency Word and the other spells the word with letter cards. Have children compare the spelling of each word with that word on the Word Wall, say the word, and spell it.

If children misspell words, have them make word cards for words they need to practice.



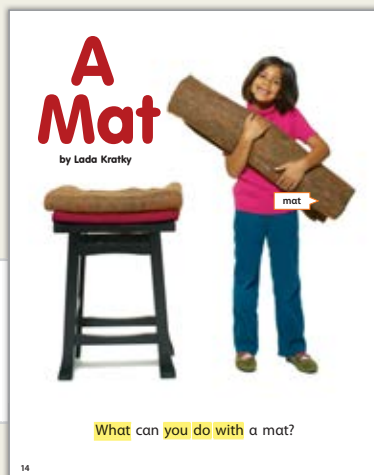
### Daily Language Arts

Daily Spelling and Word Work ✓

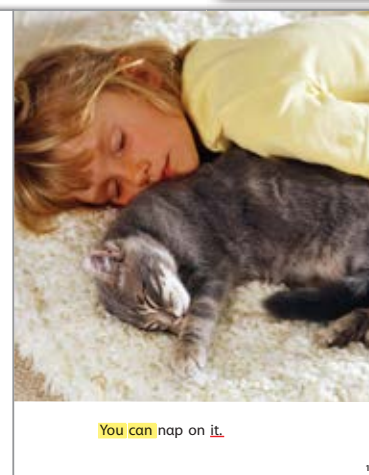
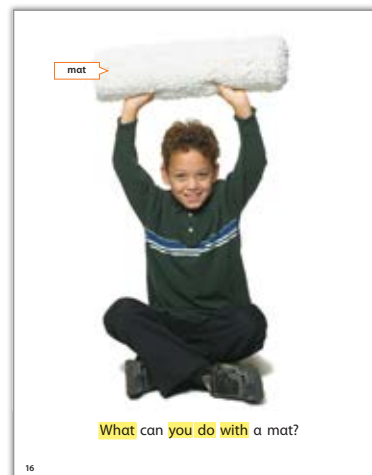
Practice options on page T23h



Read On Your Own Book 2



Read On Your Own Book 2  
pages 14–17



### Legend

- words with short *i*
- high frequency words

## Differentiate

### BL Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 14	Teacher's Edition
initial consonants	mat (pages 14, 16, 18, 20) sit (pages 15 and 19) sip (page 19) nap (page 17)	/m/m (page T3)  /s/s (page T3)  /n/n (page RS21)
final consonants	mat (pages 14, 16, 18, 20) sit (pages 15 and 19)	/t/t (page T3)
words with short vowels <i>i</i> or <i>o</i>	sit (pages 15 and 19) sip (page 19) on (pages 15, 17, 19)	/i/i (page RS31)  /o/o (page RS33)

### AL Above Level

**ISSUE** Children can quickly decode the passage.

**STRATEGY** Ask children to read the text aloud with intonation and expression.

## Decodable Reading

### 5 Read "A Mat" Read On Your Own Book 2 pages 14–20

Use **Decoding Routine 4** to conduct two readings of "A Mat." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

#### FIRST READ

#### Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

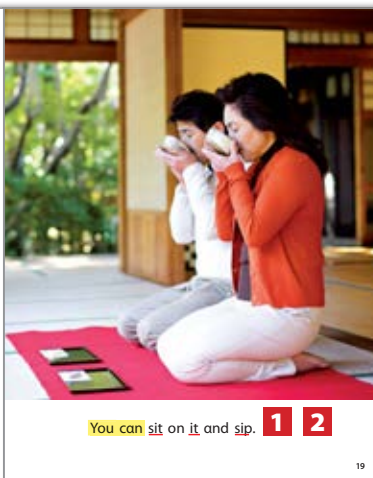
#### SECOND READ

#### Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- Identify Details** *What are three things people can do with a mat?* (They can sit/nap/sip on a mat.)
- Use Visuals/Make Comparisons** *Look at the people in the picture on page 15. Now look at the people on page 19. What do the people in both pictures do with a mat?* (They sit on a mat.) *What do they do that is different?* (On page 15, they play a game. On page 19, they sip tea.)
- Identify Main Idea** *What is the most important idea that the author tells you?* (You can do many things with a mat.)
- Make Connections** *What else can you do with a mat?* (Possible responses: You can hold a mat. You can exercise on a mat.)

For **Decoding Routine 4**, see page BP34.



Practice Phonics

### Words with Short i

Read these words.

sit	nap	sip	hat	Sis	Sam
it	hit	tip	lip	Pam	Tim

Find words with short i.  
Use letters to build them. **s i t**

**Talk Together**

Choose words from the box above to tell your partner what you see in the picture.

STUDENT TECHNOLOGY

Student eEdition

Comprehension Coach

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Read On Your Own Book 2  
pages 18–21

## Practice Phonics

- 6 Words with Short i** ✓ Read On Your Own Book 2 page 21  
Distribute **Letter Cards**. Read aloud the first activity on page 21. Have partners read the words in the box and do the word-building activity.
- 7 Talk Together** Read On Your Own Book 2 page 21  
Have children tell about the picture by filling in the blanks in the sentence frame with words from the box. Remind children to think about which words make sense. Explain that the picture shows each child's name. (Possible responses: *Sis can sip. Sam can hit. Tim can nap.*)

### Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from "A Mat." Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

**OBJECTIVES****Thematic Connection: My Family**

- ✔ Identify Nouns
- ✔ Identify Author's Purpose

**PROGRAM RESOURCES****PRINT & TECHNOLOGY**

Interactive Read-Aloud 1 or Interactive Read-Aloud 1  
PDF R11–R12

**Power Writing**

Have children write as much as they can as well as they can in one minute about the word *care*.

For **Writing Routine 1**, see page BP56.

**COMMON CORE STANDARDS****Reading**

Read Informational Texts CC.1.Rinf.10

**Writing**

Write Opinions CC.1.W.1

**Speaking and Listening**

Participate in Conversations CC.1.SL.1

Ask and Answer Questions CC.1.SL.2

About Information

Presented Through Media

**Language and Vocabulary**

Use Common Nouns CC.1.L.1.b

Use Determiners CC.1.L.1.h

**Vocabulary Practice****1 Identify Nouns** ✔ Interactive Read-Aloud 1 SCREEN 1

Display screen 1 and model how to identify a noun. Read aloud and point to the word *neighborhood*. *Neighborhood names a place. Nouns name a person, a place, an animal, or a thing, so neighborhood is a noun.* Have children identify more nouns.

**Check & Reteach****OBJECTIVE: Identify Nouns** ✔

Display and read aloud this sentence: *Our garden is beautiful.* Ask: *Which word is a noun? (garden) How do you know?* (It is a place.)

If children cannot answer, have them tell whether a garden is a person, a place, or a thing.

Say: *Words that name places are nouns. The word garden names a place, so it is a noun.*

**Comprehension****2 Identify Author's Purpose** ✔ Interactive Read-Aloud 1 SCREEN 1

Have a volunteer pull the More tab and read the first sentence aloud. Ask: *What are some reasons authors write?* (Possible responses: to teach something, to make readers laugh, to get readers to think a certain way or do something). Ask: *Who thinks the author's purpose of "Our Community Garden" is to make readers laugh? Why not?* (It is not funny.) *What do you think the purpose is?* Have a volunteer read the second sentence on the More tab to confirm the response.

**Check & Reteach****OBJECTIVE: Identify Author's Purpose** ✔

Have children name one kind of author's purpose.

If children cannot answer, say: *When I read a good cartoon, I laugh. I know the author's purpose is to make me laugh. When I read directions, I learn how to do something. The author's purpose is to \_\_\_\_\_.* (teach me something)

**Listen Again and Analyze****3 Build Comprehension** Interactive Read-Aloud 1 SCREENS 1–3

Use the **Listen and Analyze** questions on T30g–T30h as you reread "Our Community Garden" and practice identifying author's purpose.



SCREEN 1



Interactive Read-Aloud

## Academic Talk

### 4 Discuss Author's Purpose

Have children discuss the author's purpose in "Our Community Garden." Guide the discussion by asking questions: *Do you think Aria's email will persuade Josh and Sol? Why or why not? How would you try to persuade them?*

## Writing

### 5 Write About Author's Purpose Interactive Read-Aloud 1 SCREENS 1–3

Have children choose the most persuasive sentence in the Interactive Read-Aloud "Our Community Garden." Ask: *What words and details can you add to the sentence to make it more interesting and persuasive?* Have children rewrite the sentence to make it more interesting and persuasive. Allow children to dictate as you write.



**WRAP-UP** Ask children to think of one thing they care about. Have partners talk to each other about the thing they care about.



## Daily Language Arts

### Daily Grammar

Point out the nouns *plants*, *work*, and *family* on screen 3 of "Our Community Garden." Display the words and then ask children to tell if the noun names a person, a place, or a thing. Have children point out the articles (*the*, *a*) that appear before each of these nouns. Then use the Daily Grammar lesson on page T231 to teach articles and nouns.

# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Read and Spell Words with *f, n, l, p, c*
- ✓ Read and Spell Words with Short *i*
- ✓ Read and Spell High Frequency Words
- ✓ Compare Authors' Purposes

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Vocabulary: Practice Master PM1.37

Read On Your Own Book 2

### TECHNOLOGY ONLY

Online Vocabulary Games

## MATERIALS

drawing paper • crayons or markers • scissors • paste • poster paper

## Power Writing

Have students write as much as they can as well as they can in one minute about the word *family*.

For **Writing Routine 1**, see page BP56.

## COMMON CORE STANDARDS

### Reading

Decode Words with Short *i* CC.1.Rfou.3  
Read Irregularly Spelled Words CC.1.Rfou.3.g

### Writing

Focus on a Topic CC.1.W.5

### Speaking and Listening

Participate in Conversations CC.1.SL.1

### Language and Vocabulary

Use Common Nouns CC.1.L.1.b

Use Determiners CC.1.L.1.h

Spell High Frequency Words CC.1.L.2.d



## MORNING WARM-UP

### Which text did you most enjoy reading this week? Why?

Help children recall everything they read this week. Ask: *What did you learn about families?* Have children turn and talk.

Review Phonics and High Frequency Words

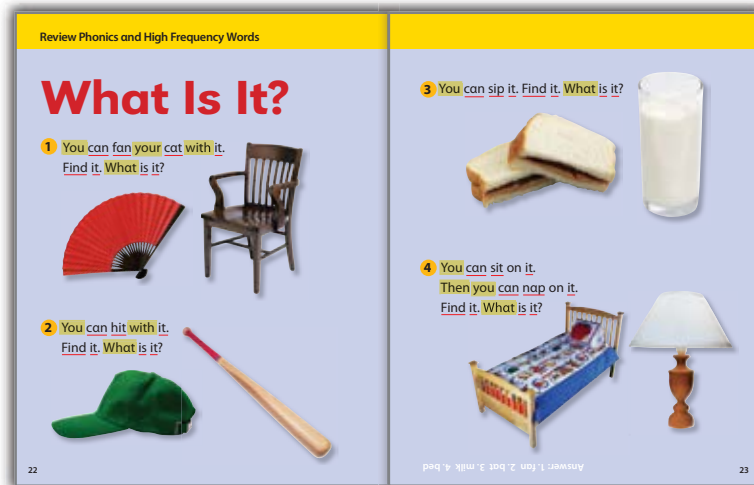
## What Is It?

1 You can fan your cat with it.  
Find it. What is it?

2 You can hit with it.  
Find it. What is it?

3 You can sip it. Find it. What is it?

4 You can sit on it.  
Then you can nap on it.  
Find it. What is it?



22 23

Read On Your Own Book 2  
pages 22–23

### Legend

- words with *f, n, l, p, c, short i*
- high frequency words

## Phonics Review

### 1 Play What Is It? ✓ Read On Your Own Book 2 pages 22–23

Read aloud the clues on page 22. Pair children and have partners take turns reading the clues and finding the answers. Then share these clues with children and have them point to the image or the words and say them.

- Point to the thing that begins with *f* and ends with *n*. Say the word. (*fan*)
- Point to the thing that begins with *c* and ends with *p*. Say the word. (*cap*)
- Point to two words in the title that have the short *i* sound. Say the words. (*Is, It*)
- Point to the High Frequency Word in the title. Say the word. (*What*)

## Check & Reteach

- OBJECTIVES:** Read and Spell Words with *f, n, l, p, c* ✓  
Read and Spell Words with Short *i* ✓  
Read and Spell High Frequency Words ✓

Have children follow along as you read aloud the clues listed on pages 22 and 23 several times through. On the first read, have children stand when they hear a word that starts with /k/. Repeat for words that start with /f/ and /n/ and words that have /p/. Have them say the word and spell it. Repeat for words with short *i* and for High Frequency Words.

## Plural Nouns

A **noun** names one person, place, or thing.



A **plural noun** names more than one.



### Grammar Rules Plural Nouns

Add **s** to most nouns to show more than one. Add **es** to nouns that end in **ss, x, ch,** and **sh** to show more than one.

### Read a Sentence

Why do the nouns have **s** or **es**?

We had sandwiches for our meals.

### Write a Sentence

Write a sentence to tell about one of your family's meals. Use a plural noun. Read it to a partner.

31

Student Book page 31

## STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Name \_\_\_\_\_ Date \_\_\_\_\_

### Vocabulary

## Name It!

### Grammar Rules Plural Nouns

- Add **s** to most nouns to show more than one.  
meal → meals
- Add **es** to nouns that end with **ss, x, ch,** and **sh** to show more than one.  
lunch → lunches

glass	sandwich	teacher	mother
meal	<ol style="list-style-type: none"> <li>1. Play with a partner.</li> <li>2. Use a small object for a game piece.</li> <li>3. Flip a coin.   = Move 1 space.   = Move 2 spaces.</li> <li>4. Say the singular noun.</li> <li>5. Write the plural form on another sheet of paper.</li> <li>6. The first one to the END wins!</li> </ol>	lunch	
<b>BEGIN</b>		park	
<b>END</b>		box	
brother	dish	class	bowl

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For use with TE p. T31

PM1.37

Unit 1 | My Family

NGReach.com Practice Master PM1.37



## VOCABULARY GAME

Introduce **Rivet**. For this variation of the game Hangman, choose a **Key Word**. On the board, write a blank for each letter of the word. Fill in the blanks one letter at a time. Pause briefly after you write each letter as children try to guess the word. Have the child who guesses correctly fill in the remaining blanks.

For **Rivet**, see page BP55.



## ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

# Vocabulary Review

## 2 Apply Word Knowledge ✓

Have children apply their knowledge of the **Key Words** to play a game. Display the **Key Words**.

# Grammar Review

## 3 Plural Nouns and Articles ✓ Anthology page 31

Read aloud the Grammar Rules box. Review the rules for forming plural nouns. Remind children that a noun names one; a plural noun names more than one.

Complete the Read a Sentence activity with children. Ask: *Does the sentence talk about one **meal** or more than one **meal**?* (more than one) *How do you know?* (**meals** ends with -s) *Why does the word **sandwiches** end with -es, and not just -s?* (because **sandwich** ends with -ch) Assign **Practice Master PM1.37**.

Use T23k–T23l to review indefinite and definite articles. Display the sentences below. Organize children into groups. First, have them identify the correct article in parentheses. Then have them change the underlined word into a plural noun.

1. The neighbors and I have (a/an) garden. (a; gardens)
2. I planted (a/an) onion. (an; onions)
3. (A/The) tallest plant is the corn. (The; plants)
4. Sue likes to eat (a/the) peach. (a; peaches)

## Comprehension

### 4 Compare Authors' Purposes

Remind children that they have read a magazine article and an email this week, and Josh and Sol were involved in each one. Ask:

- *How are Josh and Sol connected to the article?* (The article is about Josh and Sol.)  
*How are Josh and Sol connected to the email?* (The email is written to Josh and Sol.)
- *What does the author want to share with readers in "The World Is Your Family"?* (information about people around the **world** who **help** others) *What does the author want to share with readers in "Our Community Garden"?* (information about a garden in the author's neighborhood)
- *Do the authors have the same **purpose**?* (No.)
- *What is the author's **purpose** in "The World Is Your Family"?* (to give information about Josh and Sol and people who **help** others) *What is the author's **purpose** in "Our Community Garden"?* (to persuade Josh and Sol to visit the garden and feature it on their Web site)

### Check & Reteach

**OBJECTIVE:** Compare Authors' Purposes ✓

Have children repeat the author's purpose for each selection.

If children answer incorrectly, review with them the difference between informing and persuading. Say: *I like to read. You should read for fun.* Ask: *Which sentence gives only information?* (the first) *Which sentence tries to persuade?* (the second) Have children practice saying informative and persuasive statements.

## Academic Talk

### 5 Relate Readings to the Big Question

Use **Numbered Heads Together**. Divide children into groups of equal size.

- Have children number off within each group.
- Have children think about these questions: *Can people in a community be like a family? Think about the people you read about this week. How do they help their communities become like a family?*
- Have groups discuss the questions, as well as the **Big Question: What makes a family?** so that any member of the group can report for the group.
- After a few minutes of discussion, call a number and have the child from each group with that number report on the group's ideas.

For **Numbered Heads Together**, see page BP61.



## Writing

### 6 Write About Family

Have children work in the same groups to create a family poster. Encourage them to incorporate the ideas they discussed in the **Academic Talk** activity. Guide them to think of family as community and friends, as well as family members.

- Ask each group member to draw a picture to show the meaning of *family*. Then help them paste the drawings on a large sheet of poster paper.
- Have group members work together to complete the poster by writing about what family means to them. Have them use this sentence frame:  
*My family is a(an) \_\_\_\_\_.*
- Display the completed posters and invite group members to talk about their work.

Remind children that the article *a* is used before a singular noun that begins with a consonant, and the article *an* is used before a singular noun that begins with a vowel. In addition, remind children to use *the* before a singular noun that refers to a particular thing, and to use *a* or *an* before a singular noun that refers to something in general.



### Daily Language Arts

#### Daily Grammar

Review and Assess on page T231.

## WRAP-UP

Have children review their unit concept maps. Ask: *Have your ideas about the meaning of **family** changed? Explain:* Discuss and post children's ideas on the concept maps. Have children add their ideas to their unit concept maps.

# Week 2 Assessment & Reteaching

= TESTED SKILL

## Assess

### OBJECTIVES

#### Foundational Skills

##### Phonological Awareness

Isolate Initial Sounds

Blend Sounds

##### Phonics

Decodes Sounds and

Letters *f, n, l, p, c*

Decode Words with Short *i*

##### High Frequency Words

Read High Frequency Words

#### Spelling

Spell Words with *f, n, l, p*

Spell Words with Short *i*

Spell High Frequency Words

#### Fluency

Phrasing

Accuracy and Rate

### ASSESSMENTS

**Foundational Skills Test** Unit 1, Week 2

**Phonological Awareness**

Directions: Read the words and identify the sound that is the same as the sound in the word in the box.

**Isolate Initial Sound** | **Blend Sounds**

**Decoding**

**High Frequency Words**

do  
then  
what  
with  
you  
your

A1.20

**Foundational Skills Test** Unit 1, Week 2

1. h  t  
2. f  s  
3. p  p

4. l  n  
5. f  c  
6. k  d

7. b  lap  
8. c  lop  
9. n  lip

A1.21

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

**Short i words**

1. sit My brother and I sit at the dinner table.  
2. him I pass the water to him.  
3. sip I sip from my glass.  
4. in There's a lot of water in it.

**High Frequency Words**

5. do Do you like dos?  
6. then Then you can come to dinner.  
7. what What is in my mom's tacos?  
8. with They are filled with meat and beans.  
9. you I know you will like them.  
10. your What is your favorite dish?

**More Words**

1. dip I like to dip my tortillas in the sauce.  
2. lid I put the lid back on the sauce.  
3. fit We fit the leftover food in the fridge.  
4. tin If tin is empty, we recycle it.  
5. bin We put it in a bin.  
6. big It is a very big bin!

#### Foundational Skills Test

A1.20–A1.21

#### Spelling Pretest/ Spelling Test

See page T23g

**Oral Reading Assessment Progress Tracker**

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (90%)								
Accuracy and Rate (80%)								
Accuracy and Rate (70%)								
Accuracy and Rate (60%)								
Accuracy and Rate (50%)								
Accuracy and Rate (40%)								
Accuracy and Rate (30%)								
Accuracy and Rate (20%)								
Accuracy and Rate (10%)								

A1.3

**Oral Reading Assessment**

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like her hat, too.

I am Matt, and I want a little hat. I have to have a hat! I find paper and I find tape. I find a mat and I find scissors.

Sam has his hat on. Tam has her hat on. I have my hat on, too! My hat is nice. I like my little paper hat!

A1.4

**Oral Reading Assessment**

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (90%)								
Accuracy and Rate (80%)								
Accuracy and Rate (70%)								
Accuracy and Rate (60%)								
Accuracy and Rate (50%)								
Accuracy and Rate (40%)								
Accuracy and Rate (30%)								
Accuracy and Rate (20%)								
Accuracy and Rate (10%)								

A1.6

#### Oral Reading Assessment

A1.3–A1.7

Use these passages throughout Unit 1. Work with On Level readers this week.

#### Reading

Identify Author's Purpose

**Reading Comprehension Test** Unit 1, Week 2

Directions: Read the email. Then answer the questions about the email.

Dear Grandpa,

How are you? I am fine. I'll be out of school soon.

Do you have plans for the summer? I would love it if you came to visit. We could have so much fun together!

We could go to the pool and swim. We could ride our bikes to the park. You could teach me how to play chess. We could spend time at the library. I know you like to read and take naps. We could do that, too!

I sure hope you can come. It would make me very happy.

Love,  
Tom

A1.22

**Reading Strategy Assessment** Unit 1

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the table to help you determine how well the child used the strategy. Circle the strategy.

Ask: **What did you do with this reading strategy?**

Plan (4 3 2 1)	Monitor (4 3 2 1)	Ask Questions (4 3 2 1)
1. I read the text and thought about what I was reading.	1. I read the text and thought about what I was reading.	1. I read the text and thought about what I was reading.
2. I read the text and thought about what I was reading.	2. I read the text and thought about what I was reading.	2. I read the text and thought about what I was reading.
3. I read the text and thought about what I was reading.	3. I read the text and thought about what I was reading.	3. I read the text and thought about what I was reading.
4. I read the text and thought about what I was reading.	4. I read the text and thought about what I was reading.	4. I read the text and thought about what I was reading.

LR1.5

**Reading Strategy Assessment** Unit 1

	Contextualize (4 3 2 1)	Make Connections (4 3 2 1)	Make Inferences (4 3 2 1)	Visualize (4 3 2 1)
1. I read the text and thought about what I was reading.	1. I read the text and thought about what I was reading.	1. I read the text and thought about what I was reading.	1. I read the text and thought about what I was reading.	1. I read the text and thought about what I was reading.
2. I read the text and thought about what I was reading.	2. I read the text and thought about what I was reading.	2. I read the text and thought about what I was reading.	2. I read the text and thought about what I was reading.	2. I read the text and thought about what I was reading.
3. I read the text and thought about what I was reading.	3. I read the text and thought about what I was reading.	3. I read the text and thought about what I was reading.	3. I read the text and thought about what I was reading.	3. I read the text and thought about what I was reading.
4. I read the text and thought about what I was reading.	4. I read the text and thought about what I was reading.	4. I read the text and thought about what I was reading.	4. I read the text and thought about what I was reading.	4. I read the text and thought about what I was reading.

LR1.6

#### Reading Comprehension Test

A1.22–A1.25

#### Reading Strategy Assessment

LR1.5–LR1.6

#### Vocabulary

Use Social Studies Vocabulary

Use Academic Vocabulary

#### Grammar and Writing

Articles and Nouns Test

Write about People

**Vocabulary Test** Unit 1, Week 2

Directions: Choose the correct answer.

1. What does the underlined word mean in this sentence?  
Bob is in school.  
 a place to learn  
 a place to cook  
 a place to walk

2. What does the underlined word mean in this sentence?  
The children are in the library.  
 a place to play  
 a place to celebrate  
 a place to find books

A1.26

**Grammar and Writing Test** Unit 1, Week 2

Directions: Choose the answer that completes the sentence correctly.

1. This is \_\_\_\_\_ dog I like the most!  
 a  
 an  
 the

2. I eat \_\_\_\_\_ apple every day.  
 a  
 an  
 the

3. My sister needs \_\_\_\_\_ drink of water.  
 a  
 an  
 the

A1.28

**Writing Rubric**

	Exemplary	Proficient	Developing	Beginning
<b>Content</b>	Writes a well-developed, focused, and detailed response that fully addresses the prompt and includes relevant details and examples.	Writes a well-developed, focused, and detailed response that fully addresses the prompt and includes relevant details and examples.	Writes a well-developed, focused, and detailed response that fully addresses the prompt and includes relevant details and examples.	Writes a well-developed, focused, and detailed response that fully addresses the prompt and includes relevant details and examples.
<b>Organization</b>	Organizes ideas and information in a clear and logical order that is easy to follow.	Organizes ideas and information in a clear and logical order that is easy to follow.	Organizes ideas and information in a clear and logical order that is easy to follow.	Organizes ideas and information in a clear and logical order that is easy to follow.
<b>Style</b>	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.	Uses a variety of sentence structures and word choices to create a clear and engaging response.
<b>Conventions</b>	Writes a response that is free of errors in grammar, punctuation, and spelling.	Writes a response that is free of errors in grammar, punctuation, and spelling.	Writes a response that is free of errors in grammar, punctuation, and spelling.	Writes a response that is free of errors in grammar, punctuation, and spelling.

A1.61

#### Vocabulary Test

A1.26–A1.27

#### Grammar and Writing Test

A1.28–A1.29

#### Writing Rubric

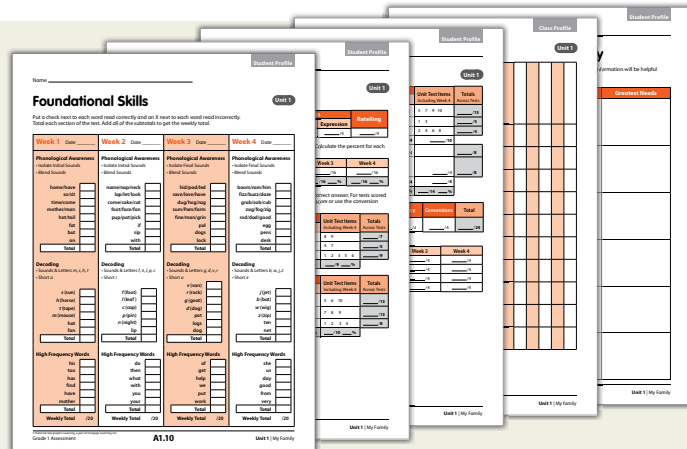
A1.61



# Reteach and Practice

## REPORTS

## RESOURCES AND ROUTINES



### PRINT & ONLINE

#### Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A1.10
- Student Profile: Weekly and Unit Tests** A1.57–A1.58
- Class Profile: Weekly and Unit Tests** A1.59
- Student Profile: Strengths and Needs** A1.60
- Student Profile: Oral Reading Progress Tracker** A1.3

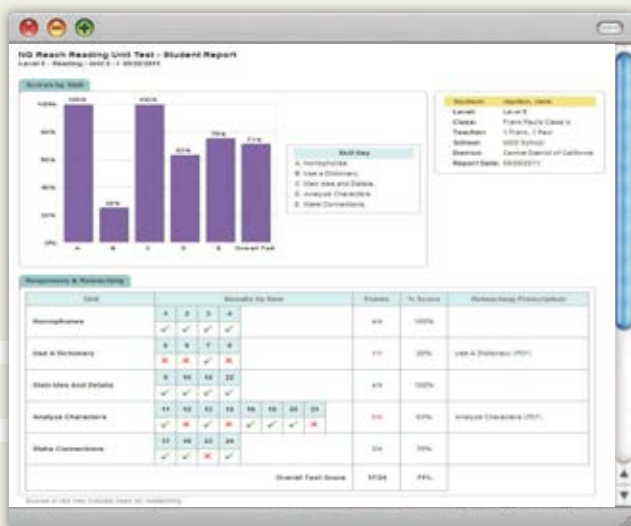
## Foundational Skills, Spelling, Fluency

### RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

### ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

### ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Assessment**
- Class Profile: Weekly and Unit Assessment**
- Standards Summary Report**

## Reading

### RETEACH

- Author's Purpose: Reteaching Master RT1.5**
- Preview and Set a Purpose: Reteaching Master RT1.6**

### ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

## Vocabulary, Grammar and Writing

### RETEACH

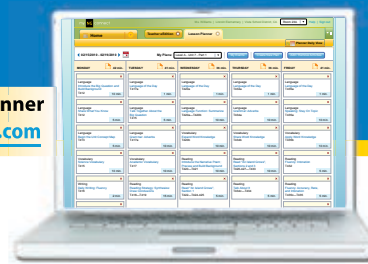
- Articles and Nouns: Reteaching Master RT1.7**
- Interactive Writing Routine**, page BP58

### ADDITIONAL PRACTICE






- More Grammar Practice RT1.8

# Week 3 Planner

Online Lesson Planner  
NGReach.com



☑ = TESTED

		Day 1	Day 2
<b>WHOLE GROUP TIME</b>			
Decodable Text	<b>Phonological Awareness</b> 🕒 5 minutes	☑ Isolate Final Sounds T31m <span style="float:right">CC.1.Rfou.2.c</span>	☑ Isolate Final Sounds T33g <span style="float:right">CC.1.Rfou.2.c</span>
	<b>Phonics and Spelling</b> 🕒 20–30 minutes 	<b>Phonics</b> <span style="float:right">CC.1.Rfou.2</span> ☑ Sounds and Letters <i>g, d, v, r</i> T31m  <b>Spelling</b> <span style="float:right">CC.1.Rfou.3; CC.1.L.2.d–e</span> ☑ Words with <i>g, d, v, r</i> T31i, T31o ☑ Words with Short <i>o</i> T31i, T31o	<b>Phonics</b> <span style="float:right">CC.1.Rfou.2; CC.1.Rfou.4</span> ☑ Words with <i>g, d, v, r</i> T33g ☑ Read with Fluency T33i  <b>Spelling</b> <span style="float:right">CC.1.Rfou.3; CC.1.L.2.d–e</span> ☑ Words with <i>g, d, v, r</i> T31i, T33h
	<b>High Frequency Words</b> 🕒 5–10 minutes	☑ Learn High Frequency Words T31i, T31p <span style="float:right">CC.1.Rfou.3.g; CC.1.L.2.d</span>	☑ Practice High Frequency Words T31i, T33h Handwriting T33h <span style="float:right">CC.1.Rfou.3.g; CC.1.L.2.d CC.1.L.1.a</span>
<b>WHOLE GROUP TIME</b>			
Anthology & Big Book	<b>Speaking and Listening</b> 🕒 10 minutes	Give Information T32 <span style="float:right">CC.1.SL.1</span>	☑ Describe Setting T34 <span style="float:right">CC.1.SL.1; CC.1.Rlit.7</span>
	<b>Language and Vocabulary</b> 🕒 15–25 minutes	<b>Daily Grammar</b> <span style="float:right">CC.1.L.1; CC.1.L.1.b</span> ☑ Use Common and Proper Nouns T31k <b>Social Studies Vocabulary</b> <span style="float:right">CC.1.L.4</span> ☑ Learn Key Words T32 <b>extended family fun parents special together visit</b>	<b>Daily Grammar</b> <span style="float:right">CC.1.L.1; CC.1.L.1.b</span> ☑ Use Common and Proper Nouns T31k <b>Academic Vocabulary</b> <span style="float:right">CC.1.L.4</span> ☑ Learn More Key Words T34 <b>group idea place share trip</b>
	<b>Reading</b> 🕒 20–40 minutes	<b>Read</b> <span style="float:right">CC.1.Rlit.10</span> ☑ Read-Aloud: Story T33a <b>Comprehension</b> <span style="float:right">CC.1.Rlit.3</span> ☑ Preview and Predict T33a 	<b>Reread</b> <span style="float:right">CC.1.Rlit.10</span> ☑ Read-Aloud: Story T35a <b>Comprehension</b> <span style="float:right">CC.1.Rlit.3; CC.1.Rlit.7</span> ☑ Identify Setting T34 
	<b>Writing</b> 🕒 15 minutes	<b>Power Writing</b> T32 <span style="float:right">CC.1.W.5</span> <b>Writing</b> <span style="float:right">CC.1.W.5</span> Write a Question T33f	<b>Power Writing</b> T34 <span style="float:right">CC.1.W.5</span> <b>Writing</b> <span style="float:right">CC.1.Rlit.7; CC.1.W.5</span> Writer's Craft T35b
<b>LEVELED READING TIME</b>			
Fiction & Nonfiction 🕒 20 minutes 	<b>Read Book 1</b> <span style="float:right">CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7</span> Introduce LR2 Read LR4–LR11 ☑ Plan: Predict, Confirm Predictions ☑ Organize Ideas ☑ Identify Setting	<b>Reread Book 1</b> <span style="float:right">CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7; CC.1.SL.1</span> Read and Integrate Ideas LR2 ☑ Plan: Predict, Confirm Predictions ☑ Organize Ideas ☑ Identify Setting	
<b>LEARNING STATION TIME</b>			
🕒 20 minutes		<b>Speaking and Listening</b> T31g <span style="float:right">CC.1.SL.4–5</span> <b>Language and Vocabulary</b> T31g <span style="float:right">CC.1.L.4</span> <b>Writing</b> T31g <span style="float:right">CC.1.W.5</span> <b>Cross-Curricular</b> T31h <span style="float:right">CC.1.W.8; CC.1.SL.5</span> <b>Reading and Intervention</b> T31h; RT1.9 <span style="float:right">CC.1.Rfou.3–4</span>	



**BIG Question** What makes a family?

Day 3	Day 4	Day 5
<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T35c <span style="float: right;">CC.1.Rfou.2.b</span></li> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.2.b; CC.1.Rfou.3</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short o T35c</li> </ul> </li> <li><b>Spelling</b> <span style="float: right;">CC.1.L.2.d–e</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short o T31j, T35e</li> </ul> </li> <li><input checked="" type="checkbox"/> Practice High Frequency Words T31j, T35f <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T52a <span style="float: right;">CC.1.Rfou.2.b</span></li> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.2.b; CC.1.Rfou.3–4</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short o T52a</li> <li><input checked="" type="checkbox"/> Words with Final -s T52b</li> <li><input checked="" type="checkbox"/> Read with Fluency T52c</li> </ul> </li> <li><b>Spelling</b> <span style="float: right;">CC.1.Rfou.3; CC.1.L.2.d–e</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with Short o T31j, T52a</li> <li><input checked="" type="checkbox"/> Words with Final -s T52a</li> </ul> </li> <li><input checked="" type="checkbox"/> Practice High Frequency Words T31j, T52b <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review T53b <span style="float: right;">CC.1.Rfou.2.c</span></li> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.3</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with <i>g, d, v, r</i> and Short o T53b</li> </ul> </li> <li><b>Spelling</b> <span style="float: right;">CC.1.L.2.d</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Words with <i>g, d, v, r</i> and Short o T53b</li> </ul> </li> <li><input checked="" type="checkbox"/> Review High Frequency Words T31j, T53b <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>
<b>Read and Comprehend</b>	<b>Reread and Analyze</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li>Preview and Predict T36 <span style="float: right;">CC.1.SL.1</span></li> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Use Common and Proper Nouns T131l</li> </ul> </li> <li><b>Vocabulary</b> <span style="float: right;">CC.1.L.4</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Expand Word Knowledge T36</li> </ul> </li> <li><b>Read</b> <span style="float: right;">CC.1.Rlit.10</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Read a Story T37</li> </ul> </li> <li><b>Comprehension</b> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Preview and Predict T35f–T52</li> </ul> </li> </ul> 	<ul style="list-style-type: none"> <li>Describe a Setting T52e <span style="float: right;">CC.1.SL.1</span></li> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Grammar and Writing T131l</li> </ul> </li> <li><b>Vocabulary</b> <span style="float: right;">CC.1.L.4</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Share Word Knowledge T52e</li> </ul> </li> <li><b>Reread</b> <span style="float: right;">CC.1.Rlit.10</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reread a Story T52f</li> </ul> </li> <li><b>Comprehension</b> <span style="float: right;">CC.1.Rlit.3</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identify Setting T35f–T52</li> </ul> </li> </ul> 	<ul style="list-style-type: none"> <li>Talk About <i>Papá and Me</i> T54 <span style="float: right;">CC.1.SL.1</span></li> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1; CC.1.L.1.b</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review T131l</li> </ul> </li> <li><b>Vocabulary</b> <span style="float: right;">CC.1.L.5.b</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review T53a</li> </ul> </li> <li><b>Reread and Integrate Ideas</b> <span style="float: right;">CC.1.SL.1</span> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Identify Setting T54</li> <li><input checked="" type="checkbox"/> Describe Setting T54</li> </ul> </li> </ul> 
<b>Power Writing</b> T36 <span style="float: right;">CC.1.W.5</span> <b>Writing</b> <span style="float: right;">CC.1.W.5</span> Write About a Place T52	<b>Power Writing</b> T52e <span style="float: right;">CC.1.W.5</span> <b>Writing</b> <span style="float: right;">CC.1.W.5</span> Writer's Craft T52g	<b>Power Writing</b> T53a <span style="float: right;">CC.1.W.5</span> <b>Writing</b> <span style="float: right;">CC.1.W.5</span> Write About It T54

**Read Book 2** CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7  
 Introduce LR2  
 Read LR4–LR11  
 Plan: Predict, Confirm Predictions  
 Organize Ideas  
 Identify Setting

**Reread Book 2** CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7; CC.1.SL.1  
 Read and Integrate Ideas LR2  
 Plan: Predict, Confirm Predictions  
 Organize Ideas  
 Identify Setting

**Reading** CC.1.W.1–3; CC.1.SL.1.a  
 Connect Across Texts LR3  
**Writing**  
 Choose a Writing Option LR4–LR11

**ASSESSMENT & RETEACHING**



**Assessment & Reteaching** T55a–T55b  
 Foundational Skills A1.30–A1.31 CC.1.Rfou.2.a–c; CC.1.Rfou.3; CC.1.Rfou.3.c  
 Spelling Test T31i CC.1.Rfou.3.g; CC.1.L.2.d–e  
 Oral Reading Assessment A1.3–A1.7 CC.Rfou.4  
 Reading Comprehension Test A1.32–A1.34 CC.1.Rlit.3  
 Reading Strategy Assessment LR17–LR18 CC.1.Rinf.10  
 Vocabulary Test A1.35–A1.38 CC.1.L.4; CC.1.L.6  
 Grammar and Writing Test A1.39–A1.40 CC.1.L.1  
 Reteaching Masters RT1.9–RT1.12

# Week 3 Learning Stations

## Speaking and Listening

### Option 1: Like a Family



**Like a Family**

1. What sports do you like to play or watch? Choose one.

2. How many players are on the team?

3. Draw a picture to show where the team plays. Draw the team.

4. How is the team like a family?

**Talk Together**  
Share your drawing. Give information about the sport and the team.  
This is \_\_\_\_\_.  
The team \_\_\_\_\_.

*This is a basketball court. The team has five players. The players are like brothers.*

### PROGRAM RESOURCES & MATERIALS

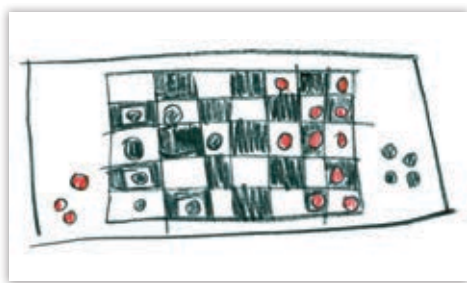
Language and Literacy Teamwork Activities: Card 9

Teacher's Guide on [NGReach.com](http://NGReach.com)

colored markers • crayons

Describe People CC.1.SL.4  
Add Visuals to Clarify CC.1.SL.5

### Option 2: Describe How to Play a Game



### MATERIALS

drawing paper • colored markers

Have children work in pairs. Ask: *What game do you like to play with your family?*

- The speaker names a favorite game and explains how it is played.
- The listener draws a picture of the game, using the speaker's description.
- Have partners reverse roles and repeat.


Add Visuals to Clarify CC.1.SL.5

## Language and Vocabulary

### Key Words

extended family • fun • group • idea  
parents • place • predict • preview • setting  
share • special • together • trip • visit

### Option 1: Vocabulary Games



[NGReach.com](http://NGReach.com) Online Vocabulary Games

Determine the Meaning of Words CC.1.L.4

### Option 2: My Vocabulary Notebook



[NGReach.com](http://NGReach.com) My Vocabulary Notebook

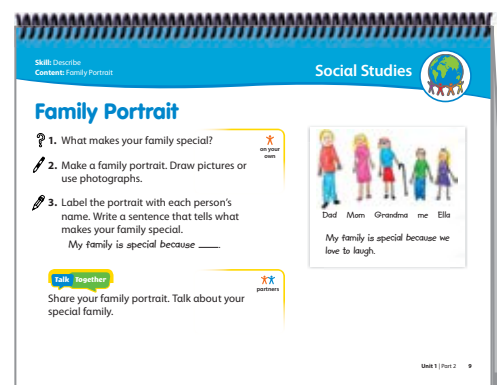
Have children expand word knowledge by:

- adding definitions, synonyms, antonyms, and images
- identifying all the vocabulary words that are nouns
- writing sentences with the words

Determine the Meaning of Words CC.1.L.4

## Writing

### Option 1: Family Portrait



**Family Portrait**

1. What makes your family special? Choose one.

2. Make a family portrait. Draw pictures or use photographs.

3. Label the portrait with each person's name. Write a sentence that tells what makes your family special.  
My family is special because \_\_\_\_\_.

**Talk Together**  
Share your family portrait. Talk about your special family.

*My family is special because we love to laugh.*

### PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 9  
Teacher's Guide on [NGReach.com](http://NGReach.com)

colored markers • crayons

Focus on a Topic CC.1.W.5

### Option 2: Family Vacation

### MATERIALS

colored markers • crayons

Have children work in pairs.

- Have children imagine they won a dream trip for their families.
- Have them draw the place they would choose to take their families.
- Have them write a sentence about the trip.
- Encourage them to label details in their pictures, if possible.

Focus on a Topic CC.1.W.5

## Cross-Curricular

### Option 1: Taking Care of Baby



**Skills:** Research and Record  
**Content:** Animal Families

**Science**

### Taking Care of Baby

- Look at the **Language Builder Picture Cards**. Choose an animal.
  - koala family
  - elephant family
  - deer family
  - rabbit family
- How does your animal take care of its babies?
  - Look in books.
  - Ask an expert.
  - Go to [NGReach.com](http://NGReach.com).
- Draw a poster. Show your animal taking care of its baby. Write a caption for your poster.
  - The emperor penguin holds the baby on its feet.

**Talk Together**  
Share your poster. Talk about your animal.

**Find more animal photos in the Digital Library @ [ngreach.com](http://ngreach.com)**

### PROGRAM RESOURCES & MATERIALS

#### Cross-Curricular Teamwork Activities: Card 8

#### Teacher's Guide on [NGReach.com](http://NGReach.com)

animal books • colored markers

Gather Information CC.1.W.8  
Add Visuals to Clarify CC.1.SL.5

### Option 2: Tell Where Animals Live



### PROGRAM RESOURCES

#### Digital Library Image: Language Builder Picture Cards B9, B10, B11, B12

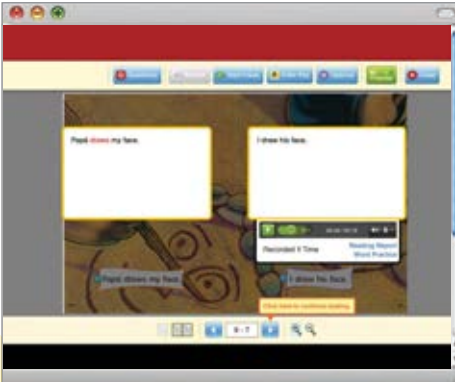
Have children take turns choosing a picture card. Then have children use details to tell about where the animal family lives. Encourage children to use prior knowledge to name other animal families that live in the same place.

Guide children to find facts online or in books about other animal homes.

Gather Information CC.1.W.8

## Reading

### Option 1: Comprehension Coach



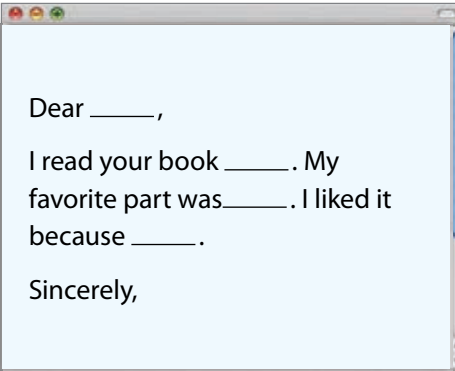
[NGReach.com](http://NGReach.com) Comprehension Coach

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read with Fluency CC.1.Rfou.4  
Read Prose CC.1.Rlit.10

### Option 2: Share and Compare



Dear \_\_\_\_\_,

I read your book \_\_\_\_\_. My favorite part was \_\_\_\_\_. I liked it because \_\_\_\_\_.

Sincerely,

Ask children which text from this week they enjoyed most. Explain that authors like to know if someone enjoyed their work. Have children use the sentence frames above to write a letter to one of the authors. They may also draw a picture of a scene they liked.

Use Technology in Writing CC.1.W.6  
See **Recommended Reading** on page LR12.

## Intervention

### Option 1: Reteach Short o

#### PROGRAM RESOURCES

Phonics Picture Card 182

Sound/Spelling Cards 5, 9, 14, 16, 32, 46

Use **Reteaching Routine 1**.

- Display a word:** octopus.
- Say the word:** *octopus*. Have children repeat.
- Read the word.** Point to the short o and ask: *What is this letter? What is the sound?*
- Scaffold spelling.** Say: *octopus. An octopus swims in the sea.* Have children repeat the word, say the first sound, and write its spelling, referring to the **Sound/Spelling Card**. Repeat for remaining sounds.

For **Reteaching Routine 1**, see BP36.

Decode Words with Short o CC.1.Rfou.3

### Option 2: Phonics Games



[NGReach.com](http://NGReach.com) Online Phonics Games

Read with Fluency CC.1.Rfou.4

For **Reteaching Masters**, see pages RT1.9–RT1.12

## Additional Resources

### ESL Kit



ESL Teacher's Edition pages T31m–T55

# Week 3 Daily Spelling & Word Work

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Spell Words with *g, d, v, r*
- ✓ Spell Words with Short *o*
- ✓ Spell High Frequency Words

## SUGGESTED PACING

DAY 1	Pretest
DAY 2–4	Daily Practice Options
DAY 5	Test

## Spelling Pretest

Day 1



## Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Short *o* Words

1. on	My brother has a stain <b>on</b> his sleeve.
2. got	He does not know how it <b>got</b> there.
3. mom	Our <b>mom</b> said she knows.
4. top	His arm was on <b>top</b> of his plate!

### High Frequency Words

5. get	My brother and I <b>get</b> the dishes.
6. help	We <b>help</b> our parents clean up after dinner.
7. of	I carry a stack <b>of</b> plates.
8. put	I <b>put</b> the dishes in the sink.
9. we	<b>We</b> wash and dry the dishes.
10. work	My brother and I <b>work</b> together.

### More Words

Use these words and sentences for additional Pretest and Test items.

1. pot	The big <b>pot</b> is hard to wash.
2. hot	We soak it in <b>hot</b> water.
3. lot	Cleaning is a <b>lot</b> of work.
4. stop	Our cats want us to <b>stop</b> and play with them.
5. hop	They <b>hop</b> on the counter as we clean.
6. lob	I <b>lob</b> them a treat to get them down.

## Sort Pictures

Day 2



Option 1

### PROGRAM RESOURCES

My Letter Books: Practice Masters  
PM1.43–PM1.46

### MATERIALS

scissors

## Prepare

Have children cut out the pictures.

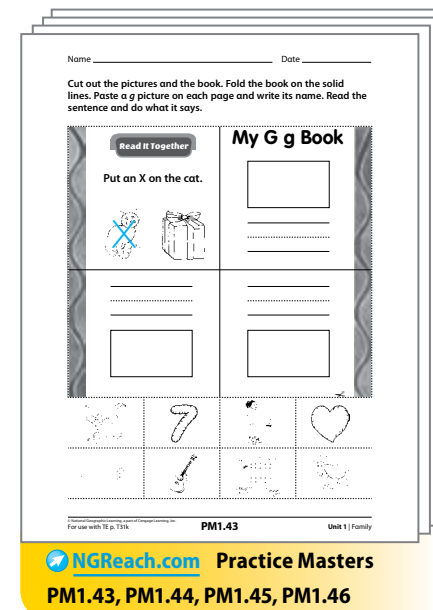
## Play a Game

- Name each picture. Have children sort the pictures that start with the sound for *g*.
- Have children paste a picture on each page of **My Gg Book** and write or dictate its name.
- Repeat with the remaining letter books. Have partners complete the Read It Together.

Extend the activity by asking children to name other words that start with the sound of *g, d, v, r*.

Decode Words with *g, d, v, r*  
Spell Words with *g, d, v, r*  
Spell New Words Phonetically

CC.1.Rfou.3  
CC.1.L.2.d  
CC.1.L.2.e



NGReach.com Practice Masters  
PM1.43, PM1.44, PM1.45, PM1.46

## Alphabetize

Day 2



Option 2

### PROGRAM RESOURCES

High Frequency Word Cards:  
Practice Master PM1.47

### MATERIALS

scissors • glue

## Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

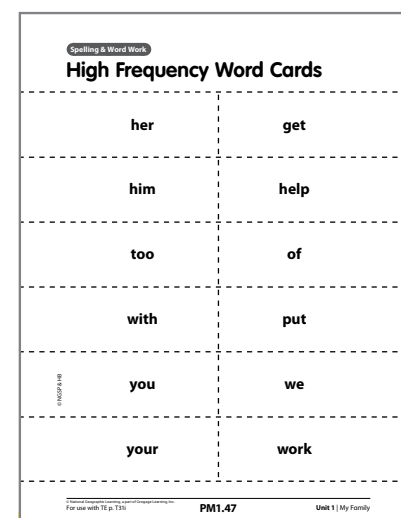
## Play a Game

- The groups turn cards face down and mix them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have each group remix the cards for another round.

After several rounds, determine the winner.

Spell High Frequency Words

CC.1.L.2.d



NGReach.com Practice Master PM1.47



## Act It Out

Day 3



Option 1

### MATERIALS

index cards—16 per group

### Prepare

Distribute 16 cards to each group. Have children write each spelling word on a separate index card.



### Play a Game

- Have groups turn cards face down and mix them up.
- On signal, one child takes a card and silently reads the word. Then he or she gives clues to the word using pantomime and facial expressions.
- Ask the child who guesses the word to spell it aloud while the group checks the spelling with the card.
- Have the child who correctly guessed the word choose a new card and continue the game.

Have groups play until all word cards have been used.

Decode Words with <i>g, d, v, r,</i> and Short <i>o</i>	CC.1.Rfou.3
Spell Words with <i>g, d, v, r,</i> and Short <i>o</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

## Point to It

Day 3



Option 2

### PROGRAM RESOURCES

index cards with spelling words • pointer • alphabet line

### Play a Game

- Have partners place the word cards face down in a pile.
- One child draws a card and reads aloud the word.
- The other child spells the word by pointing to each letter on the alphabet line in the correct order.
- Partners change roles and spell a new word.

Have children play until they have spelled all the words.



Decode Words with <i>g, d, v, r,</i> and Short <i>o</i>	CC.1.Rfou.3
Spell Words with <i>g, d, v, r,</i> and Short <i>o</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

## Stump the Expert

Day 4



Option 1

### MATERIALS

index cards • paper bag

### Prepare

Write each spelling word on an index card and place cards in the paper bag. Shake the bag to mix the cards.

### Play a Game

- Have one child start the game as the expert.
- Another child chooses a spelling card from the bag and reads the word.
- The expert spells the word. If the expert spells the word incorrectly, the stumper becomes the expert. If the expert spells the word correctly, another stumper chooses a new card.
- Play continues until either an expert successfully spells all the spelling words or each child has had a turn as the expert.

Decode Words with <i>g, d, v, r,</i> and Short <i>o</i>	CC.1.Rfou.3
Spell Words with <i>g, d, v, r,</i> and Short <i>o</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

## Build a Word

Day 4



Option 2

### PROGRAM RESOURCES

Letter Cards

### Prepare

Distribute **Letter Cards** for each spelling word to groups.

### Play a Game

- Have groups turn cards facedown and mix them up.
- On signal, each child in the group selects five cards. Children use the cards to try to build a spelling word.
- Children keep any cards that they do not use.
- On their next turn, children can draw five more cards or trade with another child for cards they need to build the spelling words.
- Play continues until each group has built all the spelling words.

Spell Words with <i>g, d, v, r</i> and Short <i>o</i>	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d

# Week 3 Daily Grammar

## OBJECTIVES

**Thematic Connection: My Family**

 Use Common and Proper Nouns

## COMMON CORE STANDARDS

Use Common and Proper Nouns

Demonstrate Command of English Grammar

CC.1.L.1.b

CC.1.L.1

## Day 1

### PROGRAM RESOURCES

**Common and Proper Nouns:**  
eVisual 1.9

### MATERIALS

Two sets of word cards per pair of children; set 1: mother, father, girl, boy, man, woman, day, month; set 2: Mom, Dad, Anna, John, Mr. Wilson, Ms. Perez, Monday, June

## Teach the Rules

Use page T33f to introduce common and proper nouns. Point out that a proper noun starts with a capital letter.

### Common and Proper Nouns

- |   |   |
|---|---|
| • A common noun names any person, place, or thing.  | The <b>girl</b> goes to <b>school</b> .                 |
| • A proper noun names a specific person, place, or thing. A proper noun starts with a capital letter. | <b>Alyssa</b> goes to <b>Walnut Elementary School</b> . |

 [NGReach.com](https://www.ngreach.com) Common and Proper Nouns: eVisual 1.9

## Play a Game

Have partners use sets of common and proper noun word cards to play "Make a Match." Explain:

- Place each set of cards facedown in its own row. Take turns flipping over one card from each row.
- If the cards match, keep them. If the words do not match, return the cards.
- Play until each pair has been matched. The player with the most pairs wins.

## Differentiate

### EL English Learners

**ISSUE** Spanish speakers may not recognize the names of the days of the week and the months of the year as proper nouns because these words are not capitalized in Spanish.

**STRATEGY** Make a list of the days of the week and the months of the year. Point out that each word starts with a capital letter. Explain: *The word day is a common noun. It names any day. The word Monday is a proper noun. The proper noun Monday starts with a capital letter. It names a specific day of the week.* Repeat using the name of a month.

## Day 2

### PROGRAM RESOURCES

**Special People and Animals:**  
eVisual 1.10

### MATERIALS

set of game cards per pair of students; child, friend, aunt, uncle, teacher, mother, father, brother, sister, doctor, dog, cat, rabbit, hamster

## Teach the Rules

Use page T35b to introduce proper nouns that name special people and animals. Remind children that a proper noun starts with a capital letter.

### Special People and Animals

- |  |  |
|--|--|
| • A proper noun can name a special person. | This is my mother. I call her <b>Mom</b> . |
| • A proper noun can name a special animal. | This is my dog. I call him <b>Fluffy</b> . |

 [NGReach.com](https://www.ngreach.com) Special People and Animals: eVisual 1.10

## Play a Game

Have partners use the common noun game cards to play "What's My Name?" Explain:

- Place the cards facedown in a pile.
- Take turns drawing a card from the pile. Read the word and think of a matching proper noun. For example, for father you say Daddy.
- If your partner agrees that you named an appropriate proper noun, keep the card.
- Play until all the word cards have been used. The player with the most cards wins.

## Differentiate

### BL Below Level

**ISSUE** Children are unable to name a proper noun for a common noun.

**STRATEGY** Write these sentence frames on the board: *I am a \_\_\_\_\_ . My name is \_\_\_\_\_ .* Choose a common noun that names a person or an animal. Model how to complete the first sentence. Suggest an appropriate proper noun for the second sentence. Invite volunteers to suggest their own proper nouns. Have children use these sentence frames when they play the game.



Day 3

PROGRAM RESOURCES

Special Places: eVisual 1.11
Where Am I? Game: Practice Master PM1.51

MATERIALS

coins or chips for counting, 10 per pair of children

Teach the Rules

Use page T52 to introduce proper nouns for special places.

Special Places

- A proper noun can name a special place.

We go to a lake. We like to go to Crystal Lake.

NGReach.com Special Places: eVisual 1.11

Play a Game

Distribute Practice Master PM 1.51. Have partners play "Where Am I?" Explain:

- Take turns pointing to a picture on the game board.
Use a common noun and a proper noun to name the picture and complete these sentence frames: This is a ... I like to go to ...
If your partner agrees that you named appropriate common and proper nouns, take one counter.
Play until one player has five counters.

Practice Master PM1.51 Use Proper Nouns. Includes a 3x3 grid of images (house, river, mountain, etc.) and instructions for a game.

NGReach.com Practice Master PM1.51

Differentiate

BL Below Level

ISSUE Children have difficulty naming a proper noun for each place.

STRATEGY Create a chart that lists common nouns that name the pictures on the game board. Model naming a proper noun for each place. Help children understand that they can make up names or use the names of real places they know about or have visited.

Day 4

PROGRAM RESOURCES

Write Common and Proper Nouns: Practice Master PM1.54

Grammar and Writing

Use page T53 to model common and proper noun usage in writing. Then distribute Practice Master PM1.54. Read each pair of sentences. Have children find the underlined word in the first sentence. Have them draw a line to the noun on the right that correctly completes the second sentence.

Practice Master PM1.54 Write Common and Proper Nouns. Includes a matching exercise with sentences and nouns like 'brother', 'Ashley', 'Miami', 'state', 'dog', 'Shell Beach'.

NGReach.com Practice Master PM1.54

Day 5

PROGRAM RESOURCES

Grammar and Writing Test: Assessment Masters A1.39–A1.40

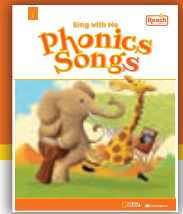
Review and Assess

Display the sentences below. Have small groups work together to identify the common and proper nouns in each sentence. Ask children to underline all common nouns and circle all proper nouns.

Jeff is my brother.
This is our dog.
We call her Princess.
We play at Central Park.

Administer the Grammar and Writing Test.

# Day 1 Learn Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Thematic Connection: My Family

- ✓ Isolate Final Sounds
- ✓ Read and Spell Words with *g, d, v, r*
- ✓ Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sing with Me Phonics Songs Book, page 20  
Sound/Spelling Cards 4, 5, 6, 7, 10, 11, 12, 13, 15  
Read On Your Own Book 3  
Letters and Sounds: Practice Masters PM1.38–PM1.41  
Write-On/Wipe-Off Boards

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1,  
Tracks 12–13  
Word Builder  
Phonics Games

## MATERIALS

small chips or coins for counting sounds, 3 per child

## MORNING WARM-UP

### Which family members do you like to visit?

Have children talk about how far they have to go to visit family members. Ask:  
*Do they live near you or far away? How do you get there?*

## Phonological Awareness

### 1 Isolate Final Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the ending sound.
- **Say a word:** *visit*. Have children repeat the word.
- **Segment sounds:** /v/ /i/ /z/ /i/ /t/. *What is the last sound you hear?* (/t/)
- **Say the sound again:** /t/

For **Phonological Awareness Routine 1**, see page BP28.

Repeat the routine with *hot* (/t/), *top* (/p/), *sat* (/t/), *fun* (/n/), and *less* (/s/).

## Check & Reteach

**OBJECTIVE:** Isolate Final Sounds ✓

Ask: *What is the last sound you hear in rock?* (/k/)

If children do not say /k/, say several times: *rock, /k/*. Emphasize the /k/ sound by kicking your foot. Have children mimic you. Then say: *jump, /p/*. Jump to emphasize the final /p/. Repeat with *pick* (kick your foot) and *top* (jump).

## Phonics

### 2 Learn Sounds and Letters *g, d, v, r* ✓

Sing with Me Phonics Songs Book page 20

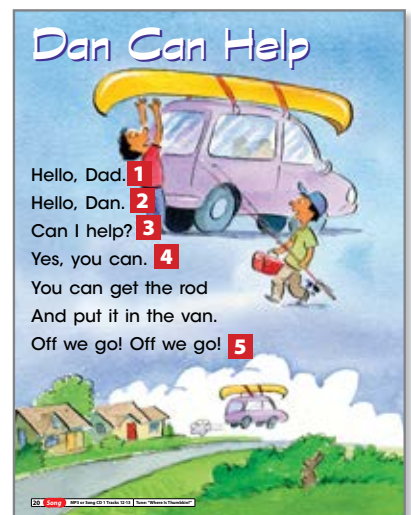
Play Tracks 12 and 13 and follow the directives. Practice the gestures until children can perform smoothly.

- 1 3 Hold up right hand and move it as a mouth speaking.
- 2 4 Hold up left hand and move it as a mouth.
- 5 Hold up both hands and have them “speak” to each other.

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Phonemes	CC.1.Rfou.2
Isolate Final Sounds	CC.1.Rfou.2.c
Read Irregularly Spelled Words	CC.1.Rfou.3.g
<b>Language and Vocabulary</b>	
Spell High Frequency Words	CC.1.L.2.d



Sing with Me Phonics  
Songs Book page 20







Cover up all spellings except *g* on **Sound/Spelling Card 10**. Then use **Decoding Routine 1** to connect sound and spelling /*g/ g* and to blend words. Repeat for /*d/ d*, /*v/ v*, and /*r/ r*.

### Weekly Folder

✓ Writing (T33f, T35b, T52, T53, T54, T55a–T55b)

✓ Identify Setting: **Practice Master PM1.48**

Step 1 Develop Phonological Awareness	/g/ g	/d/ d	/v/ v	/r/ r
1. Tell children: <i>These words have /g/ at the beginning. These words have /g/ at the end.</i>	gap, gum, goat rag, dig, frog, peg	Dan, dip, duck bad, mad, lid	vase, very, voice cave, dive, stove	rock, race, rabbit bear, car, finger
2. Tell children: <i>I will say a word. Listen for /g/. If you hear it, put a thumb up.</i>	plug, get, yes, dad, bug, put, leg	dad, day, fin, down, up, mad	vest, love, like, van, help, glove	rat, rod, sat, fin, door, pit, chair
Step 2 Introduce the Sound/Spelling				
1. Display the picture-only side of <b>Sound/Spelling Card 10</b> . Say: <i>girl</i> . Have children repeat.				
2. Say: / <i>g/</i> . Have children repeat.	Card 10 girl, / <i>g/ g</i>	Card 13 desk, / <i>d/ d</i>	Card 15 van, / <i>v/ v</i>	Card 12 red, / <i>r/ r</i>
3. Turn the card over. Point to <i>g</i> and name it. Have children repeat.				
4. Give examples of words with <i>g</i> in initial and final positions.	good, game, gold flag, mug	dish, dirt, dog bread, hand	vine, visit give, wave	rope, ride spider, zipper
Step 3 Blend Sound-by-Sound				
1. Write <i>g</i> . Say: / <i>g/</i> . Have children repeat.	<i>g</i>	<i>d</i>	<i>v</i>	<i>r</i>
2. Add <i>a</i> . Blend / <i>g/ /ă/</i> , sweeping your hand beneath the spellings. Have children repeat it.	<i>ga</i> →	<i>di</i> →	<i>va</i> →	<i>ra</i> →
3. Add <i>s</i> . Say: / <i>s/</i> . Model blending the whole word, then have children blend with you. Repeat the routine, writing and blending <i>gap</i> . ( <i>dim, vat, rip</i> )	<i>gas</i> →	<i>dip</i> →	<i>van</i> →	<i>rat</i> →
4. Write and blend words with final <i>g</i> and <i>d</i> .	dig, rig	pad, lid		

For **Decoding Routine 1**, see page BP32.



Read On Your Own Book 3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Letter and Sound Gg**

Write the missing letter. Color each item named in the sentence.

1. g <u>ir</u> l	2. c <u>u</u> p	3. g <u>i</u> ft
4. h <u>a</u> t	5. g <u>a</u> te	6. g <u>u</u> itar
7. g <u>o</u> at	8. l <u>i</u> on	9. s <u>i</u> nk

**Read It Together** Find the gate and the goat.

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### 3 Read Words with *g, d, v, r*

Read On Your Own Book 3 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out High Frequency Words *is, in, the, I,* and *with,* and ask children to read the sentences.

Have children turn to **Read On Your Own Book 3** page 2. Review the sounds/spellings and have children echo. Then have partners take turns reading the picture labels. Assign **Practice Masters PM1.38–PM1.41** for more practice.

gas Dad vat  
rag van lid  
nap mad  
pin rip

Dad is in the van.  
I sit in the van with Dad.

NGReach.com Word Builder

Children can also play **Phonics Games** at [NGReach.com](http://NGReach.com) to reinforce phonics skills.

### 4 Spell Words with *g, d, v, r*

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *van*.
- **Segment Sounds:** /v/ /ă/ /n/.
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 5 /v/, 6 /ă/, 7 /n/)
- **Repeat the word:** *van*. Children write the word.
- **Write the spelling.** Children check and correct their spelling. Repeat for *rag* and *hid* using cards 12 /r/, 6 /ă/, 10 /g/, 4 /h/, 11 /i/, and 13 /d/.

For **Dictation Routine 1**, see page BP35.

ban  
van

Write-On/Wipe-Off Board

Write-On/Wipe-Off Board

Then apply the spelling rule to a complete sentence. Dictate: *I hid the rag in the van*. Have children chorally repeat and then write the sentence. Write the correct sentence, and have children check and correct.

## Daily Language Arts

### Daily Spelling and Word Work

Practice options on page T31i

## Check & Reteach

**OBJECTIVE:** Read and Spell Words with *g, d, v, r*

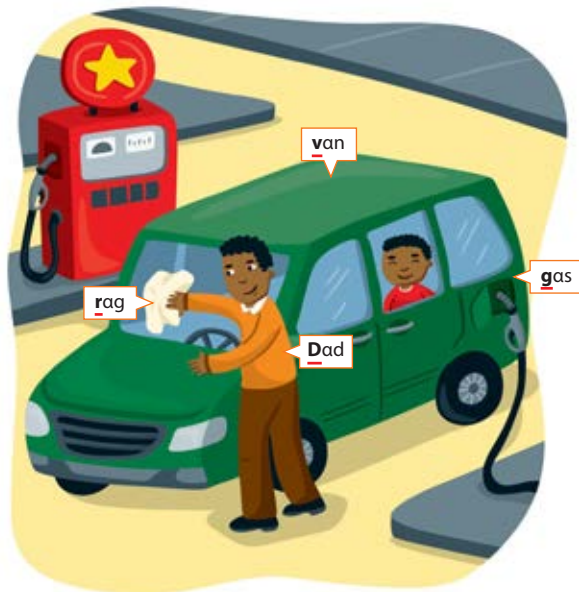
Check the dictation sentence for the correct spelling of *hid, rag,* and *van*.

If children have difficulty with *g, d, v,* and *r,* make a four-column chart and brainstorm words that begin and end with each letter, writing them in the appropriate column. Point to letters at random, and ask children to name them.



## Sounds for g, d, v, r

Look at the picture. Read the words.



2

## Key Words

Look at the picture. Read the sentences.

### High Frequency Words

get
help
of
put
we
work



### Dad and I at Work

1. I **help** Dad.
2. **We work** on the van.
3. Dad can **get** a can **of** gas.
4. I **put** a mat in the van.

What help did Dad get?



Phonics Games  
NGReach.com

3

### STUDENT TECHNOLOGY



Student eEdition



Word Builder



Phonics Games

NGReach.com

Read On Your Own Book 3  
pages 2–3

# High Frequency Words

## 5 Read and Spell Key Words Read On Your Own Book 3 page 3

Read aloud page 3. Teach each highlighted word and review known sounds/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *get*.
- **Say a sentence with the word:** *I can get in the van.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners take turns saying the words.

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words

Monitor as children read. Check for accuracy as children read the High Frequency Words. If children have difficulty reading High Frequency Words, have them work in pairs to read the words. Have Partner A “write” the letters of a word on Partner B’s back. Partner B names each letter as it is written, then points to the word on page 3 and reads it. Then have partners switch roles. Have children make word cards for words they need to practice.

## Differentiate

### EL English Learners

**ISSUE** English learners may not know the meanings of words.

**STRATEGY** Use the gestures in parentheses and examples in blue to convey word meaning.

**get** *I get a book.* (Get a book.) *That means I take the book.*

**help** *Now I help [child] open the book. I help [child] close the book.* (Demonstrate help.)

**of** *Our room is full of books.* (Point to books where they are visible.) *There are many kinds of books.*

**put** *I put this book back on the shelf.* (Place the book on a shelf.)

**we** *We are standing by the shelf.* (Bring a child to stand with you.) *We means both of us.*

**work** *Now it is time for us to work. We work at school. We read and write.* (Pantomime.)



Anthology

**OBJECTIVES****Thematic Connection: My Family**

- ✔ Use Social Studies Vocabulary in Speaking
- ✔ Preview and Predict

**PROGRAM RESOURCES****PRINT ONLY**Big Book: *Mystery Bottle***PRINT & TECHNOLOGY**

Sing with Me MP3 or CD

Family Newsletter 1

**TECHNOLOGY ONLY**

Digital Library: Key Word Images

My Vocabulary Notebook

**MATERIALS**

markers or crayons

## Academic Talk

**1 Give Information** Anthology page 32

Tell children: *This song is about the activities that a family does together during their busy day.* Review the previously taught High Frequency Words *go, is, and this.* Play the song and have children follow in their books on page 32 as they sing.

Tell children that when they give details about a place they have been to, they are giving information. Explain that in this song:

- *Details are shared about what the family did at the pool and the park. The family played and cheered.*
- *These details give information about their busy day.*

After children listen to and sing “Busy Day,” have pairs work together to share details about places they go with their families. Tell children to take turns giving this information without naming the place. Have the other child guess where the family went from the information given.

## Social Studies Vocabulary

**2 Key Words** ✔ Anthology page 33

Project the family photo book on **Student eEdition** page 33. Use **Vocabulary Routine 1** to teach the words.

- **Pronounce the word and point to its picture:** **special**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** *Something that is **special** is not like other things.*
- **Elaborate:** *A holiday meal is **special**. It is different from meals you have on other days.*

For **Vocabulary Routine 1**, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

**Key Words**

extended family · fun · parents  
special · together · visit

### Power Writing

Have children write as much as they can as well as they can in one minute about the word *idea*.

For **Writing Routine 1**, see page BP56.

**COMMON CORE STANDARDS****Reading**

Use Key Details to Describe CC.1.Rlit.3  
Read Prose CC.1.Rlit.10

**Writing**

Focus on a Topic CC.1.W.5

**Speaking and Listening**

Participate in Conversations CC.1.SL.1

**Language and Vocabulary**

Use Common and Proper Nouns CC.1.L.1.b  
Capitalize Names of People CC.1.L.2.a  
Determine Meaning of New Words CC.1.L.4  
Use Words and Phrases CC.1.L.6



High Frequency  
Words  
go  
is  
this

## Give Information

Listen and sing. **Song** ((MP3))

# Busy Day

I go to Dawes Pool.  
This is where I play.  
I am with my family.  
I have fun today.



I go to Oz Park.  
This is where I cheer.  
I am with my family.  
All the fans are here.



Tune: "Row, Row, Row Your Boat"

32

## Key Words

### Family Photos



This was a **special** day. My **parents** and I saw a parade **together**. It was **fun**!



This is my **extended family**. We **visit** them every year. That is fun, too!

### Talk Together

Look at the family photo book. Where do they go? Where do you go with your family?

33



Student eEdition



Sing with Me



Digital Library



My Vocabulary Notebook

NGReach.com

Have partners take turns repeating **Vocabulary Routine 1** for each word. Then have children add the words to **My Vocabulary Notebook**.

See **Differentiate**

### 3 Talk Together Anthology page 33

Have partners use the family photos and **Key Words** to take turns sharing information about things the family does and what they do with their families.



NGReach.com My Vocabulary Notebook

## Check & Reteach

**OBJECTIVE:** Use Social Studies Vocabulary in Speaking ✓

Circulate as partners do the **Talk Together** activity. Listen for any incorrect usage of the social studies vocabulary.

If children use words incorrectly, provide sentence frames for them to complete orally. For example:

The family had \_\_\_\_\_ watching the parade. (**fun**)

The day was \_\_\_\_\_ because the family saw a parade. (**special**)

The girl and her \_\_\_\_\_ (**parents**) watched the parade \_\_\_\_\_. (**together**)

Anthology  
pages 32–33

## Differentiate

### EL English Learners

**ISSUE** Children do not understand the definitions.

**STRATEGY** Provide translations of the **Key Words** and have children use each one in a sentence. Access **Family Newsletter 1** for translations in seven languages. Use cognates for Spanish speakers:

*extended family/familia extendida*

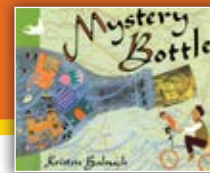
*special/especial*

*visit/visita*

### BL Below Level

**ISSUE** Children mispronounce words.

**STRATEGY** Repeat words slowly—one syllable at a time. Have children say the words slowly after you until they give the correct pronunciation. Then, have them say the word more quickly, at a regular speaking pace.



Big Book

## Comprehension

### 4 Preview and Predict Big Book page 36

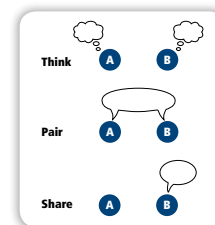
Project and read aloud page 36. Explain the meaning of *predict* (tell what you think will happen). Have children add *predict* to **My Vocabulary Notebook**. Then remind children: *You can plan before you read by previewing, setting a purpose, and predicting.*

Model how to predict using the photo:

- *I read the text Family Fun and I see a photo of a family walking towards a Ferris wheel.*
- *I want to find out where the family is going.*
- *I **predict** that they will go on rides at an amusement park.*

Use **Think, Pair, Share** to have children use the sentence frames to make their own predictions about the family in the photo. Have children share their predictions.

For **Think, Pair, Share**, see page BP61.



Think, Pair, Share

See **Differentiate**

## Differentiate

### SN Special Needs

**ISSUE** Children struggle with predicting.

**STRATEGY** Have children work in pairs. Ask one child to point to the parts of the page (pictures, text, etc.) that could be previewed in order to make a prediction. Have the other child make a prediction based on these elements. Then have the children switch roles.

### AL Above Level

**ISSUE** Children complete the sentence frames quickly and want an additional challenge.

**STRATEGY** Extend the sentence frames by including children's original answer and then adding to it. For example, if children said "I predict that they are at an amusement park," you could provide this possible addition: *I predict they are at an amusement park, where they will \_\_\_\_\_.*

### Check & Reteach

**OBJECTIVE:** Preview and Predict 

Ask: *In which step do you look at the pictures?* (**preview**) *In which step do you guess what you will read?* (**predict**)

If children cannot identify the steps, explain that you **preview** before you **predict**. Model previewing and predicting in the *Family Fun* photo again.

## Big Book Read-Aloud

### 5 Share a Story

Display the cover and read aloud the title and the name of the author/illustrator (Kristen Balouch). Have children predict: *What do you think this story is about?* (Possible response: a **special** bottle) *Why do you think that?* (Possible response: The title is *Mystery Bottle* and the cover shows a fancy bottle.)

## Learn to Plan

**Preview**, or look at, the picture.  
What does it show?

**Set a purpose.** What do you want to know about the family?

**Predict** what they will do.



Family Fun

### How to Plan

1. Preview: Read the title and look at the pictures.

2. Set a Purpose: Decide what you want to learn while reading.

3. Predict: What will happen?

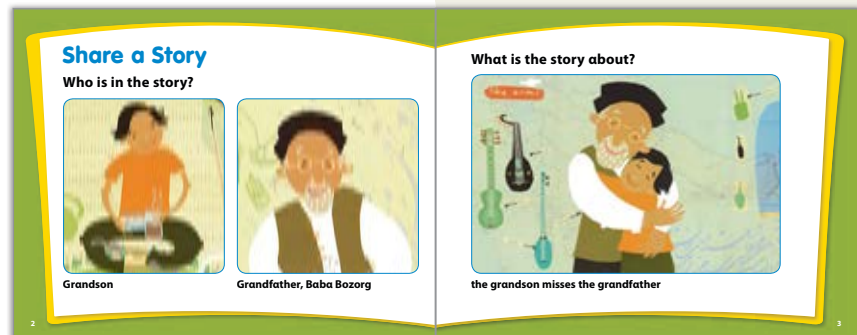
I read \_\_\_\_\_  
and I see \_\_\_\_\_

I want to find  
out \_\_\_\_\_

I predict that  
\_\_\_\_\_

Display and read the Share a Story on **Big Book** pages 2–3. Set a purpose: *Let's read to find out how the **special** bottle helps the boy **visit** his grandfather.*

**GENRE** Explain: *Fiction is a story that is made up. This book is a made-up story about a boy who misses his grandfather.* Read aloud pages 4–35 of *Mystery Bottle*. Use the questions on pages T33c–T33f to build comprehension on the first read (Day 1) and second read (Day 2.)



## Comprehension Focus

### FIRST READ

#### Day 1 Listen and Comprehend

Active Reading  
Preview and Predict   
Critical Thinking

### SECOND READ

#### Day 2 Listen and Analyze

Identify Setting  
Critical Thinking



Big Book pages 4–5



Big Book pages 6–7



Big Book pages 8–9



Big Book pages 10–11

## Fluency

**Intonation** Explain the concept: *Fluent readers raise and lower their voices as they read text. A reader's voice may rise to show excitement or lower to show fear.* Model reading the sentence on page 9 with proper intonation for fear or surprise. Have children repeat your intonation. Model intonation throughout the story, pointing out differences when there is happiness, mystery, excitement, fear, and calm. Have students practice until they can repeat sentences fluently with the proper intonation.

## Build Comprehension

### FIRST READ

#### Day 1 Listen and Comprehend

- Active Reading** Read the heading at the top of page 5. Explain: *Headings can give readers an idea of what the page will be about.* Read the headings on pages 6, 8, and 10 aloud. Have children raise their hand when they hear the words in the headings repeated as they listen to the story read aloud.

### SECOND READ

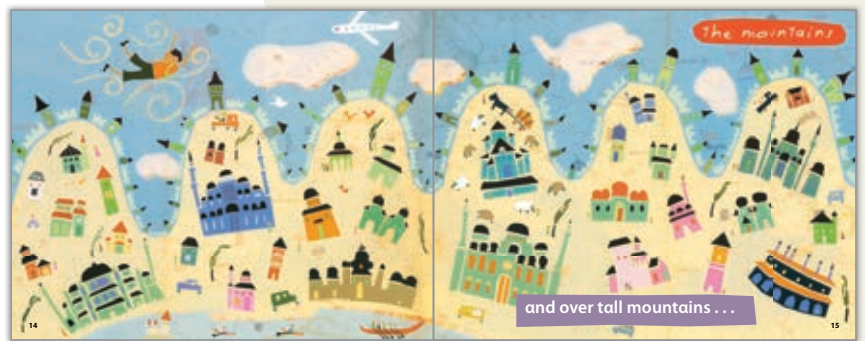
#### Day 2 Listen and Analyze

- Explain** *Why was the bottle mysterious?* (The boy didn't know who sent it or what it was for.)
- Identify Setting** Display pages 8–11 and read the text aloud. Ask: *Where does this part of the story happen?* (Possible response: in a city) *How do you know?* (Possible response: I see tall buildings, and many cars.)

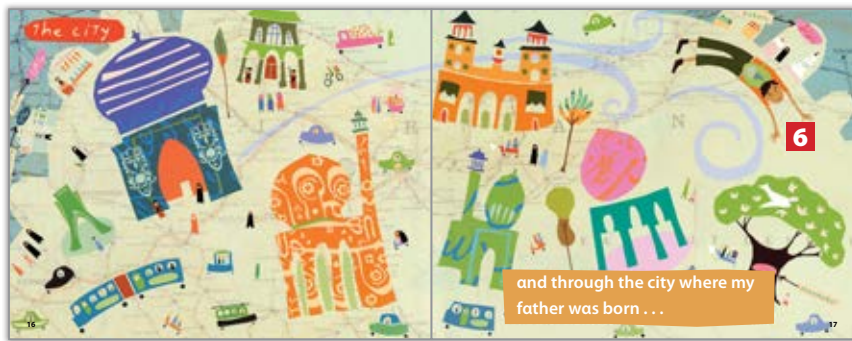




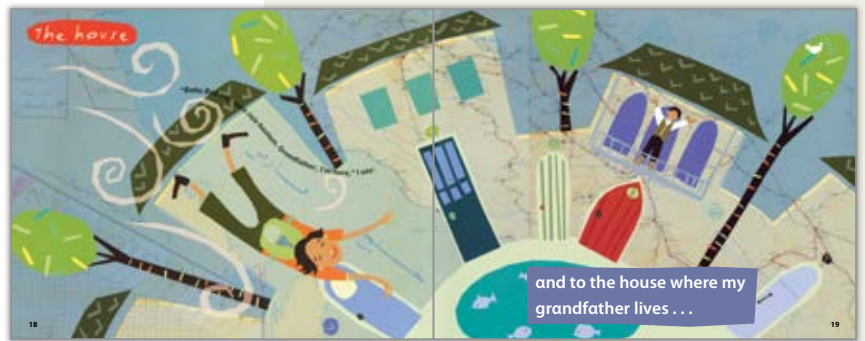
Big Book pages 12–13



Big Book pages 14–15



Big Book pages 16–17



Big Book pages 18–19

## Build Comprehension

### FIRST READ

#### Day 1 Listen and Comprehend

- 4 Active Reading** *What shows that the wind is blowing the boy?* (curly lines around the boy) Lead the class in acting out being blown across the sky by the wind.

### SECOND READ

#### Day 2 Listen and Analyze

- 5 Identify Setting** ✓ Ask: *How can you tell that the boy is not flying over his city?* (Possible response: The buildings are different.) *How is the setting different?* (There are no cars or trees. There are boats, fish, and water.) See **Differentiate**
- 6 Draw Conclusions** *Is the boy traveling a long or short distance? How do you know?* (Possible response: a long distance; he is going over the sea)

## Differentiate

### EL English Learners

**ISSUE** Children have difficulty describing the setting.

**STRATEGY** Have children draw and label three things they see in the setting.

### AL Above Level

**ISSUE** Children are able to analyze the setting.

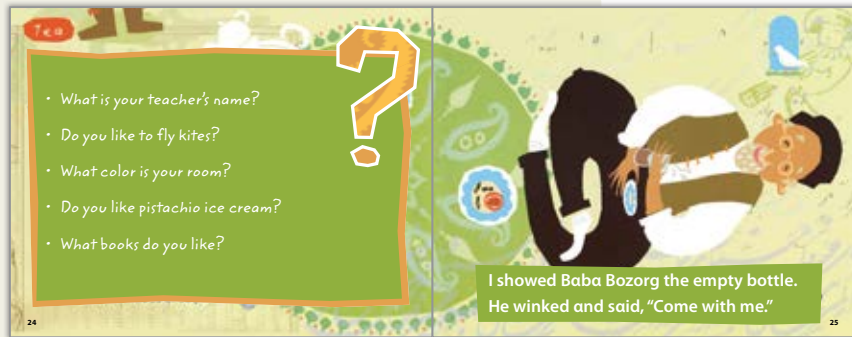
**STRATEGY** Challenge children. Ask: *How is the setting on pages 16 and 17 like the setting on pages 10 and 11? How are the settings different?* Fill in answers.



Big Book pages 20–21



Big Book pages 22–23



Big Book pages 24–25



Big Book pages 26–27

## Build Comprehension

### FIRST READ

#### Day 1 Listen and Comprehend

- 1 Preview and Predict** ✓ Before reading pages 20–35, have children look at the pictures. Ask: *How do you think the boy and his grandfather feel about seeing each other? Why do you think that?* (Possible responses: They are happy. They are hugging and smiling.)
- 2 Active Reading** Read aloud pages 32–34. Model how to read in the tone of a whisper. Have children repeat. Tell children that whispering can help tell a mood or feeling. Ask: *Why do you think the grandfather spoke in a whisper?* (Possible responses: He is near the boy. He is calm and happy.)

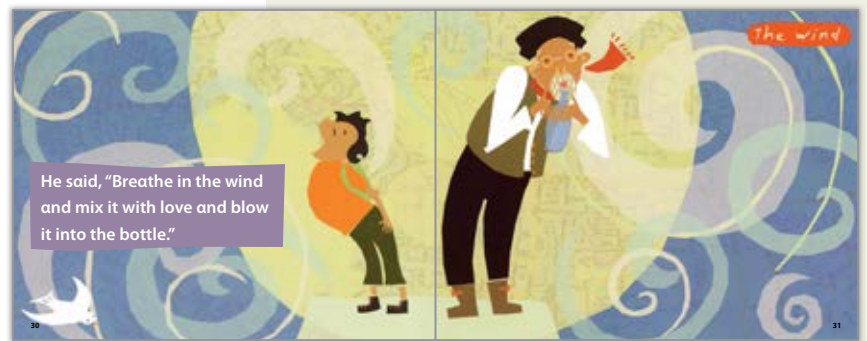
### SECOND READ

#### Day 2 Listen and Analyze

- 3 Identify Setting** ✓ Have children look at pages 20–25. Ask: *Where are the boy and his grandfather?* (at the grandfather’s house) *How is this setting different from settings shown on the other pages?* (The setting is indoors.)



Big Book pages 28–29



Big Book pages 30–31



Big Book pages 32–33



Big Book pages 34–35

## Writing

### 6 Write a Question Big Book pages 23–24

Display pages 23–24 of *Mystery Bottle*. Have children review the questions the boy and his grandfather had for each other. Then tell children: *Think of someone you know who lives far away. Write a question that you would like to ask the person.* Have children include a **Key Word** in their questions. Remind them to capitalize the first letter of proper nouns. Have children work in pairs and share their sentences with their partners.

#### Key Words

extended family · fun · parents  
special · together · visit

### Daily Language Arts

#### Daily Grammar ✓

Display *Baba Bozorg*, the name of your school, and the name of your town or city. Point out that these are proper nouns, so they are capitalized. Then use the Daily Grammar lesson on page T31k to teach distinguishing between proper and common nouns and capitalizing proper nouns.

## WRAP-UP

Have children recall the discussion of visiting family from the **Morning Warm-Up**. Ask how visiting their relatives is like visiting where Baba Bozorg lives. Ask how it's different.

## OBJECTIVES

**Thematic Connection: My Family**

- ✓ Isolate Final Sounds
- ✓ Read and Spell Words with *g, d, v, r*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension


## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Handwriting: Practice Master PM1.42
- Sound/Spelling Cards 12, 13, 32
- Read On Your Own Book 3

### TECHNOLOGY ONLY

- Letter Cards
- Word Builder



## MORNING WARM-UP

### What do you do with family members that you visit?

Have children turn and talk with a partner. Then match pairs up into groups of four and have each child's partner share his or her answer to the question.

## Phonological Awareness

### 1 Isolate Final Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the ending sound.
- **Say a word:** *eat*. Have children repeat the word.
- **Segment the sounds:** /ē/ /t/. *What is the last sound you hear?* (/t/)
- **Say the sound again:** /t/.

For **Phonological Awareness Routine 1**, see page BP28.

Have children repeat the routine with the words *dad* (/d/), *Dan* (/n/), *can* (/n/), *rod* (/d/), *girl* (/l/), and *get* (/t/).

## Check & Reteach

**OBJECTIVE:** Isolate Final Sounds ✓

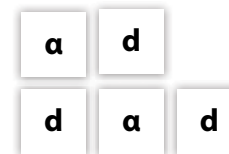
Ask: *What sound do you hear at the end of red?* (/d/)

For children who did not say /d/, say: *Listen for the /d/ sound in red: /r/ /è/ /d/. Where do you hear the /d/ sound?* (at the end) Then ask for the last sound in *man*. (/n/)

## Phonics

### 2 Read Words with *g, d, v, r* ✓

Use **Letter Cards** or the **Word Builder** to build *ad*, and blend the word with children. Point out that when a vowel is between two consonants, the vowel sound is usually short.



Have children build *dad* and blend the word. Replace the initial *d* with *s* and then with *h*, and have children blend the new words. (*sad, had*)

Have children take turns building and reading words with *-ab, -ag, and -ig*. (*cab, tab; tag, rag; pig, dig, fig*)

## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Phonemes	CC.1.Rfou.2
Isolate Final Sounds	CC.1.Rfou.2.c
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4
<b>Language and Vocabulary</b>	
Spell High Frequency Words	CC.1.L.2.d

### 3 Spell Words with *g, d, v, r* ✓

Use **Letter Cards** to build *rag* and blend the word. Change the middle letter to build *rug*. Blend the word, and have children repeat after you. Have pairs work together to build the words in the **Word Bank**. Then have the class chorally spell and read the words.

rag	rug	dug	dig
did	Dad		
van	vat	vet	get
rid	rod	red	

Word Bank

### Check & Reteach

**OBJECTIVE:** Read and Spell Words with *g, d, v, r* ✓

Dictate: *Rod. I got a new fishing rod. Rod.* Have children write and then chorally spell *rod*. If children misspell *rod*, review **Sound/Spelling Cards** 12 /r/, 32 /o/, and 13 /d/. Repeat the word and segment the sounds: /r/ /ō/ /d/. Then have children rewrite the word correctly. Repeat with the word *rag*: *Rag. I washed the van with a rag. Rag.*

Name \_\_\_\_\_ Date \_\_\_\_\_

Handwriting

### High Frequency Words

Trace each word two times and then write it.

get get get

help help help

of of of

put put put

we we we

work work work

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For use with TE p. T33h PM1.42 Unit 1 | Family

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## High Frequency Words

### 4 Read and Spell Key Words ✓

Display and read these sentences. Say the underlined words.

work	Dad has <u>work</u> .	
we	<u>We</u> can <u>help</u> .	
get	I can <u>get</u> a rag.	
put	You can <u>put</u> it on the van.	
get	of	Then we can <u>get</u> rid <u>of</u> it.
we	help	<u>We</u> like to <u>help</u> !

Give partners a set of **High Frequency Word Cards** for *get*, *help*, *of*, *put*, *we*, and *work*. Reread each sentence and have partners hold up their card when they hear the word. Then assign **Practice Master PM1.42**.

### Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words ✓

Place High Frequency Words in a pocket chart and have children take turns using the words in sentences. Then have children read and spell the High Frequency Word(s) they used. For children who misspell a word, use **High Frequency Words Routine 2** to reteach the words. For **High Frequency Words Routine 2**, see page BP37.



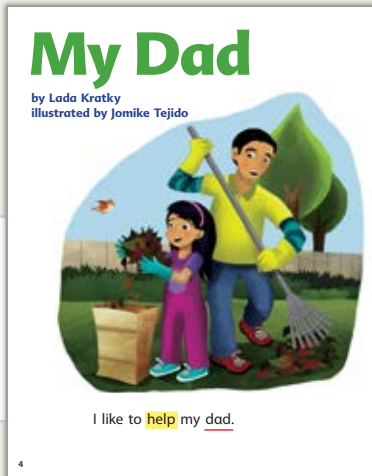
### Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T31i



Read On Your Own Book 3



Read On Your Own Book 3  
pages 4–7



### Legend

- words with *g, d, v, r*
- high frequency words
- \* story words

## Differentiate

### BL Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 3	Teacher's Edition
initial consonants <i>t</i> and <i>p</i>	to (page 4) plant (pages 5, 9) put (pages 6, 9)	/t/t (page RS21) /p/p (page RS21)
words with short vowels <i>e</i> and <i>i</i>	get (pages 5, 7) help (pages 6, 10) it (page 6) in (pages 6, 9)	/è/e (page RS35)   /i/i (page RS31)

### AL Above Level

**ISSUE** Children can quickly decode "My Dad."

**STRATEGY** Challenge children to write sentences to complete the sentence frame "I can help \_\_\_\_\_."

Examples:

*I can help Mom plant.*

*I can help Dad cut the grass.*

## Decodable Reading

### 5 Read "My Dad" ✓ Read On Your Own Book 3 pages 4–10

Use the illustrations to preteach the story words *plant* (page 5), *weeds* (page 7), and *hole* (page 8). Use **Decoding Routine 4** to conduct two readings of "My Dad." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

#### FIRST READ

### Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

#### SECOND READ

### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement with rate and accuracy. Use the following questions to build comprehension.

- 1 **Identify Details** *What do Dad and the girl get?* (They get a plant.)
- 2 **Determine Sequence** *What do Dad and the girl do after they dig a hole?* (They put the plant in the hole.)
- 3 **Make Inferences** *Dad and the girl did lots of work. Do you think they liked the work? How can you tell?* (Possible response: They liked the work. They are smiling and happy.)
- 4 **Make Connections** *Whom do you help?* (Possible response: I help my mom mow the grass.)

For **Decoding Routine 4**, see page BP34.



We dig a hole.\*

8



We put the plant in the hole. 2

9



I like to help my dad. 3 4

10

Practice Phonics

**Sounds for g, d, v, r**

Read these words.

van	rag	rat	tag	dad
mad	sad	pig	dig	tan

Find the words that start with r. Then find words with g, d, and v. Use letters to build them.

**Talk Together**

Choose words from the box to talk about what you see in the picture.

The pig is sad.

11

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach

NGReach.com

Read On Your Own Book 3  
pages 8–11

## Practice Phonics

### 6 Words with g, d, v, r ✓

Read On Your Own Book 3 page 11

Distribute **Letter Cards**. Read aloud the directions for the first activity on page 11. Have partners build words with *g, d, v, and r*.

v	a	n
r	a	g
d	a	d

### 7 Talk Together Read On Your Own Book 3 page 11

Have partners turn and talk about what they see in the illustration. Encourage them to use *g, d, v, and r* words from the box and the sentence frame *The \_\_\_\_\_ is \_\_\_\_\_*. Then have pairs share their **Talk Together** answers. (Possible answers: *The pig is sad/mad. The dad is mad/tan.*)

## Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from “My Dad.” Note reading speed and miscues.

For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



## OBJECTIVES

### Thematic Connection: My Family

- ✓ Describe Setting
- ✓ Use Academic Vocabulary in Speaking
- ✓ Identify Setting

## PROGRAM RESOURCES

### PRINT ONLY

Big Book: *Mystery Bottle*

### PRINT & TECHNOLOGY

Setting Chart: Practice Master PM1.48

### TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

## MATERIALS

index cards • markers • crayons

## Academic Talk

### 1 Describe Setting ✓

Display pages 10–11 of *Mystery Bottle*. These pages show the boy's city. Have children describe what they see in the picture. (buildings, cars, people)

Organize children into groups of four. Have each child draw a picture of one of the places they go to in their community. Have them include details that would help people guess the place they drew. Ask children to swap pictures so other group members can guess which place or setting is shown. Have children state which clues they used to guess each setting.

## Check & Reteach

### OBJECTIVE: Describe Setting ✓

Listen as children guess the setting in each other's drawings.

If children cannot guess accurately, ask guiding questions such as: *I see a big building in this picture. What clue does that give about the setting?* If a picture does not have enough details for others to guess the setting, have children suggest details that could be added to make the setting more easily recognized.

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *place*.

For *Writing Routine 1*, see page BP56.

## Academic Vocabulary

### 2 More Key Words Anthology page 35

Use **Vocabulary Routine 1** and the images in the **Student eEdition** page 35 to teach the **Key Words**.

- **Pronounce the word and point to its picture:** **group**.
- **Rate the word.** Have children give a thumbs up if they know the word or give a thumbs down if they do not. Ask: *What do you know about this word?*
- **Define the word:** A **group** is made up of more than two people or items.
- **Elaborate.** Relate the word to your experience: *My family is a big group of people. I have many uncles, aunts, and cousins.*

For *Vocabulary Routine 1*, see page BP46.

For more images of the **Key Words**, use the **Digital Library**.

### Key Words

group · idea · place  
share · trip

## COMMON CORE STANDARDS

### Reading

Use Key Details to Describe CC.1.Rlit.3

Use Illustrations and Details to Describe CC.1.Rlit.7

Read Prose CC.1.Rlit.10

### Writing

Focus on a Topic CC.1.W.5

### Speaking and Listening

Participate in Conversations CC.1.SL.1

### Language and Vocabulary

Use Common and Proper Nouns CC.1.L.1.b

Capitalize Names of People CC.1.L.2.a

Determine Meaning of New Words CC.1.L.4

Use Words and Phrases CC.1.L.6





## Identify Setting

Setting Chart

Movie Theater	Picture of the Place
<ul style="list-style-type: none"> <li>• dark</li> <li>• big</li> <li>• many seats</li> </ul>	

Write about a place here.

Draw the place here.

### Talk Together

Make a setting chart about a family story you know. Share it with your partner.



34

## More Key Words

### group



A **group** has more than two items.

### idea



Lori's **idea** is to go to the zoo.

### place



The school is a big **place**.

### share



We **share** popcorn.

### trip



We take a **trip** in our car.

### Talk Together

Count the syllables in **Key Words**.

Group has one syllable. Idea has three.

Add words to My Vocabulary Notebook.  
[NGReach.com](http://NGReach.com)

## STUDENT TECHNOLOGY



Student eEdition



Digital Library



My Vocabulary Notebook

[NGReach.com](http://NGReach.com)

35

Anthology  
pages 34–35

Have partners take turns repeating **Vocabulary Routine 1** (page T34) for each word on page 35. Have children add the words to **My Vocabulary Notebook**.

- 3 Talk Together** Anthology page 35  
Read the directions and examples. Have children count the syllables in the **Key Words**. Then have children use the words in sentences.



[NGReach.com](http://NGReach.com) My Vocabulary Notebook

## Check & Reteach

**OBJECTIVE:** Use Academic Vocabulary in Speaking

Circulate as partners do the **Talk Together** activity. Help them count the syllables if they have problems. Then listen for any incorrect usage of the academic vocabulary.

If children use words incorrectly, ask clarifying questions. For example:

- *Can one person be a **group**?*
- *Is an **idea** something you think of or a **place** you go to?*
- *What is a **place** you go to learn?*
- *What do you do with your toys when you **share**?*
- *Where would you like to go on a **trip**?*



Anthology

Big Book

Name \_\_\_\_\_ Date \_\_\_\_\_

**Setting Chart**

### Identify Setting

Write the setting of a family story you know at the top of the left column. Write about the setting below. Draw a picture of the setting in the right column.

Setting:	Picture of the Place
Responses will vary.	Responses will vary. Picture should show the setting identified in the left column.

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PM1.48 Unit 1 | My Family

## Comprehension

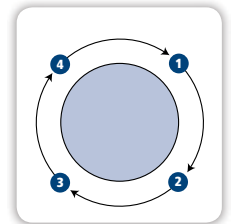
### 4 Identify Setting Anthology page 34

Display and read aloud page 34. Explain: *The **setting** is the place where a story happens. It can also be the time when a story takes **place**. A story's **setting** can change or stay the same.* Have children add *setting* to **My Vocabulary Notebook**.

Explain how to use the setting chart: *The details that describe the **setting** go on the left side of the chart. You can draw a picture of the **place** on the right side of the chart.*

Use **Roundtable** to have each group identify one of the settings in *Mystery Bottle*. Assign a setting from the book. Tell the group to have each member identify a different detail about the setting that they would add to the chart.

For **Roundtable**, see page BP61.



Roundtable

See **Differentiate**

### Check & Reteach

**OBJECTIVE:** Identify Setting

Ask each group to define *setting* and identify the setting in their assigned pages.

If a child cannot answer, point to the setting chart. Tell them: *Tell me the details you identified. What place were you describing? That is the **setting**.*

### 5 Talk Together Anthology page 34

Distribute **Practice Master PM1.48** for children to complete. Read the directions. Discuss family stories children might know. Have children complete their charts and then talk about the settings of their family stories.

## Listen Again and Analyze

### 6 Build Comprehension Big Book pages 4–35

Use the **Listen and Analyze** questions on T33c–T33f as you reread *Mystery Bottle* and practice identifying setting.



### 7 Meet the Author and Illustrator Big Book back cover

Display and read the biography aloud. Explain: *Ms. Balouch likes to **visit** the Brooklyn Botanic Gardens. It is a good **place** for her to draw and think. **Setting** is very important to understanding *Mystery Bottle*. How do Ms. Balouch's drawings help you understand **setting**? (They show how the **setting** changes and reinforce that the boy and the grandfather live in different **places**.)*

## Differentiate

### BL Below Level

**ISSUE** Children struggle with identifying the setting.

**STRATEGY** Provide sentence starters to identify setting:

- *The story happens at \_\_\_\_\_.*
- *The **setting** is \_\_\_\_\_.*

### EL English Learners

**ISSUE** Children do not understand the concept of setting.

**STRATEGY** Provide more context through other examples. Emphasize a time and location by focusing on surroundings in the classroom. Prompt children with questions to help them recognize day versus night and indoors versus outdoors.

## Meet the Author and Illustrator

# Kristen Balouch

**Kristen Balouch** lives in Brooklyn, New York, with her husband and two children.

Ms. Balouch enjoys writing and illustrating stories. One of her favorite places to visit is the Brooklyn Botanic Garden. She goes there to draw, daydream, or just smell the flowers.



### Writer's Craft

Ms. Balouch uses pictures to help her write stories. Look at a picture in this book. How do the words match the picture?



**Big Book** back cover

## Daily Language Arts

### Daily Grammar

Point out the common noun *grandfather* on page 18 and the proper nouns *Baba Bozorg* on page 21 of the **Big Book**. Tell children that proper nouns are used to name special people and animals. Note that the grandfather is a special person to the boy. Then use the Daily Grammar lesson on page T31k to teach using proper nouns to name special people and animals.

## Writing

### 8 **Writer's Craft** **Big Book** back cover

Read aloud **Writer's Craft**. Explain that pictures and text work together to tell a story. Display pages 34–35 of *Mystery Bottle*.

#### Read

When you want another cup of tea, just open the bottle, and the wind will bring you back to me.

#### Think Aloud

*If I had only the words on page 34, I would miss an important part of the story. I need the picture to understand that the grandfather is using his breath to blow the boy home and that is how the boy can return to his grandfather. The words and the picture work together to tell the story.*

Have children choose another illustration in the book and write a sentence to go with it. Have children share their sentences. Discuss how the pictures and the sentences work together to tell a story.

## WRAP-UP

Prompt a whole-class discussion on how families spend time together. Ask: *Do you spend time with your family like the boy in Mystery Bottle, talking and eating, or like the girl in "My Dad," helping each other with chores?*

# Day 3 Learn Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

**Thematic Connection: My Family**

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short o
- ✓ Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 21
- Sound/Spelling Cards 4, 5, 9, 16
- Phonics Picture Cards 7, 50, 84
- Read On Your Own Book 3
- Letter and Sound Oo: Practice Master PM1.49
- Write-On/Wipe-Off Boards
- High Frequency Words: Practice Master PM1.50

### TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 1, Tracks 14–15
- Letter Cards
- Word Builder

## MATERIALS

small chips or coins—3 per child



## MORNING WARM-UP

### How would you spend a fun day with a family member?

Have children plan a day with a family member. Ask: *Where would you go?* *What would you do?* Have children share their plans in small groups.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *ride*.
- **Segment the sounds:** /r/ /ī/ /d/. Have children put chips in their sound boxes for each sound they hear as you segment the word.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: /r/ /ī/ /d/, then sweep their fingers under the boxes.

For **Phonological Awareness Routine 2**, see page BP28.

Have children repeat the routine with *pal*, *miss*, and *play*.

## Check & Reteach

**OBJECTIVE:** Blend Sounds ✓

Say: *Listen as I say sounds. Blend the sounds with me. Tell me the word: /f/ /ē/ /d/.*

If children do not say *feed*, mark three boxes on the floor: /f/, /ē/, and /d/. Say: /f/ /ē/ /d/. Have a child move from the first box to the third box while blending sounds to make *feed*. Repeat with *mom*, *hop*, and *fox*.

## Phonics

### 2 Learn Sound/Spelling /ō/ ✓

Sing with Me Phonics Songs Book page 21

Play Tracks 14 and 15 and follow the directions.  
Practice until children perform smoothly.

- 1 Shake hands with yourself.
- 2 Pantomime scooping feed to hogs.
- 3 Pantomime cutting logs as in the picture.



Sing with Me Phonics  
Songs Book page 21

## COMMON CORE STANDARDS

### Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with Short o CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g



### Language and Vocabulary

Spell Words with Short o CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e

Use the routine below to connect sound and spelling /ō/o and to blend words.

Step 1 Develop Phonological Awareness		/ō/o
<ol style="list-style-type: none"> <li>1. Tell children: <i>These words have /ō/ at the beginning.</i> <i>These words have /ō/ in the middle.</i></li> <li>2. Tell children: <i>I will say a word. Listen for /ō/. If you hear /ō/, nod your head. If you don't hear /ō/, don't do anything.</i> (Rope and vest do not have /ō/.)</li> </ol>		<p>olive, ostrich, Oscar lock, dogs, fox, box</p> <p>otter, box, rope, vest, stop, clock, pop, Tom</p>
Step 2 Introduce the Sound/Spelling		
<ol style="list-style-type: none"> <li>1. Display the picture-only side of <b>Sound/Spelling Card 16</b>. Say: <i>octopus</i>. Have children repeat.</li> <li>2. Say: /ō/. Have children repeat.</li> <li>3. Turn the card over. Point to the spelling and name it. Have children repeat.</li> </ol>		<p><b>Card 16</b> octopus, /ō/, o</p>
<ol style="list-style-type: none"> <li>4. Give examples of words with initial and middle /ō/.</li> </ol>		<p>otter, ostrich, ox lot, hop, pop</p>
Step 3 Blend Sound-by-Sound		
<ol style="list-style-type: none"> <li>1. Write o. Point to o. Say: /ō/. Have children repeat.</li> <li>2. Add n. Blend: /ō/ /n/, sweeping your hand beneath the spellings. Have children repeat, blending the sounds to say on.</li> <li>3. Repeat for remaining words.</li> </ol>	<p>o</p> <p>on</p> 	<p>mop, mom, hot, top, dog, pot</p>

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

## Differentiate

### EL English Learners

#### LANGUAGE TRANSFER

**ISSUE** In Spanish, Cantonese, and Korean, the letter *o* does not stand for the /ō/ sound. Children speaking these languages may need help pronouncing the sound correctly.

**STRATEGY** Have children:

- tell what sound the letter *o* makes in their home languages
- practice pronouncing the words on **Phonics Picture Cards** 7 (mop), 50 (pot), and 84 (top)









Read On Your Own Book 3

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Oo

Write the missing letter. Put a dot by the item named.

1.  o_____strich	2.  _____ox
3.  _____otter	4.  _____ant
5.  _____fish	6.  _____olive

**Read It Together** Put a big dot by the ox.

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NGReach.com Practice Master PM1.49

### 3 Read Words with Short o

Read On Your Own Book 3 page 12

Use the **Word Builder** to display the words and sentences shown. Have children blend the words. Then point out High Frequency Words *that*, *my*, and *on*. Ask children to read the sentences.

lot tip hot  
hog mom fig  
pan Tom  
frog nod

That is my dog.  
My dog is on the cat.

NGReach.com Word Builder

Review short o words and read the example on page 12 together. Then have partners take turns reading the labels for the pictures. Assign **Practice Master PM1.49** for more practice.

### 4 Spell Words with Short o

Use **Dictation Routine 1** to have children practice spelling *pot*, *hot*, and *top*.

- **Say a word:** *pot*.
- **Segment sounds:** /p/ /ō/ /t/
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 9 /p/, 16 /ō/, 5 /t/)
- **Repeat the word:** *pot*. Children write the spelling of the word.
- **Write the spelling.** Children check and correct their spelling. Repeat for *hot* and *top*, using cards 4 /h/, 16 /ō/, 5 /t/, and 9 /p/.

Write-On/Wipe-Off Board

Then use **Dictation Routine 2** to apply the spelling rule to a complete sentence that children can write on their **Write-On/Wipe-Off Boards**.

- **Say a sentence:** *My pot is hot.*
- **Repeat the sentence.** Children write the sentence as you repeat it.
- **Write the sentence.** Children check and correct their spelling. Repeat with this sentence: *The pot is hot on top.*

For **Dictation Routines 1 and 2**, see page BP35.

## Check & Reteach

**OBJECTIVE:** Read and Spell Words with Short o

Repeat **Dictation Routine 2** with the sentence: *My pop can hop a log.*

If children do not spell the short o words correctly, use **Letter Cards** to model spelling.

Repeat with this sentence: *Mom and Pop got a mop.*

For **Dictation Routine 2**, see page BP35.



## Words with Short o

Look at the pictures. Read the words.

Example:



dog



mom



hot dog



mop



hog



fog



## Key Words

Look at the picture. Read the sentences.



### My Dog

1. **We** have a lot **of work**.
2. Can my dog **help**?
3. My dog can **get** the cap.
4. Dad can **put** on the cap.

What can Dad do with the cap?



### High Frequency Words

- get
- help
- of
- put
- we
- work



Phonics Games

NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 3  
pages 12–13

# High Frequency Words

## 5 Read and Spell Key Words Read On Your Own Book 3 page 13

Read aloud page 13. Point to the list of High Frequency Words in the upper right corner. Then reread the sentences. Have children raise their hands when they hear a High Frequency Word. Assign **Practice Master PM1.50** for additional practice.

Use a Word Wall chant to develop automatic recognition. With children, chant each word and spelling (for example: *w, e*) as you pretend to dribble a basketball. Then “shoot” the basketball as you say the whole word. Have children play **Word Clues**.

- Explain that you will give children clues to guess a High Frequency Word.
- Give a clue such as “It has three letters.” Allow time for children to guess.
- When someone guesses the word, have him or her hold up the **High Frequency Word Card** that matches. Continue for the remaining words.

**REVIEW** Check children’s retention of High Frequency Words from **Ready, Set....** Have children play **Word Clues** with *the, to, am, I, like, this, my, that, her, him*.

For **Word Clues Game**, see page BP38.

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words

Have partners take turns making up sentences that use the High Frequency Words. Have children write, say, and spell the High Frequency Word(s) they used.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

Name \_\_\_\_\_ Date \_\_\_\_\_

High Frequency Words

## A Big Help

Write a word from the box to complete each sentence.



High Frequency Words
get
help
of
put
we
work

1. I work with Mom.
2. We get a ham.
3. We put the ham in a pan.
4. My dog can help, too.
5. My dog can do a lot of work!

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PM1.50

Unit 1 | Family

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Practice Master PM1.50

## Daily Language Arts

Daily Spelling and Word Work

Practice options on page T31j



Anthology

### OBJECTIVES

**Thematic Connection: My Family**

Preview a Story to Make Predictions

### PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3

### MATERIALS

11" x 17" paper • colored markers

### Power Writing

Have children write as much as they can as well as they can in one minute about the word *parents*.

For *Writing Routine 1*, see page BP56.

## Vocabulary Practice

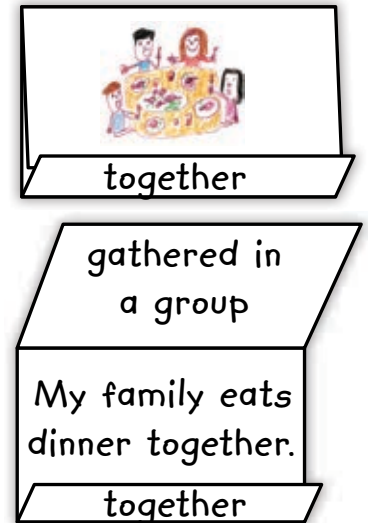
### 1 Expand Word Knowledge

Use **Vocabulary Routine 2** to model making a fold-up tab for the word **together**.

- Write the word on the tab that folds over the short side of the paper.
- Add a picture to the short side of the paper.
- Open the book and add a definition to the top of the page.
- Add a context sentence to the bottom of the page.

For *Vocabulary Routine 2*, see page BP47.

Assign one **Key Word** per pair. Have partners create fold-up tabs. Then have them add their sentences to **My Vocabulary Notebook**.



Fold-Up Tab

## Academic Talk

### 2 Preview and Predict

Anthology pages 36–37

Read aloud the story title. Ask: *What do you think the story will be about?* (a child and a father) *Let's do a picture walk to help us predict.*

#### Key Words

extended family · fun · group  
 idea · parents · place  
 share · special · together  
 trip · visit

Have partners turn and talk to make predictions based on a picture walk. Remind children to take turns speaking and listening to each other. Have them share their predictions with the rest of the class. Ask: *What do you think Papá and the boy will do together?* (Possible response: I think they will play and have **fun together**.) *Why do you think that?* (Possible response: I see them smiling and doing **fun** things **together** like cooking, splashing, drawing, going to the park, riding the bus, and visiting grandparents.)

### Check & Reteach

**OBJECTIVE:** Preview a Story to Make Predictions

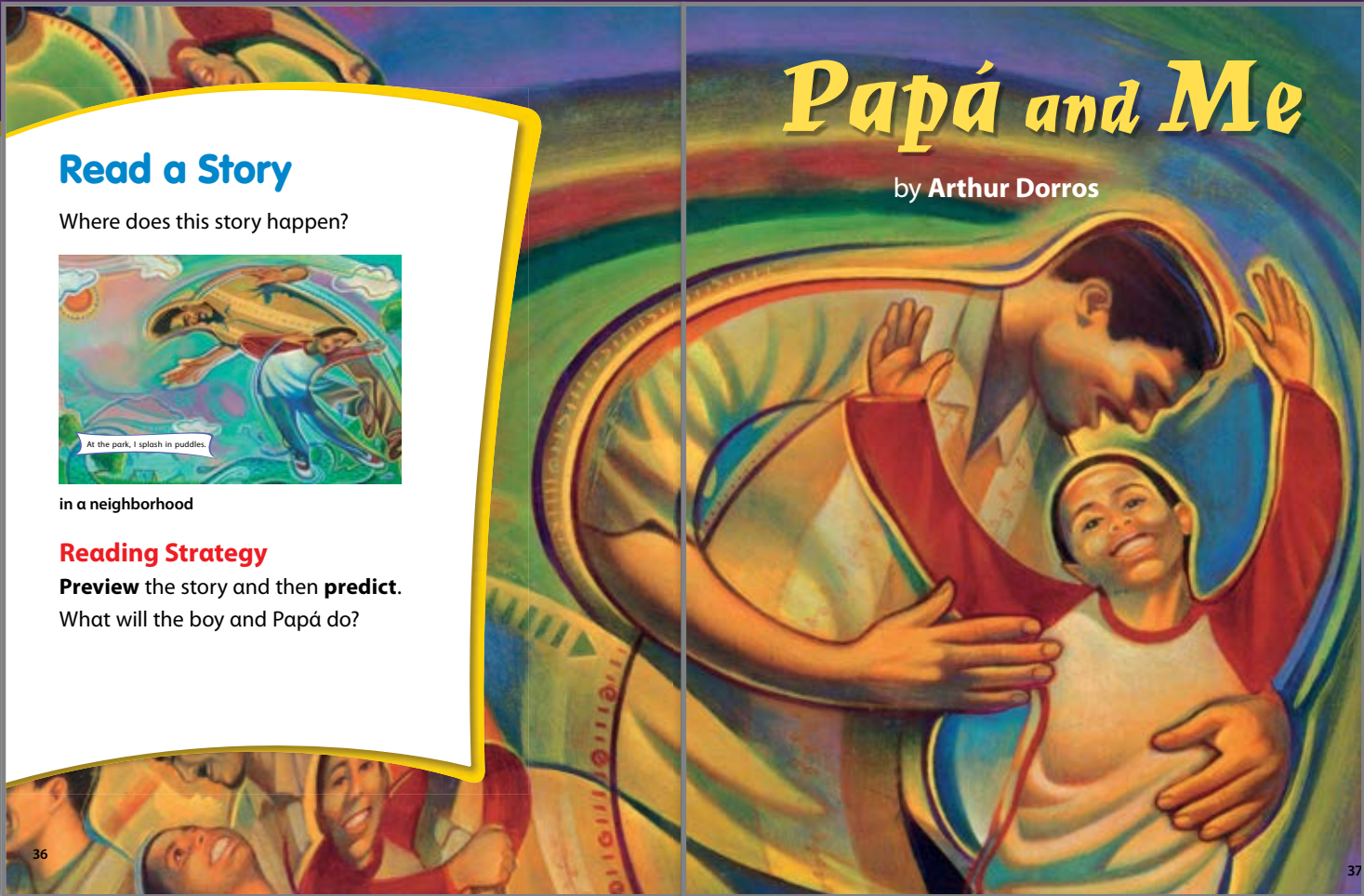
Ask children to explain how they made their predictions.

If children don't predict something reasonable, ask them to look at the story title and cover picture. Ask: *What is on the cover?* (a boy and a man) *Who do you think the man is?* (Papá) *Who is "Me" from the title?* (the boy) *Do you predict the story will be about a boy and his father?*

### COMMON CORE STANDARDS

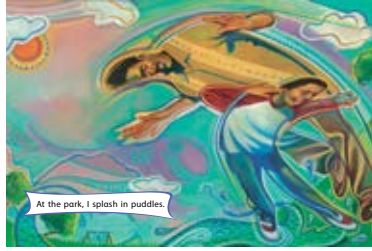
<b>Reading</b>	
Read Prose	CC.1.Rlit.10
<b>Speaking and Listening</b>	
Participate in Conversations	CC.1.SL.1
<b>Language and Vocabulary</b>	
Use Common and Proper Nouns	CC.1.L.1.b
Capitalize Names of People	CC.1.L.2.a
Determine Meaning of New Words	CC.1.L.4





## Read a Story

Where does this story happen?



in a neighborhood

### Reading Strategy

**Preview** the story and then **predict**.

What will the boy and Papá do?

### STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Digital Library

NGReach.com

Anthology  
pages 36–37

## Shared Reading

### 3 Read a Story Anthology pages 36–37

Remind children that the setting is when and where the story happens. Tell them that paying attention to the setting will help them understand the characters and their actions.

Remind children also to look for who is telling the story. Say: *In Tortillas and Lullabies, the young girl told the story. As you read, pay attention to who is telling this story.*

**SOCIAL STUDIES BACKGROUND** Share information to build background:

- *Some children live with one or both **parents**. Some children live with or near their **extended family**.*
- *Grandparents, uncles, aunts, and cousins are **extended family**.*
- *Families in cities sometimes ride **together** on buses to go **places**.*

## Comprehension Focus

### FIRST READ

#### Day 3 Listen and Comprehend

- ✓ Preview and Predict
  - Active Reading
  - Critical Thinking

### SECOND READ

#### Day 4 Reread and Analyze

- ✓ Identify Setting
  - Critical Thinking



1 Good morning, Papá!

38



3 It will be a **fun** day.

39

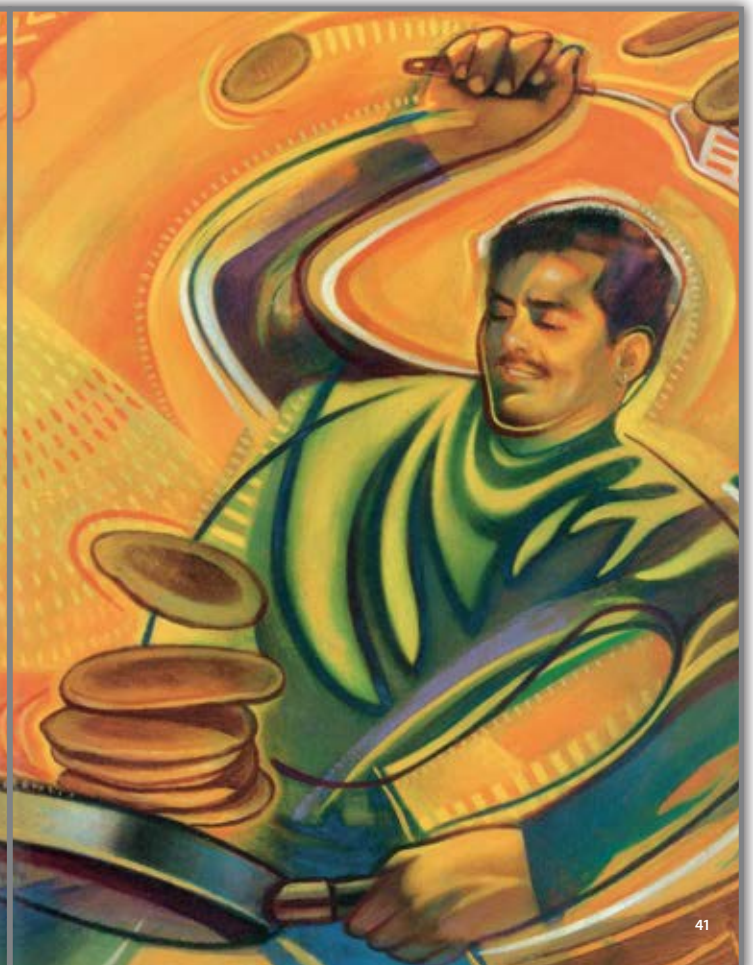
Anthology  
pages 38–39



3 4

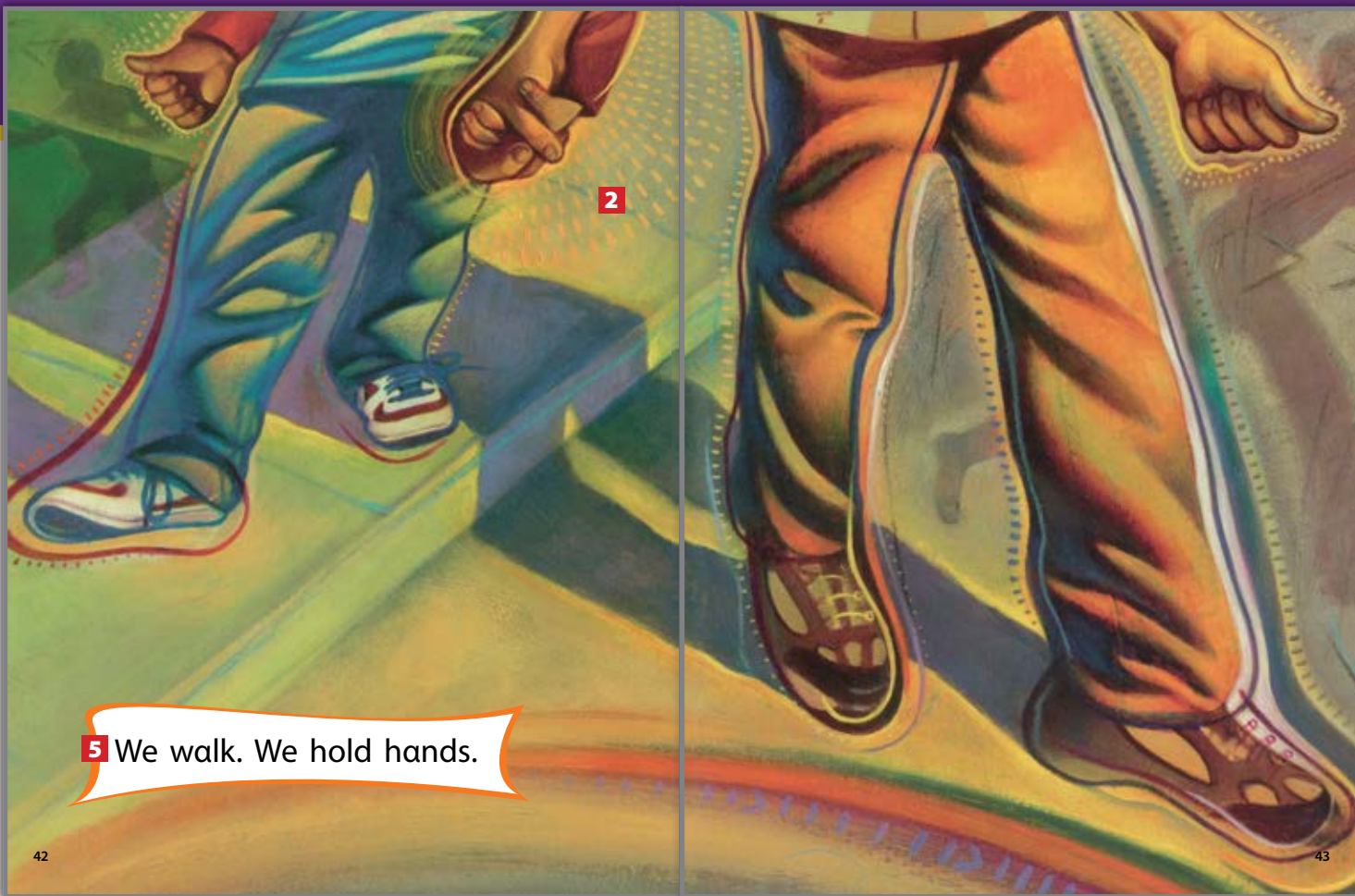
We cook something new.

40



41

Anthology  
pages 40–41



Anthology  
pages 42–43

## Build Comprehension

### FIRST READ

#### Day 3 Read and Comprehend

- 1 **Active Reading** Remind children: *When you see an exclamation point, you should read with excitement.* Say: “Good morning, Papá!” Then have children choral read the sentence. Ask: *Why do you think the boy is excited?* (Possible response: He is going to have **fun** with Papá.)
- 2 **Predict** ✓ *What do you think the boy and Papá will do?* (Possible response: I think they will play **together** at the park.)
- 3 **Active Reading** As you read aloud pages 40–43, have children act out flipping pancakes and holding hands as they read the lines together.

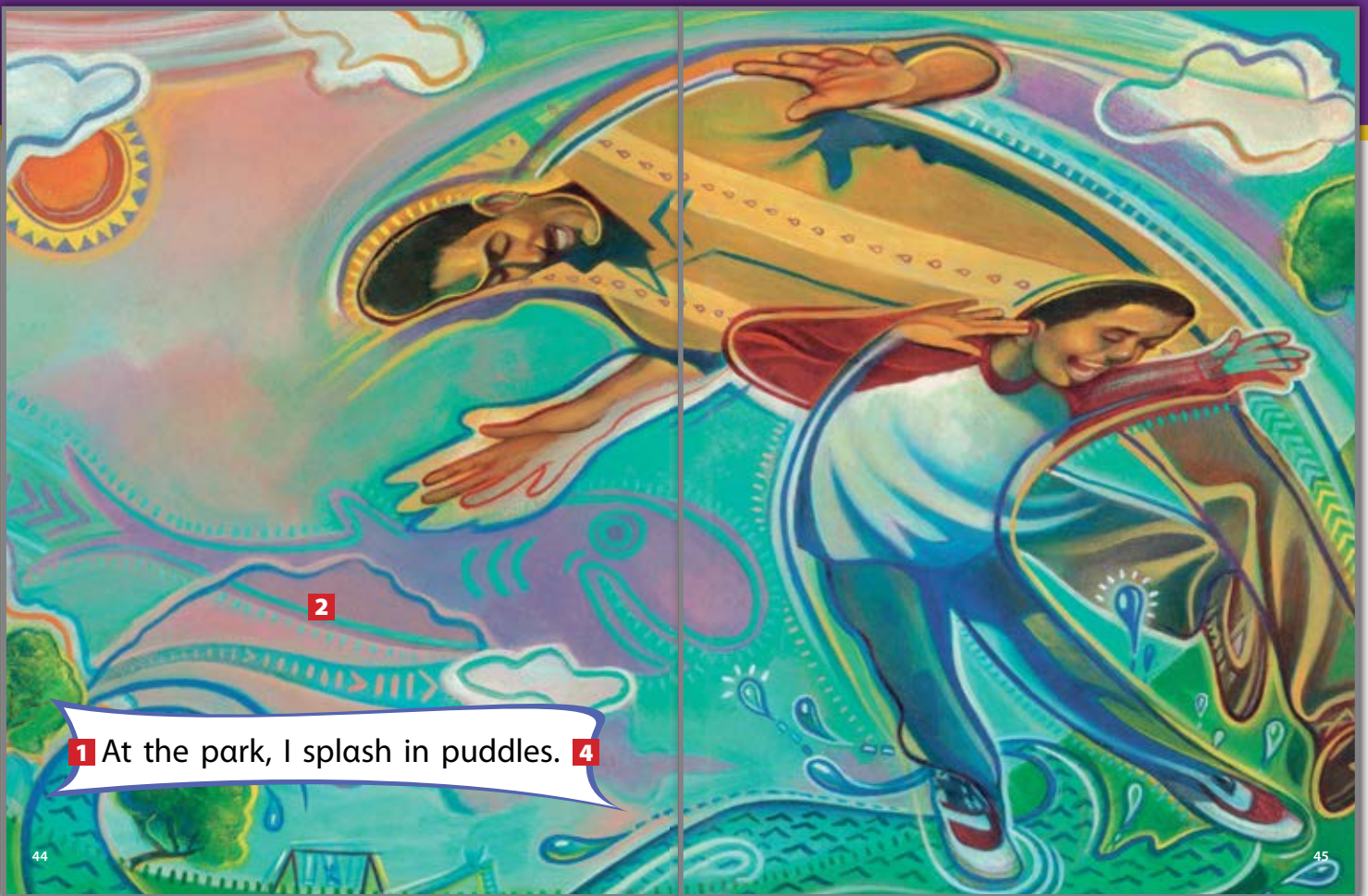
### SECOND READ

#### Day 4 Reread and Analyze

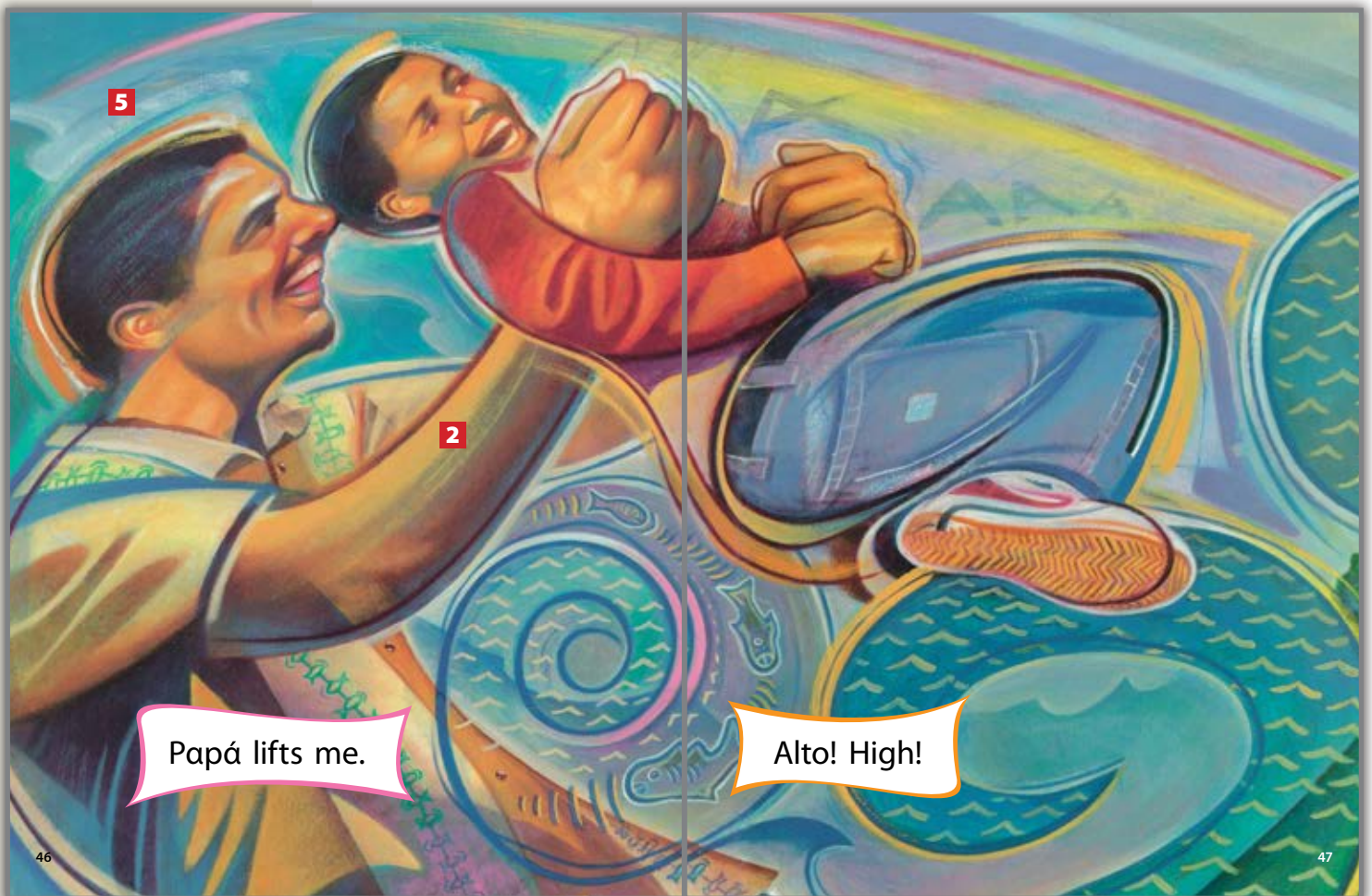
- 4 **Identify Setting** ✓ *Where does the story take place?* (at home) *When does it take place?* (in the morning) *How do you know?* (Papá is making breakfast.) *How can you tell the **setting** has changed on pages 42–43?* (Papá and the boy left home. They are walking on the sidewalk outside.)
- 5 **Analyze Character** *Which details tell you that Papá cares for his son?* (Papá hugs his son, cooks breakfast for his son, and holds his son’s hand.)

## Fluency ✓

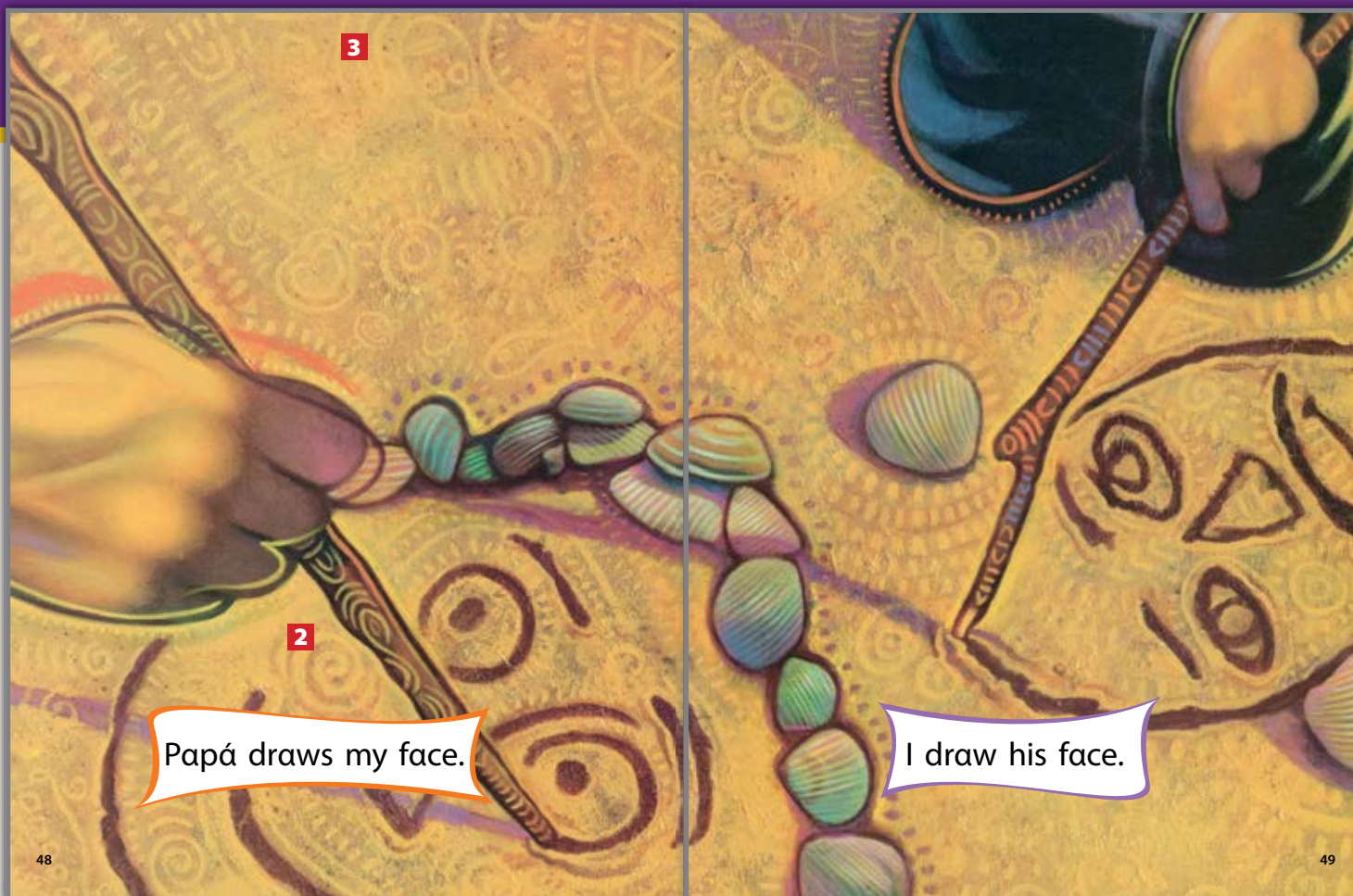
**Phrasing** Model reading with correct phrasing as you come to end marks and other punctuation. Point out punctuation as you read pages 38–43. Write the sentences on the board. Have children point to and then circle the punctuation as you read the sentences one at a time. Have children echo read.



Anthology  
pages 44–45



Anthology  
pages 46–47



Anthology  
pages 48–49

## Build Comprehension

### FIRST READ

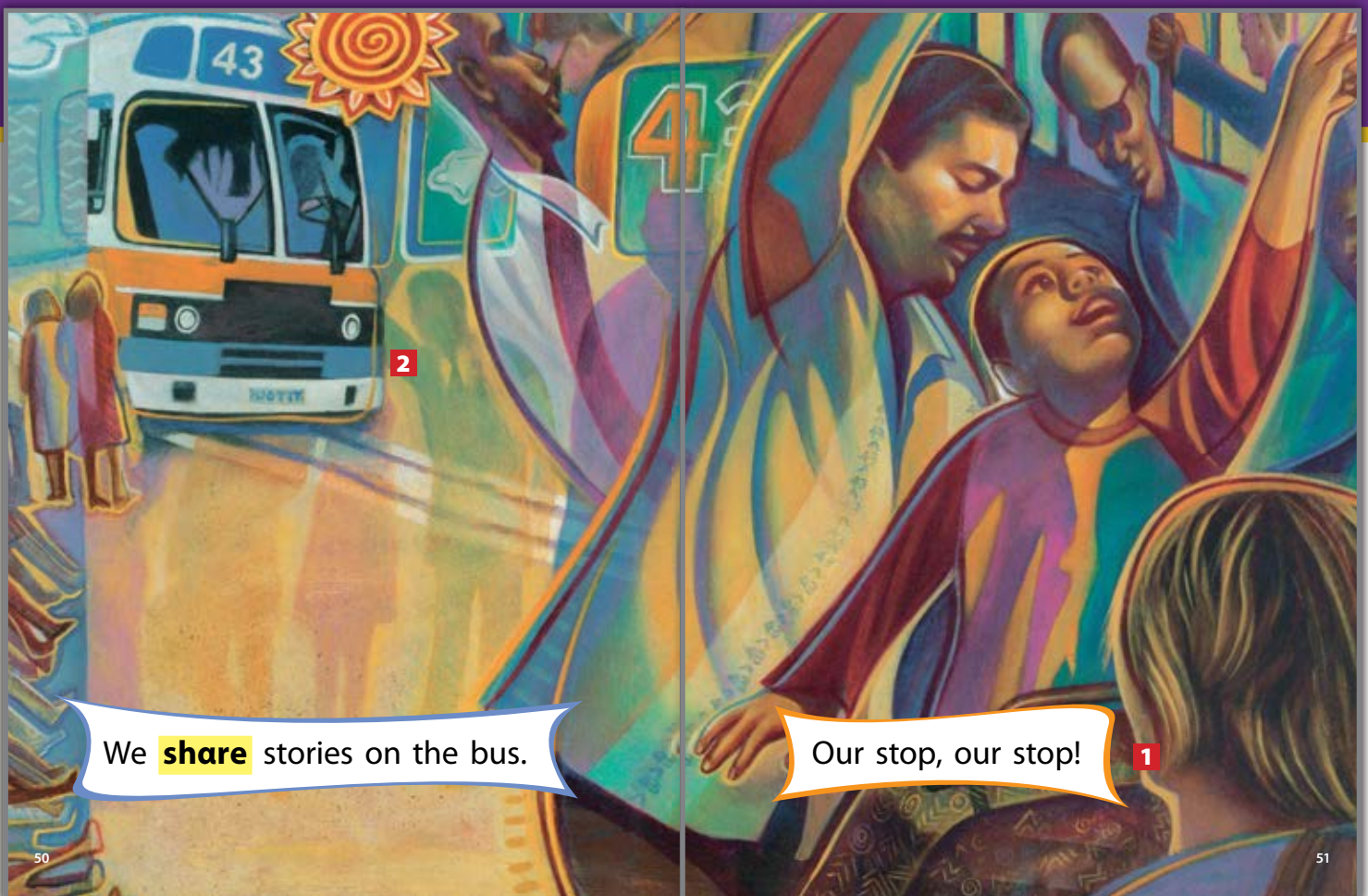
#### Day 3 Read and Comprehend

- 1 Confirm Predictions** Tell children: *Give a thumbs up if your prediction about what they would do **together** was correct.* Have children point out what text confirms their prediction.
- 2 Active Reading** Continue reading pages 44–49. Have children act out splashing in puddles, lifting an imaginary person, and drawing faces.
- 3 Use Visuals** *What are the boy and Papá using to draw each other?* (They are using sticks and seashells.)

### SECOND READ

#### Day 4 Reread and Analyze

- 4 Identify Setting** ✓ *Look at pages 44–45. Where are Papá and the boy now?* (Possible response: They are at a park.) *How do you know?* (Possible response: I read that they are at the park. I also see swings in the picture.)
- 5 Use Visuals** *Are the boy and Papá having fun? How can you tell?* (Possible response: Yes. They are both smiling and laughing in the picture.)



Anthology  
pages 50–51

## Differentiate

### BL Below Level

**ISSUE** Children have trouble naming the settings in the story.

**STRATEGY** Reread the story. Pause each time the setting changes, and ask: *Where are they now?* Have children describe the new setting.

## Build Comprehension

### FIRST READ

#### Day 3 Read and Comprehend

- 1 Active Reading** Have children look at the sentence on page 51. Ask: *Why do you think the author used an exclamation point?* (to show that the boy is excited) Have children read the line chorally with excitement.

### SECOND READ

#### Day 4 Reread and Analyze

- 2 Identify Setting** ✓ *Where are the boy and Papà now?* (on the bus) *How do you know?* (There is a picture of a bus. They are at their stop.) See **Differentiate**
- 3 Character's Feelings** *Look at the picture on page 52. How do you think the family feels? Why do you think this?* (Possible response: They are happy to be **together**. They are hugging and smiling.)



3 My grandparents hug  
Papá and me. ❖

52

Anthology page 52

## Writing


### 4 Write About a Place

Say: *Think about the fun the characters had at the park.* Have children think of a park or street they know well. Display this sentence frame:

I like to visit \_\_\_\_\_ because \_\_\_\_\_.

Explain: *Write a sentence about a park or street you know. Don't forget to capitalize the name of your special place in your sentence.*

Post children's sentences on the map.



**WRAP-UP** Tell children to work in small groups to compare and contrast the fun day they imagined with a family member to the boy's day with his father in *Papá and Me*. To get them started, ask: *Where did you imagine going? What is the same? What is different?*



## Daily Language Arts

### Daily Grammar ✓

Write the name of a local park or street on the board. Point out that the names of special places are written with a capital letter at the beginning. Challenge children to give examples of other park or street names. List those on the board. Then use the Daily Grammar lesson on page T311 to teach capitalizing proper nouns that name special places.

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short o
- ✓ Read and Spell Words with Final -s
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

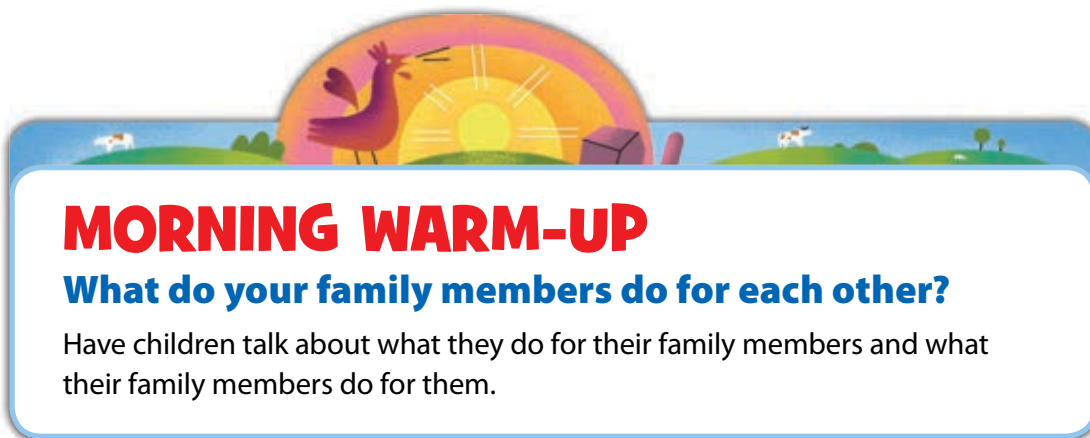
- Sound/Spelling Card 16
- My O o Book: Practice Master PM1.52
- Write-On/Wipe-Off Boards
- Final -s: Practice Master PM1.53
- Read On Your Own Book 3

### TECHNOLOGY ONLY

- Letter Cards
- Comprehension Coach

## MATERIALS

small chips or coins—3–4 per child



## MORNING WARM-UP

### What do your family members do for each other?

Have children talk about what they do for their family members and what their family members do for them.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *help*.
- **Segment the sounds:** /h/ /ě/ /l/ /p/. Have children put chips in the sound boxes on their **Write-On/Wipe-Off Boards** for each sound they hear.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: *help*. Then have them sweep their fingers under the boxes as they echo the word more quickly.

For **Phonological Awareness Routine 2**, see page BP28.

Repeat the routine with *cut*, *dogs*, *pals*, and *stop*.

## Check & Reteach

### OBJECTIVE: Blend Sounds ✓

Ask: *If I blend the sounds /h/ /ö/ /p/ together, what is the word?* (*hop*)

If children did not answer *hop*, have them chant /h/ /h/ /h/, /ö/ /ö/ /ö/, /p/! as they march for each repeated sound and hop on /p/. Then have them chant /h/ /h/ /h/ op! marching on /h/ and hopping on op. Then have them hop on hop! Have children repeat with *hot* and *mop*.

## Phonics

### 2 Read and Spell Words with Short o ✓

**REVIEW** Display **Sound/Spelling Card 16**. Ask what the picture is. (octopus) Ask for the beginning sound and the spelling. (/ö/; o)



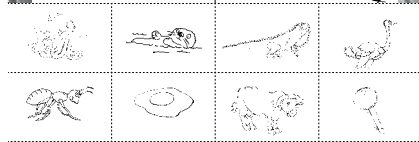
Distribute **Letter Cards**. Have children fold a piece of paper to make two columns with the headings *ot* and *op*. Model how to build *cot* with the **Letter Cards**. Have partners build and blend *dot*, *lot*, *hot*, *mop*, *top*, and *hop*. Point out the CVC pattern in each and explain that a vowel between two consonants usually has the short vowel sound. Have children write each word.

Assign **Practice Master PM1.52** for more practice.

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an o picture on each page and write its name. Read the sentence and do what it says.

<p><b>Read It Together</b></p> <p>Put an X on the cap.</p>	<p><b>My O o Book</b></p> <div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px dashed black;"/>
<div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px dashed black;"/>	<div style="border: 1px solid black; width: 50px; height: 30px; margin: 0 auto;"></div> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px dashed black;"/>



PM1.52 Unit 1 | Family

NGReach.com Practice Master PM1.52

## COMMON CORE STANDARDS

<b>Reading</b>	
Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Short o	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4
<b>Language and Vocabulary</b>	
Spell Words with Short o	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e



## Check & Reteach

**OBJECTIVE:** Read and Spell Words with Short o ✓

Say the sentence: *The tot sits in the sun.* Read aloud the sentence. Have children identify and spell the word with /ō/. (*tot*)

For children who cannot identify or spell *tot*, have them segment the sounds /t/ /ō/ /t/ and write the letters that stand for those sounds. Repeat with *cot*, *mop*, and *top*.

For **High Frequency Words Routine 2**, see page BP37.

### 3 Read and Spell Words with Final -s ✓

Display the words *is*, *his*, and *has*. Read the words, asking children to listen to the sound at the end of each word. *Does s stand for the /s/ sound?* (No.) Explain that sometimes the letter *s* stands for the /z/ sound.

Use **Letter Cards** to build *dog*. Say the word and have children repeat. Add *s* to the end and segment the sounds: /d/ /ō/ /g/ /z/. *What sound do you hear at the end of dogs?* (/z/) Explain that a plural is a word that names more than one thing.



Say: *I have one dog.* (Hold up one finger.) *He has two dogs.* (Hold up two fingers.) Have children build *mop*. Add *s* and blend the new word. *What sound do you hear at the end of the word?* (/s/) Assign **Practice Master PM1.53** for more practice.

## High Frequency Words

### 4 Read and Spell Key Words ✓

Model pronouncing each of this week's words. Have children chant the words three times as you point to them on the Word Wall: *get*, *help*, *of*, *put*, *we*, and *work*.

**REVIEW** Have children review words from **Ready, Set...** (*I*, *my*, *this*, *little*, *on*, and *her*) and use them with this week's words to play **Wordo!**

- Have children write the words in random order on the **Wordo!** grid.
- Call out a word and chant the spelling as children echo and mark their boards.
- The first child to mark a four-word row says "Wordo!" and play begins again.

For **Wordo! Game**, see page BP39.

## Check & Reteach

**OBJECTIVE:** Read and Spell Words with Final -s ✓  
Read and Spell High Frequency Words ✓

Dictate: **We help Dad get his hats.**


If children omit the final -s in *hats*, have them segment the sounds. Ask: *What sound do you hear at the end?* (/s/) *What letter makes that sound?* (s) If children misspell a High Frequency Word, use **High Frequency Words Routine 2** to reteach. Repeat with **We work with pups.**

Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

### Final -s

Circle the word that completes each sentence and write it.

1. Bob has lots of hats. 

2. Bob has a dog, too.

3. Rags is his dog.

4. Bob gets Rags a hat.

5. Rags likes his hat.

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NGReach.com Practice Master PM1.53



### Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T31j





Mop can help Dad with the hogs.

18



Mop can help Dad in the fog. **2**

19



Can Mop help Dad nap?  
Not if Mop hops on the cot! ❖

20

**3 4**

Practice Phonics

Words with Short o

Read these words.

sit	sip	mom	dog	cat
hop	dad	fan	hog	nap

Find the words with short o.  
Use letters to build them.

h o p

Talk Together

Choose words from the box above to tell your partner a story about the picture.

The mom can fan.



**STUDENT TECHNOLOGY**

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**Comprehension Coach**

[NGReach.com](http://NGReach.com)

Read On Your Own Book 3  
pages 18–21

## Practice Phonics

### 6 Words with Short o Read On Your Own Book 3 page 21

Distribute **Letter Cards**. Read aloud the first activity on page 21. Have partners read the words in the box and complete the word-building activity.

h	o	t
t	o	p
l	o	g

### 7 Talk Together Read On Your Own Book 3 page 21

Have children make up a story about the **Talk Together** picture by filling in the blanks in the sentence frame with words from the box. Remind children to think about what the characters look like and what they are doing. (Possible responses: *The mom can fan. The dog can sit. The dad can sip. The hog can nap. The cat can hop.)*

## Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension ✓

Have each child read aloud a page from “Mop, the Dog.” Note reading speed and miscues. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



Anthology

## OBJECTIVES

**Thematic Connection: My Family**

- ✔ Preview and Predict
- ✔ Identify Setting

## PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me MP3

## MATERIALS

children's word fold-up tabs from Day 3

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *trip*.

For **Writing Routine 1**, see page BP56.

## Vocabulary Practice

### 1 Share Word Knowledge ✔

Have children use the fold-up tabs they made on Day 3 (see page T36). Pair children and have them follow the steps in **Vocabulary Routine 3**.

- Have children take turns reading their definitions and sentences.
- Discuss how the pictures show the meanings of the **Key Words**.
- Have children create one sentence using two **Key Words**.
- Have children create a sentence using their **Key Word** and another **Key Word**. Direct them to write this sentence on the back of their fold-up tab.

For **Vocabulary Routine 3**, see page BP46.



Fold-Up Tab

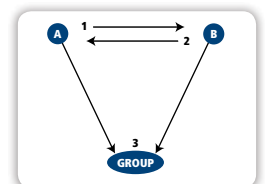
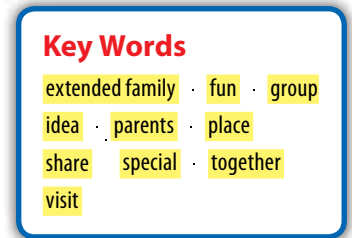
## Academic Talk

### 2 Describe a Setting

**REVIEW** Explain that children will describe a setting. Remind children: *The setting of a story is where and when the story takes place.* Papá and the boy went places. *These places were the setting of the story.*

Use **Three-Step Interview**.

Have children turn and talk for one minute about one of the settings in the story. Then have partners predict where Papa and the boy will go next. Children should give details about the setting without naming the location. Remind children to take turns speaking and listening to each other. Then have children share with the class what their partner told them about the setting and guess the location.



Three-Step Interview

For **Three-Step Interview**, see page BP55.

## Check & Reteach

**OBJECTIVES:** Preview and Predict ✔  
Identify Setting ✔

Have children recall the places that Papá and the boy were in the story. Note any problems they have identifying the settings. Give explicit reteaching, for example, if children cannot identify the setting at the beginning of the story. Say: *What clue do you see in the picture that help you know that Papá and the boy are at home?* (Papá is cooking breakfast.)

## COMMON CORE STANDARDS

<b>Reading</b>	
Read Prose	CC.1.Rlit.10
<b>Writing</b>	
Focus on a Topic	CC.1.W.5
<b>Language and Vocabulary</b>	
Use Common and Proper Nouns	CC.1.L.1.b
Capitalize Names of People	CC.1.L.2.a
Determine Meaning of New Words	CC.1.L.4

## Read a Story

Where does this story happen?



in a neighborhood

### Reading Strategy

**Preview** the story and then **predict**.  
What will the boy and Papá do?

# Papá and Me

by Arthur Dorros



STUDENT  
TECHNOLOGY



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Read  
with Me

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Anthology  
pages 36–37

## Reread and Analyze

### 3 Build Comprehension Anthology pages 36–52

Read page 36. Say: *Look at the cover. It shows Papá and the boy playing. Where does this part of the story happen?* (Possible response: in a neighborhood park) *As I read a story, I think about where the story takes place.* Tell children to think about the setting as they reread. Use the **Reread and Analyze** questions on T42–43, T48–49, and T50–51 as you reread *Papá and Me*.

See **Differentiate**

## Differentiate

### BL Below Level

**FRONTLOAD** Have children listen to the story using the **Read with Me** MP3 before conducting the whole-class reading.

### OL On Level

**READ TOGETHER** Have children track the print as you reread together.

### AL Above Level

**READ ALONG** Have children whisper read as you conduct the rereading.



Anthology

### Mini Lesson

#### Describe Setting

Explain: *Where a story happens and when it happens are the story's **setting**. When you tell someone about a story you have heard or read, you often tell about the **setting**.* Then model describing the setting.

Read aloud page 38. Say: *The boy is saying good morning to his father, so he probably just got up. It is morning, and I think they are at home.*

Read aloud page 40. Say: *The story says they cook something. The picture shows Papá flipping pancakes. I know people cook at home in their kitchens. So now I am pretty sure they are at home.*

Read aloud page 42. Ask: *Are Papá and the boy still at home?* (No.) *Where are they?* (outside) *How do you know?* (I can see the curb of the sidewalk, and the story says they walk.)

Explain: *Sometimes the **setting**, the **place** where the story happens, changes.* Have children listen as you read pages 44–45. Ask them to describe where the boy and his father are now. (at the park) Read on through pages 50–52. Have children raise their hands each time the setting changes. (on the bus and at the grandparents' home)

Point to pages 46–47 or 48–49 and read aloud the text. Ask children to tell where Papá and the boy are now. (They are still in the park.) If children cannot answer, do a **Think Aloud** with pages 46–47 to model. Then ask again.

#### 4 Meet the Author Anthology page 53

Read aloud the biography of Arthur Dorros and use it to build comprehension.

- **Determine Author's Purpose** *Why do you think Arthur Dorros wrote Papá and Me?* (He wanted to tell about things he did with his own father or with his son.)
- **Make Connections** *Which family member would you write a book about?*

See page LR12 for a list of additional books by Arthur Dorros.

## Writing

#### 5 Writer's Craft Anthology page 53

Read aloud **Writer's Craft**. Explain: *Arthur Dorros uses many details to describe Papá and the boy's day. We can also use action words to describe what the characters did.* Work together to find and list action words from the story. Read the sentence.

Action Words	Sentence
cook   draw   walk   share splash   hug   lift	Papá cooks pancakes.

### Meet the Author

## Arthur Dorros

AWARD  
WINNER

**Arthur Dorros** loved to read books when he was a boy. Now he loves to write books!

Mr. Dorros thinks he is very lucky. He grew up with a great dad. Now he has a great son. That is why he wrote *Papá and Me*.



▲ Arthur Dorros

### Writer's Craft

In *Papá and Me*, the author shares details about the characters' day together. Write a sentence about one of the characters.

53

Anthology page 53

### Daily Language Arts

#### Daily Grammar

Point out the proper noun *Papá* and the common noun *pancakes* in the writing model. Have children complete the Grammar and Writing lesson on T311 and apply it as they write their sentences.

Have children write a sentence about one of the characters in the story. Encourage them to include action words. Have children share their sentences with their group. To reinforce the Daily Grammar lesson, have children circle any proper nouns and underline any common nouns in their sentences.

See **Differentiate**

### Differentiate

#### **BL** Below Level

**ISSUE** Children have trouble writing a complete sentence.

**STRATEGY** Provide a sentence frame for children to complete, such as *The grandparents \_\_\_\_\_ the boy.*

### WRAP-UP

Review the readings: *Papá and Me*, "Mop, the Dog," and Leveled Books (L1–L4). Ask: *What are some things that family members do for each other? Can you think of an example from your reading? What **special** things that families do did you like the best? Why?*

# Day 5 Review and Apply

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Read and Spell Words with *g, d, v, r*
- ✓ Read and Spell Words with Short *o*
- ✓ Read and Spell High Frequency Words
- Demonstrate Understanding of a Story
- ✓ Identify Setting
- ✓ Preview and Predict

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Vocabulary: Practice Master PM1.55

Setting Chart: Practice Master PM1.56

Read On Your Own Book 3

### TECHNOLOGY ONLY

Online Vocabulary Games

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *fun*.

For **Writing Routine 1**, see page BP56.

## COMMON CORE STANDARDS

### Reading

- Decode Words with Short *o* CC.1.Rfou.3
- Decode Words with *g, d, v, r* CC.1.Rfou.3
- Read Irregularly Spelled Words CC.1.Rfou.3.g

### Writing

- Focus on a Topic CC.1.W.5

### Speaking and Listening

- Participate in Conversations CC.1.SL.1

### Language and Vocabulary

- Use Common and Proper Nouns CC.1.L.1.b
- Capitalize Names of People CC.1.L.2.a
- Spell Words with *g, d, v, r* CC.1.L.2.d
- Spell Words with Short *o* CC.1.L.2.d
- Spell High Frequency Words CC.1.L.2.d
- Define Words by Attributes CC.1.L.5.b



## MORNING WARM-UP

### Have you ever gone on a trip with your family?

Have children turn and talk to a partner. Ask children to tell a story of when they took a trip with family. Encourage children to think about what was fun about the trip.

## Vocabulary Review

### 1 Apply Word Knowledge

Have children apply their knowledge of the **Key Words** to play games.

#### VOCABULARY GAME

Introduce **Family Trip Bingo**. Display the **Key Words** and distribute **Practice Master PM1.55**.

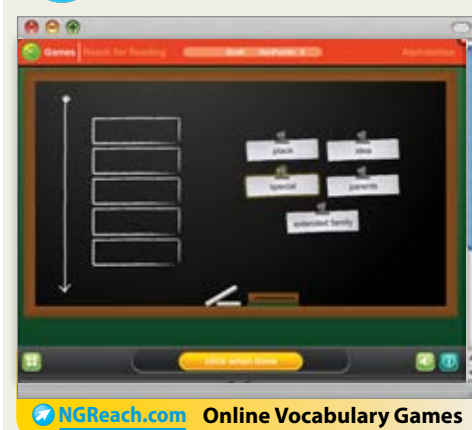
#### Key Words

extended family · fun  
group · idea · parents  
place · share · special  
together · trip · visit

To play, have children copy Key Words to fill in the suitcases on their Bingo cards. Then call out clues about the Key Words. For example, you might say: *I want to \_\_\_\_\_ my grandmother's house.* Have children mark the appropriate answer on their card.

For **Vocabulary Bingo**, see page BP53.

#### ONLINE VOCABULARY GAME





Review Phonics and High Frequency Words

## A Lot of Work

Look at the pictures with a partner. Take turns reading the clues. Then find each person.

- Mom has a mop.
- Dad hops on the van.
- Tom gets rags.
- Pam pats the dog.
- Don puts on a cap.
- Viv sits and sips.

**Legend**  
 — words with *g, d, v, r, -s* and *short o*  
 ■ high frequency words

STUDENT TECHNOLOGY  
 Student eEdition  
 Vocabulary Games  
 Resources  
 NGRReach.com

Read On Your Own Book 3  
pages 22–23

## Phonics Review

### 2 Play A Lot of Work ✓ Read On Your Own Book 3 pages 22–23

Read aloud the directions on page 22. Have children take turns reading the sentences on page 22. Pair children and have them play the game. Gather the group and discuss the clues and pictures. Then have children name a word that answers each question below and have them say the beginning sound of the answer word:

- *What color is Mom's dress?* (red, /r/)
- *Who is wearing glasses?* (Dad, /d/)
- *What is everyone washing?* (van, /v/)
- *Who is wearing a cap?* (Don, /d/)
- *What are Pam and the dog sitting on?* (grass, /g/)
- *What are two High Frequency Words you recognize from this week?* (get /g/; put /p/)

### Check & Reteach

- OBJECTIVES:** Read and Spell Words with *g, d, v, r* ✓  
 Read and Spell Words with Short *o* ✓  
 Read and Spell Words with Final *-s* ✓  
 Read and Spell High Frequency Words ✓

Have children copy each clue and circle all the words that have consonants *g, d, v, r*. Have them draw a box around each word with short *o*. Have them say and spell each word. Then have them point to, say, and spell each High Frequency Word.

Name \_\_\_\_\_ Date \_\_\_\_\_

Vocabulary

### Family Trip Bingo

- Write one Key Word in each suitcase.
- Listen to the clues. Place a marker on the Key Word.
- Say "Bingo" when you have four markers in a row.


Children should have a Key Word in each suitcase.

For use with TE p. T53a PM1.55 Unit 1 | My Family

NGReach.com Practice Master PM1.55



### Daily Language Arts

#### Daily Spelling and Word Work ✓

Practice options on pages T31j



Anthology

## Answers Talk About It

- Setting** At home, they cook something new for breakfast.
- Draw Conclusions** They hold hands and hug each other.
- Predict** I predicted they would ride a bus. My prediction happened.

## Academic Talk

- Talk About It** Anthology page 54  
Have partners answer the **Talk About It** questions. Prompt children to cite evidence from the text or illustrations and use **Key Words** in their responses.

## Writing

- Write About It** Anthology page 54  
Tell children that they will write about things they do to have fun with their family. Ask children to name different things they do with their family. Use one of these examples to model a response. For example, say: *My family rides their bikes **together** through the park on Saturdays. This is something my family does to have **fun**.* Share a written example: We like to ride bikes together.

### Check & Reteach

**OBJECTIVE:** Demonstrate Understanding of a Story

Use the answers to **Talk About It** to monitor comprehension. Also review children's **Write About It** sentences to see if they correctly identified things they do to have fun with their family.

Have children who do not demonstrate comprehension listen to the selection audio provided in the **eEdition**. Use questions from the **Comprehension Coach** to guide comprehension.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Setting Chart**

### Papá and Me

List the places that Papá and his son went. Then list words that tell what the places are like.

Places	What the Places are Like
• home	• fun
• park	• puddles
• bus	• crowded
• grandparents' house	• warm, nice

Take turns with a partner. Use your setting chart to give information about the story.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE, p. T54. PM1.56 Unit 1 | My Family

## Reread and Integrate

- Identify Setting** ✓ Anthology page 55  
**REVIEW** Remind children: *The **setting** of a story is where the story happens. The **setting** can also tell when a story happens.*

Read aloud the directions. Explain how the example on page 55 is a place in the story and a description of what it was like. Distribute **Practice Master PM1.56**. Have children complete the chart with details about the setting. Remind them that they can look in the book to remind them of where Papá and his son went and that they should think about the predictions they made about where Papá and his son would go during reading. Circulate and guide children to complete their charts.

Have partners share and compare charts. Then, as a class, have volunteers use details from their chart to tell what they learned about the setting of *Papá and Me*.

### Daily Language Arts

#### Daily Grammar ✓

Ask children to use nouns to name people, places, and animals in their neighborhoods. Have them identify a proper noun that specifically names each noun. Then use the Review and Assess on page T311.

### Talk About It

1. What do Papá and the boy do at home?

At home, they \_\_\_\_ .

2. How can you tell they love each other?

They \_\_\_\_ and \_\_\_\_ .

3. What did you predict they would do? Did your prediction happen?

I predicted they would \_\_\_\_ .

My prediction \_\_\_\_ .

Learn test-taking strategies.  
NGReach.com

### Write About It

How do you have **fun** with your family?

We like to \_\_\_\_ together.



### Identify Setting

Where do Papá and his son go? What are the **places** like? Write words or draw.

Setting Chart

Places	What the Places are Like
• home	• fun
•	•
•	•

Use your chart. Give information about the places in *Papá and Me*.



Anthology  
pages 54–55

### Check & Reteach

**OBJECTIVES:** Identify Setting ✓

Preview and Predict ✓

Listen to children as they retell what they learned about the setting in *Papá and Me*.

For children who are unable to retell details about the places in the story, display pages from the book and have children preview and predict to help understand details related to the setting. Discuss: *Look at this picture. Where are Papá and the boy now? What are they doing? How do you think they feel about this place?* Record children's answers as a Key Points List and have children use it to describe the setting.

### WRAP-UP

Have each child review the contents of their **Weekly Folders**. Form heterogeneous groups and ask children to use what they know to discuss the **Big Question: What makes a family?** Circulate and prompt discussion as needed:

- *What are some things Papá and the boy did **together** to have **fun**?*
- *What are some **places** you go with your family to have **fun**?*
- Summarize the discussion. Have volunteers add ideas to the unit Concept Map.

# Week 3 Assessment & Reteaching

= TESTED SKILL

## Assess

### OBJECTIVES

#### Foundational Skills

##### Phonological Awareness

- Isolate Final Sounds
- Blend Sounds

##### Phonics

- Decode Sounds and Letters *g, d, v, r*
- Decode Words with Short *o*
- Read High Frequency Words

#### Spelling

- Spell Words with *s, z, /g/ g, d*
- Spell Words with Short *o*
- Spell High Frequency Words

#### Fluency

- Intonation
- Accuracy and Rate

#### Reading

- Preview and Predict
- Identify Setting

#### Vocabulary

- Use Social Studies Vocabulary
- Use Academic Vocabulary

#### Grammar and Writing

- Common and Proper Nouns Test
- Write about a Place

### ASSESSMENTS

**Foundational Skills Test** Unit 1, Week 3

**Phonological Awareness**

Directions: Read the words and choose the word that is the same as the word in the box.

Word	Options
van	<input type="radio"/> hat <input type="radio"/> car <input type="radio"/> dog <input type="radio"/> elephant
hat	<input type="radio"/> van <input type="radio"/> car <input type="radio"/> dog <input type="radio"/> elephant
car	<input type="radio"/> hat <input type="radio"/> van <input type="radio"/> dog <input type="radio"/> elephant
dog	<input type="radio"/> hat <input type="radio"/> van <input type="radio"/> car <input type="radio"/> elephant
elephant	<input type="radio"/> hat <input type="radio"/> van <input type="radio"/> car <input type="radio"/> dog

**High Frequency Words**

Directions: Read the words and choose the word that is the same as the word in the box.

of  
get  
help  
we  
put  
work

**Week 3**

**A1.30** Unit 1, My Family

**Foundational Skills Test** Unit 1, Week 3

Directions: Read the words and choose the word that is the same as the word in the box.

Word	Options
van	<input type="radio"/> hat <input type="radio"/> car <input type="radio"/> dog <input type="radio"/> elephant
hat	<input type="radio"/> van <input type="radio"/> car <input type="radio"/> dog <input type="radio"/> elephant
car	<input type="radio"/> hat <input type="radio"/> van <input type="radio"/> dog <input type="radio"/> elephant
dog	<input type="radio"/> hat <input type="radio"/> van <input type="radio"/> car <input type="radio"/> elephant
elephant	<input type="radio"/> hat <input type="radio"/> van <input type="radio"/> car <input type="radio"/> dog

**High Frequency Words**

Directions: Read the words and choose the word that is the same as the word in the box.

of  
get  
help  
we  
put  
work

**Week 3**

**A1.31** Unit 1, My Family

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

**Short o Words**

- on My brother has a stain on his sleeves.
- got He does not know how it got there.
- mom Our mom said she knows.
- top His arm was on top of his plate!

**High Frequency Words**

- get My brother and I get the dishes.
- help We help our parents clean up after dinner.
- of I carry a stack of plates.
- put I put the dishes in the sink.
- we We wash and dry the dishes.
- work My brother and I work together.

**More Words**

Use these words and sentences for additional Pretest and Test Items.

- pot The big pot is hard to wash.
- hot We soak it in hot water.
- lot Cleaning is a lot of work.
- stop Our cats want us to stop and play with them.
- hop They hop on the counter as we clean.
- lob I lob them a treat to get them down.

**A1.30** Unit 1, My Family

**Oral Reading Assessment Progress Tracker**

Record the student's scores from the Oral Reading Assessment Progress Tracker over time. The Accuracy and Rate, enter words correct per minute (wpm). For the other items, enter the student's rubric score.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (wpm)								
Comprehension								
Fluency								
Intonation								
Expression								
Reading (optional)								

**A1.3** Unit 1, My Family

**Oral Reading Assessment**

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like her hat, too.

I am Matt, and I want a little hat. I have to have a hat! I find paper and I find tape. I find a mat and I find scissors.

Sam has his hat on. Tam has her hat on. I have my hat on, too! My hat is nice. I like my little paper hat!

**A1.4** Unit 1, My Family

**Oral Reading Assessment**

Item	Accuracy and Rate (wpm)	Comprehension	Fluency	Intonation	Expression	Reading (optional)
1						
2						
3						
4						
5						
6						

**A1.6** Unit 1, My Family

**Reading Comprehension Test** Unit 1, Week 3

Directions: Read the story. Then answer the questions about the story and the pictures.

**Mama's Celebration**

Today is the Fourth of July. Dad takes us to the park up the street. It is a warm, sunny day. The park is a fun place to go. We eat a picnic lunch there.

Mama cannot go to the park with us. She has to work all day. When we get home, Dad and I bake a pie for Mama. We make the house look nice.

Then Mama comes home. She sees the pie. She sees everything else. A big smile lights up her face. "Oh," Mama says. "I am so happy! This is a good Fourth of July!"

**A1.32** Unit 1, My Family

**Reading Strategy Assessment** Unit 1

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the rubric to help you determine how well the child used the strategy. Circle the strategy.

Ask: "What did you do to help you understand?"

Plan (4 3 2 1)	Reading Strategies	Ask Questions (4 3 2 1)
4	Make connections between what you already know and what you are reading.	Ask questions about the text and the author's purpose.
3	Use context clues to help you understand the meaning of words and phrases.	Ask questions about the text and the author's purpose.
2	Use the main idea and supporting details to help you understand the meaning of the text.	Ask questions about the text and the author's purpose.
1	Use the main idea and supporting details to help you understand the meaning of the text.	Ask questions about the text and the author's purpose.

**LR1.5** Unit 1, My Family

**Reading Strategy Assessment** Unit 1

Item	Connections (4 3 2 1)	Make Connections (4 3 2 1)	Make Inferences (4 3 2 1)	Visualize (4 3 2 1)
1				
2				
3				
4				

**LR1.6** Unit 1, My Family

**Vocabulary Test** Unit 1, Week 3

Directions: Choose the answer that completes the sentence correctly.

- This is a \_\_\_\_\_ day.
  - blue
  - little
  - special
- These are my \_\_\_\_\_.
  - parents
  - buildings
  - sentences
- We both work \_\_\_\_\_.
  - under
  - before
  - together

**A1.35** Unit 1, My Family

**Grammar and Writing Test** Unit 1, Week 3

Directions: Choose the answer that completes the sentence correctly.

- Lily mails a letter to her friend \_\_\_\_\_.
  - rosa linda
  - Rosa Linda
  - Rosa linda
- My uncle lives near \_\_\_\_\_.
  - Oak Park
  - Oak park
  - oak park
- My best friend's name is \_\_\_\_\_.
  - Sam Chen
  - Sam chen
  - sam Chen

**A1.39** Unit 1, My Family

**Writing Rubric**

Item	Content	Organization	Style	Conventions
1				
2				
3				
4				

**A1.61** Unit 1, My Family

#### Foundational Skills Test

A1.30–A1.31

#### Spelling Pretest/ Spelling Test

See page T31i

#### Oral Reading Assessment

A1.3–A1.7

Use these passages throughout Unit 1. Work with Above Level readers this week.

#### Reading Comprehension Test

A1.32–A1.34

#### Reading Strategy Assessment

LR1.5–LR1.6

#### Vocabulary Test

A1.35–A1.38

#### Grammar and Writing Test

A1.39–A1.40

#### Writing Rubric

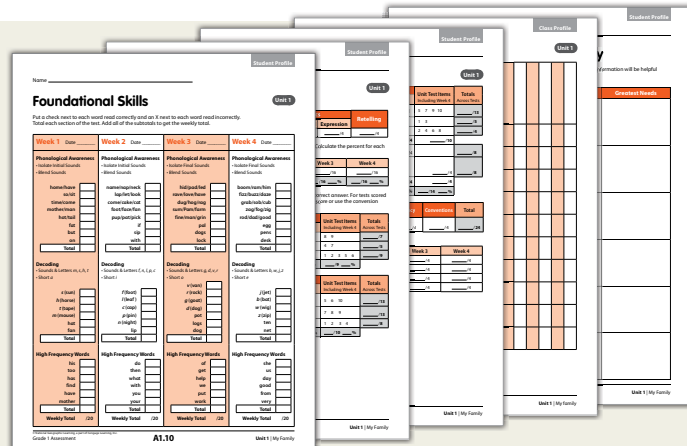
A1.61



# Reteach and Practice

## REPORTS

## RESOURCES AND ROUTINES



### PRINT & ONLINE

#### Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A1.10
- Student Profile: Weekly and Unit Tests** A1.57–A1.58
- Class Profile: Weekly and Unit Tests** A1.59
- Student Profile: Strengths and Needs** A1.60
- Student Profile: Oral Reading Progress Tracker** A1.3

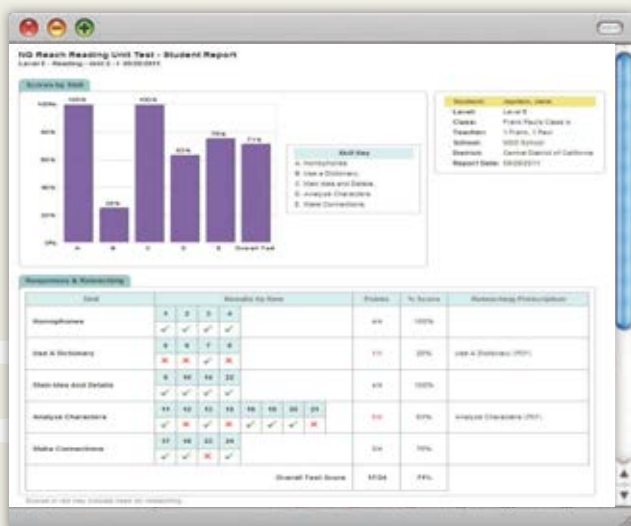
## Foundational Skills, Spelling, Fluency

### RETEACH

- Phonological Awareness Routine**, page BP36
- Phonics/Decoding & Spelling Routines**, page BP36
- High Frequency Words Routines**, page BP37
- Fluency Routines**, page BP40

### ADDITIONAL PRACTICE

- Phonics Games** [NGReach.com](#)
- Word Builder** [NGReach.com](#)
- Activities for Daily Practice**, pages BP38–BP39



eAssessment™

### ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Assessment**
- Class Profile: Weekly and Unit Assessment**
- Standards Summary Report**

## Reading

### RETEACH

- Identify Setting: Reteaching Master RT1.9**
- Preview and Predict: Reteaching Master RT1.10**

### ADDITIONAL PRACTICE

- Leveled Books**, pages LR4–LR12
- Comprehension Coach** [NGReach.com](#)

## Vocabulary, Grammar and Writing

### RETEACH

- Common and Proper Nouns: Reteaching Master RT1.11**
- Interactive Writing Routine**, page BP58

### ADDITIONAL PRACTICE


- More Grammar Practice RT1.12**


# Week 4 Planner


Online Lesson Planner  
NGReach.com




✓ = TESTED



		Day 1	Day 2
<b>WHOLE GROUP TIME</b>		<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>
<b>Decodable Text</b>	<b>Phonological Awareness</b> 5 minutes	✓ Isolate Final Sounds T55k CC.1.Rfou.2.c	✓ Isolate Final Sounds T59b CC.1.Rfou.2.c
	<b>Phonics and Spelling</b> 20–30 minutes 	<b>Phonics</b> ✓ Sounds and Letters <i>b, w, j, z</i> T55k CC.1.Rfou.2.b <b>Spelling</b> ✓ Words with <i>b, w, j, z</i> T55g, T55m CC.1.Rfou.3, CC.1.L.2.d–e ✓ Words with Short <i>e</i> T55g	<b>Phonics</b> ✓ Words with <i>b, w, j, z</i> T59b CC.1.Rfou.2; CC.1.Rfou.3.g; CC.1.Rfou.4 ✓ Read with Fluency T59d <b>Spelling</b> ✓ Words with <i>b, w, j, z</i> T55g, T59c CC.1.Rfou.3; CC.1.L.2.d–e
	<b>High Frequency Words</b> 5–10 minutes	✓ Learn High Frequency Words T55g, T55n CC.1.Rfou.3.g; CC.1.L.2.d	✓ Practice High Frequency Words T59c CC.1.Rfou.3.g; CC.1.L.2.d Handwriting T59c CC.1.L.1.a

		Read and Comprehend	Reread and Analyze
<b>WHOLE GROUP TIME</b>		<b>Read and Comprehend</b>	<b>Reread and Analyze</b>
<b>Anthology &amp; Big Book</b>	<b>Speaking and Listening</b> 10 minutes	✓ Preview, Set a Purpose, and Predict T56 CC.1.SL.1	Talk About Places T59f CC.1.SL.1
	<b>Language and Vocabulary</b> 15–25 minutes	<b>Daily Grammar</b> CC.1.L.1–2; CC.1.L.1.b; CC.1.L.2.a ✓ Use Dates Correctly T55i <b>Vocabulary</b> CC.1.L.1.b ✓ Identify Nouns T56	<b>Daily Grammar</b> CC.1.L.1–2; CC.1.L.1.b; CC.1.L.2.a ✓ Use Dates Correctly T55i <b>Academic Vocabulary</b> CC.1.L.1.b; CC.1.L.2; CC.1.L.2.a ✓ Identify Nouns T59f
	<b>Reading</b> 20–40 minutes 	<b>Read</b> CC.1.Rlit.10 Shared Reading: Postcard T57	<b>Reread</b> CC.1.Rlit.10 Shared Reading: Postcard T59g <b>Comprehension</b> CC.1.Rlit.3; CC.1.Rlit.7 ✓ Identify Setting T59g
	<b>Writing</b> 15–45 minutes	<b>Power Writing</b> T56 CC.1.W.5 <b>Writing</b> CC.1.W.7 Write a Postcard T59a <b>Writing Project: Photo Essay</b> CC.1.W.2; CC.1.W.5; CC.1.W.8 Study a Model	<b>Power Writing</b> T59f CC.1.W.5 <b>Writing</b> CC.1.W.2; CC.1.W.7 Write the Address on a Postcard T60 <b>Writing Project: Photo Essay</b> CC.1.W.2; CC.1.W.5; CC.1.W.8 Prewrite

		Read Book 1	Reread Book 1
<b>LEVELED READING TIME</b>		<b>Read Book 1</b> CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7 Introduce LR2 Read LR4–LR11 ✓ Plan: Predict, Confirm Predictions ✓ Organize Ideas ✓ Identify Setting	<b>Reread Book 1</b> CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7; CC.1.SL.1 Read and Integrate Ideas LR2 ✓ Plan: Predict, Confirm Predictions ✓ Organize Ideas ✓ Identify Setting
<b>Fiction &amp; Nonfiction</b>	20 minutes 		

<b>LEARNING STATION TIME</b>		<b>Speaking and Listening</b> T55e CC.1.SL.4–5 <b>Language and Vocabulary</b> T55e CC.1.L.4 <b>Writing</b> T55e CC.1.W.5 <b>Cross-Curricular</b> T55f CC.1.W.5; CC.1.SL.5 <b>Reading and Intervention</b> T55f; RT.1.3 CC.1.Rfou.3–4
20 minutes		

**BIG Question** What makes a family?

Day 3	Day 4	Day 5
<b>Learn Sounds, Letters, and Words</b>	<b>Read and Comprehend</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T60a <span style="float: right;">CC.1.Rfou.2.b</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Blend Sounds T60i <span style="float: right;">CC.1.Rfou.2.b</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review T60o</li> </ul>
<ul style="list-style-type: none"> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.3</span></li> <li><input checked="" type="checkbox"/> Words with Short e T60a</li> <li><b>Spelling</b> <span style="float: right;">CC.1.L.2.d-e</span></li> <li><input checked="" type="checkbox"/> Words with Short e T55g, T60c</li> </ul>	<ul style="list-style-type: none"> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.3-4</span></li> <li><input checked="" type="checkbox"/> Words with Short e T60i</li> <li><input checked="" type="checkbox"/> Read with Fluency T60k</li> <li><b>Spelling</b> <span style="float: right;">CC.1.L.2.d</span></li> <li><input checked="" type="checkbox"/> Words with Short e T55g, T60j</li> </ul>	<ul style="list-style-type: none"> <li><b>Phonics</b> <span style="float: right;">CC.1.Rfou.3</span></li> <li><input checked="" type="checkbox"/> Words with <i>b, w, j, z</i> and Short e T60o</li> <li><b>Spelling</b> <span style="float: right;">CC.1.L.2.d</span></li> <li><input checked="" type="checkbox"/> Words with <i>b, w, j, z</i> and Short e T60o</li> </ul>
<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice High Frequency Words T60c <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Practice High Frequency Words T60j <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Review High Frequency Words T60o <span style="float: right;">CC.1.Rfou.3.g; CC.1.L.2.d</span></li> </ul>
<b>Listen and Comprehend</b>	<b>Listen and Analyze</b>	<b>Review and Apply</b>
<ul style="list-style-type: none"> <li>Preview and Predict T60e <span style="float: right;">CC.1.SL.1</span></li> </ul>	<ul style="list-style-type: none"> <li>Use Nouns T60m <span style="float: right;">CC.1.SL.1</span></li> </ul>	<ul style="list-style-type: none"> <li>Relate Readings to the Big Question T61a <span style="float: right;">CC.1.SL.1</span></li> </ul>
<ul style="list-style-type: none"> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1-2; CC.1.L.1.b; CC.1.L.2.a</span></li> <li><input checked="" type="checkbox"/> Use Dates Correctly T55j</li> <li><b>Vocabulary</b> <span style="float: right;">CC.1.SL.1</span></li> <li><input checked="" type="checkbox"/> Review Social Studies and Academic Vocabulary T60e</li> </ul>	<ul style="list-style-type: none"> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1-2; CC.1.L.1.b; CC.1.L.2.a</span></li> <li><input checked="" type="checkbox"/> Grammar and Writing T55j</li> <li><b>Vocabulary</b></li> <li><input checked="" type="checkbox"/> Identify Nouns T60m</li> </ul>	<ul style="list-style-type: none"> <li><b>Daily Grammar</b> <span style="float: right;">CC.1.L.1.b</span></li> <li><input checked="" type="checkbox"/> Review T55j; T61</li> <li><b>Vocabulary</b> <span style="float: right;">CC.1.L.1.b</span></li> <li><input checked="" type="checkbox"/> Review T61</li> </ul>
<ul style="list-style-type: none"> <li><b>Read</b> <span style="float: right;">CC.1.Rlit.10</span></li> <li><input checked="" type="checkbox"/> Interactive Read-Aloud: Story T60e </li> </ul>	<ul style="list-style-type: none"> <li><b>Reread</b> <span style="float: right;">CC.1.Rlit.10</span></li> <li><input checked="" type="checkbox"/> Interactive Read-Aloud: Story T60n </li> <li><b>Comprehension</b></li> <li><input checked="" type="checkbox"/> Compare Settings T60m</li> </ul>	<ul style="list-style-type: none"> <li><b>Comprehension</b> <span style="float: right;">CC.1.Rlit.3; CC.1.Rlit.7</span></li> <li><input checked="" type="checkbox"/> Identify Setting T61a</li> <li><input checked="" type="checkbox"/> Compare Settings T61a </li> </ul>
<ul style="list-style-type: none"> <li><b>Power Writing</b> T60e <span style="float: right;">CC.1.W.5</span></li> <li><b>Writing</b> <span style="float: right;">CC.1.W.1</span></li> <li>Write a Personal Response T60h</li> <li><b>Writing Project: Photo Essay</b> <span style="float: right;">CC.1.W.2; CC.1.W.5; CC.1.W.8</span></li> <li>Draft</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Writing</b> T60m <span style="float: right;">CC.1.W.5</span></li> <li><b>Writing</b> <span style="float: right;">CC.1.W.2</span></li> <li>Write About Setting T60n</li> <li><b>Writing Project: Photo Essay</b> <span style="float: right;">CC.1.W.2; CC.1.W.5; CC.1.W.8</span></li> <li>Revise and Edit</li> </ul>	<ul style="list-style-type: none"> <li><b>Power Writing</b> T60o <span style="float: right;">CC.1.W.5</span></li> <li><b>Writing</b> <span style="float: right;">CC.1.W.5; CC.1.W.7</span></li> <li>Write About Places Families Live T61b</li> <li><b>Writing Project: Photo Essay</b> <span style="float: right;">CC.1.W.2; CC.1.W.5; CC.1.W.8</span></li> <li>Publish and Present</li> </ul>
<ul style="list-style-type: none"> <li><b>Read Book 2</b> <span style="float: right;">CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7</span></li> <li>Introduce LR2</li> <li>Read LR4-LR11</li> <li><input checked="" type="checkbox"/> Plan: Predict, Confirm Predictions</li> <li><input checked="" type="checkbox"/> Organize Ideas</li> <li><input checked="" type="checkbox"/> Identify Setting</li> </ul>	<ul style="list-style-type: none"> <li><b>Reread Book 2</b> <span style="float: right;">CC.1.Rlit.10; CC.1.Rinf.10; CC.1.Rlit.7; CC.1.SL.1</span></li> <li>Read and Integrate Ideas LR2</li> <li><input checked="" type="checkbox"/> Plan: Predict, Confirm Predictions</li> <li><input checked="" type="checkbox"/> Organize Ideas</li> <li><input checked="" type="checkbox"/> Identify Setting</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading</b> <span style="float: right;">CC.1.W.1-3; CC.1.SL.1; CC.1.SL.1.a</span></li> <li>Connect Across Texts LR3</li> <li><b>Writing</b></li> <li>Choose a Writing Option LR4-LR11</li> </ul>

**ASSESSMENT & RETEACHING**

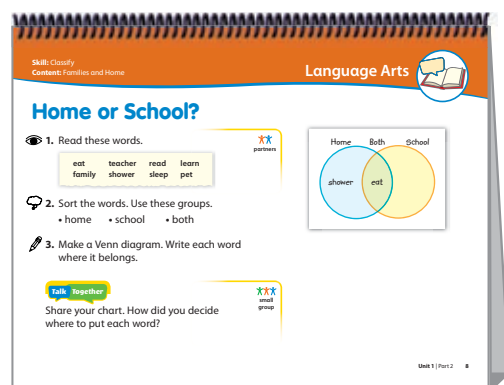


<ul style="list-style-type: none"> <li><b>Assessment &amp; Reteaching</b> T63c-T63d</li> <li><input checked="" type="checkbox"/> Foundational Skills A1.41-A1.42 <span style="float: right;">CC.1.Rfou.2.b; CC.1.Rfou.3-4</span></li> <li><input checked="" type="checkbox"/> Spelling Test T55g <span style="float: right;">CC.1.Rfou.3; CC.1.L.2.d-e</span></li> <li><input checked="" type="checkbox"/> Oral Reading Assessment A1.3-A1.7 <span style="float: right;">CC.1.Rfou.4</span></li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Reading Comprehension Test A1.43-A1.48 <span style="float: right;">CC.1.Rlit.3</span></li> <li><input checked="" type="checkbox"/> Reading Strategy Assessment LR17-LR18 <span style="float: right;">CC.1.Rinf.10</span></li> <li><input checked="" type="checkbox"/> Vocabulary Test A1.49-A1.52 <span style="float: right;">CC.1.L.1.b</span></li> <li><input checked="" type="checkbox"/> Grammar and Writing Test A1.53-A1.56 <span style="float: right;">CC.1.L.1-2; CC.1.L.2.a</span></li> <li>Reteaching Masters RT1.13-RT1.17</li> </ul>
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# Week 4 Learning Stations

## Speaking and Listening

### Option 1: Home or School?



**Home or School?**

1. Read these words.

eat family teacher shower read sleep learn pet

2. Sort the words. Use these groups.

- home
- school
- both

3. Make a Venn diagram. Write each word where it belongs.

**Talk Together**  
Share your chart. How did you decide where to put each word?

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 8

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

colored markers • crayons

Describe Events CC.1.SL.4  
Add Visuals to Clarify CC.1.SL.5

### Option 2: Describe Family Activities



### MATERIALS

colored markers

Have children work in small groups. Ask: *What is your favorite thing to do with your family?*

- Have children practice describing what they like to do with their group.
- Encourage children to tell about what happens in order, like a story.
- Have groups create a poster of their families' activities. Each child draws a picture of his or her family activity on the poster.
- Each group presents to the class and describes the activities shown on its poster.

Describe Events CC.1.SL.4  
Add Visuals to Clarify CC.1.SL.5

## Language and Vocabulary

### Key Words

extended family • fun • group • idea • parents  
place • predict • preview • setting • share  
special • together • trip • visit

### Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Online Vocabulary Games

Determine the Meaning of Words CC.1.L.4

### Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

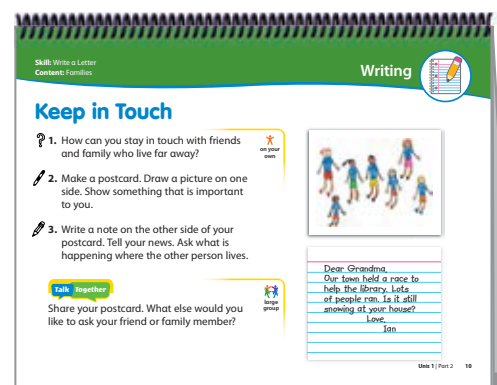
Have students expand word knowledge by:

- looking up words
- identifying words with short e sounds
- practicing writing the words.

Determine the Meaning of Words CC.1.L.4

## Writing

### Option 1: Keep in Touch



**Keep in Touch**

1. How can you stay in touch with friends and family who live far away?

2. Make a postcard. Draw a picture on one side. Show something that is important to you.

3. Write a note on the other side of your postcard. Tell your news. Ask what is happening where the other person lives.

**Talk Together**  
Share your postcard. What else would you like to ask your friend or family member?

### PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 10

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

index cards • colored markers • crayons

Focus on a Topic CC.1.W.5

### Option 2: Write Sentences



### PROGRAM RESOURCES

Digital Library Image: Language Builder Picture Card B8

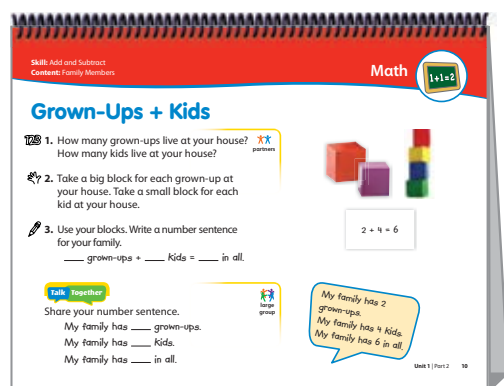
Display the photo. Tell children the photo contains clues about a family activity that is about to happen. Have children write about what they think the activity is and whether or not they would like to do the activity.

Focus on a Topic CC.1.W.5



## Cross-Curricular

### Option 1: Grown-Ups + Kids



**Skills:** Add and Subtract  
**Context:** Family Members

**Math** L1+2

### Grown-Ups + Kids

- How many grown-ups live at your house?  
How many kids live at your house?
- Take a big block for each grown-up at your house. Take a small block for each kid at your house.
- Use your blocks. Write a number sentence for your family.  
\_\_\_ grown-ups + \_\_\_ Kids = \_\_\_ in all.

**2 + 4 = 6**

**Talk Together**  
Share your number sentence.  
My family has \_\_\_ grown-ups.  
My family has \_\_\_ Kids.  
My family has \_\_\_ in all.

*My family has 2 grown-ups.  
My family has 4 kids.  
My family has 6 in all.*

### PROGRAM RESOURCES & MATERIALS

#### Cross-Curricular Teamwork Activities: Card 10

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

*big blocks • small blocks*

Focus on a Topic CC.1.W.5

### Option 2: Countries to Visit



**NGReach.com Student Resources**

*colored markers*

Have children follow the NGKids link through the student home page and click the "Countries" tab. Have them choose a country they might like to visit with family. When they select a country, they can view the information, photos, and map location. Have children write the country's name, draw something they could see in that country, and write a caption for their picture.

Focus on a Topic CC.1.W.5  
Add Visuals to Clarify CC.1.SL.5

## Reading

### Option 1: Comprehension Coach



**NGReach.com Comprehension Coach**

Have children use the software according to their individual needs:

- Read silently and answer questions.
- Listen to fluent models.
- Record their reading and get a fluency report.

Read Informational Text CC.1.Rinf.10  
Read with Fluency CC.1.Rfou.4

### Option 2: Book Talk

Display the questions below. Have partners use the questions to interview each other about informational books they have read.

- What is the name?
- Who is the writer?
- What is the book about?
- What did you learn from the book?
- Would you tell a friend to read it?
- Why or why not?

See **Recommended Reading** on page L12.

Read Informational Text CC.1.Rinf.10  
Read with Fluency CC.1.Rfou.4

## Intervention

### Option 1: Reteach Short e

#### PROGRAM RESOURCES

Phonics Picture Card 72, Sound/  
Spelling Cards 12, 13, 21



Use **Reteaching Routine 1**.

- **Display a word.**
- **Say the word:** *red*. Have children repeat.
- **Read.** Point to e. *Name the letter and sound.*
- **Scaffold spelling:** *red. A stoplight is red.*  
Have children repeat word, say first sound, and write spelling, referring to **Sound/Spelling Card 12**. Repeat for other sounds.

For **Reteaching Routine 1**, see page BP36.

Decode Words with Short e CC.1.Rfou.3  
Read with Fluency CC.1.Rfou.4

### Option 2: Phonics Games



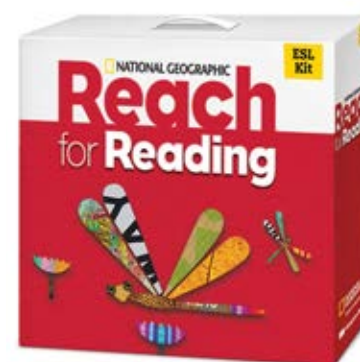
**NGReach.com Online Phonics Games**

Decode Words with Short e CC.1.Rfou.3  
Read with Fluency CC.1.Rfou.4

For **Reteaching Masters**, see pages RT1.1–RT1.17.

## Additional Resources

### ESL Kit



ESL Teacher's Edition pages T55k–T61b

# Week 4 Daily Spelling & Word Work

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Spell Words with *b, w, j, z*
- ✓ Spell Words with Short *e*
- ✓ Spell High Frequency Words

## SUGGESTED PACING

- DAY 1 Spelling Pretest
- DAY 2–4 Daily Practice Options
- DAY 5 Spelling Test

## Spelling Pretest

Day 1



## Spelling Test

Day 5



## Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

### Short *e* words

- |         |  |
|---------|--|
| 1. bed  | My mom and dad say it is time for <b>bed</b> .   |
| 2. ten  | I want to stay up for <b>ten</b> more minutes.   |
| 3. pet  | I am watching a show about having a <b>pet</b> . |
| 4. tell | They <b>tell</b> me I need to sleep.             |

### High Frequency Words

- |          |   |
|----------|---|
| 5. day   | It has been a long <b>day</b> .               |
| 6. from  | We went visiting <b>from</b> house to house.  |
| 7. good  | It was <b>good</b> to see my grandmother.     |
| 8. she   | <b>She</b> is so funny!                       |
| 9. us    | She always tells <b>us</b> jokes and riddles. |
| 10. very | Some of her riddles are <b>very</b> hard!     |

### More Words

Use these words and sentences for additional Pretest and Test items.

- |         |  |
|---------|--|
| 1. met  | Today I <b>met</b> her new dog.                            |
| 2. zest | It wags its tail with <b>zest</b> !                        |
| 3. get  | I will <b>get</b> to take it for walks.                    |
| 4. led  | It has to be <b>led</b> on a leash.                        |
| 5. leg  | Grandma says walking hurts her <b>leg</b> .                |
| 6. best | The <b>best</b> part is that I will see Grandma every day! |

## Sort Pictures

Day 2



Option 1

### PROGRAM RESOURCES

My Letter Books: Practice Masters  
PM1.63–PM1.66

### MATERIALS

scissors

## Prepare

Have children cut out the pictures.

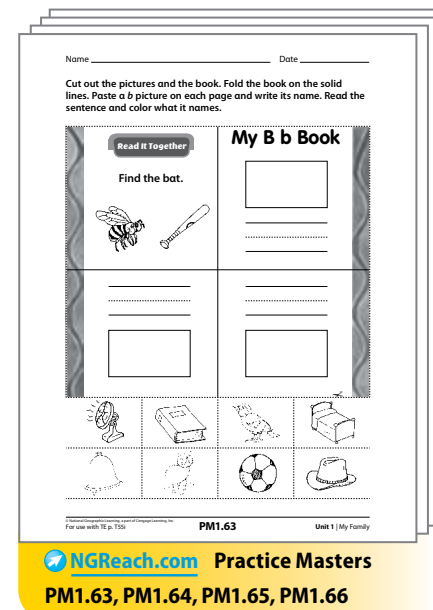
## Play a Game

- Name each picture. Have children sort the pictures that start with the sound for *b*.
- Have children paste a picture on each page of **My B b Book** and write or dictate its name.
- Repeat with the remaining letter books. Have partners complete the Read It Together.

Extend the activity by asking children to name other words that start with the sound of *b, w, j, and z*.

Decode Words with *b, w, j, z*  
Spell Words with *b, w, j, z*  
Spell New Words Phonetically

CC.1.Rfou.3  
CC.1.L.2.d  
CC.1.L.2.e



NGReach.com Practice Masters  
PM1.63, PM1.64, PM1.65, PM1.66

## Alphabetize

Day 2



Option 2

### PROGRAM RESOURCES

High Frequency Word Cards: Practice  
Master PM1.67

### MATERIALS

scissors

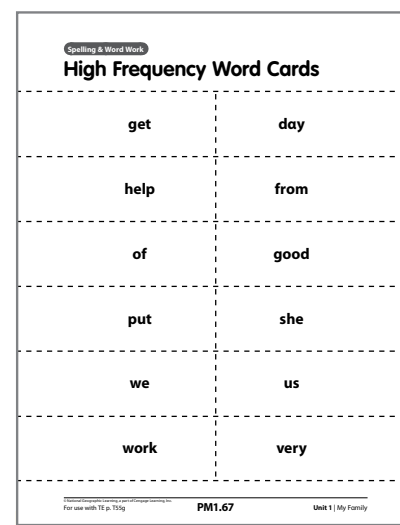
## Prepare

Have each group cut out one set of **High Frequency Word Cards**. Note that the words in the first column are review.

## Play a Game

- The groups turn cards facedown and mix them up.
- On signal, each group turns over the cards and arranges them in alphabetical order.
- Check the words and assign a point for each correctly alphabetized word.
- Have each group remix the cards for another round.

After several rounds, determine the winner.



NGReach.com Practice Master PM1.67

Spell High Frequency Words

CC.1.L.2.d



## Write Rainbow Words Day 3



Option 1

### MATERIALS

colored pencils or markers

### Write and Trace

- One child writes a spelling word, using a color of choice.
- The partner reads the word and traces it in a different color.
- The first child traces the word again with yet a different color.



Have children take turns as they repeat the activity with the remaining spelling words.

Spell Words with *b, w, j, z*, and Short *e*  
Spell High Frequency Words

CC.1.L.2.d  
CC.1.L.2.d

## Think of Words Day 3

Day 3



Option 2

### PROGRAM RESOURCES

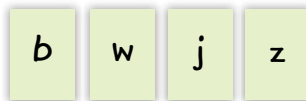
Letter Cards

### MATERIALS

paper bag, 1 per group

### Prepare

Distribute a paper bag with a set of *b, w, j*, and *z* **Letter Cards** inside to each group.



### Play a Game

- One child draws a letter card from the bag and names a spelling word and one other word with that beginning sound.
- The rest of the group makes suggestions as needed.
- The child returns the letter card to the bag and passes it to another child to continue play.

Have children play until each child has named at least three words.

Spell Words with *b, w, j, z*  
Spell New Words Phonetically

CC.1.L.2.d  
CC.1.L.2.e

## Pass the Word Day 4

Day 4



Option 1

### Prepare

Display the spelling words.



### Play a Game

- Have each group sit in a circle.
- One child writes the first letter of a spelling word and quickly passes the paper on.
- The next child adds the second letter of the spelling word.
- Children continue to pass the paper and add letters until a child writes the final letter of the word. That child reads the completed spelling word aloud and shows it to the group.
- The next child in turn begins another word.

The first group to complete all of the words wins.

Decode Words with *b, w, j, z*, and Short *e*  
Spell Words with *b, w, j, z*, and Short *e*  
Spell High Frequency Words

CC.1.Rfou.3  
CC.1.L.2.d  
CC.1.L.2.d

## Word Pictures Day 4

Day 4



Option 2

### MATERIALS

index cards, ten per pair • colored markers

### Prepare

Have partners work together to illustrate as many spelling words as they can on an index card. Tell children to write the word on the back of the card.



### Play a Game

- One partner shows a drawing and asks the other partner to spell the word.
- Play continues until both partners have spelled each word correctly.

Decode Words with *b, w, j, z*, and Short *e*  
Spell Words with *b, w, j, z*, and Short *e*  
Spell High Frequency Words  
Spell New Words Phonetically

CC.1.Rfou.3  
CC.1.L.2.d  
CC.1.L.2.d  
CC.1.L.2.e

# Week 4 Daily Grammar

## OBJECTIVES

**Thematic Connection: My Family**

✔ Use Dates Correctly

## COMMON CORE STANDARDS

Demonstrate Command of English Grammar

Use Proper Nouns

CC.1.L.1

CC.1.L.1.b

## Day 1

### PROGRAM RESOURCES

Proper Nouns: eVisual 1.12

Find Proper Nouns: Practice Master PM1.61

### MATERIALS

1 paper clip for each pair

## Teach the Rules

Use page T59a to practice proper nouns and then teach the rules.

### Proper Nouns

- A proper noun names a specific person, place, animal, or thing. **Amy** took her dog **Fluffy** to **Arizona**.
- Always start a proper noun with a capital letter. **Amy**  
**Fluffy**

NGReach.com eVisual 1.12

## Play a Game

Distribute **Practice Master 1.61**.

Tell children they need to find the proper nouns to get Amy's dog to the vet. Explain how to play:

- Read the word in the box. If it is a proper noun, write it on a piece of paper.
- Color all boxes with a proper noun to get Fluffy to the vet.
- Take turns with your partner.

Once the page is completed, have partners read their lists of proper nouns.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Proper Nouns**

**Find Proper Nouns**

1. Take turns with a partner.
2. Read the word in the box.
3. If it is a proper noun, write it on a piece of paper with a capital letter.
4. If it is a common noun, don't write anything.
5. Color all the boxes with a proper noun to get Fluffy to the vet.

fluffy	nebraska	monday
home	trip	amy
idea	carlos	june
oak street	friday	share
october	group	visit
wisconsin	sunday	doctor dan

For use with TE p. T59i **PM1.61** Unit 1 | My Family

NGReach.com Practice Master PM1.61

## Differentiate

### SN Special Needs

**ISSUE** Children cannot read the names of days and months.

**STRATEGY** Read the words, or have children work with a partner who can read the words. Have children tell whether the word is a proper noun and color in the box.

## Day 2

### PROGRAM RESOURCES

Capitalize Dates: eVisual 1.13

## Teach the Rules

Use page T60 to introduce capitalization of dates and then teach the rules.

### Capitalize Dates

- Always start the name of a day with a capital letter. My uncle is coming on **Monday**.
- Always start the name of a month with a capital letter. My family will visit Grandma in **June**.

NGReach.com eVisual 1.13

## Play a Game

Have partners play "Days and Months." To play, one child asks a question about a day or month, and the other child answers by saying and writing the day or month.

Provide some sample questions: *What **day** is our class field **trip**?* *What **month** is your birthday?* *What **day** comes after Monday?*

Post a list of the days and months for children to use as a spelling reference.

Continue until each child has correctly written at least two days and two months.

## Differentiate

### EL English Learners

**ISSUE** Children struggle with word order when creating questions about a day or month.

**STRATEGY** Provide sentence stems that children can use when formulating questions: *What **day** is [event]?* *What **month** is [event]?*



Demonstrate Command of English Capitalization and Punctuation  
Capitalize Dates

CC.1.L.2  
CC.1.L.2.a

## Day 3

### PROGRAM RESOURCES

Use **Commas in Dates: eVisual 1.14**

### MATERIALS

calendar page for each small group • 1 plastic chip (or coin) for each small group

## Teach the Rules

Use page T60h to introduce the use of **commas** in dates and then teach the rules.

### Use Commas in Dates

- Sometimes a date lists two items. Use a comma to separate the items.
- Sometimes a date lists three items. Use commas to separate the items.

**July 4, 1776**

**Monday, March 18**

**Sunday, June 24, 2012**

[NGReach.com](http://NGReach.com) eVisual 1.14

## Play a Game

Have children play “Calendar Toss” in small groups. Explain the rules:

- *One child tosses the chip onto the calendar page to mark a date.*
- *Everyone writes the date. You can list either two items or three items in your date.*
- *Check each other’s work. If needed, correct your use of commas.*

Continue until each child has had a turn tossing the chip.

Encourage children to record their dates in a variety of ways, listing either two or three items.

## Differentiate

### BL Below Level

**ISSUE** Children are confused by the multiple formats that are used for writing dates.

**STRATEGY** Have children use only one format for writing the date, for example: May 11, 2014. Then play a second round with a different format, for example: Friday, May 11, 2014.

## Day 4

### PROGRAM RESOURCES

Proper Nouns and Dates: Practice Master PM1.72

## Grammar and Writing

Use page T60n to model how to write proper nouns and dates. Then distribute **Practice Master PM1.72**. Read each sentence, including the answer choices at the end of the sentence. Point out the capitalization or punctuation differences in the answer choices. Have children circle the correct answer choice.

Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar and Writing**

**Proper Nouns and Dates**

Look at each sentence. Circle the correct ending.

1. Jen lives in \_\_\_\_\_.  
seattle.  
Seattle.
2. She lives with her mom and her brother \_\_\_\_\_.  
Tim.  
tim.
3. Jen’s family took a trip to \_\_\_\_\_.  
Texas.  
texas.
4. They left on \_\_\_\_\_.  
July 18 2013.  
July 18, 2013.
5. They came home the next \_\_\_\_\_.  
monday.  
Monday.
6. Jen learned that Texas can be very hot in \_\_\_\_\_.  
july!  
July!

For use with TEa, T5j **PM1.72** Unit 1 | My Family

[NGReach.com](http://NGReach.com) Practice Master PM1.72

## Day 5

### PROGRAM RESOURCES

Grammar and Writing Test:  
Assessment Masters A1.53–A1.56

## Review and Assess

See page T61 for a review of proper nouns and dates.

 Administer the **Grammar and Writing Test**.

# Day 1 Learn Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Thematic Connection: My Family

- ✓ Isolate Final Sounds
- ✓ Read and Spell Words with *b, w, j, z*
- ✓ Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Sing with Me Phonics Songs Book, page 22
- Sound/Spelling Cards 6, 9, 10, 11, 17, 18, 19, 22
- Read On Your Own Book 4
- Letters and Sounds: Practice Masters PM1.57–PM1.60
- Write-On/Wipe-Off Boards

### TECHNOLOGY ONLY

- Sing with Me Phonics Songs MP3 or CD 1, Tracks 16–17
- Word Builder
- Phonics Games

## MATERIALS

small chips or coins, 3–5 per child

## MORNING WARM-UP

### What is one place you would like to visit?

Have children sit in a circle and play a ball toss game. When children catch the ball, they tell one place they would like to visit and toss the ball to another.

## Phonological Awareness

### 1 Isolate Final Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the ending sound.
- **Say a word:** *gym*. Have children repeat the word.
- **Segment sounds:** /j/ /i/ /m/. *What is the last sound you hear?* (/m/)
- **Say the sound again:** /m/

For **Phonological Awareness Routine 1**, see page BP28.

Repeat the routine with the words *ram* (/m/), *cub* (/b/), and *fan* (/n/).

## Check & Reteach

**OBJECTIVE:** Isolate Final Sounds ✓

Ask: *What is the ending sound in fit and pat?* (/t/)

If children cannot answer, use **Phonological Awareness Routine 2**. Segment /f/ /i/ /t/, emphasizing the /t/ sound while pointing to the last box. Then segment /p/ /a/ /t/. Say each word several times and ask for the ending sound. (/t/) Repeat with *hop* and *rip*.

For **Phonological Awareness Routine 2**, see page BP28.

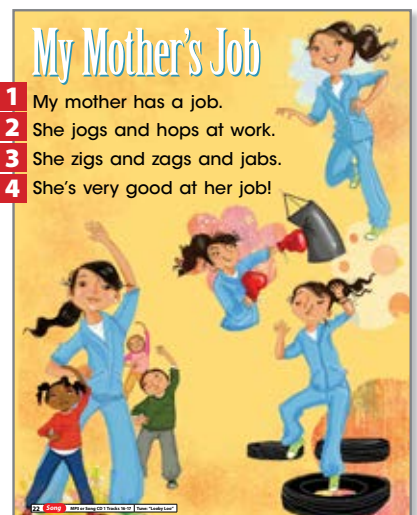
## Phonics

### 2 Learn Sounds and Letters *b, w, j, z* ✓

Sing with Me Phonics Songs Book page 22

Play Tracks 16 and 17 and follow the directions. Practice until children perform smoothly.

- 1 Put hands on hips, legs apart.
- 2 Jog in place and then hop from foot to foot.
- 3 Jog, facing left, then right. Jab twice.
- 4 Put hands on hips and nod as if pleased.



- 1 My mother has a job.
- 2 She jogs and hops at work.
- 3 She zigs and zags and jabs.
- 4 She's very good at her job!

Sing with Me Phonics  
Songs Book page 22

## COMMON CORE STANDARDS




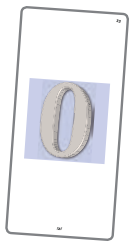




### Reading

Demonstrate Understanding of Phonemes	CC.1.Rfou.2.b
Isolate Final Sounds	CC.1.Rfou.2.c
Read Irregularly Spelled Words	CC.1.Rfou.3.g
<b>Language and Vocabulary</b>	
Spell High Frequency Words	CC.1.L.2.d

Cover up all spellings except *j* on **Sound/Spelling Card 17**. Then use **Decoding Routine 1** to connect sound and spelling /b/b and to blend words. Repeat for /w/w, /j/j, and /z/z.

### Weekly Folder

- ✓ Writing (T59a, T60, T60h, T60n, T61b)
- ✓ Compare Genres: **Practice Master PM1.68**

Step 1 Develop Phonological Awareness	/b/b	/w/w	/j/j	/z/z
1. Tell children: <i>These words have /b/ at the beginning.</i> <i>These words have /b/ at the end.</i>	bear, bird, ball tub, cob, grab	win, wash, week	jump, jam, juice	zag, zip, zoom
2. Tell children: <i>I will say a word. Listen for /b/. If you hear it, put your hand up.</i>	bug, boot, book, mom, rod, tab	word, get, wagon, wind, mop, wash	jelly, June, get, jeans, plant, kiss	zero, zebra, mother, zap, work, little
Step 2 Introduce the Sound/Spelling				
1. Display the picture-only side of <b>Sound/Spelling Card 18</b> . Say <i>bicycle</i> . Have children repeat. 2. Say /b/. Have children repeat. 3. Turn the card over. Point to <i>b</i> and name it. Have children repeat it. (For sound/spelling /z/z, point to and name the <i>_s</i> spelling, then cover it up.)	 Card 18 bicycle, /b/b	 Card 19 window, /w/w	 Card 17 jar, /j/j	 Card 22 zero, /z/z
4. Give examples of <i>b</i> in initial and final positions.	bag, bit, bowl; rob, rib, crab	wag, want, weed	Jan, job	zoo, zipper
Step 3 Blend Sound-by-Sound				
1. Write <i>b</i> . Say /b/ and have children repeat. 2. Add <i>a</i> . Blend /b/ /ă/, sweeping your hand beneath the spellings. Have children repeat it. 3. Add <i>g</i> . Say /g/. Model blending the whole word and then have children blend with you. Repeat the routine, writing and blending <i>big</i> . ( <i>wig, jog, zag</i> )	<b>b</b> <b>ba</b> →  <b>bag</b> →	<b>w</b> <b>wi</b> →  <b>win</b> →	<b>j</b> <b>ja</b> →  <b>jab</b> →	<b>z</b> <b>zi</b> →  <b>zig</b> →
4. Write and blend words with final <i>b</i> . Explain that when a <i>w</i> appears at the end of word, it stands for another sound. The sounds /j/ and /z/ at the end of words are spelled in different ways. Often the final /z/ sound is spelled <i>zz</i> , as in <i>fizz</i> .	cab, dab, rib, lab			

For **Decoding Routine 1**, see page BP32.



Read On Your Own Book 4

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Letter and Sound Bb** **Bb**

Write the missing letter. Color the item named in the sentence.

1.  bat	2.  bus	3.  sun
4.  fan	5.  bed	6.  man
7.  bee	8.  bird	9.  boy

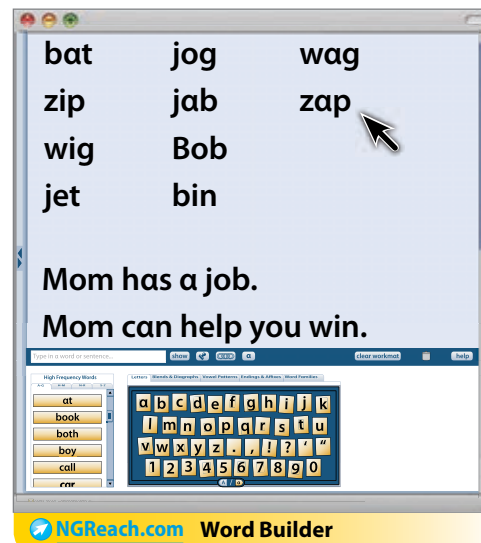
**Read It Together** Find the bed.

© Houghton Mifflin Harcourt Publishing Company  
For use with TE p. T55m **PM1.57** Unit 1 | My Family

### 3 Read Words with *b, w, j, z* ✓

Read On Your Own Book 4 page 2

Display the words and sentences using **Word Builder**. Have children blend the words. Then point out the High Frequency Words *has*, *help*, and *you*, and ask children to read the sentences.



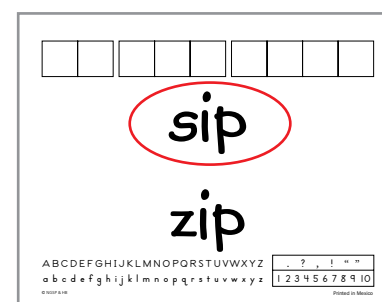
Have children turn to **Read On Your Own Book 4**, page 2. Review the sound/spellings, read the example, and have children echo. Then have partners take turns reading the picture labels. Assign **Practice Masters PM1.57–PM1.60** for more practice.

Children can also play **Phonics Games** at [NGReach.com](http://NGReach.com) to reinforce phonics skills.

### 4 Spell Words with *b, w, j, z* ✓

Use **Dictation Routine 1** to have children practice spelling on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *zip*.
- **Segment sounds:** *z/ /i/ /p/*. *What is the first sound you hear? (/z/)*
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 22 /z/, 11 /i/, and 9 /p/)
- **Repeat the word:** *zip*. Children write the spelling of the word.
- **Write the correct spelling.** Children check and correct their spelling. Repeat for *bag* and *zig* using cards 18 /b/, 6 /ă/, 10 /g/, 22 /z/, and 11 /i/.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then dictate: *I can zip the bag*. Have children chorally repeat and then write the sentence. Write the correct sentence, and have children check and correct.

### Check & Reteach

**OBJECTIVE:** Read and Spell Words with *b, w, j, z* ✓

Check dictation sentences for correct spellings. Prompt self-correction.

If children spell a word incorrectly, use **Decoding Routine 2** to reteach *b, w, j*, and *z*. Repeat with these sentences: *Bob can jog. Zip can wag.*

For **Decoding Routine 2**, see page BP33.

### Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T55g





## Sounds for b, w, j, z

Look at each picture. Read the words.

Example:



bag



wag



jam



zig zag



## Key Words

Look at the picture. Read the sentences.



### Mom at Work

1. We like to win.
2. We get help **from** my mom.
3. **She** works with **us**.
4. If we win, we have a **very good day**.

What is a very good day for you?



### High Frequency Words

day
from
good
she
us
very

### STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com



Phonics Games

NGReach.com

2

3

Read On Your Own Book 4  
pages 2–3

# High Frequency Words

## 5 Read and Spell Key Words Read On Your Own Book 4 page 3

Read aloud page 3 to teach each highlighted word and review known sound/spellings.

Use **High Frequency Words Routine 1**.

- **Say the High Frequency Word:** *day*.
- **Say a sentence with the word:** *The sun shines every day.*
- **Say the word again and have children repeat it and then write it.**

For **High Frequency Words Routine 1**, see page BP37.

See **Differentiate**

Have children track print and echo as you reread items 1–4. Reread again, pausing for children to say the High Frequency Words. Then have partners work together to read items 1–4 and answer “What is a very good day for you?”

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words

Have children take turns reading a word from the list on page 3, writing the word, and holding up the paper. Scan for misspellings. Repeat for all the words.

If children misspell, guide them in making a set of flash cards for words they need to practice. Pair children who have different words so they can practice the words together.

Have children use their flash cards throughout the week as they read and write.

## Differentiate

### EL English Learners

**ISSUE** English Learners may not know the meanings of words.

**STRATEGY** Use the gestures in parentheses and examples in blue to convey meaning.

**day** (Draw sun and moon.) *The sun shines during the day. The moon shines at night.*

**from** *I got a book from the shelf.* (Get a book from a shelf.)

**good** *This is a good book. That means we like it.*

**she** (Hand the book to a girl.) *She has the book.*

**us** *Show us the book.* (Have the girl show the book.)

**very** *This is a very good book. That means we like it a lot.*

**OBJECTIVES****Thematic Connection: My Family**

- ✓ Identify Nouns
- ✓ Preview a Postcard to Make Predictions

**PROGRAM RESOURCES****TECHNOLOGY ONLY**

- My Vocabulary Notebook
- Read with Me MP3

**MATERIALS**

timer

**Power Writing**

Have children write as much as they can as well as they can in one minute about the word *chrysalis*.

For **Writing Routine 1**, see page BP56.

**Vocabulary Strategy****1 Identify Nouns** ✓ Anthology page 56

Have children point to the image of the boy from *Papá and Me*. Ask: *Where is the boy?* (at the park) *A park is a place. A place is somewhere you can visit.* Read the sentence and explanation of nouns. *Which word names a place?* (park)

*The boy goes to the park to have fun. Where do you go to have fun?* Have children name familiar places, such as the playground, an amusement park, or a friend's house. Say: *These places are all nouns. If a word tells "where," it is a noun.*

Explain: *Nouns can also name people or things. If a word tells "who" or "what," it is also a noun.* Go around the room and invite children to name people they know, such as classmates, friends, or relatives. Give examples if children get stuck. Then have them name things in the classroom, such as pencils, desks, and backpacks.

**2 Try It Together** Anthology page 56

Read aloud the directions and words. Have children clap when they hear a noun and tell you how they know it is a noun. (*Home* and *library* both name **places**.) Have children use each noun in a new sentence.

See **Differentiate**

**Check & Reteach****OBJECTIVE: Identify Nouns** ✓

Ask: *What are three places in our school? Can you visit each place?* (Possible responses: lunchroom, gym, classroom; yes)

If children cannot answer, explain that each word names a place, so each word is a noun. Have children name and draw pictures of other places they know.

**Academic Talk****3 Preview, Set a Purpose, and Predict** ✓ Anthology page 57

Have children look at page 57 as you read the title of the selection aloud. Lead children on a picture walk through the selection. Ask: *What do you think this selection is about?* (Possible responses: Arizona, a place with rocks and cactuses; a postcard) Have children turn and talk to predict what they will learn about.

**Check & Reteach****OBJECTIVE: Preview a Postcard to Make Predictions** ✓

Listen as children make predictions.

If a child responds off topic, have him or her describe the images on page 57 in detail. Ask the child to think about these details to understand what they will read about.

**COMMON CORE STANDARDS**

<b>Reading</b>	
Read Prose	CC.1.Lit.10
<b>Writing</b>	
Participate in Shared Writing Projects	CC.1.W.7
<b>Speaking and Listening</b>	
Participate in Conversations	CC.1.SL.1
<b>Language and Vocabulary</b>	
Use Proper Nouns	CC.1.L.1.b



## Identify Nouns



At the **park**, I splash in puddles.

A **noun** names a place.

### Try It Together

Read the list of words. Which ones are nouns? How do you know?

go
home
library
play

**Connect Across Texts** Read more about what makes a family **special**.

**Genre** A **postcard** is like a letter. You send it in the mail.

# Postcard to Grandpa

by Amy Tong



### STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Read with Me

NGReach.com

Anthology  
pages 56–57

## Shared Reading

### 4 Read a Postcard Anthology page 57

**CONNECT ACROSS TEXTS** Ask children to think about what made the family from *Papá and Me* special. Then read aloud **Connect Across Texts**.

**GENRE** Read aloud the genre description. Elaborate: *People often send postcards to others when they are on vacation and want to show a place they are visiting.*

**SCIENCE BACKGROUND** Tell students about Arizona.

- *Arizona is a state in the United States.*
- *It is in the southwestern part of the country.*
- *Arizona has deserts and canyons.*

**REVIEW** Remind children that the setting is the place where a story takes place. Read pages 58–59 to the class. Use the questions on page T58–59 to build comprehension on the first read (Day 1) and the second read (Day 2).

## Comprehension Focus

### FIRST READ

### SECOND READ

#### Day 1 Read and Comprehend

- Active Reading
- Critical Thinking

#### Day 2 Reread and Analyze

- ✓ Identify Setting
- Critical Thinking

## Differentiate

### EL English Learner

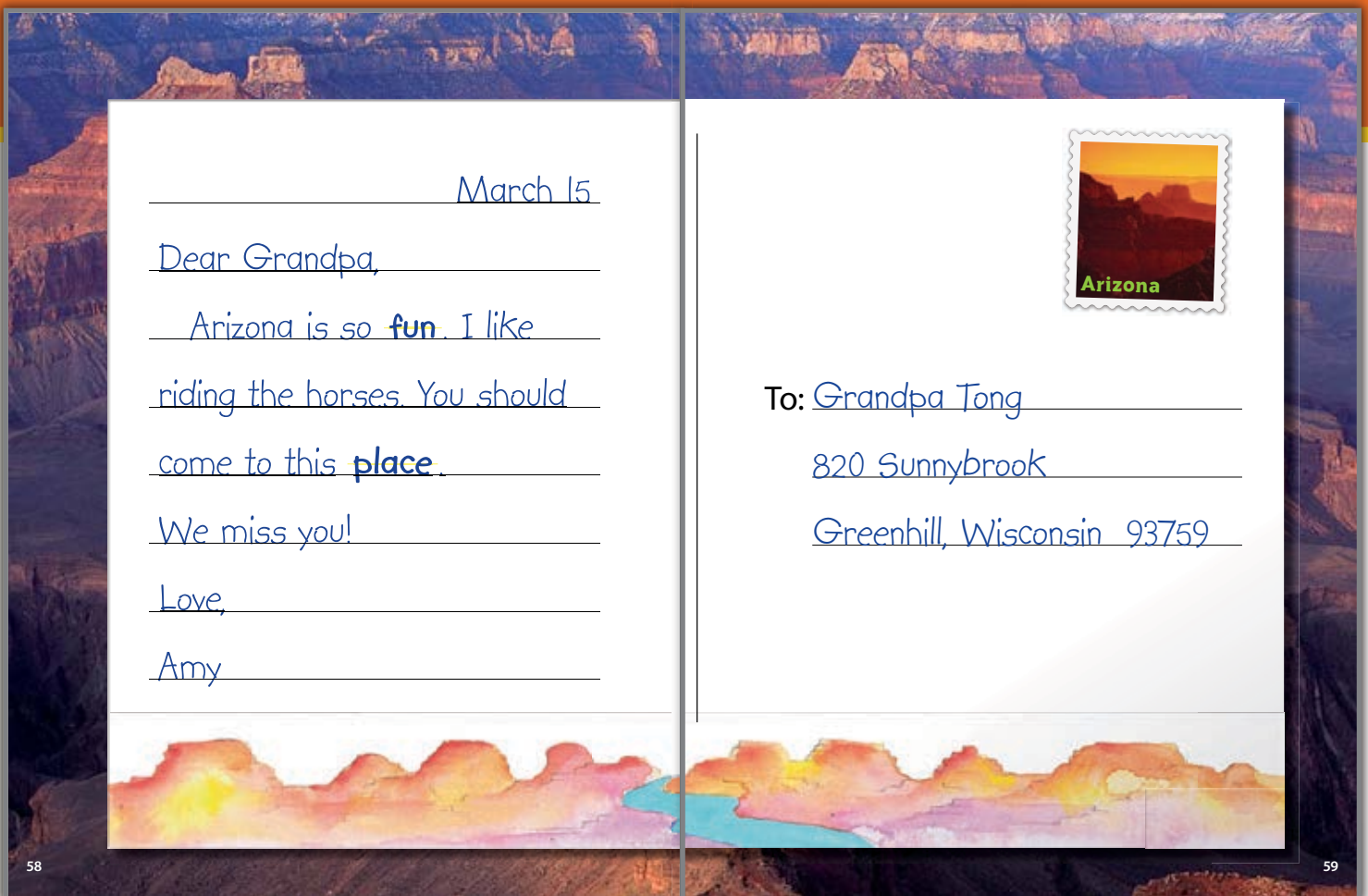
**ISSUE** Children do not understand the concept of “place” nouns.

**STRATEGY** Display pictures of people, places, and things. Have children identify the places.

### AL Above Level

**ISSUE** Children need more challenging vocabulary.

**STRATEGY** Use the illustration and photograph on page 57 to introduce more advanced vocabulary, such as *crevice*, *canyon*, *cactus*, and *gallop*. Use each word in a sentence.



Anthology  
pages 58–59

## 5 Build Comprehension

### FIRST READ

#### Day 1 Read and Comprehend

- 1 **Use Text Features** *Who is this postcard written for?* (Grandpa) *Who wrote it?* (Amy) *When was it written?* (March 15) Have children point to the parts of the postcard that show this information.
- 2 **Active Reading** As you read, have children point to the photograph, picture, and stamp. Ask: *What words could you use to tell what Arizona is like?* (Possible responses: *sunny, hot, cactuses, rocky*)

### SECOND READ

#### Day 2 Reread and Analyze

- 4 **Identify Setting**  Remind children that *setting* is the place where a story happens. Explain: *Amy writes about the **place** she is visiting.* Ask: *Where is Amy?* (Arizona) *What can you tell about it from the pictures and illustrations?* (Possible response: There is a desert, a canyon, and cactuses. The sun makes it look hot.)
- 5 **Compare Settings**  *Think about the setting of Papá and Me. How is the setting of this postcard like it?* (Possible response: It is outdoors.) How is it different? (Arizona has deserts and canyons. The park does not.)
- 6 **Draw Conclusions** *Do you think Amy likes Arizona? Why or why not?* (Possible response: Yes, she likes it. She says it is **fun**, and she gets to ride horses.)

# Writing

## 6 Write a Postcard **Anthology** page 58–59

Ask children to think about places they have visited or places they would like to visit. Brainstorm and display words that describe those places

Have children vote on which place they would most like to visit. Then have them work together as a class to write a postcard about their visit. Guide children to use the following sentence frames:

Dear \_\_\_\_\_,

\_\_\_\_\_ is a good place because \_\_\_\_\_.

I like to \_\_\_\_\_ here.

It is very \_\_\_\_\_.



### WRAP-UP

Ask: *What did you learn about postcards?* (They are short letters that tell about a place someone visits.) *What did you learn about Arizona?* (It is hot and dry, and it has cactuses.) Post children's answers.



### Daily Language Arts

#### Daily Grammar

Point out the proper noun *Amy* on page 58. Explain that a person's name is always written with an uppercase letter. Then use the Daily Grammar lesson on page T55i to teach proper nouns.

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Isolate Final Sounds
- ✓ Read and Spell Words with *b, w, j, z*
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Sound/Spelling Cards 6, 7, 10, 11, 14, 16, 17, 18, 19, 22  
High Frequency Words: Practice Master PM1.62  
Read On Your Own Book 4

### TECHNOLOGY ONLY

Letter Cards

## MATERIALS

self-stick notes—one pad per child



## MORNING WARM-UP

### Where does your extended family live?

Form pairs and have partners turn and talk. Then have pairs join together and share where their partner's extended family lives.

## Phonological Awareness

### 1 Isolate Final Sounds ✓

Use **Phonological Awareness Routine 1**.

- **Direct listening.** Tell children to listen for the ending sound.
- **Say a word:** *west*. Have children repeat the word.
- **Segment sounds:** /w/ /ě/ /s/ /t/. *What is the last sound you hear?* (/t/)
- **Say the sound again:** /t/.

For **Phonological Awareness Routine 1**, see page BP28.

Have children repeat the routine with the words *aunt* (/t/), *city* (/ě/), *him* (/m/).

## Check & Reteach

### OBJECTIVE: Isolate Final Sounds ✓

Ask: *What is the ending sound in zip and hop?* (/p/)

If children cannot answer, have them hop when they hear a word with a /p/ sound at the end of a word: *lip, pot, sit, cop, pat, sip*. Then repeat with /t/ and the words *hot, lid, ran, top, rat, and pit*.

## Phonics

### 2 Read Words with *b, w, j, z* ✓

**REVIEW** Display **Sound/Spelling Cards 17, 18, 19, and 22**.

Remind children of the sounds /j/j, /b/b, /w/w, and /z/z.

Use **Letter Cards** to display *job*. Ask children to blend and read the word. Change the first letter to *b*. Model blending and reading *bob*. Again, have children blend and read the word. Then repeat with *wig, zig, zag*.



## COMMON CORE STANDARDS

### Reading

Demonstrate Understanding of Phonemes	CC.1.Rfou.2
Isolate Final Sounds	CC.1.Rfou.2.c
Read Irregularly Spelled Words	CC.1.Rfou.3.g
<b>Language and Vocabulary</b>	
Spell High Frequency Words	CC.1.L.2.d

### 3 Spell Words with *b, w, j, z* ✓

Use **Dictation Routine 1** as children practice writing the words *jab, wig, zig,* and *zag* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *jab*.
- **Segment sounds:** /j/ /ă/ /b/.
- **Display Sound/Spelling Cards.** Have children match each sound to a **Sound/Spelling Card**. (cards 17 /j/, 6 /ă/, 18 /b/)
- **Repeat the word:** *jab*. Children write the spelling of the word.
- **Write the correct spelling.** Children check and correct their spelling. Repeat for *wig, zig,* and *zag*, using cards 6 /ă/, 10 /g/, 11 /i/, 19 /w/, and 22 /z/.

For **Dictation Routine 1**, see page BP35.

#### Check & Reteach

**OBJECTIVE:** Read and Spell Words with *b, w, j, z* ✓

Dictate sentences with *b, w, j,* and *z*: *Win. Jan and Bob win a prize. Win.* Have children write and then chorally spell the word *win*.

If children misspell *win, Jan,* or *Bob*, review **Sound/Spelling Cards** 17, 18, 19, and/or 22.

Repeat with this sentence: *Mom can zig zag and jab.*

Name \_\_\_\_\_ Date \_\_\_\_\_

**Handwriting**

### High Frequency Words

Trace each word two times and then write it.

day day day

from from from

good good good

she she she

us us us

very very very

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For use with TE p. T59c **PM1.62** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com) Practice Master PM1.62

## High Frequency Words

### 4 Read and Spell Key Words ✓

Display and read these sentences. Then say the underlined word or words:

day	It is a <u>day</u> with Mom.
she	<u>She</u> likes to jog with <u>us</u> .
from	We get help <u>from</u> Mom.
very	It is a <u>very good</u> jog!

Reread each sentence with children. Have them put two thumbs up when they hear the High Frequency Word. Distribute **High Frequency Word Cards**. Reread, and pause for children to hold up the matching card and whisper chant the spelling. Post one of each card on the Word Wall. Assign **Practice Master PM1.62**.

#### Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words ✓

Dictate: *This is a very good day.* Have children write *very, good,* and *day*.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.



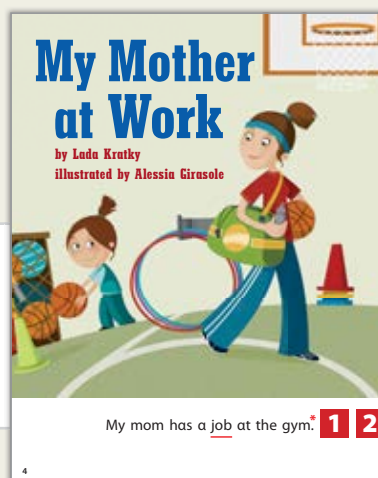
#### Daily Language Arts

**Daily Spelling and Word Work** ✓

Practice options on pages T55g



Read On Your Own Book 4



Read On Your Own Book 4  
pages 4–7

### Legend

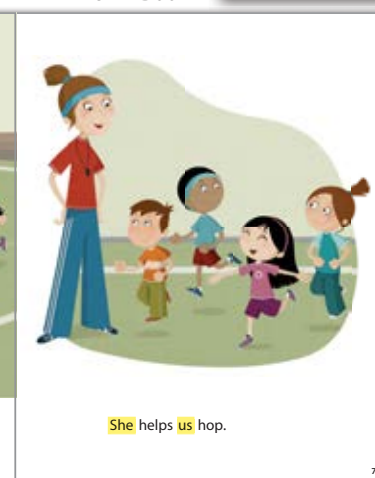
- words with *b, w, j, z*
- high frequency words
- \* story words



She is **very** good at it.



She helps **us** jog.



She helps **us** hop.

## Decodable Reading

- 5** Read “My Mother at Work” ✓ Read On Your Own Book 4 pages 4–10  
Use the illustrations to preteach the story word *gym* (page 4). Use **Decoding Routine 4** to conduct two readings of “My Mother at Work.” First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

### FIRST READ

#### Day 2 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children do not self-correct, provide corrective feedback. See **Differentiate**

### SECOND READ

#### Day 2 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- 1 Identify Main Idea** *What is the story about?* (It is about Mom’s job.)
- 2 Identify Details** *Where does Mom work?* (Mom works at the gym.)
- 3 Determine Sequence** *What do the children do after they jab the bag?* (They zig zag.)
- 4 Make Connections** *What does your mom help you do?* (Possible responses: Mom helps me ride my bike. Mom helps me tie my shoes.)

For **Decoding Routine 4**, see page BP34.

## Differentiate

### BL Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 4	Teacher’s Edition
words with short vowel <i>a</i>	has (page 4) at (pages 4, 5, 8) jab (page 8)	/ă/a (page RS15)
words with short vowel <i>i</i>	is (page 5) it (page 5) zig (page 9) win (page 10)	/i/i (page RS17)
words with short vowel <i>o</i>	mom (page 4) hop (page 7)	/ō/o (page RS19)

### SN Special Needs

**ISSUE** Children need more practice with words that begin or end with *b, w, j, z*.

**STRATEGY** Use the Legend to identify words with *b, w, j, and z* in “My Mother at Work.” Have children write each word on a self-stick note. Read aloud each word as children echo. Then have children find the words in “My Mother at Work.” Have children place the matching self-stick note on each word as they find it.





She helps us jab at the bag.

8



She helps us zig zag. **3**

9



She helps us win! **4**

10

Practice Phonics

**Sounds for b, w, j, z**

Read these words.

Bob	bag	zig zag	job	Sam
win	job	jog	Jim	Jan

Find the words that start with **b**. Then find words with **w, j,** and **z**. Use letters to build them.

**Talk Together** *Jim can jab.*

Choose words from the box to talk about what you see in the picture.

STUDENT TECHNOLOGY

e Student eEdition

Comprehension Coach

NGReach.com

Read On Your Own Book 4  
pages 8–11

## Practice Phonics

**6 Words with b, w, j, z** Read On Your Own Book 4 page 11  
Distribute **Letter Cards**. Read aloud directions for the first activity on page 11. Have partners work together to read and build words with *b, w, j,* and *z*.

z	a	g
j	a	b
w	i	n

**7 Talk Together** Read On Your Own Book 4 page 11  
Have partners turn and talk about what they see in the picture. Encourage them to use the words and the sentence frame:      *can*     . Have three pairs share **Talk Together** answers. (Possible responses: Jim *can* jab. Bob *can* zag. Sam *can* jog.)

### Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from “My Mother at Work.” Note reading speed and miscues.

For children with low reading speeds and many miscues, conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.



## OBJECTIVES

### Thematic Connection: My Family

✓ Identify Nouns

✓ Identify Setting

Compare Genres

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

T-Chart: Practice Master PM1.68

### TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me MP3

## MATERIALS

timer • postcard from Day 1

## Power Writing

Have children write as much as they can as well as they can in one minute about the phrase *extended family*.

For **Writing Routine 1**, see page BP56.

# Vocabulary Practice

## 1 Identify Nouns ✓

**REVIEW** Say: *Remember, a noun names a **person**, a place, or a thing.* Display a chart with the headings *People, Places, and Things*.

Then have children look in their **My Vocabulary Notebook** for the **Key Words** *special, parents, together, fun, extended family, visit, group, idea, place, share, and trip*. Have children identify which **Key Words** are nouns. Then have them identify whether the nouns name people, places, or things. Write the words in the columns.

NOUNS		
People	Places	Things
parents	place	visit
extended family		idea
group		trip

Have children work in pairs to use one of the nouns in a new sentence. Have one partner from each pair share the sentence with the class.

## Check & Reteach

**OBJECTIVE:** Identify Nouns ✓

Ask: *Which words are nouns: Grandpa, neat, swim, or school?*

If children do not say *Grandpa* and *school*, ask *Which word answers the question "Who could you **visit**?"* (*Grandpa*) *Which word answers the question "Where could you go?"* (*school*)

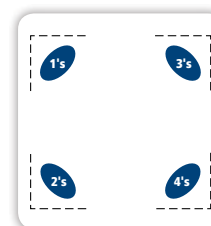
Explain: *When we talk about who, we are talking about a person or people. When we talk about where, we usually mean a **place**. People and **places** are nouns.*

# Academic Talk

## 2 Talk about Places Anthology page 58

Use **Corners** to have children describe different places they have visited, such as on family vacations or to visit extended family members. Designate the corners as City Places, Country Places, Extended Family Places, and Adventure Places. Have children choose a place to discuss and tell what the place looked like, the kinds of things they did, and what clothes they wore or food they ate. Have one child from each group share the corner discussion.

For **Corners**, see BP54.



Corners

## COMMON CORE STANDARDS

### Reading

Use Key Details to Describe CC.1.Rlit.3

Use Illustrations CC.1.Rlit.7

and Details to Describe

Read Prose CC.1.Rlit.10

### Writing

Write About Topics CC.1.W.2

Participate in Shared Writing Projects CC.1.W.7

### Speaking and Listening

Participate in Conversations CC.1.SL.1

### Language and Vocabulary

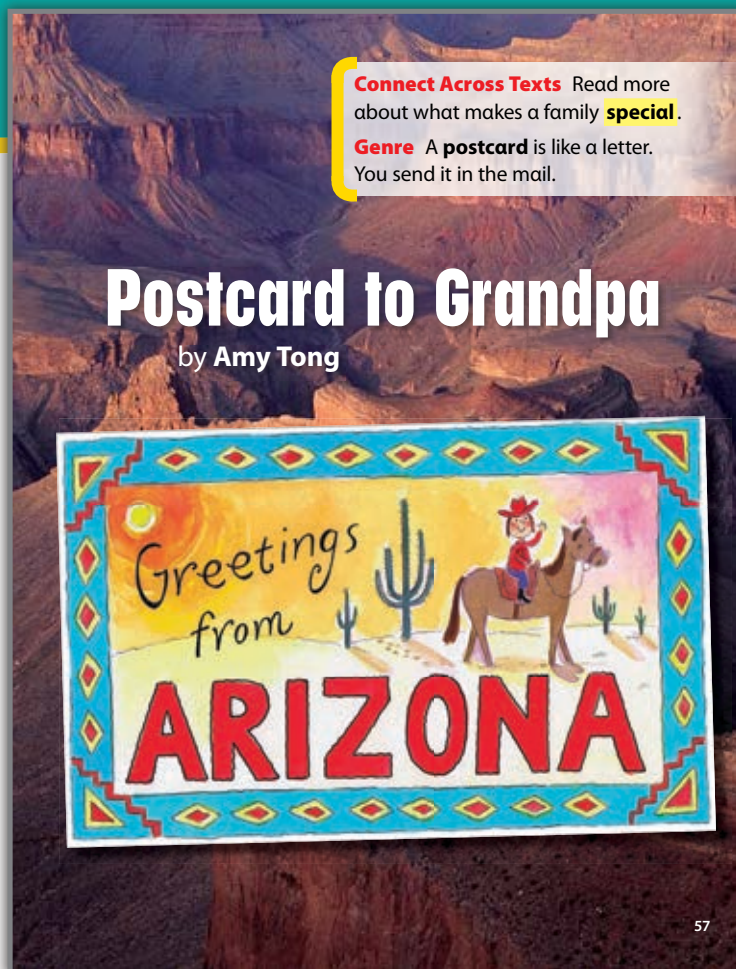
Use Proper Nouns CC.1.L.1.b

Demonstrate Command CC.1.L.2

of English Capitalization and Punctuation

Capitalize Dates CC.1.L.2.a

Use Commas in Dates CC.1.L.2.c



**Connect Across Texts** Read more about what makes a family **special**.  
**Genre** A **postcard** is like a letter. You send it in the mail.

# Postcard to Grandpa

by Amy Tong

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook

NGReach.com

57

Anthology page 57

## Comprehension

### 3 Setting ✓

Remind children that the setting is the place where a story occurs. *Sometimes a **setting** can change other things in a story, such as how people act or what they do.*

Ask: *What do you know about cold, snowy places?* Encourage them to include details about the weather, the clothes worn, transportation, and how people have fun.

Repeat with hot, dry places. Have children recall what Amy wrote about Arizona.

Also have them turn back to the pictures on page 57. Ask: *Does Arizona have cold weather or hot weather? How do you know?* (hot; cactuses grow where it is hot)

### Check & Reteach

**OBJECTIVE:** Identify Setting ✓

Ask: *Do you think Amy wore a snowsuit on her vacation? Why or why not?*

If children say yes or are not sure, ask: *Would you find snow in a hot **place** or a cold **place**?"*

(a cold **place**) *Amy is in Arizona. Is Arizona a hot **place** or a cold **place**?* (a hot **place**)

## Reread and Analyze

### 4 Build Comprehension

Use the **Reread and Analyze** questions on pages T58–59 as you reread “Postcard to Grandpa.”

See **Differentiate**

## Differentiate

### BL Below Level

**FRONTLOAD** Have children listen to the article using **Read with Me MP3** before conducting the whole-class rereading.

### OL On Level

**READ TOGETHER** Have children track the print as you reread together.

### AL Above Level

**READ ALONG** Read page by page. Have children chime in to read the words they know.



Anthology

Name \_\_\_\_\_ Date \_\_\_\_\_

T-Chart

**Compare Genres**

Compare a story and a postcard.

Realistic Fiction	Postcard
is a made up story that seems real	is a message from a real person
has colorful, fun pictures	has photos and pictures
is not handwritten	is handwritten

Tell a partner how a story and a postcard are different.

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For use with TE p. T59h

PM1.68

Unit 1 | My Family

NGReach.com Practice Master PM1.68

**Respond and Extend****5 Compare Genres** Anthology page 60

Read aloud page 60. Remind children that *Papá and Me* was a realistic fiction story. Say: *A realistic fiction story is a made-up story that has people and events that are like those in real life.* Ask children to recall: *What happened in the story Papá and Me? What was the setting?* (It is about a boy and his father in the park.) Then ask: *How is "Postcard to Grandpa" different?* (It's a short message from a real person, Amy. She is on vacation in Arizona.)

Have children think about other differences between realistic fiction and postcards. Children should record their answers on **Practice Master PM1.68**.

**Check & Reteach****OBJECTIVE:** Compare Genres

Ask: *Is "Postcard to Grandpa" or Papá and Me about something that really happened?*

If children cannot answer, ask: *Which would you write to tell about a real place you visited?* (postcard) *Which would you write to tell what happens to a made-up character?* (realistic fiction)

**6 Talk Together** Anthology page 60

Read aloud the **Talk Together**. Lead a whole-class discussion by asking: *What is your extended family like? How is your family special?* Invite children to discuss families from all their Unit 1 readings.



## Compare Genres

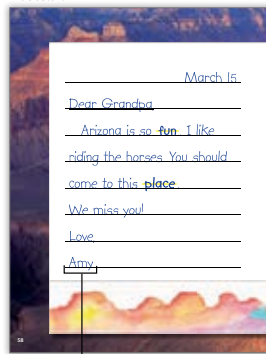
How are *Papá and Me* and “Postcard to Grandparents” different?

Realistic Fiction



The story is made up, but it seems real.

Postcard



The postcard is a message from a real person.

### Talk Together

Think about what you read and learned.  
What makes a family?

60

Anthology page 60



## Daily Language Arts

### Daily Grammar ✓

Point out the date on the children’s postcard. Then use the Daily Grammar Lesson on page T55i to review how to capitalize dates.


## Writing

### 7 Write the Address on a Postcard Anthology pages 58–59

Have children turn and talk to a partner to share their addresses. Ask: *What street do you live on? What city? What country?*

Explain that a postcard must have the name and address of the person who will receive it. Guide children in the proper punctuation of an address. Have them point to the commas on page 59. With children, add the principal’s name and the school’s address to the postcard you wrote as a class on Day 1.

Explain that people often add a date to their postcards so they know when the postcards were written. Have children point to the date on the postcard on page 58. Help them add a date to their postcards to the principal.



**WRAP-UP** Have children list the people in their extended family, such as grandparents, aunts, uncles, and cousins. Ask: *Whom would you write a postcard to? Why?*

# Day 3 Learn Sounds, Letters, and Words



Sing with Me  
Phonics Songs Book

## OBJECTIVES

Thematic Connection: My Family

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short e
- ✓ Read and Spell High Frequency Words

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Write-On/Wipe-Off Boards

Sing with Me Phonics Songs Book, page 23

Sound/Spelling Cards 4, 7, 21

Letter and Sound e: Practice Master PM1.69

High Frequency Words: Practice Master PM1.70

Read On Your Own Book 4

### TECHNOLOGY ONLY

Sing with Me Phonics Songs MP3 or CD 1,  
Tracks 18–19

Word Builder

## MATERIALS

small coins or chips—3–5 per child

## MORNING WARM-UP

What do you want to do together in a new place?

Form pairs and have partners turn and talk. Have each pair think of a new place they would like to visit and list things they want to do in the new place.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *shop*.
- **Segment the sounds:** /sh/ /ō/ /p/. Have children place a chip in their sound boxes on the **Write-On/Wipe-Off Boards** for each sound as you segment.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: /sh/ /ō/ /p/. Then have them sweep their fingers under the boxes as they echo the word more quickly.

For **Phonological Awareness Routine 2**, see page BP28.

Have children repeat the routine with the words *egg, red, can, from, nest, men, pot*.

## Check & Reteach

**OBJECTIVE:** Blend Sounds ✓

Segment the sounds: /r/ /ă/ /n/. Then ask: *What's the word?* (*ran*)

Ask children who cannot identify the word to listen and repeat the word *an*. Tell them to add the /r/ sound at the beginning of the word. *What's the word?* (*ran*) Repeat for *ham, fit*.

## Phonics

### 2 Learn Sound/Spelling /ě/ ✓

Sing with Me Phonics Songs Book page 23

Scaffold language. Point to and name the *10* on the *clock*, the *hen*, and an *egg*. Play Tracks 18 and 19 and follow the directions. Practice the gestures until children can perform smoothly.

- 1 Hold up 10 fingers.
- 2 Put hand behind ear as if listening.
- 3 Cup hands and motion forward as if giving.

## COMMON CORE STANDARDS

### Reading

Blend Sounds to Orally Produce Words CC.1.Rfou.2.b

Decode Words with Short e CC.1.Rfou.3

Read Irregularly Spelled Words CC.1.Rfou.3.g

### Language and Vocabulary

Spell Words with Short e CC.1.L.2.d

Spell High Frequency Words CC.1.L.2.d

Spell New Words Phonetically CC.1.L.2.e





### Our Hen

- 1 Every day at ten
- 2 We can hear our hen,
- 3 "Here's an egg  
From me to you!"

Sing with Me Phonics  
Songs Book page 23

Cover up the spelling *ea* on **Sound/Spelling Card 21**. Then use **Decoding Routine 1** to connect sound and spelling /ĕ/e and to blend words.

<b>Step 1 Develop Phonological Awareness</b>		/ĕ/e
1. Tell children: <i>These words have /ĕ/ at the beginning. These words have /ĕ/ in the middle.</i>		egg, every, end hen, belt, check
2. Tell children: <i>I will say a word. Listen for /ĕ/. If you hear it, pat your head. If you don't hear it, leave your hands down.</i>		red, them, cat, vest, pot, wet, hit
<b>Step 2 Introduce the Sound/Spelling</b>		
1. Display the picture-only side of <b>Sound/Spelling Card 21</b> . Say: <i>elephant</i> . Have children repeat.		 <p><b>Card 21</b> elephant, /ĕ/e</p>
2. Say: /ĕ/. Have children repeat.		
3. Turn the card over. Point to the spelling and name it. Have children repeat.		
4. Give examples of words with initial and medial e.		elm, elf smell, tent, shelf
<b>Step 3 Blend Sound-by-Sound</b>		
1. Write <i>r</i> and say: /r/. Have children repeat.		r
2. Add <i>e</i> . Point to the <i>e</i> spelling on <b>Sound/Spelling Card 21</b> . Blend: /r/ /ĕ/, and sweep your hand below it. Have children blend the sounds with you.		re → 
3. Add <i>d</i> . Say: /d/. Blend the whole word and have children blend it with you.		red →
4. Write and blend other words with /ĕ/.		men, net, fed, leg, ten, end

For **Decoding Routine 1**, see page BP32.

See **Differentiate**

## Differentiate

### EL English Learners

#### PHONICS TRANSFER

**ISSUE** In Hmong and Haitian Creole, there is no /ĕ/ sound. There are similar sounds in Cantonese, Vietnamese, and Korean, but children speaking these languages may also need help creating an /ĕ/ sound.

**STRATEGY** Have children:

- tell whether or not the sound /ĕ/ is used in their home language.
- practice making the /ĕ/ sound.
- practice saying sentences with /ĕ/, such as *Ed gets eggs from Ella the hen.*



Read on Your Own Book 4

Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**  
**Letter and Sound Ee**

Write the missing letter. Color each item named in the sentence.

1. egg	2. ant
3. elevator	4. elbow
5. envelope	6. horse

**Read It Together** Find the egg and the elbow.

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[NGReach.com](http://NGReach.com) Practice Master PM1.69

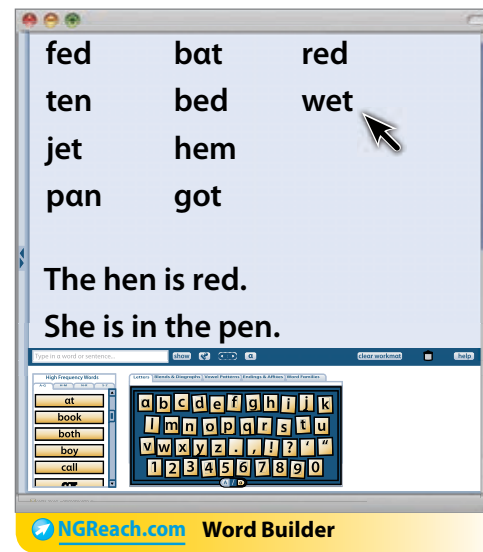
### 3 Read Words with Short e

Read On Your Own Book 4 page 12

Use the **Word Builder** to project the words and sentences shown. Have children blend the words as they did in step 1 on page T60a. Then point out the High Frequency Words *the, she, is, and in*.

Review the sound/spelling /è/e and read the examples on page 12 together.

Assign **Practice Master PM1.69** for more practice.

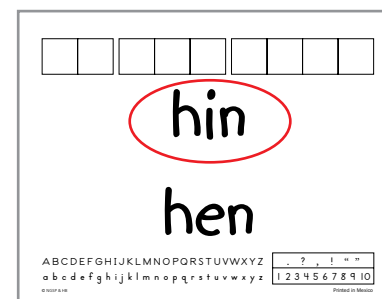


### 4 Spell Words with Short e

Use **Dictation Routine 1** to have children practice spelling *hen, bed, and leg*.

- **Say a word:** *hen*.
- **Segment the sounds:** /h/ /è/ /n/. *What is the first sound you hear in hen?* (/h/)
- **Display Sound/Spelling Cards.** Have children match each sound to a card. (cards 4/h/, 21/è/, and 7/n/)
- **Repeat the word:** *hen*. Children write the spelling of the word.
- **Write the correct spelling.** Children check and correct their spelling.

For **Dictation Routine 1**, see page BP35.



Write-On/Wipe-Off Board

Dictate a sentence for children to say and write: *The hen is in the bed*. Display the sentence and have children check and correct.

### Check & Reteach

**OBJECTIVE:** Read and Spell Words with Short e

Check dictation sentences for correct spellings. Prompt self-correction.

If children spell a word incorrectly, use **Decoding Routine 2** to reteach *hen* and *bed*.

Repeat with this sentence: *The hen has a leg*.

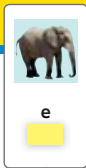
For **Decoding Routine 2**, see page BP33.

## High Frequency Words

### 5 Read and Spell Key Words

Read aloud page 13. Then reread the sentences. Have children clap when they hear a High Frequency Word.





## Words with Short e

Look at each picture. Read the words.

Example:



hen



red



bed



leg



ten



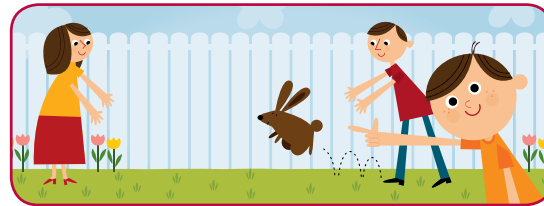
pen

## Key Words

Read the sentences. Look at the pictures.

High Frequency Words

- day
- from
- good
- she
- us
- very



### We Like Deb

1. Deb is **very good** to **us**.
2. **She** hops **from** Dad to Mom.
3. It is a good **day** if I am with Deb.

What can Deb do?



Phonics Games

NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Word Builder

NGReach.com

Read On Your Own Book 4  
pages 12–13

Use a Word Wall chant to develop automatic recognition. Together, chant each word and spelling (for example: *day*) and drum with one finger on the desk for each letter. Then say the whole word as you drum roll with one finger on each hand.

Assign **Practice Master PM1.70** for more practice.

## Check & Reteach

**OBJECTIVE:** Read and Spell High Frequency Words ✓

Have partners take turns reading and spelling the **High Frequency Words** on page 13 of

**Read On Your Own Book 4**. Listen for errors.

For children who misspelled words, use **High Frequency Words Routine 2** to reteach.

For **High Frequency Words Routine 2**, see page BP37.

**REVIEW** Check children's retention of **Ready, Set...** High Frequency Words.

Have children play **Memory** with two sets of **High Frequency Word Cards** for the words *old, just, come, three, little, eat, after, and again*.

- Lay cards in a grid facedown.
- The first child turns over two cards and reads the words. If the words match, the child keeps the cards. If the words don't match, the child turns the cards over and the other player takes a turn.
- Play continues until all the cards have been matched.

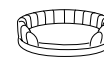
For **Memory Game**, see page BP38.

Name \_\_\_\_\_ Date \_\_\_\_\_

High Frequency Words

### Zip Can Jog

Write a word from the box to complete each sentence.



- |                      |
|----------------------|
| High Frequency Words |
| day                  |
| from                 |
| good                 |
| she                  |
| us                   |
| very                 |

1. Zip is a good dog.
2. Zip can jog from the bed to the mat.
3. Zip can get a big pat from us.
4. She can jog from the mat to the bed.
5. Zip has a very good day!

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PM1.70

Unit 1 | My Family

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Practice Master PM1.70

## Daily Language Arts

Daily Spelling and Word Work ✓

Practice options on page T55h

**OBJECTIVES**

**Thematic Connection: My Family**  
Preview a Story to Make Predictions

**PROGRAM RESOURCES****PRINT & TECHNOLOGY**

Interactive Read-Aloud 2 or Interactive Read-Aloud 2  
PDF R11–R12

**MATERIALS**

timer • index cards, 11

**Power Writing**

Have children write as much as they can as well as they can in one minute about the word *together*.

For **Writing Routine 1**, see page BP56.

**Vocabulary Practice****1 Review Social Studies and Academic Vocabulary**

**REVIEW** Review the **Key Words** to prepare children for reading “Postcard Pals.” Display the words. Chorally read the words as a class.

Have children work in small groups. Have them write **Key Words** on index cards and place the cards in a pile. They should take turns drawing a card and reading the word aloud. Then someone in the group tells the definition or uses the word in a sentence.

**Key Words**

extended family · fun · group  
idea · parents · place · share · special  
together · trip · visit

**Academic Talk****2 Preview and Predict** Interactive Read-Aloud 2 **SCREENS 1–5**

Have children look at the screen as you read the title aloud. Do a picture walk together. Have children predict: *What do you think “Postcard Pals” is about?* (Possible response: friends who send each other postcards) Ask them to turn and talk to a partner.

**Check & Reteach**

**OBJECTIVE:** Preview a Story to Make Predictions

Ask: *What prediction did you make about “Postcard Pals”?*

If children do not respond that the story may be about friends who exchange postcards, ask: *What do people do with postcards?* (send them to friends) Lead children on a second picture walk to emphasize that postcards often show photographs of faraway places.

**Interactive Read-Aloud****3 Share a Story** Interactive Read-Aloud 2 **SCREENS 1–5**

**GENRE** Explain: *“Postcard Pals” shows postcards. A postcard is a small card that can be sent in the mail. It has a picture on the front and a space on the back for a message.*

**CONNECT ACROSS TEXTS** Remind children that “Postcard to Grandpa” was also a postcard. Have children think about why Amy wrote her grandpa a postcard. Ask: *In “Postcard Pals,” two friends send each other postcards from Alaska and Arizona. Why do you think they write these postcards?* (Possible response: to tell each other about what they see in those **places**)

**COMMON CORE STANDARDS****Reading**

Setting CC.1.Rlit.3

Read Prose CC.1.Rlit.10

**Writing**

Write Opinions CC.1.W.1

**Speaking and Listening**

Participate in Conversations CC.1.SL.1

**Language and Vocabulary**

Use Proper Nouns CC.1.L.1.b

Demonstrate Command of English CC.1.L.2

Capitalization and Punctuation

Capitalize Dates CC.1.L.2.a

Use Commas in Dates CC.1.L.2.c



SCREEN 1

**Postcard Pals**

Liam and Carol lived on the same street in a city in Arizona. They did everything together. They rode bikes. They went to the pool on really hot days. Then Carol's father took a new job in Alaska. Liam and Carol knew they would no longer do things together.

More ↑ The setting is the place where a story happens.

Setting

NGReach.com Interactive Read-Aloud 2

**SOCIAL STUDIES BACKGROUND** Share information about Arizona and Alaska:

- *Arizona is in the southwestern part of the United States. Alaska is northwest of Canada, apart from the rest of the United States.*
- *Much of Arizona is desert, and it is very dry. Very little rain falls in the desert.*
- *Most of Alaska is covered with cold, barren land called tundra. Some parts of Alaska are covered with ice. Other parts are covered with forests.*

Read screens 1–5 to the class. Use the questions on page T60g to build comprehension during the first read (Day 3) and second read (Day 4).

### Comprehension Focus

FIRST READ

SECOND READ

Day 3 Listen and Comprehend

- Make Predictions
- Active Reading

Day 4 Listen and Analyze

- ✓ Identify Setting
- ✓ Compare Settings
  - Critical Thinking

## SCREEN 2

Carol missed Liam. She wanted to tell him all about her new home. So she sent him a postcard about her life in Alaska.

Dear Liam, March 15

Alaska is wild! I wish you could see this place. The mountains have snow. I can see the sea from my window. It's as blue as the sky. We took a trip to look at whales. A moose even came into our yard last night. Isn't that cool?

Your friend,  
Carol

To: Liam Young  
49 Point Drive  
Clark, Arizona 85026

← More  
These words give clues about the setting.

Clue Words

## SCREEN 3

Liam was glad to hear from Carol. He missed her, too. He wrote her a postcard.

Dear Carol, March 25, 2011

Alaska sounds like another planet! Today is so hot in Arizona. My family went swimming at the pool. Can you swim in the sea? The sky is super blue today. I can even see the mountains across the desert. Can you come back to visit this summer?

Love,  
Liam

To: Carol Jackson  
349 Oak  
Huron, Alaska 99546

Clue Words

## Fluency

**Intonation** Explain: *A period shows the end of a sentence. An exclamation point shows the end of a sentence and a strong feeling. A question mark shows the end of a question. Your voice goes up when you see a question mark.* Model the difference between a sentence ending in a period, a question mark, and an exclamation point. Then have children chorally mimic your fluency and expression as you move your finger under the text as you read.

## Build Comprehension

## Day 3 Listen and Comprehend

- 1 Make Predictions** Have children look at the stamps before you begin to read. Ask: *Do you think Carol will like Alaska? Why or why not?* (Possible response: Yes, she will like it because the photographs on the stamps show a pretty scene.) After reading, ask: *Was your prediction correct?*
- 2 Active Reading** Have two children play the parts of Carol and Liam. Each child will read the postcards written by his or her character. Read the narrative text in between.

## Day 4 Listen and Analyze

- 3 Identify Setting** ✓ Have children review the stamps. Ask: *Which stamp shows a part of Alaska?* (screen 2) *Which stamp shows a part of Arizona?* (screen 3) *How do you know?* (Carol says she has seen water and a moose in Alaska. Liam says that Arizona is hot, dry, and sunny.)
- 4 Compare Settings** ✓ Ask: *What words describe Arizona?* (Possible response: *dry, sunny, mountains*) *What words describe Alaska?* (Possible response: *cold, forests, water, moose*) *How is Arizona different from your home?* *How is Alaska different from your home?* (Possible response: My home state gets more rain than Arizona. It is not as cold as Alaska. I live close to a city.)
- 5 Determine Main Idea** Ask: *What is Liam's postcard mostly about?* (Possible response: He misses Carol and wants her to visit Arizona.)



SCREEN 4

Carol did not visit Liam. Instead, Liam went to stay with her for two weeks in Alaska! They had fun doing things together in a new place. They rode bikes. They hiked in the woods. Liam even saw a moose. They promised to write each other more postcards. Do you think they will?

What is the setting of this part of the story?

Alaska

SCREEN 5

**Compare Settings**

**Arizona**  
desert  
hot

**Both**  
blue sky  
mountains

**Alaska**  
sea  
moose  
whales

# Writing

## 4 Write a Personal Response Interactive Read-Aloud 2

Review that Carol lives in Alaska and Liam lives in Arizona. Ask: *If you had to choose, would you rather live in Alaska or Arizona?* Have children choose one and write a sentence about it.

### Key Words

fun · good · place · special  
trip · very · visit

Provide a sentence frame:

I would live in \_\_\_\_\_ because \_\_\_\_\_.

Have children write and illustrate their sentences and share them with the class.

Have children use **Key Words** in their sentences.

**WRAP-UP** Ask: *What do you think is the most interesting thing Carol wrote about Alaska?* (Possible response: seeing whales and moose up close) *What is the most interesting thing Liam wrote about Arizona?* (Possible response: He went swimming in the pool.) Have children turn and talk, and then have pairs share their answers with the class.



## Daily Language Arts

### Daily Grammar

Point out the dates in "Postcard Pals." Have children point to the comma in each one. Then use the Daily Grammar lesson on page T55j to teach how to use commas when writing the date.



Read On Your Own Book 4

## OBJECTIVES

### Thematic Connection: My Family

- ✓ Blend Sounds
- ✓ Read and Spell Words with Short e
- ✓ Read and Spell High Frequency Words
- ✓ Read Decodable Text Fluently and with Comprehension

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

- Write-On/Wipe-Off Boards
- Sound/Spelling Cards 3, 5, 7, 9, 13, 21
- My E e Book: Practice Master PM1.71
- Read On Your Own Book 4

### TECHNOLOGY ONLY

- Letter Cards

## MATERIALS

small chips or coins—3–5 per child

## MORNING WARM-UP

### What activities do you share with friends?

Have children work in small groups to think of activities they share with their friends. Have one member of each group share the activities for his or her group with the class.

## Phonological Awareness

### 1 Blend Sounds ✓

Use **Phonological Awareness Routine 2**.

- **Say a word:** *game*.
- **Segment the sounds:** /g/ /ā/ /m/. Have children put chips in their sound boxes on the **Write-On/Wipe-Off Boards** for each sound they hear as you segment the word.
- **Blend the sounds.** Have children loop their fingers beneath each sound as you slowly blend the word: *game*. Then have them sweep their fingers under the boxes as they echo the word more quickly.

For **Phonological Awareness Routine 2**, see page BP28.

Have children repeat the routine with the words *help, best, beds, nets, fed, get, pet*.

## Check & Reteach

**OBJECTIVE:** Blend Sounds ✓

Segment the sounds /r/ /ĕ/ /d/. Ask: *What's the word?* (*red*)

For children who cannot identify the word, ask them to listen and repeat the word part *ed*.

Tell them to add the /r/ sound at the beginning of the word. *What's the word?* (*red*) Repeat for *fad, pan, pin, and Ted*.

## COMMON CORE STANDARDS

### Reading

Blend Sounds to Orally Produce Words	CC.1.Rfou.2.b
Decode Words with Short e	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g
Read with Fluency	CC.1.Rfou.4

### Language and Vocabulary

Spell Words with Short e	CC.1.L.2.d
Spell High Frequency Words	CC.1.L.2.d
Spell New Words Phonetically	CC.1.L.2.e

## Phonics

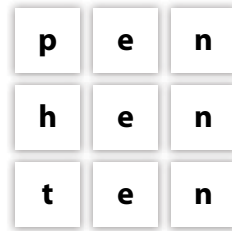
### 2 Read Words with Short e ✓

**REVIEW** Cover the *ea* spelling and display **Sound/Spelling Card 21**. Ask: *What's the picture?* (elephant) *What's the sound?* (/ĕ/) Have children say the spelling (e) as they write it with their fingers on their desks.

Use **Letter Cards** *p, e, and n* to build *pen*, and blend the word.



Distribute **Letter Cards** *b, d, e, f, g, h, m, n, p, r, t,* and *w,* and have children take turns building and reading words with *-en*. (*hen, ten, men*) Repeat for these word families and words: *-et* (*wet, get, net*); *-ed* (*bed, red, fed*). Encourage children to add other rhyming words.

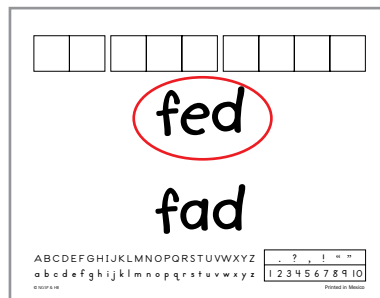


Assign **Practice Master PM1.71** for more practice.

### 3 Spell Words with Short e ✓

Use **Dictation Routine 1** to have children practice spelling *ten, fed,* and *pet* on their **Write-On/Wipe-Off Boards**.

- **Say a word:** *fed*.
- **Segment sounds:** /f/ /è/ /d/. *Say the word with me.*
- **Display Sound/Spelling Cards.** Children match each sound to a card. (cards 3 /f/, 21 /è/, 13 /d/)
- **Repeat the word:** *fed*. Children write the spelling of the word.
- **Write the correct spelling.** Children check and correct their spelling.



Write-On/Wipe-Off Board

For **Dictation Routine 1**, see page BP35.

Then dictate: *I fed the pet*. Have children write the sentence. Write the correct sentence, and have children check and correct.

## High Frequency Words

### 4 Read and Spell Key Words ✓

Review this week's High Frequency Words by having children chant the words three times as you point to them on the Word Wall: *day, from, good, she, us, very*.

**REVIEW** Have children review previously taught words *old, just, come, three, little, eat, after,* and *again*. Have children march-spell each word as you point to it. (March on one foot and then the other for each letter; jump on both feet for the whole word.)

### Check & Reteach

**OBJECTIVES:** Read and Spell Words with Short e ✓  
Read and Spell High Frequency Words ✓

Use **Dictation Routine 2** with the sentence: *The hen has a very good day.*

If children have trouble spelling, display a model and have them circle any misspelled words and write them correctly. Repeat with this sentence: *She can get us ten hens.*

For **Dictation Routine 2**, see page BP35.

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an e picture on each page and write its name. Read the sentence and do what it says.

**Read It Together**

Put an E on the leg.

**My E e Book**

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For use with TE p. T60j

**PM1.71** Unit 1 | My Family

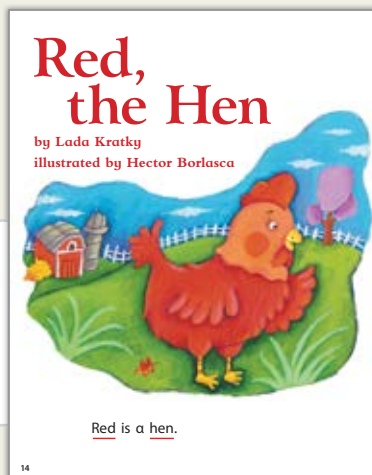
**NGReach.com** Practice Master PM1.71



**Daily Language Arts**  
**Daily Spelling and Word Work** ✓  
Practice options on page T55h



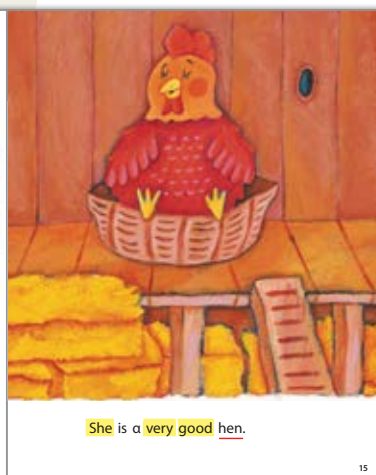
Read On Your Own Book 4



Read On Your Own Book 4  
pages 14–17

### Legend

- words with short e
- high frequency words
- \* story words



## Differentiate

### BL Below Level

**ISSUE** Children mispronounce words with previously taught phonics elements.

**STRATEGY** Use the chart to identify specific resources for review and reteaching.

Skill	Book 4	Teacher's Edition
beginning or ending <i>g</i>	good (page 15) get (page 16) egg (page 16) pig (page 17)	/g/g (page RS23)
beginning or ending <i>d</i>	Red (page 14) good (page 15) day (page 16) find (page 17) bed (page 18)	/d/d (page RS23)

### AL Above Level

**ISSUE** Children can quickly decode the passage.

**STRATEGY** Ask children to read the text aloud with intonation and expression.

## Decodable Reading

### 5 Read "Red, the Hen" ✓ Read On Your Own Book 4 pages 14–20

Use the illustrations to preteach the story words *egg* (page 16) and *eggs* (page 20). Then use **Decoding Routine 4** to conduct two readings of "Red, the Hen." First, conduct a whisper read to monitor decoding. Then, conduct a choral read to monitor progress.

#### FIRST READ

### Day 4 Decode and Self-Correct

Have children whisper read. Monitor and listen for miscues. Prompt self-correction. If children cannot self-correct, provide corrective feedback. See **Differentiate**

#### SECOND READ

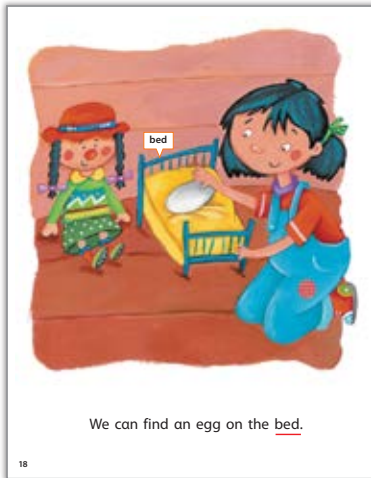
### Day 4 Reread and Comprehend

Have children chorally reread the text. Listen for improvement on accuracy and rate. Use the following questions to build comprehension.

- 1 **Identify Details** *What does the hen give every day?* (The hen gives an egg.)
- 2 **Make Inferences** *Why is the hen named Red?* (Possible responses: The hen is red. She has red feathers.)
- 3 **Analyze/Describe Setting** *Where does Red live? How do you know?* (Children should point to the nest, pig pen, and yard to determine that Red lives on a farm.)
- 4 **Make Connections** *Can you find 10 eggs from Red? Let's count them.* (Count the eggs with children.)

For **Decoding Routine 4**, see page BP34.





We can find an egg on the bed.

18



We can find an egg in a net. **3**

19



Can you find ten eggs from Red? **4**

20

Practice Phonics

**Words with Short e**

Read these words.

wet	jet	pig	big	tan
ten	hen	red	dog	pet

Find the words with short e. Use these letters to build the words.

**Talk Together** p e t

The hen is red.

Choose words from the box above. Tell your partner what you see in the picture.

STUDENT TECHNOLOGY

Student eEdition

Comprehension Coach

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Read On Your Own Book 4  
pages 18–21

## Practice Phonics

**6 Words with Short e** Read On Your Own Book 4 page 21  
Distribute **Letter Cards**. Read aloud the first activity on page 21. Have partners read the words in the box and do the word-building activity.

**7 Talk Together** Read On Your Own Book 4 page 21  
Have children work with partners to tell about the picture using words from the box. Then share **Talk Together** answers. (Possible responses: *The hen is red. The pig is big. The dog is wet. The jet is tan.*)

p	e	t
w	e	t
t	e	n
h	e	n
r	e	d

### Check & Reteach

**OBJECTIVE:** Read Decodable Text Fluently and with Comprehension

Have each child read aloud a page from “Red, the Hen.” Note reading rate and accuracy. Have children who have low reading speeds conduct partner readings or use the **Comprehension Coach** to build automaticity. Use **Reteaching Routine 1** to conduct one-on-one reteaching for miscues.

For **Reteaching Routine 1**, see page BP36.

**OBJECTIVES****Thematic Connection: My Family**

- ✓ Identify Nouns
- ✓ Compare Settings

**PROGRAM RESOURCES****PRINT & TECHNOLOGY**

Interactive Read-Aloud 2 or Interactive Read-Aloud 2  
PDF R11–R12

**MATERIALS**

timer • 4" x 6" index cards

**Power Writing**

Have children write as much as they can as well as they can in one minute about the word *share*.

For **Writing Routine 1**, see page BP56.

**COMMON CORE STANDARDS**

<b>Reading</b>	
Read Poetry	CC.1.Rlit.10
<b>Writing</b>	
Write About Topics	CC.1.W.2
<b>Speaking and Listening</b>	
Participate in Conversations	CC.1.SL.1
<b>Language and Vocabulary</b>	
Use Adjectives	CC.1.L.1.f
Use Context Clues	CC.1.L.4.a

**Vocabulary Practice****1 Identify Nouns** ✓ Interactive Read-Aloud 2 **SCREEN 2**

Remind children that a noun names a person, a place, or a thing. Display and read the first four sentences on screen 2. Have children raise their hands when they hear a noun. (*Liam, Alaska, place, mountains, snow, sea, window, whales, moose, yard*) Have children identify the proper nouns *Liam* and *Alaska*. Ask children to use one of the nouns in a new sentence.

**Check & Reteach****OBJECTIVE: Identify Nouns** ✓

Say these words: *Alaska, wild, blue, mountains*. Ask: *Which words are nouns?*

If children cannot answer, have them work in groups to review the postcard from Carol.

Each group should look for words that name a person, place, or thing. Have groups share their words with the class and help children understand these words are nouns.

**Academic Talk****2 Use Nouns**

Remind children that nouns can be things. Ask: *What things does Carol see in Alaska? What does Liam see in Arizona?* Have partners share ideas about which place they would like to visit, and what things they would like to see there. Then have partners share their nouns with the class.

**Comprehension****3 Compare Settings** ✓ Interactive Read-Aloud 2 **SCREENS 2–3**

Explain: *A story can have more than one **setting**. Sometimes part of a story happens in one **place**, and the rest happens in another **place**.* Have children recall the settings in "Postcard Pals." (Arizona and Alaska) Display screens 1–3. Reread each message as children study the images. Elicit words that describe each setting.

Review the setting of "Postcard to Grandpa." Ask: *Where was Amy when she wrote the postcard?* (Arizona) *What did she say?* (She rode horses. It was fun.) *How is this different from what Liam liked to do in Arizona?* (He went swimming.)

**Check & Reteach****OBJECTIVE: Compare Settings** ✓

Ask: *How is the **setting** of Alaska like the **setting** of Arizona?*

If children cannot answer, have them name words or phrases that describe the outdoors in general, such as *fresh, breezy, cool, warm, sunny*. Display answers. Then read each word aloud and have children tell whether it describes Arizona, Alaska, or both.



SCREEN 1

**Postcard Pals**

Liam and Carol lived on the same street in a city in Arizona. They did everything together. They rode bikes. They went to the pool on really hot days. Then Carol's father took a new job in Alaska. Liam and Carol knew they would no longer do things together.

More + The setting is the place where a story happens.

Setting

Interactive Read-Aloud

## Listen Again and Analyze

### 4 Build Comprehension Interactive Read-Aloud 2 SCREENS 1-5

Use the **Listen and Analyze** questions on T60g as you reread "Postcard Pals."

## Writing

### 5 Write About setting

Distribute index cards and have children work in pairs. Have one write a list of details about Arizona and the other write a list of details about Alaska.



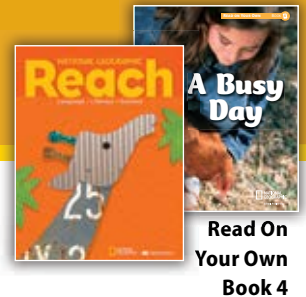
### Daily Language Arts

#### Daily Grammar

Display today's date, e.g. Thursday, October 14, 20 \_\_\_\_ . Have children identify which words are capitalized (days and months) and what punctuation is used. (commas after day and the number in the date) Then use the Daily Grammar lesson on page T55j to review how to write dates.

**WRAP-UP** Have children discuss experiences they have that are similar to some of the children they have read and talked about. To spark discussion, ask: *Do you go swimming like Carol and Liam? Have you gone on a vacation like Amy? Do you ever jump in puddles?*

# Day 5 Review and Apply



Anthology

Read On Your Own Book 4

## OBJECTIVES

**Thematic Connection: My Family**

- ✓ Read and Spell Words with *b, w, j, z*
- ✓ Read and Spell Short *e* Words
- ✓ Read and Spell High Frequency Words
- ✓ Identify Setting
- ✓ Compare Settings

## PROGRAM RESOURCES

PRINT & TECHNOLOGY

Read On Your Own Book 4

Grammar: Proper Nouns: Practice Master PM1.73

TECHNOLOGY ONLY

Letter Cards

Vocabulary Games

## MORNING WARM-UP

Which group of people did you enjoy reading about most this week? Why? Help children recall Amy and Grandpa, Carol, and Liam and tell which ones they liked best. Ask: *Why did you choose these people?* Have children turn and talk.

## Power Writing

Have children write as much as they can as well as they can in one minute about the word *group*.

For **Writing Routine 1**, see page BP56.

Review Phonics and High Frequency Words

### A Very Good Day

What do Jen and Jim do on a **very good day**? Read the sentences. Find the pictures to match. What 2 pictures don't belong?

1. Wes jogs with us.
2. We jab at bags.
3. We zig zag.
4. We get wet.
5. Jen has jam.

### Legend

- words with long *e*, long *u*
- high frequency words

Read On Your Own Book 4  
pages 22–23

## Phonics Review

### 1 Play A Very Good Day ✓ Read On Your Own Book 4 page 22–23

Read aloud the directions on page 22. Have partners read the clues and play the game. Gather the group and discuss what happened on the good day. Tell children to choose a picture and tell whether it shows something they like to do or would like to do. Encourage them to use the words in the sentences and act out what they do. Examples:

- I like to swim and get wet. (Move arms as if swimming.)
- When we play tag, I zig zag. (Demonstrate zigging and zagging.)

## COMMON CORE STANDARDS

### Reading

Use Key Details to Describe	CC.1.Rlit.3
Use Illustrations and Details to Describe	CC.1.Rlit.7
Decode Words with Short <i>e</i>	CC.1.Rfou.3
Read Irregularly Spelled Words	CC.1.Rfou.3.g

### Writing

Focus on a Topic	CC.1.W.5
Participate in Shared Writing Projects	CC.1.W.7

### Speaking and Listening

Participate in Conversations	CC.1.SL.1
------------------------------	-----------

### Language and Vocabulary

Use Proper Nouns	CC.1.L.1.b
Spell High Frequency Words	CC.1.L.2.d

## Check & Reteach

**OBJECTIVES:** Read and Spell Words with *b, w, j, z* ✓  
Read and Spell Short *e* Words ✓  
Read and Spell High Frequency Words ✓

Distribute a **Letter Card** to each child. Tell children to hold up their **Letter Cards** as you whisper cheer the spelling for words that have *b, w, j, z*: *Give me a j ... Give me an a ... Give me a b*. Have children with the letters stand together. *What does it spell?* (*jab*) Repeat for words with short *e* and for High Frequency Words.


Grammar and Spelling

Skills Trace: > Common and Proper Nouns  
> Proper Nouns  
> Proper Nouns

## Proper Nouns

A **proper noun** is the name of a special person, animal, or place.

I see **Amy**.



**Grammar Rules Proper Nouns**

Start a <b>proper noun</b> with a capital letter.	My grandpa likes his dog <b>Bo</b> . <b>capital letter</b>
	Grandpa walks on <b>Cherry Street</b> . <b>capital letters</b>

### Read a Sentence

Why does Chávez Park have capital letters?

Papá and I went to Chávez Park.

### Write Sentences

Write a sentence about a family member. Use the name of your family member in the sentence. Read it to a partner.

61

**STUDENT TECHNOLOGY**

Student eEdition

Vocabulary Games

Resources

NGReach.com


## VOCABULARY GAME

Have children play **Rivet**.

- Display a blank for each letter of the word.
- Fill in letters one by one, pausing briefly after you write each letter.
- Have children guess the word.
- Complete the word. When someone identifies the word correctly, have that child fill in the remaining blanks.

For **Rivet**, see BP55.

## ONLINE VOCABULARY GAME



NGReach.com Online Vocabulary Games

Anthology page 61

## Vocabulary Review

### 2 Apply Word Knowledge

Have children apply their knowledge of words on the Spelling Test and the **Key Words** to play a game. Display the spelling words and the **Key Words**.

## Grammar Review

### 3 Proper Nouns and Dates Anthology page 61

Read aloud the Grammar Rules box. Review proper nouns with children: *Remember that a noun is a word that names a person, **place**, or thing. Special people, **places**, and things are proper nouns, and they start with a capital letter. Other nouns are common nouns.*

Complete the Read a Sentence activity with children. Ask: *Why does Chávez Park have capital letters?* (because it names a special **place**) *What specific people or places have you read about this week?* (Amy, Grandpa, Liam, Carol, Arizona, Alaska)

Then use pages T55i–T55j to review dates, which are a special kind of proper noun. Have children work in groups to add the missing capital letters and commas to the sentences below. Assign **Practice Master PM 1.73**.

1. I was born on july 14 2006.
2. My sister was born on a sunday.
3. My brother was born on january 1 2000.
4. My cousin was born in june.

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar: Proper Nouns

## Name Game

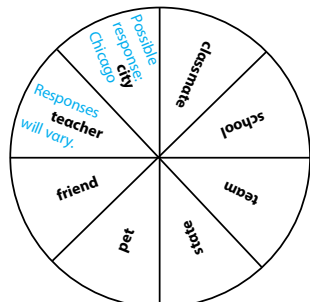
Grammar Rules Proper Nouns

Start a proper noun with a capital letter. → My dog **Mac** is the best dog in the world.

1. Play with a partner.
2. Spin the spinner.
3. Name a proper noun. Write the proper noun on a piece of paper.

**Make a Spinner**

1. Put a paper clip (◌) in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.



PM1.73 Unit 1 | My Family

NGReach.com Practice Master PM1.73


**Daily Language Arts**
**Daily Grammar** ✓

Review and Assess on page T55j

**Comprehension****4 Review Setting**

Remind children: A **setting** is the **place** where a story happens. Name a few selections you have read in class, including *Papá and Me*, “Postcard to Grandpa,” and “Postcard Pals.” Ask: *What is the setting in each selection? How do you know?* If needed, lead children in finding clues to the setting by looking carefully at illustrations and looking for details in the story. Write relevant words on the board.

**Check & Reteach****OBJECTIVES:** Identify Setting ✓

Compare Settings ✓

Ask: *If you wanted to write a story about something that happened yesterday, what would be the setting?* (Possible responses: my home, the school)

If children cannot describe a setting, ask: *Where were you when you woke up?* (home) *Where were you during math class?* (classroom) *Where were you during lunch?* (cafeteria, playground)

Have children draw a picture of each place and tell how they are different.

**Academic Talk****5 Relate Readings to the Big Question**Use **Fishbowl**.

- Create two groups. Have children form two concentric circles.
- Have the inner group discuss the **Big Question: What makes a family?** as the outer group observes and listens quietly.
- Have children switch places. Use the following questions to guide your discussion: *How are families alike? How are they different?*
- Ask: *What do families share? What do they do together? How do these things make a family?*

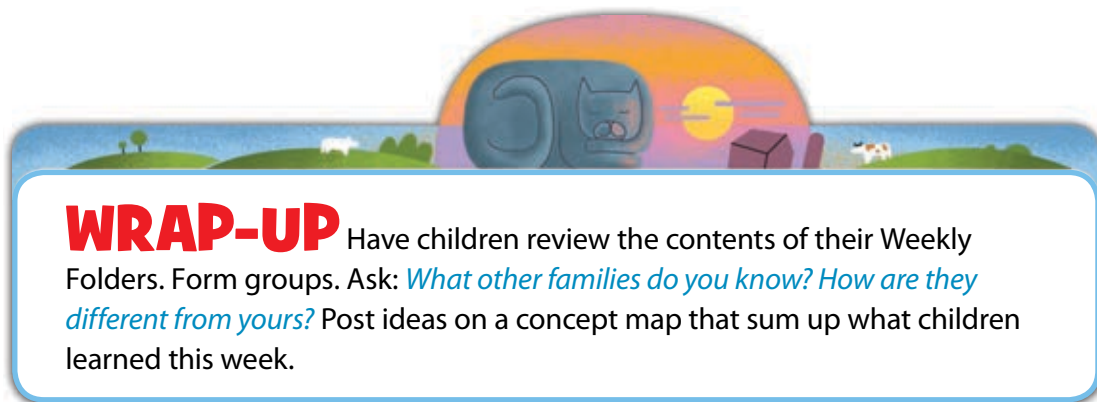
For **Fishbowl**, see page BP60.



## Writing

### 6 Write About Places Families Live

Have children look behind them in the circle and pair up. Ask: *Where does your family live now? Where did your family live before?* Have each pair choose a place or describe their home. Lead children to brainstorm words they would use to tell about the place, such as *hot, cold, city, country, mountains, and flat*. Then have pairs work together to write a sentence about the place and illustrate it. Assemble all the pages into a class book.



**WRAP-UP** Have children review the contents of their Weekly Folders. Form groups. Ask: *What other families do you know? How are they different from yours?* Post ideas on a concept map that sum up what children learned this week.



## OBJECTIVES

**Thematic Connection: My Family**

✓ Write a Descriptive Photo Essay

## PROGRAM RESOURCES

### PRINT & TECHNOLOGY

Idea Web: Practice Master PM1.74

Writing Rubric: Assessment Master A1.61

### TECHNOLOGY ONLY

Practice Revising: eVisual 1.15

## SUGGESTED PACING

- DAY 1 Study a Model
- DAY 2 Prewrite
- DAY 3 Draft
- DAY 4 Revise and Edit
- DAY 5 Publish and Present

Name \_\_\_\_\_ Date \_\_\_\_\_

Prewrite Graphic Organizer: Idea Web

### Idea Web

**Word Choice Checklist**

- ✓ Did you pick strong words?
- ✓ Do your words go with your pictures?
- ✓ Do your words grab your reader's attention?

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**PM1.74** Unit 1 | My Family

NGReach.com Practice Master PM1.74

## COMMON CORE STANDARDS

### Writing

- Write About Topics CC.1.W.2
- Focus on a Topic; Respond to Peer Feedback CC.1.W.5
- Recall Information CC.1.W.8

### Speaking and Listening

- Ask and Answer Questions CC.1.SL.3

### Language and Vocabulary

- Use Proper Nouns CC.1.L.1.b
- Produce Complete Sentences CC.1.L.1.j
- Use End Punctuation CC.1.L.2.b

## Study a Model

**Read and Analyze** Anthology page 62

Read aloud the prompt and clarify the role, audience, form, and topic: *“Our Family Place” tells me that my role is to write as a member of my family. Who are we writing for? (our families) What are we writing? (a photo essay) What should it be about? (a special place where the family goes)*

Review the trait, word choice. Explain: *Good writers use the right names for things and describe things in an interesting way.*

Explain that a photo essay uses both pictures and words to tell a story. Point to the first picture and read aloud the caption. Ask: *What do you see in the photo?* (a lake, two tents) *What do the words tell you?* (The family goes to Camp Blue Lake.)

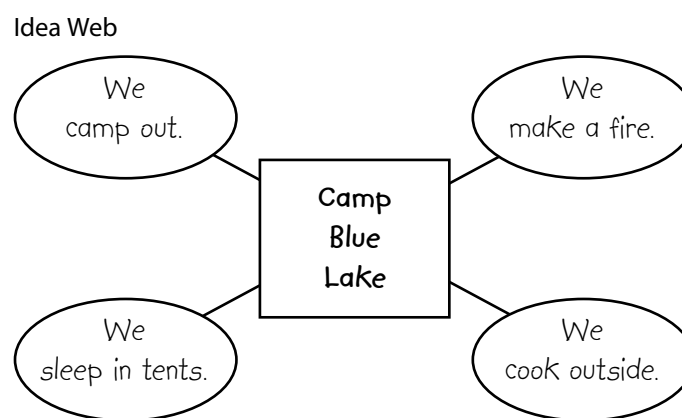
Read aloud the second caption. Ask: *What do the photo essay’s words and pictures tell you about the family’s special place?* (They sleep in a tent, cook outside, and have fun.)

## Prewrite

**Plan** Anthology pages 62–63

Reread the prompt on page 62. Explain: *You will write a photo essay about a special place where your family likes to go.* Allow partners time to talk about places they go with their families, and then have them choose one place to write about. Have children find photos or make drawings of their places.

Model how to complete an Idea Web using “Our Family Place.”



Distribute **Practice Master PM1.74**. Have children use their images to talk about their places with a partner and then plan their photo essays by recording details from their discussion in the Idea Web. Tell children to use the Language Frames on page 63 and the Word Choice Checklist on the practice master for guidance.



Writing Project

### Write as a Family Member

#### Write a Photo Essay

Where does your family go? Tell about a special place. Write a photo essay for your family.



#### Our Family Place

by Bali Rashidi



We go to Camp Blue Lake.



This is where we cook outside.

A photo essay has photos.

Captions give information about the photos, like the **setting** or people pictured.

62

#### Language Frames

- We go to \_\_\_\_\_.
- This is where \_\_\_\_\_.

#### 1 Plan and Write

Work with a partner. Talk about places you go with your family. Pick one place. Find photos or make drawings of the place. Tell your partner about the place.

Write about where you go. Then write about why the place is special. Match each sentence with a picture.

#### 2 Check Your Work

Revise and edit your writing. Use this checklist.

#### 3 Finish and Share

Finish your photo essay. Write each sentence neatly. Leave space between words.

Read your photo essay aloud. Hold up the photos so that the group can see. Sit quietly while others speak. Share what you know.

#### Checklist

- Think about different nouns you can use. Can you use nouns that name people and places?
- Check your sentences. Did you begin names of special places with a capital letter?
- Read each line of your work. Keep track of words you misspell. Make your own spelling list.

I have fun with my family!



63

Anthology  
pages 62–63

## Draft

**Write** Anthology page 63

Use the Idea Web that you created for “Our Family Place” and model how Bali used it to draft her photo essay.

Think Aloud	Write
<i>Bali’s photo shows where her family likes to go. Instead of writing “We go to the lake” in her caption, she used a proper noun and told us which lake.</i>	We go to the lake. We go to <u>Camp Blue Lake</u> .
<i>Bali explains how different it is to cook at Camp Blue Lake by using the word outside. That’s an interesting detail about her family’s special place.</i>	This is where we cook. This is where we cook <u>outside</u> .

Have children use their Idea Webs to draft their photo essays. Remind them to choose their words carefully and tell about their photos or drawings in an interesting way.

See **Differentiate**

## Differentiate

### EL English Learners

**ISSUE** Children need language support to add details to their captions.

**STRATEGY** As children point to things in their pictures, help them create a word bank of nouns and verbs that they can use in their captions. For example: The child’s picture shows a picnic at the beach. As the child points to a beach umbrella, a cooler chest, and a blanket, provide the words and spelling of each object. The picture shows children building a sand castle. Suggest and spell words such as *dig, build, and carve*.



## Revise

### Check Your Work Anthology page 63

Display and read aloud **eVisual 1.15** to model how to make changes to drafts. Point out and use the revising marks.



### Practice Revising

We visit Aunt Jess.  
She lives at zen Lake.  
Aunt Jess is nice.  
We <sup>beg</sup> ~~want~~ to stay!



#### Revising Marks

- Add.
- Take out.
- Move to here.
- Check spelling.
- Capitalize.

[NGReach.com](https://www.ngr.com) Practice Revising: eVisual 1.15



**INTERACTIVE WHITEBOARD TIP:** Use the pen to circle the words *nice* and *want*.

Think aloud as you mark the revisions to fix the proper noun and improve word choice. *The second sentence has a mistake. Zen Lake is a proper noun, so the word Zen needs a capital letter. I will fix that. I can also improve my word choice in the last sentence. To show how much we would like to stay, I'll cross out want and change it to the word beg.* Consider also modeling how to replace *nice* with a more descriptive word, such as *kind* or *funny*.

## Differentiate

### AL Above Level

**ISSUE** Children want to add more precise nouns and verbs, but they cannot think of words they want to use.

**STRATEGY** Have children work in pairs to brainstorm a list of possible words. Encourage partners to use a beginning thesaurus to find interesting, descriptive words and use them to replace plain ones.

### BL Below Level

**ISSUE** Children do not write in complete sentences.

**STRATEGY** Have children tell you about their pictures and their special places. Choose a statement that goes with each picture from the ones that children state, and write it down using correct capitalization and end punctuation. Then have children copy and write each statement beneath its related picture.

Have partners read their captions to each other. Have the listeners tell how details in the words match and add to what they learned from the pictures. Then have the listeners ask the writers each Word Choice Checklist question on **Practice Master PM1.74**. Encourage both writers and listeners to discuss responses and make suggestions for revisions.

See **Differentiate**

# Edit

## Check Your Work Anthology page 63

Have children work in pairs to edit their captions using the Checklist on page 63. Have them circle any words they think may be misspelled and any grammatical errors they find. Circulate and provide feedback. Use the Daily Language Arts lessons to reinforce spelling and grammar skills.

**Checklist**

- Think about different nouns you can use. Can you use nouns that name people and places?
- Check your sentences. Did you begin names of special places with a capital letter?
- Read each line of your work. Keep track of words you misspell. Make your own spelling list.

# Publish and Present

## Finish Anthology page 63

Have children attach each picture to a sheet of construction paper, leaving room beneath each picture for the caption. Tell children to copy each caption neatly, incorporating their revisions and edits.



Use the **Writing Rubric** to assess each child's photo essay.

## Share Anthology page 63

Demonstrate how to read aloud to a group. Reread the student model in a lively voice. Point out that readers should pause to show their pictures as they read their photo essays. Ask: *How does stopping to show your pictures help readers understand your captions?* (They have time to look at the details that match each caption.)

After each child reads his or her story to the class, allow time for questions and answers. Remind children that they should listen as others ask questions and use complete sentences when they reply. Model by role-playing a listener. Ask: *What did you feel when you saw Camp Blue Lake for the first time?* Answer: *I felt happy that my family found a peaceful place to camp.*



## Daily Language Arts

### Daily Spelling & Word Work

Point out the spelling of words with *b, w, j, z,* and short *e*, such as *Jess, want, Zen,* and *beg*, in **eVisual 1.15** on page T63a. Then use pages T55g–T55h to practice spelling.

### Daily Grammar

Point out the proper nouns *Aunt Jess* and *Zen Lake* in **eVisual 1.15** on page T63a. Then use pages T55i–T55j to practice proper nouns.

## Writing Rubric

Score Point	Idea	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The message is clear and focused on the topic. Details are relevant and contribute to an excellent understanding of the topic.	The backticks are clear and fit the purpose. All content follows in logical sequence.	The backticks are appropriate for the audience. The writing has a strong voice and is consistent throughout.	Appropriate words were used to convey the message. The backticks are clear and fit the purpose.	All sentences are varied and have transitions. When read aloud, the backticks sound natural and rhythmic.	The writing has only a few minor errors in spelling, punctuation, and grammar.	The text is presented in an appropriate and interesting way. Visuals are appropriate and support meaning.
3	The message is clear and focused on the topic. Most details are relevant and contribute to a good understanding of the topic.	Most of the backticks are clear and fit the purpose. Most of the content follows in logical sequence.	The backticks are mostly appropriate for the audience. Most of the writing has a strong voice and is consistent throughout.	Some appropriate words were used to convey the message. Most of the backticks are clear and fit the purpose.	Most sentences are varied and have transitions. When read aloud, the backticks sound natural and rhythmic.	The writing has only a few minor errors in spelling, punctuation, and grammar.	The text is presented in an appropriate and interesting way. Visuals are appropriate and support meaning.
2	The message is clear and focused on the topic. Some details are relevant and contribute to an understanding of the topic.	The backticks are somewhat clear and fit the purpose. Some content follows in logical sequence.	The backticks are sometimes appropriate for the audience. Some of the writing has a strong voice and is consistent throughout.	Some appropriate words were used to convey the message. Some of the backticks are clear and fit the purpose.	Some sentences are varied and have transitions. When read aloud, the backticks sound somewhat natural and rhythmic.	The writing has several errors in spelling, punctuation, and grammar.	The text is not presented in an appropriate and interesting way. Visuals are not appropriate and do not support meaning.
1	The message is not clear and focused on the topic. Few details are relevant and contribute to an understanding of the topic.	There is no clear structure or fit the purpose. The content does not follow in logical sequence.	The backticks are not appropriate for the audience. The writing does not have a strong voice and is not consistent throughout.	Few appropriate words were used to convey the message. Little or none of the backticks are clear and fit the purpose.	Few or none of the sentences are varied and have transitions. When read aloud, the backticks do not sound natural and rhythmic.	The writing has many errors in spelling, punctuation, and grammar.	The text is not presented in an appropriate and interesting way. Visuals are not appropriate and do not support meaning.

# Week 4 Assessment & Reteaching

= TESTED SKILL

## Assess

### OBJECTIVES

#### Foundational Skills

##### Phonological Awareness

- Isolate Final Sounds
- Blend Sounds

##### Phonics

- Decode Sounds and Letters *b, w, j, z*
- Decode Words with Short *e*
- Read High Frequency Words

#### Spelling

- Spell Words with *b, w, j, z*
- Spell Words with Short *e*
- Spell High Frequency Words

#### Fluency

- Intonation
- Accuracy and Rate

### ASSESSMENTS

**Foundational Skills Test** Unit 1, Week 4

**Phonological Awareness**

Directions: Read the words. Circle the final sound in each word.

Word	Final Sound
bat	<input type="radio"/> /b/ <input checked="" type="radio"/> /t/ <input type="radio"/> /a/
pen	<input type="radio"/> /p/ <input checked="" type="radio"/> /n/ <input type="radio"/> /e/
top	<input type="radio"/> /t/ <input checked="" type="radio"/> /p/ <input type="radio"/> /o/
map	<input type="radio"/> /m/ <input checked="" type="radio"/> /p/ <input type="radio"/> /a/

**High Frequency Words**

Directions: Read the words. Circle the beginning sound in each word.

Week 4

she  /s/  /h/

us  /u/  /s/

day  /d/  /a/

from  /f/  /r/

very  /v/  /y/

**A1.41** Unit 1, My Family

**Foundational Skills Test** Unit 1, Week 4

Directions: Read the words. Circle the final sound in each word.

Word	Final Sound
bat	<input type="radio"/> /b/ <input checked="" type="radio"/> /t/ <input type="radio"/> /a/
pen	<input type="radio"/> /p/ <input checked="" type="radio"/> /n/ <input type="radio"/> /e/
top	<input type="radio"/> /t/ <input checked="" type="radio"/> /p/ <input type="radio"/> /o/
map	<input type="radio"/> /m/ <input checked="" type="radio"/> /p/ <input type="radio"/> /a/

**A1.42** Unit 1, My Family

**Spelling Words**

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

**Short e words**

- bed My mom and dad say it is time for **bed**.
- ten I want to stay up for **ten** more minutes.
- pet I am watching a show about having a **pet**.
- tell They **tell** me I need to sleep.

**High Frequency Words**

- day It has been a long **day**.
- from We went visiting **from** house to house.
- good It was **good** to see my grandmother.
- she **She** is so funny!
- us She always tells **us** jokes and riddles.
- very Some of her riddles are **very** hard!

**More Words**

Use these words and sentences for additional Pretest and Test items.

- met Today I **met** her new dog.
- zest It wags its tail with **zest**!
- get I will **get** to take it for walks.
- led It has to be **led** on a leash.
- leg Grandma says walking hurts her **leg**.
- best The **best** part is that I will see Grandma every day!

**Oral Reading Assessment Progress Tracker**

Record the student's scores from the Oral Reading Assessment Progress Tracker over time. The Accuracy and Rate, error counts correct per minute (cpm), and the student's rubric score.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (cpm)								
Accuracy and Rate (%)								
Fluency								
Intonation								
Expression								
Reading (optional)								

**A1.3** Unit 1, My Family

**Oral Reading Assessment**

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like her hat, too.

I am Matt, and I want a little hat. I have to have a hat! I find paper and I find tape. I find a mat and I find scissors.

Sam has his hat on. Tam has her hat on. I have my hat on, too! My hat is nice. I like my little paper hat!

**A1.4** Unit 1, My Family

**Oral Reading Assessment**

Accuracy and Rate	Fluency	Intonation	Expression	Reading (optional)
4	4	4	4	4
3	3	3	3	3
2	2	2	2	2
1	1	1	1	1

**A1.6** Unit 1, My Family

#### Reading

- Identify Setting

**Reading Comprehension Test**

Directions: Read the story. Then answer the questions about the story and the pictures.

**Jenny's Trip**

Last summer, Jenny went to camp. She left her family and the city behind.

Jenny had fun outside. She hiked up big hills. She rode horses with friends.

Jenny learned to cook over a fire. At night, she went to sleep in a tent. One morning, Jenny took a boat ride.

Too soon, camp was over. Jenny's mom picked her up. They drove home. Jenny was happy to see her family again. She said, "I had a wonderful time. I want to go to camp again!"

**A1.43** Unit 1, My Family

**Reading Strategy Assessment**

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the rubric to help you determine how well the child used the strategy. Circle the strategy.

Ask: **What did you do to help you understand?**

Plan	Reading Strategies	Ask Questions
4 3 2 1	4 3 2 1	4 3 2 1
4	Make connections between what you already know and what you are reading.	Ask questions about the text.
3	Use context clues to help you understand.	Ask questions about the text.
2	Use the text to help you understand.	Ask questions about the text.
1	Use the text to help you understand.	Ask questions about the text.

**LR1.5** Unit 1, My Family

**Reading Strategy Assessment**

Comprehension Strategies	Make Connections	Make Inferences	Visualize
4 3 2 1	4 3 2 1	4 3 2 1	4 3 2 1
4	4	4	4
3	3	3	3
2	2	2	2
1	1	1	1

**LR1.6** Unit 1, My Family

#### Vocabulary

- Use Social Studies Vocabulary
- Use Academic Vocabulary

#### Grammar and Writing

- Dates Test
- Write Descriptive Sentences

**Vocabulary Test**

Directions: Read the question. Choose the correct answer.

1. What does the underlined word mean in this sentence?

The clown has green hair and big shoes.

someone who drives  
 a funny person in a show  
 a person who likes to swim

2. What does the underlined word mean in this sentence?

Please put ice in my drink.

cold milk  
 frozen water  
 sweet honey

**A1.49** Unit 1, My Family

**Grammar and Writing Test**

Directions: Choose the answer that completes the sentence correctly.

1. \_\_\_\_\_ roof of our house is red.

A  
 An  
 The

2. Grandma's birthday is on \_\_\_\_\_

March 19  
 March, 19  
 march 19

3. I have \_\_\_\_\_ uncle who works hard.

a  
 an  
 the

**A1.53** Unit 1, My Family

**Writing Rubric**

Criteria	4	3	2	1
Content	Writes a clear, focused, and well-developed response that addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that addresses the prompt and includes relevant details and examples.	Writes a clear, focused, and well-developed response that addresses the prompt and includes relevant details and examples.
Organization	Organizes ideas and information in a logical and effective way, using appropriate transitions and paragraph structure.	Organizes ideas and information in a logical and effective way, using appropriate transitions and paragraph structure.	Organizes ideas and information in a logical and effective way, using appropriate transitions and paragraph structure.	Organizes ideas and information in a logical and effective way, using appropriate transitions and paragraph structure.
Language	Uses a variety of sentence structures and vocabulary to create a clear and engaging response.	Uses a variety of sentence structures and vocabulary to create a clear and engaging response.	Uses a variety of sentence structures and vocabulary to create a clear and engaging response.	Uses a variety of sentence structures and vocabulary to create a clear and engaging response.
Conventions	Follows standard conventions of grammar, punctuation, and spelling.	Follows standard conventions of grammar, punctuation, and spelling.	Follows standard conventions of grammar, punctuation, and spelling.	Follows standard conventions of grammar, punctuation, and spelling.

**A1.61** Unit 1, My Family

#### Foundational Skills Test

A1.41–A1.42

#### Spelling Pretest/ Spelling Test

See page T55g

#### Oral Reading Assessment

A1.3–A1.7

Use these passages throughout Unit 1. Work with Below Level readers this week.

#### Reading Comprehension Unit Test

A1.43–A1.48

#### Reading Strategy Assessment

LR1.5–LR1.6

#### Vocabulary Unit Test

A1.49–A1.52

#### Grammar and Writing Unit Test

A1.53–A1.56

#### Writing Rubric

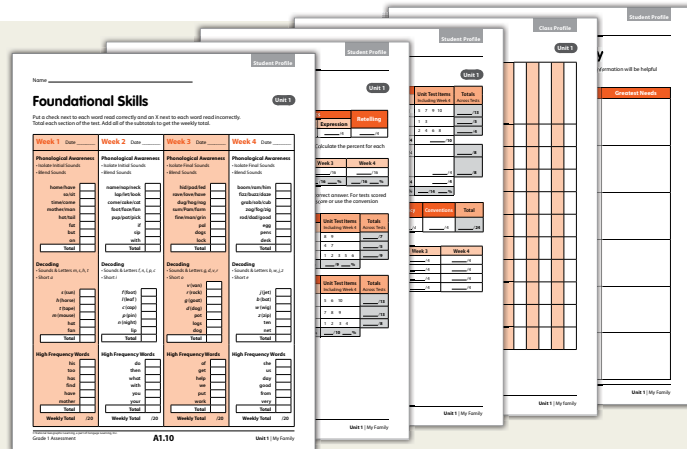
A1.61



# Reteach and Practice

## REPORTS

## RESOURCES AND ROUTINES



### PRINT & ONLINE

#### Report Forms for Teacher to Complete

- Student Profile: Foundational Skills** A1.10
- Student Profile: Weekly and Unit Tests** A1.57–A1.58
- Class Profile: Weekly and Unit Tests** A1.59
- Student Profile: Strengths and Needs** A1.60
- Student Profile: Oral Reading Progress Tracker** A1.3

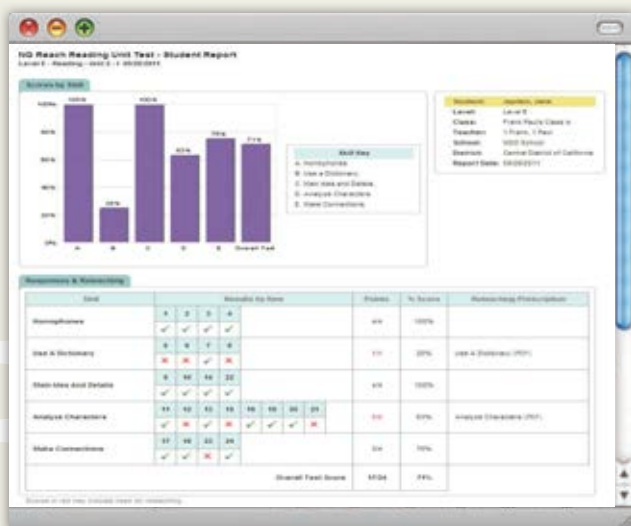
## Foundational Skills, Spelling, Fluency

### RETEACH

- Phonological Awareness Routine, page BP36
- Phonics/Decoding & Spelling Routines, page BP36
- High Frequency Words Routines, page BP37
- Fluency Routines, page BP40

### ADDITIONAL PRACTICE

- Phonics Games [NGReach.com](#)
- Word Builder [NGReach.com](#)
- Activities for Daily Practice, pages BP38–BP39



eAssessment™

### ONLINE ONLY

#### Automated Reports

- Student Profile: Weekly and Unit Assessment**
- Class Profile: Weekly and Unit Assessment**
- Standards Summary Report**

## Reading

### RETEACH

- Compare Setting: Reteaching Master RT1.13**
- Preview and Predict: Reteaching Master RT1.14**

### ADDITIONAL PRACTICE

- Leveled Books, pages LR4–LR12
- Comprehension Coach [NGReach.com](#)

## Vocabulary, Grammar and Writing

### RETEACH

- Dates: Reteaching Master RT1.15**
- Interactive Writing Routine**, page BP58
- Writing Trait: Reteaching Master RT1.17**

### ADDITIONAL PRACTICE

- More Grammar Practice RT1.16

# Unit 1 Wrap-Up

## Unit 1 Wrap-Up



**?**  
**BIG**  
Question  
What makes a family?

### Share Your Ideas

Think about the things families do together. What makes a family? Choose one of these ways to share your ideas about the **Big Question**.

### Write It!

#### Draw a Chart

Work together to make a chart. Write the title **Family Sizes**. Write your names on the left. Draw the number of people in your family on the right. Compare family sizes.

Family Sizes	
James	
Marta	

64

Anthology  
pages 64–65

## OBJECTIVES

**Thematic Connection: My Family**  
Review Content

## MATERIALS

unit concept map

## COMMON CORE STANDARDS

### Writing

Focus on a Topic CC.1.W.5

### Speaking and Listening

Follow Rules for Discussion CC.1.SL.1.a

Ask and Answer Questions CC.1.SL.2

Describe Events CC.1.SL.4

Add Visuals to Clarify CC.1.SL.5

### Language and Vocabulary

Use Words and Phrases CC.1.L.6

### Talk About It!

#### Plan a Family Trip

As a group, plan a great family trip. Make a list of where you would go, what you would do there, and how you would get there. Locate the places on a map.

We would take a train.



### Do It!

#### My Helping Hands

Trace your hands on a piece of paper. Write one way you help out at home on each finger.



65

## Academic Talk

### 1 Big Question Anthology page 64

Display the **Big Question**. Read aloud **Share Your Ideas** on page 64. Have children revisit their unit concept maps to remind them of their answers to the **Big Question**. Encourage them to add any additional ideas. Guide them in thinking about their class discussions by looking at the selections in the unit and their leveled reading books.

Have children turn and talk about the answer to the **Big Question** they think is most important. Remind children to speak one at a time and to listen attentively when the other person is speaking.

## Unit Projects

### 2 Share Your Ideas Anthology pages 64–65

Read aloud the project options. Allow children a few minutes to turn and talk in order to choose their projects. Have children who choose the **Write It!** or **Talk About It!** options gather together in designated areas and work together. Have the other children work independently at their desks.

## Write It!



### MATERIALS

unlined paper

#### Plan

Read aloud the title and names shown on the sample chart on page 64. Explain that each figure represents one family member. Have children count the stick figures and compare family sizes. Encourage children to use the sample chart as a model for their own charts.

### Draw a Chart

Allow children time to create their charts. Remind children to:

- print and draw legibly
- include themselves when they draw figures

Have pairs present their charts. Encourage them to use the words *more* and *less* to compare family sizes.

Focus on a Topic  
Add Visuals to Clarify

CC.1.W.5  
CC.1.SL.5

## Talk About It!



### MATERIALS

map • pennies or manipulatives (optional)

#### Plan

Provide each group with a map and give children time to look at and discuss different places they would like to go.

#### Plan a Family Trip

Help children find each place on a map. You may want to place a penny or a manipulative on each location to mark it.

Encourage children to jot down their ideas to help them plan their trips. Invite children who chose the other options to visit each group. Remind them to listen attentively and pay close attention as presenters talk about their trips and point to places on the map.

Follow Rules for Discussion  
Describe Events

CC.1.SL.1.a  
CC.1.SL.4

## Do It!



### MATERIALS

colored paper • colored pencils or crayons

#### Plan

Invite volunteers to offer examples from the selections in the unit of ways that family members help each other out.

#### My Helping Hands

Give children time to create their drawings. Assist those children who are unable to trace around one or both hands.

Encourage children to write words or draw pictures to show how they help out at home. When children have completed their hand drawings, have them work in pairs to discuss how they help out.

Ask and Answer Questions  
Use Words and Phrases

CC.1.SL.2  
CC.1.L.6

# Unit 1 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources





Click links in the Teacher eEdition

Access all resources using the Lesson Planner

Browse the Resource Directory

Display Practice Masters using the Presentation Tool



## More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



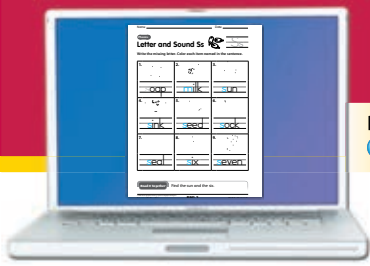
Read With Me MP3s



Sing With Me MP3s



Go to [NGReach.com](http://NGReach.com) for practice resources.



## Contents at a Glance

	Practice Masters	Pages	Practice Masters	Pages
	<b>Family Newsletter 1: English and Spanish</b>			
<b>Week 1</b>	<b>Day 1:</b> Letters and Sounds <i>Mm, Ss, Hh, Tt</i> . . . . .	PM1.1	Idea Web . . . . .	PM1.11
	<b>Day 2:</b> Handwriting . . . . .	PM1.5	<b>Day 3:</b> Letter and Sound <i>Aa</i> . . . . .	PM1.12
	My <i>Mm</i> Book . . . . .	PM1.6	High Frequency Words . . . . .	PM1.13
	My <i>Ss</i> Book . . . . .	PM1.7	Grammar: Nouns . . . . .	PM1.14
	My <i>Hh</i> Book . . . . .	PM1.8	<b>Day 4:</b> My <i>Aa</i> Book . . . . .	PM1.15
	My <i>Tt</i> Book . . . . .	PM1.9	Grammar and Writing . . . . .	PM1.16
	High Frequency Word Cards . . . . .	PM1.10	<b>Day 5:</b> Vocabulary . . . . .	PM1.17
			Idea Web . . . . .	PM1.18
<b>Week 2</b>	<b>Day 1:</b> Letters and Sounds <i>Ff, Nn, Ll, Pp, Cc</i> . . . . .	PM1.19	High Frequency Word Cards . . . . .	PM1.31
	Grammar: Articles and Nouns . . . . .	PM1.24	T-Chart . . . . .	PM1.32
	<b>Day 2:</b> Handwriting . . . . .	PM1.25	<b>Day 3:</b> Letter and Sound <i>li</i> . . . . .	PM1.33
	My <i>Ff</i> Book . . . . .	PM1.26	High Frequency Words . . . . .	PM1.34
	My <i>Nn</i> Book . . . . .	PM1.27	<b>Day 4:</b> My <i>li</i> Book . . . . .	PM1.35
	My <i>Ll</i> Book . . . . .	PM1.28	Grammar and Writing . . . . .	PM1.36
	My <i>Pp</i> Book . . . . .	PM1.29	<b>Day 5:</b> Grammar: Plural Nouns . . . . .	PM1.37
My <i>Cc</i> Book . . . . .	PM1.30			
<b>Week 3</b>	<b>Day 1:</b> Letters and Sounds <i>Gg, Dd, Vv, Rr</i> . . . . .	PM1.38	<b>Day 3:</b> Letter and Sound <i>Oo</i> . . . . .	PM1.49
	<b>Day 2:</b> Handwriting . . . . .	PM1.42	High Frequency Words . . . . .	PM1.50
	My <i>Gg</i> Book . . . . .	PM1.43	Grammar: Proper Nouns . . . . .	PM1.51
	My <i>Dd</i> Book . . . . .	PM1.44	<b>Day 4:</b> My <i>Oo</i> Book . . . . .	PM1.52
	My <i>Vv</i> Book . . . . .	PM1.45	Final -s . . . . .	PM1.53
	My <i>Rr</i> Book . . . . .	PM1.46	Grammar and Writing . . . . .	PM1.54
	High Frequency Word Cards . . . . .	PM1.47	<b>Day 5:</b> Vocabulary . . . . .	PM1.55
Setting Chart . . . . .	PM1.48	Setting Chart . . . . .	PM1.56	
<b>Week 4</b>	<b>Day 1:</b> Letters and Sounds <i>Bb, Ww, Jj, Zz</i> . . . . .	PM1.57	High Frequency Word Cards . . . . .	PM1.67
	Grammar: Proper Nouns . . . . .	PM1.61	T-Chart . . . . .	PM1.68
	<b>Day 2:</b> Handwriting . . . . .	PM1.62	<b>Day 3:</b> Letter and Sound <i>Ee</i> . . . . .	PM1.69
	My <i>Bb</i> Book . . . . .	PM1.63	High Frequency Words . . . . .	PM1.70
	My <i>Ww</i> Book . . . . .	PM1.64	<b>Day 4:</b> My <i>Ee</i> Book . . . . .	PM1.71
	My <i>Jj</i> Book . . . . .	PM1.65	Grammar and Writing . . . . .	PM1.72
	My <i>Zz</i> Book . . . . .	PM1.66	<b>Day 5:</b> Grammar: Proper Nouns . . . . .	PM1.73
		Prewrite: Idea Web . . . . .	PM1.74	

**Dear Family Member,**

“What makes a family?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about families. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

**Directions:**

1. Talk together about activities you like to do as a family. Where do you like to go together? What do you like to do? Try to use some of the New Words in your discussion.
2. Use the space below to draw a picture of your family doing something together, or find a photo of an activity you have done together in the past.
3. Remind your student to bring the photo or completed picture to class.

**What We're Reading**

**“Mystery Bottle”**  
by Kristen Balouch

In this story, a magical bottle sends a boy across the world to visit his grandfather.

**“Families in Many Cultures”**  
by Heather Adamson

Families show the things they do together.

**“The World Is Your Family”**  
by Josh Thome

In this magazine article, two young Explorers pass on a message about how to treat others.

**“Papá and Me”**  
by Arthur Dorros

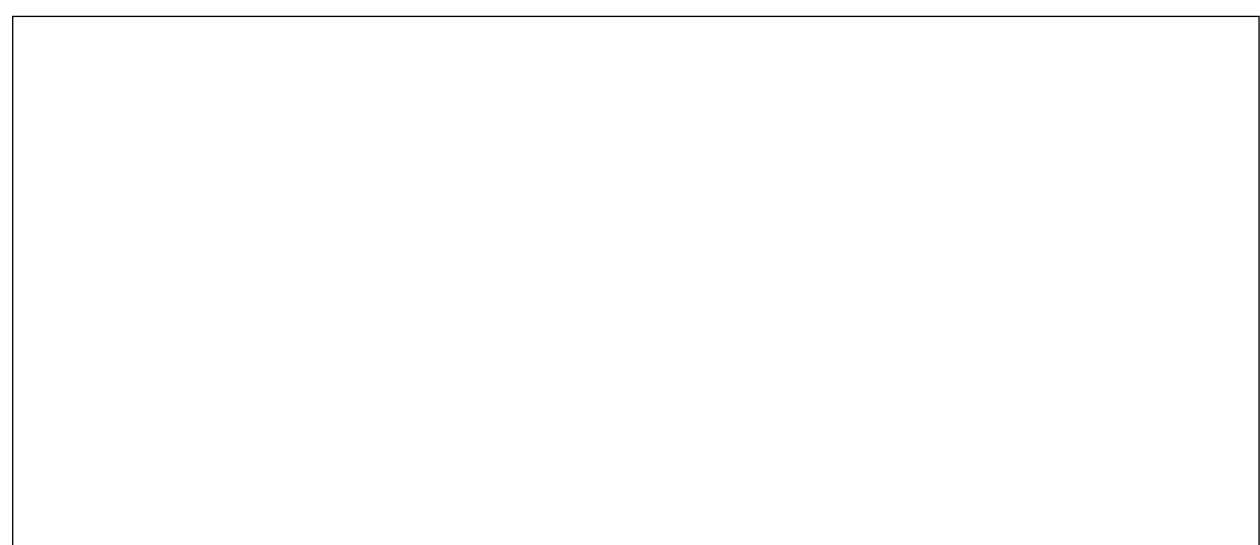
A boy describes a fun day spent with his father.

**“Postcard to Grandpa”**  
by Amy Tong

In this postcard, a girl tells her grandfather about something fun she did in Arizona.

**And more!**

COPY READY





# New Words

## Weeks 1 and 2

care

help

play

celebrate

holiday

world

family

home

family  
member

meal

## Weeks 3 and 4

extended  
family

parents

together

fun

place

trip


group

share

visit

idea

special

Learn and play with words.  [NGReach.com](https://www.ngreach.com)



# NATIONAL GEOGRAPHIC Reach



## BOLETÍN DE NOTICIAS

Nivel B | Unidad 1

### Estimado miembro de la familia,

“¿En qué consiste una familia?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de las familias. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

### Instrucciones:

1. Hablen acerca de actividades que les gusta realizar en familia. ¿Adónde les gusta ir juntos? ¿Qué les gusta hacer? Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Usen el espacio a continuación para hacer un dibujo de su familia realizando una actividad juntos, o encuentren una fotografía de una actividad que han realizado juntos en el pasado.
3. Recuerde a su estudiante traer la fotografía o dibujo completo a clase.

### Qué estamos leyendo

#### “Mystery Bottle”

por Kristen Balouch

En esta historia, una botella mágica envía a un niño al otro lado del mundo a visitar a su abuelo.

#### “Families in Many Cultures”

por Heather Adamson

Las familias muestran las cosas que realizan juntos.

#### “The World Is Your Family”

por Josh Thome

En este artículo de revista, dos jóvenes exploradores transmiten un mensaje acerca de cómo tratar a los demás.

#### “Papá and Me”

por Arthur Dorros

Un niño describe un día de diversión con su padre.

#### “Postcard to Grandpa”

por Amy Tong

En esta postal, una niña le cuenta a su abuelo acerca de algo divertido que hizo en Arizona.

¡Y más!

COPY READY



# Nuevas Palabras

## Semanas 1 y 2

**care**  
cuidar

**celebrate**  
celebrar

**family**  
familia

**family member**  
miembro de la familia

**help**  
ayudar

**holiday**  
día feriado

**home**  
hogar

**meal**  
comida

**play**  
jugar

**world**  
mundo

## Semanas 1 y 2

**extended family**  
familia extendida

**fun**  
diversión

**group**  
grupo

**idea**  
idea

**parents**  
padres

**place**  
lugar

**share**  
compartir

**special**  
especial

**together**  
juntos

**trip**  
viaje

**visit**  
visitar

COPY READY

Aprenda y juegue con palabras.  [NGReach.com](https://www.ngreach.com)

Name \_\_\_\_\_ Date \_\_\_\_\_


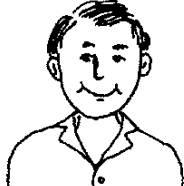
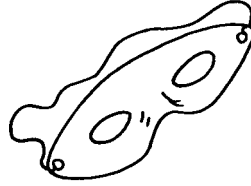

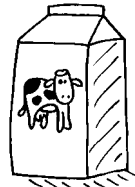


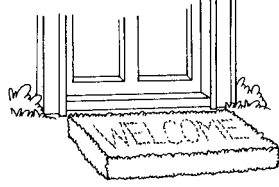
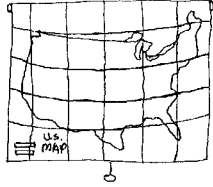
Phonics

# Letter and Sound Mm



Mm

Write the missing letter. Color each item named in the sentence.

1.  _____ <u>m</u> op _____	2.  _____ an _____	3.  _____ ask _____
4.  _____ ouse _____	5.  _____ ilk _____	6.  _____ itt _____
7.  _____ oon _____	8.  _____ at _____	9.  _____ ap _____

COPY READY

**Read It Together**

Find the man and the mat.

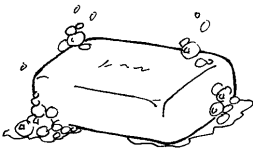
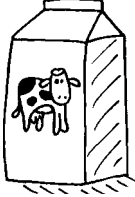
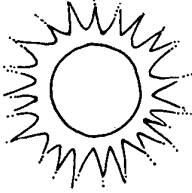
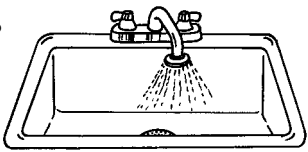
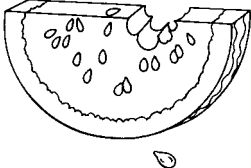

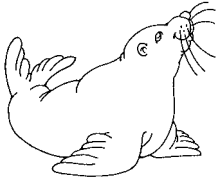
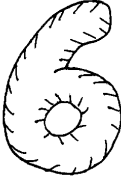



Phonics

# Letter and Sound Ss



Write the missing letter. Color each item named in the sentence.

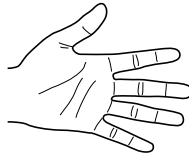
<p>1. </p> <p>_____</p> <p>soap</p>	<p>2. </p> <p>_____</p> <p>ilk</p>	<p>3. </p> <p>_____</p> <p>un</p>
<p>4. </p> <p>_____</p> <p>ink</p>	<p>5. </p> <p>_____</p> <p>eed</p>	<p>6. </p> <p>_____</p> <p>ock</p>
<p>7. </p> <p>_____</p> <p>eal</p>	<p>8. </p> <p>_____</p> <p>ix</p>	<p>9. </p> <p>_____</p> <p>even</p>

**Read It Together**

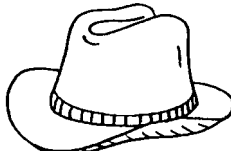

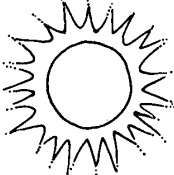


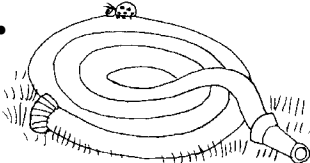


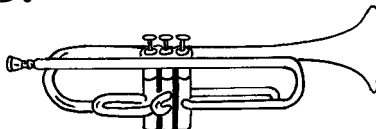
Find the sun and the six.

Phonics

# Letter and Sound Hh



Write the missing letter. Color each item named in the sentence.

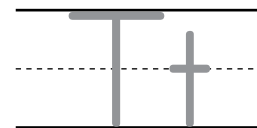
1.  _____ <b>h</b> at _____	2.  _____ ook _____	3.  _____ un _____
4.  _____ ask _____	5.  _____ an _____	6.  _____ ose _____
7.  _____ and _____	8.  _____ ouse _____	9.  _____ orn _____

**Read It Together**

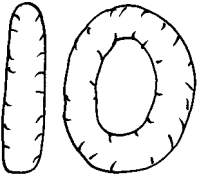

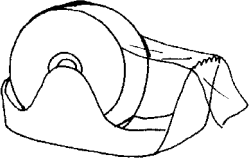

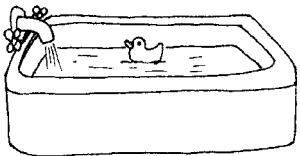

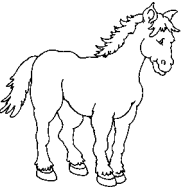
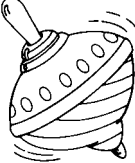
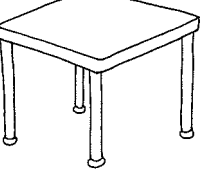
Find the hat and the hand.

Phonics

# Letter and Sound Tt



Write the missing letter. Color each item named in the sentence.

<p>1. </p> <p>_____</p> <p>t en</p>	<p>2. </p> <p>_____</p> <p>i tt</p>	<p>3. </p> <p>_____</p> <p>a pe</p>
<p>4. </p> <p>_____</p> <p>o ck</p>	<p>5. </p> <p>_____</p> <p>u b</p>	<p>6. </p> <p>_____</p> <p>i re</p>
<p>7. </p> <p>_____</p> <p>o rse</p>	<p>8. </p> <p>_____</p> <p>o p</p>	<p>9. </p> <p>_____</p> <p>a ble</p>

**Read It Together**

Find the ten and the tub.

Name \_\_\_\_\_ Date \_\_\_\_\_

Handwriting

# High Frequency Words

Trace each word two times and then write it.

find find find

has has has

have have have

his his his





mother mother mother

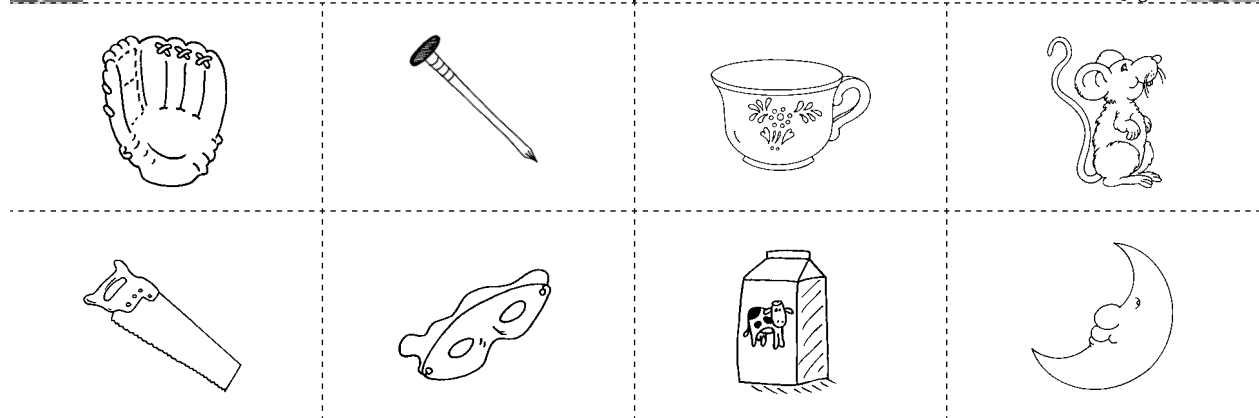
too too too

COPY READY

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *m* picture on each page and write its name. Read the sentence and color what it names.

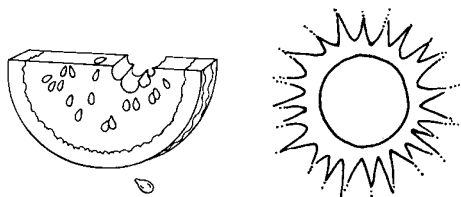



COPY READY

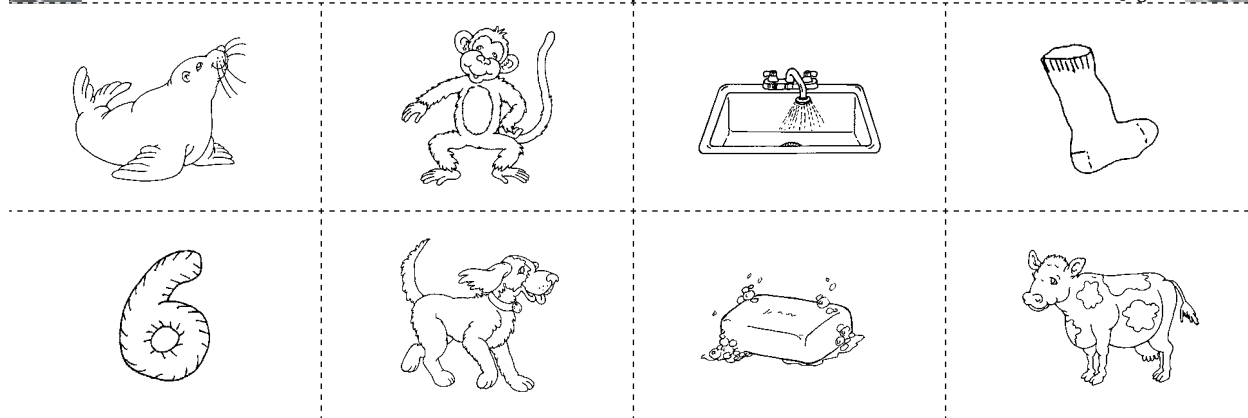
<p><b>Read It Together</b></p> <p><b>Find the man.</b></p>  <p>_____</p> <p>_____</p> <p>_____</p> 	<p><b>My M m Book</b></p>  <p>_____</p> <p>_____</p> <p>_____</p> 
---	--



Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an s picture on each page and write its name. Read the sentence and color what it names.

<p><b>Read It Together</b></p> <p><b>Find the Sun.</b></p>  <p>_____</p> <p>_____</p> <p>_____</p> 	<h1>My S s Book</h1>  <p>_____</p> <p>_____</p> <p>_____</p> 
---	---

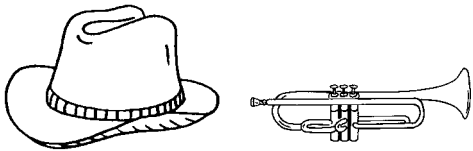





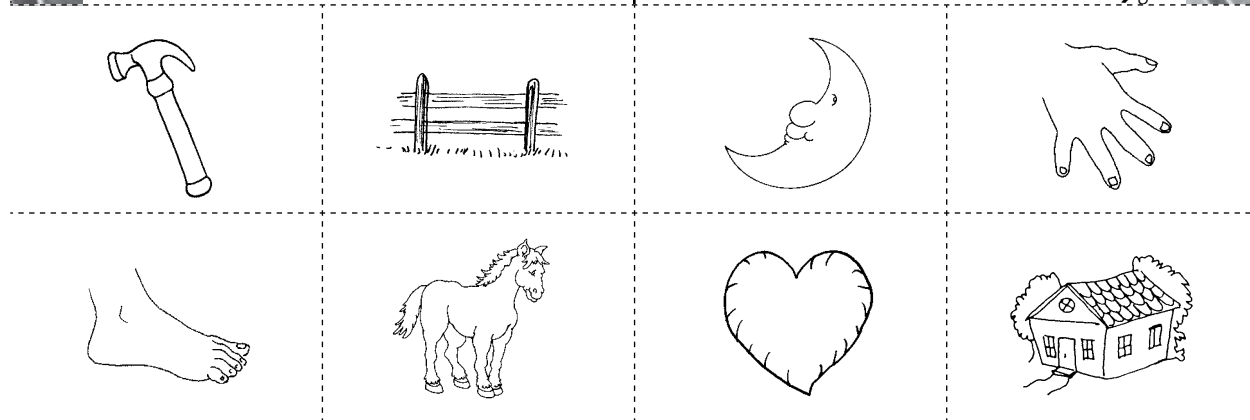
COPY READY

Name \_\_\_\_\_ Date \_\_\_\_\_

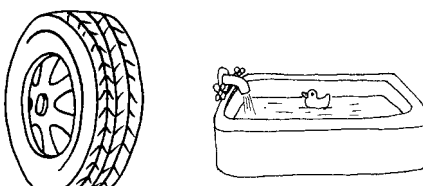
Cut out the pictures and the book. Fold the book on the solid lines. Paste an *h* picture on each page and write its name. Read the sentence and color what it names.

COPY READY

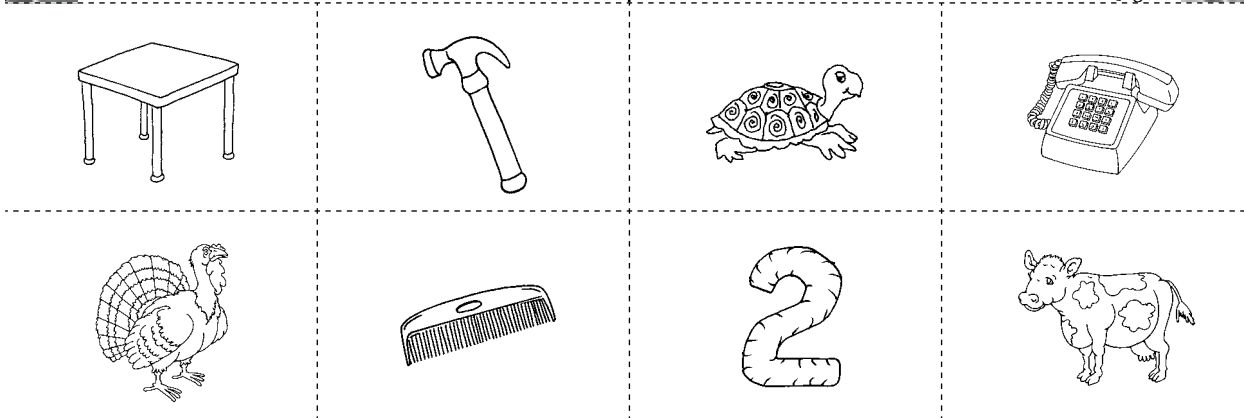
<p><b>Read It Together</b></p> <p><b>Find the hat.</b></p>  <p>_____</p> <p>-----</p> <p>_____</p> 	<p><b>My H h Book</b></p>  <p>_____</p> <p>-----</p> <p>_____</p> 
--	--



Cut out the pictures and the book. Fold the book on the solid lines. Paste a *t* picture on each page and write its name. Read the sentence and color what it names.

<p><b>Read It Together</b></p> <p><b>Find the tub.</b></p> 	<h1>My T t Book</h1> <div data-bbox="937 546 1265 732" style="border: 1px solid black; height: 80px; width: 170px;"></div> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <div data-bbox="367 1243 705 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>	<hr/> <hr/> <hr/> <hr/> <div data-bbox="937 1243 1265 1429" style="border: 1px solid black; height: 80px; width: 170px;"></div>

COPY READY





# High Frequency Word Cards

COPY READY

a

find

am

has

I

have

is

his

like

mother

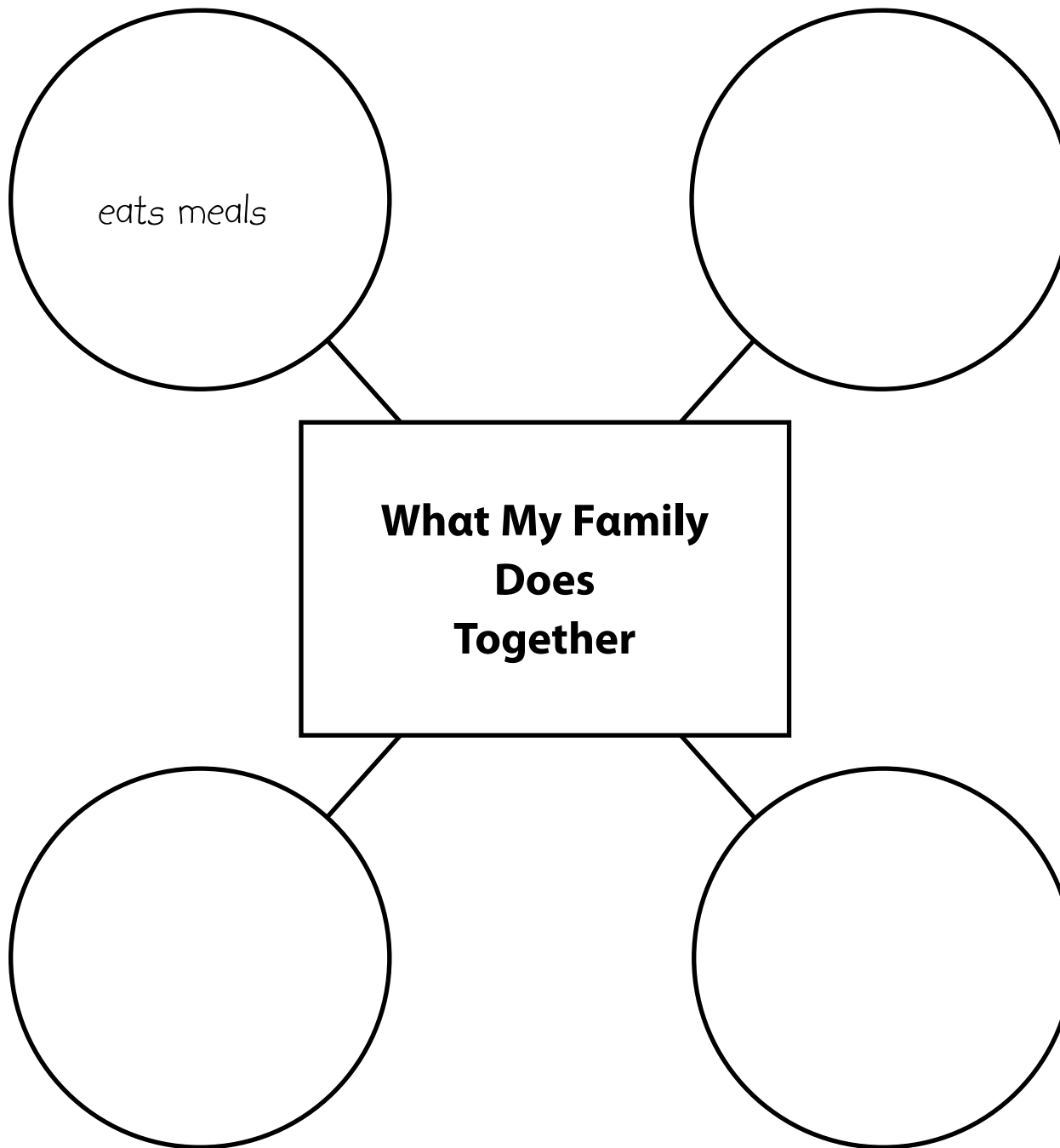
my

too

**Idea Web**

# Organize Ideas

Write about what your family does together.



COPY READY

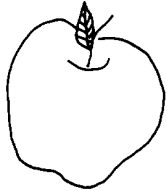

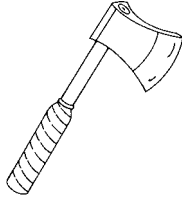
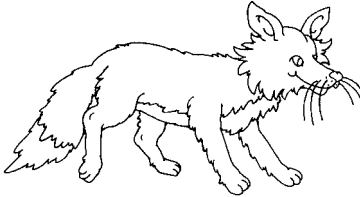
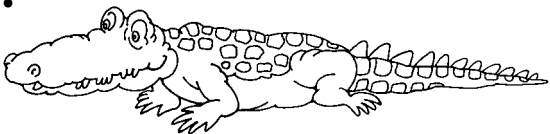
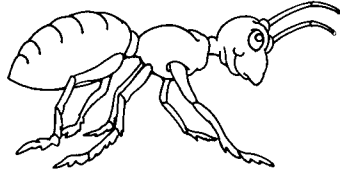
Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

# Letter and Sound Aa



Write the missing letter. Color the item named in the sentence.

<p>1.</p>  _____ <b>ap</b> _____ _____ <b>pple</b> _____	<p>2.</p>  _____ <b>op</b> _____ _____ <b>_____</b> _____
<p>3.</p>  _____ <b>X</b> _____ _____ <b>_____</b> _____	<p>4.</p>  _____ <b>OX</b> _____ _____ <b>_____</b> _____
<p>5.</p>  _____ <b>lligator</b> _____ _____ <b>_____</b> _____	<p>6.</p>  _____ <b>nt</b> _____ _____ <b>_____</b> _____

**Read It Together**

Find the ax.

High Frequency Words

# Find a Hat

Write a word from the box to complete each sentence.



High Frequency Words
find
has
have
his
mother
too

COPY READY

\_\_\_\_\_

.....

1. Sam \_\_\_\_\_ a hat.

\_\_\_\_\_

.....

2. \_\_\_\_\_ hat is on the mat.

\_\_\_\_\_

.....

3. His \_\_\_\_\_ sat on his hat!

\_\_\_\_\_

.....

4. I have a hat, \_\_\_\_\_ .

\_\_\_\_\_

.....

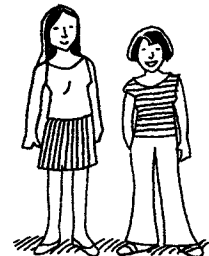
5. \_\_\_\_\_ my hat!

**Grammar: Nouns****Use Nouns**

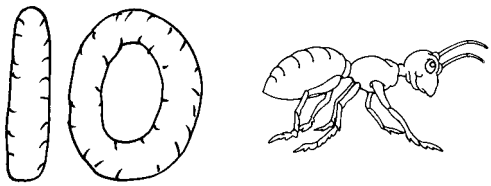
1. Play Tic Tac Toe. Point to a square.
2. Say the word. Tell whether it names one or more than one person, place, or thing.
3. Use the word in a sentence.
4. If you choose the middle square, name your own noun. Complete steps 2 and 3.
5. Place your game marker in the square.

**child****feet****woman****foot**

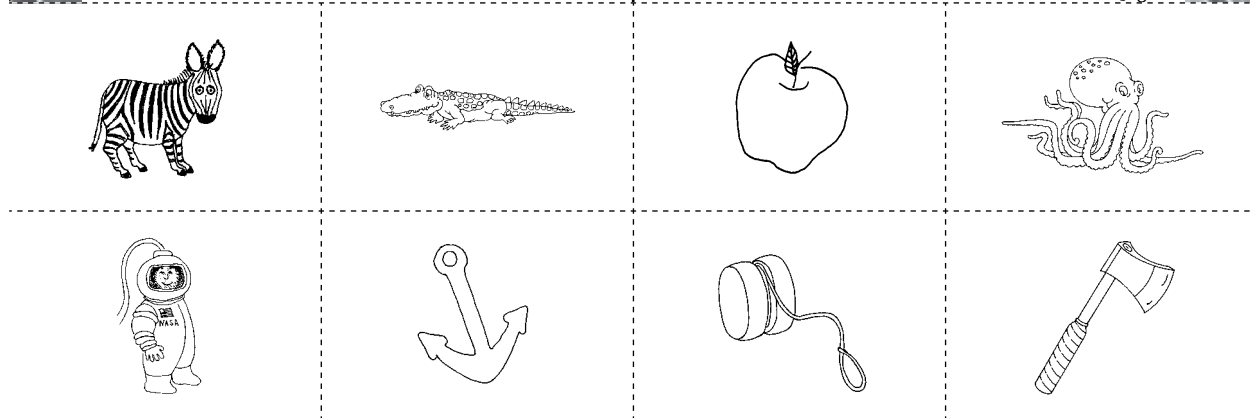
**Draw a  
noun.  
Name it.**

**men****man****women****children**

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *a* picture on each page and write its name. Read the sentence and color what it names.

<p><b>Read It Together</b></p> <p><b>Find the ant.</b></p> 	<h1>My A a Book</h1> <div data-bbox="937 546 1275 732" style="border: 1px solid black; height: 80px; width: 175px;"></div> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="937 1243 1275 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>
<hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="367 1243 705 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>	<hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="937 1243 1275 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>

COPY READY



## Grammar and Writing

# Write Nouns

Singular Nouns	Plural Nouns
child	children
brother	brothers
house	houses

Read each sentence. Find a word from the word bank that completes the sentence. Write the word in the sentence.

1. My mom and dad are my (parent/parents).
2. They have two (child/children).
3. I have one (brother/brothers).
4. We live in a (house/houses).
5. We play many (game/games).
6. I love my (family/families).

**Vocabulary**

# Yes or No?

1. Listen to the questions. Write the Key Word where it belongs in each sentence.
2. Listen to the questions again.
3. Check Yes or No for each question.



**Yes No**

- |  |                                     |                          |  |
|--|-------------------------------------|--------------------------|--|
| <p>_____</p> <p>_____</p> <p>1. Is breakfast a <u>meal</u> ?</p>     | <input checked="" type="checkbox"/> | <input type="checkbox"/> |  |
| <p>_____</p> <p>_____</p> <p>2. Is a teacher a _____ ?</p>           | <input type="checkbox"/>            | <input type="checkbox"/> |  |
| <p>_____</p> <p>_____</p> <p>3. Can an apartment be a _____ ?</p>    | <input type="checkbox"/>            | <input type="checkbox"/> |  |
| <p>_____</p> <p>_____</p> <p>4. Is New Year's Day a _____ ?</p>      | <input type="checkbox"/>            | <input type="checkbox"/> |  |
| <p>_____</p> <p>_____</p> <p>5. Can you _____ a birthday?</p>        | <input type="checkbox"/>            | <input type="checkbox"/> |  |
| <p>_____</p> <p>_____</p> <p>6. Is a group of students a _____ ?</p> | <input type="checkbox"/>            | <input type="checkbox"/> |  |

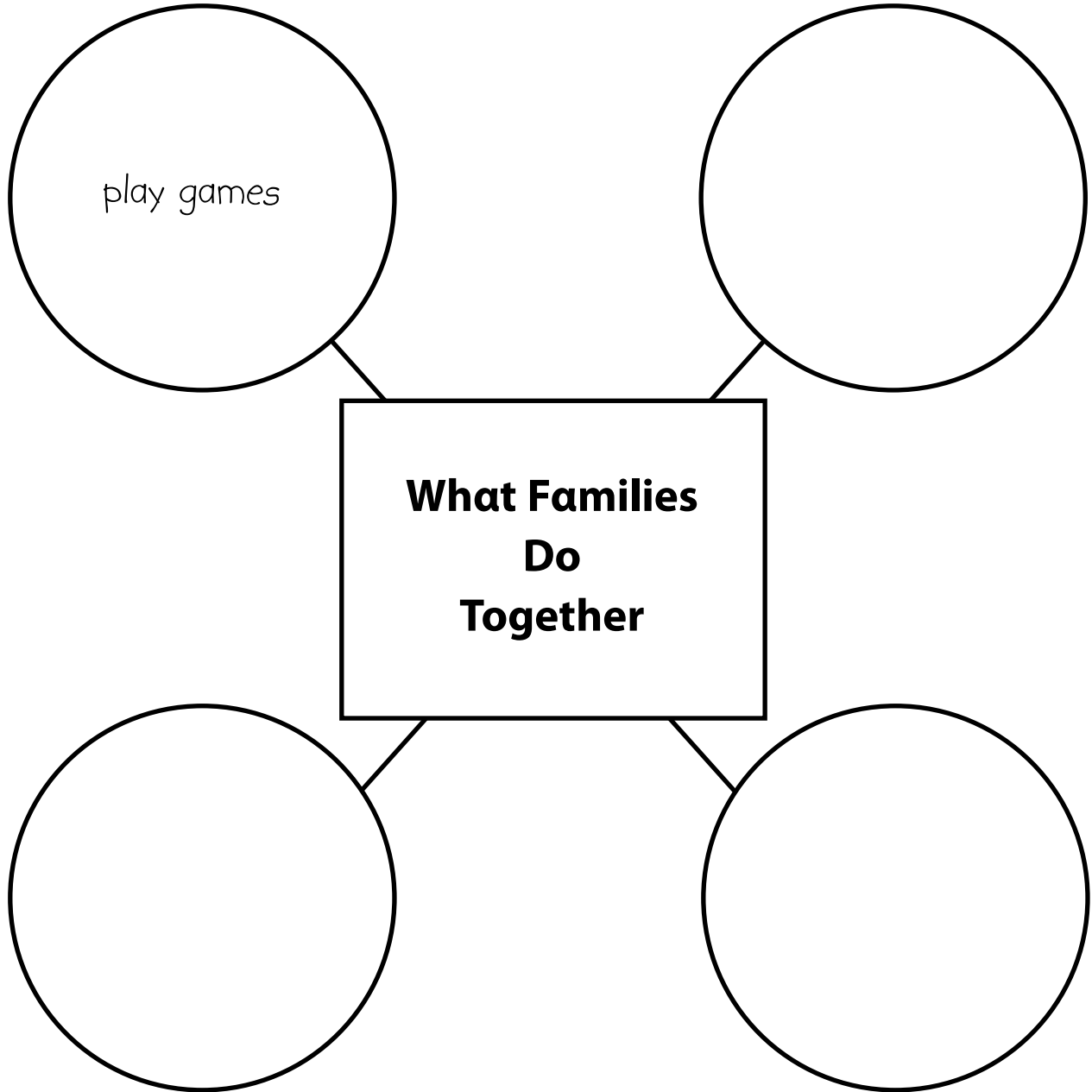
COPY READY



**Idea Web**

# Families in Many Cultures

Write about what families do together.



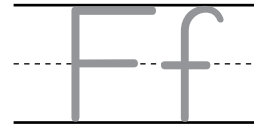
COPY READY

**Read It Together**

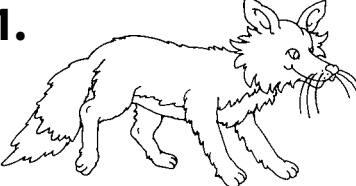
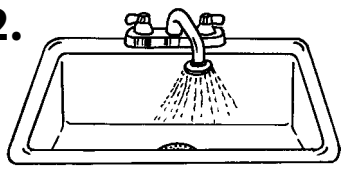

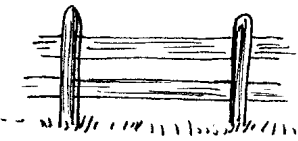




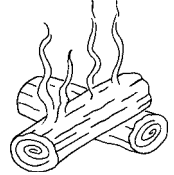
Take turns with a partner. Tell what you learned about families in "Families in Many Cultures."

Phonics

# Letter and Sound Ff



Write the missing letter. Color each item named in the sentence.

<p>1. </p> <p>_____</p> <p>f ox</p>	<p>2. </p> <p>_____</p> <p>in k</p>	<p>3. </p> <p>_____</p> <p>o r k</p>
<p>4. </p> <p>_____</p> <p>e n c e</p>	<p>5. </p> <p>_____</p> <p>a n</p>	<p>6. </p> <p>_____</p> <p>i v e</p>
<p>7. </p> <p>_____</p> <p>o o t</p>	<p>8. </p> <p>_____</p> <p>i s h</p>	<p>9. </p> <p>_____</p> <p>i r e</p>

COPY READY

**Read It Together**

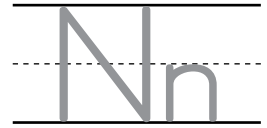
Find the fan and the fox.

Name \_\_\_\_\_


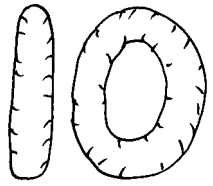
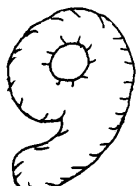
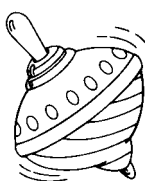
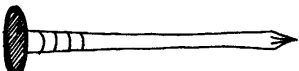
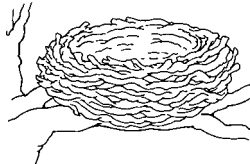
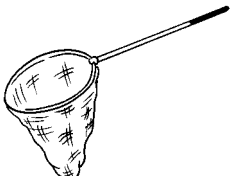

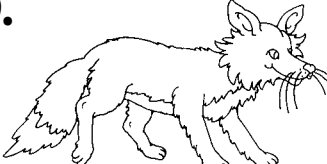
Date \_\_\_\_\_

Phonics

# Letter and Sound Nn



Write the missing letter. Color each item named in the sentence.

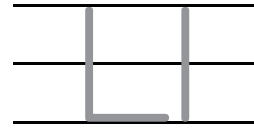
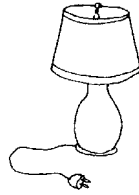
1.  _____ nut _____	2.  _____ en _____	3.  _____ ine _____
4.  _____ op _____	5.  _____ ail _____	6.  _____ est _____
7.  _____ et _____	8.  _____ ose _____	9.  _____ ox _____

**Read It Together**


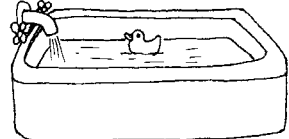

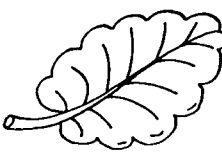
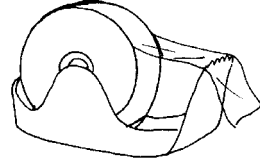
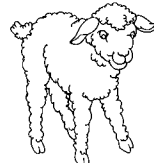

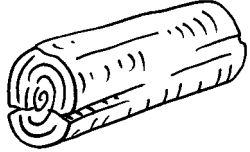
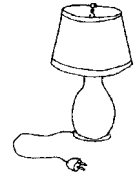
Find a nut and a net.

Name \_\_\_\_\_ Date \_\_\_\_\_

# Letter and Sound LI



Write the missing letter. Color each item named in the sentence.

1.  _____ <u>l</u> _____ _____ <b>eg</b> _____	2.  _____ <u>l</u> _____ _____ <b>ub</b> _____	3.  _____ <u>l</u> _____ _____ <b>emon</b> _____
4.  _____ <u>l</u> _____ _____ <b>ea</b> _____	5.  _____ <u>l</u> _____ _____ <b>ape</b> _____	6.  _____ <u>l</u> _____ _____ <b>amb</b> _____
7.  _____ <u>l</u> _____ _____ <b>orn</b> _____	8.  _____ <u>l</u> _____ _____ <b>og</b> _____	9.  _____ <u>l</u> _____ _____ <b>amp</b> _____

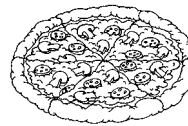
**Read It Together**

Find the leg and the log.

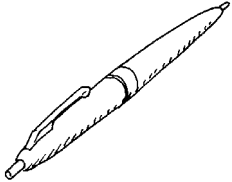
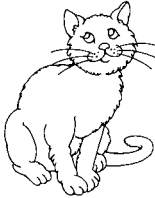
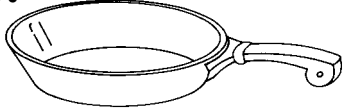

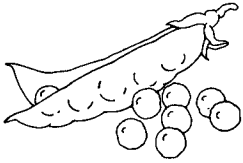
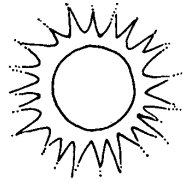
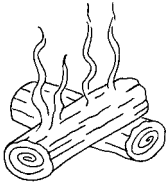
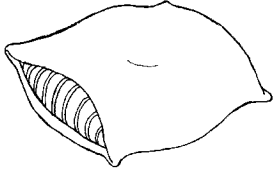
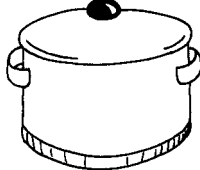
Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

# Letter and Sound Pp



Write the missing letter. Color each item named in the sentence.

<p>1.  _____ <u>pen</u> _____</p>	<p>2.  _____ <u>at</u> _____</p>	<p>3.  _____ <u>an</u> _____</p>
<p>4.  _____ <u>ear</u> _____</p>	<p>5.  _____ <u>eas</u> _____</p>	<p>6.  _____ <u>un</u> _____</p>
<p>7.  _____ <u>ire</u> _____</p>	<p>8.  _____ <u>illow</u> _____</p>	<p>9.  _____ <u>ot</u> _____</p>

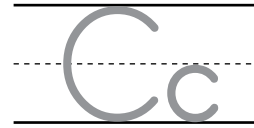
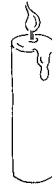
**Read It Together**

Find the pan and the pot.


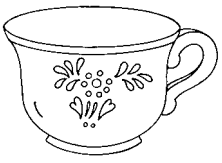
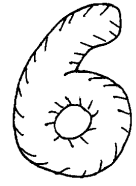

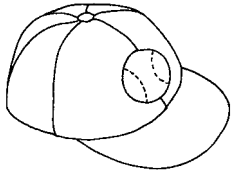


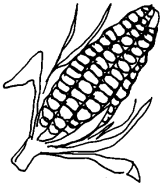
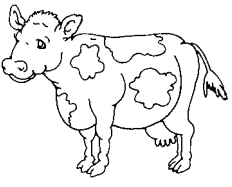
Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

# Letter and Sound Cc



Write the missing letter. Color each item named in the sentence.

1.  _____ cat _____	2.  _____ up _____	3.  _____ ix _____
4.  _____ an _____	5.  _____ ap _____	6.  _____ oot _____
7.  _____ ouse _____	8.  _____ orn _____	9.  _____ ow _____

**Read It Together**

Find the cat and the cap.

Name \_\_\_\_\_

Date \_\_\_\_\_

**Grammar**

# Choose A or An

COPY READY

holiday

brother

egg

apple

friend

grandfather

sister

home

uncle

bed

orange

table

aunt

parent

meal

grandmother

banana

sister

Name \_\_\_\_\_ Date \_\_\_\_\_

Handwriting

# High Frequency Words

Trace each word two times and then write it.

do do do

then then then

what what what

with with with

you you you

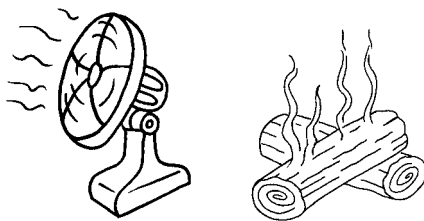



your your your

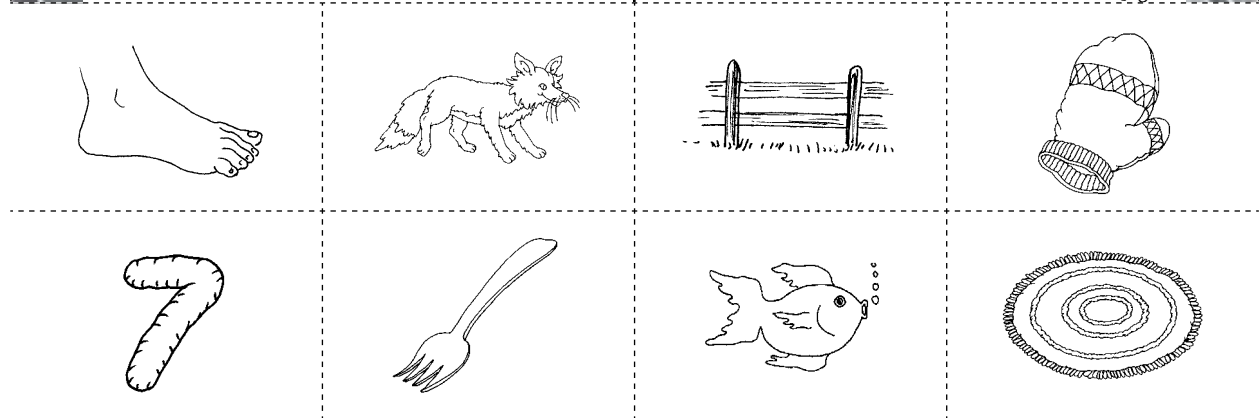
COPY READY



Cut out the pictures and the book. Fold the book on the solid lines. Paste an *f* picture on each page and write its name. Read the sentence and color what it names.

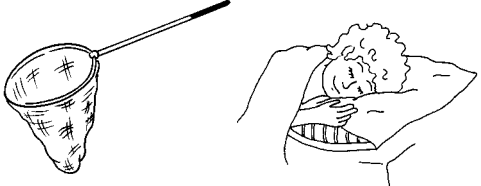
COPY READY

<p><b>Read It Together</b></p> <p><b>Find the fan.</b></p>  <p>_____</p> <p>_____</p> <p>_____</p> 	<h1>My F f Book</h1>  <p>_____</p> <p>_____</p> <p>_____</p> 
--	---

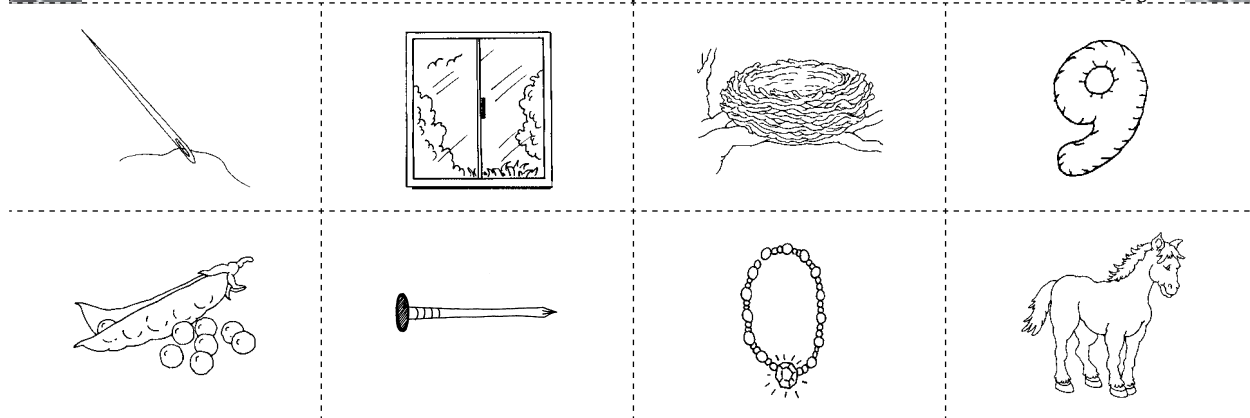


Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *n* picture on each page and write its name. Read the sentence and color what it names.

<p><b>Read It Together</b></p> <p><b>Find the nap.</b></p> 	<h1>My N n Book</h1> <div data-bbox="937 546 1275 732" style="border: 1px solid black; height: 80px; width: 175px;"></div> <hr/> <hr/> <hr/> <div data-bbox="367 1057 705 1185" style="border: 1px solid black; height: 55px; width: 175px;"></div> <div data-bbox="367 1243 705 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>
<div data-bbox="367 1057 705 1185" style="border: 1px solid black; height: 55px; width: 175px;"></div> <div data-bbox="367 1243 705 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>	<div data-bbox="937 1057 1275 1185" style="border: 1px solid black; height: 55px; width: 175px;"></div> <div data-bbox="937 1243 1275 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>

COPY READY



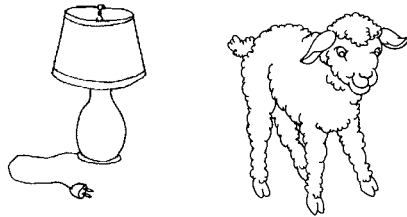
Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an / picture on each page and write its name. Read the sentence and color what it names.

COPY READY

**Read It Together**

**Find the lamp.**



# My L I Book



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

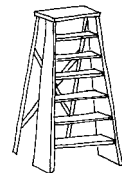
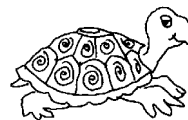
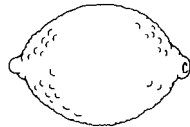
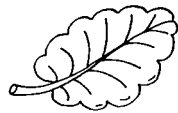
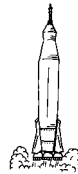
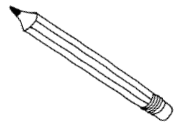
\_\_\_\_\_



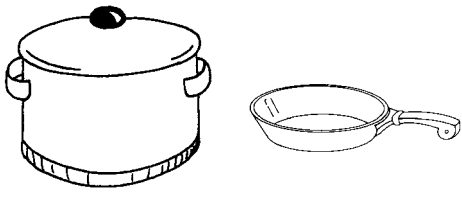



\_\_\_\_\_

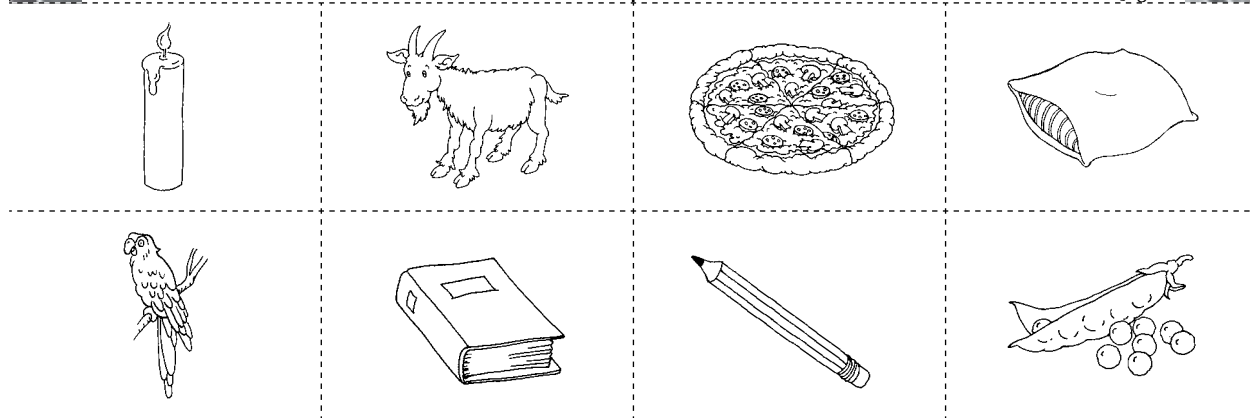
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\_\_\_\_\_



Cut out the pictures and the book. Fold the book on the solid lines. Paste a *p* picture on each page and write its name. Read the sentence and color what it names.

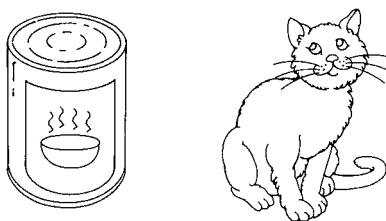



<p><b>Read It Together</b></p> <p><b>Find the pan.</b></p>  <p>_____</p> <p>_____</p> <p>_____</p> 	<h1>My P p Book</h1>  <p>_____</p> <p>_____</p> <p>_____</p> 
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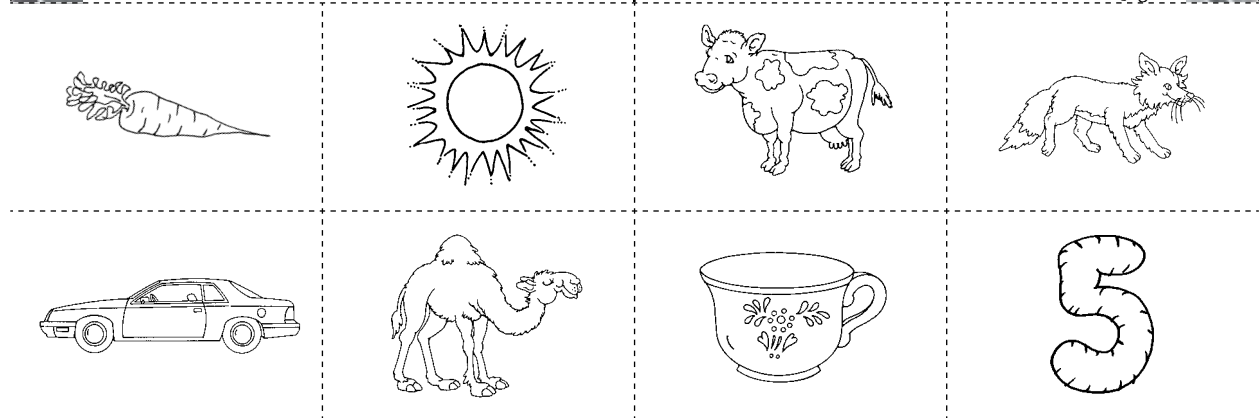


COPY READY

Cut out the pictures and the book. Fold the book on the solid lines. Paste a c picture on each page and write its name. Read the sentence and color what it names.

COPY READY

<p><b>Read It Together</b></p> <p><b>Find the can.</b></p>  <p>_____</p> <p>-----</p> <p>_____</p> 	<h1>My C c Book</h1>  <p>_____</p> <p>-----</p> <p>_____</p> 
--	---



# High Frequency Word Cards

and

do

little

then

that

what

the

with

this

you

on

your

COPY READY

Name \_\_\_\_\_ Date \_\_\_\_\_

T-Chart

# Compare Authors' Purposes

Compare "Families in Many Cultures" and "The World Is Your Family."

**"Families in Many Cultures"**

**"The World Is Your Family"**

to show families in different places

COPY READY

**Read It Together**

Take turns with a partner. Tell how the authors' purposes are different.

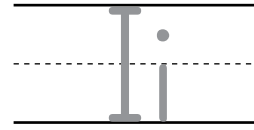
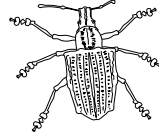
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For use with TE p. T29g

**PM1.32**

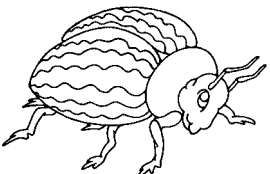

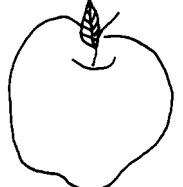
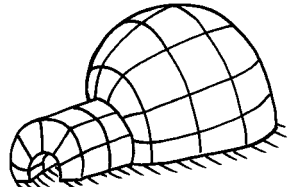

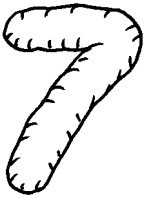
**Unit 1 | My Family**

Phonics

# Letter and Sound Ii



Write the missing letter. Color each item named in the sentence.

<p>1.  _____ <i>i</i> nsect _____</p>	<p>2.  _____ all _____</p>
<p>3.  _____ pp_____le _____</p>	<p>4.  _____ gloo _____</p>
<p>5.  _____ e_____ven _____</p>	<p>6.  _____ e_____ven _____</p>

COPY READY

**Read It Together**

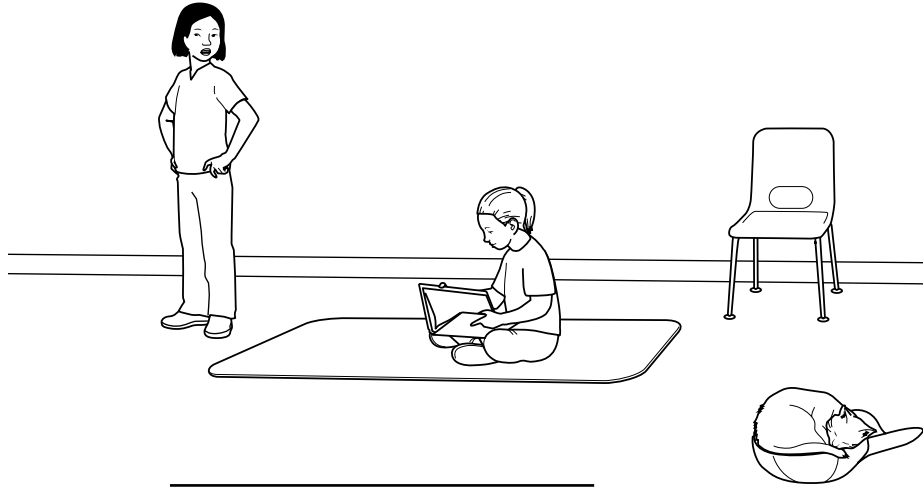
Find the insect and the igloo.



High Frequency Words

# Find Nat!

Write a word from the box to complete each sentence.



High Frequency  
**Words**

do

then

what

with

you

your

\_\_\_\_\_

1. Can \_\_\_\_\_ find Nat the cat?

\_\_\_\_\_

2. Is Nat on the mat \_\_\_\_\_ Pam?

\_\_\_\_\_

3. \_\_\_\_\_ is that in the cap?

\_\_\_\_\_

4. Nat, \_\_\_\_\_ you like to nap?

\_\_\_\_\_

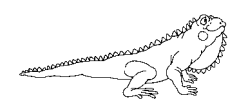
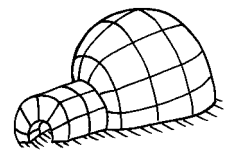
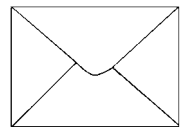
5. \_\_\_\_\_ you can nap in your cap!

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *i* picture on each page and write its name. Draw a picture to go with the sentence.

<p><b>Read It Together</b></p> <p>Draw a wig on a pig.</p>	<h1>My I i Book</h1> <div data-bbox="937 546 1265 732" style="border: 1px solid black; height: 80px; width: 170px;"></div> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <div data-bbox="367 1243 705 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>	<hr/> <hr/> <hr/> <hr/> <div data-bbox="937 1243 1265 1429" style="border: 1px solid black; height: 80px; width: 170px;"></div>

COPY READY



Grammar and Writing

# Write Articles and Plural Nouns

1. Read the story.
2. Circle the correct articles.
3. Fill in the blanks with plural nouns. Add -s or -es.

COPY READY

It takes a lot of work to make (a/the) garden! First,

we cleaned up (a/the) yard. Then we moved two

\_\_\_\_\_

.....

\_\_\_\_\_ (bench) near the garden. Next, we

\_\_\_\_\_

.....

bought some seeds. I got \_\_\_\_\_ (bean) and

\_\_\_\_\_

.....

\_\_\_\_\_ (sunflower). I also got (a/an)

apple seed. We planted (a/the) seeds. We watered them

with (a/an) hose. I can't wait to eat from (a/the) garden!

**Vocabulary**

# Name It!

## Grammar Rules Plural Nouns

- Add *s* to most nouns to show more than one.  
meal → meals
- Add *es* to nouns that end with *ss*, *x*, *ch*, and *sh* to show more than one.  
lunch → lunches

COPY READY

glass	sandwich	teacher	mother
meal	<p><b>1. Play with a partner.</b></p> <p><b>2. Use a small object for a game piece.</b></p> <p><b>3. Flip a coin.</b></p> <div style="display: flex; align-items: center; margin-bottom: 5px;">  = Move 1 space.         </div> <div style="display: flex; align-items: center; margin-bottom: 5px;">  = Move 2 spaces.         </div> <p><b>4. Say the singular noun.</b></p> <p><b>5. Write the plural form on another sheet of paper.</b></p> <p><b>6. The first one to the END wins!</b></p>		lunch
BEGIN			park
END			box
brother			dish

Name \_\_\_\_\_

Date \_\_\_\_\_


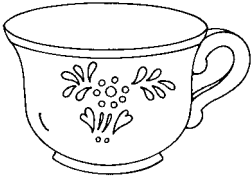

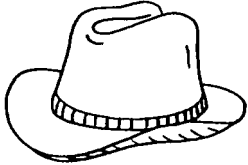
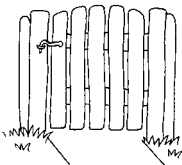

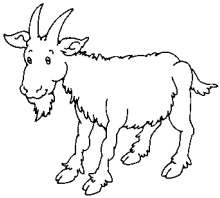

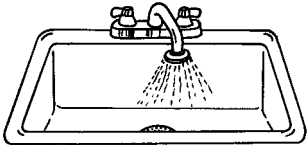
Phonics

# Letter and Sound Gg



Gg

Write the missing letter. Color each item named in the sentence.

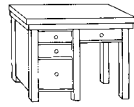
1.  girl	2.  up	3.  ift
4.  at	5.  ate	6.  uitar
7.  oat	8.  ion	9.  ink

**Read It Together**

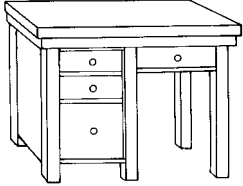

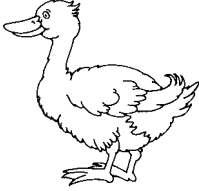

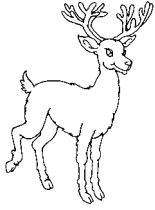
Find the gate and the goat.

Phonics

# Letter and Sound Dd



Write the missing letter. Color each item named in the sentence.

<p>1. </p> <p>dog</p>	<p>2. </p> <p>oor</p>	<p>3. </p> <p>esk</p>
<p>4. </p> <p>ime</p>	<p>5. </p> <p>ink</p>	<p>6. </p> <p>uck</p>
<p>7. </p> <p>irl</p>	<p>8. </p> <p>oll</p>	<p>9. </p> <p>eer</p>

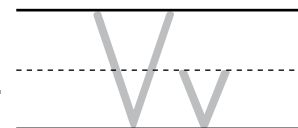
**Read It Together**

Find the duck and the door.

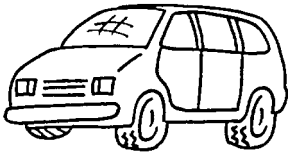
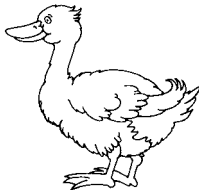
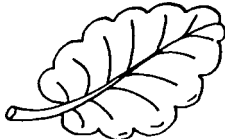

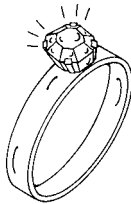
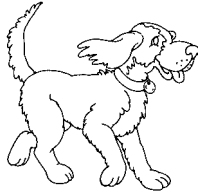
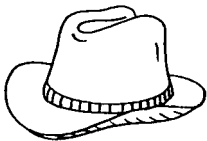
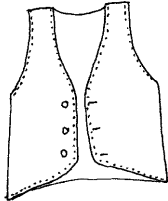
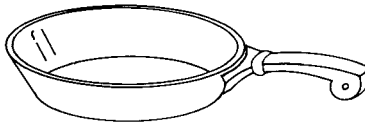
Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

# Letter and Sound Vv



Write the missing letter. Color each item named in the sentence.

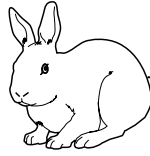
1.  _____ <u>v</u> an _____	2.  _____ u <u>ck</u> _____	3.  _____ e <u>a</u> f _____
4.  _____ a <u>s</u> e _____	5.  _____ i <u>n</u> g _____	6.  _____ o <u>g</u> _____
7.  _____ a <u>t</u> _____	8.  _____ e <u>s</u> t _____	9.  _____ a <u>n</u> _____

**Read It Together**

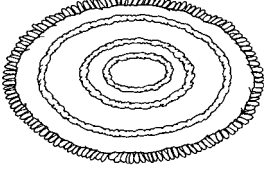
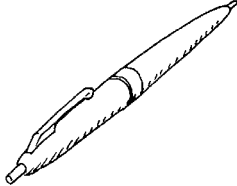
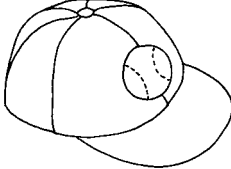
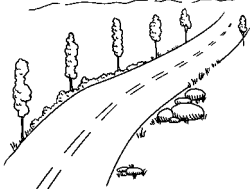


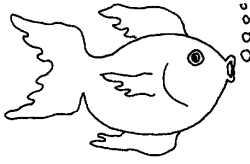
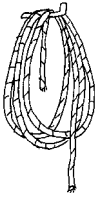
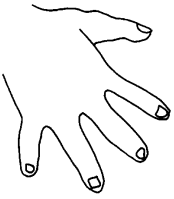
Find the vest and the vase.

Phonics

# Letter and Sound Rr



Write the missing letter. Color each item named in the sentence.

<p>1.</p>  _____	<p>2.</p>  _____	<p>3.</p>  _____
<p>4.</p>  _____	<p>5.</p>  _____	<p>6.</p>  _____
<p>7.</p>  _____	<p>8.</p>  _____	<p>9.</p>  _____

**Read It Together**

Find the rake and the rug.



Name \_\_\_\_\_ Date \_\_\_\_\_

Handwriting

# High Frequency Words

Trace each word two times and then write it.

get get get

help help help

of of of

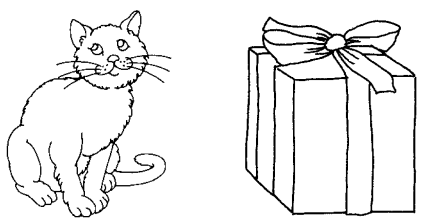



put put put

we we we

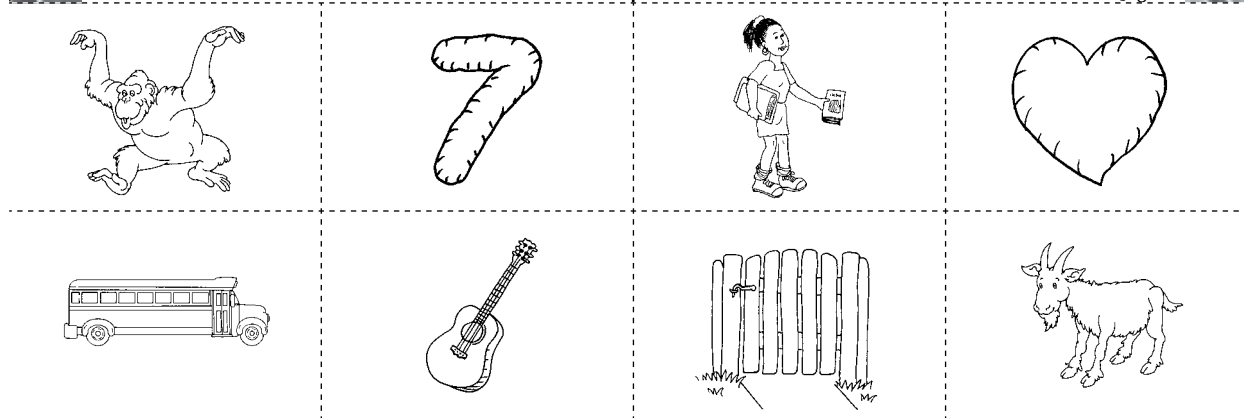
work work work

COPY READY

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *g* picture on each page and write its name. Read the sentence and do what it says.






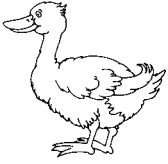
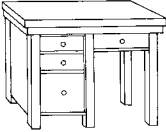

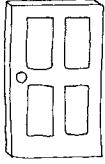
<p><b>Read It Together</b></p> <p>Put an X on the cat.</p> 	<h1>My G g Book</h1>  <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> 	<hr/> <hr/> <hr/> 

COPY READY

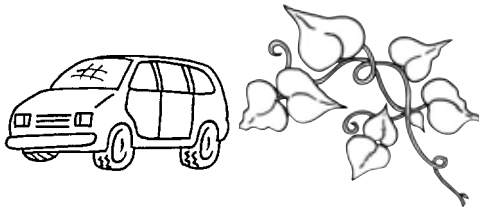


Cut out the pictures and the book. Fold the book on the solid lines. Paste a *d* picture on each page and write its name. Read the sentence and color what it names.

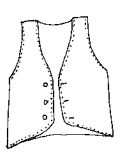
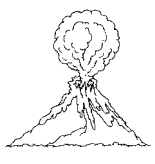
COPY READY

<p><b>Read It Together</b></p> <p><b>Find the dog.</b></p> 	<h1>My D d Book</h1> <div data-bbox="1224 546 1561 739"></div> <hr/> <hr/> <hr/> <hr/>		
<hr/> <hr/> <hr/> <div data-bbox="658 1243 996 1436"></div>	<hr/> <hr/> <hr/> <hr/> <div data-bbox="1224 1243 1561 1436"></div>		
			
			

Cut out the pictures and the book. Fold the book on the solid lines. Paste a v picture on each page and write its name. Read the sentence and color what it names.

<p><b>Read It Together</b></p> <p><b>Find the van.</b></p> 	<h1>My V v Book</h1> <div data-bbox="937 546 1275 739"></div> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <div data-bbox="367 1243 705 1436"></div>	<hr/> <hr/> <hr/> <div data-bbox="937 1243 1275 1436"></div>

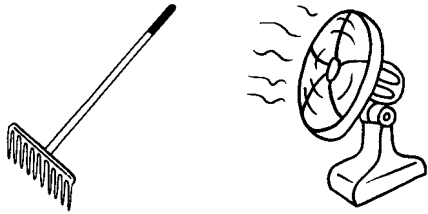
COPY READY

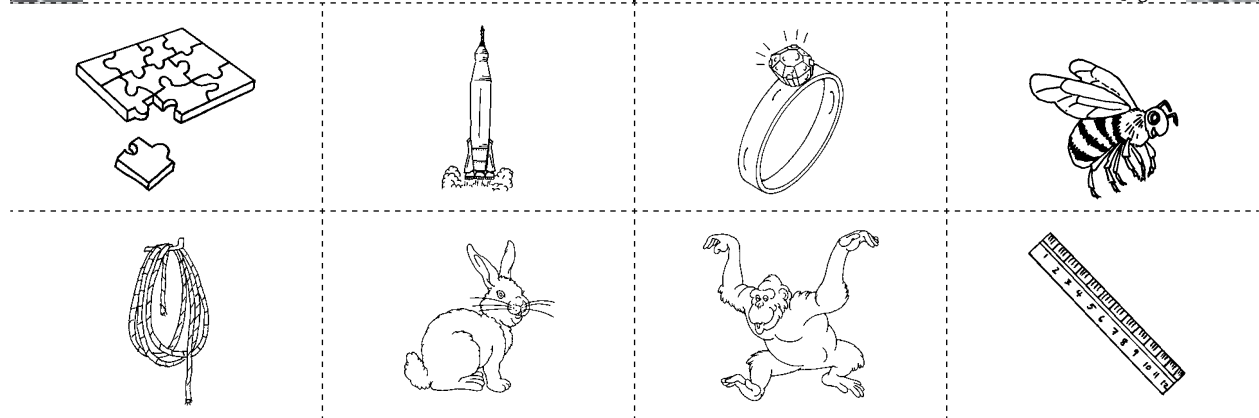


Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *r* picture on each page and write its name. Read the sentence and do what it says.

COPY READY

<p><b>Read It Together</b></p> <p>Put an X on the fan.</p> 	<h1>My R r Book</h1> <div data-bbox="1221 543 1561 739" style="border: 1px solid black; height: 84px; width: 176px;"></div> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/>
<hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="654 1238 994 1433" style="border: 1px solid black; height: 84px; width: 176px;"></div>	<hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="1221 1238 1561 1433" style="border: 1px solid black; height: 84px; width: 176px;"></div>



# High Frequency Word Cards

her

get

him

help

too

of

with

put

you

we

your

work

COPY READY

Name \_\_\_\_\_ Date \_\_\_\_\_

**Setting Chart**

# Identify Setting

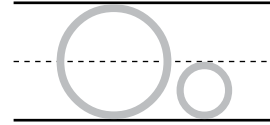
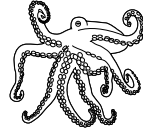
Write the setting of a family story you know at the top of the left column. Write about the setting below. Draw a picture of the setting in the right column.

<b>Setting:</b> _____	<b>Picture of the Place</b>

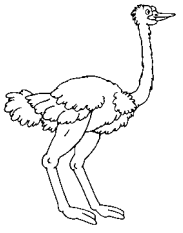
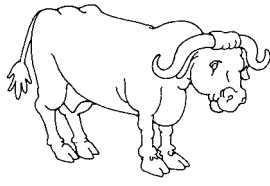

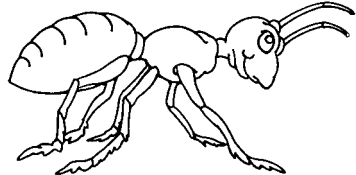
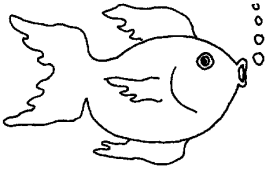

**COPY READY**

Phonics

# Letter and Sound Oo



Write the missing letter. Put a dot by the item named.

<p>1. </p> <p>o strich</p>	<p>2. </p> <p>x</p>
<p>3. </p> <p>tter</p>	<p>4. </p> <p>nt</p>
<p>5. </p> <p>ish</p>	<p>6. </p> <p>live</p>

**Read It Together**

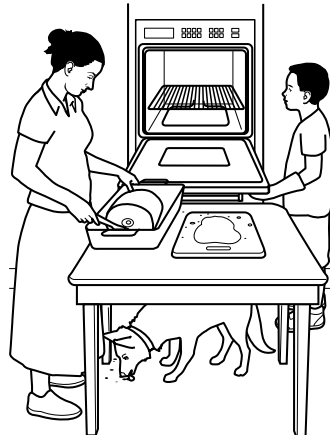
Put a big dot by the ox.



High Frequency Words

# A Big Help

Write a word from the box to complete each sentence.



High Frequency  
Words

get

help

of

put

we

work

1. I \_\_\_\_\_ with Mom.

2. We \_\_\_\_\_ a ham.

3. We \_\_\_\_\_ the ham in a pan.

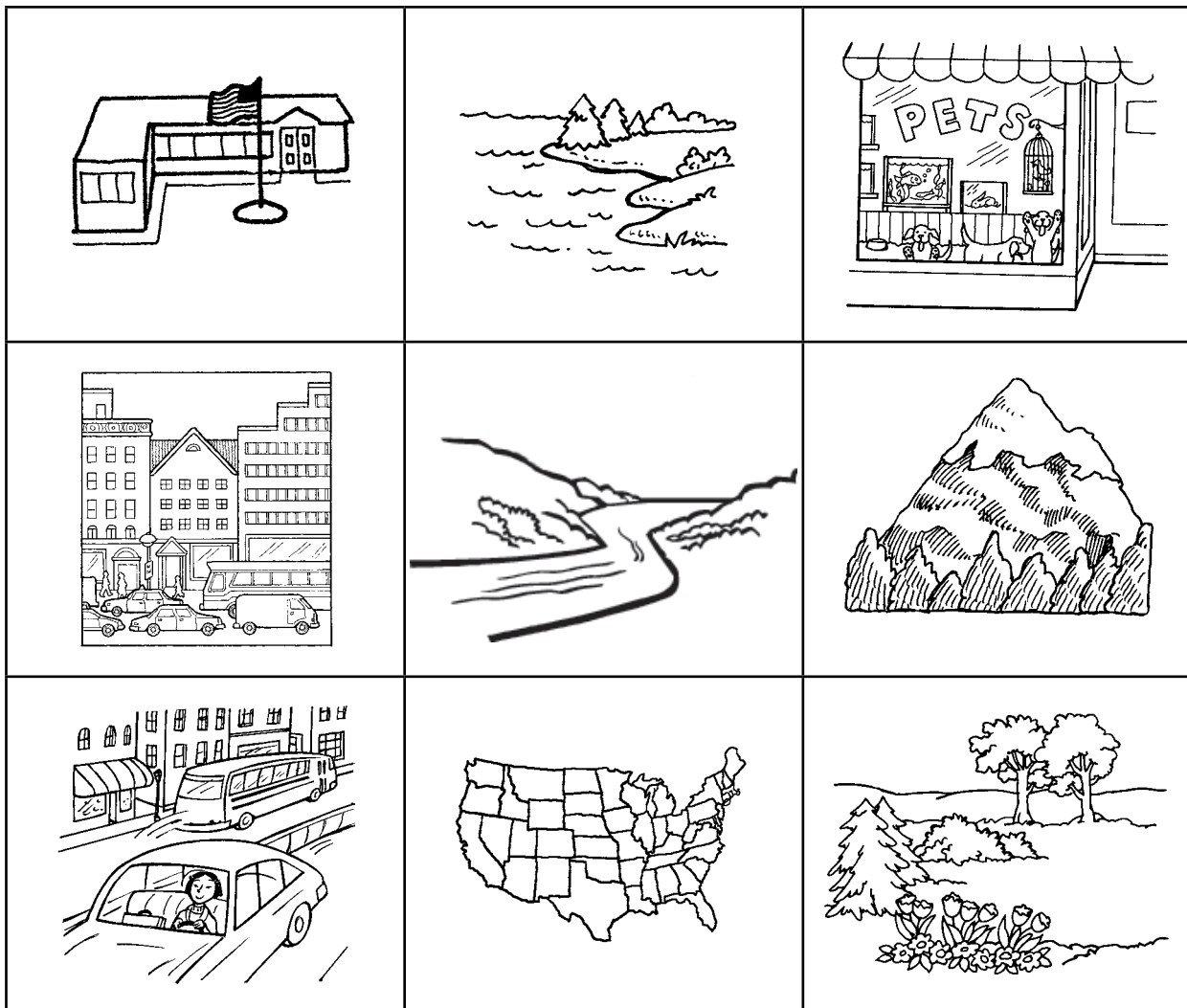
4. My dog can \_\_\_\_\_, too.

5. My dog can do a lot \_\_\_\_\_ work!

**Grammar: Common and Proper Nouns**

# Use Proper Nouns

1. Point to a picture.
2. Use a common noun to name the place.
3. Then use a proper noun to name the place. Make up a name or use the name of a real place.
4. Say your sentences to your partner.



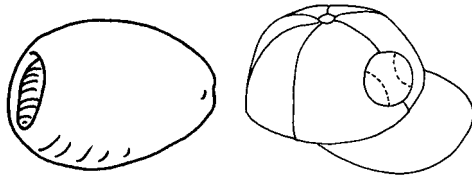
COPY READY

Cut out the pictures and the book. Fold the book on the solid lines. Paste an o picture on each page and write its name. Read the sentence and do what it says.

COPY READY

**Read It Together**

Put an X on the cap.



# My O o Book



\_\_\_\_\_

-----

\_\_\_\_\_

\_\_\_\_\_

-----

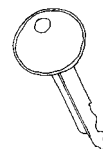
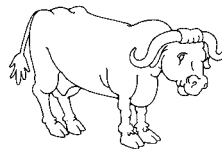
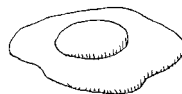
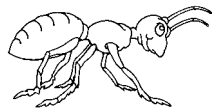
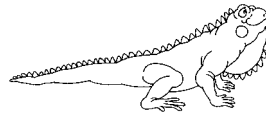
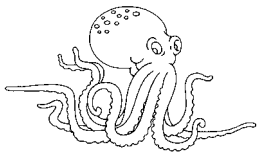
\_\_\_\_\_



\_\_\_\_\_

-----

\_\_\_\_\_



Phonics

# Final -s

Circle the word that completes each sentence and write it.

1. Bob has lots of hat hats.  
\_\_\_\_\_

2. Bob has his a dog, too.  
\_\_\_\_\_

3. Rags has is his dog.  
\_\_\_\_\_

4. Bob get gets Rags a hat.  
\_\_\_\_\_

5. Rags likes his is hat.  
\_\_\_\_\_



COPY READY

## Grammar and Writing

**Write Common and Proper Nouns**

state	dog	Shell Beach	brother	Miami	Ashley
-------	-----	-------------	---------	-------	--------

Look at each pair of sentences. Look at the underlined word in the first sentence. Draw a line to the common or proper noun that completes the second sentence.

1. This is my sister.

Her name is \_\_\_\_\_ .

brother

2. This is James.

He is my \_\_\_\_\_ .

Ashley

3. We live in a big city.

It is called \_\_\_\_\_ .

Miami

4. Miami is in Florida.

Our \_\_\_\_\_ is in the south.

state

5. We swim at the beach.

We often go to \_\_\_\_\_ .

dog

6. Buddy splashes in the waves

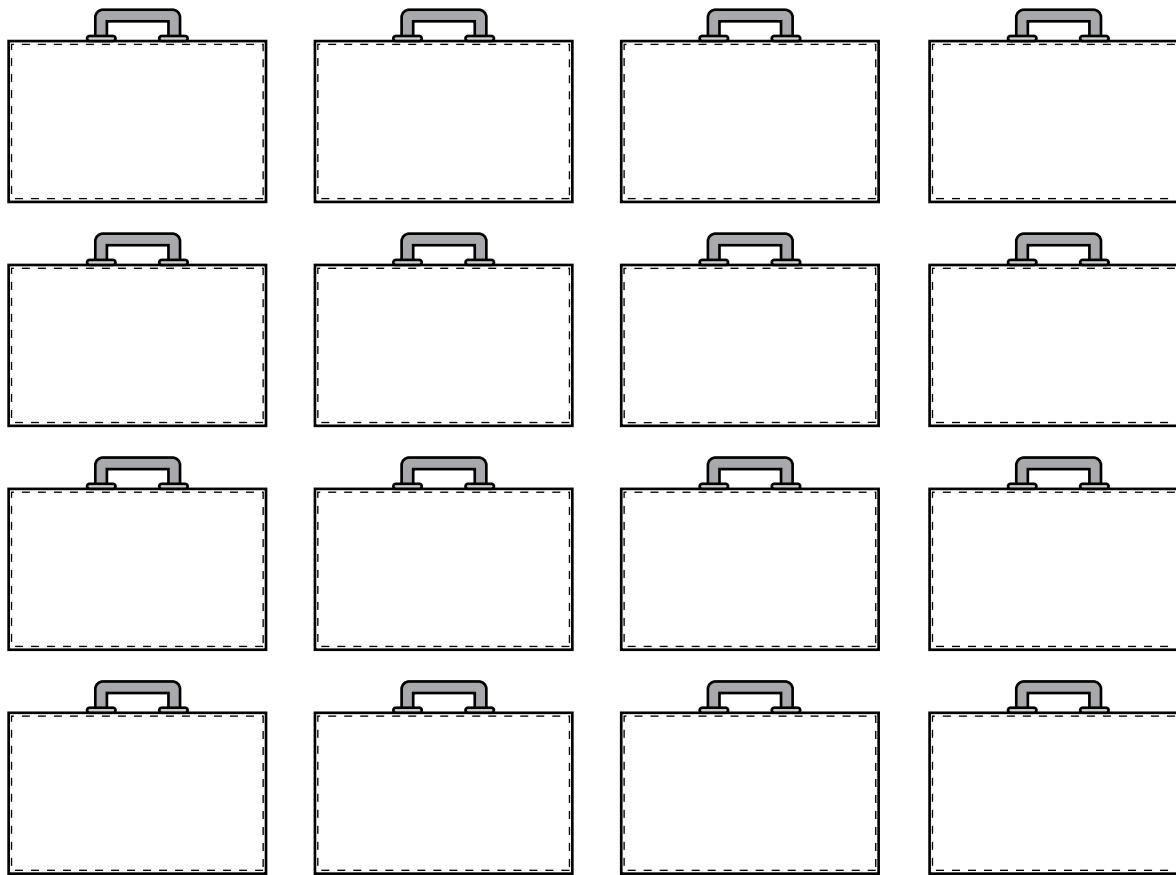
with us. Buddy is our \_\_\_\_\_ .

Shell Beach

**Vocabulary**

# Family Trip Bingo

1. Write one Key Word in each suitcase.
2. Listen to the clues. Place a marker on the Key Word.
3. Say "Bingo" when you have four markers in a row.



COPY READY

**Setting Chart**

# Papá and Me

List the places that Papá and his son went. Then list words that tell what the places are like.

COPY READY

Places	What the Places are Like
<ul style="list-style-type: none"> <li>• home</li> </ul>	<ul style="list-style-type: none"> <li>• fun</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



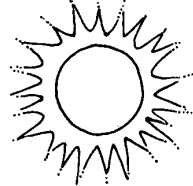

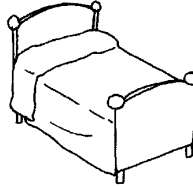


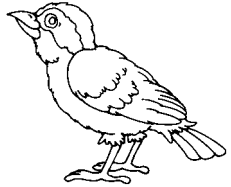

 Take turns with a partner. Use your setting chart to give information about the story.

Phonics

# Letter and Sound Bb



Write the missing letter. Color the item named in the sentence.

<p>1.  _____ <b>b</b>at _____</p>	<p>2.  _____ us _____</p>	<p>3.  _____ un _____</p>
<p>4.  _____ an _____</p>	<p>5.  _____ ed _____</p>	<p>6.  _____ an _____</p>
<p>7.  _____ ee _____</p>	<p>8.  _____ ird _____</p>	<p>9.  _____ oy _____</p>

COPY READY

**Read It Together**

Find the bed.

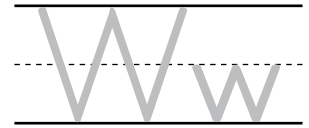
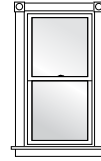


Name \_\_\_\_\_

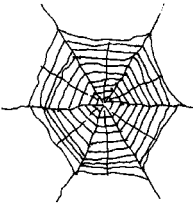
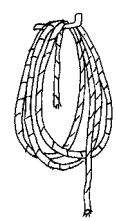

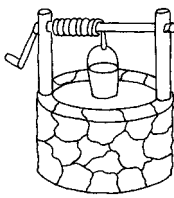

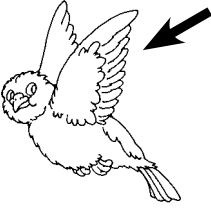
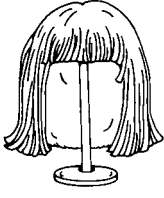
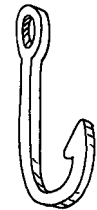
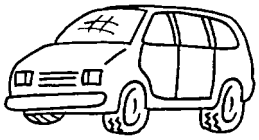
Date \_\_\_\_\_

Phonics

# Letter and Sound Ww



Write the missing letter. Color each item named in the sentence.

1.  _____ <b>w</b> eb _____	2.  _____ ope _____	3.  _____ ave _____
4.  _____ ell _____	5.  _____ ee _____	6.  _____ ing _____
7.  _____ ig _____	8.  _____ ook _____	9.  _____ an _____

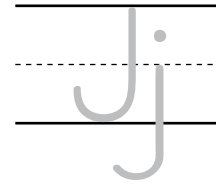
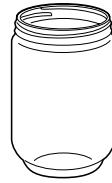
**Read It Together**

Find the wing and the well.


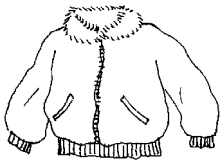
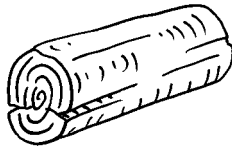

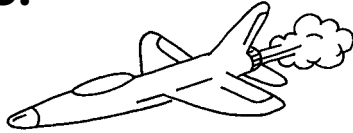




Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

# Letter and Sound Jj



Write the missing letter. Put a dot on the item named.

1.  _____ <u>_____</u> _____ j jeans	2.  _____ <u>_____</u> _____ a cket	3.  _____ <u>_____</u> _____ o g
4.  _____ <u>_____</u> _____ e er	5.  _____ <u>_____</u> _____ e t	6.  _____ <u>_____</u> _____ e al
7.  _____ <u>_____</u> _____ i on	8.  _____ <u>_____</u> _____ a r	9.  _____ <u>_____</u> _____ i ps

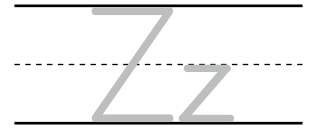
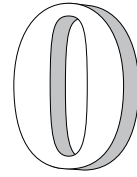
**Read It Together**

Put a dot on the jet.

Name \_\_\_\_\_ Date \_\_\_\_\_

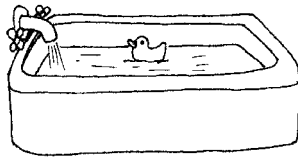
Phonics

# Letter and Sound Zz



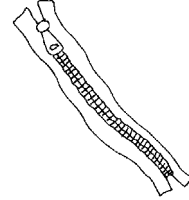
Write the missing letter. Color each item named in the sentence.

1.



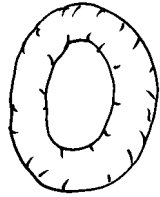
\_\_\_\_\_  
tub  
\_\_\_\_\_

2.



\_\_\_\_\_  
ipper  
\_\_\_\_\_

3.



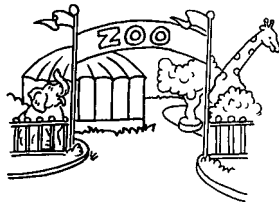
\_\_\_\_\_  
ero  
\_\_\_\_\_

4.



\_\_\_\_\_  
ase  
\_\_\_\_\_

5.



\_\_\_\_\_  
oo  
\_\_\_\_\_

6.



\_\_\_\_\_  
ock  
\_\_\_\_\_

**Read It Together**

Find the zoo and the zipper.

**Grammar: Proper Nouns**

# Find Proper Nouns



1. Take turns with a partner.
2. Read the word in the box.
3. If it is a proper noun, write it on a piece of paper with a capital letter.
4. If it is a common noun, don't write anything.
5. Color all the boxes with a proper noun to get Fluffy to the vet.

fluffy	nebraska	monday
home	trip	amy
idea	carlos	june
oak street	friday	share
october	group	visit
wisconsin	sunday	doctor dan

COPY READY

Name \_\_\_\_\_ Date \_\_\_\_\_

Handwriting

# High Frequency Words

Trace each word two times and then write it.

day day day

from from from

good good good

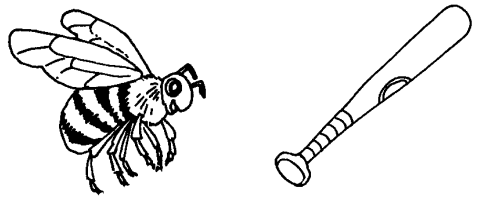
she she she

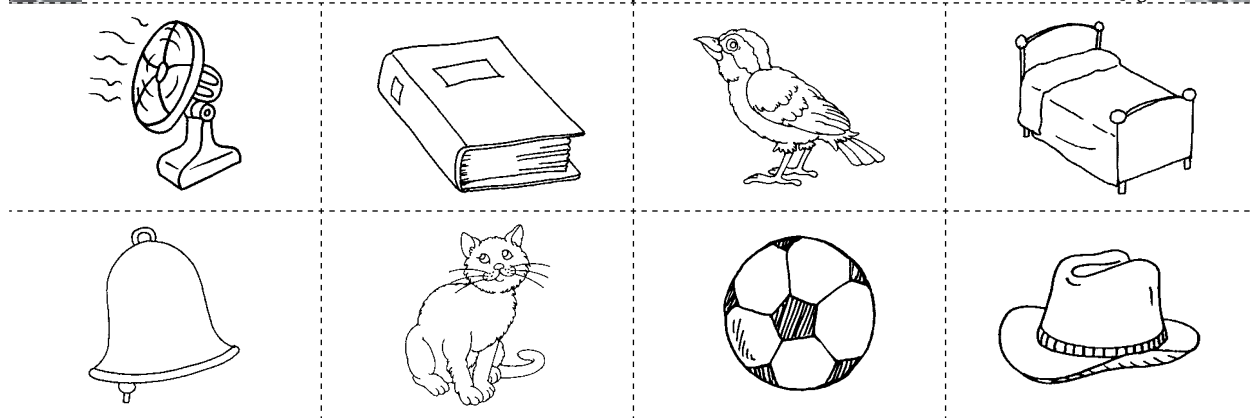
us us us

very very very

COPY READY

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *b* picture on each page and write its name. Read the sentence and color what it names.

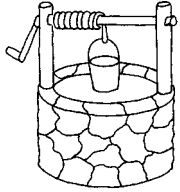

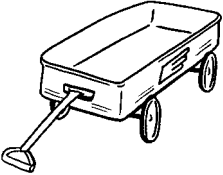
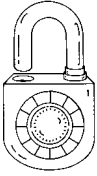
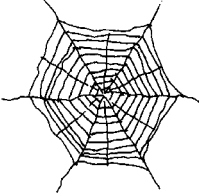

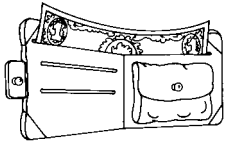
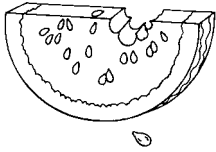

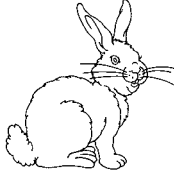
<p><b>Read It Together</b></p> <p><b>Find the bat.</b></p> 	<h1>My B b Book</h1> <div data-bbox="937 546 1275 743" style="border: 1px solid black; height: 85px; width: 175px;"></div> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <div data-bbox="367 1243 705 1440" style="border: 1px solid black; height: 85px; width: 175px;"></div>	<hr/> <hr/> <hr/> <hr/> <div data-bbox="937 1243 1275 1440" style="border: 1px solid black; height: 85px; width: 175px;"></div>




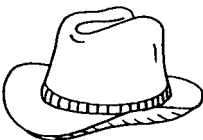
COPY READY

Cut out the pictures and the book. Fold the book on the solid lines. Paste a w picture on each page and write its name. Read the sentence and color what it names.

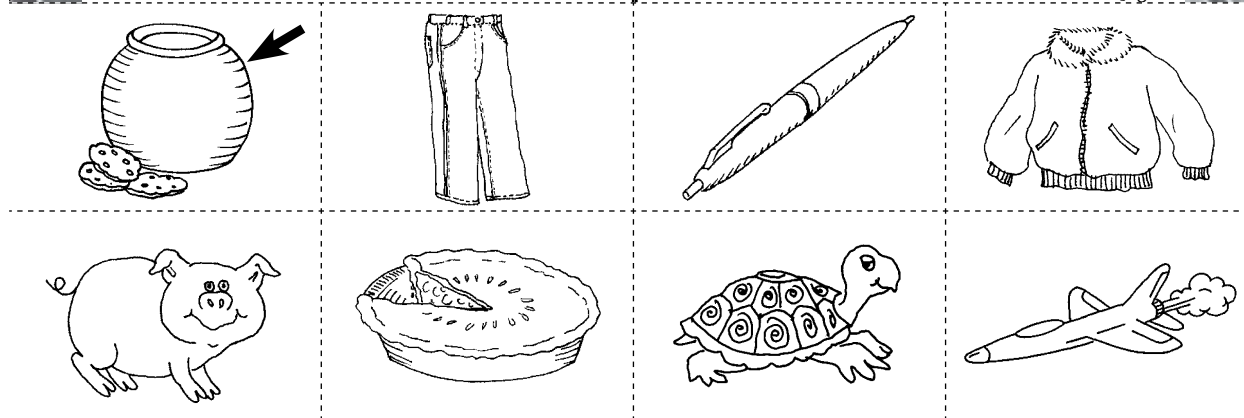
COPY READY

<p style="text-align: center;"><b>Read It Together</b></p> <p style="text-align: center;"><b>Find the wave.</b></p> <div style="display: flex; justify-content: space-around;">   </div>	<h2 style="text-align: center;">My W w Book</h2> <div style="border: 1px solid black; width: 100%; height: 80px; margin-bottom: 5px;"></div> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px solid black;"/>		
<hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px solid black;"/> <div style="border: 1px solid black; width: 100%; height: 80px; margin-top: 10px;"></div>	<hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px solid black;"/> <div style="border: 1px solid black; width: 100%; height: 80px; margin-top: 10px;"></div>		
			
			

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *j* picture on each page and write its name. Read the sentence and do what it says.

<p><b>Read It Together</b></p> <p>Put an X on the hat.</p>  	<h1>My J j Book</h1> <div data-bbox="937 546 1265 732" style="border: 1px solid black; height: 80px; width: 170px;"></div> <hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="937 1243 1265 1429" style="border: 1px solid black; height: 80px; width: 170px;"></div>
<hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="367 1243 705 1429" style="border: 1px solid black; height: 80px; width: 175px;"></div>	<hr/> <hr style="border-top: 1px dashed black;"/> <hr/> <div data-bbox="937 1243 1265 1429" style="border: 1px solid black; height: 80px; width: 170px;"></div>

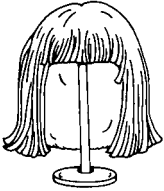
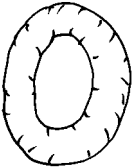
COPY READY

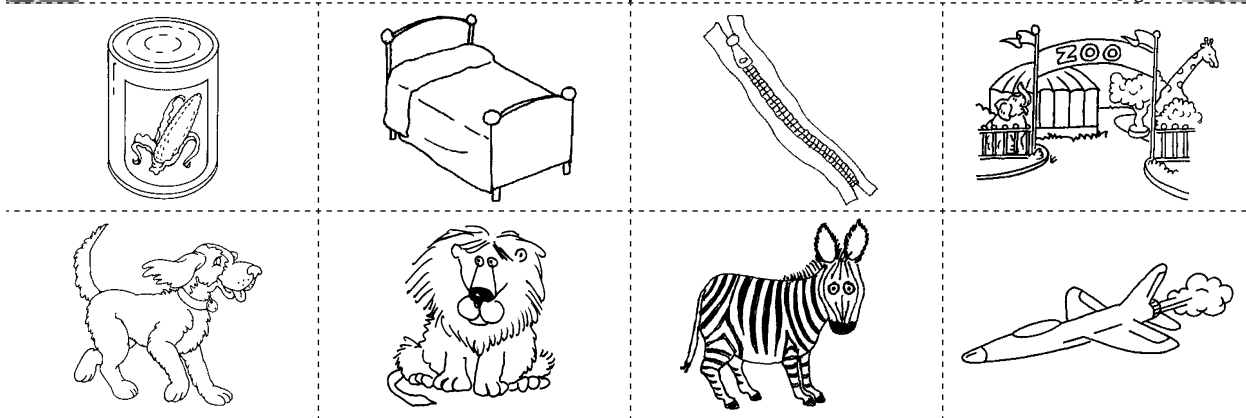




Cut out the pictures and the book. Fold the book on the solid lines. Paste a z picture on each page and write its name. Read the sentence and do what it says.

COPY READY

<p style="text-align: center;"><b>Read It Together</b></p> <p style="text-align: center;"><b>Put an X on the wig.</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <div style="margin-top: 20px;"> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px solid black;"/> </div> <div style="margin-top: 20px; border: 1px solid black; width: 100%; height: 80px;"></div>	<h1 style="text-align: center;">My Z z Book</h1> <div style="margin-top: 20px; border: 1px solid black; width: 100%; height: 80px;"></div> <hr style="border: 0.5px solid black;"/> <hr style="border: 0.5px dashed black;"/> <hr style="border: 0.5px solid black;"/> <div style="margin-top: 20px; border: 1px solid black; width: 100%; height: 80px;"></div>
---	--



# High Frequency Word Cards

get

day

help

from

of

good

put

she

we

us

work

very

COPY READY

Name \_\_\_\_\_ Date \_\_\_\_\_

T-Chart

# Compare Genres

Compare a story and a postcard.

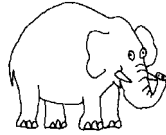
COPY READY

Realistic Fiction	Postcard
<p>is a made up story that seems real</p>	<p>is a message from a real person</p>

 Tell a partner how a story and a postcard are different.

Phonics

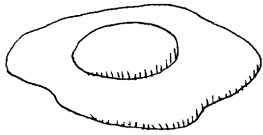
# Letter and Sound Ee



Ee

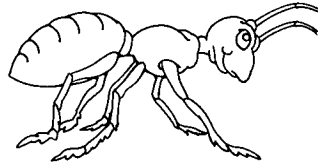
Write the missing letter. Color each item named in the sentence.

1.



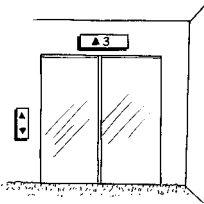
egg

2.



nt

3.



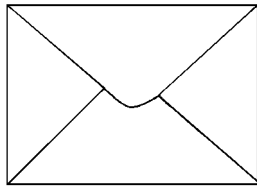
levator

4.



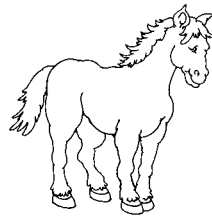
lbow

5.



nvelope

6.



orse

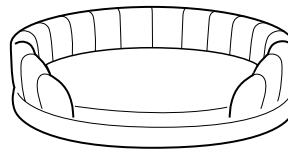
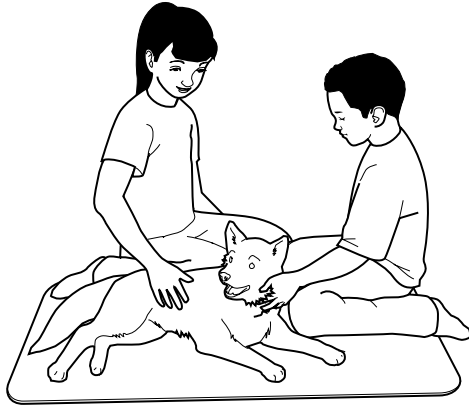
**Read It Together**

Find the egg and the elbow.

High Frequency Words

# Zip Can Jog

Write a word from the box to complete each sentence.

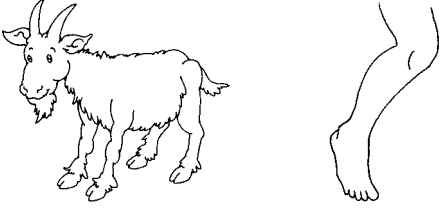


High Frequency Words
day
from
good
she
us
very

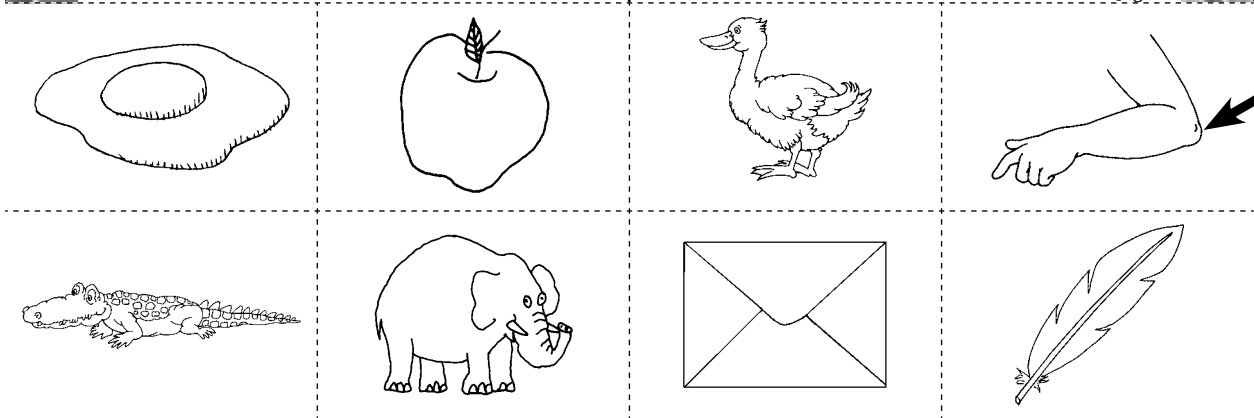
COPY READY

- \_\_\_\_\_
- 
1. Zip is a \_\_\_\_\_ dog.
- \_\_\_\_\_
- 
2. Zip can jog \_\_\_\_\_ the bed to the mat.
- \_\_\_\_\_
- 
3. Zip can get a big pat from \_\_\_\_\_ .
- \_\_\_\_\_
- 
4. \_\_\_\_\_ can jog from the mat to the bed.
- \_\_\_\_\_
- 
5. Zip has a very good \_\_\_\_\_ !

Cut out the pictures and the book. Fold the book on the solid lines. Paste an e picture on each page and write its name. Read the sentence and do what it says.

<p><b>Read It Together</b></p> <p><b>Put an E on the leg.</b></p> 	<h1>My E e Book</h1> <div data-bbox="937 546 1271 739"></div> <hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <div data-bbox="367 1243 705 1436"></div>	<hr/> <hr/> <hr/> <hr/> <div data-bbox="937 1243 1271 1436"></div>

COPY READY



Grammar and Writing

# Proper Nouns and Dates

Look at each sentence. Circle the correct ending.

1. Jen lives in seattle.  
Seattle.
2. She lives with her mom and her brother Tim.  
tim.
3. Jen's family took a trip to Texas.  
texas.
4. They left on July 18 2013.  
July 18, 2013.
5. They came home the next monday.  
Monday.
6. Jen learned that Texas can be very hot in july!  
July!

**Grammar: Proper Nouns**

# Name Game

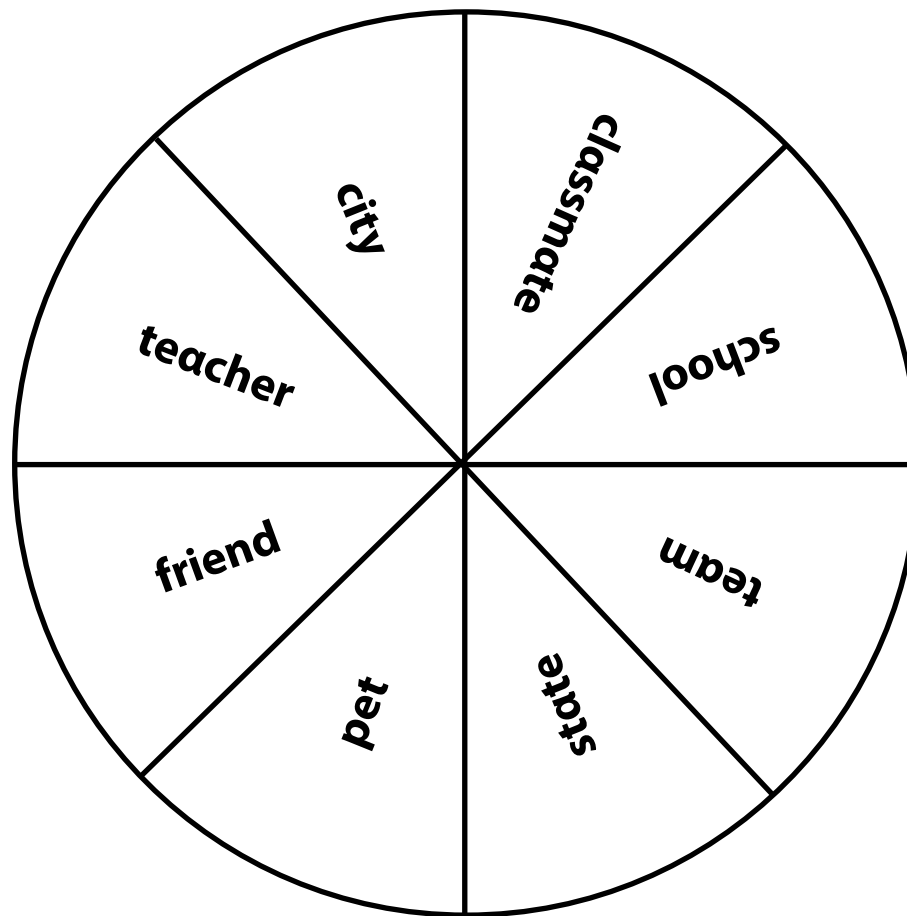
## Grammar Rules Proper Nouns

Start a proper noun with a capital letter.




My dog Mac is the best dog in the world.

1. Play with a partner.
2. Spin the spinner.
3. Name a proper noun. Write the proper noun on a piece of paper.



### Make a Spinner

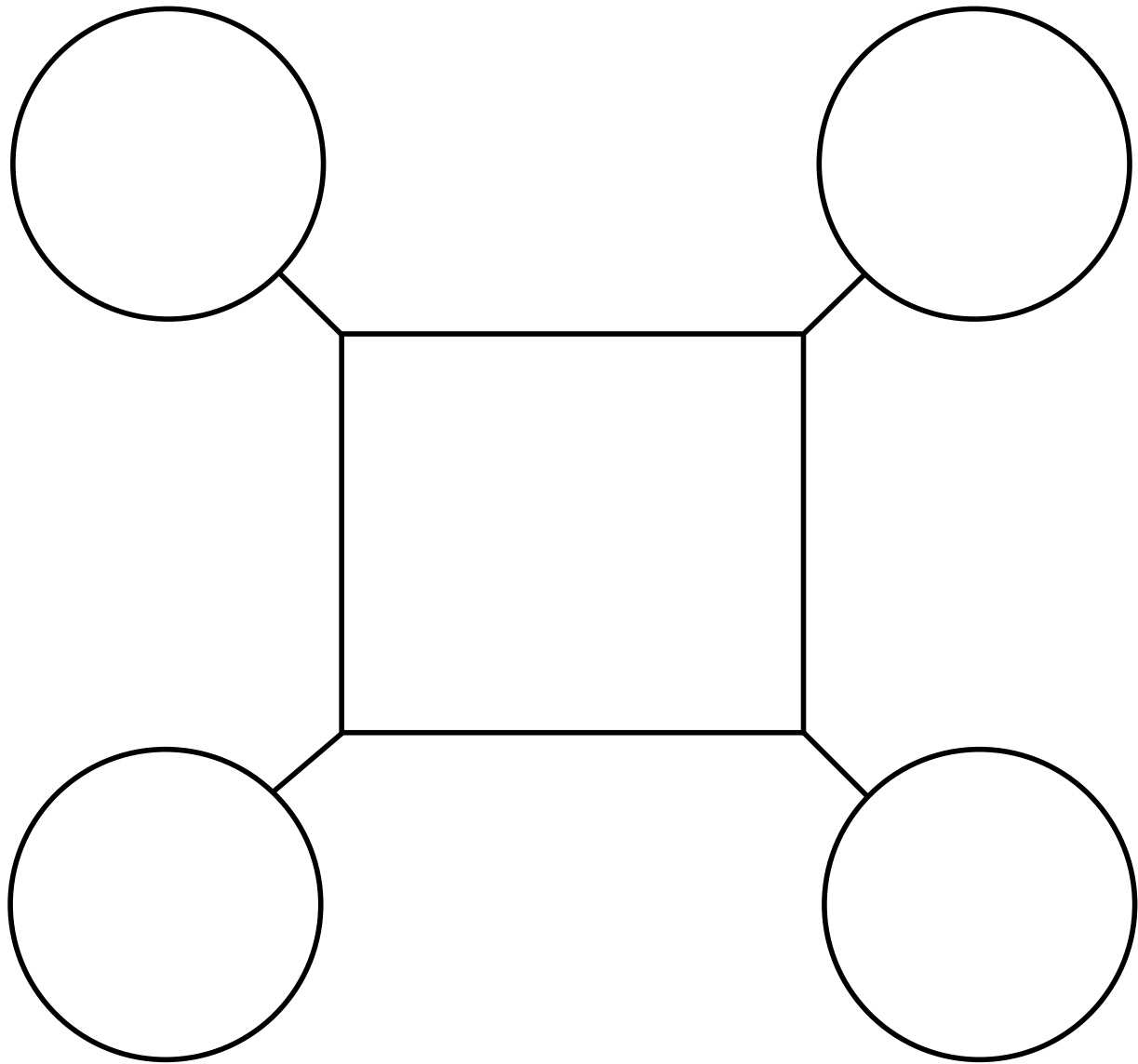
1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.

COPY READY



Prewrite Graphic Organizer: Idea Web

# Idea Web



COPY READY


## Word Choice Checklist

- ✓ Did you pick strong words?
- ✓ Do your words go with your pictures?
- ✓ Do your words grab your reader's attention?








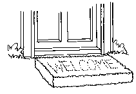
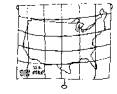
Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Mm



Write the missing letter. Color each item named in the sentence.

1.  _ _ _ map	2.  _ _ _ man	3.  _ _ _ mask
4.  _ _ _ mouse	5.  _ _ _ milk	6.  _ _ _ mitt
7.  _ _ _ moon	8.  _ _ _ mat	9.  _ _ _ map

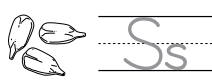
**Read It Together** Find the man and the mat.

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
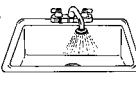
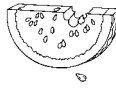




Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Ss



Write the missing letter. Color each item named in the sentence.

1.  _ _ _ soap	2.  _ _ _ milk	3.  _ _ _ sun
4.  _ _ _ sink	5.  _ _ _ seed	6.  _ _ _ sock
7.  _ _ _ seal	8.  _ _ _ six	9.  _ _ _ seven

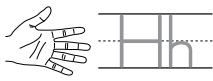
**Read It Together** Find the sun and the six.

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





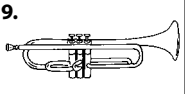
Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Hh



Write the missing letter. Color each item named in the sentence.

1.  _ _ _ hat	2.  _ _ _ hook	3.  _ _ _ sun
4.  _ _ _ mask	5.  _ _ _ fan	6.  _ _ _ hose
7.  _ _ _ hand	8.  _ _ _ house	9.  _ _ _ horn


**Read It Together** Find the hat and the hand.

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



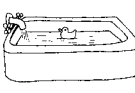




Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Tt



Write the missing letter. Color each item named in the sentence.

1.  _ _ _ ten	2.  _ _ _ mitt	3.  _ _ _ tape
4.  _ _ _ sock	5.  _ _ _ tub	6.  _ _ _ tire
7.  _ _ _ horse	8.  _ _ _ top	9.  _ _ _ table

**Read It Together** Find the ten and the tub.

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Name \_\_\_\_\_ Date \_\_\_\_\_

Handwriting

# High Frequency Words

Trace each word two times and then write it.

find find find

has has has

have have have

his his his

mother mother mother

too too too

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PM1.5


Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines.  
Paste an *m* picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the man.



**My M m Book**

\_\_\_\_\_

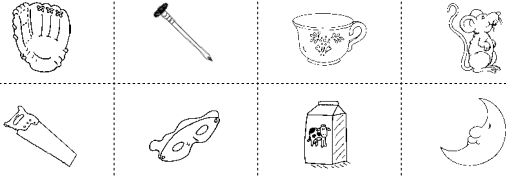
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PM1.6

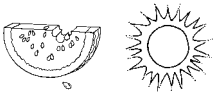
Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines.  
Paste an *s* picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the Sun.



**My S s Book**

\_\_\_\_\_

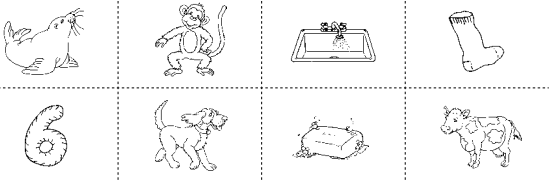
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PM1.7

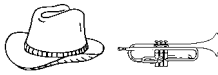
Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines.  
Paste an *h* picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the hat.



**My H h Book**

\_\_\_\_\_

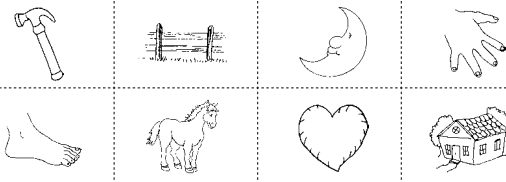
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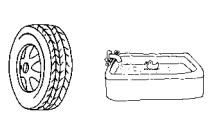
Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a **t** picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the tub.



**My T t Book**





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





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Page PM1.9

## High Frequency Word Cards

a	find
am	has
I	have
is	his
like	mother
my	too

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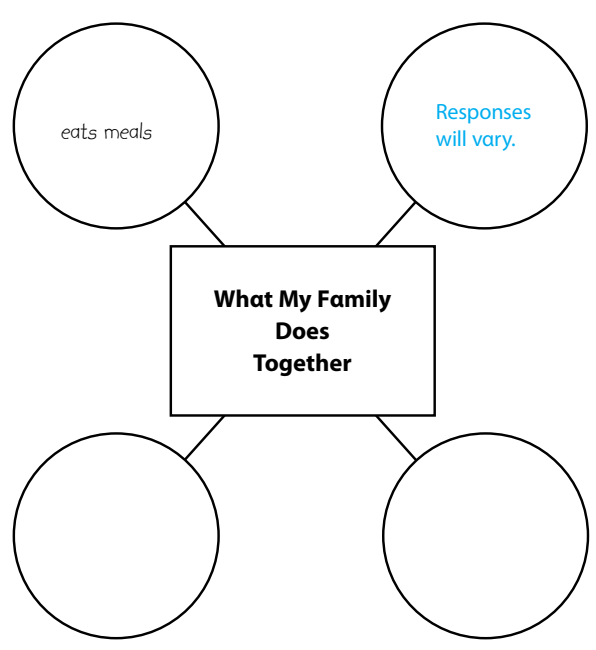
Page PM1.10

Name \_\_\_\_\_ Date \_\_\_\_\_

**Idea Web**

## Organize Ideas

Write about what your family does together.




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Page PM1.11


Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Aa



Write the missing letter. Color the item named in the sentence.


1. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

apple


2. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

mop


3. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ax


4. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

fox


5. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

alligator

6. 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ant

**Read It Together** Find the ax.

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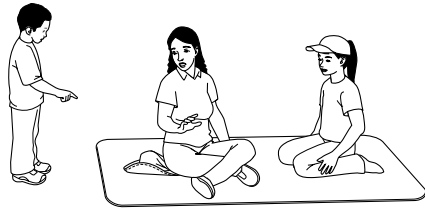
Page PM1.12

Name \_\_\_\_\_ Date \_\_\_\_\_

High Frequency Words

## Find a Hat

Write a word from the box to complete each sentence.



High Frequency Words
find
has
have
his
mother
too

- Sam has a hat.
- His hat is on the mat.
- His mother sat on his hat!
- I have a hat, too.
- Find my hat!

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PM1.13

Unit 1 | My Family









Page PM1.13

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar: Nouns

## Use Nouns

- Play Tic Tac Toe. Point to a square.
- Say the word. Tell whether it names one or more than one person, place, or thing.
- Use the word in a sentence.
- If you choose the middle square, name your own noun. Complete steps 2 and 3.
- Place your game marker in the square.

 <b>child</b>	 <b>feet</b>	 <b>woman</b>
 <b>foot</b>	<b>Draw a noun. Name it.</b>	 <b>men</b>
 <b>man</b>	 <b>women</b>	 <b>children</b>

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Unit 1 | My Family

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Name \_\_\_\_\_ Date \_\_\_\_\_









Cut out the pictures and the book. Fold the book on the solid lines. Paste an a picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

**My A a Book**

Find the ant.

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PM1.15

Unit 1 | My Family

Page PM1.15

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar and Writing

## Write Nouns

Singular Nouns	Plural Nouns
child	children
brother	brothers
house	houses

Read each sentence. Find a word from the word bank that completes the sentence. Write the word in the sentence.

- My mom and dad are my (parent/parents).
- They have two (child/children).
- I have one (brother/brothers).
- We live in a (house/houses).
- We play many (game/games).
- I love my (family/families).

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PM1.16

Unit 1 | My Family


Page PM1.16

Name \_\_\_\_\_ Date \_\_\_\_\_

**Vocabulary**

## Yes or No?

1. Listen to the questions. Write the Key Word where it belongs in each sentence.  
 2. Listen to the questions again.  
 3. Check Yes or No for each question.



**Yes No**

1. Is breakfast a meal?

2. Is a teacher a family member?

3. Can an apartment be a home?

4. Is New Year's Day a holiday?

5. Can you celebrate a birthday?

6. Is a group of students a family?

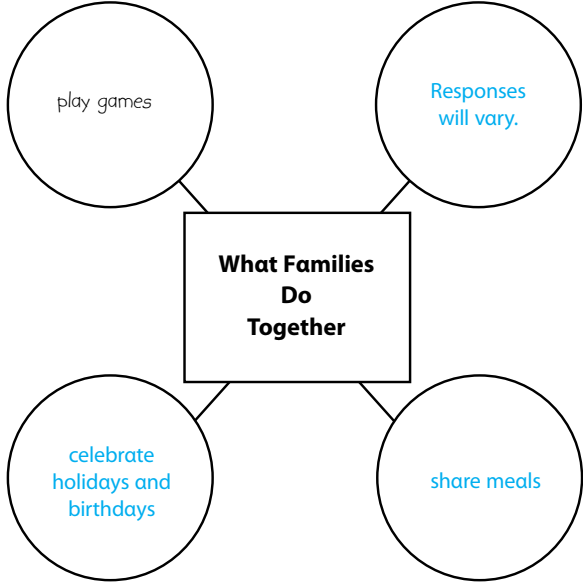
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Name \_\_\_\_\_ Date \_\_\_\_\_

**Idea Web**

## Families in Many Cultures

Write about what families do together.




**Read It Together** Take turns with a partner. Tell what you learned about families in "Families in Many Cultures."

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Ff



Write the missing letter. Color each item named in the sentence.

1.  fox	2.  sink	3.  fork
4.  fence	5.  fan	6.  five
7.  foot	8.  fish	9.  fire


**Read It Together** Find the fan and the fox.

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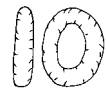







Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Nn



Write the missing letter. Color each item named in the sentence.

1.  nut	2.  ten	3.  nine
4.  top	5.  nail	6.  nest
7.  net	8.  nose	9.  fox

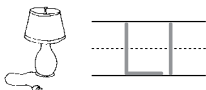
**Read It Together** Find a nut and a net.

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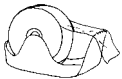


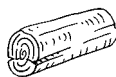

Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

## Letter and Sound Ll



Write the missing letter. Color each item named in the sentence.

1.  leg	2.  tub	3.  lemon
4.  leaf	5.  tape	6.  lamb
7.  corn	8.  log	9.  lamp

**Read It Together** Find the leg and the log.

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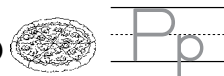
PM1.21

Unit 1 | My Family









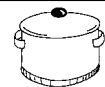
Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

## Letter and Sound Pp



Write the missing letter. Color each item named in the sentence.

1.  pen	2.  cat	3.  pan
4.  pear	5.  peas	6.  sun
7.  fire	8.  pillow	9.  pot

**Read It Together** Find the pan and the pot.

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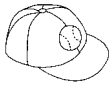




Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

## Letter and Sound Cc



Write the missing letter. Color each item named in the sentence.

1.  cat	2.  cup	3.  six
4.  can	5.  cap	6.  foot
7.  house	8.  corn	9.  cow

**Read It Together** Find the cat and the cap.

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PM1.23

Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar

## Choose A or An

holiday	brother	egg
apple	friend	grandfather
sister	home	uncle
bed	orange	table
aunt	parent	meal
grandmother	banana	sister

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PM1.24

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Handwriting**

## High Frequency Words

Trace each word two times and then write it.

do do do

then then then

what what what

with with with

you you you

your your your

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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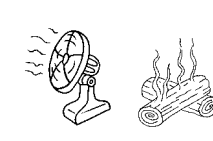
Page PM1.25

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *f* picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the fan.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_









\_\_\_\_\_

### My F f Book

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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**PM1.26** Unit 1 | My Family


Page PM1.26

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *n* picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the nap.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_









\_\_\_\_\_

### My N n Book

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\_\_\_\_\_

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Page PM1.27

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *l* picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the lamp.



\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_









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### My L l Book

\_\_\_\_\_

\_\_\_\_\_

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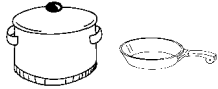
Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *p* picture on each page and write its name. Read the sentence and color what it names.

Read It Together

## My P p Book

Find the pan.



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**PM1.29**

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Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *c* picture on each page and write its name. Read the sentence and color what it names.

Read It Together

## My C c Book

Find the can.



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**PM1.30**

Unit 1 | My Family

Page PM1.30

Spelling & Word Work

## High Frequency Word Cards

and	do
little	then
that	what
the	with
this	you
on	your

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**PM1.31**

Unit 1 | My Family

Page PM1.31

Name \_\_\_\_\_ Date \_\_\_\_\_

T-Chart

## Compare Authors' Purposes

Compare "Families in Many Cultures" and "The World Is Your Family."

"Families in Many Cultures"	"The World Is Your Family"
to show families in different places	to tell readers to be family to all people
to tell what families do together	to get readers to care and help others
is a photo book	is a magazine article
does not have captions and labels	has captions and labels

Read It Together

Take turns with a partner. Tell how the authors' purposes are different.

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**PM1.32**

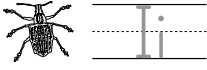
Unit 1 | My Family

Page PM1.32




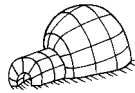


Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Ii



Write the missing letter. Color each item named in the sentence.

1.  _____ insect _____	2.  _____ ball _____
3.  _____ apple _____	4.  _____ igloo _____
5.  _____ i _____	6.  _____ seven _____

**Read It Together** Find the insect and the igloo.

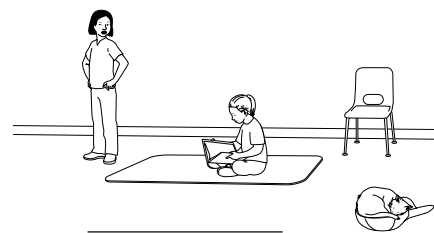
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Name \_\_\_\_\_ Date \_\_\_\_\_

**High Frequency Words**

## Find Nat!

Write a word from the box to complete each sentence.



High Frequency Words
do
then
what
with
you
your



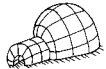





- Can you find Nat the cat?
- Is Nat on the mat with Pam?
- What is that in the cap?
- Nat, do you like to nap?
- Then you can nap in your cap!

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Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an *i* picture on each page and write its name. Draw a picture to go with the sentence.

<b>Read It Together</b> Draw a wig on a pig.	<b>My I i Book</b> _____ _____ _____
_____ _____ _____	_____ _____ _____

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar and Writing**

## Write Articles and Plural Nouns

- Read the story.
- Circle the correct articles.
- Fill in the blanks with plural nouns. Add -s or -es.

It takes a lot of work to make (a/the) garden! First, we cleaned up (a/the) yard. Then we moved two benches (bench) near the garden. Next, we bought some seeds. I got beans (bean) and sunflowers (sunflower). I also got (a/an) apple seed. We planted (a/the) seeds. We watered them with (a/an) hose. I can't wait to eat from (a/the) garden!

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Vocabulary**

**Name It!**

**Grammar Rules Plural Nouns**

- Add *s* to most nouns to show more than one.  
meal → meals
- Add *es* to nouns that end with *ss*, *x*, *ch*, and *sh* to show more than one.  
lunch → lunches

glass	sandwich	teacher	mother
meal	<b>BEGIN</b> 1. Play with a partner. 2. Use a small object for a game piece. 3. Flip a coin. = Move 1 space. = Move 2 spaces. 4. Say the singular noun. 5. Write the plural form on another sheet of paper. 6. The first one to the END wins!	lunch	
<b>BEGIN</b>		park	
<b>END</b>		box	
brother	dish	class	bowl

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

**Letter and Sound Gg** **Gg**

Write the missing letter. Color each item named in the sentence.

1. <u>g</u> irl	2. <u>c</u> up	3. <u>g</u> ift
4. <u>h</u> at	5. <u>g</u> ate	6. <u>g</u> uitar
7. <u>g</u> oat	8. <u>l</u> ion	9. <u>s</u> ink

**Read It Together** Find the gate and the goat.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

**Letter and Sound Dd** **Dd**

Write the missing letter. Color each item named in the sentence.

1. <u>d</u> og	2. <u>d</u> oor	3. <u>d</u> esk
4. <u>d</u> ime	5. <u>s</u> ink	6. <u>d</u> uck
7. <u>g</u> irl	8. <u>d</u> oll	9. <u>d</u> eer

**Read It Together** Find the duck and the door.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

**Letter and Sound Vv** **Vv**

Write the missing letter. Color each item named in the sentence.

1. <u>v</u> an	2. <u>d</u> uck	3. <u>l</u> eaf
4. <u>v</u> ase	5. <u>r</u> ing	6. <u>d</u> og
7. <u>h</u> at	8. <u>v</u> est	9. <u>p</u> an

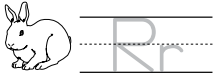
**Read It Together** Find the vest and the vase.

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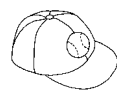






Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Rr



Write the missing letter. Color each item named in the sentence.

1.  r <u>u</u> g	2.  p <u>e</u> n	3.  c <u>a</u> p
4.  r <u>o</u> ad	5.  r <u>i</u> ng	6.  r <u>a</u> ke
7.  f <u>i</u> sh	8.  r <u>o</u> pe	9.  h <u>a</u> nd

**Read It Together** Find the rake and the rug.

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Page PM1.41

Name \_\_\_\_\_ Date \_\_\_\_\_

**Handwriting**

## High Frequency Words

Trace each word two times and then write it.

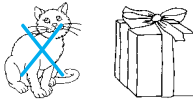

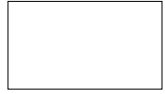
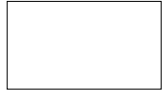
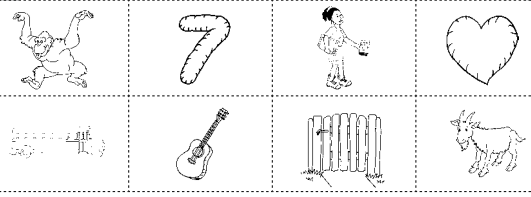
get get get  
help help help  
of of of  
put put put  
we we we  
work work work

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Page PM1.42

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *g* picture on each page and write its name. Read the sentence and do what it says.



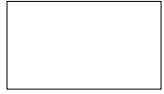
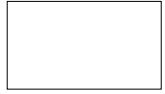
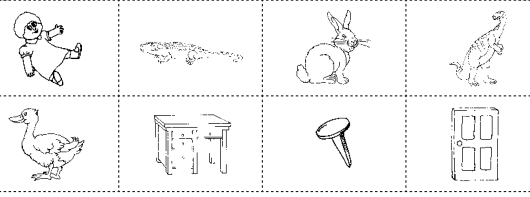
<b>Read It Together</b> Put an X on the cat.	<b>My G g Book</b>
	 _____ _____
 _____ _____	 _____ _____
	

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Page PM1.43

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *d* picture on each page and write its name. Read the sentence and color what it names.

<b>Read It Together</b> Find the dog.	<b>My D d Book</b>
	 _____ _____
 _____ _____	 _____ _____
	

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Page PM1.44

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a **v** picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the van.



**My V v Book**





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PM1.45

Unit 1 | Family


Page PM1.45

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an **r** picture on each page and write its name. Read the sentence and do what it says.

**Read It Together**

Put an X on the fan.



**My R r Book**





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PM1.46

Unit 1 | Family

Page PM1.46

**Spelling & Word Work**

## High Frequency Word Cards

her	get
him	help
too	of
with	put
you	we
your	work

© NGSP & HB

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PM1.47

Unit 1 | My Family

Page PM1.47

Name \_\_\_\_\_ Date \_\_\_\_\_

**Setting Chart**

## Identify Setting

Write the setting of a family story you know at the top of the left column. Write about the setting below. Draw a picture of the setting in the right column.

Setting: _____	Picture of the Place

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PM1.48

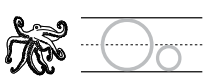
Unit 1 | My Family

Page PM1.48





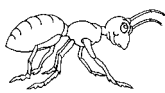


Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Oo



Write the missing letter. Put a dot by the item named.

1.  _ o _ strich	2.   _ o _ x
3.  _ o _ tter	4.  _ a _ nt
5.  _ f _ ish	6.  _ o _ l _ ve

**Read It Together** Put a big dot by the ox.


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Name \_\_\_\_\_ Date \_\_\_\_\_

**High Frequency Words**

## A Big Help

Write a word from the box to complete each sentence.



<b>High Frequency Words</b>
get
help
of
put
we
work

- I work with Mom.
- We get a ham.
- We put the ham in a pan.
- My dog can help, too.
- My dog can do a lot of work!

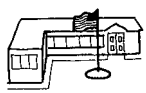








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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Common and Proper Nouns**

## Use Proper Nouns


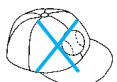

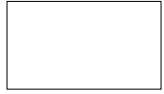
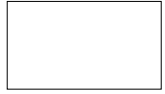








- Point to a picture.
- Use a common noun to name the place.
- Then use a proper noun to name the place. Make up a name or use the name of a real place.
- Say your sentences to your partner.

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Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an **o** picture on each page and write its name. Read the sentence and do what it says.

<b>Read It Together</b> Put an X on the cap.	<b>My O o Book</b>
 	 _____ _____
	 _____ _____
   	
   	

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Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

### Final -s

Circle the word that completes each sentence and write it.


1. Bob has lots of hat hats.

2. Bob has his a dog, too.

3. Rags has is his dog.

4. Bob get gets Rags a hat.

5. Rags likes his is hat.



Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar and Writing

### Write Common and Proper Nouns

state dog Shell Beach brother Miami Ashley

Look at each pair of sentences. Look at the underlined word in the first sentence. Draw a line to the common or proper noun that completes the second sentence.

1. This is my sister.  
Her name is \_\_\_\_\_ brother

2. This is James.  
He is my \_\_\_\_\_ Ashley

3. We live in a big city.  
It is called \_\_\_\_\_ Miami

4. Miami is in Florida.  
Our \_\_\_\_\_ is in the south. state

5. We swim at the beach.  
We often go to \_\_\_\_\_ dog

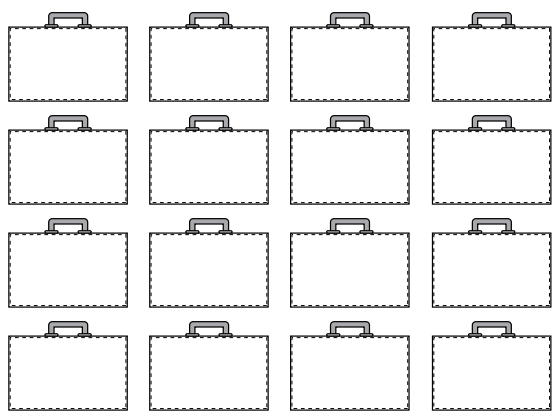
6. Buddy splashes in the waves  
with us. Buddy is our \_\_\_\_\_ Shell Beach

Name \_\_\_\_\_ Date \_\_\_\_\_

Vocabulary

### Family Trip Bingo

- Write one Key Word in each suitcase.
- Listen to the clues. Place a marker on the Key Word.
- Say "Bingo" when you have four markers in a row.



Children should have a Key Word in each suitcase.

Name \_\_\_\_\_ Date \_\_\_\_\_

Setting Chart

### Papá and Me

List the places that Papá and his son went. Then list words that tell what the places are like.



Places	What the Places are Like
• home	• fun
• park	• puddles
• bus	• crowded
• grandparents' house	• warm, nice

Take turns with a partner. Use your setting chart to give information about the story.










Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Bb

Write the missing letter. Color the item named in the sentence.

1.  bat	2.  bus	3.  sun
4.  fan	5.  bed	6.  man
7.  bee	8.  bird	9.  boy



**Read It Together** Find the bed.

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





Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Ww

Write the missing letter. Color each item named in the sentence.

1.  web	2.  rope	3.  wave
4.  well	5.  bee	6.  wing
7.  wig	8.  hook	9.  van



**Read It Together** Find the wing and the well.

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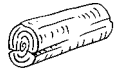

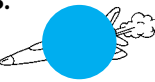




Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Jj

Write the missing letter. Put a dot on the item named.

1.  jeans	2.  jacket	3.  log
4.  deer	5.  jet	6.  seal
7.  lion	8.  jar	9.  lips



**Read It Together** Put a dot on the jet.

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



Name \_\_\_\_\_ Date \_\_\_\_\_

**Phonics**

## Letter and Sound Zz

Write the missing letter. Color each item named in the sentence.

1.  tub	2.  zipper
3.  zero	4.  vase
5.  zoo	6.  sock

**Read It Together** Find the zoo and the zipper.

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Name \_\_\_\_\_ Date \_\_\_\_\_

**Grammar: Proper Nouns**

# Find Proper Nouns



1. Take turns with a partner.
2. Read the word in the box.
3. If it is a proper noun, write it on a piece of paper with a capital letter.
4. If it is a common noun, don't write anything.
5. Color all the boxes with a proper noun to get Fluffy to the vet.

fluffy	nebraska	monday
home	trip	amy
idea	carlos	june
oak street	friday	share
october	group	visit
wisconsin	sunday	doctor dan

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**PM1.61**

Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

**Handwriting**

# High Frequency Words

Trace each word two times and then write it.

day day day

from from from

good good good

she she she

us us us

very very very

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**PM1.62**

Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a **b** picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the bat.

**My B b Book**

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**PM1.63**

Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a **w** picture on each page and write its name. Read the sentence and color what it names.

**Read It Together**

Find the wave.

**My W w Book**

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**PM1.64**

Unit 1 | My Family

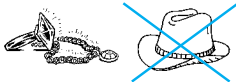
Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *j* picture on each page and write its name. Read the sentence and do what it says.

Read It Together





## My J j Book





Put an X on the hat.



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Page PM1.65

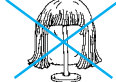

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste a *z* picture on each page and write its name. Read the sentence and do what it says.

Read It Together




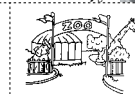
## My Z z Book





Put an X on the wig.

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Page PM1.66

Spelling & Word Work

## High Frequency Word Cards

get	day
help	from
of	good
put	she
we	us
work	very

Page PM1.67

Name \_\_\_\_\_ Date \_\_\_\_\_

T-Chart

## Compare Genres

Compare a story and a postcard.

Realistic Fiction	Postcard
is a made up story that seems real	is a message from a real person
has colorful, fun pictures	has photos and pictures
is not handwritten	is handwritten

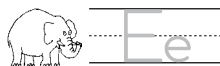
Tell a partner how a story and a postcard are different.

Page PM1.68







Name \_\_\_\_\_ Date \_\_\_\_\_

Phonics

# Letter and Sound Ee



Write the missing letter. Color each item named in the sentence.

1.  _____ <u>e</u> gg _____	2.  _____ ant _____
3.  _____ elevator _____	4.  _____ elbow _____
5.  _____ envelope _____	6.  _____ horse _____

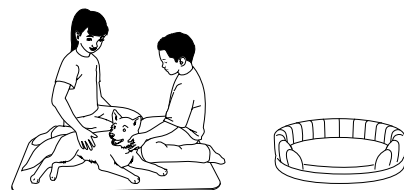
**Read It Together** Find the egg and the elbow.

Name \_\_\_\_\_ Date \_\_\_\_\_

High Frequency Words

# Zip Can Jog

Write a word from the box to complete each sentence.






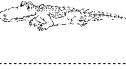


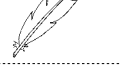


High Frequency Words
day
from
good
she
us
very

- Zip is a good dog.
- Zip can jog from the bed to the mat.
- Zip can get a big pat from us.
- She can jog from the mat to the bed.
- Zip has a very good day!

Name \_\_\_\_\_ Date \_\_\_\_\_

Cut out the pictures and the book. Fold the book on the solid lines. Paste an e picture on each page and write its name. Read the sentence and do what it says.

<p><b>Read It Together</b></p> <p>Put an E on the leg.</p> 	<p><b>My E e Book</b></p> <div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <p>_____</p> <p>_____</p>
	<div style="border: 1px solid black; width: 80px; height: 40px; margin: 0 auto;"></div> <p>_____</p> <p>_____</p>
   	   

Name \_\_\_\_\_ Date \_\_\_\_\_

Grammar and Writing

# Proper Nouns and Dates

Look at each sentence. Circle the correct ending.

- Jen lives in Seattle.  
seattle.
- She lives with her mom and her brother Tim.  
tim.
- Jen's family took a trip to Texas.  
texas.
- They left on July 18, 2013.  
July 18 2013.
- They came home the next Monday.  
monday.
- Jen learned that Texas can be very hot in July!  
july!

Name \_\_\_\_\_ Date \_\_\_\_\_

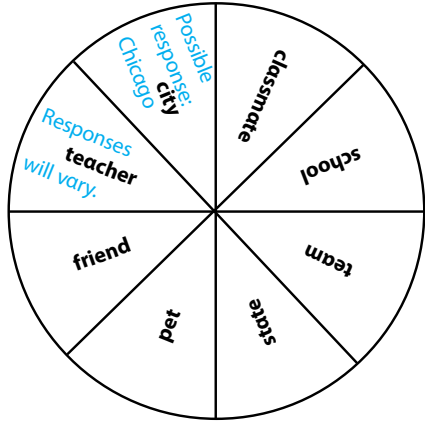
**Grammar: Proper Nouns**

## Name Game


**Grammar Rules Proper Nouns**

Start a proper noun with a capital letter. → My dog Mae is the best dog in the world.

1. Play with a partner.
2. Spin the spinner.
3. Name a proper noun. Write the proper noun on a piece of paper.



**Make a Spinner**

1. Put a paper clip  in the center of the circle.
2. Hold one end of the paper clip with a pencil.
3. Spin the paper clip around the pencil.

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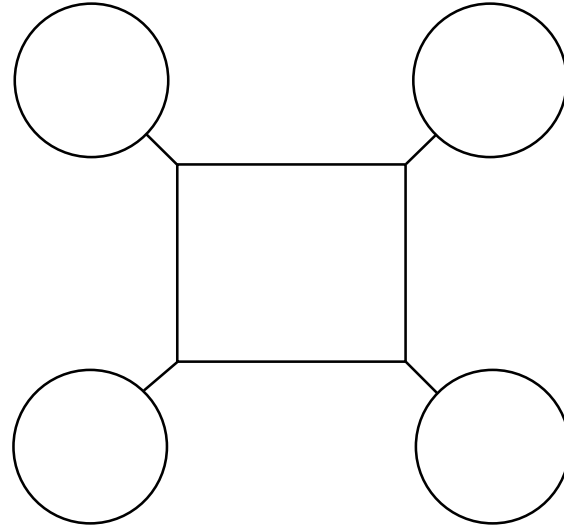
PM1.73

Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

**Prewrite Graphic Organizer: Idea Web**

## Idea Web



**Word Choice Checklist**

- ✓ Did you pick strong words?
- ✓ Do your words go with your pictures?
- ✓ Do your words grab your reader's attention?

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Unit 1 | My Family



# Leveled Reading Time

## TEACHER

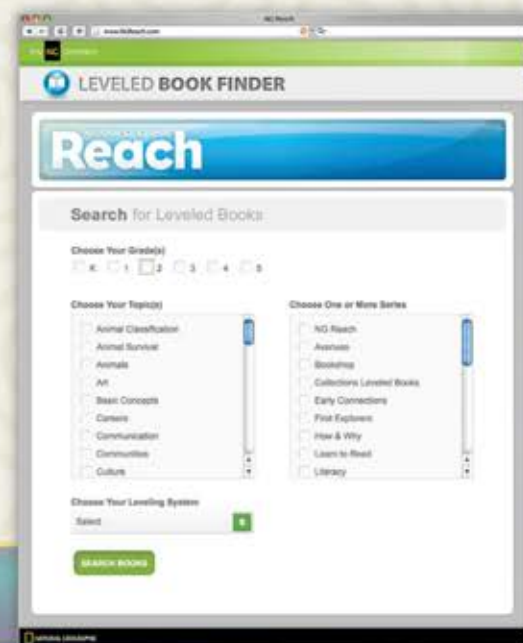
- Introduce Books
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

## CHILDREN

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

## Contents

	Page
Books at a Glance .....	LR1
Reading Routines .....	LR2
Teaching Resources .....	LR4
Independent Reading .....	LR12
Leveled Reading Practice Masters .....	LR13
Assessment Masters .....	LR16



Go to [NGReach.com](http://NGReach.com) for the Leveled Book Finder.

## Suggested Pacing by Week 20 minutes per day



## Books at a Glance

Level*	Title	Author	Content Connection	Genre	Length	Pages
<b>A</b>	<i>I Help My Dad</i>	Zoe Sharp	Parents	Nonfiction	12 pp.	LR4
<b>B</b>	<i>My Mom and Dad Take Care of Me</i>	Zoe Sharp	Parents	Nonfiction	8 pp.	LR4
<b>B</b>	<i>Fun with My Family</i>	Annabelle Tan	Family Life	Fiction	12 pp.	LR5
<b>C</b>	<i>Best Friends</i>	Marvin Buckley	Grandparents	Nonfiction	8 pp.	LR5
<b>C</b>	<i>Shopping with Dad</i>	Lesley Pether	Parents	Nonfiction	12 pp.	LR6
<b>D</b>	<i>Just Like My Grandpa</i>	Lada Kratky	Grandparents	Fiction	8 pp.	LR6
<b>D</b>	<i>In My Family</i>	Faridah Yusof	Family Life	Nonfiction	8 pp.	LR7
<b>E</b>	<i>Helping Mom and Dad</i>	Sonja Fehlmann	Parents	Nonfiction	16 pp.	LR7
<b>E</b>	<i>Families Share</i>	Rozanne L. Williams	Family Life	Nonfiction	16 pp.	LR8
<b>F</b>	<i>Cousins</i>	Lola M. Schaefer	Cousins	Nonfiction	24 pp.	LR8
<b>F</b>	<i>Take a Look at My Family</i>	Joan Thompson	Family Life	Fiction	16 pp.	LR9
<b>G</b>	<i>My Family Keeps Fit</i>	David Tunkin	Family Life	Nonfiction	12 pp.	LR9
<b>H</b>	<i>The Mommy Book</i>	Todd Parr	Parents	Fiction	29 pp.	LR10
<b>I</b>	<i>Families in Many Cultures</i>	Heather Adamson	Families	Nonfiction	24 pp.	LR10
<b>J</b>	<i>Uncle Elephant</i>	Arnold Lobel	Family Members	Fiction	64 pp.	LR11
<b>K</b>	<i>That's Papa's Way</i>	Kate Banks	Parents	Fiction	30 pp.	LR11

\* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

# Unit 1 Reading Routines

Fiction & Nonfiction

## OBJECTIVES

### Thematic Connection: Family Relationships

#### Read and Comprehend Text

- ✓ Plan: Predict, Confirm Predictions
- ✓ Organize Ideas
- ✓ Identify Setting

## PROGRAM RESOURCES

### PRINT ONLY

#### Fiction and Nonfiction Books

### PRINT & TECHNOLOGY

#### Practice Masters LR1.1, LR1.2, and LR1.3

#### Assessment Masters LR1.4-LR1.7

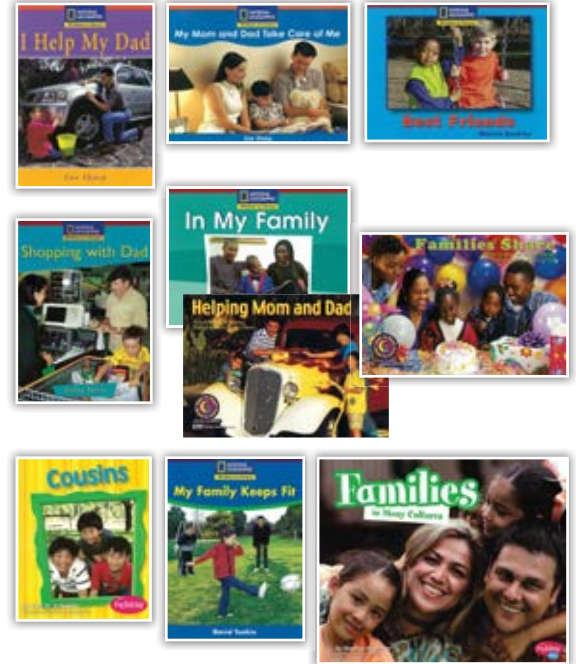
## COMMON CORE STANDARDS

Identify Setting	CC.1.Rlit.7
Read Prose	CC.1.Rlit.10
Read Informational Text	CC.1.Rinf.10
Respond to Reading	CC.1.W.1, 2, 3
Engage in Discussion	CC.1.SL.1
Connect Across Texts	CC.1.SL.1.a

### Fiction



### Nonfiction



## Introduce

**Assign books.** Review the Teaching Resources on pages LR4–LR11. Use the summary of each book for an overview of content. Select eight books for each child to read over the course of the four-week unit, based on the children’s interests and their reading levels.

**Introduce books.** Use the Teaching Resources for each book to activate prior knowledge and preview the content. Remind children that they can use what they learn from the books to answer the Big Question: *What makes a family?*

**Introduce story words.** Preview any story words that are listed for each book. When applicable, point out corresponding story illustrations or photos to scaffold word meaning.

**Establish a weekly reading plan.** Children will repeat the same schedule to read two books each week.

## Read and Integrate Ideas

**Have children read independently.** Circulate to observe children as they read. Ask them to read a page aloud. Note miscues as you check for fluency. Encourage children to self-correct by asking: *Did that make sense? You said \_\_\_\_\_. Does that sound right?*

**Have homogenous pairs reread and discuss.** Pair children who have read the same book. Have pairs reread the book. After children have learned the reading strategy and target skills, have them complete a graphic organizer together to demonstrate how the skill applies to their book.

- Organize Ideas: **Practice Master LR1.1**
- Identify Setting: **Practice Master LR1.2**

**Monitor partners’ discussions.** Have children share their completed graphic organizers. Prompt children to show you where in the book they gathered the information to complete them. Use the build comprehension questions in the Teaching Resources to check for understanding.

**Have children self-assess.** Distribute **Assessment Master LR1.4**. Have children evaluate their ability to read on their own and determine importance.

**Provide writing options.** Have each child complete one of the writing options from the Teaching Resources to respond to one of the books they read during the week. Encourage volunteers to share their writing with the group.



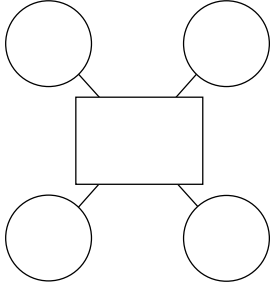
**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Idea Web**

**Organize Ideas**

Use the idea web to take notes about your book as you read.



Use your idea web to tell a partner about the book.

For use with TE pages LR4–LR11 **LR1.1** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com)  
Practice Master LR1.1

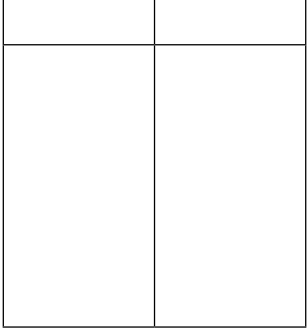
**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Setting Chart**

**Identify Setting**

Use the setting chart to take notes about your book as you read.



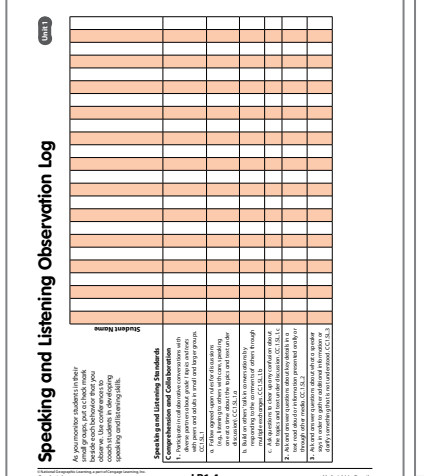
Use your setting chart to tell a partner about the book.

For use with TE pages LR4–LR11 **LR1.2** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com)  
Practice Master LR1.2

**DURING CONFERENCES**

**Speaking and Listening Observation Log**



Grade 1 Assessment **LR1.4** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com)  
Assessment Master LR1.4–LR1.7

**Connect Across Texts** 

**Form heterogeneous discussion groups.** Group children of mixed ability levels into clusters of four, representing different combinations of books.

**Introduce the activity.** Write the **Big Question: What makes a family?** Distribute **Practice Master LR1.3**. Explain to children in each group that they will take turns retelling or summarizing one of the books they read that week.

**Have children summarize.** Have each child retell his or her story or summarize his or her book. Have listeners use **Practice Master LR1.3** to draw or take notes about the books. They may begin by writing about one book they read and then add notes about three other books described by their group members.

**Have children connect across texts.** Have groups use completed Connect Across Texts **Practice Master LR1.3** to guide discussion.

**AFTER READING**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

**Connect Across Texts**

Draw a picture for a book that you read. Then listen to other people in your group. Draw pictures about some of the books they read.

Title: _____	Title: _____
Title: _____	Title: _____

What makes a family?

For use with TE pages LR4–LR11 **LR1.3** Unit 1 | My Family

[NGReach.com](https://www.ngreach.com) Practice Master LR1.3

**Conduct Conferences** 

**Assess reading.** Have each child choose a favorite part of his or her book and read it aloud. Listen for miscues as you check for fluency. Ask the child to tell why it was the best part of the story or the most important part of the informational text. Have the child self-select a part of the book that shows or tells something about the **Big Question**. Ask: *What makes [family from book] a family?* or *What does this show about families?*

Use the Reading Strategy Rubrics on **Assessment Masters LR1.6** and **LR1.7** to assess the child's use of reading strategies. Say:

- *Tell me one important idea or event from the book. How do you know it is important?*
- *Were there any parts of the book that you didn't understand? What did you do?*

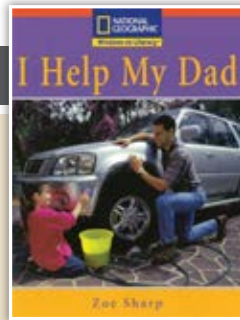
**Assess writing.** Ask: *Which writing option did you choose? Why did you choose that option?* Have the child read his or her writing aloud. Ask: *How did your writing help you understand the book?*

**Plan intervention or acceleration.** Ask the child if there is anything he or she didn't understand. Plan for further instruction:

- Use independent time to provide reteaching or practice with skills.

Use the Recommended Books on page LR12 to guide children in choosing books to read independently.

## A Guided Reading Level



### *I Help My Dad*

by Zoe Sharp

**Nonfiction** | Pages: 12

**Content Connection:** Parents

**Summary** Helping Dad do chores is fun. Chores include making the beds, washing dishes, sweeping the floor, doing laundry, taking out the garbage, and washing the car.

**Activate Prior Knowledge** Ask: *What chores do you help with around the house?* Then ask: *What chores do you like best?*

**Preview** Display the cover and read aloud the title. Point to the picture and ask: *What are the girl and her dad doing?* (washing the car) Tell children they will read about helping with chores around the house. Ask: *What do you want to learn about chores by reading this book?* Introduce the story word *dad* (page 2).

### Build Comprehension

**Plan** *What did you want to learn by reading the book? What did you learn?*

- ✓ **Organize Ideas** *What is the big idea in this book?* (ways I can help my dad) *What are some of the ways you can help your dad?* (Possible responses: You can help with laundry. You can help wash the car.)

### Writing Options

**Drawing** Have children draw the chore from the book that they would most like to help their family with and write a caption that names it.

**Journal Entry** Have children write about one chore they do regularly at home.

## B Guided Reading Level



### *My Mom and Dad Take Care of Me*

by Zoe Sharp

**Nonfiction** | Pages: 8

**Content Connection:** Parents

**Summary** Photos of a mom and a dad taking care of their son are accompanied by the sentences, "My mom takes care of me." and "My dad takes care of me." Readers turn the page to see different kinds of care giving: zipping a jacket, bandaging a cut, giving a hug, giving food, bathing, putting to bed, and reading.

**Activate Prior Knowledge** Show the back cover and ask: *Who takes care of you?* (Possible responses: parents, adults, teachers) Explain that we all need people to help take care of us.

**Preview** Display the cover and read aloud the title. Ask children to predict what kinds of things Mom and Dad do. Introduce the story word *mom* (page 2).

### Build Comprehension

**Confirm Predictions** *What did you predict Mom and Dad would do? What did you predict that didn't happen?*

- ✓ **Identify Setting** Have students review the story. Ask: *What is the setting of the selection? Where does it take place?* (Possible response: in the family's home)

### Writing Options

**Book Page** Have children write a new page for the book. Have them add another thing Mom or Dad might do for the boy. They can add a sentence like the sentences in the book to explain their page:

*My (mom/dad) takes care of me.*

**Journal Entry** Have children write about one thing each of their older family members does to care for them.

**B** Guided Reading Level



**Fun with My Family**

by Annabelle Tan

**Fiction** | Pages: 12

**Content Connection:** Family Life

**Summary** Family fun is explored through illustrations and simple text. Activities include fishing, bike riding, reading, dancing, playing, and picnicking.

**Activate Prior Knowledge** Ask: *What kinds of things do you do with your family to have fun?* Tell students they are going to read a story about family fun.

**Preview** Display the cover and read aloud the title. Say: *This is a family.* Ask: *Who do you think the different people in the picture are?* Have children decide what they want to learn from reading this story. Introduce the story words *grandfather* (page 2) and *grandmother* (page 4).

**Build Comprehension**

**Plan** *What purpose did you set for reading the story? What did you find out?*

**Organize Ideas** Tell the big idea for the book: *Families do things that are fun.* Have children tell some of the things this family does for fun. (Possible responses: fish, ride bikes, read, dance, play games)

**Writing Options**

**Book Page** Have children add a page to the book by drawing a picture of something they do with their families. Tell children to write a sentence telling what the picture is about.

**Journal Entry** Have children write about their favorite family activity.

**C** Guided Reading Level



**Best Friends**

by Marvin Buckley

**Nonfiction** | Pages: 8

**Content Connection:** Grandparents

**Summary** Two boys are best friends even though their families like different things. One family likes playing games, bike riding, and dogs. The other family likes playing music, going to concerts, and cats. Note: Each boy is narrating the story of his family.

**Activate Prior Knowledge** Ask: *Who is your best friend? Are your families exactly alike or do they like different things?* Explain that people can be friends even if they aren't exactly alike.

**Preview** Display the cover and read aloud the title. Point to the boys and ask: *How are these boys alike?* (Possible responses: They are both boys. They are about the same age.) *How are they different?* (Possible responses: One has blond hair, and one has black hair. One is bigger than the other.) Have students predict what they will learn about the boys. Introduce the story words *concerts* (page 5), *games* (page 2), and *riding* (page 4).

**Build Comprehension**

**Plan** *What did you expect to learn about the boys? Were you correct?*

**Identify Setting** *Name a setting in the story.* (Possible responses: backyard, living room, bike path, concert hall)

**Describe** *Look at the picture on page 7. Describe what the people are doing in the picture.* (Possible response: They are sitting on the sofa petting their cat.)

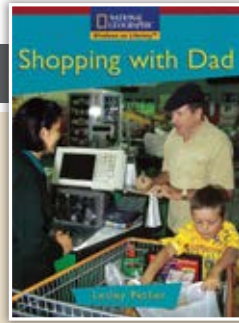
**Writing Options**

**Family Picture** Have children draw a picture of their families doing a fun activity together. Have students write a sentence describing the picture. Have them use this sentence frame:

My family likes \_\_\_\_\_.

**Journal Entry** Have children write about their best friends. Tell children to write one way their families are alike and one way they are different.

## C Guided Reading Level



### Shopping with Dad

by Lesley Pether

**Nonfiction** | Pages: 12

**Content Connection:** Parents

**Summary** Sam and his dad go shopping for Mom's birthday. They go to a card store and buy a card. They go to a bookstore and buy a book. They go to the grocery store and buy food. They go to a flower store and buy flowers. Finally, they go to a bakery and buy a cake.

**Activate Prior Knowledge** Ask: *What stores have you been in? What did you see or buy in each store?*

**Preview** Display the cover and read aloud the title. Ask: *What kind of store are these people in?* (grocery store) *How do you know?* (Possible response: You can see the food in the picture.) Have the children decide what they want to learn from reading this book. Introduce the story words *birthday* (page 12), *bookstore* (page 4), *card* (page 3), and *dinner* (page 7).

### Build Comprehension

**Plan** *What did you want to learn from reading this book? What did you learn?*

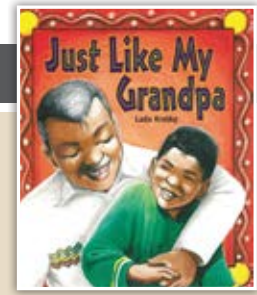
**Organize Ideas** *Look at pages 4 and 5. What is the big idea on these pages?* (Possible response: You can buy a book at a bookstore.) *What kinds of books can you buy?* (Possible responses: storybooks, books about animals, cookbooks)

### Writing Options

**Drawing** Have children draw their favorite store from the story and write a caption that names it.

**Journal Entry** Have children write about a trip they took to the store with a family member. Tell them to write about what they bought at the store.

## D Guided Reading Level



### Just Like My Grandpa

by Lada Kratky

**Fiction** | Pages: 8

**Content Connection:** Grandparents

**Summary** A boy recounts the ways he is like his grandpa. These include liking good food, having a birthmark, playing music, smiling, and wiggling toes.

**Activate Prior Knowledge** Show the back cover and ask: *Who do you think these people are to each other?* (Possible responses: father and son, grandfather and grandson, brothers, friends) Ask: *Who do you take walks with?*

**Preview** Display the cover and read aloud the title. Restate the title: *Just Like My Grandpa*. Ask children to predict how the boy will be just like his grandpa. Introduce the story words *birthmark* (page 3), *love* (page 2), and *wiggle* (page 6).

### Build Comprehension

**Confirm Predictions** *In what ways did you predict that the boy and his grandpa would be just alike? Which predictions matched the story? Which were different?*

**Identify Setting** Have children look at pages 6 and 7. Ask: *What is the setting on these pages?* (the beach)

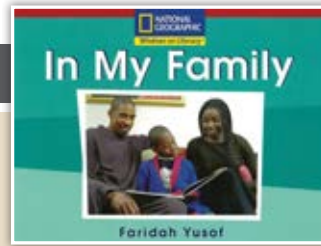
**Describe** *Look at the picture on page 4. Describe what the boy and his grandpa are doing.* (Possible responses: They are playing the guitar. They are playing music.)

### Writing Options

**Make a List** Have children review the book and list the ways they are like the boy and his grandpa.

**Journal Entry** Have children pick one person in their families that they are just like. Tell them to write three ways they are just like that person.

**D** Guided Reading Level



**In My Family**

by Faridah Yusof

**Nonfiction** | Pages: 8

**Content Connection:** Family Life

**Summary** A boy compares everyday routine activities in his family with those of his friends' families. Activities include going to work, walking to school, making dinner, and reading.

**Activate Prior Knowledge** Ask: *How are the things your family does like the things your friends' families do? How are they different?* Explain that each family has slightly different ways of doing things.

**Preview** Display the cover and read aloud the title. Ask: *What are the people in the picture doing?* (reading together) Have children decide what they would like to learn from reading this book. Introduce the story word *stepmom* (page 3).

**Build Comprehension**

**Plan** *What did you want to learn from reading the book? What did you learn?*

**Organize Ideas** Tell the big idea for the book: *Families do the same things in different ways.* Have children tell what families in the book do. (Possible responses: Moms go to work. People in the family walk children to school. People make dinner. Families read together.)

**Writing Options**

**Book Page** Choose one of the activities in the book and draw a picture showing that activity in your family. Use this sentence frame to write a sentence for your picture:

In my family, \_\_\_\_\_.

**Journal Entry** Ask children to write about another daily activity in their family.

**E** Guided Reading Level



**Helping Mom and Dad**

by Sonja Fehlmann

**Nonfiction** | Pages: 16

**Content Connection:** Parents

**Summary** A family works together to accomplish household tasks and have fun. Tasks include helping with the dishes, doing laundry, cleaning, setting the table, gardening, and washing the car.

**Activate Prior Knowledge** Ask: *What chores do you help with at home? How do you feel about doing chores?*

**Preview** Display the cover and read aloud the title. Point to the picture and ask: *What are the people doing?* (washing a car) Have children predict the ways the children will help Mom and Dad. Introduce the story words *clothes* (page 7), *garden* (page 12), *laundry* (page 6), and *sweeps* (page 9).

**Build Comprehension**

**Confirm Predictions** *How did you predict the children would help Mom and Dad?*

**Identify Setting** *Look at pages 10 and 11. What is the setting? (the family's backyard) What is the setting for the whole selection? (the family's home)*

**Describe** *Look at the pictures on pages 12 and 13. Describe what the family is doing.* (Possible response: They are working in the garden.)

**Writing Options**

**Book Page** Have children draw a new scene for the book. They can use a prediction they made that did not occur, or use a chore they do that isn't in the book. Have students write a sentence to explain their drawing.

**Journal Entry** Have children write about how they work with their families at home to do chores. Remind children to include how they feel about doing the chores.

## E Guided Reading Level



### **Families Share**

by Rozanne Lanczak Williams

**Nonfiction** | Pages: 16

**Content Connection:** Family Life

**Summary** Families share many things including chores, play time, meals, hard times, fun, and work.

**Activate Prior Knowledge** Ask: *What kinds of things do you and your family share every day?* Ask each child to name one thing his or her family shares. Point out which ones are activities.

**Preview** Display the cover and read aloud the title. Ask: *What is the family sharing?* (a birthday celebration) Have children predict what other things families might share. Introduce the story words *chores* (page 2), *share* (page 2), and *single* (page 6).

### **Build Comprehension**

**Confirm Predictions** *What did you predict that families share? What about your prediction was right? What did you predict that didn't happen?*

**Organize Ideas** *What is the big idea in this book?* (Families share things.) *What are some things families share?* (Possible responses: chores, play, meals, hard times, fun, work)

### **Writing Options**

**Drawing** Have children draw their favorite family activity from the selection and write a caption that names it.

**Journal Entry** Have children write about something their families share.

## F Guided Reading Level



### **Cousins**

by Lola M. Schaefer

**Nonfiction** | Pages: 24

**Content Connection:** Cousins

**Summary** Cousins are part of the family, too. The author explores the relationship of cousins and some of the things cousins can do together such as visiting, sharing meals, carving pumpkins, and just plain having fun.

**Activate Prior Knowledge** Have children tell about members of their extended families such as grandparents, aunts and uncles, and cousins. Encourage children to talk about when they see these family members and activities they enjoy together.

**Preview** Display the cover and read aloud the title. Ask children to think about what they would like to learn about cousins from reading the book. Introduce the story words *aunt* (page 5), *cousin* (page 5), and *uncle* (page 5).

### **Build Comprehension**

**Plan** *What did you want to find out about cousins from reading the book? What did you find out?*

**Organize Ideas** Explain the main idea: *Cousins are family members that you can have fun with.* Ask: *What are some things you can do with cousins?* (Possible responses: You can visit with them; have pizza with them; and have sleepovers.)

### **Writing Options**

**Book Page** Have children draw a picture showing another activity that can be done with cousins. Tell children to write a sentence describing their picture.

**Journal Entry** Have children write about their own cousins. Tell them to include activities they have done with their cousins or would like to do with their cousins. Adapt writing to be about families in general, if needed.

**F** Guided Reading Level



**Take a Look at My Family**

by Joan Thompson

**Fiction** | Pages: 16

**Content Connection:** Family Life

**Summary** Children compare their families with the family in the book. As activities enjoyed by different members of the book family are described, readers are asked “Who likes to \_\_\_\_\_ in your family?” Activities include playing games, making messes, running, baking, fixing things, playing baseball, and being together.

**Activate Prior Knowledge** Say: *Tell me about some of the things the people in your family like to do.* Encourage each child to tell one thing that someone in his or her family likes to do.

**Preview** Display the cover and read aloud the title. Have students predict what they think they will find out about this family. Introduce the story words *bake* (page 10), *fix* (page 12), *fox* (page 8), and *mess* (page 6).

**Build Comprehension**

**Confirm Predictions** *What did you predict you would find out about this family? Which predictions were right? What did you predict that was not in the story?*

**Identify Setting** *Look at pages 10 and 11. What is the setting on these pages?* (a kitchen)

**Describe** *Look at the picture on pages 14 and 15. Describe what is happening in the picture.* (The girl is playing baseball and the parents are watching. Her mom is cheering.)

**Writing Options**

**Drawing** Have children draw an activity that someone in their family likes to do. Have them use these sentence frames to write about their pictures:

My \_\_\_\_\_ likes \_\_\_\_\_. Who likes \_\_\_\_\_ in your family?

**Journal Entry** Ask children to pick one activity from the book that people in their families also like to do. Have them write about how their family does the activity and what they like about it.

**G** Guided Reading Level



**My Family Keeps Fit**

by David Tunkin

**Nonfiction** | Pages: 12

**Content Connection:** Family Life

**Summary** Different physical activities help a family keep fit. Activities include walking, jogging, shooting baskets, swimming, and bike riding. Children are encouraged to interact with the book by answering the question, “How do you keep fit?”

**Activate Prior Knowledge** Ask: *What is your favorite outdoor activity? Why do you like doing that activity?* Explain that playing outdoors helps keep us healthy and fit.

**Preview** Display the cover and read aloud the title. Point to the girl and ask: *What is the girl doing?* (kicking a soccer ball) Tell children to think about what they would like to learn about keeping fit from reading the book. Introduce the story words *active* (page 2), *bike* (page 12), *fit* (page 2), and *jog* (page 6).

**Build Comprehension**

**Plan** *What did you think you would learn about keeping fit from reading the book? What did you learn?*

**Organize Ideas** *What is an important idea in this book?* (Possible response: Being active helps keep you fit.) *What are some things you can do to be active?* (Possible responses: walk, jog, shoot baskets, swim, ride a bike)

**Writing Options**

**Book Page** Have children draw a new scene for the book. Have them draw and write about their favorite activity that helps keep them fit. Tell children to write a sentence to describe their picture.

**Journal Entry** Have children write about an activity that one of their family members does to keep fit. Have them tell why that person likes the activity.

## H Guided Reading Level

### **The Mommy Book**

by Todd Parr

**Fiction** | Pages: 29

**Content Connection:** Parents



**Summary** All mommies are different. They drive different cars, dress differently, look different from each other, enjoy different forms of entertainment, work in different places, cook different foods, and have different hobbies. All mommies, though, love to love their children and want them to grow up to be themselves.

**Activate Prior Knowledge** Ask: *What kinds of things does your mom like to do? What do you and your mom like to do together?* Adapt questions to be about families in general, if needed.

**Preview** Display the cover and read aloud the title. Point to the picture and say: *This book is going to be about moms.* Have children predict what they will find out about moms from reading the book. Introduce the story words *drive* (page 1), *minivan* (page 1), *mommy* (page 1), and *motorcycle* (page 2).

### **Build Comprehension**

**Confirm Predictions** *What did you predict that you would learn about mommies from the book?*

**Organize Ideas** Say: *The big idea in this book is that mommies are all different.* Then ask: *What are some ways moms are different?* (Possible responses: Some drive minivans, some drive motorcycles; some wear jeans, some dress up; some work at home, some work in an office.)

### **Writing Options**

**Drawing** Have children pick an activity from the book they also like to do with their moms or another family member. Have them write a sentence about the activity.

**Journal Entry** Have children write about other activities they do with their moms or another family member.

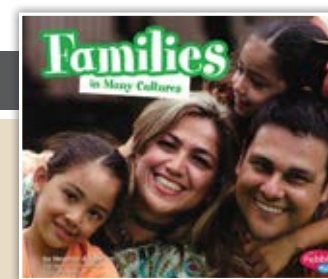
## I Guided Reading Level

### **Families in Many Cultures**

by Heather Adamson

**Nonfiction** | Pages: 24

**Content Connection:** Families



**Summary** Children are invited to see the similarities between their families and families around the world by answering the question “How is your family like other families?” Simple text and pictures then present families from around the world engaging in common activities like eating together, visiting, having fun, and helping each other.

**Activate Prior Knowledge** Show the front cover of the book. Then ask: *How is this family like your family? How is it different?* (Possible responses: There is a mom and a dad like in my family. There are more kids than there are in my family.) Explain that all families are different, but they also have many things that are alike.

**Preview** Display the cover and read aloud the title. Ask children to predict how the families in the book will be like their families. Introduce the story words *grandparents* (page 6), *homework* (page 10), *relatives* (page 14), and *vacation* (page 18).

### **Build Comprehension**

**Confirm Predictions** *What did you predict about how the families would be like yours? How are the families like yours? How are they different?*

**Identify Setting** Have children look at pages 14 and 15. Ask: *What is the setting on these pages? Where is this family?* (Possible response: Africa, Mauritania) Continue with other locations identified in the book.

### **Writing Options**

**Write** Have children write about how their families are like the families in the book. Have them use these sentence frames:

The (family/mother/father) in \_\_\_\_\_.

My (family/mother/father) \_\_\_\_\_, too.

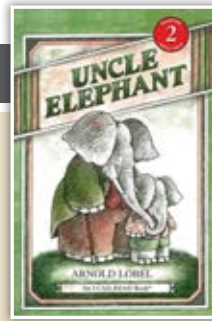
For example, *The mother in China helps with homework.*

*My mother helps with homework, too.*

**Journal Entry** Have children write and illustrate a sentence to tell about something their families do that is not in the book.



**J** Guided Reading Level



**Uncle Elephant**

by Arnold Lobel

**Fiction** | Pages: 64

**Content Connection:** Family Members

**Summary** When a little elephant's parents are lost at sea, Uncle Elephant takes the little elephant home with him and does his best to help the little elephant through this hard time. In the process, they come to know and love each other. When Mother and Father Elephant are rescued, everyone rejoices.

**Activate Prior Knowledge** Have children tell about their aunts and uncles. Ask: *What kinds of things do you like to do with your aunts and uncles?* Adapt questions to be about families in general, if needed.

**Preview** Display the cover and read aloud the title. Have children quickly skim through the book looking at the illustrations. Have them decide what they want to learn about Uncle Elephant from reading the book. Introduce the story words *elephant* (page 6), *trumpet* (page 27), *uncomfortable* (page 33), and *wrinkles* (page 8).

**Build Comprehension**

**Plan** *What did you want to find out about Uncle Elephant from reading the book?*

**Identify Setting** Ask: *Where does the story take place?* (the little elephant's house, then at Uncle Elephant's house)

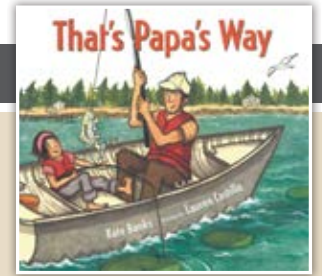
**Describe** *Look at the illustration on page 49. Describe what Uncle Elephant looks like.* (Possible response: He looks like a pile of clothes with a trunk and ears.) *Why does he look like this?* (He put on all of his clothes to make his nephew laugh.)

**Writing Options**

**Write** Have children pick their favorite illustration from the book and write a sentence or two about why it is their favorite.

**Journal Entry** Ask children to pick one example from the book that shows that Uncle Elephant loves his nephew. Tell children to write why they think this example shows his love.

**K** Guided Reading Level



**That's Papa's Way**

by Kate Banks

**Fiction** | Pages: 30

**Content Connection:** Parents

**Summary** A girl and her father look forward to a day's fishing. From catching worms to waiting and finally catching fish, they each have their way of doing things. In the end, it isn't the way each chooses to do things, but the love that they have for each other that comes through.

**Activate Prior Knowledge** Ask: *What things do you do in the same way your parents do them? What do you do in your own way?*

**Preview** Display the cover and read aloud the title. Ask: *What do you think this book is going to be about?* (a fishing trip) Tell children to decide what they want to find out about the fishing trip by reading the book. Introduce the story words *boathouse* (page 8), *cove* (page 14), *earthworms* (page 5), and *trout* (page 23).

**Build Comprehension**

**Plan** *What did you want to learn about the fishing trip? What did you find out?*

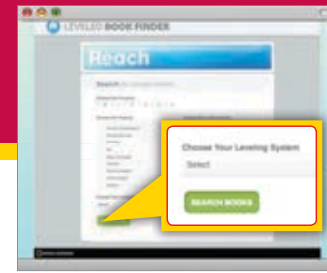
**Identify Setting** *What is the setting for most of this story? Where does it take place?* (in a boat on a lake)

**Compare** *How does the dad put worms in the can?* (Possible response: The dad picks the worms up with his fingers and puts them in the can.) *How does the girl put worms in the can?* (Possible response: She picks them up with a shovel.)

**Writing Options**

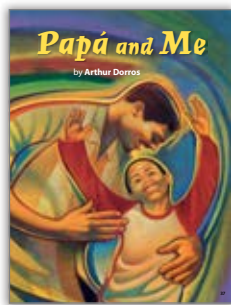
**Describe a Picture** Have children choose one picture from the book and write a sentence or two describing what is happening in the picture.

**Journal Entry** Have children write about something they do differently than the way their parents do it.



## Recommended Books

Level*	Fiction About Family Relationships	Nonfiction About Family Relationships
<b>A</b>	Fountas, Irene C. and Pinnell, Gay Su. <b>Family Pictures</b> . Heinemann, 2008. Franco, Betsy. <b>Going to Grandma's Farm</b> . Turtleback, 2004.	Jensen, Karl. <b>Flowers for Grandma</b> . National Geographic, 2001. Lorenzo, Rose. <b>Families</b> . National Geographic, 2001.
<b>B</b>	Fountas, Irene C. and Pinnell, Gay Su. <b>My Family</b> . Heinemann, 2008. Ziefert, Harriet. <b>Mommy, Where Are You?</b> Dutton, 1997.	Kratky, Lada. <b>Family Counts</b> . Hampton-Brown, 1997. Schaefer, Lola M. <b>Brothers</b> . Capstone Press, 2008.
<b>C</b>	Levine, Daniel. <b>Dad's Flowers</b> . National Geographic, 2006. Ohi, Ruth. <b>Me and My Brother</b> . Annick Press, 2007.	Garza-Williams, Liz. <b>Dad and I</b> . Hampton-Brown, 1998. Wong, George. <b>We Go To Grandma's House</b> . National Geographic, 2003.
<b>D</b>	Kratky, Lada. <b>I Love My Grandma</b> . Hampton-Brown, 1997. Rincon, Adriana. Esperanza, Bejarano. <b>My Brother</b> . Hampton-Brown, 1997.	Gardiner, Stewart. <b>Come to My Party</b> . National Geographic, 2001. Morris, Ann. <b>Families</b> . Hampton-Brown, 2000.
<b>E</b>	Floyd, Lucy. <b>A Place for Nicholas</b> . Green Light Readers, Harcourt Inc., 2000. Leonard, Marcia. <b>Dan and Dan</b> . Millbrook Press, Inc., 1998.	Giles, Jenny. <b>My Grandma and Grandpa</b> . Rigby, 1998. Martin, Elena. <b>Family Fun</b> . Shutterbug Books, 2002.
<b>F</b>	Fountas, Irene C. and Pinnell, Gay Su. <b>Grandma's Glasses</b> . Heinemann, 2008. Warren, Celia. <b>Grandpa's Clues</b> . Rigby, 2000.	Schaefer, Lola M. <b>Aunts</b> . Capstone Press, 2007. Schaefer, Lola M. <b>Grandmothers</b> . Capstone Press, 2008.
<b>G</b>	Ling, Andrew. <b>Our New House</b> . National Geographic, 2006. Mayer, Mercer. <b>Just Grandpa and Me</b> . Random House Books for Young Readers, 2001.	Taylor, Leroy. <b>Pansies for Mom</b> . National Geographic, 2003. Tunkin, David. <b>Grandpa's Garden Shed</b> . National Geographic, 2003.
<b>H</b>	Almada, Patricia. <b>Grandma Alma's Special Room</b> . Rigby, 2003. Kraus, Robert. <b>Where Are You Going, Little Mouse?</b> HarperCollins, 1989.	Clements, Andrew. <b>Brave Norman: A True Story</b> . Aladdin, 2002.
<b>I</b>	Minarik, Else H. <b>Father Bear Comes Home</b> . HarperCollins, 1978.	Buckley, Marvin. <b>My Family Tree</b> . National Geographic, 2003.
<b>J</b>	Minarik, Else H. <b>Little Bear</b> . HarperCollins, 1985. Rylant, Cynthia. <b>Henry and Mudge in the Family Trees</b> . Simon & Schuster, 1998. Walton, Darwin M. <b>Nana's Kitchen</b> . Steck-Vaughn, 1999.	Russell, Sarah. <b>We're Going Camping</b> . National Geographic, 2003.
<b>K</b>	Brown, Marc. <b>Arthur's Baby</b> . Little, Brown and Company, 1987. Hoban, Russell. <b>A Baby Sister for Frances</b> . HarperCollins, 1992. Pellegrini, Nana K. <b>Families Are Different</b> . Holiday House, 1991.	Hammonds, Heather. <b>Grandma's Garden</b> . Rigby, 2002.



**Author Study:** Arthur Dorros

- Abuela**. Dutton, 1991.
- Elephant Families**. HarperCollins, 1994.
- Mamá and Me**. HarperCollins, 2011.
- This is My House**. Scholastic, 1992.

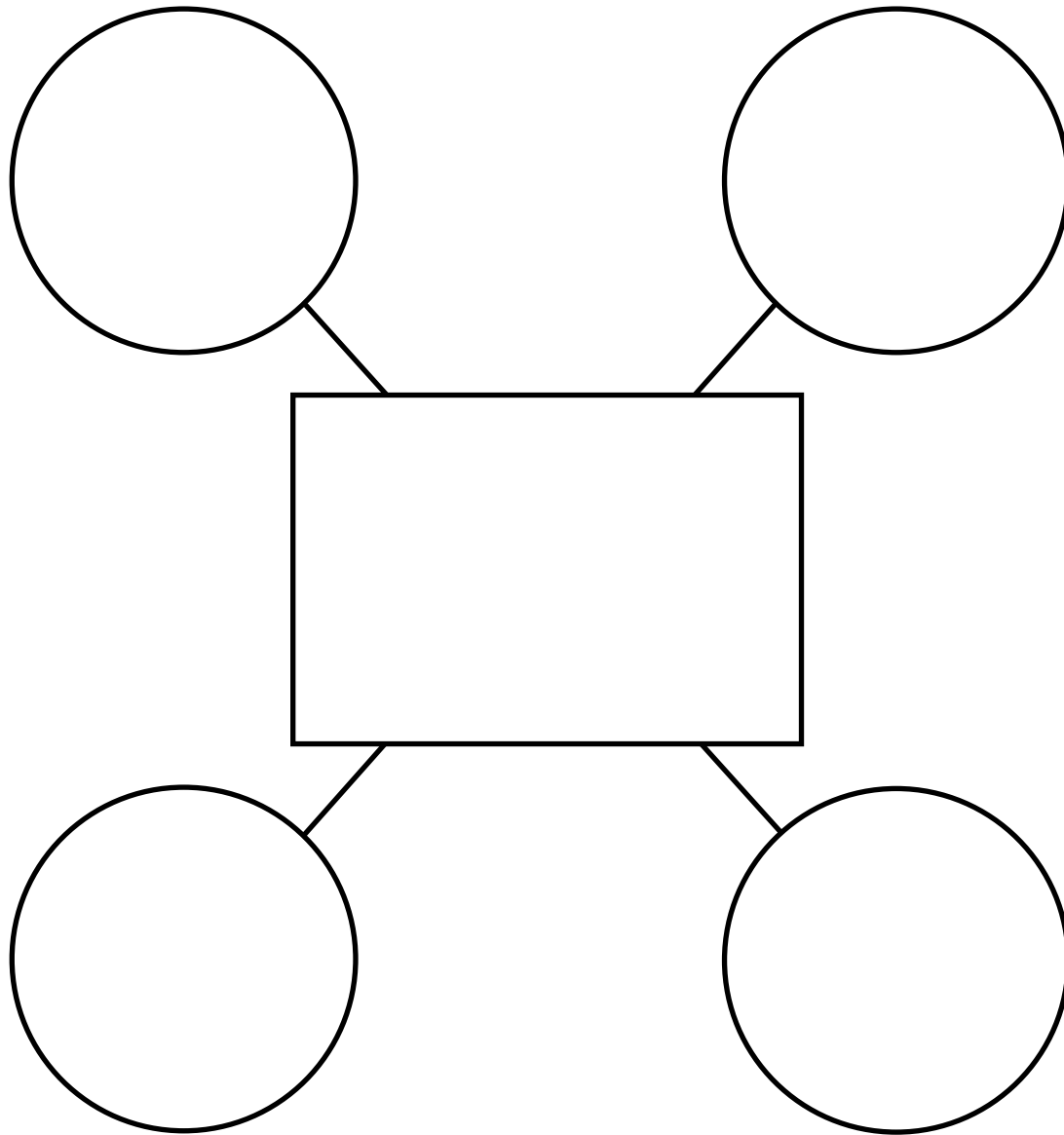
\* as measured by the Fountas and Pinnell leveling system; see page R2 for leveling translation information

Name \_\_\_\_\_ Date \_\_\_\_\_

Idea Web

# Organize Ideas

Use the idea web to take notes about your book as you read.



COPY READY

 Use your idea web to tell a partner about the book.

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For use with TE pages LR4–LR11

**LR1.1**

Unit 1 | My Family

Name \_\_\_\_\_ Date \_\_\_\_\_

**Setting Chart**

# Identify Setting

Use the setting chart to take notes about your book as you read.


**COPY READY**

 Use your setting chart to tell a partner about the book.

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For use with TE pages LR4–LR11

**LR1.2**

**Unit 1 | My Family**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Discussion Guide**

# Connect Across Texts

Draw a picture for a book that you read. Then listen to other people in your group. Draw pictures about some of the books they read.

**COPY READY**

<b>Title:</b> _____          	<b>Title:</b> _____          
<b>Title:</b> _____          	<b>Title:</b> _____          

 **What makes a family?**

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For use with TE pages LR4–LR11

**LR1.3**

**Unit 1 | My Family**



Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 1

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the rubric to help you determine how well the child used the strategy. Circle the child's score.

- Ask: *What did you do while you were reading?*  
*Were there any parts of the book that confused you or were hard to follow?*  
*What did you do to understand better?*  
*How did it work?*

COPY READY

Reading Strategies															
Plan (Unit Focus)				Monitor				Ask Questions							
4	3	2	1	4	3	2	1	4	3	2	1				
<ul style="list-style-type: none"> <li>• Show me what you did before you started reading the book.</li> <li>• What did you predict that the book might be about?</li> </ul>				<ul style="list-style-type: none"> <li>• When you were reading, did you stop and think about any parts?</li> <li>• Show me what you do when that happens.</li> <li>• How did this help you understand?</li> </ul>				<ul style="list-style-type: none"> <li>• What questions did you have when you were reading?</li> <li>• What answers did you find to the questions?</li> <li>• Show me where/how you found the answer.</li> </ul>							
4				Consistently previews and articulates a purpose for reading. Makes a prediction before and during reading. Confirms predictions.				Consistently identifies when comprehension breaks down, and can clarify text independently and successfully.				Asks questions to understand and expand comprehension, and easily demonstrates how to answer the questions. Can ask a variety of questions.			
3				Often previews, but may not articulate a purpose for reading. Makes a prediction before reading but not during reading.				Monitors comprehension, but cannot always clarify.				Asks questions and shows how to find the answers by citing text/images.			
2				Sometimes previews, but does not have a purpose for reading. May predict, but prediction is not appropriate.				Can monitor comprehension, but does not attempt to solve comprehension problems.				Asks questions, but does not attempt to find answers in the text/images, or answers are inaccurate.			
1				Does not preview. Does not set a purpose or predict.				Is not aware of comprehension difficulties.				Does not ask questions.			

Name \_\_\_\_\_ Date \_\_\_\_\_

Book Title \_\_\_\_\_ Pages \_\_\_\_\_

# Reading Strategy Assessment

Unit 1

				Reading Strategies																			
				Determine Importance				Make Connections				Make Inferences				Visualize							
				4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1				
				<ul style="list-style-type: none"> <li>• What is an important idea of this book?</li> <li>• Tell me why you think that is an important idea.</li> </ul>				<ul style="list-style-type: none"> <li>• Did you read anything in the book that reminded you of something in your life? Show me what that was.</li> <li>• Did you read anything that reminded you of some other book you read? Show me what that was.</li> <li>• Did you read anything you already knew about in the world around you? Tell me about that.</li> </ul>				<ul style="list-style-type: none"> <li>• What did you figure out about this book on your own?</li> <li>• Were there clues, or details, in the book that helped you figure this out?</li> <li>• What did you already know about those clues and how did they help you make this inference?</li> </ul>				<ul style="list-style-type: none"> <li>• What did you imagine when you read this book?</li> <li>• What pictures did you see in your mind as you read?</li> <li>• How did visualizing help you understand the book?</li> </ul>							
4	Uses many parts of the text (pictures, title, words) to accurately identify important ideas. Makes some attempt to explain importance.			Makes all types of connections, and can explain how the connections increase comprehension.				Uses specific parts of the text and background knowledge to make accurate inferences.				Describes multi-sensory mental images that are elaborated from existing text or pictures. Can explain how visualizing helped them understand the text.											
3	Identifies some important ideas, but cannot explain how they were identified.			Makes some connections, but cannot explain how this helps understanding.				Sometimes makes accurate inferences. Often relies too much on text or own experience to make inferences.				Describes some sensory images based on the text, or gives descriptions of the pictures.											
2	Identifies both important ideas and unimportant details.			Makes a weak connection, but cannot relate the connection clearly to the text.				Makes attempts, but the inference is inaccurate or unsubstantiated by the text.				Describes some simple images directly related to text or a picture. May describe inappropriate images not related to what the author is trying to convey.											
1	Does not identify important ideas.			Does not make a connection with the text.				Does not attempt to make inferences.				Does not describe images related to the text.											

COPY READY



# Reader Reflection

Date	Title of Book	Author

1. Before I read this book,



I looked at the title and the pictures.

I made a prediction.

2. If I didn't understand something,



I stopped to think about it.

I read it again.

I asked myself a question about it.

This book was:  easy     about right     hard

Rate this book!                    







## Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Spelling	✓			
	Foundational Skills, including Phonics	✓	✓		
	Unit Tests Reading Comprehension Vocabulary Grammar and Writing	✓	✓	✓	✓
	Reading Strategy Assessments	✓	✓		
	Benchmark Assessments	Benchmark Assessments*	✓	✓	✓
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
Reteaching	Reteaching Masters	✓	✓		

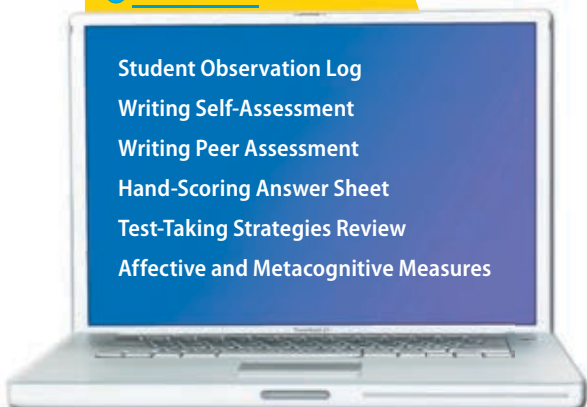
\* Available in separate books.

## Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
<b>Week 1</b>			
Foundational Skills Test	A1.8	Comprehension: Organize Ideas	RT1.1
Reading Comprehension Test	A1.11	Comprehension: Preview and Set a Purpose	RT1.2
Vocabulary Test	A1.15	Grammar: Nouns	RT1.3
Grammar and Writing Test	A1.18	More Grammar Practice	RT1.4
<b>Week 2</b>			
Foundational Skills Test	A1.20	Comprehension: Author's Purpose	RT1.5
Reading Comprehension Test	A1.22	Comprehension: Preview and Set a Purpose	RT1.6
Vocabulary Test	A1.26	Grammar: Articles and Nouns	RT1.7
Grammar and Writing Test	A1.28	More Grammar Practice	RT1.8
<b>Week 3</b>			
Foundational Skills Test	A1.30	Comprehension: Identify Setting	RT1.9
Reading Comprehension Test	A1.32	Comprehension: Preview and Predict	RT1.10
Vocabulary Test	A1.35	Grammar: Common and Proper Nouns	RT1.11
Grammar and Writing Test	A1.39	More Grammar Practice	RT1.12
<b>Week 4</b>			
Foundational Skills Test	A1.41	Comprehension: Compare Setting	RT1.13
Reading Comprehension Unit Test	A1.43	Comprehension: Preview and Predict	RT1.14
Vocabulary Unit Test	A1.49	Grammar: Dates	RT1.15
Grammar and Writing Test	A1.53	More Grammar Practice	RT1.16
		Writing Trait: Word Choice	RT1.17
		(Also see prior weeks.)	
<b>Oral Reading Assessment Routine</b>	A1.1		
<b>Oral Reading Assessment Progress Tracker</b>	A1.3		
<b>Oral Reading Assessment</b>	A1.4		
<b>Profiles</b>			
Student Profile: Weekly and Unit Assessments	A1.57		
Class Profile: Weekly and Unit Assessments	A1.59		
Student Profile: Strengths and Needs Summary	A1.60		
<b>Writing Rubric</b>	A1.61		
<b>Unit Self-Assessment</b>	A1.62		
<b>Answer Keys and Rubrics</b>	A1.63		
<b>Leveled Reading Assessments</b>			
Speaking and Listening Observation Log	LR1.4		
Reading Strategy Assessment	LR1.5		
Reader Reflection	LR1.7		

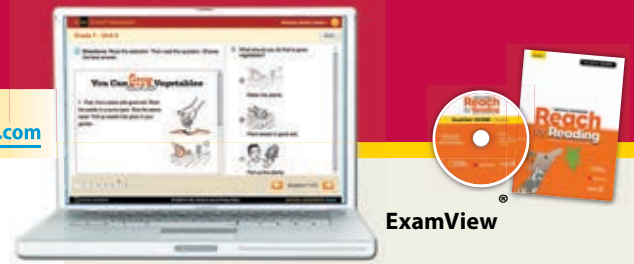
### Online Assessment Resources

[NGReach.com](http://NGReach.com)



- Student Observation Log
- Writing Self-Assessment
- Writing Peer Assessment
- Hand-Scoring Answer Sheet
- Test-Taking Strategies Review
- Affective and Metacognitive Measures

# Assessment Overview



## Multiple Measures to Assess Student Learning

*National Geographic Reach for Reading* offers a comprehensive array of assessments and tools to

- monitor student progress and inform instruction throughout the year
- encourage students to actively participate in their learning
- document student progress on Common Core Standards.

In each unit, there is a variety of assessments and tools you can use to monitor student progress on a weekly and unit level.

Weekly Tests	Unit Tests
Reading Comprehension	Reading Comprehension
Vocabulary	Vocabulary
Grammar and Writing	Grammar and Writing
Foundational Skills	Oral Reading
Reading Strategies	

Additional assessments and tools can be used periodically throughout the program:

- Reteaching Masters for Weekly and Unit Tests
- Speaking and Listening Observation Log
- Comprehension Coach
- Benchmark Assessments
- Affective and Metacognitive Measures

## Weekly and Unit Tests

*National Geographic Reach for Reading* offers weekly and unit tests to monitor your students' progress on skills taught in each unit of instruction. Weekly Tests provide immediate feedback about students' performance on the skills they learned that week.

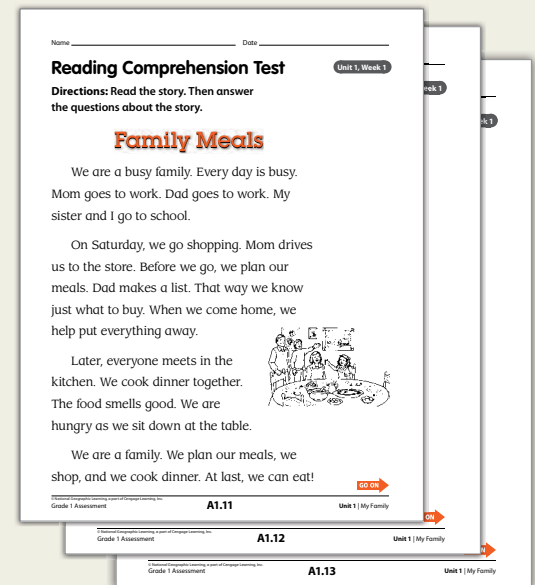
Unit Tests provide a comprehensive view of student performance on all the tested skills in the unit, including Week 4 skills. Unit assessments help you determine which students are making gains on Common Core Standards and which students may benefit from reteaching before moving on to the next unit.

### Reading Comprehension Tests

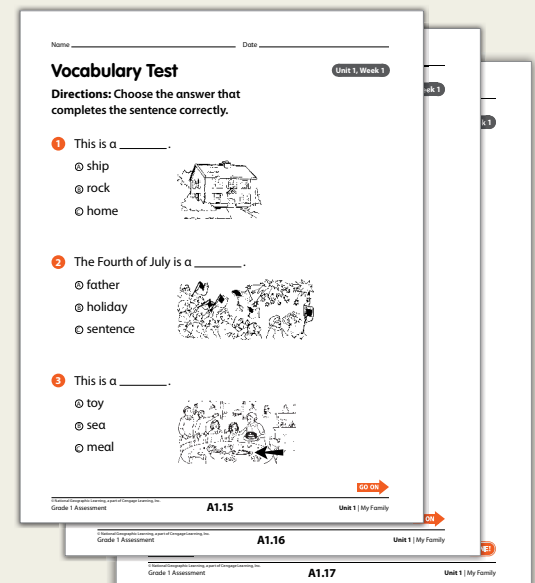
**Description and Purpose:** Students apply reading skills that they have learned each week and throughout the unit as they respond to new fiction and nonfiction reading passages in the Reading Comprehension Weekly and Unit Tests. Weekly Tests, which consist of multiple-choice items, provide a quick tool to check students' progress. Unit Tests provide a more comprehensive view of what the students have learned during the unit.

### Vocabulary Tests

**Description and Purpose:** In the Week 1 and Week 3 Vocabulary Tests, students demonstrate their understanding of social studies and science content words and academic vocabulary definitions they have learned. You can monitor students' ability to apply unit vocabulary strategies in the Week 2 Vocabulary Test. The Unit Test assesses all vocabulary strategies taught in the unit and encourages students to stretch their knowledge of the unit's vocabulary by answering questions using the unit's key words in context.



Reading Comprehension Weekly Test









Vocabulary Weekly Test

## Grammar and Writing Tests

**Description and Purpose:** Multiple-choice items and a writing prompt in the Grammar and Writing Weekly Tests present an opportunity for students to demonstrate their command of the language conventions and writing skills they have learned each week. The Unit Test assesses language and writing skills from the unit with

- discrete grammar items
- a writing prompt based on the skills students learned in the unit Writing Project.

**Administration and Scoring for Weekly Tests and Unit Test:** Administer the Weekly Tests at the end of each week of instruction for Weeks 1 through 3. Unit tests are administered at the end of Week 4. Teachers may read the directions aloud and may repeat and paraphrase as necessary to make sure students understand. Use the following suggested administration times to schedule test-taking.

	Weekly Test	Unit Test
Reading Comprehension	10-15 minutes 	30-35 minutes 
Vocabulary	5-10 minutes 	10-15 minutes 
Grammar and Writing	10-15 minutes 	25-30 minutes 

*Times are approximate*

Answer Keys and Rubrics provide keys to score the multiple-choice items and easy-to-use rubrics for all skill-based writing prompts. The Unit Test writing prompt can be scored by using the skill-based writing rubric or the trait-based Writing Rubric, which is included in each unit.

After tests are scored, you can compile a student's results for all assessments in the Student Profile for the unit. By analyzing a student's scores from the Student Profile, you can determine where a student is making progress toward program goals and where additional reteaching or intervention might be needed. This information can be recorded for each student on the Strengths and Needs Summary. The Class Profile provides an overall view of student performance so that you can easily group students for reteaching.

## Foundational Skills Test

**Description and Purpose:** The weekly Foundational Skills Tests provide a tool for monitoring students' progress in phonological awareness, decoding, and learning high frequency words. The Foundational Skills Student Profile, which is found with the Week 1 test, allows you to compile the results for each student, offering an easy way to show student achievement and identify skills for which further instruction is needed.

**Administration and Scoring:** Make one copy of the Student Profile and the Decoding section (the second page of the Foundational Skills Test) for each student. Make one copy of the first page of the Foundational Skills Test. Cut out the High Frequency Word list for that week and retain the rest of the page, which contains the administration instructions. Use the administration instructions and the High Frequency Word list to administer the tests to students. Foundational Skills Tests can be scored using the Student Profile as a key. Record scores for each student on the Student Profile.

## Grammar and Writing Weekly Test

## Student Profile

## Foundational Skills Test

# Assessment Overview, continued

## Reading Strategy Assessments

**Description and Purpose:** Assess reading strategies while you conduct student reading conferences during Leveled Reading time. Although the strategy covered in the instruction is noted for each unit, all strategies are provided in every assessment to give you the flexibility to assess the strategies students actually use.

**Administration and Scoring:** Make a copy of the assessment to use during each student's individual reading conference. During the conference, ask the student which strategies he or she used. Use the Reading Strategy Assessment rubrics to evaluate how well the student used the reading strategies. After circling the student's score for each strategy assessed, you can transfer the scores to the Student Profile for that unit. See the Reading Routines in the Leveled Reading section for specific instructions about conducting reading conferences.

## Oral Reading Assessments

**Description and Purpose:** Oral reading fluency is strongly correlated to reading comprehension. These individualized assessments enable you to measure oral reading fluency at least once during each unit. The timed readings and corresponding teacher pages incorporate

- features of a running record
- a Words Correct Per Minute score (wcpm)
- rubrics to assess the oral reading fluency focus for the unit
- a retelling rubric to check student comprehension.

**Administration and Scoring:** Refer to the Oral Reading Assessment Routine on page A1.1 for administration and scoring instructions. Use the Oral Reading Assessment Progress Tracker on page A1.3 to monitor each student's progress in fluency as he or she moves through the units in the program.

## Other Assessments and Tools

### Reteaching Masters

After using the results of the Weekly and Unit Tests to determine your students' needs, use the Reteaching Masters to support students who need additional help in learning key skills. A Reteaching Master is provided for key tested skills in each unit.

### Speaking and Listening Observation Log

**Description and Purpose:** Use the Speaking and Listening Observation Log to guide and record your observations about students' speaking and listening behaviors. The behaviors included align with the Common Core Standards. The log is located in the Leveled Reading section of the Teacher's Edition for each unit.

**Administration and Scoring:** Make one copy of the Speaking and Listening Observation Log for your class. As you observe individual student behaviors, record your observations on the log.

**Reading Strategy Assessment** (Unit 1)

Check the reading strategies the child used and ask the questions that follow about how the child used the strategy. Use the rubric to help you determine how well the child used the strategy. Circle the child's score.

Ask: *What did you do while you were reading? Were there any parts of the book that confused you or were hard to follow? What did you do to understand better? How did it work?*

Plan (Unit Focus)	Reading Strategies			Ask Questions
	4	3	2	
4	Consistently previews and articulates a purpose for reading. Makes a prediction before and during reading. Confirms predictions.	Consistently identifies when comprehension breaks down, and can clarify text independently and successfully.	Asks questions and draws from text to find the answers. Can ask a variety of questions.	Asks questions and draws from text to find the answers. Can ask a variety of questions.
3	Often previews, but may not articulate a purpose for reading. Makes a prediction before reading but not during reading.	Monitors comprehension, but cannot always clarify.	Asks questions and draws from text to find the answers. Can ask a variety of questions.	Asks questions and draws from text to find the answers. Can ask a variety of questions.
2	Sometimes previews, but does not have a purpose for reading. May predict, but prediction is not appropriate.	Can monitor comprehension, but does not attempt to solve comprehension problems.	Asks questions, but does not attempt to find answers in the text/images, or answers are inaccurate.	Asks questions, but does not attempt to find answers in the text/images, or answers are inaccurate.
1	Does not preview. Does not set a purpose or predict.	Is not aware of comprehension difficulties.	Does not ask questions.	Does not ask questions.

Grade 1 Assessment **LRI.5** Unit 1 | My Family

## Reading Strategy Assessment

**Oral Reading Assessment** (Unit 1)

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like his hat. The hat that Tam has is nice. I like his hat.

10  
20  
30  
40  
50  
60  
70  
80  
90

**Oral Reading Assessment** (Unit 1)

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like his hat, too. I am Matt, and I want a little hat. I have to have a hat! I find paper and I find tape. I find a hat and I find scissors. Sam has his hat on. Tam has his hat on. I have my hat on, too! My hat is nice. I like my little paper hat!

Miscue Observations

Grade 1 Assessment **A1.5** Unit 1 | My Family

## Oral Reading Assessment Passage and Rubrics

**Speaking and Listening Standards** (Unit 1)

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

Student Name	1	2	3	4	5	6	7	8	9	10

**Speaking and Listening Standards**

**Comprehension and Collaborations**

- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (CC.1.SL.1)
- Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topic and text under discussion). (CC.1.SL.1)
- Build on others' talk in conversations by responding to the comments of others through multiple exchanges. (CC.1.SL.1)
- Ask questions to clear up any confusion about the topic and text under discussion. (CC.1.SL.1)

**Speaking and Listening Standards**

- Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. (CC.1.SL.1)

## Speaking and Listening Observation Log



## Comprehension Coach

The **Comprehension Coach** provides a suite of tools for the Student eEditions that help students build comprehension skills and oral reading fluency. Students can choose a reading selection, answer comprehension questions while they read, and record and listen to themselves reading a selection out loud to practice oral fluency. Progress reports, reading reports, and individualized word practice lists help you and your students monitor their progress and engage in their learning.

## Benchmark Tests

**Description and Purpose:** Measure student progress against grade-level Common Core Standards to inform instruction and help ensure student success. Three forms of the Benchmark Tests are available in a separate Benchmark Tests Masters booklet.

**Administration and Scoring:** Benchmark Tests should be administered periodically throughout the year, such as at the beginning, middle, and end of the school year. Select one form to administer and make a copy for each student. Use the Answer Key, Student Profile, and Class Profile in the Benchmark Tests Masters booklet to score and evaluate student progress on the Common Core Standards.

## Affective and Metacognitive Measures

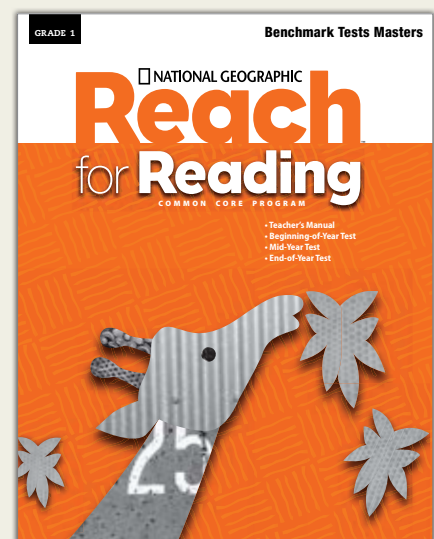
**Description and Purpose:** Personal interests and attitudes affect motivation, and motivation is an important factor in reading and writing performance. You can help students make personal connections and think about their own learning through reflection and metacognition with the personal surveys and inventories available with **National Geographic Reach for Reading**.

- Affective Measures help you and your students pursue their interests in and examine their attitudes toward reading and writing.
- Metacognitive Measures, such as the Unit Self-Assessment, help you and your students think about and monitor their learning. The metacognitive ability to monitor, evaluate, and adjust the processes one uses while reading and writing is essential to becoming an effective reader and writer.

**Administration and Scoring:** Administer Unit Self-Assessments at the end of each unit of instruction, just prior to administering the Unit Test. Administer the Reader Reflection during Leveled Reading time. Other Affective and Metacognitive Measures may be administered at your discretion. We recommend that you administer them at the beginning of the program as a survey of students' interests and attitudes toward reading and writing. You may also choose to administer them multiple times to compare changes in interests and attitudes over time.



Comprehension Coach



Benchmark Tests Masters

A screenshot of a 'Unit Self-Assessment' form. The form has a light blue header with 'Name' and 'Date' fields. Below the header, the title 'Unit Self-Assessment' is followed by a 'Unit 1' label. The directions are: 'Directions: Mark a ✓ in one box for each skill.' Below the directions, there are two columns of smiley face icons: a happy face labeled 'yes' and a sad face labeled 'not yet'. The main body of the form is a table with four rows and two columns. The rows are labeled 'When I read, I can...' and the columns are 'yes' and 'not yet'. The rows contain the following skills: 'think about what I want to learn.', 'predict what will happen.', 'use an idea web.', and 'understand an author's purpose.' Each cell in the table has a small box for marking a checkmark.

Affective and Metacognitive Measures

### PROGRAM RESOURCES

#### PRINT & TECHNOLOGY

##### Oral Reading Assessment

Unit 1 A1.4–A1.7

Unit 2 A2.1–A2.4

Unit 3 A3.1–A3.4

Unit 4 A4.1–A4.4

Unit 5 A5.1–A5.4

Unit 6 A6.1–A6.4

Unit 7 A7.1–A7.4

Unit 8 A8.1–A8.4

##### Reach into Phonics Kit

#### PRINT ONLY

##### Leveled Reading Books

#### TECHNOLOGY ONLY

##### Comprehension Coach

### MATERIALS

timer • audio recording device

## Administering the Assessment

### Oral Reading Fluency Routine

1. Choose a reasonably quiet area that is free from distractions where you can conduct the one-on-one assessment. Sit directly across from the child.
2. Place a copy of the passage in front of the child. To get an objective measure, do not show the passage to the child in advance. The passage should be new for the child. Shield your version so the child cannot see what is marked. (A clipboard that can rest on your lap is effective.) Keep the timer or stopwatch out of sight to prevent the child from focusing on speed.
3. Provide instructions:
  - *Please read this passage out loud as well as you can.*
  - *If you have trouble with a word, I will tell you the word so you can keep reading.*
  - *I will tell you when it is time to stop.*
4. Point to the first word in the passage. Say: *Start here. Begin now.*
5. Start your stopwatch when the child reads the first word. If the child does not read the first word after three seconds, say the word and mark it incorrect.
6. As the child reads, mark the passage as shown below.
7. At the end of one minute, put a bracket after the last word read, but allow the child to finish the sentence before you say stop.
8. The fluency passages are decodable, with emphasis on recently taught decoding skills and high frequency words. Space is provided to make notes about patterns of miscues.

### Sample of Scored Oral Reading Fluency Passage

Name Sam Park Date Nov. 10

**Oral Reading Assessment** Unit 1

Sam has a hat on, and Tam has a hat	10
on. The hat that Sam has is nice. I like his	21
hat. The hat that Tam has is nice. I like	31
her hat, too.	34
I am Matt, and I want a little hat. I have	45
to have a hat! I find paper and I find tape.	56
I find a mat and I find scissors.	64
Sam has his hat on. Tam has her hat	73
on. I have my hat on, too! My hat is nice.	84
I like my hat. I like paper hat!	

#### Miscues

Slashes indicate words that the child skips or mispronounces.

#### Self-Corrects

If a child self-corrects, annotate the word with sc.

#### Stopping Point

After one minute, use a bracket to indicate the last word read.

## Oral Reading Comprehension Routine (Optional)

For children who read with automaticity, assess comprehension by asking them to retell the passage. To begin the retelling, say: *Please read this passage out loud again. This time I will not stop you. When you finish, I will ask you to tell me about what you read. Try to tell me everything you can.*

## Scoring the Assessment and Tracking Scores

1. For Accuracy and Rate, calculate the number of words correct per minute (wcpm). Words marked with sc should be counted as correct. The Hasbrouck and Tindal grade-level norms are provided if you want to compare a child's wcpm to a national sample.
2. Use the Oral Reading Fluency Rubrics to rate the child's Automaticity and the oral reading fluency focus for the week (Phrasing, Intonation, or Expression).
3. Use the Retelling Rubric to rate the child's retelling of the passage.
4. To view a child's performance over time, enter scores on the Student Profile: Oral Reading Fluency Progress Tracker.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

**Accuracy and Rate**

## Reteaching and Practice

Use Learning Station Time to differentiate instruction and provide practice for every learner.

Score	Issue	Strategy
4	<ul style="list-style-type: none"> <li>• Children are ready for more challenging texts</li> <li>• Children can model fluency for lower-level readers</li> </ul>	<ul style="list-style-type: none"> <li>• Assign a Leveled Reading Book. Invite children to select a portion of the book and rehearse and record a dramatic oral reading of that section. Post recordings and pages at a listening station for other children.</li> <li>• Have children practice with longer, more challenging texts using the Comprehension Coach.</li> <li>• For oral reading fluency, group higher-level readers with lower-level readers for paired reading. Use the Paired Reading Routine, page BP40.</li> </ul>
3	<ul style="list-style-type: none"> <li>• Children need repeated practice to develop automaticity</li> <li>• Children can build fluency with leveled texts</li> </ul>	<ul style="list-style-type: none"> <li>• Have children practice rereading the Oral Reading Assessment passage.</li> <li>• Have children rehearse and record a dramatic oral reading of the Read On Your Own book.</li> <li>• Have children practice with longer, more challenging texts using the Comprehension Coach.</li> <li>• Use Additional Reading Routines on page BP43 for fluency practice.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Children need targeted phonics intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate miscues to identify gaps in decoding knowledge. Conduct intervention using the Intervention activities on the Learning Station pages and the reteaching resources on the Assessment &amp; Reteaching pages of each week.</li> </ul>
1	<ul style="list-style-type: none"> <li>• Children need targeted phonics intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluate miscues to identify gaps in decoding knowledge. Conduct intervention using the Intervention activities on the Learning Station pages and the reteaching resources on the Assessment &amp; Reteaching pages of each week.</li> </ul>

Name \_\_\_\_\_

# Oral Reading Assessment Progress Tracker

Record the student's scores from the Oral Reading Assessment to track progress over time. For Accuracy and Rate, enter words correct per minute (wcpm). For the other rows, enter the student's rubric score.

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8
Accuracy and Rate (wcpm)								
Automaticity and Pace								
Phrasing								
Intonation								
Expression								
Retelling (optional)								

COPY READY

## Oral Reading Assessment

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like her hat, too.

I am Matt, and I want a little hat. I have to have a hat! I find paper and I find tape. I find a mat and I find scissors.

Sam has his hat on. Tam has her hat on. I have my hat on, too! My hat is nice. I like my little paper hat!

Name \_\_\_\_\_ Date \_\_\_\_\_

# Oral Reading Assessment

Unit 1

Sam has a hat on, and Tam has a hat on. The hat that Sam has is nice. I like his hat. The hat that Tam has is nice. I like her hat, too.

I am Matt, and I want a little hat. I have to have a hat! I find paper and I find tape. I find a mat and I find scissors.

Sam has his hat on. Tam has her hat on. I have my hat on, too! My hat is nice. I like my little paper hat!

10  
21  
31  
34  
45  
56  
64  
73  
84  
90

COPY READY

## Miscue Observations

# Oral Reading Assessment

**Accuracy and Rate**

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
1	90		81	111
	75		47	82
	50		23	53
	25		12	28
	10		6	15

Oral Reading Fluency Rubrics				
Circle Score	Automaticity	Phrasing	Intonation	Expression
4	4 3 2 1 Reads smoothly and automatically. Pace is consistent.	4 3 2 1 Consistently pauses at all appropriate places in the text.	4 3 2 1 Changes pitch to match all of the content.	4 3 2 1 Reads with appropriate feeling for all content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.	Reads with appropriate feeling for most content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.	Reads with appropriate feeling for some content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.	Does not read with feeling.

# Oral Reading Assessment

Unit 1

Retelling Rubric				
Circle Score	4	3	2	1
4	Child provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Child's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Child provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, child may identify the topic without any elaboration.			
1	Child is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

## Oral Reading Assessment Wrap-up

- Ask the child about his or her reading. You can prompt the child with questions such as:
  - Did you have any problems reading this passage?*
  - If yes: *What problems did you have?*
  - What did you do when you didn't know a word?*
- Share the positive things you noticed about the child's reading, for example:
  - I noticed that you read with a lot of expression.*
  - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
  - Try to read more smoothly without stopping between words.*
- If you asked the child to retell the story, make notes about what the child needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.



# Foundational Skills Test

Unit 1, Week 1

## Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A1.10.

Tested Skill	Assessment Routine	Items
Isolate Initial Sounds	Say two words. Have the student tell you if both words have the same <u>initial</u> sound.	<b>1</b> home/have <b>4</b> mother/man <b>2</b> so/sit <b>5</b> hot/tail <b>3</b> time/come
Blend Sounds	Say a word slowly, sound by sound. Have the student say the word fast.	<b>6</b> fat <b>8</b> on <b>7</b> but

COPY READY

## Decoding ✖✖✖

- Sounds & Letters *m, s, h, t*
- Short *a*

The Decoding Test on page A1.9 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A1.10.

**Say:** *Listen to this word:* \_\_\_\_\_. *Choose the letter that spells the beginning sound in* \_\_\_\_\_.

- 1** sun
- 2** horse
- 3** tape
- 4** mouse

**Say:** *Listen to this word:* \_\_\_\_\_.  
*Choose the word* \_\_\_\_\_.

- 5** hat
- 6** fan

## High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A1.10.

Week 1

his  
too  
has  
find  
have  
mother



✖ = one child    ✖✖ = two children    ✖✖✖ = three or more children

# Foundational Skills Test

Unit 1, Week 1

- 1 (A) f  
(B) s  
(C) m



- 2 (A) h  
(B) t  
(C) k



- 3 (A) r  
(B) m  
(C) t



- 4 (A) c  
(B) s  
(C) m



- 5 (A) hat  
(B) hot  
(C) hut



- 6 (A) fun  
(B) fan  
(C) fin



COPY READY

Score
_____/6

**DONE!**

Name \_\_\_\_\_

# Foundational Skills

Unit 1

Put a check next to each word read correctly and an X next to each word read incorrectly. Total each section of the test. Add all of the subtotals to get the weekly total.

COPY READY

Week 1	Week 2	Week 3	Week 4								
Date _____	Date _____	Date _____	Date _____								
<b>Phonological Awareness</b> • Isolate Initial Sounds • Blend Sounds  home/have <input type="checkbox"/> so/sit <input type="checkbox"/> time/come <input type="checkbox"/> mother/man <input type="checkbox"/> hot/tail <input type="checkbox"/> fat <input type="checkbox"/> but <input type="checkbox"/> on <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>	<b>Phonological Awareness</b> • Isolate Initial Sounds • Blend Sounds  name/nap/neck <input type="checkbox"/> lap/let/look <input type="checkbox"/> come/cake/cat <input type="checkbox"/> foot/face/fan <input type="checkbox"/> pup/pat/pick <input type="checkbox"/> if <input type="checkbox"/> sip <input type="checkbox"/> with <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>	<b>Phonological Awareness</b> • Isolate Final Sounds • Blend Sounds  hid/pad/led <input type="checkbox"/> rave/love/have <input type="checkbox"/> dug/hog/rag <input type="checkbox"/> sum/Pam/farm <input type="checkbox"/> fine/man/grin <input type="checkbox"/> pal <input type="checkbox"/> dogs <input type="checkbox"/> lock <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>	<b>Phonological Awareness</b> • Isolate Final Sounds • Blend Sounds  boom/ram/him <input type="checkbox"/> fizz/buzz/daze <input type="checkbox"/> grab/sob/cub <input type="checkbox"/> zag/fog/zig <input type="checkbox"/> rod/dad/good <input type="checkbox"/> egg <input type="checkbox"/> pens <input type="checkbox"/> desk <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>
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<b>Total</b>	<input type="text"/>										
<b>Decoding</b> • Sounds & Letters <i>m, s, h, t</i> • Short <i>a</i>  s (sun) <input type="checkbox"/> h (horse) <input type="checkbox"/> t (tape) <input type="checkbox"/> m (mouse) <input type="checkbox"/> hat <input type="checkbox"/> fan <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>	<b>Decoding</b> • Sounds & Letters <i>f, n, l, p, c</i> • Short <i>i</i>  f (foot) <input type="checkbox"/> l (leaf) <input type="checkbox"/> c (cap) <input type="checkbox"/> p (pin) <input type="checkbox"/> n (night) <input type="checkbox"/> lip <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>	<b>Decoding</b> • Sounds & Letters <i>g, d, v, r</i> • Short <i>o</i>  v (van) <input type="checkbox"/> r (rock) <input type="checkbox"/> g (goat) <input type="checkbox"/> d (dog) <input type="checkbox"/> pot <input type="checkbox"/> logs <input type="checkbox"/> dog <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>	<b>Decoding</b> • Sounds & Letters <i>b, w, j, z</i> • Short <i>e</i>  j (jet) <input type="checkbox"/> b (bat) <input type="checkbox"/> w (wig) <input type="checkbox"/> z (zip) <input type="checkbox"/> ten <input type="checkbox"/> net <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table>	<b>Total</b>	<input type="text"/>
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<b>High Frequency Words</b> his <input type="checkbox"/> too <input type="checkbox"/> has <input type="checkbox"/> find <input type="checkbox"/> have <input type="checkbox"/> mother <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table> <p style="text-align: right;"><b>Weekly Total</b>    /20</p>	<b>Total</b>	<input type="text"/>	<b>High Frequency Words</b> do <input type="checkbox"/> then <input type="checkbox"/> what <input type="checkbox"/> with <input type="checkbox"/> you <input type="checkbox"/> your <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table> <p style="text-align: right;"><b>Weekly Total</b>    /20</p>	<b>Total</b>	<input type="text"/>	<b>High Frequency Words</b> of <input type="checkbox"/> get <input type="checkbox"/> help <input type="checkbox"/> we <input type="checkbox"/> put <input type="checkbox"/> work <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table> <p style="text-align: right;"><b>Weekly Total</b>    /20</p>	<b>Total</b>	<input type="text"/>	<b>High Frequency Words</b> she <input type="checkbox"/> us <input type="checkbox"/> day <input type="checkbox"/> good <input type="checkbox"/> from <input type="checkbox"/> very <input type="checkbox"/>  <table border="1" style="width: 100%;"> <tr> <td style="text-align: right;"><b>Total</b></td> <td><input type="text"/></td> </tr> </table> <p style="text-align: right;"><b>Weekly Total</b>    /20</p>	<b>Total</b>	<input type="text"/>
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<b>Total</b>	<input type="text"/>										
<b>Total</b>	<input type="text"/>										

# Reading Comprehension Test

**Directions:** Read the story. Then answer the questions about the story.

## Family Meals

We are a busy family. Every day is busy. Mom goes to work. Dad goes to work. My sister and I go to school.

On Saturday, we go shopping. Mom drives us to the store. Before we go, we plan our meals. Dad makes a list. That way we know just what to buy. When we come home, we help put everything away.

Later, everyone meets in the kitchen. We cook dinner together. The food smells good. We are hungry as we sit down at the table.



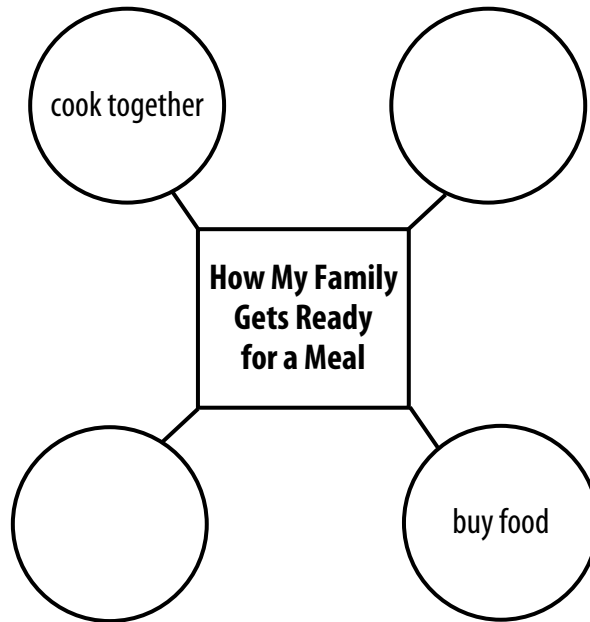
We are a family. We plan our meals, we shop, and we cook dinner. At last, we can eat!

GO ON 

## Reading Comprehension Test

Unit 1, Week 1

Use this idea web to answer questions 1 and 2.



- 1 What can be added to the web to tell more about the big idea?
  - (A) plan meals
  - (B) drive the car
  - (C) wash the dishes
  
- 2 What is another thing that can be added to this web?
  - (A) go to work
  - (B) go to school
  - (C) go to the store

GO ON

## Reading Comprehension Test

Unit 1, Week 1

**Directions:** Read the story. Then answer the questions about the story.

# Family Stories

I have a big family. On holidays, we meet in one place. We laugh and play music. We have a lot of fun. We make a lot of noise!

There is also a lot of talking. My family loves to talk. Old or young, it does not matter. Everyone has a story.

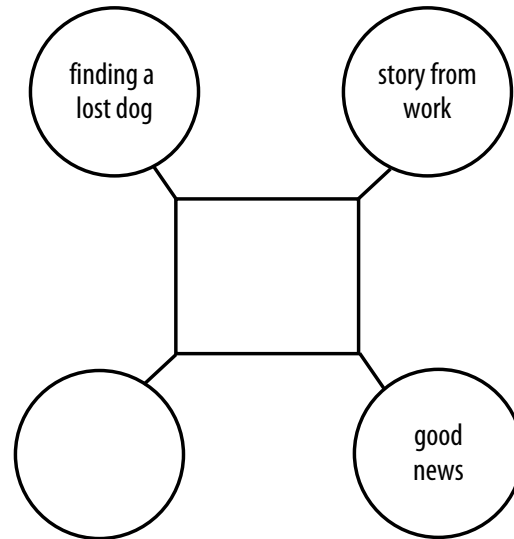
Uncle Leo tells a funny story from work. Aunt Marni shares good news. It makes her smile. Grandma tells about a day long ago. It was the day she came to the United States. Then my little brother finds a lost dog. Even he has a story to tell!

A red arrow pointing to the right with the words "GO ON" written inside it in white capital letters.

## Reading Comprehension Test

Unit 1, Week 1

Use this idea web to answer questions 3 and 4.



**3** Which big idea belongs in the middle of this web?

- Ⓐ The Music a Family Plays
- Ⓑ What Stories a Family Tells
- Ⓒ Who Is in the Family

**4** What is another thing that can be added to the web?

- Ⓐ a big family
- Ⓑ a day long ago
- Ⓒ a lot of noise

Score
_____/4

**DONE!**

# Vocabulary Test

Unit 1, Week 1

**Directions:** Choose the answer that completes the sentence correctly.

1 This is a \_\_\_\_\_.

- Ⓐ ship
- Ⓑ rock
- Ⓒ home



2 The Fourth of July is a \_\_\_\_\_.

- Ⓐ father
- Ⓑ holiday
- Ⓒ sentence



3 This is a \_\_\_\_\_.

- Ⓐ toy
- Ⓑ sea
- Ⓒ meal



GO ON 

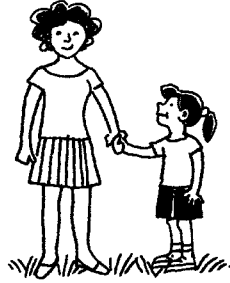


## Vocabulary Test

Unit 1, Week 1

4 My aunt is my \_\_\_\_\_.

- Ⓐ photo book
- Ⓑ capital letter
- Ⓒ family member



5 There are many people and places in the \_\_\_\_\_.

- Ⓐ pool
- Ⓑ world
- Ⓒ name



6 We \_\_\_\_\_ Grandma's birthday.

- Ⓐ explain
- Ⓑ celebrate
- Ⓒ complete



GO ON 

## Vocabulary Test

Unit 1, Week 1

7 I \_\_\_\_\_ carry the clothes.

- Ⓐ help
- Ⓑ stop
- Ⓒ know



8 I \_\_\_\_\_ for my plant.

- Ⓐ see
- Ⓑ run
- Ⓒ care



9 We \_\_\_\_\_ a game.

- Ⓐ live
- Ⓑ take
- Ⓒ play



Score

\_\_\_\_\_/9

**DONE!**

# Grammar and Writing Test

Unit 1, Week 1

**Directions:** Choose the answer that completes the sentence correctly.

**1** We play in the \_\_\_\_\_.

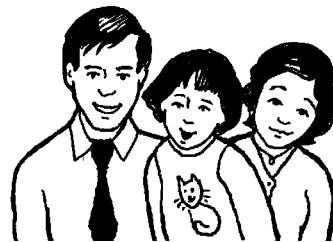
- Ⓐ wet
- Ⓑ pool
- Ⓒ swim

**2** My sister reads many \_\_\_\_\_.

- Ⓐ book
- Ⓑ books
- Ⓒ bookes

**3** These are my \_\_\_\_\_.

- Ⓐ parents
- Ⓑ smiling
- Ⓒ nice



GO ON 

## Grammar and Writing Test

4 My aunt brings a snack for her three \_\_\_\_\_.

- Ⓐ child
- Ⓑ childes
- Ⓒ children



5 Think about your family. Write one sentence to describe something you like about your family.

---

---

Score
_____/4 multiple-choice
_____/4 writing

**DONE!**

# Foundational Skills Test

Unit 1, Week 2

## Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A1.10.

Tested Skill	Assessment Routine	Items
Isolate Initial Sounds	Say three words. Have the student say the <u>Initial</u> sound that is the same in all three words.	<b>1</b> name/nap/neck <b>4</b> foot/face/fan <b>2</b> lap/let/look <b>5</b> pup/pat/pick <b>3</b> come/cake/cat
Blend Sounds	Say a word slowly, sound by sound. Have the student say the word fast.	<b>6</b> if <b>8</b> with <b>7</b> sip

COPY READY

## Decoding ✖✖✖

• Sounds & Letters *f, n, l, p, c*

• Short *i*

The Decoding Test on page A1.21 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A1.10.

**Say:** *Listen to this word:* \_\_\_\_\_. *Choose the letter that spells the beginning sound in*

- 1** foot
- 2** leaf
- 3** cap
- 4** pin
- 5** night

**Say:** *Listen to this word:* \_\_\_\_\_.  
*Choose the word* \_\_\_\_\_.

- 6** lip

## High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A1.10.

Week 2

do  
then  
what  
with  
you  
your



✖ = one child    ✖✖ = two children    ✖✖✖ = three or more children

# Foundational Skills Test

Unit 1, Week 2

- 1 (A) h  
(B) f  
(C) p



- 4 (A) t  
(B) s  
(C) p



- 2 (A) l  
(B) r  
(C) k



- 5 (A) n  
(B) c  
(C) d



- 3 (A) b  
(B) c  
(C) n



- 6 (A) lap  
(B) lop  
(C) lip



COPY READY

Score  
\_\_\_\_\_/6

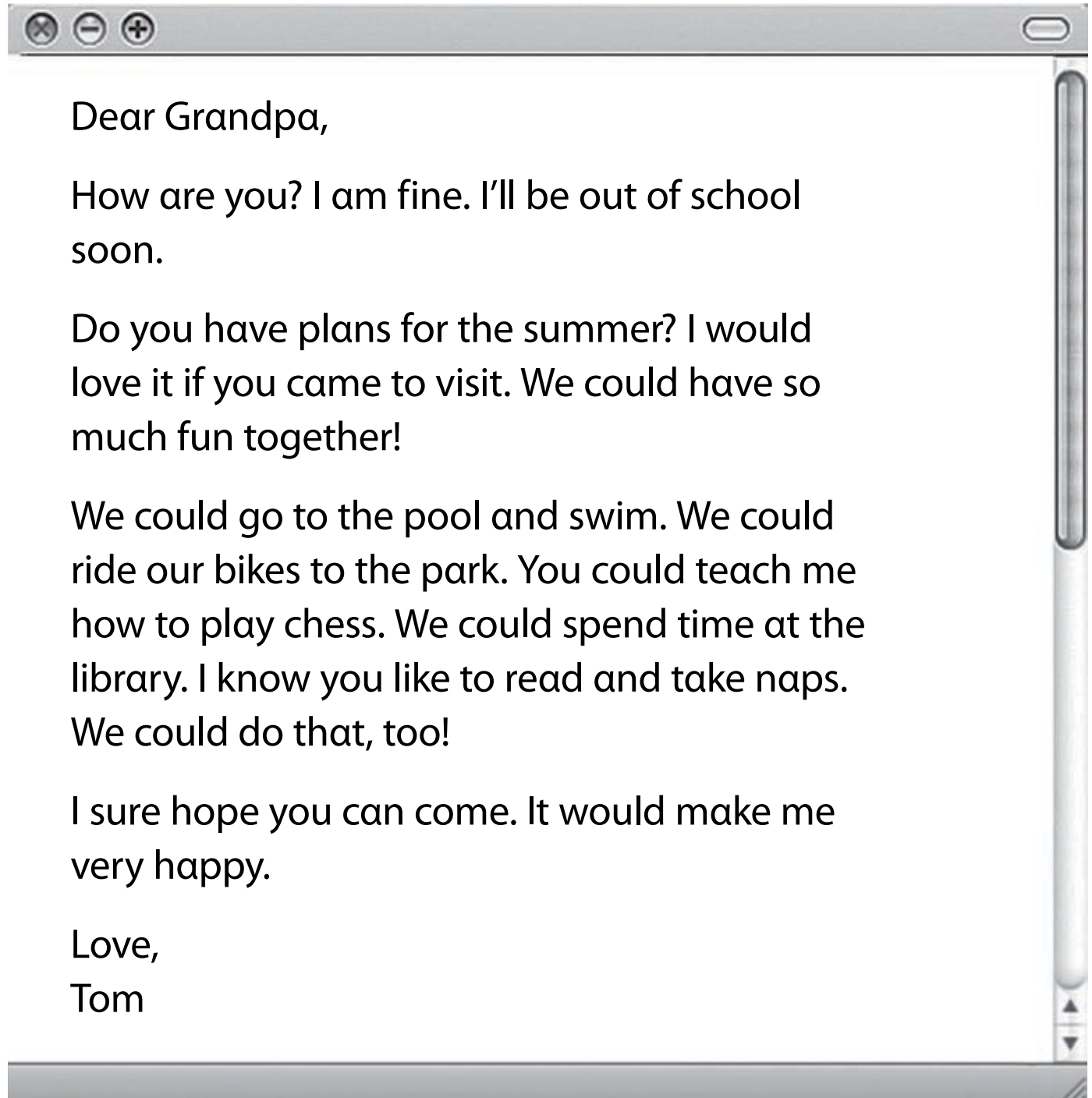
DONE!

# Reading Comprehension Test

Unit 1, Week 2

**Directions:** Read the email. Then answer the questions about the email.

COPY READY

GO ON 

## Reading Comprehension Test

Unit 1, Week 2

- 1 What is the purpose of Tom's email?
- Ⓐ to ask Grandpa a question
  - Ⓑ to make Grandpa want to visit
  - Ⓒ to tell Grandpa a story about having fun
- 2 Tom thinks he and Grandpa can have fun together. Which sentence shows this?
- Ⓐ *I'll be out of school soon.*
  - Ⓑ *Do you have plans for the summer?*
  - Ⓒ *We could go to the pool and swim.*

COPY READY

GO ON 



**Reading Comprehension Test****Unit 1, Week 2**

**Directions:** Read the story. Then answer the questions about the story.

## Family Trip

Lia's dad and mom like to ride bikes. Lia and her sister Jan ride with them. The whole family rides together.

Sometimes their bike rides are short. They might go to the park. They go to the store. These are easy rides.

Other rides are much longer. One summer, Lia's family rode for a whole month. They rode their bikes all over the state of Iowa. They stopped along the way. They visited friends. They camped. It was a hard ride. Still, Lia's family had a good time.

**GO ON** 

## Reading Comprehension Test

Unit 1, Week 2

- 3 What does the author of “Family Trip” want to share?
- Ⓐ a story about Lia and her family
  - Ⓑ reasons people should ride bikes
  - Ⓒ facts about short and long bike rides
- 4 What is the story “Family Trip” about?
- Ⓐ a family that takes camping trips
  - Ⓑ a family that rides bikes together
  - Ⓒ a family that wants to visit friends

COPY READY

Score

\_\_\_\_\_/4

DONE!

# Vocabulary Test

Unit 1, Week 2

**Directions:** Read the question.  
Choose the correct answer.

- 1 What does the underlined word mean in this sentence?

Bob is in school.

- Ⓐ a place to learn
- Ⓑ a place to cook
- Ⓒ a place to walk



- 2 What does the underlined word mean in this sentence?

The children are in the library.

- Ⓐ a place to play
- Ⓑ a place to celebrate
- Ⓒ a place to find books

GO ON 

## Vocabulary Test

Unit 1, Week 2

- 3 What does the underlined word mean in this sentence?

I talk to my grandmother on the phone.



- 4 What does the underlined word mean in this sentence?

I saw a squirrel in the park.

- Ⓐ a big, green plant
- Ⓑ something to sit on
- Ⓒ a small, furry animal

COPY READY

Score

\_\_\_\_\_/4

DONE!

# Grammar and Writing Test

Unit 1, Week 2

**Directions:** Choose the answer that completes the sentence correctly.

1 This is \_\_\_\_\_ dog I like the most!

- Ⓐ a
- Ⓑ an
- Ⓒ the



2 I eat \_\_\_\_\_ apple every day.

- Ⓐ a
- Ⓑ an
- Ⓒ the

3 My sister needs \_\_\_\_\_ drink of water.

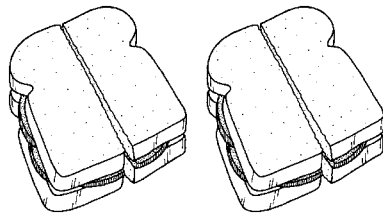
- Ⓐ a
- Ⓑ an
- Ⓒ the

GO ON 

## Grammar and Writing Test

4 Dad can eat two \_\_\_\_\_.

- Ⓐ sandwich
- Ⓑ sandwiches
- Ⓒ sandwiches



5 In "The World Is Your Family," you read about people who help others. Write one sentence about a good way to help people.

---

---

Score
_____/4 multiple-choice
_____/4 writing

**DONE!**

# Foundational Skills Test

Unit 1, Week 3

## Phonological Awareness ✕

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A1.10.

Tested Skill	Assessment Routine	Items
Isolate Final Sounds	Say three words. Have the student say the <u>final</u> sound that is the same in all three words.	<b>1</b> hid/pad/led <b>4</b> sum/Pam/farm <b>2</b> rave/love/have <b>5</b> fine/man/grin <b>3</b> dug/hog/rag
Blend Sounds	Say a word slowly, sound by sound. Have the student say the word fast.	<b>6</b> pal <b>8</b> lock <b>7</b> dogs

COPY READY

## Decoding ✕✕✕

• Sounds & Letters *g, d, v, r*

• Short *o*

The Decoding Test on page A1.31 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A1.10.

**Say:** *Listen to this word:* \_\_\_\_\_. *Choose the letter that spells the beginning sound in*

- 1** van
- 2** rock
- 3** goat
- 4** dog

**Say:** *Listen to this word:* \_\_\_\_\_.  
*Choose the word* \_\_\_\_\_.

- 5** pot
- 6** logs

## High Frequency Words ✕

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A1.10.

Week 3

of  
get  
help  
we  
put  
work

✕ = one child    ✕✕ = two children    ✕✕✕ = three or more children

# Foundational Skills Test

Unit 1, Week 3

- 1 (A) v  
(B) n  
(C) f



- 4 (A) t  
(B) h  
(C) d



- 2 (A) h  
(B) r  
(C) l



- 5 (A) pit  
(B) pot  
(C) pat



- 3 (A) g  
(B) p  
(C) d



- 6 (A) lags  
(B) logs  
(C) legs



COPY READY

Score
_____/6

DONE!



# Reading Comprehension Test

Unit 1, Week 3

**Directions:** Read the story. Then answer the questions about the story and the pictures.

## Mama's Celebration

Today is the Fourth of July. Dad takes us to the park up the street. It is a warm, sunny day. The park is a fun place to go. We eat a picnic lunch there.



Mama cannot go to the park with us. She has to work all day. When we get home, Dad and I bake a pie for Mama. We make the house look nice.



Then Mama comes home. She sees the pie. She sees everything else. A big smile lights up her face. "Oh," Mama says. "I am so happy! This is a good Fourth of July!"

GO ON 

## Reading Comprehension Test

Unit 1, Week 3

- 1 Where do Dad and the children have a picnic?
- Ⓐ in their yard
  - Ⓑ at Mama's work
  - Ⓒ at a nearby park
- 2 Where do Dad and the children eat their lunch?
- Ⓐ at a table
  - Ⓑ under a tree
  - Ⓒ on a blanket

COPY READY



## Reading Comprehension Test

Unit 1, Week 3

COPY READY

- 3 Which words from the story tell about the setting?
- Ⓐ *It is a warm, sunny day.*
  - Ⓑ *We eat a picnic lunch there.*
  - Ⓒ *“Oh,” Mama says. “I am so happy!”*
- 4 At the end of the story, Mama is smiling. Where is she?
- Ⓐ at work
  - Ⓑ at home
  - Ⓒ at a park

Score
_____/4

DONE!

# Vocabulary Test

Unit 1, Week 3

**Directions:** Choose the answer that completes the sentence correctly.

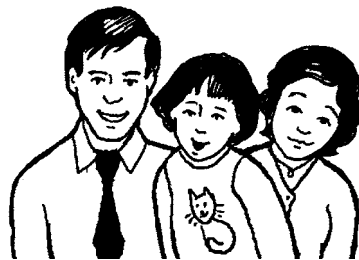
1 This is a \_\_\_\_\_ day.

- Ⓐ blue
- Ⓑ little
- Ⓒ special



2 These are my \_\_\_\_\_.

- Ⓐ parents
- Ⓑ buildings
- Ⓒ sentences



3 We both work \_\_\_\_\_.

- Ⓐ under
- Ⓑ before
- Ⓒ together



GO ON 

## Vocabulary Test

Unit 1, Week 3

4 This is \_\_\_\_\_.

- Ⓐ fun
- Ⓑ low
- Ⓒ nine



5 This is my \_\_\_\_\_.

- Ⓐ proper noun
- Ⓑ movie theater
- Ⓒ extended family



6 We \_\_\_\_\_ my uncle.

- Ⓐ start
- Ⓑ visit
- Ⓒ think



GO ON 

## Vocabulary Test

Unit 1, Week 3

7 We \_\_\_\_\_ popcorn.

- Ⓐ call
- Ⓑ write
- Ⓒ share



8 Lori's \_\_\_\_\_ is to go to the zoo.

- Ⓐ boy
- Ⓑ idea
- Ⓒ land



9 A \_\_\_\_\_ has more than two items.

- Ⓐ lake
- Ⓑ plane
- Ⓒ group



GO ON 

## Vocabulary Test

Unit 1, Week 3

10 We take a \_\_\_\_\_ in our car.

- Ⓐ trip
- Ⓑ fish
- Ⓒ gate



11 The school is a big \_\_\_\_\_.

- Ⓐ end
- Ⓑ step
- Ⓒ place



Score

\_\_\_\_\_/11

DONE!

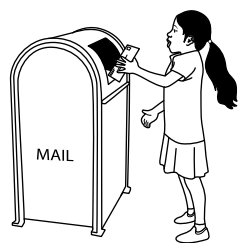
# Grammar and Writing Test

Unit 1, Week 3

**Directions:** Choose the answer that completes the sentence correctly.

1 Lily mails a letter to her friend \_\_\_\_\_.

- Ⓐ rosa linda
- Ⓑ Rosa Linda
- Ⓒ Rosa linda



2 My uncle lives near \_\_\_\_\_.

- Ⓐ Oak Park
- Ⓑ Oak park
- Ⓒ oak park

3 My best friend's name is \_\_\_\_\_.

- Ⓐ Sam Chen
- Ⓑ Sam chen
- Ⓒ sam Chen

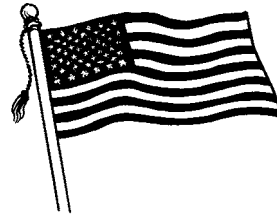
GO ON 



## Grammar and Writing Test

4 This is the flag of the \_\_\_\_\_.

- Ⓐ United states
- Ⓑ united States
- Ⓒ United States



5 The boy in the story "Papá and Me" goes to some fun places with his father. Think of a fun place you go with your family. Write a sentence to tell about the place.

---

---

Score	
_____ /4	multiple-choice
_____ /4	writing

**DONE!**

# Foundational Skills Test

Unit 1, Week 4

## Phonological Awareness ✖

Administer this part of the test individually with each child. Record responses on a copy of the Student Profile on page A1.10.

Tested Skill	Assessment Routine	Items
Isolate Final Sounds	Say three words. Have the student say the <u>final</u> sound that is the same in all three words.	<b>1 boom/ram/him</b> <b>4 zag/fog/zig</b> <b>2 fizz/buzz/daze</b> <b>5 rod/dad/good</b> <b>3 grab/sob/cub</b>
Blend Sounds	Say a word slowly, sound by sound. Have the student say the word fast.	<b>6 egg</b> <b>8 desk</b> <b>7 pens</b>

## Decoding ✖✖✖

• Sounds & Letters *b, w, j, z*

• Short *e*

The Decoding Test on page A1.42 is multiple-choice and may be administered to a group of children. Give each child a copy of the test. Record each child's responses on a copy of the Student Profile on page A1.9.

**Say:** *Listen to this word:* \_\_\_\_\_. *Choose the letter that spells the beginning sound in* \_\_\_\_\_.

- 1** jet
- 2** bat
- 3** wig
- 4** zip

**Say:** *Listen to this word:* \_\_\_\_\_.  
*Choose the word* \_\_\_\_\_.

- 5** ten
- 6** net

## High Frequency Words ✖

Make a copy of this page so you can cut out the list of High Frequency Words. Have the child read the list of words out loud to you. Record the child's responses on a copy of the Student Profile on page A1.10.

### Week 4



she

us

day

good

from

very

✖ = one child    ✖✖ = two children    ✖✖✖ = three or more children

# Foundational Skills Test

Unit 1, Week 4

COPY READY

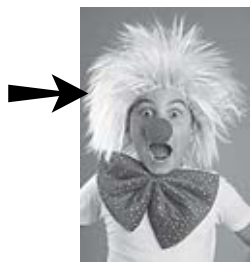
- 1 (A) g  
(B) j  
(C) d



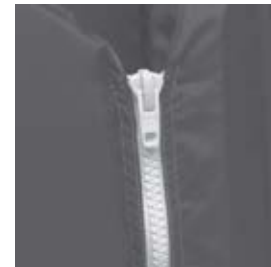
- 2 (A) b  
(B) w  
(C) p



- 3 (A) w  
(B) k  
(C) z



- 4 (A) t  
(B) z  
(C) m



- 5 (A) ten  
(B) tin  
(C) tan



- 6 (A) nut  
(B) not  
(C) net

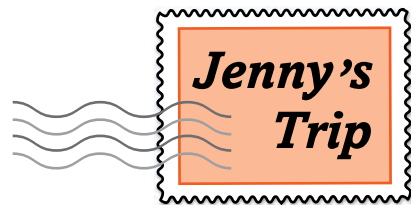


Score
_____/6

**DONE!**

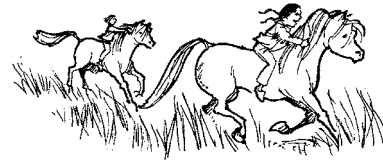
# Reading Comprehension Test

**Directions:** Read the story. Then answer the questions about the story and the pictures.



Last summer, Jenny went to camp. She left her family and the city behind.

Jenny had fun outside. She hiked up big hills. She rode horses with friends.



Jenny learned to cook over a fire. At night, she went to sleep in a tent. One morning, Jenny took a boat ride.



Too soon, camp was over. Jenny's mom picked her up. They drove home. Jenny was happy to see her family again. She said, "I had a wonderful time. I want to go to camp again!"

GO ON 

**Reading Comprehension Test****Unit Test****COPY READY**

- 1** In the **beginning** of the story, Jenny is in the city. Where is Jenny in the **middle** of the story?
- Ⓐ at camp
  - Ⓑ with her family
  - Ⓒ in the car with mom
- 2** Where is Jenny at the **end** of the story?
- Ⓐ in a tent
  - Ⓑ at home
  - Ⓒ in a boat
- 3** Where does Jenny ride horses?
- Ⓐ up big hills
  - Ⓑ near her home
  - Ⓒ through tall grass

**GO ON** 

## Reading Comprehension Test

Unit Test

**Directions:** Read the story. Then answer the questions about the story.

### SITTING WITH GRANDPA

After school, Juan walks to the family store. Grandpa says, "Come and sit. My feet need a rest."

Grandpa peels an orange. "Ahhh," says Grandpa. "Sweet. Like oranges back home."

Juan knows what comes next. Grandpa talks about Cuba. Grandpa was born there. It was his home when he was a boy.

"The days were much hotter there," says Grandpa.

Juan asks, "Do you miss it, Grandpa?"

Grandpa closes his eyes. "Mmm," he says. "I do miss the heat."

A red arrow pointing to the right with the words "GO ON" written inside it in white capital letters.

## Reading Comprehension Test

Unit Test

COPY READY

- 4** The author wrote "Sitting with Grandpa" to —
- Ⓐ share a story.
  - Ⓑ teach something.
  - Ⓒ make the reader do something.
- 5** What makes Grandpa think of Cuba?
- Ⓐ eating an orange
  - Ⓑ seeing his grandson
  - Ⓒ working at the family store
- 6** Where is it very hot?
- Ⓐ at the store
  - Ⓑ at school
  - Ⓒ in Cuba

GO ON 

## Reading Comprehension Test

Unit Test

**Directions:** Read the article. Then answer the questions about the article.

# Barack Obama

## 44th President of the United States

Barack Obama's father was from Africa. His mother was born in Kansas. They met in Hawaii.

Barack and his mother lived in Hawaii. When he was older, they moved to Asia. He went to school there. He heard new languages.

After four years, Barack moved back to Hawaii. He lived with his grandmother and grandfather. By now, Barack had a stepfather and a little sister. Barack's mother stayed in Asia with them.

Barack grew into a young man in Hawaii. His grandparents were there with him. His father was in Africa. His mother and sister were in Asia. His family was not together. But they were all important to him.

GO ON 



## Reading Comprehension Test

Unit Test

COPY READY

- 7** Why did the author write “Barack Obama”?
- Ⓐ to make the reader do something
  - Ⓑ to share information
  - Ⓒ to show what the author thinks
- 8** What is this article about?
- Ⓐ Barack and his family
  - Ⓑ living in Hawaii
  - Ⓒ where Barack’s parents were born
- 9** Who did Barack live with in Asia?
- Ⓐ his grandparents
  - Ⓑ his father
  - Ⓒ his mother

Score
_____/9

DONE!

# Vocabulary Test

Unit Test

**Directions:** Read the question.  
Choose the correct answer.

- 1 What does the underlined word mean in this sentence?

The clown has green hair and big shoes.

- Ⓐ someone who drives
  - Ⓑ a funny person in a show
  - Ⓒ a person who likes to swim
- 2 What does the underlined word mean in this sentence?

Please put ice in my drink.

- Ⓐ cold milk
- Ⓑ frozen water
- Ⓒ sweet honey

GO ON 

## Vocabulary Test

Unit Test

- 3 What does the underlined word mean in this sentence?

Lisa goes to her house.

- Ⓐ a place to live
- Ⓑ a place to buy things
- Ⓒ a place to sell things

- 4 What does the underlined word mean in this sentence?

Matt finds a penny in his pocket.

- Ⓐ a part of a farm
- Ⓑ a part of a bike
- Ⓒ a part of a coat

GO ON 

## Vocabulary Test

Unit Test

**Directions:** Choose the answer that completes the sentence correctly.

5 Pizza is my favorite \_\_\_\_\_.

- Ⓐ meal
- Ⓑ group
- Ⓒ holiday

6 My sister and I clean our room \_\_\_\_\_.

- Ⓐ down
- Ⓑ over
- Ⓒ together

7 People around the \_\_\_\_\_ like to sing.

- Ⓐ idea
- Ⓑ world
- Ⓒ bear

GO ON 

## Vocabulary Test

Unit Test

8 Please \_\_\_\_\_ the glue.

- Ⓐ help
- Ⓑ share
- Ⓒ celebrate

9 I will take a \_\_\_\_\_ to my cousin's farm.

- Ⓐ trip
- Ⓑ home
- Ⓒ place

10 We had a \_\_\_\_\_ dinner on Saturday.

- Ⓐ flat
- Ⓑ kind
- Ⓒ special

Score

\_\_\_\_\_/10

DONE!

# Grammar and Writing Test

Unit Test

**Directions:** Choose the answer that completes the sentence correctly.

- 1 \_\_\_\_\_ roof of our house is red.
- Ⓐ A
  - Ⓑ An
  - Ⓒ The
- 2 Grandma's birthday is on \_\_\_\_\_.
- Ⓐ March 19
  - Ⓑ March, 19
  - Ⓒ march 19
- 3 I have \_\_\_\_\_ uncle who works hard.
- Ⓐ a
  - Ⓑ an
  - Ⓒ the



GO ON 

## Grammar and Writing Test

Unit Test

COPY READY

- 4 My cousin came over \_\_\_\_\_.
- Ⓐ last saturday
  - Ⓑ Last Saturday
  - Ⓒ last Saturday
- 5 My \_\_\_\_\_ helps me wash dishes.
- Ⓐ brother
  - Ⓑ fast
  - Ⓒ clean
- 6 My uncle and aunt moved to our town on \_\_\_\_\_.
- Ⓐ August 24, 2011
  - Ⓑ august 24 2011
  - Ⓒ August, 24, 2011



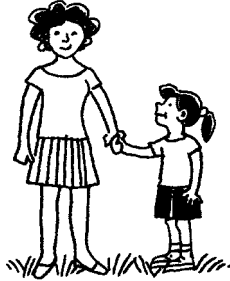
GO ON 

## Grammar and Writing Test

Unit Test

7 My cousin \_\_\_\_\_ walks me to school.

- Ⓐ Mary ann
- Ⓑ Mary Ann
- Ⓒ mary ann



8 Summer starts on \_\_\_\_\_.

- Ⓐ june 21
- Ⓑ june, 21
- Ⓒ June 21

9 My sister and I like to go to \_\_\_\_\_.

- Ⓐ glendale library
- Ⓑ Glendale library
- Ⓒ Glendale Library



GO ON 



## Grammar and Writing Test

10 This house is more than  
30 \_\_\_\_\_ tall.

- Ⓐ foot
- Ⓑ feet
- Ⓒ foots



11 Think about a special person you have visited. It could be a family member or a special friend. Draw a picture that shows your visit. Then write two sentences about why you liked the visit.

Score	
_____/10	multiple-choice
_____/4	weekly writing skill
_____/24	writing traits

**DONE!**

Name \_\_\_\_\_ Date \_\_\_\_\_

# Weekly and Unit Assessments

Unit 1

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A1.65.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.1.Rfou.3, L.2.d, L.2.e	_____/16	_____/16	_____/16	_____/16
End-of-Week Test CC.1.Rfou.3, L.2.d, L.2.e	_____/16 ____%	_____/16 ____%	_____/16 ____%	_____/16 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A1.65.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Organize Ideas	1 2 3 4	4		8 9	_____/7
Author's Purpose		1 2 3		4 7	_____/5
Events, Setting, Plot CC.1.Rlit.3, Rlit.7			1 2 3 4	1 2 3 5 6	_____/9
<b>Total</b>	____/4 ____%	____/4 ____%	____/4 ____%	____/9 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Social Studies Vocabulary CC.1.L.4	1 2 3 4		1 2 3 4 5 6	5 6 10	_____/13
Academic Vocabulary CC.1.L.4	5 6 7 8 9		7 8 9 10 11	7 8 9	_____/13
Nouns CC.1.L.1.b		1 2 3 4		1 2 3 4	_____/8
<b>Total</b>	____/9 ____%	____/4 ____%	____/11 ____%	____/10 ____%	

Name \_\_\_\_\_ Date \_\_\_\_\_

# Weekly and Unit Assessments

Unit 1

COPY READY

Grammar and Writing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Grammar	Nouns CC.1.L.1.b, L.1.h, L.2.a, L.2.c	1 2 3 4	4	1 2 3 4	5 7 9 10	_____/13
	Articles CC.1.L.1.h		1 2 3		1 3	_____/5
	Dates CC.1.L.1.b, L.2.a, L.2.c				2 4 6 8	_____/4
<b>Subtotal</b>		_____/4	_____/4	_____/4	_____/10	
Weekly Writing Skills (Writing Prompts)	Write a Descriptive Sentence CC.1.W.5	_____/4		_____/4		_____/8
	Write an Opinion CC.1.W.1, W.5		_____/4		_____/4	_____/8
<b>Subtotal</b>		_____/4	_____/4	_____/4	_____/4	
<b>Total</b>		_____/8 ____%	_____/8 ____%	_____/8 ____%	_____/14 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.1.W.5	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

# Weekly and Unit Assessments

Unit 1

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

		Student Name										
Reading Comprehension	Organize Ideas											
	Author's Purpose											
	Events, Setting, Plot CC.1.Rlit.3, Rlit.7											
Grammar and Writing	Nouns CC.1.L.1.b, L.1.h, L.2.a											
	Articles CC.1.L.1.h											
	Dates CC.1.L.1.b, L.2.a, L.2.c											
	Writing in Response to Prompt CC.1.W.1, W.5											
Vocabulary	Social Studies Vocabulary CC.1.L.4											
	Academic Vocabulary CC.1.L.4											
	Nouns CC.1.L.1.b											

COPY READY

Name \_\_\_\_\_ Date \_\_\_\_\_

# Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Writing			

# Writing Rubric

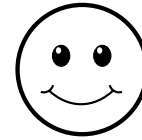
Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
<b>4</b>	<ul style="list-style-type: none"> <li>The message is clear and focused.</li> <li>Details are accurate and relevant, showing excellent understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The structure is clear and fits the purpose.</li> <li>All content flows in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>The tone is appropriate for the purpose and the audience.</li> <li>The writing sounds genuine.</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate words were chosen to clearly convey the message.</li> <li>The language consistently grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>All sentences are varied and effective and have transitions.</li> <li>When read aloud, the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has only a few minor errors in spelling, capitalization, and punctuation.</li> <li>The writing has only a few minor errors in grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>The text is presented in an orderly way.</li> <li>Visuals are appropriate and support meaning.</li> <li>Letter formation or handwriting is neat and legible.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>Most of the writing has a clear and focused message.</li> <li>Most details are accurate and relevant, showing good understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the structure is clear and fits the purpose.</li> <li>Most of the content flows in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>The tone is mostly appropriate for the purpose and the audience.</li> <li>Most of the writing sounds genuine.</li> </ul>	<ul style="list-style-type: none"> <li>Many appropriate words were chosen to clearly convey the message.</li> <li>Most of the language grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Most sentences are varied and effective and have transitions.</li> <li>When read aloud, most of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has some minor errors in spelling, capitalization, and punctuation.</li> <li>The writing has some errors in grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Most of the text is presented in an orderly way.</li> <li>Most visuals are appropriate and support meaning.</li> <li>Most of the letter formation or handwriting is neat and legible.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>The message is present, but somewhat unclear or confusing.</li> <li>Some details are accurate and relevant, showing some understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>The structure is confusing and does not fit the purpose.</li> <li>Some content flows in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>The tone is sometimes appropriate for the purpose and the audience.</li> <li>Some of the writing sounds genuine.</li> </ul>	<ul style="list-style-type: none"> <li>Some appropriate words were chosen to clearly convey the message.</li> <li>Some of the language grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Some sentences are varied and effective and have transitions.</li> <li>When read aloud, some of the writing sounds natural and rhythmic.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has several errors in spelling, punctuation, and capitalization.</li> <li>The writing has several errors in grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>Some of the text is presented in an orderly way.</li> <li>Some visuals are appropriate and support meaning.</li> <li>Some of the letter formation or handwriting is neat and legible.</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>The writing does not have a clear, focused message.</li> <li>Few or no details are included, showing little or no understanding of the topic.</li> </ul>	<ul style="list-style-type: none"> <li>There is no structure or it is barely discernible.</li> <li>The content does not flow in a logical sequence.</li> </ul>	<ul style="list-style-type: none"> <li>The tone is not appropriate for the purpose and the audience.</li> <li>The writing does not sound genuine.</li> </ul>	<ul style="list-style-type: none"> <li>Few appropriate words were chosen to clearly convey the message.</li> <li>Little or none of the language grabs readers' attention.</li> </ul>	<ul style="list-style-type: none"> <li>Few or none of the sentences are varied, effective, or complete. Few or no transitions are present.</li> <li>When read aloud, the writing sounds unnatural.</li> </ul>	<ul style="list-style-type: none"> <li>The writing has many errors in spelling, punctuation, and capitalization.</li> <li>The writing has many errors in grammar and usage.</li> </ul>	<ul style="list-style-type: none"> <li>The text is not presented in an orderly way.</li> <li>Visuals are not appropriate and do not support meaning, or they do not exist.</li> <li>Letter formation or handwriting is not legible.</li> </ul>

# Unit Self-Assessment

Unit 1

**Directions:** Mark a ✓ in one box for each skill.

**When I read, I can...**



yes



not yet

think about what I want to learn.		
predict what will happen.		
use an idea web.		
understand an author's purpose.		
tell where a story takes place.		
tell which words are nouns.		

COPY READY

# Answer Keys and Rubrics

Unit 1

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	A	Organize Ideas	
2	C	Organize Ideas	
3	B	Organize Ideas	
4	B	Organize Ideas	
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Author's Purpose	
2	C	Author's Purpose	
3	A	Author's Purpose	
4	B	Organize Ideas	
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	C	Setting	CC.1.Rlit.3, Rlit.7
2	A	Setting	CC.1.Rlit.3, Rlit.7
3	A	Setting	CC.1.Rlit.3, Rlit.7
4	B	Setting	CC.1.Rlit.3, Rlit.7
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Compare Settings	CC.1.Rlit.3, Rlit.7
2	B	Compare Settings	CC.1.Rlit.3, Rlit.7
3	C	Setting	CC.1.Rlit.3, Rlit.7
4	A	Author's Purpose	
5	A	Setting	CC.1.Rlit.3, Rlit.7
6	C	Setting	CC.1.Rlit.3, Rlit.7
7	B	Author's Purpose	
8	A	Organize Ideas	
9	C	Organize Ideas	

Vocabulary					
Week 1 CC.1.L.4			Week 3 CC.1.L.4		
Item	Key	Word	Item	Key	Word
1	C	home	1	C	special
2	B	holiday	2	A	parents
3	C	meal	3	C	together
4	C	family member	4	A	fun
5	B	world	5	C	extended family
6	B	celebrate	6	B	visit
7	A	help	7	C	share
8	C	care	8	B	idea
9	C	play	9	C	group
			10	A	trip
			11	C	place

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	A	Use Nouns	CC.1.L.1.b
2	C	Use Nouns	CC.1.L.1.b
3	B	Use Nouns	CC.1.L.1.b
4	C	Use Nouns	CC.1.L.1.b
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Use Nouns	CC.1.L.1.b
2	B	Use Nouns	CC.1.L.1.b
3	A	Use Nouns	CC.1.L.1.b
4	C	Use Nouns	CC.1.L.1.b
5	A	Social Studies Vocabulary	CC.1.L.4
6	C	Social Studies Vocabulary	CC.1.L.4
7	B	Academic Vocabulary	CC.1.L.4
8	B	Academic Vocabulary	CC.1.L.4
9	A	Academic Vocabulary	CC.1.L.4
10	C	Social Studies Vocabulary	CC.1.L.4

COPY READY



# Answer Keys and Rubrics

COPY READY

Grammar and Writing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	B	Common Nouns	CC.1.L.1.b	1	C	Articles	CC.1.L.1.h
2	B	Plural Nouns	CC.1.L.1.b	2	A	Dates	CC.1.L.1.b, L.2.a, L.2.c
3	A	Common Nouns	CC.1.L.1.b	3	B	Articles	CC.1.L.1.h
4	C	Plural Nouns	CC.1.L.1.b	4	C	Dates	CC.1.L.1.b, L.2.a, L.2.c
Prompt (5)	Skill Rubric	Write a Descriptive Sentence	CC.1.W.5	5	A	Common Nouns	CC.1.L.1.b
Week 2				6	A	Dates	CC.1.L.1.b, L.2.a, L.2.c
Item	Key	Item Descriptor	CCSS Code	7	B	Proper Nouns	CC.1.L.1.b, L.2.a
1	C	Articles	CC.1.L.1.h	8	C	Dates	CC.1.L.1.b, L.2.a, L.2.c
2	B	Articles	CC.1.L.1.h	9	C	Proper Nouns	CC.1.L.1.b
3	A	Articles	CC.1.L.1.h	10	B	Plural Nouns	CC.1.L.1.b
4	C	Plural Nouns	CC.1.L.1.b	Prompt (11)	Skill Rubric, Writing Rubric	Write Descriptive Sentences	CC.1.W.5
Prompt (5)	Skill Rubric	Write an Opinion	CC.1.W.1, W.5				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	B	Proper Nouns	CC.1.L.1.b, L.2.a				
2	A	Proper Nouns	CC.1.L.1.b, L.2.a				
3	A	Proper Nouns	CC.1.L.1.b, L.2.a				
4	C	Proper Nouns	CC.1.L.1.b, L.2.a				
Prompt (5)	Skill Rubric	Write a Descriptive Sentence	CC.1.W.5				

# Answer Keys and Rubrics

## Unit 1

Use the Skill Rubrics to score student responses for weekly skills or editing. Use the Writing Rubric to assess the writing traits of student responses for the Unit Test writing prompt. The Writing Rubric is located on page A1.61.

Grammar and Writing	
<b>Week 1 Skill Rubric</b> Item 5 (Prompt)   Write a Descriptive Sentence	
Child writes a descriptive sentence that	
4 points	clearly describes some aspect of a family.
3 points	adequately describes some aspect of a family.
2 points	vaguely describes some aspect of a family.
1 point	minimally describes some aspect of a family.
<b>Week 2 Skill Rubric</b> Item 5 (Prompt)   Write an Opinion	
Child writes a sentence that	
4 points	clearly expresses an opinion about helping people.
3 points	adequately expresses an opinion about helping people.
2 points	vaguely expresses an opinion about helping people.
1 point	minimally expresses an opinion about helping people.
<b>Week 3 Skill Rubric</b> Item 5 (Prompt)   Write a Descriptive Sentence	
Child writes a descriptive sentence that	
4 points	clearly describes a place.
3 points	adequately describes a place.
2 points	vaguely describes a place.
1 point	minimally describes a place.

Grammar and Writing	
<b>Unit Test Week 4 Skill Rubric</b> Item 11 (Prompt)   Write Descriptive Sentences	
Child draws a picture and writes sentences that	
4 points	clearly describe a special visit.
3 points	adequately describe a special visit.
2 points	vaguely describe a special visit.
1 point	minimally describe a special visit.

### Conversion Charts: Points Earned to Percent Scored

#### 4 points

Points	1	2	3	4
%	25	50	75	100

#### 8 points

Points	1	2	3	4	5	6	7	8
%	13	25	38	50	63	75	88	100

#### 9 points

Points	1	2	3	4	5	6	7	8	9
%	11	22	33	44	56	67	78	89	100

#### 10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

#### 11 points

Points	1	2	3	4	5	6	7	8	9	10	11
%	9	18	27	36	45	55	64	73	82	91	100

#### 14 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14
%	7	14	21	29	36	43	50	57	64	71	79	86	93	100

#### 16 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
%	6	13	19	25	31	38	44	50	56	63	69	75	81	88	94	100

COPY READY

# Organize Ideas

Reteach

When you **organize** things, you group them together. The things in a group go with each other.

When you organize ideas, you group the big idea with parts that tell more about the big idea. Circle the big idea.



(My garden has many plants.) The plants are in groups. It is easy to find the plant I want. I like the peas best. I love to put peas in my salad.

Read the passage.

## My Family

I have a big family. I have four sisters and three brothers. I have a Mom and a Dad. I also have three dogs and two cats. I love my family.

Follow the directions.

1. Circle the big idea.
2. Underline the parts that tell about the big idea.
3. Retell what you read.

# Preview and Set a Purpose

Reteach

To **preview** means you look at pictures and words before you read. To **set a purpose** means you decide the reason why you are reading.

The girl will read a book. The title is Fun in the Sun. There is a picture of girls playing. The girl thinks about the picture. She thinks about the title. She wants to find out about fun you can have outside.



## Meg's Special Day

Follow the directions.

1. Read and circle the title.
2. Look at the picture. What does it show? \_\_\_\_\_
3. What are the children wearing on their heads? \_\_\_\_\_
4. Think about the picture and the title. What do you want to find out? \_\_\_\_\_

# Nouns

Reteach

## Grammar Rules Nouns

A **noun** is a word that names a person.

A **noun** is a word that names a place.

A **noun** is a word that names a thing.

This is a boy.

The boy is in a garden.

The boy sees a flower.



Read each sentence.


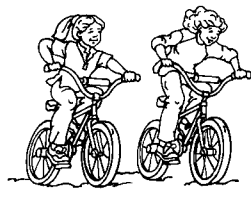


Draw a circle around the noun.

1. The leaf is green.
2. The sun shines.
3. The boy digs.
4. The garden is big.
5. The dirt is brown.
6. The grass is green.
7. The seeds are planted.
8. The flowers grow.

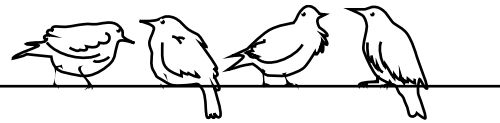
# Nouns

## Grammar Rules Plural Nouns

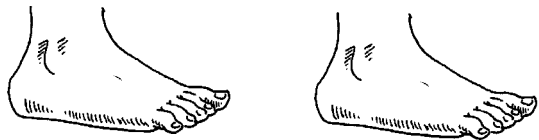
- A **plural noun** names more than one person, place, or thing.
- Most plural nouns end with – s.
- Some plural nouns do not end in – s. They have a different spelling.

Singular noun	Plural noun
bike 	bikes 
child 	children 

Circle the correct noun for each picture.

1.   
 bird                      birds

2.   
 cat                      cats

3.   
 foot                      feet

4.   
 woman                      women

# Author's Purpose

Reteach

An **author's purpose** is why he or she writes something. An author may want to make you laugh. Or an author may tell facts about something. Sometimes, an author wants to make you feel a certain way about something.

COPY READY

	<p>to make you laugh</p>
	<p>to make you feel a certain way</p>
	<p>to tell facts about something</p>

1. Look at each book cover. Think about why an author might write the book. Draw a line to match the book cover to the author's purpose.
2. Describe what you see in the pictures to a partner.

# Preview and Set a Purpose

Reteach

When you **preview** you look at pictures and words before you read. When you **set a purpose** you decide the reason why you are reading.



The boy and his mom want to read. First, they will look at words and pictures. Then they will think about the book. What do they want to find out?



## A Day with Mom

Follow the directions.

1. Read and circle the title.
2. Tell what you see in the picture. \_\_\_\_\_  
\_\_\_\_\_
3. What do you want to find out when you read? \_\_\_\_\_  
\_\_\_\_\_



# Articles

Reteach

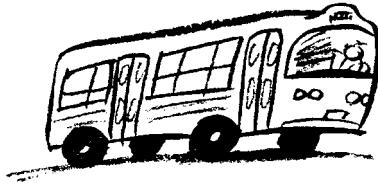
## Grammar Rules Articles

The words **a**, **an**, and **the** usually come before a noun.  
 Use **a** before a noun that begins with a consonant sound.  
 Use **an** before a noun that begins with a vowel sound.  
 Use **the** before a noun that is a specific person, place, or thing.

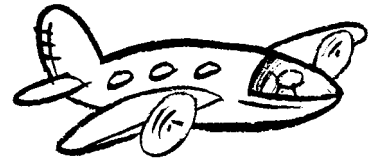
COPY READY



a bat



the bus



an airplane

Write the correct article on the line.

1. \_\_\_\_\_ tree (a, an)
2. \_\_\_\_\_ tallest boy (the, an)
3. \_\_\_\_\_ owl (a, an)
4. \_\_\_\_\_ sky (the, a)
5. \_\_\_\_\_ street (an, a)
6. \_\_\_\_\_ apple (an, a)
7. \_\_\_\_\_ school (the, an)
8. \_\_\_\_\_ dog (a, an)

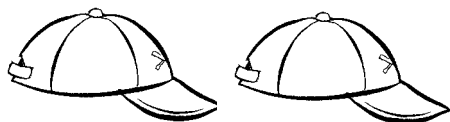
# Plural Nouns

## Grammar Rules Plural Nouns

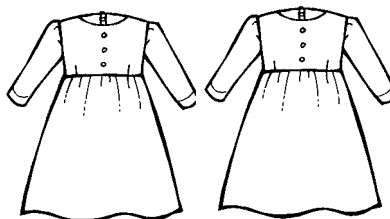
Add **-s** to the end of most nouns to show more than one.

Add **-es** to nouns ending in *ss, s, z, sh, ch,* or *x* to show more than one.

two hats



two dresses



Write the correct plural noun on the line.

1. Mom finds the \_\_\_\_\_.  
(watchs, watches)
2. The \_\_\_\_\_ are on time.  
(kids, kides)
3. I have two \_\_\_\_\_.  
(wishes, wishs)
4. I hope \_\_\_\_\_ will be at the zoo.  
(foxs, foxes)
5. I hope my \_\_\_\_\_ will come too.  
(brotheres, brothers)

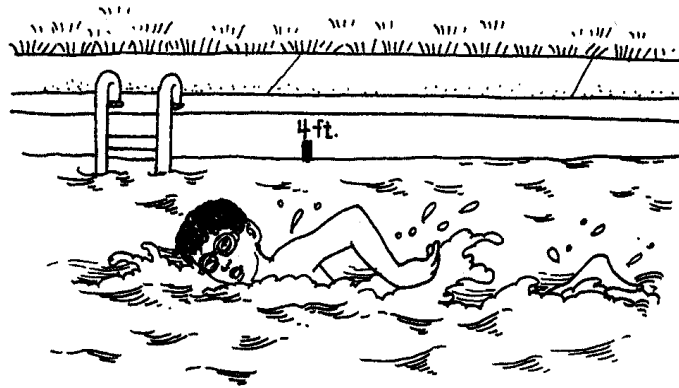
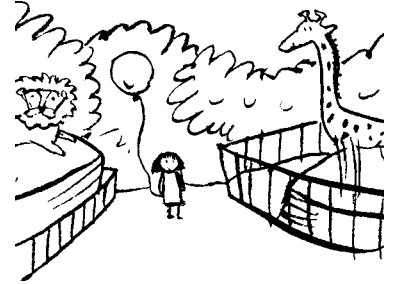
# Identify Setting

**Reteach**

The **setting** is the place where a story happens.

The **setting** is the time when a story happens.

This picture shows a setting. I see a girl. She has a balloon. There is a lion. There is a giraffe. I think the girl is at a zoo. The story happens at the zoo.



## Fun with Dad

Dad and I go to a lot of places. We go to the pool. We play in the water. Dad shows me how to swim. My Dad and I have fun.

**Follow the directions.**

1. Circle the sentence that tells the setting.
2. Underline the words that tell what happen in this setting.
3. Retell what you read.

# Preview and Predict

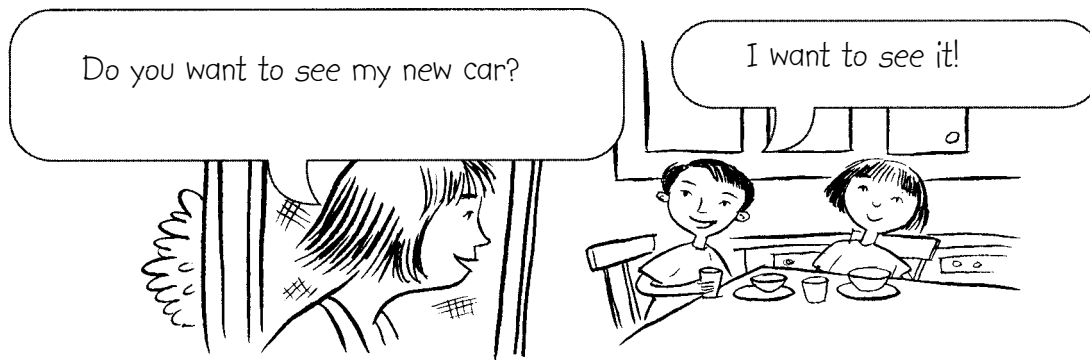
Reteach

You can **preview**, or look at, pictures and words.

Then use your preview to **predict**, or guess, what might happen.

**Preview:** I see a boy in the library. I want to find out what the boy is doing.

**Prediction:** I predict the boy will check out the book.



Do you want to see my new car?

I want to see it!

Follow the directions.

1. What did you preview?

\_\_\_\_\_

2. What do you predict will happen next?

\_\_\_\_\_

\_\_\_\_\_

3. Retell what you see and what you read.

# Nouns

Reteach

## Grammar Rules Nouns

A **common noun** names a person, place, or thing.

- Start a common noun with a small letter.

A **proper noun** names a special person, place, or thing.

- Start a proper noun with a capital letter.

We went to the **beach**.

We went to **Plum Beach**.



**Circle the common noun. Underline the proper noun.**

1. We see ducks at Bay Pond.
2. I took my friend Billy.
3. He brought his sister Samantha.
4. The pond is next to Miller Library.
5. We took pictures for Mr. Marks.

# Proper Nouns

## Grammar Rules Proper Nouns

A proper noun can name a special person.

A proper noun can name a special animal.

A proper noun can name a special place.

- Start all proper nouns with a capital letter.

My name is **L**isa.  
This is my dog **M**ax.  
We are running at **G**undy Park.



Draw a box around the special name. Write the letter or letters that should be a capital.

1. I went with karla to the zoo. \_\_\_\_\_
2. I saw morris, the baby giraffe. \_\_\_\_\_
3. We ate lunch at circle lake. \_\_\_\_\_
4. My friend jaden fed the birds. \_\_\_\_\_
5. We watched sammy the seal perform. \_\_\_\_\_
6. Mrs. martin drove us home. \_\_\_\_\_

# Setting

Reteach

A **setting** is the place where a story happens. Sometimes a story happens in more than one place. The pictures below tell a story about Jenny and Gabe's fun day with Mom. The story happens in different places.

COPY READY

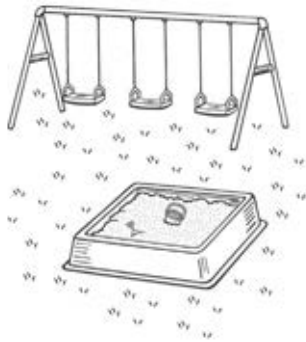
1.



2.



3.



4.



**Follow the directions.**

1. Retell what you see in the pictures.
2. Tell how the setting changes in each part of the story.

---



---

# Preview and Predict

Reteach

You can **preview**, or look at, pictures and words.

Then use your **preview** to **predict**, or guess, what might happen.



Follow the directions.

1. What did you preview?

\_\_\_\_\_

2. What do you predict will happen next?

\_\_\_\_\_

\_\_\_\_\_

3. Retell what you see and read to a partner.



# Proper Nouns

## Grammar Rules Proper Nouns

A **proper noun** names a specific person, place, animal, or thing.

- Start a proper noun with a capital letter.
- Start the name of the day with a capital letter.
- Start the name of a month with a capital letter.

"My name is Jim. I have a baseball game on Saturday, June 10th."



**Circle the words that should start with a capital letter.  
Write the capital letter on the line.**

1. It is the first week of august. \_\_\_\_\_
2. School starts on monday. \_\_\_\_\_
3. Mrs. tomas teaches reading. \_\_\_\_\_
4. We read about florida. \_\_\_\_\_
5. Dr. jones tells us the playground rules. \_\_\_\_\_
6. timmy the turtle is our class pet. \_\_\_\_\_
7. I will take him home on friday. \_\_\_\_\_
8. Mr. light walks me to the bus. \_\_\_\_\_

# Commas in Dates

## Grammar Rules Commas in Dates

Use a comma between two items in a date.

Use commas between three items in a date.

July 4, 1776	
Friday, October 2, 2012	

Underline the dates that are written correctly.

- |                            |                          |
|----------------------------|--------------------------|
| 1. May 12, 2012            | May 12 2012              |
| 2. Monday, April 2, 2012   | Monday, April 2 2012     |
| 3. February, 14, 2012      | February 14, 2012        |
| 4. Sunday, October 31 2012 | Sunday, October 31, 2012 |
| 5. September 5, 2012       | September, 5, 2012       |

Add commas in the correct places.

6. December 14 2012
7. Tuesday March 4 2012
8. Saturday July 4 2012

# Writing Trait: Word Choice

Reteach

When you write, choose descriptive words. Help your reader get a picture of what you write about.

My dog, Barkley, is furry and brown!



Add words that tell how things look, sound, and feel. Using descriptive words makes your writing interesting.

COPY READY

Revise the paragraph. Use the Revising Marks.

- Add descriptive words that tell more about Toby.
- Choose words that fit your purpose.

Revising Marks

^	Add.
~	Take out

## My Pet

I have a pet. Her name is Toby. She has fur. She loves to eat. She loves to sleep. Toby and I play.

### Practice the Trait

Write about something you like to play with. Use words that tell how it looks, sounds, or feels. Can your partner picture what you are writing about?

# Reteaching Masters Answer Key

## RT1.1 Organize Ideas

1. Circled big idea: I have a big family.
2. Underlined parts: four sisters, three brothers, Mom, Dad, three dogs, two cats
3. Answers will vary, but should be an accurate summary of the content.

## RT1.2 Preview and Set a Purpose

1. Circled title: Meg's Special Day
2. Possible response: children at a party
3. Possible response: hats
4. Possible response: I want to find out what they do on Meg's special day.

## RT1.3 Nouns

6. Circled nouns:

1. leaf
2. sun
3. boy
4. garden
5. dirt
6. grass
7. seeds
8. flowers

## RT1.4 Nouns

Circled noun:

1. birds
2. cats
3. feet
4. women

## RT1.5 Author's Purpose

15. Matching book cover to author's purpose:
16. 1st book cover: to make you feel a certain way
17. 2nd book cover: to tell facts about something
18. 3rd book cover: to make you laugh

## RT1.6 Preview and Set a Purpose

19. 1. A Day with Mom
20. 2. Possible response: girl and her mom feeding a duck
21. 3. Possible response: I want to find out what happens at the pond.

## RT1.7 Articles

1. a
2. the
3. an
4. the
5. a
6. an
7. the
8. a

## RT1.8 Plural Nouns

1. watches
2. kids
3. wishes
4. foxes
5. brothers

## RT1.9 Identify Setting

22. 1. Circled sentence: We go to the pool.
23. 2. Underlined words: We play in the water. Dad shows me how to swim.
24. 3. Answers will vary, but should be an accurate summary of the content.

**RT1.10 Preview and Predict**

1. 1. Possible response: the pictures and the words
2. 2. Possible response: I predict the children will go outside and look at the new car.
3. 3. Answers will vary, but should be an accurate summary of the content.

**RT1.11 Common and Proper Nouns**

4. Underlined words/Circled words

5. 1. ducks/Bay Pond
6. 2. friend/Billy
7. 3. sister/Samantha
8. 4. pond/Miller Library
9. 5. pictures/Mr. Marks

**RT1.12 Proper Nouns**

Boxed words/ Capitalized letters:

1. karla/ K
2. morris/ M
3. circle, lake/ C, L
4. jaden/ J
5. sammy/ S
6. martin/ M, M

**RT1.13 Setting**

10. 1. Answers will vary, but should be an accurate summary of the content.
11. 2. Possible response: Jenny and Gabe go to the pool. Then they go to the store. They go to the park. They go home.

**RT1.14 Preview and Predict**

12. 1. Possible response: the pictures and the words
13. 2. Possible response: The boys will find the boots in the closet.
14. 3. Answers will vary, but should be an accurate summary of the content.

**RT1.15 Proper Nouns**

15. Circled words /Capital letter

16. 1. August/A
17. 2. Monday/M
18. 3. Tomas/T
19. 4. Florida/F
20. 5. Jones/J
21. 6. Timmy/T
22. 7. Friday/F
23. 8. Light/L

**RT1.16 Commas in Dates**

24. Underlined dates:

25. 1. May 12, 2012
26. 2. Monday, April 2, 2012
27. 3. February 14, 2012
28. 4. Sunday, October 31, 2012
29. 5. September 5, 2012
30. Correct comma placement:
31. 6. December, 14 2012
32. 7. Tuesday, March 4, 2012
33. 8. Saturday, July 4, 2012

**RT1.17 Writing Trait: Word Choice**

Possible Edits:

**My Pet**

I have a pet ^ hamster. Her name is Toby. She has ^ brown and white fur. She loves to eat ^ crunchy lettuce. She loves to sleep on my ^ soft pillow. Toby and I play chase ^ !

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# Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
<b>K</b>	A	A-2		A-2	<b>K</b>
	B	3		3	
	C			4	
<b>1</b>	D	4	200L-400L	5	<b>1</b>
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
<b>2</b>		16	200L-400L		<b>2</b>
	K				
	L-M	18-28	300L-500L	18-20	
<b>3</b>	N-P	30-38	500L-700L	22-24	<b>3</b>
<b>4</b>	Q-R	40	650L-850L	26	<b>4</b>
<b>5</b>	S-U	44	750L-950L	28	<b>5</b>
<b>6</b>	V-W	50	850L-1000L		<b>6</b>

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

# Phonics Picture Card Index

Card	Letter/Word	Card	Letter/Word	Card	Letter/Word	Card	Letter/Word
1	<b>Mm</b>	60	<b>Cc</b>	118	<b>Nn</b>	176	<b>Ii</b>
2	man	61	cage	119	nail	177	igloo
3	mask	62	cake	120	necklace	178	iguana
4	mitten	63	can	121	needle	179	ill
5	monkey	64	cap	122	nest	180	insect
6	moon	65	car	123	nine		
7	mop	66	carrot	124	noodles	181	<b>Oo</b>
8	mouse	67	cat	125	nose	182	octopus
		68	cup	126	nut	183	olive
9	<b>Ss</b>					184	ostrich
10	saw	69	<b>Rr</b>	127	<b>Vv</b>	185	otter
11	seal	70	rabbit	128	vacuum		
12	seven	71	rake	129	valentine	186	<b>Uu</b>
13	sign	72	red	130	van	187	umbrella
14	sink	73	ribbon	131	vase	188	umpire
15	soap	74	ring	132	vest	189	underwear
16	sock	75	rope	133	violin		
		76	rug				
17	<b>Ff</b>	77	ruler	134	<b>Ww</b>		
18	fan			135	wallet	<b>Blends with l</b>	
19	feather	78	<b>Tt</b>	136	watch	190	block
20	fence	79	tape	137	watermelon	191	clam
21	fish	80	teapot	138	wig	192	clock
22	foot	81	tent	139	window	193	flag
23	fork	82	tiger	140	wing	194	flute
24	fox	83	tire	141	worm	195	glass
		84	top			196	plate
25	<b>Hh</b>	85	turtle	142	<b>Jj</b>	197	sled
26	hammer			143	jacket	198	slug
27	hand	86	<b>Ll</b>	144	judge		
28	hat	87	ladder	145	jeans	<b>Blends with r</b>	
29	heart	88	lamp	146	jellybeans	199	brick
30	hen	89	leaf	147	jet	200	crab
31	horse	90	lemon			201	drill
32	hose	91	lion	148	<b>Zz</b>	202	frog
		92	lizard	149	zebra	203	grass
33	<b>Bb</b>	93	lock	150	zero	204	truck
34	baby			151	zipper		
35	ball	94	<b>Kk</b>			<b>Blends with s</b>	
36	bat	95	kangaroo	152	<b>Qq</b>	205	skunk
37	bear	96	key	153	quart	206	sling
38	bell	97	king	154	quarter	207	squid
39	bike	98	kitchen	155	queen	208	stamp
40	boat	99	kite	156	question mark	209	string
41	book	100	kitten	157	quilt	210	swing
42	<b>Pp</b>	101	<b>Dd</b>	158	<b>Xx</b>	<b>Digraph ch</b>	
43	pan	102	deer	159	ax	211	chick
44	parrot	103	desk	160	box	212	chin
45	pear	104	dime	161	fox	213	chip
46	pencil	105	dog	162	ox		
47	penguin	106	doll	163	six		
48	pig	107	donkey			<b>Digraph sh</b>	
49	pizza	108	door	164	<b>Aa</b>	214	shell
50	pot	109	duck	165	alligator	215	ship
51	puppet			166	anchor	216	shoe
		110	<b>Yy</b>	167	ant	217	shrimp
52	<b>Gg</b>	111	yacht	168	apple		
53	game	112	yam	169	astronaut		
54	gate	113	yarn				
55	gift	114	yawn	170	<b>Ee</b>		
56	girl	115	yellow	171	egg		
57	goat	116	yolk	172	elbow		
58	gorilla	117	yo-yo	173	elephant		
59	guitar			174	elevator		
				175	envelope		



# Grade 1 Cumulative Key Word List

## High Frequency Words

a	different	how	picture	warm
about	<b>do</b>	hurry	play	was
above	does	hurt	pull	watch
after	done	I	push	water
again	don't	idea	<b>put</b>	<b>we</b>
air	down	important	said	were
all	each	into	saw	<b>what</b>
almost	earth	is	school	when
along	eat	keep	sea	where
also	enough	kind	second	who
always	even	know	see	why
am	every	learn	seven	<b>with</b>
and	eyes	light	<b>she</b>	word
animal	fall	like	should	<b>work</b>
another	family	little	show	world
answer	far	live	sleep	would
any	few	look	small	yellow
are	<b>find</b>	many	some	<b>you</b>
around	first	may	something	<b>your</b>
away	follow	mean	sometimes	<b>Key Words</b>
be	food	might	soon	adult (n)
because	for	more	sound	animal (n)
been	found	most	start	baby (n)
before	four	<b>mother</b>	story	beak (n)
began	friend	mountain	that	better (adj)
begin	<b>from</b>	move	the	blow (v)
below	full	my	their	breathe (v)
better	funny	need	<b>then</b>	bud (n)
between	<b>get</b>	never	there	butterfly (n)
body	give	new	they	buy (v)
both	go	next	this	calendar (n)
boy	<b>good</b>	no	thought	caterpillar (n)
brother	great	now	three	change (v)
buy	group	number	through	chrysalis (n)
by	grow	<b>of</b>	today	climb (v)
call	hard	often	together	cloudy (adj)
carry	<b>has</b>	on	tomorrow	computer (n)
change	<b>have</b>	once	<b>too</b>	coverings (n)
children	he	one	turn	delivery (n)
city	head	only	two	drink (v)
color	<b>help</b>	or	under	easier (adj)
come	her	other	until	east (n)
could	here	our	<b>us</b>	eat (v)
country	him	out	use	egg (n)
<b>day</b>	<b>his</b>	over	<b>very</b>	<b>extended family (n)</b>
	hold	paper	walk	factory (n)
	house	people	want	<b>family (n)</b>

Words from Unit 1 appear in red type. For additional content words and story words, please see the Leveled Reading section.

**family member (n)**

feathers (n)

feel (v)

flower (n)

fly (v)

form (v)

**fun (adj)**

fur (n)

grow (v)

hatch (v)

**holiday (n)****home (n)**

insect (n)

Internet (n)

key (n)

leaf (n)

left (n)

living (adj)

map (n)

market (n)

**meal (n)**

meaning (n)

message (n)

money (n)

month (n)

mouth (n)

move (v)

music (n)

neighborhood (n)

nest (n)

new (adj)

news (n)

nonliving (adj)

north (n)

now (adv)

old (adj)

**parents (n)**

parts (n)

path (n)

paw (n)

person (n)

petal (n)

picture (n)

plant (n)

pupa (n)

rainy (adj)

record (n)

right (n)

run (v)

scales (n)

seed (n)

sell (v)

ship (v)

shop (v)

slide (v)

slither (v)

snowy (adj)

south (n)

**special (adj)**

store (n)

storm (n)

sun (n)

sunny (adj)

swim (v)

symbol (n)

tall (adj)

then (adv)

**together (adv)**

useful (adj)

**visit (v)**

weather (n)

west (n)

wind (n)

year (n)

**Academic and  
Classroom  
Vocabulary**

alike (adj)

alive (adj)

apply (v)

ask (v)

attach (v)

back (n)

before (prep)

between (adv)

body (n)

born (adj)

bring (v)

build (v)

business (n)

**care (v)**

categorize (v)

category (n)

cause (v)

**celebrate (v)**

cold (adj)

color (n)

communicate (v)

compare (v)

connection (n)

contrast (v)

cool (adj)

corner (n)

count (v)

describe (v)

detail (n)

determine (v)

different (adj)

direction (n)

distance (n)

earn (v)

effect (n)

energy (n)

exercise (v)

fact (n)

far (adv)

fast (adv)

feature (n)

follow (v)

food (n)

front (n)

future (n)

goods (n)

**group (n)**

hard (adj)

health (n)

height (n)

**help (v)**

history (n)

hot (adj)

**idea (n)**

identify (v)

imagine (v)

inference (n)

information (n)

inside (prep)

invent (v)

job (n)

length (n)

light (n)

list (v)

location (n)

look (v)

machine (n)

main idea (n)

modern (adj)

monitor (v)

movement (n)

near (adv)

needs (n)

organize (v)

outside (adv)

past (n)

**place (n)****play (v)**

plot (n)

power (n)

predict (v)

present (n)

problem (n)

project (n)

purpose (n)

push (v)

question (n)

ready (adj)

reread (v)

retell (v)

review (v)

sequence (n)

service (n)

setting (n)

shape (n)

**share (v)**

show (v)

sign (n)

size (n)

soft (adj)

solution (n)

strong (adj)

support (v)

temperature (n)

time (n)

tool (n)

**trip (n)**

visualize (v)

wants (n)

warm (adj)

worker (n)

**world (n)**

adult > born

**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**

**adult**



*My dad is an **adult**.*

**alive**



*A plant is **alive**. A pot is not.*

**attach**



*You can **attach** keys to a ring.*

**B**

**baby**



*The **baby** is sleeping.*

**before**



*One comes **before** two.*

**born**



*This baby was **born** yesterday.*

270

breathe > buy

**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

**breathe**



*She likes to **breathe** the cold air.*

**business**



*My father owns a flower **business**.*

**bring**



*I **bring** my backpack with me.*

**butterfly**




*The **butterfly** used to be a caterpillar.*

**bud**



*The flower **bud** will bloom in a few days.*

**buy**



*They **buy** milk at the store.*


271

care > color

**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


**C**

**care**




*I **care** for the plants.*

**change**




*The water will **change** into ice if you put it in the freezer.*

**caterpillar**




*This **caterpillar** is eating a leaf.*

**celebrate**




*Grandma **celebrates** her birthday.*

**chrysalis**



*The caterpillar changes inside the **chrysalis**.*

**color**



*The **color** of the flower is red.*


272

count > egg

**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


**E**

**count**




*She **counts** how much money she saved.*

**delivery**




*Our mail **delivery** is late today.*

**earn**




*The boy worked to **earn** money.*

**eat**




*She **eats** all her salad!*

**drink**



*Orange juice is my favorite **drink**.*


**egg**





*The chick is hatching from the **egg**.*


273

energy > family member


**energy**  
  
 Swimming takes a lot of **energy**.

**exercise**  
  
 My heart beats fast when I **exercise**.

**extended family**  
  
 This **extended family** is spending time together.


**factory**  
  
 This **factory** makes candy!


**family**  
 There are five people in my **family**.


**family member**  
  
 My uncle is a **family member**, but he does not live with us.


274


flower > group


**flower**  
  
 This **flower** is a kind of daisy.

**food**  
  
 My family likes many kinds of **food**.

**form**  
  
 Chicks **form** inside of eggs until they are ready to hatch.


**fun**  
  
 Floating in the pool is **fun**!


**goods**  
  
 Stores sell these **goods**.


**group**  
  
 A **group** has more than two items.


275


grow > help


**grow**  
  
 If you give a plant plenty of water, it will **grow** bigger.

**hard**  
  
 The rock feels **hard**.

**hatch**  
  
 Snakes **hatch** out of eggs, much like birds do.


**health**  
  
 Brushing your teeth is good for your **health**.


**height**  
 This basketball player's **height** is seven feet.  



**help**  
  
 I **help** fold the clothes.


276


holiday > inside

**holiday**  
  
 Our favorite **holiday** is the Fourth of July!

**home**  
  
 Your **home** is where you live with your family. There are many different kinds of homes.

**idea**  
  
 Lori's **idea** is to go to the zoo.

**insect**  
  
 A ladybug is a type of **insect**.


**inside**  
  
 Books are **inside** this box.

277

job > market

**J**


**job**



My grandpa has a **job** at the grocery store.


**L**

**leaf**



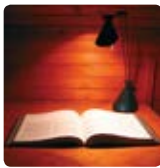
This **leaf** is bright green.

**length**




The **length** of the carrot is 7 inches.

**light**



The **light** is bright enough to read the book.


**living**



The goldfish is a **living** thing. The bowl is not.

**M**

**market**



They are buying tomatoes at the **market**.

278

meal > nest

**N**

**meal**



We eat our **meals** together.

**money**



He has a lot of **money**.

**move**



A sloth **moves** very slowly.

**needs**



Food and clothing are **needs**.

**neighborhood**



A parade came through our **neighborhood**.

**nest**




The bird is flying back to its **nest**.

279

nonliving > project


**P**

**nonliving**




Rocks and water are **nonliving** things.

**parents**




My **parents** like to cook with me.

**petal**




This flower has yellow and pink **petals**.

**place**




This school is a big **place**.

**play**



We **play** a game together.

**project**



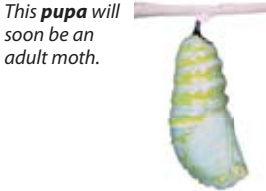
I am so proud of my science fair **project**.

280

pupa > service

**P**


**pupa**



This **pupa** will soon be an adult moth.

**R**


**ready**



The runner is **ready** to race.


**S**

**sell**




He **sells** flowers at the market.

**sequence**




The letters are in order, or **sequence**.

**seed**



A tiny apple **seed**, can grow into a big apple tree!

**service**



A **service** is work someone does for money, such as cutting hair.

281

shape > special

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

**shape**  
  
The **shape** of a ball is round.

**shop**  
  
I like to **shop** at the bookstore.

**share**  
  
We **share** the popcorn.

**size**  
  
My dad's shoes are not my **size**.


**ship**  
  
He **ships** the present for my grandma.


**special**  
  
Today is her **special** day.


282


store > visit


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


**store**  
  
We are shopping at the **store**.

**sun**  
  
The **sun** is very bright today.

**time**  
  
Seven o'clock is the **time** we wake up.

**together**  
  
We can win if we all work **together**.


**trip**  
  
We take a **trip** in our car.


**visit**  
  
I like it when my grandparents come for a **visit**.


283

wants > world

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

**wants**  
  
Toys and games are **wants**.

**worker**  
  
A **worker** at the restaurant makes lunch.

**world**  
  
This is how our **world** looks from space.

284



**Email**

NATIONAL GEOGRAPHIC **Reach for Reading**


## Our Community Garden

Send Save Discard

To:

Subject:

Our neighborhood made a community garden. This photo shows what it looks like. We hope you can visit us and write about our garden on your Web site.



More ↑
 The author's purpose is the reason, or why, the author writes. Here the author's purpose is to persuade, or make the reader do something.

NATIONAL GEOGRAPHIC **Reach for Reading**

Our garden is a special place. It brings neighbors together. It also makes our neighborhood look great. Here is another photo. I like this one a lot.



More ↓
 The author gives reasons to try to make the reader agree.



Email


NATIONAL GEOGRAPHIC Reach for Reading

Our garden is beautiful. We take care of it. We care for the plants. We grow good food and pretty flowers. Each family shares the work. This photo shows a family working.

I hope you visit us.

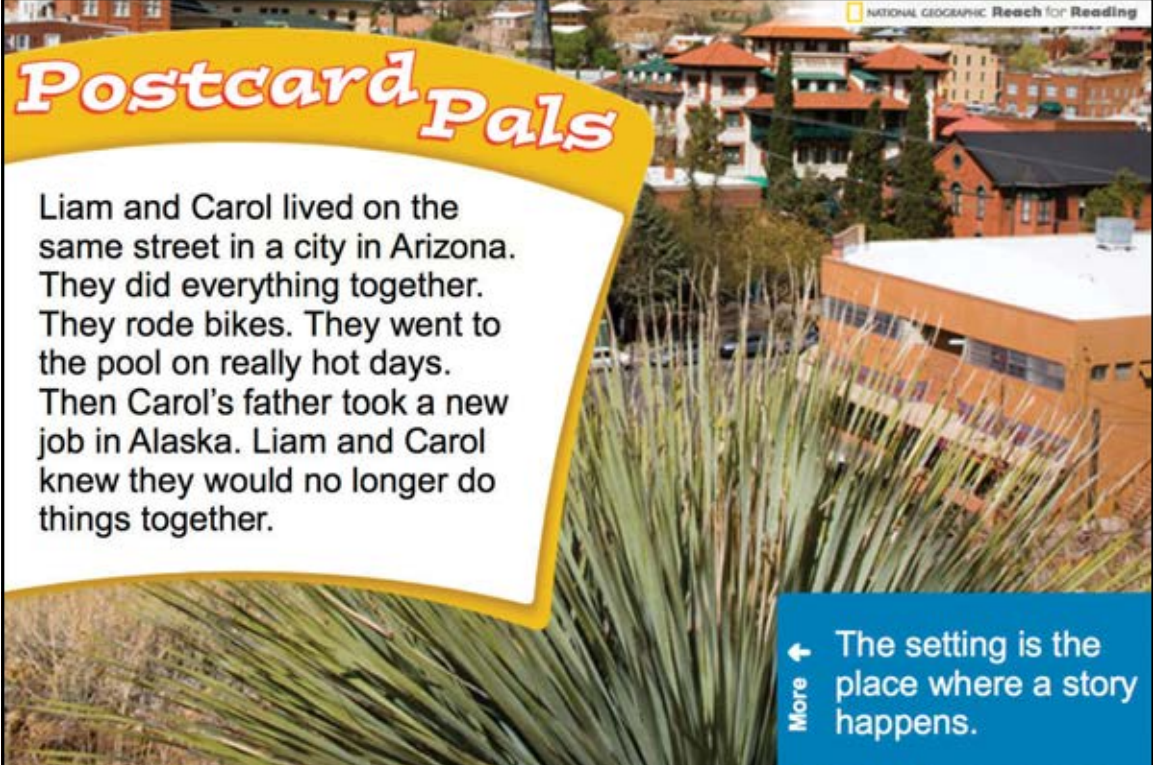
Thank you,

Aria



The author also uses positive words to persuade. [More](#)

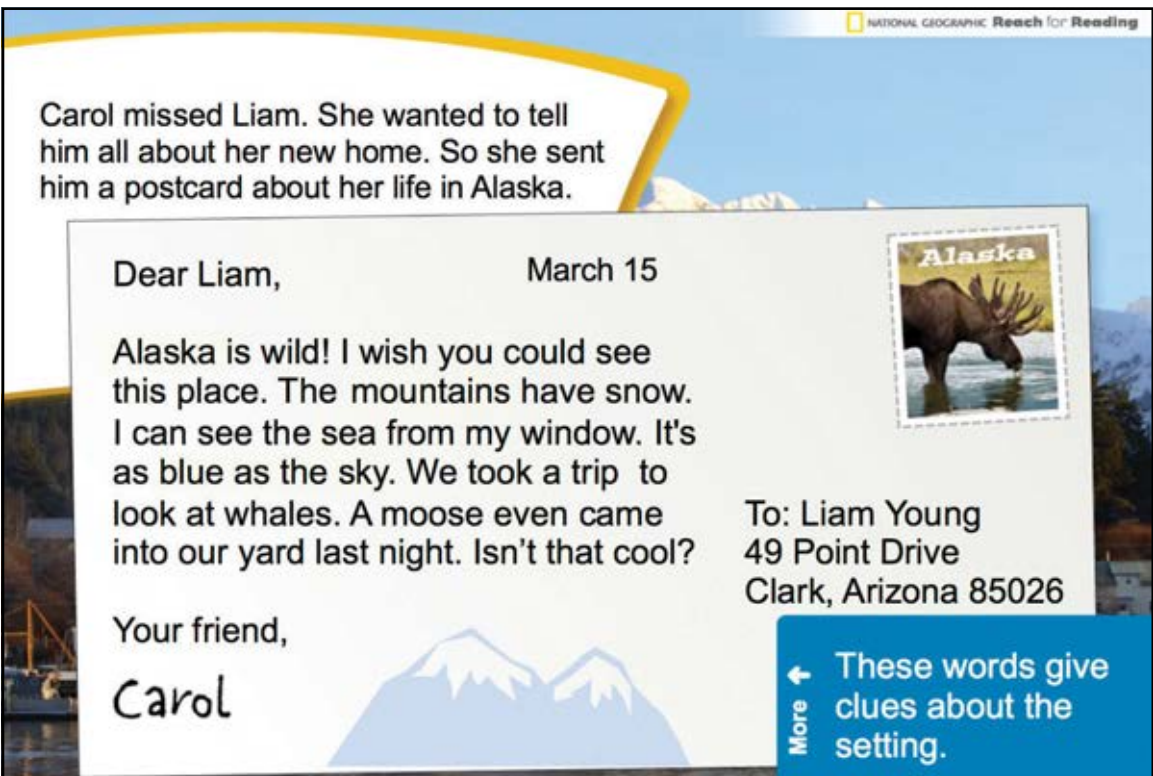
## Story with Postcards



**Postcard Pals**

Liam and Carol lived on the same street in a city in Arizona. They did everything together. They rode bikes. They went to the pool on really hot days. Then Carol's father took a new job in Alaska. Liam and Carol knew they would no longer do things together.

← More The setting is the place where a story happens.




Carol missed Liam. She wanted to tell him all about her new home. So she sent him a postcard about her life in Alaska.

Dear Liam, March 15

Alaska is wild! I wish you could see this place. The mountains have snow. I can see the sea from my window. It's as blue as the sky. We took a trip to look at whales. A moose even came into our yard last night. Isn't that cool?

Your friend,  
**Carol**



To: Liam Young  
49 Point Drive  
Clark, Arizona 85026

← More These words give clues about the setting.

Story with Postcards

NATIONAL GEOGRAPHIC Reach for Reading


Liam was glad to hear from Carol. He missed her, too. He wrote her a postcard.

Dear Carol,                      March 25, 2011

Alaska sounds like another planet! Today is so hot in Arizona. My family went swimming at the pool. Can you swim in the sea? The sky is super blue today. I can even see the mountains across the desert. Can you come back to visit this summer?

To: Carol Jackson  
349 Oak  
Huron, Alaska 99546

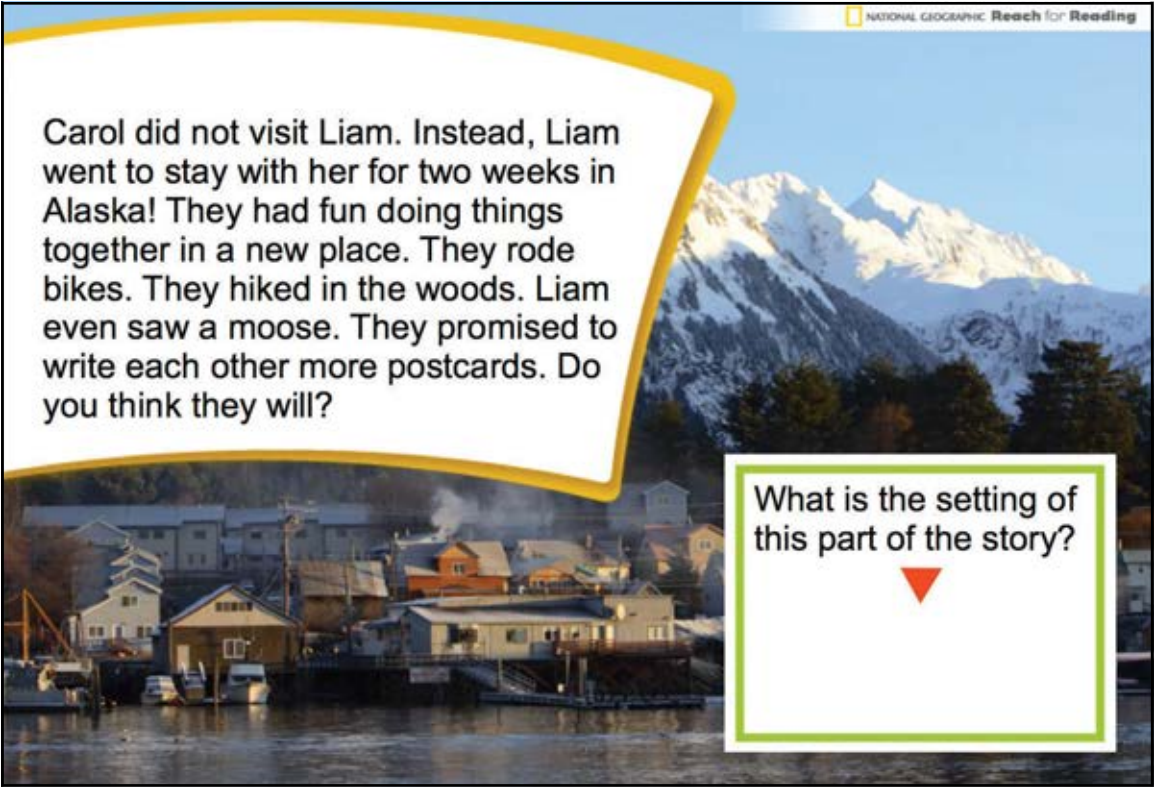
Love,  
Liam



NATIONAL GEOGRAPHIC Reach for Reading

Carol did not visit Liam. Instead, Liam went to stay with her for two weeks in Alaska! They had fun doing things together in a new place. They rode bikes. They hiked in the woods. Liam even saw a moose. They promised to write each other more postcards. Do you think they will?

What is the setting of this part of the story?



COPY READY • Black & White or Color

Name \_\_\_\_\_

Date \_\_\_\_\_

**Story with Postcards**

**COPY READY** • Black & White or Color

**Compare Settings** NATIONAL GEOGRAPHIC Reach for Reading

A Venn diagram with two overlapping circles. The left circle is yellow and labeled "Arizona" and contains a photograph of a saguaro cactus. The right circle is light blue and labeled "Alaska" and contains a photograph of an orca. The overlapping area in the center is shaded light green and labeled "Both". Below the diagram is a grey rectangular box for notes.

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# Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
<b>LITERATURE</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Integration of Knowledge and Ideas</b>						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
<b>INFORMATIONAL TEXT</b>						
<b>Key Ideas and Details</b>						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Craft and Structure</b>						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
<b>Integration of Knowledge and Ideas</b>						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
<b>Range of Reading and Level of Text Complexity</b>						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

# Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition</b>						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division ( <i>bas/ket, kit/ten</i> )		●	●			
VCCCV Syllable Division ( <i>hun/dred</i> )		●	●			
VCV Syllable Division ( <i>mu/sic, cab/in</i> )		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
<b>Phonics and Word Recognition, continued</b>						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
<b>Fluency</b>						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

## Writing

<b>Text Types and Purposes</b>						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

# Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Writing Skills</b>						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
<b>Production and Distribution of Writing</b>						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
<b>Production and Distribution of Writing, continued</b>						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
<b>Writing Traits</b>						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
<b>Research to Build and Present Knowledge</b>						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
<b>Range of Writing</b>						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●



# Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
<b>Comprehension and Collaboration</b>						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
<b>Presentation of Knowledge and Ideas</b>						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

## Language

<b>Conventions of Standard English</b>						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

# Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
<b>Conventions of Standard English, continued</b>						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use <b>Reach into Phonics</b> for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
<b>Knowledge of Language</b>						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
<b>Vocabulary Acquisition and Use</b>						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

# Grade 1 Common Core Standards

## Reading

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
<b>Literature</b>			
<b>Key Ideas and Details</b>	<b>CC.1.Rlit.1</b>	(1) Ask and answer questions about key details in a text.	<b>Unit 3:</b> T131i, T137, T137a, T153e, T154, T155; <b>Unit 4:</b> T230g; <b>Unit 7:</b> T177, T178–179, T180–181, T182–183, T184–185, T186–187;
	<b>CC.1.Rlit.2</b>	(2) Retell stories, including key details, and demonstrate understanding of their central message or lesson.	<b>Unit 2:</b> T94, T116g; <b>Unit 3:</b> T136d, T137b, T164a, T164b, T164c; <b>Unit 4:</b> T202, T204i, T230e, T232, T233f; <b>Unit 6:</b> T95e
	<b>CC.1.Rlit.3</b>	(3) Describe characters, settings, and major events in a story, using key details.	<b>Unit 1:</b> T33c, T33d, T33e, T34, T35a, T59f, T60g, T61a, T61b; <b>Unit 2:</b> T94, T116g; <b>Unit 4:</b> T204a, T204i, T230e, T232, T257e; <b>Unit 7:</b> T171h, T173a, T174a, T174b, T175a, T175b, T188e, T188g, T189, T190, T191
<b>Craft and Structure</b>	<b>CC.1.Rlit.4</b>	(4) Identify words or phrases in stories or poems that suggest feelings or appeal to the senses.	<b>Unit 6:</b> T124g; <b>Unit 7:</b> T172, T173a, T174a, T174b, T174c, T175a, T175b, T188e, T188f, T188g, T189, T190, T191; <b>Unit 8:</b> T230g, T230m
	<b>CC.1.Rlit.5</b>	(5) Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	<b>Unit 2:</b> T91f, T91h, T125f, T126m, T127a; <b>Unit 3:</b> T193h; <b>Unit 4:</b> T239g, T263h; <b>Unit 5:</b> T37g, T38; <b>Unit 6:</b> T131g
	<b>CC.1.Rlit.6</b>	(6) Identify who is telling the story at various points in a text.	<b>Unit 2:</b> T91f; <b>Unit 7:</b> T197e, T197f, T198
<b>Integration of Knowledge and Ideas</b>	<b>CC.1.Rlit.7</b>	(7) Use illustrations and details in a story to describe characters, events, or settings.	<b>Unit 1:</b> T7a, T34, T35b, T59g, T61b; <b>Unit 2:</b> T96b, T116f; <b>Unit 5:</b> T28e, T28g, T30, T31; <b>Unit 6:</b> T104
	<b>CC.1.Rlit.9</b>	(9) Compare and contrast the adventures and experiences of characters in stories.	<b>Unit 6:</b> T101e, T102n; <b>Unit 8:</b> T256g
<b>Range and Level of Text Complexity</b>	<b>CC.1.Rlit.10</b>	(10) With prompting and support, read prose and poetry of appropriate complexity for grade 1.	<b>Unit 1:</b> T7a, T31h, T33b, T33c, T33d, T33e, T35a, T37, T42–43, T48–49, T50–51, T52f, T52g, T57, T58–59, T59g, T60f, LR2; <b>Unit 2:</b> T65j, T76–77, T85f, T96c, T97a, T99, T116f, T119f; <b>Unit 3:</b> T136a, T136b, T136c, T137a, T160e, T160f, T160g, T160n, T167, T172–173, T174–175, T176–177, T178–179, T180–181, T182–183, T185f, T186, LR2; <b>Unit 4:</b> T199j, T204a, T214–215, T230f, T233f, T260a, T263f, T264e, T264m; <b>Unit 5:</b> T5a, T6, T6a, T6b, T6c, T9, T10–11, T12–13, T18–19, T24–25, T26–27, T28f, T28g; <b>Unit 6:</b> T74, T97, T101f, T102f, T102m, T105a, T124f; <b>Unit 7:</b> T173a, T174, T174a, T174b, T174c, T175a, T188f, T188g, T191e, T192, T193, T194–195, T197e, T197f, T198e, T198f, T198g; <b>Unit 8:</b> T209a, T229g, T230e, T230f, T230g, T230m, T233a, T234, T234a, T234b, T234c, T235a, T237, T238–239, T240–241, T242–243, T248–249, T254–255, T256f, LR2
<b>Informational Text</b>			
<b>Key Ideas and Details</b>	<b>CC.1.Rinf.1</b>	(1) Ask and answer questions about key details in a text.	<b>Unit 3:</b> T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	<b>CC.1.Rinf.2</b>	(2) Identify the main topic and retell key details of a text.	<b>Unit 3:</b> T163a, T164a, T164b, T164c, LR3; <b>Unit 4:</b> T243a, T245a, T258; <b>Unit 5:</b> T37e, T37f, T38m; <b>Unit 6:</b> T106i; <b>Unit 7:</b> T137i, T137j, T141a, T142a, T142b, T142c, T143b, T143c, T161e, T161f, T162, T163, T169e, T169g
	<b>CC.1.Rinf.3</b>	(3) Describe the connection between two individuals, events, ideas or pieces of information in a text.	<b>Unit 1:</b> T29g, T30; <b>Unit 2:</b> T92e; <b>Unit 3:</b> T192–193, T193g, T193h, T194m, T194n, T195a; <b>Unit 4:</b> T257g; <b>Unit 6:</b> T75a; <b>Unit 8:</b> T265e, T265f, T266g, T266m
<b>Craft and Structure</b>	<b>CC.1.Rinf.4</b>	(4) Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	<b>Unit 3:</b> T137, T137a, T159f, T159g, T159h, T160, T162, T163, T164a, T164b, T164c, T164i, T165a, T165b, T193f, T193g, T194m
	<b>CC.1.Rinf.5</b>	(5) Know and use various text features (e.g. headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	<b>Unit 3:</b> T158–159, T159a; <b>Unit 4:</b> T239e, T240m, T241a; <b>Unit 7:</b> T166–167e
	<b>CC.1.Rinf.6</b>	(6) Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	<b>Unit 5:</b> T57f
<b>Integration of Knowledge and Ideas</b>	<b>CC.1.Rinf.7</b>	(7) Use the illustrations and details in a text to describe its key ideas.	<b>Unit 7:</b> T137i, T142b, T143a, T143b, T161e, T161f, T162, T163
	<b>CC.1.Rinf.8</b>	(8) Identify the reasons an author gives to support points in a text.	<b>Unit 7:</b> T170m
	<b>CC.1.Rinf.9</b>	(9) Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures).	<b>Unit 2:</b> T92m, T93a; <b>Unit 6:</b> T131g, T132m
<b>Range and Level of Text Complexity</b>	<b>CC.1.Rinf.10</b>	(10) With prompting and support, read information texts of appropriate complexity for grade 1.	<b>Unit 1:</b> T1i, T9, T10–11, T12–13, T14–15, T16–17, T21f, T23f, T26–27, T29f, T30e, T30f, T30g, T30m, T55f, LR2, LR3; <b>Unit 2:</b> T70a, T71a, T90–91, T91f, T92f, T92m, T93h, T121; <b>Unit 3:</b> T140–141, T142–143, T148–149, T153f, T158–159, T159c, T159h, T164a, T164b, T164c, T165a, T190, T191, T192–193, T193h, LR2; <b>Unit 4:</b> T234a, T239f, T240e, T240m, T241h, T244, T252–253, T257g, T257j; <b>Unit 5:</b> T32a, T33, T34–35, T36–37, T37f, T38f, T38g, T38m, T41a, T42, T42a, T42b, T42c, T43a, T45, T46–47, T48–49, T50–51, T52–53, T54–55, T57f, T60a, T61, T62–63, T63g, T64e, T64f, T64g, T64m; <b>Unit 6:</b> T77, T93f, T109, T129, T131g, T132f, T132n; <b>Unit 7:</b> T137j, T141a, T142, T142a, T142c, T145, T150–151, T156–157, T158–159, T164, T165, T166–167, T169f, T170e, T170f, T170g, T170n; <b>Unit 8:</b> T212–213, T214–215, T216–217, T218–219, T220–221, T223f, T260a, T261, T262–263, T265f, T266f, T266g, T266m, LR2

## Reading, continued

Search for activities that meet each  
Common Core Standard. [NGReach.com](https://www.ngrach.com)



Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
<b>Foundational Skills</b>			
<b>Print Concepts</b>	<b>CC.1.Rfou.1</b>	(1) Demonstrate understanding of the organization and basic features of print.	<b>Unit 7:</b> T164, T165, T169e, T192, T193, T197e
	<b>CC.1.Rfou.1a</b>	(a) Recognize the distinguishing features of a sentence (e.g. first word, capitalization, ending punctuation).	
<b>Phonological Awareness</b>	<b>CC.1.Rfou.2</b>	(2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	<b>Unit 1:</b> T3c, T5g, T23k, T23l, T23m, T29a, T29b, T31m, T31n, T31o, T33g, T33h, T33i, T33j, T59b, T59e; <b>Unit 4:</b> T240a, T240i; <b>Unit 5:</b> T64a, T64i; <b>Unit 8:</b> T209c, T223a
	<b>CC.1.Rfou.2a</b>	(a) Distinguish long from short vowel sounds in spoken single-syllable words.	<b>Unit 4:</b> T239a, T204e; <b>Unit 6:</b> T71a, T74e, T95k, T101a, T103m, T106e, T127k, T131b
	<b>CC.1.Rfou.2b</b>	(b) Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.	<b>Unit 1:</b> T7c, T7d, T21a, T30a, T30i, T35c, T35d, T35e, T52a, T55k, T55l, T60a, T60i, T60j; <b>Unit 2:</b> T67b, T70c, T71d, T85a, T87l, T91b, T92b, T92i, T93n, T96e, T97c, T116a, T119l, T125a, T126b, T126i; <b>Unit 3:</b> T133a, T133b, T136e, T136f, T136g, T136h, T137c, T137d, T153a, T153b, T155k, T159b, T159c, T160a, T160b, T160c, T160i, T160j, T161n, T161o, T164e, T165d, T185a, T189l, T193b, T193c, T194b, T194c, T194i; <b>Unit 4:</b> T201b, T204e, T205d, T230a, T231l, T239b, T240b, T240j, T241n, T244f, T245d, T257b, T259l, T263b, T264b, T264i; <b>Unit 5:</b> T7d, T7e, T28a, T28b, T38b, T38i, T38j, T43d, T43e, T57a, T57b, T64i; <b>Unit 6:</b> T71b, T74e, T75d, T93a, T95l, T101a, T102a, T102i, T103m, T106e, T107d, T124a, T127l, T131b, T132b, T132i; <b>Unit 7:</b> T139b, T139c, T142e, T142f, T143d, T143e, T161a, T163l, T163m, T169a, T169b, T170b, T170c, T170i, T170j, T171n, T171o, T174e, T174f, T175d, T175e, T188a, T188b, T191l, T191m, T197a, T197b, T198b, T198c, T198i, T198j; <b>Unit 8:</b> T205b, T205c, T208e, T208f, T225l, T229b, T229c, T230b, T230c, T230i, T235c, T235d, T235e, T256a, T256b, T266a, T266b, T266i
	<b>CC.1.Rfou.2c</b>	(c) Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.	<b>Unit 1:</b> T3a, T3c, T5h, T23k, T23l, T29a, T31m, T31n, T33g, T33h, T55k, T55l, T59b; <b>Unit 2:</b> T71d, T85a, T92a, T92i, T93m, T96e, T119k, T125a; <b>Unit 3:</b> T133a, T133b, T136e, T137d, T137e, T153a, T155k, T159b, T161m, T164e, T165c, T185a, T189k, T193b, T194a, T194i; <b>Unit 4:</b> T201a, T204e, T205c, T230a, T233k, T239a; <b>Unit 5:</b> T38a, T38b, T38c, T38i, T43c, T57a; <b>Unit 6:</b> T131b
	<b>CC.1.Rfou.2d</b>	(d) Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).	<b>Unit 2:</b> T67a, T70c, T87k, T91b, T97c, T116a, T126a, T126i; <b>Unit 3:</b> T160a, T160i, T160j; <b>Unit 7:</b> T175c, T175d, T175e, T188a; <b>Unit 8:</b> T223a, T231m, T234e, T259k, T259m, T265a
<b>Phonics and Word Recognition</b>	<b>CC.1.Rfou.3</b>	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	<b>Unit 1:</b> T1i, T1j, T1k, T7c, T7d, T7e, T21c, T21d, T21h, T23f, T23h, T30b, T30i, T30j, T30o, T31h, T31i, T31j, T35d, T52a, T52b, T52c, T53b, T55f, T55g, T55h, T60a, T60b, T60i, T60j, T60k, T60l, T60o, T61; <b>Unit 2:</b> T65j, T65k, T67c, T70e, T71d, T85c, T85h, T87f, T87g, T87h, T87l, T91d, T92c, T92k, T92o, T93h, T93i, T93j, T93n, T96g, T97d, T116c, T117b, T119f, T119g, T119h, T119l, T125c, T126b, T126k, T126o; <b>Unit 3:</b> T131j, T131k, T133b, T136e, T136f, T136g, T136h, T137d, T137e, T137f, T153a, T153b, T153c, T153g, T153h, T155f, T155g, T155h, T155i, T155m, T159d, T159e, T160c, T160k, T160l, T160o, T161h, T161i, T161j, T161n, T161o, T164g, T165d, T165e, T185c, T187b, T189f, T189g, T189h, T189l, T189m, T193c, T193d, T194b, T194i, T194k, T194o; <b>Unit 4:</b> T199k, T199l, T201a, T204e, T205d, T230a, T231b, T233g, T233k, T239a, T240b, T240j, T240o, T241h, T241i, T241n, T244e, T245d, T257a, T257j, T259f, T259g, T259l, T263b, T264b, T264i, T264o; <b>Unit 5:</b> T1j, T1k, T1l, T3b, T3c, T6e, T6f, T6g, T7d, T7e, T7f, T28a, T28b, T29b, T31f, T31g, T31k, T31l, T37a, T37c, T38a, T38b, T38c, T38i, T38o, T39h, T39i, T39j, T39m, T39n, T42e, T42f, T42g, T43c, T43d, T57a, T57h, T59f, T59g, T59h, T59l, T59m, T63b, T64a, T64b, T64c, T64i, T64o; <b>Unit 6:</b> T69j, T69k, T71b, T74e, T75e, T93a, T93h, T95f, T95g, T95h, T95l, T96, T101a, T101e, T102b, T102e, T102j, T102m, T102o, T103g, T103i, T103j, T103n, T106e, T107d, T124a, T127l, T131b, T132b, T132i, T125b, T127f, T127g, T127h, T128, T131f, T132m; <b>Unit 7:</b> T137j, T137k, T137l, T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161c, T161g, T161h, T163f, T163g, T163h, T163k, T163l, T163m, T169a, T169b, T169c, T170a, T170b, T170c, T170i, T170j, T170k, T170l, T171h, T171i, T171j, T171m, T171n, T171o, T174e, T174f, T174g, T175c, T175d, T175e, T175f, T188a, T188b, T188c, T188d, T189b, T191f, T191g, T191h, T191i, T191m, T197a, T197b, T197c, T197d, T198a, T198b, T198c, T198i, T198j, T198k, T198l; <b>Unit 8:</b> T203j, T203k, T203l, T205a, T205b, T205c, T208e, T208f, T208g, T223h, T225f, T225g, T225h, T225l, T225m, T229b, T229c, T229d, T230a, T230b, T230c, T230i, T230j, T230k, T230l, T230o, T231h, T231i, T231j, T231n, T231o, T234e, T234f, T234g, T234h, T235c, T235d, T235e, T256a, T256b, T256c, T256d, T257b, T259f, T259g, T259h
	<b>CC.1.Rfou.3.a</b>	(a) Know the spelling-sound correspondences for common consonant digraphs.	<b>Unit 3:</b> T189f; <b>Unit 4:</b> T244f, T257j
	<b>CC.1.Rfou.3.b</b>	(b) Decode regularly spelled one-syllable words.	
	<b>CC.1.Rfou.3.c</b>	(c) Know final -e and common vowel team conventions for representing long vowel sounds.	<b>Unit 4:</b> T201b, T204e
	<b>CC.1.Rfou.3.d</b>	(d) Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.	<b>Unit 8:</b> T259l, T259m, T265a, T266b, T266c, T266i, T266j, T266o
	<b>CC.1.Rfou.3.e</b>	(e) Decode two-syllable words following basic patterns by breaking the words into syllables.	<b>Unit 8:</b> T259l, T259m, T265a, T265c, T266a, T266b, T266c, T266i, T266j, T266o
	<b>CC.1.Rfou.3.f</b>	(f) Read words with inflectional endings.	<b>Unit 8:</b> T209c, T209d, T209e, T223a, T223b, T223c, T223d, T223h

# Grade 1 Common Core Standards

## Reading, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Phonics and Word Recognition	CC.1.Rfou.3.g	(g) Recognize and read grade-appropriate irregularly spelled words.	<b>Unit 1:</b> T3d, T5h, T7f, T21a, T21b, T21g, T21h, T23n, T29a, T29b, T29c, T29d, T30c, T30d, T30l, T30o, T31o, T31p, T33i, T35e, T35f, T52c, T54, T55, T55m, T55n, T59d, T60c, T60k, T60o; <b>Unit 2:</b> T67d, T70d, T71f, T85b, T85h, T87n, T87m, T91c, T92c, T92j, T92o, T93p, T96f, T97f, T116b, T117b, T119n, T125b, T126j, T126j; <b>Unit 3:</b> T133c, T133d, T136g, T136h, T137e, T137f, T153c, T154, T155m, T155n, T159d, T160c, T160d, T160k, T160o, T161o, T161p, T164g, T165e, T165f, T185a, T185b, T185c, T188, T189m, T193c, T193d, T194c, T194d, T194i, T194j, T194k, T194l, T195a; <b>Unit 4:</b> T201d, T204f, T205f, T230b, T231a, T233n, T239b, T240d, T240j, T240o, T241p, T244f, T245f, T257b, T257j, T259n, T263b, T264d, T264j, T264o; <b>Unit 5:</b> T3c, T3d, T6e, T6f, T6g, T28a, T28b, T28c, T30, T31m, T31n, T37a, T37b, T37c, T38c, T38d, T38k, T38o, T39o, T39p, T42e, T42f, T42g, T43e, T43f, T57a, T57b, T57c, T57h, T59m, T59n, T63b, T63c, T63d, T63e, T64c, T64d, T64i, T64j, T64k, T64o; <b>Unit 6:</b> T71d, T74g, T75f, T93b, T95n, T101b, T102d, T102j, T103p, T106f, T107f, T124b, T127n, T131c, T132d, T132j, T127h; <b>Unit 7:</b> T139b, T139c, T139d, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T143f, T161a, T161b, T161d, T161g, T161h, T163k, T163l, T163m, T163n, T169a, T169b, T169c, T169d, T170b, T170c, T170d, T170i, T170j, T170k, T170l, T170o, T171n, T171o, T171p, T174e, T174f, T174h, T175d, T175e, T175f, T188a, T188b, T188c, T189b, T191i, T191m, T191n, T197a, T197b, T197c, T197d, T198b, T198c, T198d, T198i, T198j, T198k, T198l; <b>Unit 8:</b> T205a, T205c, T205d, T208f, T208g, T208h, T209e, T209f, T223a, T223b, T223c, T223h, T224, T225m, T225n, T229c, T229d, T230c, T230i, T230j, T230k, T230o, T231, T231o, T231p, T234e, T234f, T234g, T235e, T235f, T256a, T256b, T256c, T256d, T257b, T258, T259l, T259m, T259n, T265a, T265b, T265c, T265d, T266c, T266d, T266i, T266j, T266k, T266o
Fluency	CC.1.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	<b>Unit 1:</b> T1i, T5i, T5j, T18–19, T21c, T21d, T23f, T31h, T33i, T33j, T52c, T55f, T60k; <b>Unit 2:</b> T65j, T67c, T70a, T70f, T71e, T85c, T87f, T91e, T92k, T93h, T93p, T96h, T97e, T116d, T119f, T125c, T126k; <b>Unit 3:</b> T131j, T133c, T133d, T136a, T136g, T136h, T153c, T155f, T159d, T159e, T160k, T161g, T161h, T161o, T161p, T165e, T165f, T185c, T189f, T193d, T193e, T194k, T194l; <b>Unit 4:</b> T199j, T204h, T230d, T233f, T239d, T240l, T241h, T244h, T245f, T257d, T259f, T259m, T263e, T264d, T264j; <b>Unit 5:</b> T1j, T6a, T28c, T28d, T31f, T37c, T37d, T38a, T38k, T38l, T39h, T39o, T42a, T42e, T42g, T42h, T54–55, T57d, T59f, T63d, T63e, T64k, T64l, T64o; <b>Unit 6:</b> T69l, T71d, T74a, T74h, T75e, T93d, T95f, T101d, T102k, T103h, T106a, T106g, T124d, T131d, T132l, T122–123, T127f; <b>Unit 7:</b> T137j, T141a, T142, T142a, T142b, T142c, T142g, T142h, T158–159, T161c, T161d, T163f, T169c, T169d, T170k, T170l, T171h, T173a, T174, T174a, T174b, T174c, T177, T178–179, T180–181, T182–183, T184–185, T186–187, T188c, T188d, T191e, T191f, T197b, T197c, T197d, T198j, T198k, T198l; <b>Unit 8:</b> T203j, T208a, T208g, T208h, T223c, T223d, T225f, T229d, T230k, T230l, T231h, T231p, T234g, T234h, T256c, T256d, T259f, T266k
	CC.1.Rfou.4.a	(a) Read on-level text with purpose and understanding.	<b>Unit 2:</b> T71a, T97a
	CC.1.Rfou.4.b	(b) Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.	<b>Unit 1:</b> T18–19; <b>Unit 2:</b> T70a; <b>Unit 3:</b> T136a; <b>Unit 5:</b> T6a, T42a, T54–55; <b>Unit 6:</b> T74a, T106a, T122–123; <b>Unit 7:</b> T142a, T158–159, T174a, T177, T178–179, T180–181, T186–187; <b>Unit 8:</b> T208a
	CC.1.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	

## Writing

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Text Types and Purposes	CC.1.W.1	(1) Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, and provide a reason for their opinion, and provide a sense of closure.	<b>Unit 1:</b> T30h, T30n, T60h, LR2, LR3; <b>Unit 3:</b> T136d, T155e, LR2, LR3; <b>Unit 5:</b> T1j, T59e, T59f, T64n, T65b; <b>Unit 6:</b> T106d, T124; <b>Unit 7:</b> T137i, T140, T142d, T143b, T168–169, T170n, T171b, T175b; <b>Unit 8:</b> T266–T267b, LR2, LR3
	CC.1.W.2	(2) Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	<b>Unit 1:</b> T23f, T23o, T28–29, T30, T60n, LR2, LR3; <b>Unit 2:</b> T65i, T86, T87e, T92, T92h, T92n, T93b, T119e, T124–125, T126h, T126n, T128–T129b; <b>Unit 3:</b> T131i, T154, T155f, T184–185, T193a, T194, T194h, T194n, T195b, LR2, LR3; <b>Unit 4:</b> T233e, T233o, T240, T240h, T240n, T241b, T241g, T244d, T257h, T259e, T259o, T264h, T264n; <b>Unit 5:</b> T1i, T6d, T31e, T36–37, T38h, T38n, T39g, T43b, T56–57, T57f, T59e, T63a, T64h, T64n, T65b, T66–T67b; <b>Unit 6:</b> T69i, T74d, T74i, T92–93, T93f, T103g, T127e, T131a, T132, T132h, T132n, T134–T135b, T136; <b>Unit 7:</b> T200–T201b, T202; <b>Unit 8:</b> T224, T230, T230h, T231g, T234d, T264–265, T266h, T266n, T270, LR2, LR3
	CC.1.W.3	(3) Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.	<b>Unit 1:</b> LR2, LR3; <b>Unit 2:</b> T93g, T93h, T119f; <b>Unit 3:</b> T131i, T160h, LR2, LR3; <b>Unit 4:</b> T199i, T204d, T231, T233a, T267; <b>Unit 7:</b> T198h; <b>Unit 8:</b> T231g, T257, LR2, LR3
Production and Distribution of Writing	CC.1.W.5	(5) With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	<b>Unit 1:</b> T1h, T6, T7a, T7b, T10–11, T18–19, T20–21, T21g, T22, T23, T23e, T30o, T31a, T31b, T31g, T33f, T35b, T53, T54, T55, T55e, T55f, T61b, T62, T63a, T63b, T64; <b>Unit 2:</b> T69a, T71b, T74–75, T88, T96d, T97b, T116, T117, T118, T119e, T126, T127b, T130; <b>Unit 3:</b> T137b, T152–153, T153f, T155e, T159a, T160, T160n, T161b, T161g, T164d, T165b, T186, T188, T189e, T196, T197a, T197b, T198; <b>Unit 4:</b> T199i, T205b, T230, T231a, T233b, T241b, T241g, T245b, T246, T258, T264, T265b, T267a, T269; <b>Unit 5:</b> T7b, T28, T29, T31, T38, T39b, T42d, T58, T64, T68; <b>Unit 6:</b> T93g, T95e, T96, T101e, T102h, T102m, T102o, T103g, T107b, T125, T125a, T127e, T134, T135a, T135b; <b>Unit 7:</b> T137i, T160–161, T161f, T162, T163e, T170, T170h, T171g, T188, T189, T190, T191e, T191f, T196–197, T198, T200, T201a, T201b; <b>Unit 8:</b> T208d, T209b, T222–223, T223f, T235b, T256, T258, T259e, T266, T267b
	CC.1.W.6	(6) With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<b>Unit 1:</b> T31h; <b>Unit 2:</b> T65j, T93h, T119f; <b>Unit 3:</b> T131j, T155f, T161h, T189f; <b>Unit 4:</b> T199j, T233b, T241h, T259e, T259f; <b>Unit 5:</b> T31f, T39h; <b>Unit 6:</b> T69j, T103h; <b>Unit 7:</b> T137j, T163f, T191f; <b>Unit 8:</b> T203j, T259f

## Writing, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Research to Build and Present Knowledge	CC.1.W.7	(7) Participate in shared research and writing projects (e.g. exploring a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<b>Unit 1:</b> T20–21, T21e, T59a, T60, T61b; <b>Unit 2:</b> T87e; <b>Unit 3:</b> T161g; <b>Unit 4:</b> T233f; <b>Unit 5:</b> T1j; <b>Unit 6:</b> T95f; <b>Unit 7:</b> T163e, T163f; <b>Unit 8:</b> T225e, T225f, T231h
	CC.1.W.8	(8) With guidance and support from adults, recall information and experiences or gather information from provided sources to answer a question.	<b>Unit 1:</b> T31h, T62, T63; <b>Unit 3:</b> T161h, T189f, T196, T197; <b>Unit 4:</b> T233e, T233f

## Speaking and Listening

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.1.SL.1	(1) Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	<b>Unit 1:</b> T1i, T2, T8, T21e, T21f, T21g, T23, T23f, T23o, T24a, T28–29, T30h, T30n, T30o, T31b, T32, T33, T33a, T35a, T35b, T36, T52, T59a, T59h, T60, T60e, T60h, T60n, T60o, T61a; <b>Unit 2:</b> T66, T69, T72, T85e, T85g, T88, T91f, T92h, T92n, T92o, T97a, T98, T118, T124–125, T125e, T126e, T126m, T126o, T128, T129a, T129b, T131; <b>Unit 3:</b> T132, T133, T138, T152–153, T153e, T153f, T153h, T154, T155, T155e, T155f, T156, T159f, T159h, T160, T160h, T160n, T160o, T161a, T161b, T164i, T165, T166, T184–185, T185e, T187a, T188, T189, T190, T193a, T193f, T194e, T194o, T195a, T195b, T196, T197a, T197b, T199, LR2, LR3; <b>Unit 4:</b> T200, T206, T232, T233e, T233o, T239e, T240e, T240n, T241a, T246, T257i, T260a, T264e, T264n, T264o; <b>Unit 5:</b> T1j, T2, T3, T4, T5, T6i, T7, T7b, T8, T28, T28e, T29a, T31e, T31o, T32, T32a, T37e, T37g, T38h, T38n, T38o, T39b, T40, T41, T41a, T42i, T43, T43a, T44, T56–57, T57e, T57f, T57h, T58, T59, T59e, T59f, T63a, T63f, T63h, T64e, T64n, T65a, T65b, T66, T67a, T67b; <b>Unit 6:</b> T70, T76, T93e, T94, T100–101, T102e, T102o, T107, T108, T124e, T125a, T128, T132e, T132n; <b>Unit 7:</b> T137i, T137j, T138, T139, T144, T160–161, T161e, T161f, T161g, T161h, T162, T163, T163e, T163f, T164, T168–169, T169e, T169g, T170, T170e, T170h, T170m, T170n, T170o, T171, T171a, T171b, T172, T173, T173a, T174d, T176, T188e, T189, T191e, T192, T196–197, T197e, T197g, T198, T198e, T198h, T203; <b>Unit 8:</b> T204, T206, T207, T207a, T208d, T208i, T210, T222–223, T223e, T223f, T223g, T223h, T224, T225, T230e, T230h, T230n, T230o, T231b, T231g, T231h, T232, T233, T233a, T234c, T234d, T234i, T235, T235a, T235b, T236, T256, T256e, T256g, T257, T257a, T257b, T258, T259, T259e, T259o, T260, T260a, T264–265, T265e, T265f, T265g, T266, T266e, T266h, T266n, T266o, T267, T267a, T267b, T271, LR2, LR3
	CC.1.SL.1.a	(a) follow agreed-upon rules for discussions (e.g. listening to others, speaking one at a time about the topics and texts under discussion).	<b>Unit 1:</b> T65; <b>Unit 3:</b> LR3; <b>Unit 7:</b> T203; <b>Unit 8:</b> LR3
	CC.1.SL.1.b	(b) Build on others’ talk in conversation by responding to the comments of others through multiple exchanges.	<b>Unit 2:</b> T70g, T131; <b>Unit 3:</b> T155e; <b>Unit 4:</b> T233e
	CC.1.SL.1.c	(c) Ask questions to clear up confusion about the topics and texts under discussion.	
	CC.1.SL.2	(2) Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	<b>Unit 1:</b> T1i, T2, T3, T23f, T30e, T30f, T30g, T30h, T30m, T30n, T65; <b>Unit 2:</b> T65j, T66, T87f, T92g, T126e; <b>Unit 3:</b> T133, T160e, T160g, T194g, T199; <b>Unit 4:</b> T199j, T200, T205a, T233b, T233e, T241h, T259f, T264e; <b>Unit 5:</b> T2, T31f, T38h, T39h, T64g, T64h, T68; <b>Unit 6:</b> T70, T95e, T103h, T127f; <b>Unit 7:</b> T137i, T138, T139, T203; <b>Unit 8:</b> T204, T205
	CC.1.SL.3	(3) Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	<b>Unit 1:</b> T62, T63a, T63b; <b>Unit 4:</b> T267b; <b>Unit 6:</b> T134, T135a, T135b; <b>Unit 7:</b> T200, T201a, T201b; <b>Unit 8:</b> T231g, T266, T267a, T267b
	Presentation of Knowledge and Ideas	CC.1.SL.4	(4) Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.
CC.1.SL.5		(5) Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	<b>Unit 1:</b> T1h, T1i, T31g, T31h, T55e, T55f, T65; <b>Unit 2:</b> T65i, T65j, T87e, T93g, T93h, T119e, T119f, T131; <b>Unit 3:</b> T161g, T189e, T199; <b>Unit 4:</b> T199i, T199j, T233e, T233f, T241g, T241h, T244i, T259e, T259f, T269; <b>Unit 5:</b> T1i, T31e, T39g, T39h, T59e, T59f, T69; <b>Unit 6:</b> T69i, T69j, T103g, T103h, T127e, T127f, T137; <b>Unit 7:</b> T171g, T174i; <b>Unit 8:</b> T271
CC.1.SL.6		(6) Produce complete sentences when appropriate to task and situation (see grade 1 Language standards 1 and 3 for specific expectations).	<b>Unit 3:</b> T199; <b>Unit 4:</b> T269; <b>Unit 6:</b> T127f, T137; <b>Unit 7:</b> T203; <b>Unit 8:</b> T271



# Grade 1 Common Core Standards

## Language

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<b>Unit 1:</b> T1m, T2j, T31l, T55j; <b>Unit 2:</b> T65m, T87j, T93l, T119j, T126n; <b>Unit 3:</b> T131n, T155g, T155j, T161l, T189j; <b>Unit 4:</b> T199k, T199l, T199m, T233g, T233h, T238–239, T241k, T259i; <b>Unit 5:</b> T1n, T31j, T39l, T59j; <b>Unit 6:</b> T69m, T95i, T103k, T127i; <b>Unit 7:</b> T137n, T163j, T171l, T191j; <b>Unit 8:</b> T225i, T225j, T229f, T230, T230h, T230m, T230n, T231, T231b, T259j
	CC.1.L.1.a	(a) Print all upper and lowercase letters.	<b>Unit 1:</b> T5h, T23m, T23n; <b>Unit 4:</b> T204f, T239d
	CC.1.L.1.b	(b) Use common, proper, and possessive nouns.	<b>Unit 1:</b> T1l, T1m, T7a, T7b, T20–21, T21e, T21f, T21g, T21h, T23i, T23j, T23o, T24, T29e, T30h, T30m, T30o, T31, T31b, T31k, T31l, T33f, T35a, T52, T52g, T53, T54, T55i, T59a, T60, T60h, T61, T63a; <b>Unit 2:</b> T93k, T96d, T119i, T124–125, T126; <b>Unit 3:</b> T199; <b>Unit 4:</b> T241k, T244d, T245b, T256–257, T257h, T258
	CC.1.L.1.c	(c) Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops.; We hop.)	<b>Unit 3:</b> T131n, T137b, T153f, T153, T154, T155i, T159a, T159f, T161k, T161l, T164d, T184–185, T186, T189, T189i, T190, T194h, T194m, T195, T197, T197a, T197b
	CC.1.L.1.d	(d) Use personal, possessive, and indefinite pronouns (e.g. I, me, my, they, them, their, anyone, everything).	<b>Unit 4:</b> T199m, T204d, T204f, T205b, T230, T231, T233b; <b>Unit 5:</b> T1m, T1n, T7b, T28, T10–11, T12–13, T18–19, T29, T30, T31, T59i, T59j, T61, T64, T64h, T64n, T65
	CC.1.L.1.e	(e) Use verbs to convey a sense of past, present, and future in writing and speaking (e.g. Yesterday I walked home. Today I walk home. Tomorrow I will walk home.)	<b>Unit 3:</b> T131m, T131n, T136d, T135, T153, T154, T155i, T155j, T156, T159f, T160, T160m, T160n, T161, T161b, T161k, T161l, T184–185, T189i, T189j, T190, T193a, T193f, T194h, T194m, T195; <b>Unit 7:</b> T137i, T137m, T137n, T142d, T143b, T160–161, T161f, T162, T163i, T163j, T168–169, T170, T170h, T170n, T171, T171b, T191i, T191j, T196–197, T198, T198h, T203
	CC.1.L.1.f	(f) Use frequently occurring adjectives.	<b>Unit 1:</b> T60m; <b>Unit 2:</b> T65m, T70f, T86, T87i, T91a, T91a, T92, T92h, T92n, T93, T93k, T97b, T116, T117, T118, T119j, T126, T126h, T127; <b>Unit 4:</b> T259i, T263a, T264, T264h, T264n, T265b, T267b; <b>Unit 6:</b> T137
	CC.1.L.1.g	(g) Use frequently occurring conjunctions (e.g. and, but, or, so, because)	<b>Unit 5:</b> T28, T30, T31; <b>Unit 6:</b> T69m, T74d, T75b, T92–93, T93f, T94, T103l, T107b, T132h; <b>Unit 7:</b> T171k, T171l, T174d, T175b, T188, T189, T190
	CC.1.L.1.h	(h) Use determiners (e.g. articles, demonstratives)	<b>Unit 1:</b> T23i, T23j, T28–29, T29e, T30, T30h, T30m, T31, T31b; <b>Unit 2:</b> T65m, T71b, T84–85, T86
	CC.1.L.1.i	(i) Use frequently occurring prepositions (e.g. during, beyond, toward).	<b>Unit 8:</b> T259i, T259j, T264–265, T266, T266h, T266n, T267, T267b
	CC.1.L.1.j	(j) Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	<b>Unit 1:</b> T63, T63a, T63b; <b>Unit 2:</b> T129, T129a, T129b; <b>Unit 3:</b> T197, T197a, T197b; <b>Unit 4:</b> T267b; <b>Unit 5:</b> T31i, T31j, T31o, T36–37, T37e, T37f, T37g, T38, T38e, T38h, T38m, T39b, T39k, T39l, T41a, T42d, T43b, T56–57, T57f, T58, T67, T67a, T67b; <b>Unit 6:</b> T69n, T74d, T75b, T92–93, T93f, T95i, T100–101, T102, T102h, T102n, T103b, T103k, T103l, T106d, T107b, T124, T125, T126, T127i–127j, T131a, T132, T132h, T133b, T135, T135a, T135b; <b>Unit 7:</b> T201, T201a, T201b; <b>Unit 8:</b> T267, T267a, T267b
	CC.1.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<b>Unit 1:</b> T55j, T60, T60h; <b>Unit 4:</b> T205e, T230a; <b>Unit 8:</b> T203n, T208d, T209b, T209d, T209e, T209f, T222–223, T223a, T223b, T223d, T223f, T224, T231l, T235d, T235e, T235f, T256, T256a, T256b, T256d
	CC.1.L.2.a	(a) Capitalize dates and names of people.	<b>Unit 1:</b> T33f, T35a, T52, T52g, T53, T53b, T55i, T60, T60h; <b>Unit 8:</b> T203m, T203n
	CC.1.L.2.b	(b) Use end punctuation for sentences.	<b>Unit 1:</b> T63a, T63b; <b>Unit 2:</b> T129a, T129b; <b>Unit 3:</b> T197, T197a, T197b; <b>Unit 4:</b> T267b; <b>Unit 5:</b> T67, T67a, T67b; <b>Unit 6:</b> T135, T135a, T135b; <b>Unit 7:</b> T201, T201a, T201b; <b>Unit 8:</b> T231l, T256, T267, T267a, T267b
CC.1.L.2.c	(c) Use commas in dates and to separate single words in a series.	<b>Unit 1:</b> T60, T60h; <b>Unit 8:</b> T231k, T234d, T235b	
CC.1.L.2.d	(d) Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	<b>Unit 1:</b> T1j, T1k, T3d, T5h, T7e, T7f, T21a, T21b, T21d, T21g, T21h, T23g, T23h, T23n, T29b, T30c, T30d, T30j, T30l, T30o, T31i, T31j, T31p, T33h, T35d, T35e, T35f, T52b, T52d, T53b, T55g, T55h, T55n, T59c, T60a, T60c, T60d, T60j, T60l, T60o; <b>Unit 2:</b> T65k, T65l, T67c, T67d, T70d, T71e, T71f, T85a, T85b, T85h, T87g, T87h, T87m, T87n, T91c, T92c, T92d, T92j, T92o, T93i, T93j, T93o, T93p, T96f, T97e, T116b, T117b, T119g, T119h, T119m, T119n, T125b, T126c, T126d, T126j, T126o; <b>Unit 3:</b> T131k, T131l, T133c, T133d, T136f, T136h, T137e, T137f, T153a, T153b, T153g, T153h, T155g, T155h, T155m, T155n, T159c, T160c, T160d, T160i, T160j, T160o, T161i, T161j, T161o, T161p, T161o, T161p, T164f, T164h, T165e, T165f, T185a, T185b, T185d, T187a, T187b, T189g, T189h, T189m, T189n, T193c, T193e, T194c, T194d, T194i, T194j, T194l, T194o; <b>Unit 4:</b> T199k, T199l, T201c, T201d, T205e, T230b, T231b, T233g, T233h, T233m, T233n, T239d, T240c, T240j, T240o, T241i, T241j, T241m, T241p, T244f, T245c, T245e, T257a, T257b, T257j, T259g, T259h, T259m, T259n, T263c, T264c, T264d, T264i, T264j, T264o; <b>Unit 5:</b> T1k, T1l, T3c, T3d, T6e, T6f, T7d, T7e, T7f, T28a, T28b, T28d, T29b, T31g, T31h, T31m, T31n, T37a, T37b, T38a, T38c, T38d, T38i, T38j, T38l, T38o, T39i, T39j, T39o, T39p, T42f, T43e, T43f, T57a, T57b, T57d, T57g, T57h, T59g, T59h, T59m, T63b, T63c, T64c, T64d, T64i, T64j, T64l, T64o, T65; <b>Unit 6:</b> T69k, T69l, T71c, T71d, T74f, T75e, T75f, T93a, T93b, T93h, T95g, T95h, T95m, T95n, T101b, T102c, T102i, T102j, T102o, T103i, T103j, T103o, T103p, T106f, T107e, T107f, T124a, T124b, T125b, T127m, T127n, T131c, T132c, T132d, T132i, T132j, T127g, T127h; <b>Unit 7:</b> T137k, T137l, T139b, T139c, T139d, T142f, T142h, T143c, T143d, T143e, T143f, T161a, T161b, T161d, T161h, T163g, T163h, T163l, T163m, T163n, T169a, T169b, T169d, T170b, T170c, T170d, T170i, T170j, T170l, T170o, T171g, T171i, T171j, T171n, T171o, T171p, T174e, T174f, T174h, T175c, T175d, T175e, T175f, T188a, T188b, T189b, T191g, T191h, T191i, T191m, T191n, T197a, T197b, T197d, T198b, T198c, T198d, T198j, T198l; <b>Unit 8:</b> T203k, T203l, T205a, T205b, T205c, T205d, T208f, T208h, T209e, T209f, T223b, T223h, T225g, T225h, T225k, T225l, T225m, T225n, T229c, T230a, T230b, T230c, T230d, T230j, T230l, T230o, T231i, T231j, T231n, T231o, T231p, T234f, T234h, T235e, T235f, T256b, T257b, T259g, T259h, T259l, T259m, T259n, T265b, T265d, T266b, T266c, T266d, T266j, T266o	

## Language, continued

Strand	Code	Standards Text	Grade 1 Units 1–8 Standards Correlations
Conventions of Standard English	CC.1.L.2.e	(e) Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	<b>Unit 1:</b> T1j, T7e, T21d, T23g, T23h, T30a, T30b, T30i, T31i, T35e, T52d, T55g, T55h, T60b, T60c, T60l; <b>Unit 2:</b> T65k, T67a, T70f, T71e, T85a, T87g, T87h, T87m, T91c, T92e, T92l, T93i, T93j, T93o, T96f, T97e, T116d, T119g, T119m, T125b, T126e, T126j; <b>Unit 3:</b> T131k, T133a, T133b, T133c, T136e, T136f, T136h, T137d, T137e, T137f, T153d, T155g, T155h, T155m, T159e, T160d, T160l, T161i, T161j, T161o, T161p, T164h, T165e, T165f, T185a, T185b, T185d, T189g, T189h, T189k, T193c, T193e, T194c, T194d, T194l; <b>Unit 4:</b> T199k, T201c, T204h, T205e, T230d, T233g, T233m, T241i, T241o, T244h, T259g, T259h, T259m, T263e; <b>Unit 5:</b> T1l, T3c, T6h, T7c, T31g, T31k, T31l, T31m, T37a, T37b, T37d, T39m, T39n, T39o, T42e, T42h, T59g, T59h, T59k, T59m, T63b, T63e, T64a, T64b, T64c; <b>Unit 6:</b> T69k, T69l, T71c, T74h, T75e, T93a, T95m, T101d, T102c, T102j, T103i, T103j, T103o, T106h, T107e, T124a, T127m, T131e, T132c, T132l; <b>Unit 7:</b> T139b, T139c, T142e, T142f, T142g, T142h, T143c, T143d, T143e, T161a, T161b, T161d, T163g, T163h, T163k, T163l, T163m, T163n, T169b, T169d, T170b, T170c, T170i, T170j, T170l, T171i, T171m, T171n, T171o, T174e, T174h, T175c, T175d, T175e, T188a, T188b, T188c, T191g, T191k, T191l, T191m, T191n, T197a, T197b, T197d, T198b, T198c, T198i, T198j, T198l; <b>Unit 8:</b> T203k, T203l, T205a, T205b, T205c, T208h, T209c, T209d, T209e, T223a, T223b, T223d, T223h, T225g, T225h, T225k, T225l, T225m, T229c, T229e, T230a, T230b, T230c, T230l, T231i, T259g, T259h
Vocabulary Acquisition and Use	CC.1.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.	<b>Unit 1:</b> T1h, T6, T7, T8, T21e, T23e, T31g, T32, T33, T34, T35, T36, T52e, T55e; <b>Unit 2:</b> T65i, T71g, T72, T85e, T85g, T87e, T93g, T94, T96i, T98, T116e, T117a, T119e; <b>Unit 3:</b> T131i, T134, T135, T136i, T138, T153e, T153g, T153h, T155e, T155i, T161g, T162, T164i, T166, T185e, T189e, T190; <b>Unit 4:</b> T199i, T202, T204i, T206, T230e, T233e, T241g, T242, T244i, T246, T257e, T259e, T263f, T264e; <b>Unit 5:</b> T1i, T4, T5, T6i, T8, T26–27, T28e, T29, T31e, T39g, T40, T42i, T43, T44, T57e, T59e; <b>Unit 6:</b> T69i, T72, T74i, T76, T93e, T95e, T103g, T104, T106i, T108, T124e, T127e; <b>Unit 7:</b> T137i, T140, T141, T142i, T144, T163e, T170e, T171g, T172, T173, T174i, T175, T176, T188e, T191e; <b>Unit 8:</b> T206, T207, T208i, T209, T210, T214–215, T220–221, T223e, T223g, T225e, T231g, T234i, T235, T236, T256c, T257a, T257b, T259e
	CC.1.L.4.a	(a) Use sentence-level context as a clue to the meaning of a word or phrase.	<b>Unit 4:</b> T233o, T240m, T259o, T263f, T264m
	CC.1.L.4.b	(b) Use frequently occurring affixes in English as a clue to the meaning of a word.	<b>Unit 8:</b> T203i, T229f, T230e, T230m, T259o, T260, T266e, T266m
	CC.1.L.4.c	(c) Identify frequently occurring root words (e.g. look) and their inflectional forms (e.g. looks, looked, looking).	<b>Unit 8:</b> T229f, T230
	CC.1.L.5	(5) With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.	<b>Unit 4:</b> T233e; <b>Unit 5:</b> T31e, T31o, T32, T36–37, T37e, T38, T38m, T60, T63f, T64m
	CC.1.L.5.a	(a) Sort words into categories (e.g. colors, clothing) to gain a sense of the concepts the categories represent.	<b>Unit 2:</b> T88, T91f, T92m, T120, T125e, T126m; <b>Unit 4:</b> T239e, T240e
	CC.1.L.5.b	(b) Define words by category and by one or more key attributes (e.g. a duck is a bird that swims; a tiger is a large cat with stripes.)	<b>Unit 1:</b> T21h, T53b; <b>Unit 2:</b> T117a, T131; <b>Unit 3:</b> T187, T188; <b>Unit 4:</b> T231a, T257j; <b>Unit 5:</b> T4, T5a, T6a, T6b, T6d; <b>Unit 6:</b> T93g, T125a
	CC.1.L.5.c	(c) Identify real-life connections between words and their use (e.g. note places at home that are cozy.)	
	CC.1.L.5.d	(d) Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, stare, glance, glare, scowl) and adjectives differing in intensity (e.g. large, gigantic) by defining, choosing, or acting out the meanings.	
CC.1.L.6	(6) Use words and phrases acquired through conversations, reading, and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g. I named my hamster Nibblet because she nibbles too much because she likes that.)	<b>Unit 1:</b> T33, T33a, T33f, T35, T65; <b>Unit 2:</b> T71b, T72, T85e, T87e, T95, T96i, T116e, T117a; <b>Unit 3:</b> T131i, T135, T136d, T164d, T165; <b>Unit 4:</b> T202, T204i, T241, T242, T269; <b>Unit 5:</b> T7b, T42d, T56–57, T69; <b>Unit 6:</b> T72, T92–93, T93e, T105, T107, T108, T124e, T125a; <b>Unit 8:</b> T233, T234d, T235, T235b, T271	



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